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• 大学英语拓展课程系列

计算机英语

Infotech

English for computer users

Fourth Edition

Student's Book

Santiago Remacha Esteras

上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
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虽然很多高校多年来一直尝试开设选修课，专家学者也进行了理论研究，但目前此类课程在大学英语教学中所占比重并不大，仍处于探索阶段。多数教学专家对大学英语选修课程的具体教学目标和教学内容范围未形成统一认识，教育主管部门亦未出台具体的选修课教学要求。为了进一步推动大学英语选修课教学的发展，外教社在多年选修课教材使用情况调研的基础上，结合专家学者的最新研究成果和建议，充分考虑我国目前的大学英语教学现状、师资条件、实际需求等因素，重新策划编写了“大学英语拓展课程系列”，该系列教材包括EAP、ESP和EOP三个子系列。

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  学术英语类，侧重高级水平英语听、说、读、写、译等技能的培养，为大学生出国留学、攻读研究生、进行科研等学术活动打下更扎实的英语基础。此类课程包括：演讲听说、跨文化交际、文学赏析、学术英语写作等。适合需要继续在学术上深造的大学生使用。

- ESP（English for Specific Purposes）
  专业英语类，侧重提升专业英语能力，在培养学生听、说、读、写、译等基本语言技能的基础上，教授与该专业相关的英语词汇和表达，并尽可能传授专业知识，以使大学生轻松通过英语媒介获取本专业知识和信息。此类课程适合相关专业学生学习，针对性强。

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  职场英语类，侧重提升职场英语能力，为大学生将来在英语环境中工作打下扎实的职场交际基本功。此类课程多数适合所有大学生使用，有部分教程与专业结合，适合相应专业学生使用。

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	UNIT	LISTENING	READING
Module 1 **Computers today**	**1** Living in a digital age	Computers at work	The digital age The magic of computers
	2 Computer essentials	Different types of computer	Advertising slogans What is a computer?
	3 Inside the system	A PC system	Technical specifications What is inside a PC system? How memory is measured
	4 Buying a computer	In a computer shop Choosing the right computer	Computer adverts Technical specifications
Module 2 **Input/Output devices**	**5** Type, click and talk!	Describing input devices Mouse actions	Interacting with your computer Speech recognition systems
	6 Capture your favourite image	Scanners	The eyes of your computer Press release: a digital camera
	7 Display screens and ergonomics	Choosing the right display device Ergonomics	How screen displays work
	8 Choosing a printer	Multi-function printers	Which type of printer should I buy? Printer adverts
	9 Devices for the disabled	Assistive technologies for the blind	Computers for the disabled
Module 3 **Storage devices**	**10** Magnetic storage	Buying a portable hard drive	Magnetic storage
	11 Optical storage	CDs and DVDs	Optical discs and drives
	12 Flash memory	Flash drives	Memory in a flash!
Module 4 **Basic software**	**13** The operating system (OS)	Windows Vista	GUI operating systems
	14 Word processing (WP)	The Cut and Paste technique	WP tools
	15 Spreadsheets and databases	The Excel spreadsheet program	An invoice and covering letter Databases

