SECONDARY ECONOMIC ACTIVITY

Worksheet

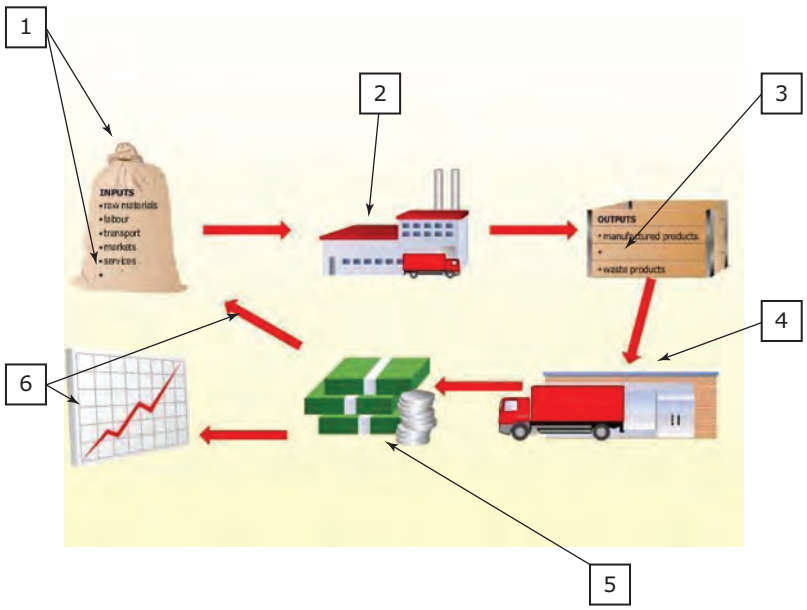
Keith Kelly

one stop clil

Exercise 1

Reading

Match the labels and explanations to the correct place on the diagram. Number 1 has been done for you.



1	buy more raw materials or inputs
2	inputs become outputs (by-products)
3	money earned
4	products sold in relevant markets
5	profit on balance sheet
6	things needed to manufacture product (capital)
	inputs processed

Exercise 2

Reading

Write the number of the correct caption (1-5) next to each picture on the next page. Two of the pictures have two captions.

1 The money appears as profit on the company's balance sheet.

2 The money earned from the sale of the products goes back into the business to buy more raw materials or to provide other inputs.

3 The outputs are then taken to relevant markets, where the products that are produced by the manufacturing process are sold.

4 The processed inputs then become the outputs of the system.

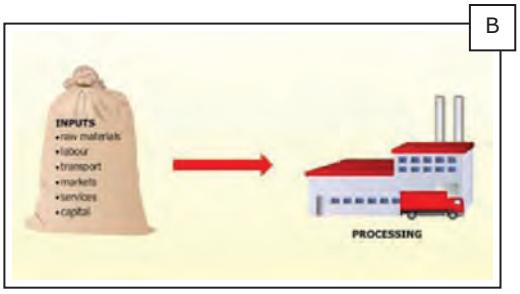
5 The raw materials and anything else needed to make the manufactured product are called the inputs of the system.

6 The system then processes or changes some of the inputs.

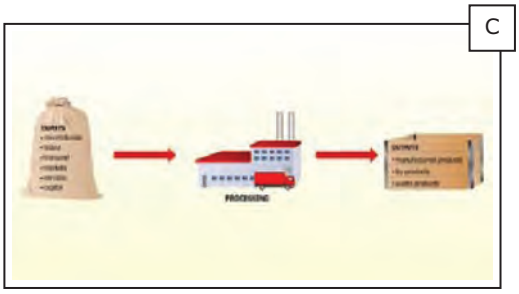
7 The outputs of industry include manufactured products, by-products and any wastes.

