

7 Security

Vocabulary: Computer security
Reading: Avoiding risks

Grammar: Conditionals
Listening: Cybercrimes

Speaking: A discussion
Writing: An email of apology

Vocabulary

Computer security

1 What's the difference between **security** and **safety**?

- a) **Security / Safety** refers to the prevention from external attacks usually in technology.
- b) **Security / Safety** refers to the protection of your life in order not to be harmed.



2 Complete the following sentences with **security** or **safety**:

- a) The _____ of your computer is weak. You should install a new antivirus.
- b) We are worried about my grandmother's house. The _____ of her building seems weak since the walls have a lot of cracks.
- c) When you set up your new smartphone, you must follow the _____ tips provided in the instructions.
- d) One of the _____ tips that I was given when I was a child was to use a comfortable and good chair when using the computer.

3 Answer these questions in pairs. Then share your answers with the rest of the class.



- Why is security so important on the Internet?
- How do you protect your computer from external attacks?

4 Read the following definitions and write the concept they refer to:

worm - hacker - spyware - trojan - cracker - malware - virus - adware

- a) A _____ is a person who breaks into a computer to obtain information.
- b) A _____ is a person who breaks into a computer for criminal aims.
- c) A _____ is a program that enters your PC and infects your computer.
- d) A _____ is a self-copying program that spreads and replicates itself.
- e) A _____ is a computer virus that looks like a useful program but it is not.
- f) _____ refers to malicious software.
- g) _____ collects information from your PC without your consent.
- h) _____ is software that shows popup advertisements on your screen.



Vocabulary

- 5) Read the following security tips and complete them with the missing words:

username - https - spyware - password - padlock - message



- A secure web shows _____ in the address bar and a _____ icon next to the website's address.
- Create a _____ and _____ to have access to your computer system.
- Some programs show a warning _____ when they detect _____.

- 6) What is a cybercrime? Read the following text and learn about the most common ones:

Cybercrimes are a common threat for our computers. There are many of them but one could argue that the most widespread is piracy. **Piracy** is the illegal copying and distribution of copyrighted software, music or games. It is difficult to eradicate piracy because it has become one of the most common methods of downloading illegal material among common users. **Plagiarism** is another cybercrime that consists in pretending that someone's work is yours. One of the most dangerous cybercrimes today is **phishing** (password harvesting fishing). It is the attempt to get passwords for bank accounts or credit card numbers by using emails that look like they are from real organizations. People believe these messages and send private and personal information. **IP spoofing** is the creation of TCP/IP packets to make a computer look like another one in order to obtain unauthorized access. Finally, needless is to say that **cyberstalking** is the most worrying for parents and teenagers. It implies online harassment and abuse. This usually happens in chats or newsgroups and it is dangerous for young computer users that might be easily influenced.

- 7) Read the text again and answer these questions orally with your partner:



- In your opinion, what is the most serious and dangerous cybercrime?
- Tell your partner about your personal experience with cybercrimes. Have you ever committed any of them? Have you ever been a victim of any of them? Give examples.
- What measures can be taken to stop cybercrimes?

- 8) Make groups of three. You are going to discuss a topic in class. Prepare your ideas to share with your partners.

Have we lost our privacy to the internet?



SOCIAL NETWORKS	WEBSITES	BLOGS
CHATS	CAMERAS	VIDEOS
INSTANT MESSAGING	SMARTPHONES	



1 Read the following text.

AVOIDING RISKS

- 1 Security is one crucial aspect when sending information online. Consider ordinary and common situations such as buying a flight ticket or buying a book online. These online purchases imply the introduction of your most personal information such as name, address, ID number and what is even more dangerous, your credit card number. This confidential information passes from computer to computer on its way to the final destination, that is, the bookstore or the airline company. If one of the intermediary computers is infiltrated by **hackers**, your information can be stolen and copied.

What should ordinary users do to avoid these risks? **Malware** can damage your computer. **Viruses, trojans, worms** or **spyware** can enter your PC and destroy important information. It is recommended not to download **unknown programs** from the Internet which may end up being a risk for your PC and not to open **email attachments** unless you know the sender and the content of the message. Moreover, it is advisable to update your **anti-virus software** as often as possible since new viruses are created all the time.

It is also necessary to set security alerts to protect your browser. For instance, there are browsers that display a **lock** and allow the user to delete, disable **cookies** or prevent them from being created. A cookie is a small amount of data generated by a website and saved by your web browser. Therefore, disallowing cookies provides a higher level of privacy.

SSL certificates are also a way to identify secure websites. These certificates are files installed on a website. They verify the authenticity of a company so online shoppers can trust the web and know that it is secure and reliable. It is advisable that users make sure that banking services, above all, use these digital certificates.

Email privacy should also be taken into account. Your email can be read by thousands of people who may have access to it illegally. To protect a message, it should be encoded with encryption. **Encryption** changes data into a secret code so it can only be **decoded** and read by someone who has the correct decoding key. It is one of the most used medium of data transfer. To guarantee network security, **firewalls** are also used to limit the data that can pass through them and protect a server from damage by unauthorized users. It is also known that using **passwords** is a must if you want to protect your computer. All systems must be accessed by a password which should not be shared with others and should be changed often.

Reading comprehension

2 Read the text above and classify the words in bold into risks and security methods. You can add more examples. Then, say if you use any of these security methods to protect your computer.

RISKS	SECURITY

Reading

3 Answer the following questions according to the information in the text.

- Why is it risky to buy a flight ticket online?
- How can you protect your PC from malware?
- Why is it advisable to disallow cookies?
- Why do online shoppers make sure that some websites use SSL certificates?
- Can messages be decoded by any user?

4 Say if these sentences are true or false. Justify your answers.

- Buying online is always dangerous for online shoppers.
- Users can open email attachments provided that they know their sender.
- Ordinary users can disable cookies to protect their computers.
- SSL certificates are used by banking services to prove they exist and they are real.
- Decryption converts encrypted data back into its original form.
- Firewalls are used to transfer data.

5 Look for words in the text that have these meanings.

- Acquisitions
- Prevent
- Install, apply
- Consequently
- To ensure

6 Find words in the text that have opposite meanings.

- Irrelevant
- Safe
- Allowing
- Lower
- Mistrust
- Unreliable

7 Answer the following questions in pairs and then share the ideas with your classmates.



- Are you an online shopper?
- How often do you buy online? What do you buy?
- Do you introduce personal details in any website?
- How do you know the websites you use are secure?
- Have you ever been lied about your purchases?



Conditionals

- 1) Read the following table about conditionals:

Zero Conditional	
<ul style="list-style-type: none"> If you <u>heat</u> water to 100 degrees, it <u>boils</u>. <p>If + present simple, present simple</p>	We use <i>the zero conditional</i> to refer to facts and things that always happen.
First Conditional	
<ul style="list-style-type: none"> If they <u>go</u> to China, we <u>will visit</u> them. <p>If + present simple, will + infinitive</p>	We use <i>the first conditional</i> to refer to things that might happen in the future.
Second Conditional	
<ul style="list-style-type: none"> If I <u>won</u> the lottery, I <u>would buy</u> a car. <p>If + past simple, would + infinitive</p>	We use <i>the second conditional</i> to refer to things that are unlikely to happen.
Third conditional	
<ul style="list-style-type: none"> If I <u>had studied</u> more, I <u>would have passed</u> the exam. <p>If + past perfect, would have + past participle</p>	We use <i>the third conditional</i> to refer to things that did not happen.

- 2) Zero conditional: Complete the sentences with a suitable verb. There may be more than one correct answer.

- If you _____ to Prague, eat the traditional *goulash*.
- When I use the phone, don't _____ noise, please.
- If it _____, don't ride the bike.
- Unless you _____ money, don't come to my shop.
- If my mother _____ paella, my sister comes home.

- 3) Zero conditional: *If / When / Unless* can be used in the zero conditional. Complete the following sentences with the correct word.

- _____ you arrive in Paris, phone me.
- _____ you finish your work earlier, come home.
- _____ we are having lunch, we cannot use the phone.
- _____ you pay extra, you can only drink water.
- _____ you want to get there, take a taxi.
- _____ you need more space, don't pay the extra for first class.

- 4) First conditional: Complete the following sentences with the first conditional.

- If I _____ (study) today, I _____ (go) to the party tonight.
- We _____ (not celebrate) the festival if the weather _____ (not improve).
- She _____ (be) sick if she _____ (eat) all that cake.
- He _____ (not get) a job if he _____ (not send) curriculums.
- If you _____ (not hurry), we _____ (be) late.

Grammar

5 Second conditional: Write second conditional sentences with these unlikely situations.

- a) to be fluent in English
- b) to be younger
- c) to do more exercise
- d) to have more free time
- e) to meet a famous person

6 Third conditional: Complete these sentences with the third conditional.

- a) If my grandmother _____ (go) to University, she _____ (study) Mathematics.
- b) My sister _____ (be) happier if she _____ (not marry) that boy.
- c) I _____ (not miss) the train if I _____ (wake up) earlier.
- d) If he _____ (continue) his studies, he _____ (be) a famous musician.
- e) She _____ (not meet) him if they _____ (not study) in the same school.

7 Suggest third conditional sentences for the following things that did not happen.

- a) I didn't save money so I couldn't buy flowers for my girlfriend.
- b) Teresa didn't practise a lot so she failed the driving test.
- c) The students didn't agree with the education policies so they went on strike.
- d) Michael cheated on Claire and she broke up with him.
- e) I lost your phone number so I couldn't phone you.

8 Complete these conditional sentences about you.

- a) If I **had** a car, _____
- b) If my teacher **sets** homework for tomorrow, _____
- c) If I **won** the lottery, _____
- d) If you **mix** water and oil, _____
- e) If it **is** cloudy, _____
- f) If I **had followed** my parents' advice, _____
- g) If I **had** more free time, _____
- h) If my father/mother **gets** angry, _____
- i) If I **had chosen** a different vocational training course, _____
- j) If I **could** travel anywhere, _____

9 Read the instructions and play the game.



The conditional chain

The teacher writes a conditional sentence on the blackboard and all the students contribute with their own sentences to create a story.

Teacher: "If I could buy that dress/suit, I would go the party."

If I could go...

Student 1 might say "If I went to the party, I would drink champagne."

Student 2 continues "If I drank champagne, I would get drunk."

Student 3: "If I got drunk, I would talk to that girl/boy."

Cybercrimes



- 1** Listen to four people talking about cybercrimes. Match the speakers to the crime they are talking about and the correct statement:

Speaker 1	a) Phishing	a) The speaker is worried about how this problem may affect his/her job.
Speaker 2	b) Cyberstalking	b) The speaker didn't know he/she was committing a crime.
Speaker 3	c) Piracy	c) The speaker felt scared and nervous.
Speaker 4	d) Plagiarism	d) The speaker talks about what happened to another person.



- 2** Listen again and answer the following questions.

Speaker 1

- a) What did speaker 1 have to write about? How many words did she have to write?
b) What was the sanction for her crime?

Speaker 2

- c) What was the forum about?

- d) What did spyagent98 do to harass him?

Speaker 3

- e) What confidential information did the speaker's mother send to the bank?

- f) Why did his mother trust the email from the bank?

Speaker 4

- g) Why is she so worried about this crime?

- h) What is the main excuse for downloading books instead of buying them?

- 3** In pairs answer the following questions



- What would you advise speaker 2 to do?
- What would you do if you were speaker 3?
- Do you think plagiarism and piracy should be sanctioned hard? Why? Why not?



Speaking

A discussion

1) Read about discussions and the language used in them.

A discussion is the consideration and examination of a topic by a group. When we discuss a topic we do not only provide information about the subject but also give our opinion about it. That is why language is important when carrying out a discussion or debate.

Introduction

- Let's begin/start with

Opinion

- I think / I consider...
- The way I see it...
- It seems to me that...
- From my point of view...
- As far as I'm concerned...
- I don't think...
- On the one hand,...
- On the other hand,...

Agree / Disagree

- I agree/don't agree with you.
- I agree up to a point.
- I don't agree at all.
- I totally/strongly agree with you.
- Exactly! / That's true.
- Yes, you're right.
- Perhaps, but...
- I can understand, however...

Clarification

- What do you think?
- What's your opinion?
- What do you mean?

Interrupting

- Sorry to interrupt, but...
- I'm sorry, but...



2) You are going to have a discussion about the following topic:

What do you think about illegal downloading?

Make four groups:



Group 1: You are singers, actors and writers. You earn a living with your albums, films and books.

Group 3: You are the owners of shops and libraries where albums, books and films are sold.

Group 2: You are ordinary people that represent society: students, adults, old people, unemployed people...

Group 4: You are producers and publishers that make the launch of books, films and albums possible.



Each group has to write down ideas according to their roles. Then start the discussion with all the groups and do not forget to use the expressions in the table above.

1 Read the following email of complaint:

From: christyuk@hotmail.cs
To: IT4U
Subject: problem with computer

Dear Sir or Madam,

I am writing to **complain about** the computer that I bought last week. Its reference number is XC459863.

The technician that sold me the laptop said that it had an antivirus installed so that I did not have to worry about protecting my PC from malware. He also installed some programs in the new PC that I often use at work.

Two days ago, my boss **called a meeting** to inform us about a virus that had appeared in some computers of the office. He was very angry because one of the most important points of our **policy** is to protect our computers from viruses. **To my surprise**, I found out later that the virus had come from my new PC and that I did not have any antivirus installed.

I am **disappointed** with your service and I am therefore **looking for compensation** for the inconvenience.

Looking forward to hearing from you soon.

Yours faithfully,
Christina Carter

An email of apology

2 Answer the following questions about the previous email:

- What did Christina complain about?
- What is the purpose of her email?
- What is the meaning of the expressions in bold?
- If you were the manager at IT4U, which compensation would you offer her?
- What would you say if you had to reply to this email?

