

Leaving Certificate

Business Studies

Enterprise

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

Levels	Students' English-language skills should be developed to Level B1 during funded Language Support. Mainstream subject learning will require the development of skills at Level B2 if students are to cope with public examinations.	
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.	
Learning focus	Using Business textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>The Business Leaving Certificate</i> by John F. O'Sullivan.	
Contents of this Unit		Page
	Keywords	3
	Vocabulary file	4, 5
	Activating students' knowledge	6
	Focus on vocabulary	7, 8
	Focus on grammar (<i>regular and irregular verbs</i>)	9
	Focus on reading	10, 11, 12
	Focus on writing (<i>swot analysis, writing a business plan</i>)	13, 14
	Answer Key	15

Using this unit

Language support and mainstream subject class

The sections **Activating students' knowledge**, **Focus on vocabulary**, and **Focus on grammar** have been designed, in particular, for Language Support classes.

Focus on reading and **Focus on writing** are suitable for use in either Language Support or subject classes.

Answer Key

Answers are provided at the end of the unit for all activities except those based on free writing.

Textbooks

This unit focuses on the section *Enterprise* of the Leaving Certificate Business curriculum. Students will need to use their textbooks if they are to gain the most benefit from the activities.

Learning Record

The Learning Record is intended to help students monitor their progress. This can be downloaded or printed from the website in the section *Advising Students and Record of Learning for the Leaving Certificate*. A copy of the Learning Record should be distributed to each student for each unit studied.

Students should:

1. Write the subject and topic on the record.
2. Tick off/date the different statements as they complete activities.
3. Keep the record in their files along with the work produced for this unit.
4. Use this material to support mainstream subject learning.

Symbols

Symbols are used throughout the unit to encourage students to develop their own learning and support materials.



prompts students to file the sheet when they have completed the activity. This is used for activities which can be used as a reference in the future e.g. for subject classroom, revision, homework etc.



prompts students to add vocabulary, definitions, or examples of vocabulary in use to their own personal glossary for the topic. A personal glossary makes study and revision more efficient.

Keywords

The list of keywords for this unit is as follows:

Nouns

enterprise
business
entrepreneur
risk
opportunities
entrepreneurship
skills
clubs
community
situations
employees
characteristics
service
initiative
importance
customers
market
ideas
product
management

Verbs

to introduce
to take
to set up
to be able to
to establish

Adjectives

new
innovative
enterprising
personal

NAME: _____ DATE: _____
Leaving Certificate BUSINESS: Enterprise

Vocabulary file for the topic
ENTERPRISE

Word	Meaning	Page(s) in my textbook	Note
enterprise			
entrepreneur			
entrepreneurship			
initiative			
customers			
market			
product			
situations			



NAME: _____ DATE: _____
Leaving Certificate BUSINESS: Enterprise

Word	Meaning	Page(s) in my textbook	Note
employees			
management			
skills			
risks			
community			
to set up			
to establish			
innovative			
enterprising			



Introduction

Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

enterprise

entrepreneur

a new business

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

NAME: _____ DATE: _____
Leaving Certificate BUSINESS: Enterprise

Level: B1
Individual / pair

Focus on vocabulary

1. Word building

Complete as much of the grid as possible. There may not be words for every space.
Use your dictionary or textbook if necessary.

Noun – object / action /situation	Person / people	Adjective	Verb(s) 1) verb form of the noun 2) verb typically used with this noun
employment			
risk			
innovation			
management			
enterprise			

2. Vocabulary in use

Write a short sentence using each of the following words. Check your text book or dictionary if you are not sure.

market _____

innovation _____

initiative _____

skills _____

service _____



3. Matching

Match each expression in Column A with a definition in Column B. Draw a line between the matching expressions.

Column A	Column B
spotting an opportunity	being prepared to try something that may be difficult
to invest in something	to be good at thinking about and doing new things, especially things that will make money
identifying resources	to produce money in a business or activity
to be enterprising	seeing or noticing a chance to do something
accepting a challenge	to recognise that a person, product or material will be useful
to generate profit	to put money into something because you think it will be good or successful

4. Characteristics of people

A person who starts up a business, especially when there are some risks, is called an **entrepreneur**.



