



Work Safety: Using Personal Protective Equipment (PPE) at Work

A CLB 4/5 Module with
Assessment Tasks



This module includes:

- ✓ Module plan
- ✓ List of resources
- ✓ Ideas for skill-
building & skill-
using activities
- ✓ CLB 4 & 5
Assessment Tasks
- ✓ Answer Keys
- ✓ Links to CLB 4 & 5
Online Assessment
Tasks

Funded by:

Financé par:



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada

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

	Listening (CLB 4-5)	Speaking (CLB 4-5)	Reading (CLB 4-5)	Writing (CLB 4-5)
Real-World Task Goal (s)	Listening to information about Personal Protective Equipment (PPE) and obligations of using it	Sharing information about Personal Protective Equipment (PPE)	Reading a bulletin on Personal Protective Equipment (PPE)	Writing an email requesting Personal Protective Equipment (PPE)
Context/Background Information	Basic work safety rights and responsibilities; types of workplace hazards; types of Personal Protective Equipment; format and purpose of workplace bulletins; ways to express concern; ways to make requests; email format and conventions			
CLB Competency Areas and Features	<p>CLB 4</p> <p>Getting Things Done Understand short communication intended to influence or persuade others in familiar, everyday situations.</p> <ul style="list-style-type: none"> ♦ Presentations are up to about 10 sentences ♦ Response does not require much speaking or writing 	<p>CLB 4</p> <p>Getting Things Done Make and respond to simple requests related to immediate personal needs.</p> <p>Sharing Information Ask for and give information about needs and feelings related to everyday activities.</p> <ul style="list-style-type: none"> ♦ Sustains about 5-7 sentences 	<p>CLB 4</p> <p>Getting Things Done Get information from short business or service texts</p> <ul style="list-style-type: none"> ♦ Texts are up to about 3 paragraphs 	<p>CLB 4</p> <p>Getting Things Done Write simple business or service messages.</p> <ul style="list-style-type: none"> ♦ Messages are about 7 sentences
	<p>CLB 5</p> <p>Getting Things Done Understand the gist and some details in moderately complex communication intended to influence or persuade in everyday personally relevant</p>	<p>CLB 5</p> <p>Getting Things Done Give and respond to informal requests, permission, suggestions and advice.</p>	<p>CLB 5</p> <p>Getting Things Done Get information from simple to moderately complex business or service texts.</p> <ul style="list-style-type: none"> ♦ Length of text is up to 1 page 	<p>CLB 5</p> <p>Getting Things Done Write short business or service correspondence for routine personal needs.</p> <ul style="list-style-type: none"> ♦ Writing is about 1 paragraph

	Listening (CLB 4-5)	Speaking (CLB 4-5)	Reading (CLB 4-5)	Writing (CLB 4-5)
	<p>situations.</p> <ul style="list-style-type: none"> ♦ Presentations are up to about 5 minutes ♦ Response may require some speaking or writing 	<p>Sharing Information Ask for and give information related to routine daily activities in one-on-one interactions.</p> <ul style="list-style-type: none"> ♦ Provides details and gives reasons ♦ Presentations up to about 5 minutes 		
Language Focus	<p>Pragmatics: Recognition of formal/informal language, tone and politeness when making requests, tone when expressing concern</p> <p>Grammar: modals of obligation (must, should, have to)</p> <p>Vocabulary: basic work safety rights, hazards in the workplace, Personal Protective Equipment (PPE) and expressions related to wearing and using it correctly</p> <p>Expressions for expressing concern and making requests: <i>I was wondering if...?, I am concerned that..., Is it possible...? Would it be possible...?</i></p> <p>How to format, write and edit an email</p>			
Language and Learning Strategies	<ul style="list-style-type: none"> • picturing the speaker • taking notes • determining emotion of speaker • evaluating formality 	<ul style="list-style-type: none"> • checking understanding of listener • using connectors • compensation for communication breakdowns 	<ul style="list-style-type: none"> • determining the main idea • skimming and scanning for details • note taking • determining meaning of words in context 	<ul style="list-style-type: none"> • email formatting skills • email “do’s & don’ts” • editing skills • using dictionaries
Assessment Task	Listening to a manager speak about PPE at work and answering questions.	Sharing information with a colleague about PPE at work in a role play.	Reading a work bulletin about PPE and answering questions.	Writing an email to a manager expressing concerns and requesting access to PPE.

Instructor Resources

Workplace Safety Materials: Vocabulary and Reading

1. Government of Alberta. *Easy Reading: Safety at Work* (ALIS). PDF at: <https://alis.alberta.ca/tools-and-resources/content/products/easy-reading-be-safe-at-work/>
2. SafeWork Manitoba. *Workplace Safety and Health* by Lisa Petit. http://www.englishandliteracy.ca/asset_library/page/rsbj/HealthandSafety1011-3.pdf
 - a. Pages 76-77, PPE and Pages 87- 103, Cards with PPE.
3. Tutela: *CLB 5 Workplace Safety Module*. This is part of the LINC Works (CLB 5) Collection developed by Norquest College.
 - a. Vocabulary worksheets: CLB 5 Workplace Safety ➤ Vocabulary
 - b. Reflection activities: CLB 5 Workplace Safety ➤ Reflection Activities
 - c. CLB 5 Workplace Safety ➤ PBLA Tasks
4. Tutela: *CLB 3 Workplace Safety Module*. LINC Works Collection by Norquest College.
 - a. Note: many of the same materials as above CLB 5 module but adjusted to CLB 3.
5. RealWorldTasks.ca Module: *Handling a Workplace Health and Safety Issue* (CLB 5)
 - a. Includes skill-building, skill-using, and assessment tasks. <https://realworldtasks.ca/> (Contact your program administrator for the password)
6. Alberta Government: AWES. *Workbook 1: Workforce Participation*. CLB 3-5. <https://awes.ca/awesca/wp-content/uploads/2017/03/BCC-workbook-1-Mar-2020.pdf>
 - a. Page 20-25: symbols for workplace hazards.
 - b. Page 30-32: Safety Hazard Checklist
 - c. Page 38 – 39: Reading a workplace safety bulletin
7. Alberta Government. *X-treme Safety: Young Worker's Guide to Safety and Employment Rules*. <https://alis.alberta.ca/tools-and-resources/content/products/x-treme-safety-young-worker-s-guide-to-safety-and-employment-rules/>
8. PPE Poster from Canadian Centre for Occupational Health and Safety (free download at the bottom of the page): <https://www.ccohs.ca/products/posters/ppe/>
9. Worksafe BC. *Brochure about Safety at a New Job*. <https://www.worksafebc.com/en/resources/health-safety/information-sheets/getting-a-job-ask-questions-about-safety?lang=en>
10. Worksafe BC. *Hidden Hazards in the Workplace*: <https://www.worksafebc.com/en/resources/health-safety/books-guides/hidden-hazards-in-the-workplace-young-workers-guide?lang=en>

