

UNIT 6 Hooked on the superhighway

A. LOGGING ON

1. GOALS

In this unit:

You will use vocabulary related to computers.

You will practice the use of:

if-clauses in the present (e.g. If I have time tonight, I will check my e-mail)

if-clauses in the past (e.g. If I had time, I would chat with my friends more often)

2. VOCABULARY

INSTRUCTIONS: Drag the words to the parts of the personal computer in the picture that they refer to.

CPU/hard disk

monitor

keyboard

mouse

CD-ROM Drive

floppy disk drive

burner

speakers



Picture taken from Hipermás Folleto de Ofertas, No. 21 (15-28 October 2004)

3. WARM UP

INSTRUCTIONS: Draw arrows from the parts of the computer to their functions.

burner

lets you see material stored in a diskette

CPU/hard disk

lets you see information stored in a compact disk

monitor

lets you move the cursor

keyboard

lets you copy material from a compact disk

mouse

a screen that shows information from the computer

speakers

a disk inside the computer that stores data and programs

CD-ROM Drive

set of keys for operating the computer or entering data

floppy disk drive

the sound comes out of them

4. YOUR TURN

1. Do you have a computer at home?
2. How often do you use the computer lab at your school? In what courses?
3. How are computers useful to your study activities and assignments?
4. Do you use computers for fun or entertainment only or to do schoolwork?
5. How would you think life would be like without computers?

B. TURN IT UP

1. Pre-listening

INSTRUCTIONS: Discuss the following questions with your classmates.

1. Do you like to surf on the Internet?
2. Where do you access the Internet? At school? At home? At an Internet café?
3. What are your favorite websites?
4. What kind of information do you look for on the Internet?

2. While listening

INSTRUCTIONS: Listen to a selection about websites. Then click on the website that is described in each passage that you hear.

yourdictionay.com - encyclopedia.com - atlapedia.com- mapquest.com

Passage 1

Do you know where you are going, but you don't know how to get there? Type in an address and this website will show you a street map, driving directions, even an aerial photograph for almost any location in the US, Europe or Latin America. For longer trips, use the Road Trip Planner to find accommodations and plan sightseeing activities.

Mapquest.com

Passage 2

This website links to dictionaries for more than 250 languages, as well as a number of translation sites. If you are searching for just the right word in English, Italian or French, this website will help you find the word and its meaning. Yourdictionary.com

Passage 3

If you are looking for basic easy-to-read political and geographic maps of countries of the world, this website has every map that you want. Along with each map, you will also find demographic, economic and historical information. atlapedia.com

Passage 4

Type in a keyword to search more than 17.000 entries from *The Columbia Encyclopedia* or browse the volumes by letter. You can also link to the Electric Library to search a large collection of magazines, books and photographs. Encyclopedia.com

Adapted from: 'The Guide to Research Websites.' *On Magazine*, November 2001, pp.80-81.

3. Post listening

INSTRUCTIONS: Now listen to the selection again and complete the text with the corresponding words.

Passage 1

Do you know where you are going, but you don't know how to get there? Type in an address and this **WEBSITE** will show you a street map, driving directions, even an aerial photograph for almost any location in the US, Europe or Latin America. For longer trips, use the Road Trip Planner to find accommodations and **PLAN** sightseeing activities. Mapquest.com

Passage 2

This website **LINKS** to dictionaries for more than 250 languages, as well as a number of translation sites. If you are searching for just the right word in English, Italian or French, this website will help you find the **WORD** and its meaning. Yourdictionary.com

Passage 3

If you are looking for basic easy-to-read political and geographic maps of **COUNTRIES** of the world, this website has every map that you want. Along with each map, you'll also **FIND** demographic, economic and historical information. atlapedia.com

Passage 4

Type in a keyword to search more than 17,000 entries from *The Columbia Encyclopedia* or **BROWSE** the volumes by letter. You can also link to the Electric Library to search a large collection of magazines, **BOOKS** and photographs. Encyclopedia.com

Adapted from: 'The Guide to Research Websites.' *On Magazine*, November 2001, pp.80-81.

