

COMPANY PROFILE
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Subject: Company profile

Level: Upper-intermediate and above

Time: 2x45 minutes

Aims:

1. To talk about facts and figures
2. To write a company profile

Technical requirements: One computer per group of 2-3 students with an Internet connection and a Web browser

Knowledge: students should have basic skills of searching for information in the Internet

Procedure: (before starting the proper lesson students should quickly revise reading numbers)

I. Pre-stage

1. The teacher says: 'Write a list of facts about a company that you find essential in a company profile'. Students report back.

II. While-stage

1. The teacher says: 'Go to <http://www.global.yamaha.com> and try to find the Yamaha facts section'. The teacher asks questions:

- a. Where are the headquarters of the company?
- b. When was the company founded?
- c. Who is the CEO?

The teacher writes the answers on the blackboard.

Then the teacher divides the class into 3 groups (or each group of 2-3 people at a computer gets one question) and students complete the table: (downloadable from [here](#))

Students report back, then suggest the way they would combine all the pieces of information from the most to the least important.

2. Students go to <http://www.gm.com> and find the company profile. They compare the sequencing of information in the profile with their order and discuss the differences.

3. Learners are asked to locate particular facts within the General Motors company profile and match them to their Yamaha counterparts. Then they write down (or dictate to a partner) the phrases that incorporate them.

e.g. the world's largest...employs...

has manufacturing operations in countries

its global headquarters are at ...

offers ... with an array of...

remained the industry leader in...etc.

4. The teacher tells students to imagine they were given this list of facts about Yamaha to make a presentation. Take a quick look at it and go on to present a company profile.

III. Post-stage

1. Students write a profile of the Yamaha company using the phrases discussed. If there isn't a direct match between facts and phrases the teacher is of help.