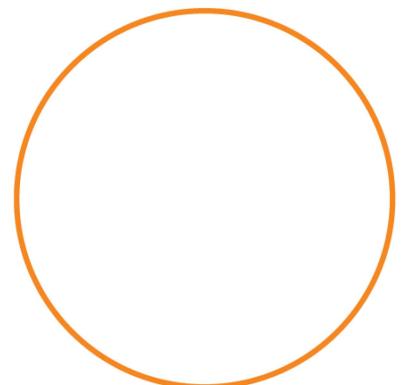


Finding Your Voice, Knowing Your Rights

Module 2: Employment Standards in the Workplace



**Bow Valley
College**



Finding Your Voice, Knowing Your Rights Resources

Finding Your Voice, Knowing Your Rights classroom material is a resource to support English language learners to understand and articulate their rights in the Canadian workplace.

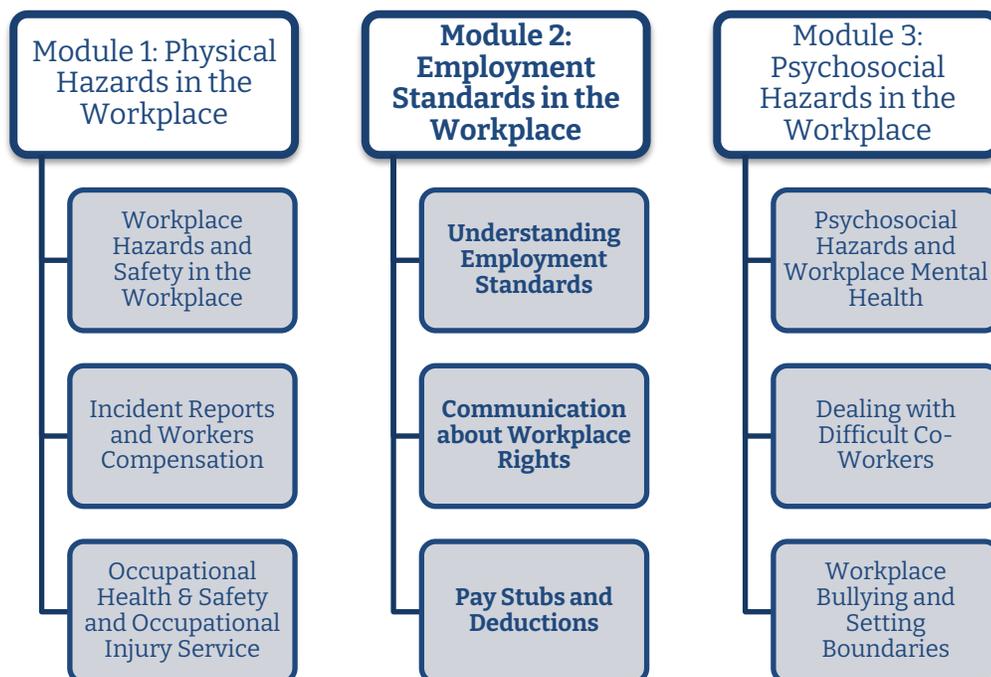
Learners will have the opportunity to practice and develop:

- English language skills
- Canadian workplace cultural awareness
- Workplace communication skills

The material was designed based on interviews with instructors, employers, and students that were conducted during a qualitative research project. The resources have been designed to support newcomer youth workers to better understand their workplace rights and to be able to effectively communicate their rights to employers and co-workers.

The research found that newcomers are often less able to speak up for their Occupational Health and Safety (OHS) rights because of lack of language about and awareness of issues, intercultural and power dynamics between employers and co-workers, varying conceptions of workplace safety, precarity, and work in less regulated injuries. The material presented here will help students build necessary skills to advocate for themselves in the Canadian workplace.

The material is sub-divided into three modules. The focus of this set of material is **Module 2: Employment Standards in the Workplace.**



To find out more about the resources, please download the [Instructor's Resource available here](#).

Table of Contents: Module 2

Sub-Theme 1: Understanding Employment Standards

Introduction: Understanding Employment Standards	1
Vocabulary: Employment Standards	3
Vocabulary: Compare and Contrast	10
Employment Standards Discussion	15
Research for a Presentation (CLB5/6)	17
PowerPoint Template	21
Creating a PowerPoint Presentation	22
Constructive Feedback	27
Compare and Contrast Pictures	30
Presentation Practice	33
Giving Constructive Feedback (Classmate)	34
Minimum Wage in Canada	36
Minimum Wage	41
Minimum Wage - Reading	43
Compare and Contrast	46
Compare and Contrast Email	51
Workplace Advice	54
Employment Standard Presentation – Listening Assessment (CLB5/6)	57
Compare and Contrast – Speaking Assessment (CLB5/6)	74

Sub-Theme 2: Communication about Workplace Rights

Introduction: Communication about Workplace Rights	88
Vocabulary: Email	90
Email - Handout	97
Formal Letter	111
Leaving a Voicemail	114
Level of Formality	115

Table of Contents: Module 2 (con't)

Leaving a Voicemail (Sick Day)	116
Role-Play: Overtime	118
Lay-off Email	120
Vacation Email	126
Resignation Letter	129
Resignation Letter – Writing Assessment	133
Vacation Email – Writing Assessment	140
Resignation Email - Reading Assessment	145
Sub-Theme 3: Pay Stubs and Deductions	
Introduction: Pay Stubs and Deductions	154
Vocabulary: Employment Standards	156
Numbers	163
Pay Stubs	165
Canadian Deductions	166
Reading a Pay Stub	172
Reading about Income	177
Reading a Pay Stub (CLB5/6) - Reading Assessment	182

Introduction: Understanding Employment Standards

Tasks:

- Introduction to the sub-theme (PowerPoint Presentation)
- Goal-setting form for students

For instructor:

- This sub-theme, within the module of Employment Standards in the Workplace, focuses on gaining a better understanding of Canadian workplace standards and being able to compare and contrast standards across provinces/countries.
- This sub-theme includes two formal assessment tasks: a listening assessment of an employer explaining workplace employment standards to a group of new employees and a speaking assessment where students prepare a PowerPoint presentation comparing and contrasting employment standards in different provinces or countries.

PowerPoints:

- PowerPoint introduction to the sub-theme (**Introduction: Understanding Employment Standards**) can be downloaded [here](#).

Name: _____

Date: _____

Goals: Understanding Employment Standards

Task: After your instructor goes through the PowerPoint presentation in class, please complete the first (what you know) and the second (what do you want to know) parts of the table. You can complete the third part of the table after you finish the lesson.

Know	Want to Know	Learned
What do you think you know about Employment Standards??	What do you want to know about Employment Standards? Set 3 goals for this lesson.	What did you learn about Employment Standards?

Vocabulary – Employment Standards

Task:

- Match word and definition (Worksheet 1) + PowerPoint
- Read and fill-in-the-blank (Worksheet 2)
- Vocabulary Review Game (Worksheet 3)
- Crossword Puzzle Link: <https://crosswordhobbyist.com/804347>
- Quizlet Link: <https://quizlet.com/ca/505284029/employment-standard-vocabulary-flash-cards/>

For instructor:

- Students can work through the various vocabulary worksheets in order to learn vocabulary related to employment standards.

Answer Key:

- Provided at the end of the task

PowerPoint:

- **Vocabulary Employment Standards** PowerPoint can be downloaded [here](#).

Name: _____

Date: _____

Worksheet 1: Vocabulary – Employment Standards

Task: Work with a partner to match the vocabulary words with the correct definition. Write the letter of the matching definition on the line.

Vocabulary Word	Definition
bereavement (N) _____	a. a piece of paper attached to a paycheck that shows what was earned and what deductions were taken out of your pay
commission (N) _____	b. the amount (often of money) that must be taken out; subtraction
deduction (N) _____	c. a level of quality that is considered acceptable
dues (N, plural) _____	d. an amount of money paid to an employee at a specific rate per hour worked
earnings (N, plural) _____	e. a fixed amount of money paid to an employee based on a percentage of the employee's sales
fire (V) _____	f. to force someone to leave a job
give notice (V) _____	g. a good reason to fire a worker
gross pay (N) _____	h. an organization of employees formed to negotiate with the employer
guardian (N) _____	i. charges or fees you pay to be a member of a union
just cause (N) _____	j. the total amount you earn before any deductions are subtracted
lay someone off (phrasal verb) _____	k. the total earning paid to an employee after payroll taxes and other deductions
maternity leave (N) _____	l. the money that you earn from the work that you do
net pay (N) _____	m. sum of money paid to people on a regular basis after they retire
parental leave (N) _____	n. to give a letter telling someone you are leaving a job or an apartment
pay stub (N) _____	o. to stop employing somebody because there is not enough work for them to do
pension (N) _____	p. a period of time when a woman temporarily leaves her job to have a baby

salary (N) _____	q. time off from work to care for a child (for a woman or a man)
standard (N) _____	r. a person who is legally appointed to take care of another person
union (N) _____	s. state of sorrow over the death or departure of a loved one
wage (N) _____	t. an amount paid to an employee for each pay period

Name: _____

Date: _____

Worksheet 2: Vocabulary – Employment Standards

Task: Use the vocabulary from Worksheet 1 to choose the best word to complete each sentence.

1. If you have a job that is represented by a union, your _____ are usually a pay deduction.
2. You should check your _____ every pay period to make sure your work hours are correct.
3. Your _____ or earnings will be deposited into your bank account on the last day of the month.
4. His _____ is \$18/hour.
5. Human resources had to _____ him because he was late for work every day for more than a week.
6. _____ work to help protect workers rights.
7. Her _____ is \$3,000/month.
8. If someone in your family passes away, you are often entitled to _____ leave.
9. Women can take _____ from work if they had or adopted a baby. Both men and women can take _____.
10. A _____ took care of the child while his father was in the hospital.
11. If you have a high income, you may get some _____, such as income tax, returned when you file taxes.
12. If you work in a car dealership or as a real estate agent, you may receive a _____ for each sale you make.
13. Most Canadians pay into CPP, which is a _____ plan that they receive when they retire.

14. The employer had _____ to fire the worker. They refused to wear the proper safety equipment for the work.
15. The worker was _____ because of Covid-19. She will return to her job after the situation changes.
16. If you would like to leave your current job, you should _____ two weeks beforehand.
17. Employment _____ inform workers about their basic rights in the workplace.
18. Your _____ will always be higher than your net pay because it is the amount you receive before taxes are deducted.
19. Many people have their _____ directly deposited into their bank accounts.

Name: _____

Date: _____

Worksheet 3: Vocabulary – Employment Standards

Task: Work in groups of 3 students. One student should pick a card and describe it to the group. The first person to guess the card wins it. Whoever wins a card, will pick the next card. The winner is the person who has the most cards at the end of the activity.

Bereavement	Commission	Deduction
Dues	Earnings	Fire
Give notice	Gross pay	Guardian
Just cause	Lay someone off	Maternity leave
Net pay	Parental leave	Pay stub
Pension	Salary	Standard
Union	Wage	

ANSWER KEY
Worksheet 1:

Bereavement	S	Lay someone off	O
Commission	E	Maternity Leave	P
Deduction	B	Net pay	K
Dues	I	Parental Leave	Q
Earnings	L	Pay stub	A
Fire	F	Pension	M
Give notice	N	Salary	T
Gross pay	J	Standard	C
Guardian	R	Union	H
Just cause	G	Wage	D

Worksheet 2:

1. dues
2. pay stub
3. net pay
4. wage
5. fire
6. Unions
7. salary
8. bereavement
9. maternity leave AND parental leave
10. guardian
11. deductions
12. commission
13. pension
14. just cause
15. laid off
16. give notice
17. standards
18. gross pay
19. earnings

Vocabulary – Compare and Contrast

Task: Learn vocabulary to *compare and contrast* two things

- Example sentences and constructions (Worksheet 1) + PowerPoint
- Compare and contrast practice (Worksheet 2)
- Vocabulary Review Game (Worksheet 3)
- Wordsearch Puzzle Link: <https://mywordsearch.com/448768/Compare-and-Contrast>

For instructor:

- Students can work through the various vocabulary worksheets to learn vocabulary related to comparing and contrasting.

PowerPoint:

- **Vocabulary Compare and Contrast** PowerPoint can be downloaded [here](#).

Name: _____

Date: _____

Worksheet 1: Vocabulary – Compare and Contrast

Task: Read the example sentences for the compare and contrast vocabulary and pay attention to how the compare and contrast vocabulary are used in the sentences.

Compare and Contrast Vocabulary

To Compare:

like

- John is **like** his brother. / John and his siblings are **like** his mother.
- John is like his brother in many ways. First,...

alike

- John and his brother are **alike**. / John, his siblings, and his mother are alike.
- John and his brother are **alike** in many ways. First, ...

similar to

- John is **similar to** his brother because they are both tall.

the same

- John and his brother are **the same** because they are tall and have green eyes.

the same as

- John is **the same as** his brother with respect to appearance: they are identical twins.

have [something] in common

- John and his brother **have** their parents **in common**.

similarly

- John is a strong student. **Similarly**, his brother excels in school too.

both

- **Both** John and his brother are tall.
- John and his brother are **both** tall.

To Contrast:

however

- John and his brother are identical twins. However, they have different personalities.
- John and his brother are identical twins; however, they have different personalities.

but

- John is an introvert, **but** his brother is an extrovert.

while

- John is an introvert, **while** his brother is an extrovert.

differ (v)

- John and his brother **differ** with respect to their personality. John is more introverted than his brother.

different from

- John is **different from** his brother in many ways. First, ...
- John is **different from** his brother because he is more introverted.

unlike

- John is unlike his brother because he is introverted and his brother isn't.

on the contrary

- John is introverted. **On the contrary**, his brother is extroverted.

on the other hand

- John is an introvert. **On the other hand**, his brother is an extrovert.

Name: _____

Date: _____

Worksheet 2: Vocabulary – Compare and Contrast

Task: Pick one of the following topics to compare and contrast (your instructor may assign you a topic). Write 4 sentences comparing the two topics, then write 4 sentences contrasting the two topics. Make sure to use different expressions for comparing and contrasting. Share your ideas with your classmates.

Talking vs Texting	Summer Holidays vs Winter Holidays	Fruits vs Vegetables
Cats vs Dogs	Books vs Movies	Cash vs Credit Cards
Driving a Car vs Public Transit	Coffee vs Tea	A Sentence vs a Paragraph
Sugar vs Salt	Teenagers vs Toddlers	Marriage vs Common Law
Raising a Pet vs Raising a Child	McDonald's vs KFC	Family vs Friends
Spring vs Fall	Hockey vs Soccer	Apples vs Oranges

Name: _____

Date: _____

Worksheet 3: Vocabulary – Compare and Contrast

Task: Work in groups of 3 students. One student should pick a card and describe it to the group. The first person to guess the card wins it. Whoever wins a card will pick the next card. The winner is the person who has the most cards at the end of the activity.

like	alike	similar to
the same	the same as	have [something] in common
similarly	both	however
but	while	differ
different from	unlike	on the contrary
on the other hand		

Employment Standards – Discussion

Task:

- Brainstorm different types of employment standards in the workplace.

For instructor:

- Students can work in small groups to brainstorm employment standards that they should be aware about in their workplace.
- Students can share their ideas with the class.

Research for a Presentation (CLB5)

Task:

- Choose **two** aspects of the Canadian Workplace to compare and contrast.
- Compare and contrast how the topic is dealt with in Canada (or Alberta) and another country (or province).

For instructor:

- Students should prepare a short presentation (there is a PowerPoint template they can use) to compare and contrast two aspects of the Alberta Workplace with another province in Canada (or another country). The presentation for be the formal speaking assessment for this module.
- You may want students to work with a partner.

Name: _____

Date: _____

Research for a Presentation (CLB5)

Task: Choose **two** aspects of the Canadian workplace for your presentation about Employment Standards. Make notes on your topic. Compare and contrast how the topic is dealt with in Canada (or Alberta) and another country (or province). You can choose from the topics listed below or from topics discussed in class.

Possible Topics:

- Working Overtime
- Pay Deductions
- Vacation Pay
- Vacation Time
- Public Holidays
- How to Get Paid
- Minimum Wage
- 3-hour Minimum
- Breaks
- Rest Days
- Time off to have a Baby
- Time off because of Illness
- Bereavement Leave
- Family Duties
- Quitting your Job
- Being Laid Off
- Being Fired

Research for a Presentation (CLB6)

Task:

- Choose **three** aspects of the Canadian Workplace to compare and contrast.
- Compare and contrast how the topic is dealt with in Canada (or Alberta) and another country (or province).

For instructor:

- Students should prepare a short presentation (there is a PowerPoint template they can use) to compare and contrast two aspects of the Alberta Workplace with another province in Canada (or another country). The presentation for be the formal speaking assessment for this module.
- You may want students to work with a partner.

Name: _____

Date: _____

Research for a Presentation (CLB6)

Task: Choose **three** aspects of the Canadian workplace for your presentation about Employment Standards. Make notes on your topic. Compare and contrast how the topic is dealt with in Canada (or Alberta) and another country (or province). You can choose from the topics listed below or from topics discussed in class.

Possible Topics:

- Working Overtime
- Pay Deductions
- Vacation Pay
- Vacation Time
- Public Holidays
- How to Get Paid
- Minimum Wage
- 3-hour Minimum
- Breaks
- Rest Days
- Time off to have a Baby
- Time off because of Illness
- Bereavement Leave
- Family Duties
- Quitting your Job
- Being Laid Off
- Being Fired

PowerPoint Template

For instructor:

- If students are not familiar with how to use PowerPoint, there is a PowerPoint basic template for them to use to create their presentation.

PowerPoint:

- **Speaking – PowerPoint Template** can be downloaded [here](#).

