INSTITUTO SUPERIOR TECNOLÓGICO

JAPÓN

Amor al conocimiento

GUÍA METODOLÓGICA

INGLÉS TÉCNICO II

GASTRONOMIA

AUTOR: LCDA. DELVIS PÉREZ
2020

1. IDENTIFICATION

NAME OF THE SUBJECT: INGLÉS TÉCNICO II		Learning Components	Marco Común Europeo de las Lenguas B.1
Learning Result: **COMPETENCES AND OBJECTIVES**			
*Giving personal information *Describing people *Asking and Answering questions using the simple present *Applying adjectives and pronouns in sentences. *Acquire technical vocabulary for discussing themes and in a sentence *State definitions of the technical vocabulary *Applying technical verbs in simple sentences. *Using the present continuous and be going to *Talking about electronic devices. *Knowing about technology. *Talking about simple events in the past. (verb be) *Working of past continuous. *Read, Interpret, discuss and listen to different texts as songs and articles about technology and informatics. *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.			
Docente de Implementación: LCDA. DELVIS MILAGROS PEREZ ALVAREZ			
		Duración: 20 horas	

Units	Competence	Learning Result	Activities	Time

UNIT 1		COGNITIVE:	LISTENING:	5 horas
1. **TALK** ABOUT YOURSELF, SOMEONE ELSE AND TECHNOLOGY. 2. **EXCHANGE** INFORMATION ABOUT TECHNOLOGY IN SIMPLE PRESENT TENSE. USE IT IN INFORMATION QUESTIONS. 3. **THE** VERB BE IN SIMPLE PRESENT AND PAST. PAST CONTINUOUS USE IT IN SHORT ANSWERS. USE OF TECHNICAL VERBS. 4. **GRAMMAR** ASPECTS (ARTICLES, NOUN PLURALS, DEMONSTRATIVE PRONOUNS, POSSESSIVE AND FRECUENCY ADVERBS, AUXILIARY DO /DOES)	*Giving personal information *Describing electronical devices. *Asking and Answering questions using the simple present and verb be. *Read, discuss and listen to different texts as songs, and articles about technology.	To recognize the verb Be in the simple present and past tense; in affirmative and negative questions and answers. **PROCEDIMENTAL:** To develop the grammatical structure and apply it to real life examples. **ATTITUDINAL:** To apply the learned vocabulary and grammar in dialogues and speeches with good pronunciation.	Skills strategies, active language from a text. (an article) **READING:** Interpret a brainstorm. Confirm facts. **WRITING:** Write a paragraph about technology. **SPEAKING:** Talk about personal information. Talk about technology	

UNIT 2	*Describing	COGNITIVE:	LISTENING:	5 horas
1- **GRAMMAR** ASPECTS (POSSESSIVE ADJECTIVES, FOR THE SIMPLE PAST TENSE, QUANTIFIERS, ADJECTIVES BEFORE NOUNS, VERB BE WAS/WERE IN AFFIRMATIVE, NEGATIVE AND INTERROGATIVE) 2- **TALKING** AND GIVING DEFINITIONS ABOUT TECHNOLOGIC WORDS **3-** GIVING SPEECHES ABOUT TECHNOLOGY THEMES.	technology aspects *Asking and Answering questions using the simple present and past of verb be. *Applying adjectives and pronouns, nouns and quantifiers in sentences. *Read, discuss and listen to different texts as articles about technology.	To recognize the verb Be in the simple tenses; in affirmative and negative questions and answers. **PROCEDIMENTAL:** To develop the grammatical structure and apply it to real life examples. **ATTITUDINAL:** To apply the learned vocabulary and grammar in dialogues and speeches with good pronunciation.	Skills strategies, active language from a text. (an article) **READING:** Analyze and interpret short texts. (articles and dialogues about technology) Confirm facts. **WRITING:** Write an article about technology in simple present tense. **SPEAKING:** Talk about technology and electronic devices.	

