

**Worksheet**  
**English Year 6**  
**Unit 1: It's an Emergency!**

**Section A**

Instructions: Choose the correct answer for each question. (10 marks)

1. An emergency situation is something that requires \_\_\_\_\_ action.
  - a) immediate
  - b) delayed
  - c) gradual
  - d) no
2. Learning about emergencies is not important. (True / False)
3. What is the purpose of discussing different types of emergencies?
  - a) To learn about different incidents
  - b) To pass the time
  - c) To confuse people
  - d) To avoid emergencies
4. An emergency can disrupt the \_\_\_\_\_ of activities.
  - a) flow
  - b) colour
  - c) pattern
  - d) type
5. Sharing personal stories can help others understand the impact of interruptions. (True / False)
6. What is the main focus when discussing funny stories?
  - a) Key details and sequencing of events
  - b) Rhyme and rhythm
  - c) Complex vocabulary
  - d) Long descriptions
7. In storytelling, the past tense is used to describe \_\_\_\_\_ events.
  - a) occurred
  - b) ongoing

- c) future
- d) fictional

8. Why is it important to have an emergency preparedness plan?

- a) To cause panic in emergency situations
- b) To prevent emergencies from occurring
- c) To respond effectively and safely in emergencies
- d) To ignore emergency warnings

9. What is the purpose of showing a video clip or reading a story related to emergencies?

- a) To capture attention and engage students
- b) To waste time
- c) To confuse students
- d) To avoid emergencies

10. Hanna and I \_\_\_\_\_ to collect the water when it \_\_\_\_\_ to rain.

- a) was queuing; starts
- b) were queuing; start
- c) was queuing; started
- d) were queuing; started

## Section B

Answer all the given questions. (10 marks)

Subjective Questions:

1. Describe one emergency situation you have witnessed or heard about. Explain why it was important to take immediate action. (2 marks)

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2. Share a funny or interesting event or experience you have had recently. Describe the key details and sequence of events that made it memorable. (4 marks)

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3. Reflect on a time when you were interrupted while doing something. Describe the activity, the interruption, and how it affected the flow of the activity. (4 marks)

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## Section C

Task: Imagine you are a news reporter and write a news article about an emergency situation that you witnessed or heard about. Follow the given guidelines to complete the task:

Instructions:

1. Choose an emergency situation that you have witnessed or heard about.
2. Write a catchy headline for your news article.
3. Include the following information in your article:
  - a) Introduction: Provide a brief overview of the emergency situation.
  - b) Key Details: Describe the incident, including what happened, where it occurred, and who was involved.
  - c) Immediate Action: Explain the actions taken to address the emergency and ensure safety.
  - d) Impact: Discuss the impact of the emergency on people and the surrounding area.
  - e) Conclusion: Summarise the overall outcome of the situation.

**Answer Scheme**  
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**Section A**

1. a) immediate
2. False
3. a) To learn about different incidents
4. a) flow
5. True
6. a) Key details and sequencing of events
7. a) occurred
8. c) To respond effectively and safely in emergencies
9. a) To capture attention and engage students
10. d) were queuing; started

**Section B**

1. The answer will vary based on the student's personal experience.
2. The answer will vary based on the student's personal experience.
3. The answer will vary based on the student's personal experience.