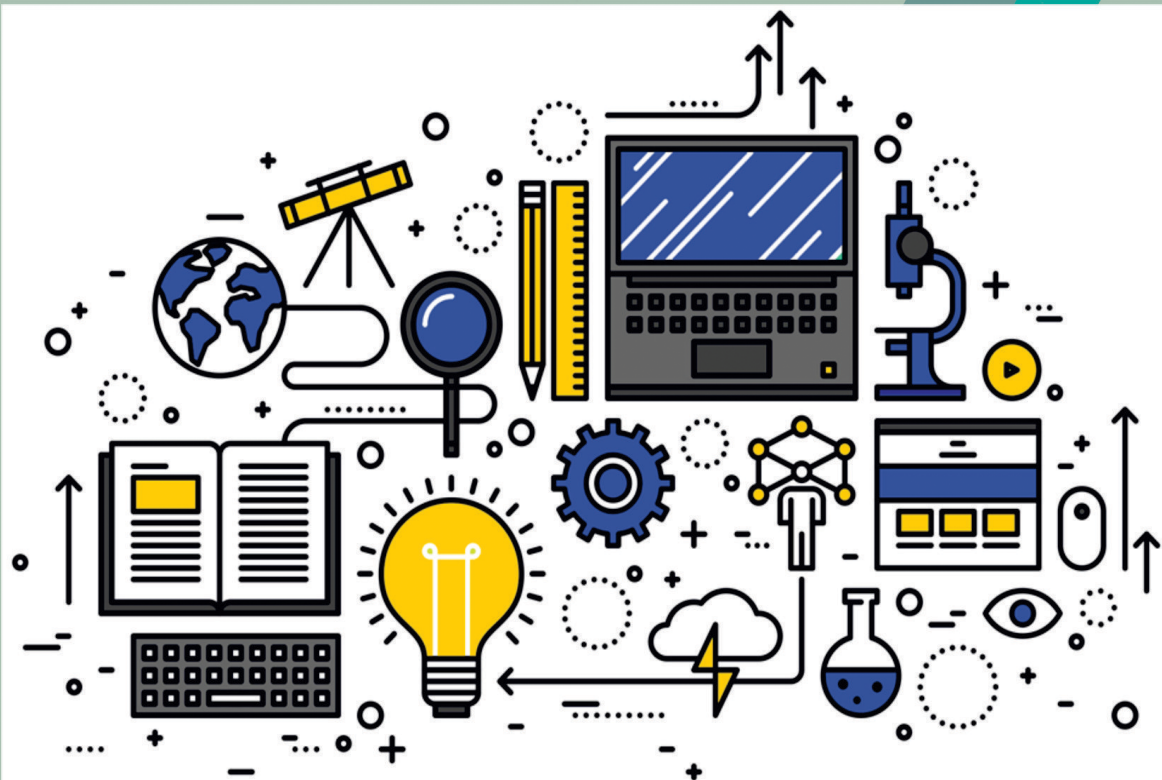# ENGLISH FOR
INFORMATICS ENGINEERING 2

Siti Kustini

English for

Informatics Engineering 2

Undang-Undang No. 28 Tahun 2014 Tentang Hak Cipta

Fungsi dan sifat hak cipta Pasal 4

Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

Pembatasan Perlindungan Pasal 26

Ketentuan sebagaimana dimaksud dalam Pasal 23, Pasal 24, dan Pasal 25 tidak berlaku terhadap :

i.   penggunaan kutipan singkat Ciptaan dan/atau produk Hak Terkait untuk pelaporan peristiwa aktual yang ditujukan hanya untuk keperluan penyediaan informasi aktual;
ii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk kepentingan penelitian ilmu pengetahuan;
iii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk keperluan pengajaran, kecuali pertunjukan dan Fonogram yang telah dilakukan Pengumuman sebagai bahan ajar; dan
iv. penggunaan untuk kepentingan pendidikan dan pengembangan ilmu pengetahuan yang memungkinkan suatu Ciptaan dan/atau produk Hak Terkait dapat digunakan tanpa izin Pelaku Pertunjukan, Produser Fonogram, atau Lembaga Penyiaran.

Sanksi Pelanggaran Pasal 113

1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp 100.000.000 (seratus juta rupiah).
2. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp 500.000.000,00 (lima ratus juta rupiah).
3. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf a, huruf b, huruf e, dan/atau huruf g untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 4 (empat) tahun dan/atau pidana denda paling banyak Rp 1.000.000.000,00 (satu miliar rupiah).
4. Setiap Orang yang memenuhi unsur sebagaimana dimaksud pada ayat (3) yang dilakukan dalam bentuk pembajakan, dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan/atau pidana denda paling banyak Rp 4.000.000.000,00 (empat miliar rupiah).

English for
Informatics Engineering 2

Siti Kustini

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FOREWORD

Praise the presence of Allah SWT for its abundance of grace and so that in the 2021 English for Informatics Engineering 2 can be completed. This book is specially designed for students of Banjarmasin State Polytechnic.

Thank you to Joni Riadi S.ST., MT as Director of the Banjarmasin State Polytechnic and Nurmahaludin, ST, MT as Chair of the Research and Community Service Center along with their secretaries and staff. Thank you also to Faris Ade Irawan, Reza Fauzan, Eko Sabar Prihatin and Rahma Indera who have contributed to the editing and the entire Poliban Press team and all those who have helped in the completion of this book.

We realize that there are still shortcomings in this book for that criticism and suggestions for improving this book are highly expected. Hopefully this book can provide benefits for Polytechnic students in particular and for all those who need it.

Banjarmasin, October 2021

Poliban Press

PREFACE

To the teacher

English for ICT Engineering is a course book designed for false beginner students taking ESP course in the Information and Technology Engineering Study Program. This book offers easy-to-follow learning materials in which the activities are arranged in such a way to assist students develop their English language competence and creativity and innovative skills in using this language. This book contains seven units of lessons covering a wide range of current ICT topics, using authentic texts and visual materials taken from textbooks, Internet newsgroup, webpages, manuals, and advertisement.

Each units of this book provides activities in the form of tasks in which students can be actively engaged in their learning. The language skills are presented in integrative way that students might read and take notes, listen and write a summary, or respond orally to things they have read or written.

Hopefully this book will prove students with materials to enrich their knowledge, make their English better, and improve their creativity and thinking capacity skill. Constructive suggestions and prolific inputs are welcome to make this learning materials more appropriated for ESP diploma students majoring in ICT Engineering.

Contents

CHAPTER 1
BASIC SENTENCE STRUCTURE

Learning Outcomes:

1. Students are able to recognize basic sentence structure in English.
2. Students are able to identify subjects and verbs in English sentences.
3. Students are able to identify types of sentences in English.
4. Students are able to construct well-structured sentences in English

Content

1.1 Introductory Remark

Sentences in English usually operate a similar pattern: **subject, verb,** then **object**. This type of structure allows readers to easily know who is performing the action and what the result of the action is. This chapter provides an overview of English sentence patterns to give guideline to be able to construct a correct and comprehensible sentence in English.

Sentence patterns are the phrases and clauses that make up the structure of a sentence. The way you use these patterns adds variety to your communication.

In its simplest form, an English sentence has two parts: a subject and a verb that express a complete thought when they are together.

- The **subject** shows who or what is doing the action. It is always some form of noun or pronoun. For instance, in the sentence, "Ani eats apple," *Ani* is the subject because she is the one eating the apple.

- The **verb** shows the action or the state of being. It is a word that usually indicates some type of action.

  There are two basic types of verbs in English: **action verbs** and **linking verbs**.

  An **action verb** represents something the subject of a sentence does, whereas a **linking verb** connects the subject to a specific state of being. In other words, a linking verb describes a subject instead of expressing an action. Linking verbs are also known at **state of being verbs**, and the most common one in English is the verb *to be*.

  If we consider the above sentence, "Ani eats apple," the verb is *eats*, which is an action verb because it tells us what Ani does – she eats.

  In the sentence, "Ani is hungry," the verb *is*, which is a form of *to be*, a linking verb. Notice how Ani does not do anything in this sentence. Instead, the verb *is* describes how Ani feels – hungry. *Is* links Ani with hunger.

- An **object** usually appears after the verb. There are two types of objects in the English language: **direct** and **indirect**.

  A **direct object** takes or receives the action of the verb. In other words, the subject of the sentence acts on the direct object.
  - The direct object in our sample sentence "Ani eats apple" is durian. Ani eats what? Apple.

  An **indirect object** tells us to whom or for whom an action is done. To understand this concept, we need to come up with a longer sentence. The sample sentence will be, "Ani cuts the apple for Fani." In this sentence, the subject is Ani, the verb

is cut*s*, the direct object is *the apple*, and our indirect object is *Fani*. The apple is cut for whom? Fani because Ani cuts the apple for her.

1.2 Five basic sentence structures

There are five basic sentence structures in the English language.

1. Subject-Verb

Examples:
- The boy plays.
- Jack eats.
- Sara sits.

2. Subject-Verb-Object

Examples:
- The girl pets the cat.
- I love apples.
- Bill kicks the ball.

3. Subject-Verb-Adjective

Examples:
- Lisa is pretty.
- They are nice.
- I am sad.

4. Subject-Verb-Adverb

Examples:
- Maria laughs loudly.
- The dog jumps high.
- Apples are everywhere.

5. Subject-Verb-Noun

Examples:
- I am the teacher.
- Jon is a carpenter.
- The boy is a student.

1.3 Expanding Sentences

The examples above are basic sentences. Basic sentences can be expanded, or lengthened, by adding adjectives, adverbs and objects.

1. Subject-Verb

- Jack eats.

  This is the basic subject-verb pattern.

- Jack <u>quickly</u> eats.

  An adverb is added (quickly) to tell how Jack eats.

- Jack quickly eats <u>carrots</u>.

  An object is added (carrots) to tell what Jack eats.

- Jack quickly eats carrots <u>at home</u>.

  Another adverb is added (at home) to tell where Jack eats.

- Jack quickly eats <u>fresh</u> carrots at home.

  An adjective is added (fresh) to tell what kind of carrots Jack eats.

2. Subject-Verb-Object

- Bill kicks the ball.

  This is a basic subject-verb-object pattern.

- Bill kicks the <u>red</u> ball.

  An adjective is added (red) to tell the color of the ball.

- Bill kicks the red ball <u>hard</u>.

  An adverb is added (hard) to tell how Bill kicks the ball.

- Bill kicks the red ball hard <u>every day</u>.

  Another adverb is added (every day) to tell when Bill kicks the ball.

3. Subject-Verb-Adjective

- She looks pretty.

  This is the basic subject-verb-adjective pattern.

- She looks pretty <u>tonight</u>.

  An adverb is added (tonight) to tell when she looks pretty.

- <u>Lisa</u> looks pretty tonight.

  The subject is identified with a name (Lisa).

4. Subject-Verb-Adverb

- Apples are everywhere.

  This is the basic subject-verb-adverb pattern.
- <u>Green</u> apples are everywhere.

  An adjective is added (green) to describe the apples.
- <u>Ripe, green</u> apples are everywhere.

  A series of adjectives are added (ripe and green) to describe the apples.

5. Subject-Verb-Noun

- The boy is a student.

  This is the basic subject-verb-noun sentence pattern.
- <u>Jon</u> is a student.

  The subject is identified with a name (Jon).
- Jon is a <u>smart</u> student.

  An adjective is added (smart) to tell what kind of student Jon is.
- Jon is a smart student <u>at school</u>.

  An adverb is added (at school) to tell where Jon is a smart student.

1.4 Sentence Types in English

There are four sentence types in English: simple, compound, complex, and compound-complex. These types of sentences are frequently used in conversation and writing.

Simple Sentence

A **simple sentence** has the most basic elements that make it a sentence: a subject, a verb, and a completed thought. A simple sentence has only one independent clause. A clause is a group of words with a subject and a verb. An independent clause can stand alone as a sentence and makes

sense. Simple sentences are mostly used in conversation. This type of sentence is also used in writing, but not as often as in speech. Examples of **simple sentences** include the following:

1. Joe waited for the train.
   "Joe" = subject, "waited" = verb

2. The train was late.
   "The train" = subject, "was" = verb

3. Mary and Samantha took the bus.
   "Mary and Samantha" = compound subject, "took" = verb

4. I looked for Mary and Samantha at the bus station.
   "I" = subject, "looked" = verb

5. Mary and Samantha arrived at the bus station early but waited until noon for the bus.
   "Mary and Samantha" = compound subject, "arrived" and "waited" = compound verb

Compound Sentence

A **compound sentence** refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a **coordinating conjunction**. Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS":

- **F**or
- **A**nd
- **N**or
- **B**ut
- **O**r
- **Y**et
- **S**o

Examples of **compound sentences** include the following:

1. Joe waited for the train, **but** the train was late.

2. I looked for Mary and Samantha at the bus station, **but** they arrived at the station before noon and left on the bus before I arrived.

3. Mary and Samantha arrived at the bus station before noon, **and** they left on the bus before I arrived.

4. Mary and Samantha left on the bus before I arrived, **so** I did not see them at the bus station.

Complex sentences

Complex sentences contain two clauses. One is an independent clause meaning that it can stand alone. The other is a dependent clause. A dependent clause cannot stand alone. It would not make sense without the independent clause. The two clauses are linked by a subordinating conjunction. We use complex sentences in conversation, but we use them more often in writing.

Types of subordinating conjunctions

There are 6 types of subordinating conjunctions. You will see example sentences using each type. The dependent clause may come before are after the independent clause. If the dependent clause comes first, we separate the clauses with a comma.

1. **Contrast**: **although, even though, while, though**

> **Even though** he earns a good salary, he never has any money .
> *He never has any money is the independent clause. It could stand alone as a simple sentence.*
> *Even though he earns a good salary is the dependent clause. It does not make sense by itself, but it gives the sentence new meaning when it is joined to the independent clause.*

2. **Cause**: **because, since, as**

    Because she hated snow, she moved to Florida.

3. **Condition**: **if, when, unless**

    Don't come to work late **unless** you want to get fired.

    *The sentence begins with the independent clause, **don't come to work late**. Since the independent clause comes first, there is no need for a comma.*

4. **Time**: **whenever, once, before, after, until, as soon as**

    As soon as I find a new job, I'll start looking for a better car.

5. **Place**: **where, wherever**

    I want to vacation on a tropical island **where** the beaches are beautiful.

6. **Relative pronouns**: **who, which, that**

    The person **who** invented Scotch tape was a genius.