11. Assistant Applicator Core Training (Integrated Pest Management Program on mytrainingbc.ca).
<https://mytrainingbc.ca/assistantapplicator/m5.html>
 - Lesson 5: *Personal Protective Equipment* (Page 3-8. Basic PPE)

Listening Materials

1. Scripts for *Dialogues on Workplace Safety with discussion questions*. (American).
https://www.coshnetwork.org/sites/default/files/ESL%20Safety%20Dialogues_ENGLISH.pdf
2. Albert Workforce Essential Skills. Videos:
 - [You Have the Right to Refuse Unsafe Work](#)
 - [Personal Protective Equipment at Work](#)
 - [Workplace Hazards and the WHMIS System](#)
3. Tutela: *CLB 3 & 5 Workplace Safety Modules* ➤ PBLA Tasks (#3 & #4 above)
4. RealWorldTasks.ca Module: *Handling a Workplace Health and Safety Issue* (CLB 5) (#5 above)

Grammar Materials

1. TeachThis: Modals of Obligation and Prohibition.
<https://www.teach-this.com/parts-of-speech-activities-worksheets/modal-verbs-obligation-prohibition>
(*Some materials require an account, some are free)
2. EnglishPage.com: <https://www.englishpage.com/modals/modalintro.html>
3. AllThingsGrammar: worksheets and speaking activities with must/must not/have to.
<https://www.allthingsgrammar.com/must-necessity.html>

Making Requests

1. Make Polite Requests 05 from BBC Learning English.
https://www.youtube.com/watch?v=QWBwCoecvkM&list=PLcetZ6gSk969oGvAI0e4_PgVnlGbm64bp&index=7&t=0s
2. TeachThis materials on making requests.
<https://www.teach-this.com/functional-activities-worksheets/making-requests>
(*Some materials require an account, some are free)

Warm-up Activity

Discussion Questions:

1. **Safety** means being protected (kept safe) from things that are dangerous. Why is safety very important at work?
2. What are some dangers (**hazards**) in different jobs? Make a list of examples to share.
3. What are some ways that workers can protect themselves from hazards?
4. Did you ever have a job that required you to wear any special clothes or equipment for safety? These are called **Personal Protective Equipment (PPE)**. What was the PPE you used?
5. **Training** is when you learn something new, like in a class. Did you ever have safety training for a job? What did you learn, and did it help you?
6. Sometimes employers ask workers to do work that might be unsafe. If this happens to you, what will you do?
7. Do you know any of the government rules about work safety? What are they?
8. What can workers do to stay safe at work?
9. What can employers do to keep their workers safe?
10. Who do you think is more responsible for safety at work: the employer or the workers (employees)? Why?

Other Warm-up Activities:

1. Students set goals for the module:
 - What do they already know about PPE?
 - What do they want to learn about PPE?
 - What skills do they want to improve to help them understand information about and communicate about PPE?
2. Students watch a video about Workplace Safety (for example: [Personal Protective Equipment at Work](#) from Alberta Workforce Essential Skills), take notes, and discuss.
3. Students look at a poster about work hazards and make a list of the kinds of hazards. They brainstorm the types of protection that could be used to protect workers from those hazards. An example of a poster can be found [HERE](#). Free download is available at the bottom of the page.
4. Students read examples of unsafe conditions at work or look at photos of unsafe work environments. They brainstorm what could be done by the employer, and by the employee, to make the situation safer.

Vocabulary

Students can practice using vocabulary about general work safety, work hazards and PPE through:

- matching activities
- reading activities
- online image searches
- dictation
- fill in the blanks
- final review with a Kahoot game (an example [HERE](#) but instructor may create one suited to needs)

For resources to use in vocabulary-building, see:

- **Workplace Safety Materials: Vocabulary and Reading** under **Instructor Resources** on page 5-6 of this module

These are the basic vocabulary in the module:

Personal Protective Equipment (PPE)	Harness	High-visibility vests	Safety To be safe	Health and Safety Hazards
Goggles/ Safety glasses	Face shields	Gloves	To protect	Psychological Hazards
Masks: N95 Surgical	Steel-toed boots/shoes	Apron	Employee Rights & Responsibilities	Biological Hazards
Earmuffs	Ear plugs	Hair net	Safety Training	Physical Hazards
Respirator	Hard Hat/Helmet	Back brace	Workplace Bulletin	Chemical Hazards

Grammar and Expressions

Students learn:

1. **Modals** to express obligation and make suggestions. Instructor can introduce:

- Differences between MUST, CAN, SHOULD, HAVE TO
- In positive, negative and question forms

Instructor can provide activities to reinforce understanding and acquisition of modals, such as:

- Games
- Dictations
- Speaking tasks giving advice and instructions to others (e.g. you should/have to/must...)
- Focused reading of texts and listening to audio to identify modals
- Fill-in-the-blank and matching exercises
- Writing on various topics using modals

Some possible resources for this purpose:

- a. TeachThis: Modals of Obligation and Prohibition
<https://www.teach-this.com/parts-of-speech-activities-worksheets/modal-verbs-obligation-prohibition> (*Note: Some materials require an account, some are free)
- b. EnglishPage.com: Lessons and quizzes on Modals.
<https://www.englishpage.com/modals/modalintro.html>
- c. AllThingsGrammar: worksheets and speaking activities with MUST/MUST NOT/HAVE TO.
<https://www.allthingsgrammar.com/must-necessity.html>

2. Expressions for **expressing concern** over unsafe conditions. Examples:

- I am concerned that...
- I am worried that...
- I feel that _____ is dangerous/unsafe because
- I do not feel safe because

3. Expressions for **making polite requests** in writing. Examples:

- I would like to make a request.
- I am writing to make a request.
- I was wondering if...
- Could I please...?

