



**INSTITUTO TECNOLÓGICO  
SUPERIOR JAPÓN**

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***GUÍA***  
***METODOLÓGICA***  
***DE***  
***INGLÉS TÉCNICO II***

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**COMPILADO POR:**

**LIC. DELVIS MILAGROS P.**

**DESARROLLO DE SOFTWARE 2019**

**AMOR AL CONOCIMIENTO**

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INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN  
GUIA DE APRENDIZAJE

**1. IDENTIFICATION**

<b>NAME OF THE SUBJECT:</b> <b>INGLES TECNICO II</b>		<b>Learning Components</b>	<b>Marco Común Europeo de las Lenguas B.1</b>	
<b>Learning Result:</b> <b>COMPETENCES AND OBJECTIVES</b>				
*Giving personal information *Describing people *Asking and Answering questions using the simple present *Applying adjectives and pronouns in sentences. *Applying technical verbs in simple sentences. *Acquire vocabulary for discussing themes *Using the present continuous and be going to *Talking about electronic devices. *Knowing about technology. *Talking about free time. *Read, discuss and listen to different texts as songs and articles about technology. *Asking for and giving opinions. *To understand the main and some essential details of conversations and audio-text to write simple phrases with the technology vocabulary.				
<b>Docente de Implementación: LIC. DELVIS MILAGROS PEREZ ALVAREZ</b>				
			<b>Duración: 20 horas</b>	
<b>Units</b>	<b>Competence</b>	<b>Learning Result</b>	<b>Activities</b>	<b>Time</b>