Thank the person for bringing the matter to your attention

- Thank you for bringing this matter to our attention.*

Apologize

- We feel sorry about...*
- We are very/extremely sorry to hear that...*
- I do apologize for the inconvenience.*
- Please accept our apologies.*
- We apologise for...*

Provide an explanation

- What seems to have happened...*
- I am afraid there has been a misunderstanding.*

Take action

- Be assured that we will...*
- We will do everything we can.*
- I will look into it right away.*

Offer a compensation

- Please find enclosed a voucher.*
- Your satisfaction is our priority.*
- We will offer you...*

3 Write an email/letter of apology to Christina Carter. Explain what action you are going to take in response to her complaint.

3 Applications and multimedia

Vocabulary: Types of applications. Multimedia
Reading: Waiters or machines?

Grammar: The passive
Listening: Google Glasses

Speaking: Creating an application
Writing: Tweeting

Vocabulary

Types of applications

- 1) Look at the smartphone and answer the following questions with your partner.



- Describe the applications you can see and explain what they are used for.
- How many of them have replaced human actions? Why?
- Which is the most useful for you in your daily life?
- Is there any app that you never use?
- Can you think of others that are necessary for you?

- 2) There are three different types of applications. Match them with the correspondent descriptions:

Native apps

Mobile Web apps

Hybrid apps

- a) They are composed of elements of the other two different types. They live in an app store and run on the device but they are written with web technologies.
- b) They are not real applications. They are in fact websites but look and feel like applications. Internet access is required because they are run by a browser.
- c) They are housed on the device and they are accessed through icons on the device home screen. They are used without internet connection and they are installed through an app store (for example, Google Play or Apple's App Store).

- 3) Classify the following apps into native, mobile web or hybrid applications.
Then think of more examples.

Financial Times	camera	Twitter	Angry Birds
Yelp	compass	Shazam	Gmail
Google maps	Google books	Flipboard	Air bnb

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NORTHWEEK



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Vocabulary

Multimedia

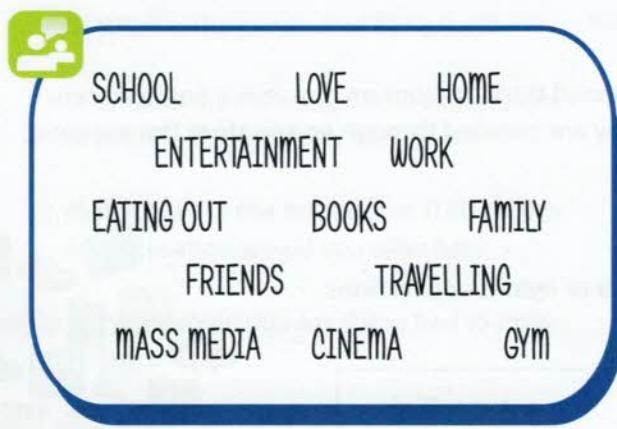
- 4) Provide a definition of multimedia in English. Use a dictionary if necessary.

- 5) These words are related to multimedia. Match them with their definitions.

interactivity	simulation	fair use	video/audio clip	media
animation	videogame	digitise	presentation	tutorial

- a) Representation of motion in graphics or text
- b) Live or recorded sound and moving image
- c) Slides that combine text, sound, graphics and animation and provide information
- d) Computer-based instruction that teaches skills or procedures
- e) Mass communication such as radio, TV, newspapers, magazines and the Internet
- f) A software program combining multimedia elements for the entertainment of people
- g) To change analogue information into digital information that the computer can use
- h) The ability of the user to interact with an application
- i) A computer-based model of real-life situation
- j) It allows others to use copyright material without infringing on the rights of the owner.

- 6) Talk with your partner about the presence and importance of multimedia in your life in the following contexts/situations/aspects. Then, share the ideas with the rest of the class:



1 Read the following text.

WAITERS OR MACHINES?

- 1 A revolution is happening in the restaurant industry. New ordering systems such as tablets and e-menus are being introduced now in restaurants and bars. The well-known American restaurants Applebee's, Chili's and McDonald's have been the first ones in trying out this innovative system which is causing controversy among the thousands of people who enjoy eating out every week with friends and family.
- 5 
- 10 The tablet-ordering system enables customers to order on the device instead of waiting or queuing. These tablets display an e-menu which makes the customer's choice easier and faster due to the visual content of the meals offered. This also guarantees less errors from the waiters and less confusion in the kitchen since everything is written clearly now. Considering that this new system is tech, futuristic and therefore attractive, the chances are it will be working in 80% of restaurants in ten years' time.
- 15 Needless is to say that ordering food is not the only function of these devices. Customers can also pay the bill and entertain themselves while waiting for the food. Watching a video, listening to music or checking the last updates of a social network might be a good way to avoid a boring wait or to make one's meal more pleasant. Families can even play games like Trivia on the tablets while they are sitting. As McDonald's owner operator in Kilkenny argued last month, "The design of the restaurant is focused on family and on creating a new experience for customers."
- 20 A last but not least argument in favour of this new service is the income that businesses are generating with this idea. More and more, parents feel enthusiastic about the idea of sharing food and technology with their kids so this implies a higher number of clients a day. Customers are also able to pay and get out faster, which means quick turnaround of tables. It is also believed that people who use tablets tend to order more extras such as dessert or coffee. All this makes a profit.
- 25 Nevertheless, the debate is alive. One could argue that this system is not the ideal one in a food and beverage environment because of the heat and bacteria of electronic gadgets. Besides, buying so many tablets and paying for their maintenance also requires higher investment than using paper menus. Ordinary people also argue that eating out is a leisure activity and we must be able to forget about technologies for a while. We are actually tired of using our computer or phone so many times a day. But the most important downside by far is the virtualization of such a social activity and the consequent loss of personal contact.
- 30

Reading comprehension

2 Match these sentences with each paragraph of the text.

- | | |
|-------------|---|
| Paragraph 1 | a) The devices offer a wide range of entertaining possibilities. |
| Paragraph 2 | b) Drawbacks of the new service keep a heated debate among customers. |
| Paragraph 3 | c) Three restaurants are the pioneers in introducing a new trend. |
| Paragraph 4 | d) The earnings are considered as one important advantage. |
| Paragraph 5 | e) With tablets, ordering a meal is a more effective process. |

Reading

3 Answer the following questions according to the information in the text. Use your own words.

a) Why do tablets contribute to an easier and faster ordering service?

b) Explain McDonald's owner's statement in your own words.

c) Do owners make more money with this new service? Provide examples.

d) How does the writer compare tablets with paper menus at the end of the text?

e) What is the most important disadvantage of this new service?

4 Look for synonyms in the text for the following words:

Paragraph 1

Experimenting

Familiar, famous

Paragraph 4

Switch

Supplements

Paragraph 2

Lining up

Probabilities

Paragraph 5

Drink, refreshment

Recreation, free time

Drawback

Paragraph 3

Gratifying, nice

5 Talk about the following aspects with your partner:



- Do you think this new ordering service is a good idea? Why/Why not?
- Do you agree with the advantages and disadvantages stated by the writer?
- Talk about the title of the text: Do you prefer waiters or machines?
- Think of other multimedia elements we find nowadays in restaurants.

6 Find out restaurants/bars in your country which are already using these devices. Write down the name, location and description of the place and then share the information with your partners.





The passive

1 Read about the use of the passive voice.

Passive voice is used when the focus is on the action and not on the person who does the action. It is also used in more formal contexts.

Present simple

Active: *Ted writes emails every day.*

Passive: *Emails are written by Ted every day.*

Past simple

Active: *The technician bought a new antenna.*

Passive: *A new antenna was bought by the technician.*

Present perfect

Active: *The IT teacher has repaired a computer.*

Passive: *A computer has been repaired by the IT teacher.*

Past perfect

Active: *Anna had already made a cake when I arrived.*

Passive: *A cake had already been made by Anna when I arrived.*

Future

Active: *The engineers will present a new project to the manager.*

Passive: *A new project will be presented to the manager by the engineers.*

2 Choose the correct form to complete the sentences:

- a) The Tower Bridge *locates/is located* near the Tower of London.
- b) Bananas *are produced/produce* in tropical countries all over the world.
- c) Too much food *buys/is bought* in the west.
- d) The building *finally completed/was finally completed* in 1985.
- e) The architects *were invested/invested* in the reconstruction of the city hall.

3 Change these active sentences into passive:

- a) Someone **attacked** her in the street last night.
- b) The police **arrested** a man who was driving very fast.
- c) The artist **had displayed** all the photographs of London in the museum.
- d) The teacher **will invite** her students to the party.
- e) The Greeks **started** the Olympics.

Grammar

4) Write sentences in passive voice with the following elements. Use the correct verbal tenses.

a) documents / print / **every day** / conference room

b) letter / send / from Barcelona / **last week**

c) sandwiches / not eat / children / **yet**

d) shop / close / **next month**

e) new boots / use / football player / **last match**

5) Complete this text with the passive or active form of the verbs in brackets:

Shamela (a) _____ (have) a great idea three years ago. She (b) _____ (want) to make money to pay for her studies. She (c) _____ (create) a website called researchessays.com. The design of the web (d) _____ (be) very easy and she (e) _____ (not have) any technical problems.

The website (f) _____ (be) now one of the most famous webs among university students. Thousands of essays (g) _____ (upload) every minute by university students from all around the world about a wide range of university topics. The projects (h) _____ (then download) by other students who need them for their assignments.

A great amount of Shamela's free time (i) _____ (devote) to the web and sometimes Shamela (j) _____ (feel) tired. She (k) _____ (plan) to create the app for the phone but more technical knowledge (l) _____ (need) and she will have to work with an expert.

The passive with two objects

Passive with direct and indirect object

- *The principal gave diplomas to the students.*
- *Diplomas were given to the students.*
- *The students were given diplomas.*

- *The academy awarded an Oscar to Leonardo Dicaprio.*
- *An Oscar was awarded to Leonardo Dicaprio.*
- *Leonardo Dicaprio was awarded an Oscar.*



6) Write two passive sentences for the active sentences below:

1. The organisers gave all the boys new football t-shirts.

a) _____

b) _____

2. My father gave a bike to my mother on her birthday.

a) _____

b) _____

3. My mother read bedtime stories to my sister.

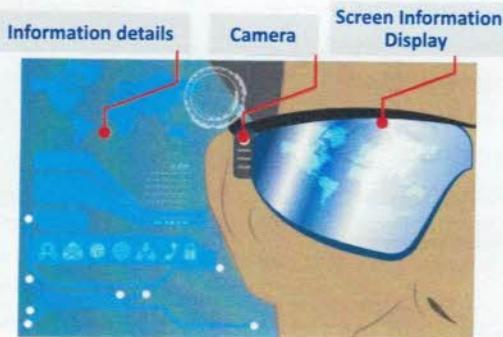
a) _____

b) _____

Listening

Google Glasses

- 1) Talk with your partner about the following aspects:



- What do you know about Google Glasses?
- What do they look like?
- What can you use them for?
- What applications do they have?
- How much do they cost?
- Where can you get them?



- 2) Listen to four people who tried Google Glasses for a week. Match the speakers (1-4) with the information below:

- a) The gadget is good for forgetful people.
- b) They are good for the sport he/she practises.
- c) The speaker felt futuristic.
- d) She/He didn't expect anything impressive.
- e) With them, you'll never get lost again.
- f) The speaker was surprised at the size of the gadget.
- g) The device is better than a tourist guide and a diary.
- h) The speaker really liked the possibility of giving commands.

Speaker _____
 Speaker _____



- 3) Listen again and answer the following questions:

- a) How much do Google Glasses weigh?
- b) What happens when you give a command to Google Glasses?
- c) Is the voice input good for any specific user?
- d) Are they comfortable when hiking? Why/Why not?
- e) Mention three things Google Glasses are useful for when travelling.

- 4) Read the transcript on page 106 and make a list of the things the speakers did with Google Glasses.



Search more information about Google Glasses and share the ideas with your classmates.



Speaking

Creating an application

1 Talk about the following aspects with your partner:



- Which applications have you got in your smartphone?
- What is your favourite? Why?
- What makes an application successful?
- What do you need to create a new application?



2 Use the Internet to find out about the best applications of the year. Write the names of the apps and a brief description of them. Then, share the ideas with your partners.



3 You are going to create a new application for smartphones. Work in groups and design the app taking into account the following aspects:

- Name of the app: Think of a catchy and original name.
- General description of the app: What is it for?
- Specific description of the app: goals, users, sections...
- Target audience: Who is it for?
- Logo, slogan, image
- Extra features and additional information

4 Present your app to the rest of the class as the best app of the year.

- Prepare your presentation.
- Organise your ideas: introduction, body and conclusion.
- Make it visual and attractive. Use a presentation program.
- Pay attention to fluency, accuracy, content and pronunciation.

Descriptive language

- The name of the app is...
- It markets/offers/provides/produces...
- We offer the possibility to...
- There are... sections
- We have created... because...
- The positive aspects of... are...

Tweeting



1 Read the following extract and answer the questions orally:

"I cannot watch a film on TV together with my wife. She is tweeting simultaneously and she spends more time with her eyes on her computer than on TV. Until I insisted she stopped, she used to take her computer to bed and surf the net while I was trying to get asleep. I thought I was the exception to this virtualization of family life but I have gradually changed. Now I access my computer to check my tweets. I suffer from "tweet incontinence". The web has made the world more interesting. Too interesting. Real life and real people are monotonous and problematic in comparison. However, they have a unique advantage: they are real!"

Adapted from an article by Tim Lott. The Guardian, January 19, 2013

- What do you think about the writer's feelings?
- Do you feel identified with him?
- What are the dangers of suffering from "tweet incontinence"?

2 Answer these questions and comment the answers with your partner

3 Explain the meaning of the following words in Twitter and find them in exercise 4.



- What makes Twitter different from other social networks?
- What is Twitter useful for?
- Do you have a Twitter account? What do you use it for?
- Who are your followers and who do you follow?

REPLY	TWEET
RETWEET	FOLLOWING
@	HOME
FAVOURITE	MESSAGE
HASHTAG	FOLLOWERS

4 Read the following tweet and the comments:

Pau Gasol @PauGasol • 10h
Just 100 days left for the Basketball World Cup in our country, are you going to miss it? #Spain2014

Close Answer Retweet + Favourite More

RETWEETS 5056 FAVOURITES 8520

13:51 - 24 May 2014 • Details

Belén Pascual @Bepascual • 10h
Good luck! @PauGasol you deserve to win.