Listening

- In this section, you will find:
 - ideas for Skill-Building Activities
 - ideas for Skill-Using Tasks

SB Skill-Building Activities

1. Learners watch videos about PPE and work hazards. Students might:
 - answer questions on the video
 - explain the information in the video to another student
 - write a brief summary or reflection



Videos from Alberta Workforce Essential Skills

[You Have the Right to Refuse Unsafe Work](#)
[Personal Protective Equipment at Work](#)
[Workplace Hazards and the WHMIS System](#)

SU Skill-Using Tasks

These resources include Listening Assessment Tasks on workplace safety that could be modified into skill-using activities:

- Tutela: *CLB 5 Workplace Safety Module*. Part of the LINC Works (CLB 5) Collection developed by Norquest College.
 - CLB 5 Workplace Safety ➤ PBLA Tasks
- Tutela: *CLB 3 Workplace Safety Module*. LINC Works Collection by Norquest College.
 - Note: many of the same materials as above CLB 5 module but adjusted to CLB 3.
- RealWorldTasks.ca Module: Handling a Workplace Health and Safety Issue (CLB 5)
 - A complete module that includes skill-building, skill-using, and assessment tasks.
<https://realworldtasks.ca/> (Use password: *Instructor*)

Speaking

- In this section, you will find:
 - ideas for Skill-Building Activities
 - ideas for Skill-Using Tasks

SB Skill-Building Activities

1. Students do speaking activities to build the following skills:
 - Using modals to express necessity (e.g. you must/have to) and advice (e.g. you should)
 - Sharing workplace information with a “co-worker”
 - Pronunciation of PPE and workplace safety vocabulary

SU Skill-Using Tasks

Students carry out role plays to practice giving instructions and advice to a co-worker on which PPE they should wear and when to use it.

Resources:

The following document includes clear PPE information and instructions with images for Assistant Applicators in Pest Management. The information can be divided up for students to use in a role play:

- Assistant Applicator Core Training (Integrated Pest Management Program on mytrainingbc.ca) <https://mytrainingbc.ca/assistantapplicator/m5.html>
 - Lesson 5: *Personal Protective Equipment* (Page 3-8. Basic PPE)

Students can get feedback:

- on a rubric (using criteria from the CLB 4 or 5 Assessment Task). Instructors can modify the Speaking Assessment Task Google Form for this purpose.
- from a peer on a Peer Assessment form

Reading

- In this section, you will find:
 - Ideas for Skill-Building Activities
 - Ideas for Skill-Using Tasks

SB Skill-Building Activities

1. Jigsaw Reading Activity: Students can learn the basics of Work Safety, PPE and hazards by reading sections of *ALIS Easy Reading Be Safe at Work*, then sharing the information they learned to another student, small group or instructor. Which sections used depends on the configuration of the class. <https://alis.alberta.ca/tools-and-resources/content/products/easy-reading-be-safe-at-work/>
2. Students can read a sample workplace safety bulletin on Page 38 – 39: Reading a Workplace Safety Bulletin. Alberta Government: AWES. *Workbook 1: Workforce Participation*. CLB 3-5. <https://awes.ca/awesca/wp-content/uploads/2017/03/BCC-workbook-1-Mar-2020.pdf>
3. Students can read about Hazards at Work in the booklet *X-treme Safety* (p. 17 – 20, 33).

SU Skill-Using Tasks

These resources include Reading Tasks on workplace safety that could be modified into skill-using activities:

- Tutela: *CLB 5 Workplace Safety Module*. This is part of the LINC Works (CLB 5) Collection developed by Norquest College.
 - a. CLB 5 Workplace Safety ➤ PBLA Tasks: 17 PBLA R Safety Notice
- Tutela: *CLB 3 Workplace Safety Module*. LINC Works Collection by Norquest College.
 - Note: many of the same materials as above CLB 5 module but adjusted to CLB 3.
- RealWorldTasks.ca Module: *Handling a Workplace Health and Safety Issue* (CLB 5): <https://realworldtasks.ca/> (Use password: *Instructor*)

After completing a skill-using activity, students can carry out a Reading Self-Assessment.

Writing

- In this section, you will find:
 - Ideas for Skill-Building Activities
 - Ideas for Skill-Using Tasks

SB Skill-Building Activities

Students learn:

1. Vocabulary for making polite requests and expressing concern. (Examples: I was wondering...Could you possibly...)

- Games to practice vocabulary:
<https://www.teach-this.com/functional-activities-worksheets/making-requests>
- Video: *Make Polite Requests 05 from BBC Learning English* (note: British English but clear with closed captioning).
https://www.youtube.com/watch?v=QWBwCoecvkM&list=PLcetZ6gSk969oGvAI0e4_Pg_VnlGbm64bp&index=7&t=0s
- Information and activities on talking to a manager about safety concerns (including scenarios for discussion) on P. 22-29 of *X-treme Safety*
- English for Making Requests with Quiz:
<https://www.english-at-home.com/speaking/making-requests/>

2. The format of an email and conventions of writing a polite request email.

SU Skill-Using Tasks

Students write an email to a manager requesting Personal Protective Equipment for their job. Images or information on types of PPE from [Instructor Resources](#) on Page 5-6 of this module can be used as prompts for students.

