

Ready for the Real Thing

by Krizo Povas

based on a true story



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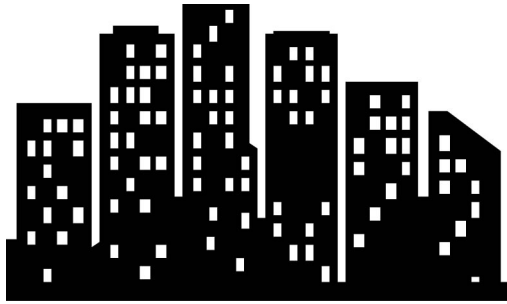
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CHAPTER 1

I AM FROM

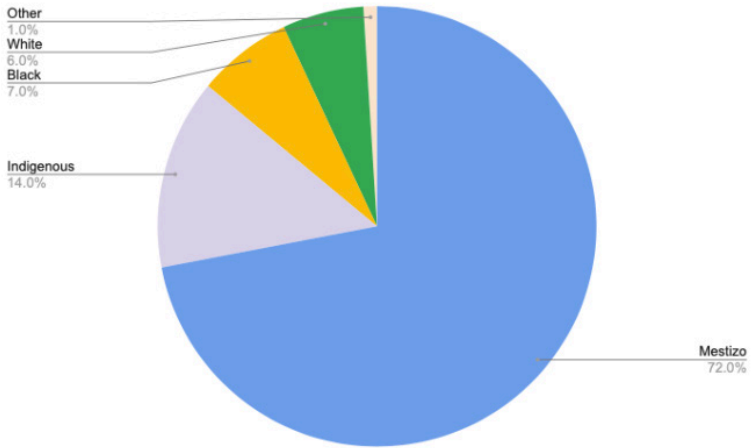


My name is Maria. I am from Ecuador.
Ecuador is in South America.



Ecuador is a diverse country,
like the United States.
There are big cities and little villages.

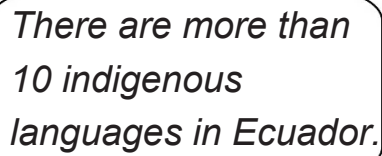




There are different groups of people:
Mestizo, Indigenous, Black, White,
and others.

And many different languages!

I speak Spanish.



*There are more than
10 indigenous
languages in Ecuador.*

Source: <https://www.britannica.com/place/Ecuador/People>

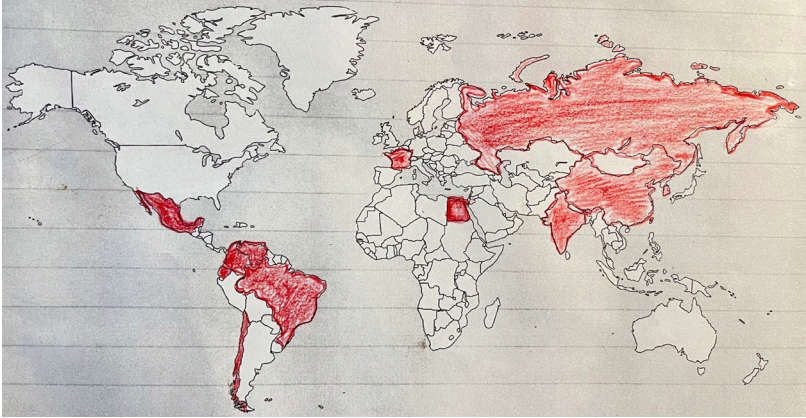
CHAPTER 2 AT SCHOOL



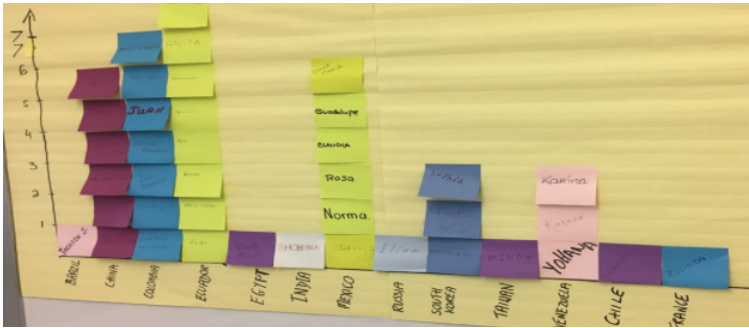
Now I live in the United States.

