



ENGLISH FOR INFORMATION TECHNOLOGY

Maria Teresa Blacutt S.

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PALAVRA DA PROFESSORA

Prezad@ aluno@!

Seja bem-vindo a esta interessante disciplina, na qual vamos juntos construir conhecimentos necessários do inglês na área de informática.

No mundo contemporâneo presenciamos que o avanço da tecnologia proporcionou uma melhora na qualidade de vida das pessoas, bem como uma otimização na comunicação entre pessoas em diversas partes do mundo.

Na medida em que se faz necessário o entendimento de outra língua, no caso a inglesa, para melhor utilização das ferramentas disponíveis, dada a grande utilização do inglês na sua carreira, na sua vida profissional e no mundo.

Espero que, por meio dos conteúdos e das atividades propostas, você possa estabelecer subsídios para compreender e interpretar textos de cultura geral e textos técnicos.

Bom trabalho!

Profª Maria Teresa Blacutt S.

APRESENTAÇÃO DA DISCIPLINA

Com o avanço da ciência o homem tem desenvolvido inúmeras tecnologias que possibilitaram atender às suas necessidades sociais, econômicas, educacionais etc., resultando na melhoria da qualidade de vida e da comunicação.

Diante do atual contexto, a globalização passa a exigir conexões, parcerias, trabalho conjunto numa perspectiva que supere a passividade de você, estudante, pois diante de tantos desafios e rápidas transformações, estar formado para a vida significa mais do que reproduzir dados, significa adquirir uma atitude permanente de aprendizado.

A importância da língua inglesa já é fato comum, e muitas palavras desse idioma já são bastante utilizadas e aceitas na língua portuguesa, como as palavras shopping, show, e-mail, check in, check out, dentre tantas outras. Nesse sentido, aprender um idioma tornou-se uma necessidade básica para inúmeros profissionais de diversas áreas. O domínio desse idioma significa crescimento, desenvolvimento e, acima de tudo, melhores condições para acompanhar as rápidas mudanças que vêm ocorrendo neste novo e tecnológico século.

No que compete à área de informática, ter conhecimentos dessa língua torna-se imprescindível, na medida em que o profissional lida diariamente com elementos técnicos cujos manuais são expressos em língua inglesa. O mercado de trabalho está cada vez mais competitivo, pois a crescente internacionalização dos mercados levou muitos países a adotarem essa língua como o idioma oficial do mundo tecnológico e econômico.

O domínio do idioma se tornou sinônimo de sobrevivência e integração global; assim, o aprendizado do inglês abre as portas para o desenvolvimento pessoal, profissional e cultural dos cidadãos.

Este booklet foi elaborado com muito esmero e cuidado, tendo como finalidade dar orientações e norteamento para você durante todo o processo de ensino-aprendizagem que será desenvolvido no decorrer desta disciplina, que dar-se-á pela modalidade de Ensino a Distância, objetivando ainda encorajá-lo a seguir um caminho de interação com as mais diversas mídias em formato digital ou escrito, enriquecendo e dinamizando assim o processo de aprendizagem.

O booklet está dividido em nove unidades, nas quais será trabalhada a gramática contextualizada, atendendo à especificidade do curso. Trabalharemos ainda os conteúdos: verbos, adjetivos, pronomes, colocação pronominal, prefixos e sufixos, falsos cognatos. Você será capaz de captar o assunto, deduzir vocabulário, refletir e compor ideias sobre as questões levantadas por textos. Também estará apto a fazer leitura textual tendo compreensão em vários níveis: geral e dos pontos principais. Será, ainda, capaz de formar frases, responder a perguntas, elaborar redação de pequenos parágrafos e trabalhar pequenos diálogos, elaborando perguntas e respostas simples e coerentes.

Nessa direção, com o zelo com que este material didático foi elaborado, esperamos contribuir ricamente para a formação dos alunos da RESIDÊNCIA DE SOFTWARE, ampliando seu conhecimento teórico e prático tão necessário para aprendizagem de um idioma.

Bom estudo!

PROJETO INSTRUCIONAL

Disciplina: Inglês Instrumental (carga horária: 35h).

Ementa: Estudo de texto específico da área de computação visando a sua compreensão através do desenvolvimento e ampliação das estratégias de leitura. Conhecimento dos aspectos gramaticais e morfológicos da língua inglesa contextualizados na área de computação – verbos, adjetivos, pronomes, verbos modais e condicionais, colocação pronominal, prefixo e sufixo. Uso do dicionário e aplicação de práticas de resumo. Estudo de termos técnicos referentes à informática, como comandos e siglas, além da interpretação de textos. Neste curso, todas as atividades, exercícios, trabalhos e interpretação de textos serão apresentados por meio da plataforma Google Classroom.

UNIDADE	OBJETIVOS DE APRENDIZAGEM	MATERIAIS	CARGA HORÁRIA (horas)
1. What are computers? Idiomatic differences. IT Terms Pronoun. Verb to be. Adjectives.	Conhecer a estrutura gramatical inglesa. Compreender as diferenças idiomáticas entre português e inglês. Empregar corretamente os adjetivos nas frases em inglês. Vocabulário útil	Texto: What are computers? Exercícios escritos. Texto: What are computers? Demonstração prática.	4
2. What can you do with computers? Reading strategy. Clues for reading of texts. Determiners.	Utilizar as diferentes estratégias de leitura. Compreender as dicas de leitura. Conhecer o que podemos fazer com computadores, por meio da leitura de textos da área. Expressões coloquiais e determinadores	Atividades escritas. Texto: What can you do with computers? Uso de e-mail, jogos, sites.	4
3. Types of computers. Demonstrative pronoun Defined and indefinite article. Verb to have.	Conhecer, através da leitura de textos, os tipos de computadores existentes na atualidade. Utilizar corretamente os pronomes demonstrativos e os artigos definidos e indefinidos. Compreender a estrutura verbal do verbo “to have”. Elaborar coerentemente pequenas frases no formato de perguntas e respostas em inglês.	Atividades escritas. Revisão de atividades.	4
4. Parts of computers. Simple present tense. Present continuous.	Conhecer as partes que compõem o computador, em inglês. Aplicar o modo simple present e presente continuous de forma correta. Trabalhar alguns exemplos práticos do uso cotidiano em informática.	Demonstração prática. Exercício escrito.	4

5. A job Interview Simple past tense – Regular and irregular verbs. Simple future “Will” e “be going to”.	Se preparar para uma entrevista de emprego na area de TI em inglês. Empregar os verbos no passado com exemplos práticos do cotidiano do técnico em informática. Elaborar frases simples e coerentes, utilizando o conteúdo estudado, com exemplos práticos do cotidiano do técnico de informática.	Texto: System Unit. Demonstração prática. Exercícios escritos.	4
6. The history of the internet. Relative pronouns. Regular and irregular plural of nouns There + verb to be.	Identificar, através da leitura, pontos importantes da história da internet, em inglês. Aplicar corretamente a utilização dos pronomes relativos. Ver símbolos, acrônimos e abreviações. Compreender a formação do plural em inglês.	Texto: The history of the internet. Atividades escritas. Demonstração prática.	4
7. The history of HTML. Prefix. Suffix. Deceptive cognates. Also – Too – As Well – Either/Neither Prepositions.	Conhecer a história do HTML e sua definição, em inglês. Empregar corretamente a colocação pronominal. As diferentes maneiras de se dizer também em Inglês. Compreender o uso das preposições. Identificar os falsos cognatos em textos.	Texto: The history of HTML. Exercícios escritos.	4
8. The history of e-mail. Social Media. Technical vocabulary of computer.	Ler e compreender textos referentes à história do e-mail. Definição de Redes Sociais - Conhecer alguns tipos de Redes Sociais. Ampliar vocabulário técnico em inglês em frases e textos.	Texto: The beginning. Texto: What is Social Media? e Types of Social Media. Demonstração prática.	4
9. Reading and Comprehension. Technical vocabulary.	Ler e compreender textos variados. Ampliar vocabulário técnico em inglês.	Leitura de textos variados. Exercícios escritos.	3

Unidade 1 – What are computers?

Objetivos

Conhecer a estrutura gramatical inglesa.

Compreender as diferenças idiomáticas entre português e inglês.

Empregar corretamente os adjetivos nas frases em inglês.

Vocabulário útil.

1.1 Idiomatic differences between English and Portuguese

É indispensável para o bom desenvolvimento e familiaridade com outro idioma adquirir certa intimidade com a sua fala, com a sua pronúncia, para em seguida dominar mais facilmente a sua escrita. A inversão dessa sequência pode causar vícios de pronúncia resultantes da incorreta interpretação fonética das letras, principalmente no caso do aprendizado do inglês, em que a correlação entre pronúncia e ortografia é extremamente irregular. A pronúncia das palavras em inglês é bastante diferente da do português.

Ao que compete à tradução textual, evitaremos o uso exagerado do dicionário. Se possível, daremos preferência aos dicionários “inglês-inglês”, facultando ao estudante maior desempenho e concentração. Enfatizamos que a atenção deve concentrar-se na ideia central de um texto, evitando-se a prática da tradução simultânea de cada palavra. A maior dificuldade nem sempre é entender o significado das palavras, mas sua função gramatical e conseqüentemente a estrutura da frase. O grau de dificuldade dos textos vai avançar gradativamente, e o estudante procurará fazer da leitura um hábito frequente e permanente.

Na linguagem coloquial, nas expressões do linguajar de todos os dias, ocorrem formas peculiares e contrastes acentuados entre os dois idiomas.

A dificuldade surge sempre que nos deparamos com uma expressão idiomática, tanto no inglês quanto no português. São formas que não têm qualquer semelhança com as formas usadas na outra língua para expressar a mesma ideia, ou seja, existe correspondência no plano da ideia, mas não no da forma.

É importante lembrar que os idiomas não são rígidos como as ciências exatas e que normalmente existem várias maneiras de se expressar uma ideia. As formas do inglês, aqui empregadas, não são as únicas possíveis, são apenas as mais comuns e provavelmente as mais usadas por falantes nativos.

1.1.1 To be significando “ter”

O verbo *ter* do português é largamente usado, aparecendo muito em expressões do nosso cotidiano e assumindo frequentemente um papel idiomático. O verbo *to have*, seria seu correspondente em inglês, tem um uso mais restrito, não aparecendo muito em formas idiomáticas. O verbo *to be*, que originariamente significa *ser* e *estar* em português, por outro lado, cobre em inglês uma grande área de significado, aparecendo em muitas expressões do

dia a dia, de forma semelhante ao verbo ter do português. Portanto, muitas vezes ter corresponde a to be, conforme os seguintes exemplos:

Quantos anos você tem? – How old are you?

Você tem certeza? – Are you sure?

Você tem razão. – You are right.

Não tenho medo de cachorro. – I'm not afraid of dogs.

O que é que tem de errado? – What's wrong?

Não tive culpa disso. – It wasn't my fault.

Tivemos sorte. – We were lucky.

Tenha cuidado. – Be careful.

Isto não tem graça. – That's not funny.

Você deve ser paciente. – You must be patient.

1.1.2 “Estar de ...” e “estar com ...”

A combinação do verbo estar com as preposições de e com é muito comum em português, sendo que os significados que essas combinações representam podem assumir diferentes formas em inglês, conforme os seguintes exemplos:

Estou com frio / ... fome / ... medo – I'm cold / ... hungry /... afraid.

Estou com pressa – I'm in a hurry.

Estou com dor de cabeça – I have a headache.

Está com defeito – It's out of order.

Ela está com 15 anos – She is 15 years old.

Estou de férias – I'm on vacation.

Estou de folga – It's my day off.

Estou de serviço – I'm on duty.

Estou de castigo – I'm grounded.

Estou de saída – I'm leaving.

Estou só de passagem – I was just passing by.

Estamos de acordo – We agree.

Certas expressões idiomáticas frequentemente citadas não são na verdade muito importantes, porque as ideias que elas representam podem ser facilmente colocadas de outra forma. Outras, entretanto, desempenham um papel de fundamental importância pelo fato de dificilmente poderem ser substituídas, bem como pela frequência com que ocorrem no inglês dos falantes nativos.

Apesar da origem comum, no que se refere à cultura grega, romana e à religião cristã, que diminuem as diferenças culturais e promovem certas semelhanças linguísticas entre o inglês e o português, as diferenças entre esses dois idiomas ocorrem quanto ao vocabulário, quando na forma escrita, na estruturação de frases e especialmente na pronúncia apresentam profundos contrastes.

1.2 Pronouns

A seguir vamos estudar os pronomes pessoais. O estudo dos pronomes é algo simples e comum. Em inglês existe apenas uma especificidade, que pode causar um pouco de estranheza, que é o pronome “it”, o qual não utilizamos na língua portuguesa; mas, com a prática, você vai conseguir entender e aprender bem rápido.

I (eu)	I am a singer.
YOU (você, tu, vocês)	You are a student.
HE (ele)	He is a teacher.
SHE (ela)	She is a nurse.
IT (ele, ela)	It is a dog/ It is a table.
WE (nós)	We are friends.
THEY (eles)	They are good dancers.

O pronome pessoal (subject pronoun) é usado apenas no lugar do sujeito (subject), como mostra o exemplo abaixo:

Maite is intelligent = She is intelligent.

Subject

Subject

How to use “it”

a) To refer an object, thing, animal, natural phenomenon.

e.g: The dress is ugly. It is ugly.

The pen is red. It is red.

The dog is strong. It is strong.

Attention:

a) If you talk about a pet, use HE or SHE

Dick is the name of my little dog. He's very intelligent!

b) If you talk about a baby/child that you don't know if is a girl or a boy.

The baby is in tears. It is in tears.

The child is happy. It is happy.

Lembre-se que é importante identificar em primeiro lugar os elementos essenciais da oração, ou seja, sujeito, verbo e complemento.

1.3 Verb to be – simple present

Assim como os pronomes, o verbo to be está presente na maioria das frases no momento da comunicação. Na sua flexão o verbo possui apenas três formas que são: “am” – usado somente para o pronome I; are para “you”, “we” e “they” e is que se usa com os pronomes “he”, “she” e it.

Affirmative form	Contracted form	Negative form	Interrogative form
I am	I'm	I am not	Am I?
You are	You're	You are not	Are you?
He is	He's	He is not	Is he ?
She is	She's	She is not	Is she?
It is	It's	It is not	Is it?
We are	We're	We are not	Are we?
They are	They're	They are not	Are they?

Examples:

Microsoft Outlook is a personal information manager from Microsoft.

Computer science is the science of how to treat information.

Algorithms are ways to solve problems or do things.

William is working at computer science laboratory.

I am tired to seek the motherboard's problem.

You are correct about it.

Learning activities

1. Place the following sentences into the negative and interrogative form:

- a) The computer is working.
- b) My keyboard is broken.
- c) Edson is tired.
- d) Marta and Gloria are operating windows system.

2. Use the correct form of the verb to be.

- a) Computers ____ machines that perform tasks or calculations.
- b) It _____ the “brain” of your computer.
- c) The web _____ also a shopper's delight.
- d) A website _____ a collection of interconnected webpage.
- e) These computers _____ built to perform a limited number of tasks.

Para fazer uma pergunta deve ser observada a posição do verbo. Com o verbo TO BE basta inverter a posição. O verbo passa para o início da frase e o pronome vem logo a seguir. Para negar apenas se usa a negação not após o verbo, a mesma pode-se apresentar de forma contraída.

1.4 What are computers?

Computers are machines that perform tasks or calculations according to a set of instructions, or programs. The first fully electronic computers, introduced in the 1940s, were huge machines that required teams of people to operate. Compared to those early machines, today's computers are amazing. Not only they are thousands of times faster, they can fit on your desk, in your lap, or even in your pocket.

Computers work through an interaction of hardware and software. Hardware refers to the parts of a computer that you can see and touch, including the case and everything inside it. The most important piece of hardware is a tiny rectangular chip inside your computer called the central processing (CPU), or microprocessor. It's the "brain" of your computer—the part that translates instructions and performs calculations. Hardware items such as your monitor, keyboard, mouse, printer, and other components are often called hardware devices, or devices.

Software refers to the instructions, or programs, that tell the hardware what to do. A word processing program that you can use to write letters on your computer is a type of software. The operating system (OS) is a software that manages your computer and the devices connected to it. Two well-known operating systems are Windows and Macintosh operating system. Probably your computer uses the Windows operating system.

Learning activities

- a) O que são computadores?
- b) Como os computadores trabalham?
- c) Qual a peça mais importante?
- d) Quais são os itens que compõem o computador?

1.5 Adjectives

O adjetivo em inglês é invariável e precede o substantivo. Observe:

Nice girls / good students / lazy boys

You are nice girls.

They are good students.

You are lazy boys.

full	short	bad	optimistic
beautiful	new	cold	slow
thick	young	early	clean
strong	tall	small	bitter
long	good	happy	difficult
old	hot/warm	expensive	wrong
old (age)	late	fast	left
empty	big	dirty	pessimistic
ugly	unhappy	sweet	
thin	cheap	easy	
weak	short	right	

Some rules:

a) Adjectives don't have plural

sweet dream – sweet dreams.

b) Adjectives don't change according to the gender

strong man – strong woman.

c) Adjectives usually come before the noun

I have sweet dreams – He's a strong man.

