



Pre-employment- Working in Construction

A CLB 4/5 Module with Online Assessment Tasks



This module includes:

- ✓ Module plan
- ✓ List of resources
- ✓ Ideas for skill-using tasks
- ✓ CLB 4 and CLB 5 Assessment Tasks
- ✓ Answer Keys
- ✓ Links to Online Assessment Tasks (Google Forms)

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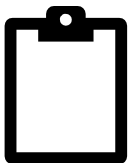
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TIES appreciates any feedback on these modules to guide future development. If you test this module in your class, please consider filling out [this brief survey](#).

	Listening (CLB 4/5)	Speaking (CLB 4/5)	Reading (CLB 4/5)	Writing (CLB 4/5)
Real-World Task Goals	Understand information in dialogues in conversations between friends, classmates or colleagues as it relates to the construction industry.	Having discussions and conveying opinions, thoughts and information on employment standards and safety practices in the workplace.	Understanding formatted texts with information relating to safety protocols. Understanding continual texts about employment legislation.	Recording pertinent information from diagrams related to workplace injury.
Context/ Background Information	Students should learn about: <ul style="list-style-type: none"> ➤ Basic information contained in the Employment Standards Act. ➤ Information regarding workplace safety. 			
CLB Competency Areas and Features	<p>CLB 4</p> <p>Interacting with Others Understand short social exchanges containing introductions, casual small talk and leave-taking. *Dialogues are up to about 8 turns.</p> <p>Comprehension Information Understand short descriptive or narrative communication on topics of personal relevance.</p>	<p>CLB 4</p> <p>Interacting with Others Use a range of courtesy formulas and some casual small talk in short, one-on-one or small group interactions. *Tasks require short, simple, connected discourse.</p> <p>Sharing Information Ask for and give information about needs and feelings related to common everyday activities. *Asks and answers factual questions</p>	<p>CLB 4</p> <p>Getting Things Done Get information from simple formatted texts (such as forms, tables, schedules, directories, maps and diagrams.</p>	<p>CLB 4</p> <p>Reproducing Information Copy or record an expanded range of information from short texts for personal use. *Texts to copy are up to about 2 paragraphs and have a clear layout; can include passages, directories, schedules, instructions, directions, dictionaries, and manuals; and may come from more than one source.</p>

		*Expresses feelings and preferences.		
	Listening (CLB 4/5)	Speaking (CLB 4/5)	Reading (CLB 4/5)	Writing (CLB 4/5)
	<p>CLB 5</p> <p>Interacting with Others Understand the gist and some details in moderately complex common and predictable social exchanges (that may express interests, likes, dislikes, preferences, offers, invitations and compliments).</p> <p>Comprehending Information Understand information about familiar or relevant topics *Context is moderately demanding</p>	<p>CLB 5</p> <p>Interacting with Others Participate in basic social conversations for everyday purposes (such as expressing feelings, making, accepting or declining invitations; and engaging in small talk). *Tasks require connected discourse</p> <p>Sharing Information Ask for and give information related to routine daily activities in one-on-one interactions. *Expresses opinion and feelings. *Agrees and disagree appropriately.</p>	<p>CLB 5</p> <p>Comprehending Information Understand simple to moderately complex descriptive or narrative texts on familiar topics. *Length of continuous text is up to 1 page</p>	<p>CLB 5</p> <p>Reproducing Information Reduce a page of information to a list of important details. *Information has clear layout. *Includes important points with accurate details.</p>

	Listening (CLB 4/5)	Speaking (CLB 4/5)	Reading (CLB 4/5)	Writing (CLB 4/5)
Language Focus	<p>Pragmatics: Identify informal casual style registers; use appropriate non-verbal communication to indicate interest in communicative engagement & demonstrate polite turn-taking.</p> <p>Grammar: Simple future (review); Modals 'would' & 'should'; connectors/cohesive devices – therefore, so, though, although, afterwards; comparatives & superlatives; 1st conditional (if they like you, they will...); & opinion giving & complaining</p> <p>Vocabulary: Vocabulary relates to construction labour jobs, work health and safety, Employment Standards Code & work place injury scenarios</p>			
Language and Learning Strategies	<p>Recognizing and registering formal and informal parts of speech</p> <p>Listening for gist vs. detail (as it relates to new target language: vocabular & grammatical)</p>	<p>Comprehension strategies to check listeners' understanding</p> <p>Learning to infer and predict meaning</p> <p>Maintaining strategies for self-correction</p> <p>Confirmation strategies, to make sure questions get addressed</p>	<p>Skimming and scanning techniques to locate specific parts of text</p> <p>Highlighting text to identify markers and relevant answer sections</p> <p>Recognizing various text formats:</p> <ul style="list-style-type: none"> ➤ Website ➤ Graphics 	<p>Pre-writing strategies:</p> <ul style="list-style-type: none"> ➤ Note-taking ➤ Organizational Charts <p>Post-writing strategies:</p> <ul style="list-style-type: none"> ➤ Editing ➤ Spelling ➤ Capitalization ➤ Spacing <ul style="list-style-type: none"> ➤ Punctuation ➤ Parts of speech ➤ Vocabular appropriateness ➤ Clarity of expressed ideas

	Listening (CLB 4/5)	Speaking (CLB 4/5)	Reading (CLB 4/5)	Writing (CLB 4/5)
Assessment Task	Listening to a conversation between classmates on the topic of workers' rights and safety. Then answer comprehension questions.	Converse and share information and thoughts about labour standards and worker rights and workplace safety in the construction industry.	<p>CLB 4: Read information in a diagram about safety protocols and answer comprehension questions.</p> <p>CLB 5: Read simplified information from a legislative text and answer comprehension questions.</p>	Read information on infographics, take notes and answer questions.

Instructor Resources

1. Careers in Construction

<https://www.careersinconstruction.ca/en/construction-industry/safety-standards>

2. Alberta – Employment Standard Rules

- <https://www.alberta.ca/es-exceptions-construction.aspx#jumplinks-0>
- <https://www.alberta.ca/deductions-from-earnings.aspx>
- <https://www.alberta.ca/alberta-employment-standards-rules.aspx>

3. Alberta – Occupational Health and Safety (OHS)

- <https://www.alberta.ca/ask-expert.aspx> (for questions)
- <https://www.alberta.ca/file-complaint-online.aspx> (complaint form)

4. Worker Rights_

https://www.ccohs.ca/oshanswers/legisl/three_rights.html

5. Employment Standards Code_

https://www.qp.alberta.ca/1266.cfm?page=e09.cfm&leg_type=Acts&isbncln=9780779824595

6. Canadian Center for Occupational Health and Safety (resources for images, definitions, activities & quizzes)

- https://www.ccohs.ca/teach_tools/chem_hazards/whmis_safety.html
- https://www.ccohs.ca/teach_tools/chem_hazards/hazard_quiz.html
- https://www.ccohs.ca/teach_tools/chem_hazards/case_studies.html
- https://www.ccohs.ca/topics/workers/vulnerable/#ctgt_wb-auto-5
- <https://www.ccohs.ca/search/?q=SDS&wb-srch-sub=>
- https://www.ccohs.ca/topics/hazards/#ctgt_1-5
- https://www.ccohs.ca/teach_tools/chem_hazards/whmis_safety.html

7. Real World Tasks – Health and Safety Issues (with Modules and SU tasks & ATs)

<https://realworldtasks.ca/>

8. Workplace Injuries: A Personal Story_

https://www.ccohs.ca/topics/workers/vulnerable/#ctgt_wb-auto-6

9. Workplace Injury, illness and fatality statistics

- <https://open.alberta.ca/dataset/4fb90b70-7660-4553-98fc-a59574f8fd5a/resource/5e959e64-50f5-41d4-b5a7-c5db093835f1/download/lbr-2019-workplace-injury-illness-fatality-provincial-summary-2019.pdf>
- <https://open.alberta.ca/dataset/3bea9097-eb0a-44f2-9e15-acbc93984abd/resource/0e0e5027-d5c1-49c6-a0f8-7f0efd52aab9/download/lbr-workplace-injuries-diseases-fatalities-in-alberta-2019.pdf>

10. Global News: news articles on related topic

- <https://globalnews.ca/tag/workplace-accident/>

11. Language Companion: Stage Two. Pay Deductions. My Canada: page 25; Workplace Standards. Where I Live: p.11

- <https://www.7oaks.org/Programs/Settlement/Documents/PBLALanguage%20Companion%2C%20CLB%205-8.pdf>

Grammar Materials

1. Simple future (review)
 - <https://www.youtube.com/watch?v=n14zCZAvSjI>
 - <https://www.allthingsgrammar.com/future-will.html>
 - <https://www.teach-this.com/grammar-activities-worksheets/future-perfect-simple> (some are free)
 - <https://www.teach-this.com/images/resources/by-the-end-of-the-day.pdf>
2. Modals 'would'; 'should'; 'might'; etc.
 - <https://www.teach-this.com/parts-of-speech-activities-worksheets/modal-verbs-speculation-deduction> (some are free)
 - <https://www.teach-this.com/images/resources/who-is-it-2.pdf>
 - <https://www.allthingsgrammar.com/may-and-might.html>
 - <https://www.youtube.com/watch?v=BT3JbwlPQxU>
3. Comparatives & Superlatives
 - <https://www.teach-this.com/grammar-activities-worksheets/comparatives-superlatives> (some are free)
 - <https://www.allthingsgrammar.com/comparatives.html>
 - <https://www.allthingsgrammar.com/superlatives.html>
 - <https://www.youtube.com/c/Esl-library/search?query=comparatives%20superlatives>
4. 1st conditional (if they like you, they will...)
 - <https://www.allthingsgrammar.com/first-conditional.html>
 - <https://www.teach-this.com/grammar-activities-worksheets/zero-first-conditional> (some are free)
 - <https://www.teach-this.com/images/resources/first-conditional-advice-worksheet.pdf>
 - <https://www.teach-this.com/images/resources/first-conditional-card-game.pdf>
 - <https://www.youtube.com/watch?v=ZYdlhPgIDkg> (zero +1st Conditionals)
5. Giving opinions & making complaints
 - <https://www.teach-this.com/functional-activities-worksheets/giving-opinions> (some are free)
 - <https://www.teach-this.com/images/resources/our-opinions.pdf>
 - <https://www.teach-this.com/images/resources/its-debatable.pdf>
 - <https://www.teach-this.com/functional-activities-worksheets/complaining-apologizing> (some are free)
 - <https://www.teach-this.com/images/resources/complaining-and-apologizing-useful-language.pdf>
 - Language Companion: Stage Two. Making Complaints, Helpful English: page 9
 - <https://www.7oaks.org/Programs/Settlement/Documents/PBLALanguage%20Companion%2C%20CLB%205-8.pdf>

Warm-up Activity

Discussion Questions: The Construction Sector

1. Name the occupations that are part of the construction industry.
2. What common hazards can you identify in construction work?
3. Have you, or anyone you know ever gotten hurt in the workplace? If so, describe what happened.
4. What would you do if your boss asked you to do a dangerous job?



