

Learning objectives for this lesson

Scanning for specific information, reading for detailed comprehension, focusing on key vocabulary from the text, using vocabulary from the text, and giving opinions about the topic of the text.

- 1 Students work in pairs and discuss the questions. After a few minutes, ask them to feed back any interesting points that were raised in their discussions. Ask them if they think the current situation is an improvement on the past.

Possible answers

If you are fortunate, you will have a spread of ages in your class. People under 25 will probably have no recollection of what it was like before the mobile phone and the Internet. You could perhaps ask them if there is a 'generation gap' between them and their older colleagues/parents as a result of the changes in technology.

- 2 Do this as a whole class activity, and list the different methods of communication they mention as a way of revising this vocabulary set.
- 3 Hand out the text. Students read the first paragraph quickly to find the answer to the question.

Answer

Over 40 years' old

- 4 Get students to skim the whole text and note down any methods of communication mentioned. Once they have done that, compare the list you made for exercise 2 with the ones from the text.

Answers

Sat-phone	Teleconferencing
Blackberry®	Conference calls
Mail	Videoconferencing
Phone	Email
Fax machine	Mobile phone (cell phone)

- 5 Students read the text more carefully now and note down answers to the questions. Take whole class feedback.

Answers

- 1 She started with just phone and mail, then moved to faxes, then online applications.
- 2 They had to employ someone just to feed the fax machine. Online applications have led to more work.
- 3 because they have offices in London, New York, and Tokyo. She feels uncomfortable about communicating with people in that way.
- 4 She likes these even less because you can't see who's speaking or what they're thinking.
- 5 After September 11th, they didn't want to fly so much.

- 6 He thinks it is important for getting to know the other people.
- 7 There's too high an expectation on people now to be in contact all the time.
- 8 It's the only place he has to switch things off.
- 9 She used to think it was cool, now she finds it a burden.
- 10 They expect to be able to call her at any time. She gives them a number of one of her phones and then switches it off.

- 6/7 Students can work in pairs to find the collocations in the text. Then get them to write a definition for each one. As a follow-up, they could make new sentences with the collocations.

Answers

- 1 urgent message = a message that must be answered
- 2 virtually impossible = almost impossible
- 3 communications overload = more communications technology than is necessary
- 4 conference call = when several people in different locations have a meeting over the phone
- 5 time zone = a geographical area of the world in which the time is same throughout
- 6 hot spot = an area where you can get an Internet or mobile signal

- 8 Get students to work in groups to try and create extensions for the sentences. Do not worry too much about grammar, the essential thing is that their sentences show that they have understood the expression.

Suggested answers.

- 1 If you take something for granted, you depend on it and think it will always be there.
- 2 If you don't think twice about something, you do it as soon as the occasion presents itself.
- 3 If something is a big deal, it is important to that person.
- 4 If something is an acid test, it shows you immediately if someone or something is true.
- 5 If something is a millstone round your neck, it is a responsibility or problem you can't get rid of.
- 6 If you're on call 24/7, someone can reach you at any time of the day, seven days a week.
- 7 If you are out of touch, it is not possible to contact you.
- 8 If you cut down on something, you reduce your consumption of something.

- 9 Ask students to look at the text again and find three words that would be useful in their line of work. Get them to discuss their answers with their partner giving reasons why.

- 10 Get students to discuss the questions in small groups.