É fundamental que você se familiarize com a estrutura da língua que está aprendendo, ou seja, é preciso saber qual é o sujeito, o verbo, o artigo, o advérbio, entre outros. Esse conhecimento certamente será útil em uma tradução ou elaboração de frases, assim como na compreensão de um texto.

1.6 Useful vocabulary

45 IT Terms

1.Backup: Fazer um back up significa fazer uma cópia de programas ou dados para evitar perda dos mesmos.

2.BIOS: Basic Input and Output System (o Sistema Básico de Entrada e Saída é o programa mais elementar existente no computador. Através da configuração do BIOS setup, podemos administrar todas as configurações de hardware da máquina).

3.Browser: (navegador, é um aplicativo cuja função é navegar pelas páginas da internet. Ex: Fire ox, Opera, Internet Explorer, etc...).

4.Bug: (inseto, na informática chamamos de um mal funcionamento do sistema, uma alha de desenvolvimento).

5.Copyright: (registrado, protegido por direitos autorais).

6.Crack: (resolver, decifrar, na informática é um programa criado para violar outros programas sem permissão do autor. Ex: programas piratas craqueados, usados sem direito, ilegalmente).

- 7.Data: (dados, informações).
- 8.Database: (banco de dados).
- 9.Full screen: (tela cheia ou completa).
- 10.Freeware: (programa gratuito, que baixamos da internet).
- 11.Features: (características).
- 12.Home page: (página principal).
- 13.Input: (entrada).
- 14.Join: (unir-se, juntar-se).
- 15.Keyboard: (teclado de computador).
- 16.Keyword: (palavra chave)
- 17.Log in/on: (iniciar a sessão, conectar-se a algo.)
- 18.Lay out: (planta de um projeto).
- 19.Log of / log out: (encerrar a sessão, desconectar-se de algo).
- 20.Load: (carregar, quando abrimos algum arquivo para instalação de um programa, ele faz um preparo antes de iniciar a instalação, acontece também em jogos que exige muito esforço da máquina ele fica como se tivesse travado, carregando todos os dados para iniciar).
- 21.Link: (Ligação, mecanismo que quando clicamos passamos entre os diversos conteúdos de um site sem uma ordem definida. podemos ir de uma página à outra, pular parágrafos de uma mesma página, voltar à página inicial e até acessar outros sites utilizando estes mecanismos).
- 22.Membership: (associação).
- 23.Network: (rede de computadores, 2 ou mais computadores interligados trocando informações).
- 24.Nickname: (apelido).
- 25.Output: (saída).
- 26.On average: (em média).
- 27.Password: (senha).
- 28.Password Cracking: (Quebra de Senha)
- 29.Shareware: (programas de teste ou avaliação, ou seja uma versão grátis com algumas limitações, se você gostar durante o período de teste você compra a versão completa).
- 30.Set-up / Setup: (preparação; configuração)
- 31.Settings: (configuração ou ajustes de máquinas).
- 32.Sign in/out: (registrar a entrada/saída).

33.To paste: (colar)

34.To cut: (recortar).

35.To reboot: (reiniciar).

36.To search: (buscar, pesquisar).

37.To develop: (desenvolver).

38.To print: (imprimir).

39.Trojan horse: (cavalo de tróia é um programa de código maléfico que se esconde dentro de um outro programa, ou se disfarça de programa legítimo. Justamente com a história da guerra entre gregos e troianos, onde os gregos esconderam soldados dentro de um cavalo de madeira presenteado aos troianos).

40.USB: (Universal Serial Bus - Porta Serial Universal - é um recurso disponível para os PC's que permite a conexão de diversos periféricos, graças a essa tecnologia os diskets tornaram-se obsoletos).

41.Upload: (carregar dados para internet, sentido contrário do download).

42.Update: (atualizar)

43.Upgrade: (melhorar, atualizar hardware, tornar a máquina mais potente).

44.Wireless: (sem fio).

45.Zip code: (código postal)

Resumo:

Nesta unidade você pôde conhecer uma breve apresentação do que são computadores, bem como algumas diferenças idiomáticas entre português e inglês e uma breve introdução da estrutura gramatical inglesa com o conhecimento do funcionamento dos pronomes pessoais, verbo to be, adjetivos, vocabulário com palavras técnicas em informática e alguns exemplos peculiares à realidade do técnico de informática.

Atividades de aprendizagem

1. Complete os exercícios do **Learning Activities** da unidade.
2. Produza um pequeno texto digital sobre "What are computers?" baseado no texto da unidade. Pode ser apresentado em Inglês ou Português.

Poste todas as atividades e exercícios preenchidos na Plataforma Google Classroom.

O professor informará a data da apresentação.

Unidade 2 – What can you do with computers?

Objetivos

Utilizar as diferentes estratégias de leitura.

Compreender as dicas de leitura.

Aplicar as diferentes estratégias de leitura, conhecendo o que podemos fazer com computadores, por meio da leitura de textos da área de informática.

O uso de expressões coloquiais e determinadores

2.1 Clues for reading of texts

Ler, interpretar ou traduzir um texto em inglês não é difícil nem um trabalho árduo como muitos pensam. Aqui vão algumas dicas que poderão auxiliá-lo na leitura de textos em inglês:

a) lembre-se que a leitura não é um processo de decodificação de palavra por palavra; sendo assim, não se prenda a cada palavra do texto. Concentre-se no contexto;

b) veja que muitas das palavras encontradas em um texto são cognatas do português (palavras cuja forma escrita e significado são parecidos nas duas línguas), o que simplifica em muito a leitura de um texto. Durante o curso, você terá uma aula mais aprofundada sobre as palavras cognatas e os falsos cognatos;

c) cuidado com os falsos cognatos (palavras que têm significado diferente nas duas línguas). Exemplo: bond – significa ação, título, obrigação. Os falsos cognatos têm que ser estudados e memorizados para que você não interprete o texto erroneamente;

d) procure o significado geral do texto, isto é, sobre o que o texto trata. Isto ajuda na “filtragem” das informações mais relevantes. Como este curso está na área técnica de informática, os assuntos estão relacionados, portanto, para esta área específica;

e) quando encontrar uma palavra desconhecida, você não deve se preocupar primeiro com o seu significado. O primeiro passo é ver se a palavra é ou não importante para a compreensão do texto;

f) lembre-se que as palavras que aparecem diversas vezes, ou estão em negrito ou itálico, são palavras importantes para a compreensão do texto;

g) veja se a palavra está associada a um título, ilustração, etc.; isto também é uma indicação de sua relevância;

h) procure entender a palavra usando o contexto em que ela se encontra;

i) lembre-se que quando lemos, estamos constantemente predizendo o que virá a seguir, tentando ver sentido no que foi lido, verificando hipóteses;

j) quando estiver estudando, use o dicionário apenas para encontrar o significado de palavras-chaves que você não conseguiu entender através do contexto. Certifique-se de ter escolhido o melhor significado, verificando o contexto em que ela se encontra.

Para compreender um texto em inglês não é necessário fazer a tradução de palavra por palavra. Para isso existem algumas estratégias e técnicas. Aqui estão várias dicas de leitura. É muito importante que você as coloque em prática quando tiver contato com um texto em inglês.

2.2 Reading strategy

A leitura é um dos atos fundamentais para aquisição de informação, conhecimento e aprendizagem, pois é através dela que podemos enriquecer nosso vocabulário, obter conhecimento, dinamizar o raciocínio e a interpretação. Para que haja a leitura não basta apenas a decodificação dos símbolos, mas a compreensão e a análise do texto. Ler não é um ato mecânico, e sim um processo ativo. A mente filtra as informações recebidas, interpreta essas informações e seleciona aquelas que são consideradas relevantes. O que se fixa em nossa mente é o significado geral do texto. Portanto, usar o dicionário toda vez que não se conhece uma palavra se torna um processo improdutivo. Para isso existem estratégias.

Algumas estratégias são bastante difundidas para desenvolver a habilidade de leitura. Você não precisa ler o texto todo, palavra por palavra, para ter noção do que ele está dizendo. Por isso, a seguir, vamos utilizar muitos textos em inglês para que você desenvolva as técnicas de leitura. Algumas estratégias que você pode adotar são:

a) palavras cognatas – são palavras que são semelhantes às palavras em português. Muitas palavras de um texto são cognatas. Identifique todas as palavras cognatas do texto para facilitar o seu entendimento;

b) palavras repetidas – são palavras que facilitam a compreensão do texto.

Repetem-se bastante, pois estão fortemente ligadas ao assunto abordado;

c) marcas tipográficas – marcas que chamam a atenção do leitor. Essas marcas podem ser números, símbolos, títulos, gráficos, tabelas, letras maiúsculas, negrito, itálico e outros;

d) skimming – consiste em fazer uma leitura rápida do texto com o objetivo de obter ideias gerais sobre o assunto, ou seja, tem por finalidade verificar o sentido geral do texto, como ele está estruturado, e qual a intenção ou estilo do autor. Utilizam-se pistas como: tópico frasal, palavras-chaves e pistas contextuais para entender a mensagem do autor;

e) scanning – técnica usada para extrair apenas informações específicas do texto. Não requer uma leitura do texto como um todo. Consiste em buscar uma determinada informação nele contida. Para isso, você já deve pressupor como a informação (nome, data, local) se apresentará no texto. Usando essa técnica, você não precisará ler o texto inteiro

para conseguir as informações como quem, quando, onde, mas apenas retirá-las do texto. Essa técnica é muito útil para se obterem informações específicas num texto;

f) inferência – técnica que permite, a partir das informações do texto, chegar-se a conclusões lógicas.

2.3 Expressões Coloquiais

2.3.1 – Não é à toa que ...

A sintaxe no inglês para essa expressão idiomática são três as mais comuns:

1. - *No wonder ou It's no wonder:*

No wonder I couldn't find my keys! They were in the car all along.

Não é à toa que não consegui encontrar minhas chaves! Elas estavam no carro o tempo todo.

It's no wonder you didn't pass the exam. You didn't study enough!

Não é à toa que você não passou no exame. Você não estudou o bastante!

2. - *Small wonder ou It's small wonder:*

Small wonder we didn't make a deal. Our price is pretty high!

Não é à toa que não fechamos negócio! Nosso preço está bem alto!

It's small wonder the client was unsatisfied. He was poorly waited on!

Não é à toa que o cliente ficou insatisfeito. Ele foi mal atendido!

Wait on = serve = look after servir, atender (cliente).

3. - *Not for nothing ou It's not for nothing:*

Not for nothing is she tired. She worked so hard all week long!

Não é à toa que ela está cansada. Ela trabalhou muito duro a semana inteira.

It's not for nothing that she is tired. She worked so hard all week long!

Não é à toa que ela está cansada. Ela trabalhou muito duro a semana inteira.

It's not for nothing he failed the test! He didn't study at all!

Não é à toa que ele não passou no exame! Ele não estudou absolutamente nada!

2.3.2 – Será que?

A estrutura do “Será que” é: I wonder if / I wonder whether.

Será que vai dar certo? I wonder if it is going to work.

Será que a equipe vai conseguir entregar no prazo?

I wonder whether the team is going to get to meet the deadline.

Será que meu código vai compilar corretamente agora ?

I wonder if my code is going to compile correctly right now.

Outras estruturas interessantes :

Por que será que . . . ? I wonder why . . .

Como será que . . . ? I wonder how . . .

Quando será que . . . ? I wonder when . . .

O que será que . . . ? I wonder what . . .

Onde será que . . . ? I wonder where . .

Por que será que é sempre assim ? I wonder why it is always like that.

Como será que eles conseguiram ? I wonder how they made it. (got it)

Quando será que entregarão o prêmio ? I wonder when they will give the award.

O que será que aconteceu ? I wonder what happened.

Onde será que eles estão ? I wonder where they are.

2.3.3 – “Dar pau” | “Cair”

Dar pau: Perder dados; travar; congelar a tela; quebrar; pifar

Dar pau: perda de dados na memória.

- the system has crashed
- there has been total loss of memory/files/data
- everything has been wiped out

Dar pau: travou a tela.

- the screen has freezed
- it's frozen
- there is a freeze up
- it's jammed (there is a jam up)

Dar pau: tela ficou sem imagem.

- the screen's gone blank

Dar pau: perdeu a conexão de rede | “caiu” o servidor.

- the connection has gone
- it's crashed
- the server connection has

Dar pau: sentido mais genérico:

- there is a glitch
- it's on the blink
- there's something up
- it's acting/playing up
- it's gone wrong
- it's broken down

Learning activities

Traduzir as seguintes frases:

1. Não é à toa que descontinuaram a produção de hardware, tornou-se inviável ante o que a concorrência produzia em termos de qualidade.
2. Será que meu código vai compilar corretamente agora?
3. Não é à toa que ele não passou no exame! Ele não estudou absolutamente nada!
4. Não é à toa que descontinuaram a produção de hardware, tornou-se inviável ante o que a concorrência produzia em termos de qualidade.

5 Só que temos que analisar que se o servidor continuar dando pau, vai ser impossível entregar o projeto a tempo.

2.4 What can you do with computers?

In the workplace, many people use computers to keep records, analyze data, do research, and manage projects. At home, you can use computers to find information, store pictures and music, track finances, play games, and communicate with others – and those are just a few of the possibilities.

You can also use your computer to connect to the internet, a network that links computers around the world. Internet access is available for a monthly fee in most urban areas, and increasingly, in less populated areas. With internet access, you can communicate with people all over the world and find a vast amount of information. Here are some of the most popular things to do with computers.

2.4.1 The web



The World Wide Web (usually called the Web, or web) is a gigantic storehouse of information. The web is the most popular part of the internet, partly because it displays most information in a visually appealing format.

Headlines, text, and pictures can be combined on a single webpage – much like a page in a magazine – along with sounds and animation. A website is a collection of interconnected webpages. The web contains millions of websites and billions of webpages.

Surfing the web means exploring it. You can find information on the web about almost any topic imaginable. For example, you can read news stories and movie reviews, check airline schedules, see street maps, get the weather forecast for your city, or research a health condition. Most companies, government agencies, museums, and libraries have websites with information about their products, services, or collections. Reference sources, such as dictionaries and encyclopedias, are also widely available.

The web is also a shopper's delight. You can browse and purchase products –books, music, toys, clothing, electronics, and much more – at the websites of major retailers. You can also buy and sell used items through websites that use auction-style bidding.

2.4.2 Email

Email (short for electronic mail) is a convenient way to communicate with others. When you send an email message, it arrives almost instantly in the recipient's email inbox. You can send email to many people simultaneously, and you can save, print, and forward email to others. You can send almost any type of file in an email message, including documents, pictures, and music files. And with email, you don't need a stamp!

2.4.3 Instant messaging

Instant messaging is like having a real-time conversation with another person or a group of people. When you type and send an instant message, the message is immediately visible to all participants. Unlike email, all participants have to be on-line (connected to the internet) and in front of their computers at the same time. Communicating by means of instant messaging is called chatting.

2.4.4 Pictures, music and movies

If you have a digital camera, you can move your pictures from the camera to your computer. Then you can print them, create slide shows, or share them with others by email or by posting them on a website. You can also listen to music on your computer, either by importing (transferring to your computer) music from audio CDs or by purchasing songs from a music website. Or, tune in to one of the thousands of radio stations that broadcast over the Internet. If your computer comes with a DVD player, you can watch movies.

2.4.5 Gaming



Do you like to play games? Thousands of computer games in every conceivable category are available to entertain you. Get behind the wheel of a race car, battle frightening creatures in a dungeon, or control civilizations and empires! Many games allow you to compete with other players around the world through the Internet. Windows includes a variety of card games, puzzle games, and strategy games.

2.5 O Uso de Determiners

No longer – not any longer | No more – not any more

Nós utilizamos “no longer” ou “not any longer” para falar sobre o fim de uma ação ou estado. “No longer” é mais formal. Utiliza-se sempre antes do verbo principal, porém sempre depois de auxiliares, “to be” e modais.

Curiosidade : Negar uma frase duas vezes é como se anulássemos a negação e estivéssemos positivando-a.

I will no longer travel.

I will not (won't) travel anymore!

I will not (won't) travel no more!

Utilizar os determinantes “no longer” ou “no more” torna-se mais fácil na construção da frase do que utilizar “not any longer” ou “not any more”. exemplo:

She no longer wears the dull colors of her former life.

She no more wear the dull colors of her former life. (formal)

Em vez de:

She doesn't wear the dull colors of her former life any longer.

She doesn't wear the dull colors of her former life any more.

Mais exemplos para exercitar:

Eu não trabalho mais com desenvolvimento web.

I no more work with web development. / I work with web development no more. (no more) – extremely formal.

I don't work with web development any more. (not any more)

I no longer work with web development. (no longer)

I don't work with web development any longer. (not any longer)

She no longer works here.

She doesn't work here any longer.

Nós utilizamos “Not any longer” como resposta isolada. Entretanto, nós não utilizamos “No longer” como resposta isolada.

Are you still living in London?

Not any longer.

Not: No longer. or No, not still.

Learning activities

Traduzir as seguintes frases:

1. Eu não trabalho mais no Google. (Eu não trabalho mais para o Google.)
2. Eu não quero mais ser o único responsável pela correção deste problema.
3. Eu não sou mais a pessoa que irá falar com você neste projeto.
4. Eu não codifico mais em Python.

