

Employment Law

Topic Development Ideas

Classes might want to learn more about...














- employment equity
- employment standards, including safe working conditions and practices, layoffs, and vacation pay
- legal deductions from earnings (e.g., tax, employment insurance, union dues)
- legal issues of harassment, including what constitutes harassment
- Ontario Human Rights Code
- rules, regulations, and restrictions regarding filing claims with Employment Insurance and the Workplace Safety and Insurance Board
- WHMIS (Workplace Hazardous Materials Information System) and its legal requirements

Strategies for Learners

Learners find it useful to...

- ask for help from agencies providing immigrant services
- ask legal agency for assistance in reporting safety violations to authorities
- copy words from workplace signs and written information and use bilingual dictionary or translation to clarify
- get assistance from a fellow worker who speaks the same language
- match words from simplified WHMIS materials to signs and words on containers in workplace
- seek government services including legal aid in case of job loss due to discrimination or refusal to work in unsafe conditions
- use repetition and clarification to ensure message is received

Resources for Developing and Teaching Topic

-  *More Picture Stories*: Unit 3, “D3 to E4”; Unit 10, “OK, No Job”
-  *Picture Stories*: Unit 5, “Four-Day Job”
-  *The Oxford Picture Dictionary, Canadian Edition*: Unit 11, “Work”
-  It’s Your Right
-  community legal clinics
-  *CLB Listening/ Speaking Resource*: Stage II, Workplace dialogues 47, 48
-  guest speaker from the Workplace Safety and Insurance Board
-  CLEO (Community Legal Education Ontario): <http://www.cleo.on.ca>
-  Ontario Human Rights Commission: <http://www.ohrc.on.ca>
-  Ontario Ministry of Labour: <http://www.gov.on.ca/LAB/es/ese.htm>
-  Settlement.org: <http://www.settlement.org> (Employment, Employment Standards)
-  Workplace Safety and Insurance Board: <http://www.wsib.on.ca>
-  employment laws Ontario

Employment Law

Topic Outcomes (CLB 3, 4)

Possible outcomes for this topic:

- 🗣️ indicate communication problems when speaking about employment laws and ask for an explanation
- 🗣️ advise of danger in a workplace situation
- 🗣️ ask for assistance with a problem
- 🗣️ tell a story about a situation where rights have been violated
- 🗣️ give a brief description
- 🔍 identify expressions used to indicate communication problems
- 🔍 identify expressions used to ask for, offer, and accept assistance; advise of danger
- 📖 find information in a form, table, schedule, or directory
- 📖 get information about employment law in a simple, explicit, one- to two-paragraph text
- ✍️ describe a situation or event in a workplace in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*harassment, racism, discrimination, minimum wage, overtime, deductions, statutory holiday, compensation, holiday pay, benefits*)
- vocabulary related to safety (*toxic chemical, mask, contact, unsafe, danger, protection*)
- phrases for indicating non-comprehension (*You mean I have to..., Could you explain that again, please*)
- modals: requests, advice (*can, could, should, might*)
- verb tenses: past, past continuous
- pronunciation: -ion endings (*discrimination, termination, violation, compensation, information*)

Sample Tasks

1. Relate a hypothetical story about a problem in the workplace from the perspective of the employer, the employee, and an immigrant service worker.
2. Listen to a dialogue of someone describing a workplace situation. On a worksheet, circle the expressions you hear that are used to ask for, offer, and accept assistance or advise of danger.
3. Read statements about employment law and check if they are true or false.
 - 📖 **Novice:** Cut questions about employment law and paste beside appropriate answers in an instructor-made file.
 - Skills:** Open, Cut, Paste, Drag and Drop, Save
4. Write a dialogue that describes the workplace problem in Language Task 1. Present the dialogue.

Landlords & Tenants

Topic Development Ideas

Classes might want to learn more about...

- collecting the interest on the last month's rent deposit
- evictions
- filing a claim about discrimination with the Ontario Human Rights Commission
- getting maintenance or repairs
- illegal fees (e.g., key money)
- landlord and tenant rights and responsibilities
- laws concerning rent increases
- legal significance of lease
- pets in apartments
- subletting
- tenants' associations
- terminating a lease

Strategies for Learners

Learners find it useful to...

- ask for translation or explanation of lease before signing
- document problems with landlord
- seek legal advice for serious housing problems

Resources for Developing and Teaching Topic

- 📖 *English for Living and Working in Canada*: “Questions for the Landlord”
- 📖 *Interchange 2*: Unit 2, “That’s Outrageous”
- 📖 *Line by Line, Second Edition*: “Apartment Problems”
- 📖 *Ontario Reader 1999*: “New rules for tenants”
- 📖 *It’s Your Right: “Tenant’s Rights”*
- 📖 *The Tenant’s Survival Manual*
- 🏠 community legal clinics and tenant federations
- 🏠 CERA (Centre for Equality Rights in Accommodation): <http://www.equalityrights.org/cera>
- 🏠 CLEO (Community Legal Education Ontario): <http://www.cleo.on.ca>
- 🏠 Ontario Human Rights Commission: <http://www.ohrc.on.ca>
- 🏠 Ontario Rental Housing Tribunal: <http://www.orht.gov.on.ca>
- 🏠 Settlement.org: <http://www.settlement.org> (Housing, Landlord and Tenant Rights)
- 🔑 **landlord tenant Ontario**

Landlords & Tenants

Topic Outcomes (CLB 3, 4)

