



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

294, rue Albert Street, Suite/Pièce 400, Ottawa, Ontario K1P 6E6
Tel./Tél. 613-230-7729 | Fax/Téléc. 613-230-9305
info@language.ca | www.language.ca



Making Requests in the Workplace

A CLB 3-4 Module with
Teaching Materials

Classroom-ready resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Goal setting and learning reflection tools
- ✓ Reference list of additional resources

Development Team:

Emily Albertsen

Anne Hajer

© 2021 Centre for Canadian Language Benchmarks The copyright holders give permission for users of the document to make copies of selected pages for educational use within their organizations. For any other copying or distribution, permission must be received in writing from:

Centre for Canadian Language Benchmarks 294 Albert Street, Suite 400, Ottawa, Ontario, Canada K1P 6E6 613-230-7729 | info@language.ca | www.language.ca

The following icons in this module are from the Noun Project:



Car by Anup from the Noun Project



Pickaxe by farra nugraha from the Noun Project

Table of Contents

How to Use the Module Package	1
Module Plan	3
ESL Learners with Literacy Needs.....	5
Additional Teacher Resources	6
Introducing the Module to the Class.....	7
Goal Setting: Making Requests in the Workplace	9
Vocabulary: A Teacher’s Resource	11
Vocabulary-building Activities	12
Learning Reflection: End of Module	13
Listening: Skill-Building and Skill-Using Activities	14
Listening to Requests: Introduction	15
Listening for Reasons	18
Listening to Requests and Reasons	22
Speaking: Skill-Building and Skill-Using Activities	26
Making Requests	27
Giving Reasons	29
Making Requests and Giving Reasons	31
Reading: Skill-Building and Skill-Using Activities	34
Reading Strategies: Skimming and Scanning	35
Understanding a Workplace Notice	38
Reading a Staff Room Notice	40
Writing: Skill-Building and Skill-Using Activities	43
Using Modals.....	44
Analyzing an Email Request	46
Writing an Email Request.....	48
Assessment Tasks	51
Preparation for Assessment Tasks	52
Listening to Requests and Reasons.....	54
Making Requests and Giving Reasons.....	56
Reading a Notice at Work	58
Writing an Email Request.....	62

How to Use the Module Package

This module includes activities for a unit on *Making Requests in the Workplace* for CLB levels 3 and 4. There are suggestions for introducing the topic as well as handouts for goal setting, vocabulary building and an end-of-module learner reflection. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as two-level assessment tasks for each of the four skills. Audio files supporting this module are included and posted separately.

Some Notes about this Module Package:

1. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.



Skill Building Activity



Skill-using Task



Assessment Task

2. The activities are listed by skill, but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. When planning, also consider skills that have been addressed in previous modules, and how they could be recycled in the current module to “allow learners to transfer their learning to new situations and to demonstrate some of the key competencies in new contexts¹”.
3. Modules can include interrelated real world task goals where the skill-building activities in one skill area (e.g., Listening) support the development of language skills in another (e.g., Speaking).
4. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class. The *Additional Teacher Resources* section includes references to a sample of published resources with activities to support this module.
5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 3 and CLB 4 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 3 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 4. You might adjust the expectations and expect learners at CLB 4 to demonstrate greater mastery than learners at CLB 3 on the same activity.

¹ Integrating CLB Assessment into your ESL Classroom, 2017 <https://iclba.language.ca/>

6. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that if the skill-using and assessment tasks in a module are exactly the same for a skill, either one or the other can be included in learners' portfolios, but not both tasks.

Some Notes about Assessment within a PBLA Context:

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

- **In-the-moment feedback:** informal and on the spot feedback given to learners while they are doing a task to help them move forward.
- **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.
- **Formal assessment:** feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

For a fuller discussion of assessment strategies, see the current PBLA Practice Guidelines² (In the Portfolios section, select Feedback and Assessment from the side menu), and Integrating CLB Assessment into your ESL Classroom³ (in Chapter 2, Planning for Assessment).

² PBLA Practice Guidelines: <https://pblapg.language.ca/>

³ Integrating CLB Assessment into your ESL Classroom: <https://iclba.language.ca/>

Module Plan

Theme: Employment

Topic: Making Requests in the Workplace

Listening CLB Level: 3-4		Speaking CLB Level: 3-4	Reading CLB Level: 3-4	Writing CLB Level: 3-4
Real-World Task Goal(s)	Understand conversations in the workplace that include making requests and giving reasons.	Make simple workplace requests with reasons.	Read short, simple workplace notices.	Write a message to make a request.
Context/ Background Information	The use of polite language in the workplace; the idea that you can request time off or switch shifts with co-workers; understanding of what constitutes valid reasons for taking time off in Canadian workplace culture.			
CLB Competency Area(s) and Statements	Getting Things Done CLB 3: Understand expressions used in familiar everyday situations (such as requests, permission, and warnings). CLB 4: Understand short communication intended to influence or persuade others in familiar, everyday situations.	Getting Things Done Make and respond to an expanding range of simple requests and offers related to everyday activities.	Getting Things Done Get information from short business or service texts.	Getting Things Done Write short, simple business or service messages. <ul style="list-style-type: none"> • CLB 3: Messages are about five sentences. • CLB 4: Messages are about seven sentences.

Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Language Focus Items	<ul style="list-style-type: none"> • Modal verbs for polite requests (e.g., <i>can I, could I, would you</i>) • Workplace vocabulary related to requests and giving reasons (e.g., <i>day off, leave of absence, shift, schedule</i>) 	<ul style="list-style-type: none"> • Modal verbs for polite requests (e.g., <i>can I, could I, would you</i>) • Reasons with <i>have to</i> or <i>need to</i> • Workplace vocabulary (e.g., <i>schedule, day off, shift, absent</i>) • Yes/no question formation • Tone and intonation to sound polite when making requests; rise/fall intonation on question endings 	<ul style="list-style-type: none"> • Imperatives • Modal verbs (<i>must, have to</i>) 	<ul style="list-style-type: none"> • Email format • Modal verbs <i>can, could</i> for requests; <i>have to, need to</i> for reasons • Workplace vocabulary (e.g., <i>schedule, day off, shift, absent</i>)
Language and Learning Strategies	<ul style="list-style-type: none"> • Listening more than once • Listening for specific requests and reasons • Previewing questions before listening • Asking for repetition 	<ul style="list-style-type: none"> • Speaking clearly • Memorizing phrases for polite requests 	<ul style="list-style-type: none"> • Skimming for the gist • Scanning for specific information • Inferring the meanings of unknown words 	<ul style="list-style-type: none"> • Writing a first draft • Re-reading own writing to check for errors • Editing for specific errors, such as periods, capitals, or spelling
Assessment Tasks	Demonstrate comprehension of simple dialogues that include requests and reasons by answering comprehension questions.	Role-play making requests in the workplace and giving reasons.	Demonstrate comprehension of a simple workplace notice by answering comprehension questions.	Write an email to a colleague or supervisor to make a simple request in the workplace; give a reason.

ESL Learners with Literacy Needs

Within your class, there may be learners with literacy needs. You may find that their speaking and listening skills are higher than their reading and writing skills, or that they need more time and support for reading and writing activities. Refer to the considerations below for suggestions for supporting ESL literacy learners.

General Accommodations/ Considerations for ESL Learners with Literacy Needs

The following are some suggestions for supporting ESL Literacy learners:

- Elicit and record 'experience' stories from learners about making requests at work (Language Experience Approach).
- Read texts out loud as learners follow along.
- Emphasize oral practice as a way of developing vocabulary and reinforcing learning.
- Create a sight word wall with vocabulary related to the topic.
- Use picture/picture, picture/word or word/word matching to practise identifying vocabulary.
- Provide additional time to complete tasks and activities.
- Present the listening texts in segments with multiple repetitions.
- Encourage the use of additional supports such as dictionaries, word banks or phones during activities.
- Allow for oral responses (instead of written) on comprehension questions for the receptive tasks.
- Adjust the complexity of tasks or texts for skill-building and skill-using tasks so that they are easier for literacy learners. For example, texts for reading could include less information and reading comprehension tasks could have fewer questions, and require less writing.
- Break each skill-using task into small, manageable parts. Introduce each new part of the task slowly and gradually to ensure overall success. Have learners focus on particular aspects of a task instead of the task as a whole.

