

Level 2

Health: Going to the Dentist

Level: 2	Theme /Topic: Health: Going to the Dentist	Date: December 21, 2011
Learning Outcomes: At the end of the lesson the student will be able to: <ul style="list-style-type: none"> • describe a problem to a dentist or specialist • identify literal or specific details in a listening text related to going to the dentist • read and understand a short notice related to going to the dentist. 		
Language Focus: <ul style="list-style-type: none"> • simple past • prepositions of place 		The Basics: <ul style="list-style-type: none"> • common expressions
Materials: Computer Visuals: photos of dentist office and dental vocabulary Handouts: fill in the blanks, dialogue of conversation at dentists office, T / F, Q &A		
The Basics Pre- task: Have the learner match the courtesy expressions to responses.		
Task 1: (S) Introduce going to the dentist / dental vocabulary.		
Task 2: (L) Listen to a dialogue between a dentist and patient. <ul style="list-style-type: none"> • http://drewseslfluencylessons.com/2-advanced/dentist/esl-dentist-s-office-vocabulary-listening-activity/ 		
Task 3: (R) Read directions for keeping healthy teeth and gums.		
Task 4 : (W) Fill out a patient information form for a dentist's office.		
Experiential Outings: Visit a local hospital, identify the different departments and discuss the professionals who work in those departments.		
Reflection: How did the lesson go? Did the learner understand the lesson? Was the learner able to accomplish the outcomes? Were you able to complete everything you had planned? Any ideas for follow up?		
Homework: Using the new vocabulary, the learner can practice matching vocabulary words and definitions.		

Explanation of Tasks

Task 1: (S)

- Show the learner the picture of the man with the toothache. Ask questions. What is wrong with the man? What should he do? Talk about going to the dentist.
- Introduce the dental vocabulary, using the pictures to help you.
- Practice the vocabulary with the learner, use drill activities and memory games to help with retention.
- complete the vocabulary fill in the blanks handout.
- Assist as necessary.

Task 2: (L)

- Using the computer, have learner listen to a dialogue between a dentist and patient at the link included in the lesson plan.
- Play the recording twice.
- Discuss with the learner.
- Give the learner the questions handout. Review with the learner.
- Listen to the activity again.
- Have the learner complete the questions handout.
- Assist as necessary.
- Check the answers together.

Task 3 : (R)

- Talk about dental care. Why do you go to the dentist? Do you like going to the dentist? What should you do if you don't want to go to the dentist often?
- Tell the learner to read the handout on Healthy Teeth and Gums.
- Assist as necessary.
- Talk about the reading, point by point, checking for comprehension.
- Have the learner complete the true / false handout.
- Assist as necessary.
- Review the answers together.

Task 4: (W)

- Show the learner the form from the dentist's office.
- Explain that when you go to a doctor's or dentist's office there is paperwork to fill out and many questions to answer.
- Explain that sometimes the questions on the form are difficult but what you will practice is an easier form and the information on the form is important information to know.
- Have the learner complete the information on the form.
- Assist as necessary.
- Review with the learner, practicing orally.

PRE-TASK

Common Expressions

Match the expressions with the correct response.

- | | |
|---|--|
| 1. How can I help you? | ___ a. Nice to meet you too! |
| 2. Beautiful day, isn't it? | ___ b. It was great. How about you? |
| 3. How are you? | ___ c. See you later! |
| 4. How was your weekend? | ___ d. Thanks! I bought it at Winners. |
| 5. See you! | ___ e. I'm fine, thank you. |
| 6. It was nice to meet you. | ___ f. I have an appointment. |
| 7. Have a nice day! | ___ g. Yes, it is. |
| 8. That is a nice bag.
Where did you buy it? | ___ h. Thanks! You too! |

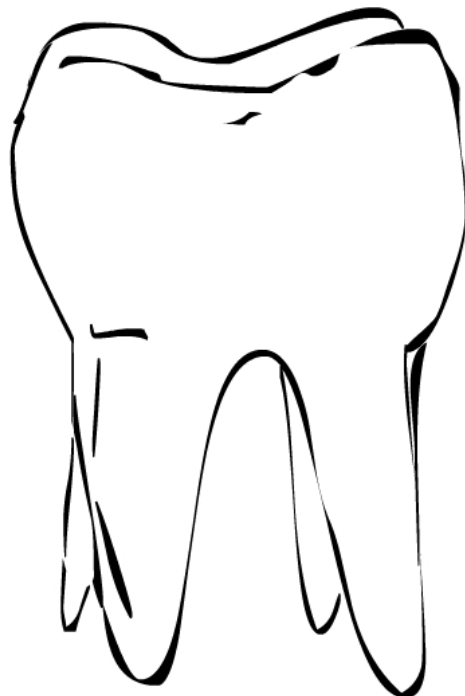
TASK 1

Look at this picture. Where is this man? What is happening? Discuss with your instructor.

