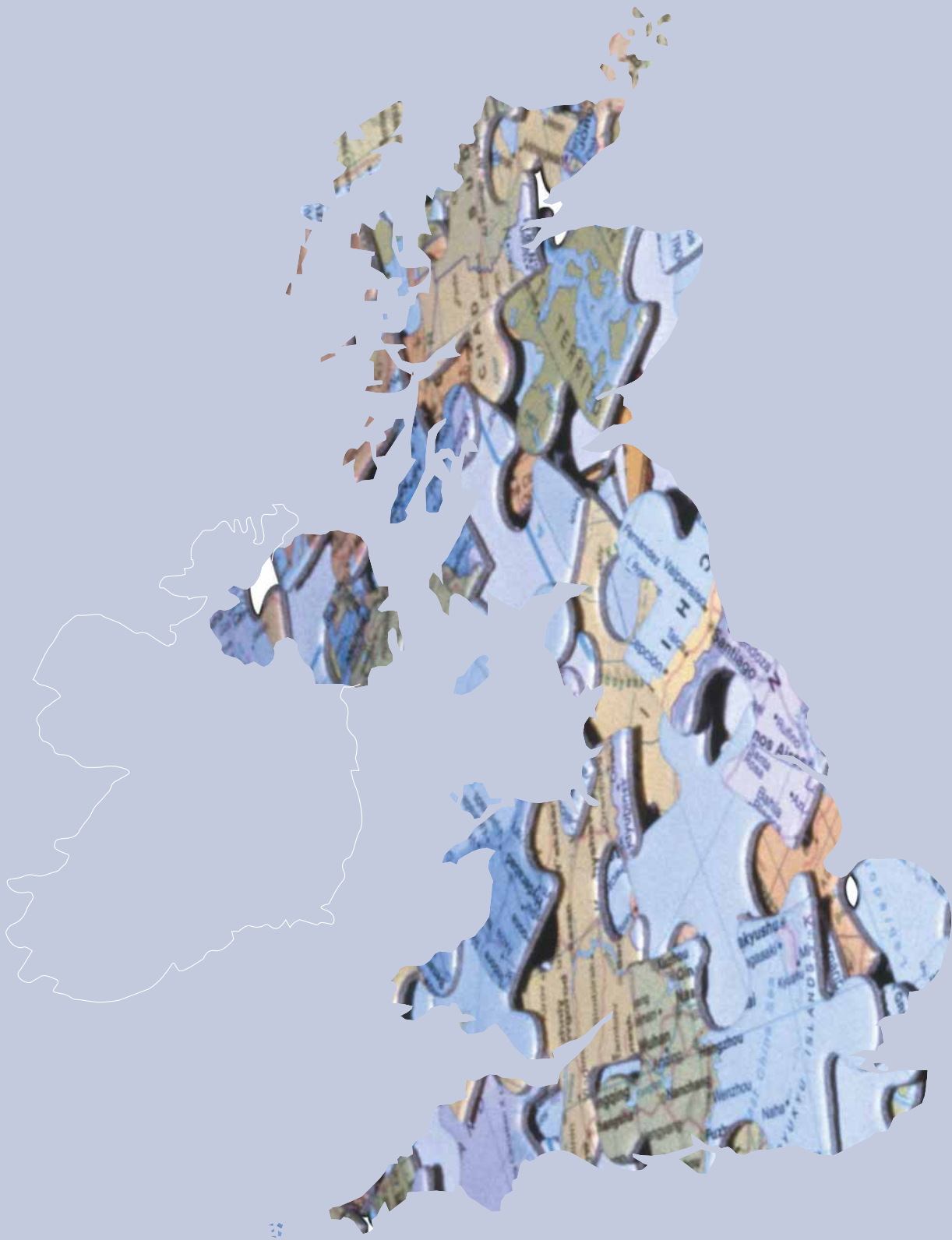


Citizenship materials for ESOL learners



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- Tower Hamlets College
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- Waltham Forest College

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- Tower Hamlets College
- Yorkshire and Humberside Refugees and Asylum Seekers consortium

Citizenship materials for ESOL learners: Notes to teachers

Introduction

The aim of these materials is to:

- support teachers in developing learners' English language skills;
- support teachers in developing learners' knowledge of life in the UK;
- support application for citizenship.

NIACE and LLU+ were commissioned by the Department for Education and Skills and the Home Office to produce this pack, drawing on existing good practice in ESOL provision and the recommendations of the Advisory Group chaired by Sir Bernard Crick, in their report, *The New and the Old*. We looked at the six broad categories of study proposed in the Crick recommendations and built on them. This pack of learning materials is divided into 12 sections about different aspects of citizenship for delivery through ESOL provision. The sections are not presented in order of importance or course delivery.

The materials are designed for ESOL learners working towards Entry 1, 2 or 3. They have been piloted with a range of ESOL providers.

Principles of good practice

Course content should be learner-centred and course delivery should be learner-friendly in terms of teaching methods and assessment. Authentic and local materials should be used wherever possible and materials should be current and relevant to learners.

The materials in the pack have been referenced to the *Adult ESOL Core Curriculum*. Additional materials produced locally should also be referenced where possible.

Learning should draw as much as possible on the learners' own knowledge and experience so that learners will feel engaged, peer teaching can take place, active learning is encouraged and individual experience is acknowledged and valued.

As with any group of learners, teachers should ensure that discussion of 'sensitive' issues (for example gender and equality, human rights, drugs, HIV/AIDS) is handled in a professional manner. Work on these issues should be underpinned by the principles of respect for individual viewpoints, non-confrontational ways of expressing opinions and adherence to guidelines, policies and legislation on equality issues. Some topics, for example the place of drugs and sexual issues in UK youth culture, are probably best approached in as factual and informative a way as possible.

The different content which may be appropriate for learners in England, Scotland, Northern Ireland and Wales has been considered. A separate pack is being developed for Scotland. This pack is designed for learners in England.

Differentiation

It is likely that the level of individuals' and groups' English language skills will vary, even though they have been assessed overall as Entry 1, 2 or 3. For example, a learner who has lived and worked in the UK for 20 years, but who has had little or no formal English language training, may have speaking and listening skills at

Level 1, but writing skills at Entry 3 or lower. Course content should therefore take account of such variations and differentiation should be incorporated into lesson planning, where appropriate. Advice is given on differentiation in the teachers' notes for each section.

The menu

The 12 topics of the *Citizenship Materials for ESOL Learners* pack are a flexible 'menu' of topics suitable for delivery at Entry 1, 2 and 3 through ESOL classes. The content of each course will vary depending on the needs and interests of the learners and the profile of the local area. Learners who have lived in the UK for some years will have very different needs from new arrivals. It is intended that learners and teachers 'pick and mix' from this menu.

Section 1: What is citizenship?

No matter which sections learners and teachers choose to cover, and in which order, we recommend working on Section 1: What is citizenship? Learners need an opportunity to discuss what citizenship means to them and the teacher needs an opportunity to make explicit the purpose and the requirements of the course. Learners and teacher can then agree objectives and set these down in the individual learning plan. Bilingual or mother tongue teaching would facilitate learning at this stage. Through the pilot of the draft materials, ESOL teachers reported that most learners at Entry 1 found this section and the discussion of abstract ideas difficult at the beginning of the course.

The learning materials pack

This pack is divided into 12 sections and the learning materials are designed for learners working towards Entry Levels 1, 2 and 3. The learning materials *are not designed to be complete*. This is not a definitive pack, and teachers will need to add local information and activities. All the learning materials are referenced to the ESOL core curriculum. The entire pack is duplicated on the CD-ROM. The CD-ROM can be used to adapt the learning activities.

Each section follows the same template:

1. a list of topics teachers could cover in the section;
2. a list of sources of the materials used;
3. a list of Websites and resources;
4. teachers' notes with suggestions for E1, E2 and E3 activity;
5. example learning activities.

How to use the materials

This pack contains examples of the kinds of materials a teacher could develop for the learners she/he is working with. We have tried to give, as examples, learning activities which can be adapted and used in a variety of ways for E1, E2 or E3. For one resource we have suggested several uses. To be economical with effort, we propose extension activities too, using the same basic source. Teachers will need to adapt the example materials to suit their learners and it will be very important to collect a bank of authentic source materials from the local community.

The learners

Each group using these learning materials will have different skills and needs. The teacher knows the learners and will know how the materials should be adapted to meet those needs. We have assumed that learners will have had an initial interview and a personal profile will have been drawn up which will inform the choice of the ESOL citizenship content.

Drawing on the expertise of others

Some of the proposed topics may require subject specialist input. ESOL teachers cannot be expected to be experts on Parliamentary democracy, the Commonwealth, human rights and employment legislation! We suggest teachers invite guest speakers and draw on the expertise of other staff in their organisations, speakers from the local community and local politicians. We suggest that learners are given choices about which local people to invite.

The learners themselves may be a resource, especially if they have lived in the country for some time. Learners who are active in a local faith group or work as a volunteer in their child's school may be willing to speak to the group about their experience.

1

What is citizenship?

The proposed syllabus for this section is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- What is citizenship?
- **Citizenship and society: An overview**
- **Vocabulary for citizenship**
- **Becoming a UK citizen**
- **Exploring values, beliefs and opinions**
- **Stereotypes**
- What makes a good citizen?
- What does it mean to be a citizen in the learner's own country?
- Rights and responsibilities

1

What is citizenship?

Sources of the material used in this section

- www.ind.homeoffice.gov.uk
- www.dfes.gov.uk/citizenship

Sources of other useful material

Useful resources

Title	Publisher	Description
Basic Skills Agency Publication: <i>Citizenskills</i>	Basic Skills Agency	CD-ROM Offers a background on citizenship education and plenty of support materials for classroom use.
<i>English in Action</i> CDs series	CTAD Interactive Learning	CD-ROM At E1, E2 and E3. Covers different aspects of living in the UK, for example finding a flat, joining the library and so on.
<i>Introducing Great Britain</i>	Pearson's Educational/ Longman	VIDEO Two videos and a workbook; offers a comprehensive introduction to people, places, customs and traditions of Britain and plenty more for lower levels.
<i>Post-16 Citizenship Development Programme</i>	Learning and Skills Development Agency ISBN 1 85338 951 X	VIDEO Offers a view of a range of citizenship development tools with videos, snaps, worksheets; all useful resources. CD-ROM Comes in a pack with the video. TEACHER SUPPORT
<i>Right Now</i>	Oxford University Press www.oup.com/ELT	VIDEO Workbook and teachers' book available; snapshots of British culture and lifestyle; designed for adolescents, but could be used with other groups.

Title	Publisher	Description
<i>Watch This</i>	Oxford University Press www.oup.com/ELT	VIDEO Workbook and teachers' book available; snapshots of British culture and lifestyle; designed for adolescents but could be used with other groups.
<i>Window on Britain</i>	Oxford University Press ISBN 019459 0348 www.oup.com/ELT	VIDEO Explores aspects of British life and culture; video guide and workbook. CD-ROM Explores the same aspects and includes work materials and activities.

Every effort has been made to ensure that the information was correct at the time of publication.

Useful references

Book title	Publisher/ISBN	Description
<i>Britain Explored</i>	Longman Publications, 2002 ISBN 0 582 47974 6	Details of all aspects of life in Britain; very useful as a reference and suitable for all ages; with cassette.
<i>English Vocabulary in Use – Pre-intermediate</i>	Oxford University Press www.oup.com/elt/global	A vocabulary practice book with very useful sections on government, the law, education, work, the media, arts and science.
<i>Key Stage Four Citizenship: The Workbook</i>	Coordination Group Publications, 2004. ISBN 1 84146 964 5 www.cgpbooks.co.uk	A 'fun' activity book, suitable for younger learners. Sections on human rights, multiculturalism, Britain and the world, law, politics, the economy, world trade, local community.
<i>Spotlight on Britain</i>	Oxford University Press ISBN 0 19 432291 2 www.oup.com/elt/global	A useful region-by-region account of life in Britain.
<i>What's it Like?</i>	Cambridge University Press, 2000 ISBN 0521 58662 3 www.cambridge.org	Life and culture in Britain today; details of all aspects of life in Britain; useful references and topics; suitable for young adults; with cassette and teachers book.
<i>When in Britain</i>	Oxford University Press, 2000 ISBN 0 19 432291 2 www.oup.com/elt/global	A task-based book aiming to improve communication skills; focus on young adults interested in exploring the British way of life; with cassette.

Every effort has been made to ensure that the information provided was correct at the time of publication.



Useful Websites

Website	Web address	Description
Association for Citizenship Teaching	www.teachingcitizenship.org.uk	Professional subject association for those involved in citizenship and education. <i>Teaching Citizenship</i> journal published twice a year.
Active Citizens in Schools	www.continyou.org.uk	This site offers information and advice to schools and colleges on how to set up activities, fund events and so on.
Basic Skills Agency	www.basic-skills.co.uk	Browse around this site for information on improving standards through basic skills.
	www.citizenskills.co.uk	Community based/ESOL information useful for teachers.
The British Library	www.bl.uk	Very useful resource showing booklists and further activities related to citizenship.
	www.bl.uk/services/learning	Good materials for citizenship unit support under '21st Century Citizen.'
Citizenship Foundation	www.citizenshipfoundation.org.uk	This excellent site contains a wealth of information on all aspects of citizenship; materials to download, resources and booklets available.
Department for Education and Skills	www.dfes.gov.uk/citizenship	A government site with information and source references related to all aspects of the citizenship curriculum at Key Stage 3; lots of useful input for citizenship provision.
Directgov	www.direct.gov.uk	Up-to-date information on present issues related to citizenship and local government nationwide.
<i>The Guardian</i>	www.guardian.co.uk	Newspaper providing the latest world and UK news on various topics such as politics, education and society.

Type of resource	Online or downloaded?	Level/adaptability
Text primarily, including citizenship leaflets, articles and news related to citizenship. Reports on community involvement with issues like the Holocaust and the Indian tsunami.	Articles to be downloaded , including ESOL peer mentoring schemes, case studies and lesson plans including images.	E2+
Lots of text , not very accessible or interactive for students. Help with organising pupil-led activities such as learning support, peer counselling, religious awareness, and so on.	Lots of ideas: how to get involved out of class hours and the benefits of this; self-confidence/esteem, and so on. Probably used as research/resource.	Teachers' resource
Mainly text . /resource_bank.html – information on community, health, housing, money, travel, work and so on.	Option to download publications for use within families. Online ESOL translator very interactive , including pronunciation work. Option to download a citizen skills package including a virtual town on CD, opportunity to create dialogues online .	Pre-Entry Better for teachers own research but with adaptation E2+
Pictures, images and text . /onlinegallery/ttp/digitisation6.html – modern, ordinance survey and antiquarian maps available to view.	Students can read books online , and look at pictures on the computer. Also music and sound archive via collections.	E3+ but could be adapted.
Articles are mainly text based but opportunity to listen to oral memories of the Holocaust in sound archive and read accompanying information cards.	Information on how words have been borrowed from other languages and assimilated into English. Word building. Online images available.	E3+ complex text
Wealth of resources for students at all levels. Very colourful and user-friendly site.	Mock parliament video online, lots of case studies and pamphlets available to download .	E1+
Mainly text . Different sections for teachers, pupils and parents/governors. Answers to FAQs are short, text is simple.	Articles on all kinds of topics to download and print off. Teachers resource packs to print off.	High E1+
Mainly text . When searching site search engine displays results with a percentage grade of relevance. Very quick and easy to refine search.	Possible to sit mock and real exams online , fill in forms and find latest travel advice online . Information on citizenship ceremonies to download .	Quite simple text. With adaptation E1+
Mix of pictures and text . An interactive site. Audio reports available.	Articles on various topics. A talk board is available to allow discussion on the various topics.	Teachers' resource

All details were correct at time of publication.

1.1 Citizenship and society: An overview

Entry 1	Entry 2	Entry 3
State wishes (negotiate content with learners). (Sd/E1.1b)	State wishes. (Sd/E2.1b)	Talk about feelings, wishes and hopes for the future. Talk about own needs and wants. (Sd/E3.1c)

Suggested procedure (Entry 3)

Task sheet 1

- Learners talk about how long they have lived in Britain, where they live and what they like and don't like about Britain.
- Give learners Task sheet 1, ask them to read the questions and ask them to tick the things that help them to feel they are part of the UK. Assure them that they don't need to show this to anyone. Ask them to report on any aspect they want to share with the whole group.
- Learners talk about their hopes for the future, for example: *'In the future I would like to own my own flat'; 'I hope my family can come to join me here soon'*.

Quiz

- Learners work in pairs to complete the quiz. Reassure them that lots of people born in the UK would not be able to answer all the questions. Note areas of knowledge and interest to learners.

Differentiation

- *Pair weaker learners with stronger learners.*

Task sheets 2 and 3

- Discuss what learners know about another country.
- Learners fill in and reflect on the questionnaire on Task sheet 2. If appropriate, they can work in pairs with a friend, speaking their own language.
- Ask them to tell the class one fact about the country, on any subject they choose.

- Move on to Task sheet 3. Learners talk about what they would like to know more about. Encourage them to note their needs and interests at the bottom of the page.

Differentiation

- *Some learners may be embarrassed because they feel they don't know much, either about the UK or other countries. Other learners may be very keen to let you know about expertise or interests that they have. Try to give them as much choice as you can to decide whether or not to show you what they have written.*

Language points

Integrate the following specific language points:

- ways of talking about hopes for the future;
- modal verbs, for example need to, would, might.

Extension activities

- Ask the learners to write a few paragraphs about what they want to know about the UK, and why they want to learn English. Use this to diagnose strengths and weaknesses in written English, as well as to note the content.
- Ask the learners to select one of the areas in the list on p. 12 and research it on the Internet.
- Entry 1 learners could make a poster with visuals and key vocabulary or write key words on cards.

Additional materials needed

- Access to the Internet.

For answers to quiz questions, see the answers section, p. 319.

Citizenship and society: An overview

1.1

Task sheet 1

What are the things that help you to feel you are part of the UK?

1. Understanding English.
2. Having family and friends who live here.
3. Having friendly neighbours.
4. Having a husband or wife who was born in the UK.
5. Having children who go to local schools.
6. Renting or owning a flat or a house.
7. Having a job.
8. Having the same religion as people around you.
9. Voting in an election.
10. Anything else.

Look at the above areas and talk about your hopes for the future.

1.1 Citizenship and society: An overview

Quiz: Living in the UK – How much do you know?

Try this quiz on British history, politics, law, education, jobs and culture.

British history and politics

1. 'The United Kingdom' means:
 - a) England, Scotland and Wales
 - b) England, Scotland, Wales and Ireland
 - c) England, Scotland, Wales and Northern Ireland

2. Two of these party names have the same meaning. Underline them:
 - a) Labour
 - b) Tory
 - c) Conservative
 - d) Liberal

3. How many Houses of Parliament are there?
 - a) One
 - b) Two
 - c) Three

4. How often are general elections held?
 - a) About every 5 years
 - b) About every 7 years
 - c) About every 10 years

5. How old do you have to be before you can vote?
 - a) 16
 - b) 18
 - c) 21

6. When did the National Health Service begin?
 - a) 1800
 - b) 1925
 - c) 1948

Law

7. What can happen to a person who drives without insurance?
 - a) They can get a fine of up to £5000 and penalty points on their licence
 - b) They can go to prison
 - c) They can lose their car

8. What happens to a person who has a TV but no licence?
 - a) Their TV will be taken away
 - b) They can get a £500 fine
 - c) They can get a £1,000 fine

(Continued)

Citizenship and society: An overview

1.1

Quiz continued: Living in the UK – How much do you know?

9. What can happen to a person who plays music loud, late at night, and disturbs the neighbours?
- Their music equipment can be taken away
 - They can get a £50 fine
 - They can get a £500 fine

Employment

10. What are the minimum wages per hour for people under and over the age of 22?
- £3.80 (18–21) and £4.50 (22 and over)
 - £4.10 (18–21) and £4.85 (22 and over)
 - £4.50 (18–21) and £5.00 (22 and over)
11. How many hours is an employer allowed to make his or her employees work in a week?
- 48
 - 50
 - 52
12. What is National Insurance?
- Private medical insurance
 - A tax used for building roads and hospitals
 - Money you pay the government, so you can get benefits if you need them

Sources of help and information

13. Where would you go if you needed help?
Match the following problems with the sources of help on the right:

1. Your neighbour's dog barks all night	A. Your GP
2. Your child needs to find out about the Great Fire of London	B. The local council
3. There's a dangerous hole in the road	C. Relate
4. You feel depressed all the time	D. A debt counsellor
5. You want to know which schools there are in your area	E. The local council
6. You can't pay your bills	F. The education department of your local council, or the Internet
7. You and your wife/husband argue all the time	G. Your local library, or the Internet

1.1 Citizenship and society: An overview

Task sheet 2

Think about what you know about another country.

Think of the country you know best *outside the UK*. It may be the place where you were born and grew up, or it may be a country where you lived a long time as an adult.

Decide how much you know about different aspects of life there, for example:

- I know a lot.
- I know something.
- I know very little.

Fill in the chart, but you don't need to show it to anybody.

	I know a lot	I know something	I know very little or nothing
The political system			
The history			
The geography			
The various people who live there – different groups			
The country's relationships with other countries			
Human rights			
The work that people do and the employment system			
The health system			
The housing that people live in and the system for finding a home			
The education system			
How people relate to each other in the community			
The law			

Citizenship and society: An overview

1.1

Task sheet 3

Now think about what you know, and what you would like to know about the UK.

	I know a lot already	I know a little already	I would like to know more
Parliament and the electoral system of the UK			
Geography and history of the UK			
The UK as a diverse society (the various groups of people who live in the UK)			
The UK in Europe, the Commonwealth and the United Nations			
Human rights in the UK			
Work in the UK			
The health system in the UK			
Housing in the UK			
Education in the UK			
Being involved in the community in the UK			
Knowing the law in the UK			

Sometimes, you need to know something. For example, if someone in your family is sick, it helps if you know something about the health service.

Sometimes you want to know something because of your interest. For example, if you know a lot about the geography of other countries, you probably want to know more about the geography of the UK.

I need to know more about:

.....

I would be interested in knowing more about:

.....

1.2 Vocabulary for citizenship

Entry 1	Entry 2	Entry 3
Choose some elements of citizenship. (Sd/E1.1)	Give an opinion about elements of citizenship. (Sd/E2.1)	Discuss and negotiate about important elements of citizenship. (Sd/E3.1)

Suggested procedure (Entry 3)

- Direct learners to the list of words on the opposite page, and ask them to find meanings in a dictionary and/or, if possible, learners' other languages (L1).
- Clarify any meaning difficulties and pronunciation issues, drilling if necessary.
- Ask learners to individually choose three or four of the words that they feel are very connected to the idea of citizenship, and then explain their choices to their partner.
- Now put learners in groups of four or five – again, they should explain which words they chose and why, and then, as a group, negotiate to make a list of six words they agree on as being very connected with citizenship.
- Ask a spokesperson from each group to explain the group's choices to the class as a whole.
- Discussion – do learners see any differences between citizenship in the UK and in their own countries?
- Encourage learners to use L1.

Differentiation

- *Encourage learners to use L1.*
- *A lot of this activity can be usefully conducted in L1 if necessary (or possible).*
- *Allow stronger learners to translate forward and back for weaker learners.*

- *Write some short dictionary definitions of the words, or examples illustrating them, for learners to match the words to.*

Language points

Integrate the following specific language points:

- highlight other forms of the same words, for example *society/social/antisocial/socialise*;
- explore collocations, for example *high/polite society, social unrest/problems/services*;
- identify and highlight noun endings, for example *....ity /....dom /....ment*.

Extension activities

- Do extensive dictionary training work with the list of citizenship words.
- Ask learners to extend the list by adding their own citizenship words.
- Make a recording of L1 English speakers/higher level ESOL learners doing the same task – compare their answers with your own class's.
- Ask learners to interview friends/family/colleagues and find out their answers to the same task.
- Ask learners to discuss the difference (if any) between ideas of citizenship in the UK and in their own country.

Additional materials needed

- Dictionaries.

Vocabulary for citizenship

1.2

Society

Morality

Community

Charity

Respect

Freedom

Government

Diversity

Values

Justice

Vocabulary	Meaning in your language
Society	
Community	
Respect	
Government	
Values	
Morality	
Charity	
Freedom	
Diversity	
Justice	

1.3 Becoming a United Kingdom citizen

Entry 1	Entry 2	Entry 3
n/a	Make requests and ask questions. Express clearly statements of fact. (Sc/E2.2, Sc/E2.3a)	Ask and answer questions about the naturalisation regulations. (Sc/E3.3b, Sc/E3.1, Lr/E3.2b)

Suggested procedure (Entry 3)

Preparation: Teachers may find it helpful to look at the Home Office website (www.ind.homeoffice.gov.uk) before the lesson.

- If possible, show learners a picture of a citizenship ceremony and elicit what happens. Ask learners if any of them have attended a citizenship ceremony and if they know how to apply for citizenship.
- Pre-teach/elicite key vocabulary, such as 'of good character', 'of sound mind'.
- Recap/practise question forms, if appropriate.
- Explain the task: learners are going to read information about how to become a UK citizen but some of the information is missing.
- Put learners into pairs – A and B – and hand out the relevant task sheets. Explain that they are not allowed to look at each other's papers but have to ask and answer questions to fill in the gaps in their information.
- Give learners a few minutes to read their task sheets.
- Note down any difficulties with forming questions and pronunciation.
- When learners have finished, they compare their texts.
- Feedback and discussion – check understanding of text orally. Hand out complete text for reference.

Differentiation

- For learners who will have difficulty forming the questions, prepare the questions in advance – they can then select the correct question to ask.
- Alternatively, to simplify the task, learners can ask questions such as 'Which word goes after...?'

Language points

Integrate the following specific language points:

- focus on modal verbs, for example, 'can', 'must', 'must not' and 'will' in rules and regulations – extend this to other situations, for example, college regulations;
- conditional sentences;
- question forms – word order;
- intonation in question forms.

Extension activities

- Learners research and write a similar account of how to become a citizen in their country of origin.
- Learners find out more about how to apply for citizenship by looking on the Home Office Website and downloading an application form.
- Learners could be given a quiz on naturalisation and find the answers on the Website.
- Learners could find out about citizenship ceremonies – what happens, the cost, and so on.

Additional materials needed

- Pictures of a citizenship ceremony.
- Computers and Internet access.
- Dictionaries.

Becoming a United Kingdom citizen

1.3

Student A

What do you need to get British naturalisation (citizenship)?

First, you must:

- be 18 or over;
- be of good character;
- be of mind;
- have sufficient knowledge of English (or Welsh, or Scottish Gaelic).

Then there are two.....:

1. Residence requirement

If you are the husband or wife of a British citizen, you can apply for naturalisation after living in the United Kingdom for years. However, you must not be away from the UK for more than 270 days during that time, or days in the last year.

If you are not a husband or wife of a British citizen, you can apply after five years, but you must not be away from the UK for more than days during that time, or 90 days in the last year.

2. Language and knowledge of the UK requirement – NEW!

A government statement on 20 June 2005 said that you will need to demonstrate knowledge of English and knowledge of , and there will be *two different ways* to do this:

Either:

- a) if your language skills are at ESOL Entry 3 or above, take the new 'Knowledge of Life in the UK Test'. This will be a test taken on a computer at an approved centre;

or

- b) attend an 'ESOL + Citizenship' course at ESOL Entry 1, Entry 2 or Entry 3 to improve your English language skills and learn more about life in the UK at the same time. At the end of the course you will take an ESOL *Skills for Life*, and your teacher will give you a certificate stating that you have attended an 'ESOL + Citizenship course'.

*(Information based on the Written Ministerial Statement, 20/06/05, HC 104:
www.ind.homeoffice.gov.uk/ind/en/home.html)*

1.3 Becoming a United Kingdom citizen

Student B

What do you need to get British naturalisation (citizenship)?

First, you must:

- be 18 or over;
- be ofcharacter;
- be of sound mind;
- have sufficient knowledge of English (or, or Scottish Gaelic).

Then there are two essential requirements:

1. Residence requirement

If you are the husband or wife of a British citizen, you can apply for naturalisation after living in the United Kingdom for three years. However, you must not be away from the UK for more than days during that time, or 90 days in the last year.

If you are not a husband or wife of a British citizen, you can apply after years, but you must not be away from the UK for more than 450 days during that time, or 90 days in the last year.

2. Language and knowledge of the UK requirement – NEW!

A government statement on June 2005 said that you will need to demonstrate knowledge of English and knowledge of life in the UK, and there will be *two different ways* to do this:

Either:

- a) if your language skills are at ESOL Entry 3 or above, take the new '..... Test'. This will be a multiple-choice test taken on a computer at an approved centre;

or

- b) attend an 'ESOL + Citizenship' course at ESOL level Entry 1, Entry 2 or Entry 3 to improve your skills and learn more about life in the UK at the same time. At the end of the course you will take an ESOL Skills for Life qualification, and your teacher will give you a stating that you have attended an 'ESOL + Citizenship course'.

*(Information based on the Written Ministerial Statement, 20/06/05, HC 104:
www.ind.homeoffice.gov.uk/ind/en/home.html)*

Becoming a United Kingdom citizen

1.3

Complete text

What do you need to get British naturalisation (citizenship)?

First, you must:

- be 18 or over;
- be of good character;
- be of sound mind;
- have sufficient knowledge of English (or Welsh, or Scottish Gaelic).

Then there are two essential requirements:

1. Residence requirement

If you are the husband or wife of a British citizen, you can apply for naturalisation after living in the United Kingdom for three years. However, you must not be away from the UK for more than 270 days during that time, or 90 days in the last year.

If you are not a husband or wife of a British citizen, you can apply after five years, but you must not be away from the UK for more than 450 days during that time, or 90 days in the last year.

2. Language and knowledge of the UK requirement – NEW!

A government statement on 20 June 2005 said that you will need to demonstrate knowledge of English and knowledge of life in the UK, and there will be *two different ways* to do this:

Either:

- a) if your language skills are at ESOL Entry 3 or above, take the new 'Knowledge of Life in the UK Test'. This will be a multiple-choice test taken on a computer at an approved centre;

or

- b) attend an 'ESOL + Citizenship' course at ESOL Entry 1, Entry 2 or Entry 3 to improve your English language skills and learn more about life in the UK at the same time. At the end of the course you will take an ESOL *Skills for Life* qualification, and your teacher will give you a certificate stating that you have attended an 'ESOL + Citizenship course'.

(Information based on the Written Ministerial Statement, 20/06/05, HC 104: www.ind.homeoffice.gov.uk/ind/en/home.html)

1.4 Stereotypes

Entry 1	Entry 2	Entry 3
Respond to statements with an opinion. (Lr/E1.5d)	Give an opinion. (Sd/E2.1d) Write a short text. (Wt/E2.1a)	Discuss expectations and stereotypes. (Sd/E3.1d) Write a personal account. (Wt/E3.2a)

Suggested procedure (Entry 2)

Task sheets 1 and 2

- Ask learners to begin discussing their ideas about customs and habits in the UK, then give them Task sheet 1. Check vocabulary, then ask them to work in groups to decide if they think the statements are true or not. Take feedback.
- Ask learners to work in pairs to read the texts on Task sheet 2 and decide which of the statements on Task sheet 1 each one is referring to.
- Check any unknown vocabulary.
- Ask learners in their pairs to decide how many of the statements on task sheet 2 agree with the stereotype.
- Encourage discussion around some issues, for example comparing the way 'please' and 'thank you' are used in different societies.

Differentiation

- *If possible, learners might benefit from being in first language groups and discussing in the first language, then reporting back in English.*

Task sheet 3

- Encourage learners to talk about what they expected before coming to the UK and what they found.
- Give them Task sheet 3, and ask them to read the passage and note the language use.
- Ask learners to write their own passage.

Differentiation

- *More able writers can write a longer passage, while others write a small amount, proof-read, correct and re-write.*

Language points

Integrate the following specific language points:

- simple present tense, positive and negative;
- simple past tense.

Extension activities

- Learners discuss customs in a range of countries.
- Learners read accounts in student magazines written by learners about their arrival in the UK, and possibly write their own.

Stereotypes

1.4

Task sheet 1

People who don't live in the UK sometimes have ideas about life in the UK.

For example:

1. "People in the UK like to form orderly queues and wait patiently for their turn, for example when waiting for a bus."



2. "A handshake is a common form of greeting among the people here."



3. "People are very polite, and say 'please' and 'thank you' a lot."



4. "People pay for drinks in pubs and bars at the time they order them."



5. "People don't like it if you ask personal or intimate questions."



6. "People drink lots of tea and the national dish is fish and chips."

Maybe these things are true, maybe they are not.

Think about your experience of life in the UK.

Look at the above statements and talk about whether they are true or not, for example:

- I think it's true.
- I think it's partly true.
- I don't think it's true.
- I don't know, I haven't enough experience of it.

1.4 Stereotypes

Task sheet 2

Read what these UK citizens say about the ideas on Task sheet 1. For each one, write in the number of the idea that they are talking about.



"I think it's true that people say 'please' and 'thank you' a lot, but it's not politeness, it's just the custom. I often travel to Europe and people don't say 'please' and 'thank you' so much, but they are polite all the same."

"Yes, it's true on the whole that you pay for a drink when you order it, but it depends where you are. In a restaurant, you pay when you finish. Sometimes, in a café, you don't know whether to pay before or after the meal."



"I live in London, and I find that people push to be first on the bus. There is no queue. The bus doesn't always stop exactly at the bus stop and people rush to get on. However, I know it's different in some smaller towns."

"Personally, I like to drink lots of tea and I love fish and chips. However, I don't think people see it as a national dish. Lots of people eat spaghetti, curry, Chinese stir-fry and other types of food from all around the world. In fact, some people say the national dish is chicken tikka masala."



"People don't shake hands so much now, except in very formal situations, for example when you arrive for a job interview. Kissing on both cheeks is much more common than it was 20 years ago."

"I think it's certainly true that there are questions you don't ask. It's the same in all societies, but the questions may be different. Here, most people don't like it if you ask certain questions, such as 'How much money do you earn?' or 'Why aren't you married?'"



How many agree with the ideas on task sheet 1? How many disagree?

Stereotypes

1.4

Task sheet 3

Before you came to the UK for the first time, what did you expect?

Think about:

- the weather;
- the people;
- the food;
- the buildings;
- anything else.

Did you find what you expected?

Read this passage:

“Before I came here, I thought: ‘The UK is cold. I am going there in winter. I will find it very cold.’

When I came I found that it is cold one day and warm the next day. No two days are the same.

It is not exactly what I expected.”

Write your own passage:

Begin:

“Before I came here, I thought

.....”

Continue:

“When I came, I found that

.....”

Finish with one of the following:

- “It is exactly what I expected.”
- “It is not exactly what I expected.”
- “It is more or less what I expected.”
- “It is very different from what I expected.”

1.5 Exploring beliefs, values and opinions

Entry 1	Entry 2	Entry 3
Listen to match key words in a phrase to pictures. (Lr/E1.2)	Listen to and write key words from dictated phrases and match these to pictures. (Lr/E2.2)	Listen to and write dictated phrases and match these to pictures. (Lr/E3.2)

Suggested procedure (Entry 3)

- Direct learners to the pictures on the opposite page – they should work with a partner and try to find a connection between each picture and the idea of citizenship. (The pictures are quite ambiguous, so learners may come up with lots of ideas.)
- Now dictate the phrases from 'Additional materials' (see below) and ask learners to match these to the picture. They can just write the number of the phrase by the picture, or try to write the whole phrase.
- Feedback – elicit answers from learners, writing the phrases onto the board so they can check spellings.
- Now put learners to work in pairs/groups and decide which actions they consider most important for a 'good' citizen. Emphasise that there are no 'correct' answers. A good way to focus learners here is to ask them to choose three actions they consider very important and three they consider trivial.
- Feed back to the whole class – compare ideas.

Differentiation

- *Make cards for the actions listed above, and ask learners to read and match to pictures.*
- *Reverse the activity – start by dictating the sentences, then ask learners to draw a picture representing each one.*
- *For a lower level class cut the picture sheet up into individual pictures, give one to each learner, and ask them to find the sentence that goes with it.*

Language points

Integrate the following specific language points:

- ask learners to find the phrasal verbs in the picture phrases;
- blank out the prepositions in the phrases and ask learners to complete them;
- highlight verb/noun collocations in the phrases and ask learners to suggest more, for example *pick up litter, pick up a disease/language*.

Extension activities

- Explore these pictures/phrases in more detail – for example, what exactly is a good neighbour?
- As with 1.2, ask learners to interview friends/family/colleagues and find out their answers to the same task.
- Ask learners to describe or talk about anyone they know who is very active in any of the areas below.

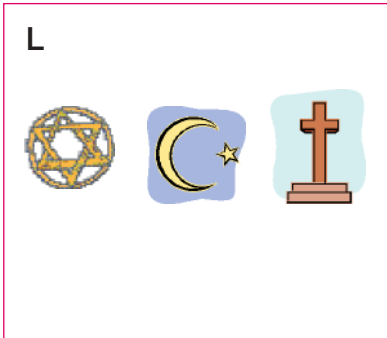
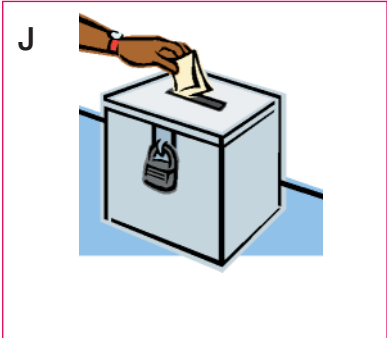
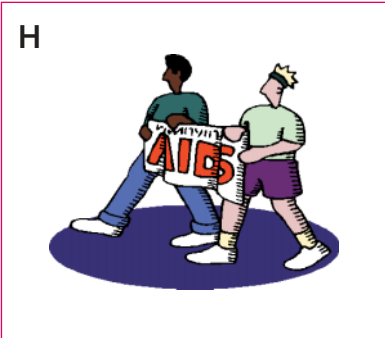
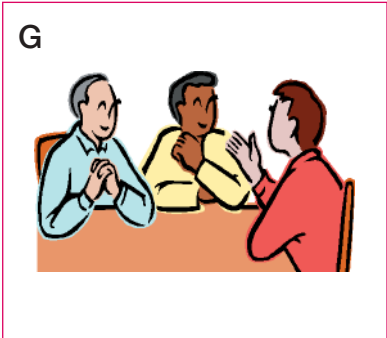
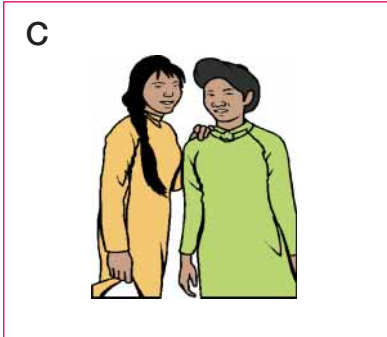
Additional materials (for making cards)

1. Be a good neighbour
2. Be kind to animals
3. Care about the global environment
4. Give blood
5. Give clothes to charity
6. Help to take care of the elderly and the disabled
7. Listen to others and respects their opinions
8. Pick up litter
9. Respect other people's religions
10. Take part in campaigns
11. Volunteer to help in a crisis
12. Vote in elections

For answers to picture matching exercise, see the answers section, p. 319.

Exploring beliefs, values and opinions

1.5



2

Parliament and the electoral system

2

The proposed syllabus for this section is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which teachers' notes and learners' activities associated.

■ **The role of the MP**

- Who is your MP?

■ **Contacting an MP**

- Meeting your MP

■ **Asking an MP for help – What can your MP do to help you?**

- How does your MP deal with your problems?
- General election
- Local elections
- Petitions, local campaigns and demonstrations (ways of voicing dissent)
- Comparison with government in learners' countries (where appropriate)

■ **Local councillors**

■ **How to contact your local councillors**

■ **Key terms relating to Parliament**

- Further reading or research where appropriate
- Contact information
- The Cabinet

2

Parliament and the electoral system

Sources of the material used in this section

- www.number-10.gov.uk
- www.theyworkforyou.com
- www.locata.co.uk/commons
- ESOL *Skills for Life* materials, Level 1
- Pictures of the Houses of Parliament
- Pictures of MPs

Sources of other useful material

- *Living in Britain: Language and Citizenship Skills for Accessing Information, Help and Advice in the UK*, by Charlotte Haenlein and Sonja Roffey (ISBN 0 9550404 0 X). A new A4 photocopiable resource pack with CD and listening material, available from Avanti Books Ltd (Tel. 01438 747000, e-mail: orders@avantibooks.com).
- See 'Useful Websites' on the next page for details of other relevant materials.
- Local council and political party Websites should have useful information.
- Bilingual leaflets are also available from many MPs' offices.

Useful Websites

Website	Web address	Description
10 Downing Street	www.number-10.gov.uk	The main site related to the Prime Minister. Information on the PM, the Cabinet, a history of No. 10; short film available online; daily diary of the PM and an online 'tour' of No. 10 itself.
BBC News Online	www.bbc.co.uk	Interactive tour of Parliament; up-to-date information on government; materials in Arabic, Chinese, Russian.
Direct Government	www.direct.gov.uk	This site provides a huge range of government information and services, with useful links on all aspects of local government.
Explore Parliament	www.explore.parliament.uk	Hosted by the Parliament Educational Unit. An excellent site with graded language, it is useful for all learners and has a teachers' lobby for broader site information.
Green Party	www.greenparty.org.uk	Political party. Sections for young people and children, learning for life. Reports on environment, globalisation, energy conservation and current issues.
Locata MP	www.locata.co.uk/commons	Part of the Parliament Website: this site enables users to find out who their MP is and related information.
MP and Parliament	www.theyworkforyou.com	A Website run by a small group of volunteers who comment on MPs and what happens in Parliament.
National Assembly for Wales	www.wales.gov.uk	This site assists with finding information on all aspects related to Welsh national institutions.
Northern Ireland Assembly	www.niassembly.gov.uk	This site assists with finding information on all aspects related to Northern Irish national institutions.
Operation Black Vote	www.obv.org.uk	This site assists with finding information on ethnic minority MPs and councillors: it includes details on the black vote and translations into other languages.
Scottish Parliament	www.scottish.parliament.uk	This site assists with finding information on all aspects related to Scottish national institutions.
UK Parliament	www.parliament.uk	The main site of Parliament, it contains a wealth of information about MPs, the two houses, and the history of Parliament.

Type of resource	Online or downloaded?	Level/adaptability
Some pithy, short, simple texts including biographies and descriptions. The latest news, simply put. Useful for students, easy to navigate.	Online. Very accessible for students, simple boxes of text to click on, 'on this day'. Possible to view films online .	Simple text mainly, E1+
Lots of photos, pictures and text – text is quite simple. The information on 'where I live' is very visual, an interactive search of a map of the UK using postcodes and place names.	Online language labs where students can listen to varying voices and accents. Excellent online resource for students to use themselves to get a general impression of nationwide towns.	Some pre-teaching necessary for lower levels E1+
Very colourful Website with lots of pictures .	Online resource.	E3/teachers' resource
Very colourful and well-set-out site. Information on what Parliament does – the laws, history and elections. Links to key stages.	The teachers centre is useful for online activities and lesson plans. The 'eXplore' zone has games and activities online .	Text is simple, E1+
Mix of pictures and text .	Online and downloadable range of leaflets on climate change, transport, education and health, and so on.	Resource for teachers
Possible for students to use this site to find out specific information – very interactive. Information on how to contact your MP – may be useful as part of a project.	Simple online search to discover contact details and information on your constituency.	High E1+
Mostly text but also has pictures of MPs.	Online details of all MPs. You can send messages to your MP. Sign up to your constituency mailing list.	Resource for teachers
Quick links, and 16 different language translations.	Information to download on Commons business relevant to Wales.	Dense, complex text, E3+
Simple first page followed by unclear directions as to next step.	Live coverage of Assembly debates online . Fact sheets to download . An online tour of the Assembly building.	E2+
Highly text based. Lots of articles that could be used in lessons, including information on the Elected London Assembly with short biographies of each member.	/obvusa/photos-usa.html – photo gallery online or to download .	Text needs to be adapted, but E1 possible up to L1
Film archive showing films from 4–35 minutes long, on such topics as a day in Scottish Parliament.	Online search of interactive forums. Online tours too. Photos of MSP and the Scottish Parliament building.	Text is at level E2+, images E1+
Mostly text . Difficult for students to use, amending certainly needed for lower levels. More useful as research.	Best downloaded and adapted if used for students. Factsheets on many different topics, including statistics, text and figures.	If amended, possibility of E1

All details were correct at time of publication.

2.1 The Houses of Parliament

Entry 1	Entry 2	Entry 3
Describe places and location using the pictures of Parliament. (Sc/E1.4a)	Learn key vocabulary using the vocabulary matching activity. (Rw/E2.2a)	Develop reading comprehension skills and government-related vocabulary. (Rt/E3.1a, Rt/E3.4a, Rw/E3.1a) Discuss the system of government in the UK, compared with learners' countries. (Sd/E3.1d)

Suggested procedure (Entry 3)

- Ask learners to look at the pictures of the Houses of Parliament, House of Commons and House of Lords and elicit known vocabulary, such as, 'London', 'River Thames', 'Big Ben', 'House of Lords', 'House of Commons' – ask learners which is which.
- Pre-teach key vocabulary by asking learners to work in pairs to match the words with the definitions (Exercise 1). Drill for pronunciation – note the stress patterns.
- Explain that they are going to read a text about the UK's system of government and then answer the comprehension questions.
- Learners can work together or separately to read the text and answer the questions (Exercise 2).
- Feedback and discussion.

Differentiation

- *For weaker learners, simplify or shorten the text; give fewer or simpler questions.*
- *For higher level learners, ask them to write some additional true/false questions that the other learners can answer.*
- *The text could be tape-recorded and used as a listening comprehension activity.*

Language points

Integrate the following specific language points:

Grammar focus

- ask learners to find the main verbs and identify the tenses;

- identify the subject of each sentence;
- identify the relative clauses with 'who';
- identify conjunctions;
- before reading the text, learners devise their own questions.

Writing

- Make notes on the main points.
- Write a summary of the text.

Coherence and cohesion

- Cut up the text into paragraphs for a re-ordering exercise.
- Cut up the sentences from one paragraph, which learners re-order.

Extension activities

Project work

- Ask learners to research and then write about, or give a short presentation on, the system of government in their country.
- Learners compare the system of government in their country to that in the UK.
- Arrange for an MP to visit the class, or for the learners to visit their MP or the House of Commons.

Additional materials needed

- Dictionaries.

Answers to exercises 1 and 2 can be found in the answers section, p. 319.

