

Level 2

Health: Going to the Doctor

Level	Theme/Topic	Date
3	Health/Going to the Doctor (Pharmacy)	January 15, 2012
Learning Outcomes: At the end of this lesson the learner will be able to: <ul style="list-style-type: none"> ask for assistance give a brief description of a medical condition follow instructions for a medication relating to amounts, order, frequency and duration from a pharmacist 		
Language Focus: <ul style="list-style-type: none"> vocabulary to describe medical conditions and symptoms imperatives adverbs: time, frequency and duration 		The Basics: <ul style="list-style-type: none"> numbers as they relate to amounts, time (frequency/ duration)
Materials/Resources: Visuals: pharmacy, medication labels Handouts: fill in the charts, T / F, writing on common ailment		
The Basics Pre-Task: From the list of words and phrases, separate the words and phrases into categories of amounts, frequency and duration.		
Task 1: (S) Role-play going to the pharmacy, describing an ailment and asking for recommendations for treatment.		
Task 2: (L) Listen to and watch a commercial about a medication. <ul style="list-style-type: none"> http://www.youtube.com/watch?v=xLQLt9aUv3M 		
Task 3:(R) Read several medication labels.		
Task 4:(W) Write a short explanation of a traditional treatment for a common ailment.		
Experiential Outings: Learner visits a pharmacy and talks to the pharmacist about a common medical condition and asks for recommendations.		
Reflection: How did the lesson go? Were the outcomes achieved? Did you get through everything that was planned? What was difficult for the learner? Do you have any follow up ideas?		
Homework: The learner practices the language for requesting information (recommend, suggest, etc.)		

Explanation of Tasks

Task 1: (S)

- Show the learner the picture of the pharmacist at the pharmacy. Ask the learner questions: Where is this? Who is the man in the picture? What is happening? What can you get there? Talk about going to the pharmacy and the reasons.
- Talk about over-the-counter medications vs. prescriptions and what information you need to know when getting medication.
- Talk about some common ailments and symptoms.
- With your guidance, have the learner create a sample dialogue at the pharmacy, asking for some medication for a common ailment as discussed above.
- Role-play the dialogue.

Task 2: (L)

- Using the computer, listen to the commercial at the link included in the lesson plan.
- Play the recording twice.
- Discuss with the learner.
- Have the learner complete the true / false 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 the labels on medication, both OTC and prescription. Review what information is necessary to know. Talk about some common “directions.”
- Give the learner the handout with the various labels.
- Have the learner read the various labels.
- Discuss. What is the medication? What are the instructions?
- Have the learner fill in the chart handout with the appropriate information.
- Assist as necessary.
- Check the information together.

Task 4: (W)

- Tell the learner that they are going to write a short explanation about a traditional treatment for a common medical condition in his / her home country. Give some examples.
- Have the learner write the explanation.
- Assist as necessary.
- After finishing, go over the writing, choosing some key mistakes to address and assist with correcting. It is not necessary to address all mistakes in one lesson.

PRE-TASK

Place the words in the correct category.

Amounts	Frequency	Duration

for ten days	twice daily	two teaspoons
until finished	three times a day	2 tablets
before bed	5 ml as needed	until symptoms disappear
not to exceed twice in one day		2 puffs

TASK 1

Look at the picture. Who is in the picture? Where is he? What is he doing? Discuss with your instructor.



TASK 1

For Instructor's Use

Guide for Creating Pharmacy Role Play

Everyone gets sick at one time or another and needs to go to a drug store or pharmacy to get some medicine. If it's a minor condition, you can get over-the-counter medication. If not, you may need to get a prescription from a doctor first. Maybe you just need some allergy medication for hay fever, or aspirin for a headache, or antacid for an upset stomach. In these cases you may have to talk to the pharmacist. Using the expressions below can be helpful.

What are over-the-counter medications? Over-the-counter medication is medication that does not require a doctor's prescription in order to be purchased. In many countries prescription drugs require a doctor's orders before they can be purchased at a pharmacy. These drugs are usually very potent, may be addictive if not used properly, and may have numerous adverse side effects. Over-the-counter drugs, however, do not need a doctor's orders to be purchased. There are a multitude of over-the-counter drugs that are used for the treatment of a wide variety of ailments and illnesses, including the following:

- upset stomachs
- headaches
- muscle aches and pain
- allergies/stuffy noses
- persistent itching
- minor burns and scalds
- runny noses
- disinfectants (for cleaning cuts and other minor wounds)
- ointments or liquids (to remove warts and corns)

Some Useful Expressions: At the Pharmacy

Expression: What do you recommend for (...a cold)?

Response: You could try these COLD BE GONE tablets. They work wonders.

Expression: Do you have anything for a (... sore throat)?

Response: Yes, these throat lozenges should work.

Expression: What do you suggest for (... an upset stomach)?

Response: You could try these antacid tablets.

Expression: I need something for a (... headache)?

Response: Why don't you try aspirin?

TASK 1

For Instructor's Use: Sample dialogue

Dialogue- At a Pharmacy

Pharmacist: Good morning, may I help you?

Customer: Yes, I need this prescription filled.

Pharmacist: OK, it'll be ready in a few minutes.

Customer: Also *what do you suggest* for a runny nose?

