

What I've learned: 50 Cent

Level: Pre-intermediate upwards

Timing: 90 minutes plus

Material needed: One copy of the worksheets and Vocabulary record per student

Group size: Any

Overview

This lesson plan for both pre-experience and in-work business students is based around an original article first published in *Business Spotlight* Issue 1/2010. It is likely to appeal especially to younger students as they will know who 50 Cent is.

The tasks in the worksheets will encourage the students to learn and use new business vocabulary and functional language related to the topics of management and business role models.

The teacher's notes aim to provide suggestions for teaching and learning strategies as well as ideas on how to present the tasks in the classroom, any necessary answer keys, and follow-on extension tasks and lesson plans.

Introduction

In the article, the well-known American rapper and artist 50 Cent talks to Robert Greene, the co-author of the artist's new book. The book, *The 50th Law*, gives advice on how to become successful. 50 Cent talks about his life and career up to the present time, and about events which had significant effects on his business decisions.

Warmer

Make sure the students know (at least vaguely) who the six business people in the task are. Ask them to give reasons why they would consider the people listed to be good or bad business role models. Explain that they are going to read a text about someone they may consider to be a slightly unusual business role model.

Skimming for information

Ask the students to first read the questions and then find the answers to the questions in the article.

Key:

1. Curtis James Jackson
2. *The 50th Law*
3. His mother was murdered while out hustling.
4. Twelve years old.
5. Yes, a son called Marquis.
6. To use his eyes and hold on to reality.
7. It made him become creative and do things for himself because nobody (including his then record label) wanted to work with him.
8. He uses his rapper (artist) name to market new products such as clothing, shoes, books and bottled water.

Vocabulary

The students should find the words and phrases in the article. The paragraph numbers and numbers of words are given to help them find the answers.

Key:

1. instil knowledge
2. hood
3. flipping burgers
4. hustler
5. take for granted
6. blessing in disguise
7. piracy
8. drug fiends

Talking points

Students should discuss the quotes from the article. First they could try to rephrase the quotes by putting them into their own words, and then they should discuss what they mean in the context of the article. After this they should say whether they agree with the first quote. Can they give further examples of situations where they have seen this to be true?

Extension 1

Each pair or group should present the lifeline they have drawn for 50 Cent to another pair or group. This will give them the chance to practise sequencing (*first of all, then, after that, etc.*) and linking words and phrases (*however, in the meantime, currently, etc.*).

Extension 2

As a transfer task, students could draw a lifeline for themselves showing important events in their career. In pairs they should explain their career lifeline and ask questions about their partner's lifeline.

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Debate

Divide the class into two groups; A & B. Explain to the students that they should stand behind their statement during the debate regardless of whether it really is their own position or not, i.e. if they are in group A they should say that 50 Cent is a good business role model even if they really think he is not. Choose a moderator and follow the stages of the classroom debating procedure below to hold a debate about whether 50 Cent is a good or bad business role model.

Teaching and learning strategy: Holding a class debate

A classroom debate can be a stimulating way to use language. However, in order to keep things under control and to avoid tempers flying, it is important to set the stages clearly.

Stage 1: Choose a moderator. This can be the teacher or a strong and confident student.

Stage 2: Divide the class into two groups and give each half their topic or position – in this case either sentence A or B.

Stage 3: Allow the groups ten minutes discussion time to work together and develop their position and arguments in support of their position.

Stage 4: Each group should delegate one member to make an opening statement. These speakers should clearly and briefly state their group's position.

Stage 5: Set a time limit on the actual debate. The moderator should keep control throughout and no one is allowed to speak without the moderator allowing them to do so.

Stage 6: The debate ends with closing statements from both sides.

Stage 7: Ask for class feedback from all the participants and the moderator.

Debate do's (these can be posted in the classroom or discussed before the debate begins)

- Be polite and courteous.
- Listen attentively.
- Be respectful and supportive of peers.
- Avoid inappropriate noises.
- Speak only when recognized by the moderator.
- Allow others to express their opinions; do not monopolize the debate.
- Use grammatically correct language.
- Speak clearly, slowly and loud enough to be heard by the audience.
- Speak with passion and excitement.

Vocabulary record

Here students should be encouraged to record all the new and useful vocabulary they have learned during the lesson, not only in the form presented in the article but also in related forms.

Related topics on onestopenglish

For follow-up lessons on the same or related topics go to the following lesson plans in the Business tasks series on onestopenglish:

Chance and opportunity:

<http://www.onestopenglish.com/section.asp?catid=59913&docid=156546>

Experience:

<http://www.onestopenglish.com/section.asp?catid=59913&docid=155482>

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1 Warmer

role model

noun (countable)

someone whose behaviour is considered to be a good example for other people to copy

Which of these people do you consider to be good business role models?

Madonna

Richard Branson (Virgin)

Oprah Winfrey

Steve Jobs (Apple)

Indra Nooyi (PepsiCo)

Lakshmi Mittal (Mittal Steel)

Would you read a book of business advice written by any of these people?

