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Going to the Dentist

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 learning reflection tools
- ✓ Reference list of additional resources

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Table of Contents

How to Use the Module Package	1
Module Plan	3
ESL Learners with Literacy Needs.....	5
Additional Teacher Resources.....	6
Introducing the Module to the Class.....	7
Goal Setting: Going to the Dentist	9
Vocabulary: A Teacher’s Resource	11
Vocabulary-building Activities.....	12
Learning Reflection: End of Module.....	18
Listening: Skill-building and Skill-using Activities	19
Listening to Conversations with the Receptionist.....	20
Following Instructions	24
At a Dental Office	27
Speaking: Skill-building and Skill-using Activities	29
Pronunciation: Word Stress	30
Describing Problems with Your Teeth.....	32
Making an Appointment.....	33
Making a Dental Appointment	36
Reading: Skill-building and Skill-using Activities	39
Searching for a Dentist Online.....	40
Scanning for Information.....	41
Choosing a Dentist.....	44
Writing: Skill-building and Skill-using Activities	47
Writing About Dental Care	48
Completing a Form	51
Filling in a Form at a Dental Clinic	53
Assessment Tasks	56
Preparation for Assessment Tasks	57
Listening at a Dental Office	61
Speaking with the Receptionist.....	63
Reading Information About a Dental Clinic.....	66
Filling in a Form at a Dental Clinic	70

How to Use the Module Package

This module includes activities on *Going to the Dentist* 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 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 and in new contexts¹”.
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.

¹ Integrating CLB Assessment into your ESL Classroom, 2017 <https://iclba.language.ca/>

How to Use the Module Package, *continued*

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 Guidelines² (In the Portfolios section, select Feedback and Assessment from the side menu), and Integrating CLB Assessment into your ESL Classroom³ (in Chapter 2, Planning for Assessment).

² PBLA Practice Guidelines: <https://pblapg.language.ca/>

³ Integrating CLB Assessment into your ESL Classroom: <https://iclba.language.ca/>

Module Plan

Theme: Health

Topic: Going to the Dentist

	Listening CLB Level: 3-4	Speaking CLB Level: 3-4	Reading CLB Level: 3-4	Writing CLB Level: 3-4
Real-World Task Goal(s)	Understand conversations at a dental clinic.	Make a dental appointment.	Find and use simple online information about a dental clinic.	Fill in a form with personal information and responses to basic medical questions at a dental clinic.
Context/ Background Information	Dental care/coverage in Canada; the importance of dental hygiene to overall health, including regular dental cleanings and check-ups; understanding common procedures at the dentist (e.g., cleaning by the hygienist, x-rays, check-up by the dentist)			
CLB Competency Area(s) and Statements	<p>Interacting with Others Understand short social exchanges, including styles of greetings, introductions, casual small talk and leave-taking.</p> <p>Comprehending Instructions Understand short, sequentially presented instructions, commands, requests and directions related to immediate personal needs.</p>	<p>Getting Things Done Make and respond to a range of requests related to everyday activities.</p> <p>Sharing Information Ask for and give personal information and information about immediate needs.</p> <p>Give brief descriptions of personal experiences or situations.</p>	<p>Getting Things Done Get information from simple formatted texts.</p>	<p>Getting Things Done Complete short, simple forms with basic personal identification or familiar information.</p> <ul style="list-style-type: none"> • CLB 3: About 12 to 15 items including some responses to simple questions. • CLB 4: About 15 to 20 items including some responses to simple questions.

Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Language Focus Items	<ul style="list-style-type: none"> Vocabulary for visiting the dentist: dental issues, dental services, dental hygiene Commands using imperatives Courtesy formulas for greetings and closings Verbs for instructions (<i>rinse, floss, etc.</i>) 	<ul style="list-style-type: none"> Vocabulary for visiting the dentist: dental issues, dental services, dental hygiene Expressions (modals) for simple requests Adverbs of time (<i>every day, often, sometimes, etc.</i>) Adjectives: <i>sensitive, sore, broken</i> Word/sentence stress Pronunciation of ordinal numbers for dates 	<ul style="list-style-type: none"> Format of online information about clinics Vocabulary for contact information, hours, location, etc. Vocabulary for dental services 	<ul style="list-style-type: none"> Vocabulary for extended personal information items on a form Vocabulary for dental and medical information Adverbs of time (<i>every day, often, sometimes, etc.</i>) Adjectives: <i>sensitive, sore, broken</i>
Language and Learning Strategies	<ul style="list-style-type: none"> Listening for key words to get the gist Listening for specific details Identifying language for instructions and requests 	<ul style="list-style-type: none"> Speaking clearly Speaking with adequate volume Using notes or cues to remember what to say Asking for repetition to ensure accuracy of information 	<ul style="list-style-type: none"> Using format to help with comprehension Scanning for specific information 	<ul style="list-style-type: none"> Writing in the space provided Re-reading writing out loud to check for errors and omissions
Assessment Tasks	Listen to a conversation between a patient and a dental hygienist to understand instructions. Answer comprehension questions.	Make a dental appointment, give the reason for the appointment, and end the conversation appropriately. CLB 4: Negotiate a convenient time/date.	Read online information about a dental clinic, including location, contact information, services provided, and booking an appointment.	Fill in a form for a dental office that includes personal information and basic medical questions.

ESL Learners with Literacy Needs

Within your class, there may be learners with literacy needs. You may find that their speaking and listening skills are higher than their reading and writing skills, or that they need more time and support for reading and writing activities. Refer to the considerations below for suggestions for supporting ESL literacy learners. Note that there is also a separate CLB 3L-CLB 4L *Going to the Dentist* module available for classroom use.

General Accommodations/ Considerations for ESL Learners with Literacy Needs

The following are some suggestions for supporting ESL Literacy learners:

- Elicit and record 'experience' stories from learners about going to the dentist (Language Experience Approach).
- Read texts out loud as learners follow along.
- Emphasize oral practice as a way of developing vocabulary and reinforcing learning.
- Create a sight word wall with vocabulary related to the topic.
- Use picture/picture, picture/word or word/word matching to practise identifying vocabulary.
- Make explicit the connections between what learners are studying in class and how they can use it in the community.
- Provide additional time to complete tasks and activities.
- Present the listening texts in segments with multiple repetitions.
- Encourage the use of additional supports such as dictionaries, word banks or phones during activities.
- Allow for oral responses (instead of written) on comprehension questions for the receptive tasks.
- Adjust the complexity of tasks or texts for skill-building activities and skill-using tasks so that they are easier for literacy learners. For example, texts for reading could include less information and reading comprehension tasks could have fewer questions, and require less writing. Slowly build skills so that literacy learners are able to complete the same CLB-aligned real-world assessment tasks.
- Break each skill-using task 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.
- Explicitly teach and model learning strategies.

See the *CLB: ESL for Adult Literacy Learners (ALL)*⁴ document for additional strategies to help literacy learners complete Reading and Writing skill building activities and skill using tasks.

⁴ ESL for Adult Literacy Learners: <https://www.language.ca/product/clb-esl-for-adult-literacy-learners-all-pdf-e/>

Additional Teacher Resources

The Language Companion Stage 1:

My Canada: Health Care in Canada, p. 30

Helpful English: Making Medical Appointments, p. 15



- Oxford Picture Dictionary: Second Canadian Edition, 2009. Oxford University Press.
 - Dental Care: p. 119
- Learning Chocolate: Dental Health www.learningchocolate.com/word-set/dental-health
- Reading Skills for Today's Adults: Healthy Teeth www.readingskills4today.com/healthyteeth
- iSLCOLLECTIVE: Dentist ESL Worksheets <https://en.islcollective.com/english-esl-worksheets/search/dentist>
- ISS of BC, Janis's ESL: Dental Health: <https://janis-esl.issbc.org/esl-links/dentist/>
- Wordwall: Going to the Dentist Vocabulary Drag and Drop <https://wordwall.net/resource/27266008/english/going-to-the-dentist>
- Immigrant Services Association of Nova Scotia (ISANS): Level 2 Going to the Dentist www.isans.ca/wp-content/uploads/2010/06/TutoringStartsHere_2016_Level-2_FINAL.pdf
- Community Adult Learning Program: *Dental Office: Part 2* <https://calp.ca/express/articles/dental-office-part-2.htm>

Introducing the Module to the Class

There are many ways to introduce the module to learners. The following is an example.

Warm-up Questions

1. Have learners discuss one or a selection of the following questions in small groups. Specific questions could be posted in different areas of the classroom, with groups assigned to those areas.
 - How do you take care of your teeth?
 - Have you ever had a problem with your teeth?
 - How often do you go to the dentist?
 - Have you visited the dentist in Canada?
 - How do you find a dentist in Canada?
 - How do you make a dental appointment?
 - What happens at the dentist?
 - What are some examples of common dental problems?
2. Debrief with the whole class by alternating through each group, having them share their answers for some questions.

