

# Unit 6

# 999

## Overview

Learners practise:

- Emergency calls.
- Understanding and responding to requests for information

## Suggested context

Two people at home or at a centre.

**Part 1:** Asking for help with language in an emergency call.

**Part 2:** Making a short, simple emergency call.

## Skills

### Speaking and listening

- Listen and understand a conversation about the emergency services
- Listen and respond to simple requests for information
- Ask for an interpreter
- Speak clearly when giving personal information
- Use stress, rhythm and intonation appropriately
- Practise pronunciation of languages, names, addresses and types of emergency services

### Literacy and phonics

- Read various addresses
- Understand and fill in a simple form
- Write own name and address
- Use phonics to help decode new words – focus on initial grapheme/phoneme relationships

### Language points

(Core points – bold, extension points – not bold)

- Simple phrases for:
  - Understanding simple questions from emergency services: **Which service? What's your address? What's happened?**
  - Asking for an interpreter: **I need an interpreter**
  - Giving basic information: **name, address and phone number**
- Key words: **emergency service(s), ambulance, police, fire, language** (and languages spoken by learners), **interpreter, postcode, phone number.**

## Before you start

**IMPORTANT: Do Unit 5, Health and safety before covering the content in this unit.**

Depending on the level of your group, record the Example dialogues using local voices, accents and references. (See Guidance for further details.) Use names, addresses and languages which are relevant to your learners, and a woman and a man making the calls if you have a mixed group.

Print relevant images and word cards from this pack and from the [New to ESOL picture pack](#). Source others which are relevant to your group, e.g. community centre, mosque, shopping centre, market, library, swimming pool.

### Materials needed

#### Speaking and listening

**Activity 1** Large images from Unit 5: *Health and safety* or project on screen; several sets of word and image cards from Unit 5 to play Pelmanism; Unit 5: **Resource 5: Word cards** and/or pre-prepared word cards – one for each language spoken within the group; phones and translation apps

**Activity 2** Unit 5, **Resource 1: Images (emergency services); Dialogue 1**

**Activity 3** Image of centre where learners are studying; address of centre on envelope or screen/large paper and/or model form; copies of learners' addresses, or pre-prepared slips of paper with other local addresses; **Dialogue 2; Resource 2**, plus copies of Kareem's name and address cut up to put in order.

**Activity 4** Learners' own addresses – or similar local addresses

#### Literacy and phonics

- Flashcards of key words and the languages spoken in class
- Websites or leaflets about emergencies
- Address of centre on envelope or screen/large paper and model form
- **Resource 3: Form** and **Resource 4: Name and address** worksheet – adapt to local address, handwriting worksheets, phonics activities (as appropriate)

**Note that each unit can be covered across two or three sessions.** You can follow the order of activities suggested below or incorporate literacy, phonics, digital opportunities and resources/activities from other sources at different points across the sessions to best meet the needs, interests and priorities of your learners.

Allow some time at the beginning of each session for:

- General chatting
- A warm-up activity
- Recapping and reviewing the main learning from the last session and/or topic.
- Learners to tell each other about anything they have done or followed up related to the most recent topics.

## Speaking and listening

### Activity 1

#### Introducing the topic

- Revise language learnt in the previous unit (Unit 5, *Health and safety*). Stick the images around the wall, ask learners to walk around and say the words they remember and drill together. Divide into small groups and give each group a set of the Unit 5 word and image cards to play Pelmanism.
- Elicit and drill all the languages spoken in the class. Hold up relevant cards as you do this and ensure learners can recognise their own language.
- Model and drill the question and answer: *What language do you speak? I speak (English)*. Focus on pronunciation – stress, intonation and long vowel sound in speak. Practice – open pairs, closed pairs and then ask learners to mill around the room and ask/answer the question. Feedback – elicit what they found out, e.g. *Sami and Ali speak Arabic. Rama speaks Farsi*. If appropriate for your group, write up sentences on the board and focus on the 's' in 3rd person singular.
- Ask a learner to speak to you in their language. Show you do not understand. Ask learners for help. If another learner tries to interpret, use this to elicit or teach the word: *interpreter*. Ask learners if they use an interpreter, e.g. with a solicitor or at the doctors. Drill the word, focusing on the stress pattern.
- Phonics: Write *interpreter* on the board. Break it down into four syllables and sound out each phoneme.