Possible outcomes for this topic:

- ask for, offer, accept assistance
- give a brief description of a housing problem
- express satisfaction or dissatisfaction
- identify expressions used to ask for, offer, and accept assistance
- understand factual details and some implied meanings in a dialogue or short phone call
- get information from a simple, explicit, one- to two-paragraph text
- get information from a one- or two-paragraph letter (e.g., about upcoming building maintenance)
- fill out a simple 15- to 20-item form (e.g., rental application form)
- write a simple three- to five-sentence note to the landlord (e.g., about a repair)

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*lease, lessee, lessor, utilities, notice, maintenance, rights, sublet, responsibilities*)
- phrases for making requests (*Can you give me some information, please; Can you help me with this problem? What can I do about...?*)
- adjectives: comparative, order
- modals: requests, ability
- questions: yes/no, wh-
- verb tenses: simple present, simple past, future with present continuous
- pronunciation: intonation in wh- questions

Sample Tasks

1. Role-play dialogues asking for help from a community legal clinic to deal with problems with a landlord.
2. Listen to a dialogue between a tenant and a landlord. Complete sentences used to ask for, offer, and accept assistance with expressions you hear in the text.
3. Read a text about landlord/tenant responsibilities. Check a list of sentences with factual errors and correct.
4. Fill out a simple housing application form.

Additional Tasks

- **Novice:** Imagine your rent is \$1,200 each month. Design and create a worksheet showing your rent increase of 3.9% per year for the next five years. Compare your work with classmates.

Skills: (Excel) Create and Insert Formula, Format, (Dollar, Per Cent), Print

Police

Topic Development Ideas

Classes might want to learn more about...

- cultural differences in policing
- giving a statement to the police
- informing police of lost or stolen identification documents, including driver's licence
- Language Line Services and 911 services
- levels of police: RCMP, OPP, local police forces
- police spot checks
- proper use of 911 and other emergency numbers
- reporting accidents
- rights and responsibilities in case of arrest

Strategies for Learners

Learners find it useful to...

- ask the police about crime rate in local area
- educate children about calling 911
- get to know neighbours
- keep emergency numbers next to the phone
- keep photocopies of personal papers and identification in case of loss
- learn ways of addressing police
- request translation when dealing with the police
- take photo of missing person or article to police to help with identification
- use pantomime and gestures to explain problems

Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation Book, Second Edition*: Unit 7, “Emergency: Police!”
- 📖 *LINC Classroom Activities, LINC 3*: “Laws and Bylaws”
- 📖 *More Picture Stories*: Unit 16, “The Wallet”
- 📖 *Ontario Reader 1997*: “Police in Ontario,” “The police and your rights”
- 📖 *Picture Stories*: Unit 12, “Pay Phone”
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 7, “Community”
- 📄 brochures on crime prevention and safety
- 📄 *Welcome to Canada*
- 👂 *CLB Listening/Speaking Resource*: Stage II, Housing dialogue 27
- 🗣️ guest speaker from local police station
- 🌐 911: <http://www.greycounty.on.ca/Departments/Highways/911.htm> (What happens when you dial 911?)
- 🌐 Niagara Regional Police Service: <http://www.nrps.com/nrpsweb> (Education)
- 🌐 Ontario Provincial Police: <http://www.gov.on.ca/opp>
- 🌐 RCMP: <http://www.rcmp.gc.ca>
- 🌐 Settlement.org: <http://www.settlement.org> (Legal Information and Human Rights, Police)
- 🔍 **police Ontario**

Topic Outcomes (CLB 3, 4)	Language Focus
<p>Possible outcomes for this topic:</p> <ul style="list-style-type: none"> 🗣️ indicate communication problems and ask for an explanation 🗣️ ask for, offer, accept, or decline assistance in an emergency 🗣️ tell a story about an accident or crime 🗣️ give a brief description of a person or object 👂 identify expressions used to ask for, offer, and accept assistance; advise of danger 👂 identify factual details and some implied meanings in a listening text 📖 get information from a short brochure about safety 📖 get information from a simple one- to two-paragraph text ✍️ describe a person, place, situation, event in five to eight sentences 	<p>Items to help learners achieve the outcomes:</p> <ul style="list-style-type: none"> ● vocabulary for descriptions (<i>middle-aged, dark clothing, slim, short hair, destroyed, smashed, shot, bit</i>) ● verbs that describe problems (<i>bother, follow, threaten, touch</i>) ● expressions for indicating communication problems (<i>I don't understand, Could you say that again? I didn't catch that</i>) ● adjectives ● modals: requests, permission, obligation ● phrasal verbs (<i>break in, lock up, put away</i>) ● prepositions: time, location, movement ● prepositional phrases ● verb tenses: simple past, past continuous ● pronunciation: voiced and voiceless “th” sounds, /ð/ (<i>bother, thing</i>) and /θ/ (<i>threaten, thank(s)</i>)

Sample Tasks

1. Role-play making 911 calls to report emergencies and ask for help.
2. Listen to a story about a crime and answer questions.
 - 📖 **Novice:** Open an instructor-made document containing a story about a crime that is currently in the news. Follow instructions for highlighting descriptive adjectives about the crime scene. Correct any misspelled adjectives using Spelling tools. Compare spelling changes with a partner.
 - Skills:** Open, Highlight, Spelling
3. Match descriptions of accidents with pictures.
4. Write a simple description of a crime scene.