Creating a PowerPoint Presentation

For instructor:

- If students are not familiar with how to use PowerPoint, they can review the steps on the following page for creating a PowerPoint.
- Additionally, they can download a blank PowerPoint presentation below.

PowerPoint:

- **Speaking – PowerPoint Template** can be downloaded [here](#).

Name: _____

Date: _____

Creating a PowerPoint Presentation

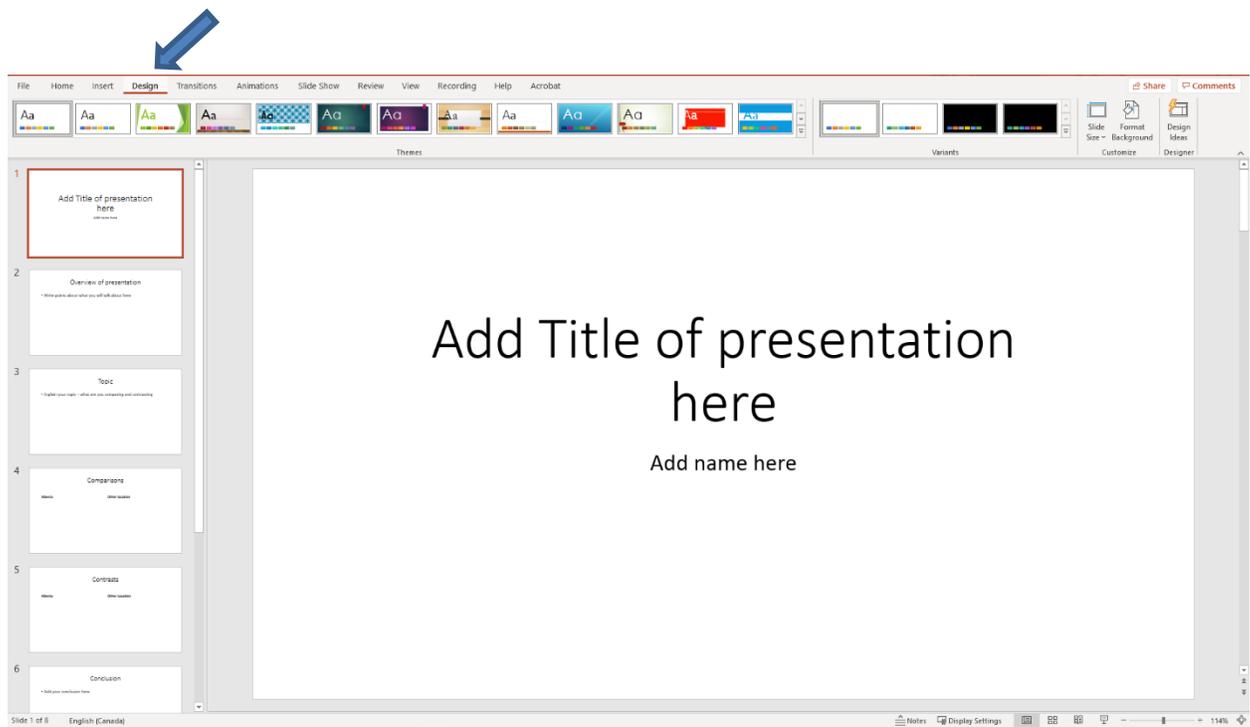
Task: Read through the steps below for creating a PowerPoint presentation. If you run into any problems, ask your instructor for help.

Step 1: Download and open the template your instructor gave you.

- Make sure to click on “Save As...” and save it to your computer.

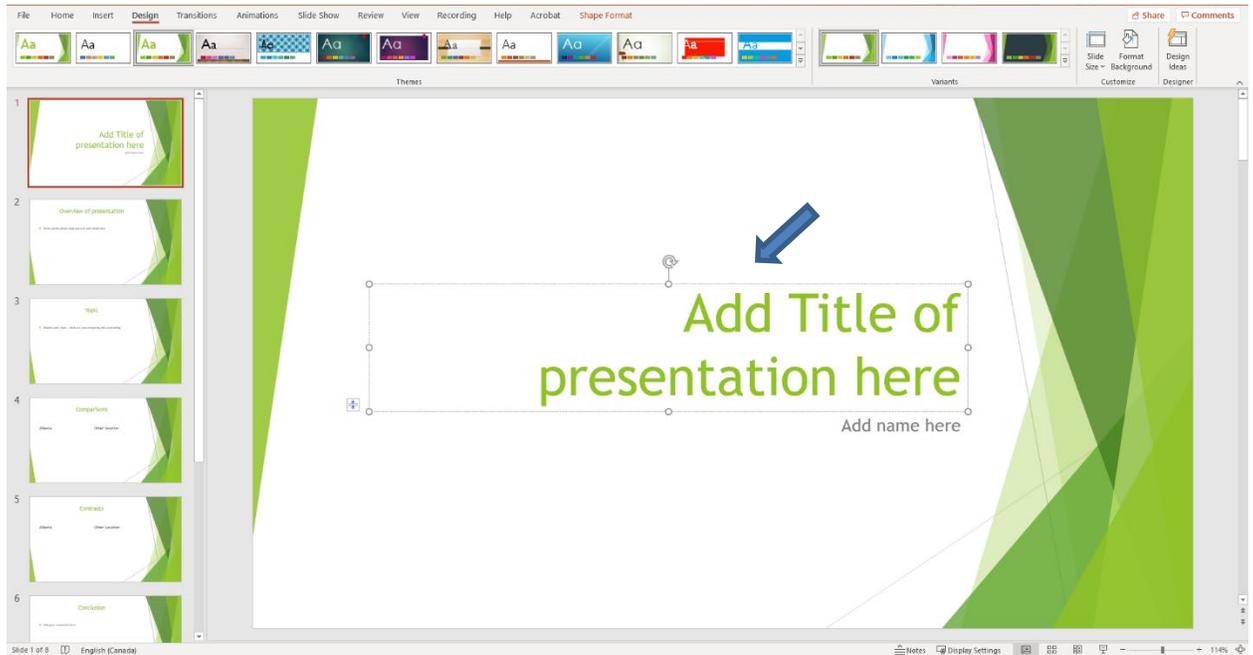
Step 2: Choose a design.

- Click on “Design” and choose a design that you like. The design that you choose will be the same for all your slides.



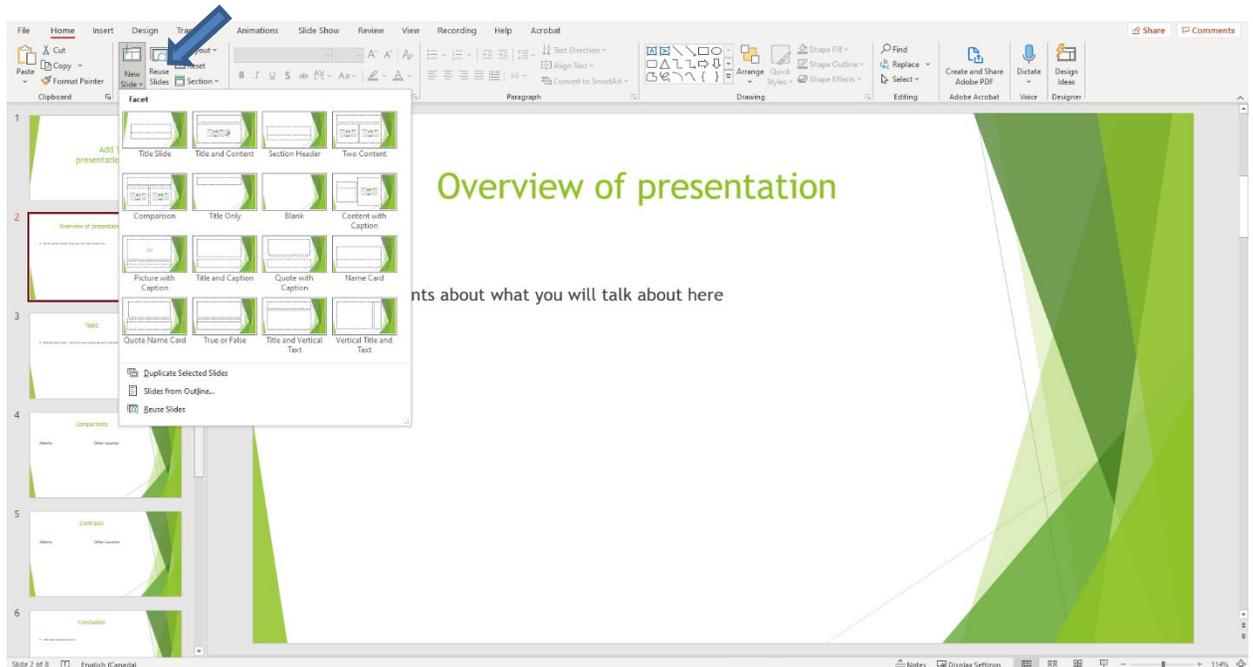
Step 3: Add your information to each slide

- Click in the box to add in your title and name. Then, move on to the next slide to add in more information.



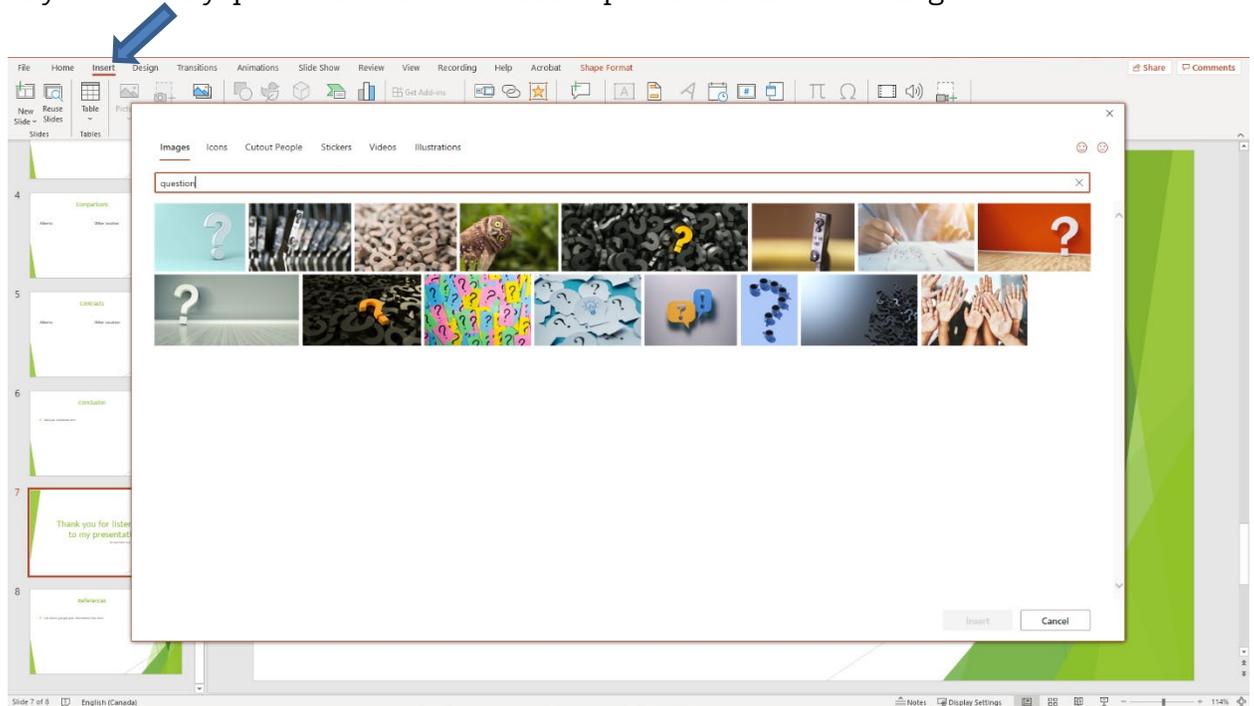
Step 4: Adding a new slide

- If you would like to add a new slide, click on “Home” and “New Slide” then pick the type of slide you would like to add.
- Make sure that when you are writing information on the slide, you write in **point form**. You do not want to write in complete sentences.



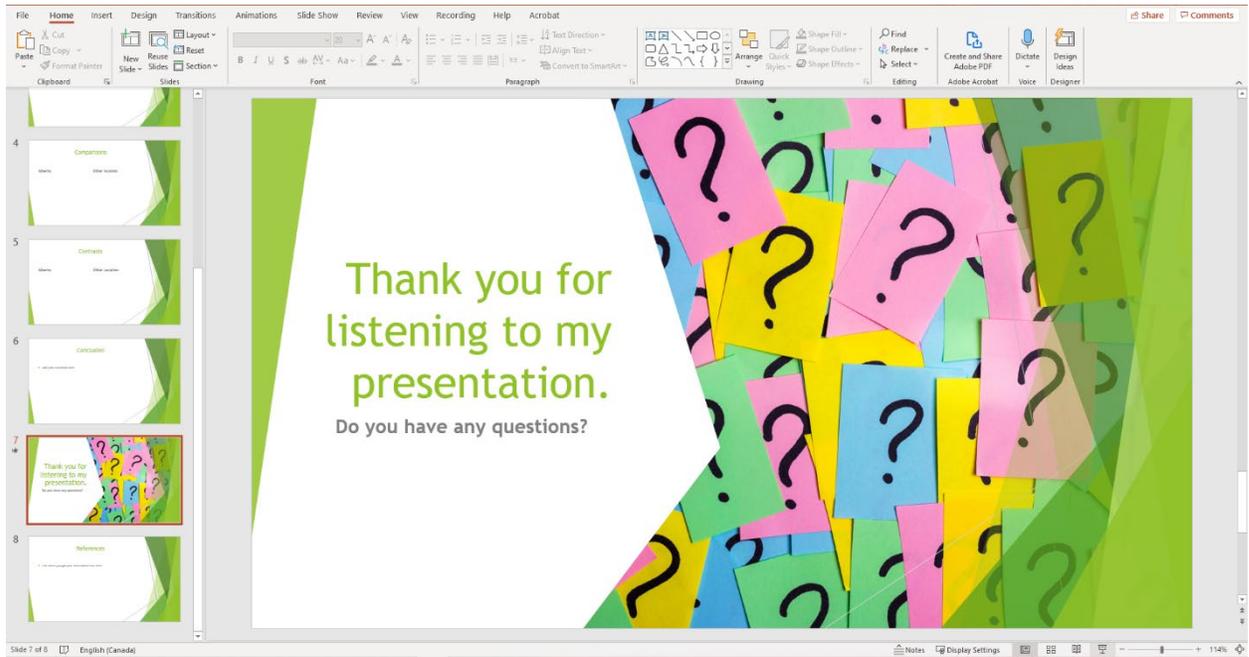
Step 5: Adding a Picture

- If you would like to add pictures to your PowerPoint presentation, you should click on “Insert” and then “Pictures”. You will have the option choosing a picture from your computer, from a stock file, or from the internet.
- I am going to insert a picture of questions to add to my last slide. I am going to ask if anyone has any questions. I choose to find a picture from “Stock Images”.



Step 6: Playing your PowerPoint Presentation

- When you are finished your presentation, you can click on “Slideshow” to play your presentation.
- Don’t forget to save it so you don’t lose all your hard work!



Constructive Feedback

Task:

- Work through a PowerPoint to learn about giving constructive feedback.
- Then, listen to a short presentation on constructive feedback and practice giving feedback to the student in the video.

For instructor:

- Work through a PowerPoint with students to teach them about giving constructive feedback.
- There is also a handout that can be given to students.
- Then, have students listen to a short presentation on constructive feedback and practice giving feedback to the student in the video.

PowerPoints:

- **Listening – Constructive Feedback** PowerPoint can be downloaded [here](#).

Video:

- <https://www.youtube.com/watch?v=V8eLdbKXGzk>

Name: _____

Date: _____

Constructive Feedback

What is Constructive Feedback?

Constructive Feedback is when you give supportive ideas to help your classmate or co-worker improve their presentation (in this case) or work skills.

What is the purpose of Constructive Feedback?

The purpose of Constructive Feedback is to give feedback to a person in a way that will lead to improvements and corrections.

Three Ways to Provide Constructive Feedback:

1. **Positive Feedback:** Be supportive and point out what your classmate or co-worker did well as it related to the task.

Example: “You did a great job organizing your ideas. It was very easy to follow your ideas and your presentation.”

2. **Next Steps Feedback:** This type of feedback allows you to make specific suggestions as to how your classmate or co-worker could improve their work.

Example: “Next time you should try to use a bigger variety of vocabulary words for contrasting. You used ‘but’ a lot. You should also use the other vocabulary words.”

3. **Asking Questions Feedback:** You can ask questions that might get your classmate or co-worker to think about whether all the information is as they would like it to be.

Example: “I thought the discussion on different types of food was interesting. How is it related to the workplace?”

How do I provide Constructive Feedback?

Here are some sentence frames that you can use for providing Constructive Feedback:

POSITIVE	NEXT STEPS	QUESTIONS
<ul style="list-style-type: none"> - Wonderful job on... - Terrific work on... - You did a great job on... - It really impressed me when you... - I enjoyed your presentation because... 	<ul style="list-style-type: none"> - One suggestion would be... - I believe you should add... - Don't forget to... - Next time you should... - I am confused by... - Perhaps you should add... 	<ul style="list-style-type: none"> - What is/are...? - What do...? - Should you...? - Why is/do/will...? - Where is...? - When do/does...?

Compare and Contrast Pictures

Task:

- Write 3 sentences comparing and 3 sentences contrasting the two items in the pictures below.

For instructor:

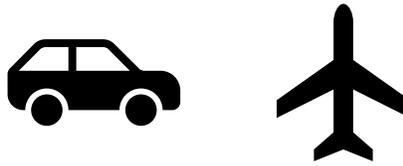
- Students should write 3 sentences comparing and 3 sentences contrasting the two items in the pictures below.

