

# Citizenship

## Introduction to Module 6

The sixth module deals with issues of citizenship.

Module 6: Citizenship	
6:1–6:3	Rights and responsibilities
6:4–6:6	Getting help in the community
6:7–6:9	Respect for others
6:10–6:12	Getting involved
6:13–6:16	Being an active citizen

Module 6: Curriculum coverage grid							
Page ref.	Level	Speaking and Listening	Reading	Writing	Number	Measures and Shape	Handling Data
6:1–6:16	M7–M8	SLc/M7.4 SLc/M8.2 SLd/M7.1 SLd/M8.1 SLlr/M7.1,2 SLlr/M8.1,4	Rtc/M7.8 Rt/M8.3	Wt/M7.2,3 Wt/M8.1,4	N1/M7.1 N1/M8.7		HD1/M8.2
	E1–E2	SLd/E1.1 SLd/E2.1 SLlr/E1.1,2 SLlr/E2.1,2	Rt/E1.1,2 Rt/E2.1,2	Wt/E1.1 Wt/E2.1			HD1/E1.2 HD1/E2.3
	E3–L1	SLd/E3.1,2 SLd/L1.1,2	Rs/E3.1 Rt/E3.1,2,5,7,8 Rt/L1.1,2,4,5	Ws/E3.1 Ws/L1.1 Wt/E3.2 Wt/L1.1			HD1/E3.1 HD1/L1.1

PAGES 6:1–6:3

# Rights and responsibilities

**Vocabulary**

rights, responsibilities, particular, background, roadworthy, fit, co-operate, undertake, properly

**Resources**

flipchart and markers, Life in the United Kingdom (HMSO)  
[www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

- Learners are introduced to some ideas about community and the communities they are part of. They recognise some rights and responsibilities they have as members of a community.
- Learners discuss and write words and phrases. They read and identify some legal rights in the UK.

All **Talk about it**

Look at the four definitions of community on the Focus page. Ask learners to discuss how they relate to each definition: A – the geographic area they live in, B – a group they may belong to such as church, social club, mother and toddler group, this teaching group, C – someone you went to school with/lived close to/whose parents were also immigrants or from the same culture, and D – English/Irish/Polish, etc. Through discussion establish how learners come from the same communities, e.g. they live in the same town, they go to the same Sikh temple.

M7–8 **Discuss and record some personal words**

Discuss with learners what they do in their own community, e.g. visit the doctor, take children to local school. Support learners in completing the top part of the Focus page with their address and some of the community activities identified. It may help to write words and phrases for copying or overwriting.

E1–2 **Discuss and record some personal responsibilities**

Look at the diagram on the Focus page which shows how we are part of different communities. Discuss and record some personal responsibilities as part of these communities, e.g. to self (eat properly, take prescribed medication), to family and friends (take care of children, be pleasant and helpful), and to community (vote, do not litter). Talk about being a responsible citizen and an informed voter.

**Listen and recall some personal responsibilities**  
 Ask learners to suggest some responsibilities they

have if they drive a car and write these on the flipchart. Learners listen as you read out the first pair of speech-bubbles on the Task page to identify any additional responsibilities to add to the flipchart. Repeat with the second pair of speech-bubbles. Add other rights which learners feel they have.

**Write words and phrases** On the Task page record a right and then responsibilities involved, e.g. to vote – make sure I am on the electoral register, read election pamphlets.

E3–L1 **Read instructional texts**

Read the Task page with support, underlining any difficult words for further discussion.

**Write words and phrases** Ask learners to underline the imperatives at the start of each ‘responsibility’. Ask learners to complete the responsibilities section at the bottom of the page using a similar sentence format, and compare ideas with other learners. Learners may wish to write additional responsibilities in rough first to check for spelling and sense. Some rights/responsibilities are: free health care/to send children to school every day and on time.

ESOL

After discussing responsibilities, give learners word cues to complete the box on the Task page. Ask learners to underline ‘safely’, then find other adverbs ending in ‘ly’ (‘regularly’, ‘properly’). Do they know others, e.g. ‘carefully’, ‘honestly’? Give examples and cues as necessary for learners to make sentences with these adverbs.

**Follow up and extension**

For group work choose one or more of the statements for discussion. Fold the page in half to hide the answers. Ask learners to complete each with a T (true) or F (false). When complete ask learners to read and check their answers against the second half of the page. Add other questions to answer using *Life in the UK – a journey to citizenship* for ideas.

	M7–8	E1–2	E3–L1
<b>Speaking and listening</b>	SLd/M7.1 SLd/M8.1	SLlr/E1.2 SLlr/E2.2	SLd/E3.1 SLd/L1.1
<b>Reading</b>			Rs/E3.1 Rt/L1.2
<b>Writing</b>	Wt/M7.3 Wt/M8.4	Wt/E1.1 Wt/E2.1	Ws/E3.1 Ws/L1.1

# Rights and responsibilities

Focus

I live at:

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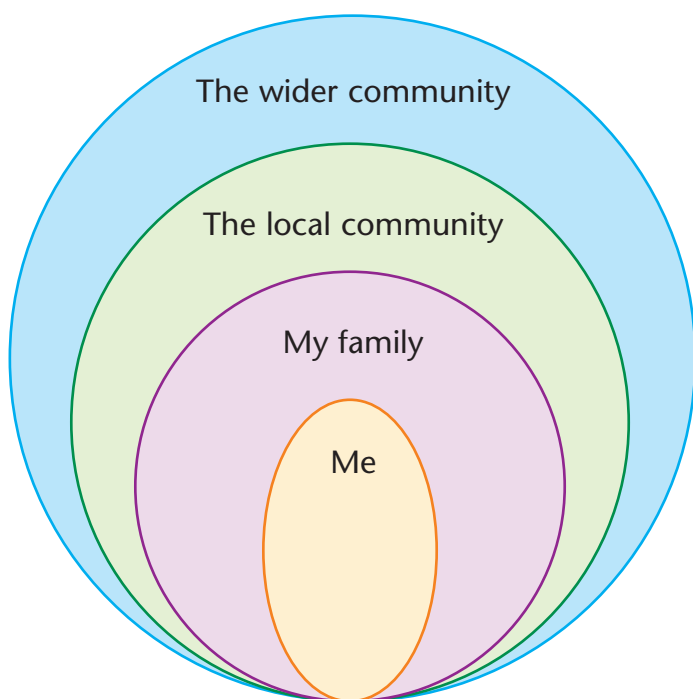
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Postcode: \_\_\_\_\_

In my community I:

- 
- 
- 
- 

What is a community?



