

Byte Into English

Bringing English and Computer Skills Together

LINC 2

A Computer Resource for Instructors
Referenced to
Canadian Language Benchmarks, 2

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Introduction

What is *Byte into English*?

Byte into English is a teaching resource of computer and language activities that gives students an opportunity to learn English and develop basic computer skills. The resource consists of three manuals: Preliminary Skills, LINC 2, and LINC 3, and was written to be used with the Microsoft® Windows® operating system, its accompanying accessories, and Microsoft® Word.

Why *Byte into English*?

In computer terminology, byte is short for binary term, a unit of storage capable of holding a single character. This play on words was chosen for the title because it describes the philosophy of this resource: using computers to grasp or "bite into" English.

How did *Byte into English* originate?

The idea for *Byte into English* started in 1998, when the LINC program at Sacred Heart School upgraded its computer lab. While waiting for language software to arrive, it was decided to put the new computers to use by introducing students to basic computer skills. The lessons in *Byte into English* developed from the activities designed at that time. Students showed great enthusiasm for learning English in the computer lab and it was recognized that computer technology was a valuable addition to the LINC program. Students practiced listening, speaking, reading and writing skills as they followed instructions and communicated with each other to complete lab activities. In this way, they developed computer skills through tasks and activities appropriate to their language level and relevant to their lives.

Who is *Byte into English* for?

Byte into English is for teachers with a range of computer experience who would like to incorporate a new and exciting teaching tool into English instruction. Teachers can use the lessons in *Byte into English* as they are presented here or adapt the activities to reflect themes and topics being covered in the classroom. It is hoped that *Byte into English* will also serve as a model for teachers to use in developing their own computer lab lessons and activities.

What is the value in teaching computer skills in LINC?

Computers have become a part of everyday life. Human Resources Development Canada lists computer use as one of the Essential Skills to help people participate fully in the workplace and the community. Using computers as part of LINC instruction gives students the opportunity to learn about this technology or, in the case of students with previous computer experience, familiarizes them with computer terminology and procedures in English. Computers are a way for teachers to reinforce and extend the topics that have been taught in the classroom. The computer lab furnishes a learning environment that can be adapted to different learning styles, with opportunities for both self-directed and guided learning. Further language learning beyond the LINC program often requires computer proficiency for practice and assignment completion. The World Wide Web provides access to extensive, current community information and news. E-mail serves as a quick and inexpensive way to contact family and friends who remain far away.

How is *Byte into English* referenced to the Canadian Language Benchmarks?

The language level of *Byte into English* corresponds to the language skills and competencies outlined for Stage One of the Canadian Language Benchmarks as follows:

Preliminary Skills and LINC 2	Listening/Speaking Benchmark 2 Reading Benchmark 2 Writing Benchmark 2
LINC 3	Listening/Speaking Benchmark 3, 4 Reading Benchmark 3 Writing Benchmark 3

The computer tasks for the lessons in *Byte into English* are largely chosen and adapted from the sample tasks described for the corresponding skills in the Canadian Language Benchmarks Working Document (1996). (Every attempt was made to ensure that these computer tasks correspond to the descriptions of the competencies in the Canadian Language Benchmarks documents. However, due to the specific computer context of this resource, and in order to make the activities accurately reflect authentic computer tasks, this was not always possible.) The Canadian Language Benchmarks documents state that a benchmark describes a person's ability to use the English language to accomplish a set of tasks. If students accomplish some of these tasks on computers, they are developing competence in both the English language and in computer use.

Canadian Language Benchmarks 2000 outlines features of the Benchmarks that are consistent with the method of learning English through computer tasks. The document states that the Benchmarks are learner-centred, task-based, stressing community, study, and work-related tasks and they are competency-based, that is, emphasizing what the learner can do. These features are major characteristics of the lessons presented in *Byte into English*.

The writers hope that you will find the lessons and activities in the three *Byte into English* books beneficial to your programs. Comments and feedback for future printing would be appreciated by contacting the publisher at the e-mail address capjackc@ecsd.net.