Using the Language Companion

After the discussion, follow up with a look at the Stage 1 Language Companion.

Distribute the handout titled *Language Companion Search: Going to the Dentist*. Have learners search the Language Companion for the answers in pairs. Provide assistance with unfamiliar vocabulary and navigating the text as needed.

Answer Key: Language Companion Search

Question	Answer
Look at Helpful English, Table of Contents. What page has information about Staying Healthy? Read this page.	page 15
How do you ask for an appointment?	I'd like to make an appointment...
How can you give your availability?	Monday mornings are best...
How can you answer when the receptionist suggests a date or time?	Yes, that works for me.
How do you cancel an appointment? What do you say?	I need to cancel my appointment...

Introducing the Module to the Class, *continued*

Language Companion Search: Going to the Dentist

Instructions: Work with a partner. Look in your Language Companion. Answer the questions.

Question	Answer
Look at <i>Helpful English</i> , Table of Contents. What page has information about Staying Healthy? Read this page.	
How do you ask for an appointment?	
How can you give your availability?	
How can you answer when the receptionist suggests a date or time?	
How do you cancel an appointment? What do you say?	

Goal Setting: Going to the Dentist

Teaching Note: Complete the goal setting activity after introducing the module to the class.

Set Up:

1. Post a list of language skills that learners can develop in this module, such as:
 - Listen to simple instructions at the dentist
 - Greet someone politely
 - Make a dental appointment
 - Describe a dental problem
 - Read an online search result when looking for a dentist
 - Read simple information on a dental office website
 - Fill in a form at a dental clinic
2. Ask learners to think about which skills they want to focus on and improve. Have them complete their goal-setting sheets.
3. Have learners review their goals at the end of the module and think about the strategies they used to achieve these goals. Finally, have them brainstorm some next steps for further practice.

Goal Setting: Going to the Dentist

Name: _____

Date: _____

Beginning of module goal setting:

In this module, I want to improve these skills:	What can I do to achieve these goals?

End of module review:

Date: _____

My goals:	Did I achieve my goals?	Were my strategies successful?
My Next Steps: 		

Vocabulary: A Teacher's Resource

The master list below includes some of the words that appear in this module. For skill-building activities, select the words that will be the most useful for learners in your class.

General Vocabulary

- | | | |
|----------------|--------------------------------|------------------------|
| • patient | • waiting room | • dental office/clinic |
| • hygienist | • opening hours | • insurance |
| • receptionist | • (dental/dentist) appointment | • receipt |
| • dentist | | • credit card |

Instructions at the Dentist

- | | | |
|-------------------------------|--------------------------|--------------------|
| • put on the [safety] glasses | • floss your teeth | • spit |
| • brush your teeth | • rinse | • sit in the chair |
| • lean back | • open [your mouth] wide | • fill in the form |
| • turn toward me | • take/have a seat | |

Dental Words

- | | | |
|---------------|-------------------------------|--------------|
| • tooth/teeth | • sensitive | • bib |
| • check-up | • broken tooth/broke a tooth | • tissues |
| • cleaning | • lost a tooth/tooth fell out | • filling |
| • x-ray | • cavity | • crown |
| | • dental floss | • toothpaste |

Vocabulary for Web Searches

- | | | |
|------------------|------------------|------------------|
| • browser | • URL | • click (on) |
| • search engines | • web page | • search box |
| • website | • search word(s) | • online reviews |
| • web search | • type | • scroll |
| • select | | |

There are a number of vocabulary items that learners will encounter in this module that may be unfamiliar. Below are a variety of vocabulary-building activities that can be used to help learners retain and use these words. Vocabulary and word cards are on the pages that follow, and can be used with various activities.

- **Find the Picture:** Arrange learners into pairs. Give Learner A a set of word cards and Learner B a set of picture cards. Learner A calls out a word, learner B finds the corresponding picture card in their set. Learners switch roles when they are done and repeat the activity.
- **Card Matching:** Copy and cut out the vocabulary cards. Have learners work together in pairs to match the pictures to the words. Then have learners make sentences using the words. Learners can also match dental problems with dental services to deal with the problems.
- **TPR:** Give the learners a command from the list of dental instructions. Have them respond by miming the action. After you have practiced many times, have learners take turns calling out the commands.
- **Charades:** Arrange the class into groups of 3 or 4. Have one learner in each group take a vocabulary card and not show it to anyone. This learner should try to act out the word on the card while other learners guess the word.
- **Running Dictations:** Post the vocabulary words and a sentence using the word on cards around the classroom and out in the hallway if possible. Have learners work in pairs and assign each pair several of the vocabulary word. One learner sits and writes, while the other runs to find the word and remember the sentence. They report it back to their partner (no photography!), and their partner writes it down. Only the sitting partner can write.
- **Word Race:** Divide the class into small groups of three or four learners. Set a time limit and have each group list as many vocabulary words from the module as they can. When the time is up, the team with the most correctly spelled words wins!
- **Writing Sentences:** Have learners choose new words or expressions that they have learned and write sentences with each one.
- **Pronunciation Practice:** Have learners mark the stressed syllables and practise pronouncing the words in their word lists.

 Instructions

<p>sit in the chair</p>	
<p>rinse your mouth</p>	
<p>put on the glasses</p>	
<p>turn toward me</p>	



 Instructions, *continued*

<p>floss</p>	
<p>brush</p>	
<p>open (your mouth) wide</p>	
<p>spit</p>	


 Dental Problems

<p>have a cavity</p>	
<p>broke a tooth/ have broken tooth</p>	
<p>tooth fell out/lost a tooth</p>	
<p>have a toothache / tooth hurts</p>	

 **Dental Problems**

<p>teeth are sensitive</p>	
<p>filling came out</p>	

 **Dental Services**

<p>crown</p>	
--------------	--

✂ Dental Services

<p>cleaning</p>	
<p>x-ray</p>	
<p>check-up</p>	
<p>filling</p>	

Learning Reflection: End of Module

Name: _____

Date: _____

Think about the skills you practised in this module. Put a check in the column that describes your ability.

	Yes!	Need more practice.	This is hard!
I can use the topic vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand instructions at the dentist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make a dental appointment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe a dental problem and say what I need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can search for a dental office online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can scan a dental website for simple information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can fill in a form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part Two: Learning Reflection

What is the most useful thing you learned in this module?

Which activity was the most difficult for you? How can you practise this skill more?



Listening

Skill-building and Skill-using Activities

Listening to Conversations with the Receptionist.....	20
Following Instructions	24
At the Dental Office	27

Teaching Notes: This activity gives learners practice listening to conversations with a dental receptionist, including greetings and common phrases related to appointments.

Set Up:

1. Ask learners to describe what happens when they go to the dentist. Who do they speak with first? Talk about the receptionist and the kinds of things the receptionist might ask them. Talk about the difference between the job of the hygienist (who cleans the teeth) and the dentist (who checks and treats teeth and gums).
2. Distribute the activity. Inform learners that they will listen to several conversations between patients and a receptionist and answer questions.
3. Play the conversations one at a time and give learners time to answer the questions.
4. Take up the answers in a class discussion.

Additional Practice Suggestion:

- Use additional online videos or recordings of interactions at a dental office for listening practice. (E.g., English Conversations: Going to the Dentist www.youtube.com/watch?v=H6KCSIpegVk).

Answer Key:

Conversation 1	Conversation 3
1. c	1. a
2. a	2. b
3. b	3. b <i>She says Mondays aren't good.</i>
4. b	4. c
5. a	5. a
Conversation 2	Conversation 4
1. c	1. c
2. a <i>She is seeing a hygienist.</i>	2. b
3. c	3. c
4. b	4. a
5. b <i>The receptionist says she will let Paula know when the hygienist is ready.</i>	5. b

Transcript:

Conversation 1 (0:08 in audio file)

Receptionist: Hi. How can I help you?

Patient: Hi, my name is Anwar Khalib, and I have an appointment to see the dentist at 2:00 o'clock.

Receptionist: Oh yes, Anwar, it's nice to meet you. This is your first time here, so please fill out this form. Here is a pen. You can take a seat in the waiting room.

Patient: Thank you.

Receptionist: I'll let the dentist know you are here.

Conversation 2 (0:38 in audio file)

Receptionist: Hi Paula. How are you?

Patient: Good afternoon! I'm good thanks. I'm here for my appointment at 4:00.

Receptionist: Yes of course. The hygienist Mary is just finishing with another patient right now. I will let you know when she's ready. Just have a seat in the waiting area. It won't be too long.

Patient: No problem. Thank you.

