

Call 999**Contents****Call 999: teacher's notes****Call 999: answers & transcripts****Call 999: flashcards****Call 999: classroom materials****Copyright - please read**

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Overview

This resource **Call 999** is taken from the **Be safe UK** series of resources which aims to give learners the confidence needed to be able to call for help in the event of an emergency.

There are five units in this series:

Unit 1: Call 999 aims to give beginner learners the skills to call the emergency services and give vital basic information in case of an emergency.

Unit 2: Is it an emergency? This unit aims to give learners an overview of each service and what they do. It also teaches learners when they should call 999 and when they should seek alternative help for less urgent incidents.

Unit 3: Police emergency aims to help learners to be able to describe criminal activity and dangerous situations and to seek help from the police.

Unit 4: Fire emergency helps learners describe the nature and location of dangerous fires and also to understand instructions on staying safe when they are waiting for the fire engine to arrive.

Unit 5: Ambulance emergency teaches learners how to give information when calling for an ambulance. It enables learners to give information about their location and any injuries suffered. It also teaches them to be able to follow first aid instructions given by the call-handler while they are waiting for the ambulance.

Level (Unit 1): This unit has been designed for beginner learners.

Level (Units 2-5): Entry 2/Access 3 in Scotland / CEF A2. The materials are designed to be flexible in terms of differentiation and are accessible to stronger E1 learners.

Structure, learning hours and delivery context

Call 999 provides a minimum of 4 hours of learning in a classroom context. It is made up of eight topics.

Call 999

- Topic 1: what is an emergency?
- Topic 2: which service?
- Topic 3: describing an incident
- Topic 4: listening to an emergency call
- Topic 5: phone numbers
- Topic 6: addresses
- Topic 7: what's happening?
- Topic 8: role play

The resource is suitable for whole class use in a number of settings, including voluntary and community ESOL classes. Timings are flexible since teachers can adapt the resource to suit their learners and build in revision as required.

The resource consists of the following components:

In this document:

- Teachers' notes, transcripts and answers
- Flashcards
- Classroom resources (worksheets and cut-up activities)

Available on the ESOL Nexus website:

- Accompanying PowerPoint file – **Call 999.ppt** (includes links to video files)
- Flashcards
- Audio files

Call 999

Time: Approximately 4 hours over a number of sessions.

Aims

:

- To inform learners what they can do if there is an emergency
- To enable learners to call 999 and give vital basic information.

Objectives

All learners will be able to:

- to say their address
- to say their phone number
- to say which emergency service they require

Some learners will be able to:

- describe an emergency.

Preparation

You will need:

- an interactive whiteboard or data projector to show the accompanying PowerPoint file and videos. If this is not available, flashcards can be used for most activities.
- to download a copy of the PowerPoint file **Call 999.ppt**. This file includes links to video resources from YouTube.
- to print a copy of the flashcards to use in class
- to print copies of the worksheets for learners to use in class
- to copy and cut up resources for activities 4a, 5d, 6b, and 7b
- post-it notes
- glue
- to download the audio files

Audio files

These can be downloaded from <http://esol.britishcouncil.org/teaching-be-safe-uk/call-999>

- **Pavol1.mp3**
- **Pavol2.mp3**
- **Address1.mp3**
- **Address2.mp3**
- **Address3.mp3**
- **Activity 7b_1.mp3**
- **Activity 7b_2.mp3**
- **Activity 7b_3.mp3**
- **Activity 7b_4.mp3**
- **Activity 7b_5.mp3**
- **Activity 7b_6.mp3**
- **Activity 7b_7.mp3**

Topic 1: what is an emergency?

To set the context, learners watch a short video clip. It acts as a stimulus for starting the topic. It also allows learners to demonstrate how much relevant vocabulary they already know. There is a clickable link to the clip in the PowerPoint presentation and it can also be found at <http://youtu.be/jVDFJRoBbog>

a) The emergency services

Play the first part of the clip with the sound off; stop after 9 seconds. This section shows an ambulance on an emergency run.

Ask learners what they can see. Elicit words and write them on the board, for example, 'sick', 'hurt', 'doctor', 'quick/fast', 'hospital', 'help', etc. Circle all of the words in this group. If 'ambulance' is suggested, write it in larger letters as the title of the group.

