

World of work



Topic	By the end of the lesson the students will be able to:	Vocabulary	Structures	Learning strategies
1. Types of work	<ul style="list-style-type: none"> name and spell a selection of jobs group jobs within employment sectors begin to describe the activities carried out by different workers and some of the characteristics of different jobs. 	Work; job; employment; sector; farmer; carpenter; doctor; nurse; builder; tourism; agriculture; telecommunications; education; health; construction; engineer; vet; architect; chef; cook	I work in the... sector; He/she works in the... sector; Do you...?; Yes, I do/No, I don't.	<ul style="list-style-type: none"> Classifying and categorising Reading and matching Questioning and guessing.
2. Responsibilities in the family	<ul style="list-style-type: none"> name common household chores recognise and express responsibilities within the school/the family. 	Obligations; teach; make sure; safe; learn; listen; do homework; carry water; chop/split wood; carry firewood; clean; sweep; chores; feed (animals/pets); wash the clothes/do the laundry; sweep the yard/compound; cook; prepare the food	I have to/I don't have to...; He/she has to.../doesn't have to...	<ul style="list-style-type: none"> Identifying responsibilities Asking and answering questions.
3. Personal qualities for work	<ul style="list-style-type: none"> identify and name different qualities needed for work link important attitudes to different jobs. 	Attitude; uninterested; cheerful; caring; never give up; careless; sociable; friendly; patient; ambitious; suspicious; brave; energetic; determined; attentive to detail	I am + adjective; You need to be + adjective.	<ul style="list-style-type: none"> Observing body language and inferring attitude.
4. Skills for work	<ul style="list-style-type: none"> name and categorise some qualifications, skills and personal 	Qualifications; skills; personal qualities; certificate in computer	I would like to be a... when I get older; I	<ul style="list-style-type: none"> Classifying and grouping words

	<p>qualities</p> <ul style="list-style-type: none"> state that certain jobs demand certain qualifications, skills and qualities examine their own ambitions for the future and identify the qualifications, skills and qualities they will need to gain/develop. 	<p>skills; driving licence; degree in law; understanding plants and animals; communicating well with other people; making good furniture; compassion; dedication; self-motivation</p>	<p>want to be a... when I get older; I will need to be...; I will need to have...; A... needs to be...; A... needs to have...</p>	<ul style="list-style-type: none"> Matching Applying to their own situation.
<p>5. Tools for work</p>	<ul style="list-style-type: none"> list tools and equipment used in daily work describe the purpose of tools and equipment used in daily work. 	<p>Bucket; brush; dustbin; calculator; computer; mobile phone; knife; hoe; broom; spade; rake; dust pan; thermometer; chalk; carry; collect; pick up; dig; type; calculate; clean; keep; attend to; keep; send; teach</p>	<p>What tools do we use to sweep/dig/...? ; We use a broom to sweep/We use a broom for sweeping; We use a hoe to dig/for digging.</p>	<ul style="list-style-type: none"> Matching Identifying.
<p>6. Sectors of work</p>	<ul style="list-style-type: none"> identify and differentiate different sectors of the economy and of employment relate their personal hopes/ambitions to different sectors. 	<p>Sector; agriculture; mining; manufacturing; tourism; education; health; electrician; services; research; public; private</p>	<p>He/She works in the... sector; This job/profession belongs to the... sector.</p>	<ul style="list-style-type: none"> Reading and locating specific items in a text.
<p>7. Job seeking skills</p>	<ul style="list-style-type: none"> identify the format of a job application letter identify the type of content needed in a job application letter review and use the type of content in the job application letter. 	<p>Job; skill; qualification; certificate; post; apply; hold (a certificate, qualification)</p>	<p>Dear Sir/Madam; I am writing to apply for... ; Advertisement in the Daily News on 20th June; I have/don't have experience; I look forward to hearing from you; Yours faithfully...</p>	<ul style="list-style-type: none"> Studying and re-ordering jumbled text.

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<p>8. Different professions</p>	<ul style="list-style-type: none"> describe and compare different aspects of a range of professions. 	<p>Traffic police – direct traffic; librarian – manages a library; doctor – treats people; carpenter – makes furniture; teacher – educates people; tailor – makes clothes; engineer – designs and builds; lawyer – implements law; journalist – reports the news; banker – keeps and issues money; nurse – looks after the sick</p> <p>Adjectives: Hard; stressful; well-paid; interesting; dangerous; satisfying; boring; difficult; badly-paid; exciting; easy; creative</p>	<p>Comparatives: A banker’s job is easier than a doctor’s job.</p> <p>Superlatives: The doctor has the most stressful job.</p>	<ul style="list-style-type: none"> Comparing, rank-ordering and justifying positions.
<p>9. Institutions</p>	<ul style="list-style-type: none"> understand what an institution is, both a public institution and a private institution identify the kind of jobs people do in large institutions. 	<p>Institution; government; a social service; security guards; accountants; computer technicians; a local shop selling vegetables; a secondary school; a farm; a doctor’s surgery; a rent-a-car office</p>	<p>The function of a... is to...; People who work in... are...</p>	<ul style="list-style-type: none"> Identifying using definitions.
<p>10. Entrepreneurship</p>	<ul style="list-style-type: none"> state what an entrepreneur is know and express the advantages and disadvantages of having a small business name and analyse small businesses in the area understand the importance of small businesses. 	<p>Entrepreneur; loan; profit; success; opportunity; expand; risk; lazy; business; hardworking; creative; responsible; resources</p>	<p>Present continuous: He/She/Mrs. Sanga lives/works/ goes...</p>	<ul style="list-style-type: none"> Analysing and organising advantages and disadvantages.



Lesson 1: Types of work

Vocabulary: Work; job; employment; sector; farmer; carpenter; doctor; nurse; builder; tourism; agriculture; telecommunications; education; health; construction; engineer; vet; architect; chef; cook

Structures: I work in the... sector; He/she works in the... sector; Do you...?; Yes, I do; No, I don't.

Lesson content objectives:

By the end of the lesson the students will be able to:

- name and spell a selection of jobs
- group jobs within employment sectors
- begin to describe the activities carried out by different workers and some of the characteristics of different jobs.

Learning strategies: Classifying and categorising; reading and matching; questioning and guessing.

Preparation: You will need five word cards with the following written on them: taxi driver, nurse, teacher, builder, miner.

Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Write on the board: 'work, job, employment'.
- Tell the students that in this topic they will use all three words, and ask if they know any differences between the words. Allow general discussion but eventually make sure the students know that work is uncountable.

Note: Work isn't used with 'a' and isn't used with the plural 's', whereas you can talk about 'a job', many jobs'. Employment is a more general noun to refer to work and jobs.

- Clean the board and write 'employment sectors' in the middle. Ask the students if they know what a sector is (it is difficult to describe, so write horizontally under employment sectors the following 'tourism, manufacturing, telecommunications').
- Ask the students if they can name a job in the tourism sector, then in the manufacturing sector, (you may need to explain or translate some of these words) then in the telecommunications sector.
- Ask the students if they would like to do any of the jobs written on the board.

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Remember that it is a good idea to keep the top right hand side of the board as a place for vocabulary and translations. This way the students know where to look when they need help with a word. If anyone in the class asks for a spelling or translation then you can write it here so that it is there for the rest of the class. Make sure that you let the class know what kind of word each is (n) = noun, (v) = verb, (adv) = adverb, (adj) = adjective etc.

Presentation (10 mins)

- Say: 'Open your book at Topic 10, Lesson 1 and look at Activity 1'. Hold up your Student book at the correct page.
- Ask them to look at the picture and try to name as many of the jobs as they can (*Note: the woman in the suit could be a professional in different sectors, e.g. teacher, businesswoman, office worker, etc.*).
- Then ask them to write sentences in their exercise books joining the three columns in Activity 1a).
- Monitor the activity and correct when necessary.
- Ask the students to look at Activity 1b) and say the name of each job. Write the jobs on the board. Ask which sector they belong to.

