



Lesson Plan I

Identifying Problems

CLB Level(s): I-2

CLB Skill(s): Speaking, Listening

Essential Skill(s): Oral Communication

Objective(s)	Audience
<ul style="list-style-type: none"> To be able to communicate that they are experiencing a problem To be able to identify the type of problem 	<ul style="list-style-type: none"> Learners who are not yet comfortable getting the attention of others Learners who do not have the basic vocabulary to report problems
Grammar/Language Focus	Time Required
<ul style="list-style-type: none"> Modal verbs used to politely ask for help 	1.5 hours
Vocabulary	Materials
<ul style="list-style-type: none"> Excuse me I have/There is a problem Words related to common types of problems at work (defective material; insufficient time, supplies, personnel; health and safety) 	<ul style="list-style-type: none"> Transparency of Appendix 1.1 Overhead projector Copies of Appendices 1.2, 1.3, 2.1 for each learner Copies of Appendix 2.2 cut into cards for each pair of learners Audio Dialogue 1.1.1_Eng.mp3 (Activity 1) Audio Dialogue 1.1.2_Eng.mp3 (Activity 1) Audio Dialogue 1.1.3_Eng.mp3 (Activity 1)

Workplace Culture

In the Canadian workplace:

- Workers are expected to report problems that prevent them from doing their work
- Efficiency is important, therefore, providing information in a clear and direct manner is valued



Learning Activities

Activity 1: Learning about Problem Types

1. Write on the board,
 - “What does the worker have?”
 - (1) a request
 - (2) a problem
 - (3) a question
2. Tell learners that they will listen to a short workplace dialogue between a worker and a supervisor to find out what the worker has. Play Dialogue 1.

Text for Dialogue 1 (1.1.1_Eng.mp3)

Worker: Excuse me.

Supervisor: Yes?

Worker: I have a problem.

Supervisor: What’s the matter?

Worker: My pencil is broken.

3. Once learners have identified that the worker has a problem, project Appendix I.1. Have learners listen to Dialogue 1 a second time to select the type of problem from the images.
4. Tell learners in this lesson they will learn about different types of problems and will practise letting others know that they have a problem.
5. Distribute Appendix I.2. Re-play Dialogue 1. Have learners practice playing each part.
6. Inform learners that you will now play another exchange between a worker and a supervisor. Play Dialogue 2 and have learners listen to select the type of problem from the projected Appendix I.1.
Text for Dialogue 2 (1.1.2_Eng.mp3)

Worker: Excuse me. Can you help me?
Supervisor: Yes, what is it?
Worker: There is a problem.
Supervisor: What is it?
Worker: I don’t have enough time.
7. Re-play the dialogue while learners follow along on Appendix I.2. Have learners fill in the blank.
8. Ask learners to form pairs in order to practise pronouncing the words in the dialogue.



Learning Activities

9. Tell learners that you will play another dialogue. With Appendix 1.1 still projected, have them guess what the problem will be this time.

10. Play Dialogue 3 twice to allow learners to fill in the missing words on Appendix 1.2. Review responses to ensure learners have a full script before practicing Dialogue 3 with a partner.

Text for Dialogue 3 (1.1.3_Eng.mp3)

Worker: Excuse me.

Supervisor: Yeah?

Worker: I have a problem.

Supervisor: What's wrong?

Worker: I hurt my arm.

11. Distribute Appendix 1.3. Review problem types. Mention that these are problems most workers encounter regardless of occupation.

12. Brainstorm familiar vocabulary that fits into the three columns. For example:

- common device or equipment names (consider learner employment goals)
- resources that may be lacking (time, people, supplies)
- body parts

Activity 2: Reporting Problems

1. Point out that in addition to learning about types of problems, they have also been practising a way to report problems. Distribute Appendix 2.1. Orient learners to appendix and have learners work independently to fill in alternative phrases using the dialogues on Appendix 1.2

2. Brainstorm as a class other level-appropriate phrases for each step. During brainstorming, introduce workplace expectations. For example, just like the worker, the supervisor is also busy so expects that workers are direct and brief.

3. Have learners get into pairs. Distribute a set of Appendix 2.2 cards to each pair of learners, reviewing vocabulary if necessary.

4. Explain that on each card there is a problem listed. They should look at one card at a time. Learners should take turns playing the role of the supervisor and worker as they practise reporting the problems listed. Encourage learners to use Appendix 2.1.



