

National Accident Helpline Key

Pre-reading

Pre-reading is the essential part of the process. It actively involves the students in the poem and gives them a 'buy in' and a reason to read it or hear it.

1. Screen shot: It offers help to victims of accidents 'that weren't their fault' to claim compensation. It is open to anyone who has suffered an accident. It is a free service. Alan Bircher was injured in an accident on the building site (he broke his ankle)
2. (If internet available). The two clips show a woman slipping on the floor and a man being crushed by a fork lift truck. The woman received £5000, the man £12,000.
3. The list making is designed to allow students to open their imaginations. Likely suggestions will be tripping over on badly maintained pavements in the street, accidents at work, in public places, in private offices, on the road (e.g. public transport).
4. Make sure students are aware of the beginning of the poem, the section towards the end and the key word £300,000. It doesn't matter what 'story' they come up with as long as they have respected these elements: in this case every story will be correct! Get students to share their ideas with the class, perhaps voting on the most imaginative, most amusing, most realistic.

Reading/Listening

As this poem was created for performance, it is better to play the recording for the students to appreciate the sound and rhythm of it. On a second playing, give them a copy of the text to follow along and ask questions afterwards.

Note: word play 'fell into debt', referring to victims falling or slipping on the ground.

hire purchase	<i>scheme for buying an article on monthly instalments</i>
keep up with the interest	<i>paying the charge/fee due for borrowing money</i>
tailored specifically	<i>made especially</i>
TV licence	<i>in the UK an annual payment is made to the government to watch TV</i>
fines	<i>financial penalty inflicted by a court</i>
neck brace	<i>support for neck injuries</i>

Context

The Real Thing

In this activity there are no right or wrong answers but students have an opportunity to complete a genuine application form. While not censoring the content, go round the class as they work and check the accuracy of the language use.

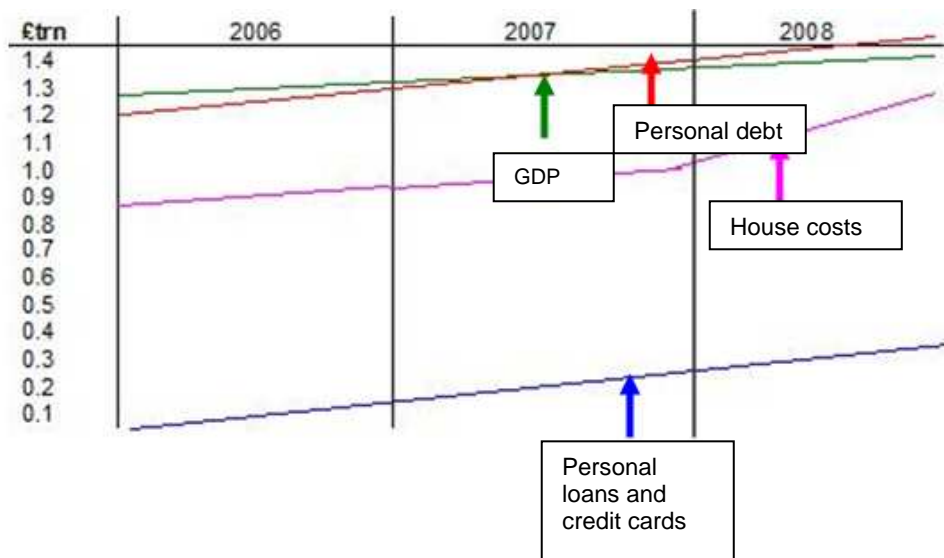
Debt Management

1. There are some questions about indebtedness before the text. Use these questions as a way of introducing the students to the topic. Be sensitive as some students may have personal experiences from their families they don't want to share.

- 1.1 She underestimated the cost of refurbishing the house she had bought.
- 1.2 Only way to pay the £300,000
- 1.3 She has got used to spending money and having what she wants
- 1.4 Because she doesn't actually see the money? (speculate)
- 1.5 She is not worried if everything goes

Discussion: get groups to choose one of these topics and then report back after 10 minutes discussion.

2.1



2.2 Obviously this activity is for more logical-mathematically minded students. There are two things to look for here: one is how they choose to make comparisons (language: more, quicker, steeper, slower, faster etc) and how they express high value numbers. (billions/trillions etc. A quick warmer is to ask them to write down this number in numerals. You will tell them only twice - and speak moderately quickly: one billion, three hundred and sixty million, four hundred and fourteen thousand, and fifty eight. 1,360,414,058)

1. They have both risen over the same period
2. House prices have risen more steeply/sharply than the HDI
3. House prices have risen the most
4. In 1997 the cost of houses was about 5 times the HDI while in 2007 it was around 12 times the HDI

Wordwork

The sentences the students make will be their own invention so it is not possible to give absolute answers here. Get students to check the accuracy of their offerings by peer review (in pairs) with you acting as referee when there are disagreements. Then check sentences at random.