

Emergencies

Topic Development Ideas

Classes might want to learn more about...

- basic first-aid techniques
- charges for some emergency services (e.g., ambulance, fire department)
- dangers around the home and at work (e.g., poisonous substances, electrical or fire hazards)
- direct-dial emergency numbers (e.g., 911)
- emergency contact numbers for school or work
- fire-evacuation procedures
- first-aid kits
- importance of always carrying health card
- medic alert bracelets
- Telehealth Ontario 1-866-797-0000
- what constitutes an emergency

Strategies for Learners

Learners find it useful to...

- ask for service in own language
- call an English-speaking friend or family member for help
- know the names of medication being taken
- learn symbols on medicine bottles, cleaning supplies, and signs
- learn the location of hospital emergency departments and walk-in clinics in own area
- make a list of emergency phone numbers from the telephone directory and place near telephone at home
- use bilingual dictionary to understand vocabulary in flyers, signs, and labels

Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation Book, Book One*: Unit 8, “Health”
- 📖 *English Extra*: Unit 7, “This is an Emergency”
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 6, “Health”
- 🚒 fire department or ambulance station may offer a guided tour
- 🗣️ guest speaker from emergency services (ambulance, fire department, police)
- 🎧 ELLIS – Intro – Health Concerns – Lessons 3, 4
- 🌐 Settlement.org: <http://www.settlement.org> (Health, Emergency Services)
- 🔑 health emergencies

Emergencies

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- 👂 indicate comprehension problems
- 👂 request assistance in an emergency
- 👂 give basic personal information to emergency services personnel
- 👂 follow simple two- to five-word instructions, positive and negative commands
- 👂 identify expressions used to attract attention and request assistance
- 👂 identify factual details in a listening text: numbers, letters, a few keywords
- 📖 understand common emergency signs and symbols
- 📖 get information from a very basic text of up to five sentences
- ✍️ copy emergency phone numbers from the phone book

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*emergency, ambulance, accident, sick, hurt, cut, bleeding, poison, choking*)
- vocabulary for giving personal information (*name, address, intersection, phone number*)
- numbers
- expressions for attracting attention and requesting assistance (*Help, I need an ambulance, Excuse me*)
- imperatives (*Call 911, Don't move, Stay here*)
- verb *be*
- pronunciation: /æ/ (*accident, ambulance, address*) and /ey/ (*day, name, age*)

Sample Tasks

1. Role-play calling 911 to ask for help.
2. Listen to a dialogue of someone calling 911. Fill in blanks on a worksheet with the address and telephone number.
3. Match emergency vocabulary to corresponding pictures (e.g., *bleeding, accident, choking*).
4. Complete a simple table with emergency phone numbers copied from phone directory to post beside home telephone.

📖 **Novice:** Open an instructor-made file containing a table for Language Task 4 and fill in the blanks. Save, preview, and print.

Skills: Open, Keyboarding, Save As, Print Preview, Print

📖 **Experienced:** Create a table as in Language Task 4. Format the table by using the Table Toolbar to shade cells and change the line style of the cells and table borders.

Skills: Insert Table, Borders and Shading, Table Toolbar

Food & Nutrition

Topic Development Ideas

Classes might want to learn more about...

- Canada's Food Guide
- cultural differences concerning food and nutrition
- cultural differences in dining practices
- food allergies
- metric, imperial, and American measurements
- nutrition for all age groups
- nutrition labelling (e.g., fat content, caloric value)
- safe handling, storage, and preparation of food
- ways to save money while eating nutritionally
- where to buy ethnic food

Strategies for Learners

Learners find it useful to...

- bring pictures of food or labels to grocery stores when looking for items
- observe and talk to others about different dining practices and ways to prepare food
- read food labels to learn vocabulary for ingredients
- use supermarket flyers to learn about different kinds of food

Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation Book, Book One*: Unit 5, "Shopping"
- 📖 *Basic Grammar in Action*: Unit 9, "Food"
- 📖 *Canadian Concepts 1, Second Edition*: Unit 8, "How Much Is It?"
- 📖 *English Extra*: Unit 3, "Can we buy some ice cream?"
- 📖 *Foundations*: Unit 8, "Food, Supermarkets, Restaurants"
- 📖 *New Interchange Intro*: Unit 9, "Broccoli is good for you"
- 📖 *Ontario Reader 1998*: "Urban farmers"
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 4, "Food"
- 🏪 local supermarket or outdoor market
- 👩 public health nurse
- 🌐 ELLIS – Intro – Shopping for Food and Clothing; Vocabulary Review – food sections
- 🌐 Health Canada Online: <http://www.hc-sc.gc.ca>
- 🔑 food and nutrition Canada

Topic Outcomes (CLB 1)	Language Focus
<p>Possible outcomes for this topic:</p> <ul style="list-style-type: none"> 👂 give two- to three-word basic everyday instructions for preparing food 👂 give basic personal information 👂 follow simple two- to five-word instructions for preparing food 📖 use a simplified diagram or table 📖 understand common signs and symbols in the grocery store ✍ copy numbers, letters, words, short phrases from a recipe or flyer ✍ describe personal situation by filling in blanks in a short three- to five-sentence guided text 	<p>Items to help learners achieve the outcomes:</p> <ul style="list-style-type: none"> • vocabulary (<i>milk, meat, fish, bread, cereal, fruits, vegetables, cut, bake, cook, mix</i>) • numbers, including fractions • adjectives for colour, shape, and texture • imperatives • nouns: count, non-count • partitives • verbs: <i>like, be</i> • pronunciation: voiced, voiceless, and sibilant -s endings /z/ (<i>peas</i>), /s/ (<i>grapes</i>), /əz/ (<i>peaches</i>)

Sample Tasks

- Survey classmates to complete a table of their names and their favourite foods.
- Listen to verbal instructions for a very simple recipe. Complete blanks in a worksheet.
- Work with a partner and make a poster of Canada's Food Groups by pasting and labelling pictures from a supermarket flyer.
 - 📖 **Novice:** Create a table with Canada's Food Groups as column headings. Insert food words in the appropriate columns. Save, preview, and print.
 - 📖 **Experienced:** Create a table as in the Novice task. Format the table by using the Table Toolbar to shade cells and change the line style on the cell and table borders.

