



## Lesson Plan 6

### Making Requests

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

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

**Essential Skill(s):** Oral Communication

<b>Objective(s)</b>	<b>Audience</b>
<ul style="list-style-type: none"> <li>To courteously request, accept, refuse, and offer an alternative.</li> </ul>	<ul style="list-style-type: none"> <li>Learners who want to improve the formality/ appropriateness of their interactions with co-workers</li> </ul>
<b>Grammar/Language Focus</b>	<b>Time Required</b>
<ul style="list-style-type: none"> <li>count, non-count nouns</li> </ul>	1 hr – 1.5 hrs
<b>Vocabulary</b>	<b>Materials</b>
<ul style="list-style-type: none"> <li>Could you...? Would it be possible..? Do you mind if I...? Of course! Not at all! Certainly! Sure! I'm afraid...I'm sorry but...</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 1.1, 1.2, 1.3 (choose one and cut into cards or create cards using vocabulary more appropriate for level and interest of learners.</li> <li>Appendix 3.1 (Several copies cut into cards)</li> </ul>
<b>Workplace Culture</b>	
Learners may need to find appropriate ways of asking to borrow something but must accept that occasionally the request may be refused or that they may have to refuse a request.	



## Learning Activities

### Activity 1: Practice Correctly Identifying and Pronouncing the Names of Small Articles and Materials

1. Display objects or pictures (Appendix I.1) where everyone can see them. Begin by asking individual learners to identify the items. Practice clearer pronunciation.
2. Introduce or review count and non-count nouns. Practice using both in short sentences. The following table illustrates common examples:

Count Nouns	Non-count Nouns
<ul style="list-style-type: none"> <li>■ hammer, screwdriver</li> <li>■ bottle, box, litre</li> <li>■ coin, note, dollar</li> <li>■ cup, plate, fork</li> <li>■ table, chair, suitcase, bag</li> </ul>	<ul style="list-style-type: none"> <li>■ plastic, paper</li> <li>■ rice, sugar, water</li> <li>■ electricity, power</li> <li>■ money</li> <li>■ water, gasoline, fluid</li> </ul>

### Activity 2: Requesting Materials and Tools and Appropriate Responses

1. Brainstorm ways of requesting articles:  
I need a ..... I need some.....  
Can you give me some ....., please?  
Could you give me a ..... please?  
Could/May I borrow your .....?  
Can/Could I use your.....?
2. Brainstorm favorable responses:  
Sure!  
Of course!  
Help yourself!
3. Brainstorm unfavorable responses:  
No. I need it.  
No. There isn't/aren't any.  
I'm sorry! I need it this morning.  
Sorry, I don't have one/any.
4. Brainstorm making alternative suggestions. For example:  
Sorry! I need it. I think there's one in the storeroom.  
Sorry! I need it. Ask Kyle. He may have one. (Everyday speech = He's got one)  
Sorry, I don't have one/any. Can you ask the supervisor?



## Learning Activities

### Activity 3: Role Play

1. Pair learners with a partner who demonstrates a similar level of language proficiency.
2. Give each pair two sets of cards; one set contains the vocabulary items that workers use in the workplace, and the other set contains commands (see Appendix 3.1).
3. Place the cards face down on the table in two separate piles.
4. Have players choose a role; player one is the 'Asker' and player two is the 'Responder'.
5. Player one chooses from the piles containing items and player two chooses from the pile containing commands.
6. Player one must formulate a request incorporating the item on the card and player two must respond according to the command on the card. Players do not see each others cards.  
\*Note – For lower level pairs, remove the command cards which include giving a suggestion.
7. Once players have completed half of the deck, have them switch roles and continue.

### Activity 4: Getting the Tools You Need

1. Use the picture cards in Appendix I.1 or create your own. Distribute an equal number of cards to each learner in the group. The number of cards you distribute depends on the number of learners per group. Do not distribute all the cards. Put the extras face up on the table.
2. Have learners circulate asking each other for tools and materials. If they have the card, they hand it over. If they don't have the card, they must refuse politely. Encourage them to suggest alternatives, such as:
  - I think Hamil has one.
  - There's one on the table.

#### Possible extension for this activity:

This activity can be turned into a game by providing extra cards and a tools checklist for each learner to fill out. The first learner to obtain all the tools on the checklist wins.



## Learning Activities

### Additional and/or Extended Learning Activities

- Have learners make a collage of the tools or equipment they use most often. Encourage them to add adjectives to describe the tool better, for example by adding trade names (a Phillips screwdriver), indications of size (a six inch bit), or purpose (a snow shovel).
- Discuss appropriate times for refusing a request, i.e. reasons that relate to safety or regulations

### Reflective Evaluation

- During the role play, the learners clearly identify the tools and materials and demonstrate appropriate language in their requests, refusals and explanations.