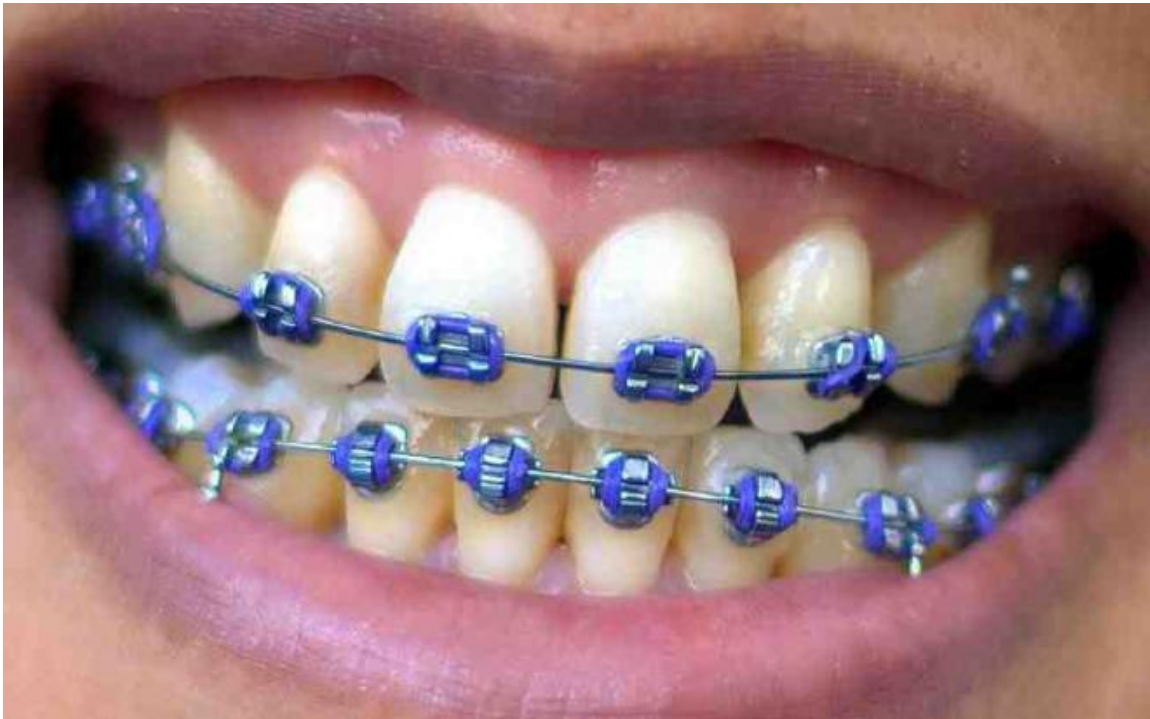


TASK 1

Look at the following pictures. Describe or name the pictures with your instructor.



TASK 1



TASK 1



TASK 1

Going to the Dentist: Vocabulary

Fill in the blanks with the vocabulary from the box below.

1. A small hole in the tooth: _____
2. He / she cleans your teeth before the dentist sees you:

3. Large tooth in the back of your mouth: _____
4. Material put in a cavity: _____
5. The wearing down of teeth that comes with time:

6. A drug used to numb the mouth before a procedure:

7. String used to clean in between teeth: _____
8. These are used to straighten the teeth: _____
9. To close your jaw tight with your teeth together is to:

10. A damaged tooth with a piece missing is a
_____ tooth.

grind your teeth		tooth decay	
cavity	chipped	dental floss	
novacaine	braces	filling	
dental hygienist		molar	

TASK 2

Listening Activity: At the Dentists' Office

Listen to the recording. Answer the yes / no questions.

1. Bill arrived at the dentist's office at 10:00 AM.
YES NO
2. The dentist was the first person to see Bill at the dentist's office.
YES NO
3. Bill liked talking to the dental hygienist.
YES NO
4. The dental hygienist cleaned Bill's teeth.
YES NO
5. Bill has tooth decay.
YES NO
6. Bill did not take pain medicine.
YES NO
7. The dentist told Bill to floss more.
YES NO
8. Bill was happy when he left the dentist's office.
YES NO

TASK 3

Read the following advice from dentists about keeping your teeth healthy.
Answer the true / false questions that follow.

