

7

Local communities



What information did you need when you moved to your new community?

What were the advantages of moving there for you and your family?

Were there any disadvantages?

What you will do

This unit is about moving into a new community. These are the skills you will practise. Which are the most useful for you? Tick the boxes.

Listening and speaking

Skill

- Listen for detail in social situations and on the phone
- Follow, ask for and give directions
- Follow and take part in discussions
- Take part in social conversations and phone calls with appropriate degrees of formality

Skill code

Lr/E3.1c, 2a, 2b, 3b, 4a

Lr/E3.2b, 2c, 4a; Sc/E3.2a, 4a, 4b; Sd/E3.1a, 1b

Lr/E3.6b, 7a; Sc/E3.1a; Sd/E3.1b, 1d, 1g, 2a, 2b

Sc/E3.2a, 4a, 4b; Sd/E3.1a, 1b

Reading and writing

Skill

- Use contents pages and indexes to locate information in texts
- Recognise purposes of different kinds of documents
- Use skimming and scanning to find relevant information
- Extract main points from newspaper articles
- Plan, draft and proof-read informal letters

Skill code

Rt/E3.5a, 5b; Rw/E3.3a, 4a

Rt/E3.2a

Rt/E3.6a, 7a

Rt/E3.4a, 6a

Wt/E3.1a, 2a, 4a

Project work

At the end of the unit you will write an information pack for new arrivals to your local community.

Moving to Clitheroe

Activity A • Language: talking about progress

Samuel Ejigu has got a new job in Clitheroe in Lancashire. He and his family are moving house.



1 Work in pairs. What do you need to do on the day you move house?



2 Look at Rahel's list and listen to her conversation with her husband. Have they done the things on the list? Tick the box if they have. Put a cross if they haven't.

<u>Samuel</u>	<u>Rahel</u>
<input type="checkbox"/> Telephone council about key	<input type="checkbox"/> Cancel papers
<input type="checkbox"/> Post cheque to removal company	<input type="checkbox"/> Lock garage
<input type="checkbox"/> Read electricity meter	<input type="checkbox"/> Pay milkman
<u>Azanu</u>	<u>Dawit</u>
<input type="checkbox"/> Empty wardrobe	<input type="checkbox"/> Say goodbye to Akram
<input type="checkbox"/> Pack clothes	<input type="checkbox"/> Put toys in car
<input type="checkbox"/> Throw away old magazines	

3 Work in pairs. Ask questions about Rahel's list.

Example

A: Has Samuel telephoned the council yet?

B: No, he hasn't.

Activity B • Speaking: checking progress

Work in pairs. Your teacher will give you a list. You are both new to the area. Ask your partner questions to find out what he or she has already done. Answer your partner's questions and give any useful information.

Example

A: Have you registered with a doctor yet?

B: Yes, I have. I've registered with Dr Heath at Chantry Road Medical Centre.

Remember

- You use the present perfect to talk about progress.
I've cancelled the papers.
You use *yet* in questions and negatives.
Have you said goodbye to the neighbours yet?
I haven't spoken to Orjana yet.

Meeting the neighbours

Activity A • Listening: meeting a new neighbour

Rahel has moved into her new house in Clitheroe. She decides to introduce herself to her next-door neighbour, Fiona Gray.



1 Read what Fiona says to Rahel. What do you think Rahel says to Fiona?



2 Now listen and compare your ideas with the actual conversation.

3 How would you describe Rahel in the conversation?

- a Polite and friendly
- b Polite but not very friendly

Activity B • Listening: small talk

When we meet someone for the first time we usually talk about everyday things. This is called **small talk**.

1 Work in pairs. Look at the list and say what you think Rahel and Fiona will talk about in the first five minutes. Do not tick the boxes yet.

- | | | |
|---|-----------------------------------|---|
| <input type="checkbox"/> The weather | <input type="checkbox"/> Politics | <input type="checkbox"/> The new house |
| <input type="checkbox"/> The news | <input type="checkbox"/> The town | <input type="checkbox"/> Jobs |
| <input type="checkbox"/> Places they lived before | <input type="checkbox"/> Families | <input type="checkbox"/> Medical problems |
| <input type="checkbox"/> Religion | | |



2 Listen to the conversation. Look at the list in task 1 and tick the subjects they talk about.

Activity C • Speaking: role play

Work in pairs. Role play a conversation between new neighbours. Use the information on the role cards that your teacher will give you.

Phoning about services



Activity A • Listening: phoning for information

- 1 When people move into a new area, they need to find out about local services. Work in pairs. Make a list of services they would need to find out about.
- 2 Listen to Rahel phoning the local council. What does she want to find out about?
- 3 Listen again and answer the questions.
 - a What does the information officer say he will do?
 - b How does he check he has heard Rahel's postcode correctly?