My goal is to learn English.

I go to English class every day.



My classmates are from Africa, Asia,
Central America, Europe, North America,
and South America.



We come from many countries.



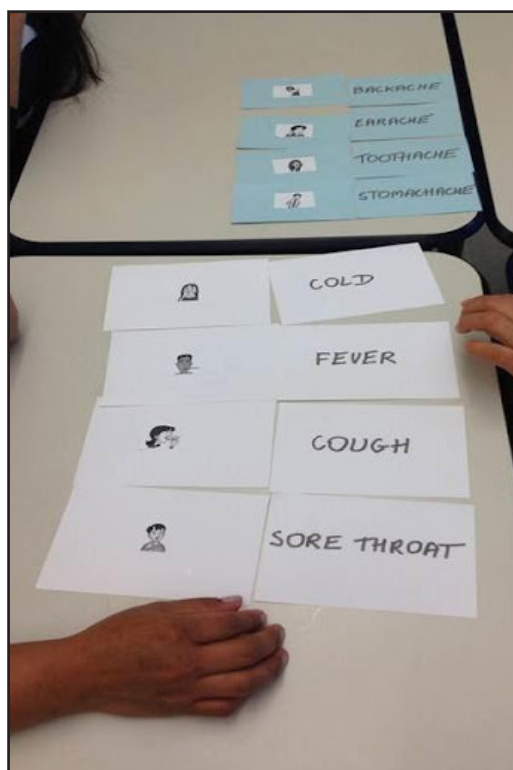
We speak many languages: Spanish,
Chinese, Arabic, French and others.

We all need to learn English!

Today we learn new words for
common illnesses.



We match words with pictures.



We practice the new words.



“ I have an earache.”



“ I have a toothache.”



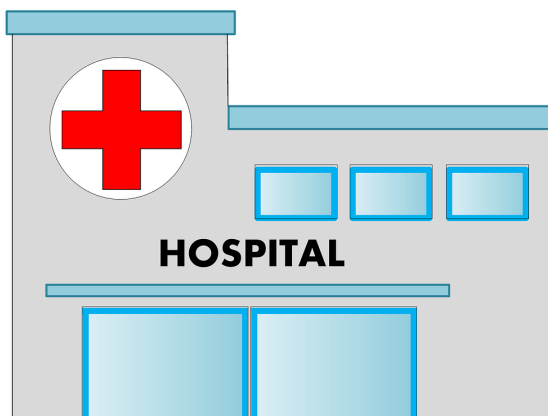
“ I have a sore throat.”



“ I have a cold.”



“ I have a fever.”



Then we talk about medical
emergencies.



I have a severe headache.



I have a bad stomachache.



I have chest pains.



My child has a very high fever.



My father has an asthma attack.



My friend has a broken arm.



We review the new vocabulary.

For example, my teacher says,

“I have a headache.”

We all put our hands on our heads.



Our teacher says,

“I have a stomachache.”

We put our hands on our stomachs.



Next, we talk with a partner.

We answer these questions:

- Which health problems are emergencies?
- Why?



Then we match picture cards again.

We work with a partner.

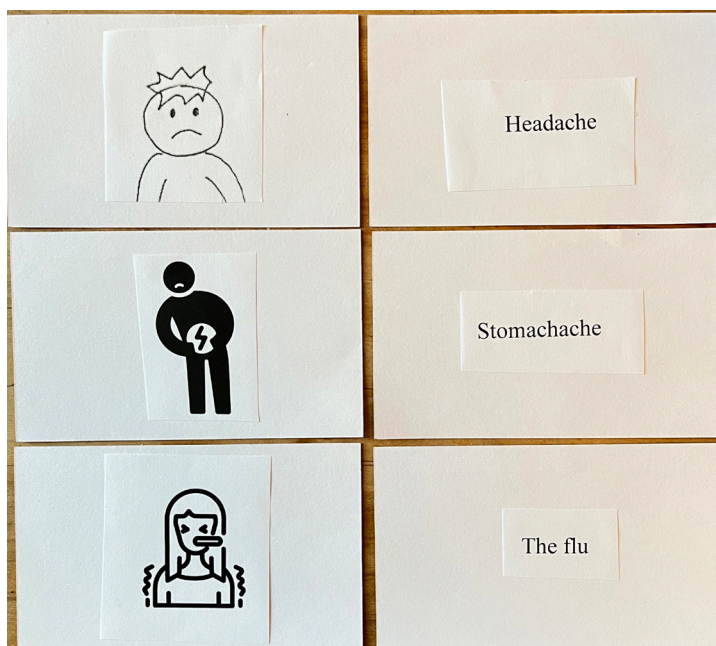
- Which health problems are emergencies?
- Why?