### Activity 2

#### Speaking and listening (Dialogue 1)

- Point out the images of emergency services around the room and elicit or teach and drill: *emergency*. Ask what number you phone for an emergency. Write the number on the board and drill: 999.
- Set the context: there has been an accident (choose an image from Unit 5). Show learners **Resource 1: Images** and elicit/explain that the woman is calling 999, and the man is the phone operator. Ask learners to listen and say whether she asks for ambulance, fire or police.
- Play the audio (re-play if necessary) and check answers: *ambulance*. Ask learners to listen again for what else she asks for. Play the audio and check the answer: *interpreter*. Then ask learners to listen again for her language. Play the audio again, then check the answer: *Spanish*.
- Replay the audio line by line and drill the dialogue. Focus on stress, intonation and clear pronunciation.
- Role play practice: model the dialogue with one learner who should reply with their own language (not Spanish). Then practise in open and closed pairs, asking learners to change partners for more practice.

#### Intercultural understanding



This is a good opportunity to flag up:

- the role of the emergency services in the UK – police, fire, ambulance – when/when not to call them and what to expect when they arrive
- the use of interpreters, how and when to request one
- how to write an address – the house number goes first, the postcode last
- the importance of postcodes – learning it and saying it clearly
- how to say phone numbers – intonation and clustering the first and second parts of the number.

## Activity 3

### Listening (Dialogue 2)

- Show the image of the centre where learners are studying and elicit parts of the address they know. Model, drill and practise a few times, clustering sounds and using rising and falling intonation patterns.
- Ask learners to tell each other their own address or use a local address from the pre-prepared slips.
- Explain learners are going to listen to a different 999 call. Ask: Which service does he want? Play the audio then check: police
- Hand out **Resource 2: Dialogue 2 worksheet**. Ask learners to listen for and tick/mark the correct address, postcode, phone number and name. Play the audio as many times as necessary. Feedback and check.
- Use the worksheet to support and practise identifying and saying numbers, particularly phone numbers.

### Digital opportunities



- Learners record (or video) one of the roleplays on their phones and listen/watch it afterwards to evaluate their performance.
- Ask learners what they do if no interpreter is available. Ask them to show each other any translation apps they use and/or demonstrate by getting an online translation app to say some words in some of the learners' languages.
- Learners complete an online form with their name and address.
- Learners listen to an audio recording of their own address, etc. then repeat, read and write it

## Activity 4

### Language experience

- Role play practice: repeat the procedure from Activity 2, asking learners to repeat the dialogue in stages then practise substituting their own information for Abdul's.

**TIP** If a learner finds it difficult to say or remember all their address, focus on the postcode, number of house/flat and their phone number.



## Literacy and phonics

### Reading

- Learners can read and match images and words relating to emergencies and the emergency services, e.g. fire, ambulance, police, 999, road accident, fire in the kitchen. Learners can also play Pelmanism with the cards.
- Jumble the language word cards on a table and ask learners to find the card(s) for the language(s) they speak.
- Using the transcript, learners listen and follow the text.
- Cut up the transcript for learners to re-order.
- Create gap fill activities from transcripts for learners to fill in (or copy/stick in). Remove key words such as *interpreter, language, address, postcode, phone*
- Learners read their addresses, postcodes and/or phone numbers to each other, then write them on an envelope or form.
- Use **Resources 3** and **4** for further practice: learners can cut up Abdul's name and address into words for reordering and insert the missing letters/numbers on the form.

### Phonics

- Use a phonic approach to read names and addresses, and to help with spelling their own, where possible. Focus on /f/ – the grapheme 'ph' in *phone*, blending 's-t-a' in *station* and the *tion* sound/spelling pattern
- Activity 1: Hold up the language word cards and read aloud, sounding out each grapheme as you read. Focus on initial phoneme/grapheme relationships..

### Writing

- Some learners could fill in the information on **Resource 3: Form** (or a partially filled in form) as they listen or copy it afterwards.
- Learners can listen and write each other's name, address, postcode and/or phone number.
- Find real, relevant simple forms for learners to fill in, either paper-based or online.
- Provide opportunities for letter formation and handwriting practice, including upper/lower case.