Hazards:

Hazard (n)

/ hæz-ərd/

is something dangerous and is likely to cause damage.

5. Look and identify the symbols below. If you don't know, do a web search to find out. Discuss their meaning in your group.



Answers: 1) Flame; 2) Corrosion; 3) Exclamation mark; 4) Flame over circle; 5) Skull & Crossbones; 6) Environment; 7) Exploding Bomb; 8) Gas cylinder; 9) Health hazard; 10) Biohazardous Infectious Materials

Vocabulary

The key vocabulary used in this module are summarized in the chart below:

Instructors should pre-teach this vocabulary before implementing assessment tasks.

Approximately	Dig around	Fatigue	Infographics	Regulations
Authorized	Distribute	Financial institution	insurance	Suppliers
Claim (n)	Earnings	Grease (v)	Motor vehicle incident	Standards
Consecutive	Entitled	Hazard	Notice of termination	Sufficient
Deduction	Exertion	Import	Overexertion	Tuck in

Vocabulary Resources:

1. Canadian Center for Occupation Health and Safety
 - https://www.ccohs.ca/teach_tools/bytype.html
 - <https://www.ccohs.ca/topics/hazards/>
 - https://www.ccohs.ca/oshanswers/legisl/three_rights.html
2. Cambridge dictionary: <https://dictionary.cambridge.org/>

**Differentiate
between vacation
and holiday pay.**

Pictographic (Flashcard) Resources:

1. ESL Library (Occupations & Jobs Flashcards) (Requires subscription)
https://esllibrary.com/flashcard_genres/5/flashcard_categories/64
2. Learning Chocolate – occupations, equipment, safety, hazards
 - <https://www.learningchocolate.com/content/construction-equipment>
 - <https://www.learningchocolate.com/content/construction-jobs>
 - <https://www.learningchocolate.com/content/hazard-labels>
 - <https://www.learningchocolate.com/content/workplace-actions>
3. Canadian Center for Occupation Health and Safety
 - https://www.ccohs.ca/oshanswers/chemicals/whmis_ghs/pictograms.html
 - <https://www.ccohs.ca/WHMISpictograms.html> (for download)

4. Workplace Safety – Safety at Work-Tips on Workplace Safety
<https://www.youtube.com/watch?v=4bkr5lpKGUM>
5. Hazard Identification – The Safety Inspection_
<https://www.youtube.com/watch?v=vkHlIDtSNik>

Grammar

Students should review, learn and practice:

1. Simple future – to identify form and contractions
 - You will get hired.
 - They'll have to make a complaint.
2. Modals 'would'; 'should'; 'might'; etc. – to give opinions, make suggestions, speculations and make complaints
 - They should pay for overtime.
 - It might be a good idea to do some digging.
 - He shouldn't leave the equipment uncovered.
3. Comparatives & Superlatives – to comprehend and make such statements accurately
 - The occupation with the highest number of injuries in construction is construction traders and helpers.
 - Men are 1.4 times more likely to get injured at work than women.
4. 1st conditional – to convey outcomes using this clause accurately
 - If they like you, they'll call you for an interview.
 - If you don't use your whole body when you lift this load, you will hurt your back.
5. Giving opinions – to share ideas clearly and accurately
 - You should make sure the product isn't corrosive.
 - He should call for help when there are too many obstacles.

Jigsaw Reading Activity – Safety Posters

https://www.ccohs.ca/teach_tools/bytype.html

WHMIS	Slope	Organic peroxide	Respiratory	Stretches
SDS	Rough	Oxidizer	Sensitization	Abdominals
MMH	Clutter	Acute toxicity	Pictogram	Tread
Injury claims	Pyrophoric	Mutagenicity	Identifier	Fatalities
Lifting device	Emit	Aspiration	Precaution	Load

In this activity:

1. This activity may be used as a skill-using task.
2. Instructors assign each student to be Student A, B, C or D.
3. Students will read the information on the graph and take notes.
4. Use vocabulary list above to scaffold this activity so as to insure maximum comprehension and formulation.

After assigning students the texts, allow time for students to take notes by writing new vocabulary and safety tips or details as needed.

Once students understand their text, arrange the students to meet with other letters (if a student is A, they meet with B, C and D). The students will take presenting the information they learned from the posters to their group members. The students should not copy the texts word for word. Instructors can use their discretion to assign the order in which students will take turns sharing this information and recording it into their charts.

When all the students complete their task, the instructor could bring all groups back as a whole class to address any queries, share thoughts and ideas in a class discussion.

Instructors can extend this activity into a writing one, wherein students than practice writing paragraphs or emails to convey all of the information using proper sentences and target grammar.

See the next page for the student handouts which are composed of instructions and space for recording the information.

- Instructors can then ask students to use this link: https://www.ccohs.ca/teach_tools/chem_hazards/hazard_quiz.html to take the WHMIS quiz.

JIGSAW Reading: STUDENT A – Picking Things Up

Instructions:

1. Read the information in the graphic.
2. Use the space below to record vocabulary and take notes.
3. Share your notes with your groupmates.
4. Listen to your groupmates sharing their notes.
5. Record that information in the chart.



Your Notes:

Vocabulary and Notes	Safety Tips:

The Chart:

	Poster Name	Safety Tips	Other Details
1.			
2.			
3.			

JIGSAW Reading: STUDENT B– Slips and Falls

Instructions:

1. Read the information in the graphic.
2. Use the space below to record vocabulary and take notes.
3. Share your notes with your groupmates.
4. Listen to your groupmates sharing their notes.
5. Record that information in the chart.

Hazards

Don't Let Safety

Prevent slips, trips and falls at work

Slip

Take steps to prevent

- Wear proper footwear with good treads.
- Fix loose or curled carpets, mats and floor tiles.
- Make sure lighting is bright enough to see properly.
- Mark walkway slopes and changes of levels.
- Secure trailing cables.

Keep it clean and clear

- Keep floors clean and dry.
- Wipe up spills quickly.
- Keep aisles and walkways clear of clutter and obstacles.
- Clear snow and ice from walkways.

Watch out

- Watch for holes, cracks, or uneven, rough areas on walkways.
- Take extra care on steps or painted wood or concrete surfaces that could be slippery.
- Be aware of icy and snowy conditions.

CCOHS  1-800-668-4284 www.ccohs.ca
Canadian Centre for Occupational Health and Safety

Your Notes:

Vocabulary and Notes	Safety Tips:

The Chart:

	Poster Name	Safety Tips	Other Details
1.			
2.			
3.			

JIGSAW Reading: STUDENT C – WHMIS Symbols

Instructions:

1. Read the information in the graphic.
2. Use the space below to record vocabulary and take notes.
3. Share your notes with your groupmates.
4. Listen to your groupmates sharing their notes.
5. Record that information in the chart.

WHMIS Pictograms
Workplace Hazardous Materials Information System
2015

Flame →
Flammable
Self-Reactives
Pyrophoric
Self-Heating
In Contact with Water, Emits Flammable Gases
Organic Peroxide

Skull and Crossbones →
Acute Toxicity (fatal or toxic)

Biohazardous →
Biohazardous Infectious Materials

Health Hazard →
Carcinogenicity
Respiratory Sensitization
Reproductive Toxicity
Specific Target Organ Toxicity
Germ Cell Mutagenicity
Aspiration Hazard

Flame over Circle →
Oxidizer

Explosion →
Explosive*
Self-Reactives (severe)
Organic Peroxide (severe)

Gas Cylinder →
Gas Under Pressure

Corrosion →
Serious Eye Damage
Skin Corrosion
Corrosive to Metals

Exclamation Mark →
Irritation (skin or eyes)
Skin Sensitization
Acute Toxicity (harmful)
Specific Target Organ Toxicity (drowsiness or dizziness, or respiratory irritation)
Hazardous to the Ozone Layer*

Environment →
Aquatic Toxicity*

A GHS pictogram appropriate for the hazard
Physical Hazards Not Otherwise Classified
Health Hazards Not Otherwise Classified

NOTE: No pictogram is assigned to some hazard classes e.g., Combustible Dusts and Simple Asphyxiants, and some less severe hazard categories.
*Not required by WHMIS, but may be used.

CCOHS.ca 1-800-668-4284
Canadian Centre for Occupational Health and Safety

WHMIS.org

Your Notes:

Vocabulary and Notes	Safety Tips:

The Chart:

	Poster Name	Safety Tips	Other Details
1.			
2.			
3.			

