
YOUNG ENTERPRISE

Set up your own business

Type of modul	Project work
Level	B1
Target group	16–19-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Project work
DESCRIPTION OF MODULE	This module focuses on the main steps and decisions involved in starting a business. Ls learn about different forms of business and how to persuade investors to contribute to the future success of a company. They compile a business plan in groups and then present it to the rest of the class who act as potential investors.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to familiarize Ls with the first steps in the business world; ■ to expand Ls' business vocabulary; ■ to practise reading for gist and using the information in a text; ■ to practice speaking using notes; ■ to brainstorm ideas about business-related issues; ■ to experiment with giving a presentation in a team
TIMEFRAME	3 lessons
TARGET GROUP	16-19-year-old learners
LANGUAGE LEVEL	B1
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can</p> <ul style="list-style-type: none"> ■ read a gapped text and predict what kind of information is missing; ■ work together in a group to complete a task; ■ work individually at home as part of team work; ■ speak continuously on a given topic; ■ evaluate each other's and their own work critically.
LINKS OF THE MODULE	
Cross-curricular links	Geography
Links with other modules	Broker Game

FOCI OF SKILLS DEVELOPMENT

Communicative language skills

- debating or discussing a business-related issue;
- comparing alternatives;
- giving a presentation

General educational skills

- developing co-operative skills;
- developing self-confidence in the field of business;
- evaluating self and peer performance

EVALUATION

Formative and summative evaluation:

- Ls evaluate each other's performance based on criteria established beforehand;
- Ls self-evaluate their achievement on a self-assessment form.

SUGGESTIONS

Do not be discouraged if you think you are not familiar enough with the business world: you don't need any additional knowledge or information other than what is included in the module.

Apart from familiarizing Ls with the world of business, this module also intends to help Ls prepare for their final exam, whether it is at the B1 or B2 level. Therefore where we included a task from the oral exam we created both a B1 and a B2 version so that you can choose which one suits a particular L best.

BACK UP SYSTEMS

If you want to read about the different forms of enterprise in Hungarian, go to:
<http://www.cegalapitas.net/infok.html>

You can read more about business plans here:

http://en.wikipedia.org/wiki/Business_plan

<http://www.myownbusiness.org/s2/>

<http://www.bplans.com/sp/businessplans.cfm>

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Filling in information gaps with a partner</p> <p>Debating (or discussing) a business-related issue</p> <p>Evaluating a given institution and a given situation</p>	<p>Reading about a successful young enterprise</p> <p>Having a debate or discussion on whether to start your own business</p> <p>Reconstructing a SWOT-analysis</p>	<p>Expressions connected to setting up a company</p> <p>Expressions used for arguing for your point and/or for giving advice</p> <p>Describing internal and external advantages and disadvantages</p>	<p>1.2 Worksheet A, 1.2 Worksheet B, 1.3 Worksheet, 1.3 Situation cards (2 copies), 1.4 Worksheet</p>
2	<p>Co-operating with others</p> <p>Comparing alternatives</p> <p>Brainstorming ideas about a business project</p>	<p>Putting together a SWOT-analysis</p> <p>Reading and talking about different forms of enterprise</p> <p>Listing things to be included in a business plan</p>	<p>Different forms of enterprise</p> <p>Founding a business</p> <p>Business vocabulary related to the market</p>	<p>Ls' homework, 2.2 Cards A-C, 2.2 Worksheet, 2.2 Glossary, 2.4 Worksheet, 2.5 Evaluation criteria</p>
3	<p>Talking about an enterprise</p> <p>Giving a presentation as a team</p> <p>Self- and peer-evaluation</p>	<p>Making an outline for a presentation</p> <p>Giving a presentation about a business plan</p> <p>Evaluating their own and each other's performance</p>	<p>Vocabulary of a business plan</p> <p>Language of presentations</p> <p>Language of self- and peer-assessment</p>	<p>Ls' slides (enlarged or copied onto overhead transparencies), four A3 sheets, 3.2 Assessment sheet, 3.4 Self-assessment form</p>

PROCEDURE

LESSON 1: LET'S START OUR OWN BUSINESS!