- A people who live in one particular area
- B people who have common interests
- C people who have the same background
- D people who have the same nationality

My responsibilities to the community:

- 
- 
- 

My responsibilities to myself:

- 
- 
- 

My responsibilities to my family and friends:

- 
- 
-

# Rights and responsibilities

## Task

I have the **right** to drive a car.



But I have a **responsibility** to:

- drive safely
- have a driving licence
- make sure my car is taxed
- make sure I have insurance
- make sure I am fit to drive
- make sure the car is roadworthy.

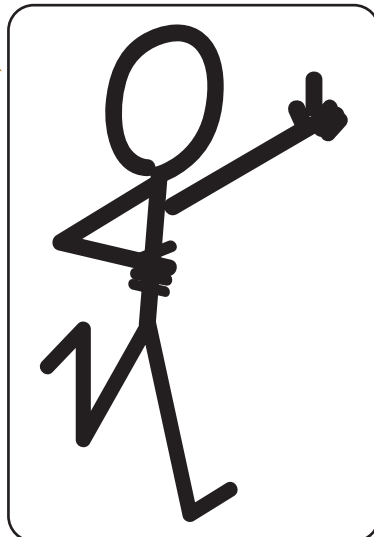
I have the **right** to work to support my family.



But I have a **responsibility** to:

- cooperate with people who are helping me find a job
- undertake training so that I can get a job
- turn up to work regularly and on time
- complete work tasks safely and properly.

I have the **right** to



But I have a **responsibility** to:

- 
-

# Rights and responsibilities

Follow up

To be a good citizen you need to know your rights and responsibilities.

**Fold** the paper in half to hide the answers. Complete the quiz to find out what you know about your rights.

You have the right to:		True/False
1	own a dog	
2	buy a Lottery ticket if you are 16 years old	
3	marry your cousin	
4	get at least four weeks' paid holiday a year if you are working	
5	get a divorce if you have been married for 6 months	
6	get your money back if you buy something that doesn't fit you	
7	be paid the same wage as someone else doing the same job	
8	carry a gun to protect yourself	
9	buy alcohol at a supermarket when you are 16 years old	
10	send a message to someone if you are arrested	
11	join a trade union	
12	take a guide dog into a restaurant	
13	drive a bus when you are 18 years old	
14	stand for Parliament	

FOLD

FOLD

Check your answers	
1	True. Your dog must wear a collar showing your name and address, must be kept under control and must not foul a public footpath.
2	True. You may also buy scratch cards at this age.
3	True.
4	True. This may include time off for national holidays like Christmas Day.
5	False. You cannot get a divorce within the first year of marriage.
6	False. Some shops may give you a credit note or a refund. You can get your money back if an item is faulty, if it is not as described or if it isn't fit for purpose (e.g. Wellington boots that leak).
7	True. It is discrimination if you are paid less for doing the same job or a job of equal value.
8	False. It's illegal in the UK (but is legal in many parts of the USA).
9	False. It is an offence to buy alcohol from a shop if you are under 18 years of age.
10	True. You may send a message to a friend or family member if you are arrested.
11	True. You cannot be forced to join a trade union and your employer cannot dismiss you if you do join a trade union.
12	True, if you are visually impaired. You could take the restaurant to court if they prevent you from taking your guide dog in.
13	False. You have to be 21 years old and hold a special licence.
14	True, if you are aged 21 or over and you are a citizen of the UK, Irish Republic or the Commonwealth.



PAGES 6:4–6:6

# Getting help in the community

**Vocabulary**

organisational features, alphabetical order, rash, row, partner, catalogue, overweight, bin men, panic, argue, ignore, worse, distressed

**Resources**

flipchart and markers, reference books (e.g. medical, DIY, cookery books), local paper, access to Internet if possible, audio equipment  
[www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk)  
[www.dh.gov.uk](http://www.dh.gov.uk)

- These pages look at different ways of accessing help and information in the community: face-to-face, on the phone and via websites.
- Learners identify situations and suitable sources of help. They listen to examples of someone using the telephone to resolve a problem and practise giving personal information. They identify and use different organisational features.

All **Talk about it**

Ask learners to identify some people and places in the community where they can get help and information, e.g. medical centre, Citizens Advice Bureau, local supermarket for leaflets, council offices, Job Centre. Write these on a flipchart. Ask learners to identify some people who can give help, e.g. neighbours, doctor, local police, priest.

M7–8 **Listen and respond**

Discuss when learners have had to get help: making an appointment to see the doctor, getting help to sort out benefits, enrolling on a college course. Listen to audio track 11. Ask questions: *What is this about? Why does he want to see a doctor?* Play the track again so that learners can identify some detail. *What time is the appointment?* Practise simple conversations where learners have to give their name and address and respond to other personal questions, e.g. ‘What did you watch on TV last night?’

E1–2 **Read and discuss**

With support if necessary, read the Focus page. Concentrate on the suggestions for getting help. Discuss and tick those sources of help which learners feel would be useful, e.g. talking to a chemist might be useful but not when the shop is closed. Make the general point that there are often many places/people who can help.

**Listen for gist and detail** Explain to learners that it is helpful to think about what they want to say,

particularly when using the telephone. Listen to the audio track 12. Ask questions: *What is the problem?* Now listen to audio track 13. Ask questions: *Why had the problem occurred?* Draw up some points for using the phone, e.g. have information ready, give an overview of why you’re ringing, make your points clearly, agree on action.

E3–L1 **Read and discuss**

Read the Focus page. Concentrate on the suggestions for getting help. Discuss and tick those sources of help which learners feel would be useful.

**Scan texts for detail** Identify the types of information pictured on the Task page, e.g. an advert in local paper for chemist. Scan the page and ‘star’ the part of each text which will be useful for this particular problem, e.g. self-help guide on webpage.

