ICT

(INFORMATION AND COMMUNICATION TECHNOLOGY)

Vocational High School TEACHER'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,
Medeniyyet 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'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan 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 namüsait 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 arttıracağını ve sizi Mesleki İngilizce öğreniminde bizce önemli engel olarak görünen dil bilgisi (grammer) 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 öğrenimimnizi daha keyifli hale getirecektir.

CONTENTS

UNIT 1-COMPUTER HARDWARE SYSTEM

Objectives (hours: 10)

By the end of this unit, students should:

know:

- · elements of a computer hardware system
- · basic spelling conventions related to computer hardware system elements
- · International phonetic alphabet
- · abbreviations and definitions related to the unit

be able to:

- · describe computer hardware elements
- · use correct abbreviations for main items
- · use hardware concepts in English
- · describe port and connectors.
- · use comparative forms of adjectives

have practised:

- · choose the correct parts of hardware system
- · showing somebody hardware system tools on the computer
- · pronouncing main abbreviations.

feel:

- · confident about describing hardware system element and selecting appropriate system element.

## INTENDED LEARNING OUTCOMES
(incl intended method of assessment)

At the end of this unit, students will:
- · give personal information about themselves by using correct adjectives.
- · understand simple computer.
- · describe the functional differences between the hardware system elements.
- · give information about a hardware system using correct abbreviations.
- · use the international phonetic alphabet for radio/ telephone communication.
- · prepare a poster of their imaginary computer and present their project work in the classroom.

UNIT 1

COMPUTER HARDWARE SYSTEM
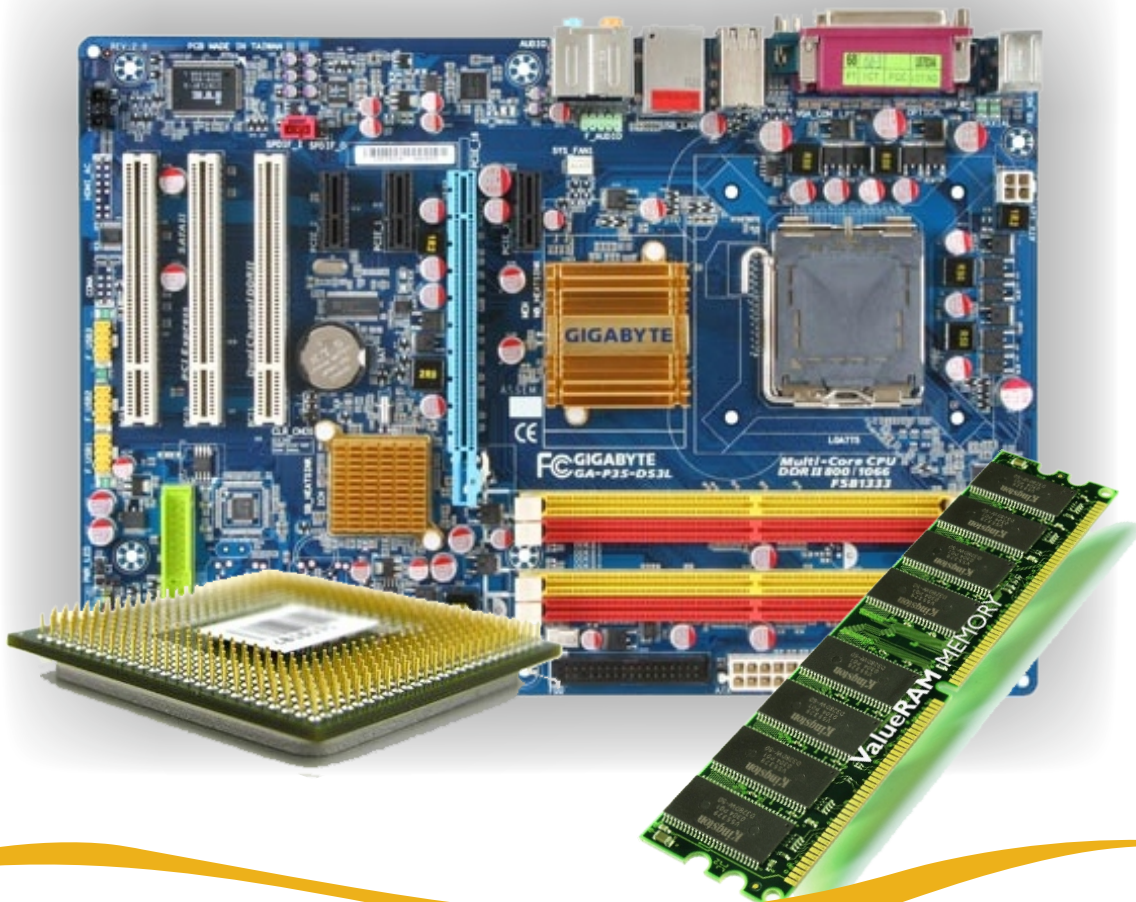
COMPUTER HARDWARE SYSTEM

UNIT 1
Lesson 1

Suggested warm-up

Ss are going to answer the questions from Zachary's speech bubble. Do a quick class survey orally and write answers on the board.

TEACHER'S NOTES

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

> Hi, my friends! My name's Zachary. This is my adventure, so come and join me! Let's see what will happen …!

Warm-up

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

> I want to learn: who's got a computer, who's got a mobile phone, and which one you use most: your mobile phone or computer?

You
....
....
....
....
....
....

Activity 1

First read Zachary's speech bubble. Then fill in your own bubble by introducing yourself.
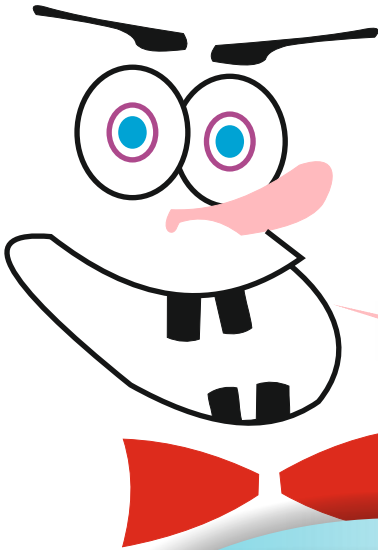
I'm Zachary Port. I'm 22 years old and I'm a web designer. I'm funny, determined, hardworking, creative, but careless. I'm good at computers, but I'm not so good at sports. So, who are you? I want to know all about you.

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

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   3. VIP   5. The UK
2. DJ   4. The WHO   6. DVD

Activity 1 Writing
Ss introduce themselves using their own words, as in the example of Zachary's speech bubble.

Pronounce the English Alphabet
This is an oral activity. Pronounce the letters yourself as a model for the Ss. Then Ss repeat after you.

Activity 2
Ask Ss to spell and say aloud the following abbreviations in English with her/his partner.
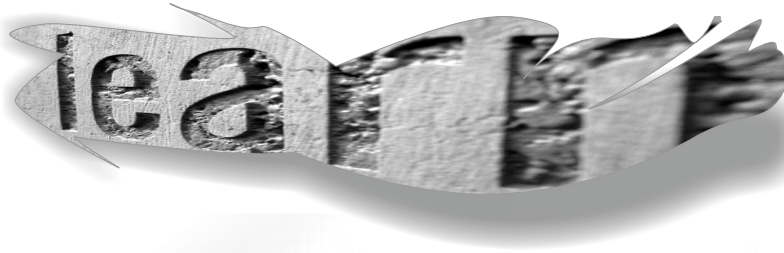Example: The USA

TEACHER'S NOTES

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.

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

Activity 3

Students spell their first and last names.
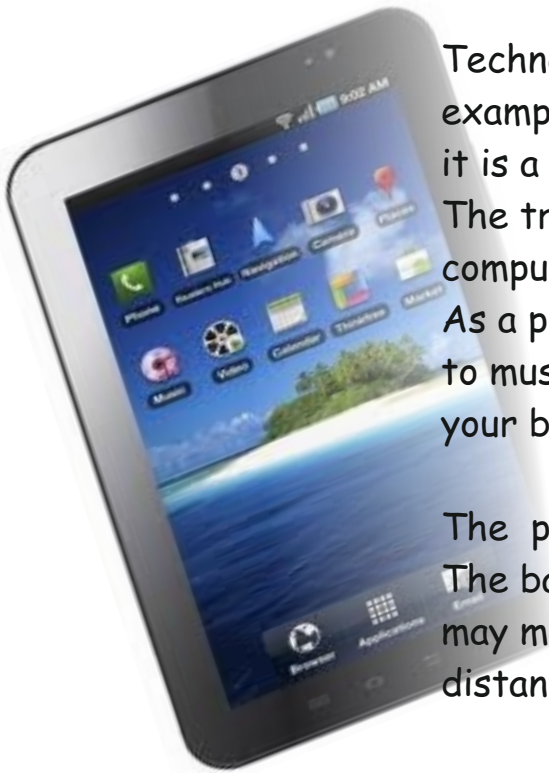
Activity 4

Students' own answers

TEACHER'S NOTES

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 (-)

- ....
- ....
- ....

Lesson 2

Activity 1 Reading
In pairs, tell Ss to read the text at the top of the page. Ask them to fill in the chart of advantages and disadvantages using the same text.

Answers

Advantages of tablet PC
- surf the Net
- listen to music
- take photos
- read e-mails
- write business reports

Disadvantages of tablet PC
battery life is short
make people less social and more remote
expensive to buy and rent

TEACHER'S NOTES

Activity 2
Ask Ss to join each word from the balloons with each of the five words.

Answers

distant   remote
portable   mobile
not too expensive-   affordable
fast   rapidly
improve   develop

Homework: Writing&Speaking

The aim of this homework is to enhance analytic thinking and presentation ability of the students and make them aware of advantages and disadvantages of their chosen device.

1) Divide Ss into four or five groups.
2) Tell them they're going to get into groups and prepare a poster of their device.
3) Focus Ss' attention on advantages and disadvantages of their device.
4) Give information about how to prepare a poster.
Remind Ss that they're going to present their posters to the class

TEACHER'S NOTES

Activity 2

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

distant

not too expensive

fast

portable

improve

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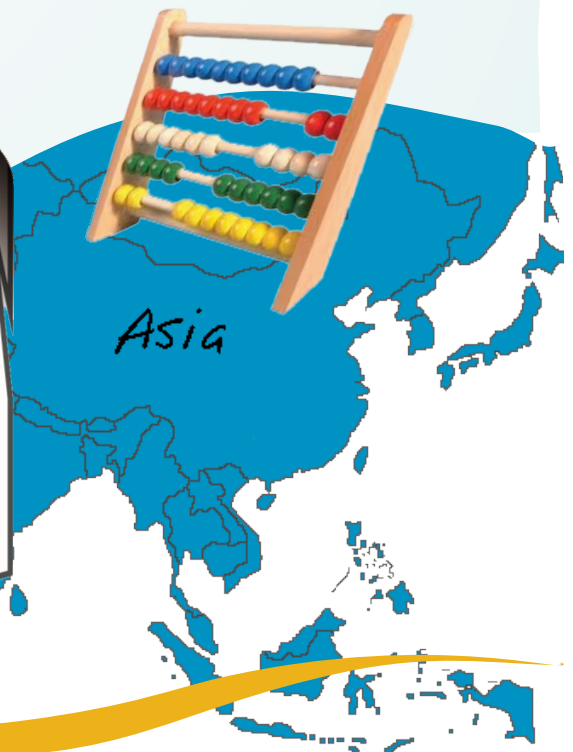4. remote
5. develop

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.
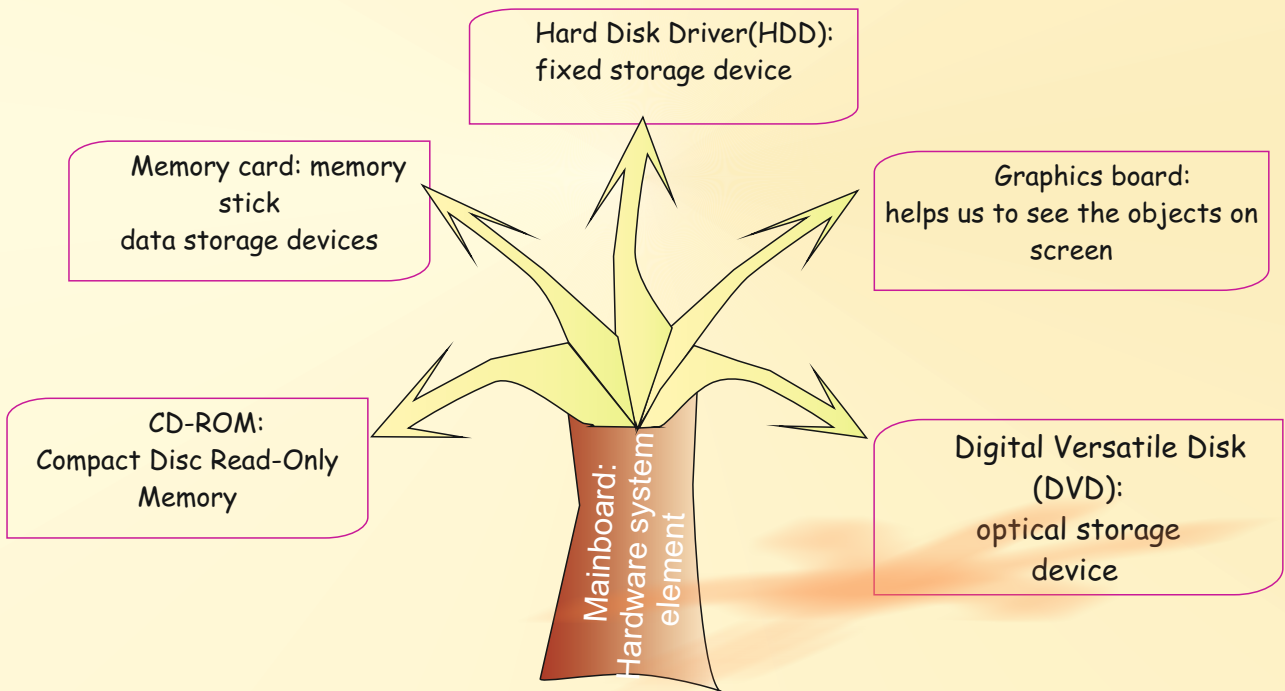
Did you know that:

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.

Hard Disk Driver(HDD): fixed storage device

Memory card: memory stick data storage devices

Graphics board: helps us to see the objects on screen

CD-ROM: Compact Disc Read-Only Memory

Mainboard: Hardware system element

Digital Versatile Disk (DVD): optical storage device

Some useful abbreviations:

RAM: Random Access Memory

CPU: Central Processing Unit

HDD: Hard Disk Driver

BIOS: Base Input Output System

VGA: Video Graphic Adaptor

DJ: Disc Jockey

WHO: World Health Organization

CV: Curriculum Vitae

UN: United Nations

CD: Compact Disc

VIP: Very Important Person

DVD: Digital Versatile Disc

Lesson 3

Warm-up

Draw Ss' attention to abbreviations given on the page. Practise their pronounciation chorally and individually.

Activity 1

Tell Ss that they are going to fill in the blanks by re-arranging the letters correctly. The letters will make the name of the picture on the right.

Answers

1) main board   2) memory card   3) CD-ROM

Activity 2

Write six words on the board. Tell Ss to look at the words for ten seconds to memorize them. Erase the words one by one and ask the Ss what word was there. Then erase all the words and ask Ss to give all the erased words.

TEACHER'S NOTES

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 _____ _____
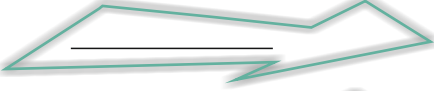
3. RDMCO _____ - _____

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.

DVD

memory-card

main board

CD-ROM

hard disk
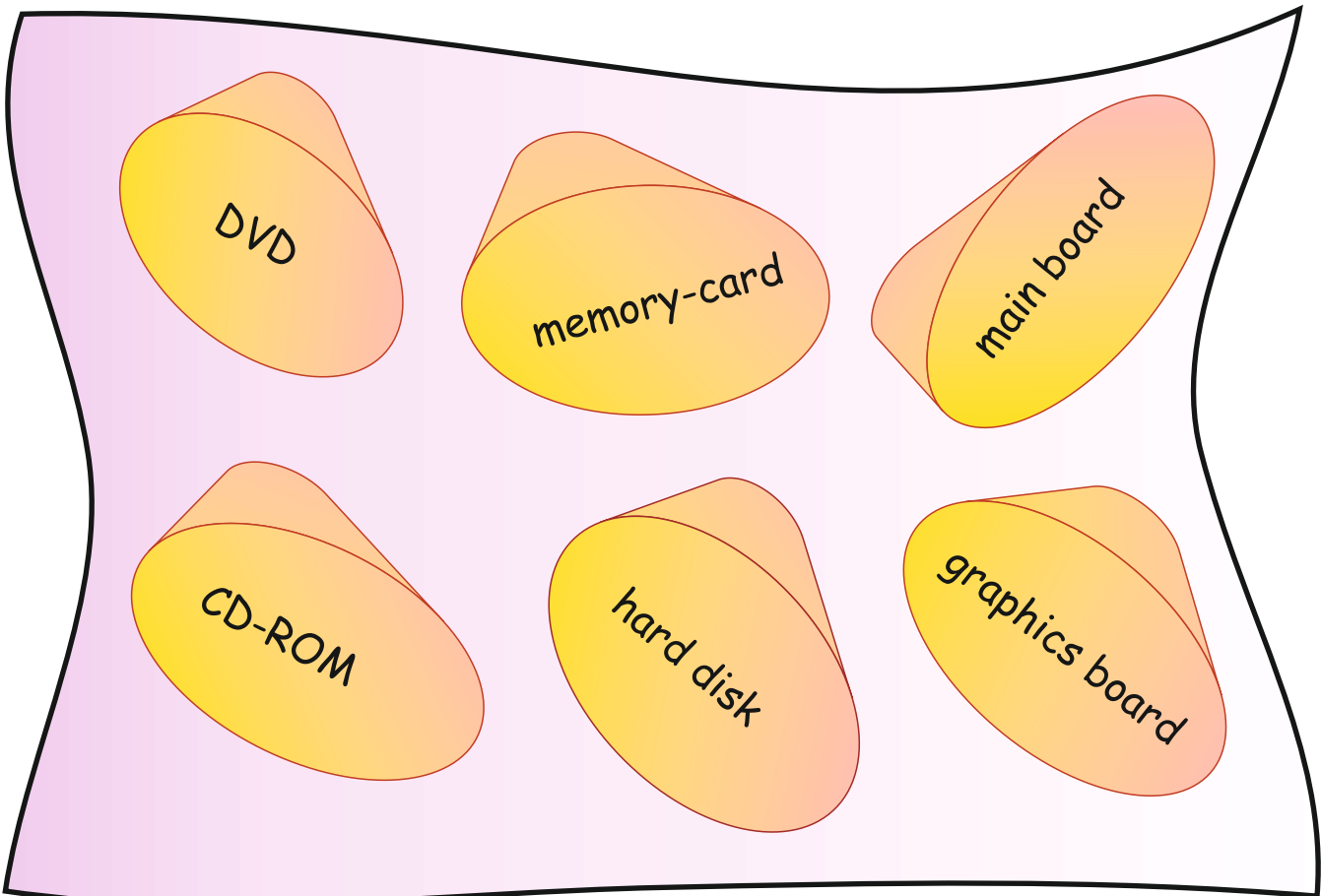
graphics board

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		

Lesson 4

Activity 1
Ask Ss to think of three new common abbreviations that they already know. They put them in the spaces provided.

Activity 2 Speaking

Tell Ss to look at the pictures and read the properties of computer A and B. Tell Ss that they are going to analyze two computers and compare them. Then ask the Ss to put tick (√) to the correct column.

Answers:

is more expensive	√	
has more capacity	√	
is faster	√	
has larger memory	√	

TEACHER'S NOTES

Lesson 5

Warm-up

Ss are going to learn the definition of "port" and "connector", and the types of port.

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.