SPEAKING	WRITING	LANGUAGE WORK	VOCABULARY
Discussing what computers do	A short summary of a discussion	Collocations 1	Basic computer terms, computers in education, banks, offices, airports, libraries, entertainment, etc.
Describing a diagram	An email explaining the benefits of laptops and tablet PCs	Classifying	Basic hardware and software terminology
Describing your ideal computer system	Notes about your ideal computer system	Defining relative clauses	*Processor, chip, control unit, arithmetic logic unit*, etc. Units of memory: KB, MB, GB, etc.
Role play – buying a computer	An email recommending a computer	Language functions in a computer shop	Vocabulary tree: revision of vocabulary from Module 1
Describing input devices		Describing functions and features	Input/Output devices, groups of keys, mouse actions
Describing a camera		Superlatives Suffixes	Scanners, cameras
Discussing which display devices you would most like to own	Guidelines for an ergonomic school or office	Instructions and advice	Display screens, ergonomics
Choosing the right printer	An email to a friend comparing two printers	Connectors 1 Comparatives	Types of printer, printer technology
Discussing assistive technology	An email summarizing the different assistive technologies available	Noun phrases	Devices for the disabled
Discussing how to protect your data	An email explaining hard drive precautions	Precautions Word building	Types of magnetic storage, technical details of magnetic storage
Choosing storage devices	A post on a forum discussion about format wars	Connectors 2	Types of optical storage, technical details of optical storage
Describing flash drives	A text message to a friend explaining the difference between MP3 and MP4	Word building	Types of flash drive, technical details of flash memory
Comparing user interfaces	A summary of a text	Countable and uncountable nouns Articles	GUIs, the WIMP environment, desktop features, etc.
Giving instructions for carrying out tasks in Word	Instructions for using *Find and Replace* in Word	Giving and following instructions	Functions and features of word processors
Discussing the software you use at home and at work	A fax of complaint	Plurals	Functions and features of spreadsheets and databases

	UNIT	LISTENING	READING
Module 5 **Faces of the Internet**	**16** The Internet and email	Internet basics	Internet FAQs Email features
	17 The Web	E-commerce and online banking	A typical web page The collectives of cyberspace
	18 Chat and conferencing	At a cybercafé	Virtual meetings Netiquette
	19 Internet security	Safety online for children	Security and privacy on the Internet The history of hacking
Module 6 **Creative software**	**20** Graphics and design	The toolbox	Computer graphics
	21 Desktop publishing	Steps in a DTP publication	What is desktop publishing? Steps in a DTP publication
	22 Multimedia	Components and system requirements	Multimedia magic!
	23 Web design	Designing a website	Web page design
Module 7 **Programming / Jobs in ICT**	**24** Program design and computer languages	Steps in programming	Computer languages
	25 Java™	The history of Java	Java applets The Java language
	26 Jobs in ICT	IT professionals A job interview	Job adverts A letter of application
Module 8 **Computers tomorrow**	**27** Communication systems	VoIP technology	Channels of communication
	28 Networks	Small networks	Networking FAQs
	29 Video games	Present and future trends in gaming	Game genres
	30 New technologies	RFID tags	Future trends

SPEAKING	WRITING	LANGUAGE WORK	VOCABULARY
Discussing the Internet and what you use it for	A reply to an email about the history of the Internet	Questions	Internet basics, internet and email features
Discussing what you use the Web for	An article about internet phenomena	Collocations 2 The prefixes *e-* and *cyber-*	Web basics, web addresses Online shopping and banking
Discussing online chat Planning your own cybercafé and presenting your plans	An online conversation	Chat abbreviations	Online chat and conferencing
Discussing internet issues	A summary of a discussion	The past simple	Internet security, types of internet crime
Choosing graphics software	Describing graphics	The *-ing* form	Types of graphics, the toolbox
A debate: e-publishing vs. paper publishing	A letter to a newspaper	Order of adjectives	Desktop publishing basics
Discussing applications of multimedia	A blog entry about the use of multimedia	Conditional sentences	Multimedia components and features
Discussing blogs	A home page A blog entry	Modal verbs	Aspects and tools of web design
Describing computer languages	Notes from a training course	Word building The infinitive	Programming, computer languages
Discussing your experience with computers		The *-ed* form	Java applets
Discussing the personal qualities needed for certain jobs	A letter of application for a job A CV	*For, since, ago, until* The present perfect	IT professions, professional skills and qualities
Explaining VoIP technology from a diagram Describing and discussing mobile phones	A summary of a discussion for a blog post	The passive	ICT systems, mobile phones
Presenting a description of a network	A description of a network	Phrasal verbs	Types of network, network architecture, network topology
Discussing your favourite games and game platforms Discussing the pros and cons of gaming	An essay: The pros and cons of gaming	Adverbs	Game platforms, game genres
Discussing and comparing predictions	Captions for short texts Predictions	Future forms	Future trends in technology: nanotechnology, AI, biometrics, etc.

