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ABSTRACT

This guide develops aspects of the worker role and focuses on the situations that arise and language skills that are needed when a person is seeking a job and functioning on a job. The guide is modular in form and provides sample lesson materials and procedures for three levels of language proficiency. The introductory material gives the philosophy and goals of the course, some notes on general competence in English, definitions of proficiency levels, notes on features of the guide and its use, and a list of resources. There are 15 modules which are not intended to be followed sequentially, but selectively. Each module contains an overview of the lesson, language components of the situation, lessons for the three levels, references and notes for the teacher, and evaluation and testing suggestions. (AMH)

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**English
as a second language
for adults**

ENGLISH FOR WORK

FL013096

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Ministry of Education

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ENGLISH FOR WORK

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FEATURES OF THE GUIDE

The modular format of the guide suggests that the user can select those topics of concern to students. Each module stands on its own. Instructors would not likely work their way through the modules from one to fifteen. Rather, they would select modules by topic and branch out from them using supplementary materials and extending to other situations suggested in each module. Decisions regarding selection, adaptation and extension will be influenced by the type of class and the purpose of the program as well as the individual learner.

Successful completion of the objectives for Level 1 does not mean that the overall objective of the module has been met. Rather, steps toward achieving it have been taken.

OVERVIEW

The overview lists the overall objective, the language functions inherent in the situation, and examples of grammatical structures and cultural notes. In some cases, the cultural notes will be dealt with incidentally in the lesson, at other times, a more direct approach through class activity is suggested. The cultural notes reflect common Canadian values and facts.

LANGUAGE COMPONENTS

In each module, two pages are devoted to language components of the situation for each of three levels. The situation is analyzed in terms of function, objective, structure and vocabulary. The *notes to the teacher* list supplementary resources and suggestions. References in the *notes to the teacher* are given in full in the section titled Resources at the end of the Introduction.

LESSONS FOR THREE LEVELS

The lessons suggest language learning activities at three levels of complexity in terms of content and tasks. They include information about the equipment and teaching materials required to carry out the activities. The appendices referred to are suggested kinds of teaching materials and are located at the end of each module. They can be easily duplicated. Instructors may wish to adapt them to make them more applicable to their own locale. Tapes are not included in the guide, but where feasible, instructors can cooperate with their colleagues in taping material from the guide for shared use.

EVALUATION

Two forms of evaluation are included in the curriculum guide. One is a teaching tool which is at the end of each lesson. The other is in this Introduction under Assessing General Competence in English, p. 3.

The evaluation forms within each module are directly related to the objectives of the lessons. Their purpose is to enable the students, their peers and the teacher to monitor individual student and class progress. The instructor may find indications of need for more review, reinforcement or additional practice. The objectives listed in the modules can be used as a classroom tool to give students a sense of accomplishment and to help them set personal goals related to the course. The evaluation agreed on between the teacher and student could then become part of the individual student's record of achievement. When the student moves to another class or institution, the record will enable future instructors to see what he can do and what group or class he should be placed in.

The evaluation is in this format for each level. The learning outcomes are listed and the student's performance is assessed.

Accurately and or Fluently	Intelligibly but Inaccurately	Inadequately
e.g. — identify his occupation		

"Fluent" means that the student can produce the language without undue hesitation, clearly and understandably. He may have minor errors in grammar as would a native speaker. "Intelligible" means that the student can make himself understood but may still need to improve pronunciation, intonation, grammar, choice of words or speed. Because the objectives in the modules are related to the lessons, they are more specific and detailed than would be needed for overall assessment of language competence.

EXTENSIONS

The Extensions to Other Situations are included to give students additional practice with the language of the lesson and to see the applications of what they have been learning in other related situations. Each situation is expanded into a brief story or real context which may serve as a base for the instructor to develop supplementary lessons.

SUMMARY MODULES

Three modules, numbers 7, 14 and 15 provide situations and lesson ideas. Teaching techniques outlined in the other modules can be adapted for use in these abbreviated modules.

PHILOSOPHY AND GOALS

In this curriculum guide, as in ESL for Adults: A Curriculum Guide, an attempt has been made to integrate those approaches and techniques found to be effective in the classroom with current developments in language learning. The field of ESL is coming of age. It no longer needs to allow itself to be victim to the theories of experts in related fields such as psychology and linguistics. The swings between extremes in the past were a result of typical insecurity and uncritical acceptance of theories in a burgeoning profession.

We now have a body of knowledge and experience in language learning on which to base development. From our present perspective we can select those aspects of psychological and linguistic theory that have proven valid in practice and reject those that have not.

The knowledge and experience resulting from the work of the Modern Languages Project of the Council of Europe has been valuable to the field of adult language learning. That project has emphasized teaching language related to the needs of adults. The importance of providing learners access to real language in situations that arise in their experience is paramount. The identification of language functions has provided us with a new way of viewing language. It is one that broadens our understanding of the use of grammatical forms and of the relationship between grammatical structure and appropriateness of language in social situations.

Using this curriculum guide, the teacher helps students learn to handle language functions such as apologizing, expressing a need, or asking for information. The grammatical structures selected are those needed to give expression to such functions in real situations related to getting and handling a job. Cultural aspects of language are basic to language learning. The lessons therefore include suggestions for classroom activities that increase cultural awareness in the context of the given "work" situations.

The importance of student input in terms of identification of needs and interests and in the process of the lessons is an underlying assumption in the sample lessons.

The lessons are adaptable. Instructors can shorten or lengthen them according to the requirements of the teaching situation. The modular format of the guide enables teachers to select or adapt situations to make the lessons appropriate to their students. As teachers work with the guide and with their students, new situations will come to their attention. They can use or adapt teaching techniques outlined to deal with this new content.

That the subject matter specifically needed by the learner is of motivational value is an assumption of the guide. Learners at all levels of competence in the language can benefit from studying language through relevant material. Even those with no English can begin with content that matters in their lives.

The goals of the guide are

- 1 to provide the instructor with suggestions of appropriate content for students concerned with entry into and functioning in the workforce;
2. to improve learners' ability to communicate with counsellors, employers and co-workers, and
- 3 to increase the learners' knowledge of.
 - a) their rights and responsibilities in the world of work;
 - b) ways of dealing with bureaucratic systems in Canadian society, and
 - c) the expectations and attitudes they may find in the workplace.

ASSESSING GENERAL COMPETENCE IN ENGLISH

From time to time, instructors need to assess a student's level of development in the language acquisition process. This will typically occur when a student enters or leaves a program or when the institution needs to report to an outside agency such as Canada Employment and Immigration Commission or Ministry of Human Resources.

The following adaptation of language levels¹ relates to general competence in English. The levels are not a series of goals toward which to work, but a description of seven distinct stages adults go through in acquiring another language. The levels are intended to be used at critical points during the total time the individual spends in language study. The levels are designed to:

- 1 assist in placing students in groups according to their stage of development in the language;
- 2 assist in enabling students, teachers or counsellors to indicate learners' stage of competence in listening, speaking, reading and writing. A pre-vocational ESL student can be assessed in these four skills. If he is interested in a particular job, the job can be analyzed in terms of the various language skills needed to handle it satisfactorily. For example, if a person is applying for a job as a truck driver, the level of each language skill he or she will need to handle the job satisfactorily can be estimated. If the driver has to comprehend instructions on a radio telephone, and relay them to workers on a job site, he would have to be able to "follow a native speaker in an area of (his) interest" (Level V)². His speaking must be "adequate related to (his) interests"². He must "find(s) common situations easy"². The job may require minimal reading and writing skills. If, on the other hand, a person was applying for a job as a room aide in a hotel, the language requirements would be quite different. The room aide would have to comprehend face to face instructions, report problems, read directions on cleaning materials and fill out forms. These kinds of language demands, again, can be compared to the specific levels the learner has achieved in each of the skills.
- 3 assist in discussing with students what their present competence is and what their intermediate and long term language and personal goals might be

¹ TRIM, J. L. M., Developing a Unit Credit Scheme of Adult Language Learning, Pergamon Press, Toronto, 1978—pp. 66 ff. (Copyright held by the Council of Europe—A second edition was published by Pergamon Press in 1980.)

² See following adaptation of Wilkins' Level Definitions (Level V)

The criteria used in the definitions are stated in behavioural terms. They can be observed and tested. The items are generalized and do not relate to levels of competence in specific grammatical structures or functions.

The reading and writing levels, as outlined, do not allow for pre-literate or non-alphabetic students. In reading and writing, these students would fall below the lowest level described.

The definitions of levels are included to assist the learner, the educator and those involved from the community in identifying the learners' current stage of language development. They are not intended to pigeonhole or grade students. The levels could be made readily available to those concerned in the community such as CEIC counsellors and employers who need to be able to communicate about language competence.

DEFINITIONS OF LEVELS

Adapted from **TRIM, J. L. M.**, Developing a Unit Credit Scheme of Adult Language Learning, Toronto, Pergamon Press, 1978, pp 66 ff.

	Listening	Speaking	Reading	Writing
I	<ul style="list-style-type: none"> ● can differentiate English from other languages ● can understand a few words and phrases ● may recognize some words in a stream of speech 	<ul style="list-style-type: none"> ● single words ● can be understood by teachers ● supports speech with gestures 	<ul style="list-style-type: none"> ● can understand most common signs in English 	<ul style="list-style-type: none"> ● can copy English
II	<ul style="list-style-type: none"> ● can identify topic when a person speaks but cannot follow content ● frequently misunderstands 	<ul style="list-style-type: none"> ● dependent on memorized speech, not able to create original sentences ● hesitant, many errors 	<ul style="list-style-type: none"> ● can identify topic ● can understand gist of public notices ● can get information from charts, maps 	<ul style="list-style-type: none"> ● can fill in forms ● not creative with language ● can take slow dictation
III	<ul style="list-style-type: none"> ● can only identify topic when listening to normal conversation between native speakers ● can follow speech directed to him or her but needs frequent repetitions or rephasings ● frequently misunderstands speech on radio, telephone 	<ul style="list-style-type: none"> ● single sentences ● only competent to deal with predictable needs ● not able to invent new sentences readily ● requires a patient listener ● slow and with errors 	<ul style="list-style-type: none"> ● can get topic and main idea ● needs dictionary for details ● slow ● difficulty reading handwriting 	<ul style="list-style-type: none"> ● can construct sentences but not continuous text ● dependent on dictionary

DEFINITIONS OF LEVELS

(Cont'd)

	Listening	Speaking	Reading	Writing
IV	<ul style="list-style-type: none"> ● can follow formal speech directed at him ● difficulty with colloquial speech ● does not get jokes in English 	<ul style="list-style-type: none"> ● can convey most types of information related to his interests ● fluent enough to interact with native speakers ● fewer errors ● still needs vocabulary development 	<ul style="list-style-type: none"> ● can read most texts in area of interest with limited comprehension—may have to reread to extract information ● unfamiliar vocabulary can be deduced from redundancies ● slow ● can read most handwriting 	<ul style="list-style-type: none"> ● can construct continuous text to report series of events or information ● still needs dictionary
V	<ul style="list-style-type: none"> ● can follow native speaker in area of interest, some difficulty in following a discussion ● colloquial speech difficult 	<ul style="list-style-type: none"> ● adequate related to interests ● may have to plan ahead or reformulate statements ● finds common situations easy 	<ul style="list-style-type: none"> ● can read variety of texts with high level of comprehension ● slower than native speaker 	<ul style="list-style-type: none"> ● can write for a variety of purposes related to interests ● slower than native speaker
VI	<ul style="list-style-type: none"> ● can understand as much as native speaker does, except in unusual circumstances—e.g., sudden topic change, or high noise level 	<ul style="list-style-type: none"> ● adequate for areas of interest, may have to plan or reformulate language ● may have to clarify 	<ul style="list-style-type: none"> ● complete comprehension in areas of interest ● reading rate may be less flexible 	<ul style="list-style-type: none"> ● competent in area of interest ● free of spelling and grammatical errors ● more problems of style or choice of vocabulary than native would have
VII	<ul style="list-style-type: none"> ● native-like comprehension of varied style and speed 	<ul style="list-style-type: none"> ● like native speaker 	<ul style="list-style-type: none"> ● like native 	<ul style="list-style-type: none"> ● native-like proficiency

USING THE GUIDE

ASSESSING THE LEARNER

When students initially come to your program, you will need to

1. acquire personal information about each student,
2. evaluate each one's general level of language development, and
3. make a decision about placement within the program.

During the interview, you will need to get identifying information — e.g., name, address, education, family, work, and information about their personal goals. Some suggestions for the interview can be found in ESL for Adults: A Curriculum Guide, pp. 41 ff. If students cannot speak sufficient English to indicate what their goals and aspirations in Canada are, every effort should be made to get the assistance of a translator.

While you are getting this information, you can also be using the interview to assess the student's stage of development in the language acquisition process. Refer to the seven levels of language development (pp. 5 & 6) to see how students' performance in the assessment process relates to them. Your observations and analysis, along with information the students provide, will assist you in selecting the level at which to start the students, as well as which topics will be of greatest interest.

If, after initial interviews, a rough estimate of their competence suggests that certain learners might handle Level 1 or 2 in the lessons, the instructor can ask them to respond to requests such as "tell me what skills you have as a carpenter" (or whatever vocation or interest the student has indicated in the interview). The responses would reveal whether the students can meet an objective from Module 1, Level 1, "express an ability to do something." Check out other Level 1 objectives in this manner. If the responses are intelligible or fluent, the student can begin at Level 2. The instructor should feel free to drop back a level at any time without drawing it to the students' attention; if the tasks at the selected level are too difficult. Building the learners' confidence through success is more important than following the levels faithfully. You should err on the side of underplacement, thereby leaving room for acceleration through the program or advancing the learner to another level.

CLASSROOM MANAGEMENT

By recording the information from the evaluation sheets in the modules, you can readily pass on information to other teachers regarding the students' progress in relation to the content in this guide.

The students will benefit from involvement in monitoring their own progress. By doing so, they will be encouraged to develop a sense of accomplishment in relation

to the course. Suggestions for activities to practise these evaluation skills are in Module 1, DESCRIBING YOURSELF

In addition to evaluating the students' progress, teachers may benefit from evaluating the lessons in the guide, the adaptations they make of the guide and their own performance. A few minutes after each lesson, taken to note such evaluations as well as observations about students' needs and problems that have emerged, will assist in planning future lessons and improving your effectiveness. Taping your class occasionally can also provide you with useful information to enable you to analyze your own performance

In order to make the guide usable in a wide range of kinds of programs and classes on varied schedules, no time frame or unit structure has been provided. Such structure has to be worked out in each particular program. The evaluations in each module can provide a record of each student's achievement. These records will be a guide to the teacher. For example, a learner who has mastered all the modules of interest at Level 1, can return to those same modules to work on Levels 2 and 3. In some cases, the learner who is managing Level 2 in one module with ease, may be able to handle the Level 3 activities in that module, yet continue to work on Level 2 in others

If you find you have two or three groups in your class at different levels of ability, you will sometimes have different activities going on in those groups simultaneously. Refer to Inservice Development Kit #2, Teaching a Multi-Level Class

GROUPING

Throughout this guide there are references to "the whole group" and "small groups". The whole group refers to all those students who are working on activities at the same level. This could be the whole class or any part of it. Small groups are usually made up of three, four or five people with the seating arranged to provide for optimum interaction. Dividing the class into such groups facilitates maximum student input and minimum teacher domination. Some students may be reticent when they are first asked to work together in this way. For group activities to succeed, the students need to have a clear understanding of what is expected of them, and to be aware of learning outcomes

ILLITERATE STUDENTS

Almost no attempt has been made to address the problem of literacy in this guide. Some of the lessons at Level 1 can be adapted, and an illiterate student can be expected to participate in the listening and speaking activities at that level. Teachers will need to have supplementary materials available so that any illiterate

students can be given appropriate reading and writing activities for a specific time period very day. A fairly good source for material is

Passage to ESL Literacy (Instructor's Guide,
Student Workbook and Pictures),
Arlington Heights, Ill.,
Delta Systems Inc, 1981

available from Monarch Books of Canada,
3547 Bathurst Street,
Toronto, Ontario
M6A 2C7

TECHNIQUES

Books and journals on teaching techniques and methodology are widely available. Some are listed in ESL for Adults: A Curriculum Guide. The purpose here is to highlight a few areas that have been raised as problems for instructors in evaluating ESL, ACG and in the field testing of **ENGLISH FOR WORK**. The suggestions are not exhaustive, but merely elaborate on directions and assumptions in the lessons.

FOCUS ON YOUR LOCALE

The modules are, of necessity, general approaches to issues. Instructors are encouraged to develop local/regional resources to supplement this guide. Some examples might be

- 1 economic history of your area including explanations and importance of key resources (pulp, coal, fish, etc),
- 2 ethnic history explaining different groups arriving at different times and the contribution of each group, and
- 3 local employment opportunities explaining types of jobs available and skills required

FOCUS ON LEARNERS' EXPERIENCE

At the start of each topic, the instructor should encourage the members of the class to describe their own personal experience regarding the topic so that there is a clear understanding of a shared experience. This can be initiated by means of a picture, story, film, tape, role play, etc

INTRODUCING VOCABULARY

Every time a new body of language is presented, you will need to introduce new vocabulary. The learning load of new words should be limited to seven or eight per session for most students.

Plan what you want students to be able to do with new words. Do you want them only to recognize and understand them in an oral context, do you want them to be able to use them in speech, or, do you also want them to be able to read them and write them with correct spelling? Native speakers comprehend much more speech and print than they produce in speech and writing. Avoid overloading your students with demands to say and write everything they can understand.

Presentation:

Vocabulary can be presented as information with practice (repeating after a model, identifying meaning) in preparation for listening to a tape, or can be identified for intensive study after hearing it. You can do both, if the situation requires it. In any case, the students should practise words and idioms orally before seeing them in print. By so doing, the student will learn to pronounce the word before being confused by the spelling of it. For example, students need to hear the difference between words like "rough" and "through" before being presented with them in print. When later examining the spelling, they will learn that this is another example in which the same spelling of words does not necessarily mean they will have the same pronunciation, as they would in Spanish or Greek.

Deal with the vocabulary that arises in context rather than teach lists of unrelated words. Many words change meaning with context or are meaningless outside of it. Take, for example, the words, "the" or "unless". If you are able to translate such words, you may only make an approximation of their meaning. Some languages do not have articles like "the".

Meaning:

To introduce a new word, show pictures, demonstrate, or use it in the context of known vocabulary. See if someone in the class can supply the word. If not, provide it yourself.

Pronunciation:

Have the students imitate the correct pronunciation, preferably given by a student. Check for pronunciation and stress. For example, in the word "before," the stress is on the second syllable, (befóre). Students can get further practice using prepared cards on a language master³ or with a tape which allows for listening and repeating. Such activities should last only a few minutes. You should then have meaningful practice. Words which name objects can be practised by having the students ask one another for the object or a picture of it—(e.g., certificate).

"Please pass me that certificate (pay cheque) (time sheet) "

³ See ESL for Adults: A Curriculum Guide, p. 55 for a description of this useful piece of equipment.

An example of a way to provide practice of a vocabulary item (minimum wage) can be found in Module 8 in the Procedure for Enabling Objective #3.

Many verbs, such as "print" or "sign," can be practised by having students instruct one another to carry out an action—e.g.

"Theresa, print (sign) your name on the blackboard"

Nouns that refer to concepts such as "height" or "weight" can be practised by having the students ask the teacher the height and weight of objects or people—
e.g.

"What's the height of Golden Ears (or whatever local mountain is at hand)?"

Reading and Writing in Vocabulary Development:

If you also want the students to be able to read and write using the new vocabulary, say and write the words on the blackboard and have the students practise reading them. They can work in pairs, helping each other, and you can give feedback when required. Then, have the students read the same words in the context from which they were extracted. A brief dictation of the same or similar material is a way to check mastery of the writing of the new vocabulary. In giving the dictation, follow this procedure

- Read the passage through at normal speed for listening
- Read in phrases or sentences, depending on sentence length and ability of students, allowing time for students to write
- Read once more at average speed to allow them to check. Repeating beyond this point is not productive

In Module 5, APPLYING FOR A JOB, Appendix E provides an example of a reading exercise for reviewing meaning. You can adapt this exercise to other lessons. Have the class develop definitions, refine them and put them on cards. These can be used for card games or matching exercises.

Spelling:

Do not assume that students can spell words because they can say them or read them. They can practise spelling in pairs or in group games. Avoid games in which the poor spellers get knocked out or in which they will be chastised by their peers for poor performance. Encourage them to visualize the word and to spell in syllables.

INTRODUCING NEW GRAMMATICAL STRUCTURES

If you want to introduce the structure in the sentence "I didn't get my vacation pay" (past tense, negative) in Module 8, UNDERSTANDING LABOUR LAWS, you might follow this procedure.

1. Play the tape.
2. Ask comprehension questions
3. Ask why Consuela called her boss.
4. Draw attention to the answer. If necessary, provide it yourself

"She didn't get any vacation pay."

5. Give two students several similar objects that they are familiar with (e.g., coins).
Make the statement

"Joe didn't get any nickels"

Change the distribution and ask individual students to make similar statements—
e.g.

"Maria didn't get any dimes"

Have the students make up several statements about the various distributions.
Show the contrast

"Maria got two quarters"

"She didn't get any pennies"

If any students have trouble with the structure, "She didn't get any _____," hold up your hand with fingers extended and, pointing to one finger at a time to represent each word, have a student say the words. Then encourage them to speed up and get the natural rhythm of the language. You can do the same thing with slots representing words—e.g.

(She) (didn't) (get) (any) (pennies)

Point to the slots and ask the students to say the words. Then get them to speed it up in the correct rhythm, stress and intonation—e.g.

"She didn't get any pennies"

6. Return to Consuela. Ask why she called Mr. Sampson. Draw attention to the slots or your fingers to remind students that they "read" the needed structure from them.
7. Have the students listen to the tape again and indicate when they hear the structure, "I didn't get any _____"
8. Ask the question

"Why did she call Mr. Sampson?"

9. Practise the whole dialogue as indicated in the lesson

The Procedure for Enabling Objective #3, Level 1 in the same Module is an example of a way to provide meaningful practice for the grammatical structures, "She got" or "She didn't get". Adjust the steps suggested above to the progress of the class

TEACHING PRONUNCIATION, RHYTHM AND STRESS

Inservice Development Kit #4 covers this topic thoroughly. You should teach the natural rhythm and speed of the language using the contexts provided in the lessons. These aspects of language should be taught in response to problems observed, and in conjunction with other parts of the lesson, rather than as a separate study. See Module 13, Notes to the Teacher, for examples of significant intonation patterns.

PRACTISING A DIALOGUE

To practise a dialogue does not mean to remember every word precisely. If the students paraphrase correctly, that is an improvement on mimicry and should be encouraged.

For an example of teaching a dialogue, see Inservice Development Kit #2, Teaching a Multi-Level Class. Sections 20 and 21 of ESL for Adults: A Curriculum Guide also have models of techniques for teaching dialogues.

CONTACT ASSIGNMENTS

A comprehensive work called Contact by Terry Loughrey is listed in the Resources in ESL ACG. A few brief hints for success in using this technique are:

1. Develop short simple contact tasks that can be done in the classroom, initially with other students and later on with visitors—e.g.,
have students find out where others have lived, what jobs they have done and report to the class to get them feeling comfortable with contacts.
2. Develop skills in using the tape recorder and recording one another. Teach them how to ask permission to tape someone and deal with the response.
3. Teach them how to listen unobtrusively to native speech—e.g. in buses and in theatre lineups, and to analyze what they hear for meaning.
4. Prepare them with the language they need to cope with the contact. Use the language they bring back from contacts as lesson material—e.g.
"What did she say?"
"What did she mean?"
"What was in her mind when she said . . . ?"
"How else could you say that?"

CLOZE

Cloze is basically a fill-in-the-blanks exercise in which every nth word, commonly every seventh or ninth, is deleted. The first and last sentences should be left intact. Do not delete proper names or numbers.

The purpose is to demonstrate and practise reading skills. If a student can figure out the correct word from the context, he is learning to comprehend meaning, to predict and to anticipate appropriate vocabulary. All of these skills are basic in developing the ability to read a second, as well as a first, language

DYAD ACTIVITY

A dyad refers to a controlled, paired activity. Each of the two students has some information that the other needs and the task is for each student to ask questions until he has all the information he needs

PROBLEM SOLVING

Problem solving is an activity that is learner-centred and gives practice in spontaneous use of language. It is, therefore, a good activity to conclude a section of a lesson. Be sure that the learners have acquired the needed vocabulary and structures to enter into discussion. The steps in problem solving are

- 1 **Identify the problem**—Module 12 suggests several in the Extensions. Learners may have suggestions drawn from their own experience. Section 27 in ESL ACG deals with identifying a problem
- 2 **Gather facts**—If a student contributes a real problem, facts will be available through questions posed by the others
- 3 **Analyze the facts**—Help students to think about what lies behind speech and behaviour
- 4 **Suggest and test solutions**—List suggested solutions, then test them verbally
- 5 **Select a course of action**—Students choose the best solution. They should be required to explain why it is best

Introduce this technique by having the whole group identify a problem, and then gather and analyze the facts (Steps 1-3). Then, have them work in small groups to suggest solutions and select a course of action (Steps 4 & 5). Have each group report the results to the whole class or the teacher. When they are more experienced in working with one another and following the process, you can just put the steps on the board and let them work through on their own. In some lessons, problem solving activities are simplified by giving a number of solutions for the learners to choose from. Avoid interrupting the flow of speech to correct students. Note recurring problems and work on them in future lessons.

You can follow up the problem solving discussion with group or individual writing projects. The type of writing exercise chosen would depend on the level of the class. If the course of action chosen involves correspondence or note writing, that

would be a logical task for more advanced students. With students in Level 1 or 2, you may want to have them dictate the problem and the solution to you. You could write what they say on an overhead or on the blackboard, use it as a reading exercise and have them copy it

RESOURCES

TEACHER REFERENCE BOOKS

B.C. Ministry of Education

Inservice Development Kit #1

Teaching from a Functional Approach

Inservice Development Kit #2

Teaching a Multi-Level Class

Inservice Development Kit #3

Listening and Speaking Activities in the Classroom

Inservice Development Kit #4

Teaching Pronunciation Stress and Intonation

-available in all B.C. post secondary institutions and from the Post-Secondary Resource Centre, Ministry of Education, 7451 Elmbridge Way, Richmond, B C V6X 1B8 (278-3433 Local 288)

Canada Employment and Immigration Commission

Canadian Classification and Dictionary of Occupations, Supply and Services Canada, Ottawa, 1978

-available for reference from College Counsellors or Canada Employment Centres

Careers British Columbia Occupational and Career Analysis Development, Ottawa, 1980

-available for reference from College Counsellors or Canada Employment Centres

Guide for the Job Hunter, Ministry of Supply and Services, Ottawa, 1979

-available from National Office, CEIC, Place du Portage, Phase IV, 140 Promenade du Portage, Ottawa, Ontario K1A 0J9

Moving On! To a Job, and

Moving On! By Staying On! Occupational and Career Analysis Development, Ottawa.

-available from National Office, CEIC, Place du Portage, Phase IV, 140 Promenade du Portage, Ottawa, Ontario K1A 0J9

-problem solving exercises for high intermediate students about problems getting a job and those on the job

Place. Guided Steps to Employment Readiness, Occupational and Career Analysis Development, Ottawa

-workbook and source book, written for native English speakers and not suitable as a student text but has some interesting ideas and information for the teacher

GLABUS, Scott and LAYLIN, Jan; *ACCESS*—a Pre-employment Syllabus for ESL Workers

-available from Douglas College, P.O. Box 2503, New Westminster, B.C. V3L 5B2

-contains a large amount of information, some of it specific to Douglas College but a lot of it applicable to British Columbia

JUPP, T.C. and HODLIN, Susan; *Industrial English*, Book Society of Canada, 4386 Sheppard Avenue, E., Agincourt, Ontario, 1978.

-teacher reference text on a functional approach to teaching job-oriented English.

National Film Board

A Right to Refuse? — 13 mins. 30 secs.

-if a worker perceives a health hazard in a particular task, can he/she refuse to do it without being fired?

STEEVES, John, *Your Safety and Your Rights*, Legal Services Society, 1982

-available from Legal Services Society, 555 West Hastings Street, Vancouver, B.C. V6V 4N6 (689-0741)

TREBBLE, Maggie and WALLACE, David; *English Language and Basic Literacy Training in a Trade Union and Work-related Format*, Capilano College, 1981.

-available from Capilano College, 2055 Purcell Way, North Vancouver, B.C.

V7J 3H5

-teacher reference, a description of a pilot course given to thirty members of the Garment Workers' Union; includes background information, a course outline and samples of exercises used in the course

AUDIO VISUAL MATERIAL

Access Alberta—Video Series and Teachers' Guide, Ref. BPN 2277

- 1 WORKING IT OUT (Subject: Why Work?)
- 2 GETTING TO KNOW YOURSELF (Subject: Self Assessment)
3. LOOKING FOR A JOB (Subject: Searching for Employment)
- 4 JOB INTERVIEWS (Subject: Interview Skills)
- 5 STARTING TO WORK (Subject: Employer/Employee Relations)
- 6 WORKING WITH PEOPLE (Subject: On-the-job Communication Skills)
7. LIVING WITH WORK (Subject: Work Oriented Life Style/Leisure).
8. MOVING ON (Subject: Understanding the Payslip/Termination of Employment)

available from: Communications and Marketing

Access Alberta
16930 - 114th Ave.
Edmonton, Alberta
T5M 3S2
(403) 451-3160
November, 1982

CLASSROOM TEXTS

B.C. Ministry of Education

ESL for Adults: A Curriculum Guide

-available from Publication Services, Ministry of Education, 878 Viewfield Road, Victoria, B.C. V9A 4V1 (387-5331)

COST: In Canada—\$15.00 (plus 10% postage and handling)
In U.S.A.—\$25.00 (plus 10% postage and handling)

DRESNER, Joanne, BECK, Kenneth, MARGANO, Clare and CUSTER, Luise, *It's Up to You*, Academic Press Canada, 55 Barber Greene Road, Don Mills, Ontario, 1980.

-student text and tape; a variety of exercises at intermediate level on

- a) personal evaluation,
- b) examining the job market,
- c) using want ads,
- d) calling about jobs, and
- e) going for an interview

JEW, Wing and TANDY, Carol, *Using the Want Ads*, Janus Book Publishers, 3541 Investment Blvd., Hayward, California 94545, 1977

-student workbook at an intermediate level

KAHN, Charles, TONG, Robert and JEW, Wing, *My Job Application File*, Janus Book Publishers, 3541 Investment Blvd., Hayward, California 94545, 1975

-student exercise book containing readings, exercises and a variety of sample application forms.

KOSCHNICK, Kay and LUDWIG, Stephen, *The World of Work*, New Readers Press, Syracuse, N.Y., 1975

-intermediate level reading passages for a variety of work situations, much of the information is American and would not be relevant in Canada.

LIVINGSTON, Arnold; *Janus Job Interview Guide*, Janus Book Publishers, 3541 Investment Blvd., Hayward, California 94545, 1977

-student workbook, geared to young North Americans looking for a job but could be used profitably in an adult ESL class

NEMIROFF, Stanley A., ROVINESCU, Olivia M. and RUGGLES, Clifton B.; *Words on Work*, Globe/Modern Curriculum Press, Toronto, 1981.

-a collection of reading passages for intermediate students

RODERMAN, Winifred Ho; *Reading and Following Directions*, Janus Book Publishers, 3541 Investment Blvd., Hayward, California 94545, 1978.

-student workbook with good variety of activities. An extension of the kinds of activities mentioned in Module VII

RUSSELL, Bonia; *Heading Out—A Job Search Workbook*, University and College Placement Association, 43 Eglinton Avenue, East, Toronto, 1981

-student workbook designed for native English speakers but could be used with a good intermediate class.

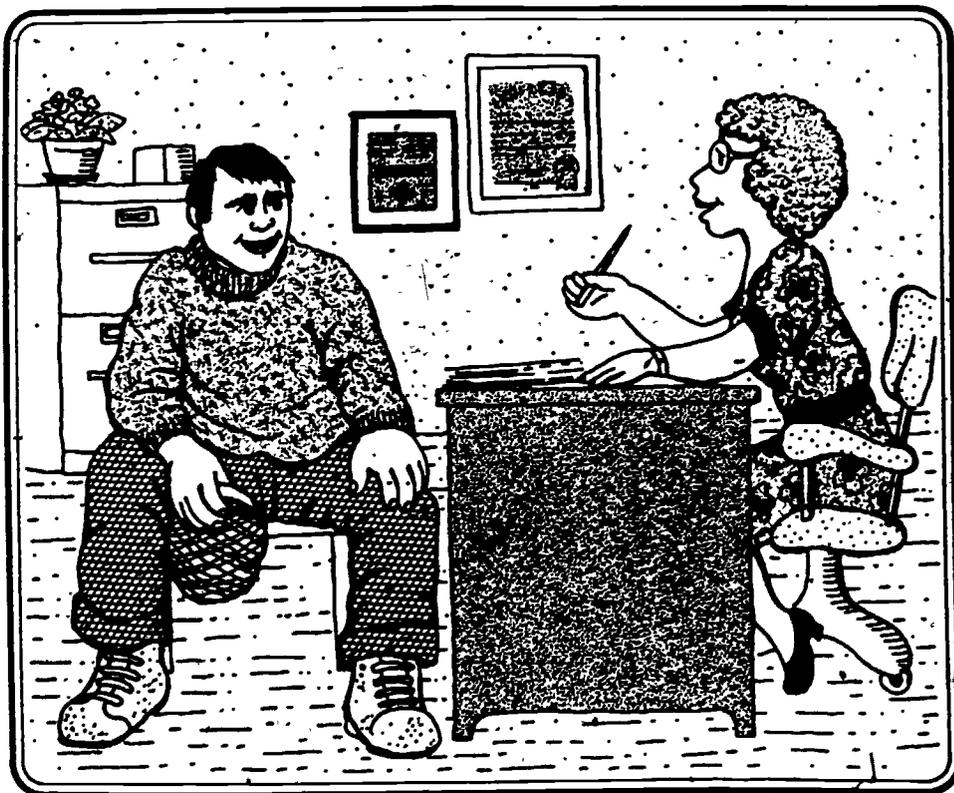
SAVAGE, K. Lynn, HOW, Mamie and YEUNG, Ellen; *English That Works* (1 and 2), Scott, Foresman and Company, Glenview, Illinois, 1980.

-student book, teacher guide and tapes; a wide variety of exercises for beginners to intermediate level.

UNDA, Jean, TOBIAS, Kathleen Jo and BELL, Sheila; *Juan Manuel Looks for a Job*, Adult Services Unit, The St Christopher House, 364 Bathurst Street, Toronto, Ontario, 1979

-an 8 page collection of pictures, stories and activities designed for an intermediate level class in Toronto. Most of the material is applicable to B. C

DESCRIBING YOURSELF



Sergio was at a Canada Employment Centre and found a job he wanted to apply for. When he asked for a referral, the counsellor said "Tell me something about yourself." He didn't know how to answer.

OVERALL OBJECTIVE:

1. Know your personal qualities, skills and preferred working conditions.
2. Be able to describe yourself.

FUNCTIONS:

1. Expressing Ability or Inability to do Something: "I can use a pneumatic hammer."
2. Stating a Preference: "I prefer to work outdoors."
3. Reporting Personal Information: "I'm reliable."
4. Expressing Intentions about Future Goals: "I plan to get my BC certificate."

CULTURAL NOTES:

1. "Selling yourself" is intrinsic to landing a job. Employers expect applicants to be able to present themselves and their skills positively and relate them to the requirements of the job they are applying for.
2. Knowing the English terminology for tools, processes and qualifications is essential.
3. Although many immigrants have been in the work force in their countries, it is quite likely that they have never gone through the job-search experience.
4. It is necessary for job seekers to be clear about their preferences in a work situation.
5. Employers place importance on definite goals. Questions within this area are often used to assess an applicant's potential. However, stating a desire to open your own business might not be wise in a job interview situation.

LANGUAGE COMPONENTS

LEVEL 1:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Expressing Capability	1. Express ability to do/ use something.	I can use a _____.	occupations names of tools equipment processes
Reporting	1. Describe conditions of occupation. 2. Describe personal qualities.	I work indoors. I'm reliable	indoor/outdoor alone/with other people reliable helpful organized careful
Stating Preference	1. State conditions he likes.	I like to work part-time.	part-time/full time

LEVEL 2:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Reporting	1. State occupation and training. 2. Describe duties of job. 3. Identify tools and describe their use. 4. Describe conditions of his occupation. 5. Describe personal qualities.	I'm a welder. I was an apprentice in Hungary for four years. I mix mortar. It's a trowel. You use a trowel to spread mortar. I usually work regular hours. I'm honest.	occupations training program terms duties of various occupations shift work regular hours year round seasonally honest punctual co-operative
Stating a Preference	1. Express a preference.	I prefer to follow orders.	

LANGUAGE COMPONENTS

LEVEL 3

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Reporting	<ol style="list-style-type: none"> 1. Describe occupations. 2. Describe a tool or piece of equipment. 		
Expressing Capability or Incapability	<ol style="list-style-type: none"> 1. State inability to do or use something. 	No, I can't but ... I'm interested in learning. I learn quickly.	
Expressing Intentions	<ol style="list-style-type: none"> 1. Express plans for short term/long term. 2. State relationship between current job and future plans. 	I plan to ... I intend to ... I hope to ...	intend to eventually

NOTES TO THE TEACHER

1. This module provides an example of the occupation of a bricklayer. Instructors will need to investigate with their students those occupations that are relevant to the class in order to teach vocabulary and terminology.
2. Careers British Columbia and Careers Canada (both usually available in every CEIC and high school) and the apprenticeship pamphlets on various trades from the Ministry of Labour provide valuable background information for virtually every job.
3. Contact persons in the occupational field may provide the best sources for current information.
4. It's Up to You contains an excellent unit on describing your traits which would be appropriate for Level 3.
5. Supplementary work on personal traits might include horoscope analysis or Chinese New Year's symbolism.
6. Students can get further experience in assessing themselves by participating in the evaluation activities at the end of every module.