Resumo:

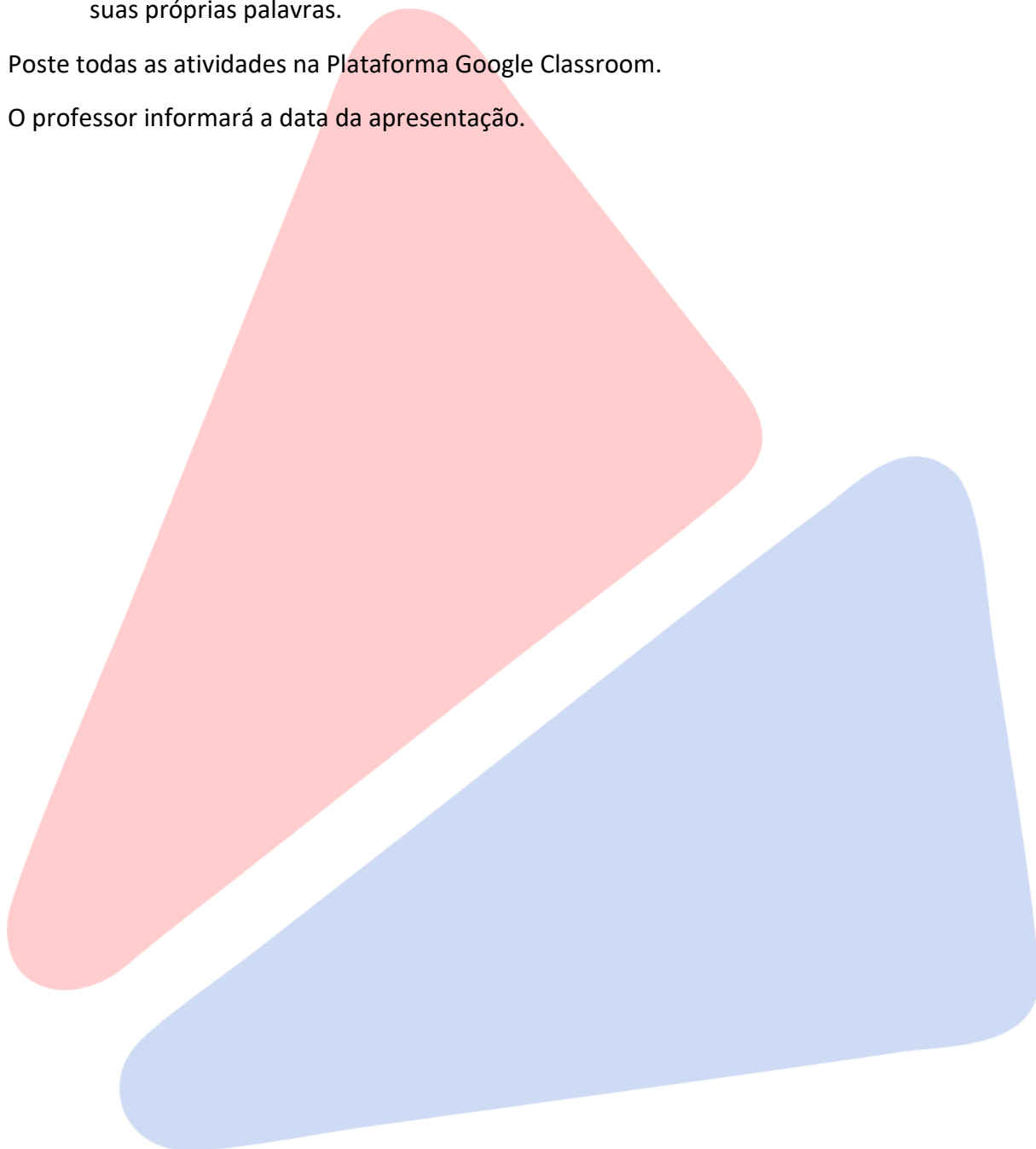
Nesta unidade você trabalhou bastante, e já está começando a entender o funcionamento da língua inglesa. Aqui você pôde conhecer estratégias e dicas para leitura de textos em inglês, expressões coloquiais, determiners, bem como a demonstração do que o computador é capaz de fazer.

Atividades de aprendizagem

1. Complete os exercícios do **Learning Activities** da unidade.
2. identifique as palavras cognatas no texto “What can you do with computers?” e tente dar o significado delas. Faça uma lista das palavras que você acredite necessárias.
3. Retire do texto “What can you do with computers?” as palavras repetidas.
4. Sobre o que é o texto do item anterior? Responda escrevendo um pequeno texto com suas próprias palavras.

Poste todas as atividades na Plataforma Google Classroom.

O professor informará a data da apresentação.



Unidade 3 – Types of computers

Objetivos

Utilizar as diferentes estratégias de leitura.

Compreender as dicas de leitura.

Aplicar as diferentes estratégias de leitura, conhecendo o que podemos fazer com computadores, por meio da leitura de textos da área de informática.

3.1 Differences and utilities

Computers range in size and capability. At one end of the scale are supercomputers, very large computers with thousands of linked microprocessors that perform extremely complex calculations. At the other end are tiny computers embedded in cars, TVs, stereo systems, calculators, and appliances. These computers are built to perform a limited number of tasks.

The personal computer, or PC, is designed to be used by one person at a time.

This section describes the various kinds of personal computers: desktops, laptops, handheld computers, and Tablet PCs.

3.1.1 Desktop computers



Desktop computers are designed for use at a desk or table. They are typically larger and more powerful than other types of personal computers. Desktop computers are made up of separate components. The main component, called the system unit, is usually a rectangular case that sits on or underneath a desk. Other components, such as the monitor, mouse, and keyboard, connect to the system unit.

3.1.2 Laptop computers



Laptop computers are lightweight mobile PCs with a thin screen. They are often called notebook computers because of their small size. Laptops can operate on batteries, so you can take them anywhere. Unlike desktops, laptops combine the CPU, screen, and keyboard in a single case. The screen folds down onto the keyboard when not in use.

3.2 Demonstrative pronouns

Os pronomes demonstrativos são utilizados para demonstrar alguém ou alguma coisa que está perto ou longe da pessoa que fala ou de quem se fala, ou seja, indica posição em relação às pessoas do discurso.

Veja quais são em inglês:

Singular	Plural	Singular	Plural
THIS	THESE	THAT	THOSE
Este/esta/isto	Estes/estas	Aquele/aquela/aquilo	Aqueles/aquelas

Usa-se o demonstrativo THIS/THESE para indicar seres que estão perto de quem fala.

Observe o emprego dos pronomes demonstrativos nas frases abaixo:

This method will work.

These methods will work.

This column is in response to such requests.

These columns are in response to such requests.

I hope this information will be useful to future computer engineers and scientists.

I hope this information will be useful...

O pronome demonstrativo THAT/THOSE é usado para indicar seres que estão distantes da pessoa que fala. Observe:

That computer technology is one of the most fundamental disciplines of engineering.

Those computer technologies are the most fundamental ...

What is that? That is a motherboard.

What are those? Those are motherboards.

Learning activities

Follow the example:

a) Not a house – an apartment.

This is not a house. This is an apartment. It's an apartment.

b) Not a bus – a car.

c) Not a keyboard – a mouse.

d) Not a motherboard – a power supply.

3.3 Definite and indefinite article

In English, the indefinite articles are: “a” and “an” (um, uma, uns umas).

The defined article is “the” (o, os, a, as).

The definite articles are used when there are certainty of the correlation and definition of the noun.

The computer belongs to him.

O computador pertence a ele.

I want to buy the red house.

Eu quero comprar a casa vermelha.

The indefinites articles are used when there is not sure of the correlation with the noun.

A computer is with defect.

Um computador está com defeito.

(Any computer, and not just a computer in specific).

I want to buy a house.

Eu quero comprar uma casa.

(In other words, you can buy any house, it is not specifying which).

- Indefinite Article

A = UM UMA Usado diante de palavras que começam por consoante ou letras com sonorização de consoantes (h).

Ex.: A hospital. A computer.

AN = UM UMA Usado diante de palavras que começam por vogal ou “h” mudo.

- An hour.

- An orange.
- Although often used mainly as an e-mail application, it also includes a calendar, task manager, contact manager, note taking, a journal and web browsing.

Definite Article

THE = O, A, OS, AS Articles in English are invariable. That is, they do not change according to the gender or number of the noun.

- The boy, the woman, the children.
- Computer science is the science of how to treat information.
- A computer scientist wants to sort the cards.

Answering the right question.

'The' is not used:

a) Before proper nouns:

....-..... Roberto Carlos was born in-..... Brazil.

Exceptions:

The Kennedys like politics (plural, when it indicates the family)

The United States (adjective) The Korean War (adjective)

b) Before possessives pronouns:

....-..... My favorite singer is Gilberto Gil.

Learning activities

Write the correct word:

- Mr. Carius works in _____ office. (a/an)
- Joana wants to be _____ actress. (a/an)
- They want to work in _____ theater. (a/an)
- Charly needs _____ car. (an/a)
- His sister wants _____ bike. (a/an)
- We work in _____ garage. (a/an)

3.4 Verb to have – simple present

O verbo to have possui na sua flexão dois formatos apenas, sendo assim muito simples e fácil sua utilização. Com os pronomes I, you, we, they, utiliza-se "have"; com os pronomes he, she e it, é utilizado "has". Temos que atentar para a forma contraída, na terceira pessoa (he, she, it) que fica na sua forma escrita, a mesma do verbo to be, (He's/ She's/ It's) sendo que, na sua tradução e significação algo totalmente diferente pois o verbo to have denota "ter" em português. Você vai descobrir quando é um verbo (be) ou outro (have) no contexto do texto.

Affirmative Form	Contracted Form	Negative Form	Interrogative Form
I have	I've	I do not have	Do I have?
You have	You've	You do have not	Do you have?
He has	He's	He does not have	Does he have?
She has	She's	She does not have	Does she have?
It has	It's	It does not have	Does it have?
We have	We've	We do not have	Do we have?
They have	They've	They do not have	Do they have?

- HTML does this by using what are called tags that have attributes.
- If you have a recordable disk drive.
- A mouse usually has two buttons.
- It has keys for letters and numbers.

Learning activities

Put these sentences into the negative and interrogative form in the present:

- Carlos has a good notebook.
- LCD monitors have the advantage of being much thinner and lighter.
- Some have more advanced capabilities.

IT Terms Practice in class - Unidade 1

In order to be creative and start practicing this class, just pick out 3 words from the list “45 IT Terms” attached to Unidade 1.

For example:

Suppose I have chosen the following words from the list:

BIOS, Bug and Load.

Now you are going to create 3 sentences using those words and then 1 sentence using all of them together (when possible).

- I have found the bug in my code I was looking for.
- Maybe this is some issue in your BIOS configuration.
- The page is still loading and I don't get any image.
- Perhaps your system is not loading properly because you might have a bug. Have you tried to shift to UEFI mode in your BIOS configuration?

Resumo:

Você está recebendo informações necessárias para construção do seu conhecimento. A unidade apresentou os tipos de computadores existentes na atualidade e trabalhou bastante gramática com a utilização dos pronomes demonstrativos, artigo definido e indefinido e o verbo to have. Agora você já é capaz de elaborar pequenas perguntas e respondê-las coerentemente.

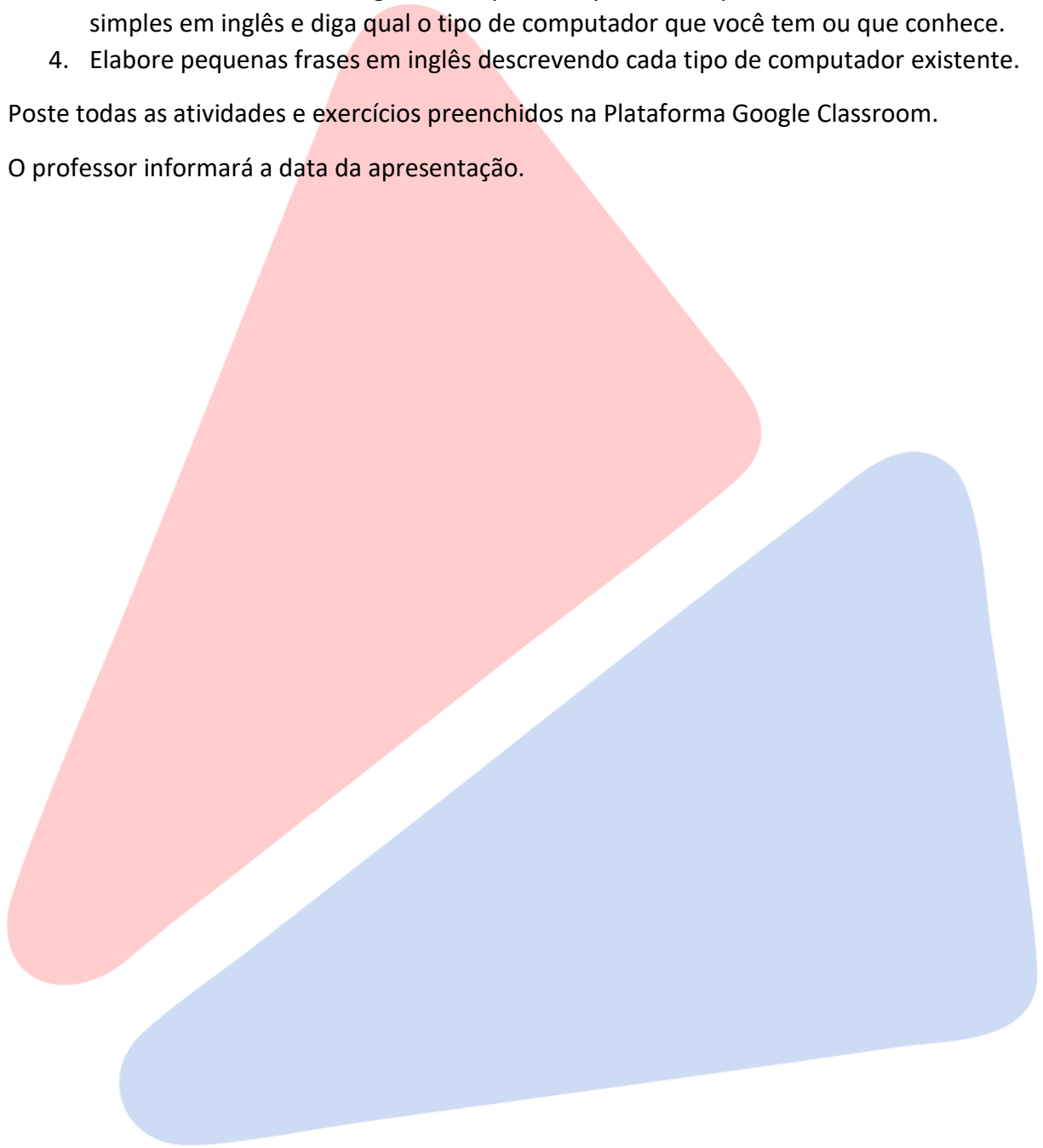
Atividades de aprendizagem

Para melhor fixar aquilo que você aprendeu nesta unidade, após a leitura dos textos elabore o seu próprio texto.

1. Complete os exercícios do **Learning Activities** da unidade.
2. Sobre o que os textos no início da unidade tratam?
3. Nesta unidade você viu alguns exemplos de tipos de computadores. Elabore um texto simples em inglês e diga qual o tipo de computador que você tem ou que conhece.
4. Elabore pequenas frases em inglês descrevendo cada tipo de computador existente.

Poste todas as atividades e exercícios preenchidos na Plataforma Google Classroom.

O professor informará a data da apresentação.



Unidade 4 – Parts of computers

Objetivos

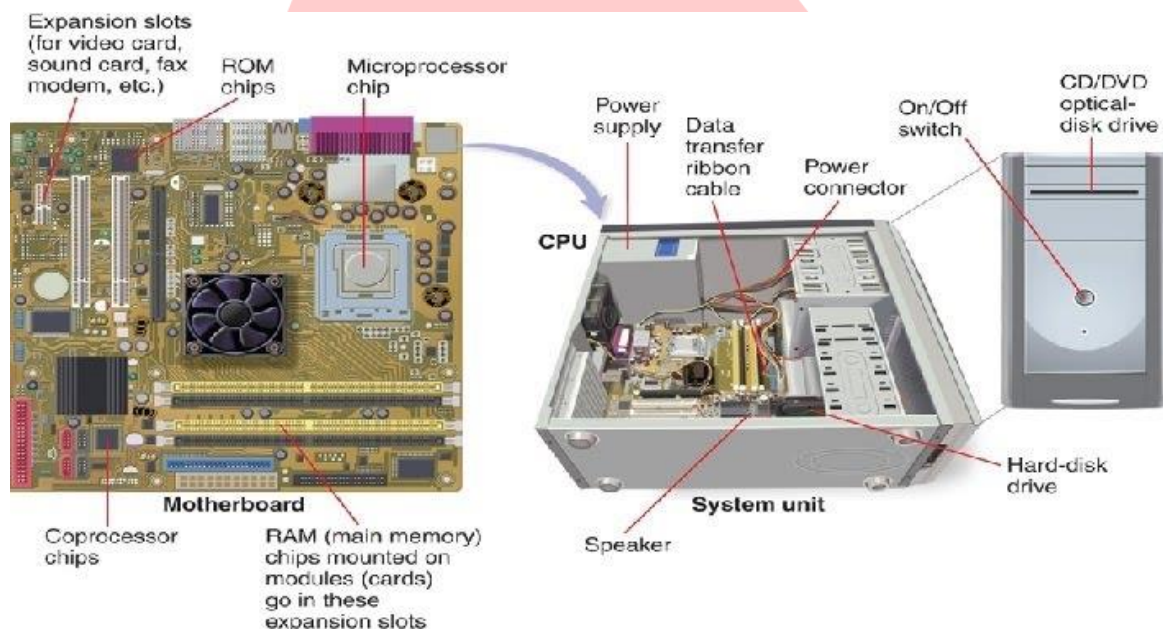
Conhecer as partes que compõem o computador em inglês.

