

5

Making a difference



What you will do

This unit is about citizenship and about making a difference in the community. These are the skills you will practise. Which are the most useful to you? Tick the boxes.

Listening and speaking

Skill

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

Skill code

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

Reading and writing

Skill

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

Skill code

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

Project work

At the end of this unit you will plan a campaign about an important local issue.

What makes a good citizen?

Activity A • Speaking: what makes a good citizen?

- 1 Work in pairs. What do you think makes a good citizen? Look at these ideas and put them in order of importance (1 = the most important, 5 = the least important).

A good citizen is someone who:

- goes to work and pays their taxes
- works for the benefit of the local community
- knows a lot about national politics
- cares about the environment
- helps their neighbour.

- 2 Now add your own ideas about what makes a good citizen.



Activity B • Language: using modal verbs

We can use modal verbs to say how sure we are about something.

- 1 Work in pairs. Look at these opinions about what makes a good citizen. Which of the words in bold express:

- a certainty?
- b possibility?

I think it **must be** someone who goes to work and pays their taxes.

I'm not sure. It **could be** someone who's unemployed and does a lot for the community.

That's right, or it **might be** someone who looks after their parents and can't go to work.

No, I'm sorry, it **can't be** someone who's unemployed.

- 2 Now look at the opinions again and mark the words you think would be stressed. Practise saying the sentences.

Activity C • Speaking: saying what you think

- 1 Work in groups. You have to choose a citizen of the year. Use **must**, **might**, **could** and **can't** to discuss the kind of person you would choose.
- 2 Now agree on and write down a definition.

Example

*It **must be** someone who helps their community or neighbours. It **could be** someone who is unemployed, but it **can't be** someone who doesn't know anything about politics.*

Remember

- You cannot use **to** after a modal verb.
- You cannot add **s** to modal verbs.

Rights and responsibilities

Activity A • Speaking: what are my rights?

- 1 In pairs, discuss what rights you think all people have.
- 2 Now look at the list of rights from a UK government website on citizenship. Which rights do you have or not have? Which are the most important for you?



- 3 Work in pairs. Explain which rights are the most important for you.
Example

For me it's the right to a minimum wage, because I couldn't look after my family on less money.

Activity B • Speaking: rights and responsibilities

- 1 Marcia McDonald is a local politician in Liverpool. She believes that rights and responsibilities go together. Work in groups. Discuss why you agree or disagree with what she says.



'If people have the right to vote they should use it. If people don't vote they shouldn't complain about what politicians do.'

- 2 Now discuss what rights and responsibilities you think go together using *if* and *should* or *shouldn't*.

Example

If you have the right to travel you should learn about the language and culture of countries you visit.

Democracy in the UK

Activity A • Reading for specific information

Work in pairs. Before you read the text about democracy in the UK your teacher will give you a card with a word or phrase on it. Write a question about the subject on the card. Then check the text to see if your question is answered.

NATIONAL DEMOCRACY

1 The United Kingdom is a constitutional monarchy: this means the monarch is the head of state. **That** is why we have a Prime Minister, rather than a President. However, the monarch has limited powers and the role is largely ceremonial.

5 The British Parliament consists of the House of Commons and the House of Lords. **The latter** has more limited powers and it is the House of Commons that decides national policy. The House of Commons is made up of MPs, **who** represent a constituency or region. Ministers, who are selected by the Prime Minister, are the most important members of the Government. They run government departments such as Education and Skills or Transport. Senior ministers form the Cabinet, which decides on government policy.

10 There has to be an election every five years but elections are often held after shorter periods of time. People vote for a candidate to represent their constituency. The person with the most votes becomes the MP for that constituency even if they have only one vote more than another candidate. This is called the 'first past the post' system. This system means that only two or three parties have significant representation in the House of Commons, because, although parties may get a lot of votes nationally, **they** need to have MPs to be represented in Parliament.



LOCAL DEMOCRACY

The UK is divided into districts, except for London, which is divided into boroughs. Each district or borough has a local authority or council. The council is responsible for local services such as housing and refuse collection and for the collection of the council tax which helps to fund **these**.

25 The council is made up of councillors who represent local areas, or wards, and who are elected by local residents. Executive councillors, who are appointed by the most powerful political party, take the major decisions. Although councillors are also elected through the 'first past the post' system, smaller parties are often represented in local authorities. This is partly because people believe they have more chance of electing a councillor from a smaller party than in a general election.

