

# Level 4

*Health: Going to the Doctor*

Level 4	Theme/Topic Health /Going to the Doctor	Date January 15, 2012
<p><b>Learning Outcomes:</b> At the end of this lesson the learner will be able to:</p> <ul style="list-style-type: none"> <li>• give a brief description of a medical condition</li> <li>• describe a person, situation or an event in 2 to 3 paragraphs</li> </ul>		
<p><b>Language Focus:</b></p> <ul style="list-style-type: none"> <li>• vocabulary: symptoms of illness</li> <li>• expressions of time</li> <li>• present perfect</li> </ul>	<p><b>The Basics:</b></p> <ul style="list-style-type: none"> <li>• time</li> </ul>	
<p><b>Materials/Resources:</b>            Visuals: photo of person in a doctor's office            Handouts: sample report template, pamphlets on medical conditions</p>		
<p><b>The Basics: Pre-Task:</b>            Use time expressions in sentences to show comprehension.</p> <p><b>Task 1: (S)</b>            Look at a picture and describe what is happening and brainstorm possible dialogues.</p> <p><b>Task 2: (L)</b>            Listen to a dialogue between a doctor and a patient.  <a href="http://www.audioenglish.net/english-learning/english_dialogue_doctor_2.htm">http://www.audioenglish.net/english-learning/english_dialogue_doctor_2.htm</a></p> <p><b>Task 3: (R)</b>            Read a pamphlet about an illness and prepare a report on symptoms and treatment.</p> <p><b>Task 4:(W)</b>            Write about a medical experience.</p>		
<p><b>Experiential Outings:</b>            Visit different departments in a hospital.</p>		
<p><b>Reflection:</b>            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?</p>		
<p><b>Homework:</b> Prepare for a role play as a patient in a doctor's office, being able to discuss various symptoms of an illness.</p>		

## Explanation of Tasks

### **Task 1: (S)**

- Show the learner the picture of the patient at the doctor's office. What is happening? What are they talking about? What questions might be being asked? By whom?
- Talk about vocabulary used. Formulate the questions.

### **Task 2: (L)**

- Using the computer, listen to the recording at the link included in the lesson plan.
- Play the recording twice.
- Discuss with the learner.
- Give the learner the sentence strips.
- Listen to the activity again.
- Have the learner put the strips in chronological order.
- Assist as necessary.
- Check the answers together.

**Task 3: (R)**

- Give the learner a pamphlet on a well known illness, easily obtained from a clinic's waiting room or pharmacy.
- Have the learner read the handout.
- Discuss.
- Have the learner prepare a report on the illness, describing symptoms, possible causes and treatment.
- Assist as necessary.
- Check the information together.

**Task 4: (W)**

- Tell the learner that they are going to write about a time when they needed to seek medical attention. They are to describe what happened and when, what was the sequence of events and the treatment and outcome.
- Have the learner write his / her story.
- 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**

Use the following time expressions in sentences to show your comprehension of the terms.

1. \_\_\_\_\_

over the past few days	yesterday	last night	
this morning	a few months ago	on and off /comes and goes	
rarely	regularly	about 4 hours ago	frequently / often

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

**TASK 1**

Look at the following picture. What is happening? Where are these people? What do you think each person is saying?



## TASK 1

For Instructor's Use

### Describing Symptoms

What are the symptoms? Why are you at the doctor?

I have a \_\_\_\_\_. (sore throat, headache, cough, sore back, etc.)

I am \_\_\_\_\_. (dizzy, nauseous, tired, etc.)

Questions the Doctor may ask:

- Duration of Symptoms - How long have you been experiencing the symptoms that you are presenting with? hours? days? weeks? longer?
- About Medications - The doctor will want to know about all the medications that you are taking. This includes medicine prescribed by other doctors, as well as all medications that you are taking "over the counter," including vitamins, herbs and supplements. If you are on a complicated regimen, consider making a wallet card that includes the names of all your medications, including dosage and quantity taken each day.
- Allergies - Have you ever had a bad reaction to a prescription medication or over-the-counter products.
- Family history - Specific information about medical problems that affect blood relatives, especially your parents, brothers and sisters, and children.
- Health habits and exposures - Other factors that affect your health. Common areas of concern include:
  - Tobacco use, including cigarettes, cigars, snuff and chewing tobacco
  - Alcohol use - how much, how often
  - Exercise and pattern of physical activity
  - Diet - what you do and don't eat
- Review of systems - To gather more information, your doctor may ask a series of questions about your bodily function. This may include whether you've experienced problems with joint pains, bowel habits, sexual function, headaches, chest pains, shortness of breath, indigestion, etc.