Practice (10 mins)

- Ask one student to come to the front of the class and show him one of the word cards.
- The other students in the class have to ask them questions in order to guess their job.
- Start the activity with some example questions:
 - *Do you work in the ... sector?*
 - *'Do you build houses?'*
 - *'Do you work in a hospital?'*
 - *'Do you need to study at university to do this job?'*
- If the rest of the students cannot guess the job, then the student at the front has to give clues. For example, *'I work in a hospital or I built your house!'* When the job is guessed, show all students the word card and practise the pronunciation.

Consolidation/evaluation and assessment (5 mins)

- Ask the students to look at Activity 2 in pairs. Students take turns to read the sentences and try to guess the job, then write the job in their exercise books.
- Ask different pairs to tell you the answers and write the correct spellings on the board for them to copy if necessary.
- Make sure the board is cleaned. Ask the class to put their hands up if they can remember a job that was talked about in class today. Ask the students to come up and write the jobs on the board again. They should correct each other's spelling.
- Ask the students which sectors the jobs belong to and what people do in each of the jobs.

Answers**Presentation**

Nurse, carpenter, teacher, police officer, photographer/ journalist, bus driver, judge/lawyer, doctor, tailor, office worker/businesswoman/teacher, engineer/architect

Activity 1

a) She's a doctor. She works in the health sector.

He's a farmer. He works in the agriculture sector.

He's a carpenter. He works in the manufacturing sector.

b) He makes furniture. He's a carpenter.

She treats sick people. She's a doctor.

He works on the land. He's a farmer.

Activity 2

1. engineer/designer

2. vet

3. architect/designer

4. chef/cook

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Extension activity



- Ask the students to each think of a job that hasn't been mentioned in today's lesson.
- Ask the students to prepare a short sentence saying what that person does. For example: 'She works in an office helping the manager' or 'He shows things in Tanzania to tourists'. The other students have to try to name the job.

Teacher's reflections



- Did the students already have a wide vocabulary relating to jobs? If not, how are you going to change this?
- Did the students understand the concept of different sectors? If not, how are you going to reinforce this?
- Were the students able to think of enough questions in the guessing game? Should you use pre-taught jobs vocabulary for the game next time?

Possible homework



- The students write three short sentences about the job that a person they know does. It could be a parent, a relative or a neighbour. They should write the job, what the person does on that job, and what sector he/she works in. For example: 'My uncle is a factory worker. He makes shoes. He works in the manufacturing sector.'

Lesson 2: Responsibilities in the family

Vocabulary: Obligations; teach; make sure; safe; learn; listen; do homework; carry water; chop/split wood; carry firewood; clean; sweep; chores; feed (animals/pets); wash the clothes/do the laundry; sweep the yard/compound; cook; prepare the food

Structures: I have to/I don't have to... ; He/she has to.../doesn't have to...

Lesson content objectives:

By the end of the lesson the students will be able to:

- name common household chores
- recognise and express responsibilities within the school/the family.

Learning strategies: Identifying responsibilities; asking and answering questions.

Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Tell the students 'Today's lesson is about responsibilities.'
- Write 'responsibilities' on the board.
- Tell the students. 'I am your teacher. My responsibilities are to teach you, to make sure you are safe and to make sure you learn.'
- Say: 'You are students. What are your responsibilities as students?' (Answers – to listen in class, to do our homework, to study hard.)
- Point to the board again and ask: 'Are responsibilities similar to our jobs? The things we have to do?'

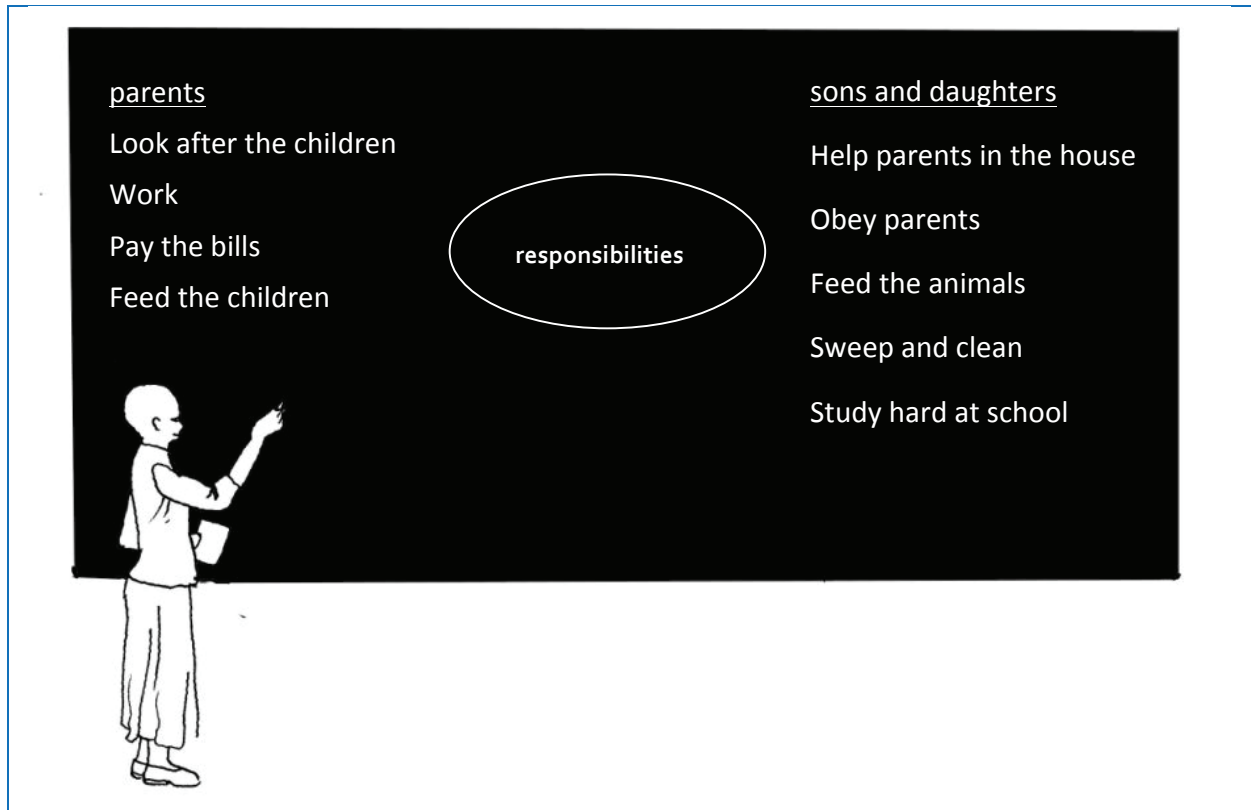
Presentation (10 mins)



- Clean the board. Write on the left side of the board 'parents' and on the right side of the board 'sons and daughters'.
- Ask: 'What responsibilities do parents have?'
- List the students' answers on the board, under *parents*. (Answers – To look after the children, to work, to feed the children, to pay the bills.)
- Ask: 'What responsibilities do sons and daughters have?'

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- List the students' answers on the board under *sons and daughters*. (Answers – Help our parents in the house, obey our parents, feed the animals, sweep and clean, collect the firewood, study hard at school.)



Practice (10 mins)



- Ask the students to open their books at Topic 10, Lesson 2 Activity 1.
- Ask the students to tell you what the girls and boys are doing in each numbered picture.
- Ask: 'Do you do these things at home? What are your responsibilities?'
- Say: 'Put your hands up if you have to chop wood.' (Mime the activity and write it on the board.)
- Say: 'Put your hands up if you have to carry water.'
- Continue through all the activities in the pictures, miming and writing on the board.
- Ask: 'When do you do these jobs? Before or after school?' Select one or two students to tell you.
- Ask each student to think of one other thing they have to do at home and write this sentence on the board for them to complete in their exercise books: 'I have to... at home.'

