Anexos

"English for Students of Computer Sciences"

Booklet of Activities in English
For Third Year Students at the Polytechnic Institute of Computer Sciences

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INTRODUCTION

This booklet is proposed as the basic text book for third year students of computer sciences. It is intended for beginners and intermediate level language students in non-English speaking countries like Cuba. Its main objective is that of developing in these students reading comprehension skills, regarding the field of computer sciences.

The dialogues included are clear an easy to understand. They contain vocabulary which takes into consideration the interests, needs, and characteristics of teenagers. They help students speak English in real life situations.

The reading sections present technical vocabulary in a context which helps students recognize and understand the language of computer sciences like the programming language. The readings were selected from the literature suggested by the specialists, taking into account the contents of the different subjects that the students need to study as part of their curriculum.

COURSE COMPONENTS

The booklet is made up of nine units. Each unit includes a conversation to present the new content. The grammar section presents the new grammatical structures in an easy-to-understand manner. It also includes exercises to practice the different structures. The booklet also comprises the sections *reading* and *complementary reading* for developing reading comprehension skills.

Detailed suggestions on how to teach the course, as well as the system of abilities, the contents, and the forms of evaluation are presented as part of the master´s degree thesis.

Contents

Part One

Unit 1. *"Is it important to know English?"*
Getting ready
English is spoken as the first language in many countries, but in Cuba we study English as a foreign language.

1. Conversation.

A: Hi, are you a new student?

B: Yes, I am Maria Garcia.

A: Nice to meet you Maria. My name is Lily.

B: Nice to meet you, too.

A: Look, He is Robert. He is a teacher and

   he is very smart.

B: Is he our teacher?

A: Yes, he is. Well, I think so.

B: See you Lily.

A: Bye.

2. Grammar in use. (Simple present with Be)

Simple present with Be			
I	**am** **am not**	busy a Computer Sciences student.	**Am** I smart in your opinion? Yes, you **are.** No, you **aren't.**
She He It	**is** **isn't**	famous a new teacher. new	**Is** he famous? Yes, he **is.** No, he i**sn't.**
You They We	**are** **aren't**	intelligent lab technicians here	**Are** they technicians? Yes, they **are.** No, they **aren't.**

3. How do you do it?

I.   Complete the following dialogue with *is, am, are, isn't, aren't*. Practice with your partner.

A: Hi! _____ you Susan Poson?

B: Yes, I _____. What_____ your name?

A: I _____ Victor. _____ you a new student?

B: No, I _____ not. I_____ a teacher.

A: _____ you the network teacher?

B: No, I _____ not. He _____ over there. I _____ the Math teacher.

A: Then the Math class _____ in the Web lab. Thank you.

B: By the way, this _____ your book.

A: Oh, thanks. My name _____ here.

4. Conversation 2.

A: Hello, Maria!

B: Hi, Lily! Today we start a new subject.

A: Oh yes, English. By the way, I don't know too much English.

B: Yes, I know. However, it is very important for us.

A: That's right. Do you know how to speak English?

B: Well, just a little.

A: Why don't we study together?

B: OK. See you in the English class.

5. Grammar in use. (Simple Present)

I. Study the chart below.

Simple present tense	
I You They **study** in a technical school **don't study** We	**Do** you work in a technical school? Yes, I do. No, I don't. I work in an office.
He **studies** She **doesn't study** in a technical school It **works** very well	**Does** he study in a technical school? Yes, he does. No, she doesn't. She works at the school.
Wh- questions in present tense	

Who **stars classes today?**   **The web teacher starts classes today.**

Where do you study?   I study at a technical school.
Where does he work?   He works in an office.

When **do Victor and Susan teach?**   **They teach in the morning.**

When **does she teach?**   **She teaches on Mondays.**
What do you do?   I fix computers.
What does Susan do?   She prepares softwares.

