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Benchmarks

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# Dealing with Emergencies

A CLB 2-3 Module with  
Teaching Materials

## Classroom-ready resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Goal setting and learning reflection tools
- ✓ Reference list of additional resources

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## How to Use the Module Package

This module includes activities for a unit on Dealing with Emergencies for CLB levels 2 and 3. There are suggestions for introducing the topic as well as handouts for goal setting, vocabulary building and an end-of-module learner reflection. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as two-level assessment tasks for each of the four skills. Audio files supporting this module are included and posted separately.

### Some Notes about this Module Package:

1. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.



*Skill Building Activity*



*Skill-using Task*



*Assessment Task*

2. The activities are listed by skill, but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. When planning, also consider past skills that have been taught and how they could be recycled in the current module to “allow learners to transfer their learning to new situations and to demonstrate some of the key competencies in new contexts”. (ICLBA, 2017).
3. Modules often have interrelated Real World Task Goals. As such, the activities in one skill area (Listening, Speaking, etc.) often support the development of language skills in another.
4. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class. The *Additional Teacher Resources* section includes references to published resources where you will find numerous activities to support this module.
5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 2 and CLB 3 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 2 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 3. You might adjust the expectations and expect learners at CLB 3 to demonstrate greater mastery than learners at CLB 2 on the same activity.

## How to Use the Module Package, *continued*

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6. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that if the skill-using and assessment tasks in a module are exactly the same for a skill, either one or the other can be included in learners' portfolios, but not both tasks.

### Some Notes about Assessment within a PBLA Context:

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

- **In-the-moment feedback:** informal and on the spot feedback given to learners while they are doing a task to help them move forward.
- **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.
- **Formal assessment:** feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

For a fuller discussion of assessment strategies see the current *PBLA Practice Guidelines: Portfolios: Feedback and Assessment* and *Integrating CLB Assessment*, Chapter 2, Planning for Assessment.

# Module Plan

**Theme:** Health

**Topic:** Dealing with Emergencies

	<b>Listening</b> CLB Level: 2-3	<b>Speaking</b> CLB Level: 2-3	<b>Reading</b> CLB Level: 2-3	<b>Writing</b> CLB Level: 2-3
<b>Real-World Task Goal(s)</b>	Understand simple requests for information in an emergency.	Respond to questions about an emergency.	Understand basic details in simple information about an emergency.	Complete an emergency contact form with personal information.
<b>Context/ Background Information</b>	Emergency services and procedures in Canada; the difference between a non-emergency situation and an urgent emergency situation in terms of services; different types of emergencies (e.g., fire, theft, break and enter, a major health emergency; Calling 911, knowing when it is appropriate to call 911; emergency response (fire, ambulance and police); 911 services in other languages			
<b>CLB Competency Area(s) and Statements</b>	<p><b>Getting Things Done</b> Understand expressions used to make and respond to requests in situations of immediate personal need.</p> <p><b>Comprehending Information</b> Understand short, simple, information about highly familiar, concrete topics.</p>	<p><b>Getting Things Done</b> Make and respond to simple requests related to immediate personal needs.</p> <p><b>Sharing Information</b> CLB 2: Give expanded basic personal information to a supportive listener. CLB 3: Ask for and give information about immediate needs.</p>	<p><b>Comprehending Information</b></p> <ul style="list-style-type: none"> <li>• <b>CLB 2:</b> Understand the purpose and some basic details in very simple, short texts related to personally relevant situations.</li> <li>• <b>CLB 3:</b> Understand the purpose, main idea and some details in simple short texts related to personally relevant situations.</li> </ul>	<p><b>Getting Things Done</b> Complete short simple forms that only require basic personal or familiar identification information</p> <ul style="list-style-type: none"> <li>• <b>CLB 2:</b> Up to 10 personal identification items</li> <li>• <b>CLB 3:</b> 12 to 15 items.</li> </ul>

## Module Plan, *continued*

<b>Language Focus</b>	<p><b>Relevant Vocabulary:</b> Address, phone number (own and emergency contact), simple personal medical information, simple vocabulary to describe a medical emergency situation (e.g., <i>He isn't breathing.</i>), property emergency (<i>break in, stolen, damaged</i>), fire emergency (<i>Help! There is a fire.</i>).</p> <p><b>Grammar:</b> Imperatives; past tense of very common verbs for reporting an emergency, present tense for an emergency happening in the moment, pronouns</p> <p><b>Pragmatics:</b> Tone to indicate an emergency/non-emergency; expressions to appeal for help; giving personal information in the typical Canadian way (e.g., first name, last name, phone number with pauses, etc.)</p> <p><b>Pronunciation:</b> Word stress on multi-syllable words</p>			
<b>Language and Learning Strategies</b>	<p>Strategies for:</p> <ul style="list-style-type: none"> <li>• Recognizing requests for repetition and clarification</li> <li>• Understanding the typical sequence of questions for information</li> </ul>	<p>Strategies for:</p> <ul style="list-style-type: none"> <li>• Giving personal information clearly</li> <li>• Memorizing common formulaic expressions/phrases to ask for help in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>• Skimming to determine purpose</li> <li>• Scanning to find specific information</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conventions for address, phone numbers, etc.</li> <li>• Writing information in the correct sections of the form</li> <li>• Printing legibly</li> <li>• Proof-reading to ensure accuracy</li> </ul>
<b>Assessment Tasks</b>	<p>Listen to a 911 call and identify simple details between the dispatcher and the caller.</p>	<p>Ask for help in an emergency and include a simple description of the problem.</p>	<p>Read an information sheet about calling 911.</p>	<p>Complete an emergency contact form.</p>

## ESL Learners with Literacy Needs

Within your class, there may be learners with literacy needs. You may find that their speaking and listening skills are higher than their reading and writing skills, or that they need more time and support for reading and writing activities. Refer to the considerations below for suggestions for supporting ESL literacy learners.

### General Accommodations/ Considerations for ESL Learners with Literacy Needs

The following are some suggestions for supporting ESL Literacy learners:

- Elicit and record 'experience' stories from learners about dealing with an emergency situation (Language Experience Approach).
- Read texts out loud as learners follow along.
- Emphasize oral practice as a way of developing vocabulary and reinforcing learning.
- Create a sight word wall with vocabulary related to the topic.
- Use picture/picture, picture/word or word/word matching to practise identifying vocabulary.
- Provide additional time to complete tasks and activities.
- Present the listening texts in segments with multiple repetitions.
- Encourage the use of additional supports such as dictionaries, word banks or phones during activities.
- Allow for oral responses (instead of written) on comprehension questions for the receptive tasks.
- Adjust the complexity of tasks or texts for skill-building and skill-using tasks so that they are easier for literacy learners. For example, texts for reading could include less information and reading comprehension tasks could have fewer questions, and require less writing.
- Break each skill-using task into small, manageable parts. Introduce each new part of the task slowly and gradually to ensure overall success. Have learners focus on particular aspects of a task instead of the task as a whole.

See the *CLB: ESL for ALL* document for additional strategies to help literacy learners complete Reading and Writing skill building activities and skill using tasks.



## Additional Teacher Resources

### The Language Companion Stage 1:

*My Canada:* p. 30 and 31

*Where I Live:* p. 13

*Helpful English* p. 34



- *Accessing Community Health Services: Video Calling 911 ELSA Level 1 Teaching Resource*, ELSA Net: <https://www.amssa.org/wp-content/uploads/2015/05/9-1-1-Video-Teachers-Guide.pdf>
- *ESL Library* [www.esllibrary.com](http://www.esllibrary.com): Personal Safety Expressions, Medical Emergencies, Emergency Kit, Calling 911, Handling a Medical Emergency
- Goldstein & Shapiro (2009). *Oxford Picture Dictionary 2nd Canadian Edition*, Oxford University Press. Vocabulary topics include Personal Information, Symptoms and Injuries, Illnesses and Medical Conditions, Medical Emergencies, First Aid, Hospital/Emergency Room Entrance, Emergencies and Natural Disasters, Emergency Procedures.
- *Oxford Picture Dictionary – Beginning and High Beginning Workbook, Canadian Edition*, Oxford University Press. Topics included are the same as in the book above.
- *Randall's ESL Cyber Listening Lab* [www.esl-lab.com](http://www.esl-lab.com): Easy Listening: Traffic Safety, Fire Safety

## Introducing the Module to the Class

There are many ways to introduce the module to learners. The following are two examples.