Pharmacist: This decongestant is very effective, but be careful using it. It causes drowsiness and you shouldn't drink any alcohol when taking it.

Customer: OK, I'll try it. I also need some band-aides and sun screen. Where are those?

Pharmacist: The band-aides are in aisle 3, on the left and the sunscreen is in aisle 2, on the top shelf.

Customer: Thanks.

Pharmacist: Will that be all?

Customer: That should do it.

Pharmacist: That comes to \$34.56.

Customer: That's expensive! Why so much?

Pharmacist: The prescription medication is expensive. It cost \$25.99. I may be able to get you a generic drug for about half that price, but I would have to consult your doctor first.

Customer: No, that's OK. Don't bother.

Pharmacist: Here's your change. Have a good day.

TASK 2

Listen to the recording. Answer the true / false questions.

Commercial: True/False Questions

1. The name of the medicine being advertised is Abreva.

True

False

2. Abreva is used to treat a cold.

True

False

3. Abreva shortens healing time.

True

False

4. Abreva is a pill.

True

False

5. You put Abreva on your arm.

True

False

6. Abreva is the # 1 pharmacist recommended medication for cold sores.

True

False

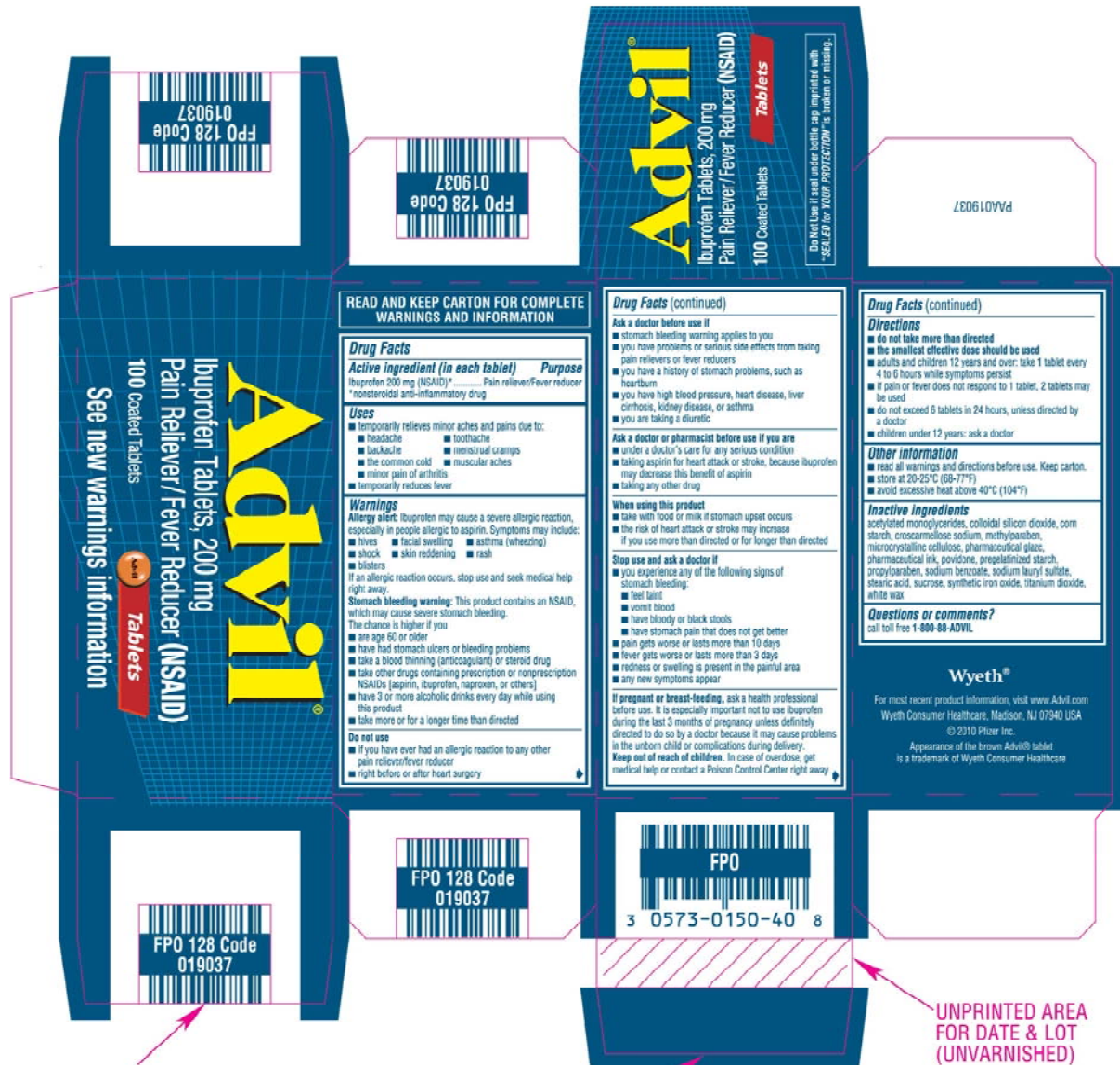
TASK 3

Read the medication labels presented. What are the medications for? What is the dosage? How often? Discuss with your instructor.