2 Skimming for information

Quickly skim the article to find the answers to the questions.

1. What is 50 Cent's real name?
2. What is the title of the book he co-wrote?
3. What happened when 50 Cent was eight years old?
4. How old was he when he started dealing drugs?
5. Does he have any children?
6. What advice did Truth give 50 Cent?
7. What consequences did getting shot have on his career?
8. How does 50 Cent use his name in business?

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by Robert Greene

Have no fear! In an interview with Robert Greene, the well-known co-author of *The 50th Law*, the rapper talks about his fearlessness which paved his path to power and success.

1 My grandmother was a woman of strength, power and great determination. She instilled knowledge in me. There is no knowledge that is not power.

2 The greatest fear people have is that of being themselves. They do what everyone else does, even if it doesn't fit who they are. But you get nowhere that way. You're running away from the one thing you own – what makes you different. I lost that fear. There are artists who can do things that I can't do but they can't beat me at being me. When you feel you can do what you want and in your own way, and that you don't care if some people don't like it, that is real power.

3 For someone growing up in the hood, going to school would just lead to a job flipping burgers. I wanted much more than that, and the only way I could see having some freedom and power was to become a hustler, so that's what I did. What other option was there for a 12-year-old who wanted to take care of himself and have the things that others take for granted?

4 An older hustler, [called] Truth, told me one thing that changed my whole attitude towards hustling and life. He said, "All a hustler really has are his own two eyes and his hold on reality. Keep it sharp and see the world and people as they are." Reality is my drug.

5 What got me away from hustling was the birth of my son. I had lost my mom when I was eight [she was murdered while hustling], and I didn't want him to grow up without a father. So I decided to get into music. It wasn't easy, and a lot of people thought I was crazy for leaving hustling. But every time I saw Marquis [my son], I knew I had done the right thing. Sometimes you have to change your life and not worry about the pain it's going to bring.



Photo: Lionel Deluy

6 When I was shot and nearly killed [in 2000], a lot of people abandoned me, including the record label I was with at the time. It ended up being a blessing in disguise. I wanted to do my own music, be my own boss, and because nobody would sign me to any label [due to all the violence], I had no choice but to do things myself. Now I could be as creative as I wanted.

7 People in business are so worried about doing what other people are doing. They're like sheep. They can't see what's happening in front of their two eyes because they're thinking about how things were five years ago, as if things were still the same. When I got into music, I could see that piracy and iTunes were going to ruin the market – and my only business degree was from hustling. So four years before [the music industry] woke up to this, I started to think about how I could make money by actually embracing the piracy.

8 A lot of times, in interactions with people in the music business, they have more fear than me because, when I was hustling, I had been in far more dramatic situations than they were. So I am more relaxed.

9 Selling records is no different than selling crack. People get addicted to a certain sound. You have to keep them wanting more and more from you.

10 The big labels are too big for their own good. They don't know their customers. I learned from dealing on the streets to get as close to the drug fiends as possible, and through my website I do the same thing with my music. It's all the same business.

50 Cent is the stage name of Curtis James Jackson, an American rapper and businessman who began his working life as a drug dealer at the age of 12. Jackson has used his rapper name to market new products, including clothing, shoes, books and bottled water. He co-wrote *The 50th Law*, which gives advice on how to become successful, with author Robert Greene.

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3 Vocabulary

Find a word or phrase that means the following.

1. to teach somebody something (two words, para 1) _____
2. a short form of a word which means the area you live in, mostly referring to deprived areas (para 3)

3. to work in a fast-food restaurant (two words, para 3) _____
4. someone who earns his money on the streets – here, selling drugs (para 3) _____
5. to expect something always to happen or exist in a particular way, and to not think about any possible problems or difficulties (three words, para 3) _____
6. A _____ is something that seems to cause problems but that you later realize is a good thing. (three words, para 6)
7. the crime of making and selling illegal copies of computer programs, books, videos or CDs (para 7)

