

# 11 Community Engagement

Speakers	Web DVD	Video Summary	Page No.	E1	E2	E3	L1L2
Roger Harington	059	Roger discusses the concept of 'community' and how people should come together during festivals and celebrations. He asks for more people to contribute to council meetings to improve community relations.	2	x	x	✓ tutor selection	✓
Roxana Summers (reduced sound quality)	060	Roxana talks about a fund-raising event she organised to raise money for child homelessness in third world countries.	11	x	✓	✓	✓
Pat Childs	061	Pat talks about public services, public transport and open spaces as facilities which all people should use and share so that they might meet new people and integrate.	19	x	✓	✓	✓
Pauline Fernandes (reduced sound quality)	062	Pauline discusses sponsorship forms in primary schools.	29	x	✓	✓	✓
Gerard Godon (reduced sound quality)	063	Gerard talks about the role of LASSN as a charitable organisation and ESOL tutors receive training to teach English.	36	x	✓ tutor selection	✓	✓
Simon Moran	064	Simon talks about the benefits of volunteering, how to become a volunteer and the different types.	51	x	x	✓	✓
Inderjeet Hunjan	065	Inderjeet talks about voluntary work within the Sikh community.	65	x	✓	✓	✓

To download videos, audio files and a Microsoft Word version of this teaching workbook please visit: [www.esoluk.co.uk/download.html](http://www.esoluk.co.uk/download.html). Answer key to multiple-choice questions: **page 72**

# 11 Community Engagement

Speaker: 059 Roger Harington

Job: Local Councillor



Skill	Suggested Activities
Speaking:	Discuss: what communities do you belong to? How do you join in with activities in these communities? What is 'going on' in your area? Arrange visit to local council meeting.
Listening:	Gap fill using transcript. Could focus on pre-taught words relating to local government / communities eg event, celebration, local, council, meeting, view, contribution.
Reading:	Leaflets; internet sites about local celebration / campaigning events. Minutes of local council meetings.
Writing:	Letter to council asking for information about pending community events; letter asking for action on particular issues.

## Transcript:

1. **Roger:** But what you'd hope is that there...that people would, would take their area, take the needs of their...be aware of the needs of their area and look around for the way in which they can respond to them so that they do see themselves as part of a community rather than simply an individual.
2. Now, I think the most overused word in Council life is community. People assume that there are communities. Well, actually, there might be, say, in this area, you might be able to talk about a Pakistani community because there's a lot of people of Pakistani origin who meet together for worship or whatever and, and ditto Bangladeshi, again. But, but otherwise there aren't many places or ways in which different people meet together.

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3. Some people go to church, but that's only a minority. Very few people come to community meetings, the, the ones that we... that the Council set up, and so when people talk about communities, there's lots of little bits of community. And so I, I would hope more people are more interested in trying to...for there to be events which they join in, whether they be celebration events, or campaigning events or whatever.
4. **Mary:** So people looking beyond their own...lives and looking at what other people are doing...
5. **Roger:** Yes, I mean it'll all...
6. **Mary:** ...and their connections, yes?
7. **Roger:** ...all, all this links in with a...with the wider question of how democracy's going to survive.
8. **Mary:** Okay.
9. **Roger:** And, and for all sorts of excellent reasons people don't join in because they think well what's the point? And even people who started off being interested, going to, say, local forums to meet Council Officials, give up because they think well nothing was achieved.
10. **Mary:** Right.
11. **Roger:** So...and...so it's what can happen, what structures can there be, not for everybody, 'cause not everyone's got time, but so that more people can feel it's worthwhile contributing. At the same time you can't pretend that contributing to these kind of meetings is, is always exciting, you know, it's a grind a lot of the time because there are so many different things, difficult things to sort.
12. **Mary:** Right, but you'd look for more people to become more involved in what's happening...
13. **Roger:** Yes, I don't...again, I mean we've got into a...this is, this is, this needs a whole sort of seminar really, to though put it as briefly as possible, it's not that you expect everybody out there to come to meetings, and meetings aren't the only things that happen. I mean we have a celebrating Harehills event, you know a sort of fair, but that's an opportunity when there might be people to, to fill a, not...fill a questionnaire in or express their views about something.
14. Other people will come to meetings, it's just...I think we just need an imaginative range of opportunities for people to express their views, join in what's going on if they want, so that if there is a big issue you know how to contact and, and give people the opportunity to respond.
15. **Mary:** Okay, thank you.

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**059 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)**

- 1) At number 1, what is meant by 'respond' to the needs of the area?
  - a. organising community events
  - b. keeping your garden tidy
  - c. actively doing something to improve the area
  - d. going to council meetings
  
- 2) At number 1, what is meant by 'simply an individual'?
  - a. someone who is not important
  - b. someone who thinks about other people
  - c. someone who only thinks of themselves and is not concerned about others
  - d. someone who stays at home
  
- 3) At number 2, what is meant by 'ditto'?
  - a. the opposite of what I said before
  - b. the same as I said before
  - c. a swear word
  - d. someone's name
  
- 4) At number 3, what is meant by 'or whatever'?
  - a. does not care about anything
  - b. anything similar
  - c. anything different
  
- 5) At number 6, what is meant by 'and their connections'?
  - a. how people meet each other
  - b. how the council meets other people
  - c. how the buildings are joined together
  - d. how people are connected together in their community
  
- 6) At number 9, what is meant by 'what's the point'?
  - a. what's wrong with the area
  - b. what's good about the area
  - c. why try when you don't get paid
  - d. there's no reason, no benefit in doing something
  
- 7) At number 11, what is meant by 'what structures can there be'?
  - a. what opportunities might there be for people to come together
  - b. what buildings are available for a meeting
  - c. what events are planned

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8) At number 11, what is meant by 'it's a grind'?

- a. a community building
- b. something that is difficult and can take a long time
- c. a cooking instrument
- d. something that is easy to do

9) At number 13, why should people come to local events?

- a. to meet new people
- b. because the council says they should
- c. so people can express their views, talk about what concerns they have
- d. to have a look at the community in which you live

10) How does Roger think people can get involved with their community?

- a. look after the area
- b. clean the area
- c. go to council meetings
- d. go to local events such as meetings, celebrations, campaigns

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## 059 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/059.html](http://www.esoluk.co.uk/059.html)

**Words:** *communities community contributing council events everybody express happen join meetings respond views*

1. **Roger:** But what you'd hope is that there... that people would, would take their area, take the needs of their... be aware of the needs of their area and look around for the way in which they can [1] \_\_\_\_\_ to them so that they do see themselves as part of a [2] \_\_\_\_\_ rather than simply an individual.

2. Now, I think the most overused word in [3] \_\_\_\_\_ life is [4] \_\_\_\_\_, people assume that there are [5] \_\_\_\_\_. Well, actually, there might be, say, in this area, you might be able to talk about a Pakistani [6] \_\_\_\_\_ because there's a lot of people of Pakistani origin who meet together for worship or whatever and, and ditto Bangladeshi, again. But, but otherwise there aren't many places or ways in which different people meet together.

3. Some people go to church, but that's only a minority. Very few people come to [7] council [8] \_\_\_\_\_, the, the ones that we... that the [9] \_\_\_\_\_ set up, and so when people talk about [10] \_\_\_\_\_, there's lots of little bits of [11] \_\_\_\_\_. And so I, I would hope more people are more interested in trying to... for there to be [12] \_\_\_\_\_ which they [13] \_\_\_\_\_ in, whether they be celebration [14] \_\_\_\_\_, or campaigning [15] \_\_\_\_\_ or whatever.

4. **Mary:** So people looking beyond their own... lives and looking at what other people are doing.

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5. **Roger:** Yes, I mean it'll all.

6. **Mary:**...and their connections, yes?

7. **Roger:**...all, all this links in with a... with the wider question of how democracy's going to survive.

8. **Mary:** Okay.

9. **Roger:** And, and for all sorts of excellent reasons people don't [16] \_\_\_\_\_ in because they think well what's the point? And even people who started off being interested, going to, say, local forums to meet [17] \_\_\_\_\_ Officials, give up because they think well nothing was achieved.

10. **Mary:** Right.

11. **Roger:** So... and... so it's what can [18] \_\_\_\_\_, what structures can there be, not for [19] \_\_\_\_\_, 'cause not everyone's got time, but so that more people can feel it's worthwhile [20] \_\_\_\_\_. At the same time you can't pretend that [21] \_\_\_\_\_ to these kind of [22] \_\_\_\_\_ is, is always exciting, you know, it's a grind a lot of the time because there are so many different things, difficult things to sort.

12. **Mary:** Right, but you'd look for more people to become more involved in what's happening.

13. **Roger:** Yes, I don't... again, I mean we've got into a... this is, this is, this needs a whole sort of seminar really, to though put it as briefly as possible, it's not that you expect [23] \_\_\_\_\_ out there to come to [24] \_\_\_\_\_, and [25] \_\_\_\_\_ aren't the only things that [26] \_\_\_\_\_. I mean we have a celebrating Harehills event, you know a sort of fair, but that's an

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opportunity when there might be people to, to fill a, not... fill a questionnaire in or  
[27] \_\_\_\_\_ their [28] \_\_\_\_\_ about something.