JIGSAW Reading: STUDENT D – WHMIS Labels

Instructions:

1. Read the information in the graphic.
2. Use the space below to record vocabulary and take notes.
3. Share your notes with your groupmates.
4. Listen to your groupmates sharing their notes.
5. Record that information in the chart.

WHMIS 2015 Labels

- Product Identifier**
The product name exactly as it appears on the container and on the Safety Data Sheet (SDS).
- Hazard Pictograms**
Hazard pictograms, determined by the hazard classification of the product. In some cases, no pictogram is required.
- Signal Words**
"Danger" or "Warning" are used to emphasize hazards and indicate the severity of the hazard.
- Hazard Statements**
Brief standardized statements of all hazards based on the hazard classification of the product.
- Precautionary Statements**
These statements describe recommended measures to minimize or prevent adverse effects from exposure to the product, including protective equipment and emergency measures.
- Supplier Identifier**
The company which made, packaged, sold or imported the product, and is responsible for the label and SDS.
- Safe Handling Precautions**
May include pictograms or other supplier label information.
- Reference to SDS**
If available.

Supplier Label

1 Product K1 / Produit K1

2

<p>3 Danger</p> <p>4 Fatal if swallowed. Causes skin irritation.</p> <p>5 Precautions: Wear protective gloves. Wash hands thoroughly after handling. Do not eat, drink or smoke when using this product. Do not breathe dust. Avoid contact with eyes. If contact occurs, flush with plenty of water. If irritation occurs, get medical advice or attention. Take off contaminated clothing and wash it before reuse. If swallowed: Immediately call a poison centre or doctor. Wash mouth.</p>	<p>Danger</p> <p>Mortel en cas d'ingestion. Provoque une irritation cutanée.</p> <p>Consultez Portez vos gants de protection. Lavez soigneusement vos mains après manipulation. Ne mangez, ne buvez et ne fumez pas pendant le travail. Ne respirez pas la poussière. Évitez le contact avec les yeux. En cas de contact avec les yeux, rincez abondamment à l'eau. En cas d'irritation cutanée, consultez un médecin. Prenez des mesures immédiates de décontamination de vos vêtements. En cas d'ingestion, appelez immédiatement un centre antipoison ou un médecin. Rincez la bouche.</p>
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6 ABC Chemical Co., 123 rue Anywhere St., Whitby, ON N0B 0N0 (1-226-456-7890)

Workplace Label*

1 Product K1

7 Danger

Fatal if swallowed. Causes skin irritation.
Wear protective gloves (neoprene). Wash hands thoroughly after handling. Do not eat, drink or smoke when using this product.

8 See SDS for more information.

*Requirements may vary – consult your local jurisdiction for their requirements.

CCOHS.ca
Canadian Centre for Occupational Health and Safety

1-800-668-4284

WHMIS.org

Your Notes:

Vocabulary and Notes	Safety Tips:

The Chart:

	Poster Name	Safety Tips	Other Details
1.			
2.			
3.			

Reading Activity – IV. WHMIS Case Studies

https://www.ccohs.ca/teach_tools/chem_hazards/case_studies.html

1. Students read two case studies and identify the hazards and write ideas for causes and prevention in the space given.
2. The instructors can find the answers to each question for each case study below.

Case Study 1:

Questions:

1. What is the hazard?
2. How could the person have prevented the accident?

Suggested Response:

1. The cleaning solution was hazardous or corrosive.
Unsafe work activities lifting three pans at once and not wearing eye protection caused the slippage.
2. Read the label and SDS of the cleaning solution; Wear protective equipment; work at a pace to minimize splashing (lift one pan at a time); Request a less hazardous cleaner to use

Case Study 2:

Questions:

1. What is the hazard?
2. How could the person have prevented the accident?

Suggested Response:

1. Gasoline is flammable; ignition source (lantern) was close to a flammable product; & the worker was alone working with hazardous materials.
2. Read and label the SDS of the product and follow all the instructions on how to work safely with the product; Ask for more training on how to work safely with flammable products; Check the area for possible sources of ignition; Work carefully and avoid spills; & Work with a co-worker.

Reading Activity – IV. WHMIS Case Studies

Instructions:

- 1) Read the two case studies. 2) Write down your ideas in the space given. 3) For each case answer the questions below:
 - a) What is the hazard?
 - b) How could the person have prevented the accident?

Case Study One:

Stephanie is a 16-year-old and works in the kitchen of a nursing home. To clean cooking pans, she soaks them in a powerful cleaning solution. She uses kitchen gloves to protect her hands and arms.

One day, as Stephanie was lifting three large pans out of the cleaning solution at once, the pans slipped out of her hands and back into the solution, which splashed all over the side of her face and into her left eye. She was blind in one eye for two weeks. Stephanie was lucky...she got her eyesight back.

- a) _____

- b) _____

Case Study Two:

Hi, I'm Spencer. This is what happened to me at work. I work part-time for a friend of my father's. He runs a woodworking business and sometimes I help him out. One day I was applying some gasoline to clean wood cupboards. I was working alone because my dad's friend was really busy and I had done this job hundreds of times before. I guess I was rushing and I spilled some of the gasoline on my clothes. Oh well – my mom would wash them. It was getting dark, so I turned on a propane lantern beside me, and then it happened. All of a sudden, out of nowhere, everything seemed to catch fire at once. I don't remember much else. They tell me that I wasn't found for 2 hours. Rehab has been hard and I know the scars are not going to go away, but I guess I am lucky to be alive.

- c) _____

- d) _____

Speaking Activity 1: IV. Stories of Work Injuries

Create scenarios of hazards in the workplace and identify the hazard and give opinions on what should be done.

1. Students are assigned a website that they have to go to and either listen or read an article or story of someone getting injured or killed.
2. Students can work with partners to self-study to identify new word items and write short descriptions of their parts to later present to the class.
3. After research and preparation, partners present the story they learned about to the class.
4. The students should describe what happened and what could have been done to avoid the situation.

Possible websites:

1. <https://www.youtube.com/watch?v=xAsQPcTZ8W8>
2. https://www.youtube.com/watch?v=o6arc_pJ_YY (restaurant)
3. <https://www.youtube.com/watch?v=SuC4aurqkm8>

Speaking Activity 2: I. Hazards at Home and at Work

Instructions:

1. Think about the hazards in your home or workplace.
2. Work with a partner.
3. Discuss your opinions on what the hazards are and how the products could be used safely.
4. Share ideas with the class.

Conversation Ideas:

- Bent ladder
- Strong Chemicals
- Lack of protective equipment
- Exposed wires
- Broken equipment

Writing Activity – II. Researching Worker Rights

Instructions:

1. Read the information below.
2. Fill in the chart.
3. Give details as needed.

The right to know means that as a worker, you have the right to be informed by the employer of known or likely hazards in the workplace, and to be provided with the information, instructions, education, training, and supervision necessary to protect your health and safety. This information should be provided before the work begins.

For example, information can be in the form of product labels, safety data sheets, safe work procedures, or codes of practice. Instructions can be verbal or in writing, and be provided by a supervisor, another employee at the workplace, or external providers. Training can be workplace specific, delivered by someone in the workplace, on-line, or be provided by outside agencies as long as it meets the needs of the employer and worker for your workplace.

As examples, areas of information include (but are not limited to):

- Workplace hazards identified during day-to-day operations, results of workplace inspections, steps to take for daily pre-use inspections of tools, safe use of equipment and machinery, reporting mechanisms for sub-standard working conditions, procedures for various types of work (e.g., working in a confined space, working alone, working at heights, etc.) and the process for reporting hazardous conditions.
- Safe work policies, procedures and codes or practice, as required by both the legislation and the workplace itself.
- Emergency procedures, emergency evacuation, first aid procedures, incident reporting, and investigation procedures.

What is meant by the "Right to Participate"?

This right allows workers to have input on the steps taken by the employer to ensure health and safety.

Workers can provide input on what would make the workplace safe by:

- participating as a member of the health and safety committee (if the workplace requires one).
- being a health and safety representative for the workplace when given the opportunity.
- reporting any concerns whenever you encounter a health and safety matter that could cause harm to your health and safety or the health and safety of your co-workers.
- making suggestions to the committee or employer on how to make your workplace safer.

What is meant by the "Right to Refuse"?

The right to refuse is normally used when the first two rights fail to ensure your health and safety. Exercising this right is serious and should not be done lightly or as a routine method of solving workplace problems.

However, workers should not be afraid to exercise their right to refuse when they believe that the work will endanger their health or safety, or that of others. The right to refuse process involves several steps.

Common steps include:

1. Tell your supervisor about what is unsafe about your work. The supervisor must respond to your concerns, and, if in agreement, must take corrective action(s) to resolve the matter. If your supervisor disagrees with you, they should explain why they disagree.
2. If you are not satisfied with your supervisor's action(s) and your workplace has a health and safety committee or representative, advise them of your concerns. They can conduct an investigation on your behalf and provide a decision on their findings. If they agree with you, they can make recommendations to your employer to take corrective measures to remedy the unsafe situation.
3. If you are not satisfied with the committee or representative's action(s) or if there is no committee/representative, you can contact a health and safety officer in your area who can investigate your concern. If the officer disagrees with you, the officer will advise you to return to work.
4. If you disagree with the officer's decision, you have a right to appeal with your jurisdiction.
5. The employer has the right to temporarily reassign you to perform other work while the investigation is being conducted.
6. An employer may also assign another worker to perform the work, but only after advising the other worker of the work refusal and the reasons.
7. At all times during a work refusal process, workers can document their concerns regarding the dangerous situation or condition, persons they have spoken to, and the outcome of any conversations.