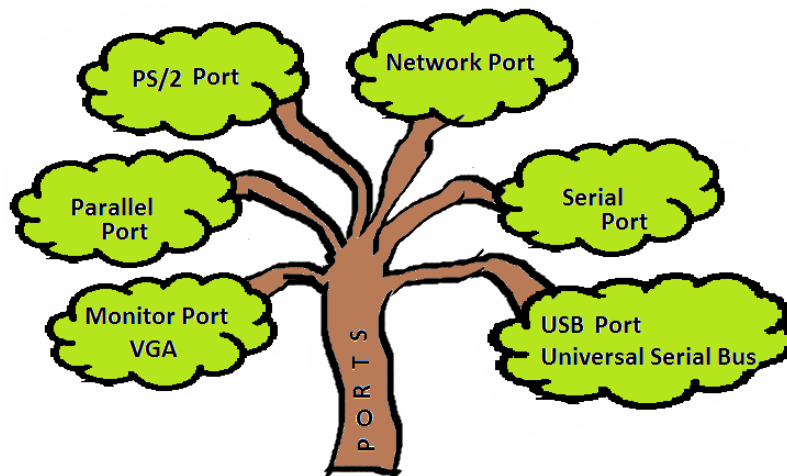*A connector* is a link between two data structures, like a bridge that connects two places.

connector

port

These are the different ports of a computer:

PS/2 Port

Network Port

Parallel Port

Serial Port

Monitor Port VGA

USB Port Universal Serial Bus

PORTS

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 _ll _ 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

Activity 1

Ask Ss to find seven words or abbreviations related to the unit and highlight them in the word puzzle.

1) port   2) parallel   3) connector   4) monitor   5) network   6) serial   7) USB

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

Tell Ss to fill in the gaps with the correct letters to make words related to the computer.

Answers

1) monitor
2) parallel
3) USB
4) network
5) serial
6) port
7) monitor
8) hard disk
9) connector
10) computer

TEACHER'S NOTES

Assignment: Writing&Speaking

The aim of this assignment is to prepare a poster about computer hardware system elements. Ss will present their posters to the class with each member of the group participating in the presentation. The class will make a note on whose presentation and ideas are the best. The best poster can be put on display.

TEACHER'S NOTES

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:

—————————   ——————————

—————————   ——————————

—————————   ——————————
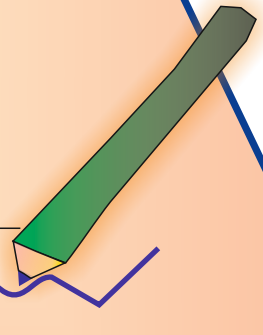
Revision

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.
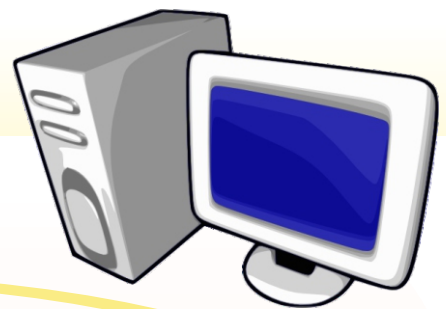
Revision

1) Ss take turns to spell each others name.

2) Ss write the long forms of abbreviations:

a) world wide web
b) hyper text transfer protocol
c) personal computer

3) Ss give four possible names of computer hardware elements that they know.

Suggested Answers

hard disk – memory card – CD-ROM – graphics board – digital versatile disk – mainboard – CPU – RAM

TEACHER'S NOTES

INITIAL BASIC SYLLABUS TEMPLATE

UNIT 2

COMPUTER EQUIPMENT

Objectives (hours: 15)

By the end of this unit, students should:

know:

- · the names of all computer equipment
- · the types and properties of different kinds of computer equipment

be able to:

- · answer simple questions about computer equipment
- · give suggestions in various computer-related situations

have practised:

- · labeling and categorizing computer equipment

feel:

- · confident about identifying computer equipment
- · confident about expressing suggestions relating to problems with computer equipment

INTENDED LEARNING OUTCOMES
(incl intended method of assessment)

At the end of this unit, students will, via a project such as a poster or Powerpoint presentation:
- · identify and give information about different computer equipment
- · label parts of a computer
- · describe the differences between different computer parts.
- · categorize computer hardware system elements and computer equipment
- · use computer-related terminology.
- · talk about their interests related to the unit.

UNIT 2

COMPUTER EQUIPMENT

Computer equipment

COMPUTER EQUIPMENT

UNIT 2
Lesson 1

Suggested warm-up

Ss are going to read Zachary's speech bubble and learn about different types of computer equipment

TEACHER'S NOTES

In this unit you will learn:

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

Now I am going to show you some different types of computer equipment in a computer shop.

scanner

speaker (multimedia kit)

printer

Headphone

video camera

mouse

LCD monitor

Flash drive

Video projector

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 1
Ss look at the pictures. Then tell Ss to fill in the words in the box in the space provided.

Answers

webcam - speaker - earphone
scanner - modem
keyboard - headset - projector
monitor - mouse - printer

TEACHER'S NOTES

Activity 2 Reading

Ss first read the sentences about computer equipment. Then ask them to write ✓ (true) or x (false) for each sentence.

Answers

1) ✓   2) x   3) ✓   4) ✓   5) x   6) x   7) ✓

Activity 3

Ss decide the meaning of the following computer terms in pairs. Ask them to write their meanings in Turkish in the spaces provided.

Answers

1) print out: *çıktı almak*
2) connect to: *bağlanmak*
3) scan: *taramak*
4) click on: *tıklamak*
5) type: *daktilo ya da klavye ile yazmak*

TEACHER'S NOTES

Activity 2

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

✓   X

1) A scanner copies images and documents.

2) A speaker is used to write documents.

3) A projector projects images and text onto a screen.

4) A headset is used for listening.

5) A webcam is used for clicking on icons.

6) A mouse is used for recording information.

7) A modem is used for connecting to the Internet.

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   _____
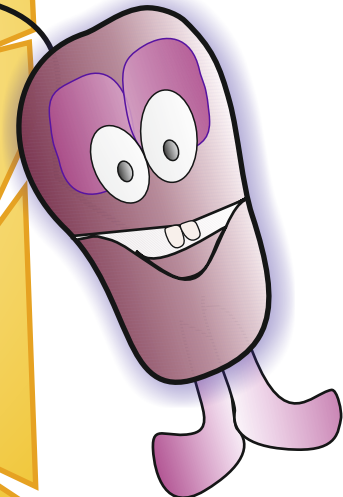
Activity 1

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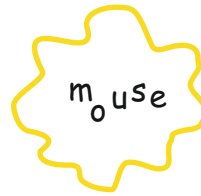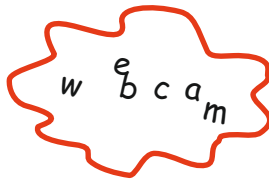
Common term	Technical term	
seeing	(visual)	
touching	(kinaesthetic)	
hearing	(auditory)	

Activity 2

Odd one out

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

monitor / projector / keyboard

mouse / CPU / joystick

speaker / headset / modem

hard disc / RAM / printer

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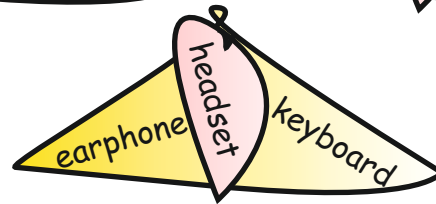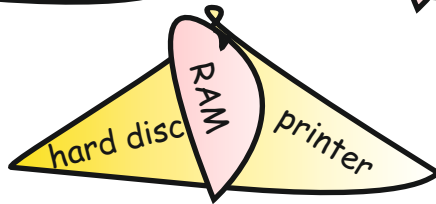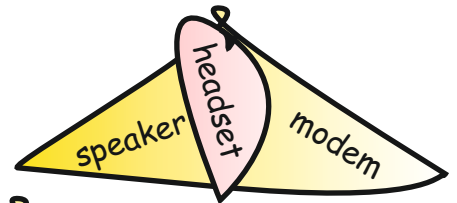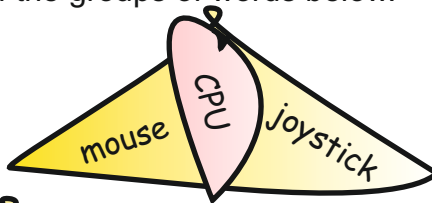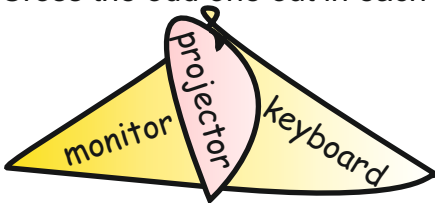
Hi again, my dear friends. Do you know what VAK is? Let me show you. VAK is a multiple intelligence concept.

V is for visual

A is for auditory

K is for kinaesthetic

18

Lesson 2

Activity 1
Ss look at the words in the bubbles. Ask them to write the words in the correct categories in the table.

Answers

seeing (visual)	monitor, projector, webcam
touching (devinimsel)	mouse, keyboard
hearing (işitsel)	earphone, headset, speaker

Activity 2
Ask Ss to cross the odd one out in each of the groups of words. Answers are given in bold.

Answers
monitor - projector - **keyboard**
mouse - **CPU** - joystick
speaker - headset - **modem**
hard disc - RAM - **printer**
earphone - headset - **keyboard**

TEACHER'S NOTES

VAK Test

The aim of this activity is to inform the Ss about multiple intelligences (MI) and identify themselves with one or more of the categories of MI. Ss do the test first, then count their answers for each question. The results are given below.

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.

Ask Ss kind of person they tend to be according to their answers.

TEACHER'S NOTES

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	
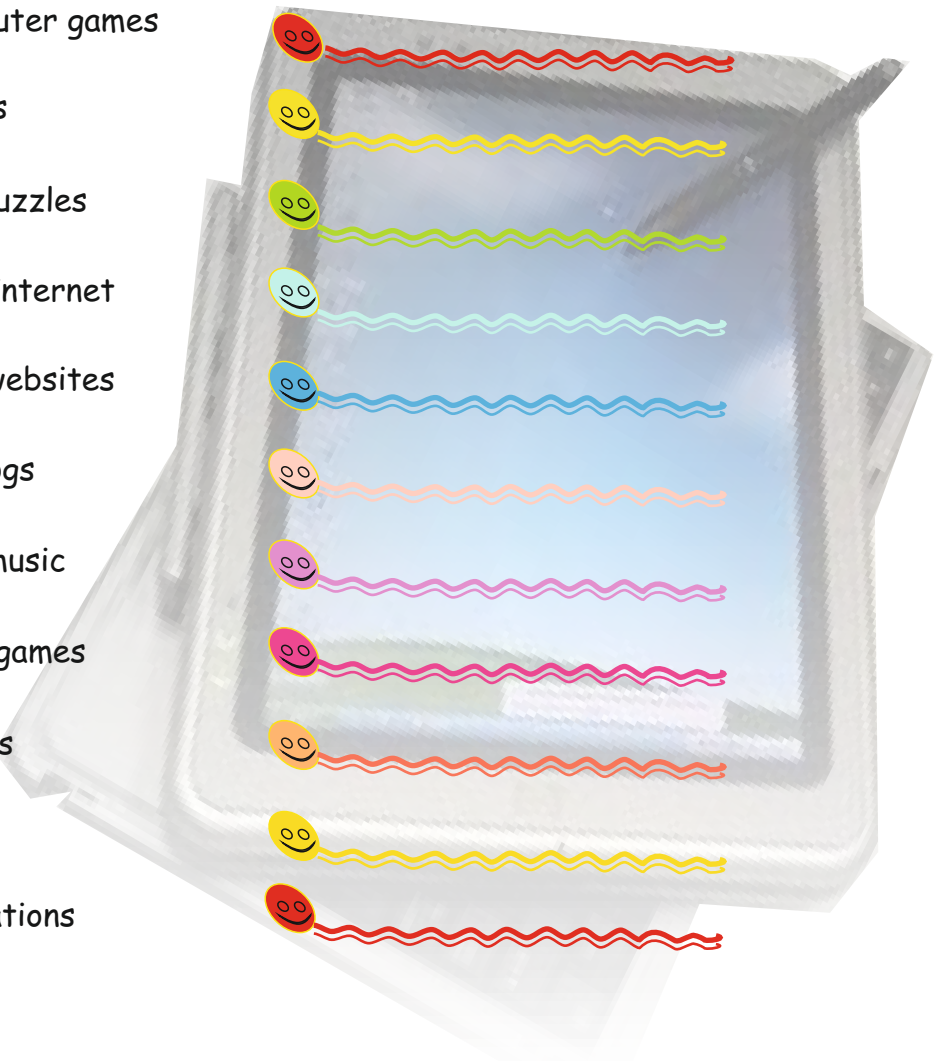
Activity 2

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

Lesson 3

Activity 1 Speaking&Writing
Ss look at the table. Tell them that they are going to find someone in their group who likes the activities in the table. Then ask them to write their names in the spaces provided.

Activity 2
1) Divide Ss into four or five groups.
2) Ask one of the students in the group to come to the front of the class and mime what s/he likes.
3) The rest of the class guess the meaning of her/his actions.

TEACHER'S NOTES

Activity 3 Writing
Ask Ss to read the dialogues. Then ask them to fill in the dialogues as in the example.

Answers:
Emily: "I can't send and e-mail to my penfriend!"
Zachary: **"Why don't you check the Internet?"**
George: "**I can't print the documents."**
Zachary   Why don't you control your printer ink?"
You: *Suggested answers*
Your friend: *Suggested answers*

TEACHER'S NOTES

Activity 3

Fill in the dialogues as in the examples below.
Examples:

Aisha: I write my blog every evening but tonight I can't connect to the Internet.

Zachary: Why don't you restart your modem then ?

Takako: I'm trying to upload my picture on my social website, but I can't.

Zachary: OK. What about checking the cables?

Amy: I want to listen to loud music. I need a headset.

Zachary: John's computer shop is the right place for that. Let's go there!

Zachary: ....

Emily: I can't send an e-mail to my pen friend.

George: ....

Zachary: Why don't you control your printer ink then?

You: ....

Your friend: ....

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!!!

Activity 4 Listening

Ask Ss to read the sentences aloud to their partner. Ask them to circle the correct option for each sentence.

Answers

1) a   2) c   3) a   4) b

Game Time

Note: Tell Ss not to look backwards and not to speak.

1) Divide the class into five or six groups.
2) Ask each group member to turn their backs and stand in a line.
3) Give Ss the words related to computer equipment at the back.
4) Ask each student to write the word in front of his/her friend's back.
5) Tell Ss that whoever says the correct word is the winner.

TEACHER'S NOTES

Lesson 4
NOTE TO THE TEACHER: You'll need to book the lab in advance for revision part at the end of the lesson.
Warm-up

Ss are going to learn about the different types of computer equipment.

TEACHER'S NOTES

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.
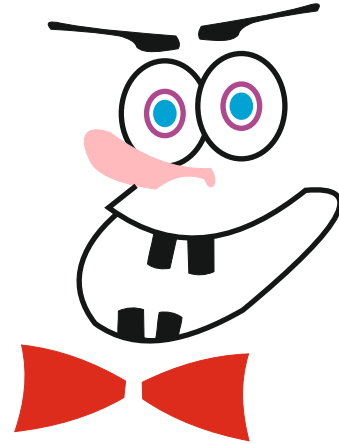
Monitor:
- CRT
- LCD

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.

monitor HDD mouse speaker mainboard webcam

CPU CD-ROM scanner BIOS

Computer Equipment	Hardware System Element
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Activity 2

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

1.
2.
3.
4.
5.
4.
5.

Activity 1

Ask Ss to categorize the words and write them in the correct column.

Answers

Computer equipment	Hardware system element
1. monitor	1. HDD
2. mouse	2. main board
3. webcam	3. CPU
4. speaker	4. CD-ROM
5. scanner	5. BIOS

Activity 2

Tell Ss to label the picture with the correct items of computer equipment in the spaces provided.

Answers

1) monitor
2) modem
3) case
4) mouse

5) speaker
6) printer
7) keyboard

TEACHER'S NOTES

Activity 3 Reading

1) Divide the class into four or five groups.
2) Tell Ss to answer the questions from the start point.
3) Remind Ss that they can't skip any question.
4) Ask Ss to mark their answers according to their correct answers.
5) Tell Ss that the group who has the highest score is the winner.

Answers

1) laser
2) USB
3) F keyboard
4) touchpad
5) Q keyboard

6) deskjet
7) CRT
8) optical
9) LCD

TEACHER'S NOTES

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.

1 What kind of printer is used to produce many copies?

2 What is the name of the port that all devices can use?

3 Which keyboard is more similar to the Turkish one?

4 What kind of mouse is integrated into laptops?

START

FINISH

5 Which type of keyboard is international?

6 With which type of printer do we use toner?

9 Which type of monitor is thinner?

8 With which mouse do we use a trackball?

7 Which type of monitor is thicker?

Do you know all the mouse symbols?

Mouse Signs

↖ ....Normal

✛ ....Move

↕ ↔ ↗ ....Resize

👆 ....Link

I ....Text Select

↖? ....Help Select

Self-assessment

In this unit:

I liked _____
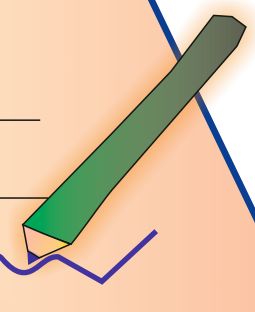
I did not like _____

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

Revision
Take your Ss to the computer lab. Ask them to observe the computer equipment carefully with their partner and answer the survey questions. Tell Ss to circle the correct option for each question.
NB: you'll need to book the lab in advance.

Answers
Ss suggested answers. The answers depend on the lab.

TEACHER'S NOTES

INITIAL BASIC SYLLABUS TEMPLATE

UNIT 3-NETWORK CONCEPTS

Objectives (hours: 15)

By the end of this unit, students should:

know:

· different network types
· devices used to connect to the network
· about the Internet and its concept
· about viruses and terms used in virus programmes

be able to:

· define the differences between network types, the www and the Internet
· explain the terminology related to viruses
· describe Internet concepts

have practiced:

· categorizing network types, malware types, Internet concepts and network devices
· analyzing different types of malware

feel:
· confident about identifying network types, malware types, Internet concepts and network devices
· confident about using the Internet

INTENDED LEARNING OUTCOMES
(incl intended method of assessment)

At the end of this unit, students will:
· present the history of the computer and the Internet
· label the parts of a homepage
· cope with viruses through an antivirus programme in English
· use appropriate network devices to set up a net

NETWORK CONCEPTS

UNIT 3
Lesson 1

Suggested warm-up

Ss are going to read Zachary's speech bubble and they will learn about the content of the first lesson of the unit.

TEACHER'S NOTES

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
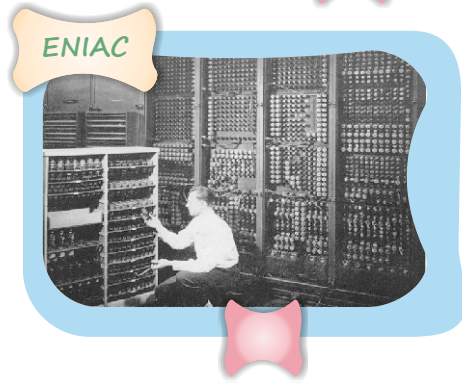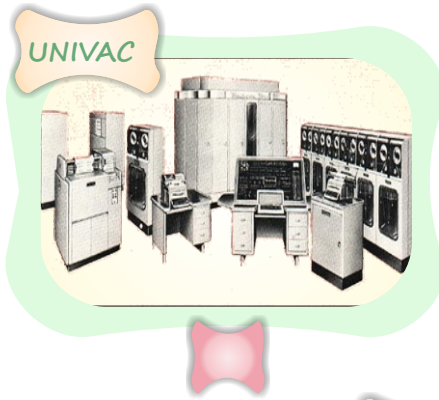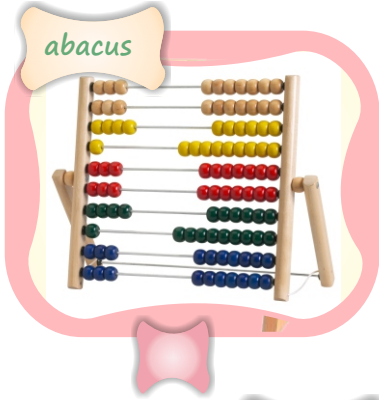
Activity 2

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

Activity 1
Ss look at the pictures in the jumbled order. Then they re-order them by writing (1st-5th) in the spaces.The first one is given for them.