    *Note that the dependent clause, **who invented Scotch tape**, comes in the middle of the independent clause. The independent clause is **the person was a genius**. We place the dependent clause next to the word is describes, person.*

Compound-complex sentences

Compound-complex sentences are a combination of a compound sentence and a complex sentence. Therefore, these sentences have at least 3 clauses: two independent clauses and at least one dependent clause. Of all the sentence types, this one can be very long and complicated to read and understand. We don't use compound-complex sentences much in speaking. Instead, we use them more in very formal or academic writing. Here is an example of a compound-complex sentence.

    After the Broncos lost the Super Bowl, they cleaned out their lockers, **and** they boarded the plane for home.

After the broncos lost the Super Bowl is the dependent clause.
*The first independent clause is **they cleaned out their lockers***.
*The second is **they boarded the plane for home***.

Summary

This chapter discusses basic sentence structure in English. Every complete sentence needs two things: the subject and the verb. The verb is the action being performed, and the subject is the person, place, or object performing the action. Usually, the subject is a noun, pronoun, or proper noun. There are four sentence types in English: simple, compound, complex, and compound-complex. All sentence types are built from the simple sentence. Simple sentences have one independent clause, whereas compound sentences have two. Complex sentences have an independent and a dependent clause. Finally, compound-complex sentences have two independent clauses and at least one dependent clause. Simple sentences are mostly used in speaking. Compound and complex sentences are used in speaking as well and all three sentence types in writing. However, compound-complex sentences mostly used in writing.

Practice Exercise

Exercise 1

Rearrange the words in correct order to make complete sentences.

e.g. the fat cat / a mouse / is chasing.

    The fat cat is chasing a mouse.

1. that thin girl / is drinking / milk now
2. the robbers yesterday / the police / caught
3. our teacher / like /we

4. my mother / my baby sister / is looking after
5. has just written / a letter / the tall man
6. the students / have solved / some Mathematics problems
7. her aunt tomorrow / will visit / Mary
8. newspapers every day / my boss / reads
9. enjoyed / the movie / the audience
10. the cook / some chocolate cakes / has made.

Exercise 2

Make one sentence for each of the pattern given

1. **Subject - Verb**
2. **Subject – Verb – Object**
3. **Subject – Verb – Adjective**
4. **Subject – Verb – Adverb**
5. **Subject – Verb - Noun**

Exercise 3

Identifying Subject and Predicate

Identify the "Subject" and the "Predicate/Verb" in the following sentences, and state whether the sentence is complex or simple sentences.

Example:

A smart city is a city that uses technology to provide services and solve city problems.

Complex/Simple Sentence	Subject	Predicate	Complement/Object
Complex Sentence	A smart city	is	a city that uses technology to provide services and solve city problems.

1. A smart city is an urban development using Information and Communication Technology (ICT) and Internet of Things (IoT) to provide useful information to effectively manage resources and assets.

2. This information includes data collected from citizens and mechanical devices, that are processed and analyzed to monitor and manage traffic and transport systems, power plants, water supply networks, waste disposal, etc.

3. The data collected from various IoT devices allows the government to access some information (Big Data) that was not previously available.

4. "Smart" describes to the city's ability to create well-being for its citizens.

5. The smart city aims to improve the quality of urban services or reduce its costs.

6. The next benefit is that it makes people safer because the technology used such as Intelligent Video Analytics (IVA) helps reduce criminal activity.

7. Smart cities and technologies have many practical and economic benefits

8. Reducing the CO_2 footprint is the main driver behind the development of smart and sustainable cities.

9. Smart cities use sensor technology to gather and analyse information such as rush hour stats, air quality or crime rates.

10. Smart cities use a variety of software, user interfaces and communication networks alongside <u>the Internet of Things (IoT)</u> to deliver connected solutions for the public.

Exercise 4
Identifying Subject and Verb in a sentence.
Paragraph 1
The ability of tiny computing devices to control complex operations has transformed the way many tasks are performed, ranging from scientific research to producing consumer products. Tiny computers on a chip are used in medical equipment, home appliances, cars and toys. Workers use handheld computing devices to collect data at a customer site, to generate forms, to control inventory, and to serve as desktop organizers.

Subject	Verb	Object/Complement
The ability of tiny computing devices to control complex operations	has transformed	transformed the way many tasks are performed, ranging from scientific research to producing consumer products.
Tiny computers on a chip	are used	in medical equipment, home appliances, cars and toys.
Workers	use	handheld computing devices to collect data at a customer site, to generate forms, to control inventory, and to serve as desktop organisers

Paragraph 2

Not only is computing equipment getting smaller, it is getting more sophisticated. Computers are part of many machines and devices that once required continual human supervision and control. Today, computers in security systems result in safer environments, computers in cars improve energy efficiency, and computers in phones provide features such as call forwarding, call monitoring, and call answering.

Subject	Verb	Object/Complement

Paragraph 3

These smart machines are designed to take over some of the basic tasks previously performed by people; by so doing, they make life a little easier and a little more pleasant. Smart cards store vital information such as health records, drivers' licenses, bank balances, and so on. Smart phones, cars, and appliances with built in computers can be programmed to better meet individual needs. A smart house has a built-in monitoring system that can turn lights on and off, open and close windows, operate the oven, and more

Subject	Verb	Object/Complement

Paragraph 4

With small computing devices available for performing smart tasks like cooking dinner, programming the VCR, and controlling the flow of information in an organization, people are able to spend more time

doing what they often do best - being creative. Computers can help people work more creatively.

Subject	Verb	Object/Complement

CHAPTER 2
WRITING A PARAGRAPH

Learning Outcomes:

1. Students are able to identify parts of paragraph.
2. Students are able to identify the patterns structure of a paragraph
3. Students are able to write a paragraph in English correctly.

Content

A **paragraph** is a group of related sentences that discuss one (and usually only one) main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.

All paragraphs have an **introductory sentence**, **topic sentence** and **supporting sentences**, and some paragraphs also have a **concluding sentences.**

The top bun is your topic sentence

The sentences that come next are your supporting detail. They are like the lettuce, tomato and hamburger patty in the middle

Holding everything together is the bottom bun of the hamburger. It is a concluding sentence.

Introductory Sentence

Topic Sentence

Supporting Sentences

Concluding Sentence
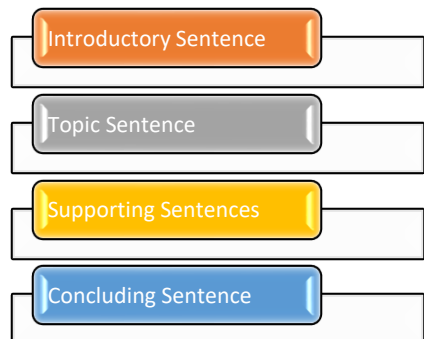
I.1 Introductory Sentence

An introductory sentence is usually located in the beginning of a paragraph and gives general statement before a topic sentence. This sentence provides background about the topic or main idea.

The main goals of an introduction are to:
- Catch your reader's attention.
- Give background on your topic.
- Present the central point of your paragraph.

A strong introductory sentence is one of the most important parts in a paragraph. To capture the reader's attention, the following techniques can be applied.
- Using a surprising fact
- Posing a question
- Starting with a story or an anecdote

For example:

Surprising Fact	Recently more than 12000 schools across 560 districts in India have adopted smartclasses meaning that classrooms are adopting technology by having digital learning tools, such as computers, printers, projectors etc.
Question	What is the difference between the web and the internet?
Story	One of my favourite social media applications is Instagram.

1.2 Topic Sentence

Topic sentence states the main idea of the paragraph. It consists of two main part: topic and controlling idea. The topic of the paragraph is the focus area discussed in the paragraph, while the controlling idea limits the topic to one specific area. The controlling idea of a topic sentence will lead a writers to stay focused on the topic selected.
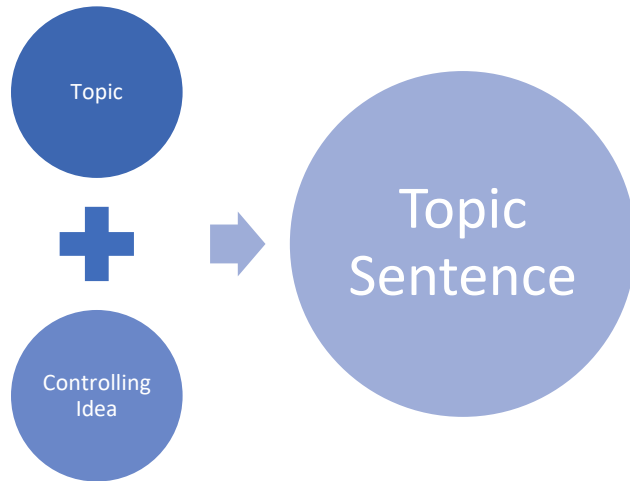
Topic sentence will determine the paragraph pattern or structure and
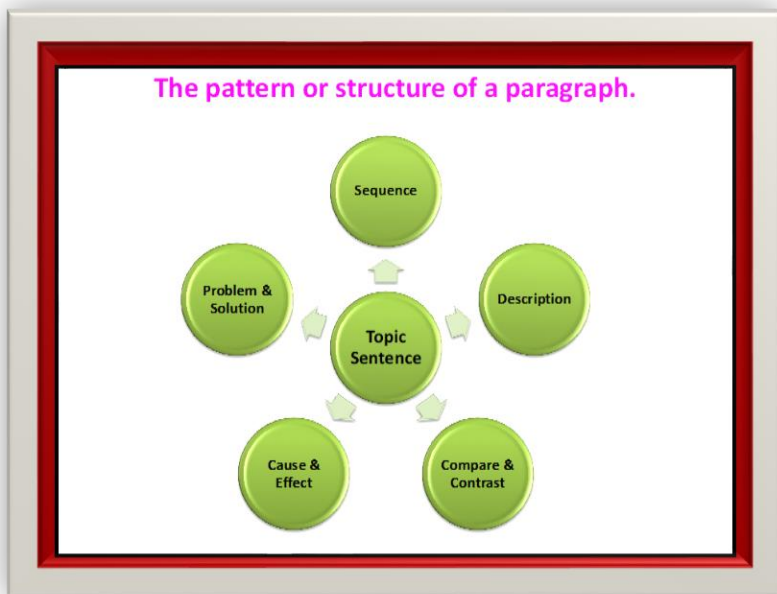
limit the information being discussed in a paragraph.

For example:

Topic Sentence	Pattern of Paragraph
There are **three most common operating systems** used for personal computers: Microsoft Windows**,** macOS**,** and Linux.	**DESCRIPTION** **(definition and/or example)**
Several procedures need to be conducted to install a new operating system (OS).	**SEQUENCE**
Despite having **differences**, Microsoft Windows and MacOS share s**imilarities**.	**COMPARE AND CONTRAST**
Excessive use of internet can have a significant impact on **social and psychological dimensions** of the users.	**CAUSE-EFFECT**
There are **some useful tips** to reduce **internet addiction**.	**PROBLEM-SOLUTION**

2.3 Supporting Sentence

Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. Supporting sentences can be in the form of facts, incident, reasons, facts, and examples.

Supporting sentence can have MAJOR and MINOR details. But not all supporting sentences have both.

Major Details: These types of details directly explain or support the controlling idea of the paragraph in one complete sentence.

Minor Details: These types of details explain the major details in the paragraph. The major and the minor can be in one complete sentence or in two complete sentences.

For example:

Types of Details	Supporting Sentences
Fact	**Information traffic from the Web** travels over the internet.
Incident	**When the internet connection is down**, you cannot visit any websites.
Reason	Students of this university must remember their institution email password **because** if not, they will not have the right to explore any websites in campus area.
Example	**For example**, you must connect to the internet using the institution email password in order to have fully access to any websites in this university

2.4 Concluding Sentence

The **concluding** sentence signals the end of the paragraph and leaves the reader with important points to remember. Concluding sentences are customary for stand-alone paragraphs. However, paragraphs that are parts of a longer piece of writing usually do not need concluding sentences. A good concluding sentence may follow one of these forms:

1. Repeat the topic sentence in different sentence structure or words.
2. Summarize the supporting sentences.
3. Give opinion
4. Give advice
5. Offer hope
6. Make prediction

For example:

Repeat the topic sentence	Topic Sentence: The difference between the Internet and the Web is sort of like the difference between highways and a delivery service. Concluding Sentence: In brief, **the internet is like highways and the Web represents a s delivery service.**
Summarize the supporting sentences	Now, **with these illustrations**, through they are different, but most importantly they support one another.
Give an opinion or write about your feeling.	**In conclusion**, though they are different, but most importantly they support one another.
Give advice	**It is suggested not to have confusion** with this different because they are connected to each other.
Offer hope	**As long as the internet and the Web support one another**, everyone can access unlimited information.
Make prediction	**Perhaps one day**, the internet will be more like a delivery service and the Web is like highways.

This chapter highlights how to write a good paragraph in English. All paragraphs consist of four elements which are related to each other. The four elements include **introductory sentence**, **topic sentence** and **supporting sentences**, and **concluding sentence. An introductory sentence** is usually located in the beginning of a paragraph and gives general statement before a topic sentence. **Topic sentence** states the main idea of the paragraph. It consists of two main part: topic and controlling idea. **Supporting sentences** develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. Supporting sentences can be in the form of facts, incident, reasons, facts, and examples. The **concluding** sentence signals the end of the paragraph and leaves the reader with important points to remember.

Practice Exercise

Exercise 1: Identifying Sentences Types in a Paragraph

Read the paragraph below. Identify each type of sentence. Fill in the right information on the table.

Text 1

The use of social media and social networking for teaching and learning has exploded in recent years. One example of social media technologies that can be used for learning and teaching is Edmodo. Edmodo is a social learning network and secure microblogging platform where teachers and students can interact online. It has an interface similar to Facebook, however it is much secure since it is a closed network. Both teachers and students can share notes, links, files and resources with each other. In addition to this, teachers have the ability to post alerts,

assignments, grades, reminders, conduct a poll and share events. Students have the ability to participate in an online discussion on the message board, submit homework, view grades, and communicate with their teacher. In conclusion, Edmodo is one of social media platform which is good to be utilized for educational purpose.

(Adapted from "edmodo-in-the-classroom.com")

Introductory sentence:	The use of social media and social networking for teaching and learning has exploded in recent years.
Topic sentence:	
Supporting sentence:	
Fact	
Incidents	
Reason	
Example	
Concluding sentence:	

Text 2

In the past having your own website was such an expensive luxury that you should hire professionals and spend some great amount of money. Nowadays, you can create your own website, and purchase the space and all the tools you need, for much cheaper price. Here are some steps to create your own website using WordPress. First of all, get a web host. You are suggested not to get a free website for it will limit your design and function abilities, and there may be ads placed on your website. Next, create the website with WordPress. WordPress is a great program

to make websites and blogs, and it comes with your web hosting plan. It is a new breed of website creators knowns as "CMS", or "Content Management Systems". After that, select the theme from thousands of available themes. WordPress layouts and site presentations are done with themes, which make it very easy to change the way your website looks. That is the steps to creating your own website. Instead of needing professional helps and paying thousands, you can create your own website in a short time and in a low-priced cost.