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<p><b>UNIT 1</b></p> <p>1. <b>TALK ABOUT YOURSELF, SOMEONE ELSE AND TECHNOLOGY.</b></p> <p>2. <b>EXCHANGE INFORMATION ABOUT TECHNOLOGY IN SIMPLE PRESENT TENSE. USE IT IN INFORMATION QUESTIONS.</b></p> <p>3. <b>THE VERB BE IN PRESENT AND PAST. USE IT IN SHORT ANSWERS. USE OF TECHNICAL VERBS.</b></p> <p>4. <b>GRAMMAR ASPECTS (ARTICLES, NOUN PLURALS, DEMONSTRATIVE PRONOUNS, POSSESSIVE AND FRECUENCY ADVERBS, AUXILIARY DO /DOES)</b></p>	<p>*Giving personal information</p> <p>*Describing electronical devices.</p> <p>*Asking and Answering questions using the simple present and verb be.</p> <p>*Read, discuss and listen to different texts as songs, and articles about technology.</p>	<p><b>COGNITIVE:</b></p> <p>To recognize the verb Be in the simple present and past tense; in affirmative and negative questions and answers.</p> <p><b>PROCEDIMENTAL:</b></p> <p>To develop the grammatical structure and apply it to real life examples.</p> <p><b>ATTITUDINAL:</b></p> <p>To apply the learned vocabulary and grammar in dialogues and speeches with good pronunciation.</p>	<p><b>LISTENING:</b></p> <p>Skills strategies, active language from a text. (an article)</p> <p><b>READING:</b></p> <p>Interpret a brainstorm. Confirm facts.</p> <p><b>WRITING:</b></p> <p>Write a paragraph about technology.</p> <p><b>SPEAKING:</b></p> <p>Talk about personal information. Talk about technology</p>	<p><b>5 horas</b></p>
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<p><b>UNIT 2</b></p> <p>1- <b>GRAMMAR</b>          ASPECTS          (POSSESSIVE          ADJECTIVES, FOR          THE SIMPLE PAST          TENSE,          QUANTIFIERS,          ADJECTIVES          BEFORE NOUNS,          VERB BE          WAS/WERE IN          AFFIRMATIVE,          NEGATIVE AND          INTERROGATIVE)</p> <p>2- <b>TALKING AND</b>          GIVING          DEFINITIONS          ABOUT          TECHNOLOGIC          WORDS</p> <p>3- <b>GIVING SPEECHES</b>          ABOUT          TECHNOLOGY          THEMES.</p>	<p>*Describing          technology          aspects</p> <p>*Asking and          Answering          questions using          the simple          present and          past of verb be.</p> <p>*Applying          adjectives and          pronouns,          nouns and          quantifiers in          sentences.</p> <p>*Read, discuss          and listen to          different texts          as articles          about          technology.</p>	<p><b>COGNITIVE:</b>          To recognize the verb          Be in the simple          tenses; in affirmative          and negative questions          and answers.</p> <p><b>PROCEDIMENTAL:</b>          To develop the          grammatical structure          and apply it to real life          examples.</p> <p><b>ATTITUDINAL:</b>          To apply the learned          vocabulary and          grammar in dialogues          and speeches with          good pronunciation.</p>	<p><b>LISTENING:</b>          Skills strategies,          active          language from a text.          (an article)</p> <p><b>READING:</b>          Analyze and          interpret short texts.          (articles and          dialogues)          Confirm facts.</p> <p><b>WRITING:</b>          Write an article about          technology in simple          present tense.</p> <p><b>SPEAKING:</b>          Talk about          technology and          electronic devices.</p>	<p><b>5 horas</b></p>
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<p><b>UNIT 3</b></p> <p>1- DISCUSS ABOUT ELECTRONIC DEVICES. USE OF TECHNICAL VERBS IN LONG SENTENCES.</p> <p>2- TALKING ABOUT LIKES AND DISLIKES.</p> <p>3- GRAMMAR (PRESENT PERFECT, AUXILIARY HAVE-HAS IN AFFIRMATIVE, NEGATIVE AND INTERROGATIVE)</p> <p>4- LIBRARY WORK (TECHNOLOGICAL VOCABULARY)</p>	<p>*Asking and Answering questions using the present perfect tense</p> <p>*Applying auxiliary verbs in sentences</p> <p>*Acquire vocabulary for discussing themes</p> <p>*Knowing different technological terms</p> <p>*Read, discuss and listen to different texts as articles.</p> <p>*Asking for and giving opinions</p>	<p><b>COGNITIVE:</b></p> <p>To recognize statements in present perfect tense; in affirmative, interrogative and negative ways.</p> <p><b>PROCEDIMENTAL:</b></p> <p>To develop the grammatical structure and apply it to real life examples.</p> <p><b>ATTITUDINAL:</b></p> <p>To apply the learned vocabulary and grammar in dialogues and speeches with good pronunciation.</p>	<p><b>LISTENING:</b></p> <p>Skills strategies, active language from a text. (an article)</p> <p><b>READING:</b></p> <p>Analyze and interpret short texts. (articles and dialogues)</p> <p>Confirm facts.</p> <p><b>WRITING:</b></p> <p>Write an article about technology in present perfect tense.</p> <p><b>SPEAKING:</b></p> <p>Talk about technology. Discuss about different electronic devices.</p>	<p><b>5 horas</b></p>
<p><b>4- UNIT REVIEW INTEGRATED PROJECT</b></p>	<p>All competences are involved</p>	<p>All methods are involved</p>	<p><b>Expositions</b></p>	<p><b>5 horas</b></p>

**2. PREVIOUS AND RELATED KNOWLWDGE**

<p><b>Co-requisitos</b></p>
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**FIRST ENGLISH LEVEL**

**3. THEORETICAL UNITS**

**• DEVELOPING OF THE LEARNING UNITS (contents)**

**A. Theoretical Base**

**Unit 1**

**Activities.**

1- Introduce your friend. Complete the information sheet according to the following dialogue

· Good morning, sir.

Ø Good morning, May I have your name, please?

· Oliver Anderson.

Ø What's your nationality?

· I'm Australian.

Ø When were you born?

· April 22nd, 1985.

Ø Where were you born?

· In Sydney.

Ø What's your address in Cuba, please?

· Motel Universitario. 17th Street. Matanzas.

Ø Thank you, sir. Welcome to Cuba.

· Thanks.

**INFORMATION SHEET**

Name: \_\_\_\_\_ Nationality: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Place of Birth: \_\_\_\_\_

Address: \_\_\_\_\_ Age: \_\_\_\_\_

Profession: \_\_\_\_\_



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- Let's listen and watch to the following song "We are the world" by Michael Jackson and Lionel Richie.
- Talk about its title.
- Analyze it
- Focus your attention on the pronouns. And the forms of the verb be.

