

TEACHING WITH TECHNOLOGY: USING VIDEO IN THE CLASSROOM

LESSON PLAN: ENTREPRENEURS

OUTCOME: the students will identify the meaning of the word entrepreneur; reproduce key parts of the dialogue.

ACTIVITY: listening for gist, detail and then for bottom-up understanding

LEVEL: B1+/B2

CROSS CURRICULAR TOPIC: ICT and Entrepreneurship

PROCEDURE:

The lesson revolves around a video from the British Council Learn English website

ENTREPRENEURS ARE GREAT

<https://learnenglishteens.britishcouncil.org/uk-now/video-uk/entrepreneurs-are-great>

(UK Now/Video UK/Entrepreneurs are great)

A flipped classroom approach: Ss are set on the Internet research to look up the answers to the following questions:

What does Rock 'N Rose stand for?
Who are Jess and Emily Jane Lathan?

Step 1 After I have chosen a video from the British Council Learn English website about two young entrepreneurs in the UK who have set up their own business of making and selling jewellery, thus linking up with the cross curriculum topic of Entrepreneurship, I asked students to prepare for our next lesson. Their task was to look up the word entrepreneur in an online dictionary and also to search the Internet and find out who the people behind the names (in questions) are. The names refer to two young entrepreneurs and their company which come up in the video.

Step 2 Next time in class students compared information they had found out.

Step 3 Ss watched the video followed by comprehension questions (think-pair-share)

Step 4 Ss watched the video for the second time and were given the instruction to pick up as much of the entrepreneurs' answers by making notes while watching. The aim was to try to reproduce the language/answers as close as possible to the original picking up useful phrases at the same time.

Step 5 Ss compared their notes and watched the video again to pick up more language.

Step 6 Ss acted out the interviews in pairs, playing roles of a journalist and entrepreneurs using notes they had prepared.

Step 7 Ss acted out the interview without using the notes

Reflection:

They were eager to reproduce the interview as close to the original as possible and they felt proud after delivering the interview successfully.

Due to the preparation for the lesson in advance students took part in the lesson more actively and showed more interest. Those who hadn't done the set task felt uncomfortable and left out. If this approach becomes a routine, I feel everybody would take up. The task I give them to prepare in advance should not require too much time and work, but just enough to raise interest and enable them to follow the coming lesson more easily, otherwise they might be reluctant to do it.

FOLLOW-UP/EXTENSION

1. IDIOMS

2. Match each idiom with its definition.

1. to think outside the box	a) to do something you really want to do, even though it might be dangerous or risky
2. movers and shakers	b) to think creatively in a different way to how most people think
3. a niche in the market	c) an opportunity for a product or service that does not already exist
4. to take the plunge	d) to start a new business
5. set up a business	e) people who make changes and have an impact on society

3. Use the idioms you have just learned to complete the gaps.

1. Alex is a really creative guy, with very unusual ideas. He certainly _____.
2. Shammi and Dev really are _____. 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 _____ last month when she opened her own restaurant.
4. Bagless vacuum cleaners didn't exist before designer James Dyson realised there was _____.

4. Try to come up with your own definition of an entrepreneur.

(a possible answer: E. are movers and shakers who think outside the box and take the plunge to set up a business by seeing a niche in the market.)

2. EXTENSION: PRESENTATION SKILLS.

Think of an entrepreneur you know or research a famous entrepreneur. Write about their life and achievements. Present your work deploying the presentation skills.

3. EXTENSION: A PROJECT: ENTREPRENEURIAL BUSINESS PLAN. This can be done in cooperation with one of Ss's specialist subjects

Your business plan should include:

- An executive summary – an overview of the business you want to start.
- A short description of the business opportunity – who are you? What do you plan to sell/offer? Why do you want to do this? Who do you want to sell to?
- Your marketing and sales strategy – why do you think people will buy what you want to sell? How do you plan to sell them?
- Your management team and personnel – what are your skills, experience and qualifications? What kind of people will you want to employ?
- Your operations – where will you run your business? What equipment will you need? What IT will you need?
- Financial forecasts – how much money will you need to get started? How much will you sell your product/service for? How much profit will you make in the first, second and third year of business? When and how will you pay investors back?

Sources:

www.teachingenglish.org.uk

www.britishcouncil.org/learnenglish teens

Harmer, J. (2015). The Practice of English Language Teaching, Pearson Education Limited.