

MEB
Vocational High School

ICT

(INFORMATION AND COMMUNICATION TECHNOLOGY)

Vocational High School STUDENT'S BOOK

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İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'sım;
O zaman yükselerek arşa değer belki başım.

Dalgalar sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif Ersoy

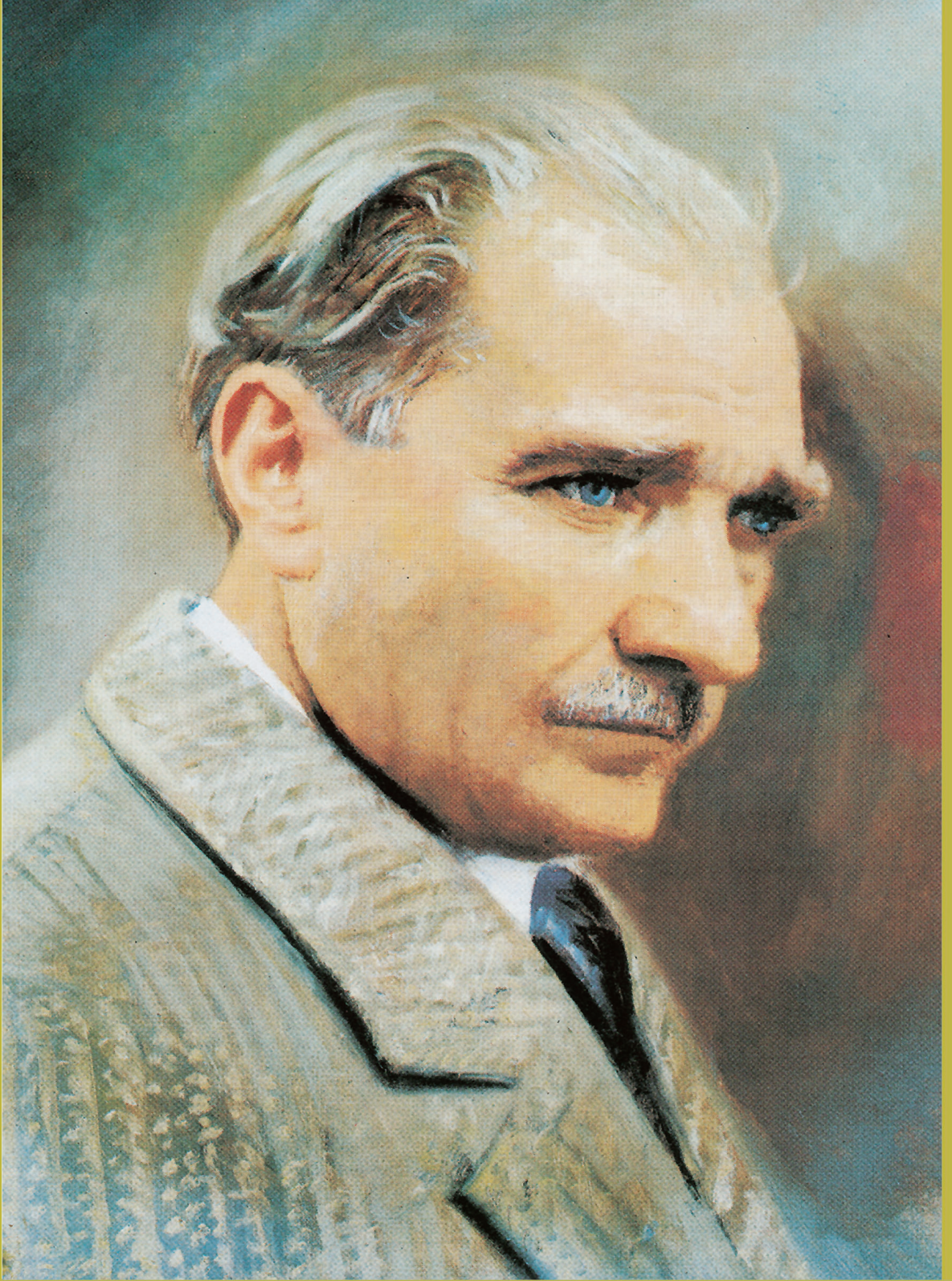
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsaît bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

We have prepared these new materials specially for you: students at Vocational High Schools in Turkey. This book is one of a series of four:

- Sales & Marketing
- Information & Communication Technology (ICT)
- Office Management & Secretarial Skills
- Accounting & Finance

Because this Student's Book is about your chosen occupation, its main purpose is to:

- help you learn the really useful and important language for your subject
- help you to improve your speaking skills
- increase your confidence when using English to communicate at work

Student-centred learning

We have included lots of pair and group work activities for you. You will work together with your classmates (through pair and group work) in many activities (dialogues, vocabulary games, problem-solving). We hope that this will increase your motivation to speak and allow you to enjoy learning. We also hope you won't have to worry too much about grammar!

The unit topics in this Student's Book match the objectives in the syllabus. Teaching your students reading comprehension strategies and strengthening their decoding skills will help them become independent readers. By helping them to learn to read sight words, use contextual cues, engage in pre-reading activities, you will aid them in achieving their literacy goals.

We hope you will enjoy learning through this new approach!

Bu kitap, Türkiye'deki Meslek Liselerinde okuyan öğrenciler için özel olarak hazırlanmıştır. Yeni hazırlanan bu kitaplar dört alan içindir.

- Pazarlama ve Perakende
- Bilişim Teknolojileri
- Büro Yönetimi ve Sekreterlik
- Muhasebe ve Finansman

Bu eğitim materyalleri, ticaret sektörüyle ilgili olduğu için esas hedefimiz;

- Alanınızla ilgili yararlı ve önemli bir dil olan İngilizce'yi öğrenmenize yardım etmek,
- Konuşma becerinizi geliştirmenize yardımcı olmak,
- İş yaşamınızda İngilizce kullanarak iletişim kurarken kendinize olan güveninizi arttırmaktır.

Öğrenci Merkezli Eğitim

Bunu başarabilmek için ikili ya da grup çalışmalarını içeren birçok aktiviteyi kitaba dahil ettik. Bu aktiviteleri beraber çalışacaksınız (diyaloglar, kelime oyunları, problem çözme). Bu aktiviteler fikir alışverişi yapmanıza olanak sağlayacak ve öğrenci merkezli bir öğrenme ortamı hazırlayacaktır. Böyle bir atmosferin sizin konuşma isteğinizi arttıracak ve sizi Mesleki İngilizce öğreniminde bizce önemli engel olarak görünen dil bilgisi (grammar) probleminden kurtaracağını umuyoruz.

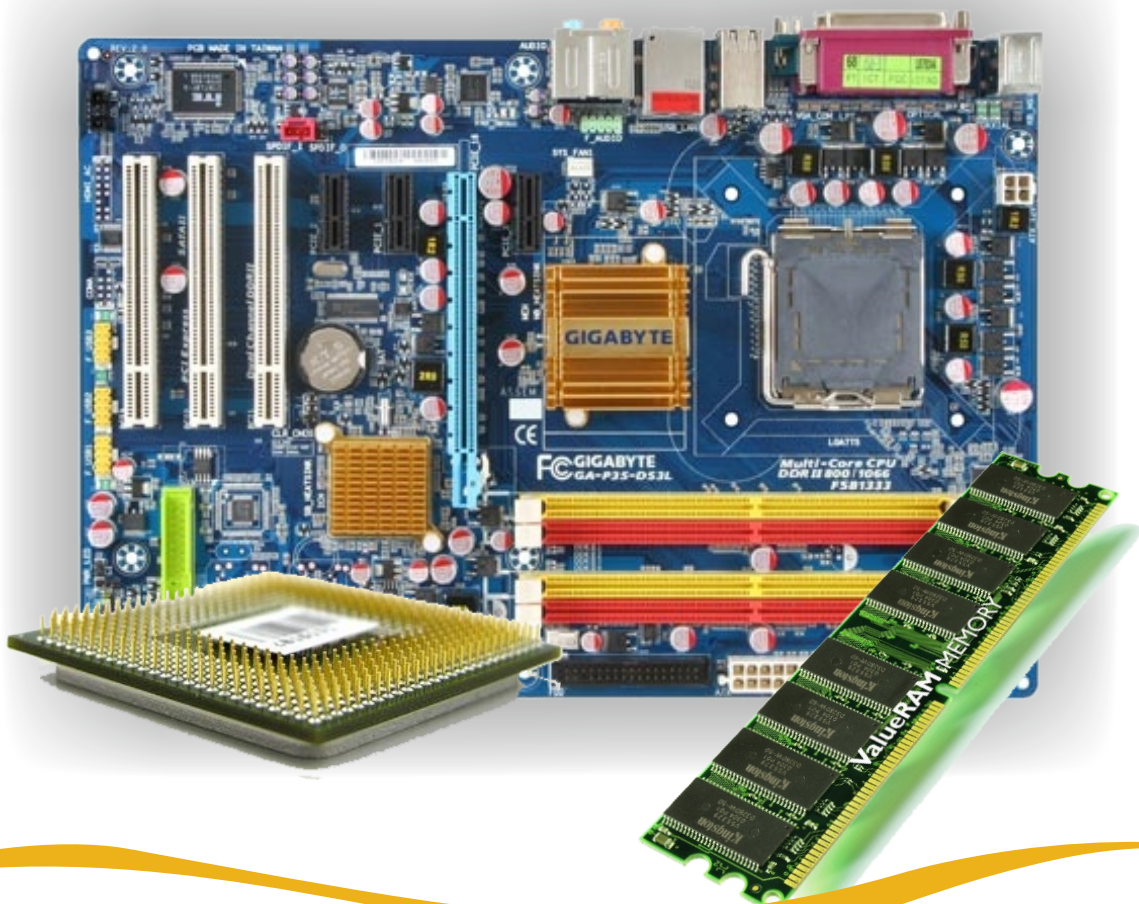
Ünitelerdeki konular müfredatta belirtilen hedefler doğrultusunda seçilmiştir. Öğrencilerinize okuduğunu anlama stratejilerini öğretmek ve onların çözümleme becerilerini güçlendirmek onların bağımsız birer okuyucu olmalarını sağlayacaktır. Kelimeleri anlamsallaştırarak okumayı öğretirken, bağlamsal ipuçlarını kullanmak, ön okuma aktivitelerine odaklanmak, okuma yazma hedeflerine ulaşmada onlara yardımcı olacaktır.

Umarız ki bu yeni yaklaşım, İngilizce öğrenimimizi daha keyifli hale getirecektir.

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UNIT 1

COMPUTER HARDWARE SYSTEM



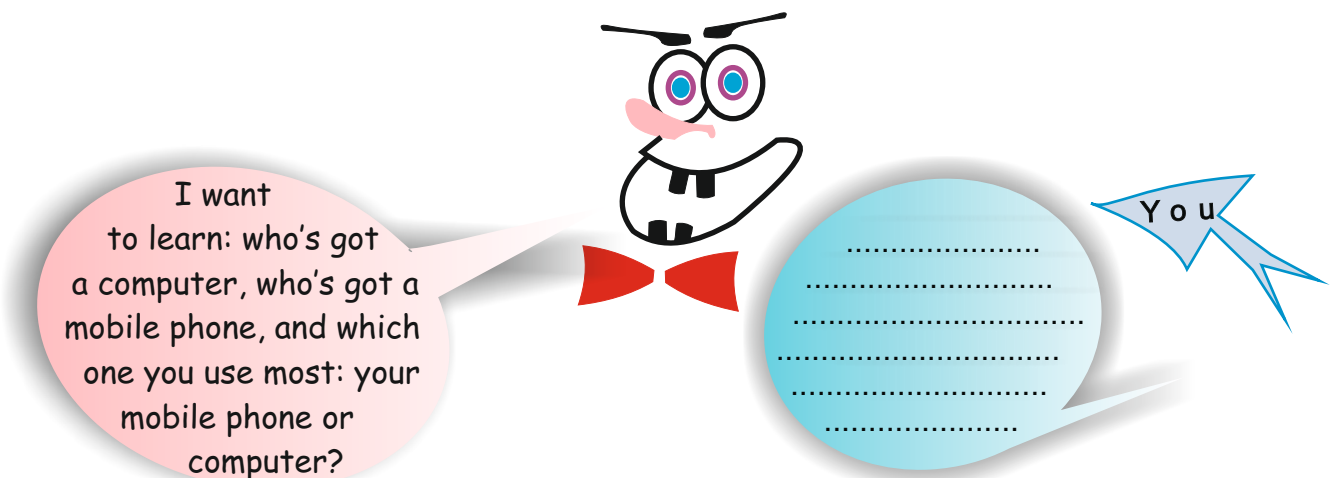
In this unit you are going to learn about:

- ✎ elements of a computer hardware system
- ✎ basic spelling related to computer system
- ✎ the International Phonetic Alphabet (IPA) for pilots, telephone, etc
- ✎ computer hardware abbreviations and definitions



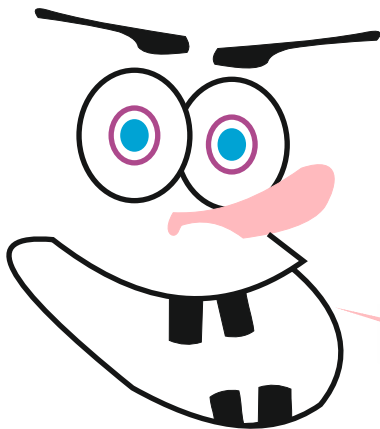
Warm-up

Answer these questions individually. Then write your answers in the speech bubble below.



Activity 1

First read Zachary's speech bubble. Then fill in your own bubble by introducing yourself.



I'm
Zachary Port. I'm 22
years old and I'm a web designer.
I'm funny, determined, hardworking,
creative, but careless. I'm good at
computers, but I'm not so good at
sports. So, who are you? I want to
know all about you.

.....
.....
.....
.....
.....



Pronouncing the English alphabet

A	B	C	D	E	F	G	H	
I	J	K	L	M	N	O	P	
Q	R	S	T	U	V	W	X	
Y	Z							

Activity 2



Spell and say aloud the following abbreviations in English to your partner.

1. The USA
2. DJ

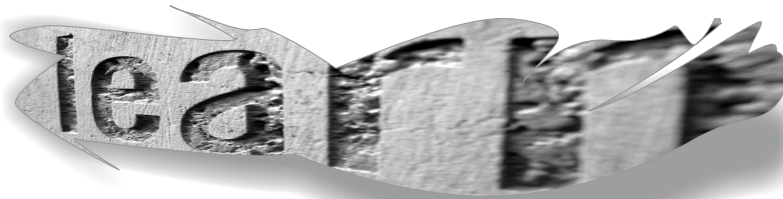
3. VIP
4. The WHO

5. The UK
6. DVD

Activity 3



Spell your first and last name to your partner.



THE ALPHABET

A	J	S
B	K	T
C	L	U
D	M	V
E	N	W
F	O	X
G	P	Y
H	Q	Z
I	R	

Activity 4



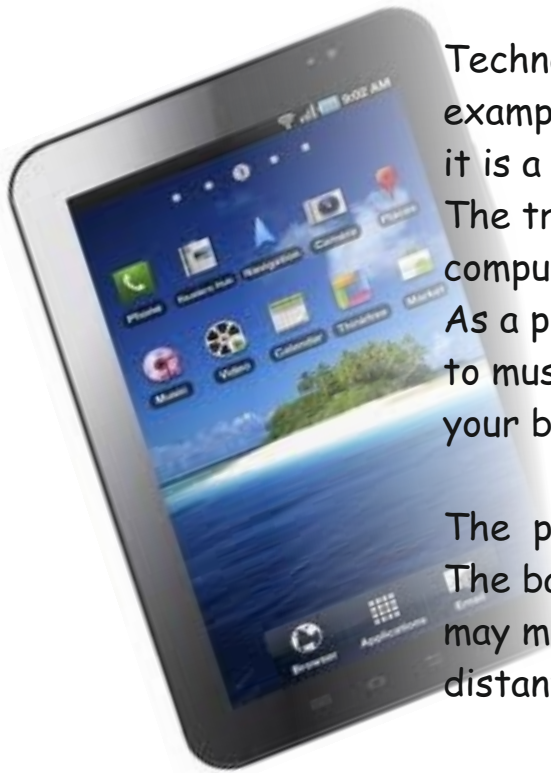
Look at the telephone expressions below about talking on the phone. Put a tick (✓) next to ones you use/hear mostly in your daily life. Put a cross (X) next to those you have never heard.

<input type="checkbox"/> Could you spell your name, please.	<input type="checkbox"/> How can I help you?	<input type="checkbox"/> Can you speak slowly, please?
<input type="checkbox"/> I'm leaving your message.	<input type="checkbox"/> Hold on a second.	<input type="checkbox"/> I'd like to talk to
<input type="checkbox"/> Good morning /afternoon/evening.	<input type="checkbox"/> Who's speaking?	<input type="checkbox"/> I'll transfer your call.
<input type="checkbox"/> Hello!	<input type="checkbox"/> The line's busy.	

Activity 1



First read the text. Then fill in the chart using the text below.



Technology has been developing very rapidly. For example, tablet PCs. What is a tablet PC? Some say it is a computer and some say it is a mobile phone. The truth is, it is both a mobile phone and a computer. As a mobile phone, you can speak with it. As a personal computer, you can surf the net, listen to music, take photos, read your e-mails and write your business reports.

The problem is, it is unaffordable for most people. The battery life is really short and the tablet PC may make people less social and more remote or distant from each other.

Advantages of using a tablet PC (+)

-
-
-
-

Disadvantages of using a tablet PC (-)

-
-
-

Activity 2

Join each word from the balloons with the words 1-5 below.

1. rapidly
2. affordable
3. mobile
4. remote
5. develop

distant

not too expensive

fast

portable

improve

Homework



In your group, prepare a poster of a technological device (e.g. a mobile). Then present your poster to the class and discuss the advantages and disadvantages of your chosen device.

Did you know that:

1. the first computer was produced in 1948?
2. the ancestor of the computer is the abacus, which is still used in some parts of Asia?

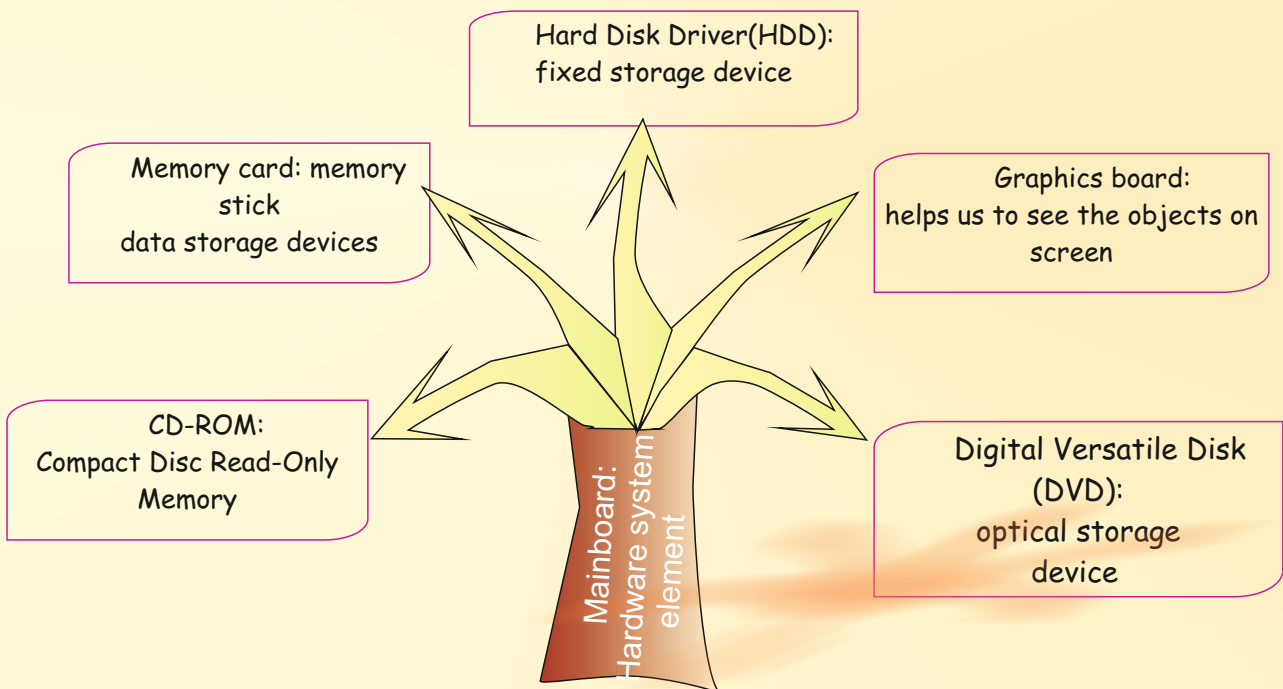


Asia

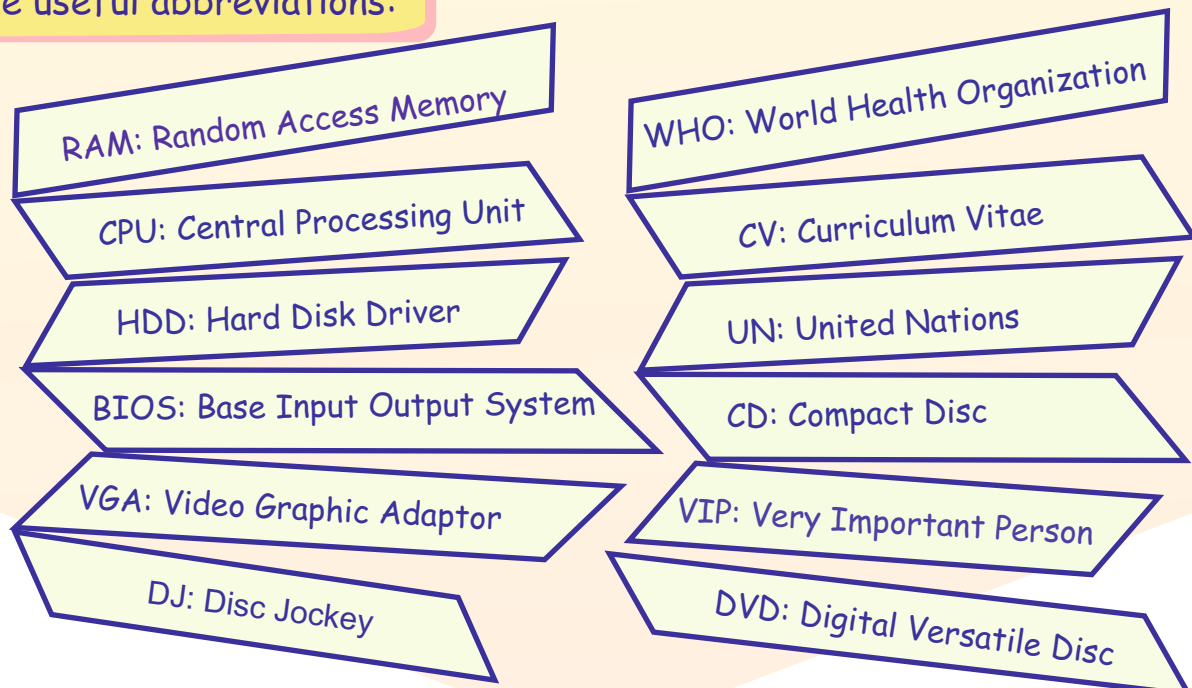
Warm-up



Hello again, my friends. How are you today? I'm very excited because today we're going to learn about the basic computer hardware system elements and their abbreviations. Let's start with abbreviations.



Some useful abbreviations:



Activity 1

Look at the groups of letters below. Re-arrange them into the correct order. The letters will make the name of the picture on the right.