Name: _____

Date: _____

Compare and Contrast Pictures

Task: Write 3 sentences comparing and 3 sentences contrasting the two items in the picture below.

Picture 1:**Sentences comparing:**

1. _____
2. _____
3. _____

Sentences contrasting:

1. _____
2. _____
3. _____

Picture 2:



Sentences comparing:

1. _____
2. _____
3. _____

Sentences contrasting:

1. _____
2. _____
3. _____

Presentation Practice

Task:

- Students practice their presentation in a small group and receive constructive feedback from their classmates (See next activity: *Constructive Feedback – Classmate*).

For instructor:

- Students should practice their presentation in a small group and receive feedback from their classmates.

Giving Constructive Feedback (Classmate)

Task:

- Listen to a small group of classmates practice their presentation and provide them with constructive feedback.

For instructor:

- Students should listen to a small group of classmates practice their presentation and provide them with constructive feedback.
- Instructors can decide if they want students to submit feedback to them or to give it directly to the students.



Name: _____

Date: _____

Giving Constructive Feedback (Classmate)

Instructions: Listen to your classmate do a practice presentation. Provide them with Constructive Feedback. Your instructor may ask you to submit your form to them or they may ask you to share the information with your classmate directly.

Classmates Name: _____

Positive Feedback	Next Steps Feedback	Asking Questions Feedback

Classmates Name: _____

Positive Feedback	Next Steps Feedback	Asking Questions Feedback

Minimum Wage in Canada

Task:

- Listen to a video about Canadian minimum wage and answer questions.

For instructor:

- Students should listen to a video about Canadian minimum wage and answer the questions provided on the handout.
- This would be a good activity to do during computer time as the students can work through the material at their own pace.

Answer Key:

- Answer key is included with this task.

Video Link:

- <https://www.youtube.com/watch?v=hM1hUHJUIdA&t=3s>

Name: _____

Date: _____

Minimum Wage in Canada

Task: Listen to a video about Canadian minimum wage and answer the following questions.

Video: <https://www.youtube.com/watch?v=hM1hUHJUIdA&t=3s>

1. What is the minimum wage in Alberta?

2. Minimum wage in Alberta increased on _____, 2018.

3. What was the minimum wage in Alberta before the increase?

4. Minimum wage in other provinces ranges from _____ to _____ an hour.

5. Alberta has the _____ minimum wage in Canada.

6. If you work full-time hours and make minimum wage in Alberta, how much money will you make per year before deductions?

7. What does *bi-weekly* mean?

8. What does *semi-monthly* mean?

9. All jobs in Canada are paid bi-weekly.

- True
 False

10. What is another word for *bucks*?

11. What are the four payroll deductions listed in the video?

1. _____

2. _____

3. _____

4. _____

12. Deductions get taken off your paycheque before you get paid.

- True
 False

13. If you want to claim EI, approximately what percentage of your paycheque will you receive?

14. What does *mandatory* mean?

15. Approximately how much net pay will you receive on a \$1,250 gross pay paycheque after deductions?

16. According to the speaker, what is the minimum rent in Calgary?

17. What was the cheapest place the speaker could find in Calgary?

18. What does the speaker suggest you do if you want to pay cheaper rent?

19. How much money does he budget for gas each month?

20. The speaker is certain groceries are cheaper in Ontario than in Alberta.

- True
- False

21. What expression does the speaker use to mean *make progress*?

22. Retail jobs usually pay minimum wage.

- True
- False

23. Costs are more expensive in Canada compared to other countries.

- True
- False

24. You can easily save money making minimum wage in Canada.

- True
- False

ANSWER KEY

1. What is the minimum wage in Alberta? **\$15 per hour**
2. Minimum wage in Alberta increased on **October 1, 2018**.
3. What was the minimum wage in Alberta before the increase? **\$13.60**
4. Minimum wage in other provinces ranges from **\$10** to **\$14** an hour.
5. Alberta has the **highest** minimum wage in Canada.
6. If you work full-time hours and make minimum wage in Alberta, how much money will you make a year before deductions? **\$30,000**
7. What does bi-weekly mean? **every two weeks**
8. What does semi-monthly mean? **twice a month**
9. All jobs in Canada are paid bi-weekly.
 - True
 - False**
10. What is another word for *bucks*? **dollars**
11. What are the four payroll deductions listed in the video?
 - 1. income tax**
 - 2. union dues**
 - 3. CPP**
 - 4. EI**
12. Deductions get taken off your paycheque before you get paid.
 - True**
 - False
13. If you want to claim EI, approximately what percentage of your paycheque will you receive? **60%**
14. What does *mandatory* mean? **necessary/required**
15. Approximately how much net pay will you receive on a \$1,250 gross pay paycheque after deductions? **\$900**
16. According to the speaker, what is the minimum rent in Calgary? **\$800**
17. What was the cheapest place the speaker could find in Calgary? **\$825**
18. What does the speaker suggest you do if you want to pay cheaper rent? **share**
19. How much money does he budget for gas each month? **\$100**
20. The speaker is certain groceries are cheaper in Ontario than in Alberta.
 - True
 - False**
21. What expression does the speaker use to mean *make progress*? **get ahead**
22. Retail jobs usually pay minimum wage.
 - True**
 - False
23. Costs are more expensive in Canada compared to other countries.
 - True**
 - False
24. You can easily save money making minimum wage in Canada.
 - True
 - False**

Minimum Wage

Task:

- Work in a small group to compare Minimum Wages across Canada.

For instructor:

- Students should work in a small group to compare Minimum Wages across Canada
- Each group should come up with 5 comparisons and 5 contrasts.

Link to Minimum Wage Map:

- <https://www.retailcouncil.org/resources/quick-facts/minimum-wage-by-province/>

Name: _____

Date: _____

Minimum Wage

Task: Work in a small group to compare Minimum Wage across Canada. Use the Minimum Wage Map to help you. Each group should come up with 5 comparisons and 5 contrasts. Make use of vocabulary for comparing and contrasting, as well as comparatives and superlatives.

You may use the space below to make notes.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Minimum Wage – Reading

Task:

- Complete the table with information from the Retail Council of Canada on Minimum Wage in Canada

For instructor:

- Students should work individually or in a small group to complete the table on Minimum Wage across Canada.
- Students can use the map and the written information provided at the attached link to complete the task.

Link to Retail Council of Canada:

- <https://www.retailcouncil.org/resources/quick-facts/minimum-wage-by-province/>

Name: _____

Date: _____

Minimum Wage - Reading

Task: Work individually or in a small group to complete the table on Minimum Wage across Canada. You can use the Minimum Wage Map as well as the information provided at the Retail Council of Canada to complete the task.

Link (Retail Council of Canada): <https://www.retailcouncil.org/resources/quick-facts/minimum-wage-by-province/>

Table 1: Minimum Wage Table for Canadian Provinces

Province (west to east)	Minimum Wage	Date Minimum Wage Updated
Alberta		
		October 1, 2020
Prince Edward Island		
	\$12.95	

Table 2: Minimum Wage Table for Canadian Territories

Territory (west to east)	Minimum Wage	Date Minimum Wage Updated

ANSWER KEY – Effective July 2021

Table 1: Minimum Wage Table for Canadian Provinces

Province (west to east)	Minimum Wage	Date Minimum Wage Updated
British Columbia	\$15.20	June 1, 2021
Alberta	\$15.00	October 1, 2018
Saskatchewan	\$11.45	October 1, 2020
Manitoba	\$11.90	October 1, 2020
Ontario	\$14.25	October 1, 2020
Quebec	\$13.50	May 1, 2021
New Brunswick	\$11.75	April 1, 2021
Prince Edward Island	\$13.00	April 1, 2021
Nova Scotia	\$12.95	April 1, 2021
Newfoundland and Labrador	\$12.50	April 1, 2021

Table 2: Minimum Wage Table for Canadian Territories

Territory (west to east)	Minimum Wage	Date Minimum Wage Updated
Yukon	\$13.85	April 1, 2021
Northwest Territories	\$13.46	April 1, 2018
Nunavut	\$16.00	April 1, 2020

Compare and Contrast

Tasks:

- Listen to an audio file comparing and contrasting two cities.

For instructor:

- Students should listen to a recording that the instructor plays and answer the questions from the handout.

Listening:

- Audio File “Compare Contrast” is available [HERE](#).

Answer Key:

- Provided at the end of the task

Transcript:

Today I am going to compare and contrast two cities: My hometown, St. John’s, Newfoundland, and the city that I currently live in, Calgary, Alberta.

Calgary and St. John’s are both Canadian cities. However, they are on different sides of the country. St. John’s is on the east coast of Canada, while, Calgary is on the western side of the country.

Calgary is a bigger city than St. John’s. The population of Calgary is approximately 1.2 million people. On the contrary, the population of St. John’s is only 108,000 people.

Besides the size, St. John’s is different from Calgary in many ways. First, St. John’s is far more colourful than Calgary. The houses there are painted in many bright colours, which differ from the less colourful houses in Calgary. Another way that they are different is that Calgary is a landlocked city, while St. John’s is surrounded by the Atlantic Ocean. The buildings in St. John’s are a lot smaller than they are in Calgary. In St. John’s the tallest building is the Cathedral (a tall Catholic church). No buildings in the city can be built higher than the Cathedral. In Calgary, there are many tall buildings. The tallest building in Calgary is the Bow Tower. One final difference is that unlike St. John’s, Calgary has many immigrants. There are more resources and services available for immigrants in larger Canadian cities like Calgary.

These are some of the differences between Calgary and St. John’s. Next, I will talk about some similarities between the two cities.

While St. John’s and Calgary are different because St. John’s is on the ocean and Calgary is landlocked, they are similar because they both have bodies of water in the city. St. John’s is surrounded by the Atlantic Ocean and in Calgary the Bow River runs through the middle of the city. St. John’s and Calgary are alike in that they both have many great restaurants.



Water Street in St. John's and Steven Avenue in Calgary have many choices for international and local cuisine. While local cuisine in Calgary tends to be beef or meat, the local cuisine in St. John's is usually seafood, like cod, lobster, salmon, and scallops. Another thing that the two cities have in common is art districts. There are many artists in both these cities. Finally, similarly to Calgary, St. John's has kind and friendly people.

As you can see, there are both similarities and differences between Calgary and St. John's. Thank you for listening to my presentation on the two cities that I call home.

Name: _____

Date: _____

Compare and Contrast

Task: Listen to your instructor play an audio file comparing and contrasting two Canadian cities and answer the following questions.

1. The two cities the speaker compares are both in Canada.

True

False

2. St. John's has a larger population than Calgary.

True

False

3. What is the population of Calgary? _____

4. What is the population of St. John's? _____

5. What do you think *landlocked* means? _____

6. What are three ways that St. John's and Calgary are different?

7. What are three ways that St. John's and Calgary are similar?

8. What are three vocabulary words used for comparing from the listening?

9. What are three vocabulary words for contrasting from the listening?

10. What are three comparative or superlative forms from the listening?

ANSWER KEY

1. The two cities the speaker compares are both in Canada.

- True**
 False

2. St. John's has a larger population than Calgary.

- True
 False

3. What is the population of Calgary? **1.2 million**

4. What is the population of St. John's? **108,000**

5. What do you think *landlocked* means? **Surrounded by land**

6. **Answers will vary: can include size, house colour, Calgary is landlocked, height of buildings, number of immigrants, different sides of the country, different food served in restaurants**

7. **Answers will vary: can include both Canadian cities, bodies of water, great restaurants, art districts**

8. **Answers will vary: can include both, are similar, are alike, have in common, similarly to**

9. **Answers will vary: can include however, while, is different from, differ, unlike, on the contrary**

10. **Answers will vary: can include bigger, more colourful, shorter, tallest**

Compare and Contrast Email

Task:

- Write an email to a friend from your home country.
- Compare and contrast one aspect of the Canadian workplace with the workplace from a different country.

For instructor:

- Students should write an informal email to a friend and complete the following checklist.
- If students are not familiar with writing email messages, there are two skill-using activities from Sub-Theme 2 that can be used before this task: a skill-building task on email vocabulary and a skill-building task on writing email.

Name: _____

Date: _____

Compare and Contrast Email

Task: Write an email to one of your friends from your home country. Compare and contrast one aspect of the Canadian workplace with the workplace in your home country (or another country that you choose).

Make sure your letter is informal and includes three short sections.

Please write the email in the form below. Do not forget to complete the check sheet on the second page.

 Send	To...	
	Cc...	
	Subject	

Please complete the check sheet:

Descriptors	Yes	No
1. I wrote the recipient's email address correctly.		
2. I have a subject.		
3. I have a greeting.		
4. I have details.		
5. I have a closing.		
6. I have 3 sections/paragraphs.		
7. My sentences are complete sentences.		
8. I used capital letters correctly.		
9. I have a period (or question mark) at the end of ALL my sentences.		
10. I used the appropriate level of formality		

Workplace Advice

Task:

- Write an email to a new worker.
- Give your co-worker advice about pay and/or other aspects of the workplace.

For instructor:

- Students should write a formal email to a friend and complete the following checklist.
- If students are not familiar with writing email messages, there are two skill-using activities from Sub-Theme 2 that can be used before this task: a skill-building task on email vocabulary and a skill-building task on writing email.

Name: _____

Date: _____

Workplace Advice

Task: Write an email to one of your new co-workers, Tony Yu (tony.yu@anycompany.com). Give your co-worker advice about pay and/or the workplace.

Make sure your letter is formal and it includes three short sections. You should introduce yourself to your new co-worker and give at least three pieces of advice about working at your office (e.g., how often you get paid, tips about vacation, where to find your pay stub, how you get paid)

Please write the email in the form below. Do not forget to complete the check sheet on the second page.

 Send	To...	
	Cc...	
	Subject	

Please complete the check sheet:

Descriptors	Yes	No
1. I wrote the recipient's email address correctly.		
2. I have a subject.		
3. I have a greeting.		
4. I have details.		
5. I have a closing.		
6. I have 3 sections/paragraphs.		
7. My sentences are complete sentences.		
8. I used capital letters correctly.		
9. I have a period (or question mark) at the end of ALL my sentences.		
10. I used the appropriate level of formality		

Employment Standard Presentation – Listening Assessment (CLB5)

Assessment Task:

- Listen to your instructor play the Employment Standard Presentation and answer the following questions.

For instructor:

- Students should listen to the Audio File “Holidays & Vacation” and answer the questions.
- Students in CLB 5 can listen to the audio recording three times.

Answer Key:

- Answer key is included with this task.

Audio File:

- Audio File “Holidays & Vacation” is available [HERE](#).

Rubric

- Rubric can be found after the answer key.

Transcript:

Good morning everyone and welcome to Bow Valley company. Today I will be doing a short orientation to give you a bit of information about our company and information on holidays, vacation, and pay.

To begin, Bow Valley company is a medium size company with approximately 500 workers. We are a fairly new company, we have only been in Calgary for the past 5 years. We hope to continue to grow in the future and we continue to hire new employees. I work in the Human Resources (or HR) department and I am in charge of the new hires. If you have any questions about the information in the presentation, please take my business card and feel free to contact me with any questions.

The first item that I would like to discuss is pay. If you were hired as a contractor, you will be paid an hourly wage. The wage will have been decided with HR when you signed your contract. As a contractor, you will be responsible for entering your hours into an online program that our company uses. You can choose to enter your work hour at the end of each workday or at the end of the pay period. Please don't forget to submit your hours by the end of the pay period or you may not get paid on time. There are two pay periods each month:

the 15th of the month and the last day of the month. Both contractors and permanent employees will be paid twice monthly.

If you are a permanent employee, you will be paid a salary instead of an hourly wage. Your salary will be paid to you in 24 even pay periods throughout the year. If you earn a salary, you are not required to enter your hours into the online program. You are only responsible for entering any absences from work and any overtime that you worked.

The second item that I would like to discuss are holidays. As an employee, you are entitled to 12 statutory holidays during the year. These holidays include New Year's Day, Good Friday, Victoria Day, Canada Day, Remembrance Day, and Christmas Day. These are days when our office is closed. If you are normally scheduled to work on a holiday and you are a contract worker, you will be paid for the holiday. If the holiday does not fall on your regularly scheduled workday, you will not be paid. All salaried employees will be paid for statutory holidays. Please be sure to pick up your annual calendar at the table at the back of the room before you leave. It has all the statutory holidays listed.

Finally, I would like to talk about vacation days. As a new employee at Bow Valley Company, you earn 1.25 vacation days for every month you work here. That is 15 days over the entire year. Before you schedule your vacation, you must make sure that you have enough vacation days saved to cover the time you will be off. You must also confirm your vacation days with your supervisor before you schedule your vacation. After working here for 5 years, you will have an additional 5 vacation days. In addition to your vacation days, you also have 10 sick days. Please use your sick days if you are not feeling well. We prefer that you stay home rather than come into work if you are sick.

I think that's all the material that I wanted to cover today. Does anyone have any questions about holidays, vacation, or pay?

Name: _____

Date: _____

Employment Standard Presentation – Listening Assessment (CLB5)

Task: Listen to your instructor play the Employment Standard Presentation audio file and answer the questions.

1. The employees that have attended the meeting are likely...
 - new hires.
 - employees who have been working there for a long time.