Open Answer Retweet + Favourite More

Verónica Real @VeronicaRealELT • 10h
@PauGasol Looking forward to it! Go, Spain, go!

Open Answer Retweet + Favourite More

Soul Lynx @SoulLynx • 10h
I've already registered to be a volunteer! @PauGasol

Open Answer Retweet + Favourite More

Daniel Peterson @Dpeterson • 10h
@PauGasol Where can I get the tickets for the games?

Open Answer Retweet + Favourite More

Valencia Basket @Valenciabasket • 10h
We'll be there watching our idols! @PauGasol

Open Answer Retweet + Favourite More

5 Your teacher is going to write a tweet in English in his/her account with a hashtag of his/her choice. You must reply to it in English. You can also retweet it or mark it as favourite. Then you will read your tweets in class and will analyse the content and the language.

77

9 The world of work I

Vocabulary: Jobs in IT and Telecoms
Reading: Job adverts

Grammar: Reported speech
Listening: Description of a company

Speaking: A video CV
Writing: A CV

Vocabulary

Jobs in IT and Telecoms

- 1 Read the descriptions of the following jobs and match them with the job titles.

Webmaster

Project manager

Computer security specialist

IT support officer

Hardware engineer

IT teacher

Developer

Database administrator

Network administrator

Software engineer

- a) I am **responsible for** the performance, integrity and security of databases.
- b) I **help** students develop skills and knowledge in technical areas with practical value in the workplace.
- c) I **provide support and help** in troubleshooting **tasks**.
- d) I am **in charge of** web applications programming.
- e) I **manage** the hardware and software that comprise a network.
- f) I **design and maintain** websites.
- g) I design and **develop** IT devices.
- h) I **write** computer programs.
- i) I **work with** companies to guarantee secure computer systems.
- j) I am **responsible for** planning, organising and executing projects related to IT.

- 2 Talk with a partner about the following things:



- Which job from exercise 1 would you like to do in the future? Why?
- What job would you hate to do?
- What is the most important thing for you when looking for a job?
- Can you think of other jobs related to ICT?

- 3 Look at exercise 1 again. Do you know the meaning of the expressions in bold? Use them to write a description of your dream job. Use the dictionary for specific vocabulary.

JOB: _____

TYPE OF COMPANY: _____

DESCRIPTION OF THE RESPONSIBILITIES: _____



Vocabulary

- 4 A Telecommunications Engineer can work in three different areas. Match them with their descriptions.

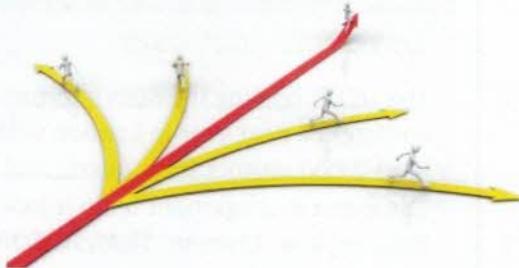
Telematics - Electronics - Communication

a) _____	b) _____	c) _____
<p>They work with information and how it is coded to be sent. They also work with digital processing of signals.</p>	<p>They work with electronic processors in consumer electronic goods such as toys, mobile devices or cars. They work with anything that needs electronic systems and processors.</p>	<p>This area is very similar to the field of Information Technology. They work with networks, hardware, software, the Internet, etc.</p>

- 5 Talk with your partner and then share the ideas with the class.



If you were a Telecommunications Engineer, in which area would you like to work?



- 6 A Telecommunications Engineer may work in different fields. Complete the descriptions with the missing words.

satellites - role - wiring - television - Internet - mobile phones

- We work with many things related to the world of communication. Our (a)_____ is to make sure the information is coded and sent properly.
- (b)_____ : We work with connections. For example, how Spain and France are connected via cable and as a consequence we can visit French websites.
- (c)_____ : We design the systems that send data to the space.
- (d)_____ : We design their hardware and we work with the codification and sending of information.
- (e)_____ : We work with networks and antennas. We also design the (f)_____.

- 7 Interview a person who works in IT or Telecoms. You can work in groups.

- Find someone who works in the field of IT or Telecoms.
- Prepare a list of questions about his/her tasks, responsibilities and role.
- Interview him/her and translate his/her answers into English.
- You can also record the interview.



1 Read the following texts.

JOB ADVERTS

1 **DATABASE ADMINISTRATOR** required by Technical Services, a private small business with more than 40 years of experience in providing solutions to government agencies. You will have to install, troubleshoot, configure and maintain a database system. You will also monitor and optimise system performance.

5 The work requires knowledge of Oracle DB, SQL, MySQL, JavaScript and Microsoft Database Engine. A Bachelor's degree and 3-5 years experience is also desirable. As we are active in Europe, fluency in French and German is also a requirement.

If you are interested and meet all the requirements, send your CV to Josh Bale, Human Resources Manager, Technical Services, Falkirk Street 29, London TW56721.

Lookingforjobs.com

1 The UCL is holding the 30th international IT conference next year in London with more than 2,000 visitors from Russia and China. The event management team is looking for Russian and Chinese **TRANSLATORS** and **INTERPRETERS**.

Requirements:

- Proficiency (C2) in English, Russian and Chinese (Official certificate required)
- Good understanding of Computer Science terms
- Good physical appearance

Contact: itconferenceucl30@xmail.com

JOB OPPORTUNITY

1 **TELECOM ENGINEER** required in Dubai. STC Company. Full-time job. Monthly salary: 4,000- 6,000 AED with variable bonus.

5 We are looking for a Telecom Engineer with a degree in Electronics and Communication. The candidate should have at least 2 years of experience in Networking, Telecom and CCTV Systems. Fluency in Arabic is also necessary for the position.

10 The candidate should be residing in Dubai for a long-term project.

Send your CV to Khalid Bin Mubarak, Emirates Road 311, Bur Dubai (UAE).

2 Read the three advertisements and comment the following ideas with your partner:



- Which job would you apply for? Why?
- Which job would you never apply for? Why not?
- What are the requirements for each job? Mention them.
- Do you find any requirement too difficult to meet?
- How can applicants contact the employers?
- Which advert do you like the most in terms of content and clarity?

Reading

Reading comprehension

3 Match the words with their correspondent definitions. Then find them in the text.

hold - troubleshoot - Bachelor - optimise - meet requirements

- a) To analyse or diagnose a problem to the point of finding the best solution
- b) To make something as effective, perfect and useful as possible
- c) To satisfy, to suit the skills and qualifications you are asked for
- d) The lowest academic degree conferred by universities and colleges
- e) To organise, to celebrate (a meeting)

4 Read the job offers again and answer the following questions:

a) In which position does the applicant need to be focused on problem solving? Why?

b) Which offer requires more communication skills? Why?

c) Is experience required in all the job positions?

d) In which job would you be living and working abroad?

5 Are these statements true or false? Justify your answer.

a) A university degree is required in all the jobs.

b) Mastering languages is a must if you want to apply for any of these jobs.

c) If you want to apply for the jobs you have to send your CV by post.

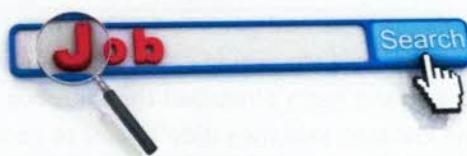
d) The looks are relevant when applying for one the jobs.

e) The salary in one of the jobs is fixed.



Work with your partner and look for real job offers
Online. Analyse them regarding:

- Content and design
- Description of the company
- Requirements
- Further information (salary, timetable...)
- Contact with the employer



Reported speech

1 Read the following table.

Direct speech	Reported speech
Robert said, "I have class in the mornings."	Robert said (that) he had class in the mornings.
Rachel said, "I am doing an MBA course."	Rachel said she was doing an MBA course.
Tom said, "I have studied French for five years."	Tom said he had studied French for five years.
Ted said, "I applied for that job last year."	Ted said he had applied for that job the year before.
Laura said, "I had already finished homework."	Laura said she had already finished homework.
Kate said, "I will study a degree in Economics."	Kate said she would study a degree in Economics.
This → That These → Those Here → There Now → Then Ago → Before	Today → That day Yesterday → The day before Last night → The night before Tomorrow → The following day Next week → The following week
	I → he/she we → they me → him/her us → them my → his/her our → their mine → his/her ours → theirs

2 Change the direct speech into reported speech.

a) "I understand German," Andrew said.

b) "My boss doesn't allow me to use the phone at work," the employee said.

c) "The company is raising the salaries today," Brad said.

d) "I have never been here before," Micaela said.

e) "She hasn't updated this computer for two years," the technician said.

f) "We went out last night," the teenagers said.

g) "We didn't check the voicemail yesterday," the receptionist said.

h) "I had got into the bus by ten," Pete said.

i) "I won't see you tomorrow," Barry said.

j) "I will sleep better with these pills," Rose said.

3 Change the reported speech into direct speech.

a) Alma said she was leaving the following day.

b) Danny said he had got married the year before.

c) Veronika said she would come and help me the next day.

d) Liz said she hadn't installed the antivirus.

e) The children said they didn't want to go to bed.

f) The journalist said the King was going to abdicate that evening.

Grammar

Commands

Ask and tell

- "Go to bed!" he said.
He asked me to go to bed.
- "Don't close the window!" he said.
He told me not to close the window.

4 Write sentences in reported speech with the following elements:

- a) My mother said, "Tidy up your room today."
- b) Anne said, "Please buy a present for daddy's birthday this afternoon."
- c) Megan said, "Read this book because it's very interesting."
- d) The teachers said, "Don't smoke in the school."
- e) The IT worker said, "Don't install two different antivirus programs on the same computer."

Reported questions

Wh- questions

- Paul asked, "Why do you **study** telecoms?"
- Paul asked **why** I **studied** Telecoms.

Yes/no questions

- Paul asked, "Do you **like** chocolate?"
- Paul asked **if/whether** I **liked** chocolate.



5 Make reported questions. Use "She asked me" at the beginning of each answer.

- a) What does an operating system consist of?

- b) Why did you get home so late last night?

- c) Have you been to Paris?

- d) How often do you visit your parents?

- e) Had you studied reported speech before?

- f) Will you come later?

Description of a company

- 1** You will hear an interview to an employee of an international company. Listen carefully and answer the following questions:



a) Which two things does Vincent's company mix?

b) Circle the sectors where ISAGRI works:

rivers

houses

farms

wine cellars

shops

cultivations

c) What do the animal programs control about the animals?

d) Consoles are placed on tractors and controlled by _____.



e) What is the role of the employees in Valencia?

f) Mention at least four departments of the company.

g) Circle the countries where they work.

Hungary

Bulgaria

Romania

Belgium

Morocco

Sweden



- 2** Say if the following sentences are true or false and explain the false ones.

a) The TV program is always about technologies.



b) Isagri's programs have replaced human actions.

c) Computer programs are based on a legal framework.

d) The programs can be used only in smartphones and computers.

e) There are 800 employees who work in Spain.

f) Applicants need to have studied at university to apply for a job in ISAGRI.

- 3** Read the transcript on page 107. What is the meaning of the expressions and words in blue?



Writing

A CV

- 1) Read the following CV.

PERSONAL INFORMATION

Susan Hawthorne
28 Clearblue Rd E24587
London, UK
Date of birth: 30/12/85
Phone number: 678-567-8901
Email: suehaw@gmail.com



EDUCATION

2013 - Online **diploma** in web-based technology for business www.coursera.org
 2012 - **Master's degree** in Information Technology. University College of London, London (UK)
 2010 - **Bachelor's degree** in Computer Science. Nottingham University, Nottingham (UK)
 2005 - **Vocational Training course** in IT. Hackney Community College, London (UK)

WORK EXPERIENCE

2013-2014 **Part-time** IT teacher. Brightech School. Brighton, United Kingdom.
 - Taught Computer Science at different levels.
 - Prepared students to take official exams to get into university.
 - Assessed students' abilities to program and design websites.

2010-2013 Webmaster at Ikea's official website. Wembley, United Kingdom.
 - Coordinated the planning, maintenance and accessibility of the web.
 - **Responsible for** the design and updating of the website.
 - Contributed to online marketing strategies, specializing in e-commerce.
 - Improved the web service by facilitating training courses for staff.

KEY SKILLS

- Proficient in multiple computer languages.
 - **Knowledge of** the Internet and search engines.
 - Experience with animation.
 - Excellent leadership, communication and organization **skills**.

LANGUAGES

- **Proficiency in** Spanish and French (C2). Three-month work experience in Universidad Complutense (Madrid, Spain) and Université de Lyon (Lyon, France).

REFERENCES

Roger Stanza, Manager. Ikea Wembley.

- 2) Read the CV and answer the following questions with your partner.



- Compare it with a Spanish CV. What are the main differences and similarities?
- Look at the words/expressions in bold. What do they mean?
- Have you heard of the Europass CV? Look for examples and analyse them in class.

- 3) Write your own CV.

Tips

- Present it in a clear and organised way.
- Do not make it too long. One page would be perfect.
- Use formal and not complicated language.
- Spell-check your CV.
- Be truthful.

A video CV

- 1 Comment on the following questions with your partner and then share your ideas with the class.



- What is a video CV?
- What are its advantages over a traditional paper CV?
- What should the video contain?
- How long should it last approximately?
- Think of some tips for a person who wants to create a video CV.

- 2 Work in small groups. Search examples of video CVs on the Internet that you consider interesting and attractive. Share them with the class and analyse the following aspects:



1. Adequacy for the type of job
2. Length and duration
3. Content
4. Formality and style
5. Originality and creativity



- 3 Read the following tips on how to create a video CV.

A video CV, video résumé or visumé is a short video created by a person who wants to apply for a job. It describes the applicant's skills and qualifications in a more visual and attractive way than the traditional CV. It does not replace the paper one since not all the employers like the idea. However, it works as a complement of the traditional curriculum which might bolster the applicant's search for employment.

Tips

- Do not read your CV in front of the camera.
- Dress professionally.
- Do not speak too fast.
- Make sure there isn't any background noise.
- Find a neutral background.
- Keep it short (1-3 minutes).
- Focus on your qualifications and professional achievements.
- Do not talk too much about your personal life.
- Explain why you are a good candidate for the position.
- Thank the employer for considering your CV.
- Practise before recording yourself.



