

Level 2

Health: Going to the Dentist

Level: 2	Theme /Topic: Health: Going to the Dentist	Date: March 30, 2021
Learning Outcomes: At the end of the lesson the learner will be able to: <ul style="list-style-type: none"> • describe a problem to a dentist or specialist • identify specific information from a listening text about going to the dentist • read and understand a short notice about going to the dentist. 		
Language Focus: <ul style="list-style-type: none"> • simple past • prepositions of place 		The Basics: <ul style="list-style-type: none"> • common expressions
Materials: Computer Visuals: photos of dentist office and dental vocabulary Handouts: fill in the blanks, dialogue of conversation at dentist's office, T / F, Q & A		
The Basics (Pre- task): Have the learner match the courtesy expressions to responses. <p>Task 1: (S) Introduce going to the dentist / dental vocabulary.</p> <p>Task 2: (L) Listen to a dialogue between a dentist and patient, found at</p> <p>Task 3: (R) Read a text about maintaining healthy teeth and gums.</p> <p>Task 4 : (W) Fill out a patient information form for a dentist's office.</p>		
Experiential Outings: Visit a local hospital, identify the different departments, and discuss the professionals who work in those departments.		
Reflection: How did the lesson go? Did the learner understand the lesson? Was the learner able to accomplish the outcomes? Were you able to complete everything you had planned? Any ideas for follow-up?		
Homework: Ask the learner to practice matching vocabulary words and definitions from the lesson.		

Explanation of Tasks

Task 1: (S)

- Show the learner the picture of the man with the toothache. Ask questions. What is wrong with the man? What should he do? Talk about going to the dentist.
- Introduce the dental vocabulary, using the pictures to help you.
- Practice the vocabulary with the learner, use drill activities and memory games to help with retention.
- Complete the vocabulary fill-in-the-blanks handout.
- Assist as necessary.

Task 2: (L)

- Using the computer, have the learner listen to a dialogue between a dentist and patient. (The conversation is available at ...)
- Play the recording twice.
- Discuss with the learner.
- Give the learner the questions handout. Review the questions with the learner.
- Listen to the activity again.
- Have the learner complete the questions handout.
- Assist as necessary.
- Check the answers together.

Task 3 : (R)

- Talk about dental care. Why do you go to the dentist? Do you like going to the dentist? What should you do if you don't want to go to the dentist often?
- Tell the learner to read the handout on Healthy Teeth and Gums.
- Assist as necessary.
- Talk about the reading, point by point, checking for comprehension.
- Have the learner complete the true / false handout.
- Assist as necessary.
- Review the answers together.

Task 4: (W)

- Show the learner the form from the dentist's office.
- Explain that when you go to a doctor's or dentist's office there is paperwork to fill out and many questions to answer.
- Explain that sometimes the questions on the form are difficult but that you will practice is an easier form, and the information that is included on the form is important to know.
- Have the learner complete the information on the form.
- Assist as necessary.
- Review with the learner, practicing orally.

PRE-TASK

Common Expressions

Match the greetings and responses.

- | | |
|--|--|
| 1. How can I help you? | ___ a. Nice to meet you too! |
| 2. It is a beautiful day, isn't it? | ___ b. It was great. How about you? |
| 3. How are you? | ___ c. See you later! |
| 4. How was your weekend? | ___ d. Thanks! I bought it at Winners. |
| 5. See you! | ___ e. I'm fine, thank you. |
| 6. It was nice to meet you. | ___ f. I have an appointment. |
| 7. Have a nice day! | ___ g. Yes, the weather is nice today. |
| 8. That is a nice bag. Where did you buy it? | ___ h. Thanks! You too. |

TASK 1

Look at this picture.

Where is this man?

What is happening?

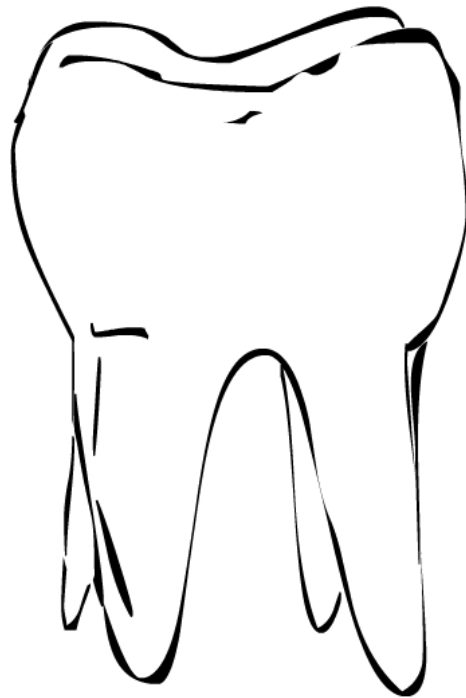
Talk about the picture with your instructor.