### Warm-up Questions

1. Have learners discuss one or a selection of the following questions in small groups. Specific questions could be posted in different areas of the classroom, with groups assigned to those areas; then after a given time limit, the groups move to the next question. The groups move around the room until each question has been discussed by each group.
  - What is an example of an emergency?
  - Have you (or someone in your family) had a medical emergency? What did you do?
  - Was there an emergency number to call in your previous country?
  - Have you ever witnessed a crime? What did you do?
  - Have you ever been in an ambulance? Is an ambulance free in your country?
2. Debrief with the whole class by alternating through each group, having them share their answers for some questions. Depending on the learners in your class, they may not have adequate vocabulary to fully answer these questions. Consider tacking on these questions at the end of your module if you feel they don't have the language yet.

### Using the Language Companion

After the discussion, follow up with a look at the Stage 1 Language Companion. Distribute the handout titled *Language Companion Search: Dealing with Emergencies*.

Have learners search the Language Companion for the answers in pairs. Provide assistance with unfamiliar vocabulary and navigating the text as needed. CLB 3 learners can be paired with CLB 2 learners, and as they finish, they can check their work among their classmates.

### Additional Warm-up

Have learners fill in page 13 of "Where I Live" in their Stage 1 Language Companions.

#### Answer Key: Language Companion Search

Question	Answer
What pages in "My Canada" have information on healthcare and emergencies? Look at these pages.	Page 30 and 31
What number do you call in an emergency?	911
What emergency services will come?	Fire, Ambulance and Police
What are 3 health services you don't have to pay for in Canada?	Family Doctors, Hospital Stays, Emergencies (In some provinces, you may have to pay for an ambulance.)
Look at "Helpful English" p. 34. Can someone help you in your own language?	Yes

## Introducing the Module to the Class, *continued*

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### Language Companion Search: Dealing with Emergencies

**Instructions:** Work with a partner. Look in your Language Companion. Answer the questions.

Question	Answer
What pages in “ <b>My Canada</b> ” have information on healthcare and emergencies? Read these pages.	
What number do you call in an emergency?	
What emergency services will come?	
List three health services you <b>don’t</b> have to pay for in Canada.	
Look at “ <b>Helpful English</b> ” p. 34. Can someone help you in your own language?	

## Goal Setting: Dealing with Emergencies

**Teaching Notes:** Complete the goal setting activity after introducing the module to the class.

### Set up:

1. Below is a list of the language skills that learners can develop in this module. Post a simple list in learner-friendly language that learners can use for their goal-setting.
  - Building vocabulary to describe emergencies
  - Recognizing the difference between an emergency and a non-emergency situation
  - Understanding a 911 operator's questions
  - Answering a 911 operator's questions
  - Reading simple information related to safety
  - Using pronunciation strategies, such as:
    - Word stress
    - Counting syllables
    - Stressing content words in sentences
    - Practising tone to convey urgency
  - Filling out a form that includes emergency contact information
2. Ask learners to think about which skills they want to focus on and improve. Distribute the goal-setting handout and go over the instructions for completing it. Discuss the items in the list and have learners copy their goals.
3. Have learners review their goals at the end of the module and think about the strategies they used to achieve these goals. Finally, have them brainstorm some next steps for further practice.

## Goal Setting: Dealing with Emergencies

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**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### Beginning of module goal setting:

In this module, I want to improve these skills:	What can I do to achieve these goals?

### End of module review:

**Date:** \_\_\_\_\_

My goals:	Did I achieve my goals?	Were my strategies successful?
My Next Steps:		

## Vocabulary: A Teacher's Resource

Vocabulary development is key to the activities in this module. The master list below includes words that learners encounter in this module, as well as other vocabulary that can be included according to learner interests and needs.

### Emergency Vocabulary

- |                     |                           |                   |
|---------------------|---------------------------|-------------------|
| • Police            | • conscious/unconscious   | • siren           |
| • Fire              | • breathing/not breathing | • smoke detector  |
| • Ambulance         | • heart attack            | • flashing lights |
| • 911 operator      | • injured                 | • break-in        |
| • Emergency vehicle | • bleeding                | • vehicle         |
| • hospital          |                           | • accident        |

### Non-emergency Vocabulary

- |        |               |         |
|--------|---------------|---------|
| • bite | • earache     | • fever |
| • cut  | • sore throat |         |

### Vocabulary for Filling Out Forms

- |                |               |                     |
|----------------|---------------|---------------------|
| • first name   | • address     | • relationship      |
| • last name    | • street      | • emergency contact |
| • date         | • road        | • mother            |
| • month        | • city        | • father            |
| • year         | • province    | • brother           |
| • day          | • postal code | • sister            |
| • phone number |               | • husband           |
|                |               | • wife              |
|                |               | • neighbour         |

### Vocabulary-Building Activities

It is important to use a variety of activities to help strengthen and build vocabulary. This will help learners to learn and retain new words from this module. The following are possible vocabulary-building activities to try with your learners. The following pages include pictures to support the vocabulary building exercises.

- **Matching pictures to words:** In groups, have learners match the picture cards to the correct words. When they are done, have them compare their combinations with another group. Encourage learners to ask their classmates for the meanings of unknown words. Then, have learners write out the new words on their master vocabulary list.
- **Scrambled Letters:** Use a short list of words that students have recently learned, and write a scrambled version of each word on the board (e.g., egemrceyn, for emergency). Have learners unscramble the letters on their paper. You can set a time limit, or facilitate the activity as a contest where the first learner to decipher the word wins, to help motivate the class.
- **Sorting:**
  - Have learners put the picture or vocabulary cards into alphabetical order
  - Have learners sort cards into different categories
  - Have learners sort cards by the number of syllables in each word
- **Memory Game:** Print out two sets of picture cards for each group. Instruct learners to place all cards face down. With partners, learners take turns flipping two cards to find a match. When a pair is found, they must say what the picture is.

\*Note: The vocabulary associated with each picture card can be printed on the back of the picture if that is useful for learners.



## Emergency Vehicles



**Fire Truck**



**Police Car**



**Ambulance**





## Emergencies



**Fire**



**Heart Attack**



**Fall**



## Emergencies



**Breaking Into**



**Unconscious**



**Car Accident**



## Parts of a Vehicle



**Flashing Lights**



**Signal**



**Mirror**

## Learning Reflection: End of Module

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Think about the skills you practised in this module. Put a check in the column that describes what you can do.

	Yes!	Need more practice.	No!
I can use the emergency vocabulary in this module.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand simple questions from a 911 operator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can answer simple questions from a 911 operator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell the operator what the emergency is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand simple information about emergencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can pronounce emergency words correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can fill out a form with my personal information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can fill out a form with my emergency contact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Listening

## Skill-Building and Skill-Using Activities

What is Your Emergency? .....	19
Emergency or Non-Emergency? .....	23
Understanding a 911 Operator's Questions .....	26
Listening to 911 Calls .....	29

**Teaching Notes:** This activity focuses on the vocabulary associated with emergencies and 911 calls. Eight emergency situations are covered in this activity. However, other situations can be added as appropriate for the class. Encourage learners to keep a master list of new words and add words to their lists as new vocabulary is presented.