The Right	Definition	Details	Example(s)

Ideas for Skill-Using Tasks



Listening:

Instructors can use the video resources in the [Instructor Resources](#) to create comprehension questions and engage students in partnered, group or class discussions. The activities could turn into reading tasks, by providing students with transcripts. The activities could also be converted into writing tasks by having students take notes, write paragraphs, letters and emails.

- Instructors can use the podcast in the [Instructor resources](#) to have students listen to the message and answer comprehension questions.



Speaking:

- Instructors can use the video resources in [Instructor Resources](#) to create space for class discussions where students share opinions thematic subject matter.
- Students can do research activities on workplace hazards or scenarios of injuries at home and work.
 - Students can create conversational dialogues and role-play them for the class.
 - Students can watch videos in Instructor resources and in Vocabulary Resources to discuss information on hazards, safety and working in the construction sector.
 - Writing activities can be created to reinforce language and practice sharing information and interacting with others.
 - Students can use the infographics to practice giving opinions on how to lift safely.
 - This could be converted into a writing activity.



Reading:

Instructors can use the posters, [See Instructor Resources](#), to create comprehension questions on their own or use the websites to adapt activities as it relates to safety, workplace hazards and worker rights.

- Use Employment Standards Code to introduce important facts about workers' rights.
- Use the Alberta OHS website for students to do research and convey finding in presentations or in writing.



Writing:

Students can write paragraphs, letters, emails or descriptions on incidents that have happened to them or people they know.

Students can research activities to search the web for stories of work-related injuries around the globe.

Instructors can skill build vocabulary to prepare students to read information on the Alberta website to practice reproducing information.

Instructors can use the resources in the [Instructor Resources](#) to create writing activities to work on different competencies.


- Students can practice writing hazard and safety related questions and complaints using the complaint form. See [Instructor Resources](#).

Tips for Using Assessment Tasks

1. In this Module Plan, you will find the paper version of the Assessment Tasks. However, there are links to CLB 4 and CLB 5 Online Assessment Tasks (Google forms) for each skill.
2. For each Google Form assessment, you have a choice of **View** or **Make a Copy**. You must have a Google account to make copies of the assessments. To use it with your students, choose Make a Copy. Once you do so:
 - You can edit the copy. For example, you can change the header image.
 - You can view results of the assessments after students complete them.
3. The **Assessment Tasks for Receptive Skills** (Listening and Reading) are meant for the student to fill in after listening to audio or reading text.
 - You will need to send the Google Form to your students' Gmail accounts in order for them to complete the assessment.
 - The Forms have a built-in answer key. When you view "Responses" in your copy of the Google Form, you can see your students' answers and scores in the Individual Results of the Form.
 - You can send the results of the assessment to the student by clicking on "Release Score" at the top of the Individual Results. Before sending, you can add Individual Feedback at the bottom of the assessment to say whether they achieved the CLB level or not.
 - The student will receive an email and can view the form with their score and the feedback. If you want students to save it in portfolios, students can click on Print in their browser but choose "Save as PDF".
4. The Assessment Tasks for **Productive Skills** (Writing and Speaking) are "rubrics" meant to be filled in by the instructor, not the student.
 - Once you make a copy of the Form, you will need to "Send" the form to your own Gmail account.
 - You will then fill in the form for each individual student. Be sure the form does not have "Limit to 1 Response" checked under Requires Sign In or you will not be able to complete the form for multiple students.
 - You will find the completed rubric for each student in your copy of the Form (in Responses, under Individual). You can create a copy to send each student by clicking on "Print" then saving the document as a pdf or google doc.

CLB 4 Assessment Tasks

CLB 4 Listening Assessment: Conversation between Classmates

TASK	Conversation between Classmates
COMPETENCIES	Interacting with Others Comprehending Information
INSTRUCTIONS	Students listen to the audio and answer multiple-choice, fill-in-the-gap, 'yes' & 'no', 'true' & 'false', and short-answer questions.
CRITERIA FOR SUCCESS	You must get 19 out of 27 to achieve CLB 4 on this task.
ONLINE ASSESSMENTS 	CLB 4 Google Form Assessment: View Make a copy Audio File: HERE *Note: the audio file is already embedded into the Form.

CLB 4 Listening Assessment: Audio Transcript

Part A:

(students in CLB 7 class talk during the break)

A: Hello! What's your name?

B: I'm Zhenja, but my English name is Gina. What's your name?

A: I'm Pedro. How do you like this class?

B: I like it. The teacher is very good and patient. How about you?

A: I think so. I'm new to the class, so I don't know yet! What topic are we going through now?

B: We are going through a theme called, "Community Services". Do you like it so far?

A: Yeah! I mean it's alright! But what I need to learn is about employment. I need to get a job.

B: Oh! What kind of job are you looking for?

A: Something in construction. Back home, in Guatemala, I was a carpenter, but I'm really good with my hands and therefore can do pretty much anything.

B: My husband works in construction part-time now! I could give you some information about it. What would you like to know?

A: Well, first, what kind of education or qualifications do you need to get into the industry? And how do you get a construction job?

B: Okay, so, you don't need much education. I think high school is sufficient. What you'll need to do is go to an online job search site and look through construction jobs. The job openings in the ads will tell you what qualifications, skills and experience you'll need. To apply for a job though, you'd need to, in the least, fill out a job application form and submit it to a hiring manager at the construction company. Then, **if they like you, they'll call you for an interview.** Afterwards, if they still like you, they will hire you.

A: Wow, that's a lot of information! Thank you! What about on the job? Do you feel generally safe working here? I heard that Canada takes safety very seriously!

B: I think so! They usually train all new employees about safety standards and regulations, and there are lots of online resources you could read up on to get information about your rights as a worker.

A: What kind of rights?

B: Well, they have standards as to how many hours a day workers work. I believe it's 8 hours a day or 44 hours a week and if you work over that time, the company must pay you overtime. And the rate is higher! So, it's like 1.5 times higher than your regular rate! Also, because of the laws, construction workers are entitled to get holiday and vacation pay at a rate of, I think it's 3.5% of wages for holidays and 6% of wages for vacations.



CLB 4 Listening Assessment: Conversation between Classmates

Name: _____ Date: _____

TASK	Conversation between Classmates
COMPETENCIES	Interacting with Others & Comprehending Information
CRITERIA FOR SUCCESS	You must get 19 out of 27 to achieve CLB 4 on this task.
INSTRUCTIONS	Listen to the dialogue. Answer the multiple-choice, fill-in-the-gap, 'yes' & 'no', 'true' & 'false', and short-answer questions.

- What is this conversation about?
 - It's about 1 person giving advice to another person.
 - It's about 1 person complaining to another person.
 - It's about 1 person telling another person about what theme they're learning about in their LINC class.
 - It's about 1 person giving another person information.
- Which are true of Gina and Pedro? Circle all that apply.
 - Gina is the one receiving information.
 - Pedro is the new student in the class.
 - Gina is looking for a job in construction.
 - Gina tells Pedro about the construction sector in Canada.
 - Pedro tells Gina about construction work standards.
 - Pedro learns about what happens in construction work in Canada.
- Read the statements and fill in the gaps. Write short answers.
 - The theme the class is learning about is _____.
 - Pedro is good with his _____ and can _____ anything.
 - Pedro's first question to Gina is about _____ you need to get a job in construction.
 - "You don't need much _____", said Gina.
- Read the statements and circle, 'yes' or 'no'.
 - You can find information about qualification and skills the company is looking for in the job opening advertisements. **Yes No**
 - To apply for a job, you need to call the hiring manager. **Yes No**
 - If the hiring manager likes you, he or she will hire you on the spot. **Yes No**

- d) If the hiring manager likes you, they will ask you to come in for an interview.
Yes No
- e) You don't need to fill out a job application form. **Yes No**
5. What does Pedro think about Canada?
a) He thinks Canada is safe.
b) He thinks Canada is a great country.
c) He thinks Canada is serious about safety.
6. Which of the following are true and which are false?
a) Workers get safety training. **True False**
b) There are regulations about how many workers work. **True False**
c) They regulate the maximum number of hour workers work. **True False**
d) If a worker works more than 44 hours a week, the company will have to pay the worker 1.5 times over their regular wage. **True False**
e) Workers are not entitled to holiday and vacation pay. **True False**
f) Workers are not entitled to be notified if they are going to be terminated.
True False
7. What percentage (%) of wages do workers get for holiday pay?
8. What percentage (%) of wages do workers get for vacation pay?
9. What makes working in construction less stable?

Score: /27


Did you achieve CLB 4 on this task?

- Not Yet
 Yes

Answer Key CLB 4 Listening Assessment:

1. D
2. B, D, & F
3. A) community services
B) hands; build
C) qualifications or education
D) education
4. A) yes; B) No; C) No; D) Yes; E) No
5. C
6. A) TRUE; B) FALSE; C) TRUE; D) TRUE; E) FALSE; F) TRUE
7. 6%
8. 3.5%
9. You're not entitled to get a notice of termination.

CLB 4 Speaking Assessment Task

TASK	Working in the Construction Industry in Canada
COMPETENCIES	Interacting with Others Sharing Information
INSTRUCTIONS	<p>Students will carry out a conversation with a partner on the topics covered in the role-play card.</p> <ul style="list-style-type: none"> • Students must share information about the different aspects of employment standards in Canada. • Students must give their opinion on 2-3 of the topics in the Role-play card. • Students must carry the conversation for 2-3 minutes. • Instructors can use the prompt below to redirect students dialogues to support them in completing this task.
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria and 5 out of 7 Analytic Criteria to achieve CLB 5 on this task.
ONLINE ASSESSMENTS 	<p>CLB 4 Google Form Rubric: View Make a copy</p> <p>*Note: the instructor will fill in the rubric after the student completes the assessment.</p>

Prompt for Questions to Ask Student in Role Play:

What do you think about _____?