Next, play the second part of the clip which shows a fire engine; stop at 25 seconds. Again, ask learners what they can see. Follow the above procedure. If 'fire' or 'fire engine/service' is suggested, write it in larger letters as the title for the 'fire' list of words.

Play the final part of the clip which shows police cars/vans on emergency runs. As before, ask learners what they can see and follow the above procedure. If 'police' is suggested, write this in larger letters as the title of the 'police' list.

b) Emergency

Tell learners you want them to watch and listen. Play the clip with the sound on. They will hear the sirens.

Ask why the sirens are on, for example, 'quick', 'fast', 'hurry', etc. Write these words on the board. If 'emergency' is suggested, write this as a heading for all of the lists at the top of the board in large letters. If 'emergency' is not suggested, write it up yourself. Drill the pronunciation of the word 'emergency'.

After this, using your mobile phone as realia, point to the words on the board and mimic dialling 999. Say 'Emergency!' Then say 'Call ...?' Elicit/teach 'Call 999'.

Topic 2: Which service?

Teachers can use either the included PowerPoint presentation or flashcards to help introduce and practise vocabulary for this activity.

a) The emergency services

Show the first PowerPoint slide for **Activity 2a**. Click and 'Call 999!' will be displayed. Ask: 'When do you call 999?' Elicit 'emergency'.

Click and the word 'Emergency!' will be displayed. Drill learners on the pronunciation of 'emergency', breaking the word into syllables.

Ask learners what an emergency is and point to the previously elicited words on the board, for example, 'quick', 'fast'. Ask learners these questions:

- How many emergency services are there?
- Do you know what they are?

Move on to the second Activity 2a slide on the PowerPoint presentation. Click to show the first word, 'Ambulance' and a picture. Drill the pronunciation. Ask: 'When?' and point at the words about the ambulance service elicited from the film, for example: hurt. If 'ambulance' was not originally suggested, write it up on the board now.

Repeat for 'fire service' and 'police'.

b) Ambulance, Fire Service or Police?

Once learners are familiar with the three emergency services, they can practise saying which service is required for different emergencies. A series of situations are shown on the PowerPoint presentation and flashcards.

Working as a whole class, display the first **Activity 2b** slide from the PowerPoint presentation which shows a house on fire. Ask: 'who do you call?' and elicit '999'. Point to the words and pictures and ask: 'Ambulance? Fire Service? or Police?' Elicit the correct answer and encourage peer discussion and correction. Allow learners to help each other using their mother tongue if necessary.

Put learners in groups and give each group a set of flashcards. Ask learners to decide which emergency service is required for each picture. Monitor and make a note of any incorrect assumptions.

To check and reinforce this, display the remaining PowerPoint slides and elicit the services required for each situation.

c) Consolidation 1

Once learners are familiar with the format of the above activity, they can work in small groups to complete **Worksheet 2c** by ticking the correct emergency service for eight further scenarios.

Show the first **Activity 2c** slide (burning wheelie bin) which corresponds to the worksheet. Complete the first question together as a class and then let learners work within their groups to finish the worksheet. Monitor and assist groups.

For whole class feedback show the rest of the Activity 2c slides. Ensure learners have the correct answers on their worksheets.

d) Consolidation 2

Fold over the top of **Worksheet 2d** and give to learners. Ask them to look at the scenarios and write in the correct emergency service next to the appropriate picture.

For less confident learners, the top of the worksheet can be unfolded to show the three emergency service words next to the emergency service pictures. These learners can then copy the correct emergency service word onto their worksheet. Tell learners to work in pairs or small groups. Assist and monitor.

Feedback by eliciting the correct answers. Ensure that all learners have the right answers.

Topic 3: Describing an incident

a) Vocabulary presentation

Seven phrases for reporting an emergency are presented on the PowerPoint presentation and as flashcards. If learners have a high enough level of English, practising additional phrases for reporting incidents could be used as an extension activity.

If learners have low-level literacy skills, start by using the flashcards and first six **Activity 3a** PowerPoint slides to elicit and drill the target phrases. Drill the target language both chorally and individually. Ensure that learners can pronounce phrases clearly enough to be understood.