Conversation 3 (1:03 in audio file)

Receptionist: The dentist would like to see you again in two weeks. How about Monday, the 30th?

Patient: Unfortunately, Mondays aren't good for me. Do you have anything on Tuesday, the first?

Receptionist: Let me check. Yes, I have an opening at 5:00 pm on the first. Is that OK?

Patient: Yes, that's perfect!

Receptionist: Okay. We'll see you again on Tuesday, October 1st at 5:00 pm.

Patient: Great. Thank you.

Conversation 4 (1:37 in audio file)

Receptionist: So, Paula, you have dental insurance. Is that correct?

Patient: Yes, I do.

Receptionist: Okay, so that will be \$195.75 for your cleaning today. How would you like to pay?

Patient: I'll pay with my credit card.

Receptionist: Sure. Just tap here. I'll print out a receipt for you.

Patient: Great. Thanks very much.

Instructions: Listen to the conversations. Answer the questions.

Conversation 1

1. Where does the conversation happen?
a. on the phone b. in the hygienist's room c. at the front desk
2. What time is Anwar's appointment?
a. at 2:00 b. at 2:30 c. at 3:00
3. What does Anwar have to do?
a. clean his teeth b. fill out a form c. come back later
4. The receptionist says, "It's nice to meet you." This means _____.
a. Anwar has been to this clinic before.
b. Anwar hasn't been here before.
c. Anwar has a meeting with the receptionist.
5. The receptionist says, "You can take a seat in the waiting room". What does this mean?
a. Sit down and wait. b. Take a chair with you. c. Sit in the dentist's chair.

Conversation 2

1. How does the receptionist greet the patient?
a. Hello Paula. How are you? b. How are you, Paula? c. Hi Paula. How are you?
2. Why is Paula coming to the dental office?
a. to get her teeth cleaned b. to get a filling c. to talk to the dentist
How do you know? _____
3. When is Paula's appointment?
a. at 5:00 b. at 4:30 c. at 4:00
4. Is this Paula's first time at the clinic?
a. Yes b. No
5. Can Paula see the hygienist right away?
a. Yes b. No
How do you know? _____

Conversation 3

1. When does the conversation happen?
 - a. after the patient's appointment with the dentist
 - b. during the patient's appointment with the dentist
 - c. when the patient first arrives
2. What is the conversation about?
 - a. explaining a problem to the dentist
 - b. making an appointment
 - c. complaining about the dentist
3. When is the patient **not** available?
 - a. Tuesdays
 - b. Mondays
 - c. In October
4. The receptionist says she has an opening at 5:00. She means _____.
 - a. the dental office opens at 5:00
 - b. there is no appointment available at 5:00
 - c. an appointment at 5:00 is available
5. When is the patient's next appointment?
 - a. Tuesday, October 1st
 - b. Monday, September 30th
 - c. Monday, October 1st

Conversation 4

1. What is the conversation about?
 - a. paying for dental insurance
 - b. making another appointment
 - c. paying for the dental appointment
2. When does the conversation take place?
 - a. before Paula's appointment
 - b. after her appointment
 - c. during her appointment
3. What was the appointment for?
 - a. a check-up
 - b. a crown
 - c. a cleaning
4. How does Paula pay?
 - a. with a credit card
 - b. with cash
 - c. with a debit card
5. What is the cost of the dental bill?
 - a. \$175.95
 - b. \$195.75
 - c. \$197.75

Teaching Note: This activity involves listening to instructions at a dental appointment, and introduces vocabulary related to dental appointments.

Set Up:

1. Inform learners that they will listen to instructions at a dental appointment. Distribute a set of picture and word cards for **Instructions** from the *Vocabulary-building Activities* section of the module. Go over each instruction. Engage learners in vocabulary-building activities, such as matching the picture cards with the word cards or playing “Charades”.
2. Write some of the instructions on the board and draw learners’ attention to the imperative form of the verb (e.g., Sit in the chair.), without a subject at the beginning.
3. Distribute the handout. Inform learners that they will listen to four audio clips and check the instructions they hear. Tell learners that the wording of the instructions on the handout is not exactly the same as the audio. Consider doing the first one as a class. Go over any unfamiliar vocabulary in the listening texts (e.g., tissues, bib).
4. Play the audio at least twice. Take up the answers in a class discussion.

Additional Practice Suggestions:

- Have learners work in small groups with the handout. One learner calls out an instruction and the others respond by miming the correct action.
- Arrange learners in small groups. With the picture cards on the table, they take turns drawing a card and saying the correct word (and get a point if they say the correct word).

Transcript (1:56 in the audio file)

1. Have a seat. I’m going to begin with the cleaning and then the dentist will have a look at your teeth. Please put on these glasses and turn toward me. Open your mouth nice and wide. That’s it. Thanks.
2. Okay, Lisa. I’m just about done with cleaning your teeth. You can spit that out. And there’s a cup over there for you to rinse your mouth. Help yourself to some tissues if you need them.
3. Hi, Tom. I’m Dr. Patel. I see you’re here for a filling. Please have a seat. Could you put on these glasses for me? Thanks. Let’s put a bib on you. Now turn toward me and open your mouth. That’s great, thank you.
4. That’s all for today. Here is a little bag for you to take home with you. It has some dental floss, a toothbrush and some toothpaste. Be sure to brush twice a day and floss everyday as well.

Answer Key:

Audio 1

- Sit in the chair.
- Turn toward me.
- Brush your teeth.
- Open wide.
- Floss.
- Spit.
- Rinse.
- Put on the glasses.

Audio 3

- Sit in the chair.
- Turn toward me.
- Brush your teeth.
- Open wide.
- Floss.
- Spit.
- Rinse.
- Put on the glasses.

Audio 2

- Sit in the chair.
- Turn toward me.
- Brush your teeth.
- Open wide.
- Floss.
- Spit.
- Rinse.
- Put on the glasses.

Audio 4

- Sit in the chair.
- Turn toward me.
- Brush your teeth.
- Open wide.
- Floss.
- Spit.
- Rinse.
- Put on the glasses.

Instructions: Check the instructions you hear.

<p>Audio 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sit in the chair. <input type="checkbox"/> Turn toward me. <input type="checkbox"/> Brush your teeth. <input type="checkbox"/> Open wide. <input type="checkbox"/> Floss. <input type="checkbox"/> Spit. <input type="checkbox"/> Rinse. <input type="checkbox"/> Put on the glasses. 	<p>Audio 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sit in the chair. <input type="checkbox"/> Turn toward me. <input type="checkbox"/> Brush your teeth. <input type="checkbox"/> Open wide. <input type="checkbox"/> Floss. <input type="checkbox"/> Spit. <input type="checkbox"/> Rinse. <input type="checkbox"/> Put on the glasses.
<p>Audio 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sit in the chair. <input type="checkbox"/> Turn toward me. <input type="checkbox"/> Brush your teeth. <input type="checkbox"/> Open wide. <input type="checkbox"/> Floss. <input type="checkbox"/> Spit. <input type="checkbox"/> Rinse. <input type="checkbox"/> Put on the glasses. 	<p>Audio 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sit in the chair. <input type="checkbox"/> Turn toward me. <input type="checkbox"/> Brush your teeth. <input type="checkbox"/> Open wide. <input type="checkbox"/> Floss. <input type="checkbox"/> Spit. <input type="checkbox"/> Rinse. <input type="checkbox"/> Put on the glasses.

Competency Area: Comprehending Instructions

Indicators of Ability: Understands purpose (2); understands details (4, 5, 6, 7); understands instructions (3); makes inferences (1)

Teaching Notes: This task builds on the skill-building activities and includes listening to instructions in a dental clinic.

Set Up:

1. Distribute the task handout and review the questions together.
2. Play the audio at least twice. Give learners time to answer the questions and check their answers. Inform learners that they just need short answers on the *How do you know?* questions and that grammar and spelling will not be marked.

Assessment:

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

- Observation: Circulate, provide feedback, and record observations on an observation form.
- Collect tasks and mark them.
- Self-reflection: Reflect on the task with learners after they complete it. Are they still having difficulty with it? Would they like more practice?

Transcript (3:14 in the audio file)

Dentist: Hi, Sam. It's nice to see you. How are you feeling today?

Patient: Good morning, Dr. Patel. I am feeling fine, thanks. How are you doing?

Dentist: Very well, thank you! Have a seat. I'm going to check your teeth. And we probably need to take some x-rays today. Are you okay with that?

Patient: Sure.

Dentist: Okay, please put on the glasses. Now turn toward me. Open wide. That's it. Your teeth look very good. How often do you brush?

Patient: I brush twice a day. And I floss every evening.

Dentist: That's great. Are your teeth sensitive?

Patient: Yes, they're a little sensitive when I eat something cold especially at the front.