4. Pronunciation

INSTRUCTIONS: Read the following questions. Note that the speaker rises or lowers his voice at the end of each question. Click on the icon to check the type of intonation.

- | | | |
|---------------------------------------|--------------------------|--------------------------|
| ↗ | ↘ | |
| 1. What size is your monitor? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. How many megabytes is your memory? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Did you buy your computer? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. What kind of keyboard do you have? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you surf the Internet? | <input type="checkbox"/> | <input type="checkbox"/> |

C. System Tools

1. Warm up

INSTRUCTIONS: Discuss the following questions with a classmate.

1. Will you study computer science if you go to college after high school?
2. If you wasn't interested in computer science, what would you study in college?
3. What would happen if you didn't come to school tomorrow?
4. Which country would you visit if you had the chance? Why?

2. Charts

CONDITIONAL SENTENCES
<p>Present situation: If Ronald finds a job, he will buy a computer. In this situation, there is a real possibility that Ronald will buy a computer on one condition: he needs to find a job. Notice: The –if conditional clause is in the present tense, so the main clause requires will + an infinitive verb: <i>If I have money, I will go to Las Tortugas concert.</i> You can also use this conditional form in questions: *Will you lend me your play station if I lend you my bicycle? *What will you tell the teacher if she asks for your report? You didn't bring it to class!</p>
<p>Past situation: If you did your math lessons more, you would get better grades. This is not a real possibility. When talking to my friend, I am imagining a future happening, but I don't use future forms: The main clause is in the past, and the conditional clause requires would + an infinitive verb: If Elizabeth came to class more often, she would do better in the exams. You can also use this conditional form in questions: *Would your sister be angry if I played her cds without asking? *Where would you go if we were on vacation?</p>
<p>NOTE: (1) <i>would</i> can be shortened to 'd (<i>I would</i> = <i>I'd</i>) (2) the –if clause can be in initial or final position in the sentence: *If I failed my courses, my parents would be very angry. (comma needed) *My parents would be very angry if I failed the courses. (no comma needed)</p>

3. Practice

3.1. Fill in the blanks of the story with the forms of the verbs in parentheses that correspond to the present conditional: will + infinitive verb/present tense.

THE RAMIREZ CHILDREN ARE PLANNING TO GO TO MANUEL ANTONIO BEACH WHEN SCHOOL FINISHES.

LUIS: If we (go) to Manuel Antonio _____ GO in February, there (be) _____ WILL BE more tourists, and it (be) _____ WILL BE much more fun. And if we (go) _____ GO at Christmas, the weather (be) _____ WILL BE cold and rainy.

ANA: How are we going to go? If we (go) _____ GO by bus, it (take) _____ WILL TAKE us much more time to get there..

LIZ: Also, if we (travel) _____ TRAVEL by bus, we (can-neg/bring) _____ CAN'T BRING much luggage with us, and for me that's a problem.

LUIS: On the other hand, if we (take) _____ TAKE the car, it will faster to get to the beach and we (can stop) _____ CAN STOP anywhere we want.

ANA: But if we (ask) _____ ASK mom and dad to lend us the car, they (probably/say) _____ WILL PROBABLY SAY no.

LIZ: I don't think so. Let's tell them that this time we won't ask them for money to pay the gas, as we did last year. I'm sure that if we (offer) _____ OFFER them to pay the gas, mom and dad (agree) _____ WILL AGREE to lend us the car.

ANA: OK. Let's give it a try.

3.2 Fill in the blanks of the story with the forms of the verbs in parentheses that correspond to the past conditional: would + infinitive verb/past.

ISA'S BOYFRIEND LUIS IS ON VACATION IN MANUEL ANTONIO WITH HIS SISTERS. THEY WERE EXPECTING TO COME BACK ON SATURDAY, BUT THEY HAVE SOME PROBLEMS. LUIS CALLS HIS GIRLFRIEND ISA TO TELL HER ABOUT THEIR CHANGE OF PLANS.

