

Learning objectives in this lesson

Reading for gist, scanning for specific information, focusing on new vocabulary related to companies and using this vocabulary, and giving opinions about the topic of the text.

- 1 Ask students to work in pairs to discuss the questions, then take feedback from the whole class. You might like to elicit ideas of what makes a good location, (e.g. transport, workforce, cost, airports, etc.), for question 1 from the whole class. Write these ideas on the board and then students can discuss each one in relation to their own place of work in question 2.
- 2 Ask students to read the text quickly so that they gain a general understanding of the text. You might want to set a time limit for this. They can then decide what the text is advertising.

Answer

2

- 3 Ask students to read the text again in more detail. They can then decide which factors were mentioned. You might need to explain the word *features* (typical qualities of something). Students can check their answers in pairs before feeding back to the rest of the class. During feedback, ask students to identify the section of the text that gave them the answer.

Answers

2, 4, 5, 6, 7

- 4 Ask students to work in pairs and match the words from the text to the definitions.

Answers

- | | |
|-------------|------------------|
| 1 regions | 6 warehouse |
| 2 founder | 7 corporation |
| 3 equipment | 8 site |
| 4 location | 9 assembly plant |
| 5 factory | 10 parts |

Extra activity

Ask students to work in pairs and write five new sentences, using words from 4.

- 5 Ask students to read the text again in more detail and answer the questions. They can then check their answers in pairs before feeding back to the rest of the class.

Answers

- 1 the mountains
- 2 enjoy great food at the local restaurants and go to the luxury spa at the local hotel
- 3 play golf or walk through the woods
- 4 The local area is quiet and beautiful. Local people are very friendly and welcoming.

- 6 Ask students to work in pairs and take turns to ask each other the questions. Afterwards, ask students to report back on what their partner's location is like. What words did they use to describe it? You might need to provide students with more adjectives to help them talk about the location.
- 7 Ask students to look at the text again and find three words that could be useful in their jobs. When they have chosen the words, ask students to compare their choices in pairs and encourage them to explain why the words will be useful. Make sure that students can pronounce these words and that they know how to use them correctly in a sentence.
- 8 Ask students to discuss the questions in pairs. Take feedback from the whole class.

Extension

For homework, ask students to write a similar text about the location of their company. Ask them to imagine they have to convince a reader to relocate a company to their region. They could write a dialogue with their company's boss. Alternatively, for a shorter writing task, students could design an advert for their region to appear in a business magazine.