## **TASK 1**

For Instructor's Use

### **Sample Dialogue**

**Patient:** Good afternoon.

**Doctor:** Good afternoon. Have a seat. So, what have you come in for today?

**Patient:** Thank you. I'm feeling ill, I've got quite a bad cough, but I don't seem to have a fever.

**Doctor:** I see. How long have you had these symptoms?

**Patient:** Oh, I've had the cough for two weeks, but feeling ill just these past few days.

**Doctor:** Are you having any other problems?

**Patient:** Well, I've got a headache. I've also had a little bit of diarrhea.

**Doctor:** Do you produce any phlegm when coughing?

**Patient:** Sometimes, but it's usually pretty dry.

**Doctor:** Do you smoke?

**Patient:** Yes, a few cigarettes a day - certainly no more than a half a pack a day.

**Doctor:** How about allergies? Do you have any allergies?

**Patient:** Not that I'm aware of.

**Doctor:** Does your head feel stuffy?

**Patient:** Yes, for the past few days.

**Doctor:** OK. Now let's have a look. Could you please open your mouth and say 'ah'?



## TASK 2

Instructor's Use

### Listening Transcript

#### I have a Terrible Stomachache

Doctor: Good Morning. Please have a seat here. What's the problem?

Paul: I have a terrible stomachache.

Doctor: Do you have diarrhea?

Paul: Yes, I do.

Doctor: Do you have any other symptoms?

Paul: Yes, I feel sick.

Doctor: You mean you feel nauseous?

Paul: That's right. I feel like vomiting. And right now I feel dizzy too.

Doctor: When did the symptoms start?

Paul: This morning. Yesterday evening I ate something raw.

Doctor: All right. Please take off your clothes to the waist and lie down there...Just tell me if it hurts when I do this....

Paul: It doesn't hurt. Ouch...It hurts there.

Doctor: Okay. Let's hope it's just indigestion, but we'll need to run some diagnostic tests to be sure. We'll run a blood test and we'll also need a urine sample.

Paul: Can you give me something for the time being?

Doctor: Yes, I'll give you a prescription for indigestion tablets.

**TASK 2**

Listen to the recording. Put the sentence strips in the correct order according to the story.

Sentence Strips for Listening Exercise (Cut)

The doctor asks if Paul has any other symptoms.

The doctor wants to do a blood test and urine sample.

Paul tells the doctor he has a terrible stomachache.

The doctor gives Paul a prescription for indigestion tablets.

The doctor tells Paul to sit down.

Paul tells the doctor he feels nauseous and dizzy.

Paul answers the doctor and tells him yes, he does have diarrhea.

Paul tells the doctor that it hurts when he touches his stomach.

### TASK 3

Read about the common illness in the pamphlet your instructor has given you. Prepare a short report on the illness, including information on the illness and its possible causes, symptoms and treatment.



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# Level 4

## *Education*

Level	Theme/Topic	Date
4	Education/A Parent's Role in a Child's Education	January 15, 2012
<p><b>Learning Outcomes:</b> At the end of this lesson the learner will be able to:</p> <ul style="list-style-type: none"> <li>• express preference, satisfaction / dissatisfaction in relation to a child's education</li> <li>• get information from business brochures, notices, notes, articles, etc.</li> <li>• convey personal messages in an informal or formal personal short letter or note</li> </ul>		
<p><b>Language Focus:</b></p> <ul style="list-style-type: none"> <li>• adjectives and modals (pleased, disappointed, worried, should, etc.)</li> <li>• vocabulary related to education</li> </ul>		<p><b>Basics:</b></p> <ul style="list-style-type: none"> <li>• None for this lesson</li> </ul>
<p><b>Materials/Resources:</b> Visuals: photo of parent teacher interview</p>		
<p><b>Task 1:(R)</b> Read samples of school notices about a range of events or announcements.</p> <p><b>Task 2: (L)</b> Listen to a conversation between a teacher and a parent <a href="http://www.eslpod.com/website/show_podcast.php?issue_id=8720213">http://www.eslpod.com/website/show_podcast.php?issue_id=8720213</a></p> <p><b>Task 3: (S)</b> Have a discussion about the education system in Canada including satisfaction / dissatisfaction or concerns and make a comparison to the education system in his / her home country.</p> <p><b>Task 4:(W)</b> Write a short note to send to a teacher requesting a teacher parent interview.</p>		
<p><b>Experiential Outings:</b> Learner meets with a teacher or principal in an educational institution in Canada.</p>		
<p><b>Reflection:</b> 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?</p>		
<p><b>Homework:</b> Learner prepares a written report on the education system in his / her home country.</p>		

## Explanation of Tasks

### Task 1: (R)

- Show the learner the picture of the parent teacher interview. Ask the learner questions. What is happening? What is the purpose of the interview? What might they be discussing?
- Have the learner read the various notices. Discuss. Decide on the appropriate parental response to each.
- Have the learner write a short note to the teacher replying (if necessary) to the notice.