Answers
    1) 1   2) 4   3) 5   4) 3   5) 2

Activity 2 Speaking
Ask Ss to look at the pictures. Then tell them to think of and give two more developments in computer history.

Activity 3 Reading
Ss read the paragraph. Ask them to fill in the story script with the chronogical order according to the paragraph.

Answers
    1) 4   2) 1   3) 5   4) 3   5) 2

TEACHER'S NOTES

TEACHER'S NOTES

SUBJECT: The history of the Internet:

SCENE **LESSON 1**

TAKE

An IPv4 address (dotted-decimal notation)

172 . 16 . 254 . 1

10101100.00010000.11111110.00000001

One byte=Eight bits

Thirty-two bits (4 * 8), or 4 bytes

ARPAnet

HARVARD Academy

www

DARPA

Opera

Tools Help

skattertech.com

MIDDLE EAST TECHNICAL UNIVERSITY

1

124.456.789.123

my-web-host-url.myhostsdomain.net

ip.skattertech.com // powered by Skatter Tech

Time: 0:16

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

Michael

2 Hi! Welcome Zachary. How's it going?

Zachary

1 Hi! Michael

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

Zachary

Michael

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

Michael

5 I see. What are the differences between them?

Zachary

6 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

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

Warm-up
Ss are going to read dialogue between Zachary and Michael, and they will learn about network types.

TEACHER'S NOTES

Activity 1
Draw Ss' attention to the definitions about network types given in the box.
Tell Ss to say the abbreviations as fast as they can after you give the definitions.

Activity 2 Reading
Ask Ss to cover the dialogue between Zachary and Michael again.
Tell Ss to match the correct definitions with their network abbreviations, using arrows.

Answers

LAN: a type of network where you can combine two or more computers that are near to each other.
MAN: a type of network that belongs to a town, city or campus.
WAN: a type of network where you can combine computers over wide areas.
VPN: a type of network that belongs to a private group or company
SAN: a type of network where you can store information.

TEACHER'S NOTES

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.

local
area
network
metropolitan
area
network
network
private
storage
virtual
area
network
network
area
wide
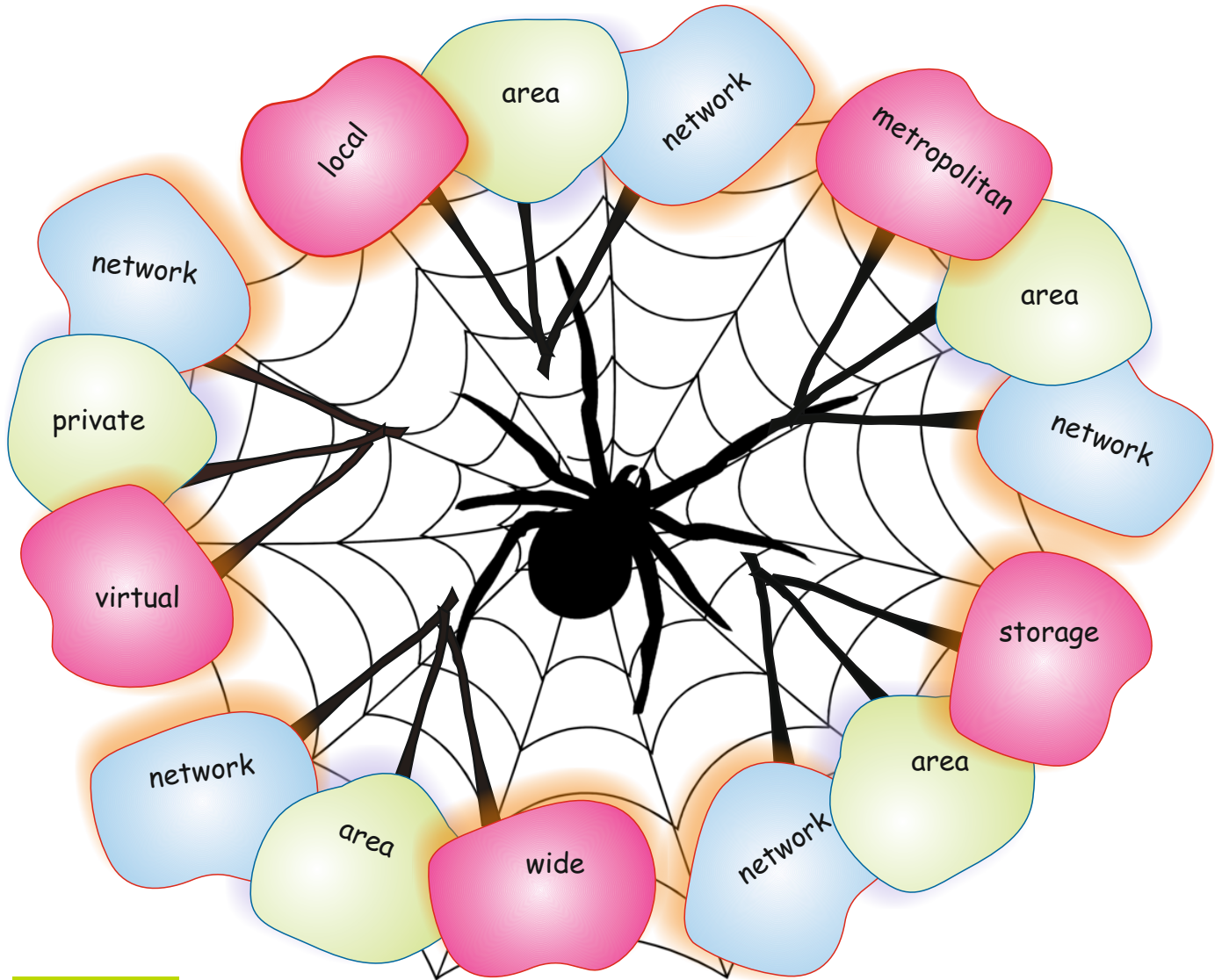
Activity 2

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	is a type of network that belongs to a private group or company.
MAN	is a type of network where you can store the information.
WAN	is a type of network where you can combine two or more computers that are near to each other.
VPN	is a type of network that belongs to a town, city or campus.
SAN	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.

And also s/he can find the network operator with the advice of a friend or company.

For example, think about the banks.

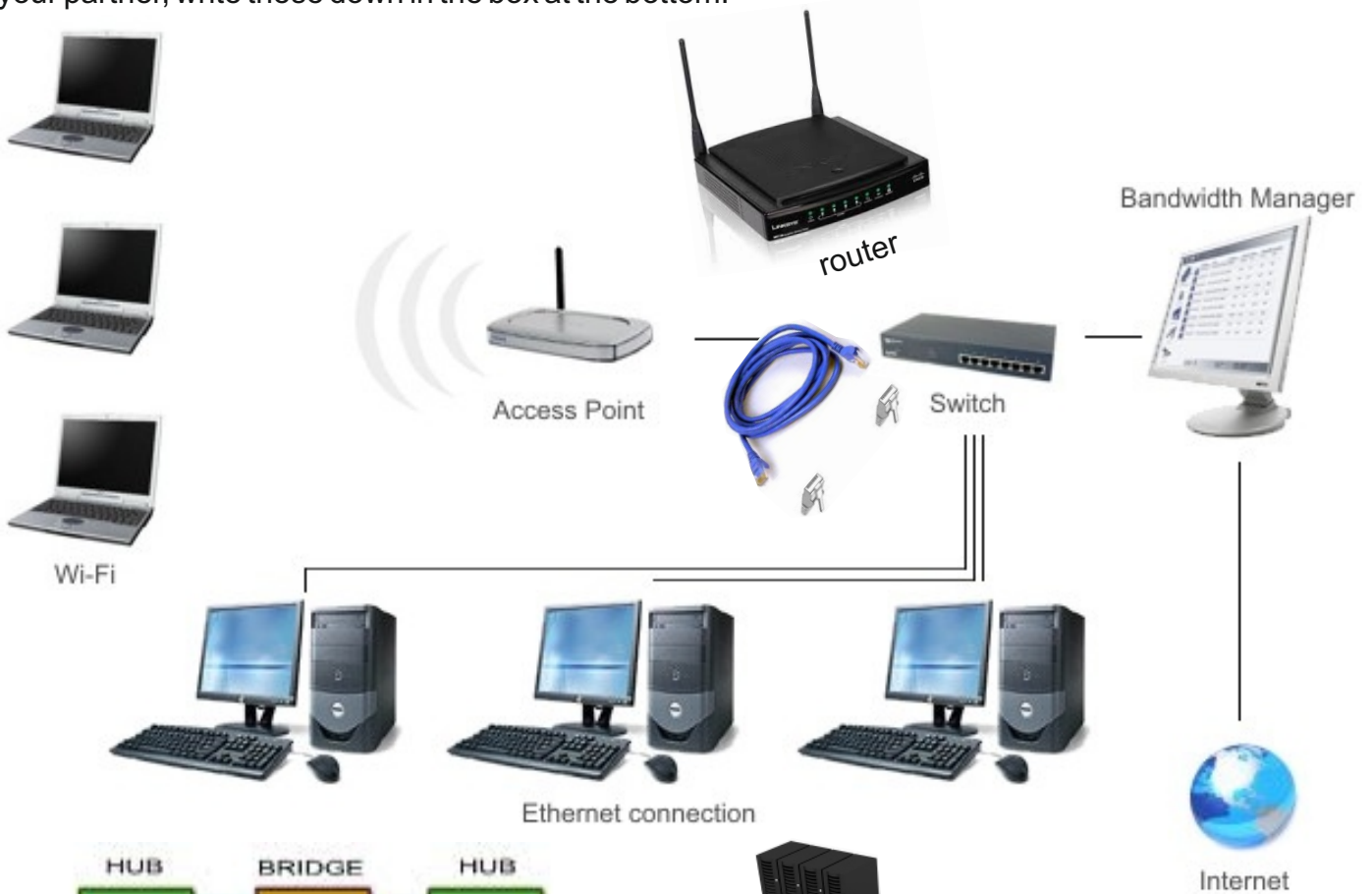Because if you don't have any connection to the Net, it will be difficult to get information, to communicate, to upload and download the documents.

1 It's important to connect the computers to the Net.

If s/he wants to find a network operator, s/he can search the sites on the Internet.

There are a lot of computers in the banks.

A network operator can set up the correct connection between computers and the Net.

The bank manager must find a network operator to connect the computers correctly.

Activity 3 Reading

Ss read the sentences in jumbled order. Tell Ss to re-order them by writing the numbers in the spaces provided. The first one is given for them.

Answers
1) It's important to connect the computers to the Net.
2) Because if you don't have any connection to the Net, it will be difficult to get information, to communicate, to upload and download the documents.
3) For example, think about the banks.
4) There are a lot of computers in the banks.
5) A network operator can set up the correct connection between computers and the Net.
6) The bank manager must find a network operator to connect the computers correctly.
7) If s/he wants to find a network operator, s/he can search the sites on the Internet.
8) And also s/he can find the network operator with the advice of a friend or company.

TEACHER'S NOTES

Lesson 3

Warm up
Ss look at the pictures. Tell them to talk with their partner about the pictures. Ask them to focus on the words and say which ones they recognise/already know and which ones are new to them. Then tell them to make a note of these in the box at the bottom.

TEACHER'S NOTES

NETWORK CONCEPTS

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.

router

Bandwidth Manager

Access Point

Switch

Wi-Fi

Ethernet connection

Internet

HUB   BRIDGE   HUB

Work-station

HUB   BRIDGE   BRIDGE   HUB

bridge

measure

node

target
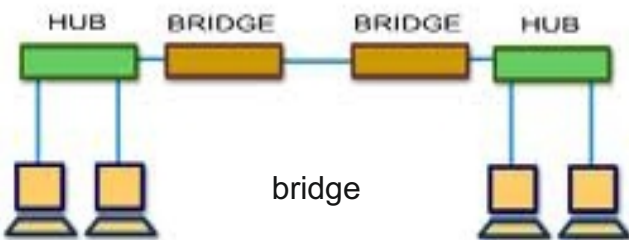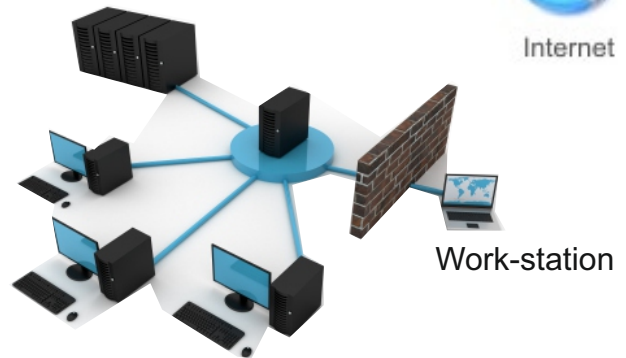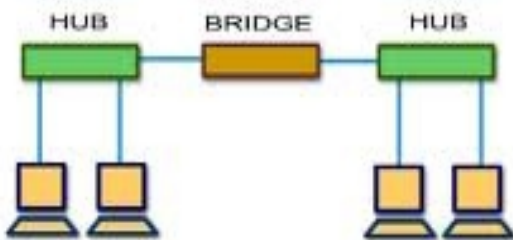
interface
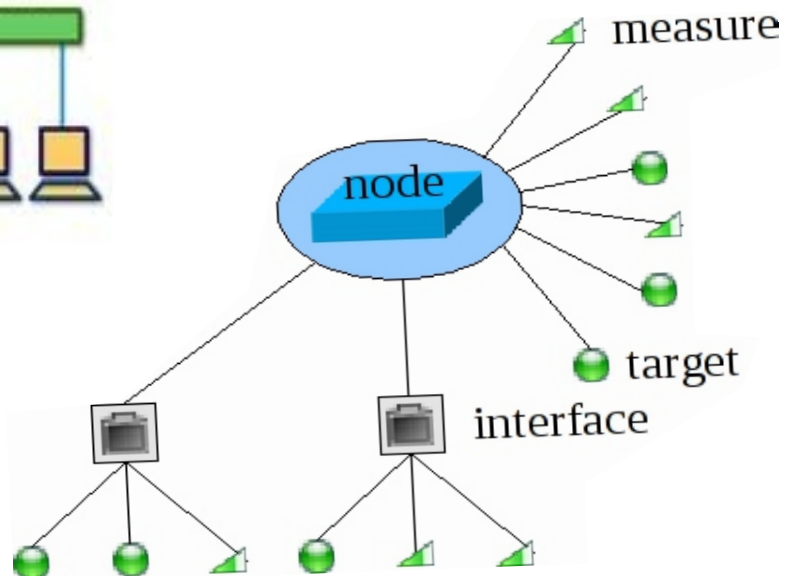
I know	New to me

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.

Zachary: 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?

Michael: 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'.

Zachary: 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?

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

Zachary: What is the server's function in a LAN?

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

Zachary: OK. And what about other devices?

Michael: 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.

Activity 1 Reading

Ss read the conversation between Michael and Zachary. Ask them to focus on the words in bold and think about their meaning.

TEACHER'S NOTES

Activity 2 Reading
Ss read the text about functions of the network devices. Ask Ss to fill in the blanks by using words from the previous page.

Answers
   1) workstation   5) server
   2) LAN   6) ethernet card
   3) ethernet cable   7) router
   4) switch   8) bridge

Activity 3
Ask Ss to look at the pictures. Then tell them to fill in the blanks with the names of the network devices.

Answers:
workstation - router - node
switch - ethernet cable

TEACHER'S NOTES

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.

1 _____ node

2 _____ server

3 _____ switch

4 _____ router

5 _____ bridge

6 _____ ethernet cable

7 _____ work-stations

12

a) devre

b) eternet kablosu

c) yönlendirici

d) anahtar

e) iş istasyonları

f) köprü

g) sunucu

Activity 4
Ask Ss to match the vocabulary given in the circles with the meanings.
Tell Ss to write the correct letter next to its number.

Answers

1) a   5) f
2) g   6) b
3) d   7) e
4) c

TEACHER'S NOTES

Lesson 4

Warm-up
Tell Ss to look at the picture. Ask them to answer the questions with their partner.

Possible Answers
Network, web, www

Ss are going to learn about Internet concepts and also the difference between the Internet and the World Wide Web (www)

TEACHER'S NOTES

Look at the background picture. Then answer these questions with your partner.

Many people think that the Internet and World Wide Web are the same thing, but in fact the two terms are different but related.

✎ What do you think they are?
✎ Explain the differences between the Internet and the Web.
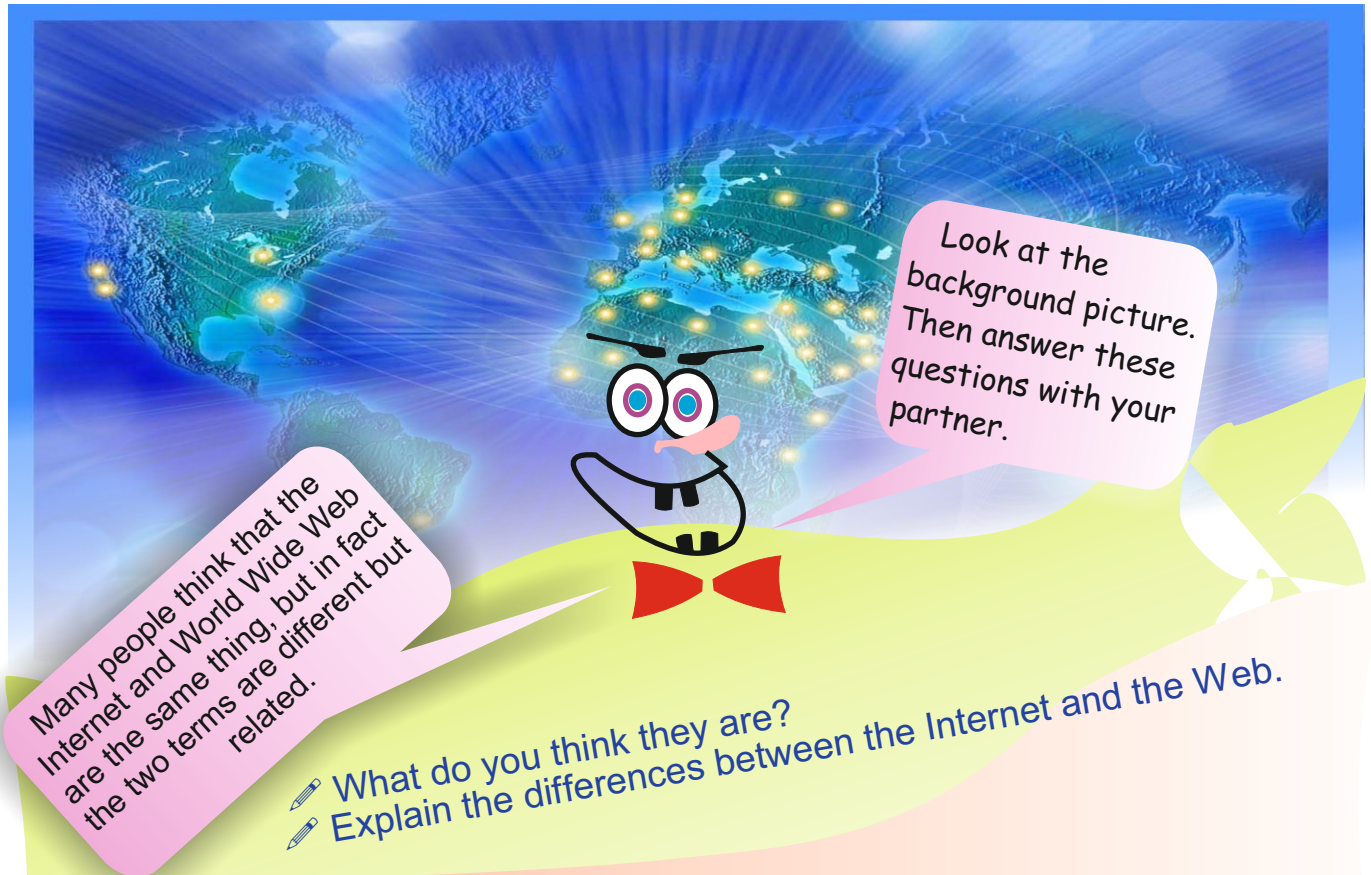
The Internet is a massive network of smaller networks. It connects millions of computers together globally.

