MEB

Vocational High School

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

VOCATIONAL HIGH SCHOOL STUDENT'S BOOK

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ICT

(INFORMATION AND COMMUNICATION TECHNOLOGY)

Vocational High School STUDENT'S BOOK

Authors

Aslı ATAR GÖKMEN
Birsen DURMAZ
Gökçe OKUMUŞ DİLEK
Hakan ÇELİK
Hülya UÇAR
Işıl ANGUN
Özlem PEKCAN
Sevcan UĞURLU
Sevda KIR ÇELİK
Umut Kemal SEKRETER

Her hakkı saklıdır ve Milli Eğitim Bakanlığına aittir. Kitabın metni, soru ve şekilleri kısmen de olsa hiçbir surette alınıp yayınlanamaz.

HAZIRLAYANLAR

Editör
Mike SCHOLEY

Mesleki Danışman
Savaş BAKİ

Görsel Tasarım
Emel ULUFER
Fatma KOCAMAN
Gülşah UÇMAZ
İpek ÖZDEMİR
Mehmet YILMAZ
Nur KARADİBAK
Selim UĞURLU
Tuba KILIÇ

İSTİKLÂL MARŞI

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

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

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

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

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

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

Kim bu cennet vatanın uğruna olmaz ki fedâ?
Şühedâ fışkıracak toprağı sıksan, şühedâ!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüdâ.

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

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan, İlâhi, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerred 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.
Ebediyen sana yok, ırkıma yok izmihlâl:
Hakkıdır, hür yaşamış, bayrağımın hürriyet;
Hakkıdır, Hakk'a tapan, milletimin istiklâl!

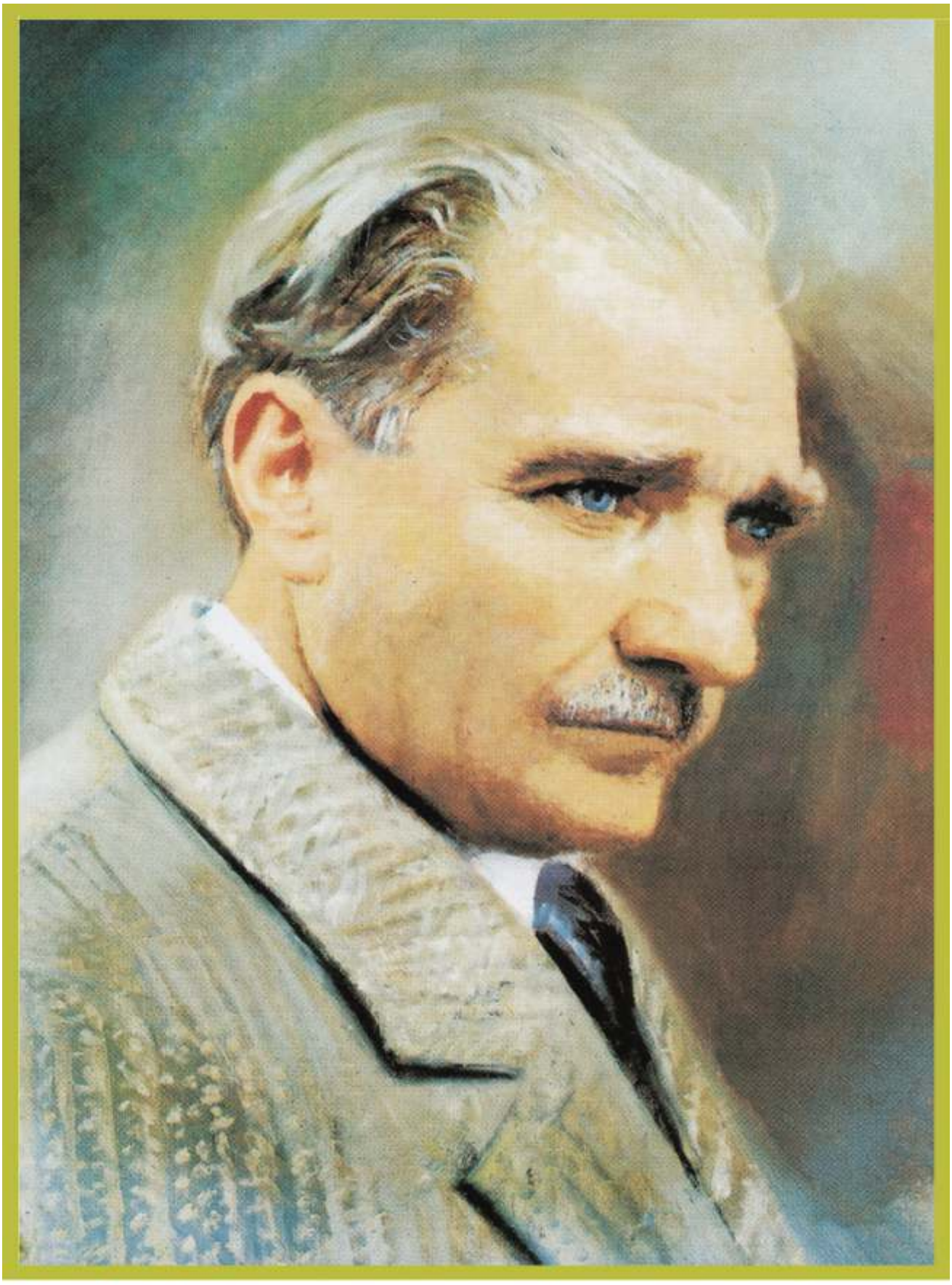
Mehmet Âkif ERSOY

ATATÜRK'ÜN
GENÇLİĞE HİTABESİ

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, dahilî ve haricî, 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 nâmüsait 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 dahilinde, iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlilerin siyasi 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 asîl kanda, mevcuttur!



MUSTAFA KEMAL ATATÜRK

INTRODUCTION

Dear Student

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.

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UNIT 1

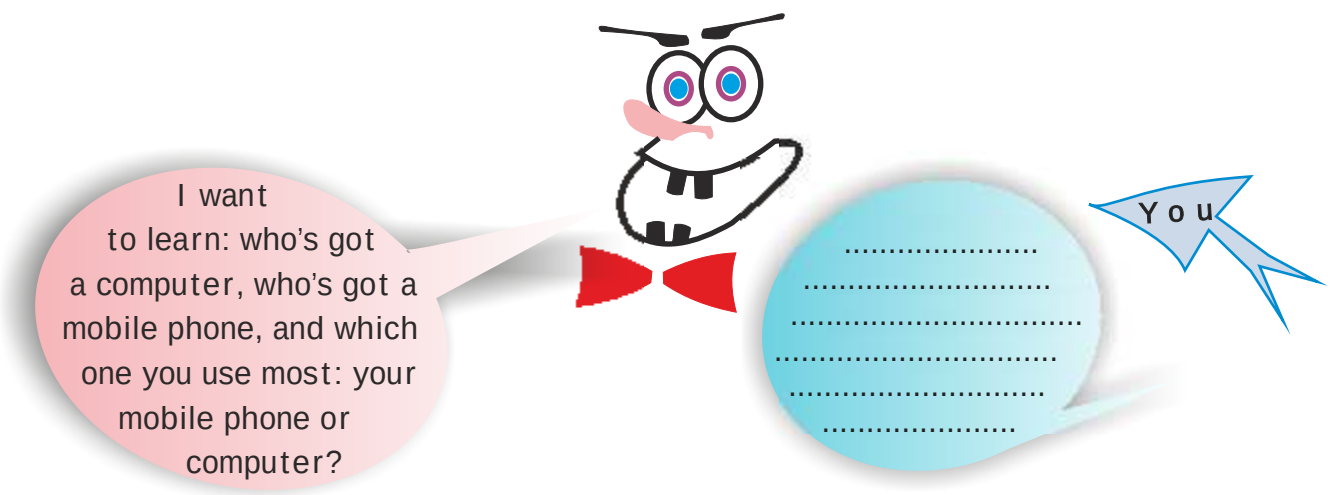
COMPUTER HARDWARE SYSTEM

In this unit you are going to learn about:

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

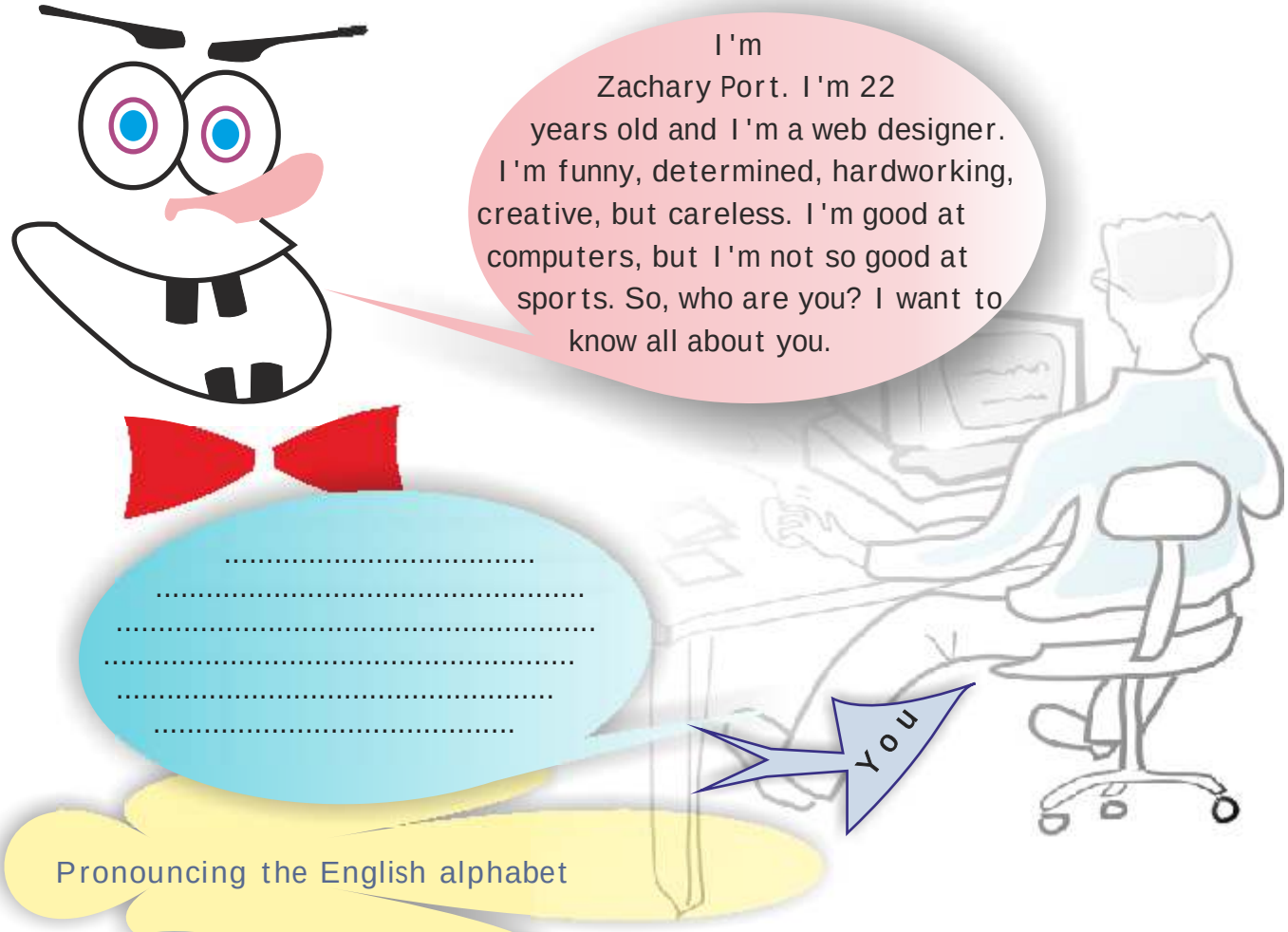
Warm-up

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



Activity 1

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



Pronouncing the English alphabet

	A	B	C	D	E	F	G	H
	Ey	Bi	Si	Di	İ	Ef	Ci	Eyç
	I	J	K	L	M	N	O	P
	Ay	Cey	Key	El	Em	En	Ou	Pi
	Q	R	S	T	U	V	W	X
	Kyu	Ar	Es	Ti	Yu	Vi	Dabıl yu	Eks
	Y	Z						
	Vay	Zed						

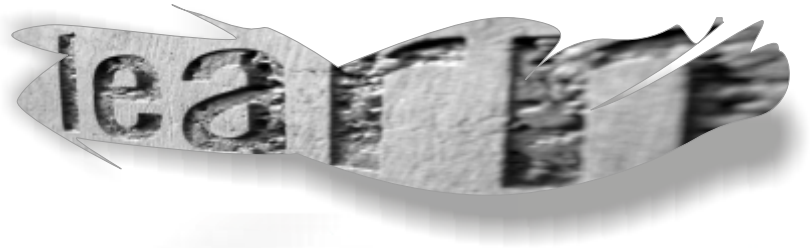
Activity 2

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

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

Activity 3

Spell your first and last name to your partner.



THE ALPHABET

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

Activity 4

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

- ☐ 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 1

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

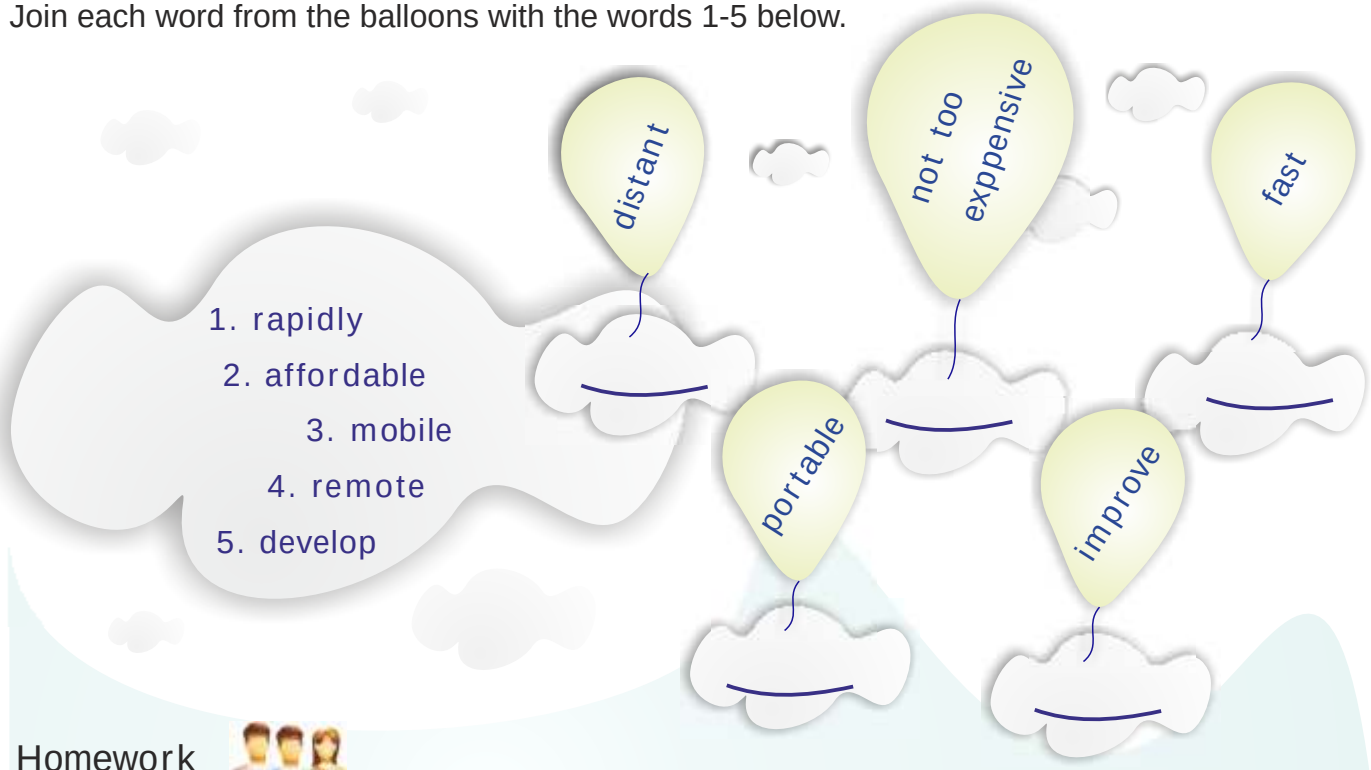
Technology has been developing very rapidly. For example, tablet PCs. What is a tablet PC? Some say it is a computer and some say it is a mobile phone. The truth is, it is both a mobile phone and a computer. As a mobile phone, you can speak with it. As a personal computer, you can surf the net, listen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

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

Advantages of using a tablet PC (+)	Disadvantages of using a tablet PC (-)
•	• .....
•	• .....
•	• .....
..	

Activity 2

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



Homework

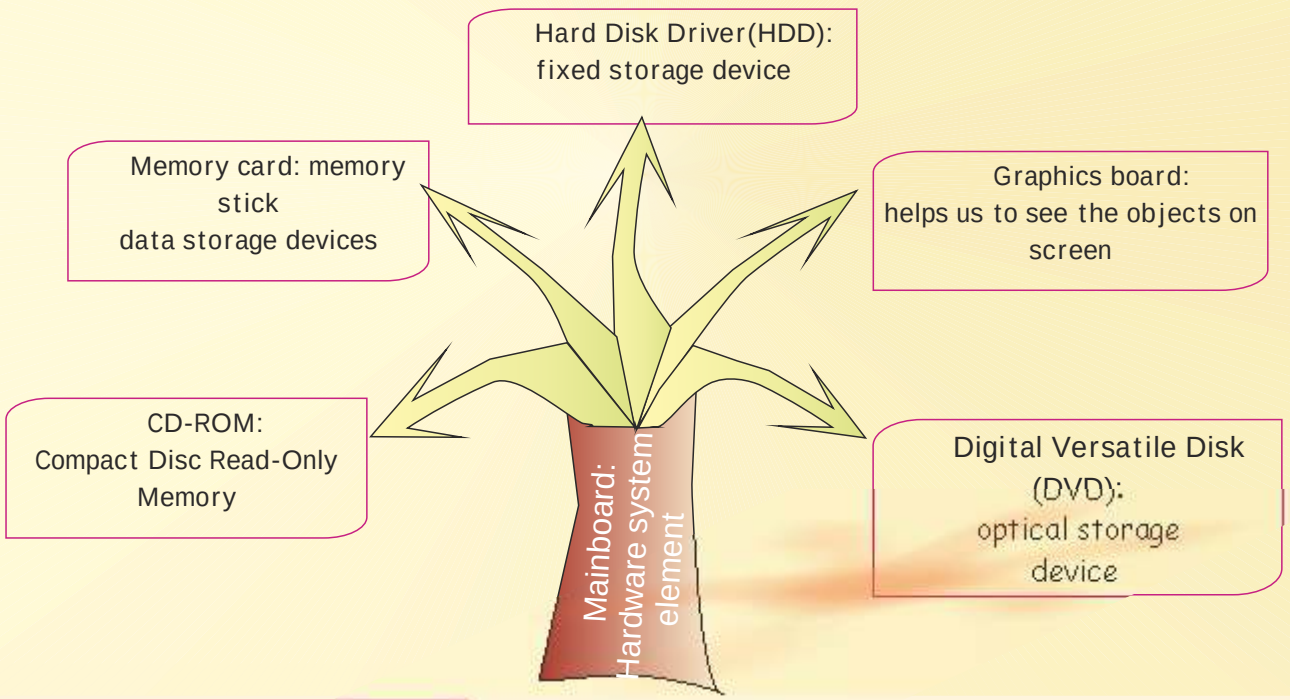
In your group, prepare a poster of a technological device (e.g. a mobile). Then present your poster to the class and discuss the advantages and disadvantages of your chosen device.

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?