6 Tips for Healthy Teeth

- 1. Brush regularly and as soon after eating as possible - even after snacking.** If possible, brush a full two minutes.
- 2. Choose a good toothpaste and keep it.** You don't need much and when the mouth fills with foam, many people will spit it out and consider themselves finished brushing. Try a paste with a good mixture of baking soda and flavoring.
- 3. Brush your tongue or use a tongue scraper.** Why do a great job on your teeth only to have them come in immediate contact with the microbes living on the surface of your tongue? As an added benefit, your breath will be MUCH better!
- 4. Floss at least once a day.** Flossing cleans and removes food where your toothbrush cannot reach.
- 5. See your dentist and dental hygienist regularly.** There are good offices and bad ones and you need to find a good hygienist as well as a dentist. Make sure your hygienist is allowed a good 45 minutes to an hour - enough time to properly work on your teeth.
- 6. Nutrition is important.** The body can take care of itself as long as conditions are right, and as everything else in the body requires good nutrition, the teeth and gums are no exception. Staying away from sugar helps, but don't forget eating carbohydrates, such as cakes, breads, chips, etc. regularly can also cause problems.

TASK 3

Answer the following true / false questions based on the previous reading.

6 Tips for Healthy Teeth

- | | |
|--|---------------|
| 1. You should brush for only 1 minute. | True False |
| 2. You should use lots of toothpaste when you brush. | T F |
| 3. You should brush your tongue. | T F |
| 4. You should floss once a week. | T F |
| 5. You should go to see your dentist regularly. | T F |
| 6. You should eat carbohydrates regularly. | T F |

TASK 4

Fill in the following patient registration form with your personal information.

YORK & BAY DENTAL OFFICE

PLEASE PRINT.

PATIENT INFORMATION **TODAY'S DATE (mm/dd/yy):** _____

Name: _____ First
Middle Initial Last

Age:_____Date of Birth (mm/dd/yy):_____Email: _____

Address: _____

City: _____ Province: _____ Postal Code: _____

Home Phone: _____ Work Phone: _____

Medical Doctor Info: Name_____Phone/Address_____

Emergency Contact (NOT living with you) Name: _____ Phone: _____

Level 2

Family: Family Relationships

Level 2	Theme /Topic Family: Family Relationships	Date December 21, 2011
Learning Outcomes: At the end of the lesson the student will be able to: <ul style="list-style-type: none"> ask and answer some basic questions about family (name, age, interests, etc.) identify specific, literal details in a dialogue about family relationships describe and create a family tree 		
Language Focus: <ul style="list-style-type: none"> present tense (1st and 3rd person) pronunciation: the letter /f/ : family, father, friend, etc. 		The Basics: <ul style="list-style-type: none"> numbers (as pertaining to age)
Materials: Visuals: photos of families, "family members" flashcards, family trees Handouts: Q & A, family tree template		
The Basics Pre-task: Give the learner a dictation of numbers from 1-100. The learner will write what you say.		
Task 1: (L) Introduce family vocabulary and relationships.		
Task 2: (S) Tell a story about a family.		
Task 3: (R) Introduce family tree and read.		
Task 4 : (W) Fill out a simple family tree about the learner's family.		
Experiential Outings: Learner chooses a community member to interview about his / her family.		
Reflection: How did the lesson go? Did the learner understand the lesson? Was the learner able to accomplish the outcomes? Were you able to complete everything you had planned? Any ideas for followup?		
Homework: Using the new vocabulary, the learner writes a few sentences about his / her family members, including names, ages and relationship to him / her.		

Explanation of Tasks

Task 1: (L)

- Show the learner the pictures of families. Ask about the pictures. Talk about who the people are in the pictures.
- Introduce the family vocabulary and relationships (mother, sister, etc.)
- Use a memory game to help with retention - lay the picture flashcards of family members on a table. Ask the learner to pick up the card that corresponds to the family member you name.
- Repeat, going faster each time.
- Have the learner give the cards back to you, saying the family member with each card.

Task 2: (S)

- Look at the pictures of families again. Make up a short story about one of the pictures. How many people are in the family? How old are they? What are their names? What do they do?
- Write the questions on a piece of paper. How many people in the family? What does the father do? What does the mother do? How many children do they have? What is the daughter's name? How old is the son?
- Practice asking and answering these questions.
- Repeat using personal information about the learner's family and, if comfortable, the instructor's family.

Task 3: (R)

- Hand out the sample family tree.
- Explain how the family tree is organized and what it symbolizes.
- Have them read the information on the family tree.
- Ask and answer questions about this information.
- Have the learners complete the yes / no handout.
- Assist as necessary.
- Check the answers together.

Task 4: (W)

- Give the learner the family tree template.
- Show the learner where to start by writing the learner's name on the template.
- Have the learner fill in the information with personal information about his / her family.
- Assist as necessary.

PRE-TASK

Dictation

Please write the numbers you hear the instructor say.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

TASK 1 and 2

Look at these pictures. Talk about these families with your instructor.

