

# Pharmacy

## Topic Development Ideas

### *Classes might want to learn more about...*

- abuse of medications and drug plans
- considerations when taking medication (e.g., special instructions, side effects, interactions)
- dispensing fees
- English and French labeling on packages
- generic and brand name drugs
- insurance coverage
- naturopathic medicines and treatments
- Ontario Drug Benefit Program
- prescription and non-prescription or over-the-counter drugs
- products other than medicines available in pharmacies (e.g., cosmetics and household products)
- role of the pharmacist
- safe storage of medications
- traditional medicines and treatments from other countries

## Strategies for Learners

### *Learners find it useful to...*

- ask for clarification or repetition of instructions for taking and using medication
- ask for printout of information about medication
- ask pharmacist to write down information and get translation or use a dictionary to aid understanding
- borrow videos from pharmacies about medical problems
- take medication to drugstore to check with pharmacist about the advisability of taking it with other drugs
- write out, rehearse common questions for pharmacists (e.g., *Is this okay for children?*)

## Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation Book, Book Two*: Unit 6, “Health Care”
- 📖 *A Conversation Book 1, Revised Third Edition*: Unit 6, “Shopping”
- 📖 *Canadian Concepts 2, Second Edition*: Unit 7, “The Body and Health”
- 📖 *Canadian Crossroads 2*: Unit 5, “Health”
- 📖 *Interchange 1*: Unit 12, “It really works!”
- 📖 *LINC Classroom Activities, LINC 3*: “Shopping”
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 6, “Health Care”
- 📄 flyers from pharmacies, medication labels
- 👂 *CLB Listening/ Speaking Resource*: Stage I, Health dialogue 18
- 🌐 ELLIS – Intro – Health Concerns – Lesson 6
- 🌐 Health Canada Online: <http://www.hc-sc.gc.ca/english>
- 🌐 Settlement.org: <http://www.settlement.org> (Health, Medication and Health Insurance/OHIP)
- 🔑 **pharmacy, medication**

## Topic Outcomes (CLB 2)

### Possible outcomes for this topic:

- make and respond to simple requests
- give a basic description of symptoms
- identify a range of expressions used to request assistance, make and respond to requests
- identify details in a listening text: numbers, letters, time references, keywords
- follow simple one-sentence instructions of up to four steps for using medication or giving treatment
- find information on signs, labels, tables
- copy information 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 six-sentence guided text or by answering five to six simple questions

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary for medical conditions and symptoms (*sore throat, headache, rash*)
- vocabulary for medications (*dose, oral, warning, pill, liquid, cream, ointment*)
- expressions for requests (*can, could, I'd like, I need*)
- expressions for treatments (*take one tablet, apply to area, rub affected area*)
- numbers and units: metric, imperial
- adverbs: time, frequency
- questions: yes/no, wh-
- *there is, there are*
- verbs: *be, have*
- pronunciation: intonation in yes/no questions (*Do you have any sunscreen?*)

## Sample Tasks

1. Role-play asking for assistance with finding products in a pharmacy. Partner has a diagram of a drugstore showing aisle numbers and products categories (e.g., first aid, skin care, baby needs).
  - **Novice:** Open an instructor-made table with column headings for the drugstore sections in Language Task 1. Use a drugstore flyer and add words under each category. Preview, print, and compare in small groups.
  - **Skills:** Open, Insert Text (in Table Cells), Print Preview, Print
2. Listen to a dialogue of a pharmacist giving instructions to a customer. Answer yes/no questions about the medication and treatment.
  - **Novice:** Open an instructor-made file containing the dialogue from Language Task 2. Highlight incorrect information and correct by using Insert or Overtyping.
  - **Skills:** Open, Highlight, Insert Text, Overtyping
3. Read instructions on prescription medication labels. Answer multiple-choice questions.
4. Describe pharmacy in own neighbourhood by filling in blanks.

