**UNIT 5**

**Websites**



Picture 5.1

**Learning Outcomes**: By the end of the lesson, the students are expected to be able to use appropriate English to:

* discuss types of websites and its purposes.
* interview the classmates to find out the most visited websites based on its purposes and their reasons.
* make a chart based on the interview and presenting it.
* describe the criteria of a good website.
* write a review of a website

**5.1. Discussing types of websites and its purposes. Exercise 1:** Read the following text about Website below and do the exercise.

**The World Wide Web**

**The World Wide Web, Web**, or **WWW** is a network of document that works in a **hypertext**

environment, i.e. using text that contains links, **hyperlinks** to other documents.

The files, **web pages**, are stored in computers which act as **servers**. Your computer, the client, uses a **web browser**, a special program to access and download them. The web pages are organized in websites, groups of pages located on the Web, maintained by a **webmaster**, the manager of a website.

The Web enables you to post and access all sorts of interactive multimedia information and has

become a real **information highway**.

To surf or navigate the Web, access and **retrieve** web pages or websites, you need a computer with an internet connection and a **web browser**. After you have launched it, you must type the website address or **URL (Uniform Resource Locator),** which may look like this:

[**http://www.cup.org/education/sample.htm**](http://www.cup.org/education/sample.htm)

http:// → indicates the type of **protocol** that the server and browser will use to communicate. www → shows that is a **resource** on the World Wide Web

cup.org → is the **domain** name of the web server that hosts the website education → is the **path**, the place where a web page is located sample.htm → is the **filename** or name of a single web page

The different parts are separated by full stops [.] and forward slashes [/]. When we say a URL, we say dot [.] and slash [/].

To find interesting sites, you can use **search engines**, where the websites information is compiled by **spiders**, computer robot programs that collect information from sites by using keywords, or through **web indexes**, subject directories that are selected by people and organized into hierarchical subject categories. Some **web portals** – websites that offer all types of services, e.g. email, forums, search engines, etc. – are also good starting points.

The most relevant website addresses can be stored in your computer using the **bookmarks** or favorites in your browser.

Website usually have a beginning page or **home page**. From this starting point you can navigate

by clicking your mouse or hyperlinks in texts or images.

Complete these instructions about how to navigate with the words in the box.

client

web page

surf web browser

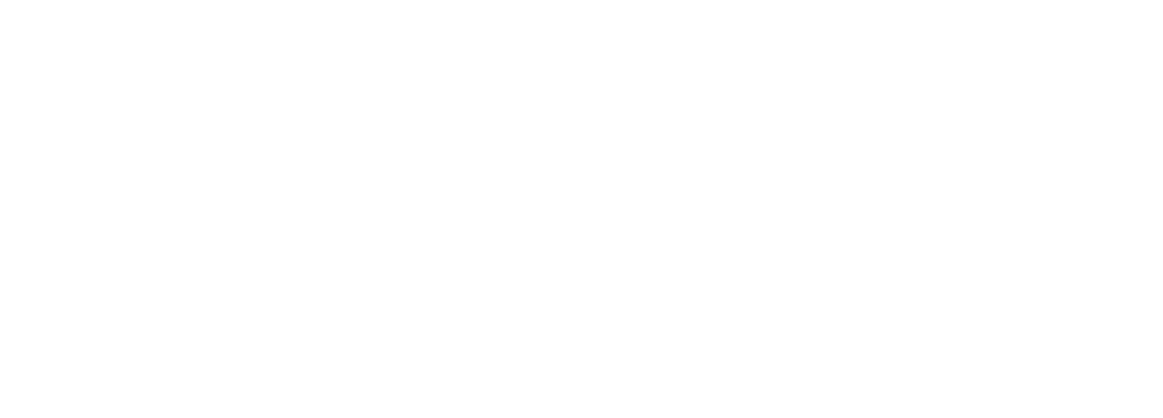
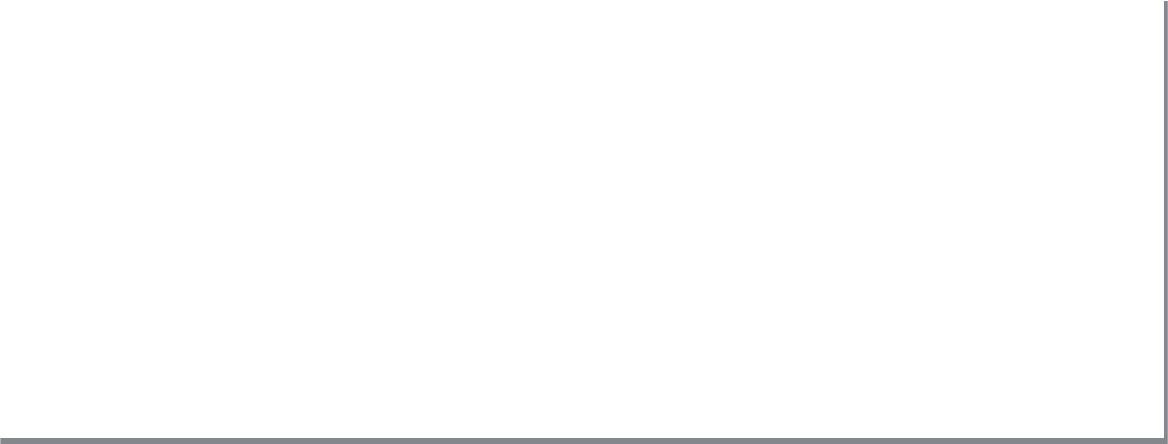
web server

