ENGLISH FOR ICT
Dispensa per gli studenti del lettorato del corso LINGUA INGLESE [CT0414]
Dipartimento di Scienze Ambientali, Informatica e Statistica

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1. COMPUTERS

Tense revision: present perfect v. past simple; saying numbers; pronunciation: -ed

What do you know about Steve Jobs?

Listening comprehension

STEVE JOBS (https://www.allthingstopics.com/uploads/2/3/2/9/23290220/who_was_steve_jobs_r.mp3)

Exercise 1. Listen to the short article on Steve Jobs and say whether the following statements are true or false.

1. The article is about the Apple Computer company. T F
2. Steve Jobs was born in 1955. T F
3. He made his own televisions as a boy because his family was poor. T F
4. Steve went from grade 4 to grade 6 because he had studied very hard. T F
5. He never graduated from high school. T F
6. He never graduated from university. T F
7. He wanted to create computers since he was a child. T F
8. He travelled to India to continue his studies. T F
10. He died at the age of 46. T F

Grammar study: Past Simple and Present Perfect

Most of the verbs used in this short article are in the simple past. Why?

Here is an extract about Bill Gates that uses the present perfect. Can you say why?

With $89 billion in the bank, Microsoft founder Bill Gates has been the world’s richest man since May 2013. After founding and developing one of the most powerful and profitable technology companies in history, since 2008 he has dedicated his life to charity work via The Bill and Melinda Gates Foundation, and so far has given away $31.1bn.

The past simple is used to describe completed actions in the past before the time of speaking:

When he was a boy, he had a special hobby.
In 1972, he graduated from high school.
The present perfect is used to describe past actions with present reference:

He has been the world's richest man since 2013.

He has dedicated his life to charity work.

**Exercise 2**  Work in pairs. Take turns in asking information using the correct tense:

Example:  read an e-book  (what book)

A: Have you ever read an e-book?
B: Yes, I have.
A: What e-book did you read?
B: I read “Pride and Prejudice”.

1. book a flight on the Internet  (where to)
2. create web page  (what kind)
3. have a computer virus  (what do)
4. watch a film on the Internet  (what watch)
5. fit an expansion card  (what type)
6. buy something online  (what buy)
7. write a program  (which language)
8. send a video  (what send)
9. hack into a website  (which website)
10. write a blog  (what about)

**Exercise 3** Write the verb in brackets in the past simple or present perfect.

Since computers were first introduced to the public in the early 1980s, technology 1. ________ (change) a great deal. The first computers 2. ________ (be) simple machines designed for basic tasks. They 3. ________ (not have) much memory and they 4. ________ (not be) very powerful. Early computers were often quite expensive and customers often 5. ________ (pay) thousands of dollars for machines which actually 6. ________ (do) very little. Most computers 7. ________ (be) separate, individual machines used mostly as expensive typewriters or for playing games. Times 8. ________ (change). Computers 9. ________ (become) powerful machines with very practical applications. Programmers 10. ________ (develop) a large selection of useful programs which do everything from teaching foreign languages to bookkeeping. We 11. ________ (also create) international communities online. In short, the simple, individual machines of the past 12. ________ (evolve) into an international World Wide Web of knowledge.

(See Appendix I for all tenses, and Appendix II for irregular verbs)

How has ICT changed our lifestyles?
Numbers

Exercise 4 In the articles various figures are mentioned: February 24th  17  1974  89 billion

Say these figures
1) 5:45
2) 153
3) Room 1408
4) 1862
5) 4th
6) 1st
7) 041 -564-9433
8) 2 + 2 = 4
9) 1 1/4
10) 3 2/3
11) 9 1/2
12) 16
13) 60
14) 3 X 3 = 9
15) 1,453
16) 36,577
17) 5,450,298
18) 10^5
19) 10 - 4 = 6
20) 10 ÷ 5 = 2
21) the 1960s
22) 27%
23) 0.34%
24) 2001

(See Appendix III for numbers)

Exercise 5 Listen and complete the sentences with the figures you hear.

1. Workers spend about _____ hours a week looking at non-work-related sites like Facebook.
2. _____ of employees say they are Internet addicts
3. _____ of all eBay listings are designed to defraud.
4. The Code Red virus infected over ___________ computers in _______ hours and cost more than $__________.
5. The Harvard Mark _____ calculator, launched in _______, was _______ feet long.
6. The first patent for data storage was in the ________ (for the punch card).
7. The cost of hackers for the US economy has been estimated at $__________ a year.
8. The IBM RAMAC ______ in _______ stored _____ megabytes of data and cost $____________ per megabyte.
9. In _____ Bill Gates said that ______kB of memory would be enough for anyone.
10. A new edition of Windows is worked on by __________ people, comes in _________ languages and has to work with ___________ different devices.
11. In ______, there were _____ billion spam messages to AOL users per day and _________ complaints a day from AOL customers about spam.
12. Over ___________ of American schools rely on students to provide technical support for their computers.

Expressing approximation with numbers

about- around - approximately -roughly - nearly - just under - well under - just over - well over
Pronunciation

The –ed form
This form is used for:

- past simple of affirmative, regular verbs: travelled
- past participle of regular verbs: dedicated
- adjective forms: interested

It is pronounced in three different ways depending on the preceding consonant:

/ɪd/ after t and d (wanted, created)
/t/ after unvoiced consonants: /f/ /k/ /p/ /s/ /ʃ/ /ʃ/ (developed, watched)
/d/ other cases: (travelled, designed)

Exercise 6 Write the following verbs under the correct heading according to the pronunciation of –ed.

<table>
<thead>
<tr>
<th>decide</th>
<th>develop</th>
<th>simplify</th>
<th>talk</th>
<th>use</th>
<th>support</th>
<th>configure</th>
</tr>
</thead>
</table>

| /ɪd/ | /t/ | /d/ |
2. INSIDE A COMPUTER

Defining and classifying; passive voice; acronyms v. initialisms v. abbreviations; pronunciation: /ɜː/

Listening comprehension

Exercise 7 Listen and complete the text.

INSIDE A DESKTOP COMPUTER
(https://www.youtube.com/watch?time_continue=11&v=4eNTlwnnhss)

The 1) ________is the computer's main circuit board. It connects directly or indirectly to every part of the computer. The central processing unit (CPU), also called a 2) ________, is located inside the computer case on the motherboard. It is sometimes called the 3) ________of the computer, and its job is to 4) ________commands. RAM is your system's 5) _________. Whenever your computer 6) ________calculations, it temporarily stores the data in the RAM until it is needed. When the computer is turned off, however, the memory disappears, so the data is written to the 7) ________, which acts as 8) ________. Modern computers have 9) ________ (SSD), which are faster and more durable. If you want to 10) ________your computer, you can add 11) __________. The 12) ________ in a computer converts the power from the wall outlet to the type of power needed by the computer. It sends power through cables to the motherboard and other components.

Defining

When we define an object, we generally describe its functions and properties. There are a number of ways we can do this:

Present simple: The ROM holds instructions which are needed to start up the computer.

Used to + infinitive: The ROM is used to hold instructions which are needed to start up the computer.

Used for + -ing: The ROM is used for holding instructions which are needed to start up the computer.
Emphasis of function: The function of the ROM is to hold instructions which are needed to start up the computer.

NB: Remember to use the relative pronouns which or that for things, and who or that for people.

Exercise 8 Rewrite the following sentence using the various phrases above.

Storage devices store information permanently.

1. …………………………………………………………………………………………………………………………………………………
2. …………………………………………………………………………………………………………………………………………………
3. …………………………………………………………………………………………………………………………………………………

Exercise 9 Match the items in A and B and then write sentences using the phrases above. You will need to modify the verb form.

A

B

1. web browser
2. mouse
3. keyboard
4. monitor
5. router
6. recycle bin

a. inputs data through keys like a typewriter.
b. displays the output from the computer on a screen.
c. stores deleted files.
d. transmits data between two computers or networks.
e. controls the cursor.
f. displays web pages.

1. …………………………………………………………………………………………………………………………………………………
2. …………………………………………………………………………………………………………………………………………………
3. …………………………………………………………………………………………………………………………………………………
4. …………………………………………………………………………………………………………………………………………………
5. …………………………………………………………………………………………………………………………………………………
6. …………………………………………………………………………………………………………………………………………………

Now take turns to describe the functions of the following items:

1. Hard disk
2. Motherboard
3. Graphics card
4. USB port
5. Touchpad
6. Webcam
Classifying
We can also define things through how they are classified:

**Parts of a whole:**

*RAM and ROM constitute/make up the main memory.*

*Bluetooth is a type of wireless technology.*

*Hardware and software are the two basic parts of a computer.*

**The whole divided into parts:**

*A hard disk consists of several disks and their read-write heads.*

*Peripherals are classified/divided into three types: input, output, and storage devices.*

*System software includes operating systems, programming software and system utilities.*

*A network is composed of/made up of two or more computers connected together.*

*Application software comprises programs designed for an end user.*

**Exercise 10** Complete the sentences with a phrase from above.

1. A computer _________ hardware and software.
2. Software is _________ into two categories: system software, and application software.
3. The CPU, main memory and peripherals ________________ the hardware.
4. Peripherals are _________ into three types: input, output and storage devices.
5. There are two ____________ of flash memory.
6. A word processing program __________ software which lets the user create texts.
7. The CPU _________ two parts: the control unit and the arithmetic logic unit.
8. A mainframe _________ a central system which processes immense amounts of data.

**Grammar study: The Passive Voice**
The passive is often used to describe a process where the action is more important than the agent.

**Present:**

*The documents are usually created* in Word format.
*The article is being written* at the moment.
*He has been told* that he will get a promotion.
Past:

The email **was sent** yesterday.
The computers **were being installed** when I arrived at the office.
The computer **had already been taken** away before 9 o’clock this morning.

Future:

That man **will be arrested** if he drinks and drives!
The exhibition **will have been visited** by 500,000 people by the end of the year.

Modal Auxiliary Passive Form

The Passive can be used with modal auxiliary verbs:

**Modal + be + past participle:** The work **must be done** today.

**Modal + have been + past participle:** The computer **should have been switched off**.

Exercise 11 Write passive sentences from the words in brackets. All sentences are present simple.

1. (this processor / make / of silicon)
   ..........................................................................................................................................

2. (how often / these printers / cleaned?)
   ..........................................................................................................................................

3. (all the resources / share / with the other PCs)
   ..........................................................................................................................................

4. (the transfer rate / check / automatically)
   ..........................................................................................................................................

5. (what / this machine / use for?)
   ..........................................................................................................................................

Exercise 12 Write passive sentences from the words in brackets. All sentences are past simple.

1. (the office / clean / yesterday)
   ………………………………………………………………………………………………………………………

2. (how / those printers / break?)
   ………………………………………………………………………………………………………………………

3. (when / this computer / buy?)
   ………………………………………………………………………………………………………………………

4. (students / invite / to the meeting last week)
   ………………………………………………………………………………………………………………………

5. (all our computers / repair / in our PC Store)
   ………………………………………………………………………………………………………………………

Exercise 13 Write passive sentences from the word in brackets. All sentences are present perfect.

1. (the plug / place / into the socket)
   ………………………………………………………………………………………………………………………

2. (the firewall / disable)
   ………………………………………………………………………………………………………………………
3. (all these computers / scan / recently)

4. (this computer / not use / very often)

5. (the operating system / update)

---

Exercise 14  Transform the following active sentences into the passive.
1. In case of doubt you must contact the Internet Service Provider.

2. You can download new updates from the Internet.

3. In order to install this plugin you must disable the antivirus.

4. Before installation you should unplug the power cord.

5. You must enable the ‘Automatic Detection’ option.

6. Someone must have switched off the computer by mistake.

7. He should have made a backup of the files.

8. They must have infected the program with a virus.

---

Acronyms, Initialisms and Abbreviations

ICT terminology tends to abbreviate words:
- CRT (stands for Cathode ray tube)
- LED (stands for Light emitting diode)

All acronyms and initialisms are abbreviations, but not all abbreviations are acronyms or initialisms.