**There comes a time, when we  
heed a certain call  
When the world, must come  
together as one.  
There are people dying ohhh  
and it's time to lend a hand  
To life, the greatest gift of all.  
We can't go on, pretending  
day by day  
That someone somewhere  
will soon make a change.  
We're all part of, God's great  
big family  
And the truth  
You know Love is all we need.  
We are the world, we are the  
children,  
We are the ones who make a  
brighter day  
So, let's start giving.  
There's a choice we're making  
We're saving our own lives.  
It's true, we'll make a better  
day  
Just you and me.**

**We are the world  
We are the children  
We are the ones who make a  
brighter day  
So, let's start giving  
oohh There's a choice we're  
making  
We're saving our own lives  
It's true we make a brighter  
day  
Just you and me...**

**When you're down and out  
there seems no hope at all  
But if you just believe  
there's no way, we can fall  
Well, well, well, let's realize,  
ohh that a change can only  
come  
When we stand together as  
one. Yeah yeah yeah**

**Well,..Send them my heart  
So, they'll know that  
someone cares  
And their lives will be  
stronger and free.  
As God has shown us by  
turning stone to bread**



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**-Let's answer the following questions:**

- 1- What's the text about?
- 2- Is it the text a poem or a song?
- 3- How long is it?
- 4- Is it difficult for you to understand? Why?
- 5- Who are the writers of this song?

**-Find in the text:**

- 1- Nouns and classify them.
- 2- Pronouns and classify them.
- 3- Adjectives and classify them.
- 4- Articles and classify them.
- 5- Verbs and classify them.
- 6- Sentences in present simple and present continuous.

**- Sing the song following the lyrics ■**

**The article**

	Definite
The	The boy the owner The girl The boys The girls
	Indefinite
A	A book A man A house A week
An	An exercise An apple An English lesson An hour





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	Nominative Pronouns	Accusative Pronouns	Reflexive Pronouns	Possessive Adjectives	Possessive Pronouns
1st singular	I	me	by myself	my	mine
2nd singular	You	you	yourself	your	yours
3rd singular	He	him	himself	his	his
3rd singular	She	her	herself	her	hers
3rd singular	It	it	itself	its	-----
1st plural	We	us	ourselves	our	ours
2nd plural	You	you	yourselves	your	yours
3rd plural	They	them	themselves	their	theirs

### Rules.

- The definite article is not used before the **possessive pronouns**. (Yours, Theirs, etc)
- Before names of **countries**.
- Before names of **mounts, lakes, capes**.
- Before names of **languages**.
- Before names of **meals, colors, and the five senses**. (Supper is on the table, Blue is the color she prefers. Sight and hearing are two of the five senses)
- Before the words **Heaven, earth, hell, paradise, piurgatory, providence**.

### Third-Person Singular Verb Ending

- Most **verbs** in English form the third-person singular by adding **-s** to the base form (*sings, gives, requires*).
- Verbs ending in **-ch, -s, -sh, -x, or -z** form the third-person singular by adding **-es** (*watches, misses, washes, mixes, buzzes*).
- Verbs ending in a **consonant + y** (such as *try-study*) form the third-person singular by changing the **y** to **i** and adding **-es** (*tries-studies*).

### Review Activities

#### I- Circle the correct words to complete the sentences.

1. I talked to **[he/him]** yesterday
2. I cut **[me/myself]** when I was shaving.
3. I think that table is **(our/ours)**.



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4. The company has decided to move **[it's/us]** main office.
5. Mark won the **[men's/mens']**swimming championship last year.

**II- Write *a/an* or *the* if necessary.**

My sister Claire lives in \_\_\_\_\_ small stone house in \_\_\_\_\_ village in \_\_\_\_\_ Scotland. \_\_\_\_\_ house is quite old, and it has \_\_\_\_\_ beautiful view of \_\_\_\_\_ sea. Claire is \_\_\_\_\_ writer, so she can work at \_\_\_\_\_ home. Her husband Ian teaches Philosophy at \_\_\_\_\_ Edinburgh University, which is \_\_\_\_\_ oldest university in Scotland.