The Houses of Parliament

2.1

The House of Commons



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The House of Lords



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2.1 The Houses of Parliament



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The British Parliament consists of the House of Commons and the House of Lords. The House of Commons is made up of men and women who were voted in to represent their local areas by the people who live there. The House of Lords was once an assembly of hereditary aristocrats and landowners who used to have as much power as the House of Commons. In the last century the House of Lords has lost most of its powers, except to delay and debate decisions made by the House of Commons. Nowadays, most members of the Lords are nominated, for example ex-Prime Ministers can take a seat in the Lords and their rights and titles are not inherited.

The House of Commons has more power than the House of Lords and decides national policy. The men and women who form the House of Commons are called Members of Parliament (MPs) and each one represents a geographical area, called a constituency. There are 659 constituencies in the United Kingdom: 529 in England; 72 in Scotland; 40 in Wales; and 18 in Northern Ireland. Some cover a large area, in places where not many people live. Others cover a very small area if the population is dense. For example, in the countryside a constituency can include a number of small towns and villages, but in a big city there will be a lot of constituencies.

When there is a general election, people vote for a person to be the MP for their constituency. The person who has the most votes wins, even if they have only one vote more than the next person. This system is called the 'first past the post' system. When all the MPs are elected, the political party with most MPs forms the government and the leader of that party becomes Prime Minister.

The Prime Minister selects some MPs to become ministers, and they run government departments, such as Education and Skills or Transport. But even if an MP becomes a minister, he or she still has responsibility for his or her constituency.

The Houses of Parliament

2.1

Exercise 1: Match the word with the definition

Constituency	Member of Parliament.
MP	To choose who you want to be your MP.
Minister	A group of people with similar political beliefs, for example Labour or Conservative.
General election	A geographical area represented by one MP.
Vote	An MP with some special responsibility.
Political party	A time when everyone in the country chooses the government.

Exercise 2: Comprehension questions

1. What are the names of the two Houses of Parliament?
2. Which of the two Houses has more power?
3. How many constituencies are there in the United Kingdom?
4. How many constituencies are there in England?
5. How many constituencies are there in Scotland?
6. Are they all the same geographical size?
7. Which party forms the government after a general election?
8. What is meant by the 'first past the post' system?

2.2

The role of the MP: Using reference material; reporting and discussing information

Entry 1	Entry 2	Entry 3
Describe people using pictures of MPs. (Sc/E1.3, Sc/E1.4) Listen to descriptions. (Lr/E1.1)	Describe people using pictures of MPs. (Sc/E2.3) Find out about MPs using reference material and ICT; develop reading skills. (Rt/E2.1, Rt/E2.3)	Find out about MPs using reference material and ICT; develop reading skills. (Rt/E3.4a, Rt/E3.5) Vocabulary development. (Rw/E3.1a) Discussion. (Sc/E3.4a, Sd/E3.1d, Sd/E3.1g)

Suggested procedure (Entry 3)

Part 1

- Tell learners to look at the pictures of the MPs and elicit any of their names.
- Include a picture of your local MP too.
- Learners match the names to the pictures.
- Discuss the role of the MP and how learners can find out more about them.
- Go through the 'topics to research' and ask learners to choose one.
- Learners can work individually, in pairs or small groups, to research one of the topics on the Internet and/or in a library.
- Give learners copies of the 'Useful Websites' list. Suggest they visit www.theyworkforyou.com to find out about specific MPs.
- Learners fill in the information sheet.

Part 2

- In the next lesson, learners form groups and report back briefly on the information obtained. Other members of the group ask questions.
- Learners address the discussion questions in groups and then report back.

Differentiation

- *For learners with weaker reading skills, allocate a simpler research task.*
- *Learners could work in pairs to support each other with the research task.*

Suggested procedure (Entry 1 and Entry 2)

- Match names and pictures.
- Describing people: learners could listen to a

description of one of the MPs and identify which one was being described.

Language points

Integrate the following specific language points:

Reading skills

- The research activity involves a wide range of reading skills: skimming; scanning; extracting the main points; obtaining specific information; using a range of reference sources.

Vocabulary development

- Ask learners to record any new specialist vocabulary in their vocabulary notebooks.
- Use dictionaries to find the meaning of new words.

Speaking – Discussion activity

- Learners use useful phrases for introducing their opinions, such as *'In my opinion...'*, *'As I see it...'*.
- Learners express agreement, disagreement, uncertainty, and so on.
- Learners use modal verbs to discuss obligation and possibility.

Extension activities

- Arrange for an MP to visit the class, or for the learners to visit their MP or Parliament.
- The class could hold their own mock election.

Additional materials needed

- List of useful Websites.
- Dictionaries.

Answers to the picture matching exercise can be found in the answers section, p. 319.

The role of the MP: Using reference material; reporting and discussing information

2.2

A



B



C



D



E



F



2.2

The role of the MP: Using reference material; reporting and discussing information

Look at the picture sheet of men and women.

The names of the people are:

- David Blunkett
- Michael Howard
- Diane Abbott
- Tony Blair
- Charles Kennedy
- Ruth Kelly

Can you put names to faces?

How many of them are ministers?

Choose a topic to research

Use the Internet or the library to find information about *one* of these topics:

- Choose one of the people on the picture sheet and find out anything you want to know about them. Select three interesting facts to tell other people.
- Think of an MP you have heard of and find out more about him or her. Select three interesting facts to tell other people.
- Research women MPs. How many are there at the moment? How many are ministers? Who was the first woman MP and when was she in Parliament?

If you don't like these topics, choose your own about MPs.

The role of the MP: Using reference material; reporting and discussing information

2.2

Part 1

I decided to find out about

I used the Internet / the library / both

I used these Websites / books:

.....

.....

.....

I found out the following interesting facts:

-

-

-

Part 2

Discuss these questions in your group:

- Do you think there should be more women MPs?

- Do you think it is good for MPs to be young? At what age do you think MPs should retire?

- Should the Prime Minister still have to look after his/her constituency? Or is he or she too busy?

2.3

Contacting an MP: Reading and finding information

Entry 1	Entry 2	Entry 3
<p>Read about an MP, recognise and understand key words. (Rt/E1.1b, Rw/E1.1)</p> <p>Punctuation. (Rs/E1.1b)</p>	<p>Read about an MP. (Rt/E2.1b)</p> <p>Ask and answer questions. (Sc/E2.2d, Lr/E2.5b)</p>	<p>Find out about MPs using reference material and ICT; develop reading skills. (Rt/E3.4, Rt/E3.5)</p> <p>Make notes. (Wt/E3.1)</p>

Suggested procedure (Entry 1 and Entry 2)

- Learners look at the information sheet about Hywel Francis MP.
- Using the relevant question sheet (E1 or E2), learners answer the questions, either orally or in writing.
- Feedback.
- Help learners to access the Website www.locata.co.uk/commons.
- Learners type in their postcode and print out the information about their MP.
- Learners answer the questions about their own MP.

Differentiation (Entry 1 and Entry 2)

- *Learners produce their own information sheets with the details of their own MP that they find on the Website.*
- *The information sheet could be made into an 'information gap' activity, with learners working in pairs.*
- *Read the questions aloud for learners with literacy difficulties; reduce the number of questions for lower-level learners; some learners may need additional help in using or finding information on the Internet.*

Language points

- Integrate the following specific language points:
- learners underline the days of the week. Drill, noting the stress patterns and any pronunciation difficulties;

- focus on the different ways to say the time: *10.00 a.m. = 10 o'clock*;
- use of prepositions with towns, for example '*in Aberavon*', and expressions with time, for example '*between 4 and 6*';
- question forms: jumble the words for learners to re-arrange into correct question forms. Focus on '*what*' questions and modal verbs – '*can*' (possibility).

Reading skills

- Finding information on Websites involves a wide range of reading skills: for example, skimming; scanning; extracting the main points.

Vocabulary development

- Ask learners to record any new specialist vocabulary in their vocabulary notebooks.
- Use dictionaries to find the meaning of new words.

Suggested procedure (Entry 3)

The instruction sheet could be given to Entry 3 learners to find out about their MP. They could then use the information to produce a fact sheet on him/her.

Extension activities

- Arrange for an MP to visit the class, or for the learners to visit their MP or Parliament.

Additional materials needed

- Computers and Internet access.
- List of useful Websites.
- Dictionaries.

Contacting an MP: Reading and finding information

2.3



Hywel Francis
Labour MP for Aberavon

To contact me in my office you can:

Write to: Aberavon Constituency, Eagle House, Talbot Road, Port Talbot
SA13 1DH

Telephone: 01639 897660
Between 10.00 a.m. and 12.00 p.m.
Monday to Friday

Fax: 01639 891725

e-Mail: francish@parliament.uk

You can also see me:

■ every Saturday morning at 10.00 a.m. or 11.15 a.m. in Aberavon;

or

■ on the first Friday in March, June and November at 3.30 p.m., by arrangement.

You must make an appointment.

2.3

Contacting an MP: Reading and finding information

Question sheet (Entry 1)

Look at the information sheet about Hywel Francis MP and answer these questions:

1. What is the MP's name?
2. What is his telephone number?
3. What is his address?
4. What is his e-mail address?
5. What is his fax number?
6. What time can you see him on Friday? Where?
7. What time can you see him on Saturday?
8. Do you need an appointment?
9. What is his political party?

Can you find three of these words?

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

Contacting an MP: Reading and finding information

2.3

Question sheet (Entry 2)

Look at the information sheet about Dr Hywel Francis MP and answer these questions:

1. Which political party does Dr Hywel Francis belong to?
2. What is his constituency?
3. If you want to contact him, there are five ways to do so. What are they?

.....

.....

.....

.....

.....

4. Can you phone him in the evening?
5. Can you see him on Friday at 5 p.m.?
6. You want to see him on Saturday 8 October. Is this possible?

2.3

Contacting an MP: Reading and finding information

Instruction sheet

Go to.....

Type your postcode.....

Questions

1. What is your MP's name?
2. What is his or her political party?
3. What is his or her address?
4. What is his or her telephone number?
5. What is his or her e-mail address?
6. What are the times you can go and see him or her? And where?
7. Do you need an appointment?
8. Have you ever seen your MP?
9. Have you ever met an MP?
10. Do you know anybody who has been to see an MP?
11. When the MP comes to talk to us about his/her work, what would you like to ask him/her?

Contacting an MP: Reading and finding information

2.3

Leader of the Liberal Democrats Charles Kennedy (centre left) takes a walk through the city with newly elected MP for Leicester South, Parmit Singh Gill (centre right)



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2.4 Asking an MP for help: Case studies 1

Entry 1	Entry 2	Entry 3
<p>Read for information, recognise and understand key words. (Rt/E1.1b, Rw/E1.1)</p> <p>Take part in a role play which involves stating a problem and asking for help. (Sd/E1.1b)</p>	n/a	n/a

Suggested procedure (Entry 1)

- Prepare a tape recording of realistic dialogues between the people in each case study and their MP.
- Pre-teach key vocabulary as necessary.
- Tell learners that they are going to read two case studies about people who have a problem and who go to see their MPs to ask for help (probably with an interpreter).
- Learners can work together or separately to read the texts; alternatively, read them to the learners.
- Check orally that learners have understood the case studies.
- Tell learners to listen to the two dialogues to identify which problem belongs to which case study.
- Role play: learners use the tape-recorded dialogue as a model and practise the dialogues in pairs/threes.
- Discuss whether learners have had similar problems and what they would say to their MP.

Differentiation

- *More able learners can describe the problems in their own words.*
- *More able learners can make up their own dialogues with different problems.*
- *Encourage same-language learners to discuss the problems in their own language and whether they would use an interpreter or a bilingual friend.*

Language points

Integrate the following specific language points:

Pronunciation

- Drill key words, such as 'daughter' 'children' 'flat' 'live', and so on.
- Focus on sentence stress, rhythm and intonation in the role play.

Grammar

- Ask learners to find the main verbs; note 'have' and 'has' as main verbs, 'do' and 'does' as auxiliary verbs in questions.
- Focus on word order in sentences.
- Identify the subject of each sentence.
- Focus on how sentences form a paragraph.

Writing

- Learners write a similar paragraph about a different problem.

Coherence and cohesion

- Cut up the text into sentences for a re-ordering exercise.
- Cut up the words from one sentence, for learners to re-order.

Additional materials needed

- Dictionaries.
- Tape recording of the dialogues for the two case studies.
- Tape script.

Asking an MP for help: Case studies 1

2.4

Case studies

- A Marie is a refugee from Rwanda. She has a young daughter in Rwanda. She'd like her daughter to come to Britain, but this is very difficult. What does she say to her MP?
- B Fatima and Adnan live in a very small council flat. They have three children. They want to move to a big flat. What do they say to their MP?

Tape script

MP *Hello, how can I help you?*

Marie My name is Marie. I come from Rwanda and I live in Croydon. I have a problem.

MP *What is your problem?*

Marie My daughter is in Rwanda. She is 12 years old. I want my daughter to come to England.

MP *I see.*

Marie And this is my friend. She speaks English and my language.

2.5 Asking an MP for help: Case studies 2

Entry 1	Entry 2	Entry 3
n/a	Take part in a role play which involves explaining a problem and asking for help. (Sc/E2.1, Sc/E2.3, Sd/E2.1b)	n/a

Suggested procedure

- Pre-teach key vocabulary as necessary, such as *'operation'*.
- Tell learners that they are going to read two case studies about people who have a problem and who go to see their MPs to ask for help.
- Check orally that learners have understood the case studies.
- Role play: in pairs/threes, learners choose one case study to focus on.
- Learners prepare their dialogues using the prompt sheet.
- Practise the role play.
- Discuss whether learners have had similar problems and what they would say to their MP.

Differentiation

- *More able learners can make up their own dialogues with different problems.*
- *Tape-record or video the role plays. Use this for learners to identify areas to work on, for example difficulties with pronunciation, lexis, grammar, and so on.*

Language points

Integrate the following specific language points:

- focus on the pronunciation features of key words, such as *'operation'* (stressed syllable) and *'visa'* (sounds);
- focus on sentence stress, rhythm and intonation in the role-play;
- focus on useful discourse markers, for example, *'Actually'*, *'Well'*, *'In fact'*.

Additional materials needed

- Dictionaries.
- A model dialogue, prepared in advance.

Asking an MP for help: Case studies 2

2.5

Case studies

- A Paul had an accident six months ago. He needs an operation on his back. There is a very long waiting list at his local hospital. What does he say to his MP?
- B Chandra sent her passport to the Home Office in June last year. She is still waiting for a reply about her visa. She's going to meet her MP next week. What does she say to her MP?

Prompt sheet

Read the case studies and choose one to work on.

- You want to speak to an MP.
- Imagine you are Paul or Chandra.
- Do you want an interpreter to go with you to the MP?

- Think about your case study.
- What questions do you think the MP will ask?
- What answers will you give if the MP asks these questions?

Plan what to say to:

- introduce yourself;
- introduce your interpreter;
- explain the problem (don't read it);
- ask the MP to help.

Role-play the conversation. Introduce yourself, explain the problem, answer any questions and ask for help.

2.6 Asking an MP for help: Case studies 3

Entry 1	Entry 2	Entry 3
n/a	n/a	<p>Read for gist and for detail. (Rt/E3.4a, Rt/E3.8a)</p> <p>Take part in a role-play which involves explaining a problem and asking for help. (Sc/E3.1, Sc/E3.2, Sc/E3.4)</p> <p>Write a formal letter requesting help with a problem. (Wt/E3.2a, Ws/E3.1, Ws/E3.2, Ww/E3.1)</p>

Suggested procedure

Part A – Asking for help orally

- Introduce the topic
- Pre-teach key vocabulary as necessary, for example ‘crowded’, ‘urgent’.
- Ask learners to read both texts quickly to get the gist, and then to choose one to read in more detail.
- Learners fill in the Information sheet on the case study that they read in detail and check their answers with a partner.
- Brief class feedback.
- Learners look at the prompt sheet and prepare their role play.
- Learners work in pairs, taking turns to be Hamid or David and the MP.

Differentiation

- *More able learners can make up their own dialogues with different problems.*

Part B – Asking for help in writing

- Tell learners to look at sheet B – ‘Asking for help in writing’.
- Explain that Hamid has written a letter to his MP, but the paragraphs are not in the right order.
- Tell learners to number the paragraphs (or paragraphs could be cut up).
- Learners compare answers in pairs.
- Learners look at the paragraph plan and check order.

- Tell learners to work with the case study of David to write a similar letter. Use Hamid’s corrected letter as a model.
- Hand out the results sheet to learners and discuss what actually happened as a result of contacting their MPs.

Language points

Integrate the following specific language points:

- drill words that learners have difficulty pronouncing;
- focus on sentence stress, rhythm, intonation and linking in the role play;
- focus on useful discourse markers and conjunctions;
- focus on the tenses;
- formal letter writing – layout, position of address, date, signature, and so on.

Extension activities

- Ask learners to discuss what they think happened.

Additional materials needed

- Dictionaries.

Answers to ‘Asking for help in writing’ can be found in the answers section, p. 319.

Asking an MP for help: Case studies 3

2.6

Case studies

1. Hamid is 26 years old. He is a refugee from Iraq and he lives in one small room in a private house. The room is cold, water comes through the ceiling and there is a large damp patch all down one wall. Hamid is often ill with frequent colds and even had to spend a week in hospital when he developed bronchitis.

The landlord is very unhelpful and is difficult to contact. He has been promising to sort out the damp problem for nearly a year. He rents other rooms out, sometimes to two people sharing, so the house is very crowded and there is only one bathroom and kitchen.

Last month, one of Hamid's neighbours broke into his room and stole his books, some money and his radio. Hamid confronted the man, but he became very aggressive and made racist comments and threats.

Hamid now feels very insecure and is getting depressed and ill. He contacted the council (who pay his housing benefit) and had to wait for a long time before council officers visited the house. They wrote a strong letter to the landlord and told him to fix the problems. Hamid wants the council to re-house him, but the housing department has not been helpful and say that his case is not urgent, even though he has a letter from his doctor to say that he is suffering from depression.

Hamid decides to contact his MP and asks a friend to help him write a letter.

2. David is a teacher from Kenya and is in the UK on a student visa, which runs out in a few months. His partner, Mary, is British and they have a young son. They got married last month.

David has a work placement as a classroom assistant in a primary school and is doing very well. He has gained a place on a teacher training course which starts next year. He wants to settle in the UK, where many of his Kenyan family already live.

Mary and David, with their young child, went to the Home Office to apply for a new visa for David. They explained the change in David's circumstances and showed the clerk their documents but David could not get a new visa.

They were very upset at this decision and when they discussed it later on they decided that they should ask their MP for help.

2.6 Asking an MP for help: Case studies 3

A Asking for help orally

Information sheet

Read the text and write the *essential* details on this form:

Person's name	
Other personal information	
Type of problem (for example, a work problem)	
Most important details	
What happened	
Person's feelings	

Asking an MP for help: Case studies 3

2.6

Prompt sheet

Read the case studies and choose one to work on.

You want to speak to an MP.

Either Imagine you are Hamid or David.

Or Imagine you are helping Hamid or David because they don't speak English.

- Think about the situation.
- What questions do you think the MP will ask?
- What answers will you give if the MP asks these questions?

Plan what to say to:

- introduce yourself;
- explain the problem (don't read it);
- ask the MP to help.

Role-play the conversation. Introduce yourself, explain the problem, answer any questions and ask for help.

If you are acting as an interpreter, you will need to role-play in a group of three.

If you are acting as an interpreter, make sure you allow the person to speak for him or herself as much as possible, and report to the MP what the person said to you.

2.6 Asking an MP for help: Case studies 3

B Asking for help in writing

Hamid has written a letter to his MP to explain the problem and ask for some help. However, the paragraphs are not in the right order. Decide on the correct order for the paragraphs and number them from 1 to 7. Then check your order with the paragraph plan on the next page and add a suitable closing phrase at the end.

Dear Mr Davies

I contacted the council and it was a long time before they sent council officers to see the accommodation. They wrote a strong letter to the landlord but nothing happened.

I would like the council to re-house me and I would like your help in dealing with these problems.

I look forward to receiving your reply.

In addition to these problems, one of my neighbours broke into my room last month and stole my books, some money and my radio.

I feel very insecure now. I am also suffering from colds and bronchitis because of the damp, and I am having treatment for depression.

I am a refugee from Afghanistan. I live in your constituency. I am writing to ask for your help with a housing problem.

I rent a small room in a private house and I have many problems. The room is cold and damp and the house is very crowded as the landlord keeps renting out more rooms. The landlord is unhelpful and difficult to contact.

Asking an MP for help: Case studies 3

2.6

Paragraph plan

Salutation	Dear Mr Davies
Introduction – who you are and why you are writing	
Background information	
What happened	
More detail	
Your feelings	
What you want	
Close	

2.6

Asking an MP for help: Case studies 3

Hamid's letter (correct version)

Dear Mr Davies

I am a refugee from Afghanistan. I live in your constituency. I am writing to ask for help with a housing problem.

I rent a small room in a private house and I have many problems. The room is cold and damp and the house is very crowded as the landlord keeps renting out more rooms. The landlord is unhelpful and difficult to contact.

I contacted the council and it was a long time before they sent council officers to see the accommodation. They wrote a strong letter to the landlord but nothing happened.

In addition to these problems, one of my neighbours broke into my room last month and stole my books, some money and my radio.

I feel very insecure now. I am also suffering from colds and bronchitis because of the damp, and I am having treatment for depression.

I would like the council to re-house me and I would like your help in dealing with these problems.

I look forward to receiving your reply.

Yours sincerely,

Hamid Rahim

Hamid Rahim

Asking an MP for help: Case studies 3

2.6

Results

Case study 1: What the MP did

Hamid's MP replied immediately to his letter and Hamid got an appointment with one of the MP's caseworkers. The caseworker was also a councillor and had a particular interest in Afghanistan, as her husband's family came from Afghanistan.

The caseworker wrote to the director of the housing department, explaining Hamid's situation and complaining about the council's delay in helping him. Eventually, Hamid got an appointment with a housing officer and provided letters from his doctor and caseworker, explaining that the situation was making him clinically depressed.

In spite of all this, the council still refused to re-house Hamid until the caseworker threatened to take up his case with the local government ombudsman.*

Hamid was re-housed and is very happy in his new accommodation.

Case study 2: What the MP did

David and Mary made an appointment to see their MP at his surgery. He was sympathetic about their problems, but explained that new immigration guidelines meant that there was not much chance of David changing his status. He said that he would probably have to return to Kenya and re-apply to enter the UK as the husband of a British citizen.

David and Mary are now in Kenya, where David is applying for a new visa.

*An ombudsman is a person appointed by the government to investigate complaints by private persons against the government, and resolves disputes from a neutral, independent viewpoint.

2.7 Quiz: How much do you know about MPs?

Entry 1	Entry 2	Entry 3
n/a	<p>Read and understand true/false questions. (Rs/E2.1b)</p> <p>Vocabulary development relating to MPs. (Rw/E2.3)</p> <p>Discuss answers to a quiz. (Sd/E2.1)</p> <p>Write compound sentences. (Ws/E2.1a)</p>	<p>Vocabulary development relating to MPs. (Rw/E3.1a)</p> <p>Discuss answers to a quiz. (Sd/E3.1d; Sd/E3.1g)</p> <p>Write compound and complex sentences. (Ws/E3.1a)</p>

Suggested procedure (Entry 2 and Entry 3)

- This activity should be done after the other activities on MPs.
- Focus on the first four questions and ask learners to discuss them in small groups.
- Take feedback and clarify any uncertainties.
- Recap any necessary vocabulary, including pronunciation.
- Ask learners to work in small groups to answer the ten questions.
- Feedback: go through the answers.
- Ask one person from each group to write up their 'tie breaker' statement.
- The learners vote for the best answer.
- Then ask learners to identify any grammar, spelling and punctuation mistakes. This is an opportunity to work on language accuracy – encourage self-correction and peer correction.

Differentiation

- *Less able learners can work with stronger learners.*
- *Learners who speak the same language could work together.*
- *Reduce the number of questions for lower-level groups.*
- *Provide answers and learners decide which answer matches which question.*
- *Learners visit the 'Explore Parliament'*

Website (www.explore.parliament.uk) and download 'The work of an MP' which is designed for Key Stages 2 and 3. It is attractively laid out, written in a Q&A format and has many pictures. Alternatively, teachers could download and print out this section (which forms a booklet).

Language points

Integrate the following specific language points:

- sentence structure and word order;
- consolidation of key vocabulary;
- writing compound or complex sentences;
- focus on word order: for example, using the statements in the quiz, Entry 2 learners could work on re-ordering the words in some of the sentences.

Extension activities

- Learners could devise a similar quiz about the local council and councillors.

Additional materials needed

- Dictionaries.
- Optional: previous activities on MPs.

Answers to the questions can be found in the answers section, p. 319.

Quiz: How much do you know about MPs?

2.7

What does MP stand for?

Why do we have MPs?

How did they become MPs?

What do they do?

In small groups, complete the following quiz. If the answer is 'False' try to think of the correct answer.

1. MP stands for Member of Politics.

True

False

2. MPs represent a particular area of the country (a constituency) because they are elected by the people who live in that constituency (the constituents).

True

False

3. Every problem a constituent takes to an MP will be debated by everyone in the House of Commons.

True

False

4. The House of Commons is one part of the Houses of Parliament.

True

False

2.7

Quiz: How much do you know about MPs?

5. MPs from all the different parties meet in the House of Commons to debate issues.

True

False

6. Anyone can try to become an MP.

True

False

7. The Prime Minister is not an MP.

True

False

8. There are 659 MPs in the House of Commons.

True

False

9. In Parliament, all MPs are on the same side as the government.

True

False

10. All MPs are able to oppose the government by voting against its proposed law.

True

False

Tie-breaker question

Make sure everyone on your table has a say and complete the following statement:

MPs have an important job because ...

When you have finished, write it up on the whiteboard. The rest of the class should read and then vote on what they think is the best answer.

(Information obtained from www.explore.parliament.uk)

Quiz: How much do you know about MPs?

2.7

Useful vocabulary

Ballot box	The box where ballot papers are put.
Campaign	All the activities candidates and their supporters undertake to persuade people to vote for them.
Candidate	A person standing for election as an MP.
Canvass	To talk to people and try to persuade them to vote for a particular candidate.
Constituency	An area of the country, with around 67,000 voters, represented by one MP.
Electoral register	A list of people who are entitled to vote.
Electorate	All the people who can vote in an election.
General election	An election when people in all constituencies vote for their MPs.
Opinion poll	A poll carried out by phone or in the street to find out voters' opinions on particular issues and which party they are going to vote for.

2.8 The Cabinet

Entry 1	Entry 2	Entry 3
n/a	Vocabulary development relating to government ministers – bilingual support needed. (Rw/E2.4)	Vocabulary development relating to government ministers (Rw/E3.1)

The task sheets of some Cabinet ministers can be used in various ways:

- for reference, as a glossary;
- enlarged, laminated and made into cards for different kinds of matching activities, such as *'find your partner'*, *'pelmanism'*, and so on;
- as a matching activity: jumble the words and descriptions on the sheet so that learners have to match the ministers to the correct descriptions.

Suggested procedure (Entry 3)

- Introduce the activity, checking that learners understand the term *'Cabinet'* and *'minister'*.
- Pre-teach and/or check key vocabulary, such as *'pollution'*, *'benefits'*, *'defended'*, *'attack'*, *'justice'*, *'finances'*.
- As in b) above, enlarge and laminate the task sheets and make them into cards (one set per group).
- Using the enlarged cards, focus on the pronunciation of the ministerial words.
- Ask learners to work in small groups.
- Give each group a set of cards (terminology and job responsibilities) and ask the learners to match each minister to the correct description.
- Feedback
- Then ask learners to look at the task sheet. Check understanding of task.

- Provide pictures and/or newspaper extracts with the names of the current ministers so that learners can fill in the missing names.

- Learners fill in the gaps from memory, if possible, or use the vocabulary sheets for reference.

Differentiation

- *Lower-level learners use the cards to help fill in the gaps on the task sheet.*

Language points

Integrate the following specific language points:

- focus on pronunciation of key words: stress patterns, the schwa in *'for'* and *'of'*, the elision of /m/ in Prime Minister;
- spelling of key words;
- focus on word building at E3, for example *'election'*, *'electoral'*, *'electorate'*.

Extension activities

- Discussion activity: learners rank ministers in order of importance or usefulness, and so on.
- Research: learners each research one minister and report back, giving a mini presentation.

Additional materials needed

- Sets of cards for the matching activities.
- Newspaper extracts with names and pictures of current Cabinet ministers.
- Dictionaries.
- Computers and Internet access.

The Cabinet

2.8






There are 23 members of the Cabinet. Here are nine of them:

Secretary of State for the Environment, Food and Rural Affairs	Responsible for looking after the environment and reducing pollution on land and in rivers and seas.
Prime Minister	The head of the government. The Prime Minister (PM) chooses the ministers in the Cabinet when she or he forms a government after a general election. The PM is the chairperson of the cabinet and co-ordinates the work of the different government ministers.
Secretary of State for Transport	Responsible for building roads, dealing with issues to do with public transport and also for airport and air safety.
Secretary of State for Foreign and Commonwealth Affairs	Speaks for the United Kingdom in its dealings with other countries.
Secretary of State for Work and Pensions	Responsible for benefits of all sorts, for example unemployment benefit and pensions.
Secretary of State for Defence	Responsible for making sure that the United Kingdom is well defended in case of attack by other countries; also in charge of funding the Army, Navy and Air Force.
Home Secretary for the Home Office	Responsible for running the police force and the prisons, for law and order in the country and for overseeing the system of justice.
Secretary of State for Health	Responsible for the National Health Service (NHS) and its hospitals, doctors and nurses.
Chancellor of the Exchequer	Responsible for managing the finances of the government – how much is collected in taxes and how much is spent.

2.8 The Cabinet

Task sheet

Work in pairs to fill in the missing names and words. Use the newspapers and information your teacher gives you.

<p>A</p> 	<p>Secretary of State for the Environment, Food and Rural Affairs Responsible for looking after the _____ and reducing pollution on land and in rivers and seas.</p>
<p>B</p> 	<p>Prime Minister The head of the government. The PM chooses the ministers in the _____ when she or he forms a government after a general election. The PM is the chairperson of the cabinet and co-ordinates the work of the different government ministers.</p>
<p>C</p> 	<p>Secretary of State for Transport Responsible for building roads, dealing with issues to do with _____ transport and also for airport and air safety.</p>
<p>D</p> 	<p>Secretary of State for Foreign and Commonwealth Affairs Speaks for the United Kingdom in its dealings with other countries.</p>
<p>E</p> 	<p>Secretary of State for Work and Pensions Responsible for benefits of all sorts, for example _____ benefit and pensions.</p>

The Cabinet

2.8

<p>F</p> 	<p>Secretary of State for Defence Responsible for making sure that the United Kingdom is well defended in case of attack by other countries; also in charge of funding the Army, _____ and Air Force.</p>
<p>G</p> 	<p>Home Secretary for the Home Office Responsible for running the police force and the prisons, for law and order in the country and for overseeing the system of justice.</p>
<p>H</p> 	<p>Secretary of State for Health Responsible for the _____ (NHS) and its hospitals, doctors and nurses.</p>
<p>I</p> 	<p>Chancellor of the Exchequer Responsible for managing the finances of the government – how much is _____ in taxes and how much is _____</p>

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2.9 Local councillors

Entry 1	Entry 2	Entry 3
n/a	Find and read information about local councillors. (Rt/E2.4, Rt/E2.3) Vocabulary development. (Rw/E2.4) Make enquiries – role play (Sc/E2.2d)	Find and read information about local councillors. (Rt/E3.5, Rt/E3.7) Vocabulary development. (Rw/E3.1) Make enquiries – role-play. (Sc/E3.4a)

Suggested procedure (Entry 2)

This activity is based on information about Croydon Council. If possible, use your local council and prepare similar information.

Part A

- Learners should understand the role of MPs and how to contact their MP.
- Clarify the difference between central and local government.
- Show learners the 'Who's who at Croydon Council' poster or local alternative. Elicit the word 'councillor' and explain who they are and what they do. Pre-teach key vocabulary, such as: *'refuse collection'*.
- Find out if any learners have contacted their councillors and what the problem was.
- Show learners the picture prompts and elicit key words.
- Give learners the task sheet. Pre-teach key vocabulary. Provide an information sheet so that they can find out the answers.
- Learners complete the worksheet.
- Learners compare their information.

Part B

- Hand out copies of the 'How to contact your councillors' information sheet.
- Check understanding: *'Can you see X on Tuesdays?', 'Is the Town Hall in Beatrice Avenue?'*
- Set up the role-play activity (prompt cards needed): one learner is the councillor's PA or secretary, the other is a constituent. The

scenarios could be making enquiries, and so on.

Differentiation

- *Less confident learners can work together to find information about their councillors (Task sheet).*

Language points

Integrate the following specific language points:

- pronunciation of the local place names;
- vocabulary: note the use of *'ward'* and *'surgery'*;
- spelling and punctuation in names and addresses;
- focus on accuracy of pronunciation.

Suggested procedure (Entry 3)

- Learners use the material for Entry 2 as a model.
- Learners produce a similar 'Who's who' poster for their local area and a similar 'How to contact your councillors' sheet.
- Tape-record or video the role plays. Use this for learners to identify areas to work on.

Extension activities

- Learners can write a simple letter to a councillor, requesting help with a particular problem.
- Observe a council meeting.
- Learners find out about their local mayor by accessing their local government Website.

Additional materials needed

- An information sheet for learners, telling them which ward they live in.
- Maps of the local area, simplified if possible.
- Prompt cards for the role play activity.
- Dictionaries.
- Computers and Internet access.

Local councillors

2.9

Who's Who at Croydon Council

Croydon Council remains under Labour Party control following the May election

The new line-up, with the 1998 position in brackets, is: Labour – 37 (38) seats; Conservative – 32 (31) seats; Liberal Democrat 1 (1). Of the 21 new faces, two have previously served as Croydon councillors. Contact details for elected members are set out on the council's website – www.croydon.gov.uk Phone numbers and surgery details will be included in a future issue of *Croydon Reports*.

CROYDON North



MP Malcolm WICKS
LAB



Ian PAYNE
LAB



Pat RYAN
LAB



JANE AVIS
LAB



Andy BAGNALL
LAB



Mick JEWITT
LAB



Hugh MALYAN
LAB



Pat CLOUDER
LAB



Peter HOPSON
LAB



Shafi KHAN
LAB



Adrian DENNIS
LAB



Maggie MANSELL
LAB



Louisa WOODLEY
LAB



Raj CHANDARANA
LAB



Martin TIEDEMANN
LAB



Toni LETTS
LAB



Gerry RYAN
LAB



Nuala O'NEILL
LAB



Alex BURRIDGE
LAB



Bernadette KHAN
LAB



Stuart COLLINS
LAB



Timothy GODFREY
LAB



Mike SELVA
LAB



Greta SOYOHE
LAB



Paula SHAW
LAB

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2.9 Local councillors

Task sheet

Councillors are democratically elected representatives. They are responsible for making decisions on behalf of the local community about local services, such as housing, healthcare, education, the environment, refuse collection, and leisure facilities.

Sometimes your MP cannot help you with a problem. If she/he cannot help, your councillor may be able to help you or tell you about another person who can help you.

For example, you may have a problem with one of these:

Housing



Healthcare



Childcare



Money



■ Look at the information your teacher gives you and answer these questions:

- a) What is the name of your local council?
- b) Which ward do you live in?
- c) Who is your local councillor?

Local councillors

2.9

Information sheet

How to contact your councillors (Norbury Ward)

Your councillors are:



Peter Hopson



Shafi Khan



Maggie Mansell

Surgery details

First Saturday of the month, 11a.m.–12.00p.m.

Norbury Library, Beatrice Avenue, Norbury, SW16 4UW

No appointment is necessary

You can write to your councillors at:

- Members' Room, The Town Hall, Katharine Street, Croydon CR0 1NX

Or you can e-mail them:

- `firstname_lastname@croydon.gov.uk`

So, Shafi Khan's email address is: `shafi_khan@croydon.gov.uk`

True or false?

- | | | |
|--|-------------------------------|--------------------------------|
| 1. You can see Maggie Mansell on Saturday 17 December. | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 2. You do not need to make an appointment. | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 3. The office is in Beatrice Street. | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 4. You can e-mail Peter Hopson. | True <input type="checkbox"/> | False <input type="checkbox"/> |

3

Geography and history

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

It is recommended that learners study the country in which they are living and, to less depth, something about the other countries of the United Kingdom.

The items in bold are those which have teachers' notes and learners' activities associated.

- **What is the UK?**
- **The four countries of the UK**
- **Geography of the UK**
- **Cities of the UK**
- Key historical milestones
- **The monarchy**
- People, population, culture and religions
- Institutions – health, welfare, housing, education
- Languages (Gaelic, Welsh, accents, dialects)
- Famous people
- **Flags and symbols**
- The weather
- **Places of interest and famous landmarks**

Sources of the material used in this section

- www.spartacus.schoolnet.co.uk
- www.bbc.co.uk/history
- www.calderdale.gov.uk/tourism/museums/shibden
- www.shakespeare.org.uk/main/5
- www.woodlands-junior.kent.sch.uk/customs/questions/population.html
- www.gro-scotland.gov.uk/statistics/library/poptest/mid-2003-population-estimates-for-settlements.html
- www.cardiff.gov.uk/cardiff/facts/population/populationestimates.pdf
- Office for National Statistics; government actuary's department.
- www.londonnet.co.uk/In/guide/about/londoneye.html#intro

Sources of other useful material

- Wall maps of the UK and the world and/or a globe from education suppliers.
- History books for schoolchildren can be used if they are written in a style suitable for language learners, provided the content does not appear childish.
- Local libraries and information centres will have leaflets on local places of interest.

Useful Websites

Website	Web address	Description
British Customs, Woodlands Junior School	www.woodlands-junior.kent.sch.uk/customs	A wonderful site produced by a school in Kent: good resources in clear, simple English; it tells you what you want to know about British social customs and directs you immediately to other sites.
BBC	www.bbc.co.uk/a-z Search under 'g': – Great British Quiz Search under 'u': – UK Weather	All kinds of information on topics related to the UK: topics include sport, history, arts and culture, science, education, health and regional activities.
	www.bbc.co.uk/history/society_culture/women	A page reflecting on women's history – includes women's suffrage/historic figures and audio memories of life in the UK.
	www.bbc.co.uk/radio3/womad2005	A world music festival attracting thousands of festival-goers every year to Reading – a modern cultural event.
English Heritage	www.english-heritage.org.uk	This is a site of national historic interest: buildings; monuments; places of interest to visit throughout England; links with UK sites; county history; and heritage events are also highlighted on this site.
English Nature	www.english-nature.org.uk	This site offers information on nature reserves, geological features, protected sites and wildlife areas in every region. Opportunities to volunteer under 'Website highlights'.
The Monarchy	www.royal.gov.uk	The official site of the British monarchy. High quality images of the royal family and past kings and queens are available.
The National Trust	www.nationaltrust.org.uk	Information on conservation of historic sites, properties and collections: learning and discovery offers interesting activities with downloadable resources available.
The Science Museum	www.sciencemuseum.org.uk	A very interesting site with lots of opportunities for online participation. 'Online exhibition' sites investigate global issues such as climate change.

Type of resource	Online or downloaded?	Level/adaptability
Very accessible for students, bright, clear, colourful. Translator both to and from English and several other languages. Information on festivals, foods, dos and don'ts. Very quick relevant links.	Very easy to do online or printed off as worksheets. Possibility for gap fill/information gaps and so on. There are three virtual tours of the school online too.	E1+
UK weather – regional weather and review of year. <i>Great British Quiz</i> – interactive text .	Webcam from TV Centre, London, updated every 10 minutes online . Interactive quiz online comprising 70 questions on British TV, film, theatre and comedy.	Simple language, E1+
Games and photos . Information is not just about UK, also Egypt, the Vikings and so on.	Multimedia zone includes animation, audio memories and photos. Add your own memories online .	Text varies from clear and short to longer and more advanced
Photos, videos and music . Information and related links to artists involved. Links to other music festivals sites.	Best online to take advantage of images and sound; audio archive and photo galleries.	E1+
Lots of information on new events, celebrations and available venues. Colourful site. Places to visit and events – information on Stonehenge; interactive map/ photos .	Interactive online searches for maps, photos and information easily accessed: prices, history and opening times.	Low E2 +
Encourages people to get outside and discover nature and appreciate its uniqueness.	Opportunity to discover facts about what's going on in your local area online . Very interactive, especially the map sites and online image library.	E1+
Information on the history of the Royal Family, nice sliding bar to choose. Dense text , quite difficult. Opportunity to ask a question.	Children's zone with painting, a tour of photos of the royal family, and an online picture gallery and quiz.	E2+
Teachers, lecturers and students sites. Ideas for days out to places of interest.	Virtual views, interactive map search online .	E2+
Text activity sheets for higher levels. Learner activities for children and families, 'things to do at home'.	Online exhibition, generally whole site is interactive and simple to use. Downloadable resources also available.	Occasionally complex text and vocabulary. High E1+

All details were correct at time of publication.

3.1 Finding information on the UK map

Entry 1	Entry 2	Entry 3
Read familiar place names. (Rt/E1.1b) Read maps. (Rt/E1.1b) Ask for information. (Sc/E1.3b) Talk about location. (Sc/E1.4a)	Obtain information from maps. (Rt/E2.4a) Talk about location. (Sc/E2.3a) Describe places. (Sc/E2.3f)	Use a range of maps and reference sources. (Rt/E3.5b) Give exact location of a place. (Sc/E3.4a) Describe and compare places. (Sc/E3.4f)

Suggested procedure (Entry 1)

- Ask learners to find their own birthplaces on a wall map or globe and give brief information about them, for example *'Colombia is in Sri Lanka, in the south west'*.
- Show learners a map of the UK. Elicit and label the countries and mark the place where learners live now.
- Put cards with the names of cities in a container and ask learners to draw out a card each and put it on the map. Select place names already familiar to the learners.
- Ask learners to ask and answer questions, for example *'Where is Plymouth?'* *'It's in England'*. Introduce points of the compass and ask learners to practise saying, *'It's in south-west England'*. Give learners an unlabelled UK map showing major cities and towns/cities in the area where they live. Ask them to work in pairs to label the map, or to work in a group to label a large wall map.
- Ask learners to talk about places, for example *'My sister lives in Leeds'*; *'London is the capital city'*.

Differentiation

- Provide a *'map'* of the room the learners are in, if any learners are unfamiliar with the concept of maps.
- When helping learners to select place names, make sure that basic literacy learners get the name of the city they live in.
- With basic literacy learners, work on reading and writing the name of the town where they

live, and/or scanning for it and underlining it in a range of texts

Language points

Integrate the following specific language points:

- drill and practise pronunciation of names of countries and significant towns. Mark the main stress and pay attention to unstressed vowels;
- work on simple sentences, using the prepositions *'in'* and *'near'*.

Extension activities

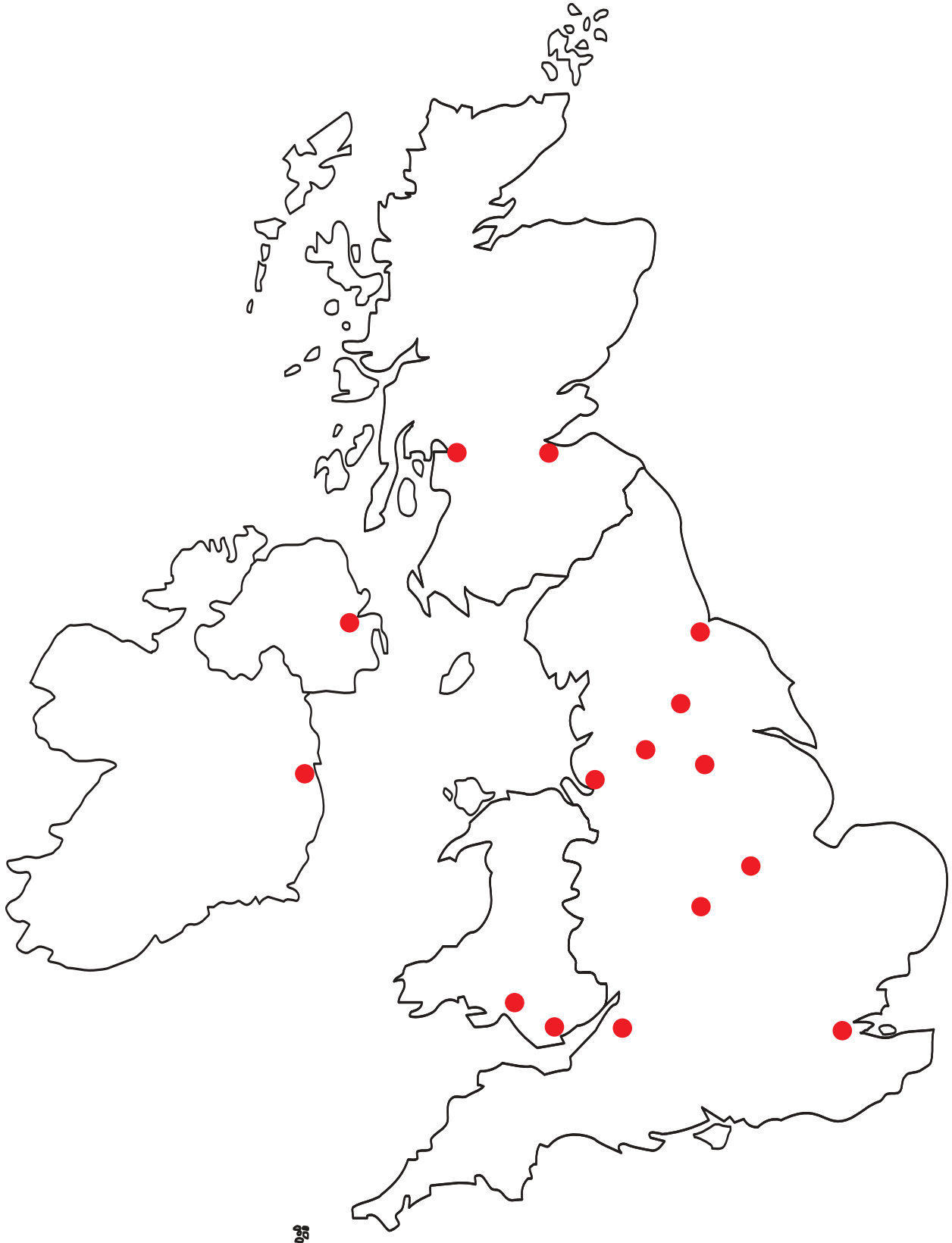
- Bring in postcards from a city you know yourself (not the one where the learners live) and talk about it, for example *'it's big'*, *'it's cold in winter'*, *'it's busy'*, and say where it is. Ask the learners to do the same with the place where they live or another town in the UK that they know.
- Encourage learners to use the same language to talk about towns and cities outside the UK.
- Extend the work on the UK map by asking learners to practise buying train tickets or asking for travel information.
- Use this activity as a lead-in to further work on maps, for example tourist maps, bus maps, weather maps.

