

Unit 5

Health and safety

Overview

Learners practise:

- understanding language relating to the emergency services
- what to do in different situations requiring emergency or non-emergency services.

Suggested context

Two or three people at home or at a local centre.

Dialogue 1: Talk about what to do in a medical emergency

Dialogue 2: Talk about emergencies/non-emergencies and a problem with a neighbour

Skills

Speaking and listening

- Talk about emergencies, serious accidents/illnesses and important phone numbers
- Listen and understand short conversations
- Give information and state a problem
- Use appropriate stress, rhythm and intonation in questions and answers
- Identify and use key words and phrases.
- Pronounce key words and numbers clearly

Literacy and phonics

- Read transcript
- Read, say and write key words and numbers
- Focus on some initial grapheme/phoneme relationships and match some graphemes with phonemes

Language points

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

- **Asking questions** using present simple tense
What do I do? What's ...?
- **Making statements** *I have a problem ...*
- Using the contraction 's = is
- Key words: **ambulance, police, fire, fire engine, emergency, services, hate crime, problem, neighbour, rude, hate crime**
- Vocabulary such as *heart attack, sick, ill, injury, accident, serious illness*

Before you start

Depending on the level of your group, record the *Example dialogues* using local voices, accents and references. (See *Guidance* for further details.)

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.

Materials needed

Speaking and listening

- Activity 1** **Resource 1: Images** – large images of heart attack victim, sick child, fire engine, ambulance and police, plus other images of injuries/accidents; audios of ambulance, police or fire sirens
- Activity 2** **Resource 1: Images** – sets of images for each group of learners;
Resource 2: Numbers;
Dialogue 1; tapescript
- Activity 3** **Resource 1: Images** – an angry man and row of houses;
Resource 2: Numbers;
Dialogue 2; tapescript
- Activity 4** Whiteboard or IWB

Literacy and phonics

- **Resource 3: Word cards** (to match to images)
- Word/picture flashcards as relevant to your group, e.g. accident, injury, serious, not serious.
- Transcript to make gap fill/cut up words, etc.
- Sticky notes with graphemes of relevant words, e.g. *s - i - ck*, *p - r - o - b - l - e - m*, *p - o - l - i - ce*,
- Personal vocabulary books

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

Introduction to the topic

- Project/display/give learners **Resource 1: Images** – a fire engine, an ambulance and the police car. Elicit and drill the words. If learners would like to, discuss any of their experiences of using emergency services in the UK and in other countries. Play a recording of sirens to clarify that these are the emergency services.
- Show the images of a man having a heart attack and a sick child. Elicit and drill key words. Use translation if necessary. Ask which one you would need to call an ambulance for, i.e. heart attack. Establish that this is an emergency as the man could die. The child is ill and needs to see a doctor, but it is not an emergency. Concept check 'emergency' = life-threatening situation, e.g. a very serious accident. Show other images of injuries/accidents if appropriate for the group.
- Show the photo of the ambulance outside the hospital and ask: *Where do you go in the hospital if it's an emergency?* Elicit and drill *Accident and emergency*.
- Ask: *What do you do in an emergency?* Learners might suggest going to or phoning a hospital. Hold up a phone and ask if anyone knows the emergency services number. Tell learners they are going to listen to two people talking about this.

TIP Count the syllables and focus on stressed and unstressed syllables in key words, e.g. hospital, emergency, ambulance, accident, police.



Activity 2

Speaking and listening (Dialogue 1)

- Show the image of several people talking together in a centre (**Resource 1: Images**). Give each pair of learners a set of **Resource 1: Images** of the police, ambulance, fire engine, and **Resource 2: Numbers** 999 and 111. Model how to say the numbers. Play the audio and ask them to point to the card as they hear it.
- Set the first comprehension question: *What is the emergency number?* Play the audio and ask learners to hold up the number (999).
- Set the second question: *Is 999 only to call an ambulance?* Play the audio again and elicit that it is for police and fire, too.
- Set the third question: *What is 111?* Play the audio as many times as needed. Elicit that it's the phone number for the NHS – if it's not an emergency or you're not sure. Check that learners understand NHS and double check they understand that 999 is for emergencies and 111 is the NHS medical helpline.
- Play the audio and drill the dialogue line by line, focusing on pronunciation. Learners practise in pairs, using the images and numbers for support, and try to memorise the dialogue.
- Hand out copies of the transcript and ask learners to underline/highlight 's in *What's* and *that's*. Elicit/tell learners that it's short for *is* and is normal when we speak.
- Elicit/review any other key words such as *NHS*, *accident* and *hospital*, and vocabulary for medical emergencies/illnesses, if appropriate.

Activity 3

Speaking and listening (Dialogue 2)

- Show **Resource 1: Images** of the angry man and the houses. Elicit/drill the words *angry* and *neighbour*. Ask: *Is he happy?* to elicit: *No, he's angry*. Ask: *Why is he angry?* Elicit that he does not like people from other countries and he is a racist. Elicit some things people like this might do, e.g. shout racist abuse. Explain that racist acts are '*hate crimes*', they are against the law and victims of hate crimes should contact the police. Flag up that people like this are in the minority in the UK. Allow use of first language/translation to clarify the concept and new vocabulary. Some learners may want to share their experiences.
- Tell learners they are going to listen to two people talking. Set the comprehension questions: *What is the police emergency number? What is the non-emergency number?* Play the audio and check answers (999 and 101 respectively). Elicit examples of emergencies (life-threatening situations) and non-emergencies (e.g. criminal damage, anti-social behaviour or stolen vehicles). Use images for clarification, if necessary.
- Set the next comprehension question: *What's the problem with the neighbour?* Play the audio (more than once if necessary) and elicit that he's rude and racist. Ask learners if this is an emergency. Clarify that this hate crime example isn't (although other hate crimes could be) – so they phone 101 (not 999). Ensure learners understand the difference between an emergency and something bad, but not life threatening.
- Play the audio again. Drill the dialogue line by line, focusing on pronunciation. Learners practise in pairs and try to memorise it. Use the transcript for support.
- Ask learners to find two examples of 's. (*What's* and *He's*) on the transcript. Elicit that it's short for is.
- Check understanding of the phrase *Hate crime*. Make sure everyone understands that it is illegal in the UK and victims should report it to the police. If possible, show the short hate crime video: <https://tellmamauk.org/>

Activity 4

Language experience

- Use the topic as an opportunity to build a short group text about personal experiences of the emergency services or the NHS. Scribe on board and use for further speaking and literacy practice in future sessions.

