

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
- 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 a dictionary to understand flyers, signs, and labels

Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation Book, Book Two*: Unit 6, “Health Care”
- 📖 *Getting It Together, Book Two*: Unit 7, “Emergencies”
- 📖 *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 3, 4)

Possible outcomes for this topic:

- 🗣️ advise of danger
- 🗣️ ask for, offer, accept, or decline assistance
- 🗣️ give a brief description
- 👂 follow two- to five-step instructions presented in order
- 👂 understand factual details and some implied meanings in a listening text about an emergency
- 📖 get information from a simple, explicit, one- to two-paragraph text
- ✍️ describe a person, a situation, or an event in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*heart attack, injury, robbery, unconscious, fell, broke*)
- expressions of time (*half an hour ago, for five minutes, since two o'clock*)
- conjunctions
- imperatives
- modals for request
- sequence markers
- verb tenses: simple past, past continuous
- pronunciation: word stress in medical terms (*stretcher, emergency, bandage, unconscious*)

Sample Tasks

1. Look at pictures of injured people. With a partner, take turns describing what happened to them.
2. Listen to a story about an emergency situation. Put strip sentences about the story in chronological order.
 - 📄 **Novice:** Open an instructor-made file containing the story in Language Task 2, with no punctuation or capitalization. Proofread the text and insert punctuation and capitalization. Print and check with a partner.
Skills: Open, Keyboarding, Print
3. Read a short text about an emergency and answer comprehension questions.
4. Describe a picture of an emergency.

Additional Tasks

- 🎧 **All Levels:** ELLIS – Intro – **Health Concerns – Lessons 3, 4, 5.** Role-play calling 911.
Skills: Open/Close Application, Select and Navigate Through Options, Recorder Controls
- 🌐 **All Levels:** Visit the Ontario Hospital Association web site (e.g., <http://www.oha.com>; click Hospitals of Ontario, Hospitals Index). Click the area on the map of Ontario where you live. Find the hospital nearest you and copy down the information.
Skills: Internet Basics, URL, Hyperlink, Scrolling

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, labels, or recipes to grocery stores when looking for hard-to-find 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 Two*: Unit 6, "Health Care"; Unit 7, "Consumer Information"
- 📖 *Canadian Concepts 3, Second Edition*: Unit 5, "The Food We Eat"
- 📖 *Getting It Together, Book Two*: Unit 5, "Eating Out"
- 📖 *Interchange 2*: Unit 4, "I've never heard of that!"
- 📖 *LINC Classroom Activities, LINC 3*: "Instructions"
- 📖 *Ontario Reader 1997*: "Healthy eating," "Grocery shopping"
- 📖 *Ontario Reader 1998*: "Urban farmers," "Caribbean treats"
- 📖 *The Chicken Smells Good*: Unit 2, "Food and Work"
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 4, "Food"
- 📄 *Bok Choy, Black Beans, Bananas...: A Newcomer's Guide to Healthy Eating*
- 🏪 local supermarket or outdoor market
- 👩‍⚕️ public health nurse
- 🏠 Consumers' Association of Canada: <http://www.consumer.ca> (Research & Publications Library, Educational, Shop Smart)
- 🏠 Dietitians of Canada: <http://www.dietitians.ca/english/index.html>
- 🏠 Health Canada, Food and Nutrition: <http://www.hc-sc.gc.ca/hppb/nutrition>
- 🔑 food and nutrition Canada

Topic Outcomes (CLB 3, 4)

Possible outcomes for this topic:

- 🗣️ give short three- to four-step instructions
- 🗣️ give a brief description
- 🗣️ express preference, satisfaction, or dissatisfaction
- 👂 follow two- to five-step instructions presented in order
- 👂 understand factual details and some implied meanings in a persuasive oral text (e.g., a commercial)
- 📖 follow instructions of up to five steps
- 📖 get information from a simple, explicit one- to two-paragraph text about food or nutrition
- ✍️ describe an object or daily routine in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*ingredients, utensils, serving, portion, raw, vitamins, minerals, grill, fry*)
- adverbs (*lightly, slowly, quickly, gently*)
- imperatives
- phrasal verbs (*chop up, turn on, take out, turn over, turn up*)
- sequence markers
- questions: wh-, yes/no
- verb tenses: simple past, present, present perfect tense (*I have never eaten oysters*)
- pronunciation: contractions for present perfect (*I've never eaten there*)