There's an accident	He's unconscious	There's a fight	She's injured
He's smashing a window	He can't breathe	There's a flood	

If learners have some literacy skills, start either by writing the phrases on the board and using the flashcards, or by using the **Activity 3a** PowerPoint slides which include the target phrases. Elicit which phrase corresponds to each image and confirm either by revealing the answer on the PowerPoint presentation or by ticking the phrase on the board.

Drill the target language both chorally and individually. Ensure that learners can pronounce phrases well enough to be understood.

Ask concept-check questions to check learners' understanding of vocabulary. For the word 'unconscious', you could ask, 'Why is he unconscious?' and elicit reasons: 'hit /bang on head' etc.

For 'injury', ask for examples of an injury or teach by pretending to limp, or holding your arm as if you are in pain.

b) Consolidation

When learners have practised these sentences, give out **Worksheet 3b** with the third column folded back as indicated at the top of the sheet. Learners have to complete the gapped sentences by using the words at the bottom of the page. Learners with low levels of literacy can use the unfolded worksheet and copy the correct words into the spaces.

Feedback by eliciting the correct answers from learners, then drill the phrases by pointing at the pictures or using the flashcards from activity 3b.

Choose one of pictures 2-7 and demonstrate the next task by describing the chosen picture. Elicit from learners which picture you were talking about.

Ask learners to do the same in pairs. The first learner in each pair describes a situation from the picture on his/her worksheet without their partner seeing the picture. The second learner then has to say which number picture is being described. Emphasise that learners should not do this task in the same order as it is on the worksheet. You could close your eyes and point to a picture on the worksheet to demonstrate that the worksheet should be followed in a random order.

Finally, put learners in groups and place the flashcards face up on a table. Ask a learner from one group to say what is happening in one of the pictures on their worksheet. Then ask a volunteer from another group to go to the table and select the correct picture. Encourage peer correction. Repeat for all pictures.

Topic 4: Listening to an emergency call

a) Listening comprehension: reporting a crime

Learners listen here to an extract of an emergency call from Pavol. To set the context of an emergency phone call, show the picture of Pavol and the call-handler from the PowerPoint presentation. Explain that Pavol is making an emergency phone call.

Before playing the audio, cut up the pictures at the bottom of **Worksheet 4**. Give out the worksheet and some glue and put learners into groups.

Display the first slide of the PowerPoint presentation for **Activity 4a**; if a data projector is not available, use flashcards. Ask learners to listen to the audio file, **Pavol1.mp3** and elicit which service Pavol requires.

Point to the pictures at the bottom of the screen. Ask which corresponds to the recording. Confirm by clicking on the mouse, the fire engine image will appear in the text. Ask learners to do the same by placing the correct picture in the corresponding space on the worksheet.

Play the next part of the audio where the call-handler asks, 'what's happening?' Stop the audio and repeat the question, 'What's happening?' Then try to elicit what learners think has happened, highlighting the pictures.

Play the following section of the audio where Pavol says 'There's a fire in a house'. Let learners discuss which picture is appropriate within their groups. Elicit what the correct picture is and ask learners to place the picture in the space on their worksheets.

Continue to play the audio and complete the worksheet gradually, learners working within their groups, agreeing on correct pictures and placing them in the space provided on the worksheet.

For the last call-handler instruction, which says 'Stay on the line', focus on the meaning of this expression. Look at the picture of someone putting the phone down and the picture of Pavol on the phone. Ensure that learners know and understand 'Stay on the line' or 'Stay on the phone'.

When the worksheet is complete, check all worksheets and make sure they are correct. Then ask learners to stick the pictures on their worksheets.

b) Practise dialogue with picture support

This is an opportunity to build learners' confidence with Pavol's dialogue. Using the PowerPoint slides for **Activity 4a**, play the dialogue again, stopping just before Pavol's responses.

When you stop the recording, elicit the correct response from learners. For example, play the first part of the dialogue where the call-handler asks Pavol what emergency service he requires, stop the dialogue and elicit the answer from learners (fire service). Drill pronunciation. Repeat this for all four pictures on the PowerPoint presentation and worksheet.

c) Practise dialogue without picture support

This time, learners will listen to the audio without pictures. This will focus their attention on listening. Ask them to turn over their worksheets.