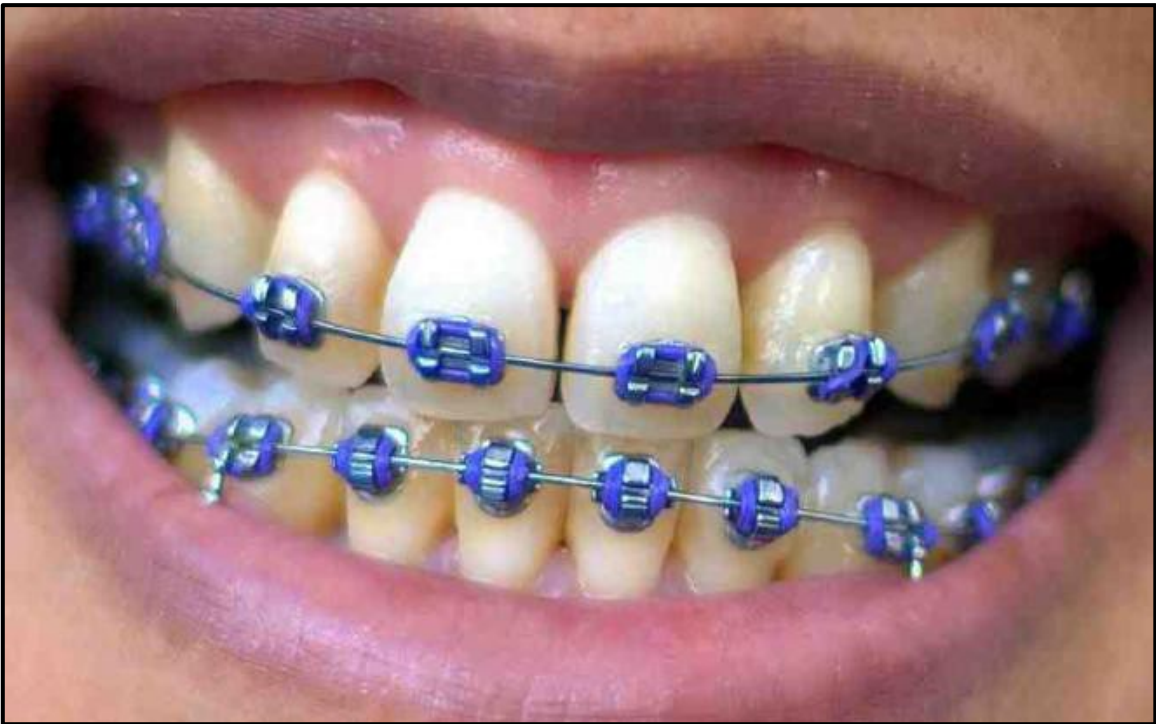
TASK 1

Look at the pictures.

Talk about the pictures and vocabulary with your instructor.



TASK 1



TASK 1



TASK 1

Going to the Dentist: Vocabulary

Fill in the blanks with the vocabulary in the box.

cavity	chipped	tooth decay
novacaine	braces	dental floss
molar	filling	dental hygienist
grind your teeth		

1. A small hole in the tooth is a _____.
2. A _____ cleans your teeth before the dentist sees you.
3. A large tooth in the back of your mouth is a _____.
4. A _____ is used to fix a cavity.
5. Damage to teeth that happens slowly over time is _____.
6. Medicine used to help your mouth not feel pain is _____.
7. String used to clean in between teeth is _____.
8. _____ are used to straighten the teeth.
9. To _____ means to close your jaw tight with your teeth together.
10. A damaged tooth with a piece missing is a _____ tooth.

TASK 2

For instructor use

Listening Activity: At the Dentists' Office, [dialogue transcript](#)

<https://soundcloud.com/isans/clb-2-lesson-1-at-the-dentist/s-clAP0bQ1mrh?si=60a9bf414a744099b9893bec2dc5c380>

Dentist: Hello, Amira. How do your teeth feel today?

Amira: I have some pain in the back of my mouth. Do I have a chipped tooth?

Dentist: Let me look. Hmm... I think you have a cavity. Do you brush and floss regularly?

Amira: I brush two times a day. But I forget to floss sometimes.

Dentist: It is important to floss every day. But don't worry. We will fix the cavity with a filling.

TASK 2

Listening Activity: At the Dentists' Office

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

1. Amira's teeth feel good.

true false

2. Amira brushes her teeth two times a day.

true false

3. Amira has a cavity.

true false

4. Amira flosses every day.

true false

5. It is important to floss every day.

true false

6. The dentist will fix Amira's cavity.

true false

TASK 3

Read the dentist's sentences about keeping your teeth healthy.

Answer the true / false questions.

Six Tips for Healthy Teeth

1. **Brush regularly and soon after eating. Brush even if you only eat a snack.** Don't spit out the toothpaste quickly. Try to brush for two minutes.
2. **Choose a good toothpaste and use it.** Use toothpaste with both baking soda and flavouring. You only need to use a little toothpaste.
3. **Brush your tongue.** Why do a great job brushing your teeth if your teeth will get dirty again when they touch your tongue? If you brush your tongue, your breath will also smell much better!
4. **Floss at least once a day.** Flossing cleans your teeth and removes food where your toothbrush cannot reach.
5. **See your dentist and dental hygienist regularly.** You need to find a good dentist and a good dental hygienist. Your hygienist should clean your teeth for 45 minutes to an hour to do a good job.
6. **Nutrition is important.** Your body will be healthy if you eat good food. Your teeth and gums will also be healthy if you eat good food. Don't eat too much sugar, cake, bread, or chips.

