

Learning objectives for this lesson

Reading for the general meaning of the article. To read for referencing (cataphoric and anaphoric) and for specific facts and information. To match the meaning of words in the text to definitions. To practise the new vocabulary within a discussion about teamwork and communication.

- 1 If you think at this level that students will need the vocabulary to name certain sports in order to discuss these opening questions, then bring in some pictures of sports to pre-teach any vocabulary. Use them to generate discussion of students' preferences, for example, ask them which they like to watch or play. Then move on to the questions in 1 and discuss which sports in the pictures need lots of team work.
- 2 Students should read the text quickly and not stop when they see unknown words. The aim is only to choose a suitable title at this stage.

Answer
4

- 3 Matching the sentences to the gaps in the article will need plenty of time and students should work in pairs on this task. Sometimes they will need to read the sentences before and after the gap. One tip to give students is to tell them to focus on the pronouns. For example in sentence d students will need to know what 'his' refers to. This also suggests that the preceding sentence included the person's name.

Answers
1 d 2 c 3 a 4 e 5 b

- 4 If necessary you can tell the students that the answers for this task will be found in paragraphs 3, 4 and 6 but ideally students will scan the entire article in order to develop their skills for finding specific information quickly.

Answers
1 1,115 employees
2 3 factories
3 To win races and world championships
4 57,000 m²
5 Design studios, laboratories, research and testing facilities, electronics development, machine shops, and prototyping and production facilities
6 catering, a race track, e-commerce

- 5 The words students have to find in the text are not underlined but they are all contained within paragraph 5 only.

Answers
a direct
b communication
c feedback
d admit
e experience
f confidence

Afterwards, make sure students know how to pronounce these. You can drill them but also make sure they recognize the number of syllabus in each and where the stress is.

- 6 Students work in pairs. Afterwards, go round the class asking for a few answers from different pairs.
- 7 Students find words they think might be helpful to them in their own work. If you have time afterwards, ask for a few students to tell the class which words they chose and explain why.