**Acronyms** are made from the first letter of a series of words, and can be pronounced as if they were words themselves:
- COBOL (stands for Common business oriented language)
- Laser (stands for Light amplification by stimulated emission of radiation)

**Initialisms** are also made from the first letter of a series of words, but cannot be pronounced as words:
- HTML (stands for Hypertext mark-up language)
- CPU (stands for Central Processing Unit)

**Abbreviations** are short forms of words and can be pronounced as words:
- .com (short for commercial)
- .exe (short for executable file)
Then there are combinations of initialisms and acronyms:

- Jpeg (stands for Joint photographic experts group)
- CD-ROM (stands for Compact disc read-only memory)

**Exercise 15** Complete the table with the examples from the box.

<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th>INITIALISMS</th>
<th>ABBREVIATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTP</td>
<td>COBOL</td>
<td>app</td>
</tr>
<tr>
<td>VoIP</td>
<td>GPS</td>
<td>KB</td>
</tr>
<tr>
<td></td>
<td>PDF</td>
<td>GUI</td>
</tr>
<tr>
<td></td>
<td>BMP</td>
<td>CPU</td>
</tr>
<tr>
<td></td>
<td>ROM</td>
<td>FAQ</td>
</tr>
</tbody>
</table>

**Exercise 16** Tick the words that contain the /ɜː/ sound.

1. Thursday  
2. does  
3. skirt  
4. short  
5. Tuesday  
6. work  
7. ear  
8. nurse  
9. birthday  
10. turn  
11. bun  
12. weren’t  
13. ball  
14. hurt  
15. early  
16. ward

**Pronunciation**

/ɜː/

A difficult sound to reproduce for Italian speakers: *world* - /wɜːld/, *third* - /θɜːd/.
3. E-COMMERCE

Describing a process; connectives (1): sequence; articles; prepositions; pronunciation: morphology and word stress

Exercise 17
Listen and put the following instructions in order.

HOW TO BUY ON EBAY (https://www.youtube.com/watch?v=unro84b0k74)

☐ Research an item and check its details

☐ Click pay now button if paying with PayPal

☐ Register contact details and email address

☐ Research the seller

☐ Buy item at fixed price

☐ Search categories and sub-categories

☐ Place a bid – click on bid button

☐ Narrow down search results

☐ Make sure received item fits description

☐ Leave feedback

What was the last item you bought online? Describe the process you used to buy it.
**Connectives (1): Sequence**

To help people understand better a series of instructions or sequence of actions, connectives for sequences are used. The tenses used are generally the present simple and present perfect, as well as the passive voice:

- **First**... **Then/Next**... **Finally:** *First the computer is switched on. Then/Next the OS is booted. Finally, the application is run.*

- **First step/stage**... **Next stage/step:** *The first stage is to switch on the computer and the next step is to boot the OS.*

- **Before/After + -ing:** *Before booting the OS, switch on the computer.*

- **Before/After + Verb phrase:** *After you have switched on the computer, you can boot the OS.*

- **Once:** *Once the computer has been switched on, you can boot the OS.*

- **Having + past participle:** *Having switched on the computer, you can then boot the OS.*

(See Appendix IV for presentation signposts)

**Exercise 18** Now rewrite the following sequences using the structures above. Can you say what the instructions refer to?

1. a) Highlight the item you want to copy  b) Hold down CTRL key and click C to copy  c) Hold down the CTRL key and click V to paste.

2. a) Start a new document in Word and type your text  b) Click File in the top left-hand corner of the screen  c) From the menu click Save and choose the folder where to save it  d) Type in the document’s name and click Save at the bottom.

3. a) Enter safe mode  b) Delete temporary files  c) Download a virus scanner  d) Run a virus scan

4. a) Open Firefox menu and point to ‘history’  b) Click Clear ‘recent history’  c) Select ‘everything’ and click the ‘clear now’ button.

5. a) Press and hold down the power button until the computer switches off  b) Wait a few seconds  c) Turn computer back on.
Grammar study: Articles – the, a, an, --

Use the indefinite article *a* when something (singular, not plural) is nominated for the first time: A man walked into the class
Before professions: He works as a technician
Use *an* before vowels sounds: an automaton
Initialisms where the first consonant has a vowel sound: an FTP
But article *a* before vowels with consonant sound: a university

Use the definite article *the* before singular and plural nouns to specify the noun:
The man I spoke to had just finished his doctorate
Uncountable nouns that are specified: The water I drank was extremely pure
Before ordinal numbers and superlatives: The best computer you can buy

No definite article before:
Uncountable nouns when not specified: Water is made up of hydrogen and oxygen
Abstract nouns: Intelligence
Generic meaning: I like Maths
Possessive adjectives: My studies
Years: 1960 (but *the* 1960s)
An institution of which you are a member: I go to university
Acronyms: COBOL is a computer programming language

Exercise 19 Complete the sentences with *a*, *an*, *the* or no article.

1. He studies the relation between __________ experience and __________ knowledge.
2. __________my theory was correct.
3. The holiday was __________ best I had ever had.
4. He works as __________ dentist.
5. I love __________ classical music.
6. That sounds like __________ European name to me.
7. Do you remember __________ 1980s?
8. __________ smoking is not permitted here.
9. He didn’t feel well so he went to __________ hospital.
10. He comes to Italy twice __________ year.
Prepositions

Exercise 20 Complete the sentences with an appropriate preposition.

1. I have just installed a new program _________ my computer.
2. The memory card goes _________ a special slot.
3. There is so much information _________ the Internet nowadays.
5. The language _________ the email was too informal.
6. Please send the document _________ me as soon as possible.
7. Comments can be posted _________ the forum.
8. Android apps are available _________ Google Play.
9. Find us _________ Facebook.
10. I extremely interested _________ AI.
11. The documents are located _________ the folder.
12. This spreadsheet consists _________ two parts.
13. Where are my documents _________ Windows 10?
14. You can upload your files and folders _________ Cloud Storage.
15. You can then share the documents _________ your contacts.

Morphology and word stress

Exercise 21 Complete the table and mark the stressed part of the words. There may be more than one noun form.

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>to apply</td>
<td>application</td>
</tr>
<tr>
<td>to inform</td>
<td></td>
</tr>
<tr>
<td>to analyze</td>
<td></td>
</tr>
<tr>
<td>to perform</td>
<td></td>
</tr>
<tr>
<td>to store</td>
<td></td>
</tr>
<tr>
<td>to access</td>
<td></td>
</tr>
<tr>
<td>to expand</td>
<td></td>
</tr>
<tr>
<td>to recognize</td>
<td></td>
</tr>
<tr>
<td>to manage</td>
<td></td>
</tr>
<tr>
<td>to publish</td>
<td></td>
</tr>
<tr>
<td>to receive</td>
<td></td>
</tr>
<tr>
<td>to record</td>
<td></td>
</tr>
</tbody>
</table>
to recover
to transmit
to develop
to attach
to install
to resolve
to define
to assist

Exercise 22  Now do the same with nouns and adjectives.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>technology</td>
<td>technological</td>
</tr>
<tr>
<td>experiment</td>
<td></td>
</tr>
<tr>
<td>environment</td>
<td></td>
</tr>
<tr>
<td>science</td>
<td></td>
</tr>
<tr>
<td>digitization</td>
<td></td>
</tr>
<tr>
<td>graph</td>
<td></td>
</tr>
<tr>
<td>line</td>
<td></td>
</tr>
<tr>
<td>precision</td>
<td></td>
</tr>
<tr>
<td>reliability</td>
<td></td>
</tr>
<tr>
<td>biology</td>
<td></td>
</tr>
<tr>
<td>efficiency</td>
<td></td>
</tr>
<tr>
<td>interaction</td>
<td></td>
</tr>
<tr>
<td>portability</td>
<td></td>
</tr>
<tr>
<td>simplification</td>
<td></td>
</tr>
<tr>
<td>security</td>
<td></td>
</tr>
<tr>
<td>modification</td>
<td></td>
</tr>
<tr>
<td>automation</td>
<td></td>
</tr>
<tr>
<td>organisation</td>
<td></td>
</tr>
<tr>
<td>classification</td>
<td></td>
</tr>
</tbody>
</table>
4. PERSONAL INFORMATION ONLINE

Countable/Uncountable nouns; compound nouns/adjectives, hyphens, noun strings, indicating possession: ‘s; quantifiers

Pre-listening Vocabulary

Exercise 23 Match the words and their definitions.

1. to deal with a. to develop in a particular way
2. to turn out b. variety of things (uncountable noun)
3. coverage c. to be completely covered by something
4. to hide from d. to take action to do something
5. stuff e. to link to
6. to be plastered f. to be able to understand something
7. to tie to g. in the end
8. to figure out h. reporting about something through the media
9. eventually i. to say or show you will hurt someone
10. to threaten j. to stay in a place where people cannot find you

ELECTRONIC TATTOOS (https://www.youtube.com/watch?v=Fu1C-oBdsMM)

Exercise 24 Watch the video and answer the questions below.

1. What is Juan’s main message?
2. Why does Juan make a comparison between a person’s online presence and tattoos?
3. What is the message regarding the myth of Sisyphus?
4. What is the message regarding the myth of Orpheus?
5. What is the message regarding Atalanta?
6. What is the message regarding Narcissus?
7. What is the ‘threat’ to us today?
8. Is Juan’s style formal or informal? How can you tell? How does it differ from a formal presentation?
Do you agree with Juan? How much personal information do you leave online?

Grammar study: Countable and Uncountable Nouns

Countable nouns have a singular and plural form, whereas common uncountable and proper nouns only have a singular form and are followed by a singular verb. Here are some examples from the talk: *information, coverage, stuff, recognition*

Other uncountable nouns:

**Ideas and experience:** advice, progress, news, research, work, permission, knowledge

**Materials and substances:** water, rice, cement, gold, milk, money, software, hardware

**Weather words:** weather, thunder, lightning, rain, snow

**Names for groups or collections of things:** furniture, equipment, luggage, accommodation

Some nouns are both countable and uncountable, and may change their meaning as a result:

work, space, light, wood, business, hair, talk, evil, experience, iron, glass, cold, time, paper.

Exercise 25  Choose the most appropriate alternative.

1. His advice (is/are) helpful.
2. It’s difficult to find (a/-) work at this time of year.
3. She wants (a/-) permission to look at the documents.
4. This information (is/are) useful.
5. The news on television (was/were) terrible.
6. The students are making a lot of (progress/progresses).
7. They are carrying out (a/-) research on the application of 3D printing.
8. I have (an/-) experience in teaching children.
9. The people (is/are) not happy with this idea.
10. Apple has released (a/-) new software.

Compound nouns and adjectives

Compound nouns are made up of two or more words (modifier + headword) used together as a single word: hard drive, control panel, ink-jet printer. The modifiers may refer to:

- **Material** → silicon chip
- **Function/Purpose** → search engine
- **Profession** → software engineer
- **Place** → web portal
The combinations may be:

- **Noun + noun → address bus**
- **Adjective + noun → broadband**
- **Adverb + verb → download**
- **Verb + adverb → add-on**
- **Present participle + noun → recording head**

The compounds may be written as one word if they represent one concept: **database**

Two separate words: **control panel**

Most **compound nouns** have the primary stress on the first element: **database toolbar**

Most **compound adjectives** have the primary stress on the second element, in particular with –ed and –ing participles: **old-fashioned never-ending**

However, if one of the elements is a **noun**, then the stress falls on the first:

**computer-generated thought-provoking**

**Exercise 26** Say whether the stress fall on the first or second element.


**Compounds and Hyphen use**

The hyphen is used to create a new word that has a single meaning, either a noun or a modifier. Very often compound nouns may drop hyphens altogether e.g. **data base, data-base, database**. However, compound adjectives always use hyphens: **voice-activated**.

In general, do not use a hyphen with a prefix, namely an element that is not a word in itself and that is added at the beginning of a word to modify its meaning. Thus, write **multichannel, nonlinear, preamplifier**, etc. A hyphen is **not** necessary if the noun is preceded by an adverb or comparative or superlative adjective: **randomly chosen subjects, higher education information, best known example**. As an exception to this rule, use a hyphen to separate vowels that would otherwise be read together, as in **pre-embryo**, or when the original word is written with a capital, as in **pre-Columbian**.

The following also require a hyphen: **all-, ex-, half-, quasi-, self-, well-**. Most compounds with a number as first element need a hyphen e.g. **21st-century technology**. Also specialised scientific notation e.g. **carbon-14**.
Exercise 27 Insert the hyphen where necessary.

1. We need a policy for the long term.
2. Acrobat provides a platform independent means of creating documents.
3. The short term consequences are obvious.
4. The twenty year old study has finally been completed.
5. She has good decision making abilities.
6. New innovations have been adopted by Unix like operating systems.
7. In most higher level programs, algorithms act in complex patterns.
8. C++ is an object oriented language.
9. It is a menu driven application.
10. The phone has eco friendly components.

Noun strings
Noun strings are a series of nouns and adjectives which work as modifiers on each other and on the final noun in the string. They are common in science and technology. If they are too long they may become difficult to understand. To understand the sentence, read from right to left. Sometimes they may be ambiguous:

Standard toolbar colour = Standard colours for toolbars, or Colours for standard toolbars?

Exercise 28 “Uncompress” the following noun strings. Read from right to left.

1. Information display software. ........................................................................................................
2. Image generation program. ...........................................................................................................
3. Language programming principles. ................................................................................................
4. Software engineering tutorial. ....................................................................................................... 
5. Buried cable engineer. ...................................................................................................................
6. Five-year-old computer. ................................................................................................................