Students can get feedback:

- in the form of a rubric (using criteria from the CLB 4 or 5 Assessment Task). Instructors can modify the Writing Assessment Task Google Form for this purpose.
- from a peer on a Peer Assessment form

Tips for Using Assessment Tasks

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

CLB 4 Assessment Tasks

- In this section, you will find CLB 4 Assessment Tasks for:
 - Listening
 - Speaking
 - Reading
 - Writing

CLB 4 Listening Assessment Task

TASK	Listening to a manager speak about PPE at work and answering questions.
COMPETENCY	CLB 4: Getting Things Done Understand short communication intended to influence or persuade others in familiar, everyday situations.
CRITERIA FOR SUCCESS	Students must get 14/20 or higher to achieve CLB 4 on this task.
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Students listen to two audio files (Part One and Part Two). 2. Students answer comprehension questions in the Google Form. 3. Students can listen to the audio 2 times and can take notes.
ONLINE ASSESSMENTS 	Google Form Assessment: View Make a Copy Audio Files Part One: Click HERE Part Two: Click HERE *Audio files are embedded in forms.

Listening Transcript: CLB 4 PPE at Work

Part One:

Good morning everyone! Thanks for coming to this meeting today. I want to tell you about some changes with the PPE we use here at GEM construction. You are all valuable workers of this company, and these changes are to keep you safe at all times. Personal Protective Equipment is essential for your safety.

Before I begin, I should say that these new rules will start on August 15th. Everyone must follow these guidelines starting on that date.

The first big change is that everyone must wear hard hats at all times while on the work site. When you arrive at work and get out of your car or the bus, the hard hat must be on your head. It cannot be in your hand or in your bag. We will be very strict on this rule because it is easy to forget to put your hard hat on. This is dangerous. Last week one of our workers was injured when debris fell off the roof. We can't let this happen again.

Part Two:

As I told you a few minutes ago, our first change with PPE is that everyone must wear a hard hat on site at all times. The second change I want to tell you about is the type of gloves we want all employees to wear. Starting August 15th, all employees must wear a RB45 work glove. Every employee will receive \$100 on their next cheque to pay for these gloves.

Lastly, we are getting new safety harnesses called LifeLine. We will have 40 Lifeline harnesses. It is very important that harnesses are used correctly, so we will have a training session to learn to use them on August 10th from 9 a.m. – 12 p.m. All staff that use harnesses on the job must attend. There will be lunch served afterwards.

I hope all of that was clear. Just remember that these new rules begin on August 15th. To summarize: hard hats on site, everyone must wear RB45 gloves and we will have new safety harnesses called LifeLine. Thank you and have a great day everyone.



CLB 4 Listening Assessment Task: PPE at Work

Name: _____ Date: _____

TASK	Listening to a talk about PPE at work
COMPETENCY	Getting Things Done
CRITERIA FOR SUCCESS	14/20 on Part 1 + Part 2
INSTRUCTIONS	Listen to the talk and answer the questions. Choose only one answer for the multiple-choice questions.

Part One:

1. What is Part One of the talk mostly about? (2 points)
 - a) Old PPE they used at GEM construction
 - b) Changes to PPE they will use at GEM construction
 - c) Debris that falls on the work site
2. Why did the speaker have this meeting? (2 points)
 - a) To tell workers about new PPE rules
 - b) To tell workers what a good job they are doing
 - c) To ask workers about hard hats
3. When do the new rules begin? (1 point)
 - a) today
 - b) April 15th
 - c) August 15th
4. Based on what the speaker said, circle if these sentences are true or false: (5 points)
 - a) PPE is important for worker's safety. True False
 - b) Workers don't have to follow the rules if they don't want to. True False
 - c) You can carry your hard hat in your bag on site. True False
 - d) They will not be strict about the hard hat rule. True False
 - e) A worker was injured last week from falling debris. True False

Part Two:

1. What are the main points of Part Two? (2 points)
 - a) Gloves and safety harness changes
 - b) A website called Lifeline
 - c) Lunch

2. What kind of glove do the employees need to wear? (1 point)
- a) RB45
 - b) R345
 - c) 100
3. What will happen on August 10th? (1 point)
- a) GEM construction will receive 40 new harnesses
 - b) GEM construction will have a training session about new harnesses
 - c) Employees will get \$100
4. How will employees receive \$100? (1 point)
- a) Cash
 - b) At the lunch
 - c) On their work cheque
5. Based on what the speaker said, **circle** if these sentences are true or false: (5 points)
- a) Employees will get money to pay for harnesses. True False
 - b) GEM construction is buying more than 30 harnesses. True False
 - c) All workers that use harnesses have to go to the training session. True False
 - d) There will be lunch before the training session. True False
 - e) There are three new rules about PPE at GEM construction. True False

Score:	Part One	/10
	Part Two	/10

Did you achieve CLB 4 on this task?

- Not Yet
- Yes

Answer Key CLB 4 Listening Assessment: PPE at Work

Criteria for success: 14/20 or higher to achieve CLB 4 on this task.

Part 1:

1. b
2. a
3. c
4. a:T, b:F; c:F, d:F, e:T

Part 2:

1. a
2. a
3. b
4. c
5. a: F; b: T; c: T, d: F; e:T

CLB 4 Speaking Assessment Task

TASK	Sharing information with a colleague about PPE at work in a role play.
COMPETENCY	<p>CLB 4: Getting Things Done Make and respond to simple requests related to immediate personal needs.</p> <p>CLB 4: Sharing Information Ask for and give information about needs and feelings related to everyday activities.</p>
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria <u>and</u> 4/6 of the Analytic criteria to achieve CLB 4 on this task.
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Instructor assigns Role Play Card A or Role Play Card B to student. The student has a few minutes to read the card and check the dictionary for any unknown words. 2. Student carries out a role play of about 2-3 minutes in which they share the information on the Role Play Card with another student or the instructor. Instructor may take notes or record the role play. 3. Instructor fills out the online assessment rubric (link found below). Once complete, the instructor can share the results by saving it as a Google Doc or PDF and sending it to the student.
ONLINE ASSESSMENTS 	<p>Google Form Assessment: View Make a Copy</p> <p>The Role Play cards are inserted into the Google form, but you can also find them on page 22 of this module plan.</p>



CLB 4 Speaking Assessment: PPE at Work

Name: _____ Date: _____

TASK	Sharing information with a co-worker about PPE
COMPETENCY	Getting Things Done & Sharing Information
CRITERIA FOR SUCCESS	Yes on Holistic Criteria and 4/6 of Analytic Criteria
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Your teacher will tell you if you will use Role Play Card A or Role Play Card 2. You will have a few minutes to read the card and check the dictionary for any unknown words. 3. You will carry out a role play of about 2-3 minutes. You will share the information on the Role Play Card with another student or the teacher.

