

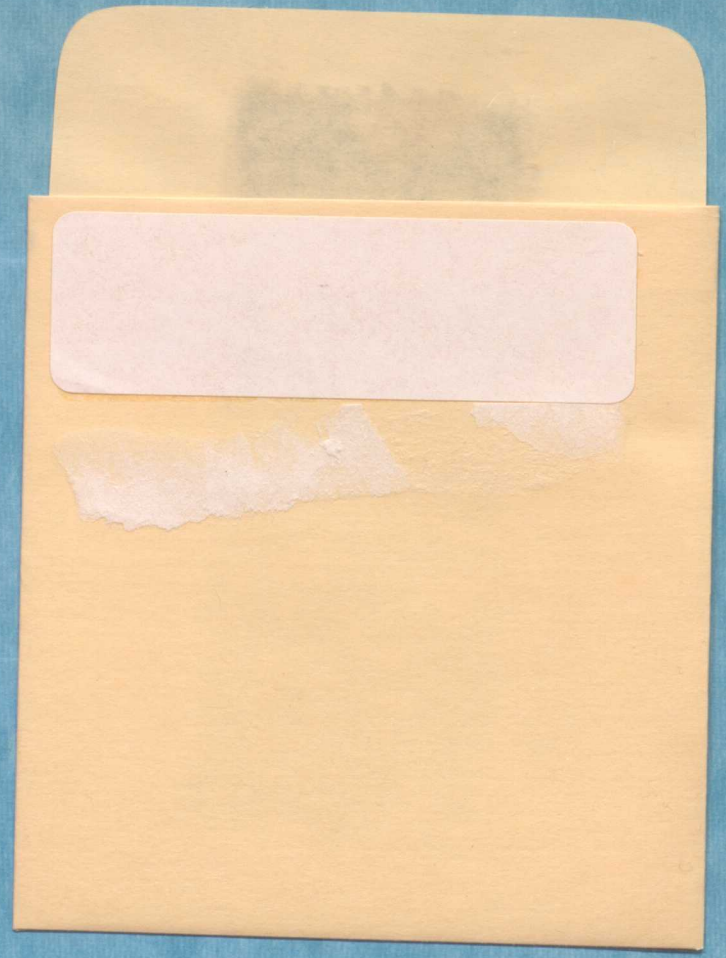
Instructor's Manual I - Health
Planning English Language Training
For Older English As A Second
Language Learners
By M. Berghofer and A. Hinkle

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NEIGHBOURHOOD ENGLISH DEPARTMENT

INSTRUCTOR'S MANUAL I
PLANNING ENGLISH LANGUAGE TRAINING
FOR OLDER ENGLISH AS A SECOND LANGUAGE LEARNERS

MODULE I: HEALTH

BY
MARTA BERGHOFER
AND
ANN HINKLE

VCC KEC

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TABLE OF CONTENTS

I. HEALTH MODULE

UNIT I. ILLNESS

Objectives (blue)
Sample Lesson Plan (marigold)
Indexed Learning Tools (white)

Supplementary Learning Tools (white)

UNIT B. EMERGENCY

Objectives (blue)
Sample Lesson Plan (marigold)
Indexed Learning Tools (white)

Supplementary Learning Tools (white)

UNIT C. DRUGSTORE

Objectives (blue)
Sample Lesson Plan (marigold)
Indexed Learning Tools (white)

Supplementary Learning Tools (white)

UNIT D. HOSPITAL

Objectives (blue)
Sample Lesson Plan (marigold)
Indexed Learning Tools (white)

Supplementary Learning Tools (white)

PAGE

A-1 to A-37

A-1 to A-4

A-5 to A-6

A-7 to A-11

A-13 to A-15

A-17 to A-20

A-22 to A-29

A-12

A-16

A-21

A-30 to A-37

B-1 to B-26

B-1 to B-4

B-5 to B-6

B-7

B-9 to B-11

B-14

B-16

B-18 to B-26

B-8

B-12 to B-13

B-15

B-17

C-1 to C-22

C-1 to C-3

C-4 to C-5

C-6 to C-10

C-13 to C-22

C-11 to C-12

D-1 to D-28

D-1 to D-4

D-5

D-6 to D-17

D-19

D-21 to D-25

D-18

D-20

D-27 to D-28

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UNIT E. DENTIST

Objectives (blue)
Sample Lesson Plan (marigold)
Indexed Learning Tools (white)

Supplementary Learning Tools (white)

E-1 to E-23
E-1 to E-3
E-4
E-5 to E-8
E-10
E-12 to E-15
E-17 to E-19
E-22 to E-23
E-9
E-11
E-16
E-20 to E-21

UNIT F. PUBLIC HEALTH

Objectives (blue)
Sample Lesson Plan (marigold)
Indexed Learning Tools (white)

Supplementary Learning Tools (white)

F-1 to F-21
F-1 to F-3
F-4
F-5 to F-7
F-9 to F-15
F-18 to F-21
F-8
F-16 to F-17

OBJECTIVES

MODULE I. HEALTH.

UNIT A. ILLNESS

GENERAL OBJECTIVE:

The student will be able to demonstrate some of the social and linguistic skills necessary for dealing with illness to the level of his/her English ability (Level 1, 2 or 3).

SPECIFIC PERFORMANCE OBJECTIVES:

Level 1

The student will be able to:

- 1.0 Identify common body parts. (p.7,8,13,29)
- 2.0 Describe some common, simple symptoms of illness (e.g., aches, pains, fever) (p.9,10,11,14,18,19,20,29)

Grammar

- Graded: present tense of verb to be
present tense of verb to have
respond to questions with: who, when, where
subject pronouns: I, you, he, she, etc.

New Vocabulary

- Body Parts: head, leg, arm, etc.
Symptoms: headache, fever, etc.



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Level 2

The student will be able to:

- 3.0 Recognize names of some common, internal organs. (p.17)
- 4.0 Describe some vague, more general symptoms of illness to a doctor in given situations. (p.27)
- 5.0 List some symptoms of a given illness for purposes of reporting to a doctor. (p.15)
- 6.0 Make a doctor's appointment by telephone. (p. 22)
- 7.0 Respond to some common questions which might be posed by a doctor in relation to common symptoms and common illnesses (e.g., flu, arthritis, gall bladder disease). (p. 25)
- 8.0 Follow a doctor's simple instructions based on vocabulary known in given situations. (p. 11, 15)

Grammar

Graded: present tense of verb to be

simple present, present continuous, simple past, and

imperative of verbs: feel, go, come, say

Respond to questions with: how long, how bad

Ask questions with: who, what, where, when

preposition: at

comparatives: good/better bad/worse

adverbs: sometimes, usually, always, never

Ungraded: How long have you been sick?

I'd like to make an appointment.

May I help you?

Can you come on Friday?

What's wrong?

You should go to bed.

She couldn't go to bed.

Grandma Lee played with the children

Level 2 (cont'd)

She had a headache too.

If you're not better.

Vocabulary

Symptoms: sick, tired, nauseated, run-down, weak, tired, dizzy, etc.

Internal Organs: lungs, heart, throat, stomach, intestines, gall bladder, etc.

Level 3

The student will be able to:

- 9.0 Ask a doctor clarifying questions about recommended treatment in given situations. (p. 28)
- 10.0 Give a simple, medical history in both oral and written form. (p. 26)
- 11.0 Use English words to describe existing personal health problems. (p. 11, 17, 20, 26, 27, 28)
- 12.0 Cancel or change a doctor's appointment. (p. 23)
- 13.0 Distinguish between the roles of the family doctor and a specialist. (p. 24)
- 14.0 Identify when to request a referral to a specialist. (p. 24)
- 15.0 Request a referral to a specialist in given situations. (p. 24)

Grammar

Graded: the present tense of: should, must, have to
questions in past and present with: how much,
how long, how bad, how many.

Vocabulary

Expressions on medical history form: marital status, allergies, heart disease, etc.

Names of childhood and common diseases: measles, mumps, etc.

Names of specialists: allergist, dermatologists, etc.

SAMPLE MULTI-LEVEL LESSON PLAN

ILLNESS

Whole group (Levels 1,2,3)

1. Class together

Parts of the Body

Oral drill with flashcards. Teacher holds up cards with drawings of body parts, elicits words from better students.

Handout - labelled body picture. Have students read through (p. 7,8)

2. Groups

Level 1 + teacher

Continue parts of body practice, students ask each other questions.

Levels 2 + 3

Parts of body "concentration" (p.13)

3. Class together (Levels 1,2,3)

Picture story - "The Flu" (p. 9,10)

Picture cues on wall

Teacher tells story twice

Teacher asks levelled questions (p. 12)

Better students ask questions using picture cues from story

Individual students retell story in own words

Handout - printed story (p. 11)

Students read aloud

Teacher and students discuss grammar points in story

Teacher lists new vocabulary from story on board



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4. Groups

Level 1

Parts of the body concentration (p. 10)

Oral practice - 6 new symptoms - language master cards and picture cues (p. 14)

They listen and repeat as often as they like.

Level 2

Dialogue - doctor's phone advice - tape (p. 15)

Students listen to tape several times

Pairs of students act out dialogue

Level 3 + teacher

Dialogue: what the doctor said

Teacher gives situation based on story. Mrs. Lee phones Grandma Lee and reports on Doctor's advice.

Teacher gives examples of reported speech - He told me to _____.

He said to _____.

Students as a group supply lines of the dialogue.

Teacher records on board.

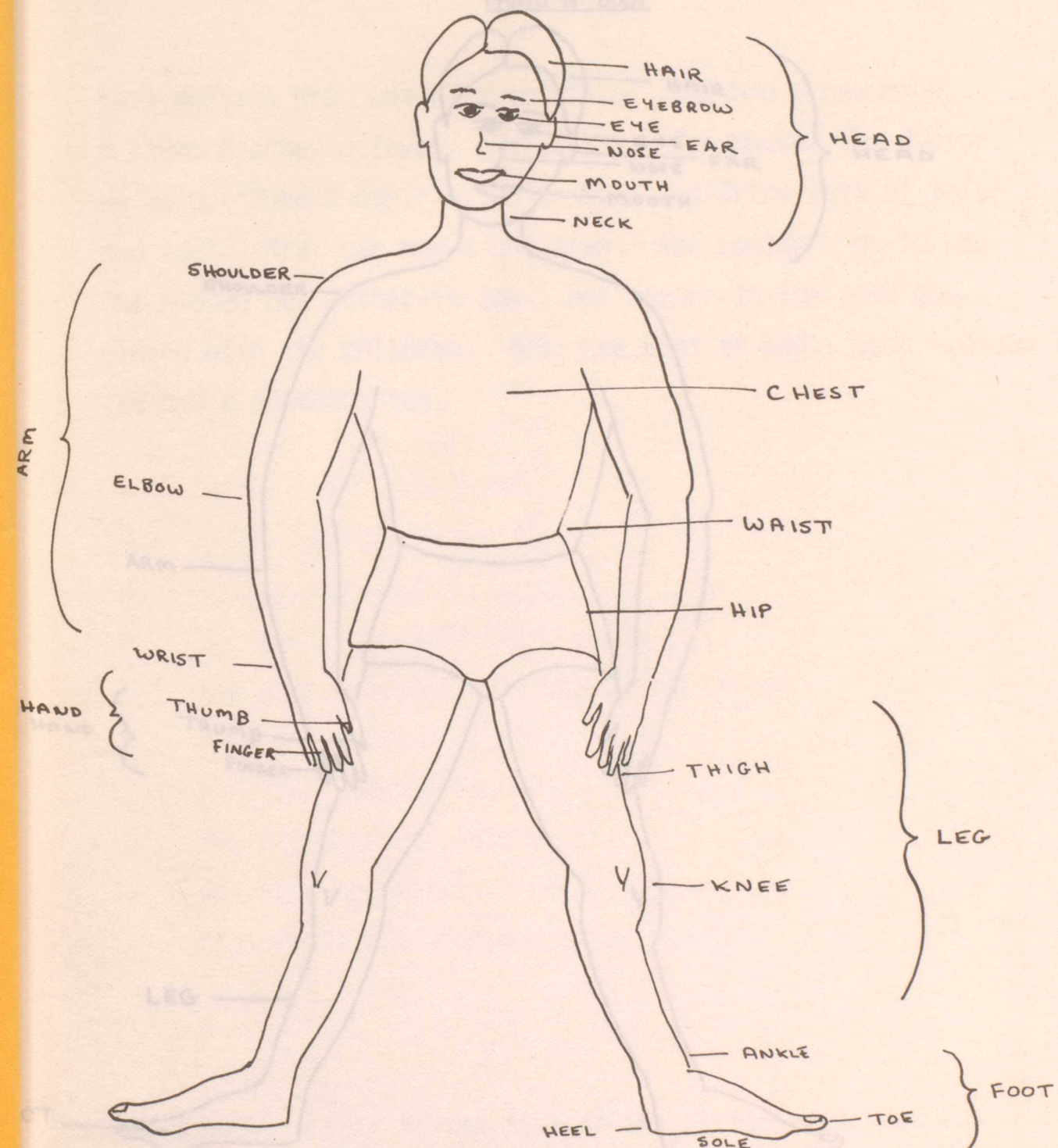
Teacher points out stress and intonation.

Students practice in pairs.

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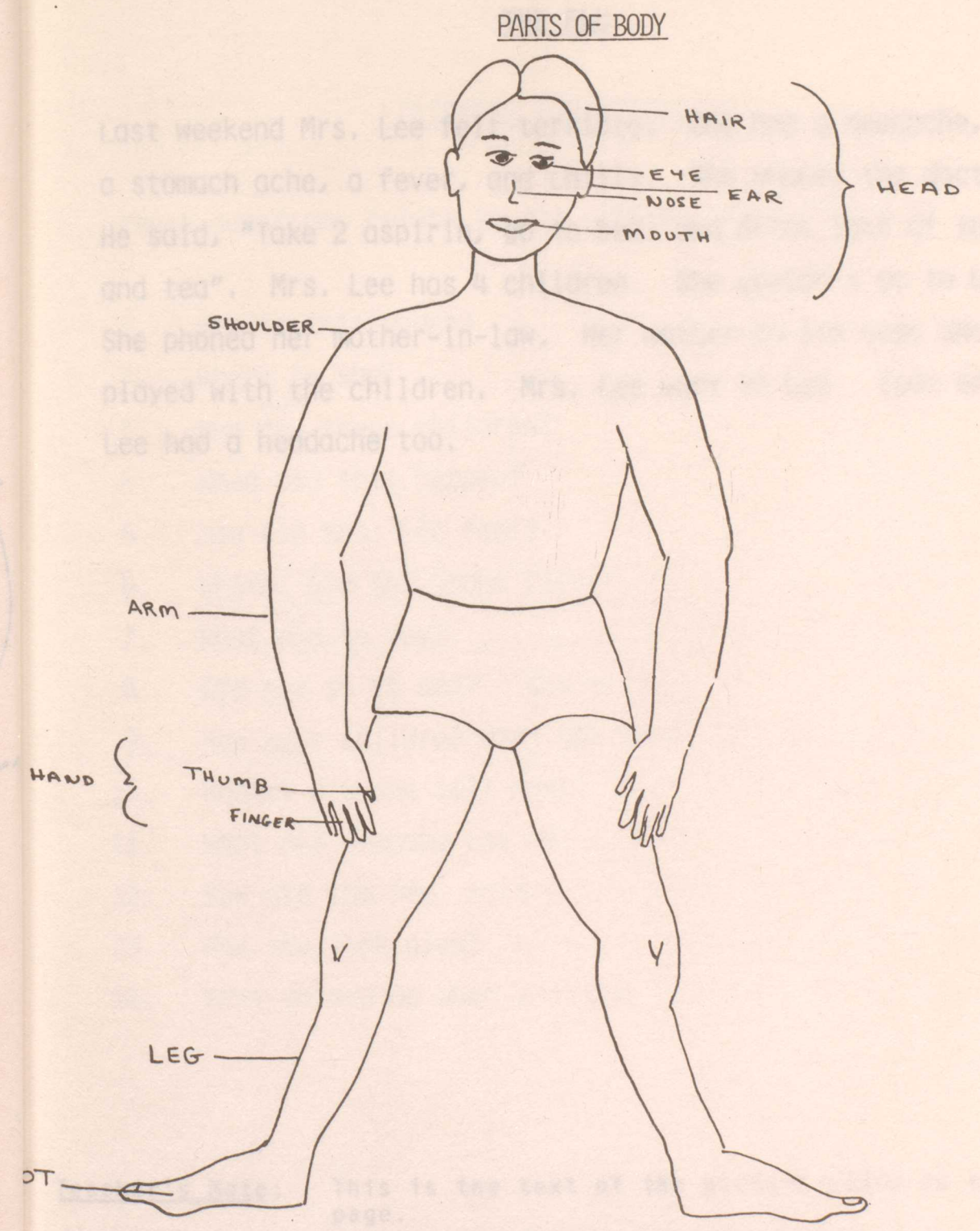
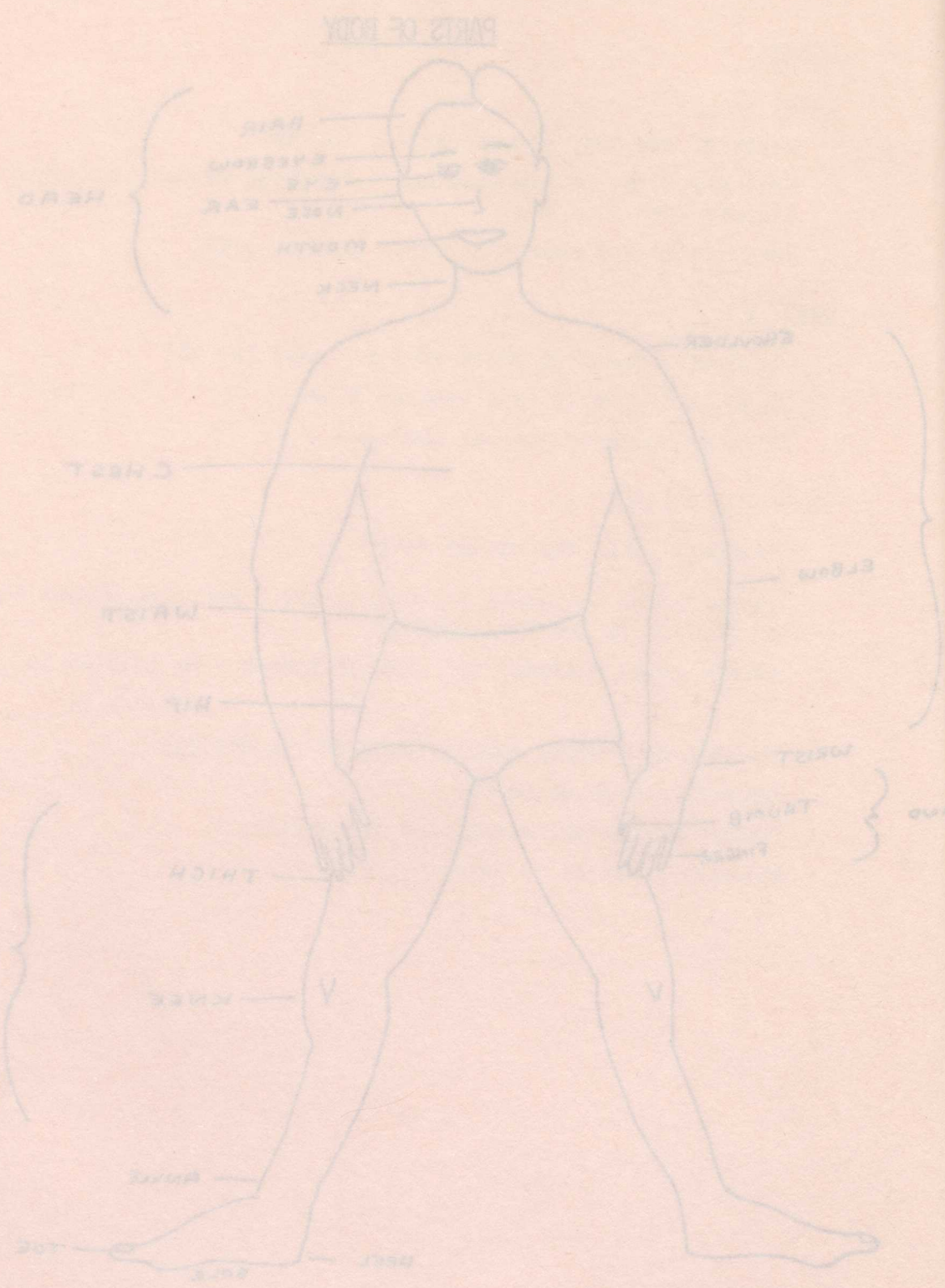
PARTS OF BODY



Teacher's Note: body parts can be taught using your own body or a large blackboard drawing.

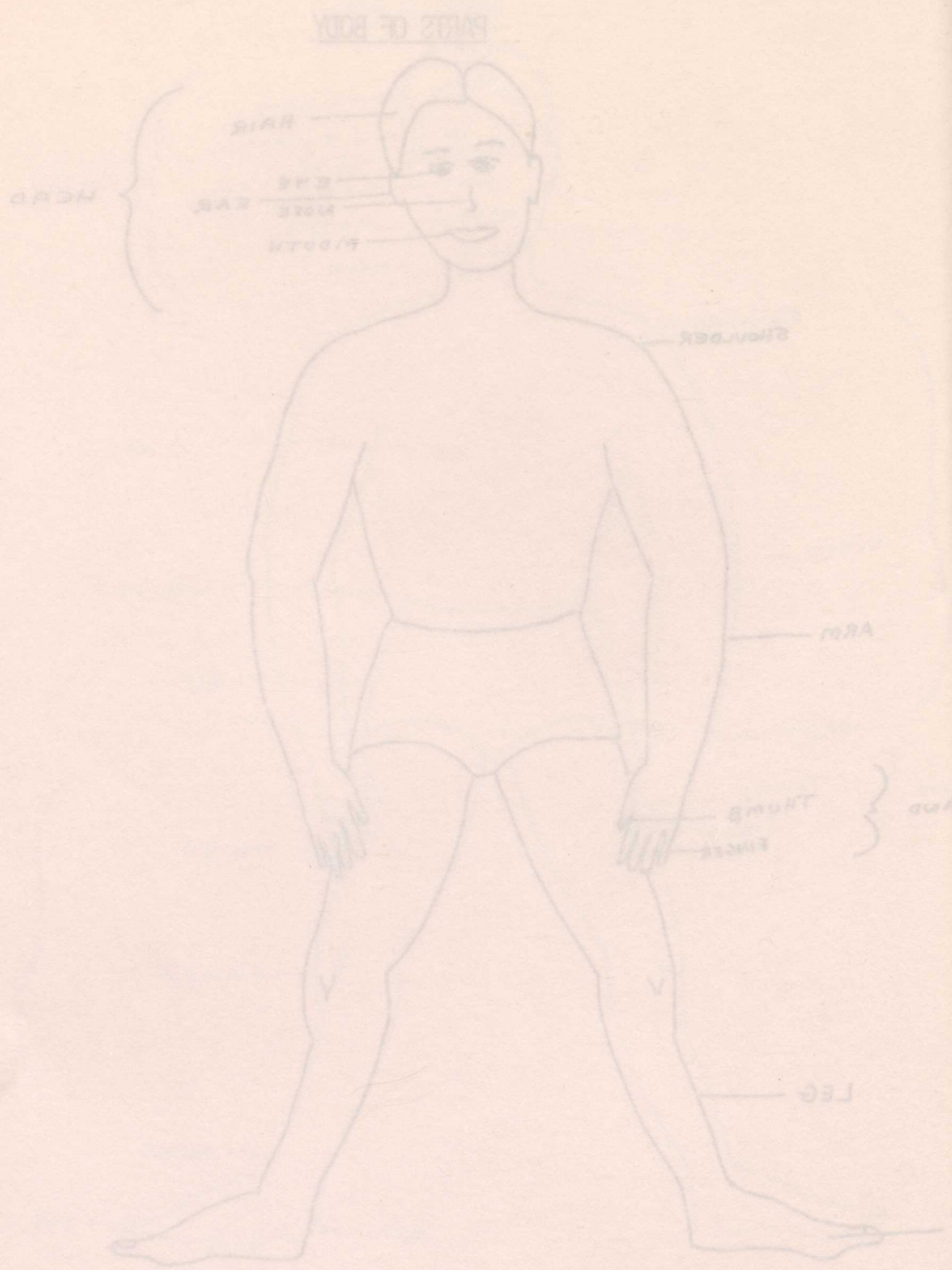
A game like "Simon says" is a useful reinforcement in a class that likes such things.

A set of flashcards is useful for drill.



Teacher's Note: body parts can be taught using your own body or a large blackboard drawing. A game like "Simon says" is a useful reinforcement in a class that likes such things. A set of flashcards is useful for drill.

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THE FLU

Last weekend Mrs. Lee felt terrible. She had a headache, a stomach ache, a fever, and chills. She phoned the doctor. He said, "Take 2 aspirin, go to bed, and drink lots of juice and tea". Mrs. Lee has 4 children. She couldn't go to bed. She phoned her mother-in-law. Her mother-in-law came and played with the children. Mrs. Lee went to bed. Soon Grandma Lee had a headache too.

1. When did this happen?
2. How did Mrs. Lee feel?
3. Who(m) did she phone first?
4. What did he say?
5. Did she go to bed? Why not?
6. How many children does she have? Do you have?
7. Who(m) did she call next?
8. What did Grandma Lee do?
9. How did she feel later?
10. Was she sick also?
11. What do you do when you have the flu?

Teacher's Note:

This is the text of the picture story on the preceding page.

Teacher's Note:

We chose a picture story as it can be used with a whole class at once, all levels, including those who have literacy problems.

The flu is one of the most common health problems older students face. The symptoms, conveniently, are all concrete: "headache", "stomach ache" etc. and easy to teach. They can also be used in other health situations.



LISTENING COMPREHENSION

These questions relate to the picture story 'The Flu' p. (9-11)

1. Who is this woman?
2. Where is she?
3. Who are these children?
4. When did this happen?
5. How did Mrs. Lee feel?
6. Who(m) did she phone first?
7. What did he say?
8. Did she go to bed? Why not?
9. How many children does she have? Do you have?
10. Who(m) did she call next?
11. What did Grandma Lee do?
12. How did she feel later?
13. Was she sick also?
14. What do you do when you have the flu?

Teacher's Note:

Ask these questions of individuals in the group after you have told them the story, but before they have seen it written. Point to pictures to help lower students understand what your questions mean. These questions are levelled so you can ask the lower students the easy ones, and the upper students the more difficult ones, and so on. This enables the group to work together for this activity.

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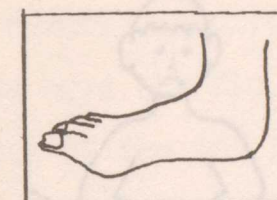
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Teacher's Note:

GAME

Concentration (Parts of the body)

Materials: matched pairs of cards, one with picture of body part, one with written word.



FOOT

Rules: place cards face down on table. Student turns up two cards. If they match student takes them and has another turn. If they don't match, replace them and move on to next student. Student with the most cards at the end wins.

Objective: vocabulary drill, reading practice (sight words), fun.

The cards can be used to drill the symptoms. Various students can be asked to name a symptom.

Use of Subject Pronouns should be taught or reviewed and present tense of verb have: He has a bad cold. She has a fever.

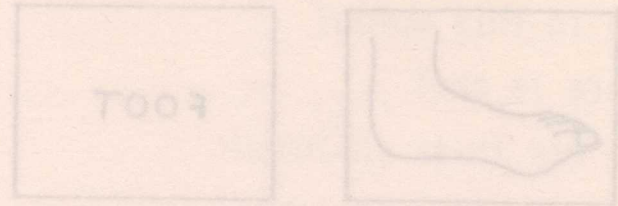
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Level 1, 2

SYNOPSIS



Rules: place cards face down on table. Student turns up two cards. If they match student takes them and has another turn. If they don't match, replace them and move on to next student. Student with the most cards at the end wins.

Objective: vocabulary drill, reading practice (sight words), fun.

Level 1, 2

SYNOPSIS

Make cue cards with pictures of various symptoms.
(A good set is also available in Mastai Kit: Doctor, and also in 21st Century).

1. This is Mrs. Lee.

2. What's the trouble?

1. I feel terrible. I have a headache, a stomach ache,

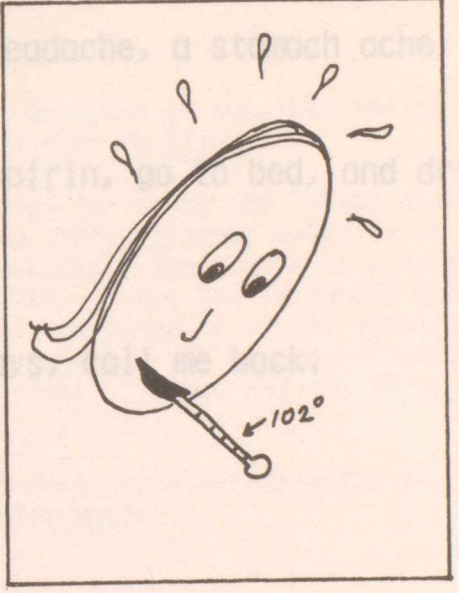
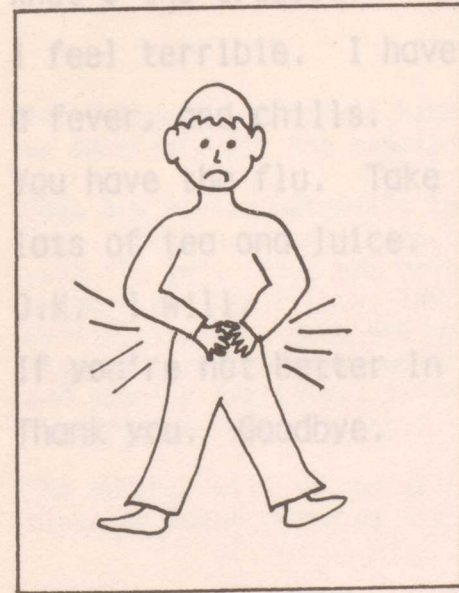
fever, and chills.

2. You have a fever. Take aspirin, go to bed, and drink

lots of tea and juice.

1. Thank you, doctor.

2. You're welcome.



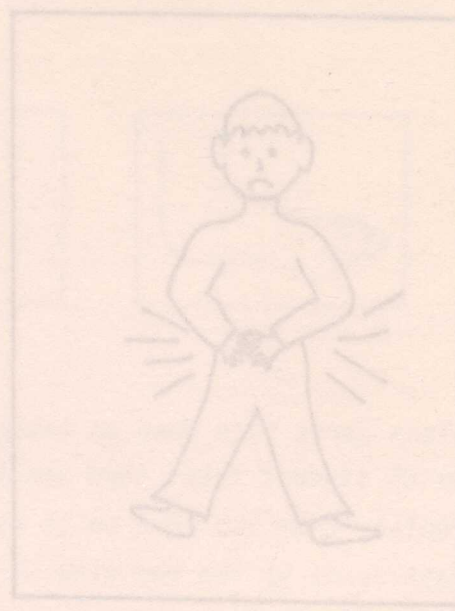
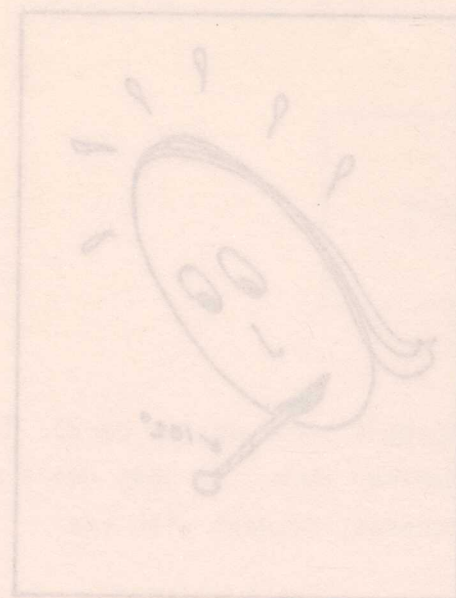
The cards can be used to drill the symptoms. Various students can be asked to mime a symptom.