A

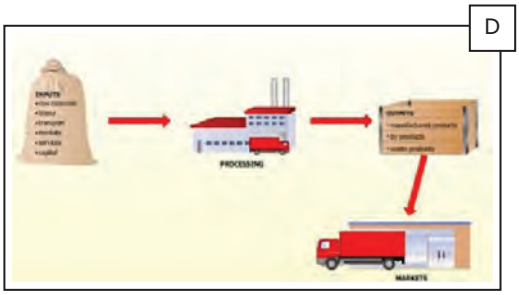
B



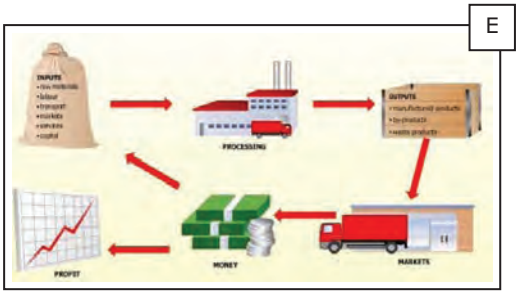
C



D



E



Exercise 3

Reading

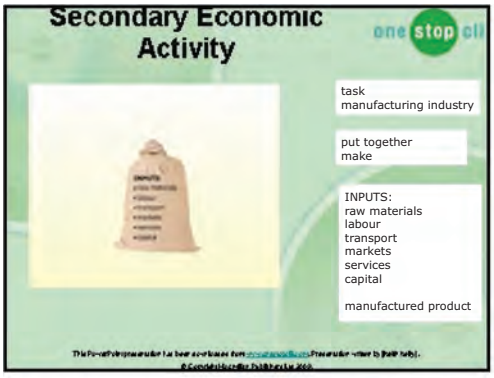
Join the parts to make sentences about secondary economic activity.

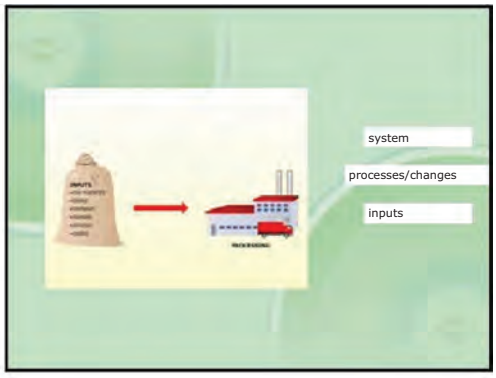
1	All manufacturing industries can be seen as a system	which are called the inputs of the system.
2	The main task of the manufacturing system is to put together all the raw materials and anything else needed to make the manufactured product	which contains inputs, processes and outputs.
3	The processed inputs then become the outputs of the system	which either goes back into the business to buy more raw materials or to provide other inputs, or it appears as profit on the company's balance sheet.
4	The outputs are then taken to relevant markets	which include manufactured products, by-products and any wastes that are produced by the manufacturing process.
5	Money is earned from the sale of the products	which is where the products are sold.

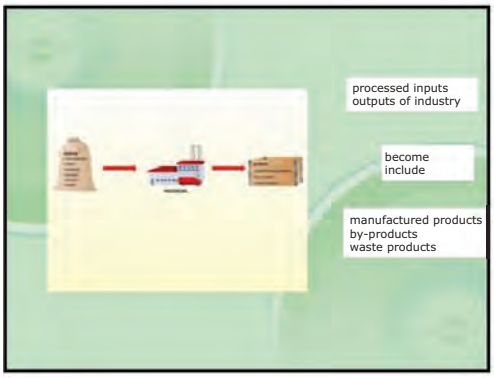
Exercise 4

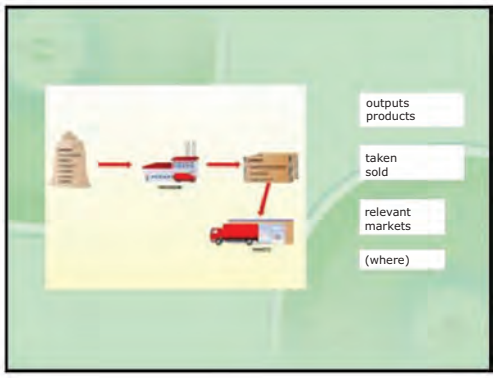
Speaking

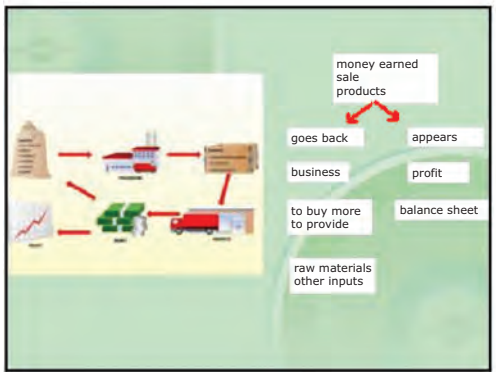
Use the speaking frame to talk about secondary economic activity.
Use the words in the boxes to help you.











Don't forget sequencing phrases!

Firstly,

After that,

Next,

Then,

You could also say 'Lastly, … Finally, …'

Secondary Economic Activity

Keith Kelly

GEOGRAPHY

Objectives

Geography

Students look at secondary economic activity and how the manufacturing industry works as a system.

