

## 1 Different types of economic activity

## Reading

a Read the text to find out about different types of economic activity.

### Economic activities

**Economic activities**, or 'industries', as they are sometimes called, are all the different ways people make a living. These can be classified as primary, secondary and tertiary activities.

### Primary activity

Primary activity is the collection or production of natural resources or **raw materials**, such as coal, fish, wood, wheat, rocks or minerals.

There are several types of primary industries. The most obvious, perhaps, is **farming**, also called **agriculture**. This means growing crops or rearing animals, usually, but not always, for food. Some crops are grown to make clothes, and some animals are reared for their skins.



**Fishing** is another form of primary activity as it also collects raw materials. It obviously involves catching fish for food, although fish can have other uses, such as the production of fertilizers.

**Forestry** means managing trees and woodland, mainly for the production of wood or timber.



**Quarrying** and **mining** are two more types of primary activity. Quarrying is the gathering of rocks and minerals from the earth's surface, while mining is extracting them from below the surface of the earth.

### Secondary activity

Secondary activities turn these raw materials into the goods we use, for example, turning wood into furniture or using wheat to make bread. Many secondary industries are **manufacturing** industries, which means making goods from these raw materials. **Construction** is another form of secondary industry and refers to building houses, roads and bridges.



### Tertiary activity

Tertiary activities are also called 'service industries'. They do not produce goods but provide services such as health services, education, transport, banking and tourism, as well as shops, also called '**retailing**', and entertainment.

All the various forms of economic activities involve the **exploitation of natural resources**. This means that they are used to benefit people.

**b Answer these questions about the text.**

1 What are two main types of primary activity?

---

2 Do most people working in primary activities work indoors or outdoors?

---

3 Which type of economic activity is making wooden furniture?

---

4 Which type of economic activity does a bank manager work in?

---

5 Which of the jobs in the text would you like to know more about?

---

## 2 Topics and definitions

## Reading, writing

- a Work in pairs. Your teacher will give you two sets of cards. Match the topic cards with the correct definitions.
- b Now turn over the cards and try to complete the table below, without looking back at the cards.

Topic	Definition
<b>ECONOMIC ACTIVITIES</b>	Ways of making a living, also known as industry.
<b>PRIMARY ACTIVITY</b>	The collection or production of _____ _____
<b>RAW MATERIALS</b>	Natural resources, such as _____ _____
<b>SECONDARY ACTIVITY</b>	Turning raw materials into _____ _____
<b>MANUFACTURING</b>	Making _____ _____
<b>CONSTRUCTION</b>	Building, such as _____ _____
<b>TERTIARY ACTIVITY</b>	The provision of _____ _____
<b>RETAILING</b>	The business of _____ _____
<b>FARMING</b>	The growing of _____ _____
<b>AGRICULTURE</b>	Another term for _____ _____
<b>FISHING</b>	The catching of _____ _____
<b>FORESTRY</b>	Managing _____ _____
<b>QUARRYING</b>	Extracting _____ _____
<b>MINING</b>	Extracting _____ _____
<b>RESOURCE EXPLOITATION</b>	Developing or using _____ _____

## 3 Who does the work?

## Writing, speaking

- a **Work in pairs. Your teacher will give you some more cards with the names of people who do jobs in these three economic areas. Sort the cards into three categories: primary, secondary and tertiary.**
- b **Join with another pair and check your answers.**
- c **One person in each group goes to the board and writes their answers in the category they have chosen.**
- d **Discuss any differences you see with the class.**

## 4 Choosing a job

## Speaking

- a **Work in groups. Imagine you are leaving school soon, and have to get a job. Which of the jobs on the cards in 3 interest you most?**
- b **Choose a job from the list, or another job that you prefer, and tell the group why you are interested in this job. Talk about whether it is indoors or outdoors, whether you think it is well paid or not, what qualifications you think you need for it, and anything else you know about it. Use the Useful language box below to help you.**

## Useful language

*I'm interested in ... because ...*

*I'd like to ...*

*I've always wanted to ...*

*I hope to ...*

*... interests me, but ...*

*I think ... sounds interesting/exciting/well paid/fun/useful.*

*I'm not sure, really, but I think I'd like to ...*

*I don't know at the moment, but I'm quite interested in ...*

*I definitely don't want a boring/indoor/outdoor/badly paid/... job.*

- c **Choose the person with the most interesting ideas from your group to present their ideas to the whole class.**

## 5 Why this job?

## Writing

- a** Write two paragraphs about a job you may be interested in when you leave school. In the first paragraph, write why you are interested in this job. What are its good points? In the second paragraph, write any disadvantages you see in the job. What might be the problems?