Aims of the lesson:

- to introduce the idea of starting your own business
- to familiarize Ls with the first steps of starting a business
- to expand Ls' business vocabulary
- to plan the sharing of the workload in the project

Materials and resources: 1.2 Worksheet A, 1.2 Worksheet B, 1.3 Worksheet, 1.3 Situation cards (2 copies), 1.4 Worksheet, a box of toothpicks

STAGE 1	Warmer – When I'm 30
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking about plans for the distant future
ORGANISATION	Whole class
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

Ask Ls to imagine that they're 30 years old. (You might ask them to close their eyes and picture their 30-year-old selves.) Give them one minute to think about what kind of things they want to achieve by that time in different aspects of their life such as family, work, money, fame etc. Encourage them to share their ideas with the class.

LEARNERS' ACTIVITIES

Ls will probably mention things connected to business and work anyway, but if they forget, make sure you ask them about it.

STAGE 2	Reading about a successful young enterprise – When he was 30
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for gist and for detail Asking questions about missing information
ORGANISATION	Pair work
AIDS AND MATERIALS	1.2 Worksheet A, 1.2 Worksheet B

TEACHER'S ACTIVITIES

Tell Ls that they are going to read about a man who started an enterprise at a very young age and sold it to a big company for 4.7 million USD when he was 30. They are going to get the same text but with different information missing: they have to ask each other questions to fill in the gaps in their text.

Deal with any useful vocabulary about starting a business such as:

found a company
target audience
invested capital
financial responsibility
enter the global market
become a rival
market leader
key innovation
purchase
takeover

If your learners finish earlier with filling the gaps, ask them to collect the useful expressions instead of you highlighting them.

LEARNERS' ACTIVITIES

Ls fill in their gaps with information from their partner. When they are finished, they compare their versions of the text, which by this time should be identical.

STAGE 3	Debate – Start your own business?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Arguing for your point Refuting counter-arguments
ORGANISATION	Group work Pair work
AIDS AND MATERIALS	1.3 Worksheet (optional), a box of toothpicks

TEACHER'S ACTIVITIES

1. Ask Ls whether they would consider starting their own business at some point in their life. If the proportions of yes's and no's are the same, arrange Ls in two groups based on their answers. If not, simply divide the class into two and tell one half to collect arguments for starting one's own business, and the other one to collect arguments against doing so. Give them 3 minutes to do this.

If your Ls are complete beginners at debating you might want to give out the 1.3 Worksheet with some questions to help them formulate their arguments. In this case, it might even be better to leave out the debate in pairs and have some whole-class feedback on the arguments.

2. Rearrange L-s in pairs so that a pro-person gets paired up with a con-person and give them five minutes to have a debate about this topic. Also give them as many toothpicks as they have arguments and tell them to take one of the other's toothpicks if they like the argument that their partner brings up. At the end of the activity, ask who has taken 0, 1, 2, 3 etc. toothpicks and tell Ls how important it is to think over and possibly accept arguments against our point of view. Make a mental note of Ls who haven't taken any toothpicks so that you can work on their openness/tolerance individually later.

This task prepares Ls for the debate task at the B2 level final exam.

LEARNERS' ACTIVITIES

1. Ls can work in two big groups if the seating arrangement and their working style make that possible, or they can brainstorm ideas in pairs or threes.

VARIATION: FOR LS PREPARING FOR THE B1 LEVEL FINAL EXAMS

AIDS AND MATERIALS	1.3 Situation cards
DESCRIPTION	<p>Instead of a debate, make Ls role-play the situation, which is a compulsory task at the B1 level final exam. If you think it's necessary, collect some phrases used to give advice on the board:</p> <p><i>I think you should...</i> <i>Why don't you...</i> <i>I'd recommend that you...</i> <i>If I were you, I would...</i></p> <p>Tell Ls that both participants have to take an equal part in the role-play.</p>

STAGE 4	SWOT-analysis – How to start a project
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Analysing a situation Planning ahead
ORGANISATION	Whole class Group work
AIDS AND MATERIALS	1.4 Worksheet

TEACHER'S ACTIVITIES

- Write the letters SWOT on the board and ask Ls to guess what these letters can stand for in connection with starting a new business or a new project (S = strengths, W = weaknesses, O = opportunities, T = threats). Help with definitions if Ls run out of ideas:
 - *things you are good at*
 - *things you should be better at*
 - *a positive situation in which you can do sth you want to do*
 - *sth which might mean a danger for your business from outside*

LEARNERS' ACTIVITIES

- By guessing what the letters stand for, Ls start thinking about what kind of things you have to consider when starting your own business.

