

Key info

Duration:	60 minutes
Objectives:	<ol style="list-style-type: none"> 1. Learn about some young entrepreneurs 2. Learn at least ten words related to business and social media 3. Analyse different business ideas and come up with your own
Resources:	<i>Focus Second Edition 4 - 'Young Entrepreneurs' BBC video</i>
Prepare	<ul style="list-style-type: none"> • Pre-lesson student's worksheet (optional, but supports Ss with the vocabulary and ideas in the lesson) • Student's worksheet (1 per student) - distribute before the lesson • A Pen or a pencil – make sure students have them at hand
Post lesson	Video presenting a business plan (optional)
Big Live Lessons	<i>BIG Live Lessons</i> follow the same lesson structure as <i>Live Classes</i> , however some activities have been amended to fit the lesson format. See below for more details.

Lesson procedure

Warm-up

Duration	Description	Class teacher's role
5 mins	T introduces himself and schools say <i>hello</i> one by one	Encourage class to say <i>hello</i> into microphone
	T checks pupils have worksheet and a pen	Monitor pair work
	T explains lesson objectives and other instructions	Clarify any misunderstandings

Presentation & Practice

Duration	Description	Class teacher's role
20 mins	Ss look at four pictures of entrepreneurs and tell their partners if they know who they are. Then the T asks for volunteers to give ideas, then gives the answers.	Monitor, have a student ready to come to microphone
	T asks for a definition of entrepreneur, volunteer comes to microphone	Have a student ready to come to microphone
	Pre-watching tasks – in pairs students decide how our entrepreneurs are different and answer two questions	Monitor pairwork
	BBC video. Ss watch part 1 of the video and fill in Student's worksheet – Task 1 fact file. Then volunteers come up to the microphone to answer.	Monitor and have student ready to come to microphone.
	Student's worksheet – Task 2. Ss work in pairs: unjumbling the text, then volunteers come up to the microphone to give the answers.	Monitor and have student ready to come to microphone.
	Student's worksheet – Task 3. Ss complete what the characters said- they're given the first letter of each word. Have them try this on their own, then in pairs, then as a whole class: they can work together	Have students doing what they can individually, then in pairs, then all together

Production

Duration	Description	Class teacher's role
30 mins	BBC video. T shows part 2 of the video and students do Student's worksheet – Task 4 , filling in the factfile for the second entrepreneur. Then the teacher asks for a volunteer to provide the answers.	Monitor and support as necessary. Have student come to microphone.
	Student's worksheet – Task 5 Fastest finger on the buzzer: vocabulary match up. T flashes up words with their definitions, Ss need to match up. It's a race between all schools and answers are WRITTEN in the chatbox. Other Ss in the class can help the one who is at the computer	Have one student up to the chatbox to write the answers.
	Breakout rooms: T shows the social networks the second entrepreneur uses, then Ss do Student's worksheet – Task 6 , taking turns to ask and answer questions with the other school. Then all back together Ss say what the other school told them	Have Ss ready to come to microphone to speak with other school, clarify misunderstandings.
	Breakout rooms: Ss do Student's worksheet – Task 7 They need to discuss five business ideas and decide which makes the most sense and the least.	Encourage Ss to interact with the other school and that they use key structures.

Wrap up

Duration	Description	Class teacher's role
5 mins	Revisit lesson objectives. Have we achieved them?	Monitor
	Video challenge – T explains post-lesson task and shows demo video	Monitor, clarify any misunderstandings
	Schools say goodbye one at a time into the microphone	Encourage Ss to say goodbye

Lesson glossary

To found/ start/run a company/business

To have in common

Networking

Endorse

Tag on social media

Think big

Get along

Personal connection

Follow up/Homework

Duration	Description	Class teacher's role
N/A	<p>Students prepare a video presenting a business plan.</p> <p>The video can be uploaded to the Live Classes facebook group (for more information see below) so students can see each other's ideas and comment on them</p> <p>The video can be made individually, in groups or as a class.</p> <p>In your video, include:</p> <ul style="list-style-type: none"> • Your names and where you're from • The name of your business • What service or product your business provides, how it will work and why people will use it • Your target customers • Why you are better than your competitors • A logo and slogan • How you will promote your business and who will endorse it <p>Useful pointers:</p> <ul style="list-style-type: none"> • Ss will find planning / writing a script for their video useful • The more students in the video, the better. Let's get everyone involved! Feel free to make more than one video per class. • Speak clearly and smile! Students are going to show their hometown to the world! • The teacher used PowerPoint and Screencast-o-matic to make the video, but any and all digital tools can be used. • Example video here 	Support students in the creation of their class video / recording and uploading the videos.