## Set Up

1. On the board, write the word “Emergency” and engage learners in a discussion about different types of emergencies. Elicit personal stories or examples from the class, if learners are comfortable sharing them. Ask several leading questions, such as: *Have you ever had an emergency? What was it? What did you do?*
2. Arrange learners in pairs and distribute a set of *Emergency (Call 911)* picture cards to each pair. (Do not include the vocabulary cards). Hold up each picture card one by one, (or project onto a screen if possible) and have learners find the same card in their pile. Ask the class if they can identify what the problem is on each card. Write the answers on the board and ask learners to repeat.
3. Instruct learners to shuffle the set of picture cards. Inform them that they will be listening to a short description of each picture and they need to choose the right picture card based on what they hear (e.g., *He is having a heart attack.*).
4. Have learners shuffle the picture cards and turn them face down. Ask each person to draw a card, one at a time, and tell their partner what the problem is.
5. Distribute the vocabulary cards (one set per pair of learners). With their partner, have learners try to match the vocabulary card with the correct picture card. Take up the answers as a class. Ask them to repeat each sentence.
6. Distribute the picture and word cards for *Police, Ambulance, Fire*. Learners match the words to the pictures. Then they have them place the *Emergency (Call 911)* picture cards under the correct picture for *Police, Ambulance, Fire*. Take up the answers as a class. Inform learners that one of the questions a 911 operator asks is “Police, Fire or Ambulance?” at the beginning of a 911 call.
7. As a final class discussion, ask learners if anyone has ever witnessed or had experience with any of the emergencies on the cards. Inform them that these would be the types of situations that would warrant a 911 call.





## Emergency (Call 911)





Vocabulary Cards	
<p><b>CAR ACCIDENT</b></p> <p>A man is injured. He is bleeding.</p>	<p><b>BREAK IN</b></p> <p>A man is breaking into a car.</p>
<p><b>HEART ATTACK</b></p> <p>He is having a heart attack.</p>	<p><b>FALL</b></p> <p>He fell. He is unconscious.</p>
<p><b>FIRE</b></p> <p>There is a fire.</p>	<p><b>BREATHING</b></p> <p>She can't breathe.</p>





**Police**



**Ambulance**



**Fire**

**Teaching Notes:** This activity introduces vocabulary for non-emergency situations so that learners are able to identify and differentiate between an emergency and a non-emergency situation. Remind learners to add any new vocabulary to their master list.

### Set Up

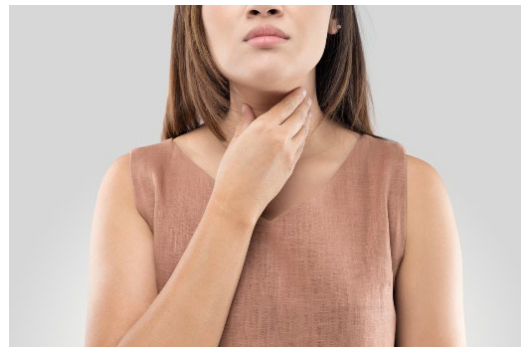
1. On the board, create a chart with the headings **Emergency** and **Non-Emergency**. Explain the difference between the two. Review the vocabulary for emergency situations from the previous activity and add them to the chart. Together as a class, brainstorm possible situations that would not be considered emergencies (i.e., would not warrant a 911 call).
2. Follow the same procedures as the previous vocabulary development activity (titled What's Your Emergency) by distributing a set of *Non-Emergency (Do Not Call 911)* picture cards to each pair of learners. (Do not include the word cards). Hold up each picture card one by one, (or project onto a screen if possible) and have learners find the same card in their pile. Ask the class if they can identify what the problem is on each card. Add the answers to the chart on the board and have learners repeat orally.
3. Instruct learners to shuffle the set of picture cards. Inform them that they will be listening to a short description of each picture and they need to choose the right picture card based on what they hear (e.g., *He has a dog bite.*).
4. Have learners shuffle the picture cards and turn them face down. Ask each person to draw a card, one at a time, and tell their partner what the problem is.
5. Distribute the vocabulary cards (one set per pair of learners). With their partner, have learners try to match the vocabulary card with the correct picture card. Take up the answers as a class. Have learners repeat each sentence orally.
6. Distribute the *Emergency (Call 911)* picture cards from the previous activity and ask learners to add them to their *non-emergency* cards. Learners shuffle all of the picture cards and turn them face down. Each person draws a card, one at a time, and tells their partner what the problem is and whether the situation is an emergency or not. Take up the answers as a class.

### Additional Practice Suggestion:

7. Ask learners to look up the Police and Fire Department non-emergency phone numbers for your local area. Compare answers as a class to ensure everyone has the same telephone numbers.



## Non-Emergency (Do Not Call 911)



**Vocabulary Cards****DOG BITE**

He has a dog bite.

A dog bit him.

**CUT**

He has a cut on his knee.

His knee is bleeding.

**EAR ACHE**

She has an ear ache.

**SORE THROAT**

She has a sore throat.

Her throat is sore.

**FEVER**

She has a fever.

**SORE WRIST**

She has a sore wrist.

Her wrist is sore.

**Teaching Notes:** This activity helps learners recognize typical questions a 911 operator asks during an emergency call.

## Set Up:

1. Write the following scenario on the board: *Your neighbour's house is on fire*, and elicit from learners what they would do. The intention is for learners to say they would call 911.
2. Inform the class that they will be listening to a clip of a 911 call. Tell them to pay particular attention to the questions the operator asks. They will be the same questions learners will have to answer during the speaking activities of the module.
3. Review the vocabulary ***breathing/not-breathing, conscious/unconscious***. Remind learners that these are important words they need to understand because an operator will ask about them during a 911 call. Inform learners that in an actual 911 call, the operator will ask for the address or address or location. Also mention that the operator will tell the caller to 'stay on the line'. Ask if they understand what that means and provide an explanation if necessary.
4. Organize the class into pairs. Distribute the sentence strips for the 911 dialogue so that each pair receives a set of sentence strips. Play the audio. In pairs, learners order the strips to reconstruct the dialogue. Circulate and help where necessary. Have learners compare their sequenced dialogue with others, then take up as a class.
5. Elicit from the class what questions the operator asks. Draw a chart on the board with the headings QUESTION and ANSWER. Elicit answers and fill in the chart together. Ensure that learners understand what information is being asked for with each question. Have them copy the chart in their notes for future reference.

Question	Answer
911. Do you need police, fire or ambulance?	Fire
What is the location?	92 Main Street
What is the emergency?	There is a fire at my neighbour's house. A boy is unconscious.
Is he breathing?	Yes

## Additional Practice Suggestion:

6. Learners could practise the dialogue in pairs to further support vocabulary development.

### Transcript:

**Operator:** 911. Do you need Police, Fire or Ambulance?  
**Caller:** Fire.  
**Operator:** What is the location?  
**Caller:** 92 Main Street.  
**Operator:** What is the emergency?  
**Caller:** There is a fire at my neighbour's house. A boy is unconscious.  
**Operator:** Is he breathing?  
**Caller:** Yes.  
**Operator:** Okay, stay on the line. Help is on the way.



**Operator: 911. Do you need Police, Fire or Ambulance?**

**Caller: Fire.**

**Operator: What is the location?**

**Caller: 92 Main Street.**

**Operator: What is the emergency?**

**Caller: There is a fire at my neighbour's house. A boy is unconscious.**

**Operator: Is he breathing?**

**Caller: Yes.**

**Operator: Okay, stay on the line. Help is on the way.**

**Competency Area:** Comprehending Information

**Indicators of Ability:** Identifies main idea and specific factual details; makes inferences

**Teaching Notes:** Review vocabulary and operator questions as needed prior to the listening tasks. Play the dialogues as often as needed for this listening practice activity.

## Set Up:

1. Inform learners that they will be listening to two dialogues about different emergency situations and answering questions.
2. Distribute the handout with the multiple-choice questions. Allow 2-3 minutes for learners to read it and ask for clarification on any of the questions.
3. After completing the listening tasks, have learners exchange their papers with a partner to check and confirm their answers. Take up the answers as a class. Give in the moment feedback where needed.

## Additional Practice Suggestion:

4. Consider giving learners the dialogue transcripts and having them practise as role-plays in pairs. Learners can substitute different emergency situations to extend the conversation practice.