Exercise 29 Now make these sentences as concise as possible. Always remove the ‘s’ in plural nouns when they act as adjectives. Some words may have to be modified.

e.g. Research concerned with climate change = Climate change research

1. An estimation of data output. ...........................................................................................................
2. A centre for the control of traffic in the air. ...................................................................................
3. A display made of liquid crystals. .................................................................................................
4. Procedures for data analysis. .................................................................
5. The creation of a virtual database. ..................................................
6. Technological research that is 40 years old. ..................................

**Indicating possession – use of the apostrophe**

To indicate possession, relationships and characteristics of people, animals, countries, categories, groups or organisations made up of people the apostrophe + S is used. Inanimate objects may also have a possessive ‘s, usually when we are referring to the object’s own specific qualities:

*The computer’s memory*

Otherwise we use *noun + of + noun* or else an attribute (adjective) of another noun:

*The leg of the table → Table leg (general, describing type of leg)*

*The list of wines → The wine list (note the plural ‘s’ is dropped)*

The apostrophe is used **before** the -s after singular nouns, but **after** the -s after plural nouns, or words ending in -s:

*My brother’s name is Peter*  
*The doctors’ responsibilities*

If the word has an irregular plural form, the apostrophe comes before the –s:

*women’s rights*  
*children’s toys*

The possessive can also be used with time or space expressions:

*today’s lesson*  
in three weeks’ time

**Note:** Do not put an apostrophe before a plural, or with figures or acronyms:

*The students have graduated*  
*the 1960s*  
*3-hour lesson*  
*their IQs are high*

To illustrate the importance of apostrophe use, consider the following examples and say what the meaning is for each sentence:

1. *Those things are my friend’s*
2. *Those things are my friends’*
3. *Those things are my friends*

**Exercise 30 Insert the apostrophe only where necessary.**

1. The room is sometimes referred to by its previous name.
2. I think Mozarts best opera is *The Marriage of Figaro.*
3. The dogs like my father.
4. The Womens Movement was very strong in the 1970s.
5. I only had five hours sleep last night.
6. The musicians' wives are accompanying them on the tour.
7. The secretaries' computers are new.
8. Did you read yesterday's newspaper?
9. There are ten PhDs in our faculty.
10. I think that he is a friend of hers.

Quantifiers
Quantifiers go before a noun and modify it.

Exercise 31 Place the following quantifiers in the correct box.
* much, many, few/a few, little/a little, a great deal of, numerous, plenty of, enough*

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
<th>Countable and Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A few/few, a little/ little
There is a difference between using *few/ little* with or without the indefinite article:
*A few students came to the lesson* means not many students came, but this is still positive.
*Few students came to the lesson* means not enough students came and this is negative.

*I have a little time to help* you means I have not much, but enough time.
*I have little time to help you* means I don’t have enough time.

Exercise 32 Complete the sentences with an appropriate quantifier.

<table>
<thead>
<tr>
<th>much</th>
<th>many</th>
<th>little</th>
<th>a little</th>
<th>few</th>
<th>a few</th>
<th>plenty of</th>
<th>enough</th>
</tr>
</thead>
</table>

1. I am afraid we are making __________ progress on this project.
2. __________ people know his real identity. He has kept it well hidden.
3. Don’t worry, there is __________ time to study for the exam – it’s next month.
4. How __________ memory does your computer have?
5. There weren’t __________ chairs in the classroom. Students had to sit on the floor.
6. You can do all your shopping online with only __________ clicks of the mouse.
7. How __________ cores does this processor have?
8. Not __________ research has been done on this subject.
9. I have __________ money left, so I think I’ll buy that tablet.
10. __________ is known about the inventor’s early life.
WHAT MAKES A GOOD WEBSITE? FOUR SECRETS OF WEBSITE DESIGN

Design tip 1: Purpose
Each page of your website should have a clear purpose. It will most probably sell your products and services, generate leads or build your brand. Ask yourself what your customer is going to look for on your website. Will it be information, purchase, or entertainment? It’s easy if your website is supposed to entertain. You can share pictures, videos, podcasts or humorous art, but you should remember to update it often.

If you’re creating an informational website, it means that its users will look for learning something new or understanding some topics better. Moreover, such websites should contain a knowledge base, tips and tricks, “how to” guides or product pictures. Adding live chat to such website is a plus; it will help your customers to find help easily.

However, if you’re creating an ecommerce website, you must remember that this website is selling. This means that you need to have a nice design, high quality pictures and persuasive copy with clear information about the benefits the customer is going to get from you.

Design tip 2: Visuals
Your website needs to be eye-catching so visitors want to explore it, whereas if it’s unattractive and old-fashioned, it might mean that you don’t care about improving your product or services. Don’t use huge images if you don’t want your website to be slow and keep in mind to upload them in PNG or JPG format. In addition, always use graphics and pictures that fit the content. Remember about whitespace so the website looks clear and aesthetic. Sometimes less is more! Try to limit the number of different fonts to 3 and stick to the standard font families. I know that just using Helvetica or Arial may sound boring, but thanks to this your website will format correctly on more browsers!

Design tip 3: Relevant, original content
None of your website visitors will have time to read essays about your products or services so remember about the main rule of content writing: clear communication. Once your website visitors enter your website, make sure they know who you are, they know what you do and what kind of benefits they can get if they decide to become your customers. Under “clear communication” I also understand a couple of less obvious things: the use of headlines and subheadings, bullet points and paragraphs.
Design tip 4: Clear website navigation

Navigation is about how easy it is for people to take action and move around your website. Although your website may be beautiful, your customers can’t find the information they are looking for if they have to encounter obstacles in the purchase process. Think about creating a logical page hierarchy with clickable buttons and categories. Furthermore, remember about the “three click rule” of clear navigation. This rule means that users should be able to find the information they are looking for within three clicks.

There is also a rule called the F-shaped pattern. Most of what people see is at the top and left of the screen and we should put the most important information there. The right side of the screen is rarely explored, so we should not place there any important information, buttons or CTAs. (call-to-action).

Your website is your company’s business card as people judge your brand based on what they can see on the Internet. That’s why, if you’re wondering if it makes sense to spend your time and efforts on creating a great website, let me tell you: it does.

(adapted from https://www.livechatinc.com/blog/what-makes-a-good-website/)

Exercise 33  Reading comprehension

1. Who is the advice for?
2. What should an informational website include?
3. What does ‘eye-catching’ mean?
4. Why should only standard fonts be used?
5. What are the three important pieces of information to include about a company?
6. What is the F-shaped pattern?
7. What does ‘call-to-action’ mean?
8. What is the ‘three click rule’?

What is your favourite website? Is it well-designed?

Grammar study: Modal verbs

Exercise 34 Underline the modal verbs in the text. What function do they have?

Exercise 35 Choose the most appropriate modal verb.

1. He looks very ill. I think he (can/should/may) go to a doctor. (ADVICE)
2. You’ve been driving all day. You (should/can/must) be exhausted. (POSSIBILITY)
3. Excuse me, I’m lost. (May/Can/Should) you help me? (REQUEST)
4. (Would/Could/Should) you mind opening the window please? It’s too hot in here. (REQUEST)
5. That coat looks very expensive. It (can/must/may) have cost a fortune! (PAST POSSIBILITY)
6. You really (mustn’t/don’t have to/needn’t) be late again. (OBLIGATION)
7. I (would/can/may) be able to help you but I’m not sure at the moment. (POSSIBILITY)
8. Entrance to the museum was free. We (needn’t/didn’t need to/needn’t have) pay to get in. (NO OBLIGATION)
9. (May/Would/Should) I go out a minute, please? (PERMISSION)
10. It’s very important to (could/can/be able to) speak more than one language. (ABILITY)

Connectives (2): Addition, Contrast
There are a number of connectives in the text.

Addition: moreover, furthermore, in addition
Contrast: but, however, whereas, although

Exercise 36 Complete the sentences with an appropriate connective.

1. I prefer watching films at the cinema, __________ my friend prefers watching them in streaming.
2. __________ this smartphone is quite expensive, it has a lot to offer.
3. This camera app is popular, containing many options. __________, it has features such as cartoon effects.
4. WhatsApp Messenger registered about 30% growth last month, __________ Facebook Messenger registered 20%.
5. Our survey will produce important statistics. __________, it will provide information about people’s purchasing habits.
6. This program seems perfect. __________, we need to test it one more time.

ORAL PRESENTATION (1)
Opening a presentation
There are four stages to opening a presentation: Attention, Benefit, Credibility, Direction.

Exercise 37 Say which:
1. Captures your audience’s interest instantly.
2. Gives them a route map of the presentation.
3. Shows them you have the authority to speak.
4. Explains what they will gain from the talk.
Exercise 38

In the following text, a man begins a business presentation on improving staff performance. Read it and underline the parts that correspond to the A, B, C, D model. Note the tenses that are used, and identify sequence signposts.

‘Good Morning ladies and gentlemen. First of all, let me start by thanking you for attending this presentation. I understand that everybody is very busy. So I do appreciate your attendance today.

My name is Russel Grants and I work as the European human resources manager for LPS, which I have done for the past 5 years. I have worked in the field of human resources in various companies since I left university, nearly 20 years ago.

In this presentation, I am going to talk to you about how employers and managers mismanage their staff and how this situation can be changed.

Today's presentation is divided into three parts, which I will tell you about now. To begin with, I will give an overview of how current employee under-performance is costing companies millions in lost revenue, every minute of every day. Then I will explain the causes of this under-performance. Finally, I will outline an easy method to rectify this problem, which will keep your staff motivated and more productive and so save you money.

If you have any questions, I will be pleased to answer them at the end of the presentation.

But before we start the first part, ask yourselves what you would do if you could reduce the relative labour cost of each product you manufacture or sell, or each service you provide? What we know is that labour normally accounts for about 40% of total costs in most businesses. That’s a lot of money, isn’t it? Money which could be spent in other areas like Research and Development (R&D) or by reducing the price of your product.’

Exercise 39  Now say whether the following sentences refer to A, B, C or D.

1. In the 60 minutes it will take me to give this presentation, 7,000 US businesses will go bust.
2. In my 15 years in Silicon Valley I’ve learned quite a bit about managing risk.
3. By the end of this morning’s talk you’ll know how to say ‘No’ and feel good about it.
4. My presentation this afternoon is in three main parts. Feel free to interrupt as we go along.
5. I was fortunate enough to be part of the team that developed the original device.
6. I am sure you’ve heard of cases of cyberbullying recently.
7. I hope that by the end of the talk you will have a clearer idea of internet security aspects.
8. I will provide some handouts.
Similar opening phrases.

Exercise 40  Match a phrase from A with a similar phrase from B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I’m going to focus on 3 areas today.</td>
<td>a. I’m responsible for the IT department.</td>
</tr>
<tr>
<td>2. I will deal with a number of issues.</td>
<td>b. My talk will last about 15 minutes.</td>
</tr>
<tr>
<td>3. I plan to give you an overview.</td>
<td>c. The purpose of my presentation is to...</td>
</tr>
<tr>
<td>4. I’m in charge of the IT department.</td>
<td>d. I’ll draw your attention to...</td>
</tr>
<tr>
<td>5. I will highlight...</td>
<td>e. I will address some problems.</td>
</tr>
<tr>
<td>6. I’d like to talk about...</td>
<td>f. I’ve divided up my presentation in 3 parts.</td>
</tr>
<tr>
<td>7. I’ve limited my talk to around 15 minutes.</td>
<td>g. I’ll cover 3 areas.</td>
</tr>
<tr>
<td>8. My talk is broken down into 3 parts.</td>
<td>h. I intend to give you the basic facts.</td>
</tr>
</tbody>
</table>

Exercise 41 Complete the introduction with an appropriate word or phrase.

Good morning everyone and __________ all for coming! I’m Mario Rossi and ____________my partner Carlo Scarpa. We’re students __________ Ca’ Foscari University in Venice and today we _____________how Google wants to revolutionize the world of mobile technology. The idea consists of a device composed of the union of individual blocks - battery, camera, display, speakers, etc. and therefore is extremely customizable. This project is __________ “Project Ara”. Our talk _______________ three parts and will ____________ about 15 minutes. ____________, we’re going to ______the modular structure of these devices. ____________ we will show a prototype, called “Spiral 2”, and ____________, we want to __________ how this new technology will change the world of smartphones radically and how this will affect you all. There will be time at the end for ____________.
6. FUTURE TRENDS IN TECHNOLOGY

Expressing the future; conditional forms; pronunciation: /ɪ/ v. /ɪː/

The picture at the top of the page is a late 19th-century illustration of future communication. What is the technological equivalent today?

Exercise 42  Match the trends described below to the pictures.

1. Nanotechnology is the science of creating materials and devices at an atomic, molecular and supramolecular scale. It is going to have an enormous impact on everyday lives, with a wide range of applications including nanomedicine, nanoelectronics, biomaterials, energy production and consumer products. Nanocomputers will be developed, with two possible results: quantum computers, which will be millions of times faster than current computers, and DNA computers, where the DNA biochips will replace the functions of silicon microchips.