Post-Class Activity Script and Glossary

Script

Hi. I'm Michael Brand and I'm in Miraflores, Spain. **My business is called** Michael's cycles. **My business offers** cycling holidays in the mountains of Madrid. I will organise and lead the rides as I know the area well.

I will organise deals with local hotels and restaurants so my customers have somewhere to sleep and eat – the food here is just what you need after a hard day's cycling. **I will also partner with** a local minibuss company to pick up my customers from Madrid airport, which is only 40 minutes away.

Particularly **British tourists will use my service**, because cycling is getting more and more popular in Britain, but there aren't many mountains there to cycle up. So **my target customers are** British cyclists.

There are already cycling holiday companies in Spain, but they are all by the sea. **I am offering something different**, with the chance to visit a beautiful European capital city.

You can see my logo at the top of the page and **my slogan is** 'pedal to heaven' as the views from the top of the mountains are stunning! You can see Madrid in the distance here.

I will market my business on Facebook, because people who go on cycling holidays are often a little bit older, like me, and so use this **social media platform**. I will also market my business in Cycling weekly, a British cycling magazine.

I am hoping that Chris Froome who has won the tour de France and the Tour of Spain will **share my business on social media** – I hope that he has good memories of winning the Tour of Spain

So, that's my **business idea**, now let's hear about yours!
(Useful language in bold)

Pearson and BBC Live Classes Facebook community

Join *Live Classes* project group on Facebook and encourage your students to do the same.

The *Live Classes* project does not end after the lesson, it actually begins here! **Join our closed Facebook group** to give yourself and your students a great opportunity to interact in the global community with your friends from other parts of the world. **The group is available to *Live Classes* participants only.** It is moderated by our well-experienced team to make sure it generates plenty of opportunities to use the English language outside the class, following the group rules and conditions. **To join the group, search for 'Pearson and BBC Live Classes' on Facebook.**

General teacher guidelines

Classroom setting

Arrange your class in such a way your students all sit in front of the screen, either together as a group or at their desks. Make sure they will be able to stand/sit down, when needed, work in pairs or come closer to the microphone.

You can also ask one of your "tech-students" to support you as there will be times when he needs to click something.

Microphone

We want to hear what your students have to say and the other students around the world do too! Therefore, there are times in the lesson where students can share their thoughts using the microphone (laptops have one built-in, for a desktop you may need to get an external one), either as a whole class (saying hello, goodbye, shouting a one-word answer) or individually (giving a longer answer, sharing their thoughts).

The trainer will have schools' microphones muted but will unmute them at different times in the lesson one at a time (see lesson plan) - please encourage your students to take part and have individual students ready to share their thoughts using the microphone.

Monitoring understanding

The trainer will grade his language and explain instructions carefully, but he can't monitor the understanding of all pupils - therefore, feel free to clarify / explain / use students' L1 whenever you feel necessary.

Breakout rooms

During the lesson you will be groups with a different group(s) to discuss the task together. Once you get to the room you need to:

- you may need to unmute the microphone (click an icon in the bottom left corner)
- support your students in discussing the task
- monitor the activity, taking turns
- clarify/repeat what the other school said if it is unclear for your students

BIG LIVE LESSONS

BIG Live Lessons are based on the above lesson structure. Some activities have been amended to fit the lesson format.

Teachers are asked to:

- share **Student worksheet** in a digital format with the students before the lesson
- attend a *BIG Live Lesson* with their students to follow up on the lesson and monitor students' performance

Students are asked to

- have their worksheets ready – printed out or available in a digital format
- have a piece of paper, a pen and a pencil

