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HTML Workbook
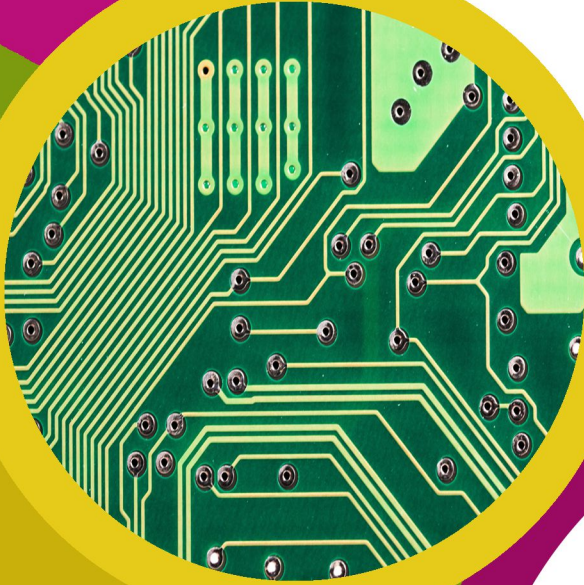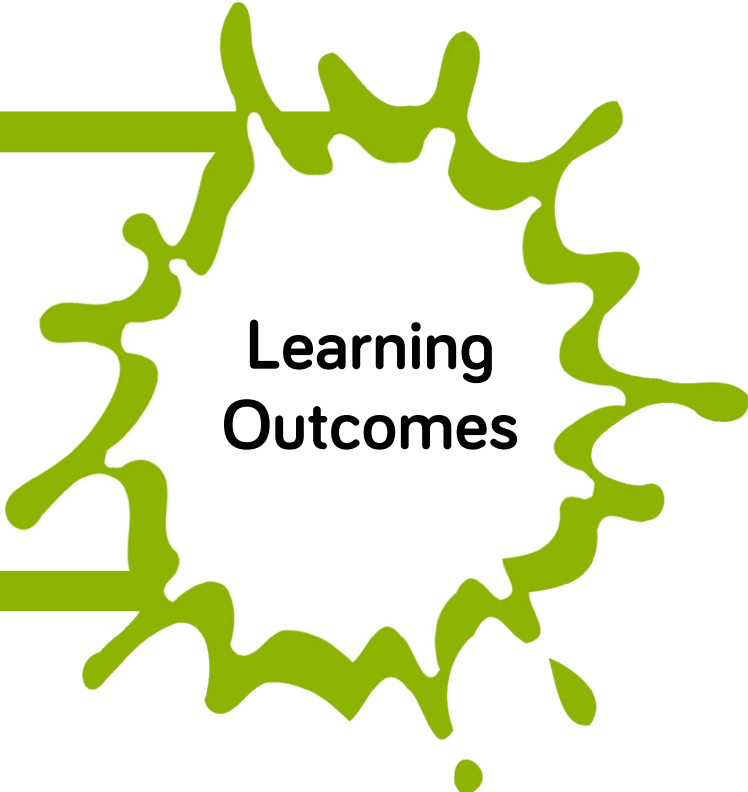
Overview

In this workshop, we will be looking at programming in HTML learning about each of the different tags and how to use them effectively.

Learning Outcomes

1. To learn what HTML is and what it is used for.
2. To understand that tags have different effects on text and be able to identify which tags correspond to which effects.
3. To use these tags to mark up a document to specific requirements.

Attendee Prerequisites

1. No previous knowledge of HTML is required.

What is HTML?

In your own words write what you think HTML is and its use:

_____

_____

_____

Fill The Blanks

HTML or H_____T_____M_____L_____, can be thought of a programming language. It is used to _____ _____. It is the foundation of almost any page you visit on your _____. HTML describes the structure of web pages using markup. Mark up languages are designed for the _____ _____.

HTML elements (or tags) are the building blocks of HTML pages.

HTML _____ label pieces of content such as "heading", "paragraph", "table", and so on.

_____ do not display the HTML tags, but use them to render the content of the page.

My First HTML

```
<!DOCTYPE html>
<html>
    <head>
        <title> My First HTML </title>
    </head>
    <!-- Insert Comments Here -->
    <body>
        <h1> This is a Heading </h1>
        <p> This is a paragraph. </p>
    </body>
</html>
```

This is a Heading

This is a paragraph.