Aplicar o modo simple present e present continuous de forma correta.

Trabalhar alguns exemplos práticos em informática com as novas palavras em inglês.

Nesta aula iremos abordar as peças que compõem a parte interna e externa dos computadores e sua função para o funcionamento pleno de toda a máquina e seu uso.

4.1 Inside the computer



4.1.1 System unit

The system unit is the core of a computer system. Usually, it's a rectangular box placed on or underneath your desk. Inside this box are many electronic components that process information. The most important of these components is the central processing unit (CPU), or microprocessor, which acts as the "brain" of your computer. Another component is random access memory (RAM), which temporarily stores information that the CPU uses while the computer is on. The information stored in RAM is erased when the computer is turned off.

Almost every other part of your computer connects to the system unit using cables. The cables plug into specific ports (openings), typically on the back of the system unit. Hardware that is not part of the system unit is sometimes called a peripheral device or device.

Your computer has one or more disk drives – devices that store information on a metal or plastic disk. The disk preserves the information even when your computer is turned off.



4.1.2 The case

The computer case is a very important part of the computer. It protects all of the electronic components inside and provides adequate ventilation to prevent overheating.

The case also should be capable of allowing you to expand your hardware if the need arises. The ATX case is the one most commonly used today.

4.1.3 The motherboard



A motherboard is the central printed circuit board in many modern computers and holds many of the crucial components of the system, while providing connectors for other peripherals. The motherboard is sometimes alternatively known as the main board, system board, or, on Apple computers, the logic board.

The term mainboard is archaically applied to devices with a single board and no additional expansions or capability. In modern terms this would include embedded systems and controlling boards in televisions, washing machines, etc. A motherboard specifically refers to a printed circuit with the capability to add/extend its performance.



4.1.4 The Power supply

The power supply supplies the electrical power for a computer. It supplies power to the motherboard, drives, and certain expansion cards. It normally has at least one fan that helps cool the power supply and will assist in the task of cooling the computer.

Some power supplies have an additional outlet on the back that can be used to provide power to the monitor. Power supplies come in a variety of wattages. They range anywhere from around 160 watts to about 700 watts. 350 to 400 watts power supplies are probably the most common.

4.1.5 RAM memory



RAM is an abbreviation for Random Access Memory. RAM is the computer's main memory. The computer uses RAM constantly to temporarily store information while it is working with it.

The speed of the memory, or its data transfer rate, is how fast the data can travel between the RAM and the processor. The speed is measured in MHz (megahertz). One megahertz is one million frequency cycles per second. Data travels at a pace of 100 million cycles per second with 100MHz memory.

4.1.6 The case fan



Case fans are relatively inexpensive and are extremely important. Computer components generate quite a bit of heat and must be kept as cool as possible. The case fan is the primary source of cooling for most computers. Although the importance of the fan is often overlooked, it is the key to a long life for a computer. Most computer cases are designed to allow a person to add one or more additional case fans.

4.1.7 Hard disk (HD)



Your computer's hard disk drive stores information on a hard disk, a rigid platter or stack of platters with a magnetic surface. Because hard disks can hold massive amounts of information, they usually serve as your computer's primary means of storage, holding almost all of your programs and files.

The hard disk drive is normally located inside the system unit.

4.2 Computer Parts

4.2.1 Monitor



A monitor displays information in visual form, using text and graphics. The portion of the monitor that displays the information is called the screen. Like a television screen, a computer screen can show still or moving pictures.

There are two basic types of monitors: CRT (cathode ray tube) monitors and LCD (liquid crystal display) monitors. Both types produce sharp images, but LCD monitors have the advantage of being much thinner and lighter. CRT monitors, however, are generally more affordable.

4.2.2 Mouse



A mouse is a small device used to point to and select items on your computer screen. Although mice come in many shapes, the typical mouse does look a bit like an actual mouse. It's small, oblong, and connected to the system unit by a long wire that resembles a tail. Some newer mice are wireless.

A mouse usually has two buttons: a primary button (usually the left button) and a secondary button. Many mice also have a wheel between the two buttons, which allows you to scroll smoothly through screens of information.

When you move the mouse with your hand, a pointer on your screen moves in the same direction (the pointer's appearance might change depending on where it's positioned on your

screen). When you want to select an item, you point to the item and then click (press and release) the primary button.

Pointing and clicking with your mouse is the main way to interact with your computer.

4.2.3 A keyboard



A keyboard is used mainly for typing text into your computer. Like the keyboard on a typewriter, it has keys for letters and numbers, but it also has special keys:

- a) the function keys, found on the top row, perform different functions depending on where they are used;
- b) the numeric keypad, located on the right side of most keyboards, allows you to enter numbers quickly;
- c) the navigation keys, such as the arrow keys, allow you to move your position within a document or webpage.

You can also use your keyboard to perform many of the same tasks you can perform with a mouse.

4.2.4 Printer



A printer transfers data from a computer onto paper. You don't need a printer to use your computer, but having one allows you to print email, cards, invitations, announcements, and other materials. Many people also like being able to print their own photos at home.

The two main types of printers are inkjet printers and laser printers. Inkjet printers are the most popular printers for the home. They can print in black and white or in full color and can produce high-quality photographs when used with special paper. Laser printers are faster and generally better able to handle heavy use.

4.2.5 Speakers



Speakers are used to play sound. They may be built into the system unit or connected with cables. Speakers allow you to listen to music and hear sound effects from your computer.

4.2.6 Modem



To connect your computer to the internet, you need a modem. A modem is a device that sends and receives computer information over a telephone line or high-speed cable. Modems are sometimes built into the system unit, but higher-speed modems are usually separate components.

Learning activities

Choose the correct concept of the following words:

1) Memory

- (a) It is what you have to pay when you buy something.
- (b) Enables a computer to store, at least temporarily, data and program.
- (c) When you use the phone to call someone.

2) Mass storage device

- (a) Something that tell who a person is.
- (b) An area in a business office.

(c) Allows a computer to permanently retain large amounts of data. Common mass storage devices include disk drives and tape drives.

3) Input device

(a) Usually keyboard and mouse, the input device is the conduit through which data and instructions enter a computer.

(b) The department that sells a business's products.

(c) A person from another country.

4) Output device

(a) A display screen, printer, or other device that lets you see what the computer has accomplished.

(b) To look at many things and then take one or two, as the person wishes.

(c) To write your name.

5) Central Processing Unit (CPU)

(a) To say that you certainly will or will not do something.

(b) A person who is not smart.

(c) The heart of the computer, this is the component that actually executes instructions.

4.3 Simple present tense

The grammatical structure of the verbs in English is easier than in Portuguese.

There are only two basic forms for the simple present tense, one ends with "S" and the other doesn't.

Only in the THIRD PERSON (SINGULAR) subjects (he, she and it) we add a verb with "S". The rules are:

4.3.1 "S" or "ES"?

With most verbs, the third person singular form is created simply by adding "S".

However, with some verbs, you need to add "ES" or change the ending a little:

a) most of the verbs, we add only the "S":

He sings

She hugs

He gets

b) verbs ending with "s", "z", "sh", "ch", "o" add "ES":

He passes

She does

She wishes

He watches

He goes

She teaches

A conjugação dos verbos em inglês no presente apresenta variação apenas nas terceiras pessoas (HE, SHE, IT) nas quais se coloca o "S" no final da palavra.

c) verbs ending with consonant + y change Y to I, then add "ES":

She tries

He cries

She flies

Learning activities

Fill in the blanks with the simple present:

- a) Mirna _____ (read) his magazine every day.
- b) Mathew _____ (do) her exercise at school.
- c) Leonardo _____ (learn) English at home.
- d) Bernardo _____ (wash) his car.
- e) Thais _____ (play) guitar.
- f) Maite _____ (go) to Manaus next Friday.

As palavras "do" e "does" funcionam como verbo e também como auxiliar no momento de perguntar ou negar alguma coisa. Neste caso está sendo explanada sua utilização como uma partícula que auxilia o verbo principal da oração no momento de fazer uma pergunta ou fazer uma negação. Não é difícil, é só prestar atenção e praticar.

4.4 Do e does

Do/does pode ser utilizado como auxiliar ou como verbo. Neste espaço, vamos aprender sobre sua utilização como auxiliar do verbo, para formação

de frases negativas, interrogativas e em alguns casos positivas, encurtando a sentença.

Observe:

I have a mouse.

You like my friend.

We want a case fan.

Affirmative: I have a mouse.

Negative: I do not (don't) have a mouse.

Interrogative: Do you have a mouse?

Para responder utilizando a resposta curta faz-se da seguinte forma:

Afirmativa: Yes, I do.

Negativa: No, I don't.

He has a mouse.

She likes to study English.

He wants a printer.

Affirmative: He wants a printer.

Negative: He does not (doesn't) want a printer.

Interrogative: Does he want a printer?

Short answers: Yes, he does.

No, he doesn't.

As formas interrogativas e negativas são feitas com o verbo auxiliar do/does e não possuem tradução fixa, mas são dotadas de sentido.

Do	I you we they	have like want	a computer? money? to study? your friend? to work?
Does	he she it	have like want	a printer? your friend? a computer? money? a printer?

Em resumo

- the simple present tense is used to indicate:

- Permanent actions or states – I live in Manaus.
- Habitual or repeated actions in the present – I always sleep on my bed.
- Universal truths – All living creatures need water to live.
- Facts of the nature – Hurricanes are very dangerous.

Example:

Affirmative	Negative	Interrogative
I fix computer	I don't fix computer	Do I fix computer?
He fixes computer	He doesn't fix computer	Does he fix computer?

Attention:

DO / DOES are used in the simple present tense in the negative and interrogative form when we don't have verb to be in the sentence.

– For I, YOU, WE, THEY use DO / DON'T.

– For HE, SHE, IT (= 3rd person) use DOES / DOESN'T.

– In the affirmative S / ES or IES is added to the verb in the 3rd person, but in the negative and in the interrogative the verb loses it because there's the auxiliary verb (DOES / DOESN'T) indicating the 3rd person.

Affirmative: She loves Michael. (She = 3rd person)

Negative: She doesn't love Michael.

Interrogative: Does she love Michael?

– When you ask a question with the auxiliary verb DO / DOES, you answer the question with DO / DOES too. There are two types of answers:

Não se esqueça que o auxiliar “DO” é usado para fazer perguntas quando se usam os seguintes pronomes: I, YOU, WE, THEY. O auxiliar “DOES” é usado para fazer perguntas com HE, SHE, IT.

- Complete answer:

A: Do you like sausages?

B: Yes, I like sausages.

- Short Answer:

A: Do you like sausages?

B: Yes, I do.

Lembre-se que as respostas curtas são: Yes, I do. Dessa forma procedemos com os demais pronomes. Depende do pronome utilizado na pergunta. Para dar uma resposta curta negativa, usamos: No, I don't e segue o mesmo raciocínio com os demais pronomes.

Learning activities

1. Identify and circulate the verbs that appear in the simple present at third person:

A computer scientist wants to sort the cards. First he wants to sort them out by color. Then he wants to order them by number (2, 3, 4, 5, 6, 7, 8, 9, 10, Jack, Queen, King and Ace).

Computer science uses special methods of doing things, and has its own special words. It is linked with electrical engineering, mathematics, and language science.

Computer science looks at the theoretical parts of computers. Computer engineering looks at the physical parts of computers (the parts that a person can touch), and software engineering looks at the use of computer programs and how to make them.

2. Transform the following phrases into negative form:

a) A computer scientist wants to sort the cards.

b) He wants to order them by number.

c) Computer science uses special methods.

d) Computer science looks at the theoretical parts of computers.

4.5 Present continuous tense

This tense is formed using two components: the verb TO BE (in the present tense), and the “ING” form of a verb.

- We use present continuous tense:

a) To express an action that is happening in the moment of the speech.

Ex.: I am writing a letter to you. (Eu estou escrevendo uma carta para você).

b) To express an action that is happening at the present time, but not necessarily when it is spoken.

Ex.: I am taking a course in IT/TIC. (Eu estou fazendo um curso de TI/TIC).

- The present continuous, besides designating actions in the present, can also be used to indicate future actions, intention, purpose or when we are sure that something will happen.

Ex.: I am planning to travel to Fortaleza.

Here are the rules, using the example verb "eat":

Subject	Verb to be	"ING" form
I	am	eating
You	are	eating
He	is	eating
She	is	eating
It	is	eating
We	are	eating
They	are	eating

The rules to form the present continuous are simple. With many verbs you can just add "ING" to the end of the verb. Let's see how it works:

They are buying a new keyboard.

We are reading a digital magazine.

The soccer player is playing soccer.

- However, with some verbs, you need to change the ending a little. Here are the rules:

Verb ending in...

E: perdem o "e" e recebem "ing". "ING" Form Example

COME	COMING	I AM COMING.
DRIVE	DRIVING	I AM DRIVING A BOAT.
DANCE	DANCING	I AM DANCING ALONE.

Consoante/vogal/consoante:

dobram a consoante final ao receber "ing".

"ING" Form Example

SWIM	SWIMMING	HE IS SWIMMING
CUT	CUTTING	WE ARE CUTTING
KNIT	KNITTING	I AM KNITTING

Look the following example of the negative/interrogative form in the present continuous:

He is dancing alone. Is he dancing alone? No, he isn't dancing alone.

Attention:

VERB TO HAVE

a) The verb to have doesn't take the "ING" when it has the meaning of "possess".

I am having a headache. (wrong)

I have a headache. (right)

b) In expressions like: TO HAVE LUNCH and TO HAVE FUN you can have the continuous.

What's he doing? He's having lunch.

Non-Progressive Verbs - Definition

Alguns verbos em inglês não é comum se utilizar sua conjugação no presente progressivo:

~~I am knowing what happened.~~ I know what happened. ✓

~~I am loving my new job.~~ I love my new job. ✓

~~I am understanding now.~~ I understand now. ✓

Non-Progressive Verbs List:

Believe
Remember
Matter
Forget
Seem
Mind
Hate
Understand

Own
Know
Want
Realize
Like
Agree
Recognize
Love

Belong
Suppose
Mean
Contain
Have
Need
Depend

Learning activities

Write the follow sentences into affirmative and negative form, as the example:

a) He / drive / a car.

He is driving a car. He is not driving a car.

b) We / eat / oranges.

c) You / read / my magazine.

d) We / play / the piano.