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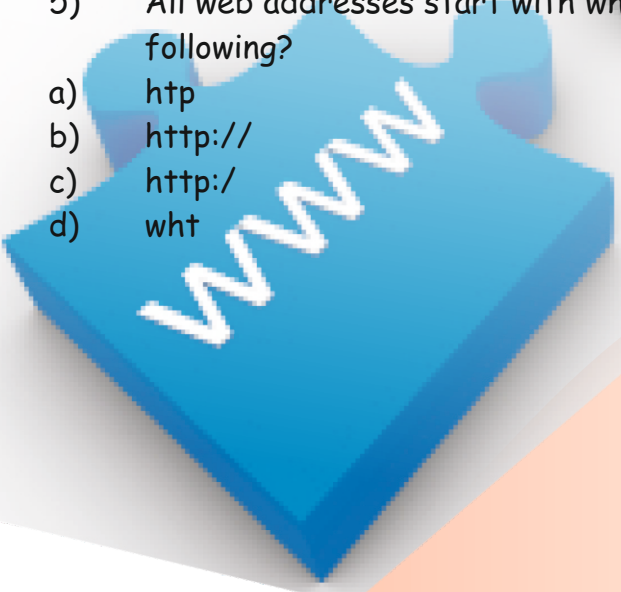
download: receiving documents/images/music, etc. from a web page to your computer.

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) htp
b) http://
c) http:/
d) wht

Activity 1
Ss look at the questions. Tell Ss to choose the correct alternative and circle it.

Answers
1) c   2) b   3) d   4) a   5) b

TEACHER'S NOTES

Activity 2
Tell Ss to match the items 1-4 with their definitions on the right.
Ask them to write the correct numbers in the boxes.

Answers
1) d   2) c   3) b   4)a

Activity 3
Tell Ss that at the bottom of the page are some clues with keywords in bold. Tell them to choose the correct word from the raindrop and write it on the lines.

Answers

offline - forward - refresh – upload

TEACHER'S NOTES

Activity 2

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

1) ⇦ refers to

2) being active on net

3) 🏠 refers to

4) a tool we use to save addresses

a) favourites

b) home-page

c) online

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 ?

forward ?

refresh ?

offline ?

no connection
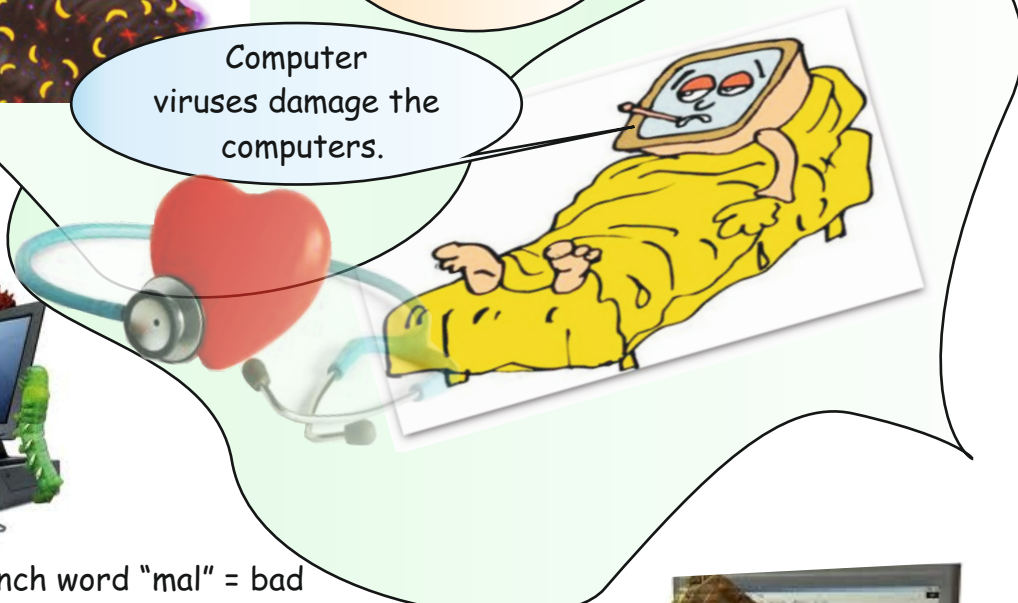
not seen

press the button

move to the next

new

again

adding

attachment to

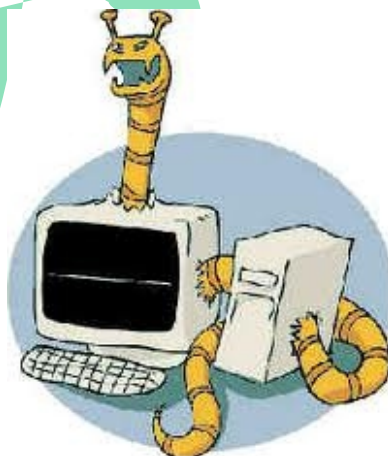Hi! How are you today? I feel ill. A virus has made me feel bad. I have a sore throat.
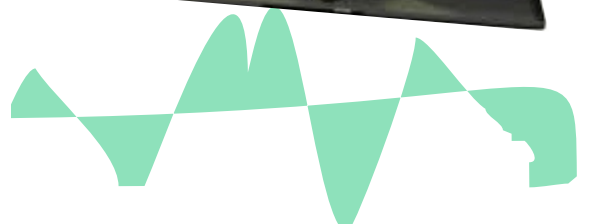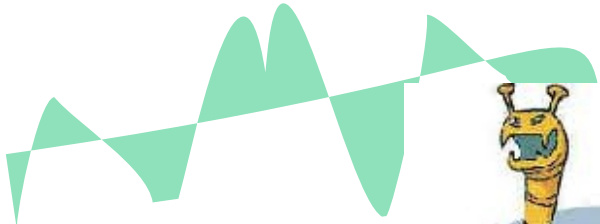
Body viruses make people ill, damage people's health.

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.

Lesson 5

Warm up

Ss are going to look at the pictures and read the speech bubbles.

They will learn about the different types of malware.

TEACHER'S NOTES
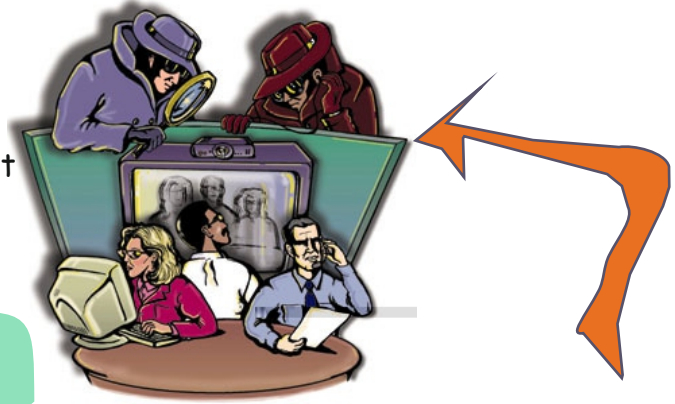
Activity 1 Reading

Ss read each sentence under the picture. Tell Ss to put a tick (√) if the definition is correct. Remind Ss to correct the mistake in the space provided if the definition is wrong.

Answers

1) A Trojan horse **can** make copies of itself.
2) √
3) √
4) Adware **downloads** advertisements to your computer

TEACHER'S NOTES

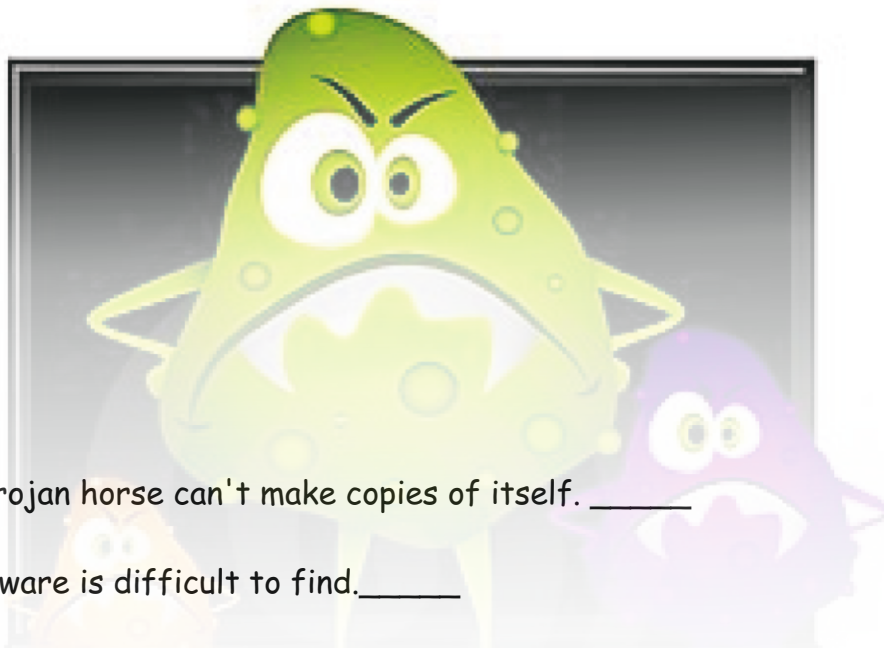It collects information about users without their knowledge. It can be difficult to detect.

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

2. Trojan horses

3. spyware

4. adware

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.

security

scan

warning

delete/clear

update

ignore

quarantine

threaten

Example:

attention

Activity 2 Speaking
Divide the class into four or five groups. Tell groups to discuss and rank the viruses from the most harmful (1) to the least (4) and explain why.

Answers
Students' suggested answers. Ss may give different answers in this activity.

Antivirus programmes and terms

Ss are going to learn about new terms about anti-virus programmes.

TEACHER'S NOTES

Activity 3 Reading
Ss read the text. Ask Ss to fill in the blanks with the terms in the boxes.

Answers

scan- delete- warning- threat- update

Revision

Ask Ss to look at the jumbled words in the box. Tell Ss to categorize them and write them in the correct column.

Answers

network types	malware types	network devices	internet concepts
MAN	Trojan	server	homepage
SAN	worm	router	URL
VAN	spyware	switch	offline
VPN	adware	Ethernet cable	e-mail
LAN	virus	node	link

TEACHER'S NOTES

Activity 3

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

delete   scan   update   warning   threat

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 _____
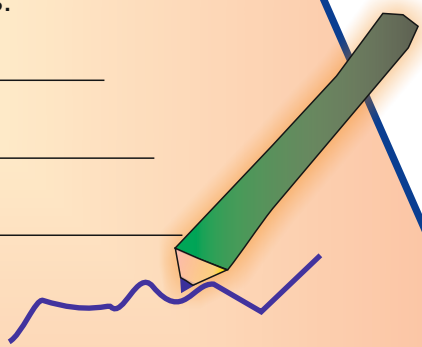
I learnt how to: _____

I learnt the following new words/phrases:

_____   _____

_____   _____

_____   _____

Assignment
The aim of this assignment is to prepare a poster about an imaginary perfect computer. Remind Ss to invent their own computer on the poster. In groups Ss will present their posters to the class, with each member of the group participating in the presentation. The class will make a note of whose presentation and ideas are the best. The best poster can be put on display.

TEACHER'S NOTES

INITIAL BASIC SYLLABUS TEMPLATE

UNIT 4-SOFTWARE

Objectives (hours: 15)

By the end of this unit, students should:

know:

- · software and types of software
- · terms related to types of software

be able to:

- · describe software elements
- · use software concepts in English
- · talk about our daily use of software and the benefits it brings us
- · discuss the advantages and disadvantages of using online facilities.
- · compare hardware and software system.
- · write a short, simple paragraph about their life

have practiced:

- · guessing Turkish meanings which are related to software.
- · writing a short, simple paragraph about their life.
- · comparing hardware and software system.

feel:

- · confident about describing software and types of software
- · confident about comparing hardware and software system
- · happy about talking about our daily use of software and the benefits it brings us

INTENDED LEARNING OUTCOMES
(incl intended method of assessment)

At the end of this unit, students will:

- · describe software and types of software
- · use software concepts in English
- · describe the differences with the hardware system elements.
- · write a short, simple paragraph about their life.

ASCII

CODING
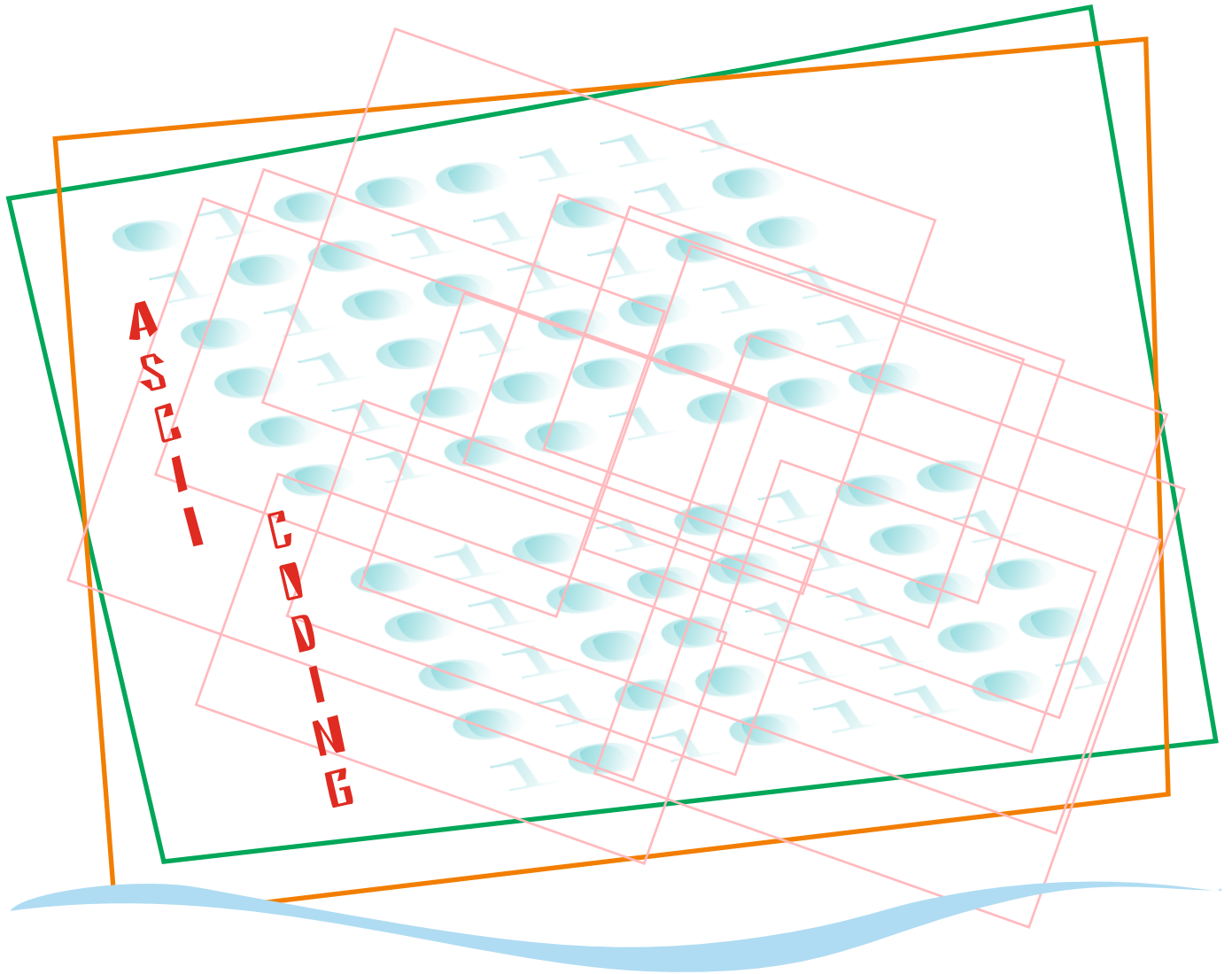
UNIT 4

Suggested warm-up
Ss read the question in Zachary's speech bubble. Ask the Ss to tick (√) the pictures that they have in their house and add one to the list.

TEACHER'S NOTES

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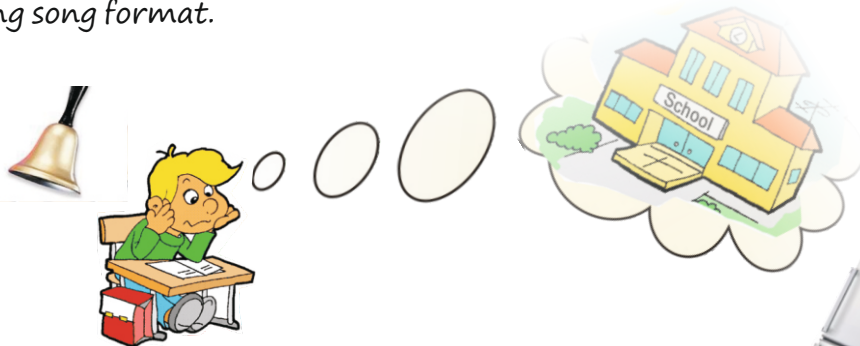
At home: all the digital machines we use at home have software inside them.

Lesson 1

Ss are going to learn about the definition of software and some examples of software in their daily lives through analyzing the pictures.

Activity 1 Writing

Tell Ss to think about the daily use and benefits of software. Ask them to write three benefits in the spaces provided.

Possible Answers

Software makes our lives easier.

It saves time.

It saves energy.

