



Lesson Plan 2

Sharing Personal Information

CLB Level(s): 1-2

CLB Skill(s): Speaking, Listening, Writing

Essential Skill(s): Document Use, Oral Communication

<p>Objective(s)</p> <ul style="list-style-type: none"> ■ To be able to understand and complete a variety of basic personal information forms ■ To be able to respond to questions in order to provide basic personal information (including spelling) ■ To be able to ask questions in order to obtain basic personal information from others 	<p>Audience</p> <ul style="list-style-type: none"> ■ Learners who are not familiar with the conventions of personal information forms ■ Learners who are not yet comfortable sharing personal information clearly and accurately
<p>Grammar/Language Focus</p> <ul style="list-style-type: none"> ■ Question formation 	<p>Time Required</p> <p>2 hours</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> ■ Names of letters of the alphabet ■ Numbers 	<p>Materials</p> <ul style="list-style-type: none"> ■ Transparency of Appendix 1.1 ■ Overhead projector ■ Audio Dialogue 2.1.1_Eng.mp3 (Activity 1) ■ Copies of Appendices 1.2, 2.1, 3.1 for each learner
<p>Workplace Culture</p>	
<p>In the Canadian workplace:</p> <ul style="list-style-type: none"> ■ completing or providing information for forms are typical activities on the first day of work ■ providing personal information and emergency contacts to employer is normal practice 	



Learning Activities

Activity 1: First Day at Work

1. Ask learners to tell you about some of the things that might happen on the first day at work in their home country. Identify the things that happen in Canada as well. Common first day activities include:
 - Meet your co-workers
 - Get a tour of the workplace
 - Review the company manuals
 - Fill in forms so that the company can
 - i. pay you
 - ii. hold back the correct amount of tax
 - iii. know who to contact in case of emergency
2. Project Appendix 1.1. Ask learners to guess what might be happening in the pictures.
3. Tell learners that they will be listening to a dialogue that takes place in the workplace. Have learners listen to the dialogue to identify which of the people in the four pictures is likely asking the questions. (Image 2)

Text for Dialogue 1 (2.1.1_Eng.mp3)

HR Person (male): Good morning. Welcome to Surrey Ltd.

New Worker (female): Good morning.

HR Person (male): I will be entering your personal information into our computer database. What is your first name?

New Worker (female): My name is Rhona.

HR Person (male): Can you spell that for me?

New Worker (female): Sure. R-H-O-N-A.

HR Person (male): What is your last name?

New Worker (female): Singh. S-I-N-G-H.

HR Person (male): What is your address?

New Worker (female): I live at 22 Sheppard Rd. S-H-E-P-P-A-R-D. In Winnipeg. My postal code is Rhona-4-Cat-2-Peter-6

HR Person (male): What is your telephone number?

New Worker (female): My telephone number is 204-985-1526

HR Person (male): Who should we call in case of emergency?

New Worker (female): My husband. His name is Mike Singh.

HR Person (male): What is his work telephone number?

New Worker (female): His work telephone number is 204-923-8559, extension 284.

HR Person (male): Thank you Rhona. It was nice to meet you.



Learning Activities

4. Distribute Appendix 1.2.
5. Have learners listen to the recording in order to circle the answers provided by the interviewee. Play the Dialogue as required. Debrief as a whole group.
6. Draw learners' attention to the spelling of names in the interview. Lead a discussion about why this is important.
7. Provide instruction and controlled practice spelling names out loud.
8. Ask learners to remember how the worker provided their postal code. Explain why the worker provides her postal code with a combination of words and letters and brainstorm as a group words they can use to tell others their own postal codes.

Activity 2: Complete a Personal Information Form

1. Explain that in the dialogue they just heard the HR representative entered the information into a computer. Often, this information is entered into forms.
2. Distribute Appendix 2.1. Ask learners not to write anything until they are instructed to do so. Point out that these are two examples of forms that require similar information as the database entry form used by the HR person.
3. Have learners work in pairs to compare the forms to identify similarities and differences.
4. Debrief as a group. Point out that although forms may look very different from each other, the strategies used to complete the forms are the same. Describe the steps learners can take to become familiar with a new form:
 - Scan the form for headings.
 - Skim the form to identify areas that should be completed.
 - Review the headings to identify what is required.
 - Decide if the field requires entries in specific formats, i.e. block letters.
5. Ensure learners understand the first form and the conventions required before giving them time to complete it independently. Encourage them to copy this information from identification cards if needed.

Activity 3: Asking Questions to Complete a Form

1. Draw learners' attention to the instruction at the top of the Marsten Insurance form on Appendix 2.1.
2. Teach or review how to formulate questions if necessary.



Learning Activities

3. Brainstorm as a group the questions the supervisor could ask to collect the information to fill in the form, as well as the questions or requests the supervisor can pose to address communication problems. Encourage learners to draw on Appendix 1.2.

For example:

- What is your ...?
- Who should we call in case of emergency?
- Can you spell that for me?
- I didn't understand. Can you repeat that please?
- Please speak more slowly.

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4. Collect Appendix 2.1

Activity 4: Interview to Complete a Form

1. Distribute Appendix 4.1.
2. Have learners work in pairs. One learner should take on the role of supervisor, asking questions to complete the form while the other learner provides the answers. Learners should switch roles.
3. When both learners have had a chance to play both roles, learners should exchange Appendix 4.1.