Activity B • Language: being polite

Here are some of the phrases Rahel and the information officer use to make sure the tone of the conversation is polite. Listen again and number them in the order you hear them.

Could I take your name again ...?

Would you like ...?

How can I help you? 1

Yes, that would be very helpful.

You're welcome.

Could you tell me ...?

I'd like to know ...

Do come back to me if ...

Thank you very much. You've been very helpful.

Activity C • Speaking: telephone role play

Work in pairs. Role play a conversation like this.

A: You work in a college for continuing education.

B: You want information about enrolling on a course.

Answer the phone. Say who you are.

Ask if you have the right department for information about continuing education.

Reply. Ask what information he/she needs.

Reply.

Say you will send a brochure. Ask for the address.

Give the address.

Say thank you and finish the conversation.

Finding a nursery

Activity A • Reading a contents page

Rahel received a booklet about nursery education. Read the contents page. On which pages will she find out about the following?

	<i>Page</i>
a Nursery education for children under five
b How to tell if the nursery education is of a good standard
c How to get a child into nursery education
d The purposes of nursery education
e People allowed to run nursery education

Contents	Page
How to use this booklet	1
Nursery and pre-school education	2
• When will my child be eligible?	3
• Three-year-olds	3
• Four-year-olds	4
Is good quality education offered?	4
• Quality guidance	5
• What to look for	7
• Parents as partners	8
What can pre-school education achieve?	9
Who can provide nursery education?	10
What do I need to do now?	11
How to apply	

Activity B • Reading: using Yellow Pages

Look at this section of the index from Yellow Pages. Where will Rahel find the numbers of nursery schools?

CHERISHED NUMBER PLATES		CHILDMINDING	
See: number plates	648	See: Babysitting and child minding	53
CHILD CAR SEATS		CHILDREN'S ENTERTAINERS	
See: Baby goods & services	52	See: Discos – mobile	296
Car accessory dealers	122	Entertainers	361
CHILDCARE		CHILDREN'S HOMES	197
See: Day nurseries	280	CHILDREN'S PARTIES	
Play groups and pre-school	714	See: Adventure centres – children's	26
		Bouncy castles	90
		Entertainers	361

A community noticeboard

Activity A • Reading: identifying types of texts

Rahel is interested in helping people in her free time. She goes to the local community centre to check their noticeboard.

Look at the texts from the noticeboard. Are they examples of:

- a advertisements?
- b instructions?
- c descriptions?
- d stories about the community?

Activity B • Reading: finding information

Look quickly through the texts for the following information.

- a Where can you see a Lone Parent Adviser?
- b Which organisation is offering jobs?
- c Whose number is 01254 01265?
- d Where is the meeting at 3:30 on 24th May?
- e What does the number 10486581 represent?
- f Which organisation pays travel expenses?

Activity C • Reading: identifying the purpose and audience of texts

Read the advertisements and answer the following questions in pairs.

- a Which texts are asking for participation or help?
- b Which texts describe a service?
- c Are these texts for the same group of readers or different groups of readers?
Give your reasons.
.....
- d Which of the notices will interest Rahel most?

A

OPEN FORUM

We are an independent voluntary organisation which supports local and community groups. We are holding a meeting at Clitheroe Library on **Sunday, 24th May at 3.30** to discuss **PROJECT IDEAS FOR THE RIBBLE VALLEY COMMUNITY** in the 21st century: 'Ribble Volunteers: Where to now?' Interested members of the public are cordially invited to give their suggestions.

B

Bringing up children on your own?

- Need help finding work?
- Need help with childcare?
- Need financial help once you get a job?

Visit a Lone Parent Adviser who will answer all your questions:

Market Street Community Centre,
Market Street, Clitheroe
on Tuesday, 25 July
9:00 am to 1:00 pm.

C

Ribble Valley Home Support

Voluntary organisation working with elderly people

- Needs cleaners
- Must be available seven days a week

GOOD RATES OF PAY

Call Lenny Macey on **01254 01265**
for more information

D

HOMEFRONT

registered charity number 10486581

- We are looking for volunteers to work with families with young children
- Travel expenses paid
- Preparation course before visiting families
- Ongoing training
- Regular support meeting
- Chance to meet new friends