Consolidation/evaluation and assessment (5 mins)

- Tell the students to look at Activity 2. Put them in pairs and tell them to ask their partner questions about their responsibilities both before and after school.
- They should make notes in their workbook.

Note: Be careful with 'He has to/she has to' and make sure they are not using 'have to'.

Reflection

- Ask the students if they do everything they should do at home without being asked, or if their parents need to ask them every day.
- Ask the students if this is the same in a job: *'Will your boss ask you every day to do what is necessary?'*

Answers**Activity 1**

1. Chopping wood.
2. Collecting and carrying wood.
3. Fetching/carrying water.
4. Sweeping the house/yard/compound.
5. Feeding the animals.
6. Washing the dishes and clothes/Doing the laundry.

Activity 2

Example sentences:

Do you have to chop wood before school?

Do you have to wash dishes after school?

Extension activity

- Ask students to write two lists. The headings should be: 'Before school I have to...' and 'After school I have to...'

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Teacher's reflections



- How well were the students talking to each other. Have they got used to talking in English and staying on task in English?
- What stops them from staying on task? How can you help them stay on task?

Homework



- Ask the students to write a paragraph in their exercise book about their partner's obligations. (Model sentence: Hassan has to feed the animals before school, and he has to chop the wood after school.) They could then write about other friends' responsibilities at home.

Lesson 3: Personal qualities for work

Vocabulary: Attitude; uninterested; cheerful; caring; never give up; careless; sociable; friendly; patient; ambitious; suspicious; brave; energetic; determined; attentive to detail

Structures: I am + adjective; You need to be + adjective.

Lesson content objectives:

By the end of the lesson, the students will be able to:

- identify and name different qualities needed for work
- link important attitudes to different jobs.

Learning strategy: Observing body language and inferring attitude.

Preparation: You will need to make five cards with the following written on them:

1. You are a farmer. You are bored in your work. It is not interesting. Your attitude is uninterested.
2. You are a bus driver. You like your work because you meet many different people. You are happy. Your attitude is cheerful.
3. You are a nurse. You love your job. You care about all your patients. Your attitude is caring.
4. You are a mechanic. You like your job, but sometimes you do not understand what is wrong with a car. You keep trying. Your attitude is never give up!
5. You are an office worker. You don't organise your work. You lose things, you forget things, and you don't care. Your attitude is careless.

Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Write 'personal qualities' on the board, with a translation.
- Ask: 'What personal qualities do I have?' and mime an impatient attitude: look at your watch, look irritated, sigh, blow out air. The students can say anything similar to impatient, such as angry, intolerant, frustrated, etc. Write these on the top right hand side of the board with a translation.
- Ask the students to tell you five professions/jobs. Write them on the board.

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- Ask the students what specific qualities are necessary in these jobs. (Answers – Will depend on the jobs; accept adjectives, verbs, noun phrases. For example, A doctor must be dedicated/caring, etc.) More adjectives will be taught in the presentation phase.

Presentation (10 mins)

- Write on the board: 'Personal qualities for work'.
- Ask one student to come to the front of the class and show them a card. Make sure they understand the card. Then ask the student to mime the profession and the quality. The rest of the class has to guess the job and the quality. Accept near-answers because qualities are difficult to mime and difficult to guess.
- Repeat the process with four other students and the four remaining cards.
- At the end, ask the students which are positive qualities and attitudes to work and which are negative qualities and attitudes. It doesn't matter if you don't have the exact adjectives.

Practice (10 mins)

- Ask students to open their books at Topic 10, Lesson 3 and look at Activity 1. Tell them to quickly scan the table and to tell you what it is about. (Answer – Characteristics/qualities of people.)
- Ask if any students can define the adjectives in the 'qualities' column. If they can't, give translations and examples in English.
- Ask the students to work in pairs to match a personal quality to a description.
- Correct them all together.

Consolidation/evaluation and assessment (10 mins)

- Ask the students to look at Activity 2.
- In pairs the students write the sentences in their exercise books.

Reflection

- Say:
 - *'Put your hands up if you think that you have positive attitudes and personal qualities for work.'*

- ‘All of us have some negative attitudes. Please put your hands up if you can name some negative attitudes.’
- ‘Why is a positive attitude important at work?’ (Answers – So that you keep your job; so that you enjoy your job; so that you get a better job.)

Answers

Activity 1

- | | | |
|------------------------|--------------------------|---------------|
| 1. ambitious | 2. energetic, determined | 3. patient |
| 4. attentive to detail | 5. sociable and friendly | 6. suspicious |
| 7. brave | | |

Activity 2

Example sentences:

1. A nurse needs to be kind and caring.
2. A tour guide needs to be knowledgeable and interesting.
3. A teacher needs to be patient and organised.
4. A detective needs to be attentive to detail and suspicious.

Extension activity

- Ask the students to write in their exercise books the jobs they would like to do and the necessary qualities they need to have.
- Write these examples on the board: ‘I would like to be a soldier because I am brave.’ And ‘I would like to be a secretary because I am attentive to detail and friendly.’
- Monitor the activity and help the students with ideas and vocabulary.

Teacher’s reflections

- Did the students understand the adjectives and how they relate to attitude?
- Were the students able to self-analyse and decide which positive attitudes they possess?
- Were the students able to identify negative attitudes?

Possible homework

- Ask students to speak to a worker they know and ask them how they feel about their job. They should report back to the class.

Lesson 4: Skills for work

Vocabulary: Qualifications; skills; personal qualities; certificate in computer skills; driving licence; degree in law; understanding plants and animals; communicating well with other people; making good furniture; compassion; dedication; self-motivation

Structures: I would like to be a... when I am older; I want to be a... when I am older; I will need to be...; I will need to have...; A... needs to be...; A... needs to have

Lesson content objectives:

By the end of the lesson the students will be able to:

- name and categorise some qualifications, skills and personal qualities
- state that certain jobs demand certain qualifications, skills and qualities
- examine their own ambitions for the future and identify the qualifications, skills and qualities they will need to gain/develop.

Learning strategies: Classifying and grouping words; matching; applying to their own situation.

Preparation: You will need to make nine word cards with the following written on them: certificate in computer skills; driving licence; degree in law; understanding plants and animals; communicating well with other people; making good furniture; compassion; dedication; self-motivation.

Introduction (5 mins)