TASK 3

Use the dentist's sentences to answer the true / false questions.

Six Tips for Healthy Teeth

1. You should brush for only 1 minute.
true false
2. You should use lots of toothpaste when you brush.
true false
3. You should brush your tongue.
true false
4. You should floss once a week.
true false
5. You should go to see your dentist regularly.
true false
6. You should eat lots of sugar and cake.
true false

TASK 4

Fill in the patient registration form with your personal information.

HALIFAX DENTAL OFFICE

PLEASE PRINT.

PATIENT INFORMATION **TODAY'S DATE (mm/dd/yy):** _____

First name: _____ Last name: _____

Middle initial: _____

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

Email: _____

Address: _____

City: _____ Province: _____ Postal code: _____

Home phone: _____ Work phone: _____

Doctor's name _____ Doctor's phone number: _____

Emergency contact name: _____ Emergency contact phone: _____

Level 2

Family: Family Relationships

Level 2	Theme /Topic Family: Family Relationships	Date March 30, 2011
<p>Learning Outcomes: At the end of the lesson the student will be able to:</p> <ul style="list-style-type: none"> ask and answer some basic questions about family (name, age, interests, etc.) identify specific details from a dialogue about family relationships describe and create a family tree 		
<p>Language Focus:</p> <ul style="list-style-type: none"> present tense (1st and 3rd person) pronunciation: the letter /f/ : family, father, friend, etc. 	<p>The Basics:</p> <ul style="list-style-type: none"> numbers (as pertaining to age) 	
<p>Materials: Visuals: photos of families, "family members" flashcards, family trees Handouts: Q & A, family tree template</p>		
<p>The Basics (Pre-task): Give the learner a dictation of numbers from 1-100. The learner will write what you say.</p> <p>Task 1: (L) Introduce family vocabulary and relationships.</p> <p>Task 2: (S) Tell a story about a family.</p> <p>Task 3: (R) Introduce family tree and read.</p> <p>Task 4 : (W) Fill out a simple family tree about the learner's family.</p>		
<p>Experiential Outings: Learner interviews a friend or community member about his / her family.</p>		
<p>Reflection: How did the lesson go? Did the learner understand the lesson? Was the learner able to accomplish the outcomes? Were you able to complete everything you had planned? Any ideas for follow-up?</p>		
<p>Homework: Using the new vocabulary, the learner writes a few sentences about his / her family members, including names, ages, and relationship to him / her.</p>		

Explanation of Tasks

Task 1: (L)

- Show the learner the pictures of families. Ask about the pictures. Talk about who the people are in the pictures.
- Introduce the family relationship vocabulary (mother, sister, etc.)
- Use a memory game to help with retention - lay the picture flashcards of family members on a table. Ask the learner to pick up the card that corresponds to the family member you name.
- Repeat, going faster each time.
- Have the learner give the cards back to you, saying the family member name with each card.

Task 2: (S)

- Look at the pictures of families again. Ask the learner to make up a short story about one of the pictures. How many people are in the family? How old are they? What are their names? What do they do?
Note: Alternatively, the instructor can make up a story about one of the families prior to the start of the lesson
- Have the learner write the questions on a piece of paper. How many people in the family? What does the father do? What does the mother do? How many children do they have? What is the daughter's name? How old is the son?
- Practice asking and answering these questions.
- Repeat using personal information about the learner's family and, if comfortable, the instructor's family.

Task 3: (R)

- Hand out the sample family tree.
- Explain how the family tree is organized and what the organization symbolizes.
- Have the learner read the information on the family tree.
- Ask and answer questions about this information.
- Have the learner complete the yes / no handout.
- Assist as necessary.
- Check the answers together.

Task 4: (W)

- Give the learner the family tree template.
- Show the learner where to start by writing his / her name on the template.
- Have the learner fill in the information with personal information about his / her family.
- Assist as necessary.

PRE-TASK

Dictation

Write the numbers you hear the instructor say.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

TASKS 1 AND 2

Look at these pictures.

Talk about these families with your instructor.

