Xabirova Zulfiya Anvarbekovna

PROFESSIONAL ENGLISH COMMUNICATION FOR IT AND COMPUTER ENGINEERING

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Coursebook Information

English for IT and Computer Engineering - English 4 is an English for Specific Purposes (ESP) coursebook written for university students of Information Technology and Computer Engineering. It consolidates and extends the vocabulary, grammar and skills covered at those earlier stages while targeting an intermediate to upper-intermediate (B1+/B2+) level of English.

Course structure

The coursebook is organised into 15 weekly units of classroom work. Most lessons are designed for a single 75-minute period; several reading- or project-heavy units (for example Weeks 1, 3, 4 and 9) are planned as extended 2 × 75-minute lessons. The programme includes:

- Weeks 1–6 and 8–13 – topic-based units covering entertainment and GPS, banking and education, robotics and electronic publishing, artificial intelligence, operating systems, marketing, automation, telecommuting and cybersecurity, identity theft, antivirus software and cloud computing, health technology and design, and system administration and programming.
- Week 7 – Project Work 1: Creating Ads, a team advertising-campaign project.
- Week 14 – Project Work 2: Academic Debate, a formal team debate on AI coding assistants.
- Week 15 – Integrated Revision, consolidating vocabulary and skills from every unit before the final examination.

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Unit components

- Every weekly unit follows the same template, so that both teachers and students know what to expect from lesson to lesson:
- Technological Map – a summary table of the subject, topic, lesson type, duration, public-speaking focus and target/functional language for the lesson.
- Lesson/Learning Objectives – educational, character-building (upbringing) and developmental objectives.
- Competencies to Be Developed – communicative, information and digital, professional/collaborative and self-development competences.
- Lesson Procedure – a staged, timed outline of classroom activities and methods/formats.
- Key Vocabulary – topic-specific IT terminology with definitions and, in later units, examples in context.
- Reading texts and tasks – authentic-style IT passages with comprehension, vocabulary-in-context and critical-reading questions.
- Writing tasks – professional and technical writing genres such as briefs, proposals, advisory reports, reviews and position papers.
- Speaking tasks – role-plays, interviews, presentations, pitches and debates that build public-speaking confidence.
- Home Assignment and Answer Keys – follow-up work for independent study, with keys provided for self-checking.

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English for IT and Computer Engineering - English 4

Week 1

ENTERTAINMENT, GAMING AND SOCIAL NETWORKING GPS SYSTEMS

Technological Map

Titles	Entertainment, Gaming and Social Networking; GPS Systems + Public Speaking Integration
Lesson type	Mixed lesson (imparting new knowledge + practical speaking activity)
Class hours	2 x 75 minutes
Teaching methods	KWL (Know–Want to Know–Learned), Clustering, Brainstorming, pair/group work, short speech (role-play)
Equipment and teaching aids	Textbook, projector/screen, handout (vocabulary sheet), timer, video clip (optional)

Lesson Objectives

Educational objectives:

- To correctly use technical vocabulary related to gaming, social media, and GPS systems;
- To master the grammatical and functional structures necessary for describing processes and providing clear instructions;
- To understand the principles of structuring and delivering a brief introductory speech.

Upbringing objectives:

- To foster a culture of professional communication in the IT field, as well as skills in teamwork and mutual respect for others' opinions;
- To instill the habit of adhering to principles of honesty and proper source attribution (academic ethics) when speaking.

Developmental objectives:

- To develop students' critical thinking, their ability to express ideas freely and coherently, and their public speaking skills;
- To cultivate the ability to apply strategies for managing speech anxiety.

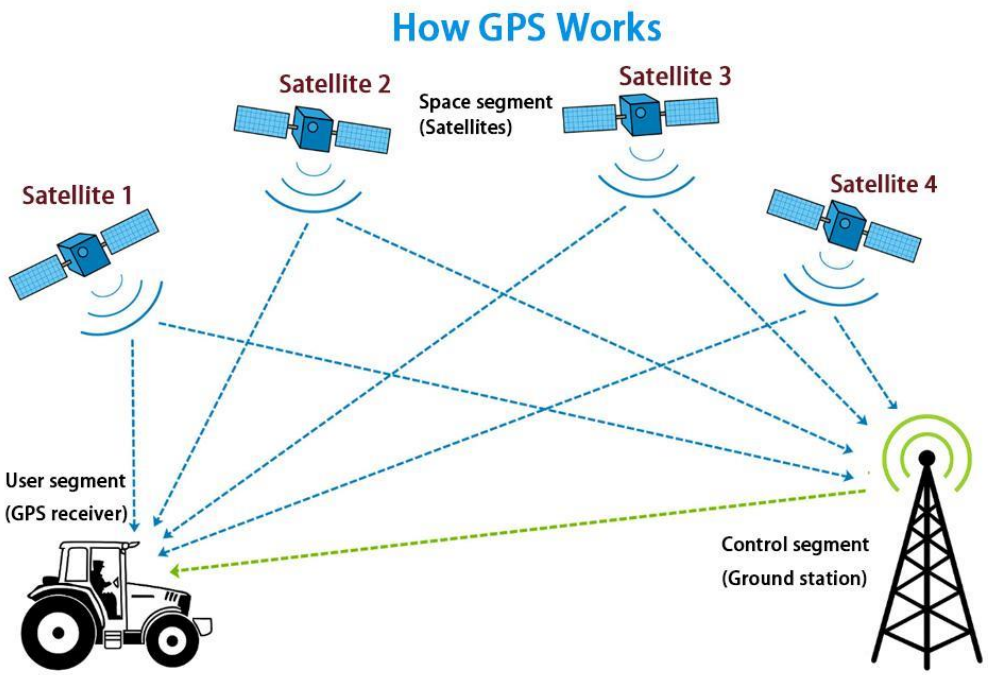
Competencies Developed

- Communicative competence: the ability to communicate orally and in writing on topics related to professional activities;
- Information and communication competence: the ability to explain IT-related concepts in English;
- Professional and personal competence: teamwork, public speaking, and presentation skills;
- Self-development competence: the ability to manage anxiety during communication and maintain composure.

Lesson procedure (by stages)

Stage	Activity Content	Method / Form	Time
1	Organisational stage: greeting the students, checking attendance, and introducing the topic ("Which application or game do you use most frequently?")	Question-and-answer session, KWL chart	5 minutes
2	Reading/listening to the text on Entertainment, Gaming and Social Networking; explaining and reinforcing the key vocabulary	Clustering, pair work	15 minutes
3	Reading the text on GPS Systems; practising how to describe the operation of GPS step by step	Model-based practice, group work	15 minutes
4	Public Speaking block: discussing the importance of communication	Brainstorming, discussion	15 minutes

	for IT professionals; exploring speaking anxiety, myths, and facts		
5	Delivering a short self-introduction speech (1–2 minutes): the student's name, area of interest, and chosen technology	Role-play, presentation in pairs or small groups	20 minutes
6	Conclusion: summarising the topic, explaining the independent study assignment, providing feedback, and assessing students' performance	Question-and-answer session, reflection	5 minutes



Key Vocabulary

Terms	Meaning / Use
streaming	transmitting audio or video over the internet in real time
multiplayer	a game played by several players together
social networking site	a website or application used to connect with others and share content
notification	an alert sent by an application or device
satellite	a device in orbit used to transmit signals, for example, for GPS
receiver	a device that receives signals, such as a GPS receiver
coordinates	numerical values indicating an exact location, such as latitude and longitude
real-time tracking	monitoring a process or location in real time
bandwidth	the amount of data that can be transmitted within a given period
user interface (UI)	the part through which a user interacts with an application or device

Reading practice: Entertainment, Social Networking and GPS

Task 1. *Before you read discuss the questions with a partner.*

To what extent should an entertainment app be allowed to collect a user's location data?

Which technical limitations might affect the accuracy of a location-based multiplayer game?

How can developers balance an engaging social experience with privacy and personal safety?

How a Location-Based Multiplayer Game Works

Location-based multiplayer games occupy an unusual space between digital entertainment and the physical world. Rather than confining users to a fixed screen environment, they superimpose virtual missions, objects and competitors onto a map of real locations. What appears to be a straightforward user experience is, in fact, produced by the continuous interaction of satellite navigation, mobile networking, server-side processing and social-media functions. If any one of these components performs poorly, the illusion of a responsive shared world begins to break down.

The process starts when a player downloads the core application and creates an account. During registration, the user interface may request a username, profile image, notification settings and privacy preferences. These details allow players to form teams, exchange messages and receive alerts about nearby events. Unlike video streaming, in which content is delivered progressively while it is being consumed, a game generally stores its essential graphics and program files on the device. Nevertheless, dynamic information, such as player positions, scores and mission updates must be transmitted continuously between the phone and a remote server.

Location data is generated by the phone’s Global Positioning System receiver. Each satellite broadcasts an extremely precise time-coded signal. By comparing the signal's transmission time with its arrival time, the receiver estimates how far the device is from that satellite. Signals from at least four satellites are normally required to calculate latitude, longitude, altitude and clock correction through a process known as trilateration. The resulting coordinates are approximate rather than absolute: tall buildings, atmospheric conditions and reflected signals can all reduce accuracy. The application therefore has to decide whether a new reading represents genuine movement or merely temporary GPS noise.

Once validated, the coordinates are sent to the game server, which synchronizes the player's position with those of other participants. The server then returns information about nearby objects, teammates or

competitors. Because this exchange is repeated at short intervals, the system can create the impression of real-time tracking. Its responsiveness, however, depends not only on bandwidth but also on latency the time required for data to travel across the network and receive a response. A high-bandwidth connection may still feel slow if latency is excessive. Developers often use prediction and smoothing algorithms to prevent avatars from jumping abruptly when updates arrive late or contain minor inaccuracies.

The same infrastructure that makes the game socially engaging also introduces ethical and security concerns. Persistent location collection can reveal routines, frequently visited places and relationships between users, even when no single coordinate seems sensitive. Consequently, privacy cannot be treated as a one-time consent box. A responsible design should minimise data collection, explain why each permission is needed and allow players to restrict visibility or disable tracking outside active play. Users, for their part, should review privacy settings, avoid publishing identifiable personal details and remain aware of their physical surroundings. Location technology can enrich entertainment, but its value ultimately depends on whether technical performance and user autonomy are designed together rather than treated as competing priorities.

Task 2. Close reading: *True, False or Not Given*

Write T (True), F (False) or NG (Not Given). Justify each answer with evidence or an inference from the text.

The apparent simplicity of a location-based game depends on several interdependent technologies.

All game content is progressively streamed to the device during active play.

Four satellite signals help the receiver correct both position and timing information.

Every change in calculated coordinates necessarily represents genuine physical movement.

Bandwidth alone is an adequate measure of how responsive the game will feel.

The text states that prediction algorithms can completely eliminate GPS inaccuracies.

Repeated location records may become sensitive when they reveal patterns over time.

Task 3. *Choose the best answer*

Which statement best expresses the writer's central argument?

a) Social functions are more important than technical accuracy. b) Effective location-based games require technical coordination and responsible data practices. c) GPS should be replaced by server-based positioning.

Why does the writer contrast game delivery with video streaming?

a) To clarify which data are stored and which must be updated continuously b) To prove that gaming always uses less bandwidth c) To argue that streamed content is more secure

What can be inferred about GPS noise?

a) It may be mistaken for player movement. b) It occurs only inside tall buildings. c) It is produced by multiplayer servers.

Why might a high-bandwidth connection still feel unresponsive?

a) Its graphics are stored locally. b) Its latency may be high. c) It receives too many satellite signals.

What does the final phrase “designed together” imply?

a) Privacy should be added after technical development. b) Performance and autonomy should be treated as connected design requirements. c) Users should choose between safety and entertainment.

Task 4. *Vocabulary in context*

Match the terms (A–H) with the definitions (1–8).

Terms	Definitions
A. superimpose	1. continuing or recurring over an extended period
B. dynamic data	2. to place one element over another so both are represented together
C. trilateration	3. changing information that must be updated during operation
D. latency	4. the delay between sending data and receiving a response
E. synchronize	5. to coordinate separate data or events so they correspond in time
F. persistent	6. calculating position by comparing distances from known points
G. minimise	7. freedom and control to make informed choices independently
H. autonomy	8. to reduce something to the smallest practical amount

Task 5. *Put the GPS process in the correct order*

Number the steps from 1 to 6, then retell the process using sequencing words.

___ The application filters the reading to distinguish movement from GPS noise.

___ The server returns synchronized information about nearby participants and objects.

___ The receiver estimates its distance from several satellites.

___ Validated coordinates are transmitted to the remote server.

___ Satellites broadcast precise time-coded signals.

___ Trilateration produces approximate position and clock-correction data.

Task 6. *Academic language: cohesion and complex instructions*

Complete the process with: *Initially*, *Subsequently*, *Once*, *Provided that*, *Consequently*, *Ultimately*. Then paraphrase any three sentences without changing their meaning.

_____, the receiver collects time-coded signals from multiple satellites.

_____, it estimates the device's distance from each signal source.

_____ the coordinates have been validated, they are transmitted to the game server.

Real-time tracking remains convincing _____ latency is sufficiently low.

Location updates may arrive late; _____, the interface may display abrupt movement.

_____, the system's success depends on both technical reliability and respect for user autonomy.

Task 7. *Critical speaking challenge*

Prepare a 2–3 minute response: "Should location-based games collect precise data continuously during active play?"

- Explain the technical reason for real-time location collection.
- Evaluate at least one privacy risk and propose a proportionate safeguard.
- Use at least six target terms, two sequencing expressions and one complex conditional.
- Acknowledge a counterargument before stating your final position.

Functional language: describing a process and giving instructions

Sequencing words:

- First / To begin with … Next / After that … Then … Once this is done … Finally / Lastly …
- Giving clear instructions:
- Make sure you… / Remember to… / Don't forget to…
- Press / Click / Tap / Select… followed by / Enter…
- If X happens, then… (conditional clause for troubleshooting)

Assessment criteria (based on the rating system)

In accordance with the 100-point rating system outlined in the syllabus, this course contributes to the following components:

Assessed Activity	Syllabus Category	Assessment Criteria
Active participation in class (pair/group work)	Class Participation (20 points)	Participation in English; frequency and quality of responses
Use of vocabulary and functional language	Class Participation / Home Assignment	Accurate and appropriate use of terminology
Short self-introduction speech	Class Participation (Speaking Component)	Structure, fluency, and adherence to the time limit
Independent study assignment	Home Assignments (10 points)	Completion by the specified deadline and in accordance with the assessment criteria

Concept Checking Questions

1. What is the difference between streaming and downloading content?
2. How does a GPS receiver determine its exact location?
3. Name three sequencing words used to describe a process.
4. Why is clear communication important for IT professionals?
5. Name one myth and one reality about speaking anxiety.

Home assignment

1.Write a short text (100–120 words) describing the process of downloading and setting up your chosen mobile app; use at least four sequential or instructional phrases.

2. Prepare a refined, one-minute version of your introductory speech for the next class.

3. Review the vocabulary from Units for the short quiz in the next class.

* *Penalties for late submission will be applied in accordance with the general rule stated in the syllabus (0–24 hours: -10%; every subsequent 24 hours: -10%).*

Answer keys:

Task 2: 1 T; 2 F; 3 T; 4 F; 5 F; 6 NG; 7 T. Task 3: 1-b, 2-a, 3-a, 4-b, 5-b. Task 4: A-2, B-3, C-6, D-4, E-5, F-1, G-8, H-7. Task 5: satellites broadcast signals → receiver estimates distances → trilateration calculates position → application filters GPS noise → validated coordinates go to the server → server returns synchronized information. Task 6: Initially; Subsequently; Once; Provided that; Consequently; Ultimately.

Week 2

BANKING
EDUCATION AND RESEARCH

Technological map

Course	English for IT and Computer Engineering (English 4)
Topic	Banking; Education and Research
Lesson type	Integrated lesson (new input + practical communication)
Contact hours	2 × 75 minutes (or one 150-minute block)
Public Speaking component	Building speaker confidence; Managing communication anxiety through practical techniques
Target skills	Describing capabilities; Proposing solutions; Delivering a mini informative speech

Lesson Objectives

Learning objectives:

- Use advanced vocabulary related to banking, education, and research accurately and appropriately;
- Use a range of structures to describe capabilities and propose well-reasoned solutions.

Values-based objective:

- Develop financial literacy and a responsible understanding of academic integrity, including the avoidance of plagiarism.

Developmental objective:

- Develop the ability to organise and communicate complex ideas through a concise informative speech.

Competencies to Be Developed

- Communicative competence: communicating effectively in speech and writing on professional and technical topics;
- Information and communication competence: explaining IT-related concepts precisely in English;
- Professional and interpersonal competence: collaborating, speaking confidently, and presenting information effectively;
- Self-development competence: monitoring and improving one's own spoken and written communication.

Lesson Procedure

Stage	Learning activity	Method / format	Time
1	Opening: discuss "How do you use online banking?" and activate prior knowledge.	Question-and-answer; think–pair–share	10 min
2	Banking: reading, vocabulary in context, inference, and capability analysis.	Individual and pair work	30 min
3	Education and Research: reading, source evaluation, paraphrasing, and citation ethics.	Jigsaw reading; group discussion	30 min
4	Public Speaking: build speaker confidence and practise techniques for managing communication anxiety.	Guided practical workshop	20 min
5	Two-minute informative speech on a banking service or an educational platform, supported by evidence.	Small-group presentation and peer feedback	30 min
6	Consolidation, self-assessment, assignment briefing, and feedback.	Reflection / exit ticket	10 min

Key Vocabulary

Term	Meaning / use in context
open banking	A regulated system that allows authorised third parties to access banking data through secure APIs.
transaction	A recorded financial operation, such as a transfer, payment, deposit, or withdrawal.
authentication	The process of verifying a user's identity before granting access to a system.
algorithmic decision-making	The use of computational rules or models to support or automate decisions.
academic integrity	Commitment to honesty, transparency, accountability, and ethical scholarship.
plagiarism	Presenting another person's words, ideas, or work as one's own without proper acknowledgement.
citation	A formal reference that identifies the source of evidence, language, or ideas.
peer review	Evaluation of scholarly work by experts in the same or a closely related field.

Functional Language

Describing capabilities:

This app allows users to… / is capable of…

You can… / It is possible to…

Offering solutions:

One way to solve this is… / I suggest…

A possible solution would be…

Reading

The Invisible Infrastructure of Digital Banking

Before you read

1. In pairs, identify three services that a banking app performs visibly and three processes that probably occur behind the interface.
2. Predict which creates the greater risk in digital banking: technical failure, poor regulation, or uninformed user behaviour. Justify your choice.



For many users, digital banking appears almost frictionless: a transfer is authorised with a fingerprint, a bill is paid in seconds, and a spending alert arrives before the customer has closed the application. Yet this apparent simplicity is produced by a dense infrastructure of databases, payment networks, identity checks, encryption protocols, and regulatory controls. A well-designed interface conceals this complexity without eliminating it. In fact, the more effortless a service feels, the easier it is to overlook the institutional and technical arrangements on which it depends.

One of the most consequential developments in this field is open banking. With the customer's explicit consent, banks can allow licensed third-party providers to access selected account information through

application programming interfaces, or APIs. This arrangement can enable budgeting applications to combine data from several accounts, allow lenders to assess affordability more accurately, and help businesses automate accounting. Advocates argue that such interoperability stimulates competition because customers are no longer confined to the tools created by a single bank. However, access is not equivalent to ownership: responsible systems must make it clear who can use the data, for what purpose, and for how long.

The difficulty lies in the fact that consent is often treated as a single click rather than an informed decision. Lengthy privacy notices encourage users to accept conditions they have not read, while complex chains of service providers make accountability difficult to trace. Strong authentication can reduce unauthorised access, but it cannot compensate for misleading design or excessive data collection. Nor is cybersecurity purely a technical matter. A perfectly encrypted transaction may still be fraudulent if a user has been manipulated into approving it through social engineering.

Algorithmic decision-making introduces a further layer of ambiguity. Banks increasingly use automated models to detect unusual transactions, estimate credit risk, and personalise services. These models are capable of processing patterns that human analysts could not examine at comparable speed. Nevertheless, efficiency does not guarantee fairness. If historical data reflect unequal access to credit, an apparently neutral model may reproduce those inequalities. Moreover, a customer who is denied a service may receive a generic notification rather than an intelligible explanation. This creates a tension between commercial confidentiality, technical complexity, and the individual's right to understand a consequential decision.

A trustworthy banking platform therefore requires more than speed and visual polish. It must combine secure architecture with transparent communication, proportionate data use, meaningful human oversight, and accessible procedures for challenging errors. Digital literacy is equally important: customers need to recognise suspicious requests, review permissions, and understand that convenience always involves a distribution

of responsibility. The most capable system is not necessarily the one that automates every decision, but the one that enables people to make informed decisions while providing effective protection when their judgement is targeted or their data are misused.

Tasks for Reading 1

A. Gist and structure

Choose the best summary: (a) Digital banking is secure only when customers read every privacy policy; (b) Trustworthy digital banking depends on technical security, transparent governance, and informed user participation; (c) Open banking should replace conventional banking because it increases competition; (d) Automated decision-making is more accurate than human judgement.

Match paragraphs 1–5 with these functions: introduces a paradox; explains an innovation; identifies limitations of consent and security; evaluates automated decisions; proposes principles for trust.

