

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
- 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 Conversation Book 1, Revised Third Edition*: Unit 8, “Work”
-  *English for Living and Working in Canada*: Unit 4, “Health” (Health and Safety on the Job)
-  *Lets Work Safely*
-  *The Oxford Picture Dictionary, Canadian Edition*: Unit 11, “Work”
-  Ontario Ministry of Labour fact sheets and brochures
-  community legal clinics
-  *CLB Listening/Speaking Resource*: Stage II, Workplace dialogues 40, 47 – 49
-  guest speaker from the Workplace Safety and Insurance Board
-  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 3, 4)

Possible outcomes for this topic:

- give short three- to four-step instructions (e.g., using a fire extinguisher, fire drills)
- advise of danger
- ask for, offer, accept, or decline assistance
- give a brief description
- follow two- to five-step instructions presented in order
- identify expressions used to ask for, offer, and accept assistance; advise of danger
- understand factual details and some implied meanings in a listening text about health and safety
- get information about workplace health and safety from a short brochure, notice, or flyer
- get information from a simple, explicit, one- to two-paragraph text
- describe a workplace situation in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*injury, accident, fumes, chemicals, flammable, unsafe, poisonous, dangerous, serious, slippery*)
- adjectives: intensifiers
- imperatives
- modals: requests, advice
- sequence markers
- questions: wh-, yes/no
- verb tenses: simple present, simple past, present continuous, past continuous
- pronunciation: -s endings, /s/ (*dangerous*), /z/ (*tools*), /əz/ (*gases*)

Sample Tasks

1. Role-play reporting unsafe conditions listed on a worksheet to a supervisor at work.
2. Listen to instructions for using a product safely (e.g., a cleaning product). Answer comprehension questions.
3. Read a short text about unsafe working conditions. Identify these same conditions in pictures.
 - **Novice:** Open an instructor-made file about workplace health and safety with false information. Correct the errors and compare with a partner.
Skills: Open, Save, Delete, Select Text and Type to Replace Text
 - **Experienced:** Open an instructor-made file with a scrambled text about workplace health and safety. Use Cut and Paste or Drag and Drop to put sentences in order. Spell-check, using the right mouse button. Compare sequence with a partner.
Skills: Open, Cut, Paste, Drag and Drop, Spelling
4. Look at a picture of an unsafe workplace and describe the problems in a short paragraph.

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...

- ask for repetition to clarify information
- 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
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Resources for Developing and Teaching Topic

- 📖 *LINC Classroom Activities, LINC 3: “Employment”*
- 📖 *Line by Line, Second Edition, Intermediate: Unit 18, “The Job Interview”*
- 📖 *Ontario Reader 1997: “10 ways to look for a job”*
- 📖 *Ontario Reader 2001: “Job-hunting online”*
- 📖 *The Chicken Smells Good: Unit 5, “English and Jobs”*
- 📍 *CLB Listening/ Speaking Resource: Stage II, Workplace dialogue 38*
- 🗣️ guest speaker from an employment resource centre
- 🌐 ELLIS – Intro – Looking for a Job
- 🌐 Human Resources Development Canada: <http://www.hrdc-drhc.gc.ca>
- 🌐 Monster.ca: <http://www.monster.ca>
- 🌐 Nextsteps: <http://www.nextsteps.org> (Job Search and Interviews)
- 🌐 Ontario Ministry of Education: <http://www.edu.gov.on.ca/eng/career/resume.html>
- 🌐 Possibilities Project: <http://www.poss.ca>
- 🌐 Settlement.org: <http://www.settlement.org> (Employment, Looking for a Job)
- 🔍 job search Canada, job interview

Topic Outcomes (CLB 3, 4)

Possible outcomes for this topic:

- 🗣️ leave a short telephone message
- 🗣️ give a brief description of education, work experience, personal qualities
- 👂 understand factual details and some implied meanings in a listening text
- 📖 get information from a short business notice (e.g., classified ad)
- 📖 get information from a simple, explicit, one- to two-paragraph text
- ✍️ fill out a simple 15- to 20-item job application form
- ✍️ write a five- to eight-sentence text about personal situation

