English through Entrepreneurship

AUXILIARY TOOL for ENGLISH TEACHERS

Reference materials for teachers, activities

for students and methodological suggestions

ENGLISH THROUGH ENTREPRENEURSHIP

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Reference materials for teachers, activities for students and methodological suggestions

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INTRODUCTION

This document, a compendium of innovating teaching activities, methodological suggestions and ideas to develop high school students' English and entrepreneurial skills, is the result of an EU funded KA2 partnership project called "English through Entrepreneurship" which took place during the period of September 2015 - April 2018. It involved five schools from Belgium, Croatia, Norway, Turkey and Romania as follows:

GO! Atheneum Irishof - the coordinator of the project, is a high school with 415 pupils and 50 teachers. The school is situated in 200-year old premises in Kapellen, near Antwerp, Belgium. The school offers general studies preparing for further education at college or university.

Having been established in 1636, **Prva gimnazija Varaždin** is one of the oldest grammar schools in Croatia. It offers four different 4-year programs which prepare students aged 14 to 19 for school-leaving exams and further studies at the university.

Tiller Upper Secondary School in Trondheim, Norway is a combined school offering degrees in general and vocational studies. It was founded in 1987 and is today a school of 750 students and 150 employees.

With the population of 500 students and 50 teachers, **Özel İhlas Anadolu Lisesi** in Istanbul, Turkey provides communication-oriented foreign language education, thinking- and experience-based learning, and career-focused guidance to its students, who will shape the future, while teaching them the universal human values.

Honoring its European School status, **Mihai Băcescu Technical College** Falticeni, Romania, offers to the 1500 students high quality education, based on responsibility, performance, equal opportunities, human values development and professional skills training necessary for a democratic society.

"ENGLISH through ENTREPRENEURSHIP" PROJECT

The EU funded Erasmus+ project "English through Entrepreneurship" aimed at developing an auxiliary tool containing creative and innovative methods to develop the participating students' English and entrepreneurial skills.

The project lasted for 32 months, from September 2015 till April 2018. This period included five short-term exchanges of student groups in which various teaching activities took place to reach the aims of the project. This auxiliary tool is based on activities carried out during these project meetings with six students between the age of sixteen and eighteen, and two teachers from each of the five participating countries.

The consecutive project meetings were held in Kapellen (Belgium), Varaždin (Croatia), Trondheim (Norway), Fălticeni (Romania) and Strasbourg (France).

Along with the development of team-work spirit, organization competence and sense of responsibility, the major goal of "English through Entrepreneurship" was for students to improve their English skills by performing activities in the field of entrepreneurship, tourism and journalism. Moreover, this project offered a great opportunity to make new friends, a chance to increase cultural and intercultural competence and to build European citizenship.

The first working group was an entrepreneurial group who were developing a business plan. The business plan was based on their own business idea which was about developing a mobile application called TravelmAPP. The business plan covered areas of marketing, growth, finance and human resources.

In the second working group students worked on the tourism agency named *Permetior* and promoted various destinations on social media. In the third meeting these two working groups decided to form a joint venture. Since then they worked together on developing a tourist guide aimed at young eco-friendly travelers, and simultaneously developing their skills within problem-solving, creativity and international cooperation.

The third working group founded an e-newsletter, NewsforYOUth (https://newsforyouth.org/). The group worked and functioned as editorial staff focusing on the subjects of general interest, topics connected with culture and tourism, as well as reporting on activities that took place during the different short term exchanges of groups of students.

The target groups of this auxiliary tool are primarily English teachers and teachers in schools offering vocational studies in tourism and entrepreneurship in addition to students who might benefit from taking part in the suggested activities. The most important aim is to find new, creative teaching methods and channels that make students want to improve their skills in ways that are considered to be

motivating, interesting or exciting. By using the ideas and methods developed through the "English through Entrepreneurship" project, students will learn through hands-on approach. The aim of combining both formal and informal teaching methods is to enhance the students' motivation.

The contributions in this auxiliary tool consist of three parts: pedagogical activities for students, reference materials for teachers and students, and methodological suggestions. Pedagogical activities for students and methodology are integrated in the different teaching activity plans. The corresponding didactic materials for students are added in the appendix together with references for teachers and students.

As a side not, the development of the English language proficiency of the Norwegian students during the first three student exchanges in the project was evaluated in a qualitative study by Anita Normann from the Department of Teacher Education at the Norwegian University of Technology and Science (NTNU). Anita Normann's findings are planned to be presented in a research article by NTNU April or May 2018.

TEACHING ACTIVITIES and METHODOLOGY

Transnational Learning Activity 1 – KAPELLEN, BELGIUM
12 –16 January 2016

Activity 1) Common grounds

Proposer	Frank De Ploey
Title	**Common grounds: Similarities and differences between (neighboring) European countries through several cultural topics and aspects**
Number of participants	In smaller groups or individually
Level of complexity	Intermediate
Activity objective	Students will understand that all European countries go back to one common background and common interests
The specific objectives of the activity	• To get to know the origin of the name 'Europe'. • To find countries that are culturally (partly) like yours. • To find countries that are culturally different from yours. • To discuss about countries similar to and different from yours. • To explore and compare cultural topics and aspects.
Materials	Experiences from travelling around Europe (pictures, stories) Tourist guides Internet information from local touristic and cultural websites YouTube movies about cultural identity of European countries such as dances, local sports, habits
Description of the activity's steps	1. Where does the name Europe come from? 2. Conclusion: We all go back to Greco-Roman time

	3. Look into remains of those civilizations 4. In what countries their influence is bigger or less and why? 5. Our common background is protected: By whom, how? 6. Is there also a common linguistic background? 7. Discussions and research about similarities and differences between some European (neighboring) countries through several chosen cultural topics and aspects such as music and lyrics, humor, sports, cuisine, leisure time.
Total time to complete activity	4 hours
Results	All the activity's objectives were reached.
Attachments	Worksheet 1.1: Activity steps and questions.
Insider tips:	Connect your classroom with over 40 European countries with eTwinning is a free, online community for schools across Europe which supports you to partner up with a schools overseas and collaborate on projects within a secure network and platform.

Activity 2) Meeting an inspiring entrepreneur

Proposer	Henk Eulaers
Title	**Meeting up with an inspiring entrepreneur – Jorik Rombout**
Number of participants	30
Level of complexity	Intermediate and above
Activity objective	Students will link an entrepreneur's visit to Kapellen, to the project title "English through Entrepreneurship"
The specific objectives of the activity	- To make students understand how informal events while using informal English, can substantially improve their language skills or ability to speak. Jorik Rombout is a successful internationally operating CEO, who admits that at school, he was not interested in learning English – he only spent time in gaming and computer programming. - To examine the impact of an inspiring role model, on the students' motivation. - To give students a platform to learn to "dare to stand up and speak up", during the questions and answers after the CEO's speech.
Materials	Jorik Rombout only had a limited number of slides, as he spoke up enthusiastically based on his own experiences as a founder – from a digital start up a couple of years before, until a company worth more than €40 million.
Description of the activity's steps	1. Activity introduction by Henk Eulaers - He explained the link between the project title "English through entrepreneurship" and the invitation for this particular guest speaker; - He invited the students not to hesitate to ask questions. 2. Speech by Jorik Rombout, digital knight and CEO of Rombit

	- He explained what "internet of things for industry" is about; - He shared his personal feelings about being an entrepreneur and consequences for his private life; - He mentioned that his employees (50) never left his company. He described how he succeeded motivating high skilled workers to work for him; - He reminded us that everything in the world, will become digital. 3. Questions and answers - The first part was formal, immediately followed by an informal part, during which students mingled around Jorik Rombout, like if he was a movie star, not hesitating raising more questions on his insights and on his way of life as a digital entrepreneur.
Total time to complete activity	3 hours
Results	All the activity's objectives were reached. Meeting up with an inspiring role model in an informal setting, proved to have a substantial impact on student's ability to dare to speak.
Insider tips:	Invite local entrepreneurs to share his/her story with students to inspire them.

Activity 3) From the business idea to the business plan

Proposer	Anca Oprisanu
Title	**From the business idea to the business plan**
Number of participants	10
Level of complexity	Intermediate and above
Activity objective	Students will generate an innovative business idea and develop it in accordance with the structure of a business plan
The specific objectives of the activity	• To provide examples of successful business ideas and identify your own business idea • To make a description of the idea while respecting the indications received • To develop a SWOT analysis • To develop the idea of business according to the structure of a business plan
Materials	Question form, handouts containing information on types of questions and guidelines, video projector, computer, flip-chart paper, the Internet.
Description of the activity's steps	The activity is structured in two parts. The first is dedicated generating the idea of a business and describing it, and the second includes the structure of a business plan that students will need to carry out along the project. *PART 1* Teacher asks students to give examples of successful business ideas and argues the answers provided. He presents the support materials for the business idea providing students with information on how to find a promising business idea. Through a brainstorming activity students will generate a lot of possible business ideas. They make discussions based on the generated ideas and choose one that they think is the best to develop with a proper business in the future. The tasks from Business Idea Worksheet that the teacher proposed will help

them provide the best answers to understand the importance of a full image of the business idea.

Once they have identified the strengths, opportunities, weaknesses and threats of the business idea they can now offer a general description of it.

PART 2

The teacher explains to students what they have done so far through the exercises proposed is nothing more than the starting of a business plan. So, he will next present the materials for the business plan and highlight the importance of the individual study to complete the information about the issues involved in a successful business plan. That will be an individual task for student during the project.

The students will answer the questions on a worksheet that will help identify all the needs of their business idea in order to turn it into a successful business.

The last activity proposes students to organize the ideas and information gathered so as to summarize their business idea, respecting the structure of the business plan.

At the end of the mobility students have to determine what will be the work tasks and the deadlines for the realization of the materials needed to draw up the business plan for their own business.

Total time to complete activity	24 hours
Results	Students created their own business idea, a SWOT analysis for that and a summary of a business plan to be developed during the project.
Attachment	Reference material 1.3: Searching for a promising business idea Reference material 1.3: How to write a business plan Worksheet 1.3: Key questions – business idea Worksheet 1.3: SWOT analysis

	Worksheet 1.3: General description – business idea Worksheet 1.3: Key questions – business plan Worksheet 1.3: The structure of a business plan
Insider tips:	Have a "Shark Tank" or "Dragon's Den" inspired competition in your own classroom.

Activity 4) How to write a newspaper article

Proposer	Eva Goos
Title	**How to write a newspaper article**
Number of participants	10
Level of complexity	Intermediate and above
Activity objective	Students will be able to write newspaper articles
The specific objectives of the activity	• Students know some features of a good newspaper article (parts, attention points) • Students can apply that knowledge in their own writing
Materials	Handouts (summary + example article)
Description of the activity's steps	1. Students are asked which parts a news article should contain 2. Students try to describe what makes a good headline 3. Students read an example of a short newspaper article on Jorik Rombout, a digital knight. 4. Students are asked how the author introduced his text 5. Students are asked why the 1st sentence is appealing 6. Students have to put in words how the contents of paragraphs in the example article are linked 7. Students check how the example article ends 8. Students write a short article themselves
Total time to complete activity	20 minutes
Results	Students report this activity made them a bit more confident to start writing articles
Attachments	Worksheet 1.4: How to Write a Newspaper Article Worksheet 1.4: How to Write Newspaper Headlines Worksheet 1.4: How to Write an Introduction: Some Suggestions

Activity 5) Writing reflection logs

Proposer	Åse Rosvoldsve and Damir Budimlic
Title	**Reflection log**
Number of participants	Unlimited
Level of complexity	Intermediate and above
Activity objectives	Students will reflect on an experience
The specific objectives of the activity	• To reflect on experience and increase involvement in learning and critical thinking.
Materials	Question form
Description of the activity's steps	Students are given a question form and 5-10 minutes to answer questions regarding their own work process and language learning, challenges that have occurred and solutions that have been found during the specific learning activity.
Total time to complete activity	Unlimited Suggested time: 5-10 minutes
Results	Students are able to reflect on their own learning experience and engage in critical thinking
Attachment	Worksheet 1.5: Questions for students' reflection logs

Activity 6) Writing an interview

Proposer	Eva Goos
Title	**Writing an interview**
Number of participants	10
Level of complexity	Intermediate and above
Activity objective	Students will be able to take an interview and write a newspaper article on it
The specific objectives of the activity	• To know how to build up an interview. • To prepare a variety of questions to take an interview. • To report in writing on an interview they took.
Materials	Computer to play a short-recorded interview. Handouts containing information on types of questions and guidelines on how to build up an interview and how to report on it in writing afterwards.
Description of the activity's steps	The previous day students listened to a speech on language learning, held by Yvan Grosjean, a polyglot who speaks more than 25 languages fluently. *I. INTRODUCTION* 1. Ask students how they would open an interview they are taking. 2. Ask students what they would ask next in the interview. *II. HOW TO PREPARE AN INTERVIEW* 3. Students listen to a short interview with Yvan Grosjean. 4. Ask students how the interviewer started the interview. 5. Ask students if they noticed different types of questions in the interview (open/closed - neutral/suggestive - direct/indirect - general/in-depth questions). 6. Teacher (and/or a student) explains the difference

between open and closed questions and asks students to give some examples which they might ask later on in their interviews.

7. Teacher (and/or a student) explains the difference between neutral and suggestive questions and asks students to give some examples which they might ask later on in their interviews.

8. Teacher (and/or a student) explains the difference between direct and indirect questions and asks students to give some examples which they might ask later on in their interviews.

9. Teacher (and/or a student) explains the difference between general and in-depth questions and asks students to give some examples which they might ask later on in their interviews.

III. HOW TO WRITE AN INTERVIEW

10. Teacher points out that there are several formats in which this can be done: narrative format, question-answer format or a mix of the two.

IV. CONCLUSION

Students each choose a person (involved in the project) they intend to interview and then write an interview for an online newspaper.

Total time to complete activity	4 hours
Results	As output of this activity students posted articles on their online Newspaper called "NewsforYouth". https://newsforyouth.org/

Activity 7) Creating a traditional paper-based tourist guide for a European city

Proposer	Mihaela Doina Monoranu
Title	**Traditional paper-based tourist guide**
Number of participants	10
Level of complexity	Intermediate and above
Activity objective	Students will create a tourist guide
The specific objectives of the activity	• To establish the components of a tourist guide • To select information for the tourist guide • To deliver a presentation of some components of a tourist guide
Materials	The Internet, sites about the city, flip-chart paper, video projector, video projector panel, computers,
Description of the activity's steps	*STEP 1* - Teacher helps students get to know each other and some facts about the places they come from - Teacher creates the environment for communication and stimulates students to cooperate; - Students brainstorm the components of a tourist guide, the register and style; - Teacher elicits the grammatical structures and some specific vocabulary for the tourist guide and encourages students to use a range of communication forms (oral, written); - Teacher encourages students to present their own examples or share their own experiences with their colleagues; - Teacher provides explanations and examples, if necessary, and asks and answers questions to clarify meaning; - Teacher assigns pairs to work on specific components of the tourist guide; - Students engage in discussions while using active listening behaviors, showing interest, turn-taking

	strategies, contributing to others' opinions, speaking clearly, using proper volume and pace;
	STEP 2 - Students build some posters and mind-maps with some specific information about a tourist guide; - Students use Internet search to find information about the most important tourist attractions in the city; - Students visit museums, galleries, historical centers and take part in all guided tours in the city; - Students use comprehension strategies to build literal and inferred meaning about the information presented by the guides or the texts read on the internet; - Students use comprehension strategies to interpret, analyze and synthesize ideas and information; - Students plan and deliver short presentations in English; - Students examine and compare texts that represent ideas and events in different ways and to make a selection of those which are the most representative - Students demonstrate control over language features; *STEP 3* - Students plan, draft and publish (on *www. prezi.com*) informative texts containing key information and supporting details for a wider audience;
Total time to complete activity	18 hours
Results	Students became aware of the touristic potential offered by a specific European city. Throughout the week students were assessed not only on their individual performance, but also in relation to the others. The last day of the week students presented their final products in front of a large audience that

	consists of all the teachers and students participating in the projects, and their presentations were appreciated in terms of grammar accuracy, use of a range of appropriate vocabulary, cohesion and coherence, pronunciation and interactive communication.
Attachment	Reference material 1.7: Introduction to tourism Reference material 1.7: Types of holidays Reference material 1.7: Accommodation as a basic component of tourism Worksheet 1.7: Contextualization Worksheet 1.7: Tourist guide structure Worksheet 1.7: Types of holidays Worksheet 1.7: Types of accommodation Worksheet 1.7: Idioms in tourism

Activity 8) RED STAR LINE MUSEUM - a vivid example of success for entrepreneurs, tourist agents and culture promoters - case study

Proposer	Oana-Simona Iacob
Title	**Case Study: RED STAR LINE MUSEUM - reviving the past to conquer the future**
Number of participants	30
Level of complexity	Intermediate and above
Activity objective	Students will identify the (historical, cultural, social, technological) aspects that make Red Star Line Museum (RSLM) one of the most important and attractive touristic objectives in Antwerp.
The specific objectives of the activity	• To demonstrate the understanding of the historic, social, cultural and economic importance of Red Star Line Company those times (1873-1934) • To explain the predicament created by the social system for the immigrants before embarkation • To explain the importance of including contemporary migrants' testimonials among the exhibits of the museum • To identify the most important aspects that make RSLM internationally acclaimed
Materials	Photos, the Internet
Description of the activity's steps	*STEP 1 (pre-visiting the museum):* Students gather information about the historical, political and social contexts of their country and the whole Europe between 1870 and 1935. Teacher displays two pictures and students start collecting information about them and making correlations.

http://www.redstarline.be/sites/redstarline/files/styles/full_width/public/via_antwerp.jpg?itok=YFkENZQQ
http://bandf.org/wp-content/uploads/2013/02/Antwerp+Baggage+Disenfection+Room1.png

Teacher may help them with some questions:

What social class and nationality do you think the people in the first picture are? Why do you think they wanted to leave for the USA? What could the connection between the first and the third pictures be?

STEP 2 (while-visiting the museum):

Students will be provided with a questionnaire to be filled in while they visit the museum.

1. What stages before embarkation were the second and third class passengers supposed to go through?

2. What internationally known personalities used RSL Company to leave Europe? What were their reasons? How did the immigrants keep the connection with their families in Europe? Who helped them to send money home or to buy tickets to return home?

4. What contemporary immigrant's story/testimonial impressed you most?

STEP 3 (post-visiting):

Students are presented the following texts:

"Visitors pass through the areas where passengers gave up their bags for mandatory disinfections, went through document processing, took showers to be rid of possible lice or other infections before being allowed onboard, and underwent individual examinations by a trio of doctors from New York, Antwerp and the Red Star Line to be declared fit for

travel. Heart-rending stories are told of passengers denied boarding due to an illness contracted prior to arrival, separated from other families continuing on to America, and left only with the hope they would soon be well enough to board a delayed ship passage to be reunited with their loved ones in the new country". https://www.travelagentcentral.com/destinations/antwerp-s-new-red-star-line-museum-brings-history-belgian-u-s-immigration-alive

Heylen tells of the Moël family, whose youngest member, 9-year-old Ita, was returned to Antwerp in 1922 because of trachoma. When she tried again to immigrate a year later, she once more was deported. Finally, however, in 1927, she rejoined her family in America. The museum located a surviving son, who recounted in a video the painful decision to send Ita alone back across the ocean. https://www.familytreemagazine.com/premium/belgian-emigration-museum/.

How would you comment on the texts?

How has human approach bettered nowadays?

Could you make a comparison between immigrants' situation then and now?

How can you explain that the financial-banking system improved due to migration? What about the touristic agencies?

(A possible answer: The company's business benefited from the work of many charitable and commercial organizations that aided immigrants arriving from Europe. Among the commercial enterprises were the so-called "ethnic" or "immigrant" banks, conveniently located in Jewish neighborhoods where newly-arrived immigrants settled. These banks were places where recent immigrants could save money and make arrangements to purchase steamship tickets to bring their families across the Atlantic. Some of these businesses evolved into our modern day travel

agencies".
https://www.archives.gov/philadelphia/public/red-star-line)
In what concerns RSLM, what are the historical, social, cultural and technological factors contributing to its international acclaim?
What are some of the reasons for the museum to include interviews and memoirs of contemporary immigrants?

Reflection activities:
 1. Imagine you are a third-class passenger. Write a journal entry while you are on the boat towards America.
2. Role-play an interview between a journalist and a steerage passenger.
3. Write a review of the museum.
4. What entrepreneurial aspects are noticeable in RSLM?
5. As a tourist agent, what strategies would you apply to promote RSLM to your customers?