2. How many workers are employed at Bow Valley Company? _____

3. The company has been in Calgary for a long time.
 - True
 - False

4. What should you do if you have questions?
 - take a business card
 - ask during the meeting
 - contact the speaker

5. Contractors will be paid an hourly _____ .

6. Contractors must enter their hours at the end of each workday.
 - True
 - False

7. Both contractors and permanent employees get paid twice monthly.
 - True
 - False

8. Permanent employees will be paid a _____ .

9. Permanent employees are responsible for entering regular work hours and overtime hours.

- True
- False

10. Employees are required to work on statutory holidays.

- True
- False

11. Contract workers only get paid if the holiday falls on a day they normally work.

- True
- False

12. Where can employees find a complete list of holidays?

- on the company website
- online
- in the calendar
- on the table in the back of the room

13. How many vacation days do new employees get each month? _____

14. How many vacation days do new employees get each year? _____

15. You should talk to you _____ before you schedule your vacation.

16. If you get sick, you should use your vacation days.

- True
- False

17. How many sick days do employees get a year? _____

18. What topics does the speaker discuss? (Check all that apply) (3 pts.)

- Pay
- Maternity Leave
- Vacation
- Bereavement Leave
- Sick Days
- Holidays

19. What is the main purpose of this listening?

- To inform new hires about when they will be paid
- To share information about employment standards to new hires
- To inform all employees about vacation and holidays
- To re-share information so no employees are confused

In order to achieve this task, you should achieve a minimum score of 15/21.

ANSWER KEY

1. The employees that have attended the meeting are likely...
 - new hires.**
 - employees who have been working there for a long time.
2. How many workers are employed at Bow Valley Company? **500**
3. The company has been in Calgary for a long time.
 - True
 - False**
4. What should you do if you have questions?
 - take a business card
 - ask during the meeting
 - contact the speaker**
5. Contractors will be paid an hourly **wage**.
6. Contractors must enter their hours at the end of each workday.
 - True
 - False**
7. Both contractors and permanent employees get paid twice monthly.
 - True**
 - False

Permanent employees will be paid a **salary**.
8. Permanent employees are responsible for entering regular work hours and overtime hours.
 - True
 - False**
9. Employees are required to work on statutory holidays.
 - True
 - False**
10. Contract workers only get paid if the holiday falls on a day they normally work.
 - True**
 - False
11. Where can employees find a complete list of holidays?
 - on the company website
 - online
 - in the calendar**
 - on the table in the back of the room
12. How many vacation days do new employees get each month? **1.25**
13. How many vacation days do new employees get each year? **15**
14. You should talk to you **supervisor** before you schedule your vacation.
15. If you get sick, you should use your vacation days.
 - True
 - False**
16. How many sick days do employees get a year? **10**
17. What topics does the speaker discuss? (Check all that apply) (3 pts. – ½ a point for each answer)
 - Pay**
 - Maternity Leave

- Vacation**
- Bereavement Leave
- Sick Days**
- Holidays**

18. What is the main purpose of this listening?

- To inform new hires about when they will be paid
- To share information about employment standards to new hires**
- To inform all employees about vacation and holidays
- To re-share information so no employees are confused

**Rubric: Listening (Employment Standards) – Comprehending Information
CLB5**

Name:	Date:	Task: Listen to a presentation by an employer explaining employment standards to a group of new employees
	Your Score: _____/21	Task Success: CLB5 = 15/21
<p>Check the indicators of ability that the learner achieved:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student is able to identify the main purpose of the listening <input type="checkbox"/> Student is able to identify topic specific words, expressions, and phrases <input type="checkbox"/> Student is able to identify facts and supporting details <input type="checkbox"/> Student is able to identify some implied meanings <input type="checkbox"/> Student is able to understand function or intent of communication <input type="checkbox"/> Student is able to interpret descriptions and explanations <input type="checkbox"/> Student is able to choose answers based on information 		
<ul style="list-style-type: none"> <input type="checkbox"/> Task Achieved: Student met all or most of the task requirements <input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements 		
Comments:		

Employment Standard Presentation – Listening Assessment (CLB6)

Assessment Task:

- Listen to your instructor play the Employment Standard Presentation and answer the following questions.

For instructor:

- Students should listen to the Audio File “Holidays & Vacation” and answer the questions.
- Students in CLB 6 can listen to the audio recording two-three times.

Answer Key:

- Answer key is included with this task.

Audio File:

- Audio File “Holidays & Vacation” is available [HERE](#).

Rubric

- Rubric can be found after the answer key.

Transcript:

Good morning everyone and welcome to Bow Valley company. Today I will be doing a short orientation to give you a bit of information about our company and information on holidays, vacation, and pay.

To begin, Bow Valley company is a medium size company with approximately 500 workers. We are a fairly new company, we have only been in Calgary for the past 5 years. We hope to continue to grow in the future and we continue to hire new employees. I work in the Human Resources (or HR) department and I am in charge of the new hires. If you have any questions about the information in the presentation, please take my business card and feel free to contact me with any questions.

The first item that I would like to discuss is pay. If you were hired as a contractor, you will be paid an hourly wage. The wage will have been decided with HR when you signed your contract. As a contractor, you will be responsible for entering your hours into an online program that our company uses. You can choose to enter your work hour at the end of each workday or at the end of the pay period. Please don't forget to submit your hours by the end of the pay period or you may not get paid on time. There are two pay periods each month:

the 15th of the month and the last day of the month. Both contractors and permanent employees will be paid twice monthly.

If you are a permanent employee, you will be paid a salary instead of an hourly wage. Your salary will be paid to you in 24 even pay periods throughout the year. If you earn a salary, you are not required to enter your hours into the online program. You are only responsible for entering any absences from work and any overtime that you worked.

The second item that I would like to discuss are holidays. As an employee, you are entitled to 12 statutory holidays during the year. These holidays include New Year's Day, Good Friday, Victoria Day, Canada Day, Remembrance Day, and Christmas Day. These are days when our office is closed. If you are normally scheduled to work on a holiday and you are a contract worker, you will be paid for the holiday. If the holiday does not fall on your regularly scheduled workday, you will not be paid. All salaried employees will be paid for statutory holidays. Please be sure to pick up your annual calendar at the table at the back of the room before you leave. It has all the statutory holidays listed.

Finally, I would like to talk about vacation days. As a new employee at Bow Valley Company, you earn 1.25 vacation days for every month you work here. That is 15 days over the entire year. Before you schedule your vacation, you must make sure that you have enough vacation days saved to cover the time you will be off. You must also confirm your vacation days with your supervisor before you schedule your vacation. After working here for 5 years, you will have an additional 5 vacation days. In addition to your vacation days, you also have 10 sick days. Please use your sick days if you are not feeling well. We prefer that you stay home rather than come into work if you are sick.

I think that's all the material that I wanted to cover today. Does anyone have any questions about holidays, vacation, or pay?

Name: _____

Date: _____

Employment Standard Presentation – Listening Assessment (CLB6)

Task: Listen to your instructor play the Employment Standard Presentation audio file and answer the questions.

1. The employees that have attended the meeting are likely...
 - new hires.
 - employees who have been working there for a long time.

2. How do you know the answer to #1? _____

3. How many workers are employed at Bow Valley Company? _____

4. The company has been in Calgary for a long time.
 - True
 - False

5. What should you do if you have questions?
 - take a business card
 - ask during the meeting
 - contact the speaker

6. Contractors will be paid an hourly _____ .

7. Contractors must enter their hours at the end of each workday.
 - True
 - False

8. Both contractors and permanent employees get paid twice monthly.
 - True
 - False

9. Permanent employees will be paid a _____ .
10. Permanent employees are responsible for entering regular work hours and overtime hours.
- True
 - False
11. What is the **best** meaning for “**entitled**”?
- to be allowed
 - can choose
 - to be required
 - can discuss with your employer
12. What does “**statutory**” mean? _____
13. Employees are required to work on statutory holidays.
- True
 - False
14. Contract workers only get paid if the holiday falls on a day they normally work.
- True
 - False
15. Where can employees find a complete list of holidays?
- on the company website
 - online
 - in the calendar
 - on the table in the back of the room
16. How many vacation days do new employees get each month? _____
17. How many vacation days do new employees get each year? _____

18. You should talk to you _____ before you schedule your vacation.

19. If you get sick, you should use your vacation days.

- True
- False

20. How many sick days do employees get a year? _____

21. What topics does the speaker discuss? (Check all that apply) (3 pts.)

- Pay
- Maternity Leave
- Vacation
- Bereavement Leave
- Sick Days
- Holidays

22. What is the main purpose of this listening?

- To inform new hires about when they will be paid
- To share information about employment standards to new hires
- To inform all employees about vacation and holidays
- To re-share information so no employees are confused

In order to achieve this task, you should achieve a minimum score of 18/24.

ANSWER KEY

1. The employees that have attended the meeting are likely...
 - new hires.**
 - employees who have been working there for a long time.
2. How do you know the answer to #1? **The listening talks about orientation and new hires.**
3. How many workers are employed at Bow Valley Company? **500**
4. The company has been in Calgary for a long time.
 - True
 - False**
5. What should you do if you have questions?
 - take a business card
 - ask during the meeting
 - contact the speaker**
6. Contractors will be paid an hourly **wage**.
7. Contractors must enter their hours at the end of each workday.
 - True
 - False**
8. Both contractors and permanent employees get paid twice monthly.
 - True**
 - False

Permanent employees will be paid a **salary**.
9. Permanent employees are responsible for entering regular work hours and overtime hours.
 - True
 - False**
10. What is the **best** meaning for “**entitled**”?
 - to be allowed**
 - can choose
 - to be required
 - can discuss with your employer
11. What does “**statutory**” mean? **required by law**
12. Employees are required to work on statutory holidays.
 - True
 - False**
13. Contract workers only get paid if the holiday falls on a day they normally work.
 - True**
 - False
14. Where can employees find a complete list of holidays?
 - on the company website
 - online
 - in the calendar**
 - on the table in the back of the room
15. How many vacation days do new employees get each month? **1.25**
16. How many vacation days do new employees get each year? **15**
17. You should talk to you **supervisor** before you schedule your vacation.

18. If you get sick, you should use your vacation days.

- True
- False**

19. How many sick days do employees get a year?

10

20. What topics does the speaker discuss? (Check all that apply) (3 pts. – ½ a point for each answer)

- Pay**
- Maternity Leave
- Vacation**
- Bereavement Leave
- Sick Days**
- Holidays**

21. What is the main purpose of this listening?

- To inform new hires about when they will be paid
- To share information about employment standards to new hires**
- To inform all employees about vacation and holidays
- To re-share information so no employees are confused

**Rubric: Listening (Employment Standards) – Comprehending Information
CLB6**

Name:	Date:	Task: Listen to a presentation by an employer explaining employment standards to a group of new employees
	Your Score: _____/24	Task Success: CLB6 = 18/24
<p>Check the indicators of ability that the learner achieved:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student is able to identify the main purpose of the listening <input type="checkbox"/> Student is able to identify topic specific words, expressions, and phrases <input type="checkbox"/> Student is able to identify facts and supporting details <input type="checkbox"/> Student is able to identify some implied meanings <input type="checkbox"/> Student is able to understand function or intent of communication <input type="checkbox"/> Student is able to interpret descriptions and explanations <input type="checkbox"/> Student is able to choose answers based on information 		
<ul style="list-style-type: none"> <input type="checkbox"/> Task Achieved: Student met all or most of the task requirements <input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements 		
Comments:		

Name: _____

Date: _____

Self-Reflection: Employment Standards (Listening)

Task: After you have completed the listening assessment, please take a few minutes to complete the self-reflection below.

1. I was able to listen to a presentation about employment standards and answer questions about the topic. (Listening Assessment)
 - Yes
 - No
 - Somewhat

Please give details about what you think you understand well in this listening and what you would like to continue to work on.

Compare and Contrast – Speaking Assessment (CLB5)

Assessment Task:

- Compare and contrast **two** aspects of the Canadian (or Albertan) workplace with the workplace in another country (or province).
- The presentation should be approximately 4-6 minutes and should incorporate at least 3 different expressions of comparison and 3 different expressions of contrast.
- There should be a short PowerPoint to accompany the presentation.

For instructor:

- Students should create a PowerPoint presentation to compare and contrast **two** aspects of the Canadian (or Albertan) workplace with the workplace in another country (or province).
- The presentation can be done with a partner or with a small group.

Rubric:

- Rubric can be found at the end of the task.

Optional Listening Skill-Using Task:

- There is an optional listening (skill-using task) on giving constructive criticism to classmates (while listening to their presentation). This task is found after the rubric.

Self-Assessment Task:

- This task is found after the Optional Listening Skill-Using Task for CLB6.

Name: _____

Date: _____

Compare and Contrast – Speaking Assessment (CLB5)

Task: You will be asked to compare and contrast **two** aspects of the Canadian (or Albertan) workplace with the workplace in another country (or province).

The presentation should be approximately 4-6 minutes and you should incorporate (include) at least 3 different expressions of comparison and 3 different expressions of contrast. You must also use at least 3 different comparative or superlative adjectives. You must also create a short PowerPoint to accompany your presentation.

You will be assessed on the following points:

1. You are correctly making sentences that compare and contrast.
2. You are using correct vocabulary (compare and contrast vocabulary) and are trying to incorporate some vocabulary from the Employment Standards theme into your presentation.
3. You are using comparatives and/or superlatives.
4. You are speaking clearly and at an appropriate speed.
5. Your articulation, intonation, and pronunciation are clear.
6. You are looking at your classmates (and not reading a paper) while you speak. Even though you are doing a PowerPoint presentation, your camera must be turned on.
7. Your ideas are well-organized. I suggest you start with a short introduction to the topic – what you will talk about, your points of comparison and contrast, and a conclusion).

Rubric: Speaking (Compare and Contrast) – Sharing Information (CLB5)

Name:	Date:	Task: Do a PowerPoint presentation comparing and contrasting different aspects of the Canadian workplace		
	Your Score: _____/22	Task Success: CLB5 = 16/22		
		Yes	Not quite	No
Greet/welcome audience				
Organization: Introduction, Development, Conclusion				
Compare and contrast 2 different aspects of the workplace				
Vocabulary: Use correct vocabulary for comparing				
Vocabulary: Use correct vocabulary for contrasting				
Give adequate details for the task – at least 3 comparisons and 3 contrasts				
Sentences: some variety; developing control of complex sentences				
Grammar: use correct structures for comparing and contrasting				
Pronunciation: reasonably fluent with some awareness of volume, rate, pauses				
PowerPoint presentation: Good use of slides, no reading				
Body Language: Some awareness of eye contact and body language				
<input type="checkbox"/> Task Achieved: Student met all or most of the task requirements <input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements				
Comments:				

Name: _____

Date: _____

Constructive Feedback – Listening Skill-Using Task (CLB5)

Instructions: Listen to 3 of your classmates' presentations. Your instructor will assign you four presentations to give feedback on.

NB: If you did not hear some of the information you are looking for, it may be that your classmate did not use it. Just write N/A on that line (you will not be penalized if they really did not use an expression).

1.

Classmate: _____

Topic: _____

Compare/Contrast Vocab (at least): _____
_____Employment Standard Vocab (at least 3): _____

Positive Feedback: _____

Next Steps Feedback: _____

2.

Classmate: _____

Topic: _____

Compare/Contrast Vocab (at least): _____

Employment Standard Vocab (at least 3): _____

Positive Feedback: _____

Next Steps Feedback: _____

3.

Classmate: _____

Topic: _____

Compare/Contrast Vocab (at least): _____

Employment Standard Vocab (at least 3): _____

Positive Feedback: _____

Next Steps Feedback: _____

Compare and Contrast – Speaking Assessment (CLB6)

Assessment Task:

- Compare and contrast **three** aspects of the Canadian (or Albertan) workplace with the workplace in another country (or province).
- The presentation should be approximately 6-8 minutes and should incorporate at least 4 different expressions of comparison and 4 different expressions of contrast.
- There should be a short PowerPoint to accompany the presentation.

For instructor:

- Students should create a PowerPoint presentation to compare and contrast **three** aspects of the Canadian (or Albertan) workplace with the workplace in another country (or province).
- The presentation can be done with a partner or with a small group.

Rubric:

- Rubric can be found at the end of the task.

Optional Listening Skill-Using Task:

- There is an optional listening (skill-using task) on giving constructive criticism to classmates (while listening to their presentation). This task is found after the rubric.

Self-Assessment Task:

- This task is found after the Optional Listening Skill-Using Task for CLB6.

Name: _____

Date: _____

Compare and Contrast – Speaking Assessment (CLB6)

Task: You will be asked to compare and contrast **three** aspects of the Canadian (or Albertan) workplace with the workplace in another country (or province).

The presentation should be approximately 6-8 minutes and you should incorporate (include) at least 4 different expressions of comparison and 4 different expressions of contrast. You should also try and use at least 4 different comparative or superlative adjectives. You must also create a short PowerPoint to accompany your presentation.

You will be assessed on the following points:

1. You are correctly making sentences that compare and contrast.
2. You are using correct vocabulary (compare and contrast vocabulary) and are trying to incorporate some vocabulary from the Employment Standards theme into your presentation.
3. You are using comparatives and/or superlatives.
4. You are speaking clearly and at an appropriate speed.
5. Your articulation, intonation, and pronunciation are clear.
6. You are looking at your classmates (and not reading a paper) while you speak. Even though you are doing a PowerPoint presentation, your camera must be turned on.
7. Your ideas are well-organized. I suggest you start with a short introduction to the topic – what you will talk about, your points of comparison and contrast, and a conclusion).

Rubric: Speaking (Compare and Contrast) – Sharing Information (CLB6)

Name:	Date:	Task: Do a PowerPoint presentation comparing and contrasting different aspects of the Canadian workplace		
	Your Score: _____/22	Task Success: CLB5 = 17/22		
		Yes	Not quite	No
Greet/welcome audience				
Organization: Introduction, Development, Conclusion				
Compare and contrast 3 different aspects of the workplace				
Vocabulary: Use correct vocabulary for comparing				
Vocabulary: Use correct vocabulary for contrasting				
Give adequate details for the task – at least 4 comparisons and 4 contrasts				
Sentences: some variety; developing control of complex sentences				
Grammar: use correct structures for comparing and contrasting				
Pronunciation: reasonably fluent with some awareness of volume, rate, pauses				
PowerPoint presentation: Good use of slides, no reading				
Body Language: Some awareness of eye contact and body language				
<input type="checkbox"/> Task Achieved: Student met all or most of the task requirements <input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements				
Comments:				

Name: _____

Date: _____

Constructive Feedback – Listening Skill-Using Task (CLB6)

Instructions: Listen to 4 of your classmates' presentations. Your instructor will assign you four presentations to give feedback on.