14. Other people will come to [29] \_\_\_\_\_, it's just... I think we just need  
an imaginative range of opportunities for people to [30] \_\_\_\_\_ their  
[31] \_\_\_\_\_, [32] \_\_\_\_\_ in what's going on if they want, so  
that if there is a big issue you know how to contact and, and give people the  
opportunity to [33] \_\_\_\_\_.

15. **Mary:** Okay, thank you.



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### 059 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

now i think the most overused word in council life is community people assume that there are communities well actually there might be say in this area you might be able to talk about a pakistani community because theres a lot of people of pakistani origin who meet together for worship or whatever and and ditto bangladeshi again but but otherwise there arent many places or ways in which different people meet together

some people go to church but thats only a minority very few people come to community meetings the the ones that we... that the council set up and so when people talk about communities theres lots of little bits of community and so i i would hope more people are more interested in trying to...for there to be events which they join in whether they be celebration events or campaigning events or whatever



# 11 Community Engagement

Speaker: 060 Roxana Summers

Job: Health Advisor



Skill	Suggested Activities
Speaking:	Discuss: What is a charity? What charities do you know? How do they raise money? What do they do?
Listening:	What did Roxana do? Why did she do it?
Reading:	Read transcript for detail and answer questions. Read leaflets about charities Use internet to find information about a variety of charities including Caza Alianza.
Writing:	Write about a community event you recently attended. Write an invitation to a community event. Write flyers advertising an event.

## Transcript:

1. **Wendy:** Can you tell me about ways in which you get involved with the...your community?
2. **Roxana:** Yeah, sure. There's a few ways, and I guess the most important or most recent example is an activity that I recently organised with a couple of my friends and, because I come from a Third World country I have a perspective upon issues, things that are happening in the Third World that I would like people to be aware of.

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3. One thing that is particularly close to my heart because I'm, I'm now a mother, is that of homelessness in the Third World, particularly homeless children and ill-treated children.
4. So, I organised an event at the beginning of February. It was, when we cooked four different varieties of soups and linked this to...well a lot of children in the Third World would eat for days on end, you know, just a bowl of soup. And we had a number of people that I knew who are artists and they donated their time. It was a storyteller. And we made enough money to actually send back to an organisation that looks after homeless children in Latin America, which is called Casa Alianza.
5. We made quite a lot of money. I think it was £1,000 and I was really pleased about that because it was a good effort. It was done with people that I knew. All my neighbours contributed, my friends contributed and all the people in the audience were my friends and, and their friends, so it was fantastic opportunity. It makes one feel fulfilled and happy about life. It restores some faith in the human race if you wish.

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**060 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)**

- 1) At number 2, what is meant by 'have a perspective upon issues'?
  - a. care about something
  - b. not care about something
  - c. have an understanding about something
  - d. not understand something
  
- 2) At number 2, what is meant by 'Third World country'?
  - a. a third country
  - b. a different world
  - c. places which have no country
  - d. the developing countries of Africa, Asia and Latin America
  
- 3) At number 3, what is meant by 'close to my heart'?
  - a. something that is very important to me
  - b. something close to my chest
  - c. something I don't like
  - d. something in my heart
  
- 4) Why do you think Roxana organised a charity event for children?
  - a. because she used to be one
  - b. because she is a mother and feels pity for neglected children
  - c. she likes children
  - d. she feels children can not speak for themselves
  
- 5) At number 4, what is meant by 'days on end'?
  - a. something that lasts for months
  - b. something that lasts for weeks
  - c. something that lasts for many days without a break
  - d. something that happens at the end of the day
  
- 6) At number 4, why did Roxana choose to cook soups from around the world?
  - a. because soup is eaten all over the world
  - b. because the people coming would only eat soup
  - c. because soup tastes nice
  - d. because many children only eat soup for days on end
  
- 7) At number 5, what is meant by friends and neighbours 'contributed'?
  - a. they helped to cook soups and organise the charity event
  - b. they donate items to charity

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- c. everybody helped their friends and neighbours
- d. they stayed at home

8) At number 5, what is meant by 'makes one feel fulfilled'?

- a. makes her feel she has eaten too much
- b. makes her feel good and happy about herself
- c. makes her feel she has drunk too much fluid
- d. makes her feel unhappy about herself

9) At number 5, what is meant by 'restores some faith in the human race'?

- a. makes her feel that people are caring and good
- b. she feel people are becoming more religious
- c. makes her feel people are caring more about themselves
- d. they build more religious buildings

10) How does Roxana think people can get involved with their community?

- a. by helping their neighbours to go shopping
- b. by creating or contributing to charity events which raise money
- c. by attending charity events and fund raisers
- d. by keeping your garden and streets tidy

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### 060 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/060.html](http://www.esoluk.co.uk/060.html)

**Words:** *activity because children contributed friends fulfilled organised particularly people restores*

1. **Wendy:** Can you tell me about ways in which you get involved with the... your community?

2. **Roxana:** Yeah, sure. There's a few ways, and I guess the most important or most recent example is an [1] \_\_\_\_\_ that I recently [2] \_\_\_\_\_ with a couple of my [3] \_\_\_\_\_ and, [4] because I come from a Third World country I have a perspective upon issues, things that are happening in the Third World that I would like [5] \_\_\_\_\_ to be aware of.

3. One thing that is [6] \_\_\_\_\_ close to my heart [7] \_\_\_\_\_ I'm, I'm now a mother, is that of homelessness in the Third World, [8] \_\_\_\_\_ homeless [9] \_\_\_\_\_ and ill-treated [10] \_\_\_\_\_.

4. So, I [11] \_\_\_\_\_ an event at the beginning of February it was, when we cooked four different varieties of soups and linked this to... well a lot of [12] \_\_\_\_\_ in the Third World would eat for days on end, you know, just a bowl of soup. And we had a number of [13] \_\_\_\_\_ that I knew who are artists and they donated their time, it was a storyteller. And we made enough money to actually send back to an organisation that looks after homeless [14] \_\_\_\_\_ in Latin America, which is called Casa Alianza.

5. We made quite a lot of money, I think it was £1,000 and I was really pleased about that, [15] \_\_\_\_\_ it was a good effort. It was done with [16] \_\_\_\_\_

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\_\_\_\_\_ that I knew, all my neighbours [17] contributed, my [18] friends [19] \_\_\_\_\_ and all the [20] \_\_\_\_\_ in the audience were my [21] \_\_\_\_\_ and, and their [22] friends, so it was fantastic opportunity. It makes one feel [23] \_\_\_\_\_ and happy about life, it [24] \_\_\_\_\_ some faith in the human race if you wish.



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### 060 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

wendy: can you tell me about ways in which you get involved with the...your community

roxana: yeah sure theres a few ways and i guess the most important or most recent example is an activity that i recently organised with a couple of my friends and because i come from a third world country i have a perspective upon issues things that are happening in the third world that i would like people to be aware of

one thing that is particularly close to my heart because im im now a mother is that of homelessness in the third world particularly homeless children and ill-treated children

so i organised an event at the beginning of february it was when we cooked four different varieties of soups and linked this to...well a lot of children in the third world would eat for days on end you know just a bowl of soup and we had a number of people that i knew who are artists and they donated their time it was a storyteller and we made enough money to actually send back to an organisation that looks after homeless children in latin america which is called casa alianza

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### 060 writing activity:

- 1. Write about what you have learned so far.
- 2. Describe the person(s) and what they do.
- 3. Try to use some of the key words used by the speaker(s).

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# 11 Community Engagement

Speaker: 061 Pat Childs

Job: Hospital Receptionist



Skill	Suggested Activities
Speaking:	Discuss: What community facilities are there in your local area? With partner – when do you last use them? What did you do? What is good and bad about them? What changes would encourage you to use them more?
Listening:	Listen for detail – what facilities/ services are mentioned?
Reading:	Internet – local council site – find out about local transport and local public spaces. Use A-Z: work out bus routes from home/ college to different local facilities.
Writing:	Class project about local transport; find out who uses what, when, why. What is good / bad. Recommendations.

## Transcript:

1. **Pat:** I feel that a good citizen, whether it be citizen of the country or a citizen of the...of a town, is where they live, it's people who use the facilities that are provided for them. If these facilities are used, such as sport centres, and parks, libraries then these areas will develop and, therefore, more people would get the benefit from them. It's when people start to use things privately that we start then to get little pockets of growth that isn't even to all of them.
2. **Stephen:** So there's a...the...for example, Local Councils provide a lot of public spaces...
3. **Pat:** Yes.