Answer Key:

- | | | |
|---|------|------|
| 1. c (<i>The patient says Dr. Patel.</i>) | 4. c | 7. c |
| 2. a | 5. a | |
| 3. a, b, e, g | 6. a | |

Competency Area: Comprehending Instructions

Indicators of Ability: Understands purpose (2); understands details (4, 5, 6, 7); understands instructions (3); makes inferences (1)

Name: _____ **Date:** _____

Instructions: Listen to the conversation. Answer the questions.

1. Who is the patient talking to?

- a. the dental hygienist b. the receptionist c. the dentist

How do you know? _____

2. What is the reason for the visit?

- a. a check-up b. a cleaning c. get a filling

3. Circle all the instructions you hear.

- a. Put on the glasses
- b. Sit in the chair
- c. Rinse
- d. Put on the bib
- e. Turn toward me
- f. Spit
- g. Open wide

4. How are Sam's teeth?

- a. very bad b. okay c. very good

5. How often does Sam brush his teeth?

- a. twice a day b. every evening c. once a week

6. How often does Sam floss his teeth?

- a. once a day b. every morning c. twice a day

7. What is Sam's problem?

- a. He has a cavity. b. He has a toothache. c. His teeth are sensitive.



Speaking

Skill-building and Skill-using Activities

Pronunciation: Word Stress	30
Describing Problems with Your Teeth	32
Making an Appointment	33
Making a Dental Appointment	36

Teaching Notes: In this activity, learners practise word stress using the module vocabulary. It's a good idea to integrate pronunciation practice activities whenever appropriate when delivering the module.

Set Up:

1. Engage learners in a discussion about pronunciation, syllables, and syllable stress. Inform learners that words consist of syllables (e.g., *floss* is a one-syllable word; *dentist* is a two-syllable word; *sensitive* is a three-syllable word). In English, words that have more than one syllable carry stress on one of the syllables (i.e. the sound is louder and longer). Stressing the wrong syllable can cause misunderstandings or confusion. Write sample two- and three-syllable words on the board using words from the module to illustrate (e.g., dentist, sensitive, appointment, etc.). Have learners count the number of syllables and say where they think the stress is.
2. Distribute the activity handout. Practise saying each of the dental words together. Review the meanings of any unfamiliar words.
3. Have learners complete Part A by circling all the one-syllable words in the list. Review as a class. Learners can work alone or in pairs to complete Parts B and C.
4. Take up the answers as a class, and practise saying each word together using the correct word stress.

Additional Practice Suggestion:


- Arrange learners in pairs. One learner can say a vocabulary word, and the other can clap the syllables and say where the stress is.
- Introduce learners to an online pronunciation tool to check the pronunciation of any word, such as in the google browser, entering a word (e.g., dentists) and “pronounce.” See the screenshot below of the pronunciation tool.





Part A: Check the one-syllable words in the list below. Practise saying the words.

Word List: Going to the Dentist			
<input type="checkbox"/> brush	<input type="checkbox"/> receptionist	<input type="checkbox"/> cleaning	<input type="checkbox"/> filling
<input type="checkbox"/> floss	<input type="checkbox"/> hygienist	<input type="checkbox"/> x-ray	<input type="checkbox"/> chair
<input type="checkbox"/> dentist	<input type="checkbox"/> patient	<input type="checkbox"/> sensitive	<input type="checkbox"/> glasses
<input type="checkbox"/> spit	<input type="checkbox"/> appointment	<input type="checkbox"/> cavity	<input type="checkbox"/> bib
<input type="checkbox"/> swallow	<input type="checkbox"/> rinse	<input type="checkbox"/> dental	<input type="checkbox"/> office

Part B: From the list above, write the two-syllable words below. Practise saying the words.

Words with 2 Syllables	Two-syllable words have stress on the first syllable.
_____	For example:  • • DEN tist

Part C: Write three-syllable and four-syllable words below. Practise saying the words.

Words with 3 or 4 Syllables	Three and four syllable words have stress on different syllables.
_____	For example:  • • • a PPOINT ment  • • • SEN si tive

Teaching Notes: This activity reviews vocabulary for common dental problems. If learners mention more dental problems than are listed in the vocabulary for this module, write them on the board and have learners add them to their vocabulary list.

Set Up:

1. Ask learners if they have ever had a problem with their teeth and what they did about it. Brainstorm a list of common dental problems on the board.
2. Distribute a set of the **Dental Problems** (picture and word) cards from the *Vocabulary-building Activities* section of the module to everyone in the class. Go over each problem orally. Have learners match the pictures with the word cards as you go along. Have learners repeat each word and model correct pronunciation as needed.
3. Distribute a set of the **Dental Services** (picture and word) cards from the *Vocabulary-building Activities* section of the module to everyone in the class. Have learners practise saying the words. In pairs, have learners match the dental problems with the correct service.
4. Inform learners that they are going to practise short exchanges between a patient and either a hygienist, dentist, or receptionist. Elicit and write on the board some phrases that these people might use to ask about your teeth: *How are your teeth today? Do you have any problems with your teeth?*
5. Arrange learners in two opposing lines. Assign learners in one line to be patients and learners in the other line to be hygienists, dentist, or receptionists.
6. Show one **Dental Problem** picture card to the patient group and have the other group ask a question about their teeth. Learners respond by saying what their problem is using a full sentence. Have one learner in the patient line go around to the back of the line so that they are now face to face with a different partner. Repeat this process for all of the dental problems, giving feedback on pronunciation, sentence formation, etc. between exchanges. Switch roles and repeat the process.
7. Have learners practise asking about the treatment they need, by eliciting questions: *How are my teeth? What do I need next? What do you suggest?* etc. Show one **Dental Services** picture to the group and have them complete similar exchanges with the second set of vocabulary.

Additional Practice Suggestion:

- Have learners give a short presentation about visiting the dentist. Have them say what the problem was and what the dentist did. For example: *My name is Maria. Last year, I had a cavity. I went to the dentist and I got a filling.*

Teaching Notes: Learners practise dialogues to book appointments for different reasons.

Set Up:

1. **Part A:** Ask learners how they usually make an appointment at the dentist. Do they go online? Do they go in person to the dental office? Do they call a dentist who speaks their language?
2. Elicit from learners how to ask for an appointment (e.g., *I'd like an appointment to see the hygienist*). Write expressions on the board. Remind learners that if they only need a cleaning, they make an appointment to see the hygienist. If they have a problem with their teeth, they would make an appointment with the dentist.
3. Distribute the handout on the page that follows. Practise reading the dialogue with someone in the class before inviting a few pairs of learners to perform the dialogue for the class.
4. Have learners work in pairs to practise reading the dialogue together. Learners switch roles so that each person is playing the role of the patient.
5. **Part B:** Cut up and distribute one pair of role cards to each pair of learners. Have one learner play the role of the receptionist using the information on their card. The second learner uses their role card to negotiate a convenient time and date for their next appointment.
6. Cut up and distribute the second pair of role cards to each pair of learners. Learners switch roles and perform the second role play. Learners can practise switching roles as many times as needed until they feel comfortable with the dialogue
7. After everyone has practised the dialogue a few times, invite learners to perform their dialogues for the class (without the patient script, if possible).

Part A Instructions: Work with a partner. Read the conversation together.



Receptionist: The dentist would like to see you again in two weeks. How about Thursday, June 10th?

Patient: Thursdays aren't good for me. Do you have anything on Friday, the 11th?

Receptionist: Let me check. Yes, I have openings on the 11th. Do you prefer a morning or an afternoon appointment?

Patient: The afternoon is better for me.

Receptionist: Okay, how about 4:00?

Patient: Perfect.

Receptionist: Okay. I have you booked for 4:00 on Friday June 11th.

Patient: Great. Thanks very much.

Part B Instructions: Work with a partner. Take turns being the receptionist and the patient making an appointment for a convenient day/time.



Receptionist:	The dentist would like to see you again in three weeks. How about <u>Monday, July 5th</u> ?
Patient:	
Receptionist:	Let me check. Yes, I have openings on <u>Wednesday the 7th</u> . Do you prefer a morning or an afternoon appointment?
Patient:	
Receptionist:	Okay, how about <u>5:00 on Wednesday, July 7th</u> ?
Patient:	

Patient:	<i>(Mondays aren't good for you. Ask for Wednesday the 7th.)</i>
Patient:	<i>(You prefer afternoon)</i>
Patient:	<i>(The day and time is good for you)</i>



Receptionist:	The dentist would like to see you again in two months. How about <u>Thursday, October 23rd</u> ?
Patient:	
Receptionist:	Yes, I have openings on <u>Saturday the 25th</u> . Do you prefer a morning or an afternoon appointment?
Patient:	
Receptionist:	Okay, how about <u>10:00 on Saturday, October 25th</u> ?
Patient:	

Patient:	<i>(Weekdays aren't good for you. Ask for an appointment on a Saturday)</i>
Patient:	<i>(You prefer morning)</i>
Patient:	<i>(The day and time is good for you)</i>

Competency Area: Getting Things Done

Indicators of Ability: Uses polite expressions to greet and request an appointment; describes the problem using appropriate vocabulary; answers the receptionist's questions; speaks clearly.