B. Detailed comprehension and inference

Why does the writer describe digital banking infrastructure as "invisible"?

What distinction does the text make between granting access to data and owning data?

Why can strong encryption fail to prevent a fraudulent transaction?

How might historical data cause an algorithm to produce an unfair outcome?

What competing interests make automated decisions difficult to explain?

Infer the writer's attitude towards full automation. Support your answer with two ideas from the text.

C. Vocabulary in context

Find words or phrases in the text meaning: (1) operating smoothly with little visible effort; (2) the ability of systems to exchange and use

information; (3) limited to an appropriate amount; (4) producing an important practical effect; (5) easy to understand.

Explain the difference between each pair in this context: authentication / authorisation; consent / accountability; efficiency / fairness.

Use four of the following in original sentences about a fintech service: frictionless, interoperability, explicit consent, social engineering, human oversight, proportionate data use.

D. Critical response and speaking

Evaluate this claim: “If users consent to data sharing, the provider has fulfilled its ethical responsibility.” Refer to at least two arguments from the text.

Role-play a meeting between a bank’s security engineer, a regulator, a customer, and a product designer. Agree on three non-negotiable features for a new banking application.

Deliver a 90-second explanation of one banking capability to a non-technical audience. Include one limitation and one proposed solution.

Reading

Research Literacy in the Age of Generative AI

Before you read

1. What makes a source academically credible?
2. Rank author expertise, publication venue, evidence, recency, methodology, and citation count.
3. Discuss whether using generative AI for brainstorming is fundamentally different from using a search engine.

Access to information has never been easier, but access should not be confused with understanding. A student can retrieve thousands of articles in seconds, generate a fluent overview of a topic, and format a bibliography automatically. These capabilities can accelerate inquiry, particularly when a researcher is entering an unfamiliar field. They can also create an illusion of competence: language may sound authoritative even when the evidence is weak, misrepresented, or entirely fabricated. Research literacy therefore

involves not merely finding information but judging how knowledge has been produced and deciding what confidence it deserves.

A scholarly database offers useful filters, yet inclusion in a database does not make every article equally reliable. Researchers must still examine the author's expertise, the relevance of the publication venue, the transparency of the method, the adequacy of the sample, and the relationship between claims and evidence. Peer review provides a form of quality control, but it is neither infallible nor uniform across disciplines. Similarly, citation counts may indicate influence without proving accuracy: a study may be cited because it is controversial, methodologically flawed, or historically significant rather than because its conclusions have been confirmed.

The same caution applies to generative artificial intelligence. A language model can compare concepts, suggest search terms, reorganise notes, or offer feedback on clarity. However, it does not consult evidence in the human sense unless it is connected to verifiable sources, and even then its synthesis must be checked. Because the system generates probable sequences of words, it may invent a reference or merge details from several publications into a plausible but inaccurate claim. Fluency is therefore a presentation quality, not a guarantee of truth.

Academic integrity becomes more demanding in this environment. Plagiarism is not limited to copying sentences. It can also involve close paraphrasing, unacknowledged translation, the appropriation of another person's structure or argument, and the submission of generated content as independent intellectual work when disclosure is required. Citation identifies intellectual debts, but inserting a reference does not automatically make a passage ethical. The writer must represent the source accurately, distinguish quotation from paraphrase, and contribute an analysis that is genuinely their own. Institutional policies may differ, so responsible students should establish what forms of AI assistance are permitted before beginning an assessed task.

A defensible research workflow leaves an audit trail. The researcher records search terms, saves complete bibliographic details, notes why a source was included or rejected, and links each substantial claim to supporting evidence. When AI is used, prompts, outputs, and subsequent verification can also be documented where appropriate. This procedure may appear slower than generating a polished answer immediately, but it makes correction possible and reasoning visible. Ultimately, the purpose of education is not to produce text that merely resembles knowledge. It is to cultivate judgement: the capacity to question a convenient answer, trace a claim to its origin, weigh competing evidence, and state conclusions with a level of certainty that the evidence can actually support.

Tasks for Reading 2

A. Gist and argument

Write a one-sentence thesis statement that captures the writer's central argument.

Identify the main function of each paragraph: define the problem; qualify conventional indicators of credibility; evaluate generative AI; broaden academic integrity; recommend a defensible workflow.

B. Detailed comprehension and inference

Why can fluent language create an "illusion of competence"?

Give two reasons why peer review and citation counts should not be treated as conclusive proof of reliability.

Why does the writer distinguish between generating probable language and consulting evidence?

List four forms of academic misconduct or questionable practice mentioned in the text beyond direct copying.

What is an audit trail, and how does it strengthen a research project?

What does the final sentence imply about the relationship between evidence and certainty?

C. Vocabulary and academic language

Find words or phrases meaning: (1) impossible to make mistakes; (2) made up rather than genuine; (3) taking and using something that belongs to another; (4) able to be justified with evidence; (5) a recorded sequence that allows decisions to be checked.

Rewrite these claims using cautious academic language: “AI summaries are unreliable.” “Peer-reviewed articles are accurate.” “Citation counts prove that a study is important.”

Complete each frame with an original idea: “Although X may indicate…, it does not necessarily…”; “The evidence appears to suggest…, provided that…”; “A plausible explanation is…, whereas an alternative interpretation is…”.

D. Source evaluation and production

Apply the CRAAP criteria (Currency, Relevance, Authority, Accuracy, Purpose) to one source selected by your teacher. Give each criterion a score from 1 to 5 and justify the score.

Paraphrase one teacher-provided academic paragraph in 60–80 words, add an in-text citation, and underline the idea that represents your own analysis.

In groups, draft a five-step AI-assisted research protocol that protects academic integrity. Use at least three phrases for proposing solutions.

Prepare a two-minute informative speech entitled “Why fluent output is not the same as reliable evidence.” Refer to one example and one credible source.

Assessment Criteria (Rating System)

In accordance with the 100-point rating system in the syllabus, active participation and speaking contribute to Class Participation (20 points), while independent work contributes to Home Assignments (10 points).

Home Assignment

Write a 220–250-word evaluative review of an online banking service or an e-learning platform. Describe its capabilities, assess one limitation, and propose a feasible improvement.

Prepare a structured outline for a two-minute informative speech. Include an opening hook, two main points, one credible piece of evidence, and a concise conclusion.

** Late-submission penalties apply in accordance with the syllabus: -10% for the first 24 hours and an additional -10% for each subsequent 24-hour period.*

Concept Checking Questions (CCQ)

1. How does a debit differ from a transaction, and why does the distinction matter in digital banking?
2. How do accurate citation and careful paraphrasing work together to prevent plagiarism?
3. Give two advanced phrases for describing a system's capabilities and use each in a sentence.
4. Which technique for managing communication anxiety would be most effective for you, and why?

Answer keys:

Reading 1: (b). A2: P1 introduces a paradox; P2 explains an innovation; P3 identifies limitations; P4 evaluates automated decisions; P5 proposes principles for trust.

Reading: frictionless; interoperability; proportionate; consequential; intelligible.

Inference: the writer supports selective, accountable automation rather than automation without meaningful human oversight.

Reading 2: In an information-rich and AI-assisted environment, credible research depends on critical source evaluation, transparent attribution, verification, and evidence-calibrated judgement.

Reading 2: infallible; fabricated; appropriation; defensible; audit trail.

Open-ended, evaluative, and productive tasks should be assessed for evidence, reasoning, language control, and clarity rather than for one fixed answer.

Week 3

ROBOTICS
ELECTRONIC PUBLISHING

Technological Map

Course	English for IT and Computer Engineering (English 4)
Topic	Robotics; Electronic Publishing
Lesson type	Integrated lesson (new knowledge instruction and practical speaking activities)
Contact hours	2 × 75 minutes (or one 150-minute block)
Public Speaking block	Listening stages: receiving, interpreting and evaluating; active listening in technical meetings
Target skill	Checking for errors; citing a previous example; giving peer feedback on short speeches

Lesson Objectives

Educational objectives:

- To acquire terminology related to robotics and electronic publishing.
- To use language structures for checking errors and referring to a previous example.
- Character-building objective
- To foster respect for colleagues' opinions through active listening.

Developmental objective

- To develop the ability to provide constructive peer feedback on short speeches.

Competencies to Be Developed

- Communicative competence - the ability to communicate orally and in writing on professional and technical topics.
- Information and communication competence - the ability to explain IT-related concepts in English.

- Professional and personal competence - teamwork, public speaking and presentation skills.
- Self-development competence - self-monitoring in speech and communication.

Lesson Procedure

Stage	Activity / Content	Method / Format	Time
1	Organizational stage: generating associations related to robots and electronic publishing	Clustering	5 min
2	Robotics: reading text, vocabulary work and an error-checking activity	Pair work	10 min
3	Electronic Publishing: reading text and an activity on referring to a previous example	Group work	10 min
4	Public Speaking block: listening stages (receiving, interpreting and evaluating) and active listening in technical meetings	Practical activity	20 min
5	Short speeches (30-45 seconds) followed by peer feedback	Role-play activity	20 min
6	Lesson summary, homework assignment and assessment	Reflection	10 min

Key Vocabulary

Term	Meaning / Use
sensor	a device that detects or receives input from the surrounding environment
actuator	a mechanism that produces physical movement or action
automation	the use of technology to perform a process automatically
robotic arm	a programmable mechanical arm or manipulator
e-book	a book published and read in digital form
digital publishing	the electronic production and distribution of content
layout	the arrangement of text, images and other elements on a page or screen
distribution platform	a digital service used to deliver content to readers or users



Pre-reading discussion

Discuss the questions in pairs. Be ready to justify each answer with a concrete example.

- When should a robot be designed to replace a human task, and when should it support a human worker instead?
- Which kinds of error are more dangerous in robotics: mechanical, software, data-related, or communication errors?
- How has digital publishing changed the meaning of the word "publication"?

Reading Text 1

From Automation to Collaboration

[1] Industrial robots were once designed around separation. A machine occupied a fenced area, repeated a tightly specified movement, and stopped whenever a person entered its operating zone. This model made automation relatively predictable: engineers could optimise speed and accuracy because the environment was controlled. Collaborative robots, often called cobots, challenge that arrangement. They are intended to share a workspace with people, respond to changing conditions, and support tasks in which complete automation would be either impractical or undesirable.

[2] The appeal of collaboration is easy to understand. Many production processes contain a mixture of repetitive actions and context-sensitive judgements. A robot may be excellent at lifting, positioning, or applying a constant level of force, while a human worker may be better at recognising an unusual defect or adapting to a product variation. Dividing the work according to these strengths can reduce physical strain without removing human oversight. However, the apparent simplicity of this division can be misleading, because safe collaboration depends on far more than installing a sensitive robotic arm.

[3] A cobot must continuously interpret signals from sensors, control software, and nearby workers. If a vision system misclassifies an object, the

arm may choose the wrong trajectory. If a force sensor is poorly calibrated, a movement that is safe in one context may become hazardous in another. Even accurate data can produce an unsafe outcome when timing is wrong. Engineers therefore treat safety as a system property rather than as a single component. Mechanical limits, emergency stops, speed controls, software validation, workspace design, and staff training must reinforce one another.

[4] Human behaviour introduces another layer of uncertainty. Workers may assume that an intelligent-looking machine understands more than it actually does. They may enter a restricted area, ignore an alert, or develop informal shortcuts after months without an incident. This phenomenon is sometimes described as automation complacency: confidence grows while attention declines. A technically reliable system can consequently become less safe if its users receive poor explanations or if warning messages are vague. The interface must make the robot's current state and intended action visible enough for a person to respond appropriately.

[5] When a failure occurs, effective teams resist the temptation to blame the most visible element. Suppose a robot places a component incorrectly. The immediate conclusion may be that the actuator is defective. Yet the cause could be a damaged camera, inconsistent lighting, an outdated coordinate file, or an operator who selected the wrong production profile. A disciplined investigation checks the chain of evidence. As in an earlier case, the symptom may appear mechanical even though the initiating fault is informational. Troubleshooting language matters here: "Something seems wrong with the arm" opens an investigation, whereas "The arm is broken" prematurely closes it.

[6] The broader lesson is that collaboration is not a feature purchased with a machine; it is a relationship designed across hardware, software, procedures, and communication. Organisations gain the most from cobots when they analyse tasks carefully, involve workers in testing, record near misses, and revise the system after deployment. The goal is not to make a robot imitate a person in every respect. It is to create a working arrangement

in which each participant's limitations are recognised and the combined system performs more safely and effectively than either could alone.

Task 1. *Identify the paragraph function*

Match paragraphs 1–6 with functions A–F. Use each function once.

1. A. explains why an obvious diagnosis may be inaccurate
2. B. contrasts an earlier industrial model with a newer one
3. C. states the author's overall conclusion and conditions for success
4. D. describes how complementary abilities can be combined
5. E. explains why technical reliability does not eliminate human risk
6. F. presents safety as the outcome of interdependent safeguards

Task 2. *Multiple-choice comprehension*

Choose the best answer. More than one option may sound plausible, but only one reflects the text precisely.

1. Why were traditional industrial robots placed in fenced areas?

(A) To improve their ability to recognise human gestures.
(B) To create a controlled and predictable operating environment.
(C) To allow workers to repair them during operation.
(D) To prevent software from changing the movement sequence.

2. What does the author imply about complete automation?

(A) It is always safer than collaborative work.
(B) It is technically impossible in modern production.
(C) It may be unsuitable where contextual judgement is required.
(D) It should be limited to visual inspection.

3. Why is safety described as a "system property"?

(A) No individual safeguard is sufficient on its own.
(B) All robots must use the same operating system.
(C) Human training is more important than engineering.
(D) Sensors can replace emergency procedures.

4. What is automation complacency?

(A) A robot's refusal to complete a repetitive task.

(B) A decline in users' attention as their confidence in automation grows.

(C) An engineer's preference for manual production.

(D) A temporary reduction in processing speed.

5. What point is illustrated by the incorrectly placed component?

(A) Mechanical failures are the most common failures.

(B) Operators should not participate in diagnosis.

(C) A visible symptom may originate elsewhere in the system.

(D) Lighting has no effect on robotic vision.

6. Which statement best expresses the author's main argument?

(A) Cobots succeed primarily because they move more slowly.

(B) Human–robot collaboration must be designed as a complete sociotechnical system.

(C) Robots should be made to imitate every human capability.

(D) Workplace communication is useful only after a failure.

Task 3. *Vocabulary in context*

Match the words from the text with definitions 1–8. Then use any four words in original technical sentences.

Words: oversight, trajectory, calibrated, reinforce, complacency, near miss, initiating fault, context-sensitive

1. the path followed by a moving object or robotic arm
2. requiring judgement that depends on the particular situation
3. adjusted and tested so that measurements are accurate
4. the first problem that starts a chain of failures
5. supervision or monitoring by a responsible person
6. an event that could have caused harm but did not
7. a state of reduced alertness caused by excessive confidence
8. to strengthen or support one another

Task 4. *Evidence and inference*

Answer in complete sentences and cite the paragraph number that supports your response.

1. Why can a machine that looks intelligent create a communication risk?

2. What does the phrase “prematurely closes it” suggest about diagnostic language?

3. Which two recommendations in paragraph 6 address organisational learning rather than machine design?

4. What assumption about responsibility does the author challenge throughout the text?

Reading Text 2



Electronic Publishing as a Living System

[1] Electronic publishing is sometimes described as the digital equivalent of printing, but the comparison is incomplete. A printed page is normally fixed when it leaves the press. A digital publication can be corrected, searched, enlarged, translated, annotated, linked, and distributed across several platforms. These possibilities transform publishing from a single act of production into an ongoing process of content management.

[2] The process begins before layout. Editors must decide how content will be structured so that it remains meaningful on different screens and in different formats. If a heading is treated merely as large bold text, a human reader may recognise it, but a screen reader or an automated conversion tool may not. By contrast, semantic markup identifies the heading's function. This allows software to generate navigation, preserve hierarchy, and adapt the material without guessing what each visual element means.

[3] Responsive design creates a similar challenge. A diagram that is clear on a wide monitor may become unreadable on a phone. A multi-column page may collapse into an illogical reading order, while a table may require more horizontal space than the device provides. Publishers therefore need to test not only whether the file opens, but whether the information remains usable. Something may appear visually attractive and still fail as a publication if readers cannot navigate it or interpret it with assistive technology.

[4] Distribution platforms also influence editorial decisions. An e-book store, a learning-management system, and an open-access repository may accept different file types and metadata. They may apply different rules for updates, access, analytics, and long-term preservation. Dependence on one platform can make distribution efficient in the short term but fragile in the long term. If the platform changes its conditions or disappears, the publisher may lose discoverability, usage data, or even practical access to the audience.

[5] Version control is therefore essential. A minor correction can create confusion when some readers download the revised file while others continue using an earlier one. Without a clear record, an editor may be unable to explain which version contains a particular table, reference, or safety instruction. As mentioned earlier, digital publication is not a single event. Each update should have an identifiable version, a documented reason, and a method for informing readers when the change is significant.

[6] Successful electronic publishing combines editorial judgement with technical discipline. Writers, designers, developers, accessibility specialists, and librarians may all contribute to the same product. Their priorities sometimes conflict: visual originality can reduce consistency, rapid release can weaken quality assurance, and extensive tracking can threaten privacy. The strongest workflow does not eliminate these tensions. It makes them visible early enough for the team to make deliberate, defensible choices.

Task 5. *True, false, or not given*

Write T if the statement agrees with the text, F if it contradicts the text, and NG if the information is not provided.

1. Digital publication should be understood as continuing content management rather than one moment of release.
2. Large bold text is always recognised as a heading by assistive technology.
3. Responsive design concerns appearance but not reading order.
4. Every distribution platform accepts the same metadata and file types.

Platform dependence may create long-term risks even when it offers short-term efficiency.

5. The author recommends a specific commercial version-control system.
6. Significant updates should be documented and communicated to readers.

7. A strong workflow removes all conflict between professional priorities.

Task 6. *Academic language*

Find words or phrases in Reading Text 2 that mean the following.

1. continuing over a period of time (paragraph 1)
2. information that describes and helps organise other information (paragraph 4)
3. easy to find or locate (paragraph 4)
4. able to be justified with evidence or sound reasoning (paragraph 6)
5. a system of connected stages through which work progresses (paragraph 6)

Task 7. *Synthesis across both readings*

Write 120–150 words comparing the two systems. Your response must include one similarity, one important difference, and one practical design principle supported by both texts.

Useful synthesis language: Both texts emphasise that…, Whereas the robotics system…, the publishing workflow…, A principle that can be transferred from one field to the other is…, This comparison suggests that…

Writing Tasks

Writing Task 1. *Technical process explanation*

Write 220–260 words explaining either (a) how a cobot responds to a detected obstacle or (b) how an e-book moves from manuscript to publication.

- Organise the process into a clear sequence without overusing "first/next/then".
- Include at least six Week 3 technical terms.

- Identify one possible failure point and explain how it can be checked.
- Use one reference to an earlier stage: “As mentioned earlier…” or an equivalent phrase.

Writing Task 2. *Analytical recommendation*

Your university plans to publish an interactive technical handbook. Write a 280–320-word recommendation to the project leader. Evaluate accessibility, responsive design, version control, platform dependence, and quality assurance. Conclude with a prioritised recommendation.

Writing Task 3. *Peer-feedback revision*

Exchange Writing Task 1 with a partner. Write 100–120 words of feedback using the structure below, then revise one paragraph of your own work.

- Strength: identify one precise and effective feature.
- Question: ask about one unclear step, assumption, or technical term.
- Suggestion: propose one actionable improvement and explain its benefit.
- Revision note: state exactly what you changed after receiving feedback.

Speaking Tasks

Speaking Task 1. *Troubleshooting meeting*

- Work in groups of four: robotics engineer, software engineer, safety officer, and operator. A collaborative robot has placed components in the wrong position three times. Conduct a 6–8-minute diagnostic meeting.
- Each participant must propose one possible cause and one method of checking it.

- ❖ Use cautious language: "Something seems wrong with…", "Let's check whether…", and "Is there an issue with…?"
- ❖ Refer to at least one earlier observation or case.
- ❖ Finish with an agreed action plan and a named person responsible for each check.

Speaking Task 2. *Two-minute expert explanation*

Choose one concept: sensor calibration, automation complacency, semantic markup, responsive design, or version control. Explain it to classmates as if they were new project interns. Use one analogy, one example, and one warning against a common misunderstanding.

Speaking Task 3. *Active-listening feedback*

After each explanation, the listener must (1) paraphrase the main point, (2) ask one clarification question, and (3) give one specific suggestion. The speaker then states whether the paraphrase was accurate and why.

Self-checking:

- ✓ I can separate a symptom from a possible initiating fault.
- ✓ I can describe a technical workflow precisely and coherently.
- ✓ I can refer to earlier evidence without repeating it mechanically.
- ✓ I can give feedback that is specific, respectful, and actionable.

Answer keys:

Reading Text 1

Task 1: 1–B; 2–D; 3–F; 4–E; 5–A; 6–C.

Task 2: 1–B; 2–C; 3–A; 4–B; 5–C; 6–B.

Task 3: 1 trajectory; 2 context-sensitive; 3 calibrated; 4 initiating fault; 5 oversight; 6 near miss; 7 complacency; 8 reinforce.

Task 4 - indicative points:

Paragraph 4: an intelligent-looking machine may encourage users to assume understanding and judgement that the machine does not possess.