LUIS: Isa?

ISA: Oh, hi, Luis. How's the beach?

LUIS: Cool, but we have had some problems with the money, so we've decided to go back home tomorrow.

ISA: Oh, no, what's going on?

LUIS: You see, we (stay) _____ WOULD STAY longer if the food (be-neg) _____ WASN'T so expensive. Besides, the car uses so much car, so if we (drive) _____ DROVE a more economical car, we (can) _____ COULD save some money, but this car is just impossible.

ISA: What about the hotel?

LUIS: That's another point. It (be) _____ WOULD BE MUCH cheaper if we (HAVE) _____ HAD a room for the three of us, but the hotel manager told us that they only had single and double rooms, so I have to sleep in a single room. Two rooms are too expensive for us.

ISA: Why don't you look for another hotel then?

LUIS: We (move) _____ WOULD MOVE to another hotel if (be) there_____ (WERE) accommodations available, but this place is packed.

ISA: I'm so sorry, so when are you coming back.

LUIS: We'll see. We are going to ask dad to transfer us 10 thousand colones. If he (accept) _____ ACCEPTED, we (stay) _____ WOULD STAY one more night, but if he (did-neg) _____ DIDN'T, you (see) _____ WOULD SEE me at your house tonight.

ISA: Well, after all that doesn't sound like a bad idea. I miss you so much.

4. Your turn

INSTRUCTIONS: Complete the following conditional sentences. The first one has been done for you so that you use the present or past conditional. Share your responses with a classmate and ask him/her to complete the sentences too.

1. I would move to another school if _____.
2. If I was on vacation now, I _____.
3. If I need to borrow 1000 colones, I _____.
4. If I was rich, I _____.
5. I would cry if _____.
6. If I get a 10 in the next English exam, I _____.

D. Scan it

1. Pre reading

INSTRUCTIONS: Discuss the following questions with a classmate.

1. How important is technology to you? Why?
2. What technological advances has our country experimented?
3. What kind of technology do you use in your school?
4. Can you mention some uses of technology in today's homes?
5. Can you name a technological device that will be invented in the future?

2. While reading

WHAT IS NANOTECHNOLOGY?

Nanotechnology is the science of creating molecular-size machines that manipulate matter one atom at a time. The name comes from nanometer—one billionth of a meter—which is almost the size of these little devices. The idea dates back to a 1959 by physicist Richard Feynman proposed manipulating matter atom by atom.

The applications

Everything in the physical world is made of atoms. Nanobots manipulate atoms. Thus nanobots could in principle make anything from apples to airplanes. Nanobots will probably be made from carbon nanotubes, a new form of carbon that is incredibly versatile. The following are the different ways in which nanobots can be applied.

(1) Nanotubes

About 100 times as strong as steel and 50,000 times as thin as a human hair, they can serve as the structure of a nanobot. Acting as semiconductors, nanotubes are also ideal for building a nanobot's little microprocessor brain.

(2) Electronics

The advantages of smaller computers—more speed, more memory—are well known, but building small supercomputers is too delicate a job for conventional mass manufacturing. Nanobots could do it easily integrating circuits molecule by molecule without a single mistake.

(3) Molecular medicine

Travelling through the body by the billions, nanobots could break plaque from arteries into small pieces, detect bacteria and viruses, eliminate toxins from the blood, repair broken blood vessel—and dozens of jobs that doctors haven't dreamed of yet.

(4) Environmental clean up

Specialized nanobots dumped into an oil spill, a toxic waste site or even a polluted river could look for and find dangerous molecules, remove them or change their chemical structure one by one to make them harmless—or even beneficial.

INSTRUCTIONS: Read the sentences and write in the blank space the nanobotic application that it refers to.

1. If we want to turn luxurious gems and pearls into regular construction materials:

_____ ELECTRONICS

2. If we want to build the brain of a nanobot: _____ NANOTUBES

3. If we want to reduce damage caused by oil spill in the ocean waters: _____ ENVIRONMENTAL CLEAN UP

4. If we want nanobots to detach plaque accumulated in the bloodstream: _____

MOLECULAR MEDICINE

Adapted from **Time**, June 19, 2000

3. Post reading

INSTRUCTIONS: Read this selection about nanobots and drag the following if-clauses to the corresponding blanks so that the idea is fully understood.

