

4

Safety on the streets

This scene could be anywhere in the British Isles. Is the image similar to your local area? Do people feel safe in your community? Who is there to make sure the streets are safe in your local area? What problems and dangers do communities have to face every day?

What you will do

This unit uses a range of texts about everyday safety to practise the use of adjectives, linking words and the order of events. These are the skills that you are going to study. Which of these are most useful to you? Tick the boxes.



Listening and speaking

Skill

- ☐ Identify feelings and opinions
- ☐ State the main facts clearly
- ☐ Follow main points and join in a discussion

Skill code

SLlr/E2.5

SLc/E2.3

SLd/E2.1, 2

Reading and writing

Skill

- ☐ Follow a short text
- ☐ Understand instructions
- ☐ Read and understand linking words
- ☐ Read and understand words on forms
- ☐ Use adjectives to help give clear descriptions
- ☐ Understand spelling patterns of verbs ending with *-ing* and *-ed*
- ☐ Produce clear legible text

Skill code

Rt/E2.1

Rs/E2.1

Rs/E2.1

Rw/E2.1

Ws/E2.2

Ww/E2.2

Ww/E2.3

Project work

A choice of activities and assignments based on the skills that you have studied.

To catch a thief!

Activity A • Speaking and listening

Read or listen to Jim's story about how he felt when his bicycle was stolen.



Stop thief!

I go to the **local** market **every** Sunday on my bike. **Last** Sunday, I bought **six tall** glasses and **two blue** bath towels. When I got back to the rusty railings where I had locked my new bike, I discovered it had been stolen. It was a special birthday present from my big sister and I'd had it for about five weeks. I felt very sad about losing the bike. I'd become attached to it and I was very happy when I was riding it.

Who would have taken it? I felt very cross as I had to walk all the way home. I started to feel angry with the wicked person who'd stolen it. I went to the main police station to report the theft. The police officers told me to look out for it at the market the following week! This made me feel angry and sad all at once.



In pairs, discuss how Jim felt about losing his bike.

How would you have felt if it had happened to you? Would you have had the same feelings?

Share your ideas and opinions with the rest of the group.

Activity B • Reading and writing

The man who lost his bike used words like 'sad' and 'angry' to describe how he felt about losing his bike. These describing words are called adjectives.

Adjectives are words that describe nouns (people, places and objects).

People – I felt very **cross**

Places – the **local** market

Objects – **six tall** glasses

Colours and numbers are usually adjectives.

Highlight or underline all the adjectives in the text.

Write down three adjectives from the text that show how Jim felt about the theft of his bike.

.....

Claire House

Activity A • Reading and writing


Read this newspaper story. Discuss what it is about with your teacher.

Page 7 MONDAY 15th MAY 2002


POPULAR COMMUNITY CENTRE DAMAGED BY RUTHLESS VANDALS

A gang smashed windows and uprooted plants and trees yesterday at Claire House, a gardening therapy centre. An Open Day was planned for today, but it has been cancelled because the damage was too great to repair in one day.


Our reporter spoke to some of the members of Claire House...



Sanjay, the café manager at Claire House, said: "How am I going to open today? They've stolen all my stock. They've also smashed up most of the crockery. We might as well pack up and go home. I feel helpless and frightened by these people."



Carla, the project director at Claire House, was **sad** and **upset** as she said: "We won't be beaten like this. We've got to work hard to fix the damage. We'll hold the open day tomorrow to show these people we won't be intimidated."



Lloyd, caretaker at Claire House, said: "I'm **determined** to find out who did this and then they'll be sorry. They don't know who they're messing with here."

Read what Sanjay, Carla and Lloyd said about the damage.
How did they feel?

Sanjay felt **helpless** and **frightened**.

Which adjective would you choose from the box to describe how **Carla** and **Lloyd** felt? Write your words below.

happy sad angry upset determined shocked frightened helpless

Carla Lloyd

What did you see?