### Task 2: (L)

- Using the computer, listen to the recording at the link included in the lesson plan.
- Play the recording twice.
- Discuss with the learner.
- Give the learner the multiple choice 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)**

- Talk about the Canadian Education System again. Ask the learner questions: What are the pros and cons of the system? What is he / she satisfied with and / or disappointed with?
- Talk about the education system in his / her home country. What are the similarities? What are the differences?
- Have the learner fill in the chart with these similarities and differences.
- Assist as necessary.

**Task 4: (W)**

- Tell the learner that they are going to write a short note to a teacher requesting a meeting because of some concerns they have as the parent.
- Have the learner write the note.
- Assist as necessary.
- After finishing, go over the letter, choosing some key mistakes to address and assist with correcting. It is not necessary to address all mistakes in one lesson.



## TASK 1

Look at the picture. What is happening? Discuss with your instructor.



## TASK 1

Read the following notices that may come home from school. Discuss with your instructor.

### **Portland Estates Elementary Annual Spring Fair**

**Saturday, May 7, 2011 12pm- 2:30pm**

This event requires a tremendous amount of time and effort. The PTO is unable to do this alone. **For the 2nd year** our EXCEL STAFF has volunteered to work the food court for our event and we can't thank them enough for this. We are looking for volunteers to spare ½ or more of their time in other areas.

#### **How can you help?**

Setup, Games, Bingo, Cake Walk, Clean Up

**Send in Toys** – We are taking donations of gently used McDonald's toys for prizes. You may send them in to the school from now until May 6<sup>th</sup> .

**For any information regarding the Spring Fair please contact Mary at – 444-3111 or by email at [mxx@eastlink.ca](mailto:mxx@eastlink.ca)**

### **ALLERGY ALERT**

Portland Estates Elementary School has students with life-threatening allergies to peanuts, tree nuts, nut products, sesame seeds, kiwi, whole eggs & egg salad. Please ensure that all food items do not have these items in them.

#### **SCHOOL VOLUNTEER FORMS**

In order for parents and guardians to volunteer in their children's classroom or on a field trip, they are required to fill out an Application for a Criminal Records Search. Please see Mrs.Coldham for this form.

#### **REPORT CARDS & PARENT TEACHER INTERVIEWS**

Report cards will go home with the students on **Thurs. April 12th**. Parent-Teacher Interviews will be held on **Tues, April 24th from 6:00 - 8:00 and on Thurs. April 26th from 1:00 – 4:00 pm**. Starting **Mon. April 2nd**, please call Mrs. Coldham at 433-7100 to make appointments with your child's teachers. You may also make appointments with the Gym teacher, Music teacher, French teacher, Resource teacher and the Learning Centre teacher. These interviews are an excellent opportunity to share information with teachers which will be helpful in understanding your child's needs.

Mr. Polo: Thank you.

Ms. Vasquez: In this **parent-teacher conference**, I want **to go beyond** Marco's \_\_\_\_\_ and his **standardized test scores** to talk about his general performance in the classroom.

Mr. Polo: That's great. I want to know how he's doing.

Ms. Vasquez: Marco is a good \_\_\_\_\_. He's **attentive** in class, a \_\_\_\_\_, and **hands in his homework** on time. Here's his \_\_\_\_\_, if you want to take a look at his classroom work.

Mr. Polo: This is great. Are there any areas he needs \_\_\_\_\_?

Ms. Vasquez: Marco is a good student, but he does sometimes \_\_\_\_\_. He often has disagreements with other students and **loses his temper**. I think he needs to work on his \_\_\_\_\_.

Mr. Polo: Well, I don't think that's the most important thing, do you? His \_\_\_\_\_ are the most important and he seems to be doing well in his **subjects**.

Ms. Vasquez: It's true that academics are important, but learning to work **cooperatively** with other people is important, too, if he wants \_\_\_\_\_ in life, don't you think?

