

# EVERYDAY LIFE

## 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):**

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

**Key:**

1. Bob – bus – ‘other passengers’ and ‘scenery’
2. Linda – car – ‘parking spaces’
3. Juan – bike – ‘cycling gloves’

c. This is a chance for learners to share their personal response to the text. They discuss their views with a partner.

d. This exercise helps learners read for specific information. Each question paraphrases some information from the text. Students work alone to find the staff member which matches each statement. Then they compare their answers with a partner.

**Key:**

1. Bob – ‘I don’t like other passengers listening to loud music’
2. Juan ‘20 minutes’
3. Juan – ‘I sit in an office all day’
4. Bob – ‘the scenery’
5. Linda – ‘listen to ‘The Breakfast News show’’
6. Juan – wears two pairs of cycling gloves
7. Juan –he cycles to work.
8. Bob –‘avoid eye contact’

### 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?



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## TEACHER'S NOTES

**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.

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## WORKSHEET

### 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



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?



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## WORKSHEET

### EXERCISE 3

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

Question	Answer
your / what's / name? 1. <i>What's your name?</i>	My name is ...
do / you / what / do? 2. _____	I'm a ...
you / get / to / how / do / work? 3. _____	I come to school by ...
long / does / your / how / take / journey? 4. _____	My journey takes ...
do / you / like / about / what / your journey / to work? 5. _____	I like ...
don't / you / to work / about / what / your journey / like? 6. _____	I don't like ...
do / do / you / during / what / your journey / to work? 7. _____	During the journey I usually ...

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.