## Answer Key:

### Call 1

1. a
2. c
3. b
4. a (yes)
5. a (yes)
6. a (yes)

### Call 2

1. c
2. a
3. b
4. c
5. a (yes)
6. b (no)



### Transcripts

#### Call 1

Operator: 911. Do you need Police, Fire or Ambulance?

Caller: Ambulance.

Operator: What's the location?

Caller: In front of the high school on 10<sup>th</sup> Avenue.

Operator: What is your emergency?

Caller: I had a car accident and my children are hurt.

Operator: Are your children breathing?

Caller: Yes.

Operator: Are they conscious?

Caller: Yes.

#### Call 2

Operator: 911. Do you need Police, Fire or Ambulance?

Caller: Ambulance.

Operator: What's the location?

Caller: 105 King Street.

Operator: What is your emergency?

Caller: My mother fell down the stairs. She hit her head and it's bleeding.

Operator: Is she conscious?

Caller: No.

Operator: Is she breathing?

Caller: Yes.

**Instructions:** Listen to the two 911 calls. Circle the correct answers.

**Call 1:**

1. Who is calling?
  - a. A woman in her car
  - b. A woman walking on the street
  - c. A woman in her house
2. What happened?
  - a. There was a fire at the high school.
  - b. There was a break-in.
  - c. There was an accident.
3. Where did it happen?
  - a. On 10<sup>th</sup> Avenue
  - b. On Times Avenue
  - c. On 3<sup>rd</sup> Avenue
4. Is anyone injured?
  - a. Yes
  - b. No
5. Are they breathing?
  - a. Yes
  - b. No
6. Are they conscious?
  - a. Yes
  - b. No

**Call 2:**

1. Who is calling 911?
  - a. A stranger
  - b. A neighbour
  - c. A family member
  
2. What does the caller need?
  - a. Ambulance
  - b. Fire
  - c. Police
  
3. What is the location?
  - a. 105 Queen Street
  - b. 105 King Street
  - c. 105 Smith Street
  
4. What happened?
  - a. A woman hurt her leg.
  - b. A woman broke her arm.
  - c. A woman hit her head.
  
5. Is she breathing?
  - a. Yes
  - b. No
  
6. Is she conscious?
  - a. Yes
  - b. No



# Speaking

## Skill-Building and Skill-Using Activities

Describing an Emergency .....	34
Pronunciation Practice .....	38
Answering Operator Questions in a 911 Call .....	40

**Teaching Notes:** Consider teaching a lesson on (or reviewing) parts of the body and health symptoms prior to these activities. A lesson on verb tenses (simple present, present continuous or past tense) would also be beneficial.

## Set Up:

1. Distribute the picture cards of emergency situations (on the next page). As a class, talk about what is happening in the picture for emergency 1 using questions a 911 operator would ask:
  - Do you need police, fire or ambulance?
  - What is the emergency?
  - Is she breathing? Is she conscious?
2. Distribute the worksheet and have learners complete the sentences about the pictures. Take up the answers as a class. Inform learners that Emergencies 3 and 4 build on the first two emergencies by asking for the location.
3. Arrange the class into pairs. Using the information in the worksheet, have learners take turns playing the role of the operator (asking the questions) and the caller (giving the description).
4. Rearrange learners so that they are with a different partner and have them practise asking and answering the questions using just the pictures. Circulate and provide feedback as required.

## Additional Practice Suggestion:

5. Use the picture cards from the Listening activities for additional practice describing emergency situations. Provide as much practice as needed for learners to feel comfortable describing an emergency situation.

## Emergency Situations

### Answer Key (possible answers):

#### Emergency 1

Ambulance

There was an accident .

A woman is injured/bleeding .

#### Emergency 3

Police

100 Bennis Avenue.

Someone is breaking into a car.

#### Emergency 2

Fire

A car is on fire.

No one is injured/hurt.

#### Emergency 4

Ambulance

145 Park Road.

A man is injured.

I think he hurt/hit his head.

No (he is unconscious/not conscious).



### Emergency 1



### Emergency 2



### Emergency 3



100 Bennis Avenue

### Emergency 4



145 Park Road

**Instructions:** Fill in the blanks for the four emergencies.

## Emergency 2

### Emergency 1



**Operator:** Police, Fire or Ambulance?

**Caller:** \_\_\_\_\_

**Operator:** What is the emergency?

**Caller:**

There was an \_\_\_\_\_.

A woman is \_\_\_\_\_.

**Operator:** Is she breathing?

**Caller:** I don't know.

**Operator:** Is she conscious?

**Caller:** \_\_\_\_\_



**Operator:** Police, Fire or Ambulance?

**Caller:** \_\_\_\_\_

**Operator:** What is the emergency?

**Caller:**

A car is on \_\_\_\_\_.

**Operator:** Is anyone injured?

No. No one is \_\_\_\_\_.

### Emergency 3



100 Bennis Avenue

**Operator:** Police, Fire or Ambulance?

**Caller:** \_\_\_\_\_

**Operator:** What is the location?

**Caller:** \_\_\_\_\_.

**Operator:** What is the emergency?

**Caller:** Someone is \_\_\_\_\_ a car.

### Emergency 4



145 Park Road

**Operator:** Police, Fire or Ambulance?

**Caller:** \_\_\_\_\_

**Operator:** What is the location?

**Caller:** \_\_\_\_\_.

**Operator:** What is the emergency?

**Caller:** A man is \_\_\_\_\_.

I think he \_\_\_\_\_ his head.

**Operator:** Is he breathing?

**Caller:** Yes.

**Operator:** Is he conscious?

**Caller:** \_\_\_\_\_



**Teaching Notes:** If possible, have learners record the pronunciation activities using a device, such as their smartphone. Provide time for them to play back the recordings and compare the teacher's pronunciation with their own. Any or all of these pronunciation activities can be used with learners depending on the needs of the class.

## Set Up:

1. Distribute the worksheet on the next page. Beginning with word stress, inform learners that words in English consist of syllables (e.g., *hurt* is a one-syllable word; *attack* is a two-syllable word; *accident* is a three-syllable word). In English, words that are more than one syllable carry stress on one of the syllables (i.e., the sound is louder and longer). Stressing the wrong syllable can cause misunderstandings or confusion. Write sample two- and three-syllable words on the board using words from the module to illustrate (e.g., attack, police, address, problem, hospital, operator). Have learners count the number of syllables and say where they think the stress is.
2. Using the worksheet, say each word aloud, have learners underline the stressed syllable and repeat the word. Take up the answers and ask the class to repeat. Learners can also practise saying each word with a partner.
3. Depending on the needs of learners, continue with the sentence stress activity on the handout. Inform learners that certain words (content words) in a sentence are stressed. Use the first sentence (*My wife is having a heart attack*) to illustrate. Say each of the remaining sentences, have learners underline the stressed words, and then ask them to repeat each sentence.
4. Practising Tone: Explain that in an emergency situation, tone is used to convey a sense of urgency. Say each of the sentences for the six pictures using an urgent tone and have learners repeat. Learners can practise saying each sentence with a partner. Circulate and provide feedback on word and sentence stress as well as their tone of voice, as needed.

## Answer Key:

**Two syllables:**     brea thing, hus band, in jured,     blee ding, wo man

**Three+ syllables:**     am bu lance, un con scious, e mer gen cy, a cci dent

**Sentence stress:**

- My wife is having a heart attack.
- He isn't breathing.
- I think he hurt his head.
- A car is on fire.
- There was an accident.
- She is bleeding.

**Word Stress instructions:** Listen to your teacher. Underline the stressed syllable. Listen again and repeat. Practise with a partner.

## Two Syllables:

- brea thing
- hus band
- in jured
- blee ding
- wo man

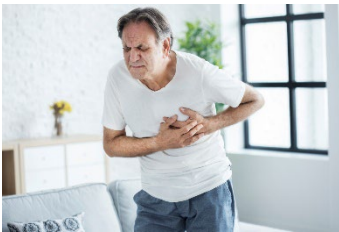
## Three or more Syllables:

- am bu lance
- un con scious
- e mer gen cy
- a cci dent

**Sentence Stress Instructions:** Listen to your teacher. In each sentence, underline the words that are stressed. Listen again and repeat. Practise with a partner.