Additional materials needed

- A wall map of the UK and/or a globe.
- Stick pins, labels and cards.

Finding information on the UK map

3.1



3.2 Geographical areas

Entry 1	Entry 2	Entry 3
Recognise a limited number of words. (Rw/E1.1a) Talk about places. (Sc/E1.4a) Write about places. (Wt/E1.1a)	Free writing about places learners know. (Wt/E2.1a)	n/a

Suggested procedure (Entry 1)

- Show learners a world map and talk about the places they come from. Give as much help as necessary to understand the terms ‘country’, ‘continent’, and so on.
- Talk about the place they live now, including the county and the country they are in.
- Write the eight words (hemisphere, continent, country, county, city, town, village, street) on card and put them on the wall or on tables around the room.
- Write on separate cards: ‘Southern Hemisphere’, ‘Northern Hemisphere’, the names of all the continents and selected countries, counties, cities, towns, villages and streets, bearing in mind where the learners come from and where they live now.
- Ask learners to take a few cards each, read them and place them with the right generic label.
- Check and use the chart in the pack to rank the terms in order of size.
- Encourage learners to talk about where they come from, for example, ‘Is it a village? A small town? A city?’, and where they live now, for example, ‘What county are we in?’
- Ask learners to read the sample text and find examples of: continent, country, county, city, town, village.
- Encourage learners to write about their own birthplace and current home, using the text as a model.

Differentiation

- *If there are learners who have difficulty in reading the cards, ask people to work in pairs, making sure there is a strong reader in each pair.*

- *During the writing activity, help basic literacy learners to write one or two sentences only: ‘I come from...’ and ‘I live in...’.*
- *Encourage stronger writers to work without a model and to expand on the original if they can.*

Language points

Integrate the following specific language points:

- use of the copula verb ‘is’ and present tense ‘live’ or ‘lives’;
- use of prepositional phrases to describe location.

Extension activities

- Ask learners to question each other to find out which country they come from, which continent it is in, and whether they come from a city, town or village.
- Ask learners to think about a city or town in the UK that they have been to or have heard of, and use a map to find out which county it is in and whether it is in the north, south, and so on.
- Find some official leaflets or correspondence from local councils to show learners the relevance of knowing the name of the county and so on.

Additional materials needed

- Map of the world.
- Cards with names of countries, towns, and so on, especially those where learners come from or live now.
- Cards with eight words (hemisphere, continent, country, county, city, town, village, street).
- Sample text to use as a model for writing.

Geographical areas

3.2

County

City

Town

Hemisphere

Continent

Village

Street

Country

Big	Hemisphere
Small	Street

“I come from Bangladesh.

Bangladesh is in Asia.

My village is Jamura, near Sylhet.

Sylhet is a big city.”

“Now I live in Halifax.

Halifax is a town in the north of England, in Yorkshire.

My sister lives in Cardiff.

Cardiff is in Wales.

It is the capital city of Wales.”

3.3 Flags and symbols of the United Kingdom

Entry 1	Entry 2	Entry 3
Write a simple text. (Wt/E1.1a) Express likes and dislikes. (Sd/E1.1c)	Present information about their own country, on the same lines. (Sc/E2.3a)	Discuss nationalism and football supporters. (Sd/E3.1d)

Suggested procedure (Entry 1)

- Show learners flags of various countries and ask them to pick out the flag of their own country.
- Show the map of the UK and Ireland, explaining that the UK consists of four countries and that the Republic of Ireland is a separate country (if learners do not have a background in literacy, they may need help with interpreting a map).
- Help learners to name the four countries of the UK and the Republic of Ireland and label the map.

Differentiation

- *With basic literacy learners, concentrate on reading and copying the name of the country where they live, rather than all of them.*
- Discuss the countries that take part in the football world cup. Ask learners to say and write the teams that the people in the materials pack support.
- Ask them to say whether they like football and, if they do, to say and write which team they support.

Language points

Integrate the following specific language points:

- relationship between noun and adjective:
England, English; Scotland, Scottish.

Extension activities

- Work on the relationship between the name of country and nationality adjective beyond the UK countries. Talk about the names of countries and the names of languages spoken there. Explain that the Welsh language is completely different from English.
- Ask learners to talk about which football teams they think are good, or which sport they like best, to play or to watch.

Additional materials needed

- Flags of different countries around the world.
- Map of the UK, showing different countries.

Flags and symbols of the United Kingdom

3.3



3.3 Flags and symbols of the United Kingdom

In world football and world rugby, there is no United Kingdom team.

England, Scotland, Wales and Northern Ireland have separate teams.

Which team do these people support?



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My team is

I support the team

Flags and symbols of the United Kingdom

3.3



© EMPICS

My team is

I support the team



© EMPICS

My team is

I support the team

3.4 Population of cities in the United Kingdom

Entry 1	Entry 2	Entry 3
Recognise digits. (Rw/E1.3b) Read place names. (Rt/E1.1b) Questions with 'how many?' (Sc/E1.3b)	Obtain information from a table. (RT/E2.1b) Ask for factual information. (Sc/E2.2d)	Make comparisons. (Sc/E2.3f) Compare and contrast cities. (Sc/E3.4f)

Suggested procedure (Entry 2)

- Introduce the idea of population and ask learners to talk about how many people they think live in the UK and in the cities they know.
- Show learners the figures for the four countries of the UK and discuss the relative sizes.
- Make cards, each with the name of a city from the second chart and the population of that city. Include London, Glasgow, Birmingham, Liverpool and Edinburgh and any other cities the learners are likely to know.
- Help learners to find these cities on a map of the UK.
- Give each learner a card and a list of the cities you have used for the cards.
- Ask the learners to circulate, asking each other:
 - *What is your city?;*
 - *How many people live there?; or*
 - *What is the population?*
 and fill in their chart. They should ask questions, not look at each other's charts.
- Ask learners to find a partner and say which of the cities on their cards is larger (has more people). Change partners and repeat this a few times.
- Refer learners to the complete chart and help them to compare cities on the chart.

Differentiation

- *For learners struggling with grammatical accuracy, use one comparative structure, 'larger than'. With others, encourage a range of expressions, for example, 'not as many as', 'more people than'.*

Language points

Integrate the following specific language points:

- pronunciation of larger numbers, especially the stress pattern, and words such as 'million', 'thousands'. Ways of expressing decimal fractions;
- comparative forms: '*Glasgow is bigger than Liverpool*'; '*There are more people in Nottingham than Derby*'.

Extension activities

- Elicit appropriate phrases to use in a factual description of a city (including phrases about population). Give learners a model for writing about their own city.

Additional materials needed

- Cards with name of a city and its population (made using the chart in the pack).

Population of cities in the United Kingdom

3.4

The population of the UK

	Population in 2003
England	49.856 million
Scotland	5.057 million
Wales	2.938 million
Northern Ireland	1.703 million
The United Kingdom	59.554 million

What is the population of the UK's major cities?

City	Where is it?	Population in 2003
1. London	England	7,388,000
2. Glasgow	Scotland	1,099,400
3. Birmingham	England	971,800
4. Liverpool	England	461,900
5. Edinburgh	Scotland	452,340
6. Sheffield	England	417,900
7. Leeds	England	417,000
8. Bristol	England	406,500
9. Manchester	England	390,700
10. Leicester	England	316,900
11. Cardiff	Wales	315,100
12. Hull	England	306,800
13. Belfast	Northern Ireland	295,200
14. Coventry	England	292,600
15. Bradford	England	288,400
16. Nottingham	England	269,600
17. Stoke-on-Trent	England	264,800
18. Wolverhampton	England	256,300
19. Plymouth	England	248,600
20. Derby	England	226,700

3.5 Finding out about the suffragettes

Entry 1	Entry 2	Entry 3
n/a	n/a	Read a text for specific information. (Rt/E3.4a) Give an account, narrate events in the past. (Sc/E3.4c) Express views and opinions. (Sd/E3.1d)

Suggested procedure (Entry 3)

- Show learners the pictures of Emmeline Pankhurst and Emily Davison and discuss the possible connections between them. Tell the learners that they were important women in history and ask them to guess when they lived and what kind of lives they lived. Reveal the dates (Pankhurst 1858–1928 and Davison 1872–1913) and tell the learners that they helped women to get the vote.
- Pre-teach key vocabulary, for example ‘vote’, ‘suffrage’, ‘suffragette’, ‘militant’, ‘hunger strike’, ‘force-feed’.
- Divide learners into two groups, and give one text (Pankhurst or Davison) to each group. Ask them to read the text, answer the questions orally in pairs and fill in the table. Monitor and check, giving help with vocabulary.
- Ask learners to find a partner who read the other text and ask the questions of their partner.
- Ask learners to find the incorrect facts in the third text.

Differentiation

- *If there is a big difference in reading ability or vocabulary knowledge, divide the group into*

two when reading the two original texts – stronger readers and weaker readers. Give the stronger readers one of the original texts. Give the weaker readers the other text, either simplifying it or giving them help. Then continue the procedure as above.

Language points

Integrate the following specific language points:

- work on intonation patterns in the questions above;
- work on collocations involving prepositions, for example: ‘go on hunger strike’; ‘the struggle for’; ‘as a result of’; ‘concerned about’; ‘involved in’.

Extension activities

- Ask learners to prepare a short talk about one of the women in the texts, and give this talk to the group. Follow this up with a researched talk about a historical personality, from the UK or from their country of origin.
- Organise a discussion about voting rights in different countries.

For answers to the questions see the answers section, p. 319.

Finding out about the suffragettes

3.5

Emily Davison

Emily Davison was born in the north of England in 1872. She did well at school and went to university. After university she worked as a teacher.



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Emily was very concerned about

women's rights and wanted women to have the vote. In 1906 she joined the Women's Social and Political Union (WSPU), which was a militant women's suffrage movement. Members of the WSPU were known as 'suffragettes' and they were prepared to break the law to achieve the vote.

She gradually became more and more involved in WSPU activities. In 1909 Emily gave up full-time teaching so that she could spend more time working for the WSPU.

Emily was arrested and imprisoned seven times between 1909 and 1912 because she was very militant and she carried out acts of violence, for example burning post boxes and throwing stones at cars.

In prison, she refused to eat and went on hunger strike. The suffragettes often did this as a way of protesting. When this happened the prison authorities tried to force-feed them. Eventually, the women hunger strikers were released from prison and sent home until they had recovered. Then they were put back inside prison to finish their sentences.

Emily decided that she had to do something more dangerous to get the maximum publicity. In June 1913, at the most important horse race of the year, Emily ran out in front of a horse owned by King George V. The horse hit Emily and she was seriously injured. Sadly, she died a few days later.

In 1918, women over the age of 30 were given the right to vote. In 1928 voting rights for men and women were equalised.

3.5 Finding out about the suffragettes

Emmeline Pankhurst

Emmeline Pankhurst (second from right) was born in Manchester in 1858. She went to school in Manchester and then to a 'finishing' school in Paris when she was 15.

Soon after Emmeline returned to Manchester in 1878 she met and married a lawyer, Richard Pankhurst. Emmeline had four children in the first

six years of marriage: Christabel (1880), Sylvia (1882), Frank (1884) and Adela (1885). During these years, Richard and Emmeline were both involved in the struggle for women's rights and in 1889 they helped to form a group, the Women's Franchise League. Richard became ill and died in 1898.



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In 1903 Emmeline and her daughter Christabel helped to form the Women's Social and Political Union (WSPU), which was a militant women's suffrage movement. Members of the WSPU were called 'suffragettes' and they were prepared to break the law to achieve the vote.

By 1905 the media had lost interest in the struggle for women's rights, so the WSPU opened an office in London in 1906 and Emmeline moved to London to join her two daughters. They decided to use more violent methods to get publicity, such as breaking windows, cutting telephone wires and burning empty buildings.

As a result of these militant incidents, she was arrested and imprisoned six times between 1908 and 1912. In prison, she refused to eat and went on a hunger strike. Eventually, the women hunger strikers were released from prison and sent home until they had recovered. Then they were put back inside prison to finish their sentences.

The suffragettes stopped their protests in 1914 when World War I broke out. After the war ended in 1918, Emmeline went to the United States, Bermuda and Canada. She returned to Britain in 1926 and became involved in politics. She died in 1928.

Finding out about the suffragettes

3.5

Pair work

1. Fill in the table below about either Emily or Emmeline.
2. Ask your partner the questions about the other woman and fill in the answers.

Questions	Emily Davison	Emmeline Pankhurst
1. When was she born?		
2. Where was she born?		
3. Which organisation was she in?		
4. What militant activities did she do?		
5. How many times did she go to prison?		

Read the following text carefully. There are a total of five incorrect facts. Try and find them all and make a note of your answers.

Emmeline Pankhurst was born in America in 1858. She married a doctor and had four children. Emmeline and her daughter started a group called the Women's Social and Political Union and they wanted to give women in the UK the right to work. The members of this group were called suffragettes. They tried to get publicity by breaking windows and burning empty buildings. Emmeline was arrested but never sent to prison. Another woman called Emily Davison joined the suffragette movement. In June 1913 she decided to get a lot of publicity by running out in front of the King's horse during a race. She had to spend the rest of her life in a wheelchair. Women in Britain finally got the vote in 1918 after the Second World War.

Discussion work

The word 'suffrage' means 'the right to vote'. Do men and women have the same rights to vote in your country and have they always had the same rights? At what age do you think people should be allowed to vote?

3.6 Finding out about kings and queens

Entry 1	Entry 2	Entry 3
n/a	<p>Read for gist and read dates. (Rt/E2.1b)</p> <p>Ask and answer questions with 'when' in the past. (Sc/E2.2d)</p>	<p>Read for gist. (Rt/E3.4a)</p> <p>Give an account. (Sc/E3.4c)</p> <p>Express views and opinions. (Sd/E3.1d)</p> <p>Ask for and give information. (Sc/E3.3b, Sc/E3.4a)</p> <p>Write an accurate account. (Ws/E3.2a)</p>

Suggested procedure (Entry 3)

- Ask learners about what they know of Queen Victoria.
- Discuss the role of the monarch.
- Ask learners to read the text about Queen Victoria.
- Learners answer the questions on p. 92.
- Show learners the pictures of kings and queens on p. 93 and ask when they reigned.
- Give learners the biographical information and ask them to guess which one refers to which.
- Check key vocabulary in all the texts.
- Give pairs of learners one text each and ask them to prepare to give information (without reading) to the class.
- Divide learners into two groups: student A and student B.
- Prepare the material on p. 96 by giving student A a full copy of the material marked 'student A' and a set of pictures marked 'student B' but without the text. Do the opposite for student B.
- Ask learners to work with people who have the same text to talk about the text and prepare to give information.
- Learners take a partner from the other group and ask questions about the pictures they have.
- Ask learners to read the texts about Victorian life on p. 97.
- Ask learners to notice phrases used to write about the past and to contrast past and present.

- Give learners the writing task and the opportunity to discuss their ideas.

Language points

Integrate the following specific language points:

- the language for expressing opinions;
- awareness of past perfect;
- relative clauses with 'who' and 'that';
- simple past passive, for example 'it was built in...';
- phrases used for contrasting ideas (p. 97).

Extension activities

- *Ask learners to note phrases in the 'kings and queens' text that they can use in their own writing. Then ask them to write a passage about a famous person.*
- *Give learners a set of questions to encourage them to find out about the history of the local area.*
- *Organise visits to historical buildings or local museums.*

Additional materials needed

- Pictures of monarchs and texts about them (from the pack), copied onto cards.
- Material for information gap, some sets with text and some without.
- Pictures of life in Victorian times.

Answers to the sets of questions can be found in the answers section, p. 319.

Finding out about kings and queens

3.6

Queen Victoria (1819–1901) was queen of the **United Kingdom** of Great Britain and Ireland (1837–1901) and empress of India (1876–1901). Her reign was the longest of any monarch in British history and came to be known as the Victorian era.

Queen Victoria was the official head of state of the United Kingdom and the **British Empire**, which included Canada, Australia, India, New Zealand, and large parts of Africa.

On 20 June 1837, with the death of William IV, she became queen at the age of 18. Immediately after becoming queen, Victoria began regular meetings with **Viscount Melbourne**, the British Prime Minister at the time. The two grew very close, and Melbourne taught Victoria how the British government worked on a day-to-day basis.

Queen Victoria played a role in appointing some Cabinet ministers (and even a Prime Minister) and she consulted regularly with her Prime Ministers by letter and in person. In private, Victoria was never afraid to speak her mind.

In 1839 Victoria fell in love with her first cousin, Prince **Albert**, from Germany. They were married in February 1840, and Albert soon developed a keen interest in the government of his new country. Albert was a studious and serious young man, and he worked as his wife's private secretary. He was a patron of the arts and sciences, and he was the prime organiser of the Great Exhibition of 1851, the first true world's fair, which was held in the **Crystal Palace** in London's Hyde Park. Though Albert was respected by most of his new countrymen, he was not loved; many resented him because he was a foreigner, and his heavy German accent did not help.

Victoria and Albert were very happy together. The royal couple offered an example of family life that contrasted sharply with the images of previous British monarchs. Between 1840 and 1857, Victoria and Albert had nine children.

Queen Victoria never truly recovered from Albert's death in December 1861 at the age of 42. For almost a decade she remained in mourning. By the late 1860s, the queen's absence from the public stage caused her popularity to decline, and there was talk of replacing the monarchy with a republic. In the 1870s and the 1880s, she gradually returned to the public arena, and her popularity rose once more.

By the 1880s Victoria had again become the popular symbol of dutiful public service. She appeared in public more often. After a reign of 63 years, she died on January 22, 1901.

3.6 Finding out about kings and queens

Answer the questions:

1. What was the name of Queen Victoria's husband?
2. Where did he come from?
3. How long was Queen Victoria queen?
4. What was the Crystal Palace?
5. Who was the king before Queen Victoria?
6. What did the public think of Prince Albert?
7. What was the relationship between Victoria and Albert before they married?
8. How many children did Queen Victoria have?

Did you know?

- The present queen's husband was born in Greece.
- Edward VIII stopped being king because he wanted to marry a divorced American woman, and it was not allowed for the monarch to marry a divorcee. He abdicated (chose not to be king) and his younger brother became king in his place.
- There was some public argument about whether Prince Charles and Camilla Parker-Bowles could marry in a civil ceremony, as some people believe the heir to the throne (the future king) can only marry in church.

Discuss:

- Do you agree with the idea of a monarchy? What are the points in favour of it and what are the points against it?
- Do you think that members of the Royal Family should be treated differently from other people when they want to marry?

Finding out about kings and queens

3.6



William the Conqueror
(1066–1087)



Henry VIII
(1509–1547)



Elizabeth I
(1558–1603)



James I
(1567–1625, Scotland)
(1603–1625, England)



Charles I
(1625–1649)



George III
(1760–1820)



Victoria
(1837–1901)
(© EMPICS)

(Unless stated, photographs
courtesy The Royal Collection,
© 2005 Her Majesty Queen
Elizabeth II)

3.6 Finding out about kings and queens

A

At the time of this Tudor king's reign, there was some division within the Christian Church. Most European countries, including England, were Catholic, although there were Protestant movements in many parts of Europe. The king wanted to divorce his Spanish-born Catholic wife, but the Pope refused to allow it. The king broke off relations with the Catholic Church, destroyed monasteries and founded the Church of England. Since that time, England has officially been a Protestant country and the monarch is the official head of the Church of England.

B

This king's grandfather had come from Hanover in Germany to become king of England, although he spoke little English. However, this king spoke English and thought of himself as an Englishman. In his time as king, there was a rebellion in the British Colonies in America, which led to the American War of Independence. On top of this, there was a huge war with France. The king was nevertheless popular, but towards the end of his reign, he caught a serious disease and went mad. His son, who was much less popular than him, had to take over from him as 'regent' and became king when he died. It was during the reigns of both this king and his son that many of the buildings we see in British cities today were built.

C

This was the first of the Norman kings. He was Duke of Normandy in Northern France and his army invaded and fought the army of King Harold, who was the king of England at the time. He became known as 'the conqueror', but his own followers believed that he was the rightful king of England. After the invasion, the court of the king was French-speaking. In fact, some of the king's descendents could not speak English at all. The English language began to change after the Norman invasion, with many French words and expressions entering the language. The English that is spoken today is radically different from the English spoken before the reign of this king.

D

This queen reigned at a time when there was great division between Protestants and Catholics in Britain. Her own father had divorced his first wife, who was a Catholic, then married but later executed her mother, who was a Protestant, and went on to marry four more times. This queen had conflicts with her half-sister, who was the daughter of her father's first wife and with a cousin, who was queen of Scotland. In her time, the English navy was very powerful. People had just found out that the world was not flat and the first ships had sailed around the world. Europeans started going to America and goods such as tobacco and potatoes were brought for the first time from America to England. It was also during her reign that the notorious slave trade started, whereby people were taken from Africa to become slaves in America.

Finding out about kings and queens

3.6

E

The time of this queen's reign was a time of great change in Britain. There were many mechanical inventions, the railways were built and the 'industrial revolution' took place. Before the industrial revolution, goods were made largely in small workshops, often run by a family. This 'revolution' meant that large factories were built and goods were mass-produced. People in the countryside found they could no longer make a living and had to move into towns and cities to find work. Consequently, the towns and cities grew at a rapid rate, as houses had to be built to provide homes for the new working class. At the same time, the British Empire also grew. Many of the wealthier British people moved to colonies in India or parts of Africa, where the British were the ruling class. At the same time, raw materials such as cotton were brought to England from countries in the British Empire to be used in the manufacturing industries.

F

This king was the first monarch of both England and Scotland. Before that, England and Wales had one king or queen, and Scotland had another, although the royal families were related. After the death of his predecessor, this king came from Scotland to London to become king, and so united England, Wales and Scotland, to form Great Britain. It was in his time that a group of Catholics attempted to blow up the Houses of Parliament when the king was present. They did not succeed and they were caught and executed.

G

This king made enemies with Parliament. He believed that God had chosen him to be king and he could do what he wanted without consulting Parliament. The problem came to a head when the king sent his soldiers to Parliament to arrest some of his enemies. Eventually a Civil War broke out between 'Cavaliers' who supported the king and 'Roundheads' who supported Parliament. The general of the 'Roundheads' army, Oliver Cromwell, became ruler of Britain, and the king was executed. For 11 years, Britain was not a monarchy. However, very soon after Cromwell's death, the monarchy was restored and the son of the previously executed king came to the throne.

3.6 Finding out about kings and queens

Student A



This is a Tudor cottage. It was built around the time of Henry VIII or Elizabeth I. It is about 400–500 years old.



This is a Victorian terraced house. It was built at the time of the Industrial Revolution in the late nineteenth century.



This is the Tower of London. It was built by William I. After the invasion, he needed to protect himself from enemies.

Student B



This building was built in Georgian times, in the reign of King George III or King George IV.



This is the Brighton Pavilion. It was built at the time that George IV (not yet king) was acting as regent because of his father's illness.



This is a Norman church. It was built when the Norman kings were in power, and is about 800 years old.

- What kind of old buildings do you see in the area where you live?
- Do you know when they were built?

- Do you know any famous old buildings in other countries?
- Do you know when they were built?

Finding out about kings and queens

3.6

Read these sentences about the Victorian period:

1. In Victorian times, people used to either walk or travel by horse and carriage, although the railways were starting to operate in some places. This was quite different from today, as there are now many forms of transport.
2. In the Victorian age, clothing was quite different, especially for women. Women wore long dresses and were not supposed to show even an ankle, unlike nowadays, when some women wear very short skirts.
3. In the reign of Queen Victoria, life could be very difficult for the poorer people. In those days, even young children sometimes had to work for an employer, doing difficult and dangerous work. In contrast to those times, there are now laws to protect children from exploitation.
4. Victorian families tended to be large, whereas British families today are smaller on average. Wealthy families lived in large houses, with servants, while poorer families often suffered from overcrowded conditions.

Notice these verb phrases:

- “Used to ... walk” (sentence 1)
- “Were not supposed to” (sentence 2)
- “Could be difficult” (sentence 3)
- “Tended to be” (sentence 4)

Discuss what they mean and why they are used here.

Notice the phrases which are used to contrast the past with the present, or to contrast the life of the rich with the life of the poor. Underline these phrases.

Now do some writing of your own.

Either:

- research in the library or on the Internet about the everyday lives of ordinary people at a period in British history and write some text contrasting aspects of daily life at that time (for example transport, work, family life, clothing) with the present day;

or:

- write about the way in which aspects of daily life (for example transport, work, family life, clothing) have changed in the country where you were born. Contrast life at some period in the past with life for people in that country today.

3.7 Finding out about places of interest

Entry 1	Entry 2	Entry 3
<p>Scan texts for days of the week and times. (Rt/E1.1b)</p> <p>Ask for times and prices. (Sc/E1.3b)</p>	<p>Skim and scan leaflets. (Rt/E2.1b)</p> <p>Ask for information. (Sc/E2.2d)</p> <p>Use appropriate intonation in questions. (Sc/E2.1b)</p>	<p>Discuss places and plan an outing. (Sd/E3.1f)</p>

Suggested procedure (Entry 2)

- Ask learners to talk about places of interest they have visited or would like to visit.
- Divide learners into groups and give each group a different piece of material, with a picture of and information about a place of interest.
- Give learners a grid to complete with information about opening times, entrance fees and so on, and give a time limit for them to skim and scan the text. Monitor and check their work.
- Ask learners to take a partner from a different group and play the roles of staff member and enquirer. Each person in the role of staff member uses the text they worked on previously. The person in the role of enquirer should have a picture of the place of interest. Ask the enquirers to find information about times and prices, and the staff members to give information, using the material in the pack.
- Elicit from learners what other questions they might want to ask and continue the role play with further questions.

Differentiation

- Give more challenging role cards to students with a higher ability in spoken English to encourage them to formulate a specific enquiry, for example: 'You are organising a group trip'; 'Your friend is in a wheelchair'; 'You want to know about children's activities'.

- Set a project for the learners to find leaflets about local places of interest, find basic information then ask each other questions about what they have found out.

Language points

Integrate the following specific language points:

- work on the formation of open and closed questions, for example: 'Are you open on a Sunday?'; 'How much is a child's ticket?';
- drill and practise intonation patterns on open and closed questions.

Extension activities

- Set a project for the learners to phone or visit a place of interest and report back with information learned.
- Learners discuss places they like to visit and places of interest in countries they have come from.
- Learners make a leaflet for a place local to themselves, to encourage people to visit it.

Additional materials needed

- A grid for learners to complete, with information about Shibden Hall, Anne Hathaway's Cottage or The London Eye.
- Prompt cards, with pictures of the above places, but without the text.

Finding out about places of interest

3.7

Places of interest in England

A. Shibden Hall, Calderdale, West Yorkshire



For over 300 years Shibden Hall was the home of the Lister family, but the house itself is even older, first built in about 1420. Many generations of people and their families have lived and worked here, and all have left their mark on its history. Shibden Hall became part of Henry VIII's divorce payment to Anne of Cleves.

3.7 Finding out about places of interest

Opening times

March–November	Monday–Saturday	Sunday
	10.00 a.m.–5.00 p.m. Last admission 4.15 p.m.	12 noon–5.00 p.m. Last admission 4.15 p.m.
December–February	Monday–Saturday	Sunday
	10.00am–4.00 p.m. Last admission 3.30 p.m.	12 noon–4.00 p.m. Last admission 3.30 p.m.

Accessibility

Restricted access for wheelchair users (historic house); audio guide for visually impaired visitors. Please contact, prior to visit, if you have special needs and staff will be glad to help.

Admission to hall and museum

Adults	£3.50
Children 5–16 years/senior citizens/Passport to Leisure	£2.50
Family (2 adults, 2 children)	£10.00
Group of 10 or more	£2.50 per person
Evening visits (minimum number 20)	£6.00 per person

Set in 90 acres of rolling parkland with a range of attractions including woodland, walks, an orienteering course, children's rides, miniature railway, pitch and putt and a boating lake, Shibden is the perfect venue for a family day out. Please call to check the opening times of these facilities.

Shibden Hall	Telephone: 01422 352246/321455
Lister's Road	Fax: 01422 348440
Halifax	
HX3 6XG	E-mail: shibden.hall@calderdale.gov.uk

Finding out about places of interest

3.7

B. Anne Hathaway's cottage, Stratford-upon-Avon



Image reproduced with kind permission of the Shakespeare Birthplace Trust Records Office

The cottage belonged to the Hathaway family and was the home of William Shakespeare's wife, Anne. This world-famous thatched cottage continued to be owned by Anne Hathaway's descendants until the late nineteenth century. It still contains the Hathaway bed and many other items of furniture owned by the family. Outside lies a beautiful cottage garden and there are many pleasant walks leading from the cottage.

The Shakespeare houses are open every day all year round, except 23–26 December inclusive.

3.7 Finding out about places of interest

The times shown below are for opening to last entry.

Opening times

Jan–Mar	Mon–Sat 10 a.m.–4 p.m.	Sun 10 a.m.–4 p.m.
Apr–May	Mon–Sat 9.30 a.m.–5 p.m.	Sun 10 a.m.–5 p.m.
Jun–Aug	Mon–Sat 9 a.m.–5 p.m.	Sun 9.30 a.m.–5 p.m.
Sept–Oct	Mon–Sat 9.30 am–5 p.m.	Sun 10 a.m–5 p.m.
Nov–Dec	Mon–Sat 10 a.m.–4 p.m.	Sun 10 a.m.–4 p.m.

Please note that on-site car parks will be closed half an hour after last entry.

Admission rates

For Anne Hathaway’s cottage:

Adult	£5.20
Children (between 5 and 16 years)	£2.00
Children (under 5)	free
Family (2 adults and up to 3 children)	£12.00
Concession	£4.00

Multiple house tickets

Three ‘in town’ houses:

Adult	£10.00
Children	£5.00
Family	£20.00
Concession	£8.00

All five houses:

Adult	£13.00
Children	£6.50
Family	£29.00
Concession	£12.00

Website: www.shakespeare.org.uk

Finding out about places of interest

3.7

C. The London Eye



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The London Eye stands 135 metres high on the South Bank between Waterloo and Westminster Bridges, opposite Big Ben and the Houses of Parliament and provides views over London.

Visitors have a half-hour ride in a capsule holding 25 people each, hopping on and off as the wheel moves. An increasingly popular idea is to visit the Eye at night-time when the view is magical.

2005 prices

1 January–31 December 2005

Adult:	£12.50
Child, 5–16:	£6.50
Child under 5:	Free
Senior citizens (over 60):	£10.00, subject to limited availability
NUS:	£10.00, subject to limited availability

3.7 Finding out about places of interest

Flight times 2005

During the year opening hours change. Please check the times below. Please check the notes and exceptions to avoid disappointment.

Until 30 April 2005

9.30 a.m.–8.00 p.m.

May and June 2005

9.30 a.m.–9.00 p.m. daily

July/August 2005

9.30 a.m.–10.00 p.m. daily

September 2005

9.30 a.m.–9.00 p.m. daily

Exceptions

Bank Holidays: 9.30 a.m.–9.00 p.m.

Every Tuesday the first flight will be at 10.30 a.m., except during school holidays and the months of June, July and August. Opening times may be subject to change.

Book in advance. There is no booking fee and ticket collection takes seconds – you simply swipe your payment card in our ticket collection machines. If you prefer, you can have your tickets posted to you for an extra charge.

Web: Online bookings must be made 14 hours in advance (38 hours for private capsules and some packages).

Phone: 0870 5000 600 (8.30 a.m.–8.00 p.m.) for same-day bookings and to book all London Eye products and packages. Our team can tailor make your experience, combining your flight with a river cruise, hotel stay, restaurant meal, visit to another attraction and much more. We accept Visa, Delta, Mastercard and American Express (we do not accept Solo or Electron).

Finding out about places of interest

3.7

- What type of place is interesting for you to visit?
Tick as many boxes as you like.

Historical buildings	
Museums and art galleries	
Parks and gardens	
Children's entertainment	
Old towns	
Zoos and wildlife parks	
The countryside	
Anything else (write it here)	

- Where can you go to find a leaflet?
Tick one box for a place you will go.

Your local library	
Your local leisure centre	
Your town's information office	
The train station	
Anywhere else (write it here)	

- Find a leaflet about a place you would like to visit and look for information about the place. Fill in the information in the grid and answer your friends' questions.

Name of place	Type of place	Opening times in March	Opening times in August	Admission for adults	Admissions for a family

4

The United Kingdom as a diverse society

The proposed syllabus for this section is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- Introduction to the communities of the UK
- National statistics and ethnicity profile of local community
- Contribution of refugees and immigrants to UK economy
- Languages and cultures in the local community (introduction to minority languages, religion, cultures) and other main languages and cultures in the UK
- **Festivals, holidays and celebrations**
- Famous refugees and asylum seekers
- The press and our diverse society
- Family patterns
- Sexual orientation
- **Body language and cross-cultural issues**

4

The United Kingdom as a diverse society

Sources of the material used in this section

- www.100greatblackbritons.com
- www.refugeecouncil.org.uk
- Home Office Statistics for UK: www.homeoffice.gov.uk
- *Working to Rebuild Lives*, Department for Work and Pensions: www.dwp.gov.uk/publications/dwp/2005/emp_guide.pdf
- *A Credit to the Nation: A Study of Refugees in the United Kingdom*, Refugee Council

Sources of other useful material

- City of Bradford Metropolitan District Council Human Resources Department. Acknowledgement to Shap Working Party on Religions in Education.

Available from: www.bradford.gov.uk
Interfaith Education Centre – Tel: 01274 731674

- *Festivals and Celebrations Pack*, ESOL Pathfinder Project, Liverpool Community College.

Available from: Liverpool Community College
Tel: 0151 252 1515; e-mail: esther.cosslett@liv-coll.ac.uk

- Three texts (with matching pictures) about neighbours, on the topic of cultural differences.

This is part of the ESOL *Skills for Life* Learner Materials which range from Entry 1 to Level 2, and which are designed to support ESOL teaching and learning in a wide range of contexts. They are mapped to the new standards and the ESOL core curriculum.

Available from: DfES Publications
Tel: 0845 60 222 60; e-mail: dfes@prolog.uk.com
Ref: SfL LM/EE2

Useful Websites

Website	Web address	Description
19 Princelet Street	www.19princeletstreet.org.uk	This site is about 19 Princelet Street in Spitalfields, London.
100 Great Black Britons	www.100greatblackbritons.com	Site has information on great black Britons, past and present.
BBC	www.bbc.co.uk/radio4/routesofenglish	Great site with lots of audio clips of different UK accents – talking posh; humour and regional accents too.
British Library – Collect Britain	www.collectbritain.co.uk	Rich resource containing virtual exhibition, regional history and multi-faith collections.
	www.collectbritain.co.uk/collections/dialects	Audio clips of various regional accents.
Commission for Racial Equality (CRE)	www.cre.gov.uk	Site celebrating cultural diversity in the UK.
Direct Government	www.directgov.gov.uk/DisabledPeople/fs/en	Information on learning, health and well-being, employment, home, finances and more.
The Disability Rights Commission (DRC)	www.drc-gb.org	An organisation working towards the elimination of discrimination against disabled people.
		Information on getting fair treatment at work, in education or the health service.
Independent Race and Refugee News Network	www.irr.org.uk	Sections on education, health, housing and government policy. Also information on the history of famous black and Asian citizens. A quiz.
International Interfaith Centre	www.interfaith-centre.org	An organisation aiming to promote peace and build understanding between different religious groups.
Minorities of Europe	www.moe-online.com	Site about and for different minority communities and young people in Europe.
Moving Here	www.movinghere.org.uk	The biggest database of photos and other materials documenting migration to the UK over the last 200 years.
Refugee Council	www.refugeecouncil.org.uk	The Refugee Council is the largest refugee organisation in the UK providing advice and assistance to asylum seekers and refugees.
Stonewall	www.stonewall.org.uk	Stonewall works to achieve legal equality and social justice for lesbians, gay men and bisexual people.

Type of resource	Online or downloaded?	Level/adaptability
Description of the house and the many diverse peoples and cultures – Huguenots, Irish, Jews, Bengali and Somali – who shaped the area.	Online information.	Teachers' resource, E2+
Text and pictures . The media centre has various articles on black Britons.	Online resource. Tour of the house, news, press.	Teacher resource, E3
Resource using sound , has audio archives.	Interactive online resource.	E1
Famous people like Sue Arnold and Ravi Shankar choose their favourite manuscripts or religious art.	Online .	Teachers' resource
Text -based site.	Best to download and adapt for students.	E1+
Rights for carers/disabled people. Also fairly simple text on the elderly, parents and disabled people.	Online assessments available.	E1+
Videos , lesson plans, teacher resources, photos and worksheets. General disability awareness. Also links to Wales/Scotland sites.	Online videos for students to watch. First page offers the opportunity to change text size/listen to the text online .	Easy read pages available, perfect for E1+. Listening service also available
Primarily text , articles and information on race and refugees, housing issues, and so on: see >housing. Information on far right politics too.	Online interactive quiz – /quiz/index.html	E2/E3+
/lectures – very complex dense text . Suitable only if adapted.	Videos of interviews available online .	Teachers' resource, E3+
Text and articles, photographs , movies and sound clips.	Online .	Teachers' resource
Not just photos , film clips and sound archives too. /games – link to Multi Mart, an interactive shopping game with ingredients and recipes from all over the world.	Online search for family history – /tracingyourroots	E2/E3 (online search) E1+ (Multi Mart)
Information for asylum seekers and refugees available on this Website in 12 different languages. Facts about asylum.	Downloadable support packs for refugee advisers in the regions, publications, reports, press releases.	Teachers' resource
Text based, quite high level.	/education – case studies to read and download , and opportunity to tell own stories online .	E2

All details were correct at time of publication.

4.1 Diversity now

Entry 1	Entry 2	Entry 3
Read and identify famous people's origins, jobs and so on. (Rt/E1.1b)	Predict jobs and family origins. (Sd/E2.1)	Discuss people's roots and family origins. (Sd/E3.1)

Suggested procedure (Entry 2)

- Divide the class into two groups, A and B, and have each group subdivide so they can work in pairs. Give sheet A to group A pairs, and sheet B to group B pairs. Explain that each group has some photos of some famous modern Britons – they should find out if their partner recognises any of the faces, and try to match/guess at the names below.
- Once pairs have had some time to guess, give out answers, but do not allow group A to hear group B's answers, or vice versa.
- Now explain that although all these people are British, they have family roots (*see language points) in other countries, and ask learners to guess which countries go with which people.
- Again, give out answers so that group A does not hear group B's answers and vice versa.
- Now make new pairs of students, one A plus one B, and ask them to share their knowledge and compare sheets. Ask them to find anything the people on the handouts have in common. (For example, Lenny Henry and Linford Christie both have Jamaican roots, Paul Boateng and Michael Portillo are both politicians.)

Differentiation

- *For stronger learners, lengthen the texts to include more information, or use the additional biographies to create gap-fills.*
- *For more listening/writing practice, ask the mixed pairs to dictate and write each other's texts.*
- *For additional speaking/listening practice, ask learners to describe and draw each other's sets of pictures.*

Language points

Integrate the following specific language points:

- use the quiz to highlight the plant metaphor – roots* and branches of a family, family tree, and so on;
- use the mixed pairs exercise to practise question forms (for example: 'What does he/she do?'; 'What's his/her name?') (E1/2);
- use the photographs as a basis for teaching descriptive language and facial features (any level);
- revise 'jobs' vocabulary (any);
- ask learners to write similar short texts about themselves.

Extension activities

- Ask learners to research one of the people and their family roots and give a presentation to the class.
- Ask learners to discuss their own family roots.
- Ask learners to discuss whether this diversity is typical of cities in their original countries.
- Ask learners to discuss their own local environments, for example where do people in their neighbourhood originate from?
- Relate the family roots of people in the quiz to British history, immigration, colonialism and so on.
- Find texts (written, audio or video) relating to some of these famous people to use for reading/listening skills practice.

Additional materials needed

- An example flashcard of another famous person might be useful to contextualise the activity.

Answers to the activities can be found on p. 319.

Diversity now

4.1

Sheet A

1



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2



www.100greatblackbritons.com

3



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4



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5



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6



© TopFoto

Oona King

She is a politician. She is a member of the Labour party.

Shami Ahmed

He is the millionaire founder of the Joe Bliggs clothing chain.

Mariella Frostrup

She is a journalist and television presenter.

Lenny Henry

He is a famous comedian and a comedy actor. He works in film, television and in the theatre.

Michael Portillo

He is a journalist and politician. He is a member of the Conservative party.

Vanessa Mae

She is a famous international violinist and made three albums as a child.

Jamaica
Hungary

Spain
Singapore

Pakistan
Norway

4.1 Diversity now

Sheet B

1



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2



www.100greatblackbritons.com

3



www.100greatblackbritons.com

4



www.100greatblackbritons.com

5



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6



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Meera Syal

She is a writer, filmmaker and comedy actor.

Baroness Scotland of Asthal

She is the first black female QC in the UK. She sits in the House of Lords and is also a judge.

Paul Boateng

He is a politician and became the first black Cabinet Minister in the UK.

David Baddiel

He is a stand-up comedian and comedy writer.

Tracy Emin

She is one of Britain's most successful artists. She won the Turner Prize in 2001.

Linford Christie

He is a famous runner and British team captain. He won the Olympic and World Cup 100 metres races.

India

Turkey

Germany

Jamaica

Dominica

Ghana

Diversity now

4.1

Mariella Frostrup was born on 12 November 1962 in Oslo, Norway and moved as a child to Kilmacanogue, a small village outside Dublin. Her Norwegian father was a journalist and her Scottish-born mother an artist. In 1977 Mariella left Ireland to move to London where she lives today.

Vanessa-Mae Vanakorn Nicholson was born on 27 October 1978 in Singapore. She is the daughter of a Chinese mother, Pamela Tan-Nicholson and a Thai father, Vorapong Vanakorn. Vanessa relocated to London after her parents split. After settling in London, her mother re-married a British lawyer.

Shami Ahmed was born in Pakistan in 1962 and moved to England when his father, Nizam Ahmed, an Aeronautical Engineer, was transferred from Pakistan to England. Ahmed became one of the richest young businessmen in the UK.

Michael Portillo was born in North London in 1953. His father, Luis, had come to the UK as a refugee at the end of the Spanish War and his mother, Cora, was brought up in Fife. His parents met in England.

Oona King was born on 22 October 1967 in Sheffield and brought up in Camden. Oona's father is Preston King, professor of political science, is an African-American from Georgia. Her mother, Hazel King, a teacher, is Jewish.

Lenworth George Henry was born in Dudley in the West Midlands on 29 August 1958. The son of Winnie and Winston Henry, he was one of seven children and the first of his family to be born in the UK after the family moved there from Jamaica in the 1950s.

Linford Christie was born in Saint Andrew, Jamaica on 2 April 1960. At the age of two, his parents immigrated to the UK. Linford stayed behind with his grandmother until his parents sent for him.

Tracey Emin was born in London in 1963 and grew up in Margate in her parents' hotel until the age of seven. Her father is Turkish.

David Baddiel was born in England on 28 May 1964. His mother's family were German Jews who owned a brick factory until 1933 when the Nazis took over Jewish businesses. Baddiel's parents were among the last of the Jews to leave Germany just three weeks before war was declared.

Meera Syal was born in 1963 in Wolverhampton in the West Midlands. Her parents emigrated to the UK from New Delhi two years before she was born. Her mother, Surinder, is a Sikh and her father is Hindu.

Patricia Scotland was born in Dominica in 1956 and arrived in Britain at the age of two along with ten other siblings. In 1977 she was called to the Bar, Middle Temple, and received Silk in 1991, making legal history by becoming the first black female QC at the age of 35. In 1997 she was made a bencher of the Middle Temple and became a judge in 1999.

Paul Boateng was born in London of mixed Ghanaian and Scottish heritage in 1951 to Kwaku and Eleanor Boateng. In 2001, Boateng was appointed Financial Secretary to the Treasury, and in 2002 he became the first black Cabinet minister, 110 years after the first black MP.

4.2 A diverse history

Entry 1	Entry 2	Entry 3
Write and spell countries and nationalities. (Ww/E1.1)	Identify meanings of high frequency words in a text. (Rw/E2.2)	Read about and discuss the history of immigration to Britain. (Rt/E3.1)

Suggested procedure (Entry 2)

- Pre-teach 'merchants', 'clothworkers', 'protestant', 'famine', 'expelled', 'settle'.
- Give out the immigration table opposite, and ask learners to try to identify the countries/nationalities mentioned in the text from the flags they have been replaced with.
- Check answers, making sure learners are clear whether it is the name of the country or the nationality that is required.
- Ask learners to discuss what evidence of any of these nationalities they can see in their own neighbourhood. (For instance, an Irish-themed pub or a Vietnamese restaurant.)
- Ask learners to draw their own flag, and then to discuss what other nationalities they think are presently coming to the UK.

Differentiation

- For weaker learners turn each flag gap-fill question into a choice between nation/nationality (for example Spain or Spanish?)
- Allow dictionary use with text (mono or bilinguals).
- Give additional practice of pronunciation of dates and years.

Language points

Integrate the following specific language points:

- tell learners that the word 'refugee' was itself brought to this country by the French Huguenots. Ask learners to suggest other

words that have come into English from other languages, or from the nationalities mentioned in the text;

- use the immigration table to draw attention to note form; you could ask learners to replace the ellipsed, missing words and expand the text to make full, 'formal' sentences;
- highlight or revise 'dates' vocabulary and pronunciation;
- do extended collocational/metaphor work on 'settle' – a high frequency verb. For example, *settle a debt/dispute/argument*, *settle down*, *settle on something*, *settle in a place*, *settle into a job/role/property*, and so on.

Extension activities































- Ask learners to discuss their own nationality's immigration to the UK – is it recent, or longstanding? Is there an established community here, or a relatively new one? What do they think their community will look like in 50 or 100 years time?
- Ask learners to do research to find out what each of the groups mentioned have contributed to the culture of the UK.
- Ask learners to look back at the personalities encountered in 4.1, and to try to relate these to the immigration table. (They could research this.)

Answers to the immigration table exercise can be found in the answers section, p. 319.