Activity B • Reading in detail

- 1 Read the text again and answer the following questions in pairs.
 - a Which part of Parliament has less power?
 - b What is the Cabinet?
 - c What is council tax used for?
 - d Who has most power in local authorities?
- 2 Look at the words in bold in the text. These are used to refer back to words or ideas mentioned previously. Complete the table with the words or ideas they refer to.

Word	Word or idea referred to
That	<i>the fact that the UK is a constitutional monarchy</i>
The latter	
who	
they	
these	

- 3 Work in groups and discuss the following questions.
 - a Why do you think the UK still has a monarch?
 - b What are the advantages and disadvantages of the 'first past the post' system?
 - c Why is it important to vote in local elections?

Activity C • Language: describing and comparing political systems

- 1 Work in pairs. Describe the political system in your own or another country.
- 2 Now compare the political system in your country with that in the UK. Give reasons.

I think my country is far less democratic than the UK because fewer people can vote.

Well, I think government is slightly more democratic in my country because smaller parties are represented.

Remember



- When we compare, we can use:
slightly/a little to explain a small difference between two things
a lot/much/far to explain a big difference between two things.

Local democracy in action


Activity A • Listening: an interview



Marcia McDonald is being interviewed by a local radio station about the Brookton estate, a large housing estate in the area of Liverpool which she represents.

- 1 Work in groups and list the positive and negative points of living on a large housing estate.
-  2 Listen to the audio. What are the positive and negative points of living on the Brookton estate? Are any points the same as your list in task 1?
-  3 Listen again. Do you think Marcia McDonald answers the interviewer's questions?
- 4 Work in groups. Marcia McDonald suggests that the media is only interested in reporting bad news. What do you think?

Activity B • Vocabulary: working out meaning from context

-  Work in pairs. Listen to the interview again. Look at the following phrases and try to work out their meaning.
- a ... and it has **a lot going for it**.
 - b ... and the estate's widely seen as **a dumping ground** for those problem tenants, isn't it?
 - c ... the vast majority, are **law-abiding citizens** ...
 - d There's a real **sense of community** on this estate ...
 - e But it's just **the tip of the iceberg**, isn't it? Crime is still a major problem.
 - f It's really **a wake-up call** to London.



What do you think of your area?

Activity A • Talking about your local area

- 1 Your teacher will give you a questionnaire. Complete it for your area.
- 2 Now think of examples to support your opinions.
Example
I think people in my area are generally law-abiding. There isn't a lot of street crime.
- 3 Work in pairs. Use the questionnaire to find out what your partner thinks of the local area.
Example
Do you think people in your area are law-abiding?
- 4 Now work in groups. Make a list of things which could be improved in your area.

Crime	<i>we need safer streets</i>
Community	
Facilities	
Housing	

Activity B • Language: making suggestions


-  1 Noor has just moved to the Brookton estate. She is talking to Florence, who has lived there for a long time. Work in pairs. Listen to the audio and answer the questions.
 - a What improvement would Noor like to see on the estate?
 - b What suggestions does Florence make?
-  2 Listen again.
 - a What does Florence say to make suggestions, e.g. *Why don't you ...?*
 - b What does Noor say to accept or reject Florence's suggestions, e.g. *I don't think so ...?*
- 3 Work in pairs. Use the list you made of improvements needed in the local area. Make and accept or reject suggestions about how you could improve things.

The tenants' association

Activity A • Reading: the tenants' association newsletter


BROOKTON TENANTS' ASSOCIATION –

Active citizens shaping the future



Michael Henry: Chairman

I've lived on the estate all my life. Two years ago I became a youth worker on the estate. The youth get blamed for the problems on this estate but the real problem is unemployment: some get bored and turn to drugs and crime. When there was talk about closing the youth centre, I joined the association to make sure the youth had a voice. If there's nowhere for them to go then it's obvious to me that the problems will increase. You have to stand up for your rights. That's what the association is about – making sure people have proper facilities.