See the *CLB: ESL for Adult Literacy Learners (ALL)*⁴ document for additional strategies to help literacy learners complete Reading and Writing skill building activities and skill using tasks.

⁴ ESL for Adult Literacy Learners: <https://www.language.ca/product/clb-esl-for-adult-literacy-learners-all-pdf-e/>

Additional Teacher Resources

The Language Companion Stage 1:

My Canada: *Workplace Expectations* p. 27

Helpful English: *Asking for Help* p. 5



- Rajabi, S. (2008). *Step Forward Canada*. Oxford.
 - *On the Job*: p. 52
- Kita-Bradley, L. (2020). *The Active Reader 3*. Grass Roots.
 - *Relationships in the Workplace: Getting Along*: p. 31
- Adelson-Goldstein, J., & Shapiro, N. (2010). *The Oxford Picture Dictionary*. Oxford.
- Fuchs, M. & Bonner, M. (2010). *The Oxford Picture Dictionary*. Oxford.
 - *A Bad Day at Work*: pp. 186-187

Free Online Materials

- **Video Series:** *Paving the Way to Lasting Employment*, Kingston Literacy and Skills, 2012.

This free resource includes 12 short training videos and a 30-page instructor manual. It focuses on soft skills in customer service and retail jobs. The videos are hosted here: <https://www.youtube.com/user/klandskills/featured>. They are also embedded in live links (look for blue buttons) in the instructor manual, which also includes a video synopses and discussion questions: <https://klandskillsca.files.wordpress.com/2016/02/pavingtheway.pdf>
- **Audio Dialogues** (related to employment at CLB 3-4), Toronto Catholic District School Board Adult Education Program.

A YouTube channel with about 350 videos designed for use with adult ESL/LINC learners. Here is the link to the playlist for Employment CLB 3-4: <https://www.youtube.com/playlist?list=PLiRUQ45TuUqPyS5Uy8IbriXmeNraMkats>

Introducing the Module to the Class

There are many ways to introduce the module to learners. The following are two examples.

Warm-up Questions

1. Have learners discuss one or a selection of the following questions in small groups. Specific questions could be posted in different areas of the room, with groups assigned to those areas.
 - What kinds of requests can you make at work?
 - Who do you make requests of?
 - How do you introduce a request at work? What can you say?
 - How do you ask for something politely in English? What are some words or phrases you could use?
 - What is an acceptable reason to ask for time off? What are some reasons that are usually considered unacceptable?
2. Debrief with the whole class by alternating through each group. Ask them share their answers for some questions.

Using the Language Companion

After the discussion, follow up with a look at the Stage 1 Language Companion. Distribute the handout titled *Language Companion Search: Helpful English - Asking for Help and Offering Help*.

Have learners search the Language Companion for the answers in pairs. Provide assistance with unfamiliar vocabulary and navigating the text as needed. CLB 3 learners can be paired with CLB 4 learners, and as they finish, they can check their work with classmates. Learners could answer orally instead of writing.

Answer Key: Language Companion Search

Question	Answer
How can you ask for help in an emergency?	<i>Help!</i>
What kinds of emergencies might happen at work?	<i>I need help.</i> (Possible emergencies include someone injured on the job; someone having a health emergency; fire)
How do you ask for help?	<i>Excuse me, could you help me, please?</i> <i>Can you help me, please?</i>
What can you say to find something out?	<i>Could you please tell me ...?</i> <i>I'd like to know how to ...</i>
What are some things you can say to make sure you understand?	<i>(Could you) please repeat that?</i> <i>Let me see if I understand...</i> <i>So, in other words ...</i>

Language Companion Search: Helpful English – Asking for Help and Offering Help (p. 5)

Instructions: Work with a partner. Look in your Language Companion. Answer the questions.

Question	Answer
How can you ask for help in an emergency? What kinds of emergencies might happen at work?	
How do you ask for help?	
What can you say to find something out?	
What are some things you can say to make sure you understand?	

Goal Setting: Making Requests in the Workplace

Teaching Notes: Complete the goal setting activity after introducing the module to the class.

Set up:

1. Post a list of language skills that learners can develop in this module, such as:
 - Building vocabulary to make requests in the workplace
 - Listening to requests in the workplace, identifying the request and reason, and identifying polite language
 - Making polite requests orally with the following steps:
 - a polite interruption or statement to get someone's attention
 - a statement or phrase to introduce the request
 - a request
 - a reason for the request
 - Using reading strategies, such as skimming to get the main idea of a text, and scanning to find specific details
 - Reading a notice in the workplace
 - Writing an email that includes a greeting, a polite request, a reason, and a closing
2. Ask learners to think about which skills they want to focus on and improve. Have them complete their goal-setting sheets.
3. Have learners review their goals at the end of the module and think about the strategies they used to achieve these goals. Finally, have them brainstorm some next steps for further practice.

Goal Setting: Making Requests in the Workplace

Name: _____

Date: _____

Beginning of module goal setting:

In this module, I want to improve these skills:	What can I do to achieve these goals?

End of module review:

Date: _____

My goals:	Did I achieve my goals?	Were my strategies successful?
My Next Steps:		

Vocabulary: A Teacher Resource

The master list below includes some words and expressions that appear in this module. For skill-building activities, select the words that will be the most useful for the learners in your class.

Module Vocabulary		
<ul style="list-style-type: none"> • schedule • shift • appointment • effective immediately 	<ul style="list-style-type: none"> • leave of absence • permission • medical procedure • container 	<ul style="list-style-type: none"> • day/week/month off • interruption • vacation • request
Positions		
<ul style="list-style-type: none"> • supervisor • employee 	<ul style="list-style-type: none"> • co-worker • specialist 	<ul style="list-style-type: none"> • customer • shop manager
Workplace Actions		
<ul style="list-style-type: none"> • pick up • drop off • take time off • have time off • answer the phones • turn off 	<ul style="list-style-type: none"> • open • close • leave early • stay late • getting someone's attention • set/turn on (the alarm) 	<ul style="list-style-type: none"> • switch shifts • change my shift/schedule • check (something) • remove • lock • cover
Expressions		
<ul style="list-style-type: none"> • Can I talk to you for a minute? • Do you have a minute? • Have you got a minute? • Is this a good time? • Can I ask you something? 	<ul style="list-style-type: none"> • Could you help me with something? • I have something I wanted to ask you. • I have a big favour to ask. • Can you do me a big favour? • Is this a good time? 	

Vocabulary-building Activities

Use a variety of activities to help learners build their vocabulary. The following are possible activities to choose from:

1. **Explanations:**

Write the target words/phrases on the board. Ask a learner to choose one word and explain it to the class. The learner can explain using words, gestures, or even drawings. Continue to ask learners until all words have been explained.

2. **Making Connections:**

Ask learners whether they have heard the target words in the workplace. Ask learners which workplace each word might belong in (e.g., a restaurant, office, factory, warehouse, store.)

3. **Taboo:**

Play a version of word-guessing game *Taboo* with learners. Tell them you will describe one of the words without naming it. Divide learners into two teams. The team that guesses the word first earns a point. Continue playing until you have covered the targeted words. Then divide learners into small groups and have each group play *Taboo* with the vocabulary words.

4. **Finding Opposites:**

Write a workplace action on the board. Ask the learners to say the opposite action (e.g., pick up/drop off, leave early/stay late, open/close).

5. **Memory:**

Create word and definition cards. Copy and cut out a set of matching vocabulary with corresponding definitions. Place the set of cards face down on a table. Working in a small group, learners take turns selecting 2 cards to turn up. If it is a match, the learner draws again. If not, the next learner draws. Play continues until all cards have been paired.

Learning Reflection: End of Module

Name: _____

Date: _____

Think about the skills you practised in this module. Put a check in the column that describes your ability.

	Yes!	Need more practice.	This is hard!
I can use the topic vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen to requests and understand the reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make a request politely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can give a reason for my request.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can skim and scan for information in a text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand a workplace notice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write an email to make a request.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the most useful thing you learned in this module?

Which activity was the most difficult for you? How can you practise this skill more?



Listening

Skill-Building and Skill-Using Activities

Listening to Requests: Introduction.....	15
Listening for Reasons	18
Listening to Requests and Reasons	22

Teaching Notes: Requests can be simple (*Can you turn off the lights before you leave?*) or more complex depending on the degree of imposition. In this activity, learners practise listening to both types of requests.