UNIT 3 1- DISCUSS ABOUT ELECTRONIC DEVICES. USE OF TECHNICAL VERBS IN LONG SENTENCES. 2- TALKING ABOUT LIKES AND DISLIKES. 3- GRAMMAR (PRESENT PERFECT, AUXILIARY HAVE-HAS IN AFFIRMATIVE, NEGATIVE AND INTERROGATIVE) 4- LIBRARY WORK (TECHNOLOGICAL VOCABULARY)	*Asking and Answering questions using the present perfect tense *Applying auxiliary verbs in sentences *Acquire vocabulary for discussing themes *Knowing different technological terms *Read, discuss and listen to different texts as articles. *Asking for and giving opinions	**COGNITIVE:** To recognize statements in present perfect tense; in affirmative, interrogative and negative ways. **PROCEDIMENTAL:** To develop the grammatical structure and apply it to real life examples. **ATTITUDINAL:** To apply the learned vocabulary and grammar in dialogues and speeches with good pronunciation.	**LISTENING:** Skills strategies, active language from a text. (an article) **READING:** Analyze and interpret short texts. (articles and dialogues) Confirm facts. **WRITING:** Write an article about technology in present perfect tense. **SPEAKING:** Talk about technology. Discuss about different electronic devices.	**5 horas**
4- UNIT REVIEW INTEGRATED PROJECT	All competences are involved	All methods are involved	**Expositions**	**5 horas**

2. PREVIOUS AND RELATED KNOWLEDGE

Co-requisitos

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.

2- INFORMATION SHEET

Name:_____Nationality:_____
Date of Birth: _____
Place of Birth: _____
Address: _____ Age: _____

Profession: _____

3- Let's listen and watch to the following song "We are the world" by Michael Jackson and Lionel Richie.
3.1- Talk about its title.
3.2- Analyze it
3.3- 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.**

**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**

**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**

3.4- After reading. 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?

3.5-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.

3.6- 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 excersise An apple An English lesson An hour

	Nominative Pronouns	Accusative Pronouns	Reflexive Pronouns	Possessive Adjetives	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 (sing**s**, give**s**, require**s**).

. Verbs ending in **-ch, -s, -sh, -x, or -z** form the third-person singular by adding -es (watch**es**, miss**es**, wash**es**, mix**es**, buzz**es**).

. Verbs ending in a consonant + y (such as try-study) form the third-person singular by changing the **y** to **i** and adding -es (tri**es**-studi**es**).

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).***

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 ithas ____ 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.
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)

SIMPLE PAST

- **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.

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. Her son _____ **(15) (be)** on the ground.

UNIT 2

Activity 1- Scramble the following words.

1. DC   _ _
2. IKNCDRAIGTRE   I _ _   _ _ 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

Activity 1.1- Do sentences with the vocabulary above

Activity 2: Work in small groups and Discuss with your partners about the possibilities computers offer to people. Write a definite list of the tasks people can do using computers, based on the agreement reached by all the group.

Activity 3- Watch and listen to the following video and take down note about:
*Technology
*Connect
*Cellphone
*Message
*Innovation

Activity 4- Discuss with your partner

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.

	T	F	NI
1. Ray Tomlinson said he had invented the computer in 1971.			
2. He said it was easy to invent email.			
3. He told the interviewer that email was a tough problem.			
4. He said that they were going to solve the problem of spam.			
5. He said that solutions to spam were working.			
6. He told the interviewer that he got lots of emails.			
7. He said computer nerds didn't know that he had invented email.			
8. Emails to Ray said what he had done was great.			
9. Ray said it was nice that no one was interested in what he had done.			

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Activity 5- Read the following text and tick (√) from the following a suitable title for it:

Computer Components. _____

Computers. _____

Types of Computers. _____

1. Computers are machines that can be programmed to manipulate symbols. 2. Their principal characteristics are that they:

- respond to a specific set of instructions in a well-defined manner
- can execute a prerecorded list of instructions (a program)
- can quickly store and retrieve large amounts of data.

3. Therefore computers can perform complex and repetitive procedures quickly, precisely and reliably. 4. Modern computers are classified into analog and digital. 5. The actual machinery (wires, transistors, and circuits) is called hardware; the instructions and data are called software. 6. All general-purpose computers require the following hardware components:

- Central processing unit (CPU): The heart of the computer, this is the component that actually executes instructions organized in programs ("software") which tell the computer what to do.
- Memory (fast, expensive, short-term memory): Enables a computer to store, at least temporarily, data, programs, and intermediate results.
- Mass storage device (slower, cheaper, long-term memory): Allows a computer to permanently retain large amounts of data and programs between jobs. Common mass storage devices include disk drives and tape drives.
- Input device: Usually a keyboard and mouse, the input device is the conduit through which data and instructions enter a computer.

