



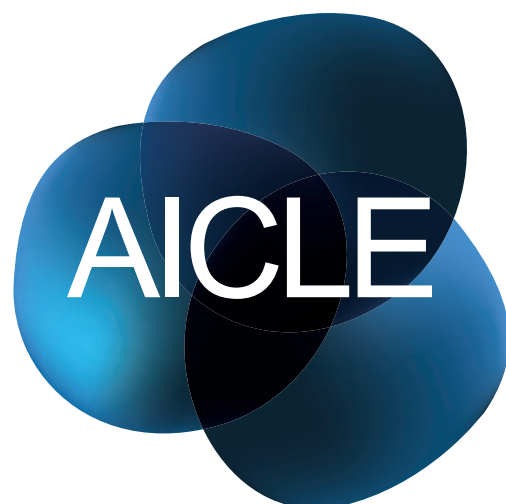
Ciencias Sociales

Secundaria



JUNTA DE ANDALUCÍA

Inglés



Identificación del material AICLE

TÍTULO	Economic Activities: An Introduction to Economics
NIVEL LINGÜÍSTICO SEGÚN MCER	A2.2
IDIOMA	Inglés
ÁREA / MATERIA	Geografía
NÚCLEO TEMÁTICO	La actividad económica. Los sectores económicos.
GUIÓN TEMÁTICO	La unidad no es un estudio exhaustivo de la geografía económica y los sectores que la integran. Es más bien una introducción que plantea una definición de economía, algunas cuestiones básicas de la economía y una aproximación a los tres sectores. Se trata pues de una unidad introductoria que bien pudiera ir acompañando a un estudio en mayor profundidad de estos contenidos.
FORMATO	PDF
CORRESPONDENCIA CURRICULAR	3º de Educación Secundaria
AUTORÍA	Alberto de los Ríos Sánchez
TEMPORALIZACIÓN APROXIMADA	5 sesiones. Puede que las sesiones que incluyen role play tengan mayor duración. Al final se incluye una ficha de autoevaluación de contenidos y destrezas.
COMPETENCIAS BÁSICAS	Lingüística: comunicando oralmente y por escrito la información obtenida Interacción con el mundo físico: analizando los paisajes geográficos y su influencia en las sociedades. Social y Ciudadana: distinguiendo y caracterizando los grupos sociales. Tratamiento de la información: usando diferentes tipos de fuentes para obtener conocimiento. Aprender a aprender: mediante la realización de tareas autónomas sobre los sectores económicos.
OBSERVACIONES	Los contenidos de las sesiones pueden exceder de una hora de clase real. Las actividades de postarea, al final de cada sesión podían utilizarse todas como actividad final, junto a la ficha de autoevaluación. Además, cada sesión puede utilizarse de forma independiente. Thanks to Francisco González for ideas and images in session 1 and 2. Thanks to Lömi Kriel, language assistant in IES Grupo Cántico for language advice and 'proofreading'.

Tabla de programación AICLE

OBJETIVOS	<ul style="list-style-type: none"> - Conocer el funcionamiento básico de la economía - Reconocer y localizar sistemas agrarios, procesos industriales y actividades de servicios - Utilizar correctamente fuentes diversas (gráficos, croquis, mapas temáticos, bases de datos, imágenes, fuentes escritas) para obtener, relacionar y procesar información 		
CONTENIDOS DE CURSO / CICLO	<ul style="list-style-type: none"> - La actividad económica - Necesidades humanas y recursos económicos - Las actividades agrarias - La actividad y los espacios industriales - Diversidad e importancia de los servicios en la economía actual 		
TEMA	<ul style="list-style-type: none"> - Definición de economía - Las grandes cuestiones económicas - El sector primario - El sector secundario - El sector terciario 		
MODELOS DISCURSIVOS	<ul style="list-style-type: none"> - Hacer definiciones de términos económicos - Expresar opiniones sobre hechos de actualidad - Hacer elecciones sobre actividades productivas - Describir imágenes y paisajes - Tomar decisiones y hacer pronósticos - Describir un lugar turístico 		
TAREAS	<ul style="list-style-type: none"> - Role play - Role play 'perdidos en la isla': elecciones económicas - Descripción de una imagen por escrito 		
CONTENIDOS LINGÜÍSTICOS	FUNCIONES: <ul style="list-style-type: none"> - Expresar opiniones sobre imágenes - Razonar respuestas - Hacer referencia a distintas partes de una ilustración - Fundamentar decisiones 	ESTRUCTURAS: <p>there is, there are, I can see... what, where, which...?? I must I would...</p>	LÉXICO: <p>Goods, services, wants, wishes, resources, scarcity, choice, farming, fishing, mining, industry, services, tourism...</p>
CRITERIOS DE EVALUACIÓN	<ul style="list-style-type: none"> - Conocer el funcionamiento básico de la economía y los grandes problemas que se plantean - Caracterizar y distinguir los sectores económicos y los paisajes resultantes - Utilizar fuentes diversas para extraer información - Utilizar con rigor la información obtenida 		

