

## Self-employed Unit 2 Laura: Section 3

**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

**Suggested Procedure****Section 3: Reading a note****Lead in**

Tell learners that when Laura arrives to do her cleaning job she finds a note from her clients. Learners predict what kind of instructions are in the note. Make a list on the board.

**Activity 1: Note writing**

Ask learners to think of any notes they write. If not mentioned, elicit text messages. Would they write all the words in a text message? Elicit that notes or text messages often just include important words so the message is short and quickly understood. Elicit what kinds of words are often left out (e.g. short grammar words).

Write the following on the board: 'I have an appointment with the doctor today at 4.30pm. I will be back late.' Tell learners someone in your family/ a flatmate left this message for you in note form on the fridge door. Learners decide which words carry the important information and if any abbreviations can be used, before shortening the message, e.g. 'Doc's appt 4.30. Back late.'

Ask learners to complete the online activity in section 3 or give out **Worksheet 2f**.



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**Activity 2: Reading handwriting**

Now give the note to pairs of learners to compare their answers. The note can be found in the activities worksheets pack for section 3. It is handwritten to give learners practice in reading handwriting and perhaps guessing some words.

Ask learners to check if any of their ideas on the board (lead in) are in the note.

**Activity 3: Giving instructions**

The note to Laura contains information and instructions. Ask learners to find what Laura has to do/the instructions in the note.

Ask learners to complete the online activity in section 3 or give out **Worksheet 2g**.

**Activity 4: Key phrases and words**

Write 'Neil's family round last night' on the board. Elicit that 'round' has different meanings depending on the context; here it's from the phrasal verb 'come round' or 'come around', meaning 'to visit'.

Direct learners to the online activity in section 3 or give them **Worksheet 2h**.

**Activity 5: Apostrophes**

Remind learners that when Laura gets to work to do her cleaning job she finds a note from her clients. The note was written quickly. Laura sees some mistakes with apostrophes. Tell learners Laura wants to practise her English writing skills. Ask learners to correct the apostrophes then check their answers. There may be more than one per question.

**Board example:**

We use an apostrophe when letters are missing.

*She is a good cleaner. = She's a good cleaner.*

We use an apostrophe to indicate possession.

*Laura's job.*

Direct learners to the online activity in section 3 or ask them to complete **Worksheet 2i**.