



# At the Walk-In Clinic

A CLB 3-4 Module with **Teaching Materials** 

# Classroom-ready resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Goal setting and learner reflection tools
- ✓ Reference list of additional resources

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## Table of Contents:

How to use the Module	1
Suggestions for ESL Literacy Learners	3
Module Plan	5
Additional Teacher Resources	7
Introducing the Module to the Class	9
Goal Setting: At the Walk-in Clinic	12
Vocabulary: Body Parts and Illness Symptoms	14
Vocabulary Reflection	20
Learning Reflection: End of Module	21
Listening and Speaking: Skill-Building and Skill-Using Activities	22
Practising a Dialogue	23
Responding to Questions	27
I'm Sorry to Hear That	30
Listening to Medical Dialogues: Questions	33
Listening to Medical Dialogues: Transcripts	37
Need to See the Doctor: Role Play	39
Reading: Skill-Building and Skill-Using Activities	44
Choosing a Walk-in Clinic: Reading Text	45
Choosing a Walk-in Clinic: Activity	46
Online Search for a Walk-in Clinic	48
Carry Your Health Card: Reading Text	51
Carry Your Health Card: Activity	52
Replace your Health Card: Online Activity	54
Writing: Skill-Building and Skill-Using Activities	56
Practising with Medical Forms	57
Completing a Medical Form	66
Write a Get Well Card	69
Assessment Tasks	71
Speaking and Listening Task	72
Speaking Task	73
Listening Task	74
Reading Task and Text	75
Writing Task	80

# How to Use the Module Package

This module includes activities for a unit on interacting at a walk-in clinic for CLB levels 3 and 4. There are suggestions for introducing the topic as well as handouts for goal setting, vocabulary building and an end-of-module learner reflection. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as two-level assessment tasks for each of the four skills. Audio and video files supporting this module are included and posted separately.

### Some Notes about this Module Package:

1. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.







Skill Building Activity

Skill-using Task

Assessment Task

- 2. The activities are listed by skill, but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. When planning, also consider skills that have been addressed in previous modules, and how they could be recycled in the current module to "allow learners to transfer their learning to new situations and to demonstrate some of the key competencies in new contexts". (ICLBA, 2017).
- 3. Modules can include interrelated real world task goals where the skill-building activities in one skill area (e.g., Listening) support the development of language skills in another (e.g., Speaking).
- 4. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class. The *Additional Teacher Resources* section includes references to a sample of published resources with activities to support this module.
- 5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 3 and CLB 4 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 3 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 4. You might adjust the expectations and expect learners at CLB 4 to demonstrate greater mastery than learners at CLB 3 on the same activity.

6. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that if the skill-using and assessment tasks in a module are exactly the same for a skill, either one or the other can be included in learners' portfolios, but not both tasks.

### Some Notes about Assessment within a PBLA Context:

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

- In-the-moment feedback: informal and on the spot feedback given to learners while they are doing a task to help them move forward.
- Planned feedback on skill-using tasks: descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.
- Formal assessment: feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

For a fuller discussion of assessment strategies see the current *PBLA Practice Guidelines:* Portfolios: Feedback and Assessment and *Integrating CLB Assessment,* Chapter 2, Planning for Assessment.

#### Your feedback

CCLB values your feedback to help guide the future development of these multi-level modules. You can help by:

- Piloting all or some of the activities in this module in your classroom, and
- Providing your feedback via an online survey at: <a href="https://www.surveymonkey.com/r/modulefeedback1">https://www.surveymonkey.com/r/modulefeedback1</a>

## Suggestions for ESL Literacy Learners

The CCLB resource *ESL for ALL* (specifically, the section, *Continuum of Literacy Skills*) describes several skills and strategies literacy learners may need to complete reading and writing activities. The supports required for the reading and writing tasks in this module will be determined by the specific needs of learners in your class; four approaches are described below.

Break each task down into small, manageable parts. Introduce each new part of the task slowly and gradually to ensure overall success. Have learners focus on particular aspects of a task instead of the task as a whole.

**Scaffold tasks** for literacy learners. For example, you may want to provide sample completed forms before learners attempt to complete a form on their own. *ESL for ALL: Conditions for Learning* can help to identify other ways to scaffold literacy instruction.

Adjust the complexity of tasks or texts so that they are easier for literacy learners. For example, a form that a literacy learner would fill out could have fewer fields than the forms presented in this module. Reading texts could include less information and reading tasks fewer questions.

**Provide accommodations** for in-class activities and assessments. These could include allowing the use of additional supports such as dictionaries, word banks or phones, or changing the kind of response a literacy learner gives (e.g., oral instead of written). Additional accommodations include:

- giving literacy learners more time to complete tasks and assessments,
- allowing literacy learners to refer to their notes when completing a task
- giving literacy learners assessment tasks that are very similar to the task they
  practised in class with only slight modifications to content and no
  modifications to context.

### Suggestions to Support Specific Activities in this Module

- In the Introducing the Module to the Class activity, adapt the scavenger hunt by using fewer questions that target specific sections of the Literacy Language Companion related to health topics. Have learners work in pairs or small groups to complete the task.
- 2. Spend additional time on oral activities to introduce the module and the various activities.
- 3. Refer to *ESL for ALL: Understanding Information with Digital Technologies* for approaches and supports for the *Online Search for a Walk-In Clinic* activity (in the reading section).

- 4. Break down the *Choosing a Walk-In Clinic* activity (in the reading section), so that learners read each sample individually (perhaps using just two of the three samples) before attempting the comparison. Present each sample on a separate page so that literacy learners aren't overwhelmed.
- 5. Consider adapting the *Carrying your Health Card* activity (in the reading section) so that the text is shorter and there are fewer comprehension questions.
- 6. Present the listening texts in segments with multiple repetitions.
- 7. Use additional ready-made resources to reinforce the vocabulary needed for this module. *Hands On: A Collection of ESL Literacy Activities* (available on Tutela.ca) has two units that provide useful vocabulary development activities:
  - a. Unit 10: (Parts of the Body) How's Your Foot?
  - b. Unit 12: (Health) What's the Matter?

# Module Plan

Theme: Health Topic: Going to a Walk-in Clinic

	Listening CLB Level: 3/4	Speaking CLB Level: 3/4	Reading CLB Level: 3/4	Writing CLB Level: 3/4
Real-World Task Goals	Listen (and respond) to questions from intake personnel at a walk-in clinic.	Participate in a short conversation with intake personnel at a walk-in clinic. Explain reason for visit and details about symptoms.	Find information on the web page of a walk-in clinic (e.g., hours of operation, location, services).	Complete a health history form with basic personal information.
Context/ Background Information	symptoms. Preparation to visit	t-in clinics (purpose, accessing the doctor (e.g., family history, lees. Carrying and using your he	ist of medications, etc.). Importa	nce of accuracy on forms –
Competency Areas and Statements	Getting Things Done CLB 3 Understand expressions used in everyday situations  CLB 4 Understand short communication intended to influence or persuade others in familiar, everyday situations	Getting Things Done CLB 3 Make and respond to an expanding range of simple requests related to everyday activities.  CLB 4 Make and respond to a range of requests and offers.  Sharing Information CLB 3 & 4 Give descriptions of personal experiences CLB 3 = Brief; CLB 4 Simple	Getting Things Done CLB 3 & 4 Get information from short business or service texts (such as brochures, notices, form letters and flyers)	Getting Things Done CLB 3 &4 Complete (CLB 3 –short) simple forms that require basic personal or familiar information and some responses to simple questions.

	Listening	Speaking	Reading	Writing	
Language Focus:	Grammar structures and vocabulary to describe illnesses Basic syntax – statements, negative statements, questions and commands Personal identification vocabulary Basic medical terminology Vocabulary to describe feelings, needs and wants				
	<ul> <li>Expressions to indicate level of formality:</li> <li>Good morning Mr</li> </ul>	<ul> <li>Convey politeness and respect</li> </ul>	<ul> <li>Begin to recognize common written formats</li> </ul>	<ul> <li>Writing conventions for address, phone numbers, etc.</li> <li>Printing legibly</li> <li>Spelling</li> <li>Identifying layout and parts of forms</li> </ul>	
Language and Learning Strategies	<ul><li>Listening for Wh- words.</li><li>Requests for repetition and clarification</li></ul>	<ul> <li>Clarification strategies         <ul> <li>(e.g., repeating information, using slower speech)</li> </ul> </li> </ul>	<ul> <li>Using knowledge of websites to find information (headings, bold, etc.)</li> <li>Scanning for information</li> </ul>	<ul><li>Bringing records to help with filling out form</li></ul>	
Assessment Task		ole-play requesting assistance and listening/responding to estions from intake personnel. Explain reason for visit and tails about symptoms		Complete a simple health history form with 12-15 items (CLB 3) and 15-20 items (CLB 4).	

