

Teacher's notes Unit 2 Information

Level: Upper-intermediate

The slides in this PowerPoint presentation focus on:
the impact of IT on ways of working (Slide 1)
software terms and vocabulary (Slide 2)
Murphy's IT Laws (Slide 3)
tips for taking part in conference calls (Slides 4 and 5)

In addition, Slides 6 to 11 provide the answers or suggested answers to the activities on pages 27 and 29 of the Student's Book.

Slide 1: The impact of IT on the way we work

The additional three photos provided on this slide are intended to help especially with question *c* in *Discussion 1* on page 18 of the Student's Book and to introduce the overall theme of the unit.

Ask your students to comment on the way IT will change the way we work as demonstrated in these photos.

Commentary

Photo 1 shows a possible benefit, the ability to work from home, not have to commute every day and fit work around other commitments.

Photo 2 shows videophoning or Skyping via the computer – already possible but how many business people would want to do it or have used the facility for regular one-to-one calls?

Photo 3 shows the danger of being too well connected or easily reachable, that is never being able to get away from your work, even when you are on holiday.

[5 minutes]

Slide 2: IT words with *ware* in them

As an alternative to doing the *Internet research* on page 21 of the Student's Book or as an introduction to the task, here are some definitions.

As the words come up on screen, ask your students to try to define what they mean and then compare their definitions with the ones given which are taken from the Macmillan English Dictionary.

If you have a live Internet link in class, you could follow this up by looking at the define function in your search engine and investigate the remaining words in the Internet research list on page 21: *shareware, hardware, adware, blogware*.

[5 minutes]

Slide 3: Murphy's computer laws

This is the topic of the *Internet research* on page 23 in the Grammar module of the Student's Book. The Murphy's Law site <http://www.murphys-laws.com> provides a long list of rules. The slide here picks out some of the best ones to introduce what Murphy's Law is. Note they all contain comparisons or superlatives.

Ask your students to read the seven laws and say which one is true for them. You could also ask them to rephrase the laws in their own words.

[10 minutes]

Slides 4 and 5 are designed to be used together to discuss the issue of conference call etiquette.

Slide 4: Conference calls versus one-to-one calls

This slide is designed to introduce the theme of the *Internet research* topic in 2.4 *Telephoning* on page 24 of the Student's Book. Using the two photos of a video conference call and a speaker phone, ask your students to consider how communication in a conference call, either phone or video, will be different to a one-to-one phone call. They may well have had experience of conference calls.

[5 minutes]

Slide 5: a list of possible telephone conference call tips

This screen provides a summary of tips for students to compare their ideas against. You might like to explore further how a conference call will be different from a face-to-face meeting in terms of its dynamics and management.

[5 minutes]

Slide 6: suggested answer to *Writing a memo Task 5* on Student's Book page 27

This is the suggested answer on page 30 of the Teacher's Book. It is provided so you can provide quick feedback to your students and highlight language points easily.

Slide 7: suggested answer to *Listening and writing Task 6* on Student's Book page 27

This is the suggested answer on page 30 of the Teacher's Book. Again, it is provided so you can provide quick feedback to your students and highlight language points easily.

Slides 8-11: completed *Listening 4* grid on Student's Book page 29

This is taken from Teacher's Book page 32 and is presented over four screens.

Acknowledgements:

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