- My wife is having a heart attack.
- A car is on fire.
- He isn't breathing.
- There was an accident.
- I think he hurt his head.
- She is bleeding.

**Practising Tone Instructions:** Listen to your teacher. Practise saying each sentence.



He is having a heart attack.



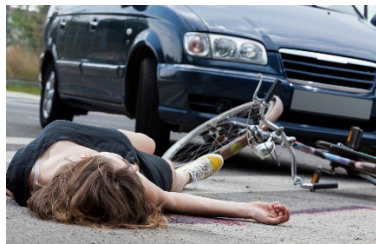
A building is on fire.



Someone is breaking into a car.



He fell down the stairs.



She was hit by a car.



He is unconscious.

**Competency Area:** Getting Things Done; Sharing Information

**Indicators of Ability:** Describes the problem using the correct words; answers the questions correctly; Speaks clearly

**Teaching Notes:** Consider having learners record their role-plays so that they can listen back and self-assess. The peer feedback form included with this task can also be used for self-assessment.

## Set Up:

1. Inform the class that they will participate in a role-play to practise calling 911. Organize the class into groups of three, with the following roles in each group:
  - Student 1 will play the role of the operator and use the script on the following page to ask the questions.
  - Student 2 will be the caller and will answer the operator's questions using one of the Caller Cards. Learners can use the city they live in and the school address for the location of the emergency.
  - Student 3 will act as an observer and complete the peer feedback form. Learners rotate roles after each role play so that everyone has a chance to play each role.
2. Distribute one copy of the Operator script per group and give each learner a *Caller Card* and a *Peer Feedback* form. Go over the task instructions with the class.

## Assessment:

Choose the approach that best suits the needs of learners, for example:

1. This activity uses peer feedback. Ensure that time is given for peers to share and review feedback.
2. Circulate and make observations during the role plays. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice. You may also want to review the peer feedback.
3. In a class discussion, have learners identify specific issues they feel they need more practice with.

## Operator Script

**Student 1:** You are a 911 operator. Read the questions below. Your partner will answer.

**Operator:** 911. Do you need Police, Fire or Ambulance?

**Caller:**

**Operator:** What is the location?

**Caller:** [your school's address]

**Operator:** What is the emergency?

**Caller:**

**Operator:** Is he breathing?

**Caller:**

**Operator:** Is he conscious?

**Caller:**

**Operator:** Okay. Please stay on the line. Help is on the way.

Caller Cards



**Caller 1**



**Caller 2**



**Caller 3**



## Answering Operator Questions in a 911 Call, *continued*

**Peer Feedback:** Listen to your classmate answer questions from a 911 Operator. Give feedback to your classmate.

Peer Feedback Checklist		SU	
Name of speaker: _____ Date: _____			
Peer: _____			
<b>Your classmate:</b>	<b>Yes ✓</b>	<b>No ✓</b>	
• Described the problem using the correct words	<input type="checkbox"/>	<input type="checkbox"/>	
• Answered the questions correctly	<input type="checkbox"/>	<input type="checkbox"/>	
• Spoke clearly	<input type="checkbox"/>	<input type="checkbox"/>	



**Peer Feedback:** Listen to your classmate answer questions from a 911 Operator. Give feedback to your classmate.

Peer Feedback Checklist		SU	
Name of speaker: _____ Date: _____			
Peer: _____			
<b>Your classmate:</b>	<b>Yes ✓</b>	<b>No ✓</b>	
• Described the problem using the correct words	<input type="checkbox"/>	<input type="checkbox"/>	
• Answered the questions correctly	<input type="checkbox"/>	<input type="checkbox"/>	
• Spoke clearly	<input type="checkbox"/>	<input type="checkbox"/>	



# Reading

## Skill-Building and Skill-Using Activities

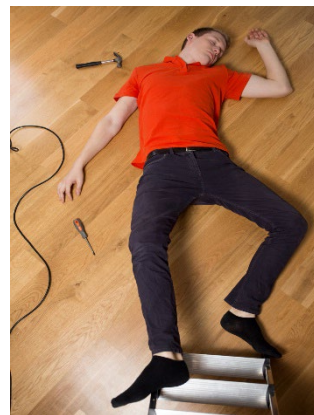
Reading About an Emergency .....	45
Pulling Over for Emergency Vehicles .....	48
Home Safety: Smoke Detectors .....	51

**Teaching Notes:** Part of this Reading activity includes learners making predictions about a text and re-telling the story orally using picture cards.

### Set Up:

1. Organize the class into pairs or groups of three. Give each pair or group a set of the picture cards on the next page. Inform learners that the cards tell a story about an emergency situation. Have them put the pictures in a logical order. Ask them to practise telling each other what they think the story is about using the pictures to guide them.
2. Have learners check their work with other pairs or groups and discuss any differences in their predications.
3. Distribute the reading *A Trip to the Emergency Department*. Read it out loud as learners follow along. Then ask learners to read the text and check the sequence of their pictures to the story. Alternatively, you could read the first sentence of the story to the class, and have learners hold up the corresponding picture, and continue reading until all pictures have been held up.
4. As a final activity, hold up each picture and elicit the story from the class. Read the story together once more. Then have various learners try their hand at reading out loud.





## A Trip to the Emergency Department



Yesterday my son, Igor, fell off a tall ladder in our house. He hit his head on the floor. He wasn't bleeding, but he was unconscious. Luckily, he was still breathing.

I was very scared. I called 911 right away. The operator told me to stay on the line and she asked me some questions. The ambulance came quickly. It took Igor to the emergency department at the hospital.

**Teaching Notes:** Consider showing the class a video clip of emergency vehicles with sirens and flashing lights to familiarize learners with the sights and sounds they can expect when they are on the road. Be sure to select a video that clearly shows all vehicles stopping (regardless of which side of the road they are on in relation to the emergency vehicle). Here is a possible video: <https://www.youtube.com/watch?v=lyjpmFEbLgk>

## Set Up:

1. Review the vocabulary for emergency vehicles: fire truck, ambulance, police car. Use images from the *Vocabulary Development* section of this module if that is helpful.
2. Ask learners to raise their hands if they know how to drive, have a driver's license in Canada, or drove in their previous country. Prompt learners to share what they do when they hear a siren or see flashing emergency lights. Take shout-outs from the class.
3. Distribute the reading *Pulling Over for Emergency Vehicles* and the corresponding worksheet. Give learners a few minutes to quietly read the text and ask them to underline any words that are unfamiliar to them. Have learners complete the matching activity (Part A of the handout). Check the answers together as a class. Ask learners which words in the vocabulary list match the pictures on the handout.
4. As a class, move on to Part B, and ask what is meant by the main idea. Elicit an answer from the class.
5. Instruct learners on how to do Part C and have them work on their own. They can check their answers with a partner when they are done. Take up the answers. Repeat the steps out loud as a class.
6. Arrange the class into pairs and have learners talk about Part D. Discuss as a class when they are done.

## Answer Key:

### Part A:

1. Siren      c
2. Vehicle    d
3. Mirror      b
4. Flashing    e
5. Signal      a

### Part B:

b

### Part C:

5. Move to the side of the road
3. Check your mirror
4. Put on the signal
1. Hear a siren
2. Slow down
6. Stop the car

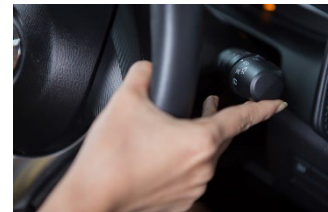
### Part D:

Answer should be that they slow down, and change lanes carefully.



### **If you see or hear an emergency vehicle that is moving:**

- Slow down.
- Check your mirrors to make sure it is safe to move over.
- Signal and move the car to the side of the road when it is safe.
- Stop the car.
- After the vehicle has passed, make sure the road is clear. Signal again before driving.