Medication Labels

Drug Facts	
Active ingredient (in each tablet)	Purpose
Chlorpheniramine maleate 2 mg.....	Antihistamine
Uses temporarily relieves these symptoms due to hay fever or other upper respiratory allergies: ■ sneezing ■ runny nose ■ itchy, watery eyes ■ itchy throat	
Warnings Ask a doctor before use if you have ■ glaucoma ■ a breathing problem such as emphysema or chronic bronchitis ■ trouble urinating due to an enlarged prostate gland Ask a doctor or pharmacist before use if you are taking tranquilizers or sedatives	
When using this product ■ drowsiness may occur ■ avoid alcoholic drinks ■ alcohol, sedatives, and tranquilizers may increase drowsiness ■ be careful when driving a motor vehicle or operating machinery ■ excitability may occur, especially in children If pregnant or breast-feeding, ask a health professional before use. Keep out of reach of children. In case of overdose, get medical help or contact a Poison Control Center right away.	
Directions	
adults and children 12 years and over	take 2 tablets every 4 to 6 hours; not more than 12 tablets in 24 hours
children 6 years to under 12 years	take 1 tablet every 4 to 6 hours; not more than 6 tablets in 24 hours
children under 6 years	ask a doctor


Drug Facts (continued)
Other information ■ store at 20-25°C (68-77°F) ■ protect from excessive moisture
Inactive ingredients D&C yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pregelatinized starch



TASK 3

Drug Facts	
Active ingredient (in each tablet)	Purpose
Famotidine 10 mg.....	Acid reducer
Uses	
<ul style="list-style-type: none"> ■ relieves heartburn associated with acid indigestion and sour stomach ■ prevents heartburn associated with acid indigestion and sour stomach brought on by eating or drinking certain food and beverages 	
Warnings	
Allergy Alert: Do not use if you are allergic to famotidine or other acid reducers	
Do not use ■ if you have trouble or pain swallowing food, vomiting with blood, or bloody or black stools. These may be signs of a serious condition. See your doctor. ■ with other acid reducers	
Ask a doctor before use if you have	
<ul style="list-style-type: none"> ■ had heartburn over 3 months. This may be a sign of a more serious condition. ■ heartburn with lightheadedness, sweating, or dizziness ■ chest pain or shoulder pain with shortness of breath; sweating; pain spreading to arms, neck or shoulders; or lightheadedness ■ frequent chest pain ■ frequent wheezing, particularly with heartburn ■ unexplained weight loss ■ nausea or vomiting ■ stomach pain 	
Stop use and ask a doctor if	
■ your heartburn continues or worsens ■ you need to take this product for more than 14 days	
If pregnant or breast-feeding , ask a health professional before use.	
Keep out of reach of children. In case of overdose, get medical help or contact a Poison Control Center right away.	
Directions	
<ul style="list-style-type: none"> ■ adults and children 12 years and over: <ul style="list-style-type: none"> ■ to relieve symptoms, swallow 1 tablet with a glass of water. Do not chew. ■ to prevent symptoms, swallow 1 tablet with a glass of water 60 minutes before eating food or drinking beverages that cause heartburn ■ do no use more than 2 tablets in 24 hours ■ children under 12 years: ask a doctor 	
Other information	
<ul style="list-style-type: none"> ■ read the directions and warnings before use ■ keep the carton and package insert. They contain important information. ■ store at 20°-25°C (68°-77°F) ■ protect from moisture and light. 	
Inactive ingredients colloidal silicon dioxide, corn starch, hydroxypropyl cellulose, hypromellose, indigo carmine aluminum lake FD&C blue no. 2, iron oxide red, iron oxide yellow, lactose monohydrate, magnesium stearate, microcrystalline cellulose, polyethylene glycol 4000, pregelatinized corn starch, titanium dioxide	
Questions? If you have questions of a medical nature, please contact your pharmacist, doctor, or health care professional.	

TASK 3

	<u>Local Pharmacy</u> <u>123 MAIN STREET</u> <u>ANYTOWN,USA 11111</u>	<u>(800) 555-5555</u>
<u>DR C. JONES</u>		
<u>NO 0060023-08291</u>	<u>DATE 06-23-09</u>	
<u>JANE SMITH</u> 456 MAIN STREET ANYTOWN, US 11111		
<u>TAKE ONE CAPSULE BY MOUTH THREE</u> <u>TIMES DAILY FOR 10 DAYS UNTIL ALL TAKEN</u>		
<u>AMOXICILLIN 500MG CAPSULE</u>		
QTY	MRG	
<u>NO REFILLS - DR. AUTHORIZATION REQUIRED</u>		
		<u>USE BEFORE 06/23/12</u> SLF/SLF

TASK 3

Fill in the chart below with the information from the labels read previously.