# Additional Teacher Resources

### The Language Companion Stage 1:

My Canada, p. 30, Health Care in Canada

p. 31, Services for Emergencies (this page refers to walk-

in clinics)

Where I Live: p. 13, Health Care (learners input own information)

Helpful English: p. 15, Making Medical Appointments

p. 16, *Visiting the Doctor* (only top of page applicable)

p. 43, Body Parts and Organs

Canadian Language Basics, Volume B: Lesson Plans for LINC/ELSA Level 2 with Reproducible Worksheets, Oxford University Press: Heather Davis and Lucy Stanford

Unit 1: The Body, Symptoms, and Illnesses pp. 4, 5, 11,12, 14

Unit 2: Taking Care of your Health, pp. 33, 34, 35

### ESL Library <u>www.esllibrary.com</u>

### Useful sections:

Health

Simple Sentences: Beginner

Health

Living in English-Intermediate

Going to the Doctor

Everyday Dialogues-Low Intermediate

How to Fill Out a Form

Writing in English: Beginner to Intermediate

ESL for ALL (Adult Literacy Learners), 2015: A collection of resources for ESL literacy learners. Available from the Centre for Canadian Language Benchmarks.

- Grab Bag of Health: A Collection of Health-Related Activities for ESL Classrooms, Canadian ed., Canadian Resources for ESL 2003: Elizabeth Ganong and Dan Ingram, pp. 19, 48, 49
- Health Materials for CLB 2-4, Manitoba Institute of Trades and Technology: Valerie Fulford and Vivian Schultz. Found on Tutela.ca
- Oxford Picture Dictionary 3<sup>rd</sup> (Canadian ed.), Oxford University Press: Jayme Adelson-Goldstein and Norma Shapiro
  - pp. 104-107, *The Body*
  - pp. 110-111, Symptoms and Injuries
  - pp. 112-113, Illnesses and Medical Conditions
- Oxford Picture Dictionary Classic Classroom Activities 2<sup>nd</sup> ed., Oxford University Press: Jayme Adelson-Goldstein, Renee Weiss, and Norma Shapiro
  - p. 98, Parts of the Body
  - p. 103, What's the Matter?
- Side by Side, Book 3, 3<sup>rd</sup> ed., Pearson Education ESL: Steven J. Molinsky and Bill Bliss
  - pp. 142, 144, 145: Specific grammar practice with "What's the matter? I have a
  - pp. 54, 55: A reading/dialogue and questions
- Side by Side, Book 1, 3<sup>rd</sup> ed., Pearson Education ESL: Steven J. Molinsky and Bill Bliss pp. 2-5: Personal information practice (for example, "What's your name?")
- Ventures 1, Student Book 2<sup>nd</sup> ed., Cambridge University Press: Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez, and K. Lynn Savage Unit 4: *Health*, pp. 44-57
- Ventures 1, Workbook 2<sup>nd</sup> ed., Cambridge University Press: Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez, and K. Lynn Savage, Unit 4: *Health*, pp. 42-53

# Introducing the Module to the Class

There are many ways to introduce the module to learners. Following are two options. You could do one or both.

Both activities begin with general questions to build familiarity and draw on learner experience. The following questions are possible prompts:

- Do you have a family doctor?
- Does your doctor speak your language?
- Have you ever had to go to Emergency in Canada? A walk-in clinic? What was the experience like?
- What is the health service like in your country?
- What do you think of the health service in Canada?
- What questions do you have about going to a doctor in Canada?

## Option 1: Using the Language Companion

After the discussion, follow up with a look at the *Language Companion: Stage 1* to review content.

```
My Canada: p. 30, Health Care in Canada p. 31, Services for Emergencies (referring to walk-in clinics)
```

After a general discussion about health care in Canada and when learners might use family doctors, walk-in clinics and hospital emergency services, have learners complete a scavenger hunt to identify relevant information in the Language Companion. See *Language Companion Search Activity: Medical*, reproduced below.

# Option 2: Using the Video Walk-in Clinic Developed by ELSANET

Video link: (<a href="http://www.amssa.org/resources/quicklinks-resources/healthy-living-resources/esl-resources/video-resources/">http://www.amssa.org/resources/quicklinks-resources/healthy-living-resources/esl-resources/video-resources/</a>)

Watch the video once and discuss general walk-in clinic protocols:

- Speaking first to a receptionist to provide personal information, state problem and show health card.
- Then waiting to see a doctor who may prescribe a treatment or refer for tests

Post questions on the board and watch the video a second time. Have learners work in small groups to answer questions:

- Why were Victor and his daughter at the walk-in clinic?
- What are five questions the receptionist asked?
- What questions did the doctor ask Victor?
- What did the doctor tell Victor to do?

Debrief and address further questions that arise during the discussion.

Activity 1 Answer key				
1.	What pages in "My Canada" have health information?	pp. 30 and 31		
2.	Canada has public health insurance. What does that mean?	That means that Canadians can go to the doctor, clinic or hospital for free.		
3.	Who pays for these health services?	The government uses taxes.		
4.	What health services aren't paid for?	Dental care, eye glasses and prescription medications		
5.	Do you need to show your health card each time you visit a doctor, walk-in clinic or hospital?	yes		
6.	How much does it cost to call 911?	It's free.		
7.	Is there a cost to stay in the hospital or go to emergency?	All emergency medical services are free, but you might have to pay for an ambulance.		
8.	When travelling in Canada, is your health card still valid out of province?	A hospital visit is still free, but a walk-in clinic will probably charge a fee.		
9.	Look at the "Where I Live" table of contents. Are there any pages applicable to health?	p. 13		
10.	Is this page useful for you? Why?	I can write my health care service information here.		
11.	Look at the table of contents for "Helpful English". Are there any useful pages regarding health or going to the doctor?	pp. 15, 16, and 43		
12.	Please list the helpful information.	Making medical appointments Visiting the doctor Filling prescriptions Body Parts and Organs –to describe how you feel		

# Language Companion Search Activity: Medical

**Instructions:** Work with a partner. Look in your Language Companion. Use the *Table of Contents* in each section to help you find the answers.

Qu	estion	Answer
1.	What pages in "My Canada" have health information?	
2.	Canada has public health insurance. What does that mean?	
3.	Who pays for these health services?	
4.	What health services aren't paid for?	
5.	Do you need to show your health card each time you visit a doctor, walk-in clinic or hospital?	
6.	How much does it cost to call 911?	
7.	Is there a cost to stay in the hospital or go to emergency?	
8.	When travelling in Canada, is your health card still valid out of province?	
9.	Look at the "Where I Live" table of contents. Are there any pages applicable to health?	
10	. Is this page useful for you? Why?	
11	Look at the table of contents for "Helpful English". Are there any useful pages regarding health or going to the doctor?	
12	. Please list the helpful information.	

# Goal Setting: At the Walk-in Clinic

**Teaching Notes:** Complete goal setting after introducing the module to the learners.

**Group discussion:** Ask learners why they want to learn about going to a walk-in clinic. What do they want to be able to do at the end of the module? What things are easy or difficult for them when they go to a walk-in clinic? What do they need help with? Using these questions as prompts, brainstorm and list the items the learners suggest on the board. Alternatively, you could write them on chart paper or poster paper and post them around the room. For example:

#### I want to:

- Fill out a form
- Find a walk-in clinic in my community
- · Ask to see a doctor
- Tell the doctor my problem
- Understand the doctor

After the list is complete, have learners indicate the three most important items for themselves. You might have learners check the item with a whiteboard marker or use a coloured sticky dot. After learners have indicated their preferences, have them copy their choices onto their *Goal Sheet*.

Finally, tally the top choices. Learners can then copy the class goals onto their goals sheet.

At the end of the module: Once the module is completed, learners can go back and review their goals. Before completing the goal reflection, have them reflect on what they learned or still would like to learn more about. Note: You may want to consider a mid-module review of goals. Learners could review their goals and discuss in a small group or with a partner.

# At a Walk-in Clinic: My Goals

Name:	Date:	
I want to:		
My class wants to:		
iviy class wants to.		
At a Walk-in Clinic: Reflecting	on My Goals	
3	,	
Deter		
Date:		
Now I can:		
Now I can.		

# Vocabulary: Body Parts and Illness Symptoms

## A Teacher Resource

### Personal Health Care Words

These are general lists, not meant to be definitive. You may want to use all or part, based on the personal health care words important to learners.

Body Parts	Symptoms/Problems	Sentence Stems
Head	Headache Migraine Dizzy Fever	I have (noun).  Each of these could be made more difficult by adding an adjective.  I have a terrible headache.
		I feel dizzy.
Nose	Runny Stuffed up Nose-bleed Bleeding	My (body part) is/are (adjective).  I have a nose-bleed
Eyes	Swollen Red Itchy	My (body part) is/are (adjective).
Ears	Earache Blocked Hurts	I have (noun).  My (body part) is/are (adjective).
Neck	Stiff	My (body part) is/are (adjective).
Throat	Sore	My (body part) is/are (adjective).  I have a sore throat.
Chest	Congested Cough	My (body part) is/are (adjective). I have a (noun)
Stomach	Stomach ache Cramps Diarrhea Nauseous Bloated Constipated	My (body part) is/are (adjective).  I have a (noun).  I am (adjective).