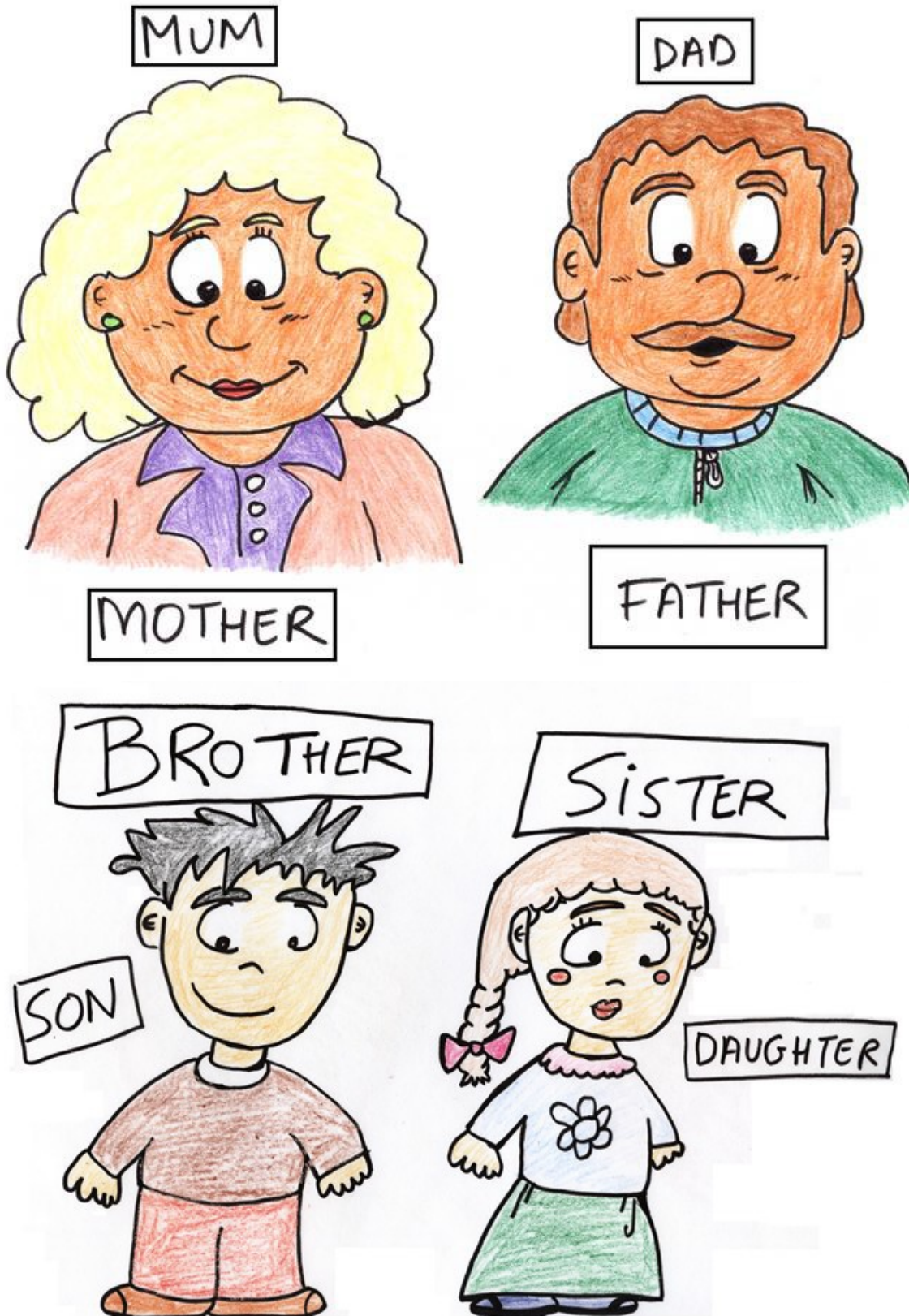


TASK 1



TASK 1

Use these pictures to practice the family vocabulary and relationships.