SAMPLE LESSONS FOR THREE LEVELS

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> Appendix A tools/pictures story 	<p>1. <u>Enabling Objective:</u> State occupation and express ability to use a piece of equipment.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Use the story to outline Sergio's work. Ask questions based on content - name, job, etc. Have available several tools/utensils, or pictures of them, in order to practise the phrase, "He can use a ____." <p>e.g.:</p> <p>level, tape measure, trowel, chisel</p> <ul style="list-style-type: none"> Have available other tools or pictures for drilling the negative. e.g.:
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> story (Appendix C) 	<p>typewriter, welding arc, barber shears</p> <ul style="list-style-type: none"> a) Can he use a ____? No, he can't. b) Can he use a ____? Yes, he can. <ul style="list-style-type: none"> Have students bring in tools or drawings of tools from their own work. Students identify items. <p>It's a ____.</p> <ul style="list-style-type: none"> Students state their occupation and report on equipment or tools they can use. <ul style="list-style-type: none"> a) I'm a ____. b) I can use a ____.
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> Appendix G 	<p>39</p>

SAMPLE LESSONS FOR THREE LEVELS

LEVEL 2

LEVEL 3

1. Enabling Objective: State own occupation and training.

Procedure:

- Use Appendix C to tell the story of Sergio and his job, or use it as a model to develop the story of someone in class.
- In small groups, have students ask one another these questions.
 - a) What's your job?
I'm a welder.
 - b) Do you have any training?
e.g. 1:
Yes, I was an apprentice Hungary for four years.
e.g. 2:
I'm a social worker.
I went to university for five years in Mexico.
- Students report this information to whole class.
- After exchanging this information, have students practise the pattern.
 - a) I'm a _____.
 - b) (was an apprentice)
I (studied _____)
(trained _____) for _____ year.
(went to _____)

1. Enabling Objective: Describe own occupation.

Procedure:

- Have students read the outline of Sergio's job (Appendix G). Examine what kind of information it contains - duties, tools, conditions, training, etc.
- Ask students to make questions about this outline. Have them write questions on the blackboard or review a prepared list. e.g.:
 - a) What training does he have?
 - b) Does he have a license or certificate?
 - c) How much experience does he have?
 - d) What are the conditions of his work?
- Using these questions as guides, have students write an outline of their own occupations.
- Students describe their jobs orally to whole group.
- Ask students if they know someone in the community in their occupational field. If so, have student interview them or invite to class as a "contact" person...
- Students should prepare questions for the "contact" person so they will be able to learn the differences in requirements, training and job duties for these jobs in British Columbia.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> . Drawings (Appendix A) 	<p>2. <u>Enabling Objective:</u> Describe working conditions and state which they like (do not like).</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Use story about Sergio to draw out positive and negative aspects of work. Make statement. <p style="margin-left: 40px;">"Sergio likes his job. Sometime he works indoors. Sometimes he works outdoors. He <u>like to work outdoors.</u>"</p> . Continue this pattern with: <ul style="list-style-type: none"> a) alone/with other people b) part-time/full time
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> . story (Appendix C) . Appendix Bi & Bii, Module 5 	<ul style="list-style-type: none"> . Students practise these phrases. If appropriate, drill with interrogative form. <ul style="list-style-type: none"> a) Does Sergio like his job? b) Does He like to work outdoors? . Once students have mastered saying what he likes about his job, introduce the negative form and have them practise talking about the conditions he does not like. <ul style="list-style-type: none"> a) Sometimes he works indoors. He doesn't like to work indoors. b) Sometimes he works alone. He doesn't like to work alone. c) Sometimes he works part-time. He doesn't like to work part-time. . Expand to interrogative form if necessary. <p style="margin-left: 40px;">Does Sergio like to work alone? No, he doesn't. He likes to work with other people.</p>
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> . cassette tape recorder . equipment . tools . Drawings (Appendix A) 	<ul style="list-style-type: none"> . Move from he/she to I. Instructor can use herself as model. <p style="margin-left: 40px;">I like my job. I work indoors. I like to work indoors. I work with other people.</p> . Develop this pattern with individual students. . Have students write summary based on their own job/occupation. <p style="margin-left: 40px;">I'm a _____. I like (don't like) my job. I work _____.</p> <p style="margin-left: 40px;">I like (don't like) to work _____.</p>

SAMPLE LESSON (Cont'd)

LEVEL 2	LEVEL 3
<p>2. <u>Enabling Objective:</u> Describe duties of a specific occupation.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Elicit duties of a bricklayer (using Appendix C). List verbs on blackboard. e.g.: <ul style="list-style-type: none"> repairs, builds, mixes, measures Have students make oral sentences: <ul style="list-style-type: none"> a) _____ mixes _____. b) _____ sets _____. He mixes mortar. He sets bricks. See Appendix Bi and Bii, Module 5 for other examples of jobs and their duties. Ask students "What do you do in your job?". If describing the duties is a problem, mime might provide a bridge. Have students work in small groups. List the verbs: <ul style="list-style-type: none"> a) I <u>check</u> the oil pressure. b) I <u>pump</u> gas. Students write basic sentences, as above using verbs as cue. <ul style="list-style-type: none"> a) _____ check _____. b) _____ pump _____. 	<p>2. <u>Enabling Objective:</u> Describe how a tool or piece of equipment is used.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Review the tools that Sergio uses on his job (Appendix A). Use a piece of equipment from the classroom, e.g.: <ul style="list-style-type: none"> a) tape recorder b) language master c) overhead projector Describe its function to the students: <div data-bbox="773 806 1348 1207" style="border: 1px solid black; padding: 5px;"> <p><u>A Cassette Tape Recorder</u></p> <p>It records and plays back taped material. It needs either batteries or direct current. A microphone picks up sound. It's either built-in or remote. By pressing certain buttons, you can record, rewind, pause, fast-forward advance and play. Cassettes of different length are used with this machine.</p> </div> <ul style="list-style-type: none"> If passage is written, have students underline verbs. If recorded, have them check verbs as they are heard. Have students bring in a piece of equipment or a tool that they use in their work. Encourage students to develop a glossary for their work. Verbs are especially valuable. Assign students the task of looking up their own occupations in <u>Careers B.C.</u> and <u>Careers Canada</u> to help with the creation of the glossary.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> • pictures • Drawings (Appendix B) • language master 	<p>3. <u>Enabling Objective:</u> Make statements about personal qualities, especially if they relate to work.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Use pictures from Appendix B to make enlargements or a transparency in order to show class. • Illustrate through graphics or mime meaning of each adjective. e.g.: <ul style="list-style-type: none"> helpful, organized, careful, reliable a) Sergio is helpful. b) He's helpful.
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> • Drawings (Appendix A) or real tools • story (Appendix C) • story with blanks 	<ul style="list-style-type: none"> • Use pictures as cues. Use words as cues. Mix and match. • Transfer this structure to first person. e.g.: <ul style="list-style-type: none"> a) I'm careful. I'm reliable. b) I'm a good worker. • Have these words and phrases on language master for further practice. • Students do matching exercise from worksheet (Appendix B).
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> • worksheet (Appendix D) 	

SAMPLE LESSON (Cont'd)

LEVEL 2	LEVEL 3
<p>3. <u>Enabling Objective:</u> Identify tools and describe their uses.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Show pictures of tools (Appendix A), or use real example. Ask students the names. Write on blackboard. • Ask students what tools Sergio can use. e.g.: <ul style="list-style-type: none"> a) He can use a trowel. b) He can use a plumb line. • If appropriate, expand to an explanation of the use of these tools. e.g.: <ul style="list-style-type: none"> a) What's this for? <ul style="list-style-type: none"> i. (trowel) You use it to spread or smooth mortar. ii. (level) You use it to check the alignment. • Have students ask one another: What tools do you use? (If vocabulary is a problem for some students, have them bring in the tools.) • Sketch them or describe them. (See drawing of trowel - Appendix A.) e.g.: <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> It's flat. It's metal. It's triangular in shape. It has a wooden handle. </div> • Listen to taped story of Sergio (Appendix C). Students can use vocabulary to fill in blanks after listening to tape. • Have students write a similar outline using Sergio's story as a model of their occupation. 	<p>3. <u>Enabling Objective:</u> Express a capability or incapability and a willingness to learn.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Student asks instructor if he can speak French, type, and change a tire. The instructor might answer: <ul style="list-style-type: none"> a) No, I can't but I'd like to learn. b) No, I can't but I'm interested in learning. c) No, I can't but I'm willing to try. d) No, I can't but I learn quickly. <p style="text-align: center;">or</p> <p style="text-align: center;">Yes, I can.</p> • Introduce alternative form - "Do you know how to speak French?", etc. • Have students question one another in small groups. In order for questions to be meaningful, it may be necessary to prepare in advance some questions specific to the occupations of those in the class. e.g.: <ul style="list-style-type: none"> a) Can you build a boat? b) Do you know how to give a permanent? c) Do you know how to use a power sewing machine? • Use reply patterns from above. • Use idea from Appendix D to provide more practice.

SAMPLE LESSON (Cont.'d)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u> worksheet (Appendix D)</p> <p><u>LEVEL 2</u> worksheet (Appendix E)</p>	<p>4. <u>Enabling Objective</u>: Express ability to do something.</p> <p><u>Procedure</u>:</p> <ul style="list-style-type: none"> • Ask students if they <u>can</u> drive a car: well, a little, not at all • Have students ask instructor if he can speak French, type, swim, ski, etc. • Using pictures/gestures, work with this question and items from worksheet (Appendix D). Have students work in pairs and ask one another these questions. <p><u>Note</u>: If answer is "not at all", whole phrase must be - e.g. "I can't swim at all."</p> <p>Partner checks the appropriate column.</p> <ul style="list-style-type: none"> • Students then write out sentences about their own responses to the questions. e.g.: I can type a little.

SAMPLE LESSON (Cont'd)

LEVEL 2

LEVEL 3

4. Enabling Objective: Describe working conditions of occupation and express a preference about them.

Procedure:

Return to picture of Sergio. Ask class:

T: Does he work indoors or outdoors?
S: He works both indoors and outdoors.
T: Which does he prefer?

Elicit from students other conditions:

- a) alone/other people
- b) permanent/temporary
- c) full time/part-time
- d) year round/seasonally

Students continue to ask one another above questions. e.g.:

Does Sergio work year round or seasonally?

When list is complete, have students ask each other:

Do you work alone or with others?

It may be necessary to introduce adverbs of frequency (i.e. always, never, sometimes, rarely, seldom). e.g.:

- a) I always work indoors.
- b) I never work shifts.

Use worksheet (Appendix E) for interaction activity. Students move around the classroom and ask classmates questions based on cues from worksheet - e.g. give orders/follow orders.

Do you prefer to give orders or follow orders?

Questions can be asked in any order. Students cannot ask more than one question in a row to the same person.

Note: Questions 1 - 6 must use the verb "work" while a variety of verbs are given in 7 - 11.

(Cont'd)

4. Enabling Objective: Express intentions about future goals.

Procedure:

Draw a time line on the blackboard.

Spring	Summer		
82	82	84	87

Ask students what they plan to do in summer/Christmas holidays, etc. Mark down a few responses. e.g.:

- a) Study English
- b) Work part-time

Make statements:

- a) Quon is planning to .
- b) Quon is going to .

Ask questions about what students hope to be doing in two - five years. e.g.:

- a) Quon (plans to visit) his family in 5 years.
- b) Quon (intends to visit) his family in 5 years.
- c) Quon (is thinking about visiting) his family in 5 years.
- d) He (would like to visit) his family in 5 years.

Explain that short term and long term goals are considered important in North America. Employers often ask questions - i.e.

- a) What do you expect to be doing in ?
- b) are your long term goals?
- c) What are your future plans?

Answers to these questions should be related to work, education or training. Use Sergio as an example:

- a) He plans to get his B.C. License.
- b) He intends to do an upgrading course for his G.E.D.
- c) He plans to continue studying English at night school.

(Cont'd)

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none">• Drawings (Appendix B)• worksheet (Appendix F)	

SAMPLE LESSON (Cont'd)

LEVEL 2	LEVEL 3
<p>When worksheet is full, students return to whole group and share their responses. e.g.:</p> <p style="padding-left: 40px;">Who prefers to work alone? I prefer to work alone.</p> <p>If appropriate, "why" question can be introduced.</p> <p style="text-align: center;">* * * * *</p> <p>5. <u>Enabling Objective</u>: Express personal qualities in relation to work.</p> <p><u>Procedure</u>:</p> <ul style="list-style-type: none"> Use pictures from Appendix B to illustrate meaning of various adjectives. Ask students what kind of workers employers want. e.g.: <ul style="list-style-type: none"> punctual, honest Have students read worksheet (Appendix F) and discuss together. Return to list of adjectives on the blackboard and ask students to choose four or five that they feel describe themselves. In small groups, have students ask each other: <ul style="list-style-type: none"> Are you a good worker? Why do you think you are? <li style="padding-left: 80px;">or Tell me about yourself. 	<ul style="list-style-type: none"> Have students ask one another these questions. Separate personal goals from career goals. List responses. Discuss those that may not be relevant to the employment situation. Ask students what employers are hoping to discover by asking this question in an interview. <p style="text-align: center;">* * * * *</p> <p>5. <u>Enabling Objective</u>: State the relationship between job applied for and future goals.</p> <p><u>Procedure</u>:</p> <ul style="list-style-type: none"> Use a student in the class as an example: <ul style="list-style-type: none"> "Vasilis is working as a kitchen helper now but eventually he hopes to be a cook." Have students make similar statements based on examples below: <ul style="list-style-type: none"> a) file clerk/secretary b) labourer/carpenter c) kitchen helper/chef d) salon assistant/stylist e) key punch operator/programmer f) night security guard/store detective g) teacher's aide/teacher Have students ask partner about present situation and future goals. e.g.: <ul style="list-style-type: none"> A: What do you do now? <li style="padding-left: 80px;">or What kind of job are you applying for now? B: I'm a _____. A: What are your plans for the future? B: Eventually, I intend to be a _____. Have students report partner's response to class.

LEVEL 1: EVALUATION

The student can:

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

1. State his occupation.
2. Identify his tools and equipment.
3. Express ability to do something.
4. Describe working conditions of his occupation.
5. State preference for working conditions.
6. Describe personal, work related qualities.

LEVEL 2: EVALUATION

The student can:

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately
	40	

1. State his occupation and training.
2. Describe duties of occupation.
3. Identify tools and describe their use.
4. Describe working conditions and express a preference.
5. Describe own personal qualities.

LEVEL 3: EVALUATION

The student can:

1. Describe own occupation.
2. Describe a tool or piece of equipment.
3. Express inability to do something but a desire to learn.
4. Express intentions for the immediate and distant future.
5. State relationship between current job and future plans.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

EXTENSION TO OTHER SITUATIONS

Situation

Story

Worker describes working conditions in his native country to a co-worker.

Beh was trained and worked as a nurse in the Phillipines. He is describing the kind of training he had and the working conditions there.

Worker expresses her ability and outlines her skills to her supervisor.

There is an opening for a warehouse supervisor and Kyoko is being considered. She explains to her boss that she has experience with stock taking and inventory control, and she has also worked as a manager.

Job-seeker is offering to do volunteer work and outlines her background.

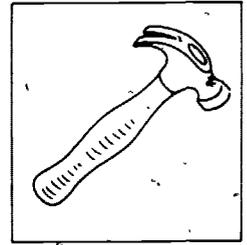
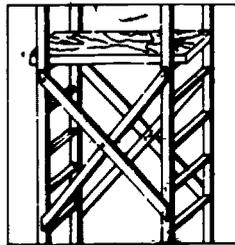
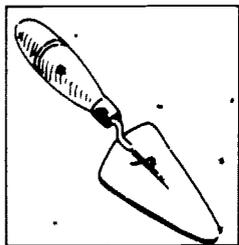
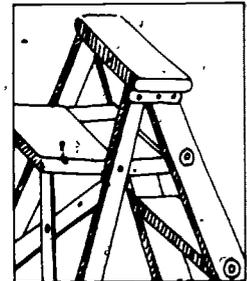
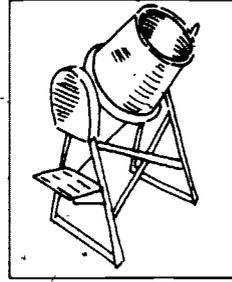
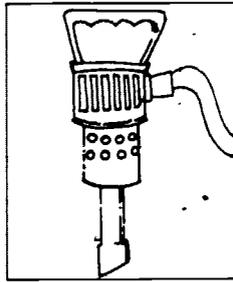
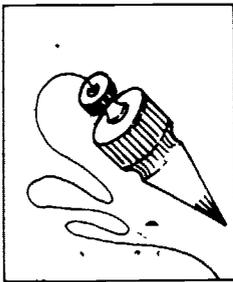
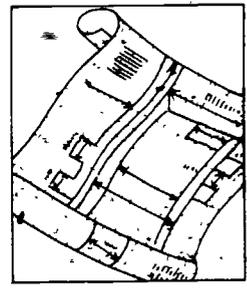
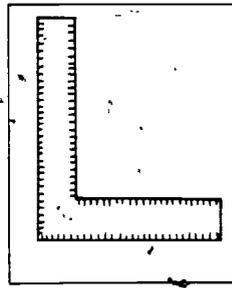
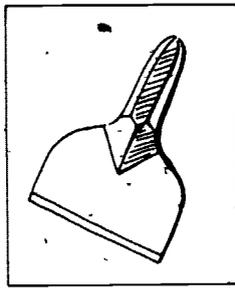
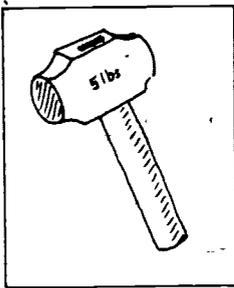
Carmella wants to work as an in-take clerk in a hospital. She offers to do volunteer work in a local clinic in order to gain Canadian experience.

APPENDIX A

DRAWINGS
(Level 1)

Sergio is a bricklayer. He builds fireplaces, walls and buildings.

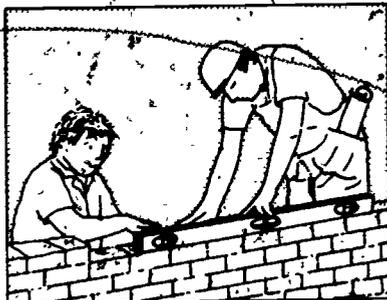
He can use many tools. He likes his work.



APPENDIX B

DRAWINGS
(Level 1)

1.



Sergio helps other workers.

He's _____.

2.



He cleans his tools.
He washes his tools.

He puts them away.

He's _____.

3.



He checks every measurement.

He's _____.

4.



He does good work and he finishes the task.

He's _____.

Write the correct word in the blank.

CAREFUL,

RELIABLE,

HELPFUL,

ORGANIZED

APPENDIX C

(Level 2)

Sergio was trained as a bricklayer in Portugal. He knows how to do many things. He can repair old walls and build new ones. In his work, he measures, mixes the mortar, sets, checks and cleans the bricks. It's heavy, physical work.

APPENDIX D

(Level 1)

Choose a partner and ask each other questions from this list.

e.g.: Speak English.

Can you speak English? (Check your partner's answer)

Well

A Little

Not at All

1. Speak English

2. Drive

3. Read a Map

4. Type

5. Cook Italian Food

6. Do Bookkeeping

Now write sentences about yourself. e.g.: I can speak English a little.

1. I can _____

2. I can _____

3. I can _____

4. I can _____

5. I can _____

6. I can _____

APPENDIX B

(Level 2)

Exercise A: Read these passages and write in the best word.

1. When Sergio tells a customer he'll start on Tuesday, he does and he's on time.

2. He checks the location, the drawings, the materials and equipment before he starts. He proceeds in an orderly way.

3. Another worker didn't want to go to the supplier's by himself. Sergio suggested they go together after they finished putting up the scaffolds.

4. The cement was late arriving so he went and picked it up himself.

5. He is able to work on his own without a lot of supervision.

6. After he had finished a job, he found that it had taken less time and materials than he had estimated. He reduced his price to the client.

7. He continues to work at a job until it is done perfectly.

. co-operative
. thorough
. independent

. reliable
. organized

. take initiative
. honest

APPENDIX F

(Cont'd)

Exercise B: Make a statement about these qualities using your own words.

1. If you're co-operative, you _____

2. If you're organized, you _____

3. If you're willing to take initiative, you _____

4. If you're reliable, you _____

5. If you're honest, you _____

6. If you're thorough, you _____

7. If you're independent, you _____

APPENDIX G

(Level 3)

Sergio was trained as a bricklayer in Portugal. He knows all the areas of his trade. He can repair cracked and damaged walls, and he can build new structures such as walls, fireplaces, chimneys, foundations and buildings. He takes measurements, mixes the mortar, sets the bricks, checks the alignment and cleans the finished wall. Some of the tools he uses are a level, sledge hammer, chisel, trowel, plumb line and electric mixer.

A bricklayer does heavy work both indoors and outdoors. Sometimes, he works long hours but usually his job is from 8:00 a.m. - 4:30 p.m. In Sergio's job, there are times when he works alone but often there are other people around. Occasionally, he's in charge and gives instructions to others.

50

GETTING INFORMATION ABOUT THE JOB MARKET



Siu Ping was a dressmaker in Taiwan. She is looking for similar work in Canada. She goes to the Canada Employment Centre once a week and is beginning to be upset because she still has not found a job.

OVERALL OBJECTIVE:

1. Know where to find information about job opportunities.
2. Understand information about a specific job.

FUNCTIONS:

1. Identifying: "I was a seamstress."
2. Reporting Information: "I had my own dressmaking shop in Taiwan."
3. Asking for Information: "Where else can I go to look for a job?"
4. Expressing Obligation: "You have to speak very good English for that job."
5. Offering/Understanding Advice: "Why don't you open your own business?"

CULTURAL NOTES:

1. Before you start job hunting, know what kind of job you are looking for.
2. Similar jobs are often available in a wide variety of settings.
3. Job market information can be obtained from friends and acquaintances, Canada Employment Centres, newspaper advertisements and personnel offices of prospective employers.
4. If you have most of the qualifications (but not all), it is still worth applying for the job.
5. Not all jobs are advertised.
6. Information regarding setting up your own business can be obtained from the Provincial Ministry of Labour.
7. Employment counsellors in a government office are there to screen applicants but also to offer advice on getting a job.
8. Counsellors expect people to volunteer information about themselves.

LANGUAGE COMPONENTS

LEVEL 1:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Identifying	1. Identify the kind of job he wants.	What do you do? I work as a ____. I'm a ____.	occupations
	2. Identify possible work places.	I work in a ____.	places of employment
Asking for Information	1. Find out where jobs are available.	Where can I ____?	
	2. Ask about basic qualifications.	What do I need?	
Expressing Obligation	1. Describe minimum requirements for a job.	You need a ____.	licence/ experience
		I have/don't have a ____.	

LEVEL 2:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Reporting Information	1. Describe work history, qualifications and training.	past tense	job classifications
Asking for Information	1. Find out how other people got their jobs.	Question forms "wh" questions	newspaper abbreviations
	2. Ask for further information about a job.		apprentice
Expressing Obligation	1. State the requirements for a specific advertised job.	have to/don't have to had to/didn't have to	

LANGUAGE COMPONENTS

LEVEL 3:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Asking for Information	1. Ask for further details of the job using polite phrases where appropriate.	What kind of person are they looking for? Can you give me some information about this job?	Requirement Pre-requisite qualifications specific job vocabulary
Expressing Obligation	1. Explain the steps necessary to acquire certain qualifications. 2. Read a newspaper ad and explain the requirements.	have to/must/need Can/must/should/don't have to A person who ____. Someone with ____.	language of classified ads
Advising	1. Asking for advice about getting a job. 2. Offering advice about other possible routes to employment.	Should I? Why don't you ____? You could ____.	

NOTES TO THE TEACHER

You can expand on this lesson by:

1. Inviting college counsellor to the class for a discussion on job hunting.
2. Look at Choices, the Canada Employment Centre Computer Career Guide or other career exploration kits available locally.
3. Discuss other possibilities for getting qualifications and experience (e.g. volunteering to take a course in something you are already qualified to do in your own language)
4. Discuss starting your own business.
5. Check with your local Manpower office to find out about any job incentive programs currently available.
6. English That Works - Vol. 2, Unit 4 has a large number of exercises on understanding want ads.

SAMPLE LESSONS FOR THREE LEVELS

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <p>pictures of people in various occupations. See Module 5 Appendix Bi and Bii</p>	<p>1. <u>Enabling Objective</u>: Identify occupations.</p> <p><u>Procedure</u>:</p> <p>Show the pictures to students one at a time. For each picture ask "What does she/he do?"</p> <p><u>Elicit response</u>:</p> <p>She's a seamstress. He's a carpenter. etc.</p> <p><u>Note</u>:</p> <p>What does he do?/What do you do? might seem a little tricky for beginner students but is one of the most common ways of asking about occupations.</p>
<p><u>LEVEL 2</u></p> <p>oral interview sheet</p>	<p>Continue with the exercise, having one student asking the question, another responding.</p> <p>Expand the exercise to:</p> <p>S₁: What did you do in Taiwan? S₂: I was a seamstress.</p>
<p><u>LEVEL 3</u></p> <p>pictures of occupations with qualifications for each written on cards.</p>	

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SAMPLE LESSONS FOR THREE LEVELS

LEVEL 2

1. Enabling Objective: Identify occupations & describe the qualifications.

Procedure:

Pair off the students and give each pair an interview sheet. Each student is to find out about his partner's previous occupation(s) and qualifications.

Sample Questions:

1. What did you do before you came to Canada?
2. What kind of training did you have?
3. Can you do the same kind of job in Canada?

Each student then reports back to the class on partner's responses.

LEVEL 3

1. Enabling Objective: Identify occupations & describe the qualifications for them.

Procedure:

Have student identify the occupations represented in some pictures. In small groups, have them select the appropriate qualifications each of the workers must have. An outline of the qualifications for each one is written on a card.

e.g.: complete grade 10.
 apprentice for 4 years.
 pass an exam.

The students then report to the class on each of the occupations.

e.g.:

S: A carpenter has to apprentice for 4 years. Then he has to pass a written and practical exam.

Note:

This information can be obtained from the CEIC publication, Careers B.C. which is available in any Canada Employment Centre or College Counselling Department.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> • pictures of various job sites. (Appendix A) • flash cards • language master 	<p>2. <u>Enabling Objective:</u> Identify places of employment.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Review the names of occupations from previous lesson. Have students identify a work place as depicted in Appendix A. Expand the exercise as follows: <ul style="list-style-type: none"> T: What does she do? S: She's a seamstress. T: Where does she work? S: In a factory. • The students practise asking and answering the questions. • On each language master card write the occupation and the place of employment. Have the students record the appropriate sentences. <ul style="list-style-type: none"> e.g.: - NURSE/HOSPITAL S: She's a nurse. She works in a hospital. • Then have them work in pairs, matching the occupations to the places of employment. • Have the students identify other work places from the pictures.

SAMPLE LESSON (Cont'd)

LEVEL 2

AND

LEVEL 3

2. Enabling Objective: Identify a variety of ways of getting a job,

Procedure:

- Have each student make a list of his family members and friends who have jobs. For each person, have him name the kind of job and where it is, and describe how the person got it.
- Each student then reports to the class. A master list of jobs and ways of getting them is compiled.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> . blackboard <p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> . cards for categories . cards for job titles <p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> . notices from a Manpower office job board 	<p>3. <u>Enabling Objective:</u> Identify students' former occupations and places of employment.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Expand the previous exercise to talk about the students' own backgrounds. e.g. <ul style="list-style-type: none"> S₁: What did you do in Taiwan? S₂: I was a seamstress. S₁: Where do you work? S₂: In a small shop. S₁: What do you do now? . A simple blackboard story can be created. e.g. <p>Sui Ping was a seamstress in Taiwan. She worked in a small shop. Now she lives in Canada. She is still a seamstress. Now she works in a factory.</p>

SAMPLE LESSON (Cont'd)

LEVEL 2	LEVEL 3
<p>3. <u>Enabling Objective</u>: Understand the job classification system used in newspapers (and at CEIC offices).</p> <p><u>Procedure</u>:</p> <ul style="list-style-type: none">Give each group of students two sets of cards. On the first set, have the major categories used in the job ads of the local paper. e.g.: Beauticians/Barbers Domestic Trades/TechnicalOn the other set, have a variety of job titles. Ask the students to put the jobs in the correct categories.The categories used in CEIC offices are somewhat different. Make another set using the categories that would be found in the local employment office.	<p>3. <u>Enabling Objective</u>: Describe the kind of person required for a particular job.</p> <p><u>Procedure</u>:</p> <ul style="list-style-type: none">Select a number of notices from the job board at the local employment office. Have the students describe the kind of person the employee is looking for. e.g.: He wants someone who _____.

SAMPLE LESSON (Cont'd)

LEVEL 2	LEVEL 3
<p>4. <u>Enabling Objective:</u> Read and understand job advertisements in a newspaper.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Select a few ads which contain common abbreviations in order to introduce students to the use of such abbreviations in ads. • Give the students a selection of appropriate job ads and have them answer a questionnaire about each one. <p><u>Sample Questions:</u></p> <ol style="list-style-type: none"> 1. What kind of job is this? 2. What qualifications do you have to have to get this job? 3. How do you apply? 4. What other information does it give you? 	<p>4. <u>Enabling Objective:</u> Understand job ads and match people with appropriate jobs.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Review the common abbreviations found in job ads. • Give each small group of students a "Profile" of a recent immigrant and a selection of job ads from the local paper and employment office. The "Profiles" can be fictitious but it is usually more interesting to make them up about the students in the class. Ask the students to select appropriate jobs for their clients and defend their choices. <p>e.g.: I think she should apply for this job because she is _____ and has _____.</p> <p style="text-align: center;"><u>Example of a "Profile"</u></p> <p>Siu Ping was a seamstress in Taiwan. She came to Canada three months ago. She studied English in Taiwan but doesn't speak it very well. She has never had any other kind of job and hopes to do some kind of sewing work here.</p>

SAMPLE LESSON (Cont'd)

LEVEL 2

5. Enabling Objective: Read notices on CEIC job board, understand the requirements and ask for further information.

Procedure:

- Give students samples of job board notices.
- Ask them for the following information:
 1. What does it tell you?
e.g.: you have to have a B.C. driver's licence.
you have to know the city well.
the pay is \$5.00 per hour.
 2. What doesn't it tell you?
e.g.: the address of the employer.
 3. What do you have to do now if you're interested in the job?
- Have them complete a job request form (available from employment office).
- Have students work in pairs to prepare questions they would ask a counsellor about a job board notice. Give each pair of students a notice and have them make a chart to help them organize the activity.
e.g.:

What does the notice tell you?	What doesn't the notice tell you?	What Questions could you ask?

- Contact Assignment: Take students on field trip to the local Canada Employment Centre. Have each student find one or two jobs from the job board and report on them to the class.

LEVEL 3

5. Enabling Objective: Listen to a taped dialogue and describe the situation.

Procedure:

- Have the students listen to the dialogue (see Appendix B) and answer the following questions:
 1. Where did the conversation take place?
 2. How many people were there? Who were they?
 3. What kind of job did the woman want?
- Play the tape again and this time ask the students to listen for the following information:
 1. Did the counsellor think she was suitable for the job?
 2. What did the counsellor suggest she do?
- Have the students retell the story of what happened to S. when she went to the employment office.
- The students can listen to the tape again as a Listening Cloze Exercise. (The students have a handout of the dialogue with every seventh word deleted. They are asked to fill in the blanks.)
- Have students role play the dialogue in pairs. Emphasize correct pronunciation and intonation.

LEVEL 1: EVALUATION

The student can:

1. Identify his occupation.
2. Identify where he worked before he came to Canada.
3. Ask another student about his occupation.
4. Ask another student where he works.
5. Describe in simple terms the basic qualifications for his own occupation.

Accurately , and/or Fluently	Intelligibly but Inaccurately	Inadequately

LEVEL 2: EVALUATION

The student can:

1. Describe his own qualifications and training.
2. Read a simple job advertisement and explain what is required.
3. Ask direct questions to get more information about a job.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

LEVEL 3: EVALUATION

The student can:

1. Ask for further information about a job using polite questions as well as direct questions.
2. Describe the qualifications and requirements for jobs other than his own.
3. Ask for advice.
4. Offer suggestions about where to look for a job and what kind of jobs are available.
5. Read and explain job ads in the local newspapers.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately
		8

EXTENSION TO OTHER SITUATIONS

Situation

Person does volunteer work to get some Canadian experience.

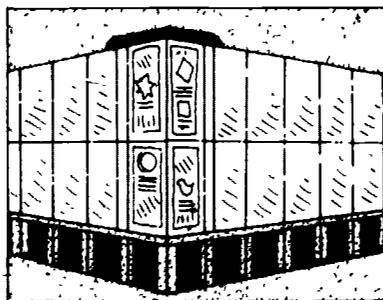
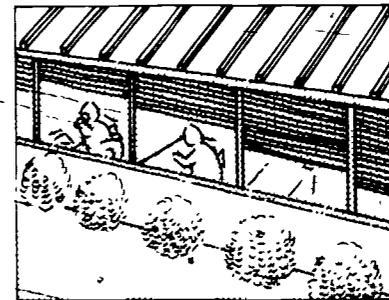
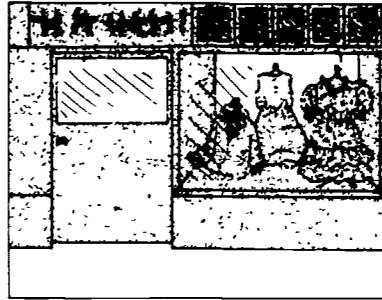
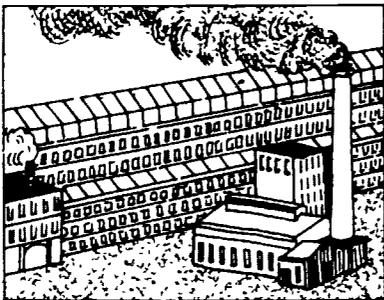
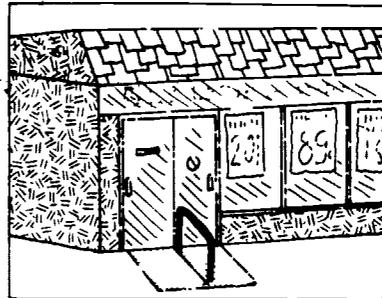
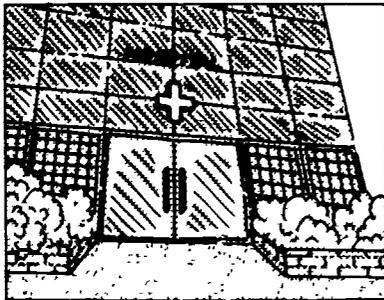
Story

An unemployed worker wants to acquire some Canadian experience and make some contacts with people in his area. He goes to the local volunteer bureau to inquire about possibilities.

Worker starts business in own home.

A skilled worker decides to set up his own business. He places an ad in the local paper, announcing the services he can offer.

APPENDIX A
WORK PLACES
(Level 1)



APPENDIX B

DIALOGUE
(Level 3)

Siu Ping = S.P.

Employment Counsellor = E.C.

S.P.: Hello. I'm interested in this job. Could you give me more information about it?

E.C.: Certainly. Have a seat. Now, have you had any experience as a seamstress?

S.P.: Pardon?

E.C.: Did you ever do this kind of work before?

S.P.: Oh yes. I had my own dressmaking shop in Taiwan.

E.C.: Unfortunately, this employer has specified that the applicant must speak very good English.

S.P.: But I'm studying at night school and my English is getting better all the time. I'm sure I can do the job.

E.C.: I'm sorry. I don't think this job would be appropriate.

S.P.: What should I do? I need a job.

E.C.: Come back next week. We are always getting new listings.

S.P.: I have come here twice a week for over a month. This is the first time I have seen a job I want.

E.C.: Have you tried the newspaper ads?

S.P.: Oh yes, but there is nothing.

E.C.: Why don't you try going around to various places of business. Many jobs are never advertised.

S.P.: Really. Where should I go to find out about them?

E.C.: You could try the stores that sell women's clothes. Also, most hotels need people to sew. You could also advertise for some sewing work in your own home.

S.P.: Thank you for the advice.

E.C.: You're welcome. I hope you find something.

GETTING THERE



Atsuko has been trying to find a job since she arrived in Canada. One of her biggest problems is trying to become familiar with a new city and finding out how to get to various places where she wants to apply for jobs.

OVERALL OBJECTIVE:

1. Ask for and understand directions for getting someplace.
2. Read a directory or a map to find own way around.

FUNCTIONS:

1. Asking: "Where is River Road?"
2. Following Directions: "Turn right at the traffic light."
3. Confirming (by repeating): "The top of the stairs on my right."

CULTURAL NOTES:

1. Learning to find your way around any new city can be a harrowing experience.
2. When someone gives you directions, repeat them back to verify that you have got them right.
3. Sometimes a job advertisement will give a phone number but no address. In that case, you will have to call to find out how to get there.
4. When you telephone a prospective employer, begin by giving your name and the reason for calling.
5. The telephone call about a job is often a mini-interview because the employer wants to interview in person only qualified people.
6. If you stop someone on the street to ask for directions, you might not get a comprehensible answer. In that case, ask someone else.
7. Some people give directions in terms of landmarks rather than streets.

LANGUAGE COMPONENTS

LEVEL 1:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Reporting	State the location of something.	prepositions of place	at on near beside behind left/right next door
Asking	Ask for the location of something or someplace.	Where is _____?	familiar features around the school

LEVEL 2:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Reporting	State the location of a building.	prepositions of place	between, across from, on the corner of
Following Directions	Be able to get from one place to another by following directions.	imperative e.g. turn right	straight ahead right, left block intersection
Asking	Ask for the location of and directions to a place.	Where is _____?	
Confirming	Repeat directions in order to verify them.		

LANGUAGE COMPONENTS

LEVEL 3:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Reporting	Describe the location of a place on a map.	prepositions of place	North, South, East, West parallel, runs into
Asking	Ask for the location of and directions to a place.	indirect question Could you tell me where _____ is? or Do you know where _____ is?	local place names
Confirming	Repeat directions in order to verify them.		

NOTES TO THE TEACHER

1. For a variety of exercises and lesson ideas, see It's Up to You (book and tape) Unit 4.
2. An extension of this lesson could be reading bus or other transportation schedules. English That Works, Book 2 - Unit 2 deals with this. Use local schedules.
3. As a contact assignment, have students collect samples of native speakers giving directions.
4. Some students may have very limited experience in map reading and will need a lot of practice before they feel comfortable.

SAMPLE LESSONS FOR THREE LEVELS.

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <p>Diagram of area around school</p>	<p>1. <u>Enabling Objective:</u> Describe where something is, using common prepositions of place.</p> <p><u>Procedure:</u></p> <p>Draw a simple map of the streets around the school and indicate any familiar features.</p> <p>e.g. the main entrance, the bus stop, a mail box, etc.</p> <p>Have the students explain where the features are by asking such questions as:</p> <p>T: Where's the (main) entrance to the school?</p> <p>S: It's <u>on</u> Pine Street.</p>
<p><u>LEVEL 2</u></p> <p>grid of several streets in a familiar local area</p>	<p>T: Where's the bus stop?</p> <p>S: It's <u>in front of</u> the (main) entrance (at the corner of _____, across from _____).</p> <p>Have the students practise asking and answering each other.</p> <p>Finally, have them draw their own diagrams of the area.</p> <p>Extend the exercise by having them make a diagram of the area immediately around their homes.</p>
<p><u>LEVEL 3</u></p> <p>local street maps</p>	

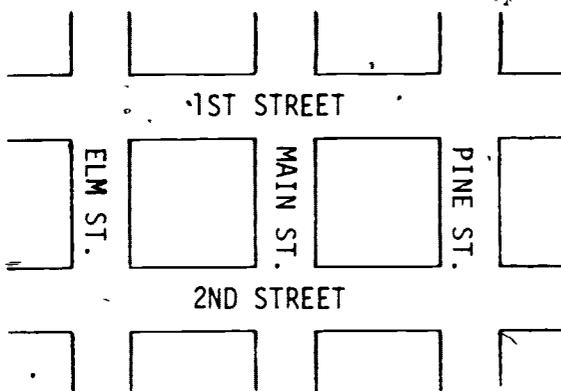
SAMPLE LESSONS FOR THREE LEVELS

LEVEL 2

1. Enabling Objective: Describe the location of a place.

Procedure:

- Make a simple grid to depict the streets in an area that are well-known to the students. e.g.



- Ask them to locate well-known features in the correct place. (e.g. the school, a bank, a store, the Canada Employment Centre, etc.)

- Have them describe the locations using such phrases as:

on the corner of _____

on _____ Street, near _____

on _____ Street between _____ and _____

across from _____

LEVEL 3

1. Enabling Objective: Describe the location of a place on a local city map.

Procedure

- Using a map of your local area, familiarize students with the basics of map reading. (i.e. North, South, East, West; the physical features such as bodies of water; and man-made features)

- Have them locate a number of places. e.g.

T: Where's the airport?

S: It's north of town.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> pictures of car, bus, someone walking, someone riding a bicycle. <p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> grid of downtown Vancouver (Appendix A) <p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> local street map with street index 	<p>2. <u>Enabling Objective:</u> Describe how to get from one place to another.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Show pictures to illustrate possible ways of getting to school and have them practise describing the action. <ul style="list-style-type: none"> e.g.: She's walking to school. Have the students ask each other "How do you get to school?" and respond with either a phrase (by car, on foot, etc.) or a sentence ("I drive.", "I walk.", etc.). Expand the answer into a description of the route. Create one or two blackboard stories. <ul style="list-style-type: none"> e.g.: Van catches a #10 bus on Napier Street. He gets off at Broadway. He transfers to a #4 bus. He gets off at Oak Street. He walks one block to the school. Have the students draw a map showing how they get from home to school. Expand the exercise by having them explain how to get from the school to the local Canada Employment Centre.

SAMPLE LESSON (Cont'd)

LEVEL 2

LEVEL 3

2. Enabling Objective: Follow directions to a place.

Procedure:

Using a grid with local street names and places, introduce the students to the following vocabulary:

map, block, street, intersection, turn left, turn right, go straight ahead.

(An example of a grid is given in Appendix A).

Have each student follow, on his own copy of the map, directions for getting from one place to another.

e.g.: Begin at "X" on your map. Go straight ahead long Seymour Street for two blocks. Turn left for one block and then turn right. The building you want is in the middle of the block on your right.

What is it?

Give directions to a number of destinations until the students can follow them easily.

2. Enabling Objective: Locate a specific street on a local city map.

Procedure:

Familiarize the students with the Street Index of the map. Review alphabetical order so that the students can find the streets quickly. Introduce them to the vocabulary they will need to talk about street locations:

parallel to, runs into, north of, etc.

Have students use the Street Index to help locate a specific street. The first student to find it can give more detailed instructions to the others for finding it.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1						
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> taped dialogue printed dialogue with blanks <p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> grid of downtown Vancouver (Appendix A) <p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> (Appendix B and C) 	<p>3. <u>Enabling Objective</u>: Ask for the location of a place.</p> <p><u>Procedure</u>:</p> <ul style="list-style-type: none"> Have the students listen to this short dialogue: A: Excuse me. Where's Mrs. Wright's classroom? B: It's Room 150. A: Room 150. Thanks. Have them practise it in pairs. Change the question to ask about things in your particular school environment. Give the students a printed version of the dialogue with blanks for the specific information. Make one list at the bottom of the page of places to ask for and another of locations. A: Excuse me. Where's _____? B: It's _____. A: _____. Thanks. <p>e.g.:</p> <table data-bbox="400 1113 1261 1260"> <thead> <tr> <th><u>Places</u></th> <th><u>Locations</u></th> </tr> </thead> <tbody> <tr> <td>the main office</td> <td>upstairs</td> </tr> <tr> <td>the English class</td> <td>the next building</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Have the students work in pairs, with one asking about a place and the other finding the appropriate information, and then answering the question. 	<u>Places</u>	<u>Locations</u>	the main office	upstairs	the English class	the next building
<u>Places</u>	<u>Locations</u>						
the main office	upstairs						
the English class	the next building						

SAMPLE LESSON (Cont'd):

LEVEL 2

3. Enabling Objective: Ask someone for the location of a place and direction to it.

Procedure:

Using the grid from the previous exercise, have the students ask each other for directions.

e.g.:

S₁: Where's the post office?

S₂: On Main Street near 4th Avenue.

S₁: How do I get there?

S₂: Where are you now?

S₁: I'm _____.

S₂: (give directions)

To ensure a variety of appropriate questions, make a series of cards, each one naming a specific place on the map.

S₁ then draws a card and has to ask about that particular place.

LEVEL 3

3. Enabling Objective: Ask about and give directions for locating a place on a map.

Procedure:

Divide the students into pairs and give each one a local map from which certain place names have been deleted.

Students alternate asking questions in order to get the information they need to locate the missing features on their maps.

Appendix B and C are examples of material for this type of dyad activity.

Instructions

Student A:

Ask your partner where the following places are and locate them on your map.

1. Cominco Smelter
2. Arena or Recreation Centre and Library
3. Post Office
4. City Hall
5. Museum
6. R.C.M.P. Station

Student B:

Ask Student A where the following places are and locate them on your map:

7. Hospital
8. High School
9. Park
10. Esplanade Park and Walkway
11. Tennis Courts
12. Ball Park

SAMPLE LESSON (Cont'd)

LEVEL 2

4. Enabling Objective: Understand directions to a place and be able to repeat them.

Procedure:

Have the students listen to a taped dialogue between Atsuko Muriyama and an employment counselor (Appendix D).

Note: The dialogue in Appendix D is simply an example and is not intended to be used "as is". The names and directions need to be changed to suit each local situation.

Ask comprehension questions on the dialogue. Have the students listen to the part where the directions are given, take notes and repeat the important points.

Dictate other examples of directions and have them take notes.

LEVEL 3

4. Enabling Objective: Call about a job advertised in the newspaper and get directions for getting to the company.

Procedure:

Look at some job ads that would require making a phone call. Discuss with students the kinds of things that would be said in the conversation.