### **If you see an emergency vehicle that is stopped:**

- Slow down and safely change lanes away from the vehicle.
- Pass carefully.



**Part A:** Matching

- |             |       |   |
|-------------|-------|---|
| 1. siren    | _____ | a. showing that you want to turn right or left in car |
| 2. vehicle  | _____ | b. something on your car to help you see              |
| 3. mirror   | _____ | c. a loud noise                                       |
| 4. flashing | _____ | d. car, truck   |
| 5. signal   | _____ | e. lights turning on and off quickly                  |

**Part B:** What is the main idea? Circle the correct answer.

- a. What to do in an emergency
- b. What to do when you hear an emergency siren
- c. How to pass a car when you are driving

**Part C:** Put the steps in the correct order (1-6)

- \_\_\_\_\_ Move to the side of the road
- \_\_\_\_\_ Check your mirror
- \_\_\_\_\_ Put on the signal
- \_\_\_\_\_ Hear a siren
- \_\_\_\_\_ Slow down
- \_\_\_\_\_ Stop the car

**Part D:** Partner Activity: Talk to your partner.

What do you do when you see an emergency vehicle stopped on the road?

Why is this important to do?

**Competency Area:** Comprehending Information

**Indicators of Ability:** Identifies main idea; identifies specific factual details; infers the meaning of unfamiliar words

**Teaching Notes:** Consider playing a recording of a home smoke detector test sound, low battery beeping and alarm going off to familiarize learners with the sound and to reinforce vocabulary.

## Set Up:

1. Inform learners that they will focus on how to protect themselves at home if there is a fire. Ask if anyone knows what a smoke detector is. If possible, take a walk around the school building and point out any smoke detectors, sprinklers or fire alarms. Ask learners how many smoke detectors they have in their homes.
2. Distribute the text and comprehension questions. Encourage learners to work on their own, but to ask questions if they need to. When learners are done, they can compare and discuss their answers with a partner.
3. Take up the answers as a class.

## Assessment

Consider having learners correct their own work. They should not erase their mistakes, but rather write in the correct answers in pen. Explain that this allows them to see their errors and learn from them.

## Answer Key:

1. c
2. a
3. b
4. c
5. b



## Smoke Detectors

Smoke detectors keep your home safe if there is a fire.

Your home should have a smoke detector on every floor. There should be one in the basement, one in the kitchen and one outside the bedrooms. If there is a fire or a lot of smoke, they will make a loud noise.



To check if your smoke detector is working, press the test button. You should hear a very loud beep.



If you don't hear anything, change the battery. Try the test button again. If it doesn't work, you need a new smoke detector. Tell the landlord immediately.



**Instructions:** Read the text about Smoke Detectors. Answer the questions.

1. The reading is about \_\_\_\_\_.
  - a. what to do when there is a fire
  - b. how to change smoke detector batteries
  - c. how to use smoke detectors
2. Why do you need smoke detectors?
  - a. to let you know if there is a fire in your home
  - b. to stop a fire in your home
  - c. to stop smoke in your home
3. If you hear a loud noise when you press the test button, it means \_\_\_\_\_.
  - a. the smoke detector is working properly
  - b. you need to change the batteries
  - c. you need a new smoke detector
4. Where should you put a smoke detector?
  - a. only in your kitchen
  - b. on every floor of your home
  - c. only in the bedroom
5. What does 'immediately' mean?
  - a. soon
  - b. right away
  - c. when you have time





# Writing

## Skill-Building and Skill-Using Activities

Filling Out Forms: Vocabulary .....	55
Filling Out Forms: Practice .....	57
Completing an Emergency Contact Form .....	59

**Teaching Notes:** The purpose of this activity is to help learners recognize the fields in a simple form and understand the kind of information being asked for. Consider using the activity if learners have no previous experience filling out forms.

Consider informing learners that filling out forms clearly and accurately is a transferrable skill that can help them in a variety of situations, such as renting an apartment, applying for a job or seeing a doctor or dentist.

### Set Up:

1. In a class discussion, have learners brainstorm what information is typically asked for on a form. Write these words on the board and have learners copy them if needed.
2. Distribute the handout titled *Filling out Forms: Vocabulary*. Have learners take turns reading the sentences about Nasha's personal information.
3. Go over each of the fields in the form, using the Form Notes below.
4. Have learners copy Nasha's personal information from the text into the form. Remind learners to write neatly and on the lines. Circulate and provide feedback as needed.
5. When learners have completed the form, they can compare their work with that of a partner. Take up the answers as a class.

### Form Notes

The notes below provide ideas on what to teach for each of the fields in the form.

- First name: given name or legal name
- Last name: surname or family name
- Address: includes the number of the house or apartment building, name of the street, type of street (avenue, road, etc.). Mention common abbreviations for street types (St., Ave., Rd., Blvd.)
- City and Province: use of capital letters
- Postal code: spacing and use of capitals for letters: M5Q 3Z5
- Date of Birth: m/mm = month; d or dd = day; if the number is between 1 and 9, a 0 is placed in front of it. y or yy = year, often written as last two digits of the year (e.g., 2020 = 20). Note that information about day/month/year may appear in different orders depending on the form.
- Phone numbers: include the area code: E.g. (555) 222-8989 or 555-222-9898

**Complete Nasha's Personal Information Form.**



This is Nasha Abdulla.

She was born on May 4, 1992.

Her address is 67 Queen Street,  
Ottawa, Ontario, E1M 9C9.

Her home phone number is 555 213 9876.

Her cell phone number is 555 321 6789.

### Personal Information Form

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Date of Birth:     /    /      
MM/ DD / YY

Address: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Phone Number (cell): \_\_\_\_\_

**Teaching Notes:** In this activity, learners practise completing a form using their own information. The activity could be assigned for homework if learners don't have the information on hand.

### Set Up:

#### Part 1

1. Distribute the personal information form on the next page. Read the handout together and review all of the information fields on the form. (The Emergency Contact part of the form is discussed in Part 2 of this activity.). Review the checklist under the form.
2. Instruct learners to fill out the top part of the form as best they can independently while being mindful of the formatting guidelines discussed in the previous activity.
3. Circulate while learners are completing their forms and provide in-the-moment feedback.
4. Have learners check their work with a partner using the checklist.
5. Consider having peers who finish quickly assist those that need more help. Then talk about any difficulties as a class.

#### Part 2

1. On the board write *Who do you live with?* Brainstorm a list of family vocabulary (father/mother; husband/wife; brother/sister, friend, etc.).
2. Write "Emergency Contact" and explain who yours would be and his/her relationship to you. Ask learners to think about who they think should be called in the event of an emergency.
3. Have learners complete the Emergency Contact section of the form (or assign for homework if they don't have the information handy). Circulate while learners are completing this section and provide feedback. Remind them also to use the checklist.

### Personal Information Form

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Date of Birth:      /      /       
MM / DD / YY

Address: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_

### Emergency Contact

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Relationship: \_\_\_\_\_

Phone Number: \_\_\_\_\_



#### Did I remember to:

- ☐ Read the form before writing.
- ☐ Print clearly.
- ☐ Put capital letters on words.
- ☐ Use abbreviations in the address.
- ☐ Put correct spaces for phone number and postal code.
- ☐ Fill out everything.

**Competency Area:** Getting Things Done

**Indicators of Ability:** Includes required information; uses correct capitalization; uses correct spelling

**Teaching Notes:** The task builds on the skill-building activity by having learners complete the information for a primary contact and an alternative contact. Explain this concept to learners before they begin the task. Note that this form is the same as the assessment task. Only one or the other can be used in a learner's portfolio.

### Set Up:

1. Remind learners that they are applying the skills they have practised and should use the previous checklist to help guide their work.
2. Distribute the handout and have learners complete the form.

### Assessment:

When learners have completed the form, they can exchange their work with a partner for peer feedback using the handout. Alternatively, they could assess their own work by comparing it to the information filled in from the previous skill-building activities and use the feedback form for self-assessment.

