

Daily Routines

Level: Intermediate

Age: Adults

Time: up to 90 minutes

Lesson aim:

- To explain job roles, responsibilities, and a typical working day.

Skills: Listening, Speaking

Materials:

- Worksheet
- Live from London: Business “Daily Routine” video
- Transcript

Before you watch

A

The aim of this activity is to enable students to briefly share information about their jobs and routines. This should activate prior knowledge. The aim is also to prepare students for the video by predicting content. Students discuss the questions with a partner or in a small group. Do not correct or expect detailed answers at this stage. Feedback as a class on question 3 — these roles / fields of work are all mentioned in the video.

Video

A

Play the first part of the video (answers to the question: *What do you do?*) Students should record the missing information about the three speakers in the table provided. Check the information as a class and have students discuss the questions. This encourages them to share their personal response to the text.

Key:

Vivek:

Role / Department — Global Head of Client Strategy

Anne:

Responsibilities — Reporting, Building solutions for insurance companies and banks

Kristina:

Role/Department — Sales and Marketing

Company — Invoke

B

Students watch the second part of the video, (people describe a typical day at work) and answer the true or false questions to show general understanding.

Key:

1. True (Chris meets clients at their site.)
2. False (Prad mentions working with prospective customers.)
3. True (Jason spends two or three days on the road meeting clients.)
4. True (It's his second week.)
5. False (Baiba explains that her role is more reactive and that she doesn't have a typical day.)

C

The aim of this activity is to focus students on specific information related to job duties and responsibilities. Students should remember the people from the video and match them with the responsibilities they have in a typical day. To support students, you could first have them recall the jobs of each of the people in the video. They share ideas, then watch the second part of the video again to check their answers. Students may need help with some unknown phrases related to responsibilities, such as *'backfilling a role'* – finding people to replace employees who have moved or left.

Key:

- | | |
|-----------------------------------|-------------|
| 1. analysing data | Chris |
| 2. building teams | Baiba |
| 3. checking emails | Kieran |
| 4. completing technical documents | Prad |
| 5. experimenting with technology | Prad |
| 6. making phone calls | Kieran |
| 7. managing a small team | Jason |
| 8. meeting customers | Prad, Jason |

D

The aim of this activity is for students to share their personal response to information in the video. Students should discuss the questions with a partner.

Language focus

A

This activity focuses students' attention on the variety of language used by the speakers. It should give the students a lot of ideas for how to explain their own job roles, company and responsibilities during the *Communication focus*. Students scan the transcript for useful phrases and add these to their table.

Key (answers may vary):

Introducing your role / company:

- *I am a / the [job] for [company]*
- *I do [area of work] at [company]*
- *We deal with [company focus]*
- *I work for a company called...*
- *I [lead customer success] for a company that works in [field]*

Explaining your responsibilities

- *... my role is [verb + -ing]*
- *... what I am doing is [verb + -ing]*
- *I am [verb + -ing phrase] for [type of client]*
(*I am building solutions for insurance companies*)
- *My daily routine is to...*

B

This activity gives students the opportunity to understand and review key verb-noun collocations related to work duties. Students complete each phrase with a word from the box.

Key:

1. meet prospective clients
2. close deals
3. complete technical documents
4. promote our business
5. analyse data
6. manage a team

7. backfill roles / a role
8. check emails
9. build strategy documents
10. spend time in the office

Note: these are the most likely answers although there are other possibilities (e.g. manage data, build a team, etc.).

C

This activity helps students prepare for the *Communication focus*. It is a chance to personalise language related to job roles. If students lack ideas, you can feed in some further useful vocabulary here (see examples on the worksheet).

Communication focus

A

This activity enables students to replicate the interview from the video. They answered these questions at the start of the lesson, but now, they should have more ideas and structures to help them extend their speaking. Allow time for students to prepare a 30-second talk about the classmate they interviewed.

B

Students reflect on the information they heard / shared by discussing the questions.