- 4 Create your own video CV.

Use the CV you wrote in the writing session of this unit to select the information you want to mention in the video. Follow the instructions above and submit it to the teacher. Follow the teacher's advice on the use of digital technology to record the video.

10 The world of work II

Vocabulary: Working conditions. Personal qualities
Reading: Working in Europe

Grammar: Revision of verbal tenses
Listening: A job interview

Speaking: A job interview
Writing: A cover letter

Vocabulary

Working conditions

- 1 Complete the following sentences with the correspondent verbs in the correct form.

work overtime - apply for - fire - earn - leave - hire - be unemployed

- a) If you want a job, you have to _____ it and send your résumé.
b) Ikea _____ 100 employees every year. That's great news!
c) My friends _____ 1,300 € a month, which is a good salary.
d) My boss always _____. He stays two or three hours after 6.
e) My sister _____ her job last year because she did not like the conditions.
f) Peter complained about his shift and the next day, the boss _____.
g) A high percentage of the population _____ and they cannot find a job.

- 2 Look at these expressions and find synonyms in exercise 1.

- a) dismiss → _____
b) quit _____
c) give somebody the sack _____
d) employ _____
e) to be out of work _____
f) work extra hours _____
g) wage _____
h) Curriculum Vitae _____



- 3 Match the definitions in A with the correct words in B.

A

B

- | | |
|--|--------------------|
| 1. A person who is being trained for a job | a) maternity leave |
| 2. Period of absence for an employee when having a baby | b) resignation |
| 3. Leave employment because of age | c) sick leave |
| 4. The act of leaving a job permanently | d) retire |
| 5. Period of absence for an employee due to health reasons | e) trainee |
| 6. A period of time when a person is allowed away from work and he/she is not paid for | f) unpaid leave |

- 4 Think of examples for the following types of jobs and explain the difference between them.



SELF-EMPLOYED FULL-TIME JOB PART-TIME JOB TEMPORARY JOB
PERMANENT JOB CASUAL JOB SHIFT WORK TEAM WORK

Vocabulary

Personal qualities

5 Choose the correct adjective in each sentence.

- a) Betty is **hard-working/confident**. She's at the office from 8am to 10pm every day.
- b) I don't think she can be a good customer representative. She is too **confident/shy**.
- c) All our employees are very **easy-going/knowledgeable** about computer repair and network installation. They have many years of experience and training.
- d) Are you **responsible/respectful**? Do you usually finish your projects on time?
- e) I am very **impatient/insecure**. I need things to be done quickly.
- f) I am a **fast learner/creative**. I don't need a lot of explanation.
- g) A: Why do you think you are a **good team player/responsible employee**?
B: Well, I am a good listener, I'm respectful with others, and the most important, I like to share information, knowledge and experience.
- h) He's a very **relaxed/punctual** person. He's never late.
- i) Secretaries need to be **organised/determined**. They have to keep track of receipts and payments, prepare and send a lot of documents, fill out many forms and schedule appointments.
- j) I am a **reliable/dedicated** team member. You can count on me to deliver good performance all the time, not just some of the time.

6 Look at the following personal qualities and abilities. What do they mean?

TENACITY	ACCURACY	IMAGINATION	AMBITION
EFFICIENCY	CREATIVITY		
LOGICAL REASONING	MULTITASKING	SOCIALITY	LEADERSHIP
GOOD WITH FIGURES		CHARISMA	COMMUNICATION SKILLS

7 Work in pairs.



• Talk with your partner and decide which skills best define you. Can you think of others?

• Which characteristics are essential for these jobs?

- | | |
|----------------------------|---------------------------|
| - Accountant | - IT worker |
| - Administrative assistant | - Tourist guide |
| - Nurse | - Customer representative |



1 Read the following text.

WORKING IN EUROPE

1



Working in Europe might be seen as an exciting adventure. Travelling abroad, meeting new people, learning a new language and earning a better salary are attractive factors that make people consider working abroad as the best option.

5

However, finding a good job in Europe is not achieved in a single day. There are many things that a person should bear in mind before making this important decision. The European labour market is diverse and there are differences between countries not only in the language but also in the recruitment practices. Job-hunting may be different in each country and this should be considered before starting the European adventure.

10

To start with, writing your Curriculum Vitae entails more than translating it into a foreign language. Those looking for a job abroad have to take national differences into account. For instance, some countries put more emphasis on the work experience whereas others look for detailed accounts of your qualifications and education background. Cover letters are also a key factor in the European application process. It is said that in France, a handwritten letter causes a better impact than a typed letter but this would be unconceivable in other European countries where their preferences are more focused on the length of the texts.

15

The aim of preparing a CV and a cover letter right is to persuade the employer to invite you for a job interview and job interviews may also vary depending on the country where you are. If a job-hunter is about to be interviewed for a job in Spain, he would never mention the salary at the beginning of the conversation. He would discuss payment either later, in a second conversation or even after having been hired. However, in other European countries, candidates would not consider this rude and would tackle the subject first in the interview. The same happens with the types of questions employers may ask. Whereas some of them focus on the qualifications, others are more interested in the personal qualities, private life and expectations of the candidate.

20

Looks are also important when getting a job. For Italian employers, how you look reflects how you work. Detailed care of your looks leads to a first positive impression. Candidates in England also take care of their appearance being the suit the first choice for an interview. In Spain, for instance, a more casual but always smart look might be acceptable.

25

Finding a job in Europe is now trendy. Hundreds of young people are now looking for good jobs abroad with the excuse of learning a new language, living a new experience and getting better paid. Unfortunately, most of them end up working in places where they would never work in their home countries and under conditions they would never accept there. Getting a job does not only depend on your personal qualities and determination but also on the previous search of the country, its possibilities, opportunities, differences and similarities and on a good personal preparation for the application process.

2 Find in the text synonyms for these words:

- a) Wage (Paragraph I)
- b) One (Paragraph II)
- c) Employment (Paragraph II)
- d) Requires (Paragraph III)

- e) Unthinkable (Paragraph III)
- f) Goal (Paragraph IV)
- g) Impolite (Paragraph IV)
- h) Fashionable (Paragraph VI)

Reading

Reading comprehension

3 Match the words in the box to their definitions.

background - job-hunt - looks - bear in mind - abroad

- a) To seek employment, to look for a job
- b) In or to a foreign country or countries
- c) To consider
- d) Social, historical or educational antecedents of a person
- e) Appearance or attractiveness

4 Answer the following questions according to the information in the text. Use your own words.

- a) Why is working abroad an attractive option for people?

- b) What is important to consider when preparing a CV?

- c) Would an applicant in Spain mention the salary in the job interview?

- d) Regarding physical appearance, what is the difference between Spain and England?

- e) Do people usually find the ideal job abroad? Why? Why not?

5 Read the text again and say if the following statements are true or false:

- a) When looking for a job, there are differences between European countries which go beyond language.
- b) On a CV, education, qualifications and work experience are equally valued.
- c) It is not advisable to use the computer when writing a letter of application in France.
- d) Looks are important in all European countries when looking for a job.

6 Work in pairs and answer the following questions.



- Would you like to work abroad? Where?
- What type of job would you like to do?
- What is important to do before travelling?
- What is the most difficult part of looking for a job in Europe?
- How would you dress for a job interview?



Tense revision**1 Complete the sentences with present simple, present continuous or present perfect.**

- a) A: Why _____ (you/apply) for this job? B: Because I want to gain more work experience.
 b) I _____ (send) a lot of CVs so far but I _____ (not receive) any calls yet.
 c) A: Why are you still here? It's so late! B: I _____ (finish) a report for tomorrow morning.
 d) A: _____ (you/like) working shifts? B: Of course not. It's very tiring.
 e) Mary _____ (not think) her boss is satisfied with her job.

2 Complete the sentences with past simple, past continuous or past perfect.

- a) John _____ (wait) in the room when the head of Human Resources _____ (call) his name.
 b) When she _____ (arrive) the job interviews _____ (already/finish).
 c) She made a big mistake. She _____ (say) she _____ (work) as a waitress before but it wasn't true.
 d) When the boss _____ (come into) the room we all _____ (know) someone was going to get fired.
 e) My husband _____ (not get) the job because he _____ (not have) enough experience in the financial sector.

3 Complete the sentences with the correct form of the verbs in brackets. Use *be going to* or *will*.

- a) A: Why _____ (you/wear) a tracksuit?
 B: Because I _____ (play) a tennis match.
 b) A: How do you see yourself in ten years' time?
 B: I think I _____ (be) the head of this department.
 c) A: What is the purpose of the meeting?
 B: We _____ (talk) about the new company policies.
 d) Her new business _____ (be/definitely) a big success.
 e) Be careful! You _____ (spill) your coffee on the keyboard!

**4 Change these sentences into reported speech.**

a) "I'm responsible for providing logistical support," she explained.

b) "Why did you leave your last job?" the interviewer asked.

c) "I have worked as a shop assistant for thirty years," she said.

d) He asked, "What are your salary expectations?"

e) "We will call you for a second interview," she told me.

f) "Do you work well under pressure?" she asked me.

5 Complete these conditional sentences using the correct verbal tenses.

- a) If you _____ (not change) your attitude towards work, you will get the sack.
 b) If she _____ (not tell) a lie, she would have been hired.
 c) You _____ (stand out) from the rest of the candidates if you create your own video CV.
 d) If I _____ (be) you, I would post my CV on LinkedIn.
 e) I _____ (move) to another country if I didn't find a job in Spain.

Grammar

- 6** Complete the email below with the correct tense of the verbs in brackets. There may be more than one correct answer.

Hi Susana,

How are you? As you know, I (a) _____ (write) to you from Scotland where I (b) _____ (do) my FCT training period. I (c) _____ (be) here for eight weeks now and I am very happy because (d) _____ (learn) a lot of things about hotel management. I (e) _____ (also/do) an intensive course of English. I have over twenty hours a week so I think I (f) _____ (definitely/end up) speaking really good English.

My roommates, Fiona and Gregory, are really friendly. They (g) _____ (know) Spain quite well as they (h) _____ (live) there for two years some time ago. In fact, they (i) _____ (meet) each other when they (j) _____ (study) in Barcelona. Fortunately they only speak to me in English. They say they (k) _____ (speak) Spanish quite well, but they think they (l) _____ (already/forget) most of it. At first I (m) _____ (not understand) them very well because of their Scottish accent but now I (n) _____ (get used) to it.

I am also very happy with my work colleagues because we get on really well. We (o) _____ (usually/go out) together at weekends. This weekend we (p) _____ (travel) to the north of Scotland. I am really excited. I (q) _____ (write) to you again to tell you all about it.

I think you (r) _____ (phone) me yesterday but I (s) _____ (just/go) out. You can phone me again tomorrow, but please (t) _____ (not call) between 6 and 7 pm because we usually have dinner at that time. Well, that's all for now.

Lots of love,

Sonia

- 7** Use the words in brackets to rewrite the sentences so that they mean the same.

- a) Have you arranged to meet Sue tomorrow?

_____ (meeting) Sue tomorrow?

- b) The last time I saw him was in 2009.

I _____ (since) 2009.

- c) I have no plans to visit my German friend this year.

I _____ (going) German friend this year.

- d) She was promoted to Marketing Director two years ago.

She _____ (for) two years.

- e) The class started before we arrived.

When we arrived, _____ (already).

- f) The woman interviewed all the candidates.

All the candidates _____ (by).

A job interview

- 1** Have you ever been to a job interview? What are the most common questions that interviewers ask to candidates? Talk about this with your partner and make a list of possible questions.



- 2** Do you know the meaning of these words and expressions? Share the ideas with the class.

Replace a person
Weakness

Career goals
Willingness

Strength
Requirement



- 3** Turn to page 85 and read Susan's CV. She applied for a job and you are going to listen to her job interview. Listen carefully and answer the following questions:

a) Which position is Susan applying for?

b) What are Susan's qualifications?

c) What did she do in the world of education?

d) What are her greatest strengths?

e) What are her weaknesses?



- 4** Listen again and say if the following statements are true or false. Justify the false answers.

- a) Susan was responsible for the marketing section of Ikea's website.
- b) Susan worked for Ikea because the previous webmaster was fired.
- c) The salary is not the most important thing for Susan.
- d) Susan expects a salary which is reasonable for her position.
- e) Susan's short-term goal is to have a good position in this reputed company.
- f) Susan is hired at the end of the interview.

Speaking

A job interview

1 Read the following job interview:

Mr Wells: Good morning, Mrs Torres. I read your application for the position of secretary at our Finance department.

Mrs Torres: Yes, sir. I am interested in the position.

Mr Wells: Tell me about your previous jobs, please.

Mrs Torres: I worked as a secretary in Marketvas, a small financial company.

Mr Wells: Why did you leave the job?

Mrs Torres: I quit. My boss was not a very nice person. She was too bossy and demanding.

Mr Wells: I see... And what exactly did you do there?

Mrs Torres: I was the secretary.

Mr Wells: What are your strengths?

Mrs Torres: I am good at typewriting. I type 140 words per minute.

Mr Wells: And your weaknesses?

Mrs Torres: Actually, I do not have any weakness. I consider myself a very hard-working person.

Mr Wells: Do you speak any foreign languages?

Mrs Torres: I'm afraid I was never good at languages at school.

Mr Wells: All right. Thank you for your time, Mrs Torres. We will call you.

2 In pairs, analyse the previous job interview.



- Which answers are not appropriate in your opinion? Why?
- Can you think of a better way to answer those questions?
- Role play the previous conversation after making some changes.

3 Read the job interview on page 107. Make a list with the questions that the interviewer asks and add other questions you consider important.



4 Work in pairs. You are going to role play different job interviews. For situations 1 and 2 Student A will be the interviewer. For situations 3 and 4 Student A will be the candidate. Add more information.