Total time to complete activity	6 hours
Results	Students become aware of the importance of the RSL Company in the past and the cultural and social influence of RSL Museum nowadays. Besides, the following enquiries can be sought: • How well did the student use his or her observation skills? • How well did the student demonstrate an understanding of the information provided? • How well did the student communicate the observations he or she made? • How well did the student explain concepts and ideas to other students? • Was the student able to use evidence to support his or her conclusions?

- How well did the student complete the tasks outlined?

Photo 1: International students working on SWOT analysis for their newsletter agency.

Photo 2: International students and teachers participating in the first transnational learning activity in Belgium.

Source: All photos are taken by teachers participating in the project.

Transnational Learning Activity 2 - VARAŽDIN, CROATIA

11-15 April 2016

Activity 1) Ice-breakers - hobbies, achievements

Proposer	Irena Kocijan-Pevec
Title	**Ice-breakers**
Number of participants	30
Level of complexity	Intermediate and above
Activity objectives	Students will develop communicative and linguistic competencies, to develop intercultural understanding
The specific objectives of the activity	- To get to know the participants of the project - To find out about cultural similarities and differences - To ask questions in English related to various personal experiences - To ask questions in English connected with cultural and civilizational aspects of the participating countries
Materials	Handouts with two questions for each student. One question relates to students' personal experiences which could be connected with the project activities. (For example: "Have you ever written an article for a newspaper?") The other question is connected with cultural knowledge about the countries participating in the project (For example: "Have you ever eaten a Croatian dish?")
Description of the activity's steps	1. *INTRODUCTION* Students are given the hand-outs with two questions asking about their personal experiences and attitudes as well as about cultural knowledge about the countries involved in the project. They are given instructions to find a person who will answer the questions positively and then ask a couple of follow-

	up questions.
	2. SPEAKING ACTIVITY Students mingle and ask questions. Students are encouraged to ask follow-up questions in order to find out more about the other participants and maintain the conversation. Teachers circle and monitor in order to help students with any language problems as well as to get insight into students' communicative competencies. *3. CONCLUSION* Round off: Students get into the groups of 5 – one student from each country and retell (summarize for) the members of the group what they have found out about other students. Students compare the information they have.
Total time to complete activity	1-1.5 hours
Results	Students get to know other participants, find what they have in common thus creating a platform for further communication during the transnational teaching activity as well as throughout the project.
Attachment	Worksheet 2.1: Ice-breakers with questions

Activity 2) Review, blog, interview – writing skill

Proposer	Irena Kocijan-Pevec
Title	**Newsletter agency – developing writing skills**
Number of participants	10
Level of complexity	Intermediate and above
Activity objectives	Students will publish articles on an online news portal targeting the young
The specific objectives of the activity	- To familiarize students with the most common text types used in online newspapers: interview, blog, review - To raise awareness of text type conventions and different features of an interview, blog, review: style, register, targeted audience, format, language structures (grammar and vocabulary)
Materials	Handouts containing descriptions of the formal features of an interview, blog and review Relevant online articles
Description of the activity's steps	*1. INTRODUCTION* Ask questions to establish what students already know about the three text types. Ask questions about their writing experience *2. RAISE AWARENESS of the TEXT TYPE* Give students the handouts with the descriptions of the conventions of the blog, review, interview Discuss the conventions and compare to students' previous knowledge Analyze online articles (previously written by the students and published on their news portal or articles available on various online news portals) *.RAISE AWARENESS of LANGUAGE STRUCTURES* Draw students' attention to the language structures

typical for certain text types (e.g. evaluative adjectives and adverbs, phrases to express personal opinion as well as phrases to express emphasis in reviews)

4.RAISE AWARENESS of the PROCEDURE of CONDUCTING an INTERVIEW
Ask students about their experience of conducting interviews in order to find out what they already know
Elicit students' ideas about the structure of an interview - guide them using various questions to come to conclusions about the structure of an interview, questions types, a rapport with the interviewee, etc.
5. CONCLUSION
Round off and give students assignments to write various articles for an online news portal.

Total time to complete activity	3-4 hours
Results	Students can write articles for an online newspaper using the appropriate text types, relying on the acquired conventions and language structures
Attachment	Worksheet 2.2: Review, blog, interview

Activity 3) Online news portals – fieldwork

Proposer	Irena Kocijan-Pevec
Title	**Online news portals – fieldwork**
Number of participants	6-10
Level of complexity	Intermediate and above
Activity objectives	Students will develop entrepreneurial and journalist skills required in managing online news portals Students will acquire and develop language skills connected with journalism and entrepreneurship
The specific objectives of the activity	• To meet a manager, an editor-in-chief and journalists of a local news portal in order to learn how a real online news portal functions. • To familiarize students with the business model and strategies of a successful news portal so that they acquire skills which are necessary to develop and maintain their own news portal. • To learn how to develop their own vision and mission, how to choose and reach the target audience, how to promote news portals and to develop their visual identity. • To learn how to choose interesting and relevant topics for their articles. In addition, journalists make students familiar with the skills required to write good articles as well as with various tools used in publishing articles.
Materials	Computers with Internet access Various online news portals Local news portal headquarters Questions – prepared by students in advance
Description of the activity's steps	*STEP 1 – PREPARATION for the VISIT* Students are given the most important information about the news portal they are going to visit and are

asked to look up the latest news published in order to analyze its visual identity.

Students are asked to prepare questions for the manager, editor-in-chief and journalists.

STEP 2 – The VISIT – PRESENTATION of the NEWS PORTAL (fieldwork)

Students listen to the presentation given by a manager/editor in chief of the news portal. Students ask questions and talk to the editorial and journalists.

STEP 3 FOLLOW-UPS

After the visit students discuss what they have learned and apply to managing their own news portal. One student is interviewed about her impressions of the visit.

Total time to complete activity	1-2 hours for the introduction and preparation of the visit 2-4 hours for the visit 2 hours for follow-up activities (discussion, interview)
Results	Students got an insight into how a real news portal functions: establishment, management, marketing, promoting, etc. thus acquiring basic entrepreneurial skills. In addition, they learned about the features of good journalism.
Insider tip:	If your time is limited, arrange Skype call with editor-in-chief of a local news portal, such as newsforyouth.org.

Activity 4) Promotional videos – local tourism

Proposer	Irena Hajsok
Title	**Tourist guide – making promotional videos**
Number of participants	6-8
Level of complexity	Intermediate and above
Activity objectives	Students will produce short videos on various topics related to local tourism
The specific objectives of the activity	• To produce short videos on local areas of interest • To advance students' speaking skills and digital competencies • To learn about local sights, history and places of interest • To foster students' creativity
Materials	Online videos, cell phone cameras, a computer to edit the videos
Description of the activities steps	*INTRODUCTION* Teacher asks students what they know about the local sights or interesting things for tourists to do in the area and how they might make that information accessible to visitors who have never been there. Students should consider all the ways tourists access information. They should also think about the demographics of their target audience and how to best tailor the content to spike their interest and make the content more engaging. *STEP 1* Students are shown videos in various formats (vlogs, promotional videos, street interviews) as a model for their own videos. They discuss the content, editing, background music, framing, location, what they liked or didn't like about the videos and what they would do differently. *STEP 2*

Students are divided into two groups and each is given a different assignment:

Group 1: make a video on interesting things to see and do at the tourist location, focusing on the ones that would be interesting to the target audience. It could be done in a vlog style, with students listing top 5 to 10 things to see or a list of *do's and don'ts* recommended by the experienced travelers.

Group 2: role play an interview with a tourist, or interview people on the street to learn about local attractions. If unable to interview locals, other willing students could participate in the role play. Questions should be prepared in advance.

STEP 3

Students brainstorm ideas in their groups, make outlines on what to include in their videos and proceed to make them.

Things to take into consideration:

- Students should have a basic idea of what they are going to record beforehand. For instance, they should go through the questions and answers before filming an interview or make a thorough research on the topic they are to cover, focusing not only on presenting the facts, but also on telling a story.

- Videos should have a promotional value – they should hold a viewer's interest and make them more likely to visit, so in all they do, students should see things from a potential tourist's perspective.

- *Framing*: while filming, students should be mindful of the distance from the subject, the composition of the shot and of holding the recording device properly.

- A*dequate location:* they should be mindful of noise levels as well as of any traffic or wind. Location should contribute to the meaning of the video.

	STEP 4 Students edit the videos, add background music or narration. Besides the original content, they can also use photographs, artwork, maps or other images. The interview portion of the video might be subtitled, depending on the sound quality. *CONCLUSION* Students present the final product.
Total time to complete activity	1-2 hours for the introduction, brainstorming and planning 2-3 hours to produce the content 3-4 hours for editing Due to the various challenges that might arise while filming and editing, students should be given ample time to prepare and complete the activities. Ideally, they will also be given access to a computer lab and be offered IT support.
Results	Students can make promotional videos and conduct interviews

Activity 5) International job interview simulation

Proposer	Ivica Cikač
Title	**International job interview simulation**
Number of participants	10 (potentially more candidates if the school allows a larger scale selection process) + international participants
Level of complexity	Upper-intermediate
Activity objective	Students will choose the best candidates for the job
The specific objectives of the activity	• To choose students who are knowledgeable, good communicators, principled, open-minded and team players. • To develop communication skills • To develop empathy and active listening skills • To develop problem-solving skills
Materials	Questionnaires for potential candidates Evaluation lists (filled by the interviewers)
Description of the activity's steps	*STAGE 1* 1.Teachers use eTwinning or their own network of international teachers in order to create at least 2 international teams of teachers - interviewers. 2. Students who are interested in taking part in international job interview simulation notify their teachers. 3. Potential candidates prepare a motivation letter as if they were to apply for a job. They should describe situations where they showed themselves to be open-minded, team players, principled and good communicators (at least two such situations). Information on potential interest in literature, entrepreneurship, tourism or journalism should also be mentioned and discussed in the cover letter. 4. Candidates upload the letters to Twinspace or as agreed, by a specific deadline.

	STAGE 2 5. Students who have been deemed successful from the first stage will be interviewed by foreign teachers from partner schools online (Skype). As an alternative, candidates can be interviewed by other experienced and excellent students. Questions that the interviewers might ask are the following: Why do you want to apply? Why are you interested in entrepreneurship/tourism/journalism? Would you consider working in other areas too? What kind of experience do you expect to gain from the job? How will the job be of benefit to you? How can you contribute to the job in the future? Is there something you would like to improve about yourself? Tell me about how you worked effectively under pressure. How do you handle a challenge? Give an example. Have you ever made a mistake? How did you handle it? Give an example of how you worked on a team. 6. After all the interviews, the interviewers compare all the data on the candidates and select the candidate(s) who have shown to be the best
Total time to complete activity	10 hours
Results	The activity aims were reached
Attachments	Evaluation list (where interviewers take notes about potential candidates during oral interviews)
Insider tip	Connect your classroom with over 40 European countries with eTwinning eTwinning is a free, online community for schools across Europe which supports you to partner up with a schools overseas and collaborate on projects within a secure network and platform.

Activity 6) Marketing and sales

Proposer	Anca Oprisanu
Title	**Marketing and sales**
Number of participants	10
Level of complexity	Intermediate and above
Activity objective	Students will create a marketing plan
The specific objectives of the activity	● To identify the needs, preferences, desires and financial availability of potential consumers versus the product offered using different market research methods (specialized information materials, questionnaires, interviews, direct observation, etc.) ● To use different sources to find useful information about competition and to develop strategies to remove it ● To draw up a brief overview of the characteristics of the target market for a product ● To highlight the correspondence between the elements of the marketing mix (the 4 P's).
Materials	Video projector, computer, flip-chart paper, the Internet
Description of the activity's steps	Teacher starts with presentation of the materials for the marketing plan of a business. This material introduces students to marketing and its importance to the entrepreneur. Through a series of teacher-guided questions, students will think like entrepreneurs and step into the consumer's 'shoes' in order to identify how a product can be marketed to satisfy diverse consumer wants. They may find out useful information about their competitors and they will be able to develop strategies to remove them. Students will place this thought exercise in the context of the marketing mix and target marketing.

At the end of this activity, students will be able to define their target market by considering its geographic, demographic, psychographic, and behavioral characteristics. They can imagine an ideal buyer profile using the questionnaire from worksheet 3 or can actually apply that questionnaire to a sample of the well-established population.

Through a hands-on matching activity, students will learn how the Four P's coalesce around a target market.

Teacher engages students on a brainstorming activity regarding the best ideas about the marketing plan for a product.

They will then apply this knowledge to the lesson's culminating activity: the development of a successful marketing strategy highlighting the correspondence between the elements of the marketing mix (the 4 P's) for the product they chose.

Total time to complete activity	12 hours
Results	A marketing plan of a product they have chosen Students need to understand the importance of conducting a thorough analysis of the targeted market and of the competition on the market for achieving a more effective marketing mix.
Attachment	Reference material 2.6: Marketing and Sales Worksheet 2.6: Key Questions – Marketing and Sales Worksheet 2.6: Putting the four P's together Worksheet 2.6: Define your target market Worksheet 2.6: Product marketing strategy

Activity 7) Creating riddles for a treasure hunt

Proposer	Kristina Orsic Manojlovic
Title	**Creating riddles for a treasure hunt** (adapted to any location)
Number of participants	20
Level of complexity	intermediate-advanced
Activity objective	Students will learn how to create riddles for location-based clues
The specific objectives of the activity	• Students will use metaphor, simile, and metonymy to write original riddles. • Students will use higher-level thinking skills to create the correct riddle to a series of location-based clues.
Materials	Handouts (definitions of riddle, simile, metaphor and metonymy)
Description of the activity's steps	1.Students are given a riddle and asked to solve it. For example: "I'm tall when I'm young and I'm short when I'm old. What am I?" (Answer: a candle.) 2. Students are asked to define a riddle. 3. Teacher gives handouts and explains metaphor, simile and metonymy. 4. All students then prepare a list of 10 locations – historical buildings, monuments, interesting spots, squares, etc. in their own town. 5. Students continue to work in groups of 5. Each group has to prepare one riddle for each location using metaphors, similes and metonymy. 6. Once completed, students can compare their riddles in the classroom and try to guess them. Suggested additional activity: students can use created riddles to organize a treasure hunt. They can invite other classrooms from their school to meet them in the town and split them into groups. They

	first read the instructions – to make a photo at that location once they solve the riddle. Different groups should receive riddles in different order, only the last one to be the same for all the groups. Students who solve all the riddles and finish the hunt by finding the last location can be given a prize.
Total time to complete activity	60 minutes (+ additional 60 minutes for the treasure hunt)
Results	Students found this activity as fun, interactive and challenging.
Attachments	Worksheet 2.7: Creating Riddles for a Treasure Hunt

Photo 3: Students participating. in the press conference with other journalists.

Photo 4: International students and teachers participating in the second transnational learning activity in Croatia.

Source: All photos are taken by teachers participating in the project.

Transnational Learning Activity 3 - TRONDHEIM, NORWAY
13-17 February 2017

Activity 1) Writing feature articles

Proposer	Damir Budimlic
Title	**Writing feature articles**
Number of participants	10
Level of complexity	Intermediate and above
Activity objective	Students will be able to write and publish feature articles in an online newspaper
The specific objectives of the activity	• To write a feature article that deals in depth with a particular topic • To understand that there are different types of feature articles and how these differ from hard news. • To outline a feature article
Materials	Computer with Internet access Handout on different types of feature articles and its formal elements
Description of the activity's steps	1. Discuss the characteristics of feature articles and establish students' previous knowledge 2. Provide students with handouts on different types of feature articles and descriptions of these 3. Discuss main elements of feature articles and how these differ from hard news 4. Each student writes a piece using a feature style on a topic related to Trondheim mobility 5. Publish your piece on your online newspaper
Total time to complete activity	4 hours
Results	Students can write and publish feature articles in an online newspaper

Activity 2) Tourist guide

Proposer	Åse Rosvoldsve
Title	**Tourist guide**
Number of participants	8-30
Level of complexity	Intermediate and above
Activity objectives	Students will publish an online innovative and creative tourist guide
The specific objectives of the activity	• To develop an innovative approach to tourism with the use of social media or other digital tools. • To create guidelines for young conscious travelers with a limited budget which cover different aspects of travelling such as e.g. green tourism, sustainable tourism and ecotourism. • To use different sources and find examples of environmentally friendly tour operators, creative services, airlines etc. • To discuss and compare elements of conventional tourism and ecotourism.
Materials	A computer with Internet access
Description of the activity's steps	1. Discuss what characterizes young, conscious travelers. Discuss different types of tourism 2. Discuss the characteristics of green tourism, sustainable tourism and ecotourism 3. Discuss what characterizes an online innovative and creative tourist guide 4. Research (individually/in groups) 5. Agree on type of online tourist guide 6. Establish online tourist guide 7. Publish guidelines for young conscious travelers with a limited budget in the online tourist guide
Total time to complete activity	3-5 hours

Results	Students can publish an online innovative and creative tourist guide
	Students created an Instagram account where they published guidelines for young conscious travelers with a limited budget
	Instagram account: travel.mapp

Activity 3) Joint Venture

Proposer	Kristina Oršić Manojlović
Title	**Joint Venture**
Number of participants	16 students working in 2 groups (entrepreneurship group and tourist guide group)
Level of complexity	Intermediate and above
Activity objectives	Students will partner with another company in the form of a joint venture (JV)
The specific objectives of the activity	• To work in two groups to combine resources. • To hold meetings with another company to get most benefits for their own company. • To sign a JV agreement that outlines all of the partners' rights and obligations.
Materials	Case study with joint venture definition and checklist
Description of the activities steps	1) Students work in two groups. Each group receives a case study with instructions. Case study for group 1: Your group will act as entrepreneurs. You have developed a new mobile app TravelmAPP. Your mobile application is meant for young travelers. As your mobile app is becoming more and more successful and your company is growing fast, you started exploring the option of a joint venture with another company. Case study for group 2: Your group will act as travel agency GlobeGuider. You have been successful in providing travel arrangement service to youth market in Europe. Since your company and brand are becoming more successful, and your market is also growing, you started exploring the option of a joint venture with another company. What is a joint venture? A joint venture (JV) is a

business arrangement in which two or more companies agree to combine their resources for the purpose of accomplishing a specific task. This task can be a new project or any other business activity. In a joint venture (JV), each of the participants is responsible for profits, losses and costs associated with it. Although JV is a partnership in the colloquial sense of the word, it can take on any legal structure (corporations, partnerships, limited liability companies and other business entities). The most important document is the JV agreement that sets out all of the partners' rights and obligations. In this activity, your task will be to hold 3 meetings with another company. Your goal is to partner with another company, and to get the most of the benefits of such partnership for your own company.

2) Students hold 3 meetings with the other company. The purpose of each meeting:

1st meeting: To introduce companies, goals and visions of each company and to propose how they could cooperate.

2nd meeting: To present what rights each company demands and what obligations they are prepared to fulfill in exchange. Negotiations.

3rd meeting: Final agreement – drafting the JV agreement

3) Each group has 5-10 minutes to prepare for their first meeting. They conduct the first meeting, presenting each company and figuring out how they could cooperate.