ECONOMIC ACTIVITIES- AN INTRODUCTION TO ECONOMICS



**A QUESTION TO START
LOOK AT THE PICTURES ABOVE
WHAT DO THEY HAVE IN COMMON?**

CONTENTS

- 1. Defining economy**
- 2. Great economic problems**
- 3. Take! Primary activities**
- 4. Make! Secondary activities**
- 5. Sell! Services and Tertiary activities.**

**SESSION 1. DEFINING ECONOMY.
PRETASK**



1. Vocabulary To begin this lesson, we need to first define “economy”. The following words are vocabulary that you will use later. In pairs, try to match the words and the pictures. Some pictures may represent more than one idea or word. Then show your answers to the class. Your teacher will write them on the board.



scarcity
production
distribution
resources
good
wants/wishes
Need
choice
service



a



b



c



d



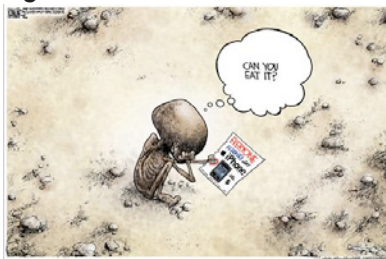
e



f



g



h

2. 'Pre-definition'.

Do you have an idea of what “economy” means? Write your ideas in the box below.



TASK 1. UNDERSTANDING ECONOMY. BUILDING A DIAGRAM TO ILLUSTRATE IT.



1. Reading. Finding a good definition for economy or economics.

Individual work. Read the following definitions of economy and make a list of the most frequent words:

A Economics is a social science that deals with the study of the use of a country's natural resources.

B Economics is a science that deals with the study of the production and distribution of a country's resources.

C Economics is the social science that examines how people choose to use limited or scarce resources in order to satisfy their unlimited wants.
(Modify from Lionell Robbins)

D Paul Samuelson, Nobel laureate in Economics in 1970, defines **economics** as the study of how a person or society meets its unlimited needs and wants through the effective allocation of resources.

Most common words: _____

In groups of four, choose the best definition for economy (or economics).

2. Speaking. Do you need it or do you want it?

Human beings have a series of **needs** that we must meet to survive. We have to eat, drink, we need warm clothes and we need to maintain hygienic conditions. If we do not meet these **needs**, we may die. If we don't cover these needs, our life will be shorter and our quality of life will be less. However, in addition to basic **needs**, human beings want to have other goods that are not critical for survival. We call them **wants** or **wishes**.

In pairs, look back at the pictures in pre-task activities. Decide whether they are needs or wants. Below, there are some useful sentences and structures to help you.

I think that	picture A	shows ...
I agree with ...	about picture....	because...
I don't agree with ...	about picture...	because ...

TASK 2. TAKING ECONOMIC DECISIONS.



Reading. Making decisions on economics. What to produce?



Economic products can be divided into **goods** and **services**. Goods are material objects, for example: apples, wheat, fish, or things manufactured by people such as cars, computers, clothes, etc. Services are actions that are provided to people, but they do not produce material objects, such as health, education, trade, ...

Goods and **services** are limited and we have to pay for them. They can be sold and bought. Remember that every year there is a limited amount of food, vehicles, computers, etc. that are produced. Also, the number of services that we can use is limited, e.g. hospitals have a limited number of beds and doctors and trains have a set number of seats.

Therefore, the economic decisions that a society makes have important consequences. For example, if we decide to build more hospitals, we will have to stop building more roads or schools.

Text attack!



1. Look back at the pictures in pre-task section and classify them in the table:

GOODS	SERVICES

2. You can find many different **goods** and **services** in the text. Make a list of those which you usually consume. Share your list with a partner.

MY PERSONAL LIST OF GOODS AND SERVICES: _____



3. Speaking. Role play. President for a day! Group work.



You are the new president and you have a meeting with your advisers to prepare the budget for next year. The economic crisis has reduced the money available for public services. You promised not to increase the taxes. You must make a decision.

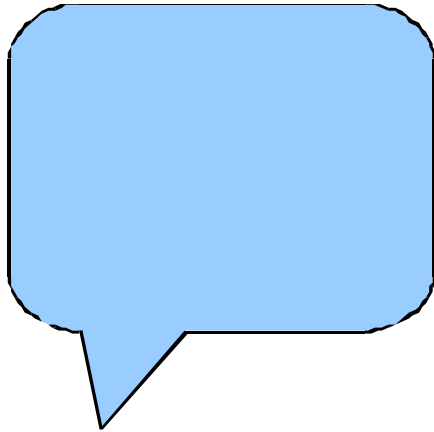
WHAT I HAVE LEARNED.

1. Can, must, need, have to. According to what you know about goods and services, correct the mistakes in the following sentences. Rewrite them.

