

# Emergency services – 999 / 112

Name \_\_\_\_\_ Date \_\_\_\_\_

Match the pictures with the words.



Lifeboat



Ambulance



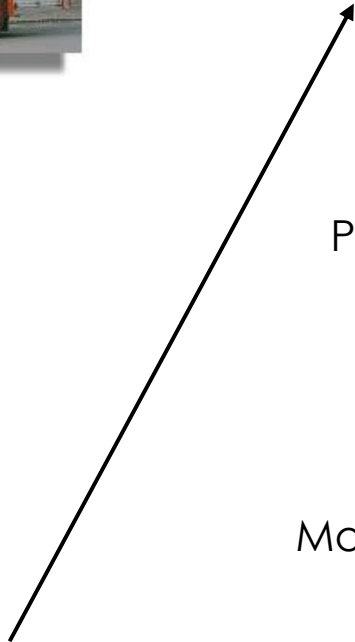
Police/Gardaí



Mountain Rescue



Fire Brigade



# Emergency services – 999 / 112

Name \_\_\_\_\_ Date \_\_\_\_\_

Fill in the gaps.



Po\_\_c\_/Gardaí



F\_\_e B\_\_g\_d\_\_



Mou\_\_a\_n R\_\_c\_\_e



\_mb\_\_a\_\_e



L\_f\_\_oa\_\_

# Emergency services – 999 / 112

Name \_\_\_\_\_ Date \_\_\_\_\_

Write a sentence about each picture.



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# Emergency services – 999 / 112



Name \_\_\_\_\_ Date \_\_\_\_\_

## Now practice writing the words

emergency

emergen\_\_\_\_

emer\_\_\_\_\_

em\_\_\_\_\_

e\_\_\_\_\_

\_\_\_\_\_

police

poli\_\_\_\_\_

pol\_\_\_\_\_

po\_\_\_\_\_

p\_\_\_\_\_

\_\_\_\_\_

ambulance

ambulan\_\_\_\_

ambul\_\_\_\_\_

amb\_\_\_\_\_

a\_\_\_\_\_

\_\_\_\_\_

fire brigade

fire brig\_\_\_\_

fire br\_\_\_\_\_

fire \_\_\_\_\_

fi\_\_\_\_

\_\_\_\_\_

## Can you unscramble these letters?

1) gmeneycer      \_\_\_ *emergency* \_\_\_\_\_

2) blmanacue      \_\_\_\_\_

3) iefr rigbaed      \_\_\_\_\_

4) olciep      \_\_\_\_\_

5) esrceu      \_\_\_\_\_

6) bfeoilat      \_\_\_\_\_

# Emergency services – 999 / 112



Name \_\_\_\_\_ Date \_\_\_\_\_

**Circle other words about emergencies.**

**Explain your choices.**

water

fire

shop

thief

accident

car

cat

fall

sick

hospital

Garda

school

doctor

help

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# Emergency services – 999 / 112



Name \_\_\_\_\_ Date \_\_\_\_\_

**Circle other words about emergencies.**

**Explain your choices.**

1) Which page are emergency numbers on?

\_\_\_\_\_

2) What are the two emergency numbers?

\_\_\_\_\_

3) What is the Irish word for 'police'?

\_\_\_\_\_

4) Are emergency telephone calls free?

\_\_\_\_\_

5) What is the number for a gas emergency?

\_\_\_\_\_

6) What is the Irish electricity company called?

\_\_\_\_\_

7) What is the number for an electrical emergency?

\_\_\_\_\_

# Emergency services – 999 / 112



Name \_\_\_\_\_ Date \_\_\_\_\_

**Look in the phonebook.**

**Are these sentences TRUE or FALSE?**

- 1) Emergency numbers are on page 1. \_\_\_\_\_
- 2) There are 2 emergency numbers. \_\_\_\_\_
- 3) The emergency numbers are 999 or 112. \_\_\_\_\_
- 4) Gardaí is Irish for ambulance. \_\_\_\_\_
- 5) Emergency calls cost 50 cents. \_\_\_\_\_
- 6) 1850 205 050 is for gas emergencies. \_\_\_\_\_
- 7) ESB is the Irish electricity company. \_\_\_\_\_
- 8) 1850 372 999 is for electrical emergencies. \_\_\_\_\_

**Put the words in the right order**

page 2. Emergency on are numbers

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numbers. There 2 emergency are

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999 emergency or 112. are The numbers

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# Emergency services – 999 / 112



Name \_\_\_\_\_ Date \_\_\_\_\_

Read the strips and put them in the right order



**Operator:** Hello. Which emergency service do you require?

**Caller:** Ambulance please, my husband fell off a ladder.

**Operator:** Is he conscious?

**Caller:** Yes, but he can't move.

**Operator:** Can you give me your name and address?

**Caller:** Marzena Nowak. My address is 24, Slieve Sneacht, Letterkenny

**Operator:** Can you spell your name for me, please?

**Caller:** M-A-R-Z-E-N-A N-O-W-A-K. Please hurry; he is in a lot of pain.

**Operator:** Ok. I'll send an ambulance right away.



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Name \_\_\_\_\_ Date \_\_\_\_\_

Now write a new emergency call.  
Use the pictures to help you.

