# 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

## Resources for Developing and Teaching Topic

- *English Extra*: Unit 11, “Dad works so hard”
- *Picture Stories*: Unit 5, “Four-Day Job”
- community legal clinics
- Community Legal Education Ontario: [http://www.cleo.on.ca](http://www.cleo.on.ca)
- Ontario Human Rights Commission: [http://www.ohrc.on.ca](http://www.ohrc.on.ca)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Employment, Employment Standards)
- Workplace Safety and Insurance Board: [http://www.wsib.on.ca](http://www.wsib.on.ca)
- employment laws Ontario
### Topic Outcomes (CLB 1)

**Possible outcomes for this topic:**
- ✐ indicate communication problems
- ✐ request assistance with a workplace problem
- ✐ give basic personal information
- ✐ identify expressions used to ask for repetition and clarification
- ✐ identify expressions used to request assistance
- ✐ use a simplified common form (e.g., pay stub)
- ✐ understand common safety signs and symbols in the workplace
- ✐ fill out a very basic five- to seven-item workplace form

### Language Focus

**Items to help learners achieve the outcomes:**
- vocabulary (employee, gross, net, deductions, overtime, holiday pay)
- vocabulary for expressing personal information (name, address, phone number)
- expressions for common signs (caution, out of order, wet floor)
- expressions to ask for clarification and repetition (I don’t understand, Please say it again,
  Please repeat)
- expressions to request assistance (Please can you help me? Please help)
- adjectives (wet, slippery, dangerous, slow)
- verb be
- pronunciation: stress in three-syllable words (dangerous, overtime, holiday)

### Sample Tasks

1. Practice giving personal information to a partner by responding to simple questions from a worksheet.
2. Listen to someone ask for clarification and repetition of information about work and circle the expressions you hear on a worksheet.
3. Look at a pay stub and answer questions about gross and net pay, hours worked, and hourly rate.
   - **Novice:** Open an instructor-made copy of a pay stub with missing information. Fill in the blanks by referring to simple sentences at the bottom of the page (e.g., She worked 37 hours, Her pay is $18 per hour).
   - **Skills:** Open, Save As, Keyboarding, Print
4. Fill out a simple workplace incident form with basic personal information.
## 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 done
- illegal fees (e.g., key money)
- landlord and tenant rights and responsibilities
- laws concerning rent increases
- legal significance of a lease
- subletting
- pets in apartments
- 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 in own language for serious housing problems

### Resources for Developing and Teaching Topic

- **English Extra**: Unit 12, “What’s the problem?”
- **Foundations**: Unit 4, “Housing – Furniture”
- **The Oxford Picture Dictionary, Canadian Edition**: Unit 3, “Housing”
- community legal clinics and tenant federations
- CERA (Centre for Equality Rights in Accommodation): [http://www.equalityrights.org/cera](http://www.equalityrights.org/cera)
- CLEO (Community Legal Education Ontario): [http://www.cleo.on.ca](http://www.cleo.on.ca)
- Ontario Human Rights Commission: [http://www.ohrc.on.ca](http://www.ohrc.on.ca)
- Ontario Rental Housing Tribunal: [http://www.orht.gov.on.ca](http://www.orht.gov.on.ca)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Housing, Landlord and Tenant Rights)
- landlord tenant Ontario
**Canadian Law**

**Landlords & Tenants**

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<th>Topic Outcomes (CLB 1)</th>
<th>Language Focus</th>
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<tr>
<td>Possible outcomes for this topic:</td>
<td>Items to help learners achieve the outcomes:</td>
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<tr>
<td>- request assistance from the landlord</td>
<td>- vocabulary (rent, landlord, tenant, problem, halls, stairs, floors, noisy, cold, heat, broken, leaking)</td>
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<tr>
<td>- give basic personal information</td>
<td>- vocabulary for expressing personal information (name, address, phone number)</td>
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<tr>
<td>- express ability, inability</td>
<td>- vocabulary for common signs (put garbage here, exit, fire alarm, wet paint, elevator out of service, parking)</td>
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<tr>
<td>- follow simple two- to five-word instructions, positive and negative commands, and requests from the landlord</td>
<td>- ordinal numbers (first floor)</td>
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<tr>
<td>- identify details in a simple dialogue between a landlord and a tenant: numbers, letters, a few keywords, short expressions</td>
<td>- expressions for requests (Can you help me?)</td>
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<td>- understand common signs in an apartment building</td>
<td>- modal can for ability</td>
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<tr>
<td>- get information from a very basic text about housing of up to five sentences</td>
<td>- pronouns: subject, possessive</td>
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<tr>
<td>- describe personal housing situation by filling in the blanks in a short three- to five-sentence guided text</td>
<td>- there is/there are</td>
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**Sample Tasks**

1. Work with a partner. Look at a picture of problems in an apartment. Find the problems and match to a list of vocabulary.