Use of Subject Pronouns should be taught or reviewed here, and present tense of verb have: Mei Tak has a fever. She has a fever.

Teacher's Note: This dialogue makes use of the same vocabulary as the preceding story, but puts it into a more usable form.

SYMPTOM FLASH CARDS

Make cue cards with pictures of various symptoms.
(A good set is also available in Master Kit; Doctor, and also in 21st Century.)



The cards can be used to drill the symptoms. Various students can be asked to mime a symptom.
Use of subject pronouns should be taught or reviewed here, and present tense of verb have: He has a fever. She has a fever.

DIALOGUE - DOCTOR'S PHONE ADVICE

1. Dr. Wong's office, may I help you?
2. This is Mrs. Lee.
 1. What's the trouble?
 2. I feel terrible. I have a headache, a stomach ache, a fever, and chills.
1. You have the flu. Take 2 aspirin, go to bed, and drink lots of tea and juice.
 2. O.K. I will.
 1. If you're not better in 2 days, call me back.
 2. Thank you. Goodbye.

Teacher's Note: This dialogue makes use of the same vocabulary as the preceding story, but puts it into a more usable form.

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DIALOGUE - DOCTOR'S PHONE ADVICE

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Teacher's Note: This dialogue makes use of the same vocabulary as the preceding story, but puts it into a more usable form.

LEVEL 2 & 3

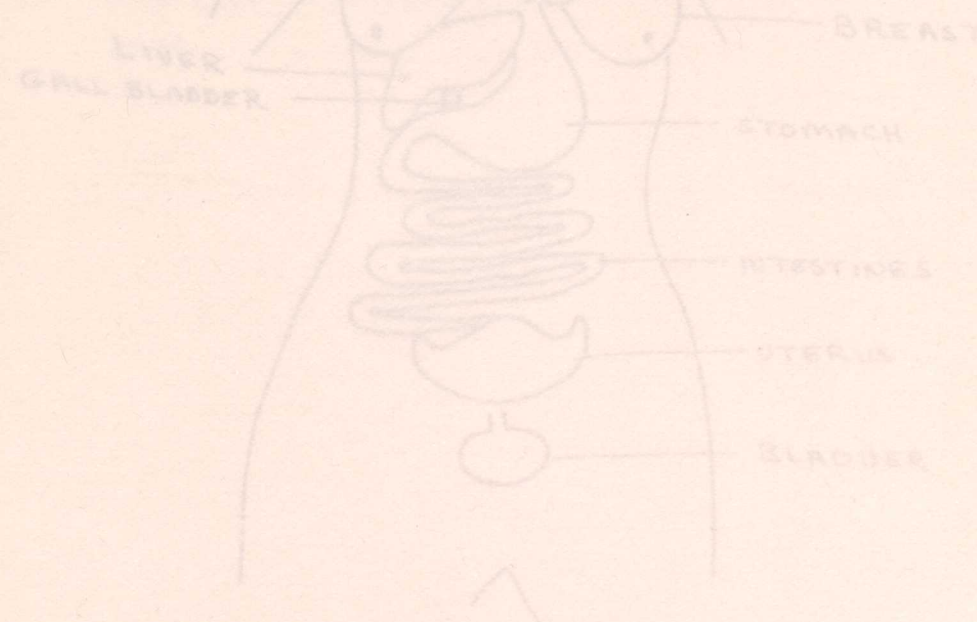
INTERNAL ORGANS

ADDITIONAL TEACHING MATERIALS

The following materials have been designed as possible follow-up materials for the sample lesson plan on Illness.

Some are review materials to be used following the lesson plan (e.g. written questions on the Flu Story, grammar exercise on verb "to go". Some are related materials that could be used to broaden the topic (e.g. The Arthritis Story, the Telephone Appointment Dialogue). Some are materials designed to answer specific language needs of the particular students. (e.g. pronunciation and phonics exercises: initial h, initial vowel and the literacy exercise on form filling.)

The teacher will of course choose only those suitable for her class or adapt these to fit specific needs.



Teacher's Note: the student needs to be able to understand this vocabulary when the doctor uses it, but would not need to use the vocabulary, unless to describe a prior condition treated in the home, etc.



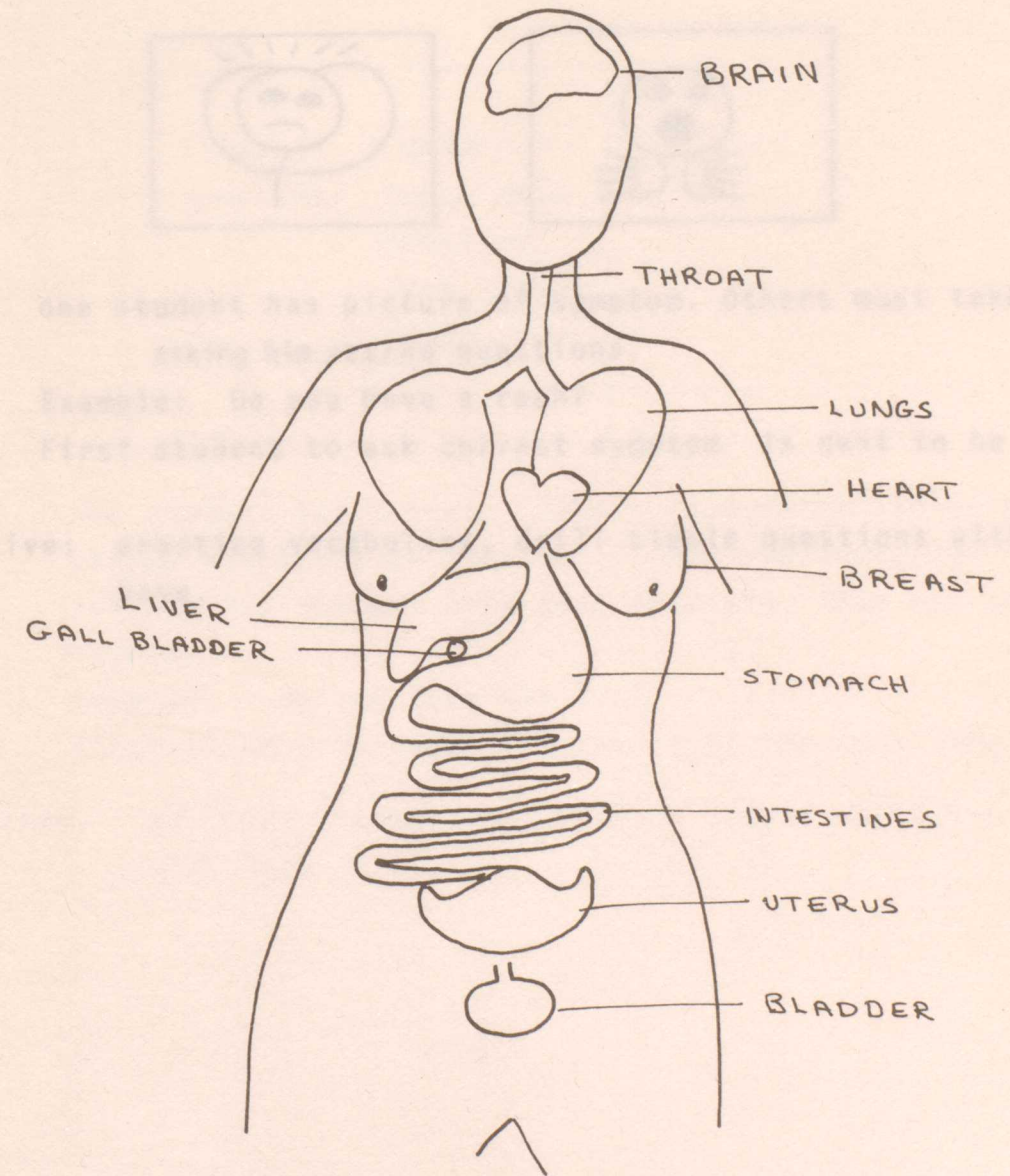
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Some are review materials to be used following the lesson plan (e.g. written questions on the Flu Story, grammar exercise on verb "to go"). Some are related materials that could be used to broaden the topic (e.g. The Artist's Story, the Telephone Appointment Dialogue). Some are materials designed to answer specific language needs of the particular students (e.g. pronunciation and phonics exercises: initial h, initial vowel) and the literacy exercise on form filling).

The teacher will of course choose only those suitable for her class or adapt these to fit specific needs.

INTERNAL ORGANS

LEVEL 2 & 3



Teacher's Note: the student needs to be able to understand this vocabulary when the doctor uses it, but would seldom need to use the vocabulary, unless to describe a prior condition treated in the home country, etc.

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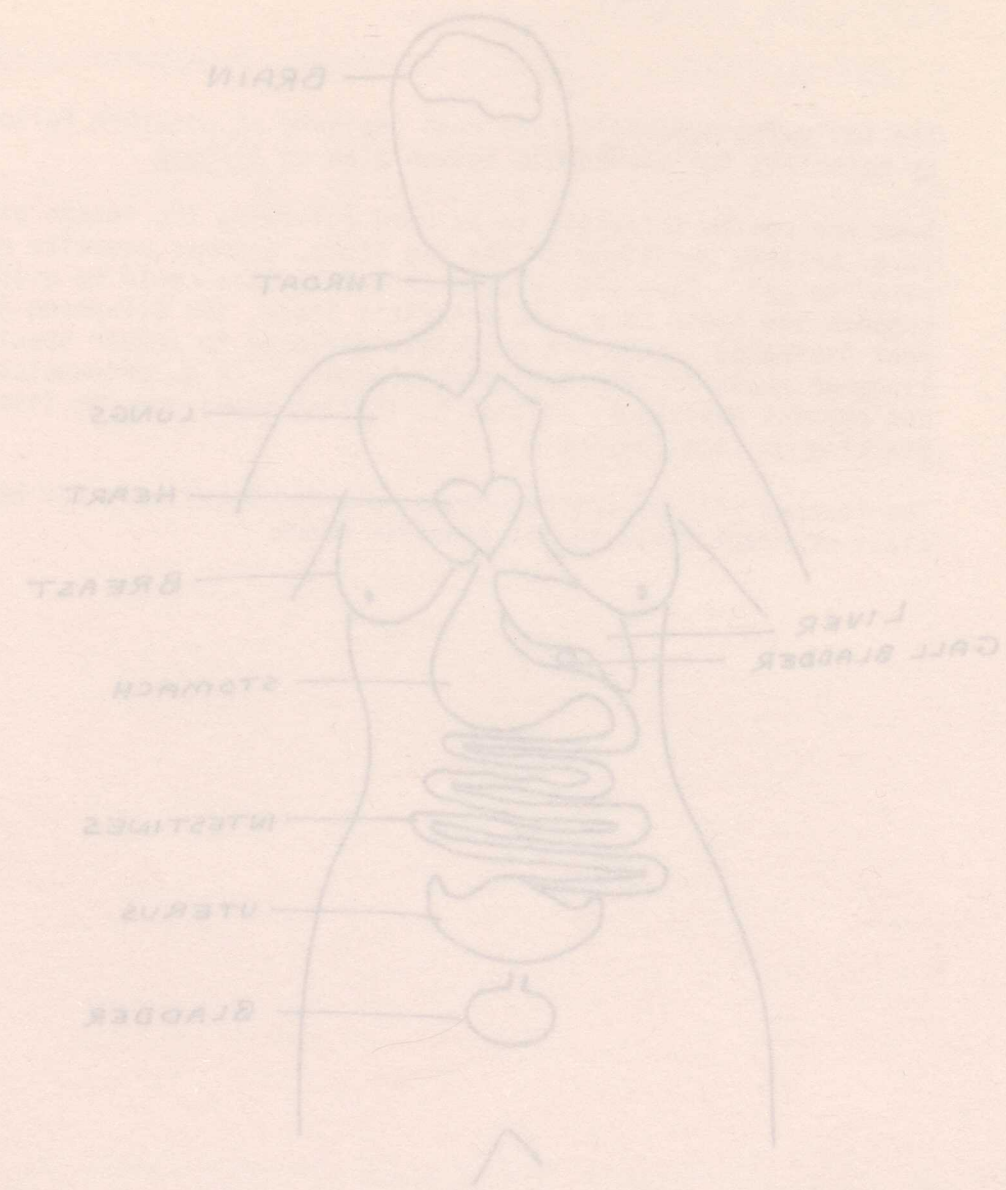
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LEVEL 2 & 3

INTERNAL ORGANS



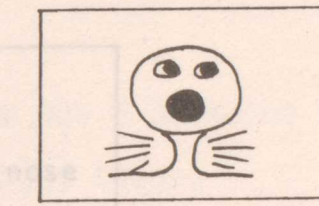
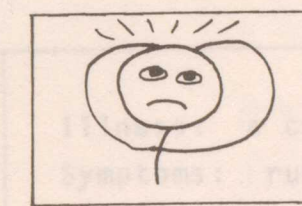
Teacher's Note: The student needs to be able to understand this vocabulary when the doctor asks it, but would seldom need to use the vocabulary unless to describe a prior condition treated in the home country, etc.

Level 1

GAME

Guess the Symptom

Materials: pictures of symptoms



Rules: one student has picture of symptom. Others must take turns asking him yes/no questions.

Example: Do you have a rash?

First student to ask correct symptom is next to be it.

Objective: practice vocabulary, drill simple questions with verb have.

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GAME

Guess the disease:

Materials: cards with name of illness and list of appropriate symptoms underneath.

Example:

Illness: a cold
Symptoms: runny nose
sneezing
sore throat
cough

Rules: one student has a card. Others take turns asking him yes/no questions on symptoms: "Are you sneezing?" When several yes answers have been obtained, they try to guess illness.

Example: Do you have the flu?

First student to guess illness is it for next game.

Objective: practice vocabulary, practice simple questions with have.

Teacher's Note: Could be introduced orally for level 1 or used as a simple reading exercise for level 2.
Having taught the various aches with the flu story in sample lesson plan, it is easy to go on to backache as a symptom of arthritis, especially as many of the seniors in our classes suffer from it.

Teacher's Note: games provide drill and practice in a non-threatening, communicative situation.



Mrs. Lee has a backache today.
It's raining today.
Her back hurts when it rains.
She has arthritis.
After class Mrs. Lee will go home to bed.



Teacher's Note:

Could be introduced orally for level 1 or used as a simple reading exercise for Level 2.

Having taught the various aches with the flu story in sample lesson plan, it is easy to go on to backache as a symptom of arthritis, especially as many of the seniors in our classes suffer from it.

A good cross-cultural discussion point is comparing arthritis cures in different countries.

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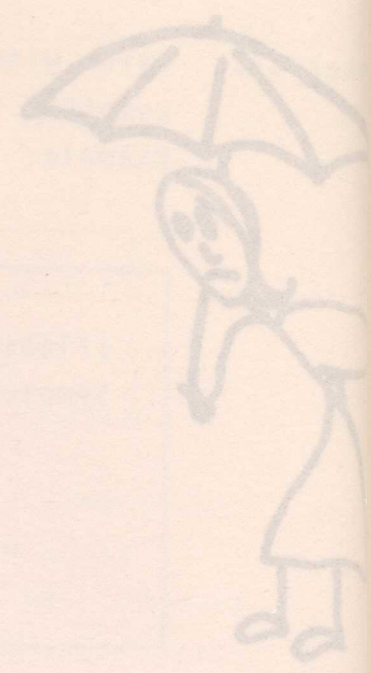
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Level 1 & 2

Mrs. Lee has a headache today.
It's raining today.
Her back hurts when it rains.
She has arthritis.
After class Mrs. Lee will go home to bed.



Teacher's Note: This story was included to show an alternative to the Canadian Health care system. You may want to discuss the traditional medicines of other cultures here. For example: acupuncture, herbal remedies, etc. It can be given as a reading exercise either silent or oral, to all levels. The level 1's will need help. Perhaps have better students read first, discuss and pronounce difficult words, then have 1's try. Much of the vocabulary has already been introduced in other materials.

All levels

Level 2 & 3

THE HEADACHE

Mrs. Lee's daughter-in-law had the flu. She had a bad headache. She can't take aspirin. It makes her stomach hurt. Mrs. Lee went to Chinatown and bought Tiger Balm. Her daughter-in-law rubbed it on her forehead. Soon her headache was better.

1. Can you come next Monday at 2:00?
2. O.K. Monday, November 3 at 2:00 p.m.
1. See you then.
2. Thank you. Goodbye.

Teacher's Note: This story was included to show an alternative to the Canadian Health care system. You may want to discuss the traditional medicines of other cultures here. For example: acupuncture, herbal remedies, etc. It can be given as a reading exercise either silent or oral, to all levels. The level 1's will need help. Perhaps have better students read first, discuss and pronounce difficult words, then have 1's try. Much of the vocabulary has already been introduced in other materials.



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Level 2 & 3

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DIALOGUE-MAKING A DOCTOR'S APPOINTMENT BY PHONE

1. Dr. Wong's office. May I help you?
2. This is Mrs. Lee. I'd like to make an appointment.
1. What's the matter?
2. Nothing, I'd like a check-up.
1. Can you come next Monday at 2:00?
2. O.K. Monday, November 3 at 2:00 p.m.
1. See you then.
2. Thank you. Goodbye.

Nurse, Receptionist or Secretary

Hello, Dr. Moore's office. May I help you?

Have you seen Dr. Jackson before?

Can you come tomorrow at two o'clock?

How about tomorrow at 3:15?

The doctor is busy today.

The doctor is booked up next week.

He is booked solid this week.

She will be out of town next week.

Give me your number and I'll call you back.

Teacher's Note: Students, especially older learners, find the telephone extremely difficult to use. Giving them a set dialogue to practice before asking them to formulate their own original one helps to give them confidence. This dialogue has been designed so that the student can easily substitute different names, times and needs.



SAMPLE PHRASE SHEET

Patient Making an Appointment

This is _____ calling.

I'd like to make an appointment with _____.

I'd like to come in on Friday.

I'm a new patient. I used to go to Dr. Brown.

I can come in right now.

Changing an Appointment

Sorry, I can't make it tomorrow.

Can I change my appointment to next week?

I want to cancel my appointment.

Nurse, Receptionist or Secretary

Hello, Dr. Moore's office. May I help you?

Have you seen Dr. Jackson before?

Can you come tomorrow at two o'clock?

How about tomorrow at 3:15?

The doctor is busy today.

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He is booked solid this week.

She will be out of town next week

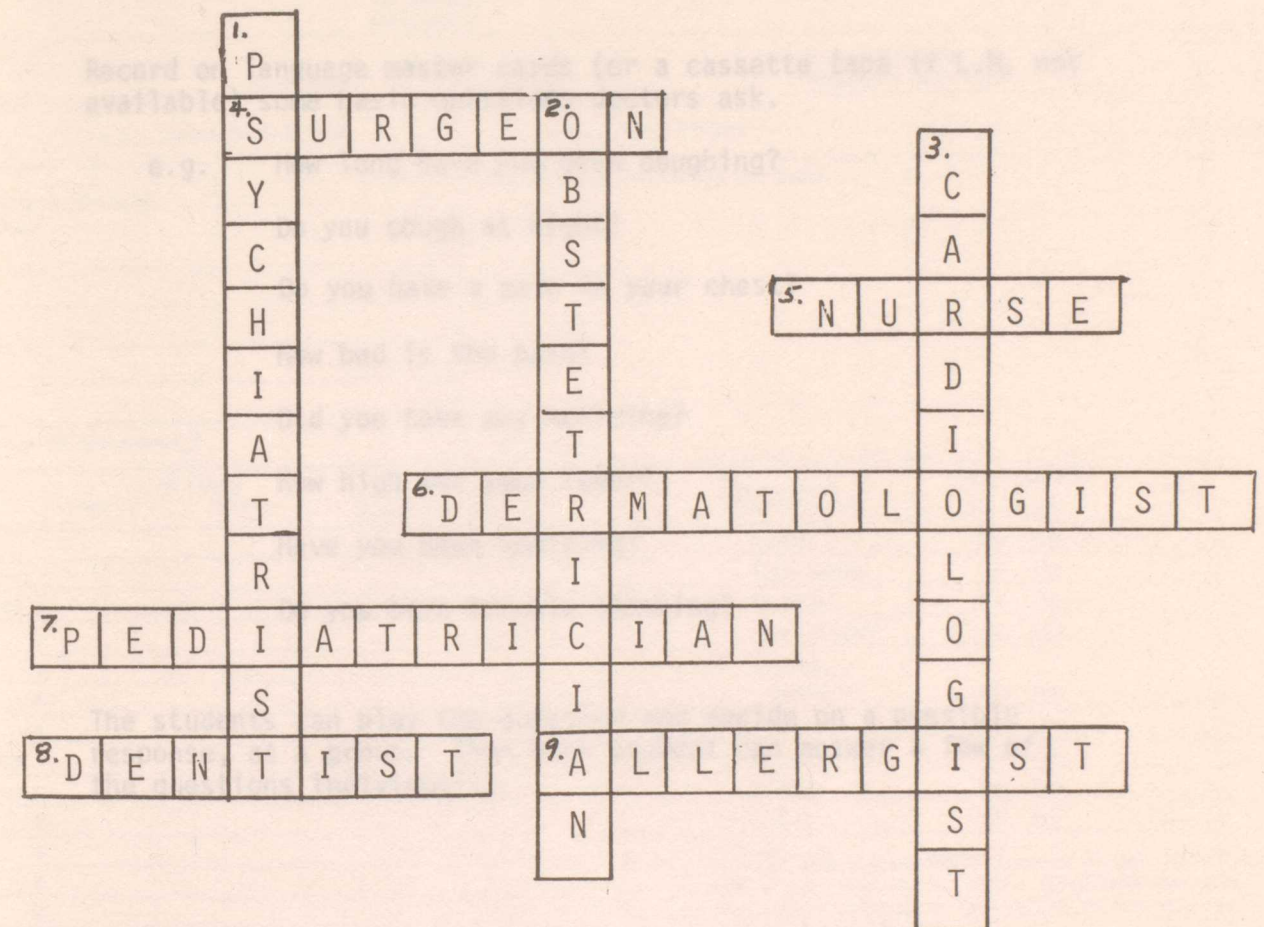
Give me your number and I'll call you back.

Fine then, we'll see you on _____ at _____.

Teacher's Note: Students read aloud. Discuss difficult or new expressions. Students use some of them to create dialogues or role plays. These could be taped and played to level 2 for listening comprehension exercise. Use of the phrase sheet encourages students to be more creative. The expressions listed are more easily transferred to a real life situation, than is a set dialogue.



WHAT DOCTOR DO YOU NEED?



Down

1. if you are sad and depressed
2. if you are pregnant
3. if you have a heart condition

Across

4. if you need an operation
5. looks after you in hospital
6. if you have a skin problem
7. if you have a sick baby
8. if you have a toothache
9. if you have hay fever

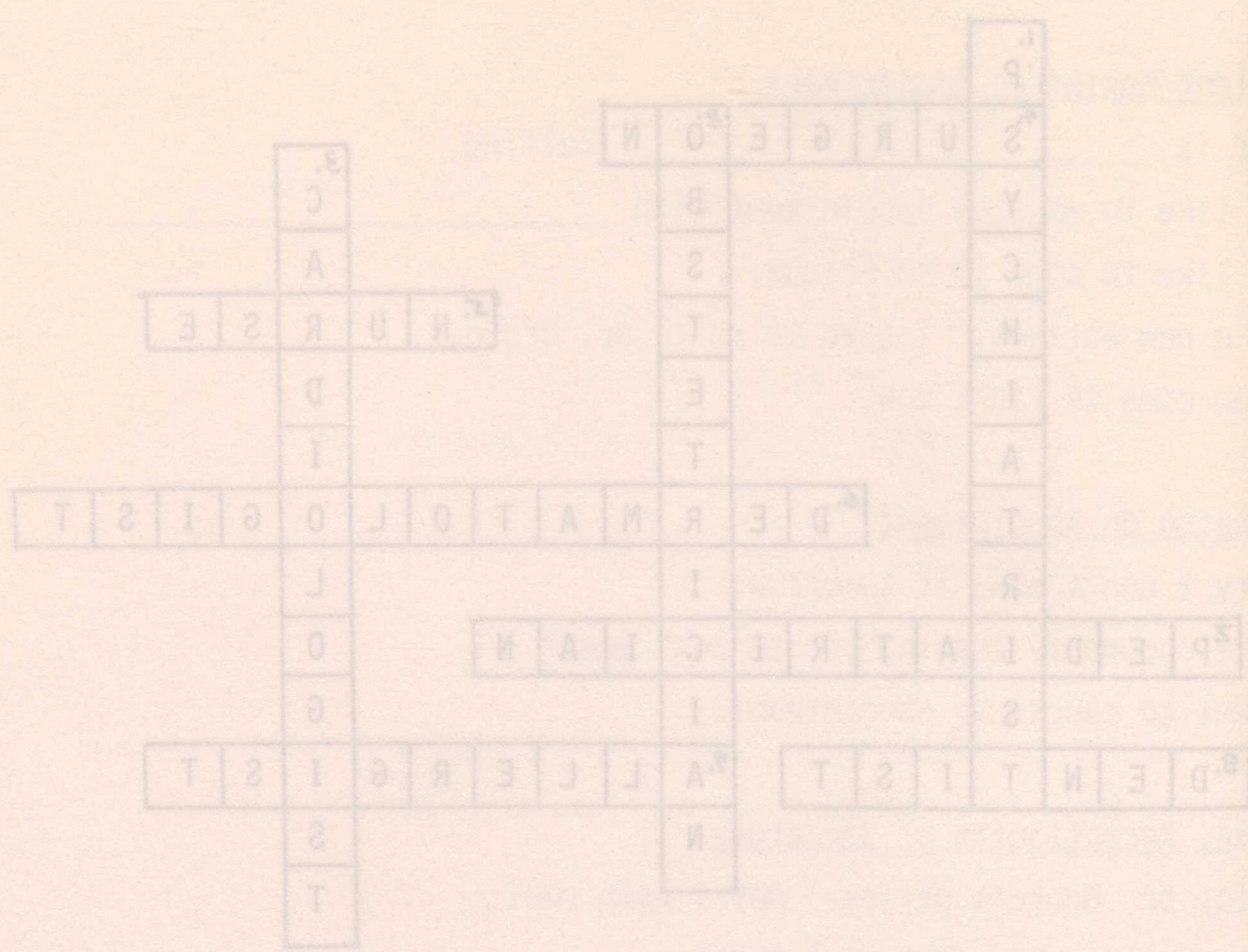
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Level 2

WHAT DOCTOR DO YOU NEED?



Down

1. If you are sad and depressed
2. If you are pregnant
3. If you have a heart condition

Across

4. If you need an operation
5. Looks after you in hospital
6. If you have a skin problem
7. If you have a sick body
8. If you have a toothache

Medical History

Level 2

RESPOND TO QUESTIONS POSED BY THE DOCTOR

Record on language master cards (or a cassette tape if L.M. not available) some basic questions doctors ask.

- e.g. How long have you been coughing?
- Do you cough at night?
- Do you have a pain in your chest?
- How bad is the pain?
- Did you take any medicine?
- How high was your fever?
- Have you been vomiting?
- Do you have trouble sleeping?

The students can play the question and decide on a possible response, as a group. Then each student can answer a few of the questions individually.

Personal History

ILLNESSES: Have you ever had

Measles	Yes	No	Scarlet	Yes	No
Mumps	Yes	No	Pneumonia	Yes	No
Chicken Pox	Yes	No	Arthritis	Yes	No

Do you have any allergies?

Do you have any other conditions?

Do you have any other conditions?

Teacher's notes: This is a confidential record of your medical history and will be kept in this office. Information contained here will not be released to any person except when you have authorized us to do so.

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All previous occupations		Age	Single Married	Divorced Widow(er)	Date	
Birthdate		List all States in which you have lived				
_____ years High School		_____ years College		_____ years Post Grad.		
st physical examination ill Symptoms		P.I. Please do not write in this space.				
check-up—no symptoms <input type="checkbox"/>						
Age	If Living Health	Age at death	If Deceased Cause	Has any blood relative ever had:	Please encircle no or yes	Who
				Cancer	No Yes	
				Tuberculosis	No Yes	
r or Sister 1.				Diabetes	No Yes	
				Heart Trouble	No Yes	
2.				High blood pressure	No Yes	
				Stroke	No Yes	
3.				Epilepsy	No Yes	
				Insanity	No Yes	
4.				Suicide	No Yes	
				NOTE: This is a confidential record of your medical history and will be kept in this office. Information contained here will not be released to any person except when you have authorized us to do so.		
nd or Wife						
Daughter 1.						
2.						
3.						
4.						
5.						
6.						

Personal History

ILLNESSES: Have you ever had

Measles	Yes	No	Smallpox	Yes	No
Mumps	Yes	No	Pneumonia	Yes	No
Chicken Pox	Yes	No	Arthritis	Yes	No

Do you have any allergies? _____

Have you had any injuries or accidents? _____

Have you had any surgery? _____

Teacher's Note: Go over difficult terms with the group before having them fill this out as a written exercise.

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Medical History

Level 1

Age _____ Sex _____ Marital Status _____

Birthdate _____

Years High School _____ Years College _____

Place of Birth _____

Parents' names: _____

Relatives and past: _____

High blood pressure: _____

Stomach: _____

Colon: _____

Intestine: _____

Bladder: _____

NOTE: This is a confidential record of your medical history and will be kept in this office. Information contained here will not be released to any person except when you have authorized us to do so.

Personal History

ILLNESSES: Have you ever had

Measles: Yes No
Mumps: Yes No
Chicken Pox: Yes No
Scarlet Fever: Yes No
Typhoid: Yes No
Dysentery: Yes No
Tuberculosis: Yes No
Gonorrhea: Yes No
Syphilis: Yes No
Hepatitis: Yes No
AIDS: Yes No

Do you have any allergies?

Have you had any injuries or accidents?

Have you had any surgery?

Teacher's Note: Go over difficult terms with the group before having them fill in.

this out as a written exercise.

Level 2

IDEA FOR TEACHING VAGUE SYMPTOMS

When the students have mastered the aches and pains and common symptoms (fever, chills, etc.) it is useful to look at more general complaints. People seldom really go to the doctor and say "I have a headache" or "I have a pain in my elbow." They actually are more likely to complain of tiredness, nausea, dizziness, etc. This vocabulary can easily be taught by the teacher miming the symptom. The structure "I am tired" can be contrasted with "I have a headache." This is a common confusion, especially in the question form, where students may ask, "Is she a headache?"



Mr. Wong's Gallbladder

Mr. Wong has been having serious trouble with his health for several months. It's been getting worse and worse. Now every time he eats he feels nauseated and has gas. Sometimes he vomits after a heavy meal.

Yesterday the doctor took a special x-ray. He told Mr. Wong that he should have surgery soon, before it gets even more serious. He also said that Mr. Wong has to go on a special diet right away.

Mr. Wong asked the doctor many questions.

- 1) What
- 2) When
- 3) How bad
- 4) How long
- 5) How many
- 6) How much

Teacher's Note:

Many of our students have had, or will have gall-bladder problems because of their age. The "Gall-bladder" story is fairly complex as this is designed as a comprehensive exercise. If the students are fairly literate they may read it silently or orally and then do the written exercise. If they have a literacy problem it can be read or taped and the questions formulated orally. A useful follow-up reading activity would be to read an actual instruction slip from the lab. for patients about to have a gallbladder x-ray.