1. IROADABNM _____

2. DCRAEOYMRM _____

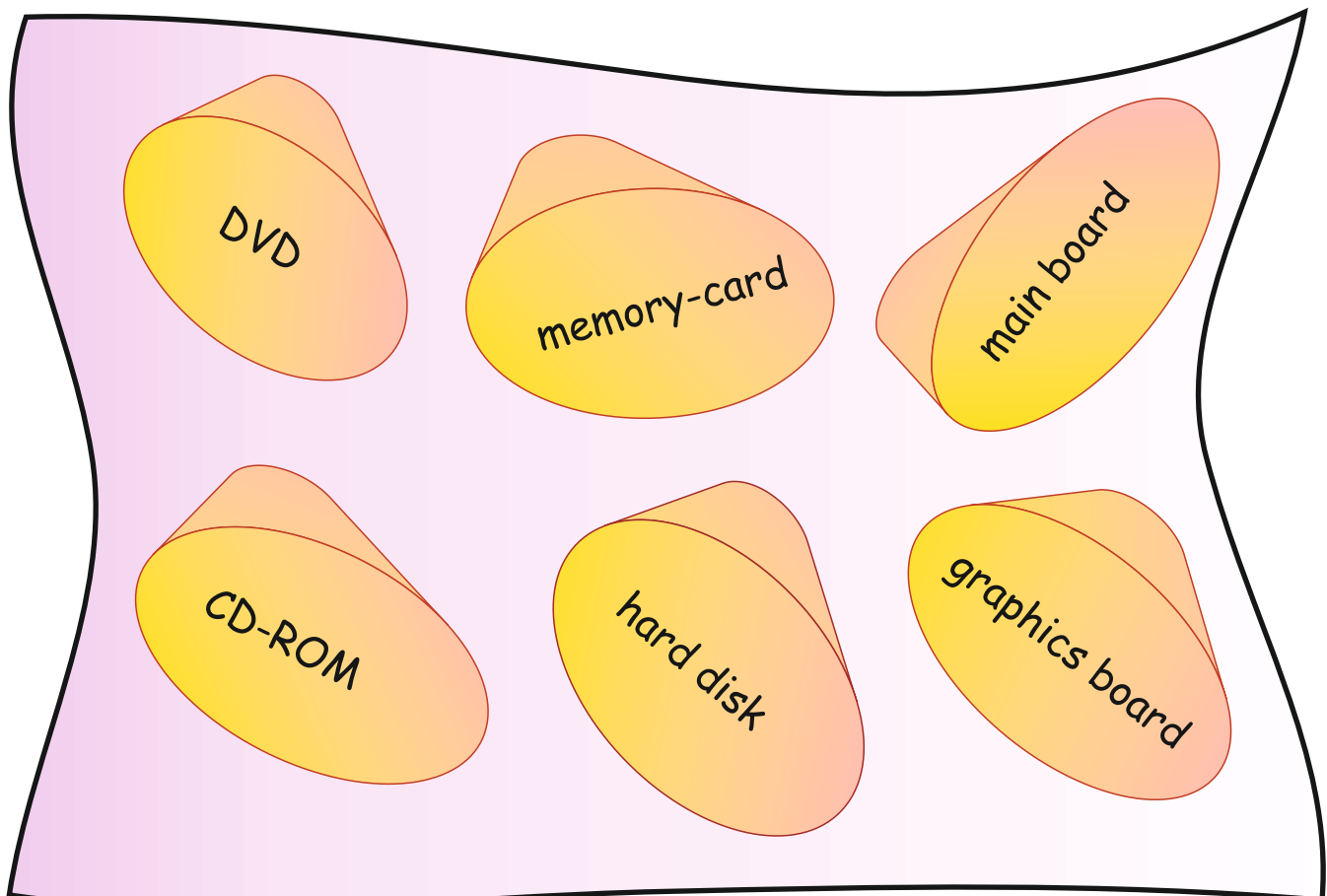
3. RDMCO _____ - _____



Activity 2



In this activity the teacher will tell you how to remember the terms below. You will learn the words one by one while the teacher is erasing the words.



Activity 1

Think of three new common abbreviations that you know. Then write them below with their definitions.

Abbreviation

Definition

1



2



3



Activity 2

Look at the pictures and graphics below. Then fill in the table at the bottom. Tick (✓) the correct column, A or B.



Computer A

£300	CPU (2.83 GHz)
£250	HDD (1 TB)
£100	RAM (2 GB)
£250	Mainboard
£250	Graphic Board (2 GB ie)
£50	DVD Rom R (Read)

Price: £1200



Computer B

£275	CPU (1.86 GHz)
£180	HDD (500 GB)
£70	RAM (1 GB)
£150	Mainboard
£150	Graphic Board (1GB)
£70	DVD Rom RW (Read and Write)

Price: £895

	A	B
is more expensive		
has more capacity		
is faster		
has a larger memory		

Warm-up



You're going to see some new terms related to computers. Do you know them?



a) ports



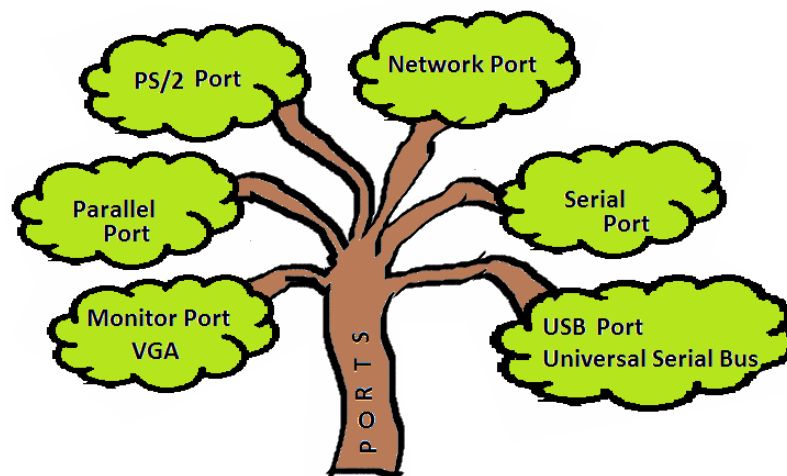
b) connecting Europe with Asia

A port is an interface on a computer to which you can connect a device, like ports connect ships to a country.

A connector is a link between two data structures, like a bridge that connects two places.



These are the different ports of a computer:



Activity 1



Find the seven words and abbreviations related to the unit and circle/highlight them in the word puzzle below.

P	O	R	T	W	M	C	A	N	E	G
A	X	Y	T	Z	O	B	M	L	E	N
R	O	T	C	E	N	N	O	C	Q	E
A	Q	S	J	Y	I	N	B	L	A	T
L	H	D	E	A	T	F	E	U	D	W
L	X	Z	C	K	O	C	R	I	V	O
E	M	K	S	E	R	I	A	L	X	R
L	E	O	P	E	H	T	U	S	B	K

Activity 2

Fill in the gaps below to make computer-related words below.

1. m _ _ t _ r

2. p _ r _ l l _ l

3. _ _ B

4. n _ t w _ r k

5. s _ _ i _ l

6. p _ r _

7. h _ r d d _ s k

8. c _ n _ e _ t _ r

9. _ o _ p _ t _ r



Did you know that:

1. the first computer was as big as a room?
2. the first mouse was used in 1964?

Assignment



Prepare a poster of your perfect computer. Show the computer hardware system elements in a diagram on your poster. Your group will present the poster to the class.

Self assessment

In this unit:

I liked 😊: _____

I did not like 😞: _____

I learnt how to: _____

I learnt the following new words/phrases:

Revision

1. Now, with your partner, take turns to spell each other's first and second name correctly.

2. Write the long forms of these abbreviations in the spaces provided.

a. www



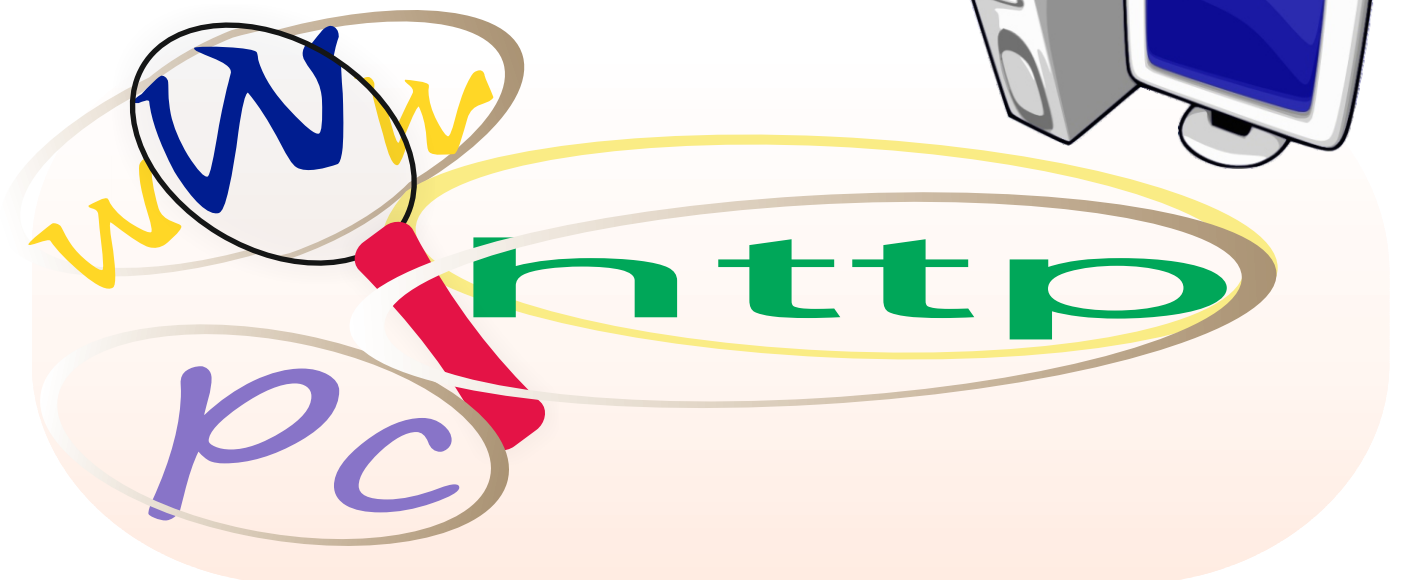
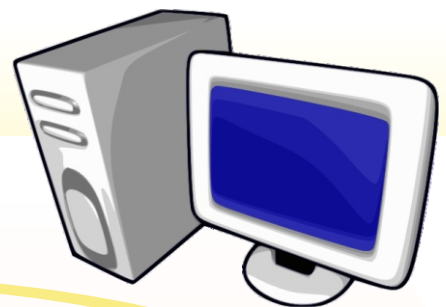
b. http



c. PC



3. Give any four names of computer hardware elements that you know.



UNIT 2

COMPUTER EQUIPMENT



In this unit you will learn:

- ✎ about different types and properties of computer equipment.
- ✎ how to make suggestions for solving computer equipment problems.



Activity 1

Look at the pictures below. Then fill in the gaps with the words in the bubbles.

monitor

keyboard

mouse

webcam

printer

speaker

scanner

headset

earphone

modem

projector



Activity 2

Read the sentences about computer equipment. Write True (✓) or False (X).

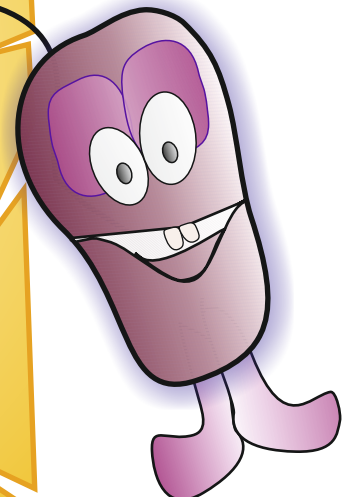
	✓	X
1) A scanner copies images and documents.	<input type="checkbox"/>	<input type="checkbox"/>
2) A speaker is used to write documents.	<input type="checkbox"/>	<input type="checkbox"/>
3) A projector projects images and text onto a screen.	<input type="checkbox"/>	<input type="checkbox"/>
4) A headset is used for listening.	<input type="checkbox"/>	<input type="checkbox"/>
5) A webcam is used for clicking on icons.	<input type="checkbox"/>	<input type="checkbox"/>
6) A mouse is used for recording information.	<input type="checkbox"/>	<input type="checkbox"/>
7) A modem is used for connecting to the Internet.	<input type="checkbox"/>	<input type="checkbox"/>

Activity 3



In pairs, decide the meaning of the following computer terms. Then write the meanings in Turkish in the spaces provided.

1) print out	_____
2) connect to	_____
3) scan	_____
4) click on	_____
5) type	_____



Activity 1

Look at the words in the bubbles below. Then write them in the correct categories in the table.

earphone

webcam

mouse

monitor

speaker

keyboard

projector

headset

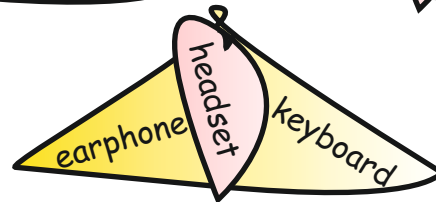
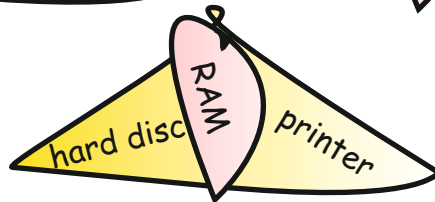
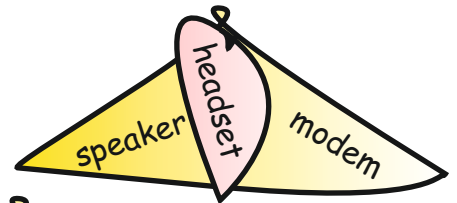
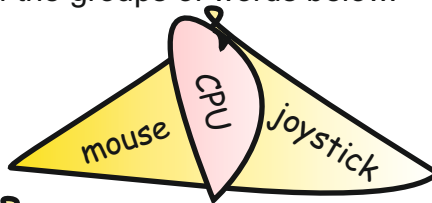
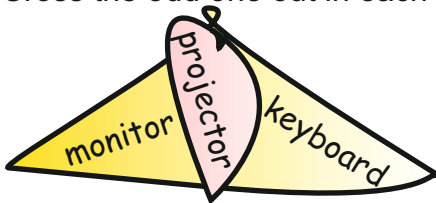


Common term	Technical term	
seeing	(visual)	
touching	(kinaesthetic)	
hearing	(auditory)	

Activity 2

Odd one out

Cross the odd one out in each of the groups of words below.



Hi again, my dear friends. Do you know what VAK is? Let me show you. VAK is a multiple intelligence concept.

V

is for visual

A

is for auditory

K

is for kinaesthetic

Here is an example of a simple VAK test for you.
First do the test. Then count your answers in each column.

Questions	a	b	c
1) In your free time you prefer: a) walking b) listening to music c) reading books			
2) While I'm in my lessons, I a) move around the room b) listen to music c) look at pictures.			
3) When I'm bored, I a) move my legs b) sing songs c) watch films.			
4) While I'm taking a shower, I a) dance b) whistle c) look at the ceramic tiles.			
5) When I meet with my friends, I prefer to a) do sport b) go to a concert c) go to the cinema.			
6) Telling your friend about a coastal holiday, would you be more likely to mention ... a) the facilities and entertainment activities? b) the quiet of the place, broken only by the sound of the surf? c) the blue of the sky and the surf spray			
7) When I come across a new idea, it interests me if it is a) logical and understandable b) related to music c) about sport.			

TOTAL: — — —

If you have mostly a's, you are perhaps a more kinaesthetic person.
If you have mostly b's, you are perhaps a more auditory person.
If you have mostly c's, you are perhaps a more visual person.

You know
I'm a Web designer and I
have lots of hobbies. I like reading
books and taking photos. I want to
learn about your hobbies, too.



Activity 1



Look at the table below and find someone in your group who likes these activities.
Write his/her name in the spaces.

Activities

Name of student(s)

playing computer games

taking photos

doing word puzzles

surfing the Internet

using social websites

preparing blogs

listening to music

playing DVD games

reading books

watching TV

making animations



Activity 2



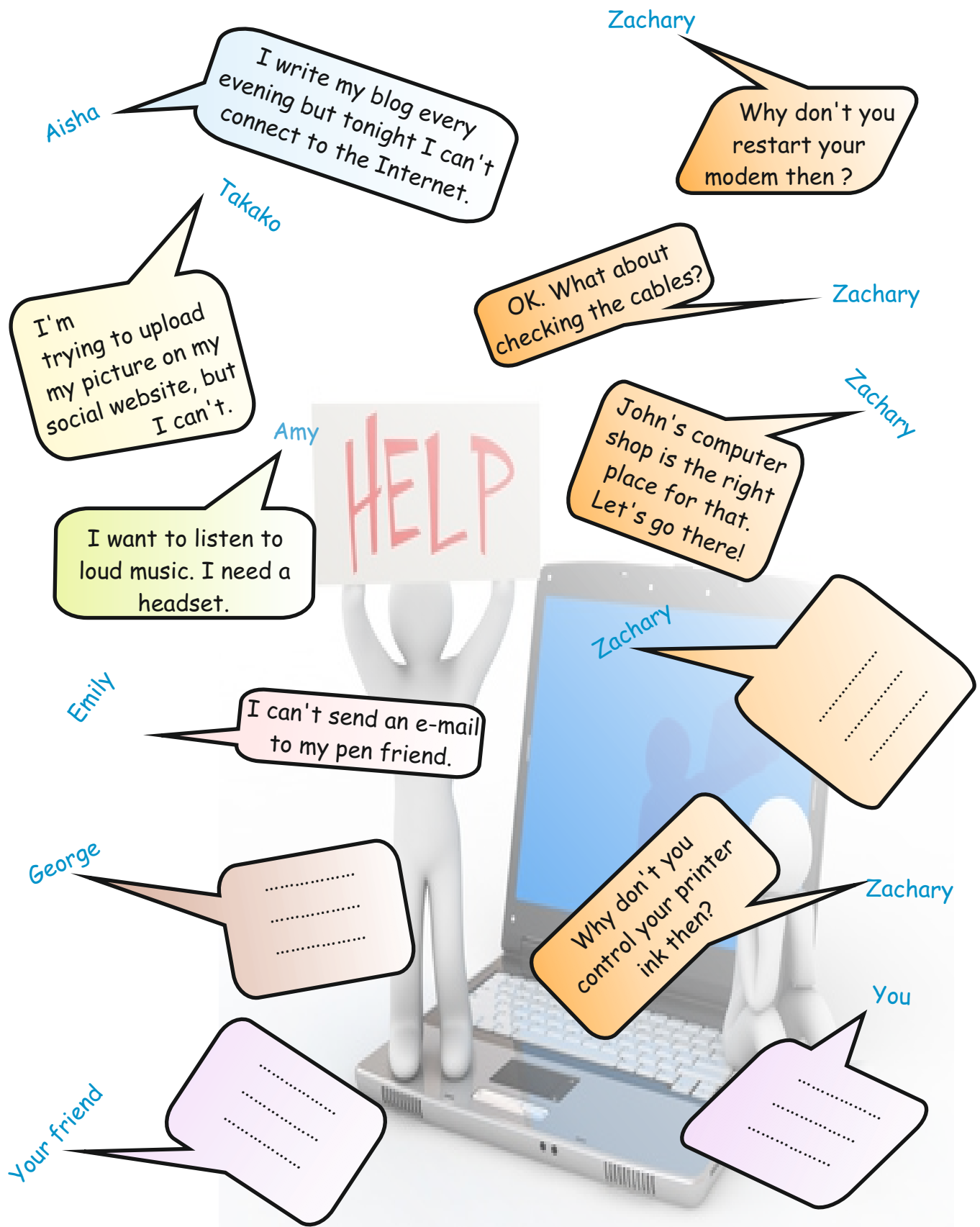
One student in your group mimes what s/he likes. The rest of you guess the meaning of the student's actions.

Activity 3



Fill in the dialogues as in the examples below.

Examples:



Activity 4

Read the sentences aloud to your partner. Circle the correct option for each sentence.

1. We need a _____ to play computer games.

a) joystick

b) printer

c) projector

2. Our teacher uses a _____ for making her lessons more enjoyable. We can see all the presentations on the screen.

a) scanner

b) headset

c) projector

3. Dani: Hey, I have a new friend from Egypt. We're chatting on the Net but I want to see her live on the screen.

Eli: Why don't you buy yourself a _____ then?

a) webcam

b) joystick

c) hard disk

4. Yuki: I can't find my project subject in the books. Can you help me?

Ben: Of course, I can. Let's _____

a) listen to music

b) check on the Net

c) play video games

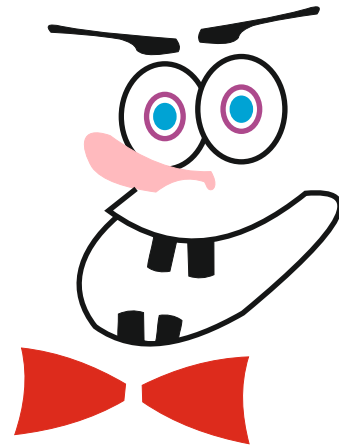
GAME TIME!!!



Don't look backwards!!!
Now you are going to play a spelling game.
You will turn back, your friend will write the letters and you will guess the word.

Rules
Don't speak!
Don't look backwards!
Whoever says the correct word first is the winner!!!

My friends! In lessons 1 and 2 you learnt about computer equipment. Now you're going to learn about the different types and properties of that equipment.



Monitor:
- CRT
- LCD

Keyboard:
- F keyboard
- Q keyboard

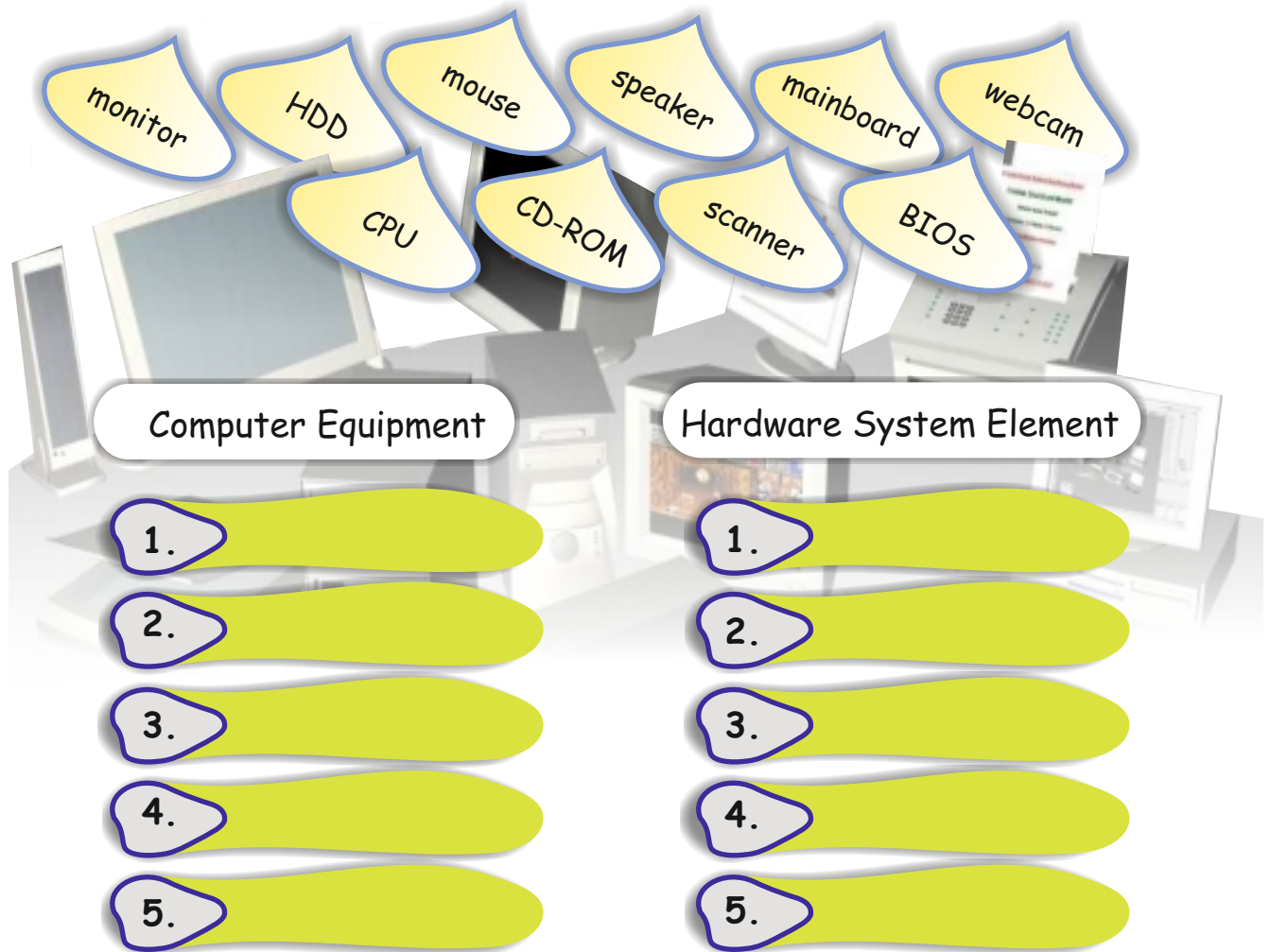
Computer
equipment

Mouse:
- optical
- mechanical

Printer:
- laser
- deskjet

Activity 1

Categorize the words below by filling in the two columns.