Do you think _____ is _____?

CLB 4 Speaking Task Card: Working in the Construction Industry in Canada

Competencies: Interacting with Others & Sharing Information

Instructions:

Use the role play card to have a conversation about the facts relating to working in the construction sector in Canada. Use the ideas in the card to pick 2-3 topics for the conversation. Share your ideas and opinions.

Conversation Ideas:

		
Hazards	Minimum Wages	Overtime Pay
		
Holiday & Vacation Pay	Termination	Workers' Rights
		
Pay Deductions	Safety Regulations	



CLB 4 Speaking Assessment: Working in the Construction Industry in Canada
Competencies: Interacting with Others & Sharing Information

Name: _____ Date: _____

Criteria for success: You must get “yes” on holistic (*) and 5 out of 7 on analytic criteria.

How did you do?

Holistic Criteria	Student Check (✓)	Not Yet	Yes
You completed the requirements of the task.			
Analytic Criteria		Not Yet	Yes
You spoke clearly and with good fluency.			
You shared your opinions and thoughts.			
You stated facts accurately.			
You gave enough details.			
You used the grammatical structures you learned in this unit mostly accurately.			
You used the topic vocabulary & expressions mostly correctly.			
You opened, maintained and closed the conversation.			

Comments:

<p>You did this well:</p> 	<p>Next time, try:</p>
---	--

Did you achieve CLB 4 on this task?

Not Yet

Yes

**CLB 4 Speaking Assessment:***Competencies: Interacting with Others & Sharing Information*

Name: _____ Date: _____

Criteria for success: You must get “yes” on holistic (*) and 5 out of 7 on analytic criteria.**How did you do?**

Holistic Criteria	Student Check (✓)	Not Yet	Yes
You completed the requirements of the task.			
Analytic Criteria		Not Yet	Yes
You spoke clearly and with good fluency.			
You shared your opinions and thoughts.			
You stated facts accurately.			
You gave enough details.			
You used the grammatical structures you learned in this unit mostly accurately.			
You used the topic vocabulary & expressions mostly correctly.			
You opened, maintained and closed the conversation.			


Comments:

You did this well:	Next time, try:
--------------------	-----------------

Did you achieve CLB 4 on this task?

- Not Yet
 Yes

CLB 4 Reading Assessment Task

TASK	Reading Infographics
COMPETENCIES	Getting Things Done
INSTRUCTIONS	Students read the information in graphic and answer the multiple-choice and short-answer comprehension questions.
CRITERIA FOR SUCCESS	You must get 12 out of 17 to achieve CLB 4 on this task.
ONLINE ASSESSMENTS 	CLB 4 Google Form Assessment: View Make a copy

A w a r e n e s s

Manual Materials Handling

[MMH] is the most common cause of occupational fatigue and lower back pain

lifting



lowering

pushing



pulling

carrying



holding

before lifting



Assess/identify the weight of the load.



Ensure that the load is free to move.



Check that the path is clear and free of grease, oil, water, and objects.



Check to see if mechanical lifting aids are available.



Get help with heavy or awkward loads.



Ensure that you can lift the load without over-exertion.

safe lifting tips

 <p>Prepare for the lift by warming up your muscles.</p>	 <p>Stand close to the load and face the direction you intend to move.</p>	 <p>Keep arms straight and abdominal muscles tight.</p>	 <p>Avoid twisting, side bending, and carrying loads with only one hand.</p>
 <p>Use handles or lift aids where appropriate.</p>	 <p>Be sure you have a good grip on the load.</p>	 <p>Lift smoothly, without jerking.</p>	 <p>Lift with your legs and body weight, not with your back.</p>
 <p>Use handles or lift aids where appropriate.</p>	 <p>Tuck chin into your chest.</p>	 <p>Keep your back straight and butt out.</p>	
 <p>Keep your back straight and butt out.</p>		 <p>Lift load as close to and as centred to body as possible.</p>	



CLB 4 Reading Assessment: Reading Infographics

Name: _____ Date: _____

TASK	Reading Infographics
COMPETENCIES	Getting Things Done
CRITERIA FOR SUCCESS	You must get 12 out of 17 to achieve CLB 4 on this task.
INSTRUCTIONS	Read the information in the graphic and answer the multiple-choice and short-answer comprehension questions.

1. What is the purpose of this text? Circle all that are true.
 - a) This graphic is about bringing awareness on a topic.
 - b) This graphic is about how to handle hazards in the workplace.
 - c) This graphic is to inform about handling material with one's body.
 - d) This graphic is about mechanical lifting.
2. What is the most common reason for people to get lower back pain at work?
 - a) Lifting and lowering improperly
 - b) Handling materials improperly
 - c) Safely handling materials
 - d) Lifting without supports
3. What should you do before lifting objects or materials? Circle all that are true.
 - a) You should think about how much something might weigh.
 - b) You should carry it with your arms straight and abdominal muscles tight.
 - c) You should check you path.
 - d) You should get lifting equipment if you don't think you can lift it on your own.
 - e) You should try not to twist your body when you're carrying a load.
4. Which of the following are not true? Circle all that apply.
 - a) Lift with your legs, body weight and back.
 - b) Warm up your muscles before lifting.
 - c) Lift a load and bring it close to the side of your body.
 - d) Don't make sudden movements when you are carrying a load.
 - e) Don't carry loads with one hand.
 - f) If there are no handles, grip the load at the top.
 - g) Ask for help when a load is not free to move.

5. When should you use the MMH guidelines?
 - a) When you are carrying and holding loads.
 - b) When you are pushing and pulling loads.
 - c) When you are lifting and lowering loads
 - d) Only 'a' and 'b'
 - e) All of the above 'a', 'b' and 'c'.
6. What should you do if the load is too heavy?
7. What should you do when you are in the process of lifting a load up?
8. How should you lift a load? Or What should you do to make sure you lift the load safely?

Score: /17


Did you achieve CLB 4 on this task?

- Not Yet
- Yes

ANSWER KEY CLB 4 Reading Assessment: Reading Infographics

1. A & C
2. B
3. A, C & D
4. A, C, F, & G
5. E
6. Check to see if mechanical lifting aids are available.
7. You should keep your back straight and butt out.
8. You should lift it with your legs and body weight.

CLB 4 Writing Assessment Task

TASK	Understanding Infographics
COMPETENCIES	Reproducing Information
INSTRUCTIONS	Students will read the information in the infographic and complete the notes by filling in the gaps and answering a short-answer question.
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria and 5 out of 7 on Analytic Criteria.
ONLINE ASSESSMENTS 	CLB 4 Google Form Assessment: View Make a copy CLB 4 Google Form Rubric: View Make a copy



CLB 4 Writing Assessment: Understanding Infographics

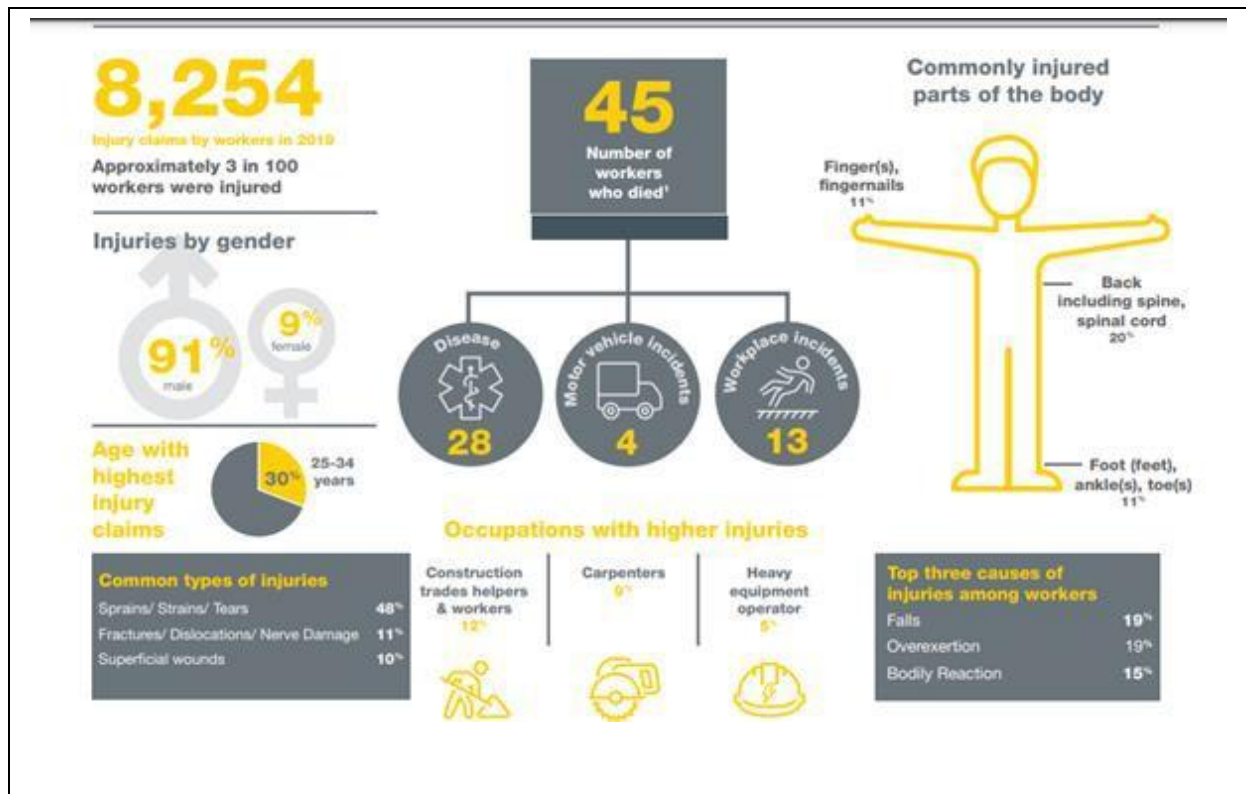
Name: _____ Date: _____

COMPETENCIES: Reproducing Information

INSTRUCTIONS:

Read the information in the graphic and take notes by filling in the gaps in the statements and answering the short-answer question. Write a sentence to answer the short-answer question.

