

Health & Safety ■ Health Care Practitioners

Classes might want to learn more about ...

- ① traditional/ alternative medicine
- ① finding a family doctor
- ① cultural differences in doctor-patient relationship in Canada and other countries
- ① doctor's notes to verify absence due to illness
- ① immunization for children and adults
- ① annual physical examinations for women, men and children
- ① referrals from family doctor to specialist
- ① common ailments and remedies
- ① over-the-counter and prescription medications
- ① getting a "second opinion" from health care practitioner
- ① services covered by OHIP
- ① impact of government changes to health care system
- ① possible consequences of not bringing health card to medical appointment
- ① symbols used on medication labels

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
- ◇ ask a pharmacist how to take medications
- ◇ role-play doctor-patient dialogues in class
- ◇ repeat, rephrase instructions and information received from health care professionals to verify understanding

Suggested Resources

- 📄 Free literature available from pharmacies, doctor's offices, about conditions, medications
Complete Home Medical Guide: <http://cpmcnet.columbia.edu/texts/guide/toc/all.html>
Homeopathy: <http://www.homeopathycanada.com/homeopathy/>
Health Canada: <http://www.hc-sc.gc.ca/english/>
- 🔑 **health, diseases, health associations**

Health & Safety ■ Health Care Practitioners

Topic Outcomes

By the end of this topic, learners will be able to:

- ask and answer questions about health concerns
- describe symptoms, general state of health
- make, cancel or reschedule appointments on the telephone
- make excuses, apologize for cancelling appointments
- ask for and give advice or suggestions about the best way to deal with health problems
- understand written instructions from doctor or pharmacist (how to take medication, change dressing)
- fill out simple medical history form

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for different health care practitioners (*obstetrician, dentist, orthodontist, naturopath, massage therapist, psychiatrist*)
- vocabulary for illness, symptoms and states of being (*cold, flu, diarrhea, vomit, backache, virus, rash, dizzy, depressed, nervous*)
- common health idioms and expressions (*be under the weather, be sick as a dog, (not) be yourself, be healthy as a horse*)
- simple past, present perfect, present perfect continuous (*She has had a fever for three days, I had a fever last night, He has been coughing for three days*)
- modal verbs for advice and suggestions
- imperatives
- pronunciation: word stress in 3- and 4- syllable words

Sample Language Tasks

1. Role-play making a doctor's appointment. Explain reasons for the appointment. Call to cancel or reschedule.
2. Read descriptions of patient symptoms and match patients with appropriate specialists.
3. Fill in a "first-time patient" medical history form.

Sample Computer Tasks

Computer Levels: Novice-Advanced

Computer Skills: Open/Close application, select and navigate through options, mouse skills

All levels:

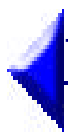
Ellis-Intro-**Health Concerns-Sections 1-2**

Tense Buster-Upper Intermediate-**Conditionals-Words! Reading** (click **Next** for additional activity)

Computer Skills: Insert text in table cells, Create /Edit Tables (Shade Cells, Column Width and Row Height)

Novice: Word-process Language Task 3.

Experienced/Advanced: Word-process Language Task 3. Follow instructions to edit table.



Health & Safety ■ Fire Safety

Classes might want to learn more about ...

- ① fire evacuation procedures for highrise apartments, public buildings
- ① direct-dial emergency service in your community (911 service)
- ① first aid for minor burns
- ① choosing a smoke detector
- ① landlord's legal obligation to provide smoke detectors, fire exits and fire doors, fire safety notices
- ① possible penalties for false alarms
- ① fire codes and safety standards
- ① forest fires in Canada
- ① ways to extinguish different type of fires
- ① insurance coverage for fire damage

Learners find it useful to ...

- ◇ write down and practise phrases for reporting a fire
- ◇ visit a local fire station
- ◇ make a habit of replacing batteries in smoke detectors when clocks change for daylight savings time
- ◇ search their homes for potential fire hazards and report findings in class
- ◇ learn about Fire Prevention Month
- ◇ keep emergency numbers next to the telephone

Suggested Resources

- 📖 *Ontario Reader 1999*: "Highrise 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
- 🗣️ Invite a local firefighter to give presentation on fire prevention
The Canadian Firefighter magazine: <http://www.annexweb.com/firefighter/>
- 🔑 **fire safety, fire protection**

Health & Safety ■ Fire Safety

Topic Outcomes

By the end of this topic, learners will be able to:

- ask for and give information on the telephone about an emergency fire situation
- describe orally and in writing fire hazards at home, school and work
- give and follow spoken instructions about extinguishing different types of fires (e.g. grease fire, electrical fire)
- give suggestions and advice about fire prevention and predict consequences
- understand written fire safety notices and follow evacuation procedures
- understand written instructions for using a fire extinguisher, installing smoke detector
- describe in writing fire hazards at home, school and work

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*hazard, flammable, combustible, scorch, extinguish, smoulder, smother, evacuate, smoke inhalation, detect, detector, fire drill*)
- phrasal verbs (*burn up, burn down, put out, flare up*)
- fire idioms and expressions (*four-alarm blaze, burn to the ground*)
- modals for advice and suggestions
- adjectives and adverbs
- sequence markers
- prepositional phrases of location
- complex sentences with *because, although, but*
- real and unreal conditional (*If you install a smoke detector, you'll feel safer; If he had checked the stove, the fire wouldn't have started.*)

Sample Language Tasks

1. Role-play calling 911 to report a fire.
2. Read "In Case of Fire" signs from classroom or other public place. Conduct a practice fire drill, following the procedure on the notice.
3. Write a paragraph explaining where to install smoke detectors in the home and why.

Sample Computer Tasks

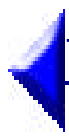
Computer Levels: All

Computer Skills: Cut & Paste

Open instructor-made file with scrambled instructions for installing a smoke detector. Use cut & paste to place instructions in the correct order.

Computer Skills: Open/Close application, select and navigate through options, mouse skills

Ellis-Master Pronunciation-Speech Acts-**Getting Things Done-Ask for Information, Offer Suggestions**



Health & Safety ■ Modern Diseases

Classes might want to learn more about ...

- ① monthly, weekly public awareness campaigns (April - Canadian Cancer Society)
- ① women's health issues (breast self-examination; mammograms, Pap test)
- ① potentially fatal food allergies
- ① role of diet and exercise in preventing many modern diseases and health problems
- ① counselling resources to help cope with stress
- ① community resources (support groups, hospices, home care)
- ① annual physicals including Pap test, prostate test
- ① environmental and genetic factors affecting health
- ① impact of government changes to health care on chronic and palliative care
- ① reliability of health information on the Internet

Learners find it useful to ...

- ◇ watch health-related videos available from some pharmacies and health associations on related topics
- ◇ get brochures in first language
- ◇ find health information on the Internet
- ◇ use a unilingual learner's dictionary for unfamiliar words
- ◇ search for definitions of unfamiliar words in text itself (e.g. locate definitions in parentheses after unfamiliar word)

Suggested Resources

- 📄 *A Look at the News* (October 1998): "Hay Fever Season"
- 🏢 Local public health unit, Canadian Cancer Society, Heart and Stroke Foundation, Lung Association etc., for brochures and videos
- 🧑‍⚕️ Public health nurse for presentations/ publications on a variety of health concerns
Health Canada: <http://www.hc-sc.gc.ca/english/>
- 🔑 name of disease (e.g. **AIDS**)

Health & Safety ■ Modern Diseases

Topic Outcomes

By the end of this topic, learners will be able to:

- give and ask for information about disease prevention
- give advice about prevention or detection of diseases
- describe lifestyle, environmental factors that contribute to twentieth century diseases
- understand short newspaper articles and news reports about modern diseases
- understand different treatment options in texts about disease
- write a brief report about preventing a common health problem

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*cancer, heart disease, high blood pressure, stress, AIDS*)
- common idioms (*couch potato, be stressed out, be under the weather, workaholic*)
- adjectives: comparatives and superlatives
- logical connectors (*therefore, because, however, in addition*)
- past and present tenses

Sample Language Tasks

1. Listen to a guest speaker's presentation about disease prevention or early detection (AIDS, heart disease). Ask about signs, symptoms and prevention.
2. Groups read different newspaper articles about the social aspects of a health concern and present findings to class.
3. Write about what causes stress in an immigrant's life and what actions can be taken to prevent or lessen it.

Sample Computer Tasks

Computer Levels: All

Computer Skills: Insert Columns, Edit Columns

Create three columns with the headings Disease/ Symptoms/ Prevention. Pairs brainstorm then insert information in appropriate column. Follow instructions to edit columns.

Computer Skills: Open/Close application, select and navigate through options, mouse skills

Ellis-Master Pronunciation-Speech Acts-**Conversing-Give and Accept Opinions**

-Getting Things Done-Ask for Information