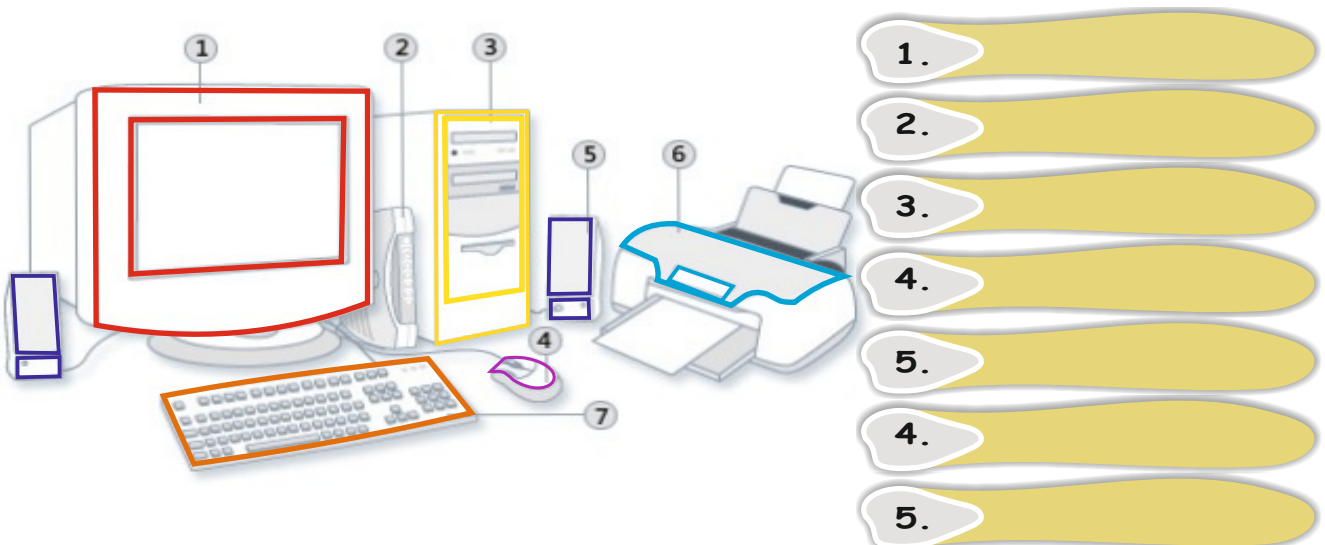


Computer Equipment	Hardware System Element
1. <input type="text"/>	1. <input type="text"/>
2. <input type="text"/>	2. <input type="text"/>
3. <input type="text"/>	3. <input type="text"/>
4. <input type="text"/>	4. <input type="text"/>
5. <input type="text"/>	5. <input type="text"/>

Activity 2



Label the picture below with the correct terms for each item of equipment. Use the spaces provided.

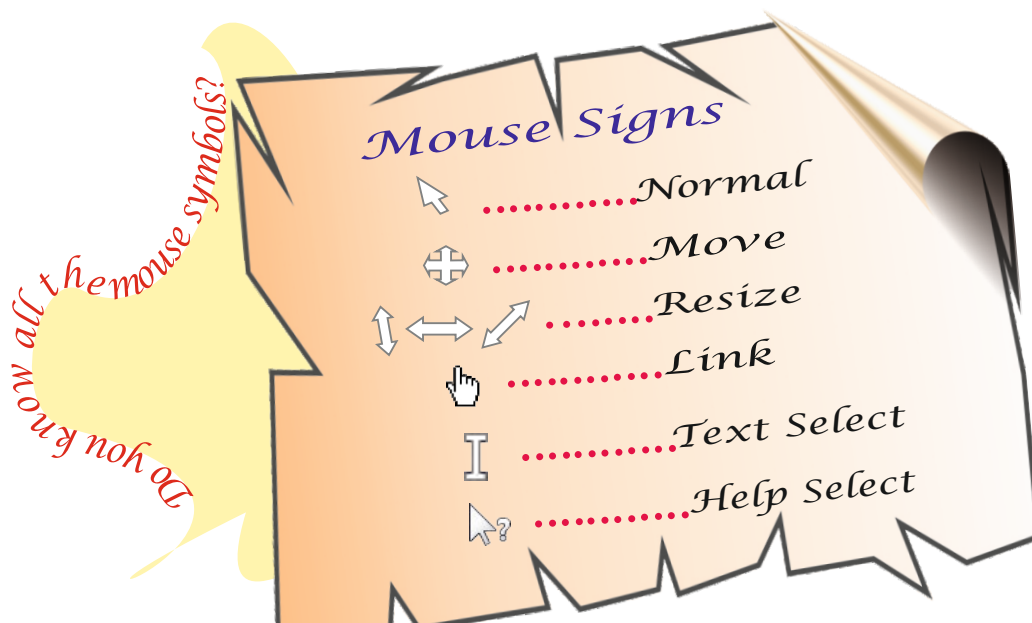
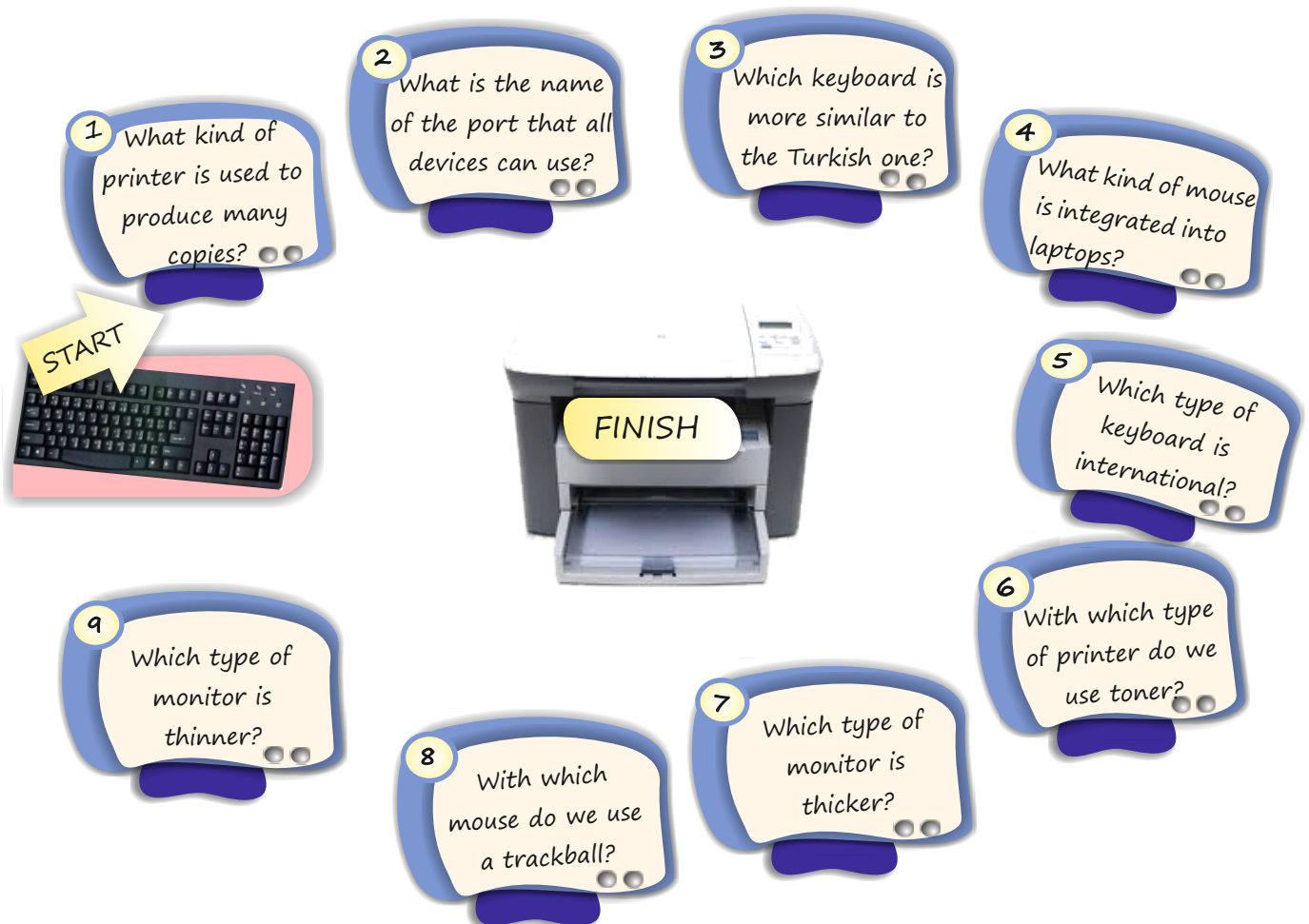


1. <input type="text"/>
2. <input type="text"/>
3. <input type="text"/>
4. <input type="text"/>
5. <input type="text"/>
4. <input type="text"/>
5. <input type="text"/>

Activity 3



Look at the board game below. Your teacher will give you the instructions. Each question carries one point. Then you will mark your answers. The group who has the highest score is the winner.



Self-assessment

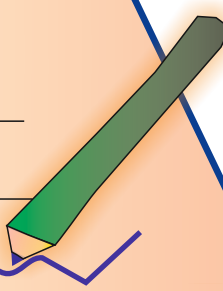
In this unit:

I liked 😊 _____

I did not like ☹️ _____

I learnt how to: _____

I learnt the following new words/phrases:



Revision

You will visit the computer lab with your teacher. Observe the computer equipment carefully with your partner and answer the survey questions below. Circle the correct answer.

1. What are the computers like in the lab?

- a) very up-to-date b) quite modern c) old-fashioned



2. What size are the computers?

- a) small b) medium c) too big



3. What are the mice like ?

- a) very up-to-date b) modern c) old-fashioned



4. What different types of the mice are there?

- a) optical b) mechanical c) touchpad



5. What are the printers like?

- a) old-fashioned b) quite modern c) up-to-date



6. What are the monitors like?

- a) small b) medium c) too big



UNIT 3

NETWORK CONCEPTS



In this unit you will learn about:

- ✎ network types
- ✎ devices that help us connect to the network
- ✎ viruses and terms used in virus programmes

Today
I'm going to talk
about the history of
the computer and
the Internet.

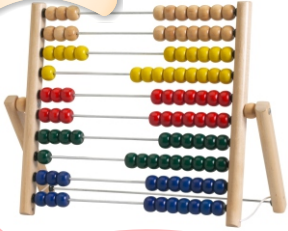


Activity 1

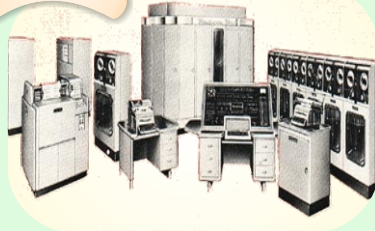
This is a short history of the computer:

First look at the pictures below. They are in jumbled order. Re-order them by writing (1st-5th) in the spaces provided.

abacus



UNIVAC



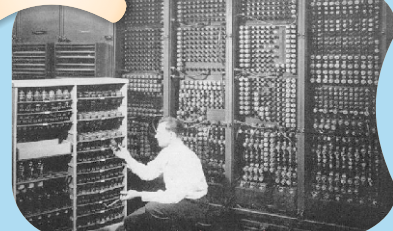
Grid



IBM PC



ENIAC



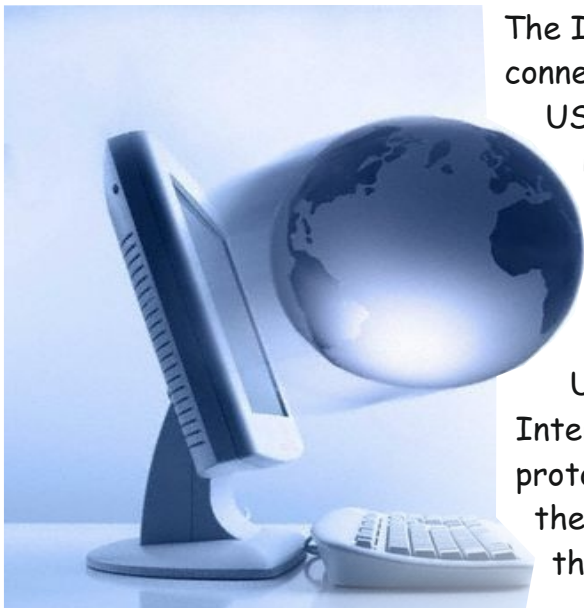
Activity 2



Now look at the pictures above. Think of and relate to your partner two more developments in computer history.

Activity 3

Read the paragraph below. Then complete the story script on the next page with the correct chronological order in the circles.



The Internet consists of thousands of small connections. It began (in 1969) as a project in the USA called DARPA (Defence Advanced Research Project Agency). The project aimed to connect many big USA computers to each other. In 1970 the project was re-named ARPANET (Advanced Research Project Agency Network) and later became known as the Internet. A Harvard University student began the first civilian Internet in 1974. People wrote only the IP (Internet protocol) address link at first. Then in 1991 they used the "www" protocol. The first Turkish connection to the Internet was on 12th April, 1993 in METU





Now,
I'm going to
visit my network
operator friend, Michael.
He's going to tell us
about different
network types.

Michael

Hi! Welcome
Zachary. How's it going?

Zachary

Hi! Michael

Michael

There are
five types of
network : LAN,
WAN, MAN,
SAN and VPN.

Very well Michael. I want
to ask you some questions
about network types
because today my friends
are learning about them.

Michael

Zachary

I see. What are
the differences
between them?

Zachary

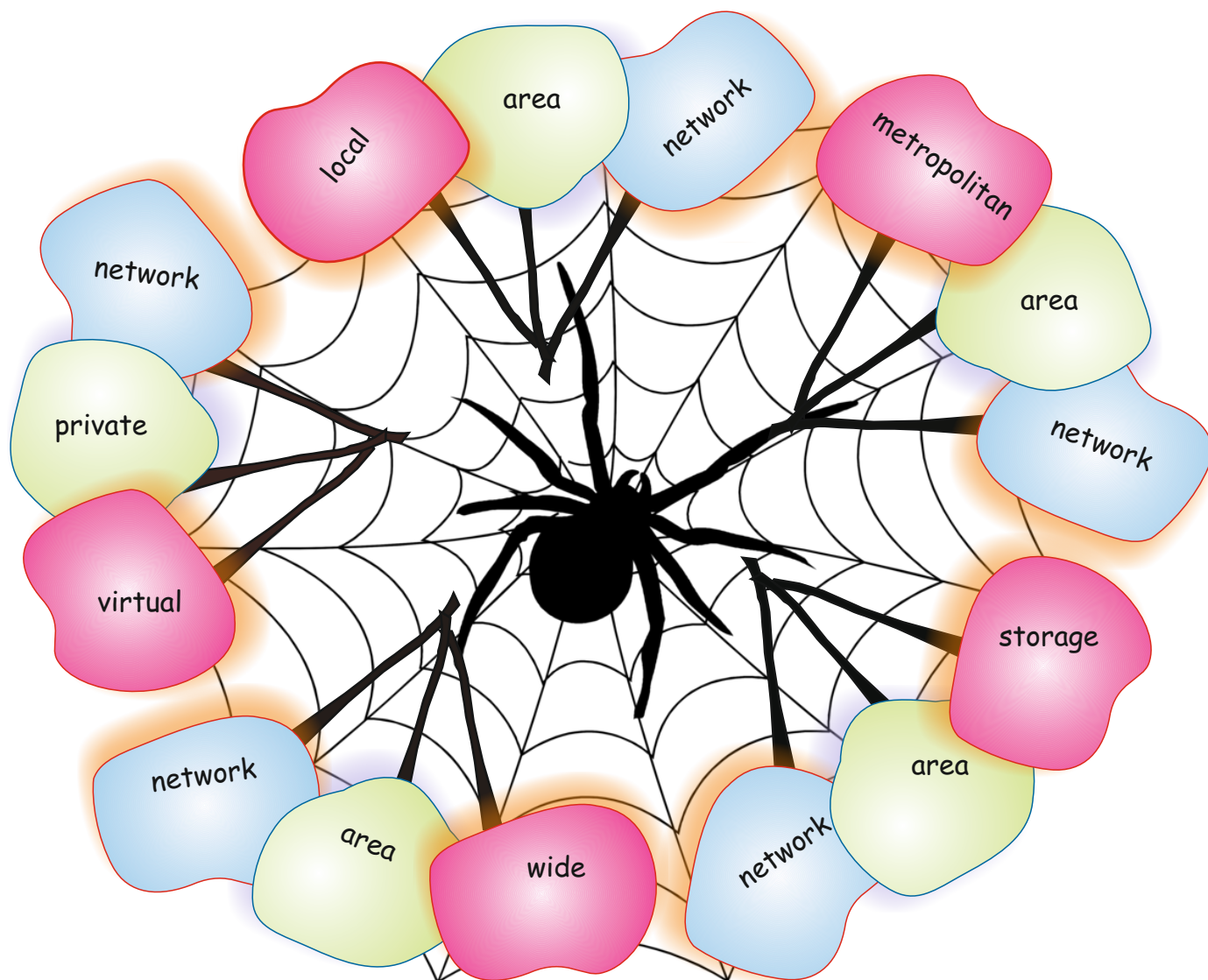
Hmm, let me make it clear for you.
We use LAN for short-distance connections such as
those in computer labs. We use WAN for wide-area
connections like the Internet. We use MAN for
metropolitan connections; for example, universities in
İstanbul. And SAN is for storing data such as a
flashdisc in a network. VPN is only for private virtual
connections such as those used in a bank.

Zachary

OK,
Michael. Thank you very
much. That's much clearer now.
See you.

Activity 1

Your teacher is going to give you the definitions of network types in the box below. Try to say aloud their abbreviations after your teacher. Say them of as fast as you can.



Activity 2

Without looking at the dialogue between Michael and Zachary on the previous page, match the correct definitions below with their network type abbreviation. Use arrows to join them.

- LAN
- MAN
- WAN
- VPN
- SAN

is a type of network that belongs to a private group or company.

is a type of network where you can store the information.

is a type of network where you can combine two or more computers that are near to each other.

is a type of network that belongs to a town, city or campus.

is a type of network where you can combine computers over wide areas.

Activity 3

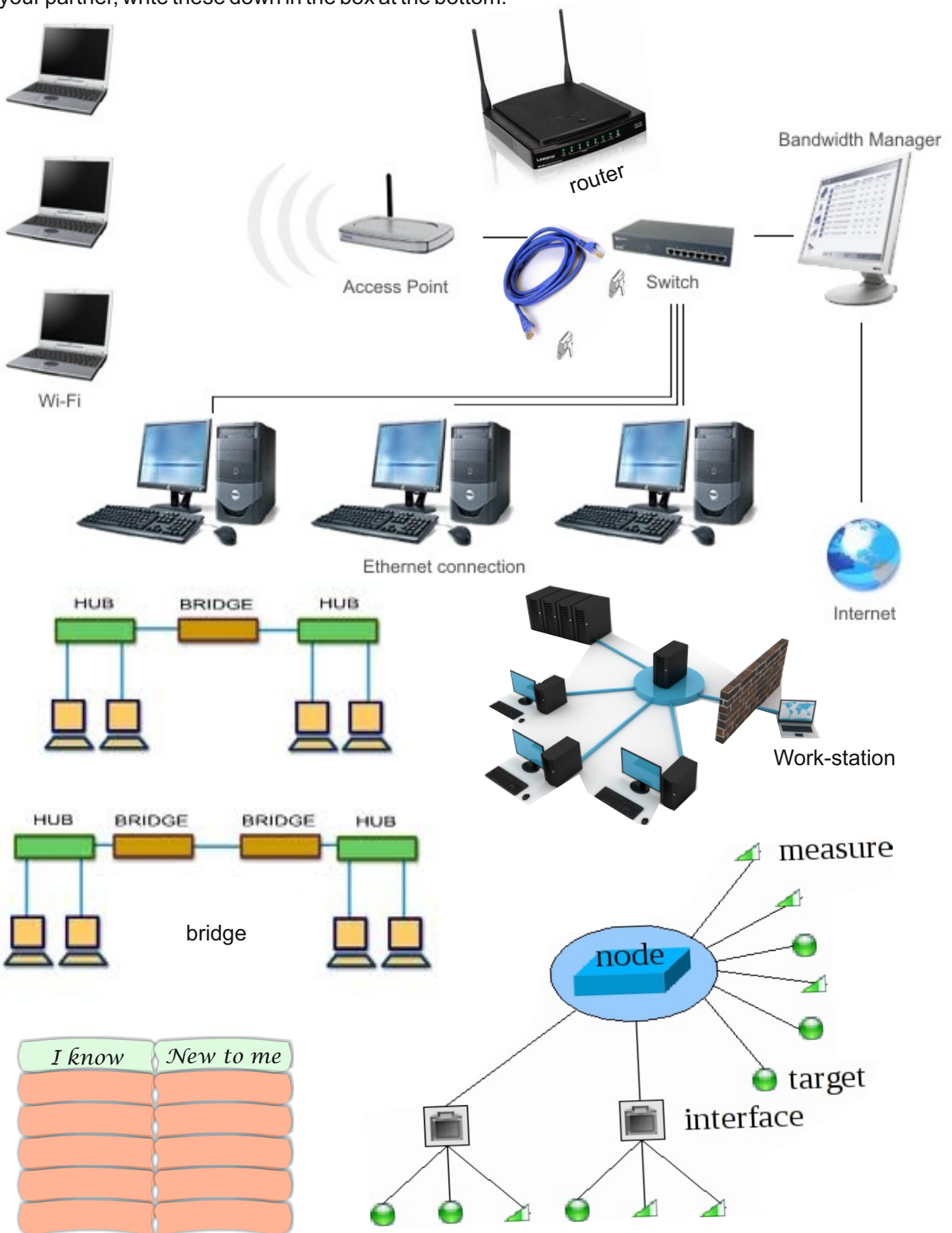


Read the jumbled sentences in the boxes below. Then re-arrange the sentences in the right order by writing numbers in the spaces provided for you. The first one is done for you.



Warm-up

Look at the pictures below. Which words do you already know? Which words don't you know? With your partner, write these down in the box at the bottom.



Activity 1

Read the following conversation between Michael and Zachary. Michael is explaining to Zachary how the computer network at their office works. Focus on the words in **bold** and think about their meaning.

A few days later Zachary meets with Michael again.

I know that it's interesting, but how is it possible that I can open the same word document on any of the **work-stations** in the Office?

Zachary

That's because all the computers or work-stations in the office are connected to each other in a network. For our office, this network is called a **LAN**, which is an abbreviation of 'Local Area Network'.

Michael

I know we need an **ethernet cable** and **ethernet card** for a computer to connect with the network. Everybody in the office sends their documents to the same printer. Is a printer a network device?

Zachary

Yes, it is. Devices such as printers connected to the network are called **nodes**.

Zachary

Michael

What is the server's function in a LAN?

A **server** is the main computer that serves in a network.

Zachary

Michael

OK. And what about other devices?









As **switch** is a device that connects the computers in a LAN, a **router** helps computers in a network to find their directions, and a **bridge** enhances the networks and provides a connection with each other.

Michael

Activity 2



Read the bubbles in Activity 1 above. These are the functions of the network devices. Fill in the blanks below by using the words from the previous page.

- 1) The 'computers' in a computer network are often called .
- 2) A type of computer network that is normally used in an office or school is called a .
- 3) A cable that is used to transport data from one computer to another on a computer network is called an .
- 4) A device/machine that connects the computers in a LAN is a .
- 5) A powerful computer that is used on a computer network to store or save other computers' data and files is called a .
- 6) A device that is connected to the network is called a .
- 7) A device/machine on a computer network that is used to move data between different computers and servers is a .
- 8) A device that enhances the network is called a .