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1 Computers today

Unit		page
1	Living in a digital age	2
2	Computer essentials	7
3	Inside the system	11
4	Buying a computer	16

Learning objectives

In this module, you will:

- talk and write about computer applications in everyday life.
- study the basic structure of a computer system.
- study the differences between certain types of computer.
- learn how to classify computer devices.
- learn about the structure and functions of the CPU.
- learn how to distinguish between RAM and ROM.
- learn about how memory is measured.
- learn and use relative pronouns.
- learn how to enquire about computers in a shop.
- learn how to understand the technical specs of different computers.

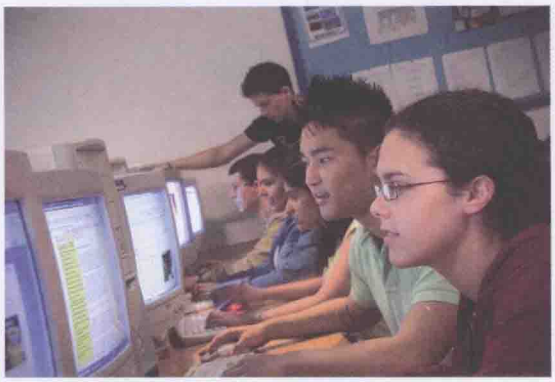
Unit 1 Living in a digital age

1 The digital age

A Match the captions (1–4) with the pictures (a–d).

1 In education, computers can make all the difference. .....
2 Using a cashpoint, or ATM .....
3 The Internet in your pocket .....
4 Controlling air traffic .....

a


b

c

d

B How are computers used in the situations above? In pairs, discuss your ideas.

C Read the text and check your answers to B.

The digital age

We are now living in what some people call *the digital age*, meaning that computers have become an essential part of our lives. Young people who have grown up with PCs and mobile phones are often called *the digital generation*. Computers help students to **perform** mathematical **operations** and improve their maths skills. They are used to **access the Internet**, to **do** basic **research** and to communicate with other students around the world. Teachers use projectors and interactive whiteboards to **give presentations** and teach sciences, history or language courses. PCs are also used for administrative purposes – schools use word processors to **write letters**, and databases to **keep records** of students and teachers. A school website allows teachers to publish **exercises** for students to **complete** online.

Students can also enrol for courses via the website and parents can download official reports.

Mobiles let you **make** voice **calls**, **send texts**, email people and download logos, ringtones or games. With a built-in camera you can send pictures and make video calls in *face-to-face* mode. New smartphones combine a telephone with web access, video, a games console, an MP3 player, a personal digital assistant (PDA) and a GPS navigation system, all in one.

In banks, computers **store information** about the money held by each customer and enable staff to **access** large **databases** and to **carry out** financial **transactions** at high speed. They also control the cashpoints, or ATMs (automatic teller machines), which **dispense money** to customers by the use of a PIN-protected card. People use a Chip and PIN card to pay for goods and services. Instead of using a signature to verify payments, customers are asked to **enter a** four-digit **personal identification number** (**PIN**), the same number used at cashpoints; this system makes transactions more secure. With online banking, clients can easily **pay bills** and **transfer money** from the comfort of their homes.

Airline pilots use computers to help them control the plane. For example, monitors **display data** about fuel consumption and weather conditions. In airport control towers, computers are used to manage radar systems and regulate air traffic. On the ground, airlines are connected to travel agencies by computer. Travel agents use computers to find out about the availability of flights, prices, times, stopovers and many other details.

D When you read a text, you will often see a new word that you don't recognize. If you can identify what type of word it is (noun, verb, adjective, etc.), it can help you guess the meaning.

Find the words (1–10) in the text above. Can you guess the meaning from context? Are they nouns, verbs, adjectives or adverbs? Write *n*, *v*, *adj* or *adv* next to each word.

1 perform (line 6) .....
2 word processor (line 13) .....
3 online (line 17) .....
4 download (line 18) .....
5 built-in (line 22) .....
6 digital (line 26) .....
7 store (line 28) .....
8 financial (line 30) .....
9 monitor (line 43) .....
10 data (line 43) .....