NB: If you did not hear some of the information you are looking for, it may be that your classmate did not use it. Just write N/A on that line (you will not be penalized if they really did not use an expression).

1.

Classmate: _____

Topic: _____

Compare/Contrast Vocab (at least): _____
_____Employment Standard Vocab (at least 3): _____

Positive Feedback: _____

Next Steps Feedback: _____

2.

Classmate: _____

Topic: _____

Compare/Contrast Vocab (at least): _____

Employment Standard Vocab (at least 3): _____

Positive Feedback: _____

Next Steps Feedback: _____

3.

Classmate: _____

Topic: _____

Compare/Contrast Vocab (at least): _____

Employment Standard Vocab (at least 3): _____

Positive Feedback: _____

Next Steps Feedback: _____

4.

Classmate: _____

Topic: _____

Compare/Contrast Vocab (at least): _____

Employment Standard Vocab (at least 3): _____

Positive Feedback: _____

Next Steps Feedback: _____

Name: _____

Date: _____

Self-Reflection: Research Presentation (Speaking)

Task: After you have completed the speaking assessment, please take a few minutes to complete the self-reflection below.

1. I was able to successfully do a PowerPoint presentation comparing and contrasting employment standards in the workplace.

- Yes
 No
 Somewhat

Please give details about what you think you accomplished successfully and what you would like to continue to work on.

2. I was able to successfully give my classmates constructive feedback in a positive way.

- Yes
 No
 Somewhat

Please give details about what you think you accomplished successfully and what you would like to continue to work on.

Introduction: Communication about Workplace Rights

Tasks:

- Introduction to the sub-theme (PowerPoint Presentation)
- Goal-setting form for students

For instructor:

- This sub-theme, within the module of Employment Standards in the Workplace, focuses on written and spoken communication between employers and employees.
- This sub-theme includes two formal assessment task: a writing assessment which consists of students writing a formal resignation letter or a formal email requesting vacation time and a reading assessment which focuses on reading a resignation email send from an employee to an employer.

PowerPoints:

- PowerPoint introduction to the sub-theme (**Introduction: Communication about Workplace Rights**) can be downloaded [here](#).

Name: _____

Date: _____

Goals: Communication about Workplace Rights

Task: After your instructor goes through the PowerPoint presentation in class, please complete the first (what you know) and the second (what do you want to know) parts of the table. You can complete the third part of the table after you finish the lesson.

Know	Want to Know	Learned
What do you think you know about communicating about your workplace rights?	What do you want to know about communicating about your workplace rights? Set 3 goals for this lesson.	What did you learn about communicating about your workplace rights?

Vocabulary – Email

Task:

- Match word and definition (Worksheet 1) + PowerPoint
- Read and fill-in-the-blank (Worksheet 2)
- Vocabulary Review Game (Worksheet 3)
- Crossword Puzzle Link: <https://crosswordhobbyist.com/805289/Email-Vocabulary>
- Quizlet Link: <https://quizlet.com/ca/508617351/email-vocabulary-flash-cards/?new>

For instructor:

- Students can work through the various vocabulary worksheets in order to learn vocabulary related to email messages.

Answer Key:

- Provided at the end of the task

PowerPoint:

- **Vocabulary Email** PowerPoint can be downloaded [here](#).

Name: _____

Date: _____

Worksheet 1: Vocabulary – Email

Task: Work with a partner to match the vocabulary words with the correct definition. Write the letter of the matching definition on the line.

Vocabulary Word	Definition
advertisement (N) _____	a. the last part of an email; usually includes a short expression and your name
attachment (N) _____	b. relaxed and friendly; not following strict rules
body (N) _____	c. the greeting in an email
carbon copy (CC)(N) _____	d. the topic being discussed in the email
closing (N) _____	e. to arrange text in a certain way on a page or on a screen
format (V) _____	f. showing that something is done in a business-like way
formal (Adj) _____	g. a pre-set name and contact information at the end of an email
forward (V) _____	h. used in an email to show that a copy is being sent to another person
indentation (N) _____	i. to read and correct a piece of written work
informal (Adj) _____	j. a notice or picture telling people about a product, job, or service
postmaster (N) _____	k. space left at the beginning of a line of writing
professional (Adj) _____	l. advertising material sent by email to people who have not asked for it
proofread (V) _____	m. the administrator of a mail server
recipient (N) _____	n. the main section of a written work
salutation (N) _____	o. suitable for official or important occasions
section (N) _____	p. a document that you send to somebody using email

sender (N) _____	q. a way to share an email that you received with another recipient
signature (N) _____	r. a person who receives something
spam (N) _____	s. a separate part of a document
subject (N) _____	t. a person who sends something

Name: _____

Date: _____

Worksheet 2: Vocabulary – Email

Task: Use the vocabulary from Worksheet 1 to choose the best word to complete each sentence. Use each word only one time.

Note: You may need to change the form of the word.

1. When you apply for a job, remember to include your resume as an _____.
2. If your email was not sent correctly, you may receive a message from the _____.
3. If you are the _____ of an email message, you should proofread before you send the message.
4. You should use a _____ email address when writing about a job.
5. Make sure to write a short _____ at the top of the message. You should not include a lot of details here.
6. I often see _____, or spam, about travel in my email inbox.
7. A _____ email, not an informal one, should be sent when you apply for a job.
8. You should check to be sure you typed the email address of the _____ correctly.
9. 90% of the emails that we receive are _____, not important messages.

10. When you write your friends or family, send an _____ message.
11. You do not need to send two emails that say the same thing, you can _____ one of the recipients.
12. Be sure to _____ your message before you send it.
13. Try to divide the body of your email into three _____.
14. You do not need to _____ an email with different fonts and _____.
15. You should include your name, position, and company in the _____ of a business email.
16. Make sure to include a formal _____, such as *dear* in an email applying for a job.
17. Can you _____ me the details about the meeting? I must have deleted them by mistake.
18. In an informal message, you can just include your first name in the _____.
19. Normally, the _____ of an email has three short sections.

Name: _____

Date: _____

Worksheet 3: Vocabulary – Email

Task: Work in groups of 3 students. One student should pick a card and describe it to the group. The first person to guess the card wins it. Whoever wins a card, will pick the next card. The winner is the person who has the most cards at the end of the activity.

Advertisement	Attachment	Body
Carbon Copy (CC)	Closing	Format
Formal	Forward	Indentation
Informal	Postmaster	Professional
Proofread	Recipient	Salutation
Section	Sender	Signature
Spam	Subject	

ANSWER KEY
Worksheet 1:

Advertisement	J	Postmaster	M
Attachment	P	Professional	F
Body	N	Proofread	I
Carbon Copy (CC)	H	Recipient	R
Closing	A	Salutation	C
Format	E	Section	S
Formal	O	Sender	T
Forward	Q	Signature	G
Indentation	K	Spam	L
Informal	B	Subject	D

Worksheet 2:

1. attachment
2. postmaster
3. sender
4. professional
5. subject
6. advertisements
7. formal
8. recipient
9. spam
10. informal
11. carbon copy (CC)
12. proofread
13. sections
14. format AND indentation
15. signature
16. salutation
17. forward
18. closing
19. body

Email - Handout

Task:

- Work through the email handout.

For instructor:

- Students can work through the email handout with their class.

PowerPoint:

- **Writing - Email** PowerPoint can be downloaded [here](#).



Name: _____

Date: _____

Email Handout

Section 1: Introduction to Emails

Did you know? The word **email** is short for **electronic mail**.

Task: Work with a partner to answer the following questions. Then, share your answers with your class.

1. Why do people write email messages?

2. How important are spelling, punctuation, and formatting?

3. Who do we send informal emails to?

4. Who do we send formal emails to?

5. What are some email programs (e.g. *gmail*) that you know?

Section 2: Email Icons

Before you start writing emails, it is important to understand the icons (a symbol on a computer or smartphone that represents a program) used to send messages.

Email Icons/Signs:



Compose (Write) Message



Send Message



Attachment



At sign (usually just read as “at”)

Section 3: Email Addresses

If you want to send an email to someone, you must have an email address. You can create an email address for free using sites such as *google* or *yahoo*.

Your email address will have 5 parts:

letters and/or numbers + @ + letters + . + com **OR** ca **OR** org **OR** net

e.g. Halimaali12@gmail.com
Helen.Dhong@yahoo.com

You should not have any spaces in the email address.

If you are sending formal or business emails, your email address should look professional. It should have some of your name in it. Then, it doesn't look like a spam message.

Which email looks more professional: Email 1, 2, or 3? Why?

1. mountain.lover76@gmail.com
2. dani_in_korea@gmail.com
3. stephanie.macdonald@gmail.com

Task: Each of the following email addresses have one mistake. Write the mistake on the line.

1. samer123gmail.com

2. hyper lisa@yahoo.com

3. dani_in_korea@yahoo.co

4. tajmahalrestaurant@ca

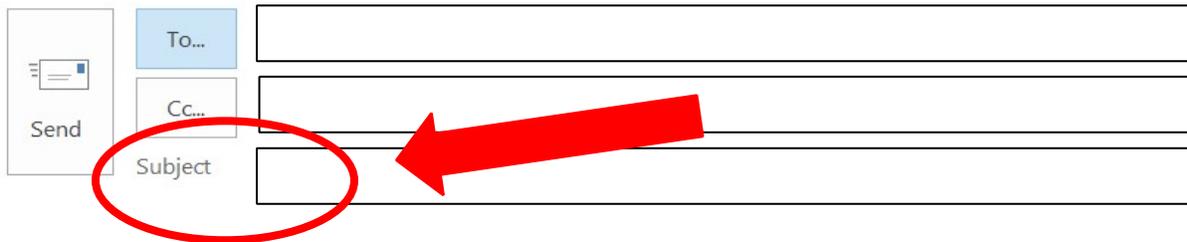
5. stephanie@hotmailcom

If you were going to create a new professional email address for yourself, what would it be?

Section 5: Subject

The subject tells the recipient what you are writing about. Make sure that you complete the subject box before sending the email message.

The subject line will occur under the “To:” box, but before the main email message.



A good subject should be short, **does not** need a verb (it should not be a complete sentence), and should not be written in all caps (LIKE THIS).

If you are writing to your teaching about missing class, which subject (1, 2, or 3) is best?

Why?

Subject 1: I have to miss class today because I am sick.

Subject 2: Missed class: July 10

Subject 3: NOT COMING TO CLASS TODAY!!

Task: Write an appropriate subject for the following situations.

1. Inviting your sister for lunch:

2. Letting your boss know you will be late for work one day next week:

3. Asking your co-working about covering your shift:

4. Asking your HR manager for a meeting:

5. Asking a co-worker to send you notes from a meeting last Friday:

Section 6: Greetings

At the beginning of the email address, you should write a greeting. The greeting says “hello” to the recipient.

Make sure to start your greeting with a capital letter and end your greeting with a comma (,) or colon (:). Also, be sure to spell the recipient's name correctly and use a capital letter for first name (Stephanie), last name (Jones), and the title (Ms.).

We use different greetings for formal or informal messages. Look at the table below for some common greetings:

More Formal Greetings	More Informal Greetings
<ul style="list-style-type: none"> - Dear Mr. Khan, - Dear Ms. Hernandez, - Dear Mrs. Lui, - Dear Sir, - Dear Madam, - To whom it may concern: 	<ul style="list-style-type: none"> - Hi Johan, - Hey Danielle, - Hi guys, - Hi all, - Hello Samer,

Task: Write an appropriate greeting for the following situations.

1. An email to your supervisor. Her name is Naomi Khan.

2. An email to your best friend. His name is YoungMin Shin.

3. An email to your co-worker. His name is Keffy Gerbemichael.

4. An email to Human Resources in your workplace. You do not know the person's name.

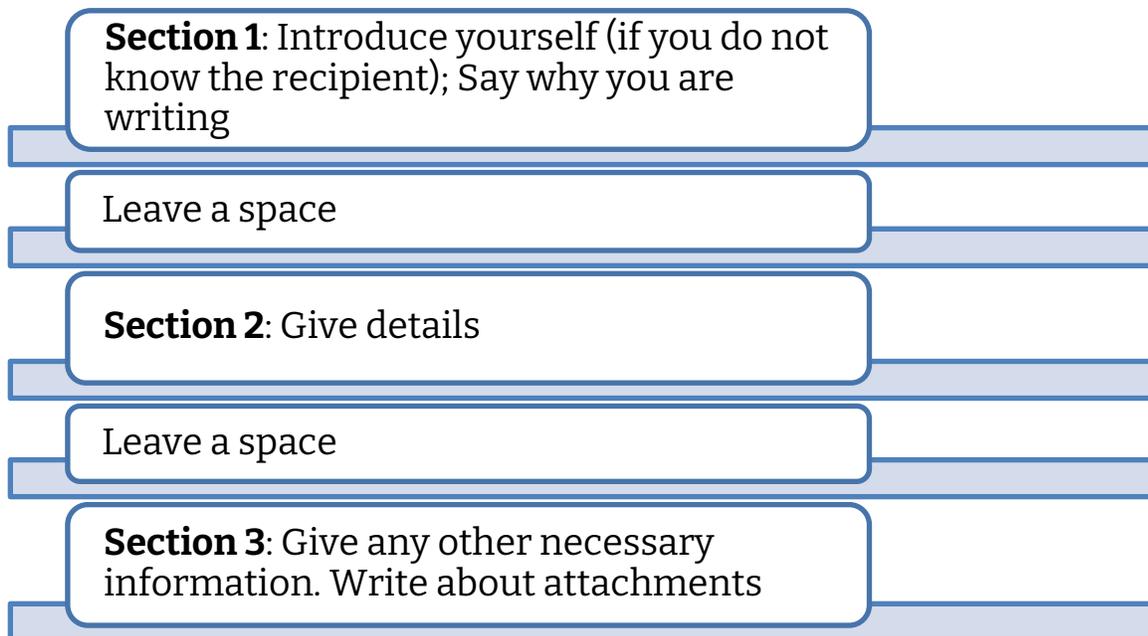
5. An email to all your team members.

Section 7: Body

The main body of an email follows the greeting. It is usually divided into three sections. Emails should not be too long, so you do not need to write a lot of information in each section.

Do not change the font size or colour when writing an email message. It is also not necessary to indent the first line of a section.

Leave a space after the greeting before you start the first section of the email. Then, leave a space after each section. See the diagram below.



Section 1: In Section 1, you can introduce yourself (e.g. My name is _____), if you do not already know the recipient, and tell why you are writing the message (e.g. I am writing this email because _____ (more formal) or Do you want to have lunch? (more informal)).

Do not add details here. You will have a chance to add details in the next section.

Task: Write a few sentences for Section 1 of each email.

1. You are writing to your supervisor. You want to set up a meeting. Tell them why you are writing the message.

2. You are writing to your HR Department to schedule your vacation. Remind them what department you work in and tell why you are writing the message.

3. You are writing to a co-worker you work with every day. You want to ask them to have lunch with you one day this week.

Section 2: In Section 2, you can add in more details about the request. For example, if you want to meet your friend for lunch, you could suggest a day and time. You could also suggest a restaurant or a place to meet. If you are writing about applying for a job, you could give details about why you would be good for the position.

Task: Write a few sentences for Section 2 of each email.

1. You are writing to your supervisor. Give details about your availability and what you would like to discuss with them.

2. You are writing to your HR Department to schedule your vacation. Give details about when you would like to take vacation (dates, length, etc.)

3. You are writing to a co-worker you work with everyday. You want to have lunch together one day this week. Suggest a day, time, and location for lunch.

Section 3: In Section 3, you can ask the recipient to respond to your message or tell them you are looking forward to receiving their reply. You should tell them what you want next. If you have added any attachments to the email message, you should mention them here.

Some common expression that you can use in this section are:

Please contact me about this.

I look forward to your reply.

Please do not hesitate to contact me if you have any questions.

I look forward to hearing from you.

Please let me know when you are available to meet.

Call me when you have a minute. (more informal)

Please find attached my resume.

Thank you for considering my request.

You can reach me at _____ (phone number or email)

Task: Write a few sentences for Section 3 of each email.

1. You are writing to your supervisor teacher. Tell them that you look forward to meeting them and ask for a reply.

2. You are writing to your HR Department to schedule your vacation. Confirm that they do not need any additional information. Thank them.

3. You are writing to your close co-worker. You want to have lunch with them one day this week. Ask them to call you to confirm the details.

Section 8: Closing

A closing is a polite way to end an email. The closing starts with a capital letter and ends with a comma.

In formal messages you should include a closing as well as your first and last name. Your name goes on the line under the closing. We do not always use closings in informal messages. If you do use one, you should not include your last name.

Formal Closings	Informal Closings
Sincerely, (First & Last Name)	See you soon, (First Name)
Best Regards, (First & Last Name)	Cheers, (First Name)
Respectfully, (First & Last Name)	Bye for now, (First Name)

Task: Write an appropriate closing for the following situations. Include your name.

1. An email to your supervisor.

2. An email to your best friend.

3. An email to your child's teacher.

4. An email to a company about an online order.

5. An email to all your classmates.

Section 9: Formal vs. Informal Messages

When you are writing emails, you want to make sure you are using the appropriate level of formality.

Task: Write “formal” or “informal” on the line next to the following situations.

1. A message to your supervisor. _____
2. A message to your close co-worker. _____
3. A message to your classmates. _____
4. A message to your teacher. _____
5. A message about a new job. _____
6. A message to the HR Department _____
7. A message to your family. _____

There are certain aspects of writing that make a message more formal or more informal. Some are listed in the table below.