Consider reviewing the writing and the peer feedback and make additional notes if needed. Make notes for future lessons, based on learner performance. If additional practice is required, repeat this task using a different scenario.

Today's Date:     /     /

MM / DD / YY

Date of Birth:        /        /  
MM / DD / YY

Phone Number: \_\_\_\_\_

Phone: \_\_\_\_\_

Phone: \_\_\_\_\_

## Completing an Emergency Contact Form, *continued*

FEEDBACK FORM: Filling Out an Emergency Contact Form			
<b>Name of writer:</b> _____ <b>Date:</b> _____			
Check ✓: <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peer: _____ <input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Included all of the correct information	<input type="checkbox"/>	<input type="checkbox"/>	
Used capital letters correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Used correct spelling	<input type="checkbox"/>	<input type="checkbox"/>	
Wrote neatly and on the lines	<input type="checkbox"/>	<input type="checkbox"/>	



FEEDBACK FORM: Filling Out an Emergency Contact Form			
<b>Name of writer:</b> _____ <b>Date:</b> _____			
Check ✓: <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peer: _____ <input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Included all of the correct information	<input type="checkbox"/>	<input type="checkbox"/>	
Used capital letters correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Used correct spelling	<input type="checkbox"/>	<input type="checkbox"/>	
Wrote neatly and on the lines	<input type="checkbox"/>	<input type="checkbox"/>	





# Assessment Tasks

Listening, Speaking, Reading, Writing

Preparation for Assessment Tasks.....	63
Listening: Understanding a 911 Call .....	65
Speaking: Asking for Help in an Emergency.....	67
Reading: 911, What is Your Emergency? .....	70
Writing: Completing a Form .....	72

Each assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners should complete them independently.

### Set Up:

Review the task, instructions for completion and criteria for success when introducing the assessment task to learners.

- *Listening:* Learners listen to a 911 call and answer questions. Audios can be played twice during the assessment.
- *Speaking:* Distribute one of the prompt picture cards for the Speaking assessment to the learner you are assessing. In the role of a 911 operator, ask questions in a simulated 911 call. Learners answer questions about the emergency situation on their card. As learners answer the questions, use the assessment form (for either CLB 2 or CLB 3) to check off whether the learner answered each question, and how well the learner performed on each criteria item.
- *Reading:* Learners answer comprehension questions about a text. Note that there are separate texts and comprehension questions for CLB 2 and CLB 3.
- *Writing:* Learners complete a form with personal information and emergency contacts.

### Feedback:

- *Productive Tasks (speaking and writing):*

When learners have completed the productive assessment tasks, provide feedback that is simple and direct, focussing on a few key items the learner is doing well in addition to areas where they can improve. Provide class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate and provide individual support as needed. If a common issue surfaces, consider giving a mini lesson and further practice on the area that learners are having difficulty with.

Consider having learners use the assessment tool for self-assessment before they hand in their work. They can insert their initials in the appropriate column (meets/not yet) beside each criterion or write “not sure” if appropriate.

- *Receptive Tasks (listening and reading):*

Provide learners with feedback on any error patterns you notice. Review the assessment task as a class, in small groups, or individually. Identify the correct answers, as well as strategies for how learners can arrive at the correct answer. Consider doing a *think aloud*, in which you (the instructor) models completing a task while voicing what he or she is thinking while completing it. This instructional strategy allows learners to “see” inside the head of someone who is successfully completing the task.

### Answer Key:

#### Listening Task

- |      |   |
|------|---|
| 1. c | 5. b  |
| 2. a | 6. a  |
| 3. b | 7. b  |
| 4. c | 8. yes, because the man is<br>having a heart attack |

#### Reading Task

##### CLB 2:

- |           |                  |
|-----------|------------------|
| 1.a       | 4. a (yes)       |
| 2.b (no)  | 5. c (ambulance) |
| 3.a (yes) |                  |

##### CLB 3:

- |       |        |
|-------|--------|
| 1.b   | 5. No  |
| 2.Yes | 6. Yes |
| 3.Yes | 7. Yes |
| 4. No | 8. Yes |

### Transcript

- 911 Operator:** 911. Do you need police, fire or ambulance?
- Caller:** Ambulance
- 911 Operator:** What is your emergency?
- Caller:** I think my father is having a heart attack.
- 911 Operator:** Is your father breathing?
- Caller:** Yes.
- 911 Operator:** Is he conscious?
- Caller:** Yes.
- 911 Operator:** Okay, please stay on the line. Help is on the way!
- Caller:** Thank you.

## Understanding a 911 Call

AT

**Module Topic:** Dealing with Emergencies

**CLB 2** ☐

**Competency Areas:** Getting Things Done; Comprehending Information

**Criteria:** Identifies factual details (#1,2); makes inferences (#3, 4)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Listen to the 911 call. Circle the correct answers.

### Part 1: CLB 2 and CLB 3

1. \*What kind of help does the caller need?
  - a. Fire
  - b. Police
  - c. Ambulance
2. \*What is the man's problem?
  - a. He is having a heart attack.
  - b. He isn't breathing.
  - c. He is unconscious.
3. Who is making the call?
  - a. The man's neighbour
  - b. The man's son
  - c. The man's father
4. When the 911 operator says, "Help is on the way," she means \_\_\_\_\_.
  - a. a doctor is coming
  - b. a friend is coming
  - c. an ambulance is coming

**CLB 2:** 3 out of 4 answers correct including (\*) questions

**Your Score:** \_\_\_\_/4

**Module Topic:** Dealing with Emergencies

**CLB 3**

**Competency Areas:** Getting Things Done; Comprehending Information

**Criteria:** Identifies factual details (#1,2, 5, 6); makes inferences (#3, 4, 7), Uses information to make a decision (#8)

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

**Instructions:** Listen to the 911 call. Circle the correct answers.

**Part 2 (CLB 3):**

5. \*The man is \_\_\_\_\_.

- a. unconscious.
- b. conscious.

6. \*Is the man breathing?

- a. Yes
- b. No

7. When the operator says “*stay on the line*”, she means \_\_\_\_\_.

- a. Don’t move
- b. Don’t hang up the phone
- c. Don’t leave the man

8. Is it appropriate to call 911 in this situation? Why?

\_\_\_\_\_

**CLB 3** 6 out of 8 answers correct including (\*) questions

**Your score:** \_\_\_\_/8

**Module Topic:** Dealing with Emergencies

**CLB 2** ☐

**Competency Areas:** Getting Things Done; Sharing Information

**Instructions:** Look at your picture. Answer the operator's questions in a 911 call.

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

Speaking CLB 2			
Script/Questions	✓	Criteria:	Yes Not yet
1. 911 operator. Do you need police, fire, or ambulance?	<input type="checkbox"/> <input type="checkbox"/>	* <b>Overall:</b> Answers can be understood	<input type="checkbox"/> <input type="checkbox"/>
2. What is your emergency?	<input type="checkbox"/> <input type="checkbox"/>	*Answers questions with correct information	<input type="checkbox"/> <input type="checkbox"/>
3. What is your location? (Prompt learner to give school or home address)	<input type="checkbox"/> <input type="checkbox"/>	Speaks words or short phrases	<input type="checkbox"/> <input type="checkbox"/>
Please stay on the line. Help is on the way. (Learner gives some type of response like <i>Okay, yes, or thank you</i> )		Pronunciation is understandable.	<input type="checkbox"/> <input type="checkbox"/>
		Uses appropriate vocabulary for the task	<input type="checkbox"/> <input type="checkbox"/>
<b>TASK SUCCESS:</b> Meets 4 out of 5 criteria including (*) items		<b>Score:</b> ____/5	
<b>Doing well:</b>		<b>Next time:</b>	