Anchor

```html
1   <!DOCTYPE html>
2   <html>
3       <body>
4           <p>
5               <a href="https://www.technocamps.com">Link to Technocamps</a>
6           </p>
7           <p>
8               <a href="#C10">Goto Chapter 10</a>
9           </p>
10
11          <p>
12              <h2>Chapter 1</h2>
13              <p>This chapter is about...</p>
14
15              <h2>Chapter 2</h2>
```

```html
35
36              <h2>Chapter 9</h2>
37              <p>This chapter is about...</p>
38
39              <h2><a name ="C10">Chapter 10</a></h2>
40              <p>This chapter is about...</p>
41          </p>
42      </body>
43  </html>
44
```

Tags and Uses

In your own words write down what you think each tag does and when they are used:

Tag Levels

For each of the tags, group the tags according to their hierarchical order:

Tier 0

Tier 1

Tier 2

Tier 3

Image

```
<img src="Logo.jpg" alt="Logo" width="1200"
                                  height="300">
```


Image as a link

```
<a href="https://www.technocamps.com">
    <img src="Logo.jpg" alt="Link to website"
          width="1200" height="300" border="">
</a>
```

List

```
1   <!DOCTYPE html>
2   <html>
3       <body>
4           <h2>An Unordered HTML List</h2>
5
6           <ul>
7               <li>Coffee</li>
8               <li>Tea</li>
9               <li>Milk</li>
10          </ul>
11
12          <h2>An Ordered HTML List</h2>
13
14          <ol>
15              <li>Coffee</li>
16              <li>Tea</li>
17              <li>Milk</li>
18          </ol>
19      </body>
20  </html>
```
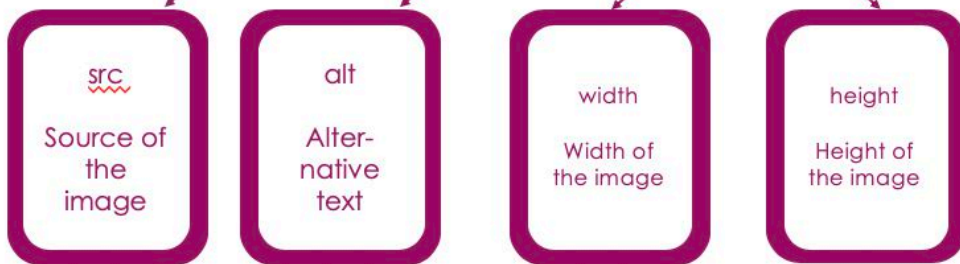
Table 10

Table

```
1   <!DOCTYPE html>
2   <html>
3       <body>
4           <h2>Basic HTML Table</h2>
5               <table style="width:13%">
6                   <tr>
7                       <th>Firstname</th>
8                       <th>Lastname</th>
9                       <th>Age</th>
10                  </tr>
11                  <tr>
12                      <td>Bob</td>
13                      <td>Jones</td>
14                      <td>35</td>
15                  </tr>
16                  <tr>
17                      <td>Alice</td>
18                      <td>Robinson</td>
19                      <td>64</td>
20                  </tr>
21                  <tr>
22                      <td>Mark</td>
23                      <td>Williams</td>
24                      <td>24</td>
25                  </tr>
26              </table>
27      </body>
28  </html>
```

Match Up

Using the HTML tags on the right, match up each tag with its corresponding output. Note: some tags may have been used twice.

<p>   <hr>   <b>   <i>   <center>   <h6>

<h1>   <tr>   <td>

Heading

This is a sentence...

Name	Age
John	15
Sam	24

<hr>

My Web Page

Option 1:

Chips and Sausages or Beans and Chip?

HTML Document

Students are to use all the tags learned up until now to mark up the document below to specific requirements.

GCSE Welsh Revision

Chapter 1 – Reading

This chapter is about being able to understand written information. Reading is important and we use it daily.

This chapter will help you to compare and contrast points of view and how to cope in common Q/A situations.

English	Welsh
What?	Beth?
Where?	Ble?
When?	Pryd?
Who?	Pwy?
With who?	Gyda phwy?
Why?	Pam?
Which?	Pa?
How?	Sut?
What time?	Faint o'r gloch?
How much?	Faint?
How many?	Faint/Sawl?

Common Q/A Phrases

Pwy? (Who?) questions:

Look for a reference to a person, e.g *ffrind* or a group of people, e.g *pobl ifanc*. They may even be named, in which case, there may be a capital letter.

Gyda phwy? (With who?) questions:

Again, look for references to people.

Beth? (What?) questions:

Look for an object, an activity or an idea to answer this type of question.

You might also see a *gwneud beth*? (does what?) question, in which case you need to look for an activity or a verb (a doing word).

Ble? (Where?) questions:

The answer will always be a place. It could be a venue such as canolfan hamdden or canolfan siopa.

