

Health Safety

Topic Development Ideas

Classes might want to learn more about...

- health and safety regulations at work
- physical dangers at work and related safety precautions
- reporting unsafe conditions and accidents at work
- right to refuse work in an unsafe environment
- rights and responsibilities regarding health and safety in the workplace
- role of unions and reporting unsafe working conditions
- sources of assistance about safety issues
- Workplace Safety and Insurance Board

Strategies for Learners

Learners find it useful to...

- ask someone to translate written information about health and safety
- guess the meaning of symbols and unfamiliar words from context
- learn about WHMIS symbols (Workplace Hazardous Materials Information System)

Resources for Developing and Teaching Topic

- 📖 *A Conversation Book 1, Revised Third Edition*: Unit 8, “Work”
- 📖 *English Extra*: Unit 11, “Dad works so hard”
- 📖 *Foundations*: Unit 13, “Occupations/Work Skills/On the Job”
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 11, “Work”
- 📄 Ontario Ministry of Labour fact sheets and brochures
- 🏠 community legal clinics
- 🌐 Health Canada – Occupational Health & Safety: <http://www.hc-sc.gc.ca/ohsa/nehsi.htm>
- 🌐 Ontario Ministry of Labour: <http://www.gov.on.ca/LAB/main.htm> (Occupational Health & Safety)
- 🌐 Settlement.org: <http://www.settlement.org> (Employment, Employment Standards)
- 🌐 Workplace Health: <http://www.gov.on.ca/MOH/english/tools/hlinks/workplace.html>
- 🌐 Workplace Safety and Insurance Board: <http://www.wsib.ca>
- 🔑 **occupational health and safety Ontario, workplace health**

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- 🗣️ indicate communication problems
- 🗣️ give two- to three-word basic everyday instructions, commands
- 🗣️ attract attention
- 🗣️ request assistance in an emergency
- 👂 follow simple two- to five-word positive and negative commands and requests
- 👂 identify expressions used to attract attention and request assistance
- 👂 identify details in a listening text: numbers, letters, a few keywords, short expressions
- 📖 understand simple workplace health and safety signs and symbols
- 📖 get information from a very basic text of up to five sentences
- ✍️ describe personal situation by filling in blanks in a short three- to five-sentence guided text

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*sick, tool, hurt, poison, machine, smoke, sharp, hot, burn*)
- vocabulary for requesting assistance (*help, hurry, report, call*)
- vocabulary for basic safety signs (*Fire Exit, No Smoking, Danger, Caution, Keep Out*)
- imperatives including negatives (*don't smoke, don't touch, leave the building immediately, do not enter, your attention please*)
- pronunciation: diphthongs /oy/ (*poison*), and /ay/ (*buy*)

Sample Tasks

1. Practice giving and following simple commands with a partner (e.g., *stand up, don't leave the room, open the window, close the door*).
2. Listen to a short oral text about safety at work. Circle information on a worksheet.
3. Match safety signs or pictures (e.g., *fire, poison, injury*) to a list of vocabulary.
4. Describe the workplace in a picture by filling in the blanks.

Additional Tasks

📄 **Novice:** Open an instructor-made file with a list of misspelled vocabulary relating to health and safety in the workplace. Correct and print for evaluation.

Skills: Open, Save As, Insert Text, Overtyping, Print

Job Search

Topic Development Ideas

Classes might want to learn more about...

- application forms (paper and on-line)
- bilingualism as a requirement for jobs in national companies or the federal government
- common steps in job-search process
- community resources for job search
- differences between job search in Canada and other countries
- discrimination in finding employment (systemic, non-systemic)
- employer expectations in Canada
- employment interviews in Canada, including different interview formats, types of questions, illegal questions
- hidden job market
- importance of networking
- job postings on the Internet
- volunteer work to obtain Canadian experience
- ways to overcome frustration and discouragement

Strategies for Learners

Learners find it useful to...

- establish networks within their own cultural community
- get help from others (e.g., employment counsellors, teachers)
- keep records of places they have been to
- look up businesses in the Yellow Pages, on-line, and in directories
- recognize value of own culture and language as a marketable skill

Resources for Developing and Teaching Topic

- 📖 *A Conversation Book 1, Revised Third Edition*: Unit 8, “Work”
- 📖 *Basic Grammar in Action*: Unit 11, “Applying for a Job”
- 📖 *Canadian Concepts 1, Second Edition*: Unit 5, “Where Are You From?”
- 📖 *English Extra*: Unit 10, “Let’s go have a coffee”
- 📖 *Foundations*: Unit 13, “Occupations, Work Skills, On the Job”
- 📖 *The New Grammar in Action*: Unit 8, “Jobs”
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 11, “Work”
- 🌐 Human Resources Development Canada: <http://www.hrdc-drhc.gc.ca>
- 🌐 Settlement.org: <http://www.settlement.org> (Employment, Looking for a Job)
- 🌐 211Toronto.ca: <http://www.211toronto.ca> (Employment, education, training)
- 🔑 job search Canada, job interview

