

LESSON PLAN
(focus on entrepreneurship)



Main subject/-s: English Language

Class (age): 15 years old

Teacher/-s: Sofia Mentsiviri

Duration: 90 minutes +

Date: 24th April 2023

Topic: Entrepreneurs are great!

The main goal of the lesson:

- ✓ This lesson is about entrepreneurship and its place in society. It develops speaking and writing skills and the use of context-specific vocabulary and idiomatic language. The students' own experiences and opinions form the basis of all discussions and written work.
- ✓ To identify the meaning of and use vocabulary in the context of entrepreneurship
- ✓ To identify the meaning of and use idioms in the context of entrepreneurship
- ✓ To write a narrative about an entrepreneur's life and achievements

Didactic goal (*what other students' competences and/or skills will be acquired*):

- ✓ Out-of-the-box thinking and creativity.
- ✓ Problem-solving abilities.
- ✓ Taking initiative.
- ✓ Persuasion and social skills.
- ✓ Critical thinking skills. Writing skills
- ✓ Listening skills
- ✓ Vocabulary enhancement
- ✓ Retaining information in the short term memory
- ✓ Speaking skills
- ✓ Use of idiomatic language

1. Cognitive Process Outcomes (*the central disciplinary outcomes*):

1.1. The main subject/-s:

English Language

1.2. Entrepreneurship:

- To identify what it means to be an entrepreneur and discuss the importance of entrepreneurship to individuals and society

2. Target Outcomes:

2.1. Methods used:

- 1) Personal insight and reflection
- 2) Guided instruction
- 3) Reward for action (enterprising behaviour as a learning goal)
- 4) Collaborative learning

2.2. Materials used:

worksheets with the tasks, pens, pencils, paper, digital devices, bingo cards

2.3. Resources (useful links):

[Richard Branson](#)

[dictionary](#)

<https://www.biography.com/business-leaders/richard-branson>

<https://vocaroo.com/>

<https://print-bingo.com/blank-bingo-cards.php>

3. Authentic Problems and Product Development:

3.1. Empathy / Real problem / Problematic situation of lesson topic

(Discover the problem that you are facing in your real life and define the area to focus on)

STEP 1:

Hand out *Task 1*, or project the word cloud on the board and ask students to make sentences using the words/phrases they know from the word cloud before asking them to make a note of words/phrases they don't know.



Possible sentences	Words I don't know

- Ask students to write their suggestions on the board.
- Address any errors in the sentences as a class and identify the meaning of unknown vocabulary.

Try to elicit the topic of the lesson. Ask:

What do you think today's lesson is about?

- Students provide their answers.

STEP 2:

- Explain to students that they are going to use the words and phrases from the word cloud to play a game of 'Bingo'. Encourage the students to think about what it means to be an entrepreneur and write down words that they associate with it.

Then you can call out the words and phrases at random until there is a winner. This Bingo game can be played in groups or individually. In the resources section, there is a resource link so as to how to create Bingo cards.

3.2. Fact findings related to the topic of the lesson

(Students search for some background information on the Internet or other sources)

STEP 3:

- Ask students to think about what makes a good entrepreneur – show them the video about Richard Branson. [Richard Branson](#) (you may need to play it more than once).
- Get feedback on the advice that Richard Branson gives.
- Ask students to work in pairs to write a definition for the word ‘entrepreneur’, encouraging students to use the vocabulary from the previous activities.

- What is an entrepreneur?

An entrepreneur is...

.....

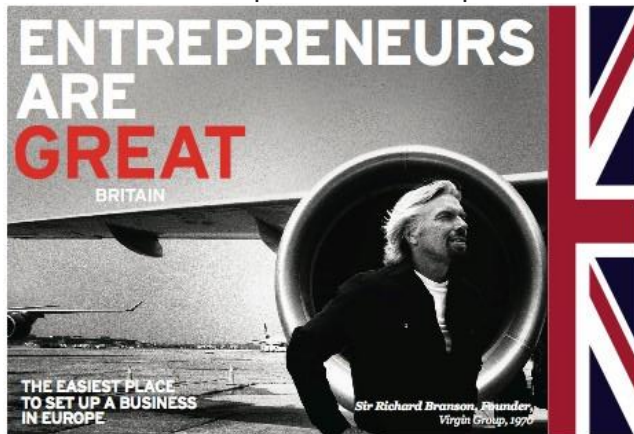
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.....