Language

Skills: Speaking and reading

Grammar: Present simple tense, present simple passive, (*get* + participle)

Vocabulary: **Nouns:** *manufacturing industries, system, inputs, processes, outputs, task, raw materials, product, labour, transport, markets, services, capital, by-products, wastes, market, sale, profit, balance sheet*

Verbs: *can be seen as, contains, put together, processes, changes, sold, provide, appears*

Adjectives: *manufactured, earned*

Activities

Activities	Language skills
Students say what they know about secondary economic activity	Speaking; vocabulary; present simple tense
They label a diagram representing secondary economic activity	Vocabulary
They order a set of pictures showing the sequence of events in the system of secondary economic activity	Speaking; reading; vocabulary; present simple tense; present simple passive; (*get* + participle)
They watch the animation and check their answers	Reading; vocabulary
They read and join up phrases to describe the process and show the sequence of events	Reading; vocabulary
(Groups or pairs) They give an oral commentary on the animation	Speaking; vocabulary; present simple tense; present simple passive; (*get* + participle)

Procedure

With the whole class

(Typical situation: whole class watching the presentation and animation on an interactive whiteboard or projector.)

1. *[Slide 1]* Introduce the topic. Ask the class to look at the diagram representing secondary economic activity in exercise 1 on the worksheet. Ask students questions

to help them say what they know about the manufacturing process, but do not go into detail. Introduce some key vocabulary (see above). Then get the students to do exercise 1 in pairs: they label the diagram. Monitor and help. When students have finished, check answers with the whole class. (See answer key.)

2. Ask the students to continue working in pairs to do exercise 2 on the worksheet: they match the pictures with the correct caption. Monitor and help, but do not give students the answers.

3. *[Slides 2 and 3]* Play the animation. Tell the students to watch carefully and check whether they numbered the pictures correctly. Students check their answers in pairs. (See answer key.)

4. *[Slide 4]* Tell students not to look at exercise 2 while they do the next exercise. Students continue to work in pairs and do exercise 3 on the worksheet: they join the phrases to show the correct sequence of events. Monitor and help. Then check answers with the whole class. (See answer key.)

5. *[Slide 5]* Tell students to work in pairs and practice talking about the manufacturing process and secondary economic activity using the speaking frame in exercise 4. One students talks while the other listens and checks notes. When the first student has finished they swap roles.

With groups (one group studies secondary economic activity and then presents it to the class)

(Typical situation: students arranged in groups around computers e.g. in a language lab)

1. *[Slide 1]* Students work in their group and do exercise 1 on the worksheet: they label the diagram. When students have finished, they can check their answers with the answer key.

2. Ask the students to do exercise 2 on the worksheet: they match the pictures with the correct caption. Monitor and help, but do not give students the answers.

3. *[Slides 2 and 3]* Play the animation. Tell the students to watch carefully and check whether they numbered the pictures correctly. Students can also use the answer key to check their answers.

4. *[Slide 4]* Tell students not to look at exercise 2 while they do the next exercise. Students do exercise 3 on the worksheet: they join the phrases to show the correct sequence of events. They can use the answer key to check their answers.

5. *[Slide 5]* The group gets ready to give an oral commentary on the animation. They can rehearse it once or twice if they wish. Encourage them to use the speaking frame in exercise 4 to help them prepare and also during their presentation. Play the animation; students give the commentary. Encourage students to distribute speaking roles equally in their group. They may talk about one or two slides each depending on how many students there are in their group. The original PPT has been provided here so that you have the option to use the slides wihout the text which appears in the animation.

Language focus

Though '*get* + participle' doesn't appear in this text, it is common in the language of processes and so you may wish to introduce it and use it here depending on the level of your learners.

Answer Key

Exercise 1

Key:

1	things needed to manufacture product (capital)
2	inputs processed
3	inputs become outputs (by-products)
4	products sold in relevant markets
5	money earned
6	buy more raw materials or inputs
	profit on balance sheet

Exercise 2

Key: A 5, B 6, C 4 and 7, D 3, E 2 and 1

Exercise 3

Key:

1.	All manufacturing industries can be seen as a system	which contains inputs, processes and outputs.
2.	The main task of the manufacturing system is to put together all the raw materials and anything else needed to make the manufactured product	which are called the inputs of the system.
3.	The processed inputs then become the outputs of the system	which include manufactured products, by-products and any wastes that are produced by the manufacturing process.
4.	The outputs are then taken to relevant markets	which is where the products are sold.
5.	Money is earned from the sale of the products	which either goes back into the business to buy more raw materials or to provide other inputs, or it appears as profit on the company's balance sheet