## Computing

## Lesson 4: Input

Programming Part 1: Sequence

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1 Materials from the Teach Computing Curriculum created by the National Centre for Computing Education

## Task: Make a prediction

Take a look at the program below and make a prediction about what will be output on the screen when this program is executed. Write your prediction down.
2 initial = input()
4 surname = input()
6 age = int(input())
9 marmite = "True"
1 3

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```
1 print("What is your first initial?")
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```
1 print("What is your first initial?")
3 print("What is your surname")
3 print("What is your surname")
5 print("What is your age?")
5 print("What is your age?")
7 print("True or False - you like marmite")
7 print("True or False - you like marmite")
8 likes_marmite = input()
8 likes_marmite = input()
10 decades = float((age / 10))
10 decades = float((age / 10))
11 print(f"Well hello {initial} {surname}.")
11 print(f"Well hello {initial} {surname}.")
12 print(f"It is {likes_marmite==marmite} that you like marmite.")
12 print(f"It is {likes_marmite==marmite} that you like marmite.")
```

print(f"This is probably because you are {decades} decades old")

```
```

print(f"This is probably because you are {decades} decades old")

```

\section*{Task: Run the program}
1. Open the program using the following shortlink:
oaknat.uk/comp-ks4-minidatacollect
2. Run the program
3. Was your prediction correct? Did anything surprise you?

\section*{Task: Investigate the program}

Follow the steps to investigate the program. Record your answers.

\section*{Step 1}

What data type is being collected at line 2?

\section*{Step 2}

Run the program and type more than 1 character when asked for your first initial.

What happens?

\section*{Step 3}

Why do you think this is?

\section*{Task: Investigate the program}

Follow the steps to investigate the program. Record your answers.

\section*{Step 4}

Does Python have a function for char? Take a look at this link and read the
documentation carefully:
oaknat.uk/comp-pythonfunctions

\section*{Step 5}

Run the program and type in some string (text) when you are asked for your age. What happens?

\section*{Step 6}

Why do you think this happens?

\section*{Task: Investigate the program}

Follow the steps to investigate the program. Record your answers.

\section*{Step 7}

Run the program and type in all lower case true when asked if you like marmite.
What happens to the marmite message?

\section*{Step 8}

Run the program and type in True when asked if you like marmite. What happens to the marmite message?

\section*{Step 9}

Run the program and type in hello when asked if you like marmite. What happens to the marmite message?

\section*{Task: Investigate the program}

Follow the steps to investigate the program. Record your answers.

\section*{Step 10}

Line 12 contains the following piece of code likes_marmite == marmite.

What do you think might be happening here?

\section*{Step 11}

Run the program and type 9 when you are asked for your age. What happens?

\section*{Step 12}

On line 10, the forward slash / is being used between the variable age and the number 10.

What arithmetic operation is the forward slash
performing?

\section*{Task: Investigate the program}

Follow the steps to investigate the program. Record your answers.

\section*{Step 13}

On line 10, change the word float to int. Run the code and type in 9 as your age. What happens?

\section*{Step 14}

Keeping line 10 as int.
Run the code and type in
28 as your age. What
happens?

\section*{Step 15}

What do you think is happening when the number is held as an integer compared to a float?

\section*{Task: Modify}

The age must be entered as a number on line 6. Use try and except to remind the user that they must enter a number.
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Sample code:
print("Enter a number")
try:
number = float(input())
except ValueError:
print("You must enter a number")
number = float(input())

```
```

