# Cambridge International Corpus

In writing this book, use has been made of related material from the Cambridge International Corpus.

The Cambridge International Corpus (CIC) is a very large collection of English texts, stored in a computerized database, which can be searched to see how English is used. It has been built up by Cambridge University Press over the last ten years to help in writing books for learners of English. The English in the CIC comes from newspapers, best-selling novels, non-fiction books on a wide range of topics, websites, magazines, junk mail, TV and radio programmes, recordings of people's everyday conversations and many other sources. The CIC currently stands at one billion words.

- The Corpus helps us to get a representative picture of how English is used, both in writing and in speech.
- It is constantly being updated so we are able to include new words in our books as soon as they appear.
- It is 'real' English so we can ensure that examples in our books are natural and realistic.

Professional English in Use

Professional English in Use ICT is part of a new series of **Professional English in Use** titles from Cambridge University Press. These books offer vocabulary reference and practice for specialist areas of professional English. Have you seen some of the other titles available in the series?
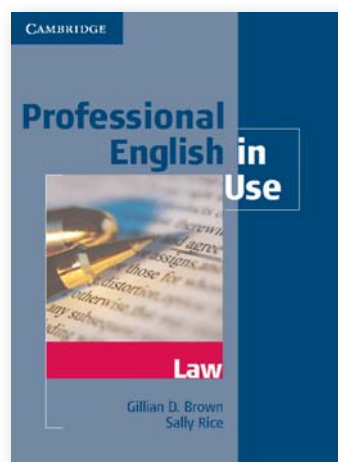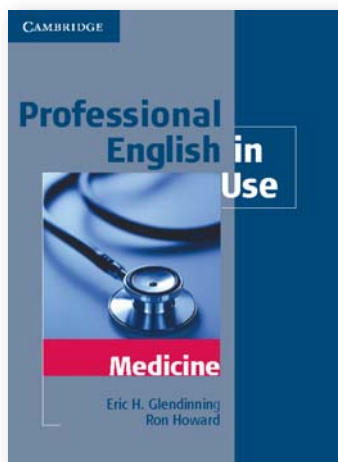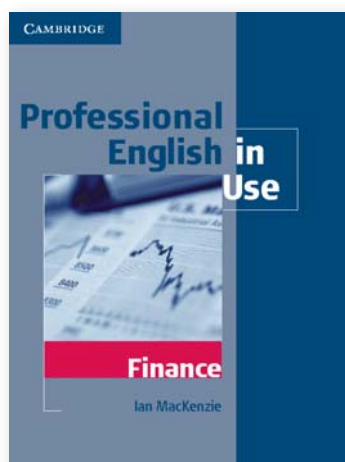
Introduction

Who is this book for?

ICT stands for Information Communications Technology, and describes the technologies we use in our daily lives to communicate. This book therefore looks particularly at the language of computing and the Internet but you'll also find topics such as mobile phones and video conferencing.

Professional English in Use ICT is designed for **intermediate to advanced level learners** who need to use the English of computing and the Internet for **study and work**. Computers have evolved so quickly that thousands of new jargon words are used to describe devices that didn't exist before. That's why this book is also suitable for people who use computers **at home** and want to improve their general knowledge of English and computers.

You can use this book on your own for **self-study**, or you can use it with a teacher **in the classroom.**

Why study ICT Vocabulary?

There are social, linguistic and educational reasons for studying this type of language.

Just read the technical specifications of your PC or explore a few websites and you will soon realize that **English is the language of computers and the Internet**. For example, lots of professionals, from engineers to desktop publishers, have to read technical documentation in English. In fact, in many companies English has become essential for working with computers. Besides, ICT English offers peculiar vocabulary, syntax and discourse **functions** that can be beneficial for developing your linguistic competence.

We hope this book will facilitate your interaction with computers and help you communicate more effectively in this digital world.

How is the book organized?

The book contains:
- **40 thematic units** plus **one introductory unit**, each occupying two pages. The left-hand page presents and explains ICT lexical areas. The right-hand page allows you to practise and extend your vocabulary.
- An **answer key** to the exercises.
- An **index**, which lists all the words and phrases introduced in the book, with the unit numbers where they appear; it also shows you how they are pronounced.

The units cover a wide range of topics from multimedia PCs and Internet issues to mobile phones and robots. It does not, however, require specialist knowledge of computers on either the part of the learner or teacher.

How are the units sequenced?

The introductory unit provides learners with some tips and techniques for learning vocabulary. Then the topics go from computers today to computers tomorrow. Unit 1 is about living with computers; Units 2–9 deal with hardware components; Unit 10 with health and safety; Units 11–18 with software and jobs in computing; Units 19–29 range from computer networks and the Web to e-commerce; Units 30–32 are about future developments; Units 33–36 deal with word-formation processes and collocations. Finally, Units 37–40 focus on some typical language functions in ICT English.

The left-hand page

This page introduces the **new words and expressions** for the unit. It is divided into **sections** indicated by letters (A, B, C), with simple, clear titles. Lexis is presented, and shown in **bold,** using different techniques:
- A short definition of a computer term
- A paragraph explaining an ICT concept or describing a computer device
- A diagram or picture illustrating a technical process, how computers work, etc.
- A situation where some words and uses are presented in context
- An authentic or adapted text from an original source

The right-hand page

This page contains **exercises** to practise the lexical items presented on the left-hand page.

Sometimes the exercises concentrate on using words presented on the left-hand page in typical contexts. Other exercises take the form of a crossword or other type of puzzle, or a diagram, which will help you remember computer terms.

