

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

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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?

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Listening



Introductions

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

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.

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Vocabulary 11

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 ¹ organised ² autonomous ³ passionate incompetent disorganised dependent indifferent productive	productive obedient creative punctual unproductive disobedient uncreative unpunctual loyal	committed 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.

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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?

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6. Match the adjectives below with their definition:

ambitious punctual committed energetic talented

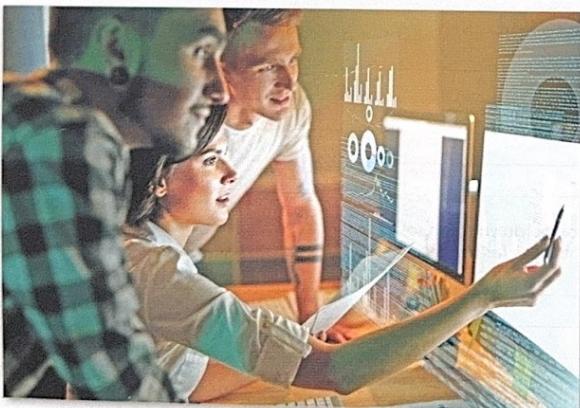
a)	Someone dedicated to their job and completely loyal to the company.
b)	Someone who is always on time.
c)	Someone who wants to achieve success, power, or wealth.
d)	Someone who has a natural ability or skill.
e)	Someone who shows a lot of energy at work.

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)



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Grammar 1

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

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

- a) Martha _____ the manager of the company.
b) They _____ their own computer at the office.
c) She _____ 32 years old.
d) What _____ the address of your company?
e) How old _____ you?
f) Tom _____ a course in web design.
g) My work colleague _____ one son and one daughter.
h) My boss _____ really demanding.
i) His sister _____ her own IT company.
j) _____ you happy with your new position at the company?
k) 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!

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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.*

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

-s	-es	-ies

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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



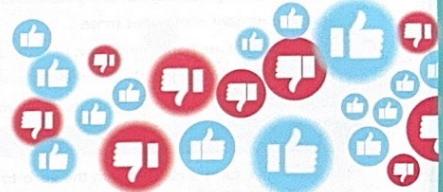
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Likes and dislikes

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: I like / don't like + noun / I like / dislike + verb ending in -ing

• 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**:

- a) Tom _____ (learn) about computers.
- b) IT students _____ English.
- c) Sarah _____ the IT training sessions.
- d) Teachers _____ (check) exams.
- e) Employees _____ (work) on Sundays.
- f) Sarah and Tom _____ computers.
- g) Peter _____ sports.

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

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



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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*

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

-ing	Drops final -e and adds -ing	Double consonant + -ing
shop	camp	stay
cook	watch	listen
have	study	talk

→ 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:

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

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

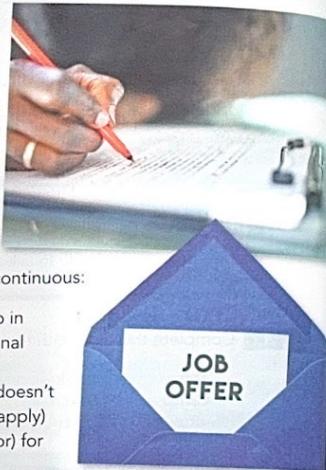
- a) He _____ (delete) his account from the app.
- b) We _____ (post) all the information about the project on our blog.
- c) The students _____ (design) a website for the vocational school.
- d) Currently, nearly four billion people worldwide _____ (use) the internet.
- e) Smartphones _____ (work) that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

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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) 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:

- _____
- _____
- _____
- _____
- _____

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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

- Get ready for the interview.
- Arrive on time.
- Do some research on the company.
- Dress appropriately.
- Bring your CV with you.
- Listen carefully.
- Be ready for both professional and personal questions.
- Tell the truth.
- Show a positive attitude.
- 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.



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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.

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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?*

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) _____

Unit 1

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.

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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.

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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?

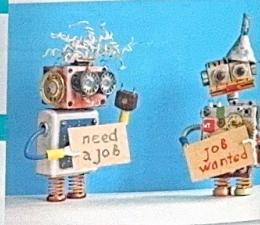
5. Make a list of questions you think are important in a job interview for each of these positions:

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.

