

Pharmacy

Topic Development Ideas

Classes might want to learn more about...

- abuse of medications and drug plans
- considerations when taking medication (e.g., special instructions, side effects, interactions)
- dispensing fees
- English and French labeling on packages
- generic and brand name drugs
- insurance coverage
- naturopathic medicines and treatments
- Ontario Drug Benefit Program
- prescription and non-prescription or over-the-counter drugs
- products other than medicines available in pharmacies (e.g., cosmetics and household products)
- role of the pharmacist
- safe storage of medications
- traditional medicines and treatments from other countries

Strategies for Learners

Learners find it useful to...

- ask for clarification or repetition of instructions for taking and using medication
- ask for printout of information about medication
- ask pharmacist to write down information and get translation or use a dictionary to aid understanding
- borrow videos from pharmacies about medical problems
- take medication to drugstore to check with pharmacist about the advisability of taking it with other drugs
- write out, rehearse common questions for pharmacists (e.g., *Is this okay for children?*)

Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation Book, Book Two*: Unit 6, “Health Care”
- 📖 *Canadian Concepts 2, Second Edition*: Unit 7, “The Body and Health”
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 6, “Health Care”
- 📄 flyers from pharmacies, medication labels
- 👂 *CLB Listening/Speaking Resource*: Stage II, Health dialogue 12
- 🌐 ELLIS – Intro – Health Concerns
- 🌐 Health Canada Online: <http://www.hc-sc.gc.ca/english>
- 🌐 Settlement.org: <http://www.settlement.org> (Health, Medication and Health Insurance/OHIP)
- 🔑 **pharmacy, medication**

Topic Outcomes (CLB 3, 4)

Possible outcomes for this topic:

- 👂 ask for assistance from pharmacist
- 👂 give a brief description of a medical condition
- 👂 talk about health and feelings
- 👂 follow two- to five-step instructions for medication, presented in order, relating to amounts, order, frequency, and duration from the pharmacist
- 👂 identify expressions used to ask for and accept assistance, advise of danger
- 👂 understand factual details and some implied meanings in a commercial for a pharmaceutical product
- 📖 follow instructions of up to five steps for medication or treatment
- 📖 get information from a simple, explicit, one- to two-paragraph text
- ✍ write instructions for giving medication in a three- to five-sentence note
- ✍ describe how to treat a condition in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- vocabulary to describe medical conditions and symptoms (*fever, pain, nausea, vomiting, diarrhea, swollen, aching, muscles, ankle, knee, throw up, feel sick*)
- vocabulary for the use of medication (*swallow, rub, external, internal*)
- expressions for treatments (*take one to two tablets, apply to affected area, rinse and spit, until finished*)
- adverbs: time, frequency, duration
- imperatives
- modals: requests, advice (*can, could, should, shouldn't*)
- questions: yes/no, wh-, tag
- pronunciation: linking non-productive consonants to vowels (*Rub leg with lotion, Put cream on your arm*)

Sample Tasks

1. Role-play describing a simple medical condition (e.g., a cold, a headache) to a pharmacist and asking for a medication. Partner uses a list or drugstore flyer to suggest appropriate medication for treatment.
 - 📖 **Experienced:** Use the Windows Sound Recorder. Work with a partner to write and record a pharmacy dialogue, as in Language Task 1. Play back the dialogue for the class.

Skills: (Windows Sound Recorder) Controls, Save, Peripherals (Microphone, Speakers, Headset)
2. Watch a commercial about a medication and answer true/false questions.
3. Read labels with dosage for children and adults of various over-the-counter drugs. Complete a chart with the required information.
 - 📖 **Novice:** Create three columns with the headings: Medicine, Directions, Special Instructions. Insert information from Language Task 3.

Skills: Format Columns, Insert Break (Column Break)
4. Describe a traditional treatment from own country.

Shopping

Topic Development Ideas

Classes might want to learn more about...