A diverse history

4.2

Roots in the future: Dates of immigration to Britain

1100s	Merchants from  and  arrive in  as settlers.
1200s	 merchants settle in Plymouth and London.
1300s	Edward III invites cloth workers of all lands to  .
1500s	Black trumpeter at Henry VII's court. Queen Mary marries Philip of  – beginning of  presence in   and  Protestants arrive.
1600s	Asians brought to  as servants. Jews re-admitted by Cromwell. About 100,000 Huguenots ( Protestants) arrive.
1700s	Refugees from  revolution. First records of  sailors in London.
1800s	Famine in  brings hundreds of thousands to  . Thousands of Jews flee to  from  and  .
1900s	 Civil War brings refugees. Refugees from Nazi  Immigration from the Commonwealth. Government encourages immigration from  , West Indies (for example ), South Asia (for example ) and  Asians are expelled from  and  – many settle in   refugees arrive in  .

4.3 Body language

Entry 1	Entry 2	Entry 3
Discuss body language and recognise some gestures and expressions. (S/d E.1.1)	Discuss body language, facial expression and gesture. (S/d E.2.1)	Discuss body language, facial expression and gesture, and their cultural associations. (Sd/E3.1d)

Suggested procedure (Entry 2)

- Give out copies of the pictures on p. 119. Ask learners to discuss what each of the gestures mean in: a) their own culture/country; b) the UK (these may or may not be different).
- Now ask learners to decide individually, and then in pairs, with which of the people listed below the photographs they would consider using each of the gestures acceptable/appropriate.
- Ask learners to brainstorm other gestures and facial expressions from their own culture/the UK, and to discuss their meanings/social acceptability.

Differentiation

- Ask stronger learners to write a description of how to perform each gesture.
- Give out a glossary of parts of the body (for reference, or for weaker students to test stronger students on).
- Allow dictionary use.

Language points

Integrate the following specific language points:

- parts of the body;
- vocabulary of facial expression (for example *frown, grin, smirk, beam, grimace*, and so on);
- vocabulary of body language (for example *slouch, wave, squat*, and so on).

Extension activities

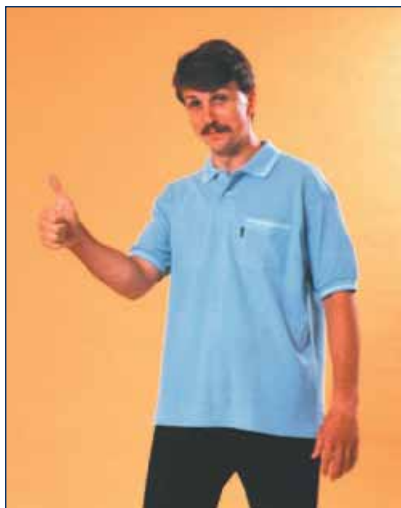
- Learners discuss formality differences in gesture (you could ask learners to physically make a gesture).
- Ask learners to discuss different attitudes to body language/physical proximity between cultures, for example what distance between people counts as 'comfortable'. (Obviously, answers may vary hugely according to culture and gender.)
- Ask learners to tell stories relating to their own experiences of gesture/cultural misunderstanding – they will probably have many of these.
- Ask learners to ask you questions about yourself. You will only respond with gesture and mime – they have to work out what you mean.
- Ask learners to play the 'hotel' game. (They are staying in a hotel in a country where they do not speak the language at all, something is wrong with the room, and they must explain to the receptionist – their partner – what this is, using only gesture/facial expression/mime. You can change the context from hotel to shop/police station/hospital, if more appropriate, and give out slips of paper with problems for learners to mime.)

Answers to this activity will be culturally relative.

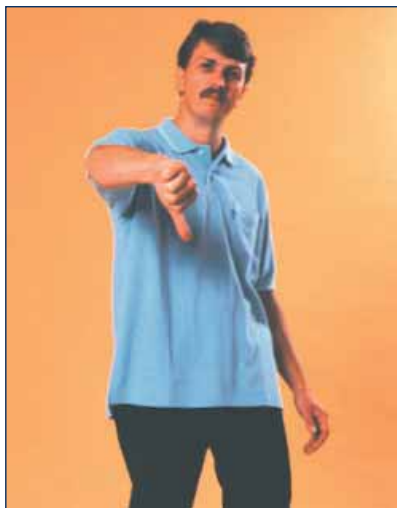
Body language

4.3

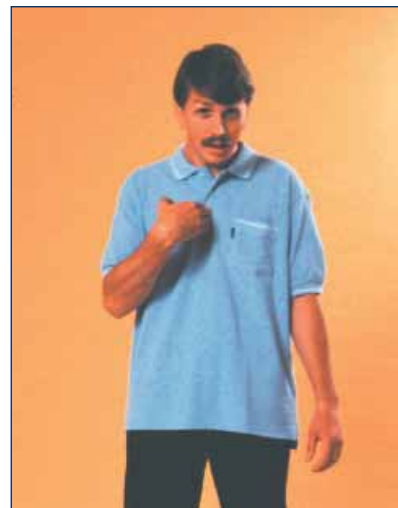
A



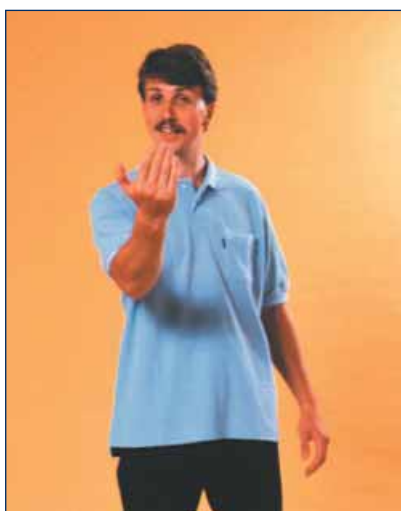
B



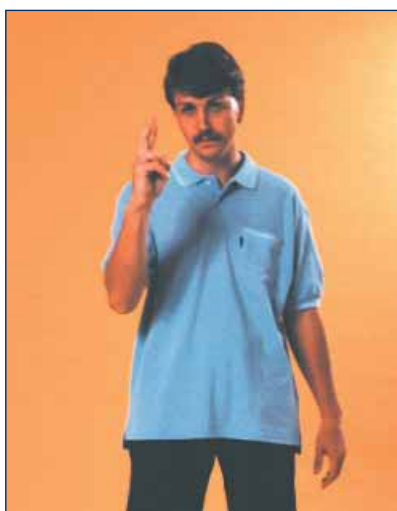
C



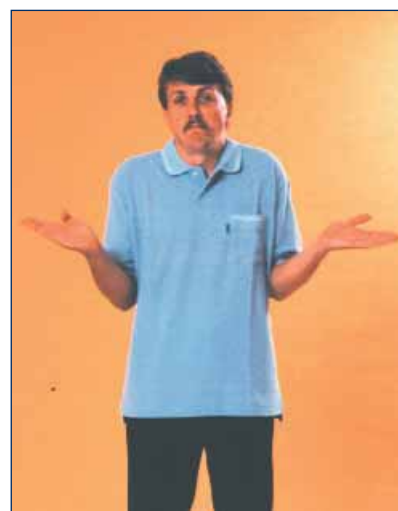
D



E



F

Images courtesy of www.comansys.net**Which gestures would you use with...**

a grandparent?

your partner?

a teacher?

your boss?

your neighbour?

a shopkeeper?

a checkout assistant?

your doctor?

a policeman/woman?

your children?

a bus driver?

4.4 Culture and diversity

Entry 1	Entry 2	Entry 3
Have a simple discussion about culture and behaviour. (Sd/E1.1)	Discuss a set of statements about behaviour in different contexts. (Sd/E2.1)	Express views and opinions about culture and behaviour. (Sd/E3.1d)

Suggested procedure (Entry 2)

- Ask learners to brainstorm things that they found different or strange when they first arrived in the UK, or in their present town/city.
- Draw learners' attention to the student quotations – did they think of similar things? Allow more time here for them to think of additional points.
- Take feedback. Then ask learners to look at the list below and decide which items they think would be appropriate or acceptable in the UK generally/in their home country/in their local community.

Differentiation

- Ask stronger learners to write sentences similar to the quotations about their first impressions of Britain.
- Ask weaker learners to give each item on the list a mark out of ten according to how acceptable it is, then compare.
- Ask learners to mime some of the situations/actions before ranking them, to help weaker learners.

Language points

Integrate the following specific language points:

- 'ing' forms/gerunds;
- past simple/continuous in narratives;
- action phrases/collocations (*blowing your*

nose/riding a bike and so on);

- modals to talk about hypothetical situations (for example '*it would/might/could be OK to...*').

Extension activities

- Ask learners to add to the list.
- Ask learners to qualify items on the list to render them acceptable (for example '*Eating with your hands is OK if it's chicken...*').
- Ask learners to discuss how they can show approval/disapproval of these types of action – and provide them with some language to do so (for example '*Excuse me, but I'd rather you didn't...*').
- Ask learners to choose a situation/action in the UK that surprised them, and write a paragraph explaining what it was exactly and how they felt at the time.
- Ask learners to predict/write/discuss what they think would surprise someone from the UK about their own country.

Answers will be very culturally relative, and may be very open to debate! (There is probably very little unanimity about what is 'acceptable' generally in the UK. This in itself may be a strange thing to many learners.)

Culture and diversity

4.4

When I came to London, the one thing that amused me was that everybody who lives in London walks so quickly!

Most of the time they usually have their food outside their home, that means on the train, bus and in the street. This is so strange for me. If I have lunch in the street I don't know where the food has gone to. Is it in my stomach or not?

I was amused about the amount of kissing in the street, on the bus and also in the parks. It doesn't embarrass me, but in my country all physical contact in public is prohibited.

I saw another thing that amazed me – in Tottenham Hill station, a girl brushing her hair and looking in a mirror in front of everyone!

One day I was also really shocked on the train because I saw a young woman pick her nose and then put the same finger in her mouth! It's totally different in my country!

(From learners at Hammersmith and West London College)

Image the following situations

Which do you think would be acceptable or appropriate in: a) your community or neighbourhood?; b) your country?; c) the UK generally?

- A friend telephones your house after 10 p.m.
- Two male friends or family members walk down the street hand in hand.
- A person walking along the street spits in the gutter.
- You are having dinner with a friend. They light a cigarette without asking if you mind.
- You are having dinner with a friend. They pick up and eat some food with their left hand.
- A visitor takes their shoes off as they enter your house.
- A person talks loudly on their mobile phone on a bus.
- In the middle of a conversation with you, your friend's mobile phone rings – they take the call.
- Someone visits your house without arranging it first.
- On a train, a person starts a conversation with a stranger.
- On the street, a person starts a conversation with a stranger.

4.5

Festivals and celebrations: Finding information

Entry 1	Entry 2	Entry 3
Read short texts about festivals. (Rt/E1.1b)	Find out information about festivals. (Sc/E2.2)	Describe and explain important features of a significant festival. (Sc/E3.4)

Suggested procedure (Entry 2)

- Give out the task sheet (opposite) and ask learners to answer the first two questions – feedback as a whole class.
- Now ask learners to complete the grid below with information about one festival/celebration (this could be from their own general knowledge, or you could give each learner information about only one of the festivals, or they could search the whole text).
- Now ask learners to prepare questions to ask each other to find out about the other celebrations and festivals.
- Ask learners to mingle, or make small groups, to exchange information about the festivals.

Differentiation

- *Simplify the texts for weaker learners or provide a glossary.*
- *Allow dictionary use.*
- *Gap the texts for stronger learners.*

Language points

Integrate the following specific language points:

- question forms;
- festival/celebration vocabulary (for example 'procession', 'lanterns', 'sacrifice');
- passives (many examples in the text);
- descriptions of processes (for example, use of passives in formal writing versus 'you light a fire and you sing songs' in spoken English).

Extension activities

- Ask learners to research one of the festivals in more detail – they could use the Internet or interview other learners.
- Ask learners to write a short narrative about a festival they celebrate or enjoy.
- Ask learners to design a new festival – for example 'Diversity Day'. What would this be like? What would people do?
- Ask learners to write menus/recipes for festival foods.
- Find some video/DVD extracts relating to a celebration or festival to use in class.
- Ask learners to design/exchange cards relating to a particular festival.

Festivals and celebrations: Finding information

4.5

Reading for information

Read the names of these festivals and celebrations.
They are in alphabetical order.

- Bonfire Night
- Christmas
- Diwali
- Easter
- Eid ul Adha
- Eid ul Fitr
- Hanukkah
- Vaisakhi
- Wesak

Which are Muslim, Jewish, Hindu, Christian, Buddhist or Sikh celebrations?

Which are not religious celebrations?

First, choose one you know about and use the grid to record information from the text.

Now, choose one you know nothing about and use the grid to record the information.

Who celebrates?	
When?	
Why?	
How?	

(You will not always find information for every box.)

4.5

Festivals and celebrations: Finding information

Asking for information

You are going to ask another person for information about the festivals they celebrate. Choose a person with a different background from yourself.

Prepare your questions. Take the information in the grid and make questions. Try to ask questions in different ways, for example direct questions or questions using ‘*Can you tell me...?*’

Practise asking your questions and use intonation that shows you are interested in the other person’s background.

Who celebrates?	
When?	
Why?	
How?	

■ Bonfire night

Bonfire Night is celebrated across the UK on 5 November. The date marks the failed attempt to blow up the Houses of Parliament by Guy Fawkes in 1605.

The intention was to kill King James I and everyone in government. The group wanted England to return to the Catholic faith. One of the group members had a friend in the Houses of Parliament and sent a letter to him, warning him to stay away. The letter was instead handed to the king.

Guy Fawkes and his friends rolled 36 barrels of gunpowder into the Houses of Parliament, and were waiting for the king to arrive when guards arrested them. They were tortured and executed.

■ Christmas

Christmas (25 December) is a Christian holy day that marks the birth of Jesus. However, it is not only a Christian festival. Christmas has roots in the Jewish holiday of *Hanukkah*.

Festivals and celebrations: Finding information

4.5

The *nativity* is the birth of Jesus as described in the New Testament of the Bible. Jesus was born to a woman called Mary who was married to Joseph, a carpenter.

Christmas today

Christmas remains the biggest holiday in the UK calendar. It is a largely secular holiday, with the main element the exchange of gifts on Christmas Day.

■ **Diwali**

Diwali, the Hindu festival of lights, is the most popular of all the festivals from South Asia, and is also the occasion for celebrations by Jains and Sikhs as well as Hindus.

The festival of *Diwali* extends over five days.

The festival celebrates the victory of good over evil, light over darkness, and knowledge over ignorance.

Diwali UK

In the United Kingdom, as in India, the festival is a time for spring-cleaning the home and for wearing new clothes and decorating buildings with lights.

■ **Easter**

Easter is a Christian festival that takes place in either March or April each year. Christians remember that on *Good Friday*, Jesus died on the cross. His body was placed in a cave and a large rock was used to seal the entrance.

Two days later, on *Easter Sunday*, his followers returned to the cave to find that the rock had been rolled away and that Jesus had risen from the dead. After greeting his family and friends he ascended to *Heaven*.

On *Easter Sunday* it is traditional to give children chocolate Easter eggs.

■ **Eid**

Muslims have two Eid festivals:

Eid ul Fitr

This is celebrated on the 1st of *Shawal*, the month which comes after the month of *Ramadan* (the month of fasting) in the Islamic calendar.

Muslims are not only celebrating the end of fasting, they're thanking Allah for the help and strength that he gave them throughout the previous month.

Everyone wears best or new clothes, and decorates their homes.

4.5

Festivals and celebrations: Finding information

There are special services, processions through the streets, gifts are exchanged and, of course, there is a special celebratory meal. This is eaten during the daytime and is the first daytime meal Muslims will have had in a month.

Eid is also a time of forgiveness, and making amends.

Eid ul Adha (The festival of sacrifice)

This *Eid* is celebrated on the 10th *Dhul-Hijja* (last month of the Islamic calendar).

As with all festivals there are prayers and also presents.

The festival remembers the prophet Ibrahim's (Abraham) willingness to sacrifice his son when God ordered him to.

■ **Hanukkah**

Hanukkah or *Chanukah* is the Jewish festival of lights.

The festival begins on the 25th day of *Kislev* and is celebrated for eight days. In the Western calendar *Hanukkah* is celebrated in November or December.

The word *Hanukkah* means dedication and commemorates the Jews' struggle for religious freedom.

■ **Vaisakhi**

Vaisakhi is celebrated on the 13th/14th of April.

Vaisakhi is the Sikh New Year festival and the anniversary of the founding of the *Khalsa* in 1699.

The festival is marked with street processions which form an important part of Sikh culture and religious celebrations involving singing and chanting scriptures and hymns.

The processions are led by traditionally dressed *panj piaras*.

The Sikh holy book will be carried in the procession in a place of honour.

■ **Wesak**

Wesak is the most important of the Buddhist festivals and is celebrated in May. It celebrates the Buddha's birthday and, for Theravada Buddhists, marks the day of the Buddha's birth, enlightenment and death.

The festival is celebrated with colour and gaiety. Homes are cleaned and decorated. In Thailand, for example, special *Wesak* lanterns are made of paper and wood. In *Theravada* countries during the festival, Buddhists will visit their local temple for services and teaching, and will give offerings to the monks

5

The United Kingdom in Europe, the Commonwealth and the United Nations

The proposed syllabus for this section is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- What the EU does
- **Which countries are in the EU now**
- The UK's role in the EU
- The euro
- Other practical issues of EU membership: passport, rights to work, rights to health care...
- **What the Commonwealth does**
- **The UK's role in the Commonwealth**
- **Brief history of the Commonwealth and its legacy in the UK's multicultural society**
- Links to learners' own countries, where appropriate, and other similar organisations; for example, the African Union
- What the UN does
- The UK's role in the UN
- Head of the UN

5

The United Kingdom in Europe, the Commonwealth and the United Nations

Sources of the material used in this section

- <http://europa.eu.int>
- www.un.org
- www.thecommonwealth.org

Sources of other useful material

- The EU Website has an online library, as well as an extensive 'Information, Contact and Sources' list. Information is available in 21 languages.
- The UN Website has information in English, French, Spanish, Chinese, Arabic and Russian, and teachers' kits can be ordered free of charge. There is also a 'Cyber School Bus' Website (access via UN Website) which is a global learning and teaching project.
- See 'Useful Websites' for details of other relevant materials.

Useful Websites

Website	Web address	Description
BBC News	www.bbc.co.uk	This offers information on many countries throughout the world.
	www.bbc.co.uk/musiclive/commonwealth	Accessing information on the Commonwealth via music.
	www.bbc.co.uk/a-z	Full alphabetical range of topics on the BBC site.
	www.bbc.co.uk/worldservice	Europe today (world service) News translated into Arabic, Chinese and over 40 other languages.
Commonwealth Secretariat	www.thecommonwealth.org	Site offering a wealth of information about the commonwealth: health, work and education.
Europa	www.europa.eu.int	A multilingual site giving information on a variety of topics related to Europe. Information on the history and development of the EU.
EUROPARL	www.europarl.eu.int	EU multilingual home site showing up to date information on EU parliamentary activities and images of the building.
	www.europarl.org.uk	Profiles on MEPs and information on the UK office.
Europe in the Round	www.eun.org	A broad-based site on European affairs.
	www.gesvt.com/eitrweb	Information on educational issues and link up projects related to citizenship throughout the EU; CD-ROM available.
UNESCO	www.unesco.org	The United Nations Educational, Scientific and Cultural Organization.
	www.unesco.org (theme: culture)	Interesting material on international cultures with translations.
United Nations	www.un.org	Official Website of the UN; contains a wide range of information on all aspects of the UN's work.
	www.un.org/aboutun/basicfacts	Details on the basic aims of the UN.

Type of resource	Online or downloaded?	Level/adaptability
Text based, easy to search.	Pictures and photo journals available online on Europe, the Commonwealth and the UK. Videos online .	E2
Sound archive also containing images .	Online for best results, viewing videos and listening to music and so on.	E1+
Initial texts simple and short, full articles more complex.	Online searches to find archive news articles.	E1+
Pictures complement short, simple text . Short articles on news around Europe.	Archive of related news stories available online too.	Low E2+
Short films from 2–15 minutes long to illustrate the key events and work.	Images of the week, linked to text online . Young Commonwealth Secretariat much better, interactive quizzes and games online .	E2+
Lots of information on what the EU does by subject, text is brief but advanced. Highly text-based site.	Interactive serialised story online about the European Parliament (also in other languages as well as English).	E2+
Difficult text	Main site isn't interactive.	E2+
Contains some images , mainly dense text .	Possible to search online to find your MEP.	E2+
Sections for both teachers and students. Projects. Internal search engine can be refined for accurate searches.	Slide shows available. Lesson plans and worksheets available to download . Information on citizenship with literacy and numeracy too.	E2
Translations into different languages. Text , also 2200 photos of places with accompanying simple short information. Graphs and statistics .	Quizzes, stories and photos online .	E1+
Also translated into Spanish and French. Possible to go directly to the country/area of specific interest and get information on their relations to UNESCO.	Interactive map search of member countries online .	E1+
Articles, news in brief.	Other articles to download .	E3+
Information on human rights and background information. Links to women and children, no pictures and quite difficult text .	Possible to click on member countries' flags to receive information in the language of that country. Photos, video and radio are available.	If images E1, text E2+
Dense text on what the UN does.	General maps, select region/country of interest; possible to zoom in using interactive toolbar.	High E2+

5.1

The United Nations, the Commonwealth and the European Union: Quiz

Entry 1	Entry 2	Entry 3
<p>Read and find out about the UN, the Commonwealth and the EU (with bilingual support). (Rt/E1.1b)</p> <p>Understand multiple choice quiz format. (Rt/E1.2a)</p>	<p>Read and find out about the UN, the Commonwealth and the EU. (Rt/E2.1b)</p> <p>Express views and opinions. (Sd/E2.1d)</p>	<p>Read and find out about the UN, the Commonwealth and the EU. (Rt/E3.4a)</p> <p>Express views and opinions. (Sd/E3.1d)</p>

Suggested procedure (Entry 3)

- Ask learners to look at the EU/Commonwealth/UN symbols (these could be put on flashcards) and say what they think the symbols represent.
- Explain that the quiz is to find out how much learners already know about the organisations.
- Pair up EU and non-EU citizens.
- Set a time limit for the quiz.
- Learners discuss in pairs and agree an answer.
- Deal with vocabulary queries before or after they have done the quiz.
- Feedback – check answers.
- Learners form small groups to discuss question: In what ways does being part of the UN affect life in the UK?

Differentiation

- *Select discussion questions appropriate to the learners' levels, knowledge and experience.*

Language points

Integrate the following specific language points:

- ask learners to find all the noun phrases in the quiz. Ask learners to find the main verbs;
- ask learners to identify the relative pronouns;
- ask learners to complete sentences like:

The person in our class who _____ is _____

The point ofing _____ is _____.

Extension activities

- Ask learners to research one of the organisations and give a presentation.
- Ask learners to rank organisations in terms of
 - size;
 - usefulness;
 - relevance to their own lives.

Additional materials needed

- Flashcards of EU/UN/Commonwealth symbols.
- Pictures of the organisations' headquarters.
- Pictures of the Head of the Commonwealth, President of the EU, Head of the UN.

Answers to the quiz questions can be found in the answers section on p. 319.

The United Nations, the Commonwealth and the European Union: Quiz

5.1

Test your knowledge – work alone or with a partner

1. The Head of the Commonwealth is:
 - a. Tony Blair
 - b. Kofi Annan
 - c. Queen Elizabeth II

2. The United Nations Organisation was formed in:
 - a. 1953
 - b. 1945
 - c. 1900

3. The Commonwealth consists at present of member countries:
 - a. 53
 - b. 73
 - c. 93

4. The number of new countries joining the EU in 2004 was:
 - a. 8
 - b. 12
 - c. 10

5. The UN headquarters is in:
 - a. Brussels
 - b. New York
 - c. Geneva

6. The person who investigates problems of bad administration in the EU is:
 - a. the Ombudsman
 - b. the Secretary-General
 - c. the President

7. The Presidency of the Council of the EU rotates between the Member States every:
 - a. year
 - b. 2 years
 - c. 6 months

8. The current Presidency is with:
 - a. France
 - b. The UK
 - c. Italy

5.2 The European Union: Flags and countries

Entry 1	Entry 2	Entry 3
<p>Pronounce clearly the names of European Union countries. (Sc/E1.1)</p> <p>Read the names of the European Union countries and identify the flags. (Rw/E1.1)</p>	<p>Discuss when countries joined the EU. (Sc/E2.2d, Sc/E2.3)</p> <p>Pronounce clearly the names of European Union countries. (Sc/E2.1)</p> <p>Read the names of the European Union countries and identify the flags. (Rw/E2.3)</p>	<p>Write a chronological account of the European Union. (Wt/E3.3)</p> <p>Use ICT to research the EU. (Rt/E3.5)</p>

Suggested procedure (Entry 2)

- Show learners the EU flag and elicit what it is and why it has 12 stars.
- Learners discuss which countries are in the EU, and when it was originally formed. Show a large map of Europe.
- Feedback. Check that learners have identified countries.
- Distribute Task sheet 1 and read the first two paragraphs together. Check understanding, clarifying new vocabulary.
- Learners work together to locate member countries on the map and match the flag to the country.
- They then discuss the dates when the countries joined the EU.
- Feedback: check answers.
- Task sheet 2: pre-teach any essential vocabulary.
- Learners read text and complete the table.
- Feedback and discussion.

Language points

Integrate the following specific language points:

- pronunciation of names of the countries;
- teach learners useful language for expressing opinions, agreeing and disagreeing;
- ask learners to focus on the use of punctuation, articles and prepositions in written sentences such as *'Ireland, Denmark and the United Kingdom joined the European Union in 1973'*;

- learners write a paragraph about when different countries joined the EU, using the past simple tense.

Extension activities

- 'Mingle' activity: (a) a country's date of joining the EU is put on separate cards; (b) learners are each given a sheet containing just the names of the countries and one or two cards (depending on numbers); (c) learners mingle, asking questions to find out, for example, *'When did Malta join?'*
- Learners research the flags of their country and explain what the symbols represent.
- Word games around the adjectives and/or people for each country, for example, France – French, Poland – Polish.
- A matching exercise involving matching the flags to the countries.

Additional materials needed

- Large wall map of Europe and smaller A3 maps that learners can share.
- Flag pins or stick pins.
- Flags of all the EU countries.
- Cards, one for each country, containing notes about the country's date of joining the EU (optional).

Answers to the activities on Task sheets 1 and 2 can be found in the answers section, p. 319.

The European Union: Flags and countries

5.2

Task sheet 1

The European flag is the symbol of the European Union and Europe's unity and identity. The circle of gold stars represents solidarity and harmony between the peoples of Europe.



The number of stars is not the same as the number of Member States. There are 12 stars because the number 12 is traditionally the symbol of perfection, completeness and unity, so the flag has not changed although new countries have joined.

First find the countries on the wall map and put a flag pin on them. Then match the 25 countries in the EU with the dates when they joined – some countries will have the same date:

Countries

Austria
Belgium
Cyprus
Czech Republic
Denmark
Estonia
Finland
France
Germany
Greece
Hungary
Ireland
Italy
Latvia
Lithuania
Luxembourg
Malta
Netherlands
Poland
Portugal
Slovak Republic
Slovenia
Spain
Sweden
United Kingdom

Dates

1957

1973

1981

1986

1995

2004

5.2 The European Union: Flags and countries



Austria

Belgium

Cyprus

Czech Republic

Denmark

Estonia

Finland

France

Germany

Greece

Hungary

Ireland

Italy

Latvia

Lithuania

Luxembourg

Malta

Poland

Portugal

Slovakia

Slovenia

Spain

Sweden

The Netherlands

United Kingdom

The European Union: Flags and countries

5.2

Task sheet 2

The UK and the European Union

Overseas trade has been very important to Britain's economy for hundreds of years. During the Industrial Revolution, Britain developed into an international trading centre. There was so much trade that it had a fleet of ships which was bigger than the rest of the world's put together. Today, the UK is part of the world's largest trading bloc, the European Union (EU).

In the past, the UK's trade was with the countries that made up the Commonwealth. Since joining the EU, the UK has traded less with these old partners because it must use other European countries.

The UK's decision to join the European Community in 1973 was mainly for political reasons. The UK wanted to become part of Europe and to have more contact with European countries. It was also useful to be a member for economic reasons. The UK is an island and depends a lot on trade with other countries for raw materials and food not found in the UK. The Single European Market of the EU gives UK companies a market of over 350 million customers. A wide range of goods can be imported, which gives UK customers lots of choice, and the free trade and duty-free arrangements with EU member countries makes trading simple. Nearly half of the UK's trade is with the rest of the European Union.

Read the text and complete this table:

The UK has been a member since:	
Main reason for joining:	
Other reasons for joining:	
Advantages of membership:	
The UK's main trading partners now:	

5.3 History of the Commonwealth

Entry 1	Entry 2	Entry 3
n/a	n/a	Read and understand a text about the Commonwealth. (Rt/E3.1a) Develop vocabulary relating to the history of the Commonwealth. (Rw/E3.1a)

Suggested procedure (Entry 3)

Part 1

- Remind learners of the quiz (activity 5.1) and discuss what they know about the British Empire and the Commonwealth. Show the map of the world and identify the UK. Learners work in pairs to list member states. Check this with a list downloaded from the Website www.thecommonwealth.org
- Hand out maps and ask learners to find some of these countries.
- Draw a line from the UK to the Commonwealth countries they name. Show that trade went in many directions across the globe. Elicit the advantages and disadvantages of these trade links.

Part 2

- Pre-teach/check key vocabulary such as 'disintegrate', 'nations', 'states', 'colony'.
- Hand out the question sheet and ask learners discuss the questions and answers.
- Learners check answers in text and the vocabulary sheet. Discuss any difficulties.

Language points

Integrate the following specific language points:

- focus on verb forms in the text: past simple and present simple;
- focus on grammatical and lexical cohesion. Learners re-order 'jumbled' text, noting lexical and grammatical features that help them do this;

- learners focus on the use of the definite article in the text, especially names of organisations, for example, 'The Commonwealth', 'The British Empire'. Build up a list of other organisations and countries that need the definite article, such as 'the EU', 'the USA';
- focus on prepositions, for example, 'an association of', 'variety of', 'headed by'.

Extension activities

- Discuss the pros and cons of the Commonwealth.
- Learners research the Commonwealth and write a short account or give a presentation of their findings.
- Learners research international aid agencies.
- Learners find out the population of ten specific countries in the Commonwealth, compile a chart and practise making comparisons.
- Learners research the flags of their country of origin.
- Invite an MEP to be a guest speaker.

Additional materials needed

- A list of Commonwealth member countries (download from www.thecommonwealth.org or from www.bbc.co.uk)
- A large wall map of the world, plus smaller ones for learners to use.

Answers to the activities can be found in the answers section, p. 319.

History of the Commonwealth

5.3

Question sheet

1. Why did the modern Commonwealth start to develop?

- a) Because the British Empire started to break up.
- b) Because the British Empire became larger.
- c) Because the British Empire did not exist.

2. When did the nations become the 'British Commonwealth of Nations'?

- a) 1918
- b) 1931
- c) 1947

3. What caused the Commonwealth to grow in the 1950s and 1960s?

- a) Many European countries joined.
- b) Former British colonies gained their independence and joined.
- c) The United States of America joined.

4. When was the Commonwealth Secretariat in London established?

- a) 1960
- b) 1957
- c) 1965

5. As Head of the Commonwealth, how much real power does the Queen have?

- a) Very little.
- b) A lot.
- c) Some.

5.3 History of the Commonwealth

Reading text

- 1 The Commonwealth is a unique family of 53 nations around the world. It is a voluntary association of independent states which have many different religions, races, languages and cultures.
- 2 The modern Commonwealth began in the nineteenth century when the British Empire began to disintegrate. In 1867, Canada became the first colony to be transformed into a self-governing 'Dominion'. Other parts of the Empire became Dominions too: Australia (1900), New Zealand (1907), South Africa (1910) and the Irish Free State (1921).
- 3 After the end of World War I (1914–1918), there were more changes. By 1931, the Dominions had become independent nations within the British Empire, equal in status and united by their allegiance to the Crown. They were known as the British Commonwealth of Nations.
- 4 Further changes occurred after India and Pakistan gained independence in 1947: the word 'British' was dropped from its name, allegiance to the Crown was removed from the statute and, as more former colonies gained independence in the next two decades, they became members of the Commonwealth. This greatly increased the diversity and variety of the Commonwealth.
- 5 In 1965, the leaders of the Commonwealth established the Commonwealth Secretariat in London, headed by a Secretary-General. The Commonwealth has no constitution or charter, but meetings are held every two years for the Commonwealth Heads of Government.
- 6 The Queen is Head of the Commonwealth and, although she has little real power, she is recognised as the "symbol of their free association". She attends the Commonwealth summits and the Commonwealth Games, which are held every four years. Today, the Commonwealth is committed to racial equality and national sovereignty. It promotes democracy, good government, human rights and economic and social development.

History of the Commonwealth

5.3

Look at the text again and choose the correct meaning of the following words:

Paragraph 1: *'unique'*

- a) Being the only one of its type. b) Special. c) Very large.

Paragraph 2: *'to be transformed'*

- a) To be improved. b) To be made worse. c) To be changed.

Paragraph 3: *'allegiance'*

- a) Belief. b) Loyalty, faith and support. c) Concern and interest.

Paragraph 4: *'statute'*

- a) List. b) Book. c) Law.

Paragraph 4: *'diversity'*

- a) Differences. b) Size. c) Quantity.

5.4 History of the Commonwealth

Entry 1	Entry 2	Entry 3
n/a	Reading and understanding information about the Commonwealth. (Rt/E2.1b) Developing vocabulary relating to the Commonwealth and countries. (Rw/E2.3a, Rw/E2.4a)	n/a

Suggested procedure (Entry 2)

- Bilingual support may be needed with this activity. Alternatively, learners can use bilingual dictionaries.
- Remind learners of the quiz (activity 5.1) and discuss what they know about the British Empire and the Commonwealth. Show the map of the world and identify the UK. Learners work in pairs to list member states. Check this with the list downloaded from the Website www.thecommonwealth.org
- Hand out maps and ask learners to find some of these countries.
- Draw a line from the UK to the Commonwealth countries they name. Show that trade went in many directions across the globe. Elicit the advantages and disadvantages of these trade links.
- Hand out the information sheet, list of member countries (downloaded from Website) and the question sheet.
- Pre-teach key vocabulary in the first paragraph, using bilingual dictionaries for terms such as 'dependency', 'colony'.
- Learners complete task sheet in pairs.
- Check and discuss answers.

Differentiation

- *Bilingual support may be needed for those with weak literacy skills.*

- *Learners with good first language literacy and ICT skills can use the Internet to find out more.*

Language points

Integrate the following specific language points:

- pronunciation of the names of the countries: drill;
- pronunciation of numbers;
- vocabulary development.

Extension activities

- Discuss the pros and cons of the Commonwealth.
- Learners research the Commonwealth using the Internet and write a short account or give a short presentation of their findings.
- Learners make a wall display with pictures and brief information on each Head of State.
- Learners research the flags of their country.
- Learners do a project on currencies.

Additional materials needed

- A large wall map of the world, plus smaller ones for learners to use
- Dictionaries (bilingual and/or monolingual)

Answers to the questions can be found in the answers section, p. 319.

History of the Commonwealth

5.4

What is the Commonwealth?

Formerly known as the British Commonwealth of Nations, the Commonwealth is a voluntary association of former British colonies, dependencies and other territories – plus Mozambique, which has no historical links with Britain.

Facts

Founded:	1931
Members:	53 states
Headquarters (Secretariat):	Marlborough House, London
Population:	1.8 billion (30 per cent of world population)
Leader:	Queen Elizabeth II
Secretary-General:	Donald McKinnon (from New Zealand)
Constitution or Charter:	No
Frequency of CHOGM* meetings:	Every two years
Commonwealth Games:	Held every four years

What does the Commonwealth do?

It promotes:

- democracy;
- good government;
- human rights;
- economic development;
- racial equality;
- national sovereignty;
- economic and social development;
- the reduction of poverty.

The Commonwealth can take action against members who do not follow Commonwealth principles, for example economic sanctions and suspending their membership.

* CHOGM = Commonwealth Heads of Government

5.4 History of the Commonwealth: Reading

Antigua and Barbuda		Jamaica		St Vincent and the Grenadines	
Australia		Kenya		Samoa	
The Bahamas		Kiribati		Seychelles	
Bangladesh		Lesotho		Sierra Leone	
Barbados		Malawi		Singapore	
Belize		Malaysia		Solomon Islands	
Botswana		Maldives		South Africa	
Brunei Darussalam		Malta		Sri Lanka	
Cameroon		Mauritius		Swaziland	
Canada		Mozambique		Tonga	
Cyprus		Namibia		Trinidad and Tobago	
Dominica		Nauru		Tuvalu	
Fiji Islands		New Zealand		Uganda	
The Gambia		Nigeria		United Kingdom	
Ghana		Pakistan		United Republic of Tanzania	
Grenada		Papua New Guinea		Vanuatu	
Guyana		St Kitts and Nevis		Zambia	
India		St Lucia			

History of the Commonwealth

5.4

The Commonwealth – Task sheet

Read the information about the Commonwealth and answer the questions.

Question	Answer
1. What year was the Commonwealth founded?	
2. How many countries are there in the Commonwealth today?	
3. List three countries that are members of the Commonwealth.	1. 2. 3.
4. List two principles that the Commonwealth promotes.	1. 2.
5. Who is the leader of the Commonwealth?	
6. What happens every four years?	
7. What country does the current Secretary-General come from?	
8. How many people are in the Commonwealth today?	
9. What happens if a country does not follow Commonwealth principles?	
10. Does the Commonwealth have a constitution or charter?	

6

Human rights

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

■ Organisations to help:

- Amnesty International
- Medical Foundation
- Red Cross
- Refugee Council

■ Human rights legislation:

- **The Human Rights Act, Articles and Protocols**
- **Right to life**
- **Prohibition of discrimination: including sex, race, religion, political opinion, sexuality and disability**
- The 1951 Geneva Convention Relating to the Status of Refugees
- Children Act 2004 relating to the Green Paper *Every Child Matters*, 2003
- Disability Discrimination Act (DDA) 1995, 2001 and 2005

Sources of the material used in this section

- The British Institute of Learning Disabilities (BILD) website at: www.bild.org.uk
- Texts adapted from the BBC Website, <http://news.bbc.co.uk>, which illustrate topical examples of possible breaches of the Act.

Sources of other material

- The 'Community Legal Service' leaflet, No. 7 (widely available in libraries), has a clear description of the Act and examples of situations where the Act could be breached.
- The Anti-Slavery Society's Website, at www.antislavery.org (available in French, Spanish and Italian), has suggestions for classroom activities for schools which could be adapted for adult learners.
- Amnesty International's Website at www.amnesty.org.uk has details of educational resources, including teaching packs, mainly for school pupils, but also for young adults (aged 18/19) on human rights.
- *The Human Rights Act: An Introduction*. Department for Constitutional Affairs.
- *The Human Rights Act: Guidance*. Home Office leaflet.

Useful Websites

Website	Web address	Description
Amnesty International	www.amnesty.org.uk	Human rights organisation campaigning globally for individuals whose rights have been violated by states, or for groups of people caught up in armed conflict.
	www.amnesty.org.uk/action/localgroups	Information on volunteer work.
Anti-Slavery International	www.antislavery.org	Organisation campaigning for the freedom of millions of people trapped in situations of slavery and slave-like practices.
	www.antislavery.org/homepage/antislavery/modern.htm	Information on how to recognise modern slavery.
BBC World Service	www.bbc.co.uk/worldservice	International news site on human rights. Links with other media services throughout the UK and the world.
British Red Cross and Red Crescent	www.redcross.org.uk	Largest independent humanitarian organisation in the world: works in almost every country supplying medical assistance and supporting human rights.
	www.ifrc.org/what/values/principles	Details, with links, of the fundamental principles of the organisation.
Medical Foundation	www.torturecare.org.uk	Organisation based in London, providing care and rehabilitation to survivors of torture and organised violence. Established in 1985. Opportunities for volunteer work.
War on Want	www.waronwant.org	Fighting poverty by campaigning against the root causes of inequality and injustice; working in solidarity and partnership with the poor.
	www.waronwant.org/?lid=110	This organisation provides information on the right to decent work.

Type of resource	Online or downloaded?	Level/adaptability
Text based, length and content vary.	/action – information about current campaigns, in very simple English. /amnesty/works.shtml – quotes from people who have been helped by Amnesty to download . There is a teachers' site with downloadable resources at /education/index.shtml	E1+
Resources available to local groups to assist with fundraising and campaigning.	Download short, simple textual resources on what you could be involved in.	High E1+
Photos available but must be paid for.	Opportunity to download free posters.	Quite complex language, E2+
Information on what types of slavery exist today – 'What is Slavery?'	/homepage/news/news.htm – downloadable archive of relevant news stories. Advanced text.	High E1+
Translated into 43 languages.	/people/features/ihavearightto/index.shtml – global hub for information about human rights: case studies from around the world; being forced into an early marriage, freedom from torture. All information to download .	Fairly dense text, E2+
WWI and WWII picture gallery , and historical fact sheets. Links to other related sites.	/standard.asp?id=2626 – historical factsheets to download on Florence Nightingale, food parcels, and so on.	Quite advanced text E2+
Generally text -based site, definitions of each especially dense, quite advanced text.	Opportunity to view/ download reports, news stories on personally selected country. /where/mena.asp – where this organisation works.	Quite simple language, high E1+
Information and photos on past fundraising events and ideas for your own events. Generally text -based site.	Poetry by former victims of torture available to download – /UserFiles/File/publications/publicationspoetry.rtt /donate/febappeal05/appeal_feb_05.html – stories of people who have been through rape, torture and so on, and how they were helped.	Quite complex text, E2+
Highly text based. The Youth Action network has information on how to set up a student group.	?lid=41 – details on the Sahara, Colombia and Palestine, and so on, to download .	Quite simple, short text, E1+
Text but also pictures available too. Information on work, women, rural and war torn areas, and factory work.	Downloadable best.	E2+

All details were correct at time of publication

6.1 Human rights legislation

Entry 1	Entry 2	Entry 3
Consider some vocabulary relating to human rights. (Rw/E1.1)	Read and discuss articles of the Human Rights Act. (Rt/E2.2)	Raise awareness of more specialist vocabulary relating to human rights. (Rw/E3.1)

Suggested procedure (Entry 3)

- Ask the class to complete exercise 1, using dictionaries (monolingual or bilingual) as necessary.
- Now ask learners to work in pairs or small groups to make a list of what they consider to be basic human rights.
- Ask learners to look at exercise 2 and choose *can* or *can't* for each sentence, then ask them to compare with their own lists of rights.
- Now explain that the sentences in exercise 2 are simple explanations of Articles in the Human Rights Act; give out the list of Articles on the following page and ask them to match the *can/can't* sentences with these.
- Now ask learners to discuss which rights they feel to be more/less important – You could ask them to rank all the rights in order of importance, or you could ask them to reduce the list to four or five rights they feel to be absolutely fundamental.

Differentiation

- *There is lots of abstract vocabulary in this section, so bilingual dictionaries and/or translator help would be very useful.*
- *Extend vocabulary work for stronger learners (see below).*

Language points

Integrate the following specific language points:

- lexis surrounding rights and prohibitions;
- particle collocations (for example '*freedom of*', '*right to*', '*prohibition of*', '*forced into*', '*deprived of*', '*guilty of*', '*suspected of*', and so on);
- passives – there are many of these in the text;
- word forms (for example '*slave*', '*slavery*', '*enslave*').

Extension activities

- Ask learners to think of new/additional rights they would like to see included in the Human Rights Act.
- Ask learners to compile a complementary list of *duties*.
- Ask learners to discuss how rights might vary across countries/cultures – for example, the right to marry.
- Prepare some anagrams of the new vocabulary from this section and ask learners to unjumble them.
- Project work – ask learners to find out about human rights implementation/abuses in countries they are interested in.
- Ask learners to discuss when, if ever, is it acceptable to override human rights (for example, would it be acceptable to torture someone to find out the location and timing of a planned terrorist attack?).
- Ask learners to predict meaning from the context of the following words (after reading the texts) – prohibition, offences, correspondence, broad, assemble, labour, govern, deprived of, tribunal, degrading. Check with dictionaries.

Answers to the exercises can be found in the answers section, p. 319.

Human rights legislation

6.1

Exercise 1

Look at these words and decide if they have a positive or negative meaning. Write each word in the correct column of the table below.

fair trial

discrimination

slavery

respect

forced labour

security

torture

interfere

liberty

+	-

6.1 Human rights legislation

Exercise 2

Now look at the sentences below, and decide which choice of words would make a human right.

i) You can/can't be punished if you haven't broken the law.	vii) You can/can't have your freedom taken away (unless you are suspected of a crime).
ii) You can/can't think what you want, or have the religion you want.	viii) People can/can't treat you differently because of your sex, religion, race or political views.
iii) You can/can't be kept as a slave.	ix) You can/can't be tried without a proper and independent court.
iv) You can/can't say what you think.	x) People can/can't interfere with your family life, or read your private letters.
v) You can/can't go to a large public meeting, and mix with whoever you want.	xi) You can/can't be killed.
vi) You can/can't be tortured.	xii) You can/can't get married if you want to

Now match these to the Articles from the Human Rights Act.

Human rights legislation

6.1

Now match the Articles of the Human Rights act (on the left) with the sentences on the right.

Article

2 The right to life

3 The prohibition of torture

4 The prohibition of slavery or forced labour

5 The right to liberty, personal freedom and security

6 The right to a fair trial

7 No punishment without law

8 The right to respect for private and family life

9 The right to freedom of thought, conscience and religion

10 The right to freedom of expression

11 Freedom of assembly and association

12 The right to marry

14 Prohibition of discrimination

i)	You can't be punished if you haven't broken the law.
ii)	You can think what you want, or have the religion you want.
iii)	You can't be kept as a slave.
iv)	You can say what you think.
v)	You can go to a large public meeting, and mix with whoever you want.
vi)	You can't be tortured.
vii)	You can't have your freedom taken away (unless you are suspected of a crime).
viii)	People can't treat you differently because of your sex, religion, race or political views.
ix)	You can't be tried without a proper and independent court
x)	People can't interfere with your family life, or read your private letters.
xi)	You can't be killed.
xii)	You can get married if you want to.

2	3	4	5	6	7	8	9	10	11	12	14

* Please note: there are no Articles 1 or 13 in Schedule 1 of the HRA 1998. In the Convention, *Article 1: Obligation to Respect Human Rights*, is not a right but an obligation to secure the jurisdiction to the rights and freedoms as defined in Section 1 of the Convention. *Article 13* is the *Right to Effective Remedy*. The Act itself provides the remedy.

