

Fire Safety

Topic Development Ideas

Classes might want to learn more about...








- carbon monoxide detectors and smoke detectors
- direct-dial emergency service (911)
- fire codes and safety standards
- fire hazards in the home
- fire insurance
- Fire Prevention month (October)
- fire-evacuation procedures for high-rise apartments, public buildings
- first aid for minor burns
- forest fire prevention in Canada
- landlord's legal obligation to provide smoke detectors, fire exits and fire doors, fire safety notices
- penalties for false fire alarms
- ways to extinguish different types of fires

Strategies for Learners

Learners find it useful to...

- check own home for fire hazards
- keep emergency numbers next to the telephone
- visit a local fire station
- write and practice a fire-exit procedure for own apartment/house
- write down and practice phrases for reporting a fire

Resources for Developing and Teaching Topic

-  *Ontario Reader 1999*: “High-rise fire: Do you know what to do?”
-  brochures on home safety and fire safety from local fire department or public health unit
-  consumer reports on smoke detectors
-  fire station
-  fire department for a presentation on fire prevention
-  Settlement.org: <http://www.settlement.org> (Housing, Safety and Security)
-  fire safety, fire protection

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- 🗣️ give clear instructions for a moderately complex task
- 🗣️ give and respond to warnings
- 🗣️ predict consequences
- 👂 understand instructions when not presented completely in step form and sequence is inferred from the text
- 👂 understand factual details and some implied meanings in a 10- to 15- minute presentation
- 📖 follow common everyday instructions of up to 10 steps when not presented completely in order
- 📖 understand a one-page moderately complex report, interview, news item, or story
- 📝 take notes from a 10- to 15- minute oral presentation
- 📝 write a one- to two-paragraph story or report giving a detailed description

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*hazard, flammable, combustible, scorch, extinguish, smoulder, smother, evacuate, smoke, inhale, detect, detector, fire drill, crawl*)
- idioms (*a raging fire, four-alarm blaze, burn to the ground*)
- conditional sentences: real and unreal (*If you install a smoke detector, you'll feel safer; If he had checked the stove, the fire wouldn't have started*)
- logical connectors
- phrasal verbs (*burn up, burn down, put out, flare up*)
- sequence markers
- pronunciation: word stress in phrasal verbs and compound nouns (*shut out, shutout, let down, letdown*)

Sample Tasks

1. Jigsaw: Read about ways to extinguish different types of fires. Explain one method to your group.
2. Listen to a presentation on fire safety. Take notes. Prepare a quiz and give to a partner.
3. Read “In Case of Fire” signs in your classroom or centre. Conduct a practice fire drill, following the procedure on the notice.
4. Write a report about fire safety in the home.

Additional Task

- 📖 **Novice:** Open an instructor-made file with scrambled instructions for installing a smoke detector. Cut the instructions and paste them in the correct order. (See <http://alphaplus.ca/linc/topic8.htm> for a sample activity.)

Skills: Open, Select, Cut, Paste

Health Care Practitioners

Topic Development Ideas

Classes might want to learn more about...

- cultural differences in doctor-patient relationship in Canada and other countries
- finding a family doctor
- getting a “second opinion” on a diagnosis
- impact of government changes to health care practitioners
- possible consequences of not bringing health card to medical appointment
- referrals from family doctor to specialist
- traditional/alternative medicine

Strategies for Learners

Learners find it useful to...

- ask friends, classmates, relatives to recommend a family doctor or dentist
- choose a family doctor from own ethnic background if possible
- repeat, rephrase instructions and information received from health care professionals to verify understanding

Resources for Developing and Teaching Topic

- 📖 *Canadian Concepts 4, Second Edition*: Unit 6, “If You Get Hurt”
- 📖 *Canadian Concepts 5, Second Edition*: Unit 7, “Medical Practices”
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 4, “Health”
- 📄 free literature about conditions, medications, from pharmacies, doctors’ offices
- 👂 *CLB Listening/Speaking Resource*: Stage I, Health dialogues 14–18
- 🌐 Consumer Health: <http://www.consumerhealth.org>
- 🌐 Health Canada: <http://www.hc-sc.gc.ca/english>
- 🌐 Medbroadcast.com: <http://www.medbroadcast.com> (Online Resources)
- 🌐 Ontario Ministry of Health and Long-Term Care: <http://www.gov.on.ca/health/index.html>
- 🌐 Settlement.org: <http://www.settlement.org> (Health, Alternative Health)
- 👤 **medical professionals, health associations**

Health Care Practitioners

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- 🗨️ make or cancel an appointment
- 🗨️ take a phone message with five to seven details (e.g., about a doctor's appointment) and pass it on to someone else
- 🗨️ ask for and respond to recommendations and advice
- 🗨️ ask for and give detailed information related to personal needs
- 👂 understand instructions when not presented completely in step form
- 👂 understand a spoken exchange that involves suggestions, advice, a request, or a reminder
- 📖 understand a one-page moderately complex report, interview, news item, or story
- ✍️ fill out a one- to two-page moderately complex form (e.g., medical history form) with up to 40 items