6. How do you do it?

I. Complete the following sentences with the correct forms of the verbs. Then compare with your partner.

1. Maria _____ a new student. (be)

2. She _____ in my class. (study)

3. My class _____ at 7:30 in the morning. (start) and _____ at 5:00 p.m. (finish)

4. I _____ several subjects. (have)

5. We _____ too much about the field of computers yet. (not know) Do you know anything about it? No, I_____.

II. Use personal information to write similar sentences to those in the previous exercise. Then compare your sentences with your partner.

III. Organize the words in parentheses to form questions. Then, practice the conversation with your partner.

A: Maria, I need your help. (Zip files / know / do / about / you)?

B: Oh, yes. (need / what / you / to know / do)?

A: I can't open my folder. (do / what / can / I)?

B: If you use the same folder, when opening choose "configuration" from Win Zip's option menu and specify the folder on the folder tab.

A: O.K. Let's try it.

B: (you / anything else / need / do)?

A: Oh, no, thanks. It's fine now.

IV. Use the correct form of the verbs in the box to complete the sentences below.

be open have feel know play create check

1. The teacher _checks_ our homework daily.
2. I _____ a new computer.
3. Paul _____ baseball in the computer every day.
4. The lab _____ from7:00 A.M to 5:00 PM.
5. Susan _____ in the dormitory today, because she _____ sick.
6. My father _____ educational softwares.
7. We _____ a little about English.

7. Reading

Look at the picture below and answer the question: What do you know about microcomputers?

Enciclopedia Encarta, Photo Researchers, Inc.

Read and work out the following exercises.

I.   Read and write a title for the paragraph below.

My brother just bought a laptop computer. It's really great. It has color screen; it is easier on the eyes than black-and-white screens. The computer has a battery, so he can use it without electricity for up to eight hours. It also has a modem inside. If he wants to send a fax, he can send it electronically. And he can connect to the Internet. My brother belongs to a "chat group" on mountain climbing. He takes his laptop on the airplane, whenever he goes on vacation mountain climbing. It's a very small computer, so he carries it with him everywhere he goes.

II. Read and answer.

1- What kind of screen does the laptop have?
2- Does it have a wire connection? Explain.
3- What can you do with the modem?
4- What does his brother belong to?
5- What does he do when he goes on vacation?

III. Read and check (X) the main idea of the paragraph.

_____ My brother belongs to a chat group.
_____ My brother's laptop has many uses.
_____ My brother bought a laptop.

IV. Write a summary of the reading and then report it to the class.

8. Complementary reading

The increasing globalization of the market forces companies to pay more attention to international developments. Domestic firms adjust their structures and methods of operation to fit the broader and faster change of the economy environment. That's why they use English for many purposes. Vocabulary, grammatical forms, and ways of speaking and writing emerge influenced by the technological and scientific developments in the fields of economics, literature, and entertainment. For example, when Mexican pilots land their airplanes in France, they use English to communicate with the ground controllers. When German physicists want to alert the international scientific community about new discoveries, they publish in English first.

I. Read and find in a dictionary the meanings of unfamiliar words.

II. Suggest a title for the text.

III. Read and answer:

1. Why do companies pay more attention to the international developments?
2. Is English influenced by the world development? Explain.
3. When do Mexicans use English?
4. Do Germans publish in their native language first? Why?

IV. Write a summary of the text and then report it to the class.

Unit 2. *"Follow my instructions"*

1. Conversation.

I. Listen and practice.

A: Open the PC, Karl. I need to find some information.

B: OK, but hurry up. I'm already in class.

A: Come on. Help me with this task.

B: Well, I have a similar work to do. Let's see.

A: First, create a new folder. Then, save the information and send it to the disk.

B: Thanks.

2. Grammar in use. (Computer instructions)

Computer instructions generally begin with a verb. They indicate an order. The most commonly used verbs are:
open, close, save, import, export, print, cut, copy, paste, see, insert, define, delete, jump, create, send, find.
Example: ➢ **Open** the folder. ➢ **Insert** a table. ➢ **Save** the information. ➢ **Send** it to the selected folder.