Warm-up

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



Some useful abbreviations:

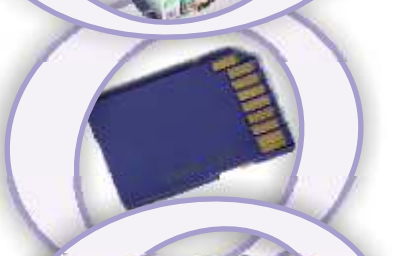
- RAM: Random Access Memory
- CPU: Central Processing Unit
- HDD: Hard Disk Driver
- BIOS: Base Input Output System
- VGA: Video Graphic Adaptor
- DJ: Disc Jockey
- WHO: World Health Organization
- CV: Curriculum Vitae
- UN: United Nations
- CD: Compact Disc
- VIP: Very Important Person
- DVD: Digital Versatile Disc

Activity 1

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

1. IROADABNM _____

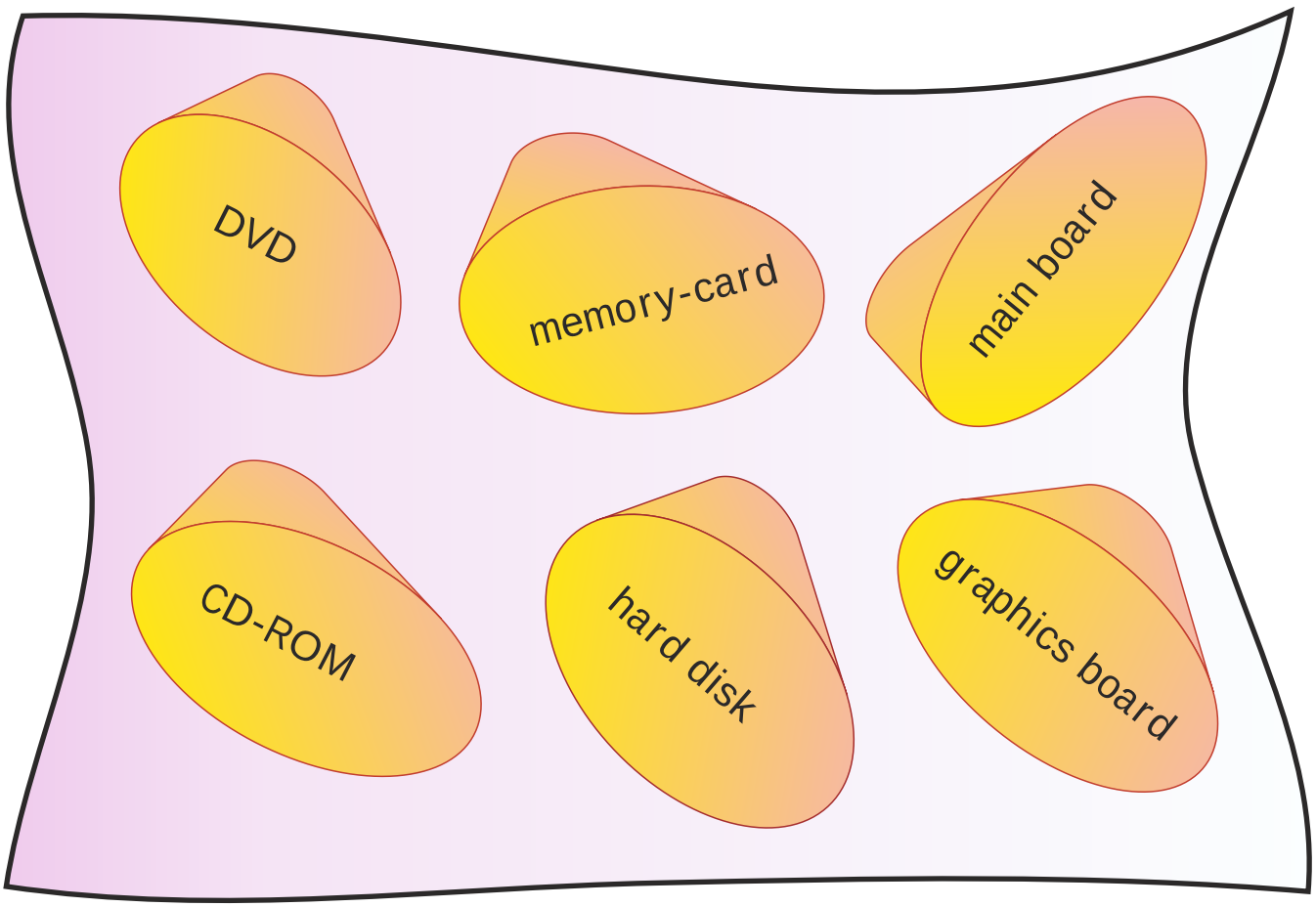
2. DCRAEOYMRM _____ _____



3. RDMCO _____ - _____

Activity 2

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



Activity 1

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

	Abbreviation	Definition
1	_____	_____
2	_____	_____
3	_____	_____

Activity 2

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

Computer A

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

Price: ৳1200

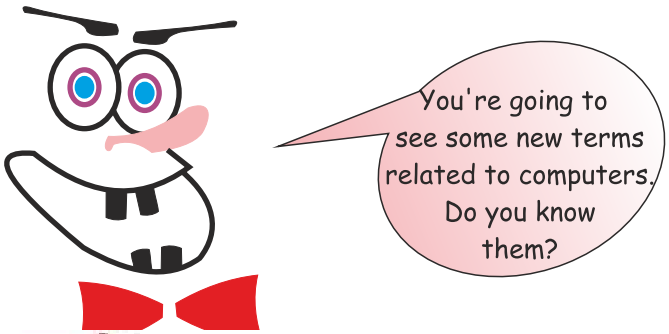
Computer B

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

Price: ৳895

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

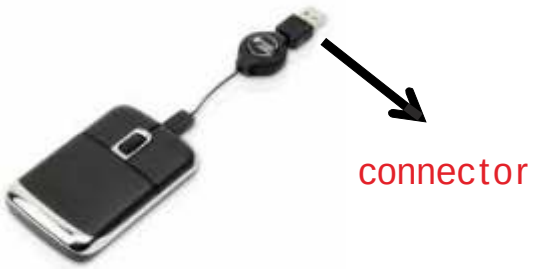
Warm-up



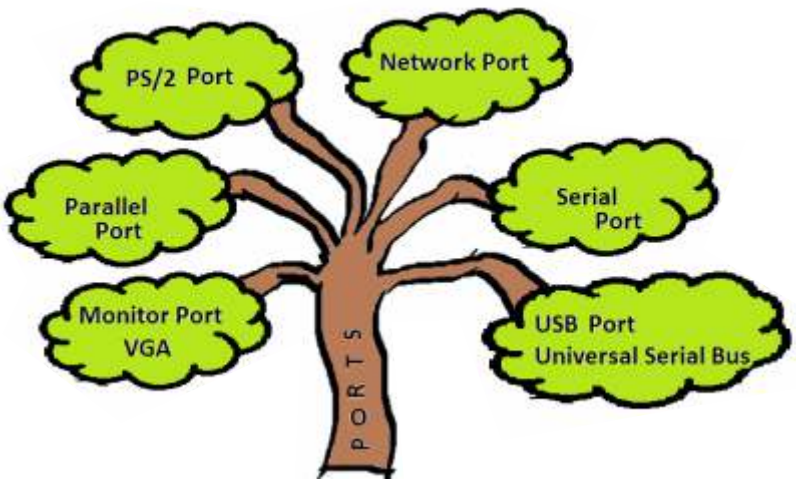
a) ports

b) connecting Europe with Asia

A port is an interface on a computer to which you can connect a device, like ports connect ships to a country.
A connector is a link between two data structures, like a bridge that connects two places.



These are the different ports of a computer:



Activity 1

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

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

Activity 2

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

1. m_ _ _ t _ r
2. p_ r _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

Did you know that:

1. the first computer was as big as a room?

2. the first mouse was used in 1964?

Assignment

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

Self assessment

In this unit:

I liked : _____

I did not like : _____

I learnt how to: _____

I learnt the following new words/phrases:

_____ _____

_____ _____

_____ _____

Revision

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

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

a. www

b. http

c. PC

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

UNIT 2

COMPUTER EQUIPMENT

In this unit you will learn:

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

Activity 1

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

monitor
keyboard
mouse
webcam
printer
speaker
scanner
headset
earphone
modem
projector

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Activity 2

Read the sentences about computer equipment. Write True (T) or False (F).

	T	F
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.

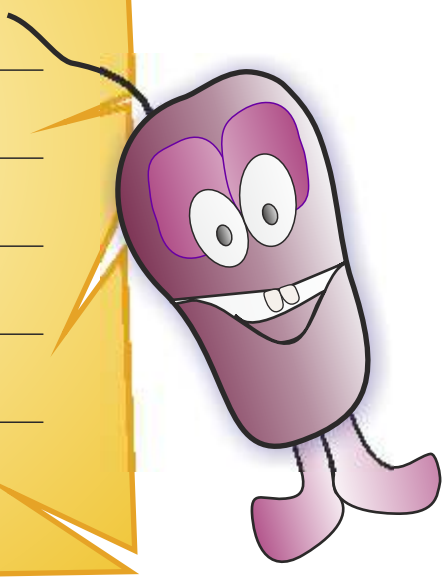
1) print out _____

2) connect to _____

3) scan _____

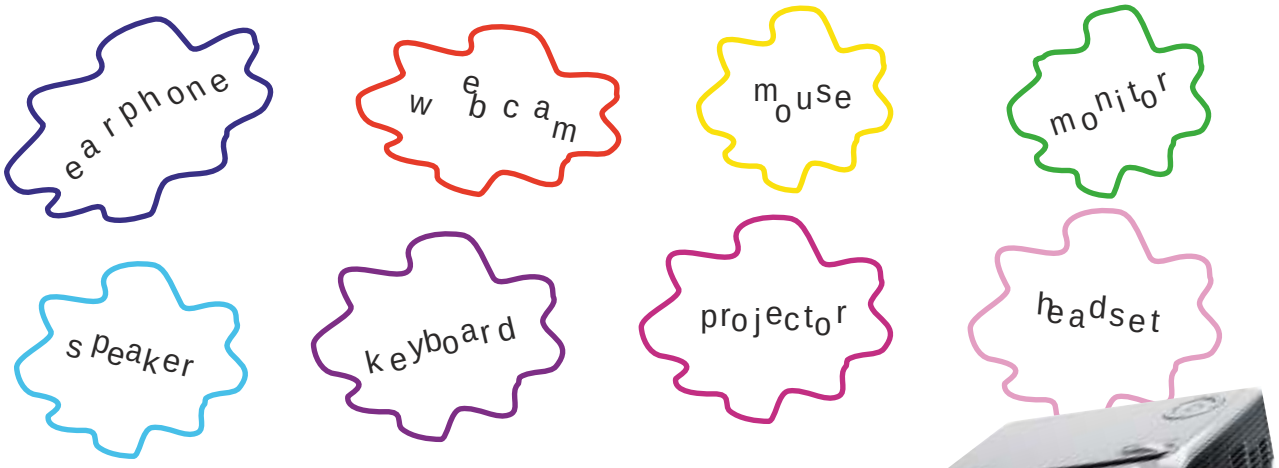
4) click on _____

5) type _____



Activity 1

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

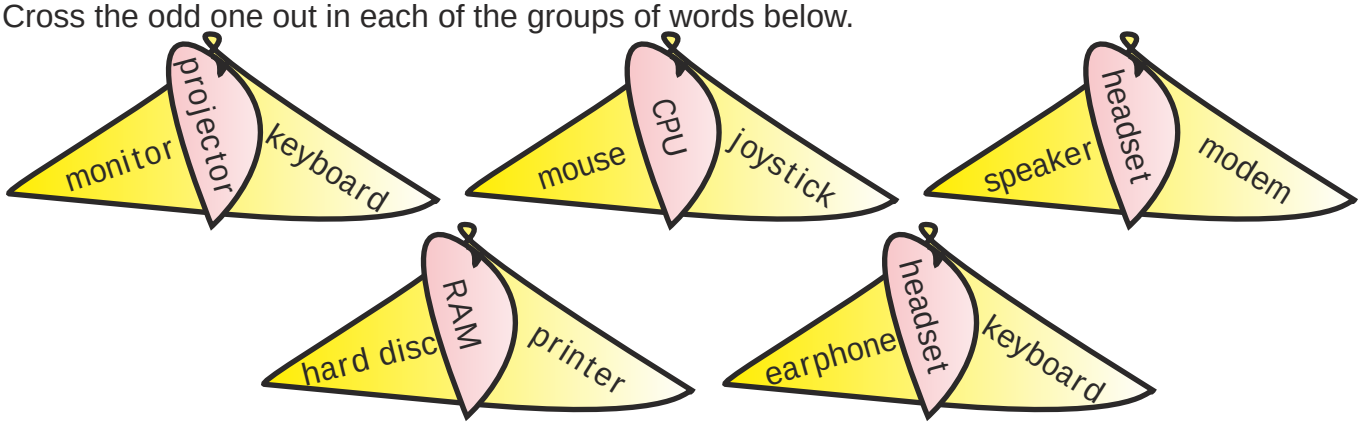


Common term	Technical term	
seeing	(visual)	
touching	(kinaesthetic)	
hearing	(auditory)	

Activity 2

Odd one out

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



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

V is for visual

A is for auditory

K is for kinaesthetic

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

Questions	a	b	c
1) In your free time do 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.			

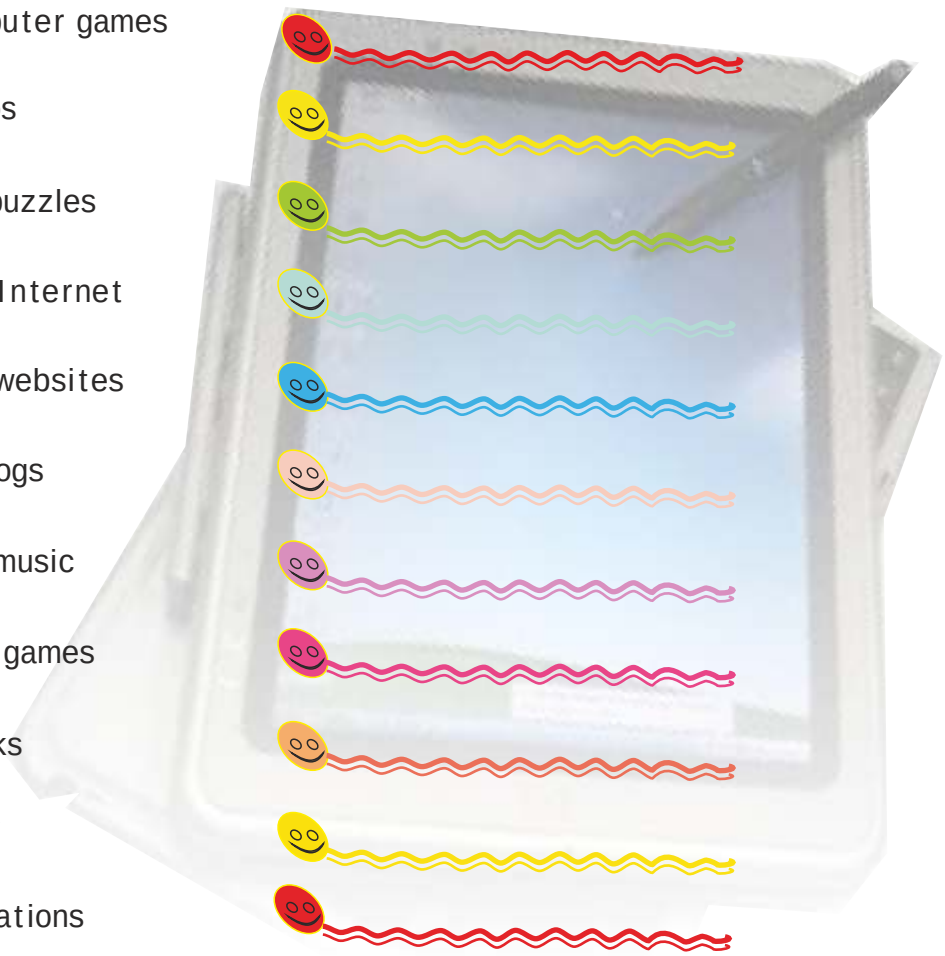
TOTAL: ___ ___ ___

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.

Activity 1

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

Activities	Name of student(s)
playing computer games	
taking photos	
doing word puzzles	
surfing the Internet	
using social websites	
preparing blogs	
listening to music	
playing DVD games	
reading books	
watching TV	
making animations	

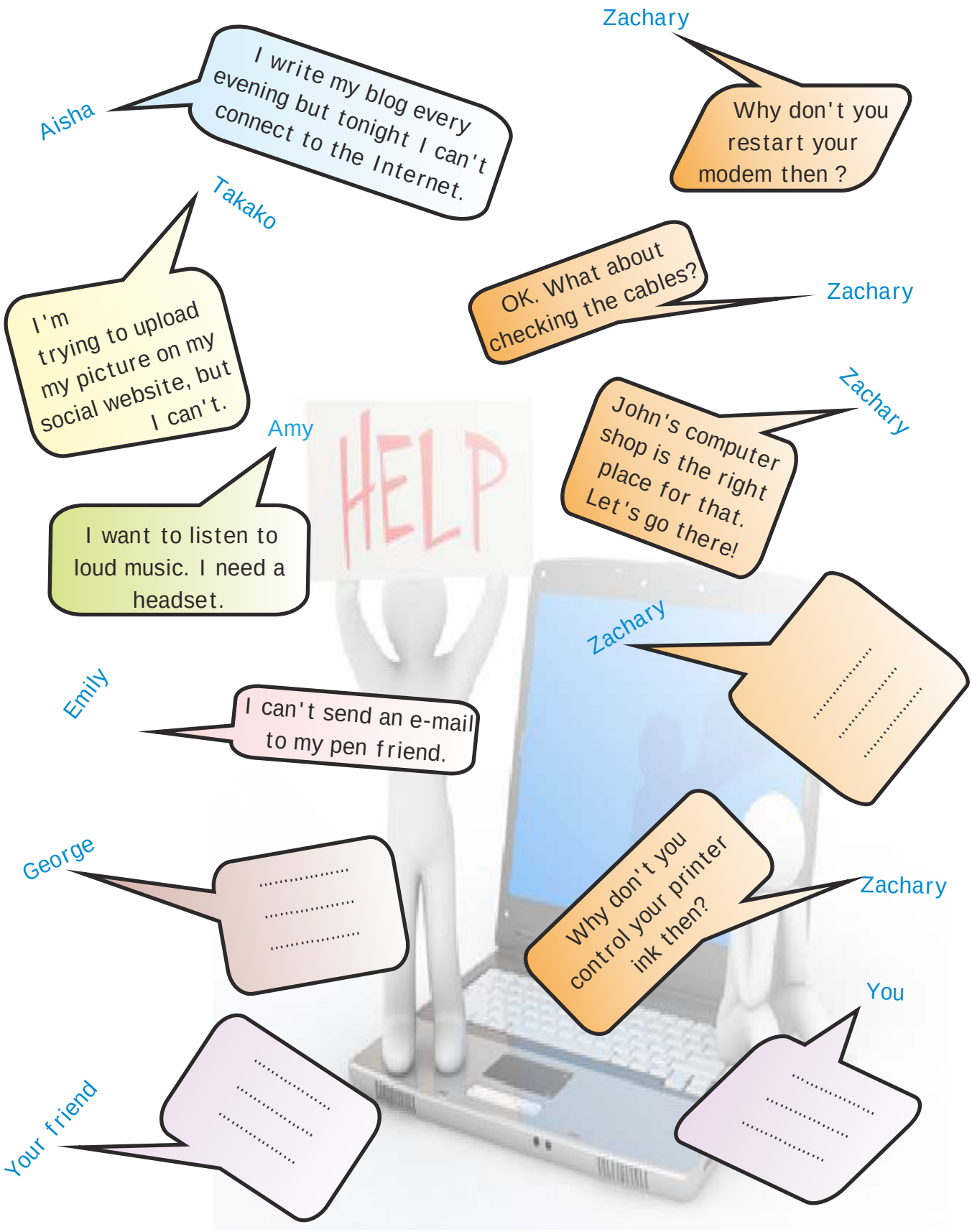


Activity 2

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

Activity 3

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



Activity 4

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

1. We need a _____ to play computer games.

a) joystick b) printer c) projector

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

a) scanner b) headset c) projector

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

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

a) webcam b) joystick c) hard disk

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

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

a) listen to music b) check on the Net c) play video games

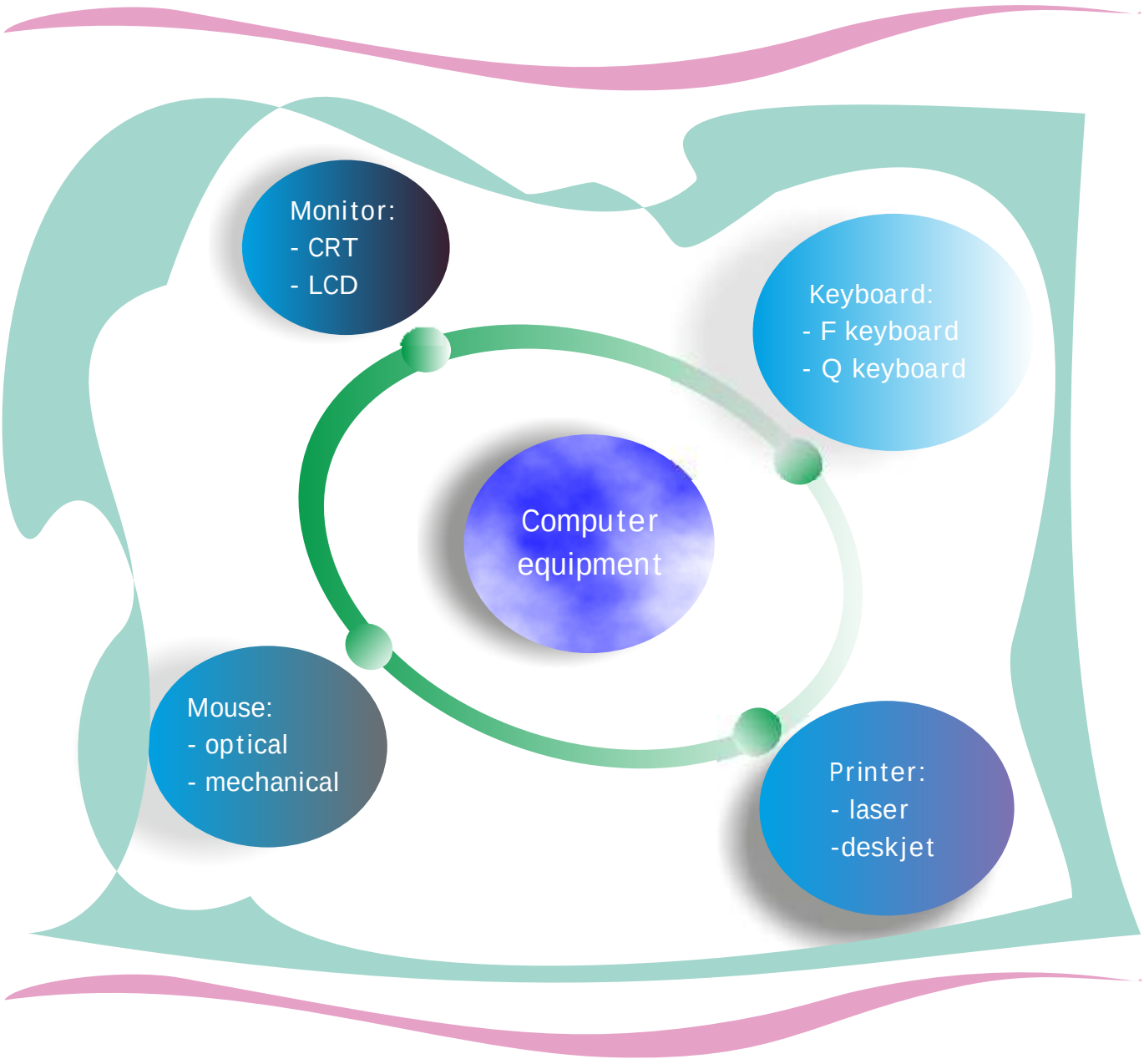
GAME TIME!!!