About the Medications

Medication	Directions	Special Directions/ Considerations

TASK 4

Write about a traditional treatment for a common condition in your home country. What is the condition? What are the symptoms? What is the treatment? Be prepared to discuss orally.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Level 3

Family: Family Relationships

Level 3	Theme /Topic Employment / Job Search and Preparation	Date December 21, 2011
Learning Outcomes: At the end of the lesson the student will be able to: <ul style="list-style-type: none"> • answer commonly asked job interview questions • get the gist, key information or factual details in a listening text related to job search • find information from short, authentic job ads 		
Language Focus: <ul style="list-style-type: none"> • present tense (1st and 3rd person) 		The Basics: <ul style="list-style-type: none"> • small talk
Materials: Visuals: interview picture Handouts: sample job interview questions, T / F, sample resume, sample job application		
The Basics Pre-Task: Brainstorm topics for small talk. List some sample phrases for each topic. Practice making small talk on various topics. See the pre-task handout for ideas.		
Task 1: (S) Introduce a job interview and common questions asked in a job interview.		
Task 2: (L) Listen to a job interview. http://www.5minuteenglish.com/mar26.htm		
Task 3: (R) Read a simple resume		
Task 4 : (W) Fill out an authentic job application.		
Experiential Outings: Learner visits an employment agency and/or job fair.		
Reflection: How did the lesson go? Were the outcomes achieved? Did you get through everything that was planned? What was difficult for the learner? Do you have any follow up ideas?		
Homework: The learner looks at a sample resume and creates his / her own		

Explanation of Tasks

Task 1: (S)

- Show the learner the picture of the job interview. Ask the learner questions: What is happening? Where are they? Talk about a job interview and the learner's experiences.
- Elicit from the learner what questions are usually asked in a job interview. Brainstorm questions. Discuss how the questions that may be asked here in Canada differ from those that may be asked in his / her home country.
- Using the handout, practice asking and answering some common interview questions.

Task 2: (L)

- Using the computer, do the listening about a job interview from the link included in the lesson plan.
- Play the recording twice.
- Discuss with the learner.
- Have the learner complete the true / false 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 job search. Where do people look for jobs? Job boards, employment agencies, newspapers, online, etc.
- Talk about what information is typically found in a job advertisement.
- Show the learner the handout on job ads. Have the learner read the job ads.
- Assist as necessary.
- Ask the learner questions about each of the job ads, checking for comprehension. What is the job for? How much is the pay? What are the hours? What are the requirements to apply for the job? Where is the job located? How do you apply for the position? etc.
- Assist as necessary.

Task 4: (W)

- Show the learner the job application form.
- Have the learner fill in the information on the form.
- Assist as necessary.
- Review with the learner, practicing orally.

PRE-TASK

For Instructor's Use

Small Talk- Sample Topics and Commonly Used Phrases

Weather

- Kind of chilly this morning, isn't it?
- What a beautiful morning. A bit windy, but beautiful.
- It's never that hot at this time of the year.
- It's been raining for weeks. Is this never going to end?

Weekend

- How did you spend the weekend? Did you do anything special?
- How was your weekend?

Family

- A: How's Carol doing? I haven't seen her for ages.
B: Oh, she's fine. She just got a job with the Unilever.
- A: That's great news. We should get together one of these days.
Annie would love to see you both, too.
- B: Sure. That'd be great. ...
- How are the kids?
- Give my regards to your husband.
- Why don't you come over for dinner one of these days?

Sports

- A: Did you see the game last night?
- B: No, I missed it. Was it a good game?

Films

- A: Have you seen "It's Complicated?" We went to see it last night.
- B: How was it?
- A: Mark thought it was hilarious, but I was a bit disappointed.
- You should definitely see it.
- You must see that!

People

- Have you heard? Monica is getting married.
- Don't tell anyone, but apparently Jennifer is going to be promoted.

Other Topics:

International politics
Travel
Food & drink
Health
Environmental topics
Hobbies
New technology

TASK 1

Look at the picture. What is happening? Who are the people in the picture? Discuss with your instructor.



TASK 1

Read and practice answering the potential job interview questions. Practice with your instructor.

Common Interview Questions

- Tell me about yourself.
- What are your strengths?
- What could you improve on?
- Who was your favorite manager and why?
- What kind of personality do you work best with and why?
- Why do you want this job?
- Where would you like to be in your career five years from now?
- Tell me about your proudest achievement.
- Was there a person in your career who really made a difference?
- What's your ideal work environment?
- What are you looking for in terms of career development
- Give examples of ideas you've had or implemented.
- What are your lifelong dreams?
- How would you describe your work style?
- Tell me about a time where you had to deal with conflict on the job.
- Why should we hire you?
- What did you like least about your last job?
- What do you know about our company?
- Give me an example of a time that you felt you went above and beyond the call of duty at work.
- Do you have any questions for me?

Task 2

For Instructor's Use

A Job Interview

Transcript for Listening Exercise:

Ms. Ballard: I see on your resume that you worked as a manager at *Computer Country*. Could you tell me a little more about your responsibilities there?

Carey Cornwall: Sure. I was responsible for overseeing about 30 employees. I did all of the ordering for the store, and I kept track of the inventory.

Ms. Ballard: What was the most difficult part of your job?

Carey Cornwall: Probably handling angry customers. We didn't have them very often, but when we did, I needed to make sure they were well taken care of. After all, the customer is always right.

Ms. Ballard: That's how we feel here, too. How long did you work there?

Carey Cornwall: I was there for 3 1/2 years. I left the company last month.

Ms. Ballard: And why did you leave?

Casey Cornwall: My husband has been transferred to Emoryville and I understand your company has an opening there, too.