Intercultural understanding



This is a good opportunity to flag up:

- the role of the emergency services in the UK, particularly the police, PCSO's (Police Community Support Officers), firefighters, paramedics, etc.
- that police are mostly unarmed
- the NHS – what the initials stand for, what it is, etc.
- hate crime should be reported to the police. For more information on Hate crime, go to the government website: <https://www.gov.uk/report-hate-crime>. Encourage learners to use their main/shared languages and/or translation apps.

Literacy and phonics

Reading

- Using the transcript, learners listen and follow the text.
- Use choral, paired and independent reading techniques.
- Create gap fill activities from transcripts for learners to fill in (or copy/stick in). Remove key words such as *fire*, *ambulance* and grammatical features such as *What's*, *that's*, *do*, etc.
- Use **Resource 3: Word cards** for word-picture matching activities and Pelmanism.

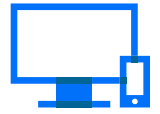
Phonics

- Use words with simple patterns to develop awareness of phoneme/grapheme relationship e.g. *in*, *an*, *if*, *not*, *this*, *that*.
- Focus on the soft 'c' in *ambulance*, *emergency*, *police*.
- Break words into syllables and say them slowly as you read them: *am – bu – lance*, *e – mer – gen – cy*, *po – lice*. (Note that this changes the pronunciation.)
- Break words into graphemes for learners to put in the correct order, saying the sounds as they do so, e.g. *wh – a – t*, *ph – o – ne*, *f – i – re*, *n – ee – d*.
- See the [New to ESOL Phonics Pack](#) for more ideas and suggestions.

Writing

- Use one of the dialogues as a model for learners to write their own short dialogue.
- Choose key words for handwriting practice (including letter formation, etc.)
- Select words to learn to spell and write them on mini whiteboards.

Digital opportunities



- Learners record (or video) one of the roleplays on their phones and listen/watch it afterwards to evaluate their performance.
- Learners use the audio function on their phones to practise pronouncing new words, record new vocabulary and/or use translation apps.
- Use the NHS website <https://www.nhs.uk/using-the-nhs/nhs-services/urgent-and-emergency-care/when-to-call-999> and translation to help learners understand what is/isn't a life-threatening emergency.
- Go on websites, e.g. NHS and police, to see what information is available in other languages.
- Find out how to report a hate crime online, e.g. using Tell MAMA <https://tellmamauk.org>. Learners who can read well in their expert language could use a translation app or you could assist learners to find a translation app that says key words.

Learning to learn

- Write new words in vocabulary book with images and/or translations.
- Make a note of important numbers in own phone.

Differentiation and extension ideas

- To help make the topic seem more fun, and if appropriate for your learners, mime an injury for others to guess, e.g. hurting your arm or foot. Learners mime different injuries for others to guess then play in pairs.
- Elicit other situations and discuss if they are emergencies or not, and the best action to take.
- Use some of the language in the dialogues for other situations, e.g. *I have a problem with ... damp in my flat/my landlord/washing machine/ phone, etc.*
- Practise present simple questions in other situations, e.g. *What do I do ...? Who do I call? Do I call 999?*
- Ask learners what other problems they could have with their neighbours, e.g. making too much noise or making a mess in their area, and discuss with they could do about it. For example, ask the neighbour to make less noise after a certain time or phone the council. Roleplay these scenarios with learners.
- Follow up this lesson with Unit 6, 999.

Home learning

- Learners practise spelling new words at home using 'Look, say, cover, write, check' method.
- Handwriting practice.

Out and about

- Learners note how many ambulances, fire engines and/or police cars they see and report back next lesson.
- Ask learners to smile and say 'Hello' to their neighbours. Report back on their response next lesson.

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 key vocabulary and phrases.
- 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 picture pack
<https://esol.excellencegateway.org.uk/content/etf3064>
- Information on hate crime:
<https://www.gov.uk/report-hate-crime>
- Information on British values:
<http://preventforfeandtraining.org.uk/wp-content/uploads/2018/06/Prevent-and-British-Values-resource-30-May-2018-003-1.pdf>
- New to ESOL Phonics Pack:
<https://esol.excellencegateway.org.uk/learners-new-esol-phonics-pack>

Dialogue 1

A	What do I do in an emergency?
B	Phone 999.
A	What's that?
B	Emergency services – police, ambulance or fire.
A	So, if I need an ambulance, do I call 999?
B	Yes, that's right. If it's not an emergency, or you're not sure, call the NHS on 111.

Dialogue 2

A	What about the police?
B	Call 999 for an emergency and 101 for non-emergency.
A	I have problem with my neighbour – is that 999 or 101?
B	What's the problem?
A	He's very rude. He says things like: <i>Go back to your country.</i>
B	That sounds like a hate crime! Phone 101.











999

111

101

ambulance

fire

NHS

police

emergency

heart attack

sick

non-emergency

hate crime

phone