

# 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”


 *Foundations*: Unit 13, “Occupations, Work Skills, On the Job”

 *More Picture Stories*: Unit 3, “D3 to E4”; Unit 10, “OK, No Job”

 *Picture Stories*: Unit 5, “Four-Day Job”


 community legal clinics


 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)

 WHMIS: What You Need to Know: <http://www.utoronto.ca/safety/whmis9.htm>

 Workplace Safety and Insurance Board: <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>
- 🌐 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 1)

### Possible outcomes for this topic:

- 👂 request assistance from the landlord
- 👂 give basic personal information
- 👂 express ability, inability
- 👂 follow simple two- to five-word instructions, positive and negative commands, and requests from the landlord
- 👂 identify details in a simple dialogue between a landlord and a tenant: numbers, letters, a few keywords, short expressions
- 📖 understand common signs in an apartment building
- 📖 get information from a very basic text about housing of up to five sentences
- ✍ describe personal housing situation by filling in the blanks in a short three- to five-sentence guided text

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*rent, landlord, tenant, problem, halls, stairs, floors, noisy, cold, heat, broken, leaking*)
- vocabulary for expressing personal information (*name, address, phone number*)
- vocabulary for common signs (*put garbage here, exit, fire alarm, wet paint, elevator out of service, parking*)
- ordinal numbers (*first floor*)
- expressions for requests (*Can you help me?*)
- modal *can* for ability
- pronouns: subject, possessive
- *there is/ there are*
- verb *be*
- pronunciation: tense and lax vowel sounds /iy/ (*heat*) and /ɛ/ (*rent*)

## 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

# 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 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

 *More Picture Stories*: Unit 16, "The Wallet"


 *Ontario Reader 1997*: "First female police chief," "What to do in an emergency"


 *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 I, Health dialogue 21


 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 icon near the top)

 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 1)	Language Focus
<p><b>Possible outcomes for this topic:</b></p> <ul style="list-style-type: none"> <li>👂 indicate communication problems</li> <li>👂 give basic personal information</li> <li>👂 request assistance from the police</li> <li>👂 follow simple two- to five-word instructions</li> <li>👂 identify expressions used to attract attention</li> <li>👂 identify expressions used to request assistance</li> <li>👂 identify details in a listening text: numbers, letters, a few keywords, short expressions</li> <li>📖 understand common public signs and symbols (e.g., telephone, hospital, police)</li> <li>📖 get information from a very basic text about police of up to five sentences</li> <li>✂️ copy phone numbers and words from a 10- to 20- item list for personal use or to complete a task</li> <li>✂️ describe personal situation by filling in blanks in a short three- to five-sentence guided text about self or family</li> </ul>	<p><b>Items to help learners achieve the outcomes:</b></p> <ul style="list-style-type: none"> <li>● vocabulary (<i>help, emergency, accident, fire, ambulance, danger</i>)</li> <li>● vocabulary for expressing personal information (<i>name, address, phone number</i>)</li> <li>● vocabulary for stating personal information (<i>name, address, telephone number</i>)</li> <li>● expressions for communication problems (<i>I don't understand, Please repeat</i>)</li> <li>● expressions for requests (<i>Please help, Can you help me?</i>)</li> <li>● adjectives</li> <li>● verb <i>be</i></li> <li>● simple present tense</li> <li>● pronunciation: /l/ and /r/ contrast (<i>light/ right, list/ wrist, race/ lace</i>)</li> </ul>

## 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