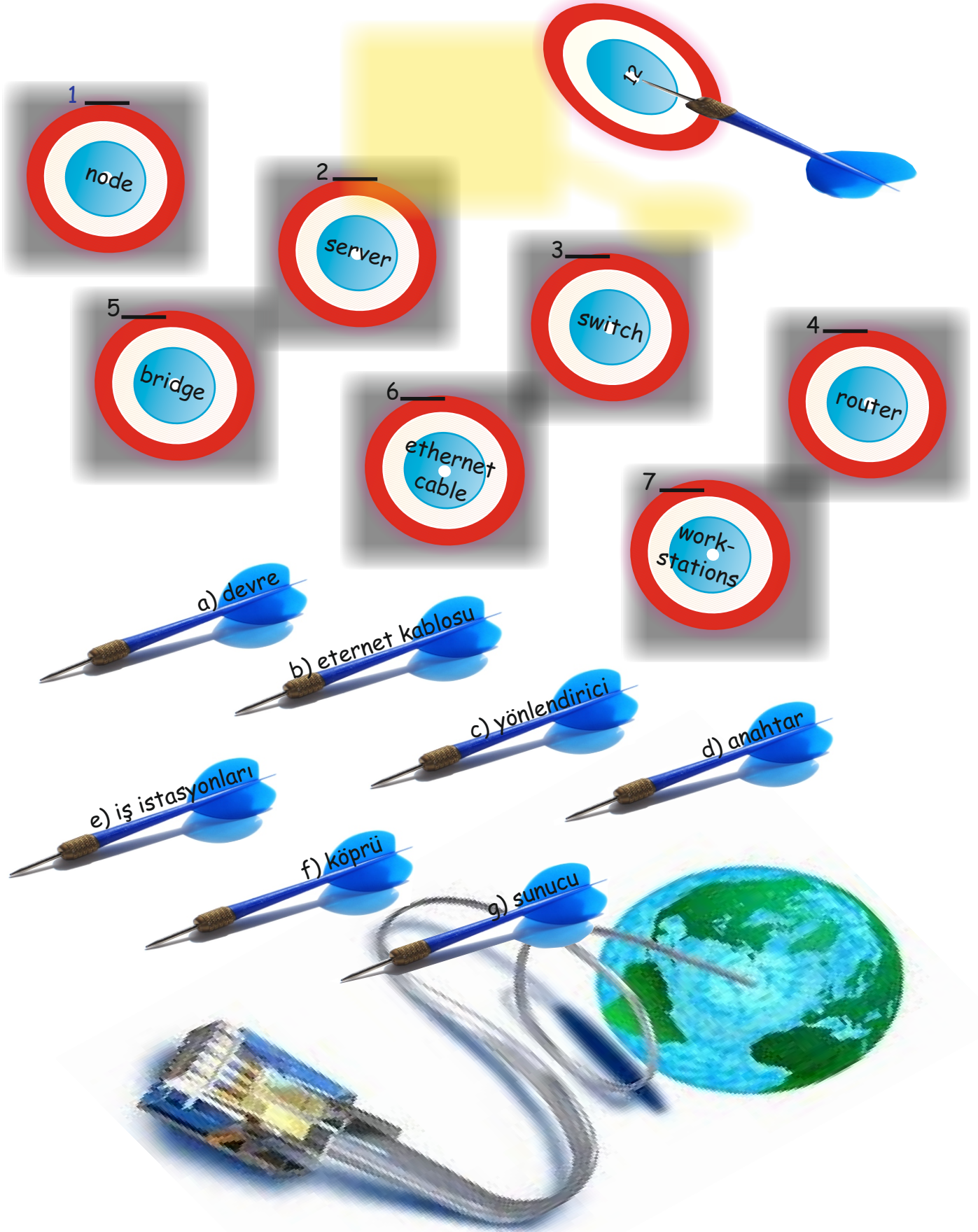
Activity 3

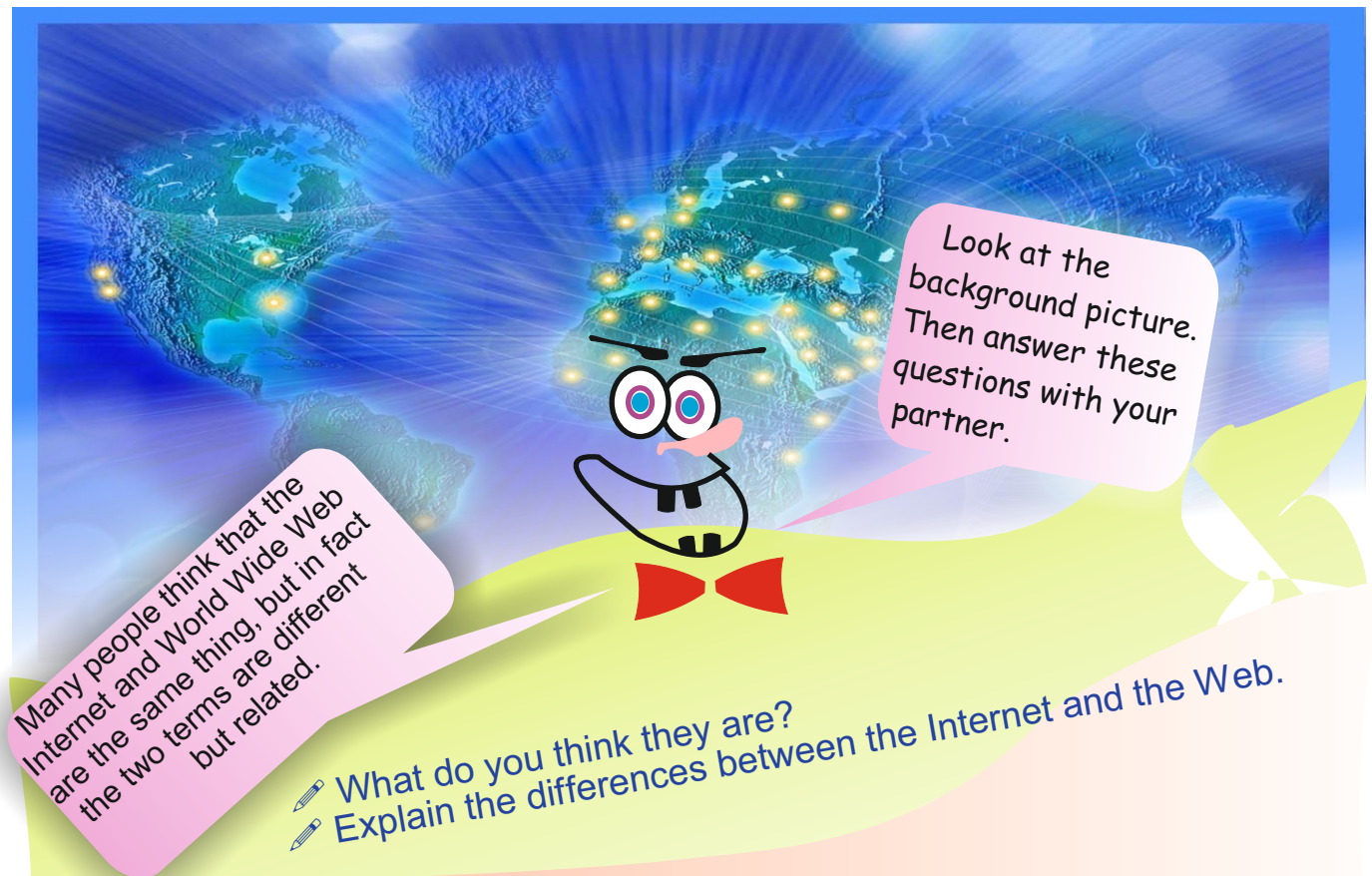
Look at the picture below. Then fill in the blanks with the names of the network devices.



Activity 4

Match the vocabulary below with the meanings. Write the correct letter next to its number.





The Internet is a massive network of smaller networks. It connects millions of computers together globally.

The World Wide Web is a way of accessing information over the medium of the Internet. It's an information-sharing model that is built on top of the Internet.

Internet concepts:

browser: this is an application which provides a window to a web page



home-page: that is first to be opened in the browser

offline: not connected to the Internet

online: connected to the Internet

link: a bridge that provides the user with a direct connection to other web pages

URL (Uniform Resource Locator): a specific character string that is a reference to an Internet resource








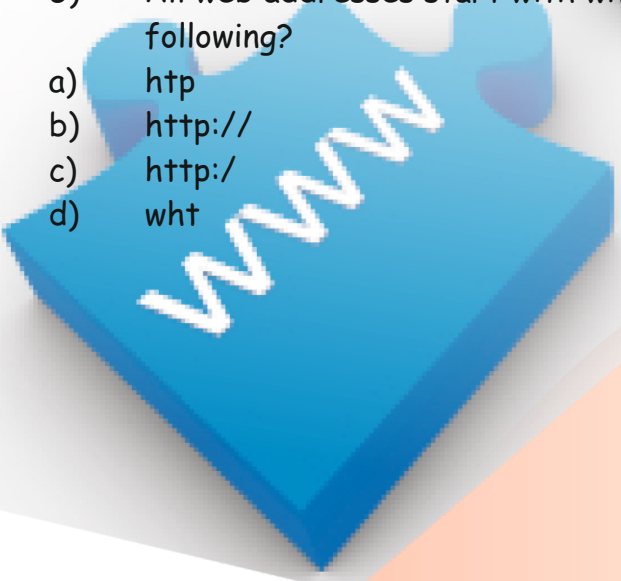
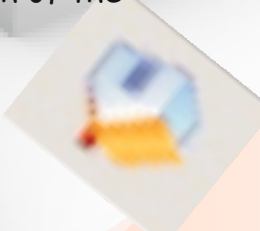

download: receiving documents/images/music, etc. from a web page to your computer.

upload: adding pictures/documents/music, etc. to a web page

e-mail: electronic mail

Activity 1

Look at the questions below. Then choose the correct alternative and circle it.

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 1) "www" stands for:
 - a) World Wide Wait
 - b) World Wide War
 - c) World Wide Web
 - d) World Wide Wares
 - 2) Internet Explorer, Firefox and Google Chrome are:
 - a) e-mails
 - b) browsers
 - c) protocols
 - d) accounts
 - 3) Internet Explorer is:
 - a) a hardware element
 - b) computer equipment
 - c) network equipment
 - d) an Internet concept
 - 4) Electronic mail cannot be used for:
 - a) scanning pictures
 - b) sending documents
 - c) sending attachments
 - d) sending messages
 - 5) All web addresses start with which of the following?
 - a) http
 - b) http://
 - c) http:/
 - d) wht

Activity 2

Match the items 1-4 below with their definitions on the right. Write the correct number in the boxes:

1)  refers to

a) favourites

2) being active on net

b) home-page

3)  refers to

c) online

4) a tool we use to save addresses

d) go back

Activity 3



Below are some keywords in rain drops. Choose the correct word from the rain drop and write it on the wavy line above the definition.

upload

?

~~~~~

no  
connection

not seen

forward

?

~~~~~

press
the button

move to
the next

refresh

?

~~~~~

new

again

offline

?

~~~~~

adding

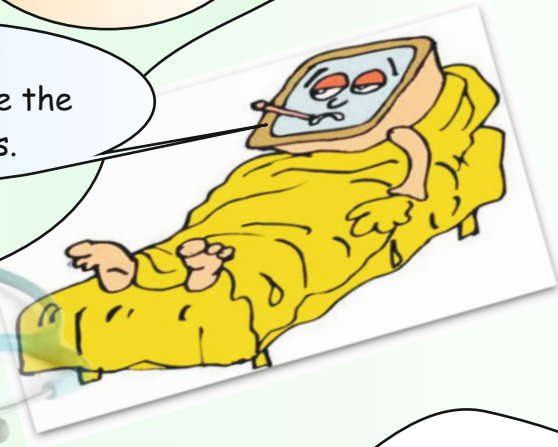
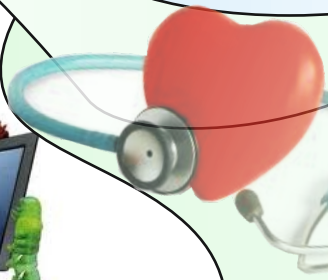
attachment
to

Hi!
How are you
today? I feel ill. A
virus has made me
feel bad. I have a
sore throat.



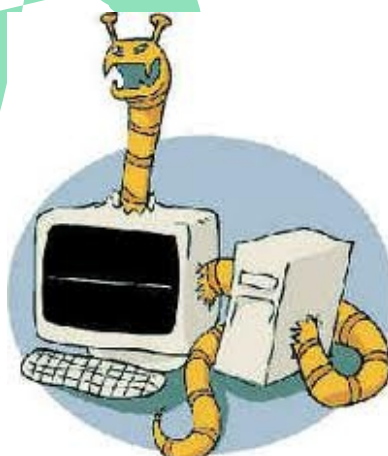
Body
viruses make
people ill, damage
people's health.

Computer
viruses damage the
computers.



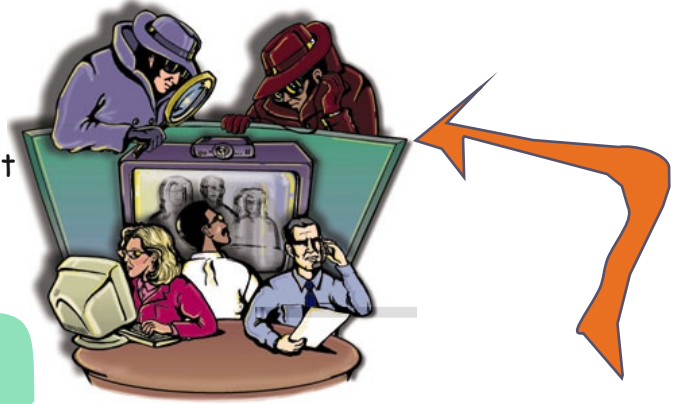
From French word "mal" = bad
It is malicious software that gathers
sensitive information about people illegally.

It can make copies of itself, steal information or
harm the computer system.



It is a self-propagating piece of
malware.

It collects information about users without their knowledge. It can be difficult to detect.



It automatically plays, shows or downloads advertisements to a computer.



Activity 1

Read each sentence below. If it is true put a tick (✓). If it is wrong, correct the mistake in the space provided.

- 1) A Trojan horse can't make copies of itself. _____
- 2) Spyware is difficult to find. _____
- 3) A worm multiplies itself in a computer very quickly. _____
- 4) Adware doesn't download advertisements to your computer. _____

Activity 2



Which type of viruses are the most dangerous and harmful? Discuss in your groups and rank in the boxes from the most harmful (1) to the least harmful (4). Explain why with a sentence orally.

1. worms	<input type="checkbox"/>	
2. Trojan horses	<input type="checkbox"/>	
3. spyware	<input type="checkbox"/>	
4. adware	<input type="checkbox"/>	



Don't be afraid of viruses. As you know we have got antivirus programmes so you need to learn some new terms. Let's learn these terms. So we can protect our computers.

scan

security

warning

delete/clear

update

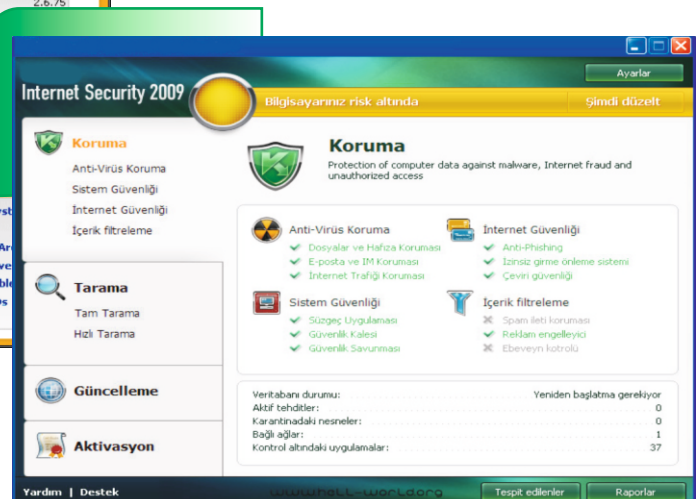
ignore

Example:

quarantine

threaten

attention



Activity 3



Read the following text. Then fill in the blanks with the terms in the boxes.



If you are worried about malware, first you should _____ your computer. This means looking for viruses in a detailed way and checking the files and devices in your computer.

Antivirus programmes do three things when they find a virus: ignore, delete or quarantine. If they ignore, it means they will do nothing. If they _____, they will clear that virus. Quarantine means they won't clear the virus but they will restrain it so that the virus will remain but it can't reproduce itself.

While you are surfing the Net or studying on your computer, if you see an alert like _____, be careful! It means there may be an attack on your computer, or malware is trying to get into it.

In some anti-virus programmes, you may see the word _____ instead of threaten. Both of them mean is around a virus.

As the days go by, we should _____ our anti-virus programmes. By doing this we can prevent new viruses from disrupting our computer.

Revision

1. Look at the jumbled words in the box. Then categorize them and write them in the correct column.

server - Trojan - MAN - home-page - router - worm - SAN - URL - switch - offline - spyware - VAN - email - ethernet cable - VPN - adware - link - LAN - node - virus

Network Types

Malware Types

Network Devices

Internet Concepts



Did you know that:

1. among malware Trojan horses affect computers most?
2. in 1983 Fred COHEN was the first to offer a definition of the term "computer virus"?

Assignment



Imagine that you could invent the perfect computer. What kind of computer would you invent? In your group prepare a poster of your new invention and present it to the class.

Self-assessment

In this unit:

I liked

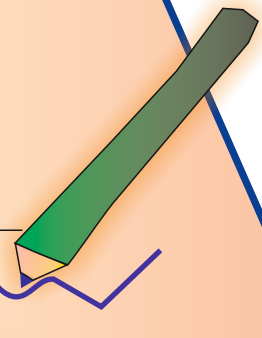


I did not like



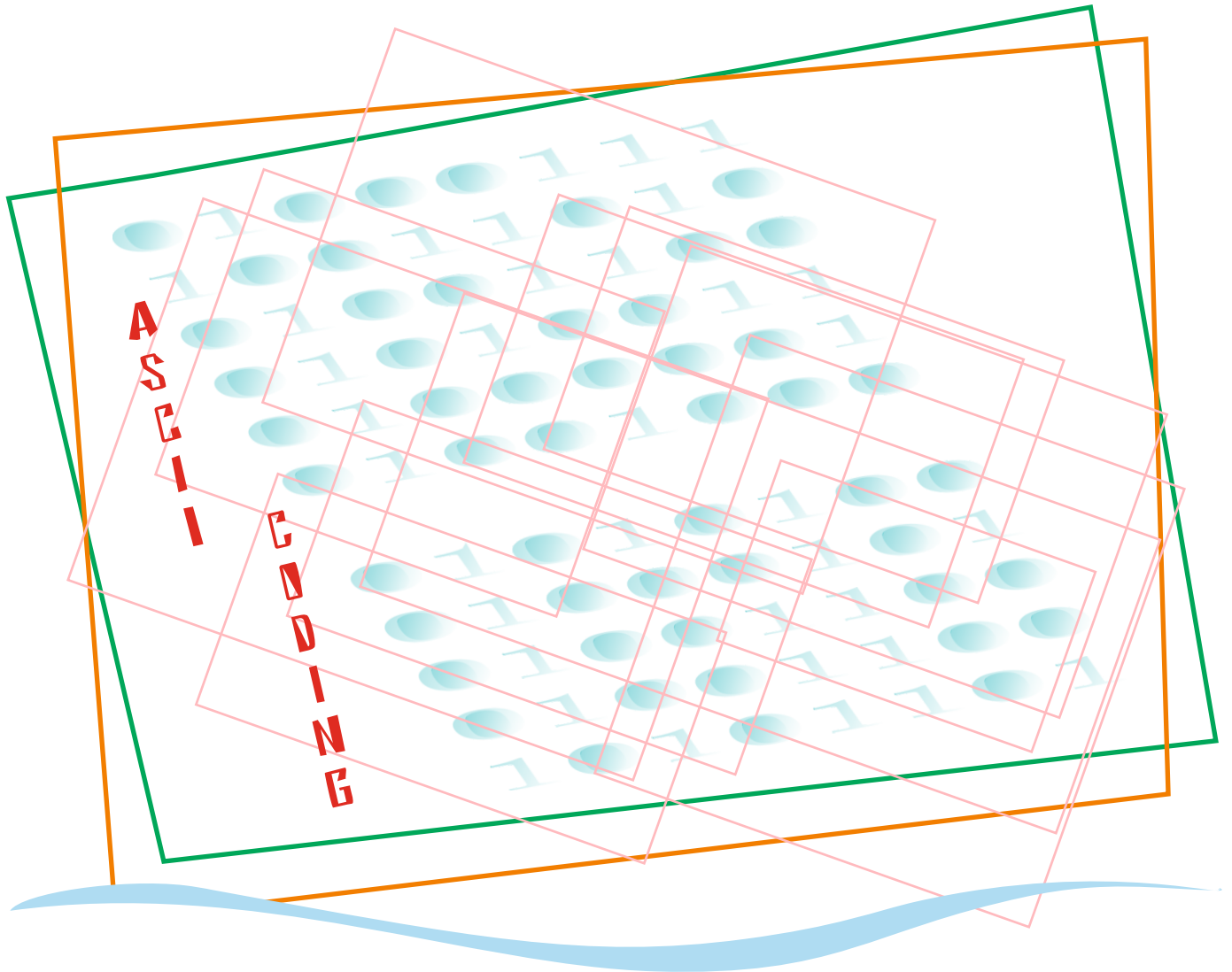
I learnt how to:

I learnt the following new words/phrases:



UNIT 4

SOFTWARE



In this unit you are going to learn about:

✎ software and its different types

Warm-up

What kind of machines do you use in your daily life?



Tick the items below that you have. Then add one to the list.





Even if we don't realize it, we all use some kind of software in our daily lives. Think about your alarm clock waking you up every morning, your phone, your printer, your mp3-4 player, your school, your home, your family's car.

What is software?

It's a computer programme that provides instructions for telling a computer what to do and how to do it.

In agriculture: the latest versions of tractors, reapers and lorries have digital menus. These menus work through software.



Education software: the one you probably like most is the bell ! Nowadays bells can ring in a more interesting song format.



At home: all the digital machines we use at home have software inside them.



In cars: the latest cars have GPS (Global Positioning System) and Navigation built into them. They require software for this.



Activity 1



Think about our daily use of software and the benefits it brings us. Then write three benefits in the blanks below.

1

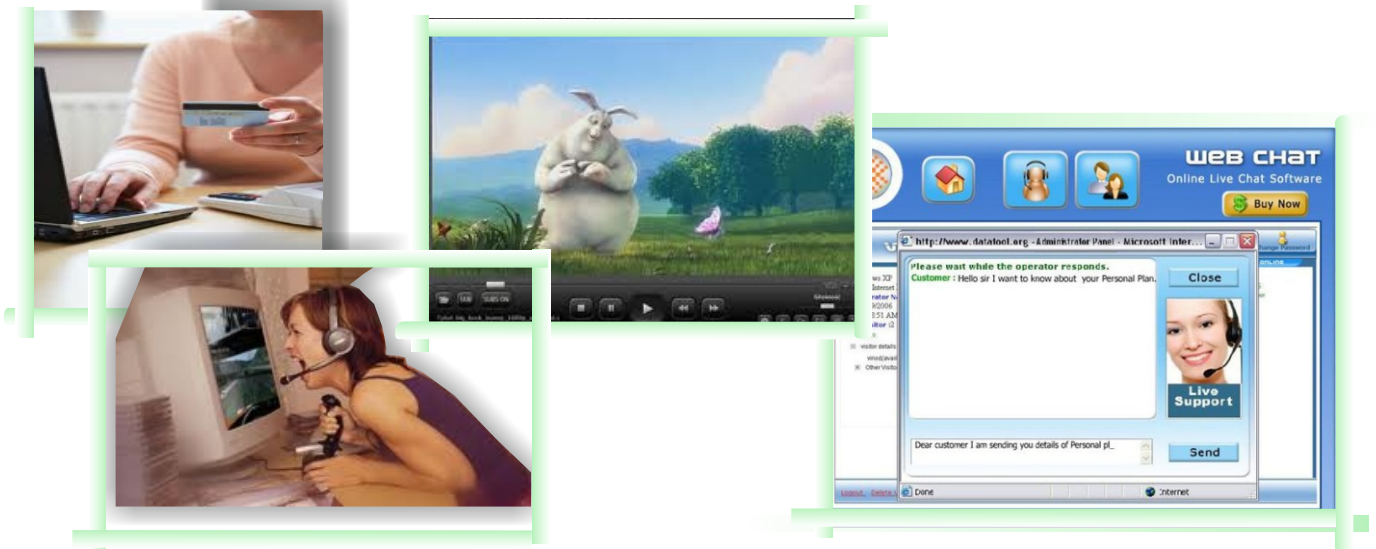
2

3

Yes, a computer is just a machine in a box without any software. We need software to be able to use all these devices, so that we can surf the Net, read and send e-mails, listen to music, play video games, drive cars, run our TV and Mp3 player, etc.