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

Rules

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

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



Activity 1

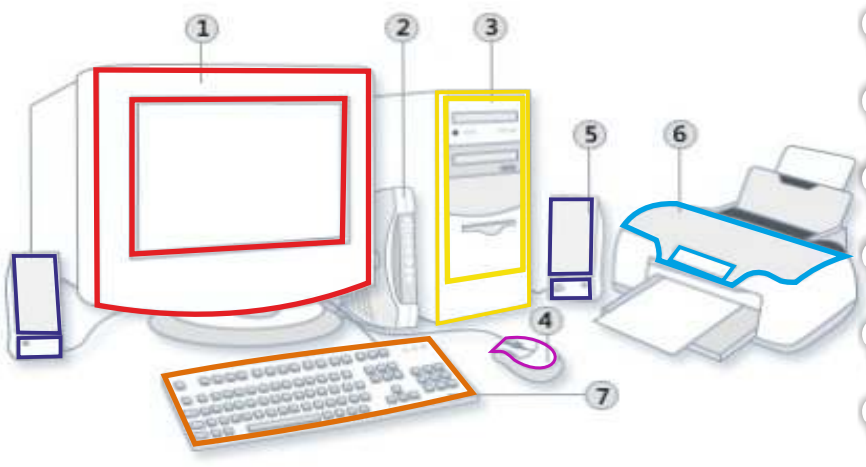
Categorize the words below by filling in the two columns.

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

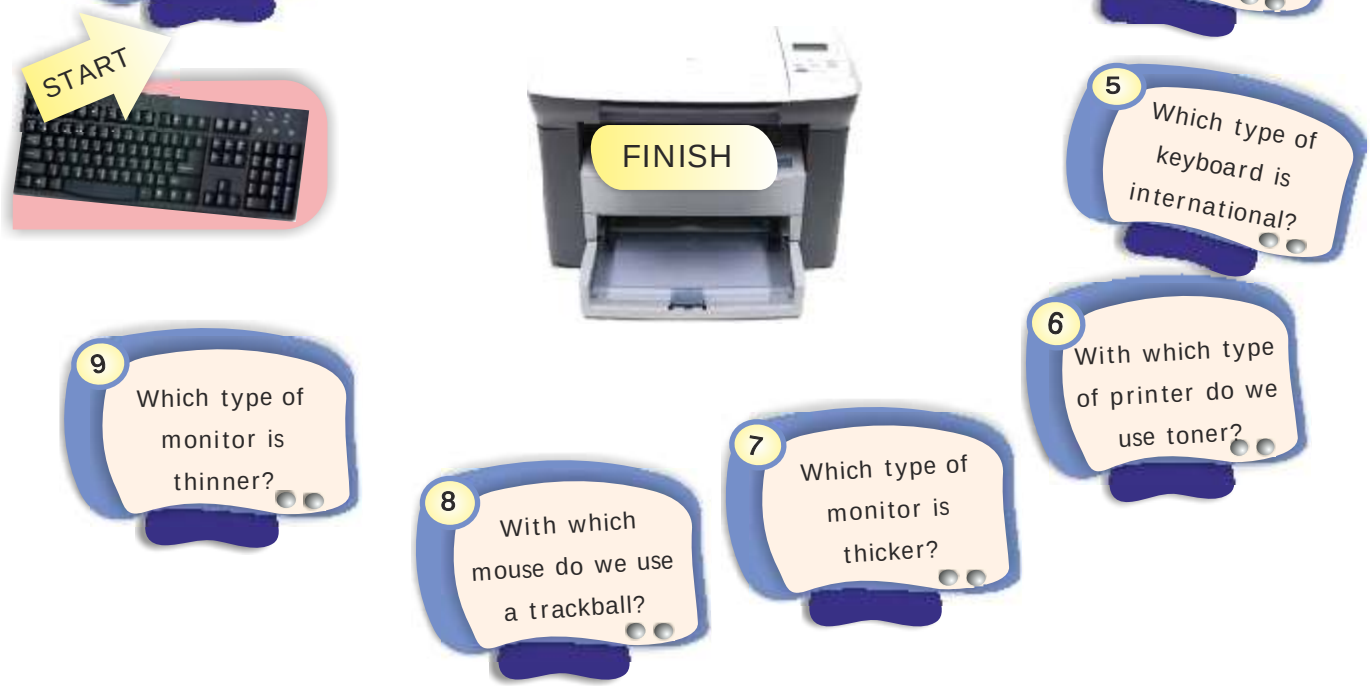
Label the picture below with the correct terms for each item of equipment. Use the spaces provided.

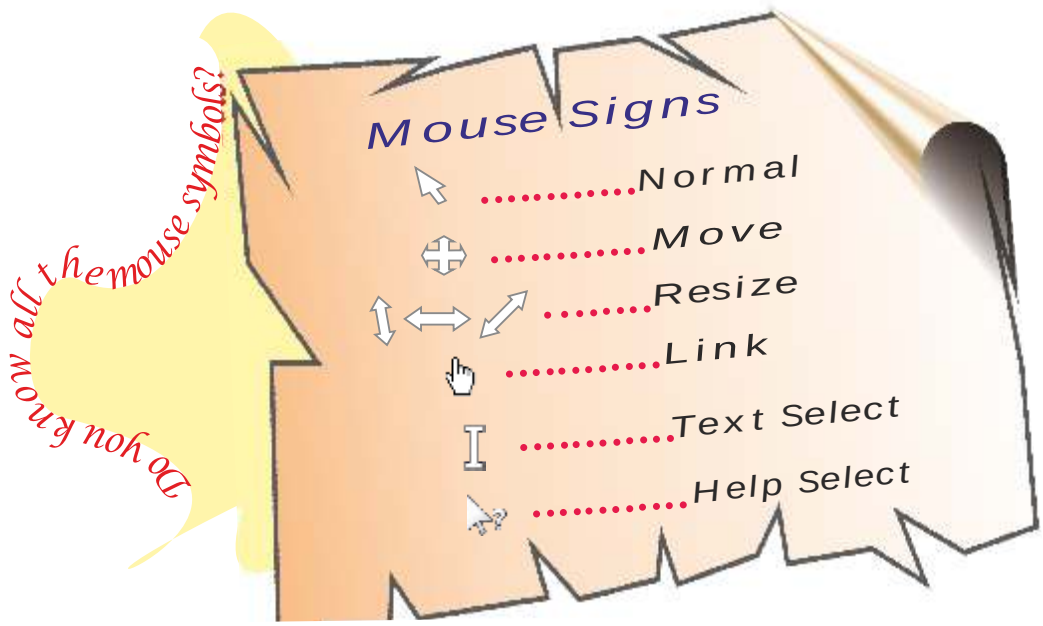


1.
2.
3.
4.
5.
4.
5.

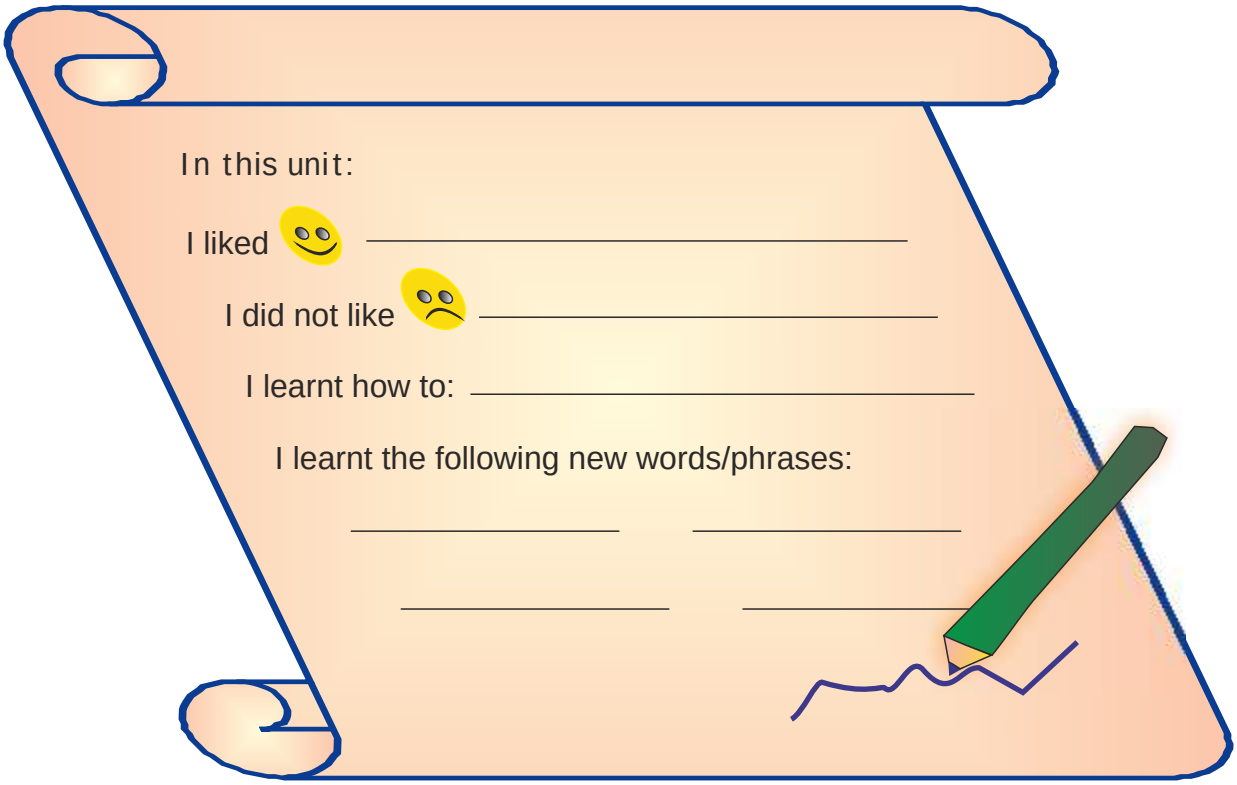
Activity 3

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





Self-assessment



Revision

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

1. What are the computers like in the lab?

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

2. What size are the computers?

a) small b) medium c) too big

3. What are the mice like ?

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

4. What different types of the mice are there?

a) optical b) mechanical c) touchpad

5. What are the printers like?

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

6. What are the monitors like?

a) small b) medium c) too big

UNIT 3

NETWORK CONCEPTS

In this unit you will learn about:

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

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.

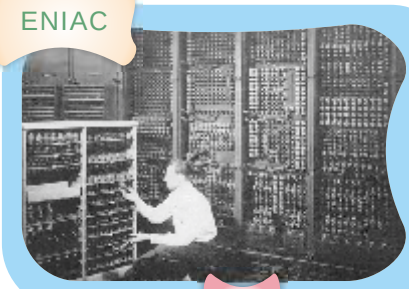
abacus

UNIVAC

Grid

IBM PC

ENIAC



Activity 2

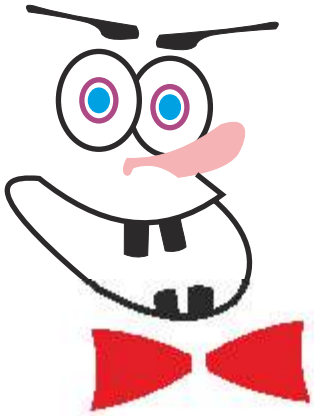
Now look at the pictures above. Think of and relate to your partner two more developments in computer history.

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). 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

SUBJECT: The history of the Internet:
SCENE LESSON 1
TAKE
WWW
ARPANET
HARVARD
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.

Zachary

1 Hi! Michael

Michael

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

Zachary

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

Michael

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

Zachary

5 I see. What are the differences between them?

Michael

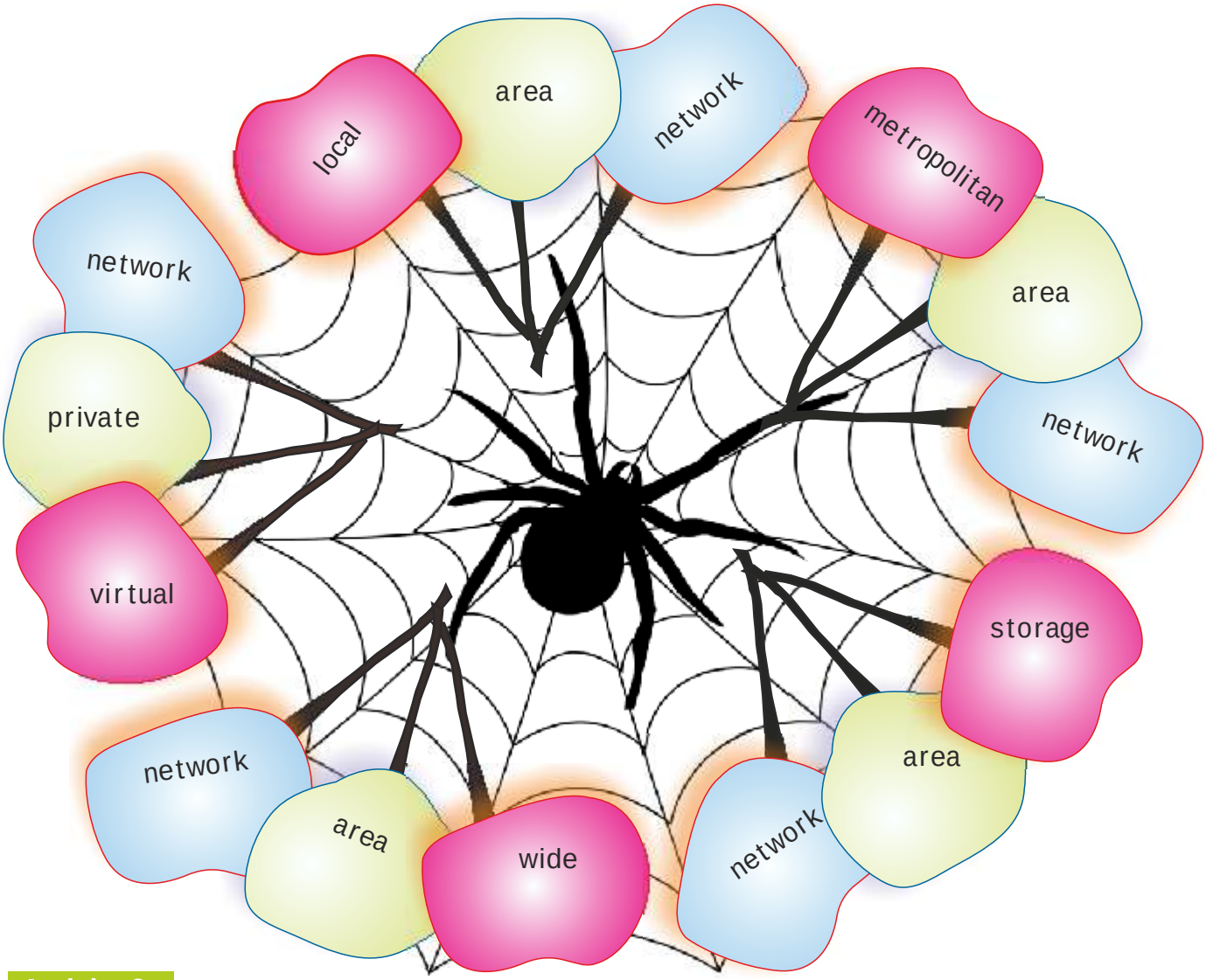
6 Hmm, let me make it clear for you. We use LAN for short-distance connections such as those in computer labs. We use WAN for wide-area connections like the Internet. We use MAN for metropolitan connections; for example, universities in Istanbul. And SAN is for storing data such as a flashdisc in a network.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

Activity 1

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



Activity 2

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

LAN	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.

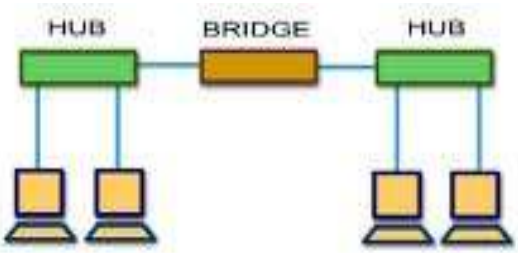
There are a lot of computers in the banks.

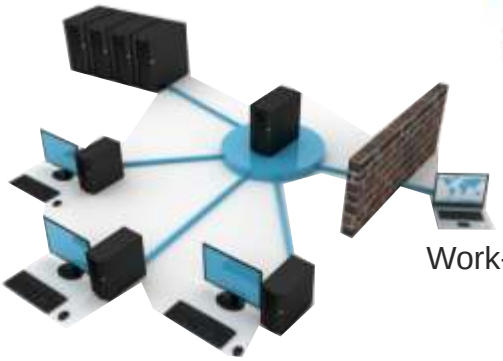
A network operator can set up the correct connection between computers and the Net.

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

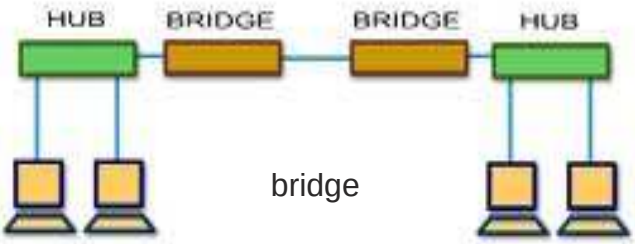
Warm-up

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.

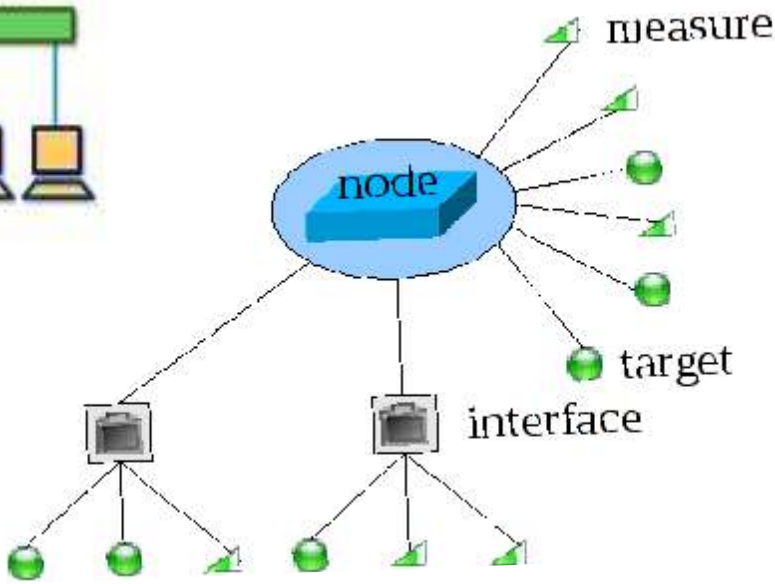




Work-station



bridge



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.