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4. **Stephen:** ...a lot of social areas like parks as you've said, and leisure centres. But you feel that perhaps not enough different types of people use these different kinds of public spaces and, that if they did, people would perhaps integrate a little bit better?
5. **Pat:** Hmm, especially...another one is the use of public transport. I do feel that people should try and use public transport more and those that don't use it, if they did use it, would find that it is not as unreliable as is made out sometimes by the media.
6. **Stephen:** Okay.
7. **Pat:** And it's also by...and this is the way you meet people. And it's quite...it's a reasonable relaxed way of travelling rather than being sat in a car on your own and irate.
8. **Stephen:** Okay, so, again, the idea of being in a public area can help to build and bond different groups of people...
9. **Pat:** Yes.
10. **Stephen:** ...people can become more concerned...
11. **Pat:** Yes.
12. **Stephen:** ...for each other, for their neighbours?
13. **Pat:** Yes.

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**061 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)**

- 1) At number 1, what is meant by 'little pockets of growth'?
  - a. a place where grass and trees grow
  - b. people who wear clothes with small pockets
  - c. a small area where everyone is similar, there is no cultural diversity
  - d. an area where everyone is different
  
- 2) What does Pat think a good citizen should do?
  - a. should stay at home and not mix with other people
  - b. should go out to work
  - c. use public spaces so that they can mix with other people
  - d. get a good education
  
- 3) At number 2, what is meant by 'public space'?
  - a. a place for adults only
  - b. a place for children to play safely
  - c. a place for buses to park
  - d. a place where all people can go
  
- 4) At number 4, what is meant by 'social area'?
  - a. a place where all people can go and relax
  - b. a place for children
  - c. a place for adults only
  - d. a place for happy people to go
  
- 5) At number 4, what is meant by 'integrate a little bit better'?
  - a. people coming together and being friendly with each other
  - b. families being friendly with each other
  - c. learning about other people
  - d. staying only with your own type of people
  
- 6) At number 5, what is meant by 'public transport'?
  - a. a bicycle
  - b. buses and trains
  - c. an aeroplane
  - d. a motorbike
  
- 7) At number 5, who does Pat blame for people not using public transport?
  - a. the government
  - b. groups of youths

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- c. newspapers and television for saying public transport is unreliable
- d. the local council

8) At number 7, what is meant by 'sat in a car on your own and irate'?

- a. driving on your own and getting angry at other people
- b. sat in a car learning how to drive
- c. sat in your car and get some sleep
- d. sat in your car and eat dinner

9) At number 8, what is meant by people can 'bond' by using public areas?

- a. public areas are good for talking
- b. sharing the same area can help people to connect with each other
- c. public areas are good for ignoring other people

10) How does Pat think people can create a stronger community?

- a. by going to local meetings
- b. by saying hello to people
- c. by talking to each other
- d. by people coming together and using public facilities and social spaces

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### 061 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/061.html](http://www.esoluk.co.uk/061.html)

**Words:** *areas benefit different facilities parks perhaps public start transport*

1. **Pat:** I feel that a good citizen, whether it be citizen of the country or a citizen of the... of a town, is where they live, it's people who use the [1] \_\_\_\_\_ that are provided for them. If these [2] \_\_\_\_\_ are used, such as sport centres, and [3] \_\_\_\_\_, libraries then these [4] \_\_\_\_\_ will develop and, therefore, more people would get the [5] \_\_\_\_\_ from them. It's when people [6] \_\_\_\_\_ to use things privately that we [7] \_\_\_\_\_ then to get little pockets of growth that isn't even to all of them.

2. **Stephen:** So there's a... the... for example, Local Councils provide a lot of [8] \_\_\_\_\_ spaces.

3. **Pat:** Yes.

4. **Stephen:**...a lot of social [9] areas like [10] \_\_\_\_\_ as you've said, and leisure centres. But you feel that [11] perhaps not enough [12] \_\_\_\_\_ types of people use these [13] different kinds of [14] \_\_\_\_\_ spaces and, that if they did, people would [15] \_\_\_\_\_ integrate a little bit better?

5. **Pat:** Hmm, especially ... another one is the use of [16] public [17] \_\_\_\_\_. I do feel that people should try and use [18] \_\_\_\_\_ [19] transport more and those that don't use it, if they did use it, would find that it is not as unreliable as is made out sometimes by the media.

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6. **Stephen:** Okay.

7. **Pat:** And it's also by... and this is the way you meet people. And it's quite... it's a reasonable relaxed way of travelling rather than being sat in a car on your own and irate.

8. **Stephen:** Okay, so, again, the idea of being in a [20] \_\_\_\_\_ area can help to build and bond [21] \_\_\_\_\_ groups of people.

9. **Pat:** Yes.

10. **Stephen:**...people can become more concerned.

11. **Pat:** Yes.

12. **Stephen:**...for each other, for their neighbours?

13. **Pat:** Yes.



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### 061 sequencing activity:

Conversation requires the skilful use of a number of language features.

1. Read the conversation and underline discourse markers (e.g. okay, yes, well, now, right, so, anyway, uh-huh) and think about the purpose of each one.
2. Underline key words and phrases spoken at the end of one paragraph and repeated by the next speaker.
3. Underline any other turn-taking patterns and conventions.
4. Place the paragraphs in the correct order, e.g. 1, 2, 3, 4, 5 ... **or** cut out and re-sequence.
5. Check answers by watching the video or read the full text.
6. Find a friend and practise speaking aloud the full conversation.

**Pat:** I feel that a good citizen, whether it be citizen of the country or a citizen of the...of a town, is where they live, it's people who use the facilities that are provided for them. If these facilities are used, such as sport centres, and parks, libraries then these areas will develop and, therefore, more people would get the benefit from them. It's when people start to use things privately that we start then to get little pockets of growth that isn't even to all of them.

**Pat:** Yes.

**Pat:** Hmm, especially...another one is the use of public transport. I do feel that people should try and use public transport more and those that don't use it, if they did use it, would find that it is not as unreliable as is made out sometimes by the media.

**Stephen:** ...a lot of social areas like parks as you've said, and leisure centres. But you feel that perhaps not enough different types of people use these different kinds of public spaces and, that if they did, people would perhaps integrate a little bit better?

**Stephen:** So there's a...the...for example, Local Councils provide a lot of public spaces...

**Pat:** And it's also by...and this is the way you meet people. And it's quite...it's a reasonable relaxed way of travelling rather than being sat in a car on your own and irate.

**Stephen:** Okay.

**Stephen:** Okay, so, again, the idea of being in a public area can help to build and bond different groups of people...

**Pat:** Yes.

**Stephen:** ...people can become more concerned...

## 11 Community Engagement

**Pat:** Yes.

**Stephen:** ...for each other, for their neighbours?

**Pat:** Yes.

## 11 Community Engagement

### 061 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

**pat:** i feel that a good citizen whether it be citizen of the country or a citizen of the...of a town is where they live its people who use the facilities that are provided for them if these facilities are used such as sport centres and parks libraries then these areas will develop and therefore more people would get the benefit from them its when people start to use things privately that we start then to get little pockets of growth that isnt even to all of them

**stephen:** so theres a...the...for example local councils provide a lot of public spaces...

**pat:** yes

**stephen:** ...a lot of social areas like parks as youve said and leisure centres but you feel that perhaps not enough different types of people use these different kinds of public spaces and that if they did people would perhaps integrate a little bit better

**pat:** hmm especially...another one is the use of public transport i do feel that people should try and use public transport more and those that dont use it if they did use it would find that it is not as unreliable as is made out sometimes by the media



# 11 Community Engagement

Speaker: 062 Pauline Fernandes

Job: Primary School Teacher



Skill	Suggested Activities
Speaking:	If students have children, ask them to find out what charities if any are supported by local school, and how. Who comes into assembly; what fundraising activities happen FOR the school?
Listening:	Listen for detail – what times are mentioned, and in relation to what?
Reading:	Read about your local school and the different ways it's involved in the local and wider community. Ask Ss to bring letters home from their children's school to discuss.
Writing:	Write letters to school suggesting different charities that could be supported/ ways in which students could support the charities. Ask students to help their children write about what they have done in school to support different charities.

## Transcript:

1. **Wendy:** Do you have visitors every assembly or just...
2. **Pauline:** No
3. **Wendy:** ...occasionally.
4. **Pauline:** Quite often almost every week on a Thursday, Thursday is the visitors day. Yes, quite often we have visitors. And we sometimes have people from charities to come to talk about a charity.

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5. Every year we do a big fundraising event, usually in the autumn term, and then we would invite...we would nominate charities that we might select for this year for fundraising, and we would invite representatives to come and sell their wares in some way. And then the children would take home a fundraising sheet and try and get sponsors.
6. We might do extra PE sort of activity, something in school where the children would enjoy it and be asked to get sponsors for that.