3. How do you do it?

I. Match the verbs in column A with the corresponding phrases in B.

A	**B**
1- open	___ web information.
2- import	___ a new document
3- see	___ an auto form.
4- copy	___ impression details.
5- insert	___ this document

II. Organize the following instructions.

Installing the Mouse Software

_____ Click **OK** and follow the instructions on your screen to complete the installation.
_____ Insert the installation diskette into your floppy disk drive.
_____ Click the **Start** button and then click **Run.**
_____ Connect the mouse to your computer.
_____ In the **Run** dialogue window, type **A:/setup,** where "A" is the letter of your floppy disk drive.

III. Read the instructions below. Complete them with the corresponding verbs in the box. Then, organize them in the correct order. Finally, check your answers with your partner.

a) **Please_____ while the set up program loads into memory.**

b) **_____the welcome to set up message, and then press ENTER to install.**

c) **Please, wait while the computer starts.**

d) **Read the Microsoft License agreement and then press F8 to accept the agreement and continue the installation.**

e) **_____ a new partition.**

wait,   read,   create

4. Reading.

Read and work out the exercises below.

Dragging is an essential technique in any windows-based operating system from organizing icons to performing some real applications. Holding down the mouse button on an object and dragging it somewhere else is a daily working routine. The basic procedures to implant drag and drop operations are to:

- Select the object using a mouse-down event.
- Move the mouse while holding the mouse down.
- Change the object's position along with the mouse movement.
- Release the object when the mouse button is up.

One simple implementation of these tasks on the Web is touse onmousedown and on- mouseup event handlers on the objects.

I.   Read and suggest a title for the text.
II.   Look up in the dictionary the meanings of the following words in the box.

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dragging, change, touse, drag and drop, performing, release, onmouse, holding, task, onmouseup

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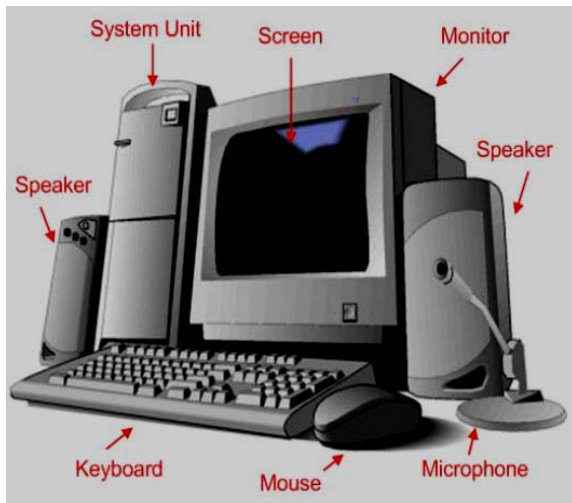III.   Write a summary about the drag and drop operations and report it to the class.

5. Complementary reading

Read and work out the exercises below.

Perhaps you have never used a computer and are not sure how they work. Essentially, a computer is a giant brain that can be programmed to help you learn faster, work more efficiently, or just have a good time; it can also store huge amounts of information for easy reference.

The basic parts of a computer system are the hardware and the software. The hardware is the computer machinery and consists of the following parts. CPU is the core of the computer. It contains the processor, which translates information into a form, and the memory, which saves information you want to keep. The CPU is made up of billions of on and off switches. The keyboard is used to put information in the computer. Most computers store information on disks. The user stores it on flash memories, CDs, or diskettes. The monitor looks like a television screen. It displays either new information that you've typed or information that you've asked the computer to give you from the memory. Finally, the printer prints any information that you choose to have on paper.

The software is the computer program. It is a set of codes that tell the computer how to work. So, you need different programs to do different tasks.

I. Read and match column A with B

A	B
1. CPU	_____ is the computer program
2. keyboard	_____ stores information
3. flash memory	_____ contains the processor and the
4. monitor	memory
5. software	_____ puts information into the PC
	_____ resembles a television screen