Journalist

Duties: Interview state representatives
Plan advertising campaigns
Write reports

Languages: Spanish and French

Weaknesses: Communication
Leadership

Computer engineer

Duties: Work with computers
Design computer programs

Strengths: Efficient
Troubleshooting skills

Weaknesses: Meticulous

Bank clerk

Duties: Serve customers
Answer people's questions
Deal with money and bank accounts
Keep statistics

Skills: Good at figures

Years of experience: 5 years

Fashion Designer

Duties: Travel to different places
Cope with different types of customers
Update fashion catalogues.

Expectations: Earn 20% over last salary

A cover letter



- What is a cover letter or letter of application?
- To whom is it addressed?
- What should an applicant include in a cover letter?
- What is the difference between a cover letter and a Curriculum Vitae?

1 Read the letter and put the expressions in the correct places.

hearing from you
currently

relevant work experience
to apply for

concerning
I believe

Dear Sir or Madam,

I am writing _____ the position of Head of International Department advertised in the California University website.

I am 39 years old, Spanish, with a degree in English studies from the University of Madrid and a Masters in International Studies from the University of Los Angeles. I am _____ finishing my PhD and working on my thesis, which deals with multiculturalism and linguistics.

I also have _____. I have been a language assistant for 7 years in the International Department of Valencia University, Spain. I was responsible for interviewing foreign students, offering advice about studies or career paths and document processing. I also worked for APCT Translations in 2005 translating legal documents from Spanish into English. My professional experience also includes organising and planning training courses for foreign students as well as cultural trips around the country. _____ my language ability, I have a proficient level of English and French and I am currently following an intensive course of German.

I consider myself a hard-working, creative and sociable person. _____ I have the necessary skills and qualifications to work in your department because it offers perspectives that match my training and expectations.

I am available for an interview at any time and look forward to _____.

Yours faithfully,
Laura Oliver

If the letter is addressed to a specific person (Dear Mr Hobbs), the closing should be *Yours sincerely*.

Useful expressions

- I saw your advertisement in...
- I am writing in reference to...
- I am interested in the vacancy...
- Please consider my application for...
- I look forward to an interview...
- I would welcome an opportunity to meet with you...

2 Read the advertisement and write a cover letter to apply for the position.

www.infojobs.com

May 16, 2014

TELECOMS ENGINEER

STC Company. Full time job

Monthly salary: 2,000\$ with variable bonus

Requirements: degree in Electronics and Communication, 2 years of experience in Networking, Telecom and CCTV Systems. Fluency in Spanish would be a plus.

Interested candidates please send CV and cover letter.
Hilary Child - hilarychildhr@stc.com

Page 31, exercise 2

Calling IT support

Customers

Problem: Your Wi-fi connection drops unexpectedly for no obvious reason.

Duration: Since you installed the router two months ago.

Previous solutions: You have tried turning the router on and off.

Problem: Your computer is on but the screen is blank.

Duration: Half an hour

Previous solutions: You have checked that you have power and you have tried turning the computer on and off.

Problem: Your computer is slower than normal.

Duration: A couple of days. Since you downloaded and installed a new program.

Previous solutions: You have deleted a lot of files and you have uninstalled the program that you downloaded.

Problem: A lot of noise is coming from your computer.

Duration: A few days

Previous solutions: You have cleaned the back of the computer case.

Problem: When your laptop gets hot it turns off unexpectedly.

Duration: A few hours

Previous solutions: You have cleaned the fans.

Problem: The wireless network that you are usually connected to has disappeared from the connection list.

Duration: An hour

Previous solutions: You've tested the wireless connection with two other laptops and it works. You've tested to connect via cable and it works.

IT worker	Diagnosis	Cause	Solution	Extra advice

Speaking

Calling IT support

Technical support

Diagnosis: Insufficient Wi-fi network range and power

Cause: Solid objects -walls, metal furniture and electrical appliances-can interfere with the signal. Wi-Fi links become unstable with distance.

Solution: Move the computer closer to the router.

Extra advice: Buy an additional antenna or use a signal repeater.

Diagnosis: Blank monitor

Cause: The video cable has become loose.

Solution: Push the cable back in and tighten the screws that hold it in place.

Extra advice: Don't place the computer case too close to a wall.

Diagnosis: Virus or spy-ware

Cause: You have downloaded an infected file.

Solution: Scan your computer for viruses and spy-ware. Delete the file.

Extra advice: Don't download free programs from untrusted sites.

Diagnosis: Dust in the fans

Cause: The inside of the case is dirty.

Solution: Switch off the PC, remove the case lid, blow into the fan and the power supply and restart the PC.

Extra advice: Clean the inside of your computer regularly.

Diagnosis: Overheating

Cause: There may be a problem with the fans or the battery.

Solution: Turn it off and bring it to the shop. The technician will check it.

Extra advice: Don't place it on lap, bed, couch or other fabric surfaces. Use a laptop cooler.

Diagnosis: Faulty configuration of the router

Cause: Unknown

Solution: Uninstall the wireless driver and the router driver and then reinstall it.

Extra advice: None

Customer's name

Problem

Duration

Previous solutions

Unit 1. Computer architecture

Barcode reader	_____	Modem	_____
Camera	_____	Printer	_____
Desktop computer	_____	Projector	_____
External hard-drive	_____	Smartphone	_____
Fax	_____	Speaker	_____
Headset	_____	Supercomputer	_____
Laptop	_____	Tablet PC	_____
Mouse	_____	Touchpad	_____
Keyboard	_____	USB flash drive	_____
Mainframe	_____	Webcam	_____
Monitor	_____	Workstation	_____

Unit 2. Operating systems

Application	_____	I/O	_____
Command	_____	Kernel	_____
Core	_____	Layer	_____
CPU	_____	Operating system	_____
Execute	_____	RAM	_____
GUI	_____	Software	_____
Interface	_____	WIMP	_____

Unit 3. Networking

Broadband modem	_____	Node	_____
Bus network	_____	Peer-to-peer	_____
Cat-5 cable	_____	Personal Area Network	_____
Client	_____	Protocol	_____
Configure	_____	Plug in	_____
Data	_____	Ring network	_____
Device	_____	Server	_____
Drop out	_____	Set up	_____
Firewall	_____	Share	_____
Flow	_____	Star network	_____
Hotspot	_____	Switch (n)	_____
Hub	_____	Switch (v)	_____
Intranet	_____	Switch on / off	_____
Link	_____	Troubleshoot	_____
Local Area Network	_____	Turn on	_____
Log on	_____	Wave	_____
Metropolitan Area Network	_____	Wireless access point	_____
Network packet	_____	Wide Area Network	_____

Glossary

Unit 4. The Internet

Blog	_____	IP address	_____
Blogger	_____	Newsgroup	_____
Bridge	_____	Post	_____
Browser	_____	Protocol	_____
Data	_____	Search engine	_____
Domain name	_____	TCP/IP	_____
Domain Name System	_____	URL	_____
Gateway	_____	Update	_____
HTML	_____	World Wide Web	_____

Unit 5. Office software

Bold	_____	Indent	_____
Bullets	_____	Italic	_____
Cell	_____	Justify	_____
Chart	_____	Layout	_____
Click	_____	Macro	_____
Clipart	_____	Open-source	_____
Copy	_____	Paste	_____
Cursor	_____	Press	_____
Cut	_____	Print	_____
Database	_____	Redo	_____
Delete	_____	Right-click	_____
Drag	_____	Row	_____
Field	_____	Spellcheck	_____
File	_____	Spreadsheet	_____
Font	_____	Table	_____
Footer	_____	Template	_____
Format	_____	Toolbar	_____
Graph	_____	Undo	_____
Highlight	_____	Value	_____
Hold	_____	Word processor	_____
Icon	_____	Worksheet	_____

Unit 6. Programming languages

Command	_____	Multiplatform	_____
Compiled	_____	Parameter	_____
Debug	_____	Program	_____
Execute	_____	Protocol	_____
Function	_____	Script	_____
HTML	_____	Source code	_____
IDE	_____	Variable	_____
Interpreted	_____	XML	_____
Machine code	_____		

Unit 7. Security

Adware	_____	Phising	_____
Antivirus software	_____	Piracy	_____
Cracker	_____	Prevent	_____
Cookies	_____	Protect	_____
Cybercrime	_____	Reliable	_____
Cyberstalking	_____	Risky	_____
Damage	_____	Safe	_____
Dangerous	_____	Safety	_____
Decode	_____	Secure	_____
Disable	_____	Security	_____
Encryption	_____	Spyware	_____
Highlight	_____	SSL certificate	_____
Hacker	_____	Trojan	_____
IP Spoofing	_____	Trust	_____
Malware	_____	Unreliable	_____
Mistrust	_____	Update	_____
Padlock	_____	Username	_____
Password	_____	Virus	_____
Plagiarism	_____	Worm	_____

Unit 8. Applications and multimedia

Analogue	_____	Interactivity	_____
Animation	_____	Install	_____
Device	_____	Media	_____
Digital	_____	Mobile web application	_____
Digitize	_____	Motion	_____
Display	_____	Native application	_____
Gadget	_____	Run	_____
House	_____	Screen	_____
Hybrid application	_____	Simulation	_____

Unit 9. The world of work I

Applicant	_____	Develop	_____
Apply for	_____	Developer	_____
Bachelor's degree	_____	Diploma	_____
Certificate	_____	Electronics	_____
Communications	_____	Hardware engineer	_____
Computer security specialist	_____	ICT	_____
CV / Résumé	_____	IT support officer	_____
Database administrator	_____	IT teacher	_____

Glossary

Job advert	Qualifications
Job application	Salary
Job offer	Satellite
Knowledge of	Skills
Master's degree	Software engineer
Maintain	Task
Network administrator	Telematics
Project manager	Telecoms
Proficient in	Timetable
References	Vacancy
Requirement	Vocational Training course
Responsibilities	Webmaster
Responsible for	Wiring
Role	Work experience

Unit 10. The world of work II

Accuracy	Hard-working
Ambition	Imagination
Background	Impatient
Candidate	Leadership
Career	Insecure
Casual job	Job-hunt
Charisma	Job interview
Communication skills	Knowledgeable
Confident	Lazy
Cover letter	Logical reason
Creative	Look forward to
Creativity	Maternity leave
Dedicated	Meticulous
Degree	Multitasking
Determined	Organised
Dismiss	Part-time job
Easy-going	Permanent job
Efficiency	Position
Employ	Punctual
Employee	Part-time job
Employer	Permanent job
Employment	Punctual
Enclose	Quit
Expectation	Relaxed
Fast learner	Reliable
Full-time job	Resignation
Give somebody the sack	Responsible
Goals	Retire
Good with figures	Self-employed

Glossary

Shift work		Trainee	
Shy		Training	
Sick leave		Unpaid leave	
Sociability		Vacancy	
Strength		Wage	
Team player		Weakness	
Team work		Work extra hours	
Temporary job		Work overtime	
Tenacity		Yours faithfully	
To be out of work		Yours sincerely	

Transcripts

Unit 1. Characteristics of a computer

1.

Matt: Hi Steven!

Steven: Hey, Matt! What's up? Wow, you've got an Ipad!

Matt: Well, not exactly. It's a tablet. I was tired of carrying my heavy laptop everywhere. I needed something lighter.

Steven: Brilliant! And what does it have?

Matt: Well, it runs on the latest version of Android, it has a 1.0 GHz Dual Processor and an internal memory of 16 GB.

Steven: Will 16 GB be enough for you?

Matt: I think so. But it comes with a MicroSD slot so I can expand the memory up to 32 GB if I need it. It also has Bluetooth and WiFi, and it's compatible with most video and audio formats.

Steven: Wow! Let me see. It's very light and the screen is huge.

Matt: Yes, 10 inches.

Steven: I'd like to have one too. How much is it?

Matt: It was 325€ but I got a 10% discount with the student card. I paid about 295.

Steven: Almost 300€? I'm afraid I can't afford that.

2.

Helen: Wh... What's that, James?

James: Oh, it's my new smartwatch. Do you like it?

Helen: Smart... what?

James: Smartwatch. It's kind of a watch with a computer.

Helen: Are you kidding me? And what does that thing do?

James: Well, I told you. It's like a computer so I can check my emails, read Twitter updates, listen to music, download apps... Lots of things.

Helen: And what do you want it for if you have a smartphone that does exactly the same?

James: You know... I always like to have the latest technology.

Helen: That's ridiculous! It must be really expensive and you're wasting money you don't have!

James: Not really, it is just 280€. That's cheap considering that it has a processor of 800 MHz, an internal memory of 4 GB, 128 MB of RAM, and Android 2 system...

Helen: Oh, please, I don't understand a word about gigabytes or processors. I only know that it is expensive and you don't have a job.

James: Don't worry...

3.

Ian: Good morning. How can I help you?

Nick: Good morning. I'm looking for a computer. I'm an architecture student and I'm starting my final project now. I would like the computer to last for the next four or five years at least.

Ian: I guess you run specialized and demanding applications, right?

Nick: Yes, I do a lot of CAD work, 3D modelling and rendering, image editing, graphic design and some video editing.

Ian: Then you'll need more than a traditional computer to get the best results. I recommend one of these Dell Precision workstations which you can customise. The T360 model is really good to start with. It includes an Intel® Xeon® Processor Quad Core 3.7 GHz Turbo, which is really high performance and 8 GB of memory with eight DIMM slots for easy upgrades. Your job requires big storage and this one has a hard drive of 500 GB. It's good but maybe not enough, so you can choose 1 TB instead.

Nick: Yes, I prefer 1 TB.

Ian: It comes with a professional-grade AMD FirePro™ graphics card, which is one of the best options for your demanding graphics software. And then Windows 8 pre-installed, McAfee 30-day trial and three-year basic warranty...

Nick: How much is it?

Ian: Well, 3.7 GHz Turbo processor, 8 GB of RAM, 500 GB plus the extra 500 GB hard drive... That's 1150€.

Nick: I see... 1150€. Can you offer any discounts?

Ian: I'm sorry but we already have the best prices on the market.

Nick: OK, I'll take it.

Unit 2. Installing an OS

Brenda: Hi! How was your summer? You are tanned!

Andy: Yeah... We spent a fortnight in Ibiza. We really loved the place!

Brenda: That's great! Anyway, I wanted to talk to you about the Operating Systems that we have to install in the classrooms.

