



NT213 - Engleski za informatičare

## Websites and Web Design

Lekcija 06

PRIRUČNIK ZA STUDENTE

# NT213 - Engleski za informatičare

## Lekcija 06

### *WEBSITES AND WEB DESIGN*

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## ▼ Uvod

### OVERVIEW

*This week in English NT213...*

In this lesson you will

- use specialist vocabulary, listen to and talk about websites and about creating and evaluating a website
- talk about hypothetical situations
- revise in brief expressing warnings and giving advice
- read a specialist text and answer comprehension questions
- make and compare evaluations
- write a report (a point-by-point essay).

## ✓ Poglavlje 1

# Vocabulary: Websites

## WARMER: WEBSITES

*A website is a place connected to the Internet, where a company or an organization, or an individual person, puts information.*

In simple words, explain what a website is. Answer the following questions:

- What is your favourite website?
- What kind of websites do you like?
- Do you have your own website?
- Have you ever made a website?
- What tools do you use to create a website?

Can you explain the meaning of the following words:

- Webpage
- Web server
- Web master (also spelled Webmaster) /'webma:stə(r)/

Which of these words does not refer to an object?

Pronunciation note: pronounce 'w' as [uw], not as [v].

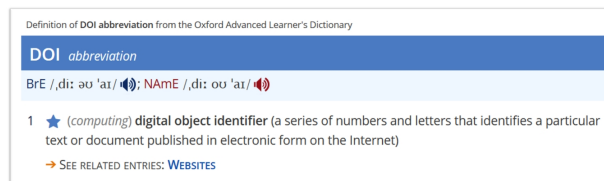
A website is a place connected to the Internet, where a company or an organization, or an individual person, puts information.

- *I found this information on their website.*
- *For current prices please visit our website.*
- *City College's official website*
- *I was searching this history website for something about Alexander the Great.*
- *There were so many visitors to the website that it went down.*
- *We show you how to make your own website in ten simple steps.*
- *You can find details of all our products on our website.*
- *a website devoted to Rufus Wainwright*
- *the official website of Liverpool FC*

### Entries related to Websites

bookmark, cookie, home page, social media, URL, website, address, banner, ad, chat room, DOI, domain, domain name, dot-com, e-zine, GIF, home page, HTML, HTTP, hyperlink, hypertext, landing page, link, live, message board, mirror site, newsgroup, newswire, podcast, portal, publish, search engine, storefront, thread, Usenet, visit, webcast

Do you know all these words? If you don't, please check them up in a dictionary.



Slika 1.1 Definition of DOI [Izvor: <https://www.oxfordlearnersdictionaries.com/>]

## COLLOCATIONS: WEBSITES

### *Verbs that collocate with (web)site*

You are probably familiar with most of these terms in English, but pay attention to the collocations. Verbs that collocate with (web)site:

- *to create / to publish / to put up / to evaluate / to update a site*
- *to register a site on the search engine*
- *visit/check a website/an Internet site/somebody's blog*
- *create/design/launch a website/social networking site*
- *start/write/post/read a blog*
- *update your blog/a website*
- *use/open/close/launch a/your web browser*
- *browse/surf/search/scour the Internet/the Web*

Note the expression '*to publish a site*' or '*to put up a site*'. It means to copy the created website to a Web server computer.

### **Vocabulary**

**scour the Internet** /'skaʊər/ - to intensively search the Internet by means of search engines and social media.

*I will scour the Internet for information on that subject.*

## TYPES OF WEBSITES

*There are several types of websites on the Internet: organisational, commercial, entertainment, new, social networking, educational websites and many more.*

The purpose of an organisational 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 news 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.

**Complete this article about websites with the words in the box.**

design internet maintained navigation provides sells used webmasters

There are several types of websites on the (1) \_\_\_\_\_, many offering different things. For example, a commercial website (2) \_\_\_\_\_ products or services. These types of website are (3) \_\_\_\_\_ for promoting a business or service and are the most common type of website. When you (4) \_\_\_\_\_ a commercial website, it is important to make sure that your visitors can move around easily in your site. Poor (5) \_\_\_\_\_ makes it difficult for people to find what they are looking for and they will leave.

A news website (6) \_\_\_\_\_ information about current events and opinions. This kind of website should also encourage feedback from its visitors. In fact, many blogs are just a news site that covers current events and the views of the (7) \_\_\_\_\_ and visitors. A personal website is a website (8) \_\_\_\_\_ by an individual for personal use. Though similar to a blog, a personal website is usually much larger and contains the personal interests, hobbies, etc. of the person controlling the website.