Teaching Notes: This task is a pair role play, in which the assessed learner (Learner B) plays the role of a patient making a dental appointment. Learner A plays the role of the receptionist and reads from a script. You may want to give each Learner B a different picture card for **Dental Problems** (from the *Vocabulary-building Activities* section of the module) to use during the role play.

Set Up:

1. Explain the task to learners. They will perform role-plays with a partner. Partner A will play the receptionist by reading from the script. Partner B will play the role of the patient. Partner B follows the prompts on their card to make an appointment with the appropriate person and answer the receptionist's questions.
2. Learners switch roles when they are done.

Assessment:

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

- Peer and self-assessment: Explain the criteria in the peer/self-assessment form to ensure that learners understand the expectations. Partners can assess each other.
- Provide enough time for peers to share and review feedback. Alternatively, the feedback form can be used for self-assessment.
- Circulate and make observations during the role plays. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice. You may also want to review the peer feedback.
- In a class discussion, have learners reflect as a class on the experience. Was it easy? Was it difficult? What kinds of things do they need more practice with?

Instructions: Partner A is the receptionist. Partner B is the patient. Partner A begins. Use the information below to ask questions. Switch roles when you are done.




Partner A: Receptionist

Receptionist: How can I help you?
Patient:
Receptionist: Sure. What is the appointment for?
Patient:
Receptionist: Okay. How about Monday at 2:00 pm?
Patient:
Receptionist: Yes, I have an opening at 5:00 on Monday.
Patient:
Receptionist: Okay, we'll see you at 5:00 on Monday.



Partner B: Patient

1. Say who you want to see. Ask for an appointment in a week.
2. Say the reason for the appointment. (choose 1)
3. Ask for an appointment after 4:00 if possible.
4. End the conversation politely.

Peer Feedback: Making a Dental Appointment SU

Speaker: _____ CLB 3 CLB 4

Peer: _____ Date: _____

Put a check ✓

Uses polite expressions to ask for an appointment.

Says what the appointment is for using good vocabulary.

Answers the receptionist's questions correctly.

Were the answers clear? Could you understand? Check ✓one

YES NEEDS WORK



Peer Feedback: Making a Dental Appointment SU

Speaker: _____ CLB 3 CLB 4

Peer: _____ Date: _____

Put a check ✓

Uses polite expressions to ask for an appointment.

Says what the appointment is for using good vocabulary.

Answers the receptionist's questions correctly.

Were the answers clear? Could you understand? Check ✓one

YES NEEDS WORK



Reading

Skill-building and Skill-using Activities

Searching for a Dentist Online	40
Scanning for Information	41
Choosing a Dentist	44

Teaching Notes: This activity will require a computer, a projector, and internet access. It is helpful if learners have access to digital devices to follow along. Pre-teach digital language, such as *search engine*, *browser*, *search bar*, *URL*, *website*, as required. A video on how to do an online search is also linked here: <https://vimeo.com/930794244?share=copy>

Set Up:

1. Ask learners if they have a dentist, and how they found the dentist (e.g., word of mouth, online).
2. Demonstrate how to do an online search for a local dentist in a step-by-step process (or use the video mentioned above). Open a search engine and type key words (e.g., local dentists, dentist near me, dentist (+ name of city or town) in the search bar. Have learners follow the steps on their own devices.
3. Look at the search results as a class. Examine the kind of information that comes up (e.g., the name of the dental office, the location, hours of operation, star rating).
4. Select one dental clinic from the search results and engage learners in a scanning activity to find simple information (e.g., name of the clinic, address, phone number, hours of operation, rating). Repeat with another website.
5. Draw learners' attention to common icons in search results and websites: website icon, directions icon, and rating stars



4.5 ★★☆☆☆

6. Have learners use their own devices to look at the website for a dental clinic of their choosing. Have them create and complete a chart (similar to the one below) with information from the site.

Name	Address	Phone Number	Hours	Rating

7. In a class discussion, ask a few learners to present the clinics they chose and say why they chose it.

Additional Practice Suggestion:

- Give learners a scenario, such as *I need a dentist downtown* or *I need a dentist for children* and ask them to find a local dentist that meets the criteria.

Teaching Notes: This activity builds on the previous one and includes some vocabulary development for simple dental services.

Set Up:

Part A

1. Review the vocabulary for Dental services if needed. Distribute the handout for Part A and ask learners to leave it face down on their desks. Review scanning, and do a think-aloud by describing what is happening in your head when you scan for information. Describe what your eyes do.
2. Ask learners to turn over the handout and quickly scan the description of the dental clinic to find specific dental services. Take up the answers as a class. Have them scan for additional information, such as location or who the clinic provides services to (adults and children).

Part B

3. Distribute the handout for Part B and ask learners to leave it face down on their desks. Ask the questions below one at a time and have learners turn over the paper and scan for the answers. The activity can be done orally; learners do not need to write their answers.
 1. What is the name of the dental clinic?
 2. What is the address?
 3. What is the phone number?
 5. What is the website URL?
 6. What are the hours of operation?
4. In a class discussion, talk about reviews and the meaning of the stars (the more stars the better). Ask how many people have reviewed the Harwood Dental Clinic and talk about the number in brackets. Ask learners whether they think this is a good clinic and why.

Additional Practice Suggestion:

- Have learners look at websites for a few local dentists and identify the services provided.

Part A Instructions: Scan for information.

Brookside Dental Clinic



Welcome to Brookside Dental Clinic!

We are located downtown, and we are great for children and adults. We provide a full range of dental services. We do cleanings, x-rays, and check-ups. We also do fillings and crowns. If you have a problem with your teeth, let Brookside take care of you!

Free parking is available!



Brookside Dental Clinic



Welcome to Brookside Dental Clinic!

We are located downtown, and we are great for children and adults. We provide a full range of dental services. We do cleanings, x-rays, and check-ups. We also do fillings and crowns. If you have a problem with your teeth, let Brookside take care of you!

Free parking is available!

Part B Instructions: Scan quickly for the answers to the questions.



Harwood Dental Clinic

4.5 ★★★★★ ☆ 68 Reviews



Address:

Suite 401-2010 North Street, Edmonton

Phone:

555-902 -6124

Website:

www.harwooddental.sample.ca

Hours:

Mon-Thurs	8:00-6:00
Fri	9:00-3:00
Sat	9:00-1:00
Sun	closed

Services:

Full range of dental services including check-ups, cleaning, fillings and crowns. Specializes in treating children.

Harwood Dental Clinic

4.5 ★★★★★ ☆ 68 Reviews



Address:

Suite 401-2010 North Street, Edmonton

Phone:

555-902- 6124

Website:

www.harwooddental.sample.ca

Hours:

Mon-Thurs	8:00-6:00
Fri	9:00-3:00
Sat	9:00-1:00
Sun	closed

Services:

Full range of dental services including check-ups, cleaning, fillings and crowns. Specializes in treating children.

Competency Area: Comprehending Information

Indicators of Ability: Identifies purpose (1) layout (6); finds specific information and key details (2, 4); infers meaning (3); makes choices using information (5,7)

Teaching Notes: This task should be done when learners are familiar with the concepts of online searches, customer reviews, and common icons/layout of web searches. They should be able to differentiate between a website for a company and a list of companies in a web search before beginning this skill-using task.

Set Up:

1. Distribute the task handouts.
2. Have learners look over the handout of online search results before answering the comprehension questions. Provide time to review the questions and answer any questions they may have about unfamiliar vocabulary. Inform learners that grammar and spelling on their written response to the last question will not be marked.

Assessment:

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

- Consider having learners correct their own work. They should not erase their mistakes, but rather write in the correct answers in pen. Explain that this allows them to see their errors and learn from them.
- Self-reflection: Reflect on the task with learners after it is complete. What was easy? What was difficult? What made it easy or difficult?

Answer Key:

1. c
2. b
3. c
4. a
5. b
6. a
7. b
8. Answers will vary

Instructions: Look at the text. Answer the questions.



Places:

Rating ▼

Hours ▼

Shiny Teeth Dental Office
 3.2 ★★ (44)
 548 King Street - (555) 234 9876
 Open • Closes at 8 p.m.

"They have evening and Saturday appointments which is good for me. No free parking"

Website

Directions

Main Dental Office
 4.0 ★★★★★ (17)
 66 Alan Road - (555) 245 1987
 Open • Closes at 6 p.m.

