wiblate
Idiomas

ENGLISH FOR INFORMATION TECHNOLOGY

Maria Teresa Blacutt S.

Sumário

PALAVRA DA PROFESSORA

Prezado(a) aluno(a)!

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 no seu curso, 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 sociedade requer do cidadão uma gama de conhecimentos.

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 divido 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: 40h).

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. 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.	Texto: What are computers? Exercícios escritos. Texto: What are computers? Blog. Demonstração prática.	5
2. What can you do with computers? Reading strategy. Clues for reading of texts.	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.	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.	4
4. Parts of computers I. Simple presente tense. Present continuous.	Conhecer as partes que compõem o computador, em inglês. Aplicar o modo simple present e presente continuous de forma correta.	Demonstração prática. Exercício escrito.	5

	Trabalhar alguns exemplos práticos do uso cotidiano em informática.		
5. Parts of computers II. Simple past tense – Regular and irregular verbs. Simple future "Will" e "be going to".	Conhecer o nome das partes que compõem o computador, 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.	5
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. 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. Prepositions.	Conhecer a história do HTML e sua definição, em inglês. Empregar corretamente a colocação pronominal. 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. Technical vocabulary of computer.	Ler e compreender textos referentes à história do e-mail. Ampliar vocabulário técnico em inglês em frases e textos.	Texto: The beginning. Quadro Técnico de Informática. Ler e compreender textos referentes à história do e-mail. Ampliar vocabulário técnico em inglês em frases e textos.	4
9. Reading and Comprehension. Technical vocabulary.	Ler e compreender textos variados. Ampliar vocabulário técnico em inglês.	Ler e compreender textos variados. Ampliar vocabulário técnico em inglês em textos. Exercícios escritos.	5

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.

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 consequentemente 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 defrontamos 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/children 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 Parts of speech

It is important you to know the grammatical basic structure of a sentence, for that we gathered the grammatical components below that usually appears in a sentence.

"Parts of speech" are the basic types of words that English has. Most grammar books say that there are eight parts of speech: nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions and interjections. We will add one more type: articles.

It is important to be able to recognize and identify the different types of words in English, so that you can understand grammar explanations and use the right word form in the right place. Here is a brief explanation of what the parts of speech are:

1 NOUN Ex.: doctor, drugstore, table.	A noun is a naming word. It names a person, place, idea, thing, quality, living creature or action.
2 VERB Ex.: need, fix, work, travel, read, install.	A verb is a word which describes an action or a state.

3 ADJECTIVE Ex.: ugly, thin, important, beautiful, small.	An adjective is a word that describes a noun.
4 ADVERB Ex.: slowly, here, tomorrow.	An adverb is a word which describes a verb. It tells you when or where something happened.
5 PRONOUN Ex.: he, she, it, you, they, we.	A pronoun is used instead of a noun, to avoid repeating the noun.
6 CONJUNCTION Ex.: but, so, and, or.	A conjunction joins two words, phrases or sentences together.
7 PREPOSITION Ex.: on, in, by, with, at.	A preposition usually comes before a noun or pronoun. It joins the noun to some other part of the sentence.
8 INTERJECTION Ex.: hello! ouch! oh, no!	An interjection is an unusual kind of word because it often stands alone. It express emotion or surprise and usually followed by exclamation marks.
9 ARTICLE Ex.: the, a, an.	An article is used to introduce a noun.

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*.
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.

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 *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.

2.3.1 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.

2.3.2 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!

2.3.3 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.

2.3.4 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.

2.3.5 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.

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, bem como a demonstração do que o computador é capaz de fazer.

Atividades de aprendizagem

1. 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.
2. Retire do texto “What can you do with computers?” as palavras repetidas.
3. 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.

3.1.3 Handheld computers

Handheld computers, also called personal digital assistants (PDAs), are batterypowered computers small enough to carry almost anywhere. Although not as powerful as desktops or laptops, handhelds are useful for scheduling appointments, storing addresses and phone numbers, and playing games.

Some have more advanced capabilities, such as making telephone calls or accessing the internet. Instead of keyboards, handhelds have touch screens that you use with your finger or a stylus (a pen-shaped pointing tool).

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 these informations 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 computers technology 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.

Ex.: An hour. An orange

Example:

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.