4) After the first meeting, each group has another 10 minutes to list the rights they would like to get out from the JV partnership, as well as what things they are prepared to sacrifice. When the list is done, both groups have a second meeting where negotiations take place. Each group naturally wants to get more

	rights than obligations, but the agreement needs to be fair for both companies. 5) After the second meeting, both groups prepare JV agreement together and then meet for the third time, where they settle any outstanding items and sign the JV agreement.
Total time to complete activity	4-5 hours
Results	Signing of the JV agreement by both companies The students have learned about joint venture and have improved business negotiation skills. They found this activity challenging and exciting. This activity improved their self-confidence and self-esteem.
Attachments	Worksheet 3.3: Joint Venture definition and checklist Worksheet 3.3: Joint Venture agreement

Activity 4) Ice-breaker game

Proposer	Åse Rosvoldsve and Damir Budimlic
Title	**Ice-breaker game**
Number of participants	Unlimited
Level of complexity	Intermediate and above
Activity objective	Students will get to know each other
The specific objectives of the activity	• To help students enjoy meeting each other, lay the foundation for team building and create a safe learning environment.
Materials	Copy of a hand with questions is attached in the appendix
Description of the activity's steps	1. Each student answers the questions individually 2. Students pair up and discuss their answers 3. Students choose one question to share in a plenary session 4. Plenary session
Total time to complete activity	20-30 minutes
Results	Students become acquainted with one another in order to establish a safe learning environment.
Attachments	Worksheet 3.4: Copy of a hand with questions

Activity 5) Financial planning for my business

Proposer	Anca Oprisanu
Title	**Financial Planning**
Number of participants	10
Level of complexity	Intermediate and above
Activity objective	Students will create a financial plan
The specific objectives of the activity	• To estimate any start-up expenses, fixed asset requirements for the first year, the selling price and direct cost per unit. • To calculate the Cost of Sales and Gross Profit as a percentage of the selling price. • To describe their credit, sales, and collections policies.
Materials	Video projector, computer, flip-chart paper, the internet
Description of the activity's steps	The lesson starts with an exercise proposed by the teacher, exercise in which students must present their financial situation at that time of the day (how much money they have, how much they have spent, what if they have saved something or whether have borrowed from other colleagues). This exercise will introduce them in the proposed theme: the financial plan of a business. Then the teacher presents the prepared material, offers suggestions/ details and answers to the students' questions. The teacher will hand out a worksheet: *Steps in Financial Projections.* Before starting work, students have about 1 hour of individual study (from the sources they have available) to solve the workload. At the end of the activity, one of the students will present the materials.
Total time to complete	6 hours

activity	
Results	Students created the financial plan for a product at their choice The students have enriched their financial knowledge managing to make a financial projection for the first year of their business
Attachment	Reference material 3.5: Financial planning Worksheet 3.5: Steps in Financial Projections

Photo 5: Students signing joint venture agreement

Photo 6: International students and teachers participating in the third transnational learning activity in Norway.

Source: All photos are taken by teachers participating in the project.

Transnational Learning Activity 4 - FĂLTICENI, ROMANIA

16-20 October 2017

Activity 1) Human resource management

Proposer	Anca Oprisanu
Title	**Human resource management (HRM)**
Number of participants	10
Level of complexity	Intermediate and above
Activity objective	Students will develop an understanding of the role of the human resources (HR) function in an organization.
The specific objectives of the activity	• To identify staff needs; • To distinguish working methods analysis; • To explain the role of staff recruitment • To establish the links between post, function, compartment, hierarchical level; • To recognize and analyze station components; • To argue the content and role of the job post; • To interpret the types of organigram and the relationships between hierarchical levels.
Materials	Construction paper, scissors, glue, thread, and stapler, video projector, computer, flip-chart paper, the Internet
Description of the activity's steps	Teacher presents students with a report made at a Job Fair for graduates. It is intended to answer the following questions: · Is finding a job a difficult problem? · From the employer's perspective, finding the right staff is difficult? · What does this mean? Teacher presents the new content. Students will discover how the firms cover their human resources

needs. Students will receive information about:
 - Analyzing staff needs;
 - Recruitment and selection methods;
 - General notions about post, function, hierarchical weight, compartment;
 - Job sheet; organizational chart and organizational relationships;
 For the next task the teacher will:
- divide students into groups of five.
- give each team construction paper, scissors, glue, thread, and stapler.
- tell them that their task is to build a tower with the items provided.
The tower will be judged on the basis of three criteria: appearance, stability, and height; students should be given 10-15 minutes to complete the task.
- after the task is completed, judge the towers of each team on the basis of the three criteria.
- ask students how they went about completing the tower.
- during the discussion ask students if each team member was used effectively to reach their goal: building the tower.
- ask each team to rate themselves on a scale from 1 to 10. They'll rate themselves on the effectiveness of the team if the team was an organization and the purpose of the organization was to build the tower.
      The teacher presents the last task and provides guidance for solving it. He also proposes to students to document further from the sources they have available- the Internet. At the end of the activity, one of the students will present the materials.

Total time to complete activity	3 hours
Results	The students estimated the number of employees and their relationships (organizational chart) for their

	business, created a job sheet for an available post and a job vacancy announcement for available jobs. Students have found out what steps their firm needs to take for an effective human resources management.
Attachment	Reference material 4.1: Human Resources Management Worksheet 4.1: The Tower Worksheet 4.1: Be the HR manager!

Activity 2) The perks and traps of distant cooperation

Proposer	Eva Goos
Title	**The perks and traps of distant cooperation** (Plenary discussion within the newsletter working group)
Number of participants	10
Level of complexity	Intermediate and above
Activity objective	Students will raise awareness of the benefits of geographical distribution and its traps
The specific objectives of the activity	• To make students reflect on the benefits of being geographically spread across Europe as a newspaper team • To learn from the traps the previous news agency team was caught in and to avoid these difficulties
Materials	Whiteboard
Description of the activity's steps	Begin situation: after they established it, students have been working on their online newspaper during project meetings and between consecutive meetings 1. Students reflect on problems they met cooperating from a distance (and how they and/or their teachers have already found ways to get around some of these obstacles) Together they create a list of issues they have been struggling with. Possible problems students might mention: a) Newcomers do not understand very well what they have to do b) Participants have different "ideas" of what their end product should be c) Some students show little personal concern after the face-to-face project meetings

d) Some students have a higher speed of producing work and a more strict way of working (finishing everything well on time) whereas others are last-minute workers who do not follow all the steps in the process so strictly

e) Students experience lack of time, esp. in periods of exams, tests

f) Students "forget" about deadlines, esp. in holiday periods

g) As some students communicate very explicitly and others imply more, it is easier to miss subtle verbal and non-verbal clues when video chatting with team members

h) Students tend to complain that "the others" don't do their job as they are supposed to but "we over here" do it better

2. Students brainstorm on how they can overcome (some of) these problems

a) Make the expectations very clear and measurable

b) Express in words (accessible for everyone) the common purpose, mission and value system

c) Split up the work into manageable pieces with measurable results and clear deadlines

d) Don't judge the process but judge the result

e) Agree on time boundaries (e.g. What are the team's expectations for producing articles during school holidays? etc.)

f) Keep in touch regularly, formally and informally too

g) Share personal information and show interest in the other participants' lives: Students will be more motivated if they work together with someone they know "as a person", rather than only as a working group team member. Brief sharing of time in video chats can help to build/keep team spirit

h) Listen better for subtleties (in words, body language) during physical meetings and in video chats

i) Beware to avoid an "us" and "them" mentality, be inclusive

j) Specific deadlines for each person's contribution instead of one general one for "all" the work

k) Create database with "spare articles" to be used in case of emergency

l) Ask "outsiders" (more people from participating schools or from outside schools) to contribute

m) Choose topic to write about together in beginning of month

n) Have students sign "intentional agreement" stating they intend to meet requirements

3 Teacher points out similarity to "**Distance management**" in the business world. The problems (missed deadlines, misunderstandings, etc.) the newsletter agency in this project faces are issues many workers nowadays have to overcome as they lead, manage or collaborate with people they do not see on a regular basis. In the business world dealing with these issues is called **"Distance management".**

4.Teacher asks students if they see benefits to being geographically spread (for companies in general and for the news agency in this project in specific)

a) For companies:
- ✓ Close to (more) customers and markets
- ✓ Outsourcing/offshoring
- ✓ Mergers and acquisition
- ✓ Business continuity/disaster recovery
- ✓ Saving travel costs for meet-ups

b) For their own news agency:
- ✓ Reaching a wider audience
- ✓ Different interests

	✓ Wider range of topics covered ✓ Different mindsets and approaches ✓ Different (writing) styles ✓ Raise cultural awareness Sources: http://www.wilsonlearning.com/wlw/articles/l/leading-distance
Total time to complete activity	45 minutes
Results	The points listed in this activity were punt in Google Docs. Each participating student signed an "Intentional agreement", stating that he/she intends to fulfill requirements set by the group in this mobility to the best of his/her abilities, esp. when working at a distance from each other.
Insider tip:	Connect your classroom with over 40 European countries with eTwinning eTwinning is a free, online community for schools across Europe which supports you to partner up with a schools overseas and collaborate on projects within a secure network and platform.

Activity 3) Hopscotch

Proposer	Oana–Simona Iacob
Title	**Hopscotch**
Number of participants	30
Level of complexity	Any
Activity objectives	Students will become aware of the stages of learning
The specific objectives of the activity	• To identify the stages of learning they have gone through while taking part in this project
Materials	Author of the game: ELISABETA STANCIULESCU, ROMANIAN SOCIOLOGIST AND UNIVERSITY PROFESSOR
Description of the activity's steps	Students are divided in three groups. Each group is provided with the structure of a hopscotch and a number of colorful sheets of paper, each one representing a square of the hopscotch. Students are supposed to arrange the squares however they feel comfortable with the steps of learning, on the structure provided. The set of squares contains: **I FIND OUT** I listen to the others about... I watch
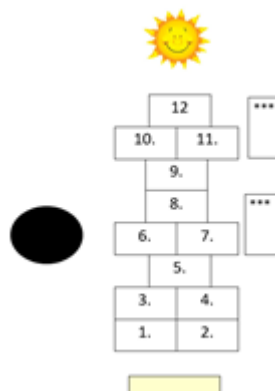
I read

I EXPLORE

I DISCOVER

Personal experience
I take action
I learn

I BEAR IN MIND

I remember sth approximately

I THINK SPONTANEOUSLY

My opinion is that...

I SEE! I'VE GOT IT!

Intuitively

I MEMORIZE

CORRECTLY

COMPLETELY

Accuracy

I THINK CRITICALLY

Question
Multiple answers
For + against each answer
Choice

I ADAPT

Reflexivity
Monitoring

I PRACTISE

I apply in a controlled manner

I STUDY → I UNDERSTAND MORE PROFOUNDLY

Methods and results of scientific and philosophical knowledge

I REALIZE

I CHANGE

Values
Attitudes
Awareness
Action

I APPLY IN MY REAL LIFE

I take action

I observe (myself)

I'm learning

I TRAIN MYSELF

I apply

repeatedly

rhythmically

perseveringly

HOORAY!

I've learnt!

COMFORT ZONE

I can't

I don't like it

	That's stupid/ an aberration
	That's how it's done/ It's normal
	That's how I know/that's how I do
	That's how I learned it
	That's how I like it
	That's me

THE SOCIETY OF KNOWLEDGE
COMPETENCE
21st CENTURY
PERFORMANCE
At the end of their cooperation students will present their hopscotch and identify the stages they have gone through for this project so far and those they think will still have to approach to become real entrepreneurs.

Total time to complete activity	40-45 minutes
Results	Teacher can provide students with the author's solution to the hopscotch, mentioning that there is not just one solution. Author's solution translated into English:
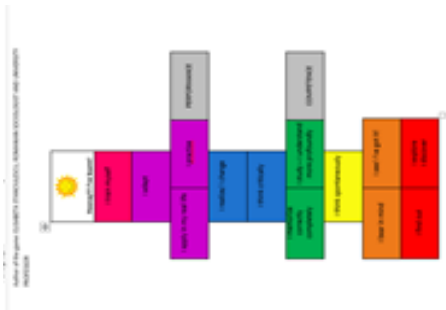
Activity 4) Eco touring Europe

Proposer	Oana-Simona Iacob
Title	**Eco touring a European region**
Number of participants	20
Level of complexity	Intermediate and above
Activity objectives	Students will create a tour of a European region for low-budgeted eco-friendly young travelers Students will be offered the opportunity to adopt a positive attitude towards sustainable tourism and ecotourism
The specific objectives of the activity	• To introduce sustainable tourism and ecotourism to students • To devise guidelines for environmentally conscious travelers who want to visit a European region on a limited budget, by bike or train
Materials	Computers, the internet, map of the region
Description of the activity's steps	1. Find the best itinerary while making some research on the Internet or asking the locals; 2.Find information about bike renting companies, accommodation (hotels or hostels), places to visit and places where they can have healthy meals on low prices; 3. Divide the 5-day tour so that the traveler will have time not only to explore the most important historical and cultural landmarks of the places but also to relax and enjoy the new discoveries.
Total time to complete activity	8 hours
Results	Students promote culturally and historically rich areas with abundant biodiversity Students promote innovative online forms of tourism through social media

Attachments	Reference material 4.4: Sustainable tourism & ecotourism
	Worksheet 4.4: Types of tourism
	Worksheet 4.4: Ecotourism and sustainable tourism

Activity 5) Promotion activity

Proposer	Frank De Ploey
Title	**How to create a contently strong promotional brochure?**
Number of participants	In smaller groups of about 4 students is recommended
Level of complexity	Intermediate and above (editing skills using software)
Activity objective	Students will design a small promotional brochure
The specific objectives of the activity	• To understand the importance of good and relevant content • To understand a brochure contains what you would like to find in it • To get to know some software programs for creating brochures • Experiment with one or more free trial versions of software • Encourage student's creativity
Materials	Laptops or computers, Brochures (online or paper versions) Checklist with questions
Description of the activity's steps	Ask students to think about what brand or product they would like to promote Students make a list of what aspects of the brand or product should be promoted or need promotion and how that should be done for each aspect = draft text by means of keywords, mind maps, schedules and so on. Possible aspects: • Familiarity with the brand's name • Product should sell better • Product needs a more positive name • Product's appreciation by people • Taste, looks or other visual aspect of the product

	• Attract new buyers
	What should a brochure (not) look like?
	    • Hand out some brochures or refer to online brochure
	    • For each brochure students fill out a checklist
	-What is the brochure about (= topic)?
	-Whom is it for?
	-Is all relevant info in it (see topic)?
	What elements are?
	What elements aren't?
	-Is the brochure easy to read: why (not)?
	-Rate the lay-out and looks of the brochure
	    • Students compare these brochures: what brochure(s) is/are the best? Why?
	From their research students conclude what their brochure should look like
	Explore software programs for creating brochures. You might look into these suggestions:
	    • https://www.scribus.net/
	    • https://flippingbook.com/
	    • https://www.adobe.com/products/indesign.html?promoid=5F1G8NN3
	    • https://www.smore.com/
	    • http://www.serif.com/pageplus/
	Design and edit the brochure for each of the group's brand and topics

Total time to complete activity	24 hours

Photo 7: International students and teachers participating in the fourth transnational learning activity in Romania.

Source: All photos are taken by teachers participating in the project.

Transnational Learning Activity 5 – STRASBOURG, FRANCE

12-16 March 2018

Activity 1) Visiting and promoting a major European city

Proposer	Oana Simona Iacob and Mihaela Doina Monoranu
Title	**Visiting the heart of Europe – Strasbourg**
Number of participants	30
Level of complexity	Intermediate and above
Activity objectives	Students will make a one-day itinerary for an important European city from different perspectives (to include touristic objectives bearing importance for the culture and/or economy/politics of Europe)
The specific objectives of the activity	• To familiarize students with the most popular attractions of the city (e.g. Strasbourg) from historical, cultural and/or economic/political perspectives • To enable students to realize the importance of the city for the European culture and economy • To promote cooperation between students of different nationalities and intercultural communication
Materials	The Internet, Strasbourg tourist guides, https://about-france.com/cities/strasbourg.htm, https://wikitravel.org/en/Strasbourg
Description of the activity's steps	1.Some students select the information of what should be known before visiting the city and establish an itinerary 2.In pairs, they make a summary of the information, emphasizing the most important aspects, for each touristic objective; In case of Strasbourg, students considered: - The European district for its institutions bearing

importance for the economy and the politics of Europe: the European Parliament, the Council of Europe, the European Court of Human Rights, the European Youth Centre, the European Pharmacopoeia, the European Audiovisual Observatory;

- the Cathedral of Our Lady for its impressive Gothic structure and the famous astrological clock;

- Monument of General Kléber;

- the Republic Square where one can find the Palais du Rhin, the National and University Library, Strasbourg National Theatre and the Prefecture of Grand Est and Bas-Rhin. All of these buildings are classified as historic monuments.

-the Palace of the Rhine is a monument to the best of 19th century Prussian architecture and one of Alsace's best preserved examples of the German Neoclassical style.

- Strasbourg Opera House

- the Palace Rohan is a major architectural, historical, and cultural landmark in the city

- Gutenberg Square is a favorite for locals and tourists alike as it has a lot of excellent cafes and restaurants

- the Kammerzell House - a half- timbered (of wood) house in an impressive Gothic style. Today, there is a popular restaurant inside. The rich decoration on the façade, both secular and sacred, was inspired by the Bible, Greek and Roman Antiquity and the Middle Ages.

- the Alsatian Museum (Musee Alsacien) was opened to the public in 1907, with the direct goal of documenting the region's rich history and also against attempts to "Germanize" Strasbourg.

- the Strasbourg Historical Museum (Musée Historique de Strasbourg) is located in the city's

	former slaughterhouse (Grande boucherie), a building constructed in 1587 and home to the city's butchers and has been used as a museum since 1920. - La Petite France, on the western end of the Grand Île (Strasbourg town center) is a lovely place to visit by boat or on foot. This historic area is surrounded by water, the River Ill and various canals cutting through the middle of it. Seeing its many historic half-timbered homes reflected in the water is a lovely sight. - when visiting the city, the students present the information and answer the questions of the other students in the group
Total time to complete activity	12 hours
Results	All the students in the group got to know about the cultural and historic aspects of Strasbourg, along with the economically or politically important institutions of Europe
Insider tip	Let students prepare an itinerary for one-day trip to bigger city in your area, then let them guide the classroom, delivering interesting facts to them.

Activity 2) Fake news workshop

Proposer	Eva Goos and Frank De Ploey
Title	**Fake News: How to recognize it as a hoax and keep it apart from real news and satire?**
Number of participants	In smaller groups or individually and plenary discussions
Level of complexity	Intermediate
Activity objective	This is an attempt to pin down the definition of "fake news" more precisely, to find out why it exists and to offer some tips on how to spot it and avoid it. Students will discuss and practice using criteria for evaluating information people find through the Internet
The specific objectives of the activity	• To understand the risks of the "Filter bubble" whenever they use the internet • To name different forms of 'fake news" • To recognize "fake news" by means of a checklist • To explain with examples what "fake news" is • To explain why "fake news" is a hot issue • To express their opinions on "fake news"
Materials	Computers or laptops with internet access Working sheets for evaluations and research
Description of the activity's steps	1.Introduction: pre-knowledge on the topic through questions by the teacher and an introductory clip + where and when does it originate. 2.Students' opinions about fake news and social media explored by means of statements. Students physically take sides in the room ((Right=True, Left=False or Middle= no opinion/don't know)

- Statement: The media influence the way we look at things
- Fake news occurs because of social media
- Fake news influences our worldview
- Social media provide us with better and more accurate information

3.Fake news and influencing are not new
- In the middle ages for example pamphlets were spread to mislead civilians about diseases and illnesses
- In Roman antiquity, after the big fire of Rome in 64AD, soon rumors spread that Nero, the emperor himself set fire to the city in order to be able to establish his dream: a completely new Rome
- Things that get more media attention by implication get potentially more influence
- Beware of Filter Bubble (the role of algorithms): everything you do on the internet is monitored and this monitoring influences the way and about what you will be informed

4.How to distinguish fake news from real news?
- In pairs: write down how you think you can distinguish them
- Plenary discussion of the answers and input
- https://www.voicetube.com/videos/14131 OR https://ed.ted.com/lessons/how-to-choose-your-news-damon-brown
- Conclusion: it is indeed a difficult task

5.What is fake news: how to recognize and define it?
- Discussion: what makes a news site a fake news site
- Explore a news sites to determine it as fake or real
  - ✓ Chicago Civic Tribune
  - ✓ First Post

- ✓ <u>Fox News 24</u>
- ✓ <u>News Breaks Here</u>
- ✓ <u>The New York Evening</u>
- Working sheet about a common topic on different sites: what sites provide real and what others fake news? Determine real or fake on the basis of the questions on the sheet.
- Discussion about the answers and findings
- Where you heading in the right direction? There are several forms of misleading information you might have recognized in your article. They were summed up by Claire Wardle as followed:
- ✓ False connection: title and illustrations have <u>no link</u> with contents
- ✓ Misleading information: using information to <u>frame</u> someone or something in a certain context.
- ✓ False context: using original/ authentic content but in a <u>wrong context</u>.
- ✓ Illusory content: <u>imitating</u> authentic sources
- ✓ Manipulated content: <u>adapting</u> content or images in order to mislead
- ✓ Manufactured content: <u>creating</u> new content which is completely false

6.Not all that seems fake is fake. The author of an article can have a different point of view or approach. What could that be? What news could seem fake but in fact isn't → Educational conversation
- Satire
- News site using satirical stories
- Mistakes can be made
- Critical reporting to determine hoaxes
- News you don't like does not have to be described as fake per se

7. Why fake news is spread? Think individually of

reasons why fake news is spread → Educational conversation

- Disinformation for (personal) profit
- Disinformation for political gain
- Crime = hacking
- Viral pranks:
- http://www.cbc.ca/news/canada/montreal/child-snatching-eagle-video-created-as-student-project-1.1268125

8. How does fake news gets spread → in pairs think of ways it gets spread → plenary discussion

- Messages spread on social media
- Journalists who are under pressure to have their news account as soon as possible
- Through people who want to influence public opinion
- Trolling

9. Did you get it? Check out and try through these sites

- https://www.youtube.com/watch?v=2_ZDcbQyUpw
- https://www.theglobeandmail.com/community/digital-lab/fake-news-quiz-how-to-spot/article33821986/
- http://libguides.uwf.edu/c.php?g=609513&p=4471281

Total time to complete activity	1.5 hours
Results	The stated aims have been reached
Attachments	Worksheet 5.2: Suggestions for resources

Activity 3) Lost in translation - idioms

Proposer	Irena Kocijan-Pevec
Title	**Lost in translation – idioms**
Number of participants	20-30
Level of complexity	Intermediate and above
Activity objectives	Students will develop linguistic and communicative competences, to develop intercultural understanding, to raise awareness of the differences and similarities between different languages; to raise awareness of the difficulties of translating
The specific objectives of the activity	• To expand vocabulary connected with discussions, meetings, media, friendships, nationalities. • To raise awareness of the use of metaphor in idiomatic expressions and of the difficulties it causes in translation • To make students aware of peculiarities and similarities in different languages. • To encourage students to have discussions about cultural and lexical issues. • To make students aware of the drawbacks of Google Translate machine service.
Materials	Computers/mobile phones/tablets with internet access Hand-outs.
Description of the activities steps	Students work in groups of mixed nationalities – each student from 1 country (for example, groups of 5 students from 5 different countries. The activity can be adapted for monolingual classes or groups. *STEP 1* Students are given the list with 5 idioms or idiomatic sentences and they are asked to match them with the meanings or explanations in English (Task 1) *STEP 2*

When students have matched the meaning and idioms, they do a gap-fill activity in order to become more aware of the use of the idioms in a natural communicative context. They complete the gapped sentences with the appropriate idioms (Task 2)

STEP 3

Students are asked to translate the sentences containing idioms into their native language. They try find the equivalents of the given idioms in their languages. They observe the similarities and differences in the idioms in their native language and in English. (Task 3a)

Students use a Google translate tool to translate the given idioms in their own language and then translate the same idiom back into English. (Task 3b) They compare the differences in the translation they did on their own and the translation by a translating tool. They observe what happens when idioms, which usually have metaphorical meanings, get translated by a Google translator. In groups, they try to identify which parts of the meaning are lost or misinterpreted.