Andy: Yes, we need to install them as soon as possible because classes are about to start.

Brenda: Which ones should we install?

Andy: Windows 8 and Linux.

Brenda: Both?

Andy: Yes. To make them work, you must install Windows first and then Linux.

Brenda: Windows first?

Andy: Yes, because Linux has a very good booting up program called GRUB that allows the running of Windows as well.

Brenda: I see. And how do I install the systems? There are 20 computers in each class... Should I do it one by one?

Andy: I think it would be better to clone them and that way, we install the OS in all the computers at the same time. There is an excellent program that makes that possible.

Brenda: Which program?

Andy: It's called Clonezilla.

Brenda: Ok! Thank you for all the information. I couldn't attend the last meeting at the department because I was sick. Are you coming with me to class A1?

Andy: I'm going for a coffee now! I'll be back in 20 minutes!

Unit 3. Calling IT support

Conversation 1

Technical support: Technical support, Hilary speaking, how may I help you?
Client: Good morning. I'm having problems with my laptop.
Technical support: What's wrong with it?
Client: For some reason it won't connect to my home wireless network.
Technical support: How long have you had this problem?
Client: It started yesterday. It was working fine about two days ago.
Technical support: Have you checked the router is on?
Client: Yes, I have. I have also switched it off and on several times.
Technical support: Is the wireless switch on your laptop turned on?
Client: Mmmm, I don't know. Where is it?
Technical support: You must have an on/off switch somewhere on your keyboard. It usually has an antenna with signal waves. Try pressing it.
Client: I don't think it has it.
Technical support: Then try pressing the Fn key plus one of the function keys (F1, F2, F3...). It should work, but let me know if it doesn't.
Client: I will, thank you.

Conversation 2

Technical support: Technical support, Amanda speaking, how can I help you?
Client: Good morning. I'm having problems with my network connection.
Technical support: What seems to be the problem, sir?
Client: Every few minutes my internet drops out and it's really annoying.
Technical support: Have you tried turning the router off and on again?
Client: Yes, of course. I've also scanned the PC for viruses but it's clean.
Technical support: When does this usually happen?
Client: It often happens while I'm away from the computer and the screen saver comes on.
Technical support: I see... I think the problem may be in your router. It is by default set to a channel. Try switching to a different channel.
Client: Aha. And how can I do that?
Technical support: Which model do you have, sir?
Client: I'm using the Linksys WRT54G.
Technical support: OK. First you need to access your router's settings and then type the IP address of your router into a browser, which is probably <http://192.168.1.1> if you are using a Linksys router.
Client: 192.168.1.1. I'm sorry but I don't understand what I have to do.
Technical support: Let's see... Open your internet browser and type that address into the search bar. Then try "admin" as both the username and password. Go to the wireless settings and start experimenting with the different channels.
Client: I'm sorry but I don't know how to do that.
Technical support: Then it would be better to send a technician.
Client: Yes, please.

Unit 4. A blog creator

Interviewer: Hi! We are back again here at LIVING WITH YOU, the radio station for people with good ideas. Before the commercials I told you we were going to interview a person who had a good idea and she is... Loraine Holmes. Welcome, Loraine!
Lorraine: Thank you, Sasha. Thank you for inviting me to your daily program.
Interviewer: Loraine, you are here because you created your own blog two years ago.
Lorraine: Yes, I did. And that changed my life.
Interviewer: Tell us about the blog. What is it about?
Lorraine: I've always been a good cook. I love cooking and I used to cook a lot for my husband. When he died two years ago I didn't want to stop cooking so I started to cook for myself and try new and different things. Then, I decided to start a blog about food with all my recipes.
Interviewer: I see... So you cook and you publish your recipes for your followers.
Lorraine: Yes, I publish my recipes and they read them, comment and ask me questions about them.
Interviewer: There are hundreds of websites and blogs about food. What makes your blog different and special?
Lorraine: My recipes are real, for real people. They are always home-made and very healthy. People are tired of reading ideal and perfect recipes and find out they are difficult to prepare.
Interviewer: Some of you may be thinking that blogging is an easy task but it mustn't be for a 58 year-old woman. How did you create the blog?
Lorraine: When my husband died, I enrolled in an IT course for elderly people at the University. There I learnt how to use social networks, create blogs and edit photographs. The course and the help of my daughter made the creation of my blog possible. It was difficult at first.
Interviewer: What was the most difficult part of creating the blog?
Lorraine: The design. Choosing colours, shapes, icons, photographs... That was difficult for me.
Interviewer: Apart from recipes, are there other things readers can find?
Lorraine: Yes, there are links to external cooking webs. I also upload tutorials and there is a forum where my followers can share ideas.
Interviewer: How often do you update the blog?
Lorraine: Once a week. I usually do it on Sundays.
Interviewer: Why did this blog change your life?
Lorraine: Because I was feeling lonely after my husband's death so I discovered a way to combine my passion and computers. A lot of people follow me and that makes me happy.
Interviewer: Which recommendations would you give to future bloggers?
Lorraine: First, you have to have a good idea. Second, to think of a catchy name for the blog and finally to devote time every week to keep it updated.
Interviewer: Thank you very much Loraine. I'm sure after listening to you, some people will consider starting their own blog.
Lorraine: Thank you, Sasha. It was a pleasure to be here with you today. Remember to visit www.eatingwithyou.com and you'll learn a lot about cooking.

Transcripts

Unit 5. A talk

Good morning, everyone. Thank you for coming to my presentation. My name is Dana Moar and I'm the co-founder of Little Cute Things. Today I'm going to talk to you about my company. First, I'll give you some basic information about Little Cute Things and how it was founded. Then I'll talk about our online store and the strengths of the company. And finally I'll tell you our future plan. Of course I'll be pleased to answer any questions at the end of my talk.

Let's start with some basic facts about Little Cute things. My co-founder Andrés Martínez and I started talking in late 2011 about how we could start up a business. The recession was hitting hard in Spain and we were unemployed. We were about to emigrate to my hometown to seek a job when we had an idea. We thought: "Why don't we try something new? Something that combines our two passions?" I had worked as a journalist for two years, but I was really good at hand-crafting and he had just finished his degree in Graphic Design. We were in Valencia in February 2012 when we decided we were serious about it and started working on it. We launched the site half a year later.

We are a small business and we work from home, we don't have a physical shop. We sell customized hand-made products: gifts for new-borns, badges, memory boxes, cards... These kinds of cute things. I make the products and Andrés is responsible for designing and maintaining the website. As you can imagine, it was really tough at the beginning. We had to get a lot of permits, we didn't know anything about the world of business and no one knew about us. We didn't sell anything during the first two months! However, we are proud to say that the store has been profitable during the last two years.

Let me now show you a few figures. As you can see in the graph, two years ago we had an annual turnover of about 15,000€ but last year it reached 30,000€. We have doubled sales. What is the key of our success? Well, I think we are ambitious and put a lot of effort. We are always trying to find a new way to attract new customers: we display our products in street markets, we keep a blog and we are on every social network. You can follow us on Facebook, Twitter, Instagram and Pinterest.

Finally, I'll tell you about our new project. We are going to sell our products through some shops located in Valencia. As you can see the company is growing and we are very proud about it.

Well, thank you very much for listening to me. I hope you have enjoyed my talk. Are there any questions?

Unit 6. Web programmers

Derek: Good Morning, Meredith! How was your weekend?

Meredith: Hi Derek! It was pretty good! **How about yours?**

Derek: Not bad... Anyway, we have a lot of work to do. I talked to Mr Taylor on Friday and he explained to me what type of website he needs.

Meredith: Finally! And what does he want?

Derek: He wants a website to make reservations in his new restaurant. You know that he has set up another new business, **don't you?**

Meredith: Yes! This man is a great entrepreneur! All right then... So **let's start** working. What programming languages **should we use** for this website?

Derek: I think HTML and JavaScript would be perfect. **Do you agree with** that?

Meredith: HTML and JavaScript will be perfect. I think that we could use PHP as well. That way, the website would be more dynamic.

Derek: Right. It is going to be a huge restaurant in the city centre so **the more dynamic** the web is **the better** for him and his employees. We also need a database to store data. What about MySQL?

Meredith: MySQL is a good option.

Derek: How many people do we need to **carry out** the project? The two of us **will be programming** but what about the design?

Meredith: Sarah the designer is **on sick leave**. We will have to find a new designer at least for this website.

Derek: I'll find someone.

Meredith: It is important that the designer has a good command of Photoshop and Dreamweaver so make sure that the new designer is competent enough, please.

Derek: Why do you say that? I always work with competent people!

Meredith: Well... Do you remember the translator you hired for the software we designed for that Spanish school?

Derek: Well, yes... That won't happen again, Meredith. Don't worry!

Meredith: And we will also need a systems administrator. Can you **check Michael's availability** for the following weeks?

Derek: Michael finished a project last week so he will be free to help us with this new one. Besides, he worked on a similar website for the restaurant of a five-star hotel so his experience will benefit us.

Meredith: **How long** will it take to finish the web?

Derek: Let me see... Mmm... Two weeks approximately.

Meredith: Two weeks for the final version? We could prepare a prototype version for next week and ask Mr Taylor to come in and see it with us.

Derek: Yes, that would be great so he can tell us if that is what he wants or not and we can modify it according to his specifications. I will **let him know** about that.

Meredith: OK. Thank you, Derek. Make the necessary phone calls and **let's get on with it!**

Unit 7. Cybercrimes

Speaker 1

It is true that I searched information online for my final paper but I didn't know that was a crime in that English University. I had been asked to write a paper about 19th century American writers and I did not have a lot of time to write 3,000 words about that. I decided to look for information in the Net and I found a paper written by a student in Australia about Edgar Allan Poe and Melville. I thought it was very interesting and well-structured and I took some ideas from it. However, I could not imagine that my teacher would find out that I had taken these words from that paper in Australia! I failed the subject and I had to retake that module six months later. Of course, I haven't copied a word which is not mine never again!

Speaker 2

I shouldn't have started participating in that chat room but... what did I know? I loved comics, specially the Manga ones and in this chat there were hundreds of teenagers like me who loved this type of comics. I started chatting with spyagent98 (that was his nickname) as soon as I registered in the chat room. It seemed that we shared a lot of things: interests, hobbies, age... However, two months later, I was busy preparing my final exams and I couldn't log in as often as usual. Spyagent started to send me weird messages. He wrote things like "You left me." "You are not a true manga lover. Where are you?" I started to get nervous and I did not reply to any of these messages. That is when he started to publish some photographs of me in the common chat room. The problem got worse when he started insulting me. I got really scared and I didn't know what to do...

Speaker 3

Last month my mother told me that she had received an email from her bank asking for some confidential information. I said, "What confidential information?" She said that she'd been asked for her credit card number and bank account. "And did you reply to the email?" I shouted. My mother said, "Of course I did, it was an email from my bank. There was the logo on the top of the page and it was a message sent by the director. I've known him for ages!"

Speaker 4

I write for a living and I am really worried about this crime. People who obtain illicit books on the Internet try to justify their actions in many different ways. The main excuse is price. If books were cheaper, we would buy them all. Meanwhile we download them illegally for free. But is that true? Who believes that if they were cheaper they would buy the real ones? How cheap would a book have to be? You can find books now for 5 or 6€! Don't fall for these excuses... People who do this are stealing something of value without paying for it and this becomes a real problem for us. Our principal source of income comes from the sale of a book. We are talking here about intellectual property and readers will never pay for it.

Unit 8. Google Glasses

Speaker 1

Well, I was not expecting anything new... For me they were just glasses with a tiny computer incorporated so I didn't have high expectations about them. However, when I first tried them I wondered how they had been able to create such a tiny computer with so many features inserted: Bluetooth, WiFi, GPS, speakers, microphone, camera, touchpad and a tiny screen the size of my finger. Was it possible to carry so many things in less than 50 grams?

Speaker 2

What I liked most was the voice input. I felt as if I was living in the far future. When you give a command, the glasses connect you directly to the search engine. I remember I was in New York at that time and I said "OK, Glass, how long is the Brooklyn Bridge?" and I was given the information immediately. Also, if you want to take a photo or record a video, you just have to say... "Take a photo" and you have the photo taken in less than a second. This input voice option is very good for extreme athletes if they want to record unforgettable experiences without carrying a camera all the time or even for ordinary people recording real-life tutorials.

Speaker 3

I love hiking. I usually hike on Saturday mornings with my brother-in-law. So when I was told that I could try the Google Glasses for a week, I decided to wear them on one of our hikes. It ended up being a very useful gadget for us. It helped us navigate and we even tried new routes without the fear of getting lost. We also had immediate access to the weather conditions, threats or information about the places we visited. You may be thinking that they might have been uncomfortable to wear when walking but nooo! They were quite light and I felt as if I was wearing other glasses or sunglasses. The voice recognition was also a positive thing.

Speaker 4

I find Google Glasses perfect for travelling. I used them when I went to Barcelona for a weekend and they helped me a lot! They converted the currency rate, provided me with information about the attractions of the place, translated some expressions I didn't understand, showed my boarding pass two hours before my flight, reminded me of my appointments for that weekend, my reservations in the hotel and important birthdays those days. It was like carrying an agenda all the time with you. I tend to be absent-minded and I get distracted easily so they were perfect for me. But other people may feel under pressure and control and they may have a completely different opinion about them.

Transcripts

Unit 9. Companies

TV presenter: Good morning everyone, we are today in the "50th International Trade Fair", which is held this year in Valencia, and we are going to interview Vincent Brixton, one of the 35 **employees** of ISAGRI Spain, a French multinational **company**. Good morning, Vincent.

Vincent: Good morning. It's a pleasure for me to be interviewed for a program which helps people find jobs in such a difficult moment for the **employment**.

Presenter: First of all, tell us about your company. What service does it **provide**?

Vincent: Well, our company mixes agriculture and computer science. We develop computer programs to be used in agricultural sectors: farms, wine cellars, cultivations, cooperative businesses or greenhouses. Farmers have always worked manually: keeping track of their animals, feeding them, measuring agricultural areas and fields, and dealing with inventories and accountancy, etc. Now, we offer them the possibility to do all those things with a computer. With our programs, they have all the information computerized.