Example:

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:

a) Mr. Carius works in _____ office. (a/an)

b) Joana wants to be ____ actress. (a/an)

c) They want to work in ____theater. (a/an)

d) Charly needs _____ car. (an/a)

e) His sister wants ____ bike. (a/an)

f) 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 have not	Have I ?
You have	You've	You have not	Have you?
He has	He's	He has not	Has he ?
She has	She's	She has not	Has she ?
It has	It's	It has not	Has it ?
We have	We've	We have not	Have we ?
They have	They've	They have not	Have they?

Examples:

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:

a) Carlos has a good notebook.

b) LCD monitors have the advantage of being much thinner and lighter.

c) Some have more advanced capabilities.

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*.
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.

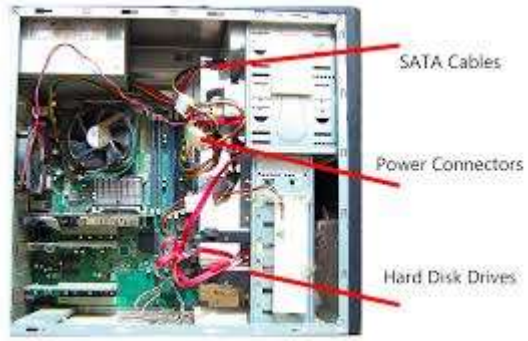
Poste todas as atividades e exercícios preenchidos na Plataforma Google Classroom.

O professor informará a data da apresentação.

Unidade 4 – Parts of computers I

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.

4.1 Inside the computers



Você já viu algum computador aberto? Nesta aula iremos abordar as peças que compõem a parte interna dos computadores e sua função para o funcionamento pleno de toda a máquina.

4.1.1 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.

4.1.2 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.

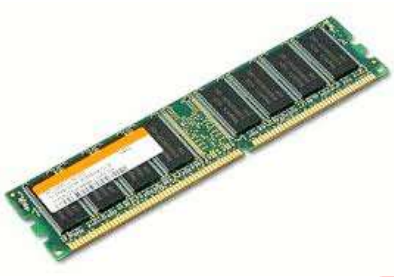
The term mainboard is archaically applied to devices with a single board and no additional expansions or capability. In modern terms this would include embedded systems and controlling boards in televisions, washing machines, etc. A motherboard specifically refers to a printed circuit with the capability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

4.1.3 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.

4.1.4 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.

4.1.5 The case fan

Case fans are relatively inexpensives and are extremely importants. 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.

4.1.6 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 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:

4.2.1 "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

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

He passes

She dozes

She wishes

He watches

He goes

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 finished with consonant + y change Y to I, then add "ES":

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) Charles _____(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.

4.3 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?

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 resposta 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 follow 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.

4.4 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 no necessarily when it is spoken.

Ex.: I am taking a course in Computer Science. (Eu estou fazendo um curso de Ciência da Computação).

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 and 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.

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*.
2. Escreva um pequeno texto em inglês sobre cada componente que compõe o computador.

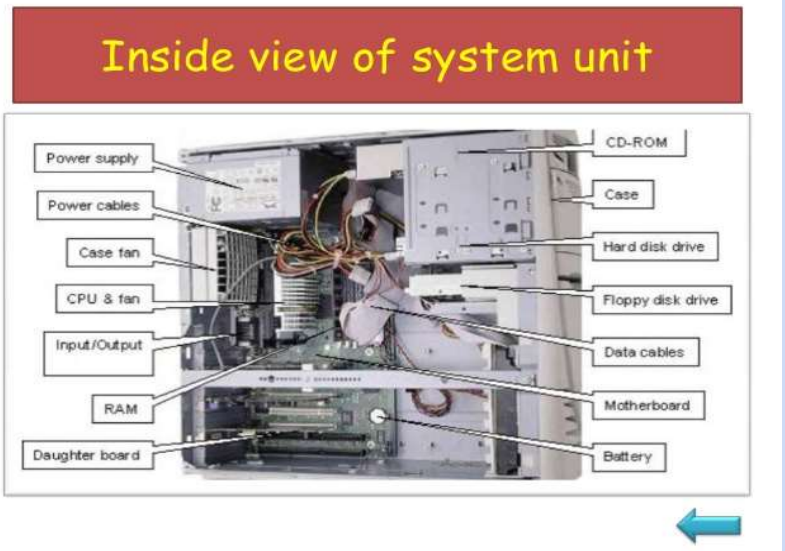
Poste todas as atividades e exercícios preenchidos na Plataforma Google Classroom.