8. people who are addicted to drugs (two words, para 10) _____

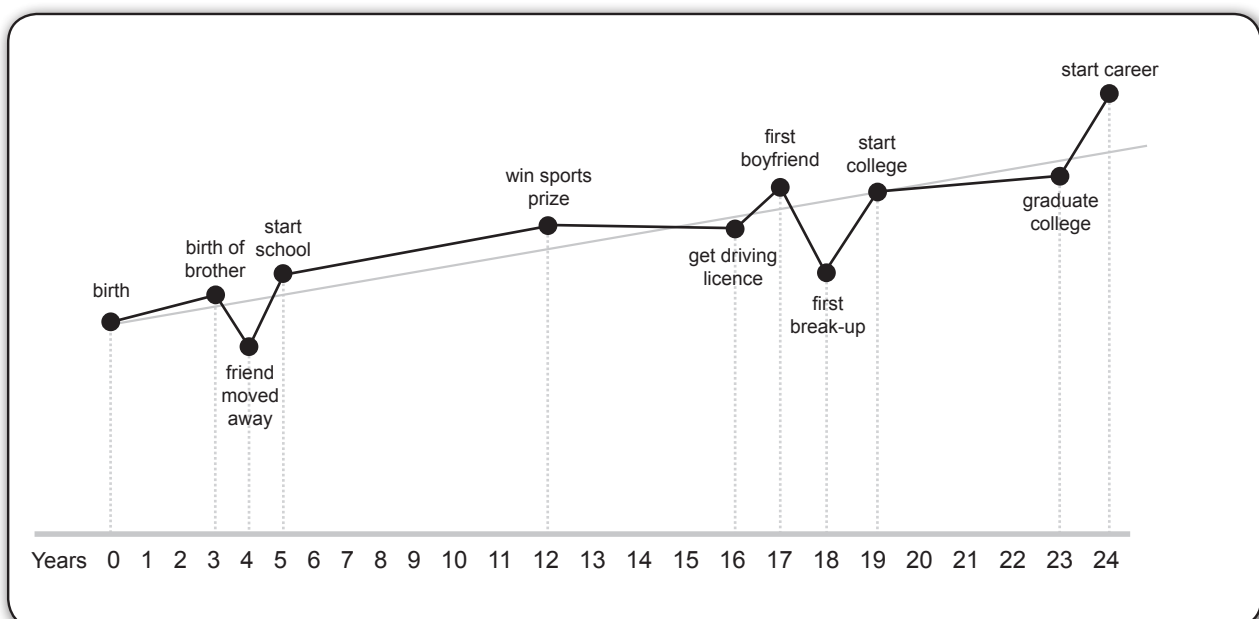
4 Talking points

Discuss these quotes from the article. What do you think 50 Cent means when he says:

- “There is no knowledge that is not power.”
- “... they can't beat me at being me.”
- “Reality is my drug.”
- “... my only business degree was from hustling.”
- “Selling records is no different than selling crack.”

5 Writing

Have a look at the example of a lifeline showing some high points and low points in an unknown person's life.

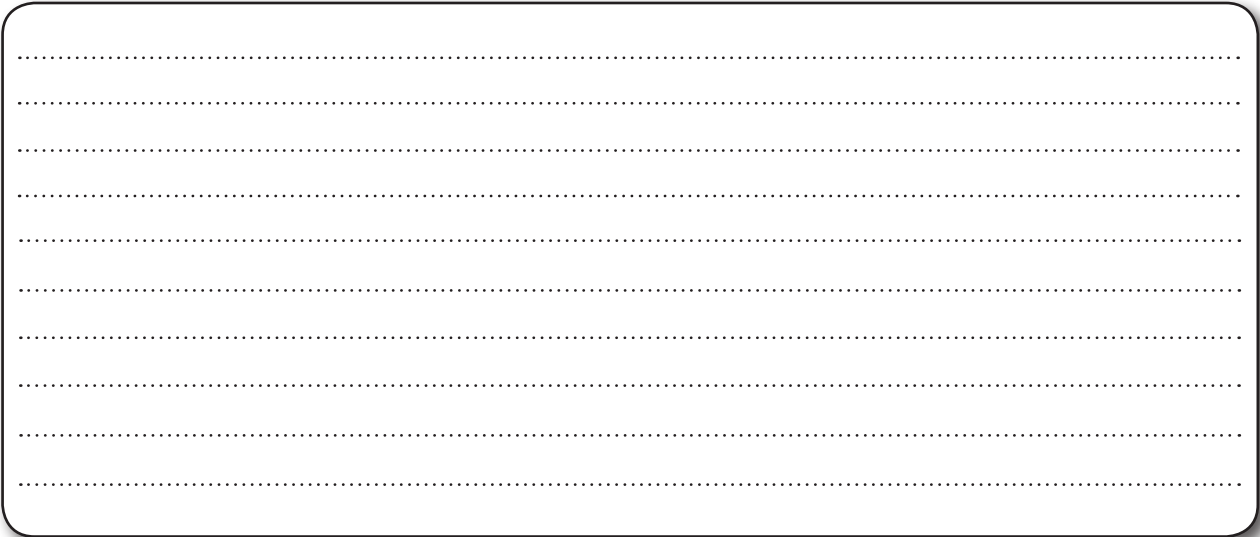


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Draw a similar lifeline for 50 Cent using the information in the article. Search the internet for further points and information to add to the graphic.



Write a summary about 50 Cent's lifeline.



6 Debate

Hold a class debate in two groups about whether 50 Cent is a good business role model.

Group A: *50 Cent is a good business role model because ...*

Group B: *50 Cent is a bad business role model because ...*

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Vocabulary record: What I've learned: 50 Cent

verb	noun	adjective (+ opposite)	adverb (+ opposite)
	hustler		
deal			
	fear		
bless			

Vocabulary record