Ribs	Sore	I have a <i>cut</i> on		
Back	Hurts - Sharp pain	I have a <i>rash</i> on my I think I <i>broke</i> my		
Arm	Swollen	I sprained my		
Elbow	Bruised	I <i>burnt</i> my		
Hand	Tired - Cut			
Hip	Break/Broke			
Leg	Rash			
Ankle	Burn/Burnt			
Foot				
Skin				
	Pregnant	I think I am pregnant. Could I have a pregnancy test? I am pregnant, and I don't feel well.		

Master List of Symptoms			
Itchy	Blocked	Nose-bleed	
Red	Stomachache	Congested	
Ache	Cramps	Cough	
Sore	Bloated	Headache	
Hurts	Diarrhea	Migraine	
Sharp pain	Nauseous	Dizzy	
Swollen	Rash	A break	
Bruised	Stuffed up	A burn	
Stiff	Broken	Pregnant	
Tired	Bleeding		
Earache	A cut		

Health Problems	Grammar points
Diabetes	Sentence Stems:
Cancer	I have
Heart Disease	Exception:  I suffer from depression
High Blood Pressure	' 
Hypertension	
Insomnia	Medication:
The Flu	I take (for my xx). I take to control (it) / (my xx).
A cold	
Allergies	
Asthma	
Depression	
Concussion	
Stress	
Prostate problems	
Osteoporosis	
Arthritis	
Medical Terms	
Specialist	Family doctor
On-call doctor	

	Symptoms: Vocabulary Car	rds	<b>%</b>		
of	Itchy	Blocked	Nose-bleed		
	Red	Stomach Ache	Congested		
	Ache	Cramps	Cough		
	Sore	Bloated	Headache		
	Hurts	Diarrhea	Migraine		
	Sharp pain	Nauseous	Dizzy		
	Swollen	Rash	A break		
	Bruised	Stuffed up	A burn		
	Stiff	Broken	Pregnant		
	Tired	Bleeding			
	Earache	A cut			

	Health Problems: Vocabula	<b>%</b>	
of	Diabetes	The Flu	Concussion
	Cancer	A cold	Stress
	Heart Disease	Allergies	Prostate problems
	High Blood Pressure Hypertension	Asthma	Osteoporosis
	Insomnia	Depression	Arthritis

### Possible Skill-Building Activities

The following activities require little preparation time and result in high learner engagement.



**Word Sort:** Ask learners to add words to categories (between 2 - 4). When finished, they can compare their list with another learner/group. If they disagree, ask them to determine who is right before checking with you.

Possible categories for sorting:

1. Diseases, body parts, symptoms	
2. Symptoms/diseases by sentence stems: I have	; My (body part) is
; I am	

**Matching:** Assign each learner a body part. Ask learners to identify which symptoms are possible with each body part (working with a partner or individually). Ask them to share with another learner. Follow up by having them generate sentences using the proper sentence stem and verb.

### Vocabulary Reflection:

Use as a weekly activity to support learners in developing personal vocabulary and taking responsibility for their learning.

# Vocabulary Reflection

Name:	Date:
List the new words/phrases that you lear	ned this week.
1	2
3	4
5	6
7	8
9	10

# Learning Reflection: End of Module

It is important to take time to think about what you have been learning. Look at *My Notes* and *My Portfolio* sections and reflect on what you have learned.

### Part One: Self-Assessment

Use a check to show what you think.

	Got it!	I'm pretty sure!	I still have questions.	Help Me!
I can fill out a medical form				
I can scan a walk-in clinic ad or web page for important information				
I can express my medical problems				
I feel more comfortable talking to a doctor				
I understand questions about my health.				
I can express sympathy to a friend who is sick				
I know how to replace my health card				

Part Two: Learning Reflection What is the most useful thing you learned in this module?
Write about one activity that you did well.
Write about one thing you need to do better for future class work.

# Listening and Speaking: Skill-Building and Skill-Using Activities

Practising a Dialogue	23
Responding to Questions	27
I'm Sorry to Hear That	30
Listening to Medical Dialogues: Questions	33
Listening to Medical Dialogues: Transcripts	
I Need to See the Doctor: Role Play	39

# Practising a Dialogue



Skill: Listening/ Speaking

**Teaching Notes:** Three different activities to support learners are included below. Choose one or all depending on learner needs.

You may choose to do a mini-lesson or target practice. Some areas may include:

- a. Wh-questions
- b. Vocabulary
- c. Making a request
- d. Giving personal information such as birth date
- e. Length of time
- f. Pronunciation

### Set Up for Activity 1:

- 1. Cut out one set of receptionist and patient questions for each pair of learners.
- 2. Cut the sentences into strips. It is helpful to copy the receptionist strips in one colour and the patient strips in different colour.
- 3. Ask learners to match the questions and responses (in pairs).
- 4. Have learners practise reading the questions and answers (in pairs).

### Set Up for Activity 2:

Additional practice: Using the receptionist questions and the role play cards, pairs practise listening and responding to the questions.

### Set up for Activity 3:

Using only the receptionist questions, pairs practise listening and responding with their own personal information.

**Assessment:** Observe and target language to practise and review.

# **Practice Dialogues**

# Receptionist Questions:

<u>چ</u>	Hi. Can I help you?		
	Have you been here before?		
	What's your name?		
	What's the matter?		
How long have you had it?			
	Are you taking any medication?		
	And do you have any allergies?		
	Can I see your Health Card, please?		
	What's your date of birth?		
	Have a seat and we will call your name.		

	Patient Responses:				
<b>~</b>	Yes, I'd like to see the doctor, please.				
	No, I haven't. This is my first time here.				
	Rabia Nisar. N-I-S-A-R.				
	I have a bad cough.				
	For a few days.				
	No, I'm not.				
	No, I don't.				
	Yes, here you are.				
	It's March 11, 1976.				
	Thank you.				

# Role-play cards for Activity 2.



	Problem: headache How long: 2 days	Problem: sprained ankle How long:	Problem: stomachache How long: 1 day	Problem: backache How long: 4 days
Q	Allergies: peanuts Medication: diabetes medication	happened today Allergies: none Medication: none	Allergies: penicillin Medication: none	Allergies: none Medication: high blood pressure
	Problem: rash	<b>Problem:</b> flu	Problem: cold	Problem: bad cough
	How long: 3 days Allergies: fish Medication: allergy medicine	How long: 4 days Allergies: none Medication: none	How long: 1 week Allergies: milk Medication: Tylenol	How long: 1 week Allergies: none Medication: cough syrup
	Problem: earache	Problem: fever	Problem: sore throat	Problem: sore knee
	How long: 2 days Allergies: eggs Medication: high cholesterol medication	How long: 1 day Allergies: none Medication: heart medication	How long: 5 days Allergies: none Medication: iron pills	How long: 2 weeks Allergies: none Medication: vitamins
	Problem:	Problem:	Problem:	Problem:
	How long:	How long:	How long:	How long:
	Allergies:	Allergies:	Allergies:	Allergies:
 	Medication:	Medication:	Medication:	Medication:

# Responding to Questions



Skill: Listening and Speaking

### **Teaching Notes:**

Prior teaching may include:

- WH questions
- Vocabulary for the walk-in clinic (personal medical information)
- Giving information related to personal medical situation

Choose a strategy focus that best fits the needs of learners. Some you might consider:

- 1. Encourage learners to ask clarification questions if they don't understand the questions. For example:
  - Pardon me?
  - Can you say that again?
  - Can you repeat what you said?
- 2. Remind learners to answer with a complete sentence, to make their answers easier to understand. Encourage *Subject + Verb* sentence order
  - Remind them that questions requiring *yes* or *no* should be answered with a helping verb, e.g. *Yes, I do*; *No, I don't*
- 3. Remind learners to focus on the *wh* word in the question because it hints at the correct answer.

### Set Up for Activities:

### Activity 1 Pair Practice:

- 1. Cut out one set of question cards and give to each pair of learners.
- 2. In pairs, learners take turns reading the receptionist questions as their partners listen and respond to the questions, using their own information or information from teacher-prepared role cards.

### Activity 2 Class mingle:

- 1. Choose the cards you want to practise. Give each learner one card.
- 2. Learners walk around the class and 'mingle' with classmates.
- 3. Learners find a classmate and ask the question on their given card. Their partner listens and responds. In the same pair, learners switch roles. The second partner asks the question on their card and their partner listens and responds. Then the

pair switches cards and they each find a new partner. Continue until everyone has talked to 7 people, switching cards each time, so that they will have new questions to ask and respond to each time.

### Activity 3 Chain Q and A:

Give each learner one card. Learner A asks learner B, and B responds to A. B asks C, and C responds to B. C asks D, and D responds to C. Continue until everyone has asked and answered a question.

**Assessment:** Choose the approach that best suits the needs of learners, for example:

- a. Teacher listens and identifies issues that need additional targeted practice.
- b. Learners identify which questions they need more practice with.

