

Learning objectives in this lesson

Reading for gist, allocating headings to text, 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 Ask students to read the statements carefully then get a show of hands for each statement. You could ask if anyone has any examples of a decision they have made recently. Discuss if they did really follow the style in the statement they selected as their preferred decision-making style.
- 2 Give out the text and allow students 2–3 minutes to read it quickly. Elicit what the text was about in general then, as a class, assign each paragraph one of the headings.

Answers

- 1 Ancient or modern?
- 2 Supporting decisions
- 3 Leaders and managers
- 4 At home and at work

- 3 Ask students to read the text again, this time answering the questions as they go through it. Check answers as a class.

Answers

- 1 They thought that it was a forgery.
- 2 They believed the scientific analysis.
- 3 By supporting their decisions with detailed analysis of cost, time, etc.
- 4 Because they have to make decisions about the future about which they don't always have hard facts.
- 5 Nokia transformed itself from a wood producer to a telecommunications company.
- 6 Personal decisions are often based on what feels right, rather than weighing up factual evidence.

- 4/5 Students can work in pairs to do these activities. Get them to scan the text to find the collocations. Once they have matched all seven collocations, they can discuss from the context the meaning of each one. Afterwards check their answers as a class. As a follow-up and to check they have understood the collocations, you could ask students to come up with some more sentences using the collocations.

Answers

Scientific analysis = thorough, evidence-based analysis
Hard facts = real facts
Marketing research = research to find out about trends, preferences, etc.
Carbon footprint = the amount of CO₂ emissions someone creates
Capital project = a long-term project to acquire, develop, or improve an asset, e.g. land/buildings
Strategic decision = a long-term decision which affects the overall goals of a company
Perfect example = something that illustrates a point precisely

- 6 Students can work in pairs to carry out this exercise. Get them to scan the text for the expressions in italics. From the context in the text, they should be able to deduce the meaning of the phrases. As a follow-up to this, you could ask students to think of occasions where something got the 'thumbs down' or the 'green light' or when the 'jury was out'. Equally, get students to share stories of when they 'stuck their neck out' or 'played safe' or were a 'scapegoat'.

Answers

1 a 2 c 3 a 4 b 5 b 6 a

- 7 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.
- 8 Get students to discuss this question in small groups. After a few minutes of discussion, get each group to feed back to the class and compare their ideas with other groups.