



## Lesson Plan 5

### Ending the Workday: A Duties Checklist

**CLB Level(s):** 2-3

**CLB Skill(s):** Speaking, Reading

**Essential Skill(s):** Document Use, Reading

Objective(s)	Audience
<ul style="list-style-type: none"> <li>To read and complete a duties check list</li> <li>To create a 'To Do' checklist and to complete it (as much as possible) by the end of the week</li> </ul>	<ul style="list-style-type: none"> <li>Learners who are not familiar with checklists used in the workplace</li> <li>Learners who need some exposure to workplace responsibilities</li> </ul>
Grammar/Language Focus	Time Required
<ul style="list-style-type: none"> <li>Phrasal verbs (turn off, through away, take out, sign out, put away)</li> <li>Infinitives (mop, clean, make...)</li> </ul>	1.5-2 hours
Vocabulary	Materials
<ul style="list-style-type: none"> <li>Common vocabulary related to line cooks</li> </ul>	<ul style="list-style-type: none"> <li>Appendices 1.1, 2.1, 3.1, 4.1</li> <li>Cards made from the pictures provided (Appendix 3.1) by photocopying pictures (without captions) on heavy paper and cut into squares</li> </ul>

#### Workplace Culture

Using lists and checklists appropriately is an integral part of many jobs. Builds familiarity with different types of forms and checklists.



## Learning Activities

### Activity 1: Introductory Activity to Assess Learner Understanding of the Focus of the Lesson

1. Distribute Appendix I.I. Read the captions and discuss the pictures to ensure comprehension. Practice any unfamiliar vocabulary.
2. Review or introduce Phrasal Verbs.
3. Have learners locate and circle the phrasal verbs on Appendix I.I.

### Activity 2: Signing out Equipment

1. Distribute Appendix 2.I and review the instructions.
2. Have learners work in pairs to sign off items in the checklist and to locate the missing information.  
  
\* Note – The vocabulary here can be adapted to suit any workplace environment. The focus should be on using a checklist rather than acquiring vocabulary.

### Activity 3: Game – Ending the Workday

#### Pre-game activities:

1. Quiz learners to check their ability to identify what is happening in each picture from Appendix I.I.
2. Practice reading the sentences aloud to familiarize learners with vocabulary and phrasal verbs.  
  
\* Note – Both parts of the phrasal verb get full stress and time while a preposition is reduced and shortened.



## Learning Activities

### Game instructions:

1. Game is played in small groups (2-5 people).
2. Each group of players has a deck of picture cards. Use Appendix 3.1 to create the cards without captions. The cards are dispersed face down on the table.
3. Distribute Appendix 3.2 to each player. Player one draws a card. Refer to the table below for instructions. Players have different instructions depending on their CLB level.

Higher Levels (3 and 3+)	Lower Levels (-2 and 2)
The more confident or higher level student makes a sentence about the subject of the card, for example: <i>"I put away my equipment."</i>	The less confident or lower level student may refer to the picture and read the caption associated with the picture on the card, practicing pronunciation and building vocabulary.

4. Once a player has delivered a sentence, they then check off the corresponding item on their checklist and return the card, face down to the table. It is player 2's turn. The object of the game is to remember which cards you have already checked off and not repeat the same ones twice. The winner is the player who completes their checklist first.

### Activity 4: Create a "To Do" checklist of the learners' Weekly Responsibilities

1. Review infinitives if necessary
2. Provide an example of a "To Do" list (see Appendix 4.1) and explain the (self-explanatory) title
3. Using the instructor's example as a model, have the learners create a list of things they must complete by the end of the week. Putting the day of the week on the chart is optional.

### Additional and/or Extended Learning Activities

- Discuss how checklists are used at home, work or school. For example: grocery lists, shared housework and responsibilities, car servicing checklist, etc.
- Have learners create a checklist for class cleanup.



## Learning Activities

### Reflective Evaluation

- Learners are able to match the appropriate picture of a duty with the appropriate item on the checklist
- At the next class, ask to see the learners' "To Do" checklists. Have they been completed? Why or why not? Do you feel the learners understand the concept and procedure of a checklist?