Key

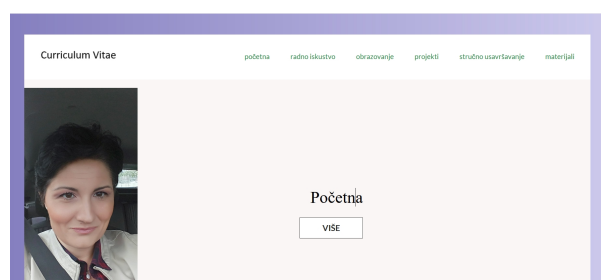
1 Internet 2 sells 3 used 4 design 5 navigation 6 provides 7 webmasters 8 maintained

## PRESENTATION: WEB DESIGN (HTML)

*HTML, hypertext, HTML tags, HTML editor, WYSIWYG, template.*

Web pages are created with a special language HTML (Hyper Text Markup Language), which is interpreted by a web browser to produce hypertext, a blend of text, graphics and links. You can view the source or raw HTML code by choosing the View Source option in your web browser.

To build a website you could learn how to write HTML tags, the coded instructions that form web pages, or else use an HTML editor, a WYSIWYG (What You See Is What You Get) application that converts a visual layout into HTML code. A simpler option is to use a web template provided by a web-based site builder, where you just fill in the information you want on the page.



[illegible]

## WEBSITE EVALUATION (DESIGN)

Navigation : Is it easy to move round the site? Can you get back to the home page with a single click?

Use the 7 evaluation points from the exercise 2 and evaluate the well-known site:  
<http://metropolitan.ac.rs>

Give your marks for each evaluation point on the scale 1-4. Write in your notebook.

Which features are the best? Is there anything that you would change?

### Vocabulary Note

**compatible** (with something) - adjective

**compatibly** (with something) - adverb

**compatibility** (with somebody/something) | compatibility (between A and B)

### Collocations with compatible

verbs

• *be*

• *seem*

adverb

• *highly*

• *very*

• *entirely*

• ...

preposition

• *with*

## EVALUATING WEB SITES (CRITICAL THINKING)

*Guidelines that may be used to determine the quality and accuracy of the information found on the World Wide Web.*

Traditionally, students setting out to write research papers could trust that the library materials they used were not unduly biased. An academic library's print, nonprint and electronic resources have been edited and checked for accuracy by scholarly organizations and publishers, then carefully evaluated by professional librarians for inclusion into the library's collection.

The information found on the World Wide Web has added a new dimension to selecting resources. Anyone can create a Web site. No one has evaluated the quality or accuracy of the information found on the Web before you come across it. Some Web sites are created by subject experts; for example, the University of Maryland Libraries home page and its associated pages are authored by librarians who are experts in the field of information. However, the vast majority of Web sites are created by non-experts.

It is important to keep in mind that just because information is published in a book or journal, or appears in a movie or on the Web, does not mean that it is true. You must take the time to evaluate the accuracy of the information. Researchers need to develop critical thinking skills in evaluating information, whether it comes from pre-filtered library materials or unfiltered Web sources.



## EVALUATION WEB SITES: AUTHORITY AND ACCURACY

### *The importance of authority and accuracy when evaluating web sites*

Anyone can create a Web site. It is important to find out the author's identity and his or her qualifications or expertise in order to determine the credibility and reliability of the information.

A Web site author can be a person (Jamie Oliver), a commercial company (.com), an academic institution (.edu or .ac), a government agency (.gov), a nonprofit organization (.org), a network of computers (.net), a military site (.mil), or a country-specific (.uk) site.

Ask the following questions:

- Who is the author?
- Can you tell by the domain (e.g., .com or .edu) or Web address?
- Is the information reliable?
- What qualifications or expertise does the individual or group that created the site have?
- Does the Web site provide a means of communicating with the author or Webmaster (e.g., email or postal address, telephone number, etc)?

## EVALUATING WEB SITES: PURPOSE AND CONTENT

### *The importance of purpose and content when evaluating web sites*

Some sites provide links to information (e.g., About Our Organization or a Vision Statement) detailing the purpose in creating the Web site. The purpose of other sites might not be obvious at first. Take the time to thoroughly explore a Web site to determine if the information is mostly subjective (biased or opinionated), objective (factual), or mixed.

