

# 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)
- look at examples of workplace incident report forms
- read sample Material Safety Data Sheets (MSDS)
- report unsafe conditions at work to a supervisor, union, or the Ministry of Labour
- role-play reporting an accident to an employer

## Resources for Developing and Teaching Topic

- 📖 *All Sides of the Issue*: “Industrial Accident”
- 📖 *Steps to Employment*, all books, Health and Safety units
- 📄 Ontario Ministry of Labour fact sheets and brochures
- 🏠 community legal clinics
- 🗣️ *CLB Listening/Speaking Resource*: Stage II, Workplace dialogues 40, 47 – 49
- 🌐 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)
- 🌐 Steps to Employment in Ontario: <http://www.stepstoemployment.net>
- 🌐 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, workplace health

## Topic Outcomes (CLB 5, 6, 7)

### Possible outcomes for this topic:

- 🗣️ give and respond to warnings
- 🗣️ make simple and extended suggestions on how to solve an immediate problem and provide reasons
- 🗣️ predict consequences
- 🗣️ give a summary of the main points of a presentation about health and safety
- 👂 understand instructions when not presented completely in step form
- 👂 understand factual details and some implied meanings in a 10- to 15-minute presentation about workplace health and safety
- 📖 understand a one-page moderately complex report, interview, news item, or story
- 📖 understand a moderately complex chart or diagram
- 📝 take notes from a 10- to 15-minute presentation
- 📝 fill out a moderately complex form with up to 40 items
- 📝 write a one- or two- paragraph detailed description

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*workplace hazards, designated substance, unsafe conditions, incident report form, Workplace Hazardous Materials Information System*)
- complex sentences with *but, because, although*
- modals: prohibition, suggestion, advice, possibility, probability, obligation
- passive voice (*I was injured*)
- reflexive pronouns (*He hurt himself*)
- questions: embedded, wh-
- pronunciation: intonation in complex sentences

## Sample Tasks

1. In a group, suggest solutions to a list of workplace health and safety issues. Report to the class.
2. Listen to a presentation on health and safety issues in the workplace. Answer questions.
3. Read a news story about a workplace accident. Answer questions.
4. Look at a picture of an accident in the workplace and fill out an incident report form.

## Additional Tasks

- 📝 **Novice:** Insert or overtype text to fill in the blanks in sentences about health and safety with the correct form of the verb (passive or active). Change the font colour of the passive verbs. (See <http://alphaplus.ca/linc/topic3.htm> for a sample activity.)

**Skills:** Insert, Overtyping, Font Color

# 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 a 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)
- have their documents translated and assessed
- learn about resumé and cover-letter software and wizards
- learn how to fax or e-mail attachments
- look up businesses in the Yellow Pages, on-line, and in directories
- organize and keep daily records of places they have been to
- post resumé on the Internet
- prepare a resumé
- see sample resumé, cover letters, application forms
- set realistic goals and objectives

## Resources for Developing and Teaching Topic

-  *Communicating in the Real World: Units 7, 8*
-  *National Directory of Service Companies*
-  *Ontario Reader 2001: "Job-hunting online"*
-  *Scott's Directory*
-  field trip to a job fair
-  community-based employment services
-  local libraries for occupational, labour market, and job search information
-  guest speaker from a local employment resource centre
-  *Working in Canada: A Newcomer's Introduction*
-  Canada Prospects: <http://www.careerccc.org/canadaprosects>
-  Canada WorkinfoNet: [http://www.workinfo.net.ca/cwn/english/main\\_e.cfm](http://www.workinfo.net.ca/cwn/english/main_e.cfm)
-  Human Resources Development Canada Job Bank: <http://jb-ge.hrdc-drhc.gc.ca>
-  Possibilities Project: <http://www.poss.ca>
-  Settlement.org: <http://www.settlement.org> (Employment, Looking for a Job)
-  The Jobs Market Workshop: <http://www.jobsmarket.org>
-  **job search Canada, job interview**

## Topic Outcomes (CLB 5, 6, 7)

### Possible outcomes for this topic:

- ☞ make or cancel an appointment or arrangement
- ☞ ask for and respond to recommendations and advice
- ☞ describe previous work experience and education
- ☞ ask for information (e.g., about a company or job search resources)
- 📞 understand simple directions on the phone
- 📞 understand a simple voice mail message with five to seven details
- 📖 find information in a business directory
- 📖 find and compare two to three pieces of information in a CD-ROM
- ✍ write a one- to two-paragraph formal letter or a one-paragraph e-mail message
- ✍ fill out a one- to two-page moderately complex employment application form with up to 40 items

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*job-search club, job bank, global market place, networking, resumé, cover letter, thank-you letter, cold calling*)
- real conditional sentences (*If you visit a job bank regularly, you will have a better chance of finding a job*)
- modals: suggestions, advice, requests
- questions: embedded, wh-
- verb tenses: simple past, present perfect
- pronunciation: rising and falling intonation in interrogatives

## Sample Tasks

1. Role-play cold-calling a company to request an interview.
2. Listen to a voice mail message giving directions to the nearest Human Resources Centre. Take notes and locate it on a local transit map.
3. Find information about three companies in your field from a business directory and fill in a chart with various headings (e.g., years of operation, size, products and services, etc.)
4. Write a formal letter to an employer thanking her/him for an interview.