Learning Activities

Additional and/or Extended Learning Activities

- Using the Essential Skills Profiles, collect examples of problems encountered by workers in learners' target occupations. Design reading activities to help learners understand the problems and common solutions. After the reading activity, have learners report the specific problems they are likely to encounter to a classmate using the three-step approach
- Discuss strategies with the class on what do if they encounter a problem for which they do not have the vocabulary

Reflective Evaluation

Circulate while learners are working in partners to report problems listed on cards. Monitor production to determine if learners:

- Are able to communicate that they are experiencing a problem
- Are able to articulate the type of problem using appropriate phrases

Debriefing/Wrap-up

- Once learners have had an opportunity to practice reporting the different types of common workplace problems, ask learners whether there are situations outside work where they might need to report problems. Answers may include:
 - reporting a problem to a salesperson in a store
 - reporting a problem to the teacher at school
 - reporting a problem to a landlord or home-repair person
- Point out that the three steps to reporting problems they learned in class can be used in these different settings as well. Illustrate how by using the three steps to report a problem to a salesperson in a store.



Skill Descriptors	
Canadian Language Benchmarks Skill(s)	Essential Skill(s)
<p>Speaking</p> <p>What the Person Can Do (Suasion)</p> <ul style="list-style-type: none"> Attract attention (CLB 1) Express and respond to a number of requests (CLB 2) <p>What the Person Can Do (Information)</p> <ul style="list-style-type: none"> Give a basic description (CLB 2) 	<p>Oral communication</p> <p>Functions</p> <ul style="list-style-type: none"> Follows and gives simple instructions. (ES 1) <p>Information</p> <ul style="list-style-type: none"> Narrow range of subject matter, familiar topics, one main issue. (ES 1) Language is factual, literal, concrete; narrow range of content and context specific or technical vocabulary. (ES 1) Information content is simple; limited number of details. (ES 1)
<p>Listening</p> <p>What the Person Can Do (Information)</p> <ul style="list-style-type: none"> Identify specific literal details: numbers, letter, a few key words and short expressions (CLB 1) <p>What the Person Can Do (Suasion)</p> <ul style="list-style-type: none"> Identify a range of expressions used to request assistance, express and respond to requests, and express warnings (CLB 2) 	

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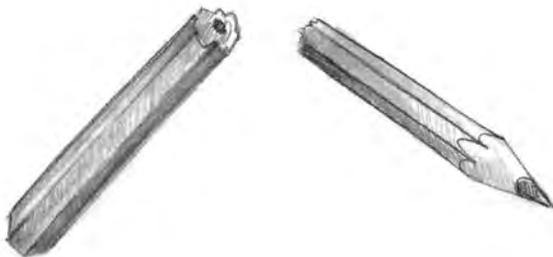
1:



2:



3:



Dialogue 1

Worker: Excuse me.

Supervisor: Yes?

Worker: I have a problem.

Supervisor: What's the matter?

Worker: My pencil is broken.

Dialogue 2

Worker: Excuse me. Can you help me?

Supervisor: Yes, what is it?

Worker: There is a problem.

Supervisor: What is it?

Worker: I don't have enough _____.

Dialogue 3

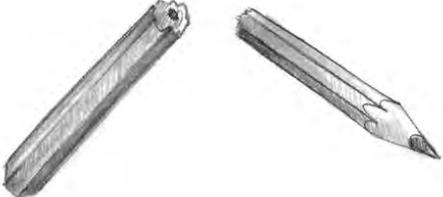
Worker: _____.

Supervisor: Yeah?

Worker: I have a _____.

Supervisor: What's wrong?

Worker: I hurt my _____.

Type of problem	Vocabulary
	<p>My _____ is broken.</p>
	<p>I don't have enough _____.</p>
	<p>I hurt my _____.</p>

Activity 2: Reporting Problems

Appendix 2.1

Fill in the steps for reporting problems.

Step 1: Get supervisor's attention	
Worker:	

Supervisor: *Yes?*

Step 2: Tell supervisor why you need them	
Worker:	

Supervisor: *What is it?*

Step 3: Answer the supervisor's question	
Worker:	

hurt... toe	computer... broken
not enough... paper	not enough... workers
printer... broken	hurt... neck
telephone... broken	not enough... time