II. Organize the following sentences in the order they appear in the reading.

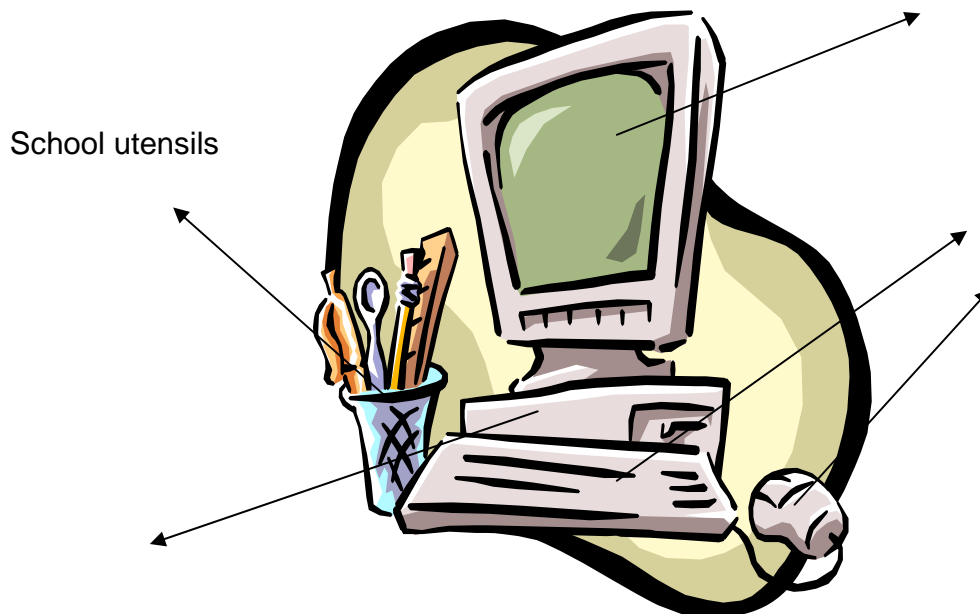_____ it's used to print the information.

_____ it's like the TV screen.

_____ the mouse and keyboard put information into the computer.

_____ the CPU contains the processors.

_____ the hardware is divided into different parts.

III. Write the name of the different components in the picture below.

School utensils

IV. Answer the following questions from the reading.

1. What are the computer uses?
2. Is the computer faster than our brain?
3. Where is the processor contained?
4. What does the monitor do?
5. How does it store information?

V. Write a summary and then report it to the class.

Unit 3 *"What is going on?"*

1. Conversation

I. Listen and practice.

Carol: What are you doing?

Linda: I'm not sure, but I'm trying this software.

Carol: What's it exactly?

Linda: It's a kind of quiz on arts.

Carol: Are you studying arts?

Linda: No, I´m not. But I would like to.

II. Practice the conversation substituting the underlined information for the one in parentheses or that of your own. (music, sports, English, etc).

2. Grammar in use. (Present continuous)

	Affirmative statements	Yes/no questions
Present continuous	I **am working** in a new software now. I **am not doing** anything special right now	**Are** you **working** now? Yes, I am/ No, I´m not
	Greg **is playing** a Math game i**sn't playing**	**Is** he **playing** a new game? No, he **isn't /** Yes, he **is**
	They **are fixing** the computer **aren't fixing**	**Are** they **fixing** the speakers? No, they **aren't /** Yes, they **are.**
Wh- questions.		
What are you doing?		I am doing my homework.
What is she **playing?**		She is playing cards.
Who is fixing the computer?		Pedro is fixing it

3. How do you do it?

I.   Complete the following sentences with the correct form of the verbs.

1. I'm _____ a new Power Point presentation. *(make)*

2. Jack's _____ with our friends. *(talk)*
3. Jane's _____ to the lab. *(go)*
4. The students are _____ the speakers to the computer. *(connect)*
5. Peggy and Sonia are _____ the motherboard. *(fix).*

II.   Change these statements from **simple present tense** into **present continuous**. Then check your answers with your partner.

*Example: Bob **reads** a newspaper on computers every morning.*
           *Bob **is reading** a newspaper on computers right now.*

1. The students <u>learn</u> about CPU (central processing unit).
2. Lucy <u>buys</u> new stamps.
3. I <u>import</u> the tables from the lab technician´s PC.
4. Luis <u>uses</u> the scripts to export the layers to files.
5. We <u>spend</u> hours browsing on this encyclopedia.