Ask the following questions:

- What is the purpose of the Web site? (Look at the title and headings for clues.)
- What is the purpose? To provide research and scholarly information? To provide educational or factual information? To entertain? To advertise, market or sell something? To advocate ideas? To persuade you? Or, is there another purpose?
- Is there a link to a mission statement or "About Our Organization" page?
- Does the site provide balanced, objective or factual information?
- Does the Web site provide subjective, editorial or opinion statements? Is the site a forum for a personal, political or ideological bias?
- Is the point of view presented in a direct manner, or is it presented in an unbalanced and unreasonable way? Are arguments well supported?

# EVALUATION WEB SITES: CURRENCY; DESIGN, ORGANIZATION AND EASE OF USE

*The importance of currency, design, organization and ease of use when evaluating web sites*

## **Currency**

The currency or regularity of updating information is vital for some types information and less so for others. For example, Web sites that provide historical information, such as the presidential papers of George Washington, do not have to be updated as often as sites that provide news stories or stock market information.

Ask the following questions:

When was the Web site last revised, modified or updated?

Is the site well maintained? Are links current and working or do they lead to outdated pages and/or error messages?

## **Design, organization and ease of use**

Design, organization and ease of use are important considerations. Web sites can provide useful sources of information; but if they are slow to load and/or difficult to navigate, search or read, then their contribution or usefulness will be diminished.

Ask the following questions:

Is the Web site clearly organized and easy to read, use and navigate?

If applicable, are "Help" or "Search Tips" pages available? Are they easy to understand?

If the Web site is large, is a search capability provided? If so, is it easy to use?

## **Evaluating web sites: A checklist**

To make sure you are on the right track while evaluating potential web resources, we have provided a checklist for you to follow.

# PRESENTATION: BASIC ELEMENTS OF WEB DESIGN

*The basic elements of web design: text, links, graphics, frames and multimedia.*

Some of the basic elements that can be found on a web page are:

- Text, which may be displayed in a variety of sizes, styles and fonts
- Links, connections from text or graphics on the current web page to different parts of the same page, to other web pages or websites, or to external files
- Graphics, pictures created with formats such as JPEG (Joint Photographic Experts Group), which is ideal for pictures with a wide range of colours, e.g. photographs, and GIF (Graphical Interchange Format), which is good for pictures with fewer colours or with large areas of the same colour, e.g. buttons, banners and icons
- Tables, intended for the display of tabular data, but often used to create page layouts
- Frames, subdivisions of a web page allowing the display of different HTML documents on the same page.

Instructions for the presentation, the styling of elements on a page such as text or background colour, can be included in the HTML code. However, it is becoming more common to use CSS (Cascading Style Sheets) to separate style from content. This makes pages easier to maintain, reduces download time and makes it easy to apply presentation changes across a website.

### **Video, animations and sound**

Web pages can also include multimedia files: animations, audio and video files. Sounds are recorded with different audio formats. MIDI, WAV, AU and MM3 are some of the most popular ones.

Shockwave and Flash are technologies that enable web pages to include video and animations.

Java applets, specific applications using that programming language, may be used to add interactivity to web pages.

To see or hear all these files, you need to download the right plug-in, the additional software that enables the web browser to support this new content.

## **PRACTICE: BASIC ELEMENTS OF WEB DESIGN**

*The aim of this section is to practice vocabulary related to the basic elements of web design.*

### **I Complete this advice about web design with words from the previous slide.**

A well-designed website should be neat and organized. Use dark (1) ..... on a light (2) ..... , preferably white. You can divide the page into columns with a (3) ..... or use (4) ..... to create the page layout. Usually the navigation bar appears on the left side of the page. You can display it on all the pages of your website by using a (5) ..... . It is a good idea to put a (6) ..... to the top of the page at the bottom of a long text. The graphical element of a web page is crucial. (7) ..... load slowly, so use them sparingly and for good reason. There are two common picture formats: (8) ..... for pictures with lots of colours and (9) ..... , which is ideal for buttons and banners.

### **II Match the sentence beginnings with the correct endings**

- 1 A plug-in is
- 2 Shockwave and Flash
- 3 Multimedia files can be included
- 4 Java applets
- 5 MIDI, WAV, MP3 and AU
- a let you interact with information on the screen.
- b usually needed to enjoy audio and video files.
- c are some of the common audio formats.
- d applications help to create animations.
- e in web pages.

Key

I

1. text
2. background
3. table
4. CSS
5. frame
6. link
7. Graphics
8. JPEG
9. GIF

II

1. b
2. d
3. e
4. a
5. c

## WEBPAGE CREATOR: LISTENING

*The aim of this section is to practice listening skills, consolidate vocabulary on websites and revise using would.*

You're going to hear an interview with John, who has his own website.