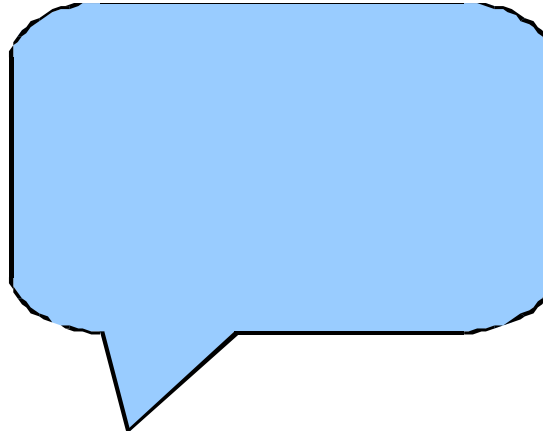
- Human beings wish food and water to survive.
- We need other goods not critical for survival, like cars.
- We can eat and drink.
- We must to hygienic conditions.
- **Goods** and **services** need be sold and bought.

2. Reflect on what you have have learned in this session. Make a list of things (goods or services) that you want or you need, and write them down in the bubbles. How many things do you really need?

6



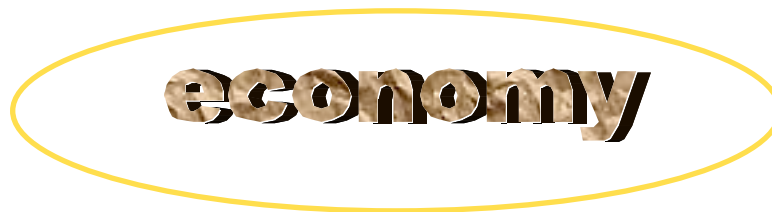
I WANT/I WISH FOR



I NEED

DRAFT FOR TASK I.

Remember the key words from session 1. Build a diagram, or any other image, representing what you have learned about the economy and economics.



GROUP 1. Role play. Simulation cards

President. You don't know what to do. You can't increase taxes. Listen to your advisers and make a decision. After that, share your decision with your group members.

Adviser 1. You must reduce Health Care expenses. People must pay part of the bill when they are in hospital.

Adviser 2. You must reduce Defence and Army expenses. We are not in a war and we want to establish peaceful relations with the rest of the world.

Adviser 3. You must reduce Education expenses. We will have to have more students in a class and parents will have to pay some school fees.

Adviser 4. You must reduce Public Works expenses. We don't need more roads and trains. We have already built too many of them.

GROUP 2. Role play. Simulation cards

President. You don't know what to do. You can't increase taxes. Listen to your advisers and make a decision. After that, share your decision with your group.

Adviser 1. You must reduce the expenses on Health Care. People must pay part of the bill when they are in hospital.

Adviser 2. You must reduce the expenses on Defence and the Army. We are not in a war and we want to establish peaceful relations with the rest of the world.

Adviser 3. You must reduce the expenses on Education. We will have to have more students in a class and parents will have to pay some school fees.

Adviser 4. You must reduce your expenses on Public Works. We don't need more roads and trains. We already built too many of them.

GROUP 3. Role play. Simulation cards

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Adviser 4. You must reduce your expenses on Public Works. We don't need more roads and trains. We already built too many of them.

GROUP 4. Role play. Simulation cards

President. You don't know what to do. You can't increase taxes. Listen to your advisers and take a decision. After that, share your decision with your group.

Adviser 1. You must reduce the expenses on Health Care. People must pay part of the bill when they are in hospital.

Adviser 2. You must reduce the expenses on Defence and the Army. We are not in a war and we want to establish peaceful relations with the rest of the world.

Adviser 3. You must reduce the expenses on Education. We will have to have more students in a class and parents will have to pay some school fees.

Adviser 4. You must reduce your expenses on Public Works. We don't need more roads and trains. We already built too many of them.

SESSION 2. GREAT ECONOMIC PROBLEMS.

PRETASK

1. Vocabulary. Look at the words below. These are the main words that you'll need for this session.



system
planned
production
consumption
desires
resources
scarcity
state
Limited
choice
Income
market

Scan the text below and try to make pairs of words as you see them in the text or according to their meaning.

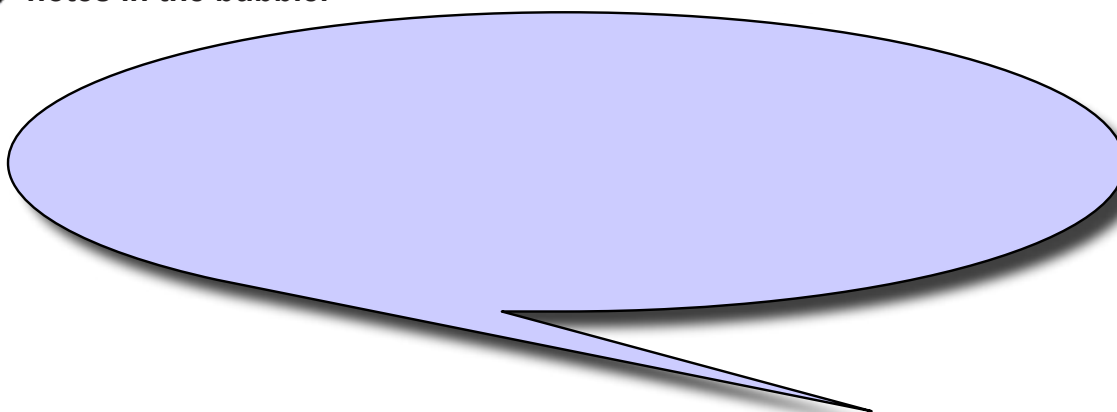
e.g. planned - market



2. Listening and note taking.



Now, you are going to listen to your teacher reading the text quickly. Take notes in the bubble.