2. Driverless cars are robotic vehicles capable of sensing their environment and navigating without human input. They use a variety of techniques to detect their surroundings, such as radar, laser light, GPS, and computer vision. Driverless cars are currently being designed. It is thought they are going to change our lifestyles – traffic accidents will fall by 90%, people won’t need to own a car, urban centres will evolve, and disabled people will be more mobile.
3. **Artificial Intelligence (AI)** is the science of making intelligent machines and programs. The term was coined in 1956 by John McCarthy, computer scientist pioneer and inventor. It has several applications, such as robotics, expert systems (computer software that imitates human reasoning), and neural networks. It is thought that by 2030 engineers will have built androids, with human features and behaviour.

4. **Virtual Reality (VR)** is simulating real or imaginary worlds using high-performance computers and sensory equipment, like headsets and gloves. Apart from games and entertainment, it has long been used for training airline pilots and surgeons and for helping scientists to understand complex problems such as the structure of protein molecules. In the future people will be travelling around the world while staying at home, trying on clothes before buying them online, walking through potential new homes etc.

5. **The Internet of Things (IoT)** bridges the gap between the physical world and the digital world, thanks to cheaper processors and wireless networks, being a network of physical devices, home appliances and other items, connected to the Internet and collecting and sharing data. It is believed that in 2025 there will be over 26 billion connected devices, and this is going to have a huge effect on the way people live. The relationship will be people-people, people-things, things-things.

6. **Biometrics** uses computer technology to identify people based on physical characteristics, such as fingerprints, voice, facial features, iris and retina patterns. The number of devices and platforms getting connected is increasing every day at an exponential rate. As the world gets more interconnected, there will be a need to protect more devices from security breaches in the future. Law enforcement, government agencies and banks have already migrated to biometric systems for data protection. Therefore, it is extremely likely that more organizations will adopt this in the coming years.

**Grammar study: Future time**

There are various ways to express the future:

- **Arrangement**: *He is having lunch with Mary on Friday.* (present continuous)
- **Fixed programme**: *The film starts at 8pm.* (present simple)
- **Personal intention**: *We are going to have a party tomorrow.* (be + going to + infinitive)
- **Immediate future**: *Look! It’s going to rain.* (be + going to + infinitive)
- **Immediate future**: *Google is about to suspend its messaging app.* (to be + about to + infinitive)
- **Spontaneous decision**: *There are no buses now. I think I will get a taxi.* (will + infinitive without to)
- **Offering to do something**: *I’ll help you with that text. Shall I correct it for you?*
- **Request**: *Will you open the window, please?*
Asking for suggestion: *What shall I / we do this evening?* (shall + infinitive without to)

Promise: *I’ll write to you when I get there.* (will, shall + infinitive without to)

Prediction: *Don’t worry about her. I’m sure she will arrive.* (will + infinitive without to)

Time clause: *He will phone when/ if/as soon as he gets home.* (will in main clause, present tense in subordinate clause)

Formal future arrangement: *The Queen is to visit Italy soon.* (to be + infinitive of verb)

Continuing action in the future: *I will be studying every evening next week.* (will + be + present participle)

Action completed some time in the future: *We will have finished painting the room by the time you get back from your holidays.* (will + have + past participle)

Exercise 43 Read the texts again and explain the function of the future forms highlighted in bold.

1. Nanotechnology *is going to have* an enormous impact on everyday lives.
2. DNA biochips *will* replace silicon chips.
3. By 2030 engineers *will have built* androids.
4. People *will be travelling* around the world while staying at home.
5. As the world gets more interconnected, there *will be* a need to protect more devices.

Exercise 44 Choose the correct future form to complete the sentences.

1. It is predicted that smart technology *(is going to/will)* be incorporated into clothes.
2. Watch out! You *(will/are going to)* drop your mobile phone!
3. At this time next week, I *(will be studying/will study)* in class.
4. If you don’t update your mobile apps you *(are being/will be)* exposed to security risks.
5. It is predicted that by 2030, smartphones *(will become/will have become)* obsolete.
6. In 2050, we *(will be living/are going to live)* in a Matrix-like virtual world.
7. It is hoped that fossil fuels *(will/are going to)* disappear in 2060.
8. I think I *(will write/am going to write)* my thesis on social media issues.
9. What *(are you going to/will you)* do when you graduate?
10. By this evening we *(will study/will have studied)* for eight hours.

Discuss what technological trends you think will affect our lives most in the future.
Conditional sentences

Conditional sentences consist of two parts:
If-clause (real or unreal condition) + main clause (the result clause)
When the if-clause precedes the result clause, the two parts of the sentence are separated with a comma.

Examples
Type 1 Real condition: If I do this work on a computer, it will take me less time. (true or likely to happen in the present or the future).

Type 2 Unreal condition present: If I did this work on a computer, it would take me less time. (untrue in the present. I don’t have a computer.)

Type 3 Unreal condition past: If I had done this work on a computer, it would have taken me less time. (imaginary in the past – I didn’t have a computer, so I didn’t do this.)

In written English after “if” we normally use were instead of was in all persons in type 2 conditionals.
e.g: If I were you, I would send her an e-mail message.

Exercise 45 Choose the correct form to complete the sentences.
1. If he (will debug/debugs/debug) the program, it will run properly.
2. If he (attends/attended/would attend) the conference on Cybernetic Analyses, he will learn about large-scale computers.
3. If I were you, I (wouldn’t buy/won’t buy/not buy) that cheap computer.
4. If you had studied better, you (would pass/would have passed/had passed) the exam.
5. If she had had better knowledge of maths, she (could have solved/will be able to solve/can solve) that problem.
6. If he had known the results beforehand, he (has never started/would have never started/would never started) the research.
7. If the cable failed, the whole network (failed/ would fail/will fail).
8. If I had to make a choice, my favorite site (will/would) be the Internet Movie Database.
9. If you (have/had) backed up your files, you wouldn’t have lost all your data in the power cut.
10. If you have a virus, it (would/will) corrupt your files.

Pronunciation: /ɪ/v./ɪː/:
Italian does not have this sound: fill - /ftl/, ship - /ʃɪp/ and Italians tend to transform this sound into /ʃp/-sheep.

Exercise 46 Say whether the pairs of words you hear are the same (S) or different (D).
1. _____ 3. _____ 5. _____ 7. _____
2. _____ 4. _____ 6. _____ 8. _____

32
7. INTERPRETING DATA

Describing visuals; prepositions; connectives (3): reason, consequence, result

Exercise 47 Identify the type of visual

<table>
<thead>
<tr>
<th>flow chart</th>
<th>bar chart</th>
<th>graph</th>
<th>pie chart</th>
<th>diagram</th>
<th>table</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>b.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Visuals should supplement what you say and should not have too much text. Make sure the diagrams are clearly marked, and use the most appropriate diagram for your data. Use the correct tense to describe trends. Define what the visual is about and sum up the overall trend.

Introducing visuals

-I’d like you to look at this graph...-Let me show you this pie chart...

-Let’s have a look at this model...- Let’s turn to this map...

-To illustrate my point let’s look at some diagrams...-As you can see from these figures...

-If you look at these photographs you’ll see...- If you look at this bar chart you’ll notice...

- If you look at this flow chart you’ll understand ...

Useful verbs for visuals

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Topic</th>
<th>Circumstances</th>
</tr>
</thead>
<tbody>
<tr>
<td>This graph shows ...</td>
<td>the sales of our products ...</td>
<td>over 10 years.</td>
</tr>
<tr>
<td>The diagram outlines ...</td>
<td>rates of economic growth ...</td>
<td>between 2000 and 2015.</td>
</tr>
<tr>
<td>This table lists ...</td>
<td>the top ten mobile phones sold ...</td>
<td>in Europe.</td>
</tr>
<tr>
<td>This pie chart represents</td>
<td>net revenue ...</td>
<td>for the current year.</td>
</tr>
<tr>
<td>This line graph plots ...</td>
<td>the changes in consumer spending ...</td>
<td>from 2007 to the present.</td>
</tr>
<tr>
<td>This chart breaks down ...</td>
<td>total imports ...</td>
<td>since trading began.</td>
</tr>
</tbody>
</table>
Language for visuals

**LINE GRAPHS** are used to describe changes over time and so you need to use trend words. Remember to summarise the overall trend.

**Verbs, Nouns, Adjectives and Adverbs to describe Movement**

Here are some verbs and nouns you can use to describe change and movement.

### Upward Movement ↑

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>To climb</td>
<td>upward trend</td>
</tr>
<tr>
<td>To rise</td>
<td>rise</td>
</tr>
<tr>
<td>To improve</td>
<td>improvement</td>
</tr>
<tr>
<td>To pick up</td>
<td>recovery</td>
</tr>
<tr>
<td>To recover</td>
<td>increase</td>
</tr>
<tr>
<td>To increase</td>
<td>peak</td>
</tr>
<tr>
<td>To reach a peak/To peak</td>
<td>peak</td>
</tr>
<tr>
<td>To grow</td>
<td>growth</td>
</tr>
<tr>
<td>To shoot up</td>
<td></td>
</tr>
<tr>
<td>To rocket</td>
<td></td>
</tr>
</tbody>
</table>

### Downward Movement ↓

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>To fall</td>
<td>fall</td>
</tr>
<tr>
<td>To decline</td>
<td>decline</td>
</tr>
<tr>
<td>To decrease</td>
<td>decrease</td>
</tr>
<tr>
<td>To drop</td>
<td>drop</td>
</tr>
<tr>
<td>To plummet</td>
<td>plummet</td>
</tr>
<tr>
<td>To plunge</td>
<td>plunge</td>
</tr>
<tr>
<td>To slump</td>
<td>slump</td>
</tr>
</tbody>
</table>

### Horizontal Movement →

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>To even/level out</td>
<td>leveling out</td>
</tr>
<tr>
<td>To remain stable/steady/constant</td>
<td>stabilization, stability</td>
</tr>
<tr>
<td>To stabilize</td>
<td></td>
</tr>
<tr>
<td>To level off</td>
<td></td>
</tr>
</tbody>
</table>

### Constant change

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>To fluctuate</td>
<td>fluctuation</td>
</tr>
<tr>
<td>To be erratic</td>
<td>unpredictability</td>
</tr>
</tbody>
</table>

Here are some adjectives and adverbs you can use to describe the speed and size of change.

### Speed of Change

<table>
<thead>
<tr>
<th>Rapid - Rapidly</th>
<th>Noticeable - Noticeably</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slow - Slowly</td>
<td>Substantial - Substantially</td>
</tr>
<tr>
<td>Sharp - Sharply</td>
<td>Considerable - Considerably</td>
</tr>
<tr>
<td>Fast - Fast</td>
<td>Slight - Slightly</td>
</tr>
<tr>
<td>Sudden - Suddenly</td>
<td>Significant - Significantly</td>
</tr>
<tr>
<td>Gradual - Gradually</td>
<td>Dramatic - Dramatically</td>
</tr>
</tbody>
</table>

### Size of Change
Exercise 48    Draw an arrow to show the trend described in the sentence -  
1. Sales rose slightly in the final quarter. ..............................................
2. Profits fell a little last year. .................................................................
3. Demand increased gently. .................................................................
4. Turnover decreased steadily. ..............................................................
5. Turnover dropped suddenly. ..............................................................
6. Turnover decreased quickly. ..............................................................
7. Demand increased rapidly. ..............................................................
8. Profits fell dramatically. .................................................................
9. In the middle of August profits slumped. .........................................
10. At the end of last year demand peaked. .........................................
11. In the first quarter of 2015 sales plummeted. ..................................
12. In the last quarter of 2015 sales remained steady. .........................

Exercise 49  Underline the two adverbs that have a similar meaning.
1. Sales figures dropped (sharply/suddenly/gradually) in March 2015.
2. The amount of time spent on sport activities was (exactly/approximately/roughly) 20%.
3. Membership rose (steeply/slightly/significantly) during the summer month.
4. The number of accidents fell (rapidly/steadily/progressively) during 2014.
5. The number of smartphones sold in Europe has (soared/plummeted/shot up) this month.

Describing changes and trends generally consists of three parts:

- Use a verb (or an adjective and a noun) to describe movement
- Describe the speed or size of the movement
- Explain the reason or consequence of the change

Examples

- Apple’s sales increased significantly due to the launch of the iPhone 6. [verb + adverb construction]

    There was a significant increase in Apple’s sales owing to the launch of the iPhone 6. [adjective + noun (word) construction]

- In March and April, our turnover dropped suddenly as a result of the financial crisis. [verb + adverb construction]

    In March and April, there was a sudden drop in our turnover as a result of the financial crisis. [adjective + noun (word) construction]
Exercise 50  Change verb+ adverb to adjective + noun structures.

* e.g. The number of students *rose dramatically* last year = There was a *dramatic rise* in the number of students last year.