Workplace injuries, diseases & fatalities in Alberta Construction & construction trades sector overview 2019



1. The infographic shows the number of people that had _____, _____ and _____ in the _____ sector in Alberta in 2019.
2. _____ workers died.
3. The most common parts of the body injured are the _____, _____ and the _____.

4. The reasons for workers' injuries are _____, _____ and _____.
5. There are _____ common types of injuries and they are _____.
6. The total number of claims made by injured workers in 2019 was _____.
7. More _____ than _____ got injured because 91% of those claims were made by _____ and 9% of the claims were made by _____.
8. The group of people who made the highest number of injury claims were between the ages of _____ and _____.
9. Of the workers who died, _____ died from disease, _____ died from _____, and _____ died from _____.
10. Which occupation had a higher number of injuries compared to the other two?

Writing Assessment Answer Key:

1. Injuries, diseases, fatalities; construction/construction trades
2. 45
3. Fingers, back, feet
4. Falls, overexertion, bodily reactions
5. 3; strains, fractures & superficial wounds
6. 8,254
7. Men, women, men/males, women/females
8. 25 and 34
9. 28; 4-vehicle incidents, 13-workplace incidents
10. The occupation with the highest number of incidents was the construction trades helpers and workers.



CLB 4 Writing Assessment: Understanding Infographics

Competencies: Reproducing Information

Name: _____ Date: _____

Criteria for Success: "Yes" on holistic (*) criteria and 5 out of 7 analytic criteria

How did you do?

Holistic Criteria	Student Check <input checked="" type="checkbox"/>	Not Yet	Yes
Followed instructions and completed the task.			
Analytic Criteria		Not Yet	Yes
You filled in the gaps with the correct information.			
You answered the question correctly.			
You used vocabulary and grammar you learned in class.			
Your capitalization was correct.			
Your spelling was correct.			
You wrote so the reader could understand.			
You wrote symbols and numbers correctly and in the correct place.			

You did this well:	Next time, try:
--------------------	-----------------

Did you achieve CLB 4 on this task?

- Not Yet
- Yes



CLB 4 Writing Assessment: Understanding Infographics

Competencies: Reproducing Information

Name: _____ Date: _____

Criteria for Success: "Yes" on holistic (*) criteria and 5 out of 7 on analytic criteria

How did you do?

Holistic Criteria	Student Check <input checked="" type="checkbox"/>	Not Yet	Yes
Followed instructions and completed the task.			
Analytic Criteria		Not Yet	Yes
You filled in the gaps with the correct information.			
You answered the question correctly.			
You used vocabulary and grammar you learned in class.			
Your capitalization was correct.			
Your spelling was correct.			
You wrote so the reader could understand.			
You wrote symbols and numbers correctly and in the correct place.			


You did this well:	Next time, try:
--------------------	-----------------

Did you achieve CLB 4 on this task?

- Not Yet
- Yes

CLB 5 Assessment Tasks

CLB 5 Listening Assessment

TASK	Conversation between Classmates
COMPETENCIES	Interacting with Others Comprehending Information
INSTRUCTIONS	Students listen to the audio then answer the questions.
CRITERIA FOR SUCCESS	Students must get 22 out of 31 to achieve CLB 5 on the task
ONLINE ASSESSMENTS 	CLB 5 Google Form Assessment: View Make a copy Audio File 1: HERE Audio File 2: HERE *Note: the audio file is already embedded into the Form.

CLB 5 Listening Assessment: Audio Transcript

Part A:

(students in a CLB 7 class talk during the break)

A: Hello! What's your name?

B: I'm Zhenja, but my English name is Gina. What's your name?

A: I'm Pedro. How do you like this class?

B: I like it. The teacher is very good and patient. How about you?

A: I think so. I'm new to the class, so I don't know yet! What topic are we going through now?

B: We are going through a theme called, "Community Services". Do you like it so far?

A: Yeah! I mean it's alright! But what I need to learn is about employment. I need to get a job.

B: Oh! What kind of job are you looking for?

A: Something in construction. Back home, in Guatemala, I was a carpenter, but I'm really good with my hands and therefore can do pretty much anything.

B: My husband works in construction part-time now! I could give you some information about it. What would you like to know?

A: Well, first, what kind of education or qualifications do you need to get into the industry? And how do you get a construction job?

B: Okay, so, you don't need much education. I think high school is sufficient. What you'll need to do is go to an online job search site and look through construction jobs. The job openings in the ads will tell you what qualifications, skills and experience you'll need. To apply for a job

though, you'd need to, in the least, fill out a job application form and submit it to a hiring manager at the construction company. Then, **if they like you, they'll call you for an interview.** Afterwards, if they still like you, they will hire you.

A: Wow, that's a lot of information! Thank you! What about on the job? Do you feel generally safe working here? I heard that Canada takes safety very seriously!

B: I think so! They usually train all new employees about safety standards and regulations, and there are lots of online resources you could read up on to get information about your rights as a worker.

A: What kind of rights?

B: Well, they have standards as to how many hours a day workers work. I believe it's 8 hours a day or 44 hours a week and if you work over that time, the company must pay you overtime. And the rate is higher! So, it's like 1.5 times higher than your regular rate! Also, because of the laws, construction workers are entitled to get holiday and vacation pay at a rate of, I think it's 3.5% of wages for holidays and 6% of wages for vacations.

A: What does that mean?

B: It means you get more money for holidays and vacations. They just add it to your pay cheque. The only thing is they are not entitled to get a notice of termination. This makes it a bit unstable, but the pay is pretty good!

Part B: (The next day, the conversation resumes)

A: Hey, Gina! How are you doing today?

B: I'm alright! How about you, Pedro? Did you do any research on the construction industry yet?

A: I'm a bit tired! I stayed up quite late looking through job openings for construction workers. So, I ran across something that I don't understand too well! And that is W_H_M_I_S. What is that?

B: It stands for Workplace Hazardous Information Systems and there is also a thing called SDS!

A: What does that stand for?

B: SDS is an abbreviation for Safety Data Sheets! Okay so, it is a way for the government of Canada to set regulation standards around hazardous products that are sold, **distributed** or **imported** into Canada. And all **suppliers** and employers must use and follow WHMIS and SDS standards. This is also why employers train all employees on how to follow this information systems.

A: I kind of understand! I'm going to do some, as they call, **digging around** to get more information on this. Thanks Gina!

B: You're welcome! No problem at all!



CLB 5 Listening Assessment: Conversation between Classmates

Name: _____ Date: _____

TASK	Conversation between Classmates
COMPETENCIES	Interacting with Others Comprehending Information
CRITERIA FOR SUCCESS	You must get 22 out of 31 to achieve CLB 5 on this task
INSTRUCTIONS	Listen to the audio and answer the questions.

Part A:

- What is this conversation about?
 - It's about 1 person giving advice to another person.
 - It's about 1 person complaining to another person.
 - It's about 1 person telling another person about what theme they're learning about in their LINC class.
 - It's about 1 person giving another person information.
- Which are true of Gina and Pedro? Circle all that apply.
 - Gina is the one receiving information.
 - Pedro is the new student in the class.
 - Gina is looking for a job in construction.
 - Gina tells Pedro about the construction sector in Canada.
 - Pedro tells Gina about construction work standards.
 - Pedro learns about what happens in construction work in Canada.
- Read the statements and fill in the gaps. Write short answers.
 - The theme the class is learning about is _____.
 - Pedro is good with his _____ and can _____ anything.
 - Pedro's first question to Gina is about _____ you need to get a job in construction.
 - "You don't need much _____", said Gina.
- Read the statements and check, 'yes' or 'no'.
 - You can find information about qualification and skills the company is looking for in the job opening advertisements. **Yes No**
 - To apply for a job, you need to call the hiring manager. **Yes No**
 - If the hiring manager likes you, he or she will hire you on the spot. **Yes No**
 - If the hiring manager likes you, they will ask you to come in for an interview. **Yes No**

- e) You don't need to fill out a job application form. **Yes** **No**
5. What does Pedro think about Canada?
- a) He thinks Canada is safe.
 - b) He thinks Canada is a great country.
 - c) He thinks Canada is serious about safety.
6. Which of the following are true and which are false?
- a) Workers get safety training. **True** **False**
 - b) There are regulations about how many workers work. **True** **False**
 - c) They regulate the maximum number of hour workers work. **True** **False**
 - d) If a worker works more than 44 hours a week, the company will have to pay the worker 1.5 times over their regular wage. **True** **False**
 - e) Workers are not entitled to holiday and vacation pay. **True** **False**
 - f) Workers are not entitled to be notified if they are going to be terminated. **True** **False**
7. What percentage (%) of wages do workers get for holiday pay?
8. What percentage (%) of wages do workers get for vacation pay?
9. What makes working in construction less stable?

Part B:

10. What do Pedro and Gina talk about?
- a) They talk about health safety on construction sites.
 - b) They talk about common abbreviations around government safety regulations.
 - c) They talk about the reasons for why employers train workers.
 - d) They talk about doing some digging around to find more information on the information systems.