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Grammar 11

Countable and uncountable nouns

Countable nouns

They refer to things or people that you can count. For example: one apple, two oranges, five laptops, ten smartphones.

Uncountable nouns

They are things that cannot be counted: rice, sugar, coffee, information, hardware.

Don't forget!

Articles

Indefinite 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: a dog, a company, a job, a tablet.
- If a noun starts with a vowel sound, we put an 'an' before the noun: an apple, an office, an engineer, an operating system.

Definite articles

the

All nouns (singular, plural, countable or uncountable) can be preceded by the: the dog, the apple, the video game, the interface.

Quantifiers

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

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

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

Unit 1



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

Looking for a job in IT

Looking for a job in IT

Unit 1

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



Sarah Peters

Data analyst at DigiCompt
sarah.peters@outemail.com
00447643219965

Education

Advanced vocational training in Data Analysis
2018–2020
London Vocational Academy (London, UK)

Work experience

2020– DigiCompt – UK High Street 24 – Chelmsford (Essex) 0044 7743896643 Junior Data Analyst	2018–2020 IT resources Union Street 144, London 0044 7643493241 Data analysis apprenticeship
Responsibilities: examine data to provide business insights.	Responsibilities: collect and organise data.

Languages

English: Mother tongue.
French: B1 level

Skills

Driving license
Public speaking skills
Teamwork

Interests

Volunteering
Photography
Travel

Referees

Education Adam Lewis Teacher at London Vocational Academy 0044 7699 457902	Professional Tom Williams Employer at DigiCompt 0044 7432 846721
---	---

Unit 1

Looking for a job in IT

4. Complete the CV with your information:

CURRÍCULUM 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.

Looking for a job in IT

Unit 1

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

Unit 1

Looking for a job in IT

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@dq.com

1. *Acacia* 2. *Acacia* 3. *Acacia* 4. *Acacia* 5. *Acacia*

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.



COVER LETTER

- ### 9. Optional task:

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

Unit 1

Check your progress

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

A small, rectangular metal bracket with a curved hook on one side and two circular holes, likely used for mounting or securing components.

	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"/>


Remember
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 -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)


Remember
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?

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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

My world 2.0

Unit 2



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) _____

Reset your Computer

Unit 2

My world 2.0

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)

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Unit 2



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.

Reset your Computer

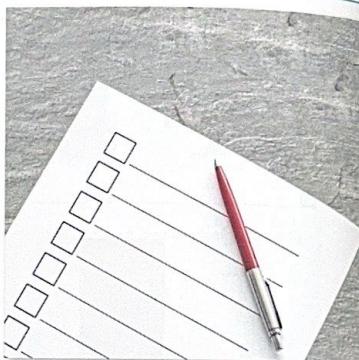
Unit 2

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: _____

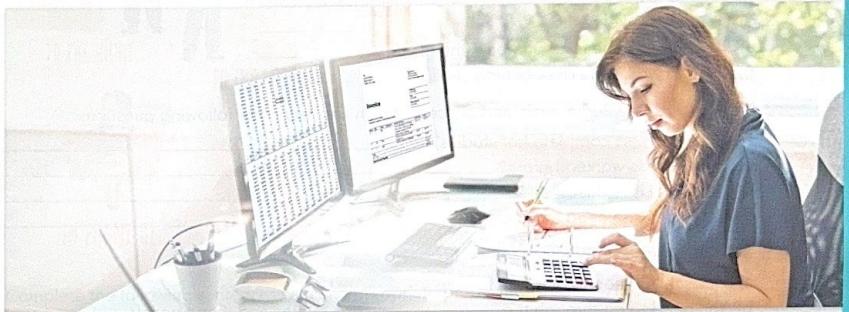
9. Next, read the definitions to your partners and see if they can guess their names.

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My world 2.0

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.



Reset your Computer

Unit 2



Getting to know the office

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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.