O professor informará a data da apresentação.

Unidade 5 – Parts of computers II

Objetivos
Conhecer o nome das partes que compõem o computador 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 *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.

5.1.1 CD and DVD drives

Nearly all computers today come equipped with a CD or DVD drive, usually located on the front of the system unit. CD drives use lasers to read (retrieve) data from a CD, and many CD drives can also write (record) data onto CDs.

If you have a recordable disk drive, you can store copies of your files on blank CDs. You can also use a CD drive to play music CDs on your computer.

DVD drives can do everything that CD drives can, plus read DVDs. If you have a DVD drive, you can watch movies on your computer. Many DVD drives can record data onto blank DVDs.

5.1.2 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.

5.1.3 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.

5.1.4 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.

5.1.5 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.

5.1.6 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.

5.1.7 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.

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, the perfect preterite as imperfect preterite.

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 crescentam "ed"	Study – studied

Example:

To work

I worked

You worked

He worked

She worked

It worked

We worked

They worked

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 appears in the sentence, the main verb is in the infinitive.

Ex.: Did you travel to Manaus?

Did you study to the test?

Affirmative: Did they work yesterday?

Negative: They worked yesterday.

Interrogative: 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.

Affirmative: Did you go to Fortaleza yesterday?

Negative: They went to Fortaleza yesterday.

Interrogative: 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) Raphaela worked all night.

e) ARPAnet created the TCP/IP communications standard.

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.

He had a bad headache.

We did the homework.

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
	catch – caught

Verbs which change completely	bring – brought teach – taught

Example:

Buy – bought:

Affirmative: Frank bought a memory.

Negative: Did Frank buy a memory?

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

Sell – sold:

Affirmative: Myriam sold her scanner.

Negative: Did Myriam sell her scanner?

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

Bring – brought:

Affirmative: Andrew brought his printer this morning.

Negative: Did Andrew bring his printer this morning?

Interrogative: 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

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

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, assentar*
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 cavalo)*
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, marcar, **
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:

Affirmative: What will you study?

Negative: I will study English.

Interrogative: 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 bordando 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*.
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.

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 time 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 acrescentandose 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 Past Tradução	There is There was Há	Present Past Tradução	There are There were Havia

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.

……

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 e o verbo to have no presente e no passado.

Atividades de aprendizagem

1. Complete os exercícios do *Learning Activities*.
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.
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. underpriviledged		
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-evaluete, 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 a 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 derminação 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	Estado, qualidade
Ex. happiness, popularity		
6	-SHIP	Status, condição
Ex. friendship, disctatorship		
7	-HOOD	Status
Ex. childhood		
8	IST	Ocupação
Ex. violinist		
9	ISM	Atitude, movimento politico
Ex. idealism, communism		
FORMAM VERBOS		
10	-IFY, -IZE (-ISE), - EM	Formam verbos
Ex. simplify, realize ou realise, darken		
11	- ED	Forma o passado regular
Ex. Prepared		
FORMAM ADVÉRBIOS		
12	- LY	Equivalente a –MENTE em português
Ex. loudly, quickly		
13	WARD	Movimento, direção
Ex. backward, upward		
FORMAM ADJETIVOS		
14	-ABLE, -IBLE	Capaz de, com característica de
Ex. comfortable, responsible		
15	-ISH	Pertencente a, parecido com
Ex. spanish, youngish		
16	-FUL	Cheio de
Ex. helpful, proposeful		
17	- LESS	Sem, com falta de
Ex. Useless		
18	- OUR	Caracterizado por
Ex. victorious, virtous, vivacious		

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 discorridos 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.