Paragraph 5: a definite accusation can narrow the investigation before evidence has been checked.

Paragraph 6: record near misses and revise the system after deployment; involving workers in testing also supports organisational learning.

The author challenges the assumption that one visible person or component can be assigned sole responsibility for a system outcome.

Reading Text 2

Task 5: 1 T; 2 F; 3 F; 4 F; 5 T; 6 NG; 7 T; 8 F.

Task 6: 1 ongoing; 2 metadata; 3 discoverability; 4 defensible; 5 workflow.

Task 7: Answers vary. Strong responses should compare interdependent technical and human elements, explain that robotics acts in a physical workspace while publishing manages information across formats/platforms, and propose a transferable principle such as system-wide testing, visible limitations, or documented revision.

Week 4

ARTIFICIAL INTELLIGENCE REVISION

Technological Map

Course	English for IT and Computer Engineering (English 4)
Topic	Artificial Intelligence; Revision
Lesson type	Integrated lesson (new knowledge instruction and practical speaking activities)
Contact hours	2 × 75 minutes (or one 150-minute block)
Public Speaking block	Audience analysis for technical presentations; adapting complex ideas for non-technical audiences
Target skills	Asking about purpose; reviewing content; preparing an informative speech outline on an AI-related topic

Lesson Objectives

Educational objectives:

- To acquire key concepts and terminology related to artificial intelligence.
- To review and consolidate the vocabulary and grammar covered in Book 2.

Character-building objective

- To foster respect for the audience by explaining complex technical ideas in accessible language.

Developmental objective

- To develop the ability to create a speech outline based on audience analysis.

Competencies to Be Developed

Communicative competence - the ability to communicate orally and in writing on professional and technical topics.

Information and communication competence - the ability to explain IT-related concepts in English.
Professional and personal competence - teamwork, public speaking and presentation skills.
Self-development competence - self-monitoring in speech and communication.

Lesson Procedure

Stage	Activity / Content	Method / Format	Time
1	Organizational stage: discussion of the question, “Where is AI used in everyday life?”	Brainstorming	10 min
2	Reading text, vocabulary work and an activity on asking about purpose	Pair work	20 min
3	General revision of Book 2: vocabulary and functional language	Quiz / KWL chart	20 min
4	Public Speaking block: audience analysis and adapting technical content for non-technical audiences	Practical activity	20 min
5	Preparing an informative speech outline on an AI-related topic	Individual / pair work	20 min
6	Lesson summary, homework assignment and assessment	Reflection	10 min

Key Vocabulary

Term	Meaning / Use
artificial intelligence (AI)	the ability of a computer system to perform tasks that normally require human intelligence
machine learning	a branch of AI in which systems learn patterns from data and improve their performance
neural network	a computational model inspired by interconnected neurons in the human brain
algorithm	a step-by-step set of rules or instructions used to solve a problem
natural language processing	technology that enables computers to understand, process and generate human language
data set	an organized collection of related data used for analysis or model training
automation bias	the tendency to place too much trust in decisions or recommendations produced by automated systems
prediction model	a model used to forecast an outcome on the basis of available data

Pre-reading discussion

Discuss the questions and identify what evidence would be needed to answer them responsibly.

1. If an AI system is highly accurate, does it also need to explain its decisions?
2. What is the difference between explaining how a model works and justifying how an organisation uses it?
3. Which audiences need the most detailed explanation of an AI system: developers, managers, regulators, or affected users?



Reading Text 1

When AI Explains Itself

[1] Artificial intelligence systems increasingly support decisions that were once made entirely by people. They sort applications, identify unusual transactions, recommend learning materials, and detect patterns in images or text. In each case, the output may appear simple—a score, label, warning, or recommendation—while the process that produced it remains difficult to inspect. This gap between visible output and hidden reasoning has made explainability a central concern in responsible AI.

[2] The purpose of an explanation is not identical in every context. A developer may need diagnostic detail to discover why a model fails on a particular data set. A manager may need evidence that the system performs consistently and supports an organisational goal. An affected user may need to know which factors influenced a decision and whether it can be challenged. A regulator may ask whether the process meets legal or professional standards. Giving every audience the same explanation can therefore create the illusion of transparency without meeting anyone's actual need.

[3] Accuracy alone cannot resolve the issue. A model can achieve a high average success rate while performing poorly for a smaller group or under unusual conditions. It can also rely on a misleading correlation that happens to work in historical data. For example, a recruitment system might associate a particular phrase with successful employees because it appeared frequently in past applications. The pattern may improve prediction in the data set without representing a legitimate qualification. An explanation can expose this dependence and prompt a review of the model, the data, or the decision rule.

[4] However, explanations have limitations. Some methods identify which inputs influenced an output but do not reveal a human-like chain of reasoning, because the model did not reason in that way. A clear visualisation can still be misunderstood as proof of causation. Moreover, an explanation that is technically faithful may be too complex for a non-specialist, while a simplified explanation may omit important uncertainty. The challenge is not merely to produce more information; it is to select information that is accurate, relevant, and usable for a defined audience.

[5] Human oversight is often proposed as the solution, but placing a person “in the loop” is not enough. Oversight becomes symbolic when reviewers lack time, authority, training, or access to meaningful evidence. A worker who must approve hundreds of automated recommendations may simply accept them. Conversely, a reviewer may reject reliable outputs because the system communicates uncertainty poorly. Effective oversight requires a clear purpose: the human must know what to check, when to intervene, and how responsibility is shared after a decision.

[6] Responsible deployment therefore involves several layers. Teams should define the decision being supported, test performance across relevant groups and conditions, document data limitations, design audience-appropriate explanations, and create an appeal or correction process. They should also monitor the system after release because the environment may change. A model that was suitable at one point can become unreliable when user behaviour, language, equipment, or institutional policy changes.

[7] Explainability should ultimately be treated as part of governance rather than as a decorative interface feature. A graph or list of influential factors is useful only when it helps someone perform a real task: diagnose a failure, question an outcome, compare alternatives, or accept responsibility. The most important question is not “Can the AI explain itself?” but “Who needs to understand what, for which purpose, and with what power to act?”

Task 1. *Choose the best heading.*
Match headings A–G with paragraphs 1–7.

1. A. Oversight that exists in name only
2. B. A better question for responsible governance
3. C. One explanation cannot serve every audience
4. D. Why explanation methods can still mislead
5. E. The hidden complexity behind simple outputs
6. F. Why successful prediction may rest on an unacceptable basis
7. G. A layered approach that continues after release

Task 2. *Multiple-choice comprehension*
Choose the best answer.
1. Why may a single standard explanation be ineffective?
(A) AI systems never produce consistent outputs.
(B) Different audiences need information for different tasks.
(C) Managers are not interested in organisational goals.
(D) Developers only require simplified summaries.

2. What does the recruitment example demonstrate?
(A) A useful prediction can be based on an illegitimate correlation.
(B) Historical data is always more reliable than current data.
(C) Recruitment models cannot process language.
(D) Qualifications have no relationship to employee performance.

3. Why can a visual explanation be misunderstood?
(A) It may be interpreted as causal proof when it only shows influence or association.
(B) Visualisations cannot represent numerical information.
(C) Non-specialists always reject visual evidence.
(D) The model's reasoning is always identical to human reasoning.

4. When does human oversight become symbolic?
(A) When reviewers have genuine authority to intervene.
(B) When the system reports uncertainty clearly.
(C) When reviewers cannot examine or act on the evidence meaningfully.
(D) When automated recommendations are few in number.

5. Why is monitoring required after deployment?
(A) Every model stops working after a fixed period.
(B) Conditions can change and reduce the model's suitability.
(C) Documentation is unnecessary before release.
(D) Users should retrain every model themselves.

6. What is the central claim of the final paragraph?
(A) Explainability has value when it enables relevant understanding and action.
(B) AI should generate a graph for every decision.
(C) Governance should be replaced by technical interfaces.
(D) Only developers need to understand AI systems.

Task 3. *Concept precision*

Explain the distinction between each pair in 2–3 sentences. Use the reading and your own example.

- prediction and causation
- technical faithfulness and audience usability

- human presence and effective human oversight
- pre-deployment testing and post-deployment monitoring
- explanation and governance

Task 4. *Critical response*

Respond to the statement in 140–170 words: "If an AI model is more accurate than a human expert, requiring an explanation only slows down progress." Present a qualified position and use at least two ideas from the text.

Reading Text 2

Explaining AI Without Losing the Science

[1] Explaining artificial intelligence to a non-technical audience is not a matter of replacing every specialist term with a simpler word. Effective explanation begins with purpose. A patient asking about an AI-supported diagnosis, a student receiving automated writing feedback, and a bank customer questioning a fraud alert do not need identical information. Each person needs enough understanding to make a relevant decision, ask a useful question, or challenge an outcome.

[2] A common mistake is to begin with the technology rather than the user's situation. A speaker may describe neural networks, training data, and probability thresholds before explaining what the system is meant to accomplish. This reverses the natural order of audience interest. A clearer explanation first states the task, then describes the input and output, and only then introduces the minimum technical detail required to understand limitations. The audience can place new terminology into an existing conceptual frame instead of memorising disconnected definitions.

[3] Analogies can help, but they must be controlled. Describing a model as a "digital brain" may make the topic approachable, yet it also encourages the mistaken belief that the system understands, intends, or judges in a human sense. A better analogy maps a specific relationship and

states where the comparison ends. For instance, a spam filter can be compared with a security checkpoint because both sort incoming items according to indicators. The speaker should immediately add that the filter calculates patterns; it does not suspect a sender or understand a message.

[4] Examples should also reflect the audience's experience. An engineering team may benefit from a false-positive rate, a confusion matrix, and a discussion of thresholds. A general audience may understand the same trade-off through a scenario: if a fraud detector becomes more sensitive, it may stop more suspicious payments but also block more legitimate purchases. The underlying principle has not changed. What changes is the representation of evidence and the amount of specialised knowledge assumed.

[5] Simplification becomes irresponsible when it removes uncertainty or hides consequences. Saying "The AI knows which students will fail" is concise but inaccurate. Saying "The model estimates risk from patterns in earlier student data, and its estimate should be reviewed alongside current evidence" is longer, but it distinguishes probability from certainty and prediction from decision. Clear communication does not require false confidence. In fact, carefully chosen qualifications often make an explanation more trustworthy.

[6] The speaker should finally check understanding instead of merely asking, "Is that clear?" A listener may say yes to avoid embarrassment or because they do not know what they have misunderstood. More useful questions ask the listener to apply or paraphrase the idea: "What would happen if the threshold were lowered?" or "Which part of this decision is still made by a person?" Their answer reveals whether the explanation has created a usable mental model.

[7] Adapting an explanation therefore means preserving the essential idea while changing its route to the audience. Purpose determines selection; structure creates orientation; analogies provide access; examples make trade-offs concrete; qualifications protect accuracy; and questions test

understanding. An explanation succeeds not when the speaker has displayed expertise, but when the audience can use the information responsibly.

Task 5. *Complete the principles*

Complete each statement with information from the text. Use no more than eight words for each answer.

1. An explanation should begin by identifying the audience's _____.
2. Technical terminology becomes easier to understand when placed in a _____.
3. A useful analogy should show both the comparison and _____.
4. For a general audience, a scenario can make a technical _____ easier to understand.
5. Responsible simplification must not remove uncertainty or _____.
6. Application and paraphrase questions reveal whether listeners have developed a _____.

Task 6. *Register transformation*

Rewrite each statement for an educated non-technical audience. Preserve accuracy and avoid anthropomorphic language.

1. The classifier inferred the positive class because the posterior probability exceeded the decision threshold.
2. The neural network understands which applicants are suitable for the programme.
3. We increased recall, but precision deteriorated because more negative cases were labelled positive.
4. The model is unbiased because its aggregate accuracy is 94 per cent.
5. The algorithm rejected your transaction.

REVISION

For each topic, explain the purpose of the technology, one benefit, one risk or limitation, and one question a responsible user should ask.

Banking and digital transactions

- Education and research platforms
- Robotics and automation
- Electronic publishing
- Artificial intelligence

Writing Tasks

Writing Task 1. *Position paper*

Write 300–350 words on the following question: "Should organisations be allowed to use a highly accurate AI system when its individual decisions cannot be explained clearly?"

- State a qualified thesis rather than an absolute opinion.
- Consider at least two stakeholders with different needs.
- Address one counterargument fairly before responding to it.
- Use precise distinctions such as average accuracy versus group performance, prediction versus decision, or explanation versus justification.

Writing Task 2. *Two-audience explanation*

Explain the same AI-supported fraud detection system twice: (a) 180–220 words for first-year university students; (b) 180–220 words for bank managers. Change the purpose, detail, examples, and terminology while keeping the core facts consistent.

Writing Task 3.

Write a 250–300-word reflective synthesis answering: "What design principle connects banking, education and research, robotics, electronic

publishing, and AI?" Support your principle with examples from at least three units and use reviewing language such as "To recap…", "As we saw in…", and "A recurring issue is…".

Speaking Tasks

Speaking Task 1. *Audience-adaptation challenge*

Prepare a 90-second explanation of one concept: machine learning, training data, false positive, algorithmic bias, or human oversight. Deliver it first to an "engineering team" and then to a "community audience". Your partner records what changed and what remained constant.

Speaking Task 2. *Stakeholder panel*

In groups of four, discuss whether an AI system should be introduced to assess scholarship applications. Roles: developer, university administrator, student representative, and external auditor. The panel lasts 8–10 minutes.

- Ask explicitly about purpose: "What is the system intended to support?"
- Question the evidence, possible errors, appeal process, and division of responsibility.
- Each speaker must summarise a previous contribution before adding a new point.
- End with a conditional recommendation, not a simple yes/no vote.

Speaking Task 3. *Revision carousel*

Set up five stations: Banking; Education and Research; Robotics; Electronic Publishing; Artificial Intelligence. At each station, speak for one minute: define one key term, explain one process, identify one risk, and ask one checking question. Listeners may challenge vague or unsupported claims.

Speaking Task 4. *Informative speech outline*

Prepare a 3–4-minute informative speech titled "How to Question an AI Decision". Include an audience hook, a clear purpose statement, three main points, one adapted technical example, one visual-aid idea, and a concluding action for the audience.

Self-check

- ✓ I can ask what an AI system is for before discussing how it works.
- ✓ I can adapt—not merely shorten—a technical explanation.
- ✓ I can distinguish a confident claim from a well-supported claim.
- ✓ I can synthesise ideas from several units into one coherent argument.

Answer keys:

Reading Text 1

Task 1: 1–E; 2–C; 3–F; 4–D; 5–A; 6–G; 7–B.

Task 2: 1–B; 2–A; 3–A; 4–C; 5–B; 6–A.

Task 3 - indicative distinctions:

1. Prediction estimates an outcome from patterns; causation claims that one factor produces a change in another.

2. Technical faithfulness accurately represents the system; audience usability enables a defined reader or listener to act on that representation.

3. A human may be present without having the time, evidence, authority, or training needed for effective oversight.

4. Testing evaluates suitability before release; monitoring checks whether changing conditions reduce suitability after release.

5. An explanation communicates relevant aspects of a model or decision, while governance establishes responsibilities, procedures, rights, and controls around its use.

Reading Text 2

Task 5: 1 relevant decision/purpose; 2 conceptual frame; 3 where the comparison ends; 4 trade-off; 5 consequences; 6 usable mental model.

Task 6 - possible rewrites:

1. The system selected the positive category because its calculated probability was above the chosen cut-off point.

2. The system identifies patterns associated with applicants who previously met the programme's criteria; it does not understand suitability as a person does.

3. The revised setting detected more relevant cases, but it also incorrectly included more cases that did not belong in the category.

4. An overall accuracy of 94 per cent does not prove fairness; performance must also be checked across relevant groups and conditions.

5. The bank's automated system flagged the transaction under its rules, but the institution remains responsible for reviewing and explaining the outcome.

Task 7: Answers vary. Responses should accurately state a purpose, benefit, limitation, and responsible-use question for every topic.

Week 5

MACS AND PCS LINUX

Technological Map

Course	English for IT and Computer Engineering (English 4)
Topic	Macs and PCs; Linux
Lesson type	Integrated lesson: language input, skills practice, and public speaking
Contact hours	2 × 75 minutes, or one 150-minute block
Public Speaking focus	Selecting and narrowing a speech topic; defining purpose and main points
Target skills	Stating a preference; making recommendations; preparing an outline

Lesson Objectives

Educational objectives:

- To acquire terminology related to operating systems, including Macs, PCs, and Linux.
- To use comparative structures when discussing different operating systems.
- To use appropriate language structures for stating preferences and making recommendations.

Character-Building Objective

- To foster an objective and evidence-based attitude towards different technological solutions.
- To encourage respect for alternative opinions and informed technology choices.

Developmental Objective

- To develop the ability to select and narrow a speech topic.

- To develop the ability to define the purpose and main points of a speech.
- To develop analytical skills by comparing operating systems according to technical criteria.

Competencies to Be Developed

- Communicative competence - the ability to communicate orally and in writing on professional and technical topics.
- Information and communication competence - the ability to explain operating systems and other IT-related concepts accurately in English.
- Professional and personal competence - teamwork, critical thinking, public speaking, and presentation skills.
- Self-development competence - self-monitoring and continuous improvement in speech and professional communication.

Lesson Procedure

Stage	Activity	Method / Format	Time
1	Opening discussion: 'Which do you use: Mac, PC, or Linux?'	Question and answer	5 min
2	Macs and PCs; comparison and preference practice	Pair work	10 min
3	Linux; recommendation practice	Group work	10 min
4	Public Speaking: selecting and narrowing a topic; defining purpose and main points	Guided practice	20 min
5	Prepare a speech outline on a selected operating system	Individual work	20 min
6	Review, assignment briefing, and formative assessment	Reflection	10 min

Key Vocabulary

Term	Meaning / Use in English
operating system	the core software that manages hardware, applications, files, and user interaction
open-source	software whose source code can be inspected, modified, and redistributed under its licence
compatibility	the ability of hardware, software, or formats to work together correctly
GUI (graphical user interface)	a visual interface using windows, icons, menus, and pointers
command line	a text-based interface in which users enter commands
distribution (distro)	a packaged Linux operating system with a kernel, tools, and software repositories
hardware	the physical components of a computer system
software	programs and data that instruct computer hardware to perform tasks

Functional Language

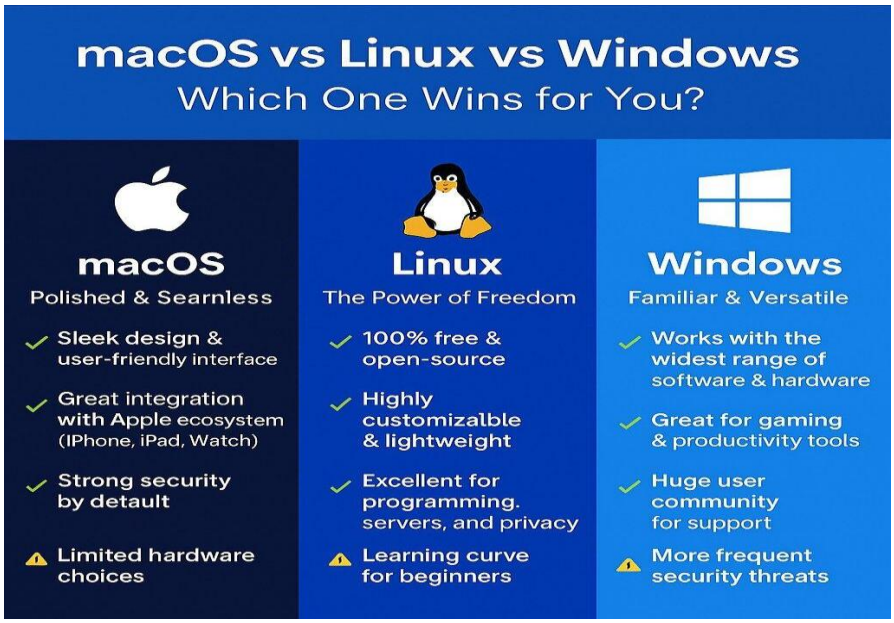
Stating a preference: I prefer … because … / I would rather use … than …

Making recommendations: I would recommend … / You should consider … / It might be worth trying …

Qualifying comparisons: Although X offers …, it may … / X tends to be more …, whereas Y …

Reading

Reading purpose: Analyse a sustained technical argument, distinguish qualified claims from generalisations, and evaluate how evidence supports institutional decisions.



Choosing an Operating System Is a Governance Decision

Operating-system debates are often framed as contests of taste: one platform is said to be intuitive, another flexible, and a third familiar. In an institutional setting, however, preference is the least persuasive criterion. A university laboratory, a software company, or a public agency must treat the operating system as part of a wider technical and organisational architecture. The relevant question is not simply which interface users like, but which platform enables the institution to meet its obligations concerning security, compatibility, accessibility, cost, and long-term control.

Compatibility is more complex than the ability to open a document. A platform must interoperate with authentication services, specialist engineering applications, printers, cloud storage, assistive technologies, and the scripts used by administrators. Windows may remain necessary where

departments depend on proprietary software or legacy peripherals. macOS can offer a tightly integrated hardware–software environment and is widely used in design-oriented workflows, yet centralised procurement and repair may be expensive. Linux distributions provide extensive configurability and transparency, but an institution must still decide who will maintain packages, document configurations, and support users who are unfamiliar with the command line.