TEACHER'S NOTES

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.
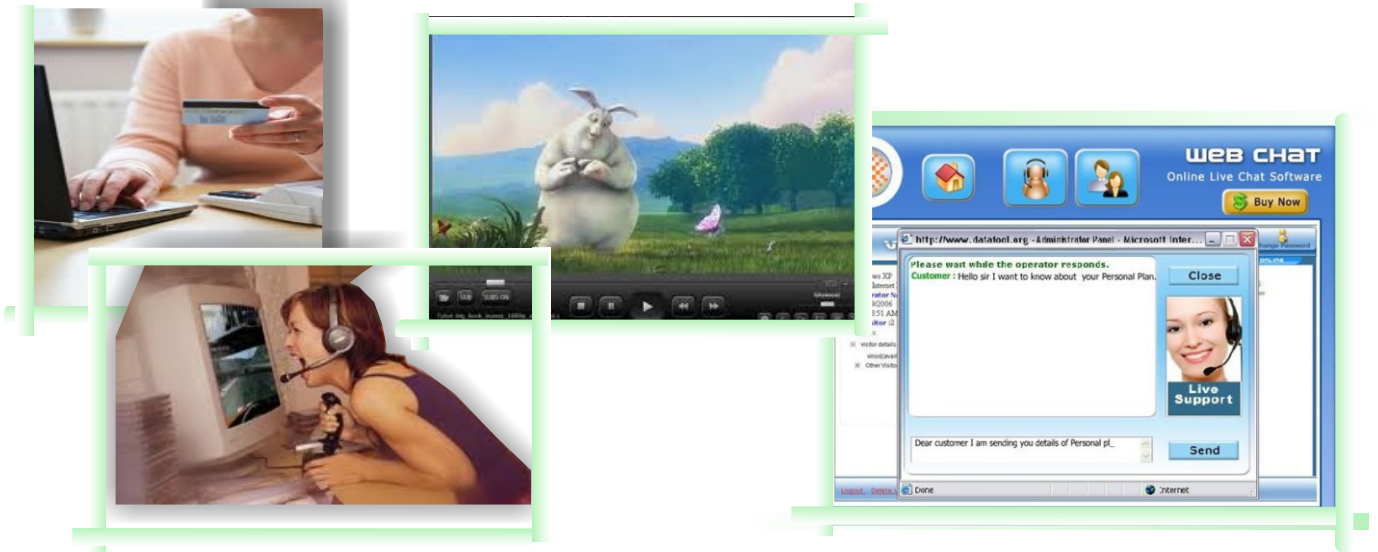
Activity 2

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
🖱	🖱 ....
🖱	🖱 ....
🖱	🖱 ....

body

brain   heart
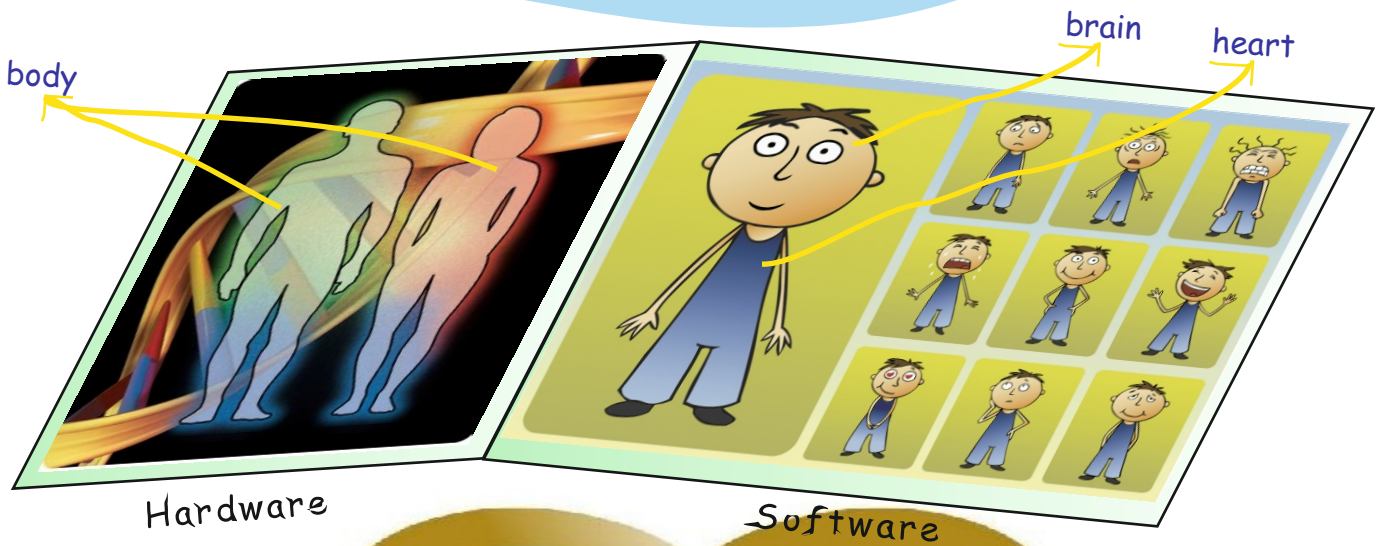
Hardware   Software

Activity 3

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

Activity 2 Speaking&Writing

Ss look at the pictures of software used in computing at the bottom of the page in Activity 1. Tell them to discuss the advantages and disadvantages of using online facilities. Then ask them to complete the table.

Possible Answers

Advantages of using online facilities	*Disadvantages of using online facilities*
- it makes life a lot easier and more flexible - it saves time	- it makes you anti-social - you may be deceived/tricked/cheated

Activity 3 Speaking

Ss look at the picture of hardware and software above. Ask them to discuss with their partner the main differences between hardware and software systems.

Possible Answers

Hardware is about the 'body system' of the computer. Software is about the 'heart and brain' of the computer system.

TEACHER'S NOTES

Lesson 2

Activity 4
Tell Ss to think about operating systems that they know. Ask them to write their answers in the box.

Possible Answers
Android, Microsoft Windows, Linux, Mac OS X, Un

Activity 5
Ss look at the mind map. Ask them to try to write as many words related to software as fast as they can.

Possible Answers
Operating system – programming - application - device driver – compiler - debugger - utility

Students read the Info box.

TEACHER'S NOTES

operating

device driver

utility

System

compiler

debugger

interpreter

Programming

office

graphics

video games

Application
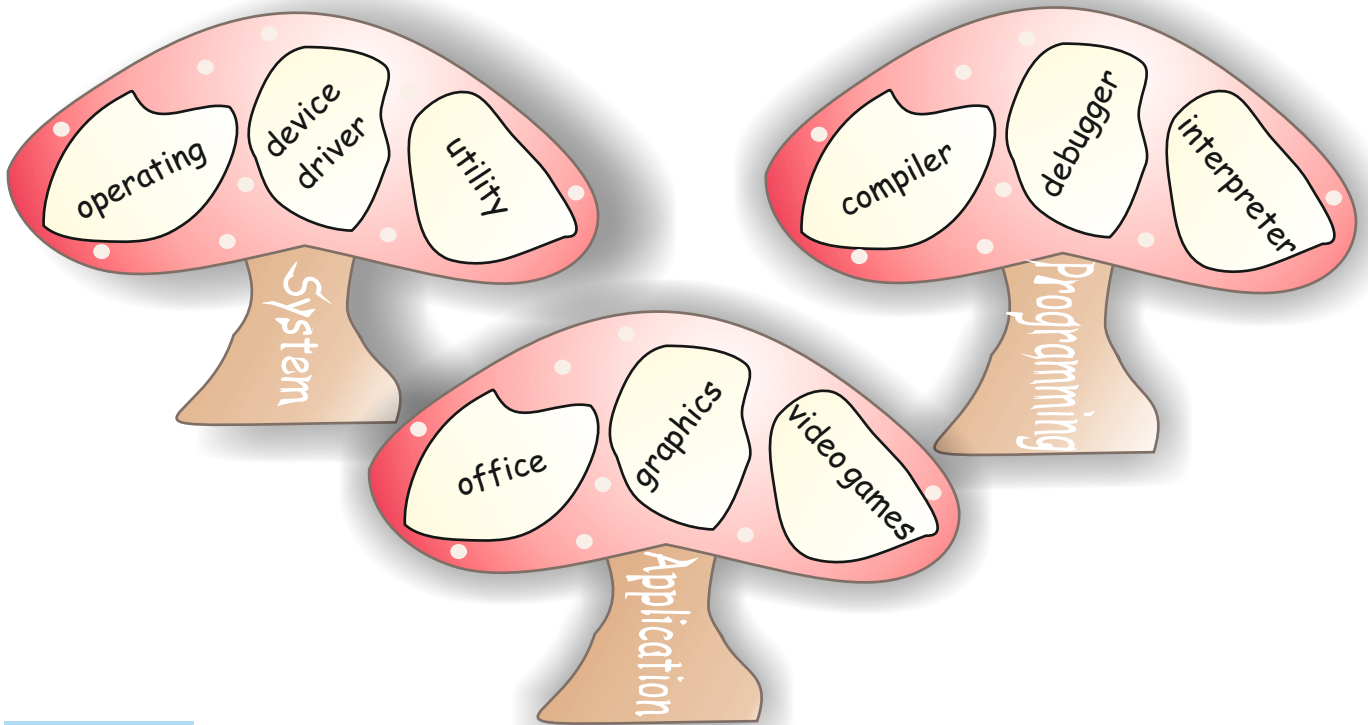
Activity 4

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.

software
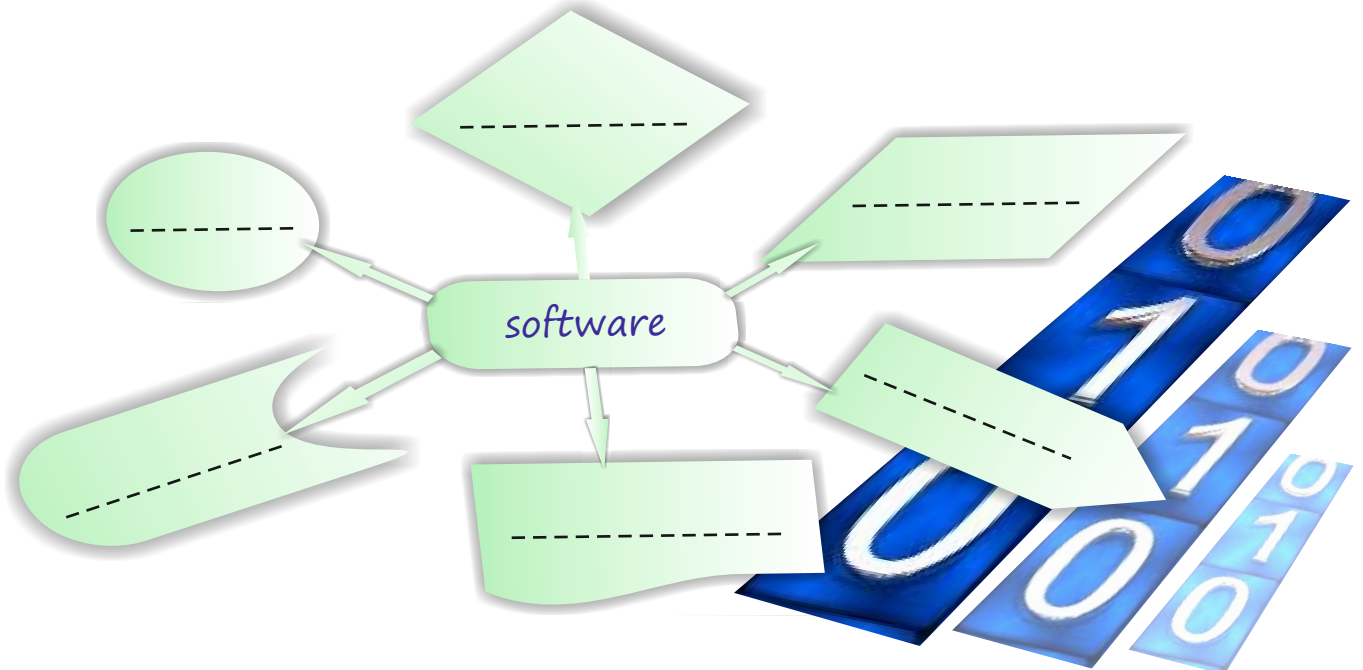
Activity 6

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

Marketing Proportion Of Operating Systems

100
62,38
50
24,81
11,84
0,53 0,16 0,14 0,06 0,04 0,02 0,01 0,01 0,01
0
%
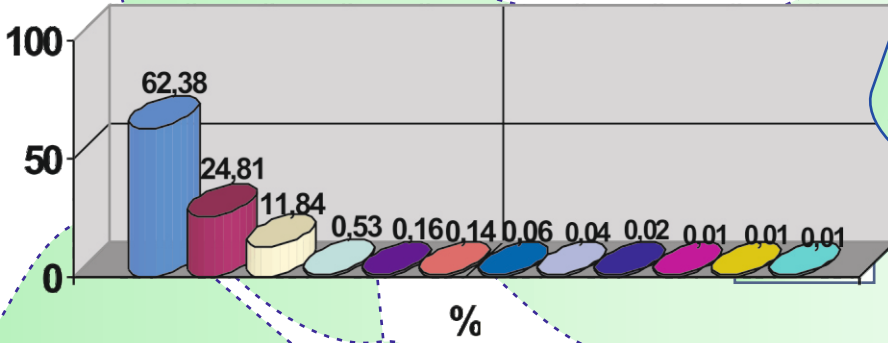
Which operating system is mostly used in Turkey. Why?

■ 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.

application
A

back-up
B

configure
C

driver
D

editor
E

install
I

interface
I

interpreter
I

setting
S
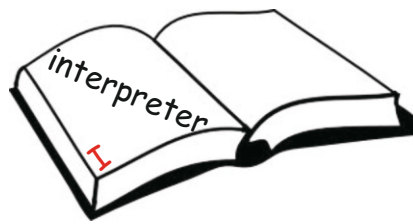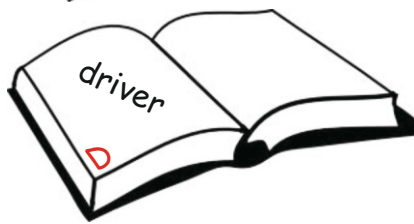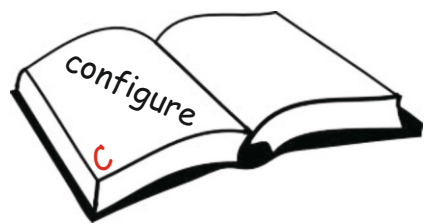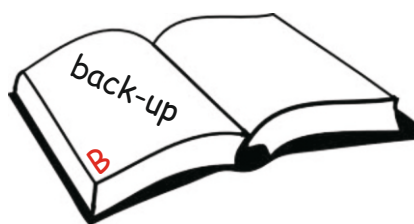
Activity 6 Speaking
Ss look at the diagram. Tell them to discuss the question with their partner.

Answers
Students'suggested answers

Activity 7.
Ask Ss to translate the words in the box into Turkish.
Remind them to use a dictionary if they want to.

Possible Answers
application: *uygulama*
back-up: *yedekleme*
configure: *yapılandırmak*
driver: *sürücü*
editor: *düzenleyici*
install: *yüklemek, kurmak*
interface: *arayüz*
interpreter: *yorumlayıcı*
setting: *ayarlar*

TEACHER'S NOTES

Activity 8 Writing
Ss look at the words. Tell them to copy down the words that they know already from the picture in the space provided. Ask them to write their own ideas about the picture.

Possible Answers
The picture is about programming languages.

Activity 9
Ask Ss to look at the jumbled words. Tell them to combine the words into three sentences using arrows.

Answers
1) Windows 7 is an example of an operating system.
2) A system provides instructions for the computer.
3) Device drivers are types of system software.

IMPORTANT NOTE:
Tell Ss to bring papers and colour pens to the classroom for the next lesson.

TEACHER'S NOTES
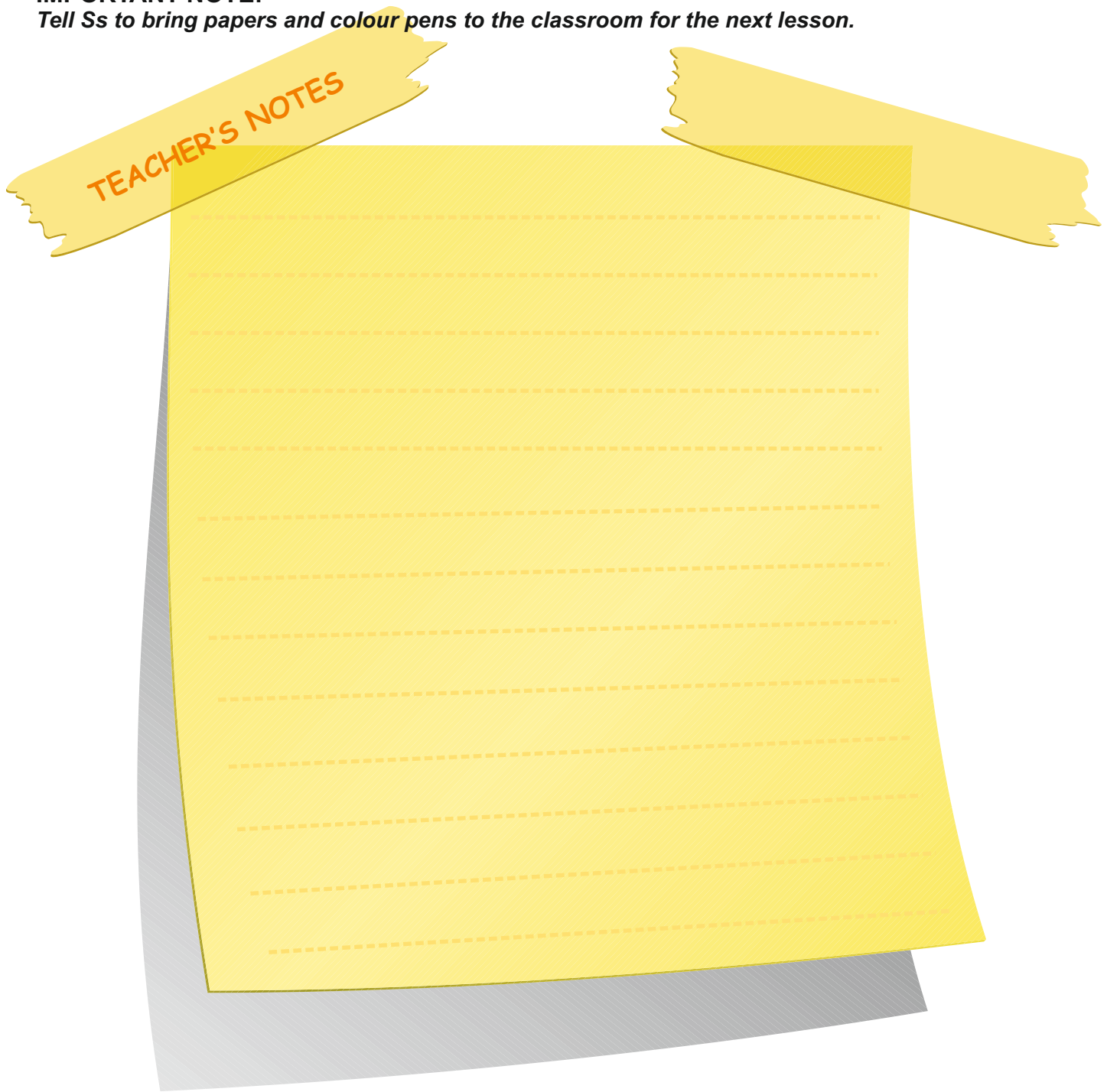
Activity 8

Look at the words on the left. What do you think they are about? Copy down the words you know.

I know these words already:

The picture is about ~~~~~~~~.

Activity 9

Look at the jumbled words below. Combine them into three sentences. Use arrows.

1)   Windows 7   provides   system software

2)   A System   are types of   instructions for the computer

3)   Device drivers   is an example of   an operating system
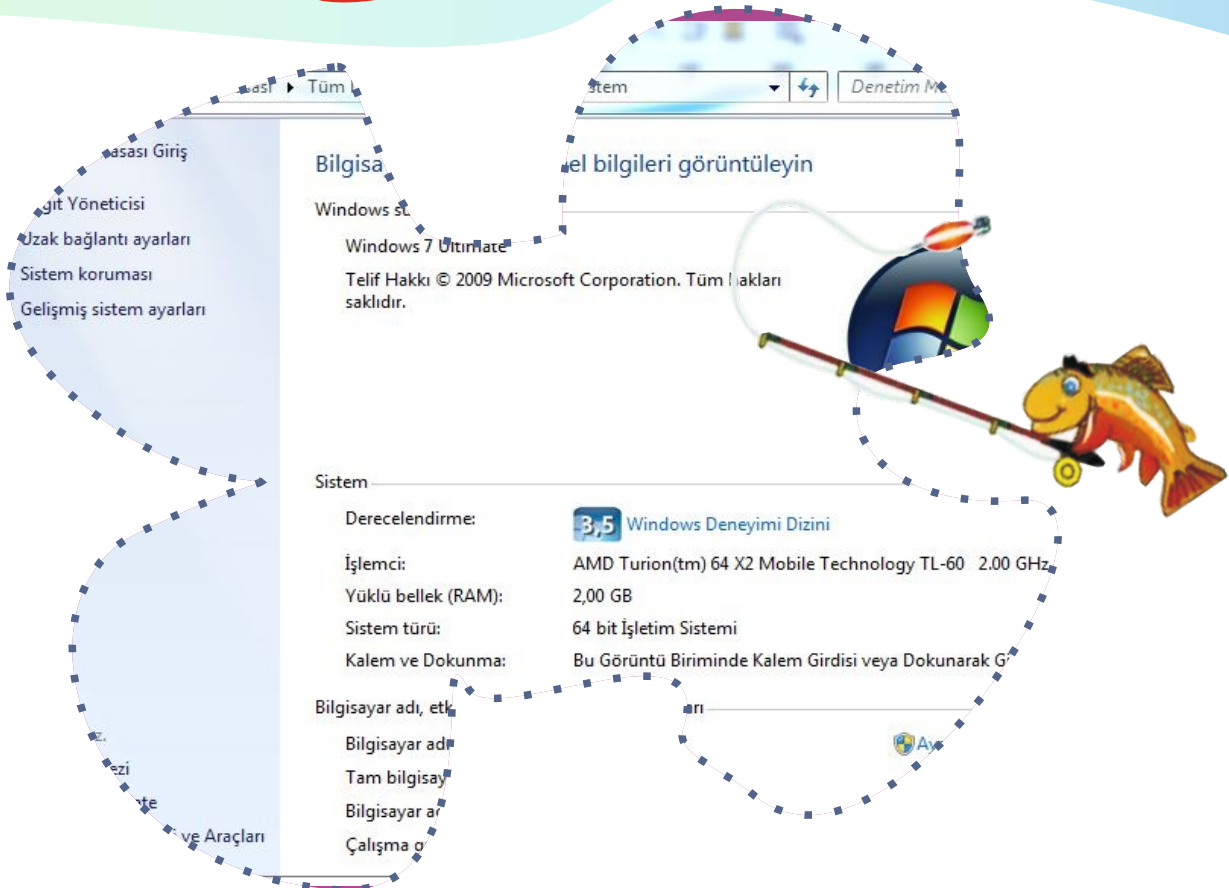
The Bill Gates Timeline
by Jesús Díaz · Gizmodo

1924 Founded as the Tabulating Machine Company in 1826, IBM adopts its current name and becomes a Fortune 500 company.

1925 Bill Gates' father, William H. Gates, Sr. is born.

1929 Bill Gates' mom, Mary Maxwell is born.

1930

1939 IBM Hollerith data processing machines

Bugs Bunny debuts in "A Wild Hare"

1950 Bill Gates' parent get married.

1955 William H. Gates 3.0 is born.

10 print "BASIC created by
20 print "John George Keneny"
20 print "Thomas Eugene Kurtz"
40 print "Dartmouth College"
run

1960

1964 BASIC created by John George Keneny Thomas Eugene Kurtz Dartmouth College

Bugs Bunny keeps making that wrong turn at Albuquerque.