Mr. Polo: I'll have a talk with him. I'm sure you'll see an \_\_\_\_\_.

Ms. Vasquez: I appreciate you taking this seriously. Again, Marco is a good student and it's a pleasure to have him in my class.

Mr. Polo: I'm glad to hear that. Good-bye.

Ms. Vasquez: Have a good afternoon.

**TASK 3**

After discussing the similarities and differences between the education systems of Canada and your home country with your instructor, complete the chart.

Comparison between the Education System in Canada vs. Home Country

Canada	_____



# Level 4

## *Housing: Problems and Repairs*

<b>Level</b> 4	<b>Theme/Topic</b> Housing/Repairs and Problems	<b>Date</b> January 15, 2012
<p><b>Learning Outcomes:</b> At the end of this lesson, the learner will be able to:</p> <ul style="list-style-type: none"> <li>request, accept or reject assistance or offers in a service situation</li> <li>demonstrate comprehension of mostly factual details and some inferred meaning in persuasive oral texts</li> <li>find information in formatted texts</li> </ul>		
<p><b>Language Focus:</b></p> <ul style="list-style-type: none"> <li>adjectives (broken, leaking, cracked etc.)</li> <li>vocabulary related to housing problems</li> <li>simple past</li> </ul>	<p><b>The Basics:</b></p> <ul style="list-style-type: none"> <li>telephone</li> </ul>	
<p><b>Materials/Resources:</b>  Visuals: Yellow Pages, photos of some common household problems  Handouts: Tenant’s Rights and Responsibilities, Q &amp; A, chart</p>		
<p><b>The Basics Pre-task:</b> Match the telephone expressions with appropriate answers and replies.</p> <p><b>Task 1: (R)</b> Read and discuss the rights and responsibilities of both landlords and tenants.</p> <p><b>Task 2: (S)</b> Discuss housing problems and the professionals.</p> <p><b>Task 3: (L)</b> Listen to a conversation in which a man makes a phone call to discuss a household problem.</p> <ul style="list-style-type: none"> <li><a href="http://www.eslpod.com/website/show_podcast.php?issue_id=7159162">http://www.eslpod.com/website/show_podcast.php?issue_id=7159162</a></li> </ul> <p><b>Task 4: (R)</b> Search for a professional to repair or address a housing problem.</p>		
<p><b>Experiential Outings:</b> Learner visits the Tenancy Board to obtain information on tenant’s rights and responsibilities.</p> <hr/>		
<p><b>Reflection:</b> 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?</p>		
<p><b>Homework:</b> Learner writes a note to a landlord or owner describing a housing issue.</p>		

## Explanation of Tasks

### **Task 1: (R)**

- Give the learner the article on the rights and responsibilities of landlords and tenants.
- Have the learner read the article.
- Discuss.

### **Task 2: (S)**

- Show the learner the pictures of the various household problems. Discuss what the problems are.
- Show the learner the pictures of the various professionals who fix household problems. Discuss the names of these professionals and what they do.
- Match the professionals with the household problems pictured in the beginning of this task.
- Create a role-play based on calling his / her landlord (or calling the professional directly) about one of the problems.
- Assist as necessary.
- Role-play.



**Task 3: (L)**

- Using the computer, listen to the recording at the link included in the lesson plan.
- Play the recording twice.
- Discuss with the learner. Have the learner complete the questions handout.

**Task 4: (R)**

- Using the Yellow Pages, look up numbers for the professionals discussed in Task 2.  
Talk about where to find these professions in the Yellow Pages.
- Prepare a directory of these numbers.
- Role-play calling one of these professionals.

**PRE- TASK**

Match the telephone expressions with appropriate answers and replies.

May I ask who is calling?	Yes, certainly. I will put you through to his voice mail. One moment please.
Can I leave a message?	I'm sorry. I didn't get all that. Will you please repeat that?
I'm sorry but Mr. Smith is not available.	No, thank you. I will call back later.
Can anyone else help you?	787-3221. Thank you. Mr. Peterson will get back to you this afternoon.
Sorry, I didn't catch your name.....	This is Mary Rogers. I'm calling about my account.
Please ask her to call me back. My number is 787-3221.	Could you put me through to Gary Smith please?
Your next appointment will be on Tuesday, November 18 <sup>th</sup> at 3:30 PM. Please bring identification with you.	My name is Laura Mayes. L-A-U-R-A M-A-Y-E-S.

## **Task 1**

Read the article and accompanying chart on the rights and responsibilities of both tenants and landlords. Discuss with your instructor.