Sample Tasks

1. Tell a classmate about traditional food from your country.
2. Listen to instructions for preparing different dishes. Check off the ingredients on a worksheet and identify those that do not belong.
3. Listen to instructions for preparing different dishes. Check off the ingredients on a worksheet and identify those that do not belong.
 - 🏠 **All Levels:** Go to Health Canada Online (<http://www.hc-sc.gc.ca>; click English, Healthy Living, Food and Nutrition, Canada's Food Guide to Healthy Eating). Open the guide in black and white PDF format. Print the guide. Compare the food guide's recommendations to what you ate this week. Determine if your diet meets the food guide's recommendations.

Skills: Internet Basics, URL, Hyperlink, Scrolling, Print
4. Write the recipe for a favourite dish.
 - 📄 **Novice:** Word-process Language Task 4. Centre the title and change to upper case. Number the instruction list. Insert date and name at bottom and align right. Print and collate recipes in a class cookbook.

Skills: Keyboarding, Change Case, Insert Bullets and Numbering, Format Paragraph (Alignment)

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 Two*: Unit 6, "Health Care"
- 📖 *Canadian Concepts 3, Second Edition*: Unit 9, "How Do You Feel?"
- 📖 *Canadian Currents*: Unit 3, "Keeping Healthy"
- 📖 *Getting It Together, Book Two*: Unit 8, "Health"
- 📖 *LINC Classroom Activities, LINC 3*: "Health"
- 📖 *Ontario Reader 1998*: East meets West in doctor's office," "Flu season"
- 📖 *The Chicken Smells Good*: Unit 3, "Aches and Pains"
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 6, "Health"
- 🌐 ELLIS – Intro – Health Concerns – Lessons 1, 2, 6
- 🌐 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 3, 4)

Possible outcomes for this topic:

- tell a story about a personal experience with health care
- express preference, satisfaction, or dissatisfaction
- talk about health and feelings
- follow two- to five-step instructions presented in order
- understand factual details and some implied meanings in a listening text
- find local health care practitioners and facilities in a community or telephone directory
- get information from a simple explicit one- to two-paragraph text
- fill out a simple 15- to 20-item form
- write five to eight sentences about a health care situation

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*checkup, throw up, urinate, breathe, infection, diarrhea, allergic, stiff neck*)
- expressions for stating preference (*I like, I don't like, I want*)
- imperatives, including negative
- modals for requests
- prepositions: location, movement
- verb tenses: simple present, simple past
- pronunciation: sentence stress (*I have a stomach ache*)

Sample Tasks

1. Tell a partner about an experience you or someone you know has had with the Ontario health care system.
 - **Experienced:** Survey classmates to find out if they prefer a male or female doctor. Create a worksheet with the headings: Prefers Male Doctor, Prefers Female Doctor, No Preference. Insert the values. Create a graph or pie chart to illustrate the information. Preview and print for display.

Skills: (Excel) Insert Labels and Values, Create and Insert Formula, Create and Edit Chart, Print Preview, Print
2. Listen to a dialogue about a health problem. Answer multiple-choice questions about the symptoms and treatment.
3. Read about the treatment of a common medical condition (e.g., sunburn) and answer questions.
4. Write about the last time you went to a hospital as a patient or a visitor.

Additional Tasks

- **All Levels:** Visit the College of Physicians and Surgeons of Ontario web site (<http://www.cpso.on.ca/default2.htm>; click on Doctor Search). Complete the form with information to find a doctor. Copy the doctor's contact information.

Skills: Internet Basics, URL, Hyperlink, Scrolling, Controls, Forms, Site-specific Search