Presenter: That's very interesting!

Vincent: It is. Technology has replaced humans in daily situations: shopping, reading, cinema, education, entertainment... Why not agriculture?

Presenter: What types of programs do you develop?

Vincent: Our company develops programs to control the benefits and expenses of a farm or an area; programs which control the animals (their birth, death, labours, diseases...); accounting programs and management programs. Our programs are based on what the local and national government requires in the agricultural sector.

Presenter: And are all the programs used in computers?

Vincent: No, they are not. Our programs come in different formats. Clients can use them in their PC or even in their smartphones. We also sell consoles which are placed on tractors and are controlled by satellites. We work with a wide range of gadgets.

Presenter: You must have a lot of clients, then.

Vincent: Fortunately, yes, we do. Our products are becoming more and more famous.

Presenter: Vincent, tell us about the organization of your company.

Vincent: ISAGRI is a French company. There are 800 employees who work in Paris. They create the programs. I work here in Valencia, one of their **subsidiary companies**. We are more than 30 workers. **Our role is to** translate these programs into Spanish and sell them in Spain, offering technical support and training. We also visit farms and companies to explain how our gadgets work.

Presenter: Do you all do the same tasks?

Vincent: No, there are different departments: Accounting, Human Resources, the Marketing department, the Management department, the Product department, Technical Support, and of course our French boss, who is in contact with France.

Presenter: You said that you have **offices** in many countries...

Vincent: Yes! We are in France, Spain, Canada, Germany, Italy, Morocco, Romania, The Netherlands, Switzerland, Belgium and Portugal.

Presenter: What are the **requirements** to apply for a job in your company?

Vincent: They always look for **applicants** with a **degree** in Agricultural Engineering or Computer Science. Knowledge of English and French is also a requirement because we communicate daily with people from outside Spain.

Presenter: It seems that your company is having a lot of success!

Vincent: Yes, we work hard every day to **achieve our goals**.

Presenter: Thank you very much, Vincent Brixton. This is the end of today's program. Adele Keller, BritonTV, Channel 5.

Unit 10. A job interview

Interviewer: Good morning, Miss Hawthorne. Have a seat, please.

Candidate: Good morning, sir. Thank you.

I: We are interested in your application for the position of webmaster in our company.

C: Thank you. I am very excited about this position.

I: First of all, tell me about yourself.

C: My name is Susan and I am from London. I have studied Computer Science and I also have a Master's Degree in Information Technology. I have worked in IKEA as a webmaster for three years and I have also been an IT teacher for one year.

I: Tell me about your job as a webmaster.

C: I worked as a webmaster in IKEA and I was the responsible for the design and updating of the page. I also contributed to online marketing tasks since I am well acquainted with e-commerce strategies.

I: I see. Why did you leave the job?

C: I was replacing the official webmaster temporarily because he was on sick leave. When he returned I stayed on for one more year but I wanted to develop my own career in a different company.

I: You have also worked in education. What exactly did you do?

C: I worked as a part-time IT teacher in a school teaching Computer Science at different levels. I also have experience in preparing training courses for the staff.

I: What do you consider your greatest strength?

C: I am very reliable and self-motivated.

I: May I ask you what your greatest weakness is?

C: I tend to work overtime and work sometimes becomes more important than my personal life. I am also a little bit impatient.

I: Why are you interested in working for us?

C: Well, it is a great privilege for anyone to work with a well-known and successful company like yours. Moreover, I think my skills and willingness can contribute to the growth of the company.

I: What are your salary requirements?

C: Well, salary is not a first priority for me. This is a great opportunity to continue my career and improve my knowledge. I expect a salary according to my responsibilities and your company's norms.

I: What are your career goals?

C: In short term, my goal is to work in a reputed company like yours. My long-term goal is to grow in that company and have a good position in it.

I: Do you have any questions to ask me?

C: No, I just want to thank you for considering my application.

I: Right. We will call you soon and we will let you know about our final decision.

Grammar reference

Present tense

Present simple - verb to be

Affirmative	Negative	Questions
<ul style="list-style-type: none"> I am happy today. You/We/They are sad today. She/He/It is excited today. 	<ul style="list-style-type: none"> I'm not happy today. You/We/They aren't sad today. She/He/It isn't excited today. 	<ul style="list-style-type: none"> Am I happy today? Are you/we/they sad today? Is she/he/it excited today?

Present simple

Affirmative	Negative	Questions
<ul style="list-style-type: none"> I /You/We/They work in the same company. She/He/It runs 4 km every day. 	<ul style="list-style-type: none"> I /You/We/They don't work in the same company. She/He/It doesn't run 4 km every day. 	<ul style="list-style-type: none"> Do I /you/we/they work in the same company? Does she/he/it run 4 km every day?

We use the present simple to talk about facts and routines.

- She **lives** in Seattle.
- What **does** he **study**?
- He **works** in Brazil.
- She **doesn't work** at weekends.

To make the third person singular:

- most verbs add **-s**
live-lives
- verbs ending in **-s**, **-sh**, **-ch** or **-x** add **-es**
pass-passes, finish-finishes, watch-watches, fix-fixes
- verbs ending in consonant **+y**, drop the **-y** and add **-ies**
study-studies
- exceptions
do-does, go-goes, have-has

Present continuous

Affirmative	Negative	Questions
<ul style="list-style-type: none"> I am studying English now. You/We/They are reading a book at the moment. She/He/It is smiling. 	<ul style="list-style-type: none"> I'm not studying English now. You/We/They aren't reading a book at the moment. She/He/It isn't smiling. 	<ul style="list-style-type: none"> Am I studying English now? Are you/we/they reading a book at the moment? Is she/he/it smiling?

Grammar

We use the present continuous to talk about what you're doing at the moment or to describe a temporary situation.

- What are you doing? I'm watching a film.
- What are you teaching this year? I'm teaching French.

We use the present continuous to talk about future arrangements.

- I'm flying to New York tomorrow morning.

There are some verbs which are not usually used in the continuous: *seem, be, have, know, understand, believe, like, love, hate, want, see, taste, feel*.

To make the gerund of a verb (-ing):

- With most verbs, add -ing to the verb: work-working, try-trying, eat-eating
- If the verb has one syllable and ends with a consonant-vowel-consonant combination, double the last consonant and add -ing to the verb: run-running, put-putting, swim-swimming
- If the verb ends in an -e, drop the -e and add -ing to the verb: make-making, write-writing, have-having

Present perfect

Affirmative	Negative	Questions
<ul style="list-style-type: none"> ▪ I/You/We/They have been to Paris. ▪ He/She/It has participated in the contest. 	<ul style="list-style-type: none"> ▪ I/You/We/They haven't been to Paris. ▪ He/She/It hasn't participated in the contest. 	<ul style="list-style-type: none"> ▪ Have I/you/we/they been to Paris? ▪ Has he/she/it participated in the contest?

We use the present perfect to refer to

- Actions that started in the past and continue in the present.
- She **has known** her best friend for twenty years.
- Experiences in somebody's life.
- I **have travelled** by plane twice in my life.
- Past actions with a result in the present.
- My mum **has baked** two cakes today.

We use **for** to refer to a general period of time and **since** to a specific point in time.

- I've lived in Portugal **for** three years.
- I've lived in Portugal **since** 2011.

We use **already** in affirmative sentences and **yet** in negative and interrogative sentences.

- They **have already** won three championships whereas the other team has not won any championship **yet**.
- Have you finished the report **yet**?

We use **have been** to talk about completed visits and **have gone** to say that the person hasn't returned yet.

- I've **been** to Madrid twice.
- My mother **has gone** to the market but she'll be back in a minute.

Past tense

Past simple - verb to be

Affirmative	Negative	Questions
<ul style="list-style-type: none"> ▪ You/We/They were tired. ▪ I/He/She/It was tired. 	<ul style="list-style-type: none"> ▪ You/We/They weren't tired. ▪ I/He/She/It wasn't tired. 	<ul style="list-style-type: none"> ▪ Were you/we/they tired? ▪ Was I/he/she/it tired?

Past simple

Affirmative	Negative	Questions
<p>Regular verbs</p> <ul style="list-style-type: none"> ▪ I/You/He/She/It/We/They listened to the radio last night. 	<ul style="list-style-type: none"> ▪ I/You/He/She/It/We/They didn't listen to the radio last night. 	<ul style="list-style-type: none"> ▪ Did I/you/he/she/it/we/they listen to the radio last night?
<p>Irregular verbs</p> <ul style="list-style-type: none"> ▪ I/You/He/She/It/We/They sang the anthem. 	<ul style="list-style-type: none"> ▪ I/You/He/She/It/We/They didn't sing the anthem. 	<ul style="list-style-type: none"> ▪ Did I/you/he/she/it/we/they sing the anthem?

We use the past simple to talk about events that happened in the past.

- I **won** the lottery in 2011.
- My parents **bought** our house when I was a baby.
- You **didn't water** the plants as you had promised.
- Did you **lose** the wallet?

Ago is often used in past simple sentences.

- I passed the official exam two years **ago**.
- The teacher organised the trip to London four months **ago**.

Spelling rules for regular past simple verbs:

- With most verbs, add -ed to the verb: work-worked, finish-finished, clean-cleaned
- If the verb has one syllable and ends with a consonant-vowel-consonant combination, double the last consonant and add -ed to the verb: stop-stopped
- If the verb ends in an -e, drop the -e and add -ed to the verb: change-changed
- If the verb ends in consonant + -y, drop the -y and add -ied to the verb: try-tried

Grammar

Past continuous

Affirmative	Negative	Questions
<ul style="list-style-type: none"> ▪ I/He/She/It was jumping. ▪ You/We/They were playing baseball. 	<ul style="list-style-type: none"> ▪ I/He/She/It wasn't jumping. ▪ You/We/They weren't playing baseball. 	<ul style="list-style-type: none"> ▪ Was I/he/she/it jumping? ▪ Were you/we/they playing baseball?

We use the past continuous to talk about:

- Actions in progress at a certain time in the past.
- I **was having** breakfast at 8 o'clock this morning.

- Actions in progress when another completed action happened.
- I **was having** breakfast when my mother came in.

Past perfect

Affirmative	Negative	Questions
<ul style="list-style-type: none"> ▪ I/You/He/She/It/We/They had lived there before. 	<ul style="list-style-type: none"> ▪ I/You/He/She/It/We/They hadn't lived there before. 	<ul style="list-style-type: none"> ▪ Had I/you/he/she/it/we/they lived there before?

We use the past perfect when we are talking about the past and want to talk about an earlier past time.

- He was sad because he **had failed** the exam.
- When he got to the station, the train **had already left**.

Modal verbs

Have to - Don't have to

Affirmative	Negative	Questions
<ul style="list-style-type: none"> I/You/We/They have to show the ID first. He/She/It has to show the ID first. 	<ul style="list-style-type: none"> I/You/We/They don't have to show the ID first. He/She/It doesn't have to show the ID first. 	<ul style="list-style-type: none"> Do I/you/we/they have to show the ID first? Does he/she/it have to show the ID first?

We use **have to**:

To say that something is necessary.

- I **have to** wear a helmet to work.

To talk about rules and laws.

- You **have to** be 18 to drink alcohol.

We use **don't have to** if there is no need to do something:

- You **don't have to** pay for the newspaper. It's free.

Must - Mustn't

Affirmative	Negative	Questions
<ul style="list-style-type: none"> I/You/He/She/It/We/They must study hard. 	<ul style="list-style-type: none"> I/You/He/She/It/We/They mustn't cheat in an exam. 	<ul style="list-style-type: none"> Must I/you/he/she/it/we/they study hard?

We use **have to**:

To say that "you are obliged to". The obligation comes from the speaker.

- You **must** remember your father's birthday this year.

To express deduction.

- She **must** be her sister. She looks similar to her!

We use **mustn't**:

To say that something is not allowed.

- You **mustn't** enter the room while they are doing an exam.

Grammar

Should - shouldn't / Ought to - oughtn't to

Affirmative	Negative	Questions
▪ I/You/He/She/It/We/They should install an antivirus.	▪ I/You/He/She/It/We/They shouldn't uninstall the antivirus.	▪ Should I/you/he/she/it/we/they install an antivirus?
▪ I/You/He/She/It/We/They ought to visit Oxford because it is a nice city.	▪ I/You/He/She/It/We/They oughtn't to visit Oxford because it is a touristy city.	▪ Ought I/you/he/she/it/we/they visit Oxford?

We use **should** or **shouldn't** and **ought to** or **oughtn't to** to give advice:

- You **should** go to the doctor if you have pain in your arm.
- You **shouldn't** smoke. It's bad for your health.
- Karen **ought to** eat more vegetables.
- Chris **oughtn't to** eat meat every day.

May - may not / Might - might not

Affirmative	Negative	Questions
▪ I/You/He/She/It/We/They may go to the beach tomorrow.	▪ I/You/He/She/It/We/They may not go to the beach tomorrow.	▪ May I/you/he/she/it/we/they go to the beach tomorrow?
▪ I/You/He/She/It/We/They might win the race.	▪ I/You/He/She/It/We/They might not win the race.	▪ Might I/you/he/she/it/we/they win the race?

We use **may** or **may not** to suggest that something is possible or not.

- It **may** rain later today.
- It **may not** snow in winter.

We use **might** or **might not** to suggest a small possibility of something.

- I **might** visit you if I finish on time.
- They **might not** travel together anymore.

Future tense

Will - won't

Affirmative	Negative	Questions
<ul style="list-style-type: none"> I/You/He/She/It/We/They will travel to China. 	<ul style="list-style-type: none"> I/You/He/She/It/We/They won't travel to China. 	<ul style="list-style-type: none"> Will I/you/he/she/it/we/they travel to China?

We use **will** or **won't** to make predictions.

- Our new textbook **will be** a success.

We use **will** to make promises.

- I **will help** you with that.

We use **will** when you make a decision at the moment of speaking.

- Are you hungry? I'll **make** you a sandwich.