Holistic Criteria	Not Yet	Yes
You completed the requirements of the task.		
Analytic Criteria	Not Yet	Yes
You spoke at a good speed and volume.		
Your fluency was adequate.		
You spoke clearly with mostly accurate pronunciation.		
You used some accurate modals.		
You used mostly accurate vocabulary about PPE.		
You opened, maintained and closed the conversation.		

<p>You did this well:</p> 	<p>Next time, try:</p>
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Did you achieve CLB 4 on this task?

- Not Yet
 Yes

CLB 4 Speaking Assessment Task: PPE at Work Role Play

ROLE PLAY CARD A

Task Instructions: You work in a factory. You had a meeting at work yesterday. Your coworker was not at the meeting. In a role play, tell your coworker what you learned in the meeting.



You learned this information at the meeting:



1. Staff **must** wear: work gloves.
2. Gloves will be free from company. 2 pairs for each employee.
3. Staff **must** also wear steel-toed boots. Employees must buy boots.
4. Staff **must** take a free online course about PPE. Staff must take the course at home before October 1st.
5. If you **don't** wear boots or gloves: the manager will invite you to a meeting to ask you why.

ROLE PLAY CARD B

Task Instructions: You work in a warehouse. You had a meeting at work yesterday. Your coworker was not at the meeting. In a role play, tell your coworker what you learned in the meeting.



You learned this information at the meeting:



1. Staff **must** wear: medical face masks.
2. Face masks will be free from company. 10 masks per week.
3. Staff **must** also wear hi-visibility vests. Staff must pay \$20 for a vest.
4. Staff **must** take a free class after work on Friday, October 10 about PPE. Staff will be paid for the class.
5. If you **don't** wear masks or vests: you will get a phone call from the manager to ask you why.

CLB 4 Reading Assessment Task

TASK	Reading a work bulletin about PPE and answering questions.
COMPETENCY	CLB 4: Getting Things Done Get information from short business or service texts of up to about 3 paragraphs
CRITERIA FOR SUCCESS	Students must get 10/14 or higher to achieve CLB 4 on this task.
INSTRUCTIONS	<ol style="list-style-type: none">1. Students read a workplace bulletin with information about PPE required.2. Students answer comprehension questions in the Google Form.
ONLINE ASSESSMENTS 	Google Form Assessment: View Make a Copy



Smiley Cleaning Company Safety Bulletin

Attention: All Smiley Cleaning Staff

Date: October 14th

We have new safety protocols. Staff must follow these rules while cleaning or doing maintenance. Beginning on November 1st, workers must:

- Wear X23 gloves when using all cleaning products. Gloves can be worn for 5 work shifts.
- **Discard** gloves after 5 shifts and take a new pair.
- Carry an extra pair of gloves at all times in case of damage.



- Wear earmuffs when operating the floor waxer or the leaf blower.
- Wear ear plugs when operating any other machines.
- Throw away ear plugs after one shift and take new ones each day.

All PPE is located in Room 165. When you take new PPE:

- throw away your old PPE properly in a trash can
- write your name and items you take on the inventory
- lock the door

If you cannot find what you need in Room 165, call Sarah at 555-444-3333.

Note: PPE is free for all employees.

QUESTIONS? EMAIL SAMIR AT ppequestions@smiley.ca



CLB 4 Reading Assessment: PPE at Work

Name: _____ Date: _____

TASK	Reading a work bulletin about PPE
COMPETENCY	Getting Things Done
CRITERIA FOR SUCCESS	Not Yet: 0-6 Almost There: 7-9 Successful: 10-14
INSTRUCTIONS	Read the text and answer the questions. Choose one answer only for multiple choice questions.

1. What is the purpose of this text? (2 points)
 - a. To sell PPE to the reader
 - b. To show the reader that PPE is safe
 - c. To tell the reader which PPE to use
2. Who is this text for (the audience)? (2 points)
 - a. Customers of Smiley Cleaning Company
 - b. Workers at Smiley Cleaning Company
 - c. Students taking a course about PPE
3. When do the new rules on the bulletin start? (1 point)
 - a. Right now
 - b. October 14
 - c. November 1st
4. When do workers have to follow the rules about PPE on the bulletin? (1 point)
 - a. when they want to
 - b. when they are cleaning or doing maintenance
 - c. when operating the leaf blower or floor waxer
5. Who can employees contact if they don't understand some of the information on the bulletin? (1 point)
 - a. Smiley
 - b. Sarah
 - c. Samir

6. **Circle** TRUE or FALSE based on the information in the bulletin. (7 points)

a. Staff should throw away gloves after 5 shifts. True False

b. Staff must wear ear plugs when they use the leaf blower. True False

c. Staff must have extra gloves with them while working. True False

d. Staff has to wear the same PPE for all machines, including the leaf blower and floor waxer.

True False

e. If you go to Room 165, someone will throw away your old PPE. True False

f. If there are no new gloves in Room 165, you should call Samir. True False

g. Staff will not have to pay for PPE. True False

Score: /14

Did you achieve CLB 4 on this task?

Not Yet

Yes

Answer Key: CLB 4 Reading PPE at Work

1. c
2. b
3. c
4. b
5. c
6. a:T; b:F; c:T; d:F; e:F; f:F; g: T.