1. The prices fluctuated wildly last month.
   There ____________________________ in prices last month.
2. Newspaper circulation dropped steadily during the 1990s.
   There ____________________________ in newspaper circulation in the 1990s.
3. The amount of time spent on leisure activities fell slightly last month.
   There ____________________________ in the amount of time spent on leisure activities.
4. Demand for mobiles has risen rapidly this year.
   There ____________________________ in the demand for mobiles this year.
5. Profits increased considerably in 2015.
   There ____________________________ in profits in 2015.

Prepositions

Exercise 51 Choose the correct preposition to complete the sentences.

1. Market share increased *(by/at/to)* 3%, up to 8%.
2. A strong pound meant a fall *(at/by/in)* exports in 2012.
5. Costs rose by £3.3 million. This was a rise *(in/of/at)* 10%.
6. Last year there was a drop in sales *(on/in/of)* 5%.
7. European sales went *(to/from/at)* £5.5 million to £4.5 million.
8. Profits are now 5% up *(over/on/to)* last year’s results.
9. We are currently 3% *(on/at/over)* budget.
10. We have achieved 6% growth *(on/at/over)* the past decade.

Connectives (3): Reason, Consequence, Result

Here are some expressions you can use to express *reason, consequence, and result*:

**Reason:** *Due to / Owing to / Because of* better Internet services people can make contacts, obtain goods, access audio and visual material.

*The reason for* Apple’s success is that the products are easy to use.
*A sedentary lifestyle can cause health problems.*
*Thanks to* the Internet people now feel better informed.
*The rise of automation in factories means that* people are losing jobs.
**Consequence:** Materials used in mobile phone cases must be strong, flexible and affordable. *Consequently / So / Therefore / Thus*, only a handful of materials are used in phone cases.

**Result:** *Excessive computer use may result in/lead to computer addiction.* More people are buying smartphones *as a result of* a drop in their prices.

**Exercise 52** Complete the sentences with one of the expressions from above.

1. Testing is important __________ complex computer software.
2. It is said that the ozone emitted from laser printers can __________ breathing problems.
3. Online shopping __________ we can shop without leaving home.
4. Nano is the Greek prefix meaning “one billionth”. __________, nanotechnology involves science at the smallest level.
5. There are health risks __________ excessive use of smartphones.

**Exercise 53** Describe the graph below. What do you think is the cause of Blackberry’s decline?

**BAR CHARTS** may use the language of *change* if there is a timeframe, and also *compare data*. Look at the extremes first and identify any overall pattern.

**Similar to/As Same... as**

*The figures for 2015 were very similar to the figures for 2014.*
*The figures for 2015 were the same as the figures for 2014.*
The amount of time spent at the computer differed by almost 10% according to gender. There was a difference of over 10% in the amount of time males and females spent at the computer. The amount of time spent at the computer was different between males and females.

Half the number of people chose to use gas as electricity. Twice the number of people used electricity as gas. Three times as many people chose to heat their house with gas as with electricity.

Exercise 54 Describe the bar chart below.

![Shares of Global smartphone Market](image)

**TABLES** use the language of comparison and contrast.

More/Less than... Most/Fewest/Least ...As many/much as... While... Difference...different from... same as...

Exercise 55 Look at the table and complete the sentences with words from above.

<table>
<thead>
<tr>
<th></th>
<th>Smartphones (million)</th>
<th>Tablets (million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>3.1</td>
<td>2.3</td>
</tr>
<tr>
<td>UK</td>
<td>9.9</td>
<td>1.2</td>
</tr>
<tr>
<td>USA</td>
<td>27</td>
<td>18</td>
</tr>
<tr>
<td>Australia</td>
<td>12.1</td>
<td>14.5</td>
</tr>
<tr>
<td>Japan</td>
<td>46</td>
<td>23</td>
</tr>
<tr>
<td>Korea</td>
<td>38</td>
<td>19</td>
</tr>
</tbody>
</table>

1. _________the Japanese purchased nearly 50 million smartphones, the Canadians bought only just over 3 million.
2. Americans bought nearly 9 million _________ smartphones than tablets.
3. The Australians bought slightly more smart phones _________ the British did.
4. It is notable how the Australians bought _________ smartphones than tablets.
5. The Koreans bought exactly _________ smartphones as tablets.
6. The British bought the _________ tablets.
7. There was only a slight _________ in the number of smartphones and tablets bought by the Canadians.
8. Canadians bought almost as many smartphones ___________ tablets.

**PIE CHARTS** use the language of **percentages** and **proportion**. As there is no timeframe the **present simple** is generally used. Remember there is no article before a percentage. Use verbs such as *account for, represent, comprise*. Start by highlighting the overall dominant features.

**Describing percentages in different ways**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Proportion/amount/number/majority/minority</th>
<th>Fraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>A large proportion</td>
<td>Precisely two thirds</td>
</tr>
<tr>
<td>73</td>
<td>A significant majority</td>
<td>Approximately three quarters</td>
</tr>
<tr>
<td>25</td>
<td>A small number</td>
<td>Exactly a quarter</td>
</tr>
<tr>
<td>5</td>
<td>An insignificant amount</td>
<td>A small fraction</td>
</tr>
<tr>
<td>48</td>
<td>-</td>
<td>Almost a half</td>
</tr>
<tr>
<td>35</td>
<td>A good proportion</td>
<td>Just over a third</td>
</tr>
<tr>
<td>15</td>
<td>A small minority</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 56** Describe the pie chart below.
8. CRYPTOCURRENCY

Make/Do, Have/Take; oral presentation (2): closing a presentation; pronunciation: /ʌ/ v. /æ/

Pre-listening vocabulary

Exercise 57  Match the words and their definitions.

1. currency  a. book or computer file that records a company's transactions
2. transaction  b. to distribute the administrative functions of a central authority
3. ledger  c. to provide the money for something
4. wealth  d. an exchange or transfer of funds, goods or services
5. to fund  e. to use all of something and not have any left
6. to decentralize  f. to make a situation fair for all the people involved in it
7. to run out of  g. a system of money in general use in a particular country
8. to level the playing field  h. device or implement used to carry out a particular function
9. tool  i. to collect money for an institution or organisation
10. to raise money  j. possession of large amount of money, possessions etc.

CRYPTOCURRENCY – THE FUTURE OF FINANCE AND MONEY
(https://www.youtube.com/watch?v=lWeCkIJNkY)

Exercise 58 Watch the video and complete the sentences below.

1. Cryptocurrency is going to be a d______________ force.
2. Currency allows us to agree on the v_____________ of things.
3. Current financial systems are very c______________.
4. In Venezuela the value of w______________ has been completely eroded.
5. 1.8 billion people have a cell phone, but no access to f__________ s__________.
6. Cryptocurrency lets anybody with a smartphone participate in the g__________ e__________.
7. Digital currency is more similar to c______________.
8. D______________ avoids the single point of failure.
9. People can employ each other and f__________ each other.
10. Cryptocurrency is going to be as impactful as the l______________ has been.

The video only mentions the benefits of using cryptocurrency, but are there any disadvantages?
Grammar study: Make/Do; Have/Take

Make/Do

Make means to produce something while do means to perform an action.

Make: money, a plan, a mistake, a photocopy, a change, an improvement, a decision, progress
Do: business, someone a favour, exercises, your best, well/badly, research, a course.

Exercise 59 Complete the sentence with a form of make or do.
1. I __________ quite well in my test yesterday.
2. Redecorating the house has really __________ an improvement.
3. They will __________ business with us again.
4. We will have to __________ a decision quite soon.
5. You haven’t __________ too many mistakes on your homework.
6. Could you __________ me a favour and buy me a newspaper?
7. How many photocopies do we need to __________?
8. There are a lot of exercises to __________.

HAVE / TAKE

Have: a question, a meal, fun, a party, a look, an argument, an experience, a chat, a dream.
Take: a train/bus/plane, a photo, a seat, time off, an interest in something, a trip, charge of something.

Exercise 60 Complete the sentence with a form of have or take.
1. I __________ a lot of experience in programming.
2. I’m sure you’ll __________ fun on holiday.
3. Yesterday we __________ a trip to the seaside.
4. I think the company __________ an interest in me.
5. Unfortunately we __________ an argument about the car.
6. She __________ a lot of photos of her cat.
7. Come in and __________ a chat.
8. I really need to __________ some time off and relax.

ORAL PRESENTATIONS (2)

Closing a presentation

In the following text, a man is finishing a business presentation on improving staff performance. Read it and then answer the questions below.
'Let me end by briefly recapping the main parts of my presentation. Firstly, we talked about how relative staff costs have increased for the majority of large companies over the last 10 years, if not longer. Secondly, we identified that the main cause of this rise was staff isolation, due to the expanding use of Information Technology in the workplace, reduced direct physical communication and contact between managers and their staff, and out of date management strategies and processes. And lastly, I suggested that one way to resolve this big issue is to adapt a new way of managing staff, where more direct physical communication takes places not only between managers and their staff, but between the staff themselves.

I cannot emphasize too strongly the importance that this last part is for your business. We have already seen the rise of companies in the far east, whose ways of working are different to our own and whose relative staff cost is substantially lower than here in the west. In the near future, they will not only be cheaper, but they will have the experience and products to directly compete with you! You need to keep in mind this, because without introducing these fundamental changes in managing your staff, in the long term you will be undercut, without a shadow of a doubt.

Although this may all sound doom and gloom, I would like to restate that you can change this. It is in your hands. But you have to change now!

I would like to finish by thanking you for your time and I hope that this has been of some use to you.'

**Exercise 61**   Find the words in bold in the text.
1. A phrase which means ‘soon’ ..........................................................
2. A phrase which is very similar to 'you should take into account', is..........................................
3. A phrase at the end that expresses your hope that the presentation has been useful for them, is..............................................................................................................................................................
4. A phrase that informs the audience that this is the last part of the presentation, is........................................................................................................................................................................................................
5. A phrase that highlights/stresses the importance of something to the audience, is........................................................................................................................................................................................................
6. A phrase that informs people it's the end of the presentation, is........................................................................................................................................................................................................
7. A more formal way of saying 'say again', is........................................................................................................................................................................................................
8. A phrase that expresses that you are 100% confident that something will happen, is........................................................................................................................................................................................................
9. A phrase that refers to both the future and a 'long period of time' is........................................................................................................................................................................................................
10. Another way to say 'quickly summarize' the main points of the presentation is..........................
Closing techniques

Try to make your last line or two truly meaningful and accurate. Try to leave your audience with a thought that will continue to provide an echo after you stop.

Here are 4 closing techniques:

a) summary  
b) famous wise words  
c) call to action  
d) heart-felt message

Exercise 62  Match the phrases below to one of the techniques.

1. Let’s take a look back at what we’ve spoken about this morning.  
2. I’m reminded of the words of ...  
3. Now let’s get out there and ...!  
4. If you take just one thing from this talk, take this ...  
5. In the end, this is what matters  
6. Here, at a glance, are the main points I’ve made ...  
7. So, how to sum up?  
8. I’m counting on you to ...  
9. We have a saying where I come from ...  
10. So what does all this really mean for you – personally?  
11. In a nutshell, then ...  
12. So, next time you ..., remember to ...

Now write down how you would like to end your presentation in an effective way. Remember, first decide the purpose of your talk, so that the end of your talk reflects this.

Pronunciation: /ʌ/ v. /æ/

/ʌ/
There are several letter combinations that produce this sound: mother -/mʌðə/, country -/ˈkʌntrɪ/, flood -/flʌd/. Italians often confuse the sound with /æ/: apple - /ˈæpl/, bag - /bæɡ/

Exercise 63  The teacher will read out the following sentences. Underline the alternative that you hear.

1. We couldn’t find the hat/hut.
2. They aren’t enjoying this match/much.
3. There are a lot of colourful rags/rugs on the floor.
4. Can I borrow your cup/cap?
5. I ran/run in the park every day.
9. ASSISTIVE TECHNOLOGY

Infinitive or –ing form; Oral presentation (3): presentation titles and purpose

Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible.

CHANGE – IT’S NOT OUT OF OUR HANDS
(https://www.youtube.com/watch?v=mhJumN_d9OI)

Exercise 64  Watch the video and then answer the questions below.

1. How did Aaron lose his right hand?
2. Why was he disappointed with the current prosthetic system?
3. What did he start to do first?
4. What is the Limb Difference Community?
5. What did he discover at high school?
6. What did he try to develop in the laboratory?
7. e-Nable is a ______________ organisation.
8. What is Open Source?
9. How much money did he raise with his Kickstarter campaign?
10. How has his blog changed over three years?

The talk discusses prosthetic limbs. What other devices are available today to assist people in their daily lives?
Grammar study: Infinitive or –ing form
In the talk there are several uses of the infinitive and –ing form of verbs:

I started a blog to help others like myself. (infinitive of purpose)
Growing up.... I decided to start a blog. (present participle, verb+infinitive)

The **infinitive form** of the verb is used:
1) after an adjective
   It is cheap to use
2) to express purpose
   I went on the course to learn computer languages
3) after certain verbs
   We managed to fix the errors
4) after certain verbs with an object
   The 3D printer enabled them to create an artificial hand

The infinitive form without ‘to’ follows modal verbs and certain verbs like make or let:
I can type very fast Programs make computers perform certain tasks

The **–ing form** of a verb is used:
1) after prepositions
   Before running this command
2) as a gerund (subject/object of the verb)
   Programming is an art
3) after certain verbs
   I enjoy taking photographs
4) as an adjective
   This videogame is amazing
5) to substitute a restrictive relative clause
   Double-click on the folder containing documents
   (=which/that contains documents)

Exercise 65 Complete each gap in these sentences with the correct form of an appropriate verb from the box - infinitive or –ing form.

<table>
<thead>
<tr>
<th>use</th>
<th>have</th>
<th>install</th>
<th>find</th>
<th>wish</th>
<th>hack</th>
<th>start</th>
<th>share</th>
<th>learn</th>
<th>link</th>
</tr>
</thead>
</table>
1. Search engines are ways of _________________information on the web.
2. Fibre-optic cable can be used for _________________computers in a network.
3. It is easy _______________BASIC.
4. We look forward to _______________faster and cheaper computers.
5. Many organizations are now choosing _______________wireless networks.
6. People sometimes try _______________into a computer system.
7. Networks save money by _______________peripherals such as printers.
8. If I click on this button, it will let me_____________the program.
9. Students _______________to sit the exam must enrol by Monday.
10. He is interested in _______________a new project.
Oral Presentation (3): Presentation titles and purpose

Just as books and films have good titles, so should your presentation. The title of your presentation should state clearly why you are giving a presentation and the exact topic of your talk.

Your presentation can:

1) PERSUADE   CONVINCE   INSPIRE
2) INFORM       DESCRIBE
3) INSTRUCT     EXPLAIN
4) ARGUE IN FAVOUR OF OR AGAINST A THEORY

Exercise 66   Read the following titles and try to determine which of these purposes are intended.

1) A ROBOT WILL DO YOUR JOB IN THE FUTURE
2) OUR DIGITAL LIVES – BETTER OR WORSE?
3) THE INTERNET COULD CRASH – WE NEED A PLAN B
4) DOT CON: THE ART OF SCAMMING A SCAMMER
5) WHY THIS CAMERA IS THE BEST ON THE MARKET
6) THE HACKER PROFILING PROJECT
7) AN INTERNET WITHOUT SCREENS
8) FIVE WAYS TO KEEP YOUR DATA SAFE
9) SHOULD WE REALLY TRY TO BLOCK ACCESS TO THE DEEP WEB?
10) DEMAND A FAIR TRADE CELL PHONE
11) THE MIND BEHIND LINUX
12) HOW MOBILE PHONES CAN FIGHT POVERTY
13) WHY FACEBOOK IS BAD FOR YOUR HEALTH
14) ALGORITHMS GONE WILD: THE CASE OF AMAZON

Now write the title of your presentation and exchange it with another student’s title. Try to guess the purpose of their talk. Does the title reflect the purpose?
10. REVISION

Grammar

Exercise 1 Underline the most appropriate word in brackets.

1. (Taking/Take/To take) a walk may soon be enough 2. (to re-charge/for recharging/for recharge) your mobile phone, after US researchers 3. (has developed/have developed/were developing) a way to generate electricity from 4. (the/a--) human motion. Placed in a shoe, the device captures the energy of moving micro droplets and converts 5. (it/them/him) into electrical current. Kinetic charging is 6. (yet/still/already) used in some low power devices 7. (like as/such/such as) watches and sensors.

Last week, the University of Wisconsin team 8. (have published/has published/published) its study 9. (on/in/into) the journal Nature Communications. Humans, generally speaking, are very powerful energy-producing machines. While running, a person 10. (must/has to/can) produce as much as a kilowatt of power. That, according to the scientists, is more 11. (that/then/than) enough for a standard mobile phone. 12. (However/Moreover/Although) similar methods exist for low power electronics, up until now there has been 13. (any/no/not) practical mechanical-to-electrical conversion technology that could provide such high levels of output. It is predicted that by 2030 such a device 14. (will have helped/will be helping/going to help) power other devices such as laptops, sat navs and pacemakers.

Passive form

Exercise 2 Transform the sentence from active to passive. Use ‘by’ where necessary.

1. The classes use computers. .................................................................
2. The computers control all the lights in the building. ........................
3. The technician is fixing the computer. ...........................................
4. They have developed a new generation of computers. ....................
5. They will use computers for crime detection in the future. ..............

Defining and classifying

Exercise 3 Define the following terms

1. Microchip:
2. Hard disk:
3. Web browser:
4. Peripherals:
5. E-commerce:
Exercise 4  Complete the text with the following classifying expressions.

constitute  classified into  includes  make up  consists of  comprises  divided into

A computer ______________ hardware and software. The CPU, main memory and peripherals ______________ what is known as hardware. The RAM and ROM ______________ the main memory. Peripherals are ______________ three types: input, output and storage devices. Software can be ______________ two categories: (i) system software, which ______________ operating systems, programming software and system utilities, and (ii) application software, which ______________ programs that let you do specific tasks (e.g. graphics, email etc.)

Interpreting data

Exercise 5  Complete the paragraph on youth unemployment with words for trends.

The country faces a major challenge in youth employment. More than 40% of those aged 15 to 24 are unemployed, while jobs in urban areas are continuing to ______________. The government does not yet have a real policy to get young people into work and ______________ employment in this age group. The shortage of jobs helps ______________ the size of the informal sector and the weakness of supportive structures leads many young people into a life of crime. Economic growth reached 6.5%, a slight ______________ from the previous figure of 7.2%, as a result of global inflationary trends and caution on the part of businesses during a period of elections. Growth (dependent on agriculture, the extractive industries, trade, and construction and public works) may ______________ to 5.1% because of persisting political uncertainties.

Presentation revision

Exercise 6  Make, Take or Have?

Complete the sentences with one of the verbs above in their correct form.

1. Let me ______________ a few concluding remarks before I leave you.
2. Does anyone ______________ any questions?
3. We must ______________ some changes.
4. Thank you for ______________ the time to consider these ideas.
5. Does anyone want to ______________ any comments?
6. I would like to ______________ a suggestion.
7. As you can see, they are ___________ good progress.
8. This photo was ___________ yesterday.
9. It will _________ a lot of time to implement.
10. We are _________ problems with the computer.

Exercise 7  Word stress  Underline the word with a different stress from the others
1) computer  connect  common  continue
2) expand  execute  encode  expire
3) global  general  local  online
4) image  engage  damage  storage
5) reverse  random  virus  server

Exercise 8  Place the following presentation phrases under the appropriate heading.
1. Right, I’ve talked about...
2. We are here today to discuss...
3. I’d like to move on to the next point.
4. That brings me to the end of my presentation.
5. The presentation will last 20 minutes.
6. To sum up...
7. The next slide shows..
8. First of all, we will....
9. To support what I’ve said...
10. I’d like to conclude by saying..
11. There are two reasons for this.
12. First of all, I’d like to introduce myself.
13. Have you got any questions?
14. Thank you for your attention.
15. Our presentation will consist of 4 parts.

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
<th>BODY</th>
<th>CONCLUSION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PRESENTATION CHECKLIST
Some things to think about when preparing your presentation. Add any other points that you think are important.

✓ My title reflects the purpose of my presentation.
✓ My purpose is clear.
✓ I introduce myself clearly.
✓ I try to engage the audience from the beginning.
✓ My introduction is clear and tells the audience what to expect e.g. aim, content, length etc.
✓ I define any difficult technical terms or acronyms at the beginning.
✓ My ideas are presented clearly with a logical flow from one point to the next, using signposts.
✓ I illustrate my ideas with examples.
✓ I summarise the points in the conclusion.
✓ My presentation ends on a strong point.
✓ I speak from notes, not from a text or the slides.
✓ I speak first and then change the slides.
✓ My voice is clear and I don’t speak too fast.
✓ I remember to smile and look confident.
✓ I pronounce the words correctly.
✓ I stress the important words in my talk.
✓ I don’t turn my back to the audience.
✓ I have timed myself.
✓ The images on the slides are simple (little text) and the fonts clear. Less is more!
✓ I have checked for grammar and spelling mistakes on the slides.
✓ I have remembered to introduce a graph, pie chart etc. to briefly talk about figures.
✓ I use eye contact, body language and gestures to keep the audience engaged.
✓ I think about the kind of questions an audience may ask.
APPENDIX I

TENSES: ACTIVE VOICE

PAST:

<table>
<thead>
<tr>
<th></th>
<th>simple</th>
<th>progressive</th>
<th>perfect</th>
<th>perfect progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I watched</td>
<td>I watched</td>
<td>I had watched</td>
<td>I had been watching</td>
<td></td>
</tr>
<tr>
<td>They were watching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

He **graduated** in Archaeology in 1996.
I **was having** a bath when the telephone rang.
When they arrived at the cinema, the film **had already started**.
When she first met him he **had been learning** English for 2 years.

PRESENT:

<table>
<thead>
<tr>
<th></th>
<th>simple</th>
<th>progressive</th>
<th>perfect</th>
<th>perfect progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I watch</td>
<td>I am watching</td>
<td>I have watched</td>
<td>I have been watching</td>
<td></td>
</tr>
<tr>
<td>He watches</td>
<td>He is watching</td>
<td>He has watched</td>
<td>He has been watching</td>
<td></td>
</tr>
</tbody>
</table>

She **never eats** meat. They often **have** pizza for dinner.
He **is studying** French at the moment.
They **have visited** most European countries in the last 20 years.
I **have been reading** all morning.

FUTURE:

<table>
<thead>
<tr>
<th></th>
<th>simple</th>
<th>progressive</th>
<th>perfect</th>
<th>perfect progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I shall/will watch</td>
<td>I shall/will be watching</td>
<td>I shall/will have watched</td>
<td>I shall/will have been watching</td>
<td></td>
</tr>
<tr>
<td>He will watch</td>
<td>He will be watching</td>
<td>He will have watched</td>
<td>He will have been watching</td>
<td></td>
</tr>
</tbody>
</table>

The meeting **will start** at 2 o’clock.
At this time tomorrow we **will be travelling** by train to Vienna.
He **will have finished** all of his exams by this time next year.
How long **will she have been studying** when she graduates?

PARTCIPLES: Present: watching  Past: watched

INFINITIVES:

<table>
<thead>
<tr>
<th></th>
<th>simple</th>
<th>progressive</th>
<th>perfect</th>
<th>perfect progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>To watch</td>
<td>To be watching</td>
<td>To have watched</td>
<td>To have been watching</td>
<td></td>
</tr>
</tbody>
</table>

It is important **to arrive** on time.
She would prefer **to be reading** a good book now.
We would like **to have seen** the Queen when we were in London.
He seems **to have been drinking** a lot recently.
TENSES: PASSIVE VOICE

PAST:

<table>
<thead>
<tr>
<th>simple</th>
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<th>perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was watched</td>
<td>I was being watched</td>
<td>I had been watched</td>
</tr>
<tr>
<td>They were watched</td>
<td>They were being watched</td>
<td></td>
</tr>
</tbody>
</table>

The letter was sent yesterday.  
The windows were being cleaned when I arrived home.  
The rubbish had already been taken away before 7 o’clock this morning.

PRESENT:

<table>
<thead>
<tr>
<th>simple</th>
<th>progressive</th>
<th>perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am watched</td>
<td>I am being watched</td>
<td>I have been watched</td>
</tr>
<tr>
<td>He is watched</td>
<td>He is being watched</td>
<td>He has been watched</td>
</tr>
</tbody>
</table>

The documents are usually created in Word format.  
The article is being written at the moment.  
He has been told that he will get a promotion.

FUTURE:

<table>
<thead>
<tr>
<th>simple</th>
<th>perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>I shall/will be watched</td>
<td>I shall/will have been watched</td>
</tr>
<tr>
<td>He will be watched</td>
<td>He will have been watched</td>
</tr>
</tbody>
</table>

That man will be arrested if he drinks and drives!  
The exhibition will have been visited by 500,000 people by the end of the year.

PARTCIPLES:  
Present: being watched  
Past: having been watched

INFINITIVES:

<table>
<thead>
<tr>
<th>simple</th>
<th>perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be watched</td>
<td>To be have been watched</td>
</tr>
</tbody>
</table>

The pills are to be taken twice a day after meals.  
He is thought to have been captured in Africa.
<table>
<thead>
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<th>BASE FORM</th>
<th>PAST SIMPLE</th>
<th>PAST PARTICIPLE</th>
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</tr>
<tr>
<td>be</td>
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<td>beat</td>
<td>beaten</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>become diventare</td>
</tr>
<tr>
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<td>began</td>
<td>begun</td>
</tr>
<tr>
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</tr>
<tr>
<td>grow</td>
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</tr>
</tbody>
</table>

*Italian equivalents:*

- alzarsi, sorgere
- battere, picchiare
- iniziare
- piegare, piegarsi
- portare
- costare
- afferrare, prendere
- scegliere
- venire
- mangiare
- cadere
- sentire, sentirsì
- combattere
- trovare
- volare
- dimenticare
- perdonare
- crescere

*Notes:* The table provides the base form, past simple, and past participle for a list of irregular verbs. The Italian equivalents are provided for some verbs.
<table>
<thead>
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<th>Verb</th>
<th>Past Tense</th>
<th>Past Part.</th>
<th>Present Part.</th>
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<td>hidden</td>
<td>nascondere, nascondersi</td>
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<td>hit</td>
<td>hit</td>
<td>colpire, picchiare</td>
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<td>significare, voler dire</td>
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<td>Past Tense (UK)</td>
<td>Past Participle</td>
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<td>spelt/spelled</td>
<td>formare con lettere</td>
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<td>stare (in piedi)</td>
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<td>rubare</td>
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<td>colpire, scioperare</td>
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APPENDIX III NUMBERS

Cardinal numbers

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</tbody>
</table>

31 thirty-one  70 seventy  1,000 a thousand
40 forty  80 eighty  1,000,000 a million
50 fifty  90 ninety
60 sixty  100 a hundred

1) When reading a number of three or more figures or writing it in words, we place and before the word denoting tens or units:
   104 a hundred and four
   2,986 two thousand nine hundred and eighty-six

2) Numbers after twenty are written with a hyphen: twenty-one thirty-four
   Otherwise all numbers are written as separate words: 101 one hundred and one

3) Either a or one can be used before hundred, thousand, million:
   100 a/one hundred
   150 a/one hundred and fifty

4) The words hundred, thousand, million are never made plural unless used with general reference to a large number:
   two hundred There were hundreds of birds in the trees.
   five thousand Thousands of people went to the concert.

5) Unlike Italian, in English the comma is used to divide groups of numbers: 1,000 2,300 45,000 and the point is used to indicate decimals: 1.5 (one point five) 4.56 (four point five six)

6) The definite article is never used before percentages:
   The value of the shares increased by 10% He got a 5% pay rise

Ordinal numbers

<table>
<thead>
<tr>
<th></th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>first</td>
<td>second</td>
<td>third</td>
<td>fourth</td>
<td>fifth</td>
<td>sixth</td>
<td>seventh</td>
<td>eighth</td>
<td>ninth</td>
<td>tenth</td>
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<td></td>
<td>11th</td>
<td>12th</td>
<td>13th</td>
<td>14th</td>
<td>15th</td>
<td>16th</td>
<td>17th</td>
<td>18th</td>
<td>19th</td>
<td>20th</td>
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<tr>
<td></td>
<td>eleventh</td>
<td>twelfth</td>
<td>thirteenth</td>
<td>fourteenth</td>
<td>fifteenth</td>
<td>sixteenth</td>
<td>seventeenth</td>
<td>eighteenth</td>
<td>nineteenth</td>
<td>twentieth</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
31st  thirty-first  70th  seventieth  1,000th  thousandth
40th  fortieth  80th  eightieth  1,000,000th  millionth
50th  fiftieth  90th  ninetieth
60th  sixtieth  100th  hundredth

1) Ordinal numbers written as figures add the last two letters of the written word:
first - 1st  second - 2nd  third - 3rd  fourth - 4th

2) Ordinal numbers are usually preceded by the definite article:
the first day  the twentieth week  the eighth day

3) The titles of Kings, Wars etc. are written with Roman figures but are read with ordinal numbers:
Elizabeth II (Elizabeth the second)  World War II (the second World War)

4) Ordinal numbers are used when reading dates:
9th December = the ninth of December  25th June = the twenty-fifth of June

5) Dates can be written in different ways:
9th December  December 9  December 9th
Note that American English tends to put the month before the day:
December 9
This requires attention when writing dates in figures:
9.12.1999  = 9th December 1999  (British English)
= 12th September 1999  (American English)

5) Years are usually read in pairs:
1900 = nineteen hundred  1450 = fourteen fifty
1990 = nineteen ninety  1066 = ten sixty-six
but  1901 = nineteen oh one

6) Decades are expressed with the plural form:
the 1900s = the nineteen hundreds  the 1920s = the nineteen twenties
the 1850s = the eighteen fifties  the 1660s = the sixteen sixties

Approximate reference may be made with early, mid and late:
the early 1980s  =  1980 to 1984
the mid 1980s  =  1984 to 1986
the late 1980s  =  1986 to 1989
APPENDIX IV  PRESENTATION SIGNPOSTS

Section of presentation  Signpost language

The subject/topic of my talk is ...
I'm going to talk about ...

Introducing the topic

My topic today is...
My talk is concerned with ...
I'm going to divide this talk into four parts.
There are a number of points I'd like to make.
Basically/ Briefly, I have three things to say.
I'd like to begin/start by ...

Overview (outline of presentation)  Let's begin/start by ...

First of all, I'll...
... and then I'll go on to ...
Then/ Next ...
Finally/ Lastly ...
That's all I have to say about...

Finishing a section  We've looked at...

So much for...
Moving on now to ...
Turning to...
Let's turn now to ...

The next issue/topic/area I'd like to focus on ...
I'd like to expand/elaborate on ...
Now we'll move on to...

Starting a new section  I'd like now to discuss...

Let's look now at...

Analysing a point and giving recommendations  Where does that lead us?
Let's consider this in more detail...

What does this mean for...?
Translated into real terms...
Why is this important?
The significance of this is...

For example,...
A good example of this is...
As an illustration,...

Giving examples  To give you an example,...
To illustrate this point...
<table>
<thead>
<tr>
<th><strong>Summarising and concluding</strong></th>
<th><strong>Paraphrasing and clarifying</strong></th>
<th><strong>Invitation to discuss / ask questions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To sum up ...</td>
<td>So what I’m saying is....</td>
<td>If you would like me to elaborate on any point, please ask.</td>
</tr>
<tr>
<td>To summarise...</td>
<td>To put it more simply....</td>
<td>Would you like to ask any questions?</td>
</tr>
<tr>
<td>Right, let's sum up, shall we?</td>
<td>To put it another way....</td>
<td>Any questions?</td>
</tr>
<tr>
<td>Let's summarise briefly what we've looked at...</td>
<td>I’m happy to answer any queries/ questions.</td>
<td></td>
</tr>
<tr>
<td>If I can just sum up the main points...</td>
<td>Does anyone have any questions or comments?</td>
<td></td>
</tr>
<tr>
<td>Finally, let me remind you of some of the issues we've covered...</td>
<td>Please feel free to ask questions.</td>
<td></td>
</tr>
<tr>
<td>To conclude...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In conclusion ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In short ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>So, to remind you of what I’ve covered in this talk, ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unfortunately, I seem to have run out of time, so I’ll conclude very briefly by saying that .....</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’d like now to recap...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simply put...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In other words.......</td>
<td></td>
<td></td>
</tr>
<tr>
<td>So what I’m saying is....</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To put it more simply....</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To put it another way....</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

59
ANSWER KEY

1. COMPUTERS

Exercise 1


Exercise 2

1. Have you ever booked a flight on the Internet? Where did you fly/travel to?
2. Have you ever created a web page? What kind of web page did you create?
3. Have you ever had a computer virus? What did you do?
4. Have you ever watched a film on the Internet? What film did you watch?
5. Have you ever fitted an expansion card? What type of card did you fit?
6. Have you ever bought something online? What did you buy?
7. Have you ever written a program? Which language did you use?
8. Have you ever sent a video? What did you send?
9. Have you ever hacked into a website? Which website did you hack into?
10. Have you ever written a blog? What did you write about?

Exercise 3

1. has changed  2. were  3. did not have  4. were not  5. paid  6. did  7. were  8. have changed  9. have become  10. have developed  11. have also created  12. have evolved.

Exercise 4

1) five forty-five/a quarter to six  2) a hundred and fifty-three  3) one four oh eight  4) eighteen sixty-two  5) fourth  6) first  7) oh four one five six four nine four three three  8) two plus two equals four  9) one and a quarter  10) three and two thirds  11) nine and a half  12) sixteen  13) sixty  14) three times three  15) one thousand four hundred and fifty-three  16) thirty-six thousand five hundred and seventy-seven  17) five million four hundred and fifty thousand two hundred and ninety-eight  18) ten to the power of five  19) ten minus four equals six  20) ten divided by five equals two  21) the nineteen sixties  22) twenty-seven percent  23) nought point thirty-four percent  24) two thousand and one.

Exercise 5

1. 8.3 hours  2. 25%  3. 0.01%  4. 300,000 computers  14 hours cost more than $2,600,000,000.
5. Mark 1 calculator, launched in 1944, 50 feet long.  6. 1880s.  7. $5.4 billion.  8. IBM RAMAC 305, 1956, 5 megabytes of data, cost $10,000 per megabyte.

Exercise 6

<table>
<thead>
<tr>
<th>/d/</th>
<th>/t/</th>
<th>/d/</th>
</tr>
</thead>
<tbody>
<tr>
<td>decided</td>
<td>developed</td>
<td>simplified</td>
</tr>
<tr>
<td>supported</td>
<td>talked</td>
<td>used</td>
</tr>
<tr>
<td>created</td>
<td>produced</td>
<td>called</td>
</tr>
<tr>
<td>converted</td>
<td>published</td>
<td>configured</td>
</tr>
</tbody>
</table>
2. INSIDE A COMPUTER

Exercise 7
1. motherboard  2. Central processing unit/Processor  3. brain  4. carry out  5. short-term memory  
12. power supply unit.

Exercise 8
1. Storage devices are used to store information permanently.  
2. Storage devices are used for storing information permanently.  
3. The function of storage drives is to store information permanently.

Exercise 9 (suggestions)
1. The web browser is used to display web pages.  
2. The mouse is used for controlling the cursor.  
3. The function of the keyboard is to input data through keys like a typewriter.  
4. The monitor is used to display the output from the computer on a screen.  
5. The function of the router is to transmit data between two computers or networks.  
6. The recycle bin is used for storing deleted files.

Exercise 10
1. consists of/comprises  2. divided into  3. constitute/make up  4. classified/divided into  
5. types of  6. is composed of/is made up of  7. is divided into  8. includes.

Exercise 11
1. This processor is made of silicon.  
2. How often are these printers cleaned?  
3. All the resources are shared with the other PCs.  
4. The transfer rate is checked automatically.  
5. What is this machine used for?

Exercise 12
1. The office was cleaned yesterday.  
2. How were those printers broken?  
3. When was this computer bought?  
4. Students were invited to the meeting last week.  
5. All our computers were repaired in our PC Store.

Exercise 13
1. The plug has been placed into the socket.  
2. The firewall has been disabled.  
3. All these computers have been scanned recently.  
4. This computer has not been used very often.  
5. The operating system has been updated.

Exercise 14
1. The Internet Service Provider must be contacted in case of doubt.  
2. New updates from the Internet can be downloaded.  
3. In order to install this plugin the antivirus must be disabled.  
4. Before installation the power cord should be unplugged.  
5. The ‘Automatic Detection’ option must be enabled.  
6. The computer must have been switched off by mistake.  
7. A backup of the files should have been made.
8. The program must have been infected with a virus.

**Exercise 15**

<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th>INITIALISMS</th>
<th>ABBREVIATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COBOL (Common Business-Oriented Language)</td>
<td>GPS (Global Positioning System)</td>
<td>KB (Kilobyte)</td>
</tr>
<tr>
<td>GIF (Graphics Interface Format)</td>
<td>PDF (Portable Document Format)</td>
<td>app (application)</td>
</tr>
<tr>
<td>GUI (Graphical User Interface)</td>
<td>FTP (File Transfer Protocol)</td>
<td>.doc (document)</td>
</tr>
<tr>
<td>ROM (Read-Only Memory)</td>
<td>CPU (Central Processing Unit)</td>
<td>.org (organization)</td>
</tr>
<tr>
<td>VoIP (Voice Over Internet Protocol)</td>
<td>FAQ (Frequently Asked Question)</td>
<td>bmp (bitmap)</td>
</tr>
</tbody>
</table>

**Chat abbreviations**

LOL - Laughing out loud/Lots of love; BTW – By the way; FYI - For your interest; ROFL - Rolling on the floor laughing; OFC - Of course; BFN - Bye for now; CYA - See you; G2G - Got to go; GAL – Get a life; H&K – Hugs and kisses

**Exercise 16**


**3. E-COMMERCE**

**Exercise 17**

1. Register contact details and email address
2. Search categories and sub-categories
3. Narrow down search results
4. Research an item and check its details
5. Research the seller
6. Place a bid – click on bid button
7. Buy item at fixed price
8. Click pay now button if paying with PayPal
9. Make sure received item fits description
10. Leave feedback

**Exercise 18 (suggestions)**

1. First highlight the item you want to copy. Then hold down the CTRL key and click C to copy. Finally, hold down the CTRL key and click V to paste. (copy and paste)

2. The first step is to start a new document in Word and type your text. The next step is to click File in the top left-hand corner of the screen. The third step is to click Save from the menu and choose the folder where to save it. Finally, type in the document’s name and click Save at the bottom. (Saving a written document in a folder)

3. After entering safe mode, delete temporary files. After you have downloaded a virus scanner, run a virus scan. (eliminating a virus)

4. Once you have opened the Firefox menu, point to ‘history’. Then click Clear ‘recent history’ and select ‘everything’, and click the ‘clear now’ button. (deleting browsing history)

5. The first stage is to press and hold down the power button until the computer switches off, then wait a few seconds. Finally, turn the computer back on. (Rebooting the computer)
Exercise 19
1. --- 2. ---- 3. the 4. a 5. --- 6. a 7. the 8. ---- 9. ---- 10. a

Exercise 20
1. on 2. into 3. on 4. at 5. in 6. to 7. on 8. on/from 9. on 10. in 11. in 12. of 13. in 14. to 15. with.

Exercise 21

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>to apply</td>
<td>application</td>
</tr>
<tr>
<td>to inform</td>
<td>information</td>
</tr>
<tr>
<td>to analyze</td>
<td>analysis</td>
</tr>
<tr>
<td>to perform</td>
<td>performance</td>
</tr>
<tr>
<td>to store</td>
<td>storage</td>
</tr>
<tr>
<td>to access</td>
<td>access</td>
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<tr>
<td>to expand</td>
<td>expansion</td>
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<tr>
<td>to recognize</td>
<td>recognition</td>
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<tr>
<td>to manage</td>
<td>management</td>
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<tr>
<td>to publish</td>
<td>publication</td>
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<tr>
<td>to receive</td>
<td>reception</td>
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<td>to record</td>
<td>record</td>
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<td>to recover</td>
<td>recovery</td>
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<tr>
<td>to transmit</td>
<td>transmission</td>
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<tr>
<td>to develop</td>
<td>development</td>
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<tr>
<td>to attach</td>
<td>attachment</td>
</tr>
<tr>
<td>to install</td>
<td>installation</td>
</tr>
<tr>
<td>to resolve</td>
<td>resolution</td>
</tr>
<tr>
<td>to define</td>
<td>definition</td>
</tr>
<tr>
<td>to assist</td>
<td>assistance</td>
</tr>
</tbody>
</table>

Exercise 22
4. PERSONAL INFORMATION ONLINE

Exercise 23
1. d   2. a   3. h   4. j   5. b   6. c   7. e   8. f   9. g   10. i.

Exercise 24
1. Our online presence remains forever, like tattoos, and personal information is increasingly accessible.
2. They both say something about us and they are both permanent.
3. Be careful what you post online – your reputation will go up and down.
4. Don’t look too far in the past of people close to you.
5. Remember the purpose of what you write; don’t get too distracted.
6. Don’t fall in love with your own reflection.
7. To be threatened with immortality and not to be able to hide our personal information any longer.

Exercise 25
1. is   2. --   3. --   4. is   5. was   6. progress   7. --   8. --   9. are   10. --
Exercise 26
1. Time-saving  
2. Computer-related  
3. Voice-activated  
4. Expensive-looking  
5. Photoshop  
6. Out-dated  
7. Backup  
8. Long-lasting  
9. Record-breaking  
10. Much-needed  
11. Hardware  
12. Fast-moving

Exercise 27
1. We need a policy for the long term.  
2. Acrobat provides a platform-independent means of creating documents.  
3. The short-term consequences are obvious.  
4. The twenty-year-old study has finally been completed.  
5. She has good decision-making abilities.  
6. New innovations have been adopted by Unix-like operating systems.  
7. In most higher level programs, algorithms act in complex patterns.  
8. C++ is an object-oriented language.  
9. It is a menu-driven application.  
10. The phone has eco-friendly components.

Exercise 28
1. Software to display information.  
2. A program that generates images.  
3. Principles for programming languages.  
4. A tutorial for software engineering.  
5. An engineer for buried cables.  
6. A computer that is five years old.

Exercise 29
1. Data output estimation.  
2. Air traffic control centre.  
3. Liquid crystal display.  
4. Data analysis procedures.  
5. Virtual database creation.  
6. 40-year-old technological research.  
1. The things belong to one friend.  
2. The things belong to more than one friend.  
3. My friends are things.

Exercise 30
2. I think Mozart’s best opera is *The Marriage of Figaro*.  
4. The Women’s Movement was very strong in the 1970s.  
5. I only had five hours’ sleep last night.  
6. The musicians’ wives are accompanying them on tour.  
7. The secretaries’ computers are new.  
8. Did you read yesterday’s newspaper?

Exercise 31
<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
<th>Countable and Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>many</td>
<td>much</td>
<td>plenty of</td>
</tr>
<tr>
<td>few/a few</td>
<td>little/a little</td>
<td>enough</td>
</tr>
<tr>
<td>numerous</td>
<td>a great deal of</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 32
1. little  2. few  3. plenty of  4. much  5. enough/many  6. a few  7. many  8. much  9. a little  10. little.
Exercise 33
1. For a company. 2. Knowledge base, tips and tricks, ‘how to’ guides. 3. Very attractive or noticeable. 4. The website will format correctly on more browsers. 5. Nice design, high quality pictures, persuasive copy with clear benefits for the customer. 6. The most important information should be at the top of the page on the left, which is where people look first. 7. Statement designed to encourage people to take action. 8. Users should be able to find information within 3 clicks of the mouse.

Exercise 34
Should/should not-advice; will – future simple; must-obligation; might-possibility; may-possibility; can’t-inability; can-ability.

Exercise 35

Exercise 36
1. whereas/but 2. Although 3. Moreover 4. whereas 5. Furthermore 6. However.

Exercise 37
1. Captures your audience’s interest instantly. 2. Gives them a route map of the presentation. 3. Shows them you have the authority to speak. 4. Explains what they will gain from the talk.

Exercise 38
Attention: ask yourselves what you would do if you could reduce the relative labour cost of each product you manufacture or sell, or each service you provide? What we know is that labour normally accounts for about 40% of total costs in most businesses. Benefit: Finally, I will outline an easy method to rectify this problem, which will keep your staff motivated and more productive and so save you money. Credibility: I work as the European human resources manager for LPS, which I have done for the past 5 years. I have worked in the field of human resources in various companies since I left university, nearly 20 years ago. Direction: Today’s presentation is divided into three parts, which I will tell you about now. To begin with, I will give an overview of how current employee under-performance is costing companies millions in lost revenue, every minute of every day. Then I will explain the causes of this under-performance. Finally, I will outline an easy method to rectify this problem... If you have any questions, I will be pleased to answer them at the end of the presentation. Tenses: Present simple, past simple, present perfect, future –will, to be going to, conditional.

Signposts: To begin with, first, then finally.

Exercise 39

Exercise 40
1.g 2.e 3.h 4.a 5.d 6.c 7.b 8.f
6. FUTURE TRENDS IN TECHNOLOGY
The equivalent would be Skype.

Exercise 42
a.3 b.6 c.1 d.4 e.5 f.2

Exercise 43
1. immediate future 2. prediction 3. future perfect 4. future continuous 5. prediction.

Exercise 44
1. will 2. are going to 3. will be studying 4. will be 5. will have become 6. will be living 7. will 8. will write 9. are you going to do 10. will have studied.

Exercise 45
1. debugs 2. attends 3. wouldn’t buy 4. would have passed 5. could have solved 6. would have never started 7. would fail 8. would be 9. had 10. will.

Exercise 46

7. INTERPRETING DATA
Exercise 47
a. pie chart b. table c. flow chart d. graph e. bar chart f. diagram.

Exercise 48
1. 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐ 9. ☐ 10. ☐ 11. ☐ 12. ☐

Exercise 49
1. sharply/suddenly 2. approximately/roughly 3. steeply/significantly 4. steadily/progressively 5. soared/shot up

Exercise 50
1. There was a wild fluctuation 2. There was a steady drop 3. There was a slight fall 4. There has been a rapid rise 5. There was a considerable increase.

Exercise 51
1. by 2. in 3. at 4. at 5. of 6. of 7. from 8. on 9. over 10. over.

Exercise 52
1. because of/due to 2. lead to 3. means 4. Therefore 5. as a result of.

Exercise 53
The graph shows the number of Blackberry devices sold over a period of ten years, from 2006 to 2016. As we can see, there was a steady increase in sales up to 2011, going from 4 million devices sold to peak at 52 million devices sold in 2011, indicating great popularity. However, after 2011 a steady decline is
noticeable until 2016, when sales fell back to 4 million. This may be due to the fact that during the same period smartphones became increasingly popular.

Exercise 54
The chart compares the shares in percentages of the most important smartphone companies in the global market in the period of the last quarter of 2015 and the first quarter of 2016. It can clearly be seen that Samsung greatly increased sales in this period, whereas Apple’s sales declined considerably in the same period. Huawei remained stable, whereas the other companies increased sales slightly. In conclusion it is clear that Samsung had the greatest share in the smartphone market.

Exercise 55
1. while 2. more 3. than 4. fewer 5. as many...as 6. fewest 7. difference 8. as.

Exercise 56
The pie charts compare the market share of Android and Apple in the mobile market and operating systems. It can clearly be seen that whereas Apple represents almost half of the smartphone market and Samsung just over a quarter, the reverse is true for their operating systems, where Android dominates with just over half of the market. Other mobile manufacturers comprise a small minority. It can be seen that Windows accounts for only 5% as an operating system for mobile phones. In conclusion, it is clear that Android and Apple account for 95% of the market share.

8. CRYPTOCURRENCY
Exercise 57
1.g 2.d 3.a 4.j 5.c 6.b 7.e 8.f 9.h 10.i

Exercise 58

Exercise 59

Exercise 60
1. have 2. have 3. took 4. has taken 5. had 6. has taken 7. have 8. take.

Exercise 61
1. In the near future 2. You need to keep in mind 3. I hope this has been some use 4. Let me end 5. I cannot emphasize too strongly 6. I would like to finish 7. restate 8. without a shadow of a doubt 9. long term 10. recapping.

Exercise 62
Exercise 63
1. We couldn’t find the hut.  2. They aren’t enjoying this match.  3. There are a lot of colourful rugs on the floor.  4. Can I borrow your cap?  5. I ran in the park every day.

9. ASSISTIVE TECHNOLOGY
Exercise 64
1. He was born without one.  2. The process was too lengthy and the result was disappointing.  3. He decided to start a blog.  4. A community of people with the same problems as Aaron.  5. A 3D printer.  6. A prosthetic limb.  7. Non-profit organization.  8. Something people can modify and share because it is publicly accessible.  9. $2,400  10. Going from talking about and sharing personal situations to creating solutions.

Exercise 65

Exercise 66

10. REVISION
Exercise 1
1. Taking  2. to re-charge  3. have developed  4. ---  5. them  6. already  7. such as  8. published  9. in  10. can  11. than  12. Although  13. no  14. will have helped.

Exercise 2
1. Computers are used in the class.  2. All the lights are controlled in the building by computers.  3. The computer is being fixed by the technician.  4. A new generation of computers has been developed.  5. Computers will be used for crime detection in the future.

Exercise 3
1. A microchip is a very small piece of silicon with an electronic circuit inside a computer.  2. A hard disk is a secondary storage device to store information permanently.  3. A web browser is a software program used for accessing material on the Internet.  4. Peripherals are any external devices that provide input and output for the computer.  5. E-commerce is the buying and selling of goods using the Internet.

Exercise 4
consists of; make up; constitute; divided into; classified into; includes; comprises.

Exercise 5
decrease; raise; increase; drop; fall.

Exercise 6
Exercise 7
1.g  2.e  3.h  4.e  5.j  6.a  7.f  8.d  9.b  10.c

Exercise 8

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
<th>BODY</th>
<th>CONCLUSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. We are here today to discuss</td>
<td>1. Right, I’ve talked about</td>
<td>4. That brings me to the end of my presentation</td>
</tr>
<tr>
<td>5. The presentation will last 20 minutes</td>
<td>3. I’d like to move on to the next point</td>
<td>6. To sum up</td>
</tr>
<tr>
<td>8. First of all, we will</td>
<td>7. The next slide shows</td>
<td>10. I’d like to conclude by saying</td>
</tr>
<tr>
<td>12. First of all, I’d like to introduce myself</td>
<td>9. To support what I’ve said</td>
<td>13. Have you got any questions?</td>
</tr>
<tr>
<td>15. Our presentation will consist of 4 parts</td>
<td>11. There are two reasons for this</td>
<td>14. Thank you for your attention</td>
</tr>
</tbody>
</table>