6.2 Human rights legislation: Case studies

Entry 1	Entry 2	Entry 3
Read a short human rights case study. (Rt/E1.1)	Share information on case studies and understand gist of narratives. (Lr/E2.1)	Ask and answer questions about case studies and give opinions on them. (Sc/E3.3)

Suggested procedure (Entry 2)

- Ask learners to give examples of human rights issues they have heard about in the UK, in the news and/or – if they are comfortable to do so – ask for issues from other countries or their personal experiences.
- Split the class into groups and give them a case study each. Learners read, answer comprehension questions and formulate an initial opinion. Monitor and help with vocabulary queries. Learners then re-group and share information on the cases they have read.
- In their new groups learners are given the fact sheet, detailing what happened in the actual case. They match each ‘answer’ with the original case study and check whether their own predictions were confirmed.
- Groups then give a report on their case study to the whole class and ask for opinions.
- Now give out the discussion sheet and ask learners to work through the various discussion points. (This could be done in pairs/small groups/whole class, or a variety of these.)

Differentiation

- *For stronger learners make a gap from the case studies as appropriate.*
- *Don't give out the texts; pin them to the walls and turn into a running dictation, to allow varied listening/writing practice according to skills/abilities.*
- *Ask learners to write down their predicted outcomes of each case study.*

Language points

Integrate the following specific language points:

- lexis of the press – *editors, scoop, paparazzi, libel, writ*, and so on);
- reporting verbs – *accused, denied*, and so on;
- past tenses in narratives;
- past modal forms – for example *'she should have'/'he could have...'*;
- legalese (see ‘Extension activities’).

Extension activities

- Learners familiarise themselves with case study B and, either using the discussion sheet or by the teacher presenting the discussion orally, they address the points of the discussion. (This case study has been chosen as it is less likely to lead to contention than the others. The others could be used in the same way, with the appropriate group.)
- Create short role plays around each of the scenarios.
- Ask learners to write accounts of the case studies from the point of view of different participants – for example the press, the boy of ‘low intellect’, Princess Caroline, the 87-year-old woman, and so on.
- Take learners on a visit to local law courts or a local newspaper.
- Ask learners to find all the words to do with law and legality in the texts (for example *'violated', 'infringed', 'legitimate', 'costs and expenses', 'proceedings'*).

Human rights legislation: Case studies

6.2

Case study A

Boy robber

In 1999, an 11-year-old boy was convicted of attempted robbery. The boy, from Liverpool, had 'low intellect'. At the time, he and another boy tried to rob an 87-year-old woman. The boys tried to steal her handbag and the woman fell and broke her arm. The boy with the 'low intellect' had to go to court, where he was sentenced to two years' detention.

The boy's lawyers took his case to the European court. They said they had told the British court, before the trial began, that he had a 'low intellect' and could not understand what happened in a court.

See: <http://news.bbc.co.uk/1/hi/england/merseyside/3809705.stm>
(Last updated: Tuesday 15 June 2004, 16:09 GMT, 17:09 UK)

- Check that you understand what happened.
- Why did the lawyer take the case to the European Court of Human Rights?
- Which Article of the Human Rights Act is important in this case?
- What do you think happened in the European court?

6.2 Human rights legislation: Case studies

Case study B

Princess in tabloid privacy war

Three magazines published pictures of Princess Caroline of Monaco skiing, horse riding, sitting in a café with her children and playing tennis with her husband.

Her lawyers said the magazines had violated the European Convention on Human Rights.



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See: <http://news.bbc.co.uk/1/hi/world/europe/3838945.stm>
(Last updated: Friday 25 June 2004, 09:15 GMT, 10:15 UK)

- Check that you understand what happened.
- Why did the lawyers take the case to the European court of Human Rights?
- Which Article of the Human Rights Act is important in this case?
- What do you think happened in the European court?

Human rights legislation: Case studies

6.2

Case study C

Schoolgirl in Muslim gown case

Shabina Begum stopped going to her Luton school in September 2002 in a row over her wish to wear an ankle-length *jilbab* gown.

Originally, Shabina wore a *shalwar kameez* to school, but her deepening interest in her religion led to her wearing the *jilbab*.

The long gown is worn by Muslim women who seek to cover their arms and legs, but not faces or hands.

Her lawyer said the school was denying her religious rights and her education. She said it was against the European Convention on Human Rights and against British law.

But the school argued that there was an alternative uniform for Muslim girls. They said the *jilbab* could divide Muslim pupils and it presented a health and safety problem.

See: <http://news.bbc.co.uk/1/hi/education/3808073.stm>
(Last Updated: Tuesday 15 June 2004, 16:18 GMT, 17:18 UK)

- Check that you understand what happened.
- Why did the lawyer take the case to the court?
- Which Article of the Human Rights Act is important in this case?
- What do you think happened in the European court?

6.2 Human rights legislation: Case studies

Fact sheet: What actually happened?

You have read three case studies. Read the texts about what happened and match each text with the right case study.

What happened? Is it what you expected?

- The judges said the government should have stopped his trial.
- Because of his youth and low intellect the boy could not participate properly in the adult court proceedings, the European Court of Human Rights said.
- The judges said the boy had not had a fair trial, guaranteed by Article 6 of the Human Rights Act.
- They said they the boy was not “capable of participating effectively in his trial to the extent required by Article 6”.
- The boy received £3,500 for his costs and expenses.

- The European judges said the magazines had violated the Princess’s right to privacy.
- The European Court of Human Rights said photographs of her and her children should not have been published, even if they were taken in a public place.
- “Every person, however well-known, must be able to enjoy a legitimate hope for the protection of ... their private life”, the court said.

- The high court judge said the school’s uniform policy was aimed at the proper running of a multi-cultural, multi-faith secular school.
- The court ruled that her human rights had not been infringed.

Human rights legislation: Case studies

6.2

Discussion sheet

Think about the 'Princess Caroline' case study again.

- What are the main points?
- Which Human Rights Act Article was breached?

Look in some newspapers.

- What pictures do you see of famous people?
- Do you think the people agreed to have their photograph published in the newspaper?

Thinking about the issue

What do you understand by:

- the freedom of the press?
- the right to privacy?

The discussion

Work in small groups and talk about these questions:

- Is it good to have freedom of the press? Why?
- Is it good to have a right to privacy? Why?
- Can the freedom of the press conflict with the right to privacy?
- Do you know of any examples where this has happened?

Now give the opinion of your small group to the whole group:

- Does everyone agree?
- Say if you agree with other groups and give reasons and examples.
- Say if you disagree with other groups and give reasons and examples.

Finally, think about this question:

- Do we need a law to stop newspapers from infringing people's right to privacy?

6.3 Flowers from Kenya

Entry 1	Entry 2	Entry 3
Read and understand the gist of a short paragraph from this text. (Rt/E1.1)	Use a dictionary to help understand this text. (Rw/E2.4)	Predict content of a text and skim read to check. (Rt/E3.6)

Suggested procedure (Entry 2)

- Write 'Kenya', 'supermarkets', 'workers', 'flowers' on the board, or dictate them. Tell learners they are going to read an article containing these words, and ask them to work in pairs or groups to predict what the article is going to be about.
- Take brief feedback, then give them an appropriate time limit (perhaps 5 minutes) to skim read the article to check their predictions.
- Now briefly discuss 'fair trade', 'trades unions' and 'workers' rights'. Give an explanation of each or ask learners to use bilingual dictionaries.
- Direct learners to the reading comprehension questions (p. 163, and allow them more time for detailed reading.
- Ask learners to compare answers then take feedback and check.
- Ask learners whether they buy flowers from supermarkets, or know people who do – would this change their behaviour?

Differentiation

- *You may wish to pair strong/weak readers for this activity.*
- *Bilingual dictionaries will give good support at E2.*
- *Simplify the text for E1, or for very weak readers – perhaps you could just focus on the workers' comments.*
- *Alternatively, turn it into a jigsaw reading, giving small sections of text to different pairs of learners.*

Language points

Integrate the following specific language points:

- referencing; ask the learner to highlight all the referencing pronouns in the text and decide what they refer to;
- lexical chains – ask learners to mark/find lexical chains in the text;
- linking – this is a very simple text. At E3, learners could be asked to suggest ways of joining some of the sentences together (for example, suggesting whether the implied links are 'and', 'but', or 'so').
- vocabulary – types of flower.

Extension activities

- Ask learners to write a letter of complaint to one of the supermarkets which sells flowers.
- Ask learners to list the occasions when they might give flowers to somebody, then compare as a class.
- Discuss which types of flowers are appropriate for which occasions.
- Game: ask learners to decide, if they were a flower, what type of flower they would be. (Learners can then guess each others' flowers.)
- Discussion/research: learners look at other supermarket products which are shipped over considerable distances, or produced in bad conditions. This could lead on to a discussion of 'food miles' or global trade generally.

Answers to reading comprehension questions can be found in the answers section, p. 319.

Flowers from Kenya

6.3

Read the text and answer the questions

The flower industry is growing at a remarkable rate. More and more Europeans are buying flowers and rely on hotter countries to supply their blooms. The largest growers of flowers such as roses and tulips are countries like Kenya, Zimbabwe, Israel, Colombia and Ecuador. Many workers are employed to grow and look after the beautiful flowers that will one day sit in a vase in a house in Holland, France or the UK.



Supermarkets in the UK tend to buy their flowers from Kenya. These include Marks & Spencer, Asda, Sainsbury's, Safeway, Tesco and Sainsbury's. Kenya produces more flowers than any other African country alone. The two largest companies there are called Sulmac and Homegrown and each of these employs around 5000 people.

Kenya is a developing country. Many of the workers are unhappy with their working conditions. They go to work very early in the morning on overcrowded buses before spending all day working in extremely hot greenhouses tending flowers. They get paid around £1.50 a day in Kenyan shillings.

Theresa works on a flower farm. She agreed to tell us about her experiences.

I wanted to go to college to become a teacher but there are not many opportunities for girls to study in my country but anyway I had to earn money. I began to work here two years ago. I work six days a week. It is very hard work. The days are long and I don't get any breaks.

When we work in the greenhouse it gets very hot and sometimes people faint. Because they do not want the flowers to become diseased or have pests the men come in and spray them with chemicals. It is not right; our hair and clothes get soaked with the liquid they spray and we do not get any protective clothing to help protect us. We should get gloves or facemasks to wear.

At first I became quite ill. I got skin rashes that would not go away and I have suffered from gynaecological complaints. Other women in here have had the same problems. I think the chemicals have caused it, but no one listens to us. My friend complained and got fired.

6.3 Flowers from Kenya

Mary, another worker at the farm, says:

My husband worked here as a sprayer and he became blind in one eye. Now he can't work and I don't get paid enough. It is difficult to feed my children.

Environmental groups and human rights groups are concerned about the Kenyan flower industry. A group calling themselves the Kenyan Flower Council was recently formed to try and improve the conditions of the workers. The companies that join up have to agree to look after their workers.

They must give them protective clothing to wear and agree not to use chemicals that are banned in other parts of the world. They must also pay the workers more money and help with their medical costs. They should also allow the workers to have a trade union.

Although the big companies like Sulmac have joined, some smaller companies have not. This means they do not need to make sure their workers have better working conditions.

The major UK supermarkets know what is happening and try to monitor the situation by sending people to inspect the flower farms but it still is not enough. Workers are still not being treated fairly.

You can complain to your local supermarket. Do not stop buying flowers as this is the only employment for many Kenyan workers.

Writing practice

Write a letter of complaint to your local supermarket. Tell them that you are worried about how workers are treated in the Kenyan flower farms. This is not fair trade. Ask them to make sure that any company they buy from is a member of the Kenyan Flower Council.

You will find the address of the supermarket in a copy of the Yellow Pages.

Flowers from Kenya

6.3

Reading comprehension questions

1. Where do UK supermarkets buy most of their flowers?
2. How much do the workers get paid?
3. Why is the method of spraying the flowers dangerous?
4. What particular illnesses did Theresa suffer from?
5. What happened to Mary's husband?
6. How could the exposure to chemicals be reduced for the workers?
7. Which organisation is trying to change the working conditions in Kenya?
8. What do UK supermarkets do at the farms?
9. Does the article advise you to stop buying Kenyan flowers?
10. What should we say to the supermarkets who sell these flowers?

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- **Introduction to the job market – kinds of job, working hours**
- **Basic minimum wage**
- Opening a bank account

- How to get employment
- Agency work
- Temporary work
- Permanent work
- Self-employment

- Applying for a job
- How to write a CV
- Job description
- Person specification
- **Interviews**
- References
- **Employment law**
- **Contract of employment**
- **Salaries**

- Holidays
- Other leave (maternity, paternity)
- **Making sense of your wage slip (National Insurance contributions, tax, and so on)**
- Tax credits
- Pensions
- Health and safety
- Unions

- Sources of help and information

- Financial literacy

Sources of the material used in this section

- *Skills for Life* learner materials pack (ESOL), Department for Education and Skills, 2003.
- www.uk-learning.net/t45135.html

Sources of other useful material

- Actual wage slips, contracts, and so on.
- Articles in newspapers about employment (especially jobs supplements).
- Local newspapers.
- *Skills for Life* learner materials pack (ESOL), Entry 1: 'Going to Work'.
- *Skills for Life* embedded learning materials.
- Basic Skills Agency CD-ROM – 'Money-go-round: Money skills for everyone.' At Entry 3. Covers 25 topics on different aspects of money management. Tutor area contains extra information for tutors.

Useful Websites

Website	Web address	Description
BBC	www.bbc.co.uk/a-z Search under: – Life @ Work – Work (One Life)	Main site of the BBC – for a full range of topics click on the A–Z index.
The Big Issue	www.tbijobs.co.uk	A magazine dealing with the issue of homelessness. Hundreds of non-profit-making organisations' job vacancies.
Health and Safety Executive	www.hse.gov.uk	Health and safety at work. Information and advice on manual lifting, noise, backs, and accidents. The HSE Infoline (0845 345 0055) is a one-stop shop providing a wealth of health and safety information and access to expert advice and guidance, and offers a telephone interpreting service.
Jobcentre Plus	www.jobcentre.gov.uk	National centre for employment. Includes work-related information, work searches and unemployment rights, information on local Jobcentre offices.
Moving Here	www.movinghere.org.uk/gallery/default.asp?topic=work	A site offering fascinating sound clips and visuals of working practices of migrant groups.
TUC (Trades Union Congress)	www.tuc.org.uk	The main trades union site which offers support on all areas of employment and working rights.
UNISON	www.unison.org.uk	Website of the largest union in the UK, offering information on all aspects of work and employment issues, rights and responsibilities.
Yorkshire and Humberside Consortium Materials	http://uploads.vli.co.uk/refugee/albanian/portfolio.pdf	Information on personal portfolios and CV writing in different languages. For each language required substitute the word 'albanian' in the web address with the name of the language required, in lower case. Choose from Arabic, Farsi, French and Pushto.

Type of resource	Online or downloaded?	Level/adaptability
Simple English text used to define each topic alphabetically. Life @ Work – articles on work-related issues, opportunity to write about ‘what you do at work?’. One Life – ‘work’ has information on how to complete, produce application forms, CVs and so on.	Students could practice using alphabetical index online . Topics such as work experience at the BBC. Online interactive quiz available.	E1+ High E1+ (One life)
www.bigissue.co.uk/Results.html – information and statistics on what’s happened to some homeless people.	Online information on rights at work and advice on dos and don’ts when writing a CV.	E2+
Free publications in a good range of languages.	Online and downloadable leaflets in different languages.	Resource for teachers, possibly for learners at E3.
Text -based site. A–Z index to make it easier to find specific resources.	Nice opportunity for more advanced students to search for jobs online , at ‘search for a job now’.	E1+
Pictures and simple descriptive text .	Site works better online .	E1+
Very inaccessible for students, small, complex, dense text . News-based site campaigning for fair deals at work.	Online forum to ask questions and share views at ‘learning service debate’.	E3+
Text -based site. /young/tengoodreasons.asp – reasons to join a union. Facts and figures available.	/women – articles to download about women in work, health and other campaigns.	Simple language mostly, some adaptation necessary, E1+
Material produced could be stored on the computer or in student’s file.	Useful worksheets to download and print, on health, vaccinations, personal information, writing CVs and so on.	E1+

All details were correct at time of publication

7.1 What's your job?

Entry 1	Entry 2	Entry 3
<p>Read sentences and recognise vocabulary. (Rs/E1.1a, Rw/E1.1a)</p> <p>Ask for, understand and give personal information. (Sc/E1.3a, Sc/E1.4b, Lr/E1.4a)</p> <p>Write personal information in simple sentences, (Wt/E1.1a, Ws/E1.1a).</p>	<p>Talk and write about what people in different jobs actually do. (Sc/E2.3a, Wt/E2.1a)</p>	<p>n/a</p>

Suggested procedure (Entry 1)

- Show pictures of people in different jobs and elicit the names of the jobs. Demonstrate pronunciation and spelling of new vocabulary.
- Ask learners to say what their job is (if they have one).
- Ask learners to complete the matching exercise on p. 173.
- Drill and practise the questions ('Where do you work?', and so on) and ask learners to mingle and ask each other the questions. If learners are not in work at the moment, give them cards with words or pictures to imagine a job for themselves.
- Ask them to report back on what they have found out about other people.
- Ask learners to write three sentences about themselves.

Differentiation

- *Basic literacy students can work on one language experience sentence. More competent writers can go on to write about other people in the class or people in their family.*

Language points

Integrate the following specific language points:

- contracted forms, for example 'I'm', 'what's';
- simple present tense in first and third person;
- indefinite article, use of 'a' and 'an'.

Extension activities

- Play a guessing game, 'What's My Line?', asking yes/no questions. Provide learners with a list of jobs, then ask them to guess which job a person has, without saying the name of the job, for example 'Do you work in a shop?'; 'Do you wear a uniform?'
- Ask learners to scan the local paper for job adverts and see if they can find any of the jobs listed.
- Ask learner what jobs they would like to do and answer questions as before ('What job do you want to do?' 'I want to be a teacher').

Additional materials needed

- Pictures of people in various jobs.

Answers to the 'What's your job' exercise can be found in the answers section, p. 319.

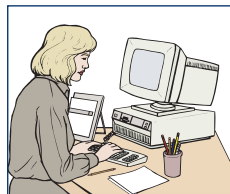
What's your job?

7.1

1. I work in a school. I teach children. I'm a
2. I work in an office. I type letters and answer the telephone. I'm a
3. I work in a shop. I sell things to people. I'm a
4. I work in a surgery. I treat people's teeth. I'm a
5. I work outside. I keep animals and grow food. I'm a
6. I work in a shop. I cut people's hair. I'm a
7. I work in a garage. I fix cars. I'm a
8. I work in a restaurant. I cook the food. I'm a
9. I work in a restaurant. I serve the customers. I'm a
10. I work in different places. I put out fires. I'm a



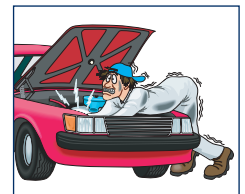
Sales assistant



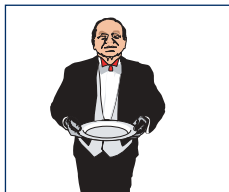
Secretary



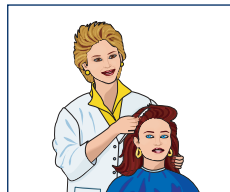
Farmer



Mechanic



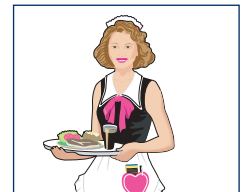
Waiter



Hairdresser



Teacher



Waitress



Dentist



Chef



Firefighter

Ask other people:

- Where do you work?
- What's your job?
- What do you do in your job?

Write about yourself:

I'm a

I work in a

I

7.2 Interviews

Entry 1	Entry 2	Entry 3
<p>Give instructions. (Sc/E1.4c) Write instructions. (Wt/E1.1a)</p>	<p>Give instructions, using 'must' and 'mustn't'. (Sc/E2.4c)</p>	<p>Talk about good practice in interviews, using a range of ways to express obligation. Discuss different practices in Britain and elsewhere. (Sd/E3.1d)</p>

Suggested procedure (Entry 1)

- Make the context of 'job interview' clear, by using pictures and/or mime.
- Look at the text in the speech bubbles and ask learners to demonstrate, also demonstrating it yourself.
- Check the meaning of all the vocabulary.
- Ask learners to work in pairs to mark the text in speech bubbles as 'good' or 'bad'. If some learners are confused, for example about 'eye contact', explain that in some cultures, people think eye contact is bad; in British interviews, people think it is good.
- Collate the 'good' instructions and practise them. Collate the 'bad' instructions, add 'don't' and practise them.
- Demonstrate doing something wrong in an interview, then ask for volunteers or select confident learners to come to the front and demonstrate doing something wrong. Encourage other learners to give them instructions, for example '*Speak clearly*'; '*don't cross your arms*'.

- Ask learners to work in small groups, demonstrating and giving each other instructions.
- Put learners in groups to write a set of dos and don'ts for interviews.

Differentiation

- Use mixed ability pairing and grouping.

Language points

Integrate the following specific language points:

- imperatives with and without 'don't';
- appropriate stress and intonation when giving instructions.

Extension activities

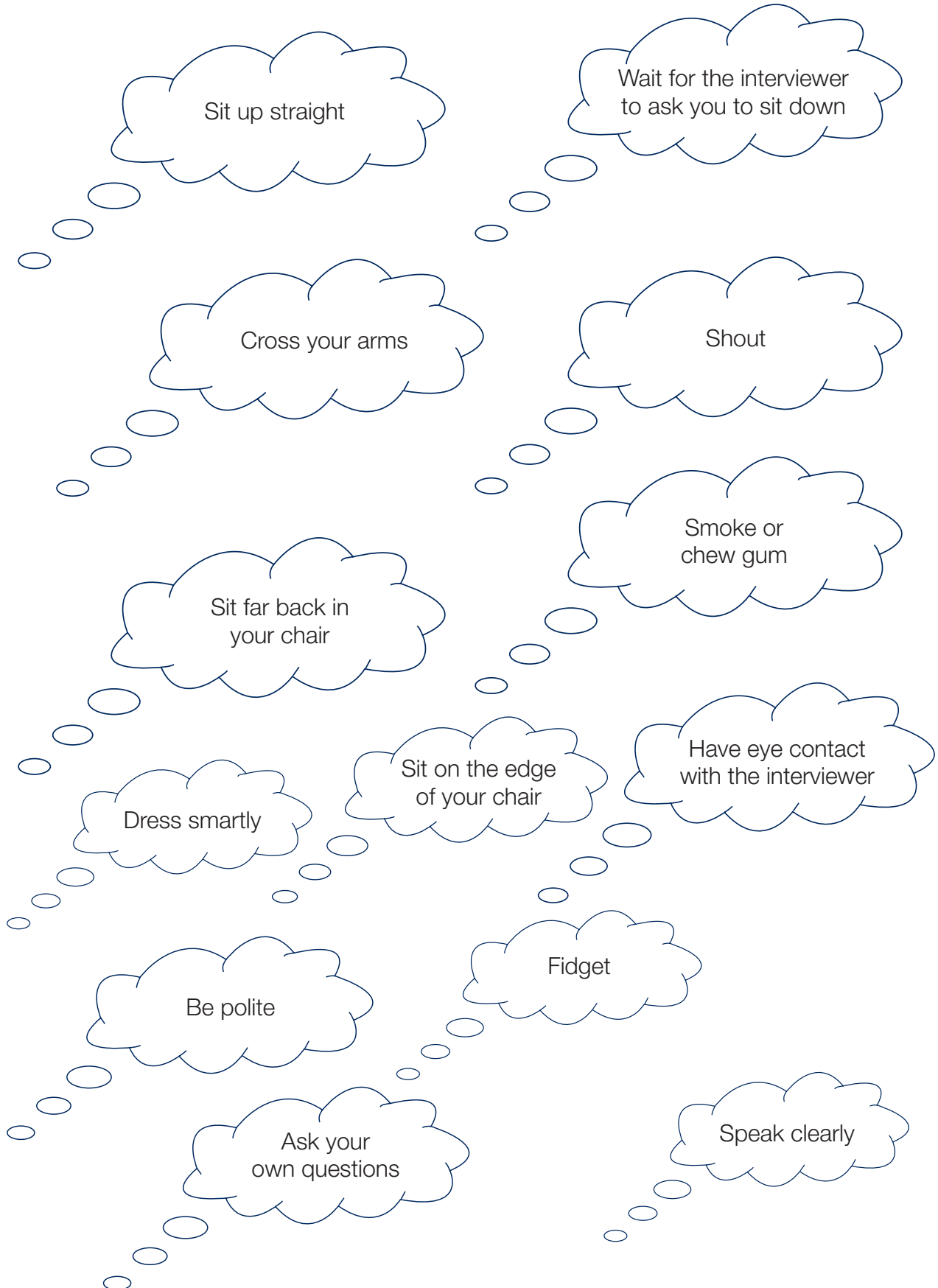
- Work on interview questions and role play job interviews.
- Work on filling in application forms.

Additional materials needed

- Pictures related to job interviews.

Interviews

7.2



7.3 Reading and questioning a wage slip

Entry 1	Entry 2	Entry 3
<p>Scan for key vocabulary. (Rt/E1.1b)</p> <p>Numbers and basic vocabulary for numeracy. (Rw/E1.1a, Rw/E1.3b)</p> <p>Make simple requests. (Sc/E1.2a)</p> <p>Ask for help in a formal situation. (Sd/E1.1b)</p>	<p>Scan for specific information. (Rt/E2.1b)</p> <p>Vocabulary for numeracy. (Rw/E2.2a)</p> <p>Make requests. (Sc/E2.2a)</p> <p>Initiate a formal interaction. (Sd/E2.1b)</p>	<p>Scan a range of wage slips, salary slips, P60s, and so on, and check the details. (Rt/E3.7a)</p> <p>Make a phone call to an organisation querying the amount on a wage slip. (Sd/E3.1b)</p>

Suggested procedure (Entry 2)

- Bring in some actual wage slips and salary slips. Discuss the terms 'hourly', 'weekly', 'monthly' and 'annual', as well as 'wage' and 'salary'.
- Ask learners to match the terms and definitions and discuss the meaning of the words.

Differentiation

- Encourage translation into first language, by allowing learners to help each other and use dictionaries.
- Ask learners to find the terms from p. 177 on the wage slip on p. 178. Where terms are different (for example 'total pay' not 'net pay'), ask them to note alternative ways of writing items.
- Look on real wage slips to note which terms they use.
- Ask learners to answer the questions, using calculators if possible.

Differentiation

- As they do the final calculation in question 7, p. 178, try to notice if anyone needs help with numeracy.
- Ask learners to do the calculations on p. 179 and to choose the correct term for each calculation. Ask them to note the preposition that goes with each term.
- Ask learners to work in pairs to check the wage slips. Make sure each pair has one person whose numeracy is good.

- Elicit what is wrong, who they would approach about it and what they would say.
- Role play this situation in pairs and discuss the most effective way to deal with the situation.

Differentiation

- If learners have difficulty with numeracy, give them extra time and attention. Meanwhile, ask the others to set each other similar tasks, do these tasks, talking about the process in English as they do so.

Language points

Integrate the following specific language points:

- the language of numeracy;
- appropriate register for the formal situation;
- appropriate intonation in making requests.

Extension activities

- Work on calculating tax deducted, for example the personal allowance, child tax credit, and so on.
- Discuss where the money goes, for example what do taxes pay for? What do NI contributions pay for?

Additional materials needed

- Actual wage slips and salary slips.
- Calculators.

Answers to the exercise can be found in the answers section, p. 319.

Reading and questioning a wage slip

7.3

Write the words next to the meaning

Tax	Tax code
Employee number	Gross pay
Net pay	Deductions
National Insurance	Pension contribution
Pension	National insurance number

1. The money you get before they take anything away:
2. Your personal 'Social Security' number:.....
3. The number that shows how much tax you will pay:
4. Money when you retire (stop working):.....
5. The wage you actually have:
6. The money you pay for when you retire:
7. Money they take away before you get your wage:
8. Money for National Health and Social Security benefits:
9. Money for the government for roads, schools, military, and so on:
10. Your personal number in your work place:

7.3 Reading and questioning a wage slip

Sample wage slip

NAME <i>Shirley Smith</i>	Bestbuy Supermarkets	Month: April 2002
Employee number:	National Insurance:	Tax Reference:
Tax Code: 461L	Contribution letter: A	
Basic pay	Weekly hours	Amount
£4.50 per hour	20	90.00
Tax		-10.20
NI		-5.45
TOTAL PAY		74.35

1. What is this person's tax code?
2. What is their basic hourly pay?
3. Do they work part time or full time?
4. What is their gross pay?
5. Is the gross pay for a week or for a month?
6. How much are the deductions?
7. Is the total pay correct?

Reading and questioning a wage slip

7.3

How do you check your wage slip?

- Write in the correct word below: Subtract; Add; Multiply; Divide

- The hourly pay is £9.20. A person works 18 hours per week. What is the weekly pay?

.....£9.20 by 18.

- The gross monthly pay is £1268. Deductions are £367. What is the net pay?

.....£367 from £1268.

- The job pays £17000 per year. What is the monthly pay?

.....£17000 by 12.

- You pay £52 tax and £28 National Insurance contribution. What are your total deductions?

.....£52 to £28.

- Check these wage slips. Talk in English as you do it.

Basic pay	Weekly hours	Amount
£5.65 per hour	20	£101.70
Tax		-£14.78
NI		-£7.33
TOTAL PAY		£79.59

Basic pay	Weekly hours	Amount
£8.60	12	£103.20
Tax		£49.63
NI		£6.22
TOTAL PAY		£47.35

- What is wrong?
- Who can you speak to?
- What can you say?

7.4 Contract of employment

Entry 1	Entry 2	Entry 3
Pick out basic information, for example date, address, salary amount. (Rt/E1.1b)	Skim a contract and scan for specific information. (Rt/E2.1b)	Find information from a range of genuine contracts. (Rt/E3.4a)

Suggested procedure (Entry 2)

- Elicit what learners know about their rights as employees, especially regarding contract of employment.
- Prepare a version of the employment contract on pp. 181–2 on cards, with the numbered headings separated from the text below them. Ask learners to match the text with the headings.
- Ask comprehension questions orally, to check understanding, and explain vocabulary as necessary.
- Ask learners to look at the wage slip on p. 183 and check their understanding of the terms used on it.
- Give the questions and ask learners to scan the contract of employment for the information they need to fill in the wage slip.

Differentiation

- *When pairing learners, make sure that at least one in the pair has good numeracy skills.*
- *If any learners are likely to find the task too difficult, prepare an easier version of the wage slip, with fewer gaps to fill in.*

Language points

Integrate the following specific language points:

- the language for numeracy.

Extension activities

- Ask learners to prepare questions, based on the employment contract, that they might want to ask when they start a new job, such as *'How much paid holiday do we get?'* Discuss the appropriateness of asking these questions before getting the job.
- Bring in some genuine contracts of employment and discuss what kind of information they give.

Additional materials needed

- A version of the contract of employment on cards, a set of numbered headings and a set of texts to go with them.
- Some genuine contracts of employment.

Answers to the wage slip exercise can be found in the answers section, p. 319.

Contract of employment

7.4

CONTRACT OF EMPLOYMENT

1. Names of the contracted parties

Between: **Pizza Palace** (the 'employer')

191 Bingham Road, Thornton Heath, Surrey, CR7 2BZ

And: **Terry Smith** (the 'employee')

12 Smalltown Road, Midshire MRT 5EW

2. Starting date of the employee

Employment start date: 10 August 2004

3. Job title and description

The employee's job title is: Assistant – full time.

The employee's main task is to assist the owner in maintaining a consistent quality of service to customers.

4. Address of the workplace

The employee will work from: 191 Bingham Road, Thornton Heath, Surrey, CR7 2BZ.

5. Salary

The employee's salary is £8528 gross per annum. Payments are weekly (£164 gross) by cheque. If you do not have a bank account you will need to open one.

6. Hours of work

The employee's working week will consist of 45 hours, from Monday to Friday and from 9 am to 6 pm. There is a 1-hour lunch break: timing to be agreed with the employer.

From time to time, the employee may be asked to work outside the contracted hours. The normal hourly rate will be paid.

7. Holiday entitlement

The employee is entitled to 4 weeks' (20 days') paid holiday per annum, including Bank and Public Holidays. At the end of 5 years' service an extra day's holiday entitlement is given – followed by a further 1-day holiday entitlement for each of the next 4 years service: bringing maximum holiday entitlement to 5 weeks (25 days). Further details are outlined in the Pizza Palace handbook.

7.4 Contract of employment

8. **Sickness entitlement**

Contractual sick pay: the employee will receive their normal salary for a period of 4 weeks, in any 12-month period where a doctor's certificate is produced after 7 consecutive days' sickness. Payments will be less statutory sick pay and any Social Security benefits due to the employee.

9. **Grievance and discipline procedures**

These are outlined in the Pizza Palace handbook and are in line with the current legislation.

10. **Notice periods required from both the employee and the employer**

The minimum notice periods are as follows:

Time in employment Minimum notice

<i>Under 1 month</i>	<i>No notice</i>
<i>Over 1 month</i>	<i>1 week</i>
<i>2 years' service</i>	<i>1 month</i>
<i>3 to 12 years' service</i>	<i>1 week for each year to a maximum of 12 weeks.</i>

The employee must submit a written copy of their notice to the business's address, as 1 above.

The employer will send a copy of the notice to the employee's address, as 1 above.

In the case of the employee being dismissed for gross misconduct, the employer will decide if any notice period will be applied and/or worked.

I agree to the above terms and confirm I have received a copy of this contract.

.....
Signed by the employee

Dated.....

.....
Signed by or on behalf of the employer

Dated.....

Contract of employment

7.4

Wage slip

<i>NAME: T. Smith</i>	<i>Pizza Palace</i>	<i>Month: November 2004</i>
<i>Employee number: 5584321</i>	<i>Nat. Ins. Number: YY362718C</i>	<i>Tax Ref. 001 B</i>
<i>Tax code: 461L</i>	<i>Contribution Letter: A</i>	
<i>Basic pay</i>	<i>Monthly hours</i>	<i>Amount</i>
£ _____ <i>per week</i>	_____	£ _____
<i>Overtime</i>		
£ _____ <i>per hour</i>	_____	£ _____
<i>Gross pay</i>		£ _____
<i>Income tax</i>		£69.32
<i>NI</i>		£34.46
<i>Net pay</i>		£ _____

■ Look at the wage slip. Complete it correctly by finding and calculating the following.

1. Find Terry's basic weekly pay in his contract of employment and write in the amount on his wage slip.
2. Find Terry's weekly hours of work. Deduct his lunch breaks for the week. Multiply the weekly hours by four (weeks). Write the monthly hours he has worked on his pay slip.
3. Write the monthly amount on his pay slip.
4. Terry worked two hours overtime this month. He earns £6.10 an hour. Write these figures in the correct gaps.
5. Calculate his overtime pay and write it in the amount column.
6. Calculate his gross pay and write it in the amount column.
7. Calculate his net pay and write it in the amount column.

(Note: The person and company referred to in this activity are entirely fictional. Any resemblance to an existing person or company is purely coincidental.)

7.5 Understanding minimum wage law

Entry 1	Entry 2	Entry 3
Scan for amounts of money. (Rt/E1.1b)	Skim and scan. (Rt/E2.1b) Take part in formal interaction. (Sd/E2.1b)	Recognise how text is built up. (Rt/E3.1a) Skim and scan. (Rt/E3.6a, Rt/E3.7a) Take part in discussion. (Lr/E3.6b, Lr/E3.7a, Sd/E3.1b, Sd/E3.2a) Initiate formal interaction. (Sd/E3.1b, Sc/E3.2a) Plan and draft a formal letter. (Wt/E3.1a)

Suggested procedure (Entry 3)

- Ask learners to talk about their jobs and the wages people get in different jobs.
- Ask them to do the matching exercise and discuss the meaning of the vocabulary. Show learners the discussion topics and organise a small group then a whole group discussion.

Differentiation

- *Encourage translation into first language, with learners helping each other and/or using dictionaries.*
- *If possible, learners could work in first language groups to share information in that language, before giving their point of view in English.*
- Ask learners to re-assemble the jumbled text then draw their attention to the specialist employment vocabulary, and to the way the text is structured (introduction, conclusion, and so on).
- Ask them to choose the best title for the news article, justifying their choice, then answer the questions.
- Discuss with learners which organisations could help them with a similar problem and rehearse what they might say when going to an organisation for help.
- Role play the situation.

- Discuss the format of formal letters. Ask learners either to imagine they are writing on behalf of the man in the article, or imagine their own situation, and to draft a letter to an organisation, asking for information about their rights and for help.

Language points

Integrate the following specific language points:

- the language for discussion – agreeing, disagreeing, interrupting, offering a turn, and so on;
- appropriate register for asking for information and help in a formal situation.

Extension activities

- Set a project for the learners to telephone an organisation to find out which problems they can help with.
- Role play asking for advice or help with other kinds of problem.
- Work further on formal letters, asking for help with problems.

Additional materials needed

- Information about local advice agencies, with contact information.

Answers to the questions on p. 187 can be found in the answers section, p. 319.

Understanding minimum wage law

7.5

1. Minimum wage
2. Compensation
3. Slave
4. Poverty
5. Employment
6. Tribunal
7. Trade union
 - a) The lowest wage per hour which can legally be paid for a particular type of work.
 - b) Someone forced to work for a master and owner.
 - c) Work, occupation.
 - d) A group of workers of the same trade who join together to bargain with employers for fair wages and so on.
 - e) Something given to make up for wrong or damage.
 - f) A group of people appointed to give a judgement, especially on an appeal.
 - g) Being poor, having little money or property.

Discussion

- How much is the minimum wage?
- Who decides the minimum wage?
- Is there a minimum wage in the country you come from?
- Do you think it is a good idea to have a minimum wage?
- Do you know what you can do if your employer does not pay the minimum wage?

7.5 Understanding minimum wage law

This is a true story that was in the *Daily Express* newspaper in June 2004. The story has been jumbled up.

Try and put the following paragraphs in the correct order. The first paragraph is in the right place.

a. A worker was only paid 29p an hour in the supermarket where he worked.

b. After he left his job, he complained to an organisation that helps workers get better working conditions. They helped him take his case to court.

c. After a few weeks he did get more money.
His wages went up to 96p an hour.
The minimum wage at that time was £4.50 an hour.

d. He won the case and the court paid him £5000 compensation.

e. The man came to England from Africa two years ago and really needed a job so he accepted the low wages. The owner of the supermarket said that he would get paid more money if he showed that he could do the job well.

f. The worker kept the job for six months before he got really fed up because he worked for long hours and did not get enough money.

Understanding minimum wage law

7.5

■ Choose the best title for the story. You must explain why you have chosen it.

- a. Man on low wage wins compensation
- b. Man used as slave labour in supermarket
- c. What a shelf stacker was paid
- d. Shop worker who was paid 29 pence an hour wins compensation

■ Answer the following questions:

1. What was the hourly rate of the worker's starting pay?
2. Why was he willing to accept such a low wage?
3. What was the increase he received after a few weeks?
4. How much did this new wage fall short of the minimum wage?
5. How did he get help to fight his case?

If something like this happened to you:

- Which organisation would you go to for help?
- What would you say?
- If you wanted to write a letter, what would you write?

7.6 Discrimination at work

Entry 1	Entry 2	Entry 3
n/a	Express ideas about what is allowed and what is not allowed. (Sc/E2.3a)	Express and listen to opinions. (Lr/E3.6b, Lr/E3.7a, Sd/E3.1d, Sd/E3.2a)

Suggested procedure (Entry 3)

- Ask learners if they know the meaning of the word 'discrimination' and discuss the different forms it can take.
- Ask them to do the matching exercise and check their answers.
- Ask learners to work in pairs with the case studies and decide if they think the kind of discrimination described is allowed by the law.
- Ask them to read 'Discrimination and work: The law' to help with their decision.
- Ask learners to discuss one or more of the following questions:
 - Are there laws against discrimination in other countries? How do these compare with the UK?
 - Do you think there should be a law against age discrimination?
 - Is it sometimes acceptable for an employer to say they specifically want a man or a woman for a job?

Differentiation

- For the discussion, ensure that learners are in mixed ability groups.

Language points

Integrate the following specific language points:

- the language for discussion – agreeing, disagreeing, interrupting, offering a turn, and so on;
- modals of obligation: 'should', 'ought to', and so on.

Extension activities

- Ask learners to research on the Internet about the rights of the people in the case studies. Allow them to choose which person interests them, and research the needs of that person.
- Ask learners to imagine they are the interpreter for one of these people, and that the person doesn't speak much English. Ask them to role-play a conversation with an advice worker.

Additional materials needed

- Information about anti-discrimination laws.

Discrimination at work

7.6

Match the word with its meaning

- | | |
|--------------------------|---|
| 1. Discrimination | a. A way to go into a place or building. |
| 2. Employer | b. Treating a person or a group in an unfair way. |
| 3. Employee | c. Continual unpleasant remarks said to someone. |
| 4. Access | d. To get a more important job. |
| 5. Promotion | e. A person who is paid to do work. |
| 6. Harassment | f. A person or company that pays others to do work. |

Mark the stress and number of syllables on each word.

7.6 Discrimination at work

Are the following examples of discrimination allowed by law? Explain why or why not.

1. Tony, 55, wanted a job as a baker. The company didn't give him the job because they wanted someone younger, to be the same age as the rest of the staff.
2. David, who uses a wheelchair, failed to get a job as a manager at a small company of ten employees. The company said it was too expensive to change the office to have wheelchair access.
3. Gabby, a young woman, always gets whistled at when she walks across the factory floor at work. The men often shout at her about her hair, clothes, and so on.
4. Jan didn't get a promotion at work, even though she was the best person for the job. Her employers thought she would soon start a family and take lots of time off work.
5. A Spanish restaurant wants to employ Spanish waiters and waitresses because they are already familiar with the food.

Discrimination at work

7.6

Discrimination and work: The law

Discrimination is usually one of the following:

1. People who are treated differently because of their race, sex, colour, nationality or marital status. For example, a woman paid less money than a man for doing the same job is a case of discrimination.
2. An employer discriminating against a person because they have a disability. To stop discrimination against a disabled person the employer must change the workplace place so that it is accessible for a disabled person.
3. There are no laws about age discrimination: you can be refused a job if the employer thinks you are too old or young for it.
4. Harassment is also a form of discrimination: for example, making racist or sexist comments.
5. Discrimination can be against a group or an individual person.
6. Sometimes an employer says discrimination is necessary for the job. For example, a French restaurant may want French staff rather than English staff, and this is allowed.

7.7 Comparing salaries

Entry 1	Entry 2	Entry 3
Ask and answer questions about salaries. (Sc/E1.3b)	Make comparisons about jobs and salaries. (Sc/E2.3f)	Discuss and express opinions about jobs and salaries. (Sd/E3.1d, Sd/E3.1g, Lr/E3.6b, Lr/E3.7a)

Suggested procedure (Entry 3)

- Ask learners to work individually and put the jobs into order of salary, according to their opinion.
- Explain that there are no correct answers as such, then ask them to see if they have got similar answers to other people. From your own experience, give an opinion about the relative salaries.
- Ask learners to write sentences comparing salaries, for example 'A *doctor earns much more than a nurse*' and ask them to fill in answers to the questions.
- Start a discussion about whether relative salaries are the same in other countries.
- Ask learners to choose a discussion topic from the box of discussion questions. They can work in three groups, each discussing a different topic, then report their conclusions to the whole class.

Differentiation

- *If there are unconfident speakers, they might work together in the same group, and have first choice of discussion topic.*

Language points

Integrate the following specific language points:

- the language for discussion – agreeing, disagreeing, interrupting, offering a turn, and so on;
- comparative and superlative forms.

Extension activities

- Learners look at the structure of a simple discursive essay, then write a plan for such an essay based on the discussion questions.
- Learners choose two jobs and make comparisons, not only about salary but also about working conditions, qualifications needed, and so on.
- Learners research on the Internet to find more information about a job they have chosen.

Comparing salaries

7.7

- Put these jobs in order of salary or wage. Put the highest first and the lowest last.

Doctor		Highest
Nurse		
Football player		
Lawyer		
Housewife		
Teacher		
Shop assistant		
Lorry driver		Lowest

I think the person who gets the highest salary is

I think the person who gets the lowest amount is

- Compare your answers with other people. Did you all get the same?

Discussion questions

Do you think relative salaries are different in different countries?

Do you think it is right that a footballer earns more than a nurse? What are the arguments for and against?

Do you think a housewife should get a wage? Give your reasons.

If you had the power to change the present situation, what would you change?

8

Health

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

■ **Children's health**

- Immunisation, pre-school jabs and immunisation at school
- Access to free health care, free prescriptions for children, dental checks
- When to call out the GP and when to attend the surgery

■ Teenagers' health

- Health information on smoking, drugs, drink
- Local sources of help, young people's clinics and so on

■ Women's health

- Well woman clinics, access to a female GP, antenatal care, breast screening, smears, contraception
- Information about local clinics and services for women

■ Finding a GP

- Going to the GP
- Making an appointment
- Taking a friend or interpreter

■ **Prescriptions, using a pharmacy, advice from a pharmacist**

- Using NHS Direct

■ Healthy eating

- General diet and well-being in a new culture, comparison with diet in learners' countries
- Access to halal, kosher and vegetarian foods

Sources of the material used in this section

The sources of the information that formed the basis for the childhood infections table and the quiz were the following Websites:

- Kids Health for Parents at www.kidshealth.org/parent/infections
- Dr Paul at www.drpaul.com/illnesses
- Vaccine information for the public and health professionals is at www.vaccineinformation.org/photos

General information on healthcare professionals was adapted from the *Health and Medicines Information Guide and Directory* published by the Association of the British Pharmaceutical Industry, available to download from www.askaboutmedicines.org

The current cost of prescription charges as well as for medicines in Activity 8.3 were correct as of July 2005.

