



Intensive English 1

Week 6

Online session 1

Unit 10: A bad day

What's the content
of Unit 10?

The grammar
is about ...

The vocabulary
is about...

Unit 10: A bad day



Session 1 communicative objective 1

- By the end of this session, you will be able to ask for and offer help with problems at work.

Session 1 communicative objective 2

- By the end of this session, you will be able to tell someone what to do and what not to do, and talk about what you have to do and what you don't have to do in certain places or situations.



Work

Warm up



5 minutes



whole class

- Make a sentence about **work** with the word your teacher will assign to you.
- Add some extra information.



1. break
2. desk
3. factory
4. high salary
5. meeting
6. office
7. start a business
8. suit
9. summer job
10. write a report

Last year, I had a **summer job** at a factory. I worked for the accounting department.

Pre production 1



5 minutes



whole class

A new job

- These people have new jobs.
- One of them is happy with it. The other one is unhappy with it.
- What do you think they are saying?



Language bank

I have a ____ job at ____.

I work ____.

I have to ____.

I usually have to ____.

I don't have ____.

I want to ____.

I need ____.

I'm looking for ____.

Word bank

break

desk

factory

high salary

meeting

office

start a

business

suit

summer job

write a report

Production



8 minutes



whole class

- Work in pairs.
- Read your role cards.
- Act out a conversation.

Student A

You have a new job. You are **very happy** with it. Describe it.
Say the activities you do.
Tell your friend (**Student B**) about it.

Student B

You have a new job. You are **not happy** with it. Describe it.
Say the activities you do.
Tell your friend (**Student A**) about it.

A new job



Language bank

I have a ____ job at _____.
I work _____.
I have to _____.
I usually have to _____.
I don't have _____.
I want to _____.
I need _____.
I'm looking for _____.

Word bank

break
desk
factory
high salary
meeting
office
start a
business
suit
summer job
write a report

Then, exchange roles. 5

Feedback



5 minutes



whole class

A new job

Now, present your dialog.



Pre production 2



6 minutes



whole class

A bad day at work

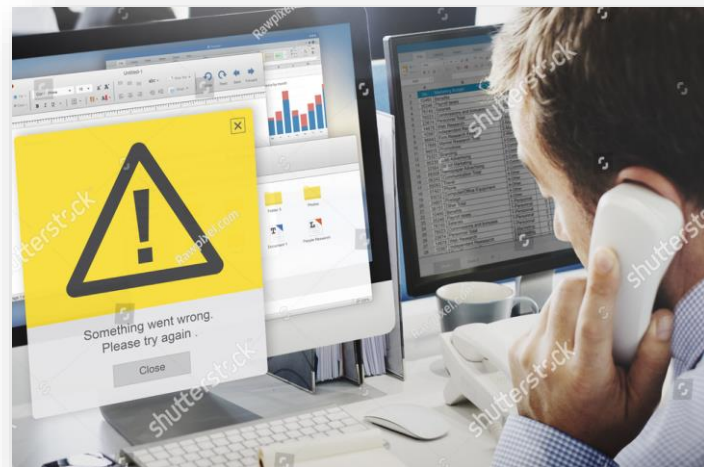
- Look at the pictures.
- Answer the questions below.

What's happening?



What do you think
they are thinking (or
saying)?

What would you say if
you were there?



Production 2



8 minutes



pairwork

A bad day at work



- Work in pairs.
- Role-play a conversation for each of these situations.

Situation 1

Student A has lost his/her cell phone.
Student B offers to help to find it.

Situation 2

Student A doesn't remember his/her password to the company intranet.
Student B offers to help find a solution.

Situation 3

Student B has no access to the network shared folders.
Student A offers to help find a solution.

Language bank Describing a problem/asking for help

I'm looking for ____.
I'm _____.
It was...
I need ____ for ____.
I need _____.
Please _____.
I have to _____.
This is not my day.
Oh, no.

Language bank Asking about a problem/Offering help

What are you doing?
Maybe it's in _____.
Maybe (X) has _____.
Let me help you.
Do you want me to ____?
I have to _____.
What's ____?

Feedback



5 minutes



whole class

A bad day at work

Now, present your dialog.