"Very relaxing. Friendly staff, excellent service."

Website

Directions

Smile Dental Clinic
 5.0 ★★★★★ (2)
 268 York Blvd. - (555) 123 9876
 Open • Closes at 5 p.m.

"The dentist is great with kids. Free parking."

Website

Directions

Westway Dental Services
 4.8 ★★★★★ (271)
 2239 Queen Rd. - (555) 667 5983
 Open • Closes at 6 p.m.

"Good location downtown. Dr. Lee is excellent!"

Website

Directions

Going to the Dentist: A CLB 3-4 Module with Teaching Materials

45


Competency Area: Comprehending Information
Indicators of Ability: Identifies purpose (1) layout (6); finds specific information and key details (2, 4); infers meaning (3); makes choices using information (5,7)

Name: _____

Date: _____

1. What is this?
 - a. a website for a dental clinic
 - b. directions to a dental clinic
 - c. internet search results for dental clinics

2. Which clinic has free parking?
 - a. Shiny Teeth Dental Office
 - b. Smile Dental Clinic
 - c. Westway Dental Services

3. What can you find if you select this icon?
 - a. The name of the dentist
 - b. The services at the dental office
 - c. How to get to the dental office

Directions

4. Which clinic is open late?
 - a. Shiny Teeth Dental Clinic
 - b. Main Dental Office
 - c. Smile Dental Clinic

5. Maria has children. Which clinic is best for her?
 - a. Main Dental Office
 - b. Smile Dental Clinic
 - c. Westway Dental Services

6. Where can you find more information about hours of operation?
 - a. at the top of the webpage
 - b. on the right side of the webpage
 - c. at the bottom of the webpage

7. Which clinic is open now?
 - a. All clinics are closed now
 - b. All clinics are open now

8. Which clinic is good for you and your family? Check one.

<input type="checkbox"/> Shiny Teeth Dental Office	<input type="checkbox"/> Smile Dental Clinic
<input type="checkbox"/> Main Dental Office	<input type="checkbox"/> Westway Dental

Why? _____



Writing

Skill-building and Skill-using Activities

Writing About Dental Care	48
Completing a Form.....	51
Filling in a Form at a Dental Clinic	53

Teaching Notes: This skill-building activity reviews dental vocabulary and expressions of frequency, while helping learners describe problems with their teeth. You can practise these expressions orally before attempting them in writing.

Set Up:

Part A

1. Review the vocabulary for **Dental Problems** and **Dental Services** using the word/picture cards from the *Vocabulary-building* section of the module. Elicit from learners, things like *my tooth hurts, my teeth are sensitive, I have a cavity*, and so on. Have learners match problem cards to the appropriate service. (e.g., *I have a cavity. I need a filling.*)
2. Distribute the handout on the page that follows and have learners complete Part A.
3. Ask learners to share their sentences with a partner or in a small group. Have learners write a short paragraph about their experience with a dental problem.
4. Review together as a class.

Part B

5. Review adverbs of frequency (*often, sometimes, never*, and so on). Have learners share how often they take care of their teeth: brushing, flossing, going to the dentist, and so on.
6. Have learners complete Part B of the handout. They can share their responses with a partner or in a small group.
7. Review together as a class.

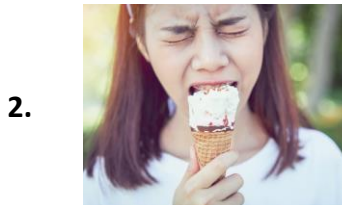
Additional Practice Suggestion:

- Have learners work together with a partner to write advice for taking care of your teeth using *should*.

Part A Instructions: Look at the pictures. Write sentences about the problem and what each person needs to do about it.



Tatiana _____



Reyna _____



Simon _____



Sam _____



Write about a dental problem you have had (or someone in your family). Include when the problem started, and what you did about it.

Part B Instructions: Answer the questions below.

1. How often do you brush your teeth?

2. How often do you floss your teeth?

3. How often do you go to the dentist?

4. How often do you get an x-ray of your teeth?

5. How often do you eat candy or sweet foods?

6. How often do you get your teeth cleaned?

Teaching Notes: Learners use the information from a story to fill in a new patient form at a dental clinic.

Set Up:

1. Inform learners that the first time they go to a dental clinic, they usually need to fill out a form with personal information. Ask learners what kinds of questions they think are on the form.
2. Distribute the handout on the next page. Have learners read the story about Tia and complete the new patient form using Tia's information. Remind learners to write neatly and check their spelling when they are done.
3. Learners can share their work with a partner and check for errors.
4. Review together as a class.

Additional Practice Suggestion:


- If learners need more practice with formats of addresses or with filling in forms, create other fictional characters. One learner can play the part of the fictional character, while the other learner can be the receptionist, asking for their personal information, and writing the responses in the form.

Instructions: Read about Tia. Complete the form with her information.

Tia's Dental Problem

Tia Andres needs to see the dentist. She has a bad toothache and her teeth are very sensitive when she eats things like ice cream. Her last dental appointment was three years ago. Her last dental x-ray was four years ago. Tia lives at #2- 952 West Hills Road in Moose Jaw, Saskatchewan. Her postal code is P2L M4K, and her phone number is 555-306-9811. Tia's email address is tiaandres92@samplemail.ca. Tia was born on May 5, 1992.





Rockland
Dental Clinic

New Patient Form

First name: _____ Last name: _____

Date of birth: _____
(mm / dd / yy)

Address: _____

City: _____ Province: _____

Postal code: _____

Telephone: _____

Email address: _____

When was your last dental appointment? _____

When was your last dental x-ray? _____

Do you have any problems with your teeth? Check all that apply.

<input type="checkbox"/> pain	<input type="checkbox"/> sensitive to cold
<input type="checkbox"/> broken tooth	<input type="checkbox"/> sensitive to hot

Competency Area: Getting Things Done

Indicators of Ability: Enters personal information accurately; uses correct format for addresses, phone numbers, and email addresses; uses capital letters where needed; writes in the correct spaces

Teaching Notes: This task is very similar to the writing assessment task for this module; only one of the two tasks can be used in the portfolio.

Set Up:

1. Distribute the task and review the instructions with learners. Talk about what an emergency contact is and how to choose someone to be an emergency contact. Talk about the type of emergency contact information that is required on a form (e.g., name, phone number, and relationship).
2. Have learners fill in their forms using their own information.
3. Distribute the peer checklist and go over it together to ensure learners are clear about expectations. If anyone is uncomfortable with a peer reviewing their personal information, they can use the checklist themselves for a self-assessment.

Assessment:

When learners have completed the task, they can exchange their work with a partner for peer feedback using the peer checklist. Alternatively, they could assess their own work by using the feedback form for self-assessment.

Consider reviewing the writing and the peer feedback and make additional notes if needed. Make notes for future lessons, based on learner performance. If additional practice is needed, repeat this task using different dental problems or personal information.

Instructions: Imagine you are a new patient at a dental clinic. Fill in the form.



Pearly Whites Dental Clinic

New Patient Form

First Name: _____ Last Name _____

Date of Birth: _____
(mm / dd / yy)

Address: _____

City: _____ Province: _____

Postal code: _____ Phone: _____

Email address: _____

Your Teeth

When was your last dental appointment? _____

When was your last dental x-ray? _____

When was your last cleaning? _____

Do you have dental insurance? Yes No

Do you have any problems with your teeth? Check all that apply.

- pain
- broken tooth
- sensitive to hot
- sensitive to cold

Emergency Contact

Name: _____ Phone: _____

New Patient Signature

Date: _____
(mm / dd / yy)

Filling in a Form at a Dental Clinic, *continued*

FEEDBACK FORM: Filling in a Form at a Dental Clinic			
Name of writer: _____		Date: _____	
Check ✓:			
<input type="checkbox"/> Self-Assessment			
<input type="checkbox"/> Peer Assessment: Name of peer: _____			
<input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Completes the form with all information	<input type="checkbox"/>	<input type="checkbox"/>	
Writes address, phone numbers, and date correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Uses capital letters correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Writes in the correct spaces	<input type="checkbox"/>	<input type="checkbox"/>	
Writes clearly	<input type="checkbox"/>	<input type="checkbox"/>	



FEEDBACK FORM: Filling in a Form at a Dental Clinic			
Name of writer: _____		Date: _____	
Check ✓:			
<input type="checkbox"/> Self-Assessment			
<input type="checkbox"/> Peer Assessment: Name of peer: _____			
<input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Completes the form with all information	<input type="checkbox"/>	<input type="checkbox"/>	
Writes address, phone numbers and date correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Uses capital letters correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Writes in the correct spaces	<input type="checkbox"/>	<input type="checkbox"/>	
Writes clearly	<input type="checkbox"/>	<input type="checkbox"/>	



Assessment Tasks

Listening, Speaking, Reading, Writing

Preparation for Assessment Tasks.....	57
Listening at the Dentist	61
Speaking with the Receptionist	63
Reading Information about a Dental Clinic.....	66
Filling in a Form at the Dentist.....	70

Each assessment task is the culmination of the skill-building activities and skill-using tasks in the module. Learners should complete them independently.

