



THE WORKING DAY



Scan to review worksheet

Expemo code:
163A-HJ8B-M31



1

Warm up

Match the words and pictures showing different jobs.

actor/actress
police officer

doctor
sales clerk

journalist
student

nurse
teacher



1. _____



2. _____



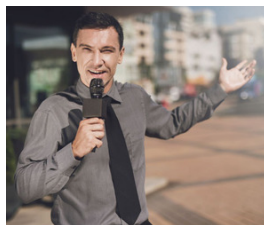
3. _____



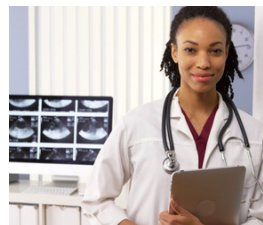
4. _____



5. _____



6. _____



7. _____



8. _____

1. Which job(s) help people?
2. Which job(s) can you do at home?
3. Which job(s) make a lot of money?



2

Listening/reading



Alice is talking about her working day. Listen to Alice and decide what job she does.

My name is Alice. I get up early at six o'clock, have breakfast, and go to work at a quarter to seven. I get to work before eight, and then I make coffee! I work from half past eight until a quarter past four, but I don't really finish until five o'clock. When I leave work, I'm tired but happy. I get home around six, and then I have dinner and take a shower. I also work in the evening - sometimes I don't go to bed until midnight! Do I work hard? Yes, I do. But I love the children. And I don't work in the summer!

Listen again or read the text and decide if these sentences are true or false.

1. Alice goes to work an hour after she gets up.
2. Alice takes a shower in the morning.
3. Alice's job is easy.
4. Alice can relax in the summer.
5. Alice sometimes sleeps for six hours.

How many phrases in the text use the verb get?



3

Language point

Study the sentences below.

- I also **work** in the evening. Sometimes I **don't go to bed** until midnight!
- **Do I work** hard? Yes, I **do**.

We use present simple to talk about things that happen regularly, or routines.

Study the table and then answer the questions below.

| verbs ending in consonants | verbs ending in -e | verbs ending in -ch, -o, -s, -sh, and -x | to do | to go | to have |
|-------------------------------|------------------------------|--|---------------------------|---------------------------|-----------------------------|
| I / you / we / they work | I / you / we / they leave | I / you / we / they finish | I / you / we / they do | I / you / we / they go | I / you / we / they have |
| he / she / it works | he / she / it leaves | he / she / it finishes | he / she / it does | he / she / it goes | he / she / it has |

negative:

I / you / we / they **don't** work / leave / finish / do / go / have

he / she / it **doesn't** work / leave / finish / do / go / have

yes/no questions:

Do I / you / we / they work / leave / finish / do / go / have?

Does he / she / it work / leave / finish / do / go / have?

short answers:

Yes, I / you / we / they **do**. No, I / you / we / they **don't**.

Yes, he / she / it **does**. No, he / she / it **doesn't**.

1. Which subjects take a different ending in positive sentences?
2. Which ending adds an extra syllable to the verb?
3. Do we pronounce *does* and *goes* the same way?
4. Do we make negatives, questions, and short answers the same way for all subjects?



4

Practice

Change the sentences to questions and write short answers based on the information about Alice.

Alice gets up at six.

1. _____

I make coffee at work.

2. _____

Alice works for six hours.

3. _____

Alice takes a shower after dinner.

4. _____

I go to bed early.

5. _____

Teachers work hard.

6. _____

Alice works in the summer.

7. _____

Teachers love children.

8. _____



5

Speaking/writing

Work in pairs. Interview your partner about their routine. Make yes/no questions using the verbs in the box. Then ask your partner and make a note of their answers. Write a short text about their routine.

Example: get up / six

- Do you get up at six? No, I don't. I get up at seven.
- Keiko is a student. She gets up at seven.

1. get up / six
2. have breakfast / every day
3. go to work or school / eight
4. get to work or school / nine
5. finish work or school / six
6. leave work or school / tired
7. have dinner / 7:30
8. go to bed / 10:45

6

Extra practice/homework

Complete the text. Use the correct form of one of the verbs in the box. Be careful with negatives and questions.

| | | | | | |
|--------|-----------|----------|--------------|------|-------|
| cook | finish | get | not get home | work | write |
| get up | go to bed | not have | leave | live | |

Alan is from England, but he _____¹ in Tokyo. "I'm a journalist for an English language magazine, and I _____² about life in Japan." Every morning, he _____³ early and _____⁴ home at 6:45. "I _____⁵ breakfast - there's no time. My home is very far from my office, and I _____⁶ to work two hours later." He _____⁷ work at six. "My wife _____⁸ before eight - she's a doctor. _____⁹ she _____⁹ hard? Oh yes!" They _____¹⁰ dinner and _____¹¹ late - at 11 o'clock.



7

Optional extension

English is a musical language! We make our voices go up (rise) or go down (fall) to show what we're saying.

Questions with yes/no answers have a rising intonation in English - our voices go up at the end. Try saying these questions with this intonation.