Security comparisons are equally resistant to slogans. No mainstream operating system is secure merely because of its market share, licensing model, or reputation. Risk depends on configuration, patch management, user privileges, application sources, and the speed with which incidents are detected. An open-source code base can be audited by many specialists, but visibility does not guarantee that every vulnerability will be found or repaired promptly. A closed ecosystem may deliver coordinated updates, while simultaneously increasing dependence on one vendor. In either case, administrators should reduce the attack surface, apply the principle of least privilege, encrypt devices, and test recovery procedures rather than assuming that default settings are sufficient.

Cost also requires a broader definition. The purchase price is only one component of total cost of ownership. Migration, staff training, help-desk demand, software licences, downtime, hardware replacement, and exit costs may exceed the initial fee. A free Linux distribution can therefore be expensive if the organisation lacks internal expertise. Conversely, a commercial platform may be economical when it reduces support time or gives users access to indispensable software. Decision-makers should make these assumptions explicit and test them against evidence instead of treating ‘free’ and ‘expensive’ as self-explanatory categories.

The most defensible strategy is frequently a managed hybrid environment. Standard office workstations may use one platform, creative teams another, and servers a carefully selected Linux distribution. Virtualisation, containers, browser-based applications, and common file standards can reduce friction between these systems. Nevertheless, diversity

introduces its own governance burden: policies must define supported versions, update schedules, data-transfer rules, and minimum security controls. Without such standards, flexibility can become fragmentation.

A sound recommendation should therefore begin with requirements rather than brand loyalty. Decision-makers need to identify essential applications, threat models, user capabilities, accessibility needs, budget constraints, and the period over which costs will be measured. They should then pilot realistic workflows and record not only performance but also support incidents and user errors. The result may not identify a universally superior operating system. It should, however, produce a transparent choice whose trade-offs can be explained, reviewed, and revised as institutional needs change.

Reading Tasks

A. Before You Read

- Rank these criteria for an institutional operating-system decision: security, compatibility, cost, usability, accessibility, and institutional control. Justify your top two choices.
- Predict two risks that may arise when an organisation standardises on a single operating system.

B. Comprehension and Inference

1. Why does the writer reject personal preference as the principal basis for institutional OS selection?
2. Identify three forms of interoperability discussed in the text.
3. What qualification does the writer make about open-source security?
4. Explain why purchase price and total cost of ownership may lead to different conclusions.
5. What benefit and what governance burden are associated with a hybrid environment?

6. What does the phrase ‘flexibility can become fragmentation’ imply in context?
7. Which evidence should be collected during a pilot, according to the final paragraph?
8. State the author’s central recommendation in one precise sentence.

Key Vocabulary

Term	Definition to match
1. interoperability	a. old technology that remains in use
2. legacy	b. the capacity of systems to exchange and use information
3. attack surface	c. the combined direct and indirect cost over time
4. total cost of ownership	d. the points through which a system could be attacked
5. vendor dependence	e. reliance on one supplier that is difficult to replace
6. least privilege	f. giving users only the access needed for their tasks

Critical Language Analysis

- Find four examples of cautious or qualified language (for example, may, can, frequently). Explain how each limits the strength of a claim.
- Locate one contrast structure and rewrite it using whereas, while, or conversely without changing the meaning.
- Distinguish two factual claims from two evaluative claims. What evidence would be needed to verify each evaluative claim?

Writing Task - Analytical Recommendation

Task: *Write a 320–380-word recommendation for a university engineering laboratory choosing among Windows, macOS, Linux, or a managed hybrid environment. Address compatibility, security, total cost of ownership, support capacity, and accessibility. Include a clear recommendation, at least one counterargument, and a reasoned response. Use cautious comparative language and refer to the reading without copying it.*

Audience: the university's IT procurement committee.
Register: formal and evidence-oriented.
Required structure: context and criteria → comparative analysis → counterargument → recommendation.

Speaking Task - *Technical Decision Briefing*

Task: *Deliver a 4-minute briefing recommending an operating-system strategy for one context: an engineering laboratory, a design studio, a start-up, or a public-service office. Use a simple comparison matrix or three clearly signposted criteria. After the briefing, answer two audience questions for up to 2 minutes.*

- State the audience's requirements before naming your preferred option.
- Use at least six Week 5 terms accurately.
- Acknowledge one limitation of your recommendation.
- End with a specific implementation or pilot step.

(Assessment rubrics for reading, writing and speaking tasks are in Appendix 1).

Consolidation Questions

1. What is one advantage of an open-source operating system?
2. Which phrase can be used to state a preference?
3. Why is it important to narrow a speech topic?
4. What should an effective speech outline include?

Answer key:

Vocabulary key *1–b; 2–a; 3–d; 4–c; 5–e; 6–f.*

Indicative Answers: Comprehension and Inference

Institutional selection must satisfy security, compatibility, accessibility, cost, and governance requirements; personal preference cannot demonstrate that these obligations will be met.

Possible examples include authentication services, specialist applications, peripherals, cloud storage, assistive technologies, and administration scripts.

Open code can be inspected, but inspection does not guarantee that vulnerabilities will be discovered or patched promptly.

Total cost includes migration, training, support, licences, downtime, replacement, and exit costs, which may outweigh the purchase price.

A hybrid environment can match platforms to workflows; it also requires common policies for versions, updates, data transfer, and security controls.

Unmanaged platform diversity can produce incompatible practices, inconsistent support, and security gaps.

Collect workflow performance, support incidents, user errors, and other evidence related to the identified requirements.

Begin with explicit requirements, test realistic workflows, and recommend the platform or hybrid model whose documented trade-offs best fit institutional needs.

Note: Accept equivalent answers when students support them with accurate textual evidence. Critical-language answers will vary.

Week 6

CONNECTING TO CLIENTS AND EMPLOYEES ADVERTISING AND MARKETING

Technological Map

Course	English for IT and Computer Engineering (English 4)
Topic	Connecting to Clients and Employees; Advertising and Marketing
Lesson type	Integrated lesson: language input, skills practice, and public speaking
Contact hours	2 × 75 minutes, or one 150-minute block
Public Speaking focus	Supporting ideas with facts, examples, statistics, and expert opinion; ethical source use
Target skills	Describing functions; persuasive language; evidence-based speech support

Learning Objectives

Educational objectives:

- To acquire terminology related to connecting with clients and employees, advertising, and marketing.
- To use appropriate language structures for describing the functions of digital platforms, products, and services.
- To use persuasive language when presenting a product, service, or advertising campaign.
- To support ideas with relevant facts, examples, statistics, and expert opinions.

Character-Building Objective

- To foster the ethical use of information and credible sources.
- To develop responsibility for presenting accurate, transparent, and non-misleading claims.

- To promote respect for clients, employees, and target audiences in professional communication.

Developmental Objective

- To develop the ability to construct evidence-based arguments.
- To develop critical thinking by evaluating the reliability and relevance of supporting evidence.
- To develop the ability to adapt persuasive messages to a specific target audience.

Competencies to Be Developed

- Communicative competence - the ability to communicate orally and in writing on professional and technical topics.
- Information and communication competence - the ability to explain digital communication, advertising, and marketing concepts accurately in English.
- Professional and personal competence - teamwork, ethical decision-making, public speaking, and presentation skills.
- Self-development competence - self-monitoring and critical reflection in persuasive and professional communication.

Lesson Procedure

Stage	Activity	Method / Format	Time
1	Opening discussion: examples of effective advertising	Question and answer	5 min
2	Describing network and platform functions	Pair work	10 min
3	Persuasive language and ethical use of sources	Group work	20 min

4	Public Speaking: supporting claims with facts, examples, statistics, and expert opinion	Guided practice	15 min
5	Short persuasive speech: presenting a product or service	Small-group presentation	20 min
6	Review, assignment briefing, and preparation for Project Work 1: Creating Ads	Reflection	5 min

Key Vocabulary

Term	Meaning / Use in English
client-server model	a network architecture in which clients request services or resources from a server
remote access	the ability to connect to and use a computer, network, or service from another location
target audience	the specific group for whom a message, product, or campaign is designed
brand	the identity and associations that distinguish an organisation, product, or service
campaign	a coordinated series of communication activities designed to achieve a defined objective
call to action	a prompt that asks the audience to take a specific next step
market research	systematic investigation of customers, competitors, needs, and market conditions
engagement	the degree of audience attention, interaction, participation, or continuing interest

Functional Language

Describing functions: This function allows … / It is used to … / The main purpose of this feature is …

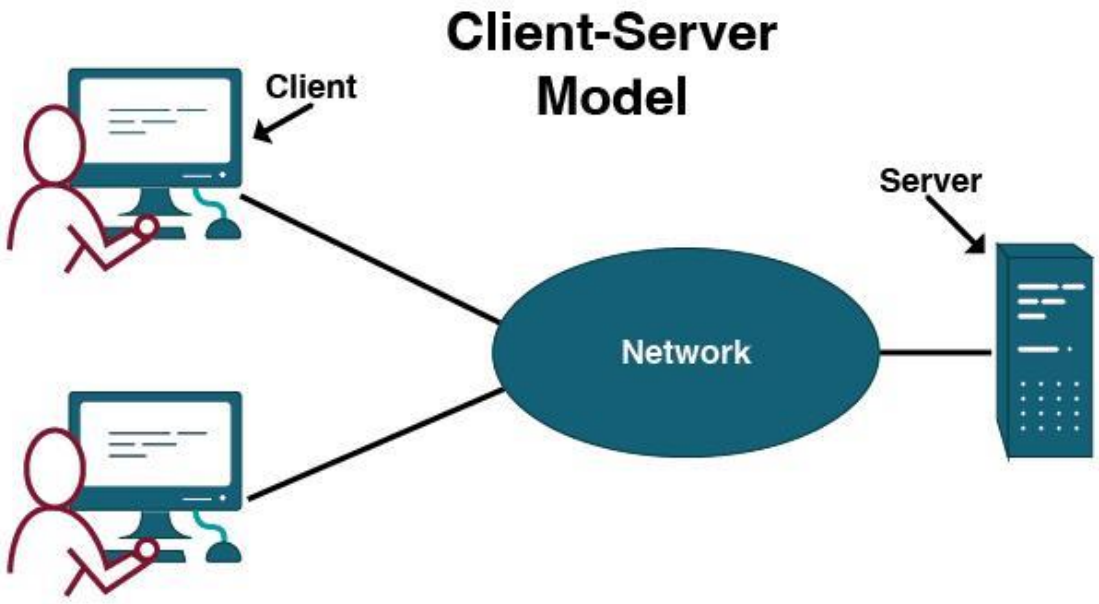
Persuasive language: Imagine … / You need this because … / The evidence suggests that …

Attributing evidence: According to … / Data from … indicate that … / This result should be interpreted cautiously because …

Reading

Reading purpose: Analyse a sustained technical argument, distinguish qualified claims from generalisations, and evaluate how evidence supports institutional decisions.

From Connection to Conversion: Responsible Digital Persuasion



Digital platforms have blurred the boundary between communication infrastructure and marketing. A client portal may begin as a practical channel for invoices and support requests, yet it can also recommend services, collect behavioural data, and shape future purchasing decisions. An employee

platform may distribute policies and coordinate projects while simultaneously reinforcing an organisation's culture. Because these systems influence both action and perception, their effectiveness cannot be judged solely by the number of clicks they generate.

Well-designed communication starts with a specific audience problem. Clients may need a faster way to compare service options, whereas employees may need reliable access to expertise across departments. The function of the platform should follow from that need. A client relationship management system, for example, can consolidate interaction histories so that support teams do not repeatedly ask for the same information. An internal collaboration tool can make responsibilities visible and reduce duplicated work. In both cases, the technical feature matters because of the human outcome it enables, not because it appears innovative in a product description.

Marketing adds a persuasive layer. Segmentation allows organisations to adapt messages to groups with different priorities, and personalisation can reduce irrelevant communication. Yet the same techniques can become intrusive when users do not understand what data is being collected or why a message was targeted at them. Dark patterns—interfaces designed to steer people towards choices they might not otherwise make—may increase short-term conversion rates while damaging trust. A campaign that relies on artificial urgency, concealed costs, or a deliberately confusing cancellation process treats the audience as an obstacle to overcome rather than a partner in an exchange.

Evidence is essential, but evidence can also be misused. A large percentage in an advertisement may look authoritative even when the underlying sample is small, unrepresentative, or unrelated to the claim. Correlation may be presented as causation, and an expert quotation may be removed from its original context. Ethical persuasion requires communicators to state what was measured, identify the source, and avoid implying more certainty than the data supports. In internal communication,

the same principle applies: managers should not invoke vague claims such as ‘research proves’ when employees cannot inspect the evidence or understand its relevance.

A/B testing illustrates both the value and the limitation of data-driven marketing. By presenting two versions of a message to comparable groups, a team can estimate which version produces more of a defined action. However, the test does not automatically explain why users behaved differently, whether the result will persist, or whether the action benefited them. If a dramatic headline increases clicks but causes disappointment after purchase, the metric has rewarded attention at the expense of accuracy. Teams therefore need a balanced set of indicators, including complaints, retention, task completion, and informed consent—not merely engagement.

Responsible digital communication aligns function, evidence, and audience welfare. It explains clearly what a service does, supports claims with verifiable information, and gives users meaningful control over their data and decisions. Such an approach may appear less aggressive than conventional promotional tactics, but it creates a more durable form of engagement. Trust is not an ornamental value added after a campaign is designed; it is part of the system’s performance. When organisations recognise this, connecting with clients and employees becomes more than a technical achievement: it becomes a credible relationship.

Reading Tasks

A. Before You Read

- When does personalisation improve communication, and when might it become intrusive? Give one example of each.
- List three indicators, other than clicks, that could be used to evaluate a digital campaign.

B. Comprehension and Inference

1. How have digital platforms blurred the boundary between infrastructure and marketing?
2. Why does the writer argue that a technical feature should be evaluated through its human outcome?
3. What ethical risk can arise from segmentation and personalisation?
4. Define a dark pattern using information from the text and give one original example.
5. Name three ways in which evidence may be presented misleadingly.
6. What can an A/B test show, and what can it not establish automatically?
7. Why might a high click-through rate represent poor campaign performance?
8. Explain the claim that trust is part of a system's performance.

Key Vocabulary

Term	Definition to match
1. segmentation	a. the proportion of users who complete a desired action
2. conversion rate	b. division of an audience into meaningful groups
3. dark pattern	c. comparison of two variants with similar groups
4. A/B testing	d. a deceptive interface that manipulates user choice
5. retention	e. continued use or continued customer relationship over time
6. informed consent	f. voluntary agreement based on clear information

Critical Language Analysis

- Identify two cause-and-effect relationships in the text. For each, state whether the writer presents the relationship as certain or possible.
- Find one three-part parallel structure. Explain how it strengthens clarity or emphasis.
- Rewrite the claim 'Studies show that personalised advertising works' so that it specifies evidence, population, outcome, and limitation.

Writing Task - Ethical Campaign Proposal

Task: *Write a 320–380-word proposal for a digital campaign promoting an IT service to university students or employees. Describe the service's function, define the target audience, present a persuasive value proposition, and propose evidence that could support the campaign. Include safeguards for privacy, informed consent, and transparent claims, together with at least four success indicators beyond simple click counts.*

Audience: a university communications and ethics committee.
Register: professional, persuasive, and ethically transparent.
Required structure: problem → audience insight → campaign strategy → evidence → safeguards → evaluation.

Speaking Task - *Evidence-Based Persuasive Pitch*

Task: *Deliver a 4–5-minute pitch for a digital service, campaign, or internal communication platform. Support the proposal with one fact, one realistic example, one statistic or test result, and one attributed expert or institutional source. Then respond to a 2-minute ethical challenge from the audience.*

- Explain what the service does before making persuasive claims.

- Use at least six Week 6 terms accurately.
- Make the call to action specific and proportionate.
- Acknowledge data limitations and avoid unsupported certainty.

(Assessment rubrics are in the Appendix 2).

Consolidation Questions

1. What is a target audience?
2. Give one example of persuasive language.
3. Why is it important to cite credible sources when supporting an argument?
4. Name one way to describe a technical function.

Home Assignment

- ❖ Select a product or service idea for Project Work 1: "Creating Ads and write a brief campaign outline".
- ❖ Write an 80-word advertisement using persuasive language while avoiding unsupported or misleading claims.
- ❖ Late submission policy: 0–24 hours: −10%; each subsequent 24-hour period: an additional −10%, as stated in the syllabus.

Answer Key:

Vocabulary key 1–b; 2–a; 3–d; 4–c; 5–e; 6–f.

Indicative Answers: Comprehension and Inference

Portals both deliver operational functions and recommend services, collect behavioural data, or influence purchasing and organisational culture.

Features are valuable only insofar as they solve audience problems and enable useful human outcomes.

Targeting can become intrusive when data collection and message selection are not transparent or consensual.

A dark pattern manipulates choices through interface design; valid examples include a hidden unsubscribe link or a preselected paid option.

Examples: unrepresentative samples, correlation presented as causation, and expert comments removed from context.

It can estimate which version produces more of a defined action; it does not automatically explain the cause, durability, or benefit of the behaviour.

A dramatic but inaccurate message may attract clicks while causing disappointment, complaints, or loss of trust.

Trust affects retention, informed use, willingness to share information, and the durability of the relationship; it is therefore a performance outcome.

Note: Accept equivalent answers when students support them with accurate textual evidence. Critical-language answers will vary.

Week 7

PROJECT WORK

Project Work 1: Creating Ads – Guidelines

Project aim: Design an ethical and persuasive advertisement for a technology product, digital service or automation solution, then present and defend the campaign in professional English.	
Project Element	**Requirement**
Team size	3-4 students; every member must have an identifiable role and speaking contribution.
Product / service	A real or invented IT product, app, platform, cybersecurity service, automation solution or university digital service.
Target audience	One clearly defined user group with specific needs, constraints and communication preferences.
Core deliverables	One visual advertisement; a 250-300-word campaign brief; a 4-5-minute team presentation; 2 minutes of Q&A.
Required language	At least eight course terms, four persuasive expressions, three signposts, two hedged claims and one concession.
Evidence	At least two credible supporting elements, such as verified product data, survey findings, a realistic scenario or a clearly labelled estimate.
Submission format	PDF/PNG advertisement plus campaign brief; video advertisements may be submitted as MP4 or an accessible link.

Project Development Stages

Stage	Action	Guideline	Output
1	Define the problem	Identify the user's need or difficulty. Avoid beginning with the product itself.	Problem statement
2	Analyse the audience	Specify age/role, digital habits, priorities, possible objections and preferred communication channel.	Audience profile
3	Create the value proposition	State what the solution enables, for whom and why it is preferable to the current alternative.	One-sentence value proposition
4	Choose evidence	Select accurate facts, examples or cautious estimates. Record sources and limitations.	Evidence log
5	Design the advertisement	Use a focused headline, relevant visual hierarchy, concise body copy and an actionable call to action.	Poster, carousel, landing-page mock-up or 30-60 sec video
6	Write the campaign brief	Explain the audience, communication choices, intended channel, evidence and ethical safeguards.	250-300 words
7	Plan the pitch	Distribute speaking roles; structure the presentation as problem - insight - solution - evidence - call to action.	4-5-minute team outline
8	Rehearse and revise	Time the pitch, test visual readability and prepare direct answers to likely objections.	Final files and Q&A notes

Ethical and Technical Requirements

Do not invent statistics, customer testimonials, certifications or product capabilities.

Label estimates, prototypes and AI-generated content clearly; cite external data and visual assets.

Avoid discriminatory stereotypes, manipulative fear, hidden conditions and exaggerated absolute claims.

Use personal data only in hypothetical or anonymised form and explain any relevant privacy safeguard.

Ensure text is readable, colour contrast is sufficient and the main message is understandable within five seconds.

The advertisement must contain a clear brand/product name, value proposition and call to action.

Recommended Team Roles

Role	Primary Responsibility
Project coordinator	Maintains the timeline, combines contributions and verifies that all requirements are met.
Audience and evidence lead	Develops the audience profile, checks claims and records sources.
Copywriter / language editor	Creates the headline and body copy; checks C1 language, accuracy and tone.
Visual / media designer	Produces the advertisement and checks hierarchy, readability, accessibility and file quality.
Presentation lead	Coordinates the pitch and Q&A; this role does not replace other members' speaking contributions.

Final Submission Checklist

The target audience is specific and visible in the design and language choices.

The value proposition is clear, distinctive and supported rather than exaggerated.

The advertisement contains one dominant message and an appropriate call to action.

All facts, statistics and visual assets are cited or identified as original work.

The campaign brief is 250-300 words.

The presentation fits 4-5 minutes, includes every member and anticipates at least three panel questions.

All files open correctly and display the team name, member names and contribution statement.