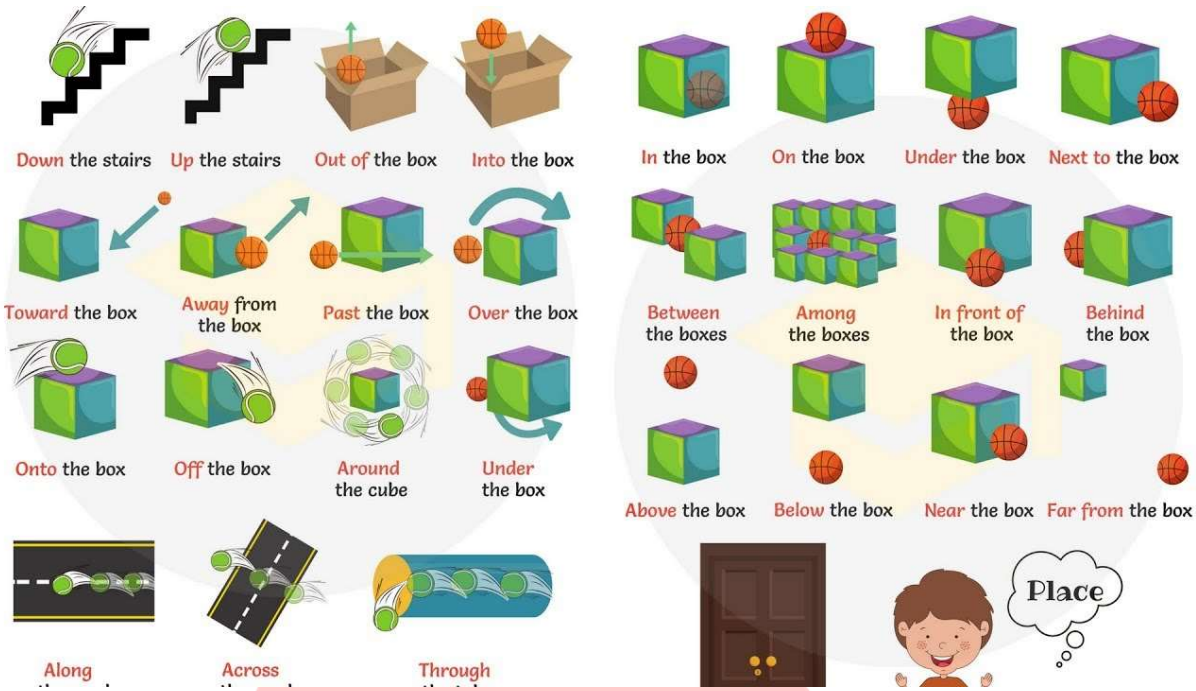
7.5 Prepositions

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

Em resumo:



Learning activities

1. Complete with at, in, or on:

a) I am _____ London.

b) Adriane is _____ school, but her mother is _____ home.

c) The play is going to begin_____ 20:00_____evening.

d) The monitor is _____ the table, and the CPU is _____ the ground.

e) What are you going to do _____Friday?

f) There was a big parade _____ Independence Day.

g) They go to the club _____ bus but I go there _____ foot.

h) Cristian will travel to Bolivia _____ April.

i) It was very cold _____ winter.

j) He lives _____ 866 Ipiranga's 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*.
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

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.
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 (Digital PDP-10s) 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 besides 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?

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!

8.2 Technical vocabulary of computer

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

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
	compile	compilar, converter um programa de linguagem de alto nível e mum programa em código de máquina que pode ser executado diretamente
	create	criar, produzir
	cross	cruzar, que ocorre de um lado para outro
D	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	discar um número telefônico
	display	exibir, mostrar informação, monitor, vídeo
	down	inativo, sem funcionar, para baixo
	download	carregar, “baixar” um programa ou seção de dados
E	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	ocioso
	Image	imagem
	import	importar
	include	incluir
	increase	aumentar, aumento
	increment	incrementar, incremento
	input Box	caixa de entrada
	install	instalar
	invalidate	invalidar
J	Jack	tomada
	jam	congestionar, interferir, congestionamento
	jump	saltar, pular
	junk	livar-se de um arquivo, lixo
K	key	chave, tecla
	keyboard	teclado
	kind	tipo, espécie
	knowledge	conhecimento
L	LAP- Link Access	
	Protocol	protocolo de acesso ao link
	Last	último
	layout	esboço
	level	nível
	library	biblioteca
	license	
	agreement	aceite de licença
	line	linha
	link	ligar, conectar
	load	carregar, carga
	lock	bloquear, travar
	low	baixo
M	machine	máquina
	mail	remeter ou enviar por correio
	main	principal, mais importante
	mainframe	computador de grande porte
	method	método
	minimize	minimizar
	modify	modificar
	model	modelar, modelo
N	navigation	navegação
	network	configurar rede, rede
	new	novo
	new user	novo usuário
	news	notícia
	null	nulo
O	object	objeto
	off-line	desconectado da rede ou computador central

	on	ligado, ativado
	On-line	conectado, em rede
	open	abrir, aberto
	optimize	otimizar
	owner	dono
P	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	rxecutar
	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
	submit	submeter
T	tab	tabular
	tag	identificador
	tip	dica, conselho
	title	título
	toggle	chavear
	tool	ferramenta
	top	topo
	transfer	transferir
	turn on/off	ligar, desligar
	try	experimentar, tentar
U	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:

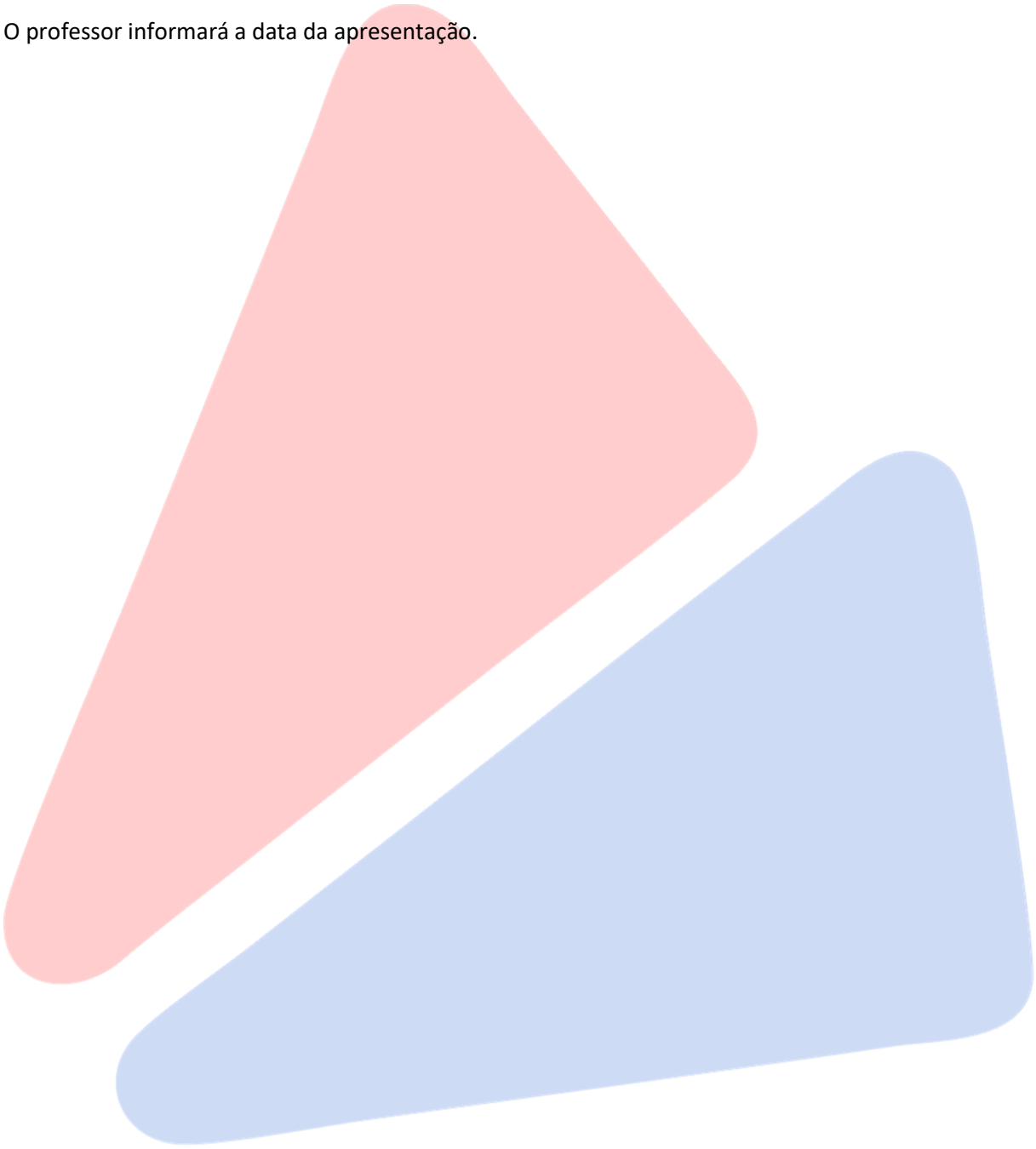
A unidade apresentou a história do e-mail bem como proporcionou a ampliação do vocabulário técnico de inglês para informática.