More Formal	More Informal
<ol style="list-style-type: none"> 1. Greeting is more formal 2. Closing is more formal 3. Full name is used 4. Subject line is more professional 5. Polite modals are used (would, could, etc.); do not use slang 6. No contractions (short forms of words) or abbreviations 7. Usually has 3 sections 	<ol style="list-style-type: none"> 1. Greeting is less formal 2. Closing is less formal 3. Name may be missing or just first name 4. Subject line is less professional 5. Slang can be used 6. Contractions and abbreviations can be used 7. Can have less than 3 sections

Formal Letter

Task:

- Review formatting and organization of a formal business letter with a focus on writing a formal resignation letter.

For instructor:

- Instructors can use the following PowerPoint to discuss the formatting and organization of a formal business letter.

PowerPoint:

- **Writing – Formal Resignation Letter** PowerPoint can be downloaded [here](#).

Name: _____

Date: _____

Formal Letter

Task: Work through the different components of a formal letter. Make notes for writing a resignation letter while your instructor is going through the PowerPoint presentation.



Your address



Date



Company Address

Leaving a Voicemail

Tasks:

- Introduce/review how to leave a voicemail message with students.

For instructor:

- Only external resources are available for this task.

External Resources:

- See LINC 5-7 Classroom Activities Binder: Vol. 2 for various voicemail activities (pp. 382-3)
- http://wiki.secteuretablissement.org/index.php/LINC_5-7_Classroom_Activities:_Volumes_1_&_2

Level of Formality

Tasks:

- Discuss the importance of using the appropriate level of formality.

For instructor:

- Only external resources are available for this task.

External Resources:

- See LINC 5-7 Classroom Activities Binder: Vol. 1 for various level of formality activities (pp. 104-8)
- http://wiki.secteuretablissement.org/index.php/LINC_5-7_Classroom_Activities:_Volumes_1_&_2

Leave a Voicemail (Sick Day)

Task:

- Leave two voicemails about a sick day at work. One should be a formal message to your HR department. The other should be a more informal message to your co-worker.

For instructor:

- Students can individually work on their voicemail messages and then take turns doing their messages with a partner. Partners can provide feedback to each other.

Name: _____

Date: _____

Leave a Voicemail (Sick Day)

Task: Leave two voicemails about a sick day at work. Make sure to follow the instructions from the handout “Leaving a Voice Mail Message.”

Message 1: Should be a formal message to your HR department. You are sick and are not able to come to work for the next 2 days.

Message 2: Should be a more informal message to your co-worker. You are sick and not able to come to work for the next two days. There is an important task that needs to get done. Ask her if she can complete it.

Role-Play: Overtime

Tasks:

- Role-play different scenarios around overtime.

For instructor:

- Students should take turns playing the role of supervisor and employee.
- Students should discuss working overtime hours and their rights as an employee in the workplace.
- Before completing the students, instructors can review the section on Working overtime in the Government of Alberta booklet: *Work Laws and Your Pay Stub*.

External Resources:

- See Government of Alberta Handout: *Work Laws and Your Pay Stub*
- <https://alis.alberta.ca/tools-and-resources/content/products/easy-reading-work-laws-and-your-pay-stub/>

Name: _____

Date: _____

Role-Play: Overtime

Task: Role-play a discussion between a supervisor and employee about working overtime hours and your rights as an employee. Your instructor will assign you a task number. Make sure that you discuss workers rights when you are considering if you should or shouldn't work overtime. You can look at the *Work Laws and Your Pay Stub* booklet to find information on working overtime.

<p style="text-align: center;">Task #1</p> <p>You have already completed an 8-hour shift and your boss wants you to work 2 more hours. Ask about overtime pay before you decide if you will accept or decline the hours.</p>	<p style="text-align: center;">Task #2</p> <p>You have already completed an 8-hour shift and your boss wants you to work 2 more hours. Ask about time off with pay before you decide if you will accept or decline the hours.</p>
<p style="text-align: center;">Task #3</p> <p>You have already completed an 8-hour shift and your boss wants you to work 2 more hours. Your boss tells you that they are only able to pay your regular wage (not overtime). Decide if you will accept or decline the hours.</p>	<p style="text-align: center;">Task #4</p> <p>You are asked to work 50-hours next week, instead of the 40-hours you usually work. Discuss taking time off with pay instead of overtime. You would like to save the hours to take a long weekend in three weeks. Decide if you will accept or decline the hours.</p>
<p style="text-align: center;">Task #5</p> <p>You are scheduled to work a 6-hour shift; however, your work is very slow today. Your boss asks you if you would like to go home after 1 hour. Explain your rights as a worker to your boss.</p>	<p style="text-align: center;">Task #6</p> <p>Your workplace is very busy and many of your co-workers are on vacation. You have already worked 6 days in one week. Your boss asks you to work an extra shift on Saturday (the seventh day). Explain your rights as a worker to your boss.</p>

Lay-off Email

Task:

- Read and answer questions about the email.

For instructor:

- Students should read a formal email about a lay off. Then, they should answer the questions provided on the handout.

Answer Key:

- Provided at the end of the task.

Name: _____

Date: _____

Lay-off Email

Task: Read the email below. Then answer the following questions.

To:	jmontague@shaw.ca
From:	bowvalleypizza@gmail.ca
Date:	February 10
Subject:	Lay-Off Notice
<p>Dear Ms. Montague,</p> <p>As you are probably aware, the recent Covid-19 pandemic in Alberta has had a large effect on our business. Our sales have dropped 40 percent in the last six months. We do not expect this to be a long-term concern for our business; however, we don't expect sales to return to normal until the summer when our patio opens for the tourist season.</p> <p>Due to the loss in business we regret to inform you that we are laying-off all our hosts and hostesses for the winter and spring. With business being so slow our servers can handle the task of greeting and seating customers on their own.</p> <p>In addition to your regular salary, you will receive two week's severance pay, which will be paid in full on your next paycheck. Please come in for any scheduled shifts next week.</p> <p>Thank you for your hard work at Pino's Pizzeria. Please apply again for our next summer season.</p> <p>Sincerely, Franco Russo Owner, Bow Valley Pizza</p>	

1. Who is the sender? _____
2. Who is the recipient? _____
3. What is the salutation? _____
4. What is the closing? _____
5. Why is there less business at Bow Valley Pizza?
 - There are many pizza restaurants in Calgary.
 - Sales have dropped by 40%
 - The food was not very good.

- Covid-19 affected the business.
6. Sales have dropped 40% in the past year.
- True
- False
7. This will only have a short-term effect on business.
- True
- False
8. When do they expect business to return to normal?
- spring
- summer
- fall
- winter
9. Why do they think business will return to normal? (Check all that apply)
- Tourists will come to Calgary.
- Covid-19 will be finished.
- The patio will open.
- People always like to eat pizza.
10. Servers will be laid off for the winter and spring.
- True
- False
11. Hosts and hostesses will be fired for the winter and spring.
- True
- False
12. What is the best meaning for *severance pay*?
- money you have to pay when you leave a job
- money you receive when you leave a job
- money you receive for doing an excellent job
13. How many days will the severance pay cover?
- 7 days
- 14 days
- 21 days
- 28 days
14. When will the severance pay be paid? _____
15. Joanne should go to work next week.
- True
- False

16. The company was happy with the work Joanne did at Pino's Pizzeria.

- True
- False

17. The company would like Joanne to work at Pino's Pizzeria again.

- True
- False

18. This email is more...

- formal.
- informal.

Why do you think this? _____

19. What is the main purpose of the email?

- to explain the economy of Alberta
- to tell Joanne she was doing a good job at work
- to fire Joanne from her job
- to lay Joanne off until there is more work

ANSWER KEY

1. Who is the sender? **Franco Russo/Bow Valley Pizza**
2. Who is the recipient? **Ms. Montague**
3. What is the salutation? **Dear (Ms. Montague)**
4. What is the closing? **Sincerely**
5. Why is there less business at Bow Valley Pizza?
 - There are many pizza restaurants in Calgary.
 - Sales have dropped by 40%
 - The food was not very good.
 - Covid-19 affected the business.**
6. Sales have dropped 40% in the past year.
 - True
 - False**
7. This will only have a short-term effect on business.
 - True**
 - False
8. When do they expect business to return to normal?
 - spring
 - summer**
 - fall
 - winter
9. Why do they think business will return to normal? (Check all that apply)
 - Tourists will come to Calgary.**
 - Covid-19 will be finished.
 - The patio will open.**
 - People always like to eat pizza.
10. Servers will be laid off for the winter and spring.
 - True
 - False**
11. Hosts and hostesses will be fired for the winter and spring.
 - True
 - False**
12. What is the best meaning for *severance pay*?
 - money you have to pay when you leave a job
 - money you receive when you leave a job**
 - money you receive for doing an excellent job
13. How many days will the severance pay cover?
 - 7 days
 - 14 days**
 - 21 days
 - 28 days
14. When will the severance pay be paid? **next paycheck**
15. Joanne should go to work next week.
 - True**
 - False

16. The company was happy with the work Joanne did at Pino's Pizzeria.

True

False

17. The company would like Joanne to work at Pino's Pizzeria again.

True

False

18. This email is more...

formal.

informal.

Why do you think this? **Answers will vary.**

19. What is the main purpose of the email?

to explain the economy of Alberta

to tell Joanne she was doing a good job at work

to fire Joanne from her job

to lay Joanne off until there is more work

Vacation Email

Task:

- Write an email the Human Resources Manager at your company to schedule your annual vacation.

For instructor:

- Students should write a formal email the Human Resources Manager at the company their company to schedule their annual vacation.

Name: _____

Date: _____

Vacation Email

Task: Write an email to Nadine Wallace, the Human Resources Manager at your company. Her email address is nwallace@anycompany.com.

You would like to schedule your annual vacation. You should include your vacation dates, how long you will be away, when you plan to return, and any other information you think is necessary. Make sure your letter is formal and includes three short sections.

Please write the email in the form below. Do not forget to complete the check sheet on the second page.

 Send	To...	
	Cc...	
	Subject	

Please complete the check sheet:

Descriptors	Yes	No
1. I wrote the recipient's email address correctly.		
2. I have a subject.		
3. I have a greeting.		
4. I have details.		
5. I have a closing.		
6. I have 3 sections/paragraphs.		
7. My sentences are complete sentences.		
8. I used capital letters correctly.		
9. I have a period (or question mark) at the end of ALL my sentences.		
10. I used the appropriate level of formality		

Resignation Letter

Task:

- Write a formal letter to your manager to resign from your job.

For instructor:

- Students should write a formal letter to their manager to resign from them job.

Name: _____

Date: _____

Resignation Letter

Task: Write a formal letter to Kimiko Asai, your manager at ABC Company (637 Business Ave SW, Calgary, AB, T5R 7H6). You would like to leave your job as a Secretary after working in the company for 3 years because you are moving to Edmonton with your family.

Make sure to include your name and address, the current date, the name and address of your company, a formal greeting, three short sections/paragraphs, and a formal closing. You should include your last day of work and give the appropriate amount of notice (see the “Work Laws and your Pay Stub, p. 34). Be sure to thank them for the opportunity, let them know what you can do to help the company before you leave, and ask them to provide you with a reference letter.

Please write the letter in the form below. Make sure to follow correct formatting for a business letter. Do not forget to complete the check sheet on the last page.



Your address



Date



Company Address

Please complete the check sheet:

Descriptors	Yes	No
1. I wrote my mailing address correctly.		
2. I wrote the recipient's mailing address correctly.		
3. I included the date.		
4. I have a greeting.		
5. I have details.		
6. I have a closing.		
7. I have 3 sections/paragraphs.		
8. My sentences are complete sentences.		
9. I used capital letters correctly.		
10. I have a period (or question mark) at the end of ALL my sentences.		
11. I used the appropriate level of formality		

Resignation Letter – Writing Assessment

Task:

- Write a formal letter to your manager to resign from your job.

For instructor:

- Students should write a formal letter to their manager to resign from their job.

Rubric:

- Rubric can be found at the end of the task.

Self-Assessment Task:

- The Self-Assessment Task can be found after the rubric.

Please complete the check sheet:

Descriptors	Yes	No
1. I wrote my mailing address correctly.		
2. I wrote the recipient's mailing address correctly.		
3. I included the date.		
4. I have a greeting.		
5. I have details.		
6. I have a closing.		
7. I have 3 sections/paragraphs.		
8. My sentences are complete sentences.		
9. I used capital letters correctly.		
10. I have a period (or question mark) at the end of ALL my sentences.		
11. I used the appropriate level of formality		

Rubric: Writing (Resignation Letter) – CLB5

Name:	Date:	Task: Write a formal resignation letter			
	Your Score: ____/64	Task Success: CLB5 = 48/64			
Analytic		Rating			
Formal Letter Conventions					
Sender's Address		4	3	2	1
Date: correct format		4	3	2	1
Recipient's Name and Address		4	3	2	1
Appropriate Greeting		4	3	2	1
Opening Sentence that gives purpose of the letter		4	3	2	1
Body: A few short sentences		4	3	2	1
Appropriate Closing		4	3	2	1
Content					
Clean message		4	3	2	1
Necessary details are included		4	3	2	1
Appropriate Vocabulary and Tone		4	3	2	1
Grammar					
Good control of simple sentences		4	3	2	1
Correct tenses		4	3	2	1
Punctuation, capital letters, and spelling					
Comma after greeting and closing		4	3	2	1
Periods at the end of the sentence		4	3	2	1
Capital letters at beginning of sentences and proper names		4	3	2	1
Correct spelling		4	3	2	1
Holistic:					
<input type="checkbox"/> Task Achieved: Student met all or most of the task requirements					
<input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements					
Comments:					
<i>4 = Achieved Easily</i>		<i>3 = Achieved With Some Effort</i>		<i>2 = Partially Achieved</i>	
<i>1 = Not Achieved</i>					

Rubric: Writing (Resignation Letter) – CLB6

Name:	Date:	Task: Write a formal resignation letter			
	Your Score: ____/64	Task Success: CLB6 = 48/64			
Analytic		Rating			
Formal Letter Conventions					
Sender's Address		4	3	2	1
Date: Correct Format		4	3	2	1
Recipient's Name and Address		4	3	2	1
Appropriate Greeting and Closing		4	3	2	1
Opening Sentence that gives purpose of the letter		4	3	2	1
Body: A few short paragraphs		4	3	2	1
Content					
Clean message; conveys intended message		4	3	2	1
Specific and relevant details are included		4	3	2	1
Appropriate Vocabulary: simple, connected words/phrases		4	3	2	1
Register: Appropriate tone		4	3	2	1
Grammar					
Good control of simple sentences; developing complex sentences		4	3	2	1
Correct tenses/forms		4	3	2	1
Punctuation, capital letters, and spelling					
Comma after greeting and closing		4	3	2	1
Periods at the end of the sentence		4	3	2	1
Capital letters at beginning of sentences and proper names		4	3	2	1
Correct spelling		4	3	2	1
Holistic:					
<input type="checkbox"/> Task Achieved: Student met all or most of the task requirements					
<input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements					
Comments:					
4 = Achieved Easily		3 = Achieved With Some Effort		2 = Partially Achieved	
				1 = Not Achieved	

Name: _____

Date: _____

Self-Reflection: Formal Letter (Writing)

Task: After you have completed the writing assessment, please take a few minutes to complete the self-reflection below.

1. I was able to successfully write a formal resignation letter.

- Yes
- No
- Somewhat

Please give details about what you think you accomplished successfully and what you would like to continue to work on.

2. I was able to use formal language and expressions in my writing.

- Yes
- No
- Somewhat

Please give details about what you think you accomplished successfully and what you would like to continue to work on.

Vacation Email – Writing Assessment

Task:

- Write an email the Human Resources Manager at your company to schedule your annual vacation.

For instructor:

- Students should write a formal email the Human Resources Manager at their company to schedule their annual vacation.

Rubric:

- Rubric can be found at the end of the task.

Self-Assessment Task:

- The Self-Assessment Task can be found after the rubric.

Name: _____

Date: _____

Vacation Email – Writing Assessment

Task: Write an email to Miwako Asada, the Human Resources Manager at your company. Her email address is masada@anycompany.com.

You would like to schedule your annual vacation. You are planning to be away for the last three weeks of July and will return to work on August 1. Make sure your letter is formal and it includes three short sections.

Please write the email in the form below. Do not forget to complete the check sheet on the second page.

	To...	
	Cc...	
	Subject	

Please complete the check sheet:

Descriptors	Yes	No
1. I wrote the recipient's email address correctly.		
2. I have a subject.		
3. I have a greeting.		
4. I have details.		
5. I have a closing.		
6. I have 3 sections/paragraphs.		
7. My sentences are complete sentences.		
8. I used capital letters correctly.		
9. I have a period (or question mark) at the end of ALL my sentences.		
10. I used the appropriate level of formality		

Rubric: Writing Assessment (Vacation Email)

Name:	Date:	Task: Write a formal email to schedule your vacation			
	Your Score: _____/32	Task Success: CLB5 = 24/32 CLB6 = 26/32		CLB Level _____	
Analytic		Specifics		Rating	
To: and Subject: Complete and accurate				4	3 2 1
Salutation/Name Appropriate and accurate				4	3 2 1
Adequate email structure Three short sections				4	3 2 1
Content Main ideas supported with some details				4	3 2 1
Vocabulary/Tone Adequate range for task; appropriate tone				4	3 2 1
Grammar Good control of simple structures; Developing control of complex ones				4	3 2 1
Closing/Name Appropriate				4	3 2 1
Mechanics Adequate control of spelling, punctuation, and capitalization				4	3 2 1
Holistic:					
<input type="checkbox"/> Task Achieved: Student met all or most of the task requirements <input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements					
Comments:					
<i>4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved</i>					

Name: _____

Date: _____

Self-Reflection: Formal Vacation Email (Writing)

Task: After you have completed the writing assessment, please take a few minutes to complete the self-reflection below.