Then, in groups of four, try to 'rebuild' five ideas from the text.

- 1.
- 2.
- 3.
- 4.
- 5.

TASK. SOLVING ECONOMIC PROBLEMS.



READING. ECONOMIC PROBLEMS. HOW TO PRODUCE? SCARCITY AND CHOICE.



How to produce?

In societies before the industrial revolution (18th century), **what** and **how** to produce was decided according to the traditions passed on from the elders to the youth. For example, in ancient Egypt, a son always took his father's job.

However, today's societies answers the questions "**what** and **how** to produce" through different economic systems. Today, societies use two different systems:

- Centrally planned economy
- Market economy,

A planned economy is an economic system in which the government controls and regulates production, distribution, prices, etc.

A **market economy** is an economy in which people and companies make major economic decisions related to production and consumption. Companies produce goods that produce higher profits (what), using less expensive techniques (how) and consumption of individuals depends on their salaries and their properties (for whom).

However, no modern society uses a pure economic system. Most are mixed economies. In Western countries, most societies use market economies, but in some places the state has an important role in this process.

A big issue: scarcity and choice.

Scarcity means that people want more than is available. Scarcity limits us both as individuals and as a society. As individuals, limited income (and time and ability) keep us from doing and having all that we might like. As a society, limited resources (such as manpower, machinery, and natural resources) fixes a maximum on the amount of goods and services that can be produced.

Scarcity requires **choice**. People must choose which of their desires they will satisfy and which they will leave unsatisfied. When we, either as individuals or as a society, choose more of something, scarcity forces us to take less of something else. Economics is sometimes called the study of scarcity because economic activity exists because people are forced to make choices.



TEXT ATTACK! READING COMPREHENSION.

1. Underline main ideas in red and the supporting or secondary ideas in blue.



2. Circle all the words related to **scarcity** in red and all the words related to **choice** in blue.



3. Make questions for the following sentences from the text above:

sentence	question
A planned economy is an economic system in which the government controls and regulates production, distribution, prices, etc.	
Companies produce goods that generate higher profits.	
Companies produce goods using less expensive techniques.	
Economic activity exists because people are forced to make choices.	
The state plays an important role in its operation.	
Scarcity means that people want more than is available	



4. Making choices. A role play. Groups of five /six students.

SETTING.

You and your friends were flying over the Pacific Ocean when a world nuclear disaster happened and destroyed your plane. You were the only survivors and you are stranded on a desert island. You will probably be there for ages. In a long meeting you have been chosen as the president of the community and must organize the economy of the island. The survivors have decided to establish a government of 10 members. You must choose the members of this government.

You have nothing at all. However, the island is ready to be explored and exploited.

ISLAND RESOURCES.

A tropical forest (coconuts, mangoes, ...)

Water: rivers flow everywhere.

Beautiful beaches.

An abandoned coal mine from a colonial period.

Cattle. The island was abandoned but there are still some cows and bulls.

Fish. Around the island you can see thousand of fish.

An old abandoned farm.

Some ruined houses, possibly hotels.

A. Draw a map of the island depicting the resources it has. Include symbols and their meaning in a box.

B. You must organize the island economy. You must decide:

- who will join the government?
- what to produce?
- how to produce it? Which economic system is the best for your island?

WHAT I LEARNED.



1. Correct the following sentences:

- a **market economy** is an economic system in which the government controls and regulates production, distribution, prices, etc
- a **planned economy** is an economy in which people and companies make major economic decisions related to production and consumption
- an **economic system** is the answer to the question 'what to produce'
- **goods and services** are the answer to the questions 'how to produce'



2. Write a short text explaining the differences between a planned system and a market system?

CHOOSING SURVIVORS FOR THE ISLAND GOVERNMENT WORKSHEET

SURVIVORS OF THE PLANE CRASH

Name: John Harrow
Nationality: British
Job: Carpenter
Age: 54

I was travelling to India to see my parents. I work for a furniture company.

Name: Marie Marchant
Nationality: French
Job: lawyer
Age: 40

I was travelling to Singapore to work on a project developing indigenous communities. I work well in a team.

Name: Paco Marín Sánchez
Nationality: Spanish
Job: Fisherman
Age: 65

I was travelling around Asia celebrating that I am finally retired. I know everything about fishing.