Listen to the interview to get the specific information and fill in the given table with short notes.

- site name:
- topic:
- site address:
- why special:
- last updated:

**Listen to the audio recording and do the exercises.**

**Ova lekcija sadrži audio materijal. Ukoliko želite da pogledate ovaj audio morate da otvorite LAMS lekciju.**

**Listen to the recording again to find the answers to these questions.**

- 1 Why did John choose this topic?
- 2 Which company produces Dreamweaver?
- 3 What previous experience did he have of website creation?
- 4 What's the price of his 'free' domain name?
- 5 What does he mean by 'Yahoo! just seems to swallow submissions'?
- 6 What do you think Yahoo! Clubs are?
- 7 List 4 tips he gives for other website builders.

Key

- 1 He's a huge fan. Movies are his favourite hobby.
- 2 Netscape Communicator.
- 3 He's made two before but lost interest after making the main page.
- 4 All kinds of advertising is sent to you.
- 5 Yahoo takes a long time to respond to submissions for listing.
- 6 Newsgroups.
- 7 Pick a topic you're really interested in. Get a good domain name. Keep your site updated. Look at lots of other sites for good ideas.

## RESPONSIVE WEB DESIGN

*Responsive Web Design is about using HTML and CSS to automatically resize, hide, shrink, or enlarge, a website, to make it look good on all devices (desktops, tablets, and phones).*

What is responsive web design?

Responsive Web Design is about using HTML and CSS to automatically resize, hide, shrink, or enlarge, a website, to make it look good on all devices (desktops, tablets, and phones). It was first described by Ethan Marcotte in 2011 in his book "Responsive Web Design". This brief video shows the responsive Transport for London website changing as the browser window is narrowed and widened.

**Ova lekcija sadrži video materijal. Ukoliko želite da pogledate ovaj video morate da otvorite LAMS lekciju.**

### Vocabulary Note

**respond** - verb

**response** - noun

**responsive** - adjective

### Collocations for responsive

verbs

*be, seem, become...*

adverb

*extremely, fairly, very...*

preposition

*to*

## STEPS IN WEBSITE DEVELOPMENT

*Revise transition words explaining a process.*

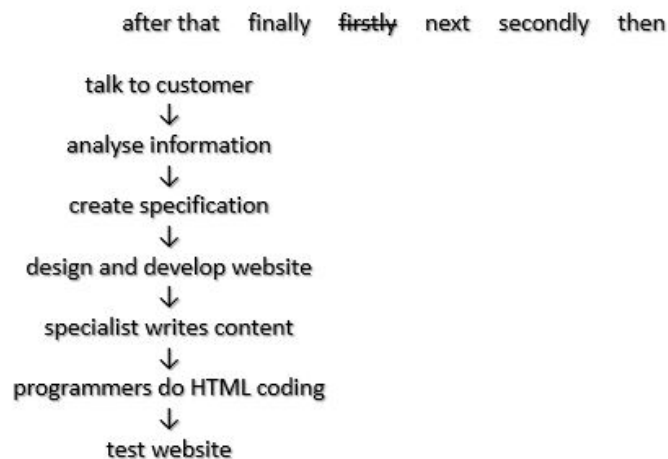
**Choose the correct words in italics.**

When you are developing a website, (0) *first* / *secondly* you must discuss with the customer their requirements for the site to find out what they want. (1) *After* / *Secondly*, you need to analyse the information you received. (2) *Next* / *After* that you can develop a website specification. (3) *Then* / *Finally* you design and develop the website. (4) *Next* / *To finish* you get a specialist to write the content. (5) *Finally* / *Thirdly*, you test the site.

### Key

1. Secondly
2. After
3. Then
4. Next
5. Finally

**Describe the steps in website development. Use the given words and the information below.**



Slika 1.4 Steps in Website Development [Izvor: Autor]

### Key

Firstly, talk to the customer about their requirements.  
 Secondly, you must analyse the information.  
 Next/Then/After that (you) create the specification for the website.  
 Next/Then/After that (you) design and develop the website.  
 Next/Then/After that a specialist writes the content.  
 Next/Then/After the programmers do the HTML coding.  
 Finally, you should test the website.