<b>Operator:</b> Hello. Which emergency service do you require?
Caller: _____ please, _____
<b>Operator:</b> _____?
Caller: _____
<b>Operator:</b> Can you give me your name and address?
Caller: _____. My address is _____ _____
<b>Operator:</b> Can you spell your name for me, please?
Caller: _____. Please hurry; _____ _____
<b>Operator:</b> Ok. I'll send _____ right away.

# Emergency services – 999 / 112



Name \_\_\_\_\_ Date \_\_\_\_\_



# Emergency services – 999 / 112

Name \_\_\_\_\_ Date \_\_\_\_\_



# Emergency services – 999 / 112



Name \_\_\_\_\_ Date \_\_\_\_\_

## Word Bingo

emergency    fire brigade gas            police rescue        help	lifeboat      emergency robbery      gardaí rescue        ambulance
emergency    rescue ambulance    fire accident      help	accident      fire brigade help            lifeboat gas             emergency
accident      robbery ambulance    police rescue        service	emergency    fire brigade lifeboat       accident service        help

# Emergency services – 999 / 112



Name \_\_\_\_\_ Date \_\_\_\_\_

## Word Bingo


# Emergency services – 999 / 112



Name \_\_\_\_\_ Date \_\_\_\_\_

## Wordsearch

f	b	r	e	n	p	o	l	b	f	g	e
p	i	v	e	h	o	p	k	n	h	y	m
o	a	m	b	u	l	a	n	c	e	z	e
k	c	g	a	m	i	k	c	m	l	l	i
a	c	v	b	a	c	b	l	e	p	o	l
c	i	g	h	f	e	k	m	r	l	d	i
h	d	o	i	t	i	x	b	l	k	j	f
r	e	c	u	q	b	r	o	s	f	u	e
c	n	r	e	s	c	u	e	n	j	g	b
m	t	f	h	k	l	p	y	d	t	k	o
e	m	e	r	g	e	n	c	y	w	p	a
p	v	z	f	m	o	r	e	t	a	j	t

accident

ambulance

emergency

fire

help

lifeboat

police

rescue

# Emergency services – 999 / 112



Name \_\_\_\_\_ Date \_\_\_\_\_

## Make your own wordsearch


accident

ambulance

emergency

fire

help

lifeboat

police

rescue

# Emergency services – 999 / 112



Name \_\_\_\_\_ Date \_\_\_\_\_

## Make your own wordsearch


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# Teacher's Notes

Name \_\_\_\_\_ Date \_\_\_\_\_

## Materials/resources needed:

Worksheets (provided); recordings of sounds (optional but nice); copies and/or photocopies of telephone book; CD player; audio recorder; A3 and A4 blank sheets; markers for drawing escape plan.

### 1) Introduction of topic to whole class:

- If possible use a recording of sirens to introduce the topic to the class. Brainstorm words associated with the topic and put them on the board. Have the more advanced learners explain any words they suggest, firstly in English and then, if necessary, in their first language (L1) to other learners with the same L1. Try to make sure that words necessary for the first worksheet are included.
- If learners are confident, have them come to the board one at a time, find a word, spell it, and rub it out.

### 2) Vocabulary matching and writing (pages 1-2, 4, 14-16):

- The picture sheets can then be given out. Put the learners into groups, these could be homogenous or not; try however, to make sure there are different L1s present in each group to encourage interaction in the target language. Lower levels do the simple matching exercises while more competent learners write as much as they are willing to on each of the pictures. Encourage the use of English-English dictionaries.
- Learners who finish early could be given some of the various writing practice sheets included: diminishing letters, jumbled letters and word-search.

### 3) Speaking on topic (page 5):

- Draw a box on the board and elicit the word 'box'.
- Have learners call out the words from the worksheet, spell and explain them.
- Draw a circle around one word and elicit the word 'circle'
- Choose one word, circle it and elicit an emergency association: e.g. 'fire'. The association will be relevant to the learner-competence. E.g. 'My house fire' or 'I should call the fire brigade if my house on fire'.
- In heterogeneous groups of three or four, ask learners to circle words they think are associated with emergencies. Encourage creative thinking. E.g. 'cat' could be associated with the fire brigade too, 'My cat is stuck up a tree'
- Encourage the stronger learners to help weaker ones
- Have them compare and explain their choices to others in their group
- Ask for volunteers to explain their choices

### 4) Reading Phonebook:

- Ask class if they know the telephone numbers for emergency services and where they can find them—if they say phonebook ask: Where in the phone book?
- Give out copies of the local phonebook and/or photocopies of the relevant page.