Set Up:

1. In a class discussion, elicit examples of requests someone might make in the workplace (e.g., requests for a co-worker and requests from an employer). Write examples on the board (e.g., *Can you move that? Would you help me with this? Could I have the day off tomorrow?*).
2. Point out that polite requests often begin with a modal verb. Ask learners to find the modal verb in each phrase. Circle *would, can, could*. Note that the three modals can be used interchangeably but that *could* and *would* are slightly more formal and polite than *can*. Ask learners what they notice about the verb in the sentence when a modal is used. (It takes the simple form of the verb).
3. Distribute a copy of the listening transcript (on the page that follows) to each learner. Review vocabulary that may be unfamiliar (e.g., *shift*). Play each dialogue and have learners follow along using the transcript.
4. Engage learners in a discussion about the three conversations, noting similarities and differences. Talk about the relationship between speakers (Conversations 1 and 2 are co-workers; conversation 3 is a manager and a worker). Note that the first conversation is a simple, immediate request and is therefore more direct than the others; conversations 2 and 3 include an introductory sentence (e.g., *I have a favour to ask.*). Point out that these requests involve some kind of imposition. In the third conversation, Yoolin uses a polite phrase to interrupt or get the attention of her boss before making her request. Discuss the meaning and purpose of the expression *"Is this a good time?"*
5. Create a chart similar to the one below with some possible common expressions for making requests. Encourage learners to copy it in their notes for future reference.

Interrupting/Getting Someone's Attention	Introducing the Request	The Request
<ul style="list-style-type: none"> - Excuse me. Can I talk to you for a minute? - Do you have a minute? - Is this a good time? 	<ul style="list-style-type: none"> - Can I ask you something? - I have a favour to ask. - Can you do me a big favour? 	<ul style="list-style-type: none"> - Would you help me lift this? - Can you close for me tonight? - Could you switch shifts with me? - May I have a one-month leave of absence?

6. Distribute the handout for this activity. Play the 3 conversations again one by one and have learners complete the handout without looking at the transcript. Take up the answers as a class.

Transcript

Conversation 1:

Anton: Fabio, can you help me with these boxes? They're really heavy.

Fabio: Sure. Where do you want me to put them?

Anton: Right over there is fine.

Fabio: OK.

Anton: Thanks.

Conversation 2:

Silvia: Tyrone, could you do me a big favour?

Tyrone: Sure. What is it?

Silvia: I have to pick up my son at 11:00 and take him to a doctor's appointment. Would you answer the phones while I'm gone? It would be from about 10:30 to 2:00.

Tyrone: Of course! Not a problem.

Silvia: Thanks Tyrone!

Conversation 3:

YooJin: Hi, Jason. Is this a good time?

Jason: Sure, YooJin. How can I help you?

YooJin: I have a favour to ask.

Jason: Okay.

YooJin: Could I take next week off? I'm having some surgery on my hand and I'll need some time to rest.

Jason: Yes of course. I'll ask Lina to take your shifts.

YooJin: Thanks very much. I appreciate that.

Jason: No problem. I hope the surgery goes well.

Yoojin: Thanks.

Listening to Requests: Introduction, *continued*

Instructions: Listen to the three conversations. Check the expressions you hear.



Conversation 1: What did you hear?

Request:	<input type="checkbox"/> Could you help me with these boxes?
	<input type="checkbox"/> Can you help me with these boxes?
	<input type="checkbox"/> Would you help me with these boxes?

Conversation 2: What did you hear?

Introduction:	<input type="checkbox"/> Could you do me a big favour?
	<input type="checkbox"/> Can I ask you something?
	<input type="checkbox"/> I have a favour to ask.
Request:	<input type="checkbox"/> Can you answer the phones while I'm gone?
	<input type="checkbox"/> Could you answer the phones while I'm gone?
	<input type="checkbox"/> Would you answer the phones while I'm gone?

Conversation 3: What did you hear?

Getting Jason's Attention:	<input type="checkbox"/> Hi, Jason. Do you have time to talk?
	<input type="checkbox"/> Hi, Jason. Is this a good time?
	<input type="checkbox"/> Hi, Jason. Can I talk to you for a minute?
Introduction:	<input type="checkbox"/> Could you do me a big favour?
	<input type="checkbox"/> Can I ask you something?
	<input type="checkbox"/> I have a favour to ask.
Request:	<input type="checkbox"/> Could I take next week off?
	<input type="checkbox"/> Can I take next week off?
	<input type="checkbox"/> Would I be able to take next week off?

Teaching Notes: This activity involves listening to three different conversations. Choose any or all as appropriate for the learners in the class.

Set Up:

1. Brainstorm with learners common requests employees make to an employer or supervisor (e.g., for time off, for a shift change). Inform learners that requests that involve some kind of imposition on another person usually include a reason. Brainstorm possible reasons for asking for time off, and engage learners in a discussion about which reasons are acceptable and which are not acceptable (e.g., you need time off for a doctor's appointment or a medical procedure versus wanting time off to go shopping).
2. Point out that reasons can start with *I have to* or *I need to* and that we sometimes use *because* to expand on a reason.
3. Distribute the handout with the comprehension questions. Go over vocabulary in the transcript that learners may not be familiar with.
4. Have learners listen to the 3 conversations and answer the questions. Take up the answers as a class.

Note: See the transcript and answer key on the page that follows.

Transcript:

Conversation 1

A: Can you do me a favour?

B: Sure.

A: Can you give me the manager's telephone number? I need to ask her a question about the schedule.

B: Of course. Here it is.

A: Thanks.

Conversation 2

A: Bob, do you have a minute?

B: Yes.

A: I have a favour to ask.

B: Sure. What is it?

A: Can you close for me today? I have to leave around 3:00 this afternoon for a dentist appointment.

B: Sure, no problem.

A: Thanks

Conversation 3:

A: Hi Maria. Can I talk to you for a minute?

B: Yes, of course. Come on in.

A: I'd like to ask a favour. My mother is very sick and I'd like to travel home for three weeks to see her. I'd be gone from July 10th to the 31st. Would that be okay?

B: Oh, I'm so sorry to hear about your mother. Of course, you can go. I'll ask Marco to take your shifts.

A: Thank you so much. I really appreciate that.

Answer Key:

Conversation 1

1. c
2. b
3. b
4. a

Conversation 2

5. c
6. a
7. b
8. a
9. c

Conversation 3

10. b
11. c
12. a
13. c

Instructions: Listen. Circle the correct answer.

Conversation 1:

1. Which introduction did you hear?
 - a. Can I talk to you?
 - b. Is this a good time?
 - c. Can you do me a favour?
2. The request is _____.
 - a. to call the manager
 - b. to get the manager's telephone number
 - c. to get the manager's schedule
3. What is the reason for the request?
 - a. The worker is feeling sick.
 - b. The worker has a question about the schedule.
 - c. The worker has a doctor's appointment.
4. The worker said, " _____"
 - a. **I need to** ask her a question.
 - b. **I have to** ask her a question.
 - c. **Can I** ask her a question?

Conversation 2:

5. How does the worker get Bob's attention?
 - a. Is this a good time?
 - b. Can I have a minute?
 - c. Do you have a minute?
6. The worker introduces the request by saying, " _____".
 - a. I have a favour to ask.
 - b. Can you do me a big favour?
 - c. Can I ask you something?

7. What is the request?
 - a. Can you open for me today?
 - b. Can you close for me today?
 - c. Can you close for me on Monday?
8. The worker said, “_____”
 - a. **I have to** leave around 3:00.
 - b. **I want to** leave around 3:00.
 - c. **I need to** leave around 3:00.
9. What is the reason for the request?
 - a. doctor appointment
 - b. hair appointment
 - c. dentist appointment

Conversation 3

10. How does the worker get Maria’s attention?
 - a. Do you have a minute?
 - b. Can I talk to you for a minute?
 - c. Can you give me a minute?
11. The worker introduces the request by saying _____
 - a. Could I ask a favour?
 - b. Could you do me a favour?
 - c. I’d like to ask a favour.
12. What is the request?
 - a. take three weeks off
 - b. take two weeks sick leave
 - c. take someone’s shift
13. What is the reason for the request?
 - a. to go on vacation with her mother
 - b. to travel with a friend
 - c. to see her mother who is sick

Competency Area: Getting Things Done

Indicators of Ability: Identifies expressions related to requests; identifies key details, such as reasons; identifies speakers

Teaching Notes: Ensure that learners have had multiple opportunities to practise listening to conversations with requests and reasons before this skill-using task.