For a dictionary definition, you might like to visit: <http://dictionary.cambridge.org/>

- Monitor, making a note of common errors.
- Ask for suggestions and write the best ones on the board.
- You may want to direct your students to the online learners’ dictionary included in the resources section.

Show students the poster for ‘Entrepreneurs are great’.



Ask:

- Do you recognise the man in the photograph?
- Do you know what he is famous for?

Elicit prior knowledge of Richard Branson and provide extra information if necessary.

Hand out *Task 2*.

In pairs, the students prepare and discuss their responses to the first three personal questions:

- 1) Do you have any friends or family who are entrepreneurs?

2) Are you, or would you like to be, an entrepreneur? Why?

3) Do you know of any famous entrepreneurs?

before discussing entrepreneurship in a wider sense.

Monitor and provide content-based feedback if students require it.

Listen and make notes of common errors.

As a group, elicit content feedback and promote debate about the questions posed.

→ Discuss the following statement with your partner:

“Entrepreneurship is essential in society and governments should help individuals become entrepreneurs.” Share your thoughts with rest of the class.

Feedback any common errors that were noticed during pair discussion.

3.3. Ideation

(Brainstorming the best option / problem solution / idea that work, developing details, and finalizing the product)

Running dictation

- Hand out **Task 3**.

- Put students in pairs and allocate one ‘runner’ and one ‘writer’.

- Attach copies of the running dictation text to the classroom wall, or just outside the door (to make the activity fair, the texts should be the same distance away from each ‘writer’).

- Explain to the students that they must work in pairs to rewrite the text – the ‘runner’ must go to the text, remember a chunk of language, return to the writer and relay this language in order for the writer to write it down.

- Set a time limit (10 minutes) and monitor (if no pair has accurately completed the text within the time limit, the winning pair is the one who has written the most with the greatest accuracy).

- Afterwards, make sure each pair has a copy of the text to check their answers and refer back to throughout the rest of the lesson

Idioms

1.

- Explain that the dictation text contained nine idioms in the context of entrepreneurship.

- Hand out **Task 4** and ask students to match each idiom to its correct definition.

- Monitor, giving help as requested and then feed back correct answers as a class.

For a more kinaesthetic feel, you may like to make the table of idioms and definitions into cards for students to match up. Alternatively you could hand out the individual cards at random in order for students to mingle to find their ‘pair’.

2.

- Instruct students to complete the gaps with the correct idiom.
- Monitor, encouraging students to use the correct verb forms.
- Feed back correct answers as a class.

3.4. Product Development and/or Prototyping

(Selecting the best option / problem solution / idea that work, developing details, and finalizing the product)

Writing

- Ask students if they know any local or worldwide famous entrepreneurs. Insist on locality so as to make students aware that there are quite many successful entrepreneurs in their region or country who are worth knowing about.
- Ask students to research a local entrepreneur and find information about this person.
- Hand out **Task 5** and encourage students to write a narrative about an entrepreneur using as much of the vocabulary and as many of the idioms covered in the lesson as possible.
- Remind students that it would be unnatural to use too many idioms all in one go, however, for the purposes of learning idioms effectively, it can be useful to learn them as a lexical set.
- Encourage students to peer check their work and read their work aloud to their partner.

Students could record themselves reading their work aloud at <http://vocaroo.com/>. This gives them the opportunity to self-correct. They can even send their recordings to you so you can give more detailed feedback.

3.5. **Dissemination and Testing** *(of the final product):*
Students present their recordings to the class.

4. Reflecting *(Collecting students' feedback on the lesson (activities, gained competences and skills, etc.) using different ways and tools)*

Teacher asks the students to evaluate the lesson. Students write or record (now they know how) their impressions of the lesson and what they would like to change.