

English in Mind Second edition

Level 5 Unit 10

Lesson Plan

Teaching creativity to the next generation of entrepreneurs is not as wacky as it sounds

THE INDEPENDENT

AIMS

- to read extensively and study a text related to the Unit theme
- to scan for specific information and read for detail
- to practise dictionary skills
- to understand words in context
- to focus on collocation of specific items
- to review and practise past simple and past perfect (active and passive)
- discussion

Total time (approx): 1 hour 20 minutes

(Note: Some exercises can be set for homework)

Reading comprehension (1): scan reading

- 3** The scanning skills practised in this exercise will help make students aware that full understanding of a text is not always necessary for certain reading tasks. Students should scan the text individually for the relevant words and then match them to the names given. Allow no more than two minutes to reinforce this reading technique. Students then compare answers. Provide feedback.

Key: 1d 2b 3e 4c 5a

Time: 3–4 minutes

Lead-in

- 1** Hand out the worksheet. To introduce students to the theme of the text and activate background knowledge and vocabulary, put students into pairs to discuss the questions. Pre-teach 'entrepreneur' and 'wacky'.

Time: 3–5 minutes

Vocabulary (1): dictionary skills

- 2** This exercise focuses on some of the words in the text that students might be unfamiliar with. Put students into pairs and give each pair a list of words, either A or B. Allow them five minutes to check the meaning of the words and prepare a definition. Then re-pair the students, so that each new pair consists of one student A and one student B. Students swap their lists and As test Bs on their list and vice versa. Set a short time limit to maintain pace.

Student A	Student B
to vanish stapler mindset hammer	innovation innate skill to carve out

Time: 10–12 minutes

Reading comprehension (2): understanding detail

- 4** This exercise checks students' understanding of the finer detail of the text. Initially it is best done individually to allow each reader time to process information. Students should then compare answers in pairs before checking as a class. Possible answers are provided in the Key. Students then discuss the follow-up question with their partner before sharing ideas as a class.

Key:

School	How does it try to encourage creativity?
Lancaster University Management School	Sabine Junginger tries to make students more aware of how they think. She does this by giving them a number of objects and getting them to sort them into categories of their own making.
Bristol Business School	Nicolas O'Regan encourages them to develop their indigenous entrepreneurial spirit. He also tries to make students aware of their own mindset, thus allowing them to become more entrepreneurial and competitive.
Esade Business School	Jonathan Wareham uses techniques for design thinking and creative play to stimulate the mind and raise questions about rules, categories and limits.

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Manchester Business School	Tudor Rickards tries to challenge people on the way they see themselves and to 'push out the limits on their thinking'.
Judge Business School	Shailendra Vyakarnam believes it is innate, but killed off as we grow up. He says it is skills-based and therefore can be learnt when self-confidence and inspiration in role-models are found.

Time: 8–10 minutes

Vocabulary (2): words in context

- 5 This activity aims to encourage students to use context to work out meaning, thereby developing coping strategies for tackling more difficult texts. Do the example question with them demonstrating how context supports meaning, and then ask them to work in pairs to complete the exercise. The Key provides possible answers. Concept check for understanding.

Key:

- 1 encouraging their students to start thinking imaginatively (para 3)
- 2 a large pile (para 4)
- 3 existing in a place or country; coming from that place (para 5)
- 4 literally 'become glassy', but when someone's 'eyes glaze over' it means that they stop thinking clearly (perhaps due to boredom) (para 6)
- 5 experiencing / coming into contact with (para 10)

Time: 6–8 minutes

Vocabulary (3): collocation

- 6 Collocation, the way in which some words regularly occur together, is an important aspect of language learning. Before students begin the exercise, check their understanding of this term by giving an example and eliciting others. When they have completed the sentences, they should construct sentences of their own with a partner to check understanding. In feedback, draw attention to other possible collocations.

Key: 1 glittering (para. 1) 2 own path (para. 1) 3 living (para. 3) 4 set me off (para. 3) 5 raises/raised (para. 6)

Time: 8–10 minutes

Grammar: past simple and past perfect

- 7 This exercise aims to clarify the distinction between the past simple and the past perfect, both active and passive. Students should work individually for a minute or two to allow weaker students to process the information. They can then discuss their answers in pairs.

Key:

- 1 doing the PhD, then commercialising the research. 'commercialized the research' (past simple); 'he had done' (past perfect)
- 2 Sentence (b) is a past perfect active sentence and (c) is a past perfect passive sentence. 'He' is at the beginning of sentence 'b' in order to focus attention on the subject.

Rules:

- i) The *past simple* indicates an action in the past. The *past perfect* (active or passive) is used to indicate a time in the past, as seen from a time in the *past*. The form of the past perfect is *had* + past participle.
- ii) The passive voice is used when we want to focus on the person or thing affected by the action. The form of the past perfect passive is *had* + *been* + past participle
- iii) The research the Judge student had recently done for his PhD in engineering *was recently commercialized*.

Time: 6–8 minutes

- 8 This exercise provides practice in distinguishing between the uses of the past simple active and passive and the past perfect active and passive. Students should work individually for a minute or two to allow weaker ones to process the information. Then, allow them to work in pairs.

Key: 1 attended 2 were set 3 was 4 managed 5 was 6 dropped out 7 set up/had set up 8 was set up 9 had risen 10 was carried out 11 had been given 12 had been ignored

Time: 6–8 minutes

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Lesson Plan**Teaching creativity to the next generation of entrepreneurs is not as wacky as it sounds****THE**  **INDEPENDENT****Discussion**

- 9** These activities provide an opportunity for students to build fluency and improve conversational strategies. Before the discussion task (a), it may be useful to recap some of the qualities and skills mentioned in the text. Monitor students' discussions for later error correction. Task (b) may be used for an imaginative class. Provide some initial support by asking students to consider what jobs they dislike doing and what might help (i.e. robot cleaner to tidy their room). Each pair should discuss their product for a few minutes before telling the class about it. The class can then vote on the best one.

Time: 12–15 minutes

Further work

- 10** *Reading and speaking: information exchange.* Ask students to read in detail about either Jo Morey (paras 11 to 15) or Sarah Wightman (paras 16 to 20) and answer the questions below.
- What work experience did she have before doing an MBA?
 - What is her business idea?
 - How did the MBA help her achieve this?
 - What other important points are made?

Students should write notes in their own words and then use these notes (rather than referring to the text) as the basis for an information-exchange activity with a partner. Students can then discuss and compare the two stories presented and decide who, in their opinion, has been the more successful.

- 11** *Writing.* Students write a letter to a company of their choice stating the reasons why they should be taken on to do a two-month internship over the summer holidays. They should give details of their qualifications as well as information highlighting their personal qualities and skills. This can be extended to an interview role play, where students work in pairs to interview each other for the position using the letter as a basis.

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Lesson Plan and Worksheet author: Ruth Taylor

Editor: Jacqueline French