Set Up:

1. Distribute the task and review the instructions.
2. Ask learners to preview all the questions. Go over any unfamiliar vocabulary in the comprehension questions or in the listening text (e.g., payroll, open/close for someone).
3. Play the conversations one at a time. Repeat as often as needed.
4. Have learners answer the questions. Take up the answers as a class.

Assessment:

Choose the approach that best suits the needs of the learners, for example:

- Observation: Circulate the classroom and provide feedback to learners. Record observations on a simple class observation form.
- Collect tasks and mark them.
- Self-reflection: Reflect on the task with learners after they complete it. Are they still having difficulty with it? Would they like more practice with similar listening texts?

Transcript:

Conversation 1

Tom: Hi Mala, do you have a minute?

Mala: Sure Tom. What's up?

Tom: Can you do me a big a favour? Would you close for me tomorrow night? I need to leave early to pick up my wife from the airport.

Mala: I'm sorry. I can't. I have an appointment. Maybe Tony could close for you.

Tom: Okay. No problem. I'll ask him.

Conversation 2

Sam: Hi Lucia, is this a good time?

Lucia: Yes Sam, it is. How can I help you?

Sam: I have something I wanted to ask you.

Lucia: Of course. What is it?

Sam: My parents are coming from Mexico in September and I was wondering if I could take two weeks vacation to be with them.

Lucia: Of course. When are they coming?

Sam: They'll be here from September 5th to the 20th.

Lucia: Okay. I'll let HR know that you will be away during that time.

Sam: Thanks very much, Lucia. I really appreciate that.

Answer Key:

Conversation 1	Conversation 2
1. a	1. b
2. c	2. a
3. b	3. c
4. c	4. b
5. a	5. c
6. b	6. a

Name: _____ Date: _____

☐ CLB 3
☐ CLB 4

Instructions: Listen to each conversation. Circle the correct answer.

Conversation 1

1. Who is Tom talking to?
 - a. a co-worker
 - b. a supervisor
 - c. a friend
2. Tom says, "Do you have a minute?" What does he mean?
 - a. What time is it?
 - b. Do you have a watch?
 - c. Do you have time to talk to me?
3. How does Tom introduce the request?
 - a. I have a favour to ask you.
 - b. Can you do me a big favour?
 - c. Can I ask you something?
4. What is Tom's request?
 - a. He wants Mala to switch shifts with him.
 - b. He wants Mala to open for him tomorrow.
 - c. He wants Mala to close for him tomorrow.
5. What is Tom's reason for the request?
 - a. He needs to pick up his wife.
 - b. He needs to pick up his brother.
 - c. He needs to help at the airport.
6. Mala agrees to Tom's request.
 - a. True
 - b. False

Conversation 2

1. Who is Sam talking to?
 - a. a co-worker
 - b. a supervisor
 - c. a friend
2. How does Sam get Lucia's attention?
 - a. Is this a good time?
 - b. Do you have a minute?
 - c. Can I ask you something?
3. How does Sam introduce the request?
 - a. Can you help me with something?
 - b. Can I ask you something?
 - c. I have something I wanted to ask you.
4. What is Sam's request?
 - a. He wants a one-week vacation.
 - b. He wants a two-week vacation.
 - c. He wants a two-month vacation.
5. What is Sam's reason for his request?
 - a. He wants to travel to Mexico.
 - b. He wants to travel with a friend.
 - c. He wants to spend time with his parents.
6. What does Lucia say?
 - a. Yes
 - b. No



Speaking

Skill-Building and Skill-Using Activities

Making Requests	27
Giving Reasons	29
Making Requests and Giving Reasons	31

Teaching Notes: In the speaking activities, learners will practise making simple, informal requests as well as requests that involve somewhat of an imposition. They will also practise expressions to politely interrupt someone or get their attention, especially when it is a manager or a supervisor.

Set Up:

1. Review/discuss common phrases for introducing and making requests that learners listened to during the listening activities. Review the use of modals when making requests.
2. Distribute the activity on the page that follows and have learners read each of the phrases noting proper intonation.
3. Ask learners to cut out the sentence strips (and the headings). Working with a partner, first have learners arrange the sentences into the following three groups:
 - Interrupting politely/getting someone's attention
 - Introducing a request
 - Making the request

Then have them select one sentence strip from each group to create a short conversation making a request. Learners can practise the conversation with their partners, then make and practise additional conversations (either with their partner, or with a new partner.)

4. Ask each pair to perform one of their conversations for the class.

Additional Practice Suggestion:

Have learners practise substituting the requests provided on the cards with ones of their own. Circulate and provide feedback on pronunciation as needed.

Interrupting Politely or Getting Someone's Attention

Is this a good time?

Do you have a minute?

Can I talk to you for a minute?

Introducing the Request

Can I ask you something?

Will you do me a big favour?

I have a favour to ask.

Making the Request

Can you close for me tonight?

Could you switch shifts with me on Tuesday?

Can you answer the phones for me? I have to go to the washroom.

Can you show me how to use this machine?

Could you turn off the lights when you leave?

Could I borrow your key?

Would you check my pay last week?

Could I have next weekend off?

Could I take a one-week leave of absence?

Teaching Notes: This activity provides a good opportunity to discuss appropriate reasons for certain requests (e.g., asking for time off) in Canadian workplace culture. Consider discussing how much detail to include when giving reasons to a supervisor or co-worker, particularly around health or other personal issues.

Set Up:

1. Elicit a few requests from learners, and write them on the board. Discuss the importance of giving a reason for a request if some sort of imposition is involved. Brainstorm possible reasons for the requests listed on the board and write sentences using *have to* and *need to* (e.g., *I have to pick up my child from daycare*). Point out the use of an infinitive after *have to* and *need to*.
2. Engage learners in a discussion about appropriate (good) reasons and inappropriate (bad) reasons for workplace requests, such as asking for a leave, day off, or shift change. Also talk about how much detail learners should go into when giving reasons. Remind them that it is generally more appropriate to say “I am not feeling well” or “I am sick” than to give details about bodily functions or symptoms.
3. Hand out the activity and go through the instructions for Part 1. Give learners time to complete Part 1. Take up answers as a class.
4. Go through the instructions for Part 2. Have learners practise making requests and giving possible reasons with a partner.

Part 1

Instructions: Work with a partner. Draw a line to match each request to a good reason. Take turns making requests with your partner. Use *I need to* or *I have to* with the reason if appropriate. There is more than one possible answer.

For example: Can I take a day off? I **have to** go to the dentist.

Can you help this customer?

Could I have Friday off?

Will you call the supervisor for me?

Could you switch shifts for me?

Would you stay late for me tonight?

Could you print these reports for me?

ask her a question.

see a specialist.

check something in the back.

be in a meeting in 10 minutes.

take my son to the dentist.

take my mother to a medical appointment. She doesn't speak English.

Part 2

Instructions: Work with a partner. Take turns making the request and giving a good reason for each request. Remember to use *I need to* or *I have to* with your reasons.

Partner A

1. Will you switch shifts with me?
2. Could you call the supervisor for me?
3. Would you work late tonight?
4. Can you open for me tomorrow?
5. Can you close for me tonight?

Partner B

1. Could I have the week of the 15th off?
2. Will you switch shifts with me this weekend?
3. Can I take a day off on Tuesday?
4. Could I take a few days off next week?
5. Would you answer the phones for me for a few minutes?

Competency Area: Getting Things Done

Indicators of Ability: Interrupts politely; uses an appropriate introduction; uses a modal verb to make a request; gives a reason.

Set Up:

1. Organize the class into groups of three. Inform learners that they will alternate playing the following roles:
 - Worker
 - Co-worker or supervisor
 - Peer observer (to give feedback)
2. Explain the instructions for the role-play and expectations using the Indicators of Ability above. Ensure that the peer observer is clear about what to do and how to complete the feedback form.
3. Distribute the role cards on the next page: a request card for the learner making the request, a response card for the supervisor/co-worker and three peer feedback forms. Note that it may be easier to distribute the cards for role play 1 first, then distribute the second role play cards after learners complete role play 1.
4. Learners begin by determining who will play each role for role play 1. The learner making the request begins the role play. Learners doing the peer feedback will observe and complete the *Peer Feedback Checklist* for the person making the request only.
5. Once the first role play has been completed (with peer feedback), have learners switch roles so that each person has a chance to play each role.