Name: Hokiyo Tamaka
Nationality: Japanese
Job: engineer
Age: 45

I was travelling to India. I had to participate in the building of a huge bridge on the river Ganges.

Name: Michael Davidson
Nationality: American
Job: Doctor
Age: 60

I was travelling to join a participate in a medical congress in Singapore. I am a very good doctor.

Name: Muriel Harrison
Nationality: British
Job: nurse
Age: 43

I was travelling around Asia for fun with my friend Anne, a nurse, too. I work in a hospital.

Name: Anne Woodward
Nationality: British
Job: nurse
Age: 45
I was travelling around Asia for fun with my friend Muriel, a nurse, too. I work in a hospital.

Name: Francisco de la Haba
Nationality: Mexican
Job: building worker
Age: 38
I was travelling to India to work in the construction sector because I am unemployed in my country.

Name: Michael Lawrence
Nationality: American
Job: Singer
Age: 60

I was travelling to join a festival in Singapore. I am a very good singer

Name: Laura Páez
Nationality: Mexican
Job: Painter
Age: 35

I was travelling for fun. I don't work. I travel around the world painting landscapes. I am very rich

Name: Michael McMillan
Nationality: American
Job: Film maker
Age: 50

I was travelling to India to make a documentary about child labour in India.

Name: John Smith
Nationality: British
Job: Wood cutter
Age: 30

I was travelling for fun with friends. I work hard during the year cutting trees in many countries for my company.

Name: George Tabibian
Nationality: American
Job: Judge
Age: 60

I was travelling to attend an international meeting. I work for the United Nations.

Name: Lucía Sanjosé
Nationality: Spanish
Job: Farmer
Age: 50

I was travelling to learn new farming techniques. Last year I was fired and decided to buy a farm. I've learned a lot about farming.

Name: David Camps
Nationality: American
Job: Politician
Age: 60

I was travelling to attend a political meeting in Thailand. I advise governments on how to develop democracies and law.

Name: Christian Andersen
Nationality: Swedish
Job: Farmer
Age: 50

I was travelling for fun with my wife. We wanted to buy new machinery for our farm in Sweden

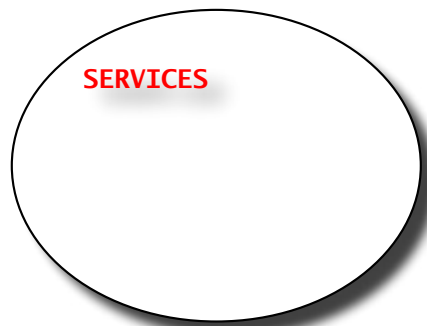
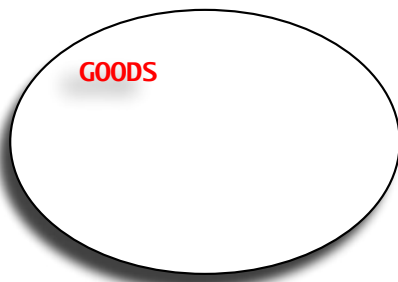
CHOICES WORKSHEET.



A. 10 MEMBERS OF GOVERNMENT.

members	skills or abilities for economy or political work

B. WHAT TO PRODUCE.



C. AN ECONOMIC SYSTEM. HOW TO PRODUCE.

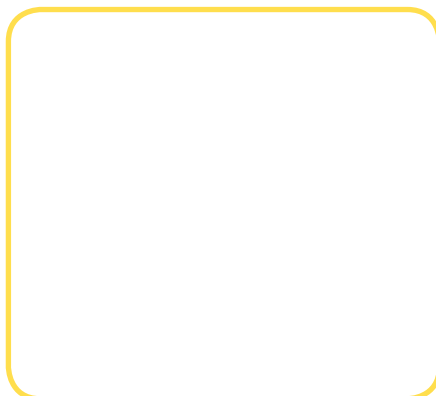
Choose one of the following systems:

a)planned b)market c) mixed

Explain your reasons for your choice: _____

D. DRAW A MAP OF THE ISLAND.

SYMBOLS



SESSION 3. TAKE ECONOMIC SECTORS. PRIMARY ACTIVITIES.

PRETASK.



1. VOCABULARY

We are going to play charades! Using gestures, you must act out a job or activity from the primary sector. Your classmates will try to guess what you are acting out.



Write your answers below. Then, your teacher will write the right the correct answers on the board. Check your answers.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____



2. PRE-READING.

Your teacher is going to quickly read a text. Take notes in the box below. Share your notes with your partner and try to reconstruct it.



Your 'reconstructed' text:

TASK 1. DEFINING PRIMARY SECTOR.



Reading. Primary sector.



A nation's economy can be divided into different sectors. These sectors can help us to determine how many people are working in a specific sector. The primary sector includes any economic activity related to the use of **raw material** from the earth.

The primary sector involves extracting **raw materials**, rearing animals and growing crops. In developed countries around 5% of workers are employed in primary sector. The key areas of employment in this sector are:

- **Farming** involves growing crops and rearing animals (cattle), providing food, wool and skins.
- **Mining** involves extracting **raw materials** - oil and coal, for example - from the earth (or under the sea).
- **Fishing** involves catching sea life.