Atividades de aprendizagem

1. Complete os exercícios do *Learning Activities*.
2. Juntamente com um colega, 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 antispyware 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.

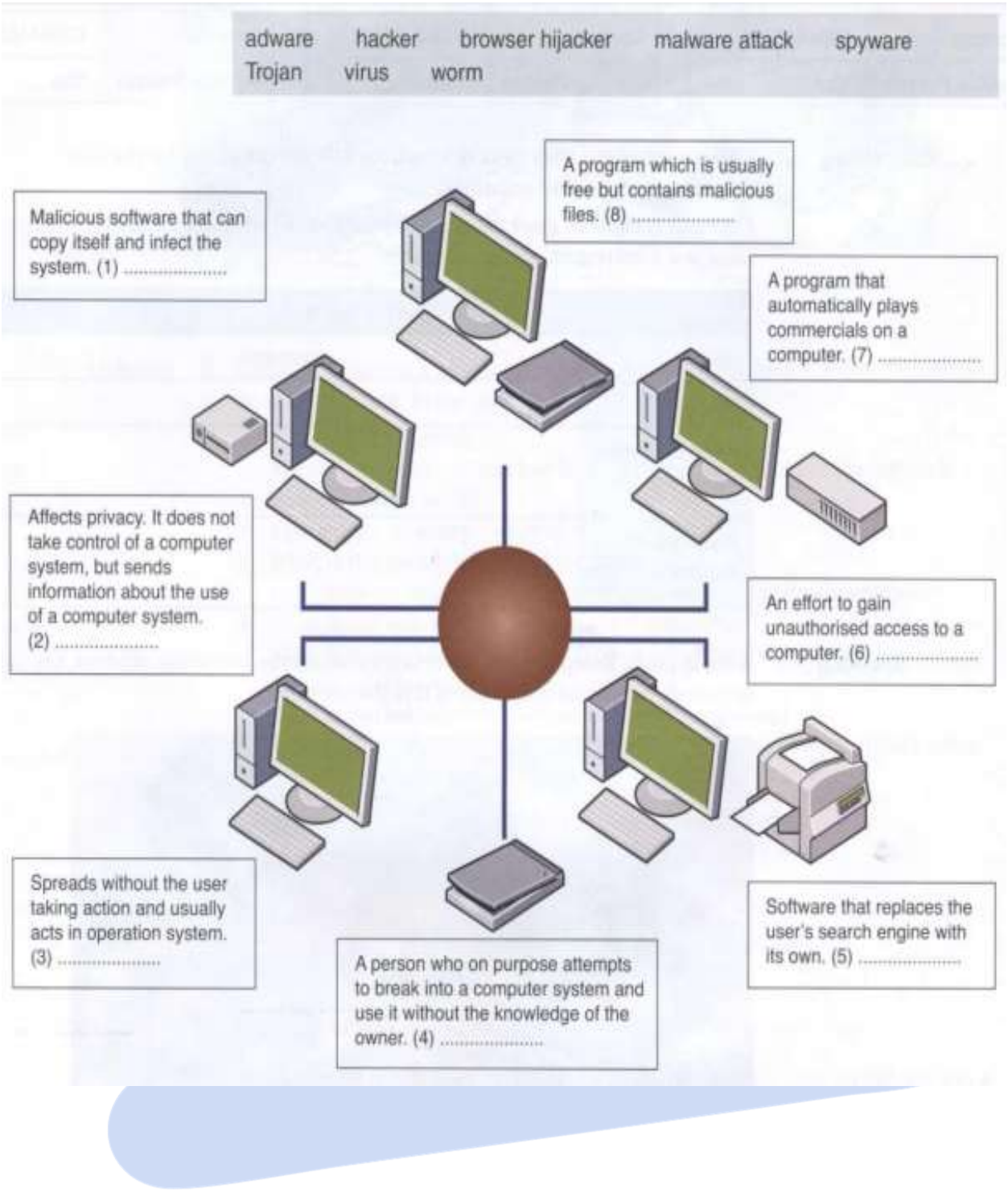
4 _____

Transfer files via a secure connection. Back up files regularly on the server in your homefolder. Do not use external drives.