1. I was able to successfully write a formal email requesting vacation time.

- Yes
- No
- Somewhat

Please give details about what you think you accomplished successfully and what you would like to continue to work on.

2. I was able to use formal language and expressions in my writing.

- Yes
- No
- Somewhat

Please give details about what you think you accomplished successfully and what you would like to continue to work on.

Resignation Email – Reading Assessment

Task:

- Read and answer questions about the email.

For instructor:

- Students should read a formal email about a resignation. Then, they should answer the questions provided on the handout.

Answer Key:

- Provided at the end of the task.

Rubric:

- Rubric can be found at the end of the task.

Self-Assessment Task:

- Self-Assessment Task can be found after the rubric.

Name: _____

Date: _____

Resignation Email – Reading Assessment

Task: Read the email below. Then answer the following questions.

To:	bowvalleypizza@gmail.ca
From:	jmontague@shaw.ca
Date:	August 31, 2019
Subject:	Resignation Letter

Dear Mr. Russo,

Please accept this email as notice of my resignation from my position as hostess at Bow Valley Pizza.

Unfortunately, my partner has been transferred to Nova Scotia for his job at the end of August and I will be moving with him. My last day of work will be on September 15, 2019 and I will be happy to work all my scheduled shifts up until that day.

I have very much enjoyed my time working at Bow Valley. I have learned a lot about the pizza business, and everyone has been very kind and friendly. It has been a pleasure working with you and the entire team over the past three years. If you need me to help train a new team member, I would be happy to help up until my last day of work.

I hope that we are able to stay in touch, and that you would be willing to provide me with a reference once I have relocated to Nova Scotia. I will take a few months to get settled in our new location, but I am hoping to look for a new job at the beginning of November. You can continue to reach me at my personal email address.

Again, thank you for the opportunity to work at Bow Valley Pizza. I wish you much success in the future.

Best Regards,
Joanne Montague
jmontague@shaw.ca

Name: _____

Date: _____

Resignation Email – Reading Assessment

1. Who is the sender? _____
2. Who is the recipient? _____
3. What is the salutation? _____
4. What is the closing? _____
5. How many sections are there in the body of the email?
 - three
 - four
 - five
 - six
6. Joanne has been fired from her position as a hostess at Bow Valley Pizza.
 - True
 - False
7. Joanne gave at least two week's notice before resigning from her job.
 - True
 - False
8. What is the last day that she will be able to work a shift?
 - August 31, 2019
 - September 1, 2019
 - September 14, 2019
 - September 15, 2019
9. Check **all** the statements that are true. (2 pts.)
 - Joanne liked working at Bow Valley Pizza.
 - Joanne will move to Nova Scotia in November.
 - Joanne has been employed at Bow Valley Pizza for three years.
 - Joanne has given her employer at least two weeks' notice.

10. Joanne left her job at Bow Valley Pizza because she was unhappy with the work environment.

- True
- False

11. Joanne can help train a new employee until the end of September.

- True
- False

12. What is the best meaning for *relocate*?

- moved
- start work
- new location

13. When will she start to look for a job in Nova Scotia?

- August
- September
- October
- November
- December

14. How can Mr. Russo reach Joanne? _____

15. Joanne can work her scheduled shifts next week.

- True
- False

16. Joanne thought that working in Bow Valley Pizza was a positive experience.

- True
- False

17. This email is more...

- formal.
- informal.

Why do you think this? _____

18. What is the main purpose of the email?

- to inform Mr. Russo that he has a good company
- to inform Joanne's boss that she wants to leave her current position
- to inform Joanne's boss that she wants to move to Nova Scotia
- to inform Joanne that she will be fired from her position

ANSWER KEY

1. Who is the sender? **Joanne Montague**
2. Who is the recipient? **Mr. Russo**
3. What is the salutation? **Dear (Mr. Russo)**
4. What is the closing? **Best Regards**
5. How many sections are there in the body of the email?
 - three
 - four
 - five**
 - six
6. Joanne has been fired from her position as a hostess at Bow Valley Pizza.
 - True
 - False**
7. Joanne gave at least two week's notice before resigning from her job.
 - True**
 - False
8. What is the last day that she will be able to work a shift?
 - August 31, 2019
 - September 1, 2019
 - September 14, 2019
 - September 15, 2019**
9. Check **all** the statements that are true. (2 pts. – ½ a point for each answer)
 - Joanne liked working at Bow Valley Pizza.**
 - Joanne will move to Nova Scotia in November.
 - Joanne has been employed at Bow Valley Pizza for three years.**
 - Joanne has given her employer at least two weeks' notice.**
10. She left her job at Bow Valley Pizza because she was unhappy with the work environment.
 - True
 - False**
11. She can help train a new employee until the end of September.
 - True
 - False**
12. What is the best meaning for *relocate*?
 - moved**
 - start work
 - new location
13. When will she start to look for a job in Nova Scotia?
 - August
 - September
 - October
 - November**
 - December
14. How can Mr. Bellini reach Joanne? **through her personal email**
15. Joanne can work her scheduled shifts next week.

True

False

16. Joanne thought that working in Bow Valley Pizza was a positive experience.

True

False

17. This email is more...

formal.

informal.

Why do you think this? **Answers will vary**

18. What is the main purpose of the email?

to inform Mr. Russo that he has a good company

to inform Joanne's boss that she wants to leave her current position

to inform Joanne's boss that she wants to move to Nova Scotia

to inform Joanne that she will be fired from her position

Rubric: Reading (Read a Resignation Email) – Interacting with Others

Name:	Date:	Task: Read a resignation email and answer questions about the reading
	Your Score: _____/20	Task Success: CLB5 = 14/20 Level = CLB _____ CLB6 = 16/20
<p>Check the indicators of ability that the learner achieved:</p> <p><input type="checkbox"/> Identify main idea</p> <p><input type="checkbox"/> Identify specific details</p> <p><input type="checkbox"/> Identify reader/writer relationship</p> <p><input type="checkbox"/> Identify key information</p> <p><input type="checkbox"/> Understand purpose of message</p> <p><input type="checkbox"/> Identify the situation or context</p> <p><input type="checkbox"/> Identify the level of formality from context</p>		
<p><input type="checkbox"/> Task Achieved: Student met all or most of the task requirements</p> <p><input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements</p>		
Comments:		

Name: _____

Date: _____

Self-Reflection: Resignation Email (Reading)

Task: After you have completed the reading assessment, please take a few minutes to complete the self-reflection below.

1. I was able to read a resignation email, understand details in the message, identify parts of an email, and identify level of formality.

- Yes
- No
- Somewhat

Please give details about what you think you did well and what you would like to continue to work on.

Introduction: Pay Stubs and Deductions

Tasks:

- Introduction to the sub-theme (PowerPoint Presentation)
- Goal-setting form for students

For instructor:

- This sub-theme, within the module of Employment Standards in the Workplace, focuses on gaining a better understanding of pay stubs and Canadian workplace deductions.
- This sub-theme includes one formal assessment task: a reading assessment on pay stubs.

PowerPoints:

- PowerPoint introduction to the sub-theme (**Introduction: Pay Stubs and Deductions**) can be downloaded [here](#).

Name: _____

Date: _____

Goals: Pay Stubs and Deductions

Task: After your instructor goes through the PowerPoint presentation in class, please complete the first (what you know) and the second (what do you want to know) parts of the table. You can complete the third part of the table after you finish the lesson.

Know	Want to Know	Learned
What do you think you know about Pay Stubs and Deductions in the Workplace?	What do you want to know about Pay Stubs and Deductions in the Workplace? Set 3 goals for this lesson.	What did you learn about Pay Stubs and Deductions in the Workplace?

Vocabulary – Employment Standards

Task:

- Match word and definition (Worksheet 1) + PowerPoint
- Read and fill-in-the-blank (Worksheet 2)
- Vocabulary Review Game (Worksheet 3)
- Crossword Puzzle Link: <https://crosswordhobbyist.com/804347>
- Quizlet Link: <https://quizlet.com/ca/505284029/employment-standard-vocabulary-flash-cards/>

For instructor:

- Students can work through the various vocabulary worksheets in order to learn vocabulary related to employment standards.

Answer Key:

- Provided at the end of the task

PowerPoint:

- **Vocabulary Employment Standards** PowerPoint can be downloaded [here](#).

Name: _____

Date: _____

Worksheet 1: Vocabulary – Employment Standards

Task: Work with a partner to match the vocabulary words with the correct definition. Write the letter of the matching definition on the line.

Vocabulary Word	Definition
bereavement (N) _____	a. a piece of paper attached to a paycheck that shows what was earned and what deductions were taken out of your pay
commission (N) _____	b. the amount (often of money) that must be taken out; subtraction
deduction (N) _____	c. a level of quality that is considered acceptable
dues (N, plural) _____	d. an amount of money paid to an employee at a specific rate per hour worked
earnings (N, plural) _____	e. a fixed amount of money paid to an employee based on a percentage of the employee's sales
fire (V) _____	f. to force someone to leave a job
give notice (V) _____	g. a good reason to fire a worker
gross pay (N) _____	h. an organization of employees formed to negotiate with the employer
guardian (N) _____	i. charges or fees you pay to be a member of a union
just cause (N) _____	j. the total amount you earn before any deductions are subtracted
lay someone off (phrasal verb) _____	k. the total earning paid to an employee after payroll taxes and other deductions
maternity leave (N) _____	l. the money that you earn from the work that you do
net pay (N) _____	m. sum of money paid to people on a regular basis after they retire
parental leave (N) _____	n. to give a letter telling someone you are leaving a job or an apartment
pay stub (N) _____	o. to stop employing somebody because there is not enough work for them to do
pension (N) _____	p. a period of time when a woman temporarily leaves her job to have a baby

salary (N) _____	q. time off from work to care for a child (for a woman or a man)
standard (N) _____	r. a person who is legally appointed to take care of another person
union (N) _____	s. state of sorrow over the death or departure of a loved one
wage (N) _____	t. an amount paid to an employee for each pay period

Name: _____

Date: _____

Worksheet 2: Vocabulary – Employment Standards

Task: Use the vocabulary from Worksheet 1 to choose the best word to complete each sentence.

1. If you have a job that is represented by a union, your _____ are usually a pay deduction.
2. You should check your _____ every pay period to make sure your work hours are correct.
3. Your _____ or earnings will be deposited into your bank account on the last day of the month.
4. His _____ is \$18/hour.
5. Human resources had to _____ him because he was late for work every day for more than a week.
6. _____ work to help protect workers rights.
7. Her _____ is \$3,000/month.
8. If someone in your family passes away, you are often entitled to _____ leave.
9. Women can take _____ from work if they had or adopted a baby. Both men and women can take _____.
10. A _____ took care of the child while his father was in the hospital.
11. If you have a high income, you may get some _____, such as income tax, returned when you file taxes.
12. If you work in a car dealership or as a real estate agent, you may receive a _____ for each sale you make.
13. Most Canadians pay into CPP, which is a _____ plan that they receive when they retire.

14. The employer had _____ to fire the worker. They refused to wear the proper safety equipment for the work.
15. The worker was _____ because of Covid-19. She will return to her job after the situation changes.
16. If you would like to leave your current job, you should _____ two weeks beforehand.
17. Employment _____ inform workers about their basic rights in the workplace.
18. Your _____ will always be higher than your net pay because it is the amount you receive before taxes are deducted.
19. Many people have their _____ directly deposited into their bank accounts.

Name: _____

Date: _____

Worksheet 3: Vocabulary – Employment Standards

Task: Work in groups of 3 students. One student should pick a card and describe it to the group. The first person to guess the card wins it. Whoever wins a card, will pick the next card. The winner is the person who has the most cards at the end of the activity.

Bereavement	Commission	Deduction
Dues	Earnings	Fire
Give notice	Gross pay	Guardian
Just cause	Lay someone off	Maternity leave
Net pay	Parental leave	Pay stub
Pension	Salary	Standard
Union	Wage	

ANSWER KEY
Worksheet 1:

Bereavement	S	Lay someone off	O
Commission	E	Maternity Leave	P
Deduction	B	Net pay	K
Dues	I	Parental Leave	Q
Earnings	L	Pay stub	A
Fire	F	Pension	M
Give notice	N	Salary	T
Gross pay	J	Standard	C
Guardian	R	Union	H
Just cause	G	Wage	D

Worksheet 2:

1. dues
2. pay stub
3. net pay
4. wage
5. fire
6. Unions
7. salary
8. bereavement
9. maternity leave AND parental leave
10. guardian
11. deductions
12. commission
13. pension
14. just cause
15. laid off
16. give notice
17. standards
18. gross pay
19. earnings

Numbers

Tasks:

- Review large number: money, population, and years

For instructor:

- Instructors can work through the PowerPoint on numbers with students.
- A student handout is attached for students to practice listening to numbers.

PowerPoints:

- **Listening – Numbers** PowerPoint can be downloaded [here](#).

Answer Key

- The Answer Key can be found in the PowerPoint presentation.



Name: _____

Date: _____

Numbers

Task: Listen to your instructor read 10 prices and write them below. Then, check your answers with the class.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Pay Stubs

Tasks:

- Review parts of a pay stub.
- Read about pay stub deductions and answer questions.

For instructor:

- Only external resources are available for this task.

External Resources:

- See Government of Alberta Handout: *Work Laws and Your Pay Stub* (pp. 6-10)
- <https://alis.alberta.ca/tools-and-resources/content/products/easy-reading-work-laws-and-your-pay-stub/>

Canadian Deductions

Task:

- Listen to a video about Canadian workplace deductions and answer questions.

For instructor:

- Students should listen to a video and answer the questions provided on the handout.
- This would be a good activity to do during computer time as the students can work through the material at their own pace.

Answer Key:

- Answer key is included with this task.

Video Link:

- <https://www.youtube.com/watch?v=Brs3RXAAf-A>

Name: _____

Date: _____

Canadian Deductions

Task: Listen to a video about Canadian workplace deductions and answer the following questions.

Video: <https://www.youtube.com/watch?v=Brs3RXAAf-A>

1. How many deductions are listed on the speaker's pay stub? _____

2. Why did she pay \$0 for Employment Insurance (EI) and Canada Pension Plan (CPP) on the pay stub?

- She doesn't need to pay them.
- She paid them last paycheque.
- She has already paid the maximum amount.
- She asked her employer to not deduct them.

3. What was the maximum amount that she could contribute to CPP in 2018? _____

4. What was the maximum amount that she could contribute to EI in 2018? _____

5. What does GRSP stand for?

- Group Retirement Savings Plan
- Government Retirement Savings Plan
- Group Registered Savings Plan
- Government Registered Savings Plan

6. Dental is a required deduction.

- True
- False

7. Prescriptions are included in medical insurance.

- True
- False

8. What does LTD stand for?

- Long Term Disability
- Long Time Disability
- Long Term Dental
- Long Time Dental

9. If you make \$60,000 per year, what percentage will you pay in federal tax on **most** of your income?

- 15%
- 20.5%
- 26%
- 29%

10. If you make \$60,000 per year, what percentage will you pay in federal tax on **the rest** of your income?

- 15%
- 20.5%
- 26%
- 29%

11. At what age do you receive the full CPP Contribution from the Canadian Government?

12. If you wait until you are 70 years old to receive CPP, you will receive more money than if you retired at age 65.

- True
- False

13. In 2019, how much did employees contribute to EI for every \$100 they earned?

14. The maximum amount that you can contribute to EI went up between 2018 and 2019.

- True
- False

15. When can you claim EI? (Please select all the answers that were discussed in the video)

- If you retire
- If you are fired
- If you are on disability
- If you are on maternity leave
- If you are laid off
- If you are on paternity leave

ANSWER KEY

1. How many deductions are listed on the speakers pay stub? **7**
2. Why did she pay \$0 for Employment Insurance (EI) and Canada Pension Plan (CPP) on the pay stub?
 - She doesn't need to pay them.
 - She paid them last paycheque.
 - She has already paid the maximum amount.**
 - She asked her employer to not deduct them.
3. What was the maximum amount that she could contribute to CPP in 2018? **\$2593.80**
4. What was the maximum amount that she could contribute to EI in 2018? **\$858.22**
5. What does GRSP stand for?
 - Group Retirement Savings Plan**
 - Government Retirement Savings Plan
 - Group Registered Savings Plan
 - Government Registered Savings Plan
6. Dental is a required deduction.
 - True
 - False**
7. Prescriptions are included in medical insurance.
 - True**
 - False
8. What does LTD stand for?
 - Long Term Disability**
 - Long Time Disability
 - Long Term Dental
 - Long Time Dental
9. If you make \$60,000 per year, what percentage will you pay in federal tax on **most** of your income?
 - 15%**
 - 20.5%
 - 26%
 - 29%
10. If you make \$60,000 per year, what percentage will you pay in federal tax on **the rest** of your income?
 - 15%
 - 20.5%**
 - 26%
 - 29%
11. At what age do you receive the full CPP Contribution from the Canadian Government?
65
12. If you wait until you are 70 years old to receive CPP, you will receive more money than if you retired at age 65.
 - True**
 - False
13. In 2019, how much did employees contribute to EI for every \$100 they earned? **\$1.62**
14. The maximum amount that you can contribute to EI went up between 2018 and 2019.

True

False

15. When can you claim EI? (Please select all the answers that were discussed in the video)

if you retire

if you are fired

if you are on disability

if you are on maternity leave

if you are laid off

if you are on paternity leave

Reading a Pay Stub

Task:

- Read the pay stub and answer questions about the details.

For instructor:

- Students should read a pay stub and answer the questions provided on the handout.

Answer Key:

- Answer key is included with this task.