Introductory sentence:	
Topic sentence:	
Supporting sentence:	
Fact	
Incidents	
Reason	
Example	
Concluding sentence:	

Exercise 2: Ordering Sentences

Read the following sentences carefully. Put them in the right order.

Text 1

1	As a consequent, this new gaming system triggers new problem called gaming addiction, 'an excessive use of computer and video games in a way that multiples areas of their lives are damaged'.
2	The addiction also causes stress and tension on family relationships and block addict's ability to sort priorities such as family and education.
3	This includes the advancement of gaming technology, particularly online gaming.
4	This gaming addiction can result in serious problems with gamers sacrificing sleep just to earn more hours for game play.
5	Considering the dangerous impacts of gaming addiction, some serious preventive actions need to be taken.
6	The millennium era is marked by the fast-growing technology which affects changes in every aspect of human life.
7	Game developers continuously improve their game applications and subsequently introduce a new platform of online games where players can interact in real time and across borders for collective game activities.
8	In the social context, addicts spend more time in seclusion and less with family and friends.

Text 2

1.	This is because the biggest benefit of going to university is not what you learn, but the people you meet there.	
2.	Although the main reason to go to university is to study, many people go to university to make experiences.	
3.	They will learn how to handle their emotion when facing conflicts with their friends.	
4.	By meeting different people, the students can learn how to adapt and make proper communication.	
5.	However, the relationships that students with their friends make will often last a lifetime and friendships made at university can provide useful contacts in professional life.	
6.	Meeting people from different background can also help grow emotion maturity.	
7	Additionally, many of the students will work in different fields and soon forget what they learn.	

Exercise 3: Writing Introductory Sentence

Write a good introductory sentence for the text below on the space provided.

_____
_____. However, there are many effective ways in order to excel in college. A good grade in a course is almost never the result of luck. College work requires a lot of independent learning. Besides that, human beings are creatures of habit; therefore, form a habit of doing what you reason you should do. It means those poor study habits such as being late, missing classes, not completing assignments,

staying up too late before your next class, etc. shouldn't be repeated in the future. Establish priorities in your study habits by managing your valuable time correctly. By following correct ways, you can face the difficulties and be successful in your college years.

Exercise 4: Writing Topic Sentence
Write good topic sentences for the two texts below on the space provided. Make sure you have controlling idea in your topic sentences.

Text 1
Nowadays, online learning has captured the attention of education practitioners._____
_____.   Although   student surveys always show students like to have access to materials online, the take up of purely online courses is low. When questioned, students find that studying online can be a lonely and unsatisfying experience. Not only do students miss the human interaction with other students, they also don't like having to wait for answers to work that they have done. These clearly shows that online learning brings downsides instead of benefits.

Text 2
Have you ever been confused with the term internet and intranet? _____
_____.   Both internet and intranet are related to the network of computers. Internet is a system which connects billions of computers in a network. Similarly, intranet is also a network of computers but in this case, the connection is made within an organization, just like in an office or institution. In intranet, the information is only accessible to people who are using a computer in that respective network, not to the world outside the intranet because intranet is used for internal communication on a network of computers. On the contrary, internet allows anyone around

the globe access the information because it provides a vast connection networks all linked together in a global level. It is no wonder when people call it as world-wide network. With these explanations, it can be concluded that the difference between the internet and internet lies in the networking scale.

Exercise 5: Writing Supporting Sentences
Write four (4) relevant supporting sentences for the text below. Circle the topic and controlling idea. Write your answers on the space provided.

Who says that social media brings more benefits to our life? For example, several kinds of social media are annoying in several situations.

(1)_____.(2)_____
_____
_____.(3)_____
_____.(4)_____
_____
_____.

These are some of the many crazy situations where people can be disturbed when they use features of a social media.

Exercise 6: Writing Concluding Sentence
Write a good concluding sentence for the two texts below on the space provided.

Many people hold the view that face-to-face communication is better than other types of communication, such as letter, email, or telephone calls. As far as I am concerned, I do not agree with that view. The main reason is that people live and work with a fast pace nowadays. They are busy with everything. However, they also need to communicate with their friends or relatives. The result is that they have no time to set an appointment. Another reason is that it is too time and money-consuming for two friends that live away from each other to schedule a face-to-face

meeting. In this situation, using letters, e-mail or telephone calls will be a better way. Furthermore, I believe that sometimes people will find it difficult to communicate face-to-face. They need to talk about something that is hard for them to confronting each other.
_____

English for Informatics Engineering 2

CHAPTER 3
ACADEMIC PRESENTATION

Learning Outcomes:

1. Students are able to begin the presentation by introducing yourself and the topic.
2. Students are able to make a strong start to presentation in English.
3. Students are able to use signposting language throughout presentation.
4. Students are able to learn how to deal with potential problems that occur in presentations in English.

Content

How to Make A Great Presentation in English

A presentation is a formal talk to one or more people that "presents" ideas or information in a clear, structured way. Most presentations are divided into 3 main parts (+ questions):

1	INTRODUCTION	
2	BODY	(Questions)
3	CONCLUSION	
	Questions	

In the introduction, you tell your audience what your message is going to be. In the body, you tell your audience your real message. In the conclusion, you summarize what your message was.

The most important stage is the opening minute or so and when preparing for it you should write the whole presentation out just like an essay, then select the key points, but read the memorize the text word by word. Write down the opening with all the pauses and the stress clearly marked, and practice it again and again.

All presentations have a common objective. People give presentations because they want to communicate in order to:

- **inform**
- **train**
- **persuade**
- **sell**

A successful presentation is one of the most effective ways of communicating your message. The key to the success in giving a presentation is preparation and practice. *Preparation is everything.* With good preparation and planning you will be totally **confident** and less nervous.

Introduction

The introduction is a very important - perhaps the most important - part of your presentation. This is the first impression that your audience have of you. You should concentrate on getting your introduction right. You should use the introduction to:

1. **welcome your audience**
2. **introduce your subject**
3. **outline the structure of your presentation**
4. **give instructions about questions**

The following table shows examples of language for each of these functions. You may need to modify the language as appropriate.

Function	Possible language
Welcoming your audience	- Good morning, ladies and gentlemen - Good morning, gentlemen - Good afternoon, ladies and gentleman - Good afternoon, everybody

Introducing your subject	• I am going to talk today about... • The purpose of my presentation is to introduce our new range of...
Outlining your structure	• To start with I'll describe the progress made this year. Then I'll mention some of the problems we've encountered and how we overcame them. After that I'll consider the possibilities for further growth next year. Finally, I'll summarize my presentation (before concluding with some recommendations).
Giving instructions about questions	• Do feel free to interrupt me if you have any questions. • I'll try to answer all of your questions after the presentation. • I plan to keep some time for questions after the presentation.

Body

The body is the 'real' presentation. If the introduction was well prepared and delivered, you will now be 'in control'. You will be relaxed and confident.

The body should be well structured, divided up logically, with plenty of carefully spaced visuals.

Remember these key points while delivering the body of your presentation:

- do not hurry
- be enthusiastic
- give time on visuals
- maintain eye contact
- modulate your voice
- look friendly
- keep to your structure
- use your notes
- signpost throughout
- remain polite when dealing with difficult question

Conclusion

Use the conclusion to:

1. **Sum up**
2. **(Give recommendations if appropriate)**
3. **Thank your audience**
4. **Invite questions**

The following table shows examples of language for each of these functions. You may need to modify the language as appropriate.

Function	Possible language
Summing up	- To conclude,... - In conclusion,... - Now, to sum up... - So let me summarise/recap what I've said. - Finally, may I remind you of some of the main points we've considered.
Giving recommendations	- In conclusion, my recommendations are... - I therefore suggest/propose/recommend the following strategy.
Thanking your audience	- Many thanks for your attention. - May I thank you all for being such an attentive audience.
Inviting questions	- Now I'll try to answer any questions you may have. - Can I answer any questions? - Are there any questions? - Do you have any questions? - Are there any final questions?

Questions

Questions are a good opportunity for you to interact with your audience. It may be helpful for you to try to predict what questions will be asked so that you can prepare your response in advance. You may wish to accept questions at any time during your presentation, or to keep a time for questions after your presentation. Normally, it's your decision, and you should make it clear during the introduction. Be polite with all questioners, even if they ask difficult questions. They are showing interest in what you have to say and they deserve attention. Sometimes you can reformulate a question. Or answer the question with another question. Or even ask for comment from the rest of the audience.

Making a Strong Start of Presentation

One: establish a problem which many people in your audience have. Then, establish that you have a solution to their problem.
For example:

- *Have you ever felt unfairly treated at work, or felt that the work you do isn't appreciated? We've been working to design new HR policies that will make sure all staff get fair recognition for their contribution to the company.*

Getting people's attention starts from the beginning. You need to make it clear what people should expect from your presentation, and why they should care about what you have to say.

Two: Mention an interesting fact, or a surprising statistic to get people's attention.
For example:

- *Did you know that the average office worker spends eight hours a day at work, but only does four hours of productive, useful work? I'm here to tell you about 'quality control', and how you can use this idea to make better use of your time.*

Finally, you can engage people by telling a short story **and connecting it to your topic. Stories are powerful, and they can add an emotional dimension to your topic if you do it well. For example:**

- *I once met a young salesman—I won't mention his name. He spent several weeks building a relationship with a potential client. He worked overtime, and he was working so hard that he was under severe stress, which started to affect his personal life. In the end, he didn't close the deal—the clients signed with another firm. Today, I'm going to talk about confidence as a sales tool, and how you can avoid the traps that this young man fell into.*

Signposting

Signposting means using words and phrases to show the audience where your points begin and end, to show what's coming next, and to remind them about things you talked about before.

You can use signposting language to move from one point to the next. For example:

- *Next, I'd like to talk about…*
- *Let's move on and discuss…*
- *At this point, I'd like to turn to…*

You can use signposting language to add detail to an idea:

- *Let me go into some more detail about…*
- *Let's examine … in more depth.*
- *I'd like to elaborate on…*

You can use signposting language to show that you've finished your main points, and you've reached your conclusion:

- *To wrap up, let's remind ourselves of why this should matter to everyone here.*
- *Let's review the key points from this session.*
- *So, you've heard what I have to say. What conclusions can you take away from this?*

If you have an important presentation in English, practice using signposting language.

Dealing With Problems

There are many common problems when you make presentation.

You might forget where you were, or forget an important word.

You might realise that you said something wrong, or you didn't explain something clearly.

You might forget to mention something important.

Or, someone might ask you an awkward question, which you have no idea how to answer..

If you lose your place, and can't remember what to say next, you can use a filler phrase like:

- *Where was I?*
- *So, what was I saying?*
- *What's the word in English again?*

What if you make a mistake, or you realise that you didn't explain something well?

You could say:

- *Let me rephrase that.*
- *Actually, what I meant to say is…*
- *To clarify, I wanted to say that…*

What if you realise that you forgot to mention something important? Use a phrase like this:

- *Let me just add one more thing:…*
- *I'd like to add something to a point we discussed earlier.*
- *Let me return to an earlier point briefly.*

Again, this allows you to correct your mistake in a confident way, so you look like you're in control.

Finally, what do you do if someone asks you a difficult question, which you can't answer?

You have a few options. First, you can delay giving an answer. For

example:

- *I've allocated time for questions at the end of this session, so we'll address your idea later.*
- *I'm not in a position to answer that right now, but I'll get back to you later this week.*

This gives you time to think of an answer and do some research if you have to!

Next, you can deflect the question, by asking a question back, or maybe by asking other audience members what they think. For example:

- *That's an interesting question. Before I answer, I'd like to know: what's your take on this?*
- *You've raised an important point there. What does everyone else think about this?*

Finally, if the question is irrelevant, you can dismiss the question and move on. For example:
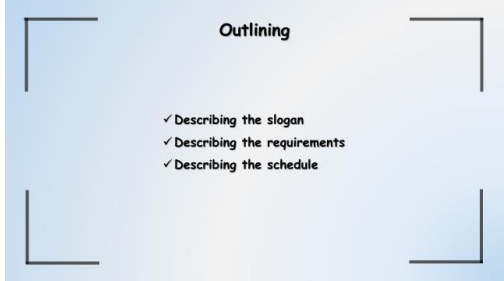
- *Thanks for your input, but I don't see how that's connected to what I'm saying.*
- *I don't mean to be blunt, but I don't think that's relevant to today's discussion.*

Notice how you can use phrases like *thanks for your input, but…* or *I don't mean to be blunt, but…* to make your language more indirect and polite
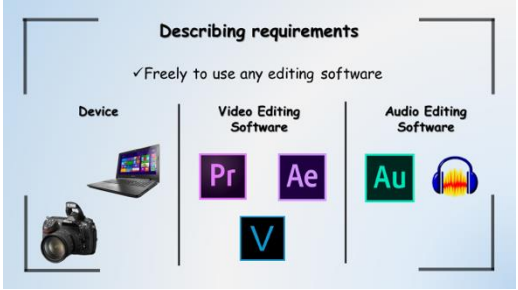
Example of Presentation Script

Organization of the text	Rhetorical Functions	Speech	Visual & Text
Introduction	Signposting: Greeting	Assalamu'alaikum wr.wb. Good morning everyone. Before I start this presentation, I want to introduce a little about myself.	
Introduction	Making self-introduction	My name is Adithya. I am a college student of Politeknik Negeri Banjarmasin majoring in Informatics Engineering.	
Introduction	Introducing the topic	Now, I'm going to present about Video Making Competition.	

Introduction	Stating purpose	Video Making competition is a competition that is made to increase videography skills. Also, for place to meet and sharing experience with other video makers.	
Introduction	Outlining	From this poster, there are 3 information that I want share with you, that is: - Describing slogan - Describing requirements, and - Describing schedule	
Body 1	Signposting: Entering the first detail	Let me begin with describing the slogan.	
Body 1	Describing Slogan	As you can see on my digital poster, the top is	

		written "be Creative and Innovative". Another reason from you to join this video making competition is to increase your creativity and innovation while making a video. So, I preferred this slogan for my poster.	
Body 2	Signposting: Entering the second detail	Let's move on to describing the requirement	
Body 2	Describing requirements	There are 4 Requirements for this competition, that is: - Freely to use any editing software - Must be all original work	

		- Maximum duration 5 minutes, and - All themes and topics welcome.	
Body 2	Describing requirements	First of all, certainly you must have a laptop and camera for editing and taking some footages for making a video.	
Body 2	Describing requirements	After that you can edit the footages with any editing software what you want.	
Body 2	Describing requirements	For example, You can use video editing software like Premiere Pro, After Effect, or Vegas Pro. And for audio editing you can use Adobe Audition or Audacity.	

