

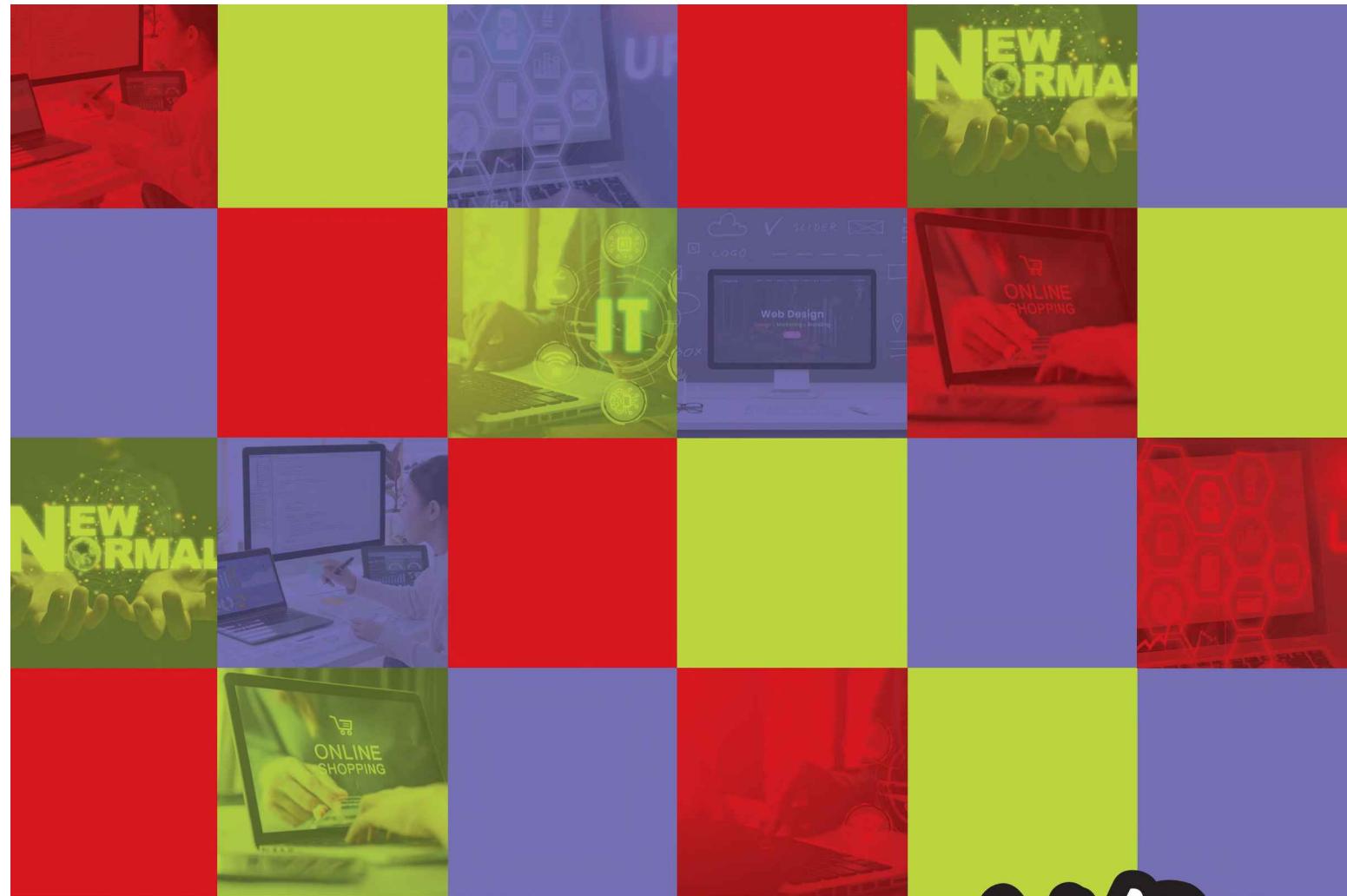


RESET YOUR COMPUTER

Inglés para Informática



BLANCA JIMÉNEA DÍAZ CUETOS



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Inglés para Informática





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BLANCA JIMENA DÍAZ CUETOS

Paraninfo



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Welcome to our project!
Reset your Computer

Welcome to our project!

English is an essential part of our professions these days, and this textbook covers all the key **information technology** (IT) areas you will be working with in your future job in the IT industry. It consists of 6 units, plus an introductory one, which will teach you the main skills and vocabulary to help you communicate in this language.

Each unit follows the same structure. You start with a **Warm-up** that introduces the topic covered in the unit. After this warm-up, each unit contains the sections below covering the most important skills for second language acquisition:

VOCABULARY	
There are two Vocabulary sections in each unit. Through these sections, you will acquire vocabulary related to specific IT fields, which will help you in your career.	
LISTENING	
This part offers Listening practice to help you understand everyday conversations about IT topics. You must listen carefully to the audio and then do the exercises.	
GRAMMAR	
In the Grammar section, you will revise and practice the main aspects of English grammar. This will aid your understanding of the language and, as a result, your productive and receptive skills.	
SPEAKING	
The Speaking section of the unit contains a variety of communication situations that are common in the IT field. The main objective of this part is to help you become fluent in English and engage in topics related to your future job.	
READING	
In the Reading section, there are a variety of texts related to the IT field. These texts are intended to improve your receptive skills and provide you with interesting information about the IT sector.	
WRITING	
In the Writing section of the unit, you will find instructions for creating different types of sample texts. Besides, you will be able to produce your own compositions and improve your writing skills.	
CHECK YOUR PROGRESS & REMEMBER	
At the end of every unit, you can find a self-assessment section called Check your progress , which will make you aware of your own progress and learning process. There is also a Remember section where you can review the grammar from the unit.	

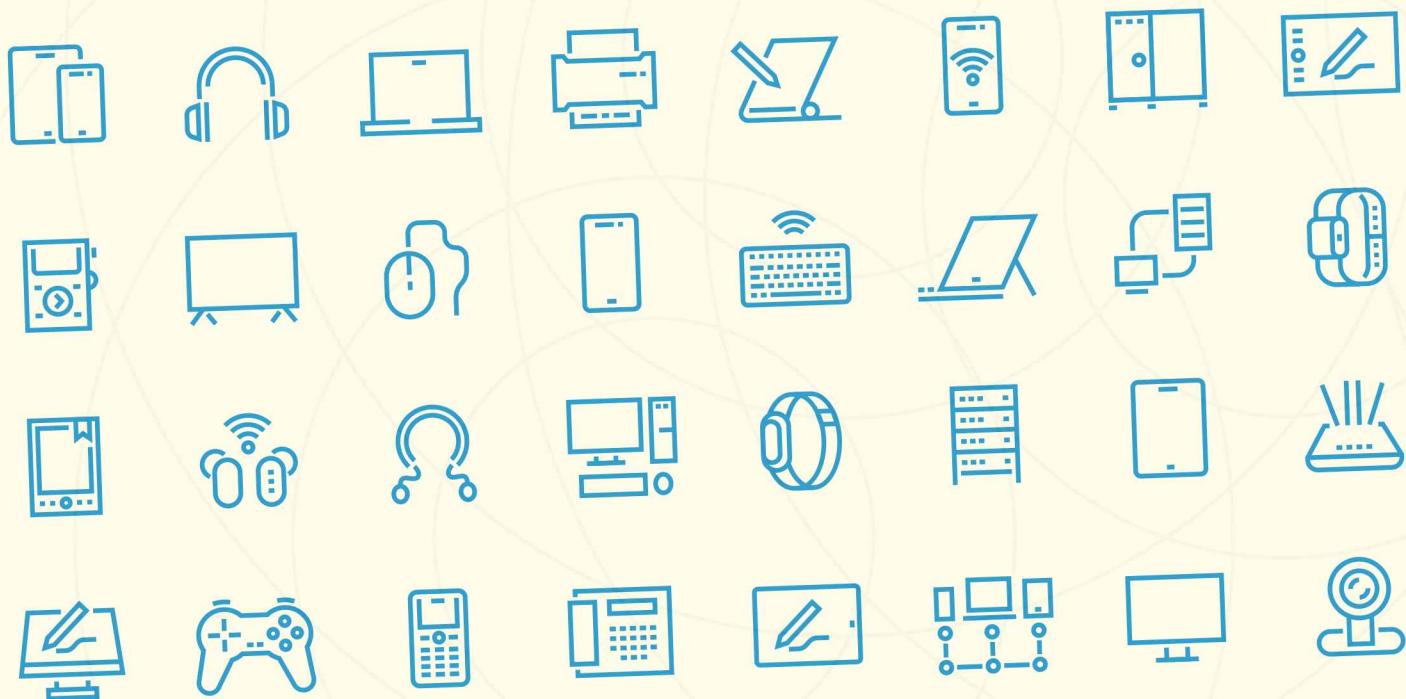
After every two units, there is a **project** proposal in which you are required to revise the contents of both units with a more practical assignment related to information technology.

Several sections in the **Appendices** at the end of the book offer additional practice, including **quizzes** relevant to each lesson to make learning more fun, extra **grammar**, more **readings**, **pronunciation** tips, useful **documents** with IT contents, etc. Also, there is a **glossary** of the vocabulary used in this book, organised according to semantic categories, and the **listening scripts** for each unit's listening exercises. A list of the most common **irregular verbs** is also included.

We are sure that by the end of this course, you will have improved your productive and receptive skills in English, and you will be ready to face any foreign language challenges that you may find in your job in the IT sector.

Welcome to IT!

▷ Look at these pictograms. Can you name at least eight different IT devices?
HAVE A GUESS!



▷ Now, check the answers with your classmates.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

My profile

1. Fill in the blanks with information about you:

My name is _____, and my surname is _____.
 I'm _____ (age).
 I'm from _____, and/but I live in _____ (country/town/city).
 I study at _____ (name of your VET school).
 I am studying _____, and my favourite subject is _____.
 I like _____ and _____ (hobbies/activities).
 I don't like _____ and _____ (hobbies/activities).
 I'd like to be a/an _____ (job).
 I'd like to work in a _____ (place).

2. Match the questions or sentences and the answers:

What is your job?

Welcome to the office!

Where are you from?

What's your name?

Where do you live?

What's your nationality?

Nice to meet you.

Are you married?

How are you?

What are you studying?

Why do you like IT?

How old are you?

What is the IT device you use the most?

My name is Juan Pérez.

I'm fine, thank you. And you?

I'm 30 years old.

Thank you. You are very kind.

I'm from Spain.

I live in Madrid.

I'm Spanish.

Nice to meet you too!

Yes, I am.

My smartphone.

I'm studying computer and communication sciences.

Because it is useful.

I'm a web designer.

3. Complete the dialogue below with the right words, sentences, or phrases from the exercise above:

Peter: Hi! My name is Peter. _____?

Susan: My name is Susan. How are you?

Peter: _____ . And you?

Susan: I'm alright, thanks. _____?

Peter: I'm from Germany. And you?

Susan: I'm from Italy. _____?

Peter: I'm 30 years old. _____

Susan: I'm 29 years old. Are you a student here?

Peter: Yes, I'm learning web design. _____

Susan: I'm learning software design. _____



IT devices

1. Do you know the name of these IT devices?



a) _____



b) _____



c) _____



d) _____



e) _____



f) _____



g) _____



h) _____



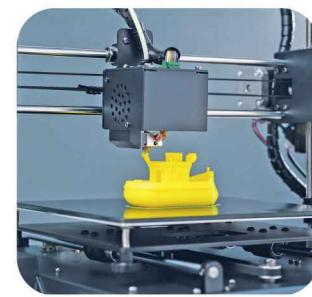
i) _____



j) _____



k) _____



l) _____

2. Now, let's group the above IT devices into the following categories:

Wireless	Wired

Welcome to IT!

3. Write down the name of the IT device described in each definition:

- a) A portable personal computer equipped with a touchscreen. _____
- b) A small device that lets you control various things on a computer. _____
- c) A machine for printing text or pictures. _____
- d) A device with which you type on computers. _____
- e) Technology used to connect computers with peripheral devices. _____
- f) A wearable device in the form of a watch. _____

4. Now, it's your turn. Write a definition for two IT devices:

- _____
- _____

→ Read out the definition to your classmates and see if they can guess the device you are describing.

IT jobs

1. Match each IT job with its definition:

Cyber-security analyst
Web developer
Data scientist
Software developer
Mobile app developer

They are computer software engineers whose main responsibilities include creating, testing, and programming computer apps.

They are the creative, brainstorming masterminds behind computer programs of all sorts.

They are trained cyber-professionals who have specialised in network and IT infrastructure security.

They analyse and interpret complex digital data.

They are usually concerned with the backend or programming aspects of creating a website or online application.

2. Complete the table below with the words in the box, writing them in the right column:

develop
keyboard
tablet

augmented reality developer
database administrator
network architect

laptop
analyst
create

design
3D printer
screen

analyse
IT manager
support

IT jobs	IT devices	Verbs related to the job

3. Which of the IT jobs mentioned in Exercise 2 is your favourite? Why?
-
-

IT CULTURES

The attitude towards investing in technology is referred to as **information technology culture**. There are usually four main IT cultures: conservative, moderate, aggressive, and leading edge.

Conservative IT cultures do not see technology as a priority. Companies with this type of culture typically use the same laptops for six to ten years.

Moderate IT cultures invest in technology sometimes but not too often. Businesses with this mindset only make an investment if it reduces costs.

Aggressive IT cultures see technology as the key to success. IT organisations invest a lot of money in technology because they believe it will bring profits to the company.

Leading-edge IT cultures consider technology to be fundamental. Companies with this attitude are not worried about spending money on technology as they are sure they are creating a new market.



4. How would you translate this IT-related terminology into your own language?

- Conservative IT cultures: _____
- Moderate IT cultures: _____
- Aggressive IT cultures: _____
- Leading-edge IT cultures: _____

5. Answer the following questions about IT cultures:

- a) Which IT culture spends more money on technology?
- b) Which IT culture invests less in technology?
- c) Which IT companies keep the same laptops for a long time?
- d) Which IT companies think they are establishing a new market?
- e) Which companies invest in technology only if it lowers costs?



6. In an IT company, you may find:

- | | |
|---|---|
| <input type="checkbox"/> meeting and conference rooms | <input type="checkbox"/> webinar rooms |
| <input type="checkbox"/> a reception area | <input type="checkbox"/> outdoor spaces |
| | |
| | |
| | |
| | |
- | |
|--|
| <input type="checkbox"/> common areas |
| <input type="checkbox"/> hi-tech rooms |



a)



b)



c)



d)



e)



f)

Welcome to IT!

7. What activities are carried out by IT staff in these rooms?

Room	Activity (verb)
Meeting and conference room	
Webinar room	
Common area	
Reception	
Outdoor spaces	
Hi-tech room	

Classroom language

In English classes, all interactions and exchanges should be done in this language. This is good for improving your fluency and knowledge of the language.

1. Here are some words and phrases frequently used in teaching English. Do teachers or students typically say these things? Place a tick (✓) in the appropriate box.

	Teacher	Student
• Are you ready?	<input type="checkbox"/>	<input type="checkbox"/>
• What does _____ mean?	<input type="checkbox"/>	<input type="checkbox"/>
• Can I go to the toilet, please?	<input type="checkbox"/>	<input type="checkbox"/>
• Listen carefully.	<input type="checkbox"/>	<input type="checkbox"/>
• Please, put your phone away.	<input type="checkbox"/>	<input type="checkbox"/>
• Can you write it down, please?	<input type="checkbox"/>	<input type="checkbox"/>
• Could you repeat that please?	<input type="checkbox"/>	<input type="checkbox"/>
• May I come in?	<input type="checkbox"/>	<input type="checkbox"/>
• Please come (back) at _____ o'clock.	<input type="checkbox"/>	<input type="checkbox"/>
• Open your books at page 28.	<input type="checkbox"/>	<input type="checkbox"/>
• I don't understand.	<input type="checkbox"/>	<input type="checkbox"/>
• Be quiet, please!	<input type="checkbox"/>	<input type="checkbox"/>
• How do you pronounce this word?	<input type="checkbox"/>	<input type="checkbox"/>
• Come to the board.	<input type="checkbox"/>	<input type="checkbox"/>
• I'm sorry I'm late.	<input type="checkbox"/>	<input type="checkbox"/>
• Work in pairs/groups.	<input type="checkbox"/>	<input type="checkbox"/>
• Raise your hand.	<input type="checkbox"/>	<input type="checkbox"/>
• Can you speak more slowly, please?	<input type="checkbox"/>	<input type="checkbox"/>
• I'm sorry, I don't know.	<input type="checkbox"/>	<input type="checkbox"/>
• How do you spell this word?	<input type="checkbox"/>	<input type="checkbox"/>
• How do you say _____ in English/Spanish?	<input type="checkbox"/>	<input type="checkbox"/>

2. Could you add some more common classroom phrases to this list?

Looking for a job in IT

Jobs linked to IT

Unit 1

In this unit, you will...

- Learn about the different types of jobs available in the information technology (IT) field.
- Learn to describe the main characteristics of IT jobs.
- Learn about personal qualities and duties at work.
- Use the present tense of the verbs **to be** and **to have**.
- Use the present tenses: simple and continuous.
- Learn to apply for a job: read job advertisements, write your CV and a cover letter.
- Receive some tips to succeed in a job interview.



Warm-up

- * What's your favourite IT job?
- * What are the positive aspects of working in IT?
- * What are the negative aspects of working in IT?
- * Do you prefer to work full-time or part-time?

"Technology is nothing. What's important is that you have faith in people, that they're basically good and smart, and if you give them tools, they'll do wonderful things with them."

Steve Jobs



Vocabulary 1

Jobs in IT

1. What jobs are shown in the pictures below? What are they doing?



a) He/She is a *web designer*.

- b) _____
 c) _____
 d) _____
 e) _____

- Do you know of any other IT-related jobs?

2. What IT professions often exist in a company? Which IT professionals have to work onsite, and which ones can work offsite?

IT professions: _____

Onsite: _____

Offsite: _____

3. Now, please complete the definitions with the jobs from the box:

**programmer
helpdesk technician
IT manager**

**database administrator
information security analyst
web designer**

**software developer
Java developer**

- a) A _____ creates the technical structure for websites.
- b) A _____ creates software programs.
- c) A _____ writes computer programs.
- d) An _____ coordinates a team of programmers/developers and analysts to complete projects.
- e) An _____ creates systems to protect the information on websites from cyberattacks.
- f) A _____ provides technical support and assistance to customers.
- g) A _____ is responsible for the design, development, and management of Java-based applications.
- h) A _____ analyses and evaluates the data needs of users.

4. Describe the jobs in Exercise 3 and their duties using the following structure:

A/an _____ is someone who _____

a) *A software developer is someone who creates software programs.*

- b) _____
c) _____
d) _____
e) _____
f) _____
g) _____
h) _____

VOCABULARY TIP

Most of these **job names** only require you to change the second part of the term, for example, software designer/software developer/software analyst/software specialist. The first word refers to the field of activity, and the second word to the developed action.

5. Look at the online profile of this IT specialist. Which of the above jobs suits him best? Why?



Peter Tisch 27 years old

Professional summary

Peter understands both business and technology. He has a good knowledge and understanding of databases, networks and communications and successfully maintains relationships with key stakeholders. He is excellent at informing and managing teams.

6. Tick the most important skills for each of these jobs:

Software developer

- a) Programming languages
b) Problem-solving skills
c) Logical reasoning
d) Teamwork skills
e) Organisational skills
f) Efficiency
g) Leadership skills
h) Creativity
i) Good memory
j) Imagination

IT manager

-

7. Can you think of any other abilities that are connected to these jobs?

8. Discuss with your partner which of these jobs is more suitable for you according to your skills? Why?



Listening

Introductions



Track 1

1. Please tick the right option:

a) Mary and Mike...

- are good friends.
- don't know each other at all.

b) Mary and Mike...

- are taking the same course.
- are taking different courses.

c) Mary...

- studies information security.
- studies web design.

d) Mike...

- did his training in DIGITAL-US.
- knows someone who has been at DIGITAL-US.



Asking for information



Track 2

2. Listen to Mary and Mike's friend on the phone and answer the questions:

a) What's the name of Mike's friend?

b) According to their teacher, training in DIGITAL-US is....

- a positive learning experience.
- beneficial for their future.
- an opportunity to get a job.

c) How does Tom describe his experience with DIGITAL-US? Use at least two adjectives:

d) Mary is....

- excited.
- a bit scared.
- nervous.





Vocabulary II

Describing jobs

1. Read the following adjectives to describe a job and place them in the correct box:

challenging
full-time
indoor
unusual

stressful
permanent
remote
well-paid

interesting
part-time
onsite
badly paid

rewarding
demanding
skilled
repetitive

temporary
outdoor
tedious
varied

Positive adjectives	Negative adjectives

2. **People at work.** Read the following adjectives that describe people at work and match the opposites:

efficient
organised
autonomous
passionate
incompetent
disorganised
dependent
indifferent
productive

productive
obedient
creative
punctual
unproductive
disobedient
uncreative
unpunctual
loyal

committed
agile
easy-going
skilled
disloyal
slow
intolerant
unskilled

hard-working
ambitious
energetic
talented
lazy
unenthusiastic
dull
inept

tireless
caring
leader
witty
inactive
uncaring
follower
serious

productive → unproductive

→ Do you know the meaning of all these words? Look them up in the dictionary with your partner.

- 3.** Common jobs. Match the jobs and pictures below.

secretary

engineer

worker

driver

manager

delivery person



a)

b)

c)

d)

e)

f)

- 4.** Write a brief description for each of the jobs listed above using the vocabulary learnt in this unit:

You can use the following structure:

A _____ should be _____

For example: *A secretary should be organised and responsible.*

- 5.** What kind of job do you wish to apply for after completing this course? Name the most important qualities for that job.

→ Next, compare your answers with those of your partner. Do you need to have the same qualities? Why/Why not?

6. Match the adjectives below with their definition:

ambitious punctual committed energetic talented

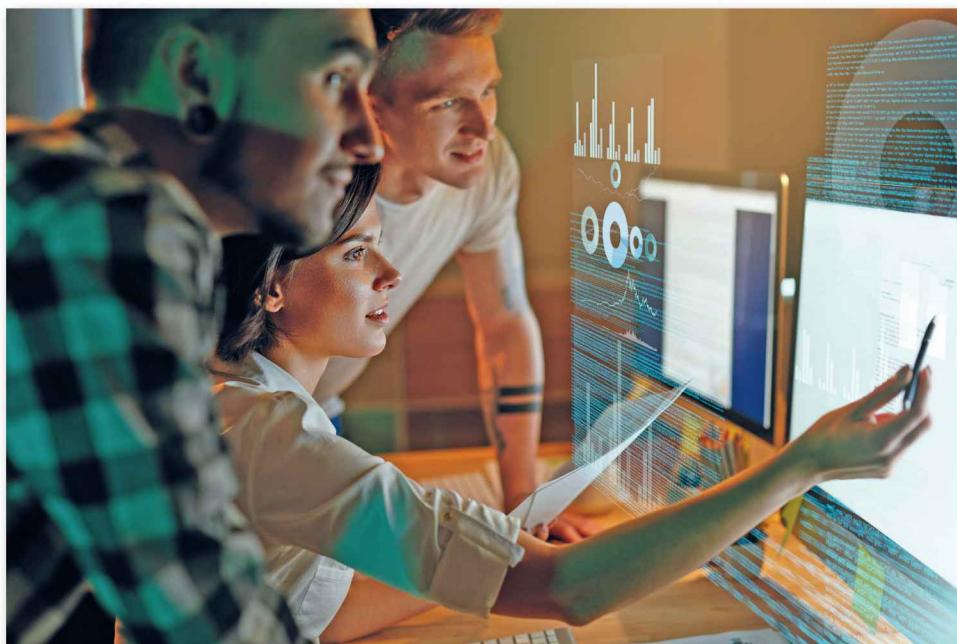
a)	Someone dedicated to their job and completely loyal to the company.
b)	Someone who is always on time.
c)	Someone who wants to achieve success, power, or wealth.
d)	Someone who has a natural ability or skill.
e)	Someone who shows a lot of energy at work.

7. Now it's your turn! Define three more adjectives following the structure above.
-
-
-

Now read the description to your classmates. Then they must guess which adjective you are referring to.

8. **Word building.** Fill in each blank with a noun made from the adjectives in parentheses.

- a) He's got a real _____. He can solve any sort of problem. (talented)
- b) _____ is one of his virtues. He has never arrived late. (punctual)
- c) Tom always has so much _____. I have never seen him tired! (energetic)
- d) Her _____ has always been to be president of the company. (ambitious)
- e) Mary's _____ to her work is beyond question. (committed)





Grammar I

Present tenses

Verbs to be and to have (got)

1. Search the internet for the present tense of the following verbs and then fill out the charts:

Verb TO BE
I _____
You _____
He/She/It _____
We _____
You _____
They _____

Verb TO BE (negative form)
I _____
You _____
He/She/It _____
We _____
You _____
They _____

Verb TO HAVE (GOT)
I _____
You _____
He/She/It _____
We _____
You _____
They _____

Verb TO HAVE (GOT) (negative form)
I _____
You _____
He/She/It _____
We _____
You _____
They _____

2. Complete the exercise using the correct form of the verbs to be or to have (got):

- Martha _____ the manager of the company.
- They _____ their own computer at the office.
- She _____ 32 years old.
- What _____ the address of your company?
- How old _____ you?
- Tom _____ a course in web design.
- My work colleague _____ one son and one daughter.
- My boss _____ really demanding.
- His sister _____ her own IT company.
- _____ you happy with your new position at the company?
- I _____ a lot of work to do today.

Present Simple

Uses

The present simple tense is used for:

- Permanent situations: *Madrid is the capital of Spain.*
- Habits and routines: *I wake up at 7:00 a.m. every day.*
- Things that are always true: *The entire set of programs used by computers is commonly referred to as software.*
- To express feelings and opinions: *I love my new job!*

Affirmative form

Most verbs use the base form, except when the subject is the third person singular (he, she, it), in which case the verb adds an **-s** at the end:

I work
You work
He / She / It works
We work
You work
They work

I work in a company.

She works in a company.

Exceptions to the rule

- Verbs that end in **-s, -ss, -sh, -ch, -x** or **-o** add **-es** in the third person singular:
go → goes, wash → washes, watch → watches, fix → fixes
- Verbs that end in a **consonant + -y** change **-y** into **-i** and add **-es**:
try → tries

Negative forms

To create the negative form of the present simple, we need to use the auxiliary verb **do/does + not** and then add the base form of the verb.

Negative form of the verb **work**

I do not work
You do not work
He / She / It does not work
We do not work
You do not work
They do not work

I do not work in a company.

She does not like her new job.

These forms can be shortened as **don't** (do + not) or **doesn't** (does + not):

I don't work
You don't work
He / She / It doesn't work
We don't work
You don't work
They don't work

I don't work in a company.

She doesn't like her new job.

Interrogative form

To create the interrogative form of the present simple, we need to use the auxiliary verb **do/does**, using the following structure:

- Do I work?
- Do you work?
- Does he / she / it work?
- Do we work?
- Do you work?
- Do they work?
- Do you work in a company?*
- Does she like her new job?*

Frequency adverbs

The present simple is often used with adverbs of frequency. An adverb of frequency tells us how often something takes place.

- Always: *I always go to work at 9:00 a.m.* (100% of the time)
- Usually: *I usually go to work at 9:00 a.m.* (90% of the time)
- Generally: *I generally go to work at 9:00 a.m.* (80% of the time)
- Often: *I often go to work at 9:00 a.m.* (70% of the time)
- Sometimes: *I sometimes go to work at 9:00 a.m.* (50% of the time)
- Occasionally: *I occasionally go to work at 9:00 a.m.* (40% of the time)
- Seldom: *I seldom go to work at 9:00 a.m.* (30% of the time)
- Rarely: *I rarely go to work at 9:00 a.m.* (10% of the time)
- Never: *I never go to work at 9:00 a.m.* (0% of the time)

Adverbs of frequency are placed **before the verb**:

I always leave work at 5:00 p.m.

Exception: with the **verb to be**, adverbs of frequency come **after the verb**:

He is always happy.

3. Complete the chart with the following verbs in the third person singular:

study clean	fix catch	watch repair	go design	wash try	do reply	hurry cross	argue invest
----------------	--------------	-----------------	--------------	-------------	-------------	----------------	-----------------

-s	-es	-ies

4. Complete the sentences using the present simple:

- a) They _____ (work) from 9:00 a.m. to 6:30 p.m.
- b) The software store _____ (be) open Monday to Saturday.
- c) A web designer usually _____ (create) internet sites.
- d) He _____ (design) websites for a company.
- e) They _____ (love) computers.
- f) An IT technician _____ (install) software components.
- g) They _____ (support) the system through remote access.
- h) She _____ (update) the company computer systems.
- i) Lisa _____ (diagnose) hardware problems.
- j) This software _____ (need) an update.

5. Complete the sentences with the negative form of the verbs in brackets:

- a) You _____ (know) how to use this software.
- b) DIGITAL-US _____ (be) open on Sundays.
- c) The helpline _____ (operate) 24 hours a day.
- d) Quality assurance _____ (apply) to all IT areas.
- e) This antivirus _____ (pose) any problems if used properly.

6. Complete the sentences with the interrogative form of the verbs in brackets:

- a) _____ you _____ (like) your new job?
- b) _____ Sally _____ (go) to work by bus?
- c) _____ they _____ (have) lunch at work?
- d) _____ Tom _____ (need) to take the training course?
- e) _____ we _____ (attend) high school or a vocational school?

7. Complete the sentences using adverbs of frequency:

- a) I _____ go to work by bus. (100%)
- b) Richard _____ arrives on time. (0%)
- c) The students _____ study for their exams. (50%)
- d) Their tutor _____ supervises their training period. (80%)
- e) Susan _____ misses her IT lessons. (10%)
- f) We _____ install antivirus on these computers. (90%)

8. Taking as an example the previous exercise, use the phrases below to write some sentences (affirmative or negative) about your routines. Include an adverb of frequency to indicate how often you do them. Then compare your habits with those of your partner.

- a) wake up b) go to work c) repair computers
- d) install computer programs e) go back home



Likes and dislikes

To express your **likes**, you can use these verbs:

like love adore enjoy prefer

To express your **dislikes**, you can use these verbs:

dislike hate detest loathe

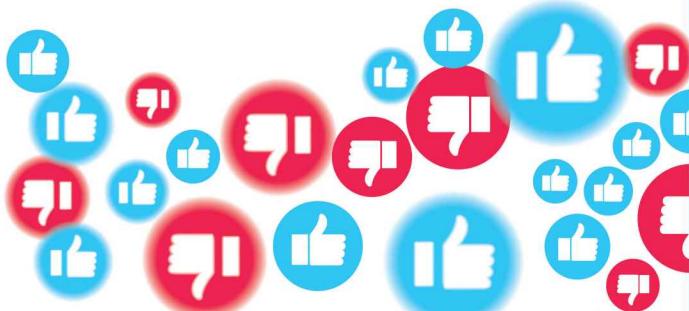
Structure:

- **Verb of like/dislike + noun:**

I love computers / I dislike technology.

- **Verb of like/dislike + verb ending in -ing:**

I love surfing the internet / I dislike running in the park.



9. Fill in the blanks with the right form of the verb *like* or *dislike*:

- Tom _____ (learn) about computers.
- IT students _____ English.
- Sarah _____ the IT training sessions.
- Teachers _____ (check) exams.
- Employees _____ (work) on Sundays.
- Sarah and Tom _____ computers.
- Peter _____ sports.

10. Write five sentences about things/activities that you like or don't like.

- _____
- _____
- _____
- _____
- _____



Present Continuous

Uses

We use the present continuous tense...

1. For things that are happening now: *I am reading my English textbook right now.*
2. For temporary situations: *I am working in a restaurant while I look for a job in IT.*
3. When talking about annoying habits: *He is always shouting.*

Affirmative form

The affirmative form is created with the **verb to be + the main verb ending in -ing**. Note that the verb to be may be shortened.

I am studying → *I'm studying*

You are studying → *You're studying*

He / She / It is studying → *He's / She's / It's studying*

We are studying → *We're studying*

You are studying → *You're studying*

They are studying → *They're studying*

Negative forms

The negative is formed with the **verb to be + not + the main verb ending in -ing**. Note that the verb to be can also be shortened.

I am not studying → *I'm not studying*

You are not studying → *You aren't studying*

He / She / It is not studying → *He / She / It isn't studying*

We are not studying → *We aren't studying*

You are not studying → *You aren't studying*

They are not studying → *They aren't studying*

Interrogative form

The interrogative is formed with the **verb to be + subject + main verb ending in -ing**.

Am I studying?

Are you studying?

Is he / she / it studying?

Are we studying?

Are you studying?

Are they studying?

Exceptions

1. Verbs that end in **-e**, drop the final **-e**: *drive* → *driving*, *make* → *making*

2. Verbs that end in a vowel + a single consonant double the consonant: *cut* → *cutting*, *shop* → *shopping*

Time expressions used with the present continuous

Some of the expressions we use with the present continuous are: *at the moment, currently, these days, nowadays, now, right now*.