TASK 1



AUNT



UNCLE

GRANDFATHER



GRANDPA

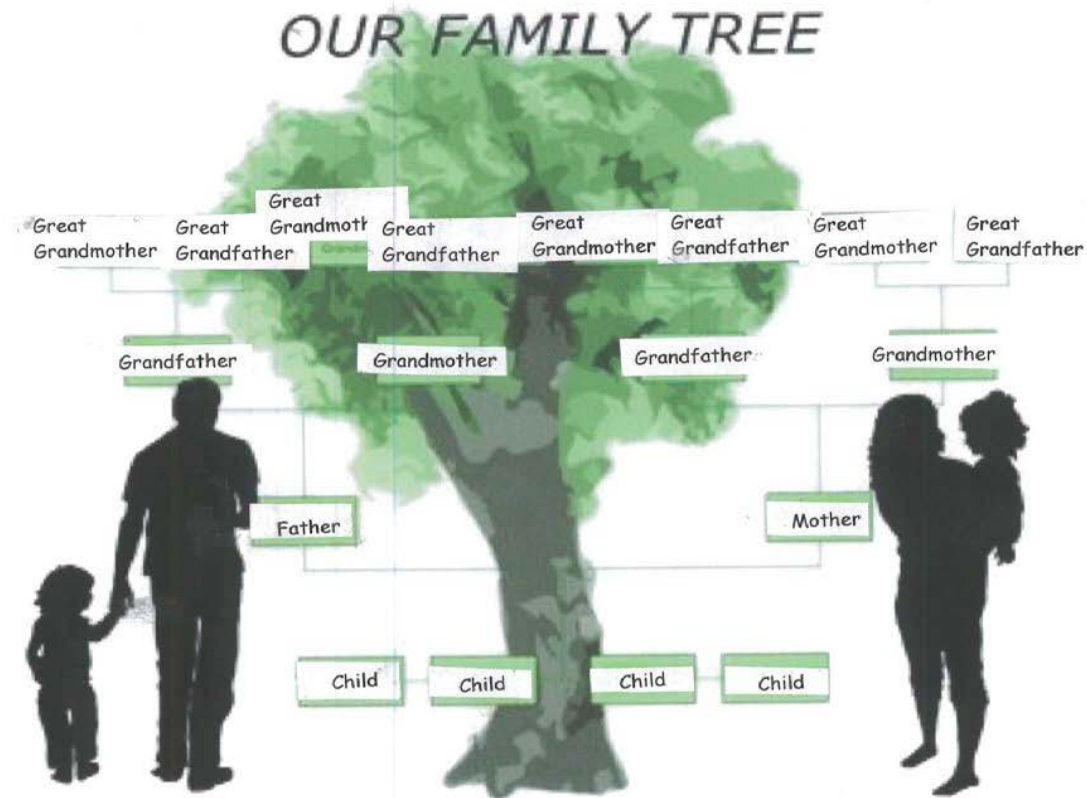
GRANDMOTHER



GRANDMA

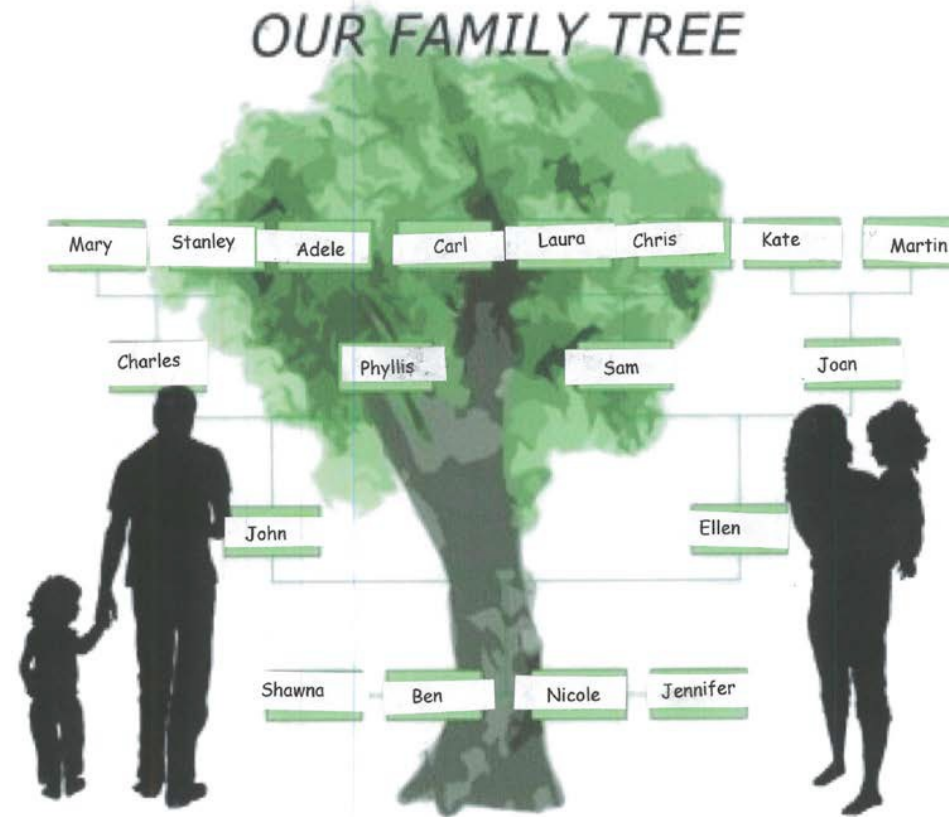
TASK 3

Look at the family tree. Talk about how a family tree is made and how the relationships are represented with your instructor.



