

Lesson plan | Entrepreneurs are **GREAT****Objectives:**

- To identify what it means to be an entrepreneur and discuss the importance of entrepreneurship to individuals and society
- To identify the meaning of and use vocabulary in the context of entrepreneurship
- To identify the meaning of and use idioms in the context of entrepreneurship
- To write a narrative about an entrepreneur's life and achievements

Level: Intermediate +**Time:** 90 minutes +**Introduction**

This lesson is about entrepreneurship and its place in society. It develops speaking and writing skills and the use of context-specific vocabulary and idiomatic language. The students' own experiences and opinions form the basis of all discussions and written work.

Procedure**Warmer and vocabulary (30 mins)**

1.

- Hand out **Task 1** and ask students to make sentences using the words/phrases they know from the word cloud before asking them to make a note of words/phrases they don't know.
- Ask students to write their suggestions on the board.
- Address any errors in the sentences as a class and identify the meaning of unknown vocabulary.
- Try to elicit the topic of the lesson.

2.

- Explain to students that they are going to use the words and phrases from the word cloud to play a game of 'Bingo'.
- Establish that all students are familiar with the rules and distribute the bingo cards (one per individual or pair, depending on number present and ability).
- Encourage the students to think about what it means to be an entrepreneur and show them the video (you may need to play it more than once):
<http://www.youtube.com/watch?v=2Uyd5S1mZqY> (alternatively, you can simply call out the words/phrases at random)

To make your own bingo cards, or for students to make their own bingo cards, visit <http://print-bingo.com/blank-bingo-cards.php> - all you need is a list of the words you want to include.

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3.

- Ask students to work in pairs to write a definition for the word 'entrepreneur', encouraging students to use the vocabulary from the previous activities.
- Monitor, making a note of common errors.
- Ask for suggestions and write the best ones on the board.
- You may want to direct your students to the following online learner dictionary: <http://dictionary.cambridge.org/>

4.

- Show students the poster for 'Entrepreneurs are great'.
- Elicit prior knowledge of Richard Branson and provide extra information if necessary (more information here: <http://www.virgin.com/richard-branson/autobiography>).

Speaking (10 mins)

- Hand out **Task 2**.
- In pairs, the students prepare and discuss their responses to the first three personal questions before discussing entrepreneurship in a wider sense.
- Monitor and provide content-based feedback if students require it.
- Listen and make notes of common errors.
- As a group, elicit content feedback and promote debate about the questions posed.
- Feedback any common errors that were noticed during pair discussion.

Running dictation

- Hand out **Task 3**.
- Put students in pairs and allocate one 'runner' and one 'writer'.
- Attach copies of the running dictation text to the classroom wall, or just outside the door (to make the activity fair, the texts should be the same distance away from each 'writer').
- Explain to the students that they must work in pairs to rewrite the text – the 'runner' must go to the text, remember a chunk of language, return to the writer and relay this language in order for the writer to write it down.
- Set a time limit (10 minutes) and monitor (if no pair has accurately completed the text within the time limit, the winning pair is the one who has written the most with the greatest accuracy).
- Afterwards, make sure each pair has a copy of the text to check their answers and refer back to throughout the rest of the lesson.

You may want to dictate the first paragraph and allow each student in each pair to take it in turns to dictate the second and third paragraphs to each other. For further explanation, see here: <http://www.teachingenglish.org.uk/article/running-dictation>

Lesson plan | Entrepreneurs are **GREAT****Idioms****1.**

- Explain that the dictation text contained nine idioms in the context of entrepreneurship.
- Hand out **Task 4** and ask students to match each idiom to its correct definition.
- Monitor, giving help as requested and then feed back correct answers as a class.

For a more kinaesthetic feel, you may like to make the table of idioms and definitions into cards for students to match up. Alternatively you could hand out the individual cards at random in order for students to mingle to find their 'pair'.

2.