## WEBSITES: RECAP

*In this section we talked about...*

A set of related webpages (hyperlinked documents in a web network system) stored on a Web server (a server computer that stores and provides access to webpages) is known as a website. A Webmaster is a person who sets up and maintains a website. The design of

websites varies greatly and some are more successful than others. Features of a good website include:

**1 Good webpage design.**

**2 A good navigation system** (a way of allowing visitors to move from webpage to webpage and find their way around your website). Navigation features should include: **a** Using text hyperlinks, rather than graphical buttons or image maps (graphical images that provide links to different webpages depending on where on the image the user clicks), **b** Providing descriptive text captions for any graphics. These alternative text captions are known as ALT text captions, **c** Providing a webpage that gives an overview to the website with links to various related pages grouped together. This is known as a site map. (FAQ are the common name for frequently asked questions about the website), **d** Avoiding frames which are a way of dividing the browser screen into separate windows, each with its own scrollbar for moving up or down through the text. Frames allow webpages to be displayed inside other webpages, **e** Keeping the website consistent by not changing the location of the navigation elements and not using links and buttons that appear and disappear, **f** Making it easy to reach any particular content on the website. **g** Providing multiple paths through a website by using logical, clearly placed links rather than using a search engine function (a program designed to find information according to data entered by the user) where the user has to type in keywords (words used to categorise documents or records in a file) to find data. **h** Not giving website visitors an overwhelming number of links to follow.

**3 Website ease of use.**

**4 Accurate and up to date data provided on the website.**

**5 Good use of graphics on the webpages.**

**6 Website compatibility with different types of Web browser programs** i.e. using webpage features that are standard and can be displayed on a variety of common browser programs.

## ▼ Poglavlje 2

# Grammar: Hypothetical Situations

## HYPOTHETICAL SITUATIONS

*Hypothetical situations are situations that we imagine. There are specific English grammar structures, phrases and forms to express hypothetical situations.*

When we talk about things that we imagine ( hypothetical situations ) we use present tense forms after phrases like *what if, in case, suppose, imagine* to talk about the future if we think that this is a situation that is likely to happen:

*You should take an umbrella in case it rains.*

*Take your phone. What if you need to contact me?*

We use past tense forms to talk about a future that is not likely to happen:

*What if you lost your job? How would you live?*

*They didn't take a map! Suppose they got lost.*

We use *would* and *could* for hypothetical situations in the future:

*I don't think I'd like Canada. I'd hate the weather.*

*John's coming to visit. He could stay with us. A hotel would be too expensive.*

We use *would* in the main clause and a past tense in a subordinate clause to talk about an imagined future:

*I would hate to be in a situation where I needed help to do everyday tasks.*

*She would never tell anyone if you told her not to.*

We use modals with *have to* to talk about something that did not happen in the past:

*I didn't know you had nothing to do yesterday. I would have called you.*

*It's a pity you didn't come last night. You would have enjoyed yourself.*

*It's a good thing they repaired the traffic lights. There might have been an accident.*

*Why didn't you ring me? I could have come and picked you up.*

## USING "WOULD" FOR HYPOTHETICAL SITUATIONS

*"Would" is used for expressing hypothetical situations in the future.*

We have studied many different verb forms and tenses and different ways of using them. In this lecture we just make a brief revision of using *would* to talk about hypothetical situations.

Form: would + verb

In speech and written representation of speech it is reduced to **'d + verb** .

*I'd like to have iPhone11.*



Use: This combination is similar to Serbian tense called 'potencijal' (*volela bih, išao bih...*)

We use it to talk about:

- the future we are not very sure about,
- hypothetical situations referring to the present and future
- our wishes/plans and things that may happen under certain conditions

You will remember that we also use this *would* + verb combination in second conditional if-clauses, to talk about hypothetical situations that can be realized under certain conditions.

*I'd love to learn French (if I had more time).*

Note: the condition need not be stated directly, it is usually implicit.

On the other hand, as you very well know, to talk about regular future, not hypothetical, we use a range of future tenses and expressions: *will, be going to*, present continuous, present simple, future perfect. etc.

*Would* is also used when the speaker wants somebody or something else to change.

*I wish he would change his mind and accept that job.*

*I wish it would stop raining.*

The use with *would* is often used to describe an annoying habit.

*I wish you wouldn't make such a mess.*

## GRAMMAR PRACTICE: USING WOULD

*The aim of this section is to practice using would.*

**Complete the gaps in this dialogue with *will* or *would* where appropriate.**

A What ..... you do when you finish your diploma?

B I ..... like to take a course in multimedia.

A How long ..... that take?

B If I choose the certificate, it ..... take 6 months but if chose the master's, it ..... take a full year.

A What be the advantage of the master's?

B I guess I ..... have better job prospects.

A When ..... you decide?

B It depends on my finals. If I do well, I ..... go for the master's.