E Match the words in D (1–10) with the correct meanings (a–j).

a keep, save .....
b execute, do .....
c monetary .....
d screen .....
e integrated .....
f connected to the Internet .....
g collection of facts or figures .....
h describes information that is recorded or broadcast using computers .....
i program used for text manipulation .....
j copy files from a server to your PC or mobile .....

F In pairs, discuss these questions.

1 How are/were computers used in your school?
2 How do you think computers will be used in school in the future?

2 Language work: collocations 1

A Look at the HELP box and then match the verbs (1–5) with the nouns (a–e) to make collocations from the text on pages 2–3.

1	give	a	money
2	keep	b	a PIN
3	access	c	databases
4	enter	d	presentations
5	transfer	e	records

HELP box

Collocations 1

Verbs and nouns often go together in English to make set phrases, for example ***access the Internet***. These word combinations are called **collocations**, and they are very common. Learning collocations instead of individual words can help you remember which verb to use with which noun. Here are some examples from the text on pages 2–3: ***perform operations, do research, make calls, send texts, display data, write letters, store information, complete exercises, carry out transactions.***

B Use collocations from A and the HELP box to complete these sentences.

1 Thanks to Wi-Fi, it's now easy to _____ from cafés, hotels, parks and many other public places.

2 Online banking lets you _____ between your accounts easily and securely.

3 *Skype* is a technology that enables users to _____ over the Internet for free.

4 In many universities, students are encouraged to _____ using PowerPoint in order to make their talks more visually attractive.

5 The Web has revolutionized the way people _____ – with sites such as *Google* and *Wikipedia*, you can find the information you need in seconds.

6 *Cookies* allow a website to _____ on a user's machine and later retrieve it; when you visit the website again, it remembers your preferences.

7 With the latest mobile phones, you can _____ with multimedia attachments – pictures, audio, even video.

3 Computers at work

A Listen to four people talking about how they use computers at work. Write each speaker's job in the table.

electrical engineer secretary librarian composer

Speaker	Job	What they use computers for
1		
2		
3		
4		

B Listen again and write what each speaker uses their computer for.

4 The magic of computers

A You are going to read a text about some of the other things that computers are used for. Five sentences have been removed from the text. Choose which sentence (1–5) fits which gap in the text (a–e).

1 It is a calculating machine that speeds up financial calculations
2 we visit shops and offices which have been designed with the help of computers
3 you can even use your PC to relax with computer games
4 for example calculators, the car's electronic ignition, the timer in the microwave, or the programmer inside the VCR
5 as does making a flight reservation or bank transaction

The magic of computers

Computers and microchips have become part of our everyday lives: (a) ..... ; we pay bills prepared by computers; just picking up a telephone and dialling a number involves the use of a sophisticated computer system, (b) ..... .

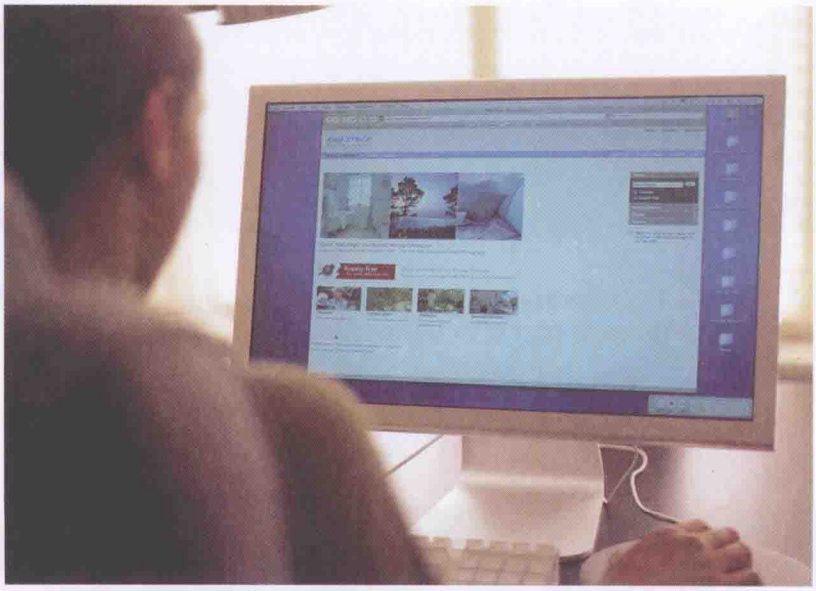
Every day we encounter computers that spring to life the instant they are switched on, (c) ..... , all of which use chip technology.