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- 1 Look at the photographs of three members of the Brookton Tenants' Association. Why do you think they joined the association?
- 2 Read about Michael Henry and underline the part of the text which tells you:
 - why he joined the tenants' association
 - what he thinks the main problem is on the estate
 - how he thinks the association can help with the problem.
- 3 Work in pairs. Your teacher will give each of you information about one of the other tenants. Read the information and make notes next to his or her picture. Then share the information about the tenant with your partner. Listen to each other and make notes.
- 4 Discuss what you think about their ideas with the whole group.

The meeting

Activity A • Listening: a committee meeting

-  1 Listen to part of a meeting of the committee of the Brookton Tenants' Association. Complete the table with the actions taken (or to be taken) by the tenants to try to improve things on the estate.

	Action already taken	Action to be taken
Noise		
Rubbish		
Community day		

-  2 Listen to the audio again and complete the questions.
- a you written to the council about that?
 - b we receive a reply or not?
 - c we need to ask tenants to keep a record of the noise?
 - d we calling it 'It's Your Community' or 'Community Matters'?
- 3 Now work in pairs and identify the tense of each question.

Activity B • Language: direct and reported speech

Look at the extract below from the minutes of the meeting. The questions are written in **reported speech**. We use reported speech when we want to report what someone said. Work in pairs and answer the questions underneath.

MH asked FM if she had written to the council about hiring out the community centre for parties.

MH asked whether they had received a reply or not.

MH asked if they needed to ask tenants to keep a record of the noise.

MH asked whether they were calling it 'It's Your Community' or 'Community Matters'.

- a How do the tenses change in each of these reported questions?
- b What verb is used to report questions in this extract?
- c Which two words are used after the verb to introduce the questions?
- d How do the pronouns change?
- e How does the word order change in some of the reported questions?

Are you an active citizen?

Activity A • Language: reported speech questions

- 1 The tenants' association newsletter on page 8 describes the members as 'active citizens'. In what ways do you think they are active citizens?
- 2 You are going to interview another learner to find out if he or she is an active citizen. Use the ideas in the table below. What questions will you need to ask?

Are you an active citizen?	Yes/No	Additional information
Watched the news on TV last night		
Helps their community		
Has written to an MP or councillor		
Is going to vote in the next election		
Knows the name of a neighbour		

- 3 Now work in pairs. Ask the questions from task 2 and make notes in the table.
- 4 Look at these examples of reported questions and the answers. When do we use *tell* and when do we use *say*?

Rosa asked me if I was going to vote in the next election. I **told** her I wasn't.

I asked Rosa if she was going to vote in the next election. She **said** she was.

- 5 Work with a different person. Tell them about the questions you asked in task 3 and the answers.

Activity B • Vocabulary: expressions with *say* and *tell*

- 1 We use *say* and *tell* for certain expressions, e.g.
say a prayer tell a joke say goodbye tell someone off
- 2 Work in pairs. Complete these statements with the correct form of *say* or *tell*.
 - a You should always what you think.
 - b Newspapers always the truth.
 - c You shouldn't talk to your neighbours. They might stories about you.
 - d There's no point in voting. Politicians just lies.
- 3 Now say why you agree or disagree with the statements.

Citizens' advice



Activity A • Vocabulary: legal terms

Syed Haq is having problems with his neighbours. He phones the local advice centre. Before you listen, match these words to their meanings.

- | | |
|------------------|--|
| a judge | a someone who tries to sort out a problem between two people or groups |
| the county court | b a court case brought by a private person |
| a mediator | c someone who makes a decision in a court |
| a court order | d information used to try to show whether something is true or untrue |
| a procedure | e a decision by a court to tell someone to do or not to do something |
| evidence | f a way of doing something |
| a civil action | g a place where ordinary people can take legal action |

Activity B • Listening: asking for clarification

- 1 Now listen to the audio. What problems has Syed had with his neighbours?
- 2 Syed uses different expressions to ask for information. Listen again and fill in the gaps.
 - a How does ?
 - b I don't know much about legal matters. ?
 - c So how would I ?
 - d a careful record ...?

Activity C • Speaking: phoning an advice centre

You are going to practise asking for and giving further information. Work in pairs and role play a telephone conversation using the cards your teacher gives you.

Getting things done

Activity A • Reading: organising paragraphs

The Brookton Tenants' Association applied to the National Lottery Community Fund for a grant. Michael Henry wrote an article for the tenants' association newsletter about the application.