website

URL search engine

* 1. Start up your computer and connect to the internet.
  2. Open your .
  3. Type the to access a website.
  4. Your web browser sends the request to the correct .
  5. The server looks for the document and sends it to the computer.
  6. Your web browser displays the selected on the screen.
  7. From the homepage of the you can to other pages by clicking on hyperlinks.
  8. If you want to find more websites, use a .

**Exercise 2:** Read the text about different types of website. Then answer the following questions.



**Types of Website – A Guide for Website Designers**

The purpose of an organizational website is to inform about an idea or event. Companies develop commercial websites to sell products or services. Entertainment websites are designed to entertain or provide fun activities. People visit websites to obtain information. The purpose of a personal website is to provide information about an individual. Social networking websites help people to exchange personal information.

Educational websites aim to share knowledge and enable online learning.

*English for Information Technology (2011:20)*

1. How many types of websites are explained? Mention them.
2. What are the purposes of each type of websites?
3. Refer to the exercise 1 above. What are the types and purposes of websites that you often visit?

**Exercise 3:** Identify these following websites and their purposes.

|  |  |
| --- | --- |
|  |  |
|  |  |

**Exercise 4:** Complete these following sentences using the words in the box.

offer

practice

promote

read

sell

share

1. People visit CNN.com to international news.
2. Some websites want to a service.
3. Companies use Amazon.com to their products.
4. Thegreenshoppingguide.co.uk wants to enviromentally friendly shopping.
5. Student visit Math.com to their maths.
6. English teachers join eltforum.com to teaching resources.

**Exercise 5:** Decide which of the sites (a-j) to visit in order to find information on the following topics (1-10)

|  |  |
| --- | --- |
| 1. The latest scientific development 2. Caring for your cat 3. Calculating your tax 4. New cars 5. Advertising on the web 6. Books on sports 7. Sending a virtual greetings card 8. Economic data on Bulgaria 9. Your horoscope 10. Ski conditions in Europe | 1. [www.admarket.com](http://www.admarket.com/) 2. [www.bubble.com/webstars/](http://www.bubble.com/webstars/) 3. [www.buildacard.com](http://www.buildacard.com/) 4. [www.carlounge.com](http://www.carlounge.com/) 5. [www.encenter.com/ski](http://www.encenter.com/ski) 6. [www.petcat.co.uk](http://www.petcat.co.uk/) 7. [www.moneyworld.co.uk](http://www.moneyworld.co.uk/) 8. [www.newscientist.com](http://www.newscientist.com/) 9. [www.thebookplace.com](http://www.thebookplace.com/) 10. [www.worldbank.com](http://www.worldbank.com/) |

**5.2. Interviewing the classmates to find out the most visited websites based on its purposes and their reasons.**

**Exercise 6:** Go around the class and ask *at least* 10 of your classmates the following questions:

1. The name of websites they often visit and use at home or campus.
2. The reasons of using those websites, for example to entertain, to get news, to study, or to shop.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Name of your**  **classmates** | **Name of websites** | **Reasons** |
| **1.** |  |  |  |
| **2.** |  |  |  |
| **3.** |  |  |  |
| **4.** |  |  |  |
| **5.** |  |  |  |
| **6.** |  |  |  |
| **7.** |  |  |  |
| **8.** |  |  |  |
| **9.** |  |  |  |
| **10.** |  |  |  |

# 5.3. Making a chart based on the interview and presenting it.

**Exercise 7:** Using your background knowledge, discuss with your classmate to name the types of charts that you know and describe their functions.