## Questions at a Walk-in Clinic

<b>A</b>	What's your first name?	What's your last name?	What's your date of birth?
	What's your address?	What's your first language?	Can I see your health card please?
Are you taking any Do you have any Who is your emerg medication? allergies? contact?		Who is your emergency contact?	
	Do you have a middle Do you have a family who is your fam doctor? doctor?		Who is your family doctor?
	What's the matter?	Do you have any other symptoms?	How long have you had this problem?
Can you describe what's wrong?		Can you tell me about the problem?	What medicine are you taking?

### Role Cards:

&	headache	stomach ache	fever	cold
	flu	sprained ankle	cough	sore throat
	rash	backache	earache	a swollen knee

# I'm Sorry to Hear That





Skills: Speaking

**Competency Area:** Interacting with Others

**Indicators of Ability:** Opens/closes conversations; Asks and responds to simple questions; Uses nonverbal strategies.

**Teaching Notes:** This activity is not directly related to the assessment task. However, it provides an opportunity to practise new vocabulary in a relevant context. This is a good way to use and practise the vocabulary and grammar you've been developing in preparation for going to walk-in clinic.

Prior teaching would/could include:

- Vocabulary body parts, problems and symptoms
- Sentence stems (see above)
- Grammar be, have/has
- Pronunciation/ sentence stress
- Phrases that show sympathy (e.g., "I'm sorry to hear that" "That's too bad")

## Activity 1: Teaching Social Interaction/Showing Sympathy



**Set Up:** Introduce sample conversation.

- 1. Write the conversation on the board and read together. Identify and practise new language expressions.
- 2. Model the conversation.

Example:

- A: Hi Mohammed. How are you?
- **B:** I'm not so good. (Or: I'm under the weather; I don't feel well...)
- **A:** What's wrong? (Or: What's the matter? What's the problem?)
- **B**: I have a bad headache.
- A: Oh. I'm sorry to hear that. (Or: That's too bad. I hope you feel better soon...)
- B: Thanks.

3. Discuss alternative expressions for the underlined phrases in the example dialogue.

### Practice options:

- a) Pairs can use role play illness cards from the *Responding to Questions* activity to continue to practise different expressions.
- b) Class could complete a *Conversation Chain*. A asks B, "Hi, how are you?" B responds, and they complete the conversation. B asks C, "Hi, how are you?" C responds, and they complete the conversation. C asks D... etc.

**Assessment:** Circulate and address points as they arise or discuss common issues with the class.

Possible Extension Activity: You could make the activity more complex by adding advice (using modals such as should, could, etc.).

- You should go to the doctor.
- Why don't you get some rest?

## Activity 2: Role Play Offering Sympathy



**Set Up:** Consider the following steps.

- 1. Decide if learners should use the health problems role play cards found in *Practising a Dialogue*.
- 2. Set up recording equipment (cell phones or electronic device) if possible. If not possible, then it is best to have groups of four to provide feedback.

### Instructions to Learners:

**Speaker 1:** Your classmate doesn't look well. Ask your classmate what's wrong and show sympathy.

**Speaker 2:** You don't feel well today. Tell your classmate about your problem and thank them for their sympathy.

### Assessment:

- 1. Identify 2-3 items you are looking for and write them on the board. Circulate and make observations.
- 2. Have learners self/peer assess with the *Feedback Checklist*. Consider having learners record their individual role plays so they can listen and give feedback.

## Feedback Checklist

SU

Activity: I'm Sorry to Hear That

Competency Area: Interacting with Others

Name: \_\_\_\_\_\_ Date: \_\_\_\_\_

used key words and expressions to ask a classmate, "What's wrong?"

described the problem with

• key vocabulary

• simple grammar structures.

showed sympathy with words and expressions.

spoke clearly.

used non-verbal communication such as making eye contact and nodding.



## Feedback Checklist

SU

Activity: I'm Sorry to Hear That

Competency Area: Interacting with Others

Name: \_\_\_\_\_ Date: \_\_\_\_

- □ used key words and expressions to ask a classmate, "What's wrong?"
  - □ described the problem with
    - key vocabulary
    - simple grammar structures.
  - □ showed sympathy with words and expressions.
  - □ spoke clearly.
  - used non-verbal communication such as making eye contact and nodding.

# Listening to Medical Dialogues: Questions



Skill: Listening

**Competency Area:** Getting Things Done; Comprehending Information

**Indicators of Ability:** Gets the gist; Identifies key information; Understands *Wh*questions; Understands implied meanings

**Teaching Notes:** These conversations use a collection of vocabulary, grammar structures, conversation strategies and expressions that have been taught and practised in this module. The skill-using task gives the learners an opportunity to listen to conversations they might hear at a walk-in clinic to identify problems, symptoms and other details. See MP3 file with this module for the recording.

**Set Up:** Based on the needs of the learners, determine how you will set up these activities. To consider:

- How many times learners will listen to a dialogue before answering the questions.
- How many and the sequence of the dialogues
- How learners will complete the activity (pen/pencil individual/partner)

Strategies to review with learners:

- Remind learners to listen for key words (such as Wh- words) and main ideas (rather than trying to understand every word)
- Read the questions before listening.

**Assessment:** Review the answers. Consider discussing the strategies learners used.

### **Answer Key:**

**Dialogue A:** 1 = b; 2 = c; 3 = a; 4 = c

**Dialogue B:** 1 = all except headache, cough and rash;

2 = b; 3a = 2 days; 3b = 39

**Dialogue C:** 1 = yes; 2 = no (15 min every hour); 3 = yes; 4 = no

(more than one day)

**Dialogue D:** 1 = a; 2 = c; 3 = b

**Dialogue E:** 1 = c; 2 = c; 3 = c; 4 = b

## DIALOGUE A: Talking to the Receptionist

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Name: \_\_\_\_\_ Date: \_\_\_\_

Instructions: Listen to the dialogue. Circle the correct answer.

- 1. What is Mr. Petrov's problem?
  - a. He has a backache and feels nauseous
  - b. He has a headache and feels nauseous
  - c. He has a headache and fever
- 2. What ID does the receptionist ask for?
  - a. Health card
  - b. Photo ID
  - c. Health card and photo ID
- 3. What is Mr. Petrov's phone number?
  - a. 555-854-9578
  - b. 555-854-1578
  - c. 555-845-9578

What does Mr. Petrov need to do before he sees the doctor?

- d. talk to the nurse
- e. take his blood pressure
- f. fill out a form

## DIALOGUE B: Mr. Chan Talking to the Nurse

SU	

Name: Dat	e:
-----------	----

**Instructions:** Listen to the dialogue. Circle the correct answers

1. Mr. Chan's symptoms:

sore throat

headache tired

trouble swallowing body aches

fever cough

rash

- 2. A slight fever means:
  - a. High
  - b. A little bit higher than normal
  - c. Serious
- 3. Write a short answer.
  - a. How long has Mr. Chan been sick? \_\_\_\_\_

ears hurt

b. What is Mr. Chan's temperature?



# DIALOGUE C: Anna Talking to the Doctor

5	U	

Name:	 Date:	

Instructions: Listen to the dialogue. Circle yes or no. Correct the ones that are NO.

- 1. Anna has a sprained knee. Yes No
- 2. Anna needs to put ice on her knee for 20 minutes. Yes No
- 3. Anna needs to take 2 aspirin every 4 hours. Yes No
- 4. Anna's knee will be better in one day. Yes No

#### DIALOGUE D: Mohamad Talking to the Doctor

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7		

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**Instructions:** Listen to the dialogue. Circle the correct answer.

- 1. What's the matter with Mohamad?
  - a. He hurt his wrist.
  - b. He hurt his head.
  - c. He sprained his ankle.
- 2. The instructions from the doctor are
  - a. Take requisition, get x-ray, return another day
  - b. Get x-ray, get requisition, return right away
  - c. Take requisition, get x-ray, return same day
- 3. When will the doctor see Mohamad again?
  - a. After 3 days
  - b. After the X-ray
  - c. After 1 week.



#### DIALOGUE E: Simon Talking to the Doctor

Date:		
Dale.		

Instructions: Listen to the dialogue. Circle the answer.

- 1. How did he get the rash?
  - a. By scratching it

Name:

- b. From a walk
- c. From poison ivy
- 2. What is the main symptom of Simon's rash?
  - a. His arm hurts
  - b. His arm is bruised.
  - c. His arm is itchy
- 3. What does the doctor tell Simon to do?
  - a. Use calamine lotion
  - b. Use a wet cloth
  - c. Use calamine lotion and a wet cloth
- 4. What will happen if Simon scratches his arm?
  - a. The rash will go away.
  - b. The rash will spread.
  - c. The rash will turn red.

# Listening to Medical Dialogues: Transcripts



See MP3 file with this module for the recording.

#### DIALOGUE A: Mr. Petrov at the Receptionist's Desk

Receptionist: Hello. How can I help you?

Patient: I need to see a doctor. I have a headache and I feel nauseous.

**Receptionist:** Have you been to this clinic before?

Patient: No

**Receptionist:** Ok. May I see your health card and photo ID please?

Patient: Oh...just a minute. Here.

Receptionist: Thank you. Mr. Petrov, are you still at this address?