▪ Output device: A display screen, printer, or other device that lets you see what the computer has accomplished.

7. In addition to these components, many others make it possible for the basic components to work together efficiently. 8. For example, every computer requires a bus that transmits data from one part of the computer to another.

Activity 6- Answer the following questions: (foro)

1. What are computers?
2. What are the main features of computers?
3. What types of computers are mentioned in the text?
4. What are the main parts of computers?
5. What is the function of the central processing unit?

UNIT 3

Activity 1

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

Activity 2

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. And hey, if it crashes, we all get really annoyed!
Sandra	We haven't got a computer at home, so I don't use one much.
Jerry	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?

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Activity 3- Read the following text then answer

What is a Computer?

1. Computers are everywhere you look, and even in places you can't see. 2. Computers check out the price of the products you buy in the supermarket, turn the heat on and off, and control the way cars run. 3. They're everywhere!

4. A computer is an electronic device that executes the instructions in a program. 5. It has four basic functions:

- ✓ to input information or data
- ✓ to process it
- ✓ to produce the result or output
- ✓ to store the data.

6. The two main components of a computer are the hardware and the software. 7. The hardware refers to the physical parts of the computer such as the central processing unit, the input and output unit.

8. The input device converts information into electronic pulses and passes the program and the data into the central processing unit where the calculations are performed. 9. The central processing unit also controls the input and output units. 10. The output device converts electronic pulses back into information and presents it to the user.

11. The software is related to the programs or instructions that tell the computer what to do. 12. Three important aspects that make computers powerful are speed, reliability and storage capacity.

Activity 4- Read the text above very carefully to do the exercises below.

a) Match the words in Column A with the corresponding information in Column B.

A	B
1. Computer	____ programs or instructions.
2. Hardware	____ input, process and store information, give the output.
3. Functions	____ speed, reliability and storage capacity.
4. Components	____ physical parts of the computer.
5. Software	____ electronic device that executes the instructions in a program.
	____ hardware and software.

Activity 5- Work with a partner. Imagine you will interview an important personality in the field of computer science. Introduce yourself and ask him /her questions about the topic. The following hints can help you:

- what a computer is

- computer components and their function
- tasks computers can perform.
- how computer communication is defined
- how it is carried out
- types.

Activity 6- Work in teams. Teams A and B will present an oral informative summary of the text given below, and teams C and D will present a descriptive one. Upload it to the platform.

Personal Computer Types

Actual personal computers can be generally classified by size and chassis / case. The chassis or case is the metal frame that serves as the structural support for electronic components. Every computer system requires at least one chassis to house the circuit boards and wiring. The chassis also contains slots for expansion boards. If you want to insert more boards than there are slots, you will need an expansion chassis, which provides additional slots. There are two basic flavors of chassis designs–desktop models and tower models–but there are many variations on these two basic types. Then come the portable computers that are computers small enough to carry. Portable computers include notebook and subnotebook computers, hand-held computers, palmtops, and PDAs.

Tower model

The term refers to a computer in which the power supply, motherboard, and mass storage devices are stacked on top of each other in a cabinet. This is in contrast to desktop models, in which these components are housed in a more compact box. The main

advantage of tower models is that there are fewer space constraints, which makes installation of additional storage devices easier.

Desktop model

A computer designed to fit comfortably on top of a desk, typically with the monitor sitting on top of the computer. Desktop model computers are broad and low, whereas tower model computers are narrow and tall. Because of their shape, desktop model computers are generally limited to three internal mass storage devices. Desktop models designed to be very small are sometimes referred to as slimline models.

Notebook computer

An extremely lightweight personal computer. Notebook computers typically weigh less than 6 pounds and are small enough to fit easily in a briefcase. Aside from size, the principal difference between a notebook computer and a personal computer is the display screen. Notebook computers use a variety of techniques, known as flat-panel technologies, to produce a lightweight and non-bulky display screen. The quality of notebook display screens varies considerably. In terms of computing power, modern notebook computers are nearly equivalent to personal computers. They have the same CPUs, memory capacity, and disk drives. However, all this power in a small package is expensive. Notebook computers cost about twice as much as equivalent regular-sized computers. Notebook computers come with battery packs that enable you to run them without plugging them in. However, the batteries need to be recharged every few hours.

