

CLB 3 / 4

**SURVIVAL ENGLISH**  
HEALTH AND WELLNESS

# SAFE HAVEN EMPLOYMENT ENGLISH PROGRAM SPEAKING

Asking for Sick Leave



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# SAFE HAVEN EMPLOYMENT ENGLISH PROGRAM

## Asking for Sick Leave

### TASK OBJECTIVE

Students will be able to **politely request** short-term sick leave from work.

# CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

## CLB 3 – III

### Getting Things Done

Make and respond to an expanding range of simple requests related to everyday activities

- Uses appropriate polite expressions
- Uses simple sentences and question formations
- Repeats and attempts to explain when necessary
- Provides some basic details

### Feature(s) of Communication

- Informal communication with one person at a time
- Encouraged by questions and prompts from a supportive listener

## CLB 4 – III

### Getting Things Done

Make and respond to a range of requests and offers

- Asks questions and makes requests politely and appropriately
- Uses modals with some accuracy
- Helps the listener's comprehension by repeating and explaining
- Provides details as needed

### Feature(s) of Communication

- Informal communication with one person or in a small supportive group
- Encouraged occasionally by questions or prompts from a supportive listener

## ASSESSMENT TASK

Ask your supervisor for sick leave.

## INSTRUCTOR NOTES

This task package aims to help refugee claimants build speaking skills related to asking workplace supervisors for short-term sick leave, including for mental health concerns.

Learning about protected forms of leave in BC, as well as how to appropriately ask for these, provides refugee claimants with the knowledge, skills and confidence to take time off work when needed. As vulnerable newcomers and persons without long-term legal status in Canada, refugee claimants may often be reticent to ask for time off for fear of employers' reprisal, or for various cultural reasons, such as lack of awareness that such leaves are legally protected in Canada, or discomfort in advocating for themselves with supervisors. Further, studies show that refugees are twice as likely to experience psychological distress — including depression, anxiety and post-traumatic stress disorder — as other newcomers or folks born in Canada. It is important, therefore, to help refugee claimants build the cultural knowledge, speaking skills and comfort to ask for time off when needed, so that they may prevent the spread of contagious illnesses in their workplaces and protect themselves from stress-related burnout and other negative mental health impacts.

# OVERVIEW OF SAMPLE SKILL-BUILDING ACTIVITIES TO ADDRESS TASK CRITERIA

## Sample Activity 1

### DISCUSSION & KINDS OF LEAVE

Introducing the Task

## Sample Activity 2

### POLITE REQUESTS

CLB 3: Uses appropriate polite expressions; CLB 4: Asks questions and makes requests politely and appropriately

## Sample Activity 3

### USING MODALS

CLB 3: Uses simple sentences and question formations, uses appropriate polite expressions; CLB 4: Uses modals with some accuracy

## Sample Activity 4

### HOW MUCH DETAIL TO GIVE?

CLB 3: Provides some basic details; CLB 4: Provides details as needed

## Sample Activity 5

### CLARIFYING & REPEATING

CLB 3: Repeats and attempts to explain when necessary; CLB 4: Helps the listener's comprehension by repeating and explaining

## Skill-Using Task

### ROLE-PLAYS

Reviews and provides practice for all previous criteria

## Learner Task

Students ask their workplace supervisor for short-term sick or mental health leave

# STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES

## Universal Design for Learning

- **Embedded:** The task package breaks the conversation into small, manageable component parts, and teaches complex speaking skills step-by-step. It provides practice and review in the form of a skill-using task prior to assessment.
- **Suggested:** Remember that Safe Haven Task Packages are not meant to be used as comprehensive lesson or module plans, but rather a set of sample activities addressing the core criteria of a learner task: aim to provide multiple opportunities for practice, feedback and review alongside each sample activity.

## Trauma-informed Practices

- **Embedded:** This task package seeks to normalize discourse around mental health without pressuring students to divulge private information; it stresses that even in BC's employment laws, mental health challenges are recognized as valid grounds for protected sick leave — just like any physical illness or injury. Introducing topics like stress, depression and anxiety as common and valid health concerns helps to destigmatize mental health challenges, and may lead to feelings of recognition, validation and even, over time, comfort in talking about students' emotional lives.
- **Suggested:** In the discussion prompt, "Have you had to take time off work before?" note that the follow-up questions do not ask for reasons: students are entitled to their privacy in classroom discussion and may choose to skip any discussion question they would prefer not to answer with a simple "pass, please." You might also note that, in most cases, their employers will likewise not need to know much in terms of personal details.

# STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES (CONT.)

## Relevant Content

- **Embedded:** This task package focuses on a vital workplace communication skill, helping students take the breaks they need (and are entitled to) while maintaining polite, respectful relationships with their employers.
- **Suggested:** Consider complementing this task package with a more comprehensive lesson on this kind of workplace communication, such as NorQuest College's LINC Works ["Time Off" lesson](#). For students who may not yet have entered the Canadian workforce, emphasize that the speaking skills and cultural knowledge taught and practiced here will be relevant elsewhere as well — for example, telling your teacher or child's school about a health-related absence.

## Community Engagement & Classroom Connections

- **Embedded:** The activities in this task package encourage small-group discussions and hands-on activities in pairs. Collaborative and communicative activities like these help to strengthen student-student relationships and build a sense of classroom community.
- **Suggested:** This task package presents an excellent opportunity to bring in either employment specialists or mental health experts as guest speakers. Employment specialists (or employers themselves) may be able to provide concrete real-world examples of, and advice for, newcomer workers asking for health-related time off; mental health experts could supportively point students towards accessible community resources, such as those found near the bottom of [BC Refugee Hub's Mental Health Toolkit](#).

# STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES (CONT.)

## Accessibility

- **Embedded:** Skill-building activities build and gauge students' textual comprehension in a variety of ways — including sorting, marking with a check mark or X, and underlining or crossing out information — allowing students with writing difficulties to demonstrate their comprehension of key concepts.
- **Suggested:** Many of the task package's written instructions could be read aloud and modelled for students with reading difficulties.

## Inclusivity, Diversity & Unity

- **Embedded:** The task package introduces a range of personal circumstances that students might be dealing with, including challenges related to family, legal status, physical and mental health, and helps students build the communication skills to advocate for themselves on these grounds.
- **Suggested:** Consider adding examples and scenarios that address the specific challenges of your students' unique circumstances. Students seeing themselves represented in classroom materials may lead to feelings of validation and support and increases learner motivation.



# Speaking

## CLB 3

<b>Theme</b>	Survival English - Health and Wellness
<b>Task</b>	Ask a supervisor at work to take a sick or mental health day
<b>Competency</b>	III - Getting Things Done

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

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

	<b>Holistic Your listener can...</b>	<b>Yes (2)</b>	<b>Not Yet (1)</b>
*	Understand and respond to your time off request		
	<b>Analytic You can...</b>	<b>Yes (2)</b>	<b>Not Yet (1)</b>
*	Make a polite request <i>Uses appropriate polite expressions</i>		
	Speak in simple sentences or questions <i>Uses simple sentences and question formations</i>		
*	Give some details <i>Provides some basic details</i>		
	Repeat or explain yourself when necessary <i>Repeats and attempts to explain when necessary</i>		

**Total**

\_\_\_\_\_ / 10



# Speaking

## CLB 3

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred \* criteria

Successful overall in this task?

Yes

Not yet



# Speaking

## CLB 4

<b>Theme</b>	Survival English - Health and Wellness
<b>Task</b>	Ask a supervisor at work to take a sick or mental health day
<b>Competency</b>	III - Getting Things Done

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

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

<b>Holistic Your listener can...</b>		<b>Yes (2)</b>	<b>Not Yet (1)</b>
*	Understand and respond to your time off request		
<b>Analytic You can...</b>		<b>Yes (2)</b>	<b>Not Yet (1)</b>
*	Make a polite request <i>Asks questions and makes requests and suggestions politely and appropriately</i>		
	Use some modals ("can," "could," "would" etc.) <i>Uses modals with some accuracy</i>		
*	Give some details <i>Provides some basic details</i>		
	Help your listener understand by repeating or explaining <i>Facilitates the listener's comprehension by repeating and explaining</i>		

**Total**

\_\_\_\_\_ / 10



# Speaking

## CLB 4

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred \* criteria

Successful overall in this task?

**Yes**

**Not yet**

## Sample Activity 1: Discussion & Kinds of Leave

(Introducing the task)

### Instructions

Discuss the following questions with your group. When you finish, share your answers as a class.

