

## Self-employed Unit 2 Laura: Section 2

### Self-employed in the UK

#### Overview:

These resources are based on two authentic interviews with self-employed individuals: Laura from Ecuador and Habib from Afghanistan. The interview questions relate to the following: personal background information; reasons for becoming self-employed; advice they received before starting up; the type of business and what is involved on a daily basis; customers/clients; future plans; and advice to others.

The recordings in this resource were made 'in situ' to try to ensure the language was as authentic as possible; they may therefore be of a slightly 'grainy' quality. The recordings were produced by an ESOL specialist, with no technical support and using fairly inexpensive, compact equipment. We hope this may encourage other ESOL teachers to use this model and to focus on the authentic language used in particular contexts.

**Level:** ESOL Entry 3 – Level 1 / SQA ESOL Intermediate 1 - Intermediate 2 in Scotland / B1 – B2 CEFR Framework.

#### Learning hours and delivery context

The resources developed for each interview may be used independently or as one linked topic over several sessions. The self-employed individuals work in very different vocational areas; Laura is a cleaner and Habib is a taxi driver.

The resource is divided into three units:

Unit 1 Introduction to self-employment

Unit 2 Self-employed: Laura

Unit 3 Self-employed: Habib

The resources have been produced in two different formats:

- a self-access resource for learners with online activities
- a resource for teachers to use in the classroom with teachers' notes and worksheets to download

Each interview provides approximately six hours of learning. Timings are flexible since learners can work through at their own pace and teachers can adapt the resource to suit their learners and build in revision as required.



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**Unit 2 Laura, a self-employed cleaner from Ecuador**

This resource consists of four units. These are:

Section 1: About Laura

Section 2: Working as a cleaner

Section 3: Reading a note

Section 4: Writing a note

This unit is based on an interview with Laura, a self-employed cleaner. It has a range of activities to improve reading, writing, pronunciation and listening skills. The interview is divided into 2 sections, with 2 listening activities per section, as well as pre-listening and post-listening activities. The first listening in each section is a listening for gist activity, while the second is listening for specific information or for detail. A variety of task types is used. Laura's English level is about E2, but the interviewer's questions and the tasks are at a higher level.

All the activities are web-based and are designed for self-study use, but can also be introduced or used in the classroom.

**Time:** approximately 4 hours. Timings are flexible and teachers can break down the units into smaller chunks of learning and build in revision as required.

**Aims**

- To provide authentic role models for ESOL learners contemplating self-employment or for those who are already self-employed. (
- To use authentic recordings with role models to highlight the opportunities and challenges the self-employed may face.
- To introduce lexis associated with being self-employed.
- To introduce lexis associated with different types of businesses: house-keeping

**Objectives**

All Learners:

- listen for key information in Laura's interview
- form at least 5 correct questions from Laura's interview by matching the beginning and end
- identify specific words from Laura's interview
- read a handwritten note and put what Laura needs to do in correct order
- complete sentences from the note using words with similar meanings

Some learners:

- rewrite the note missing out any unnecessary words
- put apostrophes into the note



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- identify paragraphs in the note
- Write a note to say what jobs you have done and apologise for the one you haven't.

**Preparation**

You will need:

- computers for each learner/pair of learners, with earphones or audio speakers.

The online activities are also divided into 6 sections and can be found at:

<http://esol.britishcouncil.org/self-employed/self-employed-unit-2a-laura>

if computers are not available, you will need:

- audio equipment and to download sound files for sections 1 to 4
- photocopies of the activities for each section (4)
- dictionaries
- thesauri
- answers self-employed Unit 2 Laura



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### Suggested Procedure

#### Section 2: Working as a cleaner

Tell learners Laura often cleans people's houses when they are out and they sometimes leave her notes.