Through software, then, life is made a lot easier and more flexible. Below are some examples of software used in computing.

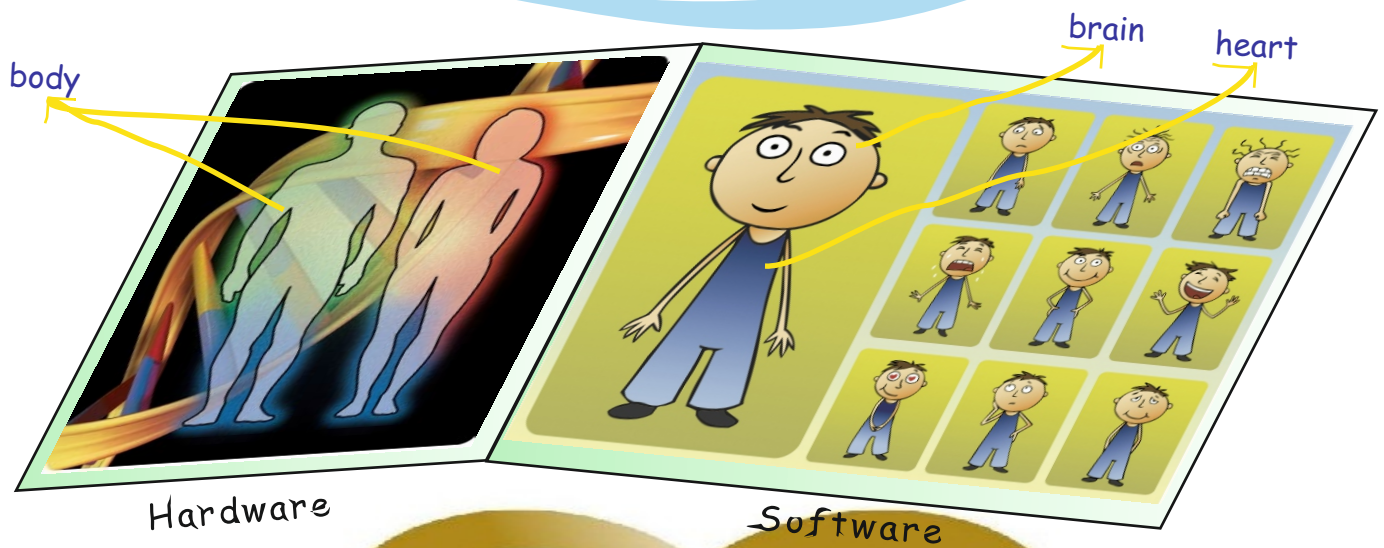


Activity 2



Look at the pictures at the bottom of the page in Activity 1 above. Discuss the advantages and disadvantages of using online facilities. Then complete the table below.

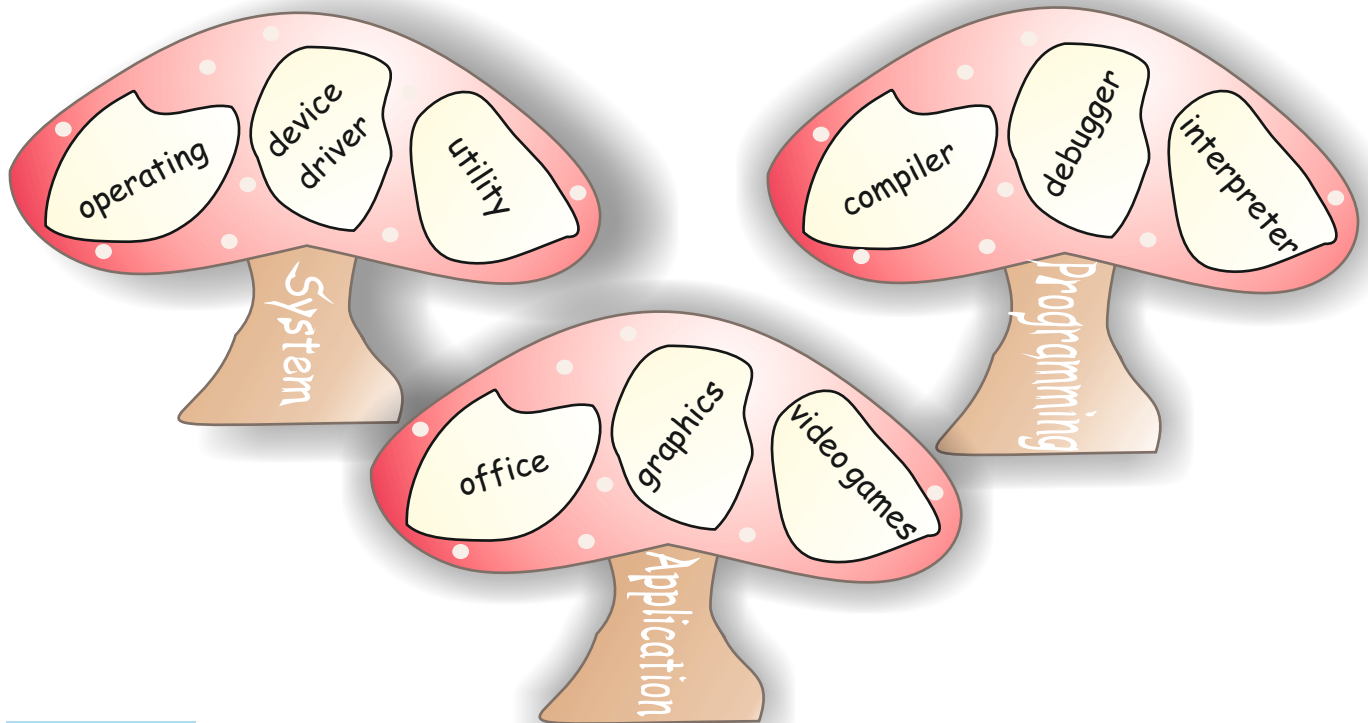
Advantages of using online facilities	Disadvantages of using online facilities
	
	
	



Activity 3



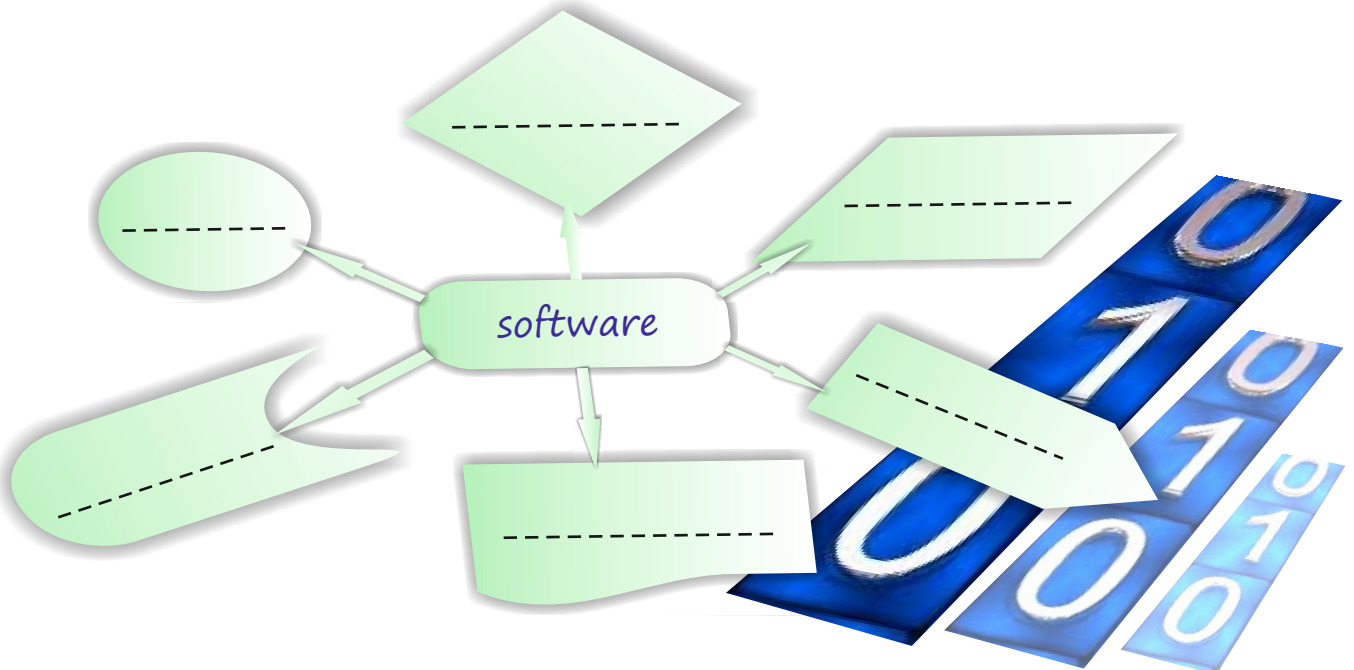
Look at the picture above. Then discuss with your partner the main differences between hardware and software systems.

**Activity 4**

What operating systems do you know? Write them in the boxes below.

**Activity 5**

Look at the mind map below. Then try to complete it as fast as you can.

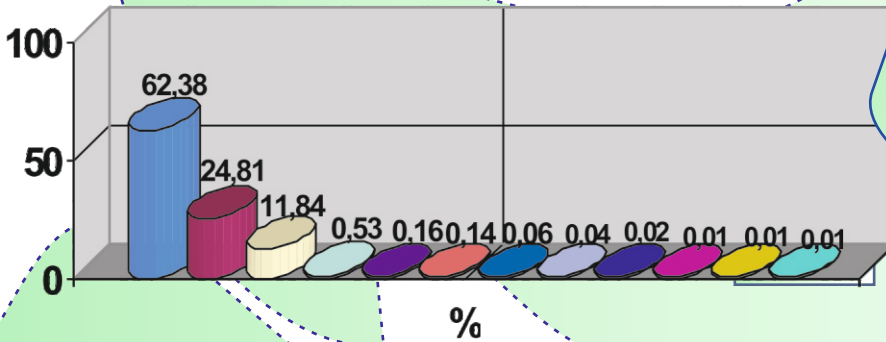


Activity 6



Look at the diagram below. Then discuss the question with your partner.

Marketing Proportion Of Operating Systems

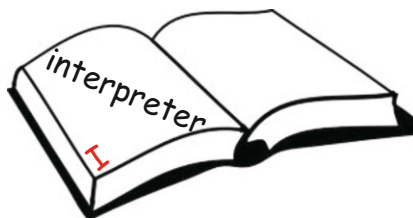
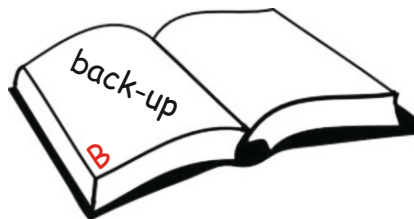
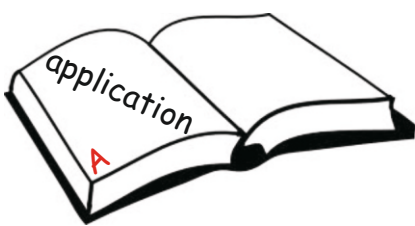


Which operating system is mostly used in Turkey. Why?

WinXP	Win7	WinVista	MacOS
Win2003	Linux	Win2000	iOS
Win98	unknown	WinNT	Playstation

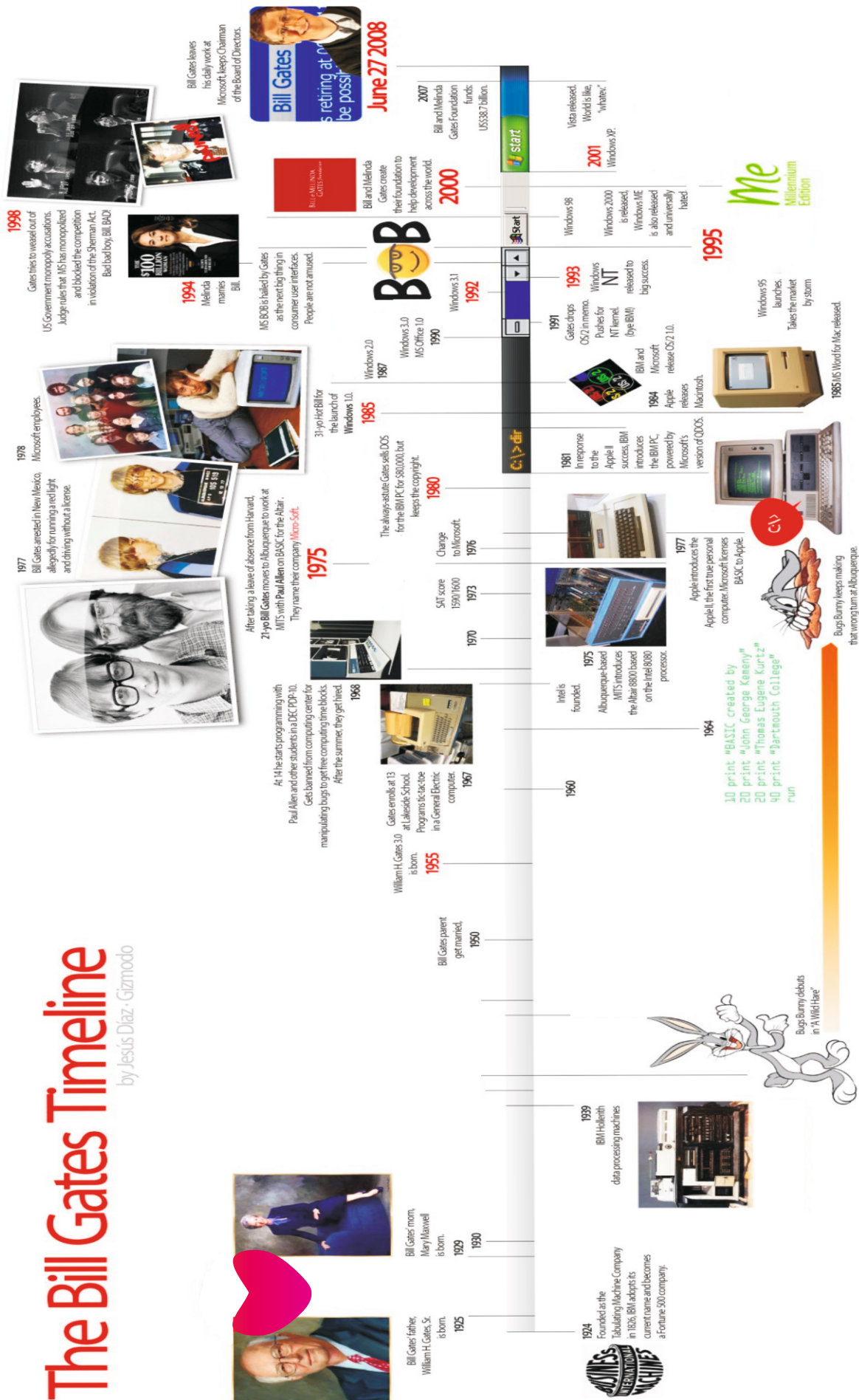
Activity 7

What are Turkish meanings of the words below. Write them on the opposite page of the book.



The Bill Gates Timeline

by Jesus Diaz - Gizmodo



Activity 10

Read the jumbled text below. Then put the paragraphs into the correct order, using 1-4.

KING OF MICROSOFT

1955 He was born in 1955. He attended Lakeside School in Seattle at the age of thirteen. In 1968, he started programming with one of his friends, Paul Allen. After he graduated from Lakeside School, he went to Harvard, but he left there early at the age of twenty-one.

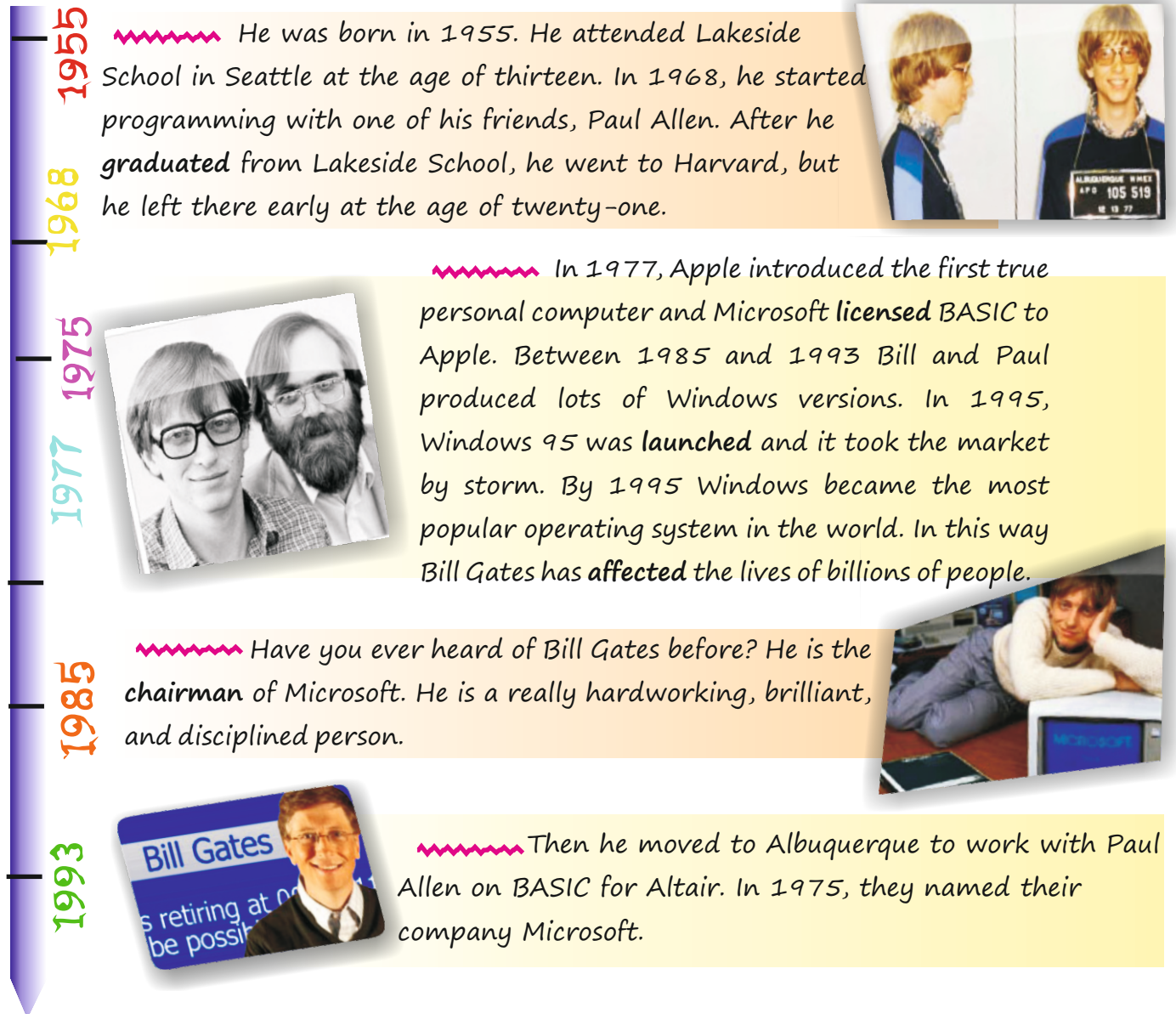
1968

1975 In 1977, Apple introduced the first true personal computer and Microsoft licensed BASIC to Apple. Between 1985 and 1993 Bill and Paul produced lots of Windows versions. In 1995, Windows 95 was launched and it took the market by storm. By 1995 Windows became the most popular operating system in the world. In this way Bill Gates has affected the lives of billions of people.

1977

1985 Have you ever heard of Bill Gates before? He is the chairman of Microsoft. He is a really hardworking, brilliant, and disciplined person.

1993 Then he moved to Albuquerque to work with Paul Allen on BASIC for Altair. In 1975, they named their company Microsoft.



Activity 11



Look at the highlighted words in the text above. Work out with your partner their Turkish meanings and write them below:

chairman:

graduate:

license:

launch:

affect:

Activity 12

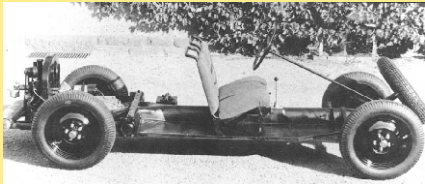


Write a short, simple paragraph about your life. Then draw a time-line of your life on a poster and present it to your group.

Activity 13

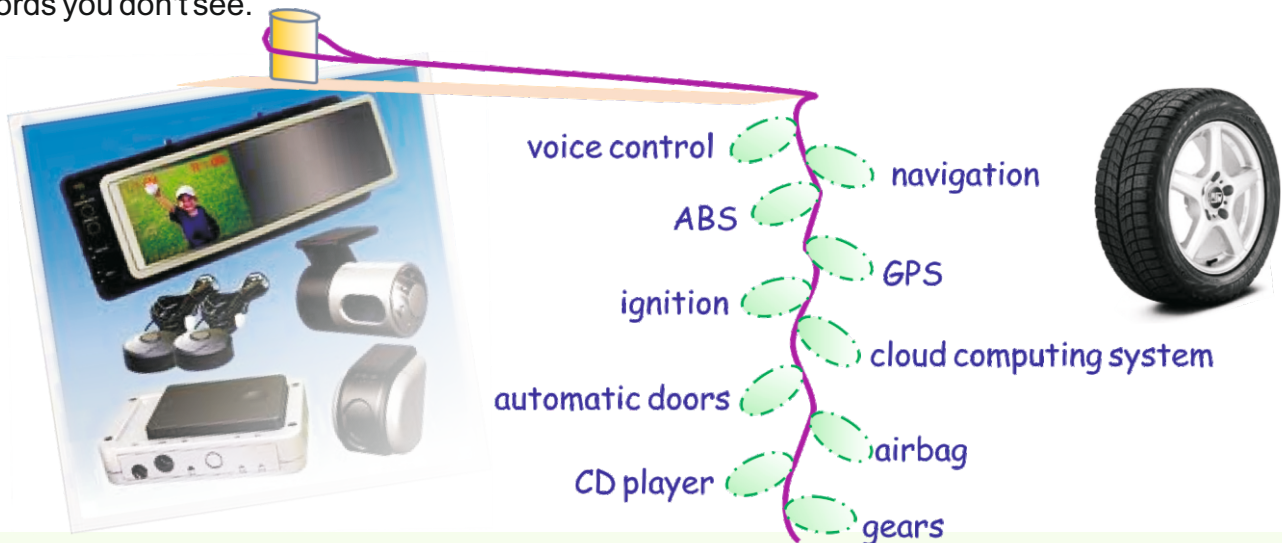


Work in pairs. Look at the pictures below. What are the pictures about? Discuss with your partner.



Activity 14

A) Read the text below. Then check the list below and tick (✓) the words you see in the text, cross (X) the words you don't see.



Software and cars

In old cars, there was no computer technology. Just thirty years ago, software was first deployed in cars to control the engine and the ignition. Software has different functions, but overall it helps to make the cars safer, easier to drive and maintain and more comfortable to be in. We are all familiar with airbags or the anti-block brake system (ABS).

Voice control is another example of software which requires a lot of processes, making a huge difference in driving experience and allowing the user to control several of functions of the car, using voice commands.

Some countries such as the USA and Japan, are developing new technology to allow drivers to relax and let the car drive itself. The driver only sits in his/her seat.