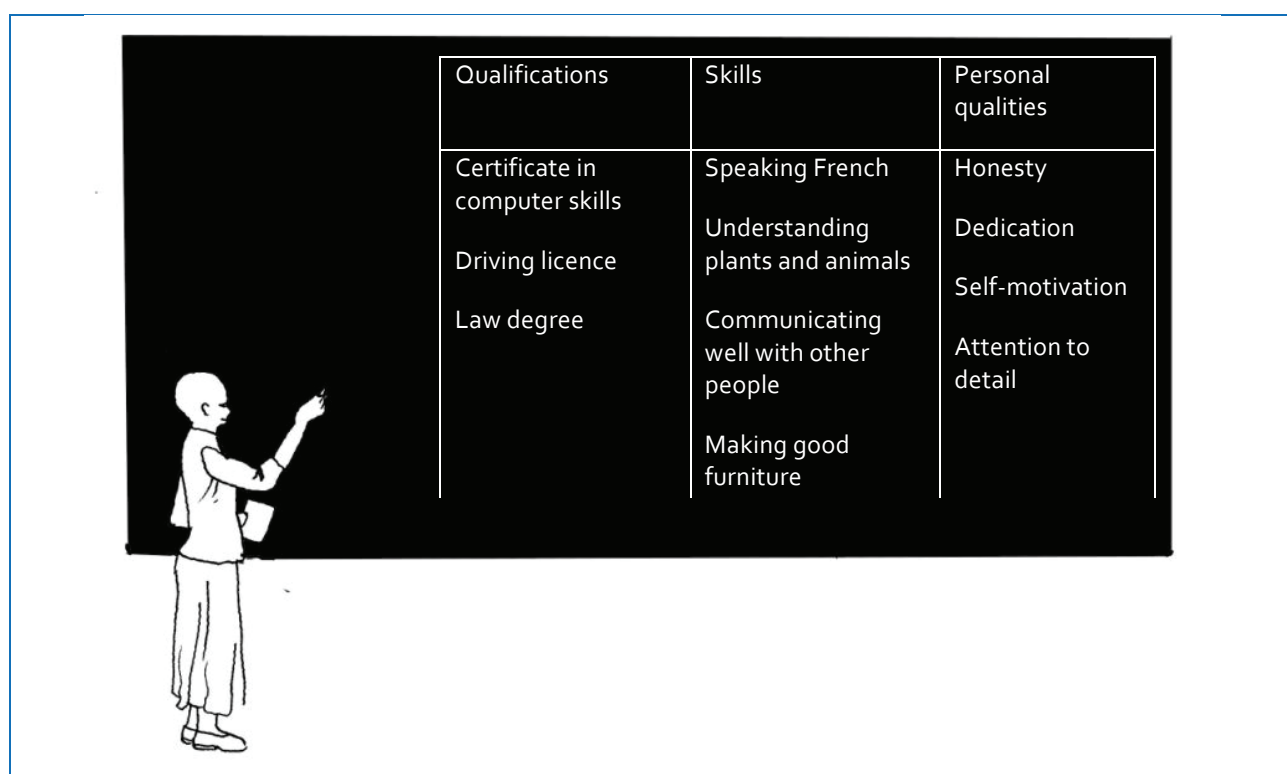
- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Write on the board: 'When I am older I would like to be a...'
- Ask the students to put their hands up and tell you what job they would like to do when they are older. Write three of the jobs on the board.
- Ask: 'What do you need to study to be a...?' and 'Do you need to go to university?' (Example answer – To be a doctor you need to study medicine. You need to go to university.)

Presentation (10 mins)



- Clean the board. Write headings for three columns: 'qualifications, skills, personal qualities'.

- Ask the students to put their hands up if they can explain what qualifications means or if they can give an example. (Answer – university degree etc.) Write an example under the word.
- Ask if the students can name any skills, or if they know what *skills* means. This is difficult for them so you could explain: *'A skill is something you know how to do well, to do properly. It is something you are good at. For different jobs we need different skills.'*
- Ask the students if they can give you an example of a skill. If not, write 'speaking French' under the word skills. Then ask for another example.
- Ask the students to put their hands up if they can tell you what 'personal qualities' means. If necessary write the example, 'honesty' under the word for them.
- Ask nine students, one at a time, to come to the front of the class. Give each student a word card. The student should read out the word(s) and the rest of the class should say if it is a qualification, skill or ability. The student with the card can write the word on the board in the correct column.



Practice (10 mins)   

- Say: *'Open your Student book at Topic 10, Lesson 4 and look at Activity 1.'* Hold up your Student book and point to the correct page.

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- Ask the students to look at Activity 1. Ask the students to look at the pictures and tell you what the jobs are. Then scan the table.
- Ask a student to read out the instructions then ask: 'What do you have to do in your exercise books?' (Note: they can think of their own jobs and do not have to choose the jobs in the pictures).
- Allow the students to work in pairs. Move around the room and help them with spelling and vocabulary. New words may emerge. If you think they are frequent/useful words, share with the class on the board.

Note: This is a difficult activity for both teacher and students because not all of the vocabulary is predictable.

Consolidation/evaluation and assessment (10 mins)



- Ask the students if they remember what you talked about at the beginning of the class. (When I am older I would like to be a...)
- Ask two different students (who did not contribute in the introduction phase) to tell you what job they would like to do when they are older.
- As each student tells you, ask the rest of the class what qualifications, skills and personal qualities they will need to be able to do these jobs.
- Ask the students to look at Activity 2 and write in their exercise books about themselves.

Answers



Activity 1

qualifications: certificate in computer skills, driving licence, degree in law.

skills: understanding plants and animals, communicating well with other people, making good furniture.

personal qualities: compassion, dedication, self-motivation.

Example answers:

Job	Qualifications	Skills	Personal qualities
Lawyer	Degree in Law	Communication	Dedication
Farmer	None	Understanding plants and animals	Self-motivation
Carpenter	Certificate in woodwork	Making good furniture	Attention to detail

Reflection

- Ask the students if they think it is important to think, now, about what they will need so that they can do the jobs they want to do later.
- Ask the students if they get and learn all of these things at school (qualifications, skills, personal qualities). (Answer – No, we learn them in life and at home too.)

Extension activity

- In small groups the students try to prepare the longest list of personal qualities possible. The group with the most personal qualities listed after five minutes is the winning team.

Teacher's reflections

- Did the students understand the difference between the three concepts?
- Did they need a lot of new words? Did you translate the words and use the top right of the board to record the translations?
- Should you change the example words you give next time?

Possible homework

- Students observe a worker they know. They note their qualifications, skills and personal qualities and tell the class about them later.

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Lesson 5: Tools for work

Vocabulary: Bucket; brush; dustbin; calculator; computer; mobile phone; knife; hoe; broom; spade; rake; dust pan; thermometer; chalk; carry; collect; pick up; dig; type; calculate; clean; keep; attend to; send; teach

Structures: What tools do we use to sweep/dig/...?; We use a broom to sweep/for sweeping; We use a hoe to dig/for digging.

Lesson content objectives:

By the end of the lesson the students will be able to:

- list tools and equipment used in daily work
- describe the purpose of tools and equipment used in daily work.

Learning strategies: Matching; identifying.

Preparation: Bring real objects into the classroom or make picture cards: bucket, broom, spade, mobile phone, axe, hoe, brush, knife.

Prepare four word cards with the following written on them: An office worker typing on a computer; A farmer digging with a spade; A nurse taking somebody's temperature with a thermometer; A painter painting a wall with a brush.

Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Hold up a piece of chalk and say: 'This is a tool I use at work.' Ask: 'What do I use it for?' (Example answers – For writing on the board; to write on the board.)
- Tell the students: 'This is a tool I use to do my job as a teacher.' Then ask:
 - 'What tools does a farmer need?' (Example answers – a hoe, a spade, a rake, a tractor.)
 - 'What tools does a secretary need?' (Example answers – a telephone, a pen, a computer.)
 - 'What tools does a nurse need?' (Example answers – a thermometer, a stethoscope.)

Note: This is difficult and more specialised vocabulary so you may need to give translations.

Make sure that some of the target vocabulary for the lesson is used, e.g. hoe, spade, thermometer.

- Show real tools/equipment to the students such as a bucket, broom, spade, mobile phone, axe, hoe, brush and knife.
- Hold up each tool and ask: 'What job is this used for?'

Remember that it is a good idea to keep the top right hand side of the board as a place for vocabulary and translations. This way the students know where to look when they need help with a word. If anyone in the class asks for a spelling or translation then you can write it here so that it is there for the rest of the class. Make sure that you let the class know what kind of word each is: (n) = noun; (v) = verb; (adv) = adverb; (adj) = adjective, etc.

Presentation (10 mins)

- Ask the students to open their books at Topic 10, lesson 5 and look at the pictures in Activity 1.
- Point to each object and say its letter individually and ask: 'What is this? What is it used for?' Choose a different student each time to answer.
- Accept answers with two grammatical forms: It is used for digging/cleaning/doing... or it is used to dig/to clean/to do...

Practice (10 mins)

- Ask the students to work in pairs.
- Say: 'Look at the questionnaire in Activity 1. Read the instructions and complete the activity with your partner.'
- Let the students discuss each question and find two tools for each area of work.
- The students should write the answers in their exercise books.
- Feedback with the answers as a class.
- Call one student to the front of the class. Show him a word card. He should mime the job and the action with the tool. The other students guess his job, what he is doing, and what tool he is using.
- Repeat this with other students.