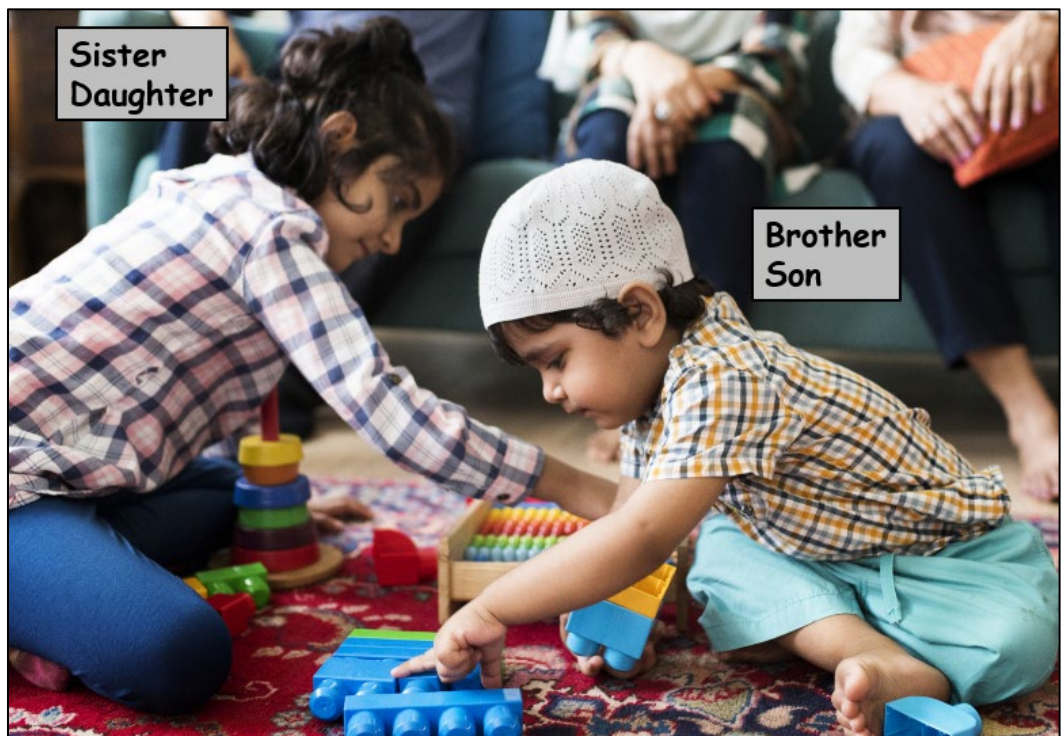
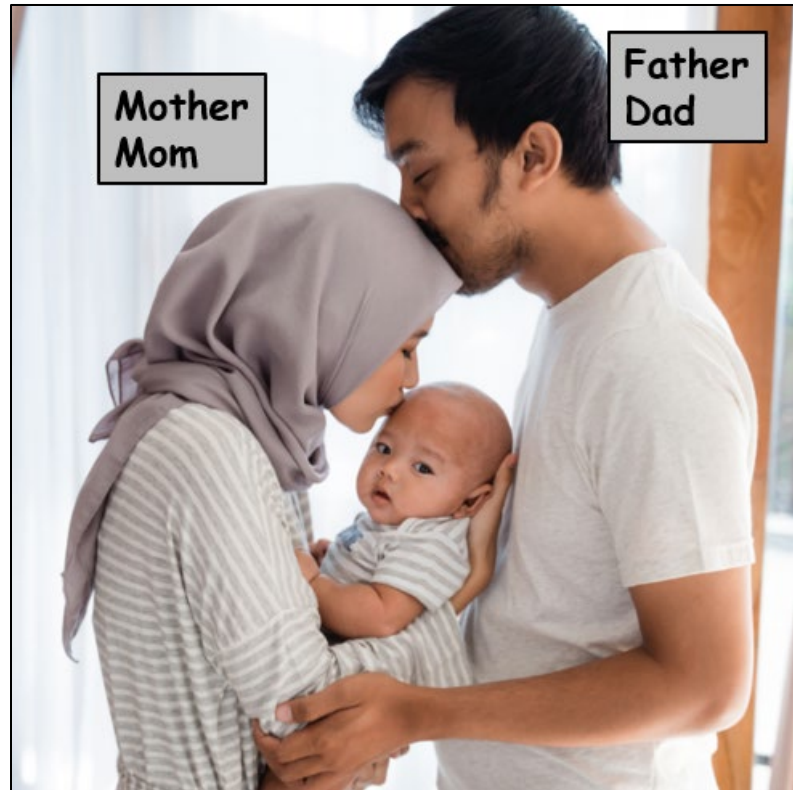