CLB 4 Writing Assessment Task

TASK	Writing an email to a manager expressing concerns and requesting access to PPE.
COMPETENCY	CLB 4: Getting Things Done Write simple business or service messages
CRITERIA FOR SUCCESS	Students must achieve “yes” on the Holistic Criteria and 4/5 of Analytic Criteria to achieve CLB 4 on the task.
INSTRUCTIONS	<p>1. Students write an email to a manager expressing their concern about a safety issue and requesting PPE for the workplace. Instructors can choose to ask the students to do one of the following:</p> <ul style="list-style-type: none"> • handwrite the email in the blank email template provided here <i>or</i> • send them an email directly <i>or</i> • write the email in a Google document and share it with the instructor <i>or</i> • write the email in the Google Form Assessment (link found below) <p>2. After the student completes the assessment task, the instructor fills out the online assessment rubric (link found below). The instructor can share the results by saving it as a Google Doc or PDF and sending it to the student.</p>
ONLINE ASSESSMENTS 	<p>Google Form Assessment: View Make a copy</p> <p>Google Form Rubric: View Make a copy</p>



CLB 4 Writing Assessment: Writing an Email Requesting PPE

Name: _____ Date: _____

TASK	Writing an Email Requesting PPE
COMPETENCY	Getting Things Done
CRITERIA FOR SUCCESS	“Yes” on Holistic Criteria and 4/5 of Analytic Criteria
INSTRUCTIONS	<p>You work at Greg’s Shop. Your manager’s name is Shari. You sometimes have to use strong chemicals to do your job. The chemicals give you a headache and make you feel sick. The chemicals also hurt your skin.</p> <p>You want:</p> <ul style="list-style-type: none"> • PPE to protect you from the chemicals (for example: gloves, masks) • Your manager to give you PPE <p>Write an email to your manager. Tell your manager what you want and why. Be sure to use polite language and give your manager enough information.</p>

Holistic Criteria	Not Yet	Yes
The reader can understand the email		
Followed instructions		
Analytic Criteria	Not Yet	Yes
Necessary parts of email included (address, greeting, subject, closing)		
Request vocabulary was used		
Vocabulary used is polite and respectful		
Mostly accurate grammar		
Enough detail included		

You did this well:	Next time, try:
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Did you achieve CLB 4 on this task?

Not Yet

Yes

CLB 5 Assessment Tasks

- In this section, you will find CLB 5 Assessment Tasks for:
 - Listening
 - Speaking
 - Reading
 - Writing

CLB 5 Listening Assessment Task

TASK	Listening to a manager speak about PPE at work and answering questions.
COMPETENCY	CLB 5: Getting Things Done Understand the gist and some details in moderately complex communication intended to influence or persuade in everyday personally relevant situations.
CRITERIA FOR SUCCESS	Students must get 14/20 or higher to achieve CLB 5 on this task.
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Students click on an audio file to listen to a manager speaking in a meeting at work. The audio is 3:20 minutes long. 2. Students answer comprehension questions in the Google Form. 3. Students can listen to the audio 2 times and take notes.
ONLINE ASSESSMENTS 	Google Form Assessment: View Make a copy Audio File Click HERE for the audio file. *Note: this audio file is already embedded into the Online Assessment.

Listening Transcript: CLB 5 PPE at Work

Good morning everyone! Thanks for coming today. I apologize for the last-minute notice for the meeting, but we have some changes that are important to share immediately. First of all, I want to thank you all for your continued care in following safety protocol here at GEM Construction. We had an inspection last month and **passed with flying colors**. The inspector said we are doing an excellent job of following all new government safety rules and all employees knew how to wear PPE correctly. So, congratulations everyone on the great work. I know you will continue to do the same with the new standards I share with you today.

Before I begin, I should point out that these changes will begin on August 15th. Everyone must follow these guidelines starting on that date. No exceptions. I will send an email to remind everyone after this meeting and again on August 12th.

So, the first big change is that we are now required to wear hard hats at all times on site. This means once you leave your car or enter the site from 49th street, the hard hat must be on your head. Not in your hand or in your bag. We will be very strict on this rule because it is easy to forget to put it on and this is dangerous. Let me share a story with you. A few weeks ago, one of our workers forgot his hard hat in the car. He walked across site anyway, and some debris came flying off a tower and missed his head by a couple inches. Now he will never forget. **Once bitten, twice shy**. Be smart everyone!

The second change I want to tell you about is the type of gloves we want all employees to wear. In the past, there were no rules about the kind of work glove you wore on site. Now all employees must wear a RB45 work glove with reinforced fingers and palm. These gloves are the best protection we found in the marketplace. Every employee will receive \$100 on their next cheque to pay for these gloves.

The last adjustment we will make in PPE is that we are getting new safety harnesses. They are called the LifeLine and they are amazing. The company ordered 40 of these harnesses. Because it is very important that harnesses are used correctly, we will have a training session to learn to use them on August 10th from 9 - 12. All staff that use harnesses on the job must attend. There will be lunch served afterwards.

Well, if no one has any questions I think I'll wrap things up. I can take questions now, or if you think of something later just shoot me an email. Take it easy everyone and see you at the harness training.



CLB 5 Listening Assessment: PPE at Work

Name: _____ Date: _____

TASK	Listening to a talk about PPE at work
COMPETENCY	Getting Things Done
CRITERIA FOR SUCCESS	Not Yet: 0-6 Almost There: 7-9 Successful: 10-14
INSTRUCTIONS	Listen to the talk and answer the questions. Choose only one answer for the multiple-choice questions.