Consolidation/evaluation and assessment (5 mins)

- Ask the students to look at Activity 2. Ask one student to read out the instructions then make sure all the students know what they have to do.
- Allow the students to write their sentences individually. Check and monitor their work.

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Reflection



- Ask: 'Can a farmer work without a hoe or a spade? Why not?' (Answer: No, because he needs one to dig the land.)
- Ask similar questions for more professions.
- Ask: 'What tools or equipment do you need to be a student?' (Answer – A student needs pens, pencils, calculator, books.)

Answers



Introduction

Example answers – Bucket: farmer, builder, painter, cleaner.

Broom: housewife, cleaner. Spade: farmer, builder.

Mobile phone: office worker, tourist guide, police officer.

Axe: woodcutter, farmer. Hoe: farmer.

Brush: housewife, cleaner. Knife: butcher, farmer.

Activity 1

- Calculator – to do sums; to calculate; to do mathematics; for doing mathematics.
- Computer – to write letters; to store information; to send emails; for sending e-mails.
- Bucket – to carry things, to put water in.
- Dustbin – to put rubbish in; for putting rubbish in.
- Spade, rake, hoe – to dig and clear the land; for digging; for farming.
- Brush (and dustpan) – to clean/sweep; for sweeping.

1. B,D 2. A,D 3. B,C 4. A,C

Activity 2

Example sentences:

- We use a computer for office work.
- We use a thermometer to take people's temperature.
- We use chalk for writing on a board/teaching in a school.
- We use a brush for sweeping the floor.
- We use a spade for digging the land.

Extension activity (5 mins)



- Ask the students to look again at the pictures and invent different uses for the tools. For example, we can use a dustbin to keep water in or to carry things in.

Teacher's reflections



- How many of these words were new to the students?
- Will they remember them or do we need to review this topic soon?
- Which vocabulary was the most relevant/useful? Should you introduce different vocabulary next time?

Homework



- For homework, the students can identify three tools in their home environment, find out their names in English and write down what they are used for.

Lesson 6: Sectors of work

Vocabulary: Sector; agriculture; mining; manufacturing; tourism; education; health; electrician; services; research; public; private

Structures: He/She works in the... sector; This job/profession belongs to the... sector.

Lesson content objectives:

By the end of the lesson the students will be able to:

- identify and differentiate different sectors of the economy and of employment
- relate their personal hopes/ambitions to different sectors.

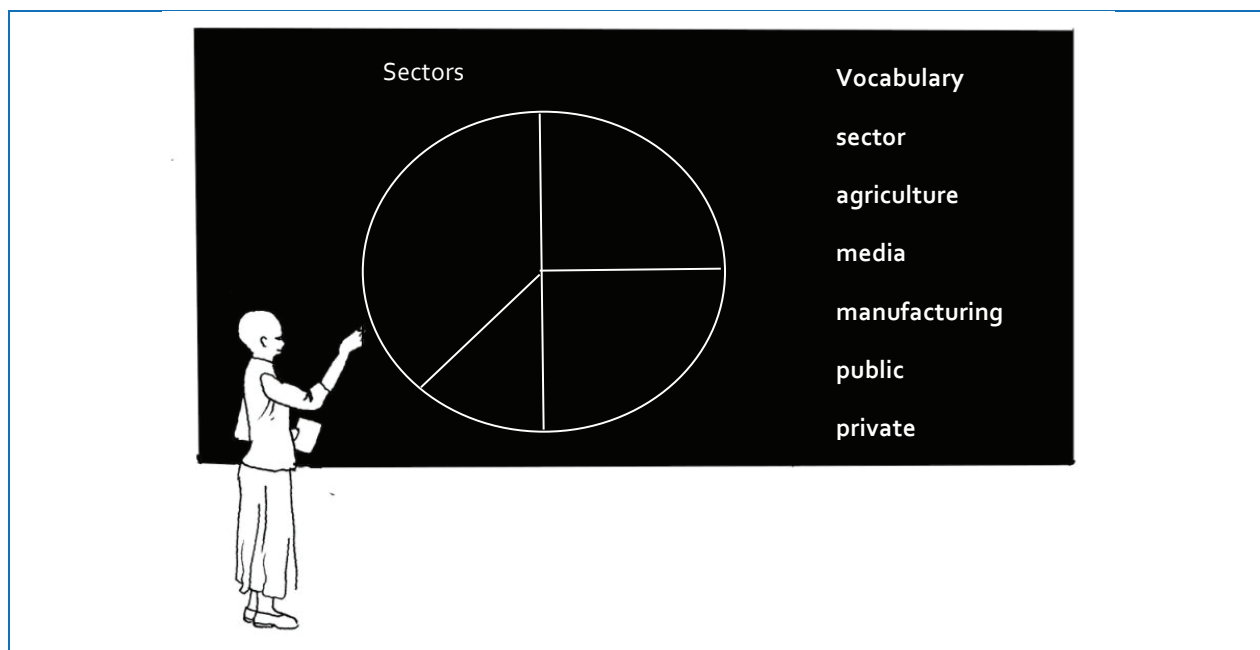
Learning strategy: Reading and locating specific items in a text.



Introduction (5 mins)

- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Draw a circle on the board and divide it into segments (like the pie chart below).
- Tell the students: 'Today we are going to talk about sectors of the economy and sectors of employment.'
- Point to the pie chart and say: 'The whole circle is a country's economy. Each part you can see is called a segment or a sector.'
- Remind the students that in Lesson 1 they talked about jobs in different sectors. Ask them if they can remember anything about that lesson.
- Ask these questions clearly but quickly and see if the students can answer them:
- 'What is the most important economic sector in Tanzania?' (Answer – Agriculture.)
- 'In what sector would an electrician usually work?' (Answer – Construction.)
- 'What jobs can you think of in the education sector?' (Answer – Teacher, professor.)
- 'What sectors can you think of that provide services to people?' (Answer – Catering, telecommunications, retail.)

Note: If the students do not know what to say at this stage, don't worry. Give them some answers and return to these questions later if you have time.



Presentation (10 mins)



- Ask the students to open their books at Topic 10 lesson 6 and look at Activity 1. Hold up your Student book and point to the correct page.
- Choose a student to read the first paragraph and then ask the class: *'Is agriculture the only important sector in our country?'* (Answer – No, there are others.)
- Choose another student to read the second paragraph and then ask the class: *'Which sector do you think the electrician works in?'* (Answer – Media/entertainment)
- Choose another student to read the third paragraph and then ask: *'Why is it good to know about different sectors?'* (Answer – To help us decide what to study and what jobs we want to do.)
- Choose another student to read the fourth paragraph and then ask: *'How many groups of sectors are named in this paragraph?'* (Answer – Five.)
- Choose another student to read the fifth paragraph and then ask: *'Which of these two sectors does our school belong to?'* (Answer – Public.)
- Tell the class: *'Now we will talk about different jobs in different sectors.'*

Practice (10 mins)



- Write these jobs on the board: 'waiter, bus driver, doctor, computer programmer, solar energy engineer, police officer, carpenter'.

Topic 10: World of work

- Ask the students to work in pairs and discuss which sector each person works in, and if their employment is usually in the public or private sector.

Note: The important factor here is that the students think about different jobs in different sectors. If they give a different but logical reply, accept it.

Consolidation/evaluation and assessment (5 mins)



- Ask the students to look at Activity 2. Write an example sentence on the board: 'Hassan is a builder. He works in the construction sector. He works in the private sector.'
- Ask the students to write sentences in their exercise book about two different workers they know.
- Help the students where necessary and monitor the activity.
- Share interesting sentences with the class.

Reflection



- Ask two or three students what jobs they would like to do when they are older.
- Ask the rest of the class what sectors these jobs belong to.
- Ask the class what they will need to study to do these jobs and work in these sectors.

Answers



Practice

Waiter: catering/tourism. Private.

Bus driver: transport/tourism. Public or private.

Doctor: health. Public or private.