Patient: Yes. 50 Fulton Way

**Receptionist:** What is your phone number?

Patient: 555 854 9578

Receptionist: Right – 555 854 9578. Next, you'll need to fill out this medical history form. Return

it to me after you fill it out.

#### DIALOGUE B: Mr. Chan talking to the nurse

Nurse: Hello Mr. Chan. What seems to be the problem?

Patient: I have a sore throat. I am having trouble swallowing and now my ears hurt.

Nurse: How long have you had these symptoms?

Patient: About 2 days.

Nurse: Ok. Let's take your temperature. Hmmmm. You have a slight fever. Your temperature is

39 degrees. Any other symptoms?

Patient: I'm tired and my body aches.

Nurse: Ok. Stay here. The doctor will be in shortly.

Patient: Thank you.

#### DIALOGUE C: Anna talking to the Doctor

**Doctor:** Hello Anna. I understand you have a swollen knee. What happened?

Patient: I was walking my son to school and I slipped on the ice.

**Doctor:** Oh dear. It has been a bad winter. Let's look at your knee. Please straighten your knee.

Stand up. Does this hurt?

Patient: Yes, but it is not too bad.

**Doctor:** You can sit down now. Your knee isn't broken but it looks like a minor sprain.

Patient: Is that bad?

**Doctor:** No, it's a little swollen. You need to put ice on it. So every hour, put ice on your knee for 15 minutes – and then 45 minutes with no ice. Try not to walk on it. Take 2 aspirin every

4 hours to help reduce the swelling and for the pain. If it's not better in 3 or 4 days, come back.

Patient: Okay. Thank you.

#### DIALOGUE D: Mohamad talking to the Doctor

Doctor: Hello Mohamad. I'm Dr. Smith. I see you hurt your wrist. How did it happen?

**Patient:** I was playing soccer and my team mate ran into me and knocked me down. I landed on my wrist funny.

**Doctor:** Ouch. Did you only hurt your wrist? You didn't hit your head?

Patient: No only my wrist.

**Doctor:** Ok. I'm glad you didn't hit your head. Now, let's take a look at your wrist. I'm going to move your wrist and fingers a bit. Does this hurt?

**Patient:** Yes – it really hurts.

**Doctor**: Okay. I'm going to send you for an x-ray. We need to make sure it isn't broken. Take this requisition next door to get your x-ray. When you're finished, come back. Then we'll decide what to do next.

**Patient:** Okay. I get the x-ray now and then come back right away?

**Doctor:** Yes, I'll see you after the x-ray.

#### DIALOGUE E: Simon talking to the Doctor

**Doctor:** Hello Simon. The nurse says you have a rash on your arm. Let's take a look. When did this start?

Patient: This weekend after I was walking in the woods.

Doctor: Ah yes. This rash looks like poison ivy. Have you scratched the rash?

Patient: It really itches but I have been careful not to scratch it.

**Doctor:** It's good you didn't scratch it. The rash is only on your right arm. It will go away in about 1 week if you don't scratch it.

Patient: But it really itches!

**Doctor:** Of course. Use calamine lotion on your rash. I have written the name down for you. As well, place a cool, wet cloth on the rash for 15 to 30 minutes several times a day. Come back if the rash spreads to your body or it looks infected.

Patient: Okay. I will be happy when the itching stops.

# I Need to See the Doctor: Role Play



Skill: Speaking

**Competency Area:** Interacting with Others; Sharing Information

**Indicators of Ability:** Answers simple questions; Expresses feelings; Provides personal information; Uses clarification strategies

**Teaching Notes:** In this skill-using task, learners practise answering questions they might encounter in a medical context such as a clinic or doctor's office.

This skill-using activity assumes that the speaking skill-building activities in this module have been taught. The skills practised include:

- Making requests
- Identifying WH questions
- Describing problems and symptoms
- Asking for clarification
- Giving personal information

Set Up: Consider the following steps.

- Prepare the role play cards, receptionist recording card, scenario cards and feedback checklist. For the scenario cards, each person in the group should have a different scenario that they do not share with anyone before they are the patient.
- 2. Set up recording equipment (cell phones or electronic devices) if possible. If not, then it is best to have groups of 4 to provide feedback. Make sure the receptionist has a paper to record the personal information.
- 3. With a partner, learners take turns role-playing the receptionist and the patient. The receptionist should write down the information given. This may lead to the spontaneous use of clarification strategies.

**Assessment:** In this activity, only the patient is being assessed.

If learners record the conversation, have learners listen to their conversation and complete the self- assessment checklist. If using groups of 4, ask one pair to listen and comment on the checklist which the other pair roleplays.

After the role play is complete, the "patient" can read the "receptionist's" notes to see if they are accurate.

#### Role-Play: Talking to the Receptionist

Instructions: With a partner, take turns roleplaying the receptionist and the patient. If you are the receptionist, write down the information the patient gives you. Ask for clarification if you do not understand.

## **Receptionist Questions:**

- 1. Good Morning. How can I help you today?
- 2. Have you been here before? (alternative: Is this your first time?)
- 3. What's your first and last name? Can you spell that please?
- 4. What's your address and phone number?
- 5. Can I see your health card, please?
- 6. What is the reason for your visit?

Have a seat, we will call your name when the doctor can see you.

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<b></b>	<u> </u>
Recording Sheet:	Recording Sheet:
1	1
2	2
3	3
4	4
5	5
6	6
Recording Sheet:	Recording Sheet:
1	1
2	2
	l l
3	3
3 4	

# Scenario Cards

You were walking home from school. You fell and hurt your wrist. It hurts to move it and it is swollen. You took an Advil for the pain.
You have a rash on your arm. It is red, and it really itches. It started out the size of a dollar. After two days it is now spread from your wrist to your elbow.
You have a terrible headache. It started last night. You took aspirin, but it doesn't help. You feel like you are going to throw up.
Your body aches. You have a fever of 39 but you feel cold. You think you might have the flu.

	Self or Peer Feedback Checklist:			
	Name	Date		
	Peer's Nan	ne		
		Request to see a doctor		
		Describe your problem and symptoms		
		Answer all the questions		
		Use full sentences		
		Speak clearly		
<b>9</b>				
	Self or Pee	r Feedback Checklist:		
	Name	Date		
	Peer's Nan	ne		
		Request to see a doctor		
		Describe your problem and symptoms		
		Answer all the questions		
		Use full sentences		
		Speak clearly		

# Reading: Skill-Building and Skill-Using Activities

Choosing a Walk-in Clinic: Reading Text	45
Choosing a Walk-in Clinic: Activity	46
Online Search for a Walk-in Clinic	48
Carry Your Health Care Card: Reading Text	51
Carry Your Health Care Card: Activity	52
Replace your Health Care Card: Online Activity	54

# Choosing a Walk-in Clinic: Reading Text



1.



# The Health Clinic

Walk-In Clinic and Family Practice

#### Monday to Friday 8 - 5

Female & Male Doctors
Accepting New Family Practice Patients

Located inside Greengrocery Beside Pharmacy 555-234-3123

2.



First Choice Medical

# Family Practice and Walk-in Clinic

#### **Hours Vary**

Typical walk-in hours: Monday to Friday 10:30am-5:00pm Saturdays 10:00am-4:00pm

Please call (555) 513-2222 to inquire about walk-in hours. We have doctors accepting new patients.

Languages spoken: English, Spanish, Mandarin and Arabic.

Call us to book a meet & greet appointment

You will need to show one piece of government-issued photo ID and your Health Card.

3.

#### Westview Walk-in Clinic

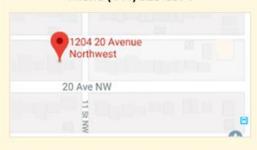
We provide walk-in care for injuries or illnesses that are not life threatening, such as sprains, minor cuts, minor pain, ear infections, and flu symptoms.

#### **Hours of Operation:**

Monday to Friday: 10:00 am - 8:00 pm Saturday: 10:00 am - 6:00 pm Sunday: 10:00 am - 5:00 pm

1204-20<sup>th</sup> Ave. NW Mountview M3V 2W8 Just behind the Centennial Auditorium

Buses 9, 12, 35
Free parking: weekdays after 4:00 pm
And weekends
Phone (444) 523-0974



# Choosing a Walk-in Clinic: Activity



Skill: Reading

**Competency Area:** Getting Things Done

**Indicators of Ability:** Finds specific information and key details; Compares facts to make choices

**Teaching Notes:** Discuss where you can find information about walk-in medical clinics (e.g., posters, banners, advertisement cards and brochures, internet, community bulletins and newsletters).

Review or teach strategies for scanning for just the information you need.

**Set up:** If this is the first time that learners have done this kind of activity, you might want to walk through the first text as a class and complete the chart together before learners complete their review of texts 2 and 3.

The final discussion question is intended to generate conversations about what services are important to learners and their families when looking for a walk-in clinic (e.g., female doctor, free parking, languages spoken, or proximity to public transportation).

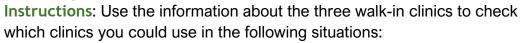
Assessment: Based on the needs of learners, consider how you will give feedback (individually, small group, class). Consider strategies you might want to focus on (for example, how they found the answers).