There are also matching exercises and word-building activities which revise the use of prefixes, suffixes and compounds. Some units contain true/false exercises and texts to complete.

In some exercises you will be asked to recognize the new word in order to do a task.

A lot of the sentences are taken from the Cambridge International Corpus, from computer magazines and from websites, so they are related to the learner's own experience.

'You and computers' activities

These are an important feature of the book. The main aim is to personalize and develop the language in the unit. There are two types of activities:

- *Follow-up activities*
  These give you the chance to put into practice the words studied in the unit, and to develop your language skills by writing about or discussing topics relating to your studies or professional situation.
  Self-study learners can do these as written work. In the classroom, they can be done as a speaking activity.
- *Activities based on the* Professional English in Use ICT *website*
  These are based on links to external websites which have been carefully selected for their interesting topics and accessible language. You will be asked to look up words, give definitions, answer reading comprehension questions, etc. Answers are provided on the *Professional English in Use ICT* website. See www.cambridge.org/elt/ict.

Cartoons

The **cartoons** about computers and the Internet are intended to liven up the technical content of the book. We hope you enjoy them!

How should I use this book?

- The book presents ICT topics in a gradual development, from computer essentials to more sophisticated issues, so we recommend that you go through the units in sequential order. This will help you understand the basic aspects first and then proceed to more complex matters like networks.
- You may prefer to study only those units you are interested in. For example, you may want to focus on particular units like Internet security and online banking.
- A third possibility is to use the Index at the back of the book. You can use it to look for specific ICT terms and then go directly to the units in which they appear.

Don't forget!

- Use a notebook or a file on disk to write down important words and expressions.
- The *Professional English in Use ICT* website at www.cambridge.org/elt/ict gives you more opportunities to develop your knowledge through the Web. The site is related to *Infotech*, a comprehensive English course for computer users, by Santiago Remacha Esteras, published by Cambridge University Press.
- If you need access to a dictionary, you can visit the Cambridge dictionaries website at www.dictionary.cambridge.org or an online computer dictionary on the Web, e.g. www.webopedia.com.

0 Learning vocabulary: tips and techniques

A Guessing meaning from context

Some ICT terms are difficult, but others are universally accepted. You probably know terms like *modem*, *online*, *chat*, *email*, *website*, *virus* and *hacker*; they are part of our everyday life.

When you meet an unknown word, first try to guess the meaning from the context – the surrounding words and the situation.

Read the text on the right and see how words have meaning in relation to other words.

- You know that a *PC* is a type of 'computer' and *digital music* relates to 'music on computers'.

- You can guess that *are digitizing* is a verb because it derives from 'digit', it is in the form of the present continuous, and it goes with the subject 'families' and the object 'home movies'.

- Words change their shape by adding prefixes and suffixes; for example, we add the prefix *inter-* to *net* and form *Internet*, and we add the suffix *-age* to *store* and form *storage*. (See Units 33 and 34.)

The birth of a revolution

Kids use PCs to do homework, access information via the Internet for research, communicate with pals, play video games and collect digital music. Parents, too, use the PC for communication and entertainment but also let it handle mundane tasks like balancing the checkbook, monitoring investments, preparing tax returns, and tracking the family's genealogy. With the advent of more powerful PCs with greater storage capacity, families are digitizing home movies and photos are stored on the home computer.
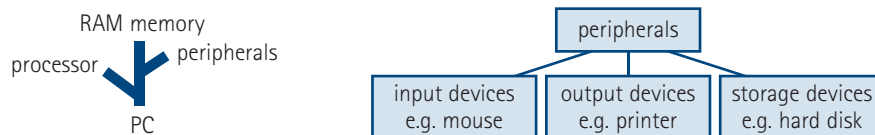*Miami Herald*

B Organizing vocabulary

Read the text again. You can organize words in your notebook in different ways.

	How?	Examples
Meaning	definition	*The Internet is a global network of computers.*
	lexical family	*digit (root), digital, digitally, digitize, digitizer, digitized*
	synonyms	*handle = manage; advent = arrival*
	translation	*storage = almacenamiento (Spanish)*
Word class	(n), (v), (adj), etc.	*communication (n); communicate (v)*
Word building	prefixes	Inter*net*; *research*
	suffixes	*inform**ation**; invest**ment**; power**ful***
	compounds	*chequebook (cheque + book)*
Collocations	word partners, phrases	*access information; handle tasks*

BrE: chequebook
AmE: checkbook

Word trees and spidergrams can help you build up your own mental maps of vocabulary areas. You can make diagrams to classify things.

RAM memory
processor   peripherals
PC

peripherals
input devices e.g. mouse
output devices e.g. printer
storage devices e.g. hard disk

C Using a dictionary

A monolingual dictionary gives you a lot of information about words. Look at this entry.

pronunciation

laptop (computer) /ˈlæp.tɒp.kəmˈpjuː.təʳ/ **US** /-tɑːp.kəmˈpjuː.t̬ə/ *noun* [C]
a computer which is small enough to be carried around easily and is designed for use outside an office: *A laptop would be really useful for when I'm working on the train.*

example sentence

word class

grammar feature
C – *countable*
U – *uncountable*

definition

(Cambridge Advanced Learner's Dictionary)

Use a bilingual dictionary if you find it easier. You may like to look at some Cambridge dictionaries at www.dictionary.cambridge.org. For ICT, you can also use an online computer dictionary.