TASK 1

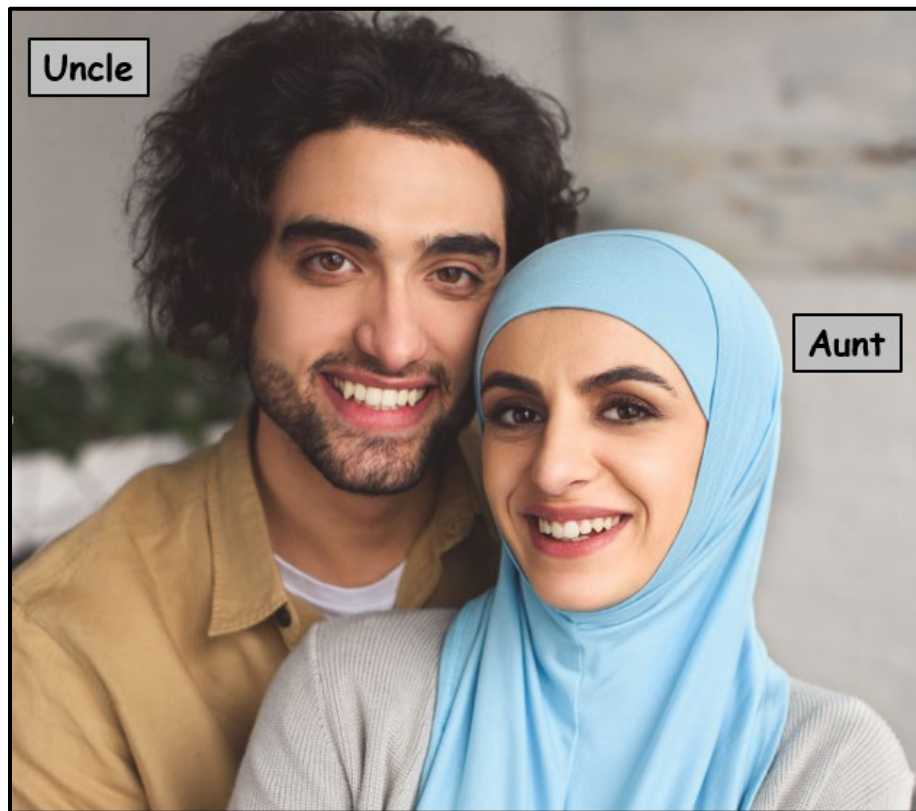


TASK 1

Use these pictures to practice the family member vocabulary and talk about family relationships.