Ms. Ballard: Yes, that's right, we do. But the position won't start until the middle of next month. Would that be a problem for you?

Carey Cornwall: No, not at all. My husband's new job doesn't begin for a few weeks, so we thought we would spend some time driving to Emoryville and stop to see my parents.

Ms. Ballard: That sounds nice. So tell me, why are you interested in this particular position?

Carey Cornwall: I know that your company has a great reputation and a wonderful product. I have thought many times that I would like to be a part of it. When I heard about the opening in Emoryville, I jumped on the opportunity.

Ms. Ballard: Well, I'm glad you did. Now, please tell me about...

TASK 2

A Job Interview

Listen to the recording. Answer true or false.

1. Carey was a boss at *Computer Country*.

True False

2. Carey knew how many computers were in her store.

True False

3. Carey liked taking care of angry customers.

True False

4. Carey's husband has a new job in a new city.

True False

5. Carey would be able to start her new job next week.

True False

6. Carey would like to work at Ms. Ballard's company.

True False

7. Ms. Ballard's company isn't liked by many people.

True False

TASK 3

LIVE-IN COMPANION/ PERSONAL SUPPORT WORKER

To assist an elderly lady to maintain an independent lifestyle at home.

Duties include:

providing companionship, prepare, cook and serve meals, plan menus for diabetic diet, shop for food and household supplies, launder clothing and household linens, perform light housekeeping and cleaning, aid with bathing and other aspects of personal hygiene.

For security and safety purposes, applicants must be Bondable, and have a Criminal Record Check completed prior to starting work. First Aid and CPR certificates would be considered an asset.

Room and Board plus salary.

Inquiries/applications to:

C. Colter

150 Glenforest Drive

Halifax, N.S.

B3M 1J1

902-405-6346

magonagle@eastlink.ca

Line Cooks Needed

2 positions

Ela! Greek Taverna

Dartmouth Crossing

\$12.50/hour, 40 hrs/week

Sec Ed. Req, Exp of min 3 yrs.

req. Send resume to

julie@elagreektaverna.com

Or fax to 902-444-7742

Receptionist Required before July 1 at Lang Optometry & Eyewear, 5550 Kaye St., Hfx. Must have excellent customer service skills, be comfortable with computers and enjoy a fashion forward environment. Please apply in person, bring resume.

TASK 4

Fill out the following job application with your personal information.

Tim Hortons APPLICATION FOR EMPLOYMENT										
Date of Application: _____					Date Available to Start: _____					
How did you hear of this opportunity? _____										
If you were referred, please give the name of the employee that referred you: _____										
MY AVAILABILITY & JOB POSITION (PLEASE CHECK ALL THAT APPLY)										
POSITION		STATUS		HOURS OF AVAILABILITY						
<input type="checkbox"/> Storefront	<input type="checkbox"/> Full-time		Mon	Tue	Wed	Thu	Fri	Sat	Sun	
<input type="checkbox"/> Production	<input type="checkbox"/> Part-time									
<input type="checkbox"/> Shift Supervisor	<input type="checkbox"/> Seasonal	From								
<input type="checkbox"/> Assistant Manager	Pay Expectations:	To								
<input type="checkbox"/> Store Manager										
MY PERSONAL INFORMATION										
First Name: _____					Last Name: _____					
Street Address: _____										
City: _____				Province: _____			Postal Code: _____			
Home Phone #: (____) _____				Cell Phone #: (____) _____			Email: _____			
Are you legally eligible to work in Canada? YES <input type="checkbox"/> NO <input type="checkbox"/>										
MY EMPLOYMENT HISTORY										
Current / Most Recent Employer					Can we contact this company? YES <input type="checkbox"/> NO <input type="checkbox"/>					
Company: _____					Start Date: _____			End Date: _____		
Supervisor: _____					Phone Number: (____) _____					
Position/Duties: _____										
Reason for Leaving: _____					Starting Pay: _____			Ending Pay: _____		
Previous Employer					Can we contact this company? YES <input type="checkbox"/> NO <input type="checkbox"/>					
Company: _____					Start Date: _____			End Date: _____		
Supervisor: _____					Phone Number: (____) _____					
Position/Duties: _____										
Reason for Leaving: _____					Starting Pay: _____			Ending Pay: _____		
Have you ever worked at a Tim Hortons before? YES <input type="checkbox"/> NO <input type="checkbox"/>										
If so, which location? _____ Store #: _____										
Why did you leave? _____										
EDUCATION & ACTIVITIES										
Please specify level of education completed: _____										
What hobbies and/or activities are you involved in? _____										
REFERENCES										
List any references not given above. Please do not list relatives.										
NAME		OCCUPATION		RELATIONSHIP		PHONE NUMBER				
<small>Please exclude any reference to any organization which could indicate race, religion, marital status, age, colour, gender, ancestry, political beliefs, sexual orientation, place of origin, physical disability, mental disability, or handicap. The undersigned acknowledges that the foregoing statements and information fully and truthfully set forth the true and accurate personal information of the applicant as of the date hereof. The undersigned further acknowledges that for the purposes of determining the suitability of the undersigned for the position applied for, an investigation may be made with respect to relevant information. The undersigned hereby consents to The TDL Group Corp. or its affiliates or agents collecting and retaining such information and conducting further investigations with respect to relevant information. The undersigned further consents to the updating of this information from time to time, as necessary.</small>										
SIGNATURE					DATE					