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for occupations and job duties
- adjectives to describe personal qualities (*punctual, accurate, friendly, reliable*)
- questions: wh-, yes/no
- verb tenses: simple past, present perfect
- pronunciation: -ing endings (*looking, working, calling*)

Sample Tasks

1. Role-play short interviews to answer questions about personal information, education, previous work experience.
 - 📄 **Novice:** Open an instructor-made file containing interview questions. Work in pairs. Ask your partner questions and type the responses. Partners check answers by previewing before printing.
Skills: Open, Save As, Keyboarding, Print Preview, Print
2. Listen to profiles of job applicants and match with job postings.
3. Read a dialogue of a job interview and underline questions you think are illegal or inappropriate. Suggest ways of responding to such questions.
4. Fill out an employment application form that requires short personal statements.

Additional Tasks

- 📄 **Novice:** Use Insert or Overtyping to fill in the blanks with a suitable adjective in an instructor-made file that contains sentences describing people's personal qualities.
Skills: Open, Insert, Overtyping

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 explanation, clarification
- ask for written version of verbal information
- develop active listening skills, such as nodding, short interjections
- observe body language and tone of voice

Resources for Developing and Teaching Topic

- 📖 *Canadian Concepts 3, Second Edition*: “On the Job”
- 📖 *Canadian Crossroads 3*: Unit 10, “On the Job”
- 📖 *English for Living and Working in Canada*: Unit 8, “English for the Workplace”
- 📖 *Line by Line, Second Edition, Intermediate*: Units 4 and 5
- 📖 *Ontario Reader 1998*: “Canada’s Herring Queen”
- 👂 *CLB Listening/Speaking Resource*: Stage II, 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)
- 🏠 Employment Standards: <http://www.gov.on.ca/LAB/es/ese.htm#fact> (Employment Standards Fact Sheets)
- 🏠 Possibilities Project: <http://www.poss.ca>
- 🏠 Settlement.org: <http://www.settlement.org> (Employment)
- 🏠 Workplace Safety and Insurance Board: <http://www.wsib.on.ca>
- 🔑 **workplace employment Ontario**

Working in Canada

Topic Outcomes (CLB 3, 4)

Possible outcomes for this topic:

- 🗣️ open, close, and respond to short casual small talk; take leave appropriately
- 🗣️ answer the phone at work
- 🗣️ ask for and give permission
- 🗣️ tell a story about daily routines
- 👂 identify specific factual details and implied meanings in a dialogue of casual small talk, or a short phone call
- 👂 follow two- to five-step workplace directions or instructions
- 👂 identify expressions used to ask for, offer, and accept assistance; ask for and give permission
- 📖 find information in a form, table, or schedule
- 📖 get information from a simple one- to two-paragraph text about working in Canada
- ✍️ write a simple business message as a three- to five-sentence note
- ✍️ describe a workplace or daily work routine in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for employment rights and obligations (*vacation pay, sick leave, benefits, overtime, statutory holiday*)
- idioms (*get the pink slip, laid off, team player, day off*)
- imperatives
- modals: requests, permission, obligation
- questions: wh-, yes/no, tag
- verb tenses: simple present, simple past
- message-writing conventions
- pronunciation: tense and lax vowel contrasts (*pay/pen; sheet/quit*)

Sample Tasks

1. Look at pictures illustrating the events in someone's workday (e.g., factory worker, office, clerk, taxi driver). Tell a story about the pictures to a partner.
 - 📄 **Novice:** Word-process Language Task 1. Search for and insert appropriate Clip Art. Check the spelling and print your document for peer evaluation.
 - Skills:** Insert Picture (Clip Art), Spelling, Print
2. Listen to someone describe her/his working conditions (e.g., work hours, break time, rate of pay, etc.) and complete a simple chart with information.
3. Read a short text about working in Canada. Complete a chart with information about work hours, break time, rate of pay, etc.
4. Write a note to an employer or co-worker (e.g., to request time off, to arrange a meeting).