STEP 4

If students work in multilingual groups, they have run the same idioms through different native languages used by the students in their group, so they compare their translation with the translations of other students in order to become aware of the similarities or differences in the use of the same idiom in different languages. (TASK 4)

REMARK: If students work in monolingual groups this step is skipped.

STEP 5

Students use a Google translate machine to translate the same sentence consecutively into all five languages (spoken by the students in the group) and

	then back into English. Students compare the translations and try to see how the original sentence changed. (TASK 5)
	If students work in monolingual groups, this step can be adapted in two different ways.
	Version 1: Students use a Google translator to translate the same sentences through 1-2 other foreign languages that they can speak apart from English. Version 2: Students choose 3-4 different foreign languages and have the same sentence translated consecutively through these languages and then back into English. Finally. students discuss what changes have happened to the original sentences through the process of consecutive translation through a number of languages
Total time to complete activity	1 hour
Results	Students are aware of the difficulties and complexities in translating fixed phrases with metaphorical meanings in various languages by a translating machine.
	Students become aware of the cultural content present in vocabulary in different languages.
Attachments	Worksheet 5.3: Idioms and steps guiding students through the activity

Activity 4) How to sell yourself

Proposer	Ahmet Cihat Yavuz (Kapcik)
Title	**How to sell yourself**
Number of participants	30
Level of complexity	Intermediate and above
Activity objectives	Learners will grasp the importance of marketing themselves Learners will raise consciousness about the purpose of preparing CV Learners will become more aware of how to examine and evaluate CVs Learners will be able to prepare their own CVs
The specific objectives of the activity	• To boost brainstorming skills (Why do people need to get to know their strengths and weaknesses?) • To develop awareness about the reason of designing effective resumes for prospective job opportunities across the globe
Materials	Sample CVs (preferably well-prepared and badly-prepared ones) Blank A4 papers (or an electronic device)
Description of the activities steps	Divide the class into the groups of four (group size may depend) Explain the purpose of the lesson. Ask the groups to brainstorm about why we need to prepare a CV, and elicit "to convey the employer our qualifications" Hand out the groups samples of badly-prepared CVs without underlining their quality and ask them to categorize advantages and disadvantages of such CVs. Assign one student from each group to cross-check other groups' ideas Take some common ideas from the whole class (try to

	elicit layout, content and style)
	Put the class into different groups and assign them the task about what is essential in a CV and what must be avoided.
	Take whole-class feedback and try to elicit personal information, sufficient description of previous occupations; as well as short, bullet-point descriptions
	Open up Europass CV editing website and navigate through the website by indicating the learners how to prepare an effective CV. https://europass.cedefop.europa.eu/editors/en/cv/upload
	Put the class into pairs and ask them to prepare their own CVs through the aforementioned website
	Supply learners with instant and delayed feedback where necessary.
	At the end of this period swap CVs for a pair analysis and make sure learners improve their CVs in conjunction with the feedback.
Total time to complete activity	3 hours
Results	Learners collaborate and think critically to be able to recognize strengths and drawbacks of CVs.
	Learners will transfer the grasped knowledge into real life by preparing their own CVs in accordance with the features of effective CVs.

Activity 5) Tourism fair with cultural treasure boxes

Proposer	Ahmet Cihat Yavuz (Kapcik)
Title	**Tourism fair with cultural treasure boxes**
Number of participants	30
Level of complexity	Intermediate and above
Activity objectives	Learners will raise consciousness about their own cultural identity Learners will familiarize themselves with the similarities and diversities of different European countries and celebrate diversity Learners will improve their oral presentation skills in the context of cultural characteristics
The specific objectives of the activity	• To look into cultural specifics of one's own country in the lens of others • To present one's country in such a way that calls the attention of the audience • To call attention to the distinct features of the countries
Materials	Cultural items (food, art, music, legends, history, lifestyle etc.)
Description of the activities steps	- Explain learners that there will be a culture day, and they will represent various countries. - Students draw lots to see which countries that will search - After drawing lots, group the same countries together and allow them to familiarize themselves with the cultures - Remind learners that they will be representing the country through their costumes, music, manners, foods etc. - Learners make presentations after a week of research - At the end of the activities each student writes reflective essays about how they felt throughout the

	task
Total time to complete activity	10 hours
Results	Aforementioned aims were reached
Insider tip	Connect your classroom with over 40 European countries with ![eTwinning logo] eTwinning is a free, online community for schools across Europe which supports you to partner up with a schools overseas and collaborate on projects within a secure network and platform.

Activity 6) Travel Brochure

Proposer	Oana–Simona Iacob
Title	**Online Travel Brochure**
Number of participants	20
Level of complexity	Intermediate and above
Activity objective	Students will publish an online travel brochure of a town/region/country in which to include itineraries of one or more days/weeks for young travelers
The specific objectives of the activity	• To familiarize students with different towns/regions/countries; • To plan, draft and publish an informative travel brochure for public use
Materials	Adobe Indesign publishing software application used for layout and design
Description of the activity's steps	- Students choose the brochure structure and layout that is applicable in Adobe Indesign - In groups students decide on the town, region or country they want to include in the brochure as well as the tour duration; - They select the touristic objectives that are attractive to young travelers and the most appropriate images - Once the outline of the itinerary is finished, students will write descriptions about the points of interest they have chosen to stop at in the tour; the presentations will include historical, architectural or cultural information as well as other details of importance to young travelers. - The material is uploaded in the brochure - Students will also publish a number of flyers with a summary of the information in the brochure and with a QR code that scanned by the reader will lead to the on-line brochure;

	-Students will organize a street team promotional campaign in which they will offer the flyers to young people they meet in public squares
Total time to complete activity	12 hours
Results	Students created a travel brochure for the five countries participating in the project that is to be found on http://english4entre.ro/book.html

Photo 8: Students excited about their new travel brochure

Photo 9: International students and teachers participating in the fifth transnational learning activity in Strasbourg.

Source: All photos are taken by teachers participating in the project.

CONCLUSION

Regarding the overall results of the activities, we observed that these activities had a positive impact on the participants in that they presented meaningful contexts through which the participants found the chance of developing their foreign language skills by making sense of the tasks they were assigned to complete. We further observed that such topics as entrepreneurship, tourism, establishing a joint venture, and the others were deemed to be motivating and purposeful to utilize in a related classroom.

Furthermore, this tool was prepared with the purpose of providing English as a second/foreign language and entrepreneurship teachers with sources and ideas through which they can enrich learning environment by integrating entrepreneurial content into classroom teaching. Being the principal goal of this tool, developing learners' English abilities was also addressed. After all, in most of the activities, explicit language teaching was not emphasized, rather it was implicitly enhanced through engaging in the entrepreneurship and tourism content of the activities.

As this tool was produced by gathering the activities that took place in five different countries during three years, the activities vary depending on the location, the schedule of the project, the pace of the working groups, as well as the opportunistic situations. We, therefore, suggest to adapt these offered activities in accordance with the location you work. In other words, one can make changes in timing, interaction patterns, steps, and even the objectives.

Overall, we trust what we observed during the implementations of these activities; in other words, we witnessed the positive outcomes that were reached after these activities. Consequently, we believe that this tool will be of use to you, as well, and we hope that you will get the most of this tool.

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APPENDICES

I. REFERENCE MATERIALS FOR TEACHERS AND STUDENTS

REFERENCE MATERIAL 1.3: *SEARCHING FOR A PROMISING BUSINESS IDEA*

PROPOSED BY: ANCA OPRISANU and OANA SIMONA IACOB

The above statement undoubtedly applies to ideas for starting a new business. But how do you come up with such an idea? And how can you know if the idea for the business will have a promising future?

Studies show that the lion's share of original and successful business ideas were generated by people who had already had several years of relevant experience. Gordon Moore and Robert Noyce, for example, had a number of years behind the mat Fairchild Semiconductors before teaming up with Andy Grove to form Intel. But there are also examples of revolutionary ideas brought to life by mere novices, as Steve Jobs and Steve Wozniak demonstrated when they dropped out of university to start Apple.

Development of a business idea

In economic terms, a spark of genius is worthless, no matter how brilliant it may be. For an idea to grow into a mature business concept, it must be developed and refined, usually by many different people.

The initial idea must first pass a quick plausibility check. Before you follow up on an idea, you should evaluate it in light of its (1) customer value and (2) market chances and its (3) degree of innovation, as well as considering whether it will be both (4) feasible and profitable.

Elements of a promising business idea
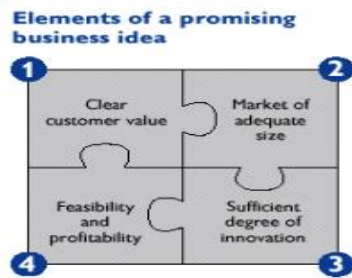
A business idea can be considered promising if it has the following four elements:

1. Clear customer value

The key to success in the marketplace is satisfied customers, not great products. Customers spend their hard-earned money to meet a need or solve a problem. The first principle for developing a successful business idea is thus that it clearly shows which need it will fulfill and how it will do so. Initially, many entrepreneurs have the product and the technical details of design and manufacture in mind when they speak of their solution. For investors, customer value takes top priority, and everything else is secondary.

The customer value of a product or service expresses what is novel or better about the item when compared to competitive offers or alternative solutions. As such, it plays a key role in setting your product apart from others – a core issue in marketing, as we will learn – and is essential to the market success of your business concept. First, your business concept must be presented in a way that makes sense (selling proposition) to the customer. Many startups fail because the customer does not understand the advantage of using the product or **service and thus does not** buy it. Second, your product must be unique. Consumers shouldn't choose just any solution that hits the market – they should choose yours. You must therefore persuade them that your product offers a greater benefit or added value. Only then will your customers give you an edge.

2. Market of adequate size

A business idea will have economic value only when it succeeds in the market. This second principle of a successful idea is that it demonstrates how big the market is for the product offered, which target group(s) it is designed for and to what degree it will differ from the competition.

A detailed analysis of the market is not yet necessary at this point. Estimates, deriving from verifiable basic data, will suffice. Sources could include official statistics, information from associations, articles in trade journals, the trade press and the Internet. It should be possible to draw a reasonable conclusion about the size of the target market from this base data. It is sufficient for you to summarize the results of this investigation in your presentation of the business idea.

The same is true for your target customers; you will need only a loose definition of who they will be. Describe why your business idea will offer a special value to this group in particular, and why this group is financially the most interesting to you.

You will always face competition - both direct, from companies that offer a similar product and indirect, from substitute products that can also fulfill the customer's need.

3. Sufficient degree of innovation

Business ideas can be classified along the two dimension products/services and business system. In each of these categories, you can develop something new or capitalize on something that already exists. Simplified, a business system is a way of understanding how a product or service is developed, manufactured, and marketed. The term innovation is generally used in the context of new products which are made with conventional production methods and delivered to the customer through existing distribution channels. Innovations in the business system are less obvious but just as important. In developing new products, improvement of the multi-layered dimension "customer value" is at the forefront while innovations in the business system are targeted at lower costs and faster processes, savings which can then be passed on to the customer in the form of lower prices.

4. Feasibility and profitability

Finally, to arrive at an actual startup, the feasibility of the business idea must be assessed. In addition to specific factors that could make the project unfeasible (e.g.: legal considerations, standards), the assessment may include the time and resources needed to carry out the project. The construction of hotels on the moon may be technically feasible, for example, but their cost-benefit ratio is unreasonable.

Interwoven with the feasibility criterion is profitability. A company must be able to generate profit over the long term. This fourth element of a successful business idea should thus indicate how much money can be made and how.
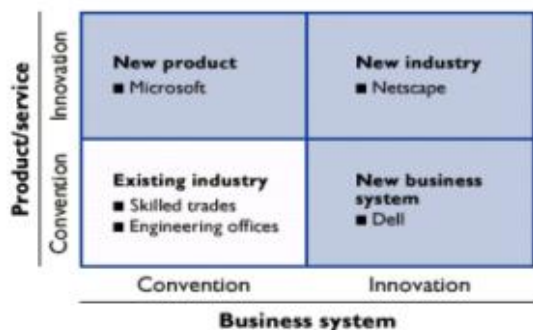
Traditionally, profit calculations for a business are made as follows: a company buys material or services, thereby incurring costs. It also sells products or services to

customers, thereby earning revenues. If your business follows this pattern, it is not necessary to provide any greater detail in the description of your idea. Do, however, make rough estimates of anticipated expenses and profits. One rule of thumb for growing companies is that the startup phase should generate gross profits (revenues minus direct product costs) of 40% to 50%.

PROPOSED BY: ANCA OPRISANU and OANA SIMONA IACOB

There are two main purposes for writing a business plan. The first, and most important, is to serve as a guide during the life of your business. It is the blueprint of your business and will serve to keep you on the right track. To be of value, your plan must be kept current. If you spend time to plan ahead, many pitfalls will be avoided and needless frustrations will be eliminated. Second, the business plan is a requirement if you are planning to seek loan funds. It will provide potential lenders with detailed information on all aspects of the company's past and current operations and provide future projections.

The text of a business plan must be concise and yet must contain as much information as possible. There is no set length to a business plan. The average length seems to be 30 to 40 pages, including the supporting documents section. Break the plan down into sections.

Set up blocks of time for work with target dates for completion.
It takes discipline, time and privacy to write an effective business plan. This task requires an in-depth, individual study of students from safe, accurate sources, and specialized publications recommended by entrepreneurship education teachers.

In the literature there is a wide variety of models for developing a business plan, so I propose a structure of the plan that best meets the needs highlighted in this project. So your business plan could be guided by the following structure:

Part 1: Description and Analysis of the Business Situation

A. Introduction: type of business, brief description of major product/service involved.
B. Self-analysis: actual personal experience and/or training in proposed field.
C. Analysis of trading area, customer and location: geographic, demographic and economic analysis of trading area, customer and locale of proposed business.

D. Proposed organization: type of ownership, steps in starting to form business, planned personnel

Part 2: Proposed Marketing/Promotion Plan

A.   Proposed product or service: details of product(s) or service(s) to be offered; Potential suppliers or manufacturing plans.
B.   Proposed pricing policy: costs, markups, relationship to competitors.
C.   Personal Promotion: non-media sales plan, staffing and merchandise appeal
D.   Nonpersonal promotion: media, basic appeal and initial promotion plan.
E.   Place: channel of distribution from manufacturer or service provided to consumer.

Part 3: Proposed Financing Plan

A.   Projected income/cash flow statement: projected budget describing income expenditures for the first year.
B.   Projected three year plan: describe planned growth, including financial resources and needs.
C. Personal/internal capital: earnings, borrowing, long term equity
D. External capital: short term and/or long-term borrowing, long-term equity
E. Repayment plan: plan to repay borrowed funds or provide return on investment to equity funds.

Sources:
1.Bobrow, Edwin E. *Pioneering New Products: A Market Survival Guide*. Homewood, IL 2.Breen, George, and A. B. Blankenship. *Do-It-Yourself Marketing Research*. New York
3.Clifford, Denis, and Ralph Warner. *The Partnership Book*. Berkeley

REFERENCE MATERIAL 2.6: *MARKETING AND SALES*

PROPOSED BY: ANCA OPRISANU and OANA SIMONA IACOB

The key elements of a well-conceived business concept are well-planned marketing and sales activities. They require a persuasive description of your strategies for market launch, marketing and the measures planned for sales promotion. A skeleton framework to follow is that of the four "P's": product, price, place and promotion.

1. Product

Your original product idea has already given you some sense of the characteristics of your product. After a closer analysis of the needs of various customer segments, you now must evaluate whether your product actually meets them or to what extent   it may require adaptation. This raises the question of whether you should manufacture one single product for all segments or whether you want to adjust the product to meet the needs of individual segments.

2. Price

The basis for an attainable price is the willingness of customers to pay the price asked of them. This contradicts the conventional wisdom that price is derived from costs. Of course, cost is a considerable factor, but the cost-price ratio only becomes critical when the price asked will not cover costs within the foreseeable future. In this case it is advisable to get out of the business as quickly as possible or better yet, never to go into the business in the first place.

New companies generally pursue the skimming strategy, and for good reason:

• A new product is positioned as "better" than previous options, so a higher price can be justified.

• Higher prices generally lead to higher profit margins, and allow the new company to finance its own growth. New investments can be financed out of profits and outside investors are no longer needed.

• Unlike the skimming strategy, the penetration strategy generally requires high initial investment in order for supply to meet the high demand. This heightened investment risk is something investors usually prefer to avoid.

3. Place

Your product or service will somehow have to reach the customer physically.

Although this may sound simple, it involves another monumental marketing decision: in what way, via which distribution channel, do you want to deliver your product?

Distribution can be roughly categorized into two forms: direct or multi-channel. Technological developments, particularly in information technology, have greatly expanded the spectrum of distribution channels over the past few years. Here is a selection:

• **Third-party retailers.** Products are sold via retailers who have good access to potential customers.

• **Outside agents.** Specialized companies act as agents for the distribution of products from various manufacturers. They take over the function of the in house sales person.

• **Franchising**. A business concept is put into practice independently by a franchisee who pays a licensing fee, whereby the franchiser maintains control of the business policies (McDonald's is an example of this).

• **Wholesalers**. It can be difficult for a small company to maintain contact with a large number of retailers. A wholesaler who has good contacts to the retail trade can take over this activity

• **Stores**. Selling in your own store is a good choice when the design of the purchasing experience is central to the product, and only a small number of stores is necessary to cover the market.

• **Own sales staff.** Sales agents are above all deployed when the product is complex (e.g. capital goods), requiring extensive knowledge of the product. Face-to-face customer visits are expensive; the number of customers must be fairly small.

• **Direct mail.** Select customers receive a mailing through the postal service. Addresses can be purchased from database companies, sorted according to criteria desired.

• **Call center.** Through advertising, customers are invited to order a product by telephone. Simple products can be distributed to many customers in this way, with no need to set up stores throughout the entire sales region.

• **Internet.** The Internet is a relatively new marketing channel, through which a global market can be reached at minimal cost.