Set Up:

Review the instructions and the criteria for success when introducing each task to learners.

- *Listening:* Learners listen to a conversation and answer comprehension questions. Note that there is a different task sheet and audio for CLB 3 and CLB 4. Give learners time to preview the questions for the assessment task. Play the audio at least twice for each level. If CLB 3 learners find the questions difficult to read, you can read each one and have learners circle the correct answer on the page.
- *Speaking:* Learners respond to instructor prompts (see instructor script on p. 62) to role play a patient talking to a receptionist at a dental clinic. Work with each learner individually. Give them one of the two prompt cards and explain that you will play the part of the receptionist and they will play the part of the patient. They should greet you politely and respond to your questions using their prompt card. You can be a supportive listener, and if needed, gently prompt them.
- *Reading:* Learners read information on the home page of a dental clinic, and answer comprehension questions. Distribute the task sheets and have learners preview the text and the questions before beginning. Note there are separate tasks for CLB 3 and CLB 4. Inform learners that spelling is not marked on the short answer questions.
- *Writing:* Learners complete a new patient form from a dental clinic. Distribute the forms and preview them with learners. Note there is a separate form for CLB 3 and CLB 4. Inform CLB 4 learners that short answers are acceptable for the *Your Teeth* section of the form.

Feedback:

- *Productive Tasks:* When learners have completed the productive assessment tasks, provide feedback that is simple and direct, focussing on a few key items the learner can do to improve communication. Consider providing class time for learners to review and implement the action-oriented feedback. While learners are doing this, circulate and provide individual support as needed. If a common issue surfaces, consider giving a mini lesson and further practice on the area that learners are having difficulty with.

Consider having learners use the assessment tool for self-assessment before they hand in their work. Learners can insert their initials in the appropriate column (meets/not yet) beside each criterion or write “not sure” if appropriate.

- *Receptive Tasks:* When learners have completed the receptive assessment tasks, provide feedback on any error patterns noticed. Depending on the needs of learners, give feedback as a group or individually. Consider returning the marked task and text to learners, so they can review their answers individually or in small groups, perhaps discussing the strategies they used to find the answer.

Answer Key:**Listening****Conversation 1 (CLB 3)**

1. b
2. c
3. a
4. c
- 5.
- Put on safety glasses
- Brush your teeth
- Close your mouth
- Turn toward me
- Open wide
- Floss your teeth

Conversation 2 (CLB 4)

1. b
2. a The hygienist says "It's nice to meet you."
3. c
4. a
5. b
6. b
7. c
8. Put on safety glasses
 - Brush your teeth
 - Close your mouth
 - Turn toward me
 - Open wide
 - Floss your teeth

Reading**CLB 3 Task**

1. a
2. b
3. c
4. Any 3 of the following: cleanings, check-ups, x-rays, fillings, crowns
5. a
6. c
7. b
8. a

CLB 4 Task

1. a
2. b
3. a
4. a They provide full dental services.
5. c
6. b
7. c
8. Yes. The clinic meets the needs of the entire family.
9. No. Free parking is available.
10. b

Transcript: Listening Assessment

Conversation 1 - CLB 3 only (4:09 in audio file)

Hygienist: Hi Mona. Nice to see you again. How are you today?

Patient: I'm fine, thanks. How are you?

Hygienist: Not too bad, thanks! Please sit here, in the chair. I'm going to clean your teeth today.

Patient: Okay, sounds good.

Hygienist: Okay. Please put on these safety glasses. Now turn toward me and open your mouth wide. Thanks.

Conversation 2 - CLB 4 only (4:41 in audio file)

Hygienist: Hi, it's nice to meet you, Luis. How are you today?

Patient: Nice to meet you too. I'm fine, thanks.

Hygienist: Great. Please have a seat.

Patient: Thank you.

Hygienist: So, I just have a few questions before I start cleaning your teeth. Do you have any problems with your teeth?

Patient: Well, they are a little sensitive whenever I eat cold things.

Hygienist: Okay. And how often do you brush and floss your teeth?

Patient: I brush twice a day and floss every evening.

Hygienist: Great. Okay, please put on these safety glasses and turn your head toward me. That's great. Now open wide.

Instructor Script for Speaking Assessment (CLB 3)

Receptionist:	Hi [<i>student name</i>]. How can I help you?
Patient:	[<i>Learner asks for an appointment with the dentist/hygienist</i>]
Receptionist:	Sure. What is the appointment for?
Patient:	[<i>Learner asks for cleaning/check-up</i>]
Receptionist:	Okay [<i>student name</i>]. I can give you an appointment at 2:00 on Monday. Is that ok for you?
Patient:	[<i>Learner responds positively</i>]
Receptionist:	Great. See you on Monday at 2:00.
Patient:	[<i>Learner thanks the receptionist</i>]

Instructor Script for Speaking Assessment (CLB 4)

Receptionist:	Hi [<i>student name</i>]. How can I help you?
Patient:	[<i>Learner asks for an appointment with the dentist</i>]
Receptionist:	Sure. What is the appointment for?
Patient:	[<i>Learner needs an x-ray/crown.</i>]
Receptionist:	Okay [<i>student name</i>]. I can give you an appointment at 4:00 on Thursday. Is that ok for you?
Patient:	[<i>Learner responds negatively.</i>]
Receptionist:	[<i>Offer an alternative day/time</i>]
Patient:	[<i>Learner responds positively to the new time/date.</i>]
Receptionist:	Great. We'll see you at [<i>date/time</i>]
Patient:	[<i>Learner thanks the receptionist</i>]

Listening at a Dental Office (CLB 3)

AT

Topic: Visiting the Dentist

CLB 3

Competency Area: Comprehending Instructions

Criteria: Understands purpose (1); identifies courtesy formulas (2, 3); understands instructions (4, 5)

Name: _____

Date: _____

Conversation 1 (CLB 3) Instructions: Listen to the conversation. Answer the questions.

1. What is the reason for the visit?

a. an x-ray

b. a cleaning

c. a filling

2. What does the hygienist ask?

a. Where are you from?

b. How are your teeth today?

c. How are you today?

3. How does the patient answer?

a. I'm fine, thanks.

b. My teeth hurt.

c. Not too bad.

4. What should the patient do first?

a. brush her teeth

b. open her mouth

c. sit in the chair

5. Check all the instructions you heard. (3 points)

Put on safety glasses.

Brush your teeth.

Close your mouth.

Turn toward me.

Open your mouth wide.

Floss your teeth.

TASK SUCCESS

Your Score

CLB 3: 5 out of 7 _____ /7

Listening at a Dental Office (CLB 4)

AT

Topic: Visiting the Dentist

CLB 4

Competency Area: Comprehending Instructions

Criteria: Understands purpose (1); understands details (5, 7); understands instructions (6, 8); recognizes courtesy formulas (3, 4); makes inferences (2)

Name: _____

Date: _____

Conversation 2 (CLB 4) Instructions: Listen to the conversation. Answer the questions.

1. What is the reason for the visit?

- a. an x-ray b. a cleaning c. a check-up

2. Is this the patient's first time at this dental clinic? (2 points)

- a. Yes b. No

How do you know? _____

3. What does the hygienist ask?

- a. How is everything? b. How are your teeth? c. How are you today?

4. How does the patient answer?

- a. I'm fine thanks. b. Not too bad. c. They are fine.

5. What problem does the patient have?

- a. cavity b. sensitive teeth c. broken tooth

6. What should the patient do first?

- a. brush his teeth b. sit in the chair c. open his mouth

7. How often does the patient floss his teeth?

- a. once a day b. every morning c. twice a day

8. Check all the instructions the hygienist gave. (3 points)

- Put on safety glasses. Turn toward me.
 Brush your teeth. Open wide.
 Close your mouth. Floss your teeth.

TASK SUCCESS

Your Score

CLB 4: 8 out of 11

___/11

Speaking with the Receptionist (CLB 3)

AT

Name: _____

Date: _____

Instructions: You are speaking with the receptionist at a dental clinic. Answer the receptionist's questions using your card.

Prompt Card: CLB 3

1. Respond to the greeting. Ask for an appointment with the hygienist. You want a _____. (*Look at the picture.*)
2. Agree with the appointment time/day.
3. Thank the receptionist and end the conversation politely.