In developed and developing countries, a decreasing proportion of workers are involved in the primary sector.

TEXT ATTACK! READING COMPREHENSION



1. Label the pictures below. Use the following words: **mining fishing cattle agriculture**
What are they doing? Can you briefly describe these activities?



2. Primary activities. Have a look at the following activities. Some of them belong to the primary sector. Circle them.



selling bread
mining coal
baking bread

picking fruit
drilling for oil

making furniture
selling clothes online

producing milk
cutting trees



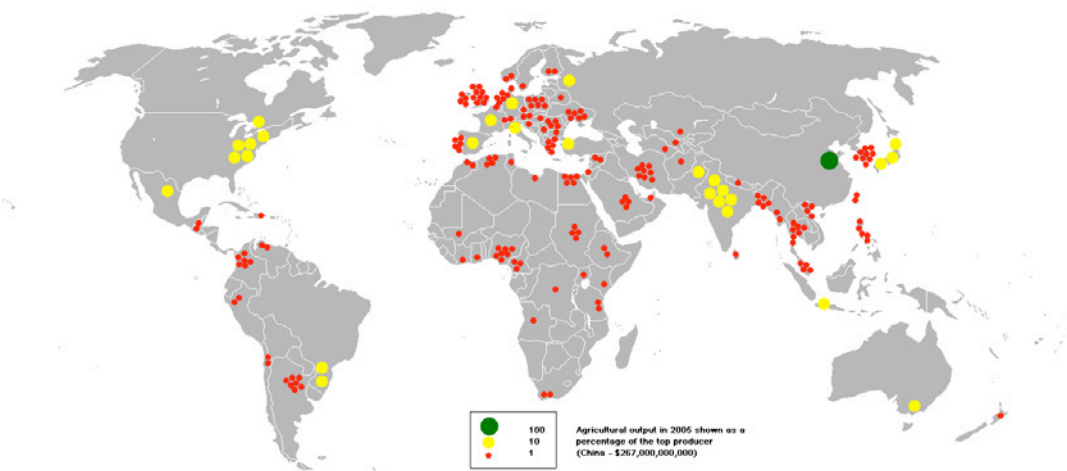
3. A key question. What do all these jobs and activities have in common?

TASK 2. LOCATING AND DESCRIBING PRIMARY SECTORS THROUGHOUT THE WORLD.



1. Analysing a map.

Look at the map below and answer the questions.



World agriculture output in 2005

1. Put the continents in order according to the importance of agriculture output:

AFRICA ASIA EUROPE NORTH AMERICA
SOUTH AMERICA AUSTRALIA



2. Look at the map again. Are these sentences true (T) or false (F):

- Agricultural output is bigger in Europe than in Australia.
- Agricultural output is smaller near the Poles.
- Agricultural output is big in developed or rich countries.
- Agricultural output is huge near the equator.



3. Describing farming landscapes of the world.



Work in groups of five. A member of the group will be given a picture. He/she must describe it while the rest of the groups draws what they hear.

Your picture:



Where can this place be located? Why do you think so? Explain your reasons:

Share your answers with your classmates. The teacher will show the pictures and the locations.

WHAT I LEARNED



1.Circle the odd word out

Oil coal fish mining
Fishing cattle farming teaching
Food wool hospital skins
Picking fruit producing milk selling bread cutting trees



2. Correct and rewrite the following paragraph:

"I can see a beautiful landscape on the picture. There are many sunflowers there. There aren't many trees in this picture, there is just a big one. There aren't houses or factories. There aren't people there. It must be a quiet place."



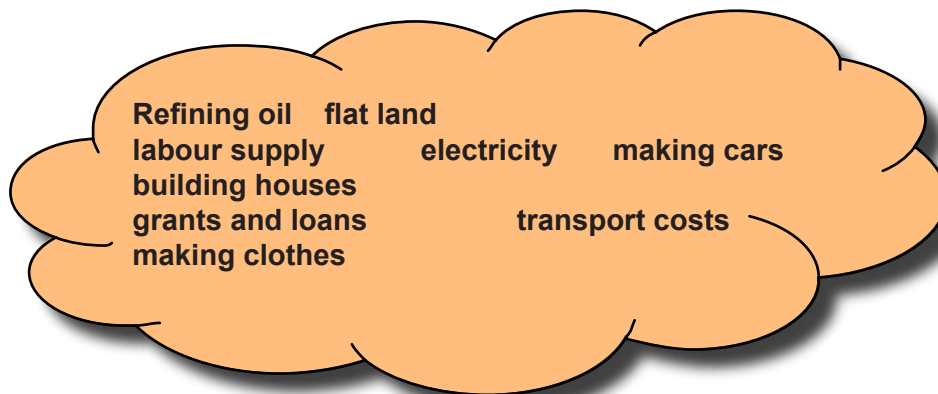
PICTURES FOR TASK 2. ACTIVITY 3. DESCRIBING FARMING LANDSCAPES.