4. Promotion

Before potential customers can appreciate your product, they have to hear about it. And to achieve this, you must advertise: attract attention, inform,

persuade, and inspire confidence. Those are the objectives of communication. Communication must explain the value of your product or service to your customers, and convince customers that your product meets their needs better than competing or alternative solutions. There are various ways of getting the customer's attention:

• Classic advertising: newspapers, magazines, trade journals, radio, TV, movie theaters
• Direct marketing: direct mail to select customers, telephone marketing, Internet
• Public relations: articles in print media about your product, business or you, written by you or a journalist
• Exhibitions, trade fairs
• Customer visits

Sources:
1. McKinsey & Company, Inc., *How to write a business plan.*
2. Morris, C. E. (2010),*Flash on English for Tourism*, Eli Publishing

REFERENCE MATERIAL 3.5: *FINANCIAL PLANNING*

PROPOSED BY: ANCA OPRISANU and OANA SIMONA IACOB

Financial planning is a key element of your business plan.

For you. Financial planning is an integral part of your overall business management concept. All decisions and assumptions you make will be reflected in the financial projections which are to be included in your business plan.

The two most important features of your financial planning are:

• An indication of how profitable your business is expected to be in the future, and possible financial risks involved;

• A definition of additional funds required for developing your business, i.e. how much money you need, when you will need it and when you will pay it back.

For your lender or investor. The financial statements presented in your business plan (historical and projected) are the principal tools that will be used to analyze the performance of your business. Your lender or investor will particularly want to know what you will be doing with the money you get and how you plan to generate the necessary cash flow to pay it back.

A list of major elements to be included in the financial part of your business plan is:

1. Financial history/or start-up information;
2. Income statement projections/budget;
3. Balance sheet projections;
4. Cash flow projections;
5. Important financial ratios;
6. Request of funds and other supporting information.

1. Financial history/or start-up information

As you are just starting a new business as an individual entrepreneur or together with a few partners, you face a special challenge because you do not have an established track record. There is no history of operations. Instead, you must rely heavily on your ability to sell yourself (and your partners) as a potentially successful business owner. You need to convince whoever reads your plan that you have a genuine opportunity for success. Be sure to include any start-up costs that will occur prior to opening your business.

2. Income statement projections/budget

The income statement is also called the profit and loss statement. It shows your revenues from sales, expenses and net profit (or loss). The net profit (or loss) is equal to revenues minus expenses.

An income statement for a business plan should be broken down by month or by quarter for the first year. The second year can be broken down quarterly. For the third and following years estimates can be presented on an annual basis. Analyze the results of the income statement briefly and include this analysis in your business plan.

3. Balance sheet projections

The balance sheet is a statement of your company's relative wealth or financial position at a given date. The balance sheet of a company consists of the following categories of items:

Assets
• Long-term assets (called also fixed assets);
• Current assets.

Liabilities
• Long-term liabilities;
• Current liabilities.

Shareholders' equity
• Share capital;
• Reserves;
• Retained earnings

4. Important financial ratios

Financial ratios are derived from information included in the income statements and balance sheets of your business plan. These are used as indicators for:
• Providing a picture of the financial health of your business through evaluating its ability to generate profit, pay its bills on time and utilize its assets efficiently;
• Comparing the performance of your business with other businesses in the industry;
• Monitoring the changes in the performance of your business over a certain period of time;
• Assessing whether certain operations of your business need fine-tuning.

Sources:

Bobrow, Edwin E. *Pioneering New Products: A Market Survival Guide*. Homewood, IL.

Breen, George,and A. B. Blankenship. *Do-It-Yourself Marketing Research*. New York.

Clifford, Denis, and Ralph Warner. *The Partnership Book*. Berkeley: Nolo Press.

REFERENCE MATERIAL 4.1: *HUMAN RESOURCES MANAGEMENT (HRM)*

PROPOSED BY: ANCA OPRISANU and OANA SIMONA IACOB

In the general parlance, human resources are people and their characteristics at work either at the national level or organizational level. The human resources are considered as human capital.

The human capital is classified into three categories:

- **Intellectual capital** - consisting of specialized knowledge, tacit knowledge and skills, cognitive complexity and learning capacity;

- **Social capital** -which is made up of network of relationships, sociability, and trustworthiness;

- **Emotional capital** - consisting of self-confidence, ambition and courage, risk-bearing ability.

In simple words, HRM is a process of making the efficient and effective use of human resources so that the set goals are achieved.

Definition of HRM

Human resource management is defined as a system of activities and strategies that focus on successfully managing employees at all levels of an organization to achieve organizational goals (Byars & Rue, 2006).

Human resources are the most precious asset of an organization. They are the activators of non-human resources, means for developing competitive advantages and sources of creativity.

Significance of HRM can be viewed in three contexts:

1. **Organizational significance** - consisting in effective utilization of human resources to motivate them and to change their attitudes to work and the organization and to develop personnel to meet the demands of the work effectively;

2. **Social significance** - this aspect aims in achieving the need satisfaction of personnel in the organization.

3. **Professional Significance** - this aspect involves in developing people and providing appropriate environment for effective utilization of their capabilities.

HRM covers the following five functional areas.

A. Organizational Design

In designing the structure, managers must identify the various necessary activities that should be performed in order to achieve the organizational objectives. The first task in designing of the organization structure is the identification of activities and grouping them on the basis of some similarity. The process of grouping the activities is known as departmentation. Different bases for grouping are: functions, products, production processes, geographical territories, customer segments etc. The important factors for the establishment of the department are: specialization, coordination, control, economy, local conditions, and

human considerations. The graphic representation of the organizational structure is the organigram.
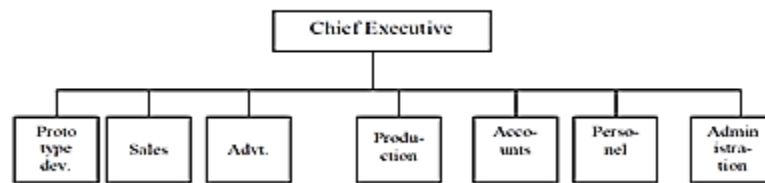
B. Staffing

Staffing may be defined as the process of hiring and developing the required personnel to fill in the various positions in the organization. Staff selection is a basic human resource management activity that is organized within staff departments.

The staffing process involves the following steps:

- ❖ **Manpower Planning**: The process of estimating the manpower requirement of an organization.
- ❖ **Job Analysis**: The process of determining the qualifications, skills and experience required for various categories of employees.
- ❖ **Recruitment**: The process of finding and attracting suitable applicants for employment for various activities of the organization using the internal as well as the external sources.
- ❖ **Selection:** The process of choosing the most suitable persons from among the list of interest candidates. This involves screening the applications,

holding tests, interviews, checking references, conducting medical examinations and issuance of appointment letters.

❖ **Placement:** The process of making the selected candidates to join the specific job positions.

❖ **Induction:** The process of introducing the new employees to the work environment in the organization and acquaint them with the rules and regulations, work conditions, etc.

❖ **Compensation:** Determining the remuneration to be given to employees including incentives.

❖ **Promotion:** Advancement of employees to higher level or position.

❖ **Transfer:** A type of job change where an employee is assigned a different job with same rank and pay.

C. Reward Systems, Benefits, and Compliance

In order to encourage continuous improvement, a company can use to several methods: bonuses, individual or group incentives, promotion. The way in which the promotion of staff is carried out is of particular importance, as it can strengthen or weaken the team spirit and satisfy the employees.

D. Employee and Organizational Development

To perform satisfactorily in their jobs or to advance in the organization, all employees need training. As people change jobs, training is necessary when the employees start work and throughout their working lives.

E. Performance Management and Appraisal

The performance evaluation is a tool the organization use to help enhance the efficiency of the work unit. The basic purpose of rating is to ascertain an employee's eligibility for promotion.

The performance appraisal is also used to decide the training and development needs of employees, as well as for salary increase.

Source: http://download.nos.org, http://www.tmv.edu.in,
https://www.wiley.com
Manmohan Joshi & bookboon.com, *Human Resource Management,* 2013.

PROPOSED BY: MIHAELA DOINA MONORANU

The definition of tourism

'Tourism' means the activity of visitors taking a trip to a main destination outside the usual environment, for less than a year, for any main purpose, including business, leisure or other personal purpose, other than to be employed by a resident entity in the place visited.

(World Tourism Organization/WTO)

Forms of tourism

The tourism industry offers many specialized forms of tourism in order to meet the increasingly diverse and the unique requests of a demanding public. People want to be able to choose from a variety of options based on to their needs and desires!

In relation to the country of reference, three basic forms of tourism be distinguished:

❖ **Domestic tourism**, which comprises the activities of a resident visitor within the country of reference either as part of a domestic trip or part of an outbound trip

❖ **Inbound tourism**, which comprises the activities of a non-resident visitor within the country of reference on an inbound trip

❖ **Outbound tourism**, which comprises the activities of a resident visitor outside the country of reference, either as part of an outbound trip or as part of a domestic trip

The three basic forms of tourism can be combined in various ways to derive other forms of tourism, as follows:

❖ **visiting friends and relatives**

❖ **business tourism**

❖ **religious tourism**

❖ **health tourism**

- ❖ social tourism
- ❖ educational tourism
- ❖ cultural tourism
- ❖ scenic tourism
- ❖ hedonistic tourism
- ❖ activity tourism
- ❖ special interest tourism.

Why is tourism important?
- ❖ A vital source of income for many countries.
- ❖ Tourism generates income through
  - the consumption of goods and services by tourists,
  - the taxes levied on businesses in the tourism industry
  - the opportunity for employment in the service industries associated with tourism.
- ❖ An important factor to promote mutual understanding among people and expand social, economic, cultural and scientific cooperation.

Tourism trends
- ❖ people are becoming more experienced in travelling and "careful" in their choice of destination,leading them to search for new places and new tourism products;
- ❖ they are more mobile - cross border travel is easier than ever thanks to the liberalisation of the airlines, construction of new roads and European integration;
- ❖ they are taking shorter but more frequent holidays throughout the year;
- ❖ they are more active whilst on holiday, seeking out different activities;
- ❖ the European population is getting older but staying active longer;
- ❖ people are increasingly concerned about the environment

(European Commission 2002)

The heritage…
- ❖ is always a major tourism attraction;
- ❖ is a fundamental resource for the tourism development;
- ❖ many countries and cities use it to market the destination.

Heritage tourism dominates the industry in many parts of the world

The culture is.....

❖ A particular form or stage of civilization, as that of a certain nation or period: e.g. Greek culture.
❖ Development or improvement of the mind by education or training.
❖ The quality in a person or society that arises from a concern for what is regarded as excellent in manners, letters, arts, scholarly pursuits, etc.
❖ That which is excellent in the arts, manners, etc.
❖ The behaviors and beliefs characteristic of a particular social, ethnic, or age group

Heritage & Culture: a complex connection

❖ Societies filter heritage through the value system of their culture.
❖ A culture is "inherited" through transmission and education from generation to generation.
❖ Both culture and heritage are dynamic concepts.

Sources: Erwin, P. A Critical Approach to Youth Culture: Its Influence and Implications for Ministry, 2010

A vacation or holiday is a leave of absence from a regular occupation, or a specific trip or journey, usually for the purpose of recreation or tourism. This is a very personal decision based on likes and interests.

Holidays can be classified by:

- Booking method – Package or independent
- Destination – Domestic, inbound or outbound
- Length of flight – Short haul or long haul
- Purpose of travel – holiday, short break, special interest, business, etc.

Package holidays

Traditionally, package holidays were put together by a tour operator and sold through travel agents. However, a lot of customers now book package holidays online or through tour operators directly.

A package holiday includes one set price for a variety of different components., This might include flights, accommodation, transfers and car hire. There are different packages available depending upon what the customer wants.

Independent holidays are often popular with domestic travellers. An independent holiday means that each separate part of the holiday (Flights, accommodation, car hire, transfers etc) are booked and paid for separately.

Domestic holidays are holidays which take place in your country.

Inbound

An inbound holiday is when a tourist comes IN to a country from outside it for a holiday.

Outbound

An outbound holiday is when a tourist leaves the country in which they live and travels OUT to another country for a holiday.

Special interest holidays can take place anywhere around the world and are linked with a particular activity or interest such as cooking, sailing, photography or painting.

Short breaks are holidays which last for 5 nights or less. They are growing more and more popular as people choose to take several short breaks a year instead of a big main summer holiday.

Backpacking trips tend to be good for people who travel for long periods of time, often planning and booking new trips and experiences as they go. Backpackers would often have tight budgets so as to travel for as long as possible and will often stay in hostels and may even travel solo.

Adventure Holidays

An adventure holiday may include activities such as hiking, mountain biking, rock climbing, swimming, white water rafting and so much more. The best places for these types of holidays are often in rural locations.

City break

These kinds of trips are the kind of vacation where you visit a city for a short period of time, such as 24-72 hours and are often taken over weekends. A City Break can provide the perfect opportunity to see a new destination. City Breaks can also be taken as part of a multi destination trip, which is where you visit more than one place.

Music Festivals

During the summer months around the world there are various music festivals. They often span 3-5 days and offer a great lineup of music and entertainment. At many festivals you will be able to camp on-site in special areas which add to the experience.

Safari can often be taken in Africa and are a nature based trip where you go into the wild, often on a guided tour, and will see animals in their local habitat.

Cruise Holidays

A cruise holiday allows you to visit lots of destinations in one trip. The ship will often dock during the day at different places allowing you to get off and explore. You then climb aboard on in the evening to head to the next place.

Beach Holidays

These types of trips are where you go to a hot destination and will be able to lounge around in the sun all day.

Clubbing

A clubbing holiday is suited for the younger generations and is best for those that like a certain type of music.

PROPOSED BY: OANA-SIMONA IACOB

Accommodation is an integral part of a tourist's visit to a destination and the offered services can make the visit memorable. It creates a home away from home for the tourist. According to physical features, the accommodation can be divided into:

- **Traditional (hotel) accommodation**. It includes hotels and motels. Hotels can further be subdivided into various types: international, commercial, resort, floating, heritage. There are different kinds of motels: roadside, city motel, tourist cabinet, tourist court.
- **Supplementary accommodation**. It includes premises, which offer accommodation but not necessarily hotel services. They are bungalows, dormitories, villas, youth hostels, travelers lodge, circuit houses, and inns.
- **New accommodation concepts**. These are new concepts of accommodation, which have come into being through the combination of both the types presented earlier.

- They include time-sharing pensions, camping grounds, villas, eurotel, farm houses, and apart hotels.

Types of accommodation:

A hotel

A hotel provides accommodation, meals and refreshment for irregular periods of time for those who may reserve their accommodation either in advance or on the premises. Hotel is defined in several ways: "A place which supplies board and lodging" or "A place for the entertainment of the travelers"

The quality of the hotel and its services is usually marked by stars according to the five stars classification. The general five star classification systems for hotels determine objective criteria, satisfactory cleaning and maintenance being a basic requirement for all five categories.

Three basic kinds of hotels are:

- **Commercial hotels** – for business travelers and people on short trips; they often have large meeting rooms and catering for different events;
- **Resort hotels** – for tourists and holiday-makers; they often offer sports and sightseeing; most of them are seasonal (mountain resorts, seaside resorts);

- **Residential hotels** – guests can rent rooms for long periods of time; they are a lot like apartment houses, but they also provide meals and other hotel services.

A motel

Motels differ from hotels in their location: they are mostly situated along highways. Usually they are in a shape of connected rooms with their doors facing the parking lot. Some motels also have restaurants and dining rooms or even swimming pools.

A youth hostel

This is a kind of cheap accommodation for travelers. Guests can rent a bed in a dormitory and share a bathroom, a lounge and possibly a kitchen. Private rooms are often available. Hostels mostly provide breakfast, some also offer other meals.

A campsite

A campsite is a place used for overnight stay outdoors. The campsite can be:

a) an incidentally chosen place or

b) an area equipped for camping, with various facilities;

An inn

An inn is an establishment which offers travellers food, drink and lodging. Nowadays, the inns have lost their leading role in tourism, as there are numerous hotels, restaurants and pubs.

Many hotels or bars use the word »inn« in their names.

A guest house

A guest house is small, family-style environment with simple and limited operations where guests may share facilities and/or meals with their host

Sources:

https://sc-s.si/joomla/images/Accommodation.pdf,

http://www.sagepub.com/upm-data/53483_Wood,_Chapter_1.pdf)

REFERENCE MATERIAL 4.4: *SUSTAINABLE TOURISM AND ECOTOURISM*

PROPOSED BY: OANA SIMONA IACOB

The European Commission has adopted its own definition for **sustainable tourism**, according to which it is „**any form of development, improvement or tourism activity that respects the environment, preserves in the long term the natural and cultural resources and is socially and economically durable and equitable**".

Sustainable tourism allows the development of tourism and recreation activities in a country, region or tourist destination by taking into account the basic principles of sustainable development, showing respect for the environment, for the people and for the economy and the local culture of the tourist receiving region.

Sustainable development is about discovering a foreign culture, and in order to do that tourists should:
- Stay curious but pay attention to natural environments (to watch the plants without breaking them and to watch the animals quietly without disturbing them)
- To choose accommodation following the criteria of respect for the environment; to give preference to rural establishments and accommodation in rural houses (boarding houses)
- To respect the lifestyle of the hosts, by showing interest in their culture and spoken language, and before leaving to such a destination one should do a research in order to know what objectives may be visited in the area
- To adapt as much as possible their nutritional behavior to local traditions.

What is Sustainable Tourism?

Its informative. Travelers not only learn about the destination, they learn how to help sustain its character while deepening their own travel experiences. Residents learn that the ordinary and familiar may be of interest and value to outsiders.

It supports integrity of place. Destination-savvy travelers seek out businesses that emphasize the character of the locale in terms of architecture, cuisine, heritage, aesthetics, and ecology. Tourism revenues in turn raise local perceived value of those assets.

It benefits residents. Travel businesses do their best to employ and train local people, buy local supplies, and use local services.

It conserves resources. Environmentally aware travelers favor businesses that minimize pollution, waste, energy consumption, water usage, landscaping chemicals, and unnecessary nighttime lighting.

It respects local culture and tradition. Foreign visitors learn about and observe local etiquette, including using at least a few courtesy words in the local language. Residents learn how to deal with foreign expectations that may differ from their own.

It does not abuse its product. Stakeholders anticipate development pressures and apply limits and management techniques to prevent the "loved to death" syndrome. Businesses cooperate to sustain natural habitats, heritage sites, scenic appeal, and local culture.

It strives for quality, not quantity. Communities measure tourism success not by sheer numbers of visitors, but by length of stay, money spent, and quality of experience.

It means great trips. Satisfied, excited visitors bring new knowledge home and send friends off to experience the same thing - which provides continuing business for the destination.

DEFINING ECOTOURISM

What is ecotourism?
Ecotourism is "responsible travel to natural areas that conserves the environment and sustains the well-being of local people." Sometimes it is defined as a sub-category of sustainable tourism or a segment of the larger nature tourism market.

It includes an interpretation/learning experience, is delivered to small groups by small-scale businesses, and stresses local ownership, particularly for rural people.

What is the difference between ecotourism and nature-based travel?

While nature-based tourism is just travel to natural places, ecotourism provides local benefits - environmentally, culturally and economically. A nature-based tourist may just go bird watching; an ecotourist goes bird watching with a local guide, stays in a locally operated ecolodge and contributes to the local economy.

Source:

Sustainable Tourism Charter, National Geographic Online

II. WORKSHEETS

WORKSHEET 1.3: KEY QUESTIONS- BUSINESS IDEA

PROPOSED BY: ANCA OPRISANU

Identify the answers to the main questions for choosing the best business idea.

1. What product or service will you provide?
2. How do you intend to produce this product or service?
3. Why are you thinking of starting this company?
6. Who are your potential customers?
7. Why should customers buy the product? What need does it fulfill?
8. How will the product be distributed to the customer?
9. What, exactly, is innovative about your business concept?
10. How is the business concept unique? Is it protected by patent?
11. How is the product better than comparable alternatives?
12. What competitive advantages will the new company have, and why can't a competitor simply copy them?
13. Can money be made with the product? What costs will be incurred, what price will be asked?

WORKSHEET 1.3: SWOT ANALYSIS

PROPOSED BY: ANCA OPRISANU

Many of you would have used a **SWOT analysis** in the past, but how many know who came up with the theory?

Albert Humphrey was an American business and management consultant.

During his work at the Stanford Research Institute (1960 – 1970), he produced a team method for planning which was named SOFT analysis, this has developed into what we now know as a SWOT analysis.