## 11 Community Engagement

**062 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)**

- 1) At number 1, what is meant by 'assembly'?
  - a. event after school for parents and carers to attend
  - b. a meeting for the teachers to discuss work
  - c. something that takes place at the weekend involving teachers, pupils and parents
  - d. a time in the morning when all the children come together in the school
  
- 2) At number 4, which is the best definition of a 'charity'?
  - a. a group of people who get paid to participate in events organised
  - b. an organisation which raises money for people who already have possessions
  - c. an organisation created to help people who are in need or suffering
  - d. an organisation which tries to make money
  
- 3) Why are people asked to come to assemblies on Thursday?
  - a. to talk about their job
  - b. to take part in a fundraising event
  - c. to talk about their charity
  - d. to talk about how to stay safe
  
- 4) At number 5, what is meant by 'we would nominate charities'?
  - a. we would choose which charities should come to the school
  - b. we would put forward charities to compete in events to raise money
  - c. we would nominate which charity should organise the fundraising event
  - d. we would select which charity we like
  
- 5) At number 5, what is meant by 'we would invite representatives'?
  - a. we would ask people from a charity to come and talk
  - b. we would ask parents what they think
  - c. we would invite visitors
  - d. we would invite the people in need of help to come and talk
  
- 6) At number 5, what is meant by 'sell their wares'?
  - a. persuade teachers to give money to charity
  - b. talk to people about their charity and what it does
  - c. sell wares
  - d. sell their products and say what they can offer
  
- 7) At number 5, which is the best definition of 'sponsor'?

## 11 Community Engagement

- a. to give money to a child whether they complete the task or not
- b. money given to a child to spend if they complete a task
- c. promise to give money to a charity if the child completes a task

8) At number 5, what is meant by 'fundraising sheet and try and get sponsors'?

- a. a sheet which children take home and people write down how much money they will give
- b. a sheet explaining how to find sponsors
- c. a sheet telling parents what the children have to do
- d. a sheet where you write what you have done

9) At number 6, what is meant by 'extra PE sort of activity'?

- a. a charity event which requires academic work
- b. a charity event with a class at the end
- c. a charity event which requires Physical Exercise, a sport

10) In what ways does the school help to create a better community?

- a. people speaking about charities, a fundraising event and sponsor forms
- b. assemblies every morning and PE activities
- c. having a variety of visitors in the school



## 11 Community Engagement

### 062 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/062.html](http://www.esoluk.co.uk/062.html)

**Words:** *activity charities children fundraising might often quite sponsors year*

1. **Wendy:** Do you have visitors every assembly or just.

2. **Pauline:** No

3. **Wendy:**...occasionally.

4. **Pauline:** [1] Quite [2] \_\_\_\_\_ almost every week on a Thursday, Thursday is the visitors day. Yes, [3] \_\_\_\_\_ [4] often we have visitors. And we sometimes have people from [5] \_\_\_\_\_ to come to talk about a charity.

5. Every [6] \_\_\_\_\_ we do a big [7] \_\_\_\_\_ event, usually in the autumn term, and then we would invite ... we would nominate [8] \_\_\_\_\_ that we [9] might select for this [10] year for [11] \_\_\_\_\_, and we would invite representatives to come and sell their wares in some way. And then the [12] \_\_\_\_\_ would take home a [13] \_\_\_\_\_ sheet and try and get [14] \_\_\_\_\_.

6. We [15] \_\_\_\_\_ do extra PE sort of [16] \_\_\_\_\_, something in school where the [17] \_\_\_\_\_ would enjoy it and be asked to get [18] \_\_\_\_\_ for that.

## 11 Community Engagement

### 062 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

**wendy:** do you have visitors every assembly or just...

**pauline:** no

**wendy:** ...occasionally

**pauline:** quite often almost every week on a thursday thursday is the visitors day yes quite often we have visitors and we sometimes have people from charities to come to talk about a charity

every year we do a big fundraising event usually in the autumn term and then we would invite...we would nominate charities that we might select for this year for fundraising and we would invite representatives to come and sell their wares in some way and then the children would take home a fundraising sheet and try and get sponsors

we might do extra pe sort of activity something in school where the children would enjoy it and be asked to get sponsors for that

**062 writing activity:**

1. Write about what you have learned so far.
2. Describe the person(s) and what they do.
3. Try to use some of the key words used by the speaker(s).

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# 11 Community Engagement

Speaker: 063 Gerard Godon

Job: LASSN  
 Manager of Leeds Asylum Seekers Support Network



Skill	Suggested Activities
Speaking:	Discuss/ pair work: What ESOL classes are available in your area? Anything for people who can't access mainstream provision? Why might people not be able to do so? What community self help groups exist for people of different nationalities?
Listening:	Listening for gist and detail: What does Gerard do in his job? What does his charity do? What do the volunteers do?
Reading:	Read and discuss government / NIACE report summaries about the state of ESOL. Identify key recommendations in these reports. Relate to students' own experiences.
Writing:	Write recommendations to your college/ ESOL provider on how to improve access to their services

## Transcript:

1. **Mary:** So you work for an organisation called LASSN. Can you tell me what, what that is, what, what it does?
2. **Gerard:** Well, LASSN stands for Leeds Asylum Seekers Support Network, and basically we try to support asylum seekers and refugees in their lives in trying to adapt to living in British society. And we do this in four ways basically.

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3. We provide a befriending service for asylum seekers and refugees who need help, perhaps to talk to somebody or maybe to help them with access to doctors or something like that.
4. **Mary:** Okay, befriending.
5. **Gerard:** Befriending. Then we have an English at Home project which places volunteer English teachers in their home to teach them English.
6. **Mary:** Hmm hmm, okay.
7. **Gerard:** And then we have a...a coordinator who looks after refugee organisations, who helps them to set up a committee...
8. **Mary:** How interesting...
9. **Gerard:** ...and get access funding to, to set up services...
10. **Mary:** So that's a self help group...
11. **Gerard:** Self help groups, exactly, yes, we have one at the moment with Afghan community organisation which wants to set up a Saturday, sort of club where they teach Farsi to their children and things like that in...
12. Then the third one is for, mainly for helping asylum seekers who can't access accommodation, maybe at the end of their process and they've been refused and they're thrown out of their accommodation, and it's called the Short Stop program, where people give a room in their house for up to six days to...on, on a short term basis to give, to give accommodation and breakfast to, to asylum seekers who are either destitute or refugees who've come to the end of their process and can't find anywhere to live.
13. **Mary:** Okay, so there's the befriending?
14. **Gerard:** Yes.
15. **Mary:** There's the English at Home?
16. **Gerard:** Home.
17. **Mary:** This helping, supporting the, the self-help groups...
18. **Gerard:** Yes, yes.
19. **Mary:** ...in getting off the ground and...
20. **Gerard:** That's right.
21. **Mary:** ...Short Stop...
22. **Gerard:** Short Stop.

## 11 Community Engagement

23. **Mary:** ...for housing for like emergency things...
24. **Gerard:** Housing, that's right, yes, housing, emergency, yes.
25. **Mary:** ...okay, thank you. So what within that do you do, what's your role?
26. **Gerard:** My job is to coordinate the English at Home program.
27. **Mary:** Oh right, okay.
28. **Gerard:** And basically I work full time from nine till five thirty, and I come in and I interview new tutors. We train them and then we place them in homes of refugees and asylum seekers who need English teaching. They are mainly...90% of these students are women with small babies who can't attend classes at, at college.
29. **Mary:** Okay, but how is your organisation, LASSN, how is it funded? How, how is the money obtained to pay for it?
30. **Gerard:** Okay, the money that is obtained pays for the full time or part time staff that work in the office, the coordinators, the office manager and the, the project manager. And the money has come, up till now, mostly from the Lottery, but until the 1<sup>st</sup> of April, my project, the English at Home project, was mostly funded by the Learning and Skills Council and Rowntrees Furnishing...Rowntrees, can't remember...
31. **Mary:** Well that's a charity isn't it...
32. **Gerard:** The charity, that's what I wanted, Rowntrees Charity
33. **Mary:** It has money it gives to certain organisations.
34. **Gerard:** Yes to different organisations. But, from the 1<sup>st</sup> of April it has changed somewhat and we get...my project gets most...all its money from the Lottery Fund, the Lottery Fund...
35. **Mary:** From the Lottery
36. **Gerard:** ...yes they call them Big Lottery Fund now, previously it was called the Community Fund, but now it's the Big Lottery...
37. **Mary:** So you had to apply for that?
38. **Gerard:** Oh we have to apply for that and we have to fill in application forms, talk about the project, say how successful it's been and then, then they, they decide what they'll give you for it...
39. **Mary:** Then they decide. But your teachers, the people that go to peoples' homes...

## 11 Community Engagement

40. **Gerard:** Yes.
41. **Mary:** ...for teaching English, those are all volunteers?
42. **Gerard:** They're all volunteers, they are not paid. They are paid their expenses, bus...
43. **Mary:** Right, such as?
44. **Gerard:** Bus or...
45. **Mary:** Bus travel?
46. **Gerard:** Bus travel or car, we give them a mileage. And if they have to buy extra resources like tapes, or dictionaries, then we pay them for those, those things.
47. **Mary:** Right, right, right, but they're not paid for their time...
48. **Gerard:** They're not paid for their time, they do it voluntarily, yes. It's a very good program because...effective program, because...because teachers are not paid, they do it voluntarily because they want to help asylum seekers and, and refugees. And, they know what they're getting out of it and, and...
49. **Mary:** So they get a lot from doing it and...
50. **Gerard:** They get a lot from doing it, yes... yes. And eventually some of them will go abroad to teach English or some other place in Britain. And quite a lot them have asked me for a reference for them, and I will give them it, for, for a job, you see and they, they appreciated that. Yes, yes.
51. **Mary:** Okay, thank you.
52. **Gerard:** So that's, that's...is it okay.
53. **Mary:** Okay.