III.   Use the words in each column to make a question.

1	2	3	4
Is	they	the	Jane
Where	going	are	Bill
He	are	what	speakers
Working	when	kids	and
Tonight	home	reading	are
			buying
?	?	?	?

IV.   Complete this letter with **present continuous** forms and the verbs in the box below. Then, write a similar one to a friend. Pointing out that you study in a polytechnic institute of computer sciences.

> ***spend / learn / help / practice / prepare***

Dear Suzy,
 I_____ a good time at the medical school. Here, I _____a lot about different illnesses, and my friends _____ me to study. I_____ new dance steps at the school´s disco. Today is Sunday and I _____for my classes tomorrow.

Dear _____,

_____

_____

_____

_____

_____

See you soon, _____

Useful expressions:

and…

but…
that's why…

4. Reading

Linux is growing at a remarkable rate. It continues to grow as programmers adapt features. In the market, Linux is known as UNIX products**.** New versions of Linux or its utilities appear very fast. It is not unusual to see a new release of this program every week. As the number of developers working on Linux is growing, the entire UNIX workalike operating system is eventually completed, but it's not perfected, and now includes all the tools you will find in a commercial UNIX product. To avoid any charges for Linux whatsoever; the Linux developers do not use any code from other UNIX systems. There are no licensing fees involved with the Linux operating system and part of its mandate is made freely available. Some companies have undertaken the task of assembling and testing versions of Linux, which they package on a CD-ROM for a (usually) minimal price.

I.   Read the following words and look up their meanings in the dictionary if necessary.

remarkable / workalike / whatsoever / mandate / undertaken

II.   Read and write a title for the text above.
III.   Find in the reading:

    1.   A sentence in present continuous.
    2.   A sentence in simple present tense.
    3.   A negative statement in simple present tense.

IV.   Answer the following questions from the reading.

1.   What is the commercial name for Linux?
2.   How do new versions of Linux appear?
3.   Is Linux growing?
4.   Is Linux available for all the users?
5.   What do they do to avoid any charges?

V. Write a summary of the text and then report it to the class.

Unit 4   *"The history of computer sciences."*

Mainframe type was used in the 1970s and 1980´s

1. Getting ready.
Discuss the following questions.

a) What do you know about the world of computers?
b) How many types of computers do you know?

2. Conversation.

JANICE: Did you see "*New Technology"* last night on TV?

ROB: I watched it for a while, and then I went to bed.

JANICE: Oh, so you missed a good documentary about planes. I didn't agree with the new plane designs. They seemed dangerous.

ROB: I guess I missed that part. What happened?

JANICE: Oh, Planes looked like birds, and they could travel three times faster than the ones we have nowadays.

ROB: Anyway, I never travel by plane. You know me. I prefer a quiet life.

3. Grammar in use (Past tense. Part 1)

The past tense is used to talk about past events and for narration

Type of verbs	Affirmative statements	Negative statements	Interrogative statements
Irregular verbs	Rod **went** to bed early. Students **did** all the tasks. My teacher **made** a new software	Rod **didn't go** to the movies. They **didn't do** anything else. She **didn't make** a web page.	a) What **did** you **do** yesterday? • I **saw** a show on TV. b) **Did** you **see** *New technology*? • Yes, I **did. I saw** the new planes. • No, I **didn't**.

Time expressions

Yesterday (morning / afternoon)

Last week / month / year / night / class.

4. How do you do it?

I.   Complete the conversations with the correct forms of the verbs in past.

A: _____ you_____ a good weekend? (have)
B: Yes, I _____. I _____ to the beach with some friends. (go)

A: _____you _____ the homework last night. (do)
B: No, I _____. I _____ at a restaurant with my family. (eat) and we _____ back late at night. (come)

A: _____ you _____ the technical magazine last week? (read)
B: Yes, I _____. I _____ an article about new discoveries. (read)

A: _____you_____ this picture? (draw)
B: Yes, I _____. I _____ it last Monday. (draw)

II. Organize the words below to form sentences.

   1. picture / drew / a great / Laura / yesterday

   2. my / computer / last / in / a / night / film / saw / I

   3. ice-shop / to / went / the / we / last night

   4. sat / him / last / class / near / Pauline

2.1. Pick up all the past forms of the verbs from the previous sentences and rewrite them in present tense. Use the dictionary if necessary.