## Additional Tasks

- **All Levels:** Go to Internet telephone directory (e.g., <http://www.yellowpages.sympatico.ca>). Find a local pharmacy. Copy the address and phone number.
- **Skills:** Internet Basics, URL, Hyperlink, Site-Specific Search, Controls (Drop-Down Lists)

# Shopping

## Topic Development Ideas

### *Classes might want to learn more about...*

- bargaining practices (e.g., negotiating at garage sales but not in clothing stores)
- delivery and installation
- garage sales and second-hand stores
- Goods and Services and Provincial Sales Taxes
- information on clothing tags regarding cleaning and fibre content
- methods of payment (e.g., cash, credit, cheque, and bank debit)
- product labelling in English and French
- return/exchange policies
- reward programs (e.g., Air Miles)
- sizes (e.g., European vs. North American; men's, women's, and children's)
- store hours
- TV, catalogue, and Internet shopping
- types of stores

## Strategies for Learners

### *Learners find it useful to...*

- ask for clarification and repetition when talking to a store clerk
- ask friends to suggest good places to shop
- find information about store locations and hours of service in flyers and use a local map to locate stores
- listen to store telephone recordings for information about location and hours of service
- practice conversations asking for different items

## Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation Book, Book One*: Unit 5, “Shopping”
- 📖 *Basic Grammar in Action*: Unit 7, “Money”; Unit 8, “Shopping and Recreation”
- 📖 *Canadian Concepts 2, Second Edition*: Unit 9, “Going Shopping”
- 📖 *Interchange 1*: Unit 3, “I’m just looking, thanks”
- 📖 *LINC Classroom Activities, LINC 2*: “Shopping,” “Careful Shopping”
- 📖 *Ontario Reader 1999*: “Honest Ed’s”
- 📖 *Ontario Reader 2001*: “Yard sales”
- 📖 *Side by Side 1, Second Edition*: Unit 8, “Singular/Plural, Adjectives, This/That/These/Those”
- 📖 *Side by Side 2, Second Edition*: Unit 6, “Superlatives”
- 📖 *The Pizza Tastes Great*: Unit 5, “Work and Shopping”
- 📄 store flyers and catalogues
- 🏬 local shopping centre
- 👂 *CLB Listening/Speaking Resource*: Stage I, Shopping dialogues
- 🌐 ELLIS – Intro – Shopping for Food and Clothing
- 🌐 Canada Care Labelling: <http://strategis.ic.gc.ca/SSG/cp01115e.html>
- 🌐 retail web sites
- 🌐 Settlement.org: <http://www.settlement.org> (Consumer Information, Shopping)
- 📍 shopping and city (e.g., **Toronto**), name of store (e.g., **Sears**)

Topic Outcomes (CLB 2)	Language Focus
<p><b>Possible outcomes for this topic:</b></p> <ul style="list-style-type: none"> <li>🗣️ greet familiar and unfamiliar people; use and respond to courtesy formulas</li> <li>🗣️ make and respond to simple requests</li> <li>🗣️ give a basic description (e.g., size, colour)</li> <li>🔗 identify basic courtesy formulas</li> <li>🔗 identify details: numbers, letters, time references, places, keywords, short expressions</li> <li>📖 find information in a short basic form; sign, label, table, schedule; simplified map or diagram</li> <li>✍️ 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</li> </ul>	<p><b>Items to help learners achieve the outcomes:</b></p> <ul style="list-style-type: none"> <li>● vocabulary (<i>sell, pay, buy, try on, on sale, shop, style, cheap, expensive, comfortable, fitting room</i>)</li> <li>● expressions for shopping (<i>There you go, It comes to \$5, I'm just looking</i>)</li> <li>● expressions for requests (<i>Excuse me, Can you help me?</i>)</li> <li>● adjectives</li> <li>● nouns: singular, plural, count, non-count</li> <li>● prepositions of location</li> <li>● questions: wh-, yes/no</li> <li>● verb <i>be</i></li> <li>● present continuous tense</li> <li>● pronunciation: plural endings /ɜ/ (<i>beds</i>), /s/ (<i>clocks</i>), /əʒ/ (<i>watches</i>)</li> </ul>

## Sample Tasks

1. Information gap: Ask a partner questions to find the location of items in a shopping mall. Partner refers to a shopping mall directory for the answers.
  - 📄 **Novice:** Create a table with columns for store names. Insert the names of items that can be found in each store.
  - 📄 **Experienced:** Use the Tables and Borders Toolbar and follow instructions to shade and align text in cells of the Novice Task.
 

**Skills:** Insert Table, Tables and Borders Toolbar (Borders and Shading, Cell Alignment)
2. Listen to a description of where items are located in a department store. Fill in the blanks on a worksheet.
3. Refer to clothing and shoe-size charts and complete a personal information sheet for self and a family member.
4. Describe a picture of people shopping for clothes by answering questions (e.g., *A woman is paying the cashier*).