- Instruct students to complete the gaps with the correct idiom.
- Monitor, encouraging students to use the correct verb forms.
- Feed back correct answers as a class.
- Demonstrate how the National Corpus can be used to find further examples of idioms in use: <http://www.natcorp.ox.ac.uk>

Writing

- Hand out **Task 5** and encourage students to write a narrative about an entrepreneur using as much of the vocabulary and as many of the idioms covered in the lesson as possible.
- Remind students that it would be unnatural to use too many idioms all in one go, however, for the purposes of learning idioms effectively, it can be useful to learn them as a lexical set.
- Encourage students to peer check their work and read their work aloud to their partner.

Students could record themselves reading their work aloud at <http://vocaroo.com/>. This gives them the opportunity to self-correct. They can even send their recordings to you so you can give more detailed feedback.

Lesson plan | Entrepreneurs are GREAT**Cooler – Word card games**

The word cards are made up of a selection of context-specific vocabulary (words, phrases and idioms) used throughout the lesson. There are a number of different games you could play with them. Less able students may be allowed to refer to their worksheets for extra support. Below are a few suggestions:

Suggestion 1

- The class is divided into small groups and each group is given a set of cards.
- The teacher describes the vocabulary on a card to the whole class and someone from each group must bring the answer to the teacher.
- The first person to hand in the correct vocabulary card wins the point for their team.
- The team with the most points at the end is the winning team.

Suggestion 2

- Divide the class into two teams.
- Flip a coin to decide which team starts.
- One member of the first team stands at the front of the classroom and the rest of that person's team chooses a card at random from the pack.
- The team has one minute to give the member at the front of the class as much information about the vocabulary on the card as possible in order for that person to guess what the vocabulary is – if they can do this, they win a point.
- If, after one minute, the person at the front cannot guess what the vocabulary is, the other team has the opportunity to guess and win the point for their team.
- Teams take it in turns and play continues until all the cards have been played.
- The team with the most points at the end wins the game.

Suggestion 3

- Divide the class into small groups of three-four.
- Allocate a 'quizmaster' in each group (for differentiation purposes, this should be the most able member of the group).
- The quizmaster has the cards and gives clues to the other members of the team, who must guess the vocabulary on each card.
- The first player to guess correctly wins that card and the person with the most cards at the end is the winner.

Extension**Entrepreneurial business plan**

To set the context and give your students inspiration, it may be useful to introduce them to the 'Dragon's Den' TV series. This has become a popular way for entrepreneurs to attract investment in their ideas by making a televised pitch to some of Britain's most successful entrepreneurs. The following link provides some useful clips:

<http://www.bbc.co.uk/programmes/b006vq92> .

Once students have prepared their business plan, give each group £10,000 in Monopoly money which they can choose to invest in any business (apart from their own). They must decide which individual/pair has the most promising entrepreneurial skills!

Lesson plan | Entrepreneurs are **GREAT****SUGGESTED ANSWERS**

Task 4 – Idioms

1.

1. d
2. h
3. a
4. f
5. c
6. i
7. g
8. e
9. b

2.

1. Alex is a really creative guy, with very unusual ideas. He certainly **thinks outside the box**.
2. Shammi and Dev really are **movers and shakers**. They only moved to London a year ago, but they've already opened 49 clothes stores and given jobs to many local residents.
3. Sarah had wanted to start a business for years, but she was worried about losing money. She finally decided **to take the plunge** last month when she opened her own restaurant.
4. Aaron has tried so many times to become a singer, but without success. He really needs **to get a break**, but the music industry is so competitive.
5. Jessica is really excited about her new online business. I think she's really going to **make a go of it**.
6. It was very risky when Pete launched his new product, however he took a **'nothing ventured, nothing gained'** approach and it certainly was worth it in the end.
7. David has been running his business for over a year now, but he is doing really well. Sometimes it can take quite a long time **to get off the ground**.
8. Bagless vacuum cleaners didn't exist before designer James Dyson realised there was **a niche in the market**.
9. After running a successful mail order music business, Richard Branson realised that **'success breeds success'**. He went on to open a chain of record stores, later known as *Virgin Megastores* and expanded the *Virgin Records* music label, amongst many other companies.