1967 Gates enrolls at 13 at Lakeside School. Programs tic-tac-toe in a General Electric computer.

1968 At 14 he starts programming with Paul Allen and other students in a DEC PDP-10. Gets banned from computing center for manipulating bugs to get free computing time blocks. After the summer, they get hired.

1970

1973 SAT score 1590/1600

1975 Intel is founded. Albuquerque-based MITS introduces the Altair 8800 based on the Intel 8080 processor.

1975 After taking a leave of absence from Harvard, 21-yo Bill Gates moves to Albuquerque to work at MITS with Paul Allen on BASIC for the Altair. They name their company Micro-Soft.

1976 Change to Microsoft.

1977 Bill Gates arrested in New Mexico, allegedly for running a red light and driving without a license.

1977 Apple introduces the Apple II, the first true personal computer. Microsoft licenses BASIC to Apple.

1978 Microsoft employees.

1980 The always-astute Gates sells DOS for the IBM PC for $80,000, but keeps the copyright.

1981 In response to the Apple II success, IBM introduces the IBM PC, powered by Microsoft's version of QDOS.

1984 Apple releases Macintosh.

1985 31-yo-lol Bill for the launch of Windows 1.0.

1985 MS Word for Mac released.

1987 Windows 2.0

1990 Windows 3.0 MS Office 1.0

1991 Gates drops OS/2 in memo. Pushes for NT kernel. (bye IBM)

1992 Windows 3.1

1993 Windows NT released to big success.

IBM and Microsoft release OS/2 1.0.

Windows 95 launches. Takes the market by storm.

1994 Melinda marries Bill.

MS BOB is hailed by Gates as the next big thing in consumer user interfaces. People are not amused.

1995

B⌣B

1998 Gates tries to weasel out of US Government monopoly accusations. Judge rules that MS has monopolized and blocked the competition in violation of the Sherman Act. Bad bad boy, BILL BAD!

Windows 98

Windows 2000 is released, Windows ME is also released and universally hated

Me Millennium Edition

2000 Bill and Melinda Gates create their foundation to help development across the world.

2001 Windows XP.

2007 Bill and Melinda Gates Foundation funds: US$38.7 billion.

Vista released. World's like, "whatev."

June 27 2008 Bill Gates leaves his daily work at Microsoft, keeps Chairman of the Board of Directors.

Bill Gates is retiring at ... be possi...

Lesson 3

Ss are going to analyze the picture of Bill Gates' life time-line.

TEACHER'S NOTES

Activity 10 Reading
Tell Ss to read the jumbled text. Then ask them to put the paragraphs into the correct order, using numbers (1-4).

Answers
    2 – 4 – 1 - 3

Activity 11 Reading
Ask Ss to look at the highlighted words in the text in Activity 10. Then tell them to work out with their partner their Turkish meanings, and then write the meanings in the spaces provided. Let Ss use a dictionary if they want to.

Answers:

chairman   :*başkan*   launch   :*başlatmak*
graduate   :*mezun olmak*   affect   :*etkilenmek*
license   :*lisans almak*

TEACHER'S NOTES

Activity 10

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

KING OF MICROSOFT

1955
1968
wwwwww 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.
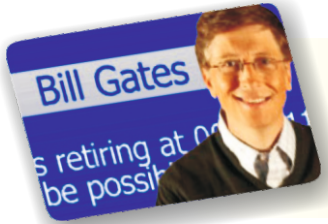
1975
1977
wwwwww In 1977, Apple introduced the first true personal computer and Microsoft **licensed** BASIC to Apple. Between 1985 and 1993 Bill and Paul produced lots of Windows versions. In 1995, Windows 95 was **launched** and it took the market by storm. By 1995 Windows became the most popular operating system in the world. In this way Bill Gates has **affected** the lives of billions of people.

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

1985

1993
wwwwwwThen 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: wwwwww

graduate: wwwwww

license: wwwwww

launch: wwwwww

affect: wwwwww

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.
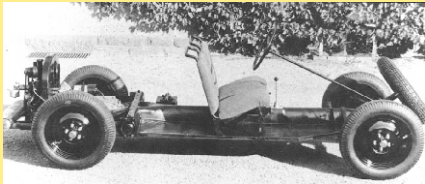
Activity 14

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.

voice control
ABS
ignition
automatic doors
CD player
navigation
GPS
cloud computing system
airbag
gears

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.

Activity 12 Writing
Ask Ss to write a short, simple paragraph about their life. Tell them to draw a time-line of their life on a poster and present it to their group.

Activity 13 Speaking
Ss look at the pictures of cars. Ask them to discuss about the pictures. (The four pictures actually illustrate a brief history of the motor-car) Try to elicit this from the Ss.

Possible Answers
history of the motor-car (or something similar).

Activity 14 Reading&Speaking
A) Tell Ss to read the text below the picture. Then ask them to check the list above according to the text. Remind Ss to tick (√) the words they see and put a cross (X) against the words they don't see, according to the text.

Answers

voice control	√
navigation	X
ABS	√
GPS	X
ignition	√
cloud computing system	√
automatic doors	X
airbag	√
CD player	X
gears	X

B) Tell Ss to imagine the cars of the future. Ask them to suggest some ideas that might improve cars for the driver and the passengers.
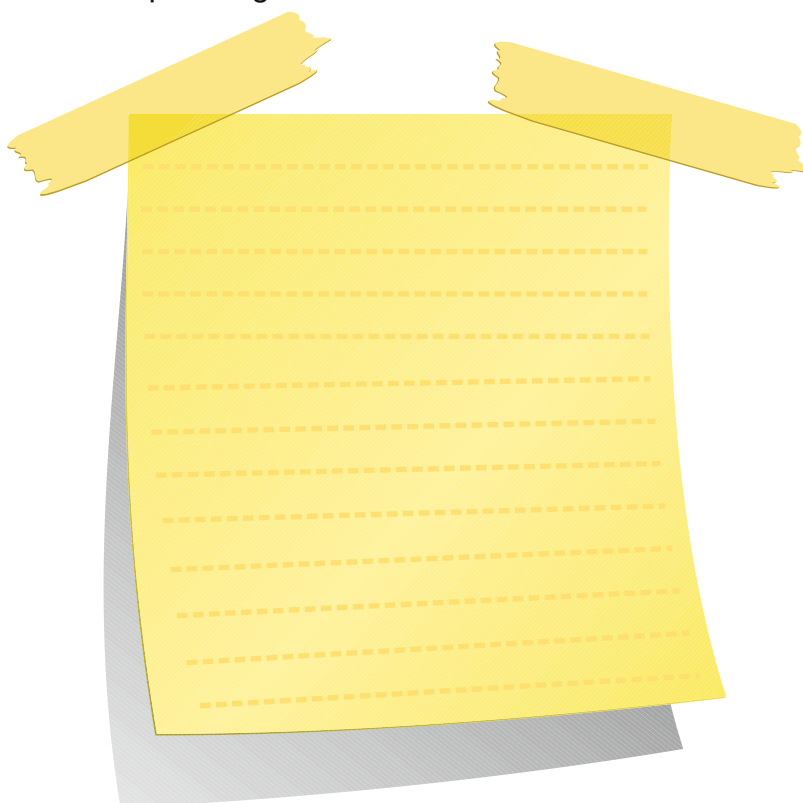
Fun corner

Ss are going to read the text.

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.
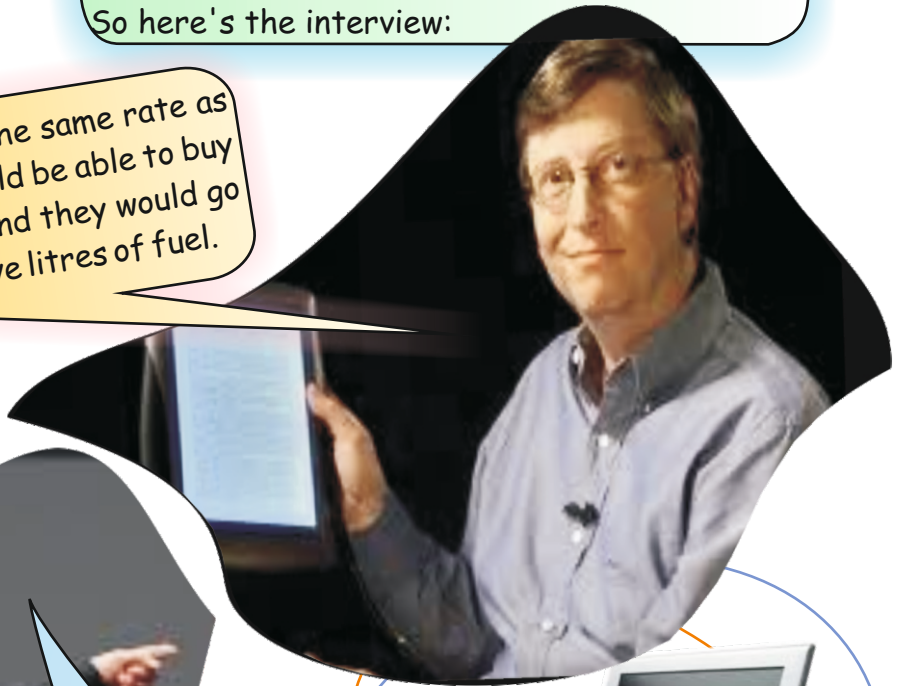
If our technology developed like Microsoft we would all drive cars that crashed twice a day. When your car broke down the highway for no reason, you would accept this, restart and drive on. You would make a car powered by the Sun, it would be five times as fast, and twice as easy to drive but it would 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.
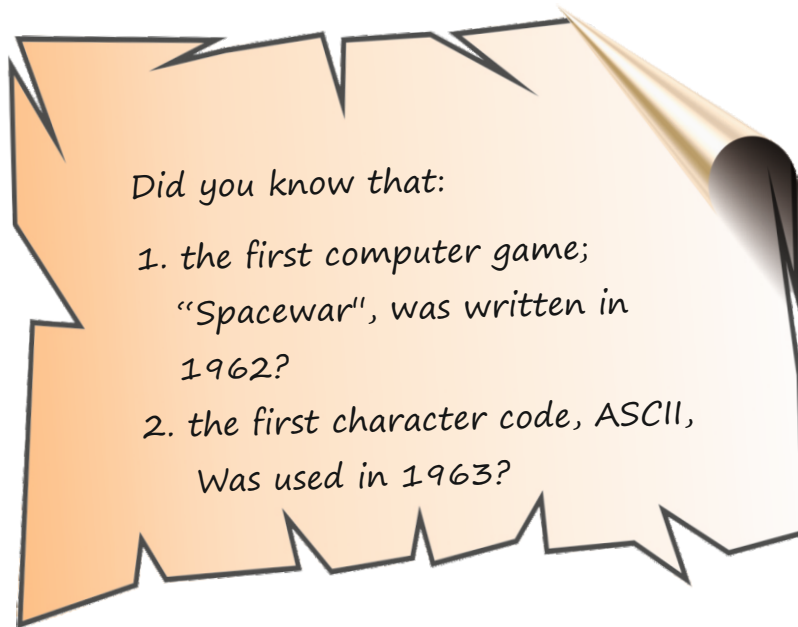
Did you know that:

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.

Self assessment

B) Tell Ss to ask their partner the following questions and make notes of the answers and then change places.

Answers
1) What are the different types of software?
System , programming, application
2) Give three examples of different operating systems.
Windows, Linux, Android, Unix, Mac Os
3) Give two examples of utility software.
Anti-virus programmes, backup

TEACHER'S NOTES

C) Ask Ss to add the missing part in the space provided.
1) software
2) Unix, Android, Windows
3) debugger

D) Ask Ss to match the software with the programmes by using lines to join them.

Answers

System software	Programming software	Application software
Win 98	Java	E-okul
Unix	Basic	Winrar
Word	C++	Anti-virus

TEACHER'S NOTES

C) Add the missing part

1)

```
              ?
   ┌──────────┼──────────┐
   ↓          ↓          ↓
System    Programming   Application
software   software      software
```

2)

```
         Operating system
   ┌──────────┼──────────┐
   ↓          ↓          ↓
 Linux      MacOS        ?
```
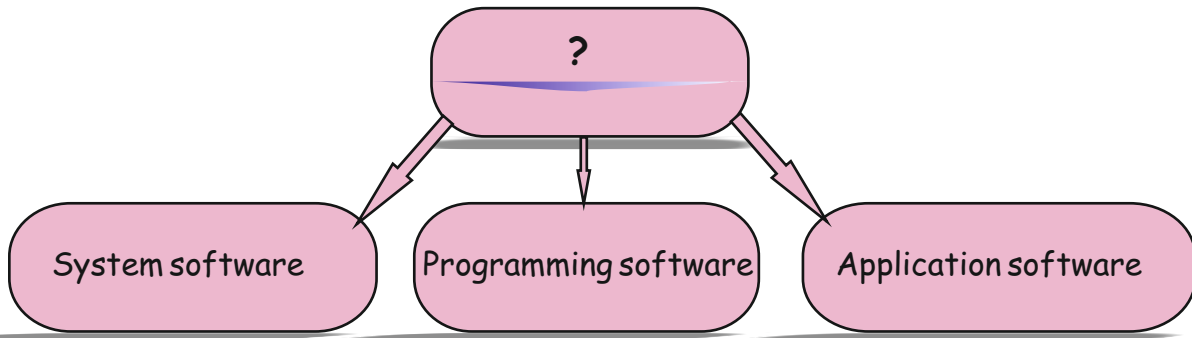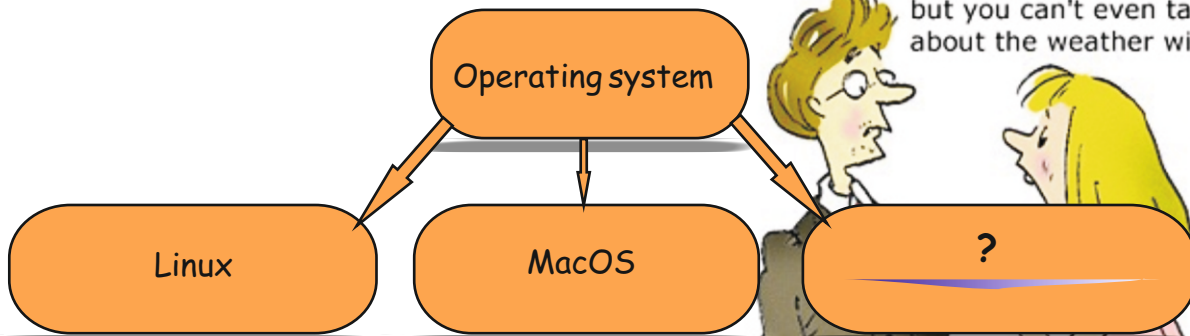
— You're fluent in twenty-four programming languages, but you can't even talk about the weather with me!"

3)

```
       Programming software
   ┌──────────┼──────────┐
   ↓          ↓          ↓
 compiler     ?      interpreter
```
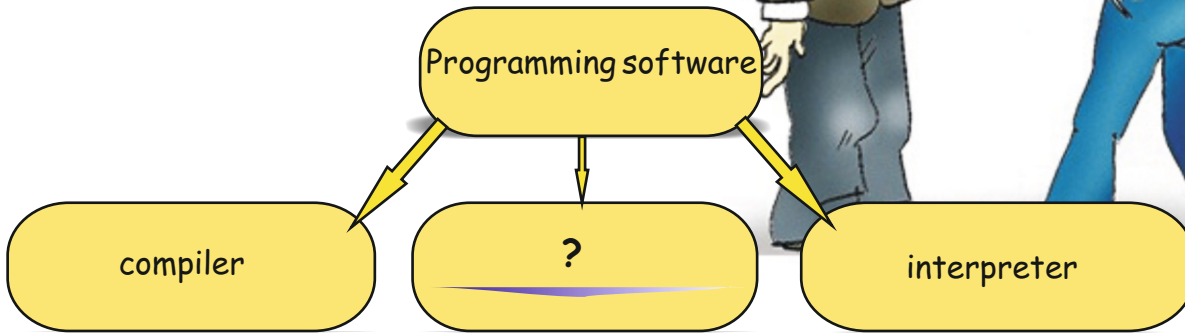
D) Match the software with the programmes. Use lines to join them.

System software

Application software

Java
Win 98
e-okul
Unix
winrar
Basic
anti-virus
C++
Word
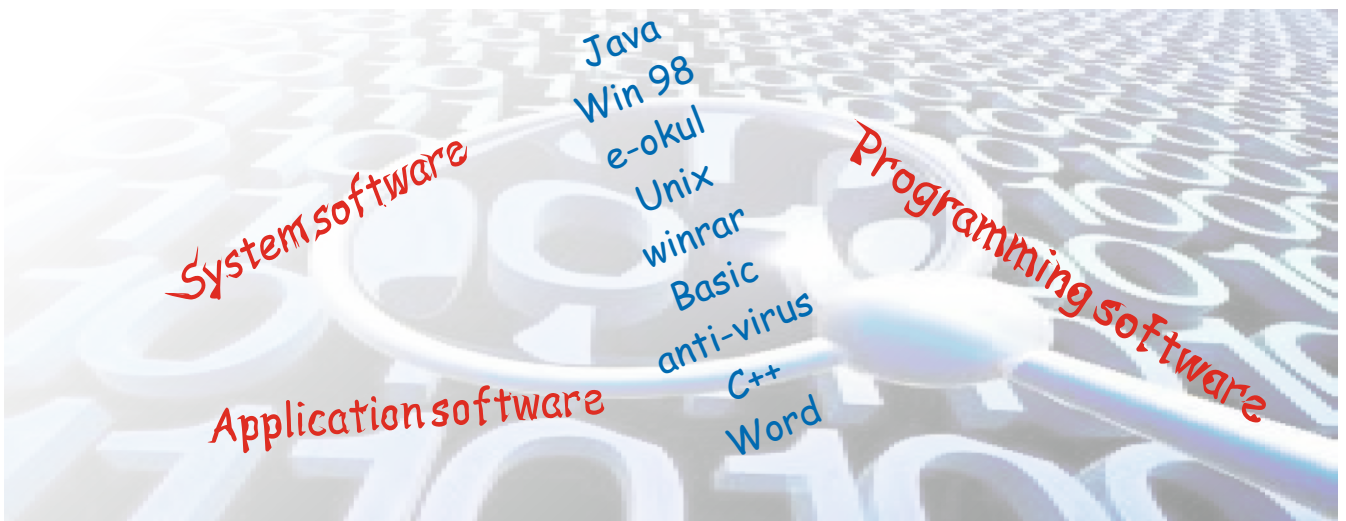
Programming software

UNIT 5-WEB, GRAPHIC AND ANIMATION CONCEPTS

Objectives (hours: 15)

By the end of this unit, students should:

know:

- · terms related to web design.
- · types of web sites.
- · how to design a web site.
- · benefits and harms of computer games.

be able to:

- · define the terms related to web design.
- · answer the questions related to designing a web site
- · compare a good and a bad web site according to web design criteria.
- · analyze benefits and harms of computer games.
- · create signs and graphics for the appropriate situations provided.
- · design a sample of a billboard and a website.

have practiced:

- · answering the questions related to designing a web site
- · comparing a good and a bad web site according to web design criteria.
- · creating signs and graphics for the appropriate situations provided.
- · designing a sample of a billboard and a website.

feel:

- · confident about defining the terms related to web design.
- · confident about comparing a good and a bad web site according to web design criteria.
- · happy about creating signs and graphics for the appropriate situations provided.