Body 2	Describing requirements	Must be all original work, it means you cannot use other people's footages or passing editing process to someone who is not from your team.	
Body 2	Describing requirements	All of your footages from a video must not be longer than 5 minutes. Including intro and outro.	

		You are free to choose a theme or topic for the video like education, documenter, or anything as long as content of the video is not negative for viewers.	
Body 2	Describing requirements		
Body 3	Signposting: Moving on to the third detail.	Okay, let's move on to the schedule.	
Body 3	Describing Schedule	In this competition there are 2 important dates. You can see it at the right of the poster.	
Body 3	Describing Schedule	First, is the deadline for submit the video. Submit your final video to	

		ti2axioo@gmail.com before 31ˢᵗ March	
Body 3	Describing Schedule	the second date is to showing and voting for the best video. Will be held on 7ᵗʰ April	
Conclusion	Summarizing the body	So far, I have shared with you the requirements, slogan, and schedule. The purpose of this poster is for education about editing and videography. I make this poster on Corel draw X7.	
Conclusion	Signposting: Closing	That's all my presentation.	

Conclusion	Signposting: Thanking the audience	Thank you for your attention.	
Conclusion	Signposting: Thanking the audience	Wasalamu'alaikum wr.wb	

Presentation Script 2

HOW TO CODE HTML IN SUBLIME TEXT 3

- **Greetings**

  Assalamu'alaikum Warahmatullahi Wabarakatuh. Hello, welcome to my animated demonstrative video.

- **Making Self-Introduction**

  My name is Siti Zakiah. I'm a college student of The State Polytechnic of Banjarmasin, majoring at Informatics Engineering. My register number is C030318031.

- **Introducing the Topic**

  As students of Informatics Engineering major, we must be familiar with source-code editor. Source-code editors are a fundamental programming tool because the main job of programmers is to write and edit source code. One of my favorite source-code editor is Sublime Text! Do you know what it is? Sublime Text is a proprietary cross-platform source-code editor with a Python application programming interface (API). It natively supports many programming languages and markup languages, and functions can be added by users with plugins, typically community-built and maintained under free-software licenses (Source: Wikipedia). For this tutorial I will tell you how to code basic HTML language in Sublime Text 3.

- **Body**

  Steps to do

  1. First of all, make sure that Sublime Text 3 is already installed on your computer. If you haven't installed it, go to their website 'https://www.sublimetext.com > 3' and download it for free!
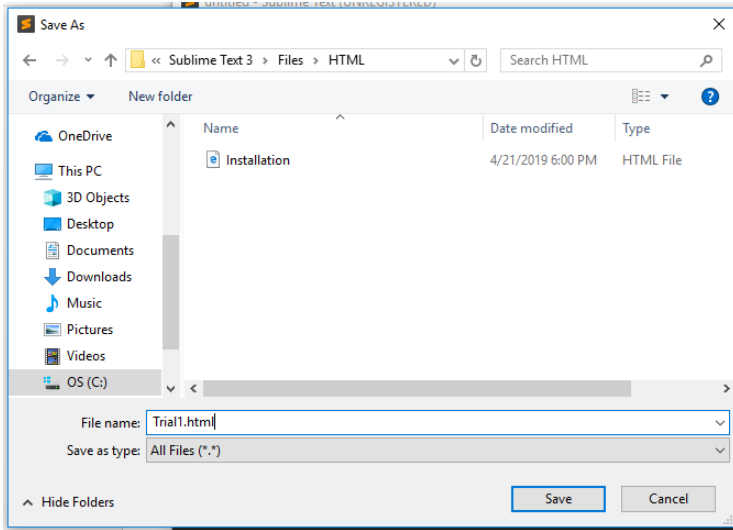
2. Open the application. A new file will automatically be opened. If it is not opened, go to the File menu, and choose New File or type Ctrl + N on your keyboard.
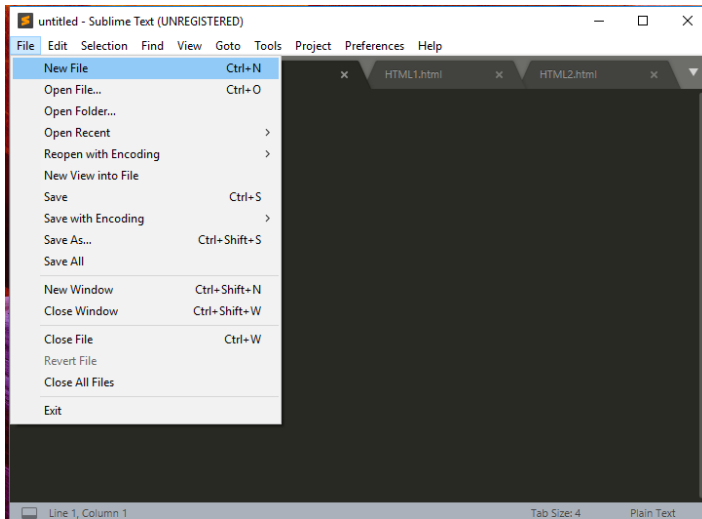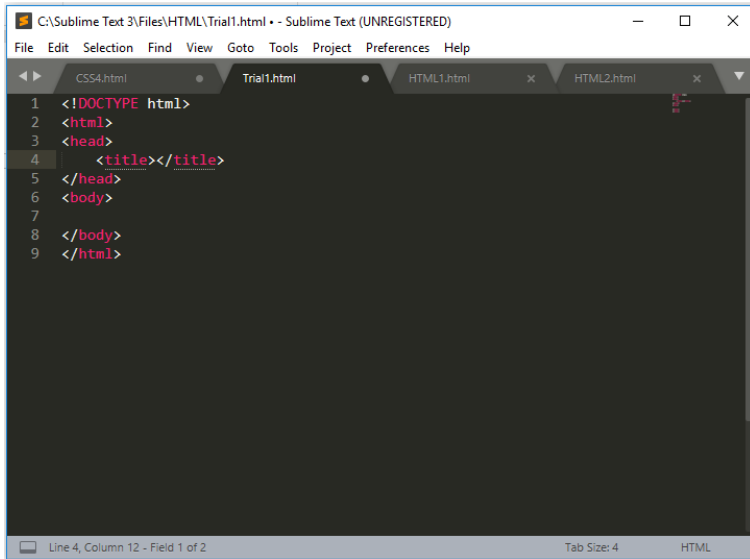

3. Now, you need to save it first in order to make it in a HTML format. On the File menu, click 'Save As' or type Ctrl+Shift+S on your keyboard and save your file in html format. Example : 'title.html'
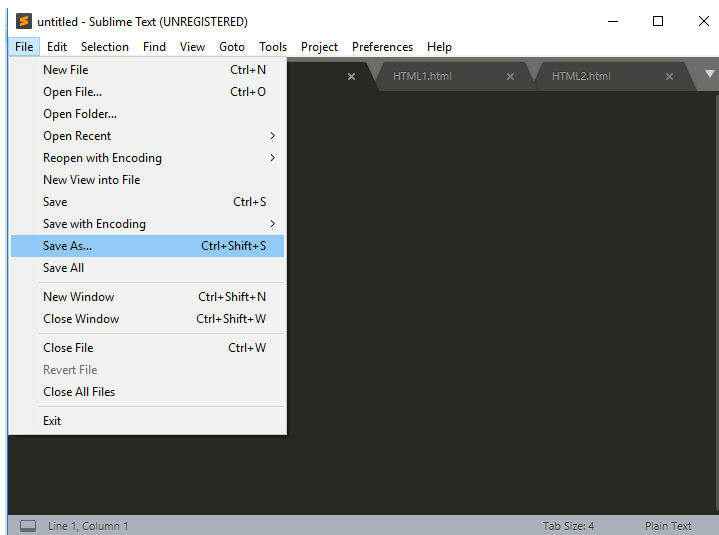
4. One of the reasons why I love this source-code editor is because it is so easy and efficient to type your code here. For example, if you want to code html, you should just type the tag '<html>' and a tag option will be shown, type enter! Then, the whole structure for html code will be typed automatically.
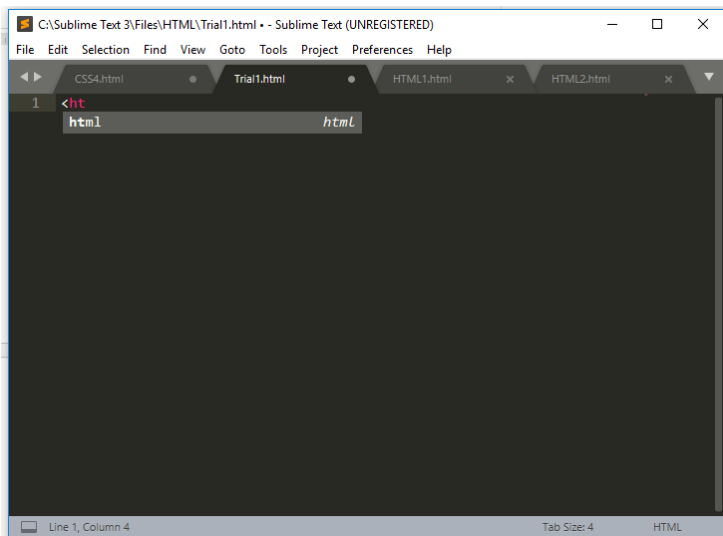
5. Remember, for html, always type your code between the '<head>' and '</head>' tags or between the '<body>' and '</body>' tags. If you type the tags manually, you can type it in uppercase or lowercase because HTML Language is incase sensitive, it won't affect the result.

6. For our first trial, I will show you how to do paragraph formatting of a simple text using html code.

7. First, type your header bar title on the head section, between the '<title>' and '</title>' tags.
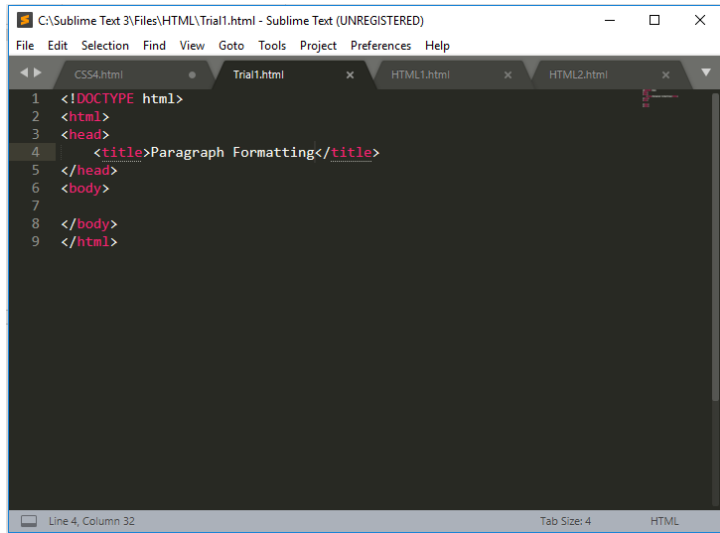
8. To see the result you need to go to the storage folder and click on the file twice. Choose the supported app to open it.
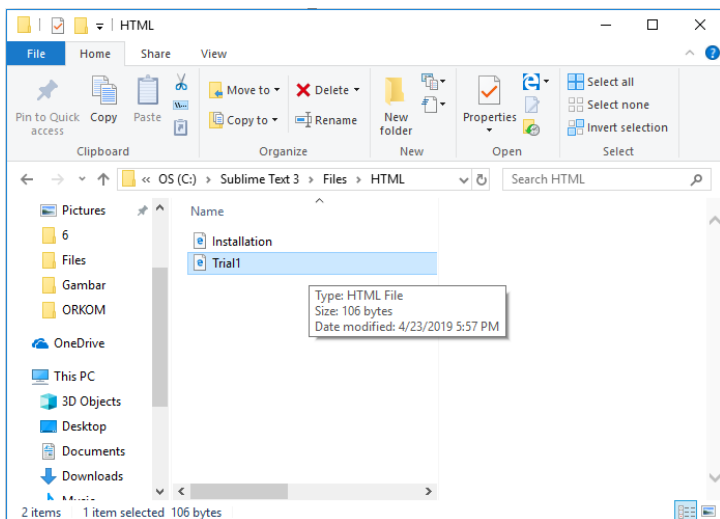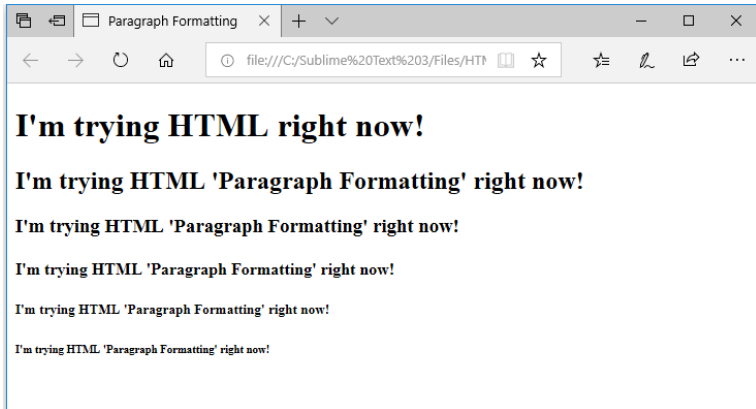

9. The result is like this.
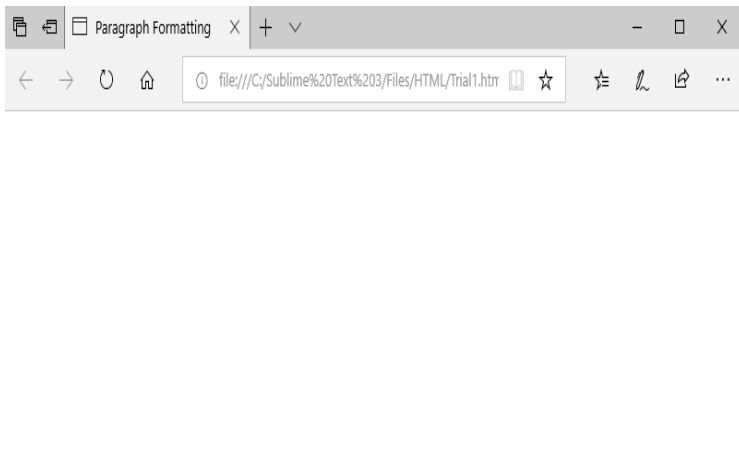
10. Next, type you contents on the body section. To give your text a title, you may add a '<h1>', '<h2>', '<h3>', '<h4>', '<h5>', or '<h6>'. The bigger the number, the smaller the font size. Don't forget to save your code everytime you add new contents, go to File menu and click 'Save' or type Ctrl+S on your keyboard.

