

**CAREER  
PATHS**

# Information Technology

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**Express Publishing**

**Published by Express Publishing**

**Liberty House, Greenham Business Park, Newbury,  
Berkshire RG19 6HW**

**Tel.: (0044) 1635 817 363**

**Fax: (0044) 1635 817 463**

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**<http://www.expresspublishing.co.uk>**

© Express Publishing, 2011

Design and Illustration © Express Publishing, 2011

First published 2011

Fifth impression 2014

Made in EU

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ISBN 978-0-85777-640-2

## Acknowledgements

### **Authors' Acknowledgements**

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Mary Palmer (Editor in Chief); Sean Todd (senior editor); Steve Miller (editorial assistant); Richard White (senior production controller); the Express design team; Sweetspot (recording producers). We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

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# Information Technology

Book

1

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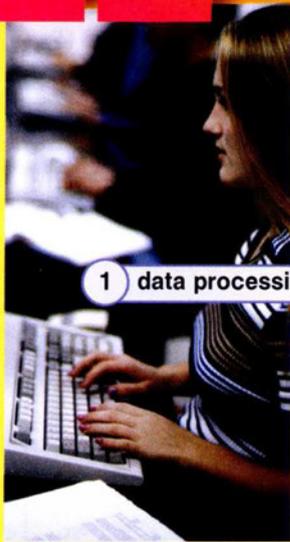
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## Scope and Sequence

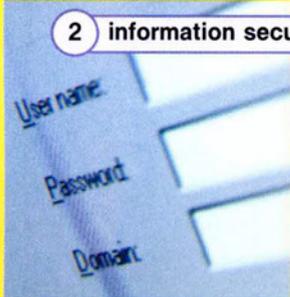
Unit	Topic	Reading context	Vocabulary	Function
1	Information Technology	Manual	code, data processing, data, encoding, hardware, information security, online, quality assurance, software, technical support	Getting someone's attention
2	Introduction to Computing Systems	Email	cell phone, computer, desktop computer, handheld PC, laptop, mainframe, PDA, server, supercomputer, workstation	Giving instructions
3	Inside the Computer	Product Guide	case, expansion card, fan, hard drive, heat sink, motherboard, power supply, processor, RAM	Describing a process
4	Computing Devices	Catalog	input device, microphone, monitor, mouse, printer, scanner, scroll wheel, touch screen, USB	Making a suggestion
5	Networking	Magazine Article	CAT-5, configuration, cycle, DHCP, Internet, IP address, LAN, network, router, WLAN	Describing options
6	The User Interface	Manual	desktop, drag, folder, GUI, icon, maximize, menu, minimize, OS, pointer, shortcut, window	Offering a solution
7	Word Processing	Advertisement	compatibility, document, font, format, formatting, layout, macro, spell check, template, word processing program	Clarifying a situation
8	Email	Memo	attachment, domain name, email address, email client, ISP, password, POP3, SMTP server, username, webmail	Checking for errors
9	Web Browsing	Email	HTML, http, hyperlink, meta tag, search engine, URL, web browser, web host, web site, www	Expressing confusion
10	Image and Graphic Design	Magazine Article	contrast, crop, exposure, graphic editing program, graphics, JPEG, pixel, resize, resolution, tint	Answering the phone
11	Databases vs. Spreadsheets	Email	cell, database field, database, formula, function, operator, query, sort, spreadsheets, table, worksheet	Asking for help
12	Web Design vs. Web Development	Course Descriptions	appearance, coding, content, CSS, functionality, navigation, usability, visibility, web design, web development	Asking about purpose
13	Desktop Publishing	Job Listing	clip art, comprehensive layout, design, desktop publishing software, desktop publishing, electronic pages, electronic paper, electrostatic printing, graphic communications, offset lithography, page layout	Talking about experience
14	Videoconferencing	Email	bandwidth, dedicated system, document sharing, echo-cancellation, monitor, multipoint videoconference, video bridge, videoconferencing, webcam	Explaining differences
15	E-commerce	Email	affiliate, banner, brick and mortar, certificate authority, digital certificate, e-commerce, FAQs, shopping cart, traffic	Clarifying information