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Level 3

Level 1 & 2

WRITTEN EXERCISE

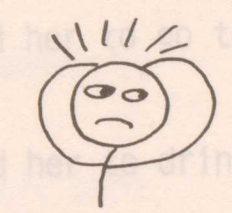
What's wrong with him?

1)



He has a _____.

2)



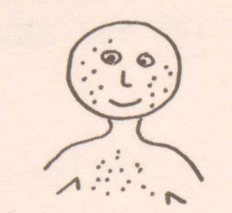
He has a _____.

3)



He has a _____.

4)



He has a _____.

5)



He has a _____.

6)



He has a _____.

Teacher's Note: A good written exercise to review symptoms.

WRITTEN EXERCISE

_____ He has a _____

_____ He has a _____

_____ He has a _____

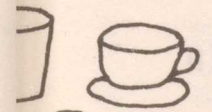
_____ He has a _____

_____ He has a _____

_____ He has a _____



WRITTEN EXERCISE



- 1) This is _____.
- 2) She phoned the _____.
- 3) He told her to go to _____.
- 4) He told her to drink _____.
- 5) He told her to take two _____.
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Teacher's Note: This exercise is a good follow-up for the next class after the story "The Flu". (p. 9-11)



WRITTEN EXERCISE

- 1) When did this happen?
- 2) What were Mrs. Lee's symptoms?
- 3) Who did she phone?
- 4) What did he tell her?
- 5) Why couldn't Mrs. Lee go to bed right away?
- 6) Who did she phone next?
- 7) What did Grandma Lee do?
- 8) What did Mrs. Lee do?
- 9) What happened to Grandma Lee?
- 10) What do you do when you have the flu?

Teacher's Note: Level 2 may be able to do only 5 questions at a time. This exercise is a good follow-up for the class after the story "The Flu". (p. 9 - 11)



GRAMMAR EXERCISE

GO

1. Last weekend Mrs. Lee _____ to bed.
2. When she is sick she always _____ to bed.
3. Yesterday Mrs. Wong _____ home after English class.
4. I always _____ home after class.
5. Mr. Chu _____ shopping after class.
6. Mr. Yeung _____ shopping every Saturday.

Teacher's Note: This relates to picture story, The Flu (p. 9-11)
It expands on use of the verb "to go" in the story.
It gives further practice with this verb and demon-
strates to the student that a grammar point learned
in one situation can be transferred to other similar
situations.
Involve students in the exercise by basing it on
their actual activities. (Use their names, etc.)

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Level 3

GRAMMAR EXERCISE

MAKE THE QUESTIONS

I went home at noon. y. hip. hurry. 1000. April, high.

19 on Saturday

3. Han and Paul went to a movie last weekend.

4. We went to a Chinese restaurant a week ago.

5. John went to Hong Kong in December.

Teacher's Note:

This exercise is good practice in making question word questions, who, when, etc. It also uses a verb from the picture story, The Flu, in different contexts. It is always a good idea to stress the fact that the students can use the words they know in many different situations.

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SOUND DRILL

Aural Discrimination

Which sound do you hear, #1 - vowel or #2 - h?
early, hip, hurry, idea, April, high.

Minimal Pairs

ear	hear
ate	hate
I	high
is	his

Fluency Drill

- He has a headache.
- I hate to hurry.
- Earl has to eat.

Teacher's Note: Different language groups have different pronunciation problems. Choose a pronunciation exercise from problems that you notice in your student's speech, or refer to a book like Nilsen Pronunciation Exercises, or 21st Century. See bibliography in INSTRUCTOR'S MANUAL IV

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Level 1, 2, 3.

PHONICS

Circle the word you hear.

1. hate
 ate

2. his
 is

3. how
 wo

4. hand
 and

5. hen
 end

Teacher's Note: Read one of the two words shown, 3 times. Students circle the one they hear. It is often a good idea if possible to relate your phonics exercises to the pronunciation drills you are doing.

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STRESS AND INTONATION

1. _____ ↘ _____ ↗ ?

2. _____ ↘ _____ ↘

1. ↗ _____ → ?

2. _____ ↘ _____ ↘ _____ ↘

_____ ↘ _____ ↘

1. _____ ↘ _____ ↘ _____ ↘

_____ ↘

2. _____ ↘ _____ ↘

1. _____ ↘ _____ ↘ _____ ↘

2. _____ ↘ _____ ↘

Teacher's Note:

When reviewing dialogue - Doctor's phone advice (p.15) put the above on board instead of writing out the dialogue. Explain to the student that arrows show where they should raise or lower the tone of voice. The size of the blanks indicates the length we give the word when speaking, important stressed words are given longer duration than unimportant, unstressed words. The size of the blank has nothing to do with the actual number of letters in the word. Thus office and I are both represented by short blanks as they are unstressed.



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Level 2 & 3

STRESS AND INTONATION

Handwritten practice lines for stress and intonation exercises. The lines are ruled with a dashed midline. Arrows indicate the direction of stress or intonation changes. Some arrows point up, some down, and some are curved. There are also small checkmarks and question marks on the lines.

When reviewing dialogue - Doctor's phone advice (p. 18) put the above on board instead of writing out the dialogue. Explain to the student that arrows show where they should raise or lower the tone of voice. The size of the planks indicates the length we give the word when speaking. Important stressed words are given longer duration than unimportant, unstressed words. The size of the plank has nothing to do with the actual number of letters in the word. Thus office and I are both represented by short planks as they are unstressed.

Teacher's Note:

All levels

LITERACY EXERCISE

Name _____

Address _____

Phone _____

Sex - Female _____ Male _____

Age _____ years

Height _____ Ft. _____ Inches

Weight _____ pounds

Teacher's Note:

A large percentage of our seniors have a level of literacy too low to meet practical needs. To give them practice in filling out the necessary forms at the doctor's office, the teacher can include a few items commonly found on forms at the top of dittos, or stories or dialogues. Many students who are new to the country know their height and weight in the Metric System. The teacher may want to change the form accordingly.

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Name _____
Address _____
Phone _____
Sex - Male _____ Female _____
Age _____ years
Height _____ ft. _____ inches
Weight _____ pounds

A large percentage of our seniors have a level of literacy too low to meet practical needs. To give them practice in filling out the necessary forms at the doctor's office, the teacher can include a few items commonly found on forms at the top of dictos, or stories or dialogues. Many students who are new to the country know their height and weight in the metric system. The teacher may want to change the form accordingly.

LITERACY EXERCISE

OBJECTIVES MODULE I. HEALTH UNIT B. EMERGENCY

GENERAL OBJECTIVE:

The student will be able to demonstrate some of the social and linguistic skills necessary for dealing with personal medical emergency situations to the level of his/her English ability (Level 1, 2 or 3).

SPECIFIC PERFORMANCE OBJECTIVES:

Level 1

The student will be able to:

- 1.0 Telephone 911 and clearly give his/her name, address, telephone number and first language spoken. (p. 7, 9, 11)
- 2.0 Identify hazardous products symbols. (p. 16)

Grammar

Graded verbs - present of to be, live, speak.
call (present and past tenses)
prepositions of place - in, on, under, beside, etc.
giving address in correct order (i.e. house number then street name)

Ungraded Her grandson was playing outside.
Grandma Lee was babysitting.

Vocabulary numbers
days of week
spelling aloud (names of letters)
hazardous products - corrosive, explosive, etc.



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Level 2

- 3.0 Describe a given medical emergency. (p. 20, 23, 25)
- 4.0 Telephone 911, tell which emergency service is required (ambulance, fire, police) and briefly state the problem. (p. 10)
- 5.0 Phone Poison Control and state all the key facts related to a poisoning (who, what, when, how much) in given situations. (p. 18, 19, 20, 21, 22)
- 6.0 Follow the advice of Poison Control in given situations. (p. 18, 19, 20, 21, 22)
- 7.0 Describe a given accident on the telephone to a doctor. (p. 23)
- 8.0 Demonstrate verbally or non-verbally that the advice of a doctor in given medical emergency situations is understood. (p. 23, 24)
- 9.0 Register at a hospital emergency unit in given situations. (p. 25, 26)

Level 2 (cont'd.)

Grammar

Graded 2 word verbs: e.g., took out etc.
verbs: past and present, phone, fall, drank
describing length of time using ago
preposition of place: in, on, behind, above, under, beside
preposition: of - a bottle of aspirin, etc.
questions of frequency: when, how old, how many
imperative - do, don't, make, give, put
pronoun reference - he, it

Ungraded Indirect objectives:

May I give him some milk?

Vocabulary

names of common household poisons: bleach, aerosol, drano, furniture polish, etc.

names of body parts and organs:
bleeding, breathing, etc.

all the terms on hospital registration forms

ago, since, for

unusual angle, discolored, turn

x-ray

languages and nationalities

Level 3

The student will be able to:

7.0 Describe a medical emergency problem in detail in given situations.
(p. 20, 23, 25)

8.0 Ask for First Aid advice in given situations. (p. 14)

9.0 Compare the First Aid practices of his/her own, Canadian and other cultures. (p. 14)

Grammar verbs - present and past of do, should
sometimes, usually, often
question formation with did,
a lot of, a bottle of

Vocabulary names of household remedies: baking soda, ipecac, etc.

SAMPLE MULTI-LEVEL LESSON PLAN - EMERGENCY

1) All Levels (1,2,3) together - With the tree drawn on the blackboard, (see p. 7) the teacher explains that Mrs. Lee was babysitting her grandson. The teacher then draws the grandson under the tree and asks what he did. She then moves him up into the tree, falling out of the tree, and lying on the ground and asks appropriate questions. A few better students can then tell the story.

2) Groups

Level 1- Level 1 students need practice giving their name, address, etc. over the phone. Have them work in pairs at the Blackboard. One student gives the information (spelling her name if necessary) and her partner writes it on the board.

Level 2 & 3- Half dialogue (see p. 10). Pairs of students can discuss together what Mrs. Lee said when she called 911. Then they can practice the conversation.

3) Groups

Level 1 & 2 - Listening Comprehension Exercise (see p. 8).

Using the tree on the blackboard, the teacher gives directions orally using prepositions of place.

e.g. "Put the boy in the tree."

"Put the boy next to the tree."

"Put the boy under the tree." etc.

The students take turns moving the boy to the correct position. Then Level 2's give directions to Level 1's.

Level 3 Listening Comprehension (see p. 12).

Students work in pairs, one student is given a card describing an emergency situation. She reads it aloud (partner doesn't see it). Her partner then phones 911 and summarizes what happened (also giving essential information - name, address, phone, etc.)

4) All Levels (1,2,3) together

Props: drano can, aerosol spray can, bleach bottle, etc.

dittos with hazardous product symbols: poison, explosive,
corrosive, flammable.

flash cards with symbols and cards with written words.

Discuss actual products with students: What they're used for and
which ones they use at home.

See if they recognize symbols on these products. Discuss the meaning of the
symbols. All repeat vocabulary.

Go over these words several times as they are quite difficult. Have
all repeat vocabulary. Level 2's and 3's are very low in work attack
skills. This is a good opportunity to introduce the concept of
syllabication as 3 syllable words are difficult for the students to
pronounce. When they can divide the word and can pronounce each
syllable separately, mark which syllable is stressed and drill words
concentrating on stress.

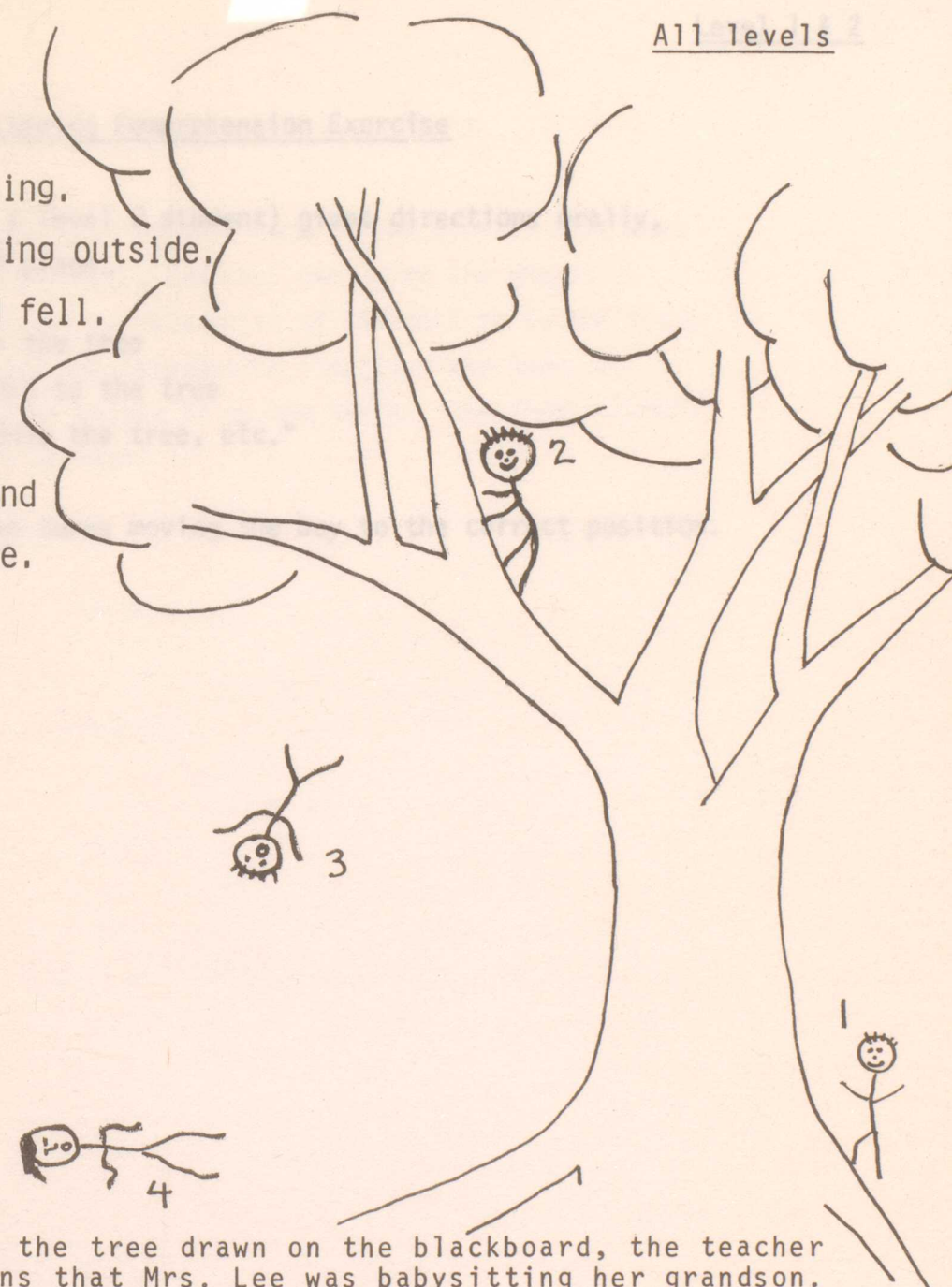
Hand out flashcards to students. Have them match cards with products
carrying that symbol. Then they tell group what the product is and
what the symbol means. Give out cards with words written on them.
Have them match cards and written words. Then hand out dittos for
their future reference.

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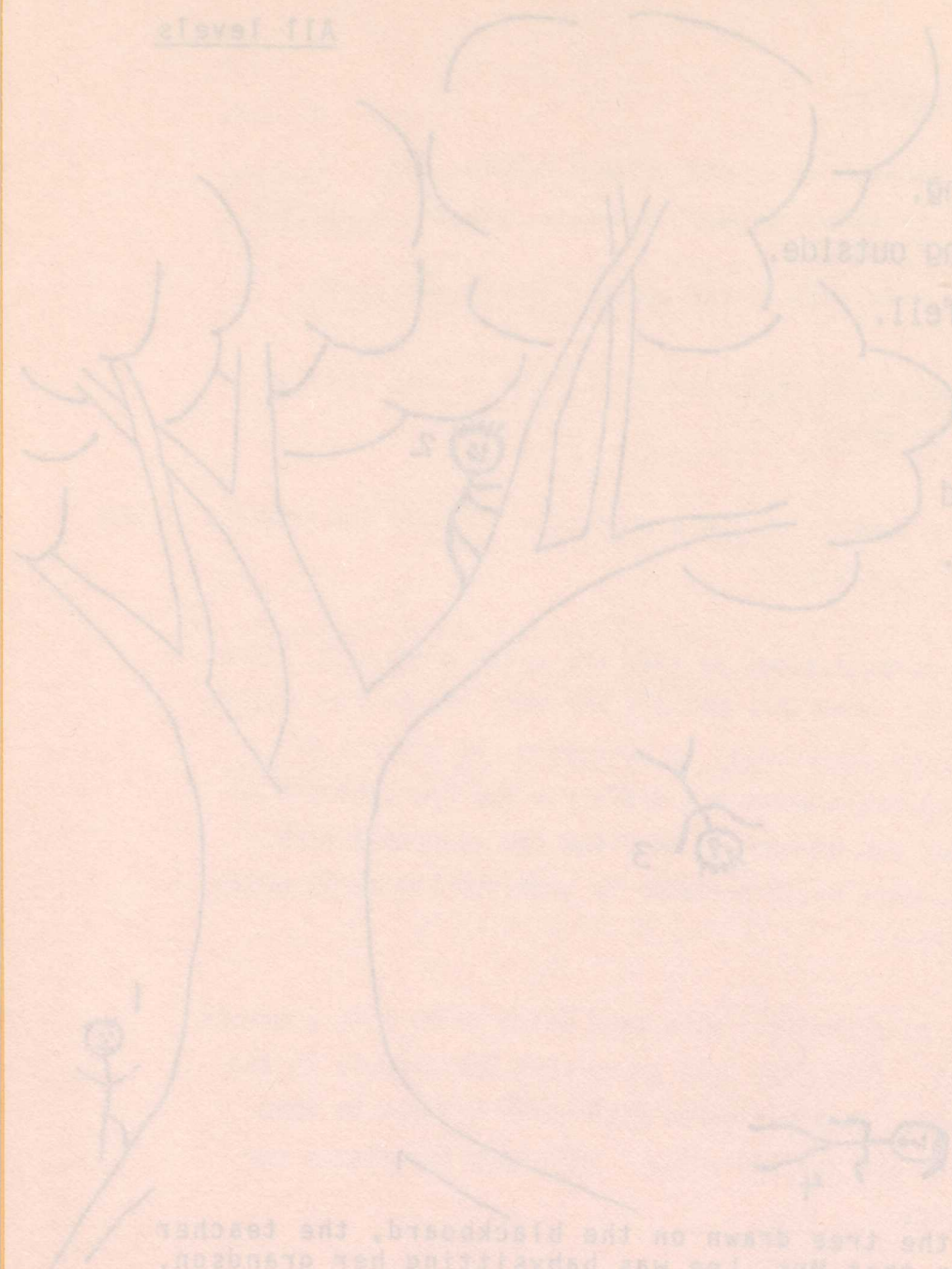
All levels

Mrs. Lee was babysitting.
Her grandson was playing outside.
He climbed a tree and fell.
He hit his head.
He was bleeding.
Mrs. Lee called 911 and
asked for an ambulance.



Teacher's Note: With the tree drawn on the blackboard, the teacher explains that Mrs. Lee was babysitting her grandson. The teacher then draws the grandson in various positions as in above sketch and asks the students appropriate questions to draw out the story from them. Then a few students can tell the story, or the better students can ask questions of the lower students.

Once the students are familiar with the concept of a picture story, it is often better to use the pictures as cues so the students can draw on vocabulary and grammar already learned, to create the story. The teacher may have to correct and add any new words or idioms which are essential to the situation. However, the students still feel more involved in a story they have constructed.



Teacher's Note: With the tree drawn on the blackboard, the teacher explains that Mrs. Lee was babysitting her grandson. The teacher then draws the grandson in various positions as in above sketch and asks the students appropriate questions to draw out the story from them. Then a few students can tell the story, or the better students can ask questions of the lower students.

Once the students are familiar with the concept of a picture story, it is often better to use the picture as a cue so the students can draw on vocabulary and grammar already learned, to create the story. The teacher may have to correct and add any new words or ideas which are essential to the situation. However, the students still feel more involved in a story they have constructed.

Listening Comprehension Exercise

The teacher (or a level 2 student) gives directions orally, using prepositions of place.

e.g. "Put the boy in the tree

Put the boy next to the tree

Put the boy above the tree, etc."

The students take turns moving the boy to the correct position.

Teacher's Note: This activity could also be done in pairs of one upper and one lower student, and a little picture of tree and boy for each pair. This exercise really tests the students comprehension as the task is a purely physical one. (If the task is oral or written and a student has difficulty, it is impossible to know if he is comprehending but unable to respond).

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Teacher's Note: This activity could also be done in pairs of one upper and one lower student, and a little picture of tree and boy for each pair. This exercise really tests the student's comprehension as the task is a purely physical one. (If the task is oral or written and a student has difficulty, it is impossible to know if he is comprehending but unable to respond).

Practice in Giving Information on Phone

The level 1 students (and perhaps some of the others) will need lots of practice in giving name, address, etc. over the phone. A good way to drill this is to have pairs of students go to the blackboard. One student gives the information (spelling her name if necessary) and her partner writes it on the board. The first student can then check if it is correct.

Sample Dialogue

911: Police, Fire, Ambulance

Mrs. Lee:

911: What's your address?

Mrs. Lee:

911: What happened?

Mrs. Lee:

911: Don't move him. The ambulance is on its way.

Teacher's Note: Pairs of students can discuss together what Mrs. Lee said. Then they can practice the conversation on real telephones. (Available through B.C. Tel.) Self-dialogue is especially appropriate in this situation, as the student needs to respond to what the 911 speaker says, but will never actively need to use that language. The more opportunities the students have to communicate by responding

Teacher's Note: If students have problems with numbers or names of letters, BINGO or ALPHABET BINGO is a good preliminary activity for this exercise.



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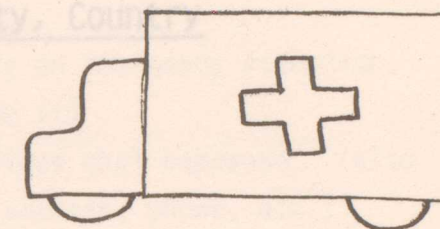
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Interaction Activity

Language, Nationality, Country

911



Find someone in class who:

1) speaks Punjabi

Half Dialogue

911: Police, Fire, Ambulance

Mrs. Lee: I'm from Hong Kong

911: What's your address?

Mrs. Lee: Taiwanese

911: What happened?

Mrs. Lee: I'm from Japan

911: Don't move him. The ambulance is on its way.

5) speaks Mandarin

Teacher's Note: Pairs of students can discuss together what Mrs. Lee said. Then they can practice the conversation on real telephones. (available through B.C. Tel). A half-dialogue is especially appropriate in this situation, as the student needs to respond to what the 911 speaker says, but will never actively need to use that vocabulary. The more opportunities the students have to communicate by responding realistically to another speaker, rather than to memorize and repeat, the more confident they will be in their use of English.



Half Dialogue

Police, Fire, Ambulance

What's your address?

What happened?

Don't move him. The ambulance is on its way.

Teacher's Note: Pairs of students can discuss together what Mrs. Lee said. Then practice the conversation on real telephones. (Available through B.C. Tel.) Dialogue is especially appropriate in this situation, as the student needs to respond to what the 911 speaker says, but will never actively need to use that language. The more opportunities the students have to communicate by responding to another speaker, rather than to memorize and repeat, the more they will be in their use of English.

Interaction Activity

Language, Nationality, Country

Find someone in class who:

- 1) speaks Punjabi _____
- 2) is Greek _____
- 3) comes from Hong Kong _____
- 4) is Taiwanese _____
- 5) comes from Japan _____
- 6) speaks Mandarin _____

Teacher's Note: This is a follow-up to a lesson on Language, Nationality, etc. Student will already have practiced questions: "Where do you come from?" etc. and should use them here. We have included this exercise in this Unit as students must state which language they speak when asking for help at 911 or for an interpreter at the Emergency room.

Listening Comprehension Exercise

Students work in pairs.

One student is given a card, describing an emergency situation.

She reads it aloud (partner doesn't see it)

Her partner then phones 911 and summarizes what happened. (also giving essential information - name, address, phone, etc.)

1. When did you come to Canada?

2. When did you begin to study English?

3. When did you move to Vancouver?

4. When did you move to your present home?

Teacher's Note: Listening comprehension is an often neglected part of the lesson.



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GRAMMAR EXERCISE

Answer the questions with short answers. Use ago

1. When did Mrs. Lee's grandson fall out of the tree?
2. When did you come to Canada?
3. When did you begin to study English?
4. When did you move to Vancouver?
5. When did you move to your present home?



GRAMMAR EXERCISE

Answer the questions with short answers. Use you.

When did Mrs. Lee's grandson fall out of the tree?

When did you come to Canada?

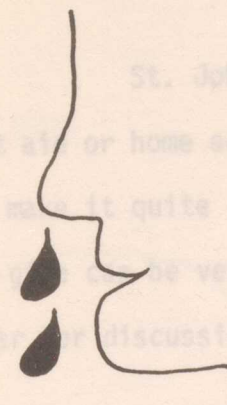
When did you begin to study English?

When did you move to Vancouver?

When did you move to your present home?

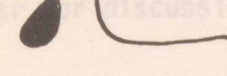
FIRST AID SITUATIONS

1)



a bloody nose

2)



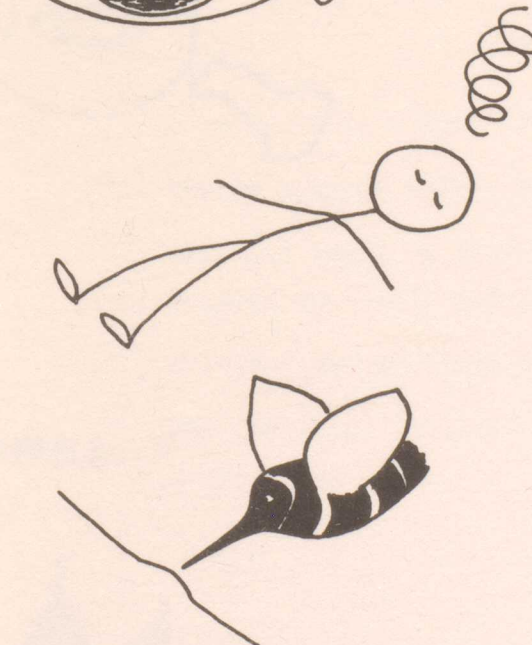
dirt in eye

3)



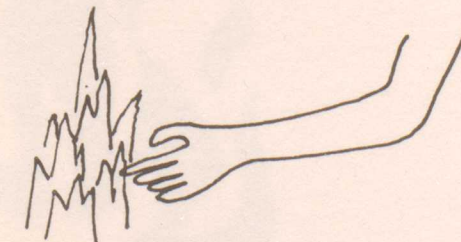
fainting

4)



a bee sting

5)



a burn

Teacher's Note:

These pictures can be used as a basis for discussion of first aid practices in Canada versus other countries. It's important not to preach the Canadian way of dealing with such problems as the students have obviously dealt successfully with them all their lives.

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Teacher's Note: These pictures can be used as a basis for discussion of first aid practices in Canada versus other countries. It's important not to preach the Canadian way of dealing with such problems as the students have obviously dealt successfully with them all their lives.
B-14

FIRST AID SITUATIONS

a bloody nose

dirt in eye

fainting

a bee sting

a burn



All levels

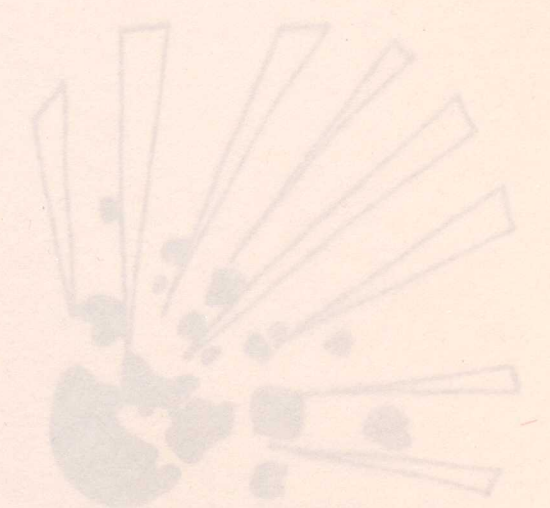
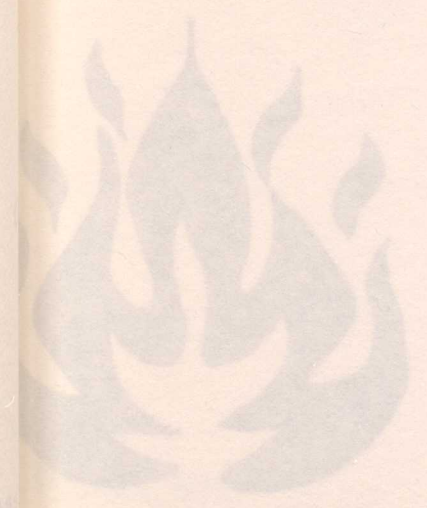
Hazardous Products

Speaker Suggestion

St. John ambulance will send a film and speaker on first aid or home safety to any ESL class. (They expect a donation.) They make it quite comprehensible to beginning students. The information they give can be very useful to our students. Also the visit is a good opener for discussion, LEA activities, etc.

