

True emergency stories

On Wednesday September 19th 2012, in the evening, people are shopping in Manchester.

Three men come in to Selfridges.

They have yellow “Hi-Vis” jackets and trousers and black hats.

They also have axes.

The men break the glass and steal 100 watches from the shop.

It only takes 90 seconds.

The watches cost £500,000.

True emergency stories

In January 2008 it's very wet and windy.

The "Riverdance" ferry from Ireland to Fleetwood is in danger.

It's dark and the sea is very bad.

People on the ferry call 999.

The lifeboat rescues 23 people from the ferry.

A helicopter helps.

All the people are OK but the ferry is not.

True emergency stories

Samantha is a teacher.

She works in a school.

She has a lot of books and papers.

She falls down the stairs at school.

She breaks her leg.

She has to go to A and E.

True emergency stories

Anna is a cleaner and an ESOL student.

She can't read English very well.

She puts water with bleach to clean the kitchen.

It's poison!

Her eyes hurt.

She has to go to A and E.

True emergency stories

May drives home from Preston on the M55.

It's dark.

The car in front of her has no lights on.

The cars crash.

May's car goes off the road into a field.

Her little boy is hurt.

They have to go to A and E.

True emergency stories

In November 2004 at college some hair straighteners are not switched off.

They get very, very hot.

A fire starts at college.

The alarm rings and the students go outside.

The college burns down.

True emergency stories



November 2004 Blackpool and the Fylde College at Ansdell

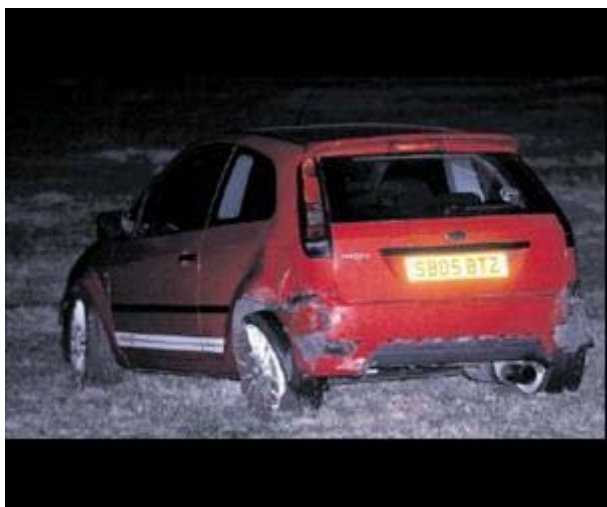


January 2008 Riverdance Ferry at Bispham



Selfridges Manchester City Centre 19/09/12

True emergency stories



PP7-8: optional pictures to match to each story

Cut the accounts into strips. Learners can work alone or in pairs to put the cards in sequence to tell a story.

Photos and pictures to match with accounts of real emergency situations. All are in the present tense. All the accounts are true.

Lots of new, real life vocabulary to provoke discussion.

Some stories are shorter and simpler than others to allow for differentiation in the group.

Leads to discussion on how we tell a story, and how we sequence sentences to make sense.

Could be used as a spring-board for class discussion or class writing if learners wish to share their own experiences, depending on ability and group dynamics.

Follows on from the 999 Emergency materials developed by David Kirwan at:
<http://www.skillsworkshop.org/users/david-kirwan>

Useful links for extension reading (see next page).

<http://news.bbc.co.uk/1/hi/england/lancashire/7221386.stm>

<http://www.telegraph.co.uk/news/uknews/crime/10105048/Two-arrested-after-axe-raid-on-Selfridges.html>

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Teaching notes and curriculum links

Entry Level 1-2 Functional Skills English mapping		 Skillsworkshop tips and extension ideas If you have further ideas please share them by leaving a comment on the download page for this resource at www.skillsworkshop.org
Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.  Indicates the main coverage and range skills that are (or can be) covered when using this resource and/or in the suggested extension ideas and tips. However, these will vary with the student group and how the resource is used by the teacher. Reference: Ofqual (2009), <i>Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2</i> . http://www.ofqual.gov.uk/		
Entry 1 Skill standard	Entry 1 Coverage and range Ofqual (2009), p9.	
Speaking, listening and communication Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation	<ul style="list-style-type: none">Understand the main points of short explanations ✓Understand and follow instructionsRespond appropriately to comments and requestsMake contributions to be understood ✓Ask simple questions to obtain specific information ✓	Class discussion / Q&A. How do we tell a story? How do we sequence sentences to make sense? Paired work. Ask each other about favourite stories, or favourite stories as a child. Discuss their own “emergency” experiences.
Reading Read and understand short, simple texts that explain or recount information	<ul style="list-style-type: none">Read and understand simple regular words and sentences ✓Understand short texts on familiar topics and experiences ✓	Encourage learners to highlight any unfamiliar words. Discuss sentence structures and boundaries (full stops).
Writing Write short, simple sentences	<ul style="list-style-type: none">Use written words and phrases to present information ✓Construct simple sentences using full stops ✓Spell correctly some personal or very familiar words ✓	Discuss full stops and capital letters before learners attempt their own stories.
Entry 2 Skill standard	Entry 2 Coverage and range Ofqual (2009), p7.	
Speaking, listening and communication Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations	<ul style="list-style-type: none">Identify the main points of short explanations and instructionsMake appropriate contributions that are clearly understood ✓Express simply feelings or opinions and understand those expressed by others ✓Communicate information so that the meaning is clear ✓Ask and respond to straightforward questions ✓Follow the gist of discussions ✓	As E1 but with a larger discussion groups. How would they feel in these emergency situations? Encourage turn taking and appropriate methods of interruption. Learners could plan the questions they are going to ask each other in advance.
Reading Read and understand straightforward texts that explain, inform or recount information	<ul style="list-style-type: none">Understand the main events in chronological texts ✓Read and understand simple instructions and directionsRead / understand high frequency words & words with common spelling patterns ✓Use knowledge of alphabetical order to locate information	Extend by reading longer stories and news articles. Try the BBC News web site or local papers.
Writing Write short texts with some awareness of the intended audience	<ul style="list-style-type: none">Use written words and phrases to record and present information ✓Construct compound sentences using common conjunctions ✓Punctuate correctly, using upper and lower case, full stops and question marksSpell correctly all high frequency words and words with common spelling patterns	Extend some of the sentences on the cards using conjunctions. E.g. Her eyes hurt because I was dark so

This resource also covers many **adult literacy curriculum** <http://www.excellencegateway.org.uk/sflcurriculum> elements.