For those of you not familiar with this theory, SWOT stands for:
S – Strengths, **W** – Weaknesses, **O** – Opportunities, **T** – Threats

Each organization or business has to deal with both internal and external factors that affect them. Users of the SWOT analysis can therefore use the first two sections (Strengths and Weaknesses) to help them identify all of the internal factors. The last two sections (Opportunities and Threats) will be used to identify all of the external factors.

Task: Make a SWOT analysis for your business idea by answering the proposed questions:

Strengths (Internal factor / Positive influence)

What are we best at?

What intellectual property do we own that can help us with this objective?

What specific skills does the current workforce have that can contribute to this objective?

What financial resources do we have for reaching this objective?

What connections and alliances do we have?

What is our bargaining power with both suppliers and intermediaries?

Opportunities (External factor / Positive influence)

What changes in the external environment can we exploit?

What weaknesses in our competitors can we use to our advantage?

What new technology might become available to us?

What new markets might be opening to us?

Weaknesses (Internal factor / Negative influence)

What are we worst at doing?

Is our intellectual property outdated?

What training does our workforce lack?

What is our financial position?

What connections and alliances should we have, but don't?

Threats (External factors / Negative influence)

What might our competitors be able to do to hurt us?

What new legislation might damage our interests?

What social changes might threaten us?

How will the economic cycle affect us?

WORKSHEET 1.3: GENERAL DESCRIPTION– BUSINESS IDEA

PROPOSED BY: ANCA OPRISANU

Write a general description of your proposed business and how it would work.

Normal requirements of a business concept presentation

Title page

Name of the product or service

Name of the person submitting

Confidentiality notice

Illustration, where appropriate, of the product or service in action

Body

4-7 pages (including a one-page executive summary)

Clear structure with headings and indentations as visual organizers

Charts, illustrations, tables

Maximum of 4 illustrations, placed in the appendix

Use only if necessary for comprehension

Make reference to the illustrations in the text

Simple, clear presentation

WORKSHEET 1.3: KEY QUESTIONS- BUSINESS PLAN

PROPOSED BY: ANCA OPRISANU

Your business plan is a record of decisions that you must make about achieving a set of goals. Realize that much of your plan will be speculative. For example, you can't be certain what your true costs are until you have been in business for a while. You may have a targeted market in mind but you won't know for sure the most effective way to reach them and to create repeat business until you have tested your marketing plan. You will have a timeline in place for this plan but you may discover that things move more quickly or simply take more time. Be flexible. Your business plan will get you started but be prepared to rely on the feedback from actually doing your business. Sometimes we build the road as we go.

The following questions can help to individualize your business plan. Depending upon where you are on your vision/plan continuum, you may be brand new to this process or someone who is well underway with your business planning. Either way, this worksheet can send you in the right direction.

MISSION STATEMENT
Write a 500 word paragraph below that answers the following questions:
1. Who are you in the market?
2. What goods or services do you provide?
3. What need in the market do you fulfill?
4. Why are you best qualified to fulfill this need?

GOODS AND SERVICES (your "product")
Write out a brief description, detailing the various dimensions of the finances in your plan by answering the following questions:
1. What is the product you offer? (Be clear about what you don't do!)
2. What is the cost to you to produce this product (that would be your wholesale cost)?
3. What price will you offer your customers and is this a cost that the market will bear?
4. What do your customers consider a "good value?"
5. What sort of profit margin can you expect?

MARKETING

Before putting together your "Marketing Starter Kit," answer the following questions, keeping in mind your competition:

1. Where are you located?

2. Who are your potential customers?

3. Do you have a rough idea of how many people need your product?

4. Are you matching your product to the right customer?

5. What do these customers need and can you describe how you are the right person to help them?

6. Why should they go to you and not your competition?

7. How do you plan to get the message out to those customers about the product you offer in a cost effective way?

8. Where do your clients and professional leaders do business? Where do they socialize or hang out?

9. What benefits and results do your clients receive from your product?

10. Do you have a plan to create repeat business from a growing clientele?

11. What will cause your clients to recommend your business to friends and colleagues?

THE COMPETITION

List your competitors. Write a few paragraphs, spelling out how your goods and services will be similar to, as well as different from, the names on the list. Answer the following questions:

1. How effective are their operations?

2. What sort of value and service do they provide?

3. How much do they charge?

4. How do they seek repeat business?

5. Who are their biggest customers?

6. What can you learn from each of these competitors?

OPERATIONS PLAN

Complete the below timelines and get your affairs in order:

1. Timelines

a. Do you have 5-year and 1-year timelines in place? Are they reflective of where you are on your own vision/plan continuum?

I recommend downloading one of the many timeline templates available from Microsoft Office. These templates feature space for a title, a customizable timeline with events, and instructions for using the timeline.

b. What do you need right away to start your business?

c. What do you need to *do* right away to move your business forward?

2. Office set-up

a. Do you have the necessary equipment to operate your business? If not, how do you plan to acquire what is necessary?

b. How do you operate on-site versus off-site?

c. Is your legal identity in place?

d. Do you have a business banking account?

e. Do you have in place your tax preparation and recording keeping?

GETTING HELP

It is a rare person who would be able to answer confidently all the questions posed in this worksheet without getting advice from others. Think about these questions as you build your plan:

1. What professionals do you need to assist you with your business? You will need an attorney, CPA, and financial advisor. Additionally, you may need graphic designers, web specialists, marketing professionals, technicians, office staff, etc.

2. What consortia can you build to expand your work and create dynamic business partnerships?

3. Do you have an ongoing networking plan to connect you with an ever widening population of both clients and colleagues?

4. Are there books and other resources, conferences or conventions, seminars or workshops that may offer you further guidance or help you make connections?

WORKSHEET 1.3: THE STRUCTURE OF A BUSINESS PLAN

PROPOSED BY: ANCA OPRISANU

The purpose of a Business Plan is to provide an operating guideline to manage your business effectively and successfully. This form has been designed to provide a basic outline for a Business Plan. You may use it as a general reference for completing your own Plan or simply fill in the blanks in as much detail as possible and return it with your application. If you need more room, please feel free to include the extra information on separate pieces of paper.

Name of Business:

 _____

Name(s) of Owner(s):

_____

Business Address:

_____

Business Phone:_____

1.   Business type:

_ Wholesale _ Retail _ Service _ Manufacturing

2.   How long have you been in business?

 _____ years _____ months _ not yet in operation

3.   Describe your plans for the future of your business:

_____
_____

4.   Where will your business be located? What makes this a good location?

_____
_____

MANAGEMENT

Describe your background. Note your areas of special knowledge and experience as related to your business. Attach your resume. If anyone helps you manage your business, please provide information about his/her background as well. What else would be helpful to know about you?

_____
_____

_____

_____

MARKET AND PRODUCT INFORMATION

1. Where are most of your customers located? Local (within 50 miles), statewide, out of state

2. Briefly describe your product or service:

_____

_____

_____

3. What type of individual or company buys or will buy your product or service? (Be specific. Not everyone will be a customer of yours.)

_____

_____

_____

4. Have any individuals or businesses formally agreed to purchase your product or service
_ Yes _ No
If "yes", please attach copies of the agreements or contracts. Comments:

_____

_____

_____

5. Who are your biggest competitors? What sets you apart from them (why would a customer come to you instead of them)?

_____

_____

_____

6. Do you advertise, or do you have plans to advertise?
_ Yes _ No
If "yes", please describe. Feel free to attach business cards, ad clippings, letterhead, brochures, etc.

_____

_____
_____

GENERAL INFORMATION

Please use this space for any further information you would care to add and/or to describe any aspects of your business you consider unique. Please attach photos, advertising copy, business cards, letters of support, or anything else you would consider helpful.

_____
_____

PROPOSED BY: EVA GOOS

EXAMPLE LOCAL NEWS ARTICLE

9+ Technology company Rombit delivers digital traffic signs in Antwerp

Guy Janssens

At the end of the year the city of Antwerp will receive digital traffic signs to indicate temporary parking prohibition. The current signs to express this temporary prohibition, for example to permit moving cars and trash containers, are frequently being stolen. Besides, the interdiction is written on the board in chalk, which often leads to deception.

Rombit has decided to make prototypes of new traffic signs. In spring they will be tested by the city services and if they survive the tests, the new signs, which will have a digital screen, will be put into service.

In the beginning of last year the city of Antwerp and Rombit already released a digital platform on which citizens and companies can request traffic prohibition signs. Jorik Rombout, CEO of Rombit: "The digital prohibition signs encompass a combination of the newest technologies so that information can be wireless and shown in a clear way."

The new traffic prohibition signs are provided with a digital under board. The dates indicated on the under board can be inserted from a distance. If the analyses are positive, the city will replace as many boards as possible this spring. Evidently, prohibition signs the city is not authorized for, are an exception. Utilities, companies and contractors who perform road works for example, keep placing their own signalisation.

In 2014 Rombit was proclaimed the Most Promising Starting entrepreneur by VOKA, Room of commerce Antwerpen-Waasland. Trends crowned them "Starter of the year 2015".

How to Write a Newspaper article:

Heading
- 40 letters
- catch attention

Subtitle   (80 letters)   / Lede (max 50 words)
- informative : topical questions
- clarifies title

Body
- appealing first sentence, arousing interest
- first 2 paragraph develop lead, next paragraphs more details
- link paragraphs (ideas, linking words)
- no new information in last paragraph
- mention sources
- put the information in a well-structured, logical order

Subtitles
- max 30 letters
- contents should be objective

Language: check carefully for correctness

Contents: remarkable, new perspective

Remark

The challenge is to use words that precisely describe what took place, and to let various people come with a statement to air their views and concerns. As a journalist, you are obliged to get an unbiased and nuanced coverage of the events.

WORKSHEET 1.4: HOW TO WRITE NEWSPAPER HEADLINES

PROPOSED BY: EVA GOOS

How to write newspaper headlines:

Newspaper headlines should arouse interest and motivate to read. They should match the tone of the article and, above all, be accurate and factual (neutral) while capturing the capital idea of the article.
 !!! TACT: (good) Taste – Attractive – Clarity - Truth
 Some advice
1. Use action verbs (avoid 'feel', 'believe', 'think')
2. Use active voice
3. Use present tense
4. Omit 'to be' (in all forms)
5. Write first subject, then verb
6. Use short words
7. Use accurate verbs and nouns
8. Avoid 'a' or 'the'
9. Use abbreviations
10. Use play on words
11. Give rhythm
12. Give numbers
13. Avoid quoting

PROPOSED BY: EVA GOOS

How to write an introduction: some suggestions

Introduction

The introduction is certainly the most read section of any deliverable, and it largely determines the attitude the reader/reviewer will have toward the work. Therefore, it is probably the most delicate part of the writing. Try to "hook" the reader with a great first sentence. You never get a second chance to make a first opinion.

Ingredients for Writing an Introduction ("lede" for newspaper article)

1. amazing facts
2. numbers
3. thought-provoking questions
4. provocative quotation
5. catchy saying
6. vivid anecdote
7. examples
8. (dictionary) definition
9. "dawn of man"
10. summary of the information
11. Unique, arguable thesis
12. …

!!! 5W's: What? Who? Where? When? Why? How? +   KISS: Keep It Short and Simple

 !!! Pre-writing work for an introduction:

1. Open with an attention grabber esp. when your topic is somewhat dry or technical

2. Think about an "angle" for your topic

3. Select the most newsworthy aspect of your text (put key points in order of importance)

4. The final sentence of the intro should sum up the text and link to 1st par. of the text body.

WORKSHEET 1.1: COMMON GROUNDS, SIMILARITIES AND DIFFERENCES BETWEEN (NEIGHBOURING) EUROPEAN COUNTRIES THROUGH SEVERAL CULTURAL TOPICS AND ASPECTS

PROPOSED BY FRANK: DE PLOEY

Goal and research questions

Look into aspects and interests of our daily life and culture. Can we find common backgrounds for randomly chosen European countries, e.g.: Belgium, Croatia, Norway, Romania and Turkey?
On the other hand, where and how do we find differences in the way we and other European nationalities manage those aspects and interests?
Especially, look into music, arts and humour and other fields such as sports, cuisine.

It is commonly agreed upon that the actual European culture roots back in two historical facts: the ancient Greco-Roman civilisation and Christianity. Both have left unerasable marks on what Europe has become and is standing for till the present day.

- Where does the name *Europe* come from? Take into consideration different approaches:
  - Ancient mythology
  - The Greek writer Herodotus
  - Ancient Greek language
- How and where can we find remains of the Greco-Roman civilisation in each of the chosen countries? Name a few per country (if possible).
- Why do these ancient civilisations have only few or no remains at all in one or some of the chosen countries? Name those countries.
- Try to find explanations why ancient civilistions have fewer influence or none at all in those countries. Think about ...
  - relegion
  - where those countries are situated
  - civilisations other than Greek and Roman
  - important historical leaders and facts

As you can see, the ancient Greek and the Romans are still present in Europe. Therefore, we can rightfully name them as the founding fathers of our culture of today. In history the common grounds have stood strong, but each country has developed its own national heritage. In many cases this heritage is protected to assure conservation of its value.

- Search for information about the following institutions/organisations: in what way do they contribute to conservation of (common) European cultural inheritage?
    - Europa Nostra
    - Council of Europe (Culture)
    - ICOMOS
    - EUPAN
    - UNESCO

These institutions/organisations preserve the European heritage. The European Union also takes cultural measures, e.g. concerning enlarging people's interest in the heritage. In an attempt to bring people closer to the very rich European heritage of all of its countries, the EU introduced *The cultural Capital of Europe* in 1985. Each year one or more cities host cultural activities for all interested.

- Which was the first hosting city?
- Has a city of your country already hosted this event or will it in the near future?
- Would you attend activities of this event? Why (not)?

Not only arts and cuture link us all in Europe. Our languages go back to a common ground as well. Almost all of the European languages root in one primal language.

- Give the translation for the word *Brother* in the languages of your chosen countries and in
- What do you observe: easily or difficultly recognisable across the different languages?
- Try to find another word as an example of the big comparability of the languages of the partnering countries.

Discussion and Research about cultural Topics and Aspects

We now know better the common background of us all and the organisations preserving our common cultural heritage. So, let us discuss and do some research about cultural topics and aspects of our daily life.

Key question here will be: *What similarities and what difference can we observe between the chosen countries througout each aspect or topic?*

Suggestion of topics and aspects:
- Music and Lyrics
  - What are songs in our mother tongue about?
  - Comparable subjects across the partnering countries?
  - What European/International artists do we have in common?
  - Compare the hit lists of the partnering countries
- Humour
  - What/Who do we laugh about/at when we tell jokes?
  - What/Who is it not ok to laugh about/at?
  - Stereotypes
    - ✓ Who is the typical Belgian, Croatian, …?
    - ✓ What do we find funny/amusing with this stereotypical behaviour?
- Sports
  - National sports
  - Folkloristic sports
  - How do we support our national sports heroes?
- Cuisine
  - National dishes
  - Eating and drinking culture
- Leisure activities
  - Games
  - Dances
    - ✓ National dances
    - ✓ Folkloristic dances

Besides discussions and research you might try to perform a national or folkloristic dance of one of the chosen countries or kook some of its dishes.

WORKSHEET 1.5: QUESTIONS FOR STUDENTS' REFLECTION LOGS

PROPOSED BY: ÅSE ROSVOLDSVE AND DAMIR BUDIMLIC

Questions for students' reflection logs

1.   Think about your own use of English as a communication language this week. Have you been able to speak as much English as you had planned/hoped? Why? / Why not?

2.   Describe a communication situation you have experienced as positive during the activity. What happened?

3.   Describe a communication situation you have experienced as challenging during the activity. What happened? How did you manage to solve the challenge/communication situation?

4.   In which way(s) have your English communication skills developed throughout this week? How do you, personally, notice this development? How does it make you feel?

5.   How has the groupwork you have taken part in during the activities affected your own motivation for developing your English language skills even further? Justify your answer.

6.   Which partner students have you communicated most with during the activity? Why these in particular?

WORKSHEET 1.7 : CONTEXTUALIZATION

PROPOSED BY: OANA-SIMONA IACOB

Answer the following questions:
1. Why do people travel?
2. What activities do people do while on holiday?
3. What types of activities are there for visitors in your town?
4. What are some popular kinds of places to tour? What makes those places special?
5. What type of restaurant do you like most? What type of cuisine do you like?
6. What type of accommodation is there in your town?
7. What forms of payment do holidaymakers use?
8. What things should you always take on holiday with you?
9. How can cultural differences create problems?
10. How do you get around in a new city?
11. What items do you buy when you travel?
12. What types of items can you find in the local markets of your city?
13. What bad things can happen during a trip and where can you find help?
14. What are some ways to find out information while on holiday? Which do you like best? Why?

WORKSHEET 1.7: TOURIST GUIDE STRUCTURE

PROPOSED BY: MIHAELA DOINA MONORANU

1.   Devise a mind map on the structure of a tourist guide.

Tourist Guide

2.   Particularize the mind map for the city you are in now and establish the structure of the tourist guide for this city.
MY GLOSSARY:

- Currency
- Transportation
- Fare
- Bitcoin
- Accommodation
- Fauna
- Flora
- Pop culture
- Local cuisine
- Local traditions and customs
- Folk(lore)
- Tourist attractions
- Lifestyle
- Entertainment

WORKSHEET 1.7: TYPES OF HOLIDAY

PROPOSED BY: OANA-SIMONA IACOB

- Look at extracts 1-17, which come from different holiday brochures and advertisements, and match each one with the type of holiday it is describing. Choose the holidays from the box below.

adventure holiday • all-inclusive holiday • beach holiday • camping holiday • cruise • diving holiday • environmental holiday • hiking holiday • package holiday • safari • sailing holiday • self-catering holiday • sightseeing holiday • skiing holiday • special interest holiday • tour • working holiday

- 1. The Maria Holiday Resort consists of 24 self-contained apartments around a large swimming pool. Each apartment has a well-equipped kitchen where guests can prepare their meals. Alternatively, there are several good restaurants within easy walking distance.

-

- 2. What gets your adrenaline pumping? White-water rafting? Bungee jumping? Parachuting? Gliding? Rock climbing? Whatever you choice, Thrash Tours offers it all!

-

- 3.White sands, crystal water, waves gently lapping the shore, palm trees swaying in the breeze, a bright sun floating in an azure sky. If this is your idea of paradise, then the Seychelles are for you. So stop dreaming, and book your trip today!

-

- 4. The only site in the region to be awarded five stars, the Solero de Risa has pitches for 2000 tents, and has its own pool, restaurants, bars and even a small shopping complex. An ideal base for those who like to spend their holiday under canvas.

-

- 5. Cabins are luxuriously appointed, and all have a view of the sea. Not that you'll be spending much time in them: with a wide range of activities on deck during the day, and a fabulous entertainment programme at night, you won't

want to sleep! And of course with ten cities to explore over three weeks, you'll be out and about the rest of the time.

-
- 6. Prices begin from £350 per week, and include return flights from Gatwick or Manchester, visas, taxes, transfers and accommodation. We can even arrange your travel insurance and foreign currency - at very reasonable rates.
-
- 7. All our chalets are located within walking distance of the most popular slopes, including the nursery slope. For the more adventurous and experienced, a cable car can get you to the top of the most exciting black-run pistes within half an hour.
-
- 8. After a day exploring the area in an open-top jeep, we head for the water-hole at dusk. This is then the focus of all the activity, with hippos, giraffes and elephants competing for space with flamingos and egrets. After that, we return to the lodge for dinner and bed.
-
- 9. The walk, which takes in some of the country's most beautiful scenery, takes five days to complete, and we cover an estimated 20 kilometers a day. Accommodation is in youth hotels and
- guest houses along the way, with breakfast and dinner provided. We strongly recommend that you bring waterproofs and a water bottle, and wear comfortable walking shoes.
-
- 10. The Cuatro Vientos resort at Santa Lucia has everything you could possibly want for the perfect holiday. The price of £850 for two weeks includes all flights, taxes, transfers, meal, snacks, locally produced drinks and entertainment.
-
- 11. We arrive at Marco Polo airport in the morning and transfer to the city by private water taxi. After checking into our hotel, we meet our guide, who will take us around Saint Mark's Square, the Doge's Palace and the beautiful Basilica di San Marco. We then proceed on foot to the famous Rialto Bridge over the Grand Canal, where you will get the chance.
-

- 12. You provide the warm clothes and the enthusiasm, we provide the waterproofs, the lifejackets and, of course, the boats. After a day's training in the safety of peaceful Poliparut harbour, you then head for the open sea for a real taste of life on the ocean wave!