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1 data processing



2 information security



3 online

## IT Department Restructuring

DataPro Inc. is growing, and so our workload is increasing. But our IT department is not dealing with this increase effectively. So I am dividing the IT department into three sections: **quality assurance**, **data processing** and **information security**. The responsibilities of each section are:

### Quality Assurance

Testing **hardware**  
Providing **technical support**

### Data Processing

Writing **code**  
Organizing **data**

### Information Security

Encoding **online** data transfers  
Updating security **software**

These changes are not simple or easy. But smaller groups deal with tasks more efficiently than larger ones. See your supervisors for your new section assignment.

*Thomas Jenkins,*  
CEO DataPro Inc.



4 technical support



5 hardware



6 software

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What is Information Technology?
- 2 What do Information Technology professionals do?

## Reading

2 Read the statement from the DataPro Inc. CEO. Then, mark the following statements as true (T) or false (F).

- 1  The IT Department is increasing.
- 2  Data Processing employees now encode data.
- 3  Supervisors know the employees' new assignments.

## Vocabulary

3 Match the words (1-10) with the definitions (A-J).

- |   |  |
|---|--|
| 1 <input type="checkbox"/> software             | 6 <input type="checkbox"/> online            |
| 2 <input type="checkbox"/> code                 | 7 <input type="checkbox"/> technical support |
| 3 <input type="checkbox"/> hardware             | 8 <input type="checkbox"/> data              |
| 4 <input type="checkbox"/> data processing      | 9 <input type="checkbox"/> quality assurance |
| 5 <input type="checkbox"/> information security | 10 <input type="checkbox"/> encoding         |

- A putting secret information into code
- B the physical parts of a computer
- C connected to the Internet
- D numbers entered/held in a computer
- E checking products for problems
- F the act of using information
- G programs/instructions added to computers
- H helping people use/understand technology
- I program language
- J the act of protecting information

4 Fill in the blanks with the correct words from the word bank.

**Word BANK**

data    quality assurance    encoding

- 1 Enter the \_\_\_\_\_ into the computer.
- 2 The company uses \_\_\_\_\_ to protect information.
- 3 \_\_\_\_\_ finds and fixes problems in new products.

5 Listen and read the statement from the DataPro Inc. CEO again. Which section is responsible for helping people to understand technology?

**Listening**

6 Listen to a conversation between a DataPro Inc. employee and her supervisor. Choose the correct answers.

- 1 What is the dialogue mainly about?
  - A asking for a raise
  - B requesting a transfer
  - C assuring product quality
  - D improving hardware
- 2 What can you infer about the employee?
  - A She does not like her new section.
  - B She has experience with hardware.
  - C She does not understand the changes.
  - D She creates valuable software.

7 Listen again and complete the conversation.

**Employee:** Excuse me, Mr. Hopkins? I have a question about the 1 \_\_\_\_\_.

**Hopkins:** Please, come in. What's your question?

**Employee:** Well, I'm now in the 2 \_\_\_\_\_ section.

**Hopkins:** Yes. You have a great understanding of hardware.

**Employee:** Thanks, but I have more experience with 3 \_\_\_\_\_.

**Hopkins:** I see. You want a 4 \_\_\_\_\_, then?

**Employee:** Exactly. I feel that I'm more valuable there.

**Hopkins:** Let me 5 \_\_\_\_\_ it.

**Speaking**

8 With a partner, act out the roles below, based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*I have a question about ...*  
*I'm in the \_\_\_\_\_ section.*  
*I have more experience with ...*

**Student A:** You are a supervisor. Speak with Student B to find out:

- current section
- desired section
- reason

**Student B:** You are an employee. Answer Student A's questions.

Make up a name for your supervisor.

**Writing**

9 Use the conversation from Task 8 to fill out the transfer request.

## Transfer Request

Employee's Name: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Current Section: \_\_\_\_\_

Requested Section: \_\_\_\_\_

Reason for Transfer Request: \_\_\_\_\_