In the future most cars will be able to function using cloud computing services through the Internet. Drivers will have a whole new set of features and services, so they can avoid traffic jams, bad weather conditions and bad roads.

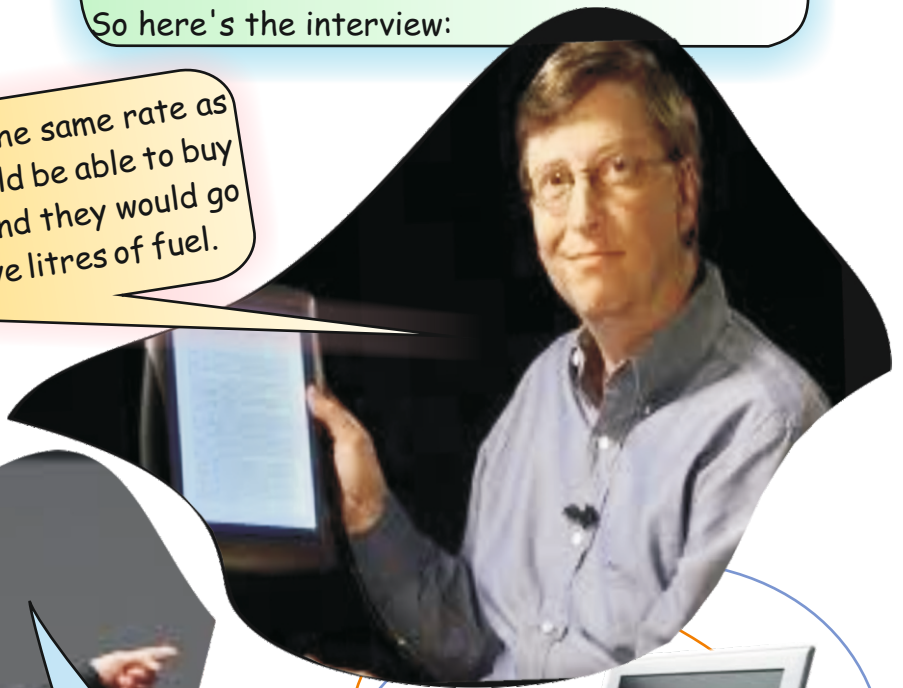
B) Imagine cars of the future. Suggest some ideas that might improve cars for the drivers and the passengers.

Fun Corner 😊



Microsoft produces navigation system software for cars. One of the companies doing this is a German one. I read a magazine article about computers and technology last week and I saw a recent discussion between Bill Gates and a German company's CEO in a Microsoft seminar. Well, I think I'm making you curious! So here's the interview:

If you improved your cars at the same rate as the computer industry, we would be able to buy cars for twenty-five dollars and they would go one thousand kilometres on five litres of fuel.



If our technology developed like Microsoft we would all drive cars that crashed twice a day. When your car broke down the highway for no reason, you would accept this, restart and drive on. You would make a car powered by the Sun, it would be five times as fast, and twice as easy to drive but it would be able to run on only five per cent of the roads. The airbag would say "Are you sure?" before going off. And you would press the "Start" button to switch off the engine.



Did you know that:

1. the first computer game; "Spacewar", was written in 1962?
2. the first character code, ASCII, was used in 1963?

Self-assessment

A)

In this unit:

I liked 😊 _____

I did not like 😞 _____

I learnt how to: _____

I learnt the following new words/phrases:

B) 

Ask your partner the following questions. Then make notes of the answers.

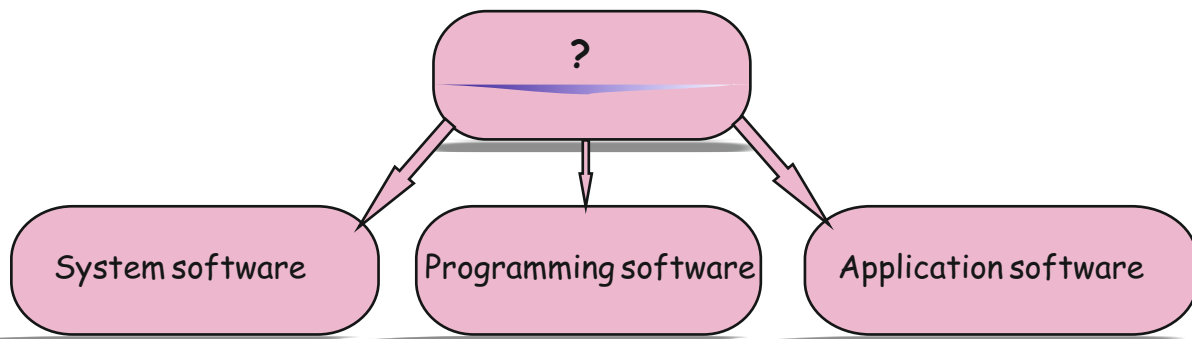
Student A: What are the different types of software?

Student B: Give me three examples of different operating systems.

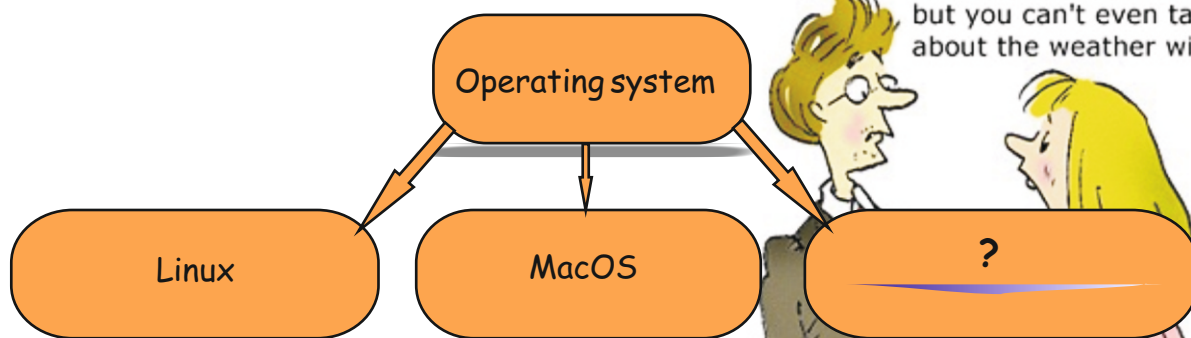
Student A: Give me two examples of utility software.

C) Add the missing part

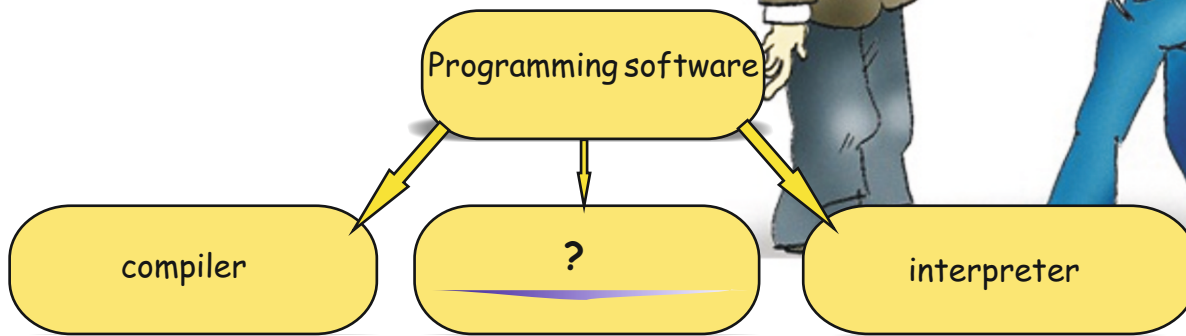
1)



2)



3)



D) Match the software with the programmes. Use lines to join them.



UNIT 5

WEB, GRAPHIC AND ANIMATION CONCEPTS



In this unit you are going to learn about:

- ✎ terms related to web design/sites/pages
- ✎ graphics and animation
- ✎ 'colour' language

Warm-up

Look at the questionnaire below and circle/fill in all the items that apply to you.

1) How often do you surf the Net?

- a) everyday b) twice a week c) once a week
d) never e) other



2) Which web-sites do you visit?

- a) social networks b) game sites c) forum sites
d) news sites e) sports sites f) educational sites g) other

3) What do you do on the Net?



- a) surf b) online shopping c) homework
d) chat e) watch TV f) search for information
g) find friends h) listen to music i) other



4) Which social network sites do you use?

- a) _____ b) _____ c) _____ d) _____
e) _____ f) _____

5) Do you play online games? (If No, go to Q7.)

- a) Yes b) No

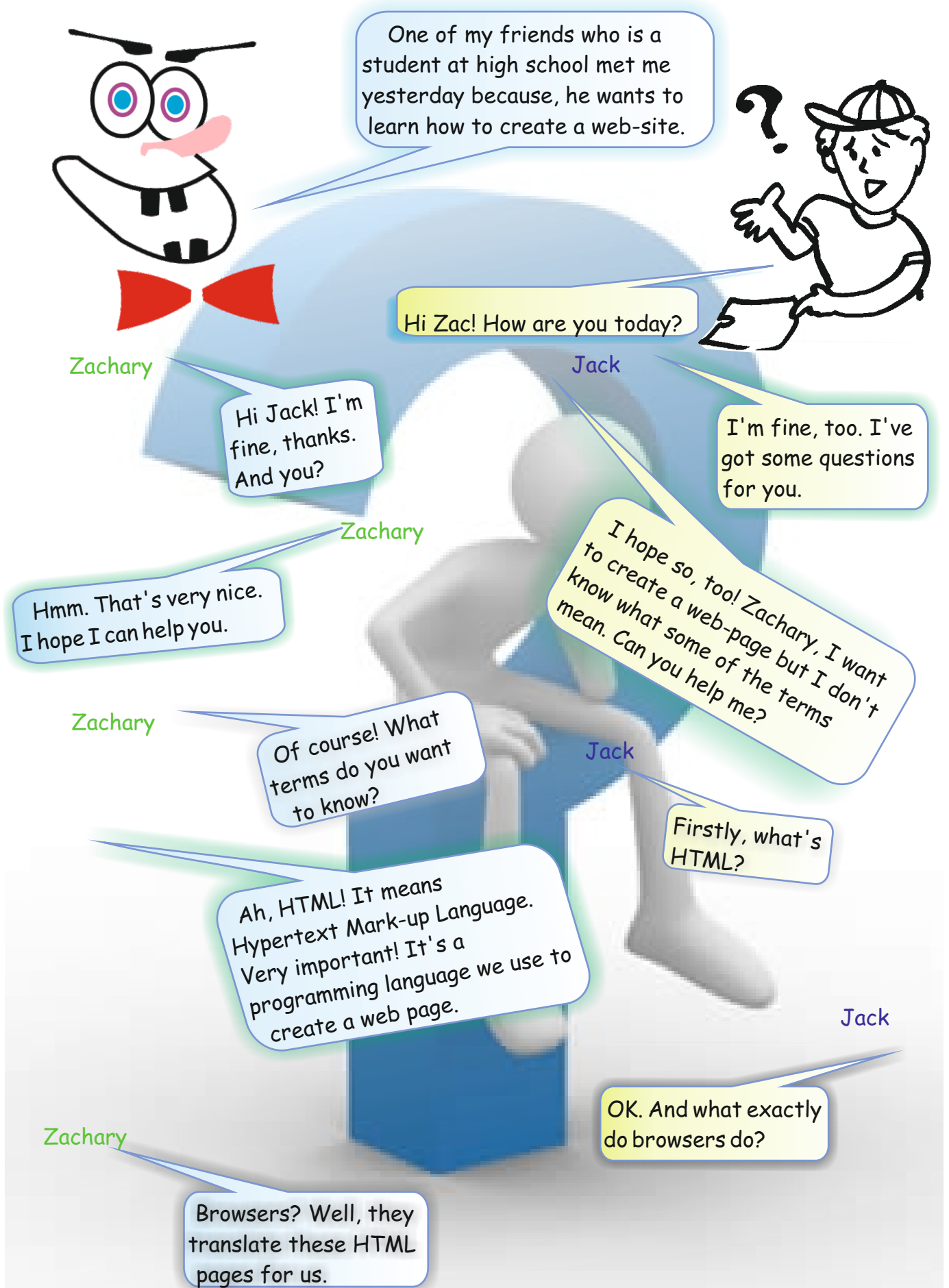
6) Which games do you play?

- a) action games b) sports games c) brain training d) card games
e) board games f) other



7) If you were to design a web-site, what would it be about?

- a) education b) science c) art d) magazine e) culture
f) sport g) health h) other



Jack

OK. And why do we use programs like Photoshop, Flash, Javascript and DHTML?

Zachary

Why? Well, we need a picture editor to construct and edit pictures. So we can use programmes like Photoshop to do this. For flash and animation pages we use Flash programmes. If we want to use a clock and date on our pages, we use Javascript and DHTML.

Jack

And what about terms such as hosting, domain name, FTP and server?

Zachary

We create a web-site by joining HTML pages together. We upload all the pages and objects on it by FTP to the computer.

Jack

What does FTP stand for?

Zachary

It means File Transfer Protocol.

Jack

I see.

Zachary

A server's the big computer that links all the other computers together in a network. After we've finished the preparation and design of our page, we buy a server service from a hosting firm (that's the owner of the server) and a domain name. The web site address in the Internet is changed to name through domain name service.

Jack

OK! Zachary, thank you very much. That's much clearer now!

You're welcome, my friend! I'm always here to help you! See you.

Zachary

Activity 1

Match the definitions with the abbreviations by using arrows.



Activity 2

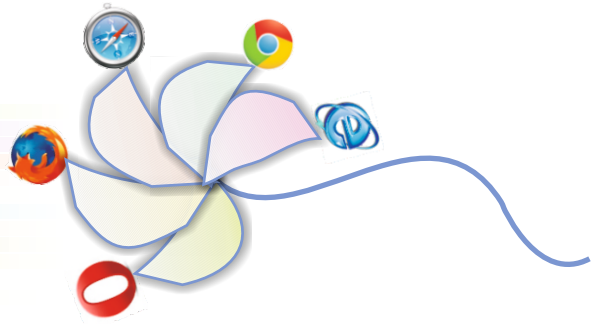
A) Fill in the blanks writing the names of the browsers.



B)

Ask your partner the following question:

Which browser do you use? Why?



Activity 3

Match the domain names by their Turkish usage. Give example websites to the domain names. The first one is done for you.

	meb	→	gov	→	Devlet kurumları
	.....		net		Ticari kurumlar
	.....		com		Servis sunucuları
	.....		org		Ticari olmayan kuruluşlar
	.....		k12		İlk ve ortaöğretim kurumları
	.....		edu		Eğitim kurumları (üniversite)

Activity 4

Give example sites to the given items.



search engine site

social network site

e-trade site

information site

forum site

blog site

government site

the news site

file sharing site

game site

- 1) search engine site
- 2) social network site
- 3) information site
- 4) e-trade site
- 5) blog site
- 6) forum site
- 7) goverment site
- 8) the news site
- 9) file sharing site
- 10) game site



Activity 1

Check the list in the box below. Then put a tick (✓) next to the items you see in a web site.

g r a p h i c ☐ a n i m a t i o n ☐ m u s i c ☐
 f i l m ☐ l i n k ☐ a d v e r s i t e m e n t ☐
 p i c t u r e ☐ f o r m s ☐ t e x t ☐

Activity 2

Read the sentences about good web-page design below. Then decide if they are True or False. Use T for true and F for false.

1) Graphics don't need to be related to the context. ☐

2) Web-sites need to have a good navigation system for the sub-pages. ☐

3) The content should be very complicated. ☐

4) The visitors should reach the sub-pages quickly. ☐

Activity 3



Look at the webpages above. Evaluate the webpages using these criterias:


- ↳ accessibility
- ↳ context and graphic relations
- ↳ page-loading speed



My dear friends! Recently I read a novel about online computer games played by young people. And that novel made me shocked. So I want you to be aware of the harm of playing games for long periods of time. Even if there are benefits, you enjoy them.

Activity 4

Look at the sentences in the box below. Group them according to the benefits or harm of playing computer games for long periods by filling in the chart.



- ☐ makes people become unsocial
- ☐ increases curiosity of English learning
- ☐ increases posture problems
- ☐ develops analytical thinking.
- ☐ develops the ability of symbolic coding
- ☐ develops problem solving ability
- ☐ causes eye, back and neck problems
- ☐ makes people see violence as a normal part of human life
- ☐ develops logical thinking
- ☐ increases cancer rate because of radiation exposure

Benefits of playing computer games
for long hours

1)
2)
3)
4)
5)

Harm caused by playing computer
games for long hours

1)
2)
3)
4)
5)

Warm-up



学校に行

Look at the picture and the sentence above.
Which of them did you understand? Why?
Discuss these questions with your partner.



My dear friends! Even if we don't understand the languages we can easily understand pictures. As you can see in the example above, we couldn't understand the sentence because it was in Japanese! But all of you got the main idea from the picture. They both mean: 'We're going to school.' That's why we say that "A picture is worth a thousand words!" Pictures have no language and no nationality. They are universal and that's why we can analyze them more easily.



Since ancient times both pictures and graphics have been used for communication.



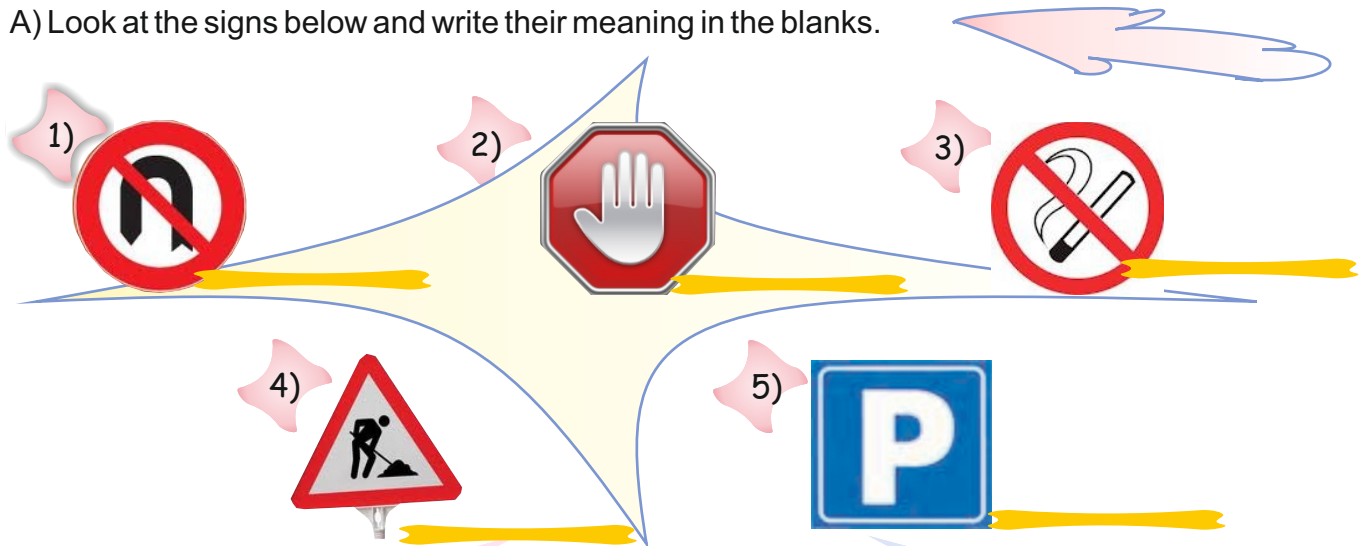
Activity 1

Think about where we can see graphics in our daily lives. Write your answers in the box below. Two examples have been given for you.

traffic signs _____ _____ _____
packaging _____ _____ _____

Activity 2

A) Look at the signs below and write their meaning in the blanks.



B) Read the following text. Then fill in the blanks by using one of the signs above. Write only the number in the space.

While I was going home from my office the policeman _____ me because I turned without noticing the _____ sign and he fined me. In order not to make the same mistake again, I decided to try another road home, but unfortunately there was a _____. It took thirty minutes more than usual to get home. I drove to my home _____ area. Then I went into the apartment. Even though the _____ is on the wall, the hall smelt badly and my neighbour was smoking. I told him off and opened my door. Home sweet home!

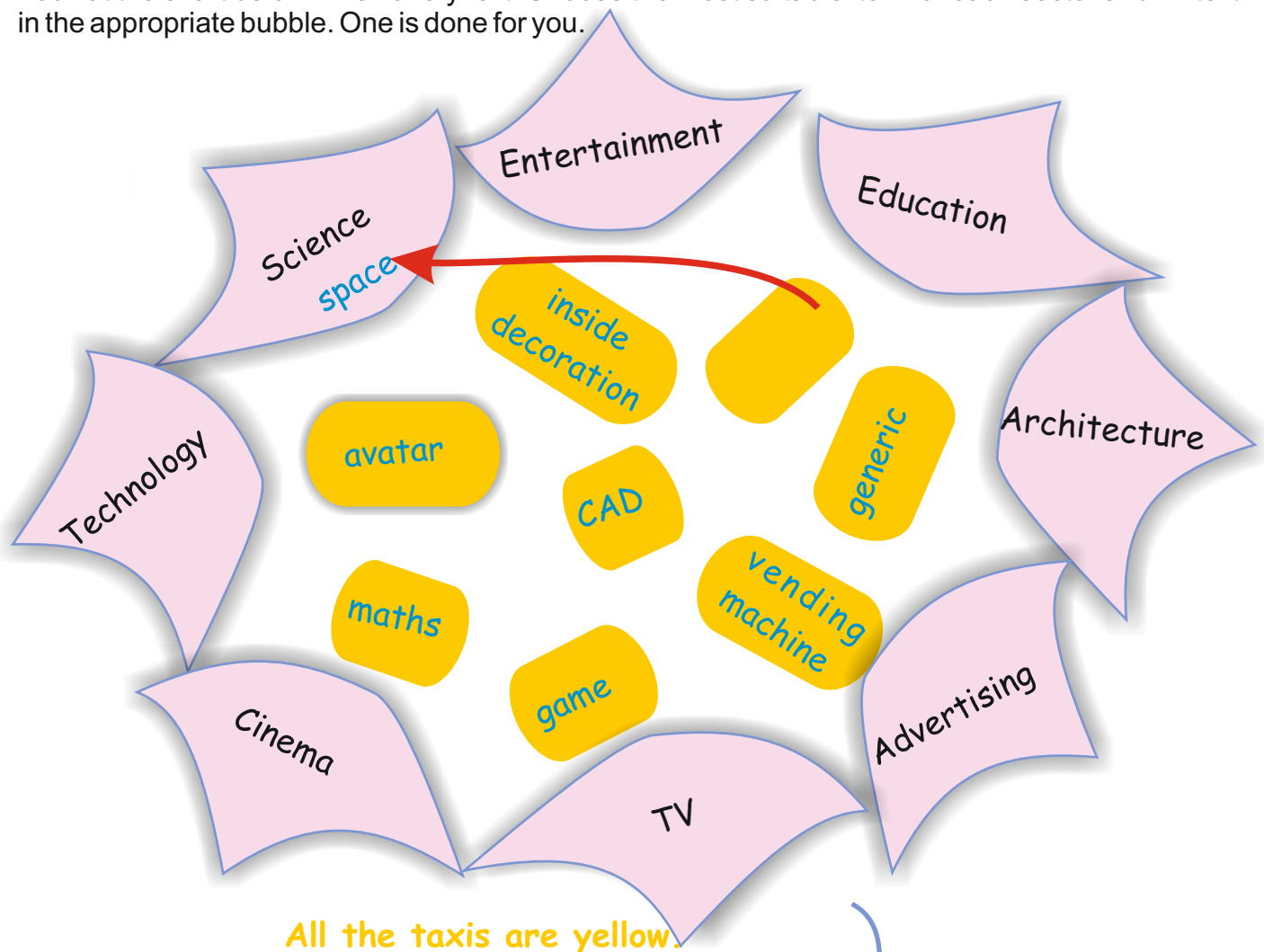


We can easily run across computer animations in our daily life. These are the areas that animation is commonly used for: science, entertainment, education, architecture, multi-media, advertising, cinema and TV Technology.



Activity 3

Look at the chart below. Then analyze it. Choose the most suitable item for each sector and write it in the appropriate bubble. One is done for you.