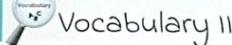
4. Can you explain and translate the meaning of the following words mentioned in the audio?

fast learner: _____
colleague: _____
fully equipped: _____



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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:

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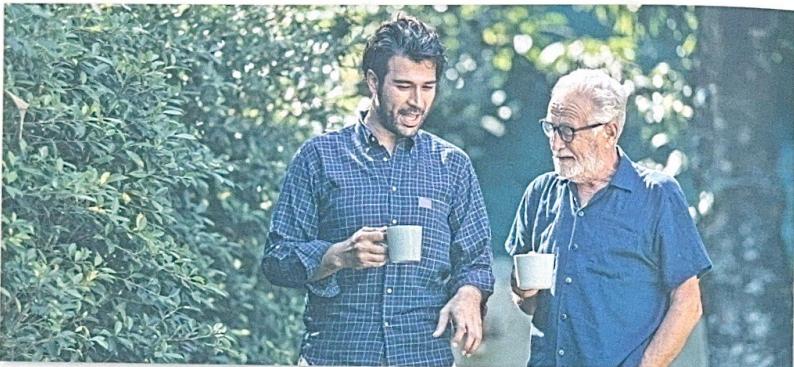
45

Unit 2



Listening 11

I got a smartphone!



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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) _____



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Unit 2

Vocabulary 111

Characteristics of computers

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

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

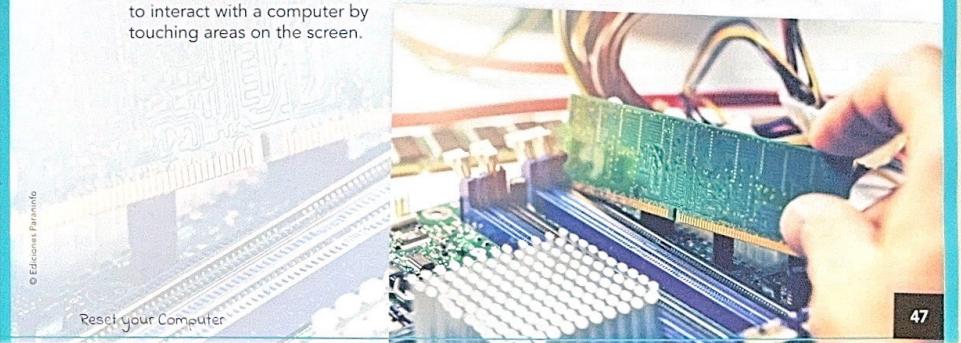
processor	webcam
RAM	capacity
hard drive	speed
operating	capacity
storage	system
high-definition	memory



2. Write the name of the matching computer characteristic in the definitions below:

hard drive touchscreen
Bluetooth and Wi-Fi technology operating system
storage capacity

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



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Unit 2



Listening 111

At the IT shop



Escucha la conversación entre el vendedor y el cliente.



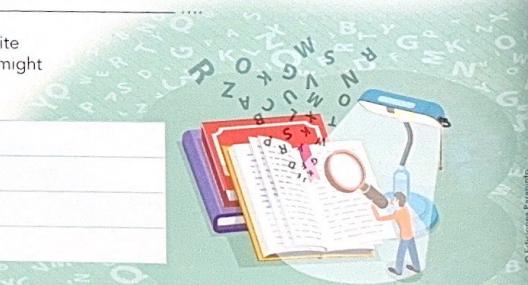
Track 5

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	



My world 2.0

My world 2.0

Unit 2



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** of the past simple, we just need to add **-ed** to the base form of the verb. It is important to note that there are certain rules:
 - a) For verbs that end in **-e**, only add **-d** at the end: *like* → *liked*
 - b) With verbs ending in **-y**, change **-y** into **-i** and add **-ed**: *try* → *tried*
 - c) 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

I finished
You finished
He / She / It finished
We finished
You finished
They finished

Negative

I did not finish → I didn't finish
You did not finish → You didn't finish
He / She / It did not finish → He / She / It didn't finish
We did not finish → We didn't finish
You did not finish → You didn't finish
They did not finish → They didn't finish

Interrogative

Did I finish?
Did you finish?
Did he / she / it finish?
Did we finish?
Did you finish?
Did they finish?

Exceptions

Verb to be

Affirmative
I was
You were
He / She / It was
We were
You were
They were

Negative
I was not → I wasn't
You were not → You weren't
He / She / It was not → He / She / It wasn't
We were not → We weren't
You were not → You weren't
They were not → They weren't

Interrogative
Was I...?
Were you...?
Was he / she / it...?
Were we...?
Were you...?
Were they...?

Unit 2

My world 2.0

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?