Tip: If learners complete the form in pen and make corrections in pencil, you will be able to easily see what they understood.

Answer Key	The Health Clinic	First Choice Medical	Westview Walk-in Clinic
A clinic that is open on Saturday		х	х
A doctor who speaks Spanish		х	
A female family doctor	Х		
A clinic that offers free parking			х
A clinic that is open weekdays at noon	х	х	х
A clinic that has an on- site pharmacy	х		
A clinic that you can get to on Bus #12			х
A clinic that is open at 8:30 in the morning	х		
to on Bus #12 A clinic that is open at	L	services tl	

Which of these clinics has the most services that are important to you? There is no "correct" answer to this question.

# Choosing a Walk-in Clinic





In this activity you will:

Find specific information and key details Compare facts to make choices

You want:	The Health Clinic	First Choice Medical	Westview Walk-in Clinic
A clinic that is open on Saturday			
A doctor who speaks Spanish			
A female family doctor			
A clinic that offers free parking			
A clinic that is open weekdays at noon			
A clinic that has an on-site pharmacy			
A clinic that you can get to on Bus #12			
A clinic that is open at 8:30 in the morning			

#### Discussion:

Which of these clinics has the most services that are important to you?

# Online Search for a Walk-in Clinic



Skill: Reading

Competency Area: Comprehending Instructions/Getting Things Done (Activity 1);

Getting Things Done (Activity 2)

Indicators of Ability: Following instructions; Locating key information

#### **Activity 1**

**Teaching Notes:** Review or teach learners how to use Google to find information. The activity is designed to be completed for homework. Alternatively, learners could complete the activity at school in a computer lab. In this case, the search will display walk-in clinics near the school and the activity instructions will need to be modified accordingly.

**Assessment:** The activity includes a learner self-assessment. After completing the homework activity, learners could discuss the activity and any challenges they had in small groups. As you circulate you can note any common questions and debrief as a whole class.

Learners could transfer the name and address of the nearest walk-in clinic to their *Language Companion*. See p.13 Health care: Clinic(s).

## Activity 2

**Teaching Notes:** If you have internet access/screen in the classroom, you could introduce the activity by showing learners the website for a local walk-in clinic and discussing the kinds of information that they can expect to find on the site.

Learners will need a copy of the website information from a local walk-in clinic to complete Activity #2. Learners could complete the activity individually or with a partner.

**Set Up:** Pre-teach the use of NA to indicate that the information is not available (no answer). Teach the strategy: scanning text to find specific information

**Assessment:** Circulate as learners complete the task to identify any problem areas. After learners have completed the task, review as a large group and discuss how and where they found the information.

## Activity #1. Using Google to Find a Nearby Walk-in Clinic

**Instructions:** At home, use your computer or cellphone to find a walk-in clinic near your home. Read the steps below. After you find a walk-in clinic online, copy the information.

In this activity you will:

- Follow instructions in the correct order
- Find specific information from the text

#### Steps:

- 1. Using Google, type "walk-in clinic" and search.
- 2. Click and open the map.
- 3. Locate a walk-in clinic in your home neighbourhood.
- 4. Click on the clinic and open the information box.
- 5. Copy the details.

Name of clinic:	
Address:	
Phone:	
Hours today:	

Self-Assessment:	Yes	Need Help
I can use Google to find a clinic.		
I can use a map to find my neighbourhood.		
I can use a map to find a walk-in clinic.		
I can find the clinic information.		

# Activity #2: Using the Internet to Find Information About a Walk-in Clinic Instructions: Scan the website information to find the following information. Copy the information in the chart below. If the information is NOT on the website, write NA on the chart.

Name of clinic:	
Address:	
Phone number:	
Hours:	
Does the clinic have a family practice?	
Languages spoken:	
Other important information:	

# Carry Your Health Card: Reading Text

<u>Province.ca</u> > <u>Health</u> > <u>Health Care Insurance</u> > Carry your Card

# Carry your Health Card

You should show your personal health card along with photo identification when you visit a doctor's office or hospital.

• Showing your personal health card and photo identification proves your identity and ensures you receive publicly-funded health services.

Up-to-date information is important to obtaining health services. Make sure your health care registration is current.

# Where to show your card

Show your personal health card every time you request or get insured medical services from:

- hospitals
- doctors' offices
- laboratories
- physiotherapists
- pharmacies

If you do not show your card or are not eligible, **you may be asked to pay for health services before receiving them**. Also carry photo ID.

# Personal Health Number 253-34-25643 Martina Gonzales Date of B Health Card. Photo ID Carry Both

# **Update your information**

You must update your information if there is:

- A name and/or marital status change
- An address change
- Dependant status change, including adding a new dependant

# Protecting your card from damage

You are permitted to laminate your card to protect it, but we recommend you put it in a plastic sleeve that fits into your wallet.

# Carry Your Health Card: Activity



Skill: Reading

**Competency Areas:** Comprehending Information

**Indicators of Ability:** Understands purpose of the text; Understands key information and details.

**Teaching Notes:** Review or teach reading strategies appropriate for this activity, e.g. reading the questions before reading the text, using the headings to help find information.

**Set up:** This information is adapted from an Alberta Health website. Check to make sure the information is accurate for your province. Before learners begin, write the criteria that are addressed in the task on the blackboard:

Understand the purpose of the text Understand key information and details

Assessment: Based on the needs of learners, consider how you will give feedback (individually, small group, class). Consider strategies you might want to focus on (for example, how they found the answers).

**Tip:** If learners complete the form in pen and make corrections in pencil, you will be able to easily see what they understood.

#### Answer key:

#### T or F:

- 1. T
- 2. T
- 3. T
- 4. F (correction: doctor's office or hospital)

#### Circle the answer:

- 1. A
- 2. B
- 3. A
- 4. C

# Carry Your Health Card: Questions

**Instructions:** Read the information from a government website and answer the following questions.

Date:



#### Remember to:

- Read the questions before you begin
- Use the headings to help you find information

Circle	T for true or F for false Correct the state	tem	ents that are false.		
1.	If you move to a new house, you need to	upda	ate your Health Card information.	Т	F
2.	You always have to show your Health Car	d fo	r insured health services.	Т	F
3.	You should show photo ID when you get medical services.		Т	F	
4.	You must show your Health Card when you visit the dentist.		Т	F	
Circle	the correct answer				
1.	Show your Health card at:	b.	pharmacies banks airports		
2.	If you don't show your health card you might have to:	b.	<ul><li>u. Use a family member's card</li><li>b. Pay for health services before receiving them</li><li>c. Show your passport</li></ul>		g
3.	You need to update your information if you:	a. b. c.		nam	ıe
4.	How can you protect your card from damage?	b.	Keep it at home in a safe place Put it in your husband's/wife's wal Put a plastic sleeve around it or la the paper card		ate

# Replace your Health Card: Online Activity



Skill: Reading

**Competency Area:** Getting Things Done

Indicators of Ability: Finds specific information and details;

**Teaching Notes:** Review or teach reading strategies appropriate for this activity, e.g. Google searches and using headings to find information.

Because provinces will have different requirements, we have included an online activity for this important information. We suggest completing it in small groups. If you do not have access to computers/internet you would need to supply the text.

**Set up:** Before learners begin, write the criteria that are addressed in the task on the blackboard: *Find specific information and details* 

**Assessment:** Circulate as learners complete the task and observe if/where learners are having difficulties. Debrief the activity as a large group so learners can check their answers.

## Online Activity: Replace a Lost Health Card



**Instructions:** Read the information from a government website and with a partner answer the following questions.

Name:	Date:
Steps:	

- 1. Using Google, type "<u>lost health card</u>" and the name of your province in the search box. Search.
- 2. Find the title that includes the words *Health card and replace, replacement or lost.* Click on the link to open.
- 3. Scroll down to the section about replacing a lost health card.
- 4. Copy the details.

**Complete the chart.** Give the details of how to replace your health card. If a detail doesn't apply, fill in NA.

Ву	Details
Mail	
In person	
Phone/Fax	
Electronically	

Do you need to supply other documents? If yes, which ones?

Do you need to pay a fee to replace a health card? If yes, how much?

# Writing: Skill-Building and Skill-Using Activities

Practising with Medical Forms	57
Completing a Medical Form	66
Write a Get Well Card	69

# Practising with Medical Forms



Skill: Writing

**Teaching Notes:** Based on the needs of your group of learners, use all or parts of this package of forms. Each section introduces a new form-filling skill and reviews the skill from the previous section. *Note to share with learners:* These form-filling skills transfer into other modules such as *Employment and Volunteering*, where they also fill in personal information for applications and forms.