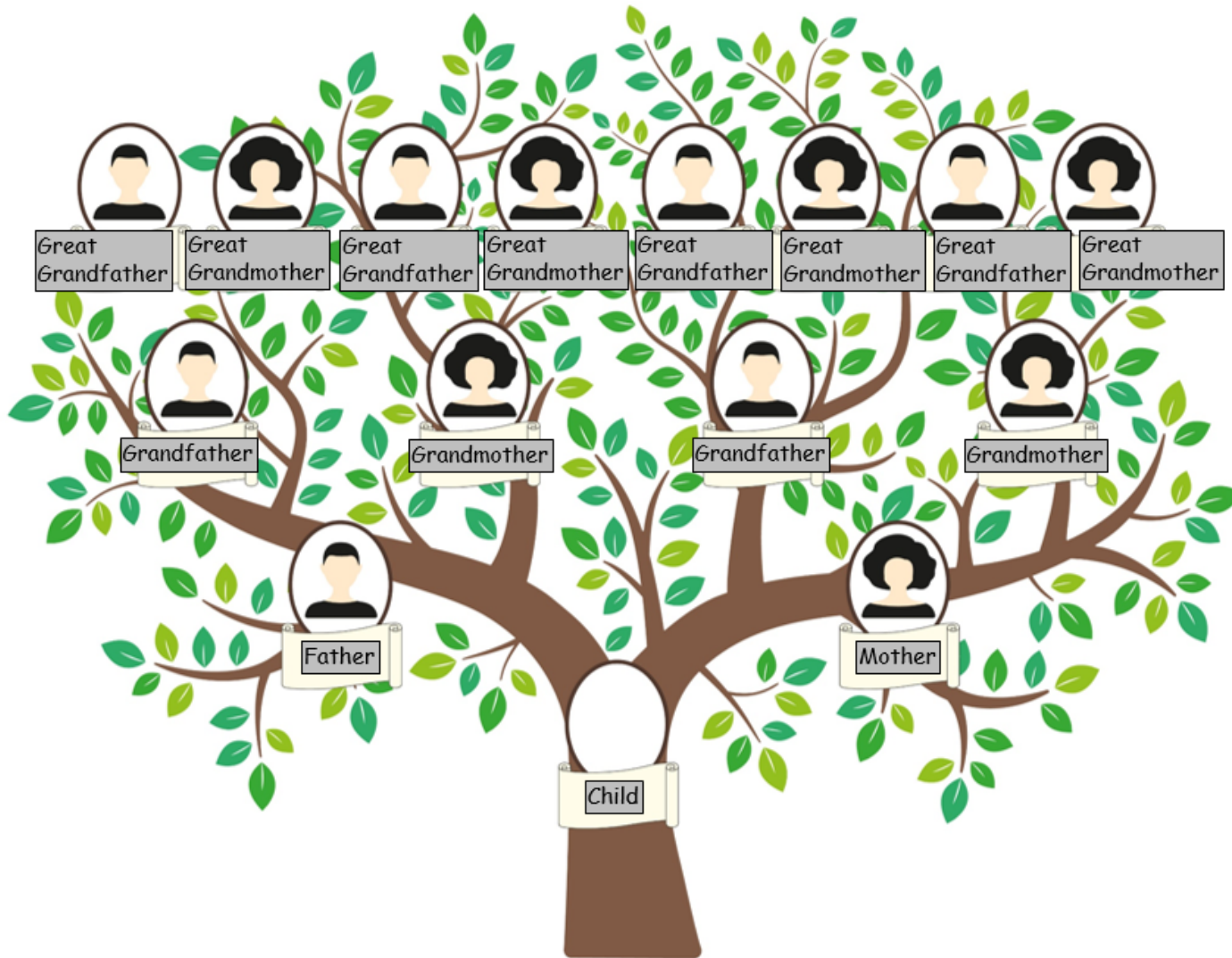
TASK 1



TASK 3

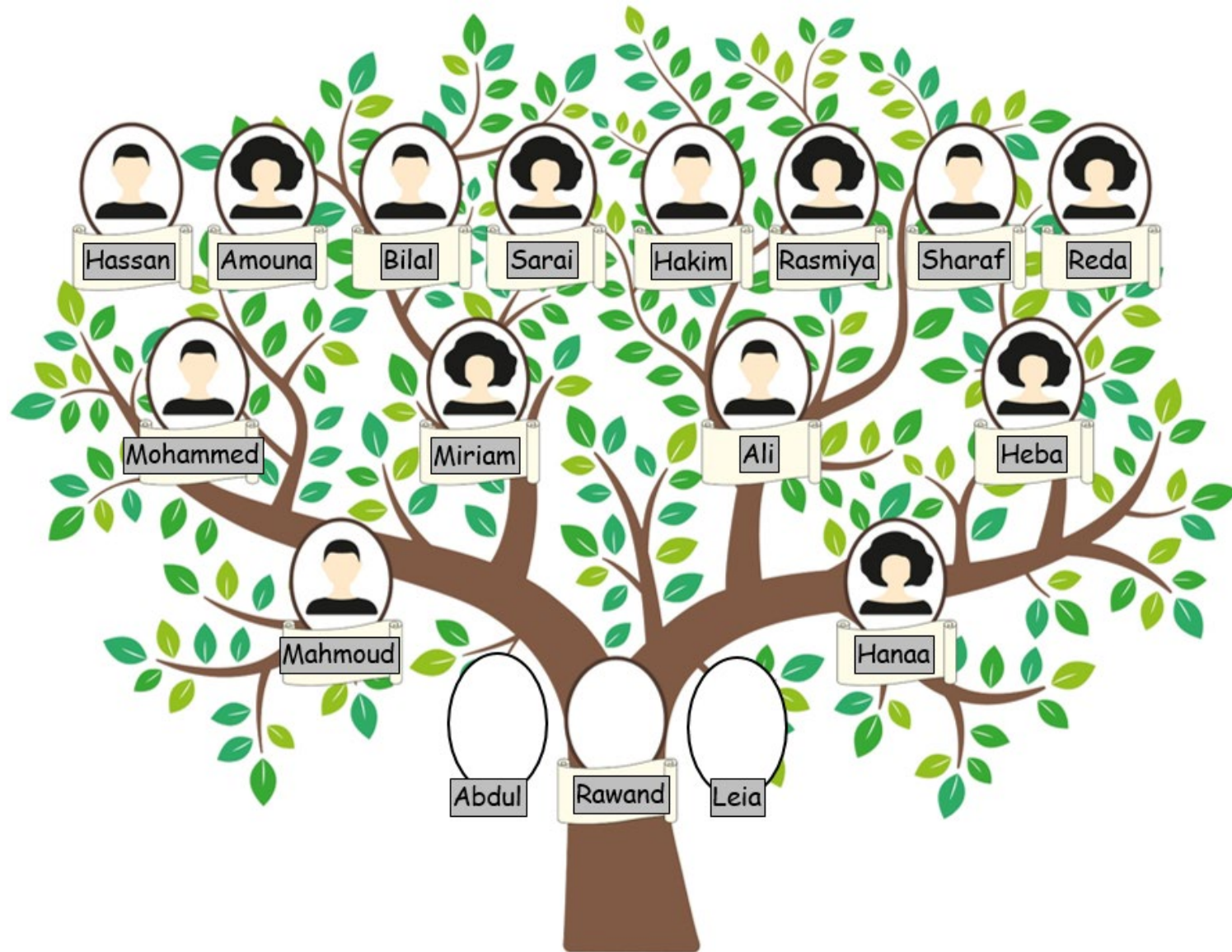
Look at the family tree.

Talk about how to read a family tree and how the relationships are represented with your instructor.



TASK 3

Look at this family tree that shows a "real" family and the names of family members. Answer the questions.