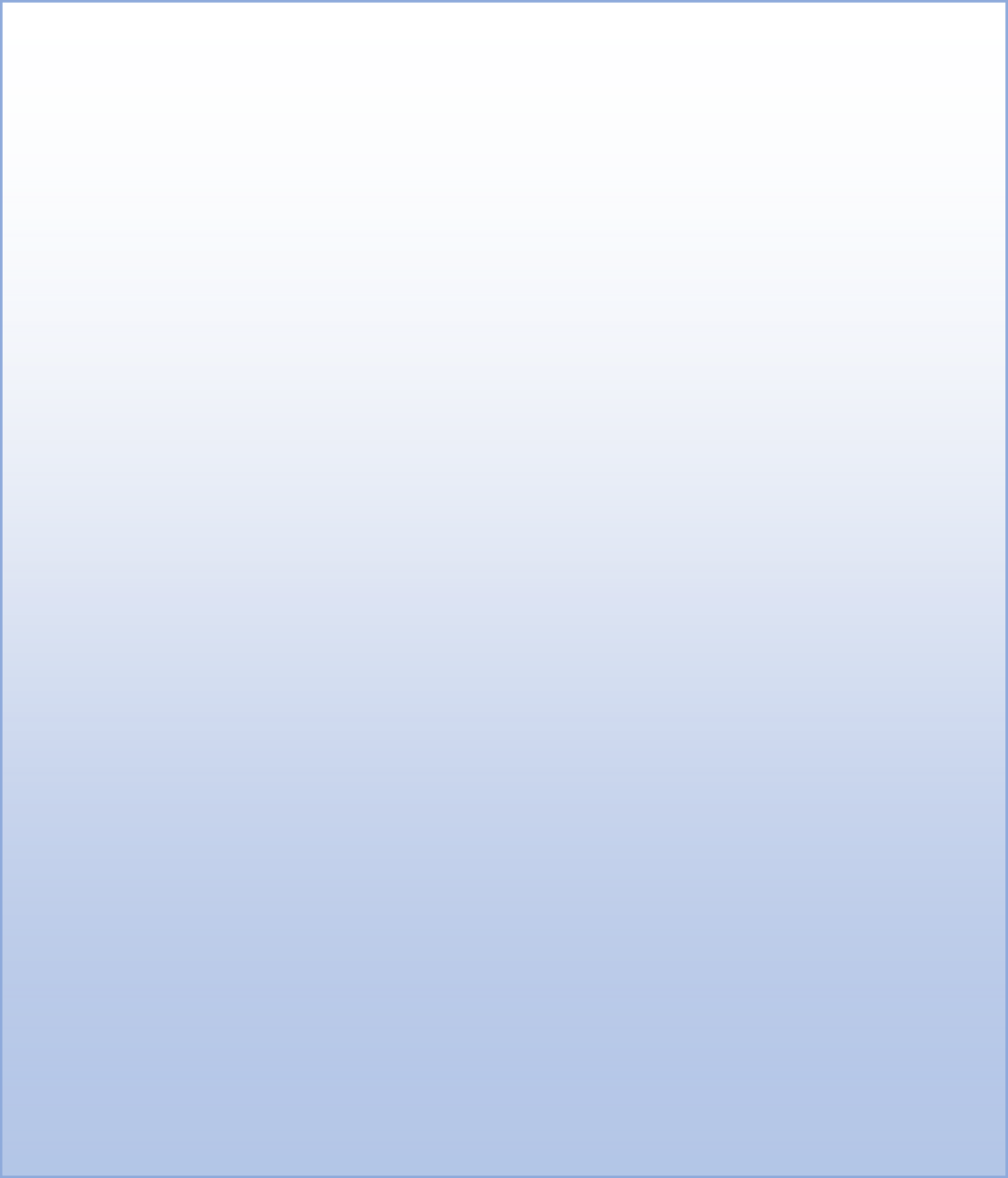
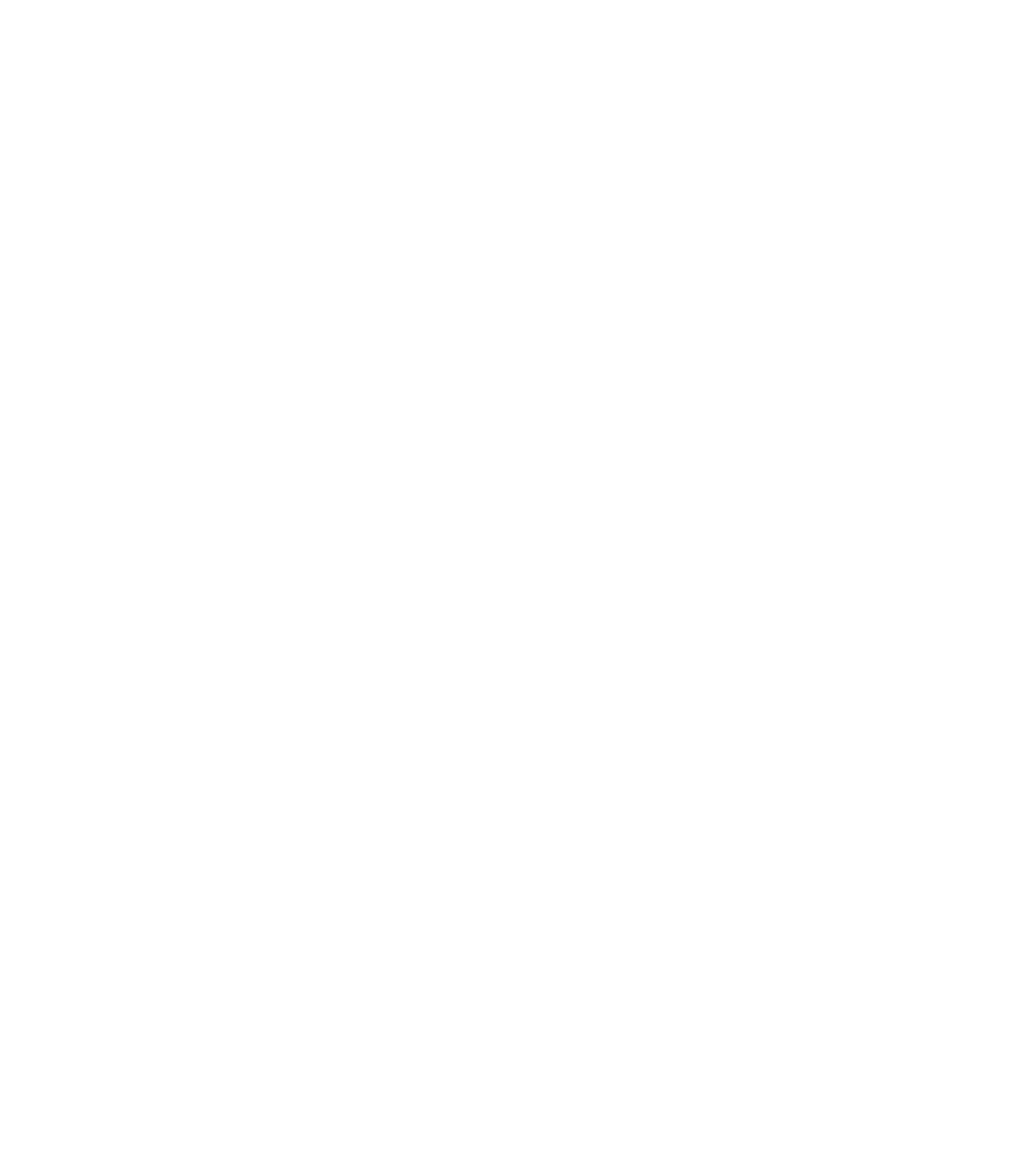
