Learning objectives for this lesson

Reading for gist and for specific information. Also reading for referencing (cataphoric and anaphoric) to complete the text with missing sentences. Guessing the meaning of unknown words in a text and matching them to definitions.

1 Some students will have more to say on this topic than others because their job involves more use of software and computers but all students will use some kind of general or job-related software and can comment on its uses. Older students may still remember what their job was like before the use of computers and be able to comment on whether they think their job is easier or more efficient as a result.

2 Students need to read for the general meaning. With question 2 there are more than three tasks listed in the text but students are only asked to find three at this early stage. With stronger classes or stronger students, ask them to find as many as possible. At the end ask everyone to list the ones they've found and say where in the text.

Answers
1 To help you manage time and schedules.
2 Specific tasks it can help with:
– analyse staff schedules
– show changes to schedules as a result of changes
– monitor holidays, sick days
– help to schedule hours and calculate payrolls
– help with conference calls
– send messages to remind people about meetings
– helps to plan and run agendas

3 Ask students if they have similar types of software at work. For example, even basic packages include a calendar for the user or can send email alerts.

4 Students complete the text with the missing sentences.

Answers
1 c **2** a **3** e **4** f **5** b **6** d

5 Students match the words in the text to the definitions. Afterwards drill the words and check students' pronunciation.

Answers
1 implications **4** errors **7** compatibility
2 countdown **5** monitor **8** integrate
3 overrunning **6** tailor

6 For question 1, bear in mind that how people approach meetings is also cultural. In some cultures, sticking to a fixed time frame may not be regarded as especially important and of course it also depends on the type of meeting. Ways to prevent meetings that overrun include having an agenda and having a chairperson who strictly controls the timing.
For questions 2 and 3, if your students have less experience at actually supplying products to be compatible or to tailor them with others, maybe they can also comment as customers who have bought items which were not compatible or had to be tailored by the supplier.

7 Before students begin the phone conversation they need a few minutes to prepare notes and questions for their role. Student A will need to look back through the text and list any key features that they think will be especially useful for the running of a restaurant. Student B needs to prepare questions. If you think some students may have difficulty with the task then pair Student As and Bs together to help each other prepare their roles. Then divide everyone up into pairs.
Monitor during the role-play and give feedback afterwards. If you have time, students can role play the situation again and try to improve their performance.