**Theme:** Health  
**Topic:** Medical Clinics: Understanding a Directory

**Stage:** 1  
**CLB Outcome Level(s):** 1

**Task:** Learners visit a local medical clinic.

**Estimated time for the tasks:** 1 hour plus clinic visit

**CLB Outcomes**  
*By the end of this topic, learners will be able to …*

**Speaking:**
- provide basic information related to the (medical) context (1)

**Listening:**
- identify specific numbers, key words (1)

**Reading:**
- get information and identify specific details (1)  
- use simplified directory of service text (1)

**Writing:**
- copy numbers, words for personal use (1)

**Suggested Resources**
- adapted Yellow Pages under Physicians/Surgeons  
- adapted large chart of medical clinic with several floor

**Suggested Community Contacts**
- visit a large medical clinic: find specific doctors’ offices; read directory

**Language Focus  Grammar, vocabulary, pronunciation**

**vocabulary:**
- names: last names; first names or initial used for first name; title abbreviation (Dr.)
- floors: use of ordinals for floors; first number (1-9) or first two numbers (double digit) indicates floor; second set of numbers indicates room number on that floor

**grammar:**
- *to be* 3rd person singular *is* in present tense
- *where* question for information  
  *example:* Where is Dr. Jensen’s office?
- personal pronoun *it* for office and contraction with *is*  
  *example:* It’s on the second floor.
- personal possessive adjective *his/her*  
  *example:* His office is on the ninth floor.

**pronunciation:**
- ordinals, especially the *th*  
- 0 pronounced as *OH* or as *zero*
Developing the skills
To achieve the outcomes learners could …

1. Warm-up – Teacher (est 20 minutes):
   - asks students - Do you go to the doctor? Where is the doctor’s office?
     (optional) What is the name of the doctor? What is the name of the clinic?
   - draws or makes a model of a clinic with several floors
   - distributes cards with an office number on it -What floor is it on? Physically place the card on the correct floor
   - demonstrates intonation patterns for possible office numbers - 3 number pattern 405 = four Oh five / 4 number pattern 1103 = eleven Oh three

2. Listening Task - Learners (est. 10 minutes):
   - have sets on cards of (10) doctors’ names and an equal (or more) number of office numbers representing varying floors on cards
   - listen for doctor’s name and office number on tape or as teacher reads
   - match office number with correct doctor’s name

3. Speaking Task - (est. 15 minutes):
   - pair work - Teacher makes a paired exercise of Dr.’s last names (partner A) and office numbers (partner B)
   - partner B asks: What is the doctor’s name? Partner A replies: Dr. Bodnar. Partner B. How do you spell it?
   - partner A: B-O-D-N-A-R
   - alternate: Partner A asks: What is Dr. Bodnar’s office number? Partner B replies: 90

4. Reading Task - Learners (10 minutes):
   - use charted directory (simplified) to find information. For example: How many doctors work on the 11th floor? Who works in the same office with Dr. Bodnar?
   - for stronger readers (CLB 3), use Yellow Pages with list of all doctors in large clinic

5. Final Task (Community Contact):
   - Class takes a field trip to a clinic. Each student has names of several doctors; finds the office number and copies into a guided text

These activities easily lend themselves to related basic information. Doctors’ names and phone numbers. Doctors’ names and appointment dates and times.

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