**III- Complete the following paragraph using the correct verb.**

Her name \_\_\_\_\_ (To Be) Angelina Jolie. She \_\_\_\_\_ (To Be) 26 years old and She \_\_\_\_\_ (To Be) an actress. She \_\_\_\_\_ (To Love) to \_\_\_\_\_ (To practice) sports and She \_\_\_\_\_ (To love) to \_\_\_\_\_ (To listen) to music. Her favourite kind of music \_\_\_\_\_ (To Be) rock and roll. She \_\_\_\_\_ (To live) in California with her husband Brad and her son. Her house \_\_\_\_\_ (To Be) big and beautiful. It \_\_\_\_\_ (To have) 12 rooms. It \_\_\_\_\_ (To Be) next to a theatre. She \_\_\_\_\_ (To Be) from United States. She \_\_\_\_\_ (To love) her country.

**IV- Complete Julia's sentences with the correct verb form. Then listen to check your answers.**

- a) I \_\_\_\_\_ (lives, live) with my parents, now I live with my boyfriend.
- b) We \_\_\_\_\_ (clean, cleans) our bedroom every day.
- c) My parents \_\_\_\_\_ (has, have) an apartment in the beach.
- d) I \_\_\_\_\_ (walk, walks) to work.
- e) I \_\_\_\_\_ (don't, doesn't) need a car.
- f) My mother \_\_\_\_\_ (don't, doesn't) walk to work.
- g) She \_\_\_\_\_ (take, takes) the subway.
- h) My father is retired, so he \_\_\_\_\_ (don't, doesn't) have a job.
- i) But he \_\_\_\_\_ (do, does) a lot of work at home.
- j) He also \_\_\_\_\_ (watch, watches) television.
- k) I \_\_\_\_\_ (has, have) a brother and a sister.
- l) My sister \_\_\_\_\_ (has, have) a husband and three children.
- m) They \_\_\_\_\_ (live, lives) in a house in the country.
- n) The children \_\_\_\_\_ (go, goes) to school by bus.
- o) My brother \_\_\_\_\_ (has, have) an apartment in the city.
- p) He \_\_\_\_\_ (live, lives) alone.
- q) He \_\_\_\_\_ (don't, doesn't) have a car.
- r) He \_\_\_\_\_ (use, uses) the public transportation.
- s) He \_\_\_\_\_ (go, goes) to work by bus.

**V-Complete the gaps using Simple Present and Present Continuous Tense.**



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- 1) She can't come now. She \_\_\_\_\_ a shower. (have)
- 2) Sally is a secretary. She \_\_\_\_\_ in an office. (work)
- 3) He \_\_\_\_\_ by bus every morning. (travel)
- 4) They \_\_\_\_\_ TV at the moment. (watch)
- 5) Look at Matthew. He \_\_\_\_\_ really fast. (cycle)

- Describe experiences as your 1st day at school or at work.
- Talk about your last vacations
- Tell a funny story.
- Talk about your likes and dislikes

1- Work in pairs. Underline the correct form of the verb and present the sentences orally.

1. Brian usually (drink-drinks-drank) fruit juice and coffee in the morning, but today he just (drink-drinks-drank) a glass of orange juice.
2. Alberto (cook-cooks-cooked) dinner yesterday because his wife (was-were) sick.
3. Susana (don't-doesn't-didn't) watch TV at night, but last night she (watch-watches - watched) a very interesting program about robotics.
4. Julia and Ralph never (go-goes-went) to school by bus. Yesterday, they (was-were) so tired, they (take- takes- took) the bus.
5. Lorna (don't- doesn't- didn't) enjoy the trip to Soroa last weekend. Her best friend (don't-doesn't - didn't) go with her; she (forget-forgets-forgot) her bathing suit, and it (rain-rains-rained) all afternoon.

2- What happened to Carlos?

Let's work together. Complete the sentences with the verbs in the list.

Report the information in third person singular.

**(read- woke up- broke-fell- went-lent- watched-was- were-heard- wanted- opened- didn't see- drank- got up).**

T: Why are you late, Carlos? What happened? You look terrible!

C: Oh! Miss. Suárez, let me explain to you what happened to me last night.

Last night I \_\_\_\_\_ (1) TV until midnight. Then I \_\_\_\_\_ (2) 20 pages from the book you \_\_\_\_\_ (3) me.