Give the students the Exercise (Appendix E) and have them work in pairs on the dialogue. When they are ready, have pairs perform for the class.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> . sample building directory . scrambled building directory <p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> . floor plan of school <p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> . taped dialogue . handout of dialogue 	<p>5. <u>Enabling Objective</u>: Read a building directory and find out where someone's office is.</p> <p><u>Procedure</u>:</p> <ul style="list-style-type: none"> . Give students a sample directory (e.g. from a medical/dental building) and ask questions such as: <ul style="list-style-type: none"> Where is Dr. Morris? What floor is he on? Where is the laboratory? . Make sure the students understand that directories are usually in alphabetical order. Give them a scrambled list of names of people (or companies) and have them arrange them to make their own directory.

SAMPLE LESSON (Cont'd)

LEVEL 2

5. Enabling Objective: Ask for directions within a building.

Procedure:

Practise the following short dialogue for asking a stranger for directions.

S₁ = Student S₂ = Stranger

S₁: Excuse me. Where's the main office, please?

S₂: At the top of the stairs, on your right.

S₁: The top of the stairs, on my right. Thanks.

Note: Get the students to repeat what they heard for verification. Have them concentrate on their intonation when they repeat. (A falling intonation anticipates a response of "right", while a rising intonation is used to express some degree of uncertainty.)

Use a floor plan of the school and have students imagine they are standing near the entrance and asking for directions to various locations in the building.

LEVEL 3

5. Enabling Objective: Ask for directions within a building.

Procedure:

Have the students listen to the following short dialogue and fill in the blanks on their sheet.

D.C. = Desk Clerk A = Atsuko

D.C.: Yes?

A.: Could you tell me where the housekeeper's office is?

D.C.: You'll have to go outside and around the building to the employees' entrance. Her office is just inside the door on your left.

A.: Just inside the employees' entrance, on the left?

D.C.: Right.

A.: Thanks.

The students are given a sheet with only part of the dialogue on it.

e.g.:

D.C.: Yes?

A.: _____

D.C.: You'll have to go _____ and _____ the building _____. Her office is _____.

A.: Just _____?

D.C.: Right?

A.: _____

LEVEL 1: EVALUATION

The student can:

1. Describe where something is.
2. Ask about the location of something.
3. Read a building directory.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately
Easily	With Some Difficulty	Not at All

LEVEL 2: EVALUATION

The student can:

1. Describe where something is in the local area.
2. Follow directions for getting from one place to another.
3. Ask for location of and directions to a place.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

LEVEL 3 EVALUATION

The student can:

Easily	With Some Difficulty	Not at All
Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

1. Read a local street map.

2. Ask about/give directions to a place.

EXTENSION TO OTHER SITUATIONS

Situation

Story

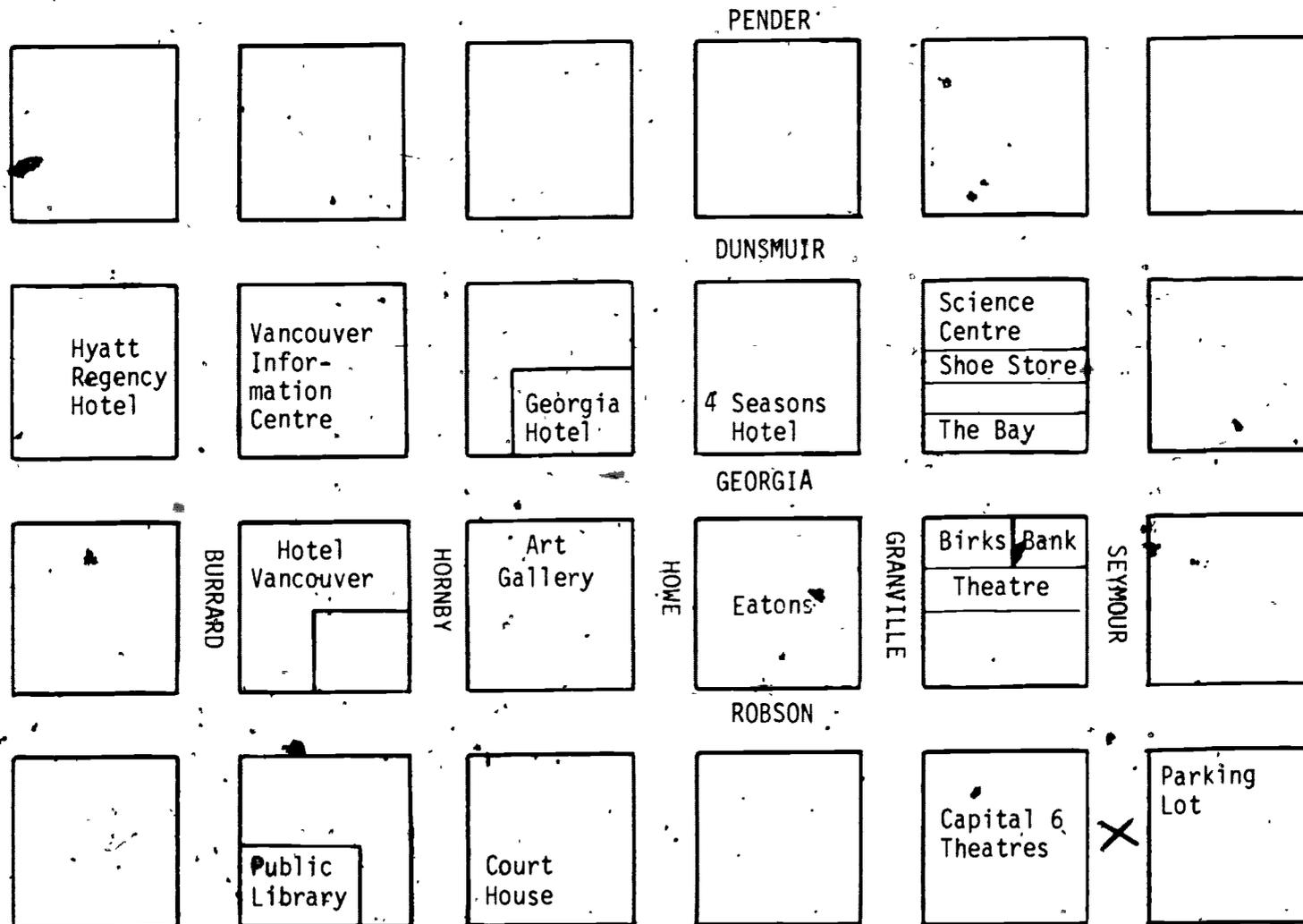
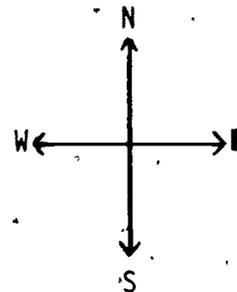
Worker phones to make an appointment with a new doctor and asks for directions to office.

A worker has been referred to a medical specialist and told to make an appointment. While she is making the appointment, she asks for directions to the office.

Worker phones the bus company for information.

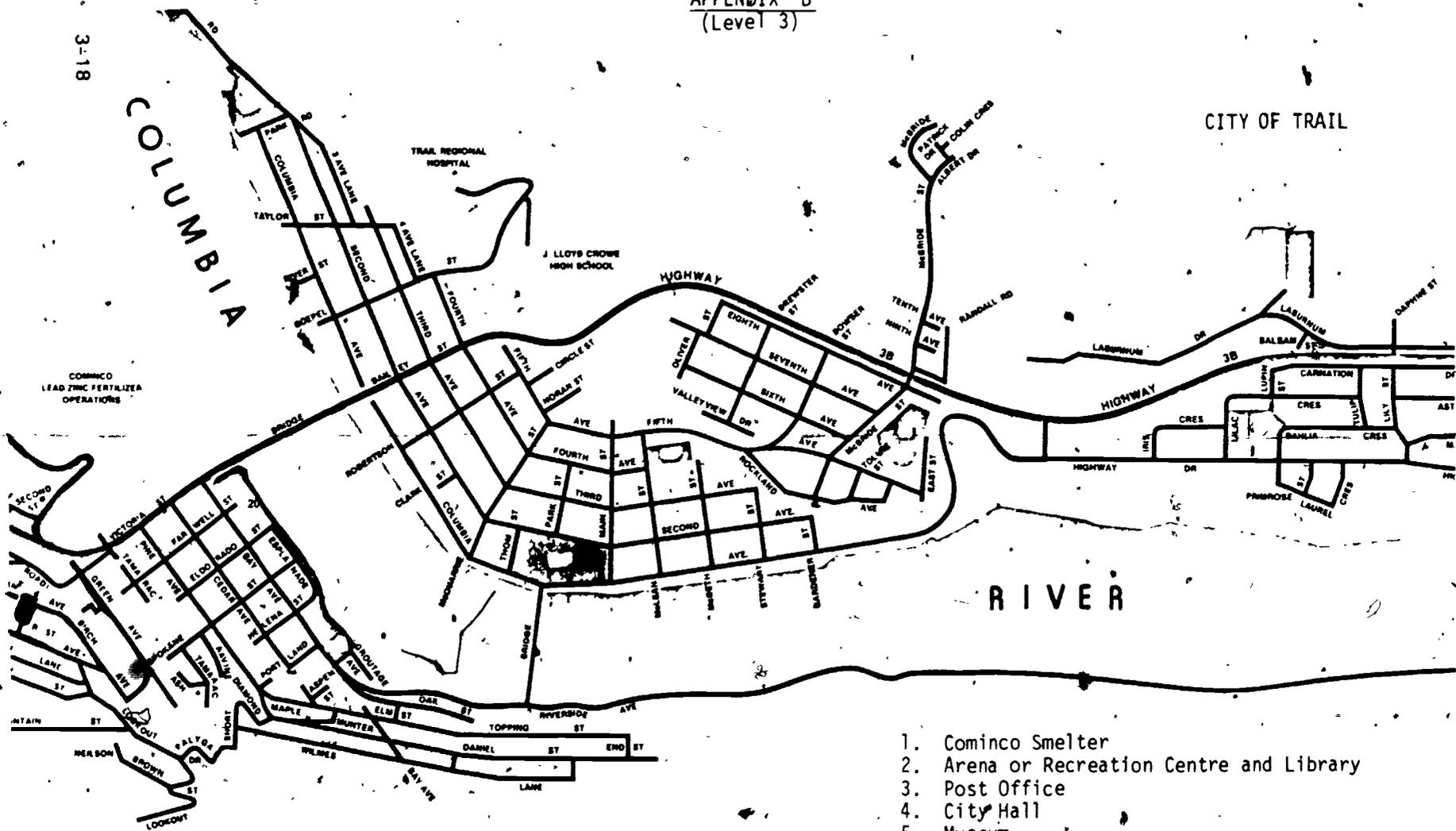
A worker has been asked to report to a different work site next week. He phones the bus company to find out which bus to take.

DOWNTOWN VANCOUVER



APPENDIX A
(Level 2)

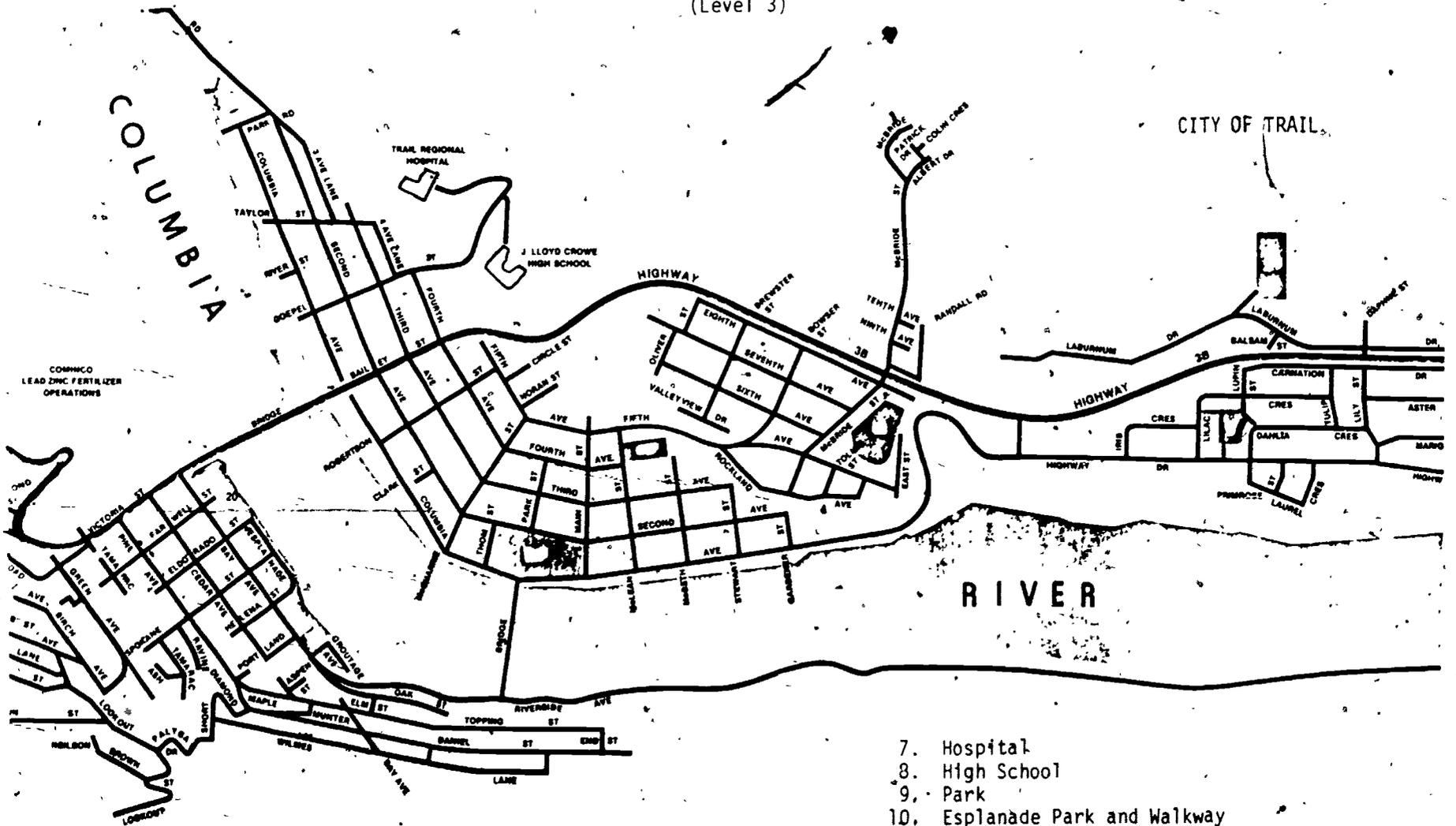
APPENDIX B
(Level 3)



1. Cominco Smelter
2. Arena or Recreation Centre and Library
3. Post Office
4. City Hall
5. Museum
6. R.C.M.P. Station

3-18

APPENDIX C
(Level 3)



CITY OF TRAIL

RIVER

- 7. Hospital
- 8. High School
- 9. Park
- 10. Esplanade Park and Walkway
- 11. Tennis Courts
- 12. Ball Park

3-19

91

92

APPENDIX D

DIALOGUE BETWEEN ATSUKO AND AN EMPLOYMENT COUNSELLOR
(Level 2)

Narrator: The counsellor has been talking to Atsuko for a few minutes and thinks she might be a suitable candidate for the job.

Conversation: Employment Counsellor = E.C. Atsuko Muriyam = A.M.

E.C.: O.K. this job is with the Acme Shipping Company at 795 River Road. Ask for Mr. Wallace.

A.M.: How do I get there?

E.C.: Are you driving or going by bus?

A.M.: I have a car today.

E.C.: Good. Go along 2nd Avenue to Douglas Street. Turn right at the light. Continue along Douglas for about three miles. When you come to River Road, turn left. It's in the middle of the second block.

Narrator: Atsuko made notes while the counsellor was talking. She wants to be sure she got it right.

A.M.: 2nd Avenue to Douglas. Turn right. Drive along Douglas to River Road. Turn left.

E.C.: That's right.

A.M.: Thank you.

APPENDIX E
PHONING ABOUT A JOB
(Level 3)

Atsuko saw the following ad in the newspaper:

Experienced Full Time & Part-time
CHAMBERMAIDS
Call Executive Housekeeper
between 9:00 & 11:00 a.m. Weekdays
Villa Inn 420-2860

First, she decided to find out the name of the Executive Housekeeper. She wanted to make a good impression by knowing her name.

Who did she call?
What did she say?

With a partner, complete this dialogue between Atsuko and the switchboard operator. Then practise with your partner.

O.: Good morning. Villa Inn. May I help you?

A.: _____

O.: It's Mrs. Grohmann. Would you like to speak to her?

A.: _____

O.: You're welcome.

Then Atsuko spoke to Mrs. Grohmann. With your partner, practise the conversation they had.

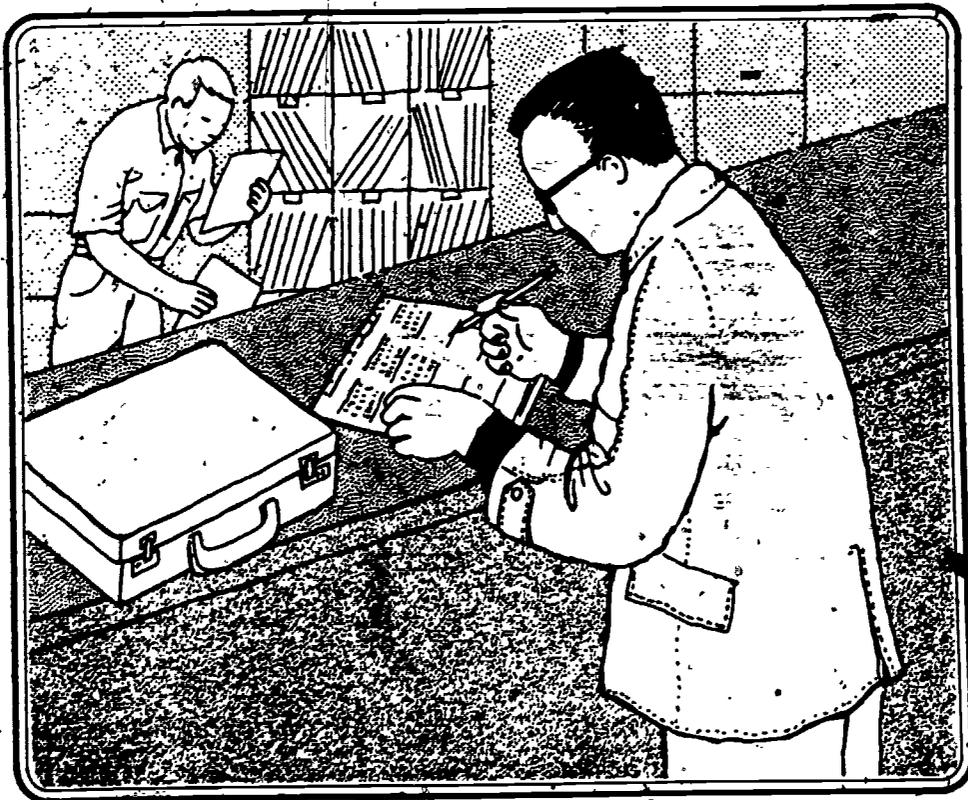
Atsuko

1. Greeting. Tell her who is calling and why.
2. Answer the question, giving details.
3. Answer the question.
4. Agree to an interview and ask what time.
5. Agree to the time and ask for directions to the hotel where you are.
6. Repeat directions back.
7. Close conversation.

Mrs. Grohmann

1. Ask if she has had any experience as a chambermaid.
2. Ask if she's interested in working full time or part-time.
3. Ask if she can come in for an interview that morning.
4. Suggest a time.
5. Give directions.
6. Agree.
7. Close conversation.

APPLYING FOR A JOB



Eduardo Lopez was an accountant before he came to Canada. He wants a job that will make use of his experience and training, so he is applying to a number of different places. He has just heard about an opening at the local hospital.

OVERALL OBJECTIVE:

1. Obtain and fill out an application form.
2. Write a resume and covering letter.

FUNCTIONS:

1. Following Instructions: "DO NOT Write in This Space."
2. Reporting: June, 1978 Accountant with Acme
to Trading Co.-Ltd.,
July, 1982 Santiago, Chile.
3. Clarifying: "Could you tell me what this sentence means?"
4. Requesting: "Would you be willing to act as a reference
for me?"

CULTURAL NOTES:

1. All questions on an application form should be answered as accurately as possible.
2. Rather than leave a blank space on a form, you should put a slash mark, write N/A or give an explanation for not answering.
3. It is better, when in doubt, to ask for assistance rather than to make a mistake in completing the form.
4. The application form must be completed neatly.
5. You should emphasize your assets in an application, in order to make a good impression.
6. When you go to a personnel office, have your own pen with you to complete the form.
7. Resumes are not usually needed by people seeking semi-skilled or unskilled positions.
8. Pertinent documents should be translated and photocopies made of the translations so they can be left with the personnel officer if requested.
9. Personnel officers do not usually make the final hiring decision, but they do perform an initial screening of candidates. It is, therefore, important to give them a good first impression.
10. Ask permission before you use people's names as references.

LANGUAGE COMPONENTS

LEVEL 1:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Following Instructions	1. Understand and follow the simple instructions usually found on an application form.	Imperatives, e.g. circle one. Check the correct one.	print/write sign
Reporting	1. Give simple personal information orally and in writing.		surname first name, given name address height, weight
Clarifying	1. Ask for clarification of unfamiliar words.	Pardon? What does this mean? How do you spell _____?	

LEVEL 2:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Following Instructions	1. Complete an application form accurately.		words on application form
Reporting	1. Respond to questions for personal information. 2. Give work history and educational history in chronological order.	past tense	major certificate degree
Clarifying	1. Ask to have something repeated. 2. Ask for assistance in completing a form.	Sorry, could you repeat that? My what?	
Requesting	1. Ask someone for something. 2. Ask someone to do something for you.	May I have _____? I'd like/I want. Could you/would you?	reference

LANGUAGE COMPONENTS

LEVEL 3:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Reporting	<ol style="list-style-type: none"> Describe in detail duties performed in various jobs. Organize personal information in "resume" format. 	<p>past tense (e.g. I was, I had to)</p> <p>sequencing</p>	<p>performed, produced, sold; in charge of, responsible for, organized, set up, assisted in, etc.</p>
Clarifying	<ol style="list-style-type: none"> Ask someone to explain something further. 	<p>Indirect questions e.g.: Could you tell me _____? Do you know _____?</p>	
Requesting	<ol style="list-style-type: none"> Ask someone in person for something. Write a letter asking for something. e.g.: an interview, a translation, to be a reference. 	<p>May I _____? Could you _____?</p> <p>I would appreciate _____.</p>	<p>formal business letter language</p>

NOTES TO THE TEACHER

- PLACE: Guided Steps to Employment Readiness - Part C, Getting the Job is a valuable source of information for this Unit. Chapter II deals with resumes and documents while Chapter III covers letters and filling out application forms.
- Heading Out ... A Job Search Workbook, Unit, 3, has some useful exercises on writing resumes and covering letters.
- It's Up to You, Unit 5 has exercises in filling out application forms.
- Job application forms sometimes include a section stating that the applicant's signature authorizes the employer to obtain information regarding previous employment/education. If the applicant does not wish present employer to be approached, note should be made on the application form.

SAMPLE LESSONS FOR THREE LEVELS

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> bottle "name" cards 	<p>1. <u>Enabling Objective:</u> Spell own name and identify parts of a name.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Review the names of the letters of the alphabet. Have one student go to the board as a recorder while each student in turn, pronounces his name and then spells it. When all the names are up, review them and identify surname, given name, middle name. Introduce maiden name, last name, middle initial; family name, first name. Play spin the bottle. Have a stack of index cards, each with one "name" word on it (i.e. surname, last name, etc.). "It" takes the top card and spins the bottle to get a partner. He asks the partner a question using the word on the card. <p>e.g.:</p> <p>S₁: What's your surname?</p> <p>S₂: Zapatta.</p> <p>S₁: How do you spell it?</p>
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> simple information form (Appendix C) handout for "Find Someone Who" game (Appendix D) 	
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> samples of application forms. 	

SAMPLE LESSONS FOR THREE LEVELS

LEVEL 2

1. Enabling Objective: Respond to questions for personal information.

Procedure:

- Have students complete the Simple Information Form used in Level 1, (Appendix C). Remind them that all questions must be answered and the completed form must be neat.
- Using the information from the forms, make up a work sheet (Find Someone Who) like the one in Appendix D. Have the students circulate and ask each other questions. Before they start, stress the following rules:
 1. You must find a different person for each question.
 2. You cannot ask yes/no questions. They must be "wh" questions.
 3. If you do not understand the question, ask to have it repeated.

LEVEL 3

1. Enabling Objective: Fill out job application form and ask for assistance if necessary.

Procedure:

- Obtain two or three different application forms and have students practise completing them.
- Encourage the students to ask for help if there is something they do not understand. Expand the direct question "What does _____ mean?" to a more polite indirect question, "Could you tell me what this means?".
- Try to elicit other polite question forms from the students. e.g.
 - a) Would you please tell me _____?
 - b) Could you help me? I don't understand this.
- Have the students practise using these forms.

Note: The word order in an indirect question changes from that in a direct question and the students will need a lot of practice with this before they feel comfortable.

SAMPLE LESSONS (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> • Address Hand-out (Appendix A) 	<p>2. <u>Enabling Objective:</u> State address in an acceptable form both orally and in writing.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Begin with street addresses only. Write some familiar local addresses on the board and have the students read the numbers as sets of two digit numbers (i.e. 5424 --- fifty four - twenty five) or as single units when there are 5 or more digits. Do listening exercise for addresses (Appendix A). The teacher reads only one of the addresses in a pair and the students choose the correct one. • Have the students practise asking and answering "What's your address?"
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> • vocabulary cards • Vocabulary Exercise (Appendix E) 	<ul style="list-style-type: none"> • Introduce rural box numbers (if appropriate), apartment numbers and postal codes. • Have the students write their addresses, using the appropriate punctuation.
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> • tape recorder • Taped Dialogue (Appendix G) 	

SAMPLE LESSONS (Cont'd)

LEVEL 2	LEVEL 3
<p>2. <u>Enabling Objective:</u> Understand vocabulary frequently used on application forms.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Using the words from the Vocabulary Exercise (Appendix E), have students try to match the words and definitions. Put the words on one set of cards and the definitions on another. Have one student read his word and the student who thinks he has the card with the correct definition then reads it, out. • Give each student a copy of the exercise to complete. • Obtain samples of two or three application forms from different local employers. Have the students skim the forms to find and circle the words from the vocabulary exercise. 	<p>2. <u>Enabling Objective:</u> Ask for an application form.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Listen to a taped dialogue between a personnel officer and someone asking for an application form. (Appendix G) • Analyze the functions of the dialogue. e.g.: <ul style="list-style-type: none"> • Stating business • Requesting further information • Giving further information • Giving instructions • Attracting attention • Stating problem • Discuss alternate ways of expressing those functions. • Divide the students into pairs and have them create a dialogue with the same functions in it.

SAMPLE LESSONS (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> social insurance card flash cards 	<p>3. <u>Enabling Objective:</u> State telephone number and social insurance number in an appropriate way, both orally and in writing.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Have students practise saying their telephone numbers as seven single digits with a break after the first three. In pairs, have them ask each other and write down the response they hear. (Note: Be sure to point out that we usually put a dash after the third digit.) Do the same thing with social insurance numbers.
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> Employment and Education Charts (Appendix F) 	<ul style="list-style-type: none"> Show the students flash cards with either a telephone number or a social insurance number, or both. Have them identify the kind of number it is and read it.
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> The Resume (Appendix H) 	

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SAMPLE LESSONS (Cont'd)

LEVEL 2	LEVEL 3												
<p>3. <u>Enabling Objective:</u> Fill out an Employment Record and an Education Record Chart.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Using one of the students or the teacher as an example, draw a time line to illustrate schooling - e.g.: <div style="text-align: center; margin: 10px 0;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 150px;">63</td> <td style="text-align: center; width: 150px;">67</td> <td style="text-align: center; width: 150px;">68</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td colspan="3" style="text-align: center;">-----</td> </tr> <tr> <td style="text-align: center;">High School graduation</td> <td style="text-align: center;">B.A. University of Toronto</td> <td style="text-align: center;">Teaching Certificate U.B.C.</td> </tr> </table> </div> <ul style="list-style-type: none"> Transfer that information to an Educational-Record Chart (Appendix F). Do the same thing for work history. Note that a Record of Employment usually goes in reverse chronological order. Have the students complete their own Records of Employment and Education. 	63	67	68				-----			High School graduation	B.A. University of Toronto	Teaching Certificate U.B.C.	<p>3. <u>Enabling Objective:</u> Write a resume and decide who you might give it to.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> As a group, discuss the uses of a resume (i.e. enclose in letter of application, leave with personnel office as additional information, refresh memory when completing application form). Using the resume format (Appendix H), work together to create a sample resume. Try to collect as much information about the "model" as possible and then decide what will be of interest to an employer. <p><u>Note:</u> A resume is an advertisement for the person applying for the job. As such, it must make that person seem interesting and worth interviewing.</p> <ul style="list-style-type: none"> Have each student write a personal resume. Have each student compile a list of possible employers in your area. Sources for this list could include friends, employment centres, telephone book yellow pages, union offices, etc.
63	67	68											

High School graduation	B.A. University of Toronto	Teaching Certificate U.B.C.											

SAMPLE LESSONS (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> Following Directions Handout (Appendix B) 	<p>4. <u>Enabling Objective:</u> Follow directions commonly found on a form.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Introduce vocabulary items: write, circle, check, print (block letters). Have students do exercise in Following Directions (Appendix B). If there is a question they cannot complete (e.g. #6), have them use N/A in the blank.
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> Taped Dialogue (Appendix G) handout of 1/2 dialogue 	
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> Form of a Business Letter (Appendix I) 	

SAMPLE LESSON (Cont'd)

LEVEL 2	LEVEL 3
<p>4. <u>Enabling Objective:</u> Ask for an application form.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Have the students listen to the Taped Dialogue (Appendix G) and answer questions such as: <ol style="list-style-type: none"> 1. How many people were there? 2. Where were they? 3. What did Eduardo want to do? 4. What did the personnel officer give him? 5. Why did Eduardo go back to the personnel officer's desk? • Have the students practise the dialogue in pairs and then give each pair just the personnel officer's side of the dialogue so that the student role-playing Eduardo has to create his own responses. 	<p>4. <u>Enabling Objective:</u> Write a covering letter of application.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Using the format illustrated (Appendix I), have the class work as a whole to write a model covering letter to a prospective employer. • Discuss the format, organization and language of a business letter. • Then have each of the students write a letter to a prospective employer. This employee could be chosen from a list of possibilities compiled in the previous exercise. • As a follow-up exercise, have the students address an envelope for the letter. <p><u>Extension:</u> Look at business letters that either the student or the teacher have received. Discuss the format and language. (These could include job offers, rejections, unsolicited sales pitches or responses from a bureaucracy.)</p>

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none">tape measurescale <p><u>LEVEL 2</u></p> <ul style="list-style-type: none">sample of application forms from local employers	<p>5. <u>Enabling Objective:</u> Give simple personal information and understand that the questions may be asked in more than one way. (e.g. What's your height?/How tall are you?)</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none">Introduce the questions "How tall are you?", "How much do you weigh?", "What colour are your eyes?" and "What colour is your hair?". Introduce the vocabulary words - height, weight, and colour of eyes and hair.Have each student then transfer this information onto a simple form, something like this: <div data-bbox="501 772 1273 1066" style="border: 1px solid black; padding: 10px; margin: 20px auto; width: fit-content;"><p style="text-align: right;">Name _____</p><p>Height: _____</p><p>Weight: _____</p><p>Colour of eyes: _____</p><p>Colour of hair: _____</p></div>

SAMPLE LESSONS (Cont'd)

LEVEL 2

5. Enabling Objective: Fill out an application form.

Procedure:

Obtain two or three different sorts of application forms from local employers. Have the students practise completing them. Get them to follow the same procedure for each one:

1. Read the whole thing through before writing anything.
2. Ask about anything that is unclear.
3. Complete the form neatly and accurately.

* Each company uses a slightly different form, so the students should have experience with more than one type.

LEVEL 3

5. Enabling Objective: Get documents translated and explained.

Procedure:

Have the students pool any information they have about getting documents translated. Have them consult the local telephone book, school counsellors and Manpower Centres for further information.

See Lesson in Section #27 of ESL for Adults: A Curriculum Guide.

SAMPLE LESSONS (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u> . simplified form for personal information (Appendix C)</p>	<p>6. <u>Enabling Objective:</u> . Fill out neatly and accurately a simple form.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Show the students a simple information form (Appendix C). Stress that all questions must be answered accurately and that the completed form must be neat. . Make a transparency of the form or give each student a copy. . Have each student complete the form. . Go through the form with them and if there are any questions, have them practise "What does _____ mean?".

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LEVEL 2

AND

LEVEL 3

6. Enabling Objective: Ask someone to be a reference.

Procedure:

- Discuss role of a reference and who to ask.
- Create a dialogue with the following elements:

Greeting

State problem (e.g. I'm applying for a new job.)

Make request (Could I ask you _____?)
(Would you be willing _____?)

Clarify

Information (Correct title; address, etc.)

Closing the conversation

LEVEL 1: EVALUATION

The student can:

1. Complete a simple personal information form.
2. Ask for clarification of unfamiliar words.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

LEVEL 2: EVALUATION

The student can:

1. Give details of personal history in chronological order.
2. Understand and accurately complete a job application form.
3. Ask for assistance in completing it, if necessary.
4. Ask someone to act as a reference.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

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LEVEL 3: EVALUATION

The student can:

1. Request something (e.g. an application form, an interview) both orally and in a business letter.
2. Organize personal information into a resume format.
3. Use either direct or indirect questions to clarify a problem.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

EXTENSION TO OTHER SITUATIONS

Situation

Story

Worker applies for day care subsidy at Ministry of Human Resources office.

A newly employed worker with a pre-school aged child goes to Ministry of Human Resources to request a day care subsidy and asks for help completing form.

Person phones to see about job openings.

A person who is looking for a job compiles a list of possible employers and phones one of them to find out about employment possibilities.

Person requests assistance in getting credentials translated and evaluated.

See Sample Lesson in Section #27 of ESL for Adults: A Curriculum Guide.

APPENDIX A
ADDRESSES
(Level 1)

Circle the correct address in each pair.

1. a) 2750 Oak Street
b) 750 Oak Street

2. a) 237 Quebec Street
b) 1037 Quebec Street

3. a) 2001 River Road
b) 201 River Road

4. a) 44738 Main Street
b) 44387 Main Street

5. a) 47 First Avenue
b) 470 First Avenue

6. a) 6519 Grand Avenue
b) 6590 Grand Avenue

Now practise saying each of the addresses.

APPENDIX B

FOLLOWING INSTRUCTIONS
(Level 1)

1. Circle the correct one: Mr. Mrs. Miss Ms.
2. Print your surname: _____
(Block Letters)
3. Print your last name: _____
(Block Letters)
4. Write your given name: _____
5. Sign your name: _____
6. Print your maiden name: _____
(Block Letters)
7. Check one: Canadian Citizen
Landed Immigrant
Other
8. How old are you? Check one: under 20
20 - 30
30 - 40
40 - 50
over 50
9. Check the correct one. Male Female
10. Circle one: M F
11. My health is: Check one: Very good
Good
Fair
Poor

APPENDIX C
SIMPLE INFORMATION FORM
(Level 2)

Date: _____ Social Insurance No. _____
Month Day Year

NAME (Print) _____
Mr. _____
Mrs. _____
Miss _____
Ms. _____
Surname Given Name

ADDRESS: _____
No. & Street
City Province Postal Code

TELEPHONE NO.: _____

DATE OF BIRTH: _____
Month Day Year

NO. OF DEPENDENTS: _____

ARE YOU A: Canadian Citizen?
Landed Immigrant?
Other?

PHYSICAL INFORMATION

HEIGHT: _____ WEIGHT: _____

COLOUR OF EYES: _____ COLOUR OF HAIR: _____

APPENDIX D
(Level 2)

Find someone in the class who:

1) has a short surname _____
(What _____?)

2) lives on the west side of the city _____
(Where _____?)

3) doesn't know his/her postal code _____
(What _____?)

4) has a birthday in August _____
(When _____?)

5) was born before 1950 _____
(What year _____?)

6) has no dependents _____
(How many _____?)

7) doesn't have any dependents _____
(How _____?)

8) is taller than you _____
(How _____?)

APPENDIX E
APPLICATION FORM VOCABULARY
(Level 2)

The words on the left are often found on application forms. Choose the best definition.

- | | |
|----------------------|-----------------------------------------------------------------|
| 1) Marital Status | a) The police know about you because you did something illegal. |
| 2) Dependents | b) You pay for food and clothing for these people. |
| 3) Employer | c) All the things you do in your job. |
| 4) Salary | d) The person or company you work for. |
| 5) Position | e) A woman's last name before she got married. |
| 6) Occupation | f) Are you married, single or divorced? |
| 7) Criminal Record | g) The kind of job you do. |
| 8) Reference | h) The name (title) of a job. |
| 9) Previous Employer | i) The person (or company) you worked for before. |
| 10) Maiden Name | j) A person who will say something good about you. |
| 11) Duties | k) The person above you in a job. |
| 12) Supervisor | l) The money you make. |

APPENDIX F
(Level 2)

EMPLOYMENT RECORD

List below the positions you have held, showing the last position first.

NAME & ADDRESS OF EMPLOYER	EMPLOYED		JOB TITLE	DUTIES	SALARY	SUPERVISOR & TITLE	REASON FOR LEAVING
	From	To					

EDUCATION RECORD

SCHOOL OR COLLEGE	FROM	TO	MAJOR COURSE OF STUDY	DEGREE OR CERTIFICATE
High School:				
Commercial College:				
Vocational Institute:				
University:				
Other:				

APPENDIX G
ASKING FOR AN APPLICATION FORM
(Level 3)

Narrator: Eduardo Lopez is looking for a job in Canada. He has just heard about an opening at the General Hospital.

Conversation: Personnel Officer = P.O. Eduardo Lopez = E.L.

P.O.: Good Morning. May I help you?

E.L.: Yes. I want to apply for a job.

P.O.: What kind of job are you looking for?

E.L.: I heard you wanted an accounting clerk.

P.O.: Yes, that's right. Did you see the advertisement?

E.L.: No. My cousin told me about the job. He works here, in food services.

P.O.: Have you had any experience in that kind of work?

E.L.: I was an accountant in Chile.

P.O.: Fine. Fill out this application form and return it to me. You can sit over there.

E.L.: Thank you.

Narrator: When Eduardo read the application form, he found something he didn't understand.

E.L.: Excuse me.

P.O.: Yes, is something wrong?

E.L.: What does "position" mean in this question?

P.O.: (It means) job.

E.L.: Thanks.

APPENDIX H

THE RESUME
(Level 3)

One of the most important things that you can carry to a job with you is a resume. This is a story of your work and study life and also gives more personal information. It can be 1/2, 1, or 2 pages long depending on how many jobs you have worked at. This is how it looks:

TITLE (i.e. Resume of _____)

Personal Information

Name:

Telephone:

Address:

S.I.N.

Work Experience: (Start with the most recent job and work backwards)

(Date) Mar., 1978 (Name and address of the place and company in which you
to worked)
Jun., 1982

Position: (your title, e.g. accountant)

Duties: (what you had to do in your job. You can make
this more than one line)

Jan., 1972 (Where you worked before Mar., 1978)
to
Mar., 1978

(Same as above)

Related Experience: (List all the lesser jobs and their dates or volunteer work
that you have done which you think might help you in your
new job)

Related Skills: (Tools and equipment you can use, languages you can speak)

Education: (Starting from the last place that you studied, list the
dates, the name of the place, the address, what diploma or
degree and the program you were in)

Hobbies and Interests: (What you like to do when you are not working)

References: (You can give the names, occupations and addresses of three
references or state that they are available on request)

APPENDIX I
FORM OF APPLICATION LETTER
(Level 3)

Your street address
City, Province ①
Postal Code
Date

Name of Employer

Title or Position

Street Address or Box Number ②

City, Province

Postal Code

Dear (Name) ③

(Position applied for) ④

(Your qualifications) ⑤

(Training and Experience)

(Enclosures, if any) ⑥

(Request for an interview) ⑦

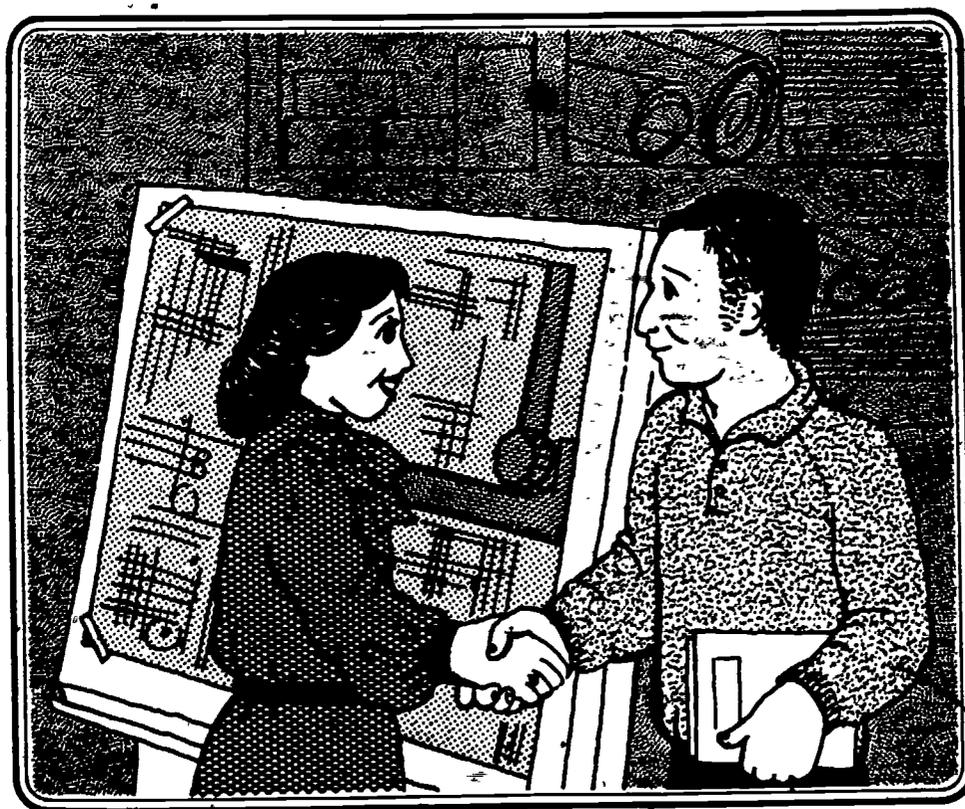
Sincerely yours,

(Your signature) ⑧

(Your name printed)

Enclosure

PARTICIPATING IN AN INTERVIEW



Carmella Alvarez was trained as a draftsman in Mexico. She worked for an engineering company there. Now she is applying for a job in an architect's office.