**Use organisational features to locate information** Look at the Task page and help learners to identify the organisational features illustrated: contents listings, alphabetical order. Discuss why information needs to be organised. Access various reference materials using an index and contents page, e.g. a medical book; a website such as NHS Direct (using menus).

ESOL

Learners may need to hear the audio tracks several times. Pause the recording at key points to check understanding and clarify meaning. (Unless learners are moderately fluent don’t use track 12.) Afterwards give learners the audio scripts. Practise role-playing situations where learners phone to sort out a problem.

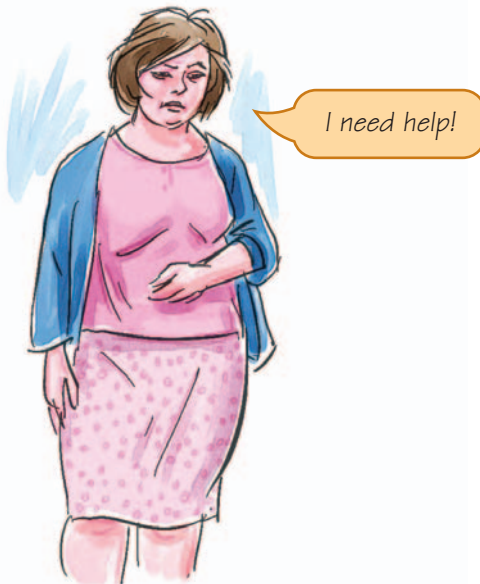
**Follow up and extension**

What national helplines are available? Have learners used any on the Follow up page? Ask learners to look in telephone directories or on the Internet to find groups and services relevant to their needs. Ask learners to research local help, advice and support networks. Add numbers and addresses to their diary or telephone book.

	M7–8	E1–2	E3–L1
<b>Speaking and listening</b>	SLlr/M7.2 SLlr/M8.1	SLlr/E1.1 SLlr/E2.1,2	SLd/E3.1 SLd/L1.1
<b>Reading</b>		Rt/E1.1 Rt/E2.2	Rt/E3.5 Rt/L1.4

# Getting help in the community

Focus



You could:



- The baby's got a funny rash.
- The washing machine's making a horrible noise.
- I want to stop smoking.
- My partner and I are always rowing.
- I can't pay off what I owe the catalogue company.
- I'm overweight.
- The dog's sick.
- The car needs an MOT.
- I need a holiday.
- The binmen haven't collected the rubbish for a month.

- Ask your local chemist for advice.
- Ask a neighbour to have a look.
- Panic.
- See if your baby book says anything about rashes.
- Argue with your partner about what to do.
- Ignore it – the baby will be fine tomorrow.
- Wait and see if it gets any worse or the baby gets distressed.
- Take the baby round to your mum – she always knows what to do.
- Ring the health centre.
- Ring NHS Direct – 0845 4647.
- Look on the NHS Direct website.
- Ring for an ambulance.

# Getting help in the community

Task

12  
13


Contents	
Announcements	16
Chemist opening	10
Classified	18
Competition	6
Council news	12
Reader offers	6

**P**

**The Park Medical Group**  
**Fairfax House**

**Tel: 01234 567890**

**Help with your baby**  
 BY DR KIDD



Contents	
The early days	4
Sleeping	10
Breastfeeding	18
Bottle feeding	24
What's wrong:	
■ Colic	32
■ Rashes	36
■ Sickness	40

**P**

name *Park Medical - doctor*

address *Fairfax House, Park Road,*  
*Fenside PE30 1XX*

tel *01234 567890*

*Emergency number 00324 276276 for weekend only*

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name *Dot and Bill Parson*

**Health Direct**

for 24 hour help  
 Telephone 0845 1234

Available 24 hours

Welcome to Health Direct Online

Search Health Direct

**Go**

[Find out about illnesses](#)

[Get advice on common health problems from the self-help guide](#)

[Find your nearest doctor, dentist, pharmacy](#)



# Getting help in the community

Follow up

It is useful to know where to get help and information in your community.

Which helplines would be relevant to you?

NHS Direct  
☎ 0845 46 47

Dial UK  
☎ 01302 310 123

Relateline  
☎ 0845 1 30 40 10

Parentline Plus  
☎ 0808 800 2222

Samaritans  
☎ 08457 90 90 90

National Neighbourhood Watch Association  
☎ 01707 638814/638815

Victim Supportline  
☎ 0845 30 30 900

Use information sources to complete this personal diary with useful local addresses and phone numbers, for example your doctor, your child's school.

The notebook has two pages, each with three sets of fields for recording information:

- Page 1 (Left):**
  - Name .....
  - Address .....
  - Tel .....

---

  - Name .....
  - Address .....
  - Tel .....

---

  - Name .....
  - Address .....
  - Tel .....
- Page 2 (Right):**
  - Name .....
  - Address .....
  - Tel .....

---

  - Name .....
  - Address .....
  - Tel .....

---

  - Name .....
  - Address .....
  - Tel .....



PAGES 6:7–6:9

# Respect for others

**Vocabulary**

respect, values, attitudes, in common, partner, mining equipment, service, kid, do up, resell, gay, get on

**Resources**

flipchart and markers, two different coloured sheets of A4 paper, audio equipment

- Learners identify attitudes held in common and where values and attitudes differ before writing about themselves.
- Learners read some case studies which form a template for personal writing. They listen, discuss and ask questions about personal values and attitudes.

All **Talk about it**

Write the words ‘values’ and ‘attitudes’ on the flipchart. Refer to the meanings on the Focus page and ask for some examples which can be recorded on the flipchart, e.g. importance of the family, honesty.

M7–8 **Listen to a simple narrative**

Ask learners to listen as you tell them a little about yourself. Keep the narrative simple, e.g. where you were born, something about your family/pets/hobbies. Ask questions to establish some things you have in common: *Does anyone else have a cat? Does anyone else live this side of XXX?* Listen to the different people introducing themselves on the audio clips in track 14 and ask questions or initiate discussion.