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

Zachary

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

Michael

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

Zachary

Yes, it is. Devices such as printers that are 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.

Michael

Activity 2

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

1) The 'computers' in a computer network are often called _____.

2) A type of computer network that is normally used in an office or school is called a _____.

3) A cable that is used to transport data from one computer to another on a computer network is called an _____.

4) A device/machine that connects the computers in a LAN is a _____.

5) A powerful computer that is used on a computer network to store or save other computers' data and files is called a _____.

6) A device that is connected to the network is called a _____.

7) A device/machine on a computer network that is used to move data between different computers and servers is a _____.

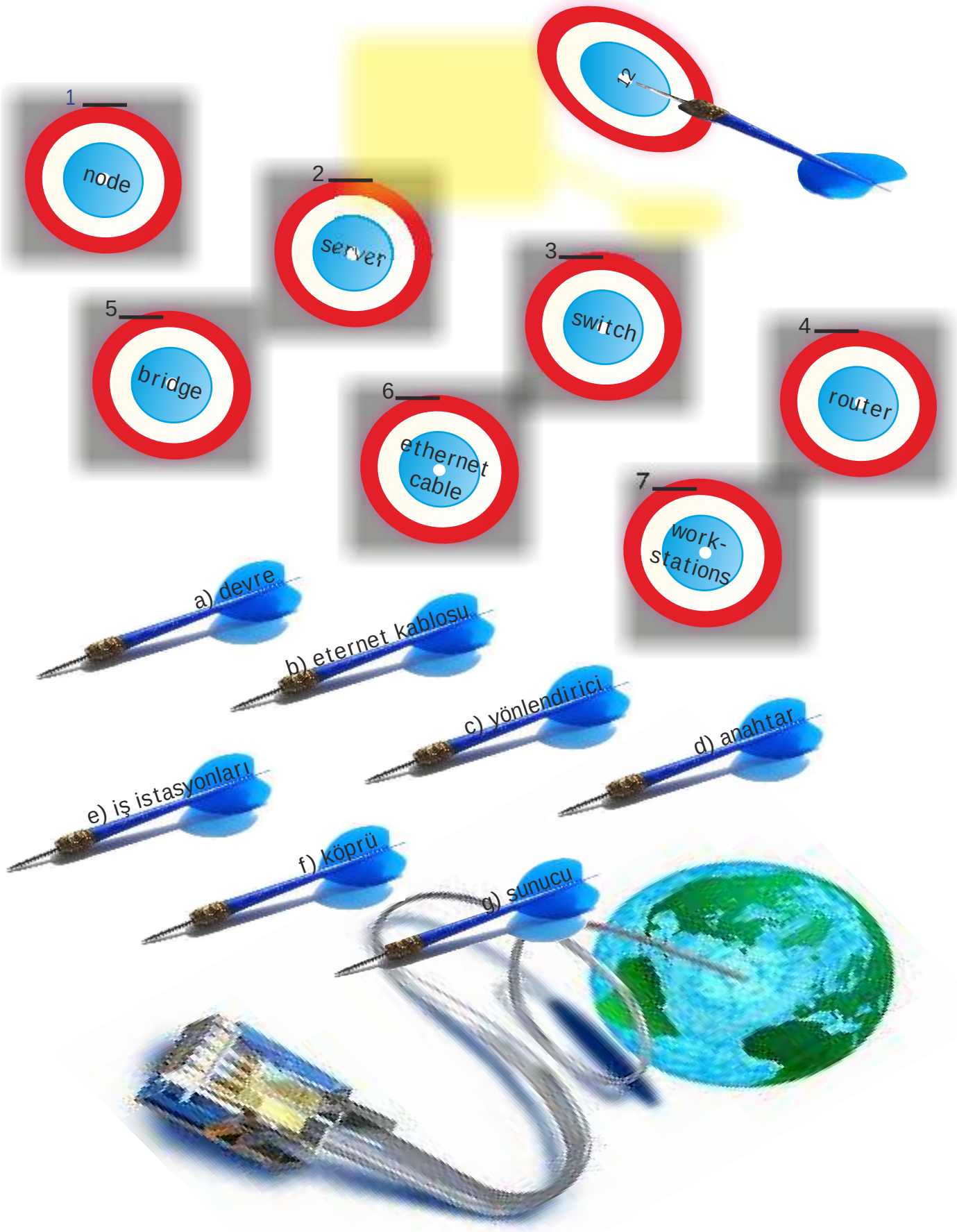
8) A device that enhances the network is called a _____.

Activity 3

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

Activity 4

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



What do you think they are?
Explain the difference 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

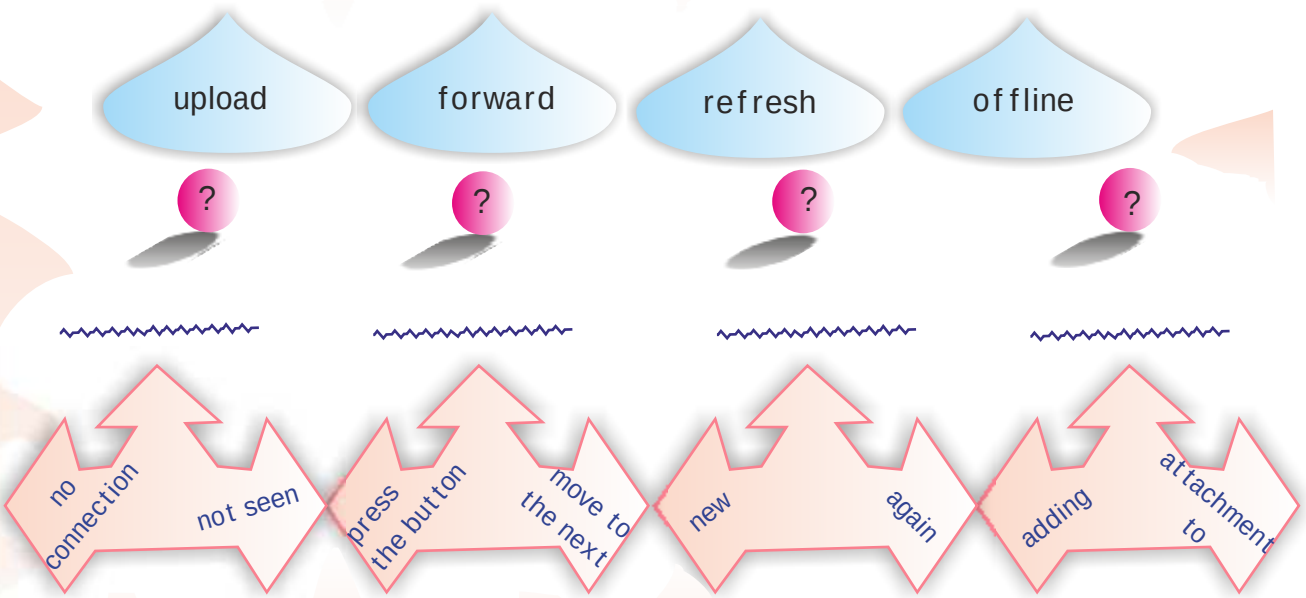
Activity 2

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

1) ⇦ refers to	a) favourites
2) being active on net	b) home-page
3) refers to	c) online
4) a tool we use to save addresses	d) go back

Activity 3

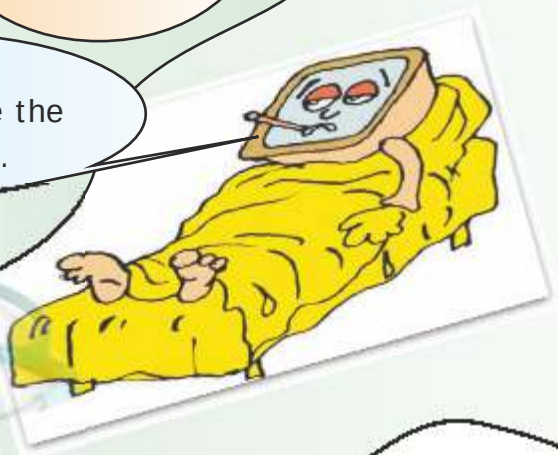
Below are some keywords in rain drops. Choose the correct word from the rain drop and write it on the wavy line above the definition.



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

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

Computer viruses damage the computers.



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

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

It is a self-propagating piece of malware.

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

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

Activity 1

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

1) A Trojan horse can't make copies of itself. _____

2) Spyware is difficult to find._____

3) A worm multiplies itself in a computer very quickly. _____

4) Adware doesn't download advertisements to your computer. _____

Activity 2

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

1. worms
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

Example:

quarantine

threaten

attention

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 _____

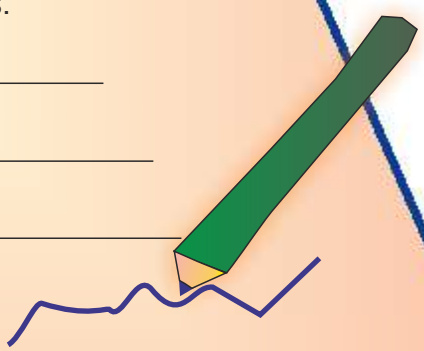
I learnt how to: _____

I learnt the following new words/phrases:

_____ _____

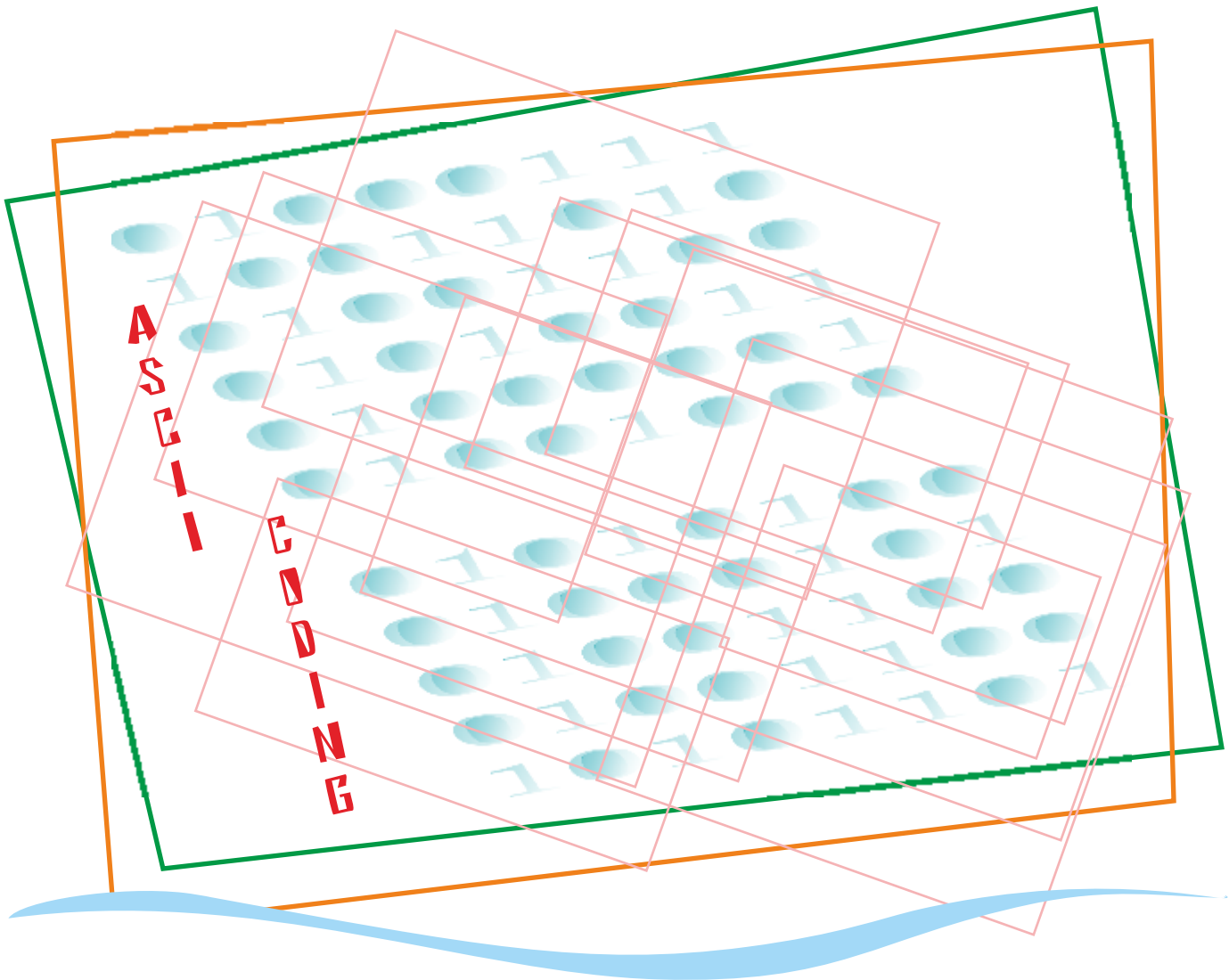
_____ _____

_____ _____



UNIT 4

SOFTWARE

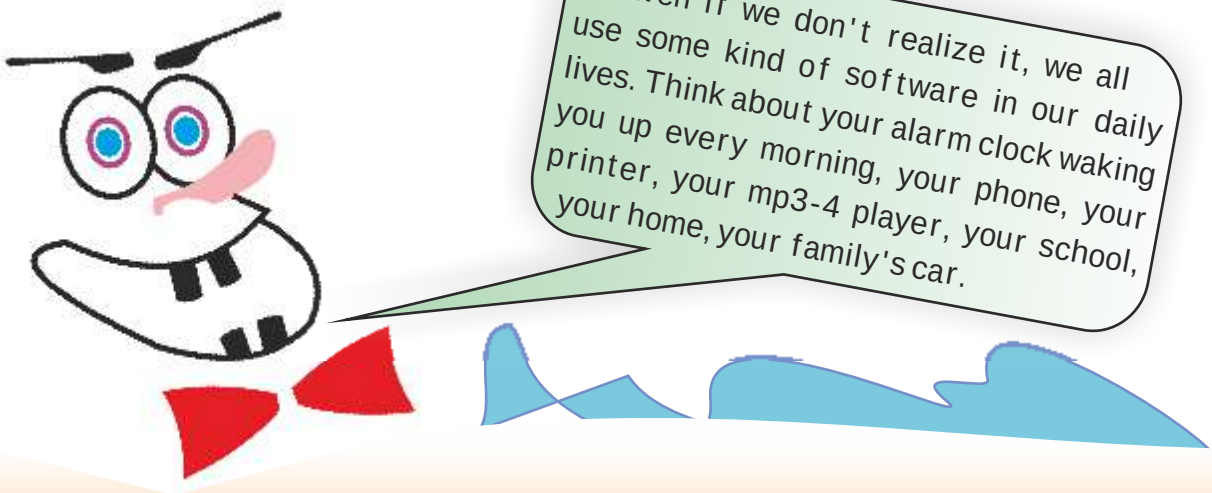


In this unit you are going to learn about:

- software and its different types

Warm-up

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

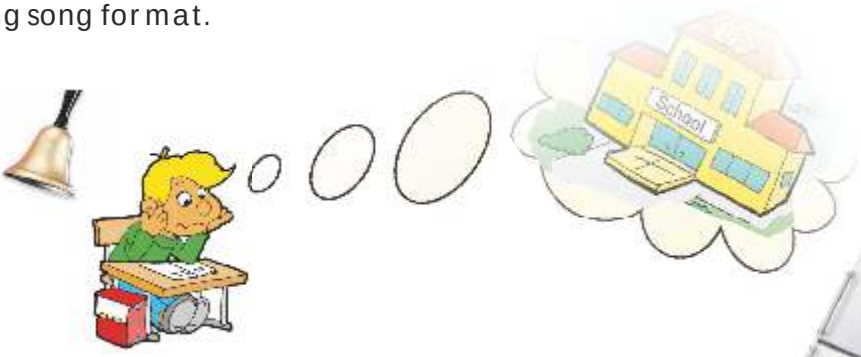


What is software ?

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

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

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



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

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

Activity 1

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

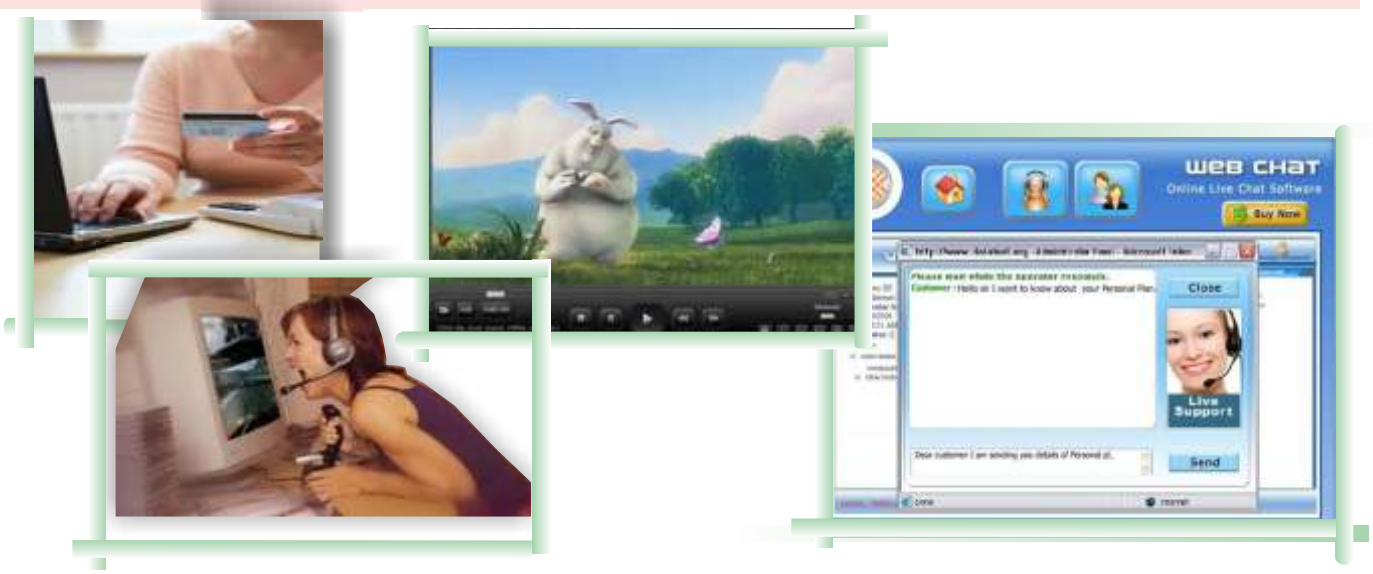
1

2

3

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

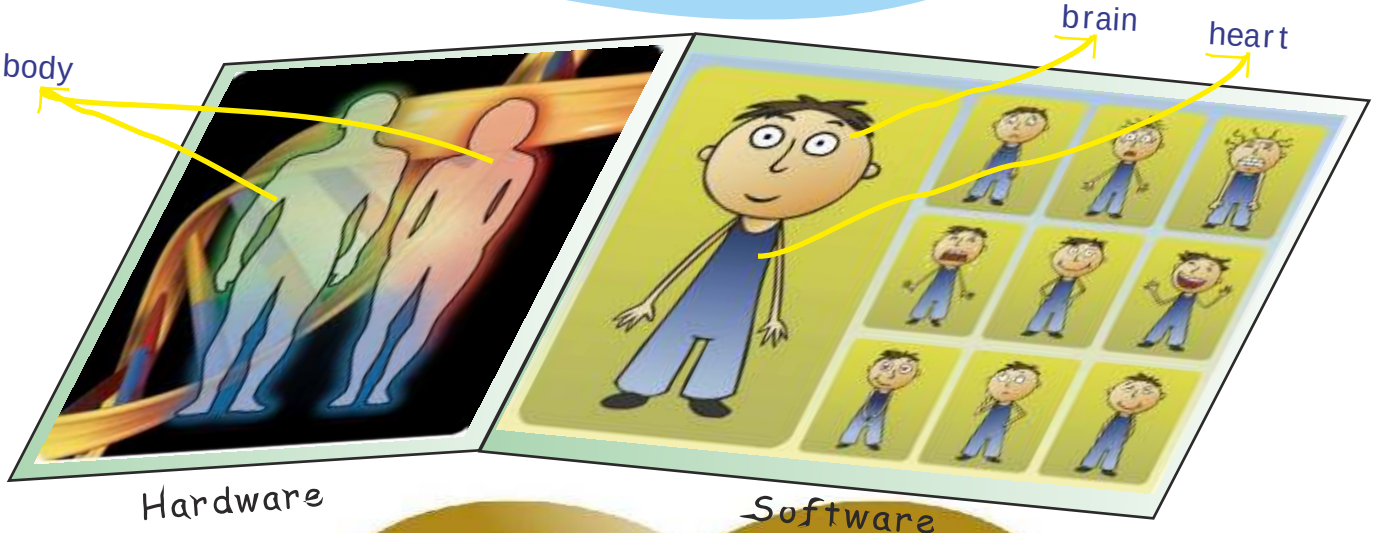
Through software, then, life is made a lot easier and more flexible. Below are some examples of software used in computing.