Computer programmer: telecommunications/technology sector. Private sector (usually).

Solar energy engineer: energy sector. Public or private.

Police officer: public safety sector. Public.

Carpenter: construction sector. Usually private.

Extension activity



- Ask students to work in groups and
 - Write a list of school subjects
 - Write a list of jobs which each of these subjects are important for
 - Write the name of the sectors these jobs belong to.
- Before they start the activity, write an example on the board: e.g. Chemistry is useful for a pharmacist. This job belongs to the health sector

Teacher's reflections



- Did the students understand the concepts of economic sectors/employment sectors?
- Did the students relate their studies to their future employment?
- How well did the students read aloud? Do they need more practice?

Homework



- Ask the students to notice different people as they walk home and the jobs they do. They should write down the jobs and the sectors they belong to.

Topic 10: World of work

Lesson 7: Job seeking skills

Vocabulary: Job; skill; qualification; certificate; post; apply; hold (a certificate, qualification)

Structures: Dear Sir/Madam; I am writing to apply for...; Advertisement in the Daily News on 20th June; I have/don't have experience; I look forward to hearing from you; Yours faithfully...

Lesson content objectives:

By the end of the lesson the students will be able to:

- identify the format of a job application letter
- identify the type of content needed in a job application letter
- review and use the type of content in the job application letter.

Learning strategy: Studying and re-ordering jumbled text.

Preparation: Read the questions and study the notes provided with the answers, so that you can explain to the students.

Introduction (10 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Ask: 'How do you get information about a job you want to do?' and 'How do you get the job?' (Answers – To include newspaper, internet, radio, TV, job application letter, email, telephone call, personal visit.)
- Say: 'Today we are going to look at a job application letter.' and write 'Job application letter' on the board.
- Ask the students to put their hands up if they can tell you what kind of information should be included in a job application letter. (Answers – Qualifications, experience, skills.)
- Write their answers on the board.
- Say: 'Should we include our favourite colour? Our family details? Our pets' names?' (Answer – No.)

Presentation (5 mins)



- Ask the students to open their books at Topic 10, Lesson 7 and look at Activity 1. Hold up your Student book and point to the correct page.

- Tell the students they are going to look at a job application letter and at the same time listen to your questions and answer them.
 - 'Who wrote the letter?' (Answer – John Kitambi.)
 - 'Where is John's name?' (Answer – At the bottom.)

Note: It is not usual for your name to appear in a letter until the end. We do not write it at the top and we do not say 'My name is' in the body of the letter.

- 'Who is John sending the letter to?' (Answer – The principal of Mt. Uluguru Living School.)
- 'When did John write the letter?' (Answer – 21st June.)

Note: Do not mention the position on the right or left of the sender's and receiver's addresses and the date. Since letters are now usually typed and not hand-written, all of this information is often blocked on the left, with the date below. The model letter for this lesson is good for students to learn, but the focus is on presenting information in an ordered, coherent manner.

- 'What job is John applying for?' (Answer – Teacher.)
- 'How did John know there was a job available?' (Answer – He read it in the newspaper.)
- 'Does John have a teaching qualification?' (Answer – Yes.)
- 'Can John use a computer?' (Answer – Yes.)
- 'Has John worked as a teacher before?' (Answer – No.)
- 'How does John say 'goodbye' in the letter?' (Answer – Yours faithfully.)

Note: If we know the name of the person we are writing an official letter to, we end with 'Yours sincerely.' If we are writing to Dear Sir/Madam we end with 'Yours faithfully.'

Practice (10 mins)

- Ask the students if they think John is a good person for the job and why. (Answers – Yes, because he has the right qualifications. No, because he has no experience.)
- Ask the students if they think it is a good application letter and why. (Possible answers – It is polite, formal and includes the relevant information in the right order.)
- Ask the students to look at Activity 2 and ask them 'Is this a good letter? Why?' (Answer – No., It is not in the right order.)
- Ask the students to use the first letter as a model of the correct order, and working in pairs write out the second letter in their exercise books in the correct order.
- Monitor the activity and help the students where necessary.

Topic 10: World of work

Consolidation/evaluation and assessment (5 mins)



- Ask the students to close their books and look at you.
- Ask the following questions:
 - *'What do we write first in a job application letter?'* (Answer – Our address and the date.)

Note: The date appears here in this model but is not always here, see earlier notes.

- *'What do we write next?'* (Answer – The place we are sending it to.)
- *'What do we say in the first sentence of the letter?'* (Answer – That we are writing to apply for a job.)

Note: Some students may reply 'Dear Sir or Madam'. This is fine. Accept and say: 'And after that?'

- *'How do we say that we want the person to reply, in a formal letter?'* (Answer – I look forward to hearing from you.)
- *'How do we say goodbye in a formal letter?'* (Answer – Yours faithfully.)

Note: If any students offer, Yours sincerely at this point, please refer to previous notes. 'Yours sincerely' is only used when you know the name of the person you are writing to.

Reflection



- Ask:
 - *'When you are older, do you think you will apply for jobs on paper or online?'*
 - *'Do you think Hassan will get the office job?'*
 - *'Do you think you will remember how to write a job application letter after today's class?'*

Extension activity



- Ask the students to work in pairs and decide which is more important when applying for a job: qualifications, skills or experience.
- Ask the students to order them by importance.
- Go around the pairs and ask why they chose the order they chose.

Teacher's reflections

- Are the students ready to write a letter independently or do they need more work on this first?
- Did the students appreciate the need to present information in order?

Homework

- Ask the students to work in pairs and read the instructions in their books. They should write an application letter for the job.
- When you review the homework in the next lesson, ask the students the Reflection question for Lesson 7 in the Student's book.

Answers

Activity 2

Order: 15, 16, 17, 6, 7, 8, 11, 14, 1, 10, 12, 4, 2, 13, 5, 9, 3

<p>The Director Morongo Banking Services P.O. Box 120</p> <p>Dear Sir or Madam,</p> <p style="padding-left: 40px;">I am writing to apply for the post of office assistant. I saw the job advertised in the Daily News on 12th February.</p> <p style="padding-left: 40px;">I studied at Morogoro TTC and I hold a Secondary School Leaving Certificate. I then completed a business and computing course and gained a Grade A certificate. I also have excellent organisational skills. I have six months experience working in a small office, which I enjoyed very much.</p> <p style="padding-left: 40px;">I hope you will consider me for this post and I look forward to hearing from you.</p> <p style="text-align: right; padding-right: 40px;">Yours faithfully, <i>Hassan Ajaniois</i></p>	<p>P.O Box 2020 Dar es Salaam, 17th February</p>
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Lesson 8: Different professions

Vocabulary: Traffic police – direct traffic; librarian – manages a library; doctor – treats people; carpenter – makes furniture; teacher – educates people; tailor – makes clothes; engineer – designs and builds; lawyer – implements law; journalist – reports the news; banker – keeps and issues money; nurse – looks after the sick

Adjectives: Hard; stressful; well-paid; interesting; dangerous; satisfying; boring; difficult; badly-paid; exciting; easy; creative

Structures: Comparatives: A banker's job is easier than a doctor's job.

Superlatives: The doctor has the most stressful job.

Lesson content objectives:

By the end of the lesson the students will be able to:

- describe and compare different aspects of a range of professions.

Learning strategy: Comparing, rank-ordering and justifying positions.

Introduction (10 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Ask the students to open their books at Topic 10, Lesson 8 and look at the pictures.
- Ask them to name as many of the professions as they can remember.
- Ask the students to look at Activity 1 and work in pairs to make sentences joining the left column and the right column.

Note: It is a good idea to keep the top right hand side of the board as a place for vocabulary and translations. This way the students know where to look when they need help with a word. If anyone in the class asks for a spelling or translation then you can write it here so that it is there for the rest of the class. Make sure that you let the class know what kind of word each is: (n) = noun; (v) = verb; (adv) = adverb; (adj) = adjective, etc.