Level	Theme /Topic	Date
3	Leisure Time/Hobbies and Interests	December 21, 2011
Learning Outcomes: At the end of the lesson the student will be able to: <ul style="list-style-type: none"> • make basic inquiries about / register for activities, classes or teams over the telephone • get the gist, key information or factual details in a story related to hobbies and interests • find information in formatted texts and business texts related to hobbies and interests 		
Language Focus: <ul style="list-style-type: none"> • present tense (1st and 3rd person) • time 		The Basics: <ul style="list-style-type: none"> • numbers as pertaining to dates and time
Materials: Visuals: copy of a current recreation guide, pictures of hobbies and activities, Handouts: fill in the blanks, Q & A, T / F, fill in a form		
The Basics Pre-Task: Learner completes sentences with the words from a choice of time expressions.		
Task 1: (R) Read and choose something interesting in the HRM Recreation Guide. Prepare a report with the important details.		
Task 2: (L) Listen to a girl talking about her hobbies and interests. <ul style="list-style-type: none"> • www.multimedia-english.com/contenido/ficha/my-hobbies/905 		
Task 3: (S) Role-play registering for a class offered in the HRM Recreation Guide.		
Task 4 : (W) Fill out an authentic enrollment form for a HRM recreation activity.		
Experiential Outings: Learner visits a recreation center and asks questions about something they are interested in (St. Andrews Community Center).		
Reflection: How did the lesson go? Were the outcomes achieved? Did you get through everything that was planned? What was difficult for the learner? Do you have any follow up ideas?		
Homework: The learner makes a list of various hobbies, interests and then classifies them into various groups...i.e. inside activities, outside activities, sports, leisure, hobby, etc.		

Task 1: (R)

- Show the learner the HRM Recreation Guide.
- Explain how it is organized....by community and by activity.
- Talk about interests and what the learner does in his / her free time.
- Use the pictures provided to help the learner discuss his / her preferences.
- Ask the learner to choose an activity from the guide and using the template provided, prepare a report to present to the instructor.

Task 2: (L)

- Using a computer, listen to the monologue 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: (S)

- Ask the learner what information they think the Recreation center would require if they were to register for the program they selected.
- What information would “they” like to know as a participant?
- Brainstorm this information together. Use the guide provided to help.
- Have the learner write the questions.
- Practice asking and answering these questions together.
- Role-play calling on the telephone to practice registering for a program.

Task 4: (W)

- Show the learner the registration form for HRM Recreation.
- Read and discuss vocabulary together.
- Have the learner fill out the application form.
- Assist as necessary.
- Review after the learner has finished.

PRE-TASK

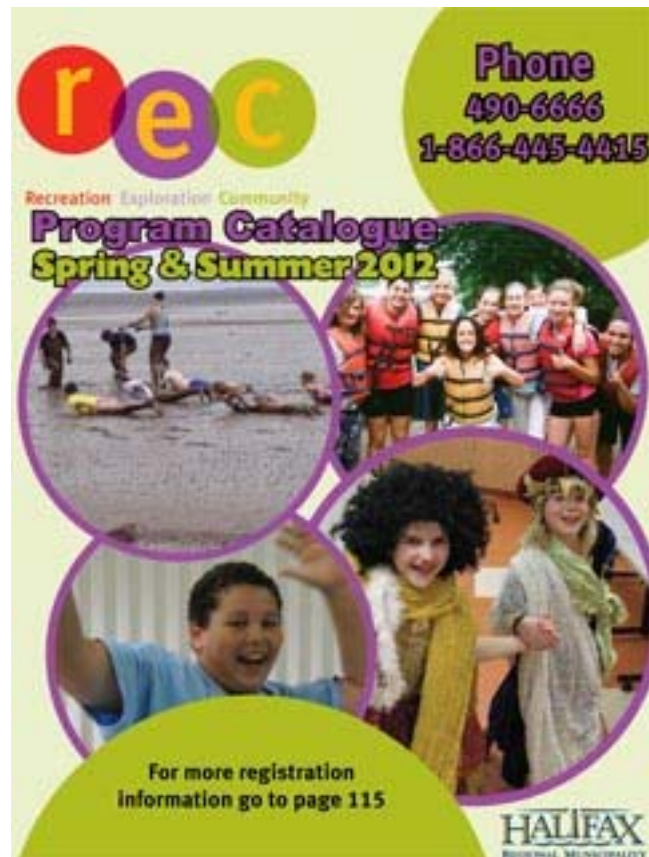
Put the correct expression in the correct sentence.

1. Yoga will be held on Fridays from_____.
2. Basketball will run from_____.
3. Tennis will be on _____starting at 6:30 PM.
4. Children's swimming class will be every _____at 9:30 AM.
5. Cooking classes start at _____ and finish at 4:30 PM.
6. Soccer classes will be at the Canada Games Center in the fall. They will begin in _____.
7. Aerobics classes are early in the morning on Wednesdays. They start at _____.
8. Swimming lessons are in the summer. They run from _____.