INTENDED LEARNING OUTCOMES
(incl intended method of assessment)

At the end of this unit, students will:

- · define the terms related to web design.
- · answer the questions related to designing a web site
- · use colours to tell their feelings.
- · compare a good and a bad web site according to web design criteria.
- · analyze benefits and harms of computer games.
- · create signs and graphics for the appropriate situations provided.
- · design a sample of a billboard and a website.

Web, Graphic and Animation Concepts

Lesson 1

Warm-up
Ss look at the questionnaire. Ask them to circle and complete all the items that apply to them. Then they read dialogues between Zachary and Jack.

TEACHER'S NOTES

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

One of my friends who is a student at high school met me yesterday because, he wants to learn how to create a web-site.

Hi Zac! How are you today?

Zachary

Jack

Hi Jack! I'm fine, thanks. And you?

I'm fine, too. I've got some questions for you.

Zachary

Hmm. That's very nice. I hope I can help you.

I hope so, too! Zachary, I want to create a web-page but I don't know what some of the terms mean. Can you help me?

Zachary

Jack

Of course! What terms do you want to know?

Firstly, what's HTML?

Ah, HTML! It means Hypertext Mark-up Language. Very important! It's a programming language we use to create a web page.

Jack

OK. And what exactly do browsers do?

Zachary

Browsers? Well, they translate these HTML pages for us.

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 preperation 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.

File Transfer Protocol

HTML

Dynamic Hypertext Markup Language

FTP

Hypertext Markup Language

DHTML

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?
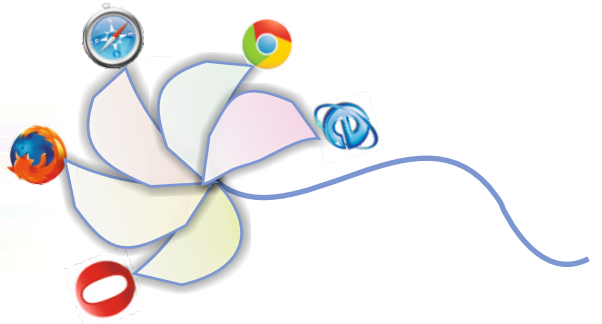
Activity 3

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 1
Ask Ss to match the definitions with the abbreviations by using arrows.

Answers

> **HTML:** hypertext mark-up language
> **FTP:** file transfer protocol
> **DHTML:** dynamic hyper text mark-up language

Activity 2
Ss look at the pictures.
   A) Tell them to fill in the blanks by writing the names of the browsers.

Possible Answers

> Opera - Mozilla Firefox – Safari - Google Chrome - Internet Explorer

   B) Next tell them to ask their partner the question. They take it in turns to answer.

Answers
Students' own suggested answers

Activity 3
Ask Ss to match the web-sites with the domain names and their meanings by using arrows. The first one is done for them.

Answers

> (education)edu   -   *eğitim kurumları (üniversite)*
> *(government)*gov   -   *devlet kurumları*
> (organisation)org   -   *ticari olmayan kuruluşlar*
> k12   -   *ilk ve ortaöğretim kurumları*
> (network services)net -   *servis sunuları*
> (commercial)com   -   *ticari kurumlar*

TEACHER'S NOTES

Activity 4

Tell Ss to look at the different items in the box. Ask them to fill in the gaps by choosing the most suitable site for each one.

Answers

Students' own answers.

TEACHER'S NOTES

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

game site

File sharing 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.

graphic ☐ animation ☐ music ☐

film ☐ link ☐ adversitement ☐

picture ☐ forms ☐ text ☐
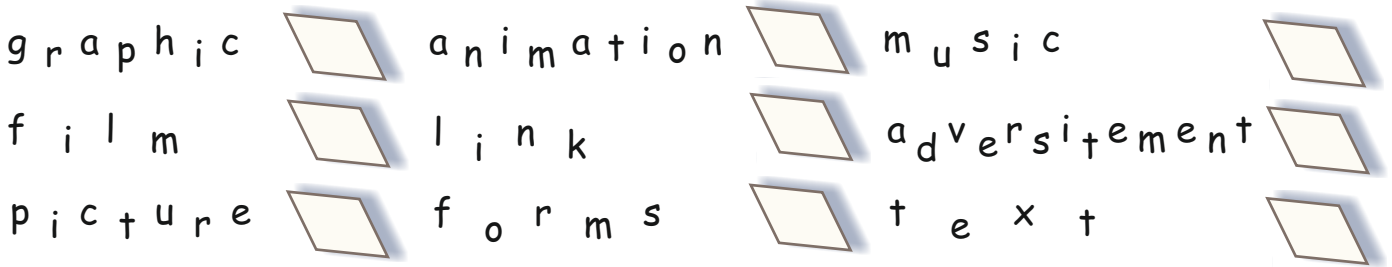
Activity 2

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:

- accessibilty
- context and graphic relations
- page-loading speed

Lesson 2

Activity 1
Ss check the list in the box. Ask them to put a tick (√) next to the items they see on a web-site.

Answers
Students' own suggested answers

Activity 2 Reading
Tell Ss to read the sentences about good web-page design. Ask them to decide if they are True or False by using T for true and F for false.

Answers
1) F 2) T 3) F 4) T

Activity 3. Speaking
Ss look at the web-pages. Tell them to compare the web-pages by using the given criteria.

Answers
Students' own suggested answers
Ss read Zachary's speech bubble.

TEACHER'S NOTES

Activity 4 Reading

Ss look at the sentences in the box. Ask them to group these sentences (by filling in the chart) according to the benefits or dangers of playing computer games for long periods.

Answers

Benefits of playing computer games for long periods	Dangers of playing computer games for long periods
Develops curiosity for learning English	Makes people become unsocial
Develops symbolic coding ability	Increases posture problems
Develops analytic thinking	Causes eye, back and neck problems
Develops problem solving ability natural part of our life	Encourages people to watch violence rounely, as a
Develops logical thinking	Increases cancer risk because of radiation exposure

TEACHER'S NOTES

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 the ability of symbolic coding

develops analytical thinking.

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	Harm caused by playing computer games for long hours
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

Warm-up

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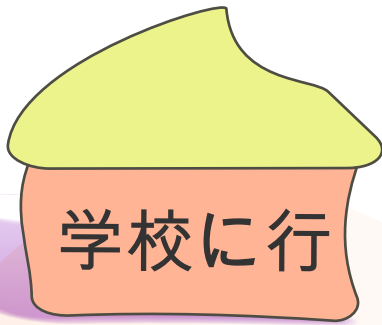
Look at the picture and the sentence above. Which of them did you understand? Why? Discuss these questions with your partner.

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.
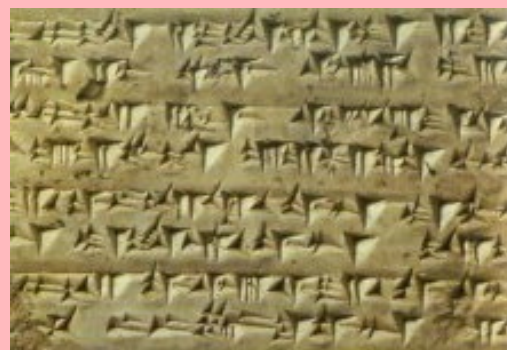
Activity 1

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 _____   _____   _____

Lesson 3

Warm up Speaking
Ss are going to look at the picture and the sentence. Tell them to discuss the questions with their partner.

Answers
Students' own suggested answers.

Activity 1 Writing
Tell Ss to think about where they can see examples of graphics in their daily lives. Ask them to write their answers in the box.

Possible Answers
billboard, supermarkets, airport, etc.

TEACHER'S NOTES

Activity 2 Writing&Reading
A) Ask Ss to look at the signs and write their meaning in the blanks.

Answers
1) Parking
2) Stop!
3) Don't smoke /No smoking!
4) Don't make a U turn/No U turn
5) Working area

B) Ss read the text that follows. Ask them to fill in the blanks by using one of the signs above. Tell them to write only the number in the spaces provided.

Answers
2 - 1 - 4 - 5 - 3

TEACHER'S NOTES

Activity 2

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

1)

2)

3)

4)

5)
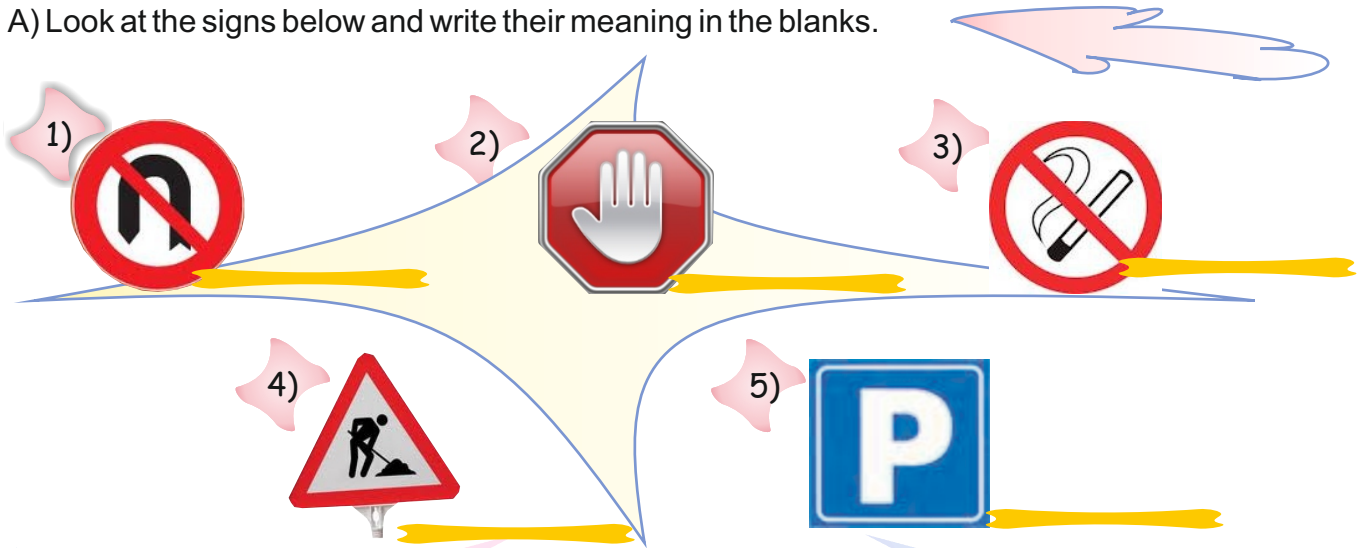
B) Read the following text. Then fill in the blanks by using one of the signs above. Write only the number in the space.

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.

Entertainment

Education

Science — space

Architecture

Technology

Advertising

Cinema

TV

inside decoration

generic

avatar

CAD

vending machine

maths

game
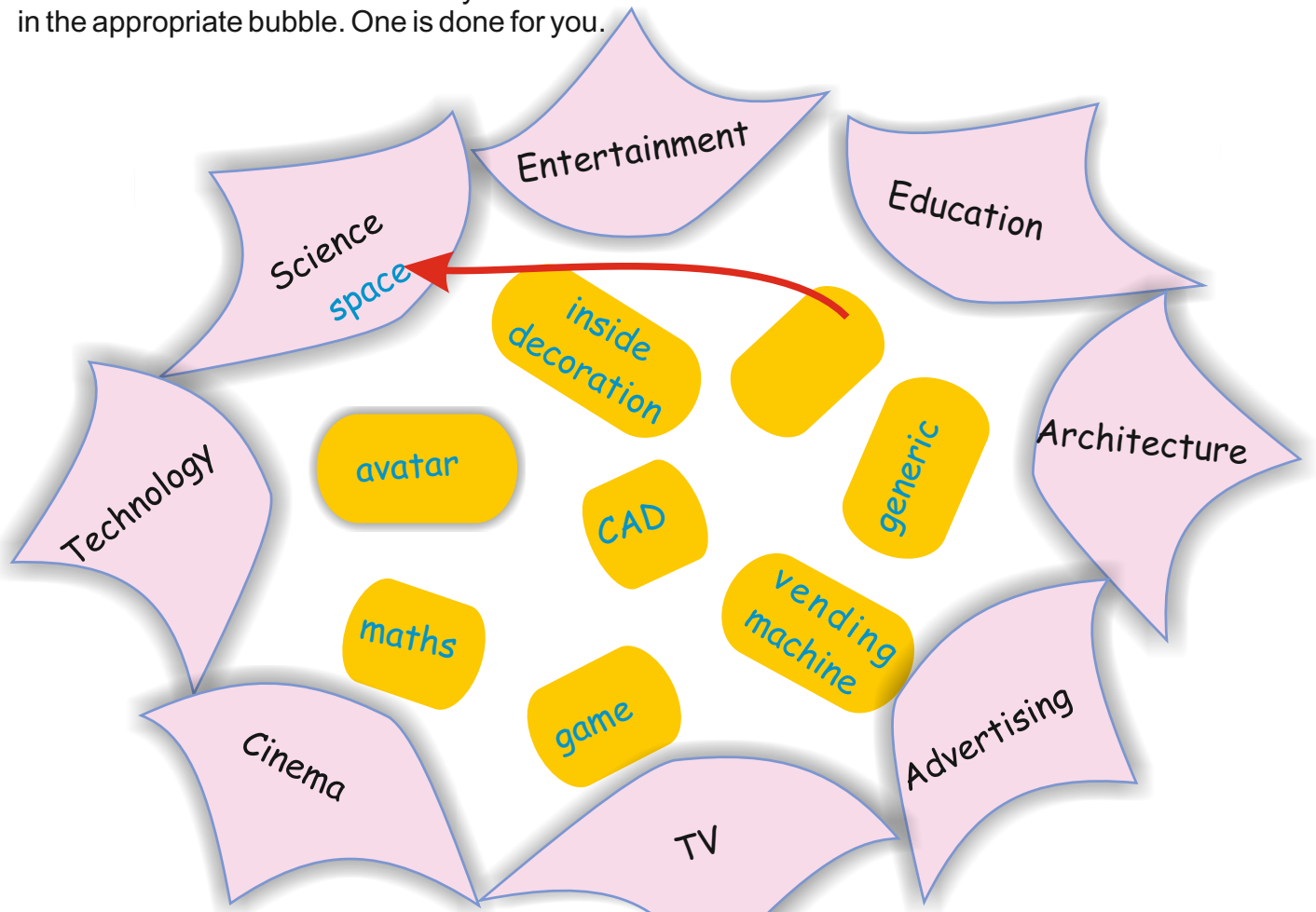
All the taxis are yellow.

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, brillance, fun
Red: dynamism, vitality, determination

Orange: self-esteem, sociability
Dark blue: authority, efficiency
Brown: nature, power
Grey: balance, modesty
Purple: nobleness, luxury

Activity 3
Tell Ss to look at the chart and analyze it. Then ask them to choose the most suitable item for each sector and write it in the appropriate bubble.

Answers

Science	-	*space*
Entertainment	-	*game*
Education	-	*maths*
Architecture	-	*decoration*
Advertising	-	vending *machine*
TV	-	*generic*
Cinema	-	*avatar*
Techonology -	-	*CAD (Computer-aided Design)*

TEACHER'S NOTES

Activity 4 Speaking&Writing
Divide the class into four or five groups. Tell them to imagine that they are in a new country. It is forbidden to use spoken and written language. They can only use colours and signs. Ask them to create their own graphics to enable them to communicate with other people.
Answers
Students' own suggested answers

Assignment
The aim of this assignment is to prepare a poster on an electronic item.
Remind Ss to design a logo and a billboard.
Then ask them to prepare a sample web-site about it on cards.
Ss will present their posters to the class.
The class will make a note on whose presentation and ideas were the best.
The best poster can be put on display.

Self-assessment

B) Tell Ss to complete the sentences using words or phrases that they know or have learnt in the unit.

Answers
1) A good web-site should be **accessible/fast/visual**.
2) A good web-site shouldn't be **complex/crowded/slow**
3) In the past people used **pictures/signs** to communicate.
4) On a web-page you can see graphics, pictures and **text/animation/ advertisements/links.**
5) **Animations** are a dynamic version of graphics.