OVERVIEW

OVERALL OBJECTIVE:

1. Be able to participate fully in an interview.

FUNCTIONS:

1. Greeting someone and Introducing Yourself: "Good morning. I'm Carmella Alvarez."
2. Reporting: "I changed beds, bathed patients and kept records."
3. Asking for Information: "How many people work here?"
4. Advising: "You should never take a friend to an interview."
5. Leave Taking: "Thank you for seeing me. I hope to hear from you soon."

CULTURAL NOTES:

1. Applicants should be prepared to ask the interviewer questions.
2. Documents, diplomas and certificates are not generally examined during an interview. Resumes are.
3. Pretending to understand when you don't usually creates a worse impression than admitting to a lack of comprehension.
4. It is not advisable to take your friends or family members with you to an interview.
5. Interviewers usually make decisions based upon quick first impressions.
6. Candidates may be required to do a test - e.g. manual dexterity, a repair job, balance a bank deposit, typing, etc.
7. The Human Rights legislation (Fed. + Prov.) prohibits certain pre-employment questions - e.g. "Have you made suitable arrangements for child care?"
8. An applicant should respond fully to questions and maintain eye contact with the interviewer.
9. The interviewer may give some signal (e.g. gathering up or moving papers on the desk, moving chair back) when the interview is over.
10. An applicant will probably create a bad impression by criticizing former employers or co-workers.
11. If an interviewer offers to shake hands, do so. The contact should be brief and firm.
12. Punctuality is valued by Canadians, particularly in the world of work.

LANGUAGE COMPONENTS

LEVEL 1:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Advising	1. Describe expected behaviour re job interviews.	imperatives, e.g. Leave early. Dress neatly.	interview(er) arrive, leave, nervous
Greeting	1. Greet someone. 2. Introduce yourself. 3. State purpose.	My name is _____. I'm _____. I have an interview/appointment	Ms., Mr., Miss, Mrs. good morning, good afternoon, hello
Identifying	1. Identify job applying for.		cannery worker, delivery person, warehouse person, lab assistant
Leave Taking	1. Thank someone. 2. Say good-bye.	Thank you _____ for talking with me. Good-bye.	sewer, nurses aid, cleaner

LEVEL 2:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Advising	1. Make suggestions about how to prepare for an interview.	should/shouldn't	good impression, references, prepare, remember, anticipate, fidget, surprise
Asking for Information	1. Formulate questions about experience, training. 2. Ask questions about a job situation.	Do you have any experience? How much? What did you do? Have you ever _____?	
Reporting	1. Answer questions about experience and training.	Past tense - e.g. I was _____, I did _____, etc. Present perfect tense - e.g. I have been,	

LANGUAGE COMPONENTS

LEVEL 3:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Advising	<ol style="list-style-type: none"> Describe expected behaviour for an interview. Choose best response to interview questions and explain preference. 	imperatives - eg. Leave early. Don't be late.	See <u>Guide to a Job Hunter</u> . (p. 13) See <u>Guide to a Job Hunter</u> . (p. 14)
Asking	<ol style="list-style-type: none"> Prepare and ask some likely interview questions. 	Question formation in a variety of tenses.	
Identifying	<ol style="list-style-type: none"> Identify rising/falling vs. rising intonation patterns in statements. Recognize which statements require a response. 		

NOTES TO THE TEACHER

- A classroom visit from a CEIC counsellor or a company personnel officer would be a useful addition to this Module.
- Students might find it helpful to prepare a brief data sheet about themselves that they can take with them and refer to during an interview.
- Encourage students to follow-up an interview with a telephone call.
- The CEIC publication, Guide to a Job Hunter has been used in this Module. Page 13 and 14 from this booklet are included in an abridged form in the Appendices.
- Have students observe and write down greetings and leave takings in a variety of situations at the beginning of this Unit. Help students discriminate between social registers and situations - e.g. formal, informal, casual.

SAMPLE LESSONS FOR THREE LEVELS

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> . Appendix A worksheet . tape recorder . taped story <p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> . Appendix D . Appendix E . tape recorder . taped story <p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> . <u>Guide to a Job Hunter</u> . Appendix G 	<p>1. <u>Enabling Objective:</u> Understand and state basic types of behaviour expected for an interview.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Show picture of Carmella at an interview and play tape of the story (Appendix A). Mime or illustrate actions as tape is playing. . Have students listen again. Then have them listen and repeat after each phrase. . Give students outline of story (top half of Appendix A only) to read with tape; then read orally - no tape. . Elicit aspects of expected behaviour for an interview - <ul style="list-style-type: none"> e.g.: appropriate dress, punctuality, interviewer's name . Make a list of "Points to Remember" (bottom half of Appendix A) . Prepare a worksheet, leaving blanks for the verbs in the story. <ul style="list-style-type: none"> e.g.: Carmella is going to a job interview. She _____ neatly and _____ home early. <p><u>Note:</u> This is a good opportunity to review/teach pronunciation of final sounds of 3rd person singular.</p> <p align="center">/s/ /z/ /iz/</p> <ul style="list-style-type: none"> . Review list of points and change to 1st person - <ul style="list-style-type: none"> [when I go to an interview] I dress neatly. I leave home early.

SAMPLE LESSONS FOR THREE LEVELS

LEVEL 2	LEVEL 3				
<p>1. <u>Enabling Objective:</u> Understand basic behaviour expectations for an interview and make suggestions about how to prepare for it.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Show picture of Carmella at interview. Introduce story. • Have students listen to taped story (Appendix D) and ask yes/no questions to check comprehension. <ul style="list-style-type: none"> e.g.: Did Carmella get up early? • Ask students if they think Carmella will get the job. Did she make a good impression? Why not? • Elicit from students what Carmella should do in order to be prepared for her next interview - <ul style="list-style-type: none"> e.g.: She should get up early, etc. • Have students work in small groups and complete exercises in Appendix E. 	<p>1. <u>Enabling Objective:</u> Understand and state usual behaviour expectations for an interview.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Show students Manpower booklet, but do not actually read it with them at this point. Discuss the importance that is placed on a 'good interview'. Elicit from them suggestions for making a good impression - i.e. punctuality, interviewer's name, etc. • Give students summary from Appendix G. (This list is abridged from p. 13 of the booklet.) Discuss any troublesome vocabulary. Discuss meaning of each point. Ask students if there are any points not mentioned - <ul style="list-style-type: none"> e.g.: thanking employer asking when you might hear from her/him not smoking or chewing gum • Have students paraphrase each point orally. • Have students work in pairs and develop a "Do's and Don'ts List". <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><u>Do's</u></th> <th style="text-align: center;"><u>Don'ts</u></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • leave early • look at interviewer • talk about your skills </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • be late • fidget • say you need a job </td> </tr> </tbody> </table> 	<u>Do's</u>	<u>Don'ts</u>	<ul style="list-style-type: none"> • leave early • look at interviewer • talk about your skills 	<ul style="list-style-type: none"> • be late • fidget • say you need a job
<u>Do's</u>	<u>Don'ts</u>				
<ul style="list-style-type: none"> • leave early • look at interviewer • talk about your skills 	<ul style="list-style-type: none"> • be late • fidget • say you need a job 				

SAMPLE LESSONS (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> . Appendix Bi and Bii . Appendix C . Flash cards and occupation, titles 	<p>2. <u>Enabling Objective:</u> Identify the job being applied for.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Describe Carmella arriving at reception area and talking to clerk. . Role play:- <ul style="list-style-type: none"> Clerk: What job are you applying for? Response: A draftsman/a draftsman. . Use pictures from Appendix Bi and Bii. Make transparency or give copies to class. Have students identify each occupation.
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> . Appendix Bi and Bii 	<ul style="list-style-type: none"> (He's) a _____. (She's) a _____. . Have names of jobs on flash cards. Students match pictures to names. . Return to question. <ul style="list-style-type: none"> What job are you applying for? Use picture to act as cue. - <ul style="list-style-type: none"> "a dishwasher" Students work in pairs, asking and answering, using pictures as cues. . Write on blackboard names of occupations from Appendix C. Number them. Have students look at copy of Appendix C and locate occupation title and match title and number from blackboard list. Write down corresponding number.
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> . <u>Guide to a Job Hunter</u> . Appendix H 	<ul style="list-style-type: none"> . Practise further, using above question and these names.

SAMPLE LESSONS (Cont'd)

LEVEL 2	LEVEL 3
<p>2. <u>Enabling Objective:</u> Formulate some typical interview questions and answer them.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> To set the scene, show picture of Carmella in the interview. What questions might an interviewer ask? Elicit areas of questions - <ul style="list-style-type: none"> e.g.: experience, preferences, duties, interests, training, etc. Elicit some questions regarding experience - <ul style="list-style-type: none"> e.g.: Do you have experience? How much? Use the information for the jobs described in Appendix Bi and Bii to help the students role play this section of an interview. Work through one example together. <ul style="list-style-type: none"> Do you have experience? <ul style="list-style-type: none"> Yes, I was a nurses aide in Malasia. How much experience do you have? <ul style="list-style-type: none"> One year. What did you do in that job? <ul style="list-style-type: none"> I changed beds, bathed patients and kept records. Have the students work in pairs interviewing one another about experience and duties. The applicant has a card with a description of the duties and must use that information to describe former job. If any students in the class are looking for a job, use their experiences in a job interview as a model. Have each student describe duties of former job as thoroughly as possible. 	<p>2. <u>Enabling Objective:</u> Predict some typical interview questions and respond to them.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Suggest to the students that there are some typical questions that are asked during interviews. Ask those students who have participated in interviews if they can remember some questions. Hand out copies of Appendix H. Have students read this list and go over any difficult vocabulary. Discuss each question and elicit an alternate form of each. e.g. <ul style="list-style-type: none"> What are your hobbies? interests? leisure activities? What do you do in your spare/free time? Put questions on strips or cards. Mix them and put in a basket. Have students work in pairs and choose two or three question cards to ask each other. Exchange cards when groups are finished. Discuss responses and difficulties together. A contact assignment with an employment counsellor would be a good follow-up. Students can ask him what interview questions are common.

SAMPLE LESSONS (Cont'd)

DEVICES	LEVEL 1		
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> flash cards with names and time 	<p>3. <u>Enabling Objective:</u> Greet someone, introduce yourself and state your purpose.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Set up background for role play in which Carmella arrives and walks up to receptionist, clerk or counter person. Greets person: Good morning. Good afternoon. Hello. Introduces self: My name is _____ or I'm _____. Students work in pairs and practise entering, walking to counter and making contact. 		
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> tape recorder Appendix C 	<p>"Good afternoon. My name is _____."</p> <ul style="list-style-type: none"> Introduce statement of purpose. e.g.: I have an appointment with Miss Fotini at interview 1 o'clock. Review time phrases) o'clock, thirty, fifteen, half past, etc. numbers) Review forms of address Mrs., Mr., Miss, Ms. Give students cards with name and time. 		
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> Appendix I tape recorder tape of questions and responses 	<p>e.g.:</p> <table border="1" data-bbox="649 1291 1179 1407"> <tr> <td>Miss Thom 11:00</td> <td>Dr. Pike 2:15</td> </tr> </table> <ul style="list-style-type: none"> Students practise in pairs. Be sure to include whole procedure (arriving, greeting, etc.). 	Miss Thom 11:00	Dr. Pike 2:15
Miss Thom 11:00	Dr. Pike 2:15		

SAMPLE LESSONS (Cont'd)

LEVEL 2	LEVEL 3
<p>3. <u>Enabling Objective</u>: Prepare questions that an applicant might ask during an interview.</p> <p><u>Procedure</u>:</p> <ul style="list-style-type: none"> Using a picture, set the background of the interview. Interviewer has described the job; then asks Carmella if she has any questions. e.g. <ul style="list-style-type: none"> Is there anything you want to ask? Do you have any questions? Carmella asks about training on the job. e.g. <ul style="list-style-type: none"> Do you train new employees? <p><u>Note</u>: An appropriate negative response might be, "Thank you. I did have some questions but you've answered them all for me."</p> <p>Elicit other areas for questioning. e.g.</p> <ul style="list-style-type: none"> number of employees, permanent/temporary, overtime, shift changes, work on holidays, uniforms, tools, etc. <p>Ask students who have jobs if there was any information they didn't get at the beginning but should have.</p> <ul style="list-style-type: none"> Use Appendix C or ads from local newspaper and, in groups of three or four, have students formulate some questions for these jobs. Practise asking these questions with one another. 	<p>3. <u>Enabling Objective</u>: Choose best response to questions and state reasons for choice.</p> <p><u>Procedure</u>:</p> <ul style="list-style-type: none"> Set interview scene. Carmella is asked some difficult questions and does not know how to reply. There may be several ways to answer. It is important to give the best possible answer. Give example - "What job are you interested in?" <ul style="list-style-type: none"> - Well, your ad said there was an opening in the laundry. - I'll do anything. - What openings do you have? - I'm applying for the <u>x</u> job but I'll try others. - I don't want to work in the <u>x</u>. See exercise, Appendix I. Material can be taped. (It would be ideal to use a different voice for each response in order to distinguish among them.) Students listen and check which answer they think is best. With the whole group, discuss responses and reasons for choice. Look at the best answer for each one and try to decide why they are most suitable (polite, positive, etc.)

SAMPLE LESSONS (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> . language master . examples of leave taking collected by students. 	<p>4. <u>Enabling Objective:</u> Conclude an interview and take leave.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Use employment counsellor or other classroom visitor to role play formal closing of interview with the following exchange between applicant (A) and interviewer (I): <p style="padding-left: 40px;">I: Well, that seems to be all for now.</p> <p style="padding-left: 40px;">A: Thank you, Mrs. Ho. (Standing up) I hope I can work for you. Good bye.</p> <p style="padding-left: 40px;">I: We'll phone you.</p>
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> . tape recorder . tape of interviewer's questions on small cards. (Appendix F) 	<ul style="list-style-type: none"> . Students listen again. Use language master with one utterance on each card. Analyze simply by showing that the applicant thanks, expresses a hope, says good bye. Students repeat and practise together. . Use examples from other situations (see notes to teacher - p. 4) to illustrate difference between formal situation (i.e. an interview) and parting from friends.
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> . tape recorder . tape of Appendix J and Appendix K 	

SAMPLE LESSON (Cont'd)

LEVEL 2 *

4. Enabling Objective: Develop responses to employer's questions.

Procedure:

Use the visit of an employment counsellor or personnel officer from a company to develop mock interview situations. Tape this exchange or tape an interview using questions from Appendix F.

Have students listen again to tape and interviewer's questions. These can be written on the blackboard or students can re-arrange into the correct order index cards which have questions on them. Examine interviewer's part.

How can interview be divided?

- Usually there are five main sections.

- Greeting/opening
- Questions about you
- Description of the job
- Your questions to interviewer
- Closing

Develop, as a group, the response to one or two questions in order to assist students with whole assignment.

Using Appendix F but omitting Mrs. Ho's description of the job duties ("You take orders customer"), have students write their own responses to each question about a job they have applied for or about one that is described in Appendix Bi, Bii or C.

* This lesson is suitable for Level 3 also.

LEVEL 3 *

4. Enabling Objective: Discriminate between statements that do or do not require a response.

Procedure:

If students are not aware of rising/falling intonation versus rising, give several easy examples.

What's his name?

Is his name Hernández?

Which company did you work for?

Did you work in Mexico?

But you're working now.

But you're working now?

If students need extra practice, put several examples on language master cards. Have students practise both. Can they hear → produce the difference? See Appendix J for a sample from an interview. It can be taped to illustrate its use.

Point out that interrogative statements are open-ended, inviting amplification or confirmation.

Play tape. Students listen one or two times.

Students listen and do exercise from Appendix K. Have them (✓) appropriate column. When complete, have students mark intonation pattern on sentences on blackboard.

Have students work in pairs and practise saying each of the sentences. One student asks partner with a rising intonation. Partner gives best response.

There are no question marks indicated in the exercise, so when you are making the tape you can decide which ones to use as interrogatives.

* Also see Level 2 on this page.

LEVEL 1: EVALUATION

The student can:

1. Describe expected behaviour re a job interview.
2. Greet someone.
3. Introduce self.
4. State his/her purpose.
5. Identify which job(s) he is applying for.
6. Thank someone and say good bye.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

LEVEL 2: EVALUATION

The student can:

1. Make suggestions about preparing for an interview.
2. Predict some typical interview questions.
3. Answer questions about own work experience.
4. Ask questions about a job situation.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

LEVEL 3: EVALUATION

The student can:

1. Describe expected behaviour re a job interview.
2. Answer typical interview questions.
3. Judge best response to a common interview question and explain choice.
4. Recognize and respond appropriately to an interrogative statement.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

EXTENSION TO OTHER SITUATIONS

Situation

Canceling an interview.

Story

Cam Tam has an appointment on Friday morning for a job interview. She has decided that she cannot travel that far every day for the afternoon shift. She must phone the interviewer, explain her situation and cancel the appointment.

Dealing with difficult questions.

Ingrid escaped from East Germany four years ago. During an interview she was questioned about her political beliefs. Asking for this kind of information during an interview is contrary to Human Rights legislation. How should she respond?

Following up an interview with a telephone call.

Dimitri wants to indicate his interest in the job he applied for. During the interview, he said he would phone later in the week. He calls back now and mentions his interest and availability.

APPENDIX A

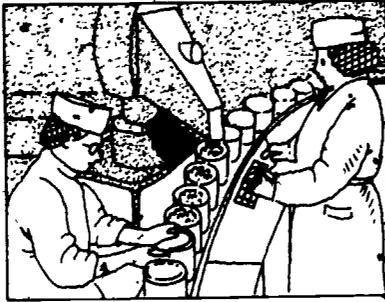
INTERVIEW (Level 1)

Carmella is going to a job interview. She dresses neatly and leaves home early. She arrives a little early for the interview. She knows the interviewer's name. She is nervous but she smiles and looks at the interviewer. At the end of the interview, she thanks the interviewer and says good bye.

POINTS TO REMEMBER

1. dress neatly
2. leave home early
3. arrive early
4. know the interviewer's name
5. smile at the interviewer
6. look at the interviewer
7. thank the interviewer
8. say good bye

APPENDIX B1
(Levels 1 & 2)



Cannery Worker

Places food on conveyor, sorts for quality. Feeds food into machine. Cleans machine. Feeds containers into machine. Fills, counts, packs containers in boxes. Labels boxes and move them to shipping area.

Clerk-Typist

Types letters, bills, reports and other information. Reads, sorts and files records. Addresses and fills envelopes. Delivers mail in office. Answers telephone. Takes messages. Runs machines.



Office Cleaner

Cleans inside of office, hallways, restrooms and kitchen area. Uses vacuum, dusts and removes garbage.

Bus Person, Diningroom Attendant

Sets tables in diningroom with clean cloths, silver and place mats. Fills glasses with water, refills coffee, may purchase cigarettes for customer, cleans ashtrays and removes dirty dishes and takes to dishwashing area.



Sewer

Sews one part of garment, counts and stacks completed pieces and gives them to next sewer. Cleans and oils machine.

APPENDIX Bii
(Levels 1 & 2)

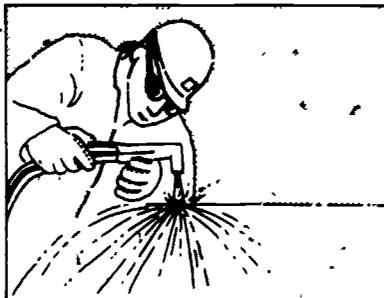


Nurses' Aid

Makes beds and replaces room supplies. Moves patients in and out of bed/wheelchairs. Delivers equipment. Feeds, washes and dresses patients. Sometimes gives back rubs and takes temperatures.

Electronic Assembler

Assembles electronic equipment such as computers, telephones and stereo equipment. Uses electronic test equipment. Follows diagrams and blueprints. Tests completed units and makes necessary adjustment.

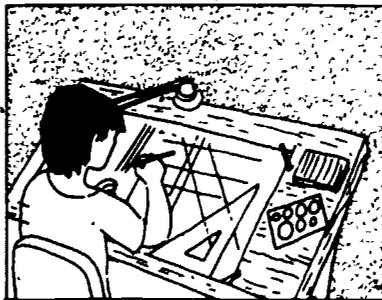


Welder

Joins two or more pieces of metal. Makes new parts. May work with gas or arc equipment.

Draftsperson

Prepares drawings showing plans, elevations, sections and details. Makes calculations. May give estimates of quantities. Uses a variety of instruments.



APPENDIX C
(Level 2)

**RECREATIONAL VEHICLE
TECHNICIAN**
Qualified person must be experienced in these areas
Appliances
Electrical Generators
Sheet Metal
Brake Systems
Plumbing
Air Conditioning
Installation & fabrication of hitches & RV accessories
Must provide own tools. Send resumes or apply in person to U-Haul Company 2534 Barnet Hwy Pt. Moody, B.C. V3H 1W3. Positions available at our Pt. Moody location. No phone calls please.

Produce Inspector
REQUIRED IMMED
An inspector for English cucumbers & greenhouse tomatoes. Must be experienced in grading & inspecting produce. Remuneration based on qualifications and experience.
We are looking for a mature, steady, capable individual who is able to work under pressure.
Please phone 576-8525 between 8:30 AM & 4 PM. Ask for Mr. George Scott.

Autobody Painter
Immediate opening for a qualified Autobody Painter with own tools. Must have min 5 years experience on European cars. No others need apply. Flat rate shop. Union wage. 987-2211 Monday to Friday.

45 BEAUTICIANS or BARBERS
Apprentice required for modern salon. pref will be given to applicants recently graduated from 1st yr hairdressing school. Taking applications 9 AM - 6 PM Mon-Fri. Hairlines Hairstyling for Men & Women. 2529 Alma St. at Broadway.

Part-Time Switchbrd.
Needed to work 1 to 5 p.m. Mon thru Fri. Must be able to type & perform other clerical duties & have a pleasant personality. Call 266-7111 to arrange an interview.

HEAVY DUTY MECHANIC
Sales position avail for ambitious HD Truck Mechanic wishing to use present skills in new career. Salary plus commission. Contact R. Patterson at 294 186.

GENSET MECHANICS
Burnaby manufacturer looking for experienced mechanics. Contact Eric at 291-9941.

MEAT CUTTER
Minimum 7 years experience preferably in the H.R.I. trade. Good wages & hours. 296-5691.

Experienced DESK CLERK
required North Shore Motel. Phone 966-7101.

Nurses Aide for day & afternoon shift. Required by intermediate care facility in Coquitlam. 10 am to 4 pm. 939-4664.

Wanted full time exp cleaner & presser exc wrkg cond w/gd/salary 421-485.

PoCo area. Exp packers required for biscuit factory. Call Mr. Hudson 941 9691.

APPENDIX D

(Level 2)

Carmella was really happy about going to her interview. But right from the beginning everything went wrong. She got up late and then her dress wasn't ironed. She hurried to the bus stop but caught the wrong one. On the way, she met a friend and they both went to the interview. They arrived late. Oh, no, she had forgotten her drawings and she couldn't remember the interviewer's name. Because she was nervous, she talked too much and fidgetted with her purse. When they asked her to take a test, she was very surprised. She even forgot to ask the questions she had about the job. She left feeling very unhappy.

APPENDIX E

(Level 2)

Do you think Carmella will get the job? Why not?

List some reasons.

1. She didn't _____
2. She didn't _____
3. She didn't _____
4. She didn't _____
5. She didn't _____
6. She didn't _____
- 7... She didn't _____

What advice can you give her for her next interview? How should she prepare herself?

Use some of the words at the bottom to help you make sentences.

e.g. prepare/questions She should prepare some questions to ask.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

remember/name
get/clothes
leave/early

anticipate/questions
sit/still
go/alone

take/references
get/directions
prepare/test

APPENDIX F
YOU AND THE INTERVIEWER
(Levels 2 & 3)

Secretary: What can I do for you?

You: _____

Secretary: Which job are you applying for?

You: _____

Secretary: Mrs. Ho will see you now.

You: _____

Mrs. Ho: Come in and have a seat. It's difficult to find work these days, isn't it?

You: _____

Mrs. Ho: Tell me about your work experience.

You: _____

Mrs. Ho: Have you ever worked with very little supervision?

You: _____

Mrs. Ho: You have a driver's licence?

You: _____

Mrs. Ho: We need someone who's a good worker, reliable and can deal with the public.

You: _____

Mrs. Ho: This job is part-time for now. 4 - 5 hours a day. The pay is \$4.85 an hour. You take orders over the phone, write them up, prepare the bills, package them and then deliver the orders to the customer. Think you can handle it?

You: _____

Mrs. Ho: Do you have any questions?

You: _____

Mrs. Ho: O.K., that's all, for now.

You: _____

Mrs. Ho: We'll be letting you know.

You: _____

APPENDIX G

PREPARE YOURSELF FOR THE INTERVIEW

(Level 3)

1. Learn about the firm, its products or its services before you apply.
2. Bring an extra copy of your resume.
3. Know what your skills are.
4. Give yourself enough time so that you won't arrive at your appointment late and breathless.
5. Cleanliness, neatness and good grooming are important.
6. Greet the employer or interviewer cheerfully.
7. Be polite and confident.
8. Look at the person to whom you are speaking.
9. If you are nervous, breathe deeply and speak deliberately.
10. Answer questions in a straightforward way. Avoiding a question is a danger signal to the employer.
11. Inquire about a specific job or jobs.
12. Outline your training, experience, ability and interests briefly.
13. Know what you can contribute to the firm; don't talk about your need for work.
14. Leave the matter of wages, hours and benefits for discussion after the job has been offered to you.
15. If you are asked, be ready to provide references, take a physical examination or vocational tests.
16. Leave promptly when the interview is over, with a good-natured courteous farewell.

APPENDIX H

SOME QUESTIONS EMPLOYERS ASK
(Level 3)

1. Why do you think you would like to work for our company?
2. Have you had any experience in this type of work?
3. What are your long-term career plans?
4. What do you know about our company?
5. Why did you leave your last job?
6. What are your hobbies?
7. Would you be prepared to work in another city?
8. Would you take further training if it was required for this position?
9. What do you consider your special abilities are?
10. Do you prefer working with others or by yourself?
11. Do you like routine work?

APPENDIX I

(Level 3)

Listen to the following questions. Each question has several answers. Listen to all of them and then check (✓) the one you think is the best.

1. Do you have any Canadian experience?

I've done volunteer work in my child's school and I have good references.

Why is Canadian experience so important?

No, I don't.

How can I get Canadian experience without a job?

2. What salary do you expect?

I don't know.

I have a lot of experience so I want a good wage.

You can pay me whatever you think is fair.

I don't want to work for minimum wage.

Similar jobs to this pay \$5.75 an hour.

3. Why do you want this job?

Because I need the money.

Because I haven't worked in three months.

Because its related to my field and there are opportunities for permanent work.

Because my friends work here.

4. Why did you leave your last job?

Everyone's getting laid off.

I didn't like the people I worked with.

My boss thought that there would be more work after the winter but there wasn't.

It's none of your business.

Why are you asking?

5. Would you say you get along well with other people?

Well, there are eleven people in my family.

Yes, I hate working by myself.

It depends who they are.

Yes, I enjoy working with others but I can also work well on my own.

APPENDIX J

(Level 3)

Type this short exchange from a dialogue:

Interviewer: Well Carmella, I see that you worked for an engineering company in Mexico?

Carmella: Yes, it was a civil engineering company and I worked for them for three years.

Interviewer: So you think you can do this work?

Carmella: Yes, I do. I worked on a large highway project which included drafting tunnels and bridges.

APPENDIX K

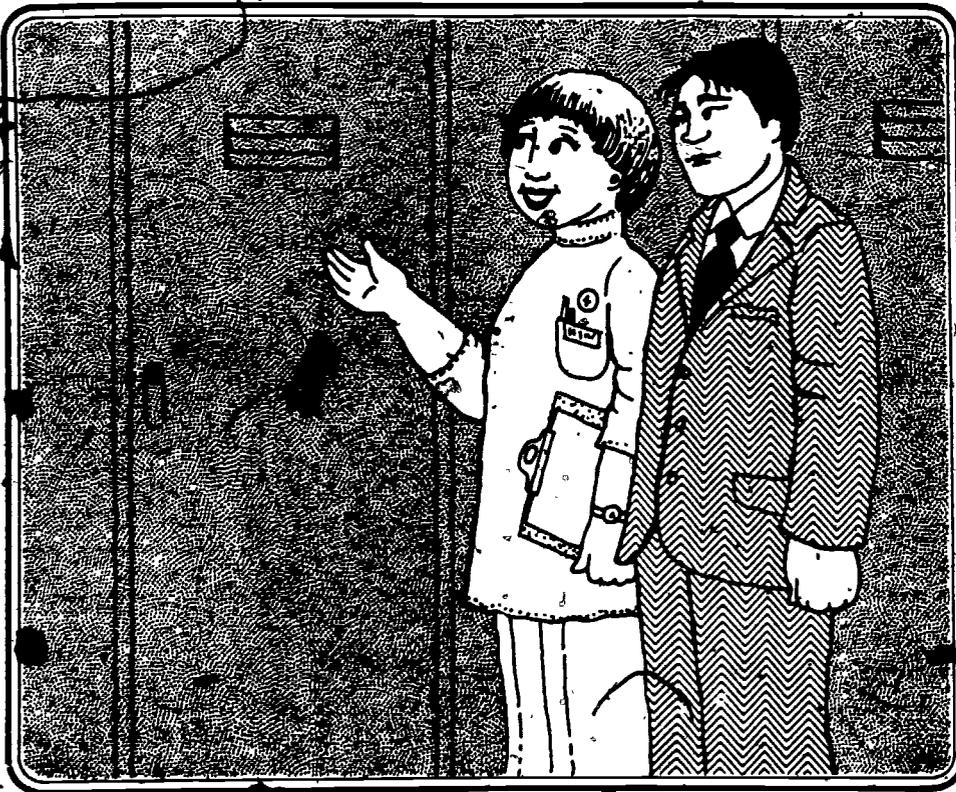
(Level 3)

Listen to the following sentences. Some of them go up (rising) at the end, some go down (falling). Check each one for up or down.

Rising 	Falling 

1. You've had a lot of different jobs.
2. I see that you studied computer repair in Japan.
3. You'd prefer to work afternoon shift.
4. Your health seems good.
5. So you think you can do this job.
6. But you're working now.
7. I understand that you did architectural renderings, too.
8. Now, you have a driver's licence.
9. Your English is very good.
10. You've never worked in Canada.

STARTING A NEW JOB



Ming just got a job in a hospital and today is his first day on the job. He is not at all sure about what will happen on his first day so he is quite nervous.

OVERALL OBJECTIVE:

1. Know what to expect when starting a new job.

FUNCTIONS:

1. Identifying: "There's the lunch room."
2. Clarifying: "I'm sorry. How do you say your first name?"
3. Predicting: "I will have to fill in some forms."

CULTURAL NOTES ON THE TOPIC:

1. When you begin a job, it is often necessary to take the initiative and introduce yourself.
2. First impressions are important in any job because they are hard to change.
3. Part of making a good impression is showing an interest in the company or institution rather than simply doing a job and collecting the pay cheque.
4. One of the most common complaints from employers is that a new employee will try to muddle through rather than ask when something is unclear.
5. Large companies usually provide new employees with some sort of printed information about regulations and benefits but in smaller firms this is usually done orally.
6. In addition to the formal rules, there are usually some "unwritten" rules of conduct which a new employee must be aware of in order to be accepted by fellow employees.

LANGUAGE COMPONENTS

LEVEL 1:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Identifying	1. Introduce self or a third party.	This is _____ I'm _____	hello, hi
	2. Point out and name places or objects on a work site.	Here's the _____ The _____ is over there.	sign-in sheet time clock washroom lunchroom names of objects specific to a job.
Asking	1. Ask someone to repeat a name.	What's your name?	coffee break sick supervisor
	2. Find out about the regulations in a new job.	Question words, when, what time, how long, what _____	start finish. general vocabulary any work situation or specific vocabulary for a particular job.
	3. Find out where something is.	Where is _____	

LEVEL 2:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Identifying	1. Introduce self or a third party.	I'm _____ This is _____ I'd like you to meet _____ Let me introduce you to _____	formulas of introductions
Clarifying	1. Ask for repetition of someone's name.	What's your name again.	pardon, sorry, repeat, catch
	2. Ask for an explanation of further details of written regulations.	I didn't catch your name, etc.	probationary period hourly rate statutory annual disciplinary
Predicting	1. Anticipate what will likely happen in a specific job situation.	future tense (will, going to)	names of forms specific job vocabulary
	2. Make a value judgement of how others will react to specified behaviour.	I think _____ comparatives e.g. friendlier, more interested	impression

LANGUAGE COMPONENTS

LEVEL 3:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Identifying	1. Introduce self or a third party.	This is _____. I'm _____.	hello, hi
Clarifying	1. Ask for repetition of someone's name. 2. Ask for further explanation of printed information.	What's your name again. I didn't catch your name, etc. question words and question formations.	pardon, sorry, repeat, catch probationary period vocabulary from employee handbook
Reporting	1. Use someone's answers to a series of questions as the basis for a coherent report.	past tense passive voice.	
Predicting	1. Anticipate what will likely happen in a specific job situation.	future tense I'm sure that _____. I think that _____. I expect that _____. passive - e.g.: I will be introduced.	likely probably
Expressing an Opinion	1. Decide on best solution to a problem and state reasons for choice.	Should If conditionals e.g.: If she did that she would _____.	

NOTES TO THE TEACHER

1. Some situations dealing with problems on a new job can be found in the following publications of Employment and Immigration Canada.

- a) PLACE: Guide Steps to Employment Readiness - Part D; and
- b) Moving On! By Staying On.

The language in them, however, will probably have to be adapted to the level of your students.

2. This Unit does not include any forms because forms are dealt with in detail in Modules 4 and 10. It would, however, be appropriate to familiarize students with TD1 forms and applications for medical benefits.

SAMPLE LESSONS FOR THREE LEVELS

LEVEL 2

AND

LEVEL 3

1. Enabling Objective: Make and respond to introductions.

Procedure:

Play tape of Introduction (Appendix C) and ask comprehension questions. Focus student's attention on the introduction of Ming and Zya. Have students practise it. Discuss alternative ways of dealing with not understanding the other person's name. e.g.

- a) What's your name again?
- b) I didn't get your last name.
- c) Sorry. Could you say your name again, please?

Have them also practise saying their own names clearly and responding appropriately to a request for clarification of the name.

Have the students practise introducing each other in groups of threes.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> • Story of Ming (Appendix A) • language master or index cards with story. • index cards with simplified rules 	<p>2. <u>Enabling Objective:</u> Understand some procedures for first day on the job.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Using the story of Ming's new job (Appendix A), introduce vocabulary (fill out forms, supervisor, show around, rules, meet). Tell the story of Ming to the class. Put each sentence of the story on a separate language master card or an index card and scramble them. Have the students put them into the correct order. • Give students a copy of the story with the new vocabulary and have them do the fill-in-the-blanks exercise (bottom part of Appendix A). <p style="text-align: center;">* * * * *</p>
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> • Appendix D A, B and C. 	<p>3. <u>Enabling Objective:</u> Ask about the regulations on a new job.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Review the story of Ming's first day on the job. • Try to elicit from the students the sort of rules the supervisor told him about. e.g.: <ul style="list-style-type: none"> hours of work, length and time of breaks, calling in sick, smoking. Put some simple rules on index cards and distribute them to the students. e.g.: <ul style="list-style-type: none"> a) You start work at 8:30. b) You finish work at 4:30. c) Coffee break is 10 minutes. d) Lunch is at 12:00. e) The lunch break is 1/2 hour. f) If you are sick, call your supervisor. • Give students the subject of the rule and a question word or phrase: Have them make questions and, when the question is asked correctly, the person with the appropriate card can read the rule. e.g.: <ul style="list-style-type: none"> What time/start work? S₁: What time do I start work? S₂: Lunch is at 2 o'clock. How long coffee break? S₁: How long is coffee break? S₂: Coffee break is 10 minutes. • After practising, they can make a list of the rules.
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> • Interview Sheet (Appendix G) 	

SAMPLE LESSONS (Cont'd)

LEVEL 2	LEVEL 3
<p>2. <u>Enabling Objective:</u> Understand and try to predict the procedures for a first day on the job.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Have the students read the stories of Gus and Ming (Appendix D). Discuss any new vocabulary and have them compare the two people's experiences. • If any of the students have a job, have them relate their own experience of starting a job. Particularly emphasize the following points: <ol style="list-style-type: none"> a) Was it a large institution or a small company? b) How did the employee learn the rules and duties of the job? c) What exactly was the new employee shown? • Have the students talk about what sort of job they would like to get and in what setting. Have them predict what they will need to be shown or told on the first day. Then have them complete the story (Appendix D) about beginning a job. 	<p>2. <u>Enabling Objective:</u> Understand, report and try to anticipate procedures when starting a new job.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • If one student in the class has a job or has had a job recently, the students can interview him/her about first day procedures. If a number of the students are working, divide the class into small groups for the interview. Use Interview Sheet (Appendix G). Each group then reports back to the class and they compare the different experiences of the people they interviewed. Have them note the difference between a large institution and a small company and the different kinds of things people are shown depending on the type of job. (If no one in the class has a job, have them interview someone outside of class and report back.) • On the basis of this information, have each of the students predict what will happen in his/her particular occupation when s/he starts a new job. (This can be an oral presentation or a written composition.) <p><u>Note:</u> Some of the questions on the interview sheet are in the passive. e.g.</p> <p style="padding-left: 40px;">What were you shown?</p> <p>You should therefore introduce this structure and have the students work with it throughout the exercise.</p>

SAMPLE LESSONS (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> pictures from a local work environment or Appendix B 	<p>4. <u>Enabling Objective:</u> Identify some common features of a work place.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Using pictures (Appendix B) or other pictures appropriate to your students' work environment, have the students identify the objects and then complete the sentences with the appropriate word.
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> Exercise on Employee Handbooks (Appendix E) (Appendix D) 	<ul style="list-style-type: none"> Have the students role play, showing someone around (use the classroom or any other available area). Use the expressions: Here's the _____ and The _____ is over there. <p>with appropriate gestures.</p>
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> employee handbooks from one or more local employers. 	

SAMPLE LESSONS (Cont'd)

LEVEL 2	LEVEL 3
<p>3. <u>Enabling Objective:</u> Understand and ask about the regulations and benefits in a new job.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Discuss with the class regulations, rules, duties and benefits. . Review how Ming and Gus found out about the rules and duties of their new job (Appendix D). . Explain the function of employee handbooks to them. Use the exercise on asking about duties, regulations and benefits (Appendix E). . If any of the students have printed sheets or booklets from their jobs, have them bring them in and talk about the information they contain. 	<p>3. <u>Enabling Objective:</u> Read and understand the regulations found in an employee's handbook.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Obtain copies of employee's handbooks from some local employers. Explain what they are and the various kinds of information they contain. . Have the students read the sections that would be most common to a variety of jobs. (i.e. reporting off sick, probationary period, types of leave, safety regulations, benefits) . Encourage them to ask about anything they do not understand.

SAMPLE LESSONS (Cont'd)

DEVICES	LEVEL ↓
<p><u>LEVEL 1</u> . taped dialogue</p>	<p>5. <u>Enabling Objective</u>: Ask someone/show someone where something is.</p> <p><u>Procedure</u>:</p> <p>· Play a tape of the following short dialogue between two workers.</p> <p>Ming: Hey Zya, where are the trays? Zya: Over there. Under the counter. Ming: Where? Zya: I'll show you.</p>
<p><u>LEVEL 2</u> . Appendix F</p>	<p>· Have the students practise the dialogue in pairs and then have them ask about objects in the classroom. Make sure they get some practice using prepositions of place (beside, under, in, on, etc.).</p>
<p><u>LEVEL 3</u> . Appendix G . Problem Solving (Appendix H)</p>	

SAMPLE LESSONS (Cont'd)

LEVEL 2	LEVEL 3
<p>4. <u>Enabling Objective:</u> Understand and discuss what is involved in making a good impression.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Discuss the importance of first impression with the class and try to elicit what things create a good impression on: <ul style="list-style-type: none"> a) the boss, b) other workers, and c) customers • Use the exercise on Making an Impression (Appendix F) to bring out the importance of introducing yourself to others, being sure you understand what is expected and taking an interest in the company. • Have the students work in small groups to discuss the stories and reach a consensus about why one person made a better impression than the other. 	<p>4. <u>Enabling Objective:</u> Understand some of the problems that might arise in a new job and choose an appropriate solution to the problem.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Discuss the problems that people have had when they start a new job (refer back to Interview Sheet, Appendix G). • Have the students, in small groups, discuss the problems in the exercise (Appendix H). Each group must reach a consensus about the best way to deal with the problem. • Create other problem situations based on your students' experiences, or use the situations in <u>Moving On! By Staying On</u> available from Employment and Immigration Canada.

LEVEL 1: EVALUATION

The student can:

	Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately
1. Make and respond to introductions.			
2. Ask about regulations on the job.			
3. Ask where something is.			

