

8.1

Your company and job

Business Builder
Teacher Resource Series

Teacher's Notes

WORKSHEET 8.1

This worksheet is very appropriate for *Day one, Lesson one*. The optional stages below reflect this and include a 'getting to know you' start to the lesson and a procedure for using the Needs Analysis at the end.

Allow a full morning for all the stages. The Needs Analysis is left until after doing the worksheet in order to give the students a chance to establish their identity in the group as early as possible.

AIM

To practise describing and discussing the students' own companies and jobs.

TIME

50–60 minutes (without the optional stages)

PREPARATION

Make one copy of the worksheet for each student in the class.

(Option) Make one copy of the Needs Analysis at the front of this Resource Pack. See stage 8 below.

PROCEDURE

- 1 (Option) Welcome everyone to the course. Divide the class into closed pairs. Ask the students to find out about their partner: name, where they come from, their job, why they have come on the course and something about themselves (family, hobbies/sports). Emphasize that at this point they should not talk about jobs in detail. Set a time limit of 10 minutes total, and check after 5 minutes that students have swapped asking and answering. Circulate, encourage the students and help with vocabulary.
- 2 (Option continued) Ask every student to briefly introduce their partner to the group. Write new vocabulary on the board as it is used or needed (countries, job titles etc.), and make a note of good/bad language use. After each introduction invite the group to ask the introduced student a few questions directly. Break the ice by asking friendly questions yourself or by responding naturally to things that are said.
- 3 (Option continued) Hold a short feedback slot. It is important to establish right at the start of the course how you will do grammar, vocabulary and pronunciation diagnostically.
- 4 (Option continued) Do any housekeeping you need to: course information etc.
- 5 Give out a copy of the worksheet to every student and ask them to look at **section A**. Refer to the instructions. Divide the class into pairs, start the activity and circulate.

ANSWERS

- 1 leaders 2 main 3 involved 4 per
5 customers/clients ('customer' is also used in shops and restaurants) 6 in charge 7 responsible 8 deal
9 freelancer 10 unemployed/graduated 11 in
12 on
- 6 Refer to the instructions for **section B**. Allow a few minutes for the students to make notes individually, and emphasize that they should write a few words only. When the students are ready, ask each in turn to briefly present their own company and job. Invite other students to ask questions, and ask some yourself. Write new vocabulary on the board as it is used or needed, and make a note of good/bad language use.
 - 7 Hold a short feedback slot.
 - 8 (Option) Give out the **Needs Analysis** from the front of this Resource Pack and ask students to fill in the 'Communication Skills' and 'Business Topics' sections individually. While students are doing this write up on the board the list of skills and topics. Take whole-class feedback by asking each student in turn to give their scores for the skills and say which topics they are interested in. Write the scores on the board and tick the topics. At the end use the board results to discuss and negotiate the course programme with the students. Finish the discussion by using the Needs Analysis to talk about their expectations for grammar input (by now they will have seen examples of diagnostic language input at stages 3 and 7) and any other objectives they have.