Assessment:

Choose the approach that best suits the needs of learners, for example:

- This activity uses peer feedback. Ensure that time is given for peers to share and review feedback.
- Circulate and make observations during the role plays. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice. You may want to review the peer feedback.
- In a class discussion, have learners identify specific issues they feel they need more practice with.

Role play 1

Request Card 1: WORKER

Situation: You want to have Mondays and Wednesdays off every week until January because you are taking a course. Your partner is your supervisor. Make a request that includes:

- politely getting the supervisor's attention
- an introduction to the request
- the request
- the reason for the request

Response Card 1: SUPERVISOR

Situation: You are the supervisor. Your employee wants to have Mondays and Wednesdays off every week until January because they are taking a course.

Say "yes" to this request.

Role play 2

Request Card 2: WORKER

Situation: You want some help with a project because you can't get it finished on time. Your partner is your co-worker. Make a request that includes:

- politely getting your co-workers attention
- an introduction to the request
- the request
- the reason for the request

Response Card 2: WORKER

Situation: You are a worker. Your co-worker wants some help with a project.

Apologize and tell your co-worker that you already have too much work to do and won't be able to help this time.

Role play 3

Request Card 3: WORKER

Situation: You want to ask your partner to work your Monday shift because you have a doctor's appointment. Your partner is your co-worker. Make a request that includes:

- politely getting your co-workers attention
- an introduction to the request
- the request
- the reason for the request

Response Card 3: WORKER

Situation: You are a worker. Your co-worker wants you to work the Monday shift because they have an appointment.

Say "yes" to this request.

Peer Feedback: Making Requests and Giving Reasons

SU

Speaker: _____

CLB: ☐ CLB 3 ☐ CLB 4

Peer: _____

Date: _____

Put a check ✓

- ☐ Interrupts or gets someone's attention politely.
- ☐ Uses an appropriate introduction to a request.
- ☐ Uses a modal verb to make a request.
- ☐ Gives a reason.

Did the person speak clearly? Could you understand? Check ✓ one

☐ YES

☐ NEEDS WORK



Peer Feedback: Making Requests and Giving Reasons

SU

Speaker: _____

CLB: ☐ CLB 3 ☐ CLB 4

Peer: _____

Date: _____

Put a check ✓

- ☐ Interrupts or gets someone's attention politely.
- ☐ Uses an appropriate introduction to a request
- ☐ Uses a modal verb to make a request.
- ☐ Gives a reason.

Did the person speak clearly? Could you understand? Check ✓ one

☐ YES

☐ NEEDS WORK



Reading

Skill-Building and Skill-Using Activities

Reading Strategies: Skimming and Scanning	35
Understanding a Workplace Notice.....	38
Reading a Staff Room Notice.....	40

Teaching Notes: The notice on the next page can be used to practise skimming and scanning. Alternatively, it could be used as a reading comprehension activity (See the activity Understanding a Workplace Notice). Go through the notice together with learners in detail before giving learners the questions.

Set Up:

1. Brainstorm typical questions learners might ask themselves before reading a text. Write them on the board (e.g., *What is the purpose of the text? Are there important details I need to know? If so, what are they?*)
2. Inform learners that skimming and scanning are reading strategies that can help them find information quickly. In a class discussion, elicit situations where each strategy might be used. Provide learners with tips on how to skim and scan:

Skimming: move your eyes quickly down the page without reading every word; look at the title, sub-headings and formatting clues (e.g., bolded words, italics). All these text features provide a general sense of what the text is about.

Scanning: use key words and phrases to find specific details in the text. Filter out irrelevant information and search for the information you are looking for. Every single word isn't important to know and understand.

Part 1: Skimming

3. Distribute the text on the next page and ask learners to leave it face down. Inform them that they will have 10 seconds to skim the text quickly to get a general idea of what it is about. Remind them not to read every word but to look at the title and any key formatting features. Set a timer and tell them that when the timer sounds, they must turn their paper back over.
4. When the 10 seconds are up, take a few shout-outs about the purpose of the text.
5. Arrange the class into groups, and have each group come up with a list of three key details they remember about the text. Inform them that they have three minutes to make their list. Set the timer and when it goes off, go over the key details that each group recalled.

Part 2: Scanning

6. With papers still turned over, inform learners that they will race to find the answers to 6 questions by scanning the text. Instruct them to zero in on the key words they hear in the questions and shout out the answer once they find it. When ready to begin, instruct learners to turn the text face-up and start the race.
7. Read the questions below one at a time, and have learners quickly find the answers. After each question has been answered, quickly move to the next question.

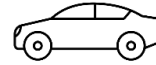
Additional Practice Suggestions:

- Look at the vocabulary together. Ensure learners understand the meanings of *shift*, *switch*, *shop manager* and *effective immediately*. Consider teaching strategies for understanding the meaning of unfamiliar words/phrases from the context.
- Have learners find a modal verb in this notice. The modals *can*, *could*, *have/need to* are used throughout this module (when giving reasons). This notice also uses *must*. Elicit the meaning of *must* and inform learners that *must* is stronger than *need to* and *have to*.
- Ask learners to circle the imperative verbs in the notice (*switch*, *tell*, *make*). Point out that the imperative mood does not use a subject. Ask learners to rephrase these sentences in the indicative mood with a subject (e.g., *You can only switch shifts if...*).
- Ask learners to work in pairs and have them orally summarize the notice for each other. Ask several of the pairs to share their summaries with the class.

Scanning Questions and Answers:

1. What is the name of the company?
Kay's Auto Garage
2. Who is the notice for?
All shop employees
3. What are the rules about?
Switching shifts
4. What MUST employees do?
Follow the rules (+ any of the bullet points)
5. For what reasons can employees change shifts?
When they are sick or have a medical appointment
6. Who approves the changes?
The shop manager

Kay's Auto Garage

***NOTICE to All Shop Employees*****Rules for Switching Shifts**

Too many employees are switching shifts without informing the shop manager. This makes it difficult to run the garage properly.

Effective immediately, all employees **MUST** follow these rules:

1. You can only switch shifts with another mechanic if you are sick or have a medical appointment. Changes for any other reasons must be approved by the shop manager.
2. You have to tell the shop manager about any changes.
3. After the shop manager approves a change, you cannot make any further changes.

Teaching Note: This activity uses the same notice as the previous activity but for the purpose of reading comprehension. It is best if learners have not done the previous skimming and scanning activity.

Set Up:

1. Distribute a copy of the notice on the previous page and the comprehension questions on the page that follows.
2. Learners can work in pairs or on their own to answer the questions.
3. Take up the answers as a class.

Answer Key:

1. b
2. b
3. a
4. c
5. a

Instructions: Read the notice. Answer the questions.

1. What is the name of the business?
 - a. Kay's Mechanics
 - b. Kay's Garage
 - c. Notice to All Employees
2. Who is this notice for?
 - a. the customers
 - b. all employees
 - c. the shop manager
3. Why is this notice important?
 - a. The shop manager needs to know who is working.
 - b. Not enough people are switching shifts.
 - c. It is easy to run the garage properly.
4. The rules are 'effective immediately'. This means _____.
 - a. they start in three days
 - b. they started last week
 - c. they start right now
5. For what reason can you switch shifts?
 - a. when you have a doctor's appointment
 - b. when you move to a new house
 - c. when you want a day off
6. Marta has an appointment with a lawyer. Can she change shifts?
 - a. Yes, if she gets permission from the shop manager
 - b. No, because it is not a medical appointment

Competency Area: Getting Things Done

Indicators of Ability: Demonstrates comprehension of the main idea and key details; make inferences

Set Up:

1. Distribute the handout on the following page and review the instructions together. Ensure that learners understand the meaning of the words *counter* and *container*. Review strategies for inferring the meaning of unknown words as needed.
2. Have learners read the notice and answer the questions.

Assessment:

Choose the approach that best suits the needs of the learners, for example:

- Collect tasks and mark them or consider having learners correct their own work. They should not erase their mistakes, but rather write in the correct answers in pen. Explain that this allows them to see their errors and learn from them.
- Self-reflection: Reflect on the task with learners after they complete it. Are they still having difficulty with it? Would they like more practice?