## 11 Community Engagement

**063 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)**

- 1) At number 2, what is LASSN?
  - a. a voluntary organisation which helps asylum seekers and refugees
  - b. a business which helps asylum seekers and refugees
  - c. a college which helps asylum seekers and refugees
  - d. a council which helps asylum seekers and refugees
  
- 2) At number 3, what is meant by 'befriending service'?
  - a. to avoid a person
  - b. one person helps a refugee as if they were a friend
  - c. to help someone by giving them clothes
  - d. to become someone's best friend
  
- 3) At number 5, what is meant by 'English at Home' project?
  - a. someone who tries to find you a home in England
  - b. learn about English homes
  - c. teachers of English come to your home
  - d. visit English people in their homes
  
- 4) At number 11, what are 'self help' groups?
  - a. a group for those with an alcohol addiction
  - b. helping other people
  - c. groups for people who need help improving themselves
  - d. small groups of similar people who help each other
  
- 5) At number 12, what does the 'Short Stop' program do?
  - a. helps refugees in need of emergency housing
  - b. helps refugees in different ways
  - c. helps refugees find jobs or to study on a course
  - d. gives food and clothes to refugees
  
- 6) At number 28, what type of person mostly uses 'English at Home'?
  - a. fathers with babies
  - b. mothers with babies
  - c. mothers who work full time
  - d. mothers and fathers with children
  
- 7) Where does LASSN get most of its money from?
  - a. organising fundraising events
  - b. donations from people of the community



## 11 Community Engagement

- c. the National Lottery fund
- d. donations from other companies

8) At number 46, what is meant by 'we give them a mileage'?

- a. we tell them a certain distance they can drive
- b. we offer travel there in a company car
- c. we give them money for bus fair
- d. we pay petrol money for those that drive by car

9) At number 50, why is volunteering as an English teacher a good idea?

- a. can get experience in teaching and a reference when you apply for a job
- b. so you can get money for travel
- c. you get a chance to meet new people and areas
- d. so you can get paid extra money

10) How might the English at Home project help to create a better community?

- a. because native speakers can practise teaching
- b. because it brings people from different cultures together
- c. because refugees can learn English

## 11 Community Engagement

### 063 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/063.html](http://www.esoluk.co.uk/063.html)

**Words:** *access basically charity emergency fund mainly project refugees seekers self teach thank voluntarily volunteers*

1. **Mary:** So you work for an organisation called LASSN, can you tell me what, what that is, what, what it does?

2. **Gerard:** Well, LASSN stands for Leeds Asylum [1] \_\_\_\_\_ Support Network, and [2] \_\_\_\_\_ we try to support asylum [3] \_\_\_\_\_ and [4] \_\_\_\_\_ in their lives in trying to adapt to living in British society. And we do this in four ways [5] \_\_\_\_\_.

3. We provide a befriending service for asylum [6] \_\_\_\_\_ and [7] \_\_\_\_\_ who need help, perhaps to talk to somebody or maybe to help them with [8] \_\_\_\_\_ to doctors or something like that.

4. **Mary:** Okay, befriending.

5. **Gerard:** Befriending. Then we have an English at Home [9] \_\_\_\_\_ which places volunteer English teachers in their home to [10] \_\_\_\_\_ them English.

6. **Mary:** Hmm hmm, okay.

7. **Gerard:** And then we have a... a coordinator who looks after refugee organisations, who helps them to set up a committee.

8. **Mary:** How interesting.

## 11 Community Engagement

9. **Gerard:**...and get [11] \_\_\_\_\_ funding to, to set up services.
10. **Mary:** So that's a [12] \_\_\_\_\_ help group.
11. **Gerard:** [13] \_\_\_\_\_ help groups, exactly, yes, we have one at the moment with Afghan community organisation which wants to set up a Saturday, sort of club where they [14] \_\_\_\_\_ Farsi to their children and things like that in.
12. Then the third one is for, [15] \_\_\_\_\_ for helping asylum [16] \_\_\_\_\_ who can't [17] \_\_\_\_\_ accommodation, maybe at the end of their process and they've been refused and they're thrown out of their accommodation, and it's called the Short Stop program, where people give a room in their house for up to six days to... on, on a short term basis to give, to give accommodation and breakfast to, to asylum [18] \_\_\_\_\_ who are either destitute or [19] \_\_\_\_\_ who've come to the end of their process and can't find anywhere to live.
13. **Mary:** Okay, so there's the befriending?
14. **Gerard:** Yes.
15. **Mary:** There's the English at Home?
16. **Gerard:** Home.
17. **Mary:** This helping, supporting the, the self-help groups.
18. **Gerard:** Yes, yes.
19. **Mary:**...in getting off the ground and.

## 11 Community Engagement

20. **Gerard:** That's right.

21. **Mary:**...Short Stop.

22. **Gerard:** Short Stop.

23. **Mary:**...for housing for like [20] \_\_\_\_\_ things.

24. **Gerard:** Housing, that's right, yes, housing, [21] \_\_\_\_\_, yes.

25. **Mary:**...okay, [22] \_\_\_\_\_ you. So what within that do you do, what's your role?

26. **Gerard:** My job is to coordinate the English at Home program.

27. **Mary:** Oh right, okay.

28. **Gerard:** And [23] \_\_\_\_\_ I work full time from nine till five thirty, and I come in and I interview new tutors. We train them and then we place them in homes of [24] \_\_\_\_\_ and asylum [25] \_\_\_\_\_ who need English teaching. They are [26] \_\_\_\_\_.90% of these students are women with small babies who can't attend classes at, at college.

29. **Mary:** Okay, but how is your organisation, LASSN, how is it funded? How, how is the money obtained to pay for it?

30. **Gerard:** Okay, the money that is obtained pays for the full time or part time staff that work in the office, the coordinators, the office manager and the, the [27] \_\_\_\_\_ manager. And the money has come, up till now, mostly from the Lottery, but until the 1st of April, my [28] \_\_\_\_\_, the English at Home

## 11 Community Engagement

[29] \_\_\_\_\_, was mostly funded by the Learning and Skills Council and Rowntrees Furnishing ... Rowntrees, can't remember.

31. **Mary:** Well that's a [30] \_\_\_\_\_ isn't it.

32. **Gerard:** The [31] \_\_\_\_\_, that's what I wanted, Rowntrees Charity

33. **Mary:** It has money it gives to certain organisations.

34. **Gerard:** Yes to different organisations. But, from the 1st of April it has changed somewhat and we get... my [32] \_\_\_\_\_ gets most ... all its money from the Lottery [33] \_\_\_\_\_, the Lottery [34] \_\_\_\_\_.

35. **Mary:** From the Lottery

36. **Gerard:**...yes they call them Big Lottery [35] \_\_\_\_\_ now, previously it was called the Community [36] \_\_\_\_\_, but now it's the Big Lottery.

37. **Mary:** So you had to apply for that?

38. **Gerard:** Oh we have to apply for that and we have to fill in application forms, talk about the [37] \_\_\_\_\_, say how successful it's been and then, then they, they decide what they'll give you for it.

39. **Mary:** Then they decide. But your teachers, the people that go to peoples' homes.

40. **Gerard:** Yes.

41. **Mary:**...for teaching English, those are all volunteers?

## 11 Community Engagement

42. **Gerard:** They're all [38] \_\_\_\_\_, they are not paid. They are paid their expenses, bus.

43. **Mary:** Right, such as?

44. **Gerard:** Bus or.

45. **Mary:** Bus travel?

46. **Gerard:** Bus travel or car, we give them a mileage. And if they have to buy extra resources like tapes, or dictionaries, then we pay them for those, those things.

47. **Mary:** Right, right, right, but they're not paid for their time.

48. **Gerard:** They're not paid for their time, they do it [39] \_\_\_\_\_, yes. It's a very good program because... effective program, because... because teachers are not paid, they do it [40] \_\_\_\_\_ because they want to help asylum [41] \_\_\_\_\_ and, and [42] \_\_\_\_\_. And, they know what they're getting out of it and, and...

49. **Mary:** So they get a lot from doing it and.

50. **Gerard:** They get a lot from doing it, yes. yes. And eventually some of them will go abroad to [43] \_\_\_\_\_ English or some other place in Britain. And quite a lot them have asked me for a reference for them, and I will give them it, for, for a job, you see and they, they appreciated that. Yes, yes.

51. **Mary:** Okay, [44] \_\_\_\_\_ you.

52. **Gerard:** So that's, that's... is it okay.

## 11 Community Engagement

### 063 sequencing activity:

Conversation requires the skilful use of a number of language features.

1. Read the conversation and underline discourse markers (e.g. okay, yes, well, now, right, so, anyway, uh-huh) and think about the purpose of each one.
2. Underline key words and phrases spoken at the end of one paragraph and repeated by the next speaker.
3. Underline any other turn-taking patterns and conventions.
4. Place the paragraphs in the correct order, e.g. 1, 2, 3, 4, 5 ... **or** cut out and re-sequence.
5. Check answers by watching the video or read the full text.
6. Find a friend and practise speaking aloud the full conversation.