Laptop computer

A small, portable computer -- small enough that it can sit on your lap. Nowadays, laptop computers are more frequently called notebook computers.

Subnotebook computer

A portable computer that is slightly lighter and smaller than a full-sized notebook computer. Typically, subnotebook computers have a smaller keyboard and screen, but are otherwise equivalent to notebook computers.

Hand-held computer

A portable computer that is small enough to be held in one's hand. Although extremely convenient to carry, handheld computers have not replaced notebook computers because of their small keyboards and screens. The most popular hand-held computers are those that are specifically designed to provide PIM (personal information manager) functions, such as a calendar and address book. Some manufacturers are trying to solve the small keyboard problem by replacing the keyboard with an electronic pen. However, these pen-based devices rely on handwriting recognition technologies, which are still in their infancy. Hand-held computers are also called PDAs, palmtops and pocket computers.

Palmtop

A small computer that literally fits in your palm. Compared to full-size computers, palmtops are severely limited, but they are practical for certain functions such as phone books and calendars. Palmtops that use a pen rather than a keyboard for input are often called hand-held computers or PDAs. Because of their small size, most palmtop computers do not include disk drives. However, many contain PCMCIA slots in which you can insert disk drives, modems, memory, and other devices. Palmtops are also called PDAs, hand-held computers and pocket computers.

PDA

Short for personal digital assistant, a handheld device that combines computing, telephone/fax, and networking features. A typical PDA can function as a cellular phone, fax sender, and personal organizer. Unlike portable computers, most PDAs are pen-based, using a stylus rather than a keyboard for input. This means that they also incorporate handwriting recognition features. Some PDAs can also react to voice input by using voice recognition technologies. The field of PDA was pioneered by Apple Computer, which introduced the Newton MessagePad in 1993. Shortly thereafter, several other manufacturers offered similar products. To date, PDAs have had only modest success in the marketplace, due to their high price tags and limited applications. However, many experts believe that PDAs will eventually become common gadgets.

PDAs are also called palmtops, hand-held computers and pocket computers.

Activity 7- Do the following quiz then upload it to platform.

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!

B. **Consult Base**

TÍTULO	AUTOR	EDICIÓN	AÑO	IDIOMA	EDITORIAL
FIRST TRAINER	PETER MAY	SECOND EDITION	2015-2016	ENGLISH	CAMBRIDGE UNIVERSITY PRESS
TOP NOTCH 1	JOAN SASLOW ALLEN ASCHER	THIRD EDITION	2015	ENGLISH	PEARSON EDUCATION INC
CAREER PATHS	COLECTIVE AUTHORS	FIRST EDITION	2014	ENGLISH	EXPRESS PUBLISHING

C. PRACTICE BASE WITH ILLUSTRATIONS

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. And hey, if it crashes, we all get really annoyed!
Sandra We haven't got a computer at home, so I don't use one much.
Jerry   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?

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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.

		T	F	NI
1.	Ray Tomlinson said he had invented the computer in 1971.			
2.	He said it was easy to invent email.			
3.	He told the interviewer that email was a tough problem.			
4.	He said that they were going to solve the problem of spam.			
5.	He said that solutions to spam were working.			
6.	He told the interviewer that he got lots of emails.			
7.	He said computer nerds didn't know that he had invented email.			
8.	Emails to Ray said what he had done was great.			
9.	Ray said it was nice that no one was interested in what he had done.			

4. Learning strategies

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

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

Tipo de Evidencia	Descripción (de la evidencia)
De conocimiento:	Speeches about technology (individual work).
Desempeño:	Individual work. Presentation of technology themes.
De Producto:	Work is done.
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.- Platform activities Activity 5- Presentation and writing of technology themes.

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Elaborado por: (Docente)	**Revisado Por:** (Coordinador)	**Reportado Por:** (Vicerrector)

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JAPÓN

Amor al conocimiento