📄 **All Levels:** Word-process Language Task 4. Follow instructions to justify and indent text.

**Skills:** Format paragraph (Indentation, Alignment), Print, Save

## Additional Tasks

- ☞ **All Levels:** ELLIS – Senior Mastery – **Job Hunting – “I’m looking for a job as a waiter”**

**Skills:** Open/Close Application, Select and Navigate Through Options, Mouse Skills

# Workplace Culture

## Topic Development Ideas

### *Classes might want to learn more about...*

- cultural differences between Canadian workplace and own country (e.g., levels of formality)
- discrimination (systemic and non-systemic)
- dress codes
- hierarchy and chain of command in a company and the importance of respecting it
- how meetings are conducted
- issues related to women in the workplace
- job sharing
- performance reviews
- professional codes of conduct (e.g., issues of confidentiality)

## Strategies for Learners


### *Learners find it useful to...*


- learn strategies for alleviating stress and avoiding burnout
- learn strategies for working effectively on a team
- learn strategies to avoid conflict
- learn the names and functions of various departments in a company
- learn the vocabulary associated with business meetings
- paraphrase and repeat to check understanding of instructions and other information
- practice telephone skills
- role-play asking for permission, requesting information or assistance in the workplace

## Resources for Developing and Teaching Topic

 *Business Communication Games*

 *Canada Works—ESL Teacher's Resource Guide*

 *Canadian Concepts 6: Unit 10, “At Work”*


 *Communicating in the Real World*

 *Interchange 3: Unit 2, “On the Job”*

 *New Interchange 3: Unit 2, “Career moves”*


 *Take Charge: Unit 4, “At Work”*


 *Take Part, Second Edition: Unit 3, “The Workplace”*


 *Through the Looking Glass—Student Workbook for Canada Works*


 *CLB Listening/ Speaking Resource: Stage II, Workplace dialogues*


 *ELLIS – Senior Mastery – Discussing Business*

 *Canada Prospects: <http://www.careerccc.org/canadapropects>*

 *Canada WorkinfoNET: <http://www.workinfo.net.ca>*

 *Possibilities Project: <http://www.poss.ca> (Articles, Subject Index, Working Knowledge)*

 *Settlement.org: <http://www.settlement.org> (Employment, Finding a Job/Keeping a Job)*

 **Canadian workplace**

# Workplace Culture

## Topic Outcomes (CLB 5, 6, 7)

### Possible outcomes for this topic:

- introduce someone to a large familiar group
- maintain a conversation by asking follow-up questions, confirming comprehension, holding the floor, changing the topic, continuing after an interruption
- express feelings, opinions; qualify own opinion; express approval, disapproval in a small group discussion
- understand a simple voice mail message with five to seven details
- understand details in a spoken exchange that involves suggestions, advice, encouragement, requests, reminders, or orders
- understand a one-page moderately complex report, interview, news item, or story
- convey a business message as a five- to six-sentence written note

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary for business departments (*personnel, marketing, sales, production control, mail room, human resources*)
- vocabulary for meetings (*agenda, chairperson, minutes, secretary*)
- gerunds and infinitives
- modals: suggestions, advice, permission
- prepositional phrases (*in the office, next to the staff room*)
- questions: wh-, tag, embedded
- note-taking and letter-writing conventions
- pronunciation: intonation patterns in embedded questions

## Sample Tasks

1. Conduct a business meeting to make a decision about a workplace issue (e.g., dress code).
2. Listen to instructions for using a piece of equipment in the workplace and reorder the instructions on a worksheet.
3. Jigsaw: Read about a problem in the workplace from the different perspectives of scrambled people involved. Answer questions. Discuss and make suggestions on how to solve the problem.
  - **Novice:** Open an instructor-made document about workplace problems with three possible solutions for each problem. Indicate the appropriate solution by changing its font color.  
**Skills:** Open, Save As, Font Color
4. Write a simple memo about an upcoming meeting. Include a short agenda.
  - **Experienced:** Use the Memo Wizard to create the memo for your boss as in Language Task 4. Check the spelling by using F7. Preview and print for peer evaluation.  
**Skills:** Wizard, Memo Styles and Options, Spelling, Print Preview, Print

## Additional Tasks

- **All Levels:** Go to a career help web site and complete a self-help quiz (e.g., [http://www.careerccc.org/products/cp\\_98\\_e/workplace\\_skills/8.html](http://www.careerccc.org/products/cp_98_e/workplace_skills/8.html), “What’s my Survivability”). Print, discuss answers, and brainstorm strategies to improve weak points  
**Skills:** Internet Basics, Browsers, URL, Hyperlink, Print