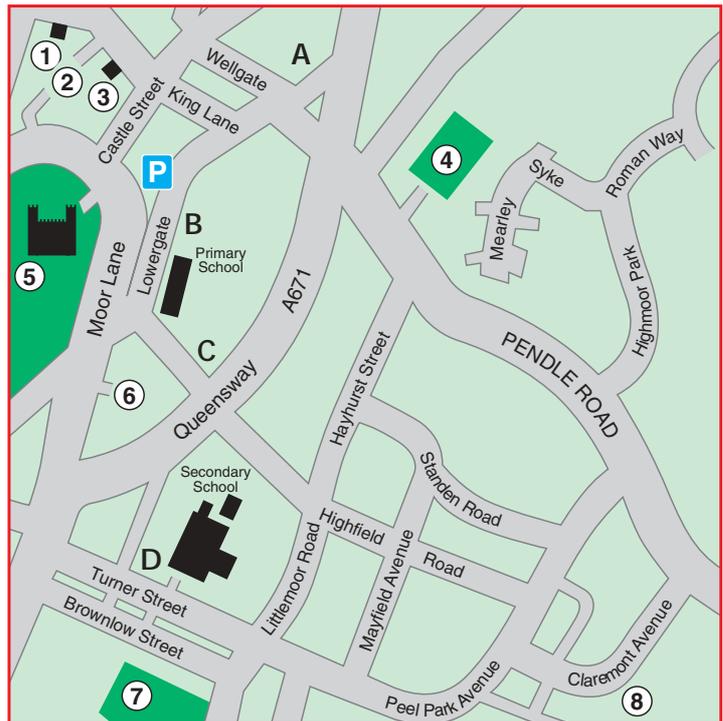
New course begins May
For more details contact:
HOMEFRONT
17 Great Whalley Rd
Clitheroe
Tel: 01254 86523

Finding places

Activity A • Listening to directions

- 1  Rahel is decorating the house and needs to buy some things. Listen to the first part of her conversation with Fiona. What does Rahel want to buy and why?
- 2  Listen to the second part of the conversation. Fiona is explaining how to get to the shop. Look at the map. Which letter shows where it is?
- 3  Listen to Fiona's directions again and draw the way to the shop.

Key	
1	Police station
2	Market
3	Main post office
4	Football ground
5	Castle
6	Supermarket
7	Cricket ground
8	Rahel's new house



Activity B • Language: directions

- 1 Rahel wrote down Fiona's directions. Fill in the missing words.
 - 1 Come out of the house and **turn left**
 - 2 Go Claremont Avenue.
 - 3 Then Peel Park Avenue and then immediately left.
 - 4 Carry on to the end of that road. You mustn't
 - 5 You'll on to the A671.
 - 6 After you've crossed the A671, the hill.
 - 7 Turn Lowergate.
 - 8 The curtain shop is on the right, the car park.

- 2  Listen and check your ideas.

Activity C • Speaking: asking for and giving directions

- 1 Listen to how Rahel shows she's understood Fiona's directions.
- 2 Work with a partner. Practise asking for and giving directions to other places on the map.

A phone call from a friend

Activity A • Listening to a phone call

Azanu gets a telephone call from an old school friend who lives in Manchester. They haven't spoken for a long time.

- 1 Look at the picture and speech bubbles. Suggest how to complete the sentences. The first one has been done for you.



Have you forgotten my voice?

..... painted it , just like Man U's colours.

..... put up a poster of them in my

..... taken up tennis at school.

..... seen you for about three months.

..... found a really nice place to live.

And got into a good school.

- 2 Listen to the conversation. What did Azanu actually say?
- 3 Listen to the conversation again. What did Azanu say about:
 - a her house?
 - b her school?
 - c her room?

Activity B • Listening and speaking: showing feelings

- 1 Listen to some of Jade's responses. Match the responses to the feelings. Write the correct letter in the boxes.

What Jade said

- a Azanu! How are you?
- b Oh, that's great!
- c No!
- d So it's tennis now, is it? No more football?
- e So?

The feeling Jade showed

- pleasure
- impatience
- disbelief
- interest
- teasing attitude

- 2 Listen and practise Jade's intonation.

A letter to a friend

Samuel is writing a letter to his friend Amjad in Manchester.

Activity A • Planning a letter

- 1 These are the things Samuel wants to say in the letter. Put them in the most suitable order.
 - a Give more details about the house.
 - b Conclude the letter.
 - c Greet and ask about Amjad and his family.¹
 - d Say how the family are getting on and describe what's happening in the house.
 - e Say how the children are getting on at school.
 - f Say why we all like life in Clitheroe.
- 2 Work in pairs. Your teacher will give you the paragraphs of Samuel's letter. Put them in order.



Activity B • Writing a letter

You are going to write to a friend.