#### Tips for Completing a Form:

#### **Checklist for Learners:**

- ✓ Read before writing
- ✓ Check abbreviations
- ✓ Print clearly
- ✓ Use blue or black ink
- ✓ Fill out everything
- ✓ Use NA if it doesn't apply to you
- ✓ Re-read for errors

#### Abbreviations and Language Notes for Learners:

- 1. First name = given name or legal name
- 2. Initial = the initial of middle name
- 3. Last name = surname or family name
- 4. # = No. or apartment/unit number
- 5. Address = the number of the house or apartment building and the name of the street, avenue, road, place, etc. The address field may appear in different orders. It might also be called the mailing address.
- 6. mm = MM = month. If the month number is between 1 and 9, a 0 is placed in front of it (e.g. 09 is September).
- 7. dd = DD = day. If the day number is between 0 and 9, a 0 is placed in front of it.
- 8. In phone numbers, the area code is always included, in this order: (area code) phone number (519) 234-9876
- 9. yy = YY = year. This is the last two digits of the year of birth (e.g. 1995 = 95).
- 10. Gender = sex. Sometimes forms ask to circle either M (male) or F (female).

**Set Up:** Consider the following options as starting points for discussions with learners:

#### Option 1

Ask learners to brainstorm what information is typically asked on forms. Write these words on the whiteboard, or have learners write them on a piece of paper.

 Once vocabulary such as first name, last name, address, postal code, phone number have been elicited, invite three or four learners up to the board to fill in their personal information, or have learners fill out the information on their papers.

For example: First Name:	Last Name:
Phone Number:	
Address:	
Postal Code:	

- 2. As a class, discuss the importance of capital letters for the first letter of a word, spacing for phone numbers and postal codes, and any other principles for filling out forms that come up. Talk about the importance of writing on the line.
- 3. Have peers come up to the board and correct any mistakes or ask learners to exchange papers and make corrections and/or move to the first set of forms in the package

#### Option 2:

Provide (or brainstorm) "Tips" for completing forms. Post the list and have learners copy it. See *Teaching Notes* for suggestions for a checklist.

**Assessment:** Considering the needs of learners, decide whether to use self or peer review. When reviewing completed forms, learners could use a check list like the following.

Did I (or did my peer) ...

- ✓ Read the form through before writing?
- ✓ Use the correct abbreviations in the address?
- ✓ Insert correct spaces in phone number and postal code?
- ✓ Capitalize only the capital letters of words?
- ✓ Print clearly?
- ✓ Use a blue pen on a final form?
- ✓ Fill out everything, but put NA for non-applicable information?

# ✓ Read for errors after finishing?

# Forms Included in this Activity:

1a Current Health	60
2a -2c Emergency Contact (three forms)	61-63
3a – 3b Family History (two forms)	64-65

# 1a Current Health

Instructions: Fill in the form.

SB
1. NAME:
2. ADDRESS:
3. TELEPHONE NUMBER:
4. SEX:
5. BIRTHDATE:/ month/day/year
6. Are you taking any medicine? ☐ Yes ☐ No
7. Do you have?  □ heart problems
☐ high blood pressure
□ allergies
□ stroke
□ lung problems
□ diabetes
□ cancer
8. Do you smoke? ☐ Yes ☐ No
How many packs a day?
9. Do you drink? ☐ Yes ☐ No
How many drinks a day?

At the Walk-In Clinic: A CLB 3-4 Module with Teaching Materials

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# 2a Emergency Contact (Mixer)

Instructions: Fill in the form with answers you get from your classmates.

5B	

Name:	 Date:	

# Who should we call in an emergency?

my husband / wife	name	Phone #
bother / sister		
son / daughter		
1.		
2.		
3.		
4.		
5.		

2b Emergency Contact Instructions: Fill out the form.

Personal Information		
Patient's Name:	first	
Address:		
street	apt#	
city province	postal code	
Phone: Home	Cell	
Date of Birth: DD/MM/YY	Sex: Male □ Female □	
Reason for today's visit:	·	
Emergency (	Contact	
Name of friend or relative:		
Relationship to patient:	Phone:	
Medical Hi	istory	
Allergies: Yes  No  Signature  No  S	Medication: Yes  No  No  No  No  No  No  No  No  No  N	

- C 179	
- 113	

# Walk-In Clinic Patient Information Form

First Name: Last Name:
Date of Birth:/ MM/DD/YY
Address:
Health Care Number:
1. Are you a new patient? Yes No
2. Do you have any allergies? Yes No
If yes, please list:
3. Are you taking any medicine? Yes No
If yes, please list:
Emergency Contact:
Name: Relationship:
Phone:
Signature:

3a	Kate <sup>2</sup>	's F	amily	y History	<sub>1</sub> ر
_ ~		-	~	,	,



SB	
	•

Name:	Date:
Kate has gone to her family docto	r for the first time.
The doctor asked her to fill out he	er family medical history form.

Grandfather Gra	randmother	Father	Mother	Son	Daughter

- Her grandfather has heart trouble and prostate problems.
- Her grandmother has diabetes and osteoporosis.
- · Her father has arthritis.
- Her mother has cancer and is stressed.
- Her mother had a caesarian (C-section)
- Her son has asthma.
- · Her son had his appendix removed.
- · Her daughter has an allergy

At the Walk-In Clinic: A CLB 3-4 Module with Teaching Materials

<sup>&</sup>lt;sup>1</sup> Modified from CIWA, Health Talk: A Health Literacy Curriculum for English Language Learners: Module 7, Filling out Medical Forms. Downloaded from: http://en.copian.ca/library/learning/ciwa/health\_talk/7\_filling\_out\_forms/7\_filling\_out\_forms.pdf

# 3b My Family History



**Instructions:** Fill out your family history form.

Nar	ne:	Date:
	Relation	Disease
	Father	
	Mother	
	Brothers	
	Sisters	
Lis	t any surgeries YOU have had:	

# Completing a Medical Form



Skill: Writing

**Competency Area:** Getting Things Done

Indicators of Ability: Includes required information; Uses standard capitalization, punctuation, formatting, spelling

**Teaching Notes:** This activity assumes that the learner has completed the skill-building activities in the module and that they will be applying these skills here.

**Set Up:** Remind learners that they are applying the skills they have practised and should use a feedback checklist to help guide their work.

Consider having the learners write in pen so they have a chance to practise this requirement. (It may also be useful when reviewing if used as a portfolio artefact.)

Based on the needs of your learners, determine the time limit for the task. Allow them to have their health card to look at during the task, since it isn't common practice to memorize a health card number.

**Assessment:** Consider how learners will check their work: self-check or with a partner? Their binders already house several completed skill-building forms, so a partner could check the task by comparing it to the information filled in from the other activities.

To provide teacher feedback, you might consider:

- Circling or highlighting selected major errors you would like them to focus on.
- Giving learners class time to correct major errors (with or without a partner), allowing you time to initial corrections as you walk around.

# SU

# PERSONAL HISTORY

INFORMATION	
Patient's Name:	Today's Date:
Date of Birth: Mai	rital Status: Sex:
Address:	
Phone #:	Health Care #:
Emergency Contact Person:	Name:
	Relationship:
	Phone:
CHIEF COMPLAINT: Please describe	the reason for your visit today.
MEDICATIONS: Please list the names.	
ALLERGIES: Yes No	
If so, please list:	
SURGICAL HISTORY: Please list any p	orior surgeries (include year).

Asthma		Yes	No	Strokes		Yes	No
Diabetes		Yes	No	Thyroid Disorder		Yes	No
Asthma		Yes	No				
High Blood Pressure		Yes	No				
Cancer		Yes	No	If yes, what type?			
Other (please	list):						
FAMILY HIST		:			If dead:		
If living:					If dead:		1
RELATION	AGE	HEA	HEALTH CONDITIONS		AGE AT DEATH		
Mother							
Father							
Siblings							
							-
							-
		1			1		1

Modified from MiraCost College Noncredit ESL Program, El Civics Assessment, Health 28.1 (Advanced)

# Write a Get Well Card



Skill: Writing

Competency Area: Interacting with Others

Indicators of Ability: Uses language to show sympathy; Conveys feelings; Uses simple sentences; Uses standard spelling, punctuation and capitals

**Teaching Notes:** This activity is not directly related to the assessment task. However, it provides an opportunity to practise new vocabulary in a relevant context. Review or teach formulaic expressions appropriate for a get well message in a card, email or letter such as: *I'm sorry (to hear) that*\_\_\_\_\_\_ followed by *I hope that*\_\_\_\_\_\_.

#### Other expressions:

- I'm sorry to hear that you're not feeling well.
- I hope you feel better soon.
- I am thinking about you.
- I hope you have a speedy recovery.
- Wishing you a speedy recovery.

Review or teach appropriate openings and closings for get well messages. Brainstorm possible additional information that can be included to personalize the message. This activity could be done as a follow-up to practise expressions and vocabulary used in the speaking task *I'm Sorry to Hear That*.

**Set Up:** Based on the needs of your learners, determine how you will set up these activities. To consider:

- How and when to review the criteria (before or after writing / write on board or on paper)
- How learners will check their work (initial each criteria / work with a partner)

Assessment: To provide feedback, you might consider:

- Circling only the major errors you would like them to correct
- Giving learners class time to correct major errors (with or without a partner), allowing you time to initial corrections as you walk around

# Write a Get-Well Card



**Instructions:** One of your classmates is sick and is in the hospital. Write her a get-well card. Remember to:

Use an ope	ening and closing	
Use expres	ssions for a get-well n	nessage
Use simple	sentences	
Check you	r spelling	
When you finish, check	your work and put yo	our initials by each of the above criteria.
Name:	<del></del>	Date:
-		·
	et Well	
	Soon!!!	
	300N!!!	