Be going to

Affirmative	Negative	Questions
<ul style="list-style-type: none"> I am going to design the company's website. You/We/They are going to buy a new car. He/She/It is going to work abroad. 	<ul style="list-style-type: none"> I'm not going to design the company's website. You/We/They aren't going to buy a new car. He/She/It isn't going to buy a new car. 	<ul style="list-style-type: none"> Am I going to design the company's website? Are you/we/they going to buy a new car? Is he/she/it going to buy a new car?

We use **be going to**:

To talk about plans and intentions.

- They **are going to** open a new office in Venice.

When there is evidence that something is going to happen.

- Look at those clouds! It **is going to** rain!

Unit 4. Future tense

Grammar

Present continuous

Affirmative	Negative	Questions
<ul style="list-style-type: none">I am starting a new project next week.You/We/They are meeting the doctor at 10.She/He/It is taking an exam tomorrow.	<ul style="list-style-type: none">I am not starting a new project next week.You/We/They aren't meeting the doctor at 10.She/He/It is taking an exam tomorrow.	<ul style="list-style-type: none">Am I starting a new project next week?Are you/we/they meeting the doctor at 10?Is she/he/it taking an exam tomorrow?

We use the present continuous to talk about fixed plans and arrangements in the future. There is often a definite time or place.

- I'm **meeting** Eliza for dinner tomorrow.
- My best friend **is getting** married next year.

Present simple

Affirmative	Negative	Questions
<ul style="list-style-type: none">The English class starts at 9 o'clock.The trains leave in the afternoon.	<ul style="list-style-type: none">The English class doesn't start at 9 o'clock.The trains don't leave in the afternoon.	<ul style="list-style-type: none">Does the English class start at 9 o'clock?Do the trains leave in the afternoon?

We use the present simple to talk about schedules.

- What time **does** the conference **start**?
- The conference **starts** at 11:00.

Questions

	Question word	Auxiliary	Subject	Verb
Present tense	What	do does	you/we/they he/she/it	sleep?
		am are is	I you/we/they he/she/it	sleeping?
	Who	have has	you/we/they he/she/it	slept?
Past tense	Where	did	I/you/he/she/it/ we/you/they	drink water?
		was were	I/he/she/it you/we/they	drinking water?
	When	had	I/you/he/she/it/ we/you/they	drunk water?
Future tense	Whose	will	I/you/he/she/it/ we/you/they	do?
		am are is	I you/we/they he/she/it	going to do?
	Why	am are is	I you/we/they he/she/it	doing?
Modal verbs	How	can/could would should must may/might	I/you/he/she/it/ we/you/they	close the door?

Grammar

General questions

Questions

	Question word	Verb to be	Subject	
Verb to be	What Who Where When Whose Why How	am are is was were	I you/we/they he/she/it you/we/they I/he/she/it	thirsty? here? so nervous?

- When **is** dinner?
- Are you a student of this school?
- Whose **is** this book?
- What **was** the problem?
- Where **were** you last night?
- Was she ready for the competition?

The basic rule for asking questions in English is to follow the same word order: question word (if necessary) + auxiliary + verb:

- When did you visit Rome?
I visited Rome three years ago.
- Why were you dancing in your room?
Because I was rehearsing for tomorrow's performance.

If **who** or **what** is the subject of the question, we don't use the auxiliary.

- Who makes coffee at the office?
Martha makes coffee for all the employees every day.
- What happened last night?
There was a fire last night.

Conditionals

Zero conditional

If + present simple, present simple

- If you heat water to 100°C, it boils.

We use the zero conditional to talk about scientific facts and things that are always true.

First conditional

If + present simple, future with *will*

- If I save money, I **will travel** to the USA.

We use the first conditional to talk about possible or likely events in the future.

We can use *unless* to mean *if... not*.

- I won't talk to you **unless** you apologise.

We can also use other present tenses after it.

- If you **have never been** to London, I will recommend you places to visit.
- If you **are studying** now, I will phone you later.

We can also use modal verbs or the imperative instead of *will*.

- If you come to pick me up at the airport, **bring** an umbrella.
- If it's sunny on Saturday, we **should go** to the beach.

Grammar

Second conditional

If + past simple, *would*

- If my parents **gave** me money, I **would buy** a motorbike.
- If Mariah **studied** more, she **would get** a higher mark.

We use the second conditional to talk about things which are impossible or unlikely to happen in the present/future and their consequences.

We can use **were** instead of **was**. This is very common when we give advice.

- If I **were** you, I would go to the doctor.

Instead of **would** we can use **might** or **could**, depending on the meaning.

- If I **worked** harder, I **could** get better results.

Third conditional

If + past perfect, *would have* + past participle

- If I **had seen** Mary, I **would have told** her.

We use the third conditional to talk about a condition in the past that did not happen.

- If I **had seen** Mary, I **would have told** her. (I didn't see Mary.)
- If I **had won** the lottery, I **would have travelled** around the world. (I didn't win the lottery.)

Sometimes we use **should have**, **might have** or **could have** instead of **should have**.

- If you **had bought** a lottery ticket, you **might have won**.
- If you **had gone** to the doctor, you **should have told** him about your problem.
- If you **had visited** Paris, you **could have gone** to the Eiffel Tower.

The passive

We use the passive when we focus on the action itself rather than who or what does the action.

- Microprocessors **are made** of silicon.

To form the passive we use the correct tense of the verb **be** + the past participle of the main verb.

- The new version of the program **will be launched** next week.

We can use **by** to mention who performs the action.

- Radio waves **were discovered by** Heinrich Hertz.

Active	Passive
Present simple	
▪ They sell their products all around the world.	▪ Their products are sold all around the world.
Present continuous	
▪ Robots are replacing humans in some jobs.	▪ Humans are being replaced by robots in some jobs.
Past simple	
▪ Somebody invented the Internet in the late 1950s.	▪ The Internet was invented in the late 1950s.
Past continuous	
▪ The technician was repairing the PC.	▪ The PC was being repaired by the technician.
Present perfect	
▪ A virus has infected the system.	▪ The system has been infected by a virus.
Past perfect	
▪ They had made a good decision.	▪ A good decision had been made .
Future simple	
▪ We will hire a new programmer soon.	▪ A new programmer will be hired soon.
Modal verbs	
▪ You can access the Internet from this device.	▪ The Internet can be accessed from this device.

Grammar

The passive with two objects

The passive can also be used in sentences that have two objects -a direct object and an indirect object. In this case the corresponding passive sentences can be written in two different ways.

Active	Passive
▪ The customer has sent <u>us</u> <u>an email of complaint</u> .	▪ <u>An email of complaint</u> has been sent to us. ▪ <u>We</u> have been sent an email of complaint.
▪ Claire gave <u>me</u> <u>a nice gift</u> .	▪ <u>A nice gift</u> was given to me. ▪ <u>I</u> was given a nice gift.

Common verbs that are followed by two objects include *give, send, show, lend, pay, promise, tell* and *offer*.

Impersonal passive

We use the passive with reporting verbs such as *say, think, believe, claim, consider, expect, know, prove, suppose*, to talk about what is generally thought or said.

We use the passive reporting verb + *to* + infinitive / perfect infinitive.

Active	Passive
▪ People think that he has stolen the money. ▪ Everybody says that the company is profitable.	▪ He is thought <u>to have stolen</u> the money. ▪ The company is said <u>to be</u> profitable.

Reported speech

We use **say** and **tell** to report what other people said in the past.

We indicate who receives the information by using a person object (me, us, etc.) after **tell**.

- She told **me** she would help me.

We do not use a person object (me, us, etc.) after **say**.

- She said she would help me.

The use of **that** after **say** and **tell** is optional.

- She said **(that)** she would help me.

Because of the change in time there may be a change of tense or modal auxiliary. Different pronouns and adverbs are also used to suit the context.

Direct speech

Reported speech

Present simple	Past simple
▪ "I'm happy to see you," Susan said.	▪ Susan said that she was happy to see me.
Present continuous	Past continuous
▪ "I'm calling Technical Support," Tim said.	▪ Tim said that he was calling Technical Support.
Past simple	Past perfect simple
▪ "I drove the customers to the airport," Nick said.	▪ Nick said that he had driven the customers to the airport.
▪ "I didn't get the promotion yesterday," Nick said.	▪ Tim said that he hadn't got the promotion the day before.
Present perfect simple	Past perfect simple
▪ "I have travelled to Tokyo for work," Amy said.	▪ Amy said that she had travelled to Tokyo for work.
Past perfect simple	Past perfect simple
▪ "We had solved the problem," she said.	▪ She said that they had solved the problem.
Future (will)	Conditional (would)
▪ "We will give you an answer tomorrow," she said.	▪ She said that they would give me an answer the following week.
Other changes	
This → That These → Those Here → There Now → Then Ago → Before	Today → That day Yesterday → The day before Last night → The night before Tomorrow → The following day Next week → The following week
	I → he/she me → him/her my → his/her mine → his/her
	we → they us → them our → their ours → theirs

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Reported commands

We use **ask or tell + an object + (not) to + infinitive** to report a command.

- "Don't use automatic translators," my teacher said.
My teacher **told** me not to use automatic translators.

- "Please translate this program into English," my boss said.
My boss **asked** me to translate that program into English.

We can use other verbs such as **order, remind, warn** instead of **ask or tell**, depending on the meaning.

- "Don't touch the electric wires. It's dangerous!" he said.
He **warned** me not to touch the electric wires.
- "Put down your gun!" the policeman said.
The policeman **ordered** me to put down my gun.

Reported questions

We use **ask (with or without an object)** to report a question.

- "Who is the boss?" he said.
- He **asked** (me) who the boss was.

We use **if or whether** to report a yes/no question.

- "Do you like your job?" he said.
- He asked (me) **if/whether** I liked my job.

Note that the word order is 1. Question word, 2. Subject, 3. Verb.

- "When do you want to start the meeting?" she said.
- She asked me when I wanted to start the meeting.

We can use other verbs such as **want to know or wonder** instead of **ask**.

- "Will I become the CEO of this company in the future?" he said.
He **wondered** if he would become the CEO of that company in the future.
- "Where have you been all night?" my parents said.
My parents **wanted to know** where I had been all night.

Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was / were	been	learn	learnt/learned	learnt
become	became	become	leave	left	left
begin	began	begun	let	let	let
bite	bit	bitten	lie	lay	lain
break	broke	broken	light	lit	lit
bring	brought	brought	lose	lost	lost
build	built	built	make	made	made
burn	burnt	burnt	mean	meant	meant
buy	bought	bought	meet	met	met
can	could	could	pay	paid	paid
catch	caught	caught	put	put	put
choose	chose	chosen	read	read	read
come	came	come	ride	rode	ridden
cost	cost	cost	rise	rose	risen
cut	cut	cut	run	ran	run
dig	dug	dug	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamt/dreamed	dreamt/dreamed	send	sent	sent
think	thought	thought	set	set	set
drive	drove	driven	shine	shone	shone
eat	ate	eaten	show	showed	shown
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
fight	fought	fought	smell	smelt/smelled	smelt
find	found	found	speak	spoke	spoken
fly	flew	flown	spell	spelt	spelt
forget	forgot	forgotten	spend	spent	spent
get	got	got	stand	stood	stood
get up	got up	got up	steal	stole	stolen
give	gave	given	strike	struck	struck
go	went	been / gone	swim	swam	swum
grow	grew	grown	take	took	taken
hang on	hung on	hung on	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	wake up	woke up	woken up
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written

The highlighted verbs are those you may use in the field of computers and telecommunications.

Acronyms

Acronyms

ALU	Arithmetic Logic Unit
ADSL	Asymmetric Digital Subscriber Line
Bcc	Blind carbon copy
BIOS	Basic Input/Output System
Cc	Carbon copy
CD	Compact Disc
CPU	Central Processing Unit
DNS	Domain Name System
DVD	Digital Video Disc
FAQ	Frequently Asked Questions
FTP	File Transfer Protocol
GB	Gigabyte (1,024 megabytes)
Ghz	Gigahertz
GPS	Global Positioning System
GUI	Graphical User Interface
HTML	Hypertext Markup Language
HTTP	Hypertext Transfer Protocol
ICT	Information and Communications Technology
IDE	Integrated Development Environment
IP	Internet Protocol
ISP	Internet Service Provider
IT	Information Technology
LAN	Local Area Network
MAN	Metropolitan Area Network
MB	Megabyte (1,024 kilobytes)
Mhz	Megahertz
OS	Operating System
PAN	Personal Area Network
PC	Personal Computer
PDA	Personal Digital Assistant
RAM	Random Access Memory
ROM	Read Only Memory
TB	Terabyte (1,024 gigabytes)
TCP/IP	Transmission Control Protocol / Internet Protocol
URL	Uniform Resource Locator
USB	Universal Serial Bus
VoIP	Voice over Internet Protocol
WAN	Wide Area Network
WAP	Wireless Access Point / Wireless Application Protocol
Wi-fi	Wireless Fidelity
WIMP	Windows, icons, menus, pointer
WWW	World Wide Web

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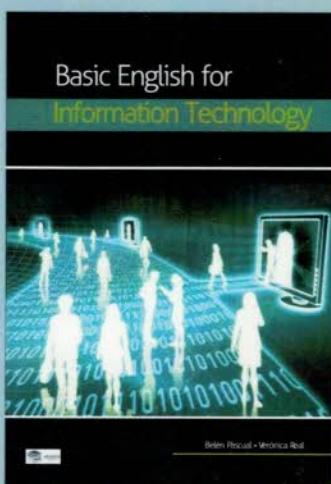
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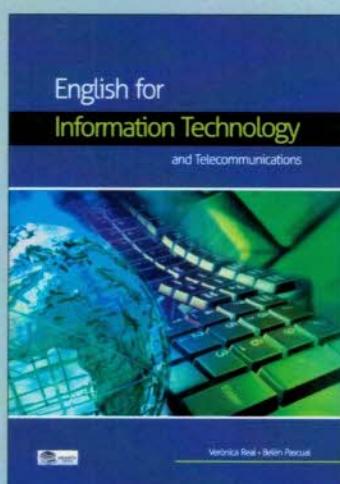


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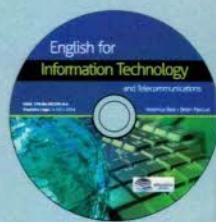


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