Key

1. will

2. 'd

3. will/would

4. will

5. would

6. would

7. would/ 'd

8 will

9 'll

## ▼ Poglavlje 3

# Reading: Reading Strategies

## READING STRATEGY: UNDERSTANDING THE WRITER'S PURPOSE

*The aim of this section is to review vocabulary from the lesson through reading.*

In the modern world, we are exposed to the incredible quantity of written (published or web) material. Naturally, we can't read it all. For example, when looking for a particular topic on the Internet, when we find hundreds of articles and websites, how can we decide which to read, which are the most interesting and useful for what we need?

Here we learn a useful reading strategy that you can use to help you get as much information as quickly as possible and to decide what you are going to read in detail.

Before reading, in order to decide whether you are going to read something or not, it's a good idea to build up a quick picture of a text (printed or webpage).

It is helpful to try to understand the writer's purpose, that is, who wrote the article, where, for which audience, to what purpose, and what about.

For instance, it is not the same whether the writer is an expert on the subject or not, whether the article is from a general / entertainment / specialist / scientific journal or magazine, whether it is intended for general or specialist audience, and so on. To get the idea about what the text is about, sometimes it is enough to read just the title, but sometimes it is helpful to read the subtitles and the first paragraph too.

Therefore, to get some idea about the text quickly, to understand the writer's purpose, the reader should take a close look at the **title, subtitle(s), captions** under photos and diagrams, **information about the author, the source** where the article comes from. It is useful to read the **first paragraph**, and for scientific texts, especially the **abstract** and the list of **key words**. To get a fuller picture, it is useful to read the last paragraph as well.

If you as the reader find this preliminary information useful, in other words, if the writer's purpose matches your purpose as a reader, you should go on, you are likely to benefit from the text.

Study these extracts from a text. Decide: 1 What special expertise does the author have in this field? 2 Who are the intended readers? 3 What is the author's purpose?

## AUTHOR'S PURPOSE

*This lesson explains the purpose behind various types of writing. In addition, author's purpose is defined using examples to illustrate the explanations.*

Authors write for many different reasons. Those **reasons are called the author's purpose**. Depending on the purpose, authors may choose all different sorts of writing formats, genres and vernacular. A simple trick to summarize the three main categories of author's purpose is to use the acronym PIE, which stands for persuade, inform and entertain. Although there are many reasons to write, to persuade, to inform and to entertain represent the three main forms of author's purpose. Most other reasons can be grouped into those three broader categories.

### **Persuade**

To persuade is the first main type of author's purpose. Text written to persuade means the author's goal is to convince the reader to agree with the author. This might mean the author wants the reader to think or even act in a specific way. This type of writing is extremely common. Any piece which pushes a certain opinion or asks for some sort of call for action is persuasive writing.

It is true that in these types of writing the author shares his opinion, but usually he also provides facts and examples. This information serves to support the author's opinion and further convince the reader to agree with him. Examples of persuasive writing include speeches, advertisements, commercials and newspaper editorials. Any forms of propaganda are examples of pieces written to persuade.

### **Inform**

The second main type of author's purpose is to inform. In this format, the author's goal is to enlighten the reader about real-world topics and provide facts on those topics. However, in contrast to pieces written to persuade, these facts are not used to support a specific opinion. The facts are presented in order to teach the reader. Examples of texts written to inform include textbooks, cookbooks, newspapers and encyclopedias.

All these forms are written in order to provide information to the reader. It is also important to note that many authors present their works as informational texts, while at the same time inserting their own opinions into the piece. As a reader, be sure to be ready for opinions masked as information.

### **Entertain**

The third type is to entertain. It is the author's goal to tell a story or describe real or imaginary characters, places, and events.

## RECAP: AUTHOR'S PURPOSE

*The aim of this section is to recap what we talked about the author's purpose.*

**To persuade**

- x It's the author's goal to persuade the reader to agree with the author's opinion.
- x Even though the author shares his opinion, he may provide facts or examples to support the opinion.
- x Examples: advertisements, commercials, newspaper editorials, etc.

**To inform**

- x It's the author's goal to enlighten the reader with topics that are usually real or contain facts.
- x Facts are used to teach, not to persuade.
- x Examples: textbooks, cookbooks, newspapers, encyclopedias, etc.

**To entertain**

- x It is the author's goal to tell a story or describe real or imaginary characters, places, and events
- x Examples: poems, stories, plays, comic strips, etc.

## PRACTICE: AUTHOR'S PURPOSE

*The aim of this section is to practice defining the author's purpose.*

Read the descriptions of each item and determine the author's purpose in writing it (to entertain, persuade, or inform). Then, in a sentence or two, explain your answer.