- 1 Work on your own. Decide what your letter is about. Choose your own topic or choose one of these topics:

Starting a new course or a new job Moving into a new flat
- 2 Work in pairs. Plan the contents of four paragraphs for both of your letters.
- 3 Work on your own. Write a first draft of the letter.
- 4 Work in pairs. Proof-read your partner's letter. Use the proof-reading checklist that your teacher gives you.
- 5 Work on your own. Write an improved second draft of the letter.

Remember

An informal letter to friends

- Start your letter with *Dear* + name
- Finish your letter with *Best wishes* or *All good wishes*
- With family or people you know very well you can also finish your letter with *With love* or *Take care*

A local issue

Activity A • Reading: an article about an accident

There was a road accident recently in Clitheroe.

- 1 Look at the headline of the newspaper article and the photograph. What information do you think you will find in the article?
- 2 Read the article. Were your ideas right?

YOUNGSTERS' NEAR ESCAPE IN CITY CENTRE HIT AND RUN

- 1 A six-year-old boy was injured and his ten-year-old sister narrowly escaped injury in a hit and run accident in Clitheroe town centre yesterday afternoon. The boy, Jason Finch, was taken to Preston Royal Infirmary, where his condition was described as stable. Jason suffered bruising and a broken wrist.
- 2 The accident happened at about 4:30 p.m. at the junction of Castle Street and York Avenue, site of two other recent accidents. Jason was crossing the road with his older sister, Lauren. A car came speeding round the corner. Lauren managed to jump out of the way but Jason was thrown onto the pavement. The car did not stop.
- 3 Police are still investigating the incident. They have appealed to people who were in the Castle Street area yesterday afternoon. A police spokesperson said: 'We are looking for a male driver of a white Ford Focus or Vauxhall Nova.'
- 4 Local residents were very angry about the accident. Shaheena Mumtaz spoke for many people in the area when she told *The Advertiser*: 'This is the third serious accident here in the last two years. We have complained to the council on numerous occasions. They really should do something about the traffic.'



- 3 Read the article again and choose the best title for each paragraph from the list below.
 - a Sister escapes
 - b Ford cars
 - c Preston Royal Infirmary
 - d Local reaction
 - e Ongoing enquiries
 - f Driver failed to stop

A public meeting

Activity A • Speaking and listening

Fiona Gray is at a local public meeting where residents in the Castle Street area discuss the traffic problems.

- 1 Listen to an extract from the meeting and answer the questions. Who do you think the speakers are? Do they reach a decision at the meeting?
- 2 Listen to the discussion again. How many suggestions do the speakers make, and what are they?
- 3 During the discussion, the speakers agreed or disagreed with other people's opinions. Below are some of the phrases they used. Write them in the correct place in the table.

Perhaps, but ...

I don't think that's right.

Well, I totally agree ...

Yes, exactly.

Yes, but ...

I don't agree at all.

You're absolutely right.

Complete agreement	Some agreement	Disagreement

- 4 Practise the discussion phrases using the correct intonation.

Activity B • Discussion: role play

You are going to take part in a meeting of the Castle Street Action Group. The purpose of the meeting is to decide how to prevent more accidents on Castle Street.

- 1 Work in groups. Discuss each of the suggestions put forward at the public meeting and agree on the two best suggestions. Write these down.
- 2 Exchange suggestions with another group. Read their suggestions and discuss two arguments for and two arguments against each of the other group's ideas.
- 3 As a class, appoint someone to be the chair, and role play the meeting.

Remember

- We often use *should* to make a suggestion.
*I think the police **should** lower the speed limit.*
*We **should** give kids somewhere safe to play.*

Sounds and intonation

Activity A • Listening: hearing differences in grammar

1 Work in pairs. Read the pairs of sentences aloud.

- | | | | |
|-----------------------------------|--------------------------|------------------------------|-------------------------------------|
| a I've finished my work! | <input type="checkbox"/> | I finished my work! | <input checked="" type="checkbox"/> |
| b She's met her new neighbours. | <input type="checkbox"/> | She met her new neighbours. | <input type="checkbox"/> |
| c Samuel's got a good job. | <input type="checkbox"/> | Samuel got a good job. | <input type="checkbox"/> |
| d The Ejigus've bought a new car. | <input type="checkbox"/> | The Ejigus bought a new car. | <input type="checkbox"/> |
| e Rahel's made some new friends. | <input type="checkbox"/> | Rahel made some new friends. | <input type="checkbox"/> |
| f We've visited the shop twice. | <input type="checkbox"/> | We visited the shop twice. | <input type="checkbox"/> |



2 Now listen and tick the sentence you hear.

Activity B • Pronouncing *have* or *has* with the present perfect

1 Samuel and his family are going on holiday to Ethiopia to visit their family. Read the conversation in pairs. Find and underline all the examples of *I have*, *I've* or *I haven't*.

