

Learning objectives in this lesson

Close reading for detailed understanding, scanning for key vocabulary, personalizing and extending the ideas within the text.

- 1 Get students to work in pairs or groups and discuss the questions. Then take feedback from the class as a whole.
- 2 Give students the text and set them a time limit of a minute to read the first paragraph. Then take answers to the questions as a class.

Answers

- 1 Mumbai in India.
- 2 A dabba is a metal container that contains someone's lunch. A Dabbawallah is the delivery man.
- 3 For two main reasons. Because of their religion and caste they have specific dietary requirements that it is not always easy to meet. Secondly, it is much cheaper than eating out in a restaurant.

- 3 Give them a time limit of 1–2 minutes to read the second paragraph and decide if the statements are true or false. In feedback, ask students to justify their answers by referring to the text.

Answers

- 1 F (the dabbas change hands several times)
- 2 F (they are mostly illiterate)
- 3 T
- 4 T
- 5 T

- 4 Ask students to read the next three paragraphs then get them to work in pairs to complete the duties of each dabbawallah.

Answers

Dabbawallah 1: Picks up dabba
Dabbawallah 2: Sorts dabbas by code. Takes Dabbas with black swastika to station
Dabbawallah 3: Picks up dabbas with yellow dot and boards train
Dabbawallah 4: Takes dabbas with white cross and delivers them to correct building

- 5 Ask students to read the final paragraph and work in pairs to list the advantages and disadvantages. Then take feedback as a whole class.

Answers

Advantages

A good job for an illiterate person with no skills
A job for life
A good wage by Indian standards

Disadvantages

Very hard work
Dangerous

- 6 Ask students to work in pairs and scan the text to look for words that match the definitions. The words appear in the text in the same order as the definitions are listed.

Answers

- 1 miracle
- 2 caste
- 3 illiterate
- 4 network
- 5 narrowed
- 6 monsoon

- 7 Treat this as a whole class activity and move briskly through it.

Answers

- 1 b 2 e 3 a 4 c 5 d

- 8 Ask students to look at the text again and find three words that would be useful in their line of work. Get them to discuss their answers with their partner, giving reasons why.
- 9 Put students into small groups to discuss the questions. Move from group to group and monitor their progress. Ask prompt questions if they get stuck. Once they seem to be running out of ideas, get each group to feed back to the class. Encourage students to comment on others' ideas.