We put the cards in groups:

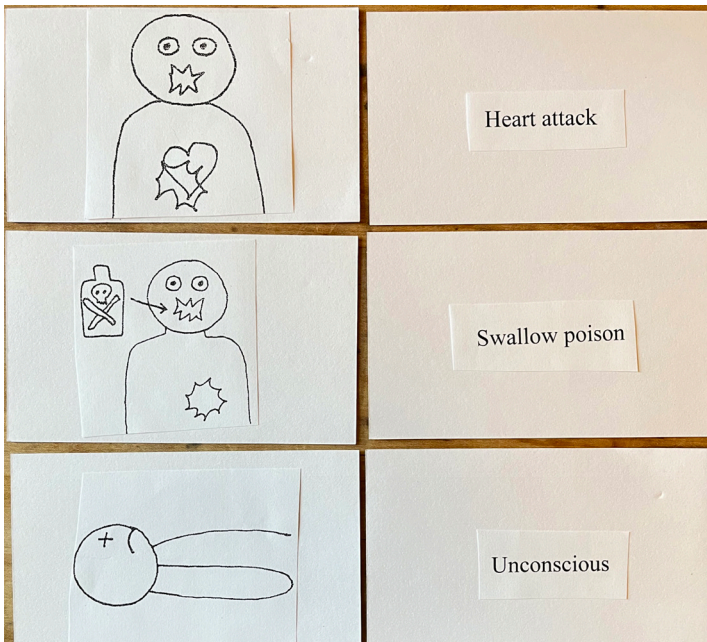
These common illnesses are not emergencies.



These medical conditions may be emergencies.



These medical conditions are emergencies.

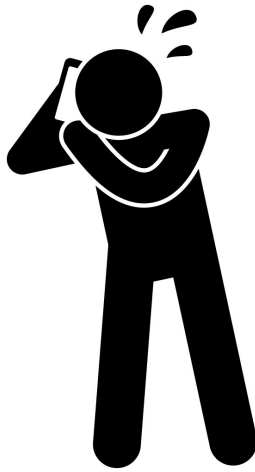


Now we imagine a personal emergency.

We write our information in a chart.

This is my chart:

Emergency	Why do you think it is an emergency?	Full Name	Phone Number	Address
My baby is sick.	My baby has a very high fever.	Maria Gomez	917-655-9458	31-25 Roosevelt Ave. Apt. 8G, Jackson Heights, N.Y. 11385



Our teacher demonstrates how to report a medical emergency.

She pretends to call 911.

She says her information slowly and clearly:

- her name
- her phone
- her address
- her medical emergency



We practice with different partners
giving our information:

- name
- phone
- address
- medical emergency

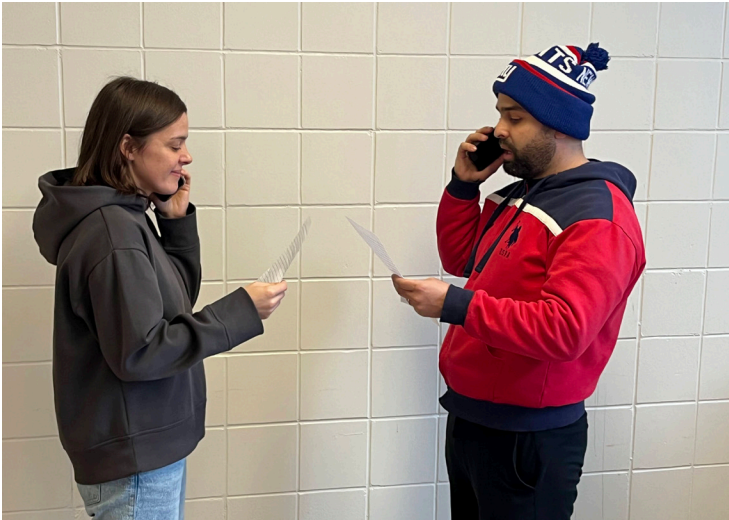
We speak slowly and clearly.