Presentation (10 mins)

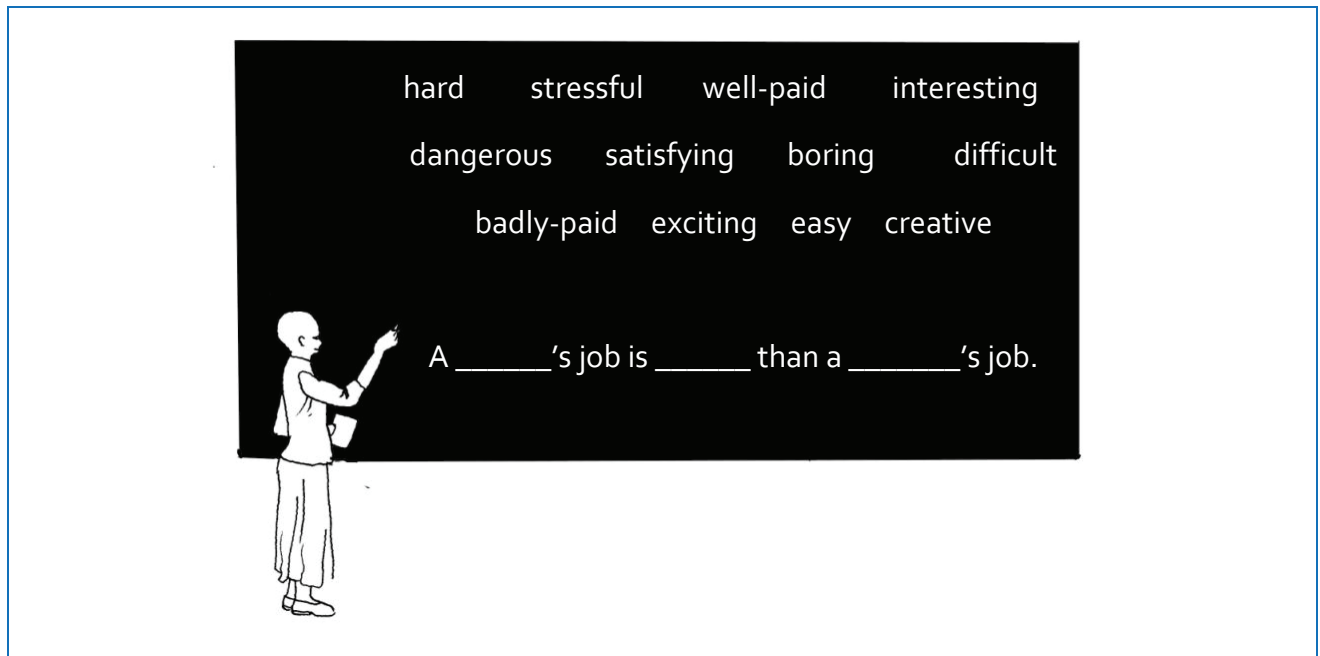


- Ask the students to tell you which one they think is the best job and why. (Answer – Accept any reply. For example – The best job is a lawyer because he gets a lot of money.) Make sure that you get at least three different replies.
- Ask the students to tell you which one they think is the worst job and why. (Answer – Accept any reply. Example – The worst job is a traffic police officer because he is in the street all day.) Make sure that you get at least three different replies.
- Write these adjectives on the board: 'hard, stressful, well-paid, interesting, dangerous, satisfying, boring, difficult, badly-paid, exciting, easy, creative'. Point to 'hard' and ask: 'Which job is hard?' (Answer – Accept any reply.)
- Point to each adjective in turn, ask the students to associate it with one of the jobs and make sure they know the meaning. Translate if necessary.
- Draw circles around 'hard', 'stressful' and 'easy'.
- Write on the board: 'A doctor's job is harder than a banker's job.'
- Then write a gapped sentence on the board: 'A _____'s job is _____ than a _____'s job.'
- Ask the students to put their hands up if they can make a sentence using the word *stressful*.
- Draw the students' attention to 'more stressful than' and remind them that this is how we make comparisons with longer adjectives.
- Ask the students to put their hands up if they can make a sentence similar to yours, using any jobs, using *easy*.
- Draw the students' attention to *easier than* and remind them that this is how we make comparisons with 2-syllable adjectives ending in *y*.

Note: When changing the endings of words that end in -y we change the 'Y' to an 'I' and add the suffix. Here we change y to i and add '-er'.

- Ask students to each write a sentence in their exercise books, choosing any of the jobs on the list and any of the adjectives on the board. (Note: be careful with *better-paid* and *worse-paid*. Accept more *well-paid*/more *badly-paid* at this stage.)
- Monitor and check their sentences if there is time. Otherwise, correct them later so that you can evaluate their use of comparatives.

Topic 10: World of work



Practice (5 mins)

- Circle the adjective *interesting* on the board.
- Tell the students to look at the list of jobs in Activity 1 again. Ask the students to put their hands up and tell you which job they think is the most interesting. Accept any answer but ask for a reason. (Answers – Difficult to predict, new language may come up.)
- Circle the adjective *boring* on the board and ask the students to work in pairs and put the jobs in order of the most boring and least boring in their exercise books. Tell the students you will come around the class and they must be ready to tell you why they put the jobs in that order.
- Stop the activity after five minutes and ask the class to compare answers. Allow them to disagree with each other if they can justify their choices.

Consolidation/evaluation and assessment (5 mins)

- Ask the students to look at Activity 2 in their books.
- Each student should write two sentences based on the model.

Note: The language students use and the reasons for their choices is unpredictable. Accept minor errors and correct only basic errors, encourage expression and original language.

Reflection

- Ask:
 - *'Did this class make you think differently about different professions?'*
 - *'Does the perfect job exist?' Why/Why not?'*

Answers

Activity 1

1. F 2. G 3. E 4. I 5. B 6. C 7. D 8. A 9. H

1. A nurse looks after sick people.
2. A teacher teaches children.
3. Traffic police direct traffic.
4. A librarian manages a library.
5. A banker keeps and issues money.
6. A carpenter makes furniture.
7. An engineer designs and builds.
8. A tailor makes clothes.
9. A journalist writes news.

Extension activity

- Class survey: Write the list of jobs on the board and tell the students they are going to vote for the best job.
- Choose a student to count the votes and another to write the numbers next to each job on the board.
- Tell the students you are going to shout out the names of the jobs and they are to put their hands up if they think this is the best job.
- Say: *'Put your hands up if you think a nurse has the best job.'*
- Continue through the jobs on the list.

Topic 10: World of work

Teacher's reflections



- Were the students able to use comparative and superlative forms correctly in this context?
- Did the students think critically about different jobs and empathise with people who do these jobs?

Possible homework



- Ask the students to think of a person they know who works and write a sentence about their job using the adjectives they learned in class. For example: My cousin is a factory worker. His job is boring but well-paid.

Lesson 9: Institutions

Vocabulary: Institution; government; a social service; security guards; accountants; computer technicians; a local shop selling vegetables; a secondary school; a farm; a doctor's surgery; a car rental office;

Structures: The function of a... is to... ; People who work in... are...

Lesson content objectives:

By the end of the lesson the students will be able to:

- understand what an institution is, both a public institution and a private institution
- identify the kind of jobs people do in large institutions.

Learning strategies: Identifying; using definitions.

Introduction (5 mins)



- Say: 'Good morning/good afternoon.' Wait for the students to reply.
- Tell the students: 'Today we are going to talk about institutions.' and write 'institution' on the board.
- Ask the students to put their hands up if they can tell you what an institution is, or if they can give an example of an institution.
- Write any examples they give on the top right hand side of the board.

Note: It is a good idea to keep the top right hand side of the board as a place for vocabulary and translations. This way the students know where to look when they need help with a word. If anyone in the class asks for a spelling or translation then you can write it here so that it is there for the rest of the class. Make sure that you let the class know what kind of word each is: (n) = noun; (v) = verb; (adv) = adverb; (adj) = adjective, etc.