**Mary:** Okay, but how is your organisation, LASSN, how is it funded? How, how is the money obtained to pay for it?

**Gerard:** The charity, that's what I wanted, Rowntrees Charity

**Gerard:** Okay, the money that is obtained pays for the full time or part time staff that work in the office, the coordinators, the office manager and the, the project manager. And the money has come, up till now, mostly from the Lottery, but until the 1<sup>st</sup> of April, my project, the English at Home project, was mostly funded by the Learning and Skills Council and Rowntrees Furnishing...Rowntrees, can't remember...

**Gerard:** ...yes they call them Big Lottery Fund now, previously it was called the Community Fund, but now it's the Big Lottery...

**Mary:** Well that's a charity isn't it...

**Mary:** It has money it gives to certain organisations.

**Gerard:** Yes to different organisations. But, from the 1<sup>st</sup> of April it has changed somewhat and we get...my project gets most...all it's money from the Lottery Fund, the Lottery Fund...

**Mary:** From the Lottery

**Mary:** Then they decide. But your teachers, the people that go to peoples' homes...

**Mary:** So you had to apply for that?

**Gerard:** Oh we have to apply for that and we have to fill in application forms, talk about the project, say how successful it's been and then, then they, they decide what they'll give you for it...

## 11 Community Engagement

**Gerard:** Yes.

**Mary:** ...for teaching English, those are all volunteers?

**Mary:** So they get a lot from doing it and...

**Mary:** Right, right, right, but they're not paid for their time...

**Gerard:** They're all volunteers, they are not paid. They are paid their expenses, bus...

**Mary:** Right, such as?

**Mary:** Bus travel?

**Gerard:** Bus travel or car, we give them a mileage. And if they have to buy extra resources like tapes, or dictionaries, then we pay them for those, those things.

**Gerard:** They're not paid for their time, they do it voluntarily, yes. It's a very good program because...effective program, because...because teachers are not paid, they do it voluntarily because they want to help asylum seekers and, and refugees. And, they know what they're getting out of it and, and...

**Gerard:** They get a lot from doing it, yes... yes. And eventually some of them will go abroad to teach English or some other place in Britain. And quite a lot them have asked me for a reference for them, and I will give them it, for, for a job, you see and they, they appreciated that. Yes, yes.

**Gerard:** Bus or...

**Mary:** Okay, thank you.



## 11 Community Engagement

### 063 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

**mary:** so you work for an organisation called lassn can you tell me what what that is what what it does

**gerard:** well lassn stands for leeds asylum seekers support network and basically we try to support asylum seekers and refugees in their lives in trying to adapt to living in british society and we do this in four ways basically

we provide a befriending service for asylum seekers and refugees who need help perhaps to talk to somebody or maybe to help them with access to doctors or something like that

**mary:** okay befriending

**gerard:** befriending then we have an english at home project which places volunteer english teachers in their home to teach them english

**mary:** hmm hmm okay



# 11 Community Engagement

Speaker: 064 Simon Moran

Job: Volunteering Coordinator



Skill	Suggested Activities
Speaking:	Discuss: role of volunteers in country of origin. Discuss benefits of volunteering both before and after watching the film.
Listening:	Listening for gist and detail: What does Simon do in his job? What is the Millennium Volunteers Initiative? What is befriending?
Reading:	Using tapescript, find information on : - Millennium Volunteers; Young people volunteering; befriending; environmental projects; benefits of volunteering. Find out about local opportunities to volunteer.
Writing:	Write to selected voluntary organizations asking for information about their services.

## Transcript:

1. **Wendy:** Hello, can you tell me your name and what job you do.
2. **Simon:** Yes I'm Simon Moran. I'm from Voluntary Action Leeds. I'm the Volunteering Project Manager.
3. **Wendy:** Okay, and can you tell me how people can become volunteers?
4. **Simon:** Of course. They can approach a volunteer broker service, similar to the one we operate at Voluntary Action Leeds, ours is known as the Volunteer Centre, and it operates an appointment system at Leeds Central Library on a Thursday afternoon. People can come down, give us their areas of interest and their skills that they're wanting to be using, and we'll

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match them to volunteering opportunities appropriate to their interest and skills.

5. For people of a certain age range there, there are other opportunities in Leeds, we do work in partnership with a Government initiative called Millennium Volunteers. They run a, a office at Leeds College of Technology and you can find out about volunteer work for sixteen to twenty-four year old people there, and they run a nice awards and incentive scheme which gives the volunteer awards and certificates at a hundred hours, two hundred hours. It's a good incentive for them to keep going back...
6. **Wendy:** Hmm, how long is that?
7. **Simon:** ...and keep on doing it.
8. **Wendy:** ...spread over?
9. **Simon:** That's spread over the period of time it takes them to achieve those hours. It could be that you could do a hundred hours over say four months, or over a year, but the certificates are now nationally recognised by most employers and they're a good way of proving volunteer work has happened with that age range.
10. **Wendy:** What kind of activities do those people do?
11. **Simon:** The, the youth based activity tends to be around youth interests, such as music, they'll be quite a lot of art projects and they do quite a lot of befriending, because a lot of young people are interested in, in obviously just chatting to people.
12. Young people do constitute a much larger part of the volunteering public than is generally thought. At the Volunteer Centre, which is a different service, the one that we run, they are more often than not in the nineteen to twenty five age bracket, or they're in the thirty to thirty five age bracket. It's...that I'd say those two age brackets do account for 70% of the people we see at the Volunteer Centre.
13. So young people do volunteer and volunteer a lot by the...by all accounts.
14. **Wendy:** Can you tell me a bit more about the befriending, what sort of people do they go to, to meet?
15. **Simon:** Okay, befriending services constitute quite a lot of voluntary activity, because the nature of a volunteer going to see someone who doesn't get a lot of, lot of company, is combating loneliness and isolation and, in a lot of case, it's just a very human response and it's a little bit intangible really with what goes on, but it's general, that it makes the person who's receiving the befriending happier and it makes the befriender happier in a funny kind of way...

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16. **Wendy:** Is it main, mainly elderly people?
17. **Simon:** It is, older people are...obviously appearance of befrienders through the various neighbourhood network in Leeds, they are set up and supported by Social Services, but they are registered charities in their own right, and they do run, most run befriending services. And I can't think of a large area of Leeds that aren't covered now by befriending services.
18. **Wendy:** I think there's some befriending for asylum seekers as well...
19. **Simon:** Yes, I mean the, the, the role of befriending is, as I said earlier, does, does tend to get used by many different types of organisations, but essentially it's if people are in isolation, are upset, need support in, in, in completely new circumstances. They will benefit from befriending and it's, it's, it's something that voluntary groups do manage to get funding to do, because it's seen as the human response and the very voluntary sector, or third sector response.
20. So, yes, asylum seeker befriending has taken part by, I think Welcome to Leeds are doing it quite a lot, don't want to namedrop too much during the interview because obviously there's four hundred odd organisations who I have on my books and I don't want to over amplify certain ones. But, there are, the refugee organisations, there's Refugee Council, Refugee Action, there, there are LASSN, Leeds Asylum Support Seekers Network, they're all recruiting volunteers and using volunteers, either in the office or, or in...out and about befriending.
21. But, Welcome to Leeds seems to be hitting the mark most with, with what volunteers want to do. Volunteers from, from an English background want to actually teach English.
22. **Wendy:** Can you tell me about more environmental projects...
23. **Simon:** Yes of course.
24. **Wendy:** ...people want to get involved in?
25. **Simon:** Yeah, environmental work seems to be taking place through a few organisations in the city. It's focused mainly on conservation and creating habitats for wildlife and obviously we want species to thrive and, just to keep place...certain areas of Leeds nice and green and, and keep, keep places that are under threat under control, and certainly bring them back up to maybe how they used to be.
26. **Wendy:** What are the benefits of being a volunteer?
27. **Simon:** Well there are many. Benefits of volunteering begin, I think, by meeting a need for the person, the volunteering is, I don't like to use this word in a negative way, but it's a selfish activity. It's about improving oneself, it's about learning a new skill, it could be about actually managing

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your course content or something you're learning into a practical activity and matching that, not only for the practice of the, the, the learning process that you're going through, but also proving it to a potential employer as well.

