



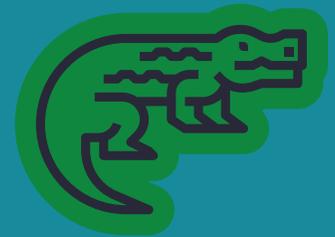
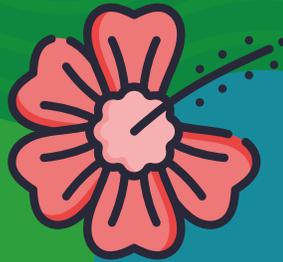
ALCALDÍA DE
BARRANQUILLA

| Soy **BARRANQUILLA** |



Soy **Bilingüe**

21st Century **KIDS**



**A2 Secondary
Teacher's Guide**

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Local Entrepreneurs, Teacher's Guide
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Hecho en Colombia
Made in Colombia





I'm Isa the Iguana, here to welcome you to **21st Century Kids!** These materials will help you teach English in a way that will allow your students to explore, understand, and participate in their local and global communities.

Are you ready to start? Let's go!



¡Soy Isa la Iguana y te doy la bienvenida a **21st Century Kids!** Estos materiales te ayudarán a enseñar inglés de una manera que les permitirá a tus estudiantes explorar, entender y participar en sus comunidades locales y globales.

¿Estás listo? ¡Vamos!





Local **Entrepreneurs**



Learning Objective: By the end of this lesson, students will be able to describe local entrepreneurs and the problems they have solved using the simple past and simple present.





DBA 7º Sociales

2. Compara las problemáticas urbanas más recurrentes de las ciudades actuales (contaminación, movilidad, sobrepoblación, falta de viviendas dignas, desempleo, inseguridad y migraciones internas) con algunas similares en otros periodos históricos.

Pre-task

Activity 1

Synchronous: Introduce the topic by brainstorming with students about social problems. Write down their ideas on a digital board or use an interactive tool like Mentimeter or NearPod for students to share their ideas. Ask them to think of possible examples, and, then, create a definition for “social problem” as a whole class (For example: Social problems are issues that affect many people in a society like poverty, unemployment, homelessness, overpopulation, immigration, drug abuse, health care availability, crime, etc.). Next, have students work on the labelling activity. Then, ask them to think about and answer the questions that follow individually before sharing their opinions in pairs or as a whole class (10 minutes).

Asynchronous: Students complete the activities individually. You could consider creating an online forum or space where students can share their answers to the final questions, so they can read and respond to their classmates’ answers.





Activity 1

Look at the pictures and label them with words from the box. Then, answer the questions below.

- insecurity
- poor health care service
- overpopulation
- malnutrition
- homelessness
- drug addiction
- poverty
- unemployment



unemployment



poverty



homelessness



insecurity



overpopulation



malnutrition





drug addiction



poor health care service

Which, in your opinion, is the most serious social problem? Why?

How do you think we can help solve these social problems?





Do you know what the word “entrepreneur” means?
Write a definition in your own words in the space below.

How do you think entrepreneurs can solve
social problems?

Activity 2

Synchronous: Tell students they are going to read two stories about people that have contributed to solving one of the social problems above. Have students read the texts and work on the comprehension table that follows. Finally, check their answers (15 minutes).

Asynchronous: Students will complete the activity individually. You may want to send students an audio reading the two stories and modelling pronunciation. You can also send them an answer key to check their answers once they have finished the activity.





Activity 2

Read the two entrepreneurship stories. Then, complete the table.

A. Mr. Oñate was born and grew up in a small town called Carmen de Bolívar. When he finished secondary school, he moved to a big city to go to college and study. To pay for his studies, he started selling chepacorinas (a type of bready cookie) and avocados. He was always good at numbers. Five years later, he graduated as a business administrator. Today, he is the owner of Fruver, a kind of supermarket where he sells only fruits and vegetables. In this way, he helps the farmers from his region and employs more than twenty people.



B. This is Mrs. Zabaleta. She didn't go to college because her family was very poor, but, since she was a little child, she had skills for fashion design. One day, she got a job in a clothing factory where she had the opportunity to learn and develop her skills more. She was also able to save some money to open her own shop where she worked as a dressmaker. Today, she has a big store in the city of Barranquilla where she and her employees design beautiful costumes for all types of occasions.





	Skills they demonstrated when they were young	How they started	What they do today	Social problem they solve
Mr. Oñate	He was always good at numbers.	He started selling <i>chepacorinas</i> and avocados.	Today, he is the owner of Fruver, a kind of supermarket where he sells only fruits and vegetables.	Unemployment
Mrs. Zabaleta	She had skills for fashion design.	She got a job in a clothing factory where she had the opportunity to learn and develop her skills more.	Today, she has a big store in the city of Barranquilla where she and her employees design beautiful costumes for all types of occasions.	Unemployment





Activity 3

Synchronous: Have students do the language discovery activity below by eliciting the answers to the questions. Then, explain the rules for the simple past tense (10 minutes).

Asynchronous: Ask students to do the activity individually. You can record yourself explaining the simple past tense and share the video with your students. You can also have students share their answers on a platform used for communication like WhatsApp or via a LiveWorksheet for immediate feedback.