Decide if each one is stressed or unstressed.

Samuel: Have you got presents for everyone?

Rahel: Yes, I have, and I've wrapped them all up.

Samuel: Have you packed Dawit's bag?

Rahel: No, I haven't, not yet. Have you checked the time of the flight?

Samuel: Yes, I have. It's at 11 o'clock, and I've booked a taxi for 8 o'clock.

Rahel: I think I've done everything. I've cancelled the milk and the papers and I've given Fiona a spare key.



2 Listen and check your answers.



3 Listen again and repeat the conversation.



Project

A family from Kosovo has just arrived to live in your street. Your project is to prepare an information pack which will help them to settle into your local area.



Activity A • Discuss how to help them settle in

- 1 Work in groups. Discuss what difficulties and requirements the family will have as they start their life in your town. Make a list for the different members of the family.
- 2 Under the headings of *shopping, health, education, local travel, community and social life* and *local leisure facilities*, make a list of necessary tasks for the family.

Example

Shopping – Find out where the nearest shops are

Activity B • Collect and select information

- 1 Divide into groups. Each group should choose one topic: *shopping, health, education, local travel, community and social life, local leisure facilities*.
- 2 Collect information to help the family. Use resources such as the Internet, local library, citizens' advice bureau, tourist information office or local council.
- 3 Select the most useful information and prepare your information pack.



Check it

Activity A • Present perfect and past simple

Write the verb in brackets in the correct tense – present perfect or past simple.

- a Samuel started his new job with the IT company at the beginning of March. (start)
- b Rahel a nursery school for Dawit yet. (not chose)
- c We all of our new neighbours yet. (not meet)
- d Azanu home from school a bit late yesterday evening. (get)
- e Friend: How long you in Clitheroe, Azanu? (be)
Azanu: About three months.
- f Rahel in a solicitor's office for three years when she lived in Manchester. (work)
- g A: Azanu ever London? (visit) B: No, never.
- h A: When Dawit last earache? (have) B: I'm not sure.
- i Samuel last a bike when he was a boy. (ride)

Activity B • Appropriate phrases

Complete the sentences below with these phrases.

That would be very helpful. Thank you.

Could I take your name, please?

You're welcome.

Would you like ...?

Could you tell me ...?

How can I help you?

I'd like to ...

- a A: an information leaflet?
B:
- b A:
B: Yes, it's Fiona Gray, with an 'a'.
- c A: – what time does the community centre open?
B: At 10 o'clock.
A: Thanks very much..
B:
- d A: Good morning.
B: Good morning. get some information about recycling.



Mini-projects

Activity A • Plan an interview and write a short article

You are a reporter on a local community newspaper. Your task is to interview a new arrival to your area and write an article.

- 1 Plan what you will ask in your interview, e.g. *background of person, why the person came to your town, family connections, present or past occupation, good and bad experiences* etc.
- 2 Prepare questions to ask.
- 3 Interview a class member, neighbour or family member who is quite new to the area.
- 4 Write a short article about the new arrival and his or her experiences.

Activity B • Find out about the experience of others

There are websites on the Internet to help people who have moved to a new community (either within a country or in a new country).

- 1 Search the web to find a suitable website.
- 2 On the website find information on an individual who has moved to a new community.
- 3 Write a short comparison between the experiences of that individual and your experiences.

How am I doing?

Look back at the skills listed on page 1. Then finish the sentences below.

I am confident with

.....

.....

I need more practice with

.....

.....

Date



Audio scripts

Page 2 Moving to Clitheroe

Activity A

Samuel: How are you getting on?
 Rahel: Oh, OK, I think. Before I forget, have you telephoned the council about picking up the key?
 Samuel: Not yet, no. I'll do it in a minute. Have you done everything?
 Rahel: Let's have a look. Cancel the papers. Yes, I've done that. Lock the garage. Yes, I've done that too. Mmm, but I haven't paid the milkman yet.
 Samuel: And what about the children? Have they done everything?
 Rahel: Yes, I think so. Azanu has emptied her wardrobe and packed her clothes. And she's thrown away all those old magazines.
 Samuel: That's good. And Dawit?
 Rahel: He's said goodbye to Akram. And he's put some toys in the car for the journey.
 Samuel: So we may have a peaceful journey!
 Rahel: Let's hope so. Have you done everything, Samuel?
 Samuel: Like I said, I haven't phoned the council yet. But I've posted the cheque to the removal company.
 Rahel: Oh, what about the electricity meter? Have you read that?
 Samuel: No, I haven't. Well remembered. Right, I'll go and do it now.