LEVEL 2: EVALUATION

The student can:

	Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately
1. Make and respond to introductions.			
2. Identify what s/he will need to know before beginning a new job.			
3. Make a value judgement about acceptable behaviour on the job.			

LEVEL 3: EVALUATION

The student can:

1. Make and respond to introductions.
2. Identify what s/he will need to know before beginning a new job.
3. Make a value judgement about how to resolve a problem that arises on the job.
4. Read and understand an employee's handbook.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately
Easily	With Some Difficulty	Not at All

EXTENSION TO OTHER SITUATIONS

Situation

Story

Moving to a new job within the company.

Jen Ling took advantage of a training course within the company and has received a promotion as a result of that. She starts in her new position today.

Training a new co-worker.

A new employee has just joined the group and the boss has asked David to help train him. David will be expected to work with the new employee for a week in order to show him the ropes.

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APPENDIX A
STORY OF MING
(Level 1)

Ming started a new job this morning. First he filled out some forms. Next, his supervisor, Mrs. Martin, told him the company rules. Then, she showed him around. He met other workers. Finally, he started working.

Ming started a new job this morning. First he _____ some _____. Next, his supervisor, Mrs. Martin, told him the company _____. Then she _____ him _____. He _____ other workers. Finally, he started working.

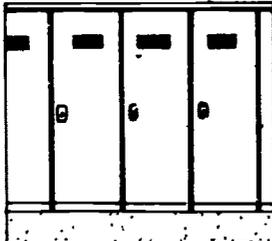
filled out
showed
met

forms
rules
around

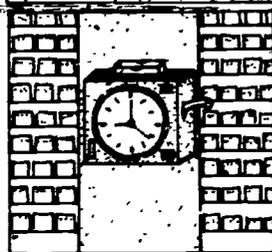
APPENDIX B

(Level 1)

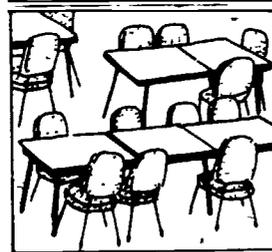
These are some of the things Mrs. Martin showed him.



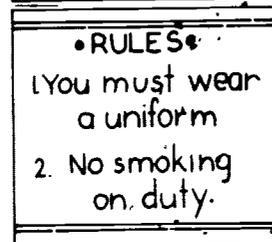
1. He eats lunch in the _____.



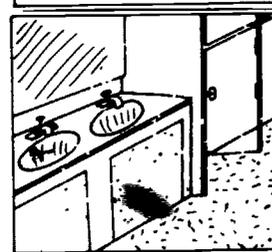
2. He wears a _____ at work.



3. There is one _____ for men and one _____ for women.



4. He puts his clothes in his _____.



5. The _____ shows when he starts work.



6. Mrs. Martin told him some of the _____.

APPENDIX C
INTRODUCTIONS
(Levels 2 and 3)

Conversation: Ming = M
Supervisor = S
Zya = Z

M: Good morning Mrs. Martin.

S: Oh, good morning Ming. All set for your first day on the job?

M: Yes, I am.

S: Good! Let me introduce you to Zya. He'll be working with you and can help you out if there's any problem.

Zya, this is Ming. He'll be working with you this morning.

Z: Hi.

M: Hello. Sorry, I didn't catch your name.

Z: Zya. Z-Y-A.

M: Hi Zya.

APPENDIX D

(Level 2)

- A -

This morning, Ming started working at the General Hospital on the kitchen staff. When he arrived at the hospital, he went to the personnel department. He had to fill out a TD 1 form, and forms for medical insurance and union membership. The personnel manager gave him an Employee Handbook and told him to read it carefully.

Then, the personnel manager took him to the kitchen and introduced him to his supervisor, Mrs. Martin. Mrs. Martin showed him around the department. She showed him the time clock, his locker and the lunch room. She gave him a tour of the kitchen. She showed him everything he needed for his job. She told him what she wanted him to do.

Finally, she introduced him to one other worker. Then, she said, "If you have any questions, please come and ask me."

- B -

This afternoon Gus started working at Manor House Restaurant as a bus boy. When he arrived at the restaurant, he went to the manager's office. The Manager, Mr. Aceman, gave him some forms for income tax and medical insurance. He said, "Fill these out and bring them back tomorrow."

Then, Mr. Aceman showed him around. He showed Gus the dining room, the kitchen, the bar and the staff lunch room. He explained the rules and told him everything he had to do.

Finally, Mr. Aceman introduced Gus to the other bus boy and the waiters.

- C -

STARTING A NEW JOB

Imagine you are going to start a new job tomorrow. Try to guess what will happen to you on the first day. Finish the story about yourself.

Tomorrow, I'm going to start working at _____ as a _____.
I feel _____.

When I get there, I will go to the _____ office. I will have to fill out _____.

Then, _____ will probably show me around.
_____ will show me the _____ and _____.

I hope _____ will introduce me to _____.

APPENDIX E
EMPLOYEE INFORMATION
(Level 2)

Here is some of the information Ming found in his Employee Handbook. Read it carefully. Then ask questions about each section.

1. Every employee has a probationary period. During this time, your hourly rate is a little less than the regular rate. Your department head will watch your work and make two reports about you.
 - (a) Ask about the length of the probationary period.
How long _____?
 - (b) Ask about the hourly rate.
What _____?
2. If there is a vacancy in the company, there will be a notice on the bulletin board. Please tell the personnel department if you want to apply.
 - (a) Ask about the bulletin board.
Where _____?
3. All permanent employees get an annual vacation in addition to eleven statutory holidays.
 - (a) Ask about the meaning of "Statutory Holidays".
What _____?
 - (b) Ask about the annual vacation.
How many days _____?
4. If you are late or unable to come to work, tell your supervisor right away.
 - (a) Ask about the telephone number.
What _____?
 - (b) Ask about needing a doctor's certificate if you are sick.
Do I have to _____?
5. Except in an emergency, you may not receive personal telephone calls at work.
 - (a) Ask about making a telephone call during your break.
Can I _____?
6. The following are grounds for disciplinary action:
 - Drinking, gambling or fighting on company property.
 - Abuse of Sick Leave.
 - Smoking in prohibited areas.
 - (a) Ask about the meaning of "Disciplinary Action".
What _____?
 - (b) Ask about the meaning of "Abuse of Sick Leave".
What _____?

APPENDIX F
MAKING A GOOD IMPRESSION
(Level 2)

Here are some stories about workers who have just started new jobs. In each pair, choose the one you think has made a good first impression.

1. a) Maria has had her job for a week and knows a few of the people she has to work with. Whenever she is working with someone she doesn't already know, she introduces herself right away.
b) Helen has been working for a week and knows a few of the people she has to work with. Whenever she is working with someone she hasn't met before, she waits until the other person speaks to her first and only gives her name if someone asks her.

2. a) When Mohinder started working, the boss explained the job to him. Then, he said, "Is that clear? Do you have any questions?". Mohinder wanted to make a good impression so he said, "Yes, I understand." Then he started working. When he wasn't sure, he watched the other workers.
b) When Rajan started working, the boss explained the job to him. Then, he said, "O.K.? Any problems about that?". Rajan thought he understood but he wanted to make sure. He repeated everything the boss had just told him.

3. a) George quickly learned his job and now he does it very well. He knows exactly what to do and he does only that. He doesn't pay attention to the kinds of jobs other workers are doing. He knows his own supervisor's name and he hasn't tried to find out about anyone else in the company.
b) John quickly learned his job and he does it very well. He likes to know about other jobs in the company too, so he asks questions when he talks to other people. He knows the name of his own supervisor and also the names of some of the other people in authority.

APPENDIX G
INTERVIEW SHEET
(Level 3)

Ask the following questions to find out what happens the first day on a job.

Name of Company: _____

Is it a large or a small company?

Kind of Job: _____

Who did you report to on the first day?

Were you introduced to anyone? If so, who?

Were you shown anything? If so, what?

Were you given anything to read? If so, what?

Did you have to fill out any forms?

How did you find out about your duties?

Did you have any problems on the first day of the job? If so, what were they?

APPENDIX H
PROBLEM SOLVING -
(Level 3)

1. You are introduced to someone and he is not sure of the pronunciation of your name. When he asks you to repeat it, what should you do?
 - a) Think up an English name that will be easier for him to say.
 - b) Repeat your name as clearly as you can.
 - c) Tell him he can say it any way he likes. It doesn't matter to you.
 - d) Spell it for him.

2. Ming started a new job this morning but no one told him what time he could take a break. What should he do?
 - a) Keep working until someone tells him to take a break.
 - b) Work until he sees someone else go for a break and then go too.
 - c) Finish everything he was told to do and then take a break.
 - d) Ask one of his co-workers about the usual procedure for taking breaks.

3. Helen's boss is explaining the way they do things in her new job. In her last job, Helen did almost the same kind of work but the system in that company was different and Helen thinks it was better. What should she do?
 - a) Tell the new boss right away about the other system.
 - b) Forget about the other system and do the job the way this boss wants.
 - c) Try the system in the new company for a while and then suggest changes to the boss.
 - c) Say nothing to the new boss but use the other, better system when she is doing her work.

OVERALL OBJECTIVE:

1. Be able to follow and give instructions.

FUNCTIONS:

1. Clarifying: "Do I have to turn off the alarm, first?"
2. Confirming: "You've got the (right) idea."

CULTURAL NOTES:

1. It is expected that tasks which include a series of activities will be carried out sequentially.
2. Providing information on the overall process or plan, in addition to specific information on one task or aspect, may facilitate understanding.
3. If the instructions are not clear or you are confused, it is better to ask for repetition or clarification than to try and muddle through.

LANGUAGE COMPONENTS

Structures

1. Imperatives - verb + noun (negative)
(Don't) mix these two solutions.
2. Sequence adverbs
first, then, next, after that
3. Demonstrative pronouns
this/that these/those

Vocabulary

- hazardous product codes
corrosive, flammable,
poisonous, combustible
- laundry care codes
dry cleaning, washer,
dryer, detergent, spin,
wring, drip dry, hand
wash
- traffic symbols

NOTES TO THE INSTRUCTOR

1. Some resource books which are useful are:

Reading and Following Instructions, Winifred Ho Roderman, Janus
Publishers, Hayward, California, 1978.

Consumer Canada, Laundry Care Charts.

These are good for further practice or enrichment. This material can be translated into a variety of games and activities (board games, maze games, card games, secret destinations, follow the leader, drawing a picture from oral instructions, treasure/scavenger hunts).

2. Have the students develop the habit of repeating all new instructions in order to confirm correct comprehension.

SUGGESTED TOPICS AND ACTIVITIES

1. Signs and Symbols

This is particularly beneficial for lower level students with limited literacy skills. However, it can be adapted to all levels. They can be considered one sentence instructions.

. Hazardous Product Symbols

- examine a variety of containers - guess meanings, learn vocabulary and related warnings. (e.g. This is flammable; Don't incinerate; Keep away from flames.)

What is it?
Where can it be used?
Where is it safe?
Where is it dangerous?

Have students bring in examples.

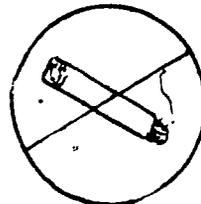
. Laundry Care Symbols

- examine labels on a variety of clothing types (i.e. different fabrics and materials). Relate colour and symbol codes.

. Public Information Signs

- show an example and elicit what it means.

Where do you find these signs



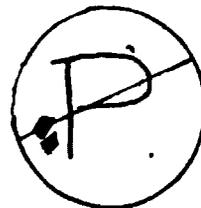
Have students give examples of others (e.g. stairs, washrooms, exit, information centre)

. Road and Traffic Signs

- use Motor Vehicle Drivers' Instruction Manual. Match symbol with written form.

No Parking
Don't Park Here/There

Include awareness of shape also..



2. Oral Instructions

- . Give directions for specific locations within the school building (e.g. washrooms, office, library, nurse)

Teach directional words (e.g. left, right, straight ahead, forward, continue) and related prepositions (e.g. across from, beside).

See Module 3, GETTING THERE for further practice.

Concoct some food in the class. For beginners, try something simple (e.g. popcorn, pancakes, lemonade, fruit salad). Students work in small groups with one or two students in each group providing directions. Recipes can be written out together. Note the language of recipes - structures can be very simple (e.g. wash the apples, cut in small pieces) or more complex - e.g.:

When you have heated the oil, you

After heating the oil, you ...

Once the oil is hot, you

Have students give instructions for using a machine (e.g. language master, lawn mower, tape recorder, blender). Include warnings:

Keep your feet away from the machine.

Always wear shoes.

Teach sequence words - first, next, after that.

Mime actions for a series of situations:

Starting a car

Making a cup of coffee

One student can perform while others have to guess the action. It helps if presenter indicates at the beginning how many steps are in the series.

Instruct students on how to deal with an emergency (e.g. phone for ambulance, police, firemen). Follow up by reading instructions from phone book. Teletrainers are an excellent A.V. aid for telephone work.

Ask students in what other situations they have to give instructions.

e.g.:

outlining to babysitter routines and duties for an evening;
giving directions to children for preparation of a meal,
tidying their room, cutting the grass, etc.

Students often get confused by instructions that have a series of points. Practice and preparation for more complicated tasks can be accomplished by recording a series of instructions on cassette tapes which require some action. Begin with short, simple tasks. e.g.:

find the name of "X" company in the phone book and write it on an envelope;

find five blue books in the cupboard and bring them to the table.

Tape the instructions at a normal rate of speaking. When the first series can be accomplished fairly easily, increase the complexity and the number of points within each task.

Delivering messages is another productive exercise. Have students relay information to the office or another instructor.

3. Written Instructions

Use labels from strong cleaners. Find words that indicate warnings or cautions. Match meanings with new vocabulary. Rewrite warnings in students own words. e.g.:

DO NOT INGEST - Do not swallow or eat.

Fill in the blanks:

I _ t _ _ _ _ means inside the body (internal).

Provide every other line of instruction. Students write in missing ones.

Examine directions from prescription drugs. Students give oral directions to one another. Include clarifying questions. e.g.:

Can I take it with coffee?
Is it O.K. to drive?.

Follow directions to make some food from a package (e.g. jello, pizza dough, pancakes, etc.).

Read directions for a new appliance or machine.

Show students drawing of pay phone (Appendix A). Work through instructions. Ask them to bring in written examples of other instructions (e.g. parking ticket machine, vending machines, drive-through restaurant, laundromats, parking areas, changing an oil filter, etc.).

APPENDIX A

EMERGENCY NUMBER

911

8th Avenue & Fir Street
872-9161

COINS

5
10
25

ABC 1
D 2

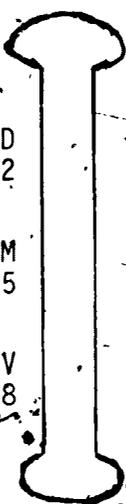
JKL 4
M 5

STU 7
V 8

GHI 3

PQR 6

YZ 9



LOCAL CALLS

DEPOSIT 25¢

MAKE CALL

LONG DISTANCE

SERVICE CALLS

STATION TO STATION
(Dial 112 + area code + number)

PERSON TO PERSON
(Dial 0 + area code + number)

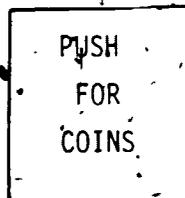
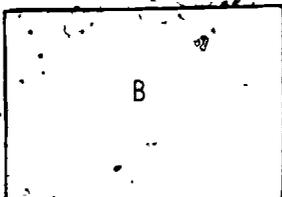
ANY NUMBER (Dial 112 + area code + number)

DIRECTORY ASSISTANCE (Dial 113)

REPAIR SERVICE (Dial 114)

OPERATOR ASSISTANCE (Dial 0)

THIS PHONE DOES NOT MAKE CHANGE



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UNDERSTANDING LABOUR LAWS



Consuela has just changed jobs. When she left her former job, she expected to get her vacation pay on her last cheque but she did not receive it.

OVERALL OBJECTIVE:

1. Be aware of workers' rights under the Employment Standards Act.
2. Have the language tools to assert their rights.

FUNCTIONS:

1. Reporting: "I didn't get any vacation pay on my cheque."
2. Requesting: "Will you please send me the vacation pay you owe me."

CULTURAL NOTES:

1. The Employment Standards Act has been revised recently. Brochures summarizing the legislation are available from the Ministry of Labour and are available in translation in Chinese, Punjabi, Italian and French.
2. ~~Workers should try to sort out a problem with an employer first and then,~~ if they get no satisfaction, complain to the Ministry of Labour.
3. Workers can file a complaint under the Employment Standards Act up to six months after an incident.
4. When you complain to the Ministry of Labour, you can ask that your name not be disclosed to the employer.
5. A worker or an employer may appeal a decision made about a complaint.
6. It is against the law to terminate, discipline, penalize or intimidate an employee because he has complained or given information to the Employment Standards Board or the Ministry of Labour.

LANGUAGE COMPONENTS

LEVEL 1:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Reporting	1. Report to employer/ Employment Standards that he did not get money to which he is entitled.	I didn't get the minimum wage on my cheque.	minimum wage vacation pay cheque
Requesting	1. Ask employer to send money to which she is entitled.	Will you please send me my va- cation pay?	

LEVEL 2:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Reporting	1. Report to employer/ Employment Standards that he did not get money to which he is entitled.	I didn't get any vacation pay on my cheque.	minimum wage overtime vacation pay separate cheque delay earnings be entitled to
Requesting	1. Ask employer to send money to which she is entitled. 2. Ask Employment Standards repre- sentative for ad- vice.	Will you please send me the money you owe me for my vacation pay? Please tell me what to do.	gross pay receive by the end of the month

LANGUAGE COMPONENTS

LEVEL 3:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Reporting	1. Report to employer/ Employment Standards that he did not get money to which he is entitled.	I didn't get any va- cation pay on my cheque.	minimum wage vacation pay overtime statutory holidays leave of absence farm labour con- tractor uniform
Requesting	1. Ask employer to send money to which he is entitled.	Would you please send me the va- cation pay to which I am entitled? Can you please ad- vise me how to pro- ceed?	according to my calculations (I) expect to (receive) file a complaint against former employer terminate contact forward

NOTES TO THE TEACHER

1. Be sure to familiarize yourself with the Employment Standards Act before starting this Module.
2. Some students may be very reluctant to complain about an employer to Employment Standards, but they should be aware of their rights.
3. Make sure the translated brochures are given to students who can use them.
4. Extend the lesson by developing activities around filling out the Information and Complaint form for the Ministry of Labour. See Module 10, **REPORTING AN INJURY**, for some suggested activities. Obtain a copy of the complaint form from the Ministry of Labour.

SAMPLE LESSONS FOR THREE LEVELS

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> • picture of Consuela working in a fabric store. • picture of Consuela working as a cashier in a supermarket. • transparency or copies of Consuela's last cheque (Appendix A) <p>(over)</p>	<p>1. <u>Enabling Objective:</u> Understand Employment Standards Act about vacation pay.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Show students the picture of Consuela working in a supermarket. • Tell students: "This is Consuela. She has a new job." • Ask students: "Where does she work?" "In a supermarket." "What does she do?" "She's a cashier."
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> • picture of Consuela working in a fabric store. • picture of Consuela working in a supermarket. • copies of Reading, Consuela's Problem. (Appendix B) • copies of Employment Standards Problems (Appendix C) • copies of brochure, The New Employment Standards. 	<ul style="list-style-type: none"> • Show students the picture of Consuela working in a fabric store. • Ask students: "Where did Consuela work before?" "In a fabric store." "What did she do?" "She was a salesclerk." • Put transparency of Consuela's last cheque (Appendix A) on the overhead projector. If no overhead is available, distribute individual copies. • Tell students: "This is Consuela's last cheque from the fabric store." • Ask students: "How much did she get paid?" • Point out to students by circling the empty category on the cheque and tell students: "Consuela did not get any vacation pay."
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> • Employment Standards Questionnaire (Appendix D) • Employment Standards Problem (Appendix E) 	<ul style="list-style-type: none"> • Explain the concept of vacation pay to the students. • a) A worker gets two weeks vacation every year. She gets paid for those two weeks. • b) Distribute translated copies of the brochure on the Employment Standards Act which are available from the Ministry of Labour. Students could find the Section on Vacation Pay and read it in their own language. <p style="text-align: right;">Cont'd.....</p>

SAMPLE LESSONS FOR THREE LEVELS

LEVEL 2

1. Enabling Objective: Identify violation of Employment Standards Act.

Procedure:

- Introduce Consuela using a picture of her working in fabric store. Have students discuss what kind of job she had and what she would do on the job.
- Tell students that Consuela quit this job and she now has a new job as a cashier in a supermarket. Have students discuss her new job and suggest some reasons why Consuela might have quit.
- Have students read "Consuela's Problem" (Appendix B) and discuss meaning of vocabulary.
- Have students complete the comprehension questions on the Reading.
- Read and discuss the Employment Standards Problems (Appendix C) and identify the violation.
 - a) The minimum wage is \$3.65 (18 years of age and over).
 - b) Workers who work more than 8 hours a day are entitled to overtime.
- Have students find the information in the Employment Standards brochure on Minimum Wages and on Vacations.
- Distribute translated copies of the brochures to students of Italian, Punjabi, French or Chinese origin.

LEVEL 3

1. Enabling Objective: Identify violation of Employment Standards legislation.

Procedure:

- Introduce topic by telling students that they are going to discuss the labour laws of B.C.
- Distribute copies of Questionnaire (Appendix D) to the students and have them circulate around the room asking each other questions until they find someone who can answer.
- Have students report the answers, clarifying vocabulary and concepts as you go.
 - e.g. leave of absence, labour contractor
- Have students check the relevant section of the Employment Standards brochure for clarification of these or any further questions.
- Have students, in pairs, discuss all or some of the Employment Standards Problems (Appendix E). Have them identify:
 - a) if a law is being broken and explain why or why not.
 - b) the page number of the Employment Standards brochure where they can find information about the problem.
- Discuss:
 - a) labour laws and conditions in other countries; and/or
 - b) the experiences of students who have worked in Canada.

SAMPLE LESSONS (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> • copies of brochure, <u>The New Employment Standards: A Guide for Employees and Employers</u> (Available from the Ministry of Labour in English, Chinese, Italian, Punjabi, French) • picture of boss in fabric store • taped conversation • tape recorder 	<p>Distribute copies of the same brochure in English. Have students find the section "Annual Vacation".</p> <p style="text-align: center;">* * * * *</p> <p>2. <u>Enabling Objective:</u> Understand conversation between worker and former employer about owed vacation pay.</p> <p><u>Procedure:</u></p> <p>Introduce conversation:</p> <p>Consuela quit her job. She didn't get any vacation pay on her cheque.</p> <hr/> <p>Draw students a picture of Mr. Sampson, Consuela's boss, in the fabric store.</p> <p>Tell students: "Consuela is calling her boss."</p> <p style="text-align: center;">(Listen)</p>
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> • taped conversation • (Appendix F) • tape recorder • copies of Employment Standards Problems (Appendix C) 	<p>Play the following conversation two or three times.</p> <p>Consuela: Hello, Mr. Sampson. This is Consuela.</p> <p>Mr. Sampson: Yes, what is it, Consuela?</p> <p>Consuela: I didn't get any vacation pay on my cheque.</p> <p>Mr. Sampson: I'm sorry. I'll send you a cheque.</p> <p>Consuela: Thank you very much.</p>
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> • taped conversation • tape recorder • copies of Problem Solving Activity (Appendix G) • Appendix • copies of Employment Standards Problems (Appendix E) 	<p>Ask Students: Who is Consuela's boss? What did she say to Mr. Sampson? What did Mr. Sampson say?</p> <p>Students practise dialogue in pairs:</p>

SAMPLE LESSONS (Cont'd)

LEVEL 2	LEVEL 3
<p>2. <u>Enabling Objective:</u> Ask employer for money owed under Employment Standards Act.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Ask students what Consuela should do about her vacation pay. (Best answer - Call her employer and ask for the money politely. There could be an oversight or delay.) • Get students to predict what Consuela will say to her boss. • Students listen to the taped conversation (Appendix F) and identify: <ul style="list-style-type: none"> a) how Consuela stated the problem. b) how she asked for the money. c) what reason Mr. Sampson gave for not giving the money. • Have students, in pairs, make up a conversation for one of the problems in the Employment Standards Problems (Appendix C). 	<p>3. <u>Enabling Objective:</u> Ask employer for money owed under Employment Standards legislation.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Have students discuss various strategies for Consuela to get the money from her employer (Appendix G). • Have students listen to the conversation (Appendix F) and identify which strategy she has chosen. • Have students transcribe the conversation. • Have students identify the functions in the conversation. • Identify and discuss the appropriateness of some other forms of asking the boss for a cheque. • Have students make up conversations for another Employment Standards Problem (Appendix E). • Have pairs of students role play their conversation and discuss the tone and appropriateness of the language.

SAMPLE LESSONS (Cont'd)

LEVEL 2	LEVEL 3
<p>3. <u>Enabling Objective:</u> Write a letter to employer asking for vacation pay which is due.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Tell students that after 2 weeks Consuela did not get her money from Mr. Sampson. Ask them what she should do. (Best answer:- Write a letter asking for the money and keep a copy.) • Make up a letter with the students for Consuela to send to Mr. Sampson. See Appendix I for a model. • Have students use Consuela's letter as a model to write a letter for Ken to send to his employer. (See Appendix E, Problem #3) 	<p>3. <u>Enabling Objective:</u> Write a letter to employer asking for vacation pay which is due.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Have students read a letter Consuela wrote to Mr. Sampson (Appendix I). • Have them identify how Consuela <ul style="list-style-type: none"> a) asks Mr. Sampson to send her the money. b) gives him information about the situation. c) tells him what she wants. • Have students rewrite the letter using the following expressions: <ul style="list-style-type: none"> "to which I am entitled" "according to my calculations" "I expect to" • Have students write a letter for Ken to send to his employer. (See Appendix E, Problem #3)

SAMPLE LESSONS (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> • copies of Consuela's letter (Appendix H) <li style="text-align: center;">**** • copies of Consuela's letter (Appendix J) • sentences recorded on language master cards • language master copies of story with blanks. 	<p>4. <u>Enabling Objective:</u> Write letter to employer asking for vacation pay which is due.</p> <p><u>Procedure:</u></p> <p>Tell students: "Consuela didn't get any vacation pay from her boss. So she wrote him a letter."</p> <p>• Students read Consuela's letter (Appendix H).</p> <p>• Have students write a letter for Ken (See Appendix C) asking for the money owed to him. Make up a local address for Ken and for the restaurant. Make sure students copy the format of the letter accurately. They will have to substitute "the minimum wage" for "my vacation pay".</p> <p style="text-align: center;">* * * * *</p>
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> • copies of Employment Standards brochure • copies of Consuela's letter (Appendix K) • taped version of Ken giving information about his job. Appendix C. 	<p>5. <u>Enabling Objective:</u> Write a letter to the Ministry of Labour about an Employment Standards problem.</p> <p><u>Procedure:</u></p> <p>Tell students: "Consuela didn't get her money from Mr. Sampson. He is breaking the law. She can tell the Ministry of Labour."</p> <p>• Have students read the letter (Appendix J) Consuela wrote to the Ministry of Labour.</p> <p>• Have students listen to description of Ken's situation recorded on language master cards and fill in the blanks in the following sentences:</p>
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> • copies of brochure, <u>The New Employment Standards: A Guide for Employees and Employers</u> • copies of Consuela's letter (Appendix K) 	<p>I worked for (<u>Clark's Restaurant</u>) from (<u>Sept. 13rd</u>) to: (<u>Sept. 24th</u>). I worked (<u>80</u>) hours. I was paid (<u>\$3.00</u>) an hour. I did not get the (<u>minimum wage</u>).</p> <p>I am 19 years of age.</p> <p>• Students write a letter for Ken to send to Ministry of Labour using the above paragraph.</p> <p>• <u>Extension:</u> Students listen for details in other accounts of problem situation and recopy the paragraphs.</p>

SAMPLE LESSONS (Cont'd)

LEVEL 2

4. Enabling Objective: Write a letter to the Ministry of Labour about an Employment Standards problem.

Procedure:

Tell students:

Consuela didn't get her money from Mr. Sampson. He is breaking the law so she can complain to the Ministry of Labour.

Distribute copies of the brochure, The New Employment Standards: A Guide for Employees and Employers, and have students find the Ministry of Labour office closest to Consuela and closest to them.

Students read the letter (Appendix K) Consuela writes to the Ministry of Labour about her problem.

Students decide what Ken needs to say to write a description of his situation by guessing the words to fill in the blanks in the following paragraph:

_____ Clark's Restaurant
 _____ September 13 _____ September 24.
 _____ 80 hours. _____
 _____ \$3.00 an hour. _____
 _____ the minimum wage. I am 19 years
 age.

Note: See Level 1 for complete transcript of paragraph.

Students listen to a tape of Appendix C and check their sentences.

Students write a letter to the Ministry of Labour by incorporating the above paragraph and using Consuela's letter as a model.

LEVEL 3

4. Enabling Objective: Write a letter to the Ministry of Labour about an Employment Standards problem.

Procedure:

Distribute copies of the brochure, The New Employment Standards: A Guide for Employees and Employers, and have students find the Ministry of Labour office closest to Consuela and closest to them.

Students read the letter Consuela wrote to the Ministry of Labour (Appendix K) and identify how:

- Consuela states the purpose of her letter.
- she reports the problem.
- she reports what she has done about the problem.
- she asks for help from the Ministry of Labour.

Students rewrite the letter using the following expressions:

file a complaint against
 my former employer
 to whom it may concern
 on terminating my employment
 contacted
 forward
 advise me how to proceed

LEVEL 1: EVALUATION

The student can:

1. Identify the minimum wage.
2. Report to an employer that he did not get the minimum wage.
3. Report to an employer that he did not get any vacation pay.
4. Write a letter to an employer asking for money owed.
5. Write a letter to the Ministry of Labour to report a violation of the laws on minimum wage or vacation pay.
6. Fill in a complaint form for the Ministry of Labour.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

LEVEL 2: EVALUATION

The student can:

1. Identify the minimum wage.
2. State the laws about vacation pay.
3. List three strategies for dealing with a violation of the Employment Standards.
4. Report to employer about not getting correct amount of money.
5. Write a letter to an employer asking for money owed.
6. Write a letter to the Ministry of Labour to report a violation of the laws on minimum wage or vacation pay.
7. Fill in a Ministry of Labour complaint form.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

LEVEL 3: EVALUATION

The student can:

1. Identify whether a given situation violates the Employment Standards Act.
2. Describe what to do if faced with a violation of the Employment Standards Act.
3. Report a violation of the Employment Standards Act to an employer.
4. Write a letter to an employer asking for money to which he is entitled.
5. Write a letter to the Ministry of Labour to report a violation of the laws on minimum wage or vacation pay.
6. Fill in a Ministry of Labour complaint form.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

EXTENSION TO OTHER SITUATIONS

Situation

Worker reports a violation to the Human Rights Branch.

Worker asks the Human Rights Branch to investigate a situation.

Worker asks for maternity leave.

Story

Onkar applies for a job as a security guard. During the interview, he is told he would have to wear a uniform on the job. Onkar says he will not be able to wear the cap because, as a Sikh, he has to wear a turban. Then he is told he would not be considered for the job. Onkar then decided to complain to the Human Rights Branch about the situation.

Carin is a lab technician. She responded to an ad for a job posted at an employment centre. The job asked for five years of Canadian experience but she feels her twelve years of experience in Sweden would be sufficient for the job. However, she is told by personnel at the employment centre that they will not refer her for the job. Carin has heard that turning applicants away because of lack of Canadian experience can be against the Human Rights Code. She decides to ask the Human Rights Branch to investigate the situation.

Mai Ling is expecting a baby in three months. She calls the personnel office and asks how to apply for maternity leave. Then she writes a letter formally applying for maternity leave,

APPENDIX A
CONSUELA'S LAST CHEQUE
KEN'S CHEQUE
 (Level 1)

80	7.00	560.00		10.03	2.14	74.82		473.01	19/3/81	1548
Hours Worked	Rate of Pay	Gross Pay	Vacation Pay	C.P.P.	U.I.C.	Income Tax	Other	Net Pay	Pay Period Ending	Cheque No.

March 26 19 82

Fashion Fabrics
 Main Street
 Penticton, B.C.

Pay to the
 Order of Consuela Díaz de Sandi \$ 473.01

Four hundred and seventy-three 01 Dollars
 100

Bank of Montreal
 Main Street
 Penticton, B.C.

G. E. Sampson
 G.E. Sampson

80	240.00		3.27	.68				236.05	19/3/81	247
Hours Worked	Gross Pay	Vacation Pay	C.P.P.	U.I.C.	Income Tax	Other		Net Pay	Pay Period Ending	Cheque No.

March 26 19 82

Clark's Restaurant
 Main Street
 Prince George, B.C.

Pay to the
 Order of Ken Ng \$ 236.05

Two hundred and thirty-six 05 Dollars
 100

Bank of British Columbia
 Main Street
 Penticton, B.C.

L. G. Clark
 L.G. Clark

APPENDIX B

READING: CONSUELA'S PROBLEM
(Level 2)

Consuela Diaz de Sandi used to work as a salesclerk for Fashion Fabrics in Penticton. She worked there for one year but quit her job to take a job as a cashier with a supermarket. The pay was better and the store was closer to her home.

Consuela just got her last cheque from Fashion Fabrics. She was paid \$ 473.01 for the last two weeks she worked. She did not get any vacation pay. She should have got some vacation pay as well.

The law says that you are entitled to two weeks vacation with pay if you have worked in the same place for one year. The vacation pay is 4% of your earnings for the year. If you quit or if you lose your job, you still are entitled to your vacation pay. Even if you don't work a full year, you are still entitled to 4% of your earnings in vacation pay.

Vocabulary: vacation pay entitled to earnings

Comprehension:

1. Where did Consuela used to work?
2. How long did she work there?
3. Why did she quit?
4. Did she get any vacation pay on her last cheque?
5. Consuela earned about \$ 13,000. last year. How much vacation pay should she get?

APPENDIX C

EMPLOYMENT STANDARDS PROBLEMS
(Level 2)

a) Ken Ng is 19 years old. He worked in a restaurant for two weeks and then got laid off. He worked forty hours each week. He got a cheque for \$ 240.00.

b) Natasha Gorski works for a catering service. Last week she worked long hours.

Monday: 8 hours

Tuesday: 8 hours

Wednesday: 8 hours

Thursday: 10 hours

Friday: 10 hours

Saturday: 4 hours

She earns \$ 5.00 an hour and her gross pay was \$ 240.00 for the week.

APPENDIX D
EMPLOYMENT STANDARDS QUESTIONNAIRE
(Level 3)

Find someone who can answer the following questions:

	<u>Answer</u>	<u>Name of Person</u>
1. What is the minimum wage in British Columbia from someone over 18 years of age?	_____	_____
2. When should you get your final pay cheque if you quit your job?	_____	_____
3. How much should you get paid if you work more than eight hours a day?	_____	_____
4. How much should you get paid if you work more than eleven hours a day?	_____	_____
5. How many weeks vacation should you get after one year?	_____	_____
6. How much vacation pay should you get?	_____	_____
7. What are the nine paid holidays?	_____	_____
8. How long a leave of absence can you get if you have a baby?	_____	_____
9. Does a farm labour contractor have to have a licence?	_____	_____
10. Who pays for your uniform if you need one for your job?	_____	_____

APPENDIX E
EMPLOYMENT STANDARDS PROBLEMS
(Level 3).

Is a law being broken in the following situations? If so, what is wrong?

1. Consuela Diaz de Sandi worked as a salesclerk in a fabric store for eight months. On her last cheque, she was paid for the last two weeks she worked. She did not get any vacation pay. She did not take any vacation during her employment.

2. Natasha works for a catering service. She gets paid \$5.00 per hour. Last week she worked the following hours:

Monday:	6 hours
Tuesday:	8 hours
Wednesday:	8 hours
Thursday:	10 hours
Friday:	10 hours
Saturday:	12 hours

Her gross pay for the week was \$ 270.00.

3. Ken Ng worked 40 hours per week for two weeks in a restaurant that sold submarine sandwiches. At the end of two weeks, he got laid off. He got a cheque for \$ 240.00.

4. Virgilio works as an orderly in a private hospital. Last year he worked Christmas Day and Boxing Day but he got December 28th and 29th off instead.

5. Carmen works as a receptionist for an insurance agent. Last year she took her holidays the first two weeks of September. She told her employer that she would take an extra day around Christmas time. Her boss told her she had taken all the vacation time to which she was entitled.

6. Tony works at a service station. He often gets grease on his clothes. He asked his boss to pay for a uniform but his boss refused.

7. Teiko works as a travel agent. She is expecting a baby in three months. She wants to work until the baby is born and come back to work when the baby is three months old. Her boss told her she had to stop work next month and come back six weeks after the child is born.

8. Helen is caretaker of an apartment building which has ten suites. She gets paid \$ 306.00 per month plus free rent for her suite!

9. Sukvinder is a farm worker in the Fraser Valley. She works for a farm labour contractor. She has worked two weeks now and has asked for her pay. The contractor told her she would have to wait until the end of the season.

10. Manuel quit his job as a delivery man on March 8th. His employer said he would be mailed a cheque at the end of the month.

APPENDIX F
CONVERSATIONS
(Level 2 and 3)

Level 2

Consuela: Hello, Mr. Sampson. This is Consuela speaking.

Mr. Sampson: Yes, what is it, Consuela?

Consuela: I just got my cheque in the mail and I didn't get any vacation pay.
Are you going to send me a separate cheque?

Mr. Sampson: Yes, I'll send it out today. Sorry about the delay.

Consuela: That's okay. Thank you.

Level 3

Consuela: Hello, Mr. Sampson. This is Consuela speaking.

Mr. Sampson: What can I do for you, Consuela?

Consuela: I just got my cheque in the mail and I didn't get any vacation pay.
Were you going to send me a separate cheque?

Mr. Sampson: Didn't you take some holidays in February?

Consuela: No, that was Marta.

Mr. Sampson: Okay, I'll send it out today. Sorry about the delay.

Consuela: That's okay. Thank you.

APPENDIX G
PROBLEM SOLVING
(Level 3)

Do you think Consuela should consider the following actions to get her vacation pay?

	<u>Yes</u>	<u>No</u>
1. Ask her husband to go into the fabric store and threaten Mr. Sampson.	<input type="checkbox"/>	<input type="checkbox"/>
2. Send in a complaint to the Ministry of Labour.	<input type="checkbox"/>	<input type="checkbox"/>
3. Call Mr. Sampson and beg him to send the money, explaining all the expenses she has.	<input type="checkbox"/>	<input type="checkbox"/>
4. Send a letter to "Action Line" in the Province newspaper.	<input type="checkbox"/>	<input type="checkbox"/>
5. Ask the Better Business Bureau to investigate the situation.	<input type="checkbox"/>	<input type="checkbox"/>
6. Wait a little bit longer for Mr. Sampson to send the money.	<input type="checkbox"/>	<input type="checkbox"/>
7. Call Mr. Sampson and ask him politely to send the money	<input type="checkbox"/>	<input type="checkbox"/>
8. Take a crowd of relatives and refuse to leave the store until she gets her money.	<input type="checkbox"/>	<input type="checkbox"/>

For the ones you checked yes, list the one you would do first, second, etc.

Be prepared to explain your decisions to the rest of the class.

APPENDIX H
CONSUELA'S LETTER TO MR. SAMPSON.
(Level 1)

2192 Montreal Street \\
Penticton, B.C.
April 20, 1982.

Mr. G.E. Sampson
Fashion Fabrics
2203 Main Street
Penticton, B.C.

Dear Mr. Sampson:

Will you please send me the money for my vacation pay?

Yours truly,

Consuela Diaz de Sandi
Consuela Diaz de Sandi

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APPENDIX I
CONSUELA'S LETTER TO MR. SAMPSON
(Level 2 and 3)

2192 Montreal Street
Penticton, B.C.
April 20, 1982..

Fashion Fabrics
2203 Main Street
Penticton, B.C.

Dear Mr. Sampson:

Would you please send me the money you owe me for my vacation pay.

My gross pay from April 22nd, 1981 to March 19th, 1982 was \$ 13,440.00.

Therefore, you owe me \$ 537.60.

I would like to receive this money by the end of the month.

Yours truly,

Consuela Diaz de Sandi

Consuela Diaz de Sandi

APPENDIX J

CONSUELA'S LETTER TO THE MINISTRY OF LABOUR
(Level 1)

2192 Montreal Street
Penticton, B.C.
May 2, 1982.

Ministry of Labour
#206 - 1626 Richter Street
Kelowna, B.C.
V1Y 2M3

Dear Sir or Madam:

I worked for Fashion Fabrics in Penticton from April 22, 1981 to March 19, 1982. I asked for my vacation pay many times but I did not get it.

Please tell me what to do.

Yours truly,

Consuela Diaz de Sandi

Consuela Diaz de Sandi

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APPENDIX K

CONSUELA'S LETTER TO THE MINISTRY OF LABOUR
(Level 2 and 3)

2192 Montreal Street
Penticton, B.C.
May 2, 1982.

Ministry of Labour
#206 - 1626 Richter Street
Kelowna, B.C.
VIY 2M3

Dear Sir or Madam:

I would like to complain about Mr. G. Sampson of Fashion Fabrics,
2033 Main Street, Penticton.

I worked for Fashion Fabrics from April 22, 1981 to March 19, 1982
and I did not receive any vacation pay.