**Module Topic:** Dealing with Emergencies

**CLB 3** ☐

**Competency Areas:** Getting Things Done; Sharing Information

**Instructions:** Look at your picture. Answer the operator's questions in a 911 call.

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

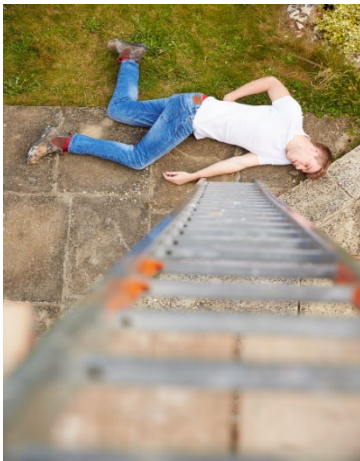
Speaking CLB 3					
Script/Questions	✓	Criteria:	Yes	Not yet	
1. 911 operator. Do you need police, fire, or ambulance?	<input type="checkbox"/>	<input type="checkbox"/>	* <b>Overall:</b> Answers can be understood	<input type="checkbox"/>	<input type="checkbox"/>
2. What is your emergency?	<input type="checkbox"/>	<input type="checkbox"/>	*Answers questions with correct information	<input type="checkbox"/>	<input type="checkbox"/>
3. What is the location?	<input type="checkbox"/>	<input type="checkbox"/>	Speaks short sentences or phrases	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the person breathing? (Can answer yes, no or I don't know)	<input type="checkbox"/>	<input type="checkbox"/>	Uses appropriate vocabulary for the task	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the person conscious? (Can answer no or I don't know)	<input type="checkbox"/>	<input type="checkbox"/>	Pronunciation is understandable.	<input type="checkbox"/>	<input type="checkbox"/>
Please stay on the line. Help is on the way. (Learner gives some type of response like Okay, yes, or thank you)					
<b>TASK SUCCESS:</b> Meets 4 out of 5 criteria including (*) items			<b>Score:</b> ____/5		
<b>Doing well:</b>		<b>Next time:</b>			



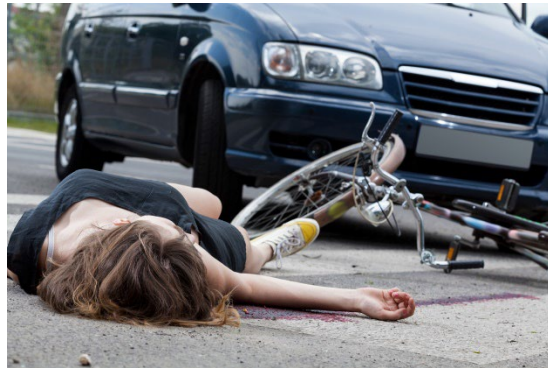
**Prompt Picture Cards: CLB 2**



**Prompt Picture Cards: CLB 3**



**133 King Street**



**Queen and Main Streets**



## Reading: 911, What is Your Emergency?

AT

**Module Topic:** Dealing with Emergencies | **Competency Area:** Comprehending Information  
**Criteria:** Identifies details (#2, 3, 5, 6); makes inferences (#1, 4)

### CLB 2

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Read about calling 911. Circle the correct answer.

1. Someone is stealing a car. Who do you need?  
a. Police                      b. Fire                      c. Ambulance
2. Someone has a very small car accident. Should you call 911?  
a. Yes                      b. No
3. Someone isn't breathing. Should you call 911?  
a. Yes                      b. No
4. You see a car on fire. Should you call 911?  
a. Yes                      b. No
5. Someone is having a heart attack. Who do you need?  
a. Police                      b. Fire                      c. Ambulance
6. Should you call 911 if it is not an emergency?  
a. Yes                      b. No

TASK SUCCESS	Your Score
CLB 2: 5 out of 6	/6

**CLB 2:**

## 911, What is Your Emergency?

Call 911 when you have an emergency and you need police, fire or an ambulance.

### Call 911 for the Police when:

- You see a crime.
- You see a serious accident.



### Call 911 for the Fire Department when:

- You see a fire.



### Call 911 for an Ambulance when:

- Someone has a serious injury.
- Someone is having a heart attack.
- Someone can't breathe.
- Someone is bleeding a lot.



**Module Topic:** Dealing with Emergencies | **Competency Area:** Comprehending Information  
**Criteria:** Identifies main idea (#1); identifies details (#4,5, 7); makes inferences (#2, 3, 6, 8)

## CLB 3

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Read about calling 911. Answer the questions.

1. The reading is about \_\_\_\_\_.
  - a. someone who has an emergency
  - b. when to call 911
  - c. the work that police do
2. Someone is stealing a car. Who do you need?
  - a. Police
  - b. Fire
  - c. Ambulance
3. Someone has a very small car accident. Should you call 911?
  - a. Yes
  - b. No
4. Someone isn't breathing. Should you call 911?
  - a. Yes
  - b. No
5. What should you do if you smell gas near your home?
  - a. Call the police
  - b. Call 911
  - c. Call the gas company
6. Someone is having a heart attack. Who do you need?
  - a. Police
  - b. Fire
  - c. Ambulance
7. Should you call 911 if it is not an emergency?
  - a. Yes
  - b. No
8. A man fell off a ladder and is unconscious. Should you call 911?
  - a. Yes
  - b. No

TASK SUCCESS	Your Score
CLB 3: 6 out of 8	/8

**CLB 3:**

## 911, What is Your Emergency?

Call 911 when you have an emergency and you need police, fire or an ambulance.

### Call 911 for the Police when:

- You see a crime like a robbery, someone with a gun or a knife, or someone breaking into a home or business.
- You see a serious car accident.



### Call 911 for the Fire Department when:

- You see a fire in a home, business or a car.
- You smell gas around your home.



### Call 911 for an Ambulance when:

- There is a serious accident or someone is having a medical problem and they:
  - are having trouble breathing.
  - are bleeding a lot.
  - are having chest pains.
  - are unconscious.



# Completing a Form

AT

**Module Topic:** Dealing with Emergencies

**Competency Area:** Getting Things Done

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

**Instructions:** Fill out the form for your English class registration. Use your own personal information.

WRITING: CLB 2 or CLB 3		Yes	Not Yet
*Overall: The reader can understand the form.		<input type="checkbox"/>	<input type="checkbox"/>
*The form is complete. All fields are filled in and information is in the correct places.		<input type="checkbox"/>	<input type="checkbox"/>
CLB 2: Uses some proper conventions for the address and telephone numbers.		<input type="checkbox"/>	<input type="checkbox"/>
CLB 3: Follows proper conventions for address, date, and telephone numbers.		<input type="checkbox"/>	<input type="checkbox"/>
CLB 2: Some spelling mistakes.		<input type="checkbox"/>	<input type="checkbox"/>
CLB 3: Spelling is mostly correct.		<input type="checkbox"/>	<input type="checkbox"/>
*Printing is neat and clear.		<input type="checkbox"/>	<input type="checkbox"/>
<div>You did well:</div> <div>Next time:</div>			
<b>TASK SUCCESS</b>		<b>Your Score</b>	
YES on 4/5 criteria (must include * items)		/5	

**Instructions:** Fill out an Emergency Contact form for your English class. Please print clearly.

## Emergency Contact Form

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Date of Birth:     /    /      
MM/ DD / YY

## Emergency Contact

Name: \_\_\_\_\_

Relationship: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**Instructions:** Fill out an Emergency Contact form for your English class. Please print clearly.

Personal Information Form	
Today's Date: <input type="text"/> / <input type="text"/> / <input type="text"/> <small>MM / DD / YY</small>	
First Name: <input type="text"/>	Last Name: <input type="text"/>
Date of Birth: <input type="text"/> / <input type="text"/> / <input type="text"/> <small>MM / DD / YY</small>	
Address: <input type="text"/>	
City: <input type="text"/>	Province: <input type="text"/>
Postal Code: <input type="text"/>	
Phone Number (Home): <input type="text"/>	
Phone Number (Cell): <input type="text"/>	
<b>Main Emergency Contact</b>	
Name: <input type="text"/>	Relationship: <input type="text"/>
Phone: <input type="text"/>	
<b>Alternative Emergency Contact</b>	
Name: <input type="text"/>	Relationship: <input type="text"/>
Phone: <input type="text"/>	