-

- 13. The Arrowhead Conservation Centre offers committed greenies the chance to really do their bit for the planet while having fun and getting away from the pressures of daily life. Activities include tree planting, building windbreaks, monitoring pollution level on the beach and coordinating local recycling programmes. Prices begin from £1200 a week.

-

- 14. Day 1: Depart London Gatwick. Arrive at Camaguey. Transfer to Los Pinchos hacienda for one night. Day 2: After breakfast, coach to Trinidad. Lunch in Trinidad, followed by a walk around the town. Coach to Cienfuegos, staying at the Hotel Jose Martin for two nights. Day 3: Local bus to botanic gardens for informed tour. Afternoon at leisure, or optional excursion (supplement payable) to Burette lagoon and crocodile farm.

-

- 15. Explore some of the most beautiful coral reefs in the world, from the Red Sea to Australia's Great Barrier Reef, which has some of the most exotic underwater flora and fauna in the world. Alternatively, check out some fascinating wrecks dotted around the British Isles. All our instructors are PADI trained and certified....

-

- 16. They say that a change is as good as a break. With Hand-On Holidays, you can do both! Grape picking in France or Italy, olive harvesting in Greece and helping to run a bar in Spanish are just a few of the temporary, short-term jobs we have on our books. So if you want to have fun and earn a bit of money, contact us today!

-

- 17. Take some coconut milk, lemongrass, chillies, garlic, ginger, and fish sauce, mix it together, add some tiger prawns and you've got the perfect Thai meal. Well, almost! Why not find out how to cook real Thai food on one of our residential courses on the beautiful island of Phuket,
- off Thailand's west coast? Under the tutelage of some of the areas best chefs, we will show you how to dish up the perfect Thai feast!

-
- Look at the descriptions again, and underline the words and expressions that helped you to identify what kind of holiday it was.
-
- (source: Wyatt, Rawdon, *Check Your English Vocabulary for Leisure, Travel and Tourism*, A & C Black, London, 2007)

WORKSHEET 1.7: TYPES OF ACCOMMODATION

PROPOSED BY: OANA-SIMONA IACOB

1. Focus Group Discussion Questions:

- What types of accommodation have you experienced so far?

- What types of accommodation can tourists find in your town/ region/ country?

2. Read the text about the types of accommodation and answer the following questions:

- What are the basic types of accommodation?
- What does a hotel usually provide for the guests?
- How is the quality of the hotel marked?
- Describe the main characteristics of a three star hotel.
- Describe the main characteristics of a five star hotel.
- What kind of hotels do you know according for their business purpose?
- How does a motel differ from a hotel?
- What is available for the tourists at youth hostels?
- What facilities can one expect at the campsite?
- What is an inn?
- How are guest houses usually organized?

WORKSHEET 1.7: IDIOMS IN TOURISM

PROPOSED BY: OANA-SIMONA IACOB

Read the paragraphs below, and match the idioms in **bold** with the definition on the next page.

A.

You should always **read between the lines** when you look in a holiday brochure. I chose a hotel that was described as being in a quiet location **a stone's throw** from the beach. That was true to a certain extent, but really they were **pulling a fast one**. You see, the hotel was **in the back of beyond**, and it was on a cliff looking down at the beach two hundred feet below! The only place to go in the evening was the hotel bar, and that was a **pick-up joint**.

B.

The brochure told me that the hotel was the best in the area, but to be honest it **fell short of my expectations**. First of all you had to **pay through the nose** for food and services which **wasn't really up to mark** and secondly, the manager was a real **misery guts** who complained all the time and kept **laying down the law**('Don't leave your window open, Don't smoke in your room, Don't make any noise after 10pm, and so on), I met someone who used to stay at the hotel, but he told me it had **gone to the dogs** since a new company had taken it over.

C.

Prices for long-haul flights are usually a bit **steep**. However, competition between airlines has **brought prices down** recently, and if you **shop around** you can usually get a **good deal**, especially if you go to a **bucket shop** or search on the Internet. I managed to get a **cut-price** flight to Perth - £350 return! - but the flight left London at **an unearthly hour** and went **round the houses** (we flew via Dubai, Karachi, Colombo, Kuala, Lumpur and Jakarta.) before we reached our destination!

D.

We had a guest staying at our hotel last week. She was a very **tough customer,** always complaining and **picking holes in everything**. Anyway, when she checked out, she demanded a refund, but our manager calmly and politely explained that this was **out of the question**. She **flew of the handle,** told him to **pull his socks up**, and **stormed out** of the hotel without paying! It's bad enough when you get a **skipper,** but when housekeeping went to clean her room, we also discovered she had **nicked** the towels!

 E.

I really recommend the restaurant on the corner. You always **get your money's worth**. The **grub** is good and plentiful, and the house **plonk** is **cheap'n'cheerful** (although it might **take skin off your teeth**). The place is popular with the **natives**, so that's a good sign.

F.

The Aphrodite Hotel in Kyrenia is **out of this world**, and if you stay there you'll know that you're **in good hands**. When I was there, the staff **went out of their way** to make me feel welcome, and the manager **fell over himself** to make sure everything was perfect. He knew I was **dog-tired** when I arrived, so asked all his staff to **keep the noise down**, and of course I **slept like a log**!

1. Get something that is worth the amount of money you paid.	2. Not possible.
3. Very tired.	4. Very good/Excellent.
5. Look for the cheapest prices .	6. A place where men go to try to meet women.
7. Stolen.	8. Slept very well.
9. Did everything possible (two expressions).	10. Safe and well cared for.
11. Local people.	12. Somebody who is always in a bad mood.
13. Declined in quality.	14. A place where you can buy cheap travel tickets.
15. Very near.	16. Food.
17. Very rough tasting.	18. Walked out of a room angrily.
19. Not being completely honest.	20. Somebody who demands the very best quality and service.
21. Made things cheaper.	22. Telling everyone what to do and how to behave.
23. Very early, or during the night.	24. Became very angry.
25. Finding faults all the time.	26. Wasn't good enough.
27. Wasn't as good as I expected.	28. Pay a lot of money.
29. Decide what somebody really means when they say or write something.	30. Be quiet.
31. (Cheap) wine.	32. Make an effort to improve.
33. Very cheap (but not always very good quality)(two expressions).	34. Something which is very cheap and good value.
35. Very remote, a long way from main towns.	36. A very indirect route.

(source: Wyatt, Rawdon, *Check Your English Vocabulary for Leisure, Travel and Tourism*, A & C Black, London, 2007)

WORKSHEET 2.1: ICE-BREAKERS (hobbies, achievements, intercultural experiences)

PROPOSED BY: IRENA KOCIJAN-PEVEC

Find someone who can speak 3 different languages.
Find someone who has tasted a Croatian national dish.
When you find the right person, ask at least one follow-up question to get more information.

Find someone who is passionate about hiking!
Find someone who already knows what they want to study at the university.
When you find the right person, ask at least one follow-up question to get more information

Find someone who has lived abroad for some time.
Find someone who is feels strongly about animal rights.
When you find the right person, ask at least one follow-up question to get more information.

Find someone who has done volunteer work.
Find someone who is passionate about football.
When you find the right person, ask at least one follow-up question to get more information.

Find someone who can play a musical instrument.
Find someone who has tasted a Belgian specialty.
When you find the right person, ask at least one follow-up question to get more information

Find someone who is keen on drawing.
Find someone who has cooked a meal for more than 5 people.
When you find the right person, ask at least one follow-up question to get more information

Find someone who likes musicals.

Find someone who has written or given a speech.
When you find the right person, ask at least one follow-up question to get more information

Find someone whose hobby is acting.
Find someone who has eaten a Turkish dish.
When you find the right person, ask at least one follow-up question to get more information

Find someone who can speak more than 4 languages.
Find someone who has sung a karaoke.
When you find the right person, ask at least one follow-up question to get more information.

Find someone who is passionate about politics.
Find someone who has travelled to more than 4 countries.
When you find the right person, ask at least one follow-up question to get more information

Find someone who has travelled to three continents.
Find someone who feels strongly about the environment.
When you find the right person, ask at least one follow-up question to get more information

Find someone who is interested in politics.
Find someone who has read a book in English.
When you find the right person, ask at least one follow-up question to get more information

Find someone who can ride a horse.
Find someone who has already visited Turkey.
When you find the right person, ask at least one follow-up question to get more information

Find someone who is passionate about writing.

Find someone who has participated in an international project.
When you find the right person, ask at least one follow-up question to get more information

Find someone who can play a musical instrument.
Find someone who has done some acting.
When you find the right person, ask at least one follow-up question to get more information

Find someone whose hobby is photography.
Find someone who has met/interviewed a famous person.
When you find the right person, ask at least one follow-up question to get more information

Find someone who is keen on computer programming.
Find someone who has never been to Romania but knows something about that country.
When you find the right person, ask at least one follow-up question to get more information

Find someone who has seen the Northern lights.
Find someone whose hobby is diving.
When you find the right person, ask at least one follow-up question to get more information

Find someone who can ski.
Find someone who wants to become a journalist.
When you find the right person, ask at least one follow-up question to get more information

Find someone who knows 5 facts about Norway.
Find someone who has got an award for their achievements
When you find the right person, ask at least one follow-up question to get more information

Find someone who has written a poem.

Find someone who knows 5 facts about Turkey.
When you find the right person, ask at least one follow-up question to get more information

Find someone who knows 5 facts about Belgium.
Find someone who feels strongly about feminism.
When you find the right person, ask at least one follow-up question to get more information

Find someone who has done an extreme sport activity.
Find someone who knows 5 facts about Croatia.
When you find the right person, ask at least one follow-up question to get more information

Find someone who likes learning foreign languages
Find someone who knows 5 facts about Romania.
When you find the right person, ask at least one follow-up question to get more information

Find someone who has lived abroad.
Find someone who would like to study management.
When you find the right person, ask at least one follow-up question to get more information

Find someone who has done scuba diving.
Find someone who is fond of cooking.
When you find the right person, ask at least one follow-up question to get more information

Find someone who is keen on reading fantasy novels.
Find someone who has changed their hair colour.
When you find the right person, ask at least one follow-up question to get more information.

Find someone who has written a blog.
Find someone who is passionate about fashion.

When you find the right person, ask at least one follow-up question to get more information.

Find someone who likes learning about foreign cultures.
Find someone who has taken part in a photo competition.
When you find the right person, ask at least one follow-up question to get more information.

WORKSHEET 2.2: BLOG, REVIEW, INTERVIEW

PROPOSED BY: IRENA KOCIJAN-PEVEC

WORKSHEET BLOG, INTERVIEW, REVIEW

BLOG

DEFINITION:

BLOG: "a regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style" (Oxford Dictionaries)

GUIDELINES:

When writing a blog, keep in mind the following:

- **audience** – adapt your style to your targeted readers (age group, interests); address your readers
- **register** – informal or semi-formal – think about the choice of words, phrases, idioms but do not get too colloquial
- **subjectivity** – write from the personal point of view, let your readers notice your voice in your writing; be positive and inspirational
- **images** – if your topic allows it, use visual materials such as your own photos or free online images
- **links within your posts** – in order to provide your readers with additional information about your topic, use links to other topic related online materials. This helps increase the number of your clicks
- **paragraphs** – organize your ideas into coherent paragraphs (topic sentence, support sentences, examples)
- **sub-headings** – if you are writing a longer blog (200 to 400 words), subheadings will make your blog more attractive and more reader-friendly.

Quality control – when you finish writing, read your text and check for mistakes (grammar, spelling, collocations, etc.)

REVIEW

DEFINITION:

REVIEW – „a report that gives someone's opinion about the quality of a book, performance, product, etc." (Merriam Webster Dictionary); the most common reviews are critical appraisals of films and books but also of places like hotels and restaurants and events like festivals, concerts.

GUIDELINES:

The audience – adapt your style to your targeted readers ie. the type of publication (newspaper, magazine) will determine your register (formal, semi-formal, informal)

The structure:

Review of a place
- Opening paragraph – give some basic information about the place (type of a restaurant, size, popularity, where it is situated, how old it is;
- Body: positive details about the place, negative details, if any (two separate paragraphs); when writing about negative aspects, you can make suggestions on how to improve the commented drawbacks.
- Conclusion – your final judgement and recommendation of the place

Remark: if there are only positive or negative details, you can organize them in separate paragraphs according to the aspects you are writing about.

Review of an event
- Opening paragraph – give some basic information about the event (where, when, who the organizers are, how long it has been held, how long it lasts;
- Body – positive details about the event (various particular activities), negative details, if any (two separate paragraphs)
- Conclusion – your final judgment (what you enjoyed and didn't enjoy) and recommendation

LANGUAGE:

Use a lot of evaluative adjectives and adverbs (positive, negative) which show your point of view

Use various phrases to express your opinion (in my opinion, to my mind, etc)

Use phrases to express emphasis : What made the biggest impression on me, what is fascinating.

INTERVIEW

CONDUCTING AN INTERVIEW
- Establish a rapport with the interviewee: introduction (speak about the reason for an interview, give some circumstances) and ask some easy personal question to relax your interviewee or use something positive that you know about your subject (school, family background, previous experience connected with the topic of your interview)

- Ask open-ended questions using questions words (what, who, why, how, where, etc)
- In order to avoid yes/no questions, use reported questions (I wonder if you could tell me/us; what can you tell our readers about ...; How would you describe ...)
- Ask follow-up questions to get more details
- Listen carefully to your interviewee in order to be able to ask follow-up questions
- Ask your interviewee if they want to speak about or comment any topics that you haven't covered so far in the interview.
- Conclude your interview by thanking the respondent

WRITING AN INTERVIEW

THE STRUCTURE:

INTRODUCTION – introduce the interviewee, the occasion for the interview (place, time, reasons)

BODY: two possible formats:

A. QUESTION AND ANSWER FORMAT: two initials are used for the author and two for the interviewee, quotation marks are not used; the questions and answers are given literally, as they were recorded.

B. NARRATIVE FORMAT: if your interviewee is not particularly talkative; use paragraphs to report your questions and your respondent's answers and organize them coherently according to the topics covered in the interview. Apart from reported speech you can also quote the exact words of your interviewee and put them into quotation marks.

CONCLUSION: several sentences to round off your interview.

WORKSHEET 5.3: LOST IN TRANSLATION (IDIOMS)

PROPOSED BY: IRENA KOCIJAN-PEVEC

LOST IN TRANSLATION   IDIOMS   **NATIONALITIES**

TASK 1 Match the following idioms (1-5) with their meanings (A-F) (group work)

1. It's all Greek to me.	A. absence from work without permission
2. in plain English	B. I can't understand it at all.
3. go Dutch	C. to talk a lot
4. take a French leave	D. clear and unambiguous language, without the use of technical terms.
5. talk for England	E. share the cost of something, especially a meal, equally.

TASK 2 Complete the sentences with the appropriate idioms (group work)

1.   I'll pay for it, or we'_____, if that offends your sensitivities.

2.   I don't know anything about astrophysics. It's _____ me.

3.   What is meant here, in _____, is "Don't trust the eyewitness accounts."

4.   Whenever I am with Kate, she just _____ and I can't get a word in!

5.   The official story is that he is sick, but I think he's just _____ .

TASK 3 Translate the above sentences into your language: (individual work)

a.) On your own (trying to find a similar expression)

b.) By using Google translator and compare to your translation.

TASK 4 Compare your translation with the translations of other students in your group (group work).

TASK 5 (If there is time) Use Google translator to translate the same sentence consecutively into all five languages (spoken by the students in your group) and then back into English. Compare the translations. Did the original sentence change?

LOST IN TRANSLATION   IDIOMS   **FRIENDSHIP**

TASK 1 Match the following idioms (1-5) with their meanings (A-F) (group work)

1. to see eye to eye with someone	A. to promote friendly relations between people or groups
2. to build bridges	B. to be inseparable
3. to get on like a house on fire	C. to understand someone as a result your shared values or opinions
4. to be joined at the hip	D. to agree with someone
5. to speak the same language	E. have a very good and friendly relationship

TASK 2 Complete the sentences with the appropriate idioms (group work)
1.As soon as I met him we got on like _____ .
2.When it comes to business, we both speak _____ .
3.Louise and Pamela were the best of friends and _____.
4.This   is   how   countries   stay   allies   even   when   they   don't _____.
5. No doubt both neighbors are making efforts to_____ .

TASK 3 Translate the above sentences into your language: (individual work)
a.) On your own (trying to find a similar expression)
b.) By using Google translator and compare to your translation.

TASK 4 Compare your translation with the translations of other students in your group (group work).

TASK 5 (If there is time) Use Google translator to translate the same sentence consecutively into all five languages (spoken by the students in your group) and then back into English. Compare the translations. Did the original sentence change?

LOST IN TRANSLATION   IDIOMS   **MEDIA**

TASK 1 Match the following idioms (1-5) with their meanings (A-F) (group work)

1. overstep the mark	A. not made as an official or attributable statement
2. off the record	B. make or become widely known or evident
3. blow sth out of proportion	C. conceal or ignore a problem or difficulty in the hope that it will be forgotten
4. sweep sth under the carpet	D. behave in an unacceptable way
5. come to light	E. exaggerate the importance of something

TASK 2 Complete the sentences with the appropriate idioms (group work)
1.The government will probably _____the truth_____ .
2.Newspapers sometimes _____ in reporting.
3.Certain portions of the interview were _____.
4.A couple of incidents were blown_____ .
5.According to the media, the facts will _____ soon.

TASK 3 Translate the above sentences into your language: (individual work)
a.) On your own (trying to find a similar expression)
b.) By using Google translator and compare to your translation.

TASK 4 Compare your translation with the translations of other students in your group (group work).

TASK 5 (If there is time) Use Google translator to translate the same sentence consecutively into all five languages (spoken by the students in your group) and then back into English. Compare the translations. Did the original sentence change?

LOST IN TRANSLATION IDIOMS   **MEETINGS**

TASK 1 Match the following idioms (1-5) with their meanings (A-F) (group work)

1. a meeting of minds	A.misunderstanding or having different aims from one another
2. play it by ear	B. fail to make a definite decision/statement about sth
3. right from the word go	C. an understanding or agreement between people
4. leave sth hanging	D. from the very beginning
5. talk at cross purposes	E. deal with a situation by reacting as things happen, rather than having a plan

TASK 2 Complete the sentences with the appropriate idioms (group work)
1.   It   really   is   best   to   get   the   facts   right   from _____.
2.   I don't think this's going anywhere, as I still get the impression we're talking _____ .
3.   I   haven't   made   any   decisions;   I'm   just   going to_____.
4.   I'm optimistic there'll be _____ and it can all be resolved.
5.   We   had   to   finish   the   meeting   earlier   so   the   final   decision   was _____.

TASK 3 Translate the above sentences into your language: (individual work)
a.) On your own (trying to find a similar expression)
b.) By using google translator and compare to your translation.
TASK 4 Compare your translation with the translations of other students in your group (group work).
TASK 5 (If there is time) Use google translator to translate the same sentence consecutively into all five languages (spoken by the students in your group) and then back into English. Compare the translations. Did the original sentence change?

LOST IN TRANSLATION   IDIOMS   **DISCUSSIONS**

TASK 1 Match the following idioms (1-5) with their meanings (A-F) (group work)

1. beat about the bush	A. win an argument by making the last statement or final decision
2. have the last word	B. directly address the most important matter
3. hold the floor	C. discuss sth in an indirect way
4. get to grips with sth	D. speak during a discussion, especially for a long time so that nobody else can speak
5. to cut to the chase	E. start to deal with a difficult task, problem, or situation

TASK 2 Complete the sentences with the appropriate idioms (group work)
1. Whenever somebody argues with you, always cut _____ .
2. Stop _____ and get to the point of what you are trying to say.
3. However much you argue with her, she always has to _____ .
4. There are a few practical problems that we will have to _____ .
5. Politicians tend to _____ during political debates.

TASK 3 Translate the above sentences into your language: (individual work)
a.) On your own (trying to find a similar expression)
b.) By using Google translator and compare to your translation.

TASK 4 Compare your translation with the translations of other students in your group (group work).

TASK 5 (If there is time) Use Google translator to translate the same sentence consecutively into all five languages (spoken by the students in your group) and then back into English. Compare the translations. Did the original sentence change?

WORKSHEET 2.6: KEY QUESTIONS- MARKETING AND SALES

PROPOSED BY: ANCA OPRISANU

Answer the following questions in order to outline a future marketing plan.

