



INTRODUCTION TO WORKPLACE ESSENTIALS

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Vocabulary for introductions (Hi, my name is ____), vocabulary for talking about learning goals (I want to learn about ____, I'm here because ____.)

Language/Culture Point: Students will review topics that they will learn in the English @ Work Workplace Essentials course

Objective: Students will get to know each other better and have an understanding of what they'll learn in the workforce preparation course

Materials: Authentic materials (personal items related to hobbies and favorite activities), blank paper (either white or construction), pens/pencils, Workplace Essentials syllabus

Materials for Instructor to Bring: Personal items about hobbies and favorite activities (photos, realia, etc.)



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Welcome students to class by greeting each one as he/she enters. Say, "My name is ____." What's your name?" When the student responds, say, "Welcome, nice to meet you." Model smiling, shaking hands, and looking people in the eye.

STEP 2: MINI PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5 minutes	- Personal items	- Authentic materials

**INTRODUCTION TO WORKPLACE ESSENTIALS****TEACHING ACTIVITY**

1. Have a few items to represent what you do at work, why you like teaching, and your favorite hobbies or activities. Briefly show your items as you tell students a little bit about yourself. For example, “It’s nice to meet all of you! I am going to be your teacher. My name is _____. I like to _____ and _____. I like teaching because _____.”
2. Thank students for coming to class.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Personal items	- Authentic materials

TEACHING ACTIVITY

1. Find out what you have in common with students. For example, if you have a family photo with your children, point to them and ask, “Do any of you have children?” Similarly, if you have pets, point to a picture and ask, “Who else has a pet?” Act naturally as you make a bit of small talk. The goal is to help students feel like they know who their teacher is and get comfortable in the classroom.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Paper and markers	- Authentic materials

TEACHING ACTIVITY

1. Tell students, “Let’s introduce ourselves! Today we will learn each other’s names.” Take out a piece of construction paper. Show students how to fold it into thirds to make a name tent.
2. Write your name on the tent in large letters, saying each letter aloud. For example, “My name is Helen. H-E-L-E-N.” On the opposite side of the tent, write a simple sentence about why you are in this class, such as, “I want to learn about how to get a job in _____ (write specific field).”



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3. Walk up to a student and say, “Hi! My name is _____. And yours?” When the student responds, say, “Nice to meet you!” Model this with another student. Vary the expressions you use, such as substituting “What’s yours?” and “What’s your name?” for “And yours?”

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Paper and markers	- Question asking and answering

TEACHING ACTIVITY

1. Give students 5-7 minutes to make their own name tents, with name on one side and on the other side, a sentence about why they’re in class. Write a sentence frame or two on the board to guide them, such as “I’m here because _____. I want to learn how to _____. I want to learn about _____.”
2. Have the two students you practiced with now introduce themselves to each other, for example:
A: “My name is _____. I want to learn about _____. How about you?”
B: “My name is _____. I’m here because _____. Nice to meet you!”

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Name tent	- Question asking and answering

TEACHING ACTIVITY

1. Ask students to stand up, walk around, and meet other students using sentence frames in step 5.

STEP 7: INTRODUCTION TO WORKFORCE PREP SYLLABUS

Time Frame	Materials	Teaching Strategies
40 minutes	- Workforce Prep Syllabus	- Question asking and answering



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TEACHING ACTIVITY

1. Distribute copies of the English @ Work Workplace Essentials syllabus and go over objectives for each course. Ask students questions about some objectives and elicit answers.
2. Invite students to ask questions. If questions are not immediately relevant to syllabus, write them down on the board and come back to them later.
3. Ask students to share which lesson topics and objectives match what they hope to learn in class.
4. Tell students about the class schedule, expectations, and any other logistical details.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Workforce Prep Syllabus	- Question asking and answering

TEACHING ACTIVITY

1. As each student leaves the room, talk with them and ask what they hope to learn in class. Direct them to sentence frames from step five to answer your question.