III. Complete the crossword puzzle below by giving the past tense form of the irregular verbs given.

DOWN

		ACROSS	
1. keep	8. catch	2. make	13. shine
3. put	9. grind	3. pay	14. have
4. do	11. hide	5. build	15. set
5. blow	12. rise	9. grow	17. dig
6. leave	13.sing	10. teach	18. spread
7. cast	16. lead.		

5. Grammar in use (Past tense. Part 2)

Type of verbs	Affirmative statements	Negative statements	Interrogative statements
Regular verbs	Janice **watched** a TV program. She **learned** about planes. Rod **missed** the explanation.	She **didn't watch** video games. She **didn't learn** about music. He **didn't miss** the party.	a) What **did** Jenny **watch**? • She **watched** TV. b) **Did** she **learn** about computers? • Yes, she **did.** • No, she **didn't**

6. How do you do it?

I.   Complete the following sentences with the correct forms of the verbs in parentheses.

1. Michael_____ (play) computer games last night.

2. We _____ (study) last Saturday evening, and on Monday we

_____ (practice) the new project in the PC.

 3. The new teacher _____ (work) with the Word Application in the last class.

4. Luis _____ (stay) in the lab all the time.

5. All the students _____ (attend) the last meeting.

II.   Fill in the chart below with the **things you did** and the **things you didn't do** last weekend. Use these or other expressions.

wash my clothes	*invite friends to my house*	*work in my computer*
listen to music	*rent a video*	*start my final project*
watch a film	*play baseball*	*study network*

I watched a good film	I didn't play baseball

III.   Write the past tense forms of the following verbs. Then find the past verbs in the letter soup below.

1. begin _____   11. steal _____   21. let _____
2. choose _____   12. think _____   22. see _____
3. wear_____   13. go _____   23. do _____
4. freeze_____   14. eat _____   24. tear _____
5. leave _____   15. fly _____   25. sit _____
6. run _____   16. feel _____   26. drink _____
7. lie _____   17. have _____   27. swim **swam**
8. know _____   18. hurt _____   28. break _____
9. teach _____   29. get _____   29. take_____
19. say_____   30. hide _____   30. sing _____

```
B  E  L  L  E  I  F  L  E  W  E  T  H  O  O  V  E  R
A  T  X  L  U  C  K  W  S  T  R  Y  E  J  H  U  R  T
Y  F  O  R  D  N  A  E  M  A  A  O  S  E  B  R  O  K  E  R
E  T  A  R  A  S  U  V  I  L  D  V  D  W  R  J  S  A  G
S  T  A  R  E  D  S  A  T  O  O  K  A  E  O  U  G  N  G
I  H  D  T  A  B  G  A  T  O  R  A  M  S  K  N  K  A  K
B  U  I  E  A  N  O  E  L  R  A  M  S  K  N  K  A  K  N
R  U  N  D  A  L  Z  N  T  E  R  O  A  T  H  T  N  N  E
E  L  S  S  I  O  E  I  A  B  H  U  A  R  K  U  S  S  W
A  T  E  H  R  E  H  X  U  C  E  S  K  I  S  I  S  W
K  T  A  F  L  F  R  O  G  S  G  E  T  U  F  W  E  O
A  I  R  R  T  E  T  N  H  A  W  L  V  H  W  A  A  R
R  R  A  A  I  H  C  T  T  I  C  O  D  E  O  A  N  M
E  E  A  B  G  V  H  O  S  L  F  N  R  A  L  U  I  I
P  G  A  U  E  G  A  Z  K  F  E  E  L  E  D  Y  O  T
U  E  O  G  I
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IV. Write sentences using these verbs in simple past tense. Use the dictionary if necessary.

Browse _____

Save _____

Close _____

Emboss_____

Set up _____

Jump _____

Drop _____

Miss _____

Know _____