1. Who is talking in the audio? (2 points)
 - a. A salesperson
 - b. A GEM Construction manager
 - c. A teacher in a construction course
 - d. A government inspector

2. Who is this talk for (the audience)? (2 points)
 - a. People who sell Personal Protective equipment
 - b. People who want to apply for a job at GEM Construction
 - c. People who work for GEM Construction

3. What is the first change the speaker talks about? (1 point)

4. How much money will each employee receive to pay for new gloves? (1 point)

5. When will the training session about LifeLine harnesses be? (1 point)

6. What will happen after the LifeLine training session? (1 point)

7. Circle whether each sentence is TRUE or FALSE according to the information you heard in the meeting: (8 points)
 - a. GEM construction had an inspection last week. True False
 - b. The changes will start on August 15th. True False
 - c. You can walk on site with your hard hat in your hand or bag. True False
 - d. There were many rules about the kind of gloves in the past. True False
 - e. Employees will receive cash to pay for the gloves. True False
 - f. All employees who wear harnesses at work must attend the training session. True False
 - g. You cannot send the speaker an email question later. True False
 - h. The speaker will be at the harness training session. True False

8. The speaker says: "Now he will never forget. Once bitten, twice shy." What do you think the meaning of ONCE BITTEN, TWICE SHY is? (1 point)

- a. Wearing a hard hat hurts
- b. If a dog bites you twice, you will never make friends
- c. After something bad happens to you, you will be more careful about it later

9. Why does the speaker share the story of a worker who forgot his hard hat in the car? (1 point)

- a. Because it is funny
- b. To show the listener they will get fired if they don't follow rules
- c. To show why it's important to wear a hard hat
- d. Because it is exciting

10. What is the difference between the information on gloves and harnesses? (1 point)

- a. All workers must wear gloves: only some workers need to wear harnesses.
- b. All workers must wear harnesses: only some workers need to wear gloves.
- c. There is no difference: all workers must wear harnesses and gloves all the time.

11. What do workers of GEM construction know after this talk? (1 point)

- a. how to buy good PPE
- b. which PPE they have to wear at work
- c. ideas for PPE they can follow if they wish

Score: /20

Did you achieve CLB 5 on this task?

- Not Yet
- Yes

Answer Key: Listening CLB 5 PPE At Work

1. b
2. c
3. Workers wear hard hats at all times
4. \$100
5. August 10th
6. Lunch
7. a: F; b: T; c: F; d: F; e: F; f: T; g: F; h: T
8. c
9. c
10. a
11. b

CLB 5 Speaking Assessment Task

TASK	Sharing information with a colleague about PPE at work in a role play.
COMPETENCY	<p>CLB 5: Getting Things Done Give and respond to informal requests, permission, suggestions and advice.</p> <p>CLB 5: Sharing Information Ask for and give information related to routine daily activities in one-on-one interactions.</p>
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria and 5/7 of the Analytic criteria to achieve CLB 5 on this task.
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Instructor assigns Role Play Card A or Role Play Card B to student. The student has a few minutes to read the card and check the dictionary for any unknown words. 2. Student carries out a role play of about 3-5 minutes in which they share the information on the Role Play Card with another student or the instructor. Instructor may take notes or record the role play. 3. Instructor fills out the online assessment rubric (link found below). Once complete, the instructor can share the results by saving it as a Google Doc or PDF and sending it to the student.
<p>ONLINE ASSESSMENTS</p> 	<p>Google Form Assessment: View Make a Copy</p> <p>The Role Play cards are inserted into the Google form, but you can also find them on page 37 of this module plan.</p>



CLB 5 Speaking Assessment: PPE at Work

Name: _____ Date: _____

TASK	Sharing information with a co-worker about PPE
COMPETENCY	Getting Things Done & Sharing Information
CRITERIA FOR SUCCESS	Yes on Holistic Criteria and 5/7 of Analytic Criteria
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Your teacher will tell you if you will use Role Play Card A or Card B. 2. You will have a few minutes to read the card and check the dictionary for any unknown words. 3. You will carry out a role play of about 3-5 minutes. You will share the information on the Role Play Card with another student or the teacher.

Holistic Criteria	Not Yet	Yes
You completed the requirements of the task.		
Analytic Criteria	Not Yet	Yes
You spoke at a good speed and volume.		
Your fluency was adequate.		
You gave reasons and details while speaking.		
You spoke clearly with mostly accurate pronunciation.		
You used some accurate modals.		
You used mostly accurate vocabulary about PPE.		
You opened, maintained and closed the conversation.		

You did this well:	Next time, try:

Did you achieve CLB 5 on this task?

- Not Yet
 Yes

CLB 5 Speaking Assessment Task: PPE at Work Role Play

ROLE PLAY CARD A

Task Instructions: You work in a factory and had a meeting at work yesterday. Your coworker was not at the meeting. In a role play, tell your coworker what you learned. Also, explain your feelings about the information and the reason you feel that way.



You learned this information at the meeting:



1. Staff **must** wear FG31 work gloves. There are three sizes: small, medium and large.
2. Gloves will be free from company. 2 pairs for each employee.
3. Staff **must** also wear steel-toed boots. Employees must buy boots. You can buy them at Bob's Work Supplies.
4. Staff **must** take a free on-line course about PPE. They must take it at home before October 1st. They will have a test on October 6th at work.
5. If you **don't** wear boots or gloves: the manager will invite you to a meeting to ask you why.

ROLE PLAY CARD B

Task Instructions: You work in a warehouse and had a meeting at work yesterday. Your coworker was not at the meeting. In a role play, tell your coworker what you learned. Also, explain your feelings about the information and why you feel that way.



You learned this information at the meeting:



1. Staff **must** wear VX123 medical face masks. There are two sizes: medium and large.
2. Face masks will be free from company. 10 masks per week.
3. Staff **must** also wear hi-visibility vests. Staff must pay \$20 for a vest. Please pay your manager before Friday.
4. Staff **must** take a free class after work on Friday, October 10 about PPE. Staff will be paid for the class. There will be a test at the end of class.
5. If you **don't** wear masks or vests: you will get a phone call from the manager to ask you why.

CLB 5 Reading Assessment Task

TASK	Reading a work bulletin about PPE and answering questions.
COMPETENCY	CLB 5: Getting Things Done Get information from simple to moderately complex business or service texts. identify key information and find specific details.
CRITERIA FOR SUCCESS	Students must get 10/14 or higher to achieve CLB 5 on this task.
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Students read a workplace bulletin with information about PPE required. 2. Students answer comprehension questions in the Google Form.
ONLINE ASSESSMENTS 	Google Form Assessment: View Make a Copy



Smiley Cleaning Company Safety Bulletin

Attention: All Smiley Cleaning Staff
Date: October 14, 2020

We have new safety protocols that staff must follow while cleaning or doing maintenance. Beginning on November 1st, employees must:

- Wear X23 gloves when using all cleaning products. Gloves can be worn for 5 work shifts.
- **Discard** gloves after 5 shifts and take a new pair.
- Carry an extra pair of gloves at all times in case of damage.