Resumo:

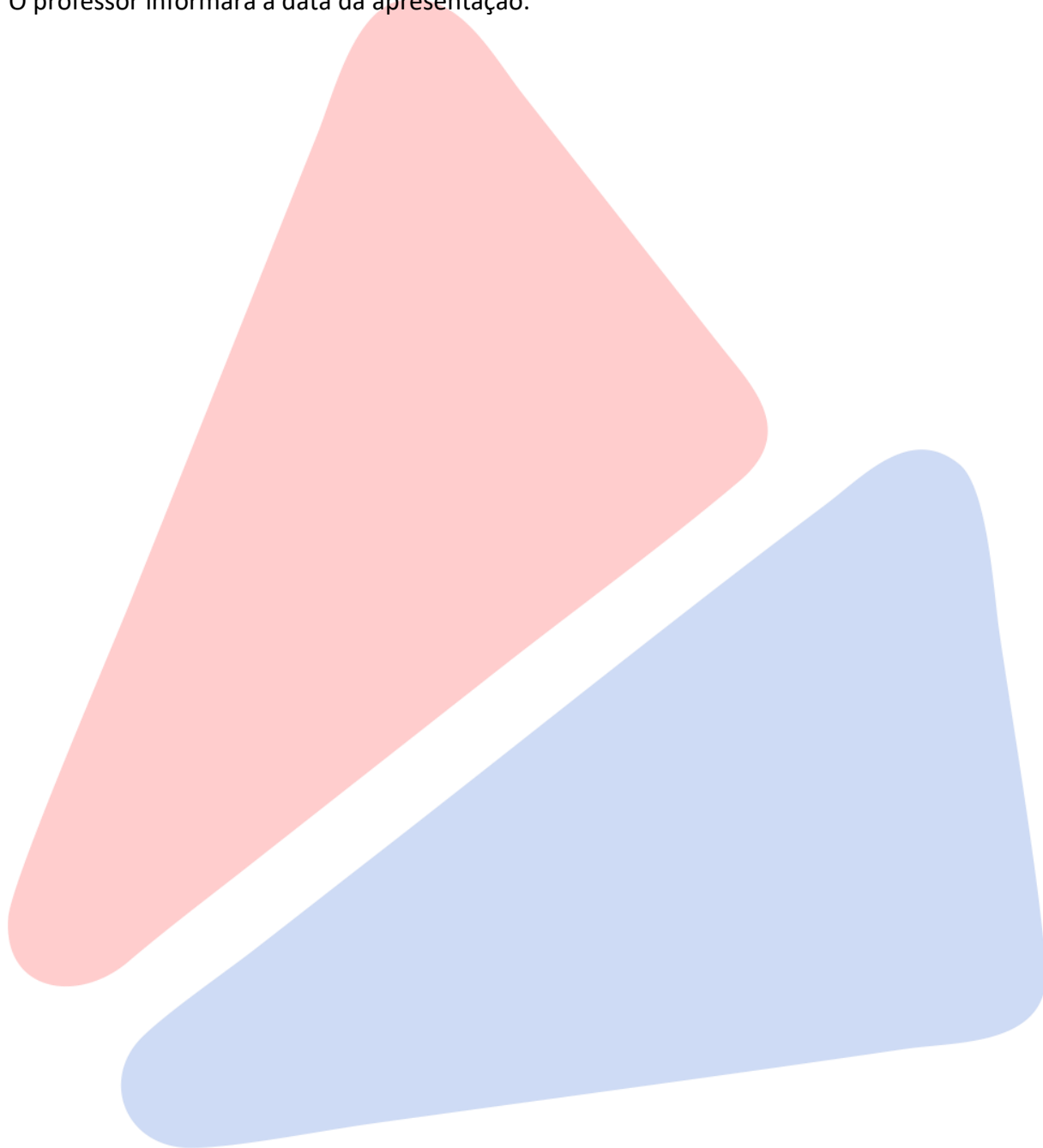
Nesta unidade você viu as partes internas do computador. Foram apresentadas as partes do computador com exemplos específicos de situações cotidianas da sua utilização, por meio de textos com o uso correto das formas verbais "simple present" e "present continuous".

Atividades de aprendizagem

1. Complete os exercícios do **Learning Activities** da unidade.
2. Escreva um pequeno texto em inglês sobre cada componente que compõe o computador.

Poste todas as atividades e exercícios preenchidos na Plataforma Google Classroom.

O professor informará a data da apresentação.



Unidade 5 – A job interview

Objetivos

Se preparar para uma entrevista de emprego em inglês.

Empregar os verbos no passado de modo a exercitar exemplos práticos do cotidiano do técnico em informática.

Elaborar frases simples e coerentes em inglês, utilizando o conteúdo estudado, com exemplos práticos do cotidiano do técnico de informática.

5.1 A Job Interview for Info Tech area

An example of how you may go through it and how you may carry it out “A Job Interview”

Interviewer: Hi, Mr. Ferreira! My name is Taylor Brooke. I am a senior leader full stack developer here at KeepUpCoding Inc. Currently, we have a position available for a front-end engineer and I think your professional profile would be a fit for us.

You: Thanks, Mrs. Brooke! First and foremost, I would like to thank for the opportunity to be interviewed for this position. And of course, I am willing to know more about that job.

Interviewer: That's great! The kind of professional we are looking for is one with strong knowledge in front-end development, especially on Javascript frameworks such as Angular and React. Do you know any of them?

You: Oh yes! I am very experienced in Javascript language both front-end development and back-end one. As far as Javascript frameworks are concerned I am very confident to work with React and Angular. Recently, I am studying Vue.js and Node.js as well.

Interviewer: Humm. . . I see! What kind of projects have you created with these frameworks yet?

You: I have created quite a few websites with React.js and a web app with Angular which is deployed on Heroku. Moreover, I have lots of codes which may be studied and used for larger projects within my Github. All their addresses are described at the footer of my resumé.

Interviewer: Oh that's really interesting! I can see you are a very experienced on these frameworks. And what specific area do you consider you should develop yourself more at?

You: I regard back-end development with Node.js a must. I only know the basics to configure front-end structure for deployment. I really want to learn more about it and of course to learn more about DevOps as well. Such as Docker, Kubernetes, Jenkins, Puppet and some others.

Interviewer: And what about Agile methodologies? Have you worked with any kind of them?

You: Yes, Kaizen and mostly Scrum. I even had driven some sprints at my last job and the experience was awesome, I must say!

Interviewer: Alright! Now, concerning of salary. . .you most likely might know that the salary here at Silicon Valley is regarded on annual basis; namely, unlike Brazil we don't relate it on a monthly basis. That has been said, what would your salary expectation be right now?

You: Yes, I know about this difference regarding to salary between here and Brazil. As a matter of fact, my salary expectation is around US\$8,000 thru US\$9,000 monthly which adds up to approximately US\$100,000 a year.

Interviewer: Ok. And about career development, we have lots of opportunities to allow our co-workers to skyrocket their profession. What cutting-edge technologies have you been studying already or which ones you intend to develop yourself into?

You: Nowadays, I am into PWAs (it stands for Progressive Web Apps) and also into Solidity. I have started two courses on these technologies and I really wish to develop myself deeper to work with them one year from now.

Interviewer: That's really good, George! Your curriculum is really outstanding, and I assume you are a good asset for us.

So, well done! You have just been hired!

Now, I am going to convey all your professional info towards HR department and one week from now they are gonna reach you out to inform you about all necessary paperwork. Alright?

You: Wow, many thanks, Mrs. Brooke! I am astonished!

Interviewer: You better be! You will have a lot to contribute with us here at KeepUpCoding. Thanks for your time! See you then!

You: I appreciate for your time as well, Mrs. Brooke! See you later!

- Analysis

This short simulated interview was based on a real interview which took place at a company based at San Jose, CA – USA.

Take advantage of this moment to study it and pay special attention to how the interviewee constructs his ideas and convey.



5.2 Simple past tense – regular verbs

With most verbs, the simple past is created simply by adding “ED”.

That form belongs for all to the people, not varying in the 3rd person.

Simple past is used to indicate an accomplished action and totally finished in the past, corresponding in Portuguese, preterito perfeito e imperfeito.

Ex.: Santos Dumont lived in France. He created the 14 Bis.

Regra geral	Acrescenta-se “ed”	Play – played
Verbos terminados em “e”	Acrescenta-se “d”	Like – liked
Verbos terminados em y precedido de consoante	Mudam o y para i e acrescentam “ed”	Study – studied

Example:

to work

I worked
You worked
He worked
She worked
It worked
We worked
They worked

to adopt

I adopted
You adopted
He adopted
She adopted
It adopted
We adopted
They adopted

5.2.1 Simple past – negative and interrogative form

The interrogative form of the verbs (regular or irregular) in the past it is done with the “did” placement (past of the auxiliary verb “do”) in the beginning of the question, for all of the people, being the main verb in the basic form.

However, the auxiliary did is the past of the auxiliary do/does that we saw previously. When the auxiliary did appear in the sentence, the main verb is in the infinitive.

Ex.: Did you travel to Manaus?

Did you study to the test?

Interrogative: Did they work yesterday?

Affirmative: They worked yesterday.

Negative: They did not (didn't) work yesterday.

The negative form of the verbs (regular or irregular) in the past it is done with the auxiliary did + not (didn't) before the verb, for all the people.

Ex.: Yesterday, I didn't work at office.

Interrogative: Did you go to Fortaleza yesterday?

Affirmative: They went to Fortaleza yesterday.

Negative: They did not (didn't) go to Fortaleza yesterday.

The past tense and past participle of regular verbs end in "ed":

to work, worked, worked.

But some verbs can be both regular and irregular, for example:

learn, learned, learned;

learn, learnt, learnt.

If the verb finishes in "E" - add "D".

If it finishes in "Y" (with a vowel before) - add "ED":

pray: prayed.

If it finishes in "Y" (with a consonant before) - replace "Y" for I and add "ED":

try: tried.

If it has just one syllable and finishes in "consonant-vowel-consonant"- add "ED":

stop: stopped.

Observe que os verbos regulares no passado terminam todos com "ED"; porém, fique atento para a pronúncia, pois ela se diferencia levemente uma da outra.

Learning activities

Turn into the interrogative and negative form the follow phrases:

- a) Debora cooked dinner last night.
- b) I studied English yesterday.
- c) They open the computer.
- d) Rafaela worked all night.
- e) ARPAnet created the TCP/IP communications standard.
- f) Thais taught all day long.

5.3 Simple past tense – irregular verbs

When the verbs are irregular is necessary to memorize their past forms, because they vary of one for other. As in the case of the regular verbs, the irregular ones have an only form for all of the people. It follows a list below with the past forms and passed participle of the verbs.

I/ you/ he/ she/ it/ we/ you/ they saw (see – ver) a bird.

The three most important irregular verbs are TO BE, TO HAVE and TO DO.

Verb to be	
Pronoun	Verb to be
I	was
You	were
He/she/it	was
We	were
They	were
Verb to have	
Pronoun	Verb to have
I/you/we/they	had
He/she/it	had
Verb to do	
Pronoun	Verb to do
I/you/we/they	did
He/she/it	did

Example:

I was tired.

You were here this morning.

He had a bad headache.

She had a lot of work

We did the homework.

They did to many things.

Other irregular verbs fall into three main categories:

Verbs which don't change	cut – cut hit – hit fit – fit
Verbs which change their vowel	get – got sit – sat drink – drank
Verbs which change completely	catch – caught bring – brought teach – taught

Example:

Buy – bought:

Affirmative: Frank bought a memory.

Interrogative: Did Frank buy a memory?

Negative: He did not (didn't) buy a memory.

Sell – sold:

Affirmative: Myriam sold her scanner.

Interrogative: Did Myriam sell her scanner?

Negative: She did not (didn't) sell her scanner.

Bring – brought:

Affirmative: Andrew brought his printer this morning.

Interrogative: Did Andrew bring his printer this morning?

Negative: He did not (didn't) bring his printer this morning.

Learning activities

Transform the phrases into negative form:

- a) The keyboard was working.
- b) ARPAnet was funded by the United States military after the cold war.
- c) Networks were limited by their nature to only allow communications between the stations on the local network.
- d) Programmers and researchers were using on the network computers.

Para que se tome conhecimento dos verbos, que são muitos, separamos para você alguns que estão listados a seguir (Quadro 5.1). Aqui estão os mais comuns na forma de infinitivo, passado e particípio.

Você poderá elaborar frases e criar situações utilizando os verbos para internalizar o conhecimento.

Assim como em português, em inglês existem muitos verbos. Aqui foram selecionados alguns mais comuns, ou seja, os que são mais usados na linguagem informal. Por isso se faz necessário estudo e prática para consolidar esse conhecimento. Use sua imaginação, treine em casa, no trabalho. O importante é treinar bastante para fixar o aprendizado.

Quadro 5.1: ***Lista de verbos irregulares***

Base Form	Past Tense	Past Participle	Portuguese Translation
arise	arose	arisen	<i>surgir, erguer-se</i>
awake	awoke	awoken	<i>despertar</i>
be	was, were	been	<i>ser, estar</i>
bear	bore	borne	<i>suportar, ser portador de</i>
beat	beat	beaten	<i>bater</i>
become	became	become	<i>tornar-se</i>
befall	befell	befallen	<i>acontecer</i>
begin	began	begun	<i>começar</i>
behold	beheld	beheld	<i>contemplar</i>
bend	bent	bent	<i>curvar</i>
bet	bet	bet	<i>apostar</i>
bid	bid	bid	<i>oferecer, fazer uma oferta</i>
bind	bound	bound	<i>unir, encadernar, obrigar-se</i>
bite	bit	bitten	<i>morder</i>
bleed	bled	bled	<i>sangrar, ter hemorragia</i>
blow	blew	blown	<i>assoprar, explodir</i>
break	broke	broken	<i>quebrar</i>
bring	brought	brought	<i>trazer</i>
broadcast	broadcast	broadcast	<i>irradiar, transmitir</i>
build	built	built	<i>construir</i>
buy	bought	bought	<i>comprar</i>
cast	cast	cast	<i>atirar, deitar</i>
catch	caught	caught	<i>pegar, capturar</i>
choose	chose	chosen	<i>escolher</i>
cling	clung	clung	<i>aderir, segurar-se</i>
come	came	come	<i>vir</i>
cost	cost	cost	<i>custar</i>
cut	cut	cut	<i>cortar</i>
deal	dealt	dealt	<i>negociar, tratar</i>
dig	dug	dug	<i>cavocar</i>
do	did	done	<i>fazer **</i>
draw	drew	drawn	<i>tracionar, desenhar **</i>
drink	drank	drunk	<i>beber</i>
drive	drove	driven	<i>dirigir, ir de carro</i>
eat	ate	eaten	<i>comer</i>
fall	fell	fallen	<i>cair</i>
feed	fed	fed	<i>alimentar</i>
feel	felt	felt	<i>sentir, sentir-se</i>
fight	fought	fought	<i>lutar</i>
find	found	found	<i>achar, encontrar</i>
flee	fled	fled	<i>fugir, escapar</i>
fly	flew	flown	<i>voar, pilotar</i>
forbid	forbade	forbidden	<i>proibir</i>
forget	forgot	forgot, forgotten	<i>esquecer</i>
forgive	forgave	forgiven	<i>perdoar</i>
freeze	froze	frozen	<i>congelar, paralisar</i>
get	got	gotten, got	<i>obter **</i>
give	gave	given	<i>dar</i>
go	went	gone	<i>ir</i>
grind	ground	ground	<i>moer</i>
grow	grew	grown	<i>crescer, cultivar</i>
have	had	had	<i>ter, beber, comer</i>
hear	heard	heard	<i>ouvir</i>
hide	hid	hidden, hid	<i>esconder</i>
hit	hit	hit	<i>bater</i>

hold	held	held	segurar
hurt	hurt	hurt	machucar
keep	kept	kept	guardar, manter
know	knew	known	saber, conhecer
lay	laid	laid	colocar em posição horizontal,
<i>assentar</i>			
lead	led	led	liderar
leave	left	left	deixar, partir
lend	lent	lent	dar emprestado
let	let	let	deixar, alugar
lie	lay	lain	deitar
lose	lost	lost	perder, extraviar
make	made	made	fazer, fabricar **
mean	meant	meant	significar, querer dizer
meet	met	met	encontrar, conhecer
overcome	overcame	overcome	superar
overtake	overtook	overtaken	alcançar, surpreender
pay	paid	paid	pagar
put	put	put	colocar
quit	quit	quit	abandonar
read	read	read	ler
ride	rode	ridden	andar (de bicicleta, moto, a
<i>cavalo)</i>			
ring	rang	rung	tocar (campainha, etc.)
rise	rose	risen	subir, erguer-se
run	ran	run	correr, concorrer, dirigir
saw	sawed	sawn	serrar
say	said	said	dizer
see	saw	seen	ver
seek	sought	sought	procurar obter, objetivar
sell	sold	sold	vender
send	sent	sent	mandar
set	set	set	pôr em determinada condição,
<i>marcar, **</i>			
shake	shook	shaken	sacudir, tremer
shine	shone	shone	brilhar, reluzir
shoot	shot	shot	atirar, alvejar
show	showed	shown	mostrar, exibir
shrink	shrank	shrunk	encolher, contrair
shut	shut	shut	fechar, cerrar
sing	sang	sung	cantar
sink	sank	sunk	afundar, submergir
sit	sat	sat	sentar
sleep	slept	slept	dormir
slide	slid	slid	deslizar, escorregar
speak	spoke	spoken	falar
spend	spent	spent	gastar
spin	spun	spun	fiar, rodopiar
spit	spit, spat	spit, spat	cuspir
spread	spread	spread	espalhar
spring	sprang	sprung	fazer saltar
stand	stood	stood	parar de pé, aguentar
steal	stole	stolen	roubar
stick	stuck	stuck	cravar, fincar, enfiar
sting	stung	stung	picar (inseto)
stink	stank	stunk	cheirar mal
strike	struck	struck	golpear, desferir, atacar
string	strung	strung	encordoar, amarrar
strive	strove	striven	esforçar-se, lutar
swear	swore	sworn	jurar, prometer, assegurar
sweep	swept	swept	varrer

swim	swam	swum	nadar
swing	swung	swung	balançar, alternar
take	took	taken	tomar **
teach	taught	taught	ensinar, dar aula
tear	tore	torn	rasgar, despedaçar
tell	told	told	dizer, contar
think	thought	thought	pensar
throw	threw	thrown	atirar, arremessar
tread	trod	trodden	pisar, trilhar
understand	understood	understood	entender
wear	wore	worn	vestir, usar, gastar
win	won	won	vencer, ganhar
wind	wound	wound	enrolar, rodar, dar corda
write	wrote	written	escrever, redigir

5.4 Simple future tense – will

O simple future é um das formas usadas para expressar ações futuras. Em geral vem acompanhado de palavras que indicam futuro, como: tomorrow, next. Geralmente, usamos a palavra “will”. Posteriormente, você verá que também podemos utilizar “be going to” para formar o futuro e a diferença de utilização entre eles.