Activity 2

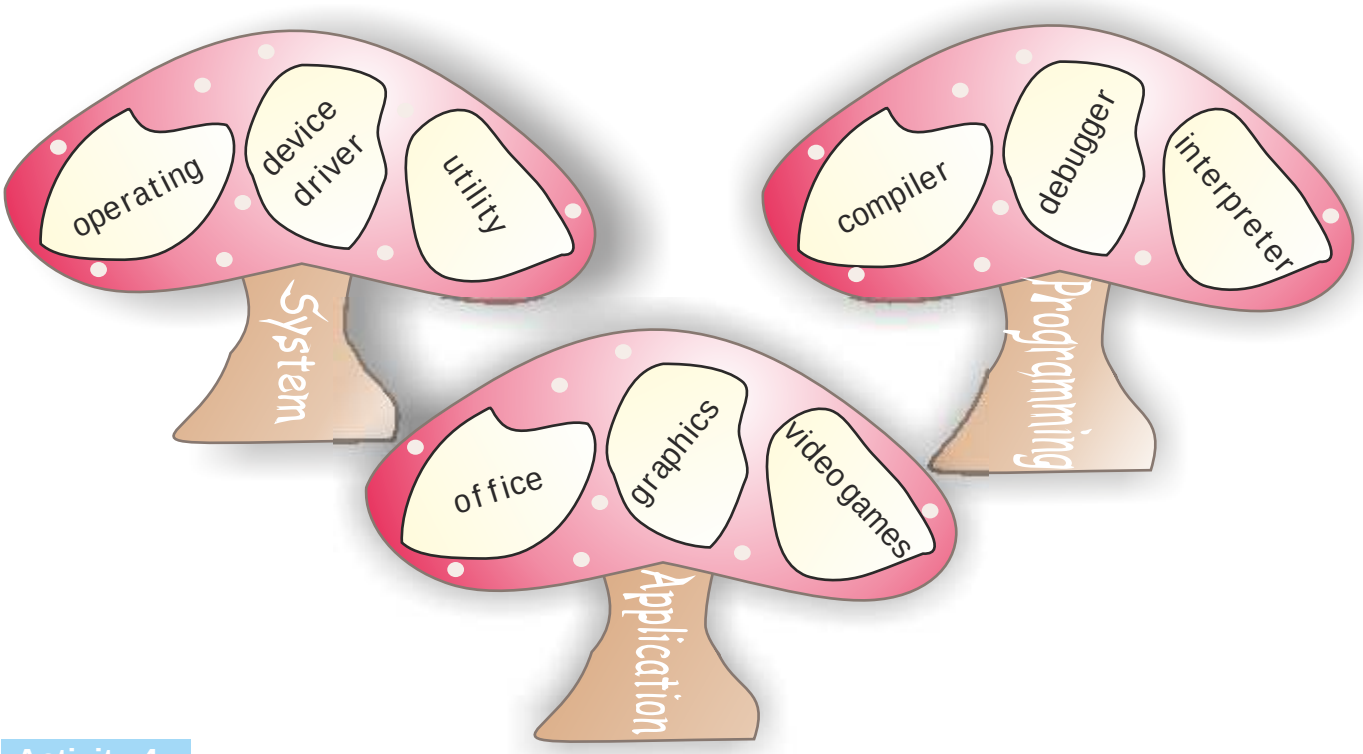
Look at the pictures at the bottom of the page in Activity 1 above. Discuss the advantages and disadvantages of using online facilities. Then complete the table below.

Advantages of using online facilities	Disadvantages of using online facilities
.....	.....
.....	.....
.....	.....



Activity 3

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

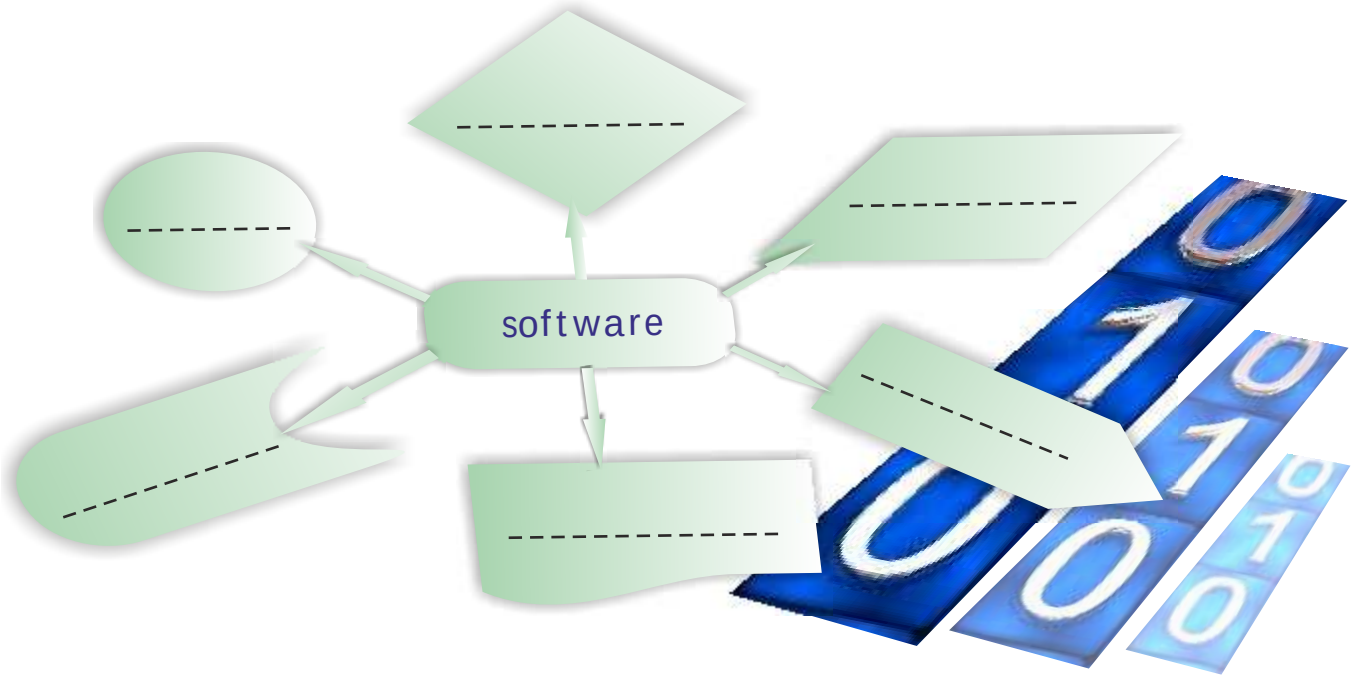


Activity 4

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

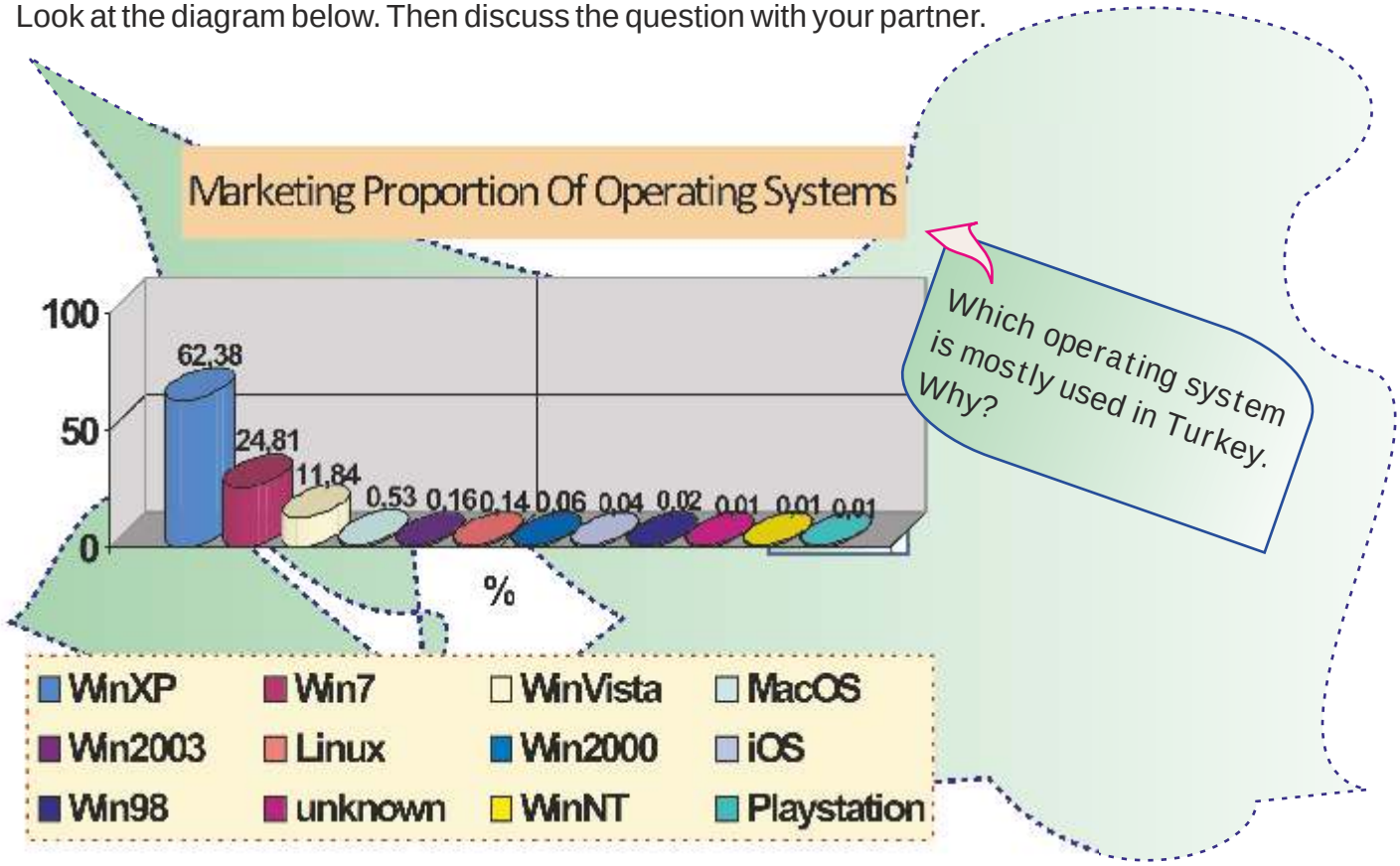
Activity 5

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



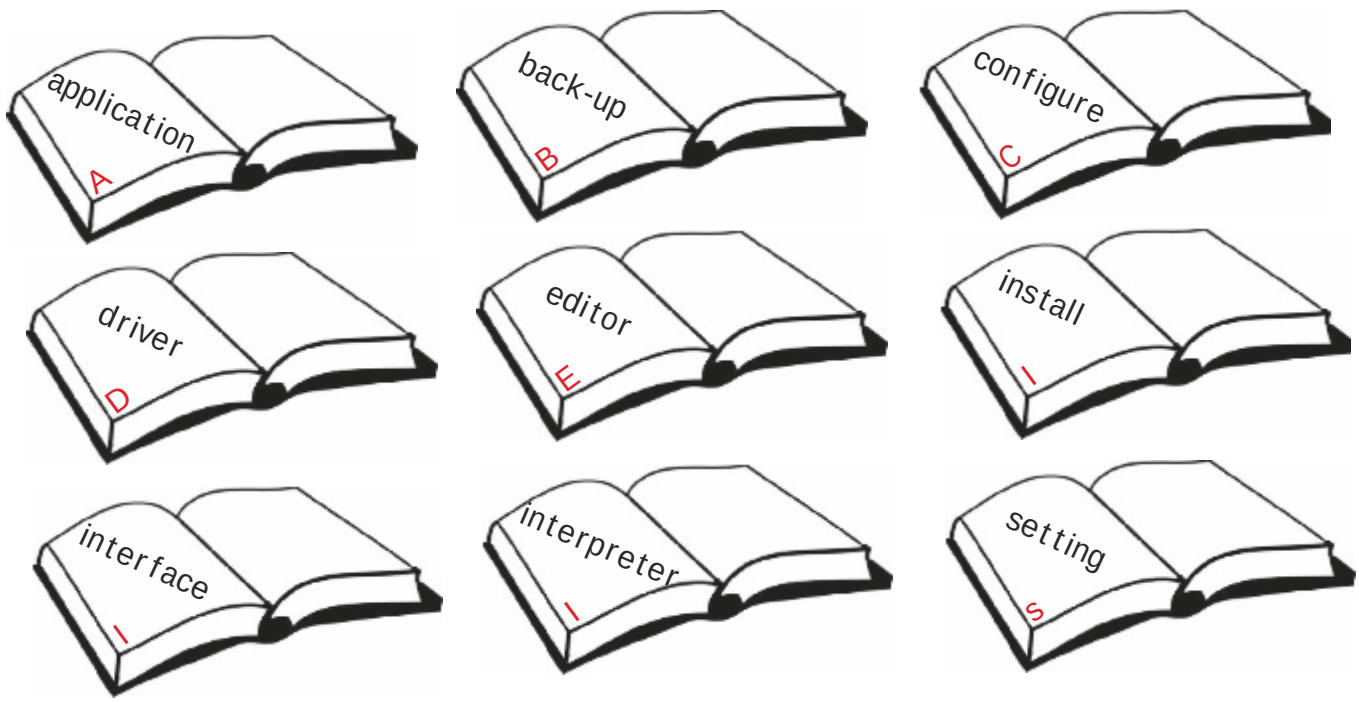
Activity 6

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



Activity 7

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



Activity 8

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

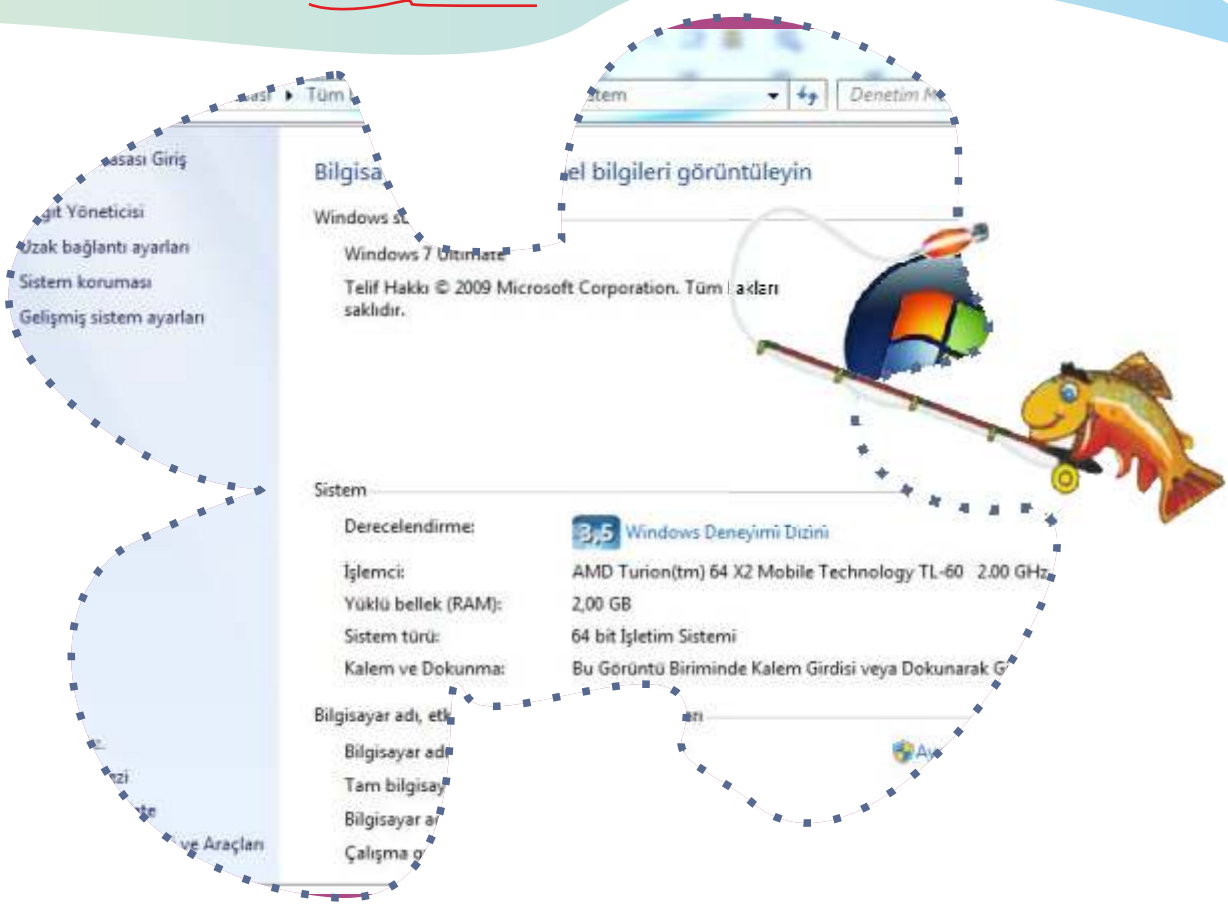
I know these words already:

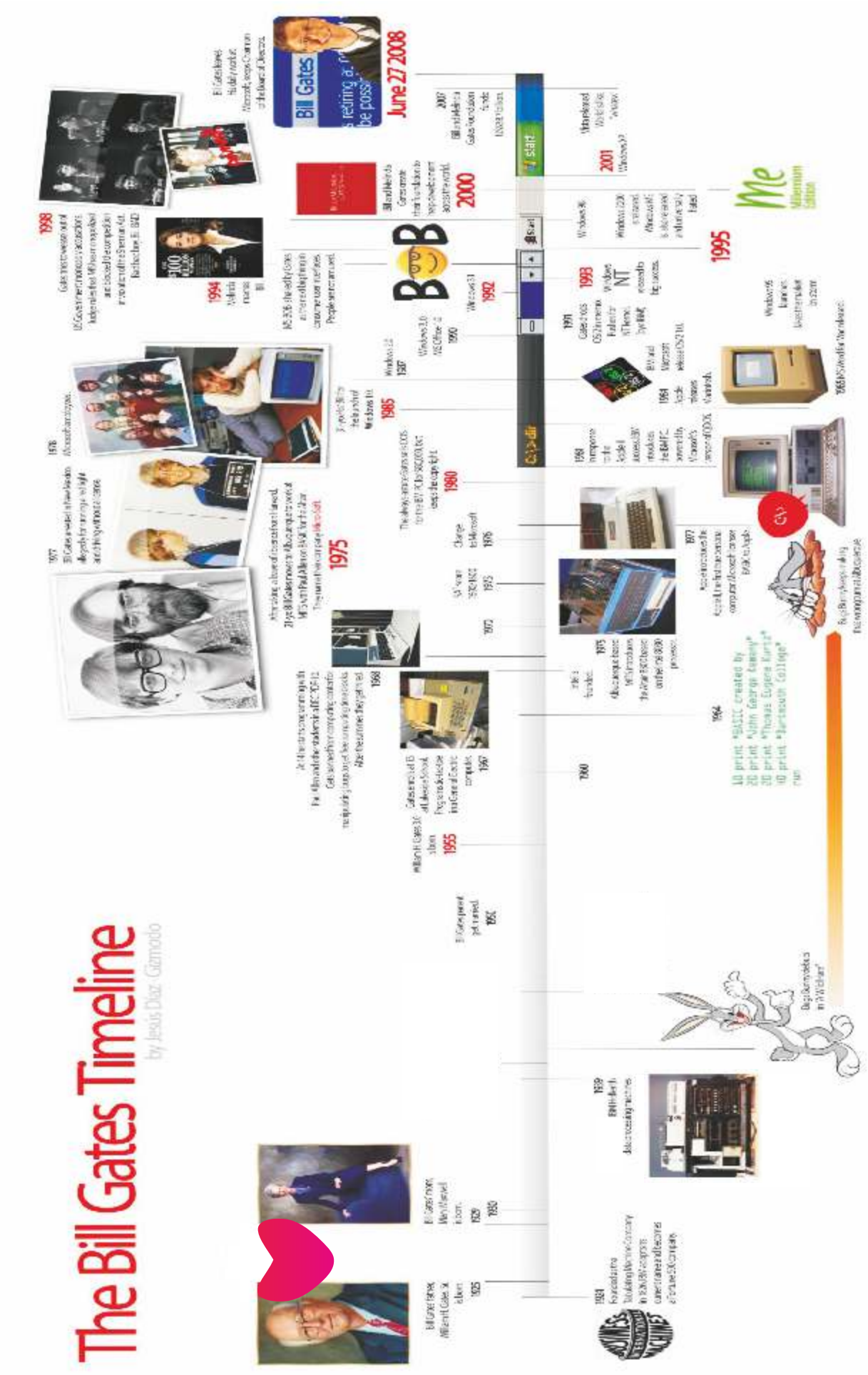
The picture is about .