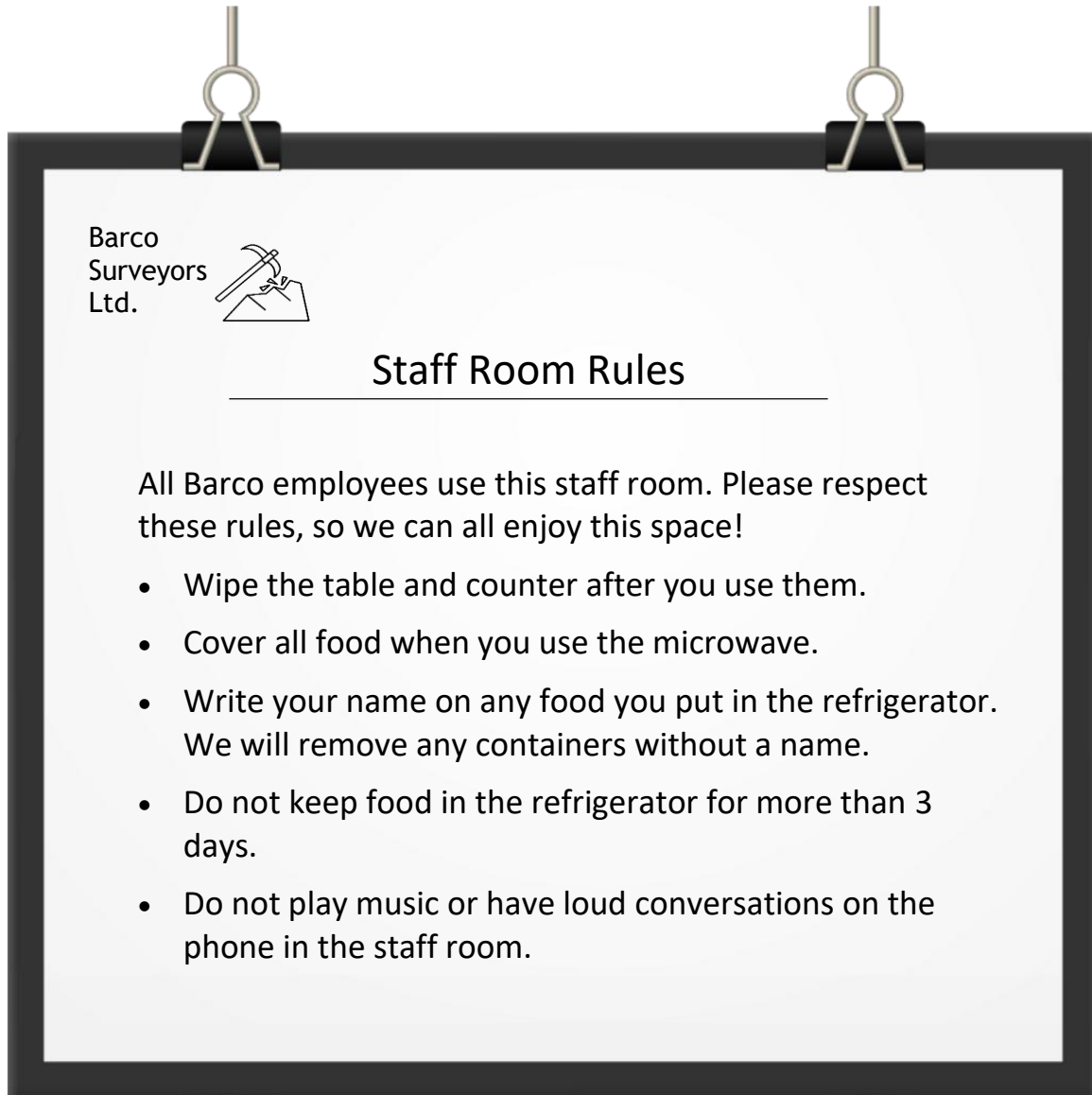
Answer Key

1. a
2. c
3. b
4. b
5. c
6. a


Name: _____

Date: _____

Instructions: Read the notice. Answer the questions.



Barco
Surveyors
Ltd.



Staff Room Rules

All Barco employees use this staff room. Please respect these rules, so we can all enjoy this space!

- Wipe the table and counter after you use them.
- Cover all food when you use the microwave.
- Write your name on any food you put in the refrigerator. We will remove any containers without a name.
- Do not keep food in the refrigerator for more than 3 days.
- Do not play music or have loud conversations on the phone in the staff room.

1. What can workers do in the staff room?
 - a. eat their food
 - b. play loud music
 - c. work
2. The purpose of the notice is to tell employees _____.
 - a. the rules for cleaning the business
 - b. not to use the staff room
 - c. the rules for using the staff room
3. Tom wants to put his lunch in the refrigerator. What should he do?
 - a. cover his lunch
 - b. write his name on it
 - c. wipe the container
4. How long can Tom leave food in the refrigerator?
 - a. 2 days
 - b. 3 days
 - c. more than 3 days
5. Leena wants to heat her lunch in the microwave. What should she do?
 - a. clean the microwave
 - b. write her name on the container
 - c. cover her food
6. The notice says, "We will *remove* any containers without a name." *Remove* means _____.
 - a. take the containers out of the refrigerator
 - b. write a name on the containers
 - c. move the containers inside the refrigerator



Writing

Skill-Building and Skill-Using Activities

Using Modals	44
Analyzing an Email Request	46
Writing an Email Request	48

Teaching Notes: In this activity, learners practise writing using modals *can*, *could* and *would* to make requests in writing. This activity also recycles the module vocabulary.

Set Up:

1. Review workplace requests from the previous skill-building activities in the Listening and Speaking sections of this module. Write a few examples on the board, e.g., *Could you please switch shifts with me? Would you turn off the lights and set the alarm when you leave tonight? Can you close for me tomorrow night?*
2. Review the use of modal verbs *can*, *could*, and *would*. Discuss how they can be used (nearly) interchangeably in polite requests. Point out that *can* is slightly less formal than *could* and *would*. Point out that the main verb of the sentence is an infinitive (with no verb endings).
3. Elicit reasons for each of the sample requests on the board. Remind learners that we can use *have to* or *need to* when describing the reason for the request.
4. Distribute the handout on the next page. Have learners talk about each request and a possible reason before completing the handout in writing. Take up the answers as a class.

Additional Practice Suggestion:

Write sentences on the board using modals and reasons, but include an error or two in each sentence. Ask learners to edit the sentences and find the errors.

Instructions: Write a polite request using each phrase. Remember to use *can*, *could*, or *would*. Write a reason for each request. You can make up your own reasons. The first one is done for you.

1. *day off*

Could I please have a day off? I have to go to a doctor's appointment.

2. *time off next week*

3. *switch shifts on Saturday*

4. *close for me tomorrow*

5. *open for me tomorrow*

6. *go home early on Monday*

7. *leave at noon today*

8. *change my hours*

9. *come in later tomorrow*

Teaching Notes: In this activity, learners analyze elements of an email before moving on to writing email of their own. The activity recycles some of the language of this module, including the vocabulary, the use of modal verbs *can/could* to make requests and *need/have to* for reasons. Part 2 of the activity could be done as an actual email message that learners send to a partner or the instructor for feedback.

Consider including activities on writing appropriate subject lines if learners are writing actual e-mail messages.

Set Up:

1. Hand out the task on the page that follows. Allow learners time to read the email quietly, and then have a learner read the email out loud for the class.
2. Review any vocabulary or anything that learners do not understand.
3. Ask learners to summarize the email orally in their own words. You can ask questions to prompt them.
4. Write the words *opening* and *closing* on the board. Have learners look at the email and find the opening and closing. Have them double-underline the opening and the closing. Discuss other possible ways to close a business message, such as *Thank you*, *Best*, or *Regards*.
5. Have learners look at the first sentence of the message. Point out that business messages in Canada tend to be direct and include the reason for the message (*I am writing to ...*) in the first sentence.
6. Review the rest of the instructions for Part 1 of the activity. Have learners complete it on their own or in pairs. Take up the answers as a class.
7. Assign Part 2. Ask learners to write their own request. They can follow the model email but substitute their own request and reason. They could use sentences from the previous skill-building activity if they like.

Additional Practice Suggestion:

Write an email request together as a class before learners complete Part 2 of the handout. Elicit the text of the email from the learners and write it on the board. Prompt learners by asking for the request, reason, and so on.