**Speak to communicate** Ask learners to pair with a partner. Explain that they are to ask each other questions to establish some things they have in common and some differences between them. Write some key words related to topics they could ask about – food, family, holidays – on a flipchart.

**Write some words and phrases with support** Use one of the coloured sheets: ask learners to write, with support, some words and phrases for things they and their partner had in common. Use a different coloured sheet to record differences. Head each sheet, e.g. ‘R and J have these things in common’ and ‘R and J have found these differences’. Display for group comment.

E1–2 **Take part in discussion**

Ask learners to work in pairs and read the text in each speech-bubble on the Focus page. Ask each pair to discuss their responses to the questions posed to establish things they have in common, the values they feel are important, etc. Refer back to the ‘Talk

about it’ when values and attitudes were discussed. Stress the need for courtesy when working with their partner, i.e. to respect different values and attitudes. Ask each pair to jot down the points made. Bring the group together to share the points identified. As a tutor, encourage contributions with some open questions about the values identified. Endeavour to reach a conclusion on respect for different values and attitudes and what this might mean in practice.

E3–L1 **Read and understand main events**

Ask learners to read the speech-bubbles on the Task page, identify what each paragraph is mainly about and write this in the relevant text box. Ask learners to underline the sentence which says what the rest of each paragraph will be about and discuss the function of the rest of the paragraph – to add more description/detail. Ask learners to identify the values and attitudes of each speaker.

**Take part in discussions** Establish ground rules about turn-taking. In the light of responses collected, ask learners to talk about some of the values which have been identified, focusing on why these were felt to be important and where most people felt their attitudes had come from. Try to get the group to establish some common values. Where values and attitudes differ, encourage the group to identify why these vary and whether this matters.

**ESOL**

Give learners some cues and practise formulating questions before they work with partners, e.g. ‘T.V. programmes/watch’, ‘sports/enjoy’: ‘What kind of ... do you ...?’ Play the game ‘Find someone who...’: give learners a questionnaire and get them all to circulate, asking members of the group other questions, then discuss findings.

**Follow up and extension**

Ask learners to think about someone they respect – either known to them personally or well known. Learners complete the text box and plan a personal statement explaining why they respect that person and how that person has influenced their lives. Final drafts could be shared with others in the group.

	M7–8	E1–2	E3–L1
<b>Reading</b>			Rt/E3.1 Rt/L1.1
<b>Writing</b>	Wt/M7.2 Wt/M8.4		Wt/E3.2 Wt/L1.1
<b>Speaking and listening</b>	SLc/M7.4 SLc/M8.2 SLlr/M7.1 SLlr/M8.1, 8.4	SLd/E1.1 SLd/E2.1	SLd/E3.2 SLd/L1.1,2



# Respect for others

Focus

**Respect** ● n. to accept the importance of someone's rights or customs and to do nothing that would harm them or cause them offence

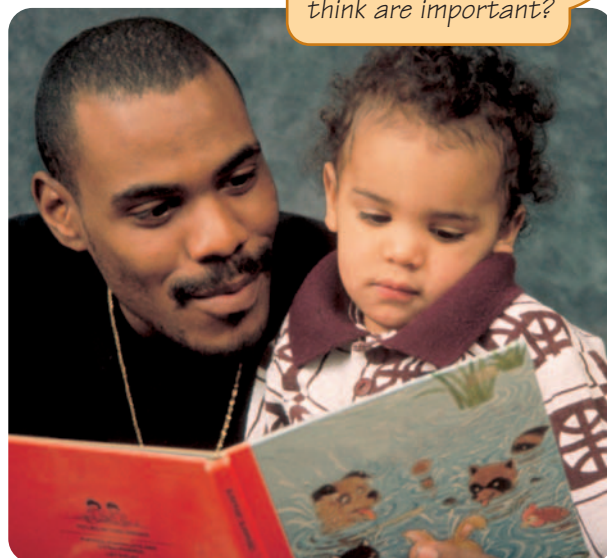
**Attitudes** ● n. what you think or feel about someone or something

**Values** ● n. what you believe is right and wrong and what is most important in life

What things do we have in common?



What values do you think are important?



What's your attitude towards teenagers like me?



Where did you get your values?



# Respect for others

Task

Identify what each paragraph in the speech bubble is about. Write a few words to record this in the relevant box.



My name's John Harris. I was born in Yorkshire. My family all come from there. My dad worked for a company that made mining equipment but that's all gone now.

I'm a car mechanic. After school I joined ACE Cars. I'm in the service department, which means we service and repair cars for people in the area. I like my job. As a kid I used to help my dad 'do up' cars and then resell them.

I live with my partner Steve. Mum was upset when I first told her I was gay. She's got used to it now – after all Steve and I been living together for eight years.

My name is Savita Jaffray. I was born in London but my parents were born in Uganda. They had to leave Uganda when Idi Amin came to power.

I work for a housing association here in Tooting. I like my job as I'm given lots of responsibility. However, I'm looking for another job that is better paid, perhaps with an IT company. I believe in getting on, which is why I have done lots of extra training to get better computer skills.

I would like to get married but not yet. My parents had an arranged marriage. I'm a Hindu but I don't think I want an arranged marriage for myself.



# Respect for others

Follow up

Knowing how people influence our thinking helps us.



Jamie Oliver won the respect of many parents when he started a campaign to improve school dinners.

Who do you respect?

How have they influenced your life?

Use the ideas above to write about yourself. Look at the writing framework on the previous page to help you.



Step 1

Plan what you are going to write.

Step 2

Write a rough draft.

Step 3

Check what you have written.

Step 4

Write the final copy.

# PAGES 6:10–6:12

## Getting involved

### Vocabulary

volunteering, blood transfusion service, sponsor, coaching, mechanic, maintenance, soup kitchen, bilingual, conker, tin rattling, charity, bric-a-brac, donor, keen, roadworthy, raise funds

### Resources

flipchart and markers, access to Internet if possible, glue, scissors, dictionary  
[www.volunteering.org.uk](http://www.volunteering.org.uk)  
[www.do-it.org.uk](http://www.do-it.org.uk)

- Learners understand something about the variety of volunteering activities available, where they might get information about volunteering, and some of the advantages of volunteering.
- Learners relate images to print, practise a variety of reading skills and complete personal information. They understand how to access further information about opportunities to volunteer.