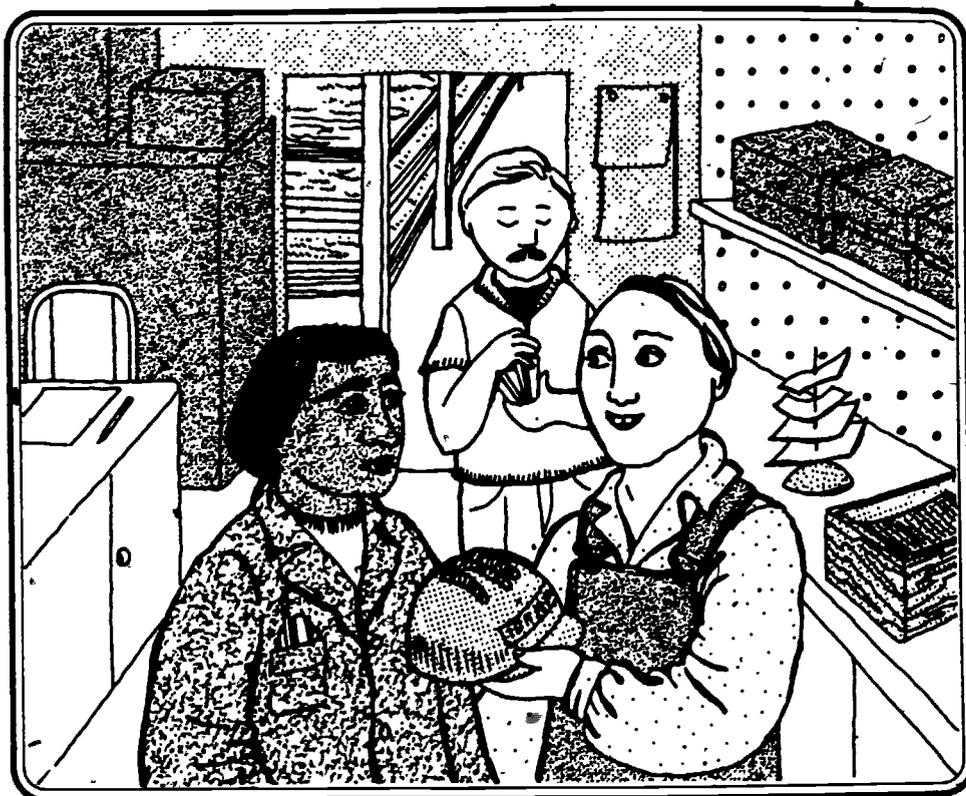
I have called Mr. Sampson three times for my money and I have also
written him a letter and asked him to send me a cheque.

Please tell me what to do.

Yours sincerely,

Consuela Diaz de Sandi

PREVENTING ACCIDENTS



Jatinder Gill is a clerk for a sawmill. Usually he works in the office preparing invoices. Today his boss is talking to a prospective customer and asks Jatinder to bring him some plywood.

OVERALL OBJECTIVE:

1. Be aware of the safety precautions that will prevent accidents.
2. Be able to understand and use language related to safety on the job.

FUNCTIONS:

1. Expressing a Need: "I need a hard hat."
2. Reporting: "The crane dropped a big pile of lumber yesterday."
3. Asking for Information: "Where's a hard hat?"

CULTURAL NOTES:

1. Workers' Compensation Board has an Accident Prevention Branch. They have safety inspectors who visit job sites to check that working conditions are safe.
2. Workers who are concerned about their working conditions can place a call to W.C.B. and ask for an inspection. This can be an anonymous phone call.
3. The W.C.B. has a book of safety regulations.
4. It is the employer's obligation to provide safe working conditions, not the employee's to work in unsafe conditions.
5. Workers have a responsibility to themselves and to other workers to develop safe work habits.

LANGUAGE COMPONENTS

LEVEL 1:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Expressing a Need	1. Express a need for a piece of safety equipment.	I need a I need some.	hard hat mask life jacket gloves ear muffs
Asking for Information about location	1. Ask where to find a piece of safety equipment.	Where's a hard hat?	yard office coffee room supply cupboard
Warning	1. React to verbal and non-verbal warning.	imperatives e.g.: look out	

LEVEL 2:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Expressing a Need	1. Express a need for piece of safety equipment.	I need I want I'd like	safety equipment. items (See Level 1)
Reporting	1. Give an explanation for needing a piece of equipment.	The crane dropped some lumber	job-related vocabulary
Warning	1. React to verbal and non-verbal warnings.		
Expressing Necessity	1. Indicate safety requirements.	have to	

LANGUAGE COMPONENTS

LEVEL 3:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Reporting	1. State under what conditions he will carry out instructions.	conditionals with if and unless e.g.: I'll do it if I won't do it unless	safety equipment items (See Level 1)

NOTES TO THE TEACHER

1. Workers' Compensation Board has a variety of films for loan and posters available free of charge. Contact the following for catalogues:

Films and Poster Division,
Workers' Compensation Board,
5255 Heather Street,
Vancouver, B.C.
V5Z 3L8

2. Useful reference:
STEEVES, John; Your Safety and Your Rights, 1982.

Available from: Legal Services Society,
555 West Hastings Street,
Vancouver, B.C.
V6V 4N6 (689-0741)

SAMPLE LESSONS FOR THREE LEVELS

DEVICES	-LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> • pictures of • a) Jatinder working in an office. • b) sawmill. • c) boss talking to a customer • a piece of plywood 	<p>1. <u>Enabling Objective:</u> Describe the working situation of an employee as depicted in a series of pictures.</p> <p><u>Procedure:</u></p> <p>Identify name of person in the first picture, "This is Jatinder."</p> <p>Ask: Where does he work? He works in an office.</p> <p>Show the second picture.</p> <p>Ask: Where does Jatinder work? He works in an office in a sawmill.</p> <p>Ask: What does he do? He's a clerk.</p>
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> • W.C.B. Casualty Report Poster #0978 • Copies of reading "Hard Hats Save Lives" (Appendix B) 	<p>Show the third picture. Identify the people in the picture:</p> <p>This is Mr. Johanson. He's Jatinder's boss. This is Mr. Robinson. He wants some plywood.</p> <p>Show students a piece of plywood and tell them the name.</p> <p>Repeat the questions:</p> <p>Who's this? Where does Jatinder work? What does he do? What does Mr. Robinson want?</p> <p>Students create a blackboard story about the pictures.</p> <p>e.g.:</p> <p>Jatinder works at a sawmill. He is a clerk in the office. His boss is Mr. Johanson. Mr. Johanson is talking to Mr. Robinson. Mr. Robinson is a customer. He wants some plywood.</p>
<p><u>LEVEL 3.</u></p> <ul style="list-style-type: none"> • W.C.B. Casualty Report Poster #0978 • Copies of reading "Hard Hats Save Lives" (Appendix G) 	<p>2:</p>

SAMPLE LESSONS FOR THREE LEVELS

LEVEL 2	LEVEL 3
<p>1. <u>Enabling Objective:</u> Understand the need to use protective safety equipment.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Show students Casualty Report Poster #0978 from the Workers' Compensation Board. This poster depicts a worker being struck on the head by a heavy object. • Students describe what is happening in the picture and read the headlines: "Hard Hats Save Heads ... Wear Them!" • Discuss the vocabulary students need to read the passage, "Hard Hats Save Heads" (Appendix B), • Students read the passage and complete the comprehension questions. 	<p>1. <u>Enabling Objective:</u> Understand the need for protective safety equipment.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Show students Casualty Report Poster #0978 from the Workers' Compensation Board. This poster depicts a worker being struck on the head by a heavy object. • Students read and discuss the incident described in Appendix G. • Students complete the vocabulary and comprehension on the reading. • Students discuss and compare industrial working conditions of their own countries.

SAMPLE LESSONS (Cont'd)

DEVICES.	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> • a hard hat • a piece of plywood • taped conversation • tape recorder • copy of dialogue with deletions 	<p>2. <u>Enabling Objective:</u> Understand conversation between an employee and his boss.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Clarify vocabulary which appears in the dialogue: hard hat, piece of plywood, outside, coffee room. • Students listen to taped conversation two or three times: <p>Boss: Jatinder, go outside and get a piece of plywood please.</p> <p>Jatinder: Sure ... but I need a hard hat.</p> <p>Boss: Yea ... Use mine.</p> <p>Jatinder: Where is it?</p> <p>Boss: In the coffee room.</p>
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> • picture of a sawmill • taped conversation (Appendix D) • tape recorder • copy of dialogue with deletions 	<p>• Ask questions about the conversation:</p> <ol style="list-style-type: none"> 1. What does Jatinder's boss want? He wants (a piece of) (some) plywood. 2. Where is the plywood? It's outside. 3. What does Jatinder need? He needs a hard hat. 4. Whose hard hat does he get? He gets the boss's hard hat. 5. Where is the hard hat? It's in the coffee room. <p>• Students listen and fill in blanks in the conversation.</p> <p>Boss: Jatinder, go _____ and get a piece of _____ please.</p> <p>Jatinder: Sure ... but _____ a _____.</p> <p>Boss: Yea ... Use mine.</p> <p>Jatinder: _____ is it?</p> <p>Boss: _____ the _____.</p>
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> • taped conversation (Appendix D) • tape recorder 	

SAMPLE LESSONS (Cont'd)

LEVEL 2

2. Enabling Objective: Express need for safety equipment.

Procedure:

- If necessary, clarify what a sawmill is by picture or explanation.
- Play the portion of the tape - (Appendix D) giving the background information. Ask comprehension questions.
- Give students the following copy of the dialogue. Have them listen to the conversation and identify:
 1. how Jatinder asks for a hard hat.
 2. how the boss pushes Jatinder to work without a hard hat.
 3. how Jatinder expresses his need for safety equipment.

Boss: Jatinder?

Jatinder: Yes, Mr. Johanson.

Boss: How much plywood is in the yard?

Jatinder: I'm not sure.

Boss: Will you go and check please?

Jatinder: Sure ... _____?

Boss: _____

Jatinder: _____

Boss: Oh, use Tom's.. He's upstairs having coffee.

LEVEL 3

2. Enabling Objective: Express need for safety equipment.

Procedure:

- Students listen to the taped conversation (Appendix D) between Jatinder and his boss.
- Students answer comprehension questions about the dialogue.
 - a) What kind of work does Jatinder do?
 - b) What was he doing when his boss interrupted him?
 - c) What did his boss want him to do?
 - d) What did Jatinder need? Why?
 - e) Why did Jatinder's boss want him to do the job without a hard hat?
- Students identify phrases that:
 - a) boss uses to give instructions to Jatinder.
 - b) Jatinder uses to ask for a hard hat.
 - c) boss uses to pressure Jatinder.
 - d) Jatinder uses to express his need for a hard hat.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p>LEVEL 1, 2 AND 3</p> <p>protective equipment: hard hat safety boots safety gloves goggles life jacket ear muffs gas mask 8" x 9" non-verbal warning signs from the Workers' Compensation Board.</p>	<p>3. <u>Enabling Objective:</u> Understand the meaning of warnings to use safety equipment.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Identify the names of the safety equipment items you have brought to class. Some of the students may know the names of some items. Draw on their knowledge. Make a list of the names on the board. Match equipment with its corresponding non-verbal warning sign from the Workers' Compensation Board. Distribute signs to individual students. Have the students ask you: <ul style="list-style-type: none"> What does this mean? <p>Answer: Wear a hard hat.</p> <p>Have the students ask each other: What does this mean? Wear safety boots.</p>

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SAMPLE LESSON (Cont'd)

LEVEL 2

3. Enabling Objective: Understand the meaning of warning signs.

Procedure:

Identify the names of the safety equipment items you have brought to class. Some of the students may know the names of some items. Draw on their knowledge.

Make a list of the names on the board. Match equipment with its corresponding non-verbal warning sign from the Workers' Compensation Board.

Distribute signs to individual students. Have the students ask you:

What does this mean?

Answer:

Wear safety boots.

Distribute the other non-verbal safety signs and have students guess the meanings of these signs.

The class as a group compiles an accurate list of what the signs mean.

e.g.:

Don't push the button.
Watch out for vehicles.

LEVEL 3

3. Enabling Objective: Understand the meaning of warning signs.

Procedure:

Identify the names of safety equipment items you have brought to class. Some of the students may know the names of some items.

Have the students guess the meaning of the W.C.B. non-verbal warning signs:

Doesn't that mean to use goggles?

I think that means

Doesn't that mean you have to use a

I think that means

SAMPLE LESSON (Cont'd)

LEVEL 2

4. Enabling Objective: Ask supervisor/
fellow worker for safety equipment.

Procedure:

(See Level 1)

LEVEL 3

3. Enabling Objective: Ask supervisor/
fellow worker for safety equipment.

Procedure:

- . Give students a set of game instructions (Appendix F) and have them figure out how to play the game.
- . Students play the game once or twice.
- . Elicit from students other structures for asking for something:

Please give me _____.

Will you give me ...?

Can you give me ...?

I'd like ...

I want _____.

May I have _____?

- . Students discuss the appropriateness/politeness of different forms.
- . Students play the game again. This time they have to use a different request than the previous player.

SAMPLE LESSONS (Cont'd)

DEVICES	LEVEL 1
<p>LEVEL 1</p> <p>teacher-made bingo game</p> <p>***</p> <p>teacher or student-made diagram of a workplace</p>	<p>5. <u>Enabling Objective:</u> Understand verbal warnings.</p> <p><u>Procedure:</u></p> <p>Develop a bingo game using the W.C.B. poster with small versions of the warning signs to make cards with either 9 or 25 signs. Students cover the sign with a chip or coloured piece of paper when they hear an appropriate warning, and call out "Bingo" when they have 3 or 5 in a row.</p> <p>*****</p>
<p>LEVEL 2</p> <p>teacher-made bingo game</p> <p>***</p> <p>W.C.B. Posters #7305 or #7008</p>	<p>6. <u>Enabling Objective:</u></p> <p><u>Procedure:</u></p> <p>Identify names of areas of the workplace shown in the diagram: coffee room, office, supply room, yard</p> <p>Tell or demonstrate the function of each area.</p> <p>Have students repeat the following dialogue:</p> <p>Jatinder: Where's a <u>hard hat</u>?</p> <p>Boss: In the <u>coffee room</u>.</p> <p>Write the dialogue on the board with key vocabulary represented by slots as follows:</p> <p>Jatinder: Where's _____?</p> <p>Boss: In the _____.</p>
<p>LEVEL 3</p> <p>teacher-made bingo game</p>	<p>Call on individual students to act the two parts in the dialogue. Give students cues to complete the dialogue by showing a W.C.B. poster, or point to part of the workplace diagram.</p> <p>You can teach singular or plural forms in this context. e.g.:</p> <p>Where is a hard hat? (where's)</p> <p>Where are some ear muffs? (where are)</p>

SAMPLE LESSONS (Cont'd)

LEVEL 2

LEVEL 3

5. Enabling Objective: Understand verbal warnings.

Procedure:

Develop a bingo game using the W.C.B. poster with small versions of the warning signs to make cards with either 9 or 25 signs. Students cover the sign with a chip or coloured piece of paper when they hear an appropriate warning, and call out "Bingo" when they have 3 or 5 in a row.

* * * * *

6. Enabling Objective: Identify unsafe working conditions and understand that workers do not have to work in such unsafe conditions.

Procedure:

Show students picture(s) of unsafe working conditions. W.C.B. Poster #7305 or #7008 are useful for this purpose. You may want to come up with your own picture. Discuss why the conditions in the picture are dangerous.

Ask students:

"What can you do when it's not safe?"

List options:

- a) Fix it.
- b) Tell your supervisor.
- c) Tell your employer.
- d) Tell your union representative.
- e) Tell the Workers' Compensation Board.

Have students identify potential hazards in their own occupations.

6. Enabling Objective: Identify unsafe working conditions and understand that workers do not have to work in such unsafe conditions.

Procedure:

Ask students how they would have responded if they had been in Jatinder's position.

Point out how Jatinder's request is seen as more reasonable once he points out the hazards of working without protective equipment.

Show students picture(s) of unsafe working conditions. W.C.B. Posters #7305 or #7008 are useful for this purpose. You may want to come up with your own picture. Discuss why the conditions in the picture are unsafe.

Identify with the students some options when faced with unsafe conditions (See Level 2).

SAMPLE LESSOB (Cont'd)

DEVICES.	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> . Copies of Matching Exercise (Appendix A) . variety of safety equipment 	<p>7. <u>Enabling Objective:</u> Read and understand instructions about using safety equipment.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Demonstrate to the students that "Use a hard hat," "Wear a hard hat." and "Put on a hard hat." all mean the same thing. . Have individual students read some sentences aloud, <ul style="list-style-type: none"> e.g.: Wear gloves Put on goggles Use a life jacket and demonstrate the meaning by putting on the appropriate piece of equipment.
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> . W.C.B. Poster #7781 . pictures of workers doing various jobs . Appendix E 	<ul style="list-style-type: none"> . Have students complete the Matching Exercise (Appendix A).
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> . W.C.B. film . film projector . Appendix E 	<p style="text-align: center;">22</p>

SAMPLE LESSON (Cont'd)

LEVEL 2

7. Enabling Objective: Identify safety equipment and procedures used in one's own occupation.

Procedure:

- Show students W.C.B. Poster #7781 (welder performing task without proper safety equipment). Students identify what kind of worker is shown in the picture and what equipment he needs.
 - Show students pictures of other workers and have them identify what equipment is advisable on the job. e.g.:
 - a) He works on road construction.
 - b) He wears bright clothing.
 - Have students identify what equipment and procedures they need for their own jobs. e.g.:
 - a) I'm a hairdresser. I have to wear rubber gloves.
 - b) I'm a cook. I have to tie back my hair.
 - Show one of the films available from the Workers' Compensation Board on safety procedures in various occupations. (See Appendix E for annotations of some films for this purpose.)
- You could also check with local employers for training films which would be suitable for classroom use.
- and/or
- Plan a contact assignment by having students visit an employer in an area of occupational interest and report on safety procedures used by workers.
 - Prepare students to ask questions and have them predict some things they will hear.
 - Students can ask permission to tape some of the visit, to work on in subsequent classes.

LEVEL 3

7. Enabling Objective: Identify safety equipment and procedures used in one's occupation.

Procedure:

- In groups or pairs related to the same occupation, have students identify what equipment and procedures they need for their own jobs.
- and/or
- Show one of the films available from the Workers' Compensation Board on safety procedures in various occupations. (See Appendix E for annotations of some films for this purpose.)
- You could also check with local employers for training films, and/or have students visit an employer in the area. (See Level 2)
- Prepare students to ask questions and have them predict some things they will hear.
 - Students can ask permission to tape some of the visit, to work on in subsequent classes.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p data-bbox="111 808 222 850"><u>LEVEL 2</u></p> <ul data-bbox="111 850 341 966" style="list-style-type: none"><li data-bbox="111 850 341 966">. Copies of the Reading (Appendix C) <p data-bbox="111 1354 222 1396"><u>LEVEL 3</u></p> <ul data-bbox="111 1396 341 1512" style="list-style-type: none"><li data-bbox="111 1396 341 1512">. Copies of the Reading (Appendix H)	<p data-bbox="860 1764 949 1827">222</p>

SAMPLE LESSON (Cont'd)

LEVEL 2	LEVEL 3
<p>8. <u>Enabling Objective:</u> Ask supervisor for proper safety equipment.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Have students read the description of a worker's situation (Appendix C), Check students' comprehension by asking questions. Clarify vocabulary where necessary. Ask students: <ol style="list-style-type: none"> What does the sign mean? What does Betty need? Why does Betty need gloves? Have students complete the following dialogue: <p>Supervisor: Will you _____? You can use this.</p> <p>Betty: Sure _____?</p> <p>Supervisor: You don't need any. It won't take too long.</p> <p>Betty: _____</p> <p>Supervisor: You'll have to go to the supermarket. We're out of rubber gloves.</p> <p><u>Extension:</u></p> <p>Clarify meanings of other signs which appear on hazardous products.</p>	<p>8. <u>Enabling Objective:</u> Ask supervisor for proper safety equipment.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Have students read the description of a worker's situation (Appendix H). Check students' comprehension by asking questions. Clarify vocabulary where necessary, by explanation, pictures or a real object. Have students practise using the forms: <ul style="list-style-type: none"> I won't do it unless I'll do it if Have students make up a dialogue between Betty and her supervisor.

LEVEL 1: EVALUATION

The student can:

1. State a need for a piece of safety equipment.
2. Follow verbal warnings to use safety equipment.
3. Ask about the location of safety equipment.
4. Explain about non-verbal warning signs using safety equipment.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

LEVEL 2: EVALUATION

The student can:

1. State the need for a piece of safety equipment.
2. Explain verbal and non-verbal warning signs about the use of safety equipment.
3. Follow verbal warnings to deal with common job hazards.
4. Identify safety equipment and procedures used in own occupation.
5. Identify some strategies for dealing with unsafe conditions on the job.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

LEVEL 3: EVALUATION

The student can:

1. State a need for a piece of safety equipment.
2. Explain non-verbal warning signs.
3. Follow verbal warnings to deal with common job hazards.
4. Identify safety equipment and procedures used in own occupation.
5. Identify some strategies for dealing with unsafe conditions on the job.
6. Understand instructions for safety procedures on hazardous products.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately
Completely	Partially	Inadequately

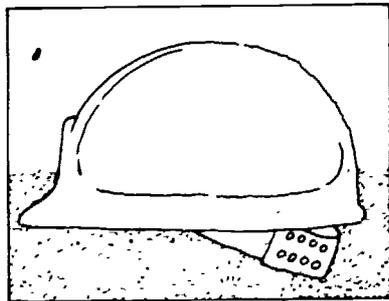
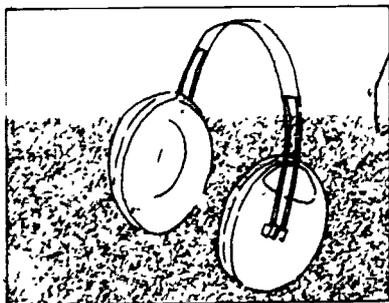
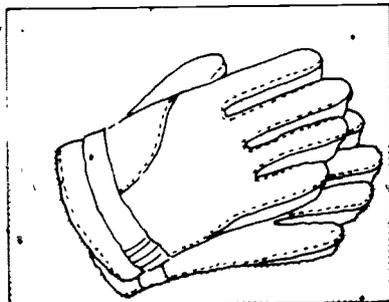
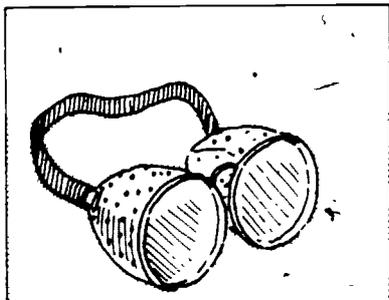
EXTENSION TO OTHER SITUATIONS

<u>Situation</u>	<u>Function</u>	<u>Story</u>
Worker reports a potentially hazardous health situation to a supervisor.	Reporting	Anna works for a drafting firm. One day she notices fumes coming from a blueprint machine and reports it to her supervisor.
New worker is told about safety procedures and then given a handbook to read.	Understanding Instructions	Balbinita works as a nurse's aide in a private hospital. The management is concerned about the number of back injuries workers are getting and gives a lecture and demonstration on proper lifting procedures. Afterwards, the workers are given a handbook to read.
Worker is reprimanded by fellow worker for creating hazardous situation.	Apologizing Asking for Clarification	Carlos has just started work as a carpenter's apprentice. Today he is working on building a staircase with a journeyman carpenter named Bill. When they finish work for the day, Bill reprimands Carlos for not roping off the stairwell so other workers won't fall down it.

APPENDIX A

READING
(Level 1)

Match the warning sign on the left with its meaning on the right.



~~_____~~ Wear a hard hat.

_____ / Put on goggles.

_____ Use ear muffs.

_____ Wear safety boots.

_____ Wear gloves.

APPENDIX. B
HARD HATS SAVE LIVES
(Level 2)

Joe works for a steel company. One day he was working near a crane. The crane dropped a heavy piece of steel on Joe's head. It destroyed his hard hat but, luckily, Joe only got a mild concussion.

In dangerous areas, the law says all workers have to wear a hard hat.

Questions

1. Who does Joe work for?
2. Where was he working one day?
3. What happened to Joe?
4. What happened to his hat?
5. Was Joe hurt?
6. What is the law about hard hats?

APPENDIX C
READING
(Level 2)

Betty had just been hired as a cleaning person in a small rest home. The second day on the job, her supervisor asked her to clean the area behind the stove in the kitchen. He gave Betty some cleaning fluid to use. The bottle had this sign on it:



APPENDIX D

DIALOGUES

(Level 2 and 3)

Dialogue - Level 2

Narrator: Jatinder Gill works as a clerk in a sawmill. Today, he is filing some forms. The boss is talking to someone who wants to buy some plywood. He calls to Jatinder.

Boss: Jatinder?

Jatinder: Yes, Mr. Johanson?

Boss: How much plywood is in the yard?

Jatinder: I'm not sure.

Boss: Will you go and check, please?

Jatinder: Sure ... Where's a hard hat?

Boss: You don't need one. It will only take a few minutes.

Jatinder: Mr. Johanson. I want a hard hat. The crane dropped a pile of lumber yesterday.

Boss: Oh, use Tom's. He's upstairs having coffee.

Dialogue - Level 3

Narrator: Jatinder Gill works as a clerk for a sawmill. Today, he is working in the office preparing invoices. His boss is talking to a prospective buyer. He calls to Jatinder.

Boss: Jatinder?

Jatinder: Yes, Mr. Johanson?

Boss: Can you go out to the yard and check how much 1/4" plywood is there?

Jatinder: Sure ... Where's a hard hat.

Boss: You don't need one. It will only take a minute. Hurry up. I need the information right now.

Jatinder: I won't do it unless I have a hard hat. The crane dropped a big pile of lumber yesterday.

APPENDIX E

ANNOTATION OF W.C.B. FILMS AVAILABLE ON SAFETY PROCEDURES

(Levels 2 and 3)

1. Dining Room Safety Colour - 10 min.
A film for kitchen and dining room personnel. Ways to avoid accidents are shown.
2. Don't Push Your Luck Colour - 12 min.
A well-presented film on the need for wearing eye protective equipment. Dramatizes factual personal experience. Suitable for any industry.
3. Down and Out Colour - 10 min.
Film emphasizes the seriousness of falls and offers advice on avoiding them. Demonstrates how people fall and what to do about ladders, steps, obstructions, overreacting, slips and so on.
4. I Never Had an Accident on the Job in My Life Colour - 18 min.
Safety in meat-cutting operations is discussed; hazardous working conditions, unsafe practices and the types of protective clothing that meat cutters should wear are discussed.
5. Kitchen Safety Colour - 10 min.
Burns
6. Kitchen Safety Colour - 10 min.
Cuts and Strains
7. Kitchen Safety Colour - 10 min.
Falls
8. Kitchen Safety Colour - 10 min.
Machine injuries

APPENDIX E

(Cont'd)

9. On Every Hand B & W - 10 min.
This film demonstrates how to escape serious hand injury from commonly used but potentially dangerous equipment. This is a basic training film and could be used for any industry.
10. Personal Protective Equipment (Four films on one reel) Colour - 12 min.
This is a series of four, 3 minute films, dramatizing in a comic upbeat fashion the following subjects: eye protection, hand protection, the hazards of slips and falls and the necessity of watching where you are going and what you are doing.
11. Sound Off Colour - 10 min.
"Protect your hearing" is the theme of this film which graphically demonstrates the proper safeguards for workers. Most employees know about goggles, hard hats, safety shoes, gloves and helmets for personal protection, but do not realize that noise also affect both health and efficiency.
12. Skilled Hands, Sure Feet Colour - 15 min.
This film uses authentic work situations to illustrate the wisdom of protecting hands and feet from injury.
13. Use Your Head, Use Your Hard Hat Colour - 8 min.
This film illustrates the reasons for wearing hard hats: it discusses the manner in which a hard hat prevents injury, the care and maintenance of a hard hat, the abuses to be avoided and the good sense of wearing a hard hat.
14. Wrong Time, Wrong Place, Wrong Shoes Colour - 15 min.
This film dramatizes the need for safety boots.
15. You and Office Safety Colour - 10 min.
Offers a humorous approach to the matter of common-sense safety in the typical office situation. The hazards of swinging doors, file cabinets and collisions are commented on in a lighthearted way.

APPENDIX F -
GAME INSTRUCTIONS
(Level 3)

You have a deck of 28 cards. Four people can play the game.

1. Shuffle the cards.
2. One person, the dealer, deals seven (7) cards to each player.
3. All players look at their cards and put the cards into groups - i.e. put all the hard hats together.
4. The object of the game is to collect 4 cards (i.e. 4 hard hats) in order to make a set.
5. The player to the right of the dealer, Player 1, looks at his cards and asks any other player for a card he needs for a set.
e.g.: "Ping, I need a hard hat:"
6. If this player has the card asked for, he gives it to Player 1.
7. If Player 1 does not get the card he asked for, Player 2 takes the next turn.
8. If Player 1 gets the card he asked for, he has another turn to ask.
9. If a player collects a set of four, he puts it down on the table.
10. The person to collect the most sets wins the game.

APPENDIX G
HARD HATS SAVE LIVES
(Level 3)

Joe worked as a shipper for a steel company. One day, a crane was lifting a heavy load and, due to mechanical failure, dropped a 150 pound object which hit Joe on the head. His hard hat was demolished but Joe only got a mild concussion.

Industrial Health and Safety regulations state that "Safety headgear shall be worn by workers in all areas in which a potential hazard to the head exists from falling, flying or thrown objects."

QUESTIONS

1. What kind of work did Joe do?
2. How was Joe injured?
3. What kind of injury did Joe get?
4. Joe might have been killed if _____

5. What does the regulation say? (Use your own words)

Find an underlined word or phrase in the reading which means:

- a) completely destroyed.
- b) something you wear on your head.
- c) a machine which lifts heavy objects.
- d) something which could hurt you.
- e) when a machine breaks.
- f) an injury to the head.

APPENDIX H

READING
(Level 1)

Betty had just been hired as a cleaning person in a small rest home. The second day on the job, her supervisor asked her to clean the stoves in the kitchen. He gave Betty some cleaning fluid to use. The bottle had these instructions.

CAUTION: Contents under pressure. Container may explode if heated. Avoid contact with eyes. Do not place in hot water or near radiators, stoves or other sources of heat. Do not puncture or incinerate container or store at temperatures over 120° F. Avoid inhaling spray mist. Wear rubber gloves. Recommended for use only on porcelain enamel, iron, stainless steel and chrome surfaces. Avoid use on metal trim on stoves as this trim may be highly polished, aluminum and not chrome. For gas ovens, avoid spraying on pilot light. Keep spray off electrical connections.

1. What protective equipment does Betty need? _____
2. List four (4) things Betty should avoid doing:
 - i) avoid _____
 - ii) avoid _____
 - iii) avoid _____
 - iv) avoid _____
3. List two (2) things Betty must not do:
 - i) do not _____
 - ii) do not _____
4. Identify one thing Betty must do:

REPORTING AN INJURY



Anna works in a garment factory which is in an old building downtown. One hot day last summer she tried to open a window to let in some air. The window was stuck and she hurt her back as she was trying to open it. She was unable to work so she applied for benefits from the Workers' Compensation Board.

OVERALL OBJECTIVE:

1. Be able to claim Workers' Compensation benefits if necessary.

FUNCTIONS:

1. Identifying: "My name is ..."
2. Reporting Information: "I twisted my back when I was trying to open and old window."
3. Asking for Information: "When will I receive my first cheque?"

INFORMATION ABOUT THE TOPIC:

1. Workers should report an injury right away to the first aid attendant or their supervisor.
2. Workers should get a witness to support their statement.
3. Employers provide the funds for the Workers' Compensation Board. An individual employer's rate can go up if there are many claims for injuries by his employees.
4. An employer may argue that an injury, particularly a back injury, didn't happen at work. Documentation or witnesses are particularly important for this type of injury.
5. Union personnel often act as advocates for injured workers in dealing with the Board.
6. You can appeal a W.C.B. decision to cut off your benefits.
7. If you are collecting benefits, you must see your doctor regularly and keep in contact with the W.C.B.
8. You do not have to pay tax on W.C.B. benefits.
9. Be sure you understand a document before you sign it.
10. Farmworkers are now eligible for Workers' Compensation.

LANGUAGE COMPONENTS

LEVEL 1:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Identifying	<ol style="list-style-type: none"> 1. Give personal information on a W.C.B. application form. 2. Answer personal information questions from a W.C.B. officer. 	<p>My name is My address is My telephone no. is I am married. My S.I.N. is I was born at</p>	<p>last name first name print address street postal code telephone date of birth marital status social insurance height, weight numbers single, married separated, divorced</p>
Reporting	<ol style="list-style-type: none"> 1. Report an injury to a W.C.B. officer. 	<p>I hurt my back. I was opening a window.</p>	<p>parts of the body</p>
Asking	<ol style="list-style-type: none"> 1. Ask about getting a cheque. 	<p>When will I get my cheque? How much will I get?</p>	

LEVEL 2:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Identifying	<ol style="list-style-type: none"> 1. Give personal information on a W.C.B. application form. 		Same as Level 1
Reporting	<ol style="list-style-type: none"> 1. Describe circumstances surrounding an injury. 2. Sequence a series of events related to an accident. 3. Tell a W.C.B. officer about conditions of work. 	<p>I hurt my back at 10:00 on Monday. I was opening a window. I earn \$7.00 per hour.</p>	<p>hurt/injured first aid sequencing words, phrases and clauses. gross earnings</p>
Asking	<ol style="list-style-type: none"> 1. Ask about benefits. 	<p>Can you tell me when I'll get some money?</p>	

LANGUAGE COMPONENTS

LEVEL 3:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Identifying	1. Give personal information on a W.C.B. application form.		Same as Level 1 gross earnings normal working hours
Reporting	1. Report an injury, describe how it happened, and tell about the circumstances.	I twisted my back. I tried to open an old window. I didn't feel it until the next morning.	strained, wrenched pulled my back out notified defect
Making an Inference	1. Tell what she thinks caused the problem.	It must have happened then.	witnesses premises previous on reverse if applicable
Asking	1. Ask about benefits.	When can I expect my cheque? How long will it be before	disability

NOTES TO THE TEACHER

1. To give students more information about the Workers' Compensation Board, extend this Unit with the W.C.B. film, The Breadwinners, or arrange for a visit from a representative of the Workers' Compensation Board.
2. See Section 2 of English as a Second Language for Adults: A Curriculum Guide for another unit on reporting.
3. Presenting information in an accurate, comprehensible way is more important in this Unit than structural accuracy.
4. At various points in the Lesson, draw on students' experiences with accident situations. It would also be interesting to draw cultural comparisons between rights or problems of injured workers in different countries.

SAMPLE LESSONS FOR THREE LEVELS

DEVICES	LEVEL 1
<p><u>ALL LEVELS</u></p> <ul style="list-style-type: none"> . picture of Anna who has just wrenched her back. A co-worker is helping her. . picture of a supervisor. . picture of a doctor. . addressed envelope with W.C.B. form. 	<p>1. <u>Enabling Objective:</u> Understand procedure for dealing with an accident at work.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Show students the picture of Anna and ask: <ul style="list-style-type: none"> a) Where does she work? b) What's her job? c) What happened? d) How did she do it? e) Can she work? . Ask students. <ul style="list-style-type: none"> What should Anna do? . List on board: <ul style="list-style-type: none"> a) Tell her supervisor. b) See a doctor. . Show the students an envelope with Anna's name and address on it. Point out the return address of Workers' Compensation Board. Show students the application form for W.C.B. benefits. Add to the list on the board. <ul style="list-style-type: none"> c) Fill out W.C.B. form.

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SAMPLE LESSONS FOR THREE LEVELS

LEVEL 2

AND

LEVEL 3

1. Enabling Objective: Understand procedure for dealing with an accident at work.

Procedure:

- . Have students describe what has happened to Anna in the picture.
- . If any of the students have had an accident at work, have them describe what happened.
- . Have the student report what he did after the injury and list on the board.
 - e.g. I told my partner.
 - I told my supervisor.
 - I saw my doctor.
 - W.C.B. sent me a form and I filled it out.

OR

- . List the steps workers need to take if they are injured on the job.
- . Circulate copies of the W.C.B. form for students to see.
- . Introduce and clarify the meaning of the term "witness" by using the picture and by explaining it.
- . Students should be aware of the importance of having a witness who can describe the accident. If no one actually saw what happened, they should tell a fellow worker right away, if possible.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> . Cards with information about Anna <p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> . Taped monologue of Anna . Tape recorder <p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> . Transparency of Simplified Form (Appendix B) . overhead projector . Dyad Activity (Appendices C and D) 	<p>2. <u>Enabling Objective:</u> Give background information about Anna.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Distribute cards showing information about Anna: <ul style="list-style-type: none"> - Anna Slozski - April 22, 1926 - 142 pounds - 5 feet 2 inches - married - 417 Columbia Street, New Westminster - V5K 2J8 - 526-7932 - 729 835 109 . Ask students questions about Anna, e.g. - <ul style="list-style-type: none"> When was Anna born? How tall is she? What's her telephone number? . Students ask each other questions about Anna. . Create a blackboard story summarizing the information about Anna, e.g. - <p style="margin-left: 40px;">Anna Slozski was born on April 22, 1926. She is 5 feet 2 inches and weighs 142 pounds. She is married. Her address</p>

SAMPLE LESSON (Cont'd)

LEVEL 2

2. Enabling Objective: Give background information about Anna from listening to a tape.

Procedure:

- Have students listen to the tape of Anna talking.

My name is Anna Slozski. I was born on April 22, 1926. I weigh 142 pounds and I am 5 foot 2 inches tall. I am married. I live at 417 Columbia Street, New Westminster. My postal code is V5K 2J8. My telephone number is 526-7932. My social insurance number is 729 835 109.

- Students answer "wh" questions about the tape - e.g.

Where does Anna work?

She works in a garment factory.

- Students ask each other questions about the tape.

LEVEL 3

2. Enabling Objective: Ask and answer questions about an accident situation.

Procedure:

- Project a transparency of the simplified W.C.B. form (Appendix B) using an overhead projector.

- Elicit some question forms for each category of information on the form, e.g. -

When did the accident happen?
How much do you earn?

- Give pairs of students copies of the dyad exercise (Appendix C and D). The two forms are complementary. Students alternate asking questions in order to get the information they need to complete the form.

Note: Demonstrate the procedure in a large group before asking the students to do the activity in pairs.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> . Simplified Form (Appendix A) . bean bag . overhead projector . transparency or blackboard copy of simplified form 	<p>3. <u>Enabling Objective:</u> Give personal information on a simplified W.C.B. form.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Introduce the simplified form by projecting a transparency onto an overhead projector (Appendix A). . Ask students questions about Anna and fill in the form as you go. . Have the students, individually, put the information about Anna onto the simplified form. Make sure they put one letter in each box; check the box for marital status; and put their house number and street in the correct order.
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> . Simplified form (Appendix B) . overhead projector . transparency or blackboard copy of simplified form 	<ul style="list-style-type: none"> . Have them complete the bottom of the form with a signature, the date and the location. . Review "wh" questions with the students. Throw a beanbag as you ask a question. The person who gets the beanbag must answer the question, e.g. - <ul style="list-style-type: none"> What's your name? My name is The students can also throw the beanbag and ask questions. . Have the students fill out the form with information about themselves.
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> . transparency of a W.C.B. claim form . copies of W.C.B. claim forms . Vocabulary Matching Exercise (Appendix F) 	

SAMPLE LESSON (Cont'd)

LEVEL 2

3. Enabling Objective: Give personal information on a simplified W.C.B. form.

Procedure:

- Introduce the form (Appendix B) by projecting a transparency of the form using an overhead projector.
- Ask the students what Anna needs to write in each section of the form.
- Fill out the form as you go. Students can also complete individual copies of the form at the same time.

LEVEL 3

3. Enabling Objective: Report an injury on a W.C.B. claim form.

Procedure:

- Project a transparency of an actual W.C.B. claim form onto an overhead projector.
- Discuss the layout of the form.
- Clarify the instructions.
- Discuss the vocabulary.
- Students complete the Vocabulary Matching Exercise (Appendix F).
- Students fill in the form with information about Anna.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> • picture of Anna • bandages • simplified form (Appendix A) <p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> • props for mime activity, e.g. box, vegetables • Simplified Form (Appendix B) 	<p>4. <u>Enabling Objective:</u> Report information about an injury on a simplified W.C.B. form.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Show students the picture of Anna. <ul style="list-style-type: none"> Ask: What happened? Anna hurt her back. • Put bandages on individual students. <ul style="list-style-type: none"> Ask: What happened? Students answer: <ul style="list-style-type: none"> I hurt my hand. I hurt my foot. I hurt my knee. • Write the question and the answer on the board: • Ask question: <ul style="list-style-type: none"> How did it happen? • Elicit/give students the response: <ul style="list-style-type: none"> She was opening a window. • Clarify the meaning of the sentence by using the picture. Repeat question and answer until it is clear. Write the question and the answer on the board. • Mime the following activities. Have students ask the questions: <ul style="list-style-type: none"> What happened? How did it happen? I hurt my back. I was lifting a box. I hurt my hand. I was chopping vegetables. I hurt my foot. I was moving a desk. I hurt my back. I was opening a window. • Write the sentences on the board. Students copy the sentences. • Students complete the simplified form by answering the questions: <ul style="list-style-type: none"> What happened? How did it happen?

SAMPLE LESSON (Cont'd)

LEVEL 2

LEVEL 3

4. Enabling Objective: Report information about an injury on a simplified W-3 form.

Procedure:

Mime Anna's activity and resulting injury for the students, and identify, e.g. -

I was opening a window. I hurt my back.

Mime other activities and injuries, and identify, e.g. -

I was lifting a box. I hurt my back.

I was cooking (french fries). I burnt my hand.

I was chopping vegetables. I cut my hand.

Have individual students mime these activities and injuries, and the other students identify the actions. Write the sentences on the board.

Give the students other verbs to depict an injury (e.g. broke, sprained, twisted) and have them use these ones to describe pictures of injuries.

Have the students complete the simplified form (Appendix B) by writing the type of injury and what caused it.

Have students practise combining the sentences as follows:

As I was lifting a box, I hurt my back.