TASK 3

Look at this family tree representing a “true” family. Answer the questions that follow.



TASK 3

Answer the questions about the previous family tree.

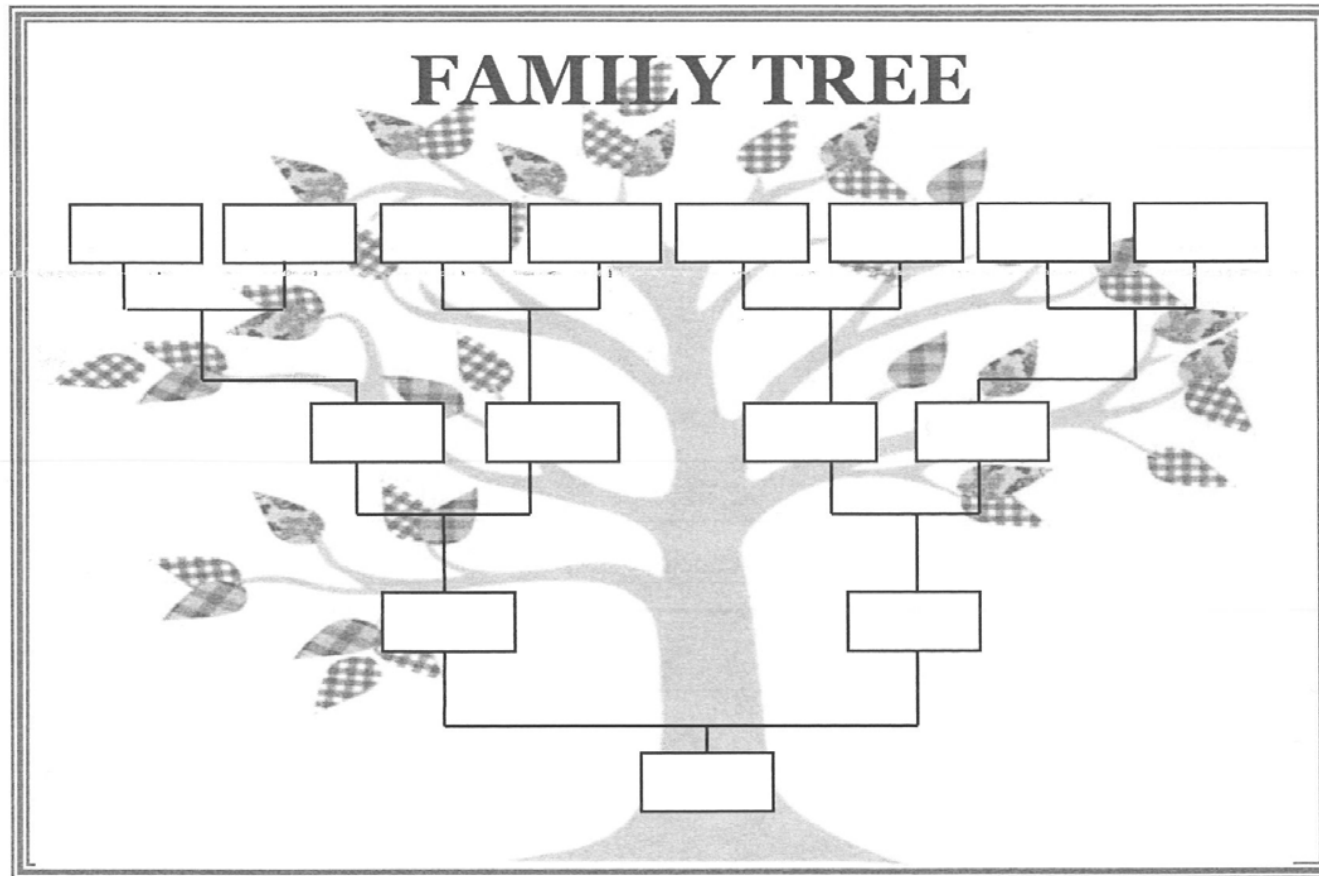
Our Family Tree

1. Who is Ellen's husband? _____
2. Who is Adele's husband? _____
3. Who is Martin's wife? _____
4. Who is Jennifer's grandmother?

5. Who is Shawna's brother? _____
6. Who is Phyllis' mother? _____
7. Who is Sam's father? _____
8. Who is Nicole's sister? _____
9. Who is Ben's grandfather? _____

TASK 4

Fill in the family tree with your personal information.