Sources of other useful material

- Department of Health at www.doh.gov.uk/consent
- Action for Sick Children at www.actionforsickchildren.org
- Teenage health information from Dr Ann's virtual surgery at www.doctorann.org
- Leaflets found in doctors' surgeries and on pharmacy counters.
- Department of Health at www.doh.gov.uk/phone.htm
- *The Health Act: An Introduction*. Department for Constitutional Affairs.
- *The Health Act: Guidance*. Home Office leaflet.
- *ESOL Skills for Life* learner materials. Available from DfES Publications. Tel: 0845 60 222 60; e-mail: dfes@prolog.uk.com
- Roffey, S. and Haenlein, C. (2005) Section B, Unit 3: 'Help with a Health Problem', in *Living in Britain: Accessing Information, Help and Advice in the UK*. Available from Avanti Books.
- *ESOL Pathfinder: ESOL Materials Pack*. Audio CD and CD-ROM. Tower Hamlets College, East London. Available from Tower Hamlets College ESOL Department. Tel: 020 7510 7510; www.talent.ac.uk. Choose ESOL Pathfinders. The CD-ROM contains Entry 1 materials on the topics of education, health and travel, developed for women learners in community classes.
- *Health Assessment* pack, ESOL Pathfinder project E2, Liverpool Community College. Available from Liverpool Community College. Tel: 0151 252 1515; email: esther.cosslett@liv-coll.ac.uk. The 'Health Assessment' pack is one of a number of packs developed as part of the Liverpool Pathfinder project.

Useful Websites

Website	Web address	Description
BBC	www.bbc.co.uk/a-z Search under 'h': – Healthy eating – Health over 50 – A-Z of children's ailments	Full alphabetical range of topics on the BBC site.
	www.bbc.co.uk/health/complementary	The BBC has useful sites looking at all aspects of health.
Mind (Mental Health Charity)	www.mind.org.uk	Mind is the leading mental health charity in England and Wales.
NHS Direct Online (National Health Service)	www.nhsdirect.nhs.uk	The main national health site; looks at treatment/issues, for example smoking and HIV.
NHS Gateway	www.nhs.uk	This site helps you find health care information more quickly.
	www.nhs.uk/england/doctors	Directs you to dentistry, opticians, your local doctor, and information on how to get an NHS card, travel inoculations, prescriptions and advice.
RWH (Royal Women's Hospital)	www.rwh.org.au/wellwomens	Well women's Website with a online translation service available, for example into Somali, Russian, Chinese, and so on.

Type of resource	Online or downloaded?	Level/adaptability
Healthy eating is part of the sports site so has lots of pictures of healthy people and sporting activities. Health over 50 is mainly text based, but colourful.	Online or download the 'jargon buster' on healthy eating, which has short non-complex text describing such things as carbohydrates, calories, and so on.	E1+
Short, fairly simple text giving information on how to make your own herbal teas, breathing techniques, and so on. Also, information on traditional medicine from other cultures and countries.	Downloadable materials available.	Ranges from E1–L1
The campaign guide has pictures and information about current campaigns.	/information/factsheets – Downloadable factsheets on a multitude of different topics.	E2
/alphaindex for a simple A–Z of common problems and solutions.	/selfhelp/info/intro/body.asp – a pictorial search engine. Image of the human body; click on different parts of the body.	E1+
Information on current campaigns to raise awareness on subjects like smoking, depression and so on. Text -based site.	Downloadable leaflets on a wide range of topics.	E2+
Search engine with nice interactive map to discover the whereabouts of a local doctor. Frequently asked questions on finding and going to a doctor with simple, very short responses.	Easy to use online search for local doctors, clinics, dentists and so on.	E1+
Information about women's health issues.	Online fact sheets in many languages.	E2+

All details were correct at time of publication

8.1 Children's health

Entry 1	Entry 2	Entry 3
Take advice from a table of information on infections. (Rt/E1.2)	Compare learners' own experiences of infection with a table of information. (Rs/E2.1)	Raise awareness of specialist vocabulary relating to health. (Rw/E3.1)

Suggested procedure (Entry 3)

- If possible, elicit the meanings of the words 'infection' and 'treatment'. It may be necessary to give some variations, for example 'infect', 'infected', 'infectious', and so on. Ask learners if they have children, and what ages they are. Ask learners if they can say anything about childhood infections. Take, or give, a few examples of these, writing the names of the infections on the board. (Be careful not to anticipate answers to quiz questions though!) Give out the quiz, and ask learners to work through in pairs, choosing or guessing answers.
- Do not check answers – instead give out the table of information, and ask learners to read through to check their answers to the quiz or to change their minds.
- Now check quiz answers referring, where appropriate, to the infections table. New vocabulary should be written on the board in a relevant context.
- Now ask learners to discuss/compare which of the infections their own children have had, or they themselves experienced in childhood. What treatments or remedies did they use?

Differentiation

- *There is lots of tricky vocabulary in this section, so bilingual dictionaries and/or translator help would be very useful.*
- *The table of infections could be cut up so that learners receive information on one infection only and make it into a jigsaw reading.*
- *Group learners according to whether they have children or not (or pair learners with children, with learners who don't have children).*

Language points

Integrate the following specific language points:

- lexis surrounding infections, symptoms and treatments;
- metaphors surrounding health/sickness vocabulary – cure, remedy, treat a problem, recover from a setback, and so on;
- imperative forms and associated functions (lots of them in the text – and very common in doctor talk).

Extension activities

- Make a mindmap of other important health vocabulary.
- Ask learners to compare experiences of using the health service.
- Find video/listening material illustrating doctor–patient interactions.
- Ask learners to compile a similar table of common adult infections.
- Ask learners to brainstorm and list qualities needed by a good doctor/nurse/midwife/surgeon/patient.
- Ask learners to discuss what types of food are good when you are ill – you could start by giving the example of chicken soup as a cure-all.

Children's health

8.1

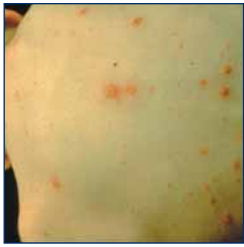

Right or wrong?

Work in pairs. Read through the questions on childhood infections. Do you think the sentences are right or wrong? Put a tick (✓) or cross (✗) next to each sentence. Discuss your answers with the rest of the class.

1. When someone says that they have German measles, it means they have rubella.
2. You should tell the doctor immediately if you think your child has whooping cough.
3. Your child can still go to nursery or school if they have chickenpox.
4. When measles first appear inside the mouth they look like little red spots.
5. Rubella can harm pregnant women.
6. Head lice fly from one dirty head to another.
7. You don't need to worry if your child gets earache when they have measles.
8. If you have chickenpox and your scabs get itchy, you should give them a good scratch.
9. You can only be immunised against rubella.
10. Mumps make your neck swell up.

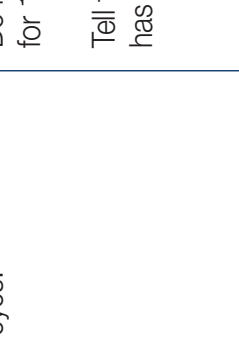
Children's health

8.1

Name of infection and incubation time	What are the signs of infection?	How does the child feel when they have it?	Do I need to keep my child at home?	How can I help my child?
<p>Chickenpox 2–3 weeks</p>  <p><small>Courtesy of Centers for Disease Control and Prevention</small></p>	<p>Little red spots appear on the skin. They turn into little blisters (skin filled with water). When they dry up, they turn into scabs.</p>	<p>The child may not feel very ill but can feel hot. The scabs will itch but the child must not scratch them or they will scar the skin.</p>	<p>The child should stay at home for a week or until most of the scabs have disappeared.</p> <p>It is very infectious and most members of the family will catch it if they have never had it before.</p>	<p>Use calamine lotion to put on the spots, as this will help stop itching.</p>
<p>German measles (rubella) 2–3 weeks</p>  <p><small>Courtesy of Centers for Disease Control and Prevention</small></p>	<p>Tiny pink spots appear behind the ears then spread over the face and body. It looks like a rash. It only lasts for a few days.</p>	<p>The child may feel tired. Sometimes they get a cold but it may not bother them too much</p>	<p>Keep the child away from pregnant women. If a pregnant woman catches rubella it can damage the unborn baby.</p>	<p>Let the child rest for a few days and give them water and juice to drink when they feel thirsty.</p> <p>Girls in Britain are immunised against rubella when they are 14 years old.</p>



Children's health

8.1

Name of infection and incubation time	What are the signs of infection?	How does the child feel when they have it?	Do I need to keep my child at home?	How can I help my child?
<p>Measles 1–2 weeks</p>  <p>Courtesy of Centers for Disease Control and Prevention</p>	<p>The child will have a cold and a slight cough. They will feel hot and quite ill. You can tell if they have measles by looking inside their mouth. At first measles look like white dots. It takes two or three days before the spots appear on the outside, when they look like dark red spots. They will spread all over the body.</p>	<p>They will feel ill and have a high temperature. They will have red eyes.</p>	<p>Keep the child at home as soon as they become ill. Do not let them go out for 10–14 days.</p> <p>Tell the doctor if the child has sore ears.</p>	<p>It is best to go to the doctor. Watch the child carefully. Wipe them with cool water and give them plenty of drinks (a little bit at a time).</p> <p>Babies can get immunised to stop them getting measles. They get an injection that stops measles, mumps and rubella. It is called MMR.</p>


Children's health

8.1

Name of infection and incubation time	What are the signs of infection?	How does the child feel when they have it?	Do I need to keep my child at home?	How can I help my child?
<p>Mumps 2-4 weeks</p>  <p>Courtesy of Centers for Disease Control and Prevention</p>	<p>Mumps make each side of the neck swell up. It can be very sore and it is hard to swallow. Sometimes the face may swell up too.</p>	<p>It is hard to swallow food or drink. You should give the child drinks through a straw.</p>	<p>Keep the child at home until the swelling has gone.</p>	<p>You can give them Junior Disprol™. Ask the chemist for help.</p>
<p>Whooping cough 1-2 weeks</p>  <p>Courtesy of Centers for Disease Control and Prevention</p>	<p>This starts as a cold. The child has a cough and feels tired. The cough becomes worse. The child will find it hard to breathe and when they cough it will sound like a 'whoop'. Little babies cannot 'whoop' and they turn blue. Children are sometimes sick after coughing.</p>	<p>The child will be very ill. They may have to go to hospital. It is a very serious illness. Babies and children can be immunised against it. In the past many children died from whooping cough in the UK. Doctors began to immunise all children in the 1960s and now whooping cough is not common.</p>	<p>The child should be kept away from other children and adults for five weeks.</p>	<p>It is best to go to the doctor. Look after the child all the time. Do not leave them on their own. If they need food or drink, give them small amounts.</p>

Children's health

8.1

Name of infection and incubation time	What are the signs of infection?	How does the child feel when they have it?	Do I need to keep my child at home?	How can I help my child?
Head lice  <small>© NIAACE</small>	The child will have an itchy head and it may be worse at night. You will be able to see the nits (the eggs) on the hair. They look like tiny white spots sticking to the hair.	The lice lie close to the scalp and behind the ears where it is warm and they jump from head to head.	If head lice are found on a child at school the school may send a letter home.	You can get special hair combs and shampoo from the chemist. This will kill the head lice and their eggs. Don't be embarrassed; anyone can get head lice. The lice prefer clean hair!

8.2 Absence letters to school

Entry 1	Entry 2	Entry 3
Complete a letter-writing frame for an absence letter. (Wt/E1.1)	Write a short letter giving a child's reasons for not coming to school. (Wt/E2.1)	Plan and draft a letter to a child's school (Wt/E3.1)

Suggested procedure (Entry 3)

- Point out that in the UK if a child can't go to school, the parent should contact the school to explain why. This is often done via a phone call, and/or retrospectively in the form of a short, but fairly formal, letter. (If a child is absent without explanation the school or nursery may send an educational welfare officer to the home.)
- Ask learners to predict how a parent might word such an absence letter.
- Give out the absence letter opposite, asking learners to check their predictions and answer the questions below it.
- On the board, write out a model with some inaccuracies. Ask the learners to find these. Compare with the correct model.
- Give out the blank letter format sheet on the next page and ask learners to complete this. (A strong class should be able to do this without the prompts at the bottom of the page.)
- Now ask learners to complete the letter-writing task on p. 209.

Differentiation

- *A stronger class/learner could look at the blank format page before seeing the original letter.*
- *Gap the letter for stronger learners to complete.*

- *Write a frame for the letter-writing task for weaker learners to complete.*
- *If no learners in your class have school-age children, or you do not consider this context relevant to them, you can edit the letter to reflect a better context (for example an e-mail to work about your own absence/a short note to a colleague/boss about not feeling well and leaving work early, and so on).*

Language points

Integrate the following specific language points:

- structure and formatting of letters;
- set phrases for letter writing;
- formal/informal registers.

Extension activities

- Ask learners to role play a phone call between Mrs Abdullah and the school.
- Analyse the function of each sentence of the text of the letter.
- Compare the letter with other short written forms – email/notes/poems – and rewrite the letter as one of these forms.
- Ask learners to suggest other topics/ occasions for school letters relevant to their own situations.

Absence letters to school

8.2

Absence letter

14 Main Street
Leicester
LE8 1PS

14 February 2005

Dear Ms Lee,

I am sorry that Sara did not come to school last week. She had chickenpox and the doctor said she had to stay at home.

She is better now but she still has some spots. They look bad but she can't give them to anyone else. Can you tell the other children it is all right to play with her?

Yours sincerely,

Fawzia Abdullah

Fawzia Abdullah (Mrs)

1. Who do you think Ms Lee is?
2. How long has Sara been away from school?
3. Why?
4. What does Fawzia want Ms Lee to do?
5. How will this letter help Sara?

8.2 Absence letters to school

Blank letter

Look at how the letter is written. Now look at the letter below. Do you know what should go in each space? There are some things to help you at the bottom of the page.

1.

2.

3.

4.

5.

6.

7.

The sender's address

The actual letter

The date

The closing of the letter

The sender's signature

The sender's printed name

The opening of the letter (who the letter is for)

Absence letters to school

8.2

Letter writing practice

It is important to tell the school, nursery or college that you or your child has got an infectious disease. They need to make sure that no one else catches it.

Imagine that your child has caught head lice. You have washed their hair with special shampoo from the chemist but you still need to tell the school that they have been infected. Write a letter to their teacher to explain.

1. Plan your letter:

- Start and end your letter correctly, so decide who the letter is to.
- Include the date.
- Say why you are writing the letter.
- Give an explanation of what has happened.
- Write what you want to happen now.

2. Read your letter carefully and make sure you are happy with it. You need to check your grammar, spelling and punctuation.

8.3 Using a pharmacy

Entry 1	Entry 2	Entry 3
Ask for/respond to a request for medicine in a pharmacy. (Sc/E1.1)	Role play a pharmacist and customer. (Sc/E2.1)	Explain clearly some symptoms of an ailment or how to use a medicine. (Sc/E3.4)

Suggested procedure (Entry 2)

- Remind learners that you can get advice from a pharmacist on medicines if the illness is not serious. You can buy medicines and creams from them but you have to pay whatever they cost. Explain that they are going to practise using a pharmacy. The task is a role-play activity.
- Split learners into two groups – pharmacist and customers. Give the pharmacists a variety of empty medicine bottles and packs or a copy of the worksheet entitled ‘Role-play activity’ to read using their dictionaries, asking for further clarification if necessary. Give the role cards to the ‘customer’ group, and ask them to read through, check any vocabulary necessary, and, if they wish, to elaborate the role.
- Give both groups plenty of time to prepare and ask questions.
- Now pair customers and pharmacists. Ask learners to act out the resulting scenarios.
- Ask learners to swap roles – learners who originally played the pharmacists will have to ‘invent’ some new minor ailments for themselves.
- Now ask learners to look at the medicine labels and role cards together – they should go through and collect all the medical vocabulary, recording the words in their own files, using a dictionary as necessary.

Differentiation

- *It may be worth checking to see if any of your learners have some medical/pharmaceutical knowledge – if so, make them a pharmacist for this activity.*
- *Some use of L1 will probably help this activity along.*

- *You can adjust the emphasis on reading or speaking in this activity to suit your learners’ needs – some may work on accurate reading of the labels, while others focus on fluent speaking and improvisation.*

Language points

Integrate the following specific language points:

- medical vocabulary: runny nose, sore throat, dose, tablets, and so on;
- functions: requests and advice;
- past/present tenses to describe recent experiences and states, for example ‘*I tripped over and hurt my knee*’; ‘*I’ve been feeling sick since this morning*’.

Extension activities

- Ask learners to brainstorm/add to the medical vocabulary list – you could focus on minor ailments and symptoms.
- Ask learners to discuss any folk/homeopathic/non-mainstream remedies for the ailments in the role plays.
- Ask learners to discuss what causes minor ailments, for example what gives them a headache/upset stomach?
- Ask learners to describe/discuss illness/recovery experiences – this could be a writing activity.
- With teen students, you might wish to start a discussion on drugs/addiction here; painkiller addiction would be a way into this discussion.
- Ask learners to compare drugs available over the counter here with those available in their own countries (for example antibiotics are available without prescription in many countries).

Using a pharmacy

8.3

Role-play activity

**Lemsip®**

COLD & FLU
BLACKCURRANT

Gets rid of: Headaches
Aches and pains
Runny nose

Directions

How to take: For oral use. Pour one sachet of powder into a mug and fill it with hot, not boiling water. Stir until dissolved.

How much to take: Adults and children 12 and over: 1 sachet every 4 hours. Do not exceed 4 sachets in 24 hours. Do not give to children under 12.

£2.95

CLARITYN™

Clarityn™ can rapidly relieve allergic symptoms due to hay fever and other airborne allergies, such as house dust mite and pet allergies. It may also relieve allergic skin conditions such as rashes, itching and hives.

One tablet provides effective relief – without making you drowsy.

£4.45

8.3 Using a pharmacy

Role-play activity (continued)

Junior Disprol™

for children 3 months +

Effective relief of:

- fever
- headache
- toothache
- sore throat
- general aches and pains
- cold and flu symptoms

Directions

For oral administration. Dissolve 1 tablet in water.

Warnings

Do not exceed the stated dose. Wait 4 hours before giving another dose of this medication.

Do not give more than 4 in 24 hours

£1.39 inc. VAT

Daktarin™

DUAL ACTION
CREAM

for the treatment of
ATHLETE'S FOOT

Directions: Wash the infected skin and dry it well. Apply to the affected area twice daily, for example at night and in the morning.

£3.20 inc. VAT

(Prices from www.expresschemist.co.uk/category_256_pharmacy.html)

Using a pharmacy

8.3

Scenarios

Customer 1

Your son is six years old and he hurt his arm and leg when he fell off his bike. It's not serious but he feels sore. You want to know what you can give him, what the dose is, and how often it should be given.

Customer 2

Your nose is runny and you have a headache. Your throat is sore and you think you may have caught a cold. You feel terrible – you want a medicine that will act quickly to make you feel better.

Customer 3

Your doctor has told you that you have athlete's foot. He said you should go to the pharmacy and buy a cream for it. You want to know how to use this cream.

Customer 4

You hate the summer because you always begin to sneeze and your eyes water. Your skin gets really itchy as well. Can the pharmacist give you anything to help?

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- **Finding accommodation**
- **Types of accommodation**
- **Sharing a flat**
- Buying a property
- Council housing: local information about housing availability
- **Rented accommodation:** rights, deposit, rent (weekly or monthly), landlord's responsibilities, tenant's responsibilities
- Paying bills: electricity, TV licence, council tax, phone, water rates
- Home safety. Health and safety issues, gas fires and boilers, fire exits
- Housing benefits
- Sources of help and information, national Websites, local information

Sources of the material used in this section

- Local newspaper/lettings section in Leicester and in Reading.

Sources of other useful material

- Local newspapers' weekly housing sections.
- Local council housing offices.
- Local Citizens' Advice Bureau.
- *Skills for Life* learner materials pack ESOL, Entry 1, unit 7: 'Homes'.
- Details from local estate agents.

Useful Websites

Website	Web address	Description
BBC	www.bbc.co.uk/a-z Search under 'h': – House Price Guide for the UK – <i>House Invaders</i> – <i>Houses Behaving Badly</i>	BBC site contains useful information under 'housing' in the A-Z index.
	www.bbc.co.uk/homes/property	One-stop guide to buying, selling moving house.
	www.bbc.co.uk/radio1/onelife/housing/renting/check.shtml	Information with a basic checklist on renting accommodation.
The Big Issue	www.bigissue.co.uk	The magazine sold by the homeless throughout the UK and also the world.
	www.bigissue.co.uk/johnsstory.html	A short personal story in clear English.
CAB (Citizens Advice Bureau)	www.citizensadvice.org.uk/join-us	Provides up to date independent advice around the clock in many different languages.
	www.adviceguide.org.uk/nw/index/family_parent/housing.htm	Advice on all questions related to housing with translations, for example into Urdu.
Find a room mate	www.findaroommate.com	Home page.
	www.flatmateclick.co.uk/?rid=rmtc	Provides a room mate search engine.
History of Social Housing	www.members.tripod.com/tenant2U/socialhousing.html	The evolution of social housing in personal story form – a useful resource for historic reference. This site shows the history of tenanted housing with interesting personal stories in simple English.
Homeless London	www.homelesslondon.org.uk	Advice for homeless people in the London area on where to get help, daycentres, citizens advice and healthcare.
	www.homelesslondon.org.uk/services/service.asp	Advice for asylum seekers, refugees, ethnic minority groups.
	What service? = 'Specialist housing'	
Shelter	www.england.shelter.org.uk	A site dealing with the issues of overcrowding, poor accommodation, homelessness for children and adults.
	www.england.shelter.org.uk/advice/index.cfm	Information on all aspects of finding accommodation, for example renting a room.
St Mungo's Homeless Association	www.mungos.org/source8/docs/home.htm	An online magazine written by people with experience of being homeless.

Type of resource	Online or downloaded?	Level/adaptability
<i>Houses Behaving Badly</i> is generally text based; opportunity to share/search for tips using online message board .	Online interactive map to search for UK house price guides. Also online fact sheets and pictures in <i>House Invaders</i> .	E1+
Text is fairly simple.	Online checklists.	E1+
Simple text to browse. /housing/nightmares – three stories of sharing with others. Good colloquial language.	Better to use online so that the pictures and designs are as clear as possible.	High E1+
Pictures and historical information on styles from the 1920s to Gothic. Great for vocabulary practice.	Site most successful online .	E1+
Free and charged lists and checklists on homes, legal issues, and so on: www.bigissuelists.co.uk	Information to download .	Simple E1+
Very short text .	Downloading possible.	E1+
/aboutus – inside a bureau; photos and descriptions of a day in a CAB office.	Online tour of a CAB office.	E1+
/aboutus/factsheet – principles of CAB, facts about CAB, the top five problems dealt with.	Lots of information to download .	Very small print. Hard to read. E2+
Look at London apartments.	Online .	Teacher resource
Free preview search in the UK. Can select 'need a room' or 'have a room'.	Online . Select from appropriate drop-down menu.	Teacher resource
Purely text . Navigation can be fairly confusing.	Possible to download then adapt articles.	High E1+
Easy to follow the links and find information.	Searching for who to contact is easy online .	Text dense but simple E1+
Fact sheets available on problems associated with homelessness; mental health; refugees; alcohol and drugs. Information on day sheltered housing, and so on.	Online search through boroughs and services.	E2+
/adviceleaflets – approximately 20 pages with some pictures but mainly dense text .	Low cost and free publications to download or view online .	E1+ (needs adapting)
Information on squatting, emergency housing, and so on. Brief descriptions of finding a room. Text based.	Information to download .	High E1/E2
Mainly text , in the form of stories and poetry.	Online magazine.	Low E2+

9.1 Accommodation

Entry 1	Entry 2	Entry 3
Make statements about self. (Sc/E1.4a) Write simple sentences. (Ws/E1.1a)	Use as a basis for more extended writing. (Ws/E2.1a)	n/a

Suggested procedure (Entry 1)

- Ask learners to talk about where they live and what type of accommodation it is.
- Show the diagram of the house and ask them to say which flat is which. Point out that in the UK, the first floor is not the ground floor.
- Ask learners to label the diagram (1).
- Ask learners to do the matching exercise (2), then talk about types of accommodation, for example how many rooms there normally are in a flat, what you normally expect to find if you rent a single room.
- Ask learners to read the text in 3 and 4, then encourage them to talk about their own situation if they wish, bearing in mind that some might find this a sensitive topic.
- Ask learners to either write about themselves or to make up some other sentences about where people live and what they are looking for.

Differentiation

- *Make a gap-fill exercise, for example 'I live in a ...', if free writing is difficult. With learners at a very basic level of literacy, work on one 'language experience' sentence.*

Language points

Integrate the following specific language points:

- all persons and singular and plural forms of verbs with the phrases 'I live' and 'I am looking for'.

Extension activities

- Use catalogue pictures to talk about furniture. Move the 'furniture' around, practising talking about where it is, using prepositions of place.
- Draw up a diagram of the building where the class takes place, naming the floors and putting in the main rooms.
- Practise going to an agency and saying what they are looking for.

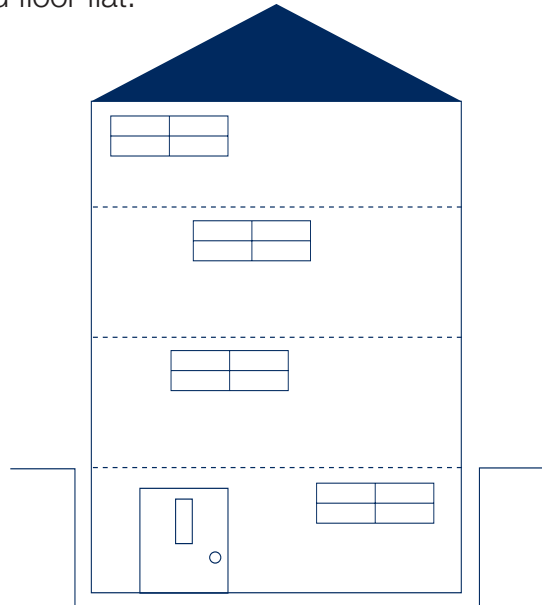
Answers to the matching exercise can be found in the answers section, p. 319.

Accommodation

9.1

1. Look at the diagram of a house. Mark:

- the first floor flat;
- the basement flat;
- the second floor flat;
- the ground floor flat.



2. Match the words with the description:

Hostel	Where people live for a short time.
Temporary accommodation	One person living in one room.
Single room	For holidays or for a short time.
Double room	A lot of people (often young people) living together.
Hotel	Two people sharing a room.

3. I live in a hostel at the moment.
I am looking for a small flat or a large single room.
4. I live in a basement flat with my family.
We are looking for a house with 3 bedrooms.

9.2 Renting

Entry 1	Entry 2	Entry 3
<p>Read common words connected with housing and match to abbreviations. (Rw/E1.1a)</p> <p>Ask simple questions, for example 'Is there...?', 'Has it got...?' (Sc/E1.3b)</p>	<p>Scan for information. (Rt/E2.1b)</p> <p>Ask for information. (Sc/E2.2d)</p>	<p>A range of question forms, including embedded questions. (Sc/E3/3b)</p>

Suggested procedure (Entry 2)

- Ask learners to look at adverts in local newspapers, identifying abbreviations they know or can guess, and talk about why abbreviations are used.
- Ask learners to work in groups discussing the advert on p. 224, talking about the meaning of the words and phrases, then answering the questions relating to the advert on p. 225.

Differentiation

- *If some learners need more time or more help, give faster learners the task of searching through real adverts for abbreviations, then preparing a small presentation on OHT about what various abbreviations mean. This can be presented to the whole group when the others have finished the task on p. 225.*
- As a whole class, ask learners to look at the advert and answer questions. They will quickly notice that the answers to all the questions are not there.
- Discuss the fact that it is at least as important to 'read between the lines' and notice what adverts do not tell you.
- Ask learners to work in pairs or groups to plan questions, based on what the advert does not tell them.
- Ask learners to practise asking these questions.
- Ask learners to work in pairs and devise their own advert, putting in some information and deliberately leaving out some. Encourage use of abbreviations, but also allow writing out in full. Check their writing as they do it.

- Ask learners to pass their advert to another pair, then work out what questions they need to ask. Make sure they don't ask questions to which the answer is already given.
- Ask learners to pair up with the people who wrote the advert they are looking at, then practise asking the questions.

Differentiation

- *Make sure that, when working in pairs, there is a strong writer in each pair.*

Language points

Integrate the following specific language points:

- The form of questions, for example 'Is/are there...?', 'What kind of...?' and the use of 'How much/many...?' and 'some' and 'any' in questions.
- Intonation when asking questions.

Extension activities

- Practise phone calls, ringing about a flat or a dialogue in an accommodation agency.
- Ask learners to describe the features of their ideal flat, then to prioritise these features to discuss what they feel is essential or most important for them, and what they might consider a luxury.

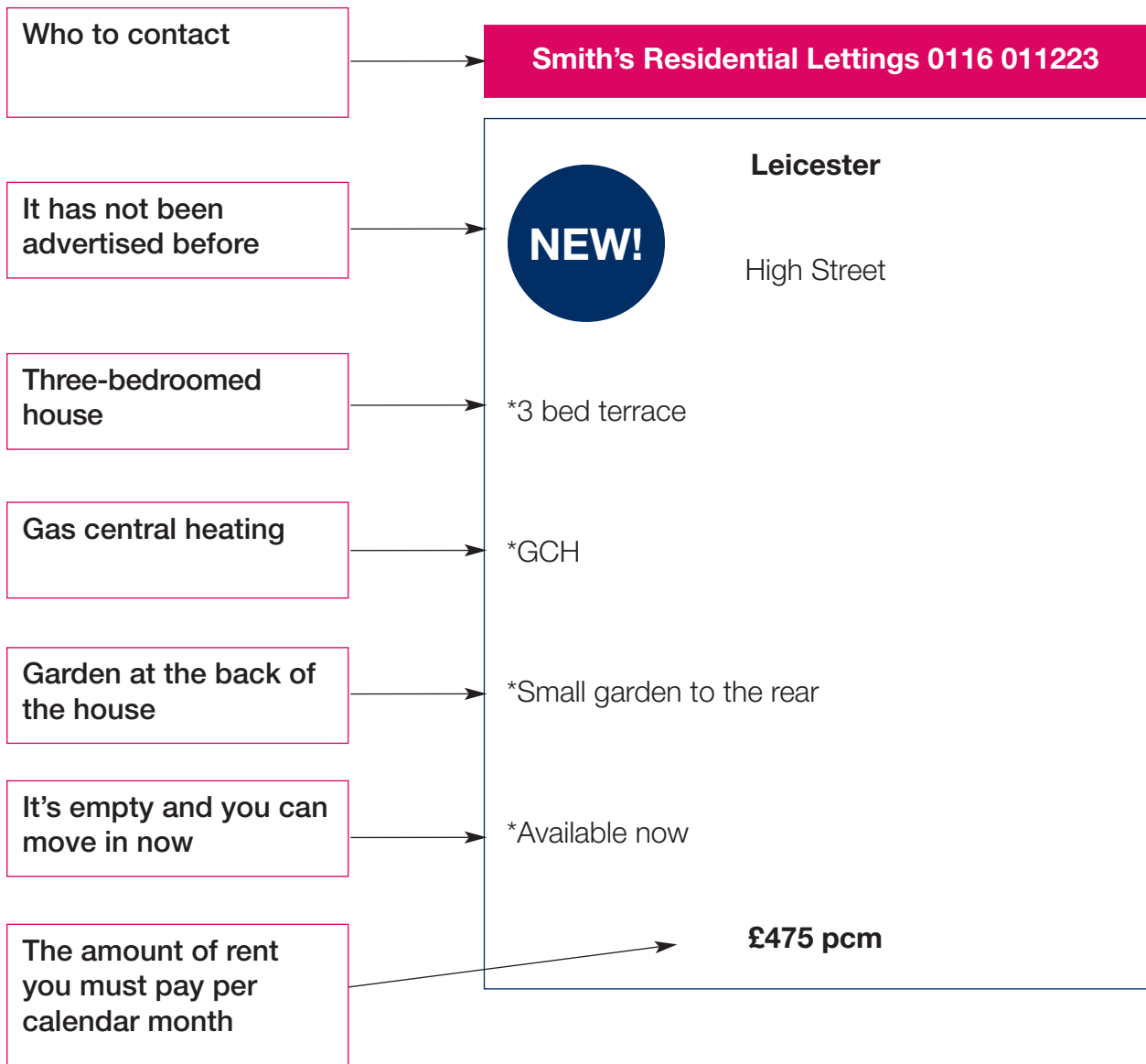
Additional materials needed

- Accommodation adverts from local newspapers.

Renting

9.2

Terms and what they mean



9.2 Renting

In your groups decide what the following abbreviations and descriptions mean and answer the questions.

Jones' Estates & Lettings Agency 070 444888

Kettering

*1 bedrm first floor flat in good condition

*lounge

*kitchen

*dble bedrm

*bthrm with shower

*elec. storage heating

*unfurnished

*Students and DSS welcome

£310 pcm

1. How many rooms does it have?
2. How many bedrooms does it have and how big are they?
3. Does it have a bath?
4. How is the house heated?
5. Would you have to decorate it or buy any furniture?
6. How much do you have to pay each month?
7. Can you rent it if you are on Income Support?
8. Who do you need to contact if you want to rent it?

Renting

9.2

£700 per month

2 bed flat, k & b,
available now,
£650 pcm

Flat to rent

Answer the questions. If you don't know the answer, say "I don't know."

1. How many bedrooms has it got?
2. Has it got a bathroom?
3. What kind of heating has it got?
4. Are the bedrooms double or single?
5. What is included with the rent?

When you read an advert, it is important to notice what the advert tells you. It is also very important to notice what the advert doesn't tell you, so you can ask questions.

Practise asking questions 3–5 above.

Prepare questions about:

- furniture;
- garden;
- type of building (for example terraced house, tower block);
- anything else you can think of.

Make your own advert. Make sure you give some information and leave out some information.

Ask questions about someone else's advert. Make sure the questions are about information that is not in the advert.

9.3 Types of accommodation

Entry 1	Entry 2	Entry 3
Use the pictures for vocabulary work and for expressing likes and dislikes. (Sd/E1.1c)	Describe and compare. (Sc/E2.3f) Express likes, dislikes and wishes. (Sd/E2.1c)	Describe, compare and contrast. (Sc/E2.4f) Discussion skills. (Sd/E3.1d, Sd/E3.1g, Sd/E3.2a, Lr/E3.7c)

Suggested procedure (Entry 3)

- Show pictures of buildings and discuss what type of building they are. Check the vocabulary, for example 'terraced house', 'tower block'.
- Ask learners to talk about the places where they live.
- Elicit or present the vocabulary for describing other types of home, for example 'detached house'.
- Ask learners to work in groups describing the homes in the countries they come from and comparing them with homes in the UK.
- Ask learners to write a paragraph comparing homes in the UK and in other countries they know.

Differentiation

- *If possible, ask learners to work in first language groups, speaking their own language initially, then explaining in English. Stronger learners can help others to express themselves.*
- Ask learners to read the statements on p. 228 and answer the questions below.
- When checking answers, clarify types of housing, for example housing association, and check relevant vocabulary, for example 'landlord', 'share facilities', 'mortgage'.

- Encourage learners to find equivalents in their own language and keep a vocabulary list.
- Ask learners to choose one of the topics for discussion and to work in groups discussing their topic.
- Ask them to report back their opinions to the whole class.

Differentiation

- *Less confident speakers might be encouraged to work in a group on discussion topic 3, which is likely to be the easiest topic.*

Language points

Integrate the following specific language points:

- language for comparing and contrasting;
- language for discussion, giving opinions, agreeing and disagreeing.

Extension activities

- Research the area where they live, find out what the main types of accommodation, local prices, and so on, are.
- Read leaflets from local estate agents.
- Interview other people about their housing and write about their findings.

Answers to the questions can be found in the answers section, p. 319.

Types of accommodation

9.3



Photographs © EMPICS

- What type of buildings are these?
- Is one of them similar to the place where you live now?
- Are they similar to or different from the homes in the country you come from?

9.3 Types of accommodation

A I live in a hostel.

E We are living in bed and breakfast accommodation until we can find somewhere permanent to live.

B We live in a flat on a council estate. It's self-contained.

F We are buying our house freehold.

C I live in privately rented accommodation. It's a bedsitter with a sink and cooker in the room, but I also have my own

G We are buying our flat. The lease is 99 years.

D I have a room in a private house. I use the family's kitchen and bathroom.

H Our flat is owned by the Housing Association.

Read the statements by the people above.

1. Which person lives in temporary accommodation?
 2. Which people do you think pay rent?
 3. Which people probably have a mortgage?
 4. Which people do you think share facilities in their home?
 5. Which person has a landlord or landlady?
- What is the difference between a lodger and a tenant? Look at C and D above. Which one is a lodger and which one is a tenant?
 - What is the difference between freehold and leasehold? Which one means you own the building *and* the land? Which one means you own a building or part of it for a specific length of time, but pay ground rent to someone who owns the land?

Types of accommodation

9.3

1. Look at these types of accommodation:

- Privately rented
- Council housing
- Private ownership
- Hostel

Which are easiest to find? Which are cheapest? What are the advantages and disadvantages of each one?

2. How does the system of housing in the UK compare with other countries you know?

- In other countries, do people normally buy or rent?
- If people buy, what age are they normally?
- Do people usually live with families or not?
- Is housing as expensive as it is in the UK?

3. What do you prefer?

- What sort of home do you live in now? What do you like about it and what do you find problematic?
- What do you hope to find in the future?

9.4 Sharing a flat

Entry 1	Entry 2	Entry 3
Use the adverts to develop basic scanning skills. (Rt/E1.1b)	Discuss who learners would or wouldn't like to share with. (Sd/E2.1d)	Make suggestions and plan with another person. (Sd/E3.1e, Sd/E3.1f) Express opinions. (Sd/E3.1d) Plan and draft an advert. (Wt/E3.1a)

Suggested procedure (Entry 3)

- Read the captions next to the pictures on p. 231 and check vocabulary, for example 'allergic to' and the concept of 'doesn't mind' as opposed to 'doesn't like'.
- Take one of the people as an example and consider the other people as possible flatmates, discussing whether they would get on. Ask learners to say whether they 'might', 'would probably', or 'definitely would not' get on, in their opinion.
- Ask learners to work in pairs, taking one person each and doing the same again. Ask them to report back to the class on their 'person'.
- Ask them finally to suggest a possible flatmate for each person.
- Show the adverts on p. 232 and ask learners to consider which of the people on p. 231 might consider which advert.
- Ask pairs to choose one of the people on p. 231 and decide which adverts he or she should ignore, and what questions still need to be asked about the other ones.

Differentiation

- *Pair weaker learners with stronger learners for this activity.*
- Ask learners to work in pairs, encouraging them as much as possible to work with someone they know well and get on with. Ask them to do the questionnaire and compare results.

- Ask learners to imagine they are looking for a flatmate and to discuss what kind of person they want.
- Ask learners to write an advert, based on the adverts on p. 232.
- Ask learners to put the adverts on one table, then circulate, choosing an advert to 'reply to'.
- They then interview other learners who have chosen their advert.

Differentiation

- *The important thing is that learners should be paired with someone who has similar interests. If they seem to be mis-matched when they do the questionnaire, they may need to change places with someone else.*

Language points

Integrate the following specific language points:

- modal verbs and other ways of expressing possibility, probability and certainty;
- use of 'would' to express hypothetical meaning.

Extension activities

- Find and read flat-sharing adverts from local papers.
- Role play a 'house meeting' where people decide who should do which jobs, or plan a meal together.

Additional materials needed

- Local newspapers.

Sharing a flat

9.4

Flat mates



Jane is a vegetarian, but she doesn't mind living with meat-eaters. However, she hates cigarette smoke.



Abraham is allergic to cats. He has his own car and is concerned about having a place to park it.



Carla is extremely clean and tidy. She doesn't smoke or drink and is an 'early morning' person.



Sonia works in a bar. She normally works until 2 in the morning and comes home about 5 a.m.



David loves animals. He is a vegetarian.



Jason smokes and likes to stay out late. He is not very tidy.

Choose one person, and consider each of the others as possible flat mates for him or her. Decide if you think they would possibly, probably or definitely not get on if they lived in the same house. Give your opinion, for example:

'**David** and **Abraham** *might* get on together'.

9.4 Sharing a flat

House share.
Professional person required
to share house with owner.
Must like pets. Well-decorated
house, beautiful garden.

Double room in shared house.
10 minutes walk to town
centre. Female preferred.

Available now. Comfortable
rooms in shared house
for non-smokers.

Wanted. Male or female
to share house with
4 vegetarians. Own room.

Room to let in very clean
detached house with
off-road parking.

Unfurnished room in
friendly house. No pets,
no smokers

- Choose one of the people on p. 231 and decide which adverts they could investigate further and which they should not consider.

Sharing a flat

9.4

Questionnaire

People who:	Like	Don't like	Don't mind (no strong feelings)
Smoke			
Drink alcohol			
Eat meat			
Get up early and go to bed early			
Come home late at night			
Play loud music			
Have the TV on all the time			

Talk about yourself:

- What kind of music do you like?
- What kind of TV programmes do you like?
- What kind of food do you like to eat at home?
- Are you a tidy person?

Work with a friend. Imagine you share a flat and there is a room for a third person. Discuss what kind of person you are looking for. What is important to you in choosing this person?

Write your own advert.

Interview people who reply to your advert.

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- **Education system (compulsory education for children)**
- **Children's education – pre-school, nursery, primary, secondary**
- **Getting a place for your child and registering your child at a local school**
- **Parents' involvement in schools**
- Parents: rights and responsibilities
- Helping your child with school work
- Access to higher education
- Study skills: differences, expectations of the educational institutions, projects, assignments
- **Adult education (post-16), lifelong learning, basic skills, ESOL, bite-size courses**
- Routes to further education (GCSE, IELTS, access courses)
- Online learning
- Getting your overseas qualifications recognised
- Vocational courses
- *Access for All* (legislation)
- **The Adult ESOL Core Curriculum**
- Sources of help and information

10

Education

Sources of the material used in this section

- The source of the material on the timetable and school report is genuine paperwork from a secondary school, the format of which has been copied to produce practice material.
- Material on schools information was obtained from the school prospectus for Bosworth Community College in Leicestershire and the inspection report for Market Bosworth High School in Leicestershire. The names were changed and slight adjustments made to the content, in order to make it more useable outside Leicestershire, where the secondary system is not typical of all education authorities.
- www.nc.uk.net
- The *Adult ESOL Core Curriculum*.

Sources of other useful material

- Prospectuses and inspection reports from local schools, obtainable from the school or from the Local Education Authority.
- Reports and timetables from local schoolchildren.
- Blank versions of paperwork from local schools.
- *Skills for Life* updates.
- *Breaking the Language Barriers*.

Useful Websites

Website	Web address	Description
Basic Skills Agency	www.basic-skills.co.uk	This site supports basic skills in a variety of useful contexts and links.
	www.literacytrust.org.uk/socialinclusion/parents	Offers information for parents with poor literacy skills, enabling them to help their children and themselves.
BBC	www.bbc.co.uk/a-z Search under: – Education (One Life) – Education News – Education (Wales): The School Gate	A useful index section of the BBC Website showing topics by alphabetical reference, A–Z.
British Dyslexia Association	www.bda-dyslexia.org.uk	An organisation which aims to help dyslexic learners and teaching staff with identification and support. Awareness training/courses for teachers available.
CRE (The Commission for Racial Equality)	www.cre.gov.uk	An organisation promoting equal opportunity for all.
	www.cre.gov.uk/ethdiv/ed_immigrants.html	Pages exploring the history of immigration and diversity; much usable, useful information on education.
Department for Education and Skills	www.dfes.gov.uk/citizenship	The main educational site for the citizenship curriculum; self-evaluation tools and materials.
	www.dfes.gov.uk/readwriteplus/ncr	The main source of information and advice on implementing the <i>Skills for Life</i> programme.
Education Guardian	http://education.guardian.co.uk	<i>The Guardian</i> newspaper's main educational site on various topics.
	http://education.guardian.co.uk/tefl	This section offers interesting cultural feedback on global issues related to citizenship includes student opinion, government policy, English as a world language.
Oxfam's Cool Planet for Teachers	www.oxfam.org.uk/coolplanet	A useful site for teachers and students bringing the concept of global citizenship into the classroom.
WEA (Workers' Educational Association)	www.wea.org.uk	An important voluntary provider of adult learning.

Type of resource	Online or downloaded?	Level/adaptability
/observatory – information on literacy and social inclusion.	Online information on the interactive ESOL Core Curriculum. Possible to download information leaflets.	E2+
In general very dense text . /talktoyourbaby – translated into ten languages, simple text .	Best downloaded .	E2+
Education News is primarily a text -based site with some photos , lots of articles on education-related news.	One Life – education is a very interactive site with lots of online possibilities.	E1+
Information sheets using text only on computing and education for dyslexic sufferers and parents.	Downloadable fact sheets about dyslexia in education and IT skills.	E2+
Factsheets including tables and text to give information on educational issues. /gdpract/ed.html – codes and practices for learning for all.	Picture library and archive of adverts online .	E1+
Possible to download text giving statistics and figures on the contributions made to the UK by immigration.	Downloadable publications.	
More useful for teachers own resources/ interest/research information on how to chart progress in citizenship.	Resources available for all levels to download .	E1+
/teachingandlearning – information on everything concerned with <i>Skills for Life</i> .	Online search for centres offering <i>Skills for Life</i> programmes.	E1+
Articles updated weekly on a variety of topics including schools, race. /olivetree – personal stories about Israelis and Palestinians living and studying together. Quite advanced colloquial text . Audio and quizzes available too.	Weekly online topical cartoons, read today's paper online .	Content and level vary from low E2+
/viewfromabroad – stories of people teaching abroad; China and Russia for example, quite long text .	Material available to download .	E2+
Short articles/pieces of text on global resources, issues, disasters, occurrences rights, and so on.	Lots of online activities and images. Very instructive.	E1+
Text -based site, non-student friendly.	Material that can be downloaded .	Dense complex text, E2+

All details were correct at time of publication

10.1 The school timetable

Entry 1	Entry 2	Entry 3
Read information from a table. (Rt/E1.1b) Talk about likes and dislikes. (Sd/E1.1c)	Talk about routines, using adverbs and expressions of frequency. (Sc/E2.3a)	Explain more complex problems in the parent–teacher situation. (Sc/E1.4a, Sc/E1.4d)

Suggested procedure (Entry 1)

- Ask learners to talk about their own children, particularly the ones going to, or about to go to secondary school.
- Ask learners to think of subjects that pupils learn in school then show them (or read out to them) the list of subjects on p. 241, and clarify meaning, using first language where possible.
- Show learners the blank timetable and talk about what the boxes represent.

Differentiation

- Ask beginner readers to find and circle the word 'English' every time it occurs, then help them to note the day and times of the lessons. Meanwhile, ask more proficient readers to answer the questions on p. 243.
- Show learners the first picture on p. 244 and ask them to practise: 'S/he likes/doesn't like'.
- Ask them to talk about the likes and dislikes of their children, brothers and sisters or themselves.
- Ask learners to write sentences about likes and dislikes.
- Show learners the school report on p. 245 and elicit or explain the meaning. Practise: 'S/he's (not) good at...'
- Introduce the question: 'Is s/he good at...?' and practise, then ask learners to practise asking and answering the question, using the school report as a cue. Show learners the frame for role play and practise the language, without reading.