### All Talk about it

Write the word 'volunteer' on a flipchart and ask learners to suggest a meaning and any examples of 'volunteering'. Read out some dictionary definitions and ask learners to identify the main features of volunteering (done willingly and without payment) and write these on the flipchart.

### M7–8 Take part in discussion

Discuss how someone could get involved in volunteering in each 'situation' pictured on the Focus page. Discuss each situation pictured and support learners in reading the speech bubbles. Ask learners to express an opinion as to whether they would like to volunteer in any of the situations pictured.

**Write words and phrases** With support, write words and phrases beside each image to identify the volunteer help needed, e.g. help at school, give blood.

### E1–2 Read short texts

Ask learners to look at the images on the Focus page. Explain that they represent opportunities for volunteering.

**Write words and phrases** Discuss and support writing words and phrases to record other volunteering ideas, e.g. carrying a donor card, helping in a charity shop.

### E3–L1 Identify purposes of texts

Look at the Task page and ask learners to suggest from the format where they might see this kind of page by identifying the webpage address.

**Practise different reading skills** Ask learners to skim read to suggest what each text is about. Ask questions: *How many volunteering jobs are described?* Ask learners to read texts in more detail and try to predict the meaning of unfamiliar words from the context, e.g. soup run, tinkering. Ask questions which require more detailed reading: *When is the Conker Championship being held?*

### Identify and use different sources of information

Ask learners to suggest some places where they could find further information (telephone directories, local paper, notice boards). If Internet access is available ask learners to suggest suitable search terms (volunteer/volunteering). Access some websites and discuss ease of use and information provided. Print off a page of volunteer vacancies and compare with the Task page – types of job, amount of information given. If using telephone directories, ask learners to suggest index terms – charity, voluntary organisations. Compare information with that on webpage. Skim local paper for potential volunteer opportunities.

### ESOL

Highlight and discuss idiomatic expressions used, e.g. 'could do with', 'a 10 km run', 'hours to spare', 'just the ... for you', 'to suit'. Ask learners to suggest what they could say to respond to the requests on the Focus page, or to role-play phoning up about a Task page ad.

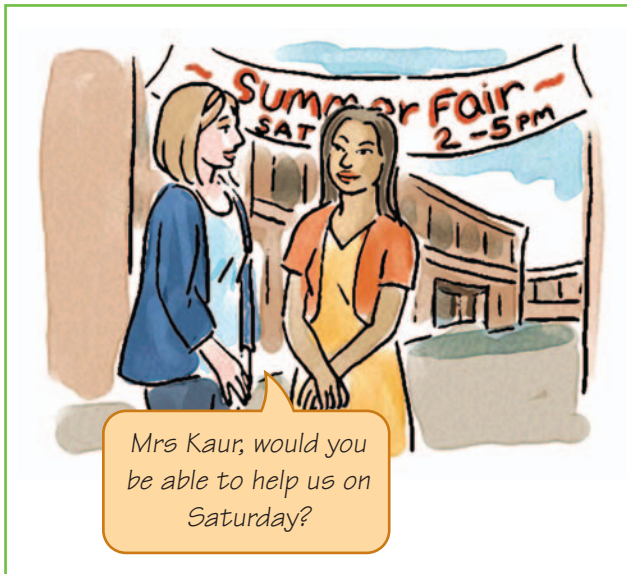
### Follow up and extension

Ask learners to think about what they are good at/interested in as a basis for discussion about volunteering opportunities they might be interested in. Find out contact details for the local volunteer bureau. If Internet access is available try one of the volunteering websites, particularly one where opportunities can be searched for locally.

	M7–8	E1–2	E3–L1
<b>Reading</b>	Rtc/M7.8 Rt/M8.3	Rt/E1.1 Rt/E2.1	Rt/E3.7,8 Rt/L1.5
<b>Writing</b>	Wt/M7.2 Wt/8.4	Wt/E1.1 Wt/E2.1	
<b>Speaking and listening</b>	SLd/M7.1 SLd/M8.1		

# Getting involved

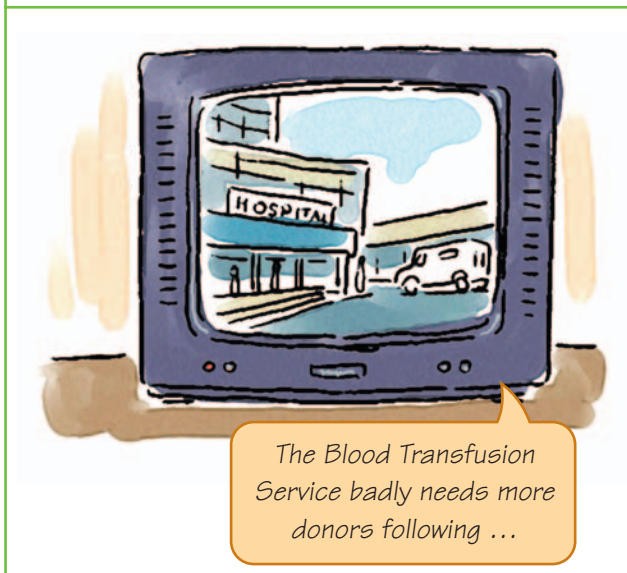
Focus



Mrs Kaur, would you be able to help us on Saturday?



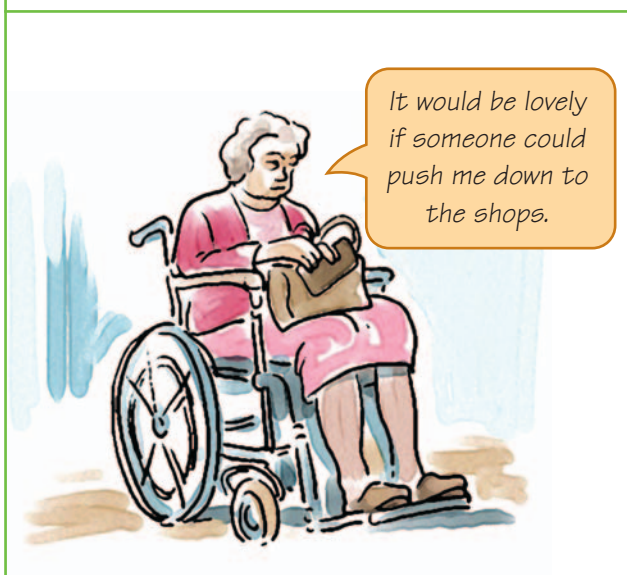
We need a bit of help with cooking for the soup run.