- Wear earmuffs when operating the floor waxer or the leaf blower.
 - Wear ear plugs when operating any other machines.
 - Throw away ear plugs after one shift and take new ones each day.
- Wear a QH4 mask (white, not blue) when using these cleaning products:
 - ❖ Shine-0-Blast
 - ❖ Sparkle-Maker
 - Make sure the mask fits well but not too tightly.

All PPE is located in Room 165. When you take new PPE, please:

- dispose of your old PPE properly in a trash can
- leave the shelves tidy
- jot your full name and the number of items you take on the Inventory List
- lock the door

If you cannot find what you need in Room 165, call Sarah at 555-444-3333.

Note: PPE is free of charge. No costs will be deducted from your salary.

ANY QUESTIONS? EMAIL SAMIR AT ppequestions@smiley.ca



CLB 5 Reading Assessment: PPE at Work

Name: _____ Date: _____

TASK	Reading a work bulletin about PPE
COMPETENCY	Getting Things Done
CRITERIA FOR SUCCESS	Not Yet: 0-6 Almost There: 7-9 Successful: 10-14
INSTRUCTIONS	Read the text and answer the questions. Choose one answer only for multiple choice questions.

1. What is the purpose of this text? (2 points)
 - a. To sell PPE to the reader
 - b. To convince the reader that PPE is safe
 - c. To tell the reader which PPE to use at work
2. Who is this text for (the audience)? (2 points)
 - a. Customers of Smiley Cleaning Company
 - b. Employees of Smiley Cleaning Company
 - c. Students taking a course about PPE
3. What is the style of this text? (1 point)
 - a. Friendly
 - b. Formal
4. When do the new rules on the bulletin start? (1 point)
5. Why should employees always carry an extra pair of gloves? (1 point)
6. Who do employees contact if they can't understand some of the information on the bulletin? (1 point)
7. When does a staff member have to wear earmuffs? (1 point)
8. When should staff wear a QH4 mask? (1 point)

9. The bulletin says you must "discard gloves after 5 shifts". What do you think "discard" means? (1 point)

- a. Keep
- b. Throw away
- c. Buy

10. The bulletin says, "jot your full name and the number of items you take on the Inventory List." What do you think "jot" means? (1 point)

- a. Run
- b. Say
- c. Write
- d. Remember

11. If we compare the floor waxer and leaf blower to other machines, we can guess that: (1 point)

- a. The floor waxer and leaf blower make louder noise than the other machines
- b. The other machines make louder noise than the floor waxer and leaf blower
- c. The floor waxer, leaf blower and other machines are very quiet

12. If you work at Smiley Cleaning Company, you: (1 point)

- a. can choose which PPE you want to wear
- b. must follow the rules on the bulletin
- c. must buy your own PPE
- d. have to call Sarah every day for PPE

Score: /14

Did you achieve CLB 5 on this task?

- Not Yet
- Yes

Answer Key CLB 5 Reading Assessment: PPE at Work

1. c
2. b
3. b
4. November 1st
5. In case of damage (of other gloves)
6. Samir
7. When operating the floor waxer or leaf blower.
8. When they use the cleaning products Shine-O-Blast or Sparkle-Maker
9. b
10. c
11. a
12. b

CLB 5 Writing Assessment Task

TASK	Writing an email to a manager expressing concerns and requesting access to PPE.
COMPETENCY	CLB 5: Getting Things Done Write short business or service correspondence for routine personal needs.
CRITERIA FOR SUCCESS	Students must achieve “yes” on both Holistic Criteria and 5/6 on the Analytic Criteria to achieve CLB 5 on the task.
INSTRUCTIONS	<p>1. Students write an email to a manager expressing their concern about a safety issue and requesting PPE for the workplace. Instructors can choose to ask the students to do one of the following:</p> <ul style="list-style-type: none"> • handwrite the email in the blank email template provided here <i>or</i> • send them an email directly <i>or</i> • write the email in a Google document and share it with the instructor <i>or</i> • write the email in the Google Form Assessment (link found below) <p>2. After the student completes the assessment task, the instructor fills out the online assessment rubric (link found below). The instructor can share the results by saving it as a Google Doc or PDF and sending it to the student.</p>
ONLINE ASSESSMENTS 	<p>Google Form Assessment: View Make a copy</p> <p>Google Form Rubric: View Make a copy</p>



CLB 5 Writing Assessment: Writing an Email Requesting PPE

Name: _____ Date: _____

TASK	Writing an Email Requesting PPE
COMPETENCY	Getting Things Done
CRITERIA FOR SUCCESS	“Yes” on Holistic Criteria and 5/6 Analytic Criteria
INSTRUCTIONS	<p>You work at Greg’s Shop. Your manager’s name is Shari. You sometimes have to use strong chemicals to do your job. The chemicals give you a headache, make you feel sick and hurt your skin. You also need to use a machine that is very loud and your ears hurt. You think these things are unsafe.</p> <p>You want:</p> <ul style="list-style-type: none"> • PPE to protect you from the chemicals and the noise from the machine • Your manager to give you PPE <p>Write an email to your manager. Tell your manager: how you feel, what you want, and why. Be sure to use polite language and give your manager enough information.</p>

Holistic Criteria	Not Yet	Yes
The reader can understand the email		
Followed instructions		
Analytic Criteria	Not Yet	Yes
Necessary parts of email included (address, greeting, subject, closing)		
Request vocabulary was used		
Vocabulary used is polite and respectful		
Mostly accurate grammar		
Enough detail included		
Concern was expressed		

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

Did you achieve CLB 5 on this task?

Not Yet

Yes

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