TASK 3

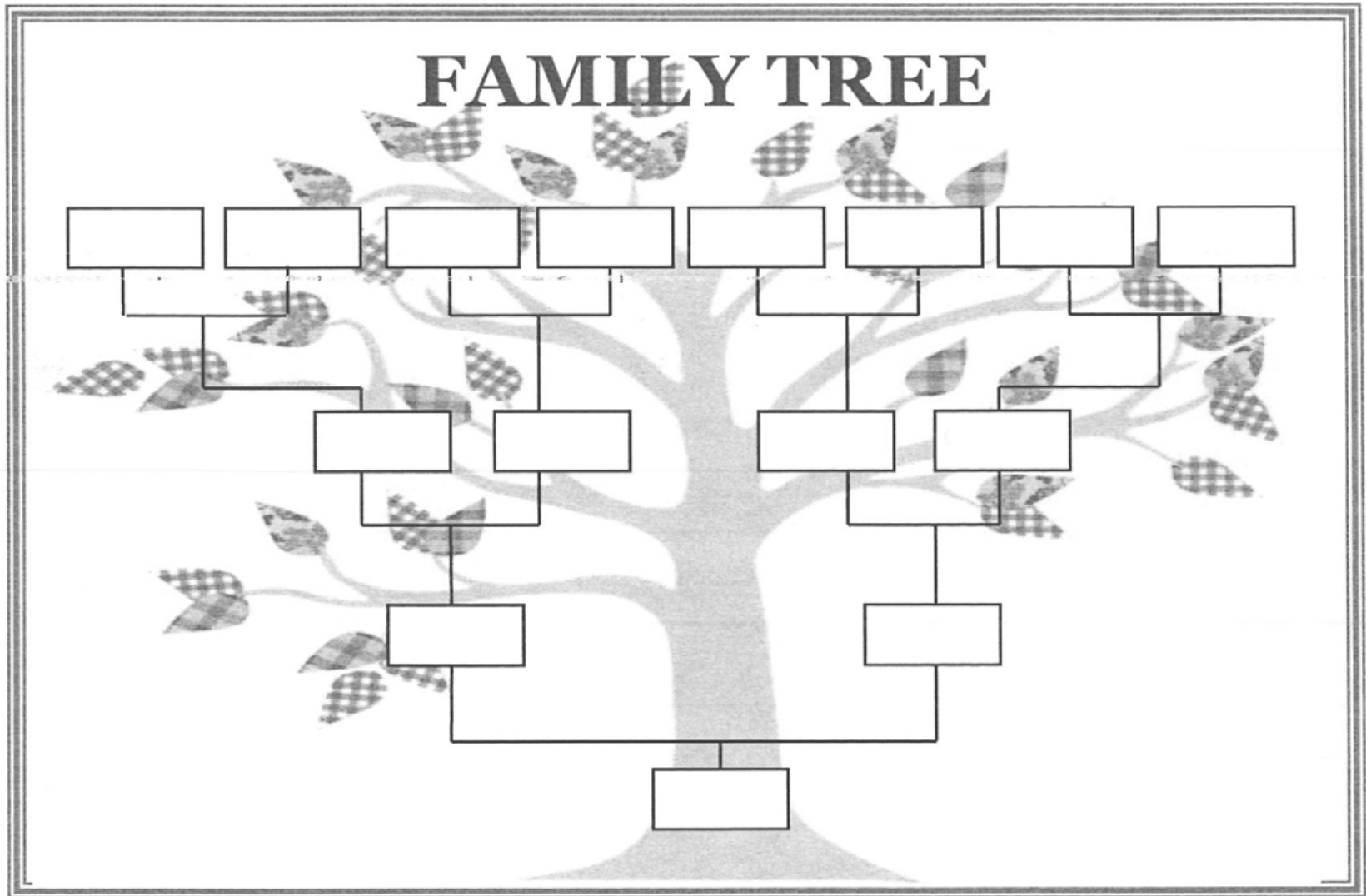
Answer the questions about the family tree.

Our Family Tree

1. Who is Hanaa's husband? _____
2. Who is Sarai's husband? _____
3. Who is Sharaf's wife? _____
4. Who are Rawand's grandmothers? _____
5. Who is Rawand's sister? _____
6. Who is Miriam's mother? _____
7. Who is Ali's father? _____
8. Who is Abdul's brother? _____
9. Who are Leida's grandfathers? _____

TASK 4

Fill in the family tree with your personal information.



Level 2

Canada: Governments

Level 2	Theme /Topic Canada: Government	Date March 30, 2021
<p>Learning Outcomes: At the end of the lesson the student will be able to:</p> <ul style="list-style-type: none"> • give a basic description of the three levels of government in Canada and their responsibilities • identify specific details, numbers, etc. in a listening text related to government • understand a basic diagram / table with information about government 		
<p>Language Focus:</p> <ul style="list-style-type: none"> • present tense • government vocabulary • government services vocabulary 	<p>The Basics: None for this lesson</p>	
<p>Materials: Visuals: photos of government officials Handouts: filling in a chart, Q & A, writing a paragraph</p>		
<p>Task 1: (R) Read about how the government works.</p> <p>Task 2: (L) Listen to a text about government responsibilities.</p> <p>Task 3: (S) Answer questions about government.</p> <p>Task 4 : (W) Write a short paragraph on one particular level of government.</p>		
<p>Experiential Outings: Visit Province House and/or Parade Square</p>		
<p>Reflection : How did the lesson go? Did the learner understand the lesson? Was the learner able to accomplish the outcomes? Were you able to complete everything you had planned? Any ideas for follow-up?</p>		
<p>Homework : The learner practices talking about the different levels of government and their responsibilities.</p>		

Explanation of Tasks

Task 1: (R)

- Show the learner some pictures of our government leaders. Ask questions: Who are they? Where do they live? Explain about the three levels of government: federal, provincial, and municipal. Practice saying the leader names for each level.
- Give the learner the reading. Have the learner read.
- Assist as necessary.
- Review with the learner.

Task 2: (L)

- Tell the learner that you are going to talk about the different levels of government and their responsibilities. The instructor reads the text describing what each level of government is responsible for. (Read slowly, twice).
- After reviewing orally, ask the learner to fill in the chart provided.
- Assist with spelling as necessary.
- Review with learner, checking for comprehension and accuracy.

