# 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

- *English Extra*: Unit 11, “Dad works so hard”
- Ontario Ministry of Labour fact sheets and brochures
- community legal clinics
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Employment, Employment Standards)
- Workplace Safety and Insurance Board: [http://www.wsib.ca](http://www.wsib.ca)
- occupational health and safety Ontario, workplace health
Health Safety

**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, Overtype, 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

- *Basic Grammar in Action*: Unit 11, “Applying for a Job”
- *English Extra*: Unit 10, “Let’s go have a coffee”
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Employment, Looking for a Job)
- 211Toronto.ca: [http://www.211toronto.ca](http://www.211toronto.ca) (Employment, education, training)
- job search Canada, job interview
Employment

Job Search

<table>
<thead>
<tr>
<th>Topic Outcomes (CLB 1)</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possible outcomes for this topic:</strong></td>
<td><strong>Items to help learners achieve the outcomes:</strong></td>
</tr>
<tr>
<td>• use and respond to a few basic courtesy formulas</td>
<td>• vocabulary for names of familiar occupations</td>
</tr>
<tr>
<td>• give basic personal information</td>
<td>(doctor, nurse, teacher, plumber, carpenter, computer programmer, secretary)</td>
</tr>
<tr>
<td>• express ability, inability</td>
<td>• vocabulary for expressing personal information</td>
</tr>
<tr>
<td>• identify greetings and other goodwill expressions</td>
<td>(name, address, phone number)</td>
</tr>
<tr>
<td>• identify details in a listening text: numbers, letters, a few keywords, short expressions</td>
<td>• vocabulary for instructions on application forms (Use block letters, Sign here)</td>
</tr>
<tr>
<td>• follow short two- to five-word instructions</td>
<td>• polite expressions for greetings (Nice to meet you, Thank you, How are you? Fine thanks)</td>
</tr>
<tr>
<td>• use a simplified, short, common form</td>
<td>• questions: wh-, yes/no</td>
</tr>
<tr>
<td>• get information from a very basic text of up to five sentences</td>
<td>• simple present tense (common verbs)</td>
</tr>
<tr>
<td>• fill out a very basic five- to seven-item form</td>
<td>• verb be</td>
</tr>
<tr>
<td>• describe personal situation by filling in blanks in a short three- to five-sentence guided text</td>
<td>• pronunciation: voiced and voiceless -th</td>
</tr>
</tbody>
</table>

**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 Overtype to complete with personal information.
     - **Skills:** Open, Save As, Insert Text, Overtype, 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](http://www.cleo.on.ca)
- **Employment, Education, and Training Portal on 211Toronto.ca**: [http://www.211toronto.ca](http://www.211toronto.ca) (Employment, education and training)
- **Possibilities Project**: [http://www.poss.ca](http://www.poss.ca)
- **Settlement.org**: [http://www.settlement.org](http://www.settlement.org) (Employment)
- **workplace employment Ontario**
### 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