My world 2.0

Unit 2

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 _____.
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

Unit 2

My world 2.0

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:

- a) Steve Jobs _____ (be) the creator of the iPhone, iPod, and Apple's Mac computers.
b) He _____ (be raised) in Cupertino, California.
c) He _____ (start) university.
d) They _____ (design) it in Jobs' family garage.
e) They _____ (manage) to obtain financing, distribution, and publicity for the computer.
f) 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:

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

Reset your Computer

My world 2.0

Unit 2

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 was finishing	I was finishing	Was I finishing?
You were finishing	You were finishing	Were you finishing?
He / She / It was finishing	He / She / It was finishing	Was he / she / it finishing?
We were finishing	We were finishing	Were we finishing?
You were finishing	You were finishing	Were you finishing?
They were finishing	They were finishing	Were they finishing?



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) _____



Reset your Computer

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**.

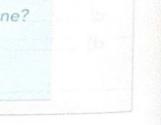
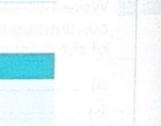
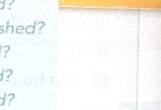
Note that past participles can be regular (they add **-ed** at the end) or irregular (check the irregular verbs list in the **Appendices**).

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?



Unit 2



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.



Reset your Computer

My world 2.0

My world 2.0



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.

Reset your Computer

Unit 2

My world 2.0

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:

- Do smartwatches have the same features as traditional watches? _____
- What are their modern features? _____
- Are smartwatches appropriate for kids? Why? _____
- What do they monitor when you are at work? _____
- Do you have a smartwatch? Why? _____

2. Look for synonyms in the text:

- essential: _____
- characteristic: _____
- action: _____
- regular: _____
- price: _____

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

- You can take your smartwatch wherever you go. _____
- Smartwatches have an everlasting battery. _____
- Smartwatches keep track of your vital signs. _____
- You don't wear smartwatches on your wrist. _____
- Kids need to have a smartwatch as they are always on the move. _____

4. Add two more advantages and disadvantages of smartwatches:

- _____
- _____
- _____
- _____

Reset your Computer

My world 2.0

Unit 2



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.



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

Reset your Computer

Unit 2

My world 2.0

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.



Unit 2

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
I finished	I did not finish → didn't finish
You finished	You did not finish → didn't finish
He / She / It finished	He/She/It did not finish → didn't finish
We finished	We did not finish → didn't finish
You finished	You did not finish → didn't finish
They finished	They did not finish → didn't finish

Interrogative
Did I finish?
Did you finish?
Did he / she / it finish?
Did we finish?
Did you 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?



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.

MADE IN EUROPE

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

CV Manager

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

- First, go to this link: <https://europa.eu/europass/eportfolio/screen/cv-editor?lang=en> and click on 'Create new CV'.
- Then, fill in the information about your education, training, work experience, and skills.
- After that, create and download your Europass CV.
- 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>

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

IT systems run the business

Unit 3

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) _____

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'.

Reset your Computer

Unit 3

IT systems run the business

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

Memory management
Device management
Security
Error-detecting aids
Processor management
File management

detect problems with the computer.
decides which process is performed and for how long.
allocates the computer's resources.
handles the communication between the OS and its drivers.
is the control of the computer's main memory.
prevents unauthorised access.

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

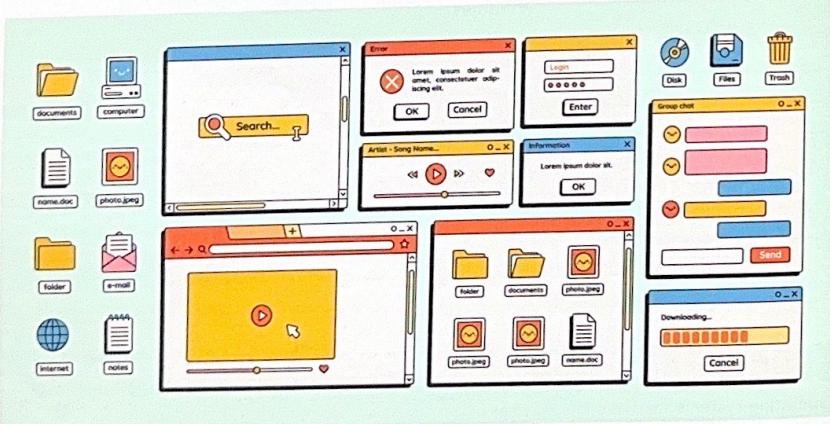


VOCABULARY TIP

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.