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

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by Jesus Diaz Gizmodo
Bill Gates
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Activity 10

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

KING OF MICROSOFT

1955

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

1968

1975

1977

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

1985

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

1993

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

Activity 11

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

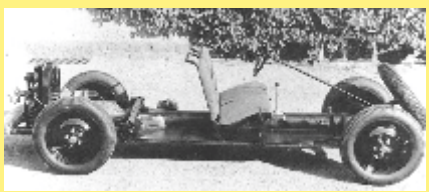
chairman: graduated: licensed: launched: affected:

Activity 12

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

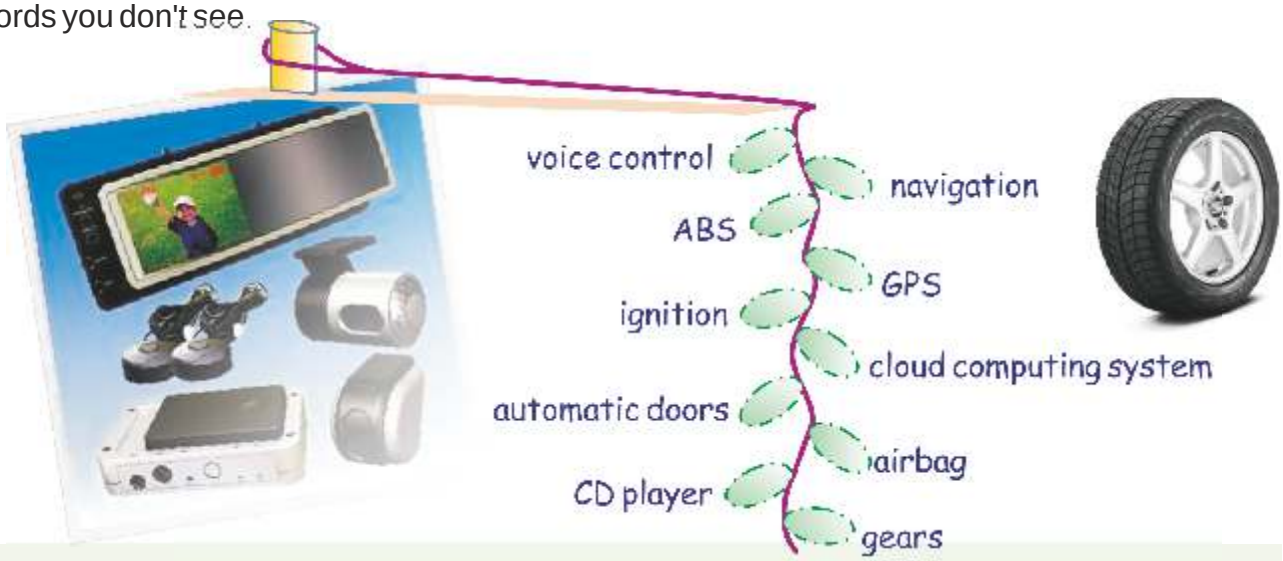
Activity 13

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



Activity 14

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



Software and cars

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

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

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

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

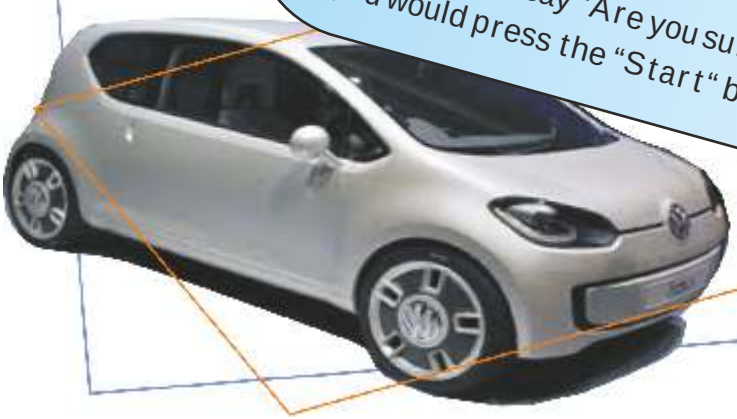
B) Imagine cars of the future. Suggest some ideas that might improve cars for the drivers and the passengers.

Fun Corner

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

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

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



Did you know that:

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

Self-assessment

A)

In this unit:

I liked _____

I did not like _____

I learnt how to: _____

I learnt the following new words/phrases:

_____ _____

_____ _____

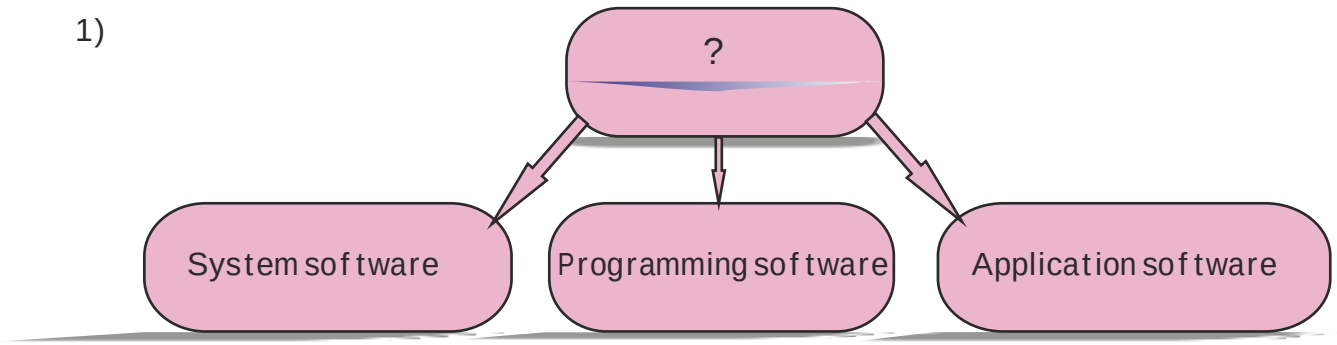
B)

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

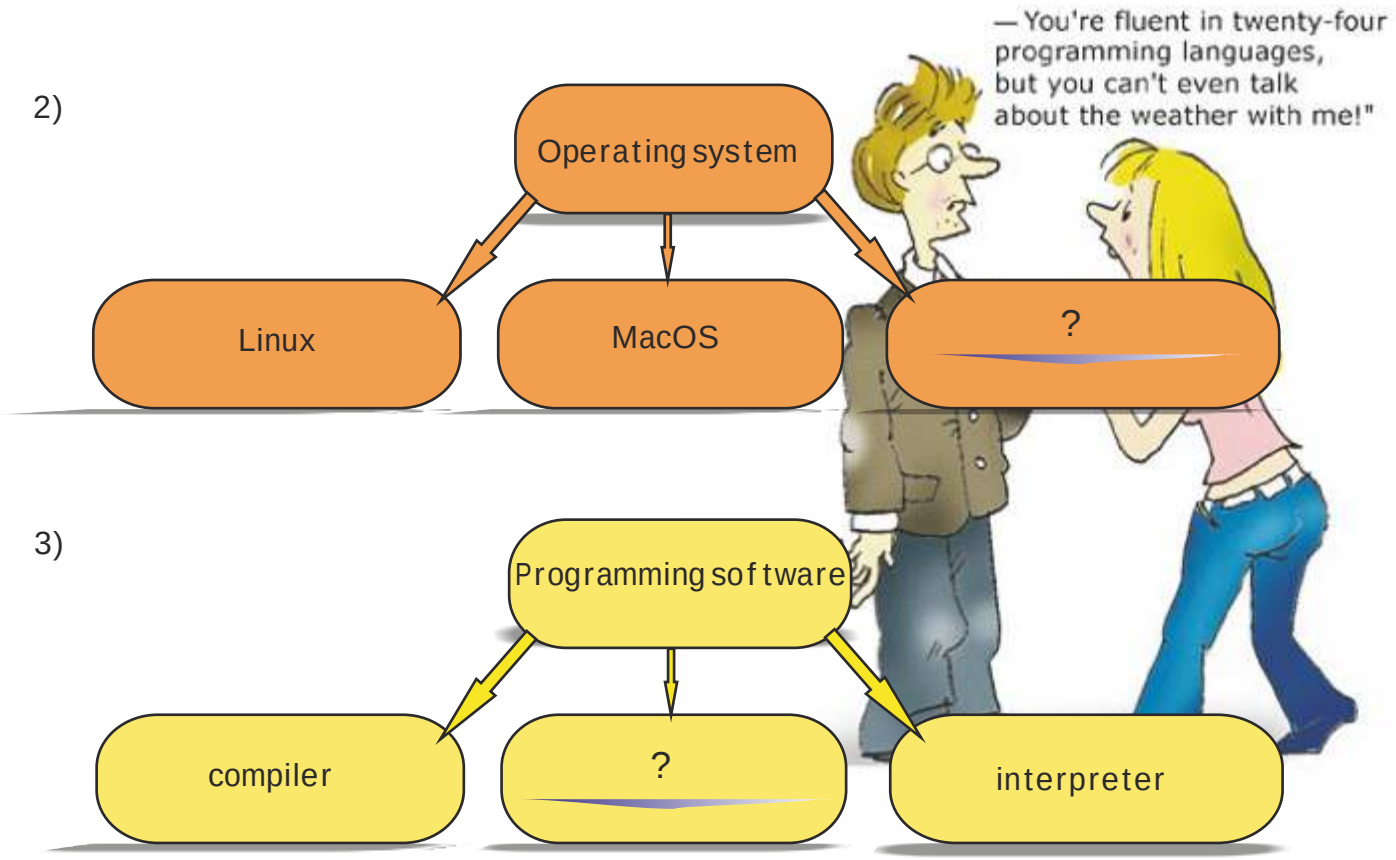
Student A: What are the different types of software?
Student B: Give me three examples of different operating systems.
Student A: Give me two examples of utility software.

C) Add the missing part

1)



2)



3)

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

UNIT 5

WEB, GRAPHIC AND ANIMATION CONCEPTS

In this unit you are going to learn about:

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

Warm-up

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

1) How often do you surf the Net?

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

2) Which web-sites do you visit?

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

3) What do you do on the Net?

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

4) Which social network sites do you use?

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

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

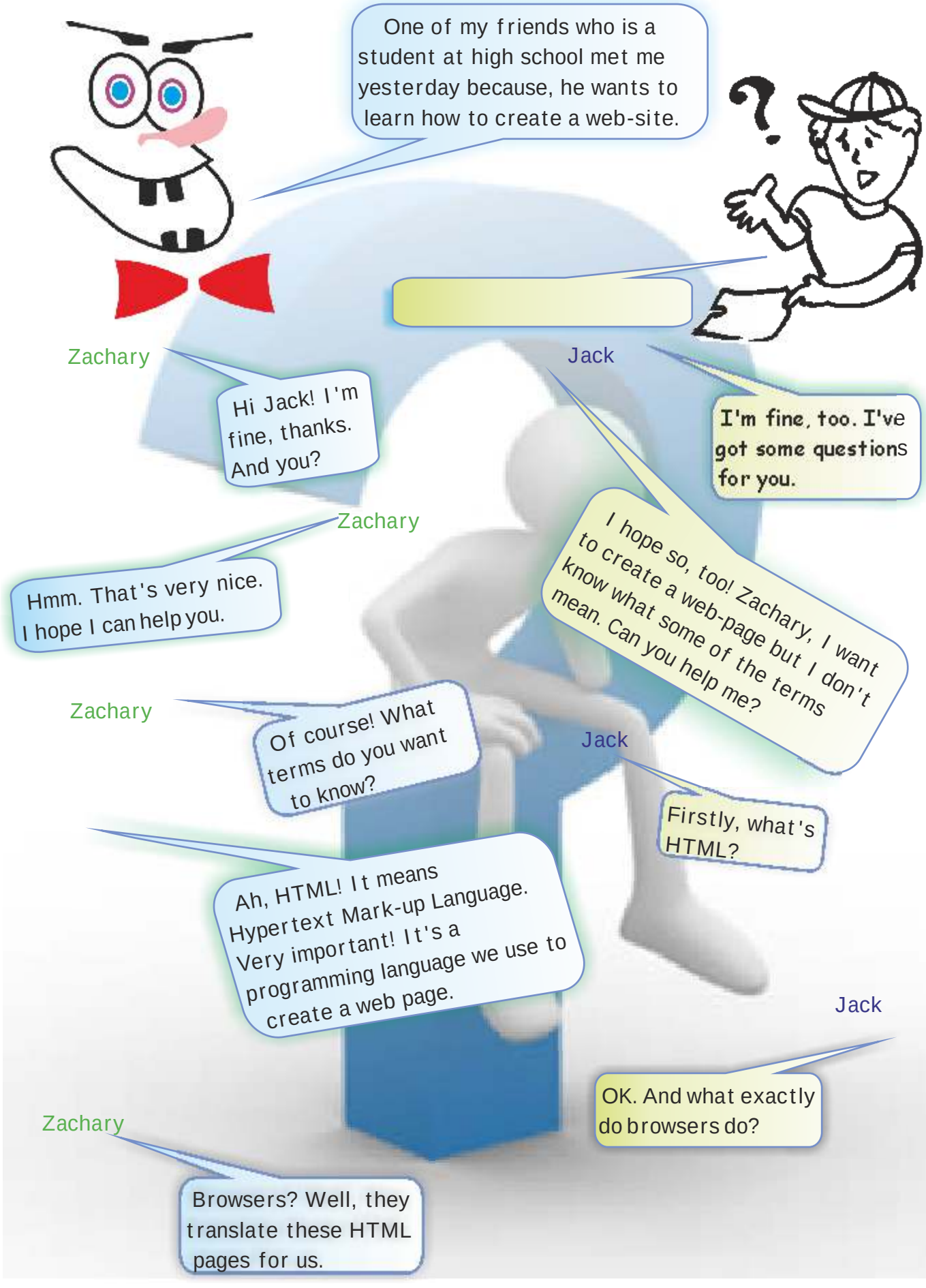
a) Yes b) No

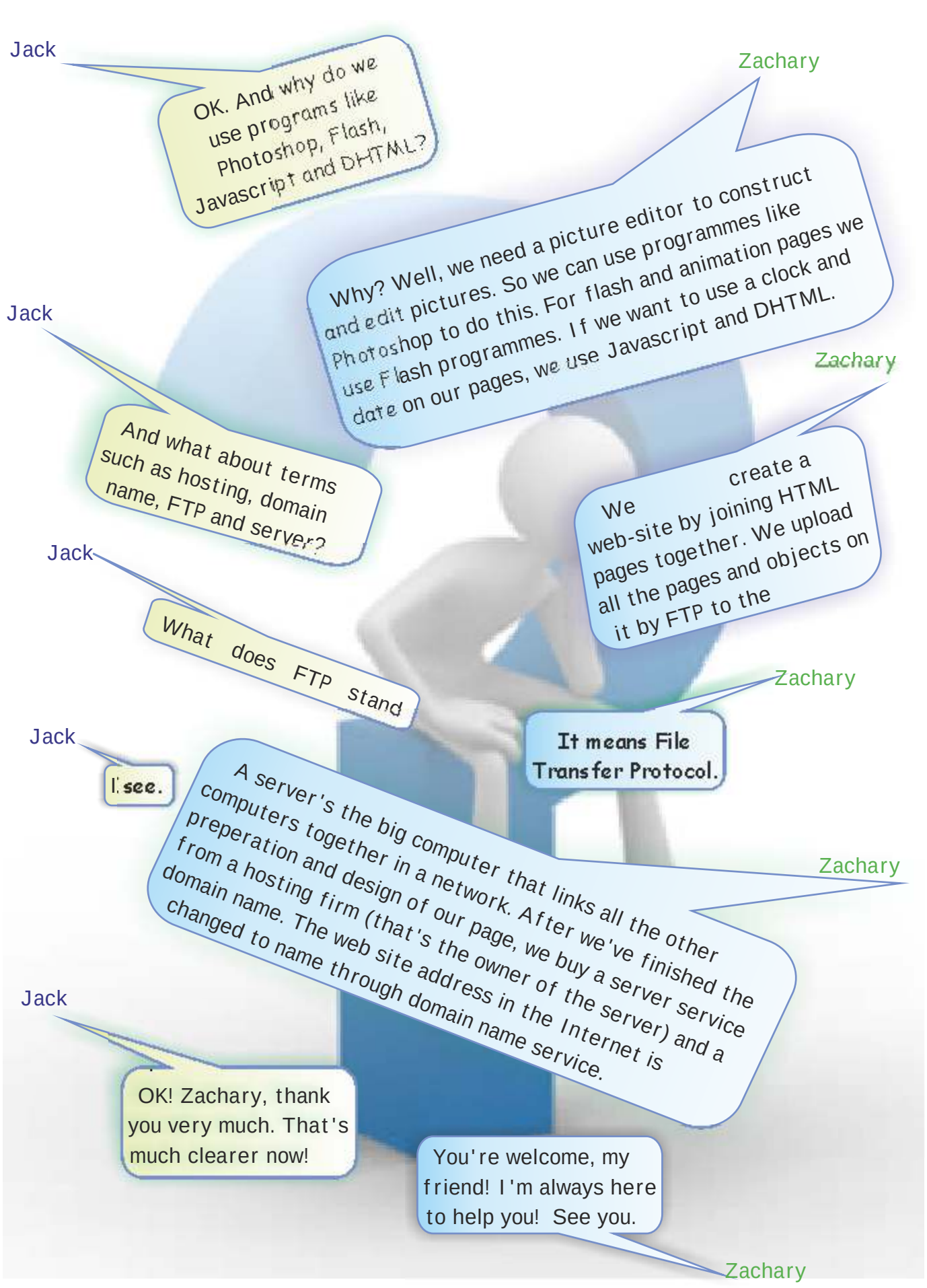
6) Which games do you play?

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

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

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


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.
Zachary
Hi Jack! I'm fine, thanks. And you?
Jack
I'm fine, too. I've got some questions for you.
Zachary
Hmm. That's very nice. I hope I can help you.
Jack
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
Of course! What terms do you want to know?
Jack
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
Jack
What does FTP stand
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.

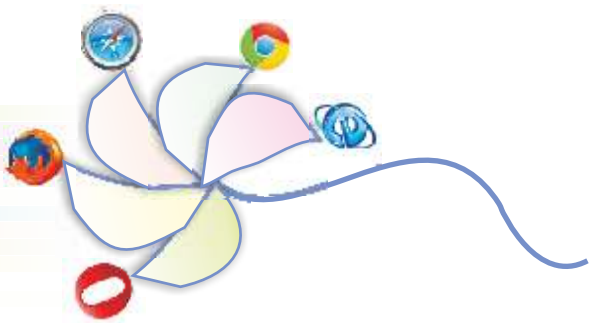
Activity 2

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

B)

Ask your partner the following question:

Which browser do you use? Why?