Skills: Open, Insert Text, Save As, Insert Table, Borders and Shading, Print Preview, Print
- Look at a simple recipe. Write a shopping list for the ingredients.

Additional Tasks

- 🎧 ELLIS – Intro – **Vocabulary Review – Meat, Dry Food, Dairy Foods, Fruit, Vegetables.** Listen to the words. Practice using the Record Controls.

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

Health Care

Topic Development Ideas

Classes might want to learn more about...

- accessing specialists
- Canada's health care system
- cultural attitudes toward medication, hospitalization, illness, birth, and death
- cultural differences in doctor-patient relations, role of hospital staff and patient families
- extended health care and dental plans provided by employers
- getting emergency medical treatment
- immunization for children
- making appointments to see a doctor or dentist
- medical expenses covered by OHIP outside Canada
- private health insurance
- services not covered by OHIP
- types of health care practitioners
- types of medical facilities and services

Strategies for Learners

Learners find it useful to...

- find a community health centre that can provide culturally sensitive care in different languages
- find a health practitioner who speaks own language
- go to community agencies or friends to get information about medical clinics
- keep doctor's phone number and local hospital number easily accessible
- use a dictionary or the assistance of a friend to fill out medical forms or understand medical terms
- use pamphlets translated into first language to access information about health care
- write out necessary information in advance of appointments

Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation Book, Book One*: Unit 8, "Health"
- 📖 *A Conversation Book 1, Revised Third Edition*: Unit 9, "Health"
- 📖 *Basic Grammar in Action*: Unit 13, "A Visit to the Doctor"
- 📖 *Canadian Concepts 2, Second Edition*: Unit 7, "The Body and Health"
- 📖 *English Extra*: Unit 8, "Somebody is sick with a cold"
- 📖 *Foundations*: Unit 11, "Health, Medicine, The Drug Store, The Doctor"
- 📖 *Going Places 1*: Unit 21, "At the Doctor"
- 📖 *Longman ESL Literacy Student Book*: Unit 9, "Health"
- 📖 *New Interchange Intro*: Unit 12, "What's the matter?"
- 📖 *Ontario Reader 1998*: "East meets west in doctor's office"
- 🌐 ELLIS – Intro – Health Concerns; Vocabulary Review – (health items)
- 🌐 Health Canada Online: <http://www.hc-sc.gc.ca>
- 🌐 Ontario Ministry of Health and Long-Term Care: <http://www.gov.on.ca/MOH>
- 🌐 Settlement.org: <http://www.settlement.org> (Health, Health Insurance/OHIP)
- 🔑 health Canada, health Ontario

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- 🗣️ use and respond to a few courtesy formulas
- 🗣️ request assistance
- 🗣️ give basic personal information
- 👂 follow simple two- to five-word positive and negative commands and requests
- 👂 identify expressions used to request assistance
- 👂 identify details in a listening text: numbers, letters, a few keywords, short expressions
- 📖 understand common signs in medical buildings
- 📖 use a simplified diagram
- ✍️ fill out a very basic five- to seven-item medical form
- ✍️ describe personal health by filling in blanks in a short three- to five-sentence guided text about self or family

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for health care (*dentist, doctor, nurse, clinic, hospital, appointment*)
- vocabulary for parts of body and medical conditions (*head, eyes, arm, hands, tooth, cold, fever, flu, cough, allergy*)
- vocabulary for expressing personal information (*name, address, phone number*)
- expressions for requesting assistance (*Can you help me? I have a problem*)
- adjectives (*sick, hot, cold, thirsty, tired*)
- imperatives
- verbs: *be, have*
- pronunciation: /k/ (*earache, cold, cough, clinic*)

Sample Tasks

1. Practice greeting and responding to classmates with health problems (e.g., *How are you? Not so good, What's the matter? I have an earache*, etc.).
2. Listen to a partner name different body parts. Identify the parts by pointing to them.
 - 📖 **Novice:** Identify body parts on a numbered diagram and word-process a corresponding numbered list. Complete the list by indicating how many of each part a person has (e.g., *head [one], ear [two], toe [ten]*).
 - Skills:** Keyboarding, Insert Bullets and Numbering, Save As, Print Preview, Print
3. Read a list of body parts and search through magazines to locate and cut out matching pictures.
4. Complete a simple medical form for self or a family member.

Additional Tasks

- 📖 **Novice:** Open an instructor-made file containing gapped sentences about medical conditions and a list of vocabulary. Cut the words and paste into the appropriate gaps (e.g., *I have an earache – My ear hurts*). Change the font of the gapped words. Preview and print.
 - Skills:** Open, Cut, Paste, Font, Save As, Print Preview, Print