Prompt Card: CLB 3

1. Respond to the greeting. Ask for an appointment with the dentist. You want a _____. (*Look at the picture.*)
2. Agree with the appointment time/day.
3. Thank the receptionist and end the conversation politely.



Speaking with the Receptionist (CLB 4)

AT

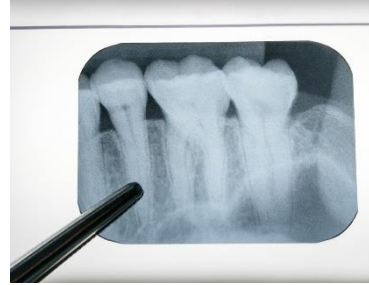
Name: _____

Date: _____

Instructions: You are speaking with the receptionist at a dental clinic. Answer the receptionist's questions using your card.

Prompt Card: CLB 4

1. Respond to the greeting. Ask for an appointment with the dentist.
2. You need an _____. (*Look at the picture.*)
3. Answer the receptionist's question: the day and time is **not convenient** for you.
4. Suggest another day/time.
5. Thank the receptionist and end the conversation politely.



Prompt Card: CLB 4

1. Respond to the greeting. Ask for an appointment with the dentist.
2. You need a _____. (*Look at the picture.*)
3. Answer the receptionist's question: the day and time is **not convenient** for you.
4. Suggest another day/time.
5. Thank the receptionist and end the conversation politely.



Speaking with the Receptionist, *continued*

AT

Module Topic: Going to the Dentist

CLB 3

Competency Areas: Interacting with Others/Getting Things Done

CLB 4

Name: _____

Date: _____

SPEAKING <input type="checkbox"/> CLB 3 <input type="checkbox"/> CLB 4		Meets Expectations	Not Yet
*Overall, the information is clear. The listener could understand.		<input type="checkbox"/>	<input type="checkbox"/>
*Makes a polite request for an appointment with the hygienist or dentist		<input type="checkbox"/>	<input type="checkbox"/>
Correctly says what is needed		<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to questions about time and date		<input type="checkbox"/>	<input type="checkbox"/>
CLB 4 Suggests a different time and date			
CLB 3: Uses short simple sentences		<input type="checkbox"/>	<input type="checkbox"/>
CLB 4: Uses some longer sentences with evidence of connected discourse		<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation is understandable		<input type="checkbox"/>	<input type="checkbox"/>
TASK SUCCESS: Meets 5 out of 6 criteria including starred items (*)		Score ____/6	
Doing well:		Next time:	

Module Topic: Going to the Dentist | **Competency Area:** Getting Things Done

CLB 3

Criteria: Understands details (2, 3, 4, 6, 8); understands purpose of the text (1); makes inferences (5, 7)

Name: _____

Date: _____

CLB 3 Instructions: Read the information. Answer the questions.

The screenshot shows a laptop displaying the website for Happy Smiles Dental Clinic. The browser address bar shows www.happysmiles.sample.ca. The website features a logo of a smiling tooth, the clinic name, and contact information: 103-5532 Main Street, Milton, Ontario L9X 1O7, and phone number (555) 555-4201. There is a 'Make an appointment' button. A photo shows a dentist and a dental assistant examining a patient's teeth. The 'Hours of Operation' are listed as follows:

Day	Hours
Mon-Wed:	8:00 am – 6:00 pm
Thurs:	8:00 am – 8:00 pm
Fri:	9:00 am – 6:00 pm
Sat:	9:00 am – 4:00 pm

Evening and weekend appointments available

Dental Services

- Cleanings
- X-rays
- Check-ups
- Other services include fillings and crowns



1. What is this?

- a. a web page
- b. a story about a dentist
- c. a sign in a dental office

2. What is the name of the clinic?

- a. 103-5532 Main Street
- b. Happy Smiles Dental Clinic
- c. Milton, Ontario

3. Where is the clinic?

- a. 555-555 4201
- b. www.happysmiles.sample.ca
- c. Milton

4. List **3** services at the dental clinic. (3 points)

- a. _____
- b. _____
- c. _____

5. Can you get a cavity fixed here?

- a. Yes
- b. No

6. How can you book an appointment?

- a. by phone
- b. online
- c. by phone or online

7. Can you get an appointment on Monday at 6:30?

- a. Yes
- b. No

8. Is the clinic open on the weekend?

- a. Yes
- b. No

TASK SUCCESS	Your Score
CLB 3: 7 out of 10	___/10

Module Topic: Going to the Dentist | **Competency Area:** Getting Things Done

CLB 4


Criteria: Identifies the purpose (1); understands details (2, 5, 6, 7, 9); understands layout (3); makes inferences (4, 8, 10)

Name: _____


Date: _____


CLB 4 Instructions: Read the information. Answer the questions.


← → ↻ 🏠 www.happysmiles.sample.ca

 **Happy Smiles Dental Clinic**

103-5532 Main Street
Milton, Ontario L9X 107

 (555) 555-4201

 **Make an appointment**



Hours of Operation

Mon-Wed: 8:00 am – 6:00 pm
Thurs: 8:00 am – 8:00 pm
Fri: 9:00 am – 6:00 pm
Sat: 9:00 am – 4:00 pm
Evening and weekend appointments available

Dental Services

Cleanings, Check-ups, X-rays, Full dental services

Welcome to Happy Smiles Dental Clinic! Our team of dentists and hygienists are here to provide you with the dental care you need. We offer a variety of services to meet the needs of your entire family. We are conveniently located in the downtown area and free parking is available. We accept new patients.



1. What is this?
 - a. a web page
 - b. a flyer
 - c. a sign in a dental office

2. What is the name of the clinic?
 - a. Main Street Dental
 - b. Happy Smiles Dental Clinic
 - c. Dental Services

3. Where can you find the clinic's address?
 - a. at the top
 - b. at the bottom
 - c. under Hours of Operation

4. Do you think the clinic does fillings?
 - a. Yes
 - b. No

How do you know? _____

5. How can you make an appointment?
 - a. by phone
 - b. online
 - c. by phone or online

6. What time does the clinic open on Tuesdays?
 - a. at 9:00
 - b. at 8:00
 - c. at 6:00

7. What time does the clinic close on Friday?
 - a. at 4:00
 - b. at 8:00
 - c. at 6:00

8. Can you take a young child to this clinic? (2 points)
 - a. Yes
 - b. No

How do you know? _____

9. Do you have to pay for parking? (2 points)
 - a. Yes
 - b. No

How do you know? _____

10. Why is this clinic good for people with busy schedules?
 - a. It is only open in the morning.
 - b. It is open evenings and Saturdays.
 - c. It is open on holidays.

TASK SUCCESS	Your Score
CLB 4: 9 out of 12	____/12

Module Topic: Going to the Dentist

Competency Area: Getting Things Done

Name: _____

Date: _____

CLB 3 Instructions: Fill in the form.



Merryville Dental Clinic **New Patient Form**

Patient's name: _____ Date: _____
(mm/dd/yy)

Date of birth: _____

Address: _____

City: _____ Province: _____

Postal code: _____

Phone: _____

Email address: _____

Emergency Contact

Name: _____ Phone: _____

Your Teeth

How often do you brush your teeth? _____

How often do you see a dentist? _____

When was your last dental appointment? _____

When was your last cleaning? _____

Signature: _____

Module Topic: Going to the Dentist

Competency Area: Getting Things Done

CLB 4 Instructions: Fill in the form.



Merryville Dental Clinic

New Patient Form

Patient's name: _____ Date of Birth: _____
(mm/dd/yy)

Address: _____

City: _____ Province: _____

Postal code: _____

Phone: _____

Email address: _____

Emergency Contact

Name: _____ Phone: _____

Relationship: _____

Your Teeth

How often do you brush your teeth? _____

How often do you see a dentist? _____

When was your last dental appointment? _____

When was your last dental x-ray? _____

When was your last cleaning? _____

Do you have dental insurance? Yes No

Signature: _____ Date _____
(mm/dd/yy)



Filling in a Form	CLB 3 <input type="checkbox"/>	CLB 4 <input type="checkbox"/>	Meets Expectations	Not Yet
* Overall: Form is complete. The reader can understand.			<input type="checkbox"/>	<input type="checkbox"/>
*Fields are filled in correctly			<input type="checkbox"/>	<input type="checkbox"/>
Writes dates, address, and phone number using correct format			<input type="checkbox"/>	<input type="checkbox"/>
CLB 3: Some words are spelled correctly CLB 4: Spelling is mostly correct			<input type="checkbox"/>	<input type="checkbox"/>
Printing is neat and clear.			<input type="checkbox"/>	<input type="checkbox"/>
TASK SUCCESS: Meets 4 out of 5 criteria including starred (*) items Your score: _____				
Doing well:		Next time:		