GETTING TO WORK

Age: Adult  
Level: Elementary +  
Time: up to 60 minutes  
Activity: In this lesson, students will:  
1. ask and answer questions about their journey to work;  
2. make a creative display to help other students get to know them;  
3. practise reading for specific information.  
Language focus: Vocabulary for transport and travel; present simple question forms  
Materials: One copy of the worksheet per student, blank paper for the final task.

**Exercise 1**

a. Ask students to match the words to the transport shown in the images.

**Key:**
1. taxi  
2. by foot  
3. bus  
4. bike  
5. train  
6. car  
7. tram  
8. underground

b. Ask students to work in groups and discuss the questions. They can use the vocabulary items from Exercise 1a to help them. Monitor and feed in any language that they need. Ask for feedback from the groups and find out the most popular mode of transport for the class.

**Exercise 2**

a. This is a preview task. Instruct learners to look quickly at the text (only 20 seconds). Based on key information, ask them to discuss with a partner who they think the text is for, and where the text might be found.

**Key (suggested answer):**
The title ‘Staff stories’ suggests this is work-related. The company logo and mention of departments at work suggest this might be staff newsletter or bulletin.

b. Students skim read the information and decide the form of transport each person uses to get to work.

**Exercise 3**

This exercise provides learners with a model for the speaking task. It helps them practise word order of present tense questions.

a. Students work together to put the words in the correct order to form questions.

**Key:**
1. What’s your name?  
2. What do you do?  
3. How do you get to work?  
4. How long does your journey take?  
5. What do you like about your journey to work?  
6. What don’t you like about your journey to work?  
7. What do you do during your journey to work?
b. Drill the intonation of each sentence. Pronunciation features to consider include:

- The intonation of open question forms often falls at the end of the question
- The speaker may use weak forms for words such as ‘do you’ and ‘to’
- Negative words in question forms are usually stressed: What don’t you like…?

c. Ask learners to practise asking and answering the questions with a partner. Tell students they can always change the question to ask about another journey e.g. to their English class if they do not work or travel to work.

**Exercise 4**

The aim of the final task is for students to create a display similar to the text in Exercise 2. They ask and answer questions on their journey to school, and create a table in which to display the information they discover.

The ‘display’ provides the purpose for lots of repetition of the question forms. Learners may find these questions straightforward after the second repeat task. If this is the case, you can encourage them to be more creative with the questions they ask and find out more information.

The extension task gives the display a greater purpose. This display should appear somewhere where people can easily see it, and the questions give other learners a reason to interact with the student-generated texts. You could make answering the student-generated questions into a competition among other learners in the school, depending on your context.
EXERCISE 1

a. Work in pairs. Match the words in the box to the pictures (1–8).

bike   bus   by foot   car   taxi   train   tram   underground

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  

b. Work in groups. Discuss the questions.

- How many different ways do people travel to work or school in your town/city?
- How do you get to work?

EXERCISE 2

a. Look at the text. Who do you think will read it? Where might you find this text?

b. Read the text. Which form of transport does each person use to get to work? Write bus, bike or car.
### STAFF STORIES

*In this week’s staff stories, we asked the team from Human Resources about their journey to work.*

<table>
<thead>
<tr>
<th>My name is…</th>
<th>Bob</th>
<th>Linda</th>
<th>Juan</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m a…</td>
<td>a HR Administrator</td>
<td>HR Manager</td>
<td>Recruitment Specialist</td>
</tr>
<tr>
<td>I come to work by…</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>My journey takes…</td>
<td>35 minutes</td>
<td>20 minutes</td>
<td>15 minutes</td>
</tr>
<tr>
<td>I like…</td>
<td>the scenery.</td>
<td>the roads. They are so quiet at 7am!</td>
<td>the fresh air. Especially when I sit in an office all day!</td>
</tr>
<tr>
<td>I don’t like …</td>
<td>other passengers listening to loud music!</td>
<td>trying to find a parking space.</td>
<td>winter. Sometimes I wear two pairs of cycling gloves.</td>
</tr>
<tr>
<td>During the journey I usually …</td>
<td>avoid eye contact!</td>
<td>listen to ‘The Breakfast News Show’ on the radio.</td>
<td>concentrate on the road! And listen to music.</td>
</tr>
</tbody>
</table>

c. Work in pairs. Discuss the questions.
- Whose journey sounds the best/worst? Why?
- Whose journey to work is the most similar to yours?

d. Read the text in Exercise 2b again. Which staff member …
1. hates other people making noise on public transport? ________________
2. has the quickest journey to work? ________________
3. doesn’t like working inside? ________________
4. enjoys the view on the way to work? ________________
5. finds out new information on the way to work? ________________
6. sometimes feels cold on the way to work? ________________
7. has the most active journey to work? ________________
8. tries not to talk to other people on the way to work? ________________
EXERCISE 3

a. Look at the table below. Put the words in the correct order to create questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>your / what’s / name?</td>
<td>My name is …</td>
</tr>
<tr>
<td>1. What’s your name?</td>
<td></td>
</tr>
<tr>
<td>do / you / what / do?</td>
<td>I’m a …</td>
</tr>
<tr>
<td>2. _______________________________</td>
<td></td>
</tr>
<tr>
<td>you / get / to / how / do / work?</td>
<td>I come to school by …</td>
</tr>
<tr>
<td>3. _______________________________</td>
<td></td>
</tr>
<tr>
<td>long / does / your / how / take / journey?</td>
<td>My journey takes …</td>
</tr>
<tr>
<td>4. _______________________________</td>
<td></td>
</tr>
<tr>
<td>do / you / like / about / what / your journey / to work?</td>
<td>I like …</td>
</tr>
<tr>
<td>5. _______________________________</td>
<td></td>
</tr>
<tr>
<td>don’t / you / to work / about / what / your journey / like?</td>
<td>I don’t like …</td>
</tr>
<tr>
<td>6. _______________________________</td>
<td></td>
</tr>
<tr>
<td>do / do / you / during / what / your journey / to work?</td>
<td>During the journey I usually …</td>
</tr>
<tr>
<td>7. _______________________________</td>
<td></td>
</tr>
</tbody>
</table>

b. Listen to your teacher ask each question. Practise saying each question in the same way.

c. Practice asking and answering the questions with a partner.

EXERCISE 4

You’re going to create a display for the reception area at your school. The display is for other students, to help you get to know each other.

Step 1: Ask and answer questions with your classmates about their journey to school/work.

Step 2: Make notes about what they say. Create a newsletter or poster to display the information. Use the example in Exercise 2 to help you.

Step 3: Display your work around the classroom or in the reception area of the school, where other students can see it.

Would you like an extra challenge?

Step 4: Write some questions about the information in your table (look at Exercise 2d to help you). Display these next to your table.