At the moment, I am studying.

She is currently unemployed.

Applications are becoming popular these days.

Nowadays, I'm relying on her to do the company's backup.

I am leaving now.

We are doing it right now.



GRAMMAR TIP

We use the **present simple** to talk about things we do all the time (routines, habits) and the **present continuous** to talk about what we are doing at a given moment.

11. Complete the chart with the following verbs in the -ing form:

shop camp stay	cook watch listen	have study talk	write read do	travel write drive	walk repair put	swim go
----------------------	-------------------------	-----------------------	---------------------	--------------------------	-----------------------	------------

-ing	Drops final -e and adds -ing	Double consonant + -ing

→ Are you doing any of these actions now? If yes, which one(s) are you doing? Tell your partner about it.

12. Complete the sentences using the affirmative form of the present continuous:

- I _____ (repair) the computer today.
- Lisa _____ (install) the antivirus.
- Tom _____ (develop) a website for a start-up business.
- They _____ (plan) a cyberattack.
- The teacher _____ (explain) cybersecurity this morning.

13. Fill in the gaps with the negative form of the present continuous:

- He _____ (delete) his account from the app.
- We _____ (post) all the information about the project on our blog.
- The students _____ (design) a website for the vocational school.
- Currently, nearly four billion people worldwide _____ (use) the internet.
- Smartphones _____ (work) that fast lately.

14. Complete the sentences using the interrogative form of the present continuous:

- _____ the students _____ (do) their training now?
- _____ the company _____ (accept) students from our vocational school?
- _____ this apprenticeship _____ (include) content from web development?
- _____ you _____ (read) the article about how IT will change in the future?
- _____ he _____ (use) the digital certificate to sign the document?



15. Complete the text with the appropriate form of the present continuous:

Mathew _____ (complete) an apprenticeship in information technology (IT). _____ (do) his final exam today. Therefore, he _____ (finish) the course today. He _____ (look) for a job. He doesn't think it will be difficult. Currently, he _____ (apply) for two jobs every day. He _____ (not look for) for work outside the IT sector. Hopefully, he'll find work soon!



16. Fill in the gaps with the correct form of the present simple or the present continuous:

Brian _____ (be) a software developer. He _____ (work) for an IT company that _____ (be) close to London. He normally _____ (arrive) at work about 9:00 a.m. and _____ (leave) the office at 5:00 p.m. He usually _____ (test) computer systems and programs and _____ (review) user comments. But today he _____ (do) something different. He _____ (create) technical documentation, and he _____ (give) it to the company's CEO. He usually _____ (love) his job, but today he _____ (find) it a bit dull.



17. Write five sentences about yourself, using both the present simple and the present continuous:

- _____
- _____
- _____
- _____
- _____



Speaking

Job interview

It is important that you and the interviewer have a pleasant conversation so your job interview flows well. To decide if the job is right for you, you need to talk and exchange information and ideas.

10 tips for a successful job interview

1. Get ready for the interview.
2. Arrive on time.
3. Do some research on the company.
4. Dress appropriately.
5. Bring your CV with you.
6. Listen carefully.
7. Be ready for both professional and personal questions.
8. Tell the truth.
9. Show a positive attitude.
10. Send a thank you email after the interview.



Structure of a job interview

- **Introduction:** at the beginning of the interview, you must introduce yourself. You also must give personal information about yourself, such as name, age, qualifications and so on.
- **Professional information:** at this point, you may be required to provide all relevant information about your previous jobs and work experience.
- **Questions and answers:** you must be prepared for personal or professional questions.
- **At the end of the interview,** don't forget to thank the interviewer.



FAQ!

Below, there is a list of frequently asked questions (FAQ):

- a) Do you have any further questions?
- b) Why do you want to work for this company?
- c) What are your strengths?
- d) What are your weaknesses?
- e) Why are you leaving your job?
- f) What would you like to earn?
- g) When can you start?
- h) Is there anything else you would like to know?

1. Please provide appropriate answers to the questions above:

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

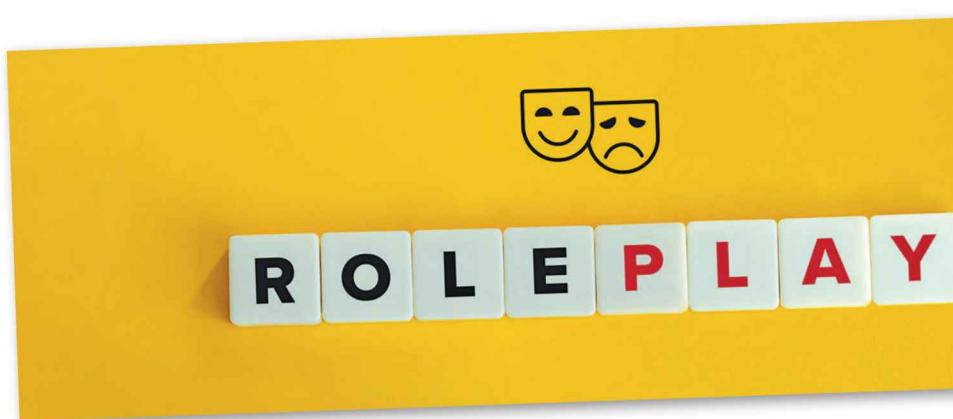
h) _____

2. Think of two questions you might ask at the interview:

a) _____ ?

b) _____ ?

3. **Role play.** Work in pairs. Prepare a job interview with your partner following the structure of the job interview on page 23. One of you is the interviewer, and the other is the applicant.



4. Now, role-play the interview in front of your classmates.

Wh- questions

- Some questions in English start with ***wh*- words**.
- They are the following: **what, which, where, when, who, why, and how**.
- They are the **first word** in a question:
Where do you live?
- **Why** questions are always answered with **because**:
Why are you late? Because there was a traffic jam.
- **How** can be combined to create the following questions:
*How old?
How much?
How many?
How often?*

***Wh*- questions**

What?	It is used to ask for information. <i>What is your name?</i>
Which?	It is used to ask about choice between two or more things/people. <i>Which is your favourite film?</i>
Where?	It is used to ask about place and position. <i>Where are you?</i>
When?	It is used to ask about time. <i>When does the class begin?</i>
Who?	It is used to ask about a person or people. <i>Who is that girl?</i>
Why?	It is used to ask for a reason. <i>Why are you here?</i>
How?	It is used to ask about manner or condition. <i>How are you?</i>

5. Make a question using each of the following question words:

- a) What? _____
- b) Which? _____
- c) Where? _____
- d) When? _____
- e) Who? _____
- f) Why? _____
- g) How old? _____
- h) How much? _____
- i) How many? _____
- j) How often? _____



6. Now write suitable answers to those questions:

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____
- i) _____
- j) _____



Reading

Job adverts

1. Read the following job adverts:

a)

Data analyst

DIGITAL-US.

Part-time job.

Monthly salary: €1,000

Requirements:

- IT-related diploma.
- Data analyst and data interpretation skills.
- Ability to meet deadlines.
- B2 English level.
- Teamwork skills.
- Previous experience of 1 year is necessary.

Interested candidates should please send their CVs and a cover letter to:
digital-us@dg.com



b)

Project assistant

DIGITAL-US.

Part-time job.

Salary per month: €1,000

Requirements:

- Relevant IT-related diploma.
- Owning a vehicle is necessary.
- Good IT skills.
- Effective verbal and written communication skills.
- Initiative is required as you will have to work independently.
- At least 2 years of experience is required.



For more information contact us by calling 671-689134.

c)

IT recruitment officer

DIGITAL-US. Full-time job.

Skills required:

- A relevant diploma in information technology.
- Ability to write job advertisements.
- Social and teamwork skills.
- Responsibilities include managing and updating the human resources database.
- Capable of working in a high-pressure environment.

Excellent salary offered.

At least 2 years of experience are necessary.



Interested candidates should please send their CVs and a cover letter to:
digital-us@dg.com

d)

Web designer

DIGITAL-US.

Full-time job.

Monthly salary: €1,800

Requirements:

- Completed IT training.
- Proficiency in graphic design software.
- Command of web programming languages.
- Effective communication in the workplace.
- Applicants should be creative and have excellent visual design skills.
- 2 years of experience is desirable.



If you are interested, please email your resumé and cover letter to:
digital-us@dg.com

VOCABULARY TIP

The word advertisement can be shortened as advert or ad. Ad is usually more common than advert, but both are correct.

2. Find synonyms in the previous job adverts for the following words:

- a) competence: _____
- b) collaboration: _____
- c) certificate: _____
- d) time limit: _____
- e) stressful: _____
- f) handle: _____

3. Match the word to its definition:

- a) part-time job
- b) full-time job
- c) cover letter
- d) CV
- e) transportation

Type of employment that implies a fixed working week that usually consists of 8 hours per day.

One-page document that you submit as part of your job application.

An employment arrangement that involves working less than the typical 40-hour workweek.

Movement of goods and people from place to place.

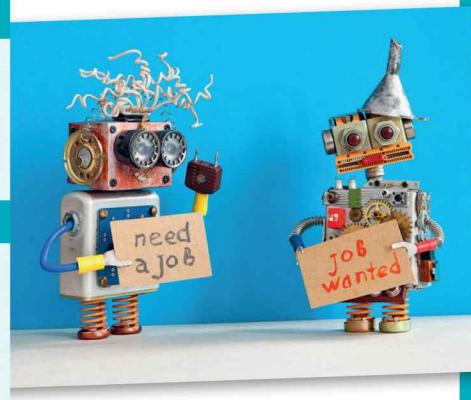
Curriculum vitae. A written description of your professional life.

4. Answer the following questions about the text:

- a) Which of these advertisements offers a full-time job? And a part-time job?
- b) Which job requires a good level of English? What level?
- c) And which job demands initiative?
- d) Do any of these professions require work experience? And a diploma?
- e) What job requires the ability to meet deadlines?

5. Make a list of questions you think are important in a job interview for each of these positions:

a) Data analyst	b) Project assistant
c) IT recruitment officer	d) Web designer



6. In your opinion, which of these jobs offers the best working conditions? Explain your answer.



Grammar 11

Countable and uncountable nouns

Countable nouns	Uncountable nouns
They refer to things or people that you can count. For example: one apple, two oranges, five laptops, ten smartphones.	They are things that cannot be counted: rice, sugar, coffee, information, hardware.

Don't forget!

Articles

Indefinite articles	Definite articles
a/an They are used before singular countable nouns that refer to people, animals, or things. • If a noun starts with a consonant sound, we put an 'a' before the noun: <i>a dog, a company, a job, a tablet.</i> • If a noun starts with a vowel sound, we put an 'an' before the noun: <i>an apple, an office, an engineer, an operating system.</i>	the All nouns (singular, plural, countable or uncountable) can be preceded by <i>the</i> : <i>the dog, the apple, the video game, the interface.</i>

Quantifiers

Quantifier	Uses	Examples
much	Before uncountable nouns.	<i>Drinking too much alcohol can harm your health.</i> <i>This website contains much information.</i>
many	Before countable nouns.	<i>There are many computers in the class.</i> <i>I don't have many books.</i>
some	Before countable and uncountable nouns.	<i>There are some computers in the class.</i> <i>There's some cake in the kitchen.</i>
any	Before countable and uncountable nouns.	<i>There isn't any computer in the class.</i> <i>Is there any food left?</i>
a lot of	Before countable and uncountable nouns.	<i>There are a lot of computers in the class.</i> <i>There is a lot of sugar in the packet.</i>
lots of	Before countable and uncountable nouns.	<i>There are lots of computers in the class.</i> <i>Today, we've got lots of things to do.</i>
little, a little	Before uncountable nouns.	<i>I have little money.</i> <i>There is a little sugar in the packet.</i>
few, a few	Before countable nouns.	<i>There are few computers in the class.</i> <i>Portable power stations can only run for a few hours.</i>

1. Complete the sentences with the quantifiers from the table above:

- There aren't _____ books in the library.
- _____ people came to the concert this weekend.
- I'm having _____ trouble passing my exams.
- John had _____ money with him, so he couldn't buy the printer.
- Has the bus passed already? I'm only a _____ minutes late!
- Madrid has _____ beautiful places to visit.
- How _____ water is there left in the bottle?
- I know _____ people from Australia.



Writing

CV and cover letter

When you apply for a job, there are two main documents that you need to complete and submit. The first document is your curriculum vitae (CV), and the second one is a cover letter. Usually, you send these documents by email or through the job application platform. You may get a job interview if the company/employer is interested in your profile.

1. Have a look at the following vocabulary and try to find the translation:

- a) Apply for a job: _____
- b) Complete a job application: _____
- c) Submit/present a document: _____
- d) Cover letter: _____
- e) Profile: _____

A **CV** typically has the following **structure**:

- a) **Profile and contact details.** You should include the following information:

- Full name.
 - Actual job position (if you are employed)
 - Email.
 - Phone number.
 - Photo (not mandatory).

- b) **Education:**

- Name of your qualifications.
 - Graduation year.
 - Name of the school where you graduated and location.

- c) **Work experience.** You can include the following information in your list of work experiences:

- Employer or name of the company.
 - Contact details of the company.
 - Your job title/position.
 - A list of your previous job's responsibilities and achievements.
 - The dates of your employment there.

It is important that you start the list with your most recent work experience and only include jobs that are relevant to the employer or company you are applying to.

- d) **Languages.** In this section, you must specify the languages you are fluent in.

- e) **Skills.** This is where you can add those skills that are relevant to the job.

- f) **Interests.** Here, you can provide information about your personal interests.

- g) **Referees.** It is important to provide at least two references. One of them may be educational (from one of your teachers), while the other one may be professional (from one of your employees).

2. Is there any other information that you consider relevant for your CV? Discuss it with your partner.

3. CV sample:

CURRICULUM VITAE

Profile and contact details	
<p>Sarah Peters</p> <p>Data analyst at DigiCompt sarah-peters@outemail.com 00447643219965</p> 	
Education	
<p>Advanced vocational training in Data Analysis 2018–2020 London Vocational Academy (London, UK)</p>	
Work experience	
<p>2020– DigiCompt – UK High Street 24 – Chelmsford (Essex) 0044 7743896643 Junior Data Analyst Responsibilities: examine data to provide business insights.</p>	<p>2018–2020 IT resources Union Street 144, London 0044 7643493241 Data analysis apprenticeship Responsibilities: collect and organise data.</p>
Languages	
<p>English: Mother tongue. French: B1 level</p>	
Skills	
<p>Driving license Public speaking skills Teamwork</p>	
Interests	
<p>Volunteering Photography Travel</p>	
Referees	
<p>Education Adam Levis Teacher at London Vocational Academy 0044 7699 457902</p>	<p>Professional Tom Williams Employer at DigiCompt 0044 7432 846721</p>

4. Complete the CV with your information:

CURRICULUM VITAE

Profile and contact details

Education

Work experience

Languages

Skills

Interests

Referees

Cover letter

5. Normally, your CV is accompanied by a cover letter. The cover letter reveals more information about your skills for the job you're applying for. It needs to be clear and concise.

A **cover letter** may have the following **structure**:

- Your private information (e.g., name, address, phone number).
- The employer's name (if you know it).
- First, indicate where you found the job advertisement, including its reference number.
- Then, state the reasons why you are the perfect candidate for the job.
- After that, describe your skills and strengths.
- Finally, say thank you and that you are looking forward to hearing from them.

6. Below, there are typical greeting and closing statements. Put them in the right box:

To whom it may concern,
Yours truly,
Best regards,

Yours sincerely,
Yours faithfully,
Kind regards,

Dear Sir or Madam,
Dear Mr./Ms. _____,

Greeting	Closing statement

7. Cover letter sample. Fill in the gaps in the cover letter below with the following words:

apply skills time speak advertisement license attached public vocational available located concern

IT Now

11th April 20XX

Vacancy Ref. 54367 – Data analyst

To whom it may _____,

I would like to _____ for the full- _____ data analyst position at the company IT Now. I found the job _____ on the Employ UK website on 1st April 2023. Please find _____ a copy of my CV.

In 2020, I finished my studies of advanced _____ training in data analysis at the London Vocational Academy. While I was studying at the academy, I completed an apprenticeship of six months at IT Resources, a company _____ in London. During this apprenticeship, I learnt the _____ I needed to gather and organise data.

I am currently working as a Junior Data Analyst at DigiCompt, a company based in Chelmsford (UK). My job is to examine data to gain business insights.

I can _____ English and a little French (B1 level) and have a driver's _____. My strengths include _____ speaking and a strong sense of teamwork. I think these skills are suitable for the job.

Thank you for your attention. I am _____ for a job interview at any time.

I look forward to hearing from you.

Yours sincerely,

Sarah Peters

8. Now write a cover letter in response to the following job advert:

Data analyst

DIGITAL – US. Full-time job.

Starting salary: £12,000 annually

Requirements:

- Organised and professional demeanor.
- Exceptional written and verbal communication skills.
- Ability to work independently.
- Knowledge of software programs.
- B1 English level.
- 1 year of work experience required.

Please send your CV and cover letter to: digital-uk@dg.com

7 tips for writing a great cover letter

1. Begin the letter with one of the greetings you have just learnt.
2. State clearly why you are applying for the position.
3. Emphasize your personal strengths and past accomplishments.
4. Use linking words to connect similar ideas!
5. Keep the letter short!
6. Use formal English: avoid abbreviations!
7. Finish the letter with a closing statement.



9. Optional task:

Go to Europass (<https://europa.eu/europass>) and create an online cover letter following the instructions.



Check your progress

► Now it's time to think about what you have learnt and what needs revision. Please, tick (✓) the corresponding box.



	I can do it very well 	I'm not sure 	I need to improve
I am able to understand and use vocabulary related to the topic of this unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have learnt vocabulary that is connected to jobs and their descriptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can give information about jobs in the IT sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to use and recognise different present tenses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to pick up information when listening to conversations about jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can form sentences in the present tense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to use and recognise the different present tenses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can express my likes and dislikes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to do a job interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read a job advertisement and understand most of the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to write a CV and a cover letter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the lessons, I have spoken English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			



PRESENT SIMPLE. VERB TO BE

Affirmative	Negative	Interrogative
I am / I'm	I am not / I'm not	Am I?
You are / You're	You are not / aren't	Are you?
He / She / It is	He / She / It is not / isn't	Is he / she / it?
We are / We're	We are not / aren't	Are we?
You are / You're	You are not / aren't	Are you?
They are / They're	They are not / aren't	Are they?

PRESENT SIMPLE. VERB TO HAVE (GOT)

Affirmative	Negative	Interrogative
I have (got)	I have not (got) / haven't (got)	Have I (got)?
You have (got)	You have not (got) / hasn't (got)	Have you (got)?
He / She / It has (got)	He / She / It has not (got) / hasn't (got)	Has he / she / it (got)?
We have (got)	We have not (got) / haven't (got)	Have we (got)?
You have (got)	You have not (got) / haven't (got)	Have you (got)?
They have (got)	They have not (got) / haven't (got)	Have they (got)?

PRESENT SIMPLE. VERB TO WORK

Affirmative	Negative	Interrogative
When the subject is the third person singular (he, she, it), add an -s at the end:	Auxiliary verb do/does + not plus base form of the verb	Auxiliary verb do/does + not plus subject plus base form of the verb
I work	I do not work / don't work	Do I work?
You work	You do not work / don't work	Do you work?
He / She / It works	He / She / It does not work/ doesn't work	Does he / she / it work?
We work	We do not work / don't work	Do we work?
You work	You do not work / don't work	Do you work?
They work	They do not work / don't work	Do they work?

FREQUENCY ADVERBS

- Always: *I always go to work at 9:00 a.m.* (100% of the time)
- Usually: *I usually go to work at 9:00 a.m.* (90% of the time)
- Generally: *I generally go to work at 9:00 a.m.* (80% of the time)
- Often: *I often go to work at 9:00 a.m.* (70% of the time)
- Sometimes: *I sometimes go to work at 9:00 a.m.* (50% of the time)
- Occasionally: *I occasionally go to work at 9:00 a.m.* (40% of the time)
- Seldom: *I seldom go to work at 9:00 a.m.* (30% of the time)
- Rarely: *I rarely go to work at 9:00 a.m.* (10% of the time)
- Never: *I never go to work at 9:00 a.m.* (0% of the time)



PRESENT CONTINUOUS. VERB TO STUDY

Affirmative form: verb to be + main verb ending in –ing. Please note that the verb to be can be shortened.

I am studying → I'm studying

You are studying → You're studying

He / She / It is studying → He's / She's / It's studying

We are studying → We're studying

You are studying → You're studying

They are studying → They're studying

Negative form: verb to be + not + main verb ending in –ing. Please note that the verb to be can be shortened.

I am not studying → I'm not studying

You are not studying → You aren't studying

He / She / It is not studying → He / She / It isn't studying

We are not studying → We aren't studying

You are not studying → You aren't studying

They are not studying → They aren't studying

Interrogative form: verb to be + subject + main verb ending in –ing.

Am I studying?

Are you studying?

Is he / she / it studying?

Are we studying?

Are you studying?

Are they studying?

Time expressions used with this tense

at the moment

currently

these days

nowadays

now

right now

Wh- questions

What? It is used to ask for information. → *What is your name?*

Which? It is used to ask about choice between two or more things/people. → *Which is your favourite film?*

Where? It is used to ask about place and position. → *Where are you?*

When? It is used to ask about time. → *When does the class begin?*

Who? It is used to ask about a person or people. → *Who is that girl?*

Why? It is used to ask for a reason. → *Why are you here?*

How? It is used to ask about manner or condition. → *How are you?*

My world 2.0

IT devices

Unit 2

In this unit, you will...

- Learn about various technological devices and their components.
- Describe the main features and functions of these technological devices.
- Study the usage of prepositions and expressions of place.
- Learn to use possessive and demonstrative pronouns.
- Use the past tenses: past simple, past continuous, and past perfect.
- Read the user instructions for different IT equipment.
- Write the instructions for the use of an IT device.



Warm-up

- * Which IT devices do you use in your everyday life?
- * What IT equipment do you think IT professionals use at work?
- * Do you know the difference between input and output devices?
- * Do we still use the same IT devices we did ten years ago?

"Any sufficiently advanced technology
is indistinguishable from magic."

Arthur C. Clarke



Vocabulary 1

Technological devices

1. Do you know the name of these technological gadgets?



a)



b)



c)



d)



e)



f)



g)

Types of computers

1. Match the picture with the correct name of each type of computer:

mainframe

laptop

desktop computer

tablet

workstation

smartphone



a)



b)



c)



d)



e)



f)

2. Complete the following table with appropriate information:

User	Type of computer	Use
Data analyst		
	tablet PC	
		Personal computing device designed to fit on a typical office desk.
	workstation	
		A mobile phone that can be used to make and receive phone calls, browse the internet and play music.
Student		

Peripherals

There are three main types of **computer peripherals**:

- **Input devices** are pieces of equipment you connect to a computer so the computer can receive data from them.
- When you connect **output devices** to a computer, the computer sends data to them.
- **Storage devices** receive and store data from computers if they are connected to them.

1. **Work in pairs.** Can you think of an example of the devices described above?

- a) Input device: _____
- b) Output device: _____
- c) Storage device: _____

2. Write down the names of the peripheral devices that you see in the following pictures.



a) _____

b) _____

c) _____

d) _____



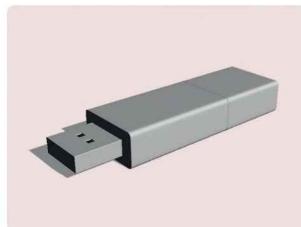
e) _____



f) _____



g) _____



h) _____



i) _____



j) _____



k) _____

3. Now, classify the devices shown in the photographs above using this chart:

Input devices	Output devices	Storage devices

4. **Work in pairs.** Can you name the different storage devices shown in the following picture?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

5. Can you think of any other input or output devices? Make a list together with your partner. Then share it with your other classmates.



VOCABULARY TIP

When describing the characteristics of a device, the adjective is always placed before the noun.

Example: *laser printer*.

Adjective	Noun
laser	printer
mobile	phone
digital	camera
artificial	intelligence



6. Match the nouns on the right with the most suitable adjective:

Adjectives	Nouns
ergonomic	keyboard
comfortable	printer
wireless	mouse
inkjet	smartwatch
updated	headphones
wired	computer

7. Read the following definitions and write down the name of the peripheral device they are referring to:

- a) A set of keys that lets users enter text into computers or other electronic devices. _____
- b) A device that receives audio output from another device, such as a computer. _____
- c) A piece of equipment that accepts text and graphic output from a computer and prints the information on paper. _____
- d) A small device that controls the cursor or pointer on a computer screen. _____
- e) A gadget that is a portable data-storage device. _____

8. Now it's your turn. Based on the structure of the sentences in Exercise 7, write a definition for two different peripherals.

Definition A: _____

Definition B: _____

9. Next, read the definitions to your partners and see if they can guess their names.

Computers at the workplace

1. Look at this image. How many technological devices can you see?

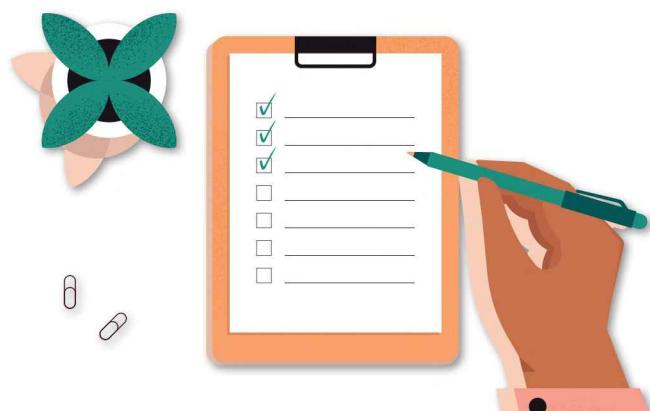


- 2. Word building.** Fill in each blank with a verb made from the nouns in parentheses.

- a) Those machines are used to _____ documents. (printer)
 - b) This device will be useful if you need to _____ a document. (scanner)
 - c) You can use this tool to _____ out different parts of your presentation. (pointer)
 - d) Most smartphones allow you to _____ audio. (recorder)
 - e) David can _____ almost anything with his new mobile phone. (calculator)

3. Imagine you're an IT specialist, and you're making a list of the technological devices you need.

An illustration featuring a vertical column of five horizontal lines on the left, resembling a notepad. In the center is a stylized flower with four green petals and a black center. To the right is a clipboard with an orange border and a white sheet of paper containing a checklist. The checklist has six items, each preceded by a checkbox. The first three checkboxes are checked with green checkmarks. A hand is shown holding a green pen, writing in the sixth line of the checklist. There are also two small paperclips at the bottom.





Listening 1

Getting to know the office



Track 3

1. Listen to the audio and then say if these sentences are true or false:

- a) This is Lisa's first job. _____
- b) Lisa started working in the office last week. _____
- c) Thomas is Lisa's boss. _____
- d) Lisa needs a keyboard. _____
- e) There is only one laser printer in the office. _____
- f) Thomas works at a desk behind Lisa's. _____

2. Now listen to the audio again and concentrate on answering the following questions:

- a) When did Lisa complete her studies? _____
- b) Has Thomas worked before? _____
- c) Where is Lisa's desk? _____
- d) Why does Lisa need a webcam? _____

3. Complete these sentences:

- a) Hi Lisa! I'm Thomas, your _____!
- b) You need to go through the _____ area and then turn left.
- c) The toilets are right round the corner, and the _____ area is there.
- d) In case you need help, my _____ is right behind you.

4. Can you explain and translate the meaning of the following words mentioned in the audio?

fast learner: _____

colleague: _____

fully equipped: _____





Vocabulary 11

Prepositions of place



1. Complete the following sentences with an appropriate preposition of place. More than one option might be possible.
 - a) The plant is _____ the desk.
 - b) There is a pencil _____ the pencil case.
 - c) I read the job ad _____ the newspaper.
 - d) Lucy is standing _____ the bus stop and _____ the road.
 - e) Tom is _____ Lisa.
2. Use the prepositions of place to describe where the computer is:





Listening 11

I got a smartphone!



Track 4



1. Answer the questions linked to the conversation you have just heard:

- a) Does James like Steven's new smartphone? _____
- b) How much does it cost? _____
- c) Does Steven think it's expensive? _____
- d) Does James want to get a new phone? _____

2. Complete the following sentences with information from the audio:

- a) It has full HD _____, an _____ memory of _____ GB and _____ MB of _____.
- b) Is it _____ to have such an _____ phone for that?
- c) I always like to have the _____ technology.

3. What does Steven use his phone for? Make a list of all the tasks he mentions.

- a) _____
- b) _____
- c) _____
- d) _____





Vocabulary III

Characteristics of computers

There are several characteristics that are commonly used to describe a computer.

- Match the words in the lists below to form computers' specifications:

processor	webcam
RAM	capacity
hard drive	speed
operating	capacity
storage	system
high-definition	memory



- Write the name of the matching computer characteristic in the definitions below:

hard drive

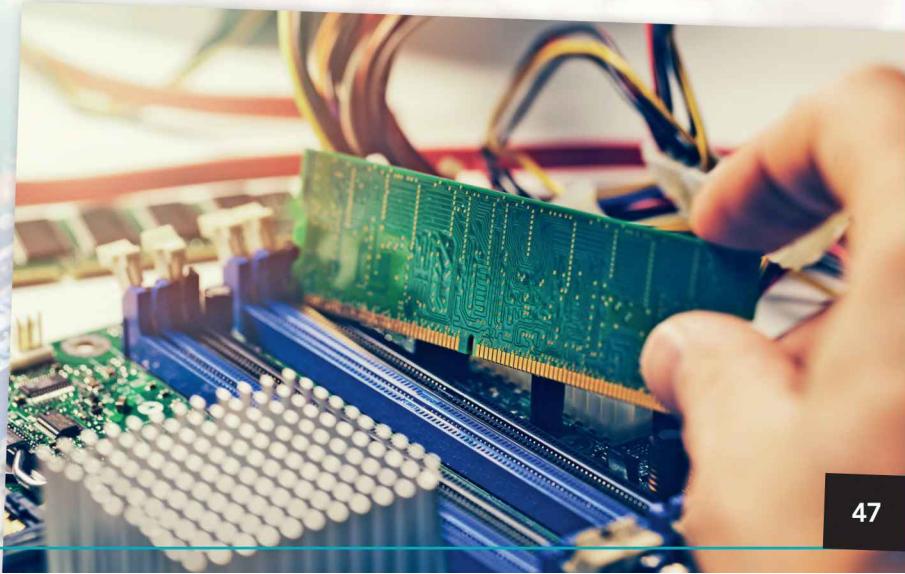
Bluetooth and Wi-Fi technology

touchscreen

operating system

storage capacity

- An _____ is a low-level software that supports a computer's basic functions.
- _____ refers to the amount of data a computer system may contain.
- A _____ is an electro-mechanical data storage device that stores and retrieves digital data.
- _____ are both wireless technologies.
- A _____ is a display device which allows the user to interact with a computer by touching areas on the screen.



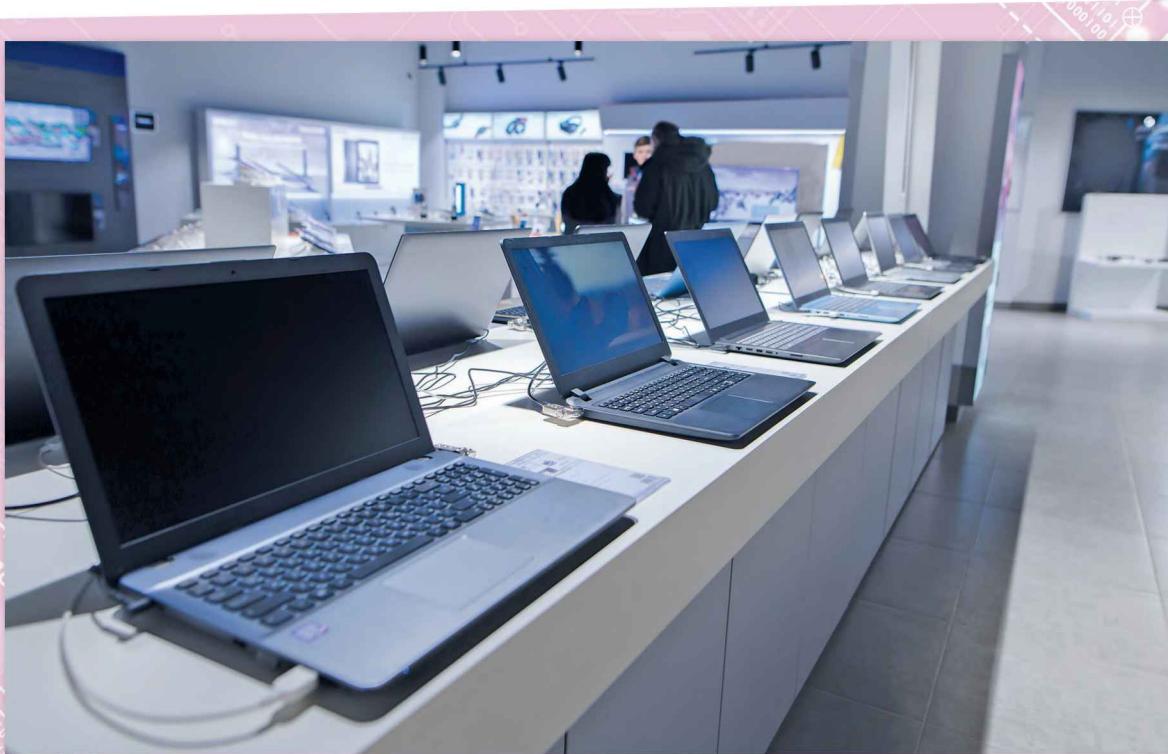


Listening III

At the IT shop



Track 5



1. Complete these sentences with information from the audio:

- a) I'm looking for a _____ computer.
- b) Are you looking for a _____ computer or a _____?
- c) It has a powerful _____, which is fantastic for video games, as you may know.
- d) It has an A12 processor _____ at 2 GHz and 8GB of RAM.
- e) Well, it has Bluetooth and Wi-Fi _____

2. Look for an adjective with the opposite meaning to the words below. There might be more than one option.

a) expensive	
b) powerful	
c) fast	
d) unlimited	



Reset your Computer



Grammar

Past tenses

Past Simple

Use

We use the past simple to refer to those actions that happened in the past and are finished.