28. So volunteering is very good on that level, it's very vocational...
29. **Wendy:** Hmm, goes on an application form...
30. **Simon:** It's proven, not just the, the proof of it, but the, the evidence through the reference, that you can actually get someone to write you a reference proving what you've learnt. So, volunteering, a lot of which is, is the first step into an employment in your chosen field.
31. It's also for people who have been isolated and, and maybe not involved in everyday routine and work, it's a way to, to test the water. It's not just about trying a new field, in some cases even just trying out for the first time that the, the work ethic or, or what's it like to have a routine.
32. So people who've been ill for a long time, people who've never worked due to, you know, certain conditions that may have, well stopped them from doing so. There's, there's also just the, the making friends aspect of it, sometimes people can...have been very involved with say caring for a relative, or have just been very involved with maybe a relationship they've been in, but then they can suddenly find themselves alone due to bereavement or even just the end of a relationship and they want to meet new people, meet new friends.
33. **Wendy:** Or move into a new city?
34. **Simon:** Moving to a new city, a way to make new friends, exactly. Volunteering is about just doing something you're interested in, but I think it, it's proven now, they've done a psychological test, that it does improve happiness and that volunteering is an activity that is a positive move for anybody who has got even two hours free a week to go and do something. So, instead of watching television or you know, if you find yourself endlessly watching repeats of soap operas on UK Gold or something like that, you can go out and do something that is probably going to step your life up a little bit and introduce another set of people into your social circle. It's a great, it's a great all round activity.
35. **Wendy:** Okay.

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**064 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)**

- 1) At number 4, what does a Volunteer Broker Services do?
  - a. signs you up for many volunteering roles
  - b. deals with work placements
  - c. matches the skills you have with a volunteering opportunity
  - d. sorts out the wages for employees and volunteers
  
- 2) At number 5, what is meant by 'incentive scheme'?
  - a. you can learn new skills
  - b. finding new friends through volunteering
  - c. you can earn a certificate for the number of hours you volunteer
  - d. the more hours you work the more you get paid
  
- 3) Which is the best definition of a 'volunteer'?
  - a. someone who teaches somebody a skill at a college
  - b. someone who offers their time and skills to help others, without being paid
  - c. someone who likes being with other people
  - d. someone who helps others and gets paid a wage
  
- 4) At number 15, what is meant by 'befriending services'?
  - a. finding a potential husband or wife
  - b. visiting someone in need and acting as a friend to talk to
  - c. becoming someone's best friend for life
  
- 5) At number 21, what is meant by 'hitting the mark'?
  - a. employing the most people in their company
  - b. achieving a target
  - c. having the biggest organization
  - d. finding the right people to do something; being accurate, successful
  
- 6) At number 22, what is meant by 'environmental projects'?
  - a. changing the environment
  - b. increasing the amount of electricity we use
  - c. helping other countries to have clean water
  - d. a plan to improve a natural area, such as woodlands or animals
  
- 7) At number 25, what is meant by 'we want species to thrive'?
  - a. we want a certain type of animal to breed and survive
  - b. we want people to enjoy nature
  - c. we want a certain type of animal to die

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8) At number 27, what is meant by volunteering is 'a selfish activity'?

- a. the volunteer is selfish
- b. the volunteer gains something from volunteering
- c. the volunteer only does it once a month
- d. the volunteer gets paid a wage

9) At number 34, what other benefits are there in volunteering?

- a. being able to find a job quicker
- b. getting paid money to help others
- c. meet new friends and it makes the volunteer happier
- d. receiving rewards like presents and gifts

10) At number 34, what is meant by 'step your life up a little bit'?

- a. to find a new hobby like joining the gym
- b. find a new career
- c. stop being lazy
- d. improve your life



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### 064 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/064.html](http://www.esoluk.co.uk/064.html)

**Words:** *centre environmental happier incentive proven proving refugee seekers voluntary volunteer volunteering volunteers*

1. **Wendy:** Hello, can you tell me your name and what job you do.

2. **Simon:** Yes I'm Simon Moran. I'm from [1] \_\_\_\_\_ Action Leeds. I'm the [2] \_\_\_\_\_ Project Manager.

3. **Wendy:** Okay, and can you tell me how people can become volunteers?

4. **Simon:** Of course. They can approach a [3] \_\_\_\_\_ broker service, similar to the one we operate at [4] \_\_\_\_\_ Action Leeds, ours is known as the [5] \_\_\_\_\_ [6] \_\_\_\_\_, and it operates an appointment system at Leeds Central Library on a Thursday afternoon. People can come down, give us their areas of interest and their skills that they're wanting to be using, and we'll match them to [7] \_\_\_\_\_ opportunities appropriate to their interest and skills.

5. For people of a certain age range there, there are other opportunities in Leeds, we do work in partnership with a Government initiative called Millennium [8] \_\_\_\_\_. They run a, a office at Leeds College of Technology and you can find out about [9] \_\_\_\_\_ work for sixteen to twenty-four year old people there, and they run a nice awards and [10] \_\_\_\_\_ scheme which gives the [11] \_\_\_\_\_ awards and certificates at a hundred hours, two hundred hours. It's a good [12] \_\_\_\_\_ for them to keep going back.

6. **Wendy:** Hmm, how long is that?

## 11 Community Engagement

7. **Simon:**...and keep on doing it.

8. **Wendy:**...spread over?

9. **Simon:** That's spread over the period of time it takes them to achieve those hours. It could be that you could do a hundred hours over say four months, or over a year, but the certificates are now nationally recognised by most employers and they're a good way of [13] \_\_\_\_\_ [14] \_\_\_\_\_ work has happened with that age range.

10. **Wendy:** What kind of activities do those people do?

11. **Simon:** The, the youth based activity tends to be around youth interests, such as music, they'll be quite a lot of art projects and they do quite a lot of befriending, because a lot of young people are interested in, in obviously just chatting to people.

12. Young people do constitute a much larger part of the [15] \_\_\_\_\_ public than is generally thought. At the [16] \_\_\_\_\_ [17] \_\_\_\_\_, which is a different service, the one that we run, they are more often than not in the nineteen to twenty five age bracket, or they're in the thirty to thirty five age bracket. It's... that I'd say those two age brackets do account for 70% of the people we see at the [18] \_\_\_\_\_ [19] \_\_\_\_\_.

13. So young people do [20] \_\_\_\_\_ and [21] \_\_\_\_\_ a lot by the... by all accounts.

14. **Wendy:** Can you tell me a bit more about the befriending, what sort of people do they go to, to meet?

## 11 Community Engagement

15. **Simon:** Okay, befriending services constitute quite a lot of [22] \_\_\_\_\_ activity, because the nature of a [23] \_\_\_\_\_ going to see someone who doesn't get a lot of, lot of company, is combating loneliness and isolation and, in a lot of case, it's just a very human response and it's a little bit intangible really with what goes on, but it's general, that it makes the person who's receiving the befriending [24] \_\_\_\_\_ and it makes the befriender [25] \_\_\_\_\_ in a funny kind of way.

16. **Wendy:** Is it main, mainly elderly people?

17. **Simon:** It is, older people are... obviously appearance of befrienders through the various neighbourhood network in Leeds, they are set up and supported by Social Services, but they are registered charities in their own right, and they do run, most run befriending services. And I can't think of a large area of Leeds that aren't covered now by befriending services.

18. **Wendy:** I think there's some befriending for asylum [26] \_\_\_\_\_ as well.

19. **Simon:** Yes, I mean the, the, the role of befriending is, as I said earlier, does, does tend to get used by many different types of organisations, but essentially it's if people are in isolation, are upset, need support in, in, in completely new circumstances. They will benefit from befriending and it's, it's, it's something that [27] \_\_\_\_\_ groups do manage to get funding to do, because it's seen as the human response and the very [28] \_\_\_\_\_ sector, or third sector response.

20. So, yes, asylum seeker befriending has taken part by, I think Welcome to Leeds are doing it quite a lot, don't want to namedrop too much during the interview because obviously there's four hundred odd organisations who I have on my books and I don't want to over amplify certain ones. But, there are, the [29] \_\_\_\_\_ organisations, there's [30] \_\_\_\_\_ Council, [31]

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\_\_\_\_\_ Action, there, there are LASSN, Leeds Asylum Support [32] \_\_\_\_\_ Network, they're all recruiting [33] \_\_\_\_\_ and using [34] \_\_\_\_\_, either in the office or, or in... out and about befriending.

21. But, Welcome to Leeds seems to be hitting the mark most with, with what [35] \_\_\_\_\_ want to do. [36] \_\_\_\_\_ from, from an English background want to actually teach English.

22. **Wendy:** Can you tell me about more [37] \_\_\_\_\_ projects.

23. **Simon:** Yes of course.

24. **Wendy:**...people want to get involved in?

25. **Simon:** Yeah, [38] \_\_\_\_\_ work seems to be taking place through a few organisations in the city. It's focused mainly on conservation and creating habitats for wildlife and obviously we want species to thrive and, just to keep place... certain areas of Leeds nice and green and, and keep, keep places that are under threat under control, and certainly bring them back up to maybe how they used to be.

26. **Wendy:** What are the benefits of being a volunteer?

27. **Simon:** Well there are many. Benefits of [39] \_\_\_\_\_ begin, I think, by meeting a need for the person, the [40] \_\_\_\_\_ is, I don't like to use this word in a negative way, but it's a selfish activity. It's about improving oneself, it's about learning a new skill, it could be about actually managing your course content or something you're learning into a practical activity and matching that, not only for the practice of the, the, the learning process that you're going through, but also [41] \_\_\_\_\_ it to a potential employer as well.

