## 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](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

- 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](http://www.consumerhealth.org)
- Medbroadcast.com: [http://www.medbroadcast.com](http://www.medbroadcast.com) (Online Resources)
- Ontario Ministry of Health and Long-Term Care: [http://www.gov.on.ca/health/index.html](http://www.gov.on.ca/health/index.html)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Health, Alternative Health)
- medical professionals, health associations
Health & Safety

Health Care Practitioners

<table>
<thead>
<tr>
<th>Topic Outcomes (CLB 5, 6, 7)</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible outcomes for this topic:</td>
<td>Items to help learners achieve the outcomes:</td>
</tr>
<tr>
<td>- make or cancel an appointment</td>
<td>• vocabulary for different health care practitioners and medical fields</td>
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<tr>
<td>- take a phone message with five to seven details (e.g., about a doctor’s appointment) and pass it on to someone else</td>
<td>• common health idioms and expressions (be under the weather, be sick as a dog, [not] be yourself, be healthy as a horse)</td>
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<tr>
<td>- ask for and respond to recommendations and advice</td>
<td>• adjectives: comparative, equative</td>
</tr>
<tr>
<td>- ask for and give detailed information related to personal needs</td>
<td>• modals for requests</td>
</tr>
<tr>
<td>- understand instructions when not presented completely in step form</td>
<td>• 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)</td>
</tr>
<tr>
<td>- understand a spoken exchange that involves suggestions, advice, a request, or a reminder</td>
<td>• pronunciation: word stress in three- and four-syllable words (e.g., medical terms)</td>
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<tr>
<td>- understand a one-page moderately complex report, interview, news item, or story</td>
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<tr>
<td>- fill out a one- to two-page moderately complex form (e.g., medical history form) with up to 40 items</td>
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</tbody>
</table>

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](http://www.hc-sc.gc.ca)
- Health information: [http://www.medbroadcast.com](http://www.medbroadcast.com)
- Ontario by Region: [http://www.settlement.org/site/REGIONS/home.asp](http://www.settlement.org/site/REGIONS/home.asp)
- Ontario Ministry of Health and Long-Term Care: [http://www.gov.on.ca/MOH](http://www.gov.on.ca/MOH)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Health)
- name of disease (e.g., AIDS)
# Modern Diseases

## Topic Outcomes (CLB 5, 6, 7)

<table>
<thead>
<tr>
<th>Possible outcomes for this topic:</th>
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<tbody>
<tr>
<td>✈️ ask for and respond to recommendations and advice</td>
</tr>
<tr>
<td>✈️ make simple and extended suggestions on how to solve an immediate problem and provide reasons</td>
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<tr>
<td>✈️ describe a moderately complex process</td>
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<tr>
<td>✈️ understand factual details and some implied meanings in a 10- to 15-minute presentation</td>
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<tr>
<td>✈️ understand a one-page moderately complex report, interview, news item, or story</td>
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<tr>
<td>✈️ find information through tables of contents, indexes, glossaries</td>
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<tr>
<td>✈️ reduce a page of information to a list of seven to 10 points</td>
</tr>
<tr>
<td>✈️ write a one- or two-paragraph report to describe a simple process or routine, make a comparison, give a detailed description</td>
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</table>

## Language Focus

<table>
<thead>
<tr>
<th>Items to help learners achieve the outcomes:</th>
</tr>
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<tbody>
<tr>
<td>✈️ vocabulary (cancer, heart disease, high blood pressure, malignant, stress, AIDS, mad cow disease, flesh-eating disease)</td>
</tr>
<tr>
<td>✈️ idioms (couch potato, be stressed out, be under the weather, workaholic)</td>
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<tr>
<td>✈️ adjective clauses</td>
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<td>✈️ gerunds and infinitives</td>
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<td>✈️ logical connectors: transition words, adverbial clause words</td>
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<td>✈️ modals: advice, necessity, degrees of certainty, advisability</td>
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<tr>
<td>✈️ passive voice</td>
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<tr>
<td>✈️ pronunciation: voiced, voiceless, and sibilant -s endings /z/ (problems), /s/ (stress), /ɒz/ (diseases)</td>
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## 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