Example: *I finished my studies last year.*

Yesterday we reinstalled the operating system.

Form

Here, we will take as an example the past simple form of the verb to *finish*:

- For the **affirmative form**, we just need to **add -ed** to the base form of the verb. It is important to note that there are certain rules:
 - For verbs that end in **-e**, only **add a -d** at the end: *like* → *liked*
 - With verbs ending in **-y**, **change it into -i** and **add -ed**: *try* → *tried*
 - For short words that end in **consonant + vowel + consonant**, double the last consonant: *travel* → *travelled*
- For the **negative form**, we **add didn't** before the verb's infinitive.
- For the **interrogative form**, we **start the question with did**.



Affirmative	Negative		Interrogative
<i>I finished</i>	<i>I did not finish</i>	→ <i>I didn't finish</i>	<i>Did I finish?</i>
<i>You finished</i>	<i>You did not finish</i>	→ <i>You didn't finish</i>	<i>Did you finish?</i>
<i>He / She / It finished</i>	<i>He / She / It did not finish</i>	→ <i>He / She / It didn't finish</i>	<i>Did he / she / it finish?</i>
<i>We finished</i>	<i>We did not finish</i>	→ <i>We didn't finish</i>	<i>Did we finish?</i>
<i>You finished</i>	<i>You did not finish</i>	→ <i>You didn't finish</i>	<i>Did you finish?</i>
<i>They finished</i>	<i>They did not finish</i>	→ <i>They didn't finish</i>	<i>Did they finish?</i>

Exceptions

Verb to be

Affirmative	Negative		Interrogative
<i>I was</i>	<i>I was not</i>	→ <i>I wasn't</i>	<i>Was I...?</i>
<i>You were</i>	<i>You were not</i>	→ <i>You weren't</i>	<i>Were you...?</i>
<i>He / She / It was</i>	<i>He / She / It was not</i>	→ <i>He / She / It wasn't</i>	<i>Was he / she / it...?</i>
<i>We were</i>	<i>We were not</i>	→ <i>We weren't</i>	<i>Were we...?</i>
<i>You were</i>	<i>You were not</i>	→ <i>You weren't</i>	<i>Were you...?</i>
<i>They were</i>	<i>They were not</i>	→ <i>They weren't</i>	<i>Were they...?</i>

Verb to have

Affirmative	Negative	Interrogative
I had	I had not → I hadn't	Had I ...?
You had	You had not → You hadn't	Had you ...?
He / She / It had	He / She / It had not → He / She / It hadn't	Had he / she / it ...?
We had	We had not → We hadn't	Had we ...?
You had	You had not → You hadn't	Had you ...?
They had	They had not → They hadn't	Had they ...?

Irregular verbs

Check the irregular verbs list in the **Appendices**. Here, we will take as an example the verb to go.

Affirmative	Negative	Interrogative
I went	I didn't go	Did I go?
You went	You didn't go	Did you go?
He / She / It went	He / She / It didn't go	Did he / she / it go?
We went	We didn't go	Did we go?
You went	You didn't go	Did you go?
They went	They didn't go	Did they go?



1. Complete the table with the past simple form of the verbs in the box. Remember that some of them are irregular verbs.

Infinitive form	Past simple form
drive	
listen	
watch	
leave	
forget	
learn	
happen	
talk	
send	
see	

Infinitive form	Past simple form
arrive	
ask	
decide	
write	
walk	
put	
want	
come	
agree	

2. Fill in the gaps with the verbs in brackets, using the regular and irregular forms of the past simple.

- a) The students _____ (download) an application to do the survey.
- b) He _____ (buy) a new smartphone.
- c) She _____ (talk) to me on the phone before we _____ (go) to work.
- d) I _____ (play) video games when I was a child.
- e) The technician _____ (repair) the computer last month.
- f) He _____ (install) a new operating system.
- g) The head of the company _____ (leave) before I _____ (arrive).

3. Choose the correct answer. Remember to use the past simple.

- a) He _____ a new OS.
installed - instaled - install
- b) The desktop computer _____.
wasn't work - didn't work - was work
- c) The PC _____. a virus.
had - haved - has
- d) I _____ it the morning before.
useed - use - used
- e) I _____ €90 to repair it.
payed - paid - payd
- f) I _____. my sister a pen drive.
gived - gave - given

4. Complete this text about Steve Jobs using the past simple of the verbs in brackets.

Steve Jobs _____ (be) the creator of the iPhone, iPod, and Apple's Mac computers. He was raised in Cupertino, California, which is now known as Silicon Valley. He _____ (start) university, but he _____ (drop out) and _____ (take) a job as a video game designer. In 1974, he _____ (begin) developing his own computer with a friend. They _____ (design) it in Jobs' family garage with the money they _____ (get) from selling a Volkswagen minibus and a programmable calculator. They _____ (manage) to obtain financing, distribution, and publicity for the computer and the company they _____ (create). The machine _____ (be) a success, and it _____ (become) a boom in personal computers.



5. Write the sentences below in their negative forms:

- Steve Jobs _____ (be) the creator of the iPhone, iPod, and Apple's Mac computers.
- He _____ (be raised) in Cupertino, California.
- He _____ (start) university.
- They _____ (design) it in Jobs' family garage.
- They _____ (manage) to obtain financing, distribution, and publicity for the computer.
- The machine _____ (be) a success, and it _____ (become) a boom in personal computers.

GRAMMAR TIP

Remember the *wh-* questions. *Wh-* words are always placed at the beginning of the question.



6. Write questions in the past simple for the following answers:

- _____
Steve Jobs was an American entrepreneur, industrial designer, and business magnate.
- _____
He is considered a pioneer of the personal computer boom.
- _____
Jobs attended Reed College.
- _____
Jobs' design was influenced by the philosophies of Buddhism.
- _____
He launched the Macintosh computer on January 24, 1984.

Past Continuous

Use

We use the past continuous to refer to those actions that happened in the past and continued for a certain period of time.

Example: *I was driving when she called me.*

We were trying to connect my laptop to the printer when the power went out.

Forms

To form the past continuous, we use the **verb to be in its past tense form**, and we **add -ing** to the action verb.

As an example, we again take the simple past tense of the verb *to finish*.

Affirmative	Negative	Interrogative
<i>I was finishing</i>	<i>I was finishing</i>	<i>Was I finishing?</i>
<i>You were finishing</i>	<i>You were finishing</i>	<i>Were you finishing?</i>
<i>He / She / It was finishing</i>	<i>He / She / It was finishing</i>	<i>Was he / she / it finishing?</i>
<i>We were finishing</i>	<i>We were finishing</i>	<i>Were we finishing?</i>
<i>You were finishing</i>	<i>You were finishing</i>	<i>Were you finishing?</i>
<i>They were finishing</i>	<i>They were finishing</i>	<i>Were they finishing?</i>



1. Complete the sentences with the affirmative form of the past continuous:

- a) I _____ (work) at 3 o'clock yesterday.
- b) The technician _____ (repair) a computer when she got in the shop.
- c) The student _____ (study) when the teacher arrived.
- d) They _____ (install) an operating system when they discovered the virus.
- e) Mrs Brown _____ (tell) Tony of her discovery when the police arrived.
- f) I _____ (think) of him for the new position at the company.
- g) You heard the terrible news on the radio while you _____ (drive).

2. Write two sentences using the negative form of the past continuous and two sentences using the interrogative form of the past continuous. Then, check them with your partner.

- a) _____
- b) _____
- c) _____
- d) _____



3. Complete the sentences with the past simple and the past continuous:

Yesterday, I _____ (work) when my boss _____ (call) me. She _____ (need) me to go to a company to check their Wi-Fi connection. When I _____ (drive) there, my car _____ (break) down. I had to call the mechanic. Luckily, he _____ (arrive) in 15 minutes and he _____ (solve) the problem. While he _____ (fix) the car, I _____ (call) the company. They were quite anxious as they couldn't work without Wi-Fi connection. As soon as the mechanic _____ (fix) my car, I _____ (drive) to the company. I finally _____ (arrive) there at 1:00 p.m. The Wi-Fi connectivity issue was worse than I expected. I _____ (spend) two hours trying to repair it. My boss _____ (ask) for information about the problem every five minutes. It _____ (be) stressful. But I found a solution!

Past Perfect

Use

We use the past perfect to show the order of two past events. We use this tense to make it clear which action happened first: the past perfect shows the earlier action, and the past simple shows the later.

Example. *We had drunk all the water before we started lunch. We had resolved the issue before the video conference began.*

Forms

We use the **verb to have in its past tense form**, and we **add the past participle**.

Note that past participles can be regular (they **add -ed** at the end) or irregular (check the irregular verbs list in the **Appendices**).

Here is an example with a **regular verb** (to finish):

Affirmative	Negative	Interrogative
I had finished	I had not finished	Had I finished?
You had finished	You had not finished	Had you finished?
He / She / It had finished	He / She / It had not finished	Had he / she / it finished?
We had finished	We had not finished	Had we finished?
You had finished	You had not finished	Had you finished?
They had finished	They had not finished	Had they finished?



And this is an example with an **irregular verb** (to go):

Affirmative	Negative	Interrogative
I had gone	I hadn't gone	Had I gone?
You had gone	You hadn't gone	Had you gone?
He / She / It had gone	He / She / It hadn't gone	Had he / she / it gone?
We had gone	We hadn't gone	Had we gone?
You had gone	You hadn't gone	Had you gone?
They had gone	They hadn't gone	Had they gone?

1. Complete the sentences using the past perfect:

- a) When I got to the class, the teacher _____ already _____ (arrive).
- b) She _____ (study) informatics before she started this course.
- c) Julie didn't ask any question until her boss _____ (explain) everything.
- d) We were late for work because we _____ (miss) the bus.
- e) The computer broke down because it _____ (got) a virus.
- f) He said that he _____ (study) French before.
- g) She _____ (not use) the program before, so I explained to her how to use it.

2. Fill in the gaps using both past perfect and past simple:

- a) Anna _____ (leave) before Sally _____ (wake up).
- b) My brother _____ (repair) the computer when the IT technician _____ (ring) the bell.
- c) When I _____ (arrive) at the company, I realised I _____ (forget) my computer at home.
- d) My phone was missing when I opened my bag, they _____ (steal) it.
- e) When she _____ (get) home, she found out that someone _____ (be) there before.

3. Complete the text with the past tense forms that you have learnt in this unit:

Paul _____ (consider) buying a new computer because his desktop computer _____ (get) old. It _____ (be) during one of his lessons at the vocational centre where he _____ (study) that his computer totally _____ (break down). It was the right time. He had to buy a new computer.

He _____ (go) to the shop at the mall. He _____ (be) there before. He _____ (know) the shop assistant, so he decided to ask her several questions. He _____ (ask) some of these questions before, but this time it _____ (be) different. This time he was determined to buy a computer.





Speaking

At the IT shop: How to buy a computer

1. Listen again to the dialogue in Listening III on page 48 and then read the script:

Customer: Good afternoon. I'm looking for a gaming computer. Could you please recommend a good one?

Saleswoman: Sure. Are you looking for a desktop computer or a laptop?

Customer: I'd prefer a laptop. But I don't want to spend more than €1,000.

Saleswoman: Then I'll show you this one. It has a powerful graphics card, which is fantastic for video games, as you may know.

Customer: Great. What about the processor?

Saleswoman: It has an A12 processor running at 2 GHz and 8GB RAM.

Customer: Impressive. What else can you tell me about it?

Saleswoman: Well, it has Bluetooth and Wi-Fi technology and... the mouse is also included!

Customer: OK! Thanks for your time. I'll think about it.



2. **Work in pairs.** Imagine that the customer comes back to the shop with more questions and ends up buying the computer. Work out the dialogue that would take place between the customer and the shop assistant.
-
-
-

3. Read out the dialogue to your classmates.

Quick tips for a successful presentation

- Read the dialogue aloud many times before presenting it.
- Practice with your partner.
- Check your pronunciation and ask your teacher if there are some words you don't know how to pronounce.
- Speak slowly.
- Watch your body language.
- Control your voice.





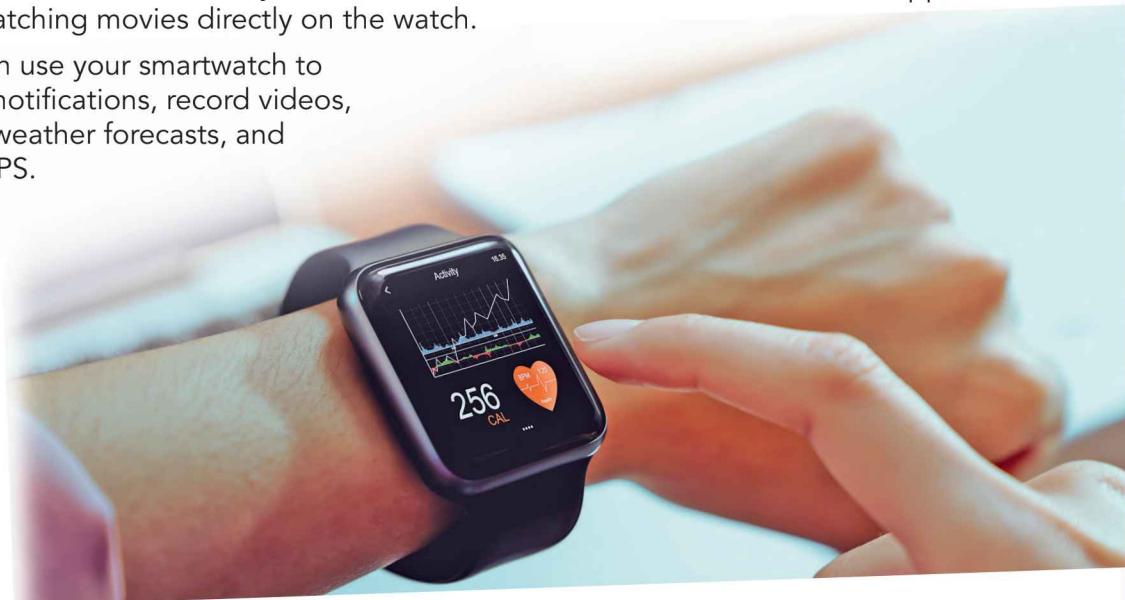
Reading

How does a smartwatch work?

A smartwatch is a digital watch containing a small computer with its own operating system. It functions as a traditional watch in many ways since it contains many features such as a time display, a timer, and an alarm. But it also provides a wide range of modern functions, such as access to the internet, making calls, sending messages, health monitoring, and playing games.

What a smartwatch can do

- In addition to displaying the time, the basic functions of smartwatches include showing the calendar and recording audio.
- The **health tracking** features include the ability to measure heart rate, steps, and calories burned.
- **Bluetooth connection.** This feature is essential on a smartwatch since it allows users to receive calls and messages, view contacts, and transfer data from the phone to the watch.
- The **data storage** function includes downloading music, photos and videos to watch them directly on the watch.
- **Connect Wi-Fi/3G.** With this function, your smartwatch can connect to Wi-Fi or 3G to support web surfing and watching movies directly on the watch.
- In addition, you can use your smartwatch to receive Facebook notifications, record videos, take photos, view weather forecasts, and navigate with its GPS.



Uses of smartwatches

- **Health.** Smartwatches with a fitness tracker perfectly blend health and technology.
- **Calling.** This feature comes in handy if you need to call for help in an emergency.
- **Running.** This function motivates you to get up and start running in the morning.
- **Kids.** Children are always on the move, so many parents want a device that helps keep track of them.
- **Job.** Some smartwatches can monitor your heart rate, stress levels, sleep patterns, and other vital signs to keep you safe at work.

Advantages of smartwatches

- Integrated with many modern technologies.
- Convenient to take anywhere.
- You can check the time, read messages, and see your latest updates with just a quick glance at the wrist.

Disadvantages of smartwatches

- High cost.
- High battery use.
- Heavier than standard watches.

Adapted from: <https://www.hoodmwr.com/how-does-a-smartwatch-work>.

1. Answer the following questions about the text:

a) Do smartwatches have the same features as traditional watches?

b) What are their modern features? _____

c) Are smartwatches appropriate for kids? Why? _____

d) What do they monitor when you are at work? _____

e) Do you have a smartwatch? Why? _____

2. Look for synonyms in the text:

a) essential: _____

b) characteristic: _____

c) action: _____

d) regular: _____

e) price: _____

3. Say if the following statements are true or false according to the text:

a) You can take your smartwatch wherever you go. _____

b) Smartwatches have an everlasting battery. _____

c) Smartwatches keep track of your vital signs. _____

d) You don't wear smartwatches on your wrist. _____

e) Kids need to have a smartwatch as they are always on the move. _____

4. Add two more advantages and disadvantages of smartwatches:

a) _____

b) _____

c) _____

d) _____



Writing

Description of a technological gadget

1. Think of a technological device and note down all its different parts. You can use an online dictionary if you need to.



2. **Organise the information.** Draw a small diagram with the information you want to include in the different sections of your writing:

- **Introduction:** briefly introduce the device you are going to talk about.
- **Body:** in this section, you can include information like its parts, features, advantages, or disadvantages.
- **Conclusion:** explain why it is important/useful to you.



3. Using all the information you have and taking as an example the reading on page 57, write your own description of a technological device.



BONUS!

4. **Practice your pronunciation.** Read the description to your partner and let him/her guess what device it is.

Connectors for writing

Connectors show the relationship between the ideas in two clauses. The table below includes many different types of connectors.

Sequence	Cause and effect	Comparison	Add information
First, First of all, Second, Secondly, Then, After that, Finally,	so Therefore, Consequently,	Similarly, In the same way, Likewise,	and Also, Moreover, besides(,) Furthermore, In addition,

Contrast	Emphasis	Conditionals	Illustrating
On the one hand, On the other hand, instead of while However, but Although	particularly especially in particular above all	If Unless	For example, For instance, like such as

1. Complete the sentences with the appropriate connector:

- a) I like my new job, _____ my former job was really interesting as well.
- b) This job has many advantages, _____ the salary.
- c) I am walking to the market and _____ to the hospital.
- d) He had been running late all day. _____, he ended up missing the bus.
- e) _____ I am not going to the supermarket today, I will do so tomorrow.
- f) _____, I would like to talk about the importance of the environment.
- g) He will finish his duties _____ you finish yours.

2. Now, write a new technical description for the device you described in Exercise 3 on page 59, using some of the connectors you have just learnt.



Check your progress



- Now it's time to think about what you have learnt and what needs revision. Please, tick (✓) the corresponding box.

	I can do it very well 	I'm not sure 	I need to improve
I have learnt vocabulary that is related to technological devices and their descriptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can give information about IT devices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to use and recognise different past tenses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to pick up information when listening to conversations about tech devices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can form sentences in the past tenses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can have a conversation about buying a device.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am good at writing device descriptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I listen to someone describe a device, I understand most of the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the lessons, I have spoken English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

PAST SIMPLE. VERB TO FINISH

Add **-ed** to the base form.

Affirmative	Negative	Interrogative
I finished	I did not finish → didn't finish	Did I finish?
You finished	You did not finish → didn't finish	Did you finish?
He / She / It finished	He/She/It did not finish → didn't finish	Did he / she / it finish?
We finished	We did not finish → didn't finish	Did we finish?
You finished	We did not finish → didn't finish	Did you finish?
They finished	They did not finish → didn't finish	Did they finish?

PAST SIMPLE. VERB TO BE

Affirmative	Negative	Interrogative
I was	I was not → wasn't	Was I...?
You were	You were not → weren't	Were you...?
He / She / It was	He / She / It was not → wasn't	Was he / she / it...?
We were	We were not → weren't	Were we...?
You were	You were not → weren't	Were you...?
They were	They were not → weren't	Were they...?

PAST SIMPLE. VERB TO HAVE

Affirmative	Negative	Interrogative
I had	I had not → hadn't	Had I ...?
You had	You had not → hadn't	Had you ...?
He / She / It had	He / She / It had not → hadn't	Had he / she / it ...?
We had	We had not → hadn't	Had we ...?
You had	You had not → hadn't	Had you ...?
They had	They had not → hadn't	Had they ...?

IRREGULAR VERBS. VERB TO GO

For more verbs, see the list of irregular verbs in the Appendices.

Affirmative	Negative	Interrogative
I went	I did not go → didn't go	Did I go?
You went	You did not go → didn't go	Did you go?
He / She / It went	He / She / It did not go → didn't go	Did he / she / it go?
We went	We did not go → didn't go	Did we go?
You went	You did not go → didn't go	Did you go?
They went	They did not go → didn't go	Did they go?



Remember

NEW

PAST CONTINUOUS. VERB TO FINISH

Past tense of the verb **to be + -ing form**

Affirmative	Negative	Interrogative
I was finishing	I was not finishing → wasn't finishing	Was I finishing?
You were finishing	You were not finishing → weren't finishing	Were you finishing?
He / She / It was finishing	He / She / It was not finishing → wasn't finishing	Was he / she / it finishing?
We were finishing	We were not finishing → weren't finishing	Were we finishing?
You were finishing	You were not finishing → weren't finishing	Were you finishing?
They were finishing	They were not finishing → weren't finishing	Were they finishing?

PAST PERFECT. VERB TO FINISH

Past tense of the verb **to have** plus **past participle**. Past participles can be **regular** (add **-ed** at the end) or **irregular** (see irregular verbs list in the Appendices).

Affirmative	Negative	Interrogative
I had finished	I had not finished → hadn't finished	Had I finished?
You had finished	You had not finished → hadn't finished	Had you finished?
He / She / It had finished	He / She / It had not finished → hadn't finished	Had he / she / it finished?
We had finished	We had not finished → hadn't finished	Had we finished?
You had finished	You had not finished → hadn't finished	Had you finished?
They had finished	They had not finished → hadn't finished	Had they finished?

PAST PERFECT. VERBO TO GO

Affirmative	Negative	Interrogative
I had gone	I had not gone → hadn't gone	Had I gone?
You had gone	You had not gone → hadn't gone	Had you gone?
He / She / It had gone	He / She / It had not gone → hadn't gone	Had he / she / it gone?
We had gone	We had not gone → hadn't gone	Had we gone?
You had gone	You had not gone → hadn't gone	Had you gone?
They had gone	They had not gone → hadn't gone	Had they gone?

Looking for a job in IT

The first thing you need to do when looking for a job is to prepare your CV. Nowadays, most CVs are generated online.

For this reason, the European Union has created Europass – an official website where you can create your CV online.



The Europass CV is one of the most popular CV formats in Europe. It is easy-to-use and familiar to employers and educational institutions. You can create and store your CV in 30 languages.

<https://europa.eu/europass/en/create-europass-cv>

Online CVs

For this reason, in this project, we will follow the steps below to create our own Europass CV:

1. First, go to this link:
<https://europa.eu/europass/eportfolio/screen/cv-editor?lang=en> and click on 'Create new CV'.
2. Then, fill in the information about your education, training, work experience, and skills.
3. After that, create and download your Europass CV.
4. The next step is to browse the internet and look for offers related to IT. In order to do this, you can check out the following websites:

<https://findajob.dwp.gov.uk>

<https://www.gov.uk/apply-apprenticeship>

<https://www.reed.co.uk>

5. Finally, choose a job offer that you would like to apply for and write a good cover letter.

Now, imagine that you get an interview for that job. Role-play with your partner, simulating your job interview with the recruitment officer.

Cover
Letter

IT systems run the business

using computer technology at work

Unit 3

In this unit, you will...

- Study vocabulary related to the various operating systems (OS).
- Learn how to describe operating systems.
- Read and look for information about different software.
- Learn vocabulary that describes the many types of software.
- Use future tenses: future simple, *be going to* and present continuous for future.
- Learn how to use English punctuation correctly.



Warm-up

- * How many operating systems do you know?
- * Do you know the difference between them?
- * Can you give a definition of software?
- * Do you know different software?

"Computer science is the operating system for all future innovation."

Steve Ballmer



Vocabulary 1

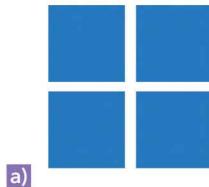
Operating systems

What is an operating system?

An *operating system* is a system software that manages computer hardware and software resources and provides common services for computer programs.

(Wikipedia)

1. Can you identify these operating systems?



a)



b)



c)



d)



e)

- a) _____
 b) _____
 c) _____
 d) _____
 e) _____

2. Can you think of three advantages and three disadvantages of the following operating systems?

Windows

Advantages

Disadvantages

Mac OS X

Advantages

Disadvantages

VOCABULARY TIP

Operating systems are often referred to as OS. In fact, it is more common to read OS than 'operating system'.

3. Match the terminology of operating systems to their function:

Memory management	detect problems with the computer.
Device management	decides which process is performed and for how long.
Security	allocates the computer's resources.
Error-detecting aids	handles the communication between the OS and its drivers.
Processor management	is the control of the computer's main memory.
File management	prevents unauthorised access.

4. Can you mention any other function that an OS may do?

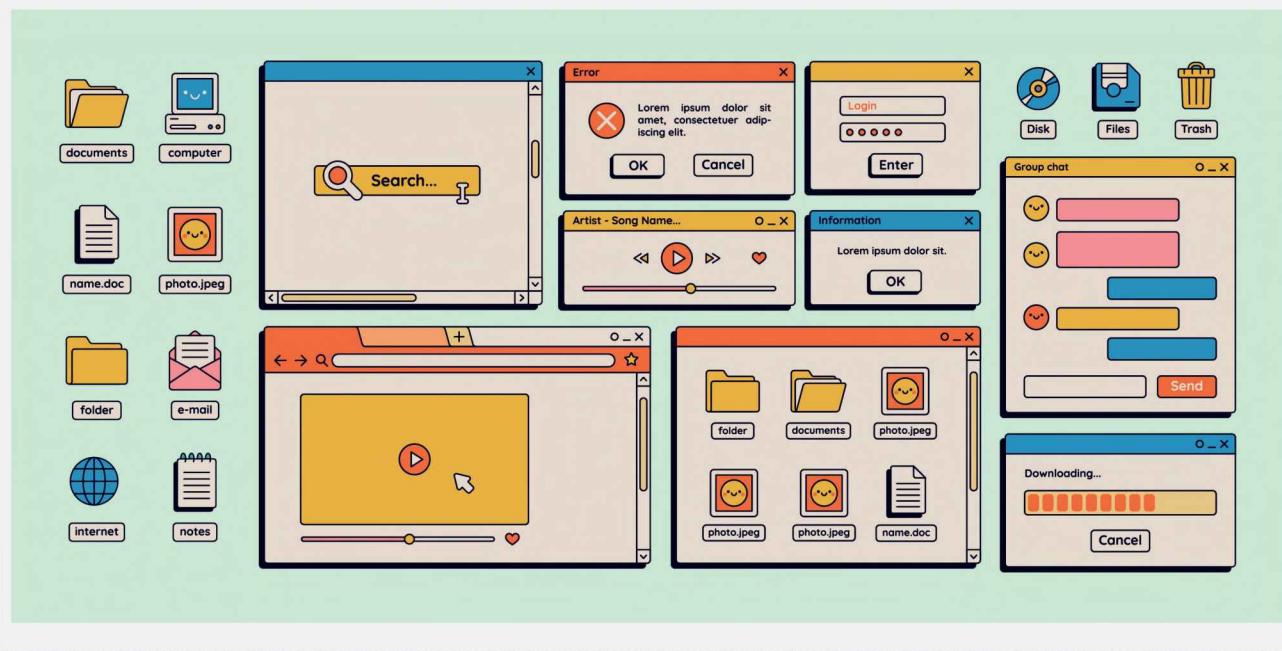


VOCABULARY TIP

The **operating system** acts as an interface between the user and the computer hardware.

But what exactly is the interface?

An **interface** is a program that allows the user to interact with the computer. GUI (graphical user interface) is a very popular one since it enables users to interact with IT devices through icons.



5. In the desktop interface on the previous page, we can see different items and tools. Could you write the name of at least 4 of them?

a) _____

b) _____

c) _____

d) _____

6. Now have a look at the phone screens below and check out the applications. Work in pairs and write down the names of at least 10 applications:



a) _____

b) _____

c) _____

d) _____

e) _____

†) _____

g) _____

b) _____

Digitized by srujanika@gmail.com

VOCABULARY TIP

Applications are often referred to as **apps**.

Unit 3

IT systems run the business

7. Check this app organiser. For each icon, write the name of at least one app you use on your phone or computer:



a) _____



b) _____



c) _____



d) _____



e) _____



f) _____



g) _____



h) _____



i) _____



j) _____



k) _____



l) _____



m) _____



n) _____



o) _____

Now, explain in brief the main purpose of those apps:

a) _____

i) _____

b) _____

j) _____

c) _____

k) _____

d) _____

l) _____

e) _____

m) _____

f) _____

n) _____

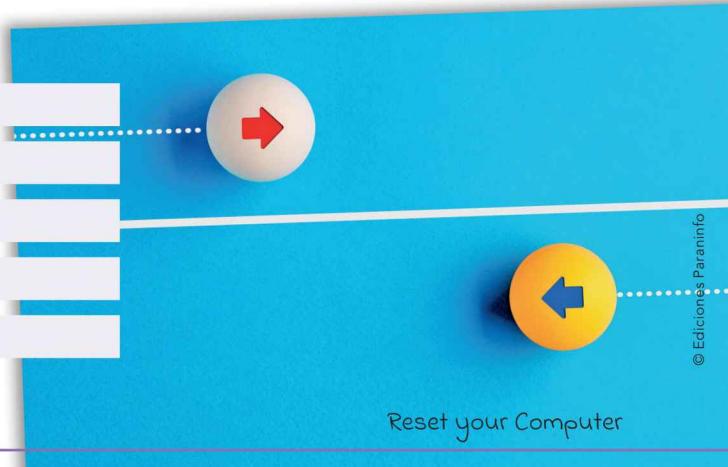
g) _____

o) _____

8. Match the opposites:

switch on
follow
log in
upload
save

delete
download
switch off
unfollow
log out





Listening 1

A. Installing an OS



Track 6

1. Please answer the following questions:

a) When did Mark install the previous OS?

b) Why are they changing the OS?

c) What are Windows' negative aspects, in Mark's opinion?

d) What does Mark say about Linux? Give at least one example of each advantage he mentions.

e) Why is Mark installing the new OS on the computers?

2. Please indicate if the following statements are true or false:

a) Mark needs to change the OS of all computers in his company. _____

b) Most of his colleagues find the OS they are working with quite difficult to handle. _____

c) The company has had Windows as its OS for 8 years. _____

d) Mark says Linux has a lot of drawbacks. _____

e) Mark completed a vocational training program in IT security and software systems. _____

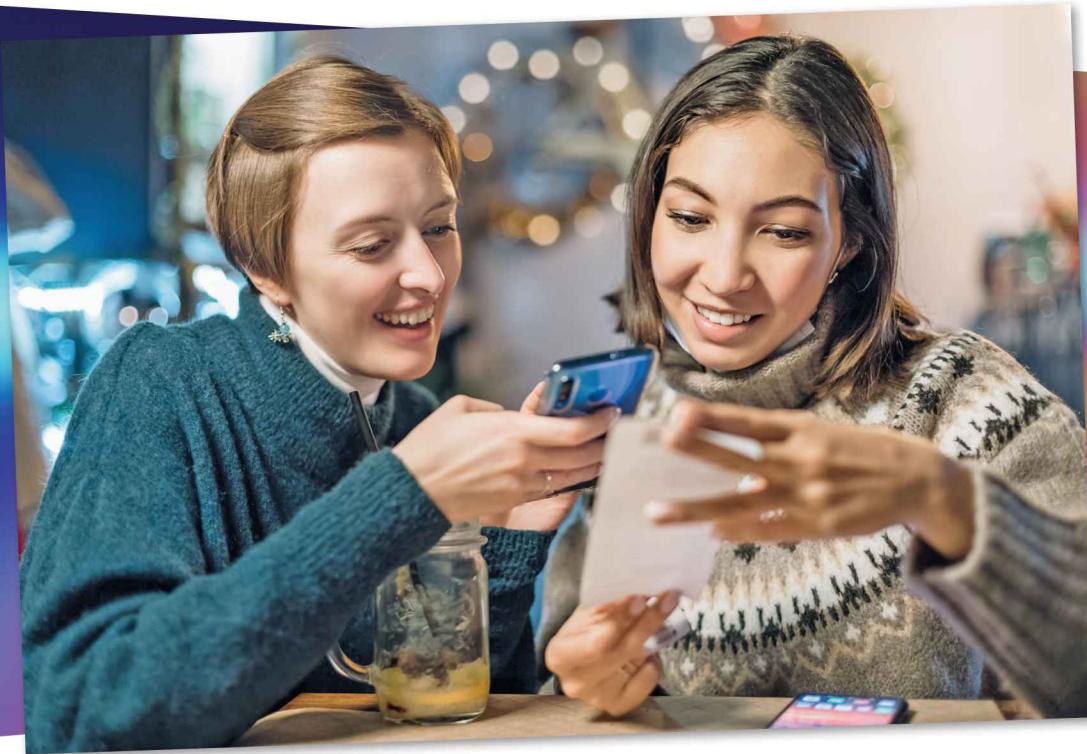
f) His personal life and career have benefited greatly from vocational training. _____

3. Correct the wrong statements with the right information:

- a) _____
b) _____
c) _____

B. New app

Track 7



1. Name three positive aspects of SplitSharing:

- a) _____
- b) _____
- c) _____

2. Answer the following questions:

a) Is the app difficult to download?

b) What happens with the number of transactions?

c) Can you use it for monthly expenses?

