



REQUESTING HELP FROM CO-WORKERS

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: “I need to ___.” “Can you help me reach/move/carry/find please?”

Lesson Topic: Asking for clarification

Language/Culture Point: Additional verbs needed at work

Objective: Students will be able to politely request help from a coworker.

Materials: 1) Student pages, 2) Workplace task cards from Workplace Essentials Lesson 13, 3) Match up cards

Supplemental Materials to be Created: Lesson 13 requires the instructor to use Workplace Task Cards from Workplace Essentials, Lesson 13. The instructor will add request phrases to the back of each task card and leave the verb blank.

For example:

Task: Wash the dishes

Request: Can you help me (find) the detergent?

The instructor will also need to print and prepare several sets of the verb match up cards with the key verbs: reach, move, carry, find. The instructor should print one set of verb match up cards for each group. Note that these cards are provided, and there are two blank cards the instructor can use to provide additional verbs as necessary.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Brainstorming

TEACHING ACTIVITY

1. Ask students if they ever need help with their tasks at work.
2. Ask, “What tasks do you need help with? Do you ask for help? Who do you ask?”
3. Help students to think beyond their typical tasks. They may not need help vacuuming the carpet, but they may need help moving the furniture so they can vacuum under it.



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4. Write their responses on the board.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	-	- TPR

TEACHING ACTIVITY

1. Tell the students about a day at work when you needed a lot of help. As you tell the story, act out all the tasks you needed help with and talk about how you asked your coworker to help.
2. Tell the story again, and this time have the students act out the tasks with you.
3. Tell the story another time, this time with only the students acting out the tasks.
For example:

Many times at work I need to ask my coworkers for help. I can do all of my tasks, but sometimes I need other kinds of help. Yesterday I needed more supplies, but they were at the top of the supply cabinet. I couldn't reach them, so I asked my coworker to help me. Then I needed to move some furniture to complete another task. The furniture is very large, so I asked my coworker to help me move the furniture. Then I needed to deliver an order to a customer, but it was very heavy, so I asked my coworker to help me carry it.

STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	-	- TPR

TEACHING ACTIVITY

1. Have students get into pairs and discuss with each other what happened in the story.
2. After a few minutes, ask for a pair to volunteer to lead the class in retelling the story.
3. Have them tell the story while the rest of the class acts it out.



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STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Workplace essentials lesson 13 workplace task cards, verb match up cards	- Match up

TEACHING ACTIVITY

1. Tell the students, “Today we are going to practice asking our coworkers for help.”
2. Tape each of the verb match up cards on the board.
3. Using the cards the students created during Workplace Essentials Lesson 13, draw a workplace task card and show it to the class. Read the request that you wrote on the back and think about which verb you should demonstrate as you explain. For example:

One of my tasks at work is to wash dishes. The request is for help with the detergent. Hmm...do I need help to carry the detergent? No, that’s not right. Ah, I know. I need help to reach the detergent. Oh, or maybe I need help to find the detergent!

4. When you use the word reach, place the task card under the verb match up card and say the request. For example:

“I need to wash the dishes. Can you help me reach the detergent?”

5. Write the request on the board next to the task. Act out the request.
6. Continue with other tasks as time allows.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Workplace task cards, verb match up cards	- Problem solving

TEACHING ACTIVITY

1. Draw another workplace task card and show it to the class. Read the request on the back.

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2. Choose an advanced student, give him or her the card, and ask which action the request needs. Ask the class if they agree.
3. When the class agrees, place the task under the correct action. Then ask another student what they need help with, prompting them to ask the question, "Can you help me _____?" Act out the request along with the student.
4. Have another student draw a card and get help from the class to choose the right verb. Then the students will work together to form the correct request. Act out the request with the student.

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Workplace task cards, match up cards	- Workplace task cards, match up cards, graphic organizers

TEACHING ACTIVITY

1. Put students in groups of two to three and give each group a set of verb match up cards.
2. Post the workplace task cards around the room so that the task (and not the request) can be seen.
3. Have the groups rotate around the room and visit as many workplace task cards as possible.
4. At each workplace task card, the group should work to determine which verb match up card(s) go with the task card.
5. In the chart in the student pages, the students should record the verb they used and the task represented by the workplace task card. They should then come up with a request using the information they've gathered and write it in the third column.
6. With any remaining time, have the groups share the requests they created using the workplace task cards and the verb match up cards.



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STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Grammar: verbs

TEACHING ACTIVITY

1. On the board, write the four verbs practiced during the lesson: reach, carry, find, move.
2. Review the meaning of each word by acting it out and asking the students to act it out with you.
3. Then, ask the students if there are other actions they need help with at work. For example:
 - Lift the boxes
 - Push the cart
 - Hold/open/close the door

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Charades

TEACHING ACTIVITY

1. Play a form of charades with workplace tasks. However, instead of simply guessing the task, students must respond with the help they need to complete the task. For example: A student draws the task for cleaning the floors and acts it out. A classmate should ask, "Can you help me move the furniture? I need to clean the floor!"