2. Listen to a dialogue between a landlord and a tenant. Identify details (e.g., problem, days of the week, time) on a worksheet.

3. Match common signs with their location in a diagram of an apartment building (e.g., elevator, garage, lobby, stairs).

4. Describe personal housing situation by filling in the blanks in a short three- to five-sentence guided text.

   - **Novice:** Word-process Language Task 4. Create an appropriate title (e.g., My Home) and format the text. Insert the date.

   - **Experienced:** Follow instructions to add WordArt for the title in the Novice Task.

   **Skills:** Keyboarding, Font, Font Size, Color, Animation, Paragraph (Alignment), Insert/Edit WordArt
### 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

**Learners find it useful to...**

- ask neighbours for help in emergency situations
- educate children about calling 911
- keep emergency numbers next to the phone
- keep photocopies of personal papers and identification in case of loss
- memorize useful phrases (e.g., *I don't speak English*)
- request translation when dealing with the police
- take photo to police to help with identification of missing person or article
- use pantomime and gestures to explain problems

### Resources for Developing and Teaching Topic

- *Picture Stories*: Unit 12, “Pay Phone”
- brochures on crime prevention and safety
- *Welcome to Canada*
- *CLB Listening/Speaking Resource*: Stage I, Health dialogue 21
- guest speaker from local police station
- 911: [http://www.greycounty.on.ca/Departments/Highways/911.htm](http://www.greycounty.on.ca/Departments/Highways/911.htm) (What happens when you dial 911?)
- Niagara Regional Police Service: [http://www.nrps.com/nrpsweb](http://www.nrps.com/nrpsweb) (Education icon near the top)
- Ontario Provincial Police: [http://www.gov.on.ca/opp](http://www.gov.on.ca/opp)
- RCMP: [http://www.rcmp.gc.ca](http://www.rcmp.gc.ca)
- *Settlement.org*: [http://www.settlement.org](http://www.settlement.org) (Legal Information and Human Rights, Police)
- police Ontario
**Topic Outcomes (CLB 1)**

**Possible outcomes for this topic:**
- indicate communication problems
- give basic personal information
- request assistance from the police
- follow simple two- to five-word instructions
- identify expressions used to attract attention
- identify expressions used to request assistance
- identify details in a listening text: numbers, letters, a few keywords, short expressions
- understand common public signs and symbols (e.g., telephone, hospital, police)
- get information from a very basic text about police of up to five sentences
- copy phone numbers and words from a 10- to 20-item list for personal use or to complete a task
- describe personal situation by filling in blanks in a short three- to five-sentence guided text about self or family

**Language Focus**

**Items to help learners achieve the outcomes:**
- vocabulary (help, emergency, accident, fire, ambulance, danger)
- vocabulary for expressing personal information (name, address, phone number)
- vocabulary for stating personal information (name, address, telephone number)
- expressions for communication problems (I don’t understand, Please repeat)
- expressions for requests (Please help, Can you help me?)
- adjectives
- verb be
- simple present tense
- pronunciation: /l/ and /r/ contrast (light/right, list/wrist, race/lace)

**Sample Tasks**

1. Practice saying licence-plate numbers in a pair dictation. Use expressions to help with communication problems (e.g., Again please, I don’t understand, Pardon? Please repeat).

2. Listen to a short dialogue between a 911 operator and someone in an emergency. Circle the information regarding address and telephone number you hear.

   **Experienced:** Use Callouts in AutoShapes to create speech bubbles asking the police for help in an emergency. Print for presentation and display.

   **Skills:** Keyboarding, Insert Picture (AutoShapes), Print

3. Read a short, simple text about a police officer’s job and answer yes/no questions.

4. Copy emergency telephone numbers from the front of the telephone directory. Include the number for non-emergency police service.

   **Novice:** Word-process Language Task 4. Follow instructions for formatting the text. Print for future reference.

   **Skills:** Keyboarding, Font, Font Style, Font Size, Color, Print