All the taxis are yellow.

All the fast food cafes are red.

All the nobles in the past wore purple.

All bridal dresses are white.

All people wear black at funerals.

WHY?

Because colours have a language, and here it is:

White: purity, honesty ○ ●

Black: strength, lament, passion ○ ●

Blue: freedom, eternity ○ ●

Green: nature, peace ○ ●

Yellow: attractiveness, brilliance, fun ○ ●

Red: dynamism, vitality, determination ○ ●

Orange: self-esteem, sociability ○ ●

Dark blue: authority, efficiency ○ ●

Brown: nature, power ○ ●

Grey: balance, modesty ○ ●

Purple: nobleness, luxury ○ ●

Activity 4



Imagine that you are in a new country. It is forbidden to use spoken and written language. You can only use colours and signs. In the following situations, create your own graphics in order to communicate with other people.

- 1) You are lost in the city and you want to learn how to get to a hotel.
- 2) You have a job interview tomorrow and you have to prepare a CV.
- 3) You are a father/mother and you've lost your daughter in the shopping centre.

Assignment

Choose an electronic item.

- 1) First, design a logo and a billboard to advertise it.
- 2) Then prepare a sample web-site about it in the form of cartoons. Finally, present it to the class.

Self-assessment

A)

In this unit:

I liked 😊 _____

I did not like ☹️ _____

I learnt how to: _____

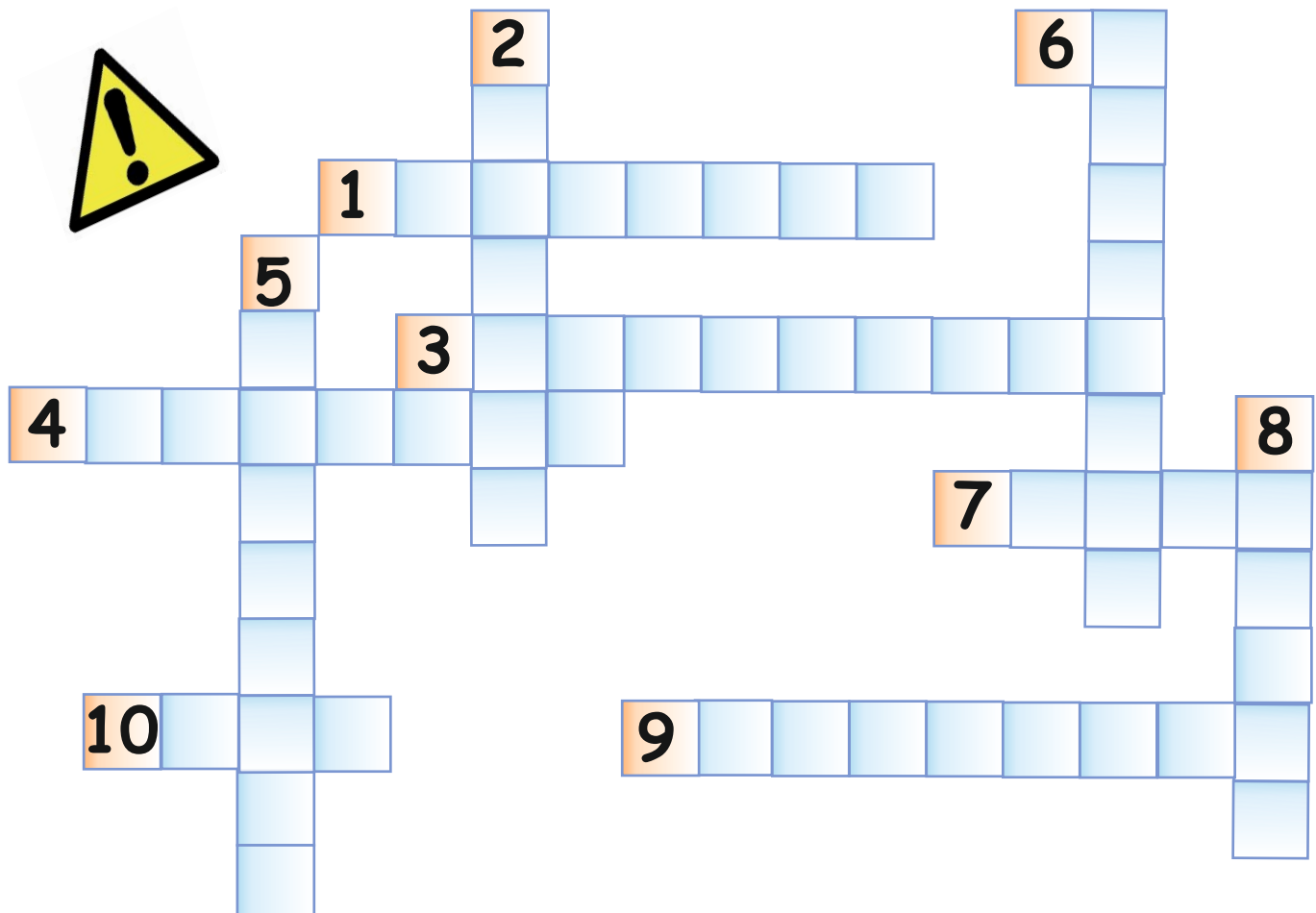
I learnt the following new words/phrases:

B) Complete the sentences below using words or phrases that you know or have learnt.

- 1) A good web-site should be _____.
- 2) A good web-site shouldn't be _____.
- 3) In the past people used _____ to communicate.
- 4) On a web-page you can see graphics, pictures and _____.
- 5) _____ are a dynamic version of graphics.

C) Answer the questions and fill in the blanks below. Then write the answers to the puzzle in the spaces provided with the number of question.

- 1) From which kind of firm do we buy a server service?
- 2) We have to buy _____ name to have our own web-site.
- 3) What do we call moving pictures or images?
- 4) _____ animation is used in the cartoon movie sector.
- 5) The key used for capitalizing the letters _____ .
- 6) ∞ is the sign of _____ .
- 7) What programming language is used to create a web page?
- 8) Degree or amount.
- 9) _____ to radiation is very dangerous.
- 10) The short form of government is _____ .



UNIT 6

BASIC PROGRAMMING CONCEPTS



In this unit you are going to learn about:

- ✎ basic programming concepts
- ✎ programming strategies
- ✎ some dangers of the Internet
- ✎ using a computer comfortably

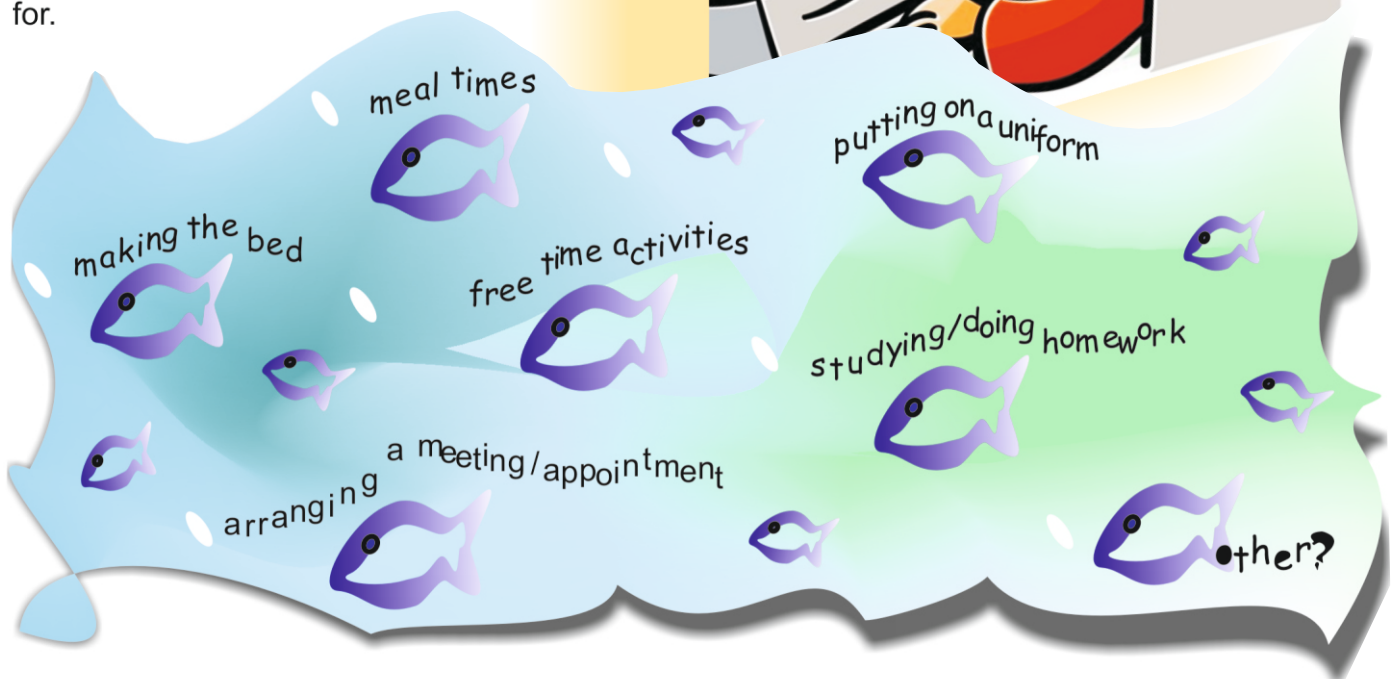


Quite simply, programming means creating a set of instructions for completing a specific task.

Warm-up

First think about the kinds of things your own memory is a 'programme' for in your everyday life?

Then look at the actions below. Put a tick (✓) next to those activities that your memory is 'programmed' for.



An example of memory "programming":
Making a sandwich.

Preparation:

cut some bread

get some

prepare some

If you don't follow the
sandwich-making instruction in
the correct order, what would
happen? Think about it.

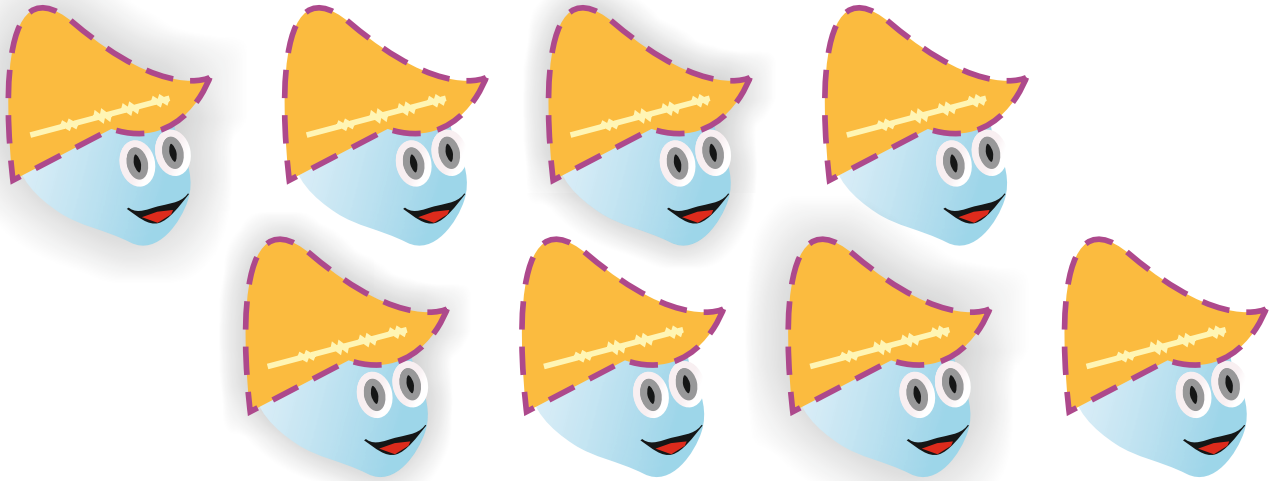


Programming actions means avoiding a mess or chaos.

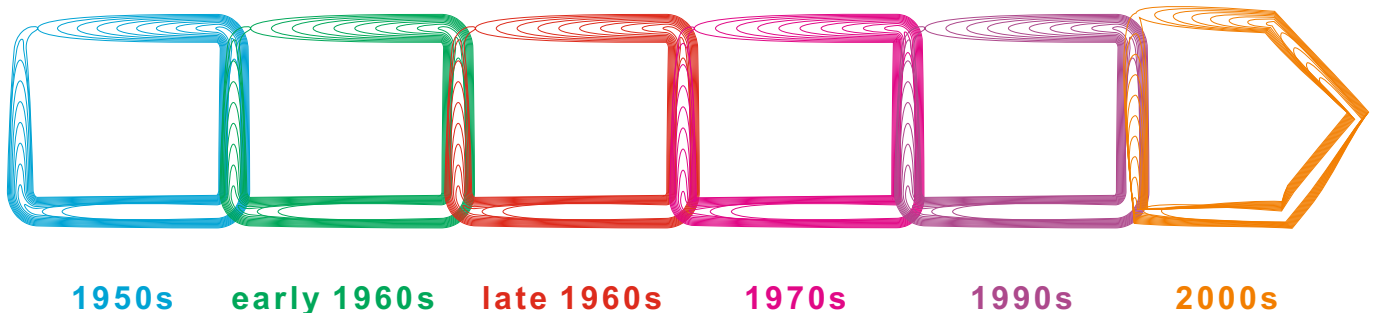
In computing, we use a set of instructions or directives - called "programming languages" - that both the programmer and the computer operating system understand.

Activity 1

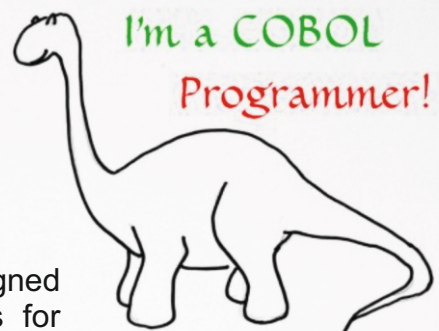
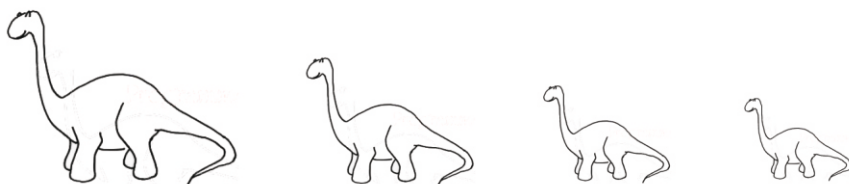
In pairs, write the programming languages you already know in the hats below.

**Activity 2**

First, read the short texts about programming languages on pages 4 - 5. Then fill in the time-line below. Write the correct programming language in the spaces above the different dates.

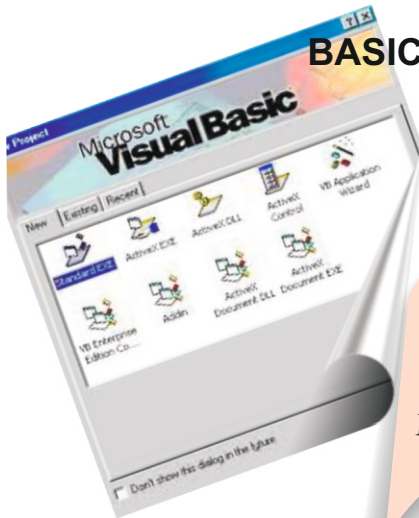


Here are a few common programming languages:

COBOL (Common Business Oriented Language)

This was one of the oldest programming languages. It was designed in 1959 for business, finance and administrative systems for companies and governments.





BASIC (Beginner's All Purpose Symbolic Instruction Code)

This was a general-purpose, high-level programming language designed in 1964. It was easy to teach, learn and use.

```
Private Sub Form_Load()
Print "Hello World"
End Sub
```

```
program
HelloWorld(output);
begin
WriteLn("Hello World!");
end.
```

Pascal

Pascal

This was a popular programming language designed in the late 1960s.

C
This was a structured programming language designed in 1972. It has recently been developed into C++.

```
#include <iostream.h>
main()
{
cout << "Hello World!" << endl;
return 0;
}
```

```
class HelloWorld {
static public void main( String args[] )
{
System.out.println( "Hello World!" );
}
}
```

JAVA
This is an interpreted, multi-functional and productive language designed in 1994.



If you want to be a good programmer, you should be good at English and Mathematics. Do you know why? Because you should know about algorithms conditional language and all the other commands for programming. And don't forget that in computing and web design the main language is English!!!



Is there anyone here who wants to be a web-programmer? You may want to be one after you read about Mark Zuckerberg.

Activity 3

First, read the text below. Then complete the spider gram underneath it.

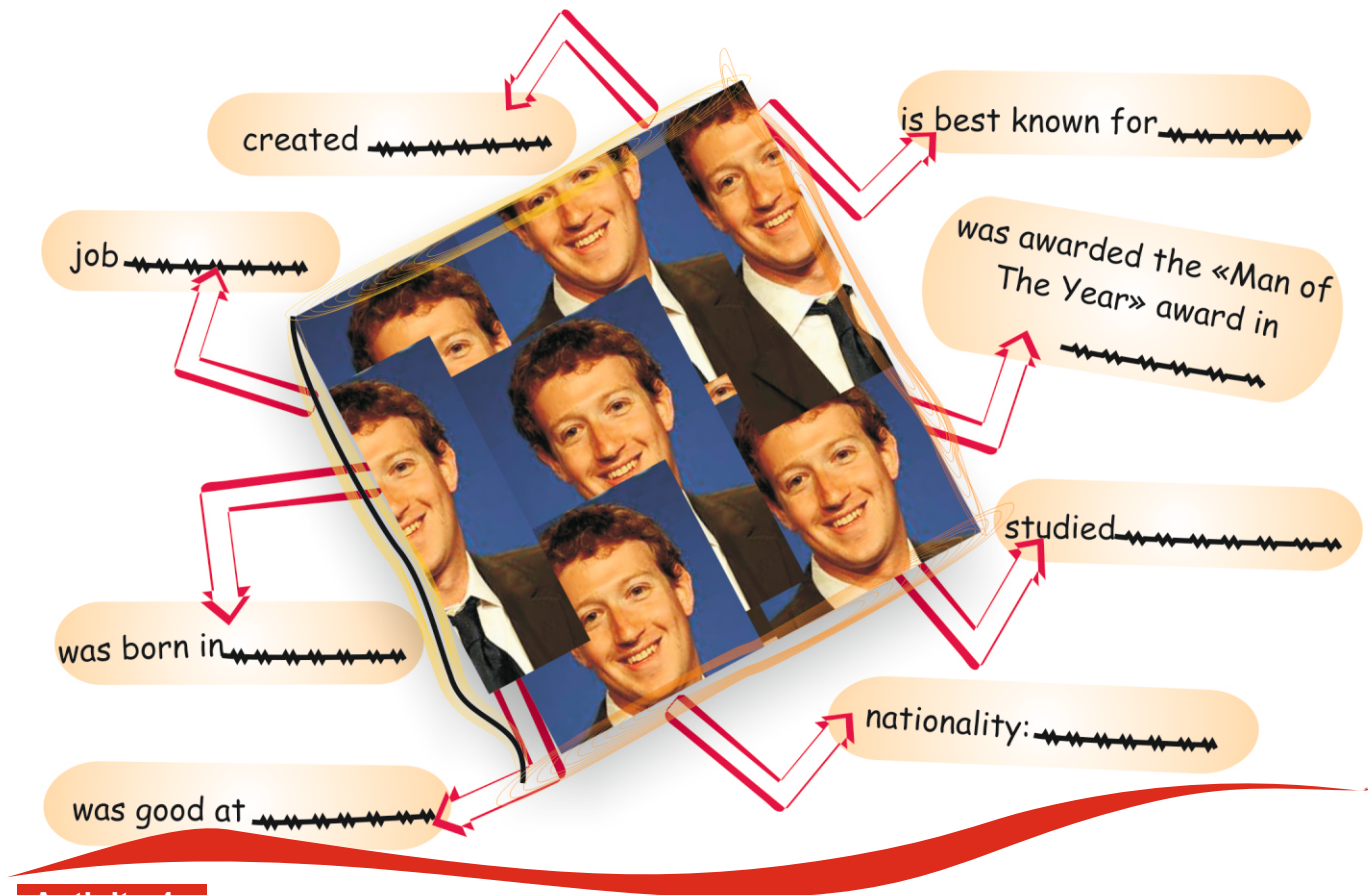
Mark Zuckerberg - Computer Programmer

Mark Eliot Zuckerberg is an American computer programmer. He is best known for helping to create the most famous social network website with his friends in Harvard University. He was born on May 14, 1984. His father, Edward, is a dentist and his mother, Karen, is a psychiatrist. He and his three sisters were brought up in New York.

In his junior years Mark won prizes in Maths, Astronomy and Physics and was also good at languages. He began using computers and writing software when he was in middle school. Later he enjoyed developing computer programmes, especially communication tools and games. He created his own programme, called Zucnet, so that his father could use the computer between the house and his dental surgery.

At university, Mark studied Psychology and Computer Science. A short time later, he created a programme - just for fun - called *Facemash*- that let students in Harvard University select the best-looking person from a choice of photos. The program included the names and pictures of students in Harvard.

Now Mark is one of the richest young people in the world. In 2010 he was awarded the 'Man of The Year' award by *Time* magazine.



Activity 4

What kind of qualifications do you think a web-programmer should have?

Write four suggestions in the spaces below.

- 1.
- 2.
- 3.
- 4.

Activity 5

Read the list of advantages and disadvantages of being a web-programmer. Then categorize them in their correct sections by using arrows. An example has been done for you.

Advantages	<ul style="list-style-type: none"> ☞ earns a lot of money ☞ spends lots of time on computers ☞ learns new techniques quickly ☞ experiments with different "tricks" for better results ☞ likes working alone ☞ can work at home ☞ implements ideas quickly ☞ can find a job easily ☞ may suffer from back-/neck-ache and eye-strain ☞ may have posture problems 	Disadvantages
------------	--	---------------

Activity 6

Look at the diagram below. Then draw a line from each label to the right part of the body.



Proper posture for computer work

First, look at the pictures below with your partner. Then compare the proper posture for computer use with your own posture while using the computer. You watch your partner and let your partner watch you. Tell him/her what s/he is doing wrong if the posture is bad. You can use some of the words from the body diagram above.



Activity 7

First, read the four paragraphs (A-D) below. Then write the number of the correct heading (1-4) in the spaces above each section.

1
Use of movement

2
Posture and positioning

3
For your wrist

4
For your back

A _____
The first step to better posture at a desk is to adjust your chair to the right height for computer work. Next, arrange your computer so that eyes are level with the screen.

B _____
If you are prone to lower back pain, you may find that a firm cushion placed in the back gives you the support you need.

C _____
When using the mouse, move your hand from the shoulder rather than the wrist. Use a reinforced wrist brace if you need one.

D _____
Remember to take regular breaks away from the computer and take a little exercise. Going straight from sitting at your desk to sitting in the break room is not a good idea. And when you get home, take time to stretch your limbs and relax!

Activity 8

Read the sentences below. Then decide if they are good (G) or bad (B) advice.

1) At your computer your feet should be flat on the floor.

G

B

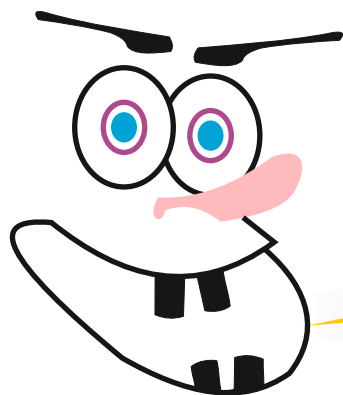
2) To look after your eyes, sit close to the screen.

3) Don't keep your wrist flat on the desk.

4) Don't take regular breaks away from the computer.

5) You should adjust your chair to the correct height.

6) Find a cushion to support your back.



The Internet offers many positive benefits to young people - educational and social. But unfortunately there are risks, too. Children and young people are vulnerable and may expose themselves to danger when using the Internet.



Activity 9



Cut-out

In pairs, cut out the pictures from page 110. Then stick them in the right places below.



1) kidnap

2) threat

3) hack

4) criminal

6) personal information

5) cyber-bullying

Activity 10

Read the text below. First, look at the chart on page 13. Then put a tick (✓) in the column which you think is related to the topic. There may be more than one tick for each one.

