

Learning objectives in this lesson

Reading for gist, scanning for specific information, reading for details, focusing on key vocabulary from the text, applying key vocabulary from the text to personal circumstances, and discussing and giving opinions about the topic of the text.

1 Get students to work in pairs to discuss the questions, then ask them to share their ideas with the rest of the class.

2 Hand out the text. Read out the questions then give students thirty seconds to find the answers in the first paragraph.

Answers

Ford brought cars to the mass market.

Toyota brought quality and reliability to the manufacturing of cars.

3 Get students to read the rest of the text carefully and notes down what the figures refer to. They could compare answers in pairs before checking them as a class.

Answers

1 Karl Benz invented the first petrol driven vehicle.

2 Ford's assembly line meant one car was produced every 15 minutes.

3 The Ford motor company was founded.

4 In 1918, this was the proportion of cars on the road that were Model T Fords.

5 the daily wage for Ford workers in 1918.

6 Kiichiro Toyoda was born.

7 Toyota started producing passenger cars.

8 Eijii's age when he retired.

4 You could do this as a whole class activity – draw a table on the board and elicit answers from the class as they scan the text again. Or if your students prefer to work individually, give them three minutes to start making a list, then elicit their answers.

Answers

Ford	Toyota
Moving assembly line	'Just in time' supply chain
One worker per task	Kanban – forerunner of barcodes
One car every 15 minutes	Kaizen – continuous improvement

Extra activity

As a follow-up, you could ask students to think about innovations in the car industry as a whole – the new technologies that are found in cars, from electric windows to air conditioning to power steering, up to the more modern use of computers to control the workings of the car. Ask students what car technology they could not do without now.

5 Encourage students to look back through the text to find the collocations to help them complete this exercise. Once they have matched the collocations, get them to discuss in pairs what each one means. As a follow-up, you could ask them to create new sentences with the collocations to check their understanding.

Answers

1 h **2** f **3** b **4** e **5** c **6** g **7** a **8** d

6 Get students to discuss these questions in pairs before feeding back to the class.

Answers

1 reverse engineering

2 economies of scale

3 continuous improvement

4 just in time

5 mass market

6 benchmark

7 Make sure students fully understand the concepts in **6** before getting them to discuss them in pairs in relation to their own work. Give them a few minutes and then ask each pair to feed back one interesting thing that came up in their discussion.

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 this in small groups. You could kick off the discussion by asking them in what ways their companies have improved over the last 10–20 years and what might have happened if they hadn't made that improvement. Finish off by eliciting some of the interesting ideas that came up in the discussions.