## Learning to learn

- Learners can create key personal information cards with name, address and telephone number to keep in their purses or wallets. They could also make an audio recording of their address and other details as relevant for phoning emergency services.
- Save own name, address and phone number in mobile phone contacts list
- Make a note of important numbers in own phone.

## Differentiation and extension ideas

- Learners extend Dialogue 2 by answering the question *What's happened?* This would provide an opportunity to discuss reasons for calling the police.
- Introduce different scenarios where learners understand and respond to some short simple questions, giving name, address, postcode and telephone number clearly. For example, at college, at the doctor's, etc.
- Practise calls to other emergency services and/or giving extra information as appropriate, e.g. for fire service, stating name of block, number of adults and children, which floor and which room.
- Introduce/revisit language to ask for other support needs, as appropriate, e.g. *I need wheelchair access; I need childcare; I need a lift; I need a phone.* This could also be done using *Can I have ...*
- Find images of possible emergencies e.g. a child has fallen off a bike, for learners to describe the emergency and what they should do, e.g. clean the child's leg, take the child to Accident and Emergency depending on how serious it is.
- You could follow up this lesson with British Council ESOL Nexus lessons from the *Be safe* series: <https://esol.britishcouncil.org/content/teachers/teaching-uk-life/teaching-be-safe-uk>

## Home learning

- Point out or show images or photos of example safety features from your home or the centre. Ask learners to find safety features in their homes, e.g. fire blanket, extinguisher, hostel layout/escape plan and, if possible, take a photo to bring to discuss in next class.
- Learners take new words home to learn and use '*Look, say, cover, write, check*' method to practise spellings.
- Handwriting practice.

## Out and about

- Walk around the centre together. Find safety signs, discuss what they mean and what to do, e.g. if there was a fire.
- Invite a community police officer, fire prevention officer or paramedic to visit the class.

### Unit review



In your next lesson, and before you start a new topic, here are some ideas to help you review and recap language learning from this unit:

- Review learners' addresses and phone numbers
- Ask learners to recap one of the dialogues from memory.

### Useful links for further practice



- BBC Learning Circles Phoning for an ambulance  
<https://www.bbc.co.uk/learningenglish/english/course/emw/unit-1/session-7>
- British Council ESOL Nexus Parts of the body  
<https://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/beginners/parts-body>
- English My Way: Healthcare (includes videos) (you need to register)  
<https://www.englishmyway.co.uk/topics/134>
- *New to ESOL templates* e.g. Template 11, numbers; Template 2, sentence strips  
<https://esol.excellencegateway.org.uk/content/etf3085>
- *New to ESOL Phonics Pack*  
<https://esol.excellencegateway.org.uk/learners-new-esol-phonics-pack>
- British Council ESOL Nexus Be safe series:  
<https://esol.britishcouncil.org/content/teachers/teaching-uk-life/teaching-be-safe-uk>

## Dialogue 1

Operator	<b>Emergency. Which service?</b>
Woman	<b>Ambulance. I need an interpreter.</b>
Operator	<b>OK. Which language?</b>
Woman	<b>Spanish.</b>
Operator	<b>Hold on please.</b>
Woman	<b>Thanks.</b>

## Dialogue 2

Operator	<b>Emergency. Which service?</b>
Man	<b>Police.</b>
Operator	<b>Police. What's your address and postcode?</b>
Man	<b>68 Station Road, Leeds. LS1 4DY</b>
Operator	<b>Your phone number?</b>
Man	<b>07765 375 891.</b>
Operator	<b>And your name?</b>
Man	<b>Abdul Kareem.</b>
Operator	<b>OK, Abdul. What's happened?</b>





68 Station Road

65 Station Road

28 Station Road

LS4 6DY

LS1 4DY

LF1 4DY

07665 375 891

07763 575 891

07765 375 891

Amir Kareem

Abdul Kareem

Abdul Kadir

Full name	
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Postcode	
Phone number	

Full name	
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<b>Full name</b>	A _ _ u _ Kar _ _ m
<b>Address</b>	68 _ _ ation _ oad L _ _ ds
<b>Postcode</b>	L _ 1 4 _ Y
<b>Phone number</b>	0 _ _ 6 5 _ 7 5 _ _ 1

**interpreter**

**language**

**Spanish**

**Arabic**

**Kurdish**

**Somali**

**Pashto**

**Tigrinya**

**Persian**