At about 2 a.m. I \_\_\_\_\_ (4) a noise by my window so I \_\_\_\_\_ (5) from bed and \_\_\_\_\_ (6) the window. Nobody \_\_\_\_\_ (7) there! Then

I \_\_\_\_\_ (8) to bed again. But my little brother \_\_\_\_\_ (9). He

\_\_\_\_\_ (10) a glass of water... I \_\_\_\_\_ (11) that there \_\_\_\_\_ (12)

lots of marbles on the floor near his bed. I \_\_\_\_\_ down (13) and I \_\_\_\_\_

(14) my nose.



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3-Work in pairs. Complete with the correct form of the verbs in past. Use simple past or past continuous, then report it orally.

1. Tania \_\_\_\_\_ (1) **(lose)** her purse while she \_\_\_\_\_ (2) **(walk)** down the street with her dog.

2. Aaron \_\_\_\_\_ (3) **(play)** football when he \_\_\_\_\_ (4) **(break)** his leg.

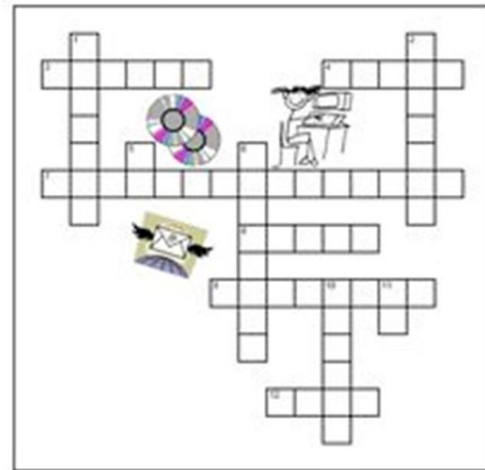
3. Emma likes cookies. So while her mother \_\_\_\_\_ (5) **(bake)** some, Emma \_\_\_\_\_ (6) **(open)** the oven and \_\_\_\_\_ (7) **(take)** one, but it was so hot she \_\_\_\_\_ (8) **(burn)** one of her hands.

4. Leslie \_\_\_\_\_ (9) **(be)** in the park with her son all morning. While he \_\_\_\_\_ (10) **(play)**, she \_\_\_\_\_ (11) **(read)** the newspaper. She \_\_\_\_\_ (12) **(look at-negative)** her son while he \_\_\_\_\_ (13) **(climb)** a tree. Then, she just \_\_\_\_\_ (14) **(hear)** a noise. He \_\_\_\_\_ (15) **(be)** on the ground.

Scramble the following words. Use the sentences with the vocabulary above

- |                  |                     |
|------------------|---------------------|
| 1. DC            | ---                 |
| 2. IKNC DRAIGTRE | l _ _ _ r _ _ _ _ _ |
| 3. MHCOONRIEP    | _ i c _ _ h _ _     |
| 4. SEFOARWT      | _ _ f t _ e _ _     |
| 5. SAPERKES      | _ p e _ e _ _       |
| 6. MUEOSPDA      | _ o _ _ P _ _       |
| 7. CPOMRTEU      | _ _ m t r _ _       |
| 8. DIAGILTCMRAEA | D _ i a C _ _ _ _ _ |
| 9. KARDBOYE      | _ _ y o a _ _       |
| 10. MOSUE        | M _ s _ _           |
| 11. MOTRION      | M o n _ _ _ _       |
| 12. PRRINTE      | P _ _ t r _ _       |

Computer Terms Crossword



- |   |  |
|---|--|
| <b>Across</b>                                   | <b>Down</b>  |
| 3. the address of a website                     | 1. a screen used to display information on a computer  |
| 4. data entered into a computer                 | 2. what it's called when we explore the World Wide Web |
| 7. creating a document using a computer program | 5. abbreviation for compact disk                       |
| 8. electronic mail                              | 6. the first page of a website                         |
| 9. a paper print out of a document              | 10. a blinking line on the computer screen             |
| 12. a shortcut to a program                     | 11. an abbreviation for personal computer              |

Watch the following video and take down note about:

- \*Technology
- \*Connect
- \*Cellphone
- \*Message
- \*Innovation



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## QUIZ: COMPUTERS and the INTERNET

● Answer these fourteen questions to score your vocabulary knowledge.