Activity 3

Look at the example sentences from the stories in Activity 2. Then, answer the questions.

a. He was born and grew up in a small town called Carmen de Bolivar.

b. She didn't go to college because her family was very poor.

c. Today, she has a big store in the city of Barranquilla.

d. Today, he has a store where he sells fruits and vegetables.

Which sentences refer to the past?

a & b

Which sentences refer to the present?

c & d





For the negative form of the simple past, we need to use

didn't

Another sentence in past found in the texts above is

He moved to a big city.

Another sentence in present found in the texts above is

She and her employees design beautiful costumes.

Activity 4

Synchronous: Have students complete the table below by looking at the two stories in Activity 2 to find the past form of the verbs listed. Then, have students identify the differences between these verbs with the discovery questions given. Do this before teaching explicitly about regular and irregular verbs. Then, check answers as a whole class. Students could work individually or in pairs (10 minutes).

Asynchronous: Ask students to do the activity individually. You could share an answer key with them to check their answers as well as share supplementary materials for the past tense if you think this is necessary.





Activity 4

Look for the past tense form of these verbs in the stories in Activity 2.

Present tense	Past tense
grow up	grew up
finish	finished
move	moved
start	started
be (is-are)	was-were
graduate	graduated
show	showed
have	had
get	got
can	was able (to)
work	worked





Look at the verbs in the table above again. What do you notice about the structure of the verbs in the past tense? Can you classify them into two groups?

Group 1: Regular	Group 2: Irregular
finished	grew up
moved	was-were
started	had
graduated	got
showed	was able (to)
worked	

How did you classify them?

Answers will vary.

Most verbs are **“regular verbs”** that use the same word ending, -d or -ed in the past tense. Some verbs have different endings. These are called **“irregular verbs.”** Can you label each group now, as regular or irregular in the table above?





Activity 5

Synchronous: Have students complete the sentences to show their comprehension by looking at the table of verbs in Activity 4. Then, check answers as a whole class. Students could work individually or in pairs (10 minutes).

Asynchronous: Students complete the activity individually. You could send students an answer key or create a LiveWorksheet or Google Form that gives immediate feedback.

Activity 5

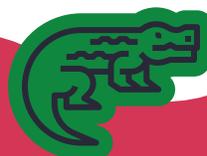
Complete the sentences below with verbs from Activity 4. Use the simple past or simple present form of the verb. Pay attention to regular and irregular verbs!



Example: She **finished** her studies. Now, she **is** the owner of a beauty salon.

a. She **started** making lunch for us at home. Now, she **has** a restaurant.

b. His family didn't **have** money to support him, but he **got** a job as a waiter.





c. He **grew up** in the countryside, but when he turned 18, he **moved** to the capital city.

d. He didn't **graduate** from university, but he **had** a talent for doing business.

e. She **worked** in a café every evening, and she **was able to** save some money to pay for her studies.

Task

Activity 1

Synchronous: Have students brainstorm and complete the chart with their own ideas. Check some of their answers to give feedback on language use to the whole class (10 minutes).

Asynchronous: Students complete the chart with their ideas. Then, they share their ideas using a tool like WhatsApp to receive feedback on their ideas and approval from the teacher.





Activity 1

Think of a person in your family, a friend, or a neighbor that you look up to because of their entrepreneurial skills. Complete the chart below with information about this person.

Name	
Skills they demonstrated when they were young	
How they started	
What they do now	
Social problems they solve	

Activity 2

Synchronous: Have students write their story about the person they have chosen. Remind them to include verbs learned in this lesson (see table in Pre-task section, Activity 4). You may want to give them some time to think. If you are teaching virtually, have students share their work online or post it on a digital platform, such as Padlet, where they can insert a photograph of the person they are talking about. If you are teaching face-to-face, choose some students to read their stories aloud to the class or have students read their stories to each other in groups of 3-4 (15 minutes).





Asynchronous: Students create their stories following the examples given in the Pre-task section, Activity 2. Then, they can upload them to a digital platform like Padlet where all students have access and can comment.

Activity 2

Write an entrepreneurship story about the person you have chosen. Use the stories in Pre-task, Activity 2 as models. Try to use the simple past and simple present.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Now, look for a photograph of the person you wrote about to go with your story. Once you have your photograph and story, get ready to share with your classmates!





Post-task

Synchronous: Have students share their personal conclusions. This can be done through a class discussion (10 minutes).

Asynchronous: Use an interactive tool for students to share their final thoughts with the rest of the class. Ask students to leave their comments on what other students post. This could be done in the form of a short video using Flipgrid, for example.

Reflect on what you have learned. Answer the questions below.

- Are the entrepreneurs your classmates described solving any social problem? If so, which one?

-
-
-
- What skills do you have? Write your 3 strongest skills (for example: cooking, creative thinking, learning languages, playing soccer, etc.).

- **1.** _____
- **2.** _____
- **3.** _____





Can any of these skills help you become an entrepreneur?

YES

NO

What social problem would you like to solve?

Empty text box for writing an answer.

Can you think of how you can solve it with a business? Explain.

Empty text box for writing an answer.