3. Are these statements true or false?

- a) SplitSharing is a free app.
- b) You can only use the app for trips.
- c) SplitSharing can only be downloaded using a link.
- d) It can only be used by groups.

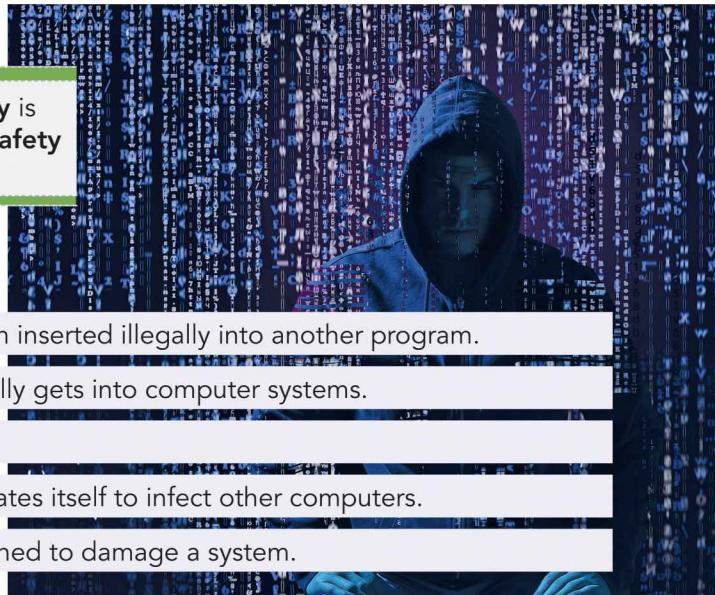


Vocabulary II

Computer security

VOCABULARY TIP

There's a difference between security and safety. **Security** is the prevention of external attacks on technology, while **safety** refers to protecting your life from danger.



1. Match the words with their definitions:

- a) hacker
- b) malware
- c) virus
- d) trojan
- e) worm

- part of a computer program inserted illegally into another program.
- a computer user who illegally gets into computer systems.
- type of malware.
- type of malware that replicates itself to infect other computers.
- a computer program designed to damage a system.

2. Complete the sentences with the words in the box:

consent **cyberbullying** **regulation** **spyware** **password** **piracy**

- a) _____ is easier to do than physical bullying because the bully doesn't have to face the victim.
- b) _____ is a software that allows you to covertly obtain information.
- c) You need to manage your _____ settings to prevent others from getting your data.
- d) It's important that you change your _____ frequently so that it does not get leaked.
- e) The unauthorised use of another's work is called _____.
- f) Internet _____ includes laws and rules that deal with telecommunications.



3. Work in pairs. Explain the following terms in your own words:

a) company's security policy	
b) unauthorised person	
c) ID badge	
d) data backup	
e) cyberattack	

4. Work with your partner. Rewrite the following sentences in the correct order:

a) way. applications wrong the in information use people's Certain

b) toughest The security law in Protection the is the world. Data Law

c) be need Information regularly. to back-ups done

d) of third involve actors. data internal A breaches

e) filtration tools automatically protect McAfee sensitive data. offers to

Phrasal verbs that will help you to communicate effectively when using technology

GRAMMAR TIP

Phrasal verbs are idiomatic phrases that are formed by a verb and another element (preposition, adverb, etc.). For example:

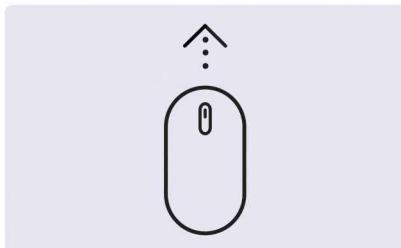
- If we add the preposition **on** to the verb **turn**, we get the phrasal verb **turn on**, which means to activate a device by pressing a button or moving a switch.
- If we add the preposition **off** to the verb **turn**, we get the phrasal verb **turn off**. In this case, it means to make a piece of equipment stop working by pressing a button or sliding a switch.

As you may see, when we use two different prepositions with the same verb, the meanings are very different.

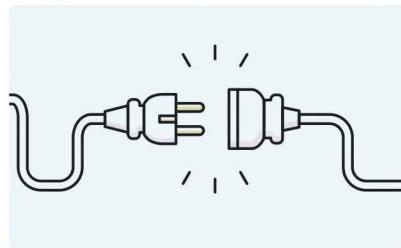


1. There are some phrasal verbs in the box. You need to match them with the pictures below:

turn on log in click on scroll up print out back up plug in go online



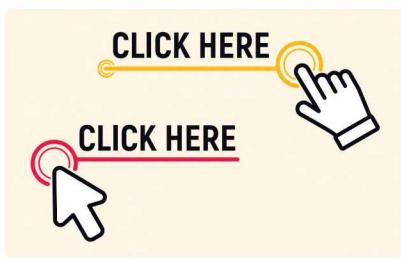
a) _____



b) _____



c) _____



d) _____



e) _____



f) _____



g) _____



h) _____

2. Now look for the opposite of these phrasal verbs:

- a) turn on: _____
 b) log in: _____
 c) scroll up: _____
 d) plug in: _____
 e) go offline: _____

3. **Work in pairs.** Do you know any other phrasal verbs commonly used in relation to technology?



Grammar

Future tenses

There are three ways to express the future in English.

Future Simple

Uses

We use the future simple for:

- Things we believe will happen in the future: *I think computers will evolve a lot in the next 30 years.*
- Decisions made at the moment of speaking: *I will look it up on my phone.*

Form

We need to put **will** + the **infinitive form of the verb**.

Here, we take as an example the future simple form of the verb *to finish*:

Affirmative	Negative	Interrogative
I will finish	I will not finish → won't finish	Will I finish?
You will finish	You will not finish → won't finish	Will you finish?
He / She / It will finish	He / She / It will not finish → won't finish	Will he / she / it finish?
We will finish	We will not finish → won't finish	Will we finish?
You will finish	You will not finish → won't finish	Will you finish?
They will finish	They will not finish → won't finish	Will they finish?

Be going to

Use

We use **be going to** for events that are likely to happen or that are planned.

Example: *In the future, I am going to be an IT specialist.*

I am going to play video games tomorrow.

Form

We need to put the **verb to be** in the right form + **going to** + **infinitive form of the verb**.

As an example, we take the form **be going to** with the verb *to finish*:

Affirmative	Negative	Interrogative
I am going to finish	I am not going to finish	Am I going to finish?
You are going to finish	You are not going to finish → aren't going to finish	Are you going to finish?
He / She / It is going to finish	He / She / It is not going to finish → isn't going to finish	Is he / she / it going to finish?
We are going to finish	We are not going to finish → aren't going to finish	Are we going to finish?
You are going to finish	You are not going to finish → aren't going to finish	Are you going to finish?
They are going to finish	They are not going to finish → aren't going to finish	Are they going to finish?

Present Continuous as a future form

Use

We use the **present continuous for future** to talk about plans that are totally arranged in the future.

Example: *I am finishing my vocational training course next June.*

Form

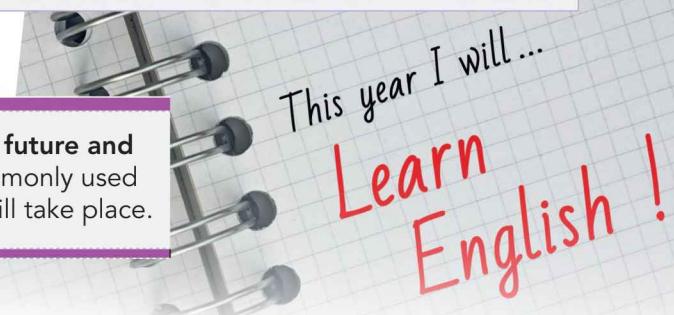
In this case, the same form as the present continuous is applied: **verb to be + -ing**.

Example: *I am leaving the 1st of September.*

Affirmative	Negative	Interrogative
I am finishing	I am not finishing	Am I finishing?
You are finishing	You are not finishing	Are you finishing?
He / She / It is finishing	He / She / It is not finishing	Is he / she / it finishing?
We are finishing	We are not finishing	Are we finishing?
You are finishing	You are not finishing	Are you finishing?
They are finishing	They are not finishing	Are they finishing?

GRAMMAR TIP

The **main difference between the present continuous for future and be going to** is that the present continuous for future is commonly used giving the exact date, time and location of the event that will take place.



Listening 11

Fitastic



1. Listen to the conversation and underline in the script the different future forms you hear:

Interviewer: With me today is James Harrington, the CEO of the company New Software. Welcome to our show, James!

CEO New Software: Thanks, Sarah! It's great to be here with you today.

Interviewer: How long is it since you launched New Software?

CEO New Software: Well, it's been about a month and a total success.

Interviewer: How are you finding things so far?

CEO New Software: So far, so good. The software works perfectly, previous users are satisfied, and therefore we keep getting more and more new users.

Interviewer: Is there any room for improvement?

CEO New Software: There always is! First, next September, we are changing the user interface to make it more intuitive, and we're adding three more applications.

Interviewer: Great! What are these applications about? Can you give us some information about them?

CEO New Software: Sure, we are launching an app linked to finances and investment, another app linked to social media and a third and more innovative one that will be called 'Fitastic'. This new app will count all the calories you consume in a day and give you continuous advice about staying healthy and fit.

Interviewer: Wow! Incredible! Are you going to make any other updates?

CEO New Software: Yes, but we haven't decided the launch date yet, so I am not allowed to give you more information about them. Haha!

Interviewer: Haha! Let's change the topic then! How do you see the future of technology over the next 50 years?

CEO New Software: Well, I think we will be totally dependent on technology. In fact, I think many people will have to adapt and enrol in the tech world. We will have to pay our bills with IT devices, and we will travel with them... they will basically rule the world!

Interviewer: Sounds really interesting... I guess I'll have to catch up too! Thank you, James Harrington, for a fascinating interview. It's been a pleasure having you.

CEO New Software: Thank you for the invitation, Sarah!

2. Place in the right box the verbs that you have underlined:

Future simple	Be going to	Present continuous for future

3. Complete the sentences with the correct form of the future simple (the sentences can be affirmative, negative, or interrogative):

- a) Who / teach / us / this new topic → _____?
- b) I'm sure my boss _____ (understand) my problem.
- c) I _____ (answer) the question because I don't know the answer.
- d) It _____ (rain) today. The sun is shining.
- e) You / help / me / with my homework → _____?
- f) Peter _____ (buy) tickets for the gig soon.
- g) My sister _____ (attend) an IT course in London.

4. What are your career aspirations for the next ten years? Answer the question by writing three affirmative sentences and two negative sentences using the *be going to* structure.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

5. Check out William's agenda:

The calendar shows the following events for William:

- Monday 3rd:**
 - 8:00 - Prepare notes for the meeting
 - 9:00 - Weekly team meeting (Conference room)
 - 10:00 - Book table at Steak House
 - 11:00 - Write weekly newsletter
 - 12:00 - Birthday cake :)
 - 13:00 - Client meeting (@ClientOffice)
 - 17:00 - Video call with Legal team (Online)
- Tuesday 4th:**
 - Legal updates
 - Book table at Steak House
 - Birthday cake :)
 - Business lunch with Dennis (Steak House)
- Wednesday 5th:**
 - Finish the budget
 - Team's photoshoot (@PhotoStudio)
 - Prepare notes for the meeting
 - Board meeting (Conference room)
- Thursday 6th:**
 - Sales presentation
 - Marketing agency's video call (Online)
- Friday 7th:**
 - Candidate interviews (Conference room)
 - Video call with Sales team (Online)
 - Inbox cleanup :)
 - Weekly wrap-up

To-do list:

- Sales presentation
- Organize campaign meetup
- Website news update
- Write weekly newsletter
- Team photoshoot
- Finalize budget
- Inbox cleanup :)

Write down the five plans that William is doing on Monday 3rd using the present continuous for future:

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

6. Now it's your turn. Think of five plans you have for today and note them down:

a) _____
b) _____
c) _____
d) _____
e) _____



7. Choose the correct form of the future tense:

- a) I will email / am going to email him today. Do you know his address?
- b) Don't forget! We are playing / are going to play in Liverpool next Friday.
- c) Can you lend me the computer? – Sorry, I can't. I will use / am going to use it this afternoon.
- d) Office announcement: Easter holidays will start / are starting on 12th April.
- e) So, you are flying to Greece tonight. What time will you leave / are you leaving?
- f) Why are you buying so many phones? I will sell / am selling them.
- g) Please, can you say hello to Peter? – Yes, of course. I am going to see / am seeing him at lunch.
- h) That car is driving too fast! Oh, no, it will crash / is going to crash!
- i) John, please remember to call the IT support desk for more information. – Sure! I will call / I am going to call them this afternoon.
- j) The system update is going to start / is starting at 13:43.
- k) Look at the clouds! I am sure it is going to rain / will rain.



Speaking

Software and applications you use

- In this exercise, you are asked to describe software or applications you use frequently.

Follow these steps to organise your presentation

- Choose a software or application that interests your classmates/teacher.
- Brainstorm. This means writing down all the information you have about the software or app and then organising it.
- Do some research. There might be other interesting facts about the software or app you are presenting that you may not know about.
- Organise the points you will talk about and the information you have.
- Write a draft of your presentation and read it out loud. It can help to overcome the fear of public speaking.
- Design your slides. Try to make them look appealing.
- Practice your presentation!



- Organise the description using this sheet:

Software/App	Characteristics
Positive and negative aspects about it	Future prospects for the app

- Make the presentation in front of your classmates.





Reading

Software today

Every day, we come across different types of computer software that help us with our tasks and increase our efficiency. MS Windows, which greets us when we turn on the system, the web browser we use to surf the internet, the games that we play on our computers, and the calorie-counter app on our smartphones are all examples of software.

By definition, *software* (often referred to as SW or S/W) is a collection of data, programs, procedures, and instructions that perform various predefined tasks on a computer system.

In the field of software engineering and computer science, software is nothing more than information processed by a computer system and programs.

Software consists of libraries, programs, and related non-executable files, such as digital media and online documentation.

Computer hardware and software need each other, and neither can be used convincingly on its own.

Without software or hardware, computers would be of no use. For instance, you can only surf the internet with the help of web browser software. Similarly, no application can run on your computer without an operating system.

Adapted from <https://squareboat.com/blog>.



1. Answer the following questions about the text:

a) Does software help us be more efficient?

b) Are calorie counters some kind of software?

c) What is the abbreviation for software?

d) What is software by definition?

e) Can a computer work without hardware or software?

2. Check whether the following sentences are true or false:

- a) You can surf the net without the help of web browser software. _____
- b) In computer science, software is just information that is processed. _____
- c) Computer hardware and software do not need each other. _____
- d) Software is a collection of data and processes. _____
- e) Software contains non-executable files. _____

3. Correct those sentences that you have marked as false:

- a) _____
- b) _____
- c) _____

4. Look for a synonym in the text for the following words:

- a) welcome: _____
- b) process: _____
- c) aid: _____
- d) switch on: _____

5. Complete the chart with information from the text:

Software definition	Different types of software mentioned in the text	Connection between hardware and software

6. Word building. Use these words from the text to form a new word:

- a) help: _____
- b) play: _____
- c) information: _____
- d) browser: _____
- e) convincingly: _____



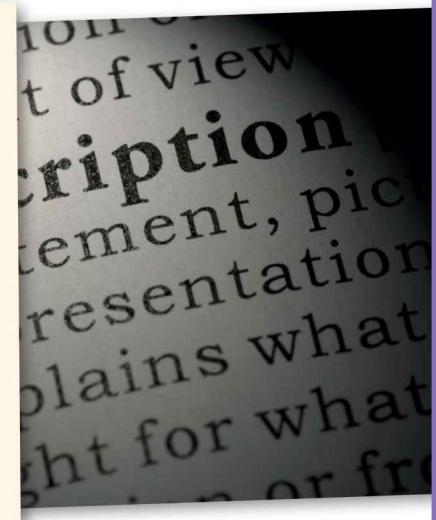


Writing

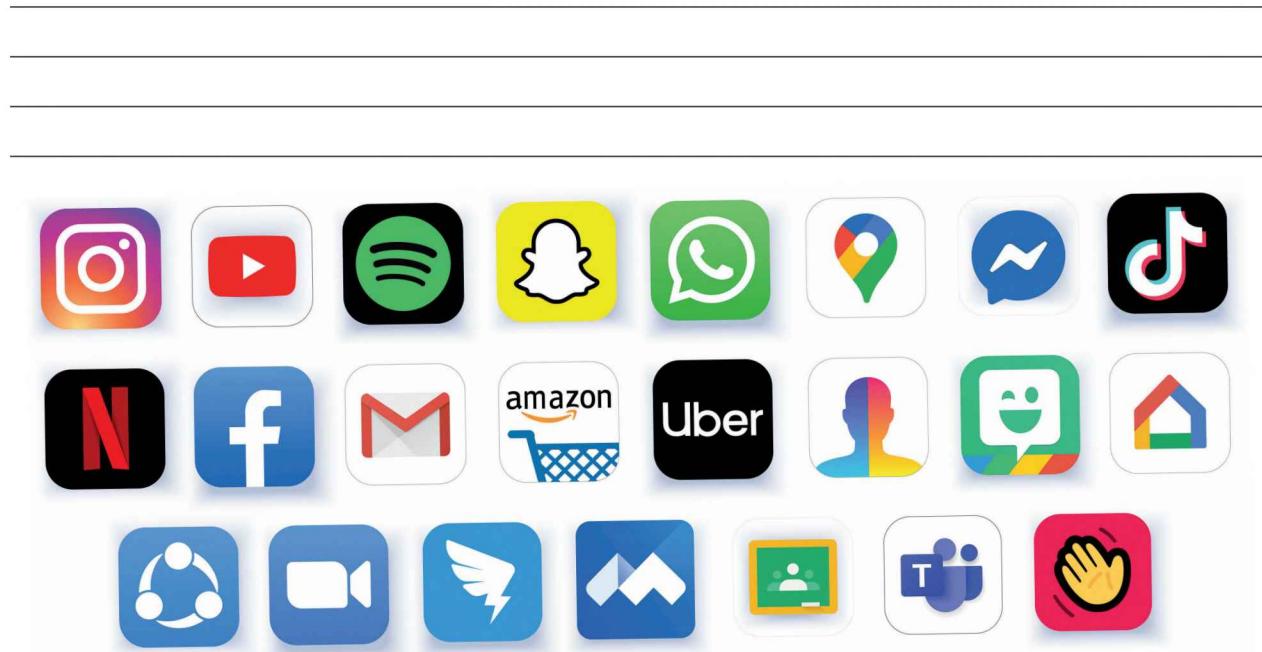
Description of a software/application

Structure of a description

- Introduction:** In this part, you must introduce the software or app, including its name, main functions, and the reason why it is popular.
- Body:** In this section, you must provide a full description. You can include the following points:
 - What is the app/software for?
 - What makes it unique?
 - Why should I download it?
- Closing paragraph:** Finally, you must summarize everything you have written about. A clear call to action can be used. Get people to download it!



1. Following the instructions you have just read, write a description of an app/software that you know well and would like to promote.



WRITING TIP

If you need inspiration or can't think of any app, look at the picture for some ideas. The official websites for the apps may also have some interesting descriptions.

A quick guide to punctuation

Capital letters

They are used for many reasons:

- To start a sentence: *Hello!*
- For names and surnames: *Sarah Peterson*
- For countries and nationalities: *Spain/Spanish*
- For the days of the week and the months of the year: *Monday/April*



Full stop •

It is used to finish sentences. Example: *In the future, software will advance considerably.*

Comma ,

It is used for many reasons:

- To separate clauses: *We are leaving on Wednesday, and they are leaving on Friday.*
- To separate different items in a list: *We need to buy a mouse, a keyboard, and a webcam.*

Question and Exclamation marks ? !

The end of a question is always indicated with a question mark. Exclamation marks are also placed at the end of sentences and are used to express surprise. Examples:

- *Is he coming?*
- *I can't believe it! He is coming to the party!*

Apostrophe ’

They are used to show possession or to make a contraction. Examples:

- *Sarah's computer.*
- *She is → She's.*

Quotation marks “”

Quotation marks are used to quote someone's exact words. Note that in American English, we use these " ", and in British English, we use these ' '. Example:

"I have not failed. I've just found 10,000 ways that won't work." – Thomas Edison

Hyphen —

It is used for compound words. Example: *well-known application.*

Parentheses ()

Parentheses are used to provide additional information. Example:

*His favourite team (*Manchester United*) was playing the day of the exam.*

1. Next, write a brief text about how you imagine the future of technology using the future simple tense and keeping in mind what you have just learnt about punctuation.



Check your progress

- Now it's the time to think about what you have learnt and what needs revision. Please, tick (✓) the corresponding box.



	I can do it very well 	I'm not sure 	I need to improve
I have learnt vocabulary that is connected to software/applications and their descriptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can give information about software/apps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to use and recognise different future tenses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to pick up information when listening to conversations about software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can form sentences in the future tense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can have a conversation related to the characteristics of an app/software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to write a description of an app/software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I listen to someone describe an app/software description, I understand most of the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the lessons, I have spoken English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



Remember



FUTURE SIMPLE. VERB TO FINISH

Present tense of the verb **to will** + base form of the main verb.

Affirmative	Negative	Interrogative
I will finish	I will not finish → won't finish	Will I finish?
You will finish	You will not finish → won't finish	Will You finish?
He / She / It will finish	He / She / It will not finish → won't finish	Will he / she / it finish?
We will finish	We will not finish → won't finish	Will We finish?
You will finish	You will not finish → won't finish	Will You finish?
They will finish	They will not finish → won't finish	Will They finish?

BE GOING TO

Present tense of the verb **to be** + going to + base form of the main verb.

Affirmative	Negative	Interrogative
I am going to finish	I am not going to finish	Am I going to finish?
You are going to finish	You are not going to finish → aren't going to finish	Are You going to finish?
He / She / It is going to finish	He / She / It is not going to finish → isn't going to finish	Is he / she / it going to finish?
We are going to finish	We are not going to finish → aren't going to finish	Are We going to finish?
You are going to finish	You are not going to finish → aren't going to finish	Are You going to finish?
They are going to finish	They are not going to finish → aren't going to finish	Are They going to finish?

PRESENT CONTINUOUS AS A FUTURE FORM

The same form as the present continuous: **verb to be** + **-ing**.



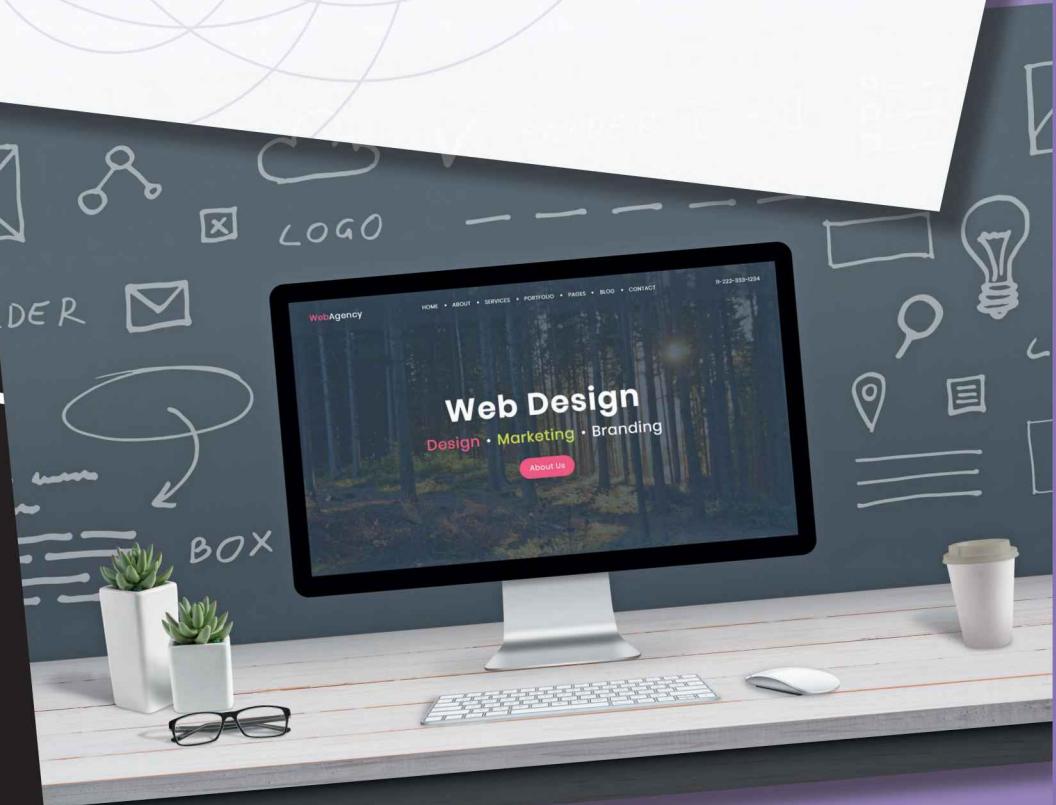
The World Wide Web

Web 3.0

Unit 4

In this unit, you will...

- Acquire vocabulary related to web design and the World Wide Web.
- Learn vocabulary about user requirements.
- Get familiar with the TCP and IP concepts.
- Listen and take notes on web maintenance and user requirements.
- Read about programming languages.
- Learn to use modal verbs.
- Write effective emails with instructions and information.



Warm-up

- * How many domain names do you know?
- * Which is the best online search engine for you?
- * Which is your favourite browser? Why?
- * Do you know the difference between a TCP and an IP address?

"The Internet is the first thing that humanity has built that humanity doesn't understand, the largest experiment in anarchy that we have ever had."

Eric Schmidt



Vocabulary 1

Networks

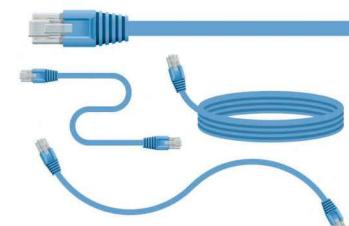
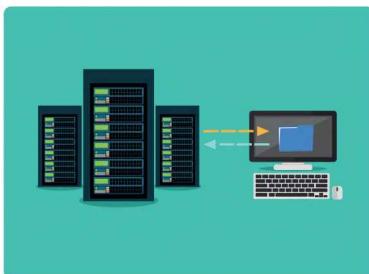
1. Read this text, and then try to translate the words in bold with your partner.

My office has a mixed **wired and wireless LAN**. There is a **central computer** that acts as a **file server**. All the company's information is stored there, every file and every application. All computers in the office are connected to the central computer and the printer with **Ethernet cables**. Then, there is a wireless part of this network where several tablets and laptops are connected. The wireless part of the office is connected through a **wireless router**. The whole network in the office is connected to the internet through a **broadband modem**, which is plugged into a **switch**. Besides, the network is protected by a **firewall**.

- a) wired LAN: _____
- b) wireless LAN: _____
- c) central computer: _____
- d) file server: _____
- e) Ethernet cables: _____

- f) wireless router: _____
- g) broadband modem: _____
- h) switch: _____
- i) firewall: _____

2. Identify the pictures with the words from the exercise above.



a) _____

b) _____

c) _____



d) _____

e) _____

3. Choose the correct answer.

input output storage

a) _____ devices are used to record data on a computer.

wired device wireless device storage device

b) A _____ has some sort of network connection through a wireless modem.

WAN hotspot LAN

c) _____ stands for local area network.

WAN hotspot LAN

d) _____ stands for wide area network.

switch Ethernet cable cable

e) An _____ is a high-speed device that receives data and sends it to a LAN.

4. Have a look at the computer network in the picture on the right and write down the name of each component.

1. _____
2. _____
3. _____
4. _____
5. _____



5. Could you name any other computer network components?

6. **Work in pairs.** What are the advantages and disadvantages of using a computer network?

Advantages	Disadvantages



Grammar

Modal verbs

Modal verbs are a **special type of auxiliary verb** that are different from most verbs for several reasons:

- They are always **placed before the main verb**: *She can program a computer.*
- They never change their form, that is, we **never add -ing or -s** at the end.
- They **express different meanings**: ability, possibility, obligation, permission, prohibition, etc.
- Examples of modal verbs are *can, could, may, might, must, have to, will, would, shall, or should*.



Uses

Ability

- We use **can** to express ability in the present: *I can program a computer.*
- We use **could** to express ability in the past: *I could program a computer when I was a teenager.*

Possibility

- We use **may** and **might** for possibility: *I might / may buy a computer.*
- We also use **could** for possibility: *You could buy a computer.*

Permission

- We generally use **can** for permission: *Can I borrow your laptop?*
- We use **could** to be **more formal**: *Could I borrow your laptop, please?*

Obligation

- We use **must** to express internal obligation: *I must study English* (I know it is my duty as a student from this course to learn English).
- We use **have to** to express external obligation: *You have to be at work by 9:00 a.m.* (It is almost like an order).

Prohibition

- We use **can't** and **mustn't** to express prohibition: *You can't switch off the internet at school.*

Offer and request

- We use **can, could** or **may** for offer and request. **Can** is more informal, **could** is more formal than **can**, and **may** is the most formal modal verb:

Can I help you?

Could I help you?

May I help you?

Advice

- We use **should** for advice: *You should study before the exam.*

1. What do the modal verbs in these sentences express? Choose between *ability, possibility, obligation, permission, prohibition, and advice*.

a) You shouldn't use your computer without an antivirus.

b) Could I borrow your mouse, please?

c) You have to arrive by 9:00 a.m. for your first lesson.

d) Sheila can easily program a computer.

e) We might learn software programming in this course. I'm not sure.

f) You have to bring your own computer. We won't use the ones in class.

2. Complete the sentences with the following modal verbs of permission and prohibition:

can can't must mustn't

a) You _____ use his computer without his permission.

b) Teachers _____ use the school's printer, but students
_____.

c) _____ I go to the toilet, please?

d) You _____ leave your bike at the company's entrance. There's enough space
in the car park.

e) In our company, you _____ get into the building without an identity card.

f) Software developers _____ test codes that enable the program to work
properly.

3. Fill in the gaps with the following modal verbs of obligation:

must have to

a) You _____ hand in your homework by Wednesday, or you will not pass
the course.

b) I _____ pay €200 for the software installation.

c) Employees _____ wear a tie to the meeting.

d) We have a lot to do this week. You _____ be on time.

e) I _____ call my friend. It's her birthday.

f) I _____ get up early to prepare the information for the exam.

4. Complete the sentences with a modal verb. More than one option may be correct.

- a) You _____ be nicer to him, he's going through a lot.
- b) I think you _____ study more. You haven't been doing much lately.
- c) All passengers _____ wear their seat belts.
- d) Anne, _____ you please help me?
- e) Students _____ access the teacher's Wi-Fi. They have their own.
- f) You _____ park in a non-parking area.

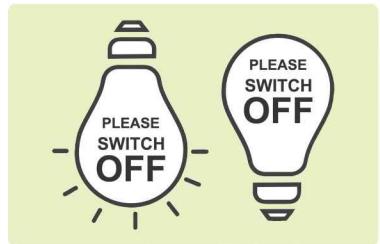
5. Have a look at the pictures below and then write appropriate sentences, each with a modal verb.



a) _____

b) _____

c) _____



d) _____

e) _____

f) _____

6. Choose the right option for each sentence.

- a) If you work for an IT company, you *should* / *shouldn't* have some knowledge about cybersecurity.
- b) When you go online, you *don't have to* / *mustn't* share your personal information.
- c) Things *may* / *have to* get worse if you start clicking buttons when something goes wrong.
- d) You *should* / *shouldn't* check the links before clicking on them.
- e) If something goes wrong while using your computer, you *mustn't* / *don't have to* panic.
- f) You *shouldn't* / *mustn't* install random apps.