YOU THOUGHT COMPUTER VIRUSES WERE A PROBLEM
THEY DON'T STOP
NANOBOT REPRODUCTION GETS OUT OF HAND

Building a few trillion nanobots in a hurry is very simple. The method is called *self-replication*, which means two nanobots more, and each of these makes two more and so on. But if _____ THEY DON'T STOP, the entire planet could rapidly be reduced to a mass of robots. Nanotechnologists plan to program their tiny creations to stop reproducing after a certain point. But it takes only one self-replicator to cause a disaster. If _____

YOU THOUGHT COMPUTER VIRUSES WERE A PROBLEM, just think what can happen in the future if _____
NANOBOT REPRODUCTION GETS OUT OF HAND

Adapted from *Time*, June 19, 2000.

E. Type it up

1. Pre writing

INSTRUCTIONS: Discuss the advantages and disadvantages of the following uses of the Internet.

1. On-line shopping
2. On-line banking

2. Writing

INSTRUCTIONS: Write a composition. Start with the following sentence:

“If we didn’t have computers, ...”

Talk about the impact that computers have had in both your personal life and your life as a student. Refer to the uses you make of computers and how they have improved your performance as a student. In passing, refer to life years ago, when computers were not available.

3. Post-writing.

INSTRUCTIONS: Read the following paragraph with a classmate and answer the questions below.



Calvin's never used a digital camera before.

Now, he's inventing extraordinary things with it.

Faced with new technology, we're all beginners anyway.

Digital photography for example.

Think of it as photography, part 2.

**No film, no developing, keep only the pictures you want,
delete the rest. Print them at home, without
a computer, or even cables.**

**Or send them to everyone you know
everywhere in the world from your PC right now.**

Make them, share them, store them, invent.

Digital images from hp.

www.hp.com

1. Who's Calvin? **PROBABLY THE BOY IN THE MONITOR**
2. What kind of technology is he using now? **DIGITAL PHOTOGRAPHY**
3. How is digital photography different from traditional photography? **THERE IS NO NEED FOR FILM OR DEVELOPING**
4. Besides a computer, which device does Calvin need to see the pictures on paper? **A PRINTER**

F. Logging off

1. Team Project for each unit

Objective: Buy a computer by the Internet.

Product: Suppose that you interested in buying a computer on line. Search for computers available at amazon.com and check prices, components, availability and features. Tell the class about the advantages and disadvantages of buying on line and how this type of shopping compares to buying a computer at a retail store in your city.

Dissemination: Oral report to the whole class. With a team, you will create and present the project to the class.

Roles	Job Description	Student's Name
Student 1 Leader	Sees that everybody uses English Sees that everybody participates Presents the product	
Student 2 Secretary	Writes information about project	
Student 3 Designer	Designs layout and adds artwork	
Student 4 Assistant	Helps secretary and designer with their work	

Steps

1. Choose roles for each member of your team. Give the project a name.
2. In your group, decide what you are going to do and how you are going to present the information.
3. Create the text for your section according to your role.
4. Create artwork for your section.
5. Put everything together.
6. Present your project to the class.

2. Surfing the Net (icon)

Surf the net using <http://www.amazon.com> to find information about computers, brands , prices, components and features. List your Internet resources and present the information found in class.

Other Internet Address	http://
Topic	
Information found	

PAIR UP AND WORK

Situation A: You are the principal of a school. The parent-teacher association recently bought ten computers to be used by the teachers. The association is also going to pay a computer expert to teach *Word*, *Excel* and *Power Point* to the teachers. However, one of your colleagues refuses to learn software programs because he hates working on computers. Convince this colleague of the convenience and importance of using computers in your school.