11. Once again check out the result!

12. You may type your text content now. To make it in a structured paragraph, add a '<p>' tag.

13. This is the result.

I'm trying HTML right now!

I'm trying HTML 'Paragraph Formatting' right now!
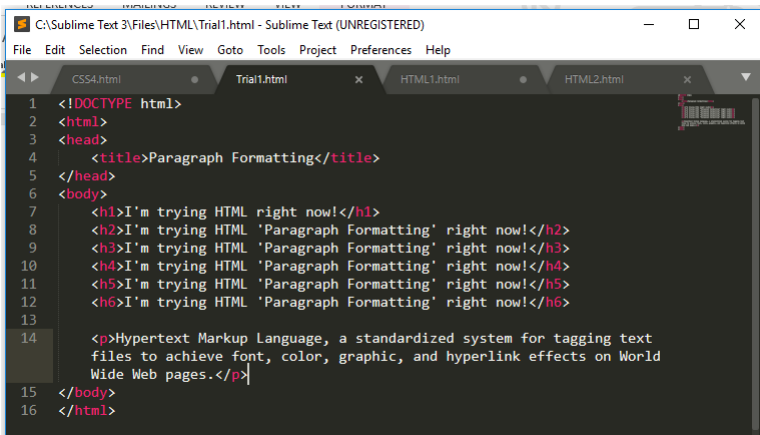
I'm trying HTML 'Paragraph Formatting' right now!

I'm trying HTML 'Paragraph Formatting' right now!

I'm trying HTML 'Paragraph Formatting' right now!

I'm trying HTML 'Paragraph Formatting' right now!

Hypertext Markup Language, a standardized system for tagging text files to achieve font, color, graphic, and hyperlink effects on World Wide Web pages.

14. To align your paragraph with margins, add the margin in the '<p>' tag before the '>'sign.

15. Examples: '<p align="center">', '<p align="right">', '<p align="justify">', '<p align="left">'.
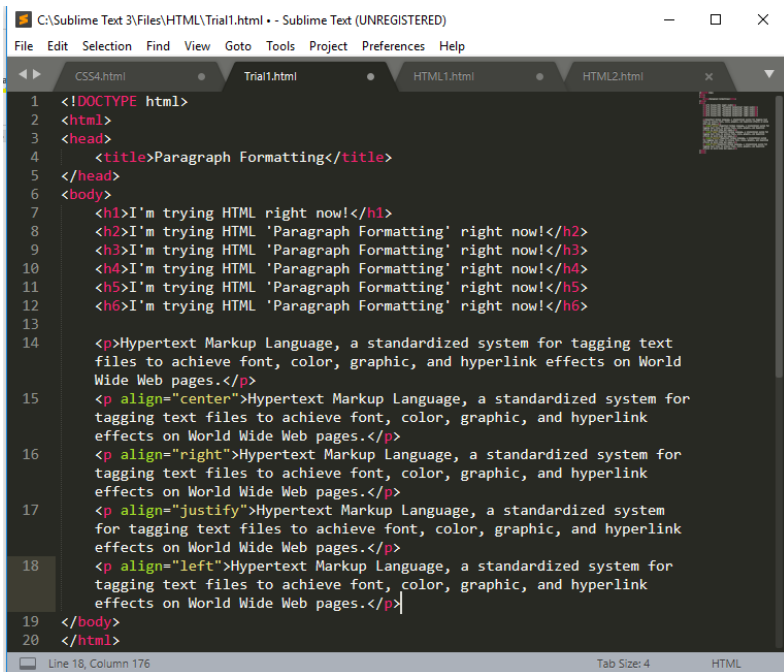
16. The web will look like this!
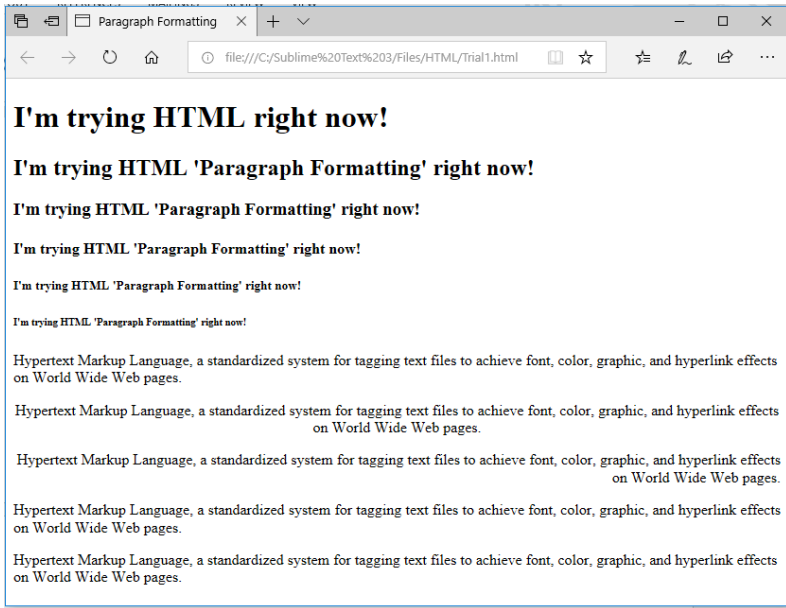
That is how to code basic HTML language using Sublime Text 3. You can learn more html tags for variant web result through the internet. There are so many tutorials and learning modules about html code. Thank you for your attention.

Summary

This chapter discusses how to make a good presentation in English. A presentation is a formal talk to one or more people that "presents" ideas or information in a clear, structured way. A successful presentation is one of the most effective ways of communicating message. And because English is so widely used in international affairs, a working knowledge of the vocabulary and techniques used in an English language presentation is a valuable asset.

Practice Exercise

Practice 1: Fill in the blanks with the appropriate word.

1. At the beginning of your presentation you can say, "I'm going to __ about..."

   Do

   Talk

   Tell

2. "I'm going to give you some __ and figures."

   Number

   Fact

   Information

3. When you go to the next part in your presentation, you can say: "I'd now like to __ on to..."

   Talk

   Speak

   Move

4.   When you talk about a graph (or other figure / diagram) you can
        say, "This graph __ you..."

        Indicates
        Shows
        Demonstrates

5.   If you want to show that one thing is directly linked to the next
        thing, you can say, "This __ me to my next point".

        Guides
        Leads
        Links

6.   When you want to show that you have finished your
        presentation, you can say, "That __ me to the end of my
        presentation."

        Summarises
        Brings
        Concludes

7.   You can then say, "Thank you for __"
        Listening
        Attending
        Taking part

8.   If you want to invite people to ask you questions, you can say
        "Please feel __ to ask questions."
        Fine
        Free
        Happy

9.   After you reply to a question, you can say "Does this __ your question?"
     Reply
     Satisfy
     Answer

10. If you want to repeat, clarify or say something in a different way, you can say, "__ another way..."
     Spoken
     In
     Put

Practice 2: Match these less formal phrases with the more formal phrases in the table.

What I want to do today is….
As you know, I'm…
Hi, everyone
It's good to see you all here.
Today I'm going to talk about
Ok, shall we get started?
I know you are all very busy…
In my talk I'll tell you about…

More Formal	Less Formal
Good afternoon, ladies and gentlemen,	
Today I would like to….	
Let me just start by introducing myself. My name is ….	
It's a pleasure to welcome you today.	
In my presentation I would like to report on…	
The topic of today's presentation is	
I suggest that we begin now.	
I'm aware that you all have very tight schedule	

CHAPTER 4

MULTIMEDIA

Learning Outcomes:

1. Students are able to describe the use of multimedia in many aspects of human life.
2. Students are able to scan and skim information from pictures and texts.
3. Students are able to construct the basic sentence structure of English language.

Content

I.   Getting Started

A.   Match the multimedia items in Column A to the activities in Column B. More than one match is possible.

Column A	Column B
	Watching movies
	Composing music on a PC
	Downloading music from the internet
	Using reference works like encyclopedias

B. **Study this diagram which explains MP3. Answer these questions:**

1. How does MP3 reduce the size of music files?
2. What can you obtain from www.mp3.com?
3. How can you listen to MP3 files?

Fig 1
How MP3 will transform music
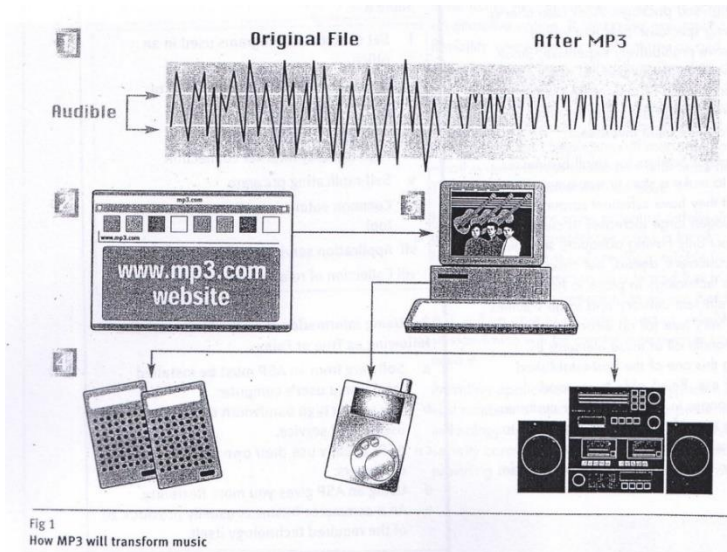
C. **Match these captions to the pictures in Fig. 1.**

a. Once you've paid by credit card (unless it's one of the millions of free files), music is downloaded to your PC.
b. The original music file is stripped of anything that is inaudible to the human ear. After MP3 has done its work, the file is reduced to roughly one twelfth that the original recording.
c. MP3 files can be listened to on your PC, a dedicated MP3 player, on your hi-fi.
d. MP3 files are put on a website, where browsers can listen to samples and buy a single track or album, or even create their own compilation.

Reading 1

Read this text to find the answers to the questions:

UNDERSTANDING MP3

1   The name comes from MPEG (pronounced EM-peg), which stands for the Motion Picture Experts Group. MPEG develops standards for audio and video compression. MP3 is actually MPEG Audio Layer 3.

5   MP3 competes with another audio file format called WAV. The key difference is that MP3 files are much smaller than WAV files. An MP3 file can store a minute of sound per megabyte, while a WAV file needs 11 or 12 megabytes to hold the same amount. How does MP3 achieve this compression? CDs and audio files don't reproduce every sound of a performance. Instead, they sample the performance and store a discrete code

10   for each sample note. A CD or WAV file may sample a song 44,000 times a second, creating a huge mass of information.

    By stripping out sounds most people can't hear, MP3 significantly reduces the information stored. For instance, most people can't hear notes above a frequency of 16kHz, so it eliminates them from the mix. Similarly, it eliminates quiet sounds masked by noise at the same frequency. The result is a file that sounds very similar to a CD, but which is much smaller. An MP3 file can contain spoken word performances, such as radio shows or audio books, as well as music. It can provide

15   information about itself in coded block called a tag. The tag may include the performer's name, a graphic such as an album cover, the song's lyrics, the musical genre, and a URL for more details.

1. How does MP3 reduce the size of music files?
2. How can you listen to MP3 files?
3. What is the difference between MP3 and WAV files?
4. What kind of sound does the MP3 strip out?
5. What kind of information is included in the tag?

Reading 2
Read the rest of this text to find the answers to the questions:
PLAY MP3 FILES

Most machines today have enough processing power and memory to play MP3s immediately. Simply download an MP3 file like any other and click on it in Windows Explorer. The Windows Media Player will decode the file and route the signals to your soundcard an then to your speakers. Other MP3 features include:

Players.
Most standalone players have many Windows' default Media Player. To control music you play, players let you group songs into playlists and randomize the selections. To control how the music sounds, they offer spectrum analyzers, graphic equalizers, and frequency displays.

Track info.
A track info button gives you the information on the MP3 file's tag. Other button may take you to music library where you can organize your MP3 files by performer or genre.

Skins or Themes.
These programs are designed to change the appearance of the most popular players. They're akin to the wallpaper that alters the look of the Windows desktop. With a skin, a player can become a jukebox, a car dashboard, or a Star Trek tricorder. Think of them as easily interchangeable faceplates.

Rippers and encoder.

A ripper is a program that rips songs from a CD in your CD-ROM drive and turns them into WAV files. An encoder converts WAV files into MP3 files or vice versa. Many MP3 players incorporate rippers and encodes and can do both steps in one.

Recorder.

With a writable CD-ROM drive, a recorder program lets you create your own audio CDs.

1. How do you play MP3 files?
2. What does the Windows Media Player program do with an MP3 file?
3. What is a standalone player?
4. What special feature can players offer?
5. What information can you obtain by clicking the track into button?
6. What does a skin unable you to do?
7. How do you play music from a CD-ROM on an MP3 player?
8. What hardware and software do you need to make your own audio CDs?

IV. Language Work: ing-clauses (cause and effect)

Study this sentence.
 	
1.   Using MIDI computers can communicate with synthesizers.
 	
    It contains two clauses. An
    ***-ing* clause:**
 	
       Using MIDI
 	
   and a main clause
 	
    Computers can communicate with synthesizers.
 	
We can use an *-ing* clause, as in example 1, to explain how something happens.
	The *-ing* clause explanation can be placed before, or after the main clause as in example 2.
	
	2. DVD drives read DVD disks *(by) using blue laser light.*
	
	We can also use *–ing* clauses to link a cause and effect.
	
	3. A WAV file may sample a song 44,000 times a second *(cause) creating a huge mass of information. (effect)*

Practice Exercise

Match each cause and effect. Then link them with an –ing clause.

Cause	Effect
1. Computers with MIDI interface boards can be connected to MIDI instruments.	a. This permits extra information to be stored on the performer and other track details.
2. Each side of a DVD can have two layers.	b. You can create your own compilation.
3. MP3 removes sounds we can't hear.	c. This allows you to sample a new group before buying their CD.
4. You can download single tracks.	d. This gives an enormous storage capacity.
5. Each MP3 file has a tag.	e. This allows the music being played to be stored by the computer and displayed on the monitor.
6. MP3 players contain several devices.	f. This enables you to change the appearance of your player.
7. You can download a skin program.	g. These allow you to control the way music sounds.
8. You can legally download some music.	h. This produces much smaller files.