Have students write the new sentences.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> picture of Anna talking to a W.C.B. representative copies of cloze exercise taped conversation tape recorder 	<p>5. <u>Enabling Objective:</u> Ask a W.C.B. representative about getting a cheque.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Draw a picture of Anna talking to a W.C.B. representative. Students listen to a taped conversation between Anna and a W.C.B. representative. <p>Anna: Here's my <u>form</u>. Is it <u>okay</u>?</p> <p>W.C.B.: Yes, it's fine.</p> <p>Anna: <u>Will I get</u> some money?</p> <p>W.C.B.: <u>We'll let you know</u> in a couple of weeks.</p> <p>Anna: Thank you.</p>
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> picture of Anna talking to W.C.B. representative transparencies of Appendix C and D overhead projector Dyad Activity (Appendix C and D) 	<ul style="list-style-type: none"> Students are given the following copy of the dialogue and asked to identify key words and expressions. <p>Anna: Here's my _____. Is it _____?</p> <p>W.C.B.: Yes, it's fine.</p> <p>Anna: _____ some money.</p> <p>W.C.B.: _____ in a couple of _____ weeks.</p> <p>Anna: Thank you.</p> <ul style="list-style-type: none"> Students practise the conversation in pairs.
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> language master cards and language master or tape recorder Using Time Phrases (Appendix G) 	

SAMPLE LESSON (Cont'd)

LEVEL 2	LEVEL 3
<p>5. <u>Enabling Objective:</u> Ask and answer questions about an accident.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Draw a picture of Anna talking to a W.C.B. representative. Tell students that Anna received her form in the mail but had trouble completing it so she took it in to the W.C.B. office to get help. • Project a transparency of Appendix C onto an overhead projector. Have students identify the questions Anna will be asked in order to complete the form. Repeat the procedure with Appendix D. • Give pairs of students copies of the Dyad Exercise (Appendix C and D). The two forms are complementary. Student A and Student B alternate turns asking for the information they need to complete the form. 	<p>4. <u>Enabling Objective:</u> Sequence a series of events and use time phrases to report them.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> • Students identify statements about Anna's accident which have been recorded on language master cards or a tape recorder. (See Appendix G for statements). • Students arrange the statements in a logical order. • Students complete the exercise on Using Time Phrases (Appendix G). • Students report the events to each other.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p data-bbox="96 829 207 861"><u>LEVEL 2</u></p> <ul data-bbox="96 871 356 1008" style="list-style-type: none">language master and language master cards or tape recorder <p data-bbox="96 1375 207 1407"><u>LEVEL 3</u></p> <ul data-bbox="96 1417 356 1680" style="list-style-type: none">reading copies of description of Tony's situationtext book exercises of the form "must have"	

SAMPLE LESSON (Cont'd)

LEVEL 2

6. Enabling Objective: Sequence a series of events and use time phrases in reporting them.

Procedure:

Students listen to the following recorded statements about Anna's accident on language master cards or tape recorder.

Note: These are in the correct order. Scramble them for the exercise.

1. As I was trying to open a window, I hurt my back.
2. My friend came to help me.
3. I told my supervisor.
4. My supervisor sent me home.
5. I went to the doctor.

- Students put the sentences in a logical sequence.
- Students orally report the series of events in the exercise to each other.
- List the sentences on the board.
- Elicit or give time phrases to add to the sentences as follows:
 1. Last Tuesday
 2. Right away
 3. Then
 4. _____
 5. That afternoon

LEVEL 3

5. Enabling Objective: Make an inference about the cause of an accident.

Procedure:

Students read the situation described below:

Tony Moniz works as a warehouseman for a wholesale company which distributes home entertainment items such as stereo equipment and televisions. He generally loads boxes containing radios, amplifiers and speakers onto the delivery truck. Last Tuesday, Tony was asked to unload a special shipment of television sets. He worked most of the day unloading the T.V.'s. After work, Tony went home and spent the evening, as usual, with his family. The next morning, he woke up with severe back pain and was unable to go to work.

- Have students identify the following information in the passage:
 - a) Tony's job
 - b) his normal job duties
 - c) his assignment last Tuesday
 - d) when he first felt back pain
- Ask students:

Does the reading tell you how Tony hurt his back?
- Point out that the reading does not say how Tony hurt his back but the reader can make an inference.
- Tell students that "must have" is used in English to make an inference.
- Have students complete the following sentence:

Tony must have hurt his back when
- Have students do additional practise with the form "must have" e.g.:

Maria is not here yet. She must have

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none">. taped conversation (Appendix E). tape recorder. teacher-made cloze exercise <p><u>LEVEL 3</u></p> <ul style="list-style-type: none">. taped conversation. tape recorder. Improving the Dialogue (Appendix H)	

SAMPLE LESSON (Cont'd)

LEVEL 2	LEVEL 3
<p>7. <u>Enabling Objective:</u> Ask and answer questions in an interview with a W.C.B. representative.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Students listen to Part I of the taped conversation between Anna and a W.C.B. representative and identify the questions Anna is asked. . Students listen again and identify Anna's answers. . Students identify questions Anna might want to ask a W.C.B. representative. . Students listen to Part II of the tape and identify the actual question Anna asks and the answers she gets. . Students practise making polite questions with the form "Can you tell me....?" . Students listen to the whole tape and complete a cloze exercise based on the tape. . Students make up a dialogue between another worker and a W.C.B. representative based on the following information: <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Tony Moniz works as a warehouseman for a company which sells T.V.'s and radios. Last Tuesday, he hurt his back when he was loading some heavy T.V.'s. He told his fellow worker, Tom. Then he told his boss, who told him to go to the doctor.</p> </div>	<p>6. <u>Enabling Objective:</u> Ask and answer questions in an interview with a W.C.B. representative.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Students predict what kind of questions a W.C.B. representative would ask about a back injury. . Students listen to taped conversation and identify the questions asked (Appendix H). . Discuss Tony's answers to the questions: <ul style="list-style-type: none"> a) What kind of impression does he make on W.C.B.? b) How could he improve it? . Point out the importance of being specific and volunteering information in such a situation. . Have students complete the exercise on Improving the Dialogue (Appendix H). This may be done, either as a large group or individual activity, depending on the abilities of the students.

LEVEL 1: EVALUATION

The student can:

	Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately
1. Describe procedures for dealing with an accident at work.			
2. Describe the circumstances of an accident.			
3. Ask a W.C.B. representative about getting a cheque.			
4. Give personal information on a simplified W.C.B. form.			
5. Report an injury on a simplified W.C.B. form.			

LEVEL 2: EVALUATION

The student can:

	Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately
1. Describe procedures for dealing with an accident at work.			
2. Describe the circumstances of an accident.			
3. Report a sequence of events related to an accident using time phrases.			
4. Ask questions about W.C.B. benefits.			
5. Give personal information on a simplified W.C.B. form.			
6. Report an injury on a simplified W.C.B. form.			

LEVEL 3: EVALUATION

The student can:

1. Describe procedures for dealing with an accident at work.
2. Describe the circumstances of an accident.
3. Report a sequence of events using time phrases.
4. Make an inference about the cause of an accident.
5. Ask questions about W.C.B. benefits.
6. Give personal information on a W.C.B. form.
7. Report an injury on a W.C.B. form.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

EXTENSION TO OTHER SITUATIONS

Situation

A worker reports an injury to his supervisor.

A worker describes an accident in which a fellow worker is injured.

A worker finds out from a union official how to appeal a W.C.B. decision to cut off benefits

Story

A worker uses the wrong solvent to clean his hands of grease. He immediately develops a painful, itchy rash. He tells his boss what happened.

As Manjeet was loading some flats of raspberries onto a truck, an inexperienced truck driver put the truck into reverse and backed into Manjeet. Manjeet was injured and had to be taken to hospital. His friend Jaswinder was with him at the time. Later Manjeet is asked by the W.C.B. to describe the circumstances of the accident.

Because of a back injury, Helga has been on Workers' Compensation for one year. The Board has decided that Helga is now able to return to work and has discontinued her benefits. However, Helga says her back is not strong enough to do her former job. She approaches a union official to find out how to appeal the Board's decision.

APPENDIX A
SIMPLIFIED FORM
 (Level 1)

WORKERS' COMPENSATION BOARD OF BRITISH COLUMBIA

5255 Heather Street, Vancouver, B.C. V5Z 3L8 Tel: 266-0211

LAST NAME (Please Print)												
Mr.												
Mrs.												
Miss												
FIRST NAME(S)												
FULL ADDRESS												
Street & No.						City			Postal Code			
Telephone No.			Social Insurance No.				Date of Birth					
							Month		Day		Year	
Weight						Height			ft.		in.	
						Marital Status		Married		<input type="checkbox"/>		
								Single		<input type="checkbox"/>		
								Other		<input type="checkbox"/>		

1. What happened?

2. How did it happen?

Sign here

Date:

Signed at:

Signature in ink (do not print)

, B.C.

APPENDIX B
SIMPLIFIED FORM
 (Level 2)

WORKERS' COMPENSATION BOARD OF BRITISH COLUMBIA
 5255 Heather Street, Vancouver, B.C. V5Z 3L8 Tel: 266-0211

Application for Compensation & Report of Injury or Industrial Disease

ANSWER ALL QUESTIONS ON THIS FORM IN INK, SIGN AND MAIL TO THE BOARD AT THE ABOVE ADDRESS.

LAST NAME (print print)									
Mr.									
Mrs.									
Miss									
FIRST NAMES(S)									
FULL ADDRESS									
Street & No.			City			Postal Code			
Telephone No.		Social Insurance No.			Date of Birth				
					Month		Day		Year
Weight				Height		ft.		ins.	
				Marital Status		Married		<input type="checkbox"/>	
				Status		Single		<input type="checkbox"/>	
				Other				<input type="checkbox"/>	
1. DATE AND TIME OF INJURY.									
					19		at		A.M./P.M.
2. INJURY WAS FIRST REPORTED TO YOUR EMPLOYER.									
on					19		at		A.M./P.M.
3. STATE ALL INJURIES RECEIVED.									
4. DESCRIBE WHAT HAPPENED.									
4. (a) Have you had trouble with your back before?									
5. DID YOU RECEIVE FIRST AID IMMEDIATELY? <input type="checkbox"/> YES <input type="checkbox"/> NO									
6. YOUR GROSS EARNINGS AT TIME OF INJURY.									
per hour \$..... per day \$..... per week \$..... per month \$.....									
7. DATE AND TIME YOU LAST WORKED.									
					19		at		A.M./P.M.
Date:		Signed at:			Signature in ink (do not print)				
, B.C.									

SIGN HERE

APPENDIX C

DYAD ACTIVITY

(Levels 2 and 3)

WORKERS' COMPENSATION BOARD OF BRITISH COLUMBIA
5255 Heather Street, Vancouver, B.C. V5Z 3L8 Tel: 266-0211

STUDENT A

Application for Compensation & Report of Injury or Industrial Disease

ANSWER ALL QUESTIONS ON THIS FORM IN INK, SIGN AND MAIL TO THE BOARD AT THE ABOVE ADDRESS.

LAST NAME (print print)										
Mr.										
Mrs.										
Miss										
FIRST NAMES(S)										
A N N A										
FULL ADDRESS										
417 Columbia St, New Westminster										
Street & No.			City			Postal Code				
Telephone No.		Social Insurance No.			Date of Birth					
526-7932					4 22 26					
					Month		Day		Year	
Weight				Height		ft.		ins.		Marital Status
142										Married <input checked="" type="checkbox"/>
										Single <input type="checkbox"/>
										Other <input type="checkbox"/>

1. DATE AND TIME OF INJURY.
February 2 1982 at 10:15 (A.M.)/P.M.

2. INJURY WAS FIRST REPORTED TO YOUR EMPLOYER.
on 19 at A.M./P.M.

3. STATE ALL INJURIES RECEIVED.
I twisted my back

4. DESCRIBE WHAT HAPPENED.

4. (a) Have you had trouble with your back before?
No

5. DID YOU RECEIVE FIRST AID IMMEDIATELY? YES NO

6. YOUR GROSS EARNINGS AT TIME OF INJURY.
per hour \$.79 per day \$..... per week \$..... per month \$.....

7. DATE AND TIME YOU LAST WORKED. 19 at A.M./P.M.

Date: February 4/82 Signed at: New Westminster, B.C. Signature in ink (do not print) Anna Sloski

SIGN HERE

APPENDIX D
DYAD ACTIVITY
(Levels 2 and 3)

STUDENT B

WORKERS' COMPENSATION BOARD OF BRITISH COLUMBIA
5255 Heather Street, Vancouver, B.C. V5Z 3L8 Tel: 266-0211

ANSWER ALL QUESTIONS ON THIS FORM IN INK, SIGN AND MAIL TO THE BOARD AT THE ABOVE ADDRESS.

Application for Compensation & Report of Injury or Industrial Disease

LAST NAME (print print)										
Mr.										
<u>Mrs.</u>	S	L	O	Z	S	K	I			
Miss										
FIRST NAMES(S)		A N N A								
FULL ADDRESS										
Street & No.					City			Postal Code		
V5K 2J8										
Telephone No.			Social Insurance No.			Date of Birth				
			729 835 109							
Weight					Height 5 ft. 2 ins.		Marital Status <input type="checkbox"/> Married <input type="checkbox"/> Single <input type="checkbox"/> Other			

1. DATE AND TIME OF INJURY. 19 at A.M./P.M.

2. INJURY WAS FIRST REPORTED TO YOUR EMPLOYER. on February 2 1982 at 10:30 (A.M.)/P.M.

3. STATE ALL INJURIES RECEIVED.

4. DESCRIBE WHAT HAPPENED.
I was trying to open a window for fresh air.
4. (a) Have you had trouble with your back before?

5. DID YOU RECEIVE FIRST AID IMMEDIATELY? YES NO

6. YOUR GROSS EARNINGS AT TIME OF INJURY. per hour \$..... per day \$..... per week \$..... per month \$.....

7. DATE AND TIME YOU LAST WORKED. February 2 1982 at 10:15 (A.M.)/P.M.

Date: February 4/82 Signed at: New Westminster, B.C. Signature in ink (do not print) Anna Sloski

S I G N H E R E

APPENDIX E

DIALOGUE

(Level 2)

W.C.B.: Hi. I'm John Levitt. Can I help you?

Anna: Yes. My name is Anna Sloski. Can you help me with this form?

W.C.B.: Sure Tell me about your accident.

Anna: Well, I hurt my back as I was trying to open an old window at work.

W.C.B.: What did you do then?

Anna: I tried to work but my back hurt too much. Then I told my supervisor and she told me to go home.

W.C.B.: Have you had trouble with your back before?

Anna: No, never.

W.C.B.: How much do you earn?

Anna: I get \$ 7.50 an hour.

W.C.B.: Okay. That's all we need.. Just sign here.

Anna: Can you tell me when I'll get a cheque?

W.C.B.: It will probably be a couple of weeks. Call me if you have any problems,

Anna: Thank you. Goodbye.

APPENDIX F
VOCABULARY MATCHING
(Level 3)

Match the term in List A from the Workers' Compensation Board application form with the best meaning in List B.

List A

List B

- | | | |
|---------------------------|-----|---------------------------------------------------------------------|
| 1. notified | () | the building or property your boss owns |
| 2. on reverse | () | if this is what happened to you |
| 3. if applicable | () | an example would be:
7:30 a.m. to 3:30 p.m. |
| 4. qualified practitioner | () | the money you earn before deductions (e.g. for UIC) |
| 5. witnesses | () | before |
| 6. employer's premises | () | told |
| 7. previous | () | a person who has a license (like a chiropractor or physiotherapist) |
| 8. defect or disability | () | people who see something happen |
| 9. gross earnings | () | a physical problem |
| 10. normal working hours | () | on the other side |

APPENDIX G
USING TIME PHRASES
(Level 3)

1. Match the phrase from List A with a sentence from List B.
2. Rewrite the sentence using the time phrase. You should change the order of some of the sentences.
3. Report the events to another student or the teacher using the time phrases.

List A

List B

After coffee break

I was working.

When it happened

I tried to open a window because it was hot.

Then

I hurt my back.

Last Tuesday

My friend came to help me.

The next day

I tried to work but my back hurt too much.

As I was trying to open the window

I told my supervisor and she told me to go home.

After

I couldn't bend over.

That evening

I saw my doctor.

1. I was working last Tuesday.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

APPENDIX H.

DIALOGUE

(Level 3)

W.C.B.: Hello. My name is John Levitt. Can I help you?

Tony: Yes. Can you help me with this form?

W.C.B.: A back injury, eh? Tell me what happened.

Tony: I was loading some heavy T.V. sets onto a truck.

W.C.B.: Is that the kind of work you normally do?

Tony: Yes.

W.C.B.: When did you first notice the pain?

Tony: The next morning.

W.C.B.: When did you report your condition to your employer?

Tony: I called him the next morning.

W.C.B.: Have you had any trouble with your back before?

Tony: No.

W.C.B.: O.K. That's fine. Just sign here.

.....

Have Tony make a better case to W.C.B. by:

1. Giving specific details in answer to the question "Tell me what happened?" e.g. date, time, weight of object, distance he had to carry it, etc. Also make an inference about the cause.
2. Distinguishing between his normal job duties and the circumstances of his accident in answer to the question "Is that the kind of work you normally do?".
3. Describing the nature and extent of the pain in answer to the question "When did you first notice the pain?".
4. Asking some questions.

BEING A UNION MEMBER



Moshe is a security guard in a shopping mall. He is a member of a Service Workers' Union. One week he works day shift from 9:30 a.m. — 6:00 p.m. The next week he works from 2:30 p.m. — 11:00 p.m. He is married with two small children. His wife works evenings in the same shopping mall. When they both work evenings, they have to hire a babysitter. Sometimes, his boss wants him to change his shift the next day. It is a problem for him to find a babysitter on short notice.

OVERALL OBJECTIVE:

1. Understand the role of the union in the workplace.

FUNCTIONS:

1. Refusing: "I'm sorry. I can't."
2. Expressing Obligation: "You have to give me five days notice."

CULTURAL NOTES:

1. Unions are not illegal nor subversive in Canada.
2. Unions were formed so that workers could collectively improve their wages and working conditions.
3. Some unions are international; that is - based in the U.S.A. Others are Canadian based.
4. Workers who are represented by a union sign a collective agreement with their employer. This collective agreement specifies the terms of employment for a specific period of time.
5. If you get a job with an employer who has signed a collective agreement with a union, you must join the union.
6. If you belong to a union, you will pay union dues once a month. These dues will probably be deducted from your pay cheque by your employer.
7. One worker in each workplace is a union representative or shop steward. He can explain the collective agreement to the workers.
8. Unions are democratic organizations in which leaders are elected by the members. The membership of the union also votes on what policies the union as a whole will adopt.
9. Unions hold regular meetings. It is important to attend and participate in order to express your opinion about issues that concern you.
10. Unions often send printed communications to their members. Many have a newspaper.
11. Workers usually get benefits, such as a dental plan, because the union negotiates for benefits as well as for wages.
12. A union representative may be able to act as an advocate for a worker in a dispute with an employer, the Workers' Compensation Board or the Unemployment Insurance Corporation.
13. Unions can also help to enforce Employment Standards Legislation by incorporating it into their collective agreement.

LANGUAGE COMPONENTS

LEVEL 1:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Refusing	1. Refuse a request.	I'm sorry. I can't.	
Expressing Obligation	1. Explain a refusal.	I have to	family members times look after/pick up doctor dentist airport

LEVEL 2:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Refusing	1. Refuse instructions which contravene a collective agreement.	I'm afraid I can't.	
Expressing Obligation	1. Inform an employer/supervisor of the employer's obligations under the collective agreement.	You must) have to) give me five days notice.	notice contract lunch break report for work

LANGUAGE COMPONENTS

LEVEL 3:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Refusing	1. Refuse instructions which contravene a collective agreement.	It's impossible for me to change shifts. I don't think I have to because	
Expressing Obligation	1. Inform an employer/supervisor of his/her obligations under the collective agreement.	You're obliged to I am entitled to The contract states that you have to You're required to ... Doesn't the contract state that you have to ... I believe the contract says It seems to me that	according to ... violate/ contravene standard working shift vacation pay 2 years service monthly premiums leave of absence balance/deducted

NOTES TO THE TEACHER

1. Instead of using the Level 2 reading, you could interview a union representative in your area and make up a similar reading.
2. Instructors should play particular attention to students' stress and intonation in patterns used for refusals and expressions of obligation. Students should sound assertive but not rude.
3. Some students may be very uncomfortable with the idea of refusing a supervisor's order for fear of losing their jobs. These feelings need to be discussed openly along with some strategies for the more reluctant student e.g. comply with the order this time, but ask the shop steward for advice on what to do next time.

SAMPLE LESSONS FOR THREE LEVELS

DEVICES	LEVEL 1														
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> · picture of a security guard at a shopping mall · draw: <ul style="list-style-type: none"> a) a sales-clerk in a shoe store b) two young children c) a supervisor 	<p>1. <u>Enabling Objective:</u> Ask and respond to "wh" questions on the pictures showing background information about worker and his family.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> · Show picture of Moshe, the security guard, working at a shopping mall. Have the students ask "wh" questions about the picture. <table border="0" style="margin-left: 40px;"> <tr> <td style="padding-right: 40px;">Who's he?</td> <td>Moshe.</td> </tr> <tr> <td>What's his job?</td> <td>He's a security guard.</td> </tr> <tr> <td>Where does he work?</td> <td>He works at a shopping mall.</td> </tr> </table> · Show picture of Moshe's wife working in the shopping mall. Repeat the above procedure. <table border="0" style="margin-left: 40px;"> <tr> <td style="padding-right: 40px;">Who's she?</td> <td>Sarah. She is Moshe's wife.</td> </tr> <tr> <td>What's her job?</td> <td>She's a salesclerk.</td> </tr> <tr> <td>Where does she work?</td> <td>She works in a shoe store in a shopping mall.</td> </tr> <tr> <td>When does she work?</td> <td>She works in the evening.</td> </tr> </table> 	Who's he?	Moshe.	What's his job?	He's a security guard.	Where does he work?	He works at a shopping mall.	Who's she?	Sarah. She is Moshe's wife.	What's her job?	She's a salesclerk.	Where does she work?	She works in a shoe store in a shopping mall.	When does she work?	She works in the evening.
Who's he?	Moshe.														
What's his job?	He's a security guard.														
Where does he work?	He works at a shopping mall.														
Who's she?	Sarah. She is Moshe's wife.														
What's her job?	She's a salesclerk.														
Where does she work?	She works in a shoe store in a shopping mall.														
When does she work?	She works in the evening.														
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> · Reading Passage (Appendix B) · Interview Questions (Appendix D) 	<ul style="list-style-type: none"> · Show picture of Moshe's and Sarah's children. Repeat procedure. <table border="0" style="margin-left: 40px;"> <tr> <td style="padding-right: 40px;">Who are they?</td> <td>They are Moshe's and Sarah's children.</td> </tr> <tr> <td>How old are they?</td> <td>They're two and four.</td> </tr> </table> · Show picture of Moshe's supervisor and repeat procedure. <table border="0" style="margin-left: 40px;"> <tr> <td style="padding-right: 40px;">Who's he?</td> <td>He's Moshe's boss.</td> </tr> </table> · Put students in three groups. Give one student a picture and have him ask the others questions about it. Groups switch pictures when they are ready. 	Who are they?	They are Moshe's and Sarah's children.	How old are they?	They're two and four.	Who's he?	He's Moshe's boss.								
Who are they?	They are Moshe's and Sarah's children.														
How old are they?	They're two and four.														
Who's he?	He's Moshe's boss.														
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> · Reading Passage (Appendix G) · Interview Questions (Appendix D) 															

SAMPLE LESSONS FOR THREE LEVELS

LEVEL 2

AND

LEVEL 3

1. Enabling Objective: Understand how a union can help its members.

Procedure:

- . Discuss these questions with the students:
 - a) What are unions?
 - b) What do unions do?
- . Introduce reading by discussing key vocabulary and concepts used in the reading.
- . Students read story and answer questions (Level 2 - Appendix B; Level 3 - Appendix G).
- . Arrange for a representative of a union to visit the class.
- . Students make up questions to ask (See Interview Questions - Appendix D).
- . Assign questions to individual students to ask the visitor.
- . Students interview visitor.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> . tape recorder . taped dialogues (Appendix A) 	<p>2. <u>Enabling Objective:</u> Refuse a supervisor's request, giving an appropriate explanation.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Tell the students to listen to Moshe talking to his boss. . Play taped conversation two or three times. Then put sentences from the dialogue on the blackboard as follows: <p style="text-align: center;"> _____ you _____ at 2:00 tomorrow. I'm _____. I _____, I _____ look after my children. </p>
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> . written description and background information . tape recorder . tape dialogues (Appendix A) 	<ul style="list-style-type: none"> . Students listen to the dialogue and identify the missing words. Then repeat the sentences aloud as a group and individually for pronunciation practice, particularly stress and intonation. . Students practise the conversation in pairs.
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> . tape recorder . taped dialogues (Appendix A) 	<p style="text-align: center;">C</p> <p style="text-align: center;">271</p>

SAMPLE LESSON (Cont'd)

LEVEL 2	LEVEL 3
<p>2. <u>Enabling Objective:</u> Report and discuss an interaction in which a worker refuses a supervisor's instructions.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Students read background information for the dialogue. (See title page of this module.) . Ask the students questions about the story to make sure they have understood it. . Ask the students what they would do if they were in Moshe's position. . Students listen to taped dialogue (Appendix A). . Ask the students questions about the dialogue: <ol style="list-style-type: none"> a) What did the supervisor ask? b) How did Moshe answer? c) What did the supervisor say then? d) How does the supervisor feel? e) How does Moshe feel? f) How would you feel? g) Has this ever happened to you? h) Will Moshe lose his job? Why not? i) How can Moshe get help from his union? 	<p>2. <u>Enabling Objective:</u> Report and discuss an interaction in which a worker refuses a supervisor's instructions.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Students listen to the dialogue and summarize it. . Students discuss the interaction. (See questions for Level 2.) . Students describe what kind of person they think the supervisor is and what kind of person the worker is. . Students report how they would have handled the situation. . Discuss students' experiences with being bullied or threatened on the job, and what they feel is the best way to deal with it. . Analyze the dialogue with the students for language functions and corresponding structures. Consider alternate ways of expressing the same language functions. e.g.: <p>Commanding: Come in tomorrow. I want you to</p> <p>Refusing: I can't..... It's impossible for me to</p> <p>Threatening: If you don't, I'll You'd better or</p> <p>Expressing Obligation: You're obliged to You have to You must</p>

SAMPLE LESSON (Cont'd)

LEVEL 2

3. Enabling Objective: Identify language forms used for refusals and explanations.

Procedure:

Students reconstruct the dialogue by listening to the conversation line by line (Appendix A).

Introduce each line with a question and instruct students to identify the missing words in the sentences. These are the key words for the functions. Students can work from the board or from a worksheet.

e.g.:

How does the supervisor ask Moshe to change his shift?

Moshe, _____ work afternoons tomorrow.

How does Moshe refuse?

_____ change shifts this week.

What reason does he give?

_____ look after my children.

How does the supervisor threaten Moshe?

_____ be here or _____ a job.

How does Moshe answer?

_____ give me 5 days notice.

LEVEL 3

3. Enabling Objective: Identify language forms used for refusals and explanations.

Procedure:

Point out to the students the formula for refusals:

- refusal followed by an explanation -

Students should be made aware that a refusal without an explanation, particularly for someone in a subordinate's position would be considered very rude.

Elicit from students language forms for refusing (Appendix H).

Point out that Canadians generally preface their refusal with an apology as well, to make their refusal more polite.

Students complete the exercise on refusals (Appendix I).

Discuss with the students the appropriateness of Moshe's response in this situation.

Students choose other forms that he might also use in the same situation.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 2 AND 3</u></p> <ul style="list-style-type: none">sample of a collective agreementArticles of a Collective Agreement (Appendix E)Vocabulary Exercise (Appendix F) <p><u>LEVEL 3</u></p> <ul style="list-style-type: none">taped dialogue (Appendix A)Articles of a Collective Agreement (Appendix E)	

SAMPLE LESSON (Cont'd)

LEVEL 2

4. Enabling Objective: Apply clauses from a collective agreement to a worker's situation.

Procedure:

Show Students a collective agreement, preferably one available from a firm in your community where students might be employed. You might be able to get individual copies for students.

Discuss what a collective agreement is:

- that workers and employers agree to conditions of employment for a period of time

This concept may be difficult for students unfamiliar with unions.

Students read the clause pertaining to the situation in the dialogue (Appendix E).

Read the other clauses as a group, discussing vocabulary as you go.

Note: Choose only those that you think your students can handle.

If students can do all of the clauses, have them complete Vocabulary Exercise (Appendix F).

Have students work in groups discussing the problems.

Have groups report on their answers to the problems.

Draw out some expressions which Moshe could have used had he not been sure of his rights under the collective agreement. e.g.:

I'd like to check
(the collective agreement)
(with the shop steward)

about this.

LEVEL 3

4. Enabling Objective: Apply clauses from a collective agreement to a worker's situation.

Procedure:

See Level 2:

* * * * *

5. Enabling Objective: Use alternative forms for expressing an obligation.

Procedure:

Identify the Form used in the dialogue to express an obligation (Appendix A).

Elicit from the students other forms Moshe could have used instead. e.g.:

- a) You are required to
- b) You must
- c) You have to
- d) It is your obligation to

Have students summarize, using these alternative forms and the Articles from the Collective Agreement (Appendix E).

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p data-bbox="105 831 219 865"><u>LEVEL 2</u></p> <p data-bbox="105 879 323 1010">Dialogue Completion Exercise (Appendix C)</p> <p data-bbox="105 1377 219 1411"><u>LEVEL 3</u></p> <p data-bbox="105 1425 323 1524">Role Play Situations (Appendix H)</p>	<p data-bbox="807 247 911 281">LEVEL 1</p>  <p data-bbox="842 1747 917 1789">2</p>

SAMPLE LESSON (Cont'd)

LEVEL 2

5. Enabling Objective: Refuse a supervisor's request which violates a collective agreement.

Procedure:

- Give pairs of students Dialogue Completion Exercise (Appendix C).
- Students work in pairs discussing problem and how they will complete dialogue.
- Pay particular attention to students' stress and intonation. They should sound assertive but not rude.
- Students practise dialogue in pairs.
- Choose pairs of students to perform dialogues for the class.
- Ask the other students clarifying questions about the performers' dialogue

LEVEL 3

6. Enabling Objective: Refuse a supervisor's request which violates a collective agreement.

Procedure:

- Students work in pairs developing a dialogue for the following situation.

Moshe has just started a hot lunch. His boss comes in and asks him to go on duty at the front entrance of the mall because it's quite busy.

- Students practise dialogues in pairs.
 - Pay particular attention to students' stress and intonation. They should sound assertive but not rude.
 - Choose some pairs of students to perform dialogues for the class.
 - Have other students report on:
 - a) what the situation involves.
 - b) the forms the speakers use to express the functions of refusing and expressing an obligation.
 - Encourage students to incorporate other forms of softening the refusal.
e.g.:
- I'll go just as soon as I've finished.

LEVEL 1: EVALUATION

The student can:

1. Refuse a request.
2. Explain a refusal.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

LEVEL 2: EVALUATION

The student can:

1. Ask a union representative for information about a union.
2. Refuse a request.
3. Explain a refusal.
4. Read with understanding clauses from a collective agreement.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately
Completely	Partially	Inadequately

LEVEL 3: EVALUATION

The student can:

1. Ask a union representative for information about a union.
2. Refuse a request.
3. Explain a refusal.

4. Read with understanding clauses from a collective agreement.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately
Completely	Partially	Inadequately

EXTENSION TO OTHER SITUATIONS

Situation

Story

Worker explores union issues.

Bob has just been offered a job with a mining company in another town. When he tries to report for work on the first day, he meets a picket line and finds out he's been hired as a scab. He discusses the issues with a friend.

Worker discusses advantages and disadvantages of joining a union with another worker and a business agent.

Andy is a carpenter. He works for a company which is non-union. A business agent from the Carpenters' Union is trying to organize the work site. Andy and a fellow worker are talking to the business agent, getting more information about the union.

Worker makes inquiry about benefits available through the union.

Mai Ling works as a seamstress in a garment factory. Her eyesight is getting weaker but she knows she has coverage for eyeglasses under the Extended Health package offered through her union. She telephones the office to find out information about the coverage and how to apply.

Worker reads union newspaper and goes to a union meeting to express his opinion.

Klara works for the city government. She reads in the union newspaper that talks have broken down between the municipal employees union and city hall. She goes to the union meeting to express her opinion about going on strike.

APPENDIX A
DIALOGUES
(Levels 1, 2 and 3)

Conversation:

Supervisor = S

Moshe = M

LEVEL 1

S: Moshe, can you come in tomorrow at 2:00?

M: I'm Sorry. I can't. I have to look after my children.

LEVEL 2

S: Moshe, I want you to work afternoons tomorrow.

M: I'm sorry. I can't change shifts this week, Mr. Smythe. I have to look after my children.

S: You'd better be here at 2:00 or you may not have a job.

M: The contract says you have to give me five days notice, Mr. Smythe.

LEVEL 3

S: Moshe, I want you to start at 2:00 tomorrow instead of 10:00.

M: I'm sorry, Mr. Smythe. I'm afraid it's impossible for me to change shifts this week. My wife works evenings and I have to look after the children.

S: Look, if you won't change shifts when I need you, I'll find someone who will.

M: It's violating the collective agreement, Mr. Smythe. According to the contract, you're obliged to give me 5 days notice for a change of shift.

APPENDIX B.

READING

(Level 2)

Marlene Hill is a business agent for the International Ladies Garment Workers' Union. The workers in the union are employed in garment factories.

Some of the workers are sewers and some are cutters. The sewers never finish a complete garment. Each worker makes one piece of a garment, such as a collar or a sleeve. The workers get paid for each piece that they sew. If they work very fast, they can earn more money. However, the union would like employers to pay workers by the hour, not by the piece.

Sometimes a worker doesn't get the right pay. She can talk to Marlene, who will look into the situation and try to get the worker her money.

~~The workers get~~ benefits through the union. For example, they can get eyeglasses on the Extended Health Plan or they can get a leave of absence for three months. Sometimes the workers call Marlene to ask about the union's benefits.

The workers pay \$11.00 in dues every month. This money goes to run the union.

VOCABULARY:

Fill in the blanks with one of the following:

business agent garment factories benefits leave of absence dues

1. Clothing is made in _____.
2. You have to pay _____ every month if you belong to a union.
3. Tom had to go to Hong Kong for two months so he took a _____ from his job.
4. If a worker has a problem at work, she can call a _____.
5. A medical plan and a dental plan are some of the _____.

QUESTIONS:

1. Why do the workers call Marlene?
2. Why do you think the union wants people to be paid by the hour?

APPENDIX C
DIALOGUE COMPLETION
(Level 2)

In each of these conversations there is a problem. The worker has to remind his supervisor about an Article in the Collective Agreement. (See Appendix E.)

Finish these conversations:

1. (Moshe has just started his lunch.)

Supervisor: Moshe, I need you now at the front entrance. It's very busy.

Moshe:

Supervisor: You can eat it later.

Moshe:

2. (There's a mistake in Nick's pay cheque. Last week, he worked 2:00 p.m. - 10:30 p.m. Monday; 9:30 a.m. - 6:00 p.m. Tuesday; 8:00 p.m. - 10:00 p.m. Wednesday; 9:30 a.m. - 6:00 p.m. Thursday; and 2:00 p.m. - 10:30 p.m. Friday. His hourly rate is \$6.50. His gross salary was \$221.00.)

Nick:

Supervisor: No that's correct. You worked 34 hours.

Nick:

3. (Arturo wants a week's vacation at Easter and two weeks in the summer. He tells his supervisor about his plans.)

Arturo:

Supervisor: You can have the two weeks in the summer. That's all.

Arturo:

APPENDIX D
INTERVIEW QUESTIONS
(Levels 2 and 3)

To the Instructor: - Develop some questions for your students to interview a local union representative. Here are some general questions to guide you.

1. What union do you represent?
2. What kind of workers belong to your union?
3. Are there any other unions representing the same trade?
4. Is your union an international or a Canadian-based union?
5. What kind of problems do the workers have?
6. What do you do if you get a complaint from a worker?
7. What rate of pay do the workers get?
8. What kind of benefits do workers in the union get?
9. When was the union formed?
10. Do you know what the conditions were like before?
11. How much do the workers pay in dues?
12. What happens to the money workers give to the union?
13. How do you tell the members what's going on in the union?
14. What changes would the union like to make in the employees working conditions?
15. How many of your members speak English as a Second Language?
16. Does everyone have to belong to the union?
17. How do you join the union?

APPENDIX E

ARTICLES FROM A COLLECTIVE AGREEMENT
(Levels 2 and 3)

1. Change of Shift

The Employer shall give the Employee five (5) working days notice of change of shift.

Question: Moshe gets Saturday and Sunday off. If his boss wants Moshe to change his shift on Monday, when does he have to tell him? _____

2. Working Hours

The standard working shift for all Employees shall be eight (8) hours worked within eight and a half (8½) hours. There will be a half (½) hour lunch break without interruption.

Question: If Moshe starts work at 9:30 and gets a half hour for lunch, when will he finish work? _____

3. No Work Available

When any Employee is required to report for work, he shall be paid four (4) hours wages if there is no work available.

Question: Moshe earns \$6.50 an hour. Last Tuesday, he worked from 9:30 to 12:30. How much should he get paid? _____

4. Vacation

The annual vacation for Employees with two (2) to nine (9) years service shall be three (3) weeks and the pay shall be six and one half percent (6½%) of the total wages earned by the Employee.

Question: Last year Moshe earned \$13,000. How much vacation pay will he get this year? _____

5. Medical Coverage

The Employer will contribute sixty percent (60%) of the cost of monthly premiums for medical coverage. The balance shall be paid by the Employee and deducted from the pay cheque.

Question: Moshe's monthly premiums are \$15.00. How much will his employer pay? _____ How much will be taken off his cheque? _____

6. Leave of Absence

The company will grant leave of absence up to a maximum of six (6) months without pay to employees for educational training or extended vacation purposes conditional on the following terms:

- i) That the Employee apply at least one (1) month in advance.
- ii) That the Employee disclose the grounds for application.

Question: Moshe wants to take four months off work (starting May 1) so he can attend English classes full-time. Can he apply for a leave of absence? _____ What is the last day he can send in his application? _____

APPENDIX F

ARTICLES FROM A COLLECTIVE AGREEMENT: VOCABULARY
(Levels 2 and 3)

Match the terms from a Collective Agreement from List "A" with its definition in List "B".

List A

List B

1. Standard working shift

() the money you still have to pay

2. Report for work

() When you don't work for a period of time, but can still go back to your job

3. Vacation Pay

() go to work,

4. 2 years service

() when you have worked at the same place for 2 years

5. Monthly Premiums

() the money you pay for insurance every month

6. Leave of Absence

() the money you get from your employer when you go on holiday

7. Balance

() taken away

8. Deducted

() the hours you usually work

APPENDIX G

READING (Level 3)

Marlene Hill works as Business Agent for the International Ladies Garment Workers' Union. The Union represents workers in garment factories in Canada and the United States.

In garment factories, clothing is produced in assembly-line fashion. Each worker produces one piece of a garment such as a collar or a sleeve and, in all likelihood, will never see the completed garment.

Employees are paid on a piece-work system: that is, they get a base rate and then are paid more according to how much they produce. Some of the younger workers can sew very quickly and make good wages. They like the piece-work system but the Union would like employees paid by the hour, not by the piece.

Sometimes workers talk to Marlene because they think they are not being paid enough to sew a particular piece. The Union looks into the situation and may file a grievance if they find that the rate for that particular piece is too low.

When the Union negotiates a contract with the employer, they negotiate for both wages and benefits. For example, a medical plan and an extended health plan are included in the Garment Workers' benefits.

The Union administers the benefits so, if the workers have any questions about the benefits, they can call Marlene.

As in many other organizations, the members pay dues; in this case, \$11.00 a month. This money is used to operate the Union.

VOCABULARY

Which of the underlined words in the reading means:

1. money you pay every month to belong to an organization. _____
2. when a union complains to the employers: _____
3. someone who works for a union. _____
4. when a union and employer try to agree about pay and working conditions. _____
5. when workers are paid by how much they produce. _____

QUESTIONS:

1. Why do workers talk to business agents?
2. Why do you think the Union does not like the piece-work system?
3. What other benefits do workers get sometimes?

APPENDIX H

REFUSALS
(Level 3)

Blunt Refusals

No I won't

That's impossible.

No I can't

Certainly)
Definitely) not.
Absolutely)

I certainly won't.

I definitely can't.

It's out of the question.

Polite Refusals

No (I'm sorry) I (can't).
(I'm afraid) I (won't).

I'm sorry but) it's impossible for me to
I'm afraid)

Polite Refusals Followed by an Explanation

I'm afraid I can't come (I have to look after my children.
(because I have to look after my children.
(because of an appointment.

I'm sorry I can't. If I come in at 2:00, I won't be able to pick up
my children.

Apologetic Refusals (Apology + Explanation + Statement of Regret).

I'm very sorry. I won't be able to start then. I would like to
help you out but I have to look after my
children.

I'm really sorry. I just can't come. I have to study for an exam.
I would really like to come.

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APPENDIX I
REFUSALS EXERCISE
(Level 3)

1. Read the following responses to the supervisor's question below. Are there any responses which you think are:
 - a) inappropriate
 - b) polite?

2. Discuss your answers to the above question with your classmates.

Will you work overtime tonight?

- a) No, I won't.
- b) I'm sorry.. I can't.
- c) I'm afraid I can't. I've got to go to the airport.
- d) Sorry, not tonight.
- e) I'm really sorry.. I can't tonight. I have to go to the airport. Will you ask me another time.
- f) I'd like to but I have to go to the airport.

3. Which answer would you choose if:
 - a) you wanted to work overtime.
 - b) you didn't like working overtime.
 - c) workers are expected to work overtime if they can.
 - d) workers don't often work overtime.

DEALING WITH JOB RELATED PROBLEMS: REPRIMANDS



Thu has worked as a shipping clerk in a warehouse for seven months. Although he is an independent and capable worker, two weeks ago his supervisor brought to his attention three errors that he had made in packing orders over the past month. Now his supervisor is reprimanding him for a similar lapse.

OVERALL OBJECTIVE:

1. Recognize an angry reprimand and know how to respond appropriately.

FUNCTIONS:

1. Interrupting: "Excuse me, _____?"
2. Apologizing: "I'm very sorry."
3. Expressing Lack of Understanding: "It's still not clear to me."
4. Requesting Another Demonstration: "Would you show me again, please?"