Differentiation

- During the sentence-writing activity, beginner writers can practise writing key words (for example the names of their children, days of the week).

- During the question and answer activity, beginner readers can, instead of using the school report as a cue, use cards with only 'yes' or 'no', which they keep face down, and pick up when they are asked a question.
- Ask a confident learner to demonstrate the role play with you, then ask learners to work in pairs, encouraging the more confident speakers to expand on the language in the frame on p. 244.

Language points

Integrate the following specific language points:

- contracted forms, for example 'doesn't';
- simple present tense in first and third person;
- expressions of frequency, for example 'every day', 'three times a week';

Extension activities

- Work with authentic school timetables and reports.
- Ask learners to make a timetable of their own week, then talk about things they do regularly.
- Extend work on likes and dislikes to other areas of life, then ask learners to do a survey to find out about the likes and dislikes of the group.

Additional materials needed

- Authentic school timetables and reports (optional).

The school timetable

10.1

List of school subjects

- English
- Maths
- Science
- Design and technology
- ICT
- History
- Geography
- Foreign language
- Art
- Music
- PE
- Citizenship

10.1 The school timetable

Blank timetable

	Tutor group 8.40	Period 1 8.55	Period 2 9.55	Break 10.55	Period 3 11.15	Period 4 12.15	Lunch 1.15	Tutor group 2.00	Period 5 2.05
Mon									
Tues									
Wed									
Thur									
Fri									

Completed timetable

	Tutor group 8.40	Period 1 8.55	Period 2 9.55	Break 10.55	Period 3 11.15	Period 4 12.15	Lunch 1.15	Tutor group 2.00	Period 5 2.05
Mon		<i>English</i>	<i>French</i>		<i>Maths</i>	<i>Science</i>			<i>I.T.</i>
Tues		<i>Design</i>	<i>PE</i>		<i>English</i>	<i>Maths</i>			<i>Science</i>
Wed		<i>Art</i>	<i>Maths</i>		<i>French</i>	<i>Geography</i>			<i>English</i>
Thur		<i>Maths</i>	<i>ICT</i>		<i>English</i>	<i>Music</i>			<i>Maths</i>
Fri		<i>English</i>	<i>History</i>		<i>French</i>	<i>Citizenship</i>			<i>Science</i>

The school timetable

10.1

Find this word in the timetable:

English

Draw a circle around the word.

Answer the questions:

1. Which subjects do the students learn every day?
2. What time do they have lunch?
3. How many times a day do they go to tutor group?
4. What day and time do they study geography?
5. How many times a week do they study ICT?
6. Which foreign language do they study?
7. When do they study citizenship?
8. How many science lessons do they have a week?

10.1 The school timetable

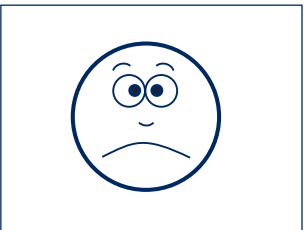
The parents' evening



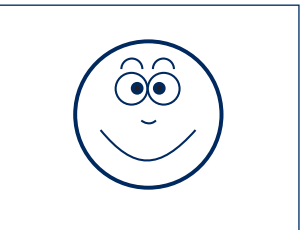
Photographs © NIACE



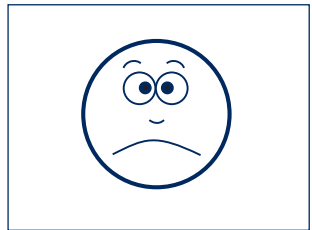
English



Maths



Music



Sport

Say your name:	<i>Hello, my name is Mr. Wells. I'm Ben's father.</i>
Ask questions:	<i>Is he good at maths?</i>
Tell the teacher something:	<i>He likes history.</i>

The school timetable

10.1

Grange Hill School		
INTERIM REPORT AUTUMN TERM 2005		
NAME	FORM	8G

	A	B	C	D	E
ENGLISH		*			
MATHS	*				
SCIENCE	*				
DESIGN AND TECHNOLOGY		*			
FRENCH			*		
GEOGRAPHY			*		
HISTORY			*		
ART				*	
MUSIC				*	
PE					*
CITIZENSHIP			*		
LEARNING SUPPORT					

A = very good, B = good, C = OK, D = bad, E = very bad

10.2 Choosing schools

Entry 1	Entry 2	Entry 3
Express wishes. (Sd/E1.1c) Ask for information. (Sc/E1.3b)	Ask for information about schools. (Sc/E2.2d)	n/a

Suggested procedure (Entry 1)

- Check that learners know when children in the UK start secondary school. Ask them to talk about the age they change schools in their countries of origin.
- Record the parents' statements on tape, play them, check comprehension, and then let learners read the text. Play the tape more often, if reading is difficult.
- Ask learners to repeat the statements, then make similar statements of their own, about their children or about themselves.
- Ask learners to write the statements.

Differentiation

- *Expect basic literacy learners to write only one of the statements – the one most relevant to themselves.*
- Ask learners to look at the signs and extracts from prospectuses and answer the questions either orally or in writing.
- Ask how many pupils normally go to a secondary school, and what, therefore, is a 'big' school and what is a 'small' school.
- Check the meaning of the vocabulary for school subjects.
- Highlight the following questions: '*Is it a big school?*'; '*Is it mixed?*'; '*Is it good for art/sport/music/science/ICT/languages?*'
- Copy the cards on p. 249 and give each learner a card. Ask learners to circulate, asking questions about what is on other people's cards.

- Encourage learners to use the same questions and answers in talking about local schools.

Differentiation

- *If there are basic literacy learners in the group, spend time helping them to understand what is on their card. Meanwhile, other learners can write full sentences with the information from the cards.*

Language points

Integrate the following specific language points:

- simple present tense in the first and third person;
- intonation in open questions.

Extension activities

- Make a map with the learners of the schools in the local area, then encourage learners to find out what they can about them – for example size, mixed or not – and talk about the school they know something about.
- Apply similar techniques to talking about colleges and adult education.

Additional materials needed

- Copy the cards from p. 249 to give each learner an individual card.

Choosing schools

10.2

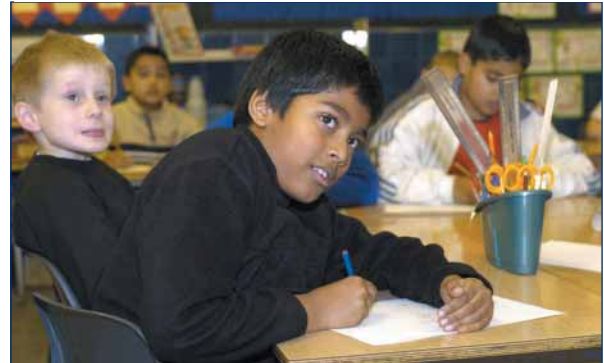
Look at the pictures:

1



© EMPICS

2



© EMPICS

- The children in picture 1 are 11 years old. They go to secondary school.
- The children in picture 2 are 10 years old. They go to primary school. They are going to secondary school soon.

The parents say:

I want a good school near home.

*My daughter likes science.
We want a good school for science.*

*My son likes football.
We want a good school for sport.*

*My son likes music.
We want a good school for music.*

I want a girls' school for my daughter.

*We are looking for a small school.
A big school is not good for our daughter.*

10.2 Choosing schools

*Wellhouse School
for Girls*

Greenfields Community College – Specialist Sports College >>>

...Highmoor School has places for 2,500 boys and girls from the age of 11 to 18...

...Grange Hill School has a large music department and every year many students go to university to study music...

1. Is Wellhouse School mixed?
2. Is Highmoor School big?
3. Is Greenfields Community College good for sport?
4. Is Highmoor School a boys' school?
5. Which school is good for music?

Choosing schools

10.2

Cards for information gap activity

2,000 pupils

Boys and girls

Good for sport

1,200 pupils

Girls

Good for art

450 pupils

Boys

Good for music

630 pupils

Girls

Good for science

1,000 pupils

Boys and girls

Good for ICT

1,500 pupils

Boys

Good for languages

10.3 Choosing a secondary school

Entry 1	Entry 2	Entry 3
n/a	Expressing wants and wishes for the future. (Sd/E2.1c)	Express wishes and preferences and give reasons. (Sd/E3.1c) Ask for information in a formal situation. (Sc/E3.3b, Sd/E3.1b)

Suggested procedure (Entry 3)

- Show the flow chart and discuss the process, including how to get prospectuses, where local schools are, and so on, and draw on learners' experience as much as possible.
- Ask learners to read the statements by parents. Clarify understanding and ask learners if there are any statements that they relate to.
- Show the frame on p.253 and ask learners to find examples of the sentence beginnings in the text on p. 252.
- Encourage them to write sentences about themselves and/or their family.

Differentiation

- *More competent writers can write one or more paragraphs.*
- Check understanding of the sources of the material on p. 255, i.e. prospectus and inspection report.
- Ask learners to look again at the shorter statements by some parents and to work in pairs to decide which of the two schools might be preferable for each person, then report to the class, justifying their choices.
- Remind learners of the process of looking for a school, by showing p. 251 again. Discuss how to get information and where to find prospectuses. Check the names of local schools.
- Ask learners to work in pairs and choose one of the parents from p. 252. Using either school prospectuses or the Internet, ask them to find which of the local schools would be most suitable for their needs.

- Ask them to decide in their pairs what questions this person would want to ask at an open evening.
- Ask learners to role play the situation with a partner from another pair.

Differentiation

- During pair work, pair strong learners with weak.

Language points

Integrate the following specific language points:

- expressing wishes, especially '*would like somebody to*';
- expressing an opinion and giving reasons;
- formal register in asking questions, including embedded questions;
- appropriate intonation for asking questions in a formal situation.

Extension activities

- Work further on expressing wishes, hopes and expectations for the future.
- Encourage discussion around issues such as single-sex education, the merits of smaller or larger schools, and so on.

Additional materials needed

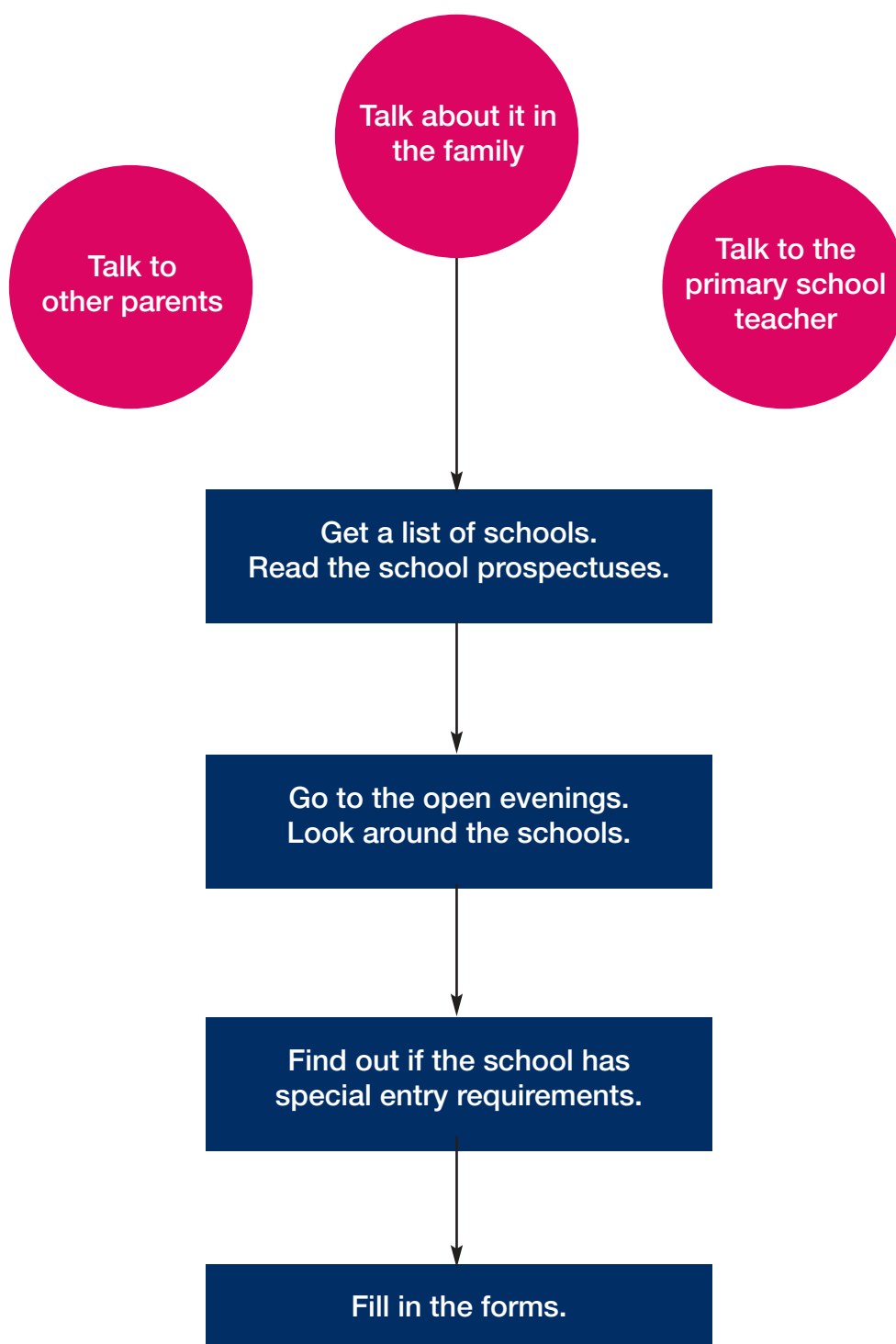
- Prospectuses of local schools.

Choosing a secondary school

10.3

Flow chart

Your son or your daughter is 10 years old. You are ready to choose a secondary school. What do you do?



10.3 Choosing a secondary school

Statements by parents

When people choose a secondary school for their children they often want different things.

Read what these people want.

Harry says:

I am a Catholic and my children go to a Catholic primary school. Unfortunately, there is no Catholic secondary school near our home and my son doesn't want to travel by bus to school.

Mohammed says:

My daughter wants to be a doctor. We want a school with a good science department and we would like to know what their exam results are like in science.

Maria says:

My son loves football and wants to play in a good team, so we are looking for a school with good sports facilities.

Robina says:

I want my daughter to go to a girls' school. None of the girls in my family have ever been to a mixed school. I think single sex-schools are much better for teenagers.

Carlo says:

We prefer a smaller school, if we can find one. Our daughter is very shy and would probably be unhappy in a very big school.

John and Anne say:

We want a school with good after-school activities. We believe that it is important to develop skills and interests outside the normal curriculum.

Sarah says:

I would like my son to go to the same school as his older brother, but his friends are going to a different school, and he wants to go to the same one as them.

Yusuf says:

I have been in the UK a long time, but my wife and children only joined me last year. I want to make sure my son has plenty of help with his English.

Jane says:

My daughter has learning difficulties. It is government policy not to have special schools, so my daughter goes to our local primary school. I am worried about the secondary school and need to find the best one for her.

Choosing a secondary school

10.3

1. Read these sentence beginnings and find examples of each one on p. 252:

My son/daughter loves.....

.....

My son/daughter wants to

.....

My son/daughter doesn't want to

.....

We want

.....

I want my son/daughter to

.....

I would like my son/daughter to

.....

I want to make sure.....

.....

We are looking for

.....

We would like to know

.....

I am worried about

.....

2. Talk about yourself and your children, using the sentence beginnings as a guide. Then write about yourself and your children.

10.3 Choosing a secondary school

Maria says: My son loves football and wants to play in a good team.

Mohammed says: My daughter wants to be a doctor. We want a school with a good science department.

Jane says: My daughter has special needs.

Carlo says: We are looking for a small school. A big school is not good for our daughter.

Yusuf says: We only came to England last year. My son needs extra help with English.

John and Anne say: We want a school with good after-school facilities.

Read about the two schools on p. 255. Which one do you think each of the parents would like best? Give your reasons.

Choose one of the parents and look in prospectuses of local schools, to find which one you think would be best for their children.

Choose one of the parents. Imagine you are representing them, because they can't go to the open evening or they don't speak English.

Plan what questions you will ask.

Work with a partner to ask the questions.

Choosing a secondary school

10.3

Read the information about two secondary schools. The information about one school comes from the school prospectus. The information about the other school comes from the inspection report.

School 1

Information from the prospectus:

Introducing Greenfields Community College

Greenfields is a co-educational comprehensive school with over 1200 11–19-year-old students in full-time education. Each year more than 430 new students join us and over 50% stay on after the age of 16. In addition, we offer a wide range of activities and facilities in the extensive community education programme for part time students of all ages.

Greenfields was awarded Specialist Sports College status in 2003.

School 2

Information from the inspection report:

Winterton High is an 11–16 mixed school, smaller than average with 659 on roll. The proportion of pupils with special educational needs is below average. The attainment of pupils on entry to the school is above average.

What the school does well:

- Teaching in almost all subjects enables pupils to reach high standards.
- Pupils' achievements in science are particularly good.
- Pupils with statements of special educational need receive a high level of support.
- Extra-curricular sport.

What could be improved:

- Work in music, art and design.
- Resources and accommodation for ICT.

10.4 The National Curriculum and options

Entry 1	Entry 2	Entry 3
n/a	Read information from charts and tables. (Rt/E2.1b, Rt/E2.2a) Transfer information from tables into continuous prose. (Wt/E2.1a, Ws/E2.1a)	Explain systems in their own words. (Sc/E3.4c) Role-play a situation with a specific problem. (Sd/E3.1b)

Suggested procedure (Entry 2)

- Ask learners to talk about what they know of the education system locally, for example the age at which secondary school starts. Ask them to talk about their own children or children they know.
- Show the filled-in timetable and check meaning of school subjects. Ask them to list the subjects in three groups – those they have every day, those they have two or three times a week, those they have only once a week.
- Ask them to discuss in pairs what they think are important subjects and write an ideal timetable on the blank form. Ask learners to write an explanation of either the timetable provided or the one they have written, for example *'Pupils study ... once a week'*.

Differentiation

- *Pair weak writers with stronger ones.*
- Show the table on p. 259 and clarify understanding of Key Stages and ages.
- Ask learners to read about James and Emma, then use the table to write about Sarah and Ben. Encourage them to write about their own children if appropriate.
- Give learners cards with the school subjects on. As they pick up a card, they should say as quickly as possible whether it is compulsory at Key Stage 4.
- Ask learners to write sentences, for example *'At Key Stage 4, pupils have to study...'*; *'In year 10, pupils can choose to study...'*
- Show the school report on p. 260 and help learners to understand the difference between attitude (likes it, works hard, and so on) and attainment (marks, results, good at a subject).

- Ask them to read the sentences on p. 261 and write them in the appropriate box.
- Ask learners to do the true/false exercise.
- Ask learners to work in pairs to fill in the blank report form for a person they know or an imaginary person.
- Ask them to look at the 'options' on p. 263 and decide which are the best for 'their' person.
- Show the frame for the role play and elicit what they might say at each stage of the interaction. Practise suitable expressions.
- Ask learners to role play in pairs, then feed back on how the role play went.

Language points

Integrate the following specific language points:

- adverbs of frequency and other frequency expressions;
- use of 'have to' to express obligation (p. 263);
- language for giving and asking for opinions.

Extension activities

- Read authentic school reports.
- Ask learners to compare the secondary school system in Britain with the system in the country they come from.

Additional materials needed

- School subjects on card (using p. 260 as reference).
- Authentic school reports.

Answers to the true/false exercise can be found in the answers section, p. 319.

The National Curriculum and options

10.4

Completed timetable

	Tutor group 8.40	Period 1 8.55	Period 2 9.55	Break 10.55	Period 3 11.15	Period 4 12.15	Lunch 1.15	Tutor group 2.00	Period 5 2.05
Mon		<i>English</i>	<i>French</i>		<i>Maths</i>	<i>Science</i>			<i>ICT</i>
Tues		<i>Design</i>	<i>PE</i>		<i>English</i>	<i>Maths</i>			<i>Science</i>
Wed		<i>Art</i>	<i>Maths</i>		<i>French</i>				<i>English</i>
Thur		<i>Maths</i>	<i>ICT</i>		<i>English</i>	<i>Music</i>			<i>Maths</i>
Fri		<i>English</i>	<i>History</i>		<i>French</i>	<i>Citizenship</i>			<i>Science</i>

Blank timetable

	Tutor group 8.40	Period 1 8.55	Period 2 9.55	Break 10.55	Period 3 11.15	Period 4 12.15	Lunch 1.15	Tutor group 2.00	Period 5 2.05
Mon									
Tues									
Wed									
Thur									
Fri									

10.4 The National Curriculum and options

Look at this table. It gives the *Key Stages* of the National Curriculum. It also shows the *year group*. In years 1–6 children are normally in primary school and in years 7–11 they are normally in secondary school.

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Age	5–7	7–11	11–14	14–16
Year group	1–2	3–6	7–9	10–11

Mr and Mrs Green have four children:

- James is 7 years old.
- Emma is 10 years old.
- Sarah is 12 years old.
- Ben is 14 years old.

Read about James and Emma, then write about the other two children. You can also write about your children and your friends' children.

James is 7 years old. He goes to primary school and is in Year 2. He is finishing Key Stage 1 and is going to start Key Stage 2.

Emma is 10 years old. She goes to primary school and is in Year 5. She is working at Key Stage 2.

Sarah is

Ben is

The National Curriculum and options

10.4

About the National Curriculum

Key Stages 3 and 4

	Key Stage 3	Key Stage 4
Age	11–14	14–16
Year group	7–9	10–11
English	*	*
Mathematics	*	*
Science	*	*
Design and technology	*	*
Information and communications technology	*	*
History	*	
Geography	*	
Modern foreign languages	*	*
Art and design	*	
Music	*	
Physical education	*	*
Learning support	*	*
Citizenship	*	

*Means the subject is *compulsory* at this stage.

Note:

Mathematics at Key Stage 4: There are two programmes of study – ‘higher’ for pupils who have attained level 5 at Key Stage 3, and ‘foundation’ for pupils who have not attained level 5.

Science at Key Stage 4: There are two programmes of study – single science and double science.

10.4 The National Curriculum and options

A school report

Grange Hill School		
INTERIM REPORT AUTUMN TERM 2005		
NAME	FORM	8G

Grade	ATTITUDE TO STUDY				ATTAINMENT				
	1	2	3	4	A	B	C	D	E
ENGLISH		*				*			
MATHS	*				*				
SCIENCE	*				*				
DESIGN AND TECHNOLOGY		*				*			
FRENCH		*					*		
GEOGRAPHY			*				*		
HISTORY			*				*		
ART			*					*	
MUSIC			*					*	
PE				*					*
CITIZENSHIP				*			*		
LEARNING SUPPORT									

DAYS ABSENT 5/58 LATES 4 SCHOOL DETENTION 0

MEANING OF ATTITUDE TO STUDY GRADES: 1 = excellent, 2 = working well, 3 = more effort required, 4 = serious cause for concern.

MEANING OF ATTAINMENT GRADES: A represents the highest achievement within the year group, with C being the average level of achievement and E the lowest.

The National Curriculum and options

10.4

A school report (continued)

Put these expressions into the right box:

- She works hard.
- Her marks in this subject are not good.
- She is good at this subject.
- She likes this subject.
- She is not good at this subject.
- Her work is excellent.
- She doesn't try hard enough.
- She tries hard.

Attitude to study	Attainment
■ She works hard.	■ She is good at this subject.

True or false?

1. This student was absent for 5 days this term.
2. He was never late for school.
3. He never had a detention.
4. He is very good at maths.
5. His work in music is excellent.
6. He is not good at science.
7. He doesn't work hard at citizenship.
8. He doesn't like PE.
9. He works well in French.
10. He doesn't need extra learning support.

10.4 The National Curriculum and options

A school report (continued)

Grange Hill School

INTERIM REPORT
AUTUMN TERM 2005

NAME FORM 8G

Grade	ATTITUDE TO STUDY				ATTAINMENT				
	1	2	3	4	A	B	C	D	E
ENGLISH									
MATHS									
SCIENCE									
DESIGN AND TECHNOLOGY									
FRENCH									
GEOGRAPHY									
HISTORY									
ART									
MUSIC									
PE									
CITIZENSHIP									
LEARNING SUPPORT									

ADDITIONAL INFORMATION ABOUT THE PUPIL

She/he likes

She/he doesn't like

She/he wants to be a when she/he grows up.

She/he is a sporty/academic/artistic person.

The National Curriculum and options

10.4

Choosing options

In Grange Hill School, students choose *three* of the following options for years 10 and 11:

- History
- Geography
- Art and design
- Music
- An extra language (German or Spanish)
- Extra sport

Choose a school student to talk about.

What do you think are the best options for this student?

Speak to the teacher:

- Introduce yourself.
- Say what the student likes/doesn't like.
- Ask questions about what he or she is good at.
- Give your opinion about options.
- Ask the teacher's opinion about options.

10.5 The ESOL curriculum

Entry 1	Entry 2	Entry 3
n/a	Read for specific information. (Rt/E2.1b)	Read for specific information. (Rt/E3.4a) Give an explanation. (Sc/E3.3d) Proof-read writing by self and others. (Wt/E3.4a)

Suggested procedure (Entry 2)

- Tell learners their class is an ESOL class, write it on the board, and ask if they know what it stands for.
- Ask them to read the text on p. 265.
- Either ask learners to work in groups, discussing the personal questions on p. 265, or ask them to fill in a questionnaire individually. Choose the activity depending on how well they know each other, and whether you feel they might find the answers to some questions embarrassing. Take feedback with sensitivity to the fact that some learners may not wish to share all their information.
- Show learners the ESOL curriculum.
- Ask learners to read the text on p. 266 and ask comprehension questions.
- Show them the qualifications framework and explain the equivalences.
- Allow learners to ask questions.
- Explain that learners are going to read some statements from people who don't understand the system and are worried or upset.
- Ask learners to work in pairs, then allocate one 'statement of worry' to each pair.
- Ask the pairs to decide what they would say to reassure the person, basing this on the information on p. 266 and p. 267. Report back to the whole class.
- Ask them to write a reply to the worried person.

Differentiation

- *Pair learners with someone of similar ability, and give more than one 'statement' to stronger pairs.*

- Allow learners to read the simplified extracts from the 'writing' section of the curriculum at E3.
- Ask them to discuss (if the relationship with each other is good) or to work individually on the self-assessment.
- Discuss the importance of planning and proof-reading, and give examples of planning diagrams or lists.
- Give learners copies of an anonymous piece of writing by a learner and ask them to assess it in the light of the checklist and to write a better version.
- Ask them to do the same with a past piece of their own writing.

Language points

Integrate the following specific language points:

- language for reassurance;
- language for explanation, for example '*The reason you have to ...is...*'.

Extension activities

- Ask learners to add a column to the NQF table and try to fit their own qualifications here.
- Discuss the principles of adult participatory education and compare it with the education of children.
- Discuss strategies for working independently on writing.

Additional materials needed

- A copy of the ESOL curriculum.

The ESOL curriculum

10.5

ESOL stands for 'English for speakers of other languages'.

If you go to an ESOL class in England or Wales, your teacher will work with the *Adult ESOL Core Curriculum*. This book gives the teacher ideas about what learners at different levels should be learning.

This is an extract from the curriculum:

Who are the learners?

Over 7 million adults in England have difficulties with literacy and numeracy. It is estimated that around a million of these adults have a first language other than English. 'Breaking the Language Barriers' identified four broad categories of adults who are speakers of other languages. Each of them brings a wealth of cultural experience and diversity to this country. This diversity also presents challenges for the planning and delivery of appropriate learning provision.

The broad categories are:

1. Settled communities, including communities from the Asian sub-continent and Hong Kong. Some would-be learners work long and irregular hours and therefore cannot attend classes regularly.
2. Refugees, who sub-divide into:
 - Asylum seekers, most of whom are very keen to learn despite the challenges of re-settlement and the trauma resulting from their recent experiences;
 - Settled refugees, many of whom have had professional jobs in the past, though some may have suffered a disrupted education due to war and unrest.
3. Migrant workers, mostly from Europe, who are here to work and settle for most of their lives.
4. Partners and spouses of learners from all parts of the world, who are settled for a number of years and need to participate in the local community but are prevented by family responsibilities or low income from attending intensive EFL courses.

Within all these groups the needs of learners will vary considerably depending on their aspirations, educational background, language and literacy background and aptitude for learning languages.

Talk about yourself:

- Which description best fits your situation?
- What are your aspirations? What are your reasons for learning English?
- How many years did you study in your country of origin?
- Did you study English?
- How many languages do you speak? How many do you read and write?

10.5 The ESOL curriculum

Introducing the ESOL curriculum

The ESOL curriculum follows the national standards for adult literacy, which are divided into 'speaking and listening', 'reading' and 'writing'. These standards fit into the National Qualifications Framework.

The National Qualifications Framework

The framework specifies the level of all qualifications in any academic or vocational area and not just for English language. For example, if you want to study nursing, you might begin with NVQ (National Vocational Qualification) Level 1. If your children are in school, they will probably take GCSE (General Certificate of Secondary Education) at the age of 16, and if they get a good grade, their qualification will be Level 2.

If you study ESOL at Level 1 or Level 2, your level is exactly the same as that of the NVQ or GCSE. However, Level 1 is too high a level to start at, so there are three 'entry' levels, which come before you reach Level 1 – Entry 1, Entry 2 and Entry 3. These levels are national levels, and if you go to another class in another part of England or Wales, your level should be the same.

Assessment

Before you start a class, there will normally be an *initial assessment*. This is to find out which is the best class for you.

After you join the class, there will probably be a *diagnostic assessment*. The teacher will try to find out what you need to learn, and plan the programme based on your needs and the needs of the other students. As the teacher is trying to find out what you need to learn, it actually helps if you make mistakes in these tests.

In the initial and diagnostic assessments, the teachers will decide which level you are at and which level you are *working towards*. It is very common for people to be at a different level in different skills, for example if their speaking is better than their writing.

As the class goes on, the teacher will do *formative assessment* to check your progress and probably *summative assessment* at the end, to see what you can do after you have been in the class for some time.

ILPs

The teacher will work with an individual learning plan (ILP). This records what you need to work on and how much progress you make. The teacher will sometimes discuss it with you, either individually or in a group, and you should then be able to give your own opinion of your progress and of what you think you need to work on.

You should have a copy of your ILP, as you might want to take it with you if you change classes.

The ESOL curriculum

10.5

The National Qualifications Framework

			Example
			National Qualifications Framework Level 7
			Master's degree
			National Qualifications Framework Level 6
			Final year of degree
	Key skills Level 5	National Qualifications Framework Level 5	Second year of degree
	Key skills Level 4	National Qualifications Framework Level 4	First year of degree
	Key skills Level 3	National Qualifications Framework Level 3	A level
Literacy/numeracy level 2	Key skills Level 2	National Qualifications Framework Level 2	GCSE grades A*–C
Literacy/numeracy level 1	Key skills Level 1	National Qualifications Framework Level 1	GCSE grades D–E
Literacy/numeracy Entry 3			
Literacy/numeracy Entry 2			
Literacy/numeracy Entry 1			

Check your understanding:

1. Nearly all school pupils take GCSE exams at the age of 16. What level is this in the framework if they get grade A*, A, B or C?
2. Many young people in Britain take 'A' levels at the age of 18, especially if they want to go to university. What level is this in the framework?
3. If you have a university degree, what level is your qualification in the framework?

10.5 The ESOL curriculum

I feel really upset. I studied English for 5 years before I came here, and now they have put me in a Level 1 class. I am not a beginner!

I am so worried. I went to the English class on the first day, and the teacher gave us a test. I made lots of mistakes. I am sure the teacher thinks I am no good.

I want to start a course in office skills, but they want people who have GCSE or equivalent. I didn't go to school in the UK and I can't get GCSE. Does this mean I can't get any qualifications?

The teacher has made an appointment with me to go over my 'Individual Learning Plan'. What have I done wrong? Does she think I need special attention?

I am worried because my writing is not as good as my speaking. I have no real problems with speaking and listening, but writing, especially spelling, gives me real problems. Is this normal?

The teacher has asked us all what we think we need to learn. What is wrong? She is the teacher. Surely she should know what we need.

The ESOL curriculum

10.5

The 'writing' section of the curriculum

These are some of the writing skills that are listed in the ESOL curriculum at Entry 3:

- Plan and draft writing.
- Structure writing in short paragraphs.
- Proof-read and check.
- Write using complex sentences.
- Use basic sentence grammar accurately.
- Use punctuation to aid clarity.
- Apply knowledge of spelling to a wide range of common words.
- Recognise the importance of legible handwriting.

Think about yourself:

When you are going to write something, do you make a plan first?	Always	Usually	Sometimes	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If so, is it more like a diagram or a list?

Do you proofread and check your own work when you finish, and correct your own mistakes?	Always	Usually	Sometimes	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you write complex sentences, not too long, not too short?	Always	Usually	Sometimes	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is your sentence grammar accurate?	Always	Usually	Sometimes	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is your spelling accurate?	Always	Usually	Sometimes	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is your handwriting legible?	Always	Usually	Sometimes	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11

Community engagement

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- PTAs
- **Helping in your child's school**
- **Other opportunities for voluntary work**
- Mentoring
- Police committees
- **Working for charities**
- Faith communities/multi-faith councils
- Recording voluntary work as part of your CV
- **National fund-raising events**
- Leisure
- Environment

11

Community engagement

Sources of the material used in this section

- www.do-it.org.uk/opportunities
- www.comicrelief.com
- A mock-up of a poster made with clip art pictures.

Sources of other useful material

- Leaflets from a local volunteer bureau.
- *Skills for Life* learner materials pack, ESOL E3, unit 7: 'Local communities'.

Useful Websites

Website	Web address	Description
Community		
Do-it!	www.do-it.org.uk	A huge database on volunteering opportunities throughout the UK and overseas, based on information from local volunteer bureaux. A chance to browse through local opportunities.
Timebank	www.timebank.org.uk	A volunteering promotion site.
	www.timebank.org.uk/stories	Information on volunteers' personal stories and experiences.
Volunteering England	www.volunteering.org.uk	A volunteer development agency promoting volunteering as a powerful tool for change.
	www.volunteering.org.uk/imagebank	Excellent photos of different volunteering situations and activities.
Environment		
Friends of the Earth	www.foe.co.uk/campaigns/local_groups_and_campaigns	Opportunities to work as a volunteer at local and national levels.
Greenpeace	www.greenpeace.org/international_en	Opportunities to work as a volunteer at local and national levels.
Worldwide Fund for Nature	www.wwf-uk.org	Opportunities to work as a volunteer at local and national levels.
Human rights		
Amnesty International	www.amnesty.org.uk/action/localgroups	Opportunities to work as a volunteer at local and national levels.
Oxfam	www.oxfam.org.uk/coolplanet	Opportunities to work as a volunteer at local and national levels.
Animal rights		
Institute for Volunteering Research	www.ivr.org.uk	Site aiming to develop knowledge and understanding of volunteering for practitioners and policy makers. Detailed summaries of research undertaken.
	www.ivr.org.uk/projects.htm#7	
RSPB	www.rspb.org.uk	This organisation works to help secure safe environments for birds and wildlife.
RSPCA	www.rspca.org.uk	Information about animal care, pet care sheets, recipes, local and international RSPCA organisations.

Type of resource	Online or downloaded?	Level/adaptability
Interesting section 'ask the site' – www.thesite.org/community/askthesite Questions posed by young people are answered by trained volunteers. Deals with issues such as welfare, houses, health, legal rights.	Online search engine to search for types of volunteering and local opportunities.	With help, E1
Information about campaigns, frequently asked questions, celebrity quotes, and so on. Text on both the UK and overseas volunteering. www.yorkshirechampions.org.uk/stories.php has information and stories of volunteers in Yorkshire.	/media/duafquotes.htm – do me a favour quotes. There is the option to tell your own story online .	E1+ High E1+
Articles, news and events on volunteering, mostly text . A-Z of images including children, health and social care, education and prisons. Must be paid for.	Ideas of what to volunteer for; names of charities in the UK and abroad, residential as well. View for free online or send off for copies.	High E1+ E1+
Text based in general – success stories has stories about the successes and experiences of local groups. Also basic contact details for each group.	Online search engine to find a local group via your postcode. Lots of online resources.	E2+
Information on volunteering and job searches, text quite advanced.	/photosvideos – photos and video clips of Greenpeace activists and their campaigns.	E2+
Information on volunteering as an individual and joining a volunteer group.	Information on endangered species online .	Short chunks of text, high E1+
Information on what you can do and how to help. /what_you_can_do/volunteer/index.html	Online A-Z of local groups. Role plays and interactive activities.	Large text, quite simple, E1+ Quite dense text, high E1+
Highly text -based site. Not very student friendly. Text only.	Online journal, site works best if you download and adapt the text. Needs to be downloaded .	E2+ Adaptation necessary, E3+
Text -based site. Vacancies for volunteering available.	Possible to listen to bird song online . Pictures and Webcams online too.	E2+
Lots of text on stories of animal cruelty.	Text to download . 'Playpen' has online activities directed at children but suitable for some ESOL adult learners.	Low E2+

All details were correct at time of publication

11.1 Fund-raising for a school

Entry 1	Entry 2	Entry 3
Read information from a poster. (Rt/E1.1b) Make statements about ability. (Sc/E1.4a) Request items in a semi-formal situation. (Sc/E1.2a)	Skim and scan leaflets. (Rt/E2.1b) Produce a leaflet. (Wt/E2.1a)	Plan a fund-raising event, agreeing on details. (Sd/E3.1f)

Suggested procedure (Entry 1)

- Ask learners to talk about their own children and the schools they go to.
- Introduce the idea of a school needing extra money and ask learners how they think extra money can be used. Introduce the idea of a school sale to raise extra money for a school.
- Show the poster, check vocabulary and ask comprehension questions.
- Give each learner a number of picture cards with items that could be sold, asking them to say 'I can give...', with reference to what is on their cards.
- Divide the learners into four groups, with a 'stall' each – books, toys, children's clothes, kitchen things – and ask them to collectively decide on a price for each item and write it on the card.
- Learners take it in turns to staff a stall while other learners circulate round the stalls and role play buying and selling. The aim is to be the first group to sell out of items.
- Show learners the picture of hand painting. Ask if they know it and if not, ask them to guess which culture it comes from.
- Ask learners to read the text and to do the true/false exercise.

- Ask them if there is anything that they can do to raise money; encourage them to say what it is and to write it.

Differentiation

- *With beginner readers, use the simplified text and help them to read the most useful sentences.*

Language points

Integrate the following specific language points:

- use of 'can' to express ability;
- language of shopping, for example 'Have you got...?', 'Can I have...?'

Extension activities

- Plan a class party or outing, with learners saying what they can bring.
- Make a poster for a class fund-raising event, real or imaginary.

Additional materials needed

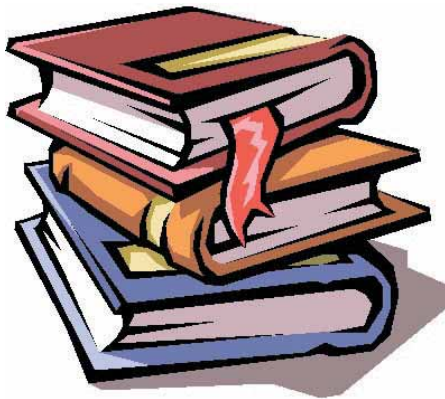
- Pictures taken from catalogues, showing a wide range of books, toys, children's clothes, kitchen things.

Fund-raising for a school

11.1

FUND-RAISING DAY

Lidget Green Primary School is organising a fund-raising day to raise money for the school. We plan to have toy sales, book sales and the sale of food brought in by parents for the day. If any parents are interested in fund raising and being part of this event, please let us know.



Book sale
Give books



Toy sale
Give toys



Cake sale
Bring food to sell



Any ideas?
Contact the school

Please contact:
Lidget Green Primary School
Tel: 01274 506045
Or speak to your child's teacher

11.1 Fund-raising for a school

Simplified text

My name is Shazia.

I have a son.

My son is eight years old.

He goes to school.

It is a good school.

I can paint.

I paint hands.



Fund-raising for a school

11.1

Text and true/false exercise

My name is Shazia. I live in Bradford. I am married. I have a son. His name is Ahmad. Ahmad is eight years old. He goes to primary school. I like Ahmad's school. It is a good school.

I help the school. I am a Mehndi artist. I can paint beautiful Mehndi designs on hands. I paint the hands of other mothers. I have a stall at the fund-raising days. It brings extra money for the school.

Circle 'true' or 'false'

- | | |
|------------------------------------|--------------|
| 1) Her name is Shazia. | True / False |
| 2) She has a son. | True / False |
| 3) Her son is nine years old. | True / False |
| 4) Her son goes to nursery school. | True / False |
| 5) She is a Mehndi artist. | True / False |
| 6) She paints people's faces. | True / False |

What can you do?

11.2 Choosing volunteer activities

Entry 1	Entry 2	Entry 3
Talk about wants. (Sd/E1.1c)	Talk about wishes. (Sd/E2.1c) Reading and understanding information from a Website. (Rt/E2.3a)	Phone a volunteer bureau. (Sd/E3.1b) Taking part in formal interaction. (Sd/E2.1b)

Suggested procedure (Entry 2)

- Introduce the idea of voluntary work and establish the fact that it means working for no money.
- Ask learners to think of reasons why people do this, then look at the statements and see if the ideas are the same as their own.
- Encourage learners to talk about whether they are interested in volunteering and what their reasons would be.
- Ask the learners if they do any volunteer work, and what it is.
- Ask learners to read 'What can you do as a volunteer?' and then check what category this would come under.
- Clarify unknown vocabulary, for example 'earthquake'.
- Ask learners to suggest what else a volunteer can do, in relation to the list of categories.
- Ask learners to say what they would and wouldn't like to do, and, if possible, to give reasons based on the language in the statements.

Differentiation

- *Stronger speakers can discuss a number of options, while others choose one they would like to do and talk about it briefly.*

- Record the dialogue on tape and play it several times. Ask learners comprehension questions, then let them read the script.
- Practise key phrases orally.
- Ask learners to work in pairs, practising the dialogue.

Differentiation

- *Stronger learners can work together to write their own dialogue. They can also play the part of the volunteer organiser in a freer role play.*

Language points

Integrate the following specific language points:

- would and wouldn't like to;
- giving reasons, using 'because'.

Extension activities

- Learners go to www.do-it.org.uk, enter their post code and look for volunteering opportunities in the local area.
- Read leaflets from a local volunteer bureau.

Additional materials needed

- Leaflets from local volunteer bureau.
- Access to Internet.

Choosing volunteer activities

11.2

Statements

... I like to help people

... I need work experience

... I want to meet people

... I want to practise my English

...I can write it on my CV

... I feel bored at home

...I want to give something to other people

... It can help me get a job in the future

11.2 Choosing volunteer activities

What can you do as a volunteer?

want to volunteer?
need volunteers?
do-it magazine

[home](#)>>[want to volunteer?](#)>>opportunities and categories

opportunity categories

<ul style="list-style-type: none"> ● Animals ● Children ● Disaster Relief ● Drugs and addictions ● Elderly ● Environment ● Gay, Lesbian, Bi and Transsexual ● Mentoring ● Youth 	<ul style="list-style-type: none"> ● Arts and culture ● Disability ● Domestic violence ● Education and literacy ● Employment ● Legal aid and justice ● Health, hospitals and hospices ● Millennium Volunteers
---	---

(From www.do-it.org.uk)

You can:

- help in playgroups;
- collect money for places with earthquakes or floods or famine;
- visit an old person;
- help victims of crime;
- work for hospital radio;
- plant trees in the inner city;
- take dogs for walks;
- support women in 'women's aid' centres.

Choosing volunteer activities

11.2

Tape script

Hello. Can I help you?

Yes, I'm looking for work as a volunteer.

We have a lot of opportunities. What are you interested in?

I'm not sure.

What language do you speak?

I speak Arabic and Kurdish.

Well, I think you can volunteer in the Kurdish community centre.

Yes, I know. I already do that. But really, I want to meet people and speak English.

Well, we are looking for people to help disabled people. They are mostly English speakers.

That sounds good. What can I do?

Are you free on Wednesdays?

Yes, I am.

Every Wednesday, there is a trip somewhere for people in wheelchairs. They go to museums or to parks and other places. They need people to volunteer to go with them. It's really interesting.

That sounds perfect. I can help people and speak English, and go to interesting places. Yes, I would really like to do that.

11.3 Becoming a volunteer

Entry 1	Entry 2	Entry 3
n/a	Scan for key facts in a text. (Rt/E2.1b) Take part in formal interaction. (Sd/E2.1b)	Skim and scan texts. (Rt/E3.6a, Rt/E3.7a) Ask questions in a formal interaction. (Sc/E3.3b, Sd/E3.1b, Sd/E2.1b) Discussion skills. (Sd/E3.1d)

Suggested procedure (Entry 3)

- Set the scene by discussing the question of volunteering and the kinds of areas in which people can volunteer.
- Ask learners to predict what kind of work might be done by volunteers in the area of disability, then ask them to skim the extract from the Website and find out if the 'jobs' mentioned were predicted.
- Ask them to answer the questions and discuss the answers.
- Elicit from the learners how many 'jobs' are mentioned, then list them. Ask learners to put the jobs in order of interest for themselves and to explain to each other in groups why they would, or wouldn't, find these jobs interesting.
- Elicit from learners the questions that they would want to ask if enquiring at the volunteer bureau. Elicit the questions they think the volunteer organiser will ask.
- Use either a leaflet from a local volunteer bureau or extracts from the Website, and ask learners to prepare the questions they will ask or the information they will give about one of the jobs, taking care to ensure that there is an organiser and a prospective volunteer for each job.
- Ask learners to pair up with the appropriate partner and role play the telephone conversation.

Differentiation

- *If any learners are not confident about speaking, make sure they are in the role of the prospective volunteer.*

- Write the term 'Millennium Volunteers' and ask learners to guess what it means.
- Ask them to read the text on p. 287 and check their predictions.
- Check comprehension orally.
- Ask learners to work in pairs to discuss the MV scheme and then to go on to the other discussion questions.

Language points

Integrate the following specific language points:

- using appropriate register for a formal enquiry;
- question formation.

Extension activities

- Ask learners to research another area for volunteering on the Website, and give a short talk about it.
- Ask learners to make a poster, encouraging people to volunteer to support organisations working with disabilities.
- Ask learners to write a letter, introducing themselves to a voluntary organisation.