Example:

Interrogative: What will you study?

Affirmative: I will study English.

Negative: I won't study English.

Note: we use the auxiliary verb WILL + verbs in infinitive (without “to”).

I will study	I'll study
You will travel	You'll travel
He will / She will	eat He'll / She'll eat
It will happen	It'll happen
We will work	We'll work
You will dance	You'll dance
They will do	They'll do

Interrogative: Will you learn English?

Affirmative: You will learn English.

Negative: You won't learn English.

Interrogative: Will you play football next Sunday?

Affirmative: You will play football next Sunday.

Negative: You won't play football next Sunday.

You will not play football next Sunday.

You will not/won't drink beer!

Interrogative/Negative: Won't you drink beer?

Learning activities

Transform the follow phrases into negative form:

- a) You will use the computer.
- b) He will study at his house.
- c) The keyboard will work.

5.5 Future using "be going to"

To make a verb form with "be going to", you first put "be" into the correct form to agree with the subject, and then add "going to" + the simple form of the verb. Therefore you will find the use difference between "will" and "going to."

Example:

I am going to leave.

I'm going to leave.

Am I going to leave?

I am not going to leave.

I'm not going to leave.

"Be going to" is usually used when something is already planned or definite.

Look at the difference between these sentences:

- I will make the supper.
- (Making a decision/volunteering to do something).
- I'm going to make the supper.
- (This is already planned and organized).

Most students know that "will" and "going to" are used to talk about future time in english. However, we also use the present progressive ("be" + ING) and the simple present tense. Here are the basic rules:

Will	Volunteering to do something deciding at the time of speaking to do something.
Example	- I need a pencil. - I'll lend you mine.
"Going to"	Talking about something that is already decided.
Example	- Have you registered for the class yet? - Not yet. I'm going to register tomorrow.

5.6 Predicting the future

When you are predicting what you think will happen in the future, you should choose the form based on how certain you are. If you're not too sure, it's fine to use "will", but if you're nearly certain about something, it's best to use "going to":

I think it will rain.

(I'm not sure, but it looks like it might).

It's going to rain.

(I'm sure it's going to rain - I can see black clouds in the sky).

Learning activities

1. Ask questions to these answers:

- a) Alvaro is driving the green car.
- b) They are dancing in the nightclub.
- c) She is sleeping alone.

2. Fill in the blanks with the present continuous:

- a) She _____ (take) photos.
- b) William _____ (sell) good computers.
- c) The computer _____ (work) very well.
- d) The program _____ (reinstall).

Resumo:

A unidade apresentou informações sobre componentes que fazem parte do computador e textos abordando o uso das formas verbais do passado e futuro, com exemplos direcionados a situações enfrentadas pelo técnico de informática.

Atividades de aprendizagem

- 1. Complete os exercícios do **Learning Activities** da unidade.
- 2. O que os textos desta unidade abordam? Elabore frases simples em inglês descrevendo o que esta unidade trata.
- 3. Nesta unidade você conheceu outros tipos de hardware que podem ser acrescentados ao computador. Escolha um, pesquise sobre ele, escreva um pequeno texto em inglês.

Poste todas as atividades e exercícios preenchidos na Plataforma Google Classroom.

O professor informará a data da apresentação.

Unidade 6 – The history of the internet

Objetivos

Trabalhar alguns exemplos práticos em informática com as novas palavras em inglês sobre a história da internet.

Aplicar corretamente a utilização dos pronomes relativos.

Compreender formação do plural em inglês.

Entender símbolos, acrônimos e abreviações.

6.1 The history of the internet

Before there was the public internet there was the internet's forerunner ARPAnet or Advanced Research Projects Agency Networks. ARPAnet was funded by the United States military after the cold war with the aim of having a military command and control center that could withstand nuclear attack.

The point was to distribute information between geographically dispersed computers. ARPAnet created the TCP/IP communications standard, which defines data transfer on the Internet today. The ARPAnet opened in 1969 and was quickly usurped by civilian computer nerds who had now found a

way to share the few great computers that existed at that time.

Before the wide spread of internetworking that led to the internet, most communication networks were limited by their nature to only allow communications between the stations on the local network and the prevalent computer networking method was based on the central mainframe computer model.

Several research programs began to explore and articulate principles of networking between physically separate networks, leading to the development of the packet switching model of digital networking. These research efforts included those of the laboratories of Donald Davies (NPL),

Paul Baran (RAND Corporation), and Leonard Kleinrock at MIT and at UCLA. The research led to the development of several packet-switched networking solutions in the late 1960s and 1970s, including ARPANET and the X.25 protocols.

Additionally, public access and hobbyist networking systems grew. Following commercialization and introduction of privately run Internet service providers in the 1980s, and the Internet's expansion for popular use in the 1990s, the Internet has had a drastic impact on culture and commerce. This

includes the rise of near instant communication by electronic mail (e-mail), text based discussion forums, and the World Wide Web. Investor speculation in new markets provided by these innovations would also lead to the inflation and subsequent collapse of the Dot-com

bubble. But despite this, the Internet continues to grow, driven by commerce, greater amounts of on-line information and knowledge and social networking known as Web 2.0.

Learning activities

1. You will need to translate the whole text the messages in the computer.

So, it is very important that you read the text above and answer the question below:

– What do you understand about the text? What's the text message?

2. Write about the follow words and elaborate short sentences in agreement with information of the text above:

a) ARPAnet: World Wide Web

b) E-mail:

6.2 Relative pronouns

Relative pronouns são usados para combinar duas orações.

WHO/THAT – que

This girl is my friend. This girl got a model plane.

This girl (who/that) got a model plane is my friend.

Who é usado para referir-se a pessoas e pode ser substituído por that.

The salesperson that/who sold me this component is nice.

The man that/who fixed your computer is smart.

WHERE – onde

A restaurant is a place. We eat in a restaurant.

A restaurant is a place where we eat.

Where é usado para referir-se a lugares.

A bookstore is a place where you buy book.

A school is a place where you study.

WHICH/THAT – que

A dog is an animal. A dog barks.

A dog is an animal which/that barks.

Which é usado somente para coisas ou animais e pode ser substituído por that.

The case fan which/that is inside the computer is important.

O plural das palavras em inglês se realiza de forma diferente da do português.

Siga as orientações e assista aos vídeos recomendados.

6.3 Regular and irregular plural of nouns

To form the plural of the nouns is very easy, but you must practice and observe some rules.

6.3.1 Regular plural of nouns

1. Regra Geral: forma-se o plural dos substantivos geralmente acrescentando-se s ao singular.

Ex.: Motherboard – motherboards

Printer – printers

Keyboard – keyboards

2. Os substantivos terminados em y precedido de vogal seguem a regra geral: acrescentam s ao singular.

Ex.: Boy – boys

Toy – toys

Key – keys

3. Substantivos terminados em s, x, z, o, ch e sh, acrescenta-se es.

Ex.: boss – bosses

tax – taxes

bush – bushes

4. Substantivos terminados em y, precedidos de consoante, trocam o y pelo i e acrescenta-se es.

Consoante + y = ies

Ex.: fly – flies

try – tries

curry – curries

6.3.2 Irregular plurals of nouns

There are many types of irregular plural, but these are the most common:

1. Substantivos terminados em fe trocam o f pelo v e acrescenta-se es.

Ex.: knife – knives

life – lives

wife – wives

2. Substantivos terminados em f trocam o f pelo v; então, acrescenta-se es.

Ex.: half – halves

wolf – wolves

loaf – loaves

3. Substantivos terminados em o, acrescenta-se es.

Ex.: potato – potatoes

tomato – tomatoes

volcano – volcanoes

4. Substantivos que mudam a vogal e a palavra.

Ex.: foot – feet

child – children

person – people

tooth – teeth

mouse – mice

Learning activities

Change the underlined words to the plural:

a) Tiago wants to read a magazine.

b) They prefer to eat a sandwich.

c) We want to cook a hot dog.

d) They don't like to work with a printer.

e) We fix a monitor.

f) Celi prefers a laptop.

6.4 There + Verb to be

Para a formação do verbo haver, em inglês, faz-se necessário a junção de there e o verbo to be. Veja alguns exemplos práticos, a seguir.

SINGULAR		PLURAL	
Present	There is	Present	There are
Past	There was	Past	There were
Tradução	Há/tem	Tradução	Havia/teve

Examples:

There is a bad operation in the computer.

There are two basic types of monitors.

Before there was the public internet.

Learning activities

1. Complete the following sentences with “There is” or “There are”:

- a) a new computer on the store.
- b) someone at the house.
- c) a lot of teachers absent today.
- d) three chairs in the room.
- e) two large windows in the house.
- f) one table.
- g) seven days in a week.
- h) no one at home.
- i) no problem with it.

2. Change the sentences from affirmative to negative:

- a) There is a monitor here.
.....
- b) There are two hard disks in the computer.
.....
- c) There are ten new motherboards in this market.
.....
- d) There is a message for you.
.....

6.5 Symbols, Acronyms and Abbreviations

@ → at (giorgicb@gmail.com)

. → dot, period

→ number; pound; hashtag. Exception: C#(C sharp)

- → dash or hyphen

_ → underline (residência) | underscore (de_software)

"" → quotation marks

" → single quotation marks

\$ → dollar sign

* → star or asterisk

... → ellipsis

! → exclamation mark

? → question mark

/ → forward slash, slash

\ → backslash

| → vertical bar

; → semicolon

' → apostrophe

(), [], { } → parenthesis, brackets, curly brackets

: → colon

, → comma

~ → tilde or swung dash

% → percentage

© → copyright sign

ü → diaeresis (trema)

<= → less than or equal to

>= → greater than or equal to

+ → plus

- → minus

* → multiplied by (programming languages)

/ → divided by (programming languages)

= → equal to; (assigning).

Ex.: var x = 3 (3 is assigned to variable x)

== → equal to (programming languages)

Ex.: if(x == 3) {console.log("I have 3!");}

≠ → not equal to (Mathematics)

!= → not equal to (programming languages)

=== → identical to (programming languages)

!== → not identical to (programming languages)

& → ampersand

&& → and (programming languages)

€ → Euro sign

A.M → Ante Meridiem, before noon (antes do meio-dia)

P.M → Post Meridiem, after noon (após meio-dia)

ASAP → As soon as possible

24/7 → twenty-four seven (24 horas por dia, sete dias por semana; o tempo todo)

AGM → Annual General Meeting

CAD → Computer Aided Design

CAM → Computer Aided Manufacturing⁸

CTO → Chief Technology Officer

CV → curriculum vitae

BTW → By the way

CEO → Chief Executive Officer

B2B → Business to Business

B2C → Business to Consumer

CFO → Chief Financial Officer

COO → Chief Operating Officer

CMO → Chief Marketing Officer

Co → Company

CRM → customer relationship management

C/O → Care of

CPU → Central Processing Unit

RAM → Random Access Memory

ROM → Read-Only Memory

e.g → exempli gratia → for example

i.e → id est → that is → isto é

DBA → Doing business as (nome fantasia)

DBA → Database Administrator

HQ → Headquarters → sede, central, matriz da empresa

FYI → For your information

IOU → I owe you (documento informal que reconhece débitos – o famigerado “vale”)

HR → Human Resources

IP → Internet Protocol

Inc → Incorporated (Sociedade Anônima – S/A)

IT → Information Technology

ISP → Internet Service Provider

K → thousand (5K = cinco mil, 20K = vinte mil)

LCD → Liquid Crystal Display

Memo → memorandum (memorando)

LASER → Light Amplification by Stimulated Emission of Radiation

Mr. → mister (Sr.)

Miss → unmarried woman

Mrs. → mistress (Sra.) → married woman (pronounce like “misses”)

Ms. → miz → quando você não sabe se a mulher é ou não casada

N/A → Not Applicable

P.S. → Postscript

SOHO → Smart Office / Home Office

Wi-Fi → Wireless Fidelity

Yuppie → Young Urban Professional

Termo incorporado ao português, usado para referir-se aos jovens profissionais bem-sucedidos – geralmente dinâmicos e ambiciosos e com estilo moderno de vida.

Resumo:

A unidade apresentou como discussão principal a história da internet. Abordou também a utilização correta dos pronomes relativos, a formação do plural em inglês, o verbo to have no presente e no passado e símbolos, acrônimos e abreviações.

Atividades de aprendizagem

1. Complete os exercícios do **Learning Activities** da unidade.
2. Durante todo o curso você vem realizando muitas atividades de aprendizagem. Nesta unidade você viu um breve histórico da criação da internet. Escreva um pequeno texto em inglês, e outro com a tradução em português, sobre a importância da internet na sua vida. Fale da frequência com que você a utiliza e para quê.

Poste todas as atividades e exercícios preenchidos na Plataforma Google Classroom.

O professor informará a data da apresentação.

Unidade 7 – The history of HTML

Objetivos

Conhecer a história do HTML e sua definição.

Empregar corretamente a colocação pronominal.

As diferentes maneiras de se dizer também em Inglês

Compreender o uso das preposições.

Identificar os falsos cognatos em textos.

7.1 The HTML

After Vannevar Bush first proposed the basics of hypertext in 1945, it laid the foundation for Tim Berners-Lee and others to invent the World Wide Web, HTML (hypertext markup language), HTTP (HyperText Transfer Protocol) and URLs (Universal Resource Locators) in 1990.

7.1.1 Definition of HTML

HTML stands for HyperText Markup Language, it is the authoring language used to create documents on the World Wide Web. HTML is used to define the structure and layout of a Web page, how a page looks and any special functions. HTML does this by using what are called tags that have attributes.

For example <p> means a paragraph break. As the viewer of a web page you don't see the HTML, it is hidden from your view, however, you do the results.

Tim Berners-Lee was the primary author of HTML, assisted by his colleagues at CERN, an international scientific organization based in Geneva, Switzerland.

Tim Berners-Lee is currently the Director of the World Wide Web Consortium, the group that sets technical standards for the Web.

View a screen shot of Tim Berners-Lee's Browser Editor as developed in 1991- 92. This was a true browser editor for the first version of HTML and ran on a NeXt workstation. Implemented in Objective-C, it made it easy to create, view and edit web documents. Hypertext Markup Language (First Version of HTML) was formally published on June 1993.

Learning activities

1. Answer the follow questions:

- a) What is HTML?
- b) How was it created?
- c) When it was formally published?

7.2 Prefix

A formação do prefixo em inglês segue a mesma estrutura da língua portuguesa. Coloca-se o prefixo antes do radical para a formação de novas palavras. Veja exemplos no quadro a seguir.

1	IN, IM, UM, IR, IL, A, NON	São prefixos que expressam negação: não, oposto
	Ex. impossible, illegal	
2	MIS	Expressa incorreção, erro
	Ex. Miscalculate	
3	DIS	Expressa negação
Prefixos que expressam tamanho ou grau		
4	SUPER	Acima, mais do que
	Ex. Superman	
5	SUB	Menos, mais baixo do que
	Ex. Subhuman	
6	OVER	Demais
	Ex. Overheat	
7	UNDER	De menos
	Ex. underprivileged	
8	HYPER	Extremamente
	Ex. Hypercritical	
9	MINI	Pouco
	Ex. Miniskirt	
PREFIXOS LOCATIVOS		
10	INTER	Entre
	Ex. Internacional	
11	TRANS	Através de, de um lugar para outro
	Ex. Transplant	
PREFIXOS LOCATIVOS		
12	FORE	Antes
	Ex. Foretell	
13	PRE	Antes
	Ex. pre-marital	
14	POST	Depois

	Ex. post-classical	
15	EX	Anterior
	Ex. ex-husband	
16	RE	Novamente, de volta
	Ex. re-evaluate, reinstall	

OUTROS PREFIXOS		
17	AUTO	Próprio
	Ex. Autobiography	
18	NEO	Novo
	Ex. neo-gothic	
19	PAN	Todo, universal
	Ex. pan-american	
20	PROTO	Primeiro, original
	Ex. Prototype	
21	SEMI	Metade
	Ex. Semicircle	
22	VICE	Adjunto
	Ex. vice-president	

7.3 Suffix

A formação do sufixo em inglês também segue o mesmo princípio da formação na língua portuguesa. Coloca-se o sufixo depois do radical para a formação de novas palavras. Veja exemplos no quadro a seguir:

FORMAM SUBSTANTIVOS		
1	-ER, -OR	Aquele que faz a ação
	Ex. driver, instructor, installer	
2	-ANT, -ENT	Agent
	Ex. consultant, resident	
3	-ATION, -TION, -ION, -MENT	Estado, ação
	Ex. exploration, location, creation, advisement	
4	ING	Atividade, resultado de uma atividade.
.		Essa derivação pode indicar a forma do gerúndio em inglês ou pode formar verbos substantivados que funcionam como adjetivo.
	Ex. John is working now, It's a fishing place.	

