

The teen sneaker dealer to the rich and famous by Marie-Claire Lambert

Age:	Teenagers / Adults
Level:	Intermediate +
Time:	90 minutes
Objectives:	To listen to an authentic text; to use vocabulary related to business and entrepreneurship; to practise arguing a point of view; to practise giving a personal opinion on a subject; to practise writing an essay that considers both sides of an argument and gives a personal point of view
Key skills:	Listening, speaking, writing
Materials:	Class access to YouTube (to show students the video)

- don (a high-ranking member of the Mafia)
- to drop out (to leave something, such as an activity, before you have finished what you intended to do)
- to play yourself (to betray yourself by acting in a way that is opposed to your own interests)

First listening

4. Play the video – ‘The Teen Sneaker Dealer to the Rich and Famous’ (Great Big Story): www.youtube.com/watch?v=JOF9EONBo28.
5. Ask students to discuss what they understood the video to be about and what they found surprising and/or interesting about the video.

Second listening

6. Play the video again.
7. Ask students the following questions:
 - Do they want to change their description of an entrepreneur now they have seen the video?
 - Why do they think Benjamin has been so successful?

Speaking tasks

8. Assign students a letter (A or B). Tell them their roles.

Student A believes that minors should focus on school and wait until they are older before trying to run a business.

Student B believes that talented entrepreneurs should take risks and try to succeed, regardless of how old they are.

9. Give students five minutes to prepare their arguments, then divide the class into groups of four (two As and two Bs per group).
10. Ask students to defend their point of view to the group.

Procedure

Warmer

1. Write *Entrepreneurs are ...* on the board. Ask students to complete the sentence using as many different words or phrases as they can, working with a partner. You may want to give one of the possible answers as an example to get them started.

Possible answers: ... *creative; risk-takers; interested in making money; middle-aged; problem-solvers; opportunists; born not made; inspiring; hard-working; motivated*

2. Elicit answers from the class and write them on the board. If it hasn't already come up, ask the class what age they think entrepreneurs typically are.

Pre-teaching vocabulary

3. Tell students they are going to watch a video about a young entrepreneur. First, pre-teach the following vocabulary:
 - sneakers (*strong, comfortable shoes which are designed for doing sports in, but which many people wear as informal clothing; British English: trainers*)

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11. Group members should now work together to choose the two best arguments from each side.
12. Conduct whole-class feedback, collecting the four best arguments from each group and recording them on the board.
13. Mix up the groups (still keeping two As and two Bs per group) and ask students to discuss the topic in their new groups for a further five minutes, keeping the same point of view as previously. They should then select the best argument from each side.
14. Finally, ask students to give their personal opinion on the subject.

Writing task

15. Ask students to write an essay discussing both points of view, considering the arguments made in class and giving their personal opinion. This can be done as homework.