CHAPTER 5
APPLYING FOR A JOB

Learning Outcomes:
1.   Students are able to write a good application letter.
2.   Students are able to conduct job interview in English.

Content

Part 1. Match the jobs with the things that the people say

teacher	vet	construction worker	hotel receptionist
plumber	journalist	travel agent	

1. 'Good morning, everybody. I'm going to go over your homework, as some of you made some mistakes'.
2. 'You must wear a hard-hat at all times when you do this job'
3. 'Right, thanks Mr. Briercliffe. Let's have a look …. Yes, it's a single room for two nights, isn't it?'
4. 'I'm afraid your cat is not very well but we can make her better. Don't worry!'
5. 'After Christmas and somewhere warm? OK, What price range were you thinking of?'
6. 'Oh dear! This looks a bit tricky. Very tricky. We'll have to turn the water off and you'll need a new bath. It'll cost about £500'.
7. 'Excuse me! I'm writing an article about tourism in Spain. It's for a magazine. Can you tell me ….'

Part 2. Match the jobs with the qualities you think people need, in your opinion.

Example: *electrician: logical, patient, meticulous*

a. computer programmer

b. teacher

c. hotel receptionist

d. journalist

e. lawyer

f. politician

g. vet

h. director

Part 1. Understanding job ads

Wanted Engineering Staff

Communicate, a go-ahead company involved in the design, development, and production of VHF/UHF communications equipment and accessories, are looking for engineers for the following jobs:

Trainee Service Engineers (two posts)

Applicants should either have practical knowledge in RF commucations or have qualifications in the field of electronics with/without practical knowledge.
Salary: Negotiable, depending on experience.

Service Engineer

Applicant should have at least two years' experience in sevicing VHF/UHF communications equipment down to component level. The succesful applicant will be servicing land-mobile, marine, and amateur radio products.
Salary: According to experience

Analogue RF Design/Development Engineer

Applicants should have an NHC or BSc in Electronics or Telecommunications and should have experience in RF product design with understanding of mechanical assembly.
Salary: According to qualifications and experience.

CVs for the attention of: Mr. Clark
                                                Head of Personnel
                                                Communicate (UK) Limited
                                                Tradescant House
                                                Lewis Avenue
                                                LONDON NW3 1BR

Study the job advertisement above. Answer these questions:

1. What is the name of the company?
2. What are its activities?
3. Where is the company based?
4. How many posts are vacant?
5. Which posts are available to those without experience?
6. How do you apply for a post?
7. Who is Mr. Clark?
8. What salaries are offered?

Part 2. Understanding Application Letter and Curriculum Vitae

Application Letter

<div align="right">

44 Maxton Street

Bath

BL 14 6FH

</div>

Mr. Clark
Head of Personnel
Communicate (UK) Limited
Tradescant House
Lewis Avenue
LONDON
NW3 1BR

3 April 20__ __

Dear Mr. Clark
Re: Trainee Services Engineers

I would like to apply for the post of Trainee Service Engineer, as advertised in the April issue of Electronics Today. I enclosed my CV with the name of the two referees.

I consider I am well qualified for this post. I will shortly complete my ONC in Electronics and will be available for employment from the end of June. My college work has been good, and I have completed all my courses successfully to date.

On leaving school, I worked for one year in the family garage. Although I decided not to continue with this career, it gave me useful work experience. Last summer I spent two months of my vacation working for a small company which repairs electronic equipment. This provided valuable experience in servicing television sets, radios, VCRs. I feel confident that my work experience, together with my college qualification make me well suited for the post.

I have a clean driving license and enjoy good health.
I look forward to hearing from you.

Yours sincerely
(Signature)
Charles Dunkin

Curriculum Vitae

CURRICULUM VITAE

Personal details   Name: Charlie Dunkin
                          Date of birth: 30 May 1974
                          Address: 44 Maxton Street, Bath, BL14 6FH
                          Marital status: Single

Education
1991 – present   Maxwell College of Further Education, Bath
                          Ordinary National Certificate in Electronics

I will complete my ONC studies in June, I have already successfully completed modules in:

    Digital Electronics 1 & 2

    Analogue Electronics 1 & 2

    CAD

    Computing

    Mathematics

    Communication Skills

1985 – 1990   Bath Secondary School

General Certificate of Education

Physics	A
Mathematics	B
English	B
Geography	C
French	C

Other qualifications:

    Clean Driving License

Work experience

Summer 1992   Service technician, Baird Audio-Visual Products, Bath

This vacation job gave me experience of Servicing domestic television sets, VCRs, and radios

1990 -1991   Trainee Mechanic, Dunkin's Garage

Summer 1989   Waiter; Western Hotel, Bath

Hobbies/interests   Motorcycle maintenance

Football – College 2nd XI

Reference	Academics	Work
	Dr. John Coulter	Ms. Jean Cadmus
	Head of Department of	Head of Personnel
	Electronics	Baird Audio-Visual
	Maxwell College of	Products
	Further Education	Farrer Lane
	BATH BW4 6BN	BATH BL4 3LR

Part 3. Check Your Understanding

1. Charles Dunkin decides to apply for one of the Trainee Services
   Engineer posts.
   Look at his CV below and his letter of application on the
   following page. Imagine you are Mr. Clark of Communicate (UK)
   Limited. List Charles' strong points and his weak points.

HAVING A JOB INTERVIEW
How Soon Can You Start?

Bonnie Perkins called Eva and told her there was an opening at Burger
Ranch. Eva has an interview with Jan Souza, the manager of the Burger
Ranch.

Jan	Do you have any work experience, Eva?
Eva	No, I've never had a job before.
Jan	How old are you?
Eva	Sixteen.
Jan	You're interested in working part time, right?
Eva	Yes, I'm.
Jan	Where do you go to school?
Eva	I'm a junior at Susan B. Anthony High School.

Jan	Oh, that's right. You and Bonnie go to the same school. Well, about the job – it gets very busy here in the evenings. You have to work fast, and there's a lot of pressure.
Eva	That's no problem.
Jan	I'm looking for someone dependable. Will you be here every afternoon at four?
Eva	Oh, yes. I'm always on time.
Jan	The hours are four to eight, Monday through Friday. You'll make five dollars an hour. How does that sound?
Eva	That sounds fine.
Jan	Oh, and you'll get a free meal every evening. Do you like hamburgers?
Eva	I love them.
Jan	Well, I think you'll like it here. How soon can you start?
Eva	Can I start today?
Jan	Today?
Eva	Yeah. I mean, there's no rush. I'm just anxious to start.
Jan	Well, first you have to get a uniform and some comfortable shoes. You can start tomorrow at four

Figure it out

Say True, False, or It doesn't say.

1. Eva had a job last summer.
2. Bonnie told Eva about the job two days ago.
3. There's an opening at Burger Ranch on weekends.
4. Eva will probably have to work hard.
5. Eva's going to work twenty hours a week.
6. Eva will start her new job next week.

Expressions in a job interview.

Below are expressions commonly used in job interview.

Opening interview
- Have you been waiting long?
- How did you come here?
- Did you get any difficulty in finding our office address?
- How was the traffic from your house to our office?
- What time did you leave home this morning?
- Did you read a newspaper before leaving home?
- How did you feel when you received the reply to your application letter?
- How was the weather when you left home this morning?

Personal information and family background
- Could you tell me when and where you were born?
- How many brothers and sisters do you have?
- Do you still live with your parents?
- What does your father do?
- How long have you been living in this city?
- Do you live in a boarding house?
- What child are you in your family?
- Do your brother and sister work?
- Are you married?
- How many children have you got?
- Who looks after your son when you work?

Educational background
- Could tell me about your educational background?
- When did you graduate from senior high school?
- Having passed from senior high school, did you directly continue to a university?
- What university did you graduate from?
- What were you majoring in?

- May I know what the tittle of your Final Project is?
- Can you tell me the reason why you chose the tittle?
- How long did you finish your Final Project?
- Having passed from senior high school, you decided not to continue to a university. Why?
- After you have got a job, do you plan to continue your study to a university?
- What do you do to improve your knowledge?
- Do you think that the knowledge you got when you were studying could help you in your job?
- What was your favorite subject when you were studying in senior high school?
- What subject did you dislike most?
- What courses did you use to take?
- You English is good enough. How long did you study English?
- And how did you practice your English?

Applied post

Questions for a secretary post.
- You apply for the post of a secretary, why are you interested to be a secretary?
- What subjects did you study when you took a secretarial course?
- How many semesters did you study business correspondence?
- Can you tell me one of the main duties of a secretary?
- What do you know about filing system?
- What kinds of filing system do you know?
- What is your typing speed?
- You said you used to take a computer course. What programs are you familiar with?
- Have you got any experience in handling business correspondence?
- Can you tell me the parts of a business letter?
- Can you tell me the characteristics of a business letter?

- What are the main parts of a business letter?
- What is the difference between tblock style and semi-block style?
- Why is hospitality so important for a secretary when she is receiving a guest?

Core problem
- Did you use to apply for job in this company before?
- Why are you interested in joining our company?
- Do you know anybody in our company?
- Could you tell me what company did you use to work for?
- Why did you quit your job from PT…
- Did you quit your job because you were not satisfied with the company's policy?
- When you worked for PT….., what was your responsibility?
- Did you often feel depressed when you worked for PT. ……?
- Did you feel disappointed when you got an extra job from your employer?
- If we offer you a job, are you prepared to be stationed at one of our branch offices?
- In most companies, their employees work five days a week, but here they work six days. Are you prepared to work six days like them?
- As an industrial company, the company sometimes has to chase the production target. So, the employees sometimes have to work overtime on Saturday. Are you ready?
- If you are accepted to work for this company, how long do you plan to work here?

Applicant's current occupation.
- You have a good position in PT….. why do you want to quit your present job?
- As far as I know PT…..is a good company; but why do you suddenly want to quit your job from this company?

- What do you dislike your present office?
- Do you often suggest something to your superior or to your employer?
- How was your employer's reaction when you suggested something?
- How did you get your current position?
- Did you have any connection in the company?
- In your previous job, what was the most impressive thing you used to experienced?

Health matters
- What do you do to keep your health?
- What sport do you like best?
- What sport do you practice to keep your health?
- Did you use to suffer from a contagious disease?
- Did you use to be hospitalized?
- Did you use to have a serious problem with your health?
- Are you a heavy smoker?
- Did you use to get an accident?

Hobbies and interests
- Could you tell me what your hobbies are?
- What do you do in your spare time?
- What kind of sport do you practice?
- Why are you interested in this kind of sport?
- What about reading? Do you like reading?
- If you read a magazine or a newspaper, what article do you like best?
- Do you subscribe to Kompas newspaper or you buy it regularly?
- What benefit could you derive from reading a newspaper?
- Why do you prefer swimming to running in the morning?

Other questions
- In making a decision, are you often influenced by somebody else?
- Before making a decision, what do you usually consider?
- When you work for a company, what is more important for you? Higher salary or better position?
- Do you always discuss your plans with your parents or your husband?
- How much do you ask for your commencing salary?
- Why do you ask for such a high amount?

Interviewee's questions
- You haven't mentioned about the working day yet. May I know the working day in this company?
- Does the company have a certain policy about employee's promotion?
- Is the salary increased based on the length of service or the performance of the employee?
- Will the company provide special job training for the new employees?
- What about annual leave? How many days does each employee get it?
- If a new employee stationed at a branch office, is there any possibilities for him/her to be stationed at the head office?
- May I know more specifically the duties or the responsibilities of a new secretary here?
- If you don't mind, after how many days can I know the result of this interview?
- In most foreign companies, they insure their employees. What about this company? Do you do the same thing?
- Is there any probationary period for the new employees?

CHAPTER 6
FLOWCHART AND FLOW DIAGRAM

Learning Outcomes:
1. Students are able to recognize flowchart and flow diagram symbol.
4. Students are able to read flowchart and flow diagram.

Content

Flowchart

1. Do you know what flowchart is?
2. What do you use it for?
3. Do you know how to explain it in sentences?

Having an ability to describe an action or process from a flowchart into sentences is very important. If you make a project paper containing flowcharts, you have to remember that not all of the readers understand how to read them. Hence you have to describe what process or action takes place in the flowchart in complete sentences.

In this chapter, we are going to explore how to explain a flowchart in sentences.

Flowchart Symbol

A flowchart describes a flow of action and process before a decision is made. A flowchart has meaningful symbols to describe each of the process. Therefore, before practicing how to explain a flowchart in sentences, we have to remember the meaning of each symbol in a flowchart. Here are several common symbols that can be used in a flowchart:

Symbol	Symbol Name	Symbol Description
	Terminator (Terminal Point, Oval)	Terminator shows the start and stop points in a process.
	Action or Process	Shows a Process or action step. This can represent a single step (turn on the laptop) or the entire process (make a paper) within a larger process.
	Decision	Indicates a question or branch in the process flow. Typically, a Decision flowchart shape is used when there are 2 options (Yes/No, No/Go, etc.). A decision has to be made.
	Data (I/O)	The Data flowchart shape indicates inputs to and outputs from a process. Therefore, it is also called an I/O shape.
	Document	This symbol represents printed document or report.
	Off page connector	Off-Page Connector shows continuation of a process flowchart onto another page
	Flow Line	The lines indicate the sequence of step and the direction of the flow

1.2. Example of Simple Flowchart
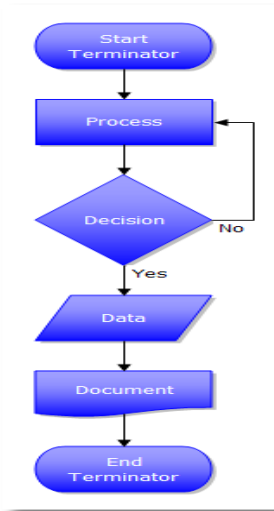
Here is one example of a simple flowchart. The process is initiated by the start symbol which is continued to the first process symbolized by the rectangular shape. If there is a decision that should be made, put it in the diamond-shaped symbol. If the answer to the question is a 'no' then go back to previous step, but if the answer is a 'yes' go on to the next step. If the output of the process is in the form of data, then put it in the parallelogram shape and if the data is printed, put it in document symbol. The process may continue as long as you need it to, but if the process stops, put the terminator shape again to indicate that the process has ended.

1.3. Explaining Flowchart

As we have learned earlier, we have to transform the information from the flowchart into sentences which will form a paragraph. The paragraph can be the combination of various kinds of sentences and tenses. One thing that we have to remember, flowchart describes how things happen, therefore the paragraph should be in the form of procedural text.