For example,

A story about a family trying to stick together and survive through the Great Depression in the Midwest in the 1930s

Author's Purpose: Entertain

Explain Your Answer:

Stories are written to entertain. This is a story.

1. A section in a history book describing the conditions and causes of the Great Depression in the Midwest in the 1930s
2. An instructional booklet describing how to operate an MP3 player
3. An article where the author argues that an IPOD music player is better than a ZUNE
4. A poem about why the IPOD is the greatest consumer electronic device ever made
5. The story of a young athlete who takes steroids and his life and future fall apart
6. A medical report describing the effects of steroids on the human body
7. A speech written by Jose Canseco listing the negative effects of steroids and urging young athletes to not use steroids
8. A booklet containing the school rules and the consequences for violating those rules
9. A story written about a young boy who moves to a new school and is bullied, but he gains self-confidence by joining a sports team and learns to stand up for himself.

Key

1. Inform

2. Inform
3. Persuade
4. Entertain
5. Entertain
6. Inform
7. Persuade
8. Inform
9. Entertain

## ✓ Poglavlje 4

# Expressing Warnings and Giving Advice

## GIVING ADVICE

*The language work in this unit summarizes different ways of giving advice, some of which may already be familiar to you.*

Look at this example and alternative and forms for expressing advice:

Visit a few larger sites.

- You **should visit** a few larger sites.
- I **recommend you visit** a few larger sites.
- **You had better visit** a few larger sites

Here are some more examples. Pay attention to their use!

1 **It's a good idea to use** text links because visitors use them more often than graphical links.

2 **Avoid using** only graphical buttons because some visitors browse with the graphics turned off.

3 You **should always include** ALT text captions if you use graphical links as some browsers do not support them.

4 I **recommend you include** a site map because it helps visitors to navigate your site.

5 You **had better not use frames** because they can be confusing and some browsers do not support them.

6 You **should keep** navigation elements in the same position on each page.

7 **Use** logical links because they will help visitors to find what they want.

8 **Avoid using** a search function as they produce irrelevant answers and visitors may not know how to use them.

9 **It's not a good idea to have** too many links on a page as this may overwhelm visitors

**advice** /əd'vaɪs/ uncountable noun

We say a piece of advice (not 'an advice') and some advice (not 'some advices').

**advise** /əd'vaɪz/ verb

# EXPRESSING WARNINGS

*There are various ways how we can express warnings in English..*

Warnings are sometimes similar in form to advice.

## 1. Modal **should** or **shouldn't**

*Your navigation system should be based on text links.*

## 2. Imperative (positive, negative)

*Avoid frames whenever possible.*

*Don't change the location of your navigation elements!*

## 3. **no** + Noun/-ing, **avoid** + Noun/-ing

*No frames in websites.*

*Avoid frames in websites. / Avoid **using** frames in websites.*

## 4. Phrase **had better** ('d better) + verb

*You'd better check the hard disk. ( = you should check it)*

Had better is for advice which is close to a warning. It indicates something unpleasant will happen if the advice is not taken.

5. Various introductory phrases:

- **I recommend** + noun / -ing form
- **I recommend that** + sentence
- **I advise you to** + verb
- **It's a good idea to** + verb
- **The best thing to do is to** + verb

6. Combination of advice with the reason (usually expressed with the phrase of purpose (*in order*) *to* or *because*)

***It's a good idea to visit*** some websites *to get some new ideas.*

- ★ 🗨️ to advise a particular course of action; to advise somebody to do something
- **recommend something** The report recommended a 10% pay increase.
  - *It is dangerous to exceed the recommended dose.*
  - *a recommended price of \$50*
  - **recommend (that)...** I recommend (that) he see a lawyer.
  - *(British English also) I recommend (that) he should see a lawyer.*
  - **it is recommended that...** It is strongly recommended that the machines should be checked every year.
  - **recommend somebody to do something** We'd recommend you to book your flight early.
  - **recommend (somebody) doing something** He recommended reading the book before seeing the movie.
  - **recommend how, what, etc...** Can you recommend how much we should charge?

Slika 4.1 Verb "recommend" and how to use it [Izvor: <https://www.oxfordlearnersdictionaries.com/>]



## ADVISE, RECOMMEND AND SUGGEST

*Verbs recommend and suggest can be followed either by a noun or -ing form, or a full sentence starting with 'that'.*

Pay attention to how these verbs are used. Verbs **recommend** and **suggest** can be followed either by a noun or -ing form, or a full sentence starting with 'that'.

The verb 'advise' is followed by the addressee (i.e. the person to whom you give the advice) and to + infinitive verb

**I advise you to + verb**

*I advise you to update your antivirus program*

**I recommend + noun / -ing form OR I recommend that + sentence**

*a/ I recommend/suggest updating your anti-virus program.*

*b/ I recommend /suggest that you update your anti-virus program.*

### Patterns

*to recommend/advise/advocate/urge that...*

*It is recommended/advised/advocated/urged that...*

*to recommend/advise/urge somebody to do something*

*to recommend/advise/advocate doing something*

*to strongly recommend/advise/advocate somebody/something*

Even many advanced English students don't know how to use "suggest" and "recommend" properly. In this video the presenter explains the three main structures that are used with these verbs.

**Ova lekcija sadrži video materijal. Ukoliko želite da pogledate ovaj video morate da otvorite LAMS lekciju.**

## FORMAL SUBJUNCTIVES

*The subjunctive is a special kind of present tense which has no -s in the third person singular and where the same forms are used in both present and past situations to sound slightly formal.*

After verbs such as demand, insist, suggest, recommend, require which involve an implied obligation, the subjunctive may be used in formal style. This has only one form, that of the infinitive, and there is no third person -s, or past form. The verb *be* has *be* for all form.

*They demanded that he **leave** at once.*

*The dean suggested that he **be** awarded a scholarship.*

Less formally, *should* can be used, and colloquially no verb form change is made, or an infinitive construction is used.

They demanded that he **should leave**.

They demanded that he **left**. (informal)

Here are some more examples:

*The school governors insisted that he resign from his post as deputy head immediately.*

*They suggested that Mrs Ljubojevic be appointed as deputy head on a temporary basis.*

*Everybody recommended that she continue with her education for 3 more years.*

The management said it was important for us to wear dark suits to the meeting.

### **insisted**

The management \_\_\_\_\_ dark suits to the meeting.

Key: *insisted on our wearing/that we wear*

**lest** /lest/ conjunction

(formal or literary)

in order to prevent something from happening

*He gripped his brother's arm lest he be trampled by the mob.*

*Lest anyone should doubt my story, I have brought documents to attest to its truth.*

Lest usually takes a verb in the subjunctive

- *Lest anyone doubt my story... (correct)*
- *Lest anyone doubts my story... (incorrect)*
- *Lest anyone doubted my story... (incorrect)*

It is also acceptable to use should

*Lest anyone should doubt my story...*

## ▼ Poglavlje 5

# Homework Assignment 3

## INSTRUCTIONS FOR HOMEWORK

### *Homework task 3*

Vreme predviđeno za izradu ovog domaćeg zadatka je 60 minuta.

Write a short overview of at least 5 ISPs available in our country and recommend the best one for particular purposes. Please do a short research on the ISPs and write your findings in a form of a report. Your report should be 1600 characters long (with spaces), one A4 page.

OR

According to what we talked about in this week about website evaluation and report writing, you are going to select a website and evaluate it using the seven evaluation points:

Design

Navigation

Ease of use

Accuracy

Up to date

Helpful graphics

Compatibility

Choose a website you like the best. Write your homework in a form of a report. These criteria should form a point-by-point report! Don't forget recommendations in the end!

## ▼ Conclusion

### CONCLUSION: WEBSITES AND WEB DESIGN

*The aim of this section is to revise what we talked about in this lesson.*

In this lesson we talked about

- websites in general
- creating a website
- hypothetical situations
- formal subjunctives
- reading strategies
- writing a report in a form of a point-by point essay.

Don't forget to send your homework!

This is a list of the commonly used words when we talk about web design.

Client, server, planning, development, web architecture, scripting language, programming language, framework, frontend, backend, web site, web design, markup language, HTML, XHTML, XML, style sheet, CSS, database, multimedia, web strategy, templates, Model View Controller, pattern, SEO optimization, testing, routing, redirect /// grid, responsive, kerning, bandwidth, bounce rate, cache, domain, padding, embedded, favicon, inline, nesting, plugin, DDoS, usability, CDN (content delivery network), profiler

Here is also a glossary of website design, useful for future reference:  
<http://www.amyhissom.com/glossary.html>

To practice more vocabulary on web design, go to <http://www.proprofs.com/quiz-school/story.php?title=web-design-1-vocabulary-practice-test-1> and  
[http://www.businessenglishsite.com/exercise\\_itwebdes1.html](http://www.businessenglishsite.com/exercise_itwebdes1.html).

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