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**STARTING A BUSINESS  
HOW TO WRITE A BUSINESS PLAN**

**TEACHING NOTES**

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## UNIT 1: THE IDEA

### Lesson 1: Deciding what is best.

TIMING: 1 or 2 sessions.

ROOM: Classroom

Almost all the activities must be done in groups (maximum 3).

#### **ACTIVITY 1:**

First, to introduce the lesson use the *THE IDEA power point*, then read the activity and make a brainstorming with all the groups to find out how much about business they are able to express in English.

Second, use the *ACTIVITY 1 power point* to revise all the expressions they should use to express opinions, describe ideas, suggestions...

Finally revise the concepts they have to use to fill in the grid and let them fill in the grid in groups.

### Lesson 2: Writing down what you are planning

TIMING: 1 or 2 sessions.

ROOM: Computer room

#### **ACTIVITY 2**

The first part of the activity has to be done individually, each member of the group has to describe themselves, to do so, they have to use the vocabulary provided. Probably they don't know the meaning of many of the words, so it would be useful to use on-line dictionaries. Besides they need to use a word processor to do the rest of the task.

In order to make them more conscious of their personal skills, students will be given the *skills handout*.

The rest of the activity has to be done again in groups, using again on-line dictionaries and computer applications.

Before doing any of the four parts of the activity it might be useful to do a brainstorming in order to check if the students know the meaning of all the vocabulary required.

In point 3, an explanation about financial sources is necessary, students will be given the *source of finance handout*, and after a brief brainstorming they will have to write the definition of the

different sources of finance they might use in their business.

The final writing has to include, the three individual completed writing frames and the common parts.

### Lesson 3: Explaining your idea

TIMING: 1 or 2 sessions.

ROOM: Computer room

#### **ACTIVITY 3**

To introduce this activity the teacher will use the power point: *How to do an effective Power Point presentation.*

Before making the power point presentation the students will be given the following handouts: *PRESENTATION SELF-ASSESSMENT SHEET*, in order to know how to assess their own work, and the *BUSINESS IDEA EVALUATION* to know how they will be evaluated by the rest of the groups.

The two handouts, the completed grid and the power point presentation must be given to the teacher. The teacher will also assess the oral expression.

## UNIT 2: MARKET RESEARCH

### Lesson 1: Get ready for research!

TIMING: 1 or 2 sessions.

ROOM: Computer room

#### ACTIVITY 1

Activity 1 should be introduced with the power point: ***LOCATION***, then they should decide where their business location is going to be analyzing pros and cons. After this, they will need to check on the internet the location, and to look up through the website what the rent prices are.

#### ACTIVITY 2

To introduce this activity the teacher can use the ***KNOW YOUR CUSTOMERS handout***, but not necessarily, regarding the language requirements maybe it would be a good idea for the students to revise how to make questions in English, using correct grammar and structures.

Each member of the group has to interview 15 potential customers, and all the data have to be reflected in a worksheet. Some conclusions have to be made about the results.

### Lesson 2: Investigating your competitors.

TIMING: 1 or 2 sessions.

ROOM: Computer room

#### ACTIVITY 3

To introduce the topic the teacher should use the ***Marketing Mix power point***, it would be advisable also that the students look up through the internet two important concepts:

#### DIFFERENTIATION/POSITIONING

And then make a brainstorming to find out what they have understood about these two key concepts.

### Lesson 3: Pricing methodologies.

TIMING: 1 or 2 sessions.

ROOM: Classroom

#### **ACTIVITY 4**

The product life cycle is explained in a power point: **PRODUCT LIFE CYCLE**.

Price methodology is going to be introduced by a jigsaw activity so they will need the **METHODS OF PRICING handout** . After doing the jigsaw, and in order to review if the key concepts are clear it would be necessary to revise them with the **PRICE power point**.

### Lesson 4: Differentiating your product and identifying your audience

TIMING: 1 or 2 sessions.

ROOM: Classroom

#### **ACTIVITY 5**

To complete the first part of this activity the students should revise the whole unit and apply the data they collected to design their marketing plan. They can be given two more handouts, if necessary.

#### **CREATING YOUR MARKETING STRATEGY**

#### **PRODUCT DIFFERENTIATION**

And for the second part of the activity these two handouts might help:

#### **THE LANGUAGE OF ADVERTISEMENT**

#### **ADVERTISEMENTS**

If using them, they should be read aloud in class and difficult vocabulary must be checked.

## Lesson 5: Starting a promotional campaign.

TIMING: 2 or 3 sessions.

ROOM: Computer room

### ACTIVITY 6

For this activity students can use the two advertisements handouts used in activity 5, and for the promotional video it might be useful (but not essential) the [\*\*\*TIPS FOR A PROMOTIONAL VIDEO handout\*\*\*](#); they can also collect more information from the internet.

The activity can be done in Spanish or Catalan and then translated to English.

To estimate the total cost of the promotional campaign they have to check prices in the website.

## UNIT 3: PRACTISING BUSINESS

### Lesson 1: Are you able to sell your product?

TIMING: 1 or 2 sessions.

ROOM: Classroom

First of all it is always necessary to check the vocabulary.

This activity consists of a role play, first they have to identify the stages of a sale, and then use the expressions to close a sale; with the [assessment sheet 1](#) they have to be evaluated by the other groups.

### Lesson 2: Business roles

TIMING: 1 or 2 sessions.

ROOM: Classroom

In this lesson students are confronted with real life situations and they have to make up solutions for solving problems. The activities can be done first in Spanish or Catalan and then translated to English. The teacher may evaluate the difficulty of these activities, regarding the level of the students and may not do some of the activities.

In activity 8 the students will need the [assessment sheet 2](#).

### Lesson 3: Solving problems.

TIMING: 1 or 2 sessions.

ROOM: Computer room/classroom

### **ACTIVITIES 9, 10**

As an introduction to these activities the teacher will use [the letters of complaint handouts](#)  
The complaint must be related with the business they are hypothetically running.

### **ACTIVITY 11**

Before doing the role play students must write a script, decide the role of everyone and rehearse the role play.

### Lesson 4: Hiring employees (the CV)

TIMING: 1 or 2 sessions.

ROOM: Computer room

#### **ACTIVITY 12**

As an introduction to these activities the teacher will use the [\*Tips for writing a CV power point\*](#) and the [\*Sample of a CV handout\*](#).

The job must be related with the business they are hypothetically running.

### Lesson 5: Hiring employees (the Interview)

TIMING: 1 or 2 sessions.

ROOM: Classroom

#### **ACTIVITY 13**

As an introduction to these activities the teacher will use the [\*Job interview power point\*](#)  
The job must be related with the business they are hypothetically running.

Before doing this activity students must write a script and decide the role of everyone.

For the evaluation the students will be given the [\*Assessment sheet 3 handout\*](#).