Read the descriptions in the box below and circle those that describe the characteristics or personality of an entrepreneur. Use your dictionary if you are not sure.

self-confident	unmotivated	
creative	old-fashioned	
afraid	innovative	
good communicator	lazy	motivated
problem solver	energetic	indecisive
shy	decisive	hard working

Level: B1 Individual / pair

Focus on grammar

5. Verbs

Use verbs from the box below to complete this text. The verbs will be used in different forms.

When Richard _____ a new business he began by _____ as many new ideas as possible. He wanted _____ a gap in the market in his local area. He generated more ideas by _____ to as many people as possible. Then he _____ a plan for his business. He had some of his own money _____ and he _____ more money from the bank. He was confident that he would _____ his goals. In the first year he _____ three new products. He _____ these in newspapers and on the radio. He _____ to his customers and used their comments to improve his business.

to spot	to generate	to borrow	to draw up
to set up	to invest	to develop	to listen
to speak	to reach	to advertise	

6. Regular and irregular verbs

Read the sentences in the first column and put the verb in the Past Tense column. Be careful about spelling and the past tense forms. If you are not sure, check your dictionary or grammar book. Tick to show whether the verb is regular or irregular.

When you have finished, highlight the **irregular** verbs. You should add these verbs to your personal dictionary. You may also put your own note or translation in the right hand column.

Verb	Past tense	Regular (✓)	Irregular (✓)	Note
He (to spot) an opportunity last year.				
She (to set up) her business two weeks ago.				
They (to invest) in a chain of shops.				
The business (to thrive).				
They (to pay) the workers very well.				
She (to draw up) a plan for the business.				

Level: B1 / B2
Individual / pair

Focus on reading

7. Entrepreneurs

The term entrepreneur has its origin in the French verb *entreprendre* meaning to undertake something. Entrepreneurs were viewed as people taking risks.

An entrepreneur is a person who provides the initiative and takes the risk in establishing a new business to produce a product or service.

An entrepreneur transfers an idea into an actual business that generates sales and profit. The entrepreneur brings together and harmonises the other factors of production, land, labour and capital, to carry out the activity.

Entrepreneurs are characterised by their initiative in seeking out new opportunities, inventing new products and services. They imagine, they create, they turn opportunities into businesses.

Entrepreneurs will usually invest some of their own money and take the risk associated with the investment. If the business does not succeed the entrepreneur may lose some or all of that money. If the business is successful the entrepreneur will make a profit.

They are usually self-confident, sure of their goals and of how to achieve them, action-oriented, with high energy levels and a capacity to work with uncertain situations.

Read the text carefully and find the correct statement below. There is one correct answer for each question. Circle the correct answer

- 1) An entrepreneur is a person who
 - a) works in a new business.
 - b) leaves a job.
 - c) sets up a new business.
 - d) is afraid to take a risk.
- 2) An entrepreneur
 - a) does not need an idea.
 - b) ignores new products and services.
 - c) does not have initiative.
 - d) brings ideas together.
- 3) Entrepreneurs
 - a) have no imagination.
 - b) are imaginative and creative.
 - c) do not invent new products.
 - d) have no energy.
- 4) Entrepreneurs
 - a) are afraid to use their own money.
 - b) may lose some of their money.
 - c) will not borrow money.
 - d) will never make a profit.
- 5) Entrepreneurs are
 - a) self-confident
 - b) afraid of change and uncertainty.
 - c) lazy
 - d) not able to set goals.



8. Read the text again. Find all the words or expressions that describe the characteristics and skills of an entrepreneur. Write them into the columns below.

Characteristics of an entrepreneur	Skills of an entrepreneur

9. Using the words from the columns above, write two short paragraphs.

Paragraph 1: The characteristics of an entrepreneur

Paragraph 2: The activities of an entrepreneur



10. Intrapreneurs

An intrapreneur is a person who is innovative and enterprising, develops new ways of doing things, comes up with innovative ideas, identifies new opportunities and transforms them into profitable activities within an organisation.

A number of factors need to be present for intrapreneurs to flourish. These include giving innovators the opportunity to develop ideas and the freedom and resources to see the ideas through. There must be tolerance for risk-taking and mistakes.

Intrapreneurs are people with good commercial insight. They will spot opportunities and will usually possess innovative and creative skills. They will also be good problem solvers, good communicators and will have the ability to work with others.

Intrapreneurs share the traits of entrepreneurs and may indeed go on to establish their own business and become entrepreneurs.