Additional materials needed

- Leaflets from a local volunteer bureau.
- Access to Internet.

Becoming a volunteer

11.3

Read this extract from the Website www.do-it.org.uk and discuss volunteering:

want to volunteer?
need volunteers?
do-it magazine

[home](#)>>[want to volunteer?](#)>>[opportunities and categories](#)

opportunity categories

Disability

Volunteering opportunities in this category might be working face-to-face, for example as a befriender, or in more indirect support roles such as driving.

Disability organisations will often also have a wide range of opportunities in areas such as marketing, fundraising and admin. Volunteering in face-to-face roles can be good experience for getting paid employment, and is often required for acceptance on to social work courses.

Disabled volunteers might be particularly interested in campaigning organisations working for greater rights for disabled people, and in getting involved in the governance of organisations (select Trusteeship from the drop-down Activity menu on the advanced search)

1. What do you think a befriender does?
 2. What kind of things do you think a fundraiser does?
 3. What kind of volunteer work should you do if you want to apply for a social work course?
 4. What kind of work does the article suggest for people who are disabled?
- List all the volunteer 'jobs' contained in the article, and then put them in order of your interest. Talk to someone else about which 'jobs' you would find most interesting and explain why.

11.3 Becoming a volunteer

Role cards

1

You work in a volunteer bureau. You organise volunteers.

What do you say when you answer the phone?

You have to give information to people who want to (insert a suitable volunteer post).

What is the important information you will give them? Look in the leaflet and try to remember the important points.

2

You want to volunteer as a (insert a suitable volunteer post).

You are going to telephone the volunteer bureau.

What will you say first?

What information do you want? What questions will you ask?

Becoming a volunteer

11.3

What do you think?

Read this extract from the Website www.do-it.org.uk and discuss volunteering:

want to volunteer?
need volunteers?
do-it magazine

[home](#)>>[want to volunteer?](#)>>[opportunities and categories](#)

opportunity categories

Millennium Volunteers

Millennium Volunteers (MV) is a national programme aimed at young people aged 16-24.

As an MV you volunteer your time to help others by doing something you enjoy. You get the chance to develop your skills and personal qualities and something really worthwhile to add to your CV.

If you complete 100 hours of volunteering, you gain an award signed by the Minister for Young People. If you clock up 200 hours, you get an Award of Excellence, signed by the Secretary of State for Education and Skills.

- What are the advantages of volunteering for young people?
- Are there any disadvantages?
- Do you think the Millennium Volunteer scheme is a good idea?

- Why do you think people choose to do voluntary work? How many different reasons can you think of?
- Do people do voluntary work in other countries? If so, is the system the same as in the UK or different?

- Would you like to do voluntary work?
- Do you already have experience of voluntary work?
- What kind of activities are you interested in?

11.4 Comic relief

Entry 1	Entry 2	Entry 3
n/a	Read for specific information. (Rt/E2.1b)	Read for specific information. (Rt/E3.7a) Ask for and listen to information. (Sc/E3.3b, Lr/E3.3b)

Suggested procedure (Entry 3)

- Discuss with learners the meaning of the word 'charity' and the charities they are aware of.
- Elicit or give background information about Comic Relief.
- Divide the class into four or eight smaller groups and give each group a different information sheet (sheet A, B, C or D). Give them a question sheet and ask them to work together to see how many questions they can answer by using their information sheet.
- Ask them to note the questions they could not answer from their own sheet and then to circulate and ask people from other groups these questions.
- Take feedback to check the answers to the questions.
- Ask for opinions about the facts they have discovered.

Differentiation

- Allow learners to work in mixed ability groups for this activity.

Language points

Integrate the following specific language points:

- asking questions, including embedded questions;
- use of the passive in the reading texts.

Extension activities

- Watch videos of Red Nose Day events and use them for listening practice.
- Discuss the issue of charity and other ways that richer countries can help alleviate poverty.
- Read charities' leaflets sent out by post.

Additional materials needed

- Videos, visuals, realia connected with Comic Relief.

Comic relief

11.4

What are the three main things that the organisation does?	When will the next Comic Relief day be held?	When was Comic Relief set up?
Where has two-thirds of Comic Relief's money been spent? Where has the other third gone?	Whose idea was it to start Comic Relief?	How much money did Comic Relief raise in 2001?
How many experts work out where the money should be spent?	Where was the first Comic Relief broadcast?	Which author helped to raise £6 million?
How much money has been raised since Comic Relief started?	Which campaign raised £55 million?	How much money has been given to projects working with people in the UK?
<p>What is the symbol of the fundraising event held by Comic Relief?</p> <p>Who traditionally wears this?</p>		

11.4 Comic Relief

Sheet A: What is Comic Relief?

Comic Relief is about having fun and making the world a better place.

The organisation raises money and then uses it to help end poverty and unfairness.

It works in the UK and also in the poorest countries in the world.

Here is what it does:

- *Gets money in:*
Raises money from the public in the UK by getting them involved in fun special events.
- *Shares money out:*
Does a lot of research to find out which charities to support and then carefully decides how best to spend the money the public donated.
- *Educates people:*
Explains what causes problems like poverty in Africa and lets people in the UK know how they can change things for the better.

Comic Relief

11.4

Sheet B: Red Nose Day

A clown-style red nose is the symbol of Red Nose Day. It is a fund-raising event held by Comic Relief every two years.

When is the next one?

- The next one will be in March. People from all over the UK can take part.

What happened in 2001?

- The 2001 Red Nose Day raised a total of over £61 million.

£6 million was raised by people buying books written for Comic Relief by J. K. Rowling.

She wrote two Harry Potter books – *Quidditch Through the Ages* and *Fantastic Beasts and Where to Find Them*.

£55 million was raised from the Red Nose Day 'Say Pants to Poverty' campaign.

11.4 Comic Relief

Sheet C: How did it start?

- Comic Relief was set up in 1985.
- It was started by comedians who wanted to use comedy and laughter to let people know about poverty in the UK and in Africa.
- It was launched in 1985 from a refugee camp in Sudan. The launch was broadcast live on Christmas Day on BBC1.
- Since then over £250 million has been raised for some of the poorest and most vulnerable people across the UK and Africa.

Comic Relief

11.4

Sheet D: Where does the cash go?

- Two-thirds of the money from Red Nose Day has been spent in Africa. A third was spent in the UK.
- A group of 20 experts carefully works out which projects should receive money.
- Since Comic Relief started, £134 million has gone to projects working with poor and disadvantaged people in Africa.
- Over £75 million has been given to projects in the UK.

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- The role of police
- **The court system**
- Rights and responsibilities
- Driving (requirements, speed limit)
- Drinking
- Smoking
- Legal aid
- Right of appeal
- Values and respect for all
- Race Relations Amendment Act 2000
- Discrimination
- Harassment
- Sources of help and information
- **Drugs**
- **Legal age requirements**
- **Immigration and asylum**
- Consumer law
- Citizens' Advice Bureau

Sources of the material used in this section

- Harvey, P. and Jones, R. (2002) *Britain Explored*, pp. 36–8, Longman.
- Johnston, O. and Farrell, M. *Ideas & Issues, Intermediate (14–18)*, Unit 8: 'Drink and Drugs'. Chancerel/Klett.
- www.bbc.co.uk/crime/law/englandcourts.shtml
- Citizens' Advice Bureau Website: www.adviceguide.org.uk/our_rights/legal_system.htm
- Redman, S. (1997) *English Vocabulary in Use: Pre-Intermediate and Intermediate*, Units 84 and 85. Cambridge University Press.

Sources of other useful material

- *E3 ESOL Skills for Life Learner Materials*, Unit 7, p. 11: 'Local Communities'. A newspaper article about a road traffic accident. The focus is on reading skills and vocabulary development.
- *Living in Britain: Language and Citizenship Skills for Accessing Information, Help and Advice in the UK*, by Charlotte Haenlein and Sonja Roffey. ISBN 0 9550404 0 X.
- *Key Stage Four Citizenship: The Workbook*. Coordination Group Publications.

Useful Websites

Website	Web address	Description
BBC	www.bbc.co.uk/a-z Search under 'O': – One Life – 'legal'	Main BBC site: information on the law and crime under the A–Z.
Consumers' Association	www.which.net www.which.net/about us	The Consumers' Association publishes <i>Which?</i> magazines and books: information on research and campaigns on behalf of the consumer.
Department of Trade and Industry	www.dti.gov.uk/er	Information about rights at work.
Home Office	www.homeoffice.gov.uk	The main Home Office site with information on community, crime, substance abuse, immigration and terrorism; documents translated into a variety of languages.
Independent Race and Refugee news network	www.irr.org.uk	The IRR news network offers information on a variety of topics around race and refugee issues; includes criminal justice and harassment.
Legal Services Commission	www.legalservices.gov.uk	Information and legal advice on civil and criminal issues; this site also publishes leaflets on a range of issues related to rights and responsibilities.
Liberty	www.liberty-human-rights.org.uk www.liberty-human-rights.org.uk/get-involved	An organisation working to prevent erosion of freedoms and rights. Information on lobbying campaigns for people to get involved in.
Old Bailey	www.oldbaileyonline.org www.oldbaileyonline.org/history/the-old-bailey	The main criminal courthouse in the UK; a site with downloadable pictures and with histories of legal cases and trials throughout the centuries. A schools site with grim stories of the convicts' last journeys to the gallows at Tyburn.
TIGER – Tailored Interactive Guidance on Employment Rights	www.tiger.gov.uk	A user-friendly guide to the UK employment laws.

Type of resource	Online or downloaded?	Level/adaptability
One Life – 'legal' has quite dense text about different crimes: burglary, domestic violence, armed robbery, and so on.	One Life – 'legal' contains advice on being stopped and searched, and arrested, and can be accessed in sound archive online or as text.	E2+
Report samples: short, clear text on a wide range of topics including consumer rights, including some existing complaints if appropriate.	Opportunity to search sample <i>Which?</i> reports online .	E1+
Information on public holidays including historical reasons as to why we have them. Presented as text and in calendar form.	Downloadable information. Acts as a user-friendly guide to employment law.	E1+
/inside/speeches/index.html – very interesting link with speeches by David Blunkett and other Home Office ministers.	Information to download .	Advanced text but adapt, high E2+
/cjs – features articles and information on Stephen Lawrence. Virtually all text on this site. /policy – introduction to the Race Relations Act.	Brief articles or can download to read in full.	E2+
Complex text , in general not very student friendly.	Civil/forms administration, means testing and claim forms to download and use with students.	Quite advanced language. Adaptation needed, E2+
Articles and speeches also available, virtually all in text .	Teaching pack of mainly text to download ; Key Stages 3 and 4 on human rights and civil liberties. Information on curfews, terrorism and ID cards to download.	E2+
Student-friendly site, information about petitions and ID cards. Opportunity to join the organisation.	Online lobbying and petitioning possible.	Quite simple, short text, E2+
/history/crime – information on types of punishment, trial summary and original texts from the trials. Text based, although there are reproductions of original woodcarvings.	Possible to search online or download information.	Quite difficult, E2+
/schools/images – pictures, paintings and images of happenings at the Old Bailey. Text based with images of the history of the Old Bailey Courthouse.	Possible to search online through the proceedings.	E2+
Information on national minimum wage, text based.	Interactive site where both fathers and mothers can key in information to discover their maternity and paternity rights.	E1+

12.1 Legal vocabulary: People and places

Entry 1	Entry 2	Entry 3
n/a	Learn key vocabulary using the vocabulary-matching activity. (Rw/E2.2a, Sc/E2.1b)	Develop reading comprehension skills and law-related vocabulary. (Rt/E3.1a, Rt/E3.4a, Rw/E3.1a, Rw/E3.3a)

Suggested procedure (Entry 3)

- Ask learners to look at pictures of a courtroom, magistrate, judge, barrister and jury. Learners discuss who the people are and where they are (in their other languages, if appropriate).
- Hand out the vocabulary matching exercise and practise terms 1–7, noting the stress patterns and vowel sounds.
- Ask learners to work in pairs to match the words with the definitions.
- Feed back.
- Ask learners to work in small groups to brainstorm any other 'legal' vocabulary they know, and to sort the words/phrases into three columns people (for example, defendant), places (for example, prison) and crimes (for example, theft). Alternatively, give them the vocabulary and ask them to sort it. These could then be written on large sheets of paper and displayed around the room.

Differentiation

- For weaker learners, use bilingual dictionaries.
- For higher-level learners, encourage use of a monolingual dictionary.
- The words and definitions could be made into cards for learners to sort and match.

Language points

Integrate the following specific language points:

- pronunciation – ask learners to identify the stressed syllable in 'solicitor', 'magistrate' and 'barrister'.
- practise the diphthong /au/ and practise the words 'county', 'crown', 'council', contrasting these with /ÿ/ in 'country', 'couple' and 'courage'.

Extension activities

- Learners find other new legal vocabulary and record it in their vocabulary books.
- Match the phonemic symbol with the word.

Additional materials needed

- Pictures of a courtroom, magistrate, judge, barrister, jury.
- Dictionaries.

Answers to the vocabulary matching exercise can be found in the answers section, p. 319.

Legal vocabulary: People and places

12.1

Match these words with their meanings

1. County court

a. A lawyer who deals with everyday matters.

2. Magistrate

b. A place where ordinary people can take legal action. It deals with civil or family matters. There is a judge but no jury.

3. Judge

c. Twelve ordinary people who listen to the evidence in a Crown Court and decide if the person (the defendant) is guilty or innocent.

4. Solicitor

d. A lawyer who represents clients in a Crown Court. He/she wears a wig and a gown.

5. Barrister

e. A lawyer who makes a decision in a Crown Court.

6. Jury

f. A responsible ordinary person who makes a decision in court. He/she is not paid or legally qualified, but has some training for the position. They decide if someone should go to a Crown Court if it is a serious offence.

7. Crown Court

g. A place which deals with serious criminal matters. There is a judge and a jury.

12.2 The law courts: Reading text

Entry 1	Entry 2	Entry 3
n/a	Learn legal vocabulary. (Rw/E2.2a, Sc/E2.1b)	Develop reading comprehension skills and law-related vocabulary. (Rt/E3.9a, Rt/E3.4a, Rw/E3.1a)

Suggested procedure (Entry 3)

- Ask learners to look at the chart (Task sheet 1) and explain how the court system is organised. Draw on learners' experiences, if appropriate.
- Hand out Task sheet 2 (text) and ask learners to complete the text with the key words, using the chart as an aid.
- Feedback. Clarify as necessary.
- Hand out Task sheet 3 and ask learners to discuss the first four questions in pairs or small groups.
- Feedback.
- Ask learners to work individually on the final question – comparing the legal system in their country to that in the UK. Learners work individually and then in groups.

Differentiation

- *Learners from the same country can work together on the final question – comparing legal systems.*
- *For higher-level learners, encourage them to use a monolingual dictionary.*
- *Learners with stronger writing skills could write an account of the differences in the legal system between their country and the UK, rather than giving an oral presentation.*

Language points

Integrate the following specific language points:

- focus on coherence and cohesion: the paragraphs in Task sheet 2 could be cut up for learners to re-order and the sentences could be jumbled for learners to re-order. Focus on lexical cohesion – for example the way the word 'court' is repeated many times, and anaphoric references such as 'these';

- focus on the lexical field and collocations relating to legal terminology, for example, 'to deal with a crime/people/matters/appeals';
- focus on the use of the definite article in expressions such as 'the High Court', 'the Court of Appeal', 'the House of Lords', and so on.

Extension activities

- Learners find other new legal vocabulary and record it in their vocabulary books.
- Learners could write about their personal experiences of the legal system in the UK (or in their country). Note: this may not be appropriate for all learners, for example refugees or asylum seekers who have had traumatic experiences.
- Using Task sheet 2 as a model, learners write about the legal system in their country.
- Learners research one type of court and prepare a report or a presentation using PowerPoint, for example.
- Learners visit their local county court and interview a clerk about his/her work.
- Invite a lawyer or Justice of the Peace to speak to the class about their work.
- Learners watch clips from a video or DVD based on a courtroom drama.

Answers to exercise on Task sheet 2 can be found in the answers section, p. 319.

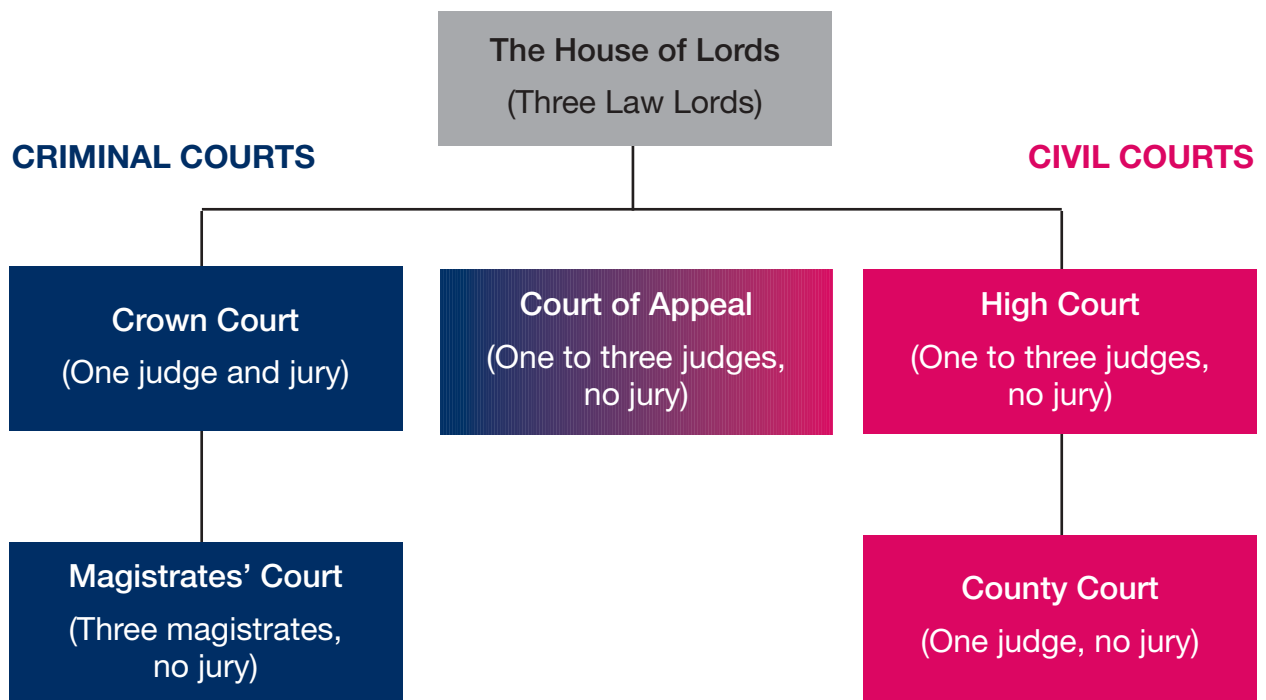
The law courts: Reading text

12.2

Task sheet 1: The legal system in England and Wales



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12.2 The law courts: Reading text

Task sheet 2: Text

There are different types of courts in England and Wales which deal with different matters. Criminal courts involve the state (Crown) prosecuting someone for a crime, for example, robbery or murder. Civil courts, such as the (a) _____ court deal with people's rights, duties and obligations, for example, in divorce or personal injury cases. The high court deals with more difficult matters, such as domestic violence.

The majority of criminal cases are dealt with at magistrates' courts. These are the most common type of law court in England and Wales. There are 700 magistrates' courts and about 30,000 (b) _____. There is no (c) _____ in a magistrates' court.

More serious criminal cases go to the (d) _____ court. There are about 90 of these in England and Wales. There is one (e) _____ and a (f) _____ of 12 people. Their decision is called a verdict.

The Court of Appeal deals with civil and criminal appeals. The highest Court of Appeal in England and Wales is the House of Lords.

The legal system also includes youth courts (which deal with young people) and coroners' courts (which investigate violent or sudden deaths).

The law courts: Reading text

12.2

Task sheet 3: Discussion



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Discuss the following questions:

1. What is the difference between criminal and civil law?
2. Which type of law court deals with the most criminal cases in England and Wales?
3. Which courts do you think would deal with the following:
 - A serious problem between a landlord and tenant?
 - A drowning?
 - A bank robbery?
 - Shoplifting?
 - An asylum appeal?
4. If someone is not happy with the verdict, what can they do?
5. In your country, is the legal system similar to this?
Describe how it is similar or different from the English system.

12.3 Legal age requirements

Entry 1	Entry 2	Entry 3
n/a	Discuss the legal age requirements for certain activities. (Sd/E2.1d) Learn key vocabulary. (Rw/E2.3a)	Discuss the legal age requirements for certain activities. (Sd/E3.1c) Learn key vocabulary, using a variety of strategies. (Rw/E3.1a, Rw/E3.5a)

Suggested procedure (Entry 2/3)

Preparation: (1) The number chart can be enlarged, laminated and made into cards – or used as it stands; (2) the statements sheet will need to be enlarged, laminated and made into cards. Use colour if possible.

- Tell learners to look at the number chart and ask them to guess what the numbers represent.
- Explain that the numbers represent the ages at which it is legal to do certain things in Britain. Discuss any that they know, for example, you can drive at 17 and vote at 18.
- Pre-teach key vocabulary, for example, '*criminally responsible*', '*tattoo*'.
- Ask the learners to work in small groups and give each group a set of 'statement' cards. Learners discuss the statements and decide which age people can do these things.
- Feedback and discussion. Distribute answers.

Differentiation

- *Learners with the same language can work together.*
- *For weaker learners, do not give them all the statements but select the easier ones.*
- *Stronger learners can guess what is allowed at each age.*
- *The material can be made into cards and used for tactile and/or kinaesthetic learning activities.*

Language points

Integrate the following specific language points:

- focus on 'verb + object' collocations, for example, *give blood, get a tattoo, sign a legal agreement, serve on a jury*;

- focus on the use of articles – definite, indefinite and zero;
- focus on pronunciation – stressed and unstressed syllables and pronunciation of numbers;
- use visual, structural and phonic strategies to decode new words, for example, '*criminally*', '*custodial*', '*heterosexual*', '*entitled*'.

Extension activities

- Using only the 'statements' sheet, learners use the Internet/Websites to find out the legal age requirements in their country of origin.
- The age cards and statement cards could be made into a game, for example each learner has one of the statements and takes it in turns to read it out. The learner who thinks they have the correct age card shouts it out. If correct, the learner gets the statement card. The learner with the most cards is the winner.

Additional materials needed

- For pre-teaching vocabulary, it may be useful to provide pictures, for example of a tattoo, a prison, a tenancy agreement, fireworks.
- Bilingual and monolingual dictionaries.

Legal age requirements

12.3

Number chart

10

12

14

15

16

17

18

21

12.3 Legal age requirements

Statements

Fly an aeroplane	Play the National Lottery	Drive a car on the road
Buy cigarettes	Get a part-time job	Get a tattoo
Give blood	Get a custodial sentence for a crime	Buy a firearm
See a 15 certificate film	Leave school	Vote in an election
Buy a pet	Buy fireworks	Buy a house
Buy alcohol	Give consent to heterosexual activity	Give consent to homosexual activity
Be entitled to the national minimum wage	Marry with parents' consent	Sign a tenancy agreement
Serve on a jury	Adopt a child	Stand for Parliament
Join the armed forces		

Legal age requirements

12.3

Answers

Fly an aeroplane 17	Play the National Lottery 16	Drive a car on the road 17
Buy cigarettes 18	Get a part-time job 14	Get a tattoo 18
Give blood 18	Get a custodial sentence for a crime 10	Buy a firearm 16
See a 15 certificate film 15	Leave school 16	Vote in an election 18
Buy a pet 12	Buy fireworks 14	Buy a house 18
Buy alcohol 18	Give consent to heterosexual activity 16	Give consent to homosexual activity 18
Be entitled to the national minimum wage 18	Marry with parents' consent 16	Sign a tenancy agreement 18
Serve on a jury 18	Adopt a child 21	Stand for Parliament 21
Join the armed forces 18		

12.4 Drugs and the law

Entry 1	Entry 2	Entry 3
n/a	n/a	Read a text about cannabis and the law. (Rt/E3.2a, Rt/E3.4a, Rt/E3.7a) Use a dictionary. (Rw/E3.3a)

Suggested procedure (Entry 3)

(This activity may be of particular interest to younger learners.)

- Introduce the topic by writing the word 'cannabis' on the board and elicit what learners know about it. You could also elicit the names of other drugs, that there are 'classes' of drugs, and establish that the word 'drug' refers to both legal and illegal substances, but is often used colloquially to refer to illegal substances.
- Hand out the true/false questions (Task sheet 1) and ask learners to discuss the sentences.
- Hand out the text 'Cannabis and the law' for learners to read and check whether their opinions agree with the information in the text.
- Feedback and discussion
- Hand out the questions. Explain question 1. Do the first one together as an example, and check that learners understand that the pronouns are referring back to previously mentioned nouns/subjects.
- Then ask learners to work through the rest of the questions.
- Feedback.
- Use question 2 to practise/re-cap the use of 'however' and 'although'. Clarify these terms and encourage learners to produce their own examples based on the text, for instance: 'Although the police will not usually arrest people with small amounts of the drug, they are still required to record it as a crime.'

Differentiation

- Pair learners so that weaker learners work with stronger learners.

- Provide more support for weaker learners with the questions.

Language points

Integrate the following specific language points:

- focus on formal texts and appropriate register;
- focus on cohesion in the text and the use of reference pronouns: 'it, they, you, these';
- focus on sentence structure and the use of discourse markers, conjunctions and connectives, for example 'but', 'however', 'although';
- focus on conditional sentences: 'If ... are found, might ...' and 'If ... catch you, ... will have ...'.

Extension activities

- Learners research another drug and write an information sheet similar to the one on cannabis.
- Higher-level learners discuss whether or not cannabis should be legalised.

Additional materials needed

- Bilingual and monolingual dictionaries.
- www.idmu.co.uk/classes.htm – for a useful handout which details the legal classes of drugs.

Answers to true/false exercise from can be found in the answers section, p. 319.

Drugs and the law

12.4

Task sheet 1

Discuss these statements – are they true (T) or false (F)?

- | | |
|---|-------|
| 1. Cannabis is a legal drug. | T / F |
| 2. Before January 2004, cannabis was a class C drug. | T / F |
| 3. If the police find you in possession of cannabis, they will never arrest you. | T / F |
| 4. The police can arrest you for smoking cannabis in public. | T / F |
| 5. A magistrates court can send someone to prison for 14 years. | T / F |
| 6. Selling or supplying drugs is a more serious offence than possessing them. | T / F |
| 7. In the Crown Court, the judge can fine drug offenders any amount of money he feels is appropriate. | T / F |

Now read the text and see if you were right!

12.4 Drugs and the law

Text: Cannabis and the law

line 1 Although UK law concerning cannabis has changed, it is still an
line 2 illegal substance.

line 3 Until January 2004, cannabis was a class B drug and carried a
line 4 maximum penalty of five years in prison for possession. After 2004,
line 5 it became a class C drug. Some people believe that cannabis is
line 6 now a legal substance, but **it is not**. It is true that the police will not
line 7 usually arrest anybody found to have small amounts of the drug, but
line 8 they are still required to record it as a crime. So if the police catch
line 9 you with a small amount, you will have a criminal record.

line 10 There are some circumstances when the police can arrest people for having
line 11 cannabis. These are:

- line 12 ■ when the police think that somebody is going to sell the drug;
- line 13 ■ smoking cannabis in public;
- line 14 ■ having cannabis when there are children nearby;
- line 15 ■ when somebody under 17 is found with the drug.

Penalties

There are two maximum penalties for class C drugs. The maximum penalty for possession is two years in prison and an unlimited fine. The maximum penalty for selling or supplying the drug is 14 years in prison and an unlimited fine.

Most drug offences are tried in front of a jury in the Crown Court. However, if very small amounts are found, the case might be tried in a magistrates court where the maximum sentence is six months in prison and a £2,000 fine.

The sentence that someone gets depends on the amount of the drug that was found, the circumstances when the drug was found and the person's previous criminal record.

Drugs and the law

12.4

Questions

Study the text on the previous page carefully.

1. What do the following words refer to?
 - it (line 1)
 - it (line 4)
 - it (line 5)
 - it (line 6)
 - they (line 7)
 - you (line 8)
 - These (line 11)
2. Look at the first sentence, beginning with 'Although'. Can you re-write it, using 'However'? What changes did you need to make?
 - Now write two sentences of your own, using 'although' and 'however'.

12.5 Drugs Web search task

Entry 1	Entry 2	Entry 3
n/a	Find information and read about drugs on a Website. (Rt/E2.3a, Rt/E2.1b)	Find information and read about drugs on a Website. (Rt/E3.7a, Rt/E3.6a, Rt/E3.3a)

Suggested procedure (Entry 2/3)

(This activity may be of particular interest to younger learners.)

- Introduce the topic by eliciting what learners know about drugs: names of different drugs; that there are 'classes' of drugs; 'drug' refers to both legal and illegal substances.
- Pre-teach key vocabulary – the verbs 'possess' and 'supply'.
- Hand out the Web search task sheet and check understanding of the instructions for accessing the Website, as well as the questions themselves.
- Monitor learners while they work through the task and support as necessary.
- Learners compare answers.
- Feedback and discussion.

Differentiation

- *Pair learners so that learners with strong ICT skills work with those with weaker ICT skills.*
- *Provide more support for learners with weak ICT skills, for example guide them through the process of finding the information they need.*

Language points

Integrate the following specific language points:

- focus on ICT language ('click', 'scroll down', 'banner') and the imperative in instructions;
- focus on 'Wh...' questions and word order;
- pronunciation of key terms – names of drugs.

Extension activities

- Learners research another drug and devise a quiz similar to the one provided for other learners to complete.

Additional materials needed

- Computers with Internet access.
- Bilingual and monolingual dictionaries.
- www.idmu.co.uk/classes.htm – for a useful handout which details the legal classes of drugs.

Answers to the quiz can be found in the answers section, p. 319.

Drugs Web search task

12.5

Web search: task sheet

Website search instructions

- In the address bar, type in www.bbc.co.uk and click on 'Go'.
- Click on the 'A–Z Index'.
- Click on 'C' in the alphabet.
- Scroll down and click on 'Crime homepage'.
- Under 'drugs', click on 'A to Z of Drugs'.
- Look under the banner 'Search for Drug Factfiles' and find 'A to Z Search'.
- Under this, click on 'drug classifications'.

Now answer the following questions:

1. Which drugs are
 Class A?
 - Class B?
 - Class C?
2. What is the maximum prison sentence for supplying heroin?

3. What is the maximum prison sentence for possessing heroin?

4. What is the maximum prison sentence for possessing a class B amphetamine?

5. What is the maximum prison sentence for supplying cannabis?

6. When was the Misuse of Drugs Act passed by Parliament?

12.6 Immigration and asylum

Entry 1	Entry 2	Entry 3
n/a	Listen for key facts about immigration and asylum law. (Lr/E2.2a)	Listen for key facts about immigration and asylum law. (Lr/E3.3a)

Suggested procedure (Entry 2/3)

Preparation: Teachers will need to tape-record the extract (or read it aloud) so that learners can listen to the information. Read it in as natural a way as possible.

- Introduction – vocabulary study. Write the words 'migrate', 'emigrant', 'immigration' on the board and ask learners to look at the beginnings and endings of the words. Explain that they are all from the same word family: one is a verb, one a noun or adjective and one a noun. Elicit the meanings. Ask learners to work in pairs to make more words from this word family. Check the terms 'asylum seeker', 'temporary' and 'permanent'.
- Introduce the topic of immigration and asylum and explain that learners are going to listen to some information about how people can come to the UK. Learners discuss the key words/phrases they would expect to hear.
- Hand out the true/false exercise and check understanding of the statements if necessary.
- Play the tape (or read the text aloud) for learners to listen to and complete the true/false exercise. Repeat if necessary.
- Learners decide on their answers and then compare with a partner.
- Feedback and discussion.

Differentiation

- Adapt the true/false exercise for stronger learners by adding more questions and using more modal verbs.

- The activity could be used for reading comprehension.
- This activity could be made into a 'running dictation' with the information divided into paragraphs.
- Alternatively, the activity can be made into a question and answer activity, with one learner having the text and the other the questions.

Language points

Integrate the following specific language points:

- focus on lexis: word families (migrate, refuge);
- focus on the use of modal verbs – 'can', 'can't' and 'must', 'mustn't', and 'be allowed to'.

Extension activities

- Learners research Websites for information on immigration and asylum.
- Learners who have been through the process of applying for asylum describe their experiences – orally, or in writing.

Additional materials needed

- Tape recorder/player.
- Bilingual and monolingual dictionaries.

Immigration and asylum

12.6

True or false?

Listen to the information and decide if these statements are true or false:

- | | |
|---|--------------|
| 1. You must have a work permit to come to the UK. | True / False |
| 2. You can come to the UK if you have a tourist visa. | True / False |
| 3. You can come to the UK if you are a European citizen. | True / False |
| 4. You can apply for asylum a few weeks after you arrive. | True / False |
| 5. When you apply for asylum, if you get a negative decision you can't appeal against it. | True / False |
| 6. 'Humanitarian protection' status can be for six years. | True / False |
| 7. ILR stands for 'indefinite leave to remain'. | True / False |
| 8. Discretionary leave cannot be for less than three years. | True / False |
| 9. It is very easy to get full refugee status. | True / False |

Now read the text and check your answers.

- With a partner, discuss which ways of entering the UK give you *permanent* status, and which give you *temporary* status. For example, a tourist visa is *temporary*.

12.6 Immigration and asylum

Tape script

Who can move to the UK?

In the UK, we have had many Immigration and Asylum Acts. The rules keep changing. Some ways of entering give you permanent status and some give you temporary status.

At the moment, you can come to the UK if:

- you have a work permit;
- you have a visa – for tourist/visitor/or medical reasons;
- you are the husband or wife or a permanent British resident, or citizen;
- you are an EU citizen;
- as soon as you arrive, you apply for asylum;
- you come under a Gateway Protection programme.

When you apply for asylum, you get a negative or positive decision. You can appeal against a negative decision. These are the possible positive decisions at the moment:

- HP (humanitarian protection), which can be for three years and you can ask after this for ILR (indefinite leave to remain).
- HP has replaced ELR (exceptional leave to remain). This was for three years, with the chance to extend it and change it to ILR.
- DL (discretionary leave), which can be for three years or less. You can ask for this to be extended and after six years you can ask for ILR.
- Full refugee status. Like ILR, it used to be possible to get this immediately after a positive decision. Since April 2003, this is now very rare.

After any positive decision, you are allowed to work and get full welfare benefits.



Answers to learners' activities

Answers to learners' activities

Section 1: What is citizenship?

1.1 – *Citizenship and society: An overview*

Answers to 'Living in the UK' quiz questions, pp. 10–11:

1. c
2. b and c
3. b
4. a
5. b
6. c
7. a
8. c
9. a
10. b
11. a
12. c
13.
 1. B or E
 2. G
 3. B or E
 4. A
 5. F
 6. D
 7. C

1.5 – *Exploring beliefs, values and opinions*

Answers to picture matching exercise, p. 25:

- A. 8
- B. 4
- C. 1
- D. 5
- E. 2
- F. 6
- G. 7
- H. 10
- I. 3
- J. 12
- K. 11
- L. 9

Section 2: Parliament and the electoral system

2.1 – The Houses of Parliament

Answers to exercise 1, p. 35:

Constituency	A geographical area represented by one MP.
MP	Member of Parliament.
Minister	An MP with some special responsibility.
General election	A time when everyone in the country chooses the government.
.	
Vote	To choose who you want to be your MP.
Political party	A group of people with similar political beliefs, for example Labour or Conservative.

Answers to exercise 2, p. 35:

1. House of Commons, House of Lords.
2. House of Commons.
3. 659.
4. 529.
5. 72.
6. No.
7. The one with the most votes.
8. It is a system where the person with the most votes wins.

2.2 – The role of the MP: Using reference material; reporting and discussing information

Answers to picture matching exercise, p. 37–8:

- A Tony Blair
- B Charles Kennedy
- C Diane Abbott
- D Michael Howard
- E David Blunkett
- F Ruth Kelly

2.6 – Asking an MP for help: Case studies 3

Answers to 'Asking for help in writing' paragraph plan exercise, p. 55:

Salutation	Dear Mr Davies
Introduction	I am a refugee...
Background information	I rent a small room...
What happened	I contacted the council...
More detail	In addition to these problems...
Your feelings	I feel very insecure now...
What you want	I would like the council...
Close	I look forward to receiving...

2.7 – Quiz: How much do you know about MPs?

Answers to quiz, p. 59–60:

1. False. Member of Parliament.
2. True.
3. False. It depend what the issue is. An MP can ask government ministers questions, speak about issues in the House of Commons and consider and propose new laws.
4. True.
5. True.
6. False. Anyone who is a British citizen, or a citizen of another Commonwealth country or the Irish Republic, may stand as a candidate at an election provided he or she is aged 21 or over and is not disqualified in any way, for example, by being an undischarged bankrupt, having a criminal record, being a member of the House of Lords, a judge, plus other categories.
7. False. He is also an MP.
8. False. There are 646 MPs.
9. False. MPs are from different political parties.
10. True.

Section 3: Geography and history

3.5 – Finding out about the suffragettes

The corrected facts, p. 89:

1. Emmeline was born in Manchester, not America.
2. She married a doctor.
3. She was sent to prison six times.
4. Emily Davison died from her injuries.
5. Women got the vote after World War I, not World War II.

3.6 – Finding out about kings and queens

Answers to reading exercise, p. 92:

1. Albert.
2. Germany.
3. Sixty-three years.
4. An exhibition centre.
5. William IV.
6. Resentment.
7. Cousins.
8. Nine.

Answers to picture exercise, pp. 93–5:

- A Henry VIII
- B George III
- C William I (the Conqueror)
- D Elizabeth I
- E Victoria
- F James I
- G Charles I

Section 4: The United Kingdom as a diverse society

4.1 – Diversity now

Answers to picture matching exercise, pp. 113–4:

Sheet A:

1. Mariella Frostrup (Norway)
2. Lenny Henry (Jamaica)
3. Vanessa Mae (Singapore)
4. Michael Portillo (Spain)
5. Oona King (Hungary)
6. Shami Ahmed (Pakistan)

Sheet B:

1. Tracy Emin (Turkey)
2. Linford Christie (Jamaica)
3. Baroness Scotland (Dominica)
4. Paul Boateng (Ghana)
5. Meera Syal (India)
6. David Baddiel (Germany)

4.2 – A diverse history

Answers to immigration table, p. 117:

- 1100s Merchants from **Netherlands** and **Germany** arrive in **England** as settlers.
- 1200s **Armenian** merchants settle in Plymouth and London.
- 1300s Edward III invites clothworkers of all lands to **England**.
- 1500s Black trumpeter at Henry VII's court. Queen Mary marries Philip of **Spain** – beginning of **Spanish** presence in **England**.
Dutch and **French** Protestants arrive.
- 1600s Asians brought to **England** as servants. Jews readmitted by Cromwell.
About 100,000 Huguenots (**French** protestants) arrive.
- 1700s Refugees from **French** revolution. First records of **Chinese** sailors in London.
- 1800s Famine in **Ireland** brings hundreds of thousands to **Britain**. Thousands of Jews flee to **Britain** from **Russia** and **Poland**
- 1900s **Spanish** Civil War brings refugees. Refugees from Nazi **Germany**.
Immigration from the Commonwealth. Government encourages immigration from **Ireland**, West Indies (for example **Jamaica**), South Asia (for example **India**) and **Cyprus**.
Asians are expelled from **Kenya** and **Uganda** – many settle in **Britain**.
Vietnamese refugees arrive in **Britain**.

Section 5: The United Kingdom in Europe, the Commonwealth and the United Nations

5.1 – The United Nations, the Commonwealth and the European Union: Quiz

Answers to quiz, p. 133:

1. c (Queen Elizabeth II)
2. b (1945)
3. a (53)
4. c (10)
5. b (New York)
6. a (Ombudsman)
7. c (6 months)
8. b (The UK)

(Teachers will need to update Q&A every six months!)

5.2 – The European Union: Flags and countries

Answers to exercise, p. 135:

- 1957 Belgium, France, Netherlands, Germany, Italy, Luxembourg.
- 1973 Ireland, Denmark, UK.
- 1981 Greece.
- 1986 Portugal, Spain.
- 1995 Austria, Sweden, Finland.
- 2004 Hungary, Poland, Czech Republic, Slovak Republic, Estonia, Slovenia, Latvia, Lithuania, Malta, Cyprus.

Answers to exercise, p. 137:

- Britain has been a member since: 1973.
- Main reason for joining: Political reasons.
- Other reasons for joining: Trade and economic reasons.
- Advantages of membership: Huge market of 350 million customers; import wide range of goods – more choice; free trade arrangements simplify trading.
- Britain's main trading partners now: European Union countries.

5.3 – History of the Commonwealth

Answers to questions, p. 139:

1. a
2. b
3. b
4. c
5. a

Answers to vocabulary exercise, p. 141:

- Paragraph 1: a
- Paragraph 2: c
- Paragraph 3: b
- Paragraph 4: c
- Paragraph 4: a

5.4 – History of the Commonwealth

Answers to questions, p. 145:

1. 1931.
2. 53.
3. (See list).
4. (See list).
5. Queen Elizabeth II.
6. Commonwealth Games.
7. New Zealand.
8. 1.8 billion.

9. The Commonwealth can take action against them, for example, economic sanctions and suspending their membership.
- 10.No.

Section 6: Human rights

6.1 – Human rights legislation

Answers to Human Rights Act exercise, p. 155

2	3	4	5
xi	vi	iii	vii
6	7	8	9
ix	i	x	ii
10	11	12	14
iv	v	xii	viii

*(Please note: there are no Articles 1, or 13 in Schedule 1 of the HRA 1998. In the Convention, *Article 1, Obligation to Respect Human Rights*, is not a right but an obligation to secure the jurisdiction to the rights and freedoms as defined in Section 1 of the Convention. *Article 13* is the *Right to Effective Remedy*. The Act itself provides the remedy.)

6.3 – Flowers from Kenya

Answers to reading comprehension questions, p. 165:

- Kenya.
- £1.50 a day in Kenyan shillings.
- Flowers sprayed with chemicals, but no protective clothing.
- Skin rashes/gynaecological complaints.
- Became blind in one eye/can't work.
- Protective clothing.
- Kenyan Flower Council.
- Try to monitor the situation/do inspections.
- Yes.
- Learners' opinions.

Section 7: Working in the United Kingdom

7.1 – What's your job?

Answers to picture matching exercise on p. 173:

1. Teacher
2. Secretary
3. Sales assistant
4. Dentist
5. Farmer
6. Hairdresser
7. Mechanic
8. Chef
9. Waiter/waitress
10. Firefighter

7.3 – Reading and questioning a wage slip

Answers to exercises:

Page 177

1. Gross pay
2. NI number
3. Tax code
4. Pension
5. Net pay
6. Pension contribution
7. Deductions
8. National Insurance
9. Tax
10. Employee number

Page 178

1. 461L
2. £4.50
3. Part time (20 hours)
4. £90
5. For a week (20 x £4.50)
6. £15.65
7. It is correct

Page 179

1. Multiply
 2. Subtract
 3. Divide
 4. Add
- In the first wage slip, the amount before deductions is wrong.
 - In the second wage slip, the tax must be wrong.

7.4 – Contract of employment

Answers to wage slip exercise, p. 183:

<i>Basic pay</i>	<i>Monthly hours</i>	<i>Amount</i>
£164 per week	160	£656
<i>Overtime</i>		
£6.10 per hour	2	£12.20
<i>Gross pay</i>		£668.20
<i>Income tax</i>		£69.32
<i>NI</i>		£34.46
<i>Net pay</i>		£564.42

7.5 – Understanding minimum wage law

Answers to questions, p. 187:

1. 29p an hour.
2. He had just come from Africa.
3. From 29p to 96p (67p).
4. By £3.54.
5. He complained to an organisation.

Section 8: Health

8.1 – Children's health

Answers to 'Right or wrong?' quiz, p. 201:

1. Right.
2. Right. It is essential that anyone, especially babies and children, who has whooping cough sees a doctor immediately.
3. Wrong. You should stay at home until most of the spots have gone or for a week at least.
4. Wrong. White spots appear inside the mouth, but turn to red when outside the body.
5. Right. Babies born to mothers who have had rubella when pregnant can be born deaf, blind and brain damaged.
6. Wrong. They spread through head to head contact. They jump and actually prefer clean hair.
7. Wrong. Measles can cause deafness and brain damage.
8. Wrong. Scratching a scab can cause scarring.
9. Wrong. You can be immunised against measles, mumps and whooping cough. It is advisable to point out the concerns people have over certain immunisations, especially the combined MMR jab. Any parent who wishes to know more should be directed to their GP for advice.
10. Right. It starts behind the ear and runs to the jawbone.

Section 9: Housing

9.1 – Accommodation

Answers to matching exercise, p. 221:

Hostel	A lot of people (often young people) living together.
Temporary accommodation	Where people live for a short time.
Single room	One person living in one room.
Double room	Two people sharing a room.
Hotel	For holidays or for a short time.

9.3 – Types of accommodation

Answers to questions in exercise, p. 228:

1. E.
2. B, C, D, H. A and E may pay rent, or may be using a different system.
3. F and G.
4. A, D and probably E.
5. C and D.

C is a tenant. D is a lodger.

Freehold means owning the building and the land.

Section 10: Education

10.4 – The National Curriculum and options

Answers to 'True or false?' exercise, p. 261:

1. True
2. False
3. True
4. True
5. False
6. False
7. True
8. True
9. True
10. True

Section 12: Knowing the law

12.1 – Legal vocabulary: People and places

Answers to exercise, p. 301:

1. b
2. f
3. e
4. a

5. d
6. c
7. g

12.2 – The law courts: Reading text

Answers to Task sheet 2 exercise, p. 304:

- A County
- B Magistrates
- C Jury
- D Crown
- E Judge
- F Jury

12.4 – Drugs and the law

Answers to True/False exercise on Task sheet 1, p. 311:

1. False
2. False
3. False
4. True
5. False
6. True
7. False

12.5 – Drugs Web search task

Answers to exercise on p. 315:

1. Class A – heroin, cocaine, ecstasy, LSD, amphetamines, methodone.
Class B – amphetamines (speed) and barbiturates.
Class C – cannabis, anabolic steroids and benzodiazepines.
2. Life imprisonment and a fine.
3. 7 years in prison and a fine.
4. 5 years in prison and a fine.
5. 14 years in prison and a fine.
6. 1971.

