Global Intermediate Coursebook Pdf

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reading, and a few exercises, and the ability to select 1. a textbook, 2. a local teacher manual, and 3. a guided listening/reading; or 2. a textbook, 1. a teacher manual, and 3. a guided listening/reading. distinguish carefully the difference between textbooks and coursebooks. a textbook may offer a more comprehensive and written resource with a reading list, but the difference is that there is an attempt to achieve the same coverage in terms of content.

second, in many developing countries, where the vast majority of potential users live, access to internet is not unlimited or is paid for by the user. they may be asked to pay for a minimum number of minutes or may be charged by the kilobytes. the percentage of internet users in developing countries has not reached the global internet population of 1.2 billion in 2001, and is estimated at just over 500 million by 2003 (undp, 2002). third, slow connection speeds and high internet charges are common in developing countries. for example, in 2000, there were 4.3 million users in the u.s., accounting for about 87% of the internet population, while there were only 600,000 internet users in madagascar, accounting for about 2% of the internet population (undp, 2002). icts are potentially powerful and efficient tools for social change, however their potential is under-utilized. the global digital divide (undp, 2002) is a framework that provides an overarching interpretation of the factors that constitute the global digital divide and a descriptive taxonomy of the specific obstacles to access and use of icts. the global digital divide framework includes three elements: information, communication, and cultural factors. in the

information element, the lack of basic infrastructure in developing countries such as internet access, wireless services and telephones and the lack of broadband services are the most important factors hindering access to icts. in the communication element, factors such as lack of basic literacy, and lack of skills in using icts are important in deterring access to icts. in the cultural element, factors such as lack of access to information and cultural attitudes of users are important in deterring use of icts. for example, in some developing countries, using the internet is restricted to the educated elite, and not to the whole population. the information, communication, and cultural factors of the global digital divide framework have important implications for policy makers and program implementers. in order to reduce the digital divide, policy makers and program implementers need to (i) develop basic infrastructure and improve ict service quality; (ii) address the basic literacy issues of the population; (iii) expand internet access and the capability of using icts; (iv) support the skills development of users; and (v) enhance cultural attitudes to encourage use of icts. 5ec8ef588b

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