Part 1: Read the email below. Complete the activity.

✉
- x

To eap@devannetwork.ca

Subject request for time off

Dear Ela,

I am writing to ask for time off next week because I need to have surgery on my foot. My surgery is on Monday, but I will need to take off the rest of the week so that I can recover. I can return to work on the following Monday.

Please let me know if this is approved.

Sincerely,
Ahmed

1. Underline the **request** in the email.
2. Circle the **reason** for the request in the email.
3. Draw a box around the **modal verbs** in the email.
4. Double-underline the **opening** and **closing** of the email.

Part 2: You want to take vacation during the month of July. Make a request to your supervisor.

✉

To eap@devannetwork.ca

Subject request

Opening

Request

Reason

Closing

Your name

I am writing _____

Competency Area: Getting Things Done

Indicators of Ability: Includes a polite opening and closing; makes a request; gives a reason; uses modal verbs with some accuracy

Teaching Notes: This activity can be done in writing. Alternatively, learners could send an email with their request to a classmate or the instructor.

Set Up:

1. Distribute the task and review the instructions. Discuss the situation, reason and the request.
2. Discuss the criteria for evaluation to ensure learners are clear about expectations.
3. Have learners complete the task on their own.

Assessment:

- When learners have completed the task, they can send their actual emails to the instructor for feedback. Alternatively, they could exchange their work with a partner for peer feedback using the peer checklist. Learners could also assess their own work by using the feedback form for self-assessment.
- Consider reviewing the writing and the peer feedback and make additional notes if needed. Make notes for future lessons, based on learner performance. If additional practice is needed, repeat this task using different requests and reasons.
- Self-reflection: Reflect on the task with learners after they complete it. Are they still having difficulty with it? Would they like more practice?

Instructions: Read the situation. Write an email to your supervisor.

Situation: You work in an office. Your supervisor's name is Daria.

Request: You want to change your hours. Right now, you work from 8:00 to 4:00. You want to work from 7:00 to 3:00.

Reason: You need to pick up your children from school.



The image shows a simulated email composition window. At the top is a green header bar with an envelope icon on the left and window control buttons (minimize, maximize, close) on the right. Below the header, the 'To' field is filled with 'daria.shabani@brunswicklawfirm.ca' and the 'Subject' field is filled with 'Request for change in hours'. The main body of the email is a large white area with horizontal lines for typing. There are 10 lines in total, with the first line being shorter than the others.

To	daria.shabani@brunswicklawfirm.ca
Subject	Request for change in hours
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	

Writing an Email Request, *continued*

FEEDBACK FORM: Writing an Email Request			SU
Name of writer: _____ Date: _____			
Check ✓: <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peer: _____ <input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Includes a polite opening and closing	<input type="checkbox"/>	<input type="checkbox"/>	
Makes a request	<input type="checkbox"/>	<input type="checkbox"/>	
Gives a reason	<input type="checkbox"/>	<input type="checkbox"/>	
Uses modals correctly	<input type="checkbox"/>	<input type="checkbox"/>	



FEEDBACK FORM: Writing an Email Request			SU
Name of writer: _____ Date: _____			
Check ✓: <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peer: _____ <input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Includes a polite opening and closing	<input type="checkbox"/>	<input type="checkbox"/>	
Makes a request	<input type="checkbox"/>	<input type="checkbox"/>	
Gives a reason	<input type="checkbox"/>	<input type="checkbox"/>	
Uses modals correctly	<input type="checkbox"/>	<input type="checkbox"/>	



Assessment Tasks

Listening, Speaking, Reading, Writing

Preparation for Assessment Tasks	52
Listening to Requests and Reasons	54
Making Requests and Giving Reasons	56
Reading a Notice at Work.....	58
Writing an Email Request.....	62

Each assessment task is the culmination of the skill-building activities and skill-using tasks in the module. Learners should complete them independently.

Set Up:

Review the task, instructions for completion, and criteria for success when introducing the task to learners.

- *Listening:* Learners listen to two short dialogues that include making and responding to a request. CLB 3 learners listen to the first dialogue only; CLB 4 learners listen to both. Go over all the questions and answer options with the class to ensure they understand them. The conversations can be played twice during the assessment.
- *Speaking:* Learners role play an employee making a request to a supervisor or co-worker (role played by the instructor). Select one prompt card for the learner (there are two prompt cards provided for CLB 3 learners, and 2 prompts cards for CLB 4 learners). CLB 3 learners are given the reason for their request. CLB 4 learners need to come up with their own reason. Also point out to CLB 4 learners that their request includes a polite interruption or question to get the supervisor's attention. Both CLB 3 and 4 learners should open and close the conversation politely. Review the prompt cards with learners to ensure they understand expectations. Use the speaking assessment tool to check off how well the learner performed on each criterion.
- *Reading:* Learners read a workplace notice and demonstrate comprehension by answering questions. There is a separate task for CLB 3 and CLB 4 learners. Go over any unfamiliar vocabulary with learners before they do the assessment.
- *Writing:* Learners write an email to a supervisor to make a request.

Feedback:

- *Productive Tasks:* When learners have completed the productive assessment tasks, provide feedback that is simple and direct, focusing on a few key items the learner can do to improve communication. Consider providing class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate and provide individual support as needed. If a common issue surfaces, consider giving a lesson and further practice on the area that learners are having difficulty with.
Consider having learners use a copy of the assessment tool for self-assessment before they hand in their work.
- *Receptive Tasks:* When learners have completed the receptive assessment tasks, provide feedback on any error patterns noticed. Depending on the needs of learners, give feedback as a group or individually. Consider returning the marked task and text to learners, so they can review their answers individually or in small groups, perhaps discussing the strategies they used to find the answer.

Answer Key:

Listening Task

Conversation 1:

1. c
2. a
3. b
4. a
5. b

Conversation 2:

6. b
7. c
8. b
9. a
10. a

Reading Task

CLB 3:

1. b
2. c
3. a
4. a
5. c
6. b

CLB 4:

1. b
2. a
3. c
4. a
5. c
6. b
7. a
8. a
9. c
10. b

Transcript: Listening Assessment

CLB 3 and 4: Conversation 1: Making a Request

Tony: Hi, Sarah, have you got a minute?

Sarah: Sure, Tony. What's up?

Tony: I have a big favour to ask you. Can you take my shift next Saturday? It's my sister's wedding next weekend and I'm scheduled to work from 9:00 to 3:00.

Sarah: Sure. That's not a problem.

Tony: Great! Thanks so much.

CLB 4 only: Conversation 2: Asking Permission

Marco: Hi, Helen. Can I ask you something? Is this a good time?

Helen: Oh hi, Marco. Yes, it's fine. Please come in.

Marco: Thanks.

Helen: What can I do for you?

Marco: Well, I was wondering if I could change my hours.

Helen: Change your hours?

Marco: Yes. My wife just got a job, and now I'm the only one who can pick up our son from school every day. Could I work from 7:00 to 3:00 instead of 9:00 to 5:00?

Helen: That should be OK. I just have to make sure someone is here at 7:00 to open the door.

Marco: Great. Thanks Helen.

Module Topic: Making Requests in the Workplace

CLB 3 ☐

Competency Area: Getting Things Done

CLB 4 ☐

Criteria: Identifies phrases to make requests; identifies key details including reasons

Name: _____

Date: _____

CLB 3 and 4: Conversation 1

Instructions: Listen to the conversation. Answer the questions.

1. What does Tony say to get Sarah's attention?
 - a. Can I talk to you for a minute?
 - b. Do you have a minute to talk to me?
 - c. Have you got a minute?
2. How does Tony introduce the request?
 - a. I have a big favour to ask you.
 - b. Can I ask you something?
 - c. Could you help me with something?
3. What is Tony's request?
 - a. He wants Sarah to work late on Saturday.
 - b. He wants Sarah to work his shift on Saturday.
 - c. He wants Sarah to work on Sunday.
4. What is the reason for Tony's request?
 - a. He wants to go to a wedding.
 - b. He wants to work on Sunday.
 - c. He wants to do Sarah a favour.
5. When Sarah says, "Sure. That's not a problem." she means _____.
 - a. there is a problem with the request
 - b. she agrees to the request
 - c. she does not agree to the request

TASK SUCCESS	Your Score
CLB 3: 3 out of 5	___/5

CLB 4 only: Conversation 2

6. Who do you think Marco is speaking to?
- a. his co-worker
 - b. his manager/supervisor
 - c. his wife
7. When Marco says “Is this a good time?” he is asking ____.
- a. if Helen knows what time it is
 - b. if Helen is having a good time
 - c. if Helen has time to talk to him right now
8. What is Marco’s request?
- a. He wants to leave early.
 - b. He wants to change his hours.
 - c. He wants some vacation time.
9. Why is Marco making his request?
- a. He has to pick up his child from school.
 - b. He has to go to another job.
 - c. He has another shift.
10. Does Helen agree to the request?
- a. Yes.
 - b. No.

