



COMMON WORKPLACE TASKS

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: "I'm here to _____." "Anything else?"

Language/Culture Point: future tense with "will" vs. "going to"

Objective: Students will be able to say what they are doing at work and ask if there is anything else they need to do

Materials: Index cards (Workplace task cards), Student pages

Preparation: Lesson 13 requires students to create workplace task cards to be used throughout the lesson. After the lesson is complete, the instructor should collect these task cards to be used in future lessons.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes		- Brainstorming, predicting

TEACHING ACTIVITY

1. Draw a picture of someone doing a task at work and ask the students what the person is doing. You can also act it out, if necessary.
2. Write the students' responses next to the picture.
3. Continue with a few more tasks the students do at work.
4. Ask students if there are other things they do at work.
5. As students respond, write their answers on the board and have them demonstrate the task.

**COMMON WORKPLACE TASKS****STEP 2: MINI-PRESENTATION WITH PROMPT**

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Pretend you are an employee at the business where your students work. Act out a typical day, specifically talking to a customer/supervisor/coworker (as appropriate to the students' job). Tell them what you are going to do and ask if there is anything else they need.
2. Act out the scenario two or three times as needed.

STEP 3: COMPREHENSIVE CHECK

Time Frame	Materials	Teaching Strategies
10 minutes		- TPR

TEACHING ACTIVITY

1. Have the students stand up and begin to tell your story again.
2. Prompt the students to act out the tasks with you.
3. Tell the story again, but this time do not act out any of the tasks. Allow the students to demonstrate as you tell the story.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
15 minutes	Index cards (workplace task cards)	

TEACHING ACTIVITY

1. Pass out index cards to the students.

**COMMON WORKPLACE TASKS**

2. Have students create workplace task cards for all the tasks mentioned thus far in the lesson. They may also include any other tasks they think of while working.
3. Each card will have a picture on one side and the word on the other side.
4. After students finish making their cards, tell them that today you are going to practice telling a customer/supervisor/coworker what you are going to do and asking if they need anything else.
5. Write several examples of sentence frames on the board, such as “I’m going to ____, is there anything else I can do?” “I am here to ____. Would you like anything else?” “I’m here to ____. Is that all, or do you need anything else?”
6. Borrow one student’s workplace task cards and draw two to show to the class.
7. Demonstrate talking to a customer and telling them the two tasks you are going to do.
8. Ask if there is anything else and then switch sides and draw another card. Say, “Okay, I will _____ for you.”

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Workplace task cards	- Round Robin

TEACHING ACTIVITY

3. Prompt the student to draw one card and ask you to do the task. Tell the student, “Okay I will _____.”
4. Have the next student draw two cards and prompt him or her to tell the student next to them what he or she is going to do and ask if there is anything else.
5. That student will draw one card and ask the student to do the one task.
6. Continue around the room to ensure understanding.

**COMMON WORKPLACE TASKS****STEP 6: SMALL GROUP WORK**

Time Frame	Materials	Teaching Strategies
15 minutes	- Workplace task cards	- Line dialogue

TEACHING ACTIVITY

1. Have students stand in two lines facing each other.
2. One line will be the employee and will draw two tasks. The other line will be the customer and will draw one task.
3. The employees will tell the customers what they are going to do and ask if there is anything else. The customer will ask the employee to do additional task.
4. One line will rotate until they are back in their original position.
5. Then, the two lines will change roles and practice again.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Using one of the conversations you overheard from the students, write the last three lines on the board. For example:
A: Is there anything else you need?
B: Yes, please take out the trash.
A: Okay, I will take out the trash.
2. Underline “I will” and ask the students if they know what it means.
3. Explain that “will” shows future. Ask if students know another way to show future.
4. Many students will likely already know “going to” and will want to know the difference between “will” and “going to.”



COMMON WORKPLACE TASKS

5. Explanation: We use “going to” for a planned event. “I am here to take out the trash.” I planned this before I came. It is something I do every day. It is my job.
6. “Ok, I will mop the floor.” You asked me to do this, so now I will do it. I did not planto do it before you asked me.
7. Direct students to the blank page in their books. Guide students in writing short dialogues using “going to” and “will” in the correct places. You can use the same format for each dialogue and simply change out the tasks. For example:

Employee: Hi. My name is Alexia. trash. Is there anything else?

Customer: Yes, please clean the bathroom. Employee: Okay, I _clean the bathroom.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes		- Games, charades

TEACHING ACTIVITY

1. Divide students into two teams.
2. One person from one team will draw a workplace task card and demonstrate it for his or her team.
3. If the team cannot guess the task, the other team gets a chance.