IT systems run the business

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

VOCABULARY TIP

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

Reset your Computer

Unit 3

IT systems run the business



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) _____

Reset your Computer

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

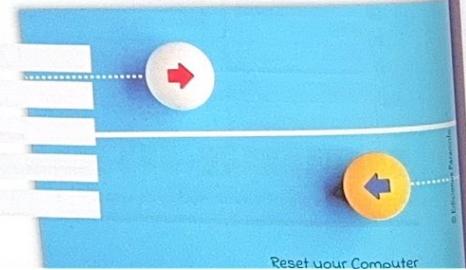


Now, explain in brief the main purpose of those apps:

- | | |
|----|----|
| a) | i) |
| b) | j) |
| c) | k) |
| d) | l) |
| e) | m) |
| f) | n) |
| g) | o) |
| h) | |

8. Match the opposites:

switch on	delete
follow	download
log in	switch off
upload	unfollow
save	log out



Unit 3

IT systems run the business

B. New app



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.

IT systems run the business

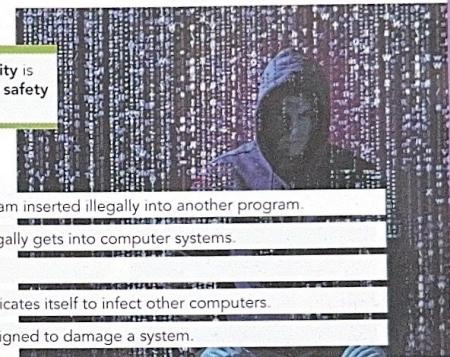
Unit 3

Vocabulary 11

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.



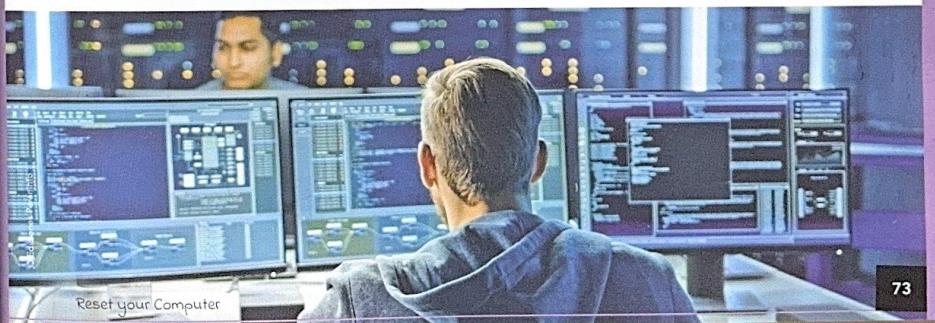
1. Match the words with their definitions:

- | | |
|------------|---|
| a) hacker | part of a computer program inserted illegally into another program. |
| b) malware | a computer user who illegally gets into computer systems. |
| c) virus | type of malware. |
| d) trojan | type of malware that replicates itself to infect other computers |
| e) worm | 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.



Unit 3

IT systems run the business

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.



IT systems run the business

Unit 3

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:

- turn on: _____
- log in: _____
- scroll up: _____
- plug in: _____
- go offline: _____

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



Unit 3

IT systems run the business

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.

IT systems run the business

Unit 3

Speaking

Software and applications you use

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

Follow these steps to organise your presentation

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



2. Organise the description using this sheet:

Software/App	Characteristics	Positive and negative aspects about it	Future prospects for the app
Word-processing document creation	Word-processing document creation	Positive and negative aspects about it	Future prospects for the app

3. Make the presentation in front of your classmates.



Unit 3



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?

IT systems run the business

IT systems run the business

Unit 3

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: _____



Unit 3

IT systems run the business



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!

- 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.

Unit 3

IT systems run the business

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.

- 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.



I can give information about software/apps.



I am able to use and recognise different future tenses.



I am able to pick up information when listening to conversations about software.



I can form sentences in the future tense.



I can have a conversation related to the characteristics of an app/software.



I know how to write a description of an app/software.



When I listen to someone describe an app/software description, I understand most of the information.



During the lessons, I have spoken English.



Comments:

Remember

FUTURE SIMPLE. VERB TO FINISH

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

Affirmative

I will finish

Negative

I will not finish → won't finish

Interrogative

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

I am going to finish

Negative

I am not going to finish

Interrogative

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.