• What final sale price do you want to charge (estimated)? What criteria did you use to arrive at this final sale price? How high is the profit margin (estimated)?
• What sales volumes and sales revenues are you aiming for (estimated)?
• In which partial market segments will you make your market entry? How do you plan to turn this "toehold" into a high-volume business?
• Which target groups will you reach by what means of distribution?
• Do you want to penetrate the market quickly with a low price, or bring in the highest return from the start? Explain your decision!
• How will you draw the attention of your target groups to your product or service?
• How will you woo reference customers?
• How much, in time and resources, will it cost to acquire a customer?
• Which advertising materials will you use to do so?
• What part do service, maintenance and hotlines play?
• How difficult will it be and/or what will it cost to create long-lasting customer loyalty?
• Describe the typical process of selling your product/service. Who, among your buyers, ultimately makes the purchasing decision?
• What other planning steps are necessary in the run up to launching your product/service? Draw up a schedule with the most important milestones!

WORKSHEET 2.6: PUTTING THE FOUR P'S TOGETHER

PROPOSED BY: ANCA OPRISANU

Directions: Cut out the following cards. Please note that these cards have been designed for a class of 28 students. Depending on the size of your class, you may need to adjust the number of card sets distributed.

Product: Bottled beverage	Placement: Vending machine	Price: €1.50	Promotional Slogan: "Hydrate to the max."
Product: Sweater	Placement: High-end retail store	Price: €500	Promotional Slogan: "Enjoy the expensive feel of soft cashmere."
Product: Sneakers	Placement: Sports goods store	Price: €75	Promotional Slogan: "Hoop's The Limit."
Product: Camera	Placement: Electronics store	Price: €120	Promotional Slogan: "Excellent point-and shoot value."
Product: Jeans	Placement: Discount store	Price: €35	Promotional Slogan: "Casual fit for casual guys."
Product: Car	Placement: Local dealership	Price: €35,895	Promotional Slogan: "Quality wheels built for your budget."
Product: Frozen TV Dinner	Placement: Supermarket	Price: €6.25	Promotional slogan: "Fast food that keeps you fit."

WORKSHEET 2.6: DEFINE YOUR TARGET MARKET

PROPOSED BY: ANCA OPRISANU

Directions: Define your target market by considering its geographic, demographic, psychographic, and behavioral characteristics. Circle all information that applies to your target market. The more specific you get, the better your marketing strategy will be.

GEOGRAPHIC

Describe the region(s) where your target market lives:

_____

_____

_____

Population Density:

● Urban   ● Suburban   ●Rural

DEMOGRAPHIC

Age: ● 12-24 ● 25-35 ● 35-45 ● 45-55 ● 55-65   ● 65-75   ●   75 or older

Gender: ●Male   ● Female ●   Both

Marital Status: ●Single   ●Married   ●Divorced   ● Widowed

 Employment: ●Employed   ●Unemployed   ●Student   ●Homemaker

Size of Household: ● 1-5   ●5-10   ●10 or more

Children in Household: ● 0   ●1   ●2   ● 3   ●4   ●5   ●6 or more

Highest Level of Education: ●High School   ● College   ● Graduate School

Income Level: ● €0-€100   ● €100-€500   ● €500-€1000   ●€1000-€2000

●Over €2000

PSYCHOGRAPHIC

What are the hobbies and interests of your target market?

_____

_____

_____

What is your target market's lifestyle? (e.g.: Conservative, liberal, trendy, etc.)

_____

_____

_____

What are characteristics your target market aspires to be? (e.g.: Wealthy, cool, athletic, etc.)

_____

_____
_____
What other items might your target market own? (e.g.: A car, a pet, etc.)

_____
_____
_____

BEHAVIORISTIC
How loyal is your target market to certain brands?

_____
_____
_____

How often does your target market buy new things? What time of year does your target market typically buy things?

_____
_____

What special occasions does your target market celebrate?

_____
_____

What are some examples of other products your target market buys?

_____
_____

WORKSHEET 2.6: PRODUCT MARKETING STRATEGY

PROPOSED BY: ANCA OPRISANU

Target market

Write a 3-4 sentence summary of the characteristics of your group's target market:

....

....

PRODUCT 1. What does the target market want from your product? 2. How will your product satisfy these wants? What will be the features of your product? 3. What will your product look like? How will your product be packaged? 4. What is your product's name/brand?	PRICE 1. How will you price your product? 2. How will your product's price compare to that of similar products? 3. How sensitive is your target market to price? 4. How will your product's price appeal to your target market?
PLACEMENT 1. Where does your target market typically shop for products that are similar to yours? 2. Are there any other locations where your target market would shop for your product? 3. Where will you sell your product? (Include relevant store names, locations within the store, geographical locations, etc.) 4. Can you sell your product in-stores or online? Or both?	PROMOTION 1. How does your target market typically learn about products similar to yours? 2. How will you let your target market know about your product? 3. When is the best time to promote your product? Are there specific times of year when your target market buys your product or spends more? 4. How do your competitors promote their similar products? What can you learn from them?

WORKSHEET 3.3: JOINT VENTURE AGREEMENT

PROPOSED BY: KRISTINA ORSIC MANOJLOVIC

JOINT VENTURE AGREEMENT TEMPLATE (adapted / simplified version)

THIS JOINT VENTURE AGREEMENT (the "Agreement" or this "Joint Venture Agreement"), is made and entered into as of this [DATE], by and between [PARTY 1], with a registered office located at [ADDRESS], and [PARTY 2], with a registered office located at [ADDRESS].

WHEREAS, "[PARTY 1]" is in the business of [BUSINESS DESCRIPTION], and

WHEREAS, "[PARTY 2]" is in the business of [BUSINESS DESCRIPTION], and

WHEREAS, the parties desire to establish between them a joint venture in order to collaborate in [JOINT VENTURE DESCRIPTION],

The parties hereto agree as follows:

1. FORMATION

The joint venture formed by this Agreement will conduct its business under the name [JOINT VENTURE NAME], and will have its registered address at [ADDRESS].

2. PURPOSE

The Joint Venture shall be formed for the purpose of [*Provide a description of the products and/or services that the Joint Venture is concerned with*, *and the objective/purpose of the Joint Venture.*]

3. CONTRIBUTIONS

The Parties hereto shall each make an initial contribution to the Joint Venture as follows:

1. [PARTY 1]'s Contribution:

[*That may include financial, equipment, goods, resources, development and other valuable contributions. Also, specify when the Party needs to provide each of these contributions.*]

2. [PARTY 2]'s Contribution:

[*That may include financial, equipment, goods, resources, development and other valuable contributions. Also, specify when the Party needs to provide each of these contributions.*]

4. DISTRIBUTION OF PROFITS

Any and all net income accruing to the Joint Venture shall be distributed to the Parties in the following way:

[*equally, or in some other way*]

5. MANAGEMENT

The following individuals in the following positions will comprise the Joint Venture's management (the "Management Team").

[*How will decisions be made? By majority or otherwise?*]

Management Team:

[NAME], [POSITION]

[NAME], [POSITION]

[NAME], [POSITION]

[NAME], [POSITION]

[NAME], [POSITION]

6. RESPONSIBILITIES OF THE PARTIES

The Parties will each have the following responsibilities under the Joint Venture:

 [PARTY 1]'s Responsibilities:

[PARTY 2]'s Responsibilities:

7. TERM

This Agreement shall commence on the date first written above and remain in full force and effect for an initial period of [NUMBER] years (the "Initial Term"). At the end of the Initial Term, this Agreement will automatically renew in one year increments (each, a "Renewal Term"), unless and until this Agreement is terminated in accordance with Section 8 hereinafter.

8. TERMINATION

Either Party shall have the right to terminate this Agreement, effective as of the end of the Initial Term or any Renewal Term, by providing the other with written notice of termination at least thirty (30) days prior to the end of such Initial Term or Renewal Term. Neither Party shall have the right to terminate this Agreement at any other time, unless such termination is mutually

agreed to by the Parties hereto. The Joint Venture shall terminate upon termination of this Agreement.

9. GOVERNING LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of [STATE], without regard to conflicts of law principles.

10. ENTIRE AGREEMENT

This Agreement contains the entire agreement and understanding between the Parties, superseding all prior contemporaneous communications, representations, agreements, and understandings, oral or written, between the Parties with respect

to the subject matter hereof. This Agreement may not be modified in any manner except by written amendment executed by each Party hereto.

In Witness Whereof, the Parties have caused this Joint Venture Agreement to be duly executed and delivered as of the date first written above.

[PARTY 1]

_____ _____
[NAME], [TITLE]   DATE

[PARTY 2]

_____ _____
[NAME], [TITLE]   DATE

WORKSHEET 2.7: CREATING RIDDLES FOR A TREASURE HUNT

PROPOSED BY: KRISTINA ORŠIĆ MANOJLOVIĆ

Riddle is a type of question that describes something in a difficult and confusing way and has a clever or funny answer, often asked as a game.

A metaphor is a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison.

A simile is a figure of speech comparing two unlike things that is often introduced by like or as (as in cheeks like roses).

A metonymy is a figure of speech that uses an object or concept, that is referred to by the name of something closely associated with that object or concept. For example, "He's a big question mark to me" indicates that something is unknown.

WORKSHEET 2.5: EVALUATION LIST (JOB INTERVIEW SIMULATION)

PROPOSED BY: IVICA CIKAČ

Candidate name	John / Jane Doe	Points
Language precision		
Vocabulary		
Experience (skills gained)		
Motivation		
Problem solving		
Preparation and insight into the project		
Self-presentation		
Additional comments and remarks		

WORKSHEET 3.3: JOINT VENTURE DEFINITION AND CHECKLIST

PROPOSED BY: KRISTINA ORSIC MANOJLOVIC

JOINT VENTURE

When two or more parties, whether individuals or entities, enter into an agreement to combine resources for a specific business undertaking, it is referred to as a "joint venture." The new entity may be a corporation, limited liability company, or partnership.The organization of a joint venture serves as a partnership for the duration of the project, in which each participant shares responsibility for the project's associated costs, profits, and losses. Although the parties share responsibility, the joint venture is its own legal entity that remains separate from the parties' other business interests.

Joint Venture Issues Checklist

Before you can start to set up the legal framework, there are various issues that need to be addressed. These can be summarised as follows:
1. What are the objectives of the joint venture?
- what will the business actually be doing?

2. Who puts what in?
- cash
- other assets
- services
- who actually does / will do what

3. Who gets what out?
- how will profit/loss be shared?

4. Who controls what?
- responsibilities for day to day running, in all relevant areas of activity
- tactical decision making (day to day)
- strategic decision making (longer term policies)
- what things can only happen if both parties agree
- what will happen if you can't reach agreement on some major issue

5. What happens if either party 'wants out'?
- on what kind of notice will this be permitted

6. Will you use a new name or will you use the old ones somehow?
- the name of the joint venture is often of significance and is also often available only subject to compliance with local business laws and regulations.

WORKSHEET 3.4: COPY OF HAND WITH QUESTIONS

My strengths are...

This gives me energy.

This is what I would like others to say about me.

In 5 years I would like...

A place I like to be.

WORKSHEET 3.5: STEPS IN FINANCIAL PROJECTIONS

PROPOSED BY: ANCA OPRISANU

For items 1 and 2, use the following "Fixed Asset/Start-up Expense List."

1) Estimate fixed asset requirements for the first year. Include Land, Buildings, Leasehold Improvements, Equipment, and Vehicles.

2) Estimate any start-up or one-time expenses. Include any expenses needed to begin operation such as legal fees, licenses, and initial marketing costs.

For item 3, use the following "Unit Selling Price and Cost Analysis" sheet.

3) Define each "unit" of your product or service and estimate the selling price and direct cost per unit. In the appropriate places on the form, estimate Cost of Sales and calculate Gross Profit as a percentage of the selling price.

For items 4 to 6, use the following "Projected Income Statement".

4) Estimate sales by month for at least one year. (Unit sales price times the number of units.) Consider how start-up, marketing, and seasonal factors affect sales.

5) Estimate monthly Cost of Sales and Gross Profit based on the percentages of sales calculated in #3 above. Use a weighted average if multiple product lines.

6) Estimate and itemize fixed expenses by month for at least one year. Include things like rent, insurance, utilities, salaries, marketing, legal/accounting, etc. Determine all categories which apply to your business, but don't include expenses here that are in "cost of goods (services) sold."

Research items 7 to 10, and provide a short narrative.

7) Describe the amount of inventory (if any) required to support the sales forecast. Express in number of days sales or turnover if possible.

8) Describe your credit, sales, and collections policies. If you will make sales on credit, estimate the number of days after the sale before the average customer pays.

9) Describe how fast you must pay your vendors for any items you will purchase.

10) Also: - Estimate obligations for Income Taxes.
- Businesses already in operation will need the latest Balance Sheet.

Fixed Asset/Start-up Expense List

Fixed Asset Description: Cost:
Land/Building _____
Equipment and/or Vehicles _____

Leasehold Improvements

_____

(Other)_____

_____

_____

_____

_____

_____

Start-up Expense Description:
Legal/Organization Costs _____
Initial Marketing & Promotion _____
Licenses and Permits _____
Beginning Inventory _____
(Other)_____

_____

_____

_____

Total Fixed Asset and Start-up Expenses:

_____

Unit Selling Price and Cost Analysis

Product or Service 1:

_____

A. Selling Price: _____
Less
Direct Costs:
Materials _____
Labor _____
Sub-contractors _____
(Other)_____

_____

_____

_____

B. Total Cost per Unit _____
C. Unit Gross Profit (A minus B) _____

D. Gross Profit % (C divided by A) _____

Product or Service: 2:

_____

A. Selling Price: _____

less

Direct Costs:

Materials _____

Labor _____

Sub-contractors _____

(Other)_____ _____

_____ _____

B. Total Cost per Unit _____

C. Unit Gross Profit (A minus B) _____

D. Gross Profit % (C divided by A) _____

WORKSHEET 4.1: THE TOWER

PROPOSED BY: ANCA OPRISANU

The students' task is to build a tower with the items provided (construction paper, scissors, glue, thread, and stapler). The tower will be judged on the basis of three criteria: appearance, stability, and height.

Ask each team to rate themselves on a scale from 1 to 10.

They'll rate themselves on the effectiveness of the team if the team was an organization and the purpose of the organization was to build the tower.

WORKSHEET 4.1: BE THE HUMAN RESOURCES MANAGER!

PROPOSED BY: ANCA OPRISANU

You are the manager of HR department and in this regard you need to do:
- a brief presentation of the organization
- an estimation of the number of employees and their relationships (organizational chart);
- a job sheet for an available post
- a job vacancy announcement for available jobs

WORKSHEET 4.4: TYPES OF TOURISM

PROPOSED BY: OANA-SIMONA IACOB

1. Match the type of tourism with its definition and an example.

Type of tourism	Definition	Example
1. Adventure tourism	a. holidays to resorts where there is snow	i. a foreign language
2. Cultural tourism	b. to celebrate religious events or visit important religious places	ii. any of the other kinds of tourism
3. Ecotourism	c. to explore distant places or do extreme activities	iii. Mecca for Muslims
4. Educational tourism	d. to learn about history, art and people's lifestyles	iv. monuments or museums
5. Gap year tourism	e. to learn something	v. rainforests
6. Health tourism	f. to look after your body and mind	vi. skiing or snowboarding
7. Recreational tourism	g. to play or watch different sporting events	vii. spa resorts
8. Religious tourism	h. to take ethical and responsible trips to natural environments	viii. the beach
9. Sport tourism	i. to relax and have fun	ix. the Olympics Games
10. Winter tourism	j. when young people go backpacking or do voluntary work between school and university	x. trekking

2. Identify the type(s) of tourism for the city you come from and present it/them to your colleagues.

(source: Wyatt, Rawdon, *Check Your English Vocabulary for Leisure, Travel and Tourism*, A & C Black, London, 2007)

WORKSHEET 4.4: ECOTOURISM AND SUSTAINABLE TOURISM

PROPOSED BY: OANA SIMONA IACOB

Focus Group Discussion Questions

Existing Tourism Presence:
1. Does tourism currently exist in your community?
2. Is it beneficial to the community in terms of social, environmental and economic impacts?
3. Does tourism benefit you personally?

Existing Opinion on Tourists and the Social Impacts of Tourism:
1. What percentage of your tourists are local, regional, and international?
2. Have the numbers of tourists visiting your community increased in the last year?
3. Do you enjoy having tourists in your community?
4. What are the positive impacts of tourism on your community?
5. Currently, does your community experience any negative aspects associated with tourism?
6. Why are tourists attracted to your area? What are your most unique existing attractions?

Infrastructure and Public Service Comments:
1. What services are needed in the community to make it more comfortable for residents and visitors?
2. Do you have policemen, firemen and medical emergency specialists in the community?
3. Do you think that visitors feel safe walking/traveling alone in the community? If not, why? How could this be improved?

Natural Resources:
1. Do you feel that there is a strong link between tourism and natural resource protection?
2. Are the local natural resources managed at this time? If yes, by whom?
3. Is the community involved in the management of these resources?
4. Do you think that the community should have more or less involvement in the management of these resources?

5. How could the community improve the management of its natural resources?
6. Does the community benefit from protecting these resources?
7. Can you describe any benefits that you are personally receiving because these resources are protected?
8. Do local people lose any benefits by protecting these resources?
9. How could tourism improve both your community's benefits and natural resource protection?

Stakeholder Recommendations:
1. What are your suggestions for future tourism development in this community? What investments or improvements are of top priority?
2. If other activities, services, or products could be offered in your village or area, where do you think these activities or services should be located? Who should run them?
3. Are there other forms of development that you think would benefit the local residents more than sustainable tourism? If so, what are they?

WORKSHEET 5.2: EVALUATING SOURCES ACTIVITY

PROPOSED BY: EVA GOOS

As a group, read/skim your assigned source and answer the following questions. Be prepared to share your answers with the rest of the class.

1) Who wrote this article? (Name an individual author or the organization who authored it).
 a) Does the author/organization have any relevant expertise, credentials, or experience?
 b) Does the author/organization have connections to groups/interests that might indicate bias? If so, describe them.
 2) What is the author/organization's viewpoint on this topic? How does it relate to your point of view?
 3) What evidence does the author use to support their viewpoint? Do you think it is convincing? Why or why not?
 4) What is missing from this source? What kinds of additional information would be helpful to have if you were interested in learning more about this topic? Does anything seem to be presented out of context?
 5) Overall, do you think this information is trustworthy? Why or why not?

Links for the Fake News Activity

https://www.theglobeandmail.com/news/national/google-facebook-to-roll-out-tools-to-combat-fake-news-in-canada/article33714930/
https://www.theglobeandmail.com/news/world/us-politics/trumps-answer-to-press-seeking-substantive-answers-i-won/article33586997/
https://www.buzzfeed.com/craigsilverman/i-helped-popularize-the-term-fake-news-and-now-i-cringe?utm_term=.krznBLLlV#.sb7apPPn6
https://www.youtube.com/watch?v=DlYWXD_5S5g
https://twitter.com/realdonaldtrump/status/953794085751574534
https://twitter.com/thefakies2018

Distinguishing fake news from real news

https://www.voicetube.com/videos/14131 OR https://ed.ted.com/lessons/how-to-choose-your-news-damon-brown

What is fake news?

As a group, conduct a quick investigation of a few of the following websites.
What are your first impressions? How about after you take a closer look?

- Chicago Civic Tribune
- First Post
- Fox News 24
- News Breaks Here
- The New York Evenin

Each group could be assigned one of the following articles about affordable housing:

- The Problem with Public Housing for Artists (from: National Review)
- America Sucks at Affordable Housing. The Supreme Court Might Make It Even Worse. (from: Mother Jones)
- 13,000 become homeless every month in Los Angeles County, study says (from: Aljazeera America)
- How Tiny Homes Could Spur Affordable Housing, Ease Gentrification, Reduce Consumerism and Help the Environment (from: Alternet)
- A surprising way to increase property values: build affordable housing (from: The Washington Post)
- $250K Per Year Salary Could Qualify For Subsidized Housing Under New Palo Alto Proposal (from: CBSSF Bay Area)

Viral pranks:

Even without bad motives or illegal tactics, individuals or group can spread hoaxes for fun, falling somewhere in the no-man's-land between fake news, pranks and publicity stunts. Consider "Golden Eagle Snatches Kid in Montreal," a video created by three Montreal animation students in 2012 as a class project.

How to fact check Fake News?

https://www.youtube.com/watch?v=2_ZDcbQyUpw

Fake News quiz

Students use computers to do the True or False quiz "What is fake news and how can you spot it? by The Globe and mail. "What is fake news and how can you spot it?

https://www.theglobeandmail.com/community/digital-lab/fake-news-quiz-how-to-spot/article33821986/
http://libguides.uwf.edu/c.php?g=609513&p=4471281
http://guides.libraries.psu.edu/berks_FYS