

## Daily Routines

**Level:** Advanced

**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 three of the speakers in the table provided. Check the information as a class, then 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:**

*Company* — Invoke

*Responsibilities* — Reporting, Building solutions for insurance companies and banks

**Kristina:**

*Role / Department* — Sales and Marketing

*Company* — Invoke

*Responsibilities* — generate new prospects, negotiate and close deals, promote the business in the UK

#### B

Students watch the second part of the video, (people describe a typical day at work) and answer questions on the daily routines / responsibilities of each employee.

#### Key:

1. varied
2. at the office, on client site
3. technical documents
4. learning, finding out about technology
5. two or three days
6. financial quarter
7. two weeks
8. changes according to situation

#### C

This activity focuses on the meaning of the video content and encourages students to make connections between new and existing information. Draw attention to the prompts and share an example of how the first prompt (creativity) might be associated/related to the employees:

*I would associate creativity with Prad. He said that he has to play around with technology – maybe that means that he has to think of creative solutions using tech tools. I'd also say that Chris' role might include creativity – you might need to be creative to make Powerpoint presentations look good. What do you think?*

Students follow a similar process for each topic. This activity is a chance for students to personalise the content and connect with it in their own way.

#### D

Students discuss the question. This further personalises the video content.

## Language focus

### A

This activity draws attention to the features of an effective response when explaining your job role. Students work through the guided language task, then share ideas with a partner.

### Key:

1. The three steps followed are:
  - Vivek shares his job title and the company he works for.
  - He outlines the purpose of the company, in general terms only
  - He explains his specific role at the company in general terms, mentioning some responsibilities.
2. Vivek avoids overly specific and technical information. Instead, he gives quite a broad overview of the company and his role.
3. As well as being quite general, Vivek is not too formal. He comes across as quite personable – especially when considering his body language as well (playing this part of the video again may support students in answering this question)
4. **a.** Mainly, primarily = predominantly.  
Actually but not officially = effectively  
**b.** These adverbs tell us more about the actions Vivek describes. In this context, they act as signposting words – they help highlight the most important or essential details of Vivek’s explanation.  
When simplifying complex or detailed information, as Vivek does well, we could use adverbs like ‘basically’, ‘essentially’, ‘effectively’, or ‘predominantly/primarily’. These help draw attention to key points.

### B

This activity gives students the opportunity to apply some of the language features they have noticed and identified through Language focus A.

### C

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. make phone calls to / 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).*

### D

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 structure to help them further extend their speaking. Allow time for students to prepare for the speaking task. Draw attention to task B to promote active listening.

### B

Students note down feedback for their partner. Encourage them to include strengths and areas for improvement. They then share their feedback. If time allows, they can explore the areas for improvement. with their partner.

### C

Students create a job description for their partner. They could then discuss with their partner if it is similar to their real job description.