28. So [42] \_\_\_\_\_ is very good on that level, it's very vocational.

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29. **Wendy:** Hmm, goes on an application form.

30. **Simon:** It's [43] \_\_\_\_\_, not just the, the proof of it, but the, the evidence through the reference, that you can actually get someone to write you a reference [44] \_\_\_\_\_ what you've learnt. So, [45] \_\_\_\_\_, a lot of which is, is the first step into an employment in your chosen field.

31. It's also for people who have been isolated and, and maybe not involved in everyday routine and work, it's a way to, to test the water. It's not just about trying a new field, in some cases even just trying out for the first time that the, the work ethic or, or what's it like to have a routine.

32. So people who've been ill for a long time, people who've never worked due to, you know, certain conditions that may have, well stopped them from doing so. There's, there's also just the, the making friends aspect of it, sometimes people can... have been very involved with say caring for a relative, or have just been very involved with maybe a relationship they've been in, but then they can suddenly find themselves alone due to bereavement or even just the end of a relationship and they want to meet new people, meet new friends.

33. **Wendy:** Or move into a new city?

34. **Simon:** Moving to a new city, a way to make new friends, exactly. [46] \_\_\_\_\_ is about just doing something you're interested in, but I think it, it's [47] \_\_\_\_\_ now, they've done a psychological test, that it does improve happiness and that [48] \_\_\_\_\_ is an activity that is a positive move for anybody who has got even two hours free a week to go and do something. So, instead of watching television or you know, if you find yourself endlessly watching repeats of soap operas on UK Gold or something like that, you can go out and do something that is probably going to step your life up a little bit

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and introduce another set of people into your social circle. It's a great, it's a great all round activity.

35. **Wendy:** Okay.

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### 064 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

**wendy:** hello can you tell me your name and what job you do

**simon:** yes im simon moran im from voluntary action leeds im the volunteering project manager

**wendy:** okay and can you tell me how people can become volunteers

**simon:** of course they can approach a volunteer broker service similar to the one we operate at voluntary action leeds ours is known as the volunteer centre and it operates an appointment system at leeds central library on a thursday afternoon people can come down give us their areas of interest and their skills that theyre wanting to be using and well match them to volunteering opportunities appropriate to their interest and skills

for people of a certain age range there there are other opportunities in leeds we do work in partnership with a government initiative called millennium volunteers they run a a office at leeds college of technology and you can find out about volunteer work for sixteen to twenty-four year old people there and they run a nice awards and incentive scheme which gives the volunteer awards and certificates at a hundred hours two hundred hours its a good incentive for them to keep going back...





# 11 Community Engagement

Speaker: 065 Inderjeet Hunjan

Job: University Education  
Liaison Officer



Skill	Suggested Activities
Speaking:	Discuss: What different places of worship are in your area? Which different religious groups are found in your area? What do students know about Sikhism?
Listening:	Listen for detail: What different activities take place in the gurdwara? when?
Reading:	Find out about Sikhism; use reference books to find out about key dates, figures, festivals etc; use glossaries, index etc.
Writing:	Interview another student about what activities they do in their free time; write a report describing this.

## Transcript:

1. **Inderjeet:** We go to the gurdwara quite a lot, because not only do we go there to worship but we also do quite a lot of voluntary work, you know, which to us, is just part of our contribution to the Sikh community in a way. So like on a Wednesday evening we do, totally voluntarily, we run a supplementary school there where young children come together to learn our mother tongue, Punjabi. So, we have a whole host of volunteers who come in and either teach or help the run the school, we've got about a hundred and fifty young people that attend that.

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2. And then on a Friday we've got an archery group that takes place, and again it's volunteers that run it.
3. So that's not going there totally to worship, you know, it's actually going there to do other activities.
4. And then on top of that, you know, the worshipping takes place nearly every day, sometimes in the morning, there's three evenings, no two evenings when it happens, Sunday morning and people can go in whenever. And the gurdwara that I usually go to, they have food there whenever you go. So if you fancy a meal and you, you know, you can just pop in there and have a meal.

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**065 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)**

- 1) What is a gurdwara?
  - a. a language the people in the community speak
  - b. a place of education
  - c. a place of worship and a social area for Sikh people
  - d. the name of a town in another country
  
- 2) At number 2, what is meant by part of our contribution to the Sikh community?
  - a. helping everybody in the area
  - b. how donation money is spent
  - c. how many free meals are given away
  - d. the way in which we help the Sikh community
  
- 3) At number 2, what is meant by 'supplementary school'?
  - a. a school that is in addition to the compulsory school children attend
  - b. a school for older children who have no qualifications
  - c. a school for children who do not attend compulsory school
  - d. a school for those new to the area
  
- 4) At number 2, what is meant by 'mother tongue'?
  - a. the language their mother speaks
  - b. the language of our country and culture
  - c. only one language
  - d. the many languages they have learnt
  
- 5) At number 2, what is meant by 'whole host of volunteers'?
  - a. a small amount of volunteers
  - b. a variety of volunteers for example adults, children etc,
  - c. a large amount of volunteers
  - d. volunteers who are just female
  
- 6) At number 2, how many people go to the 'supplementary school'?
  - a. more than 150
  - b. less than 150
  - c. exactly 150
  - d. approximately 150
  
- 7) At number 4, how often do people pray at the gurdwara?
  - a. nearly every day
  - b. three evenings

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- c. two evenings and Sunday morning
- d. every day

8) At number 4, what is meant by 'on top of that'?

- a. something that is free
- b. in addition to that
- c. on the top of your food

9) At number 4, what is meant by 'can just pop in'?

- a. people can enter the building without an appointment
- b. people can only enter at certain time and days
- c. people can bring food to give to others
- d. people have to arrange an appointment to visit

10) How does the gurdwara help to create a stronger community?

- a. because people volunteer their time to help other people
- b. because you get a free meal
- c. because you can enter at any time
- d. because they know two languages

## 11 Community Engagement

### 065 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/065.html](http://www.esoluk.co.uk/065.html)

**Words:** *evenings gurdwara host meal morning takes tongue totally volunteers whenever worship*

1. **Inderjeet:** We go to the [1] \_\_\_\_\_ quite a lot, because not only do we go there to [2] \_\_\_\_\_ but we also do quite a lot of voluntary work, you know, which to us, is just part of our contribution to the Sikh community in a way. So like on a Wednesday evening we do, [3] \_\_\_\_\_ voluntarily, we run a supplementary school there where young children come together to learn our mother [4] \_\_\_\_\_, Punjabi. So, we have a whole [5] host of [6] \_\_\_\_\_ who come in and either teach or help the run the school, we've got about a hundred and fifty young people that attend that.

2. And then on a Friday we've got an archery group that [7] \_\_\_\_\_ place, and again it's [8] \_\_\_\_\_ that run it.

3. So that's not going there [9] totally to [10] \_\_\_\_\_, you know, it's actually going there to do other activities.

4. And then on top of that, you know, the worshipping [11] \_\_\_\_\_ place nearly every day, sometimes in the [12] morning, there's three [13] evenings, no two [14] \_\_\_\_\_ when it happens, Sunday [15] \_\_\_\_\_ and people can go in [16] whenever. And the [17] \_\_\_\_\_ that I usually go to, they have food there [18] \_\_\_\_\_ you go. So if you fancy a [19] \_\_\_\_\_ and you, you know, you can just pop in there and have a [20] \_\_\_\_\_

## 11 Community Engagement

### 065 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

inderjeet: we go to the gurdwara quite a lot because not only do we go there to worship but we also do quite a lot of voluntary work you know which to us is just part of our contribution to the sikh community in a way so like on a wednesday evening we do totally voluntarily we run a supplementary school there where young children come together to learn our mother tongue punjabi so we have a whole host of volunteers who come in and either teach or help the run the school weve got about a hundred and fifty young people that attend that

and then on a friday weve got an archery group that takes place and again its volunteers that run it

so thats not going there totally to worship you know its actually going there to do other activities

and then on top of that you know the worshipping takes place nearly every day sometimes in the morning theres three evenings no two evenings when it happens sunday morning and people can go in whenever and the gurdwara that i usually go to they have food there whenever you go so if you fancy a meal and you you know you can just pop in there and have a meal



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Answer key to questions

**059:** 1) c 2) c 3) b 4) b 5) d 6) d 7) a 8) b 9) c 10) d

**060:** 1) c 2) d 3) a 4) b 5) c 6) d 7) a 8) b 9) a 10) b

**061:** 1) c 2) c 3) d 4) a 5) a 6) b 7) c 8) a 9) b 10) d

**062:** 1) d 2) c 3) c 4) a 5) a 6) b 7) c 8) a 9) c 10) a

**063:** 1) a 2) b 3) c 4) d 5) a 6) b 7) c 8) d 9) a 10) b

**064:** 1) c 2) c 3) b 4) b 5) d 6) d 7) a 8) b 9) c 10) d

**065:** 1) c 2) d 3) a 4) b 5) c 6) d 7) a 8) b 9) a 10) b

Interviewers: Mary Clayton and Wendy Godden

Filming, editing, web design: Stephen Woulds



## 11 Community Engagement

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