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1 Word Processing and Editing Basics	Listening: Instructions Reading: Unformatted texts Writing: Describe personal situations	<ul style="list-style-type: none"> • Use a basic word processing program • Edit text 	<ul style="list-style-type: none"> • Type and edit text from oral instructions • Type and edit sentence answers to written questions 	General information	3
2 The Shift and Caps Lock Keys	Writing: Copy information	<ul style="list-style-type: none"> • Use Shift and Caps Lock keys 	<ul style="list-style-type: none"> • Type two paragraphs, using correct capitalization • Type a class list, using Caps Lock for surnames 	 Education	9
3 The Punctuation Keys	Reading: Unformatted texts Writing: Copy information	<ul style="list-style-type: none"> • Type a document using correct punctuation 	<ul style="list-style-type: none"> • Type a paragraph and a group of sentences, inserting correct punctuation 	 Employment	13
4 The Tab Key and Number Keys	Reading: Formatted texts Writing: Copy information	<ul style="list-style-type: none"> • Use the Tab key • Use number keys 	<ul style="list-style-type: none"> • Type a list in two columns • Type school and program information 	Numbers School information	19
5 Review	Reading: Formatted texts Writing: Copy information	<ul style="list-style-type: none"> • Use the Tab key and symbol keys • Use Microsoft Calculator and Microsoft WordPad 	<ul style="list-style-type: none"> • Type a list of grocery prices • Calculate food prices and format answers in columns 	 Shopping	23
6 Save a New Document	Writing: Describe personal situations	<ul style="list-style-type: none"> • Save a document onto a floppy disk 	<ul style="list-style-type: none"> • Make and save two separate files on a floppy disk 	Personal favourites	27
 7 Save Changes to a Document	Listening: Instructions Writing: Describe personal situations	<ul style="list-style-type: none"> • Open and make changes to a saved document • Save changes to a document 	<ul style="list-style-type: none"> • Open a document, add personal information; save • Open a document and make corrections; save and print 	Personal favourites	31

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9 Formatting with Fonts	Reading: Unformatted texts Writing: Copy information	•Use default font •Use Font and Font Size menus	•Follow written instructions to format documents with various fonts and sizes	 Careful Shopping	41
10 Review	Reading: Instructional texts, formatted texts Writing: Copy information	•Use Shift and Caps Lock keys, Tab key, Font and Font Size menus	•Type province and territory names and abbreviations in two columns with two different fonts •Save document on disk and make corrections	Abbreviations Provinces and Territories	47
11 Bold, Italic, Underline	Listening: Instructions Reading: Instructional texts, unformatted texts Writing: Describe personal situations	•Use bold, italic and underline formatting	•Type personal information, formatting from oral instructions •Type questions and answers, formatting from written instructions	Personal information	51
12 Review	Speaking: Information Reading: Unformatted texts, formatted texts Writing: Copy information, describe personal situations	•Review formatting and word processing	•Type a document with correct formatting •Compose and format a document about own situation	 Housing	55
13 Text Alignment	Reading: Instructional texts, formatted texts Writing: Copy information	•Use Align buttons	•Format a document with sample alignment styles •Type three rental ads using center alignment	 Housing	61
14 The Color Menu	Reading: Instructional texts, unformatted texts, formatted texts Writing: Copy information, describe personal situations	•Format text in color •Use Edit, Select All, Delete	•Type a list in color •Format two documents in color	 Careful Shopping	67

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Unit 1 Word Processing

LESSON	CLB 2 LANGUAGE COMPETENCIES	COMPUTER SKILLS	TASKS	THEME	Page
 15 Bullets and Review	Reading: Instructional texts, formatted texts, unformatted texts Writing: Copy information	<ul style="list-style-type: none"> •Use the Bullets button to type lists •Review use of format bar 	<ul style="list-style-type: none"> •Format two documents with bullets •Refer to the WordPad window to complete a review assignment 	 Shopping General Information	75
16 Review	Reading: Instructional texts, unformatted texts Writing: Copy information, describe personal situations	<ul style="list-style-type: none"> •Review word processing 	<ul style="list-style-type: none"> •Format three documents 	 Employment	81
 17 Review	Speaking: Information Reading: Instructional texts, unformatted texts Writing: Copy information, fill out simple forms	<ul style="list-style-type: none"> •Review word processing 	<ul style="list-style-type: none"> •Format two notices for vacating an apartment •Format a paragraph about a rental inspection report 	 Housing	87
18 Letters	Reading: Instructional texts, unformatted texts, formatted texts Writing: Copy information, describe personal situations	<ul style="list-style-type: none"> •Format business letters 	<ul style="list-style-type: none"> •Type a short business letter from a sample •Compose a business letter with own information 	 Education	91