In every paragraph and text, there should be transitional signals in order to make the combinations of the sentences go smoothly and to avoid abrupt jumps in between ideas. As such in a procedural text, we also have several common transitional signals for chronological order that can be used to compose a paragraph explaining flowcharts.

Initial Steps	Whilst Steps	Final steps
First	After that	At last
Firstly	And then	Finally
First of all	Before / after	Lastly
Initially	that	The last
	Next	
	Previously	
	Second, third,	
	etc.	

To get deeper understanding on how to use the transitional signals and the kinds of sentences, study the flowchart that shows us the decision whether we play golf or just stay home below.
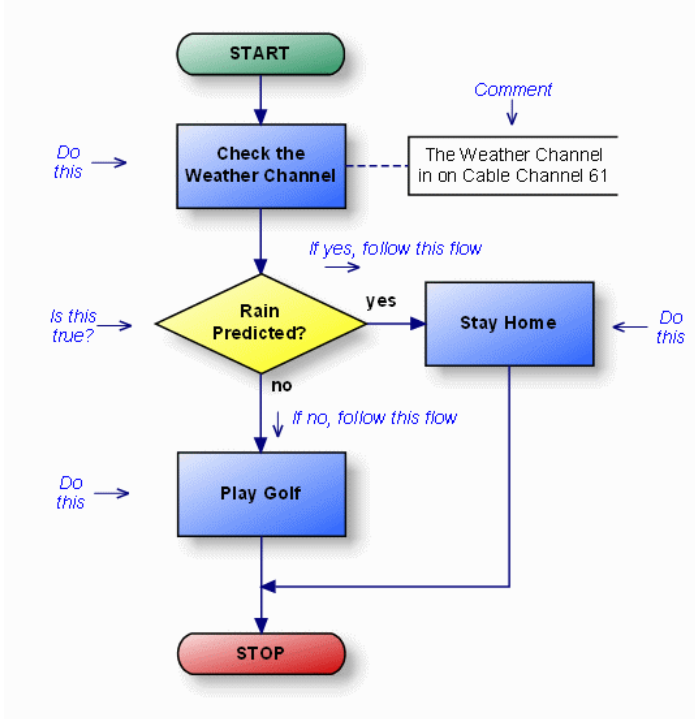
From the first step we get the information as stated below:
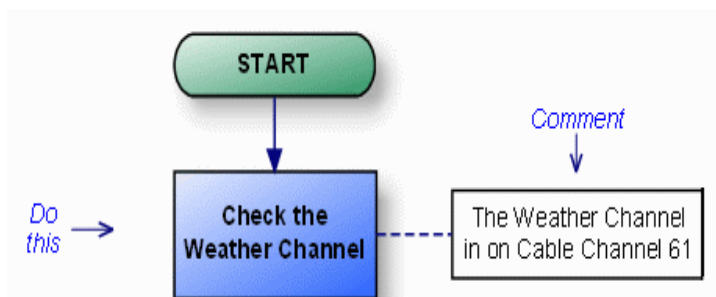
The possible sentences that we can make are:
- First of all, check the weather on the Weather Channel on Cable Channel 61
- The first step is checking the weather on the Weather Channel on Cable Channel 61

From the examples we can conclude that to explain the first step we can use this language pattern:

Transitional Signal + Imperative Sentence

Or

Subject (the first step, etc.) + to be + V-ing
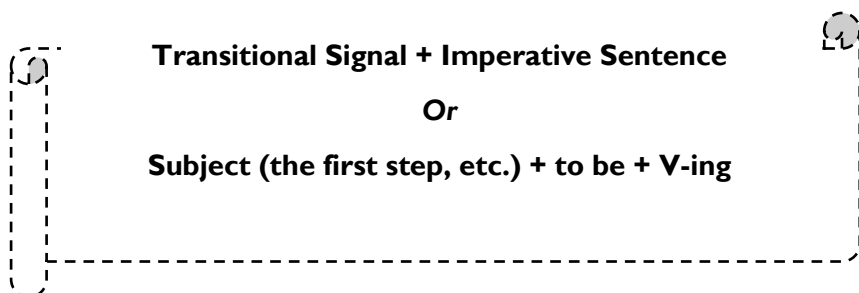
Next is finding out how to compose sentence from the information in the diamond box. Pay attention to the flowchart below.
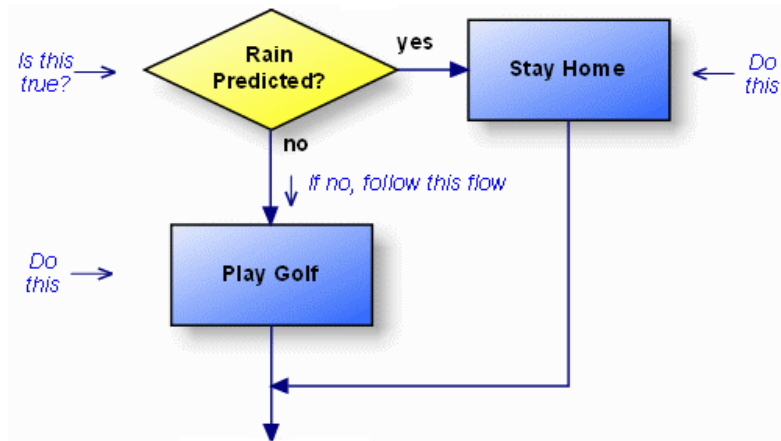
In paraphrasing the information in the diamond box, we can use the form noun clause with 'whether' or 'if' as connector. For example:

-   From the channel we can find out whether there is rain predicted (or not)
-   From the channel we can find out if there is rain predicted

After explaining the information from the diamond box, we have to pay attention to the possible outputs; whether it is a yes or no.

If the answer is yes, then follow the 'yes' arrow. The possible sentences from the answer are:

-   If the predicted rain happens, you can just stay at home
-   If the predicted rain happens, stay at home

If the answer is no, we have to follow the 'no' arrow. Here are some possible sentences that we can make:

-   If the predicted rain doesn't happen, you can play golf
-   If the predicted rain doesn't happen, go outside and play golf

Here is the language pattern that we can use to explain the information in the diamond shape:

If Conditional

Conditional + Simple Sentence with Modal

Conditional + Imperative Sentence
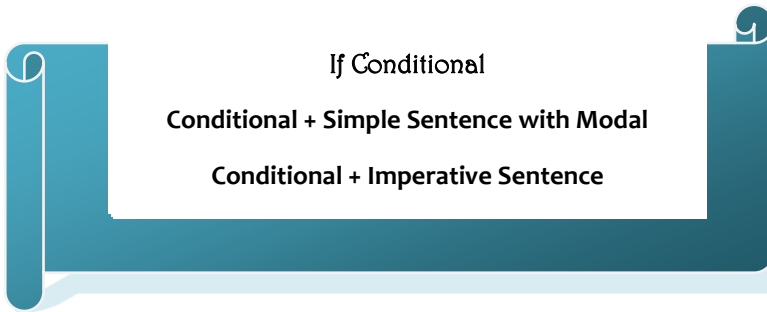
In explaining the last step, you can use any transitional signal for final steps and followed by simple present sentence. For example:
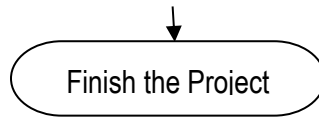
Finish the Project

Possible sentences:
- Finally, you finish your project (active form)
- At last, the project is finished (passive form)

The language pattern used in explaining the last step is:

Transitional signal + Simple Present sentence
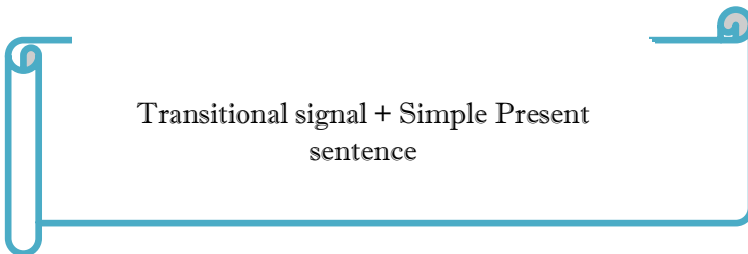
Activity 1
Study the flowchart below and complete the following explanations!
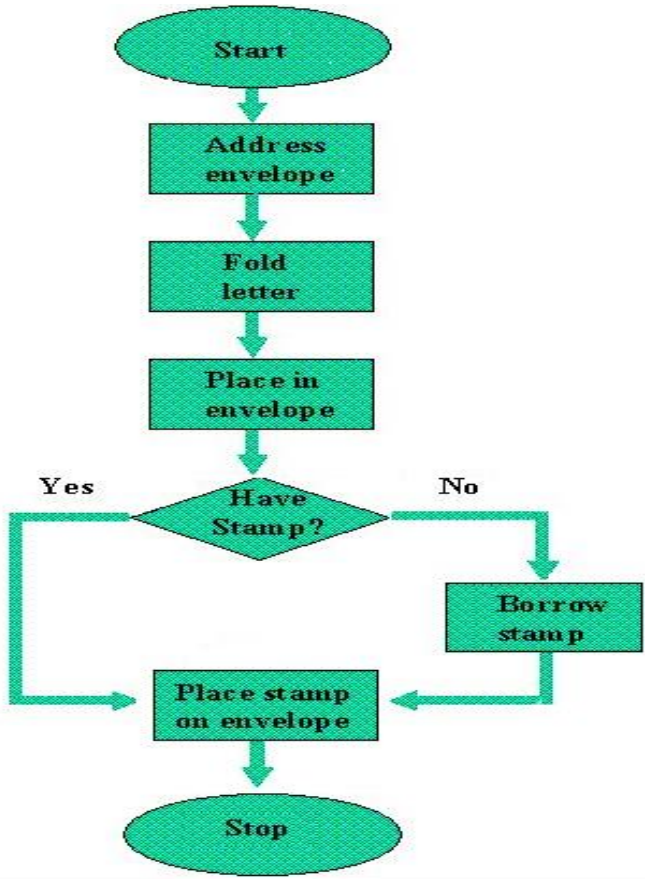
The process of sending letter.

1. Write the address on the envelope
2. _____ the letter
3. Place _____ in the envelope
4. After putting it in the envelope, you have to find out if you have stamp or not.

   _____

5. If you don't have it, borrow it.
6. If you have it or you have borrowed the stamp, _____

   _____

1.4. Flow Diagram

Same as flowchart, flow diagram shows us how an occurrence in chronological order takes place. However, in the flow diagram the steps only involve action or process as symbolized by the shape below:
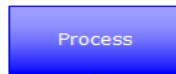
Process

Therefore the language pattern that you will need to explain a flow diagram is as below:

Transitional Signal + Imperative

Look at the following example about how to download files from PDF search engine.

Open the

Type the desired

Click the PDF symbol to preview the file

Click the download symbol to download

Save the file
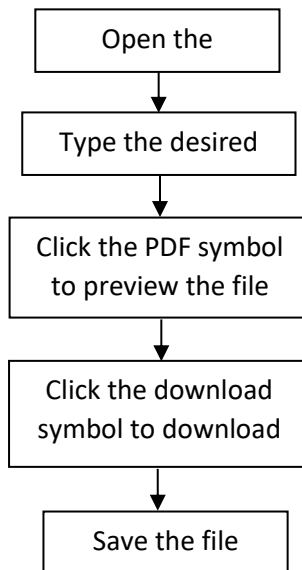
To explain the process in a flow diagram is quite similar to explaining the flowchart; we use simple present tense –wheter in active or passive form. We also use transitional signals for chronological order since flow diagram explains about process of something. Therefore, the possible sentences to explain the process in the flow diagram above are:

1. To begin the process, open the PDF search engine website
2. And then, type the desired file in the provided box
3. Then click the PDF symbol on any file you wish to preview it
4. Click the download symbol to start downloading the file
5. Finally you can save the PDF file that you want

Combine those sentences into good paragraph!

_____
_____
_____
_____
_____
_____

Activity 2

True False Statement

Look at the picture below and study the following sentences. After that decide whether they are true or false!
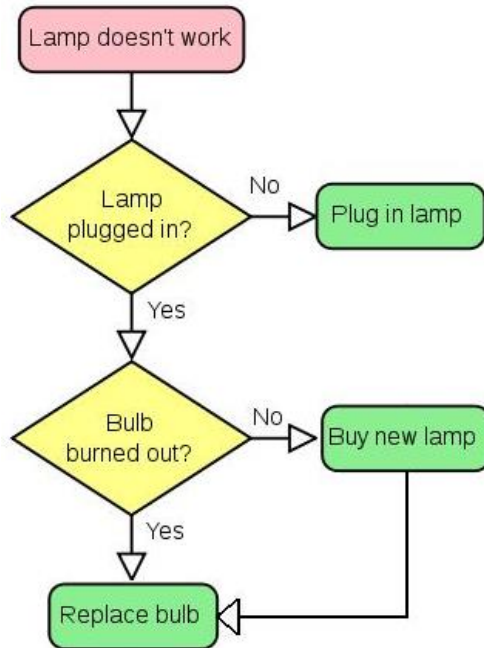
1. (___)   The flowchart is about how to change a lamp
2. (___)   If the lamp is not plugged in, we have to turn off the
3. (___)   lamp
4. (___)   The possible reason why the lamp doesn't work while
5. (___)   it is plugged in is because the bulb is burned out
            If the bulb is burned out, buy another lamp to replace
            the bulb
            You have to replace the bulb if it is burned out

Learning Outcomes:

1. Students are able to recognize ICT terms.
2. Students are able to use the ICT terms in a correct sentence.

Content

VOCABULARY PRACTICE

1. To turn on the computer, _____ the "Start" button.
   a) touch   b) press   c) switch

2. The printer has _____ of ink.
   a) finished   b) ended   c) run out

3. Unfortunately, my scanner isn't _____ at the moment.
   a) working   b) going   c) doing

4. Please _____ the CD ROM.
   a) insert   b) introduce   c) inject

5. The projector isn't working because it isn't _____.
   a) plugged   b) plugged into c) plugged in

6.	The batteries in my digital camera are nearly dead. They need

	_____

	a) to change	b) exchanging	c) changing

7.	I have to _____ a computer screen for eight hours a day.
	a) see	b) look at	c) watch

8.	Switch off your computer, and _____ it from the wall
	socket.
	a) de-plug	b) unplug	c) non-plug

9.	I turned off the photocopier and _____ the plug.
	a) pulled out	b) extracted	c) took away

10.	_____ any key to continue.

