### 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

- *A Canadian Conversation Book, Book Two*: Unit 7, “Jobs”
- *Day by Day*: Unit 5, “Employee Rights”
- *Picture Stories*: Unit 5, “Four-Day Job”
- *The ESL Tool Box*: Unit 5, “Read On”
- *It’s Your Right*

- guest speaker from community legal clinic
- 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 2)

Possible outcomes for this topic:

- **Communicate problems with employer in a number of ways**
- **Make and respond to simple requests**
- **Give and respond to warnings in the workplace**
- **Give a basic description of a workplace violation**
- **Identify a range of expressions used to ask for repetition and clarification**
- **Identify a range of expressions used to request assistance, express and respond to requests, express warnings**
- **Identify details in a listening text about a workplace problem: time references, places, keywords, short expressions**
- **Get information from a very basic text of up to seven sentences**
- **Give a basic description of a workplace violation by filling in short five- to six-sentence guided texts or by answering five to six simple questions**

### Language Focus

Items to help learners achieve the outcomes:

- **Vocabulary**: (overtime, discrimination, coffee break, vacation pay, union)
- **Vocabulary related to safety**: (dangerous, fall, ladder, wear gloves, goggles, chemicals)
- **Expressions for indicating communication problems**: (I don’t understand, Please repeat that)
- **Modals for requests**: (can, could)
- **Questions**: yes/no, wh-
- **Verb tenses**: simple present, simple past
- **Pronunciation**: (/w/ and /v/ contrast (ways/vase; west/vest; went/vent))

### Sample Tasks

1. **Role-play reporting an error on a paycheque to the employer.**

2. **Listen to a simple description of a problem in the workplace. Answer multiple-choice questions.**
   - **Experienced**: Use Windows Media Player to listen to the description in Language Task 2 by opening an instructor-made sound file (recorded with Windows Sound Recorder). Repeat as many times as necessary. Discuss the problem in pairs and suggest a solution.
   - **Skills**: (Windows Media Player) Open, Controls, Peripherals (Speakers, Headset)

3. **Read about a problem in the workplace and decide if laws have been violated by referring to a short list of common workplace violations.**

4. **Look at a picture of a problem in a workplace. Fill in blanks in sentences describing the picture.**
   - **Novice**: Word-process Language Task 4. Insert the date, preview, and print.
   - **Experienced**: Create a page border for the Novice activity. Follow instructions to change style, width, and shading.
   - **Skills**: Insert Date and Time, Insert/Edit Borders and Shading, Print Preview, Print
### 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
- 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

- *A Canadian Conversation Book, Book Two*: Unit 3, “Housing”
- *English for Living and Working in Canada*: Unit 5, “Housing”
- *Interchange 2*: Unit 2, “That’s Outrageous”
- *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](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
Topic Outcomes (CLB 2)

Possible outcomes for this topic:

- indicate communication problems with a landlord in a number of ways
- make and respond to simple requests
- give basic personal information
- give a basic description of a housing problem
- identify a range of expressions used to ask for repetition and clarification
- identify a range of expressions used to request assistance, express and respond to requests
- identify details in a short conversation between a landlord and a tenant: numbers, letters, time references, places, keywords, short expressions
- get information from a very basic text of up to seven sentences
- give a basic description by filling in blanks in a short five- to six-sentence guided text or by answering five to six simple questions

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for house or apartment (landlord, utilities, appliances, deposit, furnished, parking, lease)
- expressions for indicating communication problems (I didn’t understand, Can you repeat that, please)
- adjectives (large, crowded, clean, dirty)
- modals for requests (can, could)
- prepositions of location
- verb tenses: simple present, future using going to
- pronunciation: vowel contrasts (/I/ in; /æ/, at, /e/ next)

Sample Tasks

1. Describe housing problems illustrated in pictures and practice making requests to have them fixed.
2. Listen to a dialogue between a landlord and tenant and answer questions.
3. Read a list of housing issues. Indicate whether they are the landlord’s or the tenant’s responsibility.
4. Complete a simple dialogue about a housing problem between a landlord and a tenant by filling in the blanks in a short guided text.

Novice: Word-process Language Task 4. Use the increase and decrease indent buttons to separate the speakers. Print preview and print.

Skills: Keyboarding, Increase/Decrease Indent, Print Preview, 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 neighbours for help in emergency situations
- 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
- 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

- *A Conversation Book 1, Revised Third Edition*: Unit 7, “Community”
- *LINC Classroom Activities, LINC 2*: “Housing”
- *Ontario Reader 1997*: “Police in Ontario,” “Newcomer gets job of his dreams,” “New police officers have diverse backgrounds”
- brochures on crime prevention and safety
- *CLB Listening/Speaking Resource*: Stage I, Health dialogue 21
- guest speaker from local police station
- *Tense Buster – Lower Intermediate – Prepositions*
- 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)
- 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 2)

Possible outcomes for this topic:
- make and respond to simple requests
- give expanded basic personal information
- give a basic description of a problem
- identify a range of expressions used to request assistance, express and respond to requests, express warnings
- identify details in a listening text about a crime: numbers, time references, places, keywords, short expressions
- get information from short police pamphlets
- get information from a very basic text of up to seven sentences
- give a basic description of a problem or event by filling in a short five- to six-sentence text or by answering five to six questions

Language Focus

Items to help learners achieve the outcomes:
- vocabulary (beat up, crime, accident, rob, thief, criminal, fighting, stolen)
- vocabulary to describe people, objects, or the scene of a crime (tall, heavy, smashed, broken, cut, damaged)
- expressions to advise of danger (Be careful, Don’t move, Get out quickly)
- modals for requests (can, could)
- prepositions: location, movement
- there is/there are
- verbs: be, has, need
- simple past tense
- pronunciation: -ed endings /t/ (looked), /d/ (robbed), /kd/ (shouted)

Sample Tasks

1. Work with a partner. Look at pictures of emergencies. Take turns stating the problem, giving personal information, and asking for assistance.
2. Listen to a dialogue of someone reporting a crime. Complete sentences by filling in blanks.
   - Experienced: Use the Windows Sound Recorder. Work with a partner to practice and record a crime report dialogue, as in Language Task 2. Play back the dialogue for the class.
     - Skills: (Windows Sound Recorder) Controls, Save, Peripherals (Microphone, Speakers, Headset)
3. Read a story about police services. Find errors in sentences about the story and correct.
4. Look at a picture of an accident or crime scene. Describe the scene by filling in blanks in sentences.
     - Skills: Keyboarding, Underline, Print