Tell Ls that a SWOT analysis is a table which is used as a planning tool when you want to start a new business or a new project. Draw a small chart on the board to illustrate what it looks like.

2. To see how it works, distribute the 1.4 Worksheet and put Ls into four groups according to the four sections of the chart. So there will be a “Strengths” group, a “Weaknesses” group, an “Opportunities” group and a “Threats” group. Tell them to look at the 16 statements and pick the four ones that belong to their category. Point out that while strengths and weaknesses tend to be internal factors, opportunities and threats are usually related to other companies or the market in general.

Check answers as a class.

KEY:

strengths: 1, 5, 13, 14

weaknesses: 2, 4, 8, 15

opportunities: 7, 10, 11, 12

threats: 3, 6, 9, 16

STAGE 5	Introducing the project: How to start THIS project
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning ahead Putting forward and reacting to suggestions
ORGANISATION	Group work
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Tell Ls that school is supposed to prepare them for LIFE, so during these three lessons they're going to learn about how to start a business with some friends. The first steps should naturally be: 1) finding the right partners 2) coming up with a product/service 3) doing a SWOT analysis to help future action plans. The outcome of the project is going to be a meeting with venture capitalists (=the other Ls), people who have money to invest in starting businesses.
2. Depending on your Ls, either assign them into groups of four or tell them that they should form groups of four; either way, you should have the groups by the end of the lesson in order to be able to give individual homework. Once you have the groups, tell them to think of a service/product they want to build their business on.

LEARNERS' ACTIVITIES

1. It is important that Ls understand that this is a project module: that so far and in the following lesson they do things that prepare them to create a business plan (a document which contains the most important information about a new business), which they are going to present to the rest of the class in the last lesson. If you haven't done any project work yet, spend 1-2 minutes on explaining how it works.

STAGE 6	Setting homework – Self-analysis
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning ahead Sharing the workload among members of the group
ORGANISATION	Individual work
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

When they have it, their homework will be to fill in all the four sections of a SWOT-analysis about this particular product or service (one L completes only one cell, by brainstorming minimum five items), the analysis of which will be part of the final outcome of the project, the business plan. Get them to decide who is doing which box.

Suggestion: If your class cannot be divided into groups of four, make bigger groups rather than smaller ones; e.g. have one or two groups of five. Make sure that you put weaker Ls in these bigger groups and that they share one of the SWOT criteria to work with at home with a more able L.

LEARNERS' ACTIVITIES

Ls collect minimum five strengths, weaknesses, opportunities and threats for the product/service they have chosen. It is important for Ls to share the workload from the very beginning. By dividing the homework among them you ensure that everybody has something to do and that the analysis is the result of co-operation.

LESSON 2: PLANS FOR YOUR BUSINESS

Aims of the lesson:

- to use Ls' individual work to create a complete analysis
- to practise reading for gist about different forms of business
- to speak about forms of business using notes
- to generate ideas about a business plan and organise these into categories

Materials and resources: Ls' homework, 2.2 Cards A-C, 2.2 Worksheet, 2.2 Glossary, 2.4 Worksheet, 2.5 Evaluation criteria

STAGE 1	Checking homework – Put together your complete SWOT
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Critically evaluating others' work Differentiating between internal and external factors Discussing and compromising between different opinions
ORGANISATION	Group work
AIDS AND MATERIALS	Ls' homework

TEACHER'S ACTIVITIES

Put Ls into the same groups of four as in 2.5 and tell them to finalise their SWOT-analysis based on the items they came up with as homework. Remind Ls that this analysis will be part of the final outcome that is going to be evaluated at the end of the project.

Circulate and help where necessary.

LEARNERS' ACTIVITIES

Ls should not only copy each other's work onto their own worksheet but also critically evaluate what the others have written, with special emphasis on the difference between strengths and opportunities and weaknesses and threats, respectively.

