

The company

	Your company		
NAME			
FOUNDED			
LOCATION			
ACTIVITIES			
MARKETS			
RESULTS			
CURRENT SITUATION			
THE FUTURE			

QUESTIONS

- What's it going to do next year? ■ What's the company's name? ■ What's the company doing now?
- What's the turnover? ■ What does it do? ■ When did it start in business? ■ Where's its head office?
- Who are its customers?



The company

Worksheet Progress check 21-25b

Note: This worksheet is not linked to the activity on Worksheet Progress check 21–25a

ACTIVITY

Individual, pairwork, groupwork: reading, speaking

AIM

To invent a business organisation.

GRAMMAR AND FUNCTIONS

Questions

Tense review: present simple, present continuous, past simple

VOCABULARY

location, head office, activities, markets, customers, to operate, results, successful, employees, foundation, to found, current situation

PREPARATION

Make one copy of the worksheet for each student.

TIME

20 to 30 minutes

PROCEDURE

- 1 Draw a line down the centre of the board dividing it into two columns. Give the columns the headings: *Products* and *Services*.
- 2 Elicit examples of products and services from the students. For example:
Products: computers, clothes, soap powder ...
Services: banking, tourism, training ...
 Drill for pronunciation if necessary.
- 3 Ask for examples of companies associated with some of the products or services, for example, computers – Apple.
- 4 Give out the worksheets.

- 5 Ask the students to match the questions in the box at the bottom of the worksheet to the headings in the left-hand column of the table. For example: *Name – What's your company's name?* etc.
- 6 When the students finish, ask them to compare their answers with another student.
- 7 Go through the answers and drill the questions if necessary.
- 8 Divide the class into three groups – A, B and C.
- 9 Explain the task. In their groups, the students are to invent a company by answering the questions on the worksheet. They should make notes of their answers in the first column on the worksheet marked *Your company*.
- 10 Once they understand, allow 10 minutes or so for students to complete the chart. Circulate, helping with vocabulary, if necessary.
- 11 Tell the students to form new groups of three with one student from group A, B and C in each group.
- 12 In their new groups, the students ask and tell each other about their companies, using the questions on the worksheet. The students should make notes in the remaining two columns about each other's company.
- 13 Reconvene the class and ask a few students about the companies they heard about.

FOLLOW-UP

Students write a description of the company they have invented for a business directory.

COMMENT

Students in multi-client groups can use information about their actual companies.

ANSWERS

NAME:	What's the company's name?
FOUNDED:	When did it start in business?
LOCATION:	Where's its head office?
ACTIVITIES:	What does it do?
MARKETS:	Who are its customers?
RESULTS:	What's the turnover?
CURRENT SITUATION:	What's the company doing now?
THE FUTURE:	What's it going to do next year?