- 1 The article is in the wrong order. Read it and decide on the correct order. Number the paragraphs 1–4. Underline any words or phrases which helped you to decide.

THE COMMUNITY IN ACTION – A Success Story

A ____

The next thing you need to do is think about how your project would improve things for those people. You must show that you have really thought about this. You should give very specific examples in your application.

B ____

We had a meeting and decided to apply for a grant to extend and refurbish the youth centre. We agreed that we would need about £60,000 and that we would spend this on a new IT training room and new equipment for the gym. It was really hard work but we got the money in the end!

C 1

If you are a community group and want to set up a project to benefit people in your area, you

can apply to the National Lottery Community Fund for a grant. The first step is to check that the project fits one of the priority areas in the fund programme. These are things like young/elderly people, people with disabilities, or people living in deprived areas with few facilities.

D ____

After this, you must think carefully about how much money you would need and how you would spend it. It is not enough to state that you want to modernise the youth centre and that it would cost £60,000. It is essential to provide a well-presented, detailed breakdown of the costs of doing this.

- 2 Look at the first paragraph of the text (C), and notice how it is organised.

1st sentence	A topic sentence – telling you what the paragraph is about.
2nd sentence	Adds more information about the topic.
3rd sentence	Gives specific examples.
- 3 Now read the rest of the text and check if the other paragraphs are organised in the same way.

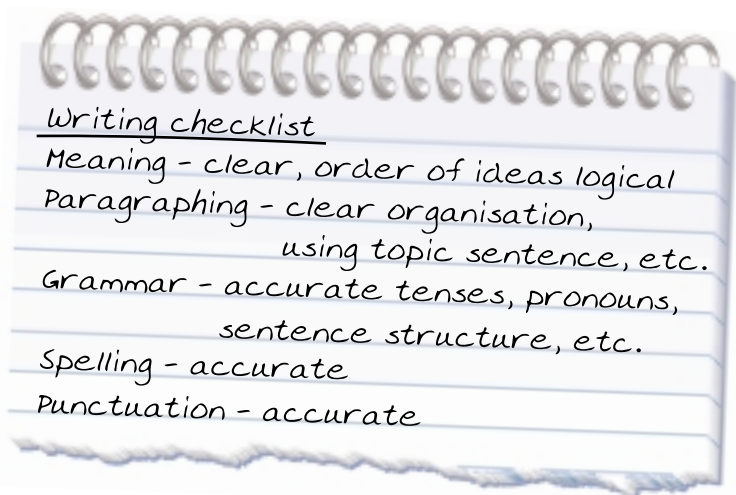
Activity B ● Speaking: preparing for a meeting

You live on a large housing estate. You want to make an application to the National Lottery Community Fund for £60,000 for a project to improve things on the estate.

- 1 Work in groups. You are going to a tenants' association meeting to discuss the application. Your teacher will give each group a role card. You need to prepare for the meeting. Discuss:
 - why you have chosen the project
 - how it will benefit the community
 - exactly what you would spend the money on
 - who is going to speak about each thing at the meeting.
- 2 Choose someone in your group to make notes of what is said at the meeting.
- 3 Present your project. At the end of the meeting, vote for the best project or decide how you could combine two or three of the projects.

Activity C ● Writing

- 1 Work in groups. Use the notes you made to plan a report of the meeting for the tenants' association newsletter. You should include:
 - what the meeting was about
 - which project won and why it won
 - what you will do with the money if you get it.
- 2 Write a first draft of your report using topic sentences to introduce each paragraph.
- 3 Before you write a final draft, look at this checklist.



- 4 Now write your final draft and use the checklist to check it.



Project

You are going to research, plan action for and write a report about an important issue which affects the community in your area.

Activity A ● Find out what issues are important locally

- 1 Work in groups. Design a questionnaire to find out:
 - what issues are most important to people studying, working or living in your local area
 - why they are important
 - any changes local people would like to see.
- 2 Now use the questionnaire to interview these people.



Activity B ● Make a decision

- 1 Work in groups. Look at the results of your questionnaire. Which issues are most important?
- 2 Discuss and decide what issue you would like to work on.
- 3 Prepare a short presentation for your class about why you want to work on the issue.

Activity C ● Plan action

- 1 Plan your research. You will need to decide:
 - how to find general information about the issue you have chosen
 - how to check any rights and responsibilities connected with this
 - how to find details of local organisations and people you could contact about it
 - who is going to do which tasks.
- 2 Carry out the research.

Activity D ● Write a report

Now write a report about the issue. Include:

- a description of the issue
- a description of any rights and responsibilities
- suggestions and advice about what action you can take.



Check it

Activity A • Language: reported speech

Put this short telephone conversation between Florence and Syed into reported speech.

Florence

Hello, Syed. How's the fund-raising going?

Have we got enough yet?

Did you tell Marcia?

Good. I'll see you at the meeting on Friday.

Syed

It's going very well, Florence.

Yes, we have about £800.

Yes. I spoke to her yesterday.

Activity B • Making suggestions

Read the letter to Pat's Problem Page in the tenants' association newsletter. Write a reply. Use the language you have learnt in the unit to make suggestions about what the writer should or shouldn't do.

Dear Pat

I recently moved to the estate and I'm having a lot of problems with my neighbours. One of the problems is that they make a lot of noise – it's usually loud music. I've tried banging on the wall but they don't seem to hear.

They also park their car right outside my house. I'm thinking of painting a big sign on the road saying 'No parking'.

The last thing is that their children are very badly behaved. They swear at each other and are always kicking their ball into our garden. My husband thinks we should tell them off, and take their ball away to teach them a lesson.

I hope you can help.



Mini-projects

Activity A ● Find out about national and local democracy

- 1 Research an aspect of the UK system of government such as the monarchy or the House of Lords in the library or on the Internet. Prepare a presentation for your class.
- 2 Find out about your local MP:
 - Who is your MP?
 - What political party does he or she belong to?
 - Where and when are the MP's surgeries held?
- 3 Find out about the council in your local area:
 - Who is your local councillor?
 - Who are the executive councillors?
 - How often does the council meet?
 - Are council meetings open to the public?

Activity B ● The National Lottery Community Fund

Find out about a community project funded by the National Lottery Community Fund in your region. Visit the fund website: www.nlcb.org.uk or telephone the community fund for your region and ask for an information pack.

Describe the project and how it benefited the community.

How am I doing?

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

I am confident with

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I need more practice with

.....

.....

.....

Date



Audio scripts

Page 6 Local democracy in action

Activity A/B

Interviewer: Good morning, Councillor McDonald ... thanks for agreeing to come on the programme.

McDonald: No problem. It's nice to have the chance to talk to the people of Liverpool.

Interviewer: Well ... as you know, the Brookton estate is in the news again – there was yet another tenants' protest at City Hall. This estate is a major nuisance for local people. When will these problems be sorted out?

McDonald: Yes, it's unfortunate the media only reports on negative aspects of Brookton. You know, I live on the estate myself and it has a lot going for it. There are good people in the tenants' association who are working to turn things round – for example, they've just raised money for new sports equipment in the youth centre.

Interviewer: Yes, that's all very well, but to get back to the question, Councillor ... there are a lot of problems with crime and antisocial behaviour, and the estate's widely seen as a dumping ground for those problem tenants, isn't it?

McDonald: Look, I'm not going to say those problems aren't there to some degree, but you must remember we're talking about a small minority who cause problems. Most, I'd say the vast majority, are law-abiding citizens who, I might add, are happy to live on the estate, and what's more ... many of whom take an active part in minimising the problems. There's a real sense of community on this estate ... people help each other.

Interviewer: You talk a lot about what the tenants are doing, Councillor, but the question on many people's lips will be, what is Liverpool City Council doing?

McDonald: And that's a fair question ... first of all we have regular meetings with the tenants' association and do act on their suggestions ... as you know, the authority has put in over two million recently to soundproof the flats, and –

as a direct result in my opinion – complaints about noise have reduced by more than half. We also put in better lighting to cut down on street robbery and have evicted several of those who – how can I put it – were persistent in causing problems.

Interviewer: But it's just the tip of the iceberg, isn't it? Crime is still a major problem.

McDonald: You know, this is a general problem in most inner cities ... you need to take into account unemployment and the drug problem which is a problem in the north generally, not just on Brookton. It's really a wake-up call to London.

Interviewer: And what do you see as the future for the estate? Some people think these estates should be blown up – you know, go back to proper houses ... gardens and the like ...

McDonald: You won't find me or anyone in the council or indeed the tenants' association talking about demolition. These are beautiful flats ... spacious and well designed. As you know, they won a design award back in the 70s. I have faith in our tenants ... they will be the major force in regenerating the estate.

Interviewer: Well, Councillor, it's been an interesting discussion. Now we'll take some questions from callers ...

Page 7 What do you think of your area?

Activity B

Florence: So what do you think of the estate?

Noor: Well, it's nice, but we need a playgroup for the children – the mums are very isolated.

Florence: Why don't you ask our local councillor about that?

Noor: Oh, I don't think so ... you only see politicians at election time.

Florence: Well, actually, that's not true – the councillors hold regular surgeries where you can ask for advice or make suggestions. You could go and talk to them.

Noor: Good idea ... I didn't know about that.



Florence: And you should talk to the mums first ...
Noor: Umm ... I'm not sure ... I haven't really got the time.
Florence: Well, if you're going to start a playgroup, you ought to find out what people think first.
Noor: That's true ...
Florence: And what about coming to a tenants' association meeting? We always like to hear new ideas about improving the estate.
Noor: Yes, you're right ... and I could talk to people at the meeting about what they think ...

Page 9 The meeting

Activity A

Michael: Well, if you remember, at the last meeting it was clear that noise was still a problem for most tenants ... mainly the late-night parties. We said we were going to see about getting the council to hire out the community centre for parties. Have you written to the council about that, Flo?
Florence: Yes. A few weeks ago now.
Michael: Did we receive a reply or not?
Florence: No. Not yet. I'll get on to them about that.
Michael: And I can't remember – do we need to ask tenants to keep a record of the noise?
Syed: Yes. The council must have that before they can take any action against those tenants. I'll make sure there's a reminder in the next newsletter.
Michael: Right, now ... next is the rubbish problem. The council has agreed to put up a sign – is that right, Syed?
Syed: Yes. And we're going to write to tenants asking them not to dump rubbish. Oh yes, and Councillor McDonald has agreed to ask for more bins.
Florence: Good ... that's a real problem. They get full up so quickly.
Michael: Now, last but not least ... the community day. Are we calling it 'It's Your Community' or 'Community Matters'?
Florence: Everyone we've spoken to thinks 'Community Matters' is much better.
Michael: Good. That's it then ... is there anything else on that?

Florence: Well ... I invited the MP and I've had a letter to say he's coming. He's a good speaker. The careers adviser and the small business centre manager have also confirmed.
Michael: Great. And we're having food and music afterwards to make sure we get a good crowd. I'll organise that. Syed, will we have enough money for all this?
Syed: Yes, we raised a lot from the car-boot sale – almost £500 – and we're going to ask the council for some money.

Page 11 Citizens' advice

Activity B

Adviser: Hello, Citizens' Advice. How can I help?
Syed: Hello ... I wonder if you could give me some advice. I've been having some neighbour problems.
Adviser: I'm sorry to hear that. Could you tell me a bit more about it?
Syed: Yes, of course. Well, it's mostly racist abuse ... and ... erm ... racist graffiti.
Adviser: I see ... bear with me ... I'm just getting some information up on screen. Let's see, now ... do you know who is responsible?
Syed: Oh, yes, definitely.
Adviser: Right. That helps. Now then ... there are different ways of dealing with this, depending on what you want to happen. Firstly ... have you contacted the local authority?
Syed: Oh, yes ... they write letters but it only seems to make things worse.
Adviser: I see ... well ... have you thought about using a mediation service?
Syed: How does that work?
Adviser: Basically a professional mediator arranges a meeting with you and the other party to try to work the problem out.
Syed: No, I don't think so ... these people are not reasonable and to be honest I wouldn't feel safe – they've been violent in the past.
Adviser: Yes, that's understandable. Well ... it sounds as though some kind of legal procedure might be appropriate. You could take a civil action, for example.
Syed: I don't know much about legal matters. Could you explain?



Adviser: Well, you apply to a judge in the county court for a court order against your neighbours which tells them they must stop their antisocial behaviour.

Syed: That sounds like a good idea, but I couldn't afford a solicitor ... So how would I go about that?

Adviser: You don't need one – it's a civil court, and we could help you with the proceedings. The other possibility is to ask the local authority to take court action. They have procedures to deal with this kind of thing. In either case you should keep a careful record of the actions of your neighbours so that you have some evidence.

Syed: When you say a careful record ... ?

Adviser: I mean you need to keep a record of dates, times, who did what, that kind of thing. Look, why don't you come in and see us?

Syed: Yes, I think I will.

Adviser: Let me just get the diary ...



Page 2 What makes a good citizen?

Activity B1

must and *can't* express certainty

might and *could* express possibility

Activity B2

Stressed words are in bold:

I think it **must** be someone who goes to **work** and pays their **taxes**.

I'm not sure. It **could** be someone who's **unemployed** and does a lot for the **community**.

That's right, or it **might** be someone who looks after their **parents** and can't go to **work**.

No, I'm **sorry**, it **can't** be someone who's **unemployed**.

Page 5 Democracy in the UK

Activity B1

- a The House of Lords
- b Senior Government ministers
- c Funding local services
- d Executive councillors

Activity B2

The latter – the House of Lords

who – MPs

they – parties

these – local services

Page 6 Local democracy in action

Activity A2

Suggested answers:

Positive points: good people in the tenants' association; a sense of community; council improving the estate; beautiful, spacious, well-designed flats

Negative points: crime and antisocial behaviour; problem tenants; noise; drug problems; unemployment

Activity B

Suggested answers:

- a There are a lot of positive things about it
- b A place where you put unwanted things, in this case tenants
- c People who obey the law
- d People feel part of the community; they are not isolated

e A small part of something much bigger

f An indication that they need to think about an issue ('London' here means the Government)

Page 7 What do you think of your area?

Activity B1

- a A playgroup
- b Ask the local councillor; talk to the mums; find out what people think; come to a tenants' association meeting

Activity B2

- a Why don't you ... ?
You could ...
you should ...
you ought to ...
what about ... ?
- b To reject suggestions:
I don't think so
I'm not sure

To accept suggestions:
Good idea
That's true
Yes, you're right

Page 8 The tenants' association

Activity A2

Suggested answers:

When there was talk about closing the youth centre ... had a voice

... the real problem is unemployment

That's what the association is about – making sure people have proper facilities.

Page 9 The meeting

Activity A1

Noise: Action taken: wrote to council about hiring out community centre for parties

Action to be taken: write to them again to ask for their reply; ask tenants to keep a record of noise

Rubbish: Action taken: asked council to put up sign; asked for more bins

Action to be taken: write to tenants asking them not to dump rubbish

Community day: Action taken: invited MP, careers adviser, business centre manager; raised money

Action to be taken: organise food and music; ask the council for money



Activity A2/3

Have you written to the council about that?

– present perfect

Did we receive a reply or not? – past simple

Do we need to ask tenants to keep a record of the noise? – present simple

Are we calling it 'It's Your Community' or 'Community Matters'? – present continuous

Activity B

- a** Present perfect changes to past perfect
Past simple changes to past perfect
Present simple changes to past simple
Present continuous changes to past continuous

b asked

c *if* or *whether*

d *you* changes to *she*; *we* changes to *they*

e In reported questions the word order is the same as in statements, with the subject before the verb.

Page 10 Are you an active citizen?

Activity A2

Suggested answers:

Did you watch the news on TV last night?

Do you help in your community?

Have you (ever) written to an MP or councillor?

Are you going to vote in the next election?

Do you know the name of a neighbour?

Activity A4

Use *tell* when the person who is the object of the verb *tell* is stated.

Use *say* when there is no object or person stated.

Activity B2

a say

b tell

c tell

d tell

Page 11 Citizens' advice

Activity A

a judge – c

the county court – g

a mediator – a

a court order – e

a procedure – f

evidence – d

a civil action – b

Activity B1

Racist abuse and racist graffiti

Activity B2

a that work

b Could you explain

c go about that

d When you say

Pages 12 and 13 Getting things done

Activity A1

A2 B4 C1 D3

Activity A3

A Yes

B No (it's the concluding paragraph, so has concluding sentence)

D Yes

Page 15 Check it

Activity A

Suggested answers:

Florence asked Syed how the fund-raising was going.

Syed said it was going very well.

Florence asked if they had (got) enough money (yet).

Syed told her they had about £800.

Florence asked him if he had told Marcia.

Syed said he had spoken to her the day before.

Florence said she would see him at the meeting on Friday.