Start your paragraphs with the phrases below and use some of the language from the Useful language box.

When I leave school, I think I'd like to \_\_\_\_\_

---

---

---

There may be some disadvantages to this job. For example, \_\_\_\_\_

---

---

---

---

- b** When you have finished writing, swap your paragraphs with another student and read about their job.

## 1 Different types of economic activity

## Reading

**Aims**

Students read a text about different types of economic activities and answer comprehension questions. They then label a diagram showing the different activities.

**Time**

50 minutes

**Procedure**

- 1 Before students read the text, have a warm up session for five minutes. Ask them the names of some jobs in English and, if appropriate, ask them what jobs their parents do. Tell them that most jobs fall into three categories: primary, secondary and tertiary activities. Explain what these words mean (first, second and third). Tell them they are going to read about this division of jobs into different categories.
- 2 **Exercise a.** Ask students to look at the pictures in the text and tell you what they are. Then ask them to read the first section, as far as the second picture. Ask how many primary activities are mentioned (5 – farming, fishing, forestry, quarrying and mining) and find a definition for 'primary activity' with the class (the collection or production of natural resources or raw materials). Make sure students understand what this means.
- 3 Tell students to continue reading as far as the third picture, and ask them the same sort of questions as in 2. Then tell them to read the rest of the text and discuss the kind of jobs that are 'tertiary activities'. Can they think of any more? By dividing the text up like this, you will vary the pace of the lesson, and by allowing input from the class, you will be able to hold their attention better.
- 4 **Exercise b.** Discuss all the questions orally before letting students write their individual answers. When you have checked their first four answers, open up question 5 into a short class discussion to find out what they are interested in.

**Key****Exercise b**

- 1 Any two of the following: fishing, farming, forestry, quarrying and mining.
- 2 Outdoors
- 3 Secondary
- 4 Tertiary
- 5 Students' own answers

**Exercise c**

- |          |                    |
|----------|--------------------|
| Sketch 1 | Primary activity   |
| Sketch 2 | Secondary activity |
| Sketch 3 | Tertiary activity  |

**2 Topics and definitions****Reading, writing****Aims**

Pairs match cards to join up a topic with its definition. They then try to write the definitions without looking at the cards.

**Preparation**

Photocopy enough cards (see Key) for each pair to have a set of topics and a set of definitions. Cut them into individual boxes.

**Time**

40 minutes

**Procedure**

- 1 **Exercise a.** Tell students they are going to work in pairs (A and B) and that you are going to give them two sets of cards to match up. You can make this a race to find the quickest pair. To check their answers, ask the class to think of themselves now as Group A and Group B. Ask one of the 'As' to read out the first definition, and one of the Group B's to read out their answer. Take time with the answers, getting several students to repeat, as they will need these answers for exercise b.
- 2 Tell students to turn over their cards and try to complete the definitions in their charts without looking at the cards. Don't worry if they do look, and don't call it cheating! It is better if they find out the answer if they don't know it, than leave it blank and never know.