Page 3 Meeting the neighbours

Activity A

Fiona: Hello.
 Rahel: Good morning. I'm sorry to disturb you.
 Fiona: That's OK.
 Rahel: I just wanted to introduce myself – I'm your new next-door neighbour.
 Fiona: It's nice to meet you.
 Rahel: And you. My name's Rahel Ejigu.
 Fiona: And I'm Fiona Gray. So, how are you getting on?
 Rahel: Well, there are still boxes everywhere, but we're getting there!
 Fiona: Would you like to come in and have a coffee?
 Rahel: That would be very nice. Thank you.

Activity B

Fiona: So what do you think of Clitheroe?
 Rahel: Well, we haven't been here long and I haven't seen much yet. But what I've seen

looks very nice. I'm looking forward to living here and the children seem happy.

Fiona: Oh, yes, the children. How old are they?
 Rahel: Azanu, that's my daughter, she's eleven, and then Dawit's four. Do you have any children?
 Fiona: Yes, but they're grown up now. My son's working and my daughter's at university. Now, would you like a cup of tea or coffee?
 Rahel: A cup of tea would be very nice, thank you.
 Fiona: I won't be a moment. Make yourself at home.
 ...
 Fiona: Here we are. Do you take milk and sugar?
 Rahel: Just milk, please, no sugar. Thank you. So, have you lived in Clitheroe a long time?
 Fiona: I suppose I've lived here for about ten years. I like it a lot. The countryside round here's really beautiful, and Clitheroe itself's much nicer than Burnley, where I used to live.
 Rahel: Yes, I'm really looking forward to getting out into the countryside ...

Page 4 Phoning about services

Activity A/B

Officer: Information Service. Michael Davies speaking. How can I help you?
 Rahel: Hello. My name's Rahel Ejigu. Have I got the right department? I'm phoning about my son's education. He was four in April.
 Officer: Yes, you've got the right department. We deal with all information and queries about nursery, primary and secondary education.
 Rahel: Oh, good. Well, I'd like to know what options are available for him.
 Officer: So he's four. Well, he can start school this September. He'd go into a reception class. Or he can go to a nursery school straight away.
 Rahel: Could you tell me – is nursery education free?
 Officer: The government-run schools are, but you can also apply for a government-funded place at a private nursery. Would you like our information pack, which gives details of the various options?
 Rahel: Yes, that would be very helpful. Thank you.
 Officer: Could I take your name again and your address, and I'll send a pack out to you?
 Rahel: Yes, it's Rahel Ejigu. That's R-A-H-E-L and then Ejigu is E-J-I-G-U. 332 Claremont Avenue, Clitheroe, BB7 7JR.
 Officer: Is that B for bravo, B for bravo, 7, 7, J for Jimmy, R for Rome?



Rahel: Yes, that's it.
Officer: Right, I'll put an information pack in the post to you today. Do come back to me if you have any queries once you've read it through. My name's Michael Davies, and my direct line is 01254 78732.
Rahel: 01254 78732. OK. I've got that. Thank you very much. You've been very helpful.
Officer: You're welcome.
Rahel: Goodbye.
Officer: Goodbye.

Page 8 Finding places

Activity A/B

Part 1

Rahel: ... and we've settled in quite well. We've found most of the things we need. Actually, you may be able to help me with some information. Can I ask a question?
Fiona: I can't promise I'll know the answer, but I'll do my best! Ask away.
Rahel: Well, we've got some curtains for Azanu's room from our old house in Manchester. Her window here's much bigger and the curtains we brought with us don't fit properly.
Fiona: I see. So ...?
Rahel: So I was wondering if you knew any good shops where I can get curtain material here in Clitheroe. I can sew quite well and it's much cheaper if you make them yourself.
Fiona: Well, there's a very nice curtain shop in Lowergate ...

Part 2

Rahel: Lowergate? Where's that?
Fiona: Well, it's about a 20-minute walk from here. Would you like directions?
Rahel: Please.
Fiona: OK. Come out of your house and turn left. Go to the end of Claremont Avenue ...
Rahel: You mean walk down as far as Peel Park Avenue?
Fiona: Yes, that's right. Then turn right into Peel Park Avenue and then immediately left.
Rahel: Right, then left. OK.
Fiona: Then, erm, yes, OK, carry on to the end of that road. You mustn't turn off. You'll see a big secondary school on your left and you'll come out onto the A671. It's a busy road.
Rahel: Sorry, what was that again?
Fiona: After the secondary school, you'll see the A671 in front of you. Cross that road at the

pedestrian lights. After you've crossed the A671, carry on up the hill, and you'll come out in Lowergate.