SESSION 4. MAKE! INDUSTRY AND OTHER SECONDARY ACTIVITIES. PRETASK



1. Vocabulary cloud



Classify these words into the following categories:

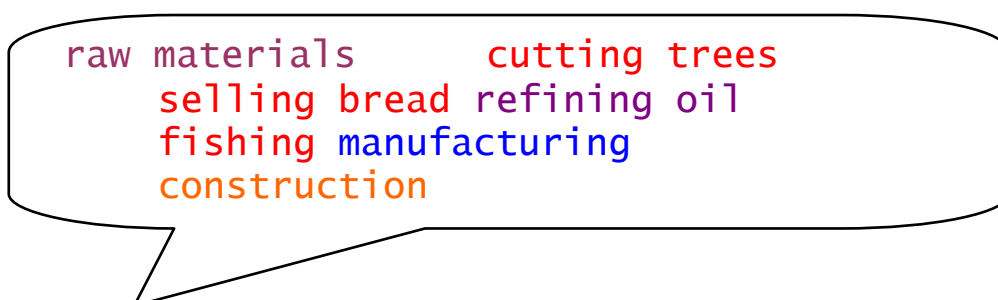
ECONOMIC ACTIVITIES	LOCATION FACTORS FOR INDUSTRIES



2. Listening and note taking.



Your teacher will read a text. Listen for the words in the bubble below. When you hear a word, underline it.




Your teacher is reading...

In groups of four, decide on a title for the text and write a short paragraph using the underlined words.

TITLE:

TASK. UNDERSTANDING SECONDARY ACTIVITIES AND THEIR LOCATION FACTORS.

READING . SECONDARY SECTOR.

 **A** The secondary sector involves improving raw materials and **turning them into something better**. In developed countries a significant percentage of workers are employed in the secondary sector. The key areas of employment in this sector are:

- **Processing raw materials** (from the primary sector), such as refining oil into petrol.
- **Manufacturing** - making products from raw materials (or other manufactured products), such as cars.
- **Construction** - for example, using raw materials, such as wood and stone, to build houses.
- **Textiles** - making clothing products from raw materials, such as wool, or man-made materials, such as plastics.

B Industries are found where the **resources** are found eg. coal mines are near coal fields. The following **factors** influence the **location** of manufacturing industry:

- labour supply – many people ready to work
- transport - by road, rail, sea and air to move goods and workers
- site - is the land flat or dry? Is there enough space for expansion?
- **raw materials** - being close to raw materials will help reduce transport costs
- market - being close to customers also reduces transport costs
- power supply - most modern industry needs electricity
- government aid - are there grants, loans, training or other kinds of help?

TEXT ATTACK!

1. Come up with a title for each box.

 A. B.

2. Write down questions for the following sentences:

Sentence	Question/s
The following factors influence the location of a manufacturing industry	What factors influence the location of a manufacturing industry?
In developed countries a significant percentage of workers are employed in the secondary sector.	
Industries are found where the resources are found	
Transport - by road, rail, sea and air	
Power supply - most modern industry needs electricity	

3. Look at the pictures. Can you guess what type of secondary activities they show? What are the positive aspects of their location?

TYPE OF ACTIVITY



FACTORS OF LOCATION

TYPE OF ACTIVITY



FACTORS OF LOCATION

4. Role play. Group work. Choosing the location of a factory

You won a lot of money in the lottery. You want to enter the meat industry and set up a big factory. What would you have to consider before deciding on a location?

Deciding factors:

1. I would look for a place in the countryside.
2. I would...

WHAT I LEARNED



1. Location. These pairs are wrong. Match the correct pairs.

lots of people ready to work
is the land flat or dry? Is there enough space for expansion?
most modern industry needs electricity
being close to customers also reduces transport costs
by road, rail, sea and air to move goods and workers
being near to heavy raw materials will help reduce
transport costs
grants, loans, training or other kinds of help

transport
labour supply
site
raw materials
market

power supply
government aid



2. Find the mistakes in this paragraph. Correct them.



“If I were a factory owner, I will buy a huge land for my factory. The factory is going to be close to a big city. Then, if I have money enough, I would pay good salaries to my workers. If they weren't happy about their salaries, I will fire them. And I would look for better workers”

SESSION 5. SERVICE OR SELL. TERTIARY SECTOR.

PRETASK.

1. Label the following pictures using these words: health, education, banking, financial services, teaching, retailing, tourism, hospital, shops, travelling. Some pictures can be labelled with more than one word.

2



3

2. BRAINSTORMING. VOCABULARY

Think of jobs related to tertiary activities. Classify them into the following categories. Your teacher will write all of them on the board. Copy the answers

RETAILING

EDUCATION

HEALTH

TOURISM

BANKING

**TASK. TERTIARY ACTIVITIES.
READING. TERTIARY SECTOR**



The tertiary sector involves **providing services**. In developed countries most of the workers are employed in the tertiary sector. The key areas of employment in this sector are:

- Retail** is selling goods produced by the secondary sector in shops.
- Tourism** is providing services to people who are travelling for fun.
- Education** is teaching people new skills in schools and colleges.
- Health** is providing services to sick people.
- Banking** is providing financial services, such as lending people money and helping them to invest their money.