Level 2

Canada: Government

Level	Theme /Topic	Date
2	Canada: Government	December 21, 2011
Learning Outcomes: At the end of the lesson the student will be able to: <ul style="list-style-type: none"> • give a basic description of the three levels of government in Canada and their responsibilities • identify specific, literal details, number, etc. in a listening text related to government • understand a basic diagram / table with information about government 		
Language Focus: <ul style="list-style-type: none"> • present tense • government vocabulary • government services vocabulary 		The Basics: None for this lesson
Materials: Visuals: photos of government officials Handouts: filling in a chart, Q & A, writing a paragraph		
Task 1: (R) Read on how the government works. Task 2: (L) Listen to responsibilities of government. Task 3: (S) Answer questions about government. Task 4 : (W) Write a short paragraph on one particular level of government.		
Experiential Outings: Visit Province House and /or Parade Square		
Reflection : How did the lesson go? Did the learner understand the lesson? Was the learner able to accomplish the outcomes? Were you able to complete everything you had planned? Any ideas for followup?		
Homework : The learner practices speaking about the different levels of government and their responsibilities.		

Explanation of Tasks

Task 1: (R)

- Show the learner some pictures of our government leaders. Ask questions: Who are they? Where do they live? Explain about the three levels of government: federal, provincial and municipal. Practice saying who the leaders are for each level.
- Give the learner the reading. Have the learner read.
- Assist as necessary.
- Review with the learner.

Task 2: (L)

- Tell the learner that you are going to talk about the different levels of government and their responsibilities. Read, using the pictorial representation, 3 or 4 things that each government is responsible for. Read through, slowly, twice.
- After reviewing orally, ask the learner to fill in the chart provided.
- Assist with spelling as necessary.
- Review with learner, checking for comprehension and accuracy.

Task 3: (S)

- Practice, using Task 2 materials, asking and answering questions about the three levels of government and their responsibilities. Who is responsible for the RCMP? What is the provincial government responsible for? etc.

Task 4: (W)

- Tell the learner that they will write answers to some questions about government levels and their responsibilities.
- Have the learner complete the question handout.
- Assist as necessary.
- After completing, assist learner in writing a short paragraph about one level of government.
- Introduce a “paragraph” in a very basic way... indentation, one main idea, 3 or 4 sentence, etc.

TASK 1

Look at these pictures. Who are these leaders? Where do they work? Discuss with your instructor.



TASK 1

Read the following passage about government in Canada. Discuss with your instructor.

How Government Works

A government is a group that sets laws and runs a country, a province or territory or a city. A national or federal government leads a country. A provincial government is the body that leads a province. A local government is the body that leads a specific community, such as a town or city. Laws may differ between communities and provinces. Local and provincial governments not only set laws, they also provide services. Government affects everyone's lives and it is important to be involved in your community's government.

The federal government runs the entire country. The prime minister is the elected leader of a federal government.

The provincial government runs the entire province. The premier is the elected leader of a provincial government.

The mayor is the elected leader of a local government. Some communities also have city councils, which are elected officials that work with the mayor to set laws and run the community. The local government runs the transportation system, ensures that its communities have clean running water, organizes emergency services, sets laws to keep its members safe, and much more.

When people vote, they learn about concerns and issues in their communities and vote for the person they think will represent their views and do the best job. Elected officials represent the people and their goal is to address the needs of their constituents, the people in their community. Be involved with local government and think about improvements that can be made in your community.