Rahel: So cross the road and go up the hill.
Fiona: Yes. Then turn right into Lowergate. There's a small primary school on the corner. You'll see the curtain shop on the right, just after the school and opposite the car park.
Rahel: Great. Let me see if I got all that, if I can read my notes! So I come out of the house, and walk down to Peel Park Avenue. Turn right, then left and down to the A671.
Fiona: Er ... Yes.
Rahel: I cross the road, go up the hill and turn right into Lowergate. The curtain shop is on the right, opposite the car park.
Fiona: And just after the school. Yes, that's right. I hope you can find what you want there ...

Activity C

Rahel: Lowergate? Where's that?
You mean walk down as far as Peel Park Avenue?
Right, then left. OK.
Sorry, what was that again?
So cross the road and go up the hill.
Great. Let me see if I got all that ...

Page 9 A phone call from a friend

Activity A

Azanu: Hello, 692437.
Jade: Hello. It's Jade Marshall here. Could I speak to Azanu, please?
Azanu: Jade! It's me! Azanu! Have you forgotten my voice?
Jade: Azanu! How are you? How're you doing?
Azanu: I'm great, really doing well. How're you?
Jade: I'm fine, but I've missed you.
Azanu: I've missed you, too. I haven't seen you for about three months.
Jade: So how's life in Clitheroe? Are things better or worse than in Manchester?
Azanu: Most things are better, really. We've found a really nice place to live. It's bigger and more modern than our old house in Manchester.
Jade: Oh, that's great!
Azanu: Yeah. And I've got into a good school. It's got smaller classes than Moss Hill in Manchester. I've taken up tennis at school.
Jade: No!
Azanu: Yes, it's true.



Jade: So it's tennis now, is it? No more football? I expect you've already stopped supporting Man U now you've moved away.

Azanu: Stopped supporting Man U? Never! In fact I've just put up a poster of them in my room.

Jade: What's your new room like? Is it as nice as your old room?

Azanu: We've painted it red and white, just like Man U's colours. It's bigger than my old room and the view is much better. I can see right across the valley here.

Jade: So?

Azanu: So? So ... what?

Jade: So aren't you going to invite me over?

Azanu: Of course I am. Listen. It'll be half term in two weeks. Why don't you ...

Activity B

Jade: Azanu! How are you?
Oh, that's great!
No!
So it's tennis now, is it? No more football?
So?

Page 12 A public meeting

Activity A

Chair: Good evening, ladies and gentlemen. Thank you very much for coming tonight. As you know, we're meeting tonight because of the recent accidents on Castle Street, and I'd like to hear any of your ideas about how to improve safety.

Woman 1: Well, I think the main problem is that cars just drive too fast down Castle Street. I think the police should lower the speed limit.

Man 1: Perhaps, but lots of drivers just ignore speed limits.

Woman 1: Well, in that case we could ask for speed cameras. That would stop people speeding.

Man 2: I don't think that's right. I'm not sure speed is the real problem. Castle Street's a very narrow street and, in my view, it's become dangerous because too many cars park on both sides – drivers just can't see young kids properly until it's too late.

Chair: So are you suggesting a ban on parking on Castle Street?

Man 2: Yes, exactly.

Chair: OK. Any reactions to that?

Woman 2: Well, I totally agree with the last speaker. A ban on parking would really help.

Woman 1: Yes, but I don't think it's enough on its own. We also need to do something about the speed of cars.

Man 3: Can I say something? I'm afraid I don't see how a ban on parking can work. If there's no street parking, where will we put our own cars? And what about the local shops? They'll lose a lot of business.

Woman 2: Excuse me. Can I come in here? I think there's another way we can look at the problem. Kids are always playing on Castle Street and I think it's another big reason why there are such a lot of accidents. They need a playground – somewhere safe to play.

Man 2: You're absolutely right. We should give the kids somewhere safe to play. Get them off the street.

Woman 1: I don't agree at all. Kids playing on Castle Street isn't the problem. The real problem is the cars and the speed they travel. As I said before, what we need are things like speed cameras, speed bumps. I'm sure that's our best solution.

Page 13 Sounds and intonation

Activity A

- a I finished my work!
- b She's met her new neighbours.
- c Samuel's got a good job.
- d The Ejigus bought a new car.
- e Rahel made some new friends.
- f We've visited the shop twice.

Activity B

Samuel: Have you got presents for everyone?
Rahel: Yes, I have, and I've wrapped them all up.
Samuel: Have you packed Dawit's bag?
Rahel: No, I haven't, not yet. Have you checked the time of the flight?
Samuel: Yes, I have. It's at 11 o'clock, and I've booked a taxi for 8 o'clock.
Rahel: I think I've done everything. I've cancelled the milk and the papers and I've given Fiona a spare key.