## Key

<b>ECONOMIC ACTIVITIES</b>	Ways of making a living, also known as 'industry'
<b>PRIMARY INDUSTRY</b>	The collection or production of raw materials
<b>RAW MATERIALS</b>	Natural resources such as coal, timber, fish or wheat
<b>SECONDARY INDUSTRY</b>	Turning raw materials into goods we use
<b>MANUFACTURING</b>	Making goods
<b>CONSTRUCTION</b>	Building, such as houses, roads, bridges
<b>TERTIARY INDUSTRY</b>	The provision of services
<b>RETAILING</b>	The business of selling things (usually in shops)
<b>FARMING</b>	The growing of crops or rearing of animals, usually for food
<b>AGRICULTURE</b>	Another term for farming
<b>FISHING</b>	The catching of fish; usually (though not always) for food
<b>FORESTRY</b>	Managing trees or woodland for the production of timber
<b>QUARRYING</b>	Extracting rocks and minerals from the earth's surface
<b>MINING</b>	Extracting rocks and minerals from below the earth's surface
<b>RESOURCE EXPLOITATION</b>	Developing or using natural resources for the benefit of people

## 3 Who does the work?

## Writing, speaking

**Aims**

In this exercise, students match the names of jobs with primary, secondary and tertiary activities.

**Preparation**

Photocopy enough cards (see Key) for each pair to have a set of jobs, add other jobs that are more relevant to your area in the empty boxes, if you wish. Cut them into individual boxes.

**Time**

30 minutes

**Procedure**

- Exercise a.** Students work in pairs. Ask for one person in each pair to write the three economic activities (primary, secondary and tertiary) on a piece of paper as headings. Each pair then receives a set of job cards. (You can add other jobs that are more relevant to your area in the empty boxes, if you wish.) Make sure they know the meanings of all the jobs in the boxes. Pairs then have to put the cards in the right category on their piece of paper.
- Exercise b.** When they have finished, each pair should join with another pair and discuss any differences. If you wish, they can join into bigger groups, but make sure at least two groups remain at the end.
- Exercise c.** Write the names of the categories on the board, then let each group choose a spokesperson who comes to the board and writes the group's answers. Another group's spokesperson can come and write their group's answers, too. Other groups can comment on the results, but only when you ask them to.
- Exercise d.** Discuss any differences that remain as a whole class.

**Key**

Farmer	Shepherd	Fisherman	Car factory worker
Geography teacher	Bank manager	Hotel manager	Construction worker
Car mechanic	Shop assistant	Coal miner	Carpenter

Primary	Secondary	Tertiary
Farmer	Car factory worker	Bank manager
Shepherd	Car mechanic	Geography teacher
Fisherman	Construction worker	Shop assistant
Coal miner	Carpenter	Hotel manager

#### 4 Choosing a job

#### Speaking

##### Aims

This exercise gives students the opportunity to discuss their preference in a group discussion. It is a purely oral exercise with no written element.

##### Time

30 minutes

##### Procedure

- 1 Tell students that in this lesson they can just have their own opinion and discuss it with their group. Divide the class into groups of four or five.
- 2 **Exercise a.** Ask students which of the jobs on the cards in exercise 3 they would be most interested in doing if they were leaving school soon, and had to take a job. They can also choose a job that is not on the cards. Tell them they are going to discuss their choice with the rest of their group.
- 3 **Exercise b.** Direct them to the Useful language box before they start their group discussions, and practise using some of the expressions. They must then tell the group why they are interested in this job, whether it is indoors or outdoors, whether it is well paid, what qualifications they would need, and any other information they have about the job.

**Exercise c.** After the groups have finished, they should choose the person who they think has the most interesting ideas in their group, who will present their 'job' to the class.

**Aims**

Students write two paragraphs about the job they have chosen, giving reasons why they have chosen it, and in the second paragraph, what disadvantages they might see in it.

**Time**

50 minutes

**Procedure**

- 1 **Exercise a.** Tell students that they are going to write two paragraphs about the jobs they discussed in 4, using some of the language in this exercise. Remind them that the first paragraph must give the reasons they have chosen their job, and its good points. The second paragraph must contain anything they see as a disadvantage to this job. If you think they need more guidance, you can ask one or two stronger students to give you some ideas of what they will write in the first paragraph, put a few useful notes on the board, and then let everybody write their own paragraph. Tell them to write neatly as another student will read their work later. Repeat this process with the second paragraph. While they are writing, walk round the class helping with ideas and correcting any grammar or spelling mistakes.
- 2 When students have finished both paragraphs, tell them to swap their work with another student, who will read it. If there is time, you could initiate a short class discussion on some of the points they have made, or read out one of the stronger pieces of work to the class.