- bargaining practices (e.g., negotiating at garage sales but not in clothing stores)
- delivery and installation
- garage sales and second-hand stores
- Goods and Services and Provincial Sales Taxes
- information on clothing tags regarding cleaning and fibre content
- methods of payment (e.g., cash, credit, cheque, and bank debit)
- product labelling in English and French
- return/exchange policies
- reward programs (e.g., Air Miles)
- sizes (e.g., European vs. North American; men's, women's, and children's)
- store hours
- TV, catalogue, and Internet shopping
- types of stores

Strategies for Learners

Learners find it useful to...

- ask for clarification and repetition when talking to a store clerk
- ask friends to suggest good places to shop
- find information about store location and hours of service in flyers and use a local map to locate stores
- listen to store telephone recordings for information about location and hours of service
- practice conversations asking for different items

Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation Book, Book Two*: Unit 7, “Consumer Information”
- 📖 *Canadian Concepts 3, Second Edition*: Unit 7, “Shopping”
- 📖 *Canadian Currents*: Unit 8, “Shopping Around”
- 📖 *Getting It Together, Book Two*: Unit 1, “Clothes Shopping”
- 📖 *LINC Classroom Activities, LINC 3*: “Shopping”
- 📖 *Ontario Reader 1999*: “Honest Ed’s”
- 📖 *Ontario Reader 2001*: “Yard sales”
- 📄 store flyers and catalogues
- 🏪 local shopping centre
- 👂 CLB Listening/Speaking Resource: Stage I, Shopping dialogues
- 🌐 ELLIS – Intro – Shopping for Food and Clothing – Lessons 4, 5, 6
- 🌐 Canada Care Labelling: <http://strategis.ic.gc.ca/SSG/cp01115e.html>
- 🌐 Government of Canada Site: <http://www.canada.gc.ca> (Canadians, Newcomers to Canada, A Newcomer's Introduction to Canada)
- 🌐 retail web sites
- 🌐 Settlement.org: <http://www.settlement.org> (Consumer Information, Shopping)
- 📍 **shopping** and city (e.g., **Toronto**), name of store (e.g., **Sears**)

Topic Outcomes (CLB 3, 4)

Possible outcomes for this topic:

- 🗣️ ask for and give permission (e.g., ask to try something on)
- 🗣️ ask for, offer, accept, or decline assistance
- 🗣️ request, accept, or reject offers, goods, or services
- 🗣️ express immediate and future needs, wants, plans
- 🗣️ express preference, satisfaction, or dissatisfaction
- 👂 identify indicators of communication problems
- 👂 understand factual details and some implied meanings in persuasive oral texts (e.g., product commercials)
- 📖 find information about a store in a telephone directory
- 📖 get information from store flyers
- ✍️ describe an object, place, or daily routine in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for colours, style, material, size, function of product
- expressions for asking for or declining assistance (*I need help, No thanks, I'm just looking*)
- expressions for accepting or rejecting goods or services (*I'll take it, I'll look around some more, It's not big enough*)
- expressions for indicating preference, satisfaction, or dissatisfaction (*It's okay, It's not bad, It's terrific, I'll think about it, Well..., I prefer*)
- adjectives: comparative, order
- adverbs of frequency
- intensifiers
- modals: permission, requests (*can, could, may*)
- questions: wh-, yes/no
- verb tenses: simple present, future with *going to*
- pronunciation: sentence stress with *can* and *can't*

Sample Tasks

1. Work in a group. Imagine you have just arrived in Canada. Look in a catalogue and choose items you will need for your new apartment, stating your preference, satisfaction, and dissatisfaction.
2. Watch a videotaped store commercial. Answer comprehension questions.
3. Compare information on the same or similar products in two flyers. Answer questions.
4. Describe your favourite store and items you like to buy there.

📖 **Novice:** Word-process Language Task 4. Insert Clip Art for items found in the store.

Skills: Keyboarding, Font, Font Style, Insert Picture (Clip Art), Print

Additional Tasks

- 🎧 **All Levels:** ELLIS – Intro – **Shopping for Food and Clothing – Lessons 4, 5, 6.** Role-play shopping for clothing.