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Unit 2 Using the Internet

LESSON	CLB 2 LANGUAGE COMPETENCIES	COMPUTER SKILLS	TASKS	THEME	page
 1 Introduction and Using Links	Reading: Formatted texts Writing: Copy information	<ul style="list-style-type: none"> • Start a Web browser from desktop icon • Use scroll bar and arrow keys • Identify links on a Web page 	<ul style="list-style-type: none"> • Follow links to locate Web pages • Find information on Web pages by scrolling • Write short answers to questions about Web pages 	General information	99
 2 Using URLs	Listening: Instructions Reading: Formatted texts Writing: Copy information	<ul style="list-style-type: none"> • Use Back and Forward toolbar buttons • Locate a Web site by typing a URL 	<ul style="list-style-type: none"> • Type a URL from oral instructions • Locate and record weather information 	Weather	105
 3 Review	Reading: Formatted texts Writing: Copy information	<ul style="list-style-type: none"> • Locate Web sites by typing URLs 	<ul style="list-style-type: none"> • Locate several Web sites by typing URLs • Write answers to questions about information on Web sites 	General information	111
 4 Review	Reading: Instructional texts, formatted texts, unformatted texts Writing: Copy information	<ul style="list-style-type: none"> • Locate Web sites by typing URLs • Navigate Web pages to find information 	<ul style="list-style-type: none"> • Locate the National Atlas of Canada Online Web site and the Citzine Web site • Write answers to questions 	Geography People	117
5 Review	Reading: Instructional texts, formatted texts Writing: Copy information	<ul style="list-style-type: none"> • Type the URL to locate the National Job Bank • Follow links and use the toolbar to navigate Web pages 	<ul style="list-style-type: none"> • Locate and record job information • Format a list of abbreviations in two columns using the Tab key 	 Employment	123

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1 Introduction to Computer Drawing	Listening: Instructions	<ul style="list-style-type: none"> • Use basic computer drawing tools 	<ul style="list-style-type: none"> • Draw two pictures from oral instructions 	General	131
2 Drawing Lines and Shapes	Listening: Instructions Reading: Instructional texts, formatted texts	<ul style="list-style-type: none"> • Use shape tools • Set Image Attributes • Print drawings 	<ul style="list-style-type: none"> • Draw and label samples of shape tools • Draw and label a chart of common shapes 	Geometric shapes	139
3 Review	Speaking: Information Reading: Instructional texts, formatted texts Writing: Copy information	<ul style="list-style-type: none"> • Review use of Microsoft Paint drawing tools • Print drawings 	<ul style="list-style-type: none"> • Copy and print a floor plan from a sample • Draw a floor plan for any room in own house or apartment 	 Housing	143
4 Drawing with Text	Listening: Instructions Writing: Copy information	<ul style="list-style-type: none"> • Use Text tool to insert text into a drawing • Use Select tool to move and delete text 	<ul style="list-style-type: none"> • Insert text into drawings from oral instructions 	 Health	147
5 Drawing Maps and Review	Reading: Formatted texts Writing: Copy information	<ul style="list-style-type: none"> • Use drawing and Text tools • Copy and paste from Paint to Microsoft WordPad (optional) 	<ul style="list-style-type: none"> • Draw and label a map from a sample • Type five sentences 	Map directions	153
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Lesson 11: Bold, Italic, Underline

Students will use the Bold, Italic, and Underline buttons to format two documents, one from oral instructions and one from written instructions.

Language Competencies

- Listening: Instructions
- Reading: Instructional texts, unformatted texts
- Writing: Describe personal situations

Computer Skill

- Use bold, italic and underline formatting

Tasks

- Type personal information, formatting text from oral instructions
- Type a series of questions and answers, formatting from written instructions

Materials

- Lab Assignments 1 and 2
- Disks

Lesson Presentation

1. Start Microsoft WordPad and point out the Bold, Italic, and Underline buttons on the format bar. Begin typing some text of your own choice and demonstrate how the appearance of the text changes when each button is selected.
2. Point out that each button is selected with one click and deselected with another click. The buttons are a lighter gray color when they are selected.



You may find that students need to be reminded to deselect the formatting when it is not desired.

3. Do Lab Assignment 1 with students.
4. Have students do Lab Assignment 2 and hand it in.
5. Return the corrected copy of the document from Lab Assignment 2 in a subsequent computer lab period. Students can open the saved document and make corrections as needed.

Vocabulary

bold

format

select

underline

deselect

italic

text



Lab Assignment 1

Have students type and print the following text, double-spaced, from your oral instructions. See Teacher's Notes for a sample of the completed document.

Formatting Instructions to be read to students:

first name - bold

last name - italic

country of origin - underline

marital status - bold, italic

first language - bold, underline

month of birth - bold, italic, underline

phone number - italic, underline

gender - bold

Lab Assignment 2



Use the default font and font size. Type your name at the top of the page. Type the questions with bold formatting and type sentence answers with italic formatting. Double-space after each answer. The first question is done for you as an example. Save your document on your disk. Name the document Questions. Preview and print your document.

Your Name

What kind of housing do you live in?

I live in an apartment.

Who lives with you?

How many bedrooms do you have?

Is your kitchen large or small?

Is your neighbourhood quiet or noisy?

Do you have a phone?

How often do you make long distance calls?

Do you have a television?

How often do you watch television?



Teacher's Notes

Sample Document for Lab Assignment 1:

Mary

Jones

Canada

single

English

December

477-6823

female



Lab Assignment 2 has more than the five or six questions recommended for Writing Benchmark 2. Have students choose five or six questions to type and answer if the assignment is too long.