**Teachers' note:** Elicit from each group to create a list as a class; possible responses could include: feeling sick; having an injury or accident; pregnancy and/or maternity leave; stress or mental health; necessary medical appointments; a problem at a child's school; statutory holidays, etc. At this point hold off distinguishing between protected vs. unprotected or paid vs. unpaid leaves under BC law; instead, try to generate a comprehensive list and initiate student discussion.

## Sample Activity 1: Discussion & Kinds of Leave

(Introducing the task)

1. What should you do at your workplace if you need to take a **day off**?
2. What are some **reasons** for taking time off work? Make a short list.

### REASONS FOR TAKING TIME OFF WORK:

- 
- 
- 
- 
- 
- 

3. Have you had to take time off work before?

- Who did you ask?
- What did you say?

4. Do you know your **workplace's policy** for asking for time off?

## Sample Activity 1: Discussion & Kinds of Leave (continued)

### Instructions

Do you know what kinds of days off are allowed in Canada or BC? Pick a card, read it aloud, and ask your partners “Do you think this is allowed in Canada?” Discuss and place in the categories **Allowed** and **Not Allowed**.

**Teachers’ note:** print and cut out table copies of leave cards; enlarge (11x17) and print table copies of allowed/not allowed chart (next page)

Your daughter is sick from school. You couldn't find a babysitter and have to stay home to take care of her.	You have been feeling over-stressed lately. You're not sleeping well and your mental health is suffering.
It's BC Day. That's a provincial holiday in BC.	You had an accident at work yesterday. Your doctor said you need to take 3-5 days off.
Your asylum claim hearing is next month. You don't know if you're scheduled to work that day. You need to book it off.	You've been working the same job for more than one year. You'd like to take a short 5-day vacation.
You're pregnant and need to take time off to deliver the baby. You'll also need some time off after the baby is born.	Your wife/partner has just had a baby. You need to take time off to help take care of it.

**Sample Activity 1: Discussion & Kinds of Leave** (continued)**ALLOWED:****NOT ALLOWED:**

## Sample Activity 1: Discussion & Kinds of Leave

### ANSWER KEY

Your daughter is sick and can't go to school. You couldn't find a babysitter and have to stay home to take care of her.

- ✓ This is called **family responsibility leave**. You get 5 days per year (unpaid) to care for a member of your immediate family.

It's BC Day. That's a provincial holiday in BC.

- ✓ "Stat" or **statutory holidays** are paid days off. If you work on a stat holiday, you should be paid an average day's pay + 1.5x wages for the hours you worked. There are 11 stat holidays in BC; for a full list and to find out if you qualify, see <https://www2.gov.bc.ca/gov/content/employment-business/employment-standards-advice/employment-standards/statutory-holidays>.

Your asylum claim hearing is next month. You don't know if you're scheduled to work that day. You need to book it off.

- ✓ Tell your supervisor as soon as you know your hearing date. You may need to provide documentation.

You're pregnant and need to take time off to deliver the baby. You'll also need some time off after the baby is born.

- ✓ A pregnant employee can take up to 17 weeks of **maternity leave** (unpaid). You can also take more than one year of **parental leave** (unpaid).

Your wife/partner has just had a baby. You need to take time off to help take care of it.

- ✓ Either parent— not only biological mothers— can take over one year of **parental leave** (unpaid). You should take this leave before the baby is 1.5 years old.

## Sample Activity 1: Discussion & Kinds of Leave

### ANSWER KEY

You have been feeling over-stressed lately. You're not sleeping well and your mental health is suffering.

- ✓ **Sick days** in BC include mental health concerns. You get 5 (paid) per year. You do not have to give specific details if you feel uncomfortable doing so.

You had an accident at work yesterday. Your doctor said you need to take 3-5 days off.

- ✓ Injuries are also protected under **sick leave**. You should report all workplace injuries to your employer, and your employer should report to Work Safe BC. Learn more:  
<https://www.worksafebc.com/en/claims/report-workplace-injury-illness>.

You've been working the same job for more than one year. You'd like to take a short 5-day vacation.

- ✓ After 1 year of employment, employees are allowed to take 2 paid weeks of **vacation leave**. Your workplace may have its own policy about how much notice you should give, so ask your supervisor.

