

ENGLISH EXPRESS

My Busy Day



Beginner level

Suitable for all ages including adults

- > Read about what people do every day
- > Easy sentences with pictures
- > Great for learning verbs

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Bernard Miles

Preview copy with 3 free chapters

English Express: My Busy Day

Preview Copy

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About this Book: Information for Teachers

The Students: All Ages Including Adults

The book is suitable for all ages including adults, teenagers and younger learners.

English Level: Beginner

The book is suitable for students at beginner level. It uses simple and predictable sentence structures. To assist with comprehension, there is an image to accompany every sentence.

With reference to the Common European Framework of Reference for Languages (CEFR), this book aligns to level A1.

With reference to the Australian Core Skills Framework (ACSF), this book may be suitable for students at Pre-level 1B and Level 1.

You can adjust the level of support that you provide depending on the students' level.

Structure of the Book

There are 36 chapters. In each chapter, a person describes what they do during their busy day. The chapters are not sequenced in order of difficulty, and they can be used in any order.

In each chapter, there are seven sentences which are all accompanied by an image. The first sentence uses the 'be' verb (e.g. *I am a bus driver.*). The following six sentences describe what tasks they do (e.g. *I drive the bus.*). The sentences are presented in the present simple tense.

There are 4 pages per chapter:

- **Task 1:** The task contains uncaptioned images, which can be used for discussion and activation of prior knowledge. If students are able to, they can answer the additional discussion questions at the bottom of the page.
- **Task 2:** Seven sentences are presented for reading practice. These can also be cut up for a matching activity. If students are able to, they can identify the parts of speech (noun, verb, pronoun, preposition, etc.).
- **Task 3:** Students write the sentences based on the given clues. This task uses a handwriting font instead of the regular font to assist students who are still developing their handwriting.
- **Task 4:** Students transform the sentences, re-writing them with a different pronoun, a different verb tense, or both. This provides good practice for subject-verb agreement and verb tenses. As an extension activity, students could also try to create questions and negative sentences. Task 4 can be quite difficult for some beginner-level students. If this is the case, they can just start with changing the pronoun (for example: *I am a bus driver.* → *He is a bus driver.*).

Note 1: Task 4 has some brief explanations and examples of verb tenses which are not exhaustive. They only explain the verb tenses in relation to the task (they are not full explanations of the verb tenses). For example, Task 4 explains that present simple is used for repeated actions (*I have meetings every day*). However, present simple is also used for situations that don't change (*I live in Australia*), feelings/senses/opinions (*I feel sick*) and it can also be used for future plans (*I have a meeting tomorrow*). You can explore the different uses of verb tenses when students are ready.

Note 2: When changing the tense of a sentence, some small adjustments may be required depending on the context. For example:

Present simple	Past simple
I fix computers. (every day)	I fixed computers. (in my last job)
	I fixed the computer. (yesterday)

Note 3: Students may require support with past tense verb forms, especially irregular verbs. There is a verb table at the end of the book.

Using the Book

The book is intended to supplement your learning program. It is not intended to be a core text. You can use the book any way you like. Here are some examples of how you could use it:

- You could integrate certain chapters with the topics in your learning program. For example, *Doctor* can fit into a 'health' topic, *Bus Driver* can fit into a 'transport' topic, *Real Estate Agent* can fit into a 'house hunting' topic, and so on.
- You could use the book to work towards grammar objectives. For example, if you are teaching past simple tense, you could pick any chapter, and in Task 4, ask students to produce sentences in past simple tense.
- You could use a systematic approach and dedicate a certain amount of time each week to do 1 or 2 chapters. Week after week, students can build up their vocabulary, grammar and reading skills. You could also use the book to develop speaking and pronunciation.

Tip: Students can use text-to-speech software to listen to the sentences. For example, if they open the book using the Microsoft Edge browser, they can use the 'read aloud' function. It has settings for adjusting the speed and also for changing the accent.

Printing and Sharing

Hard-copy printing: You can print hard-copies for your own students. The pages can be printed in either colour or greyscale. The content is not dependent on colour, so greyscale printing can be used to save on printing costs.

PDF printing: You can distribute PDF files to your own students. You can distribute PDFs via a secure, private method (e.g. email, student portal, secure link), but not on a public website or on social media. You may prefer to select a limited range of pages to save/print to PDF, rather than sharing the entire book all at once. (Instructions: 1. Open the eBook. 2. Go to 'print'. 3. Select 'save as PDF'. 4. Select the page range you want to save. 5. Give the new file a name and select the location where you want to save it. 6. Send it to your students via email or other method. Note: These instructions may vary slightly depending on the PDF viewer you are using.)

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Aged Care Nurse

Similar job title:
Assistant in Nursing (AIN)

Aged Care Nurse

Task 1



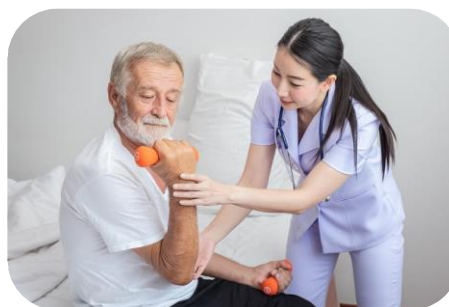
I am an aged care nurse.

Look at the pictures. What can you see?

1



2



3



4



5



6



Where do aged care nurses work?
Who do they help?
Is it a good job? Why?