Activity A ● Speaking and listening

Cat food walks

Mike Parker is a security guard at a large store. He saw a woman steal two tins of cat food from the shop. She was white, tall and slim with curly brown hair. She was wearing blue jeans, a brown jacket and black sandals. She was carrying a cream canvas bag. When the police arrived, Mike had to give a description of her and told the police what happened.

If you were a security guard, how would you remember what somebody looked like?

What is missing from Mike's description of the thief here?
Complete the missing details. Use the picture and the text.



The thief was , and
..... with hair.
She was wearing jeans, a jacket
and sandals. She was carrying a
..... bag.

Sit back to back with another learner so that you cannot see each other.
Complete the list below for your partner from memory. Use adjectives to describe your partner.

Eyes: Height:
Shoes: Hair:
Clothing:
Jewellery:
Other:

Did you miss any details? Talk about what is difficult about remembering details.

On guard!

Activity A • Reading, speaking and listening

When you describe events you put them in the order they happen.

The following text is not in the right order. Read through the sentences. Number the order they happen in the boxes. The first one and the last one have been done for you.



Today I saw a woman putting two tins of pet food into her bag.

I took her to the manager's office and contacted the police.

I went up to the woman as she left the shop.

The woman was about 40, white, with curly brown hair.

She was wearing a brown jacket and carrying a cream canvas bag.

I asked her to empty her bag.

My name is Mike Parker. I am a security guard at *Price Blaster* store.

When asked why she took the pet food, she said she didn't have any money to pay for it.

Now read the sentences again in the right order. Swap your answers with another person to see if you got the same results. More than one answer is possible.

Traffic wardens – love us or hate us!

Activity A ● Reading and listening



Listen to this story on the audio clip.



My job as a traffic warden

by Mary Flemming

I love my job. I have been a traffic warden for seven years. **Firstly**, my job is to serve the public. **Secondly**, I keep the traffic flowing and issue parking tickets. Traffic wardens can also be the eyes and ears of the local police force.

Sometimes I meet some very angry people and I have to be careful how I deal with them. **Now** traffic wardens receive training on how to keep calm when people are losing their temper.

Finally, I know that there are many jokes about traffic wardens. You have to see the funny side of things when you are at work. In our town recently, a local vicar placed a sign outside his church that read 'Unlike some traffic wardens, God shows mercy.' That kind of notice does not help me to do my job.

I hope to be doing this type of work until I am sixty-five. It is a brilliant job for anyone who cares about their community.

Read Mary's story again about the work of a traffic warden. Would you like to do this job?

In a group, discuss what Mary says about her job. Write down a few points about:

- How Mary feels about her job.
- How other people react to traffic wardens.

.....

.....

.....

.....

Activity B • Reading

Instructions explain how to do things.

Words such as *first*, *next*, *after*, *later* and *finally* help to put the instructions in order. These are called linking words.

- *First, find a parking space.*
- *Finally, park your car safely.*

Here are five instructions given to traffic wardens about when to write a penalty ticket. They are in the wrong order. Read each one carefully. Put a number in each box to show the correct order. The linking words are highlighted to help you.



Chapter 2 • Parking Tickets

Before you issue a penalty ticket, it is very important to check that the vehicle is parked illegally.