Project Work Assessment Rubric

Project Work 1 (Creating Ads) - 20 points

Criterion	Max	Excellent	Good	Developing	Limited
Concept and value proposition	4	Insightful problem; distinctive, feasible value proposition	Clear problem and relevant value proposition	General idea; benefit only partly developed	Unclear, implausible or unrelated concept
Audience and persuasive strategy	4	Precise audience insight; message, channel and call to action are fully aligned	Audience is defined; persuasive choices are mostly appropriate	Basic audience awareness; generic or inconsistent persuasion	Audience is missing; strategy is unsuitable or manipulative
English and campaign copy	4	Flexible C1 range; concise, memorable	Good range and register; minor non-	Adequate but repetitive	Restricted or copied language;

		copy; terminology and grammar highly accurate	impeding errors	language; several noticeable errors	frequent errors impede meaning
Visual / digital advertisement	3	Professional hierarchy, originality, readability, accessibility and technical quality	Clear and attractive design with minor weaknesses	Message is visible but layout/readability or technical quality is uneven	Incomplete, confusing, inaccessible or technically unusable product
Presentation and Q&A	3	Coherent, persuasive and well timed; confident delivery; answers are direct and evidence-based	Clear presentation and relevant answers; minor timing/delivery issues	Uneven structure or delivery; answers only partly developed	Difficult to follow; major timing problems; unable to address questions
Teamwork and integrity	2	Equitable contribution; transparent roles; all evidence/assets acknowledged	Generally balanced work; minor role or citation gaps	Uneven contribution or incomplete acknowledgement	Minimal collaboration, uncredited material or fabricated evidence

Scoring rule: Add the criterion scores for a maximum of 20 points. Half-points may be used where performance falls between two descriptors. A substantiated academic-integrity violation is handled under institutional policy and may also affect the Teamwork and Integrity criterion.

Week 8

AUTOMATION

Technological Map

Course Element	Description
Subject	English for IT and Computer Engineering (English 4)
Topic	Automation
Lesson type	Integrated practical lesson: project presentation, reading, writing and speaking
Duration	75 minutes
Public Speaking focus	Organising a successful speech; introductions, conclusions and transitions; managing Q&A
Target language	Presenting a project; qualifying claims; conceding a point; summarising implications

Lesson Objectives

Educational Objectives:

- To acquire and accurately use terminology related to automation, workflow optimisation, human oversight and advertising campaigns.
- To analyse an extended technical text by identifying its thesis, argument structure, implicit assumptions and writer stance.
- To use advanced language for sequencing a presentation, hedging claims, acknowledging limitations and drawing evidence-based conclusions.
- To produce a coherent automation proposal and deliver a persuasive project presentation adapted to a professional audience.

Character-building Objective

- To foster professional responsibility, ethical use of evidence, respect for audience needs and equitable contribution to teamwork.

Developmental Objective

- To develop critical reading, synthesis, problem-solving, presentation management and constructive peer-feedback skills.

Competencies to Be Developed

- The ability to explain automation processes clearly in English, present a professional proposal, acknowledge limitations and respond appropriately to audience questions.

Lesson Procedure

Stage	Activity	Method / Format	Time
1	Warm-up: discuss which university or workplace processes should be automated and which decisions require human control.	Think-pair-share	5 min
2	Review key automation vocabulary and practise expressions for signposting, hedging and acknowledging limitations.	Pairs / guided practice	7 min
3	Read “Automation Beyond Efficiency” for gist, detail and inference; complete Tasks 1–4 and compare answers.	Individual + pairs	30 min
4	Discuss automation risks and practise qualifying claims and balancing arguments through selected items from Tasks 5–7.	Groups / guided practice	8 min

5	Outline an automation proposal, draft a qualified recommendation and review a partner's work using the writing self-check.	Individual + peer review	8 min
6	Deliver a four-minute automation pitch followed by two minutes of questions; swap roles so both partners present.	Pairs / role-play	12 min
7	Complete an exit ticket, review assessment points and receive the proposal revision, reflection and recorded-pitch homework.	Reflection / self-assessment	5 min

Preparation: Students bring a prepared pitch. The full written proposal is completed outside class.

Key Vocabulary

Term	Working Definition	Example in Context
workflow	a sequence of tasks through which work is completed	The redesigned workflow removed two approval bottlenecks.
robotic process automation (RPA)	software that performs repetitive, rule-based digital tasks	RPA can reconcile routine transactions, but exceptions still require human judgement.
bottleneck	a stage that restricts the speed or capacity of a process	Manual verification became the principal bottleneck.
interoperability	the ability of systems to exchange and use information	Poor interoperability can undermine an otherwise efficient solution.
human-in-the-loop	a system in which people review, guide or override automated decisions	A human-in-the-loop design protects against unusual cases.
exception handling	the management of cases that fall outside normal rules	The proposal must define exception-handling procedures.

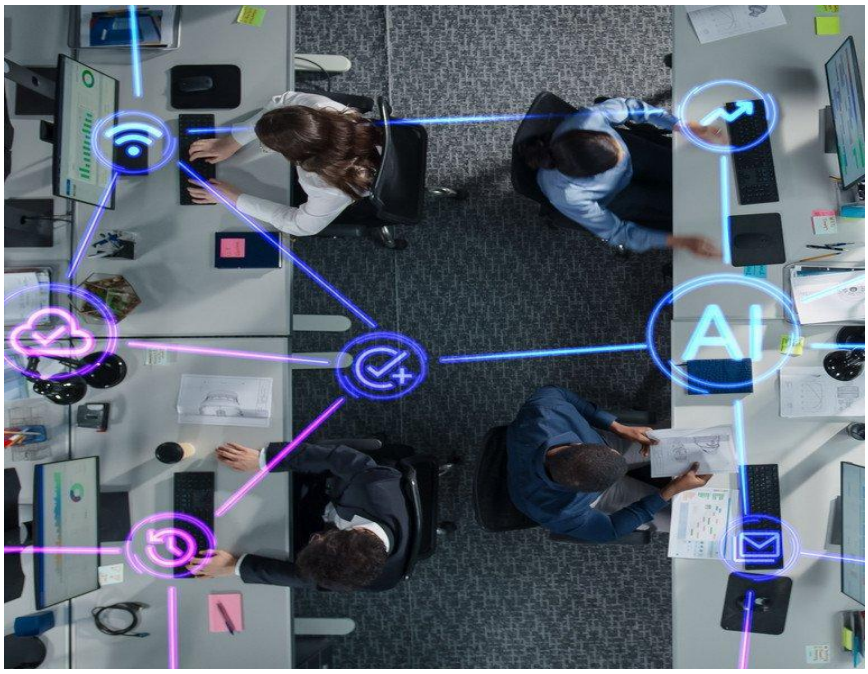
scalability	the capacity to handle growth without unacceptable loss of performance	Scalability matters once the pilot expands across departments.
accountability	responsibility for decisions and their consequences	Automation must not obscure managerial accountability.
displacement	the loss or transformation of roles because tasks are reassigned	Job displacement is not inevitable, but task redesign is likely.
value proposition	a clear explanation of the benefit offered to a target user	The advertisement's value proposition should be specific and credible.

Functional Language Bank

Function	Useful C1 Expressions
Opening and signposting	The purpose of our proposal is to...; I will first outline..., before turning to...; This brings me to our second consideration...
Hedging a claim	The evidence suggests that...; This may lead to...; It would be premature to conclude that...; Under these conditions, it is reasonable to expect...
Conceding and contrasting	Admittedly,...; While this concern is valid,...; Nevertheless,...; The short-term cost must be weighed against...
Referring to evidence	According to the pilot data...; A more convincing indicator is...; This example is significant because...
Summarising	Taken together, these findings indicate...; The central implication is...; On balance, we recommend...
Managing questions	If I understand your concern correctly,...; That depends on...; We have not yet established X; however, the available evidence shows...

Reading

Automation Beyond Efficiency



Read the text and complete Tasks 1-5. Recommended time: 30 minutes.

[1] Automation is often introduced through a deceptively simple promise: a machine will perform a task faster, more cheaply and with fewer errors than a person. In tightly defined processes, this promise is frequently fulfilled. Software can transfer data between systems, schedule routine messages and flag transactions that violate established rules. Yet the significance of automation does not lie solely in the minutes saved. Once a process is automated, organisations are compelled to define what counts as normal, which exceptions deserve attention and who remains accountable when an automated action produces an undesirable outcome.

[2] This shift explains why successful automation projects begin with process analysis rather than software procurement. A flawed workflow does not become intelligent merely because it is executed at high speed. If a customer request passes through five unnecessary approvals, automating those approvals may reduce waiting time while preserving the underlying inefficiency. More seriously, the system can make the poor design less visible: employees may assume that a fast digital process must also be a

rational one. Effective teams therefore map the existing workflow, identify bottlenecks, distinguish rules from judgement and ask whether any step should be eliminated before it is automated.

[3] The distinction between rules and judgement is especially important. Rule-based automation performs well when inputs are consistent and the desired response can be specified in advance. It is less dependable when information is incomplete, values conflict or a decision depends on context. Consider an automated support system that prioritises requests according to keywords. It may route a routine password reset accurately, yet fail to recognise that an apparently ordinary message signals a serious accessibility or security problem. A human-in-the-loop design acknowledges this limitation by giving staff the authority and information needed to review uncertain cases.

[4] Human oversight, however, should not be treated as a decorative safety feature. If employees are expected to approve hundreds of recommendations without enough time to investigate them, oversight becomes ritual rather than control. Automation bias may then emerge: people accept a system's output because challenging it is cognitively demanding or institutionally discouraged. Meaningful oversight requires thresholds for escalation, accessible audit trails and a culture in which questioning the system is interpreted as responsible professional behaviour rather than resistance to innovation.

[5] The workforce consequences are similarly more complex than the familiar prediction that robots will simply replace employees. Automation usually changes bundles of tasks before it eliminates entire occupations. Routine data entry may decline, while exception handling, client communication and system monitoring become more important. This redistribution can improve work if staff receive training and greater decision-making authority. It can also create a less satisfying workplace if employees inherit only the stressful exceptions while the system handles

every predictable interaction. The outcome depends on job design, not technology alone.

[6] A credible business case must therefore measure more than labour hours. Speed, error rates and operating costs remain relevant, but they should be considered alongside service quality, resilience, employee workload and the cost of failure. A system that performs brilliantly under ordinary conditions but collapses when data formats change may be efficient without being resilient. Likewise, a campaign tool that generates hundreds of personalised advertisements may increase short-term engagement while damaging trust if customers cannot understand how their data has been used.

[7] For this reason, pilot projects are valuable only when they are designed to test assumptions rather than confirm enthusiasm. A useful pilot specifies a baseline, success criteria and stopping conditions. It also includes difficult cases, not merely ideal inputs. If a team measures only how quickly the automated system completes standard transactions, it may overlook the time employees spend correcting exceptions. Transparent reporting of such hidden work allows decision-makers to compare the promised value proposition with the system's actual organisational cost.

[8] Automation, then, is best understood as institutional redesign supported by technology. Its benefits are real, but they are neither automatic nor evenly distributed. Organisations that combine technical expertise with ethical governance are more likely to build systems that remain useful when circumstances change. The decisive question is not simply 'Can this task be automated?' It is 'What kind of work, responsibility and relationship will this automation create?' That question is slower to answer, but it is also the one on which sustainable innovation depends.

Task 1. *Global Understanding*

- Choose the best title: (A) Why Employees Resist All Technology; (B) Automation as Organisational Redesign; (C) How to Purchase RPA Software; (D) The End of Human Employment.
- State the writer's central claim in one sentence of no more than 25

words.

- Which paragraph most directly challenges the idea that speed proves a process is well designed?

Task 2. *Detailed Comprehension*

1. Why can automating unnecessary approvals make a flawed workflow harder to recognise?
2. What two conditions must be present for human oversight to be meaningful? Give evidence from paragraph 4.
3. According to the text, how may automation improve a job, and how may it make the same job less satisfying?
4. Why might a highly efficient system still be judged unsuccessful?
5. What is the purpose of including difficult cases in a pilot project?

Task 3. *Vocabulary in Context*

Match the words from the text with their closest meanings.

Word	Meaning Options
1. compelled	A. able to recover or continue when conditions change
2. underlying	B. required or strongly forced
3. ritual	C. real but not immediately obvious
4. redistribution	D. a repeated act that has lost much of its practical purpose
5. resilient	E. a new allocation of tasks, resources or responsibility

Then use any two of the words in original sentences about an IT project.

Task 4. *Inference and Writer's Craft*

a. What does the phrase "oversight becomes ritual rather than control" imply about employee behaviour?
b. Why does the writer use the contrast 'efficient without being resilient' in paragraph 6?
c. Identify one concession in the text. What argument does it make more balanced?
d. The final paragraph reframes the key question about automation. What change in perspectiv

Task 5. *Critical Response*

Discuss in groups: Which poses the greater risk in your context - poorly designed automation or excessive reluctance to automate? Support your position with one idea from the text and one real or hypothetical example.

Language Focus: Precision, Concession and Hedging

Task 6. *Reformulate the Claims*

Rewrite each claim so that it is appropriately cautious and academically credible. Use a different hedging device each time.

Automation always removes jobs.
RPA eliminates human error.
Customers dislike personalised advertising.
A successful pilot proves that a system will scale.
Human oversight prevents every harmful decision.

Task 7. *Build the Argument*

Combine each pair into one sophisticated sentence using the expression in brackets.

Ideas to Combine	Required Link
Automation can reduce processing time. It may preserve an irrational workflow.	while
The initial cost is considerable. The long-term reduction in error rates may justify it.	admittedly/ nevertheless
The pilot produced positive results. The sample excluded unusual cases.	although
The system generates accurate recommendations. Managers remain accountable for the final decision.	even where

Writing Task: *Automation Proposal*

Task: *Write a 250-300-word proposal recommending whether and how one process in a university, IT company or public service should be automated.*

Your proposal must:

- define the current problem and identify the main bottleneck;
- describe the proposed automated workflow in sufficient technical detail;
- evaluate at least one benefit and two risks or limitations;
- specify the role of human oversight and exception handling;
- end with a qualified, actionable recommendation.
- Suggested structure: Executive summary (40-50 words) - Current problem - Proposed solution - Risk controls - Recommendation.

Writing Self-check

Area	Question
Content	Have I answered whether, how and under what conditions the process should be automated?
Evidence and reasoning	Are my claimed benefits connected to mechanisms or measurable indicators?
Organisation	Does each paragraph perform a clear function, with logical transitions?
Register	Is the tone formal, concise and appropriately cautious?
Language	Have I used precise technical vocabulary and varied complex structures accurately?

Speaking Task: *Professional Automation Pitch*

Scenario: You are proposing an automation solution to a mixed panel of managers, technical staff and employees who will use the system.

Deliver a 4-minute presentation followed by 2 minutes of questions.

- ✓ Include: an audience-relevant opening and a precise problem statement;
- ✓ a clear explanation of the proposed workflow;
- ✓ credible evidence or measurable success criteria;
- ✓ one acknowledged limitation and a practical safeguard;
- ✓ a concise summary and call to action.

Panel questions may include:

1. What happens when the system encounters an exception?
2. How will you prevent automation bias?
3. Which indicator would cause you to stop or redesign the pilot?

4. How does your proposal affect employees and customers?

Consolidation Questions

1. Why should a team redesign a process before automating it?
2. What is the difference between efficiency and resilience?
3. How can a presenter acknowledge a limitation without weakening the entire proposal?
4. What makes human oversight meaningful rather than symbolic?
5. Which language choices help a speaker sound confident but not overconfident?

Home Assignment

- ❖ Revise the Week 7 proposal after peer feedback and submit a polished 280-320-word version.
- ❖ Write a 180-220-word reflective commentary explaining two changes you made to your presentation, why you made them and what evidence from the rubric informed your decisions.
- ❖ Record a 2-3-minute improved pitch. Use at least three signposting expressions, two hedging expressions and one concession.
- ❖ Review vocabulary and functional language from Book 2 Units 9-15 and Book 3 Units 1-5 for the Week 8 midterm.

Late-submission rule: 0-24 hours: -10%; each additional 24 hours: -10%, in accordance with the course syllabus. (Additional rubrics are in Appendix 3).

Week 9

TELECOMMUTING
HACKERS AND VIRUSES

Technological Map

Course	English for IT and Computer Engineering (English 4)
Duration	2 × 75 minutes
Public Speaking focus	Voice, posture, eye contact, and speaking clearly under pressure
Language focus	Confirming information; explaining causes and consequences; reporting incidents

Lesson Objectives

Educational objectives:

- By the end of the lesson, students will be able to analyse the operational and security implications of telecommuting;
- Distinguish among common cyberthreats affecting remote workers;
- Confirm technical information accurately; and construct clear cause-and-effect explanations in spoken and written incident reports.

Character-building objective:

- To cultivate cybersecurity awareness, ethical digital behaviour, accountability;
- To respect for organisational security policies, particularly when handling confidential information outside a controlled workplace environment.

Developmental objective:

- To develop critical reading and listening, evidence-based reasoning, rapid information synthesis;

- To improve the ability to communicate calmly, coherently and accurately under pressure.

Communicative competence:

- Students will participate in advanced professional discussions, clarify uncertain information, negotiate an appropriate response to a cyber incident;
- Students will deliver a concise oral briefing using accurate technical language.

Lesson Procedure

Stage	Activity	Method / Format	Time
1	Warm-up: discuss the benefits and security challenges of telecommuting.	Think-pair-share	5 min
2	Review key vocabulary and classify controls as preventive, detective or corrective.	Pairs / categorisation	8 min
3	Read the text for gist, detail and inference; compare selected answers.	Individual + pairs	15 min
4	Listen to the incident briefing twice and reconstruct the incident timeline.	Individual + pairs	15 min
5	Practise language for confirming facts, explaining causes and expressing cautious certainty.	Guided practice	8 min
6	Complete an incident-response role-play and deliver a concise pressure briefing.	Groups/role-play	18 min
7	Complete an exit ticket, review assessment points and receive the writing homework.	Reflection / self-assessment	6 min

Key Vocabulary

Term / Collocation	Meaning
telecommuting	working away from the employer's premises through digital communication
attack surface	all potential points through which a system may be compromised
endpoint	a device connected to a network, such as a laptop or smartphone
virtual private network (VPN)	an encrypted connection to a private network
multi-factor authentication (MFA)	identity verification using two or more independent factors
social engineering	psychological manipulation used to obtain information or access
phishing	fraudulent communication intended to steal data or install malware
malware	software designed to damage, disrupt or gain unauthorised access
zero-day vulnerability	a flaw unknown to, or not yet patched by, the vendor
data breach	unauthorised access to or disclosure of protected information
lateral movement	an attacker's movement from one compromised system to others
incident response	a structured process for detecting, containing and recovering from an attack
mitigation	an action that reduces the likelihood or impact of a risk
security posture	an organisation's overall readiness to prevent and respond to threats

Functional Language

Confirming information: Just to confirm, the connection originated from an unmanaged device, correct? If I understand correctly, the account was accessed before MFA was enabled. Am I right in assuming that no files were downloaded?

Explaining causes: The incident appears to have resulted from… A contributing factor was… This can largely be attributed to… The immediate trigger was…, whereas the underlying cause was…

Expressing cautious certainty: The evidence strongly suggests that… It is highly probable that… We cannot rule out the possibility that… At this stage, there is insufficient evidence to conclude that…

Reporting consequences: This subsequently enabled… Consequently, the attacker was able to… Had the device been segmented, the impact would have been considerably lower.

Reading

Secure Telecommuting: When Flexibility Expands the Attack Surface



Telecommuting is frequently presented as a straightforward exchange: employees gain flexibility, while organisations reduce premises-related costs. From a cybersecurity perspective, however, the exchange is considerably more complex. A conventional office concentrates devices, networks and support staff within a relatively controlled environment. Remote work disperses those assets across home routers, shared apartments, cafés and personal devices. The organisation's digital perimeter does not disappear; it becomes fragmented, harder to observe and more dependent on individual judgement.

The most visible technical response is often a virtual private network. By encrypting traffic between an endpoint and the corporate network, a VPN makes interception more difficult, particularly on an untrusted connection. Yet encryption is not equivalent to comprehensive security. If an employee enters credentials into a convincing phishing site, the VPN may securely transmit information to a compromised session. Likewise, an unpatched laptop can carry malware through an encrypted tunnel. The instrument designed to protect legitimate traffic may therefore provide a trusted route for a compromised device.

This paradox explains why many organisations have moved towards a zero-trust model. The principle is not that every employee is suspected of wrongdoing; rather, no request is automatically trusted merely because it originates inside a familiar network. Access is continuously evaluated according to identity, device health, location, behaviour and the sensitivity of the requested resource. Multi-factor authentication, least-privilege access and network segmentation become mutually reinforcing controls. If one account is compromised, the attacker should still be unable to move freely across the organisation.

Technology alone, nevertheless, cannot resolve the problem. Remote employees routinely make micro-decisions that shape security outcomes: whether to postpone an update, reuse a password, discuss a confidential project within earshot of others, or connect through a personal storage service because it seems more convenient. Security policies that simply

prohibit risky behaviour may be ignored when they conflict with urgent work. Effective policies explain the rationale, provide usable alternatives and establish a reporting culture in which employees can disclose mistakes without fearing automatic punishment.

Consider an employee who receives a message apparently sent by the IT department during a video conference. The message claims that the employee's password will expire within ten minutes and provides a link. Under time pressure, the employee is less likely to inspect the domain carefully. If the company has trained staff only through an annual compliance slideshow, failure is predictable. A stronger defence combines technical filtering, realistic simulations, accessible reporting channels and managers who do not reward speed at the expense of verification.

Secure telecommuting should therefore be understood as a socio-technical system. Its resilience depends on the interaction of infrastructure, organisational culture, workflow design and human attention. Measuring success solely by the number of blocked attacks may create false confidence. Organisations should also examine how rapidly suspicious activity is reported, how effectively access can be revoked, how long recovery takes and whether employees understand the consequences of their choices. Flexibility and security are not opposing goals, but reconciling them requires more than installing a VPN and declaring the remote workforce protected.