**Follow-up:** ...That's right: all these forms of leave are legally allowed and protected, as long as you give your supervisor proper notice. Are you surprised?

- Discuss with a partner.

Now that you know a bit about when you can take time off, let's learn more about how to ask for it.

## Sample Activity 2: Polite Requests

(CLB 3: Uses appropriate polite expressions; CLB 4: Makes requests politely and appropriately)

Here are some helpful expressions for making requests politely. Pay attention to the underlined parts:

- I would like to borrow your pen.
- Would you mind if I borrow your pen?
- Would it be OK for me to borrow your pen?
- Could I please borrow your pen?



Some expressions are not appropriate because they are either **too formal** or **too casual**.

### Instructions

In groups, take turns reading the following requests out loud. Discuss if you think they are **appropriate** or **inappropriate** to use at work. For those that are **inappropriate**, discuss why: Too formal? Too casual? Rude? Grammatically incorrect?

	✓ or ✗ ?	Why?
1. <u>I'd like to</u> take a day off next week for a doctor's appointment.		
2. <u>Might I please ask your permission</u> to stay home sick today?		
3. I'm leaving early today: <u>OK?</u>		
4. <u>Would it be OK</u> for me to take a day off tomorrow?		
5. <u>Could you please</u> take a day off next week?		
6. <u>It is imperative, sir, that I</u> take tomorrow off.		
7. <u>I wanted to let you know</u> that I will not be at work on Thursday because of a medical appointment. <u>Please let me know</u> if you need a doctor's note.		
8. Do ya mind if I leave early today? Thx 🙏		
9. <u>I would like to request</u> vacation leave from December 15th to 20th. <u>Would that be OK?</u>		
10. <u>Might I perhaps request</u> an leave of some days for illness?		

## Sample Activity 2: Polite Requests

### ANSWER KEY

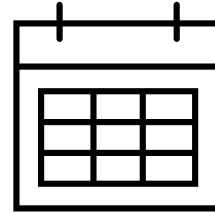
	✓ or ✗ ?	Why?
1. <u>I'd like to</u> take a day off next week for a doctor's appointment.	✓	
2. <u>Might I please ask your permission</u> to stay home sick today?	✗	Too formal
3. I'm leaving early today: <u>OK?</u>	✗	Casual <u>and</u> rude (also, not enough notice)
4. <u>Would it be OK</u> for me to take a day off tomorrow?	✓	
5. <u>Could you please</u> take a day off next week?	✗	Grammar issue: "Could <u>I</u> take a day off?" (not "you")
6. <u>It is imperative, sir, that I</u> take tomorrow off.	✗	Too formal: "imperative" means necessary, but is not often used
7. <u>I wanted to let you know</u> that I will not be at work on Thursday because of a medical appointment. <u>Please let me know</u> if you need a doctor's note.	✓	
8. Do ya mind if I leave early today? Thx 🙏	✗	Too casual: "ya" = short for "you," "thx" = short for "thanks" - and the emoji is inappropriate
9. <u>I would like to request</u> vacation leave from December 15th to 20th. <u>Would that be OK?</u>	✓	
10. <u>Might I perhaps request</u> an leave of some days for illness?	✗	Too formal <u>and</u> a grammar issue: use "an" only before vowels (a-e-i-o-u)

## Sample Activity 3: Using Modals

(CLB 3: Uses simple sentences and question formations, uses appropriate polite expressions; CLB 4: Uses modals with some accuracy)

Take a look back at our helpful expressions for making requests:

- I would like to take a mental health day.
- Would you mind if I leave early today? I'm not feeling well.
- Would it be OK for me to book off next Thursday? I have an appointment.
- Could I please take one week of vacation leave next month?



What do you notice about these sentences?

...that's right: they all use "modals" or helping verbs. Modals like "could" and "would" can be used to make **polite requests**.

### Instructions

Pick a request card. Make the request more polite by using one of the following phrases below. Then, respond to your partners' requests.

- *Would you mind if I...?*
- *Would it be OK for me to...?*
- *I'd like to...      ...Is that OK?*
- *Could I please...?*

**Teachers' note:** print and cut table copies of request cards; print and enlarge (11x17) table copies of polite phrases activity board (following pages).

## Sample Activity 3: Using Modals (continued)

### Instructions

Pick a request card. Make the request more polite by using one of the following phrases below. Pay attention to the verb (in bold). Then, respond to your partners' requests.