What makes your computer such a miraculous device? Each time you turn it on, it is a blank slate (*tabula rasa*) that, with appropriate hardware and software, is capable of doing anything you ask. (d) ..... ; it is an electronic filing cabinet which manages large collections of data, such as customers' lists, accounts, or inventories; it is a magical typewriter that allows you to type and print any kind of document – letters, memos or legal documents; it is a personal communicator that enables you to interact with other computers and with people around the world; if you like gadgets and electronic entertainment, (e) ..... .

Nowadays, it is almost impossible to imagine life without the magic of computers.

B Read the text again and answer these questions.

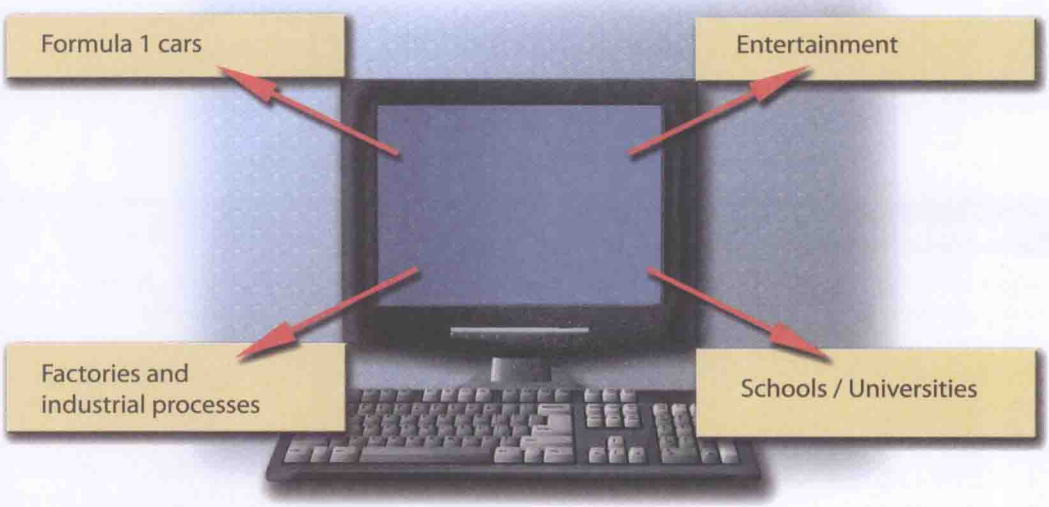
1 Apart from computers, what other devices use microchips?
2 Which two components allow computer systems to operate?
3 What types of document are prepared on computers?
4 Why is a computer called a *personal communicator*?



Computers have changed the way we live, work, play and communicate

5 Other applications

A **In small groups, choose one of the areas in the diagram below and discuss what you can do with computers in that area. Look at the *Useful language* box below to help you.**



Useful language

Formula 1 cars: *design and build the car, test virtual models, control electronic components, monitor engine speed, store (vital) information, display data, analyse and communicate data*

Entertainment: *download music, burn CDs, play games, take photos, edit photos, make video clips, watch movies on a DVD player, watch TV on the computer, listen to MP3s, listen to the radio via the Web*

Factories and industrial processes: *design products, do calculations, control industrial robots, control assembly lines, keep records of stocks (materials and equipment)*

School/University: *access the Internet, enrol online, search the Web, prepare exams, write documents, complete exercises online, do research, prepare presentations*

Computers are used to …

A PC can also be used for …

People use computers to …

B **Write a short presentation summarizing your discussion. Then ask one person from your group to give a summary of the group's ideas to the rest of the class.**

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