7:00 until 9:00 PM	September	2:00 PM
6:30 AM	Saturday	June until August
Thursdays	July 18 th until Sept 27 th	

TASK 1

For Instructor's Use



TASK 1

Look at the following pictures of various hobbies and activities. What are you interested in? What do you do well? Discuss with your instructor.

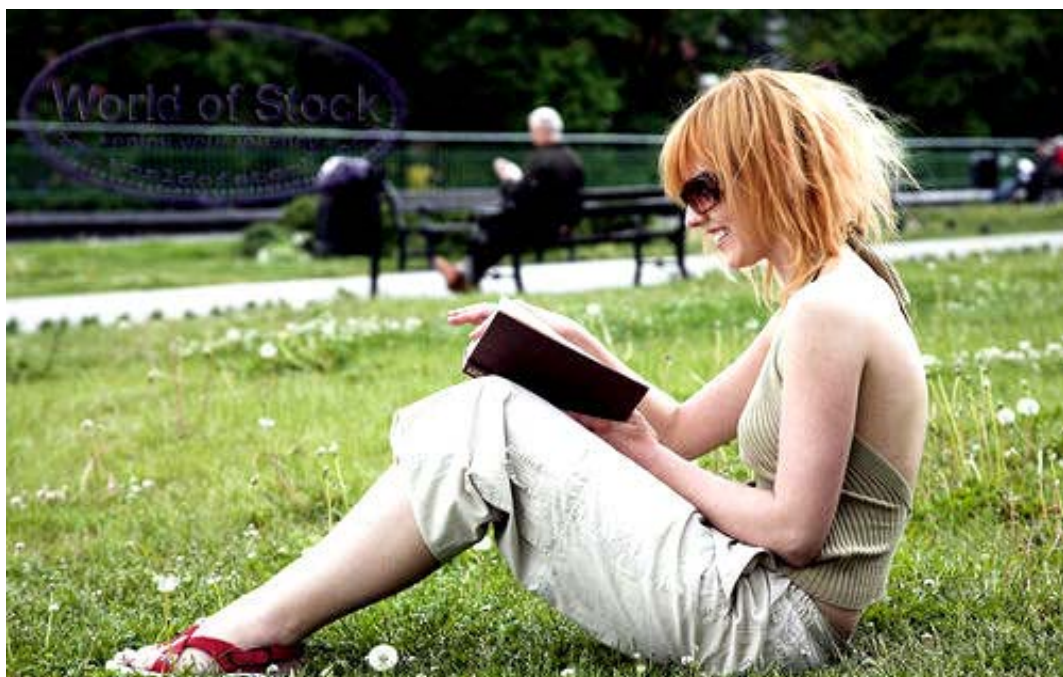
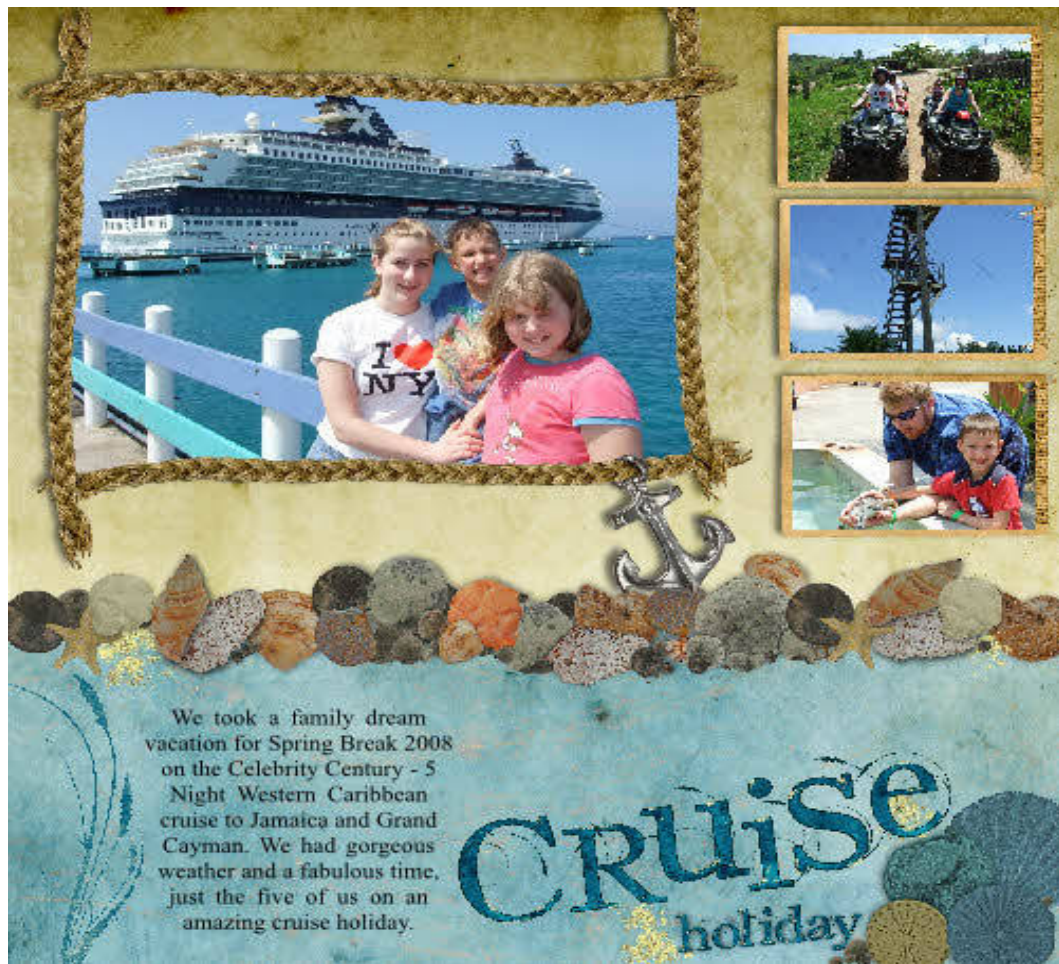