In most developed and developing countries, a growing proportion of workers are devoted to the tertiary sector.



TEXT ATTACK!



1. Organize the following words into their appropriate areas. Listen to the pronunciation and repeat the words before organizing them.

- teacher nurse shop assistant baker barman dentist
 hairdresser policeman waiter receptionist fireman
 fishmonger doctor cashier accountant butcher judge
 postman secretary lawyer

Retail	Tourism	Education	Health	Banking	Civil servant, law and other services



2. SPEAKING. WHAT AM I?

The teacher will write a job on the board. One student will be sitting in front of the class. He/she must ask yes/no questions to the other students to guess his/her job, e.g. 'Do I work in a hospital?'. This activity will be done several times by different students until all the tertiary areas are covered.

TASK 2. TOURISM. SENDING POSTCARDS

Reading.



Tourism involves people travelling for fun and also the industry that helps these people. People who travel for fun are called “tourists”. Places that a lot of people visit are called “resorts”. There are a lot of reasons why people travel for fun:

- Some people travel to learn about the history of a city or country, or learn about the people who live there, or their ancestors.
- People from cold places might want to relax in the sun. Many people from the north of Europe travel to Spain, Italy, Greece, and Turkey for the sun.
- Some people travel to do an activity which they cannot do at home. There are lots of ski resorts in Switzerland and Austria.

The tourism industry involves many different activities and places such as transportation, hotels, hostels, camp grounds, or restaurants, cafes and bars.



TEXT ATTACK! READING COMPREHENSION

1. Have a look at the following places. Write a tourist activity that you could do there.

Switzerland:

Paris:

Greek islands:

Vienna:

Alps:

Caribbean Sea:

Rome:

2. Simulation. Writing a postcard.

You are travelling for fun. Write a postcard or a letter to your pen friend in England. Choose one of these pictures and describe it. You are provided with a sample text as a model.

Sample text.

Hello Sarah, My name is..... I am going to show you a typical landscape of Spain. I have added a picture for you. This place is very famous with English people. It is Costa del Sol, Malaga. You can see the beautiful beach where you can relax. There are many hotels and apartments to rent near the beach. Tourism is a very important economical activity there and in the rest of Spain too. And you can see a fishing boat, so you can enjoy a good dish of fried fish in a “chiringuito” and good beer too! The weather is nice, usually warm and hot in the summer. It is a place where you can get tanned! I hope you come to visit Spain soon :-)

Best wishes,

XXXXX

2. POSSIBLE TOURIST DESTINATION PICTURES. FOR TASK



WHAT I LEARNED



1. Circle the odd word out



dentist baker cashier lawyer postman
teacher fishmonger accountant judge policeman
doctor fireman barman hairdresser fireman
nurse butcher lawyer secretary nurse



2. Read these sentences and try to write a paragraph using connectives, e.g. and, so, also, then, etc.

This place is very famous for English people. It is Costa del Sol, Malaga.
You can see the beautiful beach where you can relax.
There are many hotels and apartments to rent near the beach.
Tourism is a very important economical activity there and in the rest of Spain.
You can see a fishing boat.
You can enjoy a good dish of fried fish in a “chiringuito” and good beer;
The weather is nice, usually warm and hot in the summer.
It is a place where you can get tanned;

Rewrite the text below:

ECONOMIC ACTIVITIES. ASSESSMENT WORKSHEET.

Your task is to reflect on what you have learned and receive feedback from your teacher. Read the following statements about the skills and knowledge you have learned during the project. Please, circle one of these options:

YES NO NOT YET.

Self-assessment chart

I CAN...	Organize vocabulary into categories	YES	NO	NOT YET
	Predict the topic of a reading	YES	NO	NOT YET
	Take notes while a listening	YES	NO	NOT YET
	Get valuable information from a picture	YES	NO	NOT YET
	Describe images and pictures	YES	NO	NOT YET
	Write a postcard	YES	NO	NOT YET
	Discuss issues and make decisions as a part of a group	YES	NO	NOT YET
	Make different types of question to get information	YES	NO	NOT YET
	Participate in a role play	YES	NO	NOT YET
	Reflect on how i learn	YES	NO	NOT YET

I KNOW	What economy is	YES	NO	NOT YET
	The difference between goods and services, needs and wishes	YES	NO	NOT YET
	About scarcity and choice	YES	NO	NOT YET
	The difference between a planned and a market economy	YES	NO	NOT YET
	The activities involved in the primary sector	YES	NO	NOT YET
	The activities involved in the secondary sector	YES	NO	NOT YET
	What life in a medieval village was like	YES	NO	NOT YET

2. FEEDBACK

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