# **Assessment Tasks**

Speaking and Listening Task	72
Speaking Task	73
Listening Task	74
Reading Task and Text	75
Writing Task	. 80

## Speaking and Listening Task



**TOPIC: At the Walk-in Clinic** 

INSTRUCTIONS: Role play making a request for assistance and listening and responding to questions from intake personnel

LISTENING CRITERIA: understands requests (#3,5) and information questions (2,4,6-8); understands key vocabulary

Name: Date:

LIS	STENING: CLB 3 (#1-6) or CLB 4 (#1-8)	SPEAKING: CLB 3 or CLB 4
Qu	estion	✓ Meets Not y
1	Hello. How are you today?	Part A: Overall
2	Have you been here before?	I can understand your information.
3	Can I see your Health Card, please?	Part B: Analytic
4	What is your address?	Uses clarification strategies.
5	How can I help you?	*Gives basic information about self (# 2-4,8)
6	*Tell me about your problem including the symptoms and how long you have had the problem. OR Please describe the symptoms you have and how long you have felt this way (CLB 4)?	*States and describes problem (# 5-7)  CLB 3- uses some short simple sentences  CLB 4- uses several connected sentences to describe problem
7	*Clarifying question selected from question bank	*Uses key medical vocabulary.
8	*What prescription/other medications are you taking? Who is your family Doctor? Thank you. Please wait. A doctor will be with you shortly. Bye	CLB 3: Tries to use some vocabulary. CLB 4: Adequate use of vocabulary. CLB 4: Fluency is adequate.
Su	ccess CLB 3 = 5 out of 6 questions; must include *items CLB 4 = 6 out of 8; 2 of *items	Success CLB 3: Part A and starred (*) items in Part B CLB 4: Part A and (*) items in Part B + fluency
Wh	at you did well:	Next time:



# Speaking Task TOPIC: At the Walk-in Clinic

Name:

CLB 3-4 SPEAKING TASK: Role play making a request for assistance and listening and responding to questions from intake personnel at walk-in clinic.

Date:

SPEAKING: CLB 3 or CLB 4		
	Meets	Not yet
Part A: Overall		
I can understand your information.		
Part B: Analytic		
Uses clarification strategies.		
*Gives basic information about self (# 2-4,8)		
*States and describes problem (# 5-7)		
CLB 3- uses some short simple sentences		
CLB 4- uses several connected sentences to describe problem		
*Uses key medical vocabulary.		
CLB 3: Tries to use some vocabulary.		
CLB 4: Adequate use of vocabulary.		
CLB 4: Fluency is adequate.		
Success CLB 3: Part A and starred (*) items in Part B CLB 4: Part A and (*) items in Part B + fluency		
What you did well: Next time:		



# Listening Task

**TOPIC: At the Walk-in Clinic** 

CLB 3-4 LISTENING TASK: Role play making a request for assistance and listening and responding to questions from intake personnel at a walk-in clinic.

LISTENING CRITERIA: understands requests (#3,5) and information questions (2,4,6-8); understands key vocabulary

Name: Date:

LIS	LISTENING: CLB 3 (#1-6) or CLB 4 (#1-8)				
Qu	estion	✓			
1	Hello. How are you today?				
2	Have you been here before?				
3	Can I see your Health Card, please?				
4	What is your address?				
5	How can I help you?				
6	*Tell me about your problem including the symptoms and how long you have had the problem. OR Please describe the symptoms you have and how long you have felt this way (CLB 4)?				
7	*Clarifying question selected from question bank				
8	*What prescription/other medications are you taking? Who is your family Doctor?				
	Thank you. Please wait. A doctor will be with you shortly. Bye				
Success CLB 3 = 5 out of 6 questions; must include *items CLB 4 = 6 out of 8; 2 of *items					
Wh	nat you did well:  Next time:				

# Reading Task and Text



Topic: At the Walk-in Clinic

CLB 3-4 Reading Assessment Task: Online read a walk-in clinic home page for information

such as hours and services.

Competency Areas: Getting Things Done Criteria: Identify detail; Make a choice/decision (2.d&3.c)

NAME	CLB LEVEL: CLB 3 or CLB 4
DATE	<del></del>
Instructions: R	ead about the Meadow Lake Medical Clinic and answer the questions.
PART 1: CLB 3	and 4. Read the web page for details and fill in the chart below. (4 pts)
Address	
Clinic Hours (2pts)	
Dhana	
Phone number	
a. Is the Me	B and 4. Read to find details and make decisions. (5 pts) eadow Lake Medical Centre near public transit? YES NO e 2 cards you need to bring to every appointment eank card Health Card Library Card Bus Pass Photo ID
c. What is y	our first language?
Does so	meone at the clinic speak your language? YES NO
d. You wor	k from 8 am to 5 pm 5 days a week. Can you use this clinic? YES NO

# PART 3: FOR CLB 4 Short Answer. (6 pts)

	a. Your friend wants to see a	ı heart sp	oeciali	st. What does she need to do?
	b. How do you make an appo	ointment	at this	s clinic?
				and
C.	Is this a good clinic for you? Give one reason why	Yes	No	-

### **TASK SUCCESS**

	CLB 3	
PART 1	3/4	/4
PART 2	3.5/5 and D	/5
PART 3		

CLB 4	
3/4	/4
4/5 and D	/5
4/6 and C	/6

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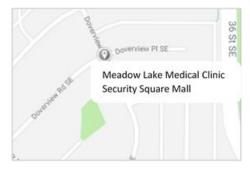
A neighbourhood integrated Medical Clinic



# Welcome to Meadow Lake Medical Clinic



#### Find Us



Meadow Lake Medical Clinic Security Square Mall (near the Meadow Lake LRT Station)

23 Fenton Road N Portsmith, ON M8Z 1Q3

Phone: (555) 325 5555 Fax: (555) 325 5556

Email: appointments@mldinic.com

#### New Patient Registration

Our clinic provides services in English, Arabic, Hindi, Urdu, and Chinese. Please feel free to recommend our clinic to any of your family and friends who are seeking a new Family Physician.

Thank you for your continued support.

Please Click on the link below to register with one of our Family Physicians.



#### **Appointments & Hours of Operation**

#### **Clinic Hours**

Monday to Friday: 9:00 AM – 9:00 PM Saturday to Sunday: 9:00 AM – 6:00 PM Walk-in: Patients can walk in during our regular hours of operation.

#### For Appointments:

Call our clinic line: (555) 325 5555
You can also email us at
appointments@mlclinic.com to sched

appointments@mlclinic.com to schedule an appointment. Please email us your name and phone number and we will contact you to set up an appointment.

To register, you will need your Health Card and one piece of photo ID such as a Driver's License issued by the government. You will need these documents at the time of every appointment.

#### Seeing a Specialist

To see one of our specialists, you must first make an appointment with one of the family physicians for a referral. Home About Us News & Events FAQ's Careers Contact Us

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A neighbourhood integrated Medical Clinic



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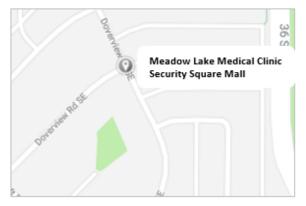
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# Writing Task



# **MEDICAL INTAKE FORM**

Fill in the form and return to the receptionist. Please print clearly

### A. Personal Information (11pts)

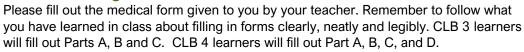
Patient's Name:		Today's Date:		
Address:		Home phone number:		
Health Number:		Cell phone number:		
Date of Birth		Age:	Sex:	
Job/Occupation:		Marital Status:		
B. What is the reason for your visit today? (1pt)				
	C. Personal I	Health (4pts)		
What medical conditions do you have?				
What allergies do you have?				
List all medications you take				
List all surgeries you have had				

### CLB3: Stop Here

CLB 4 – Please answer the following questions.

	<b>0</b> 1					
	D. Family History (4pts)					
If living:			If deceased (not living):			
	age	any medical conditions	age when died	any medical conditions		
Mother						
Father						

# CLB 3-4 Writing Assessment Task:





**Competencies:** Getting Things Done

Name:	CLB Level: CLB 3 or CLB 4	Date:	
		Exceeds/Meets	Not Yet
*OVERALL:			
Learners complete the understand	e form and reader can		
CRIT	ERIA CLB 3 & 4:		
*Includes information information is in the CCLB 3 = 12/16 CLB 4 = 16/20	•		
*Printing is neat and	clear		
	umbers, punctuation uses n Personal Information section		
Spells common word CLB 3: up to 3 errors CLB 4: up to 2 errors	•		
Task Success: CLB 3	and CLB 4: Meets Expectation	s on all items Ye	sNo
Keep doing:		Please look at:	