FLAMMABLE

EXPLOSIVE



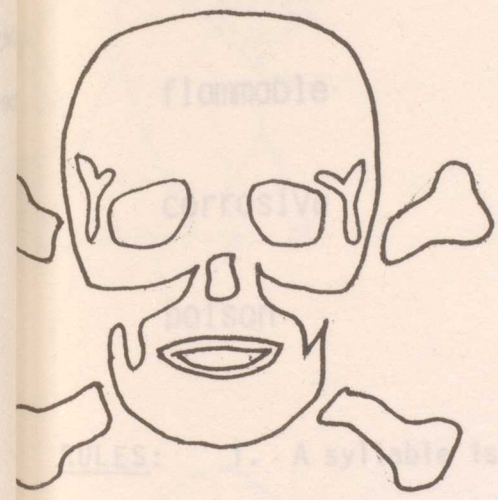
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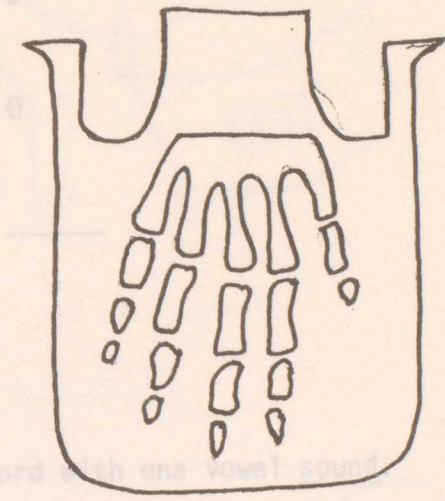


Hazardous Products

POISON



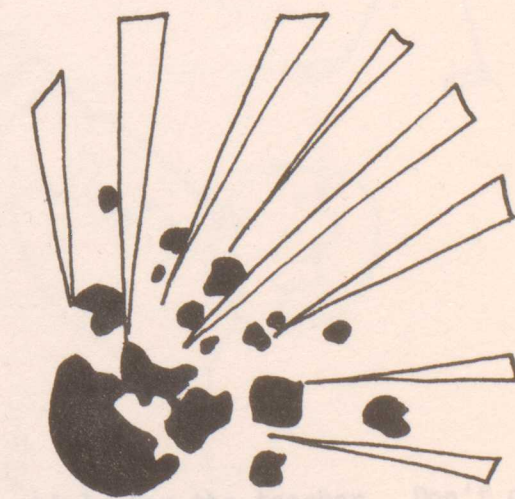
CORROSIVE

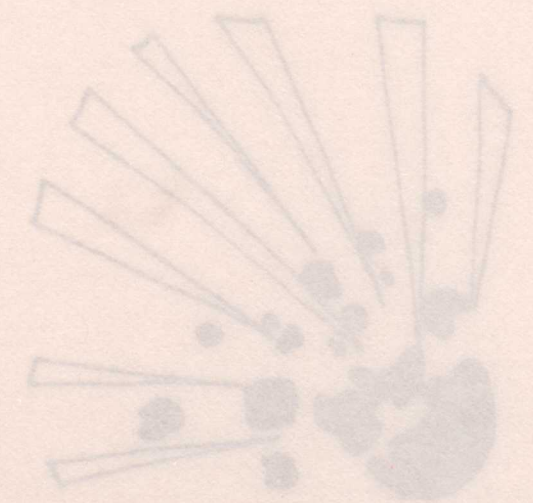
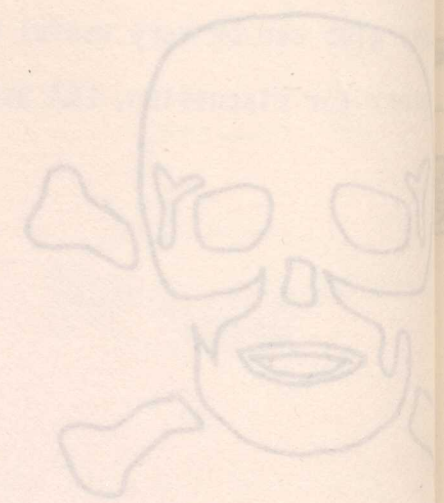
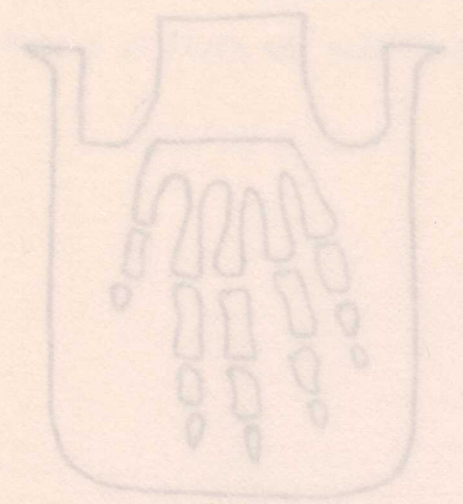


FLAMMABLE



EXPLOSIVE





PRONUNCIATION

Syllabication:

explosive

ex pló sive

flammable

flám ma ble

corrosive

— — —

poison

— —

RULES:

1. A syllable is a part of a word with one vowel sound.
2. Divide between double consonants or two consonants.
3. When one vowel is followed by one consonant, divide between the vowel and consonant.
4. Prefixes and suffixes are usually separate syllables.
5. One consonant followed by -le at the end of a word forms a syllable.

Teacher's Note:

The above list of rules is mainly for the teacher. Don't give the list to all students. Rule number one is probably sufficient for level one and two students. Being able to divide a word roughly into syllables by the vowel sound will increase their word attack skills. A slightly inaccurate syllabication will not detract from this skill. Very literate level 3 students might find an explanation of all 5 rules to be useful.



PRONUNCIATION

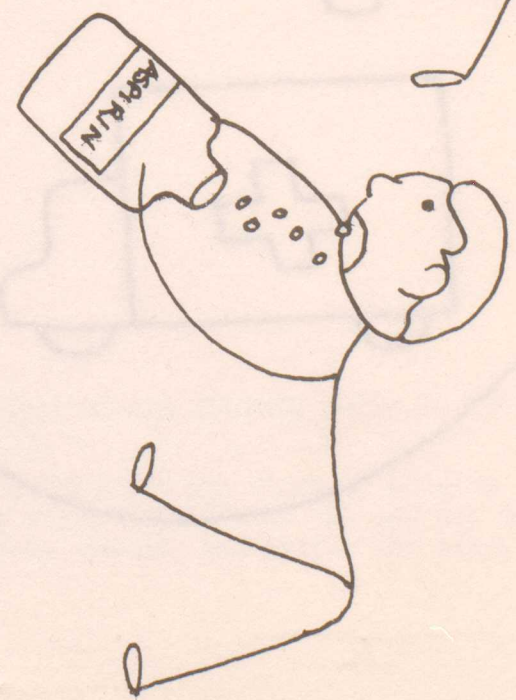
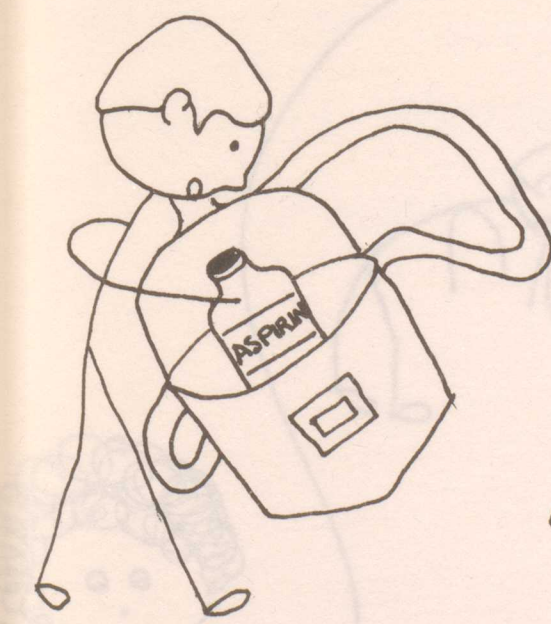
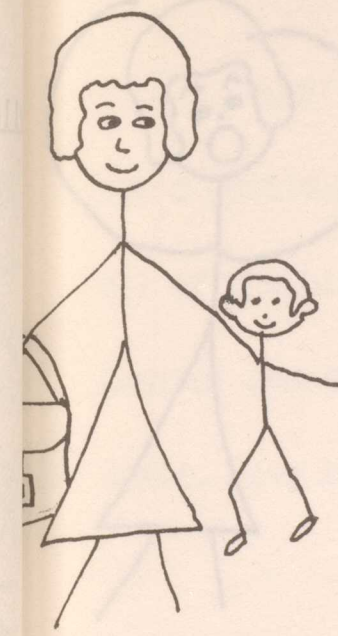
ex plo sive
flom mo die

1. A syllable is a part of a word with one vowel sound.
2. Divide between double consonants or two consonants.
3. When one vowel is followed by one consonant, divide between the vowel and consonant.
4. Prefixes and suffixes are usually separate syllables.
5. One consonant followed by -ie at the end of a word forms a syllable.

The above list of rules is mainly for the teacher. Don't give the rules to all students. Rule number one is probably sufficient for level one and two students. Being able to divide a word roughly into syllables by the vowel sound increases their word attack skill. A slightly inaccurate syllabication will not harm this skill. Very literate level 3 students might find an explanation of rules to be useful.

IN EMERGENCY

Application:



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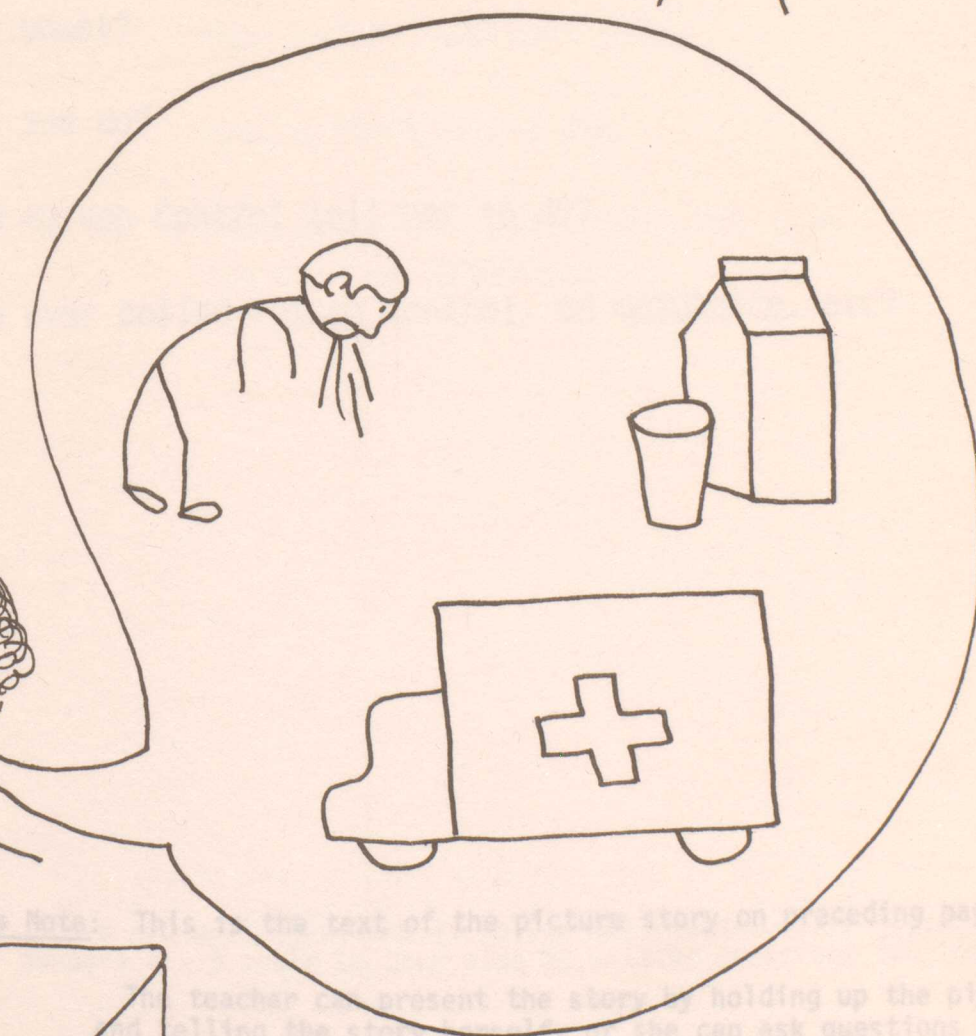
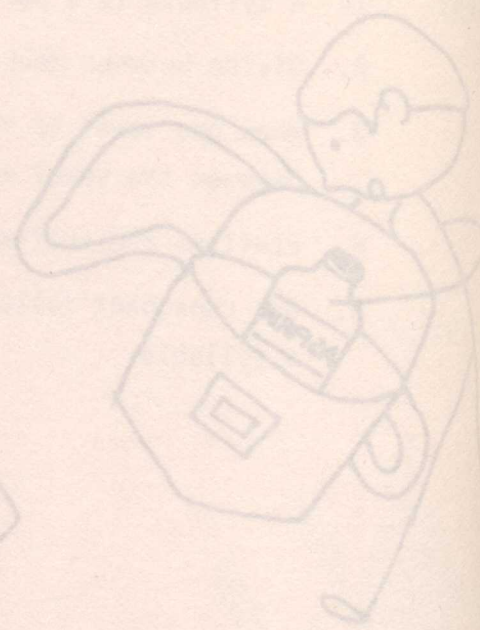
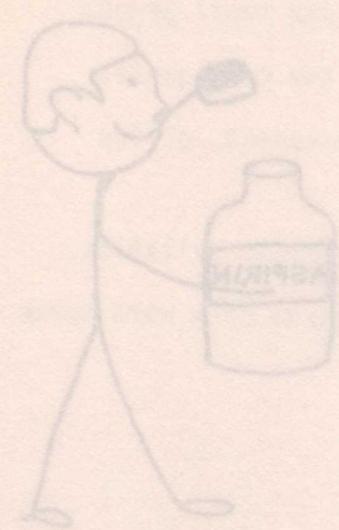
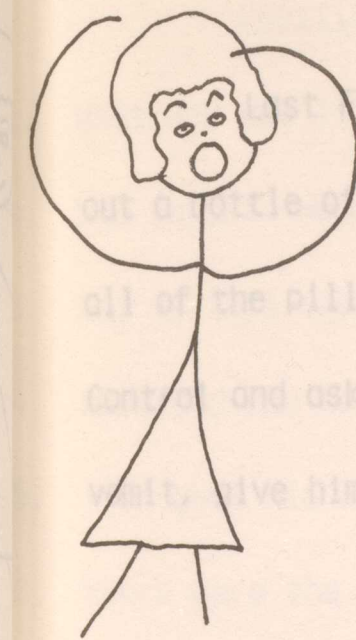


All levels

EMERGENCY

All levels

Emergency

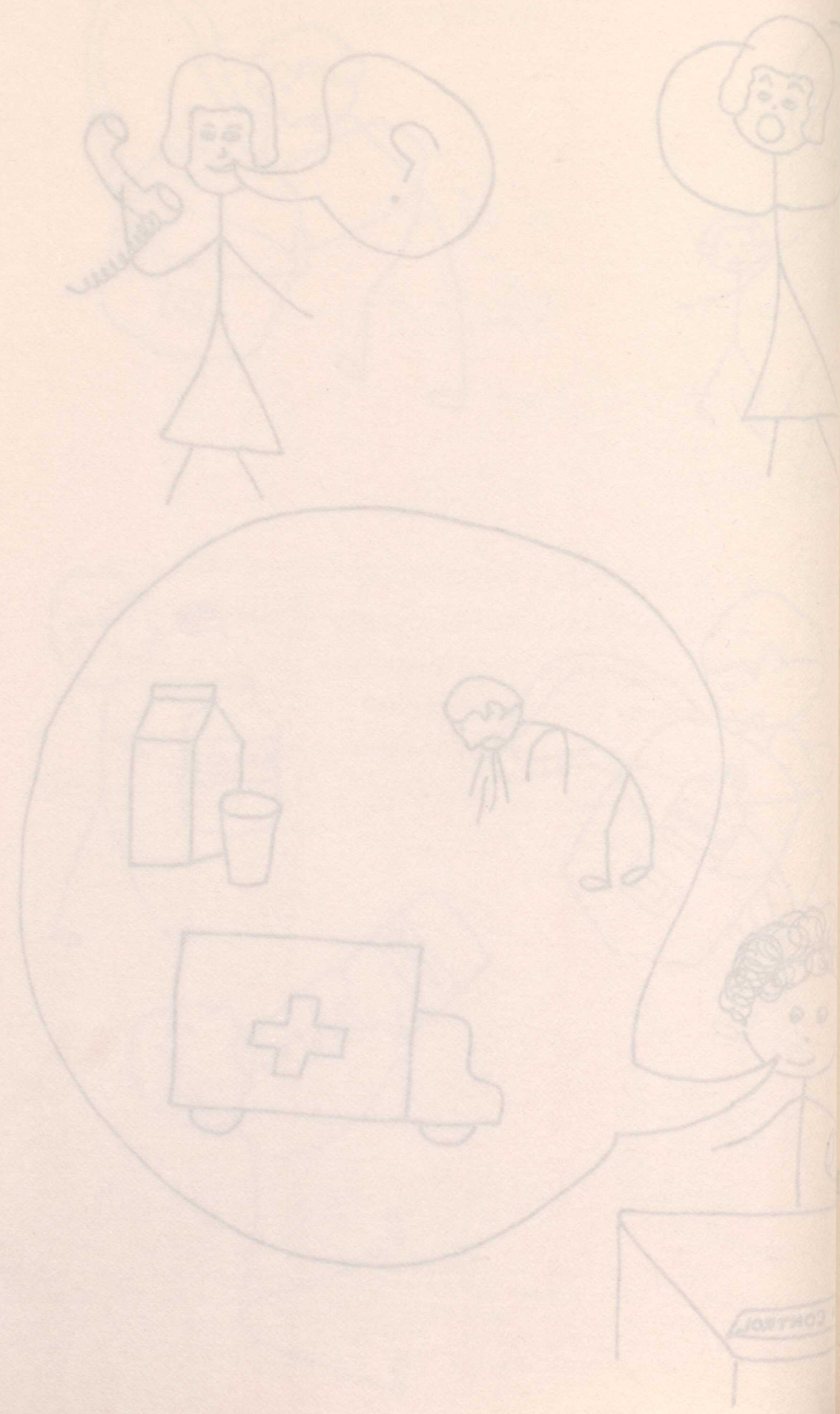


POISON CONTROL

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All levels

Emergency

Questions to Follow Poison Control Story

What day Last Friday Jean's son opened her purse and took out a bottle of aspirin. He opened the bottle and swallowed all of the pills. Jean was very upset. She phoned Poison Control and asked what to do. They said, "Make your son vomit, give him some milk, and call an ambulance."

Where were the aspirin?

Was Jean upset?

What did she do?

What did Poison Control tell her to do?

Have you ever called Poison Control, an ambulance, etc?

Why?

Teacher's Note: This is the text of the picture story on preceding page.

The teacher can present the story by holding up the pictures and telling the story herself, or she can ask questions and suggest vocabulary needed, and elicit the story from the students.



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Questions to Follow Poison Control Story

1. What day was it?
2. Who is this woman?
3. Who is this boy?
4. What did the boy do? (opened her purse)
5. Then what did he do? (swallowed aspirin)
6. Where were the aspirin?
7. Was Jean upset?
8. What did she do?
9. What did Poison Control tell her to do?
10. Have you ever called Poison Control, an ambulance, etc?
11. Why?

Teacher's Note: These are oral questions to follow the picture story Poison Control.
Numbers 4 - 9 could be used also as written questions for Level 2.



Poison Control Dialogue

Poison Control: What's the trouble?

Mrs. Rai: My son swallowed a bottle of aspirin.

Poison Control: How old is your son?

Mrs. Rai: 3 years old.

Poison Control: How many pills did he swallow?

Mrs. Rai: A whole bottle, about 100.

Poison Control: When did he swallow them?

Mrs. Rai: Just a few minutes ago.

Poison Control: Make your son vomit, give him some milk,
and call an ambulance.

Teacher's Note:

Teacher can present this dialogue, or it can be taped or put on language master cards. When the students are familiar with it, work on questions of time and frequency (when, how many, how old, how long ago) and appropriate replies. Then assign students similar situations (in pairs) on a card to construct a similar dialogue appropriate to the situation given, and role play them on the telephone.



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Dr. Jackson's office, May I help you?

This is Mrs. Lee. May I speak to Dr. Jackson?

Just a minute, I'll see if he's free.

Hello. Dr. Jackson speaking.

Dr. Jackson, this is Mrs. Lee. My grandson fell off his bike and hurt his wrist. I think it's broken. He's in a lot of pain.

Is it bent at an unusual angle?

No, it's not.

Is it discolored?

No, it's not.

How long ago did he hurt it?

About an hour ago.

Can he move his arm?

Not much.

Can he turn his wrist?

No, I don't think so.

You'd better bring him in for an X-ray. Can you come right away?

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Level 2 & 3

Teacher's Note:

This dialogue can be done as a strip story, each line written on a different piece of paper, handed out to students who must put it in order.

This should work well here as the order in this dialogue is fairly flexible and there are many questions and answers.

An alternative method, if a language master is available (and especially if some students have literacy problems) would be to record each line of the dialogue on a language master card, then shuffle them.

By the time the students have unscrambled the story, they will have learned it well enough to tell it, role play it, or ask and answer questions about it.

Lee: Yes.

Nurse: Do you know his name?

Lee: Yes, here's the card.

Nurse: Do you know how much furniture he has?

Lee: Just a little. I have the list. It was 100 dollars.

Nurse: Okay. Jimmy is in the next room with the doctor. You can go in. Please show the doctor to the doctor. Would you like an interpreter to help you talk to the doctor?

Lee: Yes, please.

Nurse: What language do you speak?

Lee: Cantonese.

Nurse: O.K. Go on in. The interpreter will take you to the doctor.

Teacher's Note: Give students a list of questions to ask the doctor while the tape is being played. After the tape is played, the students can ask the questions.



EMERGENCY REGISTRATION - TAPE DIALOGUE

Lee: My grandson came in by ambulance. He drank some furniture polish a few minutes ago.

Nurse: What's his name and address?

Lee: Jimmy Lee. 249 Pender St. 284-1234

Nurse: Are you his grandmother?

Lee: Yes.

Nurse: Do you know his B.C. Medical number?

Lee: Yes, here's the card.

Nurse: Do you know how much furniture polish he drank?

Lee: Just a little. I have the bottle, it was full before.

Nurse: Okay. Jimmy is in the next room with the doctor. You can go in. Please show the bottle to the doctor. Would you like an interpreter to help you talk to the doctor?

Lee: Yes, please.

Nurse: What language do you speak?

Lee: Cantonese.

Nurse: O.K. Go on in. The interpreter will come in a few minutes.

Teacher's Note: Give students a list of comprehension questions to listen for while the tape is being played. After they have listened to the tape as often as necessary, they will write the answers to the questions.



EMERGENCY REGISTRATION - TAPE DIALOGUE

My grandson came in by ambulance. He drank some

furniture polish a few minutes ago.

What's his name and address?

Jimmy Lee, 284 Pender St. 284-1234

Are you his grandmother?

Yes.

Do you know his B.C. Medical number?

Yes, here's the card.

Do you know how much furniture polish he drank?

Just a little. I have the bottle. It was full before.

Okay. Jimmy is in the next room with the doctor. You

can go in. Please show the bottle to the doctor. Would

you like an interpreter to help you talk to the doctor?

Yes, please.

What language do you speak?

Cantonese.

O.K. Go on in. The interpreter will come in a few minutes.

Teacher's Note: Give students a list of comprehension questions to listen for while the tape is being played. After they have listened to the tape as often as necessary, they will write the answers to the questions.

Written Comprehension Questions to go with Tape Dialogue

Emergency Registration

- 1) Is Mrs. Lee Jimmy's mother?
- 2) What did Jimmy drink?
- 3) How much polish did he drink?
- 4) What language does Mrs. Lee speak?
- 5) Will the hospital find her an interpreter?

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Level 2

The student will be able to:

- 6.0 Ask a pharmacist whether a prescription may be refilled in given situations. (p. 19)
- 7.0 Read directions on given prescription labels. (p. 8,9)
- 8.0 Ask for and buy patent medicines in given situations. (p. 10,16,17,21)
- 9.0 Identify some of the dangers of misusing, overusing and combining drugs. (p. 13)

Grammar:

Graded: imperative - take, give

expressions of time and frequency - twice, 3 times, daily. for

_____ days.

a bottle of

to answer questions - how long, how often, etc.

Ungraded:

What should I take for my cough?

Vocabulary:

pharmacist

pharmacy

dosage

fill/refill

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OBJECTIVES

MODULE I. HEALTH

UNIT C. DRUGSTORE

GENERAL OBJECTIVE:

The student will be able to demonstrate some of the social and linguistic skills necessary for dealing with a drugstore and a pharmacist to the level of his/her English ability (Level 1, 2 or 3).

SPECIFIC PERFORMANCE OBJECTIVES:

Level 1

The student will be able to:

- 1.0 Recognize the names of some commonly used drugs, (p.22)
- 2.0 Identify the simple use of some commonly used drugs. (p. 15, 22)
- 3.0 Demonstrate verbally or non-verbally that simple terms used for drug forms and measurements are understood (e.g. capsule, teaspoon etc.). (p. 6)
- 4.0 Follow very simple directions on a drug label in given situations (p. 8)
- 5.0 Take a prescription to a pharmacy and have it filled. (p.7)

Grammar:

Graded: some/one/a/an/the

How much

Which

This/those/these/those

Ungraded: I'd like this prescription filled.

Take 2 capsules.

Vocabulary:

names of drugs - aspirin, cough medicine, etc.

numbers

terms of measurement - teaspoon, tablet, etc.

prescription

Level 3

The student will be able to:

- 10.0 Ask the pharmacist about directions and dosages on prescription labels. (p. 18)
- 11.0 Describe a given health problem and ask a pharmacist's advice about purchasing relevant patent medicines. (p. 20)
- 12.0 Discuss the dangers of misusing, overusing or combining drugs. (p. 13,14,18)

Grammar

Graded: should

forming questions with when, how much, how many, how long, how often.

present perfect continuous: How long have you been coughing?

More than/less than

Ungraded:

I'd take aspirin for a fever.

wouldn't: I wouldn't take a sleeping pill.

Vocabulary:

body parts/organs/ailments

names of medicines including general terms:

decongestant, antibiotic, etc.

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DRUGSTORE Sample Multi-level Lesson Plan

1) All together Levels 1,2,3

- Props - picture of a pharmacist in a drugstore (large photo is available in Mastai Kit, or a teacher-drawn picture would do)
- a collection of medicine bottles including some prescription drugs and some over-the-counter remedies.
 - a pharmacare card.

The teacher can draw the students into a discussion by asking them what they buy at the drugstore, and which of the drugs (that the teacher has provided) they use and why.

Teacher introduces words: pharmacy, pharmacist, pharmacare.

Then, by referring to the big picture and asking "What does he say?" have the students create a dialogue where a drug is purchased and pharmacare card presented. The teacher or a level 3 student can write the dialogue on the board. (It can later be put on a ditto if desired). Then, oral or individual practice by students may be assigned.

2) Groups

Level 1: work more on memorizing this dialogue, in pairs, perhaps recording it on a language master or tape recorder.

Level 2 & 3: with teacher available to offer suggestions & corrections, pairs of students will role play the drugstore situation using the props. (Assign tasks both to fill prescriptions and request patent medicines)

3) All together Levels 1,2,3

Props - real tablets, capsules, spoon, dropper.

Teach these terms of drug measurement using the props. Then hand out a ditto with pictures for reinforcement and later study (p. 6).

4) Groups

Level 1 group will practise the terms of measurement using the props (while teacher is with other group). Then the teacher will help them read



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the dosage on a simple label, e.g.

ASPIRIN
take 1 or 2 tablets
2 or 3 X daily

Level 2 & 3

Pairs of students look at large prescription labels (see p. 8) together. Level 3 students are given cards with question words written on them. They then ask questions for Level 2 to answer (when, how long, how much, how often); the teacher helps them with question formation and teaches responses, rising time and frequency expression (e.g. twice daily) for ___ days).

Then the teacher gives out the written worksheet (see p. 9) to students (both Levels 2 and 3), who write answers to the questions about the dosages and instructions.

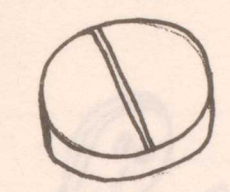
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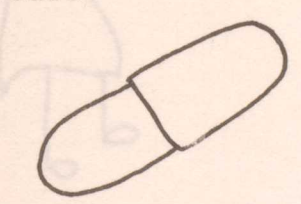
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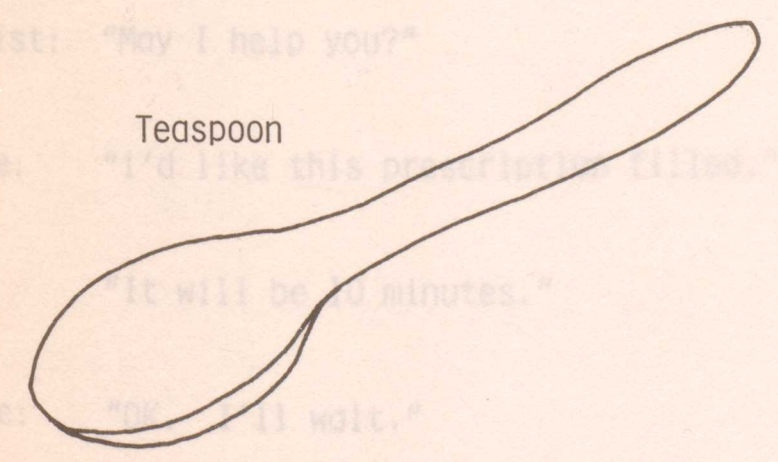
Tablet



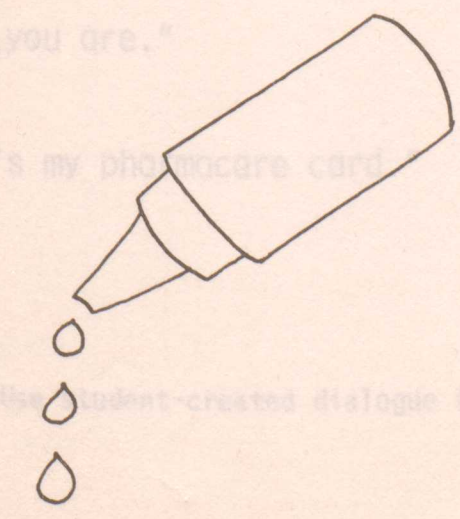
Capsule



Teaspoon



Drop



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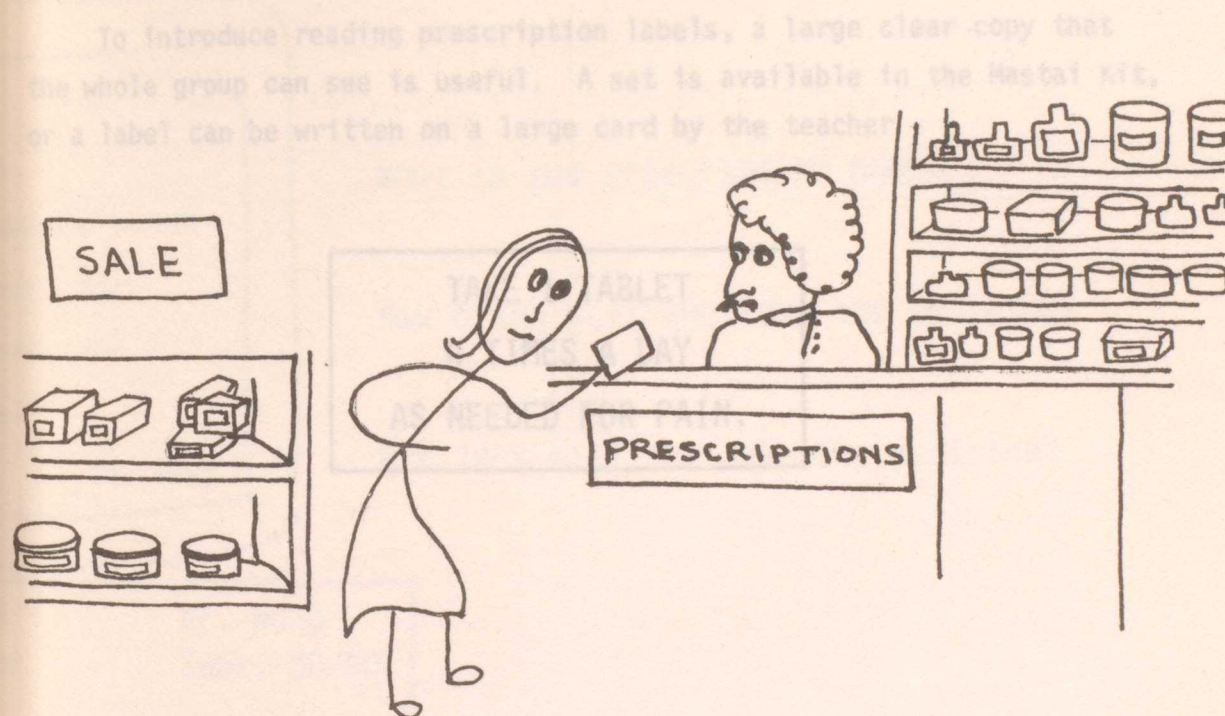
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All levels

DRUGSTORE



Pharmacist: "May I help you?"

Mrs. Lee: "I'd like this prescription filled."

Ph: "It will be 10 minutes."

Mrs. Lee: "OK. I'll wait."

Ph: "Here you are."

Mrs. Lee: "Here's my pharmacare card."