Work



Lead-in Part 1



5 minutes



whole class

- Complete the text with the words from the box.

office summer job high salary desk
factory meeting break
suit write a report start a business



Frank left his 1. _____ and now he is happy because he works in a big furniture 2. _____. He always wears a 3. _____ at work. In his 4. _____, there is a big 5. _____ and three chairs. He usually starts his day with a 6. _____ with his two assistants. They then need to 7. _____. Frank works hard and he can't take a long 8. _____, but he gets a 9. _____. In the future, he'd like to 10. _____, his own business.

Work

- Check your answers.

Lead-in Part 2



5 minutes



whole class

1. summer job
2. factory
3. suit
4. office
5. desk
6. meeting
7. write a report
8. break
9. high salary
10. start a business



Do this. Don't do that.

- Take turns to read these problems aloud. Your classmates will tell you what you can do to solve them.

Pre production 3



5 minutes



whole class



Problems/Situations

1. I can't sleep well at night.
2. I don't like my new job.
3. My grammar in English is poor.
4. I have a terrible headache.
5. I feel stressed at home.
6. I have two assignments and an oral presentation for Monday.

Example:

Student 1: I can't sleep well at night. **What can I do?**

Student 2: Well, _____.

Student 1: Thanks.

Student 3: Don't ...

Student 1: Sure.

Language bank

What can I do?

Well, _____.

Sure.

Yes.

Thanks.

Oh. Um.

And _____.

Production 3



8 minutes



pairwork

Do this. Don't do that.

- Work in pairs.
- Here is a list of problems/situations.
- Take turns to tell each other **what to do** and **what not to do**.
Expand on your suggestions/instructions.
- Ask follow-up questions.

Problems/Situations

1. I can't sleep well at night.
2. I don't like my new job.
3. My grammar in English is poor.
4. I have a terrible headache.
5. I feel stressed at home.
6. I have two assignments and an oral presentation for Monday.
7. Others

Language bank

What can I do?

Well, _____.

Sure.

Yes.

Thanks.

Oh. Um.

And _____.

I usually arrive late to class.

What can I do?

Well, **go to bed early**.

Uhm..I do, but there is a lot of traffic in the morning.

Don't leave home late.
What transport do you use?

I usually take a bus, but ...

Feedback



5 minutes



whole class

Do this. Don't do that.

Now, role-play your dialog.



Pre production 4



6 minutes



whole class

- Look at the pictures.
- Answer the questions.

What do you have to do
in these places
/situations?

What is something you
don't you have to do in
these places /situations?

Do I have to?



Language bank

You have to...
You don't have to...
People have to...
People don't have to...
X has to...
X doesn't have to...
Do I have to...?
Do you have to...?
Do people have to...?



Pssss... Remember this:

have to → You need to do it **obligatorily**.

don't have to → It's **not necessary** for you to do it, but **you can do it if you want**.

Production 4



8 minutes



pairwork

Do I have to...?

- Work in pairs.
- Together, talk about the things **you have to do** and **don't have to do** at these places and in these situations. Explain. Ask **follow-up questions**.

Places and situations

1. at the library
2. on a presidential election day
3. in jail
4. on the bus during the coronavirus crisis
5. at the supermarket during the coronavirus crisis
6. at work
7. in an English online session
8. at university
9. at home in quarantine
10. in a face-to-face class
11. when recording an oral production activity for your English class
12. in an oral presentation at university

Language bank

You have to...

You don't have to...

People have to...

People don't have to...

X has to...

X doesn't have to...

Do I have to...?

Do you have to...?

Do people have to...?

Feedback



5 minutes



whole class

Do I have to...?

Now, present your conclusions.



Summary



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Now I can...

- ask for and offer help with problems at work.
- tell someone what to do and what not to do, and talk about what you have to do and what you don't have to do in certain places or situations.

GET READY!

Preparation for
next class



Reinforce Units 10 and 11.

Do Grammar Practice component exercises.

Work on the Enrichment Practice component.

AULA VIRTUAL

Study the Use of English file.

Check out the Practice Resources folder.

Sources



- <http://www.bbc.co.uk/learningenglish>
- <https://thenounproject.com>
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- [https://www.google.com.pe/search?q=asking+why%3F&source=l
nms&tbm=isch&sa=X&ved=oahUKEwiR7lXq6e_aAhXOulMKHUoi
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DwlQ_AUICigB&biw=1680&bih=870#imgsrc=RLXBp1yIO-zjdM:)