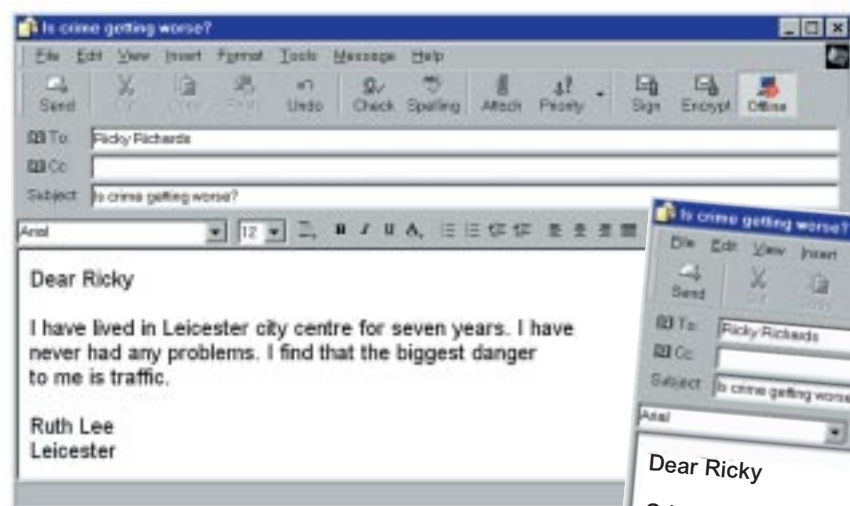
- A** **After** you are certain that the vehicle is parked in a 'no parking' area, write out a ticket.
- B** **Secondly**, look on the windscreen to see if a disabled ticket is displayed.
- C** **First**, check that this vehicle does not have a special reason for being parked in a no parking area.
- D** **Finally**, put the ticket in a plastic bag and secure it firmly to the front window of the vehicle, behind the windscreen wipers.
- E** **Sometimes** you may have to talk to the driver of the vehicle. Always be polite but firm.

Talking points

Activity A • Speaking, listening and writing

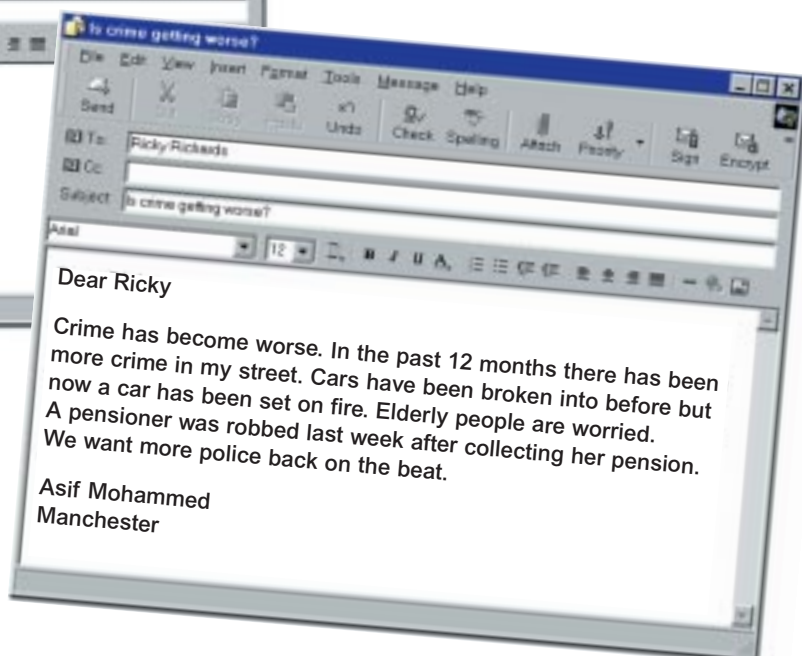


Listen to the audio clip of the *Ricky Richards Radio Show*. Ricky invited listeners to telephone him or send e-mails on the topic 'Is crime getting worse?'