Teaching suggestion: Use student-created dialogue (see sample lesson plan).



To introduce reading prescription labels, a large clear copy that the whole group can see is useful. A set is available in the Mastai Kit, or a label can be written on a large card by the teacher -

What is the prescription number?

TAKE 1 TABLET

4 TIMES A DAY

AS NEEDED FOR PAIN.

How long will she take the medicine?

Dr. Wong
Sept. 30/80

When will Mrs. Lee take the medicine?

Dr. Wong
Sept. 30/80

What time would she take the medicine?

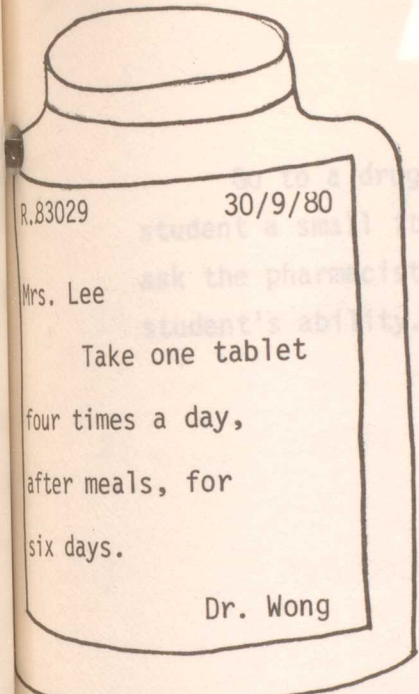
Dr. Wong
Sept. 30/80

How much would she give to a 6 year old child?

To introduce reading prescription labels, a large clear copy that the whole group can see is useful. A set is available in the Master Kit, or a label can be written on a large card by the teacher.

TAKE 1 TABLET
4 TIMES A DAY
AS NEEDED FOR PAIN.

Field Trip Suggestion



What is the prescription number?

How often will she take the medicine?

How long will she take the medicine?

R.14798 Dr. Wong
Mrs. Lee Sept. 30/80
Take one teaspoon
as needed for cough.

When will Mrs. Lee take the medicine?

F.342160 Dr. Wong
Mrs. Lee Sept. 30/80
Take one teaspoon three
times a day after meals.

What time would she take the medicine?

R.3428 Dr. Wong
Mrs. Lee Sept. 30/80
Take every 8 hours.
Adults - 2 tsp.
Children - 4 to 12 - 1 tsp.
Children under 4 - consult
your physician.

How much would she give to a 6 year
old child?



Field Trip Suggestion

Go to a drugstore (warn the drugstore in advance!) Assign each student a small item to ask for and buy, or an information question to ask the pharmacist. Level the difficulty of the task according to the student's ability. This is one way of getting your shopping done.

Dr. Wong
Sept. 30/80

every 8 hours.
12 - 2 tsp.
12 - 4 to 12 - 1 tsp.
then under 4 - consult
your physician.

Dr. Wong
Sept. 30/80

teaspoon three
after meals.

Dr. Wong
Sept. 30/80

teaspoon
for cough.

What is the prescription number?

How often will she take the medicine?

How long will she take the medicine?

When will Mrs. Lee take the medicine?

What time would she take the medicine?

How much would she give to a 6 year
old child?



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GRAMMAR a/an

Use a or an:

1) _____ aspirin

2) _____ tablet

3) _____ teaspoon

4) _____ earache

5) _____ prescription

6) _____ pharmacist

7) _____ headache

8) _____ infection

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All levels

Pronunciation

Listening drill:

Students listen, then say which one is different. 1, 2 or 3

- | | | |
|-------|-------|------|
| Fill, | Fill, | Pill |
| Fill, | Pill, | Fill |
| Pill, | Fill, | Fill |
| Pill, | Fill, | Pill |
| Fill, | Pill, | Pill |

Speaking drill:

Students listen, then repeat, then try alone.

- | | |
|-------|------|
| Pill, | Fill |
| Pat, | Fat |
| Paid, | Fade |

Fluency drill:

Listen, repeat, try alone.

- Phone the pharmacist.
Fill the prescription.

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Level 2 & 3

Discussion of Patent Medicine Use

Idea for Speaker

Many of our senior students use a lot of over-the-counter drugs, as well as prescription drugs. It would be useful to try and arrange for a pharmacist to visit the class and warn them of the danger of combining drugs, taking certain drugs with alcohol, over-using certain drugs. (If this is to be done also with the level 1's, a bilingual pharmacist would be required.)

This is a good time to discuss what remedies they use in their cultures. If they have them at home, they could be asked to bring some along to class for comparison.

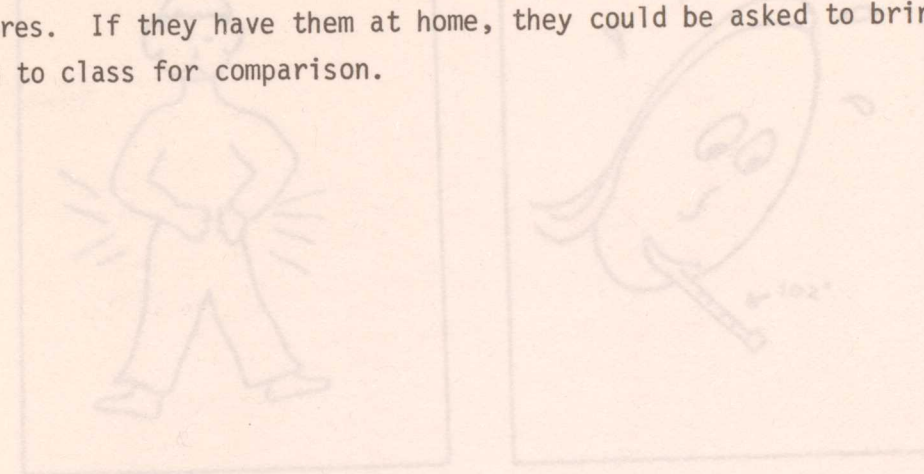
Teacher's Note: This makes a good alternative to or follow-up to the Pharmacists's visit or the story on Refilling a Prescription.



Discussion of Patent Medicine Use

Symptom pictures -

Set out boxes and bottles of common patent medicines - laxatives, aspirin, cough syrup, etc. Have students each choose 1 thing they would use, if any, and 1 thing they would not. They must explain to group what it is, what it's used for and why they would or would not use it. Teacher can go first and can make the point that while at times some of these medicines can be essential to health, others may be useless or dangerous. This is a good time to discuss what remedies they use in their cultures. If they have them at home, they could be asked to bring some along to class for comparison.



Teacher's Note: This makes a good alternative to or follow-up to the Pharmacists's visit or the story on Refilling a Prescription.

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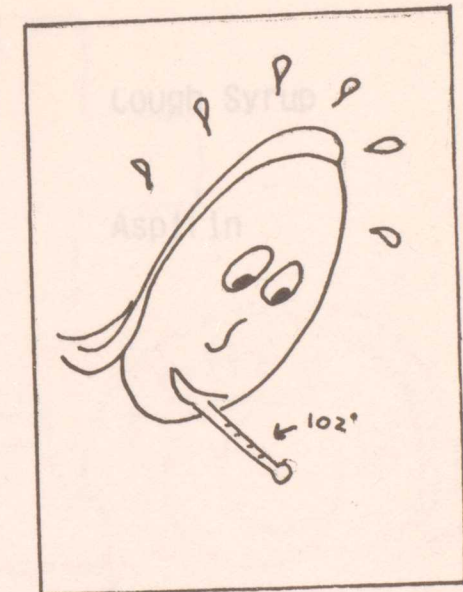
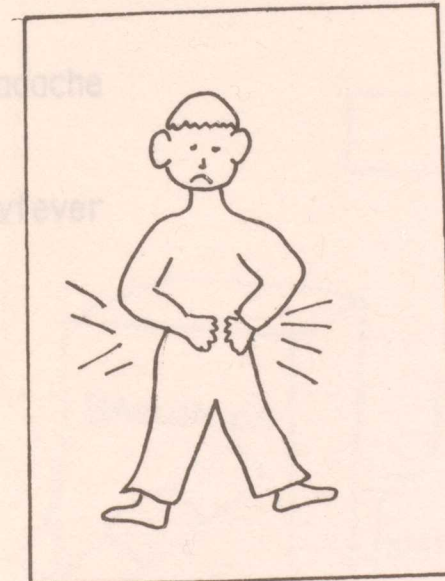


Idea for Oral Drill

Symptom pictures -

What's wrong?

What over-the-counter medicine would you take?



Teaching suggestion:

- 1) Have the students as a group match up pictures of symptoms (Mental Kit or make your own) and actual bottles of medicine.
- 2) Alternate Method:
One student mimes the symptom. His partner chooses the medicine and offers it to him with a suggestion like "try _____".



Fever

Aspirin

Cough

Antacid

Stomachache

Antihistamine

Headache

Cough Syrup

Hayfever

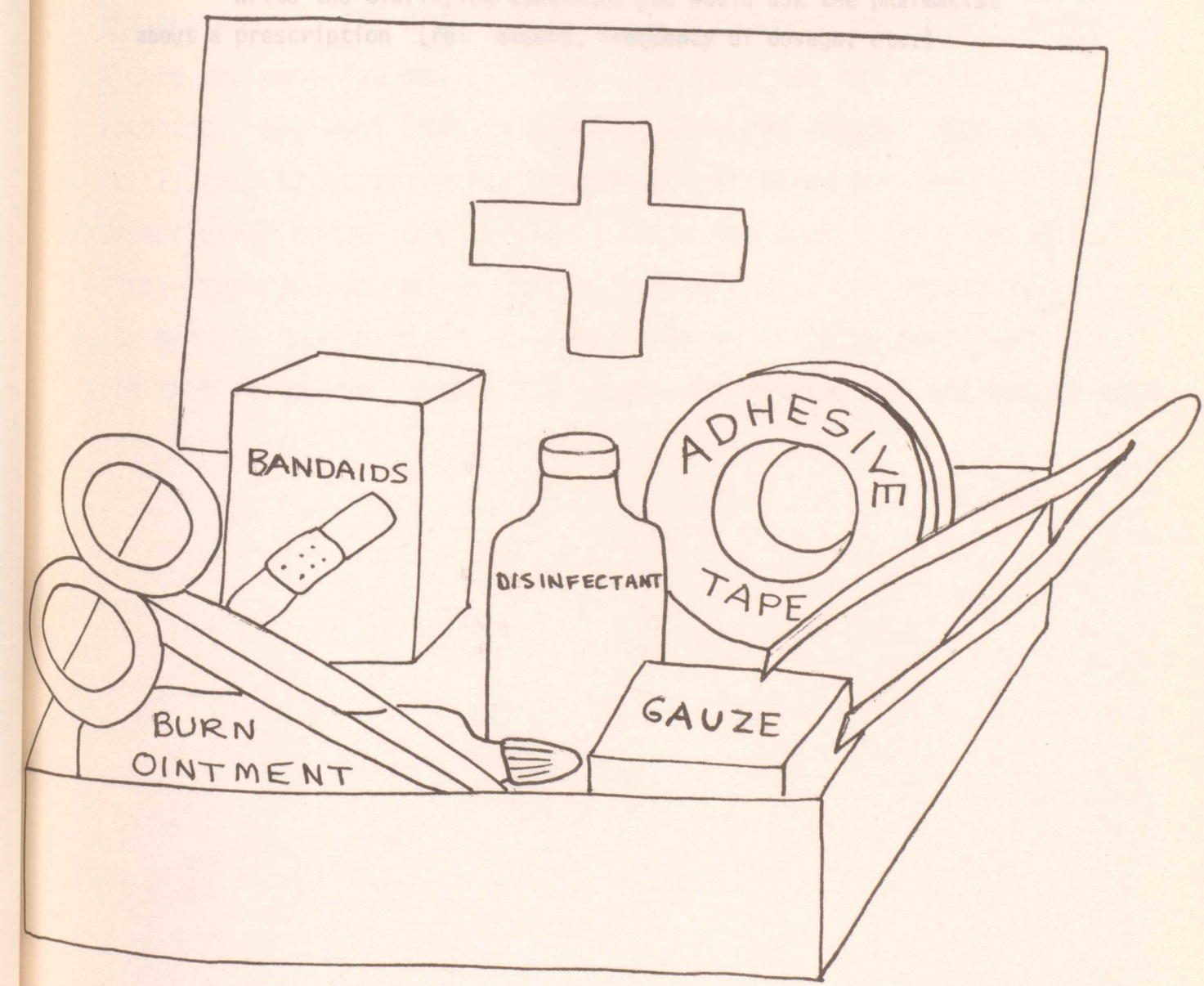
Aspirin

Teaching suggestion:

- 1) Have the students as a group match up pictures of symptoms (Mastai Kit or make your own) and actual bottles of medicine)
- 2) Alternate Method:
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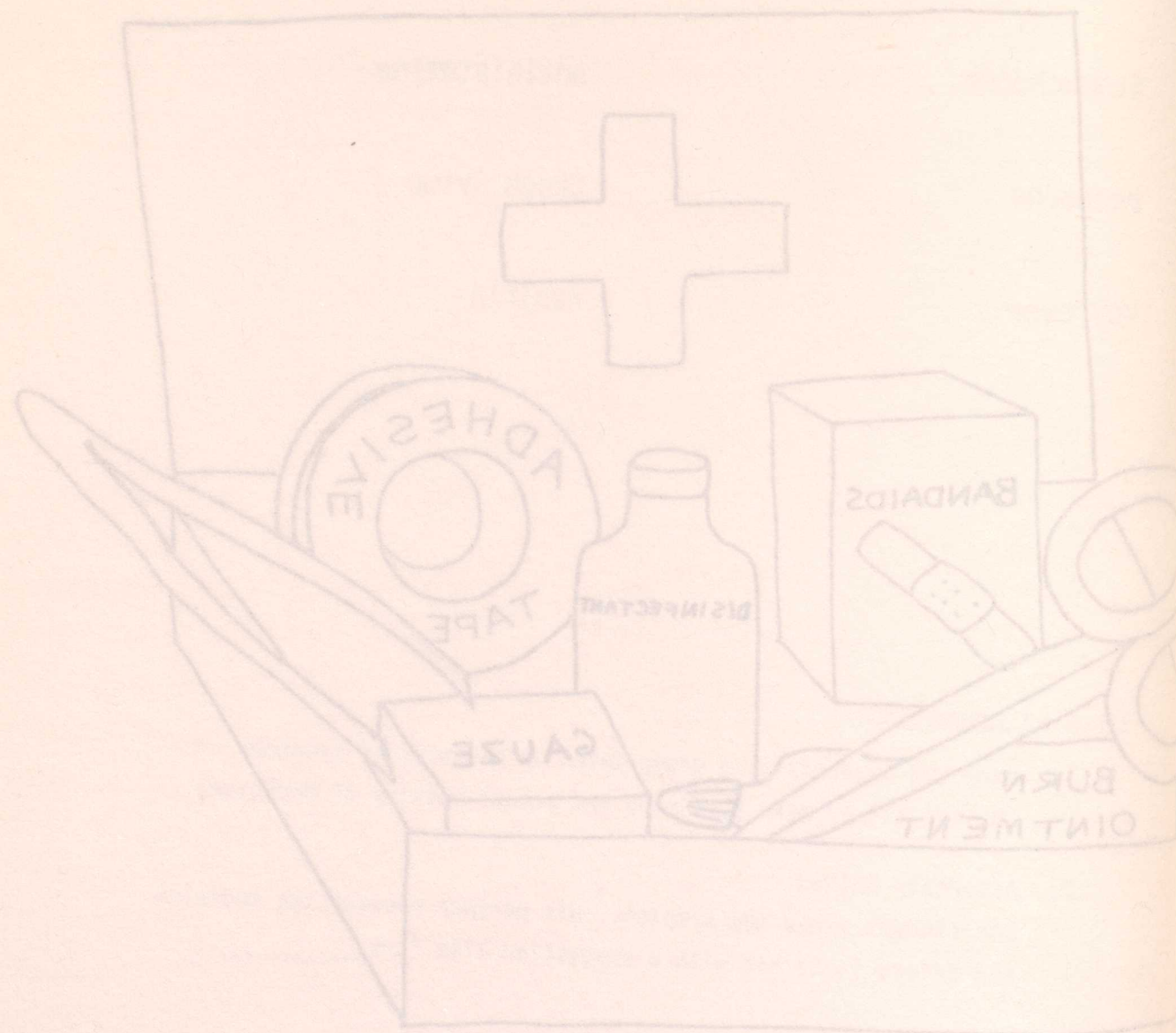
Teacher's Note: Teach the names of these items. Ask the students what they keep in a first aid kit and drill the English names of these items. Role-play asking for and buying the first aid items in a drug store.

FIRST AID KIT



Teacher's Note: Teach the names of these items. Ask the students what they keep in a first aid kit and drill the English names of these items. Role-play asking for and buying the first aid items in a drug store.

FIRST AID KIT



Teacher's Note: Teach the names of these items. Ask the students what they keep in a first aid kit and drill the English names of these items. Role-play asking for and buying the first aid items in a drug store.

Written Story - Refilling a Prescription

Written Exercise:

Mrs. Lee had a cough. The doctor gave her a prescription and she went to the drugstore and bought some cough medicine. After 4 days the medicine was finished. But Mrs. Lee was still coughing. She went back to the drugstore and asked, "Can you refill this prescription?" The pharmacist asked her the prescription number and looked it up in his book. "Yes" he said. "This prescription can be refilled once." Mrs. Lee waited for a few minutes and he gave her another bottle of cough medicine. She took it to the cashier and showed the cashier her pharmacist card.

Teacher's Note: This written exercise could be introduced by a discussion of the dangers of misunderstanding directions, dosages, possible side effects, combinations of drugs, etc. Students are often so accepting of any prescribed drugs that they are unaware of dangers of misuse.

Written Story - Refilling a Prescription

Mrs. Lee had a cough. The doctor gave her a prescription and she went to the drugstore and got some cough medicine. After 4 days the medicine was finished. But Mrs. Lee was still coughing. She went back to the drugstore and asked, "Can you refill this prescription?" The pharmacist asked her the prescription number and looked it up in his book. "Yes" he said. "This prescription can be refilled once." Mrs. Lee waited for a few minutes and he gave her another bottle of cough medicine. She took it to the cashier and showed the cashier her pharmacare card.

Ph. This cough medicine is very good. Try it. But if your cough continues more than a couple of days, you should see your doctor.

L. O.K. How often do I take it and how much is OK?

Ph. Take 1 teaspoon every 2 hours if you need it. But you shouldn't take more than 8 spoons a day.

L. Thanks very much.

Teacher's Note:

This is a good reading exercise to review the drugstore dialogue taught in the sample lesson plan as it reviews all the vocabulary and introduces nothing new. It is also a good opener for discussion of regulations regarding prescription drugs, and the reasons for this, and discussion of the over-use of drugs in western culture.

Pharmacist's Advice

Ph. Hello, May I help you?

L. I have a bad cough and I can't sleep. What should I take for it?

Ph. How long have you been coughing?

L. 2 days.

Ph. Do you have a fever or any other symptoms?

L. No. It's just a bad cold.

Ph. This cough medicine is very good. Try it. But if your cough continues more than a couple of days, you should see your doctor.

L. O.K. How often do I take it and how much is OK?

Ph. Take 1 teaspoon every 2 hours if you need it. But you shouldn't take more than 8 spoons a day.

L. Thanks very much.

Teaching Suggestion:

Tape dialogue for listening practice. Have students role play similar conversations, symptoms assigned on cards.

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Over the Counter Drugs

Last week Mrs. Lee had the flu. She was very sick. She's better now, but she still feels weak and run-down. Today she is going to Chinatown to a Chinese pharmacy to buy some Fo-Ti-Tieng tea. Mrs. Lee's father used to drink this herbal tea in China. She will drink a cup every day to make her feel better and stronger.

Teacher's Note: Preparatory work on "vague symptoms" p. 15 and some grammar work on comparatives are necessary before beginning this story. This story also provides a chance to discuss further the students' views on health care. Do they follow the traditional remedies of their culture? Do they prefer western medicine? Do they accept both? This story is also useful for reviewing past, present and future tense.



Over the Counter Drugs

Teacher brings in a selection of drugs that can be purchased without a prescription; laxatives, aspirin, antacid, etc. Students each choose one. They tell group the name of product, if they know, and how it is used. Names can then be drilled further. They can also read labels and tell when and how to take the medicine.

Teacher's Note: Preparatory work on "Asian symptoms" p. 15 and some grammar with on comparatives are necessary before beginning this story. This story also provides a chance to discuss further the students' views on health care. Do they follow the traditional remedies of their culture? Do they prefer western medicine? Do they accept both? This story is also useful for reviewing past, present and future tenses.

OBJECTIVES

MODULE I. HEALTH

UNIT D. HOSPITAL

GENERAL OBJECTIVE:

The student will be able to demonstrate some of the social and linguistic skills necessary for dealing with a stay in a Canadian, acute care hospital to the level of his/her English ability. (Level 1, 2 or 3)

SPECIFIC PERFORMANCE OBJECTIVES:

Level 1

The student will be able to:

- 1.0 Respond appropriately when asked: "How do you feel?" (p. 17)
- 2.0 Recognize the names of some common medicines commonly used in a hospital (e.g., pain killers, sleeping pills, laxatives).
- 3.0 Identify some common reasons for hospitalization (e.g pneumonia, gall bladder surgery, heart problems.) (p. 6,7)
- 4.0 Give the basic information necessary to register at an acute care hospital including name, address, medical insurance number and next of kin. (p. 8)

Grammar

Graded - verbs: have, feel, to be (present and past)

- use of adjectives: sharp, dull, bad (in describing a pain)

Ungraded

How do you feel?

It costs more/too much.

It hurts all the time/sometimes.

You need to go to the hospital.

I feel sick/well/better.

You need to take a pill.

I'd rather have a private room.

Please fill in this form.

Vocabulary

names of diseases, operations

names of common medicines; laxative, pain killer, sleeping pills, etc.

names of body parts: back, head, etc.

ward, private, semi-private

Level 2

The student will be able to:

- 5.0 Describe a pain. (Refer to objectives A - 2.0) (p. 16)
- 6.0 Give all information necessary on admission to an acute care hospital. (p. 8,9,10,11)
- 7.0 Express preference for a ward, semi-private or private room accommodation in a hospital. (p. 6,7)
- 8.0 Discuss costs and prepaid coverage for hospital accommodation. (p.7)
- 9.0 Request common medication required (e.g., pain killers, sleeping pills, laxatives, etc.) and some things needed for personal comfort (e.g., food, water, bath, bedpan, etc.). (p. 13, 14)
- 10.0 Respond appropriately to questions about how he/she feels and whether he/she is in pain. (p. 16)
- 11.0 Read the menu and check off choices as directed. (p. 22,23,24)
- 12.0 Request special food required (e.g., I don't eat meat. I don't eat Canadian food. I'm allergic to _____. My religion forbids _____)

Grammar

Graded verbs: bring, need, want, feel (past and present)

use of interrupters: Excuse me

making requests using Could I have _____. May I have _____

use of adjectives: dull, sharp, etc. to describe pain.

Ungraded What's your name and address?

How do you feel?

When did the pain start?

Vocabulary

symptoms: headache, fever, etc.
names of medicines: pain killer, laxative, etc.
personal comfort items: toothbrush, bedpan, pillow,
blanket, clean sheets.

sometimes, occasionally, often, seldom

sick, tired, afraid, worried, upset, nervous, depressed,
angry, annoyed, sad

food vocabulary: soup, bread, cereal, etc.

Level 3

The student will be able to:

- 13.0 Describe in detail how he/she feels. (p. 16)
- 14.0 Express anxieties and fears about health condition and treatment. (p. 15,26)
- 15.0 Ask questions about his/her condition, treatment planned, hospital procedures, and medication given. (p. 26)
- 16.0 Explain answers to questions about his/her condition, treatment and hospital procedures. (p.26)
- 17.0 Ask about visiting hours.
- 18.0 Tell English speaking visitors how he/she feels and what he needs. (p. 17, 21)
- 19.0 Request the use of a telephone (or to have a call made for him/her). ((p. 19)
- 20.0 Request stationery. (p. 19)
- 21.0 Request to have a letter mailed. (p. 19)
- 22.0 Request an interpreter. (p. 13)

Grammar

Graded - use of I'd rather, I prefer

- clarifying questions using: Can you tell me/explain

- conditional: would: What would happen if...

- would like: (I'd like, if you like, would you like, etc.)

- good/better

- can/can't

- will/won't

Level 3 (cont'd)

Ungraded

How long have you been ill?

When did you notice the pain first?

How many visitors may I have?

What time are visiting hours?

Why do I need an operation?

May I have another pillow?

Vocabulary - symptoms, pains

emotional state: worried, nervous, upset, etc.

enemas, transfusion, intravenous, temperature

blood pressure, risk, complications, side effects,

second opinion, serious/minor/major

HOSPITAL

Sample Multilevel Lesson Plan

All together

Levels 1,2,3 - Introduce the topic with picture story of Mrs. Lee seeing a doctor and being admitted to hospital. (p. 6) Emphasize: What's wrong - (pneumonia), information needed to register, medical coverage, choice of ward, private, semi-private.

Level 2 or 3 students ask questions about pictures.

Level 1 or 2 students answer.

Set up a simple role-play of the story with doctor, nurse, Mrs. Lee, son.

Groups

Level 1 - Using a photograph or drawing of hospital registration procedure, go over crucial terms orally (medical number, next-of-kin, doctor's name) until students can give this information easily.

Level 2 and 3 - in pairs

Can do the above in greater detail using actual hospital admission form.

All together

Levels (1,2,3) - Using actual items (or pictures if items can't be obtained), go over names of medicines (pain killer, laxative, sleeping pills) and hospital items (bedpan, etc. p. 12) level your questions. Ask the 1's "Would you like a pain killer?" Have them answer "Yes, thank you." Have the 3's offer these things to the 1's. Have the 2's ask for the item, "May I have a sleeping pill?" or refuse the item, "No, thank you, I never take sleeping pills."

Groups

Level 1 - Language master cards with above vocabulary pre-recorded to listen, repeat, and match with flash-card pictures or actual items.

Level 2 - Board game (p. 13)

Level 3 - Teacher goes over the **situation** and phrase sheet "discussing surgery with doctor" (p. 15). Then pairs of students select phrases from the sheet and write dialogue between Mrs. Lee and doctor. Then they role-play dialogues for others in the group. Teacher asks questions of other students about what was just said.

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This story is a good introduction to "hospital vocabulary" and procedure. Teacher can tell the story, or show the pictures and give the students new words and have them suggest what each person said.

This story also lends itself well to role-plays. This is a good opportunity for other reasons for hospitalization, and the students share their experiences and ideas.

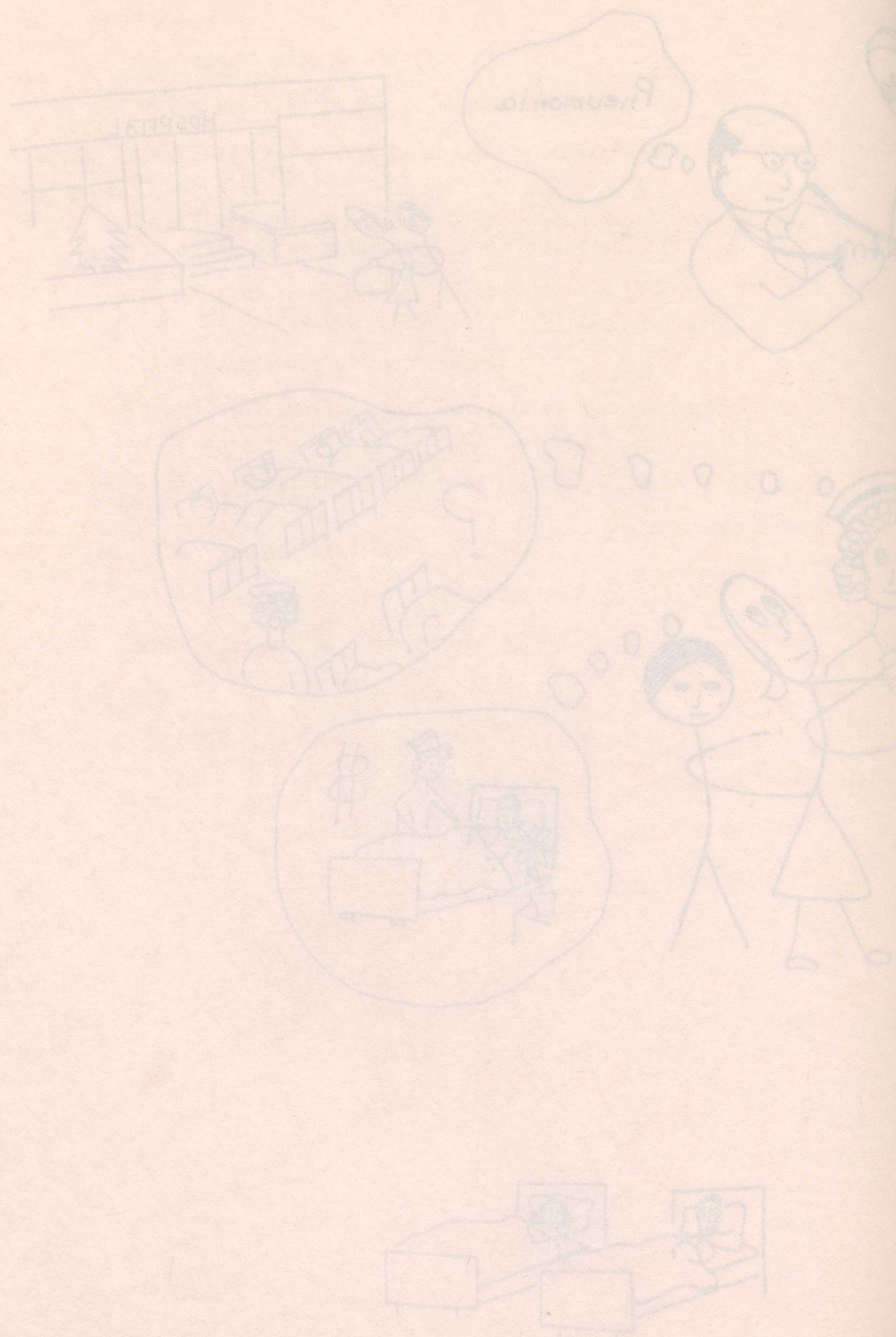


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All levels



All levels

PICTURE STORY

Mrs. Lee went to the doctor. The doctor said, "You have pneumonia. Go to the hospital." The next day Mrs. Lee's son took her to the hospital. The nurse filled in a registration form and Mrs. Lee gave her the medical card. The nurse asked Mrs. Lee, "Do you want a bed in the ward?"

"I'd rather have a private room" Mrs. Lee said. "How much more will it cost?"

"It's _____ more" said the nurse.

"That's too much" said Mrs. Lee.

"How about a semi-private" It's only _____" the nurse suggested.

"That's fine" said Mrs. Lee.

(See pictures on preceding page)

Teacher's Note: This story is a good introduction to "hospital vocabulary" and procedure. Teacher can tell the story, or show the pictures and give the students new words and have them suggest what each person said. This story also lends itself well to role-plays. This is a good opportunity for discussion of other reasons for hospitalization, extended care, surgery, etc. Have the students share their experiences in hospitals here and in native country.

PICTURE STORY

Mrs. Lee went to the doctor. The doctor said, "You have pneumonia. Go to the hospital." The next day Mrs. Lee's son took her to the hospital. The nurse filled in a registration form and Mrs. Lee gave her the medical card. The nurse asked, "Do you want a bed in the ward?" Mrs. Lee said, "I'd rather have a private room." Mrs. Lee said, "How much more will it cost?" "It's more," said the nurse. "That's too much," said Mrs. Lee. "How about a semi-private? It's only _____," the nurse suggested. "That's fine," said Mrs. Lee.