#### Activity 1. First listening

Learners use their listening skills to identify key information. Learners should go to the activity in section 2: 'working as a cleaner' and follow the instructions online. Alternatively hand out the paper version: **worksheet 2d**

#### Activity 2. Second listening

Remind learners how easy it is to miss words when listening to spoken English. The next activity gives practice in listening for detail.

Tell learners that the interviewer, Trudie, says these words:

Example: \_\_\_\_\_ typical \_\_\_\_\_ (answer: a typical day).

Learners should listen and write one word in each gap. Learners should go to the activity in section 2: 'working as a cleaner' and follow the instructions online. Alternatively hand out the paper version: **worksheet 2e**

### Laura Transcript

#### Interview 2

Answers to part 1 questions highlighted in yellow; answers to part 2 questions in pink.

- T So, Laura. Can you tell me what happens in a typical day of your life?
- L Um, a typical day... wake up, prepare my sons to go to school. I left them in the school and I go to work. I read the notes in the house if they left me notes and I do my work.
- T So, they **leave** you notes sometimes, do they...?
- L Sometime, yeah.
- T What do they say in the notes?
- L Er, sometimes to do the **windows and sometimes to do the patio** and things.
- T So, instructions?
- L Instructions, yeah.

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- T OK. So when you **finish** your job, what do you do then?
- L Um, depends on the day. Sometimes I go to look the shopping around, and I go home and cooking the lunch and dinner, and after pick up my kids from the school and help them do their homework and...
- T So, that's good... the work **fits** in with your family life?
- L **Yeah, yeah.**
- T That's really good. So, what do you **like** most about your work?
- L Um, be my own boss.
- T That's nice isn't it?
- L Yeah. And have the time for my family, to be with my...hours.
- T So, Laura, is there **anything** you don't like about the job?
- L Um, there's not much I don't like. Sometimes I find hard, hard work but, it's most, the things I like than dislike.
- T That's good. And is there a **difficult** part of the job? Is there something you'd say was the most difficult, or challenging part of the job?
- L The difficult part is sometimes when they left me **notes, I can't understand properly.** The reading part. But now I got the English class to improve my reading
- T Right, yeah. I can understand that. So, I'm going to ask you about the future now. Um, I don't know if you've thought about the future, but where do you want to be in five years?
- L Ah, in five years, I wish to have my own business.
- T Ah, will you employ other cleaners?
- L Yeah, maybe, I can do that... to **have my own company, of cleaning.**
- T That would be wonderful!
- L Yeah.
- T Oh, best of **luck** with that. And if somebody else, one of our listeners is thinking, or perhaps they are doing cleaning now or they are thinking of cleaning, is there any advice you could give to them about being a self-employed cleaner?
- L The advice I can give is, the best way to share the time with the family and you be your own boss and you can work easily? Easy?
- T Easy. Yeah, yeah, yeah.
- T So, Laura. Could you describe a typical **client** of yours to me?
- L The people, typical client is... they are very friendly persons. They are people **who understand me.** Sometimes when I can't do my job, just I can call them to said I can't came and to do another day and they are – yeah – friendly and...
- T So, if one of your children, for **example**, can't go to school, if they're sick, you phone your clients, and they're OK?
- L Yeah,.
- T What do they say?

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- L Um, ....they say it's OK. I can come another day, next day or next week... er or one...
- T That's nice. Yeah, good. And how do you get your clients?
- L I get my clients... to advertise myself, and someones, the people recommend me.
- T Absolutely. And, the last question! How do you know if your clients are happy with your service?
- L I know because I talk to with them and I ask if everything's OK. If they are happy with the job and I tell them if is something wrong, if is something missing, just they let me know and... I like to, to talk, and ask if they are happy or they are dislike myself.
- T Oh, I don't think anyone could dislike you! Well thank you ever so much for that, Laura. That's brilliant and best of luck and I hope you have a thriving business in five years time.
- L Oh, thank you.
- T OK then. Thank you then.
- L Thank you, too.
- T Bye bye.
- L Bye