Task 3: (S)

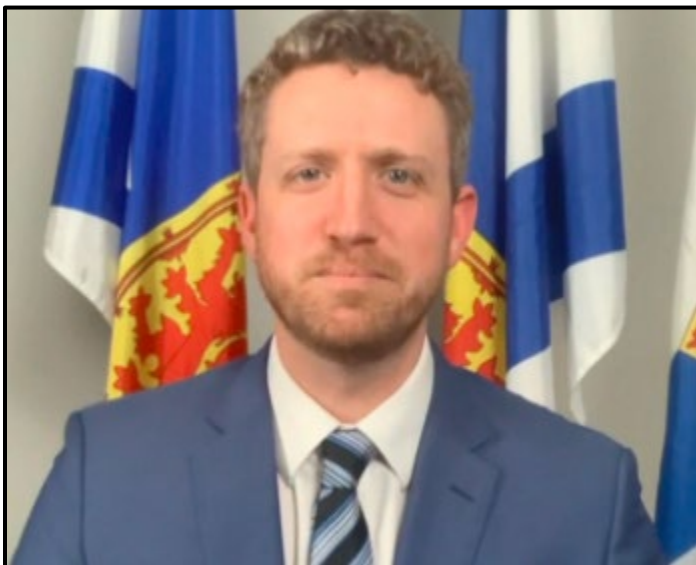
- Show the learners the pictures of the three levels of government and their responsibilities.
- Practice asking and answering questions about the three levels of government and their responsibilities using the pictorial representations. Who is responsible for the RCMP? What is the provincial government responsible for? etc.

Task 4: (W)

- Tell the learner that they will write answers to some questions about the levels of government and their responsibilities.
- Have the learner complete the question handout.
- Assist as necessary.
- After the handout is complete, help the learner write a short paragraph about one level of government.
- Introduce a “paragraph” in a very basic way... indentation, one main idea, 3 or 4 sentence, etc.

TASK 1

Look at these pictures. Who are these leaders? Where do they work? Talk about the leaders with your instructor.



TASK 1

Read the paper about government in Canada.

Talk about what you read with your instructor.

How Government Works

A government is a group that sets laws and manages a country, a province, or territory, or a city. A national or federal government leads a country. A provincial government leads a province. A local government leads a town or city. Laws may be different between towns/cities and provinces.

Governments also provide services. Governments affect everyone's lives. It is important to be involved with your government.

The federal government manages the country. The prime minister is the leader of the federal government.

The provincial government manages the province. The premier is the leader of the provincial government.

The mayor is the leader of a local government. Some towns and cities also have a city council. A city council is a group of people that work with the mayor to make laws and manage the community. The local government is responsible for the transportation system, clean water, emergency services, local laws, and more.

In an election, people learn about issues in their communities and vote for the person they think will do the best job. Leaders who win the election must help people and fix community problems. Be involved with your local government and think about how your community can be improved.

TASK 2

For instructor use

Text: Canada's governments and their responsibilities

The federal government looks after the whole country. The federal government is responsible for Canada's police. Canada's police are called the RCMP. The federal government is also responsible for Canada post, passports, and welfare.

The provincial government looks after the province. The provincial government is responsible for hospitals, schools, and driver's licenses.

The municipal government looks after a city or town. The municipal government is responsible for snow removal, buses, and garbage collection.

TASK 2

Listen to your instructor talk about the three levels of government and what they are responsible for.

<https://soundcloud.com/isans/clb-2-lesson-3-canada-governments/s-asEgdOUXmXd?si=60a9bf414a744099b9893bec2dc5c380>

Write the responsibilities under Federal government, Provincial government, or Municipal government.

CANADA'S THREE LEVELS OF GOVERNMENT



The federal Government looks after the entire country

A Provincial Government looks after the province

A Municipal Government looks after a town, city or district.

Services		
Federal Government	Provincial Government	Municipal Government

TASK 3

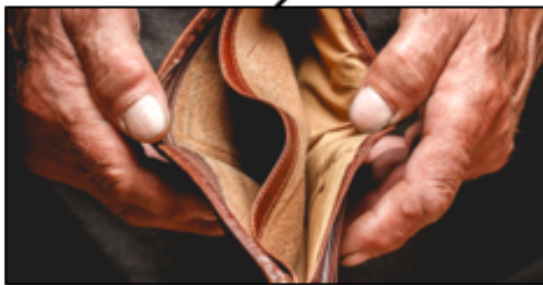
Federal government services



mail



RCMP



welfare
(social assistance)



passports

TASK 3

Provincial government services



hospitals



schools



driver's licenses

TASK 3

Municipal government services



snow removal



buses



garbage collection

TASK 4

Questions about the Canadian Government

**Answer the questions about governments in Canada.
Practice speaking and writing.**

Who is the leader of the federal government?

Who is the leader of the provincial government?

Who is the leader of the municipal government?

Who is responsible for buses?

Who is responsible for the RCMP?

Who is responsible for the garbage?

Who is responsible for schools?

Who is responsible for hospitals?

Who is responsible for passports?

Who is responsible for driver's licenses?

Who is responsible for snow removal?

Who is responsible for Canada Post?

TASK 4

Use the answers to the questions to write a short paragraph about one level of government.
