

English in Mind Second edition

Level 5 Unit 10

Worksheet

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

THE INDEPENDENT

Lead-in

1 Look at the title and then discuss the following questions in pairs.

- What entrepreneurs do you know of? What are they famous for?
- How can you teach creativity? What do you think a teacher can do to encourage it?

Vocabulary: dictionary skills

2 Your teacher will give you a list of words that appear in the text. Check the meaning of each word in your dictionary. In a few minutes you will explain them to another student using *your own words*. In the box below, write the words that your *new partner* explains to you.

My words

Partner's words

Reading comprehension (1): scan reading

3 Scan the article very quickly and match the people to the business schools.

- | | |
|--|------------------------|
| 1 Lancaster University Management School | a Shailendra Vyakarnam |
| 2 Bristol Business School | b Nicholas O'Regan |
| 3 Esade Business School | c Tudor Rickards |
| 4 Manchester Business School | d Sabine Junginger |
| 5 Judge Business School | e Jonathon Wareham |

Reading comprehension (2): understanding detail

4 Read the article more carefully and complete the table.

School	How does it try to encourage creativity?
Lancaster University Management School	
Bristol Business School	
Esade Business School	
Manchester Business School	
Judge Business School	

In your opinion, which is the best way to encourage creativity? Why?

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Vocabulary (2): words in context

5 Look at the sentence below:

‘You did your MBA and a glittering career in banking or consultancy *beckoned*.’

From the context we know that the word in italics is a verb, and we can guess that the meaning is similar to ‘call’, i.e. we might say

‘...a glittering career in banking called you.’

Now with your partner use context to guess the meaning of the words and phrases in italics in the sentences below and write alternatives in the spaces below.

1. ‘And increasingly business schools are working hard at *getting their students’ creative juices flowing*.’

2. ‘Students in her recent class were given *a mound* of objects – from kitchen equipment through to staplers and hammers.’

3. ‘Bristol Business School students are encouraged to develop their *indigenous* entrepreneurial spirit, reflecting the high level of business creativity in the region.’ (The last few words of the sentence are very helpful)

4. ‘But then your eyes *glaze over* and you start worrying about, “Are we allowed to combine things?”’

5. ‘A Judge student ... developed a micro-antenna after *being exposed to* teaching about entrepreneurship.’

Vocabulary (3): collocations

6 The words in italics in the sentences below appear in the text. Find them and then fill in the missing words to complete the expressions.

- 1 It looks like Obama will have a _____ *career* in politics. The whole world seems to be enthused by him.
- 2 Maxine has been trying *to carve out* her _____ in life, but her father is very insistent on her doing a law degree.
- 3 Brian is _____ *proof* that you don’t need a degree to be successful in life – he owns and manages a very successful marketing company.
- 4 I’d planned to study journalism at university, but my gap year experiences abroad _____ *in a different direction* and I decided to become a doctor.
- 5 The discussion _____ some very interesting *questions*.

Now work with a partner to create your own sentences using each of these complete expressions.

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Grammar: past simple and past perfect

7 Look at sentence (a) from the text.

(a) *A Judge student recently commercialized the research he had done for his PhD in engineering.*

- 1 Which happened first, 'commercializing the research' or 'doing the PhD'? Underline the parts of the sentence which help you decide this. What do you notice about the tenses?

Now look at the following sentence (b) from the text and compare it with sentence (c).

(b) *He had never been exposed to ideas of entrepreneurship before.*

(c) *Nobody had ever exposed him to ideas of entrepreneurship before.*

- 2 How are they different? Why is 'he' at the beginning of sentence 'b'?

Complete the rules by filling in the gaps.

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

_____.

The form of the past perfect is _____ + _____

- 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 _____ + _____ + _____

- iii) Now make sentence (a) passive.

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8 Practice. Complete the text with the correct form of the verbs in the box. The verbs will be in either the past simple or the past perfect, active or passive. There may be more than one possibility.

ignore attend be (x2) rise drop out set carry out set up (x 2) manage give

INSPIRATIONAL PEOPLE

Bill Gates is one of the best known entrepreneurs of the personal computer revolution. Although he (1) _____ a top university in the USA, Harvard, the foundations of his future career (2) _____ at Lakeside School, an exclusive preparatory school. It (3) _____ also here that he (4) _____ to program the school timetable so that he (5) _____ in class with mainly girls. However, Bill Gates didn't follow a typical academic path. He (6) _____ of Harvard to devote his energies full-time to developing Microsoft, a company he (7) _____ in 1975 with his childhood friend Paul Allen.

So why is Bill Gates inspirational? Well, he's a major philanthropist. The Bill and Melinda Gates Foundation, a charitable organization, (8) _____ in 2000, after he realized that public opinion (9) _____ against him following criticism of his business practices. When a survey (10) _____ in 2007, it established that over \$28 billion (11) _____ to charities, which (12) _____ largely by governments and other large organizations.

Discussion

9 (a) Discuss the following questions with a partner or in small groups.

- Is creativity the most important quality for an entrepreneur? If so, why? If not, what is?
- Who do you think is an inspirational person? Why? What qualities does this person have?

(b) Decide on a product together. It can have a serious or fun objective. Consider the following questions and discuss your ideas:

- What does this object do? How does it work?
- Who will buy it?

Now, tell the class about your product.

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