Situation B: You are a teacher. In your school the parent-teacher association recently bought ten computers for use by the teachers. They also hired a computer expert to teach the teachers software programs such as *Word*, *Excel* and *Power Point*. However, you are an anti-computer person who believes that in order to be a good teacher it is not necessary to use computers in your teaching. You are talking to the principal of the school. He/She is trying to convince of the convenience and importance of using computers in your school.

CULTURE NOTE

Children and teenagers might tend to think that computers and the Internet have been in Costa Rica for decades. However, this is not true, of course. Twenty years ago, for example, people in this country would not dream about having the country hooked to computers and the web. One example of the extensive of computers in the country is the business and financial sectors of Costa Rica. For example, in 2002 the *Guía Financiera* published by the business magazine *Actualidad Económica* showed that almost every financial and business institution has a website and all of them have an e-mail address. Among these institutions are cooperatives, banks, franchisers, finance companies, credit agencies, pension, stock exchange and mutual fund operators. The *Guía* reports a total of 83 websites which belong exclusively to the business and financial sectors. Needless to say, the Internet has change and continues to change the way Costa Ricans make monetary transactions nowadays. person who believes that in order to be a good teacher it is not necessary to use computers in your teaching. You are talking to a fellow teacher who opposes your ideas. Tell him/your reasons for your position.

GLOSSARY

burner: the part of the computer that copies material from the hard disk

CPU-hard disk: the part of the computer that controls all the other parts of the system. CPU is the abbreviation for *central processing unit*

CD-ROM drive: the part of a computer unit that runs a compact disk (or cd) on which information, sounds or pictures are stored. ROM is the abbreviation for *read only memory*

floppy disk drive: the part of the computer that allows users to see the information stored in a diskette

Internet: the Web, the Net, the World Wide Web (www); an international computer network connecting other networks and computers from companies, agencies, institutions, etc.

keyboard: the set of keys for operating eh computer or entering data

megabyte: also MB; a unit of computer memory equal to 1 million bytes

speakers: the part of the computer where the sound comes out of

supercomputer: a computer with a large amount of memory and a very fast central processing unit (CPU)

superhighway: a way of quickly sending information such as video, sound and pictures through the Internet

surf: in computer terminology using the Internet in order to look for information

website: where a company, a school, an individual, etc. have information about themselves on the Web

Review of Unit 6

1. VOCABULARY

INSTRUCTIONS: Label at least 5 components on this computer.

keyboard monitor mouse CPU printer scanner

floppy disk speakers



2. GRAMMAR

2.1 INSTRUCTIONS: Complete the sentences to tell what you will do in each situation. Share your responses with a classmate and ask him/her to tell what he/she would do.

1. If a fortune teller tells me that I will win the lottery this Sunday, I ...
2. If my boyfriend/girlfriend leaves me for no reason, I ...
3. If our teacher tells us that we have an extra exam next week, I ...
4. If I am interviewed on TV about a big celebration in my town, I ...
5. If my friends invite to a party, and nobody is in the place when I arrive, ...

2.2 INSTRUCTIONS: Make questions as in the example. Ask a classmate to answer them.

Example: Perhaps one day somebody will leave you a fortune.
What would you do if someone left you a fortune?

1. Perhaps one day a famous actor/actress will ask you to marry him/her?
_____?
2. Perhaps one day you will go to Paris on your honeymoon.
_____?
3. Perhaps one day you will be a computer expert.
_____?
4. Perhaps one day you will buy a house at the beach.
_____?
5. Perhaps one day you will be an English teacher in high school.
_____?

SELF ASSESSMENT UNIT 6

In this unit you have learned vocabulary related to computers. Rate your comfort level.

Skills

- I can talk about the components of a computer and their functions.
- I can use conditional clauses in the present and in the past .
- I know about important websites by listening to their descriptions.
- I can produce rising/falling-falling/rising intonation in questions.
- I can understand *nanotechnology* and its scientific applications.
- I can write a composition about the impact of computers in our lives.

Self reflection

1. What was the most useful thing you learned in this unit?

2. How will this help you in real life?