### **Landlord and Tenant Responsibilities**

At the beginning of a landlord-tenant relationship, both parties should understand their basic rights and responsibilities and they should communicate their expectations to each other. Once the landlord screens, finds and accepts a tenant's application, the relationship starts. When a tenant signs the lease and /or pays the rent, the legal contract to move in activates. If either party breaks the rental agreement at this point, compensation may be in order for the wronged party.

Sometimes situations arise that require the attention of both landlord and tenant. They need to rely on each other to ensure emergencies, repairs and even complaints, are handled in a timely manner. A good relationship where both parties respect the rights of the other facilitates problem solving. Difficult landlord-tenant relationships can require mediation or costly legal intervention to settle conflicts. In all provinces, landlords are legally obliged to ensure that the rental unit complies with the rules and regulations pertaining to minimum health, safety, housing and maintenance standards. Before a landlord rents a property, it must meet municipal property standards, zoning bylaws, fire safety regulations and local building codes. The premises might have met the acceptable standards upon rental and it is the landlord's responsibility to ensure that the place does not deteriorate below these standards.

## TASK 1

<b>Landlord</b>	<b>Tenant</b>
<p>Maintain the tenant's home in a good state of repair and fit for habitation and at the landlord's expense comply with health, safety, housing and maintenance standards.</p> <p>Not withhold, during a tenant's occupancy, the reasonable supply of fuel, electricity, hot and cold water and other utility services (cable, Internet) unless the tenant has agreed to obtain and pay for these services.</p> <p>Not interfere with the reasonable enjoyment of the tenant and the members of his or her household and guests.</p> <p>Not seize, without legal process, a tenant's property for rent default or for the breach of any other obligation of the tenant.</p> <p>Not harass, obstruct, coerce, threaten or interfere with the tenant.</p>	<p>Pay the rent on time.</p> <p>Behave well, clean the rental premises, repair damage caused by an willful or negligent act of the tenant or a person whom the tenant permits on the premises.</p> <p>Not harass, obstruct, coerce, threaten or interfere with the landlord.</p> <p>Contact the landlord as soon as possible when a serious problem arises involving repairs or services.</p> <p>Permit entry (with proper notice) for repairs or showing of premises for next tenant or purchaser.</p>

## TASK 2

Look at the following pictures. What are the household problems? What should be done? What professional do you call to help with the problem? Discuss with your instructor.



**TASK 2**



**TASK 2**



**TASK 2**

Look at the pictures of the various home repair professionals. Match the professionals with the household problems pictured previously.

Home Repair Professionals





**TASK 2**



**TASK 2**



## **TASK 2**

For Instructor's Use

### **Sample Dialogue**

#### **Conversation with a Landlord: Household Problems**

Landlord: Hello?

Susan: Hello. This is Susan Mayes in apartment 34.

Landlord: Hello Susan. How can I help you?

Susan: I have a problem. My toilet has clogged and I can't flush it.

Landlord: Do you know what happened?

Susan: I'm not sure. My young son was playing in the bathroom and later after I flushed it, it overflowed.

Landlord: What did you do?

Susan: I quickly cleaned up the water and then I tried plunging it.

Landlord: Did that fix the problem?

Susan: No, it still will not flush. What should I do?

Landlord: Well, it sounds like you have done everything right. I will come and have a look. How is this afternoon at 3:00 for you?

Susan: That sounds good. Thank you.

Landlord: No problem. See you then.

#### TASK 4

Listen to the recording. Answer the questions.

1. What is the name of the Plumbing company?

Barrat Plumbing

Carrard Plumbing

Wilson Plumbing

2. Water is coming out of the \_\_\_\_\_ plastic pipe.

3. What make is the washing machine? \_\_\_\_\_

4. The woman is advised to call Johnson's \_\_\_\_\_ appliances.

5. What number on West road is the woman's address? \_\_\_\_\_

6. What is near East Greenshore?

a town

an apartment

a university

7. Johnson's shop is on \_\_\_\_\_.

8. What is near Mr. Johnson's shop?

a cinema

a river

a plumber

9. What is the woman's phone number? \_\_\_\_\_

10. Mr. Johnson should phone Mrs. Harris....

before 3pm

after 3pm

it does not say

**TASK 4**

Look in the Yellow Pages for contact information for the professionals in home repair as discussed previously. Fill in the chart below.

**Household Emergency Phone Directory**

Professional	Company Name	Telephone Number
Plumber		
Electrician		
Exterminator		
Carpenter		
Roofer		