5 _____

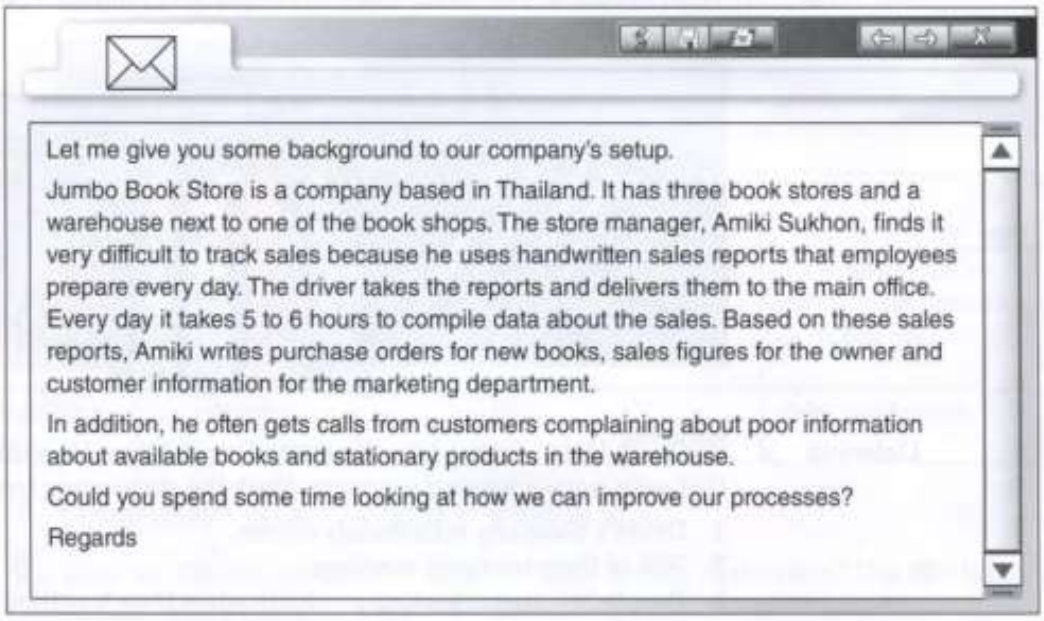
Employees must notify their supervisor or IT help desk about any damage, misuse, irregularities or security breaches.

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



9.1.7 Read the part of this email from the owner of Jumbo Book Store. Answer these questions.

1 What types of information does Jumbo Book Store communicate between its employees?
2 How do the employees exchange information in the company?
3 What documents does Amiki prepare?
4 How much time does it take to compile the data?
5 Why do the customers complain?



Let me give you some background to our company's setup.

Jumbo Book Store is a company based in Thailand. It has three book stores and a warehouse next to one of the book shops. The store manager, Amiki Sukhon, finds it very difficult to track sales because he uses handwritten sales reports that employees prepare every day. The driver takes the reports and delivers them to the main office. Every day it takes 5 to 6 hours to compile data about the sales. Based on these sales reports, Amiki writes purchase orders for new books, sales figures for the owner and customer information for the marketing department.

In addition, he often gets calls from customers complaining about poor information about available books and stationary products in the warehouse.

Could you spend some time looking at how we can improve our processes?

Regards

9.1.8 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 _____ .

9.1.9 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 Andreesen 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. Andreesen'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.

9.2 Useful Vocabulary

Careers
Animator
Game Designer
Interactive Writer
Sound Producer
Web Content Producer
Webmaster
CD-ROM Developer
Art Director
Graphic Designer
Interface Designer
Video Producer
Web Developer
Presentation Artist
Account Director
Account Management
Advertising
Affiliate Marketing
Analytics
Business Development
Business Operations
Client Services
Communications/PR
Copywriting
E-Business/E-Commerce
Editorial
E-Mail Marketing
Human Resources
Information Technology
Marketing
Media Buyer/Planner
Mobile/Wireless
New Media Agency
Operations
Pay Per Click
Planning
Podcasting
Producer
Product Development
Product Management
Project Management
Research
Sales
Search Engine Marketing
SEO
Social Media
Software Development
Software Engineering
Trafficker
Usability
Web Content
Web Design
Web Development
Web Master
Web Programmer
Markets
Publishing
Advertising
Museums/Zoos
Education
Media Companies
Software Startups
Advertising
Software
Multimedia Uses
Online games
Corporate website design
Reference Materia
IProduct introduction
CD-ROM games
Personal websites
ATM's/Kiosks
Technical Training
Arcade games
Edutainment
Marketing
Trade Shows

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.

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