



# THE WORKING DAY



Scan to review worksheet

Expemo code:  
15QV-F7JF-6NAG



## 1 Warm up

Match the words and pictures showing different jobs.

actor/actress  
police officer

doctor  
shop assistant

journalist  
student

nurse  
teacher



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



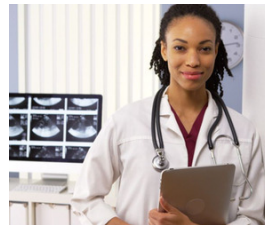
4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

- Which job(s) help people?
- Which job(s) can you do at home?
- 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 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 \_\_\_\_\_<sup>1</sup> in Tokyo. "I'm a journalist for an English language magazine and I \_\_\_\_\_<sup>2</sup> about life in Japan." Every morning, he \_\_\_\_\_<sup>3</sup> early, and \_\_\_\_\_<sup>4</sup> home at 6:45. "I \_\_\_\_\_<sup>5</sup> breakfast there's no time. My home is very far from my office and I \_\_\_\_\_<sup>6</sup> to work two hours later." He \_\_\_\_\_<sup>7</sup> work at six. "My wife \_\_\_\_\_<sup>8</sup> before eight - she's a doctor. \_\_\_\_\_<sup>9</sup> she \_\_\_\_\_<sup>9</sup> hard? Oh yes!" They \_\_\_\_\_<sup>10</sup> dinner and \_\_\_\_\_<sup>11</sup> 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?

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