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for different health care practitioners and medical fields
- common health idioms and expressions (*be under the weather, be sick as a dog, [not] be yourself, be healthy as a horse*)
- adjectives: comparative, equative
- modals for requests
- verb tenses: simple past, present perfect, present perfect continuous (*I had a fever last night, She has had a fever for three days, He has been coughing for three days*)
- pronunciation: word stress in three- and four-syllable words (e.g., medical terms)

Sample Tasks

1. Role-play making or cancelling a doctor's appointment.
 - 📄 **Novice:** Create a dialogue for Language Task 1 and word-process.
Skills: Keyboarding, Print Preview, Print
 - 📄 **Experienced:** Create callouts and insert the dialogue for Language Task 1 inside the speech bubbles.
Skills: Insert/Edit Picture (AutoShapes)
2. Listen to a dialogue of someone recommending a doctor. Record contact information and reasons for the referral.
3. Read a news story about health care in Ontario and answer questions.
4. Fill out a "first-time patient" medical history form.

Modern Diseases

Topic Development Ideas

Classes might want to learn more about...

- annual physical examinations
- community resources (support groups, hospices, home care)
- counselling resources to help cope with stress
- environmental and genetic factors affecting health
- monthly, weekly public awareness campaigns (e.g., April: Canadian Cancer Society)
- reliability of health information on the Internet
- role of diet and exercise in preventing many modern diseases and health problems
- women's health issues (e.g., breast self-examination; mammograms, Pap test)


Strategies for Learners

Learners find it useful to...

- find health information on the Internet
- get brochures in first language
- use a unilingual learner's dictionary for unfamiliar words
- watch health-related videos available from pharmacies and health associations


Resources for Developing and Teaching Topic


 *LINC Classroom Activities, LINC 4: "Health"*


 brochures on specific diseases, treatments, health care services

 associations for specific diseases (e.g., Canadian Cancer Society, Heart and Stroke Foundation, Lung Association, etc.)

 local public health unit


 videos from pharmacies


 public health nurse

 Health Canada Online: <http://www.hc-sc.gc.ca>

 Health information: <http://www.medbroadcast.com>

 Ontario by Region: <http://www.settlement.org/site/REGIONS/home.asp>

 Ontario Ministry of Health and Long-Term Care: <http://www.gov.on.ca/MOH>

 Settlement.org: <http://www.settlement.org> (Health)

 name of disease (e.g., **AIDS**)

Modern Diseases

Topic Outcomes (CLB 5, 6, 7)	Language Focus
<p>Possible outcomes for this topic:</p> <ul style="list-style-type: none"> 🗣️ ask for and respond to recommendations and advice 🗣️ make simple and extended suggestions on how to solve an immediate problem and provide reasons 🗣️ describe a moderately complex process 👂 understand factual details and some implied meanings in a 10- to 15-minute presentation 📖 understand a one-page moderately complex report, interview, news item, or story 📖 find information through tables of contents, indexes, glossaries ✂️ reduce a page of information to a list of seven to 10 points ✂️ write a one- or two-paragraph report to describe a simple process or routine, make a comparison, give a detailed description 	<p>Items to help learners achieve the outcomes:</p> <ul style="list-style-type: none"> ● vocabulary (<i>cancer, heart disease, high blood pressure, malignant, stress, AIDS, mad cow disease, flesh-eating disease</i>) ● idioms (<i>couch potato, be stressed out, be under the weather, workaholic</i>) ● adjective clauses ● gerunds and infinitives ● logical connectors: transition words, adverbial clause words ● modals: advice, necessity, degrees of certainty, advisability ● passive voice ● pronunciation: voiced, voiceless, and sibilant -s endings /z/ (<i>problems</i>), /s/ (<i>stress</i>), /əz/ (<i>diseases</i>)

Sample Tasks

1. Research a disease. Tell the class about the symptoms and describe the treatment process. Respond to any questions.
 - 📖 **Novice:** Create and show a presentation using the research from Language Task 1.

Skills: (PowerPoint) Create a New Presentation, Font, Font Alignment, Insert Bullets and Numbering, Insert ClipArt, Show a Presentation
2. Watch a video about a disease or health concern. Answer true/false questions.
3. Read an article about a health problem. Locate and identify the symptoms and treatments.
4. Write about the causes of stress in an immigrant's life and strategies to manage it.

Additional Tasks

- 📖 **Experienced:** Use WordArt to create the title: Treating Diseases. Create three columns with the headings: Disease, Symptoms, Prevention. Work with a partner to brainstorm and insert information in appropriate columns. Follow instructions to edit columns.

Skills: Insert/Edit WordArt, Insert/Edit Columns