

5

Making a difference

Curriculum coverage

Listening and speaking

- Give views and opinions about national and local issues
- Get information and advice about a problem
- Join in a meeting to discuss and plan action
- Listen to and follow a discussion

Skills

Sc/L1.1a, 4b; Sd/L1.2a, 2b, 3a, 3e;
Lr/L1.1b, 6b
Sc/L1.2b, 3a; Lr/L1.3a, 5a
Sc/L1.2b; Sd/L1.1b, 2a, 2c; Lr/L1.3a
Lr/L1.1a, 2d, 5a, 6a, 6b

Reading and writing

- Read newsletters and reports about local issues
- Read articles about the government
- Plan and draft a short report

Skills

Rt/L1.1a, 3a, 5a; Rw/L1.2a
Rt/L1.5a; Rs/L1.1a; Rw/L1.2a
Wt/L1.1a, 1b, 3a, 7a

Key functions

- Expressing views and opinions
- Making suggestions
- Asking for and giving advice and information

Key grammar

- Reported questions
- Modal verbs
- If clauses

Resources to support the unit

- Audio player and recording
- Access to computers and the Internet if possible
- Dictionaries
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Flip chart, paper and markers
- Radio or TV interviews with politicians (teacher's own)
- Articles from newspapers with current news stories (teacher's own)
- Articles from the local newspaper about local politicians and housing issues (teacher's own)
- Text about a different political system (teacher's own)
- Letters page from the local newspaper (teacher's own)
- Examples of tenants' association newsletters (teacher's own)
- Texts showing paragraph organisation (teacher's own)

Page 1

Making a difference

Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

Task

- Use the picture as a springboard for a class discussion on the different things being involved as a citizen and being actively involved in your community might mean. Elicit *Parliament* and *tenants' association* and what people might do in both contexts. Concentrate on general issues, as the specifics will be covered later in the unit.
- Get learners to look up *citizenship* in their dictionaries and explain that the term has become much broader than the dictionary definition.
- Tell learners that citizenship is now a compulsory subject in schools and ask them why they think this is.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Page 2

What makes a good citizen?

Rationale

To expand on the context for the unit and to introduce modal verbs for stating opinions

Activity A *Speaking: what makes a good citizen?*

Task

- Task 1 is a graded discussion. Tell learners to try to agree on the grading, and if they cannot agree, vote.
- Prompt discussion in task 2 by asking learners to think about people they know (or know of) whom they would classify as good citizens and what qualities these people have.

Activity B *Language: using modal verbs*

Task

- Concept check meaning and ask for the opposite of each modal. Check awareness of form, e.g. the fact that *to* is not used with modals, modals are the same for all persons, *must* is not used in past form etc.
- In task 2 learners will need to say the sentences to work out where the stress might be. Provide a model by tapping out to emphasise stressed words, which are slightly longer, louder and higher than other words.
- Stressed words are in bold in the answer key but could vary according to what information the speaker feels is important. Learners experiment and practise stressing different words, exploring the impact on meaning.

Activity C *Speaking: saying what you think*

Task

- To focus the discussion tell learners that they will have to give five reasons for their choice. Appoint a confident learner to chair the discussion so that everyone states their opinion. Another learner makes notes and gives feedback. Monitor for use of modals, putting examples of good use and errors on the board.
- The group agrees on the definition and checks for accuracy of sentence grammar/punctuation. Get them to read out their definitions and encourage responses.

Differentiation

- Learners needing more writing practice can write a description of someone they think is a good citizen.
- For more pronunciation practice, dictate the written definitions and get them to note only the words they think are stressed – they then do the same in pairs.

Extension

- A discussion on the proposal that citizenship classes be compulsory for ESOL learners.
- Ask learners to research citizenship on the Internet to find out what is taught in schools.

Page 3

Rights and responsibilities

Materials

- Access to computers and the Internet if possible (extension task)

Rationale

To introduce the theme of rights and responsibilities and to get learners to express the complexities of these through revising *if* clauses

Activity A *Speaking: what are my rights?*

Pre-task activity

- Start the discussion by brainstorming a few basic human rights, e.g. elicit or tell learners about the Universal Declaration of Human Rights. This includes: the right not to be discriminated against on the grounds of race or religion; the right not to suffer cruel, unusual or inhuman treatment; the right to be treated equally.

Task

- Ask learners to think of other rights they think are fundamental. Allow learners time to consider this and the questions in task 2 and to think about their reasons.
- Although UK citizens have these rights, others such as asylum seekers will not necessarily have the right to vote or travel.
- Demonstrate task 3 with an open pair, ensuring learners give reasons for their choices.

Activity B *Speaking: rights and responsibilities*

Pre-task activity

- Explain that the notion of rights linked to responsibilities is a key part of government policy, in large part due to the government's perception of the growth of a 'rights without responsibilities' culture.
- You may wish to revise the zero conditional. Concept check to ensure learners understand that this expresses what we think is true rather than hypothesis. Elicit some examples before the task and put them on the board.

Task

- Encourage debate through giving or eliciting opposing views. Whole class feedback.

Differentiation

- For learners who need a more challenging task: get them to imagine they are the Prime Minister for a day and describe what rights and responsibilities they would introduce using the second conditional.

Extension

- Ask learners to look up the Universal Declaration of Human Rights on the Internet (www.un.org) and scan for basic rights. Discuss these and whether they are actually adhered to.

Pages 4 and 5

Democracy in the UK

Materials

- Photocopiable resource – cue cards
- Access to computers and the Internet if possible (extension task)
- Text about a different political system (extension task)

Rationale

To revise question forms and practise scanning a text; to provide practice in reading in detail and raise awareness of the use of words to refer back; to expand vocabulary and to revise comparatives with modifiers

Activity A *Reading for specific information*

Pre-task activity

- Give each pair of learners cue cards from the photocopiable resources and elicit what they know about the subjects.

Task

- Monitor and check learners' questions for accuracy. Encourage them to think of questions that ask for definitions or explanations of the terms. Elicit vocabulary needed for the reading but do not pre-teach vocabulary which is explained through the text such as *cabinet* and *constituency*. Emphasise that this is a scanning task, i.e. they should not read every word but look for key words to answer their questions.

- After they have done this, get the pairs to read out their questions and report on the answers they found. See if the class can answer questions not answered in the text.

Activity B *Reading in detail*

Task

- Point out that learners will need to read the text in detail to answer the questions in task 1. They will probably need to look up unknown words in the dictionary.
- Put the example from the table in task 2 on the board and use an arrow to show the referring back – learners could do the same on the text.
- Learners work in groups to discuss the questions in task 3. Whole class feedback.

Activity C *Language: describing and comparing political systems*

Task

- Elicit and discuss prior knowledge of other forms of government.
- Elicit further vocabulary learners might need for describing systems, i.e. *proportional representation, military* etc. and put these on the board as prompts. Demonstrate as a whole class with more confident learners.
- Briefly revise comparatives if necessary and draw attention to the 'Remember' box.
- Whole class feedback.

Differentiation

- You may need to avoid doing some activities with same nationality groups as there may be conflict in countries such as Somalia and Turkey.
- You also need to consider if describing political systems could be traumatic for some learners. If this is the case you could use one of the extension activities as an alternative.
- There is likely to be a big difference in learners' knowledge of their political systems, so you may wish them to carry out research before the discussion activities. You could also use this as an opportunity for more knowledgeable learners to explain to others.

Extension

- If learners have access to computers or the library get them to research questions not answered or particular areas of interest. Encarta is a good and accessible source of information on this subject.
- Bring in a text about a different system such as the American one, and extend the comparing and describing activity.

Page 6 **Local democracy in action**

Materials

- Audio – Councillor McDonald
- Articles from newspapers with current news stories
- Radio or TV interviews with politicians (extension task)
- Articles from the local newspaper about local politicians and housing issues (extension task)

Rationale

To practise listening for gist and for detail, and to practise working out meaning from context; to raise critical awareness of the media and different styles of reporting and representation

Activity A *Listening: an interview*

Pre-task activity

- Elicit any knowledge the class has about what councillors do and any experiences of dealing with them. Encourage learners to write key words and notes.

Task

- Ensure only one learner in each group makes the list in task 1. Get groups to feed back any ideas or experiences and put them on the board.
- Learners listen to see if their ideas from task 1 are mentioned. Stop the audio at various points so learners have time to make notes. Ensure they make notes rather than copy down full sentences (demonstrate this if necessary).

- The question in task 3 is intended to raise discussion. Marcia McDonald seems very well prepared – that is, she gives a lot of information in her answers. However, ask learners whether she really answers the questions. (Fairly typically of politicians, she often deflects the questions, blaming the media or praising the tenants, perhaps to avoid difficult issues about how much the council is doing.)
- Focus discussion in task 4 by eliciting current news stories. Give groups articles and get them to categorise and discuss. Provide points for discussion either on cards for separate groups or on the board, e.g. *The media just reflects the reality of everyday life; The media concentrates on bad news because no one is interested in good news; Newspapers usually have a balance of good and bad news; etc.*

Differentiation

- You may need to play the audio several times for learners who find it difficult. Use this as an opportunity to emphasise listening skills such as not trying to understand every word.
- Ask learners with less developed listening skills to write key words rather than notes.

Extension

- Use radio or TV interviews with politicians to raise discussion on how difficult it is to separate hyperbole from fact and how adept politicians are at avoiding questions.
- Use articles from the local newspaper about local politicians and housing issues to extend discussion.

Activity B *Vocabulary: working out meaning from context*

Task

- Play the audio again and give learners a copy of the script if necessary. It should be possible for learners to work out the meaning of the phrases from context and vocabulary but they may need to use dictionaries to check some words.

Page 7

What do you think of your area?

Materials

- Audio – Brookton estate
- Flip chart, paper and markers
- Photocopiable resource – questionnaire
- Letters page from local newspaper (extension task)

Rationale

To reinforce vocabulary learnt; to enable learners to justify opinions and make suggestions

Activity A *Talking about your local area*

Pre-task activity

- Open with a general discussion on what 'local community' means, and why there might be a greater sense of community in some places than in others.

Task

- Distribute the questionnaire from the photocopiable resources. Check the content is clear. Demonstrate how it works with a couple of examples.
- Ensure learners have plenty of time to consider their answers, allowing them to make notes if necessary. Make sure they understand that they will need to justify their opinions. Give examples.
- Allow learners time to formulate the questions in pairs before changing pairs for the interview. Demonstrate possible responses in open pairs. Get feedback on the questionnaire and use for discussion on the local area.
- Learners work in groups for task 4. Tell them to add other categories to the list if they want to see improvements in other areas. Get them to put responses on the flip chart and display.

Activity B *Language: making suggestions*

Pre-task activity

- Lead in with discussion of advice learners would give or suggestions they would make to someone new to the local area.

Task

- In task 1 learners listen for general ideas.
- Divide learners into two groups for task 2. Group A listen for Florence's suggestions and Group B for Noor's responses. Then in pairs, A and B match suggestion and response. Discuss the different shades of meaning between the modals.
- In task 3 you may need to brainstorm suggested actions first. Using the lists on the flip chart as a prompt, learners explain what improvements they think are needed and respond with suggestions. Demonstrate with a confident pair.

Differentiation

- For learners who need more writing practice: get them to do Activity B task 3 in the form of a letter to someone new to the UK who is coming to live in their area. The letter should make suggestions about how the area could be improved.

Extension

- Bring in the letters page from the local newspaper and get learners to state opinions/make suggestions on issues raised.

Page 8

The tenants' association

Materials

- Photocopiable resource – profile of two members of the tenants' association
- Examples of tenants' association newsletters (extension task)
- Access to computers and the Internet if possible (extension task)

Rationale

To practise scanning; to practise recording information

Activity A

Reading: the tenants' association newsletter

Pre-task activity

- Ask learners if they have any experience of tenants' associations. Ask what these might do and whether similar organisations exist in other countries. Check learners understand the concept of a committee and roles of chairperson, treasurer, secretary.

Task

- Learners work in pairs and speculate on the tenants' reasons for joining the association.
- Learners complete task 2, looking in detail at the text about Michael Henry.
- For task 3, provide A and B with the texts about the other two tenants from the photocopiable resources. Learners can underline the phrases which helped them to draw conclusions about why the tenants are involved in the tenants' association.
- Follow this with the information exchange and note-taking activity.
- Draw out the fact that the tenants have very different ideas and opinions; get learners to summarise these and put them on the board to focus discussion.

Differentiation

- Get developing readers to concentrate on one text from the start and set basic comprehension questions first.

Extension

- Bring in examples of tenants' association newsletters and extend scanning activities.
- Get learners to look up local tenants' associations on the Internet and find out what they do.

Page 9

The meeting

Materials

- Audio – tenants' association committee meeting

Rationale

To practise listening for specific information and to introduce reported questions

Activity A *Listening: a committee meeting*

Pre-task activity

- Ask learners to predict possible actions tenants could take and ask for any personal experiences of improvements tenants' actions have achieved in the local area.

Task

- Learners listen and complete the table with actions already taken and actions to be taken in the future.
- Monitor tasks 2 and 3 and get feedback on answers to ensure learners have correctly identified the tenses.
- Write the tenses on the board next to the questions. Concept check the more difficult tenses.

Activity B *Language: direct and reported speech*

Pre-task activity

- Introduce the context and make sure learners are familiar with the term/concept of minutes.

Task

- Listen for how far the tenants' reasons for joining (page 8) correspond to what they actually find themselves doing.
- Explore the first tense change with learners and explain the rule, i.e. tenses move one back. Allow learners plenty of time to try to work out the rules.

Differentiation

- Some learners may find it difficult to use reported speech. With these learners concentrate on making questions in different tenses before moving on to reported speech.

Extension

- Learners are likely to need a lot of controlled practice using reported speech. More practice follows in the next section, but as an extra activity get them to cover the minutes and convert the questions in Activity A task 2, then check.

Page 10 Are you an active citizen?

Rationale

To provide practice in reporting questions and to introduce the different usage of *say* and *tell*

Activity A *Language: reported speech questions*

Task

- Set up task 1 either as a group or a class discussion. Remind learners of the tenants on page 8 and elicit ways in which they could be considered active citizens. Get learners to produce a definition.
- Task 2 can be done as pair work. Allow learners plenty of time to formulate the questions and monitor for accuracy. Put variations produced by learners on the board to expand knowledge, e.g.
 - Did you watch the news last night?*
 - What did you watch on TV last night?*
 - When did you last watch the news?*
- Change pairs for task 3. Demonstrate with a confident pair. Encourage expansion in answers and follow-up questions.
- Elicit further examples, put these on the board and concept check.
- Controlled practice – monitor for accuracy and give feedback on errors and correct use.
- In task 4 learners look at the examples of reported questions and the answers. Elicit when we use *tell* and when we use *say*.
- Tell learners that in spoken language we often do not use reported speech to report a response that is always or still true, e.g. *I asked her if she helped her community, and she said she does.*
- Task 5 is a free discussion. Learners report on what they learnt about others and discuss whether this meets their criteria of active citizenship.

Activity B *Vocabulary: expressions with say and tell*

Task

- Tell learners that these are set expressions that need to be learnt as idioms.

- Task 3 can be done as a group or class discussion. Elicit or pose both sides of the argument to focus.

Differentiation

- Again, concentrate on the use of different tenses for learners at a different developmental stage.

Extension

- Divide the group. One group sets up a new community and decides on laws etc. The other group acts as reporters and interviews the first group. Both groups then report back to see if the stories match.

Page 11 Citizens' advice

Materials

- Audio – neighbour problems
- Dictionaries
- Photocopiable resource – role cards
- Information texts (extension task)

Rationale

To introduce specialist legal vocabulary and expressions for asking for information and advice

Activity A *Vocabulary: legal terms*

Pre-task activity

- Elicit sources of information and advice and any experiences of using these.

Task

- The task contains the key vocabulary for the listening. Do the activity in groups, getting learners who know the terms to expand on the explanations before dictionary use.

Activity B *Listening: asking for clarification*

Task

- Elicit what learners remember about Syed's profile and the fact that he had mentioned racism as a problem. Ask what sort of experiences he might have had, then play the audio for learners to check.

- Check for accuracy, stopping the audio for learners to record the answers in task 2. Discuss usage of the phrases.

Activity C *Speaking: phoning an advice centre*

Task

- There are four role cards. Divide learners into four groups – A, B, C and D – to prepare their role together.
- Give learners plenty of time to prepare the task and practise the language.
- Now pair them A+B, C+D. Make sure those asking for advice have pen and paper to make notes. Get them to sit back to back to simulate a telephone situation. Then swap roles.

Differentiation

- Some learners might prefer to work on reading comprehension of information texts, which are often complex but which they need to access. In this case you could bring in information texts covering areas of interest to the class or set a task to get information from an advice website such as www.adviceguide.org.uk/, the website of the National Association of Citizens' Advice Bureaux.

Extension

- To revise reported speech, get learners to report on questions they asked and responses.

Pages 12 and 13 Getting things done

Materials

- Photocopiable resource – role cards
- Texts showing paragraph organisation (extension task)
- Access to computers if possible (extension task)

Rationale

To raise awareness of how paragraphs are organised; to provide controlled practice of the skills and language learnt in the unit

Activity A

Reading: organising paragraphs

Task

- After learners have put the text in order, get them to work in pairs, check their answers and discuss which words and phrases helped them decide.
- Point out that the paragraph structure in task 2 is a typical way to organise a text.
- In task 3, learners read the rest of the text to see if the other paragraphs are organised in the same way.
- Get learners to go through the text discussing what each paragraph is about.

Differentiation

- For learners with less developed reading skills, copy and cut up a variety of texts to aid organisation.

Extension

- Bring in texts and get learners to compare how they are organised.

Activity B Speaking: preparing for a meeting

Task

- Select role cards according to the interests of the class.
- Learners prepare for the tenants' meeting in groups.
- Groups select a confident speaker to present their project. They also nominate another member of their group to take notes about the other proposals. Ensure the note-taker is a confident writer.
- Get them to present their project to the class. They then vote for the best one or discuss how to combine them.

Activity C

Writing

Task

- Monitor groups to encourage learners to use the skills and language covered in the unit. They could use the bullet points as headings for their plan.
- Get learners to use the text on page 12 as a model.

- Encourage proof-reading. Discuss in terms of the following questions:

In what order would you check your draft, e.g. would you check meaning before organisation? How would you check the items on the checklist, e.g. would you use a dictionary or spell-check for any of them?

- Learners may want to concentrate on individual weaknesses first. However, tell them it is probably best to start with meaning, as if this is not clear it's probably due to an error in another category. Take feedback and put ideas on the board.
- Pair learners and get them to check each other's work.

Differentiation

- Use the checklist to discuss individual weaknesses and strengths with learners.
- For the report-writing, group learners with less developed writing skills together so that you can provide more input.
- Ask more/less confident writers to produce longer/shorter reports.

Extension

- If learners have access to a computer, get them to produce a handout on their project.

Page 14 Project

Materials

- Access to computers and the Internet if possible

Rationale

To bring together the skills practised in the unit; to provide an opportunity to move outside the classroom; to provide evidence of learning for the learner's portfolio, progress record and ILP review

The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes.

Activity A

- Bring in questionnaires and discuss which layout would be most appropriate for the task. Before using the questionnaires, encourage learners to evaluate each others questionnaires and give feedback.

Activity B

- For the presentation, make sure each learner takes responsibility for a part of it.

Activity C

- Before the activity, discuss with the class possible sources of information e.g. websites, environmental magazines. Also review the procedure for doing an internet search.

Activity D

- Where possible, learners should work on computer. Drafts should be copied so that other learners can be involved in the proof reading process and give feedback.

Page 15 Check it

Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have.

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

Activity A

- Learners can write out the full conversation.

Activity B

- Copy the learners' replies and encourage them to work in small groups to evaluate each others writing.

Page 16 Mini-projects

Materials

- Access to computers and the Internet if possible

Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or both tasks. For more information, see the Introduction to the Teacher's Notes.

Activity A

- Provide a list of useful internet sites and information about local political groups who would be willing to be contacted.