1. What do people do when they change something on a 'document'?
  - a) they attach it
  - b) they chat
  - c) they download it
  - d) they edit it
2. A 'font' describes which of the following things?
  - a) a kind of computer
  - b) an e-mail account
  - c) letters
  - d) keys
3. In which of the following places can you always find a 'home page'?
  - a) at home
  - b) in a book
  - c) on the World Wide Web
  - d) in a printer
4. Which of the following words best describes the word 'icon'?
  - a) picture
  - b) number
  - c) color
  - d) size
5. Which of the following things can you find in an 'inbox'?
  - a) a blog
  - b) an e-mail message
  - c) hardware
  - d) a monitor
6. What kinds of things can you find on a 'keyboard'?
  - a) memory
  - b) words
  - c) letters
  - d) software
7. Which of the following things can a 'link' do?
  - a) open an Internet Cafe
  - b) close a file
  - c) help you save information
  - d) bring you to another website
8. Which of the following things can a computer 'mouse' do best?
  - a) create a program
  - b) buy computer software
  - c) move your cursor
  - d) eat cheese
9. What should you do before you 'paste' something onto a document?
  - a) send an e-mail
  - b) copy something
  - c) sign out
  - d) turn on a printer
10. Which of the following words best describes 'password'?
  - a) program
  - b) memory
  - c) technology
  - d) secret
11. Which of the following things do you do when you 'save' something?
  - a) change it
  - b) insert it
  - c) delete it
  - d) keep it
12. Which of the following things can a 'search engine' do?
  - a) help you find information
  - b) shut down your computer
  - c) help you sign in
  - d) start your computer
13. Which of the following words is opposite to 'shut down'?
  - a) start
  - b) access
  - c) copy
  - d) close
14. Which of the following things can a 'virus' do?
  - a) create an e-mail account
  - b) go online
  - c) crash your computer
  - d) chat with you

13 – 14 = Excellent

11 – 12 = Good

9 – 10 = Study More!





## I can't imagine life without a computer!

Jerry and Sandra are talking about important inventions.  
 Read their conversation and answer the questions. Write complete sentences.

Jerry OK, so what do you think is the most useful invention then?  
 Sandra What, in the world? Yeah, well, that's a difficult question! Hmm, I'm pretty sure I couldn't live without a television!  
 Jerry Really?  
 Sandra Yes, really! I mean, what would I do after school every day and at the weekends?  
 Jerry But television is just entertainment, isn't it? Do you think it's useful?  
 Sandra Well, yeah – it means we can learn about major news events, you know, with digital television and 24-hour channels, we can always find out what's happening in the world. Yeah, I think it's really useful. But anyway, what about you then? What invention do you think is the most useful?  
 Jerry Hmm ... well, my computer means everything to me.  
 Sandra Do you use it a lot?  
 Jerry Yes, all the time. Yes, I'd certainly say it's the most useful invention in our house – even more useful than my mobile phone! You know, I do my homework on it, send emails to my friends, and visit websites and chat rooms.  
 Sandra Do you have it in your bedroom?  
 Jerry Well, no, it's in the study. You see, my mum and dad sometimes use it for work, too.  
 Sandra And hey, if it crashes, we all get really annoyed!  
 Jerry We haven't got a computer at home, so I don't use one much.  
 Sandra Really, I can't imagine life without a computer!

**Questions:**

1. What does Sandra think is the most useful invention?
2. How often does she use it?
3. In Jerry's opinion, what is the main purpose of TV?
4. In Sandra's opinion, which types of TV programmes are very useful?
5. What is the most important thing that Jerry owns?
6. Which other useful invention does he mention?
7. How does his computer help him with his school work?
8. How does he use it to communicate with his friends?
9. Who else uses Jerry's computer?
10. Why doesn't Sandra use a computer much?