Activity 3

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

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

Activity 4

Give example sites to the given items.

search engine site

social network site

e-trade site

information site

forum site

blog site

government site

the news site

file sharing site

game site

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

Activity 1

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

graphic ☐	animation ☐	music ☐
film ☐	link ☐	advertisement ☐
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

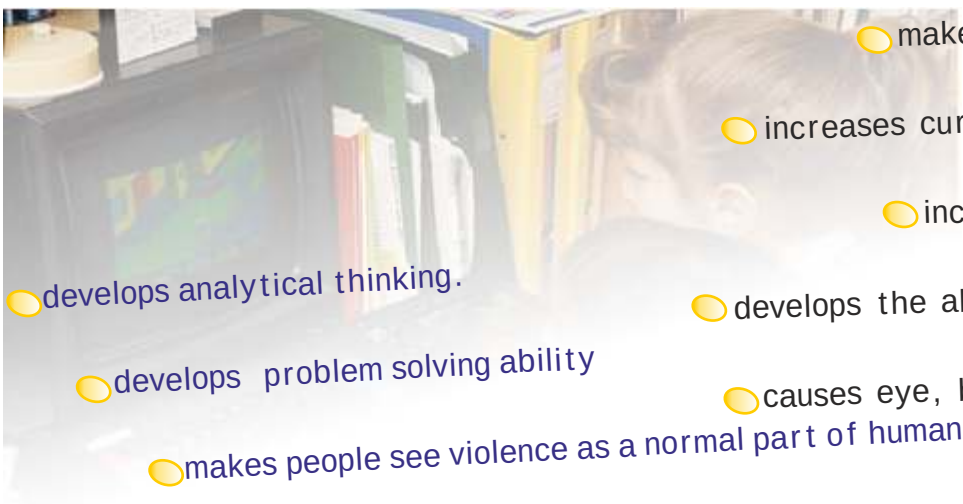
Look at the webpages above. Evaluate the webpages using these criterias:

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

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

Activity 4

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



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

Benefits of playing computer games for long hours	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

Activity 2

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

1)

2)

3)

4)

5)

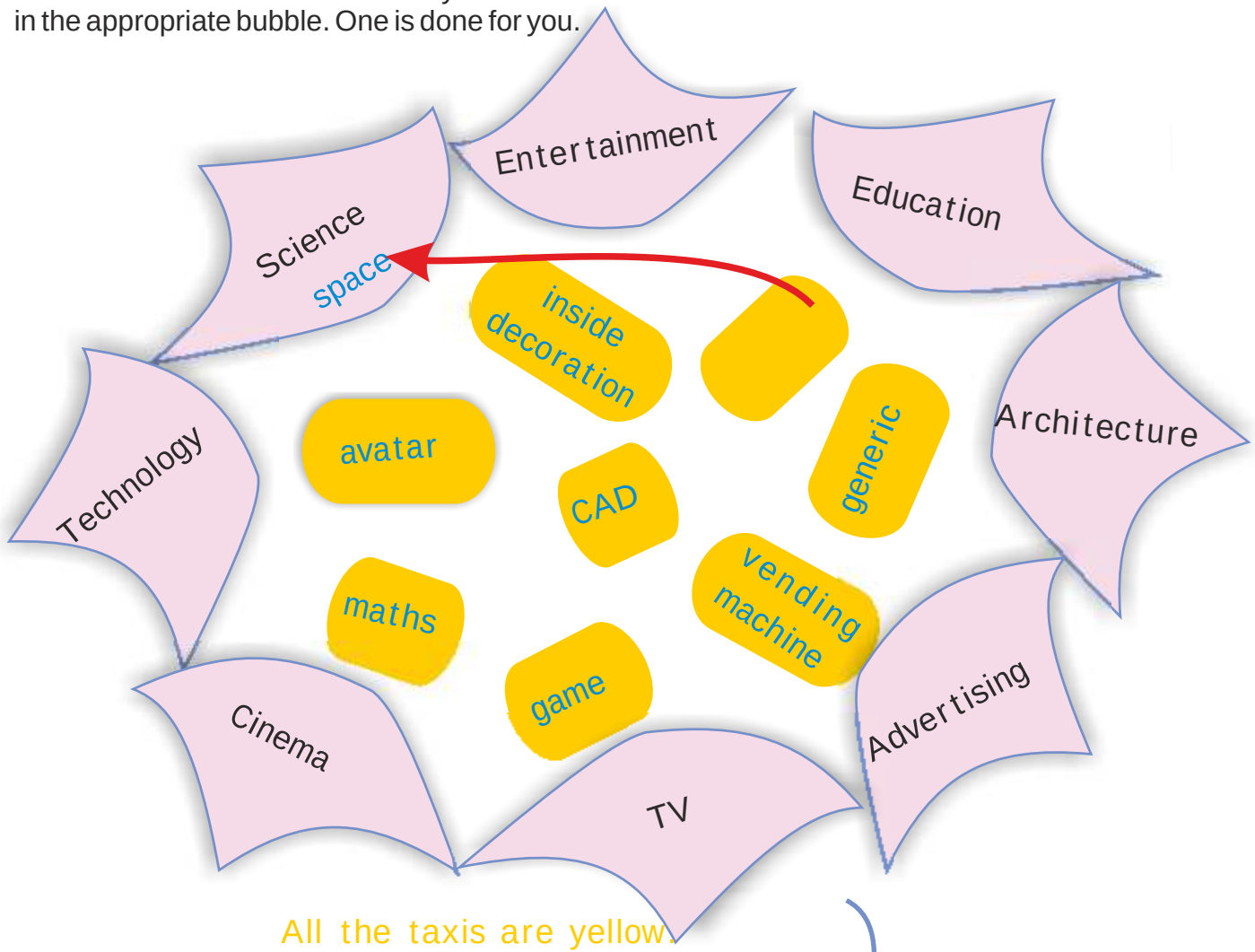
B) Read the following text. Then fill in the blanks by using one of the signs above. Write only the number in the space.

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.



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 4

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

1) You are lost in the city and you want to learn how to get to a hotel.

2) You have a job interview tomorrow and you have to prepare a CV.

3) You are a father / mother and you've lost your daughter in the shopping centre.

Assignment

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

Self-assessment

A)

In this unit:

I liked _____

I did not like _____

I learnt how to: _____

I learnt the following new words/phrases:

_____ _____

_____ _____

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

1) A good web-site should be _____.

2) A good web-site shouldn't be _____.

3) In the past people used _____ to communicate.

4) On a web-page you can see graphics, pictures and _____.

5) _____ are a dynamic version of graphics.

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

1) From which kind of firm do we buy a server service?

2) We have to buy _____ name to have our own web-site.

3) What do we call moving pictures or images?

4) _____ animation is used in the cartoon movie sector.

5) The key used for capitalizing the letters _____ .

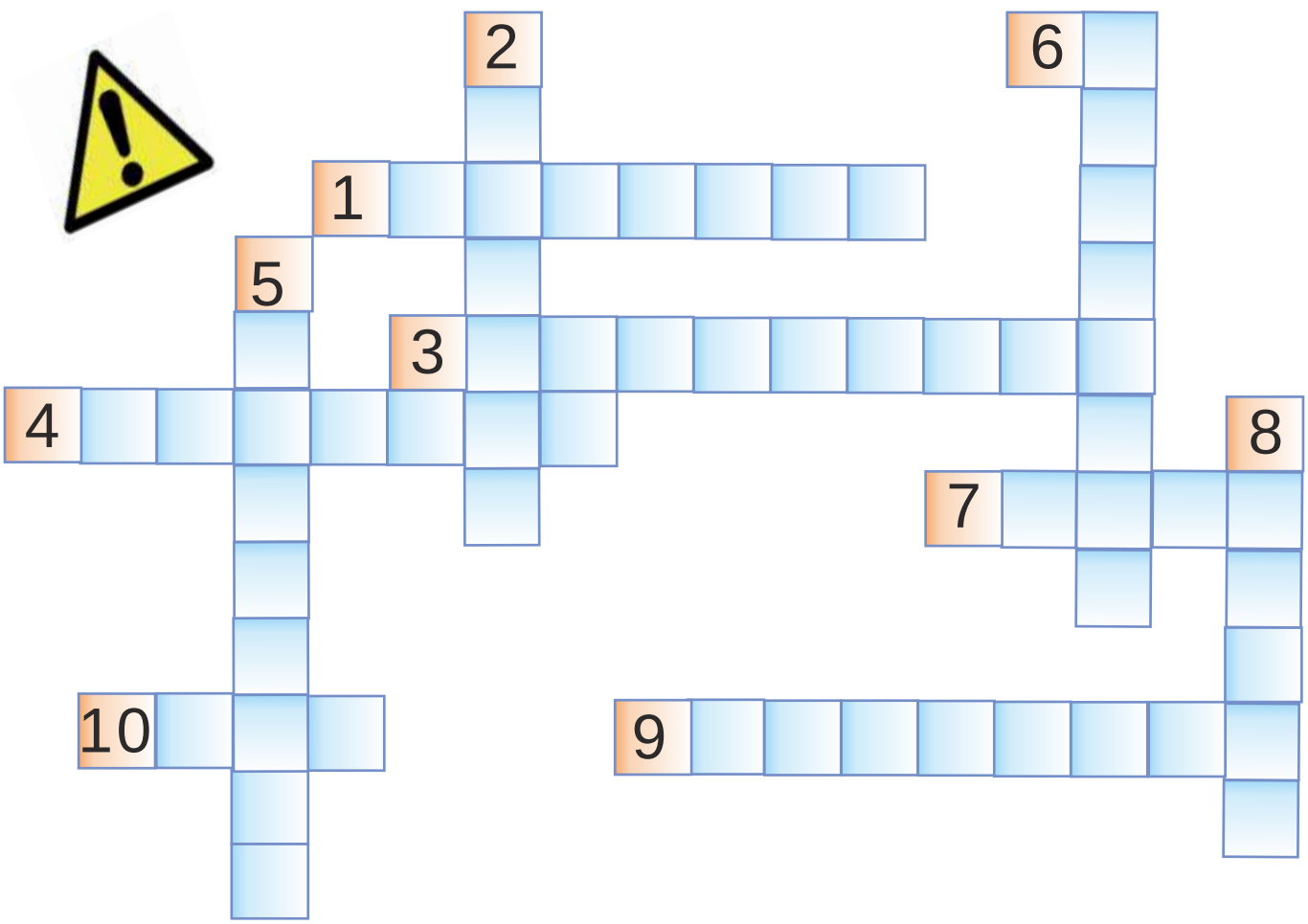
6) ? is the sign of _____ .

7) What programming language is used to create a web page?

8) Degree or amount.

9) _____ to radiation is very dangerous.

10) The short form of government is _____ .



UNIT 6

BASIC PROGRAMMING CONCEPTS

In this unit you are going to learn about:

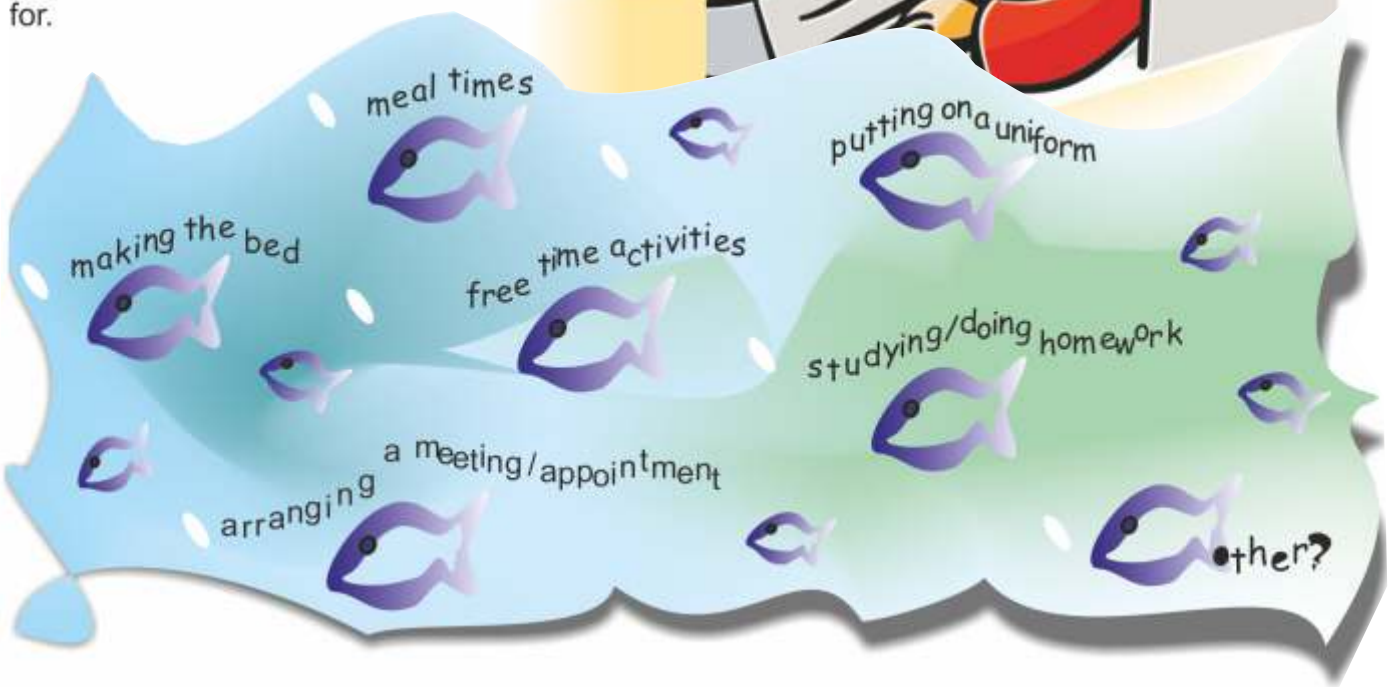
- basic programming concepts
- programming strategies
- some dangers of the Internet
- using a computer comfortably

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

Warm-up

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

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



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

Preparation:

- cut some bread

- get some cheese

- prepare some tomatoes

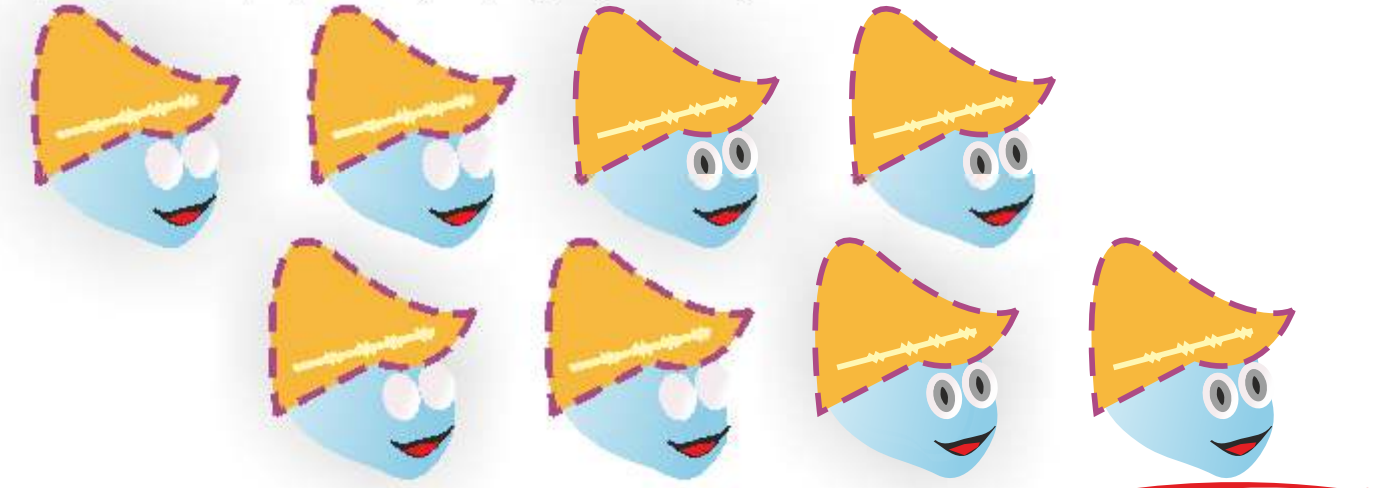
If you don't follow the sandwich-making instruction in the correct order, what would happen? Think about it.

Programming actions means avoiding a mess or chaos.

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

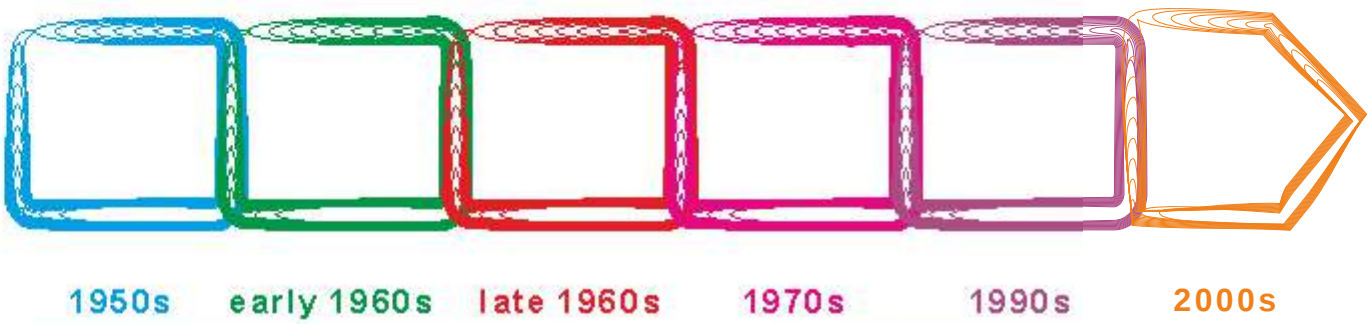
Activity 1

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



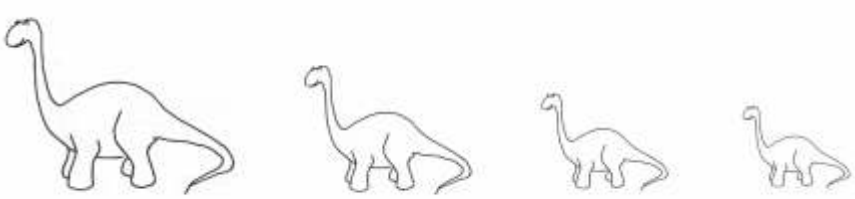
Activity 2

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

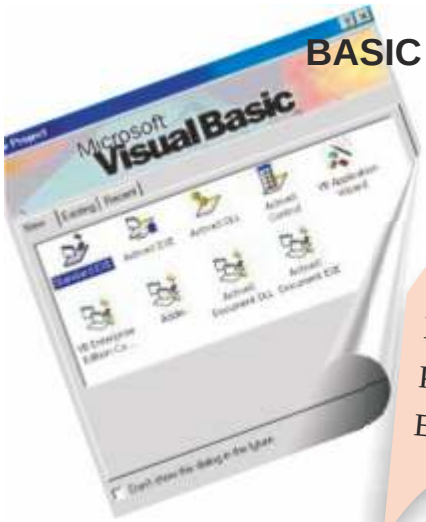


Here are a few common programming languages:

COBOL (Common Business Oriented Language)



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



BASIC (Beginner's All Purpose Symbolic Instruction Code)

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

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

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

Pascal

Pascal

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

C

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

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

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

JAVA

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

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

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

Activity 3

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

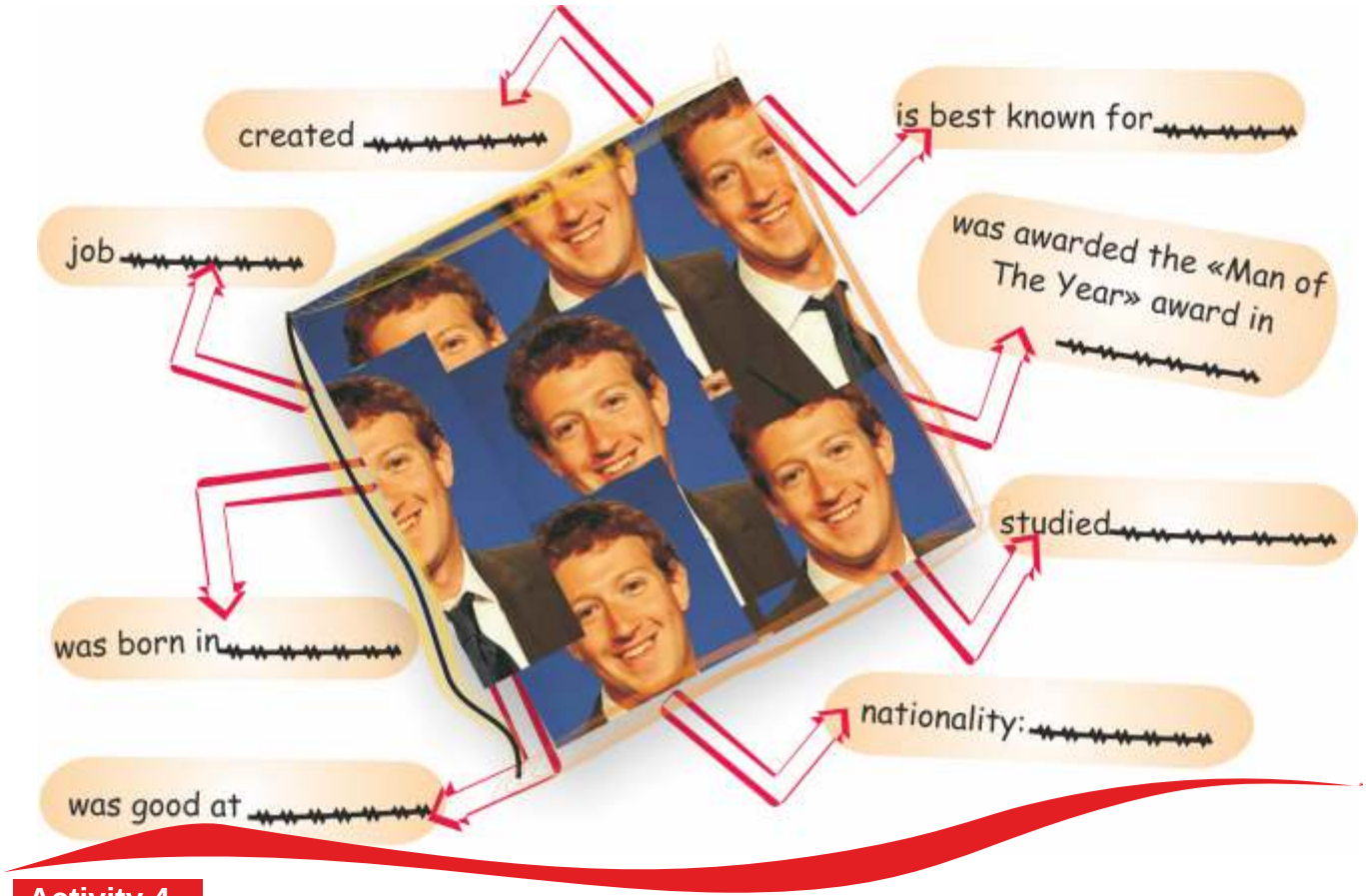
Mark Zuckerberg - Computer Programmer

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

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

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

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



Activity 4

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

Write four suggestions in the spaces below.