The Blood Transfusion Service badly needs more donors following ...



I'm doing a 10 km run for charity. Will anyone sponsor me?



It would be lovely if someone could push me down to the shops.



We could do with some help with coaching – the boys are very keen.

# Getting involved

Task

Volunteertoday.org.uk –  
*makes volunteering easy*

WANT TO VOLUNTEER? **CLICK HERE** →

NEED A VOLUNTEER? **CLICK HERE** →

## Want to volunteer?

**Mechanic – general mini-bus maintenance**

**Soup Kitchen – Fenside**

Do you like tinkering with cars and vans? Do you have a couple of hours to spare one weekend a month? Then we have just the vehicle for you! We use a mini-bus for our soup run and we need someone to keep it roadworthy.

**Bilingual assistant**

**For a community group – Fengate**

A bilingual assistant is needed for a local Asian Group. Days & times to suit.

**Conker Championship helper**

**Charity that helps young people**

We are organising a Conker Championship to raise funds for the society. It is being held on Sunday 9th October from 12 noon to 7 pm at the Chestnut Arms public house.

**Tin rattling and collecting**

**Charity for the elderly**

We need volunteers for just a few hours every year to collect in pubs and shopping centres. This makes a big difference to the amount of money we raise.

**Gardener**

**Fenside Special School**

We have several small gardens and we are looking for someone to keep them tidy. General gardening duties required such as: weeding, pruning, tidying, planting. To be carried out once or twice a month. Tools supplied.

**Charity shop worker**

**Charity for the disabled – Fengate**

Volunteer tasks include: sorting and pricing clothes, books, and bric-a-brac, steam cleaning clothes, till work, displaying goods, cleaning and tidying the shop and stock room. Times and days to suit.



# Getting involved

Follow up

Some organisations may want you to fill in a form telling them your interests and what you would like to do so they can find something suitable.

Practise filling in this form with your interests and skills.

<b>Your interests</b>	What are you interested in doing?								
<b>Your skills</b>	What are you good at?								
	Are you able to volunteer on a regular basis each week?      yes / no								
	When are you available to volunteer?      Please tick days and times below.								
<b>Your availability</b>	<table border="1"> <tr> <td>Mon am pm <input type="checkbox"/> <input type="checkbox"/></td> <td>Tues am pm <input type="checkbox"/> <input type="checkbox"/></td> <td>Weds am pm <input type="checkbox"/> <input type="checkbox"/></td> <td>Thurs am pm <input type="checkbox"/> <input type="checkbox"/></td> <td>Fri am pm <input type="checkbox"/> <input type="checkbox"/></td> <td>Sat am pm <input type="checkbox"/> <input type="checkbox"/></td> <td>Sun am pm <input type="checkbox"/> <input type="checkbox"/></td> <td>Varies <input type="checkbox"/></td> </tr> </table>	Mon am pm <input type="checkbox"/> <input type="checkbox"/>	Tues am pm <input type="checkbox"/> <input type="checkbox"/>	Weds am pm <input type="checkbox"/> <input type="checkbox"/>	Thurs am pm <input type="checkbox"/> <input type="checkbox"/>	Fri am pm <input type="checkbox"/> <input type="checkbox"/>	Sat am pm <input type="checkbox"/> <input type="checkbox"/>	Sun am pm <input type="checkbox"/> <input type="checkbox"/>	Varies <input type="checkbox"/>
Mon am pm <input type="checkbox"/> <input type="checkbox"/>	Tues am pm <input type="checkbox"/> <input type="checkbox"/>	Weds am pm <input type="checkbox"/> <input type="checkbox"/>	Thurs am pm <input type="checkbox"/> <input type="checkbox"/>	Fri am pm <input type="checkbox"/> <input type="checkbox"/>	Sat am pm <input type="checkbox"/> <input type="checkbox"/>	Sun am pm <input type="checkbox"/> <input type="checkbox"/>	Varies <input type="checkbox"/>		

My local volunteer bureau is at:

Some volunteering opportunities on the Internet I could look at.

[www.volunteering.org.uk](http://www.volunteering.org.uk)

[www.do-it.org.uk](http://www.do-it.org.uk)

[www.timebank.org.uk](http://www.timebank.org.uk)

## PAGES 6:13–6:16

# Being an active citizen

### Vocabulary

recycle, reuse, waste, separate, rinse, remove, sort, squash, items, ornaments, containers, tubs, punnets, cartons

### Resources

flipchart and markers, dictionary  
[www.recyclemore.co.uk](http://www.recyclemore.co.uk)  
[www.defra.gov.uk/environment/waste](http://www.defra.gov.uk/environment/waste)

- Learners discuss the ideas of reusing and recycling. They read some facts and figures about waste and suggest tips for reducing waste.
- Learners sort and categorise waste items to complete a table. They read and understand a variety of texts. They write some waste-saving tips and complete research on local recycling facilities.

### All Talk about it

Ask learners what they already do to cut down waste, e.g. only buy things when needed, use up leftover food, use old Christmas cards to make gift tags, etc. Check understanding of key words: reuse – use again (e.g. plastic bags for rubbish, newspaper for pet bedding), recycle – to collect and treat rubbish to produce useful materials (e.g. bottles, cans). Look at and discuss the items on the Focus page, identifying some which can be reused and/or recycled.

### M7–8 Sort and record waste items

Ask learners to identify each image on the Focus page. With support write the words for each item on the table on Task page 6:14. Support learners in deciding if the item can be reused. Tick in the appropriate column. Extend by adding an item of choice. Add up ticks and record the total.