## Technology Lab Word Search

E	I	L	V	Y	G	O	L	O	N	H	C	E	T
O	T	F	A	C	E	B	O	O	K	N	T	E	E
L	L	T	C	S	S	N	A	P	C	H	A	T	G
P	E	A	A	P	H	O	R	M	R	O	B	O	T
T	D	B	M	R	P	O	E	T	I	S	B	E	W
T	A	L	E	U	G	A	R	N	A	T	D	A	P
E	T	E	R	C	E	L	L	P	H	O	N	E	R
N	A	T	A	N	E	A	O	O	H	K	R	T	O
R	C	O	M	P	U	T	E	R	D	B	M	W	G
E	F	L	A	S	H	D	R	I	V	E	I	I	R
T	Y	B	M	O	U	S	E	M	O	T	P	T	A
N	R	E	T	N	I	R	P	G	O	P	C	T	M
I	A	F	M	O	N	I	T	O	R	F	G	E	I
A	R	D	R	A	O	B	Y	E	K	I	T	R	L

- COMPUTER
- TECHNOLOGY
- CAMERA
- KEYBOARD
- WEBSITE
- ROBOT
- MONITOR
- PRINTER
- MOUSE
- FACEBOOK
- FLASH DRIVE
- CELL PHONE
- TABLET
- TWITTER
- INTERNET
- SNAPCHAT
- APP
- DATA
- PROGRAM



# Who put @ in your email?



In English it is called simply "at", but other languages have more interesting names. In South Africa it is "monkey's tail"; in Denmark it is often "pig's tail"; in France it is sometimes "little snail"; in Greece it is "little duck"; in Hungary it is "worm"; in Poland it is sometimes "little cat"; in Russia it is usually "little dog", in Sweden it is "elephant's trunk" and Turkish emailers call it simply "ear".

Today we talk to Ray Tomlinson, the man who invented @ and email.



**Q: When and why did you invent email?**

It was in 1971 and I'm not sure there was a real reason for inventing it. It was a fun thing to try out and probably took four to six hours to do. I can't remember exactly how long it took. Less than a day, spread over a week or two.

**Q: How do you feel about spam and viruses?**

I get annoyed when I get spam. It's a tough problem but we're going to solve it. So far the solutions aren't working – they either filter too much or not enough. We must find a better way to stop spam. Viruses are another problem and you usually get them from an email attachment or a downloaded app or file. For example, an ISP could throw away all emails with attachments, but then email wouldn't be any use. We'll have to find a solution.

**Q: Does it bother you that you're not a household name – that most people don't know what you've done?**

No, it doesn't bother me. Computer nerds know that I've done it. I get emails from people who say "What you did is great. Why don't you do something about spam? It's a kind of nice that some people are interested in what I did – but it's not the centre of my life."

## Comprehension

Are these sentences below true (T), false (F), or no information (NI)? Correct the false sentences.

- Ray Tomlinson said he had invented the computer in 1971.
- He said it was easy to invent email.
- He told the interviewer that email was a tough problem.
- He said that they were going to solve the problem of spam.
- He said that solutions to spam were working.
- He told the interviewer that he got lots of emails.
- He said computer nerds didn't know that he had invented email.
- Emails to Ray said what he had done was great.
- Ray said it was nice that no one was interested in what he had done.