Would you mind if I...

Would it be OK for me to...

I'd like to...

Could I please

(place cards here)

...Is that OK ?



### Sample Activity 3: Using Modals (request cards) (continued)

<p>I want to <b>borrow</b> your pen for today's class. I forgot mine.</p>	<p>I need to <b>leave</b> early from work today. I have a headache.</p>	<p>I'm going to <b>book</b> one week of vacation to visit friends.</p>
<p>Let me <b>take</b> tomorrow off for an appointment.</p>	<p>Can I <b>use</b> your phone to call my children's school?</p>	<p>I need to <b>get</b> a ride to work tomorrow. Could you pick me up?</p>
<p>I have to <b>take</b> a quick washroom break. I'll be back in 15 minutes.</p>	<p>I need to <b>leave</b> the job site during lunch break. I'll be back on time.</p>	<p>(your ideas?)</p>

## Sample Activity 4: How much detail to give?

(CLB 3: Provides some basic details; CLB 4: Provides details as needed)

It's good to give details. But we should avoid giving our supervisors too much detail.

Your supervisor needs to know:

- **When** you plan to take time off.
- **How long** you will be away from work.
- A basic idea of **why** you need time off.



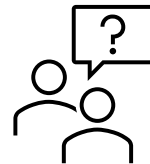
They do not need to know:

- **Personal details** about your illness.
- Your **specific plans** for your vacation or appointment.
- Information about your physical or mental health that you feel **uncomfortable** sharing.



If you're not sure, **ask your manager**:

- **How** would you like me to tell you about my absences?
  - Email? Phone? In-person?
- **How** much detail would you like?
- **How** much notice do you need?
- **What** is our company policy about leaves of absence?



## Sample Activity 4: How much detail to give? (continued)

### Instructions

Below are some situations when you might need to take time off work.

1. Read each situation out loud.
2. Ask a partner:
  - Which part(s) are **important** or **necessary**?
  - Which part(s) are **too personal** or **unnecessary**?
3. Work together and underline the parts that you should tell your supervisor. Cross out the parts that are too personal, uncomfortable or unnecessary. Re-write if necessary.
4. Practice **asking for time off** with the new, edited situation.

### Situation 1:

I need to ask for the day off, because I'm feeling really, really sick. Last night I had a bad stomachache, and then I woke up early this morning vomiting. I might have food poisoning. It could be from some fish I ate yesterday. I should be able to come back to work tomorrow.

### Situation 2:

Could I please book a day off next month? It's for my asylum hearing and it's really important for me. I'm here in Canada as a refugee claimant. I've been preparing for my claim for months now. The hearing is on Thursday, October 9th: it would be at 2:00pm in the afternoon, but I would like to take a whole day off to prepare. Please, please, please! It's really important for me!

**Situation 3:**

I would like to ask you for a mental health day next week. I've been feeling really stressed out lately. My children are having problems at school. I'm worried about money and paying the bills. I have a lot of bad memories from my home country. I need to take a day off to see a counsellor. My appointment is on Wednesday, but if it's busy here at work, I can reschedule it.

**Situation 4:**

Would it be OK for me to book my vacation leave this Fall? I have some family living in Ontario that I want to visit. They live just outside of Toronto, and I've never been there. We want to visit Niagara Falls. Maybe we will see a baseball game there. Baseball is my favourite sport. I used to play when I was younger in my home country. I'd like to go in October before it gets too cold there. Would the week of 14-17 be OK? The 13th is Thanksgiving, so it would only be 4 days off work.

**Situation 5:**

I need to leave work early today. There was an accident on the job site. I stepped on a nail. The nail went through my boots. My foot was bleeding. Now I need to see a doctor and get a shot. I'm not sure if I'll be able to come to work tomorrow: maybe my foot will be too painful. Or maybe the doctor will tell me to stay home and rest. I'll know tomorrow. Can I phone you in the morning? What's the best phone number to call you at?

## Sample Activity 5: Clarifying & Repeating

(CLB 3: Repeats and attempts to explain when necessary; CLB 4: Helps the listener's comprehension by repeating and explaining)

### Instructions for Teachers on How to Approach the Criterion

Demonstrate to students that sometimes — even sometimes through no fault of their own — their listeners may have difficulties understanding them. This may be because of background noise, listener distraction or mode of communication (Ex. it can be more difficult to hear over the phone than in-person). Then, go over some strategies for clarification, such as:

1. **Speak slowly**, especially with dates and numbers.