CULTURAL NOTES:

1. Dissatisfaction may be expressed in several forms - from angry barrages to quiet low-keyed reprimands.
2. Sarcasm is often used as a form of reprimand.
3. In many situations, it is not sufficient to give only a brief apology (i.e. I'm (very) sorry). A statement of explanation often accompanies the apology.
4. An appropriate response to a reprimand usually takes the form of an acknowledgement, an apology, a request for clarification.
5. Defending yourself without appearing obsequious or creating further hostility is desirable.
6. Women from some cultures have greater difficulty in dealing with these kinds of situations.
7. Body language should convey a message of directness and self-confidence. (maintain eye-contact with the speaker, stand up straight, etc.)

LANGUAGE COMPONENTS

LEVEL 1:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Interrupting	1. Interrupt person in authority.	Excuse me _____. Pardon me _____.	Mr., Mrs., Ms., Miss
Apologizing	1. Apologize.	I'm sorry. I'm very sorry.	
Expressing Lack of Understanding	1. State that he does not understand.	I don't understand. I didn't understand.	names of objects, i.e. compass, calculator, chop sticks, etc.
Requesting Assistance	1. Ask for another demonstration.	Please show me again.	show, tell
Thanking	1. Give thanks.	Thank you, _____.	

LEVEL 2:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Reporting	1. Describe a confrontation. 2. Describe responses of worker.	past tense verbs e.g. he shouted indirect speech He said he was sorry. Past continuous tense e.g. She was <u>ving</u>	a warning, blunt, raised, yelled, silence, crying, giggling, denial
Interrupting	1. Interrupt a person at an appropriate time.	One moment, _____. I'd like to add something, _____.	
Apologizing	1. Make an apology.	I'm sorry about this. Please forgive me.	
Expressing Lack of Understanding	1. State lack of clarity.	I don't understand. It's still not clear to me. I'm still not certain.	
Requesting Assistance	1. Asking for more instruction or another demonstration.	Would you please show me again? Would you mind telling me again? Tell me how to _____.	
Expressing Feelings and	1. Describe situations in which students feel <u>x</u> . 2. Describe responses to certain emotions	I'm angry when I get a parking ticket. When I'm happy I smile and sing.	happy or depressed disappointed excited calm

LANGUAGE COMPONENTS

LEVEL 3:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Apologizing	1. Make an extensive apology.	Use of gerunds after prepositions I'm sorry for <u>Ving</u> - or I'm sorry about <u>Ving</u> .	
Accepting an Apology	2. Offer an explanation. 1. Accept the apology.	That's O.K. That's all right. I was late too. I was reading my newspaper.	
Interpreting Tone of Voice	1. Discriminate between neutral and critical tone of voice.		critical neutral

NOTES TO THE TEACHER

1. This module may be somewhat difficult to teach as it deals with attitudes and feelings. Some students may be very uncomfortable in expressing their emotional responses publicly.
2. It is necessary that the taped exercises for Level 2 and Level 3 provide a clear illustration of anger (Appendix B) and of obvious sarcasm and neutrality (Appendix D).
3. An angry exchange (dramatized) between two instructors would provide a better background for Level 1 (Objective 1) than would a taped discussion.
4. People from other cultures may respond to an embarrassing situation or confrontation in ways that are not understood in Canadian society. Students should gain an understanding of what kind of response is usual in Canada.
5. Intonation plays a critical part in portraying strength and directness.

SAMPLE LESSONS FOR THREE LEVELS

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> . tape recorder . taped conversation (Appendix A) 	<p>1. <u>Enabling Objective:</u> Interrupt someone in authority who is criticizing you.</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Use taped "monologue" (Appendix A) or a dramatization to illustrate someone giving an angry reprimand. . Have students listen. . Do a brief summary - e.g.: Mr. Bengé is angry. The computer parts were broken. The packing wasn't strong enough.
<p><u>LEVELS 2 AND 3</u></p> <ul style="list-style-type: none"> . tape recorder . taped conversation (Appendix B) 	<ul style="list-style-type: none"> . Listen again. Indicate how we might break into such a barrage with the use of a hand gesture* to accompany either: excuse me, _____ pardon me, _____ . Use tape to help students practise interrupting as a whole group; then in small sections; then one by one. . If appropriate, students might interrupt instructor while he is instructing another group. <p>* Open hand with palm away from speaker, or index finger pointing up and slightly toward listener.</p>

SAMPLE LESSONS FOR THREE LEVELS.

LEVEL 2

AND

LEVEL 3

1. Enabling Objective: Understand language and tone of criticism and reprimand.

Procedure:

- Instructor creates story based on Situation Outline (see title page of this Module).
- Students read story from blackboard. This provides background information for taped dialogues. Then they listen to the supervisor's reprimand. (Present supervisor's part only.)
- Use oral questions to check comprehension. e.g.:
 - Why is the supervisor speaking to Thu again? Is Thu lazy?
 - Is he irresponsible?
- Discuss whether students have had similar problems.
- Listen to the three taped passages illustrating different responses.

Note: Tape three conversations using -

- Supervisor + Response #1
- Supervisor + Response #2
- Supervisor + Response #3

It would be helpful to have three different voices for the responses.

• Discuss with students:

- a) How did supervisor respond?
- b) How did you know he was angry?

Students list factors on blackboard (he raised his voice, he shouted, he gave a warning, he was very blunt, it was one sided, etc.).

• Listen to tapes again. Focus on response of worker. Elicit from students what the three responses were. Are these satisfactory? What are others? e.g.:

silence, crying, belligerence, denial.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL
<p>LÉVELS 2 AND 3</p> <ul style="list-style-type: none"> · small tools, utensils or household items · tape of 1st part of Appendix B 	<p>2. <u>Enabling Objective</u>: Apologize to someone in authority (semi-formal apology).</p> <p><u>Procedure</u>:</p> <ul style="list-style-type: none"> · Use a mock situation (step on someone's toe, break someone's pencil, spill someone's coffee) in order to elicit: <ul style="list-style-type: none"> · I'm sorry. · I'm very sorry. · Have students practise. · Then combine with first phrase: <ul style="list-style-type: none"> · Excuse me, Mr. _____, I'm very sorry.

SAMPLE LESSON (Cont'd)

LEVEL 2

AND

LEVFL. 3

2. Enabling Objective: Know what is expected of a person being reprimanded and develop suitable response to supervisor's criticism.

Procedure:

- Elicit from students what worker must do in order to give a more positive response.

- a) Interrupt
- b) Apologize
- c) Ask for another demonstration if applicable

Work on each of these functions separately.

- Elicit from students ways of interrupting. Remember to use listener's name.

- a) Excuse me, _____./Pardon me, _____.
- b) One moment, _____.
- c) I'd like to say something, _____.

- Have students practise this among themselves.

- Expand basic apology in a similar way.

- a) I'm very sorry _____. I apologize.
- b) I'm sorry about this. Please forgive me.

- Use small objects (cork screw, chop sticks, etc.). Have one or two students demonstrate the use of an object or objects. Instructor requests another demonstration. Elicit possible phrases from students. e.g.:

I don't understand. Please ^{do it)} show me) again..

It still isn't clear to me. Would you show me again, please.

I'm still not certain.

- Review tape of supervisor's reprimand from previous lesson.

- Have students work in small groups to write out their version of new response to the reprimand. Students practise together. It isn't necessary for them to practise the supervisor's part.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> small tools, utensils or household items large flash cards approximately 3" x 24" 	<p>3. <u>Enabling Objective</u>: Express lack of understanding and request an explanation.</p> <p><u>Procedure</u>:</p> <ul style="list-style-type: none"> Use some small objects (e.g. padlock, calculator, alarm clock, compass, chop sticks) for "how to" demonstration. Have student demonstrate its use. Instructor expresses lack of clarity. I don't understand. Please <u>show</u> me again. <u>tell</u> is another possible variation. Whole group practises these phrases.
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> picture or objects 	<ul style="list-style-type: none"> Before moving to combine whole response, it is necessary to indicate to the students that the lack of understanding occurred in the past. It would be unnatural to say "I don't understand" in the context of this response. Use a calendar to draw distinction between past and present. I don't understand (today - now) I didn't understand (then - last week, month) Have students practise the past tense form. Combine with: <ul style="list-style-type: none"> I'm very sorry. I didn't understand. Use a large flash card - e.g.: <div data-bbox="630 1234 1016 1333" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Excuse me, _____.</p> </div>
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> situation cards 	<ul style="list-style-type: none"> for each phrase of the worker's response (Appendix A), Review whole response by showing one card at a time with each phrase. Students repeat together while reading phrase from card. Then turn over. Students repeat without card. Continue until the whole response is very familiar. Give four students the cards and have them tape them to the blackboard in the correct order. Whole class writes response in their books.

SAMPLE LESSON (Cont'd)

LEVEL 2

3. Enabling Objective: Request instruction for something and understand response to the request.

Procedure:

Use picture or objects to offer a range of ideas. e.g.:

- a) pay phone
- b) car
- c) chop sticks
- d) invoice
- e) language master

Students work in pairs. They pick two or three items from a basket which act as cues (e.g. invoice).

Would you please show me how to write up an invoice?

The partner's responses can be open ended.

- a) Sure, let's look at it now.
- b) I'm sorry. I don't know how.
- c) I don't know either. Let's ask Franca.

Students exchange objects for more practice.

LEVEL 3

3. Enabling Objective: Make a more extensive apology.

Procedure:

See Cultural Notes (#3).

Use pictures, drawings, words or mime to outline three or four situations. e.g.:

Person pacing back and forth, looking at her watch. Second person arrives and says:-

"I'm sorry for being late.
My car wouldn't start."

Ask students to listen to the response for each situation.

Have students repeat the three or four responses.

Ask students to identify the common form/structure.

I'm sorry + prep. + Ving + complement
 I'm sorry { for being late.
 { about forget- your
 ting(birthday)

Ask students for one or two new situations. Together, create apologies:

Consider some acceptances, e.g.:

- a) That's O.K.
- b) That's all right.

and more elaborate (gracious) ones, e.g.:

- a) I wasn't on time either.
- b) I haven't been here long.
- c) I was reading my newspaper.

Put students in groups of three. Give them situation cards.

- Student A - Reads
- Student B - Apologizes
- Student C - Accepts apology

Exchange cards and/or have them create new situations.

SAMPLE LESSON (Cont'd)

DEVICES	LEVEL 1
<p data-bbox="97 804 209 835"><u>LEVEL 2</u></p> <ul data-bbox="97 848 313 919" style="list-style-type: none"><li data-bbox="97 848 313 919">. Worksheet (Appendix C) <p data-bbox="97 1350 209 1381"><u>LEVEL 3</u></p> <ul data-bbox="97 1394 313 1465" style="list-style-type: none"><li data-bbox="97 1394 313 1465">. Worksheet (Appendix D)	

SAMPLE LESSON (Cont'd)

LEVEL 2

4. Enabling Objective: Express feelings and reactions.

Procedure:

- Review reactions of three workers to supervisor's reprimand.
- Discuss how workers must have felt in the three responses.
- Instructor discusses his response when afraid, happy, etc.
- Discuss meaning of adjectives of emotion. In what situation might you feel angry, disappointed, etc. e.g.:
 - a) I am disappointed when my plans are changed.
 - b) I am angry when I get a parking ticket.
- Ask students what reactions they have when they are happy.
- Continue with other adjectives.
- Students complete Worksheet (Appendix C). This written activity allows students to complete as much or as little as is comfortable for them.
- If appropriate, discuss written answers together.

LEVEL 3

4. Enabling Objective: Discriminate between a critical and a neutral intonation.

Procedure:

- Use someone's name to illustrate that stress and intonation in English can convey a range of messages.
- Say the name John or Mr. Taylor to suggest three or four different moods. e.g.:
 - a) come hither, provocative, sexy
 - b) anger - outrage
 - c) neutral - as in an introduction
 - d) calling him to come
- Discuss each example. Although the name is the same, what is being conveyed is very different.
- Introduce taped phrases from Appendix D. Have students listen.
- Hand out worksheets. Repeat tape. Have students check each phrase as they hear it.
- Ask students if they heard a difference in intonation. Explain that some are critical and some are neutral.
- Students listen again and check appropriate column for critical or neutral.
- Discuss their answers.

LEVEL 1: EVALUATION

The student can:

1. Interrupt.
2. Apologize.
3. State that he doesn't understand.
4. Request further assistance.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

LEVEL 2: EVALUATION

The student can:

1. Describe a confrontation.
2. Make an appropriate response to a reprimand.
3. Express feelings and reactions.
4. Request assistance.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

LEVEL 3: EVALUATION

The student can:

1. Describe a confrontation.
2. Make an appropriate response to a reprimand.
3. Make an apology (using preposition + gerund)
4. Offer an explanation.
5. Accept an apology.
6. Discriminate between a critical and neutral remark.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

EXTENSION TO OTHER SITUATIONS

Situation

Story

Employer criticizes worker for being late twice in a week.

Rosa's daughter became ill unexpectedly on two separate mornings. This meant that at the last minute she had to arrange for someone to take care of her daughter. Consequently, she was late.

Co-workers are critical because another employee works too fast.

Sumin works on a conveyor belt at a fish cannery. She is an experienced assembly-line worker and thus works quickly. Some other people on the line are slower and criticizing her for working too fast.

Some co-workers are critical because a group of workers with the same first language always talk in their mother tongue.

At coffee break or lunch time Mohinder and other Asians always sit together. They usually speak in their own language. Other workers who speak only English are resentful and criticize them.

Supervisor wrongly criticizes worker for an error.

Rosa does a final inspection on garments in a clothing factory. Her supervisor reprimands her for approving defective merchandise. She insists that those garments were not inspected by her.

Worker apologizes to supervisor for work not done or finished. See Other Role Outlines in Section #19 of ESL for Adults: A Curriculum Guide.

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APPENDIX A

SUPERVISOR'S CRITICISM AND WORKER'S RESPONSE
(Level 1)

Supervisor

Worker's Response

tape
this
por-
tion
only

(Thu, come here.

(This is terrible. These are
(broken.

(This happened last week too.

(What's the matter with you?

Excuse me, _____.

I'm very sorry. I didn't understand.

Please show me again.

Thank you.

APPENDIX B

CONVERSATION BETWEEN SUPERVISOR AND THU

(Levels 2 and 3)

Supervisor

Thu

Thu, come here a minute.

Two weeks ago I told you to be more careful packing these controls.

Look at this!

You didn't do it properly and now they've come back broken.

What's the problem here? You don't seem to catch on.

It isn't good enough and I don't want to tell you again.

(Yes, Mr. Sousa.

Response #1

(Yes, sir. O.K., sir.

(Sure, sure. I understand sir. So sorry, sir. Too bad.

(O.K. Next time. Sorry, sorry.

Response #2

(giggling, laughter throughout. -probably best if this example is done by a woman.

(Yes, Mr. Sousa.

(Oh, I didn't do it. Maybe I was away.

Response #3

(You're always pointing to me. There wasn't any styrofoam and I was too busy. We're always overworked.

(I was in a hurry.. There were too many orders to do.

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APPENDIX C
FEELINGS AND REACTIONS
(Level 2)

Use the words listed below to help you make sentences.

e.g. - When I'm excited I talk a lot and my voice rises.

1. When I'm _____
2. When I'm _____
3. When I'm _____
4. When I'm _____
5. When I'm _____
6. When I'm _____
7. When I'm _____
8. When I'm _____

worried	happy	afraid	depressed	disappointed	calm
sad	angry	excited	relaxed	nervous	embarrassed

APPENDIX D

DIFFERENTIATING INTONATIONS

(Level 3)

- A. Listen to the tape. As you hear each phrase (✓) it.
- B. Listen again. Decide whether the speaker is using a critical or a neutral tone.

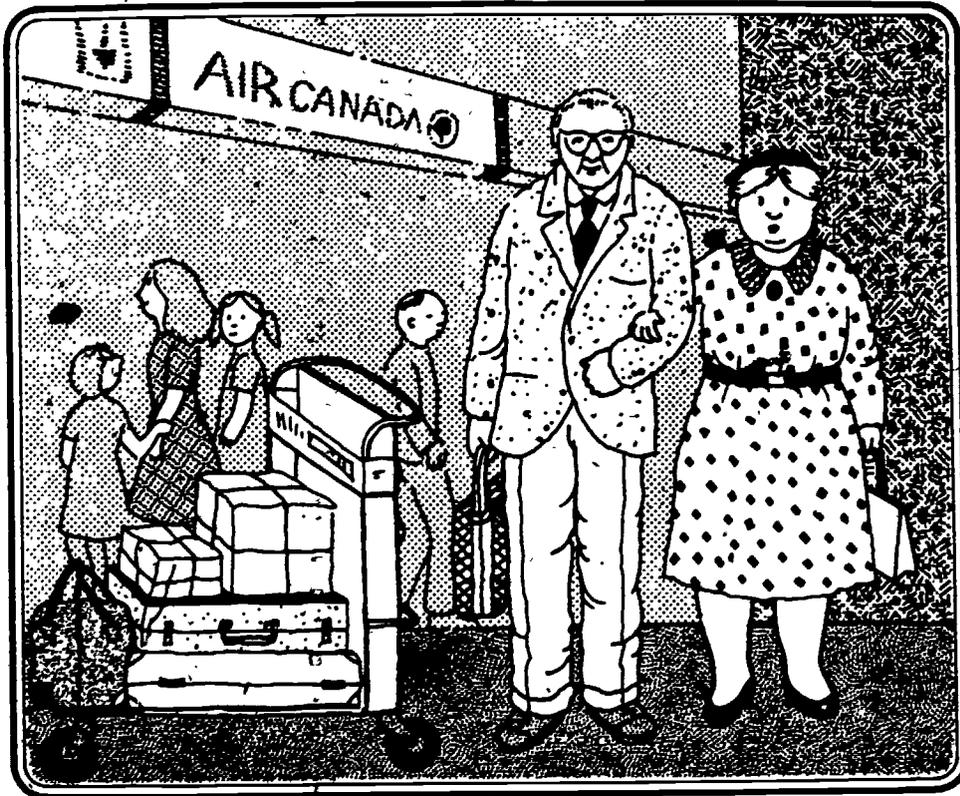
Critical

Neutral

1. I've told you about this before.
2. I think there's a problem here.
3. Smarten up.
4. Pay more attention.
5. Be more careful next time.
6. Don't let it happen again.
7. I'm not satisfied with this.
8. This isn't good enough.
9. What's the point?
10. What's the matter with you?
11. This isn't the first time.
12. Get it together.

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DEALING WITH JOB RELATED PROBLEMS: SPECIAL REQUESTS



George's mother and father are arriving from Lebanon on Friday. He wants to meet them at the airport and he makes a request to his supervisor for time off.

OVERALL OBJECTIVE:

1. Make a special request to a supervisor and understand his response.

FUNCTIONS:

1. Describing a Future Action: "My mother and father are arriving from Lebanon on Friday."
2. Requesting Permission: "Could I have the day off, please?"

CULTURAL NOTES:

1. Granting time off for personal matters is done reluctantly and is often considered by the boss to be a favour. In asking for time off, employees may put themselves in employer's debt.
2. Time off in these circumstances is usually without pay. Sometimes time can be "made up".
3. When getting supervisor's attention, greet him by name.
4. When we give a refusal, we usually give a reason.
5. What the worker considers a matter of personal importance (e.g. meeting a relative at the airport) may be of no consequence to employers.

LANGUAGE COMPONENTS

LEVEL 1:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Describing Future Action	1. Make a statement about an event in the future.	N + Ving and complement My mother and father are coming from Lebanon on Friday.	family names possessive pronouns e.g. my, our countries days of week
Attracting Someone's Attention	1. Use polite forms to attract attention.	Excuse me _____. Pardon me _____. What is it?	forms of address Mr., Miss, Ms., Mrs. vs. informal first name.
Requesting Permission	1. Request permission and understand yes/no replies. 2. Request permission to borrow something.	Could I have the day off? Yes, I guess it's O.K. No, I'm sorry. We're too busy. Could I borrow your _____?	day off too + adjective e.g. too busy classroom objects e.g. pen, dictionary homework

LEVEL 2:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Requesting Permission	1. Ask boss for time off.	Could you spare a moment? Would it be possible? I understand but That's not possible because _____.	spare a moment have a word request causes short-staffed
Respond to Affirmative and Negative Replies	1. Ask boss about his decision and understand yes/no replies.	Can you give me _____? Have you had time to think about _____?	expected personnel
Make Suggestions	1. Use can't and couldn't as forms of suggestion.	Couldn't you _____? Can't you _____?	

LANGUAGE COMPONENTS

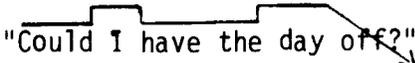
LEVEL 3:

<u>Function</u>	<u>Objective</u>	<u>Structure</u>	<u>Vocabulary</u>
Requesting Permission.	1. See Level 2	See Level 2	See Level 2
	2. Develop strategies and create follow-up dialogue for: - positive response - negative response from supervisor.	I realize _____. I appreciate _____. I think _____. You told me to _____.	treating deserve

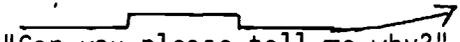
NOTES TO THE TEACHER

- Objective #2 in Level 3 provides a useful opportunity to discuss subtleties of raising a difficult point. Consider feelings, consequences and how these situations might be handled in students' countries.
- Intonation is significant in these kinds of situation.

e.g.:  "Could I have the day off?" is acceptable intonation.

 "Could I have the day off?" is not acceptable and creates the impression of a demand rather than a request.

Similarly in Appendix D, correct intonation is very important when George asks for an explanation.

 "Can you please tell me why?"

SAMPLE LESSONS FOR THREE LEVELS

LEVEL 2

AND

LEVEL 3

1. Enabling Objective: Ask (the boss) for time off.

Procedure:

- Students listen two or three times to taped dialogue (Appendix A).
- Students complete worksheet with true/false statements (Appendix B) and discuss answers together.
- Students work in pairs and make "wh" questions based on conversation.
- Students listen to tape again and repeat worker's part, phrase by phrase.
- Distribute worksheet (Appendix C) with half the dialogue. Then have students listen to tape and write in missing part.
- From a list on the blackboard, students examine dialogue, identify and label functions.
 - e.g.: attracting attention
 - leave taking
- Students look at boxed-in sections in George's half of dialogue. Elicit from students alternate ways of expressing each function.
 - e.g.: Excuse me, Mr. Bengel.
 - Could I speak to you?
- Using these suggestions, students work in threes or fours to create new dialogue. Then, they practise in pairs.

SAMPLE LESSONS (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> . pop bottle or . bean bag *** . picture of airport . teacher-made worksheet of dialogue with blanks 	<p>2. <u>Enabling Objective</u>: Attract someone's attention.</p> <p><u>Procedure</u>:</p> <ul style="list-style-type: none"> . Have a more fluent student attract your attention using: Excuse me _____. Respond with reply: Yes _____, what is it? . Make list of names of other people (instructors, custodians, secretary) for practice. . Have students practise with one another, alternating between "Excuse me" and "Pardon me". Use of a bean bag or pop bottle can add some fun to this simple activity.
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> . Appendix D . Dyad Activity (Appendix E) . language master cards 	<p style="text-align: center;">* * * * *</p> <p>3. <u>Enabling Objective</u>: Request permission and understand affirmative and negative replies.</p> <p><u>Procedure</u>:</p> <ul style="list-style-type: none"> . Show picture of George's parents. Review statement of this. . Draw picture of George talking to supervisor. Role-play dialogue. G: My mother and father are coming from Lebanon on Friday. Could I have the day off? S: Yes, I guess it's O.K.
<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> . Phrase Sheet (Appendix F) 	<ul style="list-style-type: none"> . Have students practise questions and answers in pairs. . Return to picture and statement, and question. Add new response. S: No, I'm sorry. We're too busy. . Read whole dialogue from blackboard. Divide class for roles. As practice continues, erase one or two words at a time until only one or two words per line remain. Students go to blackboard to fill in missing words. . Have students fill in worksheet with blank spaces in dialogue.

SAMPLE LESSONS (Cont'd)

LEVEL 2

2. Enabling Objective: Ask the boss about his decision and respond to an affirmative or negative reply.

Procedure:

Ask students how Mr. Benge finished the conversation with George:

- Did he agree to time off?
- How do you know?
- What must George do now?

Tape the two responses from Appendix D on language master cards. Put one line of dialogue on a card. Group students into two sections and give each section a packet of cards. Students listen to each card and arrange cards in correct order. If language masters are not available, put each line of dialogue on a separate strip of paper and students can re-arrange.

Once correct order has been established, students work in pairs and practise two responses using Dyad Activity (Appendix E) Parts "A" and "B". Give each student one half of dialogue. Students, taking worker role (George), will not know how supervisor will respond. Students complete the dialogue orally.

Students write the dialogue as a follow-up activity.

LEVEL 3

2. Enabling Objective: Develop strategies and create a follow-up dialogue in response to the supervisor's avoidance tactics.

Procedure:

Examine Mr. Benge's last line.

I'll have to think about it. See me later.

Discuss this response with students. Since worker must initiate conversation, how will he do it?

- How long do you wait?
- What are cues?
- How will George feel?

Have students read over Phrase Sheet (Appendix F). Students will identify which expressions are very casual, informal or formal. Students will use these phrases to develop second conversation.

Examine dialogues to check for consistency of level of formality.

Students practise in pairs.

SAMPLE LESSONS (Cont'd)

DEVICES	LEVEL 1
<p><u>LEVEL 1</u> classroom objects</p> <p><u>LEVEL 2</u> teacher-made situation cards</p>	<p>4. <u>Enabling Objective</u>: Request permission to borrow something.</p> <p><u>Procedure</u>:</p> <p>Use more fluent student to model request: Excuse me, Tam. Could I borrow your dictionary?</p> <p>Responses:</p> <p>Sure, (no problem). O.K. By all means. Yes, go ahead.</p> <p>Have students practise this request with other classroom objects: pen, pencil, some paper, your homework, a cigarette</p> <p>Expand request to other situations:</p> <ul style="list-style-type: none"> - use the phone/the tape recorder/your book - use your name (as a reference) - have a ride, a letter of reference, - have change for the phone, vending machine, the bus - visit you - see the nurse/the counsellor <p>This lesson creates a natural opening to introduce borrow/lend. e.g. - Could you <u>lend me</u> two dollars?</p> <p>Set up a contact assignment in which students:</p> <ol style="list-style-type: none"> a) observe someone requesting something (in the office, cafeteria, bookstore, library) b) make a request. (change for telephone, use of the telephone)

SAMPLE LESSONS (Cont'd)

LEVEL 2

LEVEL 3

3. Enabling Objective: Develop skill with "can't" and "couldn't" as forms of suggestion.

Procedure:

Examine Mr. Bengé's responses to George's request:

What's the supervisor doing?
He's making an alternate suggestion.

Is he trying to be helpful?
Why not?

Would you find these suggestions helpful if a friend offered them?

How might a friend say them?

"Maybe you could"

"Perhaps they could"

How does Mr. Bengé make his suggestions?

What are the cue words?

can't couldn't (negative)

Elicit other suggestions from students:

go/bus
arrive/Sunday
ask/neighbour

Practise this pattern, developing responses together:

Couldn't they arrive on Sunday?
No, there are no flights on Sunday.

Distribute cards with situation outline and cue words for suggestion, e.g. -

Students work in pairs. They read the card together and S₁ makes a suggestion, S₂ replies negatively. e.g.:

You are out of work.
Apply for U.I.

S₁: Couldn't you apply for Unemployment Insurance?

S₂: No, I didn't work long enough.

LEVEL 1: EVALUATION

The student can:

1. Describe future actions.
2. Attract someone's attention.
3. Request permission to do some= thing and understand yes/no responses.
4. Request to borrow something.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

LEVEL 2: EVALUATION

The student can:

1. Request permission.
2. Understand and respond to affirmative and negative replies.
3. Make suggestions using can't/ couldn't.

Accurately and/or Fluently	Intelligibly but Inaccurately	Inadequately

LEVEL 3: EVALUATION

The student can:

1. Request permission.
2. Respond with appropriate register (formal, informal).
3. Understand and respond to affirmative and negative replies.

Accurately and/or Fluently	Intelligibly but inaccurately	Inadequately

EXTENSION TO OTHER SITUATIONS

Situation

Request permission to take a training program.

Request work with more responsibility.

Request permission to change shifts.

Story

Sergio has worked as a labourer in a shipyard for two years. Now he wants to learn a trade. He inquires if his boss will sponsor him in a welding course.

Ai Ja feels confident that she can handle tasks other than mail distribution. She asks her supervisor and mentions occasions when her initiative has been valuable to the office staff.

See ESL for Adults: A Curriculum Guide - Section 11.

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APPENDIX A

TAPED CONVERSATION BETWEEN GEORGE AND SUPERVISOR, MR. BENGE
(Levels 2 and 3)

G: Could you spare a moment, Mr. Benge?
I'd like to have a word with you.

S: Sure, George. What can I do for you?

G: My mother and father are arriving from Lebanon on Friday. Would it be possible for me to have the day off?

S: This kind of thing/request causes a lot of problems. Can't someone else go?

G: I understand, but I don't have any other family here and my wife doesn't drive.

S: Well, couldn't they go by taxi?

G: That's not possible because they don't speak any English.

S: It's very difficult. We're already short staffed. I'll have to think about it. See me later.

G: Yes, Mr. Benge. Thank you.

APPENDIX B
TRUE/FALSE QUESTIONS
(Levels 2 and 3)

Listen to the following sentences and decide if they are true or false.

Then circle T or F.

1. George's mother and father-in-law are arriving on Friday. T F

2. His relatives are coming from Libya. T F

3. Mr. Bengé gives George the day off. T F

4. He can have the day off because the factory isn't busy. T F

5. George's wife doesn't drive. T F

6. George can ask his brother to go to the airport. T F

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APPENDIX C
WORKSHEET OF DIALOGUE
(Levels 2 and 3)

Listen to the conversation and write in George's part.

G: _____
_____?

S: Sure, George. What can I do for you?

G: _____

_____?

S: This kind of thing/request causes a lot of problems. Can't someone else go?

G: _____

S: Well, couldn't they go by taxi?

G: _____

S: It's very difficult. We're already short staffed. I'll have to think about it. See me later.

G: _____

APPENDIX D
NEGATIVE AND AFFIRMATIVE RESPONSES
(Level 2)

G = George

Mr. B = Mr. Benge

"No" Response

"Yes" Response

G: Excuse me, Mr. Benge. Can you give me your decision now?

G: Pardon me, Mr. Benge. Have you had time to think about my request?

Mr. B: I don't think it's possible, George.

Mr. B: Oh yes. You wanted Friday off, didn't you? Well, it seems O.K.

G: Could you please tell me why?

G: That's wonderful Mr. Benge. I appreciate that.

Mr. B: A large delivery is expected that morning and we'll need every available person.

Mr. B: ~~But~~ you'll have to make up the time.

G: O.K. Mr. Benge. I understand. Thank you.

G: Yes, for sure. I'll talk to personnel. Thanks again.

APPENDIX E
DYAD ACTIVITY
(Level 2)

PART A

Complete the conversation between worker and supervisor. Use the clues given.

Worker

Supervisor

1. Excuse me, _____
(ask about his decision)

2. _____

3. Respond to his answer.

4. _____

5. Close the conversation.

PART B

Complete the conversation between worker and supervisor. Use the clues given.

Worker

Supervisor

1. _____

2. Give a negative answer.

3. _____

4. Respond to his question.

5. _____

APPENDIX F

PHRASES TO MAKE A FOLLOW-UP DIALOGUE

(Level 3)

George

- A {
- . Excuse me, Mr. Bengé.
 - . Pardon me, Mr. Bengé.
 - . I'm sorry to both you again, Mr. Bengé.
 - . Sorry about this.

- C {
- . I don't like to put you on the spot but ...
 - . I realize that it's awkward but ...
 - . I want to
 - . I'd really like to ...
 - . You should let me ...

- B {
- . Have you decided about Friday?
 - . Well, what's your decision?.
 - . Can you give me an answer now?
 - . You told/asked me to see you again.
 - . Well, how do you feel about Friday?
 - . I have to know now.
 - . How about Friday?

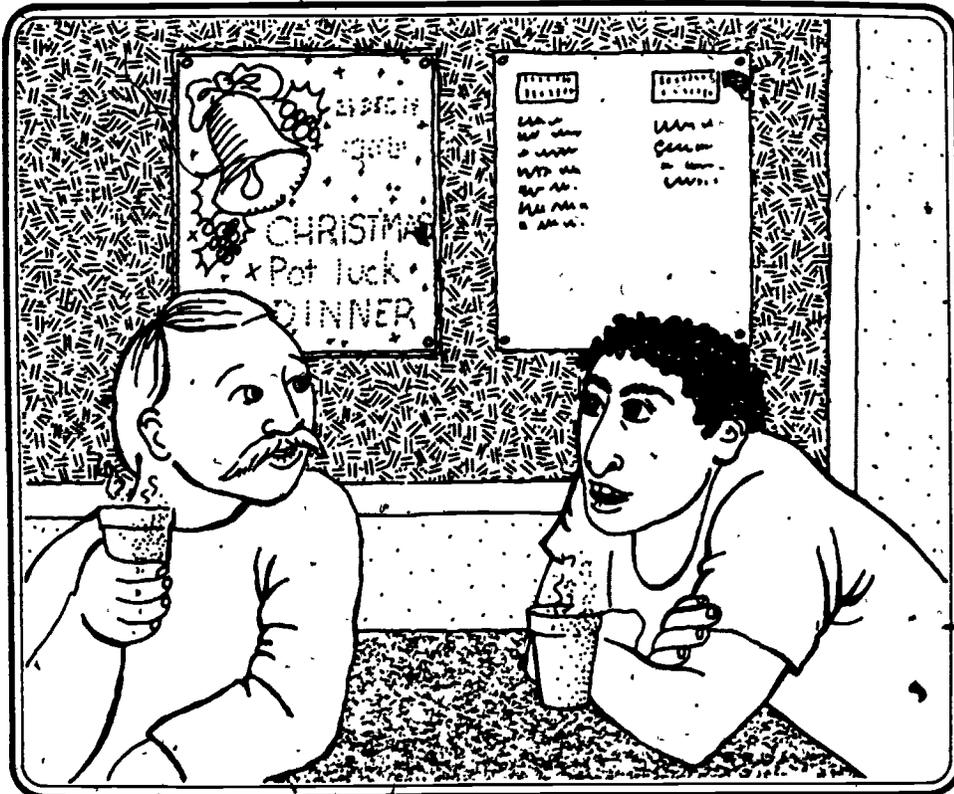
Responding to a "yes" reply

- D {
- . That's very good/nice of you.
 - . You're a great guy.
 - . Thank you very much.
 - . I appreciate this.

Responding to a "no" reply

- . That's not fair.
- . You aren't treating me the same as ...
- . Well, why not?
- . Can you explain your reasons?
- . I understand.
- . I think I deserve the day off.
- . Thanks anyhow.
- . Thank you for considering my request.
- . I don't agree with you.
- . Well, what am I supposed to do?

RELATING TO OTHERS ON THE JOB



Ahmad has been working for six months. Last week his co-workers began talking about the Christmas staff party but, because he is not a Christian, he decided that he should not go. Today in the lunch room, one of the other workers was talking to him about the party.

OVERALL OBJECTIVE:

1. Be aware of the importance of interpersonal relationships on the job.
2. Know how to maintain good working relationships on the job.

FUNCTIONS:

1. Socializing: "Hi, George. How's it going?"
2. Inviting: "Are you coming to the Christmas Party?"
3. Accepting/Declining an Invitation: "That sounds like fun."
4. Clarifying: "What does 'No Host Bar' mean?"

CULTURAL NOTES:

1. In many job situations, workers are judged not only on the work they do, but also on the way they relate to others.
2. Many Canadian workers have a social life that centres around their jobs and the people they work with.
3. When workers of the same language or racial background socialize exclusively among themselves, other workers might take offence.
4. Maintaining friendly relations with co-workers will probably make the job easier.
5. Greeting people and occasionally exchanging "small talk" is often all that is required for the maintenance of friendly relations.
6. "Going Dutch" is the norm for a lot of the socializing the co-workers do.
7. Frequently workers will be called upon to volunteer in preparing for a staff party.

SUGGESTED TOPICS AND ACTIVITIES

1. Staff Christmas Party.

. Use the picture of Ahmad and his fellow worker to begin a discussion of staff Christmas parties. Some of the following topics might be worth exploring:

- volunteering for committees to work on the party.
- bringing other members of the family to the party.
- buying Christmas gifts for supervisors and fellow staff members.
- what to do if you are not Christian; do not drink; do not dance; and/or do not eat certain kinds of food.

2. Organized Activities

. Get students to find out what other social activities might occur on a job. (e.g. retirement party, union social, "Open House") Prepare an interview sheet and have them collect information about:

- the sort of activity.
- who is invited.
- how the workers find out about it.
- what people are expected to do.

. Discuss the vocabulary associated with some of these activities (e.g. BYOB, spouse, pot-luck, no-host bar, open bar, door prizes).

. Introduce this vocabulary by using notices taken from different work places or a story about a worker trying to understand what is expected of him.

3. Socializing on the Job

. Make a series of short tapes depicting worker interaction during coffee or lunch breaks. These can be used to illustrate a wide variety of situations including:

- greeting another employee and exchanging "small talk".
- inviting someone to join you.
- asking if a place is taken.

A similar series of tapes could illustrate response that would appear rude or unfriendly to most Canadian workers such as answering a friendly question with a monosyllable, and thus effectively terminating the conversation - e.g.:

W₁: Hi. beautiful day today, eh?

W₂: Yes.

W₁: You're new around here, aren't you?

W₂: Yes.

W₁: How do you find this sort of work?

W₂: Fine.

Introduce and have the students practise the more common forms of greeting and leave taking. For lesson ideas, see ESL for Adults: A Curriculum Guide, Sections 28 and 29.

Stimulate discussion about developing good relationships with other workers by creating short stories about common problems such as:

- workers from the same language group creating antagonism by socializing exclusively among themselves.
- workers doing their jobs diligently but not getting a promotion because they were perceived by the others as unfriendly or unable to get along with the group.

Have the students give examples from their own experience of awkward social situations.

Make up a problem-solving exercise in which the students have to make up a response that will effectively, but tactfully, get them out of an awkward situation - e.g.:

- Another worker is constantly talking to you and keeping you from your work.
- Someone asks you to buy a ticket on a lottery, raffle or football pool.
- Another worker has invited you somewhere and will not take "no" for an answer.
- A female worker is experiencing some sexual harassment on the job.

4. Invitations to Socialize After Work

See ESL for Adults: A Curriculum Guide

- Section 6 - Accepting an Offer or Invitation
- Section 7 - Declining an Offer or Invitation
- Section 24 - Inviting Others to do Something

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LEAVING A JOB



Sandy is a ticket agent for a major airline. Business is not good so some of the employees are being laid off. Sandy has only worked for the company for six months, so she is one of the first to be laid off. She will collect Unemployment Insurance until she is called back to work. She will also look for other jobs at the same time.

OVERALL OBJECTIVE:

1. Be able to apply for Unemployment Insurance benefits if necessary.

FUNCTIONS:

1. Understanding Instructions: "You can mail your application even if you haven't got your Record of Employment."
"You must report any earnings you get while on claim."
2. Asking for Information: "If I go out of town, what should I do about my U.I.C.?"
"When will I get my first cheque?"
3. Offering Consolation: "People just can't afford to travel right now."
4. Offering Advice: "Why don't you apply at a travel agency?"

CULTURAL NOTES:

1. Understand that unemployment is not a sign of personal failure.
2. Knowing the regulations is very important. Claimants can be cut off or have their benefits delayed if they do not follow the regulations.
3. See the U.I.C. brochure for information on the current U.I.C. regulations.
4. Workers should check their Record of Employment for any inaccuracies. For example, the Record of Employment may say a worker quit rather than say he was laid off.
5. You need a Record of Employment to apply. However, you can send in your application form and then forward your Record of Employment later.
6. Unemployment Insurance is an insurance scheme. All workers pay into the fund, so you are entitled to benefits if you are unemployed.
7. Workers can appeal a U.I.C. decision to discontinue benefits.
8. Workers on claim have to send in report cards every two weeks.
9. You have to report any earnings you get while on claim.
10. You may be asked to make a "Job Search Report" while you are on claim.
11. New workers have to complete a qualifying period before they can claim benefits.
12. If you lose your job, there is a two week waiting period before you collect benefits. If you quit your job, there is a six week waiting period.

SUGGESTED TOPICS AND ACTIVITIES

1. Getting Laid-off

Understand that unemployment is not a sign of personal failure.

- . Reading newspaper stories about individuals affected by lay-offs.
- . Reading newspaper articles about extent of unemployment in B.C.
- . Dialogue and role playing activities to offer advice to unemployed worker.

2. Registering at a Canada Employment Centre

. See Module 4, APPLYING FOR A JOB, and Module 10, REPORTING AN INJURY, for activities related to filling in a form.

- . Contact assignment to U.I.C. office and Canada Employment Centre.
- . Dialogue or role playing activities to ask for a separation slip.

3. U.I.C. Regulations

. Dialogue or role playing activities to make a telephone call to U.I.C. office.

- . Reading exercises for U.I.C. brochure, How Unemployment Insurance Works for You.

4. Claiming U.I.C.

. Reading exercises based on U.I.C. brochure, How Unemployment Insurance Works for You.

- . Matching U.I.C. terms and definitions.
- . Problem solving activities. See Module 8, UNDERSTANDING LABOUR LAWS, for examples.
- . Follow individual student through with steps involved in claiming U.I.C.

5. Bi-weekly Report Cards

. Reading exercises based on U.I.C. brochure, Your Report Cards - It Gets Things Moving.

- . Read situations of different workers and fill out cards accordingly.

. Asking and answering questions about the cards - See Dyad Exercise in Module 10, REPORTING AN INJURY.

6. An Interview with a U.I.C. Counsellor

. See Module 5, PARTICIPATING IN AN INTERVIEW and Module 10, REPORTING AN INJURY, for activities that could be adapted to this situation.