Reading Tasks

Task 1. *Choose the best answer. Base each answer on the writer's argument, not only on isolated vocabulary.*

1. What is the central argument of the text?
A) Remote work is inherently less productive.
B) VPNs are the only reliable protection for remote staff.
C) Secure telecommuting depends on coordinated technical, organisational and human measures.
D) Employees should never use home networks.

2. Why does the writer describe a VPN as potentially paradoxical?
A) It slows legitimate traffic.
B) It may provide a protected route for traffic from an already compromised endpoint.
C) It replaces authentication.
D) It prevents software updates.

3. In the text, zero trust primarily means that…
A) employers assume staff are dishonest.
B) every access request is evaluated rather than trusted automatically.
C) all remote access is prohibited.
D) personal devices are always secure.

4. What does the phishing scenario illustrate?
A) Training is unnecessary when filters are installed.
B) Employees prefer personal storage services.
C) time pressure and workplace incentives can weaken careful verification.
D) video conferences should be prohibited.

5. Which indicator would the writer regard as a meaningful measure of resilience?

A) the number of employees working remotely

B) the price of the VPN subscription

C) the speed with which suspicious activity is reported and contained

D) the number of annual presentations delivered

Task 2. *Decide whether the statements are True, False or Not Given. Correct the false statements.*

1. A VPN can prevent users from submitting credentials to a fraudulent website.

2. Zero-trust security considers several contextual factors before granting access.

3. The writer states that most data breaches are caused by employees working in cafés.

4. Policies are more likely to be followed when secure alternatives are practical and clearly justified.

5. The writer considers blocked-attack statistics sufficient for evaluating security resilience.

Task 3. *Answer in one or two complete sentences.*

1. Why does remote work make the organisational perimeter more difficult to manage?

2. How do least-privilege access and network segmentation limit the consequences of a compromised account?

3. What distinction does the writer make between an immediate trigger and an underlying cause? Apply it to the phishing scenario.

4. What is implied by the phrase 'failure is predictable' in paragraph five?

5. Which recommendation in the text would be most feasible for a

small company? Justify your choice.

Task 4. *Match the words from the text to the meanings: fragmented, interception, rationale, revoke, resilience, solely.*

a. the ability to recover or continue functioning after disruption
b. divided into separate or disconnected parts
c. cancel or withdraw an authorisation
d. only; without considering anything else
e. the underlying reason for a decision or policy
f. the act of stopping and obtaining information while it is being transmitted

Task 5. *Critical response.*
Discuss: "Convenience is itself a cybersecurity risk." To what extent does the reading support this claim?

Speaking

Task 1. Incident-response simulation (groups of four). Roles: employee, help-desk analyst, security lead and department manager.

- The employee explains what happened without omitting mistakes or making unsupported assumptions.
- The analyst asks focused questions and confirms key details using at least three target phrases.
- The security lead distinguishes confirmed facts from hypotheses and proposes containment actions.
- The manager summarises the decision for a non-technical audience and assigns responsibilities.

Task 2. Two-minute pressure briefing. You have 90 seconds to prepare. Report the incident, its likely cause, current impact and next steps. Then answer two unpredictable follow-up questions from classmates.

Delivery focus: Use a stable pace, purposeful pauses, clear sentence stress, professional posture and sustained eye contact. Avoid reading complete sentences from notes.

Peer feedback stems: Your explanation was clearest when… One point that required further confirmation was… Your delivery would be more authoritative if… The causal link between ___ and ___ could be expressed more explicitly.

Writing

Write a 280–320-word incident analysis for the Head of IT. Use information from the listening scenario, but organise and phrase it independently.

- Subject line and concise executive summary
- Confirmed facts separated from unverified assumptions
- Immediate trigger, underlying cause and at least one contributing factor
- Operational impact and risk assessment
- Three prioritised recommendations with clear justification
- Professional register, cohesive devices and accurate cybersecurity terminology

Useful structure: *Purpose → verified timeline → causal analysis → current impact → recommended actions → next update.*

C1 challenge: *Include one mixed or third conditional to explain how a different control could have reduced the impact, and use at least two appropriately hedged claims.*

Writing

Write a 280–320-word incident analysis for the Head of IT. Use information from the listening scenario, but organise and phrase it independently.

- Subject line and concise executive summary
- Confirmed facts separated from unverified assumptions
- Immediate trigger, underlying cause and at least one contributing factor
- Operational impact and risk assessment
- Three prioritised recommendations with clear justification
- Professional register, cohesive devices and accurate cybersecurity terminology

Useful structure: Purpose → verified timeline → causal analysis → current impact → recommended actions → next update.

C1 challenge: Include one mixed or third conditional to explain how a different control could have reduced the impact, and use at least two appropriately hedged claims.

Home Assignment

- ✓ Complete and revise the 280–320-word incident analysis.
- ✓ Record a two-minute audio briefing summarising the incident. Listen once, then write a 100-word reflection on pace, clarity, posture/eye contact (if video is used), and one specific improvement goal.

Answer Keys:

Task 1: 1C, 2B, 3B, 4C, 5C.

Task 2: 1 False (a VPN encrypts traffic but cannot stop a user entering data on a fraudulent site); 2 True; 3 Not Given; 4 True; 5 False (multiple response and recovery indicators are required).

Task 4: fragmented-b; interception-f; rationale-e; revoke-c; resilience-a; solely-d.

Task 3 and Task 5 answers may vary but must be supported with evidence from the text.

Week 10

IDENTITY THEFT
PREVENTATIVE MEASURES

Technological Map

Course	English for IT and Computer Engineering (English 4)
Duration	75 minutes
Public Speaking focus	Clarity, simplicity and impact; avoiding biased, vague and alarmist language
Language focus	Discussing suspicions; checking certainty; giving proportionate preventative advice

Lesson Objectives

Educational objectives:

- Students will be able to explain how identity theft develops across digital and social contexts;
- Distinguish suspicion from verified evidence; evaluate preventative measures according to feasibility and risk reduction;
- Use C1-level language for checking certainty, qualifying claims and advising different audiences;
- Produce clear, proportionate guidance for responding to suspected identity fraud.

Character-building objective:

- To foster responsible handling of personal data, empathy towards victims of fraud, respect for privacy, and an ethical refusal to blame individuals for sophisticated manipulation or security failures.

Developmental objective:

- To strengthen analytical comparison, risk prioritisation, media literacy, concise public communication;
- To translate specialist security concepts into accessible language without sacrificing accuracy.

Communicative competence:

- Students will discuss suspicious activity, ask tactful verification questions, express degrees of certainty, challenge unsupported claims and give audience-appropriate preventative advice.

Lesson Procedure

Stage	Activity	Method / Format	Time
1	Warm-up: examine suspicious-message scenarios and identify observable red flags.	Small groups	5 min
2	Review key vocabulary and build an identity-theft process map.	Collaborative mapping	8 min
3	Read the text for structure, detail and evaluation; compare selected answers.	Individual + pairs	15 min
4	Listen to the support dialogue twice, distinguish facts from suspicions and sequence the advice.	Individual + pairs	15 min
5	Practise certainty-scale language and revise biased or alarmist statements.	Guided practice	8 min
6	Conduct a verification interview and deliver a public-awareness micro-briefing.	Role-play + presentation	18 min
7	Complete an exit ticket, review assessment points and receive the advisory-writing homework.	Reflection / self-assessment	6 min

Key Vocabulary

Term / Collocation	Meaning
identity theft	the unauthorised use of another person's identifying information
personally identifiable information (PII)	data that can identify a specific individual
credential stuffing	automated use of stolen username-password pairs on multiple services
account takeover	unauthorised control of another person's online account
impersonation	pretending to be another person for deceptive purposes
synthetic identity	a fabricated identity combining real and invented data
data minimisation	collecting and retaining only the data genuinely required
fraud alert	a notice asking organisations to verify identity more carefully
credit freeze	a restriction that prevents new credit from being opened
password manager	software that creates and stores strong unique passwords
authentication factor	evidence used to verify identity, such as a device or biometric
recovery code	a one-time backup code for regaining account access
red flag	an indicator that warrants attention or verification
remediation	actions taken to limit damage and restore security

Functional Language

Discussing suspicions: Something does not appear to be consistent with… This may indicate an attempted account takeover. I have reason to suspect that…, although I cannot yet verify it. One possible explanation is…, but alternative explanations should be considered.

How certain are we that the request is genuine? What evidence supports that conclusion? Has the activity been independently verified? Can we rule out a legitimate account-recovery attempt?

Giving proportionate advice: The most immediate priority is to… As a precaution, you should… This measure is advisable because… Avoid taking irreversible action until…

Correcting biased or blaming language: Instead of "The victim was careless," say "The attacker exploited urgency and incomplete verification." Instead of "Everyone knows…," specify the evidence or recommended practice.

Reading

Identity Theft Is a Process, Not a Single Event



Popular accounts of identity theft often focus on a dramatic endpoint: an emptied bank account, a fraudulent loan or a hijacked social-media profile. This framing is memorable but incomplete. Identity theft is better understood as a process in which fragments of information are collected, combined, tested and exploited over time. A leaked email address may initially seem harmless; paired with a reused password, a date of birth and publicly visible workplace details, it can become the foundation for account takeover or convincing impersonation.

The distinction matters because prevention is frequently reduced to the instruction “use a strong password”. Unique passwords are essential, but they address only one stage of the process. Attackers may obtain access through password-reset questions, compromised email accounts, malicious browser extensions, forged support calls or credential stuffing. In other cases, no existing account is taken over at all. A synthetic identity can be assembled from genuine and invented data, then gradually used to establish credibility before financial fraud occurs.

Effective prevention therefore follows the principle of layered risk reduction. A password manager limits reuse; multi-factor authentication adds an independent barrier; transaction notifications shorten the time between misuse and detection; and data minimisation reduces what can be exposed in the first place. None of these controls is infallible. Their value lies in forcing an attacker to overcome several different obstacles while increasing the likelihood that suspicious activity will be detected early.

Yet preventative guidance can fail when it overwhelms its audience. Advising people to change every password immediately, close all accounts and stop using online services may sound decisive, but it can produce panic and incomplete action. Priorities should depend on the evidence. If an email account has been compromised, securing it is urgent because it may control password recovery elsewhere. If an unfamiliar financial application appears, contacting the relevant institution and considering a fraud alert or credit freeze may take precedence. Accurate records of dates, messages and reference numbers are also crucial for later investigation.

Communication style is not a superficial concern. Victims are sometimes described as naïve or careless, even when attackers have used highly personalised information, artificial voices or messages that imitate legitimate organisational procedures. Blaming language discourages early reporting and shifts attention away from weak verification systems. Clear advice identifies observable red flags, unexpected urgency, secrecy, unusual

payment methods or requests to bypass standard procedures, without implying that every unfamiliar interaction is fraudulent.

The most resilient response combines technical action with measured judgement. Individuals should verify requests through a separate channel, preserve relevant evidence and report suspected misuse promptly. Organisations should design recovery processes that are difficult for attackers to manipulate but accessible to legitimate users under stress. The goal is not to eliminate every possible risk, which is unrealistic, but to reduce exposure, detect misuse quickly and prevent one compromised identifier from cascading into a much larger loss.

Reading Tasks

Task 1. *Match each paragraph (1–6) with its main function. One option is extra.*

A. explains why communication should avoid blame
B. presents a layered model of prevention
C. defines identity theft as a cumulative process
D. compares national identity laws
E. explains why response priorities depend on evidence
F. broadens the range of possible attack mechanisms
G. synthesises the principles of a resilient response

Task 2. *Choose the best answer.*

1. Why can a leaked email address become significant?
A) It always grants direct bank access.
B) It can be combined with other data in a wider attack.
C) It automatically reveals a recovery code.
D) It prevents password reuse.

2. What is the purpose of layered risk reduction?
A) To guarantee that fraud is impossible.
B) To replace user judgement with automation.
C) To create multiple obstacles and improve early detection.
D) To make account recovery slower.

3. Why may broad emergency advice be ineffective?
A) It can overwhelm people and obscure evidence-based priorities.
B) Online services cannot be closed.
C) Victims rarely follow any advice.
D) Credit freezes are always unnecessary.

4. What does “cascading” suggest in the final paragraph?
A) a rapid spread from one compromised element to further losses
B) a legal appeal against a decision
C) a gradual improvement in security
D) a repeated software update

Task 3. *Complete the causal chain using information from the text.*

Reused credentials → _____ → access to email → _____ on other services → wider financial or reputational loss.

Task 4. *Find one example of each: concession, contrast, exemplification, cautious claim, and purpose/result. Explain how each expression contributes to cohesion or stance.*

Task 5. *Evaluate this claim in 120–150 words: “Security guidance becomes less effective when it tries to address every possible risk at once.” Use at least two details from the reading.*

Speaking

Task 1. *Public-awareness briefing.* Prepare a three-minute talk titled **"Pause, Verify, Protect: Responding to Suspected Identity Theft"**. Choose one audience: first-year students, university employees or older adult internet users.

- Open with a realistic but non-alarmist scenario.
- Explain three observable red flags in plain English.
- Distinguish what is possible, probable and confirmed.
- Give four prioritised actions and explain why their order matters.
- End with one memorable, actionable sentence.

Task 2. *Language audit. In pairs, revise the statements so that they are precise, inclusive and evidence-based.*

- Only careless people become victims of identity theft.
- This message is obviously fake.
- Everyone should immediately close every online account.
- Old people cannot understand multi-factor authentication.
- The bank must have leaked your information.

Task 3. Verification interview. **Student A** reports suspicious activity; Student B asks six questions before offering advice. **Student B** must explicitly label at least two facts and two hypotheses.

Writing

Write a 300–350-word advisory article for your university's digital-safety page: "What to Do When You Suspect Identity Theft".

- Use an informative headline and a concise lead paragraph.

- Explain why identity theft may develop gradually rather than as a single event.
- Organise advice into immediate, short-term and continuing actions.
- Include at least four target vocabulary items and three expressions of degree of certainty.
- Avoid victim-blaming, absolute guarantees and unexplained specialist jargon.
- Conclude with a clear recommendation to use independently verified reporting channels.

Alternative professional task: Write a formal email to an IT security officer reporting suspicious account activity. Separate observations from assumptions and request specific assistance.

Editing checklist: Is every claim appropriately qualified? Are the priorities obvious? Could a non-specialist act on the advice? Have biased or vague expressions been removed?

Consolidation Questions

1. How does identity theft differ from a single unauthorised transaction?
2. Why is password reuse especially dangerous after a data breach?
3. What is the difference between a confirmed fact, a red flag and a hypothesis?
4. Why should suspicious requests be verified through a separate channel?
5. How can victim-blaming language weaken organisational security?
6. Which preventative measure reduces the consequences of data collection itself?

Teacher Notes for Differentiation

- ✓ **Support:** Provide a certainty scale (possible → plausible → probable → highly likely → confirmed), a model paragraph and selected sentence stems. Allow students to preview six key terms before listening.
- ✓ **Extension:** Ask stronger students to compare the proportionality of a credit freeze, fraud alert and account closure in three different scenarios, clearly stating what additional evidence would affect their decision.
- ✓ **Inclusive practice:** Avoid asking students to disclose personal experiences of fraud. Use fictional scenarios and allow an observer/analyst role for students who are uncomfortable performing a victim-support dialogue.

Home Assignment

- ❖ Complete and edit the 300–350-word advisory article.
- ❖ Design a one-page "Identity Theft Response Checklist" containing six prioritised actions. Each action must begin with a strong verb and include a one-sentence rationale.
- ❖ Rehearse the three-minute public-awareness talk and record it. Identify one sentence that was too technical, vague or alarmist and rewrite it for greater clarity.

Answer Keys:

Task 1: 1C, 2F, 3B, 4E, 5A, 6G; D is extra.

Task 2: 1B, 2C, 3A, 4A.

Task 3: possible answer - credential stuffing/account takeover → password resets or access to linked accounts.

Task 4 examples include: concession – "Unique passwords are essential, but…"; contrast-"In other cases…"; exemplification – "If an email account…"; cautious claim – "may sound decisive"; purpose/result – "forcing an attacker… while increasing…".

Task 5 answers will vary; credit evidence use, balance and clarity.

Week 11

ANTIVIRUS SOFTWARE AND CLOUD COMPUTING

Technological Map

Course Element	Description
Subject	English for IT and Computer Engineering (English 4)
Topic	Antivirus Software and Cloud Computing
Lesson type	Integrated practical lesson: reading, vocabulary, writing and speaking
Duration	75 minutes
Public Speaking focus	Delivering a two-minute informative presentation with one purposeful visual aid; responding to follow-up questions
Target language	Describing and referring precisely to a diagram, chart, or process visual; confirming understanding

Learning Objectives

- To understand and accurately use vocabulary related to antivirus software, malware protection, cloud computing, scalability, SaaS, and data backup.
- To identify the main idea, supporting evidence, and author's viewpoint in a technical reading text.
- To explain how a technical system works by referring precisely to a slide, diagram, chart, or process visual.
- To write a concise, audience-aware technical explanation using cohesive devices and accurate functional language.
- To deliver a two-minute informative presentation with one purposeful visual aid and respond to follow-up questions.

Competencies to Be Developed

- Communicative competence: communicating technical information clearly in spoken and written English.
- Information and digital competence: interpreting visuals and explaining digital tools, systems, and processes in English.
- Professional and personal competence: collaborating, presenting evidence, giving constructive feedback, and managing questions.
- Self-development competence: monitoring accuracy, clarity, delivery, and audience response during communication.

Lesson Procedure

Stage	Learning activity	Method / format	Time
1. Lead-in	Compare two simple visuals: an overloaded slide and a clear process diagram. Students identify what makes the second visual effective.	Think-pair-share	8 min
2. Vocabulary activation	Match key terms with definitions and classify them as protection, cloud service, or risk.	Pairs	10 min
3. Reading	Read "Protection Beyond the Device"; complete gist, detail, and vocabulary-in-context questions.	Individual → pairs	15 min
4. Language focus	Practise describing a process visual and confirming understanding using model phrases.	Teacher modelling + pairs	10 min
5. Writing	Draft a structured technical explanation; peer-check for terminology, cohesion, and clarity.	Individual + peer review	15 min
6. Speaking	Deliver a two-minute mini-presentation using one visual; peers ask one question and give feedback.	Small groups	13 min
7. Reflection	Exit ticket: one useful phrase, one new term, and one improvement target. Set homework.	Individual	4 min

Key Vocabulary

Term	Meaning / Use
antivirus software	software that detects, blocks, and removes malicious programs
malware scan	a systematic check for malicious files or code
quarantine	an isolated location for a suspicious or infected file
cloud storage	online storage accessed through remote servers
scalability	the ability of a system to grow without losing performance
SaaS	software delivered online as a service, usually by subscription
backup	a copy of data kept for recovery
data breach	unauthorised exposure, loss, or access to sensitive data

Functional Language

- As you can see on this diagram, the system first scans incoming files.
- This chart illustrates how cloud capacity can expand as demand increases.
- The key point is that the suspicious file is isolated before it can affect other devices.
- So, to confirm, the backup is stored on a remote server rather than only on the local device.
- Let me make sure everyone follows: SaaS users access the application through a browser.

Reading

Protection Beyond the Device

Read the text and complete the tasks below.



Modern cybersecurity is no longer limited to installing an antivirus program on a single computer. Although endpoint protection remains important, organisations increasingly combine it with cloud-based services that can analyse threats across many devices at once. When a suspicious file is detected, it may be placed in quarantine while the system compares its behaviour with a large and frequently updated threat database. This approach reduces the risk that one infected file will spread through a network. Cloud computing also improves scalability: a small company can increase storage or processing capacity without purchasing new physical servers. However, convenience does not remove responsibility. A cloud provider may secure its infrastructure, but users and organisations must still manage passwords, access permissions, data classification, and regular backups. Effective protection therefore depends on both technical tools and informed human decisions.

A. Choose the best title: (1) Why Antivirus Software Is Obsolete; (2) Shared Responsibility in Cloud Security; (3) How to Build a Physical Server.

B. Answer in complete sentences:

1. Why might a suspicious file be quarantined?
2. How does cloud computing support scalability?
3. What responsibilities remain with users?

C. Find words or phrases in the text that mean: "kept apart to prevent harm", "ability to expand", and "people who use a service".

D. Discuss: Which is more important for cybersecurity advanced tools or responsible user behaviour? Support your view with two reasons.

Writing Task

Write a 150–180-word technical explanation for first-year IT students: "How a cloud-based antivirus service protects a company's files." Include a clear opening, a logical sequence of at least three stages, two terms from the vocabulary list, and one sentence referring to an imagined diagram or chart. Use at least three cohesive devices (for example, initially, consequently, in contrast, therefore).

Speaking Task: *One Visual, One Clear Message*

Prepare and deliver a two-minute informative presentation explaining either (a) how antivirus software detects and manages a threat, or (b) how a cloud-storage service keeps data available and recoverable. Use one simple diagram, process chart, or slide. Your presentation must include an opening statement, three clear stages or points, two visual-reference phrases, and a final takeaway. A partner asks one clarification question; answer it concisely and accurately.