Put learners into groups and play the first part of the dialogue stopping before Pavol's response. Ask learners to discuss and agree what the response should be. Then ask each group for their answer and write them up on the board.

Continue with the other two parts of the dialogue, paying particular attention to the call-handler's question 'What's happening?' to familiarise learners with this question. Gauge whether you need to play the dialogue again. Highlight the call-handler's instruction at the end of the dialogue 'Please, stay on the line'. Elicit the meaning of this.

Using the class' answers on the board, highlight any answers that differ and ask for feedback. Once learners are confident of the answers, they could repeat the exercise a few times to practise speaking and listening.

Topic 5: phone numbers

a) Practising digits

It is important that learners know their own phone numbers and that they can say them clearly. These activities give learners the opportunity to practise saying numbers from 0-9 as a confidence-building exercise before saying their own numbers out loud.

To introduce learners to phone numbers, the beginning of Pavol's dialogue will be used. Play the beginning of **Pavol2.mp3** and stop after Pavol gives his name. Elicit his response from learners and write it up on the board.

Play the audio again and stop after Pavol gives his phone number. Ask learners what information he has just given. Elicit that it is his phone number and write it on the board. Use your own mobile phone as a prompt if necessary.

Play the next part of the audio where Pavol gives his address. Ask what information this is. Elicit that it is where he lives/his address. Write the address on the board. Play the dialogue again pointing out name, phone number and address on the board as Pavol gives his responses. Circle the phone number on the board and tell learners they are going to learn to say phone numbers.

Use **Activity 5 flashcards** of numbers 0-9 or the **Activity 5a** PowerPoint slide to get learners to practise saying the numbers. Pay attention to the digit '0'. Elicit/teach the two standard speech forms for this, i.e. 'zero' and 'oh'.

Depending upon the size of the class, give flashcards either to each learner or to each pair of learners. Ask them to say the number on the flashcard out loud. Ensure the pronunciation is correct.

Write the numbers 0-9 on the board and point to them at random. As you call out a number the learner/pairs with the matching number stand up and repeat the number. Encourage peer correction of pronunciation. It is very important that the pronunciation is clear.

When learners are comfortable with this process, change the format so that you point to the numbers on the board without saying them. Learners should stand up and say their numbers out loud. Swap flashcards so that learners get used to saying more than one number.

Drill for pronunciation as a whole class and with individual learners. It is important that a call-handler can interpret the caller's number correctly.

Hold up your mobile phone and encourage learners to look at the keypads on their own mobile phones. Point out the numbers on the keypad. Ask: 'Where is zero/oh?' Check that learners are pointing to the correct digit on their mobile phones. Repeat with all digits.

If learners are unable to find the keypad on their phone, or if it is not clear on your own phone, use the flashcard of a phone keypad.

Finally, using the flashcards again, ask each learner/pair: 'What is your number?' and monitor pronunciation. If it is not clear, model the pronunciation again and ask learners to repeat the number.

b) Saying phone numbers

Write up random 11-digit mobile and landline numbers on the board, ensuring that all of the 0-9 digits are used in each phone number so that all learners are involved. For example: write up 07819 423568. This number has 11 digits and includes all of the digits 0-9 at least once.

To demonstrate the activity, point to the learner/pair who are 'zero'. Get them to stand up and say 'zero'. Then point to the learner/pair who are 'seven'. Get them to stand up and say, 'seven'. Do this until the complete number has been read out.

Write up another 11 digit phone number but this time do not point to learners. They should stand up and say their numbers without prompting from the teacher. Assist where necessary.

To continue the above activity, learners could read out their own numbers for the teacher to write up on the board. Learners/pairs then stand up for each number and say the number out loud. Check pronunciation and support learners until they can say numbers clearly. Learners could then say the numbers more quickly, as they become more confident.

Finally, give out **Worksheet 5d**. Ask learners to look at their own mobile phones and copy the numbers onto the worksheet. Numbers '1' and '0' have already been done for them. Monitor and assist learners to complete this.

c) Knowing your own phone number

Note to teacher: it is extremely important that a learner can say their own phone number in an emergency situation. However, there may be some instances where a learner does not wish to share this information with the class. If this is the case, give the learner a random phone number to use for the following activities.