Read the sentences.

	<p>I am an aged care nurse.</p>
	<p>I help people walk around.</p>
	<p>I help people do exercise.</p>
	<p>I give food to people.</p>
	<p>I give medicine to people.</p>
	<p>I check people's blood pressure.</p>
	<p>I write reports.</p>

Can you find a verb noun pronoun preposition determiner ?

Write the words in order. Example:

aged care nurse an I am . → I am an aged care nurse.



aged care nurse an I am .



walk around help I people .



people help do exercise I .



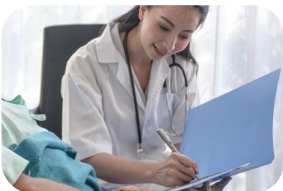
food I give people to .



give I to medicine people .



blood pressure check I people's .



reports write I .

Write sentences. Choose how to write the sentences:

- Use the **present simple** for actions that repeat. (I write reports every day.)
- Use the **past simple** for actions in the past. (I wrote reports yesterday.)
- Use the **present continuous** for actions happening now. (I am writing reports now.)
- Use the **imperative** for instructions or requests. (Please write the report.)



	<input type="checkbox"/> Present simple	<input type="checkbox"/> Past simple	<input type="checkbox"/> Present continuous	<input type="checkbox"/> Imperative
<input type="checkbox"/> I	I write reports.	I wrote reports.	I am writing reports.	
<input type="checkbox"/> You	You write reports.	You wrote reports.	You are writing reports.	Write the report.
<input type="checkbox"/> She	She writes reports.	She wrote reports.	She is writing reports.	













Next, make questions (Do you write reports every day?) or negative sentences (I don't write reports every day.).

Barista



I am a barista.

Look at the pictures. What can you see?

1



2



3



4



5




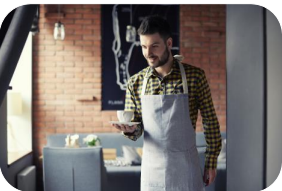
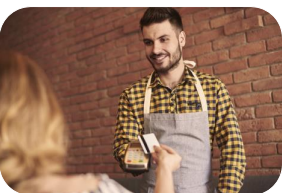




6



Where do baristas work?
What equipment do they use?
Is it a good job? Why?

Read the sentences.

	I am a barista.
	I take orders from customers.
	I make coffee.
	I serve coffee to customers.
	I charge customers.
	I wipe the tables.
	I wash the dishes.

Can you find a verb noun pronoun preposition determiner ?

Choose the correct words. Write the sentences. Example:

I am are a barista. → I am a barista.



I am are a barista.



I take orders coffee from customers.



I cook make coffee.



I serve write coffee to customers.



I pay charge customers.



I wipe take the tables.



I wash the coffee dishes .

Write sentences. Choose how to write the sentences:

- Use the **present simple** for actions that repeat. (I make coffee every day.)
- Use the **past simple** for actions in the past. (I made coffee yesterday.)
- Use the **present continuous** for actions happening now. (I am making coffee now.)
- Use the **imperative** for instructions or requests. (Please make some coffee.)



	<input type="checkbox"/> Present simple	<input type="checkbox"/> Past simple	<input type="checkbox"/> Present continuous	<input type="checkbox"/> Imperative
<input type="checkbox"/> I	I make coffee.	I made coffee.	I am making coffee.	
<input type="checkbox"/> You	You make coffee.	You made coffee.	You are making coffee.	Make some coffee.
<input type="checkbox"/> He	He makes coffee.	He made coffee.	He is making coffee.	













Next, make questions (Do you make coffee every day?) or negative sentences (I don't make coffee every day.).

Builder

Similar job title:
Construction Worker

Builder

Task 1



I am a builder.

Look at the pictures. What can you see?

1



2



3



4



5










6



What do they build?
What do they wear to be safe?
Is it a good job? Why?

Read the sentences.

	<p>I am a builder.</p>
	<p>I measure the wood.</p>
	<p>I cut the wood.</p>
	<p>I put the wood on the floor.</p>
	<p>I mix the cement.</p>
	<p>I lay the bricks.</p>
	<p>I paint the walls.</p>

Can you find a verb noun pronoun preposition determiner ?

Write the sentences. Put spaces between the words. Example:

Iamabuilder. → *I am a builder.*



Iamabuilder.



Imeasurethewood.



Icutthewood.



Iputthewoodonthefloor.



Imixthecement.



Ilaythebricks.



Ipaintthewalls.

Write sentences. Choose how to write the sentences:

- Use the **present simple** for actions that repeat. (I mix the cement every day.)
- Use the **past simple** for actions in the past. (I mixed the cement yesterday.)
- Use the **present continuous** for actions happening now. (I am mixing the cement now.)
- Use the **imperative** for instructions or requests. (Please mix the cement.)



	<input type="checkbox"/> Present simple	<input type="checkbox"/> Past simple	<input type="checkbox"/> Present continuous	<input type="checkbox"/> Imperative
<input type="checkbox"/> I	I mix the cement.	I mixed the cement.	I am mixing the cement.	
<input type="checkbox"/> You	You mix the cement.	You mixed the cement.	You are mixing the cement.	Mix the cement.
<input type="checkbox"/> He	He mixes the cement.	He mixed the cement.	He is mixing the cement.	













Next, make questions (Do you mix the cement?) or negative sentences (I don't mix the cement.).