Homework

Create one clear process diagram or slide about cloud backup or antivirus protection. Write a 120-word explanation using at least four terms from the Week 11 vocabulary and three visual-reference phrases.

Week 12

IMPROVING HEALTH AND CREATIVE DESIGN

Technological Map

Course Element	Description
Subject	English for IT and Computer Engineering (English 4)
Topic	Improving Health and Creative Design
Lesson type	Integrated practical lesson: reading, vocabulary, writing and speaking
Duration	75 minutes
Public Speaking focus	Delivering a clear two-minute informative talk that explains a process or system and engages the audience
Target language	Positive evaluation, offering solutions, and process explanation language

Learning Objectives

- To use advanced vocabulary related to health technology, wearable devices, UX/UI design, prototyping, wireframes, and iteration.
- To analyse how technology can improve wellbeing and how user-centred design responds to real user needs.
- To express and justify a positive professional opinion, evaluate design choices, and offer feasible solutions.
- To write a structured product or design-process explanation using precise sequencing and evaluation language.
- To give a clear two-minute informative talk that explains a process or system and engages the audience effectively.

Competencies to Be Developed

- Communicative competence: communicating technical information clearly in spoken and written English.
- Information and digital competence: interpreting visuals and explaining digital tools, systems, and processes in English.
- Professional and personal competence: collaborating, presenting evidence, giving constructive feedback, and managing questions.
- Self-development competence: monitoring accuracy, clarity, delivery, and audience response during communication.

Lesson Procedure

Stage	Learning activity	Method / format	Time
1. Lead-in	Students name one app or device that supports health, productivity, or creativity and explain its most useful feature.	Pair discussion	8 min
2. Vocabulary activation	Match design and health-tech terms to definitions; arrange design-process cards in a logical order.	Pairs	10 min
3. Reading	Read “Designing for Health, Not Just for Features”; complete comprehension, sequencing, and evaluation tasks.	Individual → groups	15 min
4. Language focus	Analyse model phrases for positive evaluation, offering solutions, and process explanation; reformulate weak statements.	Guided practice	10 min

5. Writing	Draft a concise design brief; exchange work and check it against a peer checklist.	Individual + pairs	15 min
6. Speaking	Pairs present a health-tech concept; classmates ask a question and provide evidence-based feedback.	Small-group presentations	13 min
7. Reflection	Students record one design principle and one communication target for future presentations. Set homework.	Individual	4 min

Key Vocabulary

Term	Meaning / Use
wearable device	a small electronic device worn on the body, often for monitoring activity or health
health tracker	a tool that records health-related data such as steps, sleep, or heart rate
ergonomics	the design of tools and workplaces for comfort, safety, and efficiency
UX/UI design	the design of user experience and user interface
prototype	an early model used to test an idea
wireframe	a simple visual plan showing the structure of an interface
user-centred design	a process based on users' needs, goals, and feedback
iteration	a repeated cycle of testing and improvement

The process begins with research, moves on to prototyping, and ends with evaluation and iteration.

Reading Task

Designing for Health, Not Just for Features

Read the text and complete the tasks below.



Health technologies are most valuable when they help people make understandable and realistic decisions. A wearable device may collect thousands of data points, but users benefit only if the information is presented in a meaningful way. For example, an activity tracker that merely reports a low step count may discourage a user; a better system could explain the pattern, suggest a manageable goal, and show progress over time. This is where user-centred design becomes essential. Designers begin by researching users' routines, expectations, and limitations. They then develop wireframes and prototypes, test them with representative users, and revise the product through several iterations. A visually attractive interface is not enough: a successful health app must be accurate, accessible, private, and easy to use. In this sense, creative design is not simply decoration; it is a structured method for solving human problems.

A. State the author's central claim in one sentence.
B. Complete the process: user research → _____ → _____ → testing → _____.
C. Explain why a low step count may discourage a user and how a better system could respond.
D. Decide whether you agree: "A visually attractive interface is not enough for a successful health app." Give two reasons and one example.

Writing Task

Write a 150–180-word design brief for a wellbeing app for university students. Explain the problem it solves, identify two key functions, and describe the design process from user research to iteration. Include one positive evaluation and one practical solution. Use at least five Week 12 terms and clear sequencing language.

Speaking Task: *Explain a System that Helps People*

In pairs, design a simple health-tech tool or student-support app. Deliver a two-minute informative talk explaining: the target user, the problem, the core functions, and the design process. One student explains the system; the other explains the user-centred design choices. Include one positive evaluation and one suggested improvement. The audience gives one piece of evidence-based feedback.

Homework

Choose a real health, wellbeing, or design app. Write a 120–150-word review that evaluates one strength, identifies one limitation, and proposes one improvement using at least four Week 12 terms.

Week 13

SYSTEM ADMINISTRATION AND PROGRAMMING

Technological map

Field	Description
Course	English for IT and Computer Engineering (English 4)
Topic	System Administration; Programming
Duration	75 minutes
Lesson type	Integrated reading, writing and speaking lesson
Public speaking focus	Persuasive speaking: argument structure and credibility
Functional language	Talking about qualifications; discussing degree of difficulty

Learning objectives

Educational objective:

- To develop accurate use of terminology related to system administration, permissions, source code, compilers and debugging.
- To apply language for describing qualifications and degrees of difficulty in professional contexts.

Character-building objective:

- To promote responsible system access, professional honesty and respect for the security implications of administrative decisions.

Developmental objective:

- To strengthen analytical reading, professional self-presentation and evidence-based persuasive speaking.

Competencies to be developed:

- Communicative competence - discussing technical responsibilities orally and in writing.
- Information and communication competence - explaining IT systems and programming processes accurately.
- Professional competence - evaluating qualifications, risks and solution difficulty.
- Self-development competence - identifying skill gaps and setting realistic learning goals.

Lesson Procedure

Stage	Teacher and learner activity	Method / format	Time
1	Warm-up: quick poll on programming languages and the invisible work of system administrators.	Think-pair-share	5 min
2	Reading 1: jigsaw reading; identify reliability practices and complete comprehension questions.	Jigsaw / pairs	12 min
3	Reading 2: identify the writer's claim, supporting reasons and qualified statements.	Close reading	12 min
4	Vocabulary and functional language: qualifications, difficulty and professional responsibility.	Matching / guided practice	10 min
5	Speaking: qualification interview followed by a one-minute persuasive programming-language pitch.	Role-play / individual	20 min
6	Writing sprint: plan and draft the claim, evidence and counterargument for the recommendation paragraph.	Individual writing	12 min
7	Exit ticket, feedback and explanation of Week 14 debate preparation.	Reflection	4 min

Key Vocabulary

Term	Meaning in context
system administrator	a specialist responsible for reliable and secure operation of computer systems
network configuration	the arrangement of network settings, devices and services
permissions	rules controlling who may view, change or execute a resource
least privilege	giving users only the access required for their work
downtime	a period when a service or system is unavailable
source code	human-readable instructions written in a programming language
debugging	locating, analysing and correcting faults in a program
syntax	the formal rules governing how code must be written
compiler	software that translates source code into executable form
maintainability	the ease with which software can be understood, repaired and improved

Reading 1

The Quiet Architecture of Reliability

Before reading: Which system administrator's task has the greatest effect on ordinary users, even though users rarely notice it? Explain your choice.



When a university's digital services operate smoothly, system administration is almost invisible. Students submit assignments, lecturers open learning platforms, and researchers access shared databases without considering the network configurations, permissions and backup routines that make those actions possible. This invisibility can create a misleading impression that administration is mainly reactive: a technician waits until something fails and then repairs it. In practice, reliable administration is a form of continuous risk management.

A competent administrator begins by understanding dependencies. A single authentication server may control access to email, cloud storage and laboratory computers. If that server is changed without careful testing, an apparently minor configuration error can interrupt several services simultaneously. For this reason, experienced teams document their systems, test changes in a controlled environment and prepare a rollback plan. The goal is not to avoid every failure, which is unrealistic, but to reduce both the probability and the impact of failure.

Security adds another layer of complexity. Administrators must balance convenience with protection. Giving every employee broad permissions may reduce support requests in the short term, yet it also increases the damage that can result from a compromised account. The principle of least privilege offers a more defensible approach: users receive only the access required for their current responsibilities. This policy is

relatively straightforward to state but challenging to maintain because roles change, temporary projects end and exceptions accumulate. Regular access reviews are therefore as important as the initial configuration.

Automation can improve consistency, but it does not remove professional judgement. Scripts can install updates, monitor storage capacity and generate alerts. However, an automated process that contains an incorrect assumption may repeat the same mistake across hundreds of devices. A responsible administrator treats automation as a controlled instrument rather than an unquestionable authority. Scripts are reviewed, outputs are logged, and high-risk actions require additional confirmation.

The profession also depends on communication. During an outage, users need clear information about what is affected, what they should do and when the next update will arrive. A technically accurate message can still fail if it is overloaded with specialist vocabulary or makes promises that the team cannot keep. Strong administrators therefore translate complex causes into practical guidance while maintaining honesty about uncertainty. Their real qualification is not merely the ability to configure a server; it is the capacity to combine technical knowledge, disciplined procedure and credible communication.

Reading 1 tasks

Task A. *Vocabulary in context*

Match: 1 dependencies; 2 rollback plan; 3 least privilege; 4 compromised account; 5 outage. Definitions: a) an account accessed by an unauthorised person; b) a period of service failure; c) a method for returning a system to its earlier state; d) connected services or components on which something relies; e) restricted access based on genuine need.

Task B. *Reading comprehension*

1. Why does the writer reject the view that system administration is mainly reactive?
2. How can one configuration error affect several services?
3. Why is the principle of least privilege difficult to maintain over time?
4. What risk can automation introduce when it is not properly controlled?
5. According to the final paragraph, what combination of abilities defines a strong administrator?

Task C. *Critical reading*

Inference: What does the phrase "quiet architecture of reliability" suggest about the value of administrative work?

Evaluation: Which practice in the text would most effectively reduce downtime in a university? Defend your answer with evidence from the passage.

Reading 2

Software Quality

Before reading: A program produces the correct output. Is that enough to call it good software? Give two criteria for your answer.



Beginning programmers often judge code by a single criterion: does it work? This question is necessary, but professional software development demands a wider standard. Code may produce the expected result today and still create serious problems tomorrow. If its structure is obscure, its assumptions are undocumented or its components are tightly connected, even a minor change can become risky and expensive. Correctness is therefore only one dimension of software quality.

Maintainability is particularly important because software usually spends more time being modified than being written for the first time. A clear name can reveal the purpose of a variable; a well-defined function can isolate one responsibility; and a concise comment can explain why an unusual decision was made. None of these features changes the immediate output, yet together they reduce the cognitive effort required of the next developer. This matters even when the “next developer” is the original author returning six months later.

Debugging also becomes more effective when code is designed for understanding. A syntax error may be identified quickly by a compiler or interpreter, but logical errors are more demanding. The program runs, although its behaviour is wrong under particular conditions. Developers must form hypotheses, reproduce the fault, inspect relevant data and test a correction without damaging other functions. Randomly changing lines until a test passes can conceal the symptom rather than remove the cause.

The degree of difficulty in programming is influenced by both the language and the problem. Some languages protect developers from low-level memory errors but may hide how the machine manages resources. Others offer greater control at the cost of additional complexity. Consequently, claims that one language is universally 'easy' or 'best' are rarely credible. A language should be evaluated against a purpose: rapid web development, embedded control, data analysis, system software or another clearly defined context.

Modern tools, including AI coding assistants, can suggest functions and explain errors. Used critically, they can accelerate routine work and expose learners to alternative solutions. Used uncritically, they may introduce insecure code, nonexistent libraries or explanations that sound convincing but are false. The central professional skill is therefore not memorising every command. It is the ability to examine a proposed solution, test its behaviour, explain its trade-offs and accept responsibility for the final decision.

Reading 2 tasks

Task A. *Choose the best answer*

1. The main argument is that: A) correct output is sufficient; B) code quality includes maintainability, reasoning and responsibility; C) compilers prevent logical errors; D) one language is best for every task.

2. The phrase “conceal the symptom” refers to: A) documenting a decision; B) repairing the underlying cause; C) making a superficial change without understanding the fault; D) testing a correction carefully.

3. The writer's view of AI coding assistants is: A) entirely negative; B) unconditionally positive; C) balanced but dependent on critical verification; D) unrelated to professional responsibility.

Task B. *True, false or not given*

1. Software is normally modified for longer than it takes to create its first version.
2. A compiler can reliably identify every logical error.
3. Low-level languages are always harder than high-level languages.
4. AI-generated code may refer to libraries that do not exist.

Task C. *Language analysis*

Find: one expression showing contrast, one expression showing cause and effect, and one phrase used to qualify a general claim.

Explain: What does “evaluate a language against a purpose” mean? Provide one example.

Writing tasks

Writing Task 1. *Professional profile*

Product: Write a 130-160 word professional profile for a junior system administrator or software developer position.

- State your current area of study and professional goal.
- Describe two relevant technical skills and one example of practical experience.
- Acknowledge one challenging area and explain how you are improving it.
- Use at least three functional phrases from the language bank below.

Writing Task 2. *Persuasive recommendation*

Prompt: Your department must choose one programming language for a first-year introductory course. Recommend a language in 180-220 words.

- Include a clear claim, two reasons, one specific example and one counterargument.
- Explain the degree of difficulty without using vague labels such as 'easy' or 'hard' alone.
- Finish with a realistic recommendation linked to learner needs.

Functional language bank

Purpose	Useful expressions
Qualifications	I have experience in... / I am skilled at... / I have worked with... for...
Difficulty	The most demanding aspect is... / It is relatively straightforward to... / This becomes challenging when...
Claim	I would argue that... / The strongest option is... because...
Evidence	A practical example of this is... / This is supported by...
Counterargument	Although critics may argue that..., this concern can be addressed by...
Recommendation	On balance, the department should... / A phased approach would be preferable because...

Speaking tasks

Speaking Task 1. *Qualification interview*

- Roles: Student A is an interviewer; Student B is applying for a junior technical position. Conduct a two-minute interview, then exchange roles.
- Interviewer: ask about experience, tools, a difficult task and responsible access to systems.
- Applicant: give specific examples; distinguish what you can do independently from what you are still learning.

Speaking Task 2. *One-minute persuasive pitch*

- Question: Why should a beginner learn your chosen programming language?
- Opening claim: 10 seconds.
- Two reasons with one concrete example: 35 seconds.
- Counterargument and conclusion: 15 seconds.
- Peer feedback: Was the claim clear? Was the evidence relevant? Did the speaker explain difficulty precisely? Was the recommendation credible?

Answer Keys:
Reading 1

Task A: *1-d; 2-c; 3-e; 4-a; 5-b.*

1. Administration is continuous risk management: teams prevent, limit and prepare for failures rather than simply waiting to repair them.

2. Services may depend on one authentication server, so a change to that shared component can interrupt email, storage and laboratory access.

3. Roles and projects change, while temporary exceptions accumulate; permissions therefore need regular review.

4. An incorrect assumption in a script can reproduce the same error across many devices.

5. Technical knowledge, disciplined procedure and credible, audience-aware communication.

Critical reading: The title suggests that essential administrative work supports reliability in the background and becomes visible mainly when it fails. Other defensible answers should use evidence from the text.

Reading 2

Task A: *1-B; 2-C; 3-C.*

Task B: *1 True; 2 False; 3 Not given; 4 True.*

Task C: *Possible answers include contrast: 'but' / 'at the cost of'; cause and effect: 'consequently' / 'therefore'; qualification: 'rarely credible' / 'used critically'. To evaluate a language against a purpose means judging its suitability for a defined task, such as Python for introductory data analysis or C for low-level embedded control.*

Home assignment

- ❖ Complete the 180–220-word persuasive recommendation and revise it using the assessment checklist.
- ❖ Prepare three evidence-based arguments and one possible counterargument for the Week 14 debate.
- ❖ Bring brief source details for any external evidence used; invented citations are not acceptable.

WEEK 14

PROJECT WORK 2: ACADEMIC DEBATE

Technological Map

Field	Description
Course	English for IT and Computer Engineering (English 4)
Topic	Project Work 2 - Debate (Presentation Day)
Duration	75 minutes
Lesson type	Practical speaking and project presentation lesson
Public speaking focus	Claims, evidence, rebuttal, questioning and concluding arguments
Assessment	Debate rubric - 10 points

Learning objectives

Educational objective:

- To apply argumentation language, citation signals, rebuttal strategies and time-management techniques.

Character-building objective:

- To foster academic honesty, intellectual openness, respectful disagreement and shared team responsibility.

Developmental objective:

- To develop critical thinking, rapid synthesis, active listening and confident public speaking.

Competencies to be developed:

- **Communicative competence** - presenting, questioning, rebutting and concluding in formal discussion.
- **Critical information competence** - assessing the relevance and credibility of evidence.
- **Collaborative competence** - fulfilling a defined team role and supporting a shared case.
- **Reflective competence** - using feedback to identify strengths and next steps.

Lesson Procedure

Stage	Teacher and learner activity	Method / format	Time
1	Organisation: confirm teams, roles, motion, rules and assessment criteria.	Briefing	5 min
2	Reading activation: teams identify claims for and against unrestricted AI-assistant use.	Argument mapping	8 min
3	Team preparation: finalise evidence, warrants, questions, rebuttal priorities and transitions.	Collaborative planning	8 min
4	Formal debate: openings, arguments, citation round, cross-questions, rebuttals and conclusions.	Team debate	36 min
5	Judges score the performance and justify the decision using the rubric.	Assessment	10 min
6	Teacher and peer feedback: one strength and one actionable improvement for each team.	Feedback dialogue	5 min
7	Individual exit reflection and collection of written position briefs.	Reflection	3 min

Key Vocabulary

Term	Meaning in debate
motion	the proposition that the debate asks teams to support or oppose
claim	a position that the speaker wants the audience to accept
evidence	reliable information used to support a claim
warrant	the reasoning that connects evidence to a claim
rebuttal	a reasoned response showing a weakness in the opposing case
counterargument	an argument that challenges one's own position
credibility	the quality of being trustworthy and well supported
cross-question	a focused question directed to the opposing team
misrepresentation	an inaccurate or unfair presentation of a source or argument
concession	recognition that part of an opposing point has merit

Reading

AI Coding Assistants in University Courses: Support or Shortcut?



Debate motion: This house believes that university programming courses should allow unrestricted use of AI coding assistants.

AI coding assistants can generate functions, suggest corrections and explain unfamiliar syntax within seconds. Their rapid adoption has forced universities to reconsider what programming education should assess. Supporters argue that these tools resemble calculators, search engines and integrated development environments: once a technology becomes normal in professional practice, excluding it from education may produce artificial tasks that fail to prepare students for real employment. Opponents respond that programming is not merely the production of code. It is a way of learning to decompose problems, test assumptions and reason about systems. If a tool performs those stages too early, students may submit functional output without developing the underlying competence.

The strongest argument for access is efficiency combined with guided learning. A student who receives an immediate explanation of an error can compare alternatives while the problem is still active in working memory. An assistant can also provide examples at different levels of complexity, which may help learners who are hesitant to ask repeated questions in class. In project work, routine code generation can free time for architecture, user testing and documentation. From this perspective, the tool is not a substitute for learning but a means of shifting attention toward higher-level decisions.

However, efficiency is not automatically educational value. Generated code may contain security weaknesses, outdated methods or references to libraries that do not exist. More importantly, fluent explanations can create an illusion of understanding. A learner may recognise an answer when reading it but be unable to produce or defend the solution independently. If assessment rewards only the finished program, unrestricted assistance can conceal this gap. It may also create inequality: students with paid access, stronger prompting skills or more powerful devices can receive better support than their classmates.

A complete ban has its own limitations. Detection is unreliable, and prohibition can encourage hidden use rather than responsible practice. Students also need experience in auditing machine-generated suggestions because employers increasingly expect that skill. A more credible policy may distinguish learning outcomes and assessment conditions. During formative work, students could use assistants if they keep a prompt log, identify modifications and explain why the final code is trustworthy. During selected examinations or foundational exercises, assistance could be restricted so that individual reasoning remains visible.

The key word in the motion is “unrestricted”. Permission and absence of limits are not identical. Universities can recognise AI-assisted development while still protecting learning through disclosure, oral defence, code review and task design. The question is therefore not simply whether students should use AI, but which forms of use strengthen judgement and which merely outsource it. Any defensible policy must define the competence being assessed, the evidence students must provide and the responsibility they retain for the final product.

Reading tasks

Task A. *Argument map*

Element	Complete from the text
Two arguments for access	1. _____ 2. _____
Two arguments against unrestricted access	1. _____ 2. _____
Proposed compromise	
Writer’s qualified position	

Task B. *Comprehension and inference*

1. Why do supporters compare AI assistants with calculators and development tools?
2. How might AI support higher-level project decisions?
3. What is meant by an “illusion of understanding”?
4. Why might a complete ban be difficult to defend or enforce?
5. How does the word “unrestricted” change the debate?

Task C. *Evaluate the evidence*

- Identify: Which statements in the text are reasoned claims rather than verified statistical evidence?
- Decide: What additional evidence would make the case stronger - experimental data, employer testimony, student survey results or security audits? Explain.

Writing Task 1. *Debate position brief*

- Product: Write a 220-280 word position brief either supporting or opposing the motion.
- State your interpretation of the motion and your team position.
- Present two claims, each supported by credible evidence or a clearly explained example.
- Include the warrant that connects each piece of evidence to the claim.
- Anticipate one counterargument and prepare a respectful rebuttal.
- End with a practical policy recommendation.