Cyber-bullying

Cyber-bullying includes sending hateful messages or even death threats to children, spreading lies about them online, making nasty comments on their social networking profiles, or creating a web-site to make fun of their looks or reputation.

Physical danger

The threat of physical danger is probably the risk most reported by the media. Criminals can make use of the Internet and chat rooms and they can even progress to kidnapping.

Inappropriate material

One of the main risks of using the Internet, e-mail or chatrooms is that young people may be exposed to inappropriate material. This may be material that is hateful or violent in nature; that encourages activities that are dangerous or illegal; that is just unsuitable for their age or is biased. One of the benefits of the Web is that it is open to all. Unfortunately this also means that those with extreme views can present them to the rest of the world.

Invasion of privacy

Camera phones, digital cameras and webcams are everywhere these days. Children can be victims of their own inexperience with new technology. Many children post pictures, videos or notes online and later regret it. Most parents do not allow their children to give personal information online and many children understand this.

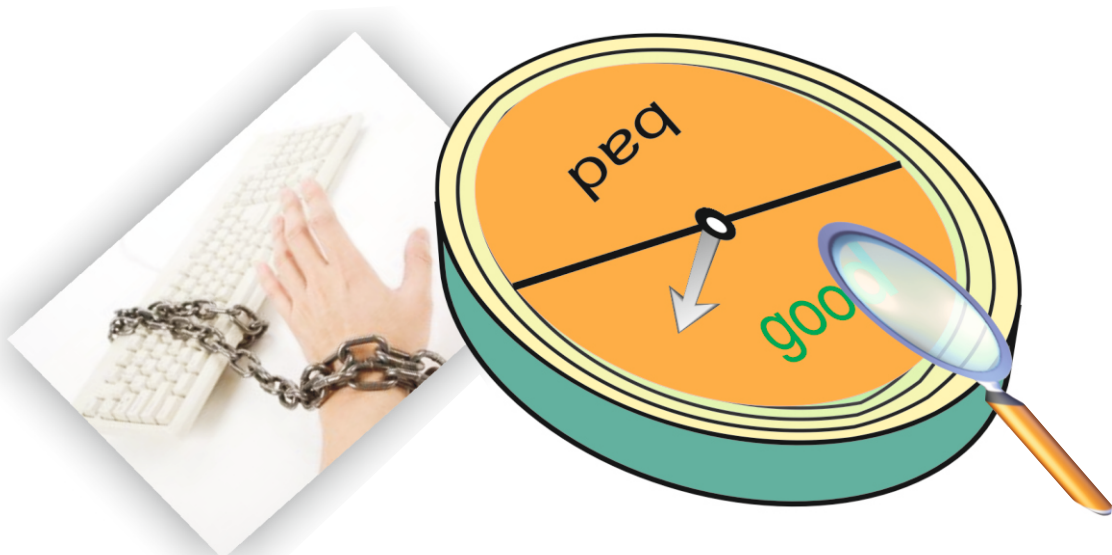
Illegal behaviour/activity

Some young people may get involved in inappropriate, anti-social or illegal behaviour while using digital technologies. Young people may become involved in dangerous activities. Risks include buying and selling stolen goods. Easy online access to hacking sites is also a big danger to young people.

problem young people	Inappropriate material	Physical danger	Cyber- bullying	Invasion of privacy	Illegal behaviour/activity
death threats					
nasty comments on social network profiles					
can be victims of their own inexperience of new technology					
may give out their personal information					
may be exposed to unsuitable material					
can be encouraged to do activities that are dangerous or illegal					
could even be molested or kidnapped					

Wheeling circle

Form standing circles in your groups. Then take a pen. Circulate it in turn in a clock-wise direction. The person who takes the pen expresses his/her feelings and ideas about the good and bad aspects of the Internet. Then the next person takes it and does the same, and so on.



Self-assessment

A.

In this unit:

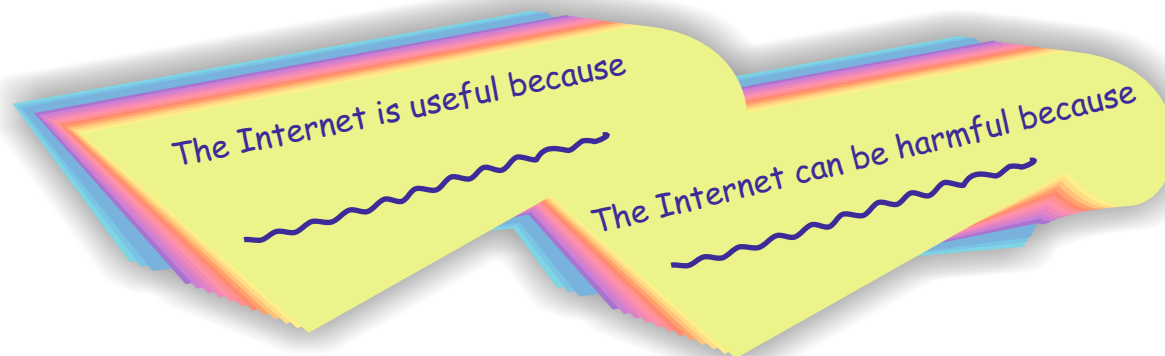
I liked 😊 _____

I did not like 😞 _____

I learnt how to: _____

I learnt the following new words/phrases:

B. Make up sentences about the benefits and dangers of the Internet.



C. Look at the questions below. Choose the correct answer to each one by circling a, b or c.

1) Programming actions help us to _____.

a) avoid a mess b) avoid instructions c) save documents

2) In computing we use a set of instructions or directives called _____.

a) an operating system b) a computer system c) programming languages

3) _____ was designed for business, finance and administrative systems.

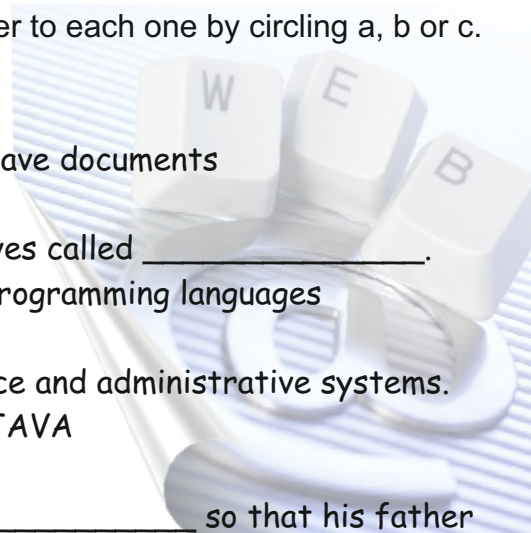
a) BASIC b) COBOL c) JAVA

4) Mark Zuckerberg created a programme called _____ so that his father could use the computer between the house and his dental surgery.

a) Microsoft Messenger b) ICQ c) Zucnet










5) _____ includes sending hateful messages or even death threats to children.

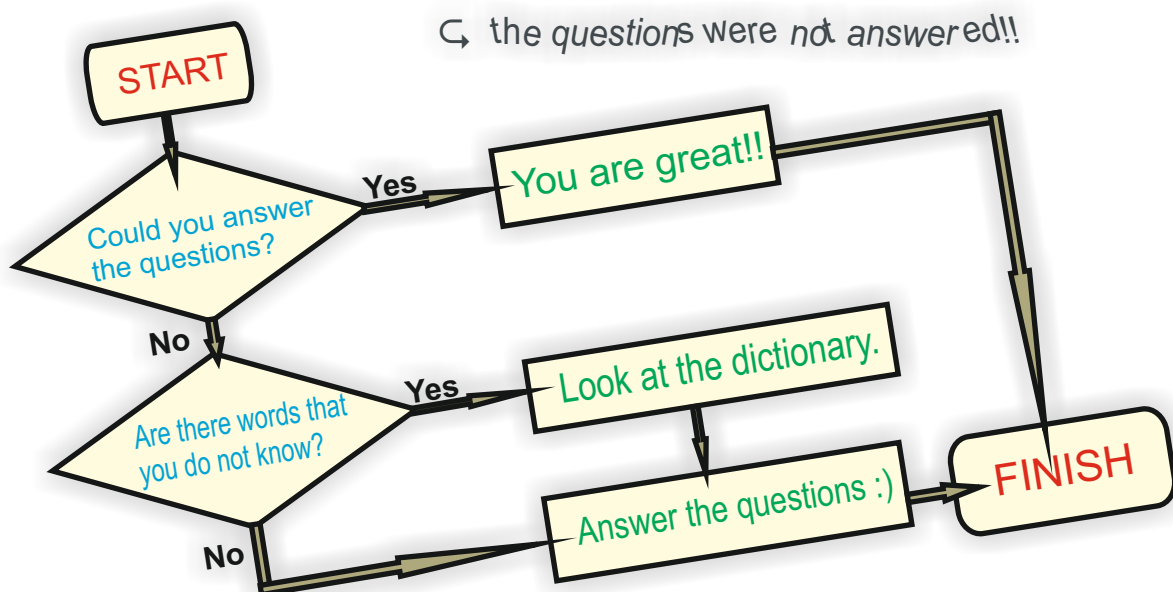
a) Physical danger b) Cyber-bullying c) Inappropriate material



D. Look at the table below. Then find someone in your group who does these things/agrees with these opinions.

Write his/her name in the spaces.

This student...	Name of student(s)
often programmes his/her study time	 _____
uses JAVA for his/her computer	 _____
is good at Mathematics	 _____
wants to create his/her own programme for the computer	 _____
wants to be a programmer	 _____
likes spending lots of time on computers	 _____
cares about his/her right posture while using a computer	 _____
thinks the Internet offers positive benefits	 _____
has been tricked or threatened while using the Internet	 _____



UNIT 7

THE CV, THE JOB APPLICATION AND THE INTERVIEW



In this unit you are going to learn about:

- ! how to write a CV
- ! more about job interviews

Warm-up

What is a CV? Where do we use it?

Activity 1



In pairs, look at the charts below. Then match the headings (A-F) with the e-forms (1-6).

Headings:



1)

Date of birth	11 ▾ 3 ▾ 1980 ▾ -- Format -- ▾	?
Surname(s)	Port	?
First name(s)	Zachary	?
Address		?
Street number / Street	35	x
State street number and street of contact address, e.g.: 12, High Street		
City	Plymouth	?
Postal code	PL20 7PP	?
Country	England	?
Telephone(s)	+44 20 7123 4565	?
Mobile	+44 0774352515	?
Fax	+44 20 7123 4566	?
E-mail(s)	zacharyport@hotmail.com	?
Nationality	English	?
Add nationality Remove nationality		
Gender	<input checked="" type="radio"/> M <input type="radio"/> F <input type="radio"/> Do not indicate	
Photograph	<input type="text"/> <input type="button" value="Browse"/>	?
<input type="button" value="Upload"/>		

2)

Desired employment /
Occupational field

web designer

Specify your job target or occupational field, e.g.:

Database manager and administrator**NB:** This entry gives an immediate overview of your profile by focusing on your core competences

3)

From 2 8 2002 -- Format --

To 10 6 2012

Occupation or position held: Web designer

Main activities and responsibilities: Designed web sites for college

Name and address of employer:

Name: Plymouth College

Street number / Street: 12 High Street

City: Plymouth

Postal code: PL35 1PP

Country: England

Type of business or sector: Education

Save

4)

From 14 9 1999 -- Format --

To 10 6 2003

Title of qualification awarded: Web programmer and designer

Principal subjects / occupational skills covered: Web design, web programming

Organisation providing education and training:

Name: Plymouth College

Type:

Street number / Street: Drake Circus

City: Plymouth

Postal code: PL4 8AA

Country: England

Level in national or international classification:

Educational field: Computers and Web

Save

5)

Enter mother tongue(s): English en

Other language(s) - Self-assessment

Enter a language: Turkish tr

Understanding

Listening: Independent user (B1)

Reading: Independent user (B1)

Speaking

Spoken interaction: Independent user (B1)

Spoken production: Independent user (B1)

Writing: Independent user (B1)

Save Cancel

List of your other languages

6)

Soft skills and competences: Creative, good communication skills, out going, friendly

Organisational skills and competences: Good experience in team management

Technical skills and competences:

Computer skills and competences: Good at programmes about web design and Ms-Office programmes

Artistic skills and competences: Photography, music

Activity 2

Read about the people's qualifications. Then look at the four job adverts below. And, decide which job the people are suitable for. Put a tick (✓) in the relevant column below.

Özlem Angun



- * Age: 19
- * Trade school diploma
- * Knows English and French
- * Out-going, independent worker, sociable, self confident
- * Good communication skills.
- * Takes responsibility

Hakan Sayar



- * Age: 22
- * Married
- * Driving licence
- * Has completed military duty
- * Likes computer games, working independently
- * Is able to work for flexible shifts

	Web designer	Secretary	Accountant	Sales Manager
Özlem				
Hakan				

Hemel Hotel is looking for an Accountant

- * At least 2 years' experience
- * Ability to keep and update financial records
- * Capable of preparing clear and accurate reports
- * Military service completed
- * Efficient at using common accounting package programmes

We are looking for a Sales Manager

- * University degree
- * Computer proficiency in MS-Office
- * 2-3 years' sales experience
- * Strong writing and communication skills
- * Fluent English
- * Good team worker

Full-time Office Secretary

- Preference will be given to those who have completed an Office Management course in school/college
- Applicants should be prepared for regular travel
- You will be required to take up other duties when required
- No previous experience necessary
- Minimum typing speed of 80 wpm required

Web-Designer

- * Proficient at using design programmes
- * Will have at least one modern foreign language
- * Will be able to work independently on projects
- * 2 years' experience required
- * University degree
- * You will be expected to regularly update web-sites
- * Applicants should be creative and enthusiastic IT users

Activity 3



In pairs, discuss the advantages of a standardized CV.



Europass Curriculum Vitae

Personal information

First name(s) / Surname(s)

Zachary Port

Address

15, Tavistock Road, Plymouth
PL20. 7PP, England

Telephone(s)

+44 0774352515

Mobile | +44 20 7123 4565

E-mail(s)

zacharyport@hotmail.com

Nationality

English

Date of birth

11/03/1980

Gender

Male

Desired employment / Occupational field

web designer

Personal skills and competences

Mother tongue(s)

English

Social skills and competences

Creative, good communication skills, outgoing, friendly

Organisational skills and competences

Good experience in team management

Computer skills and competences

Good at web design and Ms-Office programmes

Artistic skills and competences

Photography, music

Other skills and competences

Cooking and sports

Driving licence(s)

A, B



Activity 4

Now fill in the blanks in the CV form below. Imagine it's your own. Use the one above as a model to guide you.



Europass Curriculum Vitae

Personal information

First name(s) / Surname(s)

Address

Nationality

Date of birth

Gender

Desired employment / Occupational field

Personal skills and competences

Mother tongue(s)

Social skills and competences

Organisational skills and competences

Computer skills and competences

Artistic skills and competences

Other skills and competences

Driving licence(s)



Activity 5



Imagine that you are going to go for a job interview. Think about some of the personal qualities you have. Then write them in the blanks below. When you have finished, compare yours with your partner's.



Activity 6

Look at the list of interview-related items in the picture below. Then transfer the interview items (personal qualities and important tips) to the correct categories in the table underneath.

sit down only when asked

speak slowly and confidently

be neat

smile

be punctual

take your documents

be brief while speaking

be careful with gestures

look the interviewer(s) in the eye

sit up straight

be polite

ask questions about the job

dress modestly

be enthusiastic about the job

do some research about the job before you go

Appearance

Behaviour

Preparation

Body language

Activity 7

Circle the best option (from 1-7 below) for a successful interview.

1) Good morning. My name's Ms Martin. You've applied for the Laboratory Assistant's position, right?

- a) Yes.
- b) Yes. When I saw it advertised I thought it would really suit me.
- c) Yes I have.

2) Can you tell me why you replied to our advertisement?

- a) I....I'm not really sure...Errr...
- b) I think that I'd be really good at this kind of work. In fact, I learn so fast that I'd be looking for promotion very shortly.
- c) Well, I've always enjoyed science and felt that this position would offer me an opportunity to extend my skills in this area.

3) What were your favourite subjects at school?

- a) I liked Science. It was good. Well, at least the bits I understood were OK.
- b) Maths and Science were my favourite subjects. I also enjoyed doing History.
- c) I'm afraid that I only liked the subjects I was good at. The others were so boring that I found them to be a through waste of time.

4) Have you ever had a job?

- a) Yes, I've worked part-time at a take-away food store. The one just around the corner.
- b) No, I've never really been brave enough to get one.
- c) No, I've really been too busy with all the study I've had to do.

5) We have a lot of other applicants for this position. Why do you think that you deserve to get the job?

- a) Well, I've discovered about this type of work and my research suggests that I'd be quite capable of doing the work involved. I also think that I'd be able to handle any training course reasonably well.
- b) I can't think of any special reason. I suppose I'm no different from most other people.
- c) I reckon I'd probably be the best applicant you are likely to get for the job.

6) Now, do you have any questions you'd like to ask me?

- a) No, I don't think so.
- b) Yes. Could you tell me what hours I'd have to work, and for whom I'd be working?
- c) Yes...What's the pay like?

7) I think I've asked you everything I wanted to. Thank you for coming along to the interview.

- a) Thanks. When will I know if I've been successful?
- b) Think nothing of it. Could I see where I'll be working?
- c) Thank you. Good Bye.

Activity 8

Look at the qualifications for the Computer Programming job below. Then send an e-mail application to the employer.

Company email:

salamar@xmail.com

Company address:

Salamar Marketing

5th Street Bahçelievler Beşevler/ANKARA

Required qualifications:

- ✦ C++/Office/ Excel/Photoshop
- ✦ Good at English language
- ✦ 2 years' experience
- ✦ University degree
- ✦ Enthusiastic about Sales and Marketing



PROGRESS AND SELF-ASSESSMENT

In this unit:

I liked 😊 _____

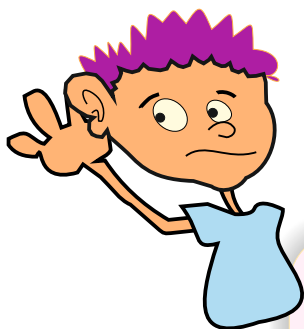
I did not like ☹️ _____

I learnt how to: _____

I learnt the following new words/phrases:

Assesment

Read the questions below. Choose and circle only one answer (1-4) for each section.



MY ENGLISH

Listening

- 1) I can understand when someone speaks very slowly to me.
- 2) I can generally identify the topic of discussion when people speak slowly and clearly.
- 3) I can understand the main points of radio news and news bulletins.
- 4) I can understand in detail what is said to me in standard spoken language, even in a noisy environment.

Reading:



- 1) I can understand simple information about people in newspapers.
- 2) I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly written and illustrated.
- 3) I can understand the main points in short newspaper articles about current and familiar topics.
- 4) I can read and understand short articles and reports on topics connected with my interests or my job.

Spoken Interaction:

- 1) I can introduce somebody and use basic greetings and leave-taking expressions.
- 2) I can carry out simple purchases in shops, post-offices and transactions in banks.
- 3) I can start, maintain and close simple face-to-face conversations on topics that are familiar to me or of personal interest.
- 4) I can initiate, maintain and end a conversation naturally.

Spoken Production:

- 1) I can give someone personal information.
- 2) I can describe myself, my family and other people.
- 3) I can narrate a simple story.
- 4) I can give clear, detailed descriptions on a wide range of subjects related to my field of interest.

Writing :



- 1) I can fill in a questionnaire with my personal details.
- 2) I can write short simple notes and messages.
- 3) I can write personal letters to friends or acquaintances asking for or giving them news and telling them about recent events.
- 4) I can write clear and detailed texts.

Now look at the results table below. Find which European language level you are at according to the answers you gave to the questionnaire above. Circle the answers you gave:

Number	Listening	Reading	Spoken Interaction	Spoken Production	Writing
1	A1	A1	A1	A1	A1
2	A2	A2	A2	A2	A2
3	B1	B1	B1	B1	B1
4	B2	B2	B2	B2	B2

Count the number of A1s, A2s, B1s and B2s you have. Then look at the chart on the next page. This tells you where you are and where you need to be as a language learner.

My English Standard

Where I need to be

Where I am

Where I need to be

Where I am

B1

A2

A1

B1

A2

A1

Listening

I can understand common words and phrases (lexis/vocabulary) when someone is speaking about their life and family, about shopping and their hometown, about their jobs. I can also catch the main point when I listen to a short message or announcement.

I can understand someone talking about work, his/her CV, school or leisure activities. And I can understand the main points of some TV and radio programmes when they speak slowly and clearly.

Speaking

I can begin a short conversation with somebody, although it is difficult for me to continue. I can talk about everyday things like family, school and my life, but I can't understand everything the other person says to

I can speak to other English speakers about myself, my hobbies, family, work and news topics. I can also describe, simply, my dreams, hopes, plans and opinions about things. And I can say which books and films I like.

Reading

I can read advertisements, menus and time-tables and find the information I want from them. I can also understand short personal letters from someone.

I can understand when I read if many common words are used and if the topic is about something that interests me, like jobs or sports. I can also understand simple personal messages about feelings and wishes and things that have happened.

Writing

I can write short, simple messages and notes. And I can write a very simple personal letter to thank somebody, for example.

I can write letters and e-mails about my experiences and impressions or feelings, if they are simple and I'm interested in them.

Fun Corner

This is a job application that Gordon, a 17-year-old boy, submitted to a restaurant in Florida. They hired him because he was so honest and funny!

Name: Gordon Bulmash

Address: Biscayne Bay 3000 N.E. 151st Street
North Miami, Florida 33181

Desired position: Company President or Vice President. But seriously, whatever is available. If I was in a position to be picky, I wouldn't be applying here in the first place.

Education: Yes.

Salary : Less than I'm worth.

Most notable achievement: My incredible collection of stolen pens and post-it notes.

Reason for leaving: It was a mess.

Available to work: Of course! That's why I'm applying.

Preferred hours: 1:30 - 3:30 p.m., Monday, Tuesday and Thursday.

May we contact your current employer? If I had one, would I be here?

Do you have any physical condition that would prohibit you from lifting up to 50 LBS? Of what?

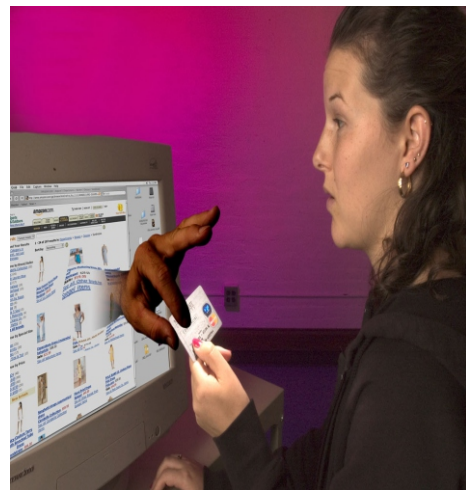
Do you have a car? I think the question here should be "Do you have a car that runs?"

Sign here: Aries.



What do you think about this application?

List any new words or phrases in Gordon's application that you came across.



UNIT 1

abbreviation
affordable
curriculum vitae
determined
distant
improve
interface
mainboard
portable
rapidly
remote

UNIT 2

auditory
click on
device
document
earphone
equipment
headset
integrated
intelligence
multiple
property
trackball
visual

UNIT 3

access
aim
browser
civilian
combine
consist
damage
detect
disrupt
enhance
ignore
malicious
massive
node
private
provide
re-named
router
script
server

specific
store
virtual
wide

UNIT 4

agriculture
allow
aware of
attend
back-up
benefit
break- down
chairman
compiler
configure
curious
debugger
device driver
flexible
facility
forbidden
graduate
interpreter
launch
license
require
utility

UNIT 5

advertisement
architecture
brilliance
complicated
construct
domain
education
entertainment
exposure
hosting
increase
lament
noble
notice
purity
run across
self-esteem
sign
sub-page

UNIT 6

adjust
administrative
appointment
arrange
avoid
command
criminal
cyber-bullying
inappropriate
include
invasion
kidnap
posture
prone
purpose
threat
qualification
vulnerable

UNIT 7

accurate
acquaintance
applicant
apply for
background
bulletin
competence
deserve
employer
enthusiastic
experience
extend
gesture
independently
interview
management
military duty
neat
opportunity
potential
proficiency
punctual
purchase
shift
take

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