TASK SUCCESS	Your Score
CLB 4: 7 out of 10	___/10

CLB 3 Learner Prompt Cards

CLB 3: Making a Request

You work in a store. Your teacher is your supervisor. Ask your supervisor if you can leave at 2:00 on Monday. Your child has a doctor's appointment at 3:00. Your request should include:

- an introduction to the request
- the request
- the reason for the request



CLB 3: Making a Request

You work in a grocery store. Your teacher is your co-worker. Ask your co-worker if she can change shifts with you on Tuesday. You have a dentist appointment in the morning.

Your request should include:

- an introduction to the request
- the request
- the reason for the request

CLB 4 Learner Prompt Cards

CLB 4: Making a Request

You work in an office. Your teacher is your supervisor. Ask your supervisor for a week off. Give a reason for your request. Your request should include:

- a polite statement to get the attention of your supervisor
- an introduction to the request
- the request
- the reason for the request



CLB 4: Making a Request

You are a worker in a factory. Your teacher is your supervisor. Ask your supervisor for next weekend off. Give a reason for your request. Your request should include:

- a polite statement to get the attention of your supervisor
- an introduction to the request
- the request
- the reason for the request

Module Topic: Making Requests in the Workplace

CLB 3 ☐

Competency Area: Getting Things Done

CLB 4 ☐

Name: _____

Date: _____

SPEAKING: CLB 3 or CLB 4	Meets Expectations	Not Yet
*Overall: Request is clear and can be understood.	<input type="checkbox"/>	<input type="checkbox"/>
Makes a simple request.	<input type="checkbox"/>	<input type="checkbox"/>
Gives a reason for the request.	<input type="checkbox"/>	<input type="checkbox"/>
Uses polite expressions for introducing the request, making the request and closing the conversation.	<input type="checkbox"/>	<input type="checkbox"/>
CLB 4: Gets the supervisor's attention politely.		
CLB 3: Uses simple sentences.	<input type="checkbox"/>	<input type="checkbox"/>
CLB 4: Shows clear evidence of connected discourse.		
CLB 4: Uses modals with some accuracy.	<input type="checkbox"/>	<input type="checkbox"/>
TASK SUCCESS: CLB 3: Meets 3 out of 5 criteria, including starred (*) item. CLB 4: Meets 4 out of 6 criteria, including starred (*) item.		
Doing well:	Next time:	

Module Topic: Making Requests in the Workplace

CLB 3 ☐

Competency Area: Getting Things Done

Criteria: Identifies key details; makes an inference

Name: _____

Date: _____



Procedures for Closing

At the end of the day, please make sure you do these jobs:

Kitchen Staff

- Cover all food and put it in the refrigerator
- Clean and put away all the pots, pans, and dishes
- Wipe the countertops and all appliances
- Turn off the ovens
- Turn off the deep fryers
- Turn off the lights

The shift supervisor will check if you did your job.

You cannot leave until the shift supervisor checks your work.

CLB 3 Instructions: Read the notice. Answer the questions.

1. What kind of business is this?
 - a. a store
 - b. a restaurant
 - c. a cleaning company
2. Who is this notice for?
 - a. Jane
 - b. supervisors
 - c. people who work in the kitchen
3. What do staff do with the pots and pans?
 - a. clean them and put them away
 - b. cover them
 - c. put them in the ovens
4. What does the shift supervisor have to do?
 - a. check that all jobs are done
 - b. close the door
 - c. turn on the alarm
5. What do staff have to do with the deep fryers?
 - a. clean them
 - b. wipe them
 - c. turn them off
6. Sam works in the kitchen. When can he go home?
 - a. after he turns on the deep fryer
 - b. after the shift supervisor checks that his job is done
 - c. after he turns on the alarm

TASK SUCCESS	Your Score
CLB 3: 4 out of 6	___ /6

Module Topic: Making Requests in the Workplace

CLB 4 □

Competency Area: Getting Things Done

Criteria: Identifies purpose; identifies key details; makes an inference

Name: _____

Date: _____

CLB 4 Instructions: Read the notice. Answer the questions.

Procedures for Closing



At the end of the day, please do these jobs:

Kitchen Staff

- Cover all food and put it in the refrigerator
- Clean and put away all the pots, pans, and dishes
- Wipe the countertops and all appliances
- Turn off the ovens
- Turn off the deep fryers
- Turn off the lights

Servers

- Clean and set the tables
- Return all trays to the kitchen
- Wipe the menus and return them to the front desk
- Turn on the alarm
- Lock the front and back door

The shift supervisor will check if you did your job.

You cannot leave until the shift supervisor checks your work.

1. What is the name of the business?
 - a. Procedures for Closing
 - b. Jane's Café
 - c. Kitchen Staff and Servers
2. What is the notice about?
 - a. what to do before going home
 - b. what to do when the café is open
 - c. what to do before starting work

3. Who is this notice for?
 - a. Jane
 - b. supervisors in the cafe
 - c. people who work in the kitchen and serve food
4. What do staff do with the pots and pans?
 - a. wash them and put them away
 - b. cover them
 - c. put them in the ovens
5. What do staff do with the deep fryers?
 - a. clean them
 - b. wipe them
 - c. turn them off
6. What does the shift supervisor have to do?
 - a. close the door
 - b. check that all jobs are done
 - c. turn on the alarm
7. What do servers have to do?
 - a. clean the tables
 - b. cover the food
 - c. turn off the lights
8. Who puts the trays in the kitchen?
 - a. servers
 - b. kitchen staff
 - c. the supervisor
9. Who locks all the doors?
 - a. the supervisor
 - b. kitchen staff
 - c. servers
10. Sam works in the kitchen. When can he go home?
 - a. after he turns on the deep fryer
 - b. after the shift supervisor checks his job is done
 - c. after he turns on the alarm

TASK SUCCESS

Your Score

CLB 4: 7 out of 10

___/10

Writing an Email Request

AT

Module Topic: Making Requests in the Workplace

Competency Area: Getting Things Done

CLB 3 ☐

Name: _____

Date: _____

CLB 3 Instructions: Write a short email to your supervisor. Your supervisor's name is Ahmad. Make a request to leave early on Monday. You need to pick up your child from daycare. Remember to open and close the message politely.



An email composition window with a green header bar containing a mail icon and window controls. The 'To' field is filled with 'ahmad@westsidegroceries.ca' and the 'Subject' field is filled with 'Leave early on Monday'. The body of the email is a large white area with horizontal lines for writing.

To: ahmad@westsidegroceries.ca

Subject: Leave early on Monday

Module Topic: Making Requests in the Workplace

CLB 3 ☐
Competency Area: Getting Things Done

CLB 4 ☐

Writing CLB 3 and 4		Meets Expectations	Not Yet
*Overall: Message is clear. Reader can understand it.		<input type="checkbox"/>	<input type="checkbox"/>
CLB 3/4: Includes a polite opening and closing		<input type="checkbox"/>	<input type="checkbox"/>
Content:			
CLB 3: makes a polite request and copies reason		<input type="checkbox"/>	<input type="checkbox"/>
CLB 4: makes a polite request and gives own reason			
Grammar:			
CLB 3: Some control of simple sentences		<input type="checkbox"/>	<input type="checkbox"/>
CLB 4: Adequate control of simple sentences and may include some coordinated clauses			
Uses appropriate spelling, punctuation, and capitalization			
CLB 3: Developing control		<input type="checkbox"/>	<input type="checkbox"/>
CLB 4: Adequate control			
Doing well:	Next time:		

TASK SUCCESS CLB 3-4:
Your Score

Meets expectations on 4 out of 5 criteria, including the starred item

___ /5

Must meet expectations on the starred (*) item

Yes ☐

No ☐