Presentation (10 mins)



- Ask the students to open their books at Topic 10, Lesson 9 Activity 1 and ask one student to read the definition, *What is an institution?* They should read and choose any words that they are not sure about.
- Go through each word that the students have chosen and write the translations on the board.

Topic 10: World of work

- Read the definition together as a class and then compare the definition to answers that were given before the reading.
- Ask the students to work with a partner, and decide whether each example in Activity 1 is an institution or not. Allow five minutes for students to do this. Discuss it as a class and ask for reasons for their answers.

Practice (10 mins)



- Ask the students to work in groups and look at Activity 2.
- Students take turns to read the jobs and discuss: *'Where do they work? What do they do in their jobs?'*
- Discuss this in detail as a class.

Consolidation/evaluation and assessment (5 mins)



- Ask the students to look again at Activity 2 and complete the sentences listing the people who work in these institutions. (Answer – Accept any logical answers.)
- Monitor and check the activity. Ask the students to justify their answers where necessary.

Reflection



- Ask:
 - *'How are institutions different from businesses?'* (Answer – They are bigger. They are usually dedicated to providing social services.)
 - *'Is it good to have a job in an institution like the ones we have talked about today? Why? How can you get such a job?'* (Answer – Yes, because institutions always need workers, so your job is more permanent. You need to study a lot and pass exams.)

Answers



Activity 1

Which are institutions?

1. A local shop selling vegetables	No	2. A secondary school	Yes
3. A farm	No	4. A small private doctor's surgery	No
5. A hospital	Yes	6. A car rental office	No
7. A restaurant	No	8. A university	Yes
9. The national bank	Yes	10. A cinema	No

Activity 2

- Office workers: in offices. They write letters and emails, make appointments, file documents.
 - Teachers: In schools or universities. They teach students.
 - Nurses: In hospitals or clinics. They look after sick people.
 - Accountants: In offices. They do accounts and advise their clients.
 - Bankers: In banks. They work with money. They give advice to clients. They sell bank products.
 - Security guards: In many places. They protect the place they work in.
 - Cleaners: In hotels, offices, restaurants. They clean and tidy the place they work in.
 - Doctors: In medical centres and hospitals. They try to find out what is wrong with sick people. They treat sick people.
 - Reception staff: In hotels and government buildings. They help people find where they need to go inside the building. They take bookings and make appointments.
 - Cooks: In restaurants, hotels and other places. They prepare and cook meals.
 - Computer technicians: Anywhere where computers are needed. They help people with their computers and they solve computer problems.
1. Teachers work in schools.
 2. Nurses/doctors work in hospitals.
 3. Bankers work in state banks.

Extension activity



- Ask the students to discuss in pairs and name people they know who work for institutions. Ask them how these people got their jobs.

Teacher's reflections



- Did the students understand what an institution is?
- Did they understand the employment possibilities in institutions?

Homework



- Ask the students to ask their parents about their jobs. They write a sentence which includes the job they do, the tools they use and the sector they work in.

Lesson 10: Entrepreneurship

Vocabulary: Entrepreneur; loan; profit; success; opportunity; expand; risk; lazy; business; hardworking; creative; responsible; resources

Structures: Present simple: He/She/Mrs. Sanga lives/works/goes...

Lesson content objectives:

By the end of the lesson the students will be able to:

- state what an entrepreneur is
- know and express the advantages and disadvantages of having a small business
- name and analyse small businesses in the area
- understand the importance of small businesses.

Learning strategy: Analysing and organising advantages and disadvantages.

Introduction (5 mins)



- Say: 'Good morning/good afternoon.' Wait for the students to reply.
- Ask the students to open their book at Topic 10, Lesson 10 and tell you what they can see in the picture. (Answers – A lady in shop, a shop keeper, food, a dress, shelves with things on them.)
Ask the students to decide what kind of person they think that the lady (Mrs. Sanga) is.
- Pre-teach the word *loan*. Ask the students what we need banks for. Ask if banks give you money sometimes, and if you have to return that money later and what that is called. Ask why Mrs. Sanga might need a loan.

Presentation (10 mins)



- Say: 'Listen to this story about Mrs. Sanga, the lady in the picture, and tell me what you think about her. What kind of person is she?'
- Read the story slowly and clearly, with expression:



Mrs. Sanga lives in a small village. Until one year ago the village didn't have a shop and people travelled a long way to buy the things they needed. One day she said, 'This village needs a shop!' She asked for a loan from a bank to start her small shop. Soon, the people from the village started to buy the things they needed from her.

Now, Mrs. Sanga travels to the city every week to buy the things for her shop, and the people in the village are happy because now they go shopping near their homes. Mrs. Sanga makes enough money for her family to live. She wants to buy a motorcycle so that she can deliver things to people who don't live near her shop. She works very hard and she is happy.'

- Ask: 'What kind of person is Mrs. Sanga? Is she a lazy person? Is she a hardworking person? Is she a creative person with good ideas?' (Answers – No, not lazy, she is hardworking. Yes, she has good ideas.)
- Write 'entrepreneur' on the board. Tell the class Mrs. Sanga is an example of an entrepreneur.
- Ask if anybody knows the meaning of *entrepreneur*. Provide a translation if necessary.

Practice (10 mins)

- Pre-teach the word *profit*. For example, tell a student you bought your pencil for an amount of money but you are going to sell it to them for more money. Tell them that the difference in price is your profit. Write it on the top right hand side of the board with a translation if necessary.
- Ask the students to look at Activity 2 in their books. Tell them you are going to write some words and phrases on the board and that they should find words and phrases in the text with the same meaning.
- Write on the board: 'A chance; bad points; significant; makes bigger; dangers; satisfied'. Ask the students to read and work in pairs to find the words in the text that mean the same as those on the board.
- Then ask these questions:
 - 'Is an entrepreneur always a rich person?' (Answer – No.)
 - 'Do small businesses always make big profits?' (Answer – No.)
 - 'Are there a lot of small businesses in Tanzania?' (Answer – Yes.)
- Ask a student to read the last sentence of Activity 2 out loud.
- Ask the students to look at Activity 3 and in pairs decide which are advantages and which are disadvantages. Go around and help the students with any difficult vocabulary.

Topic 10: World of work

Consolidation/evaluation and assessment (5 mins)



- Ask the students to put their hands up and tell you different kinds of small businesses.
- Write their answers on the board. (Answers – Vegetable garden, small farm, keeping chickens, a shop, a flower/tree nursery or bed, transporting goods or people, making dresses/tailoring, stationery, food stall/eatery, photo studio, barber shop, hair salon, mechanic's workshop.)
- Ask the students to close their eyes and think carefully about somebody they know who has a small business.
- Ask them to open their eyes and their exercise books.
- Say: 'Write the person's name in your exercise book.' and 'Write the kind of business they have.'
- Then ask some students who they thought of and what kind of business they have. Ask them if that person works hard and if that person is happy.

Reflection



- Ask the students if they now know what an entrepreneur is and if they can define it for you.
- Ask them if they would like to have a small business one day. What would it be? What product or service would they sell?
- Ask them if today's lesson was difficult or easy and why.

Answers



Activity 1

- a chance: an opportunity
- makes bigger: expands
- dangers: risks
- significant: important
- satisfied: happy
- bad points: disadvantages

Activity 2

1. advantage 2. advantage 3. disadvantage 4. advantage 5. disadvantage 6. Advantage

Extension Activity

- In groups of four, students brainstorm a simple 'business plan'. Ask them to consider what business it will be, where they will open it, what things they will need money for in the beginning and why it would be a good business.

Teacher's reflections

- Did this lesson fulfil its objectives? Do the students now understand the kind of person who is an entrepreneur and the importance of small businesses in our economy?

Homework

- Ask the students to write a short 'case-study' of the business person they named in their books. They should write about the kind of business it is, when it started, and if it seems to make enough money.