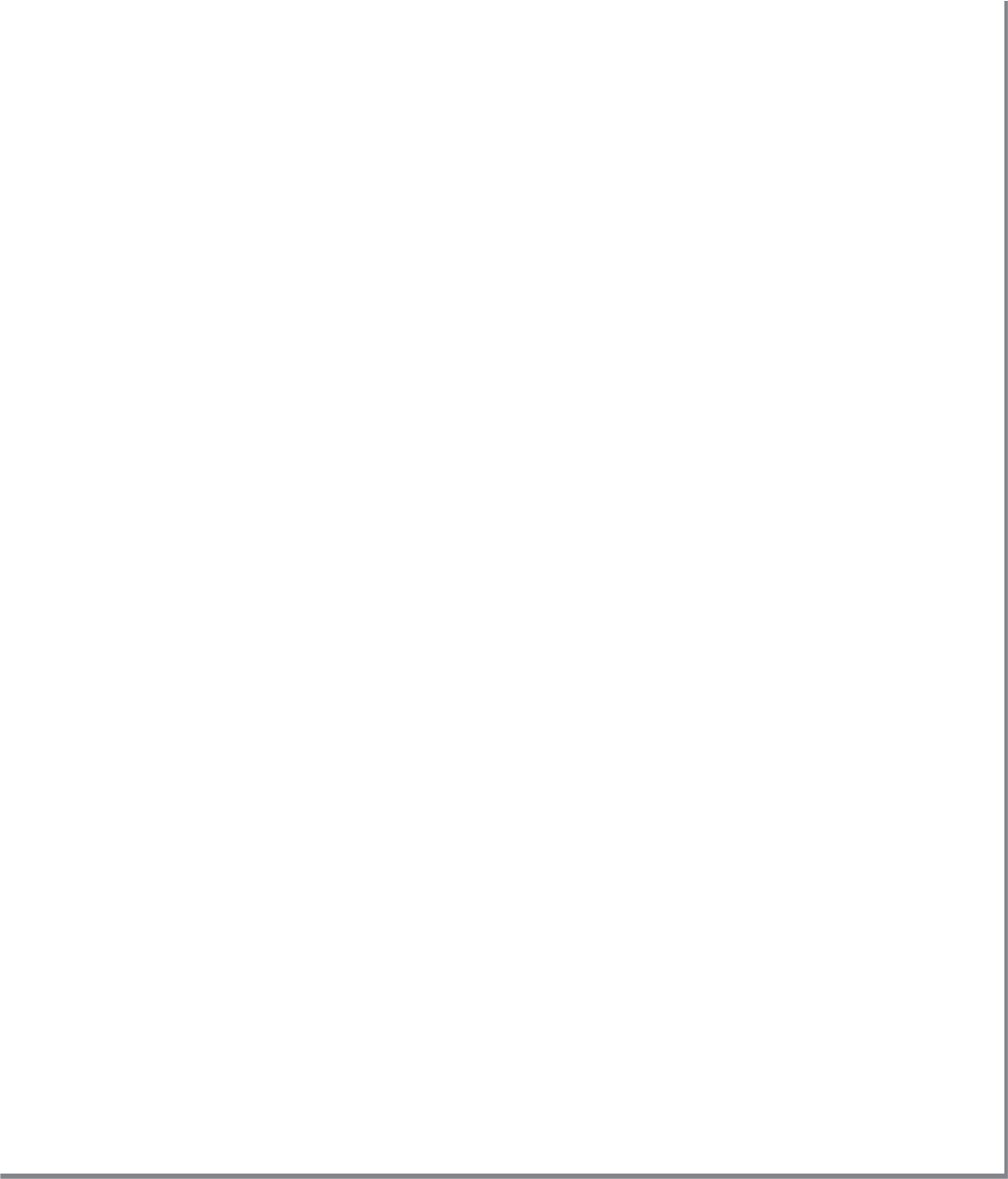
**Exercise 8:** Identify these following charts by matching each picture with its name. Did you find any of the charts you discussed? What are they?