T	F	NI
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## B. Consult Base

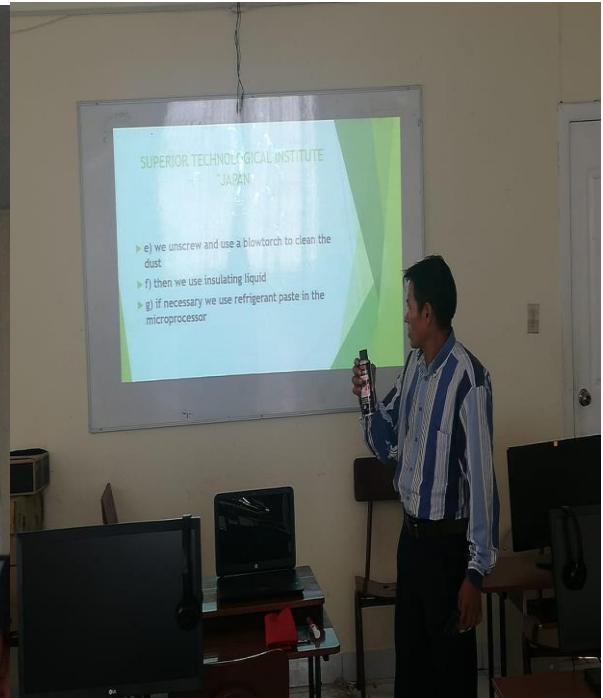
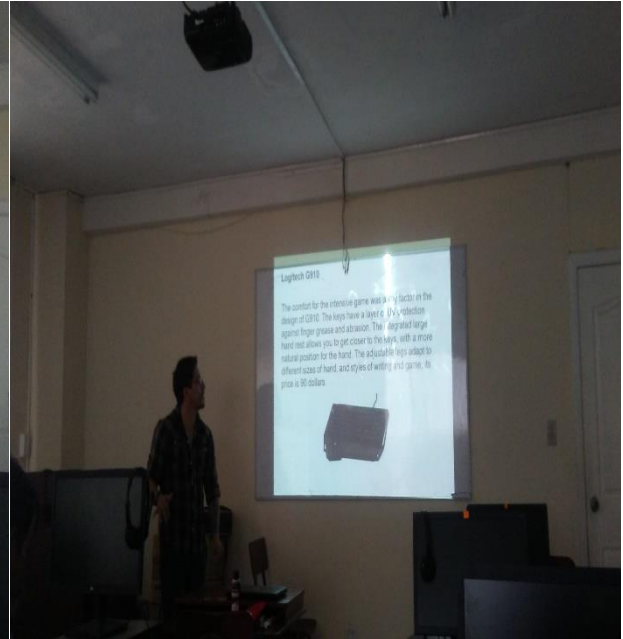
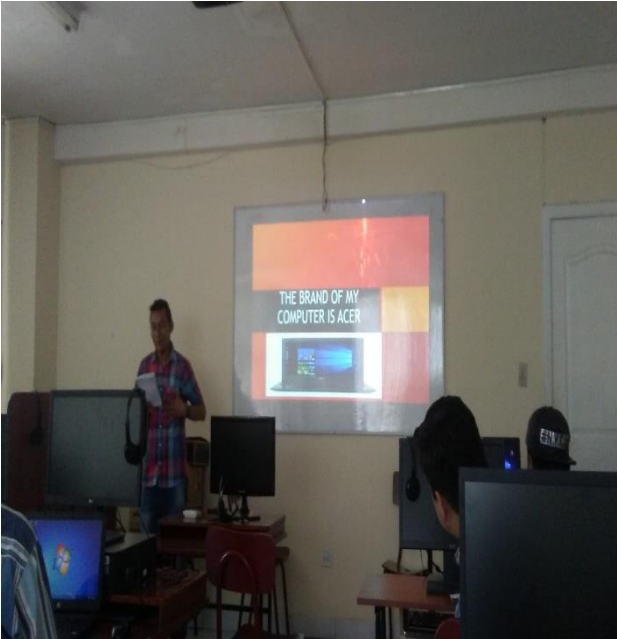
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### C. PRACTICE BASE WITH ILLUSTRATIONS







#### 4. Learning strategies

<b>Learning strategy 1: Analysis and Planning</b>
<b>Description:</b> Analysis of Technology articles and videos. Reading articles about technology. Presentations of technology themes.
<b>Environments required:</b> Clean classroom with a Good illumination and acoustics.
<b>Material (s) required:</b> In focus, Laptop, speakers, Posters
<b>Professor:</b> With knowledge in the subject.

#### 5. ACTIVITIES

- Reading and Listening Control
- Speeches
- Exposition of the Final Project

**Se presenta evidencia física y digital con el fin de evidenciar en el portafolio de cada aprendiz su resultado de aprendizaje. Este será evaluable y socializable.**

#### 6. EVIDENCIAS Y EVALUACIÓN

<b>Tipo de Evidencia</b>	<b>Descripción (de la evidencia)</b>
De conocimiento:	Speeches about technology (individual work).
Desempeño:	Individual work. Presentation of technology themes.
De Producto:	Work is done.



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Criterios de Evaluación (Mínimo 5 Actividades por asignatura)	Activity 1.- Read, analyze and take down note of a video about technology. Activity 2.- Writing about technology. Activity 3.- Questionnaire about the contents given in class. Activity 4.- Library activity Activity 5- Presentation and writing of technology themes.

<b>LIC. DELVIS MILAGROS PEREZ ALVAREZ</b>		
<b>Elaborado por:</b> (Docente)	<b>Revisado Por:</b> (Coordinador)	<b>Reportado Por:</b> (Vicerrector)



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AMOR AL CONOCIMIENTO

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POMASQUI-

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