

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 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
- understand symbols used on safety signs and safety regulations
- use dictionary to understand flyers, signs, and labels regarding safety issues at home and at work

Resources for Developing and Teaching Topic

- 📖 *English Extra*: Unit 7, “This is an emergency”
- 📖 *Going Places 2*: Unit 22, “What Happened to Judy?”
- 📖 *LINC Classroom Activities, LINC 2*: “Health”
- 📖 *Ontario Reader 1997*: “Five-year-old phones 911 as mother gives birth,” “Medical emergencies”
- 📖 *Ontario Reader 1999*: “High-rise fire: Do you know what to do?”
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 6, “Health”; Unit 7, “Community”
- 📄 brochures on first aid and emergencies from Canadian Red Cross, St. John’s Ambulance, local public health unit
- 🚒 fire department or ambulance station may offer guided tours
- 🗣️ guest speaker from emergency services (ambulance, fire department, police)
- 🌐 ELLIS – Intro – Health Concerns
- 🌐 Canadian Red Cross: <http://www.redcross.ca>
- 🌐 Ontario Ministry of Health and Long-Term Care, Emergency Health Services: http://www.gov.on.ca/MOH/english/program/ambul/ehs_mn.html (Questions and Answers)
- 🌐 Settlement.org: <http://www.settlement.org> (Health, Emergency Services)
- 🔍 health emergencies

Emergencies

Topic Outcomes (CLB 2)

Possible outcomes for this topic:

- give a number of common two- to seven-word daily instructions or positive and negative commands
- make and respond to simple requests
- give and respond to warnings
- give a basic description of an emergency
- follow a range of one-sentence basic instructions in an emergency situation
- identify a range of expressions in a listening text used to make and respond to requests, express warnings
- identify details in a listening text: numbers, letters, time references, places, keywords, short expressions
- get information from a very basic text of up to seven sentences
- give a basic description of an emergency by filling in the blanks in a short five- to six-sentence text or by answering five to six simple questions

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*hurt, bleeding, poison, swallow, choking, burned, chest pains, vomit, cover, blanket*)
- imperatives including negative (*be careful, watch out, wait here, don't touch the door*)
- modals and expressions for making requests (*can, I need*)
- prepositions: location, movement
- verb tenses: simple present, simple past, present continuous
- verbs: *be, have*
- pronunciation: reduction of he, him, her (*Is he breathing? Cover him with a blanket, Give her water*)

Sample Tasks

1. In pairs, practice describing an emergency situation while partner finds the correct picture in a group of photos.
2. Listen to someone describing an emergency. Answer questions about name, address, type of emergency, and time of occurrence. Tell a partner about the emergency.
3. Read a short story about an emergency situation and answer true/false questions.
4. Give a basic description of an emergency by answering questions.

📄 **Novice:** Word-process Language Task 4. Preview and print.

Skills: Keyboarding, Print Preview, Print

Additional Tasks

- **All Levels:** ELLIS – Intro – **Health Concerns – Lessons 3, 4.** Use the recorder feature to practice the dialogues.

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

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
- learn the vocabulary to describe foods
- 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"
- 📖 *Canadian Concepts 2, Second Edition*: Unit 6, "Food We Eat"
- 📖 *Ontario Reader 1997*: "Healthy eating," "Grocery shopping"
- 📖 *Ontario Reader 1998*: "Urban farmers"
- 📖 *The ESL Tool Box*: Unit 5, "Read On"
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 4, "Food"
- 📖 *The Pizza Tastes Great*: Unit 1, "Food"
- 📄 *Bok Choy, Black Beans, Bananas...: A Newcomer's Guide to Healthy Eating*
- 📄 supermarket flyers
- 🏪 local supermarket or outdoor market
- 👩‍⚕️ public health nurse
- 🌐 Dietitians of Canada: <http://www.dietitians.ca/english/index.html>
- 🌐 Health Canada, Nutrition: <http://www.hc-sc.gc.ca/hppb/nutrition>
- 🗝️ food and nutrition Canada

Food & Nutrition

Topic Outcomes (CLB 2)

Possible outcomes for this topic:

- give a number of common two- to seven-word instructions for preparing food
- give a basic description
- talk about things one enjoys
- follow simple, everyday one-sentence instructions of up to four steps for food preparation or storage
- find information in a short basic form or a simplified diagram, signs, and food labels
- give a basic description by filling in blanks in a short five- to six-sentence guided text or by answering five to six simple questions

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*food groups, balanced diet, nutrients, alternative, snack, serving, lean, steam, bake*)
- adverbs of frequency
- imperatives
- partitives
- prepositions: location, movement, duration
- questions: wh-, yes/no
- sequence markers
- verb tenses: present, present continuous
- pronunciation: rising intonation in lists (*You need eggs, milk, butter, salt, and pepper*)

Sample Tasks

1. Interview other learners to find out what they like to eat for breakfast, lunch, and dinner. Record and report results to the class.
2. Put the steps of a recipe in order according to verbal instructions.
 - **Novice:** Word-process the recipe from Language Task 2. Centre and capitalize the title, use numbering format for the instructions, and insert name and date at the bottom right of the document. Preview and print.
Skills: Keyboarding, Change Case, Insert Bullets and Numbering, Insert Date and Time, Format Paragraph (Alignment)
3. Look at a simple restaurant menu and answer questions.
4. Write about your eating habits by answering questions.

Additional Tasks

- **All Levels:** Go to a government health site with food guidelines (e.g., <http://www.hc-sc.gc.ca>; click English, Food and Nutrition, Canada's Food Guide to Healthy Eating). Look at the Food Guide and complete a worksheet about healthy eating.

Skills: Internet Basics, URL, Hyperlink, Scrolling, Controls

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 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 family doctor and local hospital numbers 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 issues
- 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"
- 📖 *Canadian Concepts 2, Second Edition*: Unit 7, "The Body and Health"
- 📖 *English Extra*: Unit 8, "Somebody is sick with a cold"
- 📖 *LINC Classroom Activities, LINC 2*: "Health"
- 📖 *Interchange 1*: Unit 12, "It really works!"
- 📖 *Ontario Reader 1998*: East meets West in doctor's office"
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 6, "Health"
- 📖 *The Pizza Tastes Great*: Unit 2, "Health"
- 🌐 ELLIS – Intro – Health Concerns
- 🌐 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 2)

Possible outcomes for this topic:

- 🗣️ make and respond to simple requests
- 🗣️ give expanded basic personal information
- 🗣️ give a basic description of a health problem
- 👂 follow one-sentence positive and negative commands and requests
- 📖 get information from a very basic text of up to seven sentences
- ✂️ copy information from a 10- to 20-item list or from five to seven sentences for personal use or to complete a task
- ✂️ give a basic description by filling in blanks in a short five- to eight-sentence guided text or by answering five to six simple questions

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*checkup, throw up, urinate, breathe, infection, diarrhea, allergic, stiff neck*)
- expressions for making requests (*Can I make an appointment, I need to see the doctor, I'd like to...*)
- imperatives, including negative
- prepositions: location, time
- verb tenses: simple past, simple present
- pronunciation: sentence stress (*I have a stomach ache*)

Sample Tasks

1. Work with a partner. Describe medical conditions illustrated on a worksheet. Your partner locates and circles the appropriate pictures.
2. Follow your partner as she or he gives commands that a doctor would give during a checkup.
 - 📄 **Novice:** Open an instructor-made file containing a scrambled dialogue between a doctor and a patient during a checkup. Cut and paste the sentences in the correct order.
 - 📄 **Experienced:** Change the dialogue by replacing the symptom words with other words listed at the bottom of the screen. Highlight the newly inserted words. Print and present the dialogue to the class.

Skills: Open, Cut, Paste, Overtyping, Find, Replace, Highlight
3. Read a text about treating the common cold. Answer true/false questions.
4. Copy information from a community business directory to complete a worksheet with information about local clinics and hospitals.

Additional Tasks

- 🌐 **All Levels:** Go to the Ministry of Health and Long-Term Care web site (e.g., <http://www.gov.on.ca/health>; click Ontario Health Insurance, OHIP Offices). Find the OHIP office nearest you and copy down the address and hours of operation.

Skills: Internet Basics, URL, Hyperlink, Scrolling