

English for Information Technology

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Vocational English
Teacher's Book



PEARSON
Longman

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Pearson Education Limited

Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout
the world.

www.pearsonlongman.com

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First published 2011

ISBN: 978-1-4082-5200-0

Set in Palatino

The publisher would like to thank the
following for their kind permission to
reproduce their photographs:

Cover images: *Front*: iStockphoto:
Konstantin Inozemtsev Background;
Photolibrary.com: Juice Images / Ian
Lishman r, Tetra Images c, Yang Liu l

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Briefing

This unit looks at introducing yourself and others and giving personal information in a professional context. It also focuses on schedules, telling the time and spelling.

Meeting people

The main focus here is on introductions and finding out and giving personal information. Students practise introducing themselves and other people in the context of a professional IT team meeting for the first time, both in spoken and in written form. In addition, there is a focus on finding out about people's jobs, who they work for and where they are from. There is also an opportunity to talk about how people greet each other (for example, by shaking hands or bowing). This is an intercultural issue and customs will depend on where in the world you are working. The grammatical focus is on the present tense of *be* in its contracted and uncontracted forms, in statements and questions.

Jobs in IT

The focus is on describing four IT jobs. **Database analysts** are responsible for looking at data requirements within an organisation. **IT support officers** help non-expert colleagues with their IT-related problems. **Network administrators** manage the computer system (for example, setting passwords and creating firewalls which protect the computer system from unauthorised access).

Network architects design the networks. A network is the way computers are connected to each other. The grammatical focus is on the use of the present simple to talk about routines and things that are permanent or happen all the time, and the use of the question words *what* and *where*.

Schedules

In the context of professionals attending an IT conference and meeting people you know, students practise talking about the times of events at the conference (for example, *What time does it start? It begins at 8.30.*). In the Listening dialogue, CISCO and SAP are mentioned. CISCO is a large American corporation that specialises in networking solutions and SAP is a German company that provides

business management software. Students also practise asking about and describing their own work or study routines and schedules.

Spelling

This page gives students the opportunity to practise spelling the alphabet in the professional context of asking and answering questions about acronyms (for example, *What does HTML stand for?*).

HTML stands for HyperText Markup Language and is used in the mark-up of web pages. **FTP** stands for File Transfer Protocol, a standard network protocol used to copy a file from one host to another. **WLAN** stands for Wireless Local Area Network, a type of local-area network that uses high-frequency radio waves to communicate between nodes. **W3** is the World Wide Web and **P2P** stands for Peer-to-Peer or Person-to-Person.

Business matters

This section gives students the opportunity to apply the language they have learnt and practised on the previous pages of Unit 1, in the context of completing a training form with personal information and then exchanging that information.

Further reading

Use the following keywords to search the internet for websites which give more in-depth information about the topics covered in this unit: database analysts, computer networks, SAP, HTML.

Teacher's notes

Meeting people

Speaking

- 1 Before you open the book, go round your class introducing yourself and asking your students their names:

Teacher: Hello, I'm Jan Smith/Mr Smith. What's your name?

Student: I'm/My name's ...

Then ask students to introduce themselves to each other. Be careful to observe the local customs in the use of given or first names and titles, as well as in terms of physical movements, proximity and contact (for example, bowing and shaking hands).

Open the book on page 4 and ask students to say what is happening in the three photographs. In the first photograph, the two men are shaking hands; in the second, a woman is exchanging business cards with a man; in the third, two men are hugging. The first photograph could be a first meeting or a formal occasion like signing a contract. In the second photograph, the context is meeting for the first time, whereas in the third photograph, the two men know each other already.

Ask students how people greet each other in their country. In addition to shaking hands and hugging, they may kiss each other or bow to each other.

The second question (*What do you say when you greet people in English?*) is there to help you establish how much students already know and to focus on the target language (*Hi/Hello, my name's/I'm ...*). Students may produce *How do you do?* as a first greeting. This expression is now slightly old-fashioned and more common alternatives are presented in the course.

Reading

- 2 Ask students to read the three dialogues on their own before putting them in pairs to compare their answers. Point out that in the first dialogue, Natasha introduces herself to Khalid, that in the second dialogue, Philip asks Ahmed what his name is and that in the third dialogue, Tim introduces Ingrid to the four people in the team. Tell students not to worry about any other vocabulary they do not know at this stage.

1 name's 2 meet 3 too 4 What's
5 you 6 Nice 7 this 8 is 9 all
10 Welcome

Listening

- 3 ▶ 2 After students have listened to the three dialogues to check their answers, deal with any outstanding vocabulary queries.
- 4 Play the recording again, this time pausing to allow students to repeat the dialogues.

Speaking

- 5 Ask students to imagine they are a part of a new IT team. Ask them to stand up and move round the class as they do this activity. Remember to monitor in order to check that the students are using the target language. If the students know each other already, ask them to imagine they are meeting for the first time.

Listening

- 6 ▶ 3 Ask students to read the dialogue before they listen. The conversation develops the theme of getting to know people and finding out about them by presenting three new questions (*What do you do?* (taught as a phrase but not presented grammatically in the Language box), *Where are you from?* and *What's your job?*).

Jobs in IT are the main focus of the next section, so do not spend too much time on the different jobs here; concentrate on how the questions are formed.

1 network administrator 2 system analyst
3 UK 4 IBM

Language

Read through the Language box and point out the difference between the uncontracted and contracted forms. Ask students to use uncontracted forms when speaking and contracted forms when writing. Note that the possessive adjective *his* is also introduced (*What is his name/job?*).

- 7 ▶ 4 Play the recording once and ask students to listen. Then play it again and ask students to repeat the words.

Reading

- 8 Before you do the activity, teach the possessive adjectives *my, your, his, her, its, our* and *their*. Ask students to complete the email in pairs. Note that the uncontracted forms are used and that this email provides a model for the writing task that follows.

1 is 2 am 3 are 4 is 5 are 6 Their
7 Our 8 My 9 is

Writing

- 9 If you have pre-work students, ask them to make up jobs for themselves and their colleagues. Ask students to give their name and occupation, introduce their colleagues and give a contact number. Tell them that it is not necessary to give real phone numbers.

Speaking

- 10 Elicit the questions *What do you do?* *Where are you from?* and *What's your job?* and write them on the board. Then ask students to do the task. Again, pre-work students and/or students who know each other well can make up information about themselves.