1. Do you work hard?
2. Do you get up early?
3. Does your sister go to bed late?
4. Does your family eat dinner at seven?
5. Are you Spanish?
6. Is he your brother?
7. Am I the winner?
8. Are they your parents?

Practice in pairs – take turns to ask a question with the correct intonation and give a short answer.



Key

1. Warm up

5 mins.

Call attention to the pictures and set the context. Work with the whole class to match the words and pictures. Drill the pronunciation. Then nominate students in the class to answer the three follow-up questions. Accept any sensible answers.

- | | | | |
|-------------------|---------------|----------------|------------------|
| 1. teacher | 2. student | 3. sales clerk | 4. nurse |
| 5. police officer | 6. journalist | 7. doctor | 8. actor/actress |

Questions:

1. Doctor, nurse, police officer, sales clerk, teacher.
2. Journalist, student, and maybe teacher (online).
3. Doctor and possibly actor.

2. Listening/reading

10 mins.

Go over the instructions - students will work with the text twice. The first time they are listening for main idea. They should be able to answer the question without understanding all the vocabulary. The second time, students are reading to recover detailed meaning. First, go over the text and elicit/explain the meaning of any unknown words. This task also reviews telling the time from a previous unit in the course plan. Students can read the text and answer the questions alone and then check answers in pairs before you check with the whole class. If a sentence is false, ask students to correct it to make it true. Finally, pose the follow-up question to focus attention on some common collocations with *get*. If you have time, students can listen to and read the text at the same time.

Alice is a teacher: she loves children and doesn't work in the summer.

True/false:

1. F - She goes to work 45 minutes after she gets up.
2. F - She takes a shower in the evening.
3. F - She works hard, for long hours, and is very tired.
4. T - She has a long summer vacation as a teacher.
5. T - She sometimes goes to bed at 12 and wakes up at 6.

Phrases in the text with *get*: 3 (get up, get to work, get home).

3. Language point

10 mins.

Have students focus on the sentences, explanation, and table. It may be helpful to use students' L1, if your class is monolingual, to explain *routines* (things we do the same way on most days). Nominate students to answer the questions 1-4 to clarify the rules of this form. Although there is only one verb ending to remember, students very often forget to add the final -s in both speaking and writing. It is also very important for students to be adept with *do/does* and *have/has*, as these forms do double duty in questions, negatives, and short answers and, later on, the formation of the present perfect. Drill some/all of the target language in the table with the students. Please note that present simple questions with question words (when, why, how, etc) will be covered in the next unit.



1. *He/she/it* (3rd person singular) require an -s or -es ending.
2. When we add -es, we are adding a vowel sound and that increases the number of syllables. *Fin-ish* becomes *fin-ish-es*. It is actually impossible to pronounce *finishes* as a two syllable word!
3. Although these two words have a similar spelling pattern, the pronunciation is different. *Does* /dʌz/ has the same vowel sound as up, while *goes* /goʊz/ has the same vowel sound as phone.
4. No, we use *does/doesn't* for *he/she/it* and *do/don't* for all other subjects.

4. Practice

10 mins.

Do the first sentence as an example with the whole class. Numbers 2 and 5 require students to make a question with *you* and all answers are based on the text. Students work alone and then check answers in pairs before going over the answers with the whole class. If you have time, extend the task and provide extra practice with other subjects by getting students to ask YOU (the teacher) the questions and giving your own answers (for example: Do you get up at six? Yes, I do/No, I don't) and/or by asking students the questions and getting them to answer.

NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

1. Does Alice get up at six? Yes, she does.
2. Do you make coffee at work? Yes, I do.
3. Does Alice work for six hours? No, she doesn't.
4. Does Alice take a shower after dinner? Yes, she does.
5. Do you go to bed early? No, I don't.
6. Do teachers work hard? Yes, they do.
7. Does Alice work in the summer? No, she doesn't.
8. Do teachers love children? Yes, they do.

5. Speaking/writing

13 mins.

In this stage, students will activate the vocabulary and grammar from the lesson in a speaking activity. Go over the instructions/examples for the activity and elicit how to say the times in numbers 7 and 8. Set up A/B pairs and give students a few minutes to work alone to think about how to make questions for their partner - they don't need to write the questions. Then students can speak in pairs.

Monitor and support students as necessary. Finally, students can write a short paragraph about their partner's daily routine. Early finishers can read and check each other's work for mistakes. Round off the session by asking a few students to report what their partner told them or by correcting any errors with the target language that you noticed while monitoring the speaking and the writing, including pronunciation. Collect the texts for marking later.

6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the speaking activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students, and they can check their own answers.

1. lives
2. write
3. gets up
4. leaves



- | | | | |
|------------------|----------|---------------|---------------------|
| 5. don't have | 6. get | 7. finishes | 8. doesn't get home |
| 9. Does she work | 10. cook | 11. go to bed | |

7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students can work on pronunciation to improve their speaking and listening skills. Explain the principle and demonstrate the rising intonation. Drill students on sentences 1-8. They can then work in pairs to ask and answer the questions. This activity also reviews questions and short answers with *to be* from a previous unit in the course plan.