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
- 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 Crossroads 2*: Unit 5, “Health”
- *Interchange 1*: Unit 12, “It really works!”
- *LINC Classroom Activities, LINC 3*: “Shopping”
- flyers from pharmacies, medication labels
- *CLB Listening/Speaking Resource*: Stage 1, Health dialogue 18
- ELLIS – Intro – Health Concerns – Lesson 6
- Settlement.org: [http://www.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 Overtype.
   - **Skills**: Open, Highlight, Insert Text, Overtype
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”
- *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”
- *The Pizza Tastes Great:* Unit 5, “Work and Shopping”
- store flyers and catalogues
- local shopping centre
- *CLB Listening/Speaking Resource:* Stage 1, Shopping dialogues
- ELLIS – Intro – Shopping for Food and Clothing
- Canada Care Labelling: [http://strategis.ic.gc.ca/SSG/cp01115e.html](http://strategis.ic.gc.ca/SSG/cp01115e.html)
- retail web sites
- Settlement.org: [http://www.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)

**Possible outcomes for this topic:**
- greet familiar and unfamiliar people; use and respond to courtesy formulas
- make and respond to simple requests
- give a basic description (e.g., size, colour)
- identify basic courtesy formulas
- identify details: numbers, letters, time references, places, keywords, short expressions
- find information in a short basic form; sign, label, table, schedule; simplified map or diagram
- 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 (sell, pay, buy, try on, on sale, shop, style, cheap, expensive, comfortable, fitting room)
- expressions for shopping (There you go, It comes to $5, I'm just looking)
- expressions for requests (Excuse me, Can you help me?)
- adjectives
- nouns: singular, plural, count, non-count
- prepositions of location
- questions: wh-, yes/no
- verb be
- present continuous tense
- pronunciation: plural endings /s/ (beds), /es/ (clocks), /z/ (watches)

### 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**

- *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”
- *The Pizza Tastes Great*: Unit 1, “Food”
- store flyers
- local supermarket or outdoor market
- *CLB Listening/Speaking Resource*: Stage 1, Shopping dialogues
- *ELLIS – Intro – Shopping for Food and Clothing*
- *Tense Buster – Elementary – Countable? Some, any*
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Consumer Information, Shopping)
- food marketing Ontario
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

- 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