

## Company law: company formation and management (lesson 2)

**Level:** Upper-intermediate to advanced

**Time:** 90 minutes

**Objectives:** To introduce the language of company management; to develop the language of comparing and contrasting through skills work based on legal texts, to practise this language in an informal presentation (similar in style to the Cambridge ILEC speaking task 2); to teach students how to write a letter of advice.

**Materials:** International Legal English – coursebook (ILE) (one copy per student); International Legal English – teacher’s book (TB).

Vocabulary quiz (prepared by the teacher following *Company law: company formation and management (lesson 1)*). This quiz should be given at an appropriate stage during the session as a quick five minute activity.

Printouts of company memoranda (prepared by the students as homework). These should be discussed during the lesson/checked by the teacher as appropriate.

### Procedure

#### Warmer<sup>1</sup>

Write these four questions on the board:

1. Where is Mr Wiseberg from?
2. Why is he interested in swimwear?
3. Why does he need Mr Larsen’s help?
4. Why does Mr Larsen recommend he speak to someone else?

Tell the students that they will soon hear a telephone conversation between Mr Wiseberg and Mr Larsen. Before they listen, they should discuss possible answers to the questions with a partner.

Students can approach this in any way they wish, and will often come up with some amusing and original mini-sagas! Discuss the different stories with the students

### Main lesson

1. Ask students to discuss the seven company types in unit 2 task 11. What can they remember about each type?
2. Do the listening task with the students, and ask them to think about which of the stories suggested during the warmer activity was the closest to the discussion between Mr Wiseberg and Mr Larsen.
3. Do tasks 12-14 as per TB, including the two optional extension activities (these both provide excellent language practice).
4. Do tasks 15-22 as per TB.
5. Do task 23 as a class discussion
6. If time, do tasks 25-26 as per TB. Alternatively set as homework assignment.
7. Set task 27 as a homework assignment.
8. Students do the Language Focus section as a revision quiz during the next session.

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<sup>1</sup> Acknowledgment: I first saw this demonstrated as a pre-reading activity by Jim Wingate during a plenary session at the Teachers of English in Austria (TEA) Conference 2007 (Linz, Austria).