

## Learning objectives in this lesson

Reading for detailed comprehension, summarizing, predicting, brainstorming ideas based on the text, scanning for specific words, and discussing points made in the text.

- 1 Ask students to work in pairs to discuss the questions, then feed back to the whole class.
- 2 Give students the text and ask them to read just the first two paragraphs and answer the questions. They could read the paragraphs alone and then discuss the questions in pairs.

### Answers

- 1 Knowledge about mass-producing textiles.
- 2 It is often an employee or a visitor to the company.
- 3 Rival companies or foreign governments.
- 4 She was accused of stealing commercial secrets.
- 5 He was imprisoned for breaking into Ericsson's intranet.
- 6 Ex-employees of Ferrari broke into their computer system.

- 3 Students could work in pairs to do this exercise. Once they have come up with a succinct summary, each pair feeds back to the class to compare their summary with the others'.

### Possible answer

The type of crime the text is talking about is industrial espionage, where a company's plans or secrets or processes are stolen and used by another company. More often than not it is employees or ex-employees of the company who commit the crime.

- 4 Put students into groups of, ideally, four or five. Give them 3–4 minutes to brainstorm. You may need to explain the principle of brainstorming which is that no idea is wrong or bad, every suggestion should be noted down, and assessed at a later stage.
- 5 Students finish reading the text and compare the points made in the text to their own ideas. Get the groups to feed back on how their lists compared with the suggestions in the text. You could extend this activity by asking students whether they think the points made in the text are sensible or not.
- 6 Encourage students to scan the text for the collocations, rather than just guessing.

### Answers

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

- 7 Students could discuss the answers in pairs, or refer back to the text to help them.

### Answers

- 1 b 2 a 3 b 4 a

- 8 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.
- 9 Get students to discuss the quotes in pairs and then feed back to the class.

### Possible answers

- 1 Be careful how much information you disclose, don't talk about the details of your research – somebody might try to use it and pass it off as theirs.
- 2 Only permanent employees should work after hours.
- 3 Just make sure nobody takes photos or has any recording equipment on them.