Pie chart line chart bar chart scatter plot chart

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

**Exercise 9:** Read the text carefully. Then check your answer for previous exercise (exercise 8).

**Chart**



By Ted French

Charts [or graphs, in Math] are visual representations of worksheet data. Charts often makes it easier to understand the data in a worksheet because users can easily pick out patterns and trends illustrated in the chart that are otherwise difficult to see.

Different types of charts serve different purposes.

**Pie Charts** -- are used to show percentages. For example, a pie chart could be used to show what percentage of your total daily calorie intake is represented by one quadruple cheese and bacon hamburger.

**Column Charts** -- are used to show comparisons between items of data. Each column in the chart represents the value of one item of data. An example of this would be to compare the calories in a quadruple cheese and bacon hamburger with the calories in a glass of water and a bowl of beet greens.

**Line Charts** -- are used to show trends over time. Each line in the graph shows the changes in the value of one item of data. For example you could show changes in your weight over a period of months as a result of eating a quadruple cheese and bacon hamburger every day for lunch.

**Scatter plot graphs** -- are used to show trends in data. They are especially useful when you have a large number of data points. Like line graphs, they can be used to plot data recorded from scientific experiments, such as how a chemical reacts to changing temperature or atmospheric pressure.

Source:

[*http://spreadsheets.about.com/od/spreadsheetlessons/ss/excel\_graph\_use\_4.htm*](http://spreadsheets.about.com/od/spreadsheetlessons/ss/excel_graph_use_4.htm)

**Exercise 10:** There are many ways to express visuals in terms of charts. Study the following expressions.

# Introducing Visuals

In introducing the visuals, you can use the following expressions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Starting** | **Presentation Type** | **Verb** | **Description** |
| The given / The supplied / The presented / The shown / The provided | diagram / table / figure / illustration / graph / figure / chart  / flow chart / picture/ presentation/ pie chart / bar graph/ line graph / table data/ data /  information | shows / represents / depicts / illustrates / presents/ gives / provides / describes / compares/ shows / figures / gives data on / gives information on/ presents information  about/ shows data about | the comparison of …. the differences ….  the number of …. information on …. data on ….  the proportion of…. the amount of …. information on.... |

# Expressing the amount of change

In expressing the amount of change in a chart or a graph you can use the following formula.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **“There”** | **Article** | **Adjective** | **Noun to describe change** | **In “what’** |
| There is / was / has been / will be | a | slight / slow  / moderate / gradual /  dramatic | Increase/ rise / growth / fall / drop / decrease /  decline | in sales. |

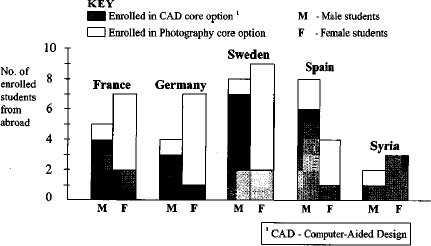
# Comparing and Contrasting

You can also use comparison when describing data in a chart/ a graph

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Example Word** | **Comparative** | **Superlative** |
| **Words with one syllable** | high | higher | the highest |
| **Words with three syllables**  **or more** | productive | more productive  less productive | the most productive  the least productive |
| **Words ending in –y** | wealthy | wealthier | the wealthiest |
| **Short words ending with a**  **consonant/vowel/consonant** | hot | hotter | the hottest |
| **Irregular** | good | better | the best |

When you compare and contrast, you also need to learn phrases so you can refer to data that is not exact. For example:

|  |  |
| --- | --- |
| **Numbers** | **Comparison/Contrast** |
| 7.1 | “just over 7 million tonnes”  “approximately 7 million tonnes” |
| 65.6 | “nearly 70 million tonnes”  “almost 70 million tonnes” |

**Exercise 11:** Study the chart below. It shows the number of overseas students enrolled in a second year Graphic Design course at a college in the south of England. Complete the following sentences based on the data in the chart.

* 1. More students are enrolled from than any other country.
  2. The least number of students is enrolled from
  3. The profiles of students from France and are similar.
  4. More female than students are enrolled in the Design College.
  5. Every country except has more female students enrolled in the College.
  6. The country with the most females students enrolled is
  7. More than students are enrolled in the Photography core option from every country except
  8. Overall, more male students are enrolled in the core option.
  9. Overall, more students are enrolled in the Photography core option.
  10. No Syrian students are taking the Photography core option.

**Exercise 12:** Read the information about how to make a chart at <http://spreadsheets.about.com/od/c/g/chart_def.htm>and make one based the data you get from the interview you conduct on exercise 6.

# 5.4. Describing the criteria of a good website.

**Exercise 13:** With your group discuss what are the criteria of a good website? Browse to the internet or use any information you get from ”Website Basic Subject” or any relevant subjects you have got so far.

*Use the following expressions:*

|  |  |
| --- | --- |
| *A good website should ...*  *A good website is supposed to...* | *A good website must...*  *A good website has to...* |

# 5.5. Writing a review of a website.

**Exercise 11:** What are your favorite websites? Why? Use the words in the box to describe them.

For example: The most exciting website is because \_ .

|  |  |  |  |
| --- | --- | --- | --- |
| beautiful | well-designed | easy-to-use/ navigate | clear |
| useful | reliable | informative | fun |
| funny | exciting | interesting |  |

**Exercise 14:** Find a website then analyze whether the website is considered good (refer to the criteria you have listed on exercise 10 above). You can use the below cues to start your review:

* + 1. What is the address of website?
    2. Do you like the website? Why or why not?
    3. What makes the website good or bad?
    4. What are your suggestions to make the website better?