The answer could also be a town, village, city etc, therefore you will need to look out for a word that begins with a capital letter such as Caerdydd or Bangor.

Pam? (Why?) questions:

The easiest way to find the answer to this type of question is to look for the word achos but don't rely on this every time because the word may not always be used.

Pryd? (When?) questions:

Look for a reference to time, e.g a day of the week, a date or a word that denotes time such as yfory or ddoe.

Again, you could look out for the capital letter at the beginning of the word such as Mai or Ionawr.

Faint o'r gloch? (What time?) questions:

Look for a time, e.g hanner awr wedi pedwar or chwarter i ddeg.

Faint?/Sawl? (How many?) questions:

The answer will usually be a number – it could be a figure but it may also be a word.

Chapter 2 – Writing

This chapter is about being able to provide personal information.

This is important when you're learning a language because It allows you to give information about yourself and express opinions on various topics.

Personal Information

The table below are words that are useful for giving personal details:

Personal Information	Details
Enw	Bill Jones
Oed	Dau ddeg tri
Byw	Abertawe
Teulu	Mam, Dad, Chwaer
Hobi	Chwarae pel-droed
Hoff ganwr/gantores	George Ezra

To start talking about yourself you need to use *Dw i...* or *Rydw i...* – both meaning I...

Try it!

Annwyl Anwen

Sut wyt ti? Fy enw i ydy Bill Jones. Dw i'n byw yn Abertawe. Dw i'n byw gyda Mam a Dad ac mae gen i un chwaer o'r enw Mary.

Fy hoff hobi ydy chwarae pel-droed achos dw i wrth fy modd yn cadw'n heini. Fy hoff ganwr ydy George Ezra achos mae ganddo lais hyfryd.

Hwyl am y tro

Bill Jones

Exercise

What are these phrases in Welsh?

1. My name is
2. I live in
3. I have/I've got
4. My favourite hobby is

Exercise 2

Write an email to a new friend introducing yourself. Remember to give as many details as possible, e.g:

- your name
- where you live
- who's in your family – use *Mae gen i____*
- your favourite hobby/band/film – use *Fy hoff____ydy____.*

Chapter 3 – Speaking

This chapter is about Welsh social skills by learning how to invite, discuss, express opinions in different social situations through the medium of Welsh.

Chatting with friends

Say your friend sends you this text message:

Wyt ti'n mynd i'r parti heno? Dw i'n mynd am naw o'r gloch. Hoffet ti gael lifft?

How would you respond?

Here are some useful sentences you can use to respond:

- *Ydw, dw i'n mynd i'r parti heno. Hoffwn i gael lifft – diolch.* – Yes, I'm going to the party tonight. I would like to have a lift – thanks.
- *Nac ydw, dw i ddim yn mynd i'r parti heno ond diolch am gynnig lifft.* – No, I'm not going to the party tonight but thanks for offering a lift.

If you wanted to discuss whether other people are going, you would ask:

Question: *Ydy Joe yn mynd?* – Is Joe going?

Answers:

- *Ydy, mae Dylan yn mynd.* – Yes, Dylan is going.
- *Nac ydy, dydy Dylan ddim yn mynd.* – No, Dylan isn't going.

Question: *Fydd Bethan yno? – Will Bethan be there?*

Answers:

- *Bydd, bydd Bethan yno. – Yes, Bethan will be there*
- *Na fydd, bydd Bethan ddim yno. – No, Bethan will not be there.*

If you wanted to ask what clothes to wear:

Question: *Beth wyt ti'n gwisgo? – What are you wearing?*

Answer: *Dw i'n gwisgo… – I'm wearing…*

Question: *Beth wyt ti'n mynd i wisgo? – What are you going to wear?*

Answer: *Dw i'n mynd i wisgo… – I'm going to wear…*

Question: *Beth fyddi di'n gwisgo? – What will you be wearing?*

Answer: *Bydda i'n gwisgo… – "I'll be wearing…*

Items of clothing:

- *trowsus*
- *jins*
- *ffrog*
- *crys*
- *siwmper*
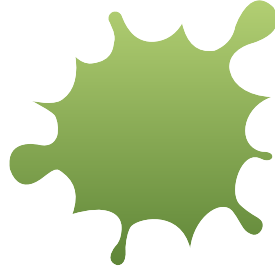- *blows*
- *sgert*
- *siaced*

About Technocamps

Here is a quote from Technocamps's website:

Our mission is to inspire, motivate and engage people with computational thinking and promote Computer Science as underpinning all aspects of modern society.

An image that is a link:

Create Your Own

Mathematics

What Topics to Include?

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