STAGE 2 (OPTIONAL) Note-taking – The most common forms of enterprise in Hungary

TIME 7 mins

SKILLS AND COMPETENCIES IN FOCUS Reading for gist
Finding the key points in a text
Effective note-taking

ORGANISATION Individual work

AIDS AND MATERIALS 2.2 Cards A-C, 2.2 Worksheet, 2.2 Glossary

TEACHER'S ACTIVITIES

1. This is a very strictly timed lesson, but if your Ls are good and quick readers, this stage can be a very good lead-up to Stage 3.

Tell Ls that it is very important to choose the right form of enterprise and ask them what forms of business they are familiar with.

If the joint-stock company comes up, tell them you usually create a joint-stock company from an already existing enterprise so you will focus on the other three forms.

2. Divide the class into three groups, A, B and C. Give each L one of the 2.2 Cards with the same letter sign as the name of their group, a glossary with the same letter sign, and a copy of the 2.2 Worksheet and ask them to fill in the relevant column based on the information they find on their card.

LEARNERS' ACTIVITIES

1. Ls will probably have heard of private entrepreneurship, limited partnerships, limited liability companies and joint-stock companies, even if they cannot supply the English terms for them.

2. If your Ls do this stage, they will only have ten minutes for Stage 3, but they will also have less to do there, as by that time they have finished reading the cards.

STAGE 3	Reading and speaking – Forms of enterprise
TIME	17 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for gist Finding the key points in a text Speaking Taking notes while listening
ORGANISATION	Individual work Group work
AIDS AND MATERIALS	2.2 Cards A-C, 2.2 Worksheet, 2.2 Glossary

TEACHER'S ACTIVITIES

1. Tell Ls that it is very important to choose the right form of enterprise and ask them what forms of business they are familiar with.

If the joint-stock company comes up, tell them you usually create a joint-stock company from an already existing enterprise so you will focus on the other three forms.

2. Put Ls into groups of three. Have an A, a B and a C in each group. Give each L a copy of the 2.2 Cards that has the same letter as the L was given and tell them to read what's on their card in 2-3 minutes.

If your class cannot be divided by three, make bigger groups e.g. one or two groups of four with weaker Ls sharing the same reading text with a more able one.

3. Give out the 2.2 Glossary and the 2.2 Worksheet and ask Ls to share the information they have read with the others in their group, filling in the table on the worksheet together. Tell Ls to place all the three glossaries on the desk so that they can follow the others better.

LEARNERS' ACTIVITIES

1. Ls will probably have heard of private entrepreneurship, limited partnerships, limited liability companies and joint-stock companies, even if they cannot supply the English terms for them.
2. Hopefully your Ls are already used to guessing the meaning of unfamiliar words from the context. Instead of giving them the 2.2 Glossary straight away, you could tell them before they start reading that they can decide after one minute whether they need a glossary. Remind them that in exam situations like the final exam one is not allowed to use a dictionary and encourage them to choose the seemingly more difficult option of working meanings out for themselves.
3. Encourage Ls to go row by row rather than column by column since this way they are actually comparing the three different forms of enterprise, and also taking turns more frequently.

4. Check answers by asking about certain boxes in the table, e.g. *For which form of enterprise do you not need a lawyer?* (private entrepreneurship), *What's the minimum invested capital for an LP?* (there is no minimum).

STAGE 4	Brainstorm – What would YOU include in a business plan?
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Generating ideas in small groups Setting up categories
ORGANISATION	Group work
AIDS AND MATERIALS	2.4 Worksheet (optional)

TEACHER'S ACTIVITIES

1. Ask Ls what they need to start a business and elicit “money”. Ask them where they can get money from (save, borrow from friends or parents, take out a loan etc.).
2. Introduce the term “venture capitalist” as a person who invests money in a new company, thereby taking a certain risk. Ask Ls how they would go about persuading someone to invest in their company and elicit the word “plan” (they will probably come up “*I'd tell them what I want to do with my company*” very quickly so this shouldn't take too much time). Then tell Ls to get into their groups of four and brainstorm what kind of things they would include in their own business plan.
Circulate and help if Ls get stuck, but insist on creating a plan using their own ideas.

