### 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 follow-up questions to check understanding of health and safety procedures or warnings at work
- ask someone to translate written information about health and safety
- find out what to do in case of an accident at work
- guess the meaning of symbols and unfamiliar words from context
- learn about WHMIS symbols (Workplace Hazardous Materials Information System)
- role-play reporting an accident to an employer

### Resources for Developing and Teaching Topic

- *A Canadian Conversation Book, Book One*: Unit 7, “Jobs”
- *Day by Day*: Unit 5, “Job Performance”
- *LINC Classroom Activities, LINC 2*: “Employment”
- *Ontario Reader 1997*: “Lucky man!”
- 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
### Topic Outcomes (CLB 2)

**Possible outcomes for this topic:**

- make and respond to simple requests
- give and respond to warnings
- give a basic description of an accident or problem
- identify a range of expressions used to make and respond to requests, express warnings
- identify details in a listening text: numbers, letters, time references, places, keywords, expressions
- find information in signs, labels, or a diagram
- 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 safety equipment (fire extinguisher, goggles, gloves, mask, apron)
- adjectives (unsafe, dangerous, slippery, wet, toxic, poisonous)
- imperatives including negative (Don’t touch, Call 911, Put it back on the shelf)
- modals for requests
- partitives
- prepositions of location
- verbs (choke, fall, burn, slip, cut, breathe)
- verb tenses: present continuous, simple past
- pronunciation: word stress in two-syllable words (goggles, apron, toxic)

### Sample Tasks

1. Look at pictures of unsafe conditions in the workplace and practice giving warnings.
2. Listen to someone describe a safety problem in the workplace and answer true/false questions.
3. Look at product container labels and answer true/false questions.
4. Look at a picture of unsafe conditions in a workplace scene and describe the problems by filling in blanks.

### Additional Tasks

- **Experienced:** Open a list of vocabulary relating to health and safety as well as definitions for each word. Drag and drop the definitions beside the correct words. Word-process sentences using the vocabulary. Preview and print for evaluation.

  **Skills:** Open, Save, Drag and Drop, Preview, 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)
- learn strategies for politely refusing to answer illegal or embarrassing questions
- look up businesses in the Yellow Pages, on-line, and in directories
- organize and keep daily records of places they have been to
- research information about a company before going for an interview
- set realistic goals and objectives
- use notes and personal data cards to prepare for interviews

## Resources for Developing and Teaching Topic

- *A Grab Bag of Work*
- *Day by Day: Unit 1, “Getting a Job”*
- *Going Places 2: Units 13 and 14*
- *LINC Classroom Activities, LINC 2: “Employment”*
- community-based employment services
- ELLIS – Intro – Looking for a Job
- Tense Buster – Elementary – A, an, the – Words! More jobs; Words! Word Groups
- Monster.ca: [http://www.monster.ca](http://www.monster.ca)
- Nextsteps: [http://www.nextsteps.org](http://www.nextsteps.org) (job search and interviews, interview skills)
- Ontario Ministry of Education: [http://www.edu.gov.on.ca/eng/career/resume.html](http://www.edu.gov.on.ca/eng/career/resume.html)
- Possibilities Project: [http://www.poss.ca](http://www.poss.ca)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Employment, Looking for a Job)
- 211 Toronto.ca: [http://www.211toronto.ca](http://www.211toronto.ca) (Employment, education, training)
- job search Canada, job interview
**Topic Outcomes (CLB 2)**

**Possible outcomes for this topic:**
- greet familiar and unfamiliar people; use and respond to courtesy formulas
- respond appropriately to introductions
- make and respond to simple requests
- give expanded personal information
- give a basic description (e.g., previous work experience)
- identify details in a listening text: numbers, letters, time references, places, keywords, short expressions
- get information from a very basic text of up to seven sentences
- fill out a simplified eight- to 12-item employment application form
- 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 (trade, profession, occupation, skills, personal qualities, interview)
- expressions for making and responding to greetings
- modals for requests
- questions: wh-, yes/no
- verb tenses: simple past, simple present
- verbs to describe skills (type, manage, draw, teach, prepare, repair)
- pronunciation: past tense -ed endings /d/ (arrived), /t/ (worked), /ad/ (started)

**Sample Tasks**

1. Information gap: Work with a partner and practice dialogues making simple requests. Partner chooses the correct response from a list of possibilities (e.g., May I speak to the manager? He’s not in right now).
2. Listen to an employment interview and identify information on a worksheet.
3. Read descriptions of occupations and match descriptions to vocabulary.
4. Give a basic description of personal situation by answering questions.

   **Novice:** Word-process the answers for Language Task 4. Preview and print for instructor evaluation.

   **Skills:** Keyboarding, Preview, Print
### Working in Canada

#### Topic Development Ideas

**Classes might want to learn more about...**
- appropriate and inappropriate behaviour in the workplace
- 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
- common methods of receiving pay
- 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
- ask for explanation, clarification
- observe body language and tone of voice
- practice job-specific vocabulary and expressions in the classroom to improve confidence in the workplace

### Resources for Developing and Teaching Topic

- **Day by Day:** Units 2 – 6
- **Going Places 2:** Unit 12, “What Does Judy Do?”
- **LINC Classroom Activities, LINC 2:** Employment “Jobs, Jobs, Jobs”
- **Ontario Reader 1997:** “Newcomer gets job of his dreams”
- **Ontario Reader 2001:** “How much do Canadians make?”
- **The ESL Tool Box:** Unit 4, “Culture Checks”; Unit 6, “Out and About”
- **CLB Listening/Speaking Resource:** Stage I, Workplace dialogues
- **Tense Buster – Elementary – I, me, my Test!**
- **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 Safety and Insurance Board:** [http://www.wsib.on.ca](http://www.wsib.on.ca)
- **workplace employment Ontario**
## Working in Canada

### Topic Outcomes (CLB 2)

**Possible outcomes for this topic:**
- indicate communication problems in a number of ways
- make and respond to simple workplace requests
- give a basic description
- talk about things one enjoys
- follow a range of common one-sentence basic workplace instructions
- identify a range of expressions used to make and respond to requests
- find information in a short basic form, signs, labels, a schedule, or a diagram
- 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 (*coffee break, lunch break, overtime, union, fired, laid off, boss, co-worker*)
- expressions for indicating communication problems (*I don’t understand, Please repeat*)
- imperatives
- sequence markers
- modal verbs: requests, permission
- propositions: time, location
- verb tenses: simple present, simple past
- pronunciation: voiced and voiceless
  - /th/ sounds: /θ/ (*there, then*) and /ð/ (*think, thanks*)

### Sample Tasks

1. **Information gap:** Ask and answer questions to place furniture and equipment on an office floor plan.
2. **Listen to requests to an employer** (e.g., for time off, to leave early). Circle the expressions you hear on a worksheet.
   - **Novice:** Open an instructor-made file with scrambled dialogues for making requests. Use Drag and Drop to put sentences in logical order. Preview and print.
   - **Skills:** Open, Print Preview, Print, Save, Drag and Drop
3. **Read a short text about working in Canada** and answer true/false questions.
   - **Novice:** Open an instructor-made document with sentences about working in Canada. Locate and underline any mistakes. Rewrite a corrected version below each sentence.
   - **Skills:** Open, Keyboarding, Underline, Print Preview, Print
4. **Write about your daily routine** in a current or previous job by answering questions.