### E1–2 Sort, record and add

Learners write each item from the Focus page onto the table. Add a tick in the second column on Task page 6:14 for all items which can be reused. Repeat the process to identify those which can be recycled. Learners may recognise that some items can be both reused and recycled, so add ticks to both columns as appropriate. Add up the ticks and record totals.

**Write phrases** In pairs, ask learners to discuss and record ‘how’ items can be reused and/or recycled, e.g. glass bottles can be taken to a bottle bank. Write answers in the last column of the table and share with the rest of the group.

**Recognise the recycling symbol** Look at the recycling symbol on Task page 6:15 and check meaning. Look for the symbol elsewhere.

### E3–L1 Identify the purpose of a variety of texts

Look first at the text boxes at the top of Task page 6:15. Ask learners to suggest the purpose of these (to give facts, to persuade us to change what we do). Check if learners recognise the symbol and what it means. Look at the texts on the lower part of the page. Ask learners to identify the part which is instructional and the part which gives information/explanation. Ask learners to suggest how they can distinguish (e.g. by format, vocabulary).

**Scan texts for specific detail** Ask questions, e.g. *What type of glass can't be recycled?*

**Extract information from charts** Learners may find it easier to line up the top of each column with a ruler or similar to read off the percentage. Check understanding of the chart format (what the columns represent: type of rubbish thrown away) and the percentage amounts related to each type of rubbish. Ask questions, e.g. *Glass makes up roughly what percentage of household rubbish?*

### ESOL

Give learners a few cards with ‘how to’ ideas to select and match to pictures on the Focus page, and to complete the table on Task page 6:14. Get learners to highlight instruction words: ‘separate’, ‘sort’, etc. and discuss meanings. Also highlight passive verbs used to explain a process: ‘is sent’, ‘are washed’, etc. Compare with active verb use.

### Follow up and extension

Learners research local recycling facilities by visiting, looking at the local council website or reading local council information leaflets.

	M7–8	E1–2	E3–L1
<b>Reading</b>		Rt/E1.2	Rt/E3.2, 7.8 Rt/L1.1
<b>Writing</b>	Wt/M7.2 Wt/M8.1	Wt/E1.1 Wt/E2.1	Ws/E3.1 Ws/L1.1
<b>Handling data</b>	HD1/M8.2	HD1/E1.2 HD1/E2.3	HD1/E3.1 HD1/L1.1
<b>Number</b>	N1/M7.1 N1/M8.7		

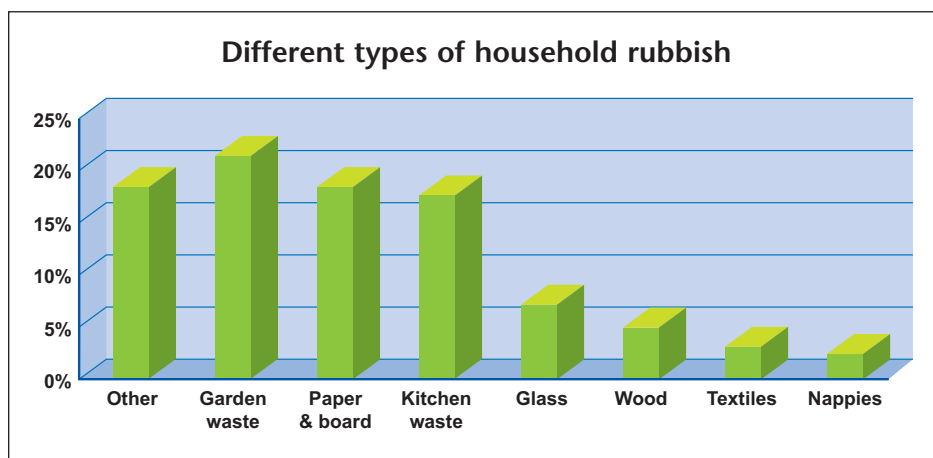
# Being an active citizen

Focus





# Being an active citizen

**Task**


We each throw away about 500 kg of rubbish every year.

We each use about 290 plastic shopping bags a year.

Every family uses around 330 glass bottles a year.

Nothing goes to waste if we can recycle it.



## Paper



- Separate the paper from the other items.
- You can recycle most types of paper: newspaper, magazines, junk mail, envelopes.

The paper is sent to a recycling plant. All the glue, ink and staples are washed away. The cleaned paper is sent to a paper-making machine where it is made into sheets. These are made into jumbo rolls of newsprint for more newspapers.



## Glass



- Rinse the jars and bottles and remove the caps and lids.
- Sort the bottles into their correct colours – blue is classed as green.
- Don't recycle window glass or glass from ornaments.

The glass is washed and crushed into small pieces called cullet. This is melted and moulded into new bottles and jars. It can also be added to tarmac for roads.



## Plastics



- Rinse the containers.
- Squash them flat.
- You can recycle plastics such as milk cartons and bottles used for fizzy drinks, shampoos and detergents.
- Don't recycle plastic film, tubs and pots or the sort of punnets used for meat and fruit.

The plastic is chopped into flakes, formed into pellets and then melted down to make plastic items like drain pipes.

# Being an active citizen

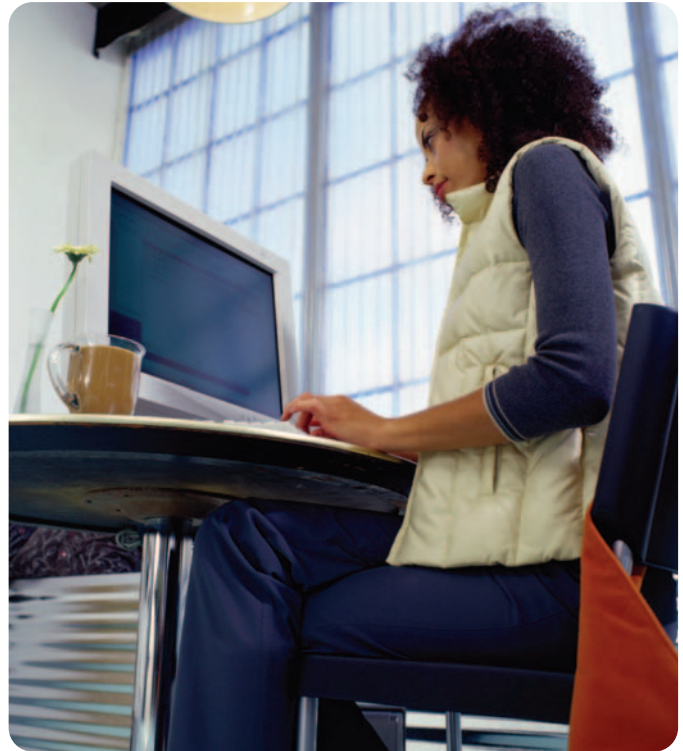
Follow up

You need to know what you can recycle and where to take it.