Activity B

- Learners could work on this in pairs or in small groups.

How am I doing?

Rationale

To encourage learners to evaluate their own learning; to provide a record of their learning

Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

Photocopiable resources

Page 4

Democracy in the UK

Activity A
Cue cards

The Monarch	The Prime Minister
The House of Commons	The House of Lords
An MP	A Minister
The Cabinet	Council tax
A councillor	Elections
The council	

Photocopiable resource sheet

Page 7

	Totally agree	Mostly agree	Partly agree	Mostly disagree	Totally disagree	No idea
People in my area are generally law-abiding	1	2	3	4	5	0
There is a sense of community in my area	1	2	3	4	5	0
My area has a lot going for it	1	2	3	4	5	0
The local environment is well cared-for	1	2	3	4	5	0
There are good facilities for parents with children	1	2	3	4	5	0
People moving to the area are made to feel welcome	1	2	3	4	5	0
There are good facilities for young people	1	2	3	4	5	0
Elders have support in the community	1	2	3	4	5	0
Our local politicians need a wake-up call	1	2	3	4	5	0
The MP for our area is easy to contact	1	2	3	4	5	0

Photocopiable resource sheet

Page 8

The Tenants' Association

Activity A

Florence Mills: Secretary

I've lived here for thirty years. When we first came to live here we thought it was a paradise. Lovely new buildings and we all had our own bathroom. In the old days nobody had a bathroom, we used the public baths. I still think it's a good place to live, I have good neighbours who help me out now that I can't get about so much. The big problem is a few bad apples who don't care. They are noisy and throw litter everywhere. I joined the TA because I feel people need to get together and say we, the majority, don't want that kind of behaviour here. The TA is about letting the tenants and the council know that we care about this estate.

Syed Aziz: Treasurer

I've lived here since 1995 when I came from Bangladesh. It was a shock, how the young people behave, they don't have respect for older people. People talk about rights but they don't think about their responsibilities; a lot don't care about their neighbours and where they live. But the biggest problem for me is racism on the estate. I joined the TA because I think people need to understand and respect different cultures. I think one of the most important things a TA can do is educate people about these differences.

Photocopiable resource sheet

Page 11

Citizens' advice

Activity C

ROLE CARD A

Ring the local advice centre. Ask about:

- any basic rights you have
 - what to do if your employer is not giving you these rights
 - how to find out more about the national minimum wage.
-

ROLE CARD B

You work for the local advice centre. Someone phones for advice about rights at work.

You have the following information:

- 1 Employees are entitled to:
 - a written statement of their terms and conditions of employment
 - the national minimum wage
 - a payslip showing any deductions.
 - 2 Employees can complain to an employment tribunal if they are not getting any of the above.
 - 3 The National Minimum Wage helpline: 0845 600 0478 can give more information about the national minimum wage.
-

ROLE CARD C

You are worried about an elderly neighbour. She doesn't seem to be able to care for herself or have enough money to live on.

Ring the local advice centre. Ask about:

- help with personal care for elderly people
 - financial help for elderly people
 - how your neighbour could get advice.
-

ROLE CARD D

You work for the local advice centre. Someone phones about an elderly neighbour.

You have the following information:

- 1 Social services can visit elderly people to assess their needs. They can arrange for someone to help with personal and for special equipment in the home.
- 2 Disability benefits might be available for people who need help with personal care.
- 3 Advice workers can make home visits to people who can't get to an advice centre.

Photocopiable resource sheet

Page 11

Getting things done

Activity B

Group 1

You represent older people on the estate. You would like to set up a drop-in centre for the elderly.

Group 2

You represent Greenspace, an environmental group. You would like to create a small park on the estate.

Group 3

You represent refugees on the estate. You would like to set up a learning and training centre.

Group 4

You represent the neighbourhood watch scheme, an organisation which tries to reduce crime in local areas. You would like to buy equipment and produce information to help reduce the crime rate on the estate.

Group 5

You represent a parents' group. You would like to set up a playgroup on the estate.

Group 6

You represent a youth group on the estate. You would like to have a club room where young people can relax, listen to music and socialise in the evening.