Name: _____

Date: _____

Reading a Pay Stub

Task: Read the pay stub and answer the following questions:

ABC Company, 123 Centre Road NW, Calgary, AB, T4C 1W4				Earnings Statement		
Ahmad Sulani						
Employee ID	Pay Period			Pay Date	Cheque #	
123456	March 1 – March 15, 2020			March 25, 2020	54321	
INCOME	RATE	HOURS	TOTAL	DEDUCTIONS	CURRENT TOTAL	YTD
Regular	21.00	73.5	1,543.50	CPP	71.98	215.94
Vacation Pay (4% of regular pay)			61.74	EI	25.04	75.12
				Federal Tax	140.66	421.98
				Provincial Tax	70.00	210.00
CURRENT GROSS	DEDUCTIONS	NET PAY	YTD GROSS	YTD DEDUCTIONS	YTD NET PAY	
1,605.24	307.68	1,297.56	4,638.69	923.04	3,715.65	

- Who is the employee? _____
- Who is the employer? _____
- What province is the company in? _____
- How long is the pay period? _____
- How does the employee get paid?
 - cash
 - cheque
 - direct deposit
- How many regular hours did the employee work? _____
- How many overtime hours did the employee work? _____

8. What other income was listed on the pay stub? _____

9. How many total hours did the employee work during the current pay period?

10. What is the wage rate for regular hours? _____

11. What percentage is his vacation pay? _____

12. What is the total amount of income he earns from vacation pay? _____

13. What is the current pay stub gross pay? _____

14. Order the deductions from the highest deduction (1) to the lowest deduction (4).

1. _____ Provincial Tax

2. _____ CPP

3. _____ Federal Tax

4. _____ EI

15. What is the total amount for the current deductions? _____

16. What does YTD stand for? _____

17. What is the total amount of pay the employee received since January 1, 2020?

18. How many times does the employee likely get paid each month?

one

two

- three
- four

19. Why is the YTD gross pay more than the YTD net pay?

20. What type of text is this?

- article
- graphic
- story
- table

21. What is the purpose of a pay stub?

- to give to the government when you file income tax
- to explain how much money you earn and what your deductions are
- to save on your computer
- to explain how much money you will make when you go on vacation

ANSWER KEY

1. Who is the employee? **Ahmad Sulani**
2. Who is the employer? **ABC Company**
3. What province is the company in? **Alberta**
4. How long is the pay period? **15 days**
5. How does the employee get paid?
 - cash
 - cheque**
 - direct deposit
6. How many regular hours did the employee work? **73.5**
7. How many overtime hours did the employee work? **0**
8. What other income was listed on the pay stub? **vacation pay**
9. How many total hours did the employee work during the current pay period? **73.5**
10. What is the wage rate for regular hours? **\$21.00**
11. What percentage is his vacation pay? **4%**
12. What is the total amount of income he earns from vacation pay? **\$61.74**
13. What is the current pay stub gross pay? **\$1,605.24**
14. Order the deductions from the highest deduction (1) to the lowest deduction (4).
 - 3** Provincial Tax
 - 2** CPP
 - 1** Federal Tax
 - 4** EI
15. What is the total amount for the current deductions? **\$307.68**
16. What does YTD stand for? **year to date**
17. What is the total amount of pay the employee received since January 1, 2020?
\$3,715.65
18. How many times does the employee likely get paid each month?
 - one
 - two**
 - three
 - four
19. Why is the YTD gross pay more than the YTD net pay? **It is before deductions.**
20. What type of text is this?
 - article
 - graphic
 - story
 - table**
21. What is the purpose of a pay stub?
 - to give to the government when you file income tax
 - to explain how much money you earn and what your deductions are**
 - to save on your computer
 - to explain how much money you will make when you go on vacation

Reading about Income

Task:

- Read and answer questions about different ways to earn an income.

For instructor:

- Students should read pages 2, 3, and 5 of the *Work Laws and Your Pay Stub* handout from the Government of Alberta. Then, they should answer questions provided on the handout.

External Resources:

- See Government of Alberta Handout: *Work Laws and Your Pay Stub* (pp. 6-10)
- <https://alis.alberta.ca/tools-and-resources/content/products/easy-reading-work-laws-and-your-pay-stub/>

Answer Key:

- Answer key is included with this task.

Name: _____

Date: _____

Reading about Income

Task: Go to the link below and open the document *Work Laws and Your Pay Stub*. Then, read pages 3, 4, and 5 and answer the following questions.

Link: <https://alis.alberta.ca/tools-and-resources/content/products/easy-reading-work-laws-and-your-pay-stub/>

1. You must be paid by direct deposit.
 True
 False

2. You and your employer must agree on the amount you get paid before you start working.
 True
 False

3. Draw a line to match the different ways of getting paid with the correct description.

a. earn by the hour	i. earn a salary
b. earn by the month (or week)	ii. earn a certain amount for each item you make
c. earn by the piece	iii. earn a percentage of what you sell
d. earn by commission	iv. earn a wage

4. How much notice must your employer give you if they want to change your pay?
 one day
 one week
 one pay period
 one month

5. If your employer wants to give you more money for your work, what is this called?

6. The lowest amount of money you can earn from doing a job is called _____.
7. What is the minimum wage for adults in Alberta? _____
8. All people who work in Alberta make the same amount for minimum wage.
- True
 - False
9. If you have a job where you make money by commission, you can earn less than minimum wage.
- True
 - False
10. Johan plants trees during the summer in Alberta. Last week he worked 40 hours and planted 12,500 trees. He makes \$0.05 for every tree he plants. This is an example of...
- earning a wage.
 - earning a commission
 - earning by piece work
 - earning by commission
11. Who should you call if you have talked to your employer, but you earn less than minimum wage?
- _____
12. How often you get paid is called a _____.
13. Your pay period CANNOT be...
- once a week
 - two times a month
 - once a month
 - once every two months

14. How many days after your pay period ends does your employer need to pay you?

ANSWER KEY

1. You must be paid by direct deposit.
 - True
 - False**
2. You and your employer must agree on the amount you get paid before you start working.
 - True**
 - False
3. Draw a line to match the different ways of getting paid with the correct description.

a. earn by the hour	iv.	i. earn a salary
b. earn by the month (or week)	i	ii. earn a certain amount for each item you make
c. earn by the piece	ii	iii. earn a percentage of what you sell
d. earn by commission	iii	iv. earn a wage
4. How much notice must your employer give you if they want to change your pay?
 - one day
 - one week
 - one pay period**
 - one month
5. If your employer wants to give you more money for your work, what is this called?
raise
6. The lowest amount of money you can earn from doing a job is called **minimum wage**.
7. What is the minimum wage for adults in Alberta? **\$15 per hour**
8. All people who work in Alberta make the same amount for minimum wage.
 - True
 - False**
9. If you have a job where you make money by commission, you can earn less than minimum wage.
 - True
 - False**
10. Johan plants trees during the summer in Alberta. Last week he worked 40 hours and planted 12,500 trees. He makes \$0.05 for every tree he plants. This is an example of...
 - earning a wage.
 - earning a commission
 - earning by piece work**
 - earning by commission
11. Who should you call if you have talked to your employer, but you earn less than minimum wage? **Employment Standards Helpline**
12. How often you get paid is called a **pay period**.
13. Your pay period CANNOT be...
 - once a week
 - two times a month
 - once a month
 - once every two months**
14. How many days after your pay period ends, does your employer need to pay you?
10 days

Reading a Pay Stub – Reading Assessment (CLB5)

Task:

- Read the pay stub and answer questions about the details.

For instructor:

- Students should read a pay stub and answer the questions provided on the handout.

Answer Key:

- Answer key is included with this task.

Rubric:

- Rubric can be found at the end of the task.

Self-Assessment Task:

- Self-Assessment Task can be found after the rubric.

Name: _____

Date: _____

Reading a Pay Stub – Reading Assessment (CLB5)

Task: Read the pay stub and answer the following questions:

Korean Restaurant, 6652 38 th Ave, Calgary, AB, T2P 1T7				Earnings Statement		
Jae Soon Pak						
Employee ID	Pay Period		Pay Date	Deposit to:		
555555	February 16 - 29, 2020		February 10, 2020	003-51172		
INCOME	RATE	HOURS	CURRENT TOTAL	DEDUCTIONS	CURRENT TOTAL	YTD
Regular	18	88.00	1,584.00	CPP	73.22	216.66
Overtime	27	8.00	216.00	EI	26.04	75.12
Vacation Pay (4% of regular pay)			63.36	Federal Tax	152.11	456.98
				Provincial Tax	72.05	222.00
CURRENT GROSS	DEDUCTIONS	NET PAY		CURRENT GROSS	DEDUCTIONS	NET PAY
1,863.36	323.42	1,539.94		1,863.36	323.42	1,539.94

- Who is the employee? _____
- Who is the employer? _____
- What province is the company in? _____
- How long is the pay period? _____
- How does the employee get paid?
 - cash
 - cheque
 - direct deposit
- How many regular hours did the employee work? _____
- How many overtime hours did the employee work? _____

8. What other income was listed on the pay stub? _____

9. How many total hours did the employee work during the current pay period?

10. What is the wage rate for regular hours? _____

11. What percentage is his vacation pay? _____

12. What is the total amount of income he earns from vacation pay? _____

13. What is the current pay stub gross pay? _____

14. Order the deductions from the highest deduction (1) to the lowest deduction (4).
(4pts)

1. _____ Provincial Tax

2. _____ CPP

3. _____ Federal Tax

4. _____ EI

15. What is the total amount for the current deductions? _____

16. What does YTD stand for? _____

17. What is the total amount of pay the employee received since January 1, 2020?

18. How many times does the employee likely get paid each month?

- one
- two
- three
- four

19. Why is the YTD gross pay more than the YTD net pay?

20. What type of text is this?

- article
- graphic
- story
- table

21. What is the purpose of a pay stub?

- to give to the government when you file income tax
- to explain how much money you earn and what your deductions are
- to save on your computer
- to explain how much money you will make when you go on vacation

In order to achieve this task, you must achieve a minimum score of 18/25.

ANSWER KEY

1. Who is the employee? **Jae Soon Pak**
2. Who is the employer? **Korean Restaurant**
3. What province is the company in? **Alberta**
4. How long is the pay period? **14 days**
5. How does the employee get paid?
 - cash
 - cheque
 - direct deposit**
6. How many regular hours did the employee work? **88**
7. How many over time hours did the employee work? **8**
8. What other income was listed on the pay stub? **vacation pay**
9. How many total hours did the employee work during the current pay period? **96**
10. What is the wage rate for regular hours? **\$18.00**
11. What percentage is his vacation pay? **4%**
12. What is the total amount of income he earns from vacation pay? **\$63.36**
13. What is the current pay stub gross pay? **\$1,863.36**
14. Order the deductions from the highest deduction (1) to the lowest deduction (4).
 - 3** Provincial Tax
 - 2** CPP
 - 1** Federal Tax
 - 4** EI
15. What is the total amount for the current deductions? **\$323.42**
16. What does YTD stand for? **year to date**
17. What is the total amount of pay the employee received since January 1, 2020?
\$4,419.82
18. How many times does the employee likely get paid each month?
 - one
 - two**
 - three
 - four
19. Why is the YTD gross pay more than the YTD net pay? **It is before deductions.**
20. What type of text is this?
 - article
 - graphic
 - story
 - table**
21. What is the purpose of a pay stub?
 - to give to the government when you file income tax
 - to explain how much money you earn and what your deductions are**
 - to save on your computer
 - to explain how much money you will make when you go on vacation

Rubric: Reading (Read a Pay Stub) – Comprehending Information

Name:	Date:	Task: Read a pay stub and answer questions about the reading
	Your Score: _____/25	Task Success: CLB5 = 18/25
<p>Check the indicators of ability that the learner achieved:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify overall meaning of formatted text <input type="checkbox"/> Identify text type and parts of the text <input type="checkbox"/> Identify purpose of the text <input type="checkbox"/> Identify key information <input type="checkbox"/> Identify specific details <input type="checkbox"/> Make inferences about the information <input type="checkbox"/> Respond appropriately/Interpret the information correctly 		
<ul style="list-style-type: none"> <input type="checkbox"/> Task Achieved: Student met all or most of the task requirements <input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements 		
Comments:		

Reading a Pay Stub – Reading Assessment (CLB6)

Task:

- Read the pay stub and answer questions about the details.

For instructor:

- Students should read a pay stub and answer the questions provided on the handout.

Answer Key:

- Answer key is included with this task.

Rubric:

- Rubric can be found at the end of the task.

Self-Assessment Task:

- Self-Assessment Task can be found after the rubric.

Name: _____

Date: _____

Reading a Pay Stub – Reading Assessment (CLB6)

Task: Read the pay stub and answer the following questions:

Korean Restaurant, 6652 38 th Ave, Calgary, AB, T2P 1T7				Earnings Statement		
Jae Soon Pak						
Employee ID	Pay Period		Pay Date		Deposit to:	
555555	February 16 - 29, 2020		February 10, 2020		003-51172	
INCOME	RATE	HOURS	CURRENT TOTAL	DEDUCTIONS	CURRENT TOTAL	YTD
Regular	18	88.00	1,584.00	CPP	73.22	216.66
Overtime	27	8.00	216.00	EI	26.04	75.12
Vacation Pay (4% of regular pay)			63.36	Federal Tax	152.11	456.98
				Provincial Tax	72.05	222.00
CURRENT GROSS	DEDUCTIONS	NET PAY		CURRENT GROSS	DEDUCTIONS	NET PAY
1,863.36	323.42	1,539.94		1,863.36	323.42	1,539.94

- Who is the employee? _____
- Who is the employer? _____
- What province is the company in? _____
- How long is the pay period? _____
- How does the employee get paid?
 - cash
 - cheque
 - direct deposit
- How many regular hours did the employee work? _____
- How many overtime hours did the employee work? _____
- What other income was listed on the pay stub? _____

9. How many total hours did the employee work during the current pay period?

10. What is the wage rate for regular hours? _____

11. What is the wage rate for overtime hours? _____

12. The employee earns 1.5 times his regular wage for overtime work.

True

False

13. What percentage is his vacation pay? _____

14. What is the total amount of income he earns from vacation pay? _____

15. The employee earns vacation pay on his overtime wage.

True

False

16. What is the current pay stub gross pay? _____

17. Order the deductions from the highest deduction (1) to the lowest deduction (4).

(4pts)

1. _____ Provincial Tax

2. _____ CPP

3. _____ Federal Tax

4. _____ EI

18. What is the total amount for the current deductions? _____

19. What does YTD stand for? _____

20. What is the total amount of pay the employee received since January 1, 2020?

21. How many times does the employee likely get paid each month?

- one
- two
- three
- four

22. Why is the YTD gross pay more than the YTD net pay?

23. What type of text is this?

- article
- graphic
- story
- table

24. What is the purpose of a pay stub?

- to give to the government when you file income tax
- to explain how much money you earn and what your deductions are
- to save on your computer
- to explain how much money you will make when you go on vacation

In order to achieve this task, you must achieve a minimum score of 20/28.

ANSWER KEY

1. Who is the employee? **Jae Soon Pak**
2. Who is the employer? **Korean Restaurant**
3. What province is the company in? **Alberta**
4. How long is the pay period? **14 days**
5. How does the employee get paid?
 - cash
 - cheque
 - direct deposit**
6. How many regular hours did the employee work? **88**
7. How many over time hours did the employee work? **8**
8. What other income was listed on the pay stub? **vacation pay**
9. How many total hours did the employee work during the current pay period? **96**
10. What is the wage rate for regular hours? **\$18.00**
11. What is the wage rate for overtime hours? **\$27.00**
12. The employee earns 1.5 times his regular wage for overtime work.
 - True**
 - False
13. What percentage is his vacation pay? **4%**
14. What is the total amount of income he earns from vacation pay? **\$63.36**
15. The employee earns 1.5 times his regular wage for overtime work.
 - True
 - False**
16. What is the current pay stub gross pay? **\$1,863.36**
17. Order the deductions from the highest deduction (1) to the lowest deduction (4).
 - 3** Provincial Tax
 - 2** CPP
 - 1** Federal Tax
 - 4** EI
18. What is the total amount for the current deductions? **\$323.42**
19. What does YTD stand for? **year to date**
20. What is the total amount of pay the employee received since January 1, 2020?
\$4,419.82
21. How many times does the employee likely get paid each month?
 - one
 - two**
 - three
 - four
22. Why is the YTD gross pay more than the YTD net pay? **It is before deductions.**
23. What type of text is this?
 - article
 - graphic
 - story
 - table**
24. What is the purpose of a pay stub?

- to give to the government when you file income tax
- to explain how much money you earn and what your deductions are**
- to save on your computer
- to explain how much money you will make when you go on vacation

Rubric: Reading (Read a Pay Stub) – Comprehending Information

Name:	Date:	Task: Read a pay stub and answer questions about the reading
	Your Score: _____/28	Task Success: CLB6 = 20/28
<p>Check the indicators of ability that the learner achieved:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify overall meaning of formatted text <input type="checkbox"/> Identify text type and parts of the text <input type="checkbox"/> Identify purpose of the text <input type="checkbox"/> Identify key information <input type="checkbox"/> Identify specific details <input type="checkbox"/> Make inferences about the information <input type="checkbox"/> Respond appropriately/Interpret the information correctly 		
<ul style="list-style-type: none"> <input type="checkbox"/> Task Achieved: Student met all or most of the task requirements <input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements 		
Comments:		



Name: _____

Date: _____

Self-Reflection: Pay Stub (Reading)

Task: After you have completed the reading assessment, please take a few minutes to complete the self-reflection below.

1. I was able to read a pay stub and understand details about the organization of the pay stub and the details about deductions.

- Yes
- No
- Somewhat

Please give details about what you think you did well and what you would like to continue to work on.



School of Global Access (SGA)