Where can you recycle your clothes?

Where can you take bottles and newspapers?

What else can you recycle?



My local recycling depot is at:

It is open:

I can take the following items to my local recycling depot: (**Tip:** look at your local council website for information)

These websites will give you more ideas and information about recycling:

[www.recyclemore.co.uk](http://www.recyclemore.co.uk)

[www.recyclingconsortium.co.uk](http://www.recyclingconsortium.co.uk)

[www.defra.gov.uk/environment/waste](http://www.defra.gov.uk/environment/waste)



# Audio

PAGE 6:4

## Getting help in the community

11

- Receptionist:** Good morning, The Park Surgery, how can I help you?
- Male patient:** Good morning. Can I make an appointment?
- Receptionist:** I can give you an appointment for this Friday at 10:30.
- Patient:** Have you anything sooner?
- Receptionist:** Is it urgent?
- Patient:** My left leg's badly swollen.
- Receptionist:** If you come along this morning at about 11 o'clock then Dr Raj will see you at the end of morning surgery. You may have to wait, though. Can you come in for 11 o'clock?
- Patient:** Yes, I'll come in then.
- Receptionist:** Right, that's 11 o'clock this morning with Dr Raj. Can you give me your name please?
- Patient:** It's Ball, Tom Ball.
- Receptionist:** And your address?
- Patient:** 3 East Street.
- Receptionist:** That's 11 o'clock this morning with Dr Raj.
- Patient:** Thank you.

PAGE 6:5

## Getting help in the community

12

- Clerk:** Hello, this is Power Direct, you're through to Craig. How may I help you?
- Female client on the phone:** Hello, can I speak to someone who deals with customer accounts please.
- Craig:** Can I have your name and customer account number?
- Sue:** My name is Sue Mackie. Can you hold the line while I look for my account number ... it's all right, I've found it now. It's ... I need to find my glasses – yes, it's FE 2231 987 05.

- Craig:** Can you confirm the first line of the address.
- Sue:** Yes, it's 16 Church Lane, Fenside, PE28 4TT.
- Craig:** What seems to be the problem?
- Sue:** I'm really fed up. You know how much electricity I normally use each quarter so I don't know why you keep sending me bills for £227.80 and this last one says £257.90. I never spend that much on electricity ever. I never see a meter reader either. I think they don't bother to knock.
- Craig:** Yes, I see these bills on the system and according to our records ...
- Sue:** And another thing: my neighbour in the flat next door pays a fraction of what I'm paying. I'm paying by Direct Debit too which is supposed to be cheaper – ha, ha. Perhaps I'm paying for the street lights outside as well. I was saying to Dot, that's my neighbour, that I won't be able to afford a holiday this year with all these bills.
- Craig:** As I was saying, our records show that ...
- Sue:** What your records show is that you're ripping me off, that's what you're doing. I've lived here less than a year and it's a small flat so why is it costing me a fortune? I don't even use electricity for cooking – I much prefer gas, quicker you see.
- Craig:** Our records show that ...
- Sue:** You're quick to take my money even when it's quite clearly for the wrong amount. I'm going to write a letter to Energywatch today and one to the bank telling them not to pay any more direct debits to Power Direct.
- Craig:** Please, Mrs Mackie ...
- Sue:** Miss Mackie.
- Craig:** Please, Miss Mackie, I'd like to get this sorted out with you. According to our records ...
- 13
- Clerk:** Hello, this is Power Direct, you're through to Craig. How may I help you?
- Female client on the phone:** Hello, can I speak to someone who deals with customer accounts please.
- Craig:** Can I have your name and customer account number?

- Sue:** My name is Miss Sue Mackie. My account number is FE 2231 987 05.
- Craig:** Can you confirm the first line of the address.
- Sue:** Yes, it's 16 Church Lane, Fenside, PE28 4TT.
- Craig:** What seems to be the problem?
- Sue:** I moved to this address about 9 months ago and ever since I've received bills which are much larger than I expected. I had a meter reading when I moved in but since then I must have been out when the meter reader called.
- Craig:** Yes, I see these bills on the system and according to our records these are estimated readings based on last year's electricity consumption.
- Sue:** That must have been for the previous tenant.
- Craig:** I can see that now.
- Sue:** I have read the meter myself today and the reading is 542879. Please can you send me an amended bill based on that reading?
- Craig:** Yes, I'll arrange for that today. I'll also make sure that your meter is read for the next quarter's bill.
- Sue:** So I can expect an amended bill and a refund for any overpayment – is that correct?
- Craig:** Yes, that's correct.
- Sue:** Thank you for sorting this out.

My name is Rafia. I live with my husband and my baby daughter. She is called Hanifa. My husband works very hard as a taxi driver. I wish he could spend more time at home with us.

Good morning, my name is Stephan. My family live in Poland but I have come to England for work. I like to work as much as possible so that I can send money home to my mother. I work in a factory which makes pies and sausages.

## PAGE 6:7

### Respect for others

14

Hello, my name is Sandeep but my friends call me Sandy for short. I live in Birmingham with my parents. I love going out with my friends.

Hi, this is Lloyd here. I spend my spare time working on cars. I buy old cars which have been scrapped. I take out the good parts and sell them on the Internet.

My name is Janet. I work in one of the local shops. It's very handy as I can walk to work each day. I like working here as I know lots of the people who come in for their newspaper every day.

Hello there. My name is Steve. I'm at the college down the road. I want to be a hairdresser. My mum's a hairdresser and I help her on Saturdays as well as coming to college. I'm allowed to wash hair and sometimes I use the hairdryer.