We repeat with many partners.

Now we all role-play calling 911.

One student is a 911 operator.

Another student calls to report
a medical emergency.



We follow the steps.

1) We read the dialogue.



2) We practice with the script.



3) We practice without the script.

Our teacher says, “You can do it!

You can call 911 in a real-life situation!”



Can I do it? I hope so.

I am pregnant with my first child.

I am going to be a mother soon.

CHAPTER 2 HOME ALONE



I am at home alone.

I think about names for the baby.

It's a Girl

If it's a girl, maybe Sabrina, Selina, or Emma.

It's a Boy

If it's a boy, maybe Jose, Martin, or Matthew.



And if we have twins?

Suddenly, I feel sick.

I have a special medical condition.

I remember my doctor said, “If you
feel pain, call 911!”

My husband is at work and my neighbors
are on vacation.

Can I do it? Can I call 911?



I imagine I am in the classroom, and
I role-play with my partner.



I take a deep breath.



I dial 911.

911 Operator:

“What’s your emergency?”

I answer:

“Pregnant,

I have big pain.”

I repeat, “Big pain!”



911 Operator:

“What’s your name?”

I answer clearly

and slowly:

“Maria. M-A-R-I-A.

Gomez. G-O-M-E-Z.”

911 Operator:

“What’s your address?”

I say:

“31-25 Roosevelt Avenue

Apartment 8G

Jackson Heights

New York, 11385.”

911 Operator:
“What’s your
phone number?”

I say:
“917-655-9458.”

911 Operator:
“The ambulance will be
there in a few minutes.”

I say:
“Please hurry up!”

The ambulance arrives and takes me to
the hospital.



My child is born a few hours later.

It's a beautiful baby boy.

Can you guess his name?

(Look for the answer in the last chapter.)

CHAPTER 4 A NEW BABY



I visit our English school with my son,
JOSE GOMEZ.

Everybody is excited to see my baby
boy!



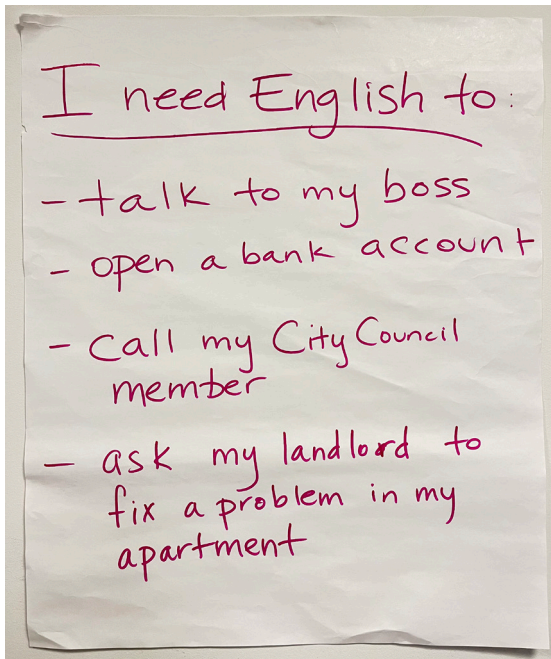
I share with the class my emergency experience. I say, “Thank you, Teacher, and all my classmates!”

I practiced calling 911 in the classroom and it helped me to do it in real life.

Everybody is proud of me!

Our teacher says, “How about role-playing other real-life situations to use in the future?”

Students give examples:





We are ready to learn new vocabulary
and practice a new lesson.

We know if we can do it in
the classroom, we can do it in real life.

Let's practice!!!

Is this a true story?

Yes, most of the story is true. The names are different and the photos are new.

It was many years ago.

Note: She used English for a fast response, but the people who answer 911 phone calls can help people in many languages.

“Language translation service is a best practice for 911 centers, but the process and capabilities can change from agency to agency.”

- The National Highway Traffic Safety administration. They oversee 911 services.

For more information:

<https://www.nasna911.org> org

<https://www.911.gov>.