5	- NESS, - ITY Ex. happiness, popularity	Estado, qualidade
6	-SHIP Ex. friendship, dictatorship	Status, condição
7	-HOOD Ex. childhood	Status
8	IST Ex. violinist	Ocupação
9	ISM Ex. idealism, communism	Atitude, movimento político

FORMAM VERBOS

10	-IFY, -IZE (-ISE), - EM Ex. simplify, realize ou realise, darken	Formam verbos
11	- ED Ex. Prepared	Forma o passado regular

FORMAM ADVÉRBIOS

12	- LY Ex. loudly, quickly	Equivalente a –MENTE em português
13	WARD Ex. backward, upward	Movimento, direção

FORMAM ADJETIVOS

14	-ABLE, -IBLE Ex. comfortable, responsible	Capaz de, com característica de
15	-ISH Ex. spanish, youngish	Pertencente a, parecido com
16	-FUL Ex. helpful, proposeful	Cheio de
17	- LESS Ex. Useless	Sem, com falta de
18	- OUR Ex. victorious, virtuous, vivacious	Caracterizado por
19	- IC, -AL	Relativo a

	Ex. heroic, criminal, musical	
20	- IVE	Exprimem gradação ou não gradação
	Ex. attractive, affirmative, sensitive	

Learning activities

1. Here are some verbs. Transform the follows verbs into nouns using the suffix er and translate it:

- a) Build =
- b) Drive =
- c) Help =
- d) Play =
- e) Win =
- f) Compose =

2. Use the prefix un to create the opposite meaning of the word given, and then use the new word to write an original sentence. Use your imagination:

- a) (usual) =
- b) (do) =
- c) (able) =
- d) (kind) =
- e) (locked) =
- f) (happy) =

7.4 Deceptive cognates

Existem muitas palavras em inglês muito parecidas com as do português; no entanto, muitas dessas palavras não significam em inglês o que significam em português, ou seja, elas possuem outro significado, apesar da grafia ser similar. Por isso são chamadas de falsos cognatos ou cognatos enganadores.

Fique atento para alguns deles discurridos a seguir.

- Actually não é atualmente; atualmente é nowadays. Actually é realmente, na verdade.
- Available não é avaliado; avaliado é appraised. Available é disponível.
- Arrest não é arrastar; arrastar é drag. Arrest é prender.
- College não é colégio; colégio é high school. College é faculdade.
- Data não é data; data é date. Data é dados, informações (singular = datum).

- Estate não é estado; estado é state. Estate é patrimônio, bens.
- Exit não é êxito; êxito é success. Exit é saída.

7.5 Also – Too – As Well – Either/Neither

As diferentes maneiras de se dizer TAMBÉM em Inglês

- Primeiramente vamos começar com o “ALSO”.

Para expressar “também”, ele deve aparecer no meio da frase. Se ele aparecer no início, ele muda de significado e passa a significar “Além disso”. Não é utilizado nas formas negativas.

Exemplos:

I also program in Python.

She is also responsible for front-end engineering sector.

Also, the company has skyrocketed its profits last month.

Also, DevOps engineers are quite updated to this task.

Alguns macetes a se considerar ao utilizar o “ALSO”.

Na maioria dos verbos “also” pode vir antes deles se os verbos não estiverem acompanhados de verbos auxiliares. Com os verbos: “to be”, “there to be” e com modais o “also” vem depois.

My boss also has to participate this meeting.

Machine Learning also performs a great leap at IT cutting-edge.

There is also a concern about the software updating.

The scrum board is also an item which we must take to the presentation.

- Agora vamos aprender a maneira mais fácil e utilizada para se dizer “também” : TOO

Ele é utilizado sempre no final das frases e não é utilizado na forma negativa.

Exemplos:

She is scanning all the system for viruses, too.

All the staff is going to the conference, too.

I will spend my weekend updating my Javascript knowledge, too.

E quanto à famosa expressão que vemos em filmes e séries - “ME TOO”?

Me too – para dizer “Eu também” é utilizado somente de maneira informal. Não utilize em situações formais, reuniões de diretoria. Para estas situações iremos aprender outras formas.

I am calling in a day and grabbing a beer.

Me too!

- As well – é uma maneira de se dizer “também” em inglês, porém é mais formal que “too”. Geralmente aplicada para se concordar com alguém ou alguma situação. “As

well” tem menos ênfase do que o “Also”. “As well” sempre aparecerá no final das frases igual ao “too”. Veja os exemplos:

My team is going to try to solve this issue as well.

We are applying all the changes in the system within the deadline as well.

You may rest assured that our company will make all efforts to avoid this issue as well.

- Construção com “So + auxiliar + pronoun”. Ex.: So am I. Essa construção pode ser utilizada tanto de maneira formal quanto informalmente para se concordar com uma pessoa ou situação. Para algumas pessoas pode parecer mais difícil no início, mas depois se torna muito comum com a prática – uma vez que não temos algo equivalente no português.

He is being promoted tomorrow. So am I.

We’ll engage lots of efforts to solve this issue. So will they.

I can remake all this CSS file in a heartbeat. So can he.

- Neither e Either.

Neither é a forma para falarmos “também” na forma negativa e geralmente aparece no mesmo formato que aprendemos anteriormente com o “So + auxiliar + pronoun”.

Perceba também que, no inglês, não podemos negar a frase duas vezes ou ela inverte o significado – como na matemática (bem estranho isso!!!). Veja os exemplos:

I don’t know C++. Neither do I.

I won’t go to the conference. Neither will I.

I didn’t feel comfortable they would do this updating. Neither did she.

I don’t want to go to this conference either. (NOT: ~~I don’t want to go to this conference neither~~).

She can’t be responsible for all this task either. It will overburden her.

Neither e Either.

Existe uma maneira informal ao se utilizar o Neither:

I won’t travel tomorrow. Me neither. (Neither will I. - more formal)

- Outras maneiras de se dizer também:

Same here: Please, I want an espresso coffee. Same here!

The same with: I couldn’t sleep before finding the bug. The same with John!

Para se dizer: Para você também!

“For you too” ou simplesmente “You too”.

Have a safe trip! You too!

I don't like studying when I am tired. Neither do I.

I am not supposed to be amending these developers' errors either.

We want to create more solutions for our customers. So do they.

She is developing new solutions as well.

I am becoming fluent in English. Me too!

I also want to have an abroad experience.

Learning activities

Usando as diferentes maneiras de se dizer TAMBÉM em Inglês , crie 5 frases em inglês.

7.6 Prepositions

As preposições são muito utilizadas na estrutura das frases. Em inglês não poderia ser diferente. As preposições expressam lugar ou posição, direção, tempo, maneira (modo), e agente (ou instrumento).

- The keyboard is on the desk - (lugar ou posição).
- Raphael ran toward the hotel - (direção).
- The plane arrived at eleven o'clock - (tempo).
- David travels by train - (maneira ou modo).
- The computer was broken by him - (agente).

PREPOSIÇÕES		
AT	Horas	The airplane will arrive at five o'clock.
	Datas	We have a big party at Christmas.
	Lugares	He is at the drugstore.
	Cidades pequenas	She lives at Barcelos.
	Períodos do dia	(noon, night, midnight, dawn) Ex. She works at night.
	Endereços completos	Fabrizio lives at 107 Boulevard Street.
IN	Períodos do dia	(exceto noon, night, midnight e dawn) Ex. Marcus works in the morning.
	Meses	The case will arrive in March.
	Estações do ano	It's very hot in summer.
	Anos	David graduated in 2008.
	Séculos	Manaus was created in 18th century.
	Expressões do tempo	The computer will be working in few days.
	Expressões de lugar (dentro)	The memory is in the CPU.
	Estados, Cidades grandes, Países, Continentes	August lives in São Paulo. There are many developed countries in Europe.

ON	“sobre” Dias da semana Datas Transportes coletivos Nomes de ruas ou avenidas	Our bags are on the reception desk. He has class on Friday. He has class on Friday. There are a lot of people on that plane. The CETAM is on Djalma Street. “floor” Gabriel lives on the 8th floor.
----	--	--



Learning activities

1. Complete with at, in, or on:

- I am _____ London.
- Adriane is _____ school, but her mother is _____ home.
- The play is going to begin _____ 20:00 _____ evening.
- The monitor is _____ the table, and the CPU is _____ the ground.
- What are you going to do _____ Friday?
- There was a big parade _____ Independence Day.
- They go to the club _____ bus but I go there _____ foot.
- Cristian will travel to Bolivia _____ April.
- It was very cold _____ winter.
- He lives _____ 866 Ipiranga Street.

Resumo:

A unidade apresentou a história do HTML, sua definição e o emprego correto da utilização do prefixo e sufixo em inglês, bem como a demonstração e utilização dos falsos cognatos e preposições.

Atividades de aprendizagem

1. Complete os exercícios do **Learning Activities** da unidade.
2. Estamos chegando quase na reta final do nosso curso. Certamente você já é capaz de escrever e traduzir frases. Escolha cinco prefixos e cinco sufixos e elabore frases simples.

Poste todas as atividades e exercícios preenchidos na Plataforma Google Classroom.

O professor informará a data da apresentação.

Unidade 8 – The history of e-mail / Social Media

Objetivos

Trabalhar alguns exemplos práticos em informática com as novas palavras em inglês sobre a história do e-mail.

Ler e compreender textos referentes à história do e-mail e Redes Sociais.

Ampliar vocabulário técnico em inglês em frases e textos.

8.1 The beginning

Computer engineer, Ray Tomlinson invented internet-based e-mail in late 1971. Under ARPANet several major innovations occurred: e-mail (or electronic mail), the ability to send simple messages to another person across the network (1971). Ray Tomlinson worked as a computer engineer for Bolt Beranek and Newman (BBN), the company hired by the United States Defense Department to build the first internet in 1968.

Ray Tomlinson was experimenting with a popular program he wrote called SNDMSG that the ARPANET programmers and researchers were using on the network computers to leave messages for each other.

SNDMSG was a “local” electronic message program. You could only leave messages on the computer that you were using for other persons using that computer to read. Tomlinson used a file transfer protocol that he was working on called CYPNET to adapt the SNDMSG program so it could send electronic messages to any computer on the ARPANET network.

Ray Tomlinson chose the @ symbol to tell which user was “at” what computer. The @ goes in between the user’s login name and the name of his/her host computer.

The first e-mail was sent between two computers that were actually sitting beside each other. However, the ARPANET network was used as the connection between the two. The first e-mail message was “QWERTYUIOP”.

Ray Tomlinson is quoted as saying he invented e-mail, “Mostly because it seemed like a neat idea.” No one was asking for e-mail.

Learning activities

Answer the follow questions:

- a) What is e-mail?
- b) How the @ symbol appeared?
- c) What is ARPANET?

8.2 What is Social Media?

Social media refers to websites and applications that are designed to allow people to share content quickly, efficiently, and in real-time. Many people define social media as apps on their smartphone or tablet, but the truth is, this communication tool started with computers. This misconception stems from the fact that most social media users access their tools via apps.

The ability to share photos, opinions, events, etc in real-time has transformed the way we live and, also, the way we do business. Retailers who use social media as an integral part of their marketing strategy usually see measurable results. But the key to successful social media is to not treat it as an extra appendage but to treat it with the same care, respect, and attention you do all of your marketing efforts.



8.3 Types of Social Media

Here are some examples of popular social media platforms:

Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues.

Twitter is a free microblogging service that allows registered members to broadcast short posts called tweets. Twitter members can broadcast tweets and follow other users' tweets by using multiple platforms and devices.

Google+ (pronounced Google plus) was Google's social networking project, designed to replicate the way people interact offline more closely than is the case in other social networking services. This website is no longer offered to new users and plans to shut down remaining accounts in 2019.

Wikipedia is a free, open content online encyclopedia created through the collaborative effort of a community of users known as Wikipedians. Anyone registered on the site can create an article for publication; however, registration is not required to edit articles. Wikipedia was founded in January of 2001.

LinkedIn is a social networking site designed specifically for the business community. The goal of the site is to allow registered members to establish and document networks of people they know and trust professionally.

Reddit is a social news website and forum where stories are socially curated and promoted by site members. The site is composed of hundreds of sub-communities, known as "subreddits." Each subreddit has a specific topic such as technology, politics or music. Reddit site members, also known as, "redditors," submit content which is then voted upon by other members. The goal is to send well-regarded stories to the top of the site's main thread page.

Pinterest is a social curation website for sharing and categorizing images found online. Pinterest requires brief descriptions but the main focus of the site is visual. Clicking on an image will take you to the original source. For example, clicking on a picture of a pair of shoes might redirect users to a purchasing site and an image of blueberry pancakes might redirect to the recipe.

8.4 Why is Social Media important?

Using Social Media for Personal Use

Social media's big draw is that it is a quick and easy way to connect with friends and loved ones. You can share exciting news about your life through statuses, pictures and videos. Or you can share details about your day, basically you can share anything you want about your life.

For those looking to get to know people — maybe you have moved to a new town — Twitter offers more of an opportunity to network and get to know people. There are Twitter meet-ups all over and there are most likely a few in your town. This is a great way to meet people in a casual environment.

Using Social Media for Business

When it comes to your business, it is important to be on as many social media sites as possible. These sites offer many different options to share information and have different users on each one. As a result, the more sites your business is on, the more eyes will see it. As mentioned before, there are different benefits to different sites, and it is important that you are comfortable using each one.

Learning activities

Answer the follow questions:

- a) What is Social Media?
- b) Give more examples of types of social media platforms?
- c) In your opinion, are social medias dangerous?
- d) Why is Social Media important?

8.5 Technical vocabulary

You will need to know many technical words of Info Tech. We selected the more used words for you, to study and to workout. Hands in the mass!!!

O conhecimento do vocabulário é fundamental para a compreensão e interação na língua estrangeira. Separamos algumas palavras mais utilizadas em informática. Assim como os verbos, é fundamental que você as conheça.

Treine e pratique!

Quadro 8. 1: Palavras comuns do inglês técnico para informática

LETRA	PALAVRA	TRADUÇÃO
A	Abort	abortar, terminar um processo
	accept	aceitar, concordar
	active	ativo, em funcionamento
	add	adicionar
	allocate	compartilhar entre usuários
	allow	permitir
	arrow Keys	teclas do cursor ou seta
	attach	fixar
	auto Activate	ativar automaticamente
	available time	tempo disponível
B	back	atrás
	backup	assistência, reserva
	band Type	tipo de banda, tipo de faixa
	begin	começar
	blank	em branco, vazio
	block transfer	transferência em blocos
	box	caixa
	break	quebrar, pausa, intervalo
	broadband	banda larga
	browse gallery	galeria de pesquisa, navegação
	browser	navegador ou paginador, utilitário de software que permite a um usuário acessar e pesquisar facilmente um texto ou banco de dados
	bug	erro, falha
	button	botão
	bypass	desvio, rota alternativa
C	call	chamar, transferir o controle do programa principal para um programa ou rotina separada
	cell	célula
	check	verificar
	choose	escolher, selecionar
	cipher	cifra, codificação
	clear	limpar
	clipboard	prancheta, área de armazenamento temporário para dados
	close	fechar, impedir o acesso a um arquivo ou unidade de disco
	code editor	editor de código
	combo	combinação
	command	comando

D	compile	compilar, converter um programa de linguagem de alto nível e num programa em código de máquina que pode ser executado diretamente
	create	criar, produzir
	cross	cruzar, que ocorre de um lado para outro
	data	dados, informações
	date	data
	decode	decodificar, traduzir dados codificados para sua forma original
	default	valor básico, padrão
	delete	apagar
	denial	negação
	deny	access negar acesso
	dial	disar um número telefônico
	display	exibir, mostrar informação, monitor, vídeo
	down	inativo, sem funcionar, para baixo
E	download	carregar, “baixar” um programa ou seção de dados
	edit	editar, corrigir ou alterar texto ou programa
	empty	vazio
	enable	habilitar, ativar
	end	terminar
	enter	introduzir, inserir informação, entrar
	erase	apagar
	exit	sair, abandonar
F	fan	ventilador
	far	distante, longe
	fast	rápido
	fault	falha
	field	campo
	file	arquivar, arquivo
	fill	preencher
	filter	filtrar, filtro
	find	encontrar, achar
	finish	acabar, terminar
	flood (ing)	inundar, inundação de dados
	form	formulário
	format	formatar, formato
	forward	remeter para frente, avançar
G	Games	jogos
	general	geral
	guide	guiar, guia
H	hack	experimentar e explorar software e hardware de computador, forçar a entrada em um sistema de computação com objetivos criminosos high alto hit pressionar uma tecla, acerto
	home directory	diretório residente
	hot-spot	ponto de ativação, ponto quente
	hyperlinks	hiperligações, comandos que levam a outras páginas

I	Idle Image import include increase increment input Box install invalidate	ocioso imagem importar incluir aumentar, aumento incrementar, incremento caixa de entrada instalar invalidar
J	Jack jam jump junk	tomada congestionar, interferir, congestionamento saltar, pular livar-se de um arquivo, lixo
K	key keyboard kind knowledge	chave, tecla teclado tipo, espécie conhecimento
L	LAP- Link Access Protocol Last layout level library license agreement line link load lock low	protocolo de acesso ao link último esboço nível biblioteca aceite de licença linha ligar, conectar carregar, carga bloquear, travar baixo
M	machine mail main mainframe method minimize modify model	máquina remeter ou enviar por correio principal, mais importante computador de grande porte método minimizar modificar modelar, modelo
N	navigation network new new user news null	navegação configurar rede, rede novo novo usuário notícia nulo
O	object off-line on	objeto desconectado da rede ou computador central ligado, ativado

P	On-line	conectado, em rede
	open	abrir, aberto
	optimize	otimizar
	owner	dono
	package	pacote
	page	página
	page setup	configuração de página
	panel	painel
	password	senha
	password	
	security	segurança de senha
	play	tocar
	preview	pré-visualizar, visualização
	print	imprimir
	printer	impressora
	procedure	procedimento
	process	processar, processo
	progress	progredir, progresso
	push	empurrar, pressionar
	Q quick	rápido, ligeiro
	quit	sair, abandonar
R	randomize	tornar aleatório
	read	ler
	relay	retransmitir
	reload	recarregar
	remove	remover
	rename file	renomear arquivo
	replace	substituir
	request	pedir, solicitar
	reset	reiniciar
	restore	restaurar
	retrieve	recuperar
	return	retornar
	rewrite	reescrever
	router	roteador
	run	executar
	runtime	tempo de execução
S	Save	salvar, armazenar dados
	Scan	varrer, esquadrinhar
	screen	tela
	search	buscar, pesquisar
	seek	buscar, procurar
	send	enviar
	server	servidor
	set	estabelecer
	show	mostrar
	start	começar
	stop	parar, interromper
	style	estilo
	subject	assunto, sujeito

T	submit	submeter
	tab	tabular
	tag	identificador
	tip	dica, conselho
	title	título
	toggle	chavear
	tool	ferramenta
	top	topo
	transfer	transferir
	turn on/off	ligar, desligar
U	try	experimentar, tentar
	underline	sublinhar
	undo	desfazer
	unit	unidade
	update	atualizar
	upgrade	modernizar
V	vaccine	vacina
	validate	validar
	value	valor
	variable	variável
	view	exibir, examinar, vista
W	wait	aguardar
	warranty	garantia
	wave	onda
	where	onde
	while	enquanto
	wide	largo, amplo
	wire	fio
	word	palavra
	work	trabalhar
	write	escrever
X	xerox	xerox, fazer cópia
	X-ray	Raio X
Y	yoke	cabeçote
Z	zip code	código postal
	Zoom	abrir, mudar o comprimento focal

Resumo:

A unidade apresentou a história do e-mail bem como proporcionou a ampliação do vocabulário técnico de inglês para informática.