In this activity learners will practise listening to recognise their own number and say it out loud. Learners will hear their number and then confirm recognition by repeating it back.

Put learners into groups. Ask them to write their phone numbers on a post-it note with their name written underneath. For learners with low levels of literacy you may want to provide them with a copy of their own phone number that they can then copy out on to a post-it note.

Collect the post-it notes from each group separately, mix them up and then return them to the members of the group, ensuring that learners do not have their own number.

Demonstrate the activity to the class by writing your own number (you may want to use a false number; ensure that it follows the format of a genuine number) on a post-it note and handing it to a member of the group. Ask the learner to read out the number and confirm that is yours by shouting 'Me!' Get him or her to ask you for your number. Say your number out loud. Ask the learner to check the number and then return the post-it note if it is correct.

Ask the groups to start the activity and monitor and assist.

Move learners around into different groups until they are confident about recognising and saying their own number.

d) Consolidation: calling learners

For some beginner learners, this might be the first time they have said their number in English. The following activities will reinforce this skill.

Collect learners' telephone numbers. Take out your mobile phone and tell learners you are going to read out their number and they must answer.

Pretend to dial the number of a confident learner. When the learner realises that it is his or her number, say 'Hello, how are you?' encouraging the learner to respond with 'Fine, thank you'. Continue by reading out all of the learners' numbers.

e) Telephone number bingo

Cut up the six **Activity 5e bingo cards** and give them to individual learners or pairs. You could use additional copies of the cards if there are more learners in the group.

Tell learners that they have to listen to the phone numbers that are read out and tick them off when they hear them. When they have three ticked-off numbers in a row they should put their hands up and shout 'bingo!'. The first learner/pair to do so is the winner.

Read out phone numbers from the **Activity 5e bingo caller's card**. Take care to read the numbers out in the groupings of 3-5 digits on the cards; a stream of 11 numbers is likely to be too challenging for learners at this level. For the same reason, each number should be read out several times.

You may wish to continue the game until learners have ticked off all the numbers for further practice.

Topic 6: Addresses

It is very important for learners to know how to say their address. Many beginner learners have their address written down, to keep in their purse/wallet so that they can give this when needed. Learners will be given an opportunity to complete an address slip activity later on in this section. However, for an emergency call situation, it is vital that they know how to say their address out loud.

a) Pavol's address

This exercise uses the same dialogue as the previous activity which learners will now be familiar with. Play the audio, **Pavol2.mp3** up to where the call-handler asks 'Where are you?' and Pavol replies 'At home.' Stop the audio here and ask learners what 'home' means. Write up any answers on the board, such as, 'house', 'flat', 'bed and breakfast', 'hostel'.

Tell learners where you live, using 'my home is...' (you may want to use a false address). Tell them you live in a house/flat and that this is your address. Write your name on the board for the first line of the address then write the address line by line. When you have finished, tell learners this is your home and that this is your address.

Play the section of the audio where Pavol gives his address. Stop the recording once Pavol has finished giving his address. Ask 'What is this?' Elicit: 'Pavol's home/house/flat', etc.

Play Pavol's address again and write it on the board, not forgetting to put his name on the first line.

Ask one of the more confident learners (who does not mind sharing this information), to tell you their address. Write it up on the board, line for line, mirroring Pavol's, not forgetting to put the learner's name on the first line. Ask:

- What number does Pavol live at?
- What is the name of the street?
- What town does he live in?
- What is the postcode?

Some learners may not be able to read the address, so ask them to point out parts, for example, the number, the street, town, etc. Go through these a few times checking random parts of Pavol's address, for example, 'Pavol's town?' first, then 'Pavol's house/flat number?', etc.

Play the dialogue again with Pavol's address, pointing out the address, line by line, on the board as Pavol says it. Ask learners to explain exactly what each line contains. The first line is the name of the person, the second is the flat number if there is one, the third is the house number and the street, the fourth the city and finally the postcode.

Ask how many learners live in a flat. Explain that flat numbers sometimes go on a single line. For example:

Mrs Smith

Flat 4a

25 High Street

London

N4 3LZ

Learners should now be familiar with the order in which they should say an address. They will also have some awareness of how an address is written.