(See pictures on preceding page)

This story is a good introduction to "hospital vocabulary" and procedure. Teacher can tell the story, or show the pictures and give the students new words and have them suggest what each person said. This story also lends itself well to role-plays. This is a good opportunity for discussion of other reasons for hospitalization, extended care, surgery, etc. Have the students share their experiences in hospitals here and in native country.

HOSPITAL REGISTRATION

Students should practice answering the following questions needed for nursing admission form until they can do it easily:

What's your name / address / phone?

Who is your next of kin?

What's your doctor's name /address?

What's your medical number?

Do you have any allergies?

Do you live alone, or what family is at home?

What major illnesses or hospitalizations have you had?

Are you now taking any medication?

Are you on a special diet?

Do you smoke or drink? How much?

How long have you lived in British Columbia?

What is the name and address of a friend who has known you for a long time?

Teacher's Note:

Students should be able to read and understand the consent form following, and understand what it means to sign a consent to any treatment the doctor feels necessary rather than a specific one previously discussed.

Forms for registration and valuables follow.

Level 1 - Use a photograph or drawing of hospital registration procedures and go over key terms (doctor's name, next of kin, etc.) and then drill the first four questions above, until students can answer them easily.



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HOSPITAL REGISTRATION

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over key terms (doctor's name, next of kin, etc.) and then drill the
first four questions above, until students can answer them easily.

LIONS GATE HOSPITAL

Level 2 & 3

CONSENT FOR EXAMINATION AND TREATMENT

I, the undersigned, do hereby certify that the purpose of this visit or admission
of me to Lions Gate Hospital has been explained to me by my physician and I agree that
any examination and treatment can be administered which the attending physician or
physicians and hospital staff may find necessary for my relief.

Dated this _____ day of _____, 19____

(1) Signature of Patient: _____

(2) Signature of Guardian: _____
(or person authorized
to consent for patient)

(Relationship of above) _____

Signature of Witness _____

(Reason patient unable to sign) _____

In situations where it is impossible to obtain a signature on line (1) or (2) above,
two physicians shall certify by signing the following:

In the opinion of each of the undersigned physicians the treatment to be
carried out is necessary and in the best interest of the continued health
and well-being of the patient.

Dated this _____ day of _____, 19____

_____, M.D.

_____, M.D.

Signature of Witness _____

Signature of Witness _____



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LIONS GATE HOSPITAL

CONSENT FOR EXAMINATION AND TREATMENT

Level 2 & 3

The undersigned, do hereby certify that the purpose of this visit or admission to Lions Gate Hospital has been explained to me by my physician and I agree that examination and treatment can be administered which the attending physician or assistants and hospital staff may find necessary for my relief.

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(2) Signature of Guardian
(or person authorized
to consent for patient)

(Relationship of above)

(Reason patient unable to sign)

In the opinion of each of the undersigned physicians the treatment to be carried out is necessary and in the best interest of the continued health and well-being of the patient.

Physicians shall certify by signing the following:
Situations where it is impossible to obtain a signature on line (1) or (2) above.

LIONS GATE HOSPITAL

Level 2 & 3

NOTICE RE: EFFECTS AND VALUABLES
RETAINED BY THE PATIENT

THE HOSPITAL WILL NOT BE RESPONSIBLE FOR
ANY ITEM KEPT AT THE BEDSIDE.

Valuable articles and clothing should be returned home at the time of admission.

If you find it absolutely necessary to retain articles of value such as money, rings, watches, jewellery, please have them deposited with the Cashier for safe-keeping.

LIONS GATE HOSPITAL UNDERTAKES NO RESPONSIBILITY FOR LOST DENTURES OR OTHER PROSTHETICS EXCEPT WHERE THERE IS EVIDENCE OF EXTENUATING CIRCUMSTANCES.

Patients may have razors and radios, at the discretion of the Nurse in Charge of the Nursing Unit, subject to Hospital regulations in respect to electrical codes. The Hospital will in no way be responsible for loss or damage.

Articles left in hospital after discharge, if not claimed within three months, will be disposed of at the discretion of Hospital Administration.

	YES	NO
Money Policy Explained -----	<input type="checkbox"/>	<input type="checkbox"/>
Purse -----	<input type="checkbox"/>	<input type="checkbox"/>
Wallet -----	<input type="checkbox"/>	<input type="checkbox"/>
Jewellery -----	<input type="checkbox"/>	<input type="checkbox"/>
Watch -----	<input type="checkbox"/>	<input type="checkbox"/>
Dentures ----- Upper	<input type="checkbox"/>	<input type="checkbox"/>
----- Lower	<input type="checkbox"/>	<input type="checkbox"/>
Glasses -----	<input type="checkbox"/>	<input type="checkbox"/>
Personal Medications -----	<input type="checkbox"/>	<input type="checkbox"/>
Other -----	<input type="checkbox"/>	<input type="checkbox"/>

I _____ fully understand that the Hospital will not
assume responsibility for any items of value which I have found necessary to retain
at the bedside and absolve the Hospital from any responsibility for their safekeeping.

DATE: _____

SIGNATURE OF PATIENT, RELATIVE
OR GUARDIAN

STAFF MEMBER

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LIONS GATE HOSPITAL

NOTICE RE: EFFECTS AND VALUABLES
RETAINED BY THE PATIENT

THE HOSPITAL WILL NOT BE RESPONSIBLE FOR

ANY ITEM LEFT AT THE bedside.

Valuable articles and clothing should be returned home at the time of admission.

If you find it absolutely necessary to retain articles of value such as money, watches, jewelry, please have them deposited with the Cashier for safe-keeping.

LIONS GATE HOSPITAL UNDERTAKES NO RESPONSIBILITY FOR LOST DENTURES OR OTHER ARTHERETICS EXCEPT WHERE THERE IS EVIDENCE OF EXTENUATING CIRCUMSTANCES.

Patients may have razors and radios, at the discretion of the Nurse in Charge of the Nursing Unit, subject to Hospital regulations in respect to electrical codes. The Hospital will in no way be responsible for loss or damage.

Articles left in hospital after discharge, if not claimed within three months, will be disposed of at the discretion of Hospital Administration.

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	Money Policy Explained
<input type="checkbox"/>	<input type="checkbox"/>	Insurance
<input type="checkbox"/>	<input type="checkbox"/>	Will
<input type="checkbox"/>	<input type="checkbox"/>	Jewelry
<input type="checkbox"/>	<input type="checkbox"/>	Watch
<input type="checkbox"/>	<input type="checkbox"/>	Dentures
<input type="checkbox"/>	<input type="checkbox"/>	Upper
<input type="checkbox"/>	<input type="checkbox"/>	Lower
<input type="checkbox"/>	<input type="checkbox"/>	Glasses
<input type="checkbox"/>	<input type="checkbox"/>	Personal Medication
<input type="checkbox"/>	<input type="checkbox"/>	Other

I fully understand that the Hospital will not

assume responsibility for any items of value which I have found necessary to retain at the bedside and absolve the Hospital from any responsibility for their safekeeping.

SIGNATURE OF PATIENT, RELATIVE
OR GUARDIAN

STATE NURSE

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Level 2 & 3

LIONS GATE HOSPITAL - NURSING ADMISSION FORM

Admission Date: _____ Time: _____

Admitted From: _____ Mode: _____

Dr. _____ notified Dr. _____ notified

Date: _____ Date: _____

Time: _____ By: _____ Time: _____ By: _____

Allergic Substance: _____

Reaction: _____

Current Illness: _____

Past Major Illness: _____

Nursing Observations: BP _____ P _____ R _____ T _____ WT. _____

Mental Assessment: _____

Mobility: _____

Communication: _____

Personal Habits-

- Diet: _____

- Sleep: _____

- Bowel: _____

- Bladder: _____







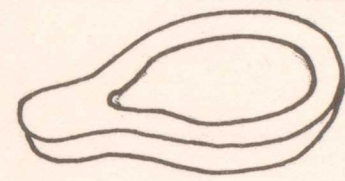

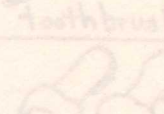
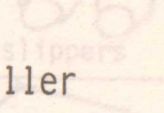

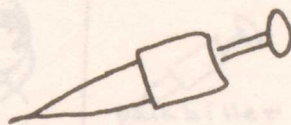
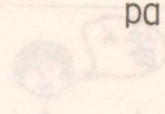
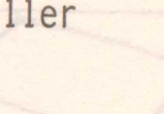
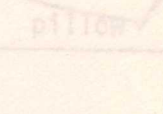
- Meds: _____

Social History: _____

Objective: _____

Signature: _____

HOSPITAL VOCABULARY

GO TO HOSPITAL					
GET WELL					
					

bed pan

pain killer

laxative

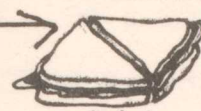



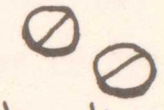
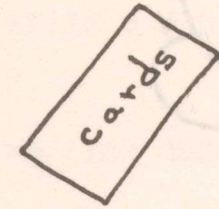


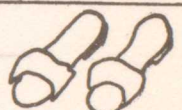





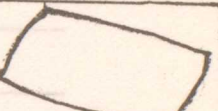
pillow

sleeping pill


Teacher's Note: Real objects are preferable but if they are not available, teacher drawn sketches like these can be used. They should be drawn as large, simply and clearly as possible. They can be used to introduce the vocabulary to the group and also for the level 1's vocabulary practice with the language master and similar small group activities.

BOARD GAME - Hospital

Level 2

GO TO HOSPITAL	 sandwich	 tea	 water		 laxative
GET WELL	 cards				 toothbrush
 bed pan					 slippers
 window open	 blanket		 painkiller	 interpreter	 pillow

Start by each student putting a marker on "go to hospital." Each student throws dice. If the student lands on a picture of an object, she must request the object with a phrase such as "May I have a sleeping pill?" If she lands on the picture of the doctor she must take a card and follow its instructions,











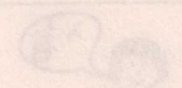




e.g. Stay in bed miss one turn 

You need a shot-go back to that space

First one to reach "Get Well" wins.

Teacher's Note: The most frustrating thing about being in hospital for many of our students is not being able to express very simple needs. This communication game provides a lot of drill in asking for things commonly needed in hospital, and is much more fun than a repetitive drill!

Before playing the game, preparatory vocabulary work must be done and the grammar (questions with May I) must be taught. See lesson plan.

					GO TO HOSPITAL
					GET WELL
					
					

Start by each student putting a marker on "go to hospital." Each student throws dice. If the student lands on a picture of an object, she must request the object with a phrase such as "May I have a sleeping pill?" If she lands on the picture of the doctor she must take a card and follow its instructions.

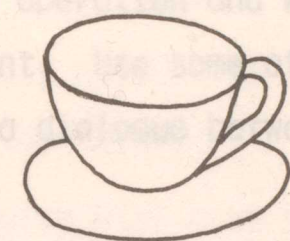
You need a
shot-go
back to
that space

Stay in bed
miss
one
turn

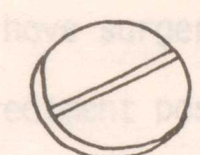
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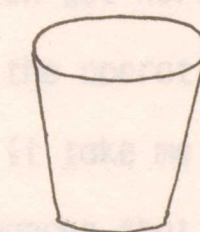
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WORKSHEET



You want this.
What do you say?





You don't want this.
What do you say?



Teacher's Note: This written exercise is a good follow-up to the game described on p. 13, as an alternative (in a class which dislikes games) or could be used in conjunction with the oral stress and intonation exercise based on the same topic. p. 20

Mrs. Lee's doctor has recommended surgery. She is worried about having an operation and wants to discuss it further before signing a consent. Use some of the statements and questions below to write a dialogue between Mrs. Lee and the doctor.

I'm worried about the operation you suggest.

I'd rather not have surgery.

Is any other treatment possible instead?

Will my condition get worse without surgery?

How serious is the operation?

How long would it take me to recover from the operation?

What are the chances that the operation will be successful?

What is the risk of complications?

How urgent is the operation?

Could I put it off a few months.

Can you treat it with drugs meanwhile?

What is this medicine for?

Could the medicine have any side effects?

Can I discuss this with my daughter before I decide?

I'd like a second opinion.

Teacher's Note: The dialogues could be written by pairs of students, then role-played for the others.

DIALOGUE - DOCTOR'S ROUNDS

Doctor: How are you feeling this morning, Mrs. Lee?

Mrs. Lee: Not very well. I'm tired. I couldn't sleep very much last night.

Doctor: The nurse will give you a sleeping pill tonight. Have you been coughing?

Mrs. Lee: A little. My chest hurts when I cough.

Doctor: Take a deep breath ... Again ... Once more. Does it hurt to take a deep breath?

Mrs. Lee: Yes, it does.

Doctor: What kind of pain is it?

Mrs. Lee: It's a sudden, sharp pain.

Doctor: Okay. Try to sleep now. The nurse will be around with your medicine a little later.

Teacher's Note:

Use this as a language master dialogue, or tape it. Let students listen and repeat until it's familiar. Work orally with the students on other terms for how you feel (better, worse, nauseated, etc.) and other descriptive words for pain (dull, throbbing, aching) and other basic questions the doctor might ask. Then assign a similar situation for pairs of students to create their own dialogue.

Teacher's Note: a one-sided dialogue gives the students the opportunity to use the language they know to respond, as in a real conversation, rather than memorizing a set dialogue which may never quite fit their needs. This can be done in written form, then acted out orally in pairs, or it could be put on language master cards with alternate blanks for students to record.

VANCOUVER
3 310

Level 2

DIALOGUE - DOCTOR'S ROUND

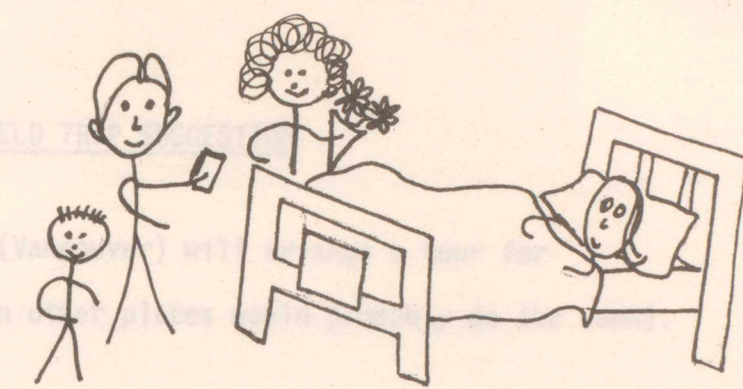
Doctor: How are you feeling this morning, Mrs. Lee?
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Level 1 & 2

VISITING HOURS

(1 sided dialogue)



Hello, Grandma Lee

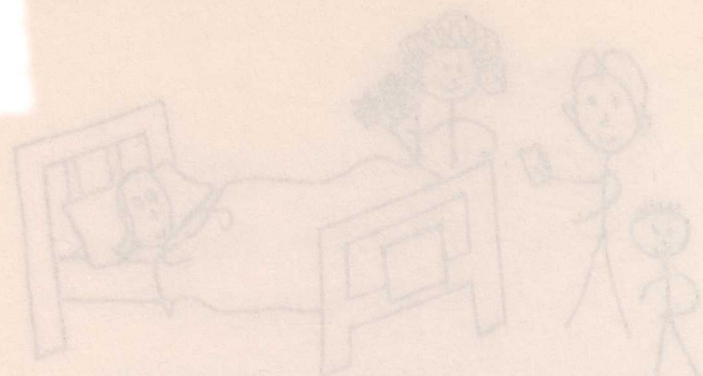
We brought you some flowers and a little gift.

How are you feeling?

How are the nurses?

Is there anything you need?

Teacher's Note: a one-sided dialogue gives the students the opportunity to use the language they know, to respond, as in a real conversation, rather than memorizing a set dialogue which may never quite fit their needs. This can be done in written form, then acted out orally in pairs, or it could be put on language master cards with alternate blank cards for students to record.



VISITING HOURS (1-sided dialogue)

Hello, Grandma Lee

We brought you some flowers and a little gift.

How are you feeling?

How are the nurses?

Is there anything you need?

Teacher's Note: A one-sided dialogue gives the student the opportunity to use the language they know to respond, as in a real conversation. Rather than memorizing a set dialogue which may never quite fit their needs. This can be done in written form, then acted out orally in pairs, or it could be put on language master cards with alternate blank cards for students to record.

FIELD TRIP SUGGESTION

St. Paul's hospital (Vancouver) will arrange a tour for your class. (Hospitals in other places would probably do the same).

In a class with a lot of level 1's it might be useful to bring a bilingual volunteer to translate (if one is available) as there is a lot of useful information in these tours.

"It's Mrs. Tanaka, 284-1234. We go to English class together. Will you tell her I'm in hospital and I can't come to class for a few weeks. And I won't be able to have lunch with her on Friday."

"OK. I'll tell her. Would you like her to visit you?"

"That would be nice. When are the visiting hours? How long can she stay?"

"2:00 to 8:00" She can stay as long as you like. Do you want anything else?"

"Yes. I'd like some stationery so I can write to my granddaughter and tell her I'm in hospital. Can you mail the letter for me too?"

"Yes, of course," said the nurse.

Teacher's Note: This can be read orally or taped and played to the students as a comprehension exercise. As a test of comprehension, the students can be asked to play the role of the nurse and phone Mrs. Tanaka and give her Mrs. Lee's message.

Mrs. Lee is in hospital having an operation. This morning she was feeling a little better. She pressed the buzzer to call the nurse.

"What can I do for you, Mrs. Lee?" the nurse asked.

"I'd like to make a phone call to a friend," Mrs. Lee said. "Is there a phone I can use?"

"You can't get out of bed to phone today" the nurse told her. "But I can phone your friend for you if you'd like."

"It's Mrs. Tanaka, 284-1234. We go to English class together. Will you tell her I'm in hospital and I can't come to class for a few weeks. And I won't be able to have lunch with her on Friday."

"OK. I'll tell her. Would you like her to visit you?"

"That would be nice. When are the visiting hours? How long can she stay?"

"2:00 to 8:00" She can stay as long as you like. Do you want anything else?"

"Yes, I'd like some stationary so I can write to my granddaughter and tell her I'm in hospital. Can you mail the letter for me too?"

"Yes, of course," said the nurse.

Teacher's Note: This can be read orally or taped and played to the students as a comprehension exercise. As a test of comprehension, the students can be asked to play the role of the nurse and phone Mrs. Tanaka and give her Mrs. Lee's message.

STRESS & INTONATION

The most difficult intonation pattern in this unit is found in the questions.

I want a pain pill.

May I have a pain pill?

Could I have a pain pill, please?

Contrast these, and then incorporate them in a jazz chant (see bibliography), or a short dialogue to be memorized.

Written exercise - Pretend you are Mrs. Lee in hospital.
Write a letter to your daughter-in-law (who speaks only English)
and tell her about your illness and how you like the hospital
treatment.

Teacher's Note:

Level 3's have learned a great deal of grammar and vocabulary but still have problems using it in a natural way. This exercise gives them a chance to practice some of what they know and have their errors corrected by the teacher.

Level 3
Write a letter to your daughter-in-law (who speaks only English) and tell her about your illness and how you like the hospital treatment.
Written exercise - Pretend you are Mrs. Lee in hospital.

Level 3's have learned a great deal of grammar and vocabulary but still have problems using it in a natural way. This exercise gives them a chance to practice some of what they know and have their errors corrected by the teacher.
Teacher's Note:

Reading Comprehension Activity - Hospital Menu

Give students a real hospital menu to read and select what they would like to eat. Give them a selection of food pictures (the Oregon Dairy Council collection includes the typical foods served in hospital) and have the students read the menu and choose the correct pictures to match.

all levels

THIS IS YOUR MENU FOR TOMORROW. PLEASE CIRCLE YOUR CHOICES.

SATURDAY 1

REGULAR

APETIZERS

VEGETABLE CHOWDER
CHILLED APPLE JUICE
CELERY STICKS, SWEET PICKLES
AND RADISH OR LETTUCE

ENTREES

TURKEY PIE
ROAST LAMB with gravy and mint jelly
ASSORTED SANDWICH PLATE with
fruit and punch

VEGETABLES

CHICKEN SALAD
BROILED STEAK
FRESH ORANGE

DESSERTS

ICE CREAM with chocolate topping
APPLES
FRESH ORANGE

FRUITS AND JUICES

CHILLED ORANGE JUICE
CHILLED PRUNE JUICE

CEREALS

CREAM OF WHEAT
ALL BRAN
CORN FLAKES

BREAKFAST ENTREES

SCRAMBLED EGGS
WHOLE WHEAT TOAST
WHITE TOAST

DESSERTS

ICE CREAM with chocolate topping
APPLES
FRESH ORANGE

FRUITS AND JUICES

CHILLED ORANGE JUICE
CHILLED PRUNE JUICE

CEREALS

CREAM OF WHEAT
ALL BRAN
CORN FLAKES

BREAKFAST ENTREES

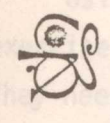
SCRAMBLED EGGS
WHOLE WHEAT TOAST
WHITE TOAST

DESSERTS

ICE CREAM with chocolate topping
APPLES
FRESH ORANGE

Name		Room		Bed		Name		Room		Bed		Name		Room		Bed			
BYPASS/FAST				LUNCH				DINNER				REGULAR				REGULAR			
SATURDAY I				SATURDAY I				SATURDAY I				SATURDAY I				SATURDAY I			
<p>THIS IS YOUR MENU FOR TOMORROW. PLEASE CIRCLE YOUR CHOICES.</p>																			
FRUITS AND JUICES CHILLED ORANGE JUICE CHILLED PRUNE JUICE				APPETIZERS VEGETABLE CHOWDER CHILLED APPLE JUICE CELERY STICKS, SWEET PICKLES AND RADISH ON LETTUCE				APPETIZERS FRENCH ONION SOUP CHILLED TOMATO JUICE CHOP SUEY SIDE SALAD				ENTREES SWISS STEAK BAKED LIVER AND CRISP BACON SLICE GRAVY				VEGETABLES MASHED POTATO PEAS CAULIFLOWER POLONAISE			
CEREALS CREAM OF WHEAT ALL BRAN CORNFLAKES				ENTREES TURKEY PIE ROAST LAMB with gravy and mint jelly ASSORTED SANDWICH PLATE with parsley garnish				ENTREES SWISS STEAK BAKED LIVER AND CRISP BACON SLICE GRAVY				VEGETABLES MASHED POTATO PEAS CAULIFLOWER POLONAISE				DESSERTS FRESH FRUIT CUP STEWED RHUBARB LEMON PIE			
BREAKFAST ENTREES SAUSAGES SCRAMBLED EGGS				VEGETABLES GREEN BEANS				DESSERTS GELATIN with whipped topping APRICOTS FRESH ORANGE				DESSERTS FRESH FRUIT CUP STEWED RHUBARB LEMON PIE				DESSERTS FRESH FRUIT CUP STEWED RHUBARB LEMON PIE			
BREAKFAST BREADS WHOLE WHEAT TOAST WHITE TOAST				DESSERTS GELATIN with whipped topping APRICOTS FRESH ORANGE				DESSERTS GELATIN with whipped topping APRICOTS FRESH ORANGE				DESSERTS GELATIN with whipped topping APRICOTS FRESH ORANGE				DESSERTS GELATIN with whipped topping APRICOTS FRESH ORANGE			
Jam/Marm Jelly/Honey Margarine Butter				Skim Milk 2% Milk Homo Milk Cereal Milk				Sugar Coffee D'Caf Coffee Tea Hot Water Creamer				Sugar Coffee D'Caf Coffee Tea Hot Water Creamer				Sugar Coffee D'Caf Coffee Tea Hot Water Creamer			
100% W.W. Bread Brown Bread White Bread Margarine Butter				Skim Milk 2% Milk Homo Milk				Sugar Coffee D'Caf Coffee Tea Hot Water Creamer				Sugar Coffee D'Caf Coffee Tea Hot Water Creamer				Sugar Coffee D'Caf Coffee Tea Hot Water Creamer			
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MENU



VANCOUVER
GENERAL
HOSPITAL

Dear Patient:

The Hospital Administration and Food Service Staff take pleasure in serving you nutritious and appealing meals.

Your doctor has ordered the diet best suited to your needs and your physical condition. Food, like medicine, plays an important part in your recovery.

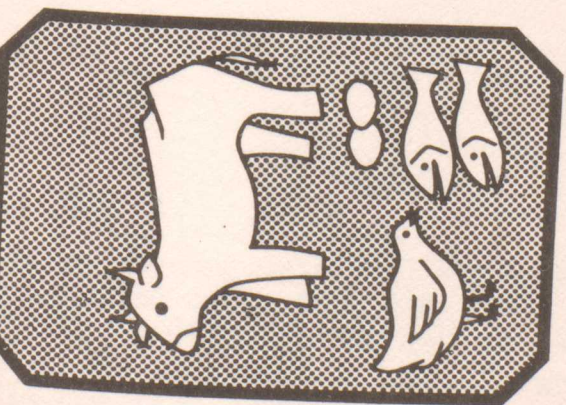
We ask your co-operation as follows:

1. Kindly print in your name, building, room and bed number for each meal.
2. Circle your choice of food items for each meal.
3. Write "2" before each item if you prefer large portions.
4. Write "1/2" before each item if you prefer small portions.
5. Place marked menu on your tray.

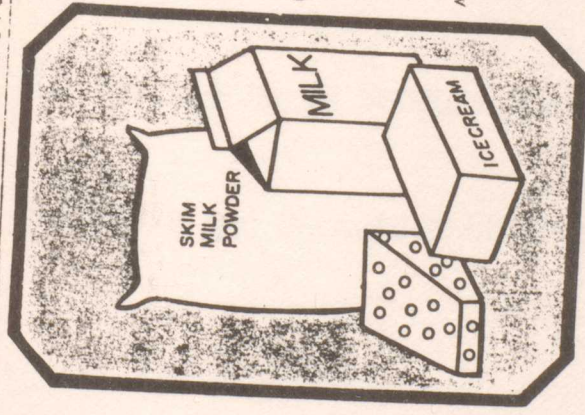
Due to situations beyond our control, it may be necessary to make substitutions on the menu.

A Dietitian will gladly answer questions regarding your diet or the service of your food.

MILK AND MILK PRODUCTS:



2 SERVINGS



CHILDREN TO 11
- 2 to 3 SERVINGS

ADOLESCENTS
- 3 to 4 SERVINGS

PREGNANT AND
NURSING
MOTHERS
- 3 to 4 SERVINGS

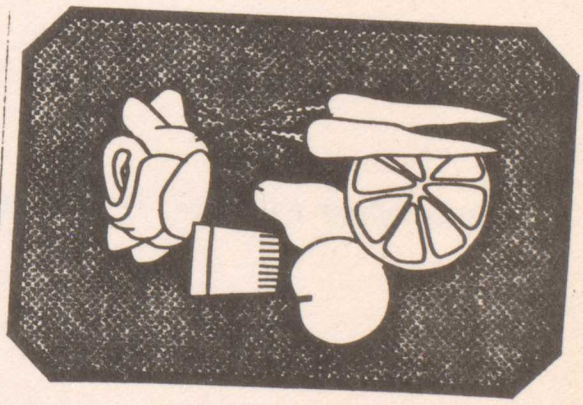
ADULT
- 2 SERVINGS

BREADS AND CEREALS:



3 to 5 SERVINGS

FRUITS AND VEGETABLES:



4 to 5 SERVINGS
including AT LEAST
2 VEGETABLES

OUR GOAL IS TO ENSURE YOUR OPTIMAL NUTRITION. HOWEVER, THE
IS YOUR RESPONSIBILITY.
HERE IS CANADA'S FOOD GUIDE TO HELP YOU CHOOSE WISELY.
IT RECOMMENDS THE FOLLOWING DAILY:

MEAT AND ALTERNATES:

FRUITS AND JUICES

CHIFFED ORANGE JUICE

CHIFFED BERRY JUICE

CEREALS

CHEWY OF WHEAT

WET BERRY

COBBLESTONE

BREAKFAST ENTREES

SCRAMBLED EGGS

EGGNOG

BREAKFAST BREADS

WHOLE WHEAT TOAST

TOAST WITH BUTTER

DESSERTS

DELTALITE WITH VANILLA SAUCE

STRAWBERRY

VEGETABLES

GREEN BEANS

WASHED POTATO

VEGETABLES

WASHED POTATO

BEANS

CARROT CAKES LOGANBERRY

ENTREES

CHIFFED BERRY JUICE

CHIFFED ORANGE JUICE

WASHED POTATO

APPETIZERS

CHIFFED ORANGE JUICE

CHIFFED BERRY JUICE

WASHED POTATO

ENTREES

CHIFFED BERRY JUICE

CHIFFED ORANGE JUICE

WASHED POTATO

VEGETABLES

WASHED POTATO

BEANS

CARROT CAKES LOGANBERRY

DESSERTS

DELTALITE WITH VANILLA SAUCE

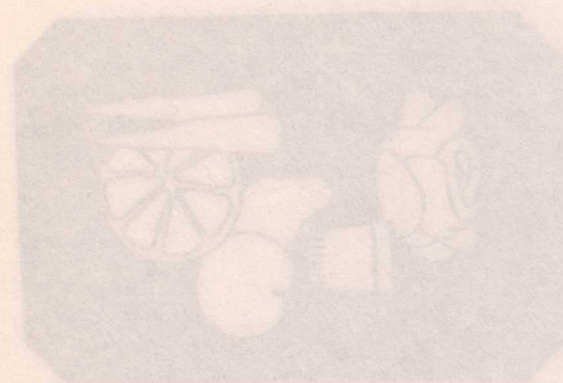
STRAWBERRY

GREEN BEANS

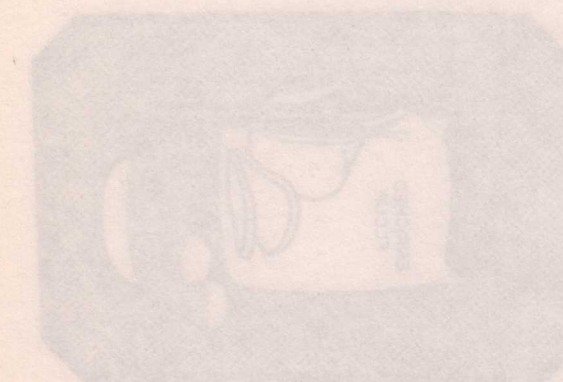
WASHED POTATO

GREEN BEANS

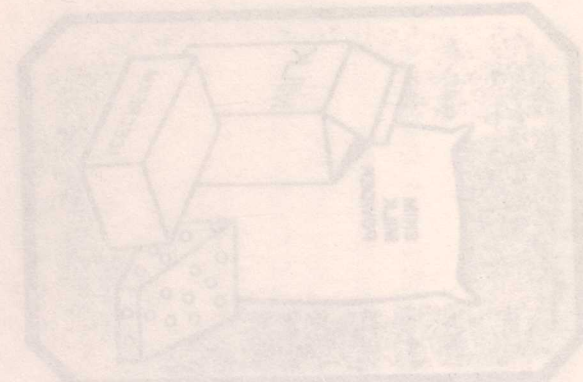
WASHED POTATO



LEBILZ YAO AFEAYVUT EP



274 FEEBUND



WIFX YAO NIKK LEONACLE



274 FEEBUND

HOEYLYT
GEYEVUT
LVISCOLLEN



WEN

EMOTIONS

Using the hospital menus and food pictures from the previous exercise, have the students discuss food requirements with the nurse. They need to be able to refuse foods, and request special foods, using phrases such as:

- 2) She feels nervous because she is going to have an operation.
I don't eat meat.
- 3) She feels depressed because she has been sick for a whole month.
My religion forbids _____.
I'm allergic to _____.
- 4) She feels angry because the doctor didn't tell her what's wrong with her.
I don't eat Canadian food.
- 5) She feels upset because the nurse can only speak English.
- 6) She feels annoyed because another patient in her ward snores.
- 7) She feels sad because another patient in her ward is very sick.