Atividades de aprendizagem

1. Complete os exercícios do **Learning Activities** da unidade.

2. Elabore um pequeno diálogo em formato de e-mail, falando da importância do e-mail para atualidade. Lembre-se que a partir daqui a prática será fundamental para a consolidação dos itens estudados durante todo o curso.

Poste todas as atividades e exercícios preenchidos na Plataforma Google Classroom.

O professor informará a data da apresentação.



Unidade 9 – Reading Comprehension

Objetivos

Trabalhar nas suas habilidades de leitura e escrita.

Ler e compreender textos referentes à informática.

Ampliar vocabulário técnico em inglês em frases e textos.

9.1 Reading Comprehension.

9.1.1 Read the article about data storage. Complete the sentences with the words in the box.

cloud contents emerging encrypt flash loss magnetic
offsite protect security theft volumes

Data storage

Online storage is an (1) emerging method of data storage and back-up. A remote server with a network connection and special software backs up files, folders, or the entire (2) _____ of a hard drive. There are many companies that provide a web-based backup.

One (3) _____ technology in this area is (4) _____ computing. This allows colleagues in an organisation to share resources, software and information over the Internet.

Continuous backup and storage on a remote hard drive eliminates the risk of data (5) _____ as a result of fire, flood or (6) _____. Remote data storage and back-up providers (7) _____ the data and set up password protection to ensure maximum (8) _____.

Small businesses and individuals choose to save data in a more traditional way. External drives, disks and (9) _____ tapes are very popular data storage solutions. USB or (10) _____ memories, DVDs and hard disks are cheap and widely accessible solutions. These methods are very practical with small (11) _____ of data storage and backup. However, they are not very reliable and do not (12) _____ the user in case of a disaster.



9.1.2 What are your favorite websides? Why? Use the words in the box to describe them.

beautiful well-designed easy-to-use/navigate clear reliable
useful informative fun funny exciting interesting

Example: The most exciting website is ... because



9.1.3 Read the e-mail. Answer the questions.

TO: All Employees
From: IT Director
Subject: Online transactions security

We are developing new website security features. We will have a virtual private network with a firewall which will help stop cyber attacks on the network perimeter. The web application protection firewall (WAF) will protect our website from hacker attacks on customer contacts and login boxes. Secure Socket Layer (SSL) will create a secure connection for the users. We will have two-factor authentication (2FA). Website administrators will go through two layers of security before they access the hosting environment. This will prevent password leaks. All data will have encrypted backup to protect sensitive information.

I am sure the company will benefit from the new security measures.

Thank you
 Hamda Banna

- 1 How many security features will the company have?
- 2 Which security feature will stop attacks on the company network?
- 3 What solution will protect customer contacts and login boxes?
- 4 What will protect private user information sent over the network?
- 5 What will the two-factor authentication prevent?
- 6 What will protect information?

9.1.4 Read the texts. Answer the questions.

Range

Wireless networks have limited range. Network range depends on the type of 802.11 protocol, strength of the device transmitter and the architecture of the surrounding area. Some structures, such as walls and metal frames, reduce the range of a WLAN by 25%. However, users can extend the range of a WLAN. Repeaters forward the wireless signal to access points or routers and increase the range of a network.

Speed

Bandwidth and latency are the measures of computer network speed, or data transfer rate. Bandwidth is the maximum throughput of data in bits per second. Some modems support 100 Gbit/s but speed depends on the hardware and software used. Latency is the delay that network creates during the transfer data. Users have no, or very little, control over bandwidth and latency.

- 1 How many things does network range depend on?
- 2 What can reduce network range?
- 3 What can improve network range?
- 4 What two things affect speed?

9.1.5 Read the text on security and match the headings in the box with the paragraphs 1-5.

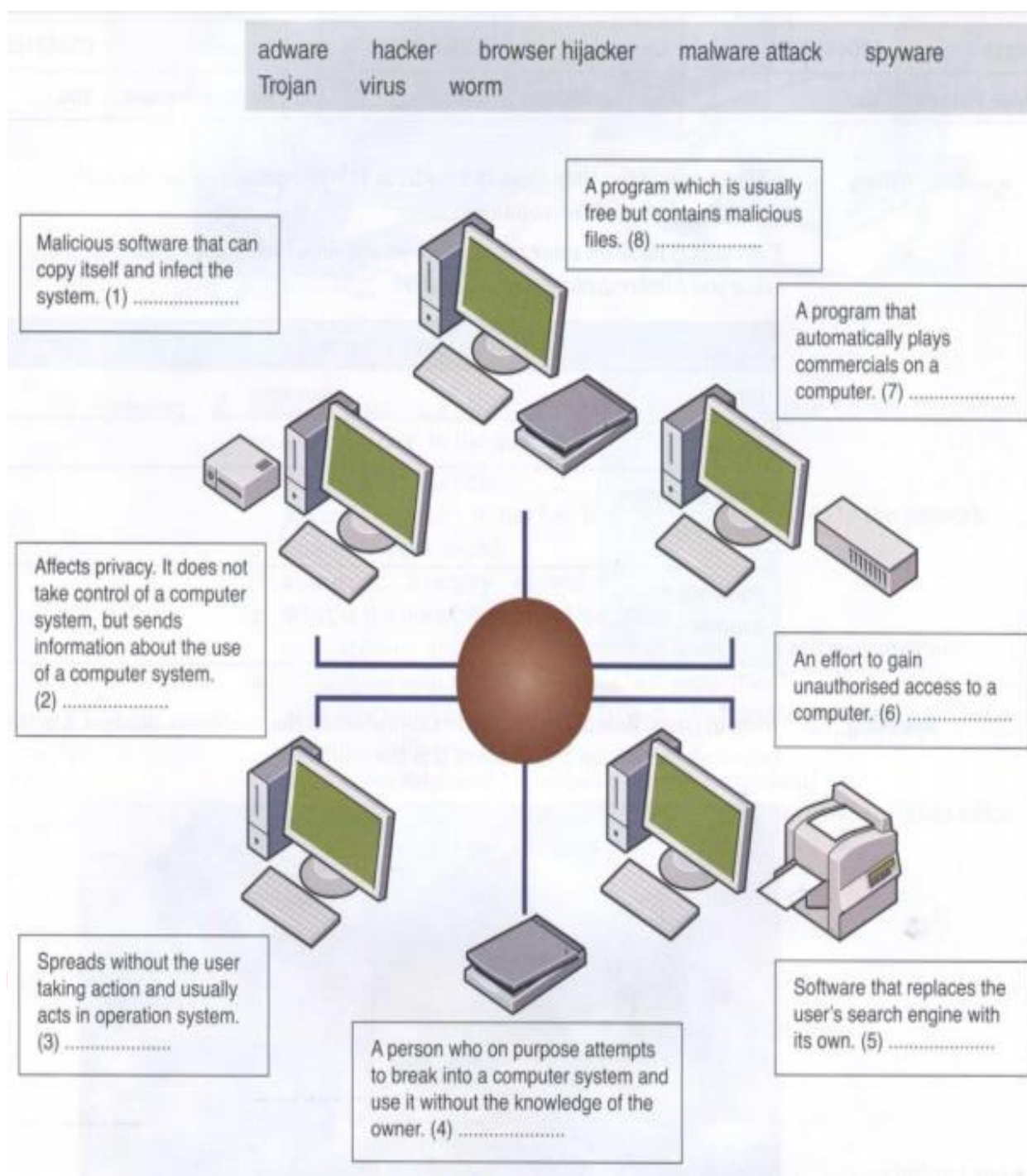
Data transfer and backup Email and network usage
Password recommendations Reporting IT security incidents
Safety security requirements

Systems and network security

All employees must follow security and safety procedures approved by the management.

- 1 _____
Only install and use software that the management has approved. Install the latest antivirus and antispayware tools.
Keep current with security software updates and patches.
Follow office health and safety standards.
- 2 _____
Choose a password that is difficult to guess: use between 6 and 8 characters, have letters in upper and lower case and intermix letters, numbers, and punctuation marks. Keep your password private. Change your password every 9 weeks.
- 3 _____
Configure your email software to use secure protocols. Use company official e-mail software only. Always double check that you are sending your message to the right recipient. Do not send sensitive data over the network. Use mail encryption to send sensitive data. Do not download unknown files or files for private use, such as movies and music.
- 4 _____
Transfer files via a secure connection. Back up files regularly on the server in your homefolder. Do not use external drives.
- 5 _____
Employees must notify their supervisor or IT help desk about any damage, misuse, irregularities or security breaches.

9.1.6 Read the descriptions 1-8. Match the words in the box to the descriptions.



9.1.7 Read the article about computers and their different jobs on the internet. Complete the sentences with the words in the box.

Peer-to-peer	routers	electronic filing cabinets	servers
Web servers	file servers	a billion	Internet Service Provider
Peers	mail servers	worldwide network	client

How computers do different jobs on the Internet

There are hundreds of millions of computers on the Net, but they don't all do exactly the same thing. Some of them are like _____ that simply store information and pass it on when requested. These machines are called _____. Machines that hold ordinary documents are called _____; ones that hold people's mail are called _____; and the ones that hold Web pages are _____. There are tens of millions of servers on the Internet.

A computer that gets information from a server is called a _____. When your computer connects over the Internet to a mail server at your ISP (_____) so you can read your messages, your computer is the client and the ISP computer is the server. There are far more clients on the Internet than servers—probably getting on for a _____ by now!

When two computers on the Internet swap information back and forth on a more-or-less equal basis, they are known as _____. If you use an instant messaging program to chat to a friend, and you start swapping party photos back and forth, you're taking part in what's called _____ (P2P) communication. In P2P, the machines involved sometimes act as clients and sometimes as servers. For example, if you send a photo to your friend, your computer is the server (supplying the photo) and the friend's computer is the client (accessing the photo). If your friend sends you a photo in return, the two computers swap over roles.

Apart from clients and servers, the Internet is also made up of intermediate computers called _____, whose job is really just to make connections between different systems. If you have several computers at home or school, you probably have a single router that connects them all to the Internet. The router is like the mailbox on the end of your street: it's your single point of entry to the _____.

9.1.8 Write a short summary about what a web browser is, its history and function.

What is a web browser?

A **web browser** is a software application for retrieving, presenting, and traversing information resources on the World Wide Web. An *information resource* is identified by a Uniform Resource Identifier (URI) and may be a web page, image, video, or other piece of content. Hyperlinks present in resources enable users easily to navigate their browsers to related resources. A web browser can also be defined as an application software or program designed to enable users to access, retrieve and view documents and other resources on the Internet.

Although browsers are primarily intended to access the World Wide Web, they can also be used to access information provided by web servers in private networks or files in file systems. The major web browsers are Firefox, Google Chrome, Internet Explorer, Opera, and Safari.

History

Main article: History of the web browser

The first web browser was invented in 1990 by Tim Berners-Lee. It was called WorldWideWeb (no spaces) and was later renamed Nexus.



In 1993, browser software was further innovated by Marc Andreessen with the release of Mosaic (later Netscape), "the world's first popular browser", which made the World Wide Web system easy to use and more accessible to the average person. Andreessen's browser sparked the internet boom of the 1990s.

The introduction of the NCSA Mosaic web browser in 1993 – one of the first graphical web browsers – led to an explosion in web use. Marc Andreessen, the leader of the Mosaic team at NCSA, soon started his own company, named Netscape, and released the Mosaic-influenced Netscape Navigator in 1994, which quickly became the world's most popular browser, accounting for 90% of all web use at its peak.

Microsoft responded with its Internet Explorer in 1995 (also heavily influenced by Mosaic), initiating the industry's first browser war. Bundled with Windows, Internet Explorer gained dominance in the web browser market; Internet Explorer usage share peaked at over 95% by 2002.

Opera debuted in 1996; although it has never achieved widespread use, having less than 2% browser usage share as of February 2012 according to Net Applications, having grown to 2.14 in April 2011 its Opera-mini version has an additive share, in April 2011 amounting to 1.11 % of overall browser use, but focused on the fast-growing mobile phone web browser market, being preinstalled on over 40 million phones. It is also available on several other embedded systems, including Nintendo's Wii video game console.

In 1998, Netscape launched what was to become the Mozilla Foundation in an attempt to produce a competitive browser using the open source software model. That browser would eventually evolve into Firefox, which developed a respectable following while still in the beta stage of development; shortly after the release of Firefox 1.0 in late 2004, Firefox (all versions) accounted for 7.4% of browser use. As of August 2011, Firefox has a 27.7% usage share.

Apple's Safari had its first beta release in January 2003; as of April 2011, it has a dominant share of Apple-based web browsing, accounting for just over 7.15% of the entire browser market.

The most recent major entrant to the browser market is Google's Chrome, first released in September 2008. Chrome's take-up has increased significantly year on year, by doubling its usage share from 7.7 percent to 15.5 percent by August 2011. This increase seems largely to be at the expense of Internet Explorer, whose share has tended to decrease from month to month. In December 2011 Google Chrome overtook Internet Explorer 8 as the most widely used web browser. However, when all versions of Internet Explorer are put together, IE is still most popular.

Function

The primary purpose of a web browser is to bring information resources to the user. This process begins when the user inputs a Uniform Resource Locator (URL), for example <http://en.wikipedia.org/>, into the browser.

The prefix of the URL, the Uniform Resource Identifier or URI, determines how the URL will be interpreted. The most commonly used kind of URI starts with *http:* and identifies a resource to be retrieved over the Hypertext Transfer Protocol (HTTP).

Many browsers also support a variety of other prefixes, such as *https:* for HTTPS, *ftp:* for the File Transfer Protocol, and *file:* for local files. Prefixes that the web browser cannot directly handle are often handed off to another application entirely. For example, *mailto:* URIs are usually passed to the user's default e-mail application, and *news:* URIs are passed to the user's default newsgroup reader.

In the case of *http*, *https*, *file*, and others, once the resource has been retrieved the web browser will display it. HTML is passed to the browser's layout engine to be transformed from markup to an interactive document.

Aside from HTML, web browsers can generally display any kind of content that can be part of a web page. Most browsers can display images, audio, video, and XML files, and often have plug-ins to support Flash applications and Java applets. Upon encountering a file of an unsupported type or a file that is set up to be downloaded rather than displayed, the browser prompts the user to save the file to disk.

Information resources may contain hyperlinks to other information resources. Each link contains the URI of a resource to go to. When a link is clicked, the browser navigates to the resource indicated by the link's target URI, and the process of bringing content to the user begins again.

Resumo:

A unidade apresentou uma variedade de textos de referência na linguagem técnica da informática.

Atividades de aprendizagem

1. Durante todo o curso você vem realizando muitas atividades de aprendizagem. Nesta aula você viu uma breve história do Web browser. Escreva um texto em inglês, e outro com a tradução em português, sobre a história do Web browser.

Poste todas as atividades e exercícios preenchidos na Plataforma Google Classroom.

O professor informará a data da apresentação.



Parabéns! Você conseguiu terminar o curso de Inglês Técnico, preparado para a Residência de Software do SERRATEC.

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