

# 14 How Do You Get to Work?

## Getting Around

**Target patterns:** By car, by train, on foot . . .  
How do you get to . . . ?  
It takes . . . / She takes . . .

**Communication skills:** Describing how we get around  
Work routines  
Directions using public Transport

**Language sets:** Types of transportation  
By car, by train, on foot . . .  
Drives, walks . . .

### Warm Up Getting to Work/School

Have a natural conversation with the students. Slip the questions “*How do you get to school/work?*” and “*How long does it take?*” into the conversation in a natural way. Then, encourage the students to ask each other the same questions about themselves, family members, and friends.

### How Long Does It Take?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Does he sometimes ride his bike and sometimes walk?*

*How long does it take by bike?*

#### Follow-up questions

*How do they go to work?*

*How long does it take?*

*How do you go to work or school?*

*How long does it take?*

#### Comprehension—Personalization

T: *How does Jin-Woo get to work?*

S1: *He goes by car. (He drives.)*

T: *How long does it take?*

S2: *It takes an hour and a half.*

T: *How does Manuel get to work?*

S3: *He sometimes rides his bike (goes by bike) and he sometimes walks (goes on foot).*

T: *How long does it take?*

S4: *By bike it takes about 15 minutes, and on foot it takes about half an hour.*

The students then ask the same pair of questions in a chain around the class.

### Personalization

The students guess how people they know or famous people go to work/school. Students can take turns to ask “*How does . . . go to school/work?*”

### Warm Up Natural Conversation

Have a natural conversation with the students about their daily lives. Lead them toward some of the language in the dialog, such as “*What time do you . . . ?*” “*I sometimes . . . , but . . .*” “*I . . . from . . . until.*” Then, in pairs or groups, the students have free and natural conversations about their daily lives.

### What Time Do You Get Home?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*What does he sometimes have after work?*

*Why is he lucky?*

#### Follow-up questions

*What time do you think they usually get home?*

*What time do you usually get home?*

#### Comprehension—Personalization

T: *Manuel sometimes has a massage after work.*

Class: *No! He sometimes has meetings after work.*

T: *What do you sometimes do after school/work?*

S1: *I sometimes . . .*

*What do you sometimes do after school/work?*

S2: *I sometimes . . .*

T: *He always gets home before two o'clock in the morning.*

Class: *No! He always gets home before seven thirty.*

T: *What time do you get home?*

S3: *I always/usually get home . . .*

*What time do you get home?*

S4: *I always/usually get home . . .*

T: *Jin-Woo works from six o'clock in the morning until one o'clock in the morning.*

Class: *No! He works from eight thirty in the morning until about ten thirty at night.*

T: *What time do you start and finish work/school?*

S5: *I work/study at school from . . . .  
What time do you start and finish work/school?*

S6: *I work/study at school from . . . .*

### Personalization

Students take turns to make untrue statements about the daily routines of friends or famous people. The other student(s) tries to either correct the statement or make a more accurate guess, using the pattern “No, I think . . . .” Encourage the students to use humor.

## Word Building

### How Do They Go to Work/School?

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

*I go to work by bus.*

*I don't go to work by subway.*

*I'd like to go to work by helicopter.*

## Controlled Practice

### Getting to Work

The students make two sentences about each picture.

#### Sample answers

1. *She goes to work by bus.*

*She takes a bus to work.*

2. *He goes to work on foot.*

*He walks to work.*

3. *She goes by train to work.*

*She takes a train to work.*

4. *He goes to work by bicycle. (bike)*

*He rides a bicycle (bike) to work.*

5. *He goes to work by car.*

*He drives to work.*

6. *She goes to work by scooter.*

*She rides a scooter to work.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

*One of my friends walks to school.*

*Another of my friends goes to school by taxi.*

*My teacher goes to school by train.*

## Warm Up

### Public Transportation

Ask the students how to get to local places by public transportation from where they are now. The students then do the activity in pairs or small groups.

Encourage them to ask natural follow-up questions like “How long does it take?” or “How far is the bus stop from here?”

## How Do I Get to the Central Bank?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Where is the bus stop?*

*How long does it take to the Central Bank?*

#### Follow-up questions

*What bus does he take to the Central Bank?*

*What bus do you take to the station?*

*How far is it from the station to the bank?*

*How far is it from your home to the station?*

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

Students ask each other how to get to nice places in the area. Wherever possible, they give directions using public transportation.

## Communication Activities

### A. Lifestyles

The students look at pictures of people and imagine their lifestyles. Encourage the students to say whatever they want.

### B. Where Is It?

Have a natural conversation with the students about their daily lives. Lead them toward some of the

language in the dialog on page 89, such as “*What time do you . . . ?*” “*I sometimes . . . , but . . .*” “*I . . . from . . . until.*” Then, in pairs or groups, the students have free and natural conversations about their daily lives.

### C. Schedules

Each student has a schedule with information that is half-filled in, and some questions that need answering.

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## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

### Sample answers

#### Mixed questions

1. *I like friendly people.*
2. *Blue shirts look good on me.*
3. *I can speak Korean, Japanese, and a little English.*
4. *I'm a student.*
5. *I usually watch TV.*

#### Puzzle sentences

1. *Whose painting is this?*

2. *Would you like to have dinner with us?*
3. *Let's go to a movie this afternoon.*
4. *Sachiko travels all over the world.*
5. *Marc never gets home before midnight.*

#### You

1. *I think cats are cute.*
2. *I can play the piano.*
3. *I look fantastic.*
4. *I work in a bank.*
5. *I never get up late.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.