Teacher's Note:

Vocabulary for describing feelings and emotions can be introduced through role-plays and mime. It is also useful to use the set of pictures: "Instructor - Understanding Feelings" (See bibliography in INSTRUCTOR'S MANUAL 14.) This exercise could also be used as a written one. The terms for the emotions could be replaced by blanks for the level 2 students to fill in. The level 3 students could write a sentence about what Mrs. Lee could say.

EMOTIONS

What should she say?

- 1) She feels worried because she has a pain in her back.
- 2) She feels nervous because she is going to have an operation.
- 3) She feels depressed because she has been sick for a whole month.
- 4) She feels angry because the doctor didn't tell her what's wrong with her.
- 5) She feels upset because the nurse can only speak English.
- 6) She feels annoyed because another patient in her ward snores.
- 7) She feels sad because another patient in her ward is very sick.

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This exercise could also be used as a written one. The terms for the emotions could be replaced by blanks for the level 2 students to fill in. The level 3 students could write a sentence about what Mrs. Lee could say.

Grammar Exercise - would like

Make the question and answer it.

Example: (What, lunch)

What would you like for lunch?

I'd like soup and a sandwich.

1. (What kind, sandwich)

2. (a pain pill)

3. (When, to get up)

4. (a warm drink)

5. (to see the doctor)

PRONUNCIATION AND PHONICS

B/P initial position

Listening: same or different

bill bill

pill bill

pill pill

bill pill

Speaking and listening

Hand out card to students who can read. On card have word beginning with either b or p. Student reads word. Others say which they hear.

Phonics

Teacher reads simple words beginning with either b or p. Lower students mark down first letter, better students write complete word.

OBJECTIVES

MODULE I. HEALTH

UNIT E. DENTIST

GENERAL OBJECTIVE:

The student will be able to demonstrate some of the social and linguistic skills necessary for dealing with the Canadian dental care system to the level of his/her English ability (Level 1, 2, or 3).

SPECIFIC PERFORMANCE OBJECTIVES:

Level 1

The student will be able to:

- 1.0 Identify some common teeth and mouth parts. (p. 8,13)
- 2.0 Describe some common dental complaints. (p.22, 17)

Grammar

- Graded: present tense verb to have
 present tense verb to need
 subject pronouns I, he, she, you, we, they
- Ungraded: She goes to the dentist.
 She went to Dr. Jackson.
 He wanted to pull her tooth.
 He didn't pull her tooth.
 It's next to the shampoo.

New Vocabulary

toothache	pull/pulled
cavity	wisdom tooth
filling	toothpaste
x-ray	dental floss
cleaning	tooth brush
dentures	

Level 2

The student will be able to:

- 3.0 Make an appointment for a dental check-up. (p.6)
- 4.0 Make an appointment for an emergency dental visit by telephone. (p. 6, 15, 19)
- 5.0 Respond appropriately to a 6-month recall notice. (p.14)
- 6.0 Recognize common terms about procedures for payment of dental work. (p. 10)

Grammar

Graded: present tense verb can

Present tense verb must (have to)

How long _____?

How much _____?

Imperatives: Open wide

sit still

etc.

Negative Imperative: Don't move

etc.

possessive pronouns - her/his

object pronouns - her/him

Ungraded: She goes to the dentist once a year.

She still has all her teeth.

New Vocabulary

See Level 1

I'd like _____	insurance	check-up
dates	novacaine	recall
time	bridge	hygienist
	cap	
	braces	

Level 3

The student will be able to:

- 7.0 Discuss recommended treatment with a dentist in given situations. (p. 5,7,18)
- 8.0 Give a dental history to a receptionist in oral and written forms. (p.23)
- 9.0 Find out about alternative ways of obtaining dental care in the community where the class is being conducted. (p. 22)

Grammar

Graded: should and must

Present perfect tense of verb have

New Vocabulary

See Level 1 and 2

Dentist - Sample Multi-level Lesson Plan

All together -
Levels 1, 2, 3 -

1) With large posters or sketches of cavity, etc., (see sheet p. 13) teacher introduces new vocabulary. Elicit words from better students if possible. All repeat. Have a good student ask others to recall words using pictures as cues. Then, hand out the vocabulary sheet and read through it quickly.

2) With photo or poster of person in dental chair, teacher tells story p. 5, asks levelled comprehension questions on story, and finally has better students retell the story in their own words.

Groups -
Levels 1 and 2 -

Dialogue: "Phoning the Dentist for an appointment".
Teacher plays role of receptionist, individual student plays patient.

Do with 3 or 4 different students.

Have better students go first, then Level 1's.

Finally have students turn to neighbours and practice in pairs, playing first one role, then another.

Level 3 -

Fill out dental history form.

Mrs. Lee's Dental Appointment

Mrs. Lee is 69 years old but she still has all her own teeth. She goes to the dentist once a year for a cleaning and an x-ray. She went to Dr. Jackson last Tuesday. She had a cavity in her wisdom tooth. Dr. Jackson wanted to pull her tooth, but Mrs. Lee wanted a filling. Dr. Jackson didn't pull her tooth.

Teacher's Note:

Introduce this story with a picture of a person in a dental chair. There is a good one available in the Mastai Kit, and one on the poster advertizing the new B.C. Dental plan, or you can draw a blackboard sketch.

Teacher shows picture and tells story, asks levelled questions about the story. The lower groups then retell the story. The level 3's can be given a cloze exercise with the difficult words in the story left out.

Teacher may want to discuss dentures at this time. Most students seem quite comfortable with this topic even if they have false teeth themselves.

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Teacher's Note:
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Making a Dental Appointment

D. Students have had a great deal of practice in making appointments with the doctor, both routine and emergency, in the Illness Unit and should be able to use what they know in this new situation.

D. If you have not done the Illness Unit, it would be a good idea to teach making appointments here. If you have done it already, a quick review should be sufficient.

P. Can't I have a filling?

D. Yes, but I prefer to take it out. It won't be serious.

P. No, I really don't want it pulled. It isn't bothering me.

D. O.K. I'll fill it, but it may cause trouble later.

P. That's O.K. I'll wait.

Teacher's Note: This is a good story to use at the beginning of this unit. It introduces a lot of new words and is a good opener for a discussion of dentures. The teacher may want to give a close exercise with the difficult words in the story left out.

At the Dentist

D. Mrs. Lee, you have a large cavity in your wisdom tooth.

P. What do you recommend?

D. I think we should pull it. Wisdom teeth always cause problems.

P. Can't I have a filling?

D. Yes, but I prefer to take it out. It won't be serious.

P. No, I really don't want it pulled. It isn't bothering me.

D. O.K. I'll fill it, but it may cause trouble later.

P. That's O.K. I'll wait.

Teacher's Note: This is a good follow-up to the picture story, "Mrs. Lee's Dental Appointment" at the beginning of this unit. It expands the vocabulary and is a good opener for a discussion of asking doctor's/dentist's advice and deciding whether or not to follow that advice.

Speaker

Change to don't:

- 1) Bite down. The Public Health Nurse or a local Dental Hygienist will come to class to speak about proper dental hygiene with the group.
- 2) Move your hand. They will bring supplies to demonstrate flossing and brushing and students may participate if they wish.
- 3) Open wide.

Take away the don't:

- 4) Don't put your head back.
- 5) Don't open your mouth.
- 6) Don't turn your head.

Teacher's Note:

Teacher's Note: It is a good idea to have the students prepare questions in advance to ask the nurse.

Grammar - Imperatives

Change to don't:

- 1) Bite down. _____
- 2) Move your head. _____
- 3) Open wide. _____

Take away the don't:

- 4) Don't put your head back. _____
- 5) Don't open your mouth. _____
- 6) Don't turn your head. _____

Teacher's Note:

This is a follow-up to the phrase sheet on p.
This may be done orally, better students giving commands, others acting them out.

Paying the Dentist

1. Excuse me, where's the toothpaste?
1. Do you have dental insurance?
2. Over there, next to the shampoo.
- 2.
1. Oh, I see it. What's this?
1. Will you pay now or should I bill you?
2. That's dental floss.
- 2.
1. What's it for?
1. A cheque will be fine.
2. To clean between the teeth.
- 2.
1. Oh, I never use it.
1. Thank you very much. See you in six months.
2. Will that be all?
1. Yes, thanks.

Teacher's Note:

Teacher can act this out with props: toothpaste, shampoo, dental floss. Then when students have practiced as a group, pairs can try it. The part of the customer is easier and would be best for level 1. If teacher

Teacher's note: This is a good place to discuss the cost of dentistry, insurance, alternatives to regular dentist, and the new B.C. dental plan.

Finding the Toothpaste

1. Excuse me, where's the toothpaste?

2. Over there, next to the shampoo.

1. Oh, I see it. What's this?

2. That's dental floss.

1. What's it for?

2. To clean between the teeth.

1. Oh, I never use it.

2. Will that be all?

1. Yes, thanks.

Teacher's Note:

Teacher can act this out with props: toothpaste, shampoo, dental floss. Then when students have practiced as a group, pairs can try it. The part of the customer is easier and would be best for level 1. If teacher has already taught the drugstore unit, this is a good time for a review. Teacher could discuss where they could buy toothpaste, what else they could buy there, if they use dental floss, etc.

Grammar - Subject pronouns

I, he, she, we, you, they

Oral drill:

Hand out picture cards to students with cavity, dentures, filling, toothache (use duplicates so there are enough to go around).

Teacher asks question. "What's wrong?"

Student answers, "I have a toothache."

Teacher: "What's wrong with him?"

Student: "He has a cavity."

etc.

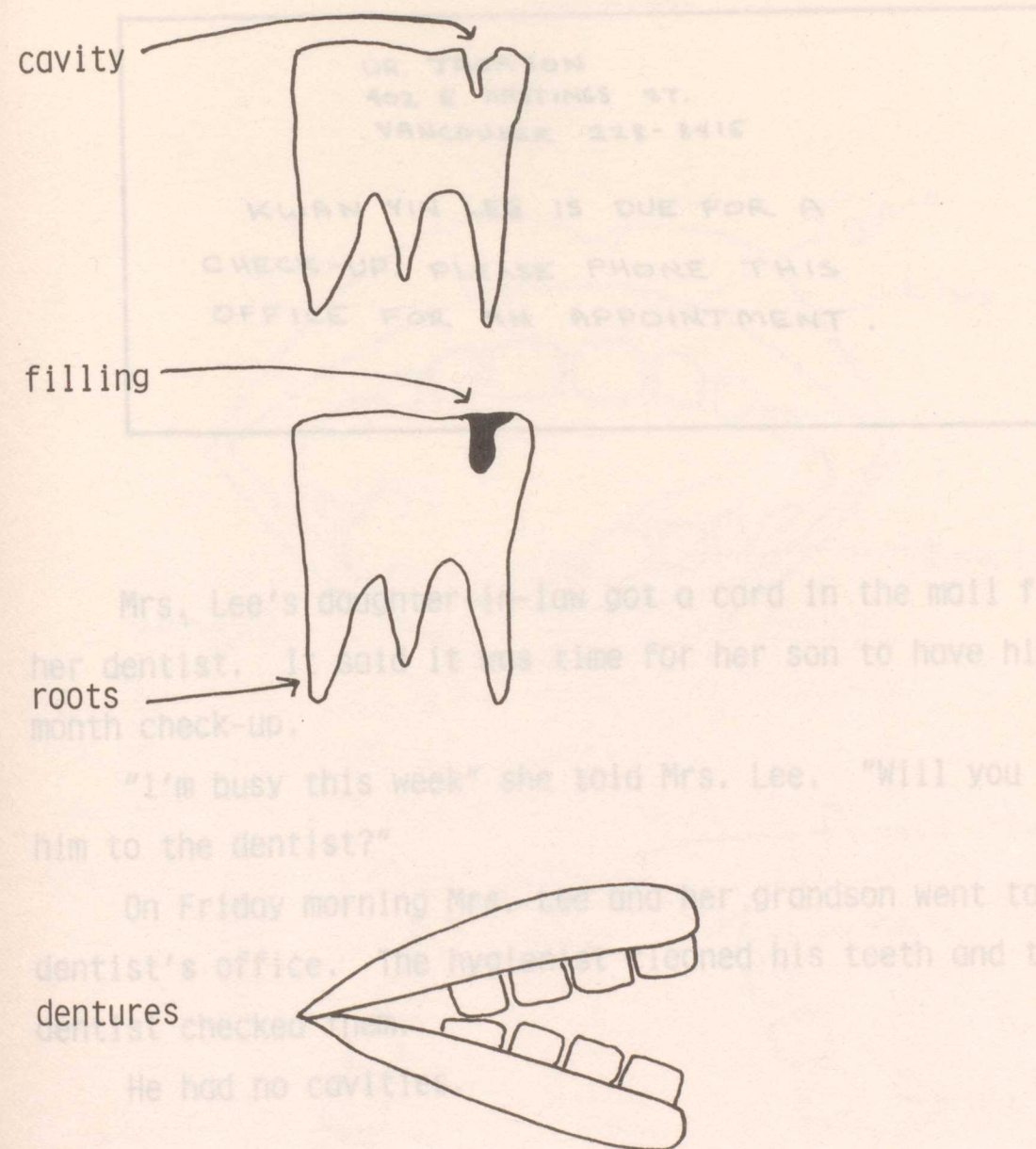
roots

dentures

Teacher's Note:

Review present tense of verb "to have" or teach it here if it hasn't been taught.

Dental Problems



Teacher's Note: Introduce only these few words to the level 1's as they won't be able to cope with the extensive vocabulary necessary for dealing totally with the dentist.

6 Month Recall

DR. JACKSON
402 E. HASTINGS ST.
VANCOUVER 228-3415

KWAN YIN LEE IS DUE FOR A
CHECK-UP. PLEASE PHONE THIS
OFFICE FOR AN APPOINTMENT.

Mrs. Lee's daughter-in-law got a card in the mail from her dentist. It said it was time for her son to have his 6 month check-up.

"I'm busy this week" she told Mrs. Lee. "Will you take him to the dentist?"

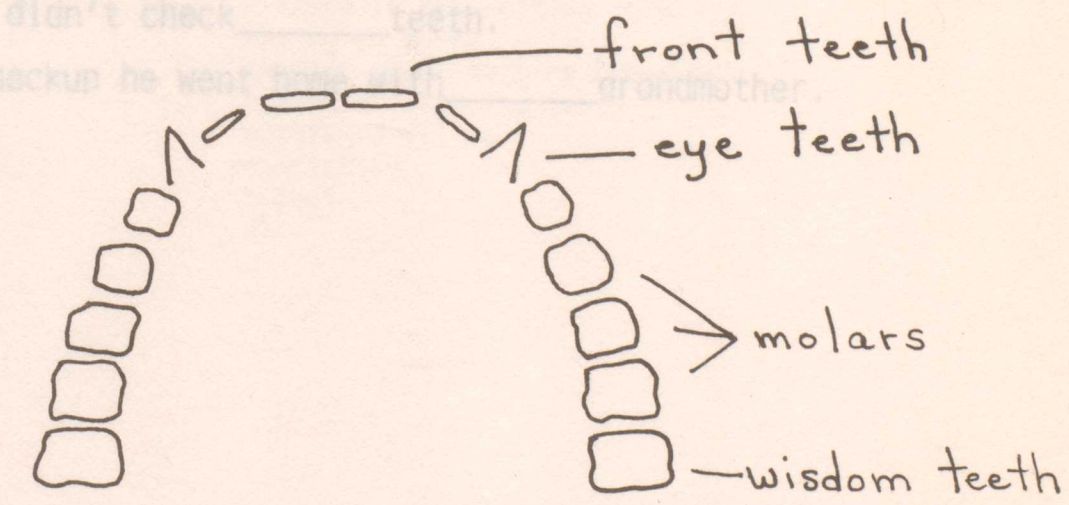
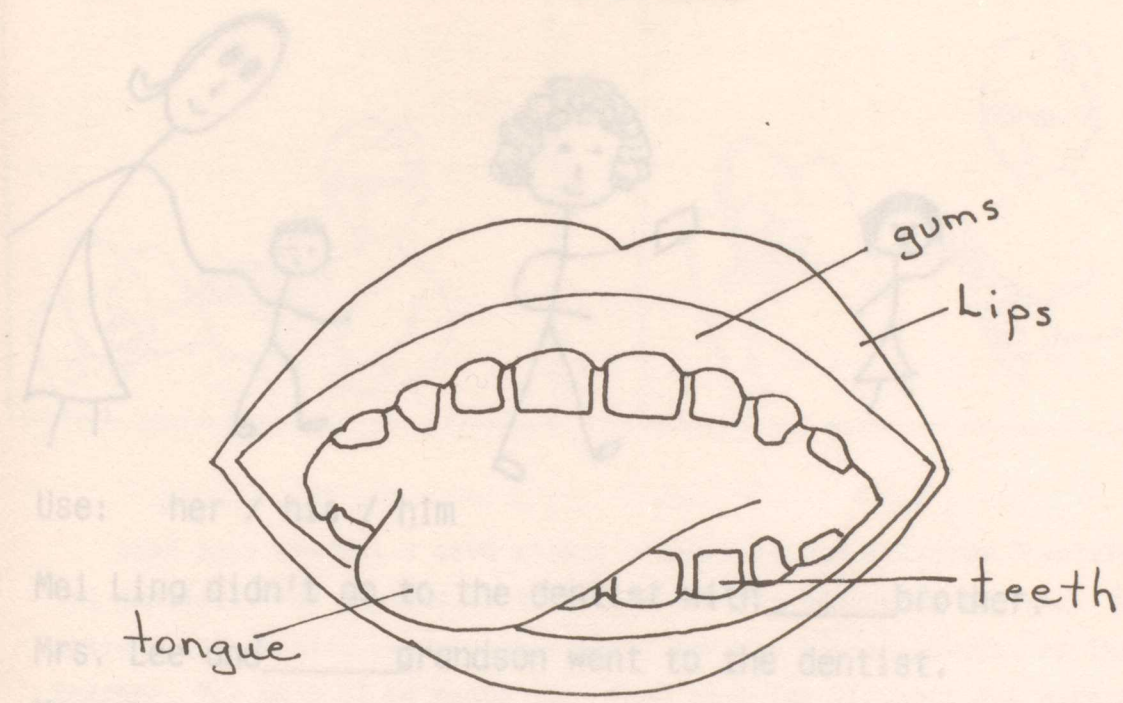
On Friday morning Mrs. Lee and her grandson went to the dentist's office. The hygienist cleaned his teeth and the dentist checked them.

He had no cavities.

Teacher's Note: A picture of the dentist and the hygienist would be helpful here. Have students try reading this silently first. Have them pick out new or difficult words. List on board for discussion, then teacher asks comprehension questions. Finally students read aloud.

The Dentist

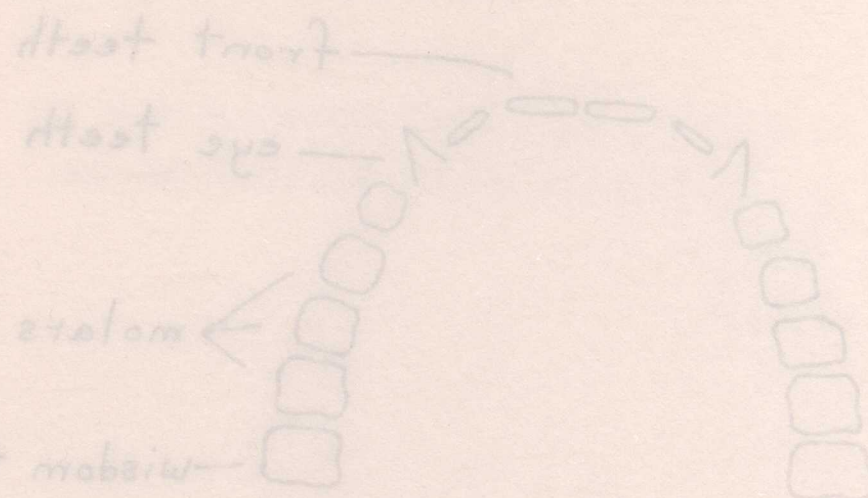
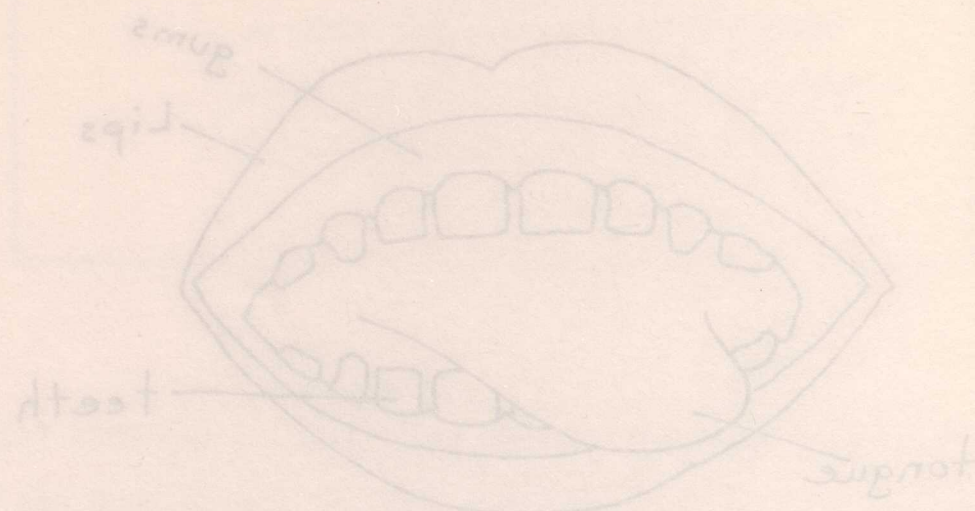
The Mouth



Teacher's note: Introduce these words with large visuals, then read through this sheet with class.

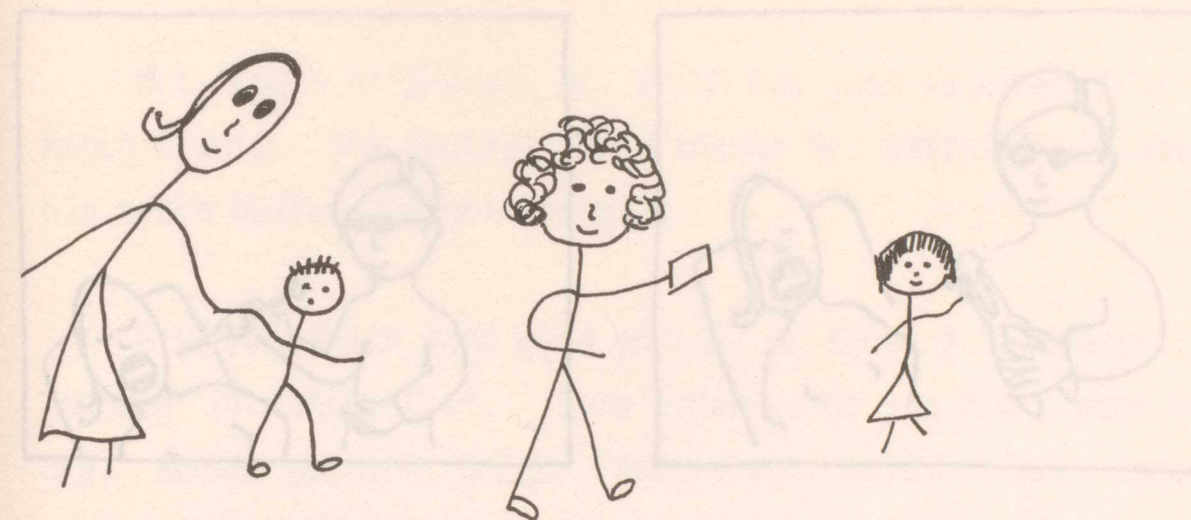
The Dentist

The Mouth



Teacher's note: Introduce these words with large visuals, then read through this sheet with class.

Grammar Exercise



Use: her / his / him

Mei Ling didn't go to the dentist with _____ brother.

Mrs. Lee and _____ grandson went to the dentist.

Mrs. Lee took _____ to the dentist for a checkup.

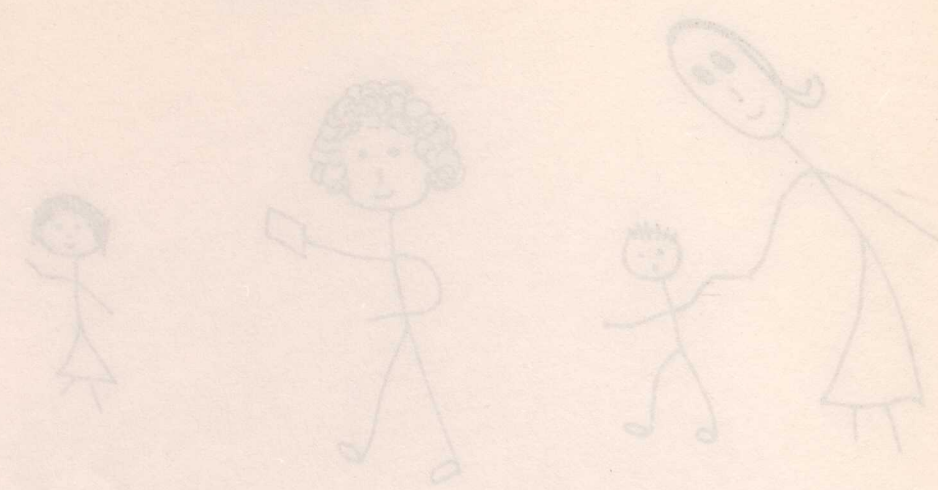
The dentist checked _____ teeth.

The dentist didn't check _____ teeth.

After the checkup he went home with _____ grandmother.

Teacher's Note: This grammar exercise on possessive and object pronouns follows the 6 month recall story. Put a sketch on the blackboard of Mrs. Lee, daughter-in-law and 2 grandchildren. If necessary review the kinship terms - grandmother, grandson, etc. Pointing to the characters have the students explain the relationships using possessive pronouns. e.g. Mrs. Lee is his grandmother. Contrast this with Mrs. Lee will take him to the dentist. Drill these orally several times silently pointing to different characters and having the students make up an appropriate sentence using the correct pronouns. When they can do this fluently, give out the Worksheet.

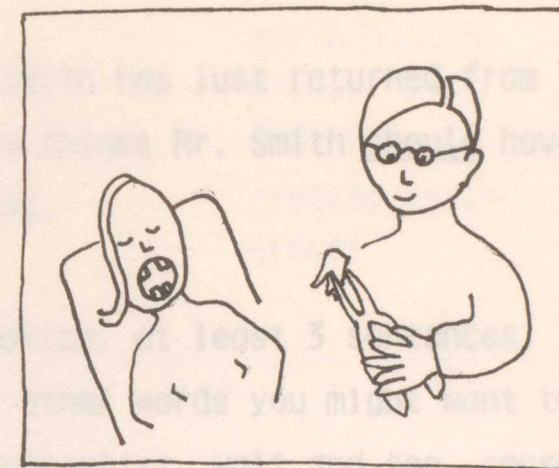
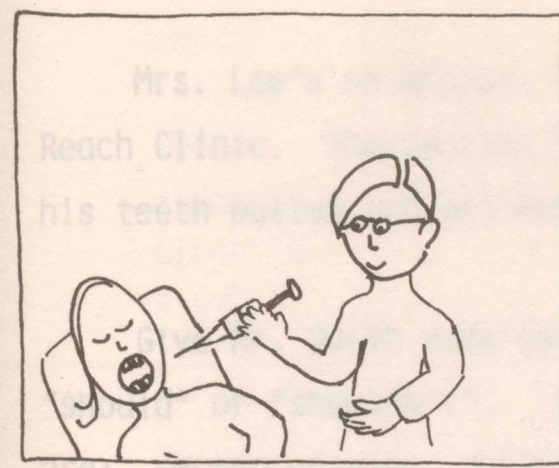
Grammar Exercise



Use: her / his / him
Mrs. Lee and _____ grandson went to the dentist.
Mrs. Lee took _____ to the dentist for a checkup.
The dentist checked _____ teeth.
The dentist didn't check _____ teeth.
After the checkup he went home with _____ grandmother.

Teacher's Note: This grammar exercise on possessive and object pronouns follows the 6 month recall story. Put a sketch on the blackboard of Mrs. Lee, daughter-in-law and 2 grandchildren. If necessary review the kinship terms - grandmother, grandson, etc. Pointing to the characters have the students explain the relationships using possessive pronouns. e.g. Mrs. Lee is his grandmother. Contrast this with Mrs. Lee will take him to the dentist. Until these orally covered times, pointing to different characters and having the students make up an appropriate sentence using the correct pronouns. When they can do this fluently, give out the worksheet.

Idea



Hand each student a card with a picture of one activity involving the dentist. The student is to decide what is happening and what the patient and dentist said. The student can ask his neighbors, or the teacher, for help if he needs it. Then have the students ask each other questions about their pictures.

- Suggestions for pictures -
- sitting in the waiting room
 - having an x-ray
 - dentist about to give hypodermic
 - hygienist cleaning teeth
 - dentist drilling
 - extraction
 - braces
 - etc.

Teacher's Note: There is a set of suitable pictures in a Conversation Book (one & two) but they are very small. A larger set of teacher drawn sketches would be preferable. This activity provides review of dental vocabulary. (Choose a picture suitable for each student level). It is also a communicative activity rather than a repetitive one.

Grammar - "Should"

Mrs. Lee's neighbour, Mr. Smith has just returned from the Reach Clinic. The dentist there thinks Mr. Smith should have his teeth pulled and get dentures.

Give Mr. Smith some good advice, at least 3 sentences. Use "should" or "shouldn't". Some other words you might want to use are: second opinion, doctor, specialist, wait and see, consult, oral surgeon, decide yourself, anesthesia, local, general.

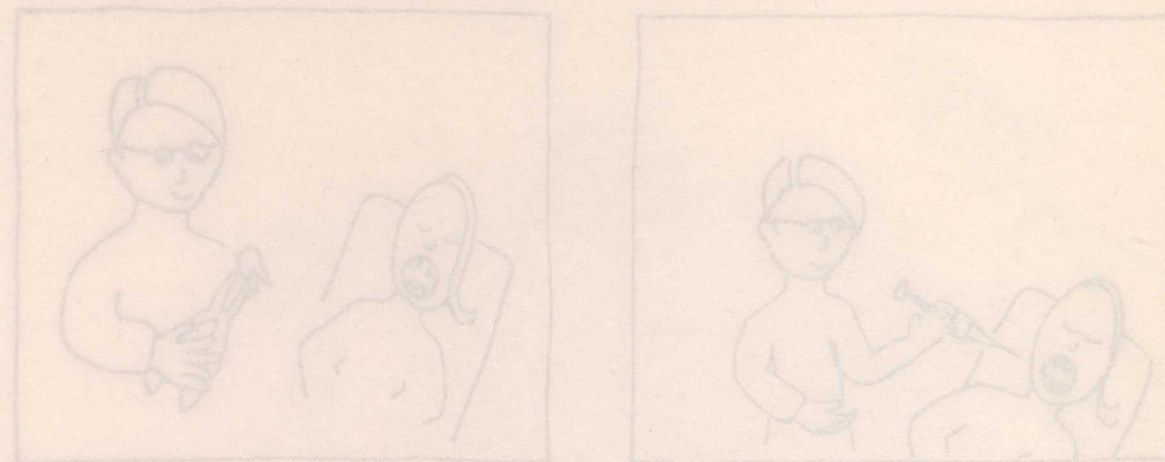
My teeth hurt.
My gums hurt.
Will it hurt?
I'd like novocain.