7. Circle the correct modal verb for each of the following sentences.

- a) If you want to work in an IT company, you *must* / *should* do an IT apprenticeship.
- b) I *can't* / *can* find my USB. I don't know where it is!
- c) You *should* / *must* download the information before signing the contract.
- d) What is your email address? I *can't* / *mustn't* remember it.
- e) We're late. We *must* / *have* to hurry up.
- f) I *can* / *could* help you if you want.



Vocabulary II

Computer network protocols

1. Match these two concepts with their meaning.

TCP

internet protocol

IP

transmission control protocol

TPC and IP are two different computer network protocols. **IP** is the part that contains the address to which data is sent, and **TCP** delivers data after an IP address has been found.



2. Work in pairs. Can you briefly define one of these terms?

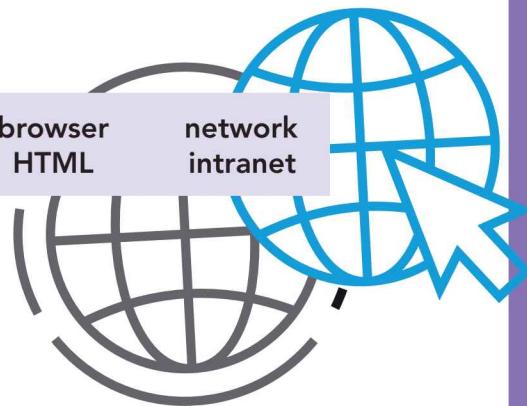
IP address
cyberspace

domain name
router

World Wide Web
URL

browser
HTML

network
intranet



3. Now, read the following definitions and write down the corresponding term from Exercise 2 next to each one.

a) An address that identifies a device on the internet.

b) Virtual computer world.

c) Private network.

d) *Uniform resource locator*. It is an identifier used to find a resource on the internet.

e) An application that allows you to view all the information on the web.

f) A group of devices that can communicate.

g) Device that forwards data from the LAN to another network connection.

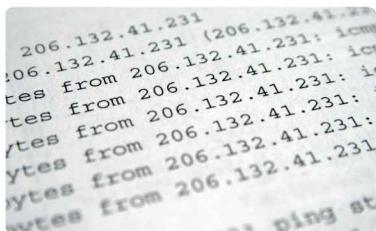
h) The internet address for a website.

i) *Hypertext markup language*. Web development language that defines the structure of web pages.

j) Information system on the internet that allows users to access public websites from their local computers.

4. Now, label the pictures below with the correct words:

HTML IP address World Wide Web router URL browser



a) _____



b) _____



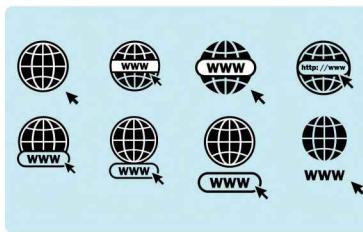
c) _____



d) _____



e) _____



f) _____

5. Have a look at the following images and answer the questions:



1.



2.



3.



4.



5.

a) What do these icons stand for? _____

b) Do you know their names? Write them down.

1. _____

4. _____

2. _____

5. _____

3. _____

c) Do you know their website address?

d) Do you use any of them? _____

e) Do you know the name of a similar application? _____

VOCABULARY TIP

There are two expressions you may use to refer to navigating the internet.

- **Browse the internet.** It means looking or searching for specific information on the internet with an intention or a purpose.
- **Surf the web.** It refers to searching the web for information without a purpose.

- 6.** Complete the text below with the right word from the box:

dangers
internet

data
misuse

World Wide Web
web pages

political
fake

The creator of the _____ considers there are two main _____ on the _____. The first problem would be _____ news. He thinks fake news are created by companies to change people's _____ opinion. The second problem is the _____ of personal _____. since people are killed in some countries because of some _____ they visit.

- 7. Word building.** Use these words from the unit to form a new word:

- identifier: _____
- communicate: _____
- development: _____
- users: _____
- dangers: _____
- political: _____

- 8. Do you know how to spot fake news? Here's a quick test for you:**

- Fake news...
 - can only be found on social media.
 - often appears on real news sites.
 - is published on fake news sites.
- Fake news...
 - is often written with spelling mistakes.
 - The text is usually well-written.
 - is never written in capital letters.
- What should you do with fake news?
 - Not share it.
 - Report it to the police.
 - Both answers are correct.





Listening 1

User requirements for websites



Track 9

1. Can you name the four user requirements for interacting with online ads?

- a) _____
- b) _____
- c) _____
- d) _____



2. Tick the correct answer:

offline online

- a) Public opinion, in general, does not favour most _____ ads that are shown on websites.

successful useful

- b) We are going to give you four user requirements for interacting with advertisements online so that you can develop a _____ website.

interest freedom

- c) The first user requirement is user control and _____.

primary secondary

- d) Advertisements should never cover _____ content.

unimportant key

- e) Finally, relevance is a _____ factor.

3. Answer the following questions:

- a) Do users get annoyed when they don't feel in control?

- b) When do users usually leave a website?

- c) What do users find creepy?

VOCABULARY TIP

The word *advertisement* can be shortened as *advert* or *ad*. *Ad* is usually more common than *advert*, but both are correct.





Vocabulary III

Web programming and programming languages

1. Work with your partner. Try to write a definition for *programming language*.

2. Match the word with its definition:

Java	A programming language that is closer to human languages than to machine languages.
Programming language	A language for writing computer programs that does not require compilation before the program is executed.
High-level language	Name of a programming language.
Developer	Computer programming language that must be translated into machine-readable instructions using compilers.
Compiled programming language	Person in charge of developing programming languages.
Interpreted programming language	Artificial language to control the behaviour of a computer.

3. Can you think of any examples of compiled and interpreted programming languages? Work with your partner. You can check the internet if you don't know the answer.

Compiled	Interpreted

4. Complete the text with the words in the box:

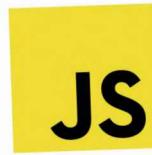
elements
links

creation
web development

programming language
structure

HTML stands for *hypertext markup language*. It is a _____ for web page _____. It allows the creation of different sections and _____ using HTML _____. It also defines the _____ of web pages. Mastering this computer language is crucial if you are pursuing a career in _____.

5. Make a list of all the programming languages you are familiar with. Which of them are you studying in this course?



6. Read this description for Java:

Java is a very popular programming language. Sun Microsystems developed it in 1995. One of its main goals is to be simple and secure.

Now it's your turn. Write a short text for any of the programming languages from the previous exercise. You can search for information online!



Reading

Programming languages

Programming languages create the programs (software) that communicate instructions to a computer.

There are many different types of programming languages. But they all have the ability to:

- **input** data from a device such as a keyboard.
- **output** data to a device such as a screen.
- process **calculations** like addition and subtraction.
- process **decisions** based on certain conditions being met.
- process **iterations** for a certain number of times **while or until a condition is met**.

Languages are defined as human-readable or machine-readable.

Human-readable instructions are encoded in a language that humans can use and understand, while machine-readable instructions are in a language that computers understand.

Languages are also described as high-level or low-level. High-level languages include Java, JavaScript, C++, Ruby, BASIC, or Python, while low-level languages include C, assembly language, and machine code. Low-level instructions can be processed more speedily than high-level languages, but they are more difficult for people to read and write. For major web applications and powerful games, developers need to know how to code in low-level languages in order to maximize the speed and efficiency of a program.

Adapted from BBC.

1. Are these sentences true or false?

a) Languages can be described as high, medium, or low-level. _____

b) Low-level languages include Java, C++, or Ruby. _____

c) Developers code in low-level languages to maximize the speed of programs. _____

d) Programming languages create programs. _____

e) Languages can only be defined as human-readable. _____

2. Correct the false statements from the previous exercise:

a) _____

b) _____

c) _____

3. Complete the table with synonyms from the text:

a) productivity:	
b) important:	
c) characterized:	
d) comprehend:	
e) creator:	

4. Please answer the following questions about the text:

a) What are the three basic requirements for a programming language?

b) Describe a human-readable language in your own words.

c) How would one describe a language that is machine-readable?

d) Do you know any of the programming languages described in the text? Why?

5. Complete the table with the main characteristics of programming languages:

High-level languages	Low-level languages





Listening 11

Web maintenance



Track 10



1. Listen to the advertisement again and complete the sentences with the correct words.

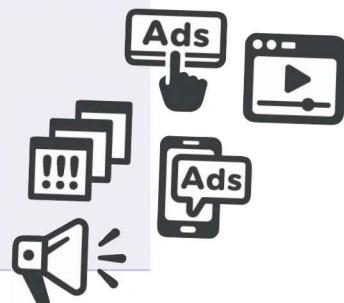
We provide you with _____ monthly access, _____ technical support, 50 _____ of free web space for your website, and content _____ to protect you and your business from inappropriate material. Pricing starts at _____ per month.

2. Match the beginning of these sentences with their end:

Tired of	monthly or weekly.
If you are interested,	how does it work?
You can pay	slow and poor websites?
You may wonder...	please do not hesitate, and contact us.
Our company will keep your website	updated and well-maintained.

3. Fill in the table with the information from the listening:

Web maintenance company			
Name of the company	Prices start at	Payment options	Services provided





Speaking

Phone conversation about web maintenance and user requirements

Speaking on the phone is usually one of the biggest challenges for English language students. Therefore, you must practice these conversations. Luckily, they almost always follow the same structure.

Greetings	<ul style="list-style-type: none"> • Hello / Hi. (informal) • Good morning / afternoon / evening. (formal) • How can I help you? • Who's calling please?
Introduction	<ul style="list-style-type: none"> • This is Alison Peters.
Asking to speak to someone	<ul style="list-style-type: none"> • I'm calling for _____. • I would like to speak to _____. • I would like to make an appointment with _____.
Connections	<ul style="list-style-type: none"> • Hold the line, please. • I'll put you through. • I will check if he/she is in his/her office.
Requests	<ul style="list-style-type: none"> • I have a question about _____. • May I speak to _____, please. • I would like to _____.
Farewells	<ul style="list-style-type: none"> • Thank you. • Goodbye. • See you then. • Have a nice day. • My pleasure.

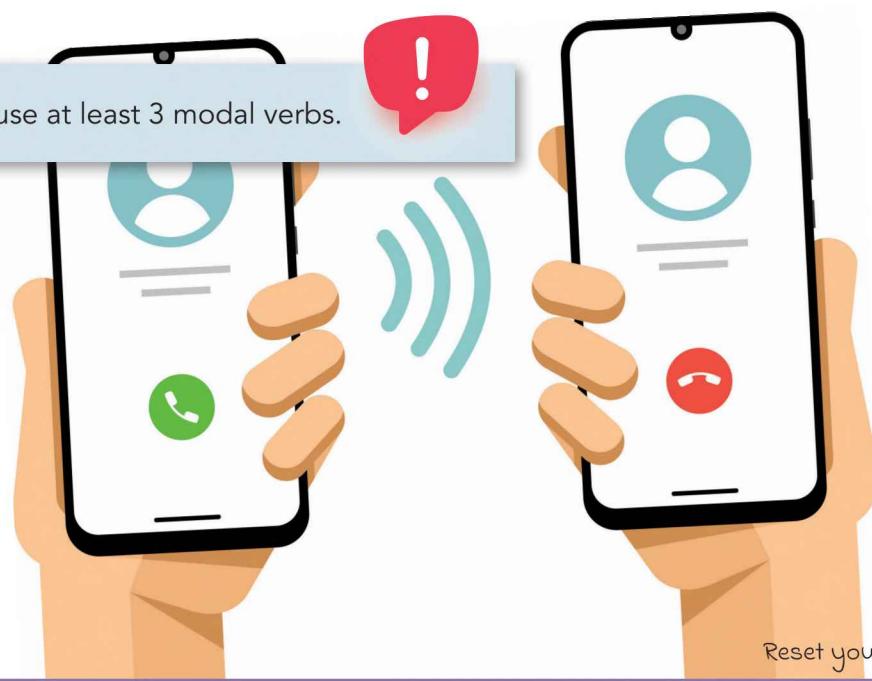


- Role play.** Work in pairs. Imagine that you are calling a company to ask for someone who works there. Student A will be the company receptionist, and student B will be the person who calls the company.



- Role play.** Work in pairs. Remember the listening in this unit about the web maintenance company. Imagine you own a business, and you call a company to ask for information about their website maintenance services. Student A will be the company's employee, and Student B will be the owner of the business.

Each of you should use at least 3 modal verbs.



Reset your Computer



Writing

Writing an email asking for information

The basic parts of an email are:

- **Greeting.** You must always start an email with a greeting. Greetings can be formal or informal. These are some usual ones (from the most informal to the most formal one):

—Hi Mark!
—What's up, Mark?
—Hello Mark!
—Dear Mark,
—Dear Mr Richards,
—Dear Mark Richards,

LANGUAGE TIP

Mr is used before the surname of a man.

Mrs is used before the surname of a married woman.

Ms is used before the surname of a woman.

- **Body.** The body of the email should be as simple and clear as possible. It is important to get straight to the point.

If you are asking for information, you can start by saying:

I was wondering whether you could give me some information about _____

- **Closing.** You must always thank the person you are contacting.

—Thank you.
—Thank you for your time.
—Thanks in advance.

- **Sign off.** The sign-off also depends on the degree of formality. Below are some usual ones (from the most informal to the most formal):

—Best wishes,
—Regards,
—Best regards,
—Kind regards,

LANGUAGE TIP

Sign-offs are sometimes abbreviated.

- Best wishes: BW
- Best regards: BR
- Kind regards: KR



1. Please read the following emails and underline all the vocabulary you don't know.

a)

Dear Susan,

I have a three-year-old phone that hasn't been working properly lately. Its battery is giving me some trouble, and I have no idea how to fix it.

Could you please give me an appointment at your repair shop?

I really appreciate any help you can provide.

Best wishes,

b)

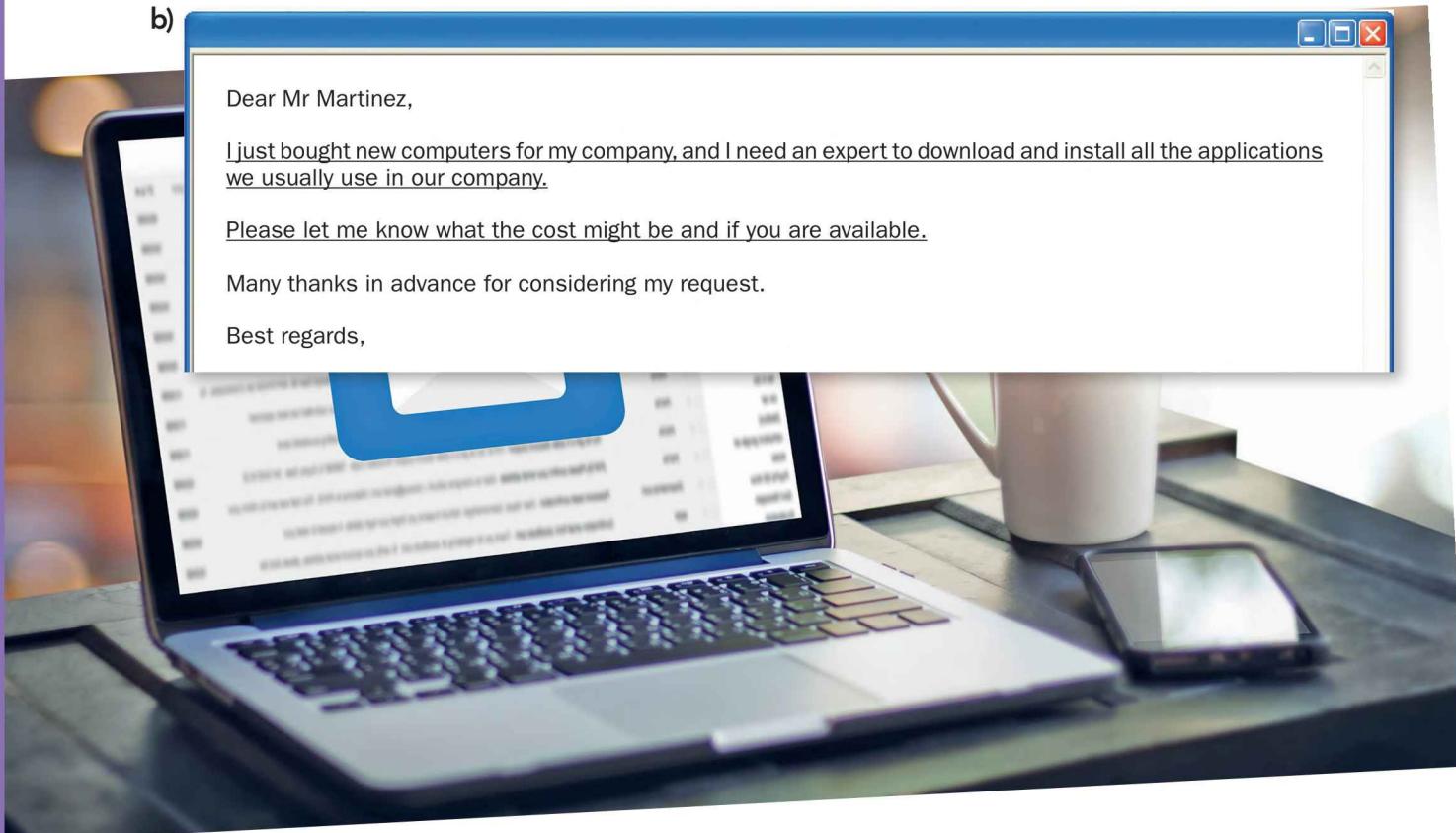
Dear Mr Martinez,

I just bought new computers for my company, and I need an expert to download and install all the applications we usually use in our company.

Please let me know what the cost might be and if you are available.

Many thanks in advance for considering my request.

Best regards,



2. With your partner, check and write down the words you don't know in the previous emails. Then look them up on the internet and write down their meaning.

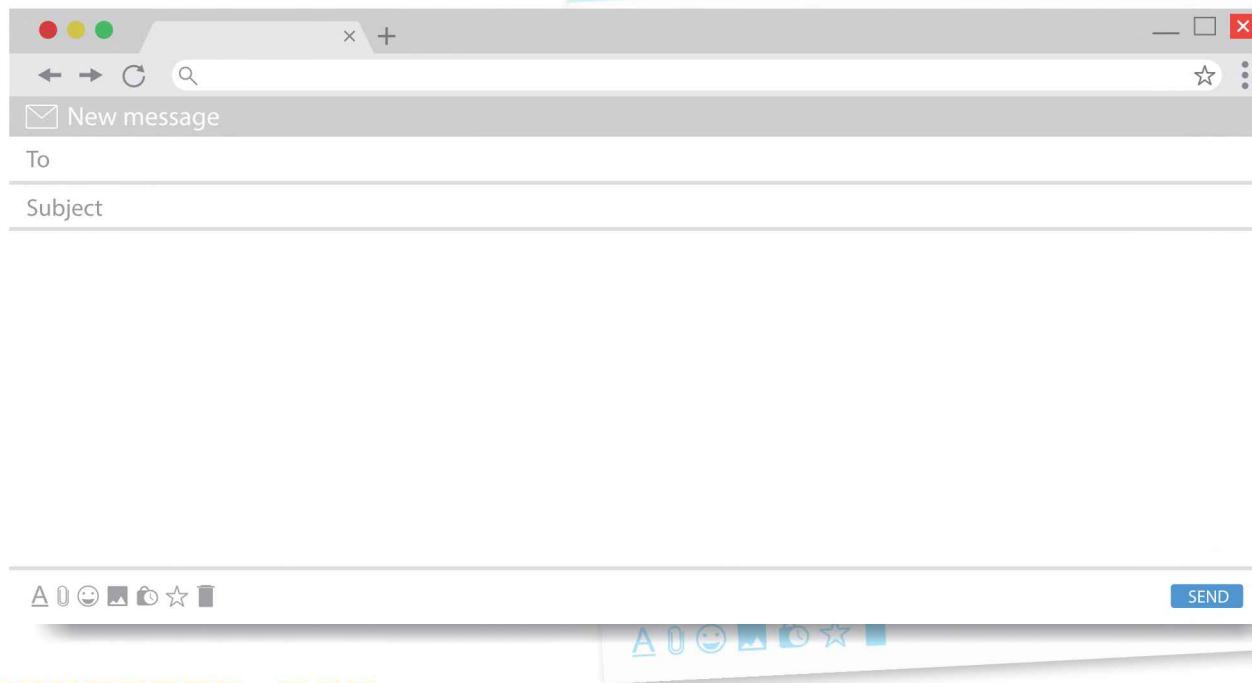


3. Copy the underlined sentences and phrases from the emails in Exercise 1 in the right column:

Greeting	Body	Closing	Sign off

4. Now, imagine you are writing an email to a web management company asking for details about managing your website.

Important: Use at least 3 modal verbs in your email.



LANGUAGE TIP

If you're going to give someone your email address, make sure you pronounce the symbols' names properly:

Icon	Pronunciation
@	at
.	dot
-	hyphen
_	underscore



Check your progress

► Now it's time to think about what you have **learnt** and what needs revision. Please, tick (✓) the corresponding box.



	I can do it very well 	I'm not sure 	I need to improve
I have learnt vocabulary that is related to networks and their protocols.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can give information about websites and their management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to use and recognise different modal verbs and their uses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to pick up information when listening to phone conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can form sentences with modal verbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can hold a conversation about maintaining a website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to write an email asking for information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I listen to an advertisement for an IT company, I understand the main points of the ad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the lessons, I have spoken English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Remember

Modal	Main use	Example
Can	Ability in the present Permission Offer	I can swim. Can I go to the toilet, please? Can I help you?
Can't	Prohibition Impossibility	You can't leave the class. I can't swim.
Could	Past ability Offer	I could ski when I was a child. I could give you a lift to the bus station if you want.
May	Possibility Permission Polite offer	I may buy a computer. May I borrow you a pen, please? May I help you?
Might	Possibility	I might buy a computer.
Have to	External obligation	You have to be at work by 9:00 a.m.
Must	Internal obligation	I must study for the exam.
Mustn't	Prohibition	You mustn't leave the building.
Should	Advice	You should study.



Web design

Design a company website.

1. In groups of 3-4 students, read this email from the CEO of a company.

The image shows a computer screen displaying an email client window. The window has a title bar with standard OS X-style icons (red, yellow, green circles, close, minimize, maximize). Below the title bar is a toolbar with back, forward, search, and other controls. The main area is titled 'New message'. The email body starts with 'Dear Mr Fox,' followed by a message from the CEO of TechCloud, detailing requirements for a website draft. The message ends with 'Please, let me know whether you can do it.' and 'Thanks in advance for your help.' Below the message is a signature 'Best regards,'. At the bottom of the email window are various icons for file operations (attachment, reply, forward, etc.) and a blue 'SEND' button. The background of the slide features a faint watermark of a hand writing on a grid.

Dear Mr Fox,

As you know, our company, TechCloud, is a leader in the IT market, specialising in cloud services.

I was wondering if you could send me a draft of the home page for my company's website.

The main requirements are:

- It must be clear and straightforward.
- It should include several types of content: news, testimonial and location.
- Our email address and contact details must be visible.
- It must have its own domain.

Please, let me know whether you can do it.

Thanks in advance for your help.

Best regards,



SEND



2. Considering the modal verbs used in the email, which elements need to be included and which ones are more flexible?

Necessary	Flexible



- 3.** In groups, draft the website's home page for the company. Please keep in mind that the writing should be all in English.

You can use these websites to create a design:

- <https://padlet.com>
- <https://wix.com>
- <https://blogger.com>

- 4.** Make a presentation to the class introducing your home page, the information you have included, and the main reasons for doing so. Convince your classmates that your website design is the best one possible.



- 5. Class discussion.** Do the designs of the different groups resemble one another in any way? Why do you think this has happened?

Similarities	Differences

E-commerce

Trading of goods and services
on the internet

Unit 5

In this unit, you will...

- Learn vocabulary related to enterprise social networking.
- Acquire vocabulary about e-commerce and online shopping.
- Identify the concepts of e-commerce and networking.
- Learn the imperative mode and the conditionals.
- Listen and take notes about social networking and the influencer phenomenon.
- Learn how to give instructions.
- Write instructions and reports.



Warm-up

- * What is the meaning of e-commerce?
- * What is the difference between conventional commerce and e-commerce?
- * Do social media have an impact on commerce?
- * Do you know any influencers? Could you describe their job?

"E-commerce isn't the cherry on the cake, it's the new cake."

Jean Paul Ago
CEO L'Oreal



Vocabulary 1

Enterprise social media and online shopping

1. What is the difference between e-commerce (title of this unit) and *online shopping*?
You can look up the main differences online.
-
-
-
-

2. Take a look at the smartphone screen on the right and then classify the apps into different groups:

Social media	Online shopping
Others	



Companies use **enterprise social media** to facilitate employee communication.

As well as interacting with others in order to make connections, **networking** is a way to establish professional relationships.



- 3.** **Work in pairs.** Think of other frequently used apps and add them to the three categories in the following chart.

Social media	Online shopping	Others

- 4.** Match the following pictures with the words in the box:

general interest
verified account
priority

like
cloud
comment

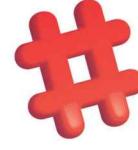
statistics
location
laugh

search
hashtag
direct message

target
post
notification



a) _____ b) _____ c) _____ d) _____ e) _____



f) _____ g) _____ h) _____ i) _____ j) _____



k) _____ l) _____ m) _____ n) _____ o) _____

5. Match these words with their definition:

hashtags	User who wants to see all posts of another user.
likes	Popular on social media at a given moment.
follow	They are used to reference content by topic.
DM	Web or screen that shows the latest information.
tag	Direct message.
trend	To link someone to your post.
newsfeed	Feature to display a positive reaction to something.
trolled	Online bullied.

6. Match these collocations:

update your	communication
face-to-face	me posted
tag someone	status
go	in a photo/post
keep	viral
comment	on a post

LANGUAGE TIP

On social media, people tend to use emoticons and abbreviations to express their emotions. Therefore, the language changes slightly.

7. Do you know any of the following social network abbreviations?

You will find these abbreviations used in internet posts that people make or share, in their comments or in hashtags.

AMA	You only live once
BTW	Ask me anything
DYK	Happy Birthday
HBD	I love you
YOLO	By the way
ILY	Oh my god
OMG	Did you know?
FOMO	Fear of missing out





Listening 1

Networking and social media



Track 11

1. Listen to the audio and write the headings for the six tips the podcast gives for creating a LinkedIn profile on that social network:

Tip 1	
Tip 2	
Tip 3	
Tip 4	
Tip 5	
Tip 6	



2. Complete these sentences with the information that is missing.

In this _____, we'll _____ how to make the most of social media. More specifically, we will analyse LinkedIn. Most users know how to _____ Facebook, _____, and Snapchat, but many don't know how to make their _____ stand out from the rest on LinkedIn.

_____, we are going to share six tips on creating a _____ LinkedIn profile for recruiters and hiring managers to view your profile first and be _____ with it. New job _____ will be drawn to it like a magnet.

3. Answer the following questions related to the above podcast.

a) Do users generally know how to make the most of LinkedIn?

b) May you take your profile picture against a dark background?

c) Should your profile picture be updated?

d) What type of information should you put in the heading?

e) Do you need to include recommendations?





Writing 1

Social network profile

Taking into account the information from the listening on the previous page, you will now create a profile on a social network for job hunting.

You should provide the following information in your profile:

- a) **Headline.** Here, you must write the title of the job you are looking for.
- b) **Summary.** In this part, you put a brief list of things you know how to do.
- c) **Work experience.** In this section, you should include your work experience if it is relevant. If it is not relevant, then put your studies and qualifications.
- d) **Recommendation.** Provide at least one recommendation from one of your former employers or teachers.
- e) **Contact details.** Put at least your phone number and email address.

1. Read the example below of an updated profile:

James Norriss

Data analyst

jamesnorriss@gmail.com

0034674389571



Summary

I can collect, organise, interpret, and report data for people who need it to make important decisions. I am creative, organised, and good at communicating.

Work experience

Data Analyst - IT TechComp

01/09/2022 – 01/01/2023

Main duty: preparation of reports for internal and external audiences using business analytics reporting tools.

Recommendation

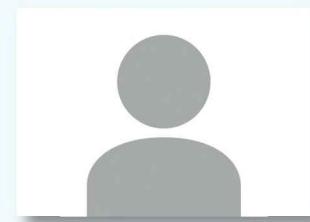
I recommend James Norriss for the position of Data Analyst. We worked together at IT TechComp where I was his boss.

As an employee, James Norriss was always a standout. During his time with us, his responsibilities included preparing reports for internal and external audiences.

James Norriss is an absolute delight to work with. Therefore, I choose to recommend him for this position.

2. Now create your own profile based on the recommendations and examples that you have just seen.

Name:



Job title:

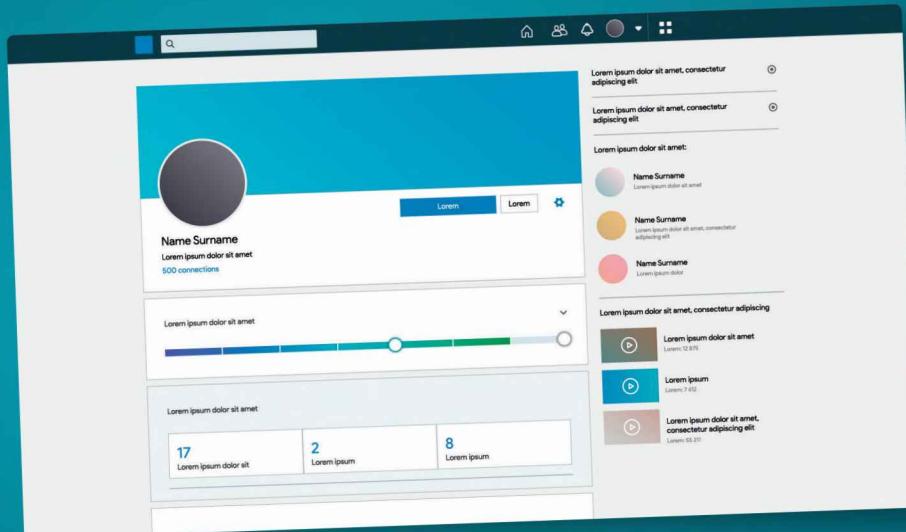
Email:

Phone number:

Summary:

Work experience:

Recommendation:





Vocabulary II

E-commerce

1. Match the words in the box with the right picture:

browse a website
basket/shopping cart

open an account
go to the checkout

debit/credit card
choose an item



a)



b)



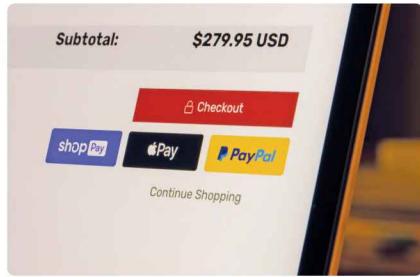
c)



d)



e)



f)

2. Complete these sentences with the right word from the box:

add to cart wish list shipping conditions return refund voucher

- a) Before you buy anything online, you should check the _____.
- b) When you like an item, but it is not the right time to buy it, you can add it to your _____.
- c) You usually have 30 days to _____ any item.
- d) Sometimes customers have a _____ and receive an offer or discount on their bill.
- e) If you return an article, you get a _____ of the money you have paid.
- f) When you want to buy an item, you must click on the _____ button to proceed with the purchase.



3. Fill in the gaps with verbs from the box:

change spend get make use add

- a) If you want to buy something, you only need to _____ it to your cart.
- b) You can return the dress if you _____ your mind.
- c) You can _____ your voucher for this purchase and save money.
- d) If you are not satisfied with the product's quality, you can _____ a complaint.
- e) People _____ too much money on online shopping.
- f) Most online shops offer a 30-day satisfaction guarantee. If you are not satisfied with the product, you can return it within 30 days and _____ a refund.

4. As you have seen, there are several differences between online shopping and traditional shopping. Put the words from the box in the right category:

delivery wish list sales	out of stock refund outlet	return credit/debit card order	shopping cart cash shipping
--------------------------------	----------------------------------	--------------------------------------	-----------------------------------

Online shopping	Traditional shopping	Both

5. Name the advantages and disadvantages of online shopping:

Advantages	Disadvantages





Grammar I

The imperative

Use

The imperative is mainly used to give orders and instructions.

Form

We create the imperative form with the **infinitive form of the verb without to**. For example:

Stay here, please.

Wait a minute.

Order something while you wait.