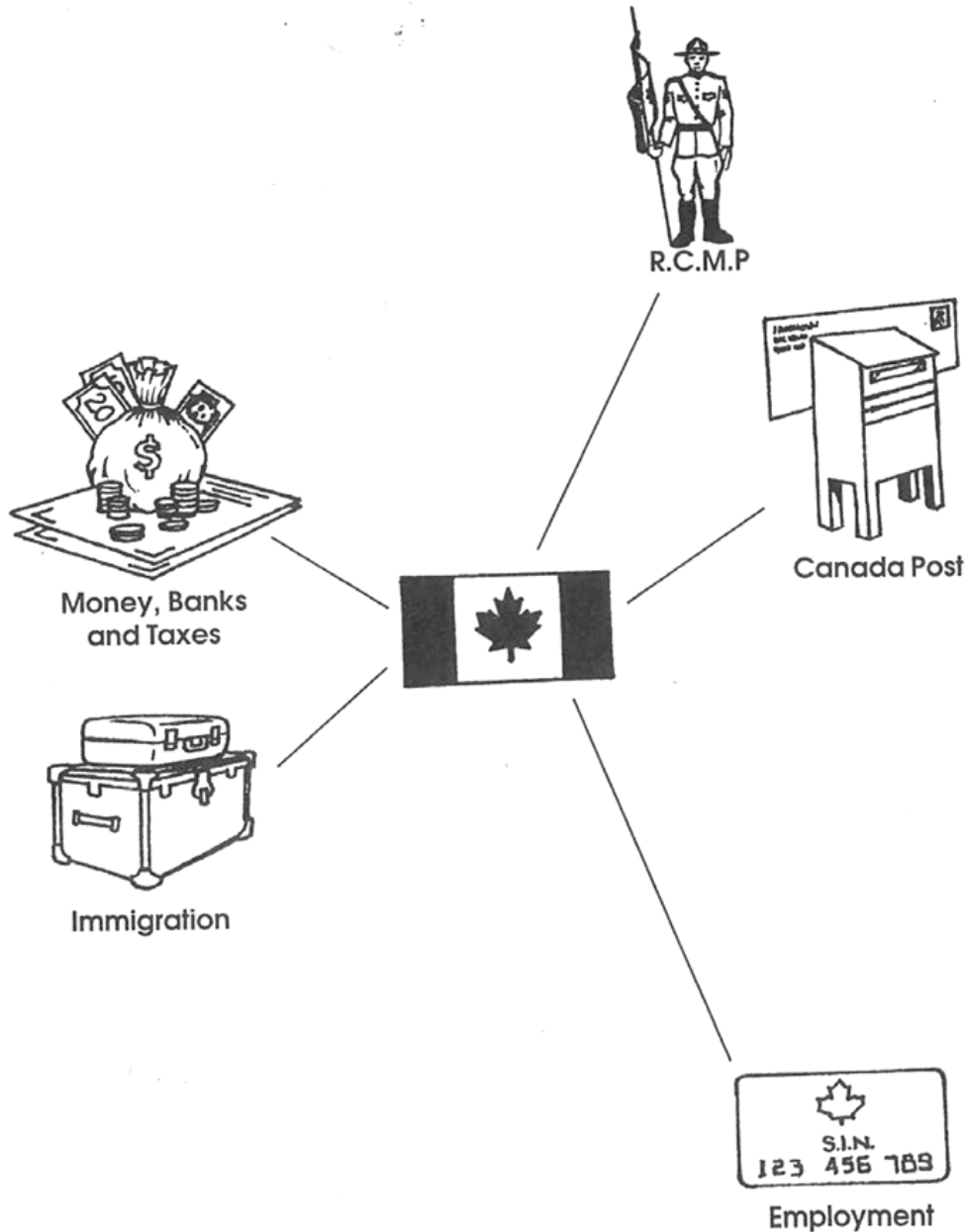
TASK 2

Listen to your instructor talk about the three levels of government. Your instructor will talk about what each level of government is responsible for. Fill in the chart with responsibilities.



Services		
Federal Government	Provincial Government	Municipal Government

FEDERAL GOVERNMENT SERVICES



TASK 2

For Instructor's Use

PROVINCIAL GOVERNMENT SERVICES



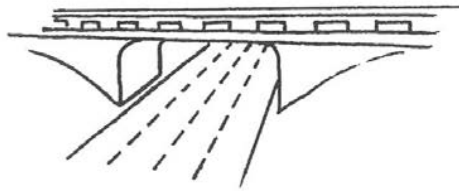
Housing



Education



Sports and
Recreation

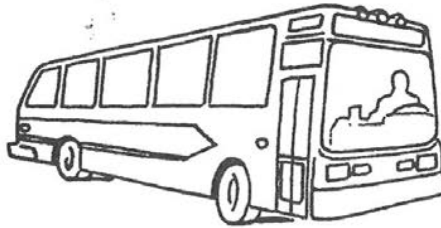


Roads and Bridges

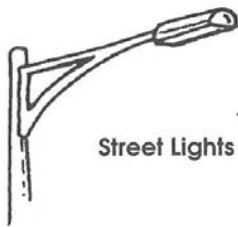
TASK 2

For Instructor's Use

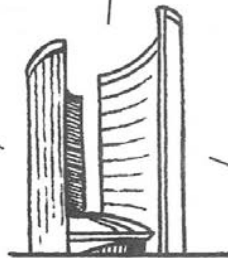
MUNICIPAL GOVERNMENT SERVICES



Public Transport



Street Lights



City Hall



Garbage



Local Police

TASK 4

Questions about the Canadian Government

Write the answers to the following questions about government in Canada.
Practice orally as well.

Who is the leader of the federal government?

Who is the leader of the provincial government?

Who is the leader of the municipal government?

Who is responsible for the buses?

Who is responsible for the local police?

Who is responsible for the garbage?

Who is responsible for the schools?

Who is responsible for roads and bridges?

Who is responsible for housing?

Who is responsible for Canada Post?

Who is responsible for Immigration?

Who is responsible for money, banks and taxes?

TASK 4

Using the answers to the above questions, write a short paragraph on one level of government.

[illegible]