Note to teacher: if learners don't want to share their own address with the class, give them the address of the learning venue to use for these activities. However, it is important that you get them to tell you their address privately, so that you are sure that they can say it.

b) Complete the addresses

To practise what learners have just learned, audio and images will be used as prompts in the next activity. Learners will listen to three sets of audio, each one an emergency call where the caller is asked to give their address.

Cut up the pictures on **Activity 6b picture sheet**. Give out the pictures and worksheet for **dialogue 1**. Learners should work in pairs or small groups so that they can discuss and agree on answers.

Ask learners to look at the address sheet. Point to the first line 'name'. Tell learners to listen for a name. Play **Address1.mp3**. Elicit what picture should go on the first line. Repeat for the rest of the first address. Elicit feedback and encourage peer correction.

Do the same for the other two addresses with **Address2.mp3** and **Address3.mp3**. Let learners work within their groups, monitoring and assisting. When learners have completed the exercise, conduct whole class feedback. Ensure all learners have the pictures in the correct place on their worksheets before handing out glue and asking learners to stick their pictures to the worksheets.

To reinforce this, play all three dialogues again, asking learners to look at their completed address sheets as they listen to the dialogue.

c) Write your own address

Learners should now be more familiar with the order of an address. The following exercise will help them write their own addresses. Learners will first use picture prompts and will then complete their own address slip to keep on their person for the future.

Give out **Worksheet 6c**. Ask what the picture in the first line means. Write your own name up on the board then ask learners their names. Elicit first and family names. Ask for volunteers to come to the board to write up their names.

Learners can now write their names next to the appropriate image on the worksheet. Go through the rest of the worksheet using the same procedure. Check that learners have completed this accurately.

For those learners without literacy skills, ask if they have any ID or letters with them on which their names and addresses will be written. With their permission, write or type up their names on the board. To assist these learners the **activity 6c address slips** can be used. These address slips have picture prompts on each line. Note that there is no picture prompt next to the postcode line.

Using these slips, elicit each line of a learner's address and type it for them. The address slip can then be printed out for that particular learner. When all of the slips have been printed out, elicit each learner's address. Get them to say their addresses, as they may not be able to read them. Check for pronunciation, noting down any difficult street names.

When the worksheet is complete, put learners into groups. Teach: 'What's your address?' Model the activity with a more confident learner. Ask: 'What's your address?' The learner will then give their address. Next, the learner asks you 'What's your address?' You give your address. Monitor and assist groups, listening and assisting with pronunciation problems. Note down any problems.

d) Pronunciation

Drill the pronunciation of any problematic words that were picked up whilst monitoring groups. For street names, individual drilling may be required. It may be useful to drill the names of local places chorally. Sometimes the pronunciation of such places can be quite difficult. Elicit places, landmarks or buildings within the local area. If an interactive whiteboard is available use online maps, such as Google maps, to show these places and practise how to say them. As learners are probably going to be from the same local area, these place names can be drilled as a whole class.

e) Complete address slips

Ask learners to look at the **activity 6c address slips** to practise smaller handwriting. There is one address slip with four lines for those learners who do not have a flat number in their address and one with five lines for learners who do.

Let learners practise writing their addresses beforehand. When the addresses are legible ask them to copy them onto the address slips. For learners without literacy skills, ask them to copy their name from the printed address slip you have provided, they will need assistance to do this.

f) Practise saying your address

Put learners into pairs. They are going to ask each other their name and address. For example, learner (a) asks: 'What's your name?'. Learner (b) gives their name. Learner (a) repeats the name of learner (b). Learner (b) corrects any mistakes in pronunciation. Learner (a) then asks for the address of learner (b). Learner (a) repeats each line. Learners should correct each other.

This is an example of how the activity might run:

Learner (a)

What's your name?

Ayesho?

Ayesha

What's your address?

Flat 4b?

24 School Lane?

Learner (b)

My name is Ayesha

Ayesha

Yes

Flat 4b

Yes. Flat 4b. 25 School Lane

No, 25 School Lane

Monitor and assist pairs, checking pronunciation. Swap learner pairs and keep this activity going until learners have been able to say their address several times.