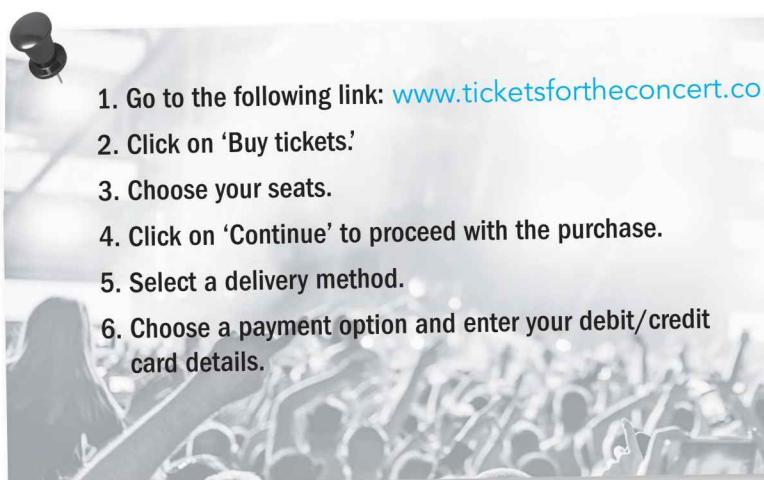
To create the negative form, we put **don't before the verb**:

Don't stay here, please.

Don't wait.

Don't order anything while you wait.

1. The imperative is frequently used in manuals and instructions. For example, read the following instructions to buy concert tickets online:



1. Go to the following link: www.ticketsfortheconcert.co.uk
2. Click on 'Buy tickets.'
3. Choose your seats.
4. Click on 'Continue' to proceed with the purchase.
5. Select a delivery method.
6. Choose a payment option and enter your debit/credit card details.



2. Now it is your turn. Write the instructions to buy an item online:



Listening 11

The influencer phenomenon

Track 12

1. Make a list of the tips you heard in the audio about becoming an influencer:

Tip 1	
Tip 2	
Tip 3	
Tip 4	
Tip 5	



2. Fill these sentences with the missing word:

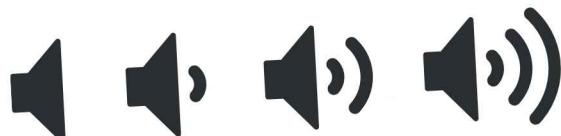
- a) It is estimated that about _____ per cent of the world's population use _____ media, and many of these billions of users look up to _____ to help them decide what to buy and what trends to follow.
- b) An influencer can influence their followers' decisions because of their _____ with their _____ and their knowledge and expertise in a particular area, for example, _____, travel, or _____.

3. Answer these questions about the audio:

- a) Why are usernames important?

- b) Do influencers need to post daily?

- c) Why should influencers publicize their posts?





Grammar 11

Conditionals**Zero conditional:** it is used for general truths.

Structure: If + present simple → present simple

*If you install an antivirus, your computer is safe from viruses.***First conditional:** it is used for things that could happen in the future (possibility).

Structure: If + present simple → future simple

*If I study hard this year, I will finish my vocational training course.***Second conditional:** it is used for unlikely future events.

Structure: If + past simple → would + infinitive

*If I won the lottery, I would buy an IT company.***Third conditional:** it refers to things that did not happen in the past and their imaginary results.

Structure: If + past perfect → would + past participle

*If I had studied, I would have passed my exams.***1.** Complete the sentences using the zero conditional.

- a) If I _____ (wake up) late, I _____ (be) late for high school.
- b) If you _____ (mix) water and electricity, you _____ (get) a shock.
- c) If you _____ (heat) ice, it _____ (melt).
- d) If you _____ (press) the power button in a computer, it _____ (turn) on.
- e) I _____ (cycle) to work if the weather _____ (be) warm.

2. Complete the sentences using the first conditional.

- a) If you _____ (work) hard, you _____ (get) a job in the company.
- b) If she _____ (complete) her apprenticeship, she _____ (work) in our company.
- c) If I _____ (go) on holiday, I _____ (visit) to Australia.
- d) If they _____ (win) the championship, they _____ (earn) some money.
- e) If Harry _____ (watch) the video, he _____ (understand) it all.

3. Complete the sentences using the second conditional.

- a) If I _____ (be) you, I _____ (continue) my studies.
- b) If she _____ (be) younger, she _____ (travel) to Spain.
- c) If I _____ (study) IT, I _____ (be) a software developer.
- d) If she _____ (speak) English, she _____ (get) the job.
- e) If I _____ (pass) the exam, I _____ (finish) this apprenticeship.

4. Complete the sentences using the third conditional.

- a) If you _____ (be) late, you _____ (miss) the train.
- b) If Anne _____ (study), she _____ (pass) the course.
- c) If they _____ (go) to the party, they _____ (be) friends.
- d) If we _____ (travel) to London, we _____ (meet) our teacher.
- e) If he _____ (leave) earlier, he _____ (be) on time.

5. Finish these sentences with the correct conditional.

- a) If I were you, _____
- b) If it rains, _____
- c) If she hadn't studied, _____
- d) If he buys the computer, _____
- e) If I left school, _____

6. Write a sentence about you and your professional career using each type of conditional.

- a) _____
- b) _____
- c) _____
- d) _____





Speaking

Giving verbal instructions for e-commerce

Nowadays, online tutorials are becoming more and more popular, especially on social networks like YouTube, Instagram or TikTok. There are video tutorials for everything, ranging in level from beginner to advanced.

Online tutorials are basically videos with verbal instructions on a topic. Therefore, we are going to give you some tips for this type of interaction:

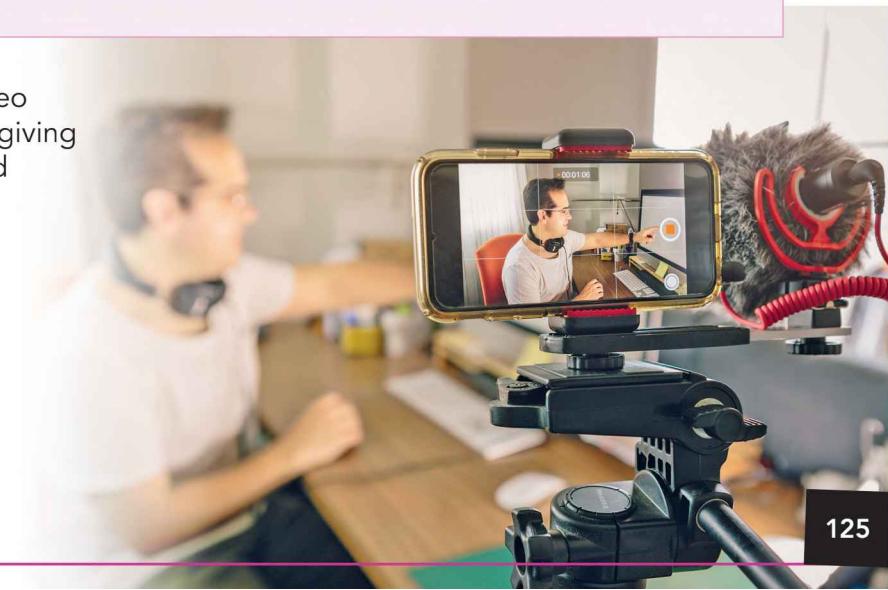
1. Break up long instructions into small steps, so that people can follow you.
2. Provide details and examples.
3. Use sequencing words: *first, second, then, finally...*
4. Speak clearly and slowly.
5. Instructions must be clear and concise.



1. Write the instructions for a video tutorial. It should be about one of the following topics covered in the unit:
- Explain how to buy online to someone who has never done it before.
 - Explain how to use an enterprise social network to someone who has never done it before.

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	

2. Now it's time to create your own video tutorial. You have to record yourself giving the instructions above and then send the video to your teacher. Videos will be played later in class.





Reading



Tips for safe online shopping

Here are some basic safety tips that are very useful when shopping online.

Carefully choose where you shop

It's worth researching online retailers to check if they're legitimate. Read feedback from people or organisations you trust, such as consumer websites. Reputable organisations will have information on their website about how they handle your personal data (which should only be used to fulfil your order and not shared with third parties).

Use a credit card for online payments

Use a credit card when shopping online if you have one. Most major credit card providers protect online purchases and are obliged to refund you in certain circumstances. Using a **credit** card (rather than a **debit** card) also means that your main bank account won't be affected if your payment details are stolen.

You should also consider using an online payment platform, such as PayPal, Apple Pay or Google Pay. Using these platforms to authorise your payments means the retailer doesn't even see your payment details.

Only provide enough details to complete your purchase

You should only fill in the **mandatory** details on a website when making a purchase. These are usually marked with an asterisk (*) and typically include your delivery address and payment details. You shouldn't have to provide security details to complete your purchase.



Keep your accounts secure

If you use the same password for your online accounts (or use passwords that could be easily guessed), then you're at risk. Hackers could steal your password from one account and use it to access your other accounts. For this reason, you should make sure your **important accounts** are protected with strong passwords **that you don't use anywhere else**.

If things go wrong

If you think your credit or debit card has been used by someone else, let your bank know straight away so they can block anyone using it. Always contact your bank using the official website or phone number. Don't use the links or contact details in the message you have been sent or given over the phone.

Adapted from <https://www.ncsc.gov.uk/guidance/shopping-online-securely>.

1. Look for synonyms in the text:

- a) recognise: _____
 b) obligatory: _____
 c) manage: _____
 d) legal: _____

2. Word building. Complete the chart with the missing words from the text:

Verb	Noun
inform	
	protection
pay	
	authorisation
hack	
organise	

3. Indicate if the following statements are true or false:

- a) When shopping online, you should only include those fields that are mandatory. _____
 b) If you think you have been hacked, you should first do some researching before going to your bank. _____
 c) It is best to pay with a credit card rather than a debit one. _____
 d) You don't need to do any research on online retailers because they have all been verified. _____
 e) You must change your passwords. _____

4. Correct the statements that you marked as false in the previous exercise:

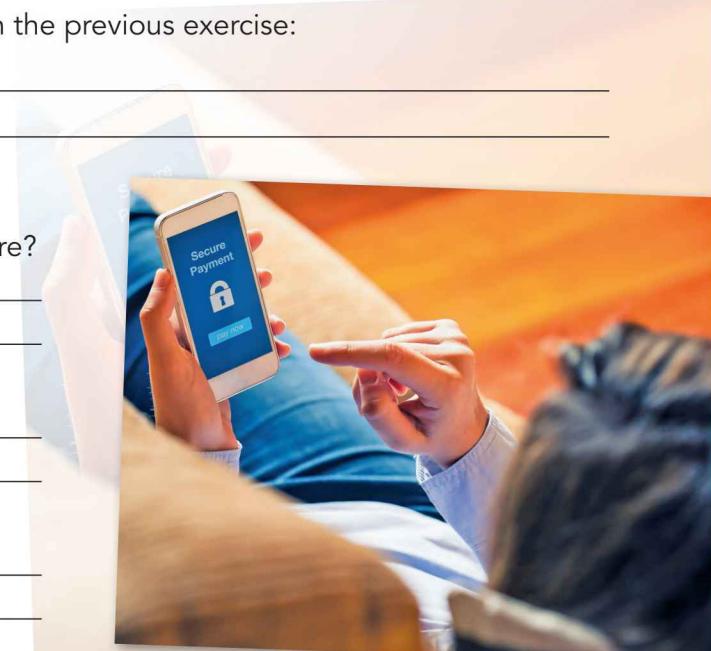
- a) _____
 b) _____

5. Answer these questions about the text:

- a) In which way can you keep your accounts secure?

- b) Why is it important to change passwords?

- c) Why is it best to use a credit card?





Writing II

E-commerce problem reports

A **report** is a piece of writing addressed to a specific organisation. It usually consists of a description of something that did not go well or suggestions or recommendations for how it could work better. Its style is usually formal.



GRAMMAR TIP

When you are writing in formal English, avoid abbreviations and contractions. Instead of writing *don't*, for example, use its long version *do not*.



Parts of a report:

- 1. Introduction:** you state the main purpose of your report here.
- 2. Main body:** in this part, you develop each piece of information in detail.
- 3. Conclusion:** in this section, you must provide a summary of the main points.



1. Reports are typically structured into sections with headings and subheadings. After reading this sample report, divide it into sections and write appropriate headings for each one.

The purpose of this report is to inform you about several problems related to your website <https://socialinfluencers.co.uk>.

For the past week, it has been difficult to log into your website. Every time I tried to log in, there were problems linked to the password or username authentication.

I have logged into your website many times before, as I use it to check my social network statistics. So, I am sure this is not a problem related to forgetting my password or username.

Another problem I noticed is that my statistics have not been updated for the past month. This is a real problem since social networks are my job, and I need to know how they are performing. Besides, the main reason I paid my subscription to your website is to have updated statistics, so renewing the subscription is pointless if they are not working.

I would like to let you know about the problems I am experiencing with your website, and I urge you to solve them as soon as possible.



2. Imagine that you need to write a report about your school's website. You may have the following problems:
- a) Problems with authentication.
 - b) It is not possible to view the images.
 - c) The information on your course has not been uploaded.



► Now it's time to think about what you have learnt and what needs revision. Please, tick (✓) the corresponding box.



	I can do it very well 	I'm not sure 	I need to improve
I have learnt vocabulary related to business and social media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can give information about e-commerce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to use and recognise the conditionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen to podcasts and online tutorials and pick up information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can form sentences in the imperative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read instructions and identify their steps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can create my own video tutorial on a particular topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to write a report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can create a profile on a professional networking site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the lessons, I have spoken English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



Remember

THE IMPERATIVE

The imperative is mainly used to give orders and instructions.

We create the imperative form with the infinitive form of the verb without to.

For example:

Stay here, please.

Wait a minute.

Order something while you wait.

To create the negative form, we put don't before the verb:

Don't stay here, please.

Don't wait.

Don't order anything while you wait.



CONDITIONALS

Zero conditional: it is used for general truths.

Structure: If + present simple → present simple

If you install an antivirus, your computer is safe from viruses.

First conditional: it is used for things that could happen in the future (possibility).

Structure: If + present simple → future simple

If I study hard this year, I will finish my vocational training course.

Second conditional: it is used for unlikely future events.

Structure: If + past simple → would + infinitive

If I won the lottery, I would buy an IT company.

Third conditional: it refers to things that did not happen in the past and their imaginary results.

Structure: If + past perfect → would + past participle

If I had studied, I would have passed my exams.

IT in the office

Software and other tools for the workplace

Unit 6

In this unit, you will...

- Learn words related to office software.
- Learn vocabulary about complaints.
- Identify the concepts of word processors and spreadsheets.
- Learn how to use comparatives.
- Listen and take notes about problems solved with the IT helpdesk.
- Read about educational apps.
- Learn how to write complaints and deal with them properly.



Warm-up

- * What is the meaning of office software?
- * Do you know the meaning of word processor, spreadsheet, or database? Have you ever used them? What for?
- * Do you know what a complaint is?
- * Have you ever placed a complaint? Why?

"The term, *information at your fingertips*, is to remind people what a broad role the personal computer will be playing. It's not a computation device, it's not a word processing or a spreadsheet device. It's a window onto the world of information."

Bill Gates



Vocabulary 1

Office software

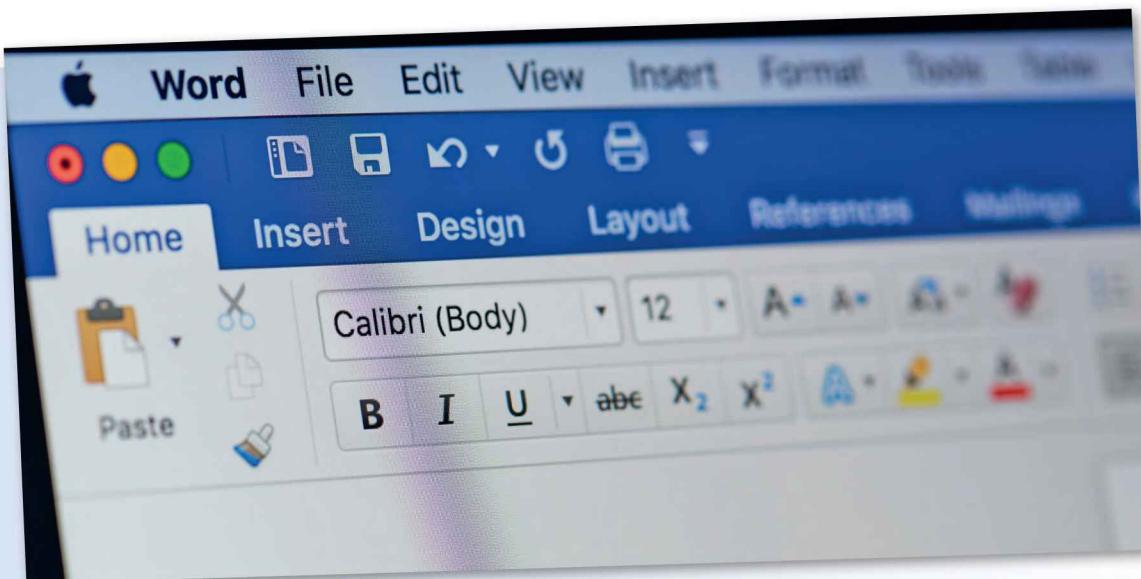
Office software consists of applications like a word processor, spreadsheet, email, presentation, database, collaboration, note-taking, and other related software combined for the use of workers in a company.

1. Do you know the meaning of *open-source software*? Do you know any examples of open-source software? What is the difference with other software? If you don't know the answer, you can look for information online.
-
-
-



2. Office software consists of many different components. Look at the picture and circle all the programs you know.





3. One of the programs that you have seen in the previous exercise is a word processor. Word processors have specific vocabulary for their actions. In this exercise, you have to write each word from the box below under its definition.

file insert italics design layout references bold underline

a) It applies a style that makes the text darker.

b) A collection of data stored on a computer with a name.

c) Action of introducing something into a text.

d) Distribution of elements on a page.

e) This function helps you cite sources and create reference lists in common citation styles.

f) It refers to the design of the document.

g) To draw a line under selected text to give it extra importance.

h) Font style with slanted letters.

4. Look for eight words linked to word processors in this crossword:



- a) _____
 b) _____
 c) _____
 d) _____
 e) _____
 f) _____
 g) _____



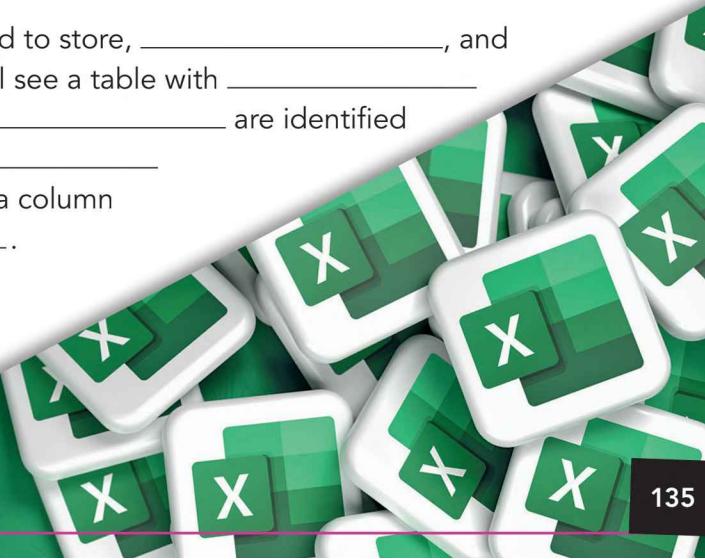
5. Now match the vocabulary you have just found out to its definition.

- a) Pulling something from one place to another one. _____
 b) Selecting an option on an electronic interface. _____
 c) To make copied words appear in another place. _____
 d) To make a specific part of a text stand out. _____
 e) Selecting an option on an interface by means of the right button of the mouse. _____
 f) Particular typeface. _____
 g) The action of making something identical to another thing. _____

6. We are going to explore some vocabulary linked to another program of the office software: the spreadsheet. Complete the text below by filling in the blanks. Some of the words in the box can be used twice.

cell rows (x2) program organise columns (x2)

A spreadsheet _____ can be used to store, _____, and manipulate data. If you look at the screen, you will see a table with _____ and _____. The horizontal _____ are identified by numbers (1, 2, 3...) and the vertical _____ with letters (A, B, C...). The intersection between a column and a row is a box called a _____. A cell is a basic unit for data storage in what is known as a spreadsheet.





Grammar 1

Adjectives ending in -ed or -ing

It is possible to form an adjective by **adding -ing** or **-ed** to the main word. For example, from the word *relax*, we can create two words: *relaxed* and *relaxing*. But... what is the difference between them?

- If we want to describe a feeling, we **add -ed** to the end of the word. For example, we say:
I'm so relaxed!
- If we want to describe an event, we **add -ing** to the end of the word. In this case, we say:
The yoga class is so relaxing!



- Create adjectives for the following words:

confuse
relax

disappoint
frighten

interest
excite

surprise
delight

worry

-ed

-ing

- Now put the adjectives you created in the right box.

Used to describe feelings	Used to describe events

- Write four sentences with the words from the previous exercise (two with -ed and two with -ing), using the adjectives properly:

- a) _____
- b) _____
- c) _____
- d) _____



Reading

Top educational apps of the year

What a year it's been! After learning to survive in the world of virtual learning, many educators are putting their tech skills and strategies to work in the traditional classroom. These are some of the apps that have been used the most this year:

1. Google Smart Chips

Okay, this one is not a tool, but it sure is a great new update from Google! Now, when you type '@' into a Doc, you'll see a list of recommended people, files, and meetings displayed.

2. Google's Applied Digital Skills

A collection of free, video-based lessons from Google that include engaging digital projects which help secondary school students build future academic and workplace skills.

3. Mote

A creator of audio notes that can also be downloaded, transcribed, and even translated into other languages. This is one of those life-changing tools that can really level up the way you teach.

4. CoSpacesEDU

CoSpacesEDU is an online platform where students of all ages can create 3D scenarios, animate and code their creations, and explore them in virtual or augmented reality.

5. Gather

Did you know that the 'metaverse,' a new technological frontier, is rapidly developing as the latest invention of the internet?

This new virtual world serves as a gathering space for people from all over the world to meet up, talk, work, play, and learn. For educators, this could mean creating a virtual classroom with desks, a whiteboard, and small group spaces. Student avatars move around the virtual room interacting with each other and the teacher through pop-up video calls, screen sharing, and collaborative work.



1. Complete the table with information from the text:

Name of the tech	What is it?	Positive aspects

2. Look for synonyms in the text:

- a) cyber: _____
- b) chat: _____
- c) application: _____
- d) teacher: _____
- e) document: _____
- f) voice clip: _____

3. Say which statements are true and which ones are false:

- a) Smart Chips is a great update from Google. _____
- b) Google's Applied Digital Skills is an app that includes both free and priced videos. _____
- c) Mote is a browser extension that allows users to create voice clips. _____
- d) CoSpacesEDU is an offline application where students can explore augmented reality. _____
- e) Gather is an online platform that is related to the concept of the metaverse. _____

4. Correct those statements that are not true:

- a) _____
- b) _____
- c) _____

5. Answer the following questions related to the text:

a) Have you ever used any of these apps in class?

b) In your opinion, which do you think is the best one?

c) Is technology relevant to language learning? Why?





Listening 1

How can I help you?



Track 13

1. How does the IT helpdesk resolve the caller's issue?



2. Circle the words you hear in the listening:

technical support officer
appointment
helpline

tomorrow
technician
help

screen
working

battery
difference

3. Fill in the gaps with information from the audio.

IT Helpdesk: Hello, and _____ for calling our IT _____.

Caller: I have a problem, and I would like to _____ to someone.

IT Helpdesk: Your _____ is important to us. You will have to wait for _____ minutes as you are number _____ in the _____.

4. Say if the following statements are true or false.

a) I just have five apps on the phone. I am not the best with technology, as you may have already noticed...

b) Our London office is on Richmond Road.

c) We are open from 10:00 a.m. to 6:00 p.m.

5. Correct those statements from the previous exercise that are wrong.





Grammar 11



Comparative sentences

When we want to compare two people or things, we use **comparative adjectives**.

Superiority

For adjectives with one or two syllables (if it ends in *-y*), add *-er* to the end of the word and then add *than*.

Simple → *simpler than*
This phone is simpler than the other one.

For adjectives with two or more syllables, place *more* before the adjective and *than* after the adjective.

Beautiful → *more beautiful than*
Shaila is more beautiful than Tom.

Inferiority

We place *less* before the adjective and *than* after the adjective.

Beautiful → *less beautiful than*
Shaila is less beautiful than Tom.

Equality

We place *as* before and after the adjective.

Beautiful → *as beautiful as*
Shaila is as beautiful as Tom.

We can also create the **superlative form of adjectives**:

Superlative

For adjectives with one syllable or two syllables (if it ends in *-y*), add *-est* to the end of the word and place *the* before the adjective.

simple → *the simplest*
This phone is the simplest.
friendly → *the friendliest*
Shaila is the friendliest.

For adjectives with two or more syllables, place *the most* before the adjective.

Beautiful → *the most beautiful*
Shaila is the most beautiful.

There are some **irregular adjectives**:

Adjective	Comparative	Superlative
good	better than → <i>This phone is better than yours.</i>	the best → <i>This phone is the best.</i>
bad	worse than → <i>This phone is worse than yours.</i>	the worst → <i>This phone is the worst.</i>

And some **exceptions** to the rule:

Explanation	Adjective	Comparative	Superlative
Adjectives of one syllable ending in vowel + + consonant → double the final consonant.	<i>big</i>	<i>bigger than</i> <i>My house is bigger than yours.</i>	<i>the biggest</i> <i>My house is the biggest.</i>
Short adjectives that end in <i>-y</i> → change <i>-y</i> into <i>-i</i> .	<i>happy</i>	<i>happier than</i> <i>She is happier than him.</i>	<i>the happiest</i> <i>She is the happiest.</i>



1. Complete the table with the comparative form of these adjectives:

Adjective	Comparative
clever	
cute	
easy	
fine	
innocent	
kind	
modern	

2. Complete the table with the superlative form of these adjectives:

Adjective	Superlative
old	
plain	
successful	
talented	
ugly	
wild	
busy	



3. Complete these sentences with the comparative form of the adjectives in brackets:

- a) Action movies are _____ romantic ones. (exciting)
- b) The class is _____ my living room. (big)
- c) Phones are _____ MP3s. (fast)
- d) Microsoft Office is _____ Open Office. (expensive)
- e) My life is _____ than his. (healthy)
- f) My vocational training course is _____ than theirs. (hard)

4. Complete these sentences with the superlative form of the adjectives in brackets:

- a) The Nile is one of _____ rivers in the world. (long)
- b) This is _____ program that I have downloaded. (challenging)
- c) This is _____ animal in the world. (dangerous)
- d) This computer is _____ on the market today. (new)
- e) July and August are _____ months of the year. (good)
- f) They say this is _____ app available. (bad)

5. Look at the pictures and write five comparative sentences using these terms.



6. Now, take a look at this photograph and create five superlative sentences.





Vocabulary II

Complaints

The most important part of making and dealing with complaints is how you start. When communicating by email and face-to-face, this generally means starting with the complaint slowly and indirectly.

Here are different ways in which you can start a complaint:

- *Excuse me, could you please help me?*
- *I'm sorry to bother you, but...*
- *I wonder if you could help me.*
- *I think there has been a misunderstanding.*
- *I know it's not your fault, but...*

If you need to accept responsibility or apologize, you can use the following phrases:

- *I am sorry for the inconvenience.*
- *I/We am really/truly sorry about this accident/misunderstanding.*
- *This was a one-off situation that will not be repeated.*
- *I/We will take measures to prevent these mistakes in the future.*
- *You will receive a full refund.*



1. Write an email of complaint with the sentences below. Put them in the correct order, following the advice in this section and page 105.
 - a) I was trying to purchase tickets for the concert when the website stopped working.
 - b) I was wondering if you could help me since I'd like a refund.
 - c) Thanks in advance.
 - d) I am sorry to bother you, but I am having a problem with your website.
 - e) My bank has already taken the payment.
 - f) Best regards,
2. Now, imagine that you are a helpline employee and you have to write an apology for the complaint you just received:



Listening 11

Dealing with a complaint



Track 14



1. Answer the following questions:

a) What is the customer's main complaint?

b) Were the instructions in English?

c) In which ways is the speaker dealing with the complaint?

2. Complete the following table with information from the audio:

the arrival of the computer	
customer number	
phone number	
order number	

3. Are the following statements true or false?

- a) Problems with the purchase started after a couple of weeks.
- b) The computer came without a charger.
- c) The battery was fully discharged.
- d) The instructions were in Chinese.
- e) The order number is #57.
- f) The client wants to discuss potential solutions to the problem.



Writing

Written and formal complaints

1. Have a look at the complaint form below and try to complete it by listening again to the Listening on page 144 (Track 14). After that, you can read the text on page 189 if you are unsure.

Personal information

Customer number

Surname

Name

Address

Phone number

Email

Purchase information

Product ordered:

Order number:

Details of the complaint**Compensation claimed****Date and Location****Signature**



Speaking

Verbal complaints

Student A – Customer

You are making a complaint because:

You bought a new computer, and it came without a charger.

Student B – IT Helpdesk

The company cannot give you a refund because:

The charger was not included in the price.

Student A – Customer

You are making a complaint because:

You bought a new phone, but it is not the model you wanted to buy.

Student B – IT Helpdesk

The company cannot give you a refund because:

The phone has a scratch on the screen.

Student A – Customer

You are making a complaint because:

You want to change the headphones you bought.

Student B – IT Helpdesk

The company cannot give you a refund because:

The item was bought 4 months ago.

- Now, we are going to role-play working in pairs. You should each play both roles.

One of the students is the customer who wants to complain about an issue, and the other is the IT helpdesk employee who has to refuse the refund.

- Once you have practiced with your partner, it is time to role-play in front of your classmates. This way you can get some new ideas.



Check your progress

- Now it's time to think about what you have learnt and what needs revision. Please, tick (✓) the corresponding box.



	I can do it very well 👍	I'm not sure 👍👎	I need to improve 👎
I have learnt vocabulary that is connected to office software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to use and recognise comparative adjectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to use and recognise superlative adjectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to pick up information when listening to conversations about problems related to help desks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify the key concepts of word processors and spreadsheets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand texts about applications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can deal with complaints in an oral conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to answer a complaint.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write a complaint following a set of instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the lessons, I have spoken English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



COMPARATIVE SENTENCES

Superiority

Adjectives of one syllable or two syllables: **-er at the end of the word + than.**

*Safe → safer than
This antivirus is safer than mine.*

*Small → smaller than
My phone is smaller than that computer.*

Adjectives with two or more syllables: **more before** the adjective and **than after** the adjective.

*Efficient → more efficient than
This software is more efficient than others.*

Inferiority

Less before the adjective and **than after** the adjective.

*Efficient → less efficient than
This software is less efficient than others.*

Equality

As before and after the adjective.

*Efficient → as efficient as
This software is as efficient as the others.*

Superlative

Adjectives of one syllable or two syllables: **add -est** to the end of the word + **the before** the adjective.

*Safe → the safest
This antivirus is the safest.*

*Smart → the smartest
My phone is the smartest.*

Adjectives with two or more syllables: **the most before** the adjective.

*Efficient → the most efficient
This software is the most efficient.*





Remember

IRREGULAR ADJECTIVES

Adjective	Comparative	Superlative
good	better than → My computer is better than yours.	the best → My computer is the best.
bad	worse than → The computer I used last week was worse than the one I am using this week.	the worst → This is the worst computer I have ever used!

EXCEPTIONS TO THE RULE

Explanation	Adjective	Comparative	Superlative
Adjectives of one syllable ending in vowel + + consonant → double the final consonant	<i>big</i>	<i>bigger than</i>	<i>the biggest</i>
Short adjectives that end in -y → change -y into -i	<i>happy</i>	<i>happier than</i>	<i>the happiest</i>

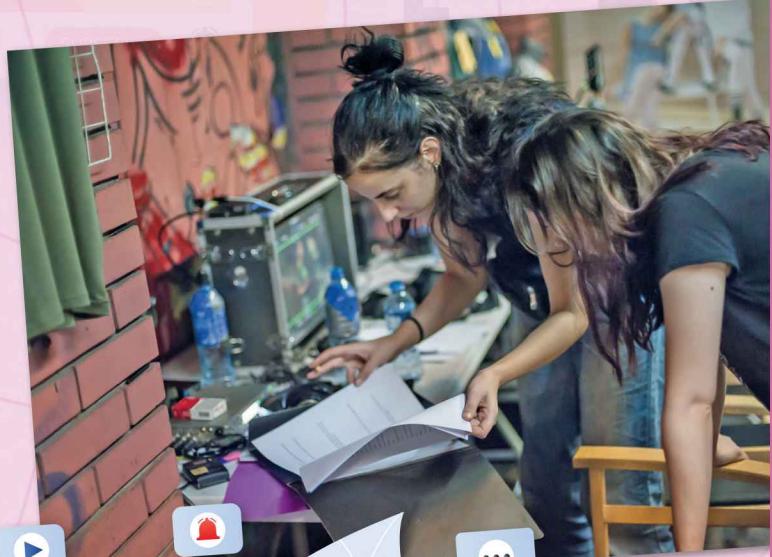
IT devices in the future: Design your own device.

1. In groups of 3-4 students, you have to design an IT device or an app that has not been created yet. You need to consider its technical specifications and features.



Video

- 2.** Once you have the design for your device or app, the next step is to make a video introducing it to the public. Before recording the video, you have to prepare the script for the presentation.