Answers

Page 2 Moving to Clitheroe

Activity A2

- Telephone council about key ✗
- Post cheque to removal company ✓
- Read electricity meter ✗
- Cancel papers ✓
- Lock garage ✓
- Pay milkman ✗
- Empty wardrobe ✓
- Pack clothes ✓
- Throw away old magazines ✓
- Say goodbye to Akram ✓
- Put toys in car ✓

Page 3 Meeting the neighbours

Activity A3

- a Polite and friendly

Activity B2

Places they lived before The town Families

Page 4 Phoning about services

Activity A2

Suggested answer:
She wants to find out about education options for Dawit.

Activity A3

- a He says he will send her an information pack.
- b He uses words to check he has heard the letters correctly.

Activity B

- 1 How can I help you?
- 2 I'd like to know ...
- 3 Could you tell me ...?
- 4 Would you like ...?
- 5 Yes, that would be very helpful.
- 6 Could I take your name again ...?
- 7 Do come back to me if ...
- 8 Thank you very much. You've been very helpful.
- 9 You're welcome.

Page 5 Finding a nursery

Activity A

- Suggested answers:
- a page 3 c page 11 e page 9
 - b pages 4, 5 d page 8

Activity B

Pages 280, 714

Pages 6 and 7 A community noticeboard

Activity A

- a advertisements

Activity B

- a Market Street Community Centre
- b Ribble Valley Home Support
- c Lenny Macey's
- d Clitheroe Library
- e Homefront's registered charity number
- f Homefront

Activity C

Suggested answers:

- a A, C and D
- b B
- c Different (e.g. some ads are for people who need help (B), others are for people who want to offer help)
- d D

Page 8 Finding places

Activity A1

She wants to buy new curtains for Azanu's room because the ones she brought from Manchester are too small.

Activity A2

B

Activity B1

- 2 to the end of 6 carry on up
- 3 turn right into 7 right into
- 4 turn off 8 opposite
- 5 come out

Page 9 A phone call from a friend

Activity A2

Have you forgotten my voice?
I haven't seen you for about three months.
We've found a really nice place to live.
I've got into a good school.
I've taken up tennis at school.
I've just put up a poster of them in my room.
We've painted it red and white, just like Man U's colours.



Activity A3

Suggested answers:

- a It's really nice. It's bigger and more modern than their old house.
- b It's a good school. It's got smaller classes than her old school.
- c It's painted red and white. It's bigger than her old room and it has a better view.

Activity B1

- a pleasure
- b interest
- c disbelief
- d teasing attitude
- e impatience

Page 10 A letter to a friend

Activity A1

Suggested order:

c, d, a, e, f, b

Page 11 A local issue

Activity A3

1 f 2 a 3 e 4 d

Page 12 A public meeting

Activity A1

The speakers are local people. No, they don't reach a decision.

Activity A2

Five suggestions:

Lower the speed limit, speed cameras, speed bumps, a ban on parking, a playground for children

Activity A3

Complete agreement: Yes, exactly./Well, I totally agree .../You're absolutely right.

Some agreement: Perhaps, but .../Yes, but ...

Disagreement: I don't think that's right./I don't agree at all.

Page 13 Sounds and intonation

Activity A1

- a I finished my work!
- b She's met her new neighbours.
- c Samuel's got a good job.
- d The Ejigus bought a new car.
- e Rahel made some new friends.
- f We've visited the shop twice.

Activity B1

U = unstressed, S = stressed

Samuel: Have (U) you got presents for everyone?

Rahel: Yes, I have (S), and I've (U) wrapped them all up.

Samuel: Have (U) you packed Dawit's bag?

Rahel: No, I haven't (S), not yet. Have (U) you checked the time of the flight?

Samuel: Yes, I have (S). It's at 11 o'clock, and I've (U) booked a taxi for 8 o'clock.

Rahel: I think I've (U) done everything. I've (U) cancelled the milk and the papers and I've (U) given Fiona a spare key.

Page 15 Check it

Activity A

- b hasn't chosen
- c haven't met
- d got
- e have (you) been
- f worked
- g has (Azanu ever) visited
- h did (Dawit last) have
- i rode

Activity B

- a A: *Would you like* an information leaflet?
B: *That would be very helpful. Thank you.*
- b A: *Could I take your name, please?*
B: Yes, it's Fiona Gray, with an 'a'.
- c A: *Could you tell me* – what time does the community centre open?
B: At 10 o'clock.
A: Thanks very much.
B: *You're welcome.*
- d A: Good morning. *How can I help you?*
B: Good morning. *I'd like to get some information about recycling.*