1.

2.

3.

4.

Activity 5

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

- 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

Advantages

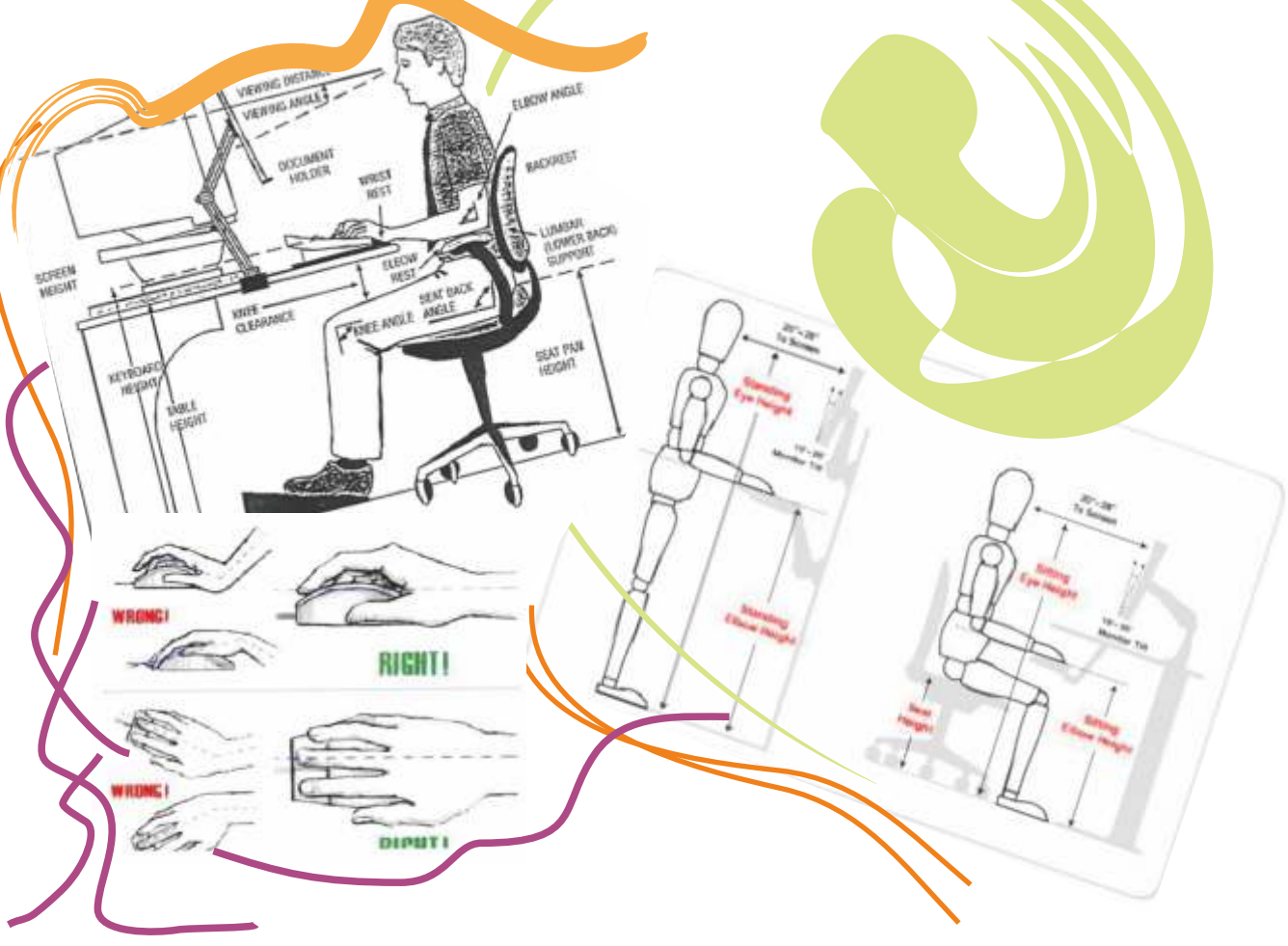
Disadvantages

Activity 6

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

Proper posture for computer work

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



Activity 7

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

1 Use of movement

2 Posture and positioning

3 For your wrist

4 For your back

A _____

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

B _____

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

C _____

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

D _____

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

Activity 8

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

	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.	☐	☐

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 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.

g

Cyber - bullyin

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

Physical danger

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

Inappropriate material

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

Invasion of privacy

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

Illegal behaviour/activity

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

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

Wheeling circle

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

Self-assessment

A.

In this unit:

I liked _____

I did not like _____

I learnt how to: _____

I learnt the following new words/phrases:

_____ _____

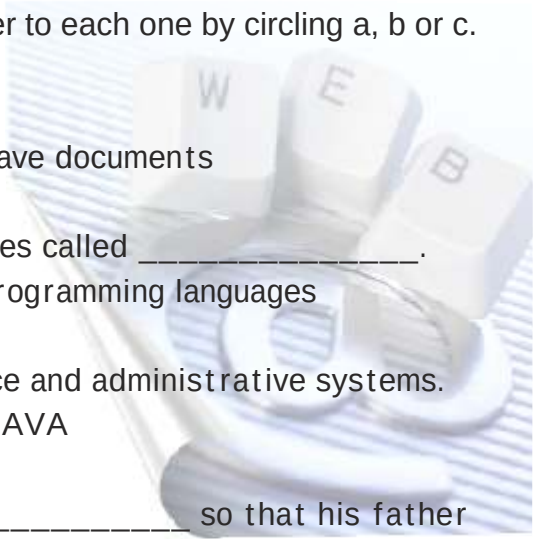
_____ _____

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

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

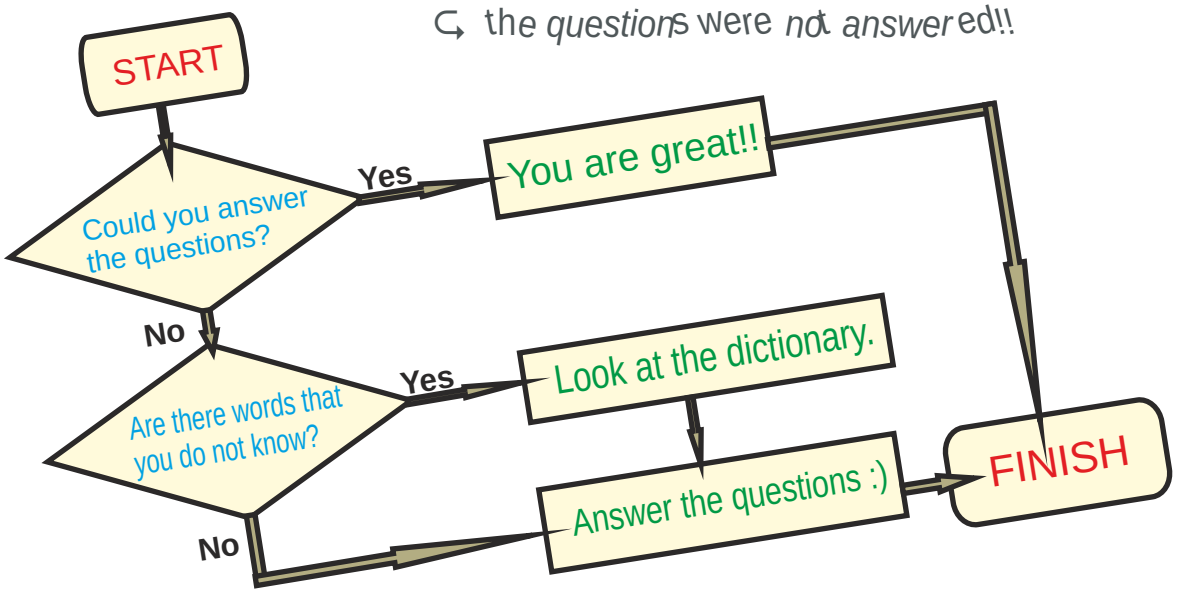
4) Mark Zuckerberg created a programme called _____ so that his father could use the computer between the house and his dental surgery.
a) Microsoft Messenger b) ICQ c) Zucnet

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*!!



UNIT 7 THE CV, THE JOB APPLICATION AND THE INTERVIEW

In this unit you are going to learn about:

- how to write a CV
- more about job interviews

Warm-up

What is a CV? Where do we use it?

Activity 1

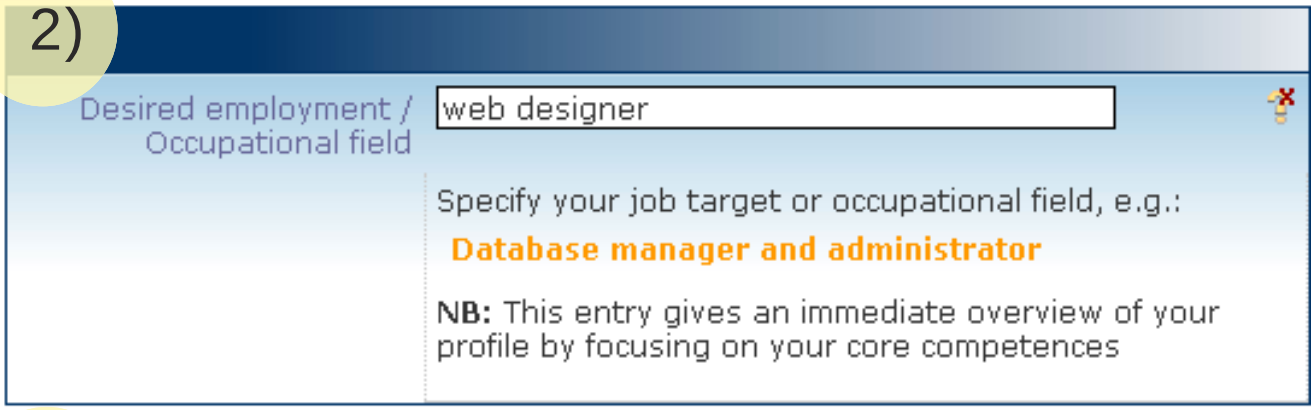
In pairs, look at the charts below. Then match the headings (A-F) with the e-forms (1-6).

Headings:

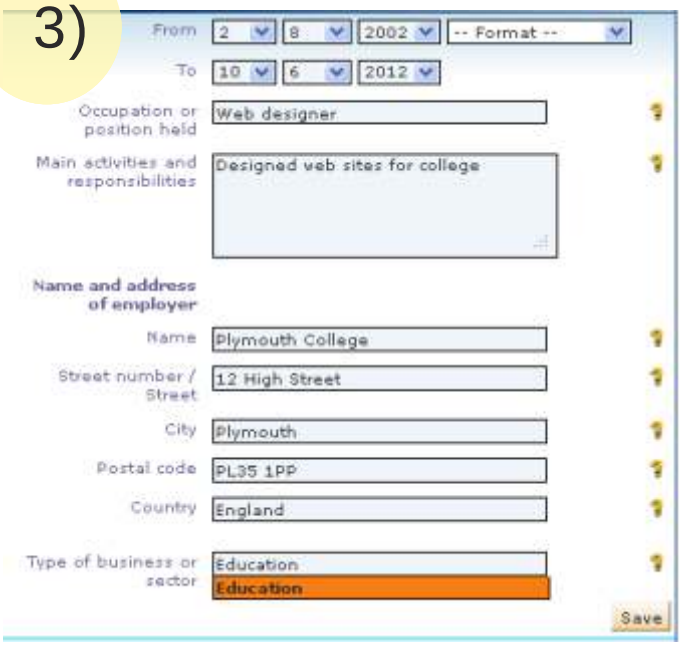
1)

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

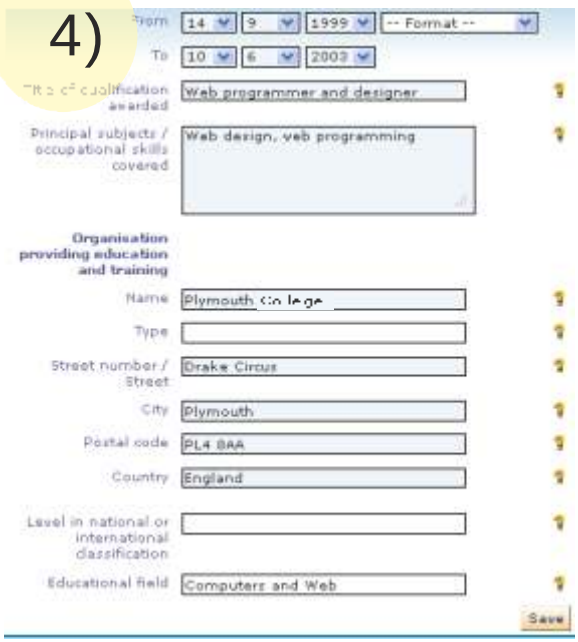
2)


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

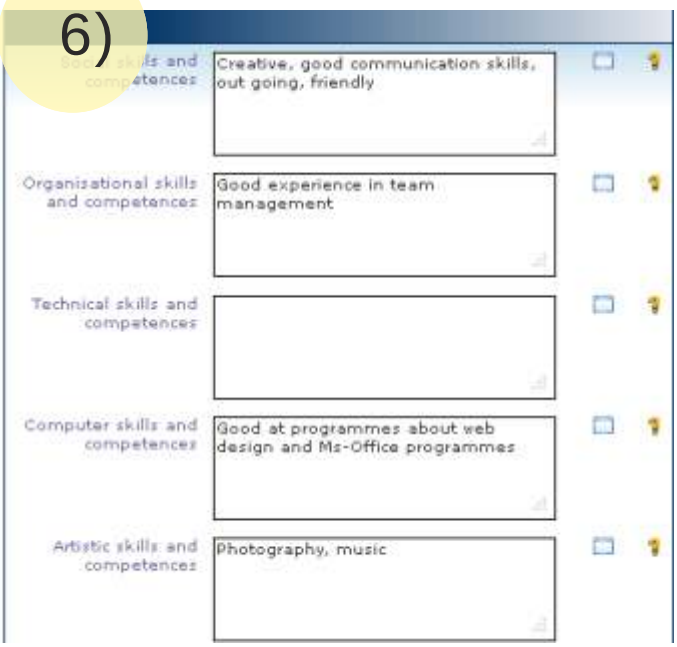
4)


From 14 9 1999 -- Format --
To 10 6 2003
Web programmer and designer
Principal subjects / occupational skills covered
Web design, web programming
Organisation providing education and training
Name
Plymouth College
Type
Street number / Street
Drake Circus
City
Plymouth
Postal code
PL4 8AA
Country
England
Level in national or international classification
Educational field
Computers and Web
Save

5)

Enter mother tongue(s)
English
en
Other language(s) - Self-assessment
Enter a language
Turkish
tr
Understanding
Listening
Independent user (B1)
Reading
Independent user (B1)
Speaking
Spoken interaction
Independent user (B1)
Spoken production
Independent user (B1)
Writing
Independent user (B1)
Save
Cancel
List of your other languages

6)

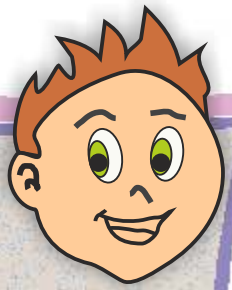

Creative, good communication skills, out going, friendly
Organisational skills and competences
Good experience in team management
Technical skills and competences
Computer skills and competences
Good at programmes about web design and Ms-Office programmes
Artistic skills and competences
Photography, music

Activity 2

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

Özlem Angun

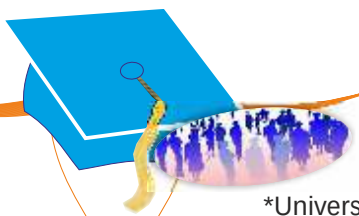
* Age: 19
* Trade school diploma
* Knows English and French
* Out-going, independent worker, sociable, self confident
* Good communication skills.
* Takes responsibility



Hakan Sayar

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

	Web designer	Secretary	Accountant	Sales Manager
Özlem				
Hakan				



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

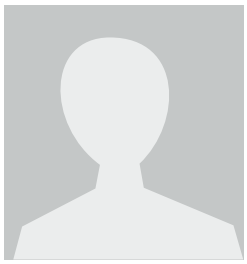
* Proficient at using design programmes
* Will have at least one modern foreign language
* Will be able to work independently on projects
* 2 years' experience required
* University degree
* You will be expected to regularly update web - sites
* Applicants should be creative and enthusiastic IT users

Activity 3

In pairs, discuss the advantages of a standardized CV.

europass

Europass Curriculum Vitae



Personal information

First name(s) / Surname(s)	**Zachary Port**
Address	15, Tavistock Road, Plymouth PL20. 7PP. England
Telephone(s)	+44 0774352515 Mobile | +44 20 7123 4565
E-mail(s)	zacharyport@hotmail.com
Nationality	English
Date of birth	11/03/1980
Gender	Male

Desired employment / Occupational field

web designer

Personal skills and competences

Mother tongue(s)	**English**
Social skills and competences	Creative, good communication skills, outgoing, friendly
Organisational skills and competences	Good experience in team management
Computer skills and competences	Good at web design and Ms-Office programmes
Artistic skills and competences	Photography, music
Other skills and competences	Cooking and sports
Driving licence(s)	A, B

Activity 4

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

europass

Europass Curriculum Vitae

Personal information

First name(s) / Surname(s)

Address

Nationality _____

Date of birth _____

Gender

Desired employment / Occupational field

Personal skills and competences

Mother tongue(s) _____

Social skills and competences

Organisational skills and competences _____

Computer skills and competences

Artistic skills and competences _____

Other skills and competences

Driving licence(s) _____

Activity 5

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

Activity 6

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

sit down only when asked

speak slowly and confidently

be neat

smile

be punctual

take your documents

be brief while speaking

be careful with gestures

look the interviewer(s) in the eye

sit up straight

be polite

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 7

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

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

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

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

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

3) What were your favourite subjects at school?

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

4) Have you ever had a job?

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

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

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

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

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

7) I think I've asked you everything I wanted to. Thank you for coming along to the interview.
a) Thanks. When will I know if I've been successful?
b) Think nothing of it. Could I see where I'll be working?
c) Thank you. Good Bye.

Activity 8

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

Company email:	salamar@xmail.com
Company address:	Salamar Marketing 5th Street Bahçelievler Beşevler/ANKARA
Required qualifications:	C++/Office/ Excel/Photoshop Good at English language 2 years' experience University degree Enthusiastic about Sales and Marketing

PROGRESS AND SELF-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

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?"

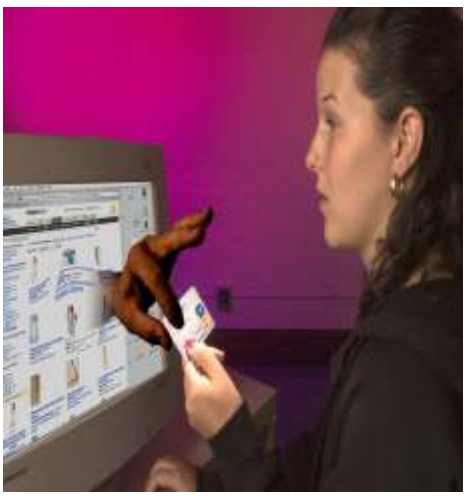
Sign here: Aries.

What do you think about this application? _____ _____

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

_____ _____ _____ _____

YOU HAVE BEEN
HACKED !



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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