# Teacher's Notes

Name \_\_\_\_\_ Date \_\_\_\_\_

- In homogenous pairs, or individually, have learners do reading tasks appropriate to their level.
- When finished have them compare their answers with others.
- They could then ask each other the questions orally.
- Any finished early could be assigned to help lower level learners or simply to circulate asking the various questions randomly to other class members.

## 5) Discussion in preparation to write:

- Put: *Why call the emergency services?* on the board. Elicit main reasons: fire, accident, illness etc.
- In mixed groups have them discuss possible reasons. Allow them, if they want, to do this in their L1 as this could provide an opportunity to clear up any remaining misunderstanding of the class so far.
- In plenary take suggestions and list reasons on the board, again have better learners explain in English first before passing information on to weaker ones.
- If possible, play relevant sound effects and have learners write a word or sentence about each according to their ability. When they are finished have them read them out.
- If you think the learners are capable enough, have some share any stories they might have about emergencies they have had or know about. It might be good to have a story of your own ready.
- If there are three or more willing to tell their story form groups with one story teller in each.
- If there is a lower number have them tell the whole class with stronger learners interpreting
- If there are no stories it's either time to change tack or tell your own.
- Have them retell the story/stories and ask oral questions based on it/them.

## 5) Writing 1:

- Then learners are given a choice: write about an emergency they had or know about; write about a fictitious emergency (the photos provided might be useful in fuelling imaginations, pp. 10–11); or, in small groups – preferably with different L1s.
- Learners with particularly low levels of language and/or literacy could simply label the photos or write simple sentences to describe them.

## 6) Telephone Dialogue:

- Ask what they should do in an emergency eliciting 'Call emergency services'.
- Play recording of prepared dialogue, p. 8. The dialogue could be read out instead.
- Ask oral questions.
- Give out the dialogue as a jigsaw reading to pairs or small groups. Mix stronger learners with weaker ones.
- Read/play the dialogue again to check and complete.
- Pairs then practise the dialogue changing roles.

- If any learners are willing have pairs act it out. These may be recorded for future classes as long as learners don't mind.

## 7) Writing 2: telephone dialogue:

- In groups of two or three; this time group learners of like ability, learners choose an emergency situation and write a dialogue.
- Encourage stronger learners to use more detail than in the dialogue provided, while weaker ones can follow the template provided, p.9. The photos provided, pp. 10–11, can be used as prompts to provide ideas.
- The dialogues, once checked, could be read aloud/ acted out and recorded.

## 8) Draw an escape route in case of emergency

- NB: A3 sheets and coloured markers needed
- Draw attention to exit signs in your teaching building and elicit their purpose.
- Ask for ideas on which is the nearest exit to the classroom in case of an emergency, reviewing language items for directions
- Ask about plans and what they are for, show an example on board, ask who can draw a plan
- Form groups of four with at least one person who is confident about drawing a plan
- Give out A3 sheets and coloured markers and ask groups to draw a plan of the building marking exits, if they are not sure have one member of the group work as a surveyor and go outside class to check returning to report findings
- Then have each group decide which is the nearest exit for a different starting location in the building
- Groups draw their plans marking their 'escape routes' then present them to the whole class; the class could vote on the best
- Learners could write their directions as a follow up activity or draw individual plans labelling exits and various parts of the building

## 9) Word bingo: (whole class activity that could be used to finish session)

- Use 12 to 15 words on the board taken from during the class.
- Have learners copy 6 of them onto their bingo card or use one of the pre-prepared bingo cards provided, p.12.
- Call out words at random from those on the board, crossing them out as you go.
- The first to complete their card and shout BINGO! wins the prize.

## 10) Follow up activities:

- Learners could be given written assignments based on emergency situations as consolidation activities, accounts or dialogues.
- At the beginning of the next class have learners give oral accounts of situations or prepare short dialogue presentations to see if they have retained the necessary vocabulary.

# Teacher's Notes

Name \_\_\_\_\_ Date \_\_\_\_\_

## Wordsearch answers

f	b	r	e	n	p	o	l	b	f	g	e
p	i	v	e	h	o	p	k	n	h	y	m
o	a	m	b	u	l	a	n	c	e	z	e
k	c	g	a	m	i	k	c	m	l	l	i
a	c	v	b	a	c	b	l	e	p	o	l
c	i	g	h	f	e	k	m	r	l	d	i
h	d	o	i	t	i	x	b	l	k	j	f
r	e	c	u	q	b	r	o	s	f	u	e
c	n	r	e	s	c	u	e	n	j	g	b
m	t	f	h	k	l	p	y	d	t	k	o
e	m	e	r	g	e	n	c	y	w	p	a
p	v	z	f	m	o	r	e	t	a	j	t

accident

ambulance

emergency

fire

help

lifeboat

police

rescue