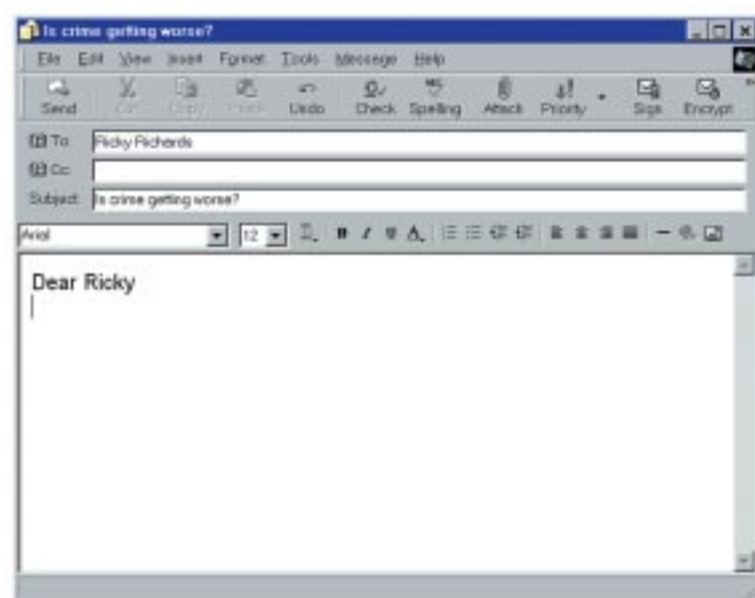


Read and discuss in groups the two e-mails above.

- Is your local community similar to Ruth's or Asif's?
- Do you have a different opinion?



Write an e-mail to Ricky. Describe how you feel about the security on your streets.



Remember

- Begin each sentence with a capital letter.
- End every sentence with a full stop or a question mark.
- Use adjectives to describe how you feel about the topic 'Is crime getting worse?'

Activity B • Listening



Listen to the audio clip. The people talking on it were asked if they would get involved if they saw a crime happen.

Activity C • Reading and writing

Read what each person says. Discuss in your group. Decide if the speaker would get involved. Tick 'Yes' or 'No'. How would you feel in each situation?

Write your comments about each of the speakers. The first one has been completed for you.

Alison Where I live, I would be afraid to even look at someone committing a crime, let alone try to tell them that what they were doing was wrong.

Yes ☐ No ☐

Alison said that she would be afraid to get involved.

I think many people would feel the same way as Alison and want to avoid trouble.

Ravi I was attacked by a youth with a knife in Birmingham about ten years ago. I got hold of him and called the police. The police officer that turned up treated me as though I was a nuisance and the kid as though he was part of the local community. But I'd do it again. We can't hand over our world to the criminals. We need to make the streets safe again.

Yes ☐ No ☐

Ravi said that

I think

Gail There are youths who regularly 'play' outside my house late at night. They went into my neighbour's garden. He came out and 'had words' with them. The next day he had his door pelted with eggs. I would not have done what he did. I have to think about the safety of my family and my property. The police cannot protect individual citizens in a situation like that.

Yes ☐ No ☐

Gail said that

I think

Finally, what would you do if you saw a crime being committed?
Discuss your views with your group.

Reporting a loss

Activity A • Reading

Here is a completed form. Go through it with your teacher and ask questions to check that you understand each section. Look up the meaning of words that are new to you in a dictionary.

<h1>Newton's</h1>		INSURANCE COMPANY	
PREMISES/PROPERTY CLAIM USE BLOCK CAPITALS. WRITE IN BLACK INK. INSURERS CLAIM NO. BROKER REF. NO		The completed form should be returned to: Newton's Insurance Company Field Lane, Overtown R48 9WX Reading, BERKSHIRE	
SURNAME	PHILLIPS	FORENAME	ANN
		Policy No	AO 56789942
Address:	20, POTTERS LANE DOVEDALE, READING RL4 8RZ		Branch: READING Renewal date: NOVEMBER 2002
Telephone No.	(HOME) 0118 796 4223 (MOBILE) 0778964576		Cover option: FULL COVER
Date and time of burglary		SATURDAY 18 MAY 2002 11.15pm	
Discovered by: ANN PHILLIPS		Tick box if police notified <input checked="" type="checkbox"/>	
State fully what happened I RETURNED HOME. THE BACKDOOR WAS SMASHED IN AND THE KITCHEN WINDOW BROKEN. THERE WAS SOMEONE STILL IN THE HOUSE SO I CALLED OUT AND RAN TO MY NEIGHBOUR FOR HELP. A MAN RAN OUT THROUGH THE FRONT DOOR. HE RAN AWAY. MY VIDEO, TV, GOLD WATCH AND MY PURSE WITH CASH IN IT HAD BEEN STOLEN.		Crime Number 6654321W/B Stolen Property: VIDEO RECORDER £125 TELEVISION £120 GOLD WATCH £280 CASH £175 Damage to Property: BACKDOOR £418 BACK WINDOW £225	
(Delete as applicable) I/we declare that the particulars given upon this form are true and complete. Date: 25 MAY 2002 Signature of Insured <i>Ann Phillips</i>			

Activity B • Writing

You are now going to learn how to fill in a form.

