

Learning objectives in this lesson

Skimming for general meaning. Intensive reading for detailed information. Personalizing the content. Solving anagrams to complete sentences. Finding collocations in the text.

- 1 Lead into the topic perhaps by picking up on a story in the news about a company that has sacked workers because they have outsourced production. Check that students understand outsourcing. Get students to work in pairs to discuss the questions then take whole class feedback.
- 2 Run through the questions then give students four minutes to read the text quickly.

Answers

- 1 Outsourcing has become a necessity because labour costs have become so high in developed economies that companies are no longer able to price their products competitively. They have to find ways of cutting costs.
- 2 The article suggests using the services of a specialist consultancy.

- 3 Give students five minutes to read the text again and make notes. Get the students to discuss their answers in pairs or groups before whole class feedback.

Answers

- 1 Because outsourcing has been successful. Not only has it helped the company to remain competitive but it has been able to create further jobs in the UK in different domains.
- 2 They felt angry and Dyson was criticized for exporting jobs.
- 3 Jobs have been created in non-manufacturing roles.
- 4 They should have contacts across a wide range of sectors so that they can deal with every aspect of the company's needs.
- 5 To keep an eye on production and quality levels.
- 6 They should check that they have ISO9001 certification.
- 7 Long runs, i.e. where large numbers of the same thing are being produced where it doesn't matter if the supply chain is long; for example all the way from China or Thailand.
- 8 When time is important and they need to provide a quick response.

- 4 Treat this as a whole class activity.

Answers

- | | |
|--------------|------------|
| 1 components | 3 feasible |
| 2 assemble | 4 sample |

- 5 Treat this as a whole class activity. Get the students to work in pairs and match the two parts of the collocation. Focus on the collocations as they appear in the text. Drill for pronunciation.

Answers

- | | | | | | | | |
|-----|------|-----|-----|-----|-----|-----|-----|
| 1 g | 2 d | 3 h | 4 i | 5 j | 6 b | 7 a | 8 e |
| 9 c | 10 f | | | | | | |

- 6 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.
- 7 Allow students two or three minutes if necessary to discuss in pairs or small groups the meaning of the phrases. Then ask each group what they think the phrases mean.

Answers

- 1 lean = thin / without fat; mean = aggressive. In other words efficient.
- 2 survive and prosper = not only carry on in business, but to grow and become wealthy.

- 8 Get the students to discuss their answers in groups.

Suggested answers

- 1 Students' opinions will depend on whether they think that workers' jobs in the home market should be protected at all cost, or the profitability of the company is the key factor.
- 2 Students may mention the following: companies have an obligation to their employees because they have provided the labour that has helped the company in the past. It is disloyal to sack people when times are hard. Other students may mention the obligation that a firm has to its shareholders, who have risked their capital by investing in the firm. It can be argued that an owner should be able to do what he likes with his own business.
- 3 Logically if more and more jobs are outsourced people will have nothing to do and will not be able to consume.
- 4 The longer-term dangers are the loss of technology, overseas' countries copying and improving on the technology and components they have been asked to produce, allowing them to jump ahead and gain a competitive advantage. The workforce of the mother company becomes deskilled and no longer knows how to perform certain tasks.

- 9 Set up the debate by dividing the class into two groups. Allow each group 10–15 minutes to formulate their argument and put together a two minute speech. Then each group selects a spokesperson to deliver the speech. Each team gets two minutes to deliver their speeches, after which the debate is opened up to the floor for more comments and questions.