

# Book map

Unit	Topics
<b>1 What is ICT?</b> <b>Listening · Speaking</b>	<ul style="list-style-type: none"> <li>defining ICT</li> <li>introduction to different aspects of ICT</li> </ul>
<b>2 ICT in the workplace</b> <b>Reading · Writing</b>	<ul style="list-style-type: none"> <li>impact of ICT on business, including communication, information management and product design</li> <li>impact of ICT on the nature of work, including teleworking and outsourcing</li> </ul>
<b>3 Introduction to ICT systems</b> <b>Listening · Speaking</b>	<ul style="list-style-type: none"> <li>embedded and general purpose systems</li> <li>data storage and management</li> <li>control systems</li> <li>communication systems</li> <li>functions of ICT systems (data capture, processing and output)</li> </ul>
<b>4 ICT in education</b> <b>Reading · Writing</b>	<ul style="list-style-type: none"> <li>use of computers and the Internet in research and learning</li> <li>computer-assisted learning (CAL), virtual learning environments (VLEs) and their impact on teaching</li> </ul>
<b>5 The history of ICT</b> <b>Listening · Speaking</b>	<ul style="list-style-type: none"> <li>key stages in the development of the computer (inventions and innovations)</li> <li>development of computer components (input, output, processing and storage)</li> <li>foundations of the Internet</li> </ul>
<b>6 The Internet</b> <b>Reading · Writing</b>	<ul style="list-style-type: none"> <li>Internet protocols and data transfer</li> <li>Web 2.0 and the future of the Internet</li> <li>social networking services (SNS)</li> </ul>
<b>7 Software development</b> <b>Listening · Speaking</b>	<ul style="list-style-type: none"> <li>development methods and processes</li> <li>waterfall, iterative and prototyping models</li> <li>planning the development process</li> <li>open source software</li> </ul>
<b>8 Efficiency in computer systems</b> <b>Reading · Writing</b>	<ul style="list-style-type: none"> <li>efficiency in computer systems</li> <li>reliability, security, speed and cost</li> </ul>
<b>9 Human-computer interaction (HCI)</b> <b>Listening · Speaking</b>	<ul style="list-style-type: none"> <li>importance and scope of HCI</li> <li>aspects of human sciences and computer sciences</li> <li>different types of interface</li> <li>hardware and software</li> </ul>
<b>10 E-commerce and e-government</b> <b>Reading · Writing</b>	<ul style="list-style-type: none"> <li>types of e-commerce: B2B, B2C, C2C, B2G</li> <li>barriers to adoption of e-commerce</li> </ul>
<b>11 Computing and ethics</b> <b>Listening · Speaking</b>	<ul style="list-style-type: none"> <li>laws and regulations, including copyright</li> <li>principles and ethics, including privacy and surveillance</li> <li>the role of hacking</li> </ul>
<b>12 ICT in the future</b> <b>Reading · Writing</b>	<ul style="list-style-type: none"> <li>virtual and mirror worlds</li> <li>augmented reality (AR)</li> <li>lifelogging</li> <li>using technological growth curves to predict future development</li> </ul>



Vocabulary focus	Skills focus	Unit
<ul style="list-style-type: none"> <li>words from general English with a special meaning in ICT</li> <li>prefixes and suffixes</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>preparing for a lecture</li> <li>predicting lecture content from the introduction</li> <li>understanding lecture organization</li> <li>choosing an appropriate form of notes</li> <li>making lecture notes</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>speaking from notes</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>English–English dictionaries: headwords · definitions · parts of speech · phonemes · stress markers · countable/uncountable · transitive/intransitive</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>using research questions to focus on relevant information in a text</li> <li>using topic sentences to get an overview of the text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>writing topic sentences</li> <li>summarizing a text</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>stress patterns in multi-syllable words</li> <li>prefixes</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>preparing for a lecture</li> <li>predicting lecture content</li> <li>making lecture notes</li> <li>using different information sources</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>reporting research findings</li> <li>formulating questions</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>computer jargon</li> <li>abbreviations and acronyms</li> <li>discourse and stance markers</li> <li>verb and noun suffixes</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>identifying topic development within a paragraph</li> <li>using the Internet effectively</li> <li>evaluating Internet search results</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>reporting research findings</li> </ul>	<b>4</b>
<ul style="list-style-type: none"> <li>word sets: synonyms, antonyms, etc.</li> <li>the language of trends</li> <li>common lecture language</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>understanding ‘signpost language’ in lectures</li> <li>using symbols and abbreviations in note-taking</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>making effective contributions to a seminar</li> </ul>	<b>5</b>
<ul style="list-style-type: none"> <li>synonyms, replacement subjects, etc., for sentence-level paraphrasing</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>locating key information in complex sentences</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>reporting findings from other sources: paraphrasing</li> <li>writing complex sentences</li> </ul>	<b>6</b>
<ul style="list-style-type: none"> <li>compound nouns</li> <li>fixed phrases from ICT</li> <li>fixed phrases from academic English</li> <li>common lecture language</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>understanding speaker emphasis</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>asking for clarification</li> <li>responding to queries and requests for clarification</li> </ul>	<b>7</b>
<ul style="list-style-type: none"> <li>synonyms</li> <li>nouns from verbs</li> <li>definitions</li> <li>common ‘direction’ verbs in essay titles (<i>discuss, analyze, evaluate, etc.</i>)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>understanding dependent clauses with passives</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>paraphrasing</li> <li>expanding notes into complex sentences</li> <li>recognizing different essay types/structures: descriptive · analytical · comparison/evaluation · argument</li> <li>writing essay plans</li> <li>writing essays</li> </ul>	<b>8</b>
<ul style="list-style-type: none"> <li>fixed phrases from ICT</li> <li>fixed phrases from academic English</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>using the Cornell note-taking system</li> <li>recognizing digressions in lectures</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>making effective contributions to a seminar</li> <li>referring to other people’s ideas in a seminar</li> </ul>	<b>9</b>
<ul style="list-style-type: none"> <li>‘neutral’ and ‘marked’ words</li> <li>fixed phrases from ICT</li> <li>fixed phrases from academic English</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>recognizing the writer’s stance and level of confidence or tentativeness</li> <li>inferring implicit ideas</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>writing situation–problem–solution–evaluation essays</li> <li>using direct quotations</li> <li>compiling a bibliography/reference list</li> </ul>	<b>10</b>
<ul style="list-style-type: none"> <li>words/phrases used to link ideas (<i>moreover, as a result, etc.</i>)</li> <li>stress patterns in noun phrases and compounds</li> <li>fixed phrases from academic English</li> <li>words/phrases related to ethics in computing</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>recognizing the speaker’s stance</li> <li>writing up notes in full</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>building an argument in a seminar</li> <li>agreeing/disagreeing</li> </ul>	<b>11</b>
<ul style="list-style-type: none"> <li>verbs used to introduce ideas from other sources (<i>X contends/suggests/asserts that ...</i>)</li> <li>linking words/phrases conveying contrast (<i>whereas</i>), result (<i>consequently</i>), reasons (<i>due to</i>), etc.</li> <li>words for quantities (<i>a significant minority</i>)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>understanding how ideas in a text are linked</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>deciding whether to use direct quotation or paraphrase</li> <li>incorporating quotations</li> <li>writing research reports</li> <li>writing effective introductions/conclusions</li> </ul>	<b>12</b>