Read the text carefully and find the correct statement below. There is one correct answer for each question. Circle the correct answer

- 1) An intrapreneur is a person who
 - a) sets up a business.
 - b) works in a company or organisation
 - c) is looking for a job
 - d) is a bad employee
- 2) An intrapreneur is successful
 - a) if you tell him or her what to do.
 - b) if he or she is given freedom.
 - c) when there are many rules.
 - d) when there are no resources.
- 3) An intrapreneur
 - a) has no idea about business.
 - b) cannot spot opportunities.
 - c) is innovative and creative.
 - d) does not work well with others.
- 4) What is the main difference between an **entrepreneur** and an **intrapreneur**?

- 5) What is another word for **traits**? _____
- 6) Write this phrase using different words:
go on to establish their own business



NAME: _____ DATE: _____
Leaving Certificate BUSINESS: Enterprise

Level: B1 / B2
Individual / pair

Focus on writing



11. People use enterprising skills in different situations in their lives. Suggest some ideas for enterprise in the situations below. Make notes about different activities that are enterprising. Look at your text book if you need help.

Enterprise in the home

Enterprise at school

Enterprise in the community

Level: B1 / B2
Pair

Writing project



12. Talk to your partner about the personal skills that you both have. Identify the skills that would help you to become entrepreneurs.
- 1) List the combined skills of yourself and your partner.

Our entrepreneurial skills

- 2) Talk about the things you enjoy doing. Find some things that interest both of you. Turn these things into a suggestion for a business that you could set up together.

- 3) Do a SWOT analysis of your business. Identify the **internal strengths and weaknesses** and the **external opportunities and threats**.

Strengths	Weaknesses	Opportunities	Threats

- 4) Write a plan for your business. Include in your plan:
the type of business, your service or product, your targets, and where you will find your customers or market.

Answer Key

Focus on vocabulary

1. Word building

Noun – object / action /situation	Person / people	Adjective	Verb(s) 1) verb form of the noun 2) verb typically used with this noun
employment	employer employee		to employ to be employed to offer employment to seek employment to create employment
risk	risk taker	risky	to risk to take a risk
innovation	innovator	innovative	to innovate
management	manager	managerial	to manage
enterprise	entrepreneur	enterprising	

3. Matching

Column A	Column B
spotting an opportunity	seeing or noticing a chance to do something
to invest in something	to put money into something because you think it will be good or successful
identifying resources	to recognise that a person, product or material will be useful
to be enterprising	to be good at thinking about and doing new things, especially things that will make money
accepting a challenge	being prepared to try something that may be difficult
to generate profit	to produce money in a business or activity

4.

self-confident	creative	unmotivated	old-fashioned
afraid	good communicator	innovative	lazy
shy	problem solver	energetic	motivated
	decisive	indecisive	hard working

Focus on Grammar

5. Verbs

When Richard **set up** a new business he began by **generating** as many new ideas as possible. He wanted **to spot** a gap in the market in his local area. He generated more ideas by **speaking** to as many people as possible. Then he **drew up** a plan for his business. He had some of his own money **to invest** and he **borrowed** more money from the bank. He was confident that he would **reach** his goals. In the first year he **developed** three new products. He **advertised** these in newspapers and on the radio. He **listened** to his customers and used their comments to improve his business.

6. Regular and irregular verbs

Verb	Past tense	Regular (√)	Irregular (√)
He (to spot) an opportunity last year.	he spotted		√
She (to set up) her business two weeks ago.	she set up		√
They (to invest) in a chain of shops.	they invested	√	
The business (to thrive).	it thrived	√	
They (to pay) the workers very well.	they paid		√
She (to draw up) a plan for the business.	she drew up		√

Focus on Reading

7. 1)c 2)d 3)b 4)b 5)a

8. **Characteristics of an entrepreneur:** self-confident, flexible, risk-taker, decisive, good communicator, energetic, innovator, leader, motivated, opportunistic, creative,

Skills of an entrepreneur: planning, setting targets or goals, assessing and managing risk, decision-making, managing people, managing time, innovation, communication, networking

10. 1)b 2)b 3)c

4) An entrepreneur sets up a business while an intrapreneur works in a business that already exists.

5) characteristics

6) progress to setting up their own companies or organisations in the future