TASK 1





TASK 1



TASK 1



TASK 1



TASK 1

Using the HRM Recreation Guide, find something you are interested in. Answer the following questions about the activity.

What I am interested in.....

What is the name of the program?

Where is it held (location)?

What day of the week will the program be held?

What time is the program?

How long is each class?

When does this program begin?

How much does this program cost?

Do I need to bring anything / wear anything special for this program?

TASK 2

Check Your Understanding

Listen to the recording. Answer true or false.

1. I like singing.
2. I like piano.
3. I like playing the guitar.
4. I love reading books.
5. I like playing computer games.
6. I like anime (Japanese cartoons).
7. I like Mickey Mouse.
8. I love the computer.
9. I like going to the cinema.
10. I love Maxine.

TASK 3

For Instructor's Use

Role Play for Recreation Program Registration (telephone)

A. Good Morning. Halifax Recreation.

B. Good Morning. I am interested in registering for a photography course.

A. Ok. We have several starting in the fall.

B. Do you have any courses in the evening?

A. Yes, we have ones on Tuesday and Thursday evenings, as well as one on Saturday morning.

B. Oh. What time is the one on Saturday morning?

A. It starts at 10:00AM and lasts for 2 hours.

B. Thank you. How much does it cost?

A. It is \$60.00 for 8 weeks.

B. That's great. When does the course start?

A. It starts on September 15th and finishes on November 3rd.

B. Thank you. What do I need to do to register for the course?

A. I need your personal information, name, address and telephone number. Also I will need payment information...you can pay by credit card over the telephone.

B. I don't have a credit card. Is there another way to pay?

A. Yes. Please come to our office on Barrington Street with cash or a cheque. You can fill out the registration forms when you come.

B. Sounds great! Thank you!

TASK 4

Fill out the application for a recreation program with your personal information.

RECREATION - PARTICIPANT INFORMATION FORM

Name of Participant: _____ Birth Date: _____

Address: _____ Postal Code: _____

Name of program/camp: _____

Location: _____ Start date: _____

Name of Parent/Guardian: _____

Home Phone#: _____ Work #: _____ Cell Phone #: _____ Home Phone#: _____

Work #: _____ Cell Phone #: _____

Emergency contact: (*Different than Parent/Guardian*) Name: _____ Relationship to Participant: _____

Home Phone#: _____ Work #: _____ Cell Phone#: _____

Health Information

Health Card #: _____ Family Doctor: _____ Ph#: _____

Does the participant have a disability or require support? Yes _____ No _____

If yes, you are required to complete the Inclusion Support Information Sheet.

Pick-Up Arrangements

1. I hereby authorize the following, to pick up the participant each day. If there are any changes in these arrangements, I will let the program staff know (in writing) in advance.

Name: _____ Phone #: _____

Relationship to participant: _____

Name: _____ Phone #: _____

Relationship to participant: _____

2. Is the participant permitted to walk home at the end of the program each day? Yes _____ No _____

Parent/Guardian Signature: _____

TASK 4

Page 2

Medication/Allergies

1. Does the participant require medication? Yes _____ No _____ *If yes, please*

explain: _____

2. Do you require medication to be administered or stored by staff during the program? Yes _____ No _____

If yes, please fill in the required medical forms.

3. Does the participant have any allergies? (Food / drug / environmental, etc.) Yes _____ No _____ *If yes, please indicate each and the treatment required:* _____

4. Does the participant have a life-threatening allergy? (Anaphylaxis). Yes _____ No _____ 5. Does the treatment for this allergy involve the use of an epi-pen? Yes _____ No _____

Medical Advice and Services

____ I hereby authorize staff to secure such medical advice and services as may be deemed necessary for the health and safety of the participant.

Behaviour Policy and Procedures

____ I have read, understand, and discussed with my child(ren) the Program Behaviour Policy and Procedures.

Use of Pictures of the Program Participant

____ I hereby authorize Halifax Regional Municipality to use pictures of the above mentioned program participant to display on the Halifax Regional Municipality web site and other promotional publications.

Signature of Parent/Guardian _____ **Date** _____

If the program participant requires Community Recreation Services staff to administer or store medication (prescription or non-prescription) to remain in attendance, please obtain the necessary medical forms from your community recreation centre. These forms need to be filled out by a parent/guardian and family doctor, and returned to the centre prior to the start of the participant's program.