4. Have them check their partner's work.

*Note: Instructors should ensure that learners keep the form their partner completed in order to keep their personal information confidential.

Additional and/or Extended Learning Activities

- Provide personal information in text format, such as a note from a co-worker or an e-mail from a client. Have learners copy the personal information into a personal information form.
- Collect samples of forms from the community or Internet that require personal information. Cross out sections of the form that request information other than personal information. Have learners work in groups of 3-4. Provide different forms to different groups. Have learners interpret the forms to determine what they are for and what information needs to be entered. Have a volunteer from each group share findings with the class.



Learning Activities

Reflective Evaluation

Review form at the top of Appendix 2.1 to determine if learners:

- are able to complete the personal information form

Circulate and monitor production during Activity 4 to determine if learners:

- are able to respond to questions in order to provide basic personal information (including spelling)
- are able to formulate questions in order to obtain basic personal information from others

Debriefing/Wrap-up

- Review the similarities and differences between the forms learners have seen.
- Ask learners if there is other information they think they might need to enter into a form on the first day at work. Answers may include:
 - Banking information for direct deposit
 - Tax withdrawal information for Canada Revenue Agency
- Explain that personal information like this is entered into many forms at work. Provide examples such as:
 - application forms
 - accident or Injury reporting forms
 - vacation request forms
- Brainstorm as a group other settings where learners have encountered or may encounter forms where personal information should be entered. Answers may include:
 - Medical forms on the first visit to a new doctor
 - Immigration forms
 - Loan application forms
 - School enrollment forms for children
- Answer questions learners have about forms they have encountered outside the classroom.



Skill Descriptors	
Canadian Language Benchmarks Skill(s)	Essential Skill(s)
<p>Speaking</p> <p>What the person can do (Social Interaction)</p> <ul style="list-style-type: none"> Indicate communication problems in a number of ways (CLB 2) <p>(Information)</p> <ul style="list-style-type: none"> Provide basic personal information related to the context (CLB 1) Provide expanded basic personal information appropriate to the context (CLB 2) <p>Performance Indicators (Information)</p> <ul style="list-style-type: none"> Responds to questions regarding basic personal data with required information; uses cardinal and ordinal basic numbers. (CLB 1) Spells words related to personal identification and information. (CLB 2) 	<p>Document use</p> <p>Complexity of the Document</p> <ul style="list-style-type: none"> Document is simple. Brief text combined with uncomplicated structure. (ES 1) One document or multiple documents of the same type. (ES 2) Information available may be rearranged for entry into the document. (ES 2)
<p>Listening</p> <p>What the person can do (Information)</p> <ul style="list-style-type: none"> Identify specific literal details: numbers, letters, a few key words and short expressions (CLB 1) Identify specific literal details: numbers, letters, time reference, places, key words and short expressions in a dialogue (CLB 2). <p>Performance Indicators (Instructions)</p> <ul style="list-style-type: none"> Comprehends requests for personal details. (CLB 1) 	<p>Oral communication</p> <p>Functions</p> <ul style="list-style-type: none"> Obtains specific information. (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>Writing</p> <p>What the person can do (Business/Service Messages)</p> <ul style="list-style-type: none"> Fill out simple forms (CLB 1 and 2) 	

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Activity 1: First Day at Work

Appendix 1.2

Circle the answer provided by the new worker:

1. What is your first name?
 - a. Rhona
 - b. Rina

2. What is your last name?
 - a. Zheng
 - b. Singh

3. What is your address?
 - a. 22 Sheppard Rd.
Winnipeg, MB R4C 2P6
 - b. 22 Sheppard Rd.
Winnipeg, MB R8C 2P4

4. What is your telephone number?
 - a. 204-915-2684
 - b. 204-985-1526


5. Who should we call in case of emergency?
 - a. husband
 - b. brother

6. What is his work telephone number?
 - a. 204-923-8559, extension 284
 - b. 204-923-8559, extension 280

Activity 2: Complete a Personal Information Form **Appendix 2.1**

Enter your personal information into the form below. Use block letters.

Date	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	day	month	year				
Name	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	first name			last name			
Address	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	number	street				apartment	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	city/town		province			postal code	
Telephone number	<input type="text"/>	-	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	<input type="text"/>
E-mail	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

 Marsten Insurance Form to be completed by supervisor and signed by both supervisor and employee.	
Employee Name (last, first): _____	
Address: _____	

Telephone number (home): _____	
Telephone number (cell): _____	
Emergency contact name: _____	
Relationship: _____	
Telephone number (work): _____	
Telephone number (cell): _____	
Supervisor's name: _____	
Signature: _____	Date: _____
Employee Signature: _____	Date: _____

New Employee Information Form

Supervisors should complete this form and submit to Human Resources. Both the supervisor and employee must sign.

Employee (last, first name): _____

Address: _____

Telephone number (home): (_____) _____

Telephone number (cell): (_____) _____

Emergency contact (last, first name): _____

Relationship: _____

Telephone number (work): (_____) _____

Telephone number (cell): (_____) _____

Supervisor's name: _____

Signature: _____ Date: _____

day / month / year

Employee Signature: _____ Date: _____

day / month / year

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