Writing Task 2. *Rebuttal paragraph*

- Prompt: Write 100-130 words responding to the opposing claim: 'If students use AI to generate code, they will never learn to program independently.'
- Begin with a concession.
- Challenge an assumption or limitation in the claim.
- Offer a more precise alternative position.

Citation and evidence record

Source	Relevant finding / idea	How it supports the claim	Limitation
Source 1			
Source 2			
Source 3			

Academic integrity reminder

Required: Do not invent authors, publications, statistics or quotations. Paraphrase accurately, identify the source briefly in speech, and keep enough information for the teacher to verify it.

Useful debate language

Function	Language
Opening	Our team supports/opposes the motion because… / The central issue is…
Introducing evidence	According to… / Evidence from… indicates that…
Explaining a warrant	This matters because… / This evidence supports our claim by showing…
Conceding	We accept that…; however,… / Although this concern is valid,…
Rebutting	The opposing argument assumes that… / This conclusion does not follow because…
Questioning	What evidence supports…? / How would your proposal address…?
Concluding	On balance… / For these reasons, the motion should be supported/rejected.

Speaking task: *formal team debate*

Team structure

- Divide the class into two teams: Proposition and Opposition.
- Each team assigns ten roles where class size permits: 1 opening speaker, 3 idea presenters, 3 citation presenters, 2 questioners and 1 concluding speaker.
- Select 2-3 advanced students as judges. In smaller groups, one student may perform more than one role.

Debate sequence

Round	Purpose	Suggested time
Opening statements	Define the motion and present each team's central case.	2 min per team
Arguments	Present major claims and explain their warrants.	5 min per team
Citation round	Introduce and interpret evidence; acknowledge limitations.	3 min per team
Cross-questions	Ask concise questions and respond directly.	4 min total
Preparation pause	Teams organise rebuttals and final priorities.	2 min
Rebuttal and conclusion	Address the strongest opposing point and close the case.	3 min per team

Speaker responsibilities

Role	Core responsibility
Opening speaker	Define key terms, state the position and preview the team's line of argument.
Idea presenter	Develop one claim with reasoning, examples and clear links to the motion.
Citation presenter	Introduce a credible source, interpret its relevance and avoid overclaiming.
Questioner	Ask one focused question that tests evidence, feasibility or an assumption.
Concluding speaker	Prioritise the decisive issues, rebut the strongest opposing point and close persuasively.
Judge	Score consistently, record one strength and one actionable improvement, and justify the decision.

Debate preparation protocol

- ❖ Agree on a precise interpretation of the motion.
- ❖ Write the team's central claim in one sentence.
- ❖ Select two or three arguments that do not repeat one another.
- ❖ Match each claim with evidence and a warrant.
- ❖ Predict the strongest opposing argument and plan a rebuttal.
- ❖ Rehearse transitions and verify that every speaker fits the time limit.

Team readiness check

Check	Ready?	Final note
Motion defined precisely	Yes / Not yet	
Claims are distinct	Yes / Not yet	
Evidence is verifiable	Yes / Not yet	
Rebuttal targets a real opposing point	Yes / Not yet	
Every contribution is timed	Yes / Not yet	

Debate assessment rubric (10 points)

Criterion	Points	Full-credit descriptor
Introduction	2	Position is explicit; key terms are defined; the team case is previewed clearly.
Facts and arguments	2	Claims are relevant, logically developed and linked to the motion.
Use of citation	1	At least one credible source is identified and represented accurately.
Question	2	Question is concise and probing; response is direct and reasoned.
Concluding arguments	2	Conclusion synthesises priorities, responds to opposition and reinforces the position.
Time management	1	Contributions remain within limits and speaking time is shared responsibly.

Judge's feedback notes

Strongest claim:

_____

Best use of evidence:

_____

Most effective rebuttal:

_____

One actionable improvement:

_____

Decision and reason:

_____

Individual reflection

1. Which part of my contribution was most effective, and what evidence supports this judgement?
2. Which opposing argument made me reconsider or refine my position?
3. How accurately did I use or respond to evidence?
4. What will I change in my next formal presentation?

Answer Keys:

Reading

1. They argue that professional education should reflect tools used in authentic workplaces rather than rely only on artificial tool-free tasks.

2. It can reduce time spent on routine generation, leaving more attention for architecture, user testing and documentation.

3. A student may recognise a fluent explanation or working answer without being able to generate, explain or defend the reasoning independently.

4. Detection is unreliable, hidden use may increase, and students still need to learn how to audit AI-generated suggestions.

5. It makes the motion stronger than simple permission: the text supports conditional, transparent use but questions the absence of limits.

Argument map: *For access: authentic professional preparation; rapid feedback; more time for higher-level decisions. Against unrestricted access: unreliable or insecure outputs; hidden competence gaps; unequal access. Compromise: allow transparent use in formative work, require prompt logs and oral defence, and restrict selected assessments. Writer's position: AI use can be educational, but it should be aligned with learning outcomes and accountability.*

Teacher note

Adaptation: Accept alternative answers when students justify them with precise textual evidence. For debate assessment, score the stated criteria rather than agreement with a team's position.

Week 15

INTEGRATED REVISION

Technological Map

Course Element	Description
Subject	English for IT and Computer Engineering (English 4)
Topic	Integrated Revision
Lesson type	Integrated revision lesson: reading, role play, writing and speaking across the course topics
Duration	75 minutes
Public Speaking focus	Delivering a coherent three-minute informative or persuasive practice speech; giving and acting on peer feedback
Target language	Clarifying, confirming, comparing, recommending, explaining cause and effect, and expressing degrees of certainty

Learning Objectives

- To consolidate and accurately reuse high-frequency terminology from AI, operating systems, networking, cybersecurity, cloud computing, health technology, design, system administration and programming;
- To select appropriate functional language to clarify, confirm, compare, recommend, explain causes, offer solutions and express degrees of certainty;
- To analyse a text, distinguish claims from supporting evidence and infer the writer's position;
- To deliver a coherent three-minute informative or persuasive practice speech for a defined audience;
- To give specific, respectful peer feedback and revise a written speech plan in response to it.

Lesson Procedure

Stage	Activity	Method / format	Time
1	Warm-up ranking and vocabulary activation	Pairs / whole class	5 min
2	Integrated reading: gist, detail and vocabulary	Individual + pairs	10 min
3	Critical-reading discussion and functional-language review	Small groups	10 min
4	Incident-response meeting role-play	Role play	15 min
5	Writing plan and advisory-brief drafting	Individual writing	15 min
6	Final-speech rehearsals	Individual presentation	15 min
7	Peer/teacher feedback and exam briefing	Feedback + reflection	5 min

Key Vocabulary

Theme	Core terms	Revision question
AI and automation	algorithm; data set; neural network; automation bias; workflow; RPA	Where can human oversight reduce automation bias?
Systems and software	operating system; open-source; compatibility; permissions; source code; compiler	Which factor matters most when selecting an operating system?
Cybersecurity	phishing; malware; encryption; firewall; data breach; two-factor authentication	Which preventive measure addresses human error most effectively?
Cloud and	remote access; client-server	When is cloud scalability

networks	model; cloud storage; scalability; SaaS; backup	valuable to an organisation?
Human-centred technology	wearable device; ergonomics; UX/UI; prototype; wireframe; iteration	How can user feedback change a prototype?

Functional Language

Purpose	Useful expressions
Clarifying / confirming	If I understand the proposal correctly, … / Could you clarify what is meant by …? / Am I right in assuming that …?
Comparing / qualifying	Whereas X prioritises …, Y is better suited to … / To a limited extent, … / The relative advantage lies in …
Explaining cause and effect	This can largely be attributed to … / A likely consequence is … / This gives rise to …
Recommending / proposing	A more sustainable approach would be to … / It would be advisable to … / One viable alternative is …
Evaluating evidence	The strongest evidence for this claim is … / This source is credible because … / The data should be interpreted cautiously because …
Structuring a speech	I will begin by … / This brings me to my second point … / To return to the central question … / In conclusion …

Reading

Designing a Resilient Digital Workplace



Pre-reading. In pairs, rank these priorities for a growing technology company: security, convenience, cost, scalability and employee wellbeing. Justify your top two choices.

1. When organisations modernise their digital workplace, they are often tempted to treat the process as a shopping exercise: purchase cloud storage, add an AI assistant, install new cybersecurity software and expect productivity to rise. Yet resilience does not emerge from a collection of tools. It depends on whether people, processes and technologies have been designed to work together when conditions are normal and when something goes wrong.

2. Consider a company that introduces an AI system to classify customer requests. In routine cases, the system can reduce response time by directing each request to the appropriate team. However, the same efficiency may conceal automation bias. Employees may accept the system's recommendation even when an unusual request has been misclassified. A resilient workflow therefore includes a confidence threshold, a clear escalation path and periodic human review. Automation is most valuable when it removes repetitive work without removing professional judgement.

3. The choice of infrastructure creates similar trade-offs. Cloud services allow a business to scale rapidly and give remote employees access to shared resources. Nevertheless, convenient access expands the number of points at which an attacker might attempt to enter. Encryption, multi-factor authentication, regular backups and carefully defined permissions are essential, but they are not sufficient on their own. A technically secure platform can still be compromised if an employee responds to a convincing phishing message or reuses a weak password.

4. For this reason, security specialists increasingly describe employees as participants in a security system rather than as its weakest link. The distinction matters. If training merely blames users, staff may hide mistakes instead of reporting them. If it gives employees realistic practice, simple reporting procedures and timely feedback, an accidental click can become an early warning rather than a disaster. The language used in policies should also be unambiguous. Instructions such as “be careful online” have little operational value; employees need to know precisely what to check, what to avoid and whom to contact.

5. Resilience also has a human-centred dimension. A remote-access solution that is secure but exhausting to use may encourage people to develop unofficial workarounds. Likewise, health trackers and productivity dashboards may support wellbeing, but excessive monitoring can damage trust. User-centred design addresses this tension through interviews, prototypes and repeated testing. Instead of assuming that the first design is correct, developers observe how real users complete tasks and revise the interface accordingly.

6. The most effective digital workplace is therefore neither fully automated nor completely dependent on manual control. It combines scalable infrastructure with proportionate safeguards, and it treats feedback as a source of system intelligence. Leaders must ask not only whether a tool works, but also what happens when it fails, who notices the failure and how quickly the organisation can recover. That wider question turns digital transformation from a collection of fashionable products into a sustainable capability.

Reading Tasks

Task 1. *Gist and purpose*

Choose the best summary: A) New software always increases productivity. B) A resilient digital workplace aligns tools, processes and human judgement. C) Employees are the main cause of cybersecurity failure. D) Cloud systems should replace all local infrastructure.

State the writer's main communicative purpose in one sentence.

Task 2. *Detailed comprehension*

1. Why can an AI classification system create risk even when it improves response time?
2. Name three controls proposed for an AI-assisted workflow.
3. Why are technical security controls described as insufficient?
4. How can the wording of cybersecurity training influence incident reporting?
5. What problem may result from a secure but difficult remote-access system?
6. According to the final paragraph, which four questions should leaders ask about a tool?

Task 3. *Vocabulary in context*

Word / phrase	Meaning in the text
conceal	a. carefully limited to what is necessary
escalation path	b. hide or prevent something from being noticed
proportionate	c. an agreed route for passing a difficult case to a higher level
workaround	d. an unofficial method used to avoid a problem
unambiguous	e. clear and open to only one interpretation

Match the five items, then use any two in original sentences about university technology.

Task 4. *Critical reading*

1. The writer states that employees should be viewed as "participants in a security system." What assumption is being challenged?
2. Which paragraph contains the strongest example of a conflict between usability and control? Explain your choice.
3. Do you agree that feedback is a form of "system intelligence"? Support your response with one example.

Speaking Tasks

Speaking Task 1: *One-minute transfer challenge*

- Choose one idea from the reading. Explain it first to an IT specialist and then to a first-year non-technical student.
- Change at least two features: terminology, example, pace or level of detail.
- Your partner identifies which version was clearer and explains why.

Speaking Task 2: *Incident-response meeting*

Scenario: A cloud-based student portal has become unavailable one hour before a submission deadline. Some users also report suspicious password-reset messages.

- *System administrator:* explain the known facts and immediate checks.
- *Security officer:* identify possible causes and preventive measures.
- *Student representative:* explain user impact and ask clarifying questions.
- *Team leader:* confirm decisions, assign actions and summarise the response.
- Use at least four expressions from the Functional Language Bank. The meeting lasts 6–8 minutes.

Speaking Task 3*: Final-speech rehearsal*

- Deliver a three-minute informative or persuasive speech on an IT-related topic.
- State a clear purpose and central idea within the first 30 seconds.
- Develop two or three main points with at least one credible example, fact or source reference.
- Use signposting and finish with a memorable summary or call to action.
- Answer one audience question in no more than 45 seconds.

Peer-Feedback Checklist

Criterion	Yes / Partly / Not yet	Specific evidence and one revision
Purpose and audience are clear		
Ideas follow a logical sequence		
Technical terms are accurate and explained		
Evidence supports the central claim		
Voice, pace, posture and eye contact aid meaning		
Conclusion reinforces the message		

Writing Tasks

Writing Task 1: *Technology advisory brief (220–250 words)*

Prompt:

Your university plans to introduce an AI-assisted cloud platform for learning and administration. Write a brief recommending how it should be implemented responsibly.

- Define the platform's intended benefit and target users.
- Explain two risks or limitations.
- Recommend three practical safeguards or design decisions.
- Use at least six target terms and four functional-language expressions from this unit.
- Organise the response with a title, introduction, two body paragraphs and a concise conclusion.

Writing Task 2: *Speech revision memo (120–150 words)*

After the rehearsal, summarise two pieces of feedback you received, explain whether you accept them, and state three concrete changes you will make before the final examination.

APPENDIX 1

Assessment Rubrics
Reading Assessment - 10 Points

Criterion	Excellent	Competent	Developing	Limited	Max
Comprehension & inference	Accurate, nuanced answers; implicit meaning recognised	Mostly accurate; minor omissions	Partial understanding; weak inference	Major misunderstandings or missing answers	4
Textual evidence	Precise, relevant evidence integrated	Relevant evidence, uneven explanation	General reference with limited support	Unsupported responses	2
Vocabulary & discourse analysis	Meaning and rhetorical function explained accurately	Mostly accurate analysis	Some correct identification	Minimal or inaccurate analysis	2
Critical response	Evaluates assumptions and limitations insightfully	Relevant evaluation	Mostly descriptive	Little critical engagement	2

Writing Assessment - 20 Points

Criterion	4 Excellent	3 Good	2 Developing	1 Limited
Task achievement & position	Fully addresses the operating-system recommendation; precise, persuasive position	Clear position; most requirements addressed	Position present but incomplete or uneven	Unclear position; key requirements missing
Organisation & cohesion	Logical progression; sophisticated and controlled cohesion	Clear structure; generally effective linking	Some organisation; mechanical or unclear links	Fragmented structure; weak progression
Technical content & evidence	Accurate concepts; evidence evaluated and limitations acknowledged	Mostly accurate; relevant support	Some inaccurate or insufficient support	Major inaccuracies; unsupported claims
C1 vocabulary & register	Wide, precise technical lexis; consistently appropriate formal register	Good range; occasional imprecision	Adequate range; repetition or register slips	Restricted range; frequent inappropriate wording
Grammar & mechanics	Flexible complex structures; errors are rare and unobtrusive	Varied structures; minor errors do not impede meaning	Limited control; errors sometimes distract	Frequent errors impede clarity

Speaking Assessment - 20 Points

Criterion	4 Excellent	3 Good	2 Developing	1 Limited
Content & technical accuracy	Accurate, relevant, nuanced content with trade-offs	Mostly accurate and relevant	Some gaps or inaccuracies	Limited or substantially inaccurate content
Organisation & support	Compelling structure; evidence and examples integrated	Clear structure with relevant support	Some structure; support uneven	Difficult to follow; little support
Language & terminology	Precise C1 language and technical terminology used flexibly	Good range with minor imprecision	Adequate range; noticeable repetition	Restricted range; terminology often inaccurate
Fluency, pronunciation & delivery	Confident pace, clear emphasis, effective audience contact	Generally fluent and clear	Frequent hesitation or uneven delivery	Delivery seriously limits comprehension
Audience awareness & Q&A	Adapts explanation; answers questions directly and thoughtfully	Generally audience-aware; answers adequately	Limited adaptation; partial answers	Little adaptation; unable to address questions

Scoring note. For each writing and speaking criterion, select one performance band. The five criterion scores produce a maximum of 20 points. The reading score is out of 10. Scores may be proportionally converted to the course assessment weighting.

APPENDIX 2

Assessment Rubrics
Reading Assessment - 10 Points
Writing Assessment - 20 Points

Criterion	Excellent	Competent	Developing	Limited	Max
Comprehension & inference	Accurate, nuanced answers; implicit meaning recognised	Mostly accurate; minor omissions	Partial understanding; weak inference	Major misunderstandings or missing answers	4
Textual evidence	Precise, relevant evidence integrated	Relevant evidence, uneven explanation	General reference with limited support	Unsupported responses	2
Vocabulary & discourse analysis	Meaning and rhetorical function explained accurately	Mostly accurate analysis	Some correct identification	Minimal or inaccurate analysis	2
Critical response	Evaluates assumptions and limitations insightfully	Relevant evaluation	Mostly descriptive	Little critical engagement	2

Criterion	4 Excellent	3 Good	2 Developing	1 Limited
Task achievement & position	Fully addresses the ethical digital campaign proposal; precise, persuasive position	Clear position; most requirements addressed	Position present but incomplete or uneven	Unclear position; key requirements missing
Organisation & cohesion	Logical progression; sophisticated and controlled cohesion	Clear structure; generally effective linking	Some organisation; mechanical or unclear links	Fragmented structure; weak progression
Technical content & evidence	Accurate concepts; evidence evaluated and limitations acknowledged	Mostly accurate; relevant support	Some inaccurate or insufficient support	Major inaccuracies; unsupported claims
C1 vocabulary & register	Wide, precise technical lexis; consistently appropriate formal register	Good range; occasional imprecision	Adequate range; repetition or register slips	Restricted range; frequent inappropriate wording
Grammar & mechanics	Flexible complex structures; errors are rare and unobtrusive	Varied structures; minor errors do not impede meaning	Limited control; errors sometimes distract	Frequent errors impede clarity

Speaking Assessment - 20 Points

Criterion	4 Excellent	3 Good	2 Developing	1 Limited
Content & technical accuracy	Accurate, relevant, nuanced content with trade-offs	Mostly accurate and relevant	Some gaps or inaccuracies	Limited or substantially inaccurate content
Organisation & support	Compelling structure; evidence and examples integrated	Clear structure with relevant support	Some structure; support uneven	Difficult to follow; little support
Language & terminology	Precise C1 language and technical terminology used flexibly	Good range with minor imprecision	Adequate range; noticeable repetition	Restricted range; terminology often inaccurate
Fluency, pronunciation & delivery	Confident pace, clear emphasis, effective audience contact	Generally fluent and clear	Frequent hesitation or uneven delivery	Delivery seriously limits comprehension
Audience awareness & Q&A	Adapts explanation; answers questions directly and thoughtfully	Generally audience-aware; answers adequately	Limited adaptation; partial answers	Little adaptation; unable to address questions

Scoring note. For each writing and speaking criterion, select one performance band. The five criterion scores produce a maximum of 20 points. The reading score is out of 10. Scores may be proportionally converted to the course assessment weighting.

Appendix 3

Additional Speaking and Writing Rubrics
Speaking / Project Presentation Rubric - 20 points

Criterion	4 - Excellent	3 - Good	2 - Developing	1 - Limited
Content and reasoning	Accurate, nuanced problem-solution case; evidence and limitations integrated	Mostly accurate and supported; minor gaps	General case; support is uneven	Limited, inaccurate or unsupported
Organisation and cohesion	Compelling opening; seamless progression; purposeful conclusion	Clear structure and transitions	Recognisable structure; some abrupt links	Difficult to follow; weak or missing conclusion
Language range and accuracy	Flexible C1 range; precise terminology; errors rare	Good range; occasional non-impeding errors	Adequate range; noticeable repetition/errors	Restricted range; errors frequently impede meaning
Delivery and audience engagement	Confident, natural pace; effective emphasis, eye contact and adaptation	Generally confident and clear	Uneven pace or reliance on notes	Delivery obscures meaning or ignores audience
Question handling and teamwork	Answers directly with evidence; equitable, coordinated team contribution	Relevant answers; generally balanced contribution	Partly developed answers or uneven contribution	Avoids questions; poor coordination

Writing Rubric - 20 points

Criterion	Points	Full-credit Descriptor
Task achievement	5	Complete, feasible and qualified recommendation
Reasoning and support	5	Benefits, risks and safeguards are logically connected and sufficiently developed
Organisation and cohesion	4	Clear proposal structure; cohesive progression; effective paragraphing
Lexical resource	3	Precise C1 vocabulary and appropriate technical register
Grammar and mechanics	3	Varied complex structures; high accuracy; effective punctuation
Course-recording note: Scores may be converted to the syllabus categories Class Participation (20 points) and Home Assignments (10 points), according to the teacher's assessment plan.		

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Suggested websites

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Xabirova Zulfiya Anvarbekovna

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