3. Now it's time to record yourself presenting the app or device. You must all take part in the video. The video will then be shown to your classmates in class.



Appendices

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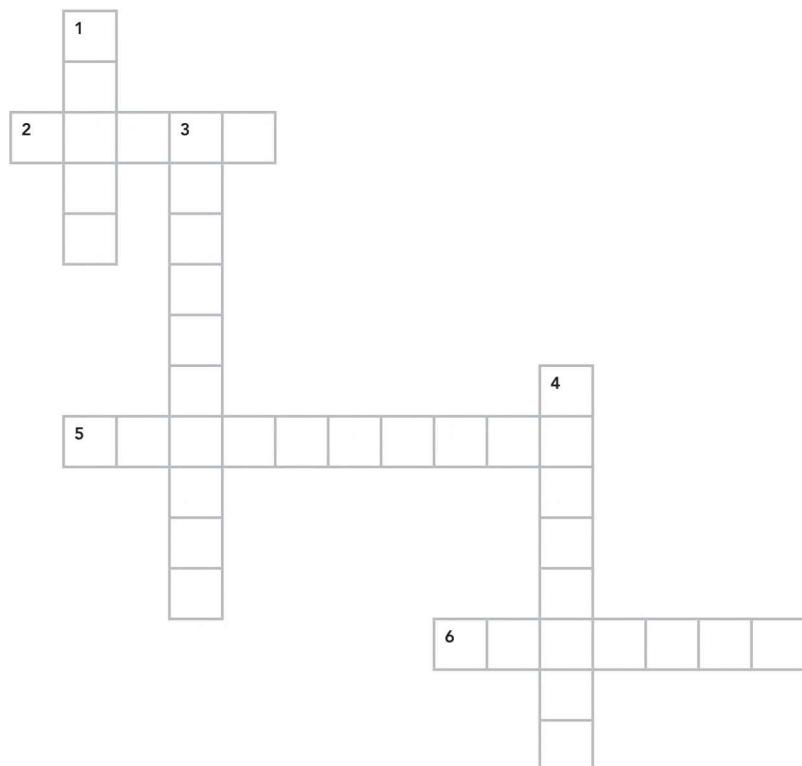


I. Quizzes

Introductory Unit: Welcome to IT!

Crosswords

Complete the crossword puzzle below:



Across

2. It has the name of an animal, but it is not an animal.
5. They are used to listen to music.
6. You can print whatever you want with it.

Down

1. Secretaries use it for work.
3. It is a digital watch.
4. You can store your files on this device and carry them everywhere.

Unit 1: Looking for a job in IT

Word search



Find eight words linked to the vocabulary of Unit 1:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Unit 2: My world 2.0

Word search

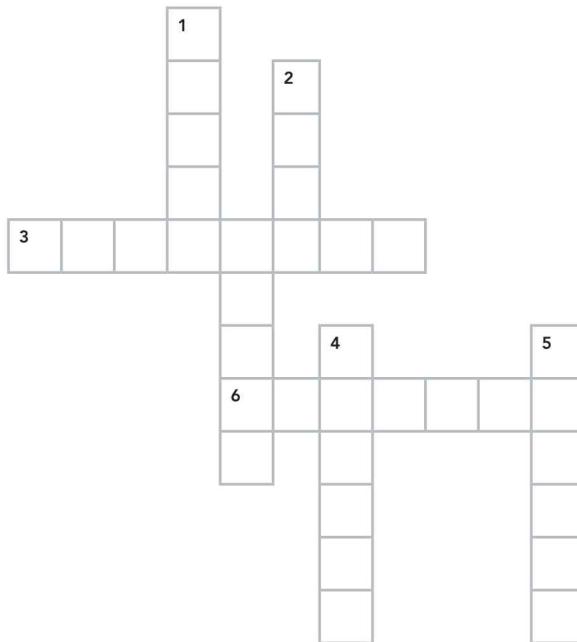
Find the following words:

expensive	memory
capacity	smartphone
microphone	camera
screen	Bluetooth



Unit 3: IT systems run the business

Crosswords



Across

3. Secret key word.
6. The opposite of being online.

Down

1. It damages electronic devices.
2. To stop following someone on social media.
4. Collection of computer programs mainly used in offices.
5. Erase something.

Unit 4: The World Wide Web

Word search

Find eight words linked to the vocabulary of Unit 4:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

G	I	T	G	X	A	B	Y	H	Z	L	J
Y	U	F	D	K	O	U	O	J	D	W	I
Q	N	S	A	O	C	T	N	D	L	A	T
F	J	R	V	F	X	C	D	H	X	S	E
B	S	E	Y	T	U	W	Q	R	A	U	N
E	R	P	F	D	A	N	G	E	R	S	A
Q	S	O	D	N	E	T	W	O	R	K	R
F	E	L	W	E	L	I	N	K	S	U	T
D	K	E	Z	S	Y	P	L	Z	U	R	N
T	A	V	K	D	E	U	F	W	V	E	I
H	F	E	Q	P	R	R	P	D	J	P	Z
F	Z	D	E	R	U	T	C	U	R	T	S

Unit 5: E-commerce

Word search

Find the following words:

statistics	like
comment	post
tag	account
hashtag	trend



F	V	V	A	M	F	Y	B	M	L	C	E
M	S	B	H	C	Z	C	U	V	T	F	R
G	H	T	R	K	C	P	P	J	R	M	R
A	T	W	A	V	W	O	L	U	E	T	T
T	I	U	C	T	L	C	U	V	N	N	W
H	S	Z	T	Z	I	V	M	N	D	E	N
S	A	E	V	A	A	S	P	S	T	M	A
A	C	L	V	X	G	S	T	G	P	M	N
H	E	J	L	W	W	M	C	I	K	O	L
U	O	U	J	H	P	D	F	R	C	C	H
L	R	E	H	L	I	T	S	O	P	S	W
D	N	O	L	K	K	E	L	I	K	E	Q

Quiz

Complete the words with the missing letters:

V__DE__ G__M__

T__T__R__ __ L

P__DC__ST

G__ __ GL__ GL__SS__S

TW__ __ T

F__LL__ W__RS

S__M__L__T__ __N

M__DI__

_BO__K

SH__Z__M



Unit 6: IT in the office

Quiz

Guess the word:

ILEF → _____

TERBATY → _____

MARROGP →

TENODMUC →

TRNESI →

BYERC →

TRUE →

RPIRTNE → _____

WETKRNO → _____

UMICRUI CUR →

NOEATMTPPIN →

NEFYEICCEI →

PI EJIEHN →

ERLO →

Do you know the meaning of at least ten of these icons?



1. _____

6. _____

8. _____

10.

II. Grammar test



Present tenses

Present Simple

1. You _____ (be) in class now.
2. _____ (he/play) football every week?
3. She _____ (go) to the cinema every Sunday.
4. _____ (she/be) a programmer?
5. I _____ (find) the weather here hot.
6. _____ (they/be) in the gym?
7. Tom _____ (update) the antivirus every month.
8. Why _____ (she/be) in the United States?
9. I _____ (not/work) in that company anymore.
10. We _____ (be) from Ghana.

Present Continuous

1. The man _____ (drink) water.
2. I _____ (work) alone.
3. The airplanes _____ (fly) high.
4. _____ (rain)?
5. We _____ (not/look for) a new job.
6. _____ (she/live) in Paris?
7. No, she _____ (live) in London.
8. He _____ (work) in an IT company.
9. He _____ (repair) the computer.
10. Our television _____ (not/work).

Present Simple or Present Continuous?

1. _____ (you/come) home tonight?
2. _____ (he/eat) at a restaurant every day?
3. He _____ (play) golf now.
4. He _____ (not/work) there now.
5. They _____ (go) to the cinema every Saturday.
6. She _____ (not/visit) her grandmother very often.
7. You usually _____ (arrive) early at work.
8. _____ (you/watch) TV every night?
9. You _____ (not/go) out later.
10. I _____ (not/study) tonight.

Past tenses

Past Simple

1. They (go) _____ to New Zealand on holiday last year.
2. A: _____ they (work) _____ at the software company?
B: No, they _____.
3. My family and I (run) _____ a small business.
4. First, we (do) _____ our homework, and then we (go) _____ out.
5. Suddenly, the dog jumped and (bite) _____ my leg.
6. What time (do) _____ you (get up) _____?
7. Tom (fly) _____ for the first time in 2023 when he _____ (is) 19.
8. I think I (hear) _____ a weird noise outside.
9. When I was twenty years old, I (break) _____ my arm. It really (hurt) _____.
10. The teacher (catch) _____ four students cheating in the exam last week.

Past Continuous

1. (I / sleep at one o'clock) _____
2. (You / study yesterday morning) _____
3. (You / install a computer at four o'clock) _____
4. (They / have dinner at five o'clock) _____
5. (She / play football yesterday evening) _____
6. (They / watch TV at seven o'clock) _____
7. (She / use the internet at eight o'clock) _____
8. (You / go to bed when the doctor called) _____

Past Perfect

1. The director _____ (give) me his mail address before I left.
2. When the new employees arrived at the company, the project _____ (already/begin).
3. Before we reached the city, we saw that we _____ (lose) our way.
4. All the tickets were sold, before the show _____ (even/start).
5. They _____ (take) a shower before they went to work.
6. I asked my teacher how many books he _____ (read).
7. They asked me why I _____ (not leave) my job.
8. Hannah was sorry that the interview _____ (go) wrong.
9. Alan watched the game after he _____ (have) dinner.

Future tenses

Mixed future tenses (Future Simple and Be going to)

1. The population of Essex _____ (reach) 2 million by 2050.
2. Look at the clouds. I think it _____ (rain).
3. In the future, people _____ (not/write) anymore.
4. Next month, I _____ (buy) a new computer.
5. When _____ you _____ another exam? (have)
6. Tomorrow, _____ (be) a sunny day in the north of the UK.
7. That phone is near the edge. I think it _____ (fall).
8. I _____ (go) to the dentist tomorrow.
9. I _____ (call) you later.
10. Sheila _____ (go) on Erasmus next September.

Modal verbs

must	can't	can	have to	don't have to	should	may
-------------	--------------	------------	----------------	----------------------	---------------	------------

1. You _____ rest after such a long day.
2. She _____ have arrived yet. She hasn't even left the house.
3. I won't go out today because the weather forecast is not good, and it _____ rain.
4. You _____ apply for the job yet.
5. I _____ find my purse. I think I left it at the company.
6. That _____ be Jake. It's impossible. He said he was not going out.
7. You _____ walk into an office without permission.
8. Tell your sister she _____ apply for an apprenticeship.
9. You have already drunk two beers. You _____ not drive.
10. You _____ send the company your CV and cover letter.

The imperative

Write the negative imperative of the following instructions.

1. Switch on the computer. _____
2. Log into your account. _____
3. Open your mailbox. _____

Write the affirmative imperative of the following instructions.

1. Don't go online. _____
2. Don't install the antivirus. _____
3. Don't use the computer. _____

Conditional sentences

1. If you _____ (be) a professional programmer, who _____ (you/work) for?
2. If he _____ (not study) now, he won't do it later.
3. If Susan had taken the job, she _____ (not be) unemployed.
4. Where would you work if you _____ (can) choose?
5. The teacher _____ (be) angry if you don't study for the exam.
6. What _____ (you/ give) me if it were my birthday today?
7. If we recycle more, the world _____ (be) a better place.
8. If they had eaten, they _____ (not be) hungry now.
9. If we _____ (listen) to the weather forecast, we wouldn't have gone to the mountains.
10. What _____ (you/buy) if you were rich?

Comparative sentences

1. Hannah (busy) _____ Mary.
2. The sun (hot) _____ Jupiter.
3. Mars (large) _____ the moon.
4. Elephants (big) _____ cats.
5. Romantic movies (boring) _____ thrillers.
6. This restaurant (bad) _____ that restaurant.
7. Pizzas (healthy) _____ hamburgers.
8. I think Fridays (nice) _____ Mondays.
9. New Zealand (small) _____ France.

Total score: _____ / 100

Need to revise more (0 - 40)

Fair (40 - 60)

Good (60 - 80)

Very good (80 - 90)

Excellent (90 - 100)



III. Extra grammar

Relative clauses

We use relative clauses to join sentences or to give more information about something. There are two different types:

- **Defining relative clauses:** give us information about the noun we are talking about. Example:
This is the girl who developed the app.

- **Non-defining relative clauses:** give us extra information about something. We don't need this additional information. Example:

I bought the laptop in London, a city which has many computer shops.

To join relative sentences, we use the following relative pronouns:

Relative pronoun	Defining relative clause	Non-defining relative clause
who	<i>I am looking for an employee who knows computers.</i>	<i>My boss, who is pessimistic, says we won't find a new employee.</i>
whom	<i>It is important to find information about the people with whom you will be working.</i>	<i>James, whom everybody trusted, got a promotion.</i>
whose	<i>I met a girl whose brother works at my company.</i>	<i>Peter, whose children are at school, is at the office now.</i>
which	<i>This is the computer which I bought last week.</i>	<i>That computer, which hasn't been sold in five months, costs €1,000.</i>
that	<i>The secretary that works in my office is an incredibly intelligent and charismatic woman.</i>	It cannot be used in non-defining clauses.
where	<i>The company where I work is in central London.</i>	<i>The company, where I used to work, is closed now.</i>
when	<i>1966 was the year when I was born.</i>	<i>1991, when I was born, was a great year.</i>
why	<i>This is the reason why I got this job.</i>	<i>The reason, why I got this job, was economic.</i>

1. Complete the sentences with the right answer/option:

- a) This is the IT company _____ I worked for ten years.
 – that
 – which
 – where
- b) The computer, _____ was sold out last month, is one of the best on the market.
 – that
 – which
- c) This is the girl _____ brother is trying to apply for a job in my company.
 – who
 – whose
 – that

- d) Mark, _____ is from Brazil, is studying programming languages in Madrid.
- that
 - who
 - whom
- e) The reason _____ I moved to the United States was mainly personal.
- that
 - which
 - why
- f) She bought the computer _____ I recommended to her.
- that
 - which
 - whose

2. Complete each sentence with a defining relative clause. You need to join the phrase in brackets to the first sentence with a relative clause.

- a) Tom bought the computer (his teacher had recommended that computer).
-

- b) The boss fired the employee (he had worked with us for ten years).
-

- c) The computer can't be fixed (the computer is broken).
-

- d) I met a girl (the girl is a computer programmer).
-

- e) We really enjoyed the film (the film was made in the fifties).
-

- f) They bought a house in Chester (the house was beautiful).
-

3. Complete each sentence with a non-defining relative clause. You need to add the phrase in brackets to the first sentence using a relative clause.

- a) London is the capital of England (London is my favourite city).
-

- b) This smartphone has a fantastic camera (The smartphone came out last week).
-

- c) This computer works perfectly (I bought it five years ago).
-

- d) Jack spends a lot of time with his family (Jack is retired now).
-

- e) My sister goes to the gym every day (She is 25).
-

- f) My house is very big (My house has gas central heating).
-

The passive voice

We use the passive when we want to focus on the action rather than the person that does the action.

Structure

To form the passive voice, we move the subject to the position of the object and the object to the position of the subject. Then, we put the verb to be in the required tense and add the past participle.

Examples

Tense	Active	Passive
Present Simple	I buy a computer.	A computer is bought (by me).
Present Continuous	I am buying a computer.	A computer is being bought (by me).
Past Simple	I bought a computer.	A computer was bought (by me).
Past Continuous	I was buying a computer.	A computer was being bought (by me).
Present Perfect	I have bought a computer.	A computer has been bought (by me).
Pres. Perf. Continuous	I have been buying a computer.	A computer has been being bought (by me).
Past Perfect	I had bought a computer.	A computer had been bought (by me).
Future Simple	I will buy a computer.	A computer will be bought (by me).
Future Perfect	I will have bought a computer.	A computer will have been bought (by me).

1. Are these sentences written in the active or the passive voice?

- a) I use this computer every day. _____
- b) Tom bought a smartphone. _____
- c) English is taught at the high school. _____
- d) The museum was officially opened in 2013. _____
- e) Pam found the keys in her case. _____
- f) A beautiful song was released last week by my favourite singer. _____

2. Change these sentences to passive voice:

- a) I bought my first laptop in 2020.

- b) Steve Jobs was establishing Apple at that moment.

- c) He finished the exam before 13:00.

- d) Mary will tell you later.

e) By this time tomorrow, we will have finished the vocational training course.

f) All the newspapers have been reporting the scandal.

g) The company hires ten new people every semester.

h) Students are studying Spanish at my school.

i) The police were investigating the theft.

j) Somebody damaged the printer.

Present Perfect

Use

We use the present perfect tense to talk about unfinished actions that started in the past and continue to the present. Examples: *I have known him since 1995. They have lived there for ten years.*

Forms

We use the **verb to have in its present tense form**, and we **add the past participle**. Note that past participles can be regular (they **add -ed** at the end) or irregular (check the irregular verbs list in the **Appendix**).

Here is an example with a **regular verb** (to finish):



Affirmative	Negative	Interrogative
<i>I have finishing</i>	<i>I have not finished</i> → <i>I haven't finished</i>	<i>Have I finished?</i>
<i>You have finishing</i>	<i>You have not finished</i> → <i>You haven't finished</i>	<i>Have you finished?</i>
<i>He/She/It has finishing</i>	<i>He/She/It has not finished</i> → <i>He/She/It hasn't finished</i>	<i>Has he/she/it finished?</i>
<i>We have finishing</i>	<i>We have not finished</i> → <i>We haven't finished</i>	<i>Have we finished?</i>
<i>You have finishing</i>	<i>You have not finished</i> → <i>You haven't finished</i>	<i>Have you finished?</i>
<i>They have finishing</i>	<i>They have not finished</i> → <i>They haven't finished</i>	<i>Have they finished?</i>

And this is an example with an **irregular verb** (to go):

Affirmative	Negative	Interrogative
<i>I have gone</i>	<i>I have not gone</i> → <i>I haven't gone</i>	<i>Have I gone?</i>
<i>You have gone</i>	<i>You have not gone</i> → <i>You haven't gone</i>	<i>Have you gone?</i>
<i>He/She/It has gone</i>	<i>He/She/It has not gone</i> → <i>He/She/It hasn't gone</i>	<i>Has he/she/it gone?</i>
<i>We have gone</i>	<i>We have not gone</i> → <i>We haven't gone</i>	<i>Have we gone?</i>
<i>You have gone</i>	<i>You have not gone</i> → <i>You haven't gone</i>	<i>Have you gone?</i>
<i>They have gone</i>	<i>They have not gone</i> → <i>They haven't gone</i>	<i>Have they gone?</i>

Reported speech

We use reported speech to inform someone of what another person said.

Structure

First, we use a reporting verb like *say* or *tell*, and then we change the tense of the main verb as follows:

Tense	Direct speech	Reported speech
Present Simple	I buy a computer.	She/He said (that) she/he bought a computer.
Present Continuous	I am buying a computer.	She/He said (that) she/he was buying a computer.
Past Simple	I bought a computer.	She/He said (that) she/he had bought a computer.
Past Continuous	I was buying a computer.	She/He said (that) she/he had been buying a computer.
Present Perfect	I haven't bought a computer.	She/He said (that) she/he hadn't bought a computer.
Past Perfect	I had bought a computer.	She/He said (that) she/he had bought a computer.
Will	I'll buy a computer.	She/He said (that) she/he would buy a computer.
Would	I would buy a computer, but...	She/He said (that) she/he would buy a computer, but...
Can	I can buy a computer.	She/He said (that) she/he could buy a computer.
Could	I could buy a computer.	She/He said (that) she/he could buy a computer.
Shall	I shall buy a computer.	She/He said (that) she/he would buy a computer.
Should	I should buy a computer.	She/He said (that) she/he should buy a computer.
Might	I might buy a computer.	She/He said (that) she/he might buy a computer.
Must	I must buy a computer.	She/He said (that) she/he must buy a computer.

1. Finish the sentences using reported speech.

- a) The teacher said: "You know how to do it."

The teacher said that _____

- b) He said: "I will arrive soon."

He said that _____

- c) My friend said: "We must leave now."

My friend said that _____

- d) She said: "I speak Spanish."

She said that _____

- e) Pamela said: "I can't come to the party."

Pamela said that _____

- f) John said: "I start work at 9:00 a.m."

John said that _____

- 2.** Transform these sentences into reported speech. Use the phrase 'He/She said' at the beginning of each sentence.

a) "I'm coming!"

b) "I didn't pass the exam."

c) "I have never met him."

d) "They will arrive later."

e) "I was waiting for the bus when my phone rang."

f) "María is living in Madrid this year."

g) "I know I should study more."

h) "I would go with you, but I don't have the time."

i) "I finished my vocational training course in 2022."

j) "They haven't seen her for a long time."

- 3.** Write the sentences with reported speech using the words in brackets.

a) Call me later. (He said)

b) I am sorry! I am very late. (Mary said)

c) Come tomorrow night! (They said)

d) I will never forget you. (Tom told)

e) I can go to the party tomorrow. (He told)

IV. Writing reference

A. Structure of a CV

a) **Profile and contact details:** you may include the following information:

- Full name.
- Actual job position (if you are employed).
- Email.
- Phone number.
- Photo (this is optional).

b) **Education:**

- Name of your qualification.
- Graduation year.
- Name of the school where you graduated and location.

c) **Work experience:** you may list your work experience including the following information:

- Employer or name of the company.
- Contact details of the company.
- Your job title/position.
- The responsibilities of the job.
- Dates of the time you worked there.

Important: you should start with your most recent job and include the jobs that are relevant the employer/company.

d) **Languages:** you may include the languages you speak.

e) **Skills:** you may include at this point the skills you have that are relevant for the job.

f) **Interests:** you can include information about your personal interests.

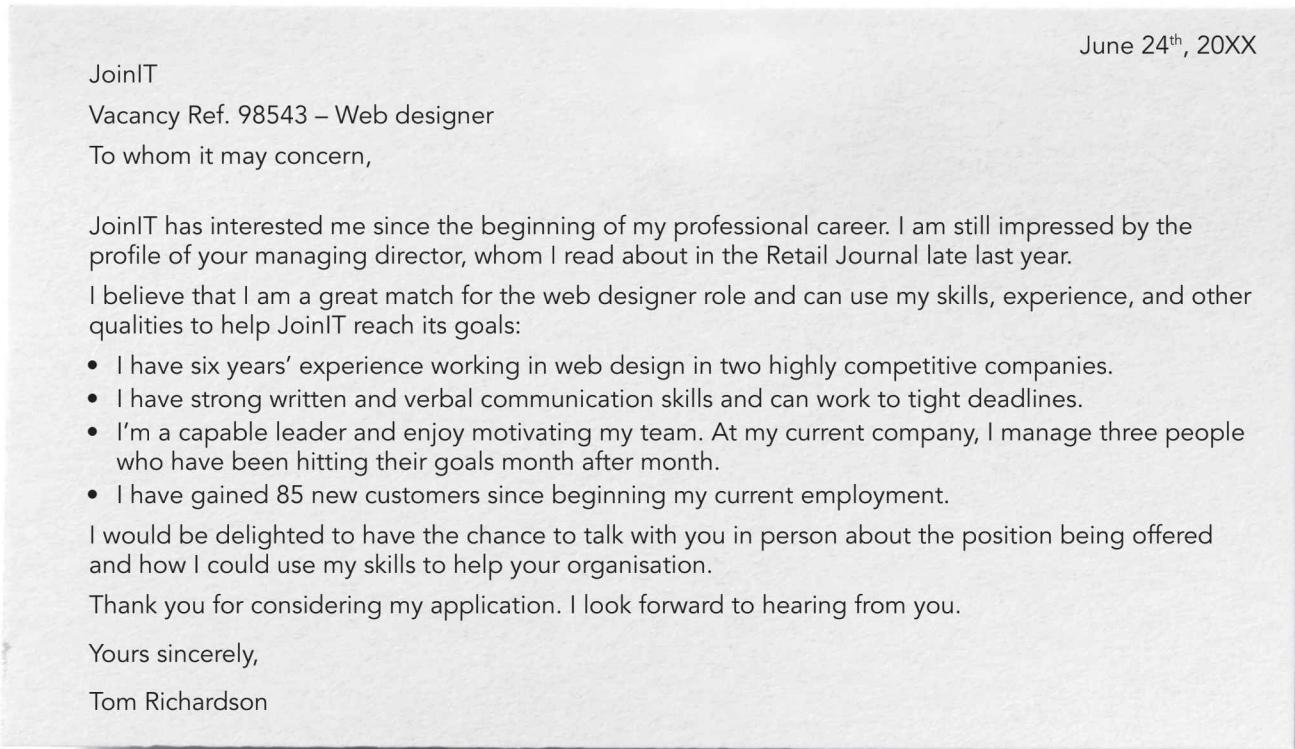
g) **Referees:** it is important to include two references. One of them can be educative (of one your teachers) and the other one professional (of one of your employees).



B. Cover letter

Your CV normally comes with a cover letter. It provides more information about your skills for the job you are applying to. It has to be really clear.

Example:



C. Description of a technological gadget

Think of a technological device and note down all its different parts.

Organise the information:

- **Introduction:** briefly introduce the device that you are about to describe.
- **Body:** in this part, you can include information like its parts, features, advantages, and disadvantages.
- **Conclusion:** state why it is important/useful for you.

Example:

A tablet is a wireless, portable personal computer with a touchscreen interface. Tablets are typically smaller than a notebook computer, but larger than a smartphone.

They are easy to manage and carry around, especially for younger children. It feels more like carrying a book or a large smartphone than a computer.

Yet, they can be quite expensive sometimes, and people often prefer to invest in a good phone rather than a tablet.

In conclusion, I would say that these devices are a good investment if you are looking for a portable device that is easier to carry than a computer.

D. Writing an email

Complete the email with the right word:

current request approval responsibilities Sincerely absence Dear

New message

Mr. Fox,

I would like to _____ a vacation starting on Monday, September 15th, and ending Friday, December 13th.

I will make sure to finish all my _____ projects and pending tasks in advance before going on vacation. My colleagues Sarah Peters and James Spall will cover my _____ during my _____.

I would greatly appreciate your _____.

Mike Adams

SEND

E. Problem reports

A report is a piece of writing intended for a specific organisation. It usually consists of a description of something that didn't go well or suggestions or recommendations for how it could work better. Its style is usually formal.

Complete the report with the appropriate words:

solve problem conclusion introduction inform purpose

The purpose of this report is to _____ you about several problems related to your website: <http://www.lastsecond.com>

Search tool

For the past week, it has been impossible to see if there are discounts on your website. I believe the main problem is the site search tool.

Hidden charges

Another _____ that I have encountered when shopping on your site is that there are extra charges for things like payment processing, delivery services, and shipping. In addition, there are taxes and handling fees.

I would like to inform you about the problems I am finding with your website, and I urge you to _____ them as soon as possible.

F. Written and formal complaints

Based on the circumstance described on the green box below, complete the complaint form with the relevant information.

You ordered a shirt online, but when it arrived it was not the size you ordered.

Person registering the complaint

Customer number:

Surname:

Name:

Address:

Phone number:

Email:

Purchase information

Product ordered:

Number of the order:

Complaint details

Desired outcome of the complaint

Date and location

Signature

V. Extra readings

1. Technology in the UK

London is a city that is constantly changing, and nowhere is this more apparent than in East London. This part of the city was once famous for the bleak industrial slums of Dickens' novels, for being the world's largest port, and for its heavy industry. All of that is over now, and East London is famous for its creative industries and the latest fashions. Places like Hoxton, Shoreditch, and Bethnal Green have become home to a large number of art, fashion, design, and publishing companies.

This part of London is now known as the Silicon Roundabout. Last.fm, Moshi Monsters, the School of Everything, and Tweetdeck are some of the start-up businesses located there. Last.fm is a music site that allows people to share the music they enjoy listening to and has become so successful that CBS recently bought it for £140 million. Moshi Monsters has become an online favourite of young children everywhere. Tweetdeck is one of the most popular ways of using Twitter, while the School

of Everything helps students and teachers find each other.

The creation of a tech hub in this area has been recently announced, where technology companies, universities, and financial institutions can work together to develop successful new products. The Government has pledged £200 million along with a new entrepreneur visa to support talented individuals who want to work in the technology sector.

Large international firms, such as Google, Facebook, Intel, Vodafone, and Cisco Systems, have so far supported the initiative, while financing is provided by Barclays, the Imperial College London, University College London and Loughborough University, which are also involved in the project. The Government hopes that London's technology sector will flourish as a result of this combination of finance, technology, and academia.



Adapted from <https://www.teachingenglish.org.uk/article/technology-great>.



Exercises

1. Fill the chart with information from the text:

Question	Place	Answer
What does the text say about...?	East London	
	Shoreditch	
	Silicon Roundabout	
	Last.fm	
	Tweetdeck	
	The tech hub	
	Vodafone	

2. Look for synonyms for the following words in the previous text:

Word	Synonym
area	
popular	
placed	
business	
worldwide	
proposal	



3. Answer the following questions about the text.

a) Which part of London best shows the city's transformation? Why?

b) What was East London once famous for?

c) How is East London known today?

d) What has been recently created in this area?

e) Has the Government invested money in this project?

f) Who else is supporting this initiative?

4. Can you think of another title for the reading? Which one would it be?

2. Job interview

Here are eight essential things you should know about interviewing in order to get the job you've always wanted.

1. First, go on the internet and find out as much as you can about the company and the position that you are applying for. Finding the job of your dreams depends on this. For example, you might not really want the job if you must work weekends or late at night. This shows the interviewers that you are a serious applicant.
2. Before the interview, make a list of questions that you think the interviewer might ask you. Then, practice the answers you could give.
3. Dress well for the interview. This doesn't mean that you must wear a suit and tie to the interview, but it is important that you dress appropriately for the occasion.
4. Arrive a few minutes early. Being on time for an interview is always a good thing.
5. There may be two or three interviewers, and it's always polite to give each of them a printed copy of your cover letter and resumé.
6. Smile, be friendly, and be confident. Pay attention to your body language and eye contact.
7. Prepare in advance some suitable questions to ask your interviewers.
8. Finally, email your interviewers (after a day or two) and thank them for their time.



Adapted from <https://www.allthingstopics.com/jobs-and-work.html>.

Exercises

1. Which of these sentences are true and which ones are false?

- a) You don't need to go on the internet and find information about the job if you think you are the right candidate. _____
- b) Prepare a list of questions before the interview. _____
- c) It is crucial to arrive on time. _____
- d) You must wear a suit and a tie for a job interview. _____
- e) Eye contact and body language are irrelevant. _____
- f) It is appropriate to ask about vacation and salary. _____

2. Change the false statements to true ones.

3. Could you give any other tips?

4. Answer the following questions about the text you have just read:

a) Should you look for information about the position you are applying for before the interview? Why?

b) How should you dress for an interview?

c) What should you bring to the interview?

d) Should you ask any questions?

e) Is eye contact important?

f) What should you practice before the interview?

5. Fill in the chart with information from the text:

What should you do before the interview?	
What should you do during the interview?	
What should you do after the interview?	



3. Laptop or tablet: Which one should you buy?

Do you find it challenging to buy a new computer when so many different brands are on display?

Many of us nowadays find it challenging to choose between a laptop and a tablet. This is because you can listen to music, surf the web, and check your email with both of them. But which one is better? That's a tough question since both are incredibly useful.

If you ask me, the main advantage of laptops is that they are better suited for tasks such as word processing. Another thing I like is that they have a high-resolution screen and a proper keyboard. However, there's no doubt that they can be a bit heavy.

On the other hand, tablets are really easy to use if you are used to working with a smartphone, and you can download hundreds of apps. On the downside, I think that most people would agree that the prices of tablets are still too high, and also they can be expensive to repair, especially if they have a problem with their screen.

At the end of the day, I'd say it depends on what you want to do with the device. A laptop is fantastic for work, but a tablet is fun.

Adapted from <https://www.esleschool.com/tablet-or-laptop>.



Exercise

- Fill the charts with information from the text:

Advantages of tablets	Disadvantages of tablets

Advantages of laptops	Disadvantages of laptops

4. The digital habits of different generations

Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. In the UK, more and more people over 55 are joining Facebook. This means they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over 65.

Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and pictures of them. It's a much better way to see what they're up to than waiting for letters and photos in the mail. That's what we did when I was a child, but I think I'm lucky that I get to see so much more of their lives than my grandparents did.'

Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 in the UK are leaving the social networking site—only 2.2 million users are under 17. Teenagers, meanwhile, are always glued to their smartphones. Chloe, aged 15, even sleeps with it. 'It's my alarm clock, so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.'

Unlike her grandmother's generation, Chloe's age group spends so much time at home on their phones that they miss out on time with their friends in real life. Sheila, on the other hand, has been able to get in touch with old school friends she hadn't heard from in forty years, thanks to Facebook. 'We use Facebook to meet up all over the country,' she says. 'It's changed my social life completely.'



Adapted from <https://learnenglish.britishcouncil.org/skills/reading/b1-reading/digital-habits-across-generations>.