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- 🗣️ use and respond to a few basic courtesy formulas
- 🗣️ give basic personal information
- 🗣️ express ability, inability
- 👂 identify greetings and other goodwill expressions
- 👂 identify details in a listening text: numbers, letters, a few keywords, short expressions
- 📖 follow short two- to five-word instructions
- 📖 use a simplified, short, common form
- 📖 get information from a very basic text of up to five sentences
- ✍️ fill out a very basic five- to seven-item form
- ✍️ describe personal situation by filling in blanks in a short three- to five-sentence guided text

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for names of familiar occupations (*doctor, nurse, teacher, plumber, carpenter, computer programmer, secretary*)
- vocabulary for expressing personal information (*name, address, phone number*)
- vocabulary for instructions on application forms (*Use block letters, Sign here*)
- polite expressions for greetings (*Nice to meet you, Thank you, How are you? Fine thanks*)
- questions: wh-, yes/no
- simple present tense (common verbs)
- verb *be*
- pronunciation: voiced and voiceless -th /ð/ (*this, that*) and /θ/ (*Thursday, thanks*)

Sample Tasks

1. Role-play short interviews to answer questions about personal information and abilities.
2. Listen to a short job interview. Circle expressions for basic courtesy formulas and greetings on a worksheet.
 - 📖 **Novice:** Open an instructor-made file with an interview dialogue. Highlight the polite words and phrases for greetings, leave-taking, and thanking using a list of common courtesy phrases.
 - Skills:** Open, Save As, Highlight, Print
3. Read a simple completed job application form and answer true/false questions.
4. Fill out a simplified application form with personal information.
 - 📖 **Novice:** Open a simplified, instructor-made application form and use Insert or Overtyping to complete with personal information.
 - Skills:** Open, Save As, Insert Text, Overtyping, Print Preview, Print

Working in Canada

Topic Development Ideas

Classes might want to learn more about...

- appropriate and inappropriate behaviour in the workplace
- common methods of receiving pay
- cultural comfort levels with space and touching
- cultural differences in professional relationships
- cultural miscommunication in the workplace
- differentiating between personal and professional matters
- employer/employee relationships in Canada
- employment rights and standards
- giving notice of resignation
- levels of formality including register usage
- sexual harassment and discrimination
- trade unions
- use of French and English in national companies

Strategies for Learners

Learners find it useful to...

- ask for advice or assistance from a family member or friend with experience in the Canadian workplace
- learn job-specific vocabulary
- observe body language and tone of voice

Resources for Developing and Teaching Topic

- 📖 *Basic Grammar in Action*: Unit 6, “Working at the Mall”
- 📖 *English Extra*: Unit 11, “Dad works so hard”
- 📖 *Foundations*: Unit 13, “Occupations, Work Skills, On the Job”
- 📖 *Going Places 1*: Unit 24, “What’s Going to Happen Next Monday?”; Unit 25, “Can You Help Me, Please?”
- 🎧 *CLB Listening/ Speaking Resource*: Stage I, Workplace dialogues
- 🌐 CLEO (Community Legal Education Ontario): <http://www.cleo.on.ca>
- 🌐 Employment, Education, and Training Portal on 211Toronto.ca: <http://www.211toronto.ca> (Employment, education and training)
- 🌐 Possibilities Project: <http://www.poss.ca>
- 🌐 Settlement.org: <http://www.settlement.org> (Employment)
- 🔑 workplace employment Ontario

Working in Canada

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- 👂 indicate communication problems in the workplace
- 👂 request assistance
- 👂 express ability, inability
- 👂 follow simple two- to five-word instructions
- 👂 identify details in a listening text: numbers, letters, a few keywords, short expressions
- 📖 understand common signs and symbols in and around the workplace
- 📖 get information from a very basic text of up to five sentences
- ✍ describe own employment situation by filling in blanks in a short three- to five-sentence guided text

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*job, hire, late, on time, full-time, part-time, layoff, pay, office, desk, computer*)
- vocabulary for the names of jobs and professions
- expressions for indicating communication problems (*I don't understand, Again please*)
- numbers, dates, and times
- can for requests and ability
- questions: basic wh- (*Where is the office? Who is the manager?*)
- verbs for common job activities (*make, assemble, cook, cut, wash, type, serve*)
- pronunciation: intonation in wh- questions

Sample Tasks

1. Conduct a class survey about abilities. Compile the results in a table or chart.
2. Listen to a dialogue between two co-workers talking about their work schedule. Complete a chart showing the days and hours they work.
3. Match the names of jobs and professions to the appropriate pictures.
 - 📖 **Novice:** Open an instructor-made file containing descriptions of various occupations and a scrambled list of job titles. Cut the name of the occupation and paste in front of the correct description. Preview and print for instructor evaluation.
Skills: Open, Save As, Cut, Paste, Print Preview, Print
4. Complete a short guided text about own employment status, including abilities and job preferences.

Additional Tasks

- 📖 **Novice:** Word-process gapped sentences about working in Canada. Insert words from a list of vocabulary to complete the text.
Skills: Open, Save As, Cut, Paste, Print