**Learning Workplace Vocabulary**

**Materials**

* Whiteboard, easel paper, or overhead transparency to record words and phrases generated in group brainstorm
* Either ask students to copy the entire list that is generated, or while they are working in small groups on their skits (Part II) transfer the list to a handout and make copies to distribute to each student.
* Pictures of people at work and tools and pictures of tools and materials associated with various occupations

**Part I**

**Brainstorm**

1. Open the lesson with a set of pictures depicting people at work at different types of jobs, including the types of jobs where your students work.
2. Then ask each student where they work and what their job is called. Next pose some questions like: “what are some ways to guarantee success on a job?” List their answers on the board or not. They undoubtedly will mention speaking English better, if they don’t, ask if it’s also a key to success.
3. Ask the class to tell you some English words, phrases or questions that they use on their current or former jobs in America and record their answers on the board.
4. Explain that homemaker is considered a job, even though there is no paycheck attached.
5. Listen for phrases like: “See you tomorrow. Can I take my break now? Can I take your order? Can I help you?”
6. When the responses begin to slow, ask each student for an English phrase or word that they use at work.

**Part II**

**Small Group Skits**

1. Divide the class into groups of 4.
2. Appoint a student to facilitate the group
3. Explain that each group will develop a very short (5 minutes) workplace skit using phrases and words the group generated in the brainstorm, plus whatever text they add to it.
4. Ask each group to share this skit with the rest of the class.
5. You might have the class vote for their favorite skip and give the winning group a ‘drama award’.
6. You might also invite another class in to be an audience for the skits.
7. For homework, ask students to try to practice using some of the words and phrases generated in class at their workplaces (or in some other real-life situation) over the coming days.

**Part III**

**Journal Writing Activity**

1. In the next class, ask students to list some of the new English words and phrases that they practiced using in real-life situations since the last class.
2. Then ask them to write 1-2 sentences about the situation in which they used the word or phrase.
3. If they didn’t have a chance to practice they can create a situation in which they used new English words and write about that.
4. With a partner ask each student to read what they wrote.