Next, ask individual learners to stand up and give their addresses. Ask the class: 'What number does he or she live at? What street', etc. The learner who is giving their address will then correct any pronunciation problems from the class. At the same time, learners will be able to peer correct the learner giving their address. Do this with all learners. It is important that their pronunciation is clear enough to be understood by an emergency call-handler.

To reinforce pronunciation and give further practice in saying addresses, collect all of the address slips. Read out an address. The corresponding learner puts up their hand. Ask them to repeat their address. Ask the class: 'Is that OK?' 'Do you understand?'

When all are satisfied that the address is clear, ask the learner to come up and collect their address slip. Do this with all of the address slips until all learners have their own. Suggest that learners keep them in their purses/wallets.

Topic 7: What's happening?

Learners will now be familiar with giving personal details. One of the questions a caller will be asked by the call-handler on an emergency call is 'What's happening?' It is important that they recognise this question as a prompt to describe events in an emergency call.

a) Recap vocabulary

Show the flashcards for Activity 3 to recap vocabulary. Then use the flashcards as prompts for 'What's happening?' eliciting, for example, 'there's an accident'. It is not important that learners use correct sentences or grammar as long as they are able to communicate details of what is happening.

b) Match pictures to the audio

Learners will now listen to seven short sets of audio and match the pictures to the worksheet. The dialogue starts with 'what's happening?'

If a data projector is available, display the first slide from **Activity 7b**, showing the worksheets. The first page is for learners to complete by sticking in pictures. The second page of the worksheet contains the pictures. Cut these up and give them to learners. You will also need to provide glue for the end of this activity.

The worksheet has eight spaces for pictures. Each space has a number. For example, number 1 on the worksheet corresponds to number 1 on the audio. The numbers for the worksheet spaces will be stated on the audio for each part. Before starting the activity recap numbers by going through the numbers on the worksheet.

Learners listen to **Activity 7b_1.mp3** first, then discuss and agree which picture corresponds to the recording. Depending upon learners' confidence, it might be beneficial to do the first dialogue together as a class, and then ask learners to work in pairs or small groups to complete the worksheet. Monitor and assist. The mp3 files are numbered from 1-7 for example, the second dialogue is named **Activity 7b_2.mp3**.

When the class has completed the worksheet, conduct whole class feedback. The PowerPoint slides for **Activity 7b** can be displayed on the board to assist during feedback. When all learners have the correct pictures in place, tell them to stick the pictures onto the worksheet.

Topic 8: Role play emergency call**a) Practise Pavol's emergency call responses**

To further build on learners' confidence in speaking and to prepare them for the role play activity, learners will listen to Pavol's emergency call, **Pavol2.mp3**, and repeat every line of his response.

The audio includes Pavol's phone number and address. This can be used to recap phone numbers and addresses. Stop the dialogue after the phone number and address and elicit what they are. Use the picture of Pavol on the phone as a prompt. For his address do the same and ask what learners think it is.

Elicit address/house/flat/home from learners. To ensure that they know it is Pavol's address, point to the picture of the woman in the house. Elicit that it is not her house but that it is Pavol's. Ask learners what is the address of the learning venue. They might know part of it. Write it on the board and elicit/teach 'college address', 'We are here.'

Play the audio in its entirety and get learners to repeat all of Pavol's responses.

It is a good idea to remind learners of the call-handler's instruction 'Please stay on the line/phone'. Get learners to repeat this a few times. It is important that they know what this means and familiarise themselves with this instruction. Repeat the above process to further build learners' confidence in speaking.

b) Role play

This activity allows learners to put all of the above learning together into a complete role play of an emergency call. In order to ensure that all learners are able to practise this, set up the role play in pairs. Note that the focus on this activity is on responding to questions rather than the call-handlers' role.

Put learners into pairs. Tell them they are going to use their completed **Worksheet 7b** and then give out the **Activity 8 call-handler script** which gives the questions an emergency call-handler would ask.

The teacher should demonstrate the activity by taking the place of the call-handler and questioning some of the more confident learners, using the picture prompts from the script. Remind learners answering questions to use the picture prompts from **Worksheet 7b** to help them.