### Debriefing/Wrap-up

- Show examples of checklists used in the workplace, such as a Homecare Service Provider report, a maintenance checklist for a vehicle or a provisions checklist in a fast food restaurant.



Skill Descriptors	
Canadian Language Benchmarks Skill(s)	Essential Skill(s)
<p><b>Speaking</b></p> <p>Performance Indicators (Information)</p> <ul style="list-style-type: none"> <li>■ Uses basic time reference and basic expressions of location and movement (CLB 2)</li> </ul> <p>What the Person Can Do (Information)</p> <ul style="list-style-type: none"> <li>■ Describes briefly a daily routine (CLB 3)</li> </ul>	<p><b>Document Use</b></p> <p>Complexity of the Document</p> <ul style="list-style-type: none"> <li>■ Document is very simple. Brief text combined with uncomplicated structure, eg simple signs, labels, lists. (ES 1)</li> </ul> <p>Complexity of Finding/Entering Information (Thinking Process)</p> <ul style="list-style-type: none"> <li>■ Minimal inference is required. (ES 1)</li> <li>■ Information needed is immediate and obvious (ESI)</li> </ul>
<p><b>Reading</b></p> <p>What the Person Can Do (Business/service texts)</p> <ul style="list-style-type: none"> <li>■ Understands very short basic forms, labels, tables and schedules (CLB 2)</li> </ul> <p>(Information texts)</p> <ul style="list-style-type: none"> <li>■ Gets information from very short texts (CLB 2)</li> </ul> <p>Performance Indicators (Information texts)</p> <ul style="list-style-type: none"> <li>■ Gets key information/main idea from verbal and graphic texts (CLB 3)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>■ Follows simple written directions (ESI)</li> </ul>

The copyright holder gives permission for users of the document to make copies of selected pages for not-for-sale educational purposes within their organizations. Copying for other purposes without permission is prohibited.

Centre for Canadian Language Benchmarks 803 – 200 Elgin Street Ottawa, ON K2P 1L5  
Ph. (613) 230-7729 Fax: (613) 230-9305 [info@language.ca](mailto:info@language.ca)

Activity 1: Introductory Activity to Assess Learner Understanding of the Focus of the Lesson

Appendix 1.1

		
<p>Turn off the grill and oven.</p>	<p>Throw away or store food items.</p>	<p>Fill bottles and containers.</p>
		
<p>Clean work area.</p>	<p>Count stock (complete inventory).</p>	<p>Make a list of things to order.</p>
		
<p>Mop floor.</p>	<p>Take out the garbage and recycling.</p>	<p>Sign out.</p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### An Equipment Checklist

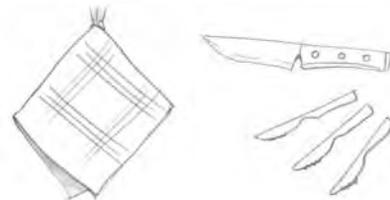
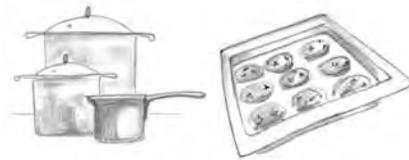
Mike is putting away some kitchen articles at the end of his shift. He signs next to each item as he returns it to its place. He uses a checklist to make sure he puts everything away. He discovers that something is missing. Identify the items from the pictures and sign the checklist. What is missing?

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign for each item.

Equipment	Signature
pots	
mixing bowls	
dish cloth	
knives	
potholder	
apron	
baking sheet	
plastic wrap	



Activity 3: Game - Ending the Workday

Appendix 3.1



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### End of Day Duties Checklist

- Turn off the grill.
- Throw away or store food items.
- Fill bottles and containers.
- Clean work area.
- Count stock.
- Make a list of things to order.
- Mop floor.
- Take out the garbage and recycling.
- Sign out

Activity 4: Create a "To Do" checklist of the learners' Weekly Responsibilities

Appendix 4.1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

To Do (Monday to Sunday)

- Take my son to preschool (everyday)
- Pick up my son from preschool (Monday and Tuesday)
- Make supper (Wednesday, Thursday, Friday)
- Call my sister (Saturday)
- Pay the phone bill (Saturday)
- Walk the dog (Sunday)
- Do my English homework (everyday)!