	a) Kick	b) Smash	c) Hit

11.	The mouse moves on a _____.
	a) mouse mat	b) mouse carpet	c) mouse table

12.	TV and computer screens are usually measured in _____.
	a) feet	b) miles	c) inches

13.	Before you start work, _____ the height of your chair
	a) adjust	b) change	c) rearrange

14.	To get sound from your computer, plug in a pair of

	_____.

	a) loudhailers	b) loudspeakers	c) loud voices

15. The computer is connected to the telephone line via a
    _____.

    a) module   b) modem   c) mod

16. You can increase the functions or performance of a computer
    with an _____.
    a) extension card b) exploding card   c) expansion card

17. Mobile phones and PDAs can communicate with computers via
    _____.

    a) Bluebeard   b) Blueberry   c) Bluetooth

18. There's a spare _____ in the workstation.

    a) electric hole   b) power point   c) electrical opening

19. .....so you can plug in your mobile phone _____.

    a) charger   b) power   c) electrification

20. SD cards can be read in a computer's _____.
    a) storage reader b) memory reader   c) card reader

21. Oh dear. I pressed the _____ button.
    a) incorrect   b) wrong   c) false

22. I can't use my mobile phone. The battery's _____.
    a) over   b) flat   c) exhausted

23. The battery isn't completely flat, but its very _____.
    a) down   b) short   c) low

24. My video camera is very _____.
    a) easy to use   b) uncomplicated   c) obvious

25. My new computer has a very _____ processor.
    a) quick   b) high speed   c) fast

26. Turn on your computer. It will usually take a few minutes to
    a) boot up   b) boot itself   c) get booted

27. Windows XP, Macintosh OSX and Linux are
    a) operating systems   b) operating tools   c) operators

28. On my computer, I have a picture of my cat as the
    a) desktop   b) desktop   c) desktop
       background   picture   scene

29. Microsoft Word, Adobe Acrobat and CorelDraw are programs
    or _____
    a) applicators   b) appliers   c) applications

30. To open Microsoft Word, click on the _____
    a) picture   b) symbol   c) icon

31. I keep all my digital photos in a _____ called "Photos".
    a) folder   b) packet   c) box

32. Is it possible to open Microsoft Excel _____ in Word?
    a) texts   b) files   c) pages

33. In Microsoft Word, to start typing a new letter, open a new
    a) document   b) page   c) paper

34. When you _____ a document, it's sent to the recycle bin.
    a) destroy   b) erase   c) delete

35. Deleted documents stay in the recycle bin until you _____
    it.
    a) wash   b) empty   c) clean

36. In Windows, the icon is just a _____ to the application. If
    you delete the icon, the application will still be on your computer.
    a) connector   b) shortcut   c) link

37. If the computer crashes, you can try pressing the _____
    button.
    a) restart   b) recommence   c) replay

38. When I've finished using my computer, I always _____.
    a) close it down   b) shut it down   c) shut it off

39. If I leave my computer on without using it, after a while it goes
    into _____ mode.
    a) stand down   b) waiting   c) standby

40. Software which is easy to use is...
    a) user-easy   b) user-friendly   c) usable

41. I couldn't open the document you emailed me. I don't have
    Microsoft Word _____ on my computer.
    a) close   b) drag and drop   c) find   d) installed

42. Click on that icon to _____ Internet Explorer.
    a) free up   b) launch   c) password   d) user

43. I _____ an important document, and now I can't find it.
    a) password   b) renamed   c) running   d) save

44. You can access all the applications on your computer from the
    _____.
    a) search   b) start menu   c) uninstalling   d) window

45. You can view two Word documents on the screen at the same
    time. You just open a new _____.
    a) window   b) drag and drop c) free up   d) running

46. You can't use a mobile in a cave because there's no _____.
    a) network   b) connection   c) power

47. I need to charge up my mobile phone battery. Have you seen my
    _____?
    a) charger   b) recharger   c) charging machine

48. When you send a text message, the _____ function can
    help your write it more quickly.
    a) predicting text   b) predictive text   c) text predictor

49. In the car, it's safer to use a _____ phone.
    a) handless   b) no hands   c) hands-free

50. If you don't want to dial a number by mistake, turn on the
    _____.
    a) keypad locker b) keypad lock   c) Locker of keypad

51. Which network has the lowest _____?
    a) call charges   b) call costs   c) call expenses

52. My average call _____ is about two minutes.

    a) time   b) Length   c) duration

53. We're a long way from the nearest _____ ...

    a) broadcaster   b) antenna   c) transmitter

54. ...so the _____ is very weak.

    a) sign   b) signal   c) transmission

55. A mobile phone can't work without a _____

    a) SIM card   b) similar card   c) sim chi

Practice 2

MY MOBILE PHONE

Hello! I'm Kate. I want to write about my mobile phone. I got it from my parents for my birthday two years ago. I like it very much and I think it's sometimes good to have it in my bag.

I always keep it in my bag or in my pocket so my parents and my friends can always telephone me. It's got a calculator in it so I sometimes use it at school. It's also a kind of information file. I can use my mobile phone to connect to the Internet and look through the news or read emails on my computer. Isn't it fantastic?

Last year I was on a cycling holiday with my friend. We went cycling but the weather wasn't good. It was cold and windy. It started to rain and it got dark. Suddenly my friend fell off her bike and she broke her leg. At first I didn't know what to do but then I thought about my phone. It was in my rucksack so I telephoned for help. After fifteen minutes a doctor arrived.

Sometimes people are not keen on mobile phones. They are a real problem because they always ring at the wrong moment. I'm not crazy about my mobile phone but I feel safe when I have it with me.

Are the statements true (✓), false (×) or doesn't it say (∅)?

1 Kate can't exist without her mobile phone.
2 She got her mobile in January.
3 Her parents bought her the mobile phone one year ago.
4 There's a calculator in her mobile.
5 She can connect to the Internet with her mobile.
6 She usually listens to music on her mobile.
7 She can't read emails on her mobile.
8 There are often a lot of problems with mobile phones.
9 Kate always talks on her mobile to her friends.
10 She doesn't like the mobile phones.

Answer the questions.

1 Where does Kate keep her mobile?
_____
2 What can she use it for?
_____
3 When was she on a cycling holiday?
_____
4 What happened there?
_____
5 How did Kate solve the problem?
_____

Match the pictures to the words.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

calculator / mobile phone / laptop /MP3 player/radio/ computer/scanner/karaoke set/CD player/play station/television/ camcorder/ DVD player/USB pen / camera

What have you got from the things above? What do you use them for?

Complete the sentences.

1 Kate's parents and friends can always _____ her.
2 Her mobile phone is also a kind of _____ .
3 On the cycling holiday after the accident Kate phoned for _____ .
4 Mobile phones often _____ at the wrong moment.
5 Children can feel _____ when they have their mobile phones with them.

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Read the text carefully, then answer the questions that follow.

Social Networking

vintage social networking

LinkedIn Pinterest YouTube
foursquare
Instagram
Imgur
WordPress
Twitter
Facebook
reddit
Skype
Tumblr

1. Complete the mini-dialogues with the words and expressions below.

- device - delete - up-to-date - out-of-date -
- downloaded - go online - do a search -
- user-friendly - store information - apps
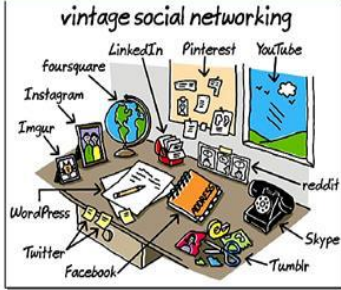
1. A: What's this little _____?
    B: It's a memory stick for the computer. I use it to _____.

2. A: I'm afraid that the information in this book about Finland is _____.
    B: That's OK. Let's _____ and _____ to look up the latest information.

3. A: Oh, no! I _____ the wrong _____. I don't want these games.
    B: No problem. It's easy to _____ them.

4. A: I really want a new mp4 player. I got mine three years ago. It's not _____.
    B: But it still works very well. Anyway, I think the older ones are more _____ than the newer models.

2. Choose the sentence that best follows each first sentence. Pay attention to the words in bold.

1. This keyboard uses wireless technology.
    a. It has to be connected to my computer.
    b. I don't have to sit at my computer desk.

2. He helped develop the company's latest mobile phones.
    a. He was part of the team that created them.
    b. He sold many of them in the company's shop.

3. My mum bought a new gadget today.
    a. We can make fresh orange juice with it.
    b. I'm glad we finally have an HD television.

4. His blog post went viral.
    a. It made people's computers crash.
    b. It became popular very quickly.

5. I solved a problem using the Internet.
    a. I found the solution online.
    b. The Internet doesn't work now.

6. Please save this e-mail.
    a. I never want to see it again.
    b. It's very important.

3. Match each quote in A to the activity in B.

A

1. "I'll see if Michelle called while I was having a shower".

2. "I want my friends to see my holiday photos".

3. "Today's my birthday!"

4. "I think you're right. Teens spend too much time on Facebook".

5. "John and I send e-mails to each other a few times a week".

B

_____ a. posting a comment
_____ b. keeping in touch
_____ c. checking messages
_____ d. posting an update
_____ e. uploading pics

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4. Complete the text with the words and expressions below.
- post updates ▪ solve a problem ▪ post comments ▪
- caught on ▪ uploaded photos ▪ went online ▪ accounts ▪
- check messages ▪ social networking sites ▪ kept in touch ▪

In 2006, Facebook became available to anyone 13 years old and up. It 1. _____ very quickly all over the world, especially among teenagers. Whenever they 2. _____, they took the time to 3. _____ on their lives and to 4. _____ from friends. They also 5. _____ and visited their friends' Facebook pages in order to 6. _____. However, Facebook and similar 7. _____ may be losing popularity among teens. Only 25% of teens in a 2013 study in the US 8. _____ daily with others through these sites. And in a small study in Australia, nearly one-third of teens questioned did not have 9. _____ on any social networking sites. Even Facebook's own 2014 business report contains information about less teen interest in the site. It looks like Facebook and other social networking sites have to 10. _____: how to keep teens interested!

5. Complete the passage with the words and phrases below. There are more words and phrases than you need.

- keep up with • store information • develop • solve the problem • catch on •
- • terrified • devices • going on • helpless • useful • keep in touch • scroll •

Nomophobia

Mobile phones are such wonderful 1. _____ . We use them to 2. _____ with our friends and family, and our phone calendars help us 3. _____ our social obligations. In addition, those of us with smartphones use them to find out what's 4. _____ in the world. Unfortunately, some people find mobile phones so 5. _____ that they become addicted to them. When they're not sleeping, these people may use phones to check e-mails and different forms of social media about a hundred times a day! People who use their phones so often may 6. _____ something called "nomophobia" – a fear that they will be 7. _____ without their phones. This phobia is more common than you might imagine. In a recent UK survey, 66% of the 1,000 people in the survey said they were 8. _____ of losing their phones. Do you think you've got nomophobia? Find out more about the condition and ways to 9. _____ at www.allaboutcounseling.com.

Practice 3

Complete the text with the words in the box.

chips	dual core	megabytes	megahertz
motherboard	processor	speed	upgraded

The 'brain' of a computer is the (1)_____. Most of these are made by Intel and AMD, and are sometimes referred to as (2) _____. The fastest processors are (3) _____, which means that there are two processors working together. The (4) _____ of a processor is measured in (5) _____, which is usually written as MHz.

A computer's memory is measured in a (6) _____ if a computer has 1,024 megabytes of memory and the memory type is SDRAM, this is written as 1,024 MB SDRAM, and is pronounced "a thousand and twenty-four megabytes ees-de-dram".

The processor and memory modules are located on the (7) _____. Changing a computer's processors is not generally practical, but the memory can usually be (8) _____.

Read the text below and answer the questions follow.

HOW DO PEOPLE USE COMPUTER?

People use computers in many ways. At school, students use them to perform mathematical operations and solve difficult questions. Teachers use them to teach courses such as computer aided design, language learning, programming, mathematics, etc. meanwhile, they are also used for administrative purposes: for example, schools use databases and word processors to keep records of students, teachers and materials.

Race organizers and journalists relay on computers to provide them with the current positions of riders and teams in both the particular

stages of the race and in overall competition. Workstations in the race buses provide the timing systems and give up-to-the-minute timing information to TV stations. In the press room several PCs give real-time information on the state of the race. Computers databases are also used in the drug-detecting tests for competitors.

Computers are also used in banks. They store information about the amount of money held by each client and enable staff to access large databases and to carry out financial transactions at a high speed. They also control the automatic cash dispenser, which by the use of a personal coded card, dispense money to clients.

Airline pilots use computers to help them control the plane. For example, computers display data about fuel consumption and weather conditions, in airport control towers, computers are used to manage radar systems and regulate air traffic. On the ground, airlines are connected to travel agencies by computer. Travel agents use computers to find out about availability of flights, prices, times, stopovers and many other details.

Read the information below and check whether it is ***true or false.***

1. Students use computers to complete their tasks.
2. One advantage of computer for teachers is that it can be used as teaching aid.
3. Reporters use computers to supply only information of a particular competition stage.
4. What makes up-to-the-minute timing information about a competition to TV possible is the use of workstations
5. Computer cannot detect whether an athlete use drugs. No tasks within a bank can be done using computers
6. One must follow the phases in the waterfall model somehow in a sequential manner.
7. Bank uses computers to finish financial transactions in a short time.

8. Airplane are equipped with computers to make the pilot easier to monitoring the fuel and whether conditions.
9. Computers can be used to handle the air traffic.
10. It is impossible to use computers in flight business.

Guessing Meaning from Context

Information Connected with money Keep (save) Linked	Execute (do) Self-acting Mechanical Screen	Powerful computer usually connected to a network Program used for text manipulation

1. Students use them to <u>perform</u> mathematical operations and solve difficult questions.
2. <u>Workstations</u> in the race buses provide the timing systems and give up-to-the-minute timing information to TV stations.
3. Meanwhile, they are also used for administrative purposes: for example, schools use databases and <u>word processors</u> to keep records of students, teachers and materials.
4. They <u>store</u> information about the amount of money held by each client and enable staff to access <u>large</u> databases and to carry out <u>financial</u> transactions at a high speed.
5. They also control the <u>automatic</u> cash dispenser, which by the use of a personal coded card, dispense money to clients.
6. For example, <u>monitors</u> display <u>data</u> about fuel consumption and weather conditions

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English for Informatics Engineering 2

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Learning Outcomes:
1. Students are able to recognize basic sentence structure in English.
2. Students are able to identify subjects and verbs in English sentences.
3. Students are able to identify types of sentences in English.
4. Students are able to construct well-structured sentences in English

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