LEARNERS' ACTIVITIES

1. Ls might not think of finding investors as a way to obtain money. In that case, try to steer them in that direction with questions like:
Is it only banks that can have a lot of money?
If YOU had a lot of money (and your own business already), what would you do with it?
2. The basic questions are: *What do our investors need to know about our company?* and *What will persuade our investors to put their money in our business?*

3. After about 7-8 minutes, tell Ls that it is a good idea for a business plan to have about four sections as this is enough to write about all the important issues and short enough to be easy to read. Also recommend that they include a SWOT-analysis as one of the sections and the organizational structure of the company as another one, so there are two more sections they can decide about. Tell Ls to try to organize their ideas into these four sections in their business plan.
3. Ls organise their ideas into four categories that will be sections of their business plan.

Note: The best way to suggest that Ls include a SWOT-analysis and the organisational structure of the company in their business plan is by looking at Ls' ideas and see if anyone has these. If they do, recommend it as a good idea coming from the Ls. You can use this technique with the other two sections of the plan, too.

4. When groups have decided about the sections, ask them to write them on the board. Then take a vote which four everybody will include in their plans.
4. When Ls have the names of business plan sections, they write them on the board.

Note: If your class establishes relevant categories, you don't need to use the 2.4 Worksheet at all. We think it is far more motivating for Ls to use a template that they themselves have created than the one that is given to them.

One category can only appear once in the list. Ls have a vote on which sections they want to have in all the plans. When only four categories are left, Ls pool ideas what they may include into those sections.

If, by any chance, you notice that your Ls come up with irrelevant or unviable categories (e.g. ones requiring advanced mathematics), do not run the voting session. Praise them for their efforts and give out the 2.4 Worksheet, emphasizing the similarities between that list and the categories / sections they came up with. They probably profited from the brainstorming process and will feel more confident when sitting down to write up one section of the business plan as homework.

VARIATION: FOR LS WHO FIND IT HARD TO COME UP WITH THE SECTIONS FOR THE BUSINESS PLAN

AIDS AND MATERIALS

2.4 Worksheet

DESCRIPTION

Follow Stages 1 and 2 as above, but before you put Ls into groups of four to brainstorm ideas, give them the four categories: Introduction, Company summary, The market and marketing, SWOT-analysis.

After some minutes, give out the 2.4 Worksheet and give Ls five minutes to match each section with one of the categories and indicate if they could use a chart or a diagram as illustration. Check answers as a class.

KEY:

competitive comparison	3
keys to success	1
<u>management team</u>	2
market analysis	3
<u>market segmentation (customers)</u>	3
marketing and pricing strategy	3
mission	1
name of company	2
objectives	1
opportunities	4
<u>organizational structure</u>	2
ownership, invested capital	2
personnel plan	2
<u>products, future products</u>	1
<u>start-up costs</u>	1
strengths	4
threats	4
weaknesses	4

Ask Ls to add ideas from the worksheet into their plans and mark the sections they could illustrate with a visual aid.

STAGE 5	Setting homework – Write your own business plan
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Co-operating with others Creative writing with the help of question prompts, in the form of notes Creating an outline for what you are going to say
ORGANISATION	In class: group work, at home: individual work
AIDS AND MATERIALS	2.5 Evaluation criteria

TEACHER'S ACTIVITIES

Remind Ls that in the next lesson they will have to present their business plan to the venture capitalists (the other Ls), who are going to decide whether they invest in the given company or not. The homework is to prepare this presentation. As in real business life, the groups are going to divide the workload among themselves and do the presentation as teamwork: each L has to elaborate on one section of the business plan. Tell Ls that they will have four minutes for the whole presentation, so one L will have about one minute to talk. Therefore, they do not have the time to talk about everything in their section of the plan, so they need to choose the aspects they think would persuade the venture capitalists the most to invest into their business. Since visuals are essential for any good presentation, Ls will have to create a “slide” to illustrate each section: either a Power Point slide if you have the equipment to project slides, or just an A4 sheet with notes that before the lesson you can 1) copy onto an overhead transparency or 2) enlarge to make it an A3 that can be easily seen from a smaller distance.

Tell Ls that they will have four minutes for the whole presentation, so one L will have about one minute to talk. Therefore, they do not have to talk about every section in their category, just choose the aspects they find the most interesting. Give them a copy of the 2.5 Evaluation criteria card so that they know what the assessment of their presentation is going to be based on.