### Debriefing/Wrap-up













- Refusing politely is a skill necessary in all jobs. Have learners brainstorm different situations in a variety of jobs where they would have to refuse a request.
- Discuss why it is important to practice the correct pronunciation of the tools and materials you use at work.

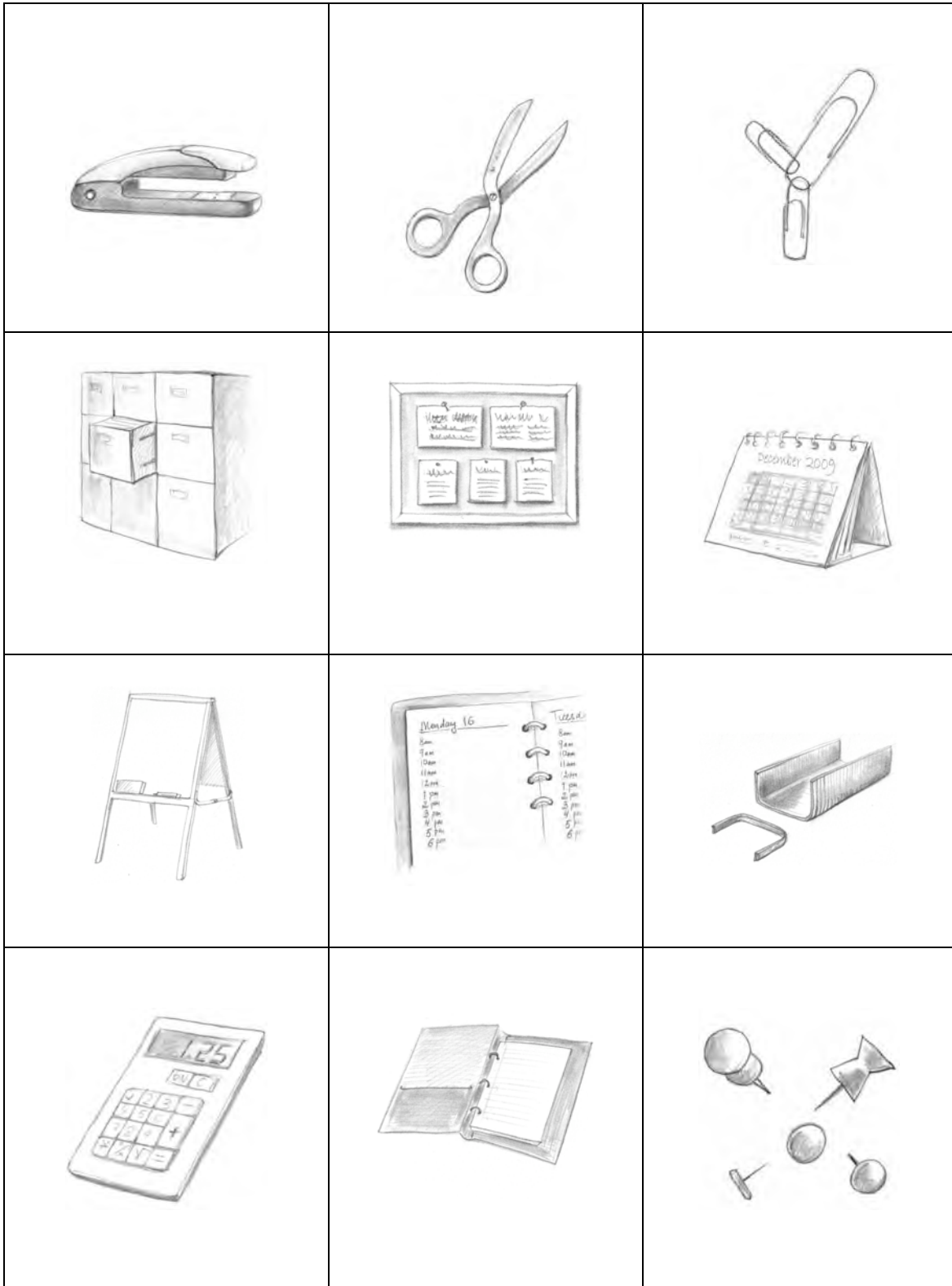


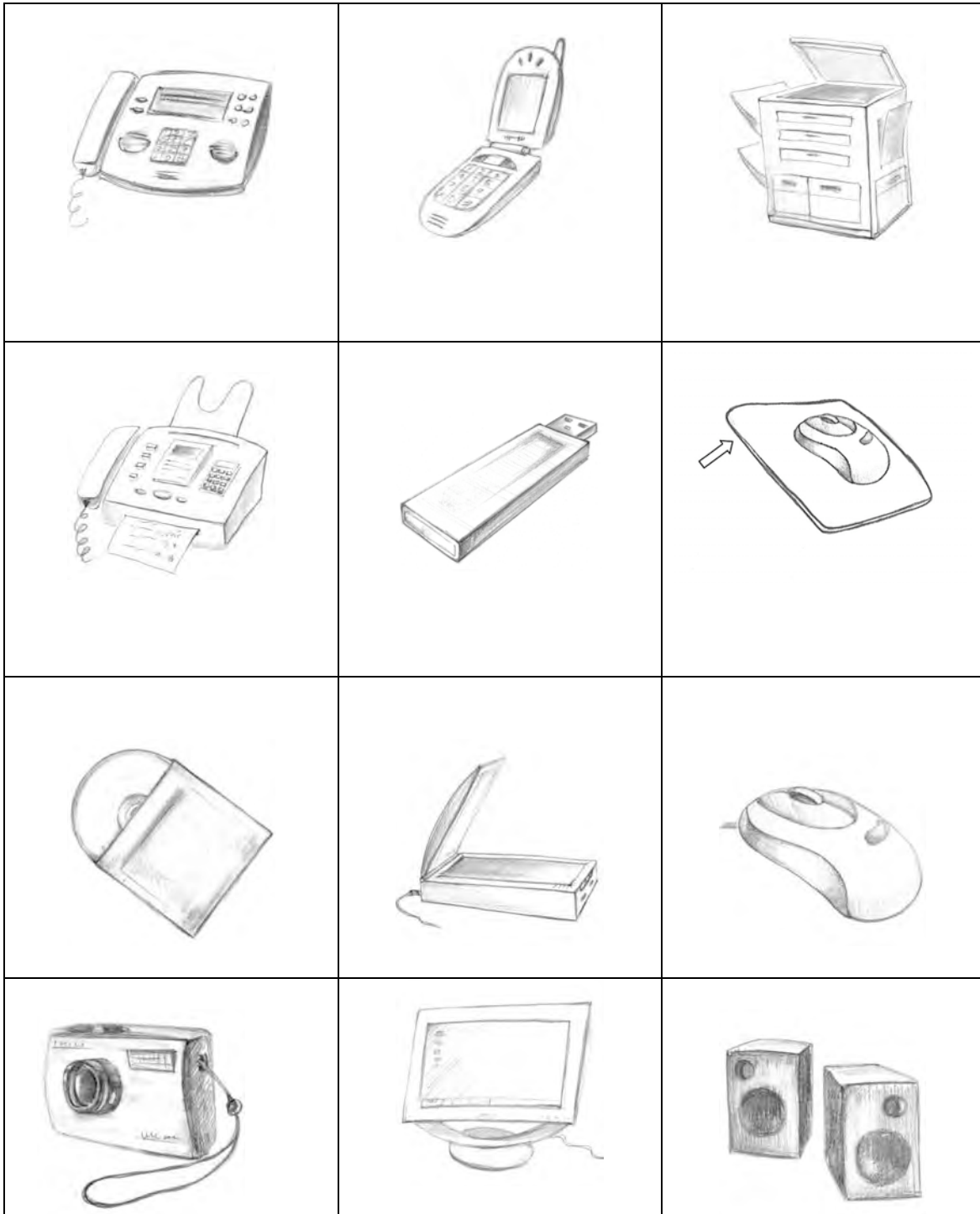
<b>Skill Descriptors</b>	
<b>Canadian Language Benchmarks Skill(s)</b>	<b>Essential Skill(s)</b>
<p><b>Speaking</b></p> <p>Global Performance Descriptor</p> <ul style="list-style-type: none"> <li>■ Learner can communicate in a very limited way some immediate and personal needs in familiar situations. (CLB 2)</li> </ul> <p>What the Person Can Do (Suasion)</p> <ul style="list-style-type: none"> <li>■ Express and respond to a number of requests. (CLB 2)</li> <li>■ Ask and grant permission, Ask for, offer and accept assistance. (CLB 3)</li> </ul> <hr/> <p><b>Listening</b></p> <p>What the Person Can Do (Suasion)</p> <ul style="list-style-type: none"> <li>■ Identify a range of expressions used to request assistance, express and respond to requests, and express warnings. (CLB 2)</li> <li>■ Can follow requests related to the immediate context (CLB 3)</li> </ul>	<p><b>Oral communication</b></p> <p>Functions</p> <ul style="list-style-type: none"> <li>■ Limited oral communication demands in a basic work-related social interaction (ESI)</li> <li>■ Obtains specific information (ESI)</li> </ul>

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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)







<b>ACCEPT</b>	<b>REFUSE</b>	<b>REFUSE AND GIVE A SUGGESTION</b>
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