Learners should then take turns to play the call-handler and the caller. It is not necessary for learners who are role playing as the call-handler to know how to ask the questions properly. If they are unable to ask the questions, they could point to the pictures on the call-handlers' worksheet.





Monitor and assist, checking for pronunciation of phone numbers and addresses. Continue the activity until all learners have had a turn at being a caller for all of the pictures.

Conduct whole class feedback and ask for volunteers to role play with their partners in front of the class. Ask the 'caller' to show the class their emergency situation picture prompt first so that the rest of the class can peer correct if the wrong emergency service is asked for. Encourage peer questioning and correction of pronunciation of numbers and addresses.

Answers:

Most of the worksheet answers are self explanatory or don't have specific answers. The worksheets that do have specific answers and can be used for feedback are below:

Answers: Activity 4 Worksheet

Call-handler	Hello, emergency service operator. Which service do you require? Fire, police or ambulance?
Pavol	<div>  </div> Fire!
Call-handler	What's your name?
Pavol	My name is Pavol
Call-handler	OK, Pavol. What number are you calling from?
Pavol	077845 89624
Call-handler	Where are you?
Pavol	At home. My address is 25 Millhouse Road, Clapham SW4 2ED.
Call-handler	OK, what's happening?
Pavol	<div>  </div> There's a fire in a house.
Call-handler	Is anyone injured?
Pavol	<div>  </div> I don't know. There's a woman at the window.
Call-handler	<div>  </div> OK, Pavol. A fire engine is on its way. Please stay on the line.

Activity 7.2 ANSWER Worksheet (What's happening?)

Can you match the dialogue with the pictures?

1.



There's a car accident

2.



There's a fire

3.



There's a fight

4.



He's smashing a window

5.



She's unconscious

6.



He can't breathe

7.



She's injured

Call 999: answers and transcripts

Transcript

Pavol

Call-handler	Hello, emergency service operator. Which service do you require? Fire, police or ambulance?
Pavol	Fire!
Call-handler	What's your name?
Pavol	My name is Pavol
Call-handler	OK, Pavol. What number are you calling from?
Pavol	077845 89624
Call-handler	Where are you?
Pavol	At home. My address is 25 Millhouse Road, Clapham SW4 2ED.
Call-handler	OK, what's happening?
Pavol	There's a fire in a house.
Call-handler	Is anyone injured?
Pavol	I don't know. There's a woman at the window.
Call-handler	OK, Pavol. A fire engine is on its way. Please stay on the line.

Call 999: activity 2b flashcards

Activity 2b flashcards



Ambulance?



Fire Service?



Police?



Ambulance?



Fire Service?



Police?

Call 999: activity 2b flashcards



Ambulance?



Fire Service?



Police?

Call 999: activity 2b flashcards



Ambulance?



Fire Service?



Police?

Call 999: activity 2b flashcards



Ambulance?



Fire Service?



Police?

Call 999: activity 2b flashcards



Ambulance?



Fire Service?



Police?

Call 999: activity 2c flashcards

Activity 2c Flashcards



Ambulance



Fire Service



Police

Call 999: activity 2c flashcards



Ambulance



Fire Service



Police

Call 999: activity 2c flashcards



Ambulance



Fire Service



Police

Call 999: activity 2c flashcards



Ambulance



Fire Service



Police



Ambulance



Fire Service



Police

Call 999: activity 2c flashcards



Ambulance



Fire Service



Police

Call 999: activity 2c flashcards



Ambulance



Fire Service



Police



Ambulance



Fire Service



Police

Call 999: activity 2c flashcards



Ambulance



Fire Service



Police

Call 999: activity 2c flashcards



Ambulance



Fire Service



Police

Call 999: activity 3a flashcards

Activity 3a Flashcards



Call 999: activity 3a flashcards



Call 999: activity 3a flashcards



Call 999: activity 3a flashcards



Call 999: activity 3a flashcards



Call 999: activity 3a flashcards



Call 999 activity: 5a flashcards

Activity 5 Flashcards: Numbers 0 – 9

0

1

Call 999 activity: 5a flashcards

2

3

Call 999 activity: 5a flashcards

4

5

Call 999 activity: 5a flashcards

6

7

Call 999 activity: 5a flashcards

8

9

Call 999 activity: 5a flashcards