Tell Ls to arrange the desks and chairs before the next lesson to create a business meeting atmosphere: the easiest is probably to put (some of) the desks in the middle and the chairs around them, as in a meeting room.

LEARNERS' ACTIVITIES

If Ls have never made a Power Point slide before, tell them the following tips: for the best result they should have maximum six lines on a slide, which should be an A4 page in landscape position, leave some space between two lines, and use minimum font size 22 if they type it and a font that is easy to read from a distance because letters are clearly separated, such as Verdana, Tahoma, Arial, Courier etc. all Sans Serif.

LESSON 3: GET SUPPORT FOR YOUR BUSINESS

Aims of the lesson:

- to write an outline for a presentation based on the slides prepared for it
- to give a presentation about a business plan using notes
- to evaluate each other's presentations
- to evaluate one's own work throughout the project

Materials and resources: Ls' slides (enlarged or copied onto overhead transparencies), four A3 sheets, 3.2 Assessment sheet, 3.4 Self-assessment form

STAGE 1	Warmer – Our slide show
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for gist Writing an outline for a presentation
ORGANISATION	Group work
AIDS AND MATERIALS	Ls' slides (enlarged or copied onto overhead transparencies), four A3 sheets

TEACHER'S ACTIVITIES

Check the seating arrangement and then send the four groups to four different parts of the room to have a look at everyone's slide and to create an outline, using the main ideas of all the slides. Tell groups to rehearse their presentation.

LEARNERS' ACTIVITIES

Ls also agree on the order that they are going to present their sections in if they haven't done so before.

STAGE 2	Presentations – The venture capitalist meeting
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Giving a presentation Speaking using notes Assessing a presentation based on given criteria
ORGANISATION	Group work
AIDS AND MATERIALS	3.2 Assessment sheet

TEACHER'S ACTIVITIES

Ask the groups to give their presentations in turns. (Draw lots if you want to be fair or take the name of the companies in alphabetical order if you like, but don't spend too much time on this.) They have four minutes to talk and then the venture capitalists have one minute to ask questions related to what they heard, or about something that they saw on the slide but was not mentioned. Be strict with timing.

LEARNERS' ACTIVITIES

Ls listen to the presentations and meanwhile fill in a 3.2 Assessment sheet for each group individually.

Ls can help each other with timing, e.g. if you have a timekeeper who signals with his/her fingers when a minute is over and the next speaker should start. Those members of the presenting group who are not talking at the moment should ensure that the right slide is being shown.

STAGE 3	Feedback – The decision of the venture capitalists
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Peer-evaluation Assessing a presentation
ORGANISATION	Whole class
AIDS AND MATERIALS	3.2 Assessment sheet

TEACHER'S ACTIVITIES

When all the four presentations are over, ask Ls to evaluate the business plans. Start with the first presenting group and ask for positive feedback first, and constructive criticism afterwards. Finally, ask the venture capitalists whether they would invest in this company. Do this with all the four companies.

Collect the 3.2 Assessment sheets and either 1) cut each one up into three parts and give the relevant sections to each group or 2) take them home, have a look at them, and give written feedback to your Ls next time, including your own evaluation of their work.

LEARNERS' ACTIVITIES

Hopefully your Ls already feel comfortable about evaluating each other's work and their decision to invest (or not) in the company will be governed by business reasons, not personal ones. If for some reason, however, you feel that an open vote would not be a good idea, have everyone close their eyes when voting and report on the decisions at the end of the activity, or only do Step 2. You may decide only to do Step 2 if you think you need more time for the presentations and/or for preparing for the presentations.

STAGE 4	Assessment – Evaluating the project
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Self-assessment
ORGANISATION	Individual work Whole class
AIDS AND MATERIALS	3.4 Self-assessment form

TEACHER'S ACTIVITIES

Tell Ls that now they will have to evaluate themselves in relation to this three-lesson-long project and the business plan they have compiled and presented. Give everyone a copy of the 3.4 Self-assessment form. Collect these at the end of the lesson and file them for future reference. If, while looking at them after class, you find something in them that you should react to, do not hesitate to do so.

LEARNERS' ACTIVITIES

Ls will probably have filled in a number of forms like this so you might want to remind them not to do it out of habit but think over carefully all the different tasks during the last three lessons (and the homework), and evaluate their achievement in the light of these.