11. What does SDS stand for?
- a) Safety Data Service
 - b) Safety Date System
 - c) Safety Data Information System
 - d) Safety Data Sheet
12. Who must follow WHMIS and SDS standards?
13. What does the Canadian government regulate?

Score: /31

Did you achieve CLB 5 on this task?

- Not Yet
- Yes

[ANSWER KEY CLB 5 Listening Assessment: Understanding Opinions on Health Care](#)


Part A:

1. D
2. B, D, & F
3. A) community services
B) hands; build
C) qualifications or education
D) education
4. A) yes; B) No; C) No; D) Yes; E) No
5. C
6. A) TRUE; B) FALSE; C) TRUE; D) TRUE; E) FALSE; F) TRUE
7. 6%
8. 3.5%
9. You're not entitled to get a notice of termination.

Part B:

10. B
11. D
12. Suppliers and employers must follow these standards.
13. It regulates the hazardous products that are sold, distributed & imported into Canada.

CLB 5 Speaking Assessment Task

TASK	Working in the Construction Industry in Canada
COMPETENCIES	Interacting with Others Sharing Information
INSTRUCTIONS	<p>Students will carry out a conversation with a partner on the topics covered in the role-play card.</p> <ul style="list-style-type: none"> • Students must share information about the different aspects of employment standards in Canada. • Students must give their opinion on 3-4 of the topics in the Role-play card. • Students must carry the conversation for 2-3 minutes. • Instructors can use the prompt below to redirect students dialogues to support them in completing this task.
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria and 5 out of 7 Analytic Criteria to achieve CLB 5 on this task.
ONLINE ASSESSMENTS 	<p>CLB 5 Google Form Rubric: View Make a copy</p> <p>*Note: the instructor will fill in the rubric after the student completes the assessment.</p>

Prompt for Questions to Ask Student in Role Play:

What do you think about _____?

Do you think _____ is _____?

CLB 5 Speaking Task Card: Working in the Construction Industry in Canada

Competencies: Interacting with Others & Sharing Information

Instructions:

Use the role play card to have a conversation about the facts relating to working in the construction sector in Canada. Use the ideas in the card to pick 3-4 topics for the conversation. Share your ideas and opinions.

Conversation Ideas:

		
<p>Hazards</p>	<p>Minimum Wages</p>	<p>Overtime Pay</p>
		
<p>Holiday & Vacation Pay</p>	<p>Termination</p>	<p>Workers' Rights</p>
		
<p>Pay Deductions</p>	<p>Safety Regulations</p>	



CLB 5 Speaking Assessment: Working in the Construction Industry in Canada
Competencies: Interacting with Others & Sharing Information

Name: _____ Date: _____

Criteria for success: You must get “yes” on holistic (*) and 5 out of 7 on analytic criteria.

How did you do?

Holistic Criteria	Student Check (✓)	Not Yet	Yes
You completed the requirements of the task.			
Analytic Criteria		Not Yet	Yes
You spoke clearly and with good fluency.			
You shared your opinions and thoughts.			
You stated facts accurately.			
You gave enough details.			
You used the grammatical structures you learned in this unit mostly accurately.			
You used the topic vocabulary & expressions mostly correctly.			
You opened, maintained and closed the conversation.			

Comments:

<p>You did this well:</p> 	<p>Next time, try:</p>
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Did you achieve CLB 5 on this task?

Not Yet

Yes

**CLB 5 Speaking Assessment:***Competencies: Interacting with Others & Sharing Information*

Name: _____ Date: _____

Criteria for success: You must get “yes” on holistic (*) and 5 out of 7 on analytic criteria.**How did you do?**

Holistic Criteria	Student Check (✓)	Not Yet	Yes
You completed the requirements of the task.			
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You gave enough details.			
You used the grammatical structures you learned in this unit mostly accurately.			
You used the topic vocabulary & expressions mostly correctly.			
You opened, maintained and closed the conversation.			


Comments:

You did this well:	Next time, try:
--------------------	-----------------

Did you achieve CLB 5 on this task?

- Not Yet
 Yes

CLB 5 Reading Assessment Task

TASK	Understanding the Employment Standards Code
COMPETENCIES	Comprehending Information
INSTRUCTIONS	Students read a part of the Employment Standards Act and answer the multiple-choice, true and false and short-answer comprehension questions.
CRITERIA FOR SUCCESS	You must get 14 out of 20 to achieve CLB 5 on this task.
ONLINE ASSESSMENTS 	CLB 5 Google Form Assessment: View Make a copy

Part 2
Standards - Division 1
Paying Earnings

Pay Periods

- 7(1)** Every employer must create one or more pay periods for the calculation of wages and overtime pay due to an employee.
- (2)** A pay period must not be longer than one work month.

Payment of wages, overtime pay and general holiday pay

- 8(1)** Wages, overtime pay and general holiday pay earned in a pay period must be paid by and employer not later than 10 consecutive (in a row) days after the end of each pay period.
- (2)** When an employee's employment terminates, the employer must pay the employee's earnings within whichever period the employer chooses:
- (a) 10 consecutive days after the end of the pay period where the termination of employment happens;
 - (b) 31 consecutive days after the last day of employment.

Payment of minimum wage

- 8.1** An employer must pay an employee at a wage rate that is at least the minimum wage established by regulation.

Ways of paying earnings

- 11 (1)** In this sections, "authorized financial institution" means a bank, treasury branch, credit union, loan corporation, trust corporation or other corporation insured under the Canada Deposit Insurance Corporation Act (Canada).
- (2)** An employee's earnings must be paid by an employer in Canadian currency
- (a) In cash or by cheque, bill of exchange or order to pay, payable on demand to an authorised financial institution, or
 - (b) If the employer so chooses, by direct deposit to the employee's account in an authorized financial institution of the employee's choice.

Deductions from earnings

- 12(1)** An employer must not deduct or claim from the earnings of an employee any sum of money unless allowed to do so by subsection (2) below
- (2)** An employer may deduct from the earnings of an employee a sum of money that is
- (a) Permitted or required to be deducted by an Act or regulation, including a regulation, including a regulation under this Act, or a judgement or order of a court,
 - (a.1) a recovery of an overpayment of earnings paid to the employee resulting from payroll calculation error,
 - (a.2) a recovery of vacation pay paid to the employee in advance of the employee being entitled to it,



CLB 5 Reading Assessment: Understanding the Employment Standards Code

Name: _____ Date: _____

TASK	Understanding the Employment Standards Code
COMPETENCIES	Comprehending Information
CRITERIA FOR SUCCESS	You must get 14 out of 20 to achieve CLB 5 on this task.
INSTRUCTIONS	Read this part of the legislation and answer the multiple-choice, true and false and short-answer comprehension questions.

1. What kind of text is this? Circle all that apply. (2)
 - a) It's an official and formal text.
 - b) It's an informal, but informational text.
 - c) It's a legal text.
 - d) The text talk about the law.
2. What topic does this text cover? (1)
 - a) The text covers pay periods.
 - b) The text covers payment of minimum wages.
 - c) It covers deductions from earnings.
 - d) It covers Division 1.
3. How many sections and subsections are in this text? (1)
 - a) There are 9 sections and 7 subsections.
 - b) There are 5 sections and 8 subsections.
 - c) There are 5 sections and 10 subsections.
 - d) There are 9 sections on 5 subsections.
4. Name all the sections in the Paying Earnings Division. (5)
5. How long could it take for an employer to pay worker's wages? (1)
 - a) It could take up to 31 days after the last pay period.
 - b) Wages must not be paid later than 10 days after the end of every pay period.
 - c) Overpay must not be paid later than 10 days after the last pay period.
6. Which of the following are true and which are false? (6)
 - a) Employers can choose to pay terminated employees 31 days after the last day the employee worked. **True False**
 - b) A financial institution is any institution that is assured by the Canada Deposit Insurance Corporation Act. **True False**

- c) There are no ways for employers to deduct pay from employees who did legal work for the employer. **True False**
- d) One pay period cannot be longer than one month during which an employee works. **True False**
- e) Regulations set the minimum wage. **True False**
- f) An employer can deduct a worker's pay to get money back that they paid the employee for a vacation the employee did not take. **True False**

7. In your own words describe one situation where an employer has the right to deduct a worker's pay. (2)

8. In your own words describe one situation where an employer has no right to deduct a worker's pay. (2)

Score: /20


Did you achieve CLB 5 on this task?

- Not Yet
- Yes

ANSWER KEY CLB 5 Reading Assessment: Understanding the Employment Standards Code

1. A & C
2. D
3. B
4. Pay Periods; Payment of wages, overtime pay and general holiday pay; Payment of minimum wage; Ways of paying earnings; & Deduction from Earnings
5. B
6. A) TRUE; B) FALSE; C) FALSE; D) TRUE; E) TRUE; F) TRUE
7. Answers may vary.
8. Answers may vary.