TEACHER'S NOTES

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?
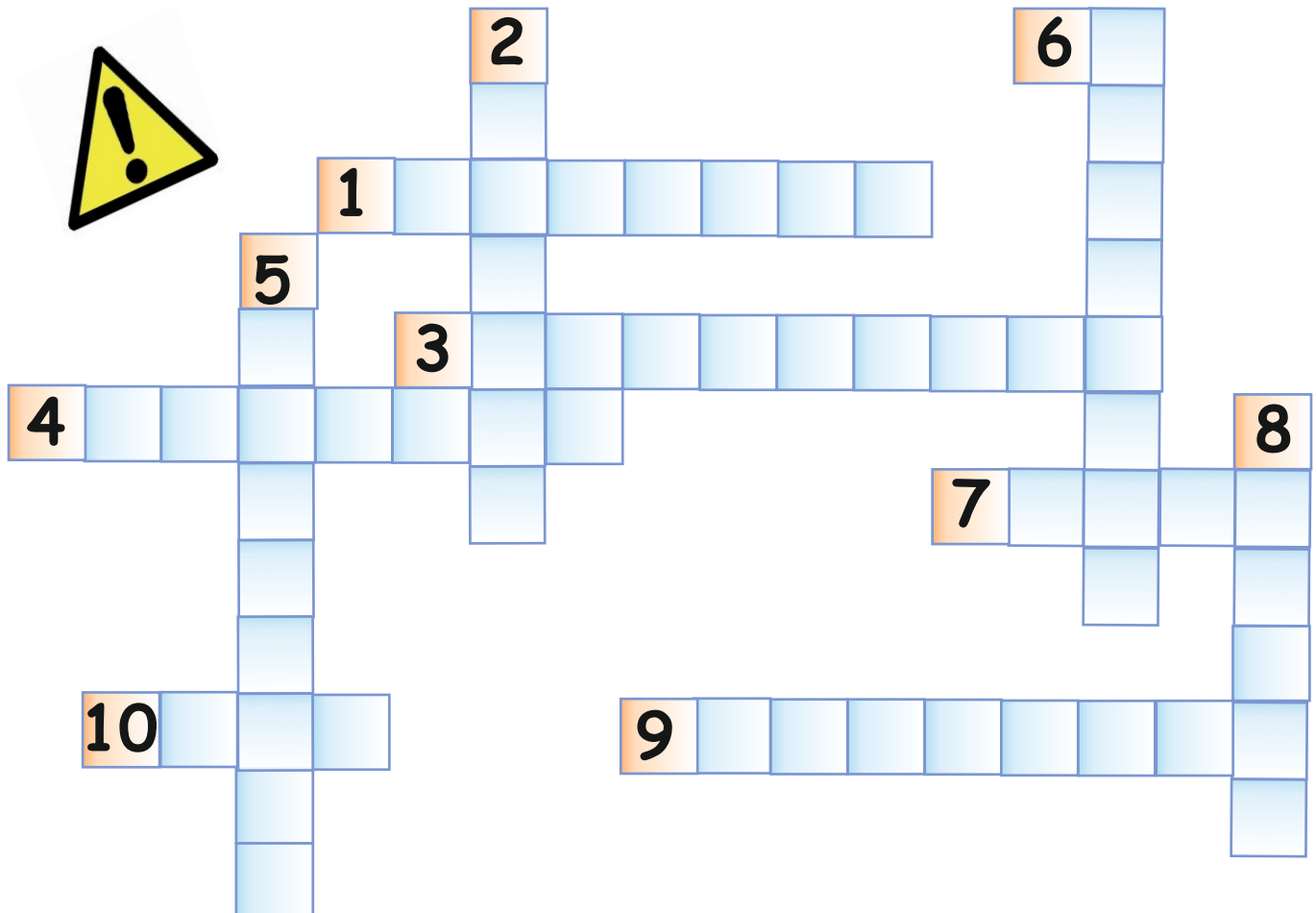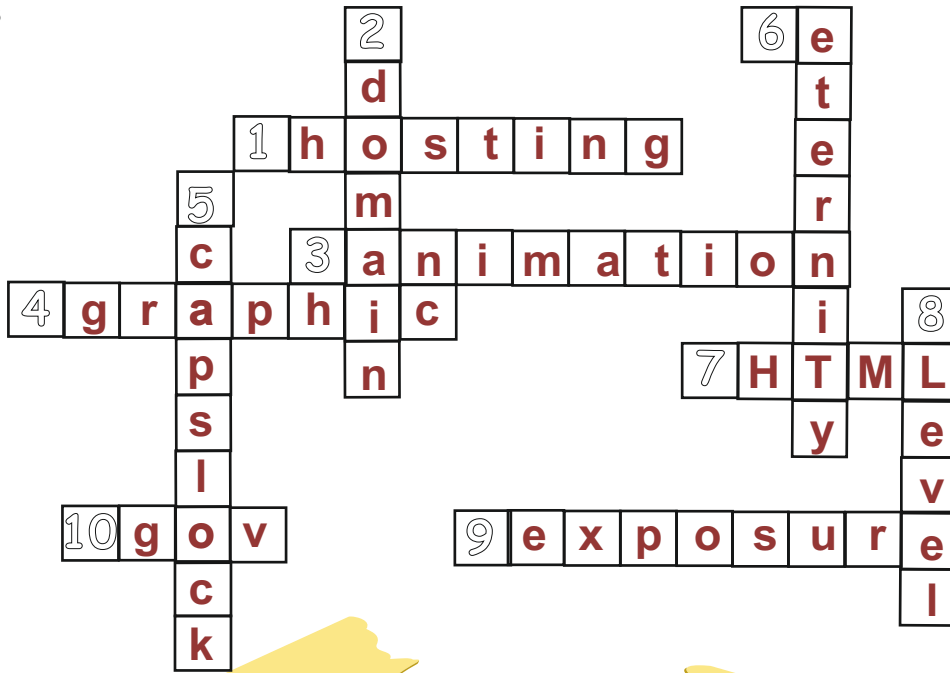
4) ~~~~~~~~ animation is used in the cartoon movie sector.

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 ~~~~~~~~ .

C) Tell Ss to answer the questions or fill in the blanks. Then ask them to write the answers to the puzzle in the spaces provided by the number.

Answers

Crossword:

1. (across) **hosting**
2. (down) **domain**
3. (across) **animation**
4. (across) **graphic**
5. (down) **capslock**
6. (down) **eternity**
7. (across) **HTML**
8. (down) **Level**
9. (across) **exposure**
10. (across) **gov**

TEACHER'S NOTES

INITIAL BASIC SYLLABUS TEMPLATE

UNIT 6-BASIC PROGRAMMING CONCEPTS

Objectives (hours: 15)

By the end of this unit, students should:

know:

- · basic programming concepts
- · terms related to programming strategies

be able to:

- · describe programming concepts
- · use programming strategies on computer
- · talk about dangers of the internet
- · discuss the advantages and disadvantages of the internet

have practiced:
- · deciding on the correct posture while using a computer
- · using correct programming languages on the computer
- · using the internet appropriately

feel:

- · confident about describing basic programming languages
- · confident about using the internet appropriately and safely
- · happy about their posture while using a computer

INTENDED LEARNING OUTCOMES
(incl intended method of assessment)

At the end of this unit, students will:

- · describe basic programming languages
- · describe appropriate posture while using a computer
- · describe dangers and benefits of the internet

use basic programming concepts in English

```
classUnit6
    {
    staticvoid Main(string[] args)
        {
        bool answer;
        Console.WriteLine("*BASIC PROGRAMMING CONCEPTS
**");
        Console.WriteLine("You finished unit6?
(True/False)");
        answer =
Convert.ToBoolean(Console.ReadLine)
        if (answer == true)
            Console.WriteLine("At the end you
will have learned web-programming, dangers of
        internet and Mark Zuckerberg. I've not learned
        else
            Console.WriteLine("Or you will have not learned
any of them ");
        Console.ReadKey();
        }
```

PASCAL

COBOL

UNIT 6

Warm up
Ask the Ss to read the the definition of programming in Zachary's speech bubble. Then ask them to tick the actions for which their own memory has a programme, and add one other to the list.

TEACHER'S NOTES

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.

meal times

putting on a uniform

making the bed

free time activities

studying/doing homework

a meeting/appointment

arranging

other?

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.

Ask Ss to read the Info-boxes at the bottom of the page. Then ask them what the information is about.

Answers:
meaning of programming, computing and instructions

TEACHER'S NOTES

Lesson 1

Activity 1 Writing
Tell Ss to write the programming languages that they can remember in the box.

Possible Answers
Pascal - COBOL – BASIC - C++ - JAVA

Activity 2 Reading
Tell Ss to read the short texts about programming languages. Ask them to fill in the blanks in the time-line by writing the correct programming language against the given dates.

Answers
COBOL – BASIC – Pascal – C - JAVA

TEACHER'S NOTES

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.

| 1950s | early 1960s | late 1960s | 1970s | 1990s | 2000s |

Here are a few common programming languages:

COBOL (Common Business Oriented Language)

I'm a COBOL Programmer!

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

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.

Lesson 2
Ss read Zachary's speech bubble. Then, ask the Ss if they want to be a web-programmer or not.

Activity 3 Reading

Ask Ss to read the text about Mark Zuckerberg. Then ask them to complete the concept map underneath the text.

Answers

Job: Computer programmer
Nationality: American
Best known for: helping to create the most famous social network website with his friends in Harvard University.
Born in: May 14,1984
Good at: language
Created: a programme called Facemash
Studied: Psychology and Computer Science
Awarded: Man of The Year

TEACHER'S NOTES

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.

created ~~~~~

is best known for ~~~~~

job ~~~~~

was awarded the «Man of The Year» award in ~~~~~

studied ~~~~~

was born in ~~~~~

nationality: ~~~~~

was good at ~~~~~

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

Disadvantages

✍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

Activity 4 Writing
Ask Ss to think of the qualifications that a web-programmer should have.
Tell them to write three sentences in the spaces provided.

Possible Answers
S/he should be creative,
S/he should update him/herself according to changes in the programmes.

Activity 5 Reading
Ask Ss to read the list of advantages and disadvantages of being a web-programmer. Tell them to categorize them in their correct columns by using arrows.
The first example is done for them.

Advantages
· learns new techniques quickly
· earns a lot of money
· experiments with different tricks for better results.
· likes working alone
· can work at home
· implements ideas quickly
· can find a job easily

Disadvantages
· spends lots of time on computers
· May suffer from back-/neck-ache and eye-strain.
· May have posture problems.

TEACHER'S NOTES

Lesson 3

Activity 6
Ask Ss to label the parts

Answers
1) shoulder
2) hands
3) chest
4) knee
5) toes
6) back
7) elbow
8) wrist

Tell Ss to look at the pictures with their partner. Then ask them to compare the proper posture for computer use with their own posture while using the computer. Remind Ss to watch their partner and let their partner watch them.

TEACHER'S NOTES

Activity 6

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

knee

arm

hand

elbow

foot

leg

shoulder

neck

wrist

ankle

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 7 Reading
Tell Ss to match the four headings with the sentences.
Remind them to write the number of the headings in the spaces for each sentence.

Answers
a) 2 (posture and positioning)
b) 4 (for your back)
c) 3 (for your wrist)
d) 1 (use of movement)

TEACHER'S NOTES

Activity 8 Reading

Ss first read the sentences. Tell them to decide whether they are True or False. Then ask them to use (G) for Good (B) for Bad.

Answers

1) G
2) B
3) B
4) B
5) G
6) G

TEACHER'S NOTES

Activity 8

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

G   B

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

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.

k.com - LogOff Warning

You have been on-line for 1 year.
o you wish to Log Off and get a Life

Yes   NO

○ Remind me next year

YOU'RE ON YOUR DEATHBED, ANY LAST WORDS?

I CAN'T TALK RIGHT NOW, I'M BLOGGING THIS!

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

5) cyber-bullying

6) personal information

Activity 9
Tell Ss to cut out the pictures from page 110 in pairs. Ask them to stick the pictures in the right places.

Answers

1. kidnap
2. threat
3. hack
4. a criminal
5. cyber-bullying
6. personal information

TEACHER'S NOTES

Activity 10 Reading

Ask the Ss to read the text. Then tell them to look at the chart on page 91.
Tell them to put a tick (√) in the column which they think is related to the topic.

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 techonology	√		√	
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		√		

TEACHER'S NOTES

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.

Wheeling circle: Speaking

Divide the class into four or five groups. Tell Ss to express their feelings and ideas freely about the good and bad aspects of the Internet.
Make notes on the board of the sensible responses.

TEACHER'S NOTES

Self assessment

A)   Students' suggested answers

B)   Tell Ss to make up sentences about the benefits and dangers of the Internet.

Possible Answers

The Internet is useful because we can search information.

The Internet can be harmful because there may be inappropriate materials.

C)   Tell Ss to look at the questions below. Ask them to choose the correct answer

Answers

1.   A
2.   C
3.   B
4.   C
5.   B

TEACHER'S NOTES

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.

The Internet is useful because ~~~~~~~~~

The Internet can be harmful because ~~~~~~~~~

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	

↳ the questions were not answered!!

START

Could you answer the questions? — **Yes** → You are great!!

No ↓

Are there words that you do not know? — **Yes** → Look at the dictionary.

No →

Answer the questions :) → FINISH

D) Tell Ss to look at the table. Ask them to find someone in their group who does these things/agrees with these opinions

Students suggested answers

UNIT 7-THE CV, THE JOB APPLICATION AND INTERVIEW

Objectives (hours: 15)

By the end of this unit, students should:

know:

· the CV, job application, and the job interview
· how to write an effective CV
· the important tips about a job interview

be able to:

· define what a CV is
· explain the tips of a good job interview
· write a good CV

have practiced:
· writing an effective CV
· analyzing tips for a good job interview.

feel:

· confident about describing what a CV is
· confident about writing an effective CV.

INTENDED LEARNING OUTCOMES
(incl intended method of assessment)

At the end of this unit, students will:

· fill in a CV form
· categorize the important tips which are about job interview tips
choose the correct qualification of a successful interview

UNIT 7 THE CV, THE JOB APPLICATION AND THE INTERVIEW

THE CV, THE JOB APPLICATION AND THE INTERVIEW

UNIT 7

Warm up
Ask the Ss what a CV is and where it is used.
Students' suggested answers

Curriculum Vitae (CV)

A curriculum vitae is usually known as a CV for short, and includes a summary of your educational and personal background.

The CV is the first thing that an employer uses to screen potential applicants. So it is a very important document.

Activity 1 Reading

Tell Ss to look at the e-forms. Ask Ss to match the headings (A-F) with the numbers of the e-form (1-6).

Answers

Headings:
- A) Language(s) - **5**
- B) Education and Training-**3**
- C) Personal Information-**1**
- D) Work Experience-**4**
- E) Skills and Competences-**6**
- F) Job wanted-**2**

TEACHER'S NOTES

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:

A Language(s)
B Education and Training
C Personal Information
D Work Experience
E Skills and Competences
F Job wanted

1)

Date of birth	11 ∨	3 ∨	1980 ∨ -- Format -- ∨
Surname(s)	Port		
First name(s)	Zachary		
Address			
Street number / Street	35		

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 ⦿ M ○ F ○ Do not indicate

Photograph [   ] Browse

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
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)

Mother tongue(s)

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)

Social 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 Reading

Tell Ss to look at the two short pen–pictures of Özlem Angun and Hakan Sayar.
Tell the Ss to look at the four job adverts below. Ask the Ss to decide for which job Özlem and Hakan are suitable for. Ask Ss to put a tick (√) in the relevant column.

	Web designer	Secretary	Accountant	Sales Manager
Özlem		√		
Hakan			√	

TEACHER'S NOTES

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				

Helmel 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
E-mail(s)	zacharyport@hotmail.com
Nationality	English
Date of birth	11/03/1980
Gender	Male

Mobile | +44 20 7123 4565

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 3 Speaking
Tell Ss to discuss the advantages of a standardized CV with their partner.

Students' suggested answers

-it helps to create clear, grouped and simple information.
-it is practial...

TEACHER'S NOTES

Activity 3 Speaking
Tell Ss to discuss the advantages of a standardized CV with their partner.

Students' suggested answers

Activity 4 Writing

Tell Ss to fill in the blanks in the CV form as this CV will be their own one. Ask Ss to use the one in Activity 3 as a model to guide them.

Activity 5 Writing

Tell the Ss that they are going to go for a job interview. Tell them to think in pairs about some of the personal qualities they have. Ask Ss to write these in the blanks.

Students' suggested answers

-I am a social, communicative person....

TEACHER'S NOTES

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.

euro**pass**

**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.

1 _____

2 _____

3 _____

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

be brief while speaking

take your documents

be careful with gestures

look the interviewer(s) in the eye

sit up straight

be polite

dress modestly

ask questions about the job

be enthusiastic about the job

do some research about the job before you go

Appearance

Behaviour

Preparation

Body language

Activity 6 Reading&Writing

Tell Ss to look at the list of interview-related items in the chart. They will transfer the list of personal qualities and important tips for interviews to the correct categories in the table underneath.

Appearance	Behaviour	Preparation	Body language
- be neat - dress modestly	- speak gently - speak slowly and confidently - smile - be brief while speaking - sit down only when asked - be polite -be punctual -be enthusiastic about the job	- take your documents/ Certificates - ask questions about the job	- be careful with gestures - sit up straight - look the interviewer(s) in the eye

TEACHER'S NOTES

Activity 7.
Tell Ss to choose the best option for a successful interview.

Answers
1. B/C
2. B
3. B
4. B/C
5. B
6. B
7. B

TEACHER'S NOTES

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

Activity 8 Writing
Tell Ss to look at the qualifications for the Computer Programming job. Ask Ss to send an e-mail application to the employer.

Students' suggested answers

Dear Authority,

Ihave seen your Computer Programming Job Ad and decided to apply for this position. My detailed information is given in the attached file.

Sincerely

TEACHER'S NOTES

Self assessment

A) Students' suggested answers

B) Tell Ss to read the questions. Ask them to choose only one answer (1-4) for each section and circle the number 1-4.

C) Tell Ss to count the number of A1s, A2s, B1s and B2s they have. Then ask them to look at the chart on the next page. This will tell them where they are and where they need to be as language learners.
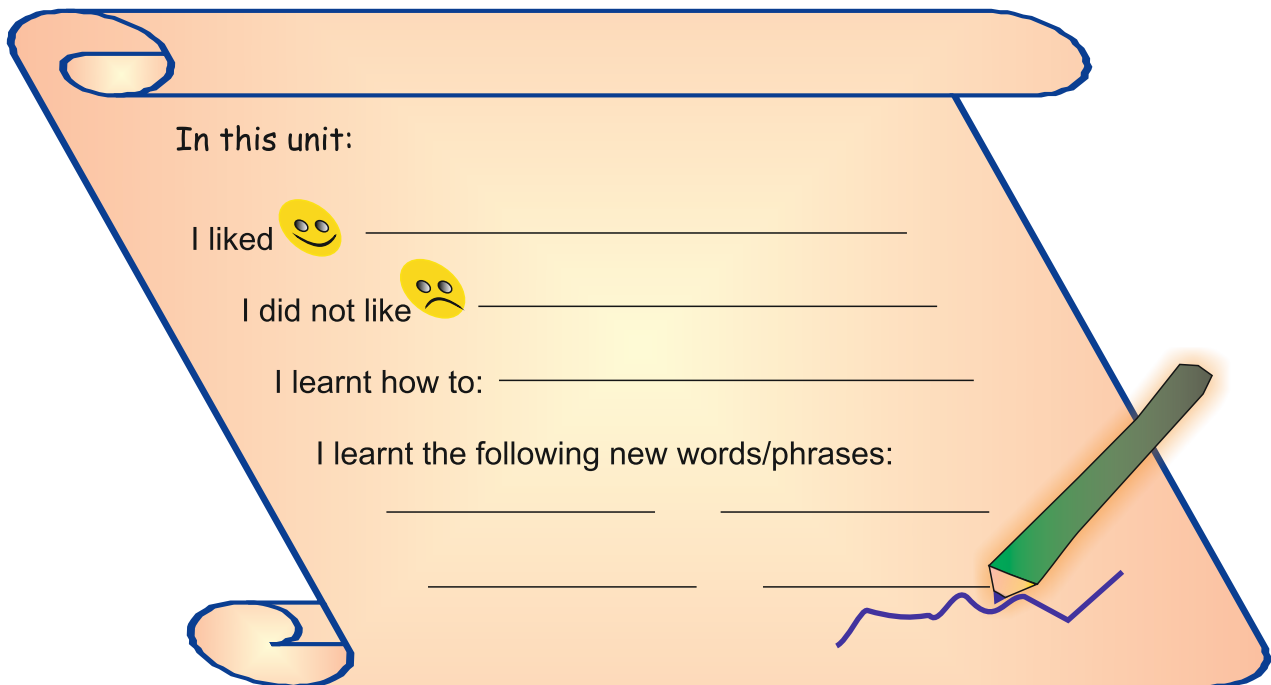
TEACHER'S NOTES

PROGRESS AND SELF-ASSESMENT
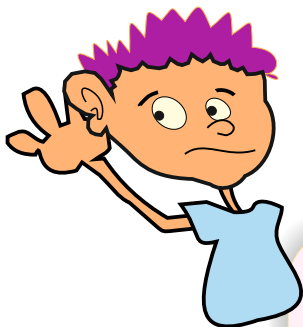
In this unit:

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 acquaintences 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 am → **Where I need to be**

| A1 | A2 | B1 |

Speaking

A2 (Where I am):

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

B1 (Where I need to be):

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.

Writing

A2 (Where I am):

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

B1 (Where I need to be):

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

Where I am → **Where I need to be**

| A1 | A2 | B1 |

Listening

A2 (Where I am):

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.

B1 (Where I need to be):

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.

Reading

A2 (Where I am):

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.

B1 (Where I need to be):

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.

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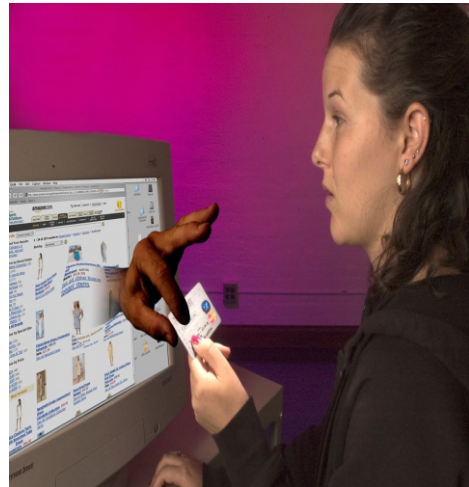List any new words or phrases in Gordon's application that you came across.
_____ _____ _____ _____

Fun corner

Tell Ss to read the job application of Gordon Bulmash. Ask the Ss what they think about the application. Then, ask the Ss to list the new words and phrases in Gordon's application.

TEACHER'S NOTES

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
oppurtunity
potential
proficiency
punctual
purchase
shift
take

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