## Additional Tasks

- 🗣️ **All Levels:** ELLIS – Intro – **Shopping for Food and Clothing – Lessons 4, 5, 6.** Role-play shopping for clothing with a partner.
 

**Skills:** Open/Close Application, Select and Navigate Through Options

# Supermarket

## Topic Development Ideas

### *Classes might want to learn more about...*

- bulk buying
- coupons, discount cards, and rain checks
- home delivery
- information on packages (e.g., nutritional information and best-before date)
- lineup protocols, including express, cash only, and self-bagging
- methods of payment
- purchasing alcoholic beverages
- reduced items and specials
- returning goods or foodstuffs
- shopping safely (e.g., purses, children in carts)
- specialty shops and ethnic food markets
- store brands and no-name brands
- supermarket departments
- supermarket flyers
- units of weight and volume

## Strategies for Learners

### *Learners find it useful to...*

- ask for identification of unfamiliar grocery items
- make a grocery list in English to help learn vocabulary
- match simple information on coupons with signs on shelf
- understand and use gestures such as pointing
- use picture dictionary to learn new vocabulary related to shopping
- use pictures of items in flyers to identify sale items

## 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”
- 📖 *LINC Classroom Activities, LINC 2*: “Shopping”
- 📖 *More Picture Stories*: Unit 2, “At the Supermarket”
- 📖 *Ontario Reader 1997*: “Grocery Shopping”
- 📖 *Picture Stories*: Unit 3, “Checkout Counter”; Unit 13, “Pickles”
- 📖 *Side by Side 2, Second Edition*: Unit 3, “Partitives, Count/Non-Count Nouns, Imperatives”
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 4, “Food”
- 📖 *The Pizza Tastes Great*: Unit 1, “Food”
- 📄 store flyers
- 🏪 local supermarket or outdoor market
- 🎧 *CLB Listening/Speaking Resource*: Stage I, Shopping dialogues
- 🎧 ELLIS – Intro – Shopping for Food and Clothing
- 🎧 Tense Buster – Elementary – Countable? Some, any
- 🌐 Ministry of Agriculture, Food and Rural Affairs: <http://www.gov.on.ca/OMAFRA/index.html>
- 🌐 Settlement.org: <http://www.settlement.org> (Consumer Information, Shopping)
- 📍 food marketing Ontario

## Topic Outcomes (CLB 2)

### Possible outcomes for this topic:

- 🗣️ indicate communication problems in a number of ways
- 🗣️ make and respond to simple requests
- 🗣️ give a basic description
- 👂 follow one-sentence instructions for finding an item in the supermarket
- 👂 identify a range of expressions used to request assistance, make and respond to requests
- 📖 find information in short basic forms, signs, labels, tables, schedules, simplified maps and diagrams (e.g., receipts, store signs, floor plans)
- ✂️ copy information from a 10- to 20-item list or from five to seven sentences for personal use or to complete tasks
- ✂️ 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 for food quantities, containers and abbreviations for weight and volume
- expression for requests (*Excuse me, Can you help me? Thanks*)
- adjectives
- articles
- nouns: count, non-count
- partitives
- prepositions of location
- quantifiers
- questions: wh-, yes/no
- *there is/there are*
- verbs: *be, have*
- simple present tense
- pronunciation: linking vowels to consonants (*carton of eggs*)

## Sample Tasks

1. Feel a vegetable or fruit concealed in a bag. Describe it using a list of adjectives. Guess what it is. Try it and describe its taste.
  - 📄 **Novice:** Open an instructor-made file containing a table listing adjectives from Language Task 1 as column headings (e.g., hard, soft, big, small, sweet, sour). Insert food words under appropriate adjectives. Preview, print, and compare with a partner.
  - 📄 **Experienced:** Apply an ascending sort to the items in each column.

**Skills:** Open, Insert Text, Sort, Print Preview, Print
2. Listen to dialogues of customers requesting assistance in a supermarket. Complete sentences on a worksheet containing the requests and responses.
3. Read a supermarket receipt and answer questions.
4. Visit a local supermarket and describe it by filling in blanks in sentences.

## Additional Tasks

- 🌐 **All Levels:** Go to an agricultural mapping site (e.g., <http://www.fmo.reach.net>, Market Finder). Click the area in Ontario where you live and find a farmers' market near you. Copy information about the location and times of operation.
 

**Skills:** Internet Basics, URL, Hyperlink