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

Supermarket

Topic Development Ideas

Classes might want to learn more about...

- bulk buying
- coupons, discount cards, and rain checks
- home delivery
- information on packages (e.g., nutritional information and best-before date)
- lineup protocols, including express, cash only, and self-bagging
- methods of payment
- purchasing alcoholic beverages
- reduced items and specials
- returning goods or foodstuffs
- shopping safely (e.g., purses, children in carts)
- specialty shops and ethnic food markets
- store brands and no-name brands
- supermarket departments
- supermarket flyers
- units of weight and volume

Strategies for Learners

Learners find it useful to...

- ask for identification of unfamiliar grocery items
- make a grocery list in English to help learn vocabulary
- match simple information on coupons with signs on shelf
- understand and use gestures such as pointing
- use picture dictionary to learn new vocabulary related to shopping
- use pictures of items in flyers to identify sale items

Resources for Developing and Teaching Topic

- 📖 *Canadian Concepts 3, Second Edition*: Unit 5, “The Food We Eat”
- 📖 *Getting It Together, Book Two*: Unit 4, “Grocery Shopping”
- 📖 *More Picture Stories*: Unit 2, “At the Supermarket”
- 📖 *Ontario Reader 1997*: “Grocery Shopping”
- 📖 *Picture Stories*: Unit 3, “Checkout Counter”; Unit 13, “Pickles”
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 4, “Food”
- 📄 *Bok Choy, Black Beans, Bananas...: A Newcomer’s Guide to Healthy Eating*
- 📄 store flyers
- 🏪 local supermarket or outdoor market
- 🎧 ELLIS – Intro – Shopping for Food and Clothing
- 🎧 ELLIS – Middle Mastery – Measurements in the Store
- 🌟 Consumers Association of Canada: <http://www.consumer.ca> (Research and Publications Library, Educational, Shop Smart)
- 🌟 Ministry of Agriculture, Food and Rural Affairs: <http://www.gov.on.ca/OMAFRA/index.html>
- 🌟 Settlement.org: <http://www.settlement.org> (Consumer Information, Shopping)
- 📍 food marketing Ontario

Supermarket

Topic Outcomes (CLB 3, 4)

Possible outcomes for this topic:

- 🗣️ give short three- to four-step everyday instructions or directions
- 🗣️ ask for, offer, accept, or decline assistance
- 🗣️ request, accept, or reject offers, goods, or services
- 🗣️ give a brief description
- 🗣️ express immediate and future needs, wants, plans
- 🗣️ express preference, satisfaction, or dissatisfaction
- 👂 follow two- to five-step everyday directions presented in order
- 👂 understand factual details and some implied meanings in a listening text
- 📖 get information from supermarket flyers
- 📖 use a standard reference map
- ✍️ describe own food shopping habits in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for food, supermarket departments
- expressions for indicating preference, satisfaction, or dissatisfaction (*I'd like a bigger package, This is fine, I'll take it*)
- comparative adjectives
- adverbs of frequency
- imperatives
- modals for requests
- partitives
- prepositions of location
- questions: wh-, yes/no
- sequence markers
- verb tenses: present, future with *going to*
- pronunciation: linking vowels to consonants (*We need a bag of onions*)

Sample Tasks

1. Work with a partner. Find the locations of local supermarkets on a map and give directions to get to them from your school.
2. Listen to a short presentation about saving money when shopping for food. Answer true/false questions.
3. Refer to two supermarket flyers and complete a chart comparing similar products. Decide which supermarket has better prices.
📖 **Experienced:** Create and format a table and enter the information from Language Task 3. Use Formula to find the sum.
Skills: Insert Table, Format Table, Table Formula
4. Write sentences about the food you or your family usually buys.

Additional Tasks

- 🗣️ **All Levels:** ELLIS – Intro – **Shopping 1, 2, 3.** Role-play asking for items at a meat or bakery counter.
Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills