

A familiar “end of year” chant for school children began with the words, “No more pencils, no more books”. Could this also be a prophecy? Will the age of computer technology advance to the stage where books and pencils in schools become obsolete?

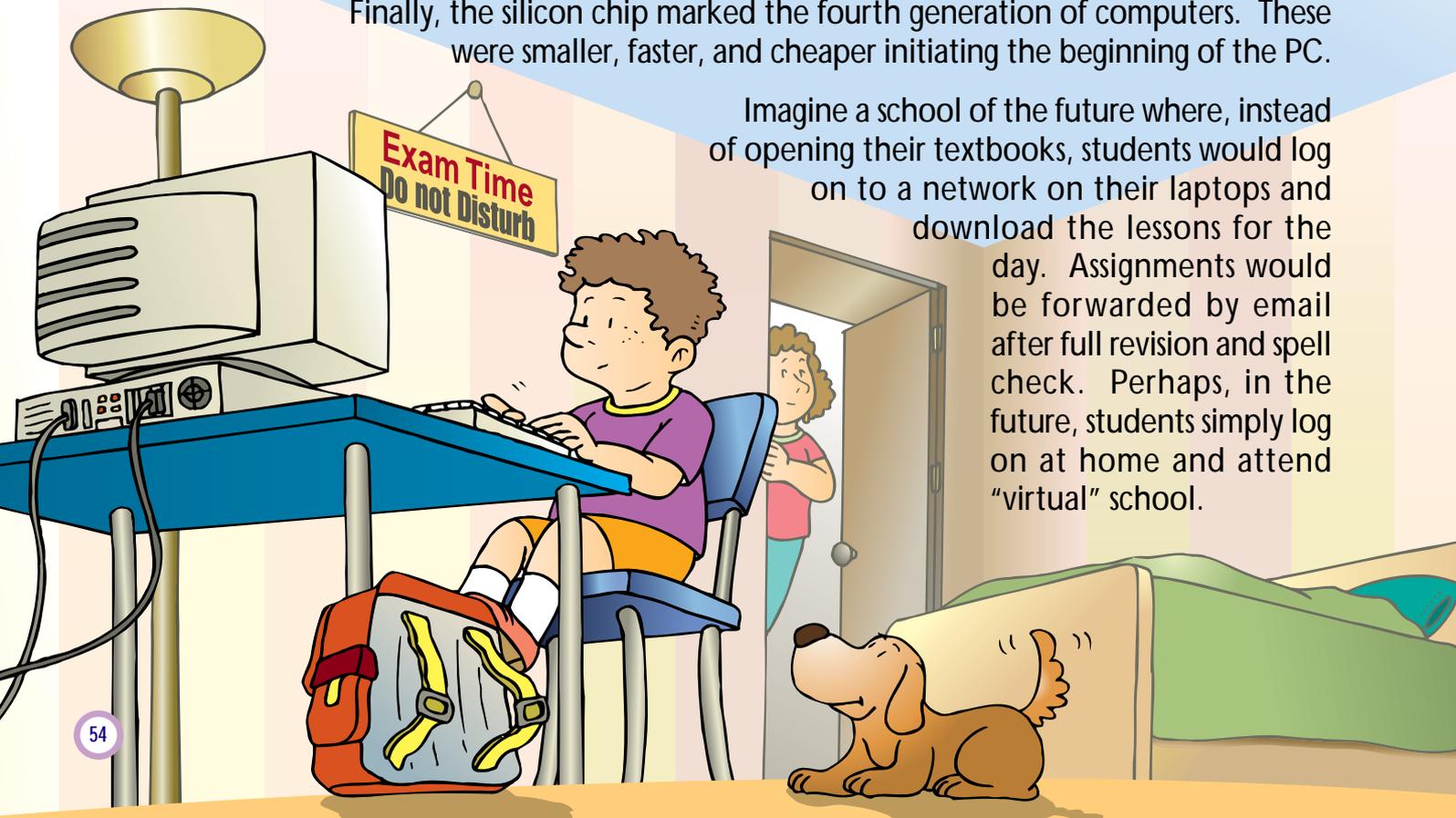
No More Pencils ... No More Books

Before considering these questions, it is useful to reflect on the history of the computer. Its roots go back to 1822 when an Englishman by the name of Charles Babbage created a computation machine. Recognizing the need for storing information primarily mathematical in nature, Babbage attempted to develop a machine powered by a steam engine to store information on punch cards. Babbage’s concept was sound but the technology available was inadequate to meet the task at hand.

The first electronic computer produced by the US Army in 1946 was named the ENIAC (electronic numerical integrator and calculator). It weighed 30 tons, and took up enough floor space to fill a normal-sized house. It was capable of performing about 5,000 operations per second but because it produced enormous amounts of heat while in operation, it had to be shut down regularly to cool off.

Advancements in computer technology can be recorded in four principal generations. The first would be the mainframe format such as the ENIAC. With the invention of the transistor, the second generation of smaller, faster, and less expensive computers came on the scene. By 1996, the miniature integrated circuits took the place of transistors, creating the new wave of computers with expanded memory capabilities, operating at relatively high speeds. Finally, the silicon chip marked the fourth generation of computers. These were smaller, faster, and cheaper initiating the beginning of the PC.

Imagine a school of the future where, instead of opening their textbooks, students would log on to a network on their laptops and download the lessons for the day. Assignments would be forwarded by email after full revision and spell check. Perhaps, in the future, students simply log on at home and attend “virtual” school.





Cause and Effect

- A **Cause** is the reason why something happens. An **Effect** is what happens.
- An effect is the result of a cause and a cause results in an effect.

A. Write in the space provided either the cause or the effect for each statement.

1. Cause: _____

Effect: Computers of the second generation were smaller, faster, and less expensive.

2. Cause: Miniature integrated circuits took the place of transistors.

Effect: _____

3. Cause: _____

Effect: Babbage created a computation machine.

4. Cause: The ENIAC produced enormous amounts of heat while in operation.

Effect: _____

5. Cause: _____

Effect: Babbage was unable to develop a steam-powered computer.

6. Cause: The fourth generation of computers used the silicon chip.

Effect: _____



Combining Sentences

- **Sentences** should contain a complete thought with descriptive details. A **Short Sentence** can be effective if it contains a singular idea that is best stated simply. Short sentences, particularly sentences with a common idea, should be combined to form longer and more interesting sentences.
- Sentences may be combined by using the following:
 - a) subordinate clauses
 - b) conjunctions
 - c) semi-colon

B. Rewrite the following paragraph combining sentences that are common in topic.

Use a variety of ways suggested above. Eliminate repetitious words and group the sentences that have a common topic.



In two weeks it would be Halloween. The boys and girls were preparing for Halloween. The boys and girls were making costumes. They were making costumes out of old clothes. They were having a Halloween party. The Halloween party was at the school. The Halloween party was in the gymnasium. The students in the sixth grade were doing the decorating. The students were hanging cutouts of ghosts and witches. The students were excited. The students were looking forward to an afternoon off from regular school. There were going to be prizes. The prizes were for the best costumes. There were going to be games organized. There were prizes for game winners.



Word Confusion

Often we are confused by words that sound similar or by words with similar spellings.



C. Read the definitions of the word pairs below and circle the appropriate words for the sentences.

where wear	a place put on oneself	among between	for more than two things for only two
berth birth	a place for sleeping to be born	die dye	pass away change colour
accept except	receive something not including	addition edition	to be added a published section
beside besides	next to as well as	canvas canvass	cloth for a tent survey people
cloths clothes	fabrics what we wear	council counsel	a group brought together legal advice
hanged hung	a person a thing	few less	for numbers for quantity

- Where, Wear are you?
- What is your date of berth, birth ?
- Who is going beside, besides us?
- She dyed, died her hair for the school play.
- He will accept, except the award at the ceremony.
- The defendant sought legal council, counsel before the trial.
- We will canvas, canvass the neighbourhood for political support.
- We had to choose among, between the left and the right door.
- I found an old addition, edition of my favourite book.
- They shopped for warm cloths, clothes to wear for winter.
- There were few, less people in attendance.
- They hanged, hung the picture on the wall.