Exercise

1. Read the text and answer these questions about it.

a) What age group is increasingly using Facebook?

b) Which is the site's second-largest age group?

c) Why did Sheila join Facebook?

d) Do kids younger than 17 use Facebook?

e) What does Chloe say about her phone?

f) What opportunities has Facebook brought to Sheila?

5. Tips for spotting fake news

Experts in media studies and online psychology have been examining the fake news phenomenon. Read these tips, and don't be fooled!

1. Check the source

Visit the website the story came from. Does it look real? Is the text well written? Are there many other stories, or is it just one story? Fake news websites often use addresses that sound like authentic newspapers but don't have many real stories on other topics. If you aren't sure, click on the 'About' page and look for a clear description of the organisation.

2. Watch out for fake photos

Many fake news stories include images edited with Photoshop. Sometimes, just by looking closely at a photograph, you can tell if it has been changed.

3. Verify if the story is available elsewhere

See if the story you are reading can be found on other news sites you know and trust. If you find it on many other sites, then it's probably not fake.

4. Look for other signs

Fake news uses other techniques as well. These include the use of ALL CAPS and lots of ads that pop up when you click on a link. Also, think about how the story makes you feel. If the story makes you angry, it was probably designed to make you feel that way.

But perhaps the most important advice is: if you find a news story that you know is fake, don't share it!



Adapted from <https://learnenglish.britishcouncil.org/skills/reading/b1-reading/how-to-spot-fake-news>.

Exercises

1. Find synonyms for these words in the text:

- a) event: _____
- b) theme: _____
- c) procedure: _____
- d) false: _____

2. Match each tip with its description:

- a) Verify the source.
- b) Watch out for fake photos.
- c) Check if the story is in other places.
- d) Look for other signs.

ALL CAPS are suspicious.

Images are often photoshopped.

Check the About page.

See if the news is available on reliable websites.

3. Can you think of any other tip?

4. Answer the following questions about the text you have just read:

a) Why do you need to check the source?

b) How are photos different in fake news?

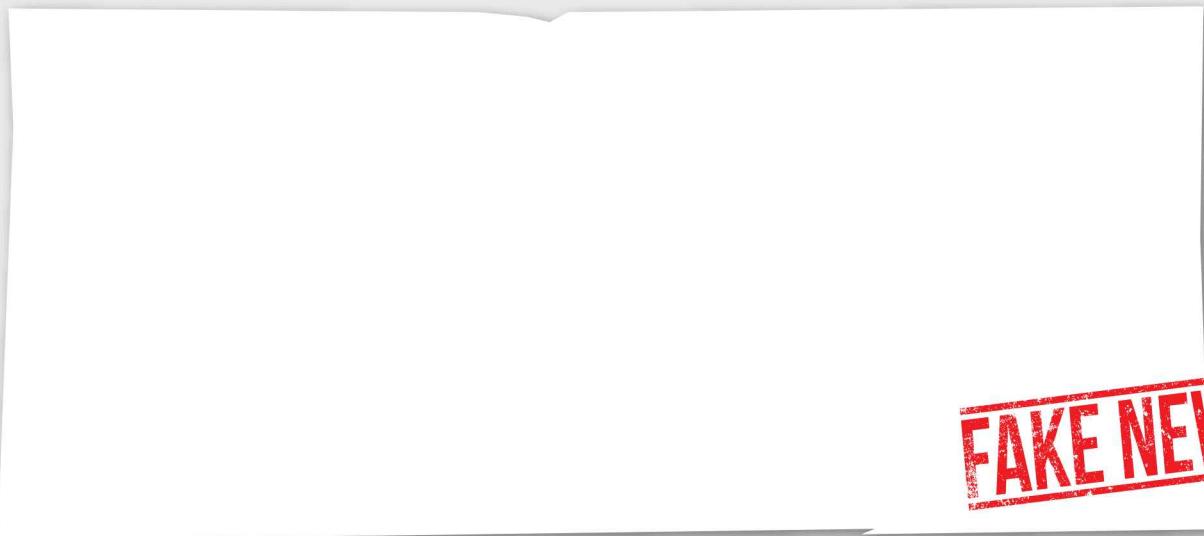
c) Should you trust news written in all caps?

d) What happens if the news is published on other websites?

e) What happens if the story makes you feel annoyed?

f) Should you share fake news? Why?

5. Draw a diagram that summarizes the tips given in the text for recognizing fake news:



6. Robots in the future

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs require human connection and creativity. But are we underestimating what robots can do?

In some cases, they are already better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than with a person. Could there be a place for robots in education after all?

British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information, and teachers will be like assistants. Intelligent robots will read students' faces, movements, and

maybe even brain signals. Then they will adapt the information to each student. However, this is not a popular opinion, and it's unlikely that robots will ever have empathy and the ability to really interact with people in the same way as humans can.

Perhaps the question is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office workers can use software to do things like organise and answer emails, arrange meetings, and update calendars. Teachers waste a lot of time on non-teaching work, including more than 11 hours a week marking homework. If robots could reduce the time teachers spend correcting homework and writing reports, teachers would have more time and energy for the parts of the job that humans do best.

Adapted from <https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Reading-B1-Robot-teachers.pdf>.

Exercise

1. Now answer the following questions about the text:

a) Why may patients feel it is easier to share their information with a robot?

b) When will robots take over in education?

c) What will robots do in a classroom?

d) Will robots have empathy?

e) How will robots help teachers?

f) Do you think it's possible?

7. Video games

For years video games have been criticised for making people more antisocial, overweight, or depressed. But now researchers have found that games can actually change us for the better, improving both our bodies and our minds.

Games can help develop physical skills. Preschool children who play interactive games, such as the ones available on the video game console Wii, have been shown to have improved motor skills; for example, they can kick, catch and throw a ball better than children who don't play video games. A study of surgeons who do microsurgery in Boston found that those who played video games were 27 per cent faster and made 37 per cent fewer errors than those who didn't. Vision is also improved, particularly in telling the difference between shades of grey. This is useful for driving at night, piloting a plane, or reading X-rays.

Games also benefit a variety of brain functions, including decision-making. According to one study, people who play action-based games make decisions 25 per cent faster than others and are no less accurate. It has also been found that the best gamers can make choices and act on them four times faster than most people. In another study by researchers from the University of Rochester in New York, experienced gamers were shown to be able to pay attention to more than six things at once without getting confused, compared to the four that most people can normally keep in mind. Additionally, video games can help reduce gender differences. Scientists have found that women who play games are better able to mentally manipulate 3D objects.

The effects are not always so positive, however. Indiana University researchers carried out brain scans on young men and found evidence that violent games can alter brain function after just a week of play. This affects regions in the brain associated with emotional control and causes more aggressive behaviour in players. But Daphne Bavelier, one of the most experienced researchers in the field, says that the violent action games that often worry parents most may have the strongest beneficial effects on the brain. In the future, we may see many treatments for physical and neurological problems which incorporate the playing of video games.

Adapted from <https://learnenglishteens.britishcouncil.org/skills/reading/b2-reading/video-games-are-good-you>.





Exercises

1. Fill in the chart:

Advantages of video games	Disadvantages of video games

2. What is your opinion on video games?

3. Answer the following questions about the text you have just read:

a) Why have video games been criticised?

b) What have researchers found out?

c) What happens with preschool children that play video games?

d) What are the benefits of video games for brain function?

e) What are the negative effects?

f) Who carried out this research?

4. Complete the chart with information from the text:

Areas improved by video games	Positive effect
Motor skills	
Vision	
Brain functions	
Gender differences	

VI. Listening scripts

Unit 1

Introductions



Track 1

- Mary:** Hi! I'm Mary. What's your name?
- Mike:** Morning! My name is Mike. How are you?
- Mary:** I'm fine, thanks. And you?
- Mike:** Fine. What are you studying at the school?
- Mary:** I'm on a web design course. This is my first year. And you?
- Mike:** That's great. I'm in my second year of information security.
- Mary:** How interesting! Have you had any training at a company?

- Mike:** Yes, I have. I have been doing the training for two months now. I have learnt a lot and put into practice everything I learnt in the course.
- Mary:** I'll be doing my training next September at DIGITAL-US. I can hardly wait!
- Mike:** That is a fascinating company. One of my classmates went there. Do you want his phone number so you may ask him for some information?
- Mary:** Sure. That is really kind of you!

Asking for information



Track 2

- Mary:** Hello! It's Mary. Mike gave me your phone number. I'm a web design student.
- Mike's friend:** Hi Mary! It's Tom. Nice to meet you! Is this your first year of web design?
- Mary:** Yes! I started the course this September.
- Mike's friend:** That's great. I'm about to finish it.
- Mary:** I know. Could you give me some information about the training? I heard you did it at DIGITAL-US, and I'm also doing it there.
- Mike's friend:** Sure! I spent two months at DIGITAL-US, and it was a great experience.
- Mary:** That's exactly what my teacher said, but I am a little bit nervous about it.
- Mike's friend:** Don't worry! You'll be fine! The work schedule is demanding, but they let you work as if you were one of the staff.

- Mary:** When do you start work in the morning? How many working hours are there in a day?
- Mike's friend:** You'll be working six hours daily, starting at 9:00 a.m.
- Mary:** And are you supervised while you are doing your job?
- Mike's friend:** Yes, your tutor is always there for you in case you have any questions.
- Mary:** Great! That's a relief. What were your responsibilities at the company?
- Mike's friend:** I had to plan and create websites and also code them, but always supervised by my tutor.
- Mary:** That's great. Thanks so much for all the information. You were really helpful.
- Mike's friend:** No problem! Call me whenever you need it. Bye!

Unit 2

Getting to know the office



Track 3

- Lisa:** Good morning. My name is Lisa. I'm the new data analyst. I got the job last week; today is my first day in the office.

- Thomas:** Hi Lisa! I'm Thomas, your colleague. I am also a data analyst. I have been working for the company for three years.

Lisa: Wow! Three years! You must be an expert by now. Is this your first job as a data analyst?

Thomas: Not really. I worked for six months in a different company before I started here. What about you?

Lisa: This is my first job. I completed my studies last June.

Thomas: That's great. I'm sure you're a fast learner. Do you want me to show you around the office?

Lisa: That would be great! Thanks.

Thomas: Let's go then. The building is quite big, and our office is on the third floor. You need to go through the reception area and then turn left.

Lisa: OK. I'll note it down. Where is my desk?

Thomas: Your desk is next to the printing area. As you can see, it's fully equipped. You have a desktop computer with a keyboard, mouse, and headphones. If you need anything else, all you have to do is ask.

Lisa: Sure. Thank you. Could I also get a webcam for online meetings?

Thomas: Sure. I will give it to you later.

Lisa: Where should I go if I need to print a document?

Thomas: You need to go to the printing area, where there is a laser printer and an inkjet printer as well.

Lisa: Great! Thanks.

Thomas: The toilets are right around the corner, and the rest area is there. Is there anything else you would like to know?

Lisa: I think I'm fine. Thanks!

Thomas: In case you need help, my desk is right behind you. So, ask me whenever you need something.

Lisa: That's so kind. Thanks!

I got a smartphone!



James: Wow! I see you got a new phone.

Steven: Yes, it's a smartphone. Do you like it?

James: Of course! It's really cool. What new features does it have?

Steven: It has full HD resolution, an internal memory of 4 GB, 128 MB of RAM...

James: Amazing! It must be expensive...

Steven: It was €500. It may sound expensive, but if we consider its characteristics, it isn't

James: I see. But what do you use it for?

Steven: Well, I check my emails, I use Instagram, listen to music, download apps...

James: So, is it necessary to have such an expensive phone for that?

Steven: Well... you know... I always like to have the latest technology. I consider it worth it.

James: I see! Haha! I still have an old one. I may consider changing.

Steven: You should. Once you try a smartphone, you'll never go back to a conventional one.

James: I'll think about that...



At the IT shop: How to buy a computer

Customer: Good afternoon. I'm looking for a gaming computer. Could you please recommend a good one?

Saleswoman: Sure. Are you looking for a desktop computer or a laptop?

Customer: I'd prefer a laptop. But I don't want to spend more than €1,000.

Saleswoman: Then I'll show you this one. It has a powerful graphics card, which is fantastic for video games, as you may know.

Customer: Great. What about the processor?

Saleswoman: It has an A12 processor running at 2 GHz and 8GB RAM.

Customer: Impressive. What else can you tell me about it?

Saleswoman: Well, it has Bluetooth and Wi-Fi technology and... the mouse is also included!

Customer: OK! Thanks for your time. I'll think about it.

Unit 3

Installing an OS

Track 6

- Mark:** I need to upload a new OS to all the computers at my company... What a nightmare!
- Brenda:** How come! That's a really tough job.
- Mark:** Well... most of my colleagues find the OS we are working with quite hard to handle, and they asked our manager to change it.
- Brenda:** But... how long have they been using it?
- Mark:** A year. It was exactly one year ago when I installed the OS on the computers.
- Brenda:** And what is it that they don't like about it?
- Mark:** Well... I guess they are all used to working with Windows as it is the OS that we've had in the company for the past 10 years.
- Brenda:** Why did you change it then?
- Mark:** As Windows has so many users around the world, it has more malware and spyware and was considered unsafe for a while.
- Brenda:** Is it not the same with other OSs?

- Mark:** Not really... for example, MacOS or Linux usually have fewer risks. That is mainly why we changed from Windows to Linux last year.
- Brenda:** So, I guess Linux has many positive characteristics.
- Mark:** It does, definitely. It has many free and cheap options and is considered really safe, but its applications are substitute solutions, and they don't always work the same, which can be really confusing for non-proficient users.
- Brenda:** It makes sense. Why will you be the one installing the OS for all the company?
- Mark:** Well, after graduating from high school, I studied IT at a vocational school, more precisely, IT security and operating systems.
- Brenda:** I didn't know that. Would you recommend it?
- Mark:** I most certainly would. I gained a better knowledge of information technology in general and operating system security in particular. It's been a great help in my personal life and for my professional career.

New app

Track 7

- Lisa:** We need to split the trip expenses. Do you have a pencil and a piece of paper so we can list the bills and share them?
- Sarah:** Pencil and paper? No way! Don't you know SplitSharing? It's a new app that allows you to share expenses with your friends, and it's free!
- Lisa:** Really? Is it easy to download and use?
- Sarah:** Yes! You just need to go to your application store and download it. I will send you a link so that you can do it quickly.
- Lisa:** Great! Thanks.

- Sarah:** Have you downloaded it already?
- Lisa:** Yes. It is really easy! And I see that it reduces the number of transactions when it's a group of people sharing the expenses.
- Sarah:** It does.
- Lisa:** Can you use it to share monthly expenses, or is it just for trips?
- Sarah:** You can use it for any expense. It's totally up to you.
- Lisa:** Well, I am impressed!

Fitastic

Track 8

- Interviewer:** With me today is James Harrington, the CEO of the company New Software. Welcome to our show, James!
- CEO New Software:** Thanks, Sarah! It's great to be here with you today.

- Interviewer:** How long is it since you launched New Software?
- CEO New Software:** Well, it's been about a month and a total success.
- Interviewer:** How are you finding things so far?

CEO New Software:	So far, so good. The software works perfectly, previous users are satisfied, and therefore we keep getting more and more new users.	CEO New Software:	Yes, but we haven't decided the launch date yet, so I am not allowed to give you more information about them. Haha!
Interviewer:	Is there any room for improvement?	Interviewer:	Haha! Let's change the topic then! How do you see the future of technology over the next 50 years?
CEO New Software:	There always is! First, next September, we are changing the user interface to make it more intuitive, and we're adding three more applications.	CEO New Software:	Well, I think we will be totally dependent on technology. In fact, I think many people will have to adapt and enrol in the tech world. We will have to pay our bills with IT devices, and we will travel with them... they will basically rule the world!
Interviewer:	Great! What are these applications about? Can you give us some information about them?	Interviewer:	Sounds really interesting... I guess I'll have to catch up too! Thank you, James Harrington, for a fascinating interview. It's been a pleasure having you.
CEO New Software:	Sure, we are launching an app linked to finances and investment, another app linked to social media and a third and more innovative one that will be called 'Fitastic'. This new app will count all the calories you consume in a day and give you continuous advice about staying healthy and fit.	CEO New Software:	Thank you for the invitation, Sarah!
Interviewer:	Wow! Incredible! Are you going to make any other updates?		

Unit 4

User requirements for websites

Public opinion, in general, does not favour most online ads that are shown on websites. With this in mind, we are going to give you four user requirements for online interaction with advertisements to help you build a successful website.

The first is user control and freedom. For example, if you put a video of an ad on your website, users should be able to click a button to play the video themselves, and they should be given the option to skip or dismiss the ad. If not, users will get annoyed, and they are more likely to abandon your website.

Second, placement: ads should never cover the main content, and the skip button should always be very visible.



Users visit your website because they want to see your content, not because of the ads you carry.

Third, predictability: users don't like it when videos for ads appear instantly on the website that they are visiting. A user said, "I hate it when ads appear in the middle of a website while I'm trying to read its content. If this happens, I usually close the page.".

Finally, relevance is a key factor. Relevance refers to whether the ad is linked to the users' interests or goals. Relevant ads are usually less annoying. Yet, they shouldn't be too relevant, as users sometimes find them creepy and can't understand how the site got that information about them.



In the first place, we design your website. After that, making a copy of your website is necessary, and once it has been launched, someone needs to be responsible for its everyday maintenance.

Our company will keep your website updated and well-maintained. In order to check that everything is working smoothly, we will send you regular backups and

Web maintenance

Tired of slow and poor websites?

Then sign up with MANTWEB for a great broadband highway to the internet. We provide you with unlimited monthly access, 24/7 technical support, 50 MB of free web space for your website, and content filters to protect you and your business from inappropriate material. Pricing starts at €29.95 per month.

reports. These content and design updates will keep your site fresh and make sure that the most recent stuff is always accessible on your website.

You may wonder.... *How does it work?*

Website management is an ongoing service. You will have two payment options: monthly or weekly, and you can

choose whether you want a service of just one hour per month for basic website maintenance or a fixed quantity of hours per week for a better and more specific online marketing strategy.

If you are interested, please do not hesitate to contact us. We manage websites for small businesses, independent professionals and big companies.

Unit 5

Networking and social media

In this podcast, we'll analyse how to make the most of social media. More specifically, we will analyse LinkedIn. Most users know how to use Facebook, Instagram, and Snapchat, but many don't know how to make their profile stand out from the rest on LinkedIn.

Today, we will share six tips on creating a great LinkedIn profile for recruiters and hiring managers to view your profile first and be impressed with it. New job opportunities will be drawn to it like a magnet.

In fact, many of you don't know that when you use this website to apply for jobs, reviewers and hiring managers will check and evaluate your LinkedIn profile. So, it is crucial to analyse how your LinkedIn account is set up and whether it shows the best of your professional development and career. Here we go with the tips:

1. The photo you upload needs to be professional, not one of you on holiday, for example. Besides, it should be taken against a white background and be of high quality. You need to show recruiters that you are serious about your career.
2. The heading. It is important that you include your present job title as a heading. You can indicate your



Track 11

last degree if you don't have work experience yet. Recruiters need to be able to see your current position or qualification easily.

3. Profile summary. It is very important to include a profile summary. Most people forget this, yet it is essential to your LinkedIn profile. You must include everything you are qualified for or know how to do.
4. Work experience. Briefly describe any professional experience you have that is relevant to the job you are looking for. Any work experience that is irrelevant should not be listed. In this part, you should list the names of the companies you worked for, together with the position you held at the company and the number of months you worked there.
5. Add your recommendations from old managers or bosses. These can be encouraging for recruiters.
6. Include an updated version of your contact details. Recruiters need these to be able to easily contact you.

Basically, that's it. Thanks for listening, and we will hear each other next week for another podcast on job hunting.



Track 12

The influencer phenomenon

It is estimated that about 40 per cent of the world's population uses social media, and many of these billions of users look up to influencers to help them decide what to buy and what trends to follow.

So, what is an influencer, and how do you become one?

An influencer can influence their followers' decisions because of their relationship with their audience and their knowledge and expertise in a particular area, for example, fashion, travel, or technology.

Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy, and influencers are seen by many

companies today as a direct way into customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to \$25,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you wish to become one of them, then here are five tips on how to do it.

1. Choose a catchy username.

Usernames are important. These are the words that users will type to find you, and you want them to remember your username so that they can go back to your profile.

2. Write an interesting bio.

Write an attention-grabbing bio that describes you and your specialty area in an interesting and unique way. Make sure that people who read your bio will want to follow you.

3. Post regularly and consistently.

Many influencers post daily on their social media accounts. The more you post, the more likely people will follow you. Also, ensure that your posts are consistent and generally follow a theme.

4. Tell an interesting story.

Whether it is a photo or a comment you are posting, use it to tell a story that will catch your followers' attention and help them connect with you.

5. Make sure people can find your content easily.

Publicise your posts on a variety of social media, use hashtags and catchy titles and make sure that they can be easily found. There's no point in writing the most exciting blog posts or posting the most attractive photographs if no one is going to see them.

(Adapted from <https://learnenglish.britishcouncil.org>)

Unit 6**How can I help you?**

IT Helpdesk: Hello, and thank you for calling our IT technical support.

Caller: I have a problem, and I would like to speak to someone.

IT Helpdesk: Your call is important to us. You will have to wait for five minutes as you are number 25 in the queue.

Caller: OK then...

IT Helpdesk: Good afternoon. My name is Jack, and I am a technical support officer. How can I help you?

Caller: Good afternoon, Jack. I have a problem with my new phone, and I need some help.

IT Helpdesk: OK. What is the problem?

Caller: I bought this phone four weeks ago. Ever since I bought it, the battery doesn't seem to be working properly, and I don't know what's going on.

IT Helpdesk: It doesn't seem to be working properly... Could you develop that a bit further, please? What is the main problem you are finding with the battery?

Caller: Well, I charge the phone every night all through the night. Yet, at around 3 or 4 p.m. the next day, the battery is completely discharged.

IT Helpdesk: OK, but how much do you use your phone?

Caller: Well, I mainly use it for phone calls. I sometimes check the news on the phone during the morning... but that's it.

IT Helpdesk: Have you downloaded a large number of apps?

Caller: Not really. I just have three apps on the phone. I am not the best with technology, as you may have already noticed...

IT Helpdesk: OK... I'm afraid I can't help you. I need to put you through to the warranty department as they will have to decide whether you need to get a new phone or if we should repair yours.

Caller: OK. But is it immediate? Or will I have to wait again?

IT Helpdesk: I'm sorry, sir... I'm afraid you'll have to wait for a few minutes.

Caller: OK. Go ahead.

IT Helpdesk: Your call is important to us. You will have to wait for 10 minutes as you are number 43 in the queue.

Caller: Again...

IT Helpdesk: Good afternoon. My name is Anne, and I am a technician support officer. How can I help you?

Caller: Good afternoon. I was talking with one of your colleagues about my phone. My battery is having some issues, and I would like to find a solution as soon as possible.

IT Helpdesk: OK. Could you please tell me your phone model?

Caller: Yes... It's a Hawaii 30CS.

IT Helpdesk: Perfect. I will get you an appointment with the technician so that she can fix it. Where do you live?

Caller: I live in London.

IT Helpdesk: Our London office is on Richmond Road. Is it OK for you to get there sometime next week?

Caller: OK. Next Wednesday. What time should I be there?

IT Helpdesk: We're open from 10:00 a.m. to 5:00 p.m.

Caller: OK. I will be there then. Thank you very much.

IT Helpdesk: You are welcome. Is there anything else I can help you with?

Caller: No, thanks. Have a good day.

IT Helpdesk: Have a good day. Thank you very much for your call.

Dealing with a complaint

Hello. My name is James Almond. I purchased a computer from your shop a week ago. I ordered it online last Wednesday, and it arrived on Friday. Yet, as soon as I switched the computer on, problems started almost immediately. The first major complaint I have is that the computer came without a charger, so I had only time to switch it on because after a couple of minutes the computer's battery was fully discharged, and I didn't have a charger to sort the problem. When I looked at the computer's elements and instructions, I realised that they were only in German, so I couldn't guess whether the charger was included in the computer's price or not.

I am going to leave you some information about me, and I would be very grateful if you could get in touch with me without delay.

My name is James Almond. My customer number is 1567, and the order number for my computer is #56.

You can contact me at my phone number, 0044762349653, or by email: jamesalmond@bmail.com.

Please get in touch with me as soon as possible to discuss potential solutions to this problem. I will also write a letter to your head office as I think getting the problem through as soon as possible is important. OK, thank you very much in advance. Bye!



Track 14

VII. Irregular verbs

Infinitive	Simple Past	Past Participle	Translation
be	was/were	been	ser/estar
beat	beat	beaten	golpear
become	became	become	llegar a ser
begin	began	begun	empezar
bite	bit	bitten	morder
bleed	bled	bled	sangrar
blow	blew	blown	soplar
break	broke	broken	romper
bring	brought	brought	traer/llevar
build	built	built	construir
burn	burnt/burned	burnt/burned	quemar
buy	bought	bought	comprar
catch	caught	caught	coger
choose	chose	chosen	elegir
come	came	come	venir
cost	cost	cost	costar
cut	cut	cut	cortar
do	did	done	hacer
draw	drew	drawn	dibujar
dream	dreamt	dreamt	soñar
drink	drank	drunk	beber
drive	drove	driven	conducir
eat	ate	eaten	comer
fall	fell	fallen	caer
feel	felt	felt	sentir
fight	fought	fought	luchar
find	found	found	encontrar
fly	flew	flown	volar

Infinitive	Simple Past	Past Participle	Translation
forbid	forbade	forbidden	prohibir
forget	forgot	forgotten	olvidar
forgive	forgave	forgiven	perdonar
get	got	got	obtener
give	gave	given	dar
go	went	gone	ir
grow	grew	grown	crecer
have	had	had	haber/tener
hear	heard	heard	oír
hide	hid	hid	ocultar
hit	hit	hit	golpear
hold	held	held	agarrar
hurt	hurt	hurt	herir
keep	kept	kept	conservar
know	knew	known	saber/conocer
learn	learnt/learned	learnt/learned	aprender
leave	left	left	dejar
let	let	let	permitir
light	lit	lit	encender
lose	lost	lost	perder
make	made	made	hacer
mean	meant	meant	significar
meet	met	met	encontrar
pay	paid	paid	pagar
put	put	put	poner
read	read	read	leer
ring	rang	rung	llamar
rise	rose	risen	levantarse/aumentar
run	run	run	correr/ejecutar/manejar
say	said	said	decir

Infinitive	Simple Past	Past Participle	Translation
see	saw	seen	ver
sell	sold	sold	vender
send	sent	sent	enviar
set	set	set	poner/colocar/establecer
shake	shook	shaken	sacudir
shoot	shot	shot	disparar
show	Showed	Showed	mostrar
sing	sang	sung	cantar
sit	sat	sat	sentarse
sleep	slept	slept	dormir
smell	smelt	smelt	oler
speak	spoke	spoken	hablar
spell	spelt	spelt	deletrear
spend	spent	spent	gastar
split	split	split	romper/dividir
stand	stood	stood	estar de pie
steal	stole	stolen	robar
strike	struck	struck	golpear
swear	swore	sworn	jurar
swim	swam	swum	nadar
take	took	taken	coger/llevarse
teach	taught	taught	enseñar
tell	told	told	decir
think	thought	thought	pensar
throw	threw	thrown	arrojar/tirar
understand	understood	understood	entender
wake	woke	woken	despertarse
wear	wore	worn	llevar puesto
win	won	won	ganar
write	wrote	written	escribir

VIII. Glossary



Unit 1: Looking for a job in IT

agile _____

ambitious _____

autonomous _____

badly paid _____

caring _____

challenging _____

committed _____

creative _____

creativity _____

delivery person _____

demanding _____

dependent _____

disloyal _____

disobedient _____

disorganised _____

driver _____

dull _____

easy-going _____

efficiency _____

efficient _____

energetic _____

engineer _____

follower _____

full-time _____

good memory _____

hard-working _____

helpdesk technician _____

imagination _____

inactive _____

incompetent _____

indifferent _____

indoor _____

inept _____

information security analyst _____

interesting _____

intolerant _____

Java developer _____

lazy _____

leader _____

leadership skills _____

logical reasoning _____

loyal _____

manager _____

obedient _____

onsite _____

organisational skills _____

organised _____

outdoor _____

part-time _____

passionate _____

permanent _____

problem solving skills _____

productive _____

programmer _____

programming languages _____

punctual _____

remote _____

repetitive _____

rewarding _____

secretary _____
 serious _____
 skilled _____
 slow _____
 stressful _____
 talented _____
 teamwork skills _____
 tedious _____
 temporary _____
 tireless _____
 uncaring _____
 uncreative _____
 unenthusiastic _____
 unproductive _____
 unpunctual _____
 unskilled _____
 unusual _____
 varied _____
 web designer _____
 well-paid _____
 witty _____
 worker _____



Unit 2: My world 2.0

Bluetooth _____

camera _____
 capacity _____
 comfortable _____
 desktop computer _____
 ergonomic _____
 expensive _____
 external memory _____
 fast _____
 graphic tablet _____
 hard drive _____
 high definition _____
 inkjet _____
 input device _____
 mainframe _____
 memory _____
 microphone _____
 operating _____
 output device _____
 powerful _____
 processor _____
 RAM _____
 smartphone _____
 speed _____
 storage device _____
 system _____
 touchscreen _____
 unlimited _____
 updated _____
 wired _____
 workstation _____



Unit 3: IT systems run the business

consent _____

cyberattack _____

cyberbullying _____

data backup _____

delete _____

device management _____

download _____

error detecting aids _____

file management _____

follow _____

go offline _____

hacker _____

ID badge _____

interface _____

log in _____

log out _____

malware _____

memory management _____

password _____

piracy _____

plug in _____

processor management _____

record _____

regulates _____

scroll up _____

security _____

security company policy _____

spyware _____

switch off _____

switch on _____

Trojan horse _____

turn on _____

unauthorised person _____

unfollow _____

upload _____



Unit 4: The World Wide Web

broadband modem _____

browser _____

central computer _____

creation _____

cyberspace _____

dangers _____

data _____

developers _____

domain name _____

elements _____

Ethernet cables _____

fake _____

file server _____

firewall _____

high-level languages _____

HTML _____

internet _____
 intranet _____
 IP address _____
 links _____
 misuse _____
 network _____
 political _____
 programming language _____
 structure _____
 switch _____
 URL _____
 web page _____
 website _____
 wired lan _____
 wireless lan _____
 wireless router _____
 World Wide Web _____



Unit 5: E-commerce

add to cart _____
 basket/shopping cart _____
 browse a website _____
 cash _____
 change _____
 cloud _____
 comment _____

debit/credit card _____
 delivery _____
 direct message (dm) _____
 general interest _____
 get _____
 go to the check-out _____
 hashtag _____
 laugh _____
 like _____
 location _____
 make _____
 newsfeed _____
 notification _____
 open an account _____
 order _____
 outlet _____
 out of stock _____
 post _____
 refund _____
 return _____
 sales _____
 search _____
 shipping conditions _____
 spend _____
 statistics _____
 tag _____
 target _____
 trend _____
 trolled _____
 use _____
 verified account _____
 voucher _____
 wish list _____



Unit 6: IT in the office

accident _____

appointment _____

battery _____

bold _____

cell _____

chat _____

columns _____

cyber _____

difference _____

document _____

excuse me _____

fault _____

file _____

full compensation _____

help _____

helpline _____

inconvenience _____

insert _____

italics _____

layout _____

measures _____

mistakes _____

misunderstanding _____

one-off situation _____

organisation _____

program _____

references _____

rows _____

teacher _____

technical support officer _____

technician _____

tomorrow _____

underlined _____

voice clip _____

working _____

RESET YOUR COMPUTER

Inglés para Informática

Paraninfo
www.paraninfo.es

Reset your Computer is a new method specifically tailored to the needs of students studying vocational training courses in Information Technology (*Ciclos Formativos de la familia profesional de Informática y Comunicaciones*).

The content of this course follows the syllabus of these studies. It provides students with the necessary basic skills in the English language to help them succeed in today's professional world of Information Technology.

With **Reset your Computer**, students can practice both the receptive and productive skills of the foreign language –listening, reading, writing and speaking– through up-to-date texts and motivating meaningful activities. **This student's book** also includes grammar and vocabulary exercises so students can also use it as a workbook.

Besides individual and class work, students will also be required to work in teams to search for extra information in order to expand their knowledge: projects, websites, etc. Special emphasis is placed on developing oral skills, as communication in English will be crucial for their professional development.

Key features include:

- Varied topics related to the field of Information Technology (IT).
- Extensive and specific vocabulary used in context.
- Comprehensive basic grammar coverage and review charts.
- Relevant listening materials.
- Communicative speaking activities.
- Interesting reading texts from different sources.
- Varied and useful writing practice.
- Self-assessment sections in every unit.
- Appendices with extra grammar and other materials.

TEACHING RESOURCES

- Programación didáctica
- Listening files

- Teacher's book
- LDP (Libro Digital Proyectable)

These resources are exclusively for teachers who have confirmed with our Promotion Department that this publication will be used as a textbook in their classroom. / Estos recursos son exclusivos para el profesorado que confirme con nuestro Departamento de Promoción la adopción de este título como libro de texto en el aula.