**Example:** *De-cem-ber four-teenth*

2. **Hold up fingers** to count, if necessary.

**Example:** *Could I please have 2 days off?* 

3. **Stress the right part** of numbers: 30, 40, 50 etc. have stress on the first syllable; 13, 14, 15 etc. have stress on the second syllable.

**Example:** *That's the THIR-tieth, not thir-TEENTH.*

4. **Stress the right words** in sentences: main verbs, nouns = stressed; helping verbs, articles, prepositions = unstressed.



**Example:** *I would like to take this afternoon off.*

5. **Repeat important information**, especially over the phone.

**Example:** *I need to take a sick day for a doctor's appointment on July 10th. Again, that's a sick day on the 10th of July.*

## Sample Activity 5: Clarifying & Repeating (continued)

**Talk line:** Have students line up at the front of the class facing each other. Explain that it's going to get noisy, so they will have to use different strategies to clarify and explain themselves. Give students a card4 with a date, length of time and reason, and have them take turns asking for time off. Encourage them to use different strategies to make sure their partners heard correctly.

**Teachers' note:** print and cut class copies — you may need to print multiple copies for larger classes.

<p><b>When?</b> This afternoon  <b>How long?</b> The rest of the day  <b>Why?</b> You need to pick up your child from school early</p>	<p><b>When?</b> Tomorrow  <b>How long?</b> One or two days  <b>Why?</b> You feel sick with a cold</p>
<p><b>When?</b> Next month  <b>How long?</b> One week  <b>Why?</b> Vacation</p>	<p><b>When?</b> Next week  <b>How long?</b> One day  <b>Why?</b> You need a mental health day</p>
<p><b>When?</b> November 13th  <b>How long?</b> One day  <b>Why?</b> It's your asylum claim hearing date</p>	<p><b>When?</b> Next Spring  <b>How long?</b> A long weekend  <b>Why?</b> It's a religious holiday</p>
<p><b>When?</b> Tuesday, September 16th  <b>How long?</b> <math>\frac{1}{2}</math> day  <b>Why?</b> You have a dentist appointment</p>	<p><b>When?</b> This week  <b>How long?</b> The rest of the week  <b>Why?</b> You hurt yourself at work and need time to recover</p>

## Skill-Using Task: Role-Play

### Instructions

With a partner, write and practice a conversation about asking for time off from work. Remember to:

- Give a good reason, protected by BC employment law. (See Activity 1 to review.)
- Be polite and professional, but not too formal. (See Activity 2 to review.)
  - Use polite phrases, like:
    - *Could I please...?*
    - *Would it be OK for me to...?*
    - *I would like to...* (See Activity 3 to review.)
  - Give details, like:
    - When?
    - How long?
    - Why?

...But not too much detail. (See Activity 4 to review.)

- Speak clearly and repeat important information. (See Activity 5 to review.)

## Skill-Using Task: Role-Play Sheet

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

Supervisor: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

## CLB 3/4 Speaking Assessment Task Handout

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

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



### Speaking 3-4 III (Getting Things Done): Asking for Sick Leave

#### Instructions

You need to take a day off work for medical or mental health reasons. Ask your supervisor politely for time off. Remember to tell your supervisor **when** and **why** you need the day off. When you are finished, fill out the self-reflection below:

#### Learner Self-Assessment:

I <b>can</b> politely ask for time off	<input type="checkbox"/>
I <b>can</b> use polite expressions, like: <ul style="list-style-type: none"> <li>• Would you mind...</li> <li>• Would it be OK...</li> <li>• Could I please...</li> <li>• I'd like to...</li> </ul>	<input type="checkbox"/>
I <b>can</b> give details, like: <ul style="list-style-type: none"> <li>• Why?</li> <li>• When?</li> <li>• For how long?</li> </ul>	<input type="checkbox"/>
I can give the <u>right amount</u> of details: not too much, not too little	<input type="checkbox"/>
I can repeat myself and explain if necessary	<input type="checkbox"/>

\*\*\*Teachers: complete and attach assessment tool from the beginning of this task package