Dentist

Open wide.
Bite down.
Don't move.
Hold still.
Relax.
Put your head back.
Does it hurt?

Teacher's Note:

This can be done orally or in written form.



Hand each student a card with a picture of one activity involving the dentist. The student is to decide what is happening and what the patient and dentist said. The student can ask his neighbors, or the teacher, for help if he needs it. Then have the students ask each other questions about their pictures.

Suggestions for pictures - sitting in the waiting room
having an x-ray
dentist about to give novocain
hygienist cleaning teeth
dentist drilling
extraction
braces
etc.

Teacher's Note: There is a set of suitable pictures in a Conversation Book (one & two) but they are very small. A larger set of teacher design sketches would be preferable. This activity provides review of dental vocabulary. (Choose a picture suitable for each student level). It is also a communicative activity rather than a repetitive one.

"Should" - Grammar

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Teacher's Note: This can be done orally or in written form.

At the Dentist

cavity
filling
cap
check-up
cleaning
x-ray

tooth pulled
bridge
dentures
crooked teeth
braces

Patient

My tooth hurts.
My teeth hurt.
My gums hurt.
Will it hurt?
I'd like novocain.

Dentist

Open wide.
Bite down.
Don't move.
Hold still.
Relax.
Put your head back.
Does it hurt?

Teacher's note: This sheet will aid students in composing their own dialogues.

Pronunciation

t vs th final position

listening drill: Do they hear l or 2, t or th?

tooth, fat, hit, mouth, eight, went

Are they the same or different?

tooth, tooth toot, tooth

eight, eighth teeth, teeth

sit, sit tent, tenth

Pronunciation drill: minimal pairs, students repeat

eight eighth

tent tenth

toot tooth

Fluency drill: Students repeat, then try alone.

I had eight teeth filled.

Teacher's Note: The th/f contrast can be as difficult as the t/th for some students. If this is the case, do a similar exercise involving these sounds before attempting the fluency drill.

Phonics Exercise - "oo"

Mrs. Lee had a toothache at school on Wednesday. She went to the dentist and had her tooth filled. The dentist said, "No food or drink for half an hour."

Contrast the vowel sound "oo" in the words cool and wool.

Make sure students can hear the difference by labelling one sound #1 and the other #2. Teacher says an "oo" word and students say #1 or #2, whichever sound it is.

Then have students think of a few more words with each sound and list them on the blackboard.

Give students the story. Have them find and circle the words in the story with the same vowel sound as cool. Then work orally with the words - using them in questions, sentences, etc.

Teacher's note: A phonics exercise similar to this one really helps students with a low literacy level increase their word attack skills. If students are really illiterate, it is important to consider carefully the order of teaching these skills. Begin with consonant sounds, then teach short vowel sounds, long vowel sounds, and finally the other vowel sounds. If the class is fairly literate, it may be better to choose a sound to work on each day from among their errors or difficulties.

Contact Assignment

Give the students a list of places alternative dental care is available in the community.

- e.g. Reach clinic
Public Health free children's clinic
UBC Dental School
VVI Dental Hygienist's Department
etc.

Assign each student one place to phone or visit and report back to class on what services are available there and what the costs are.

- e.g. preventative care
emergency care
routine dental work
orthodontics

Teacher's note: Successful completion of such assignments gives students confidence that they can use their English outside of class.

OBJECTIVES
MODULE I. HEALTH
UNIT F. PUBLIC HEALTH

GENERAL OBJECTIVE:

The student will be able to demonstrate some of the social and linguistic skills necessary for dealing with the services of the Public Health Department to the level of his/her English ability (Level 1, 2 or 3).

SPECIFIC PERFORMANCE OBJECTIVES:

Level 1

The student will be able to:

- 1.0 Identify some of the relevant services provided by the Public Health Department. (p. 5, 7, 11)
- 2.0 Request some of the basic public health services (e.g., hearing or vision screening, a flu shot, etc.). (p. 11, 20)
- 3.0 Read an eye chart as directed. (p. 9, 10)

Grammar:

- | | |
|-----------|---------------------------------------|
| Graded: | need (present tense) |
| Ungraded: | He <u>is going to</u> try a flu shot. |
| | He <u>had to</u> stay in bed. |

Vocabulary:

The alphabet
homemaker, Meals on Wheels, etc.
wheelchair, crutches, etc.
flu shot.

Level 2

The student will be able to:

- 4.0 Make or change an appointment with the Public Health Nurse, involving either going to the office or having the nurse come to the student's home. (p. 18)
- 5.0 Request some of the relevant services of the Public Health Department, either for him/herself or for a friend or relative. (p. 5, 18)
- 6.0 Discuss how he/she maintains good health (e.g., exercise, diet, etc.,). (p. 13, 14, 15, 19)

Grammar:

- | | |
|-----------|---|
| Graded: | get meaning arrive: get to class, get home (present and past) |
| | phone, lose (present and past) |
| | question formation with: when, what, how long, where |
| Ungraded: | He was sick <u>for a month</u> . |
| | He <u>is going</u> to try a flu shot. |
| | Mr. Pires was <u>very</u> sick. |
| | Jean was <u>too</u> tired to exercise. |

Vocabulary:

exercise, register
lose/gain weight
fat/thin
meet
try
long term care, home visit, etc.

Level 3

The student will be able to:

- 7.0 Find out the various alternatives for health assistance available in the Public Health Services. (p. 12, 20, 21)
- 8.0 Discuss the alternatives for health assistance with the nurse when choosing care for him/herself, a friend, or a relative. (p. 5, 6, 12)

Grammar:

- | | |
|-----------|--|
| Graded: | Future with going to
too / very
will / won't |
| Ungraded: | He <u>has</u> just <u>come</u> home. |

Vocabulary:

afraid, dangerous, prevent
serious
heart attack

Public Health
Sample Multilevel Lesson Plan

All together

Levels 1,2,3 : Teacher tells story, Flu Shot,
(p. 5) She mimes it as she goes along. Do it twice.
Then ask Level 3 students to retell it in their own words.
Then Level 2's do the same thing.

Groups

Level 1: Teacher reviews story with them, using drawings (p. 7).
Then they fill in the blanks on the page, first orally, then
copying from a large answer sheet. If group can cope with
it, mix the order of the answers.

Level 2: Review sheet on question formation (p. 8). Students put
answers on board and discuss. Teacher settles any disputes
and answers any questions about exercise.

Level 3: Review sheet (p. 6).
Have students work in pairs or individually. Then have them
compile a list from all of their suggestions. (This can be
put on a ditto, run off and used for discussion with Level 2's
at a later date)

All together:

Film on disease prevention (p. 19)
Follow with comprehension questions and discussion of other
cultures' methods of preventing and treating disease.

Flu Shot

Last winter Mr. Pires was very sick. He had a bad flu. He was sick for a whole month. He had to stay in the hospital for 3 days.

This winter Mr. Pires is going to try a flu shot.

What are some of the things they can do to prevent illness?

List at least 3 things.

1.

2.

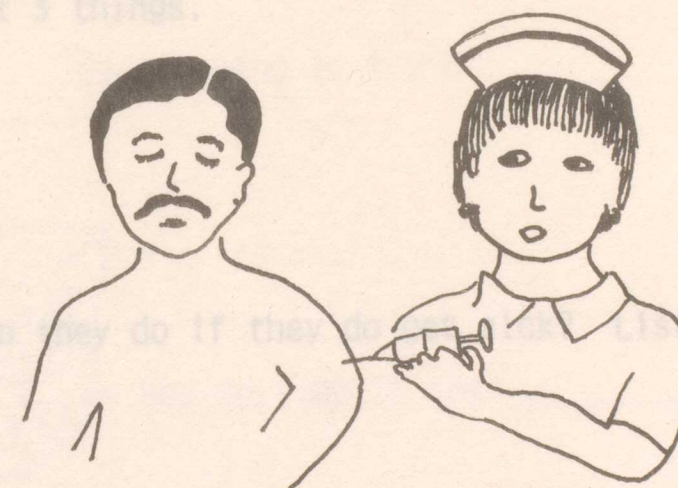
3.

What can they do if they are sick?

1.

2.

3.



Teacher's Note: The students should have little difficulty with the vocabulary in this story if they have already done the Illness and Hospital Units. If not, perhaps a series of blackboard drawings would help to clarify the story.

There is still some controversy about the value of flu shots. Some doctors recommend them for older patients. The teacher may want to discuss this point with better students.

The Flu Shot

Review

Mr. Pires's wife is afraid to have a flu shot. She thinks they're dangerous. She feels that if she and her husband take good care of themselves they probably won't get sick.

What are some of the things they can do to prevent illness? List at least 3 things.

- 1.
- 2.
- 3.

What can they do if they do get sick? List 3 more.

- 1.
- 2.
- 3.

Teacher's Note: This can be done either as a written exercise or orally.

The Flu Shot

Review

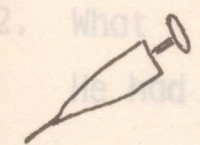


_____ had the flu.

1. When

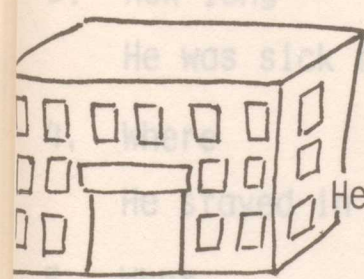
Mr. Pires was very sick last winter.

2. What



He is going to try a _____.

3. How long



He had to stay in the _____.

MAY 1981												
			1	2	3	4						
5	6	7	8	9	10	11						
12	13	14	15	16	17	18						
19	20	21	22	23	24	25						
26	27	28	29	30								

He was sick for a _____.

Teacher's Note: Students need practice with question formation before this exercise is attempted as it has questions with both "to be" and "did".

The Flu Shot

Review

Make the question

1. When
Mr. Pires was very sick last winter.
2. What
He had the flu.
3. How long
He was sick for a whole month.
4. Where
He stayed in the hospital.
5. What
He's going to try a flu shot.

Teacher's Note: Students need practice with question formation before this exercise is attempted as it has questions with both "to be" and "did".

The Flu Shot

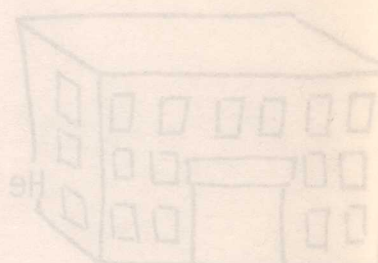
Review



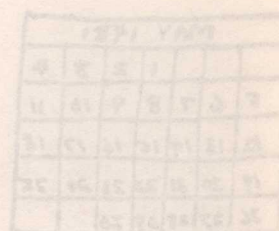
_____ had the flu.



_____ He is going to try a



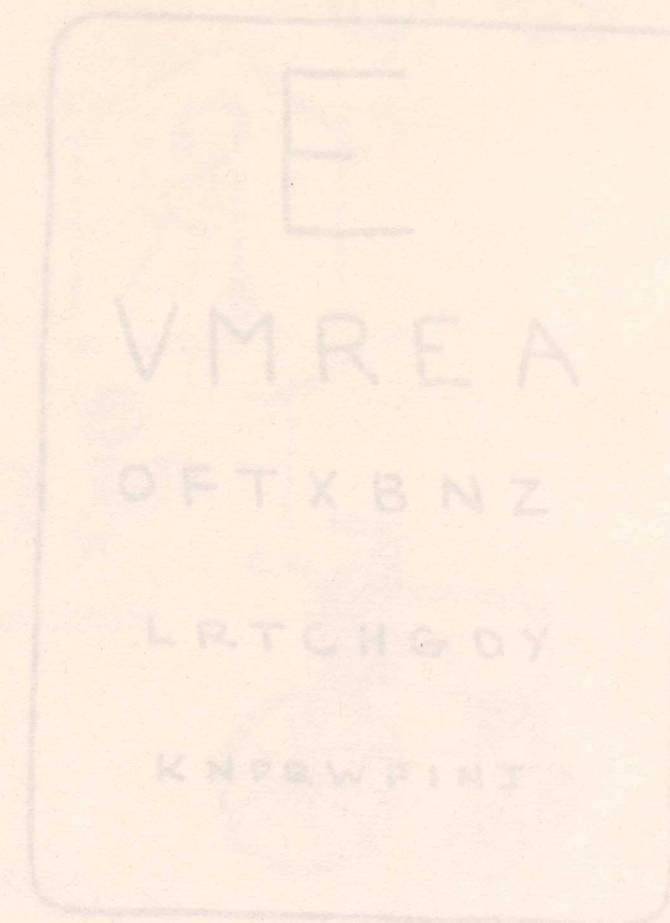
_____ He had to stay in the



_____ He was sick for a

Alphabet Bingo

Sets of alphabet bingo may be purchased from teachers' supply stores or may be made by teacher. Students still seem to enjoy this game. Many variations are available: Telling Time Bingo, Initial Consonant Bingo, etc. Alphabet Bingo is the most appropriate preparation for reading an eye chart.

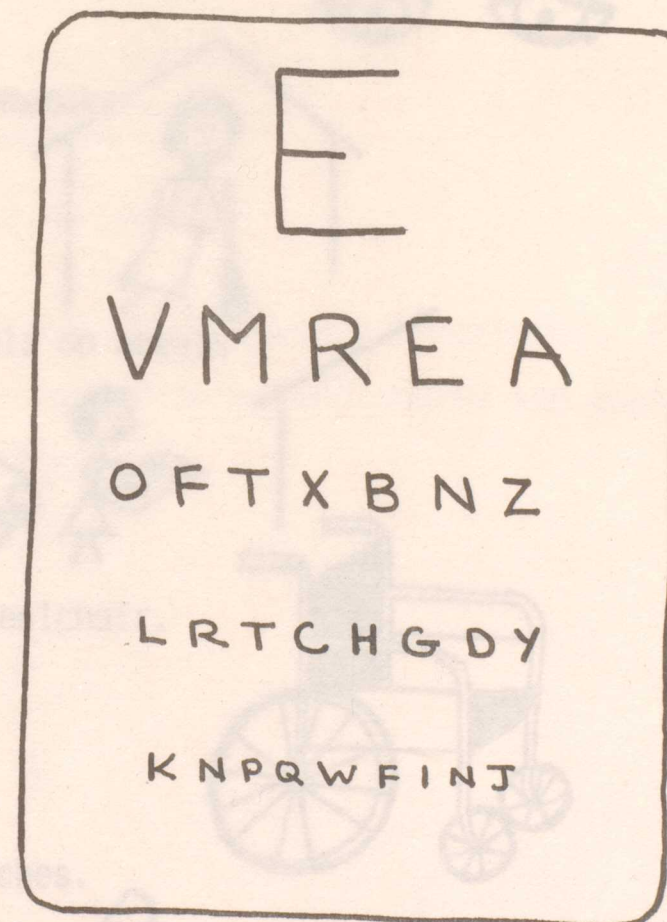


Teacher's Note:

Students often recognize the letters but pronounce them incorrectly, /P/ /b/ confusion, etc. They will need practice on this.

Eye Chart

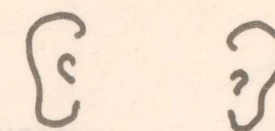
It's a good idea to practice reading an eye chart with the Level 1 students before the nurse comes to give them the vision screening. The teacher can either obtain a professional chart or make a facsimile for classroom use.



Public Health - Asking for Help

Pretend that your neighbor has just come home from the hospital. He had a serious heart attack 3 weeks ago. He can choose from several services.

I need my ears checked.



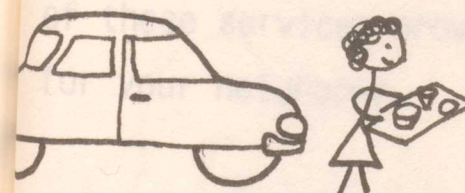
I need my eyes checked.



I need a homemaker.



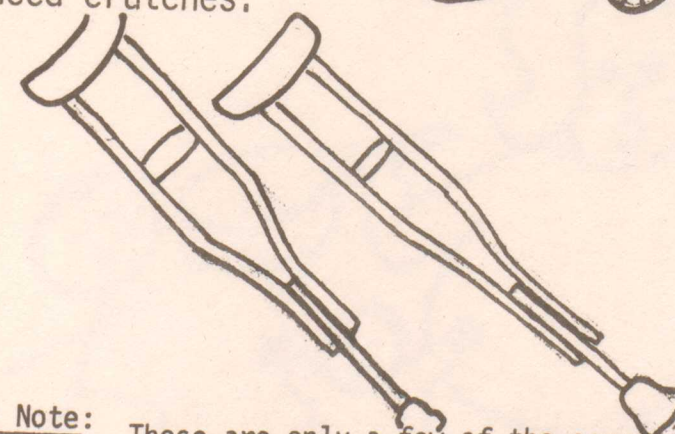
I need "meals on wheels".



I need a wheelchair.



I need crutches.



Teacher's Note: These are only a few of the services provided. The hearing and vision screenings are available either in the person's home or at the Health Unit. The public health nurse also makes referrals to homemaker services and "meals on wheels". Equipment such as wheelchairs and crutches are available from the health unit on long term loan from the Red Cross Loan Cupboard.

After students have practiced these expressions, perhaps with a language master, they can act out calling the nurse. Teacher plays nurse's role.

Contact Assignment

Pretend that your neighbour has just come home from the hospital. He had a serious heart attack 3 weeks ago. He can choose from several services:

The Public Health Nurse

Long Term Care

Home Care Nursing

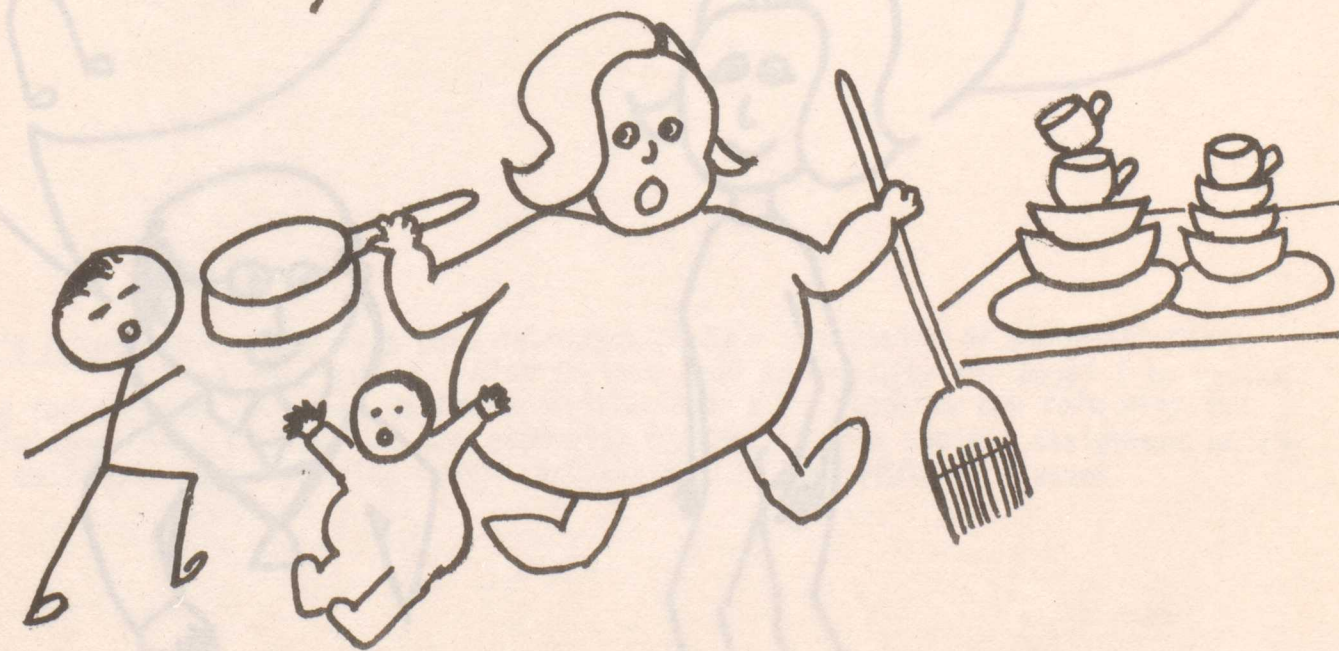
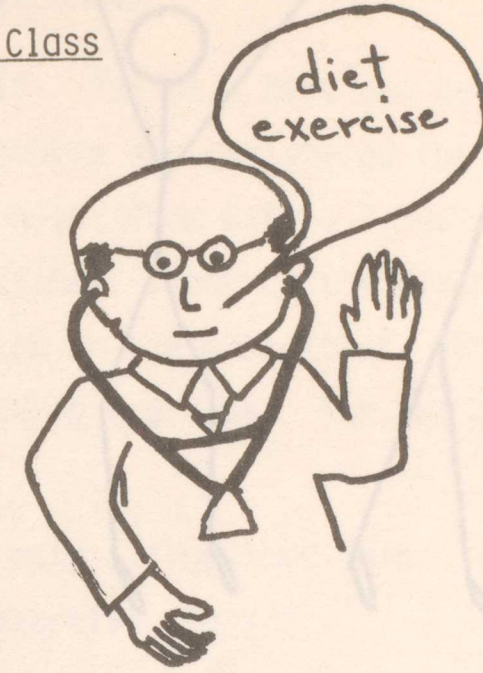
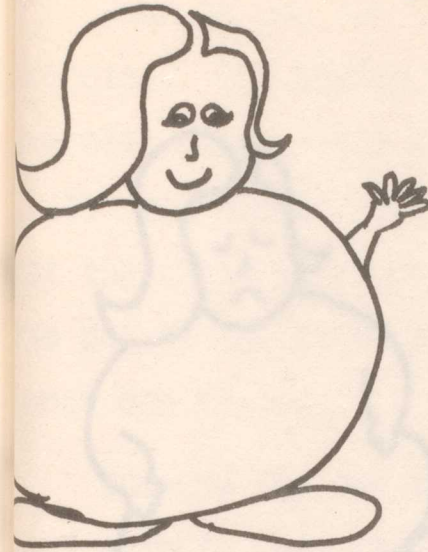
Homemakers

Meals on Wheels

Call or visit the Public Health department. Find out what each of these services provides and choose the ones which would be best for your neighbour.

Teacher's Note: Students may each take one service or form a group, the group appoints one student to phone about all services and report back to the group.

Jean's Exercise Class



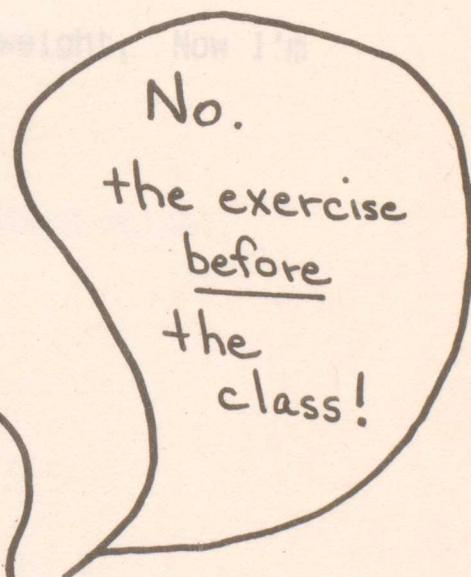
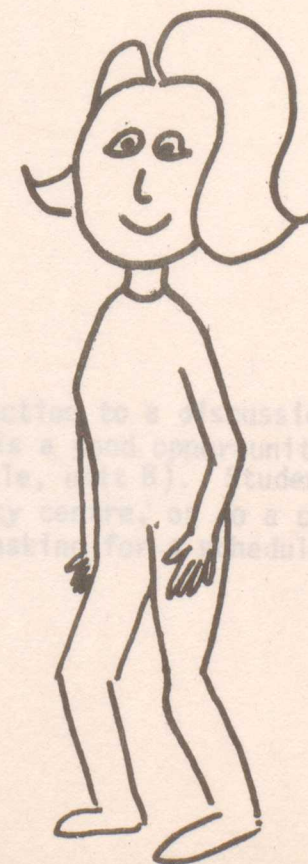
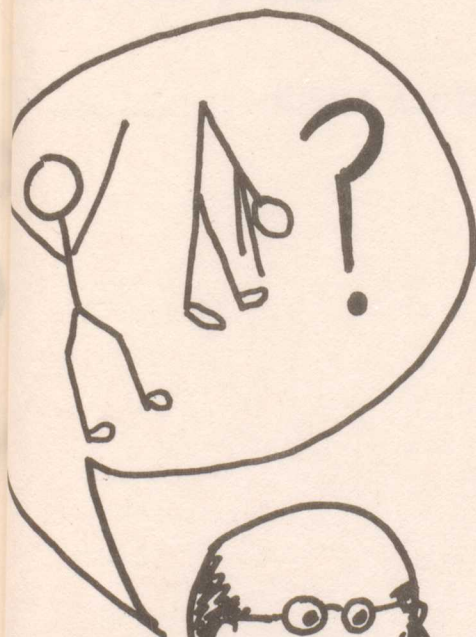
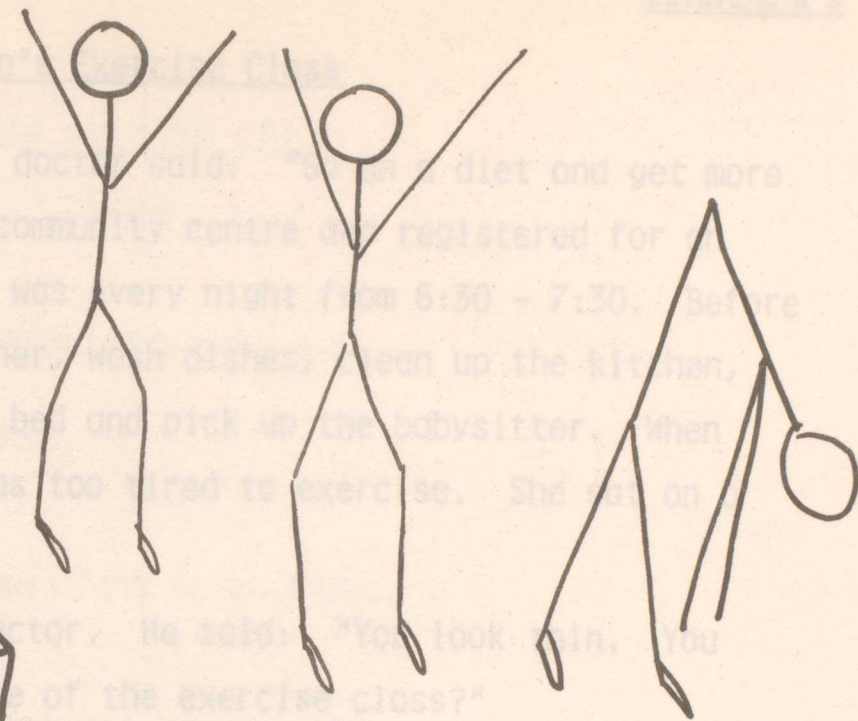
No.
the exercise
before
the class!

Pretend that your neighbour has just come home from the hospital. He had a serious heart attack 3 weeks ago. He can choose from several services:

- The Public Health Nurse
- Long Term Care
- Home Care Nursing
- Homemakers
- Meals on Wheels

Call or visit the Public Health department. Find out what each of these services provides and choose the ones which would be best for your neighbour.

Teacher's Note: Students may each take one service or form a group. The group appoints one student to phone about all services and report back to the group.



Jean's Exercise Class

Jean is too fat. The doctor said: "Go on a diet and get more exercise. She phoned the community centre and registered for an exercise class. The class was every night from 6:30 - 7:30. Before class Jean had to cook dinner, wash dishes, clean up the kitchen, get the children ready for bed and pick up the babysitter. When she got to the class she was too tired to exercise. She sat on a bench and rested.

One day she saw the doctor. He said: "You look thin. You lost weight. Was it because of the exercise class?"

"No," Jean said. "It's not the exercise class, doctor. It's the exercise before the class that made me lose weight. Now I'm going home to bed."

Jean's doctor was happy that she gained weight.

Teacher's Note: This story is a good introduction to a discussion of students' diet and exercise habits. Also it is a good opportunity for Level 3 to review "phoning for information" (see telephone module, unit B). Students can role play the dialogue between Jean and the community centre, or do a contact assignment on the phone - calling a real community centre and asking for a schedule of classes.



Jean's Exercise Class

Review

True or False, if false correct the sentence.

- 1) _____ Jean is too thin.
- 2) _____ Jean's exercise class is at night.
- 3) _____ Jean worked hard in exercise class.
- 4) _____ Jean lost weight.
- 5) _____ Jean's doctor was happy that she gained weight.

Jean's Exercise Class

Review

True or False. If false correct the sentence.

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- 5) _____ Jean's doctor was happy that she gained weight.

Contact Assignment

Students can find out information about exercise programs in their neighbourhood, either in person or by phone. The students could get information on times, dates, prices, suitability for their age group, etc. There are now many programs offered especially for seniors and older people.

- 1) _____ What's the problem?
- 2) _____ We're going away for 2 weeks and he'll be alone. He's 83.
- 3) _____ Can he look after himself?
- 4) _____ Oh, yes, but he forgets to take his pills.
- 5) _____ OK. We'll visit him while you're away.
- 6) _____ What's his name and address?
- 7) _____ Joe Ferrara, 1201 Nelson St.
- 8) _____ Can you meet me there tomorrow?
- 9) _____ How about 12.00?
- 10) _____ Fine, see you then.

Teacher's Note: This dialogue can be put on tape. The teacher then asks comprehension questions and things like, "What kind of pills do you think the father-in-law takes?" Students can then act out the situation using their own words. Then the situation can be changed slightly. Let better students try first, then Level 2's or have 2's play nurse and 2's the caller.

Making an Appointment for a Home Visit

- 2) Hello, Public Health Department.
- 1) Hello, I'm worried about my father-in-law.
- 2) What's the problem?
- 1) We're going away for 2 weeks and he'll be alone. He's 83.
- 2) Can he look after himself?
- 1) Oh, yes, but he forgets to take his pills.
- 2) OK, We'll visit him while you're away.
What's his name and address?
- 1) Joe Ferrara, 1201 Nelson St.
- 2) Can you meet me there tomorrow?
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- 1) Oh, yes, but he forgets to take his pills.
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- What's his name and address?
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- 2) Can you meet me there tomorrow?
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F-18

Film

There is quite a good film on cold and flu prevention. It is available from most public school boards and is called "How to catch a cold".

The film is quite amusing and students usually enjoy it.

A discussion of the students' own methods for preventing illness could follow.

Teacher's Note: This dialogue can be put on tape. The teacher then asks comprehension questions and things like, "What kind of pills do you think the father-in-law takes?" Students can then act out the situation using their own words. Then the situation can be changed slightly.

Let better students try first, then level 2's or have 3's play nurse and 2's the caller.

F-18

Speaker

The Public Health nurse in most areas of B.C. will be happy to come to explain to classes what services are available. It may be a good idea to have her speak to the different levels one at a time. She can then tailor her talk to each of the different group's abilities.

She will also do a hearing and vision screening in the classroom if the students wish it.

Teacher's Note: Teacher should introduce some of the relevant vocabulary: flu shot, homemaker, long term care, before the nurse comes. This could be done in a story or series of stories. In preparation for the speaker, students may each make up a question to ask her. Lower students can ask simple questions: "What's your name?" etc. Better students "Will a nurse come to my house when I'm sick?"

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Field Trip

Rather than invite the Public Health nurse to class, a field trip could be taken to the public health department. Students could be assigned different tasks. Each individual or pair would be expected to find out some specific information about the services available.

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