CLB 5 Writing Assessment Task

TASK	Understanding Infographics
COMPETENCIES	Reproducing Information
INSTRUCTIONS	Students will read the information in the 2 infographics and complete the notes by filling in the gaps and answering a short-answer question.
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria and 5 out of 7 on Analytic Criteria.
ONLINE ASSESSMENTS 	CLB 5 Google Form Assessment: View Make a copy CLB 5 Google Form Rubric: View Make a copy



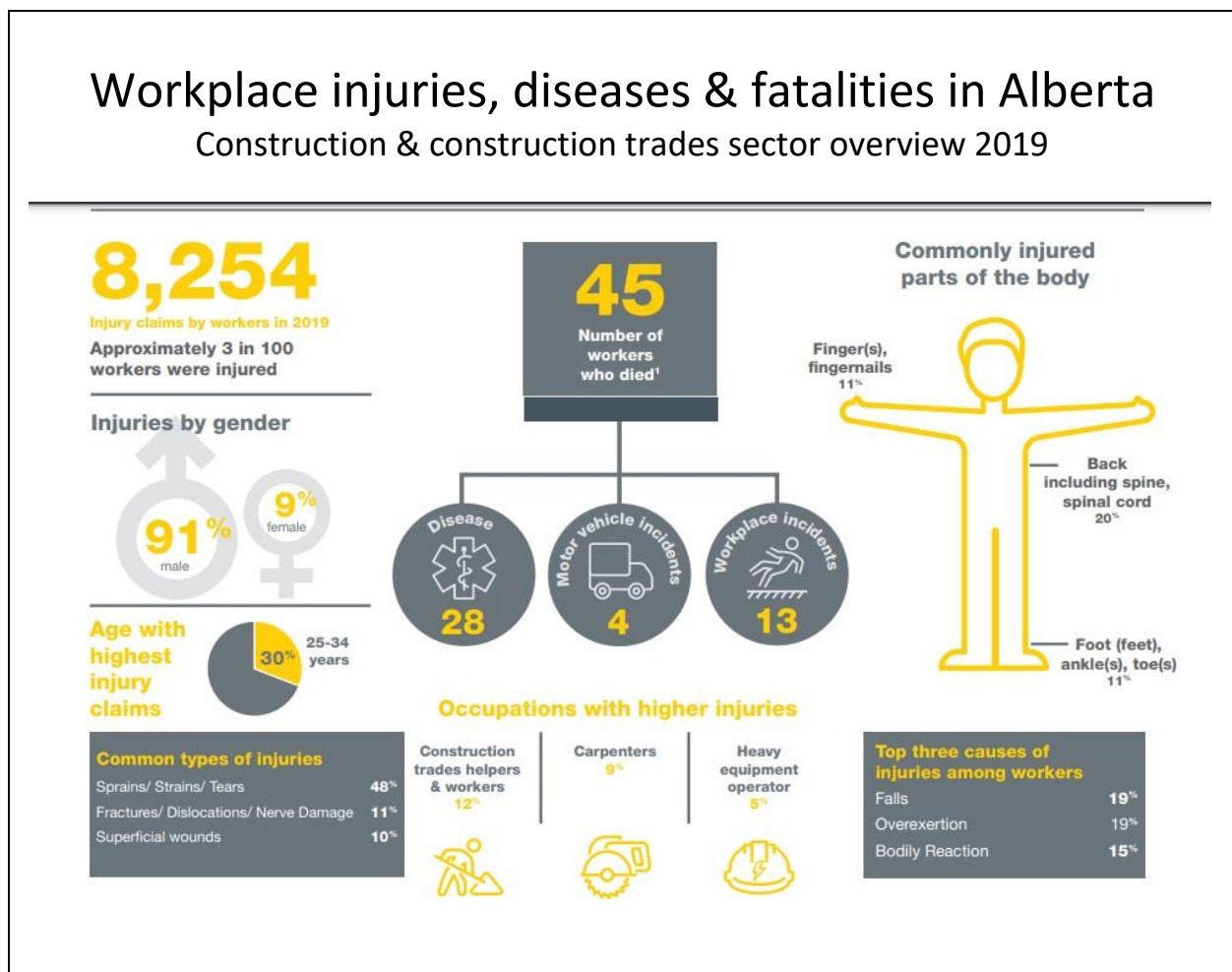
CLB 5 Writing Assessment: Understanding Infographics

Name: _____ Date: _____

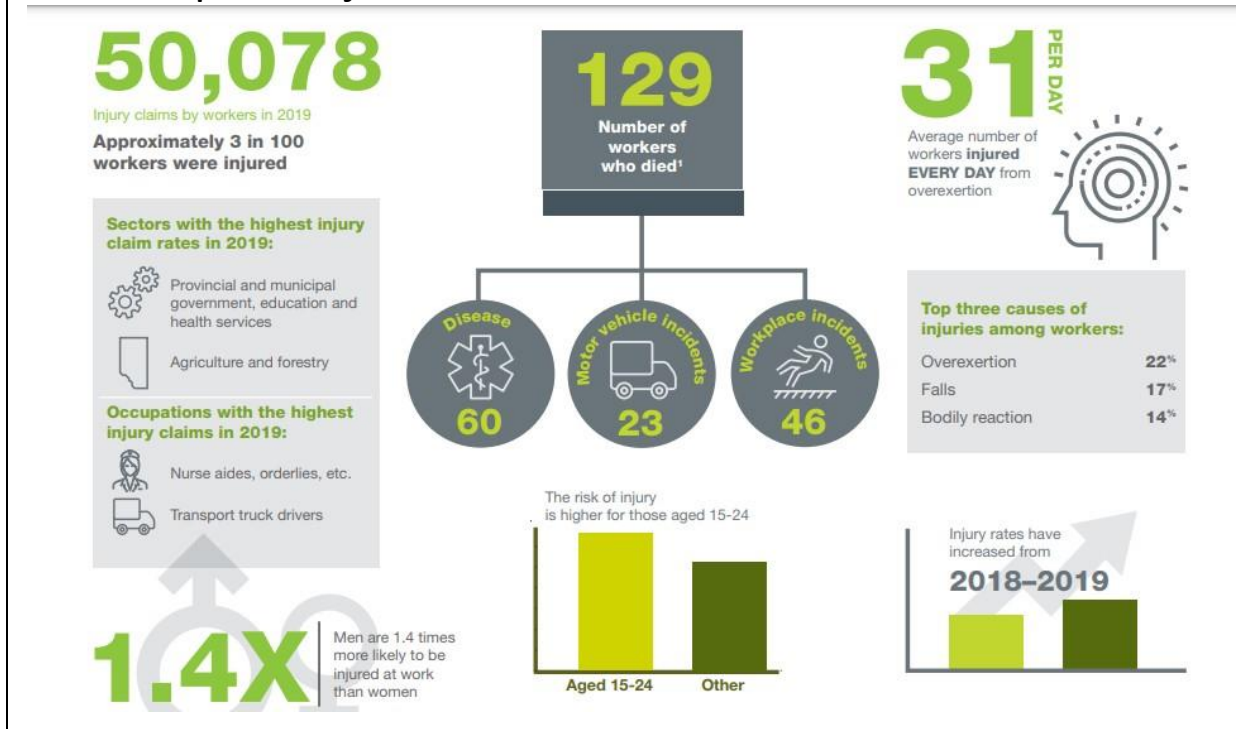
COMPETENCIES: Reproducing Information

INSTRUCTIONS:

Read the information in the graphics and take notes by filling in the gaps in the statements and answering the short-answer questions. Write a sentence to answer the last short-answer question.



Workplace injuries, diseases & fatalities in Alberta 2019




- The infographics show the number of workers with _____, _____ and _____, and who _____ in the _____ industry and in _____ in general.
- According to the infographics _____ people made injury claims in Alberta, compared to _____ people who made the claims in Alberta in the construction industry.
- The most common parts of the body injured in construction workers are the _____, _____ and the _____.
- The reasons behind workers' injuries are _____, _____ and _____.
- The occupations with the highest reported injury claims in Alberta in 2019 were _____ and _____.
- There are _____ common types of injuries in construction and they are _____.
- In 2019, _____ people died in Alberta compared to _____ people who died in Alberta in the construction sector.
- The rate of people injured has _____ in 2019.
- In Alberta, _____ people died of _____, _____ people died from motor vehicle incidents, and _____ people died from _____.
- The age group that is more likely to get injured, in Alberta, is between the ages of _____ and _____.
- In Alberta, _____ workers get injured every day from being overexerted.
- How much more likely are men to get injured than women in Alberta?

Writing Assessment Answer Key:

1. Injuries, diseases, fatalities; work; construction; Alberta
2. 50,078; 8,254
3. Fingers, back & feet
4. Falls, overexertion & bodily reactions
5. Nurse aids & transport truck drivers
6. 3; sprains, fractures & superficial wounds
7. 129; 45
8. Increased/ gone up
9. 60- diseases; 23; 46-workplace incidents
10. 15 and 24
11. 31
12. Men are 1.4 time more likely to get injured than women.

CLB 5 Writing Assessment: Understanding Infographics

 CLB 5 Writing Assessment: Understanding Infographics <i>Competencies: Reproducing Information</i>
Name: _____ Date: _____
Criteria for Success: “Yes” on holistic (*) criteria and 5 out of 7 analytic criteria
How did you do?

Holistic Criteria	Student Check (✓)	Not Yet	Yes
Followed instructions and completed the task.			
Analytic Criteria		Not Yet	Yes
You filled in the gaps with the correct information.			
You answered the question correctly.			
You used vocabulary and grammar you learned in class.			
Your capitalization was correct.			
Your spelling was correct.			
You wrote so the reader could understand.			
You wrote symbols and numbers correctly and in the correct place.			

You did this well:	Next time, try:
--------------------	-----------------

Did you achieve CLB 5 on this task?

Not Yet

Yes



CLB 5 Writing Assessment: Understanding Infographics

Competencies: Reproducing Information

Name: _____ Date: _____

Criteria for Success: "Yes" on holistic (*) criteria and 5 out of 7 analytic criteria

How did you do?

Holistic Criteria	Student Check <input checked="" type="checkbox"/>	Not Yet	Yes
Followed instructions and completed the task.			
Analytic Criteria		Not Yet	Yes
You filled in the gaps with the correct information.			
You answered the question correctly.			
You used vocabulary and grammar you learned in class.			
Your capitalization was correct.			
Your spelling was correct.			
You wrote so the reader could understand.			
You wrote symbols and numbers correctly and in the correct place.			

You did this well:	Next time, try:
--------------------	-----------------

Did you achieve CLB 5 on this task?

- Not Yet
- Yes