- As a group, and with your teacher, read Ian's claim details.
- Discuss which information goes under each heading on the form.
- Write the information under the headings on the form.

Newton's

INSURANCE COMPANY

PREMISES/PROPERTY CLAIM USE BLOCK CAPITALS. WRITE IN BLACK INK.		The completed form should be returned to: Newton's Insurance Company Field Lane, Overtown R48 9WX Reading, BERKSHIRE	
INSURERS CLAIM NO.			
BROKER REF. NO.			
SURNAME	FORENAME	Policy No	
Address:		Branch:	
		Renewal date:	
Telephone No. (HOME) (MOBILE)		Cover option:	
Date and time of burglary			
Discovered by:		Tick box if police notified <input type="checkbox"/>	
State fully what happened		Crime Number	
		Stolen Property:	
		Damage to Property:	
(Delete as applicable) I/we declare that the particulars given upon this form are true and complete. Date: _____ Signature of Insured _____			

Activity C • Writing

Ian's insurance claim

Ian Grange's flat, Flat 5, Apple Lodge, Waring, Milton Keynes M50 8HC, was burgled on 15 April 2002. He had been away on holiday and returned to find his front door open and the lock broken. He called out the police and they issued him with crime number 279014678/ PCD.

He had several items stolen; a camera (value £302), his full CD collection (value £600) and his music system (value £1200).

His friend called at the flat at 6 o'clock and everything was fine, Ian got back at 9 o'clock and he had been burgled.

Ian has a limited cover insurance policy with *Newton's Insurance Company*. His policy number is 47621152AD. The renewal date is December 2002. He can be contacted on his home telephone number 01908 912 0667.

Getting there safely

Activity A • Reading

Words ending in '-ing'

A **suffix** is a group of letters placed at the **end** of a word.

Root word	Suffix – ending	Word + ending
walk	-ing	walking
call	-ing	calling

There are rules for adding the suffix 'ing' to a word.

Root word	Suffix – ending 'ing'	Word + ending
When the word ends in two consonants I walk to school	add -ing	walking I am walking to school
When the word ends in one consonant I travel on the bus	double the last letter travell -ing	travelling I am travelling to school
When the word ends in a vowel I change my shoes	lose the 'e' add -ing chang -ing	changing I am changing my shoes

Read the leaflet about travelling safely to school. It contains words that end in 'ing'. Underline all the words in the passage ending in 'ing'.

Safe Routes to School

Today many children are going to school by car, which is leading to traffic chaos at the school gates. Transport 2000 is calling for a safe walking and cycling route for every child by 2006. Car use on the school journey is increasing. This is changing children's lives. Only one in ten children are now walking to school each day.

Parents worry about letting children make the school journey on their own, and so are more likely to be driving them to the school gates. The result is more traffic and more danger to children.

Besides providing safer routes, a school travel plan supports children and parents in walking, cycling and using public transport. This might mean:

- a rota for parents to accompany children to school on a 'walking bus'
- sheltered and secure cycle parking near the school entrance
- low fares for children using public transport
- school policies that support walking and cycling.

Further information A Safer Journey to School: A guide to school travel plans for parents, teachers and governors, published by Transport 2000, is available free of charge.

Read the instructions in Activity A again about words ending in -ing. Add -ing to these words.

run..... chat..... pack..... race..... learn.....

Using verbs ending in '-ing', write two sentences about how children you know get to school.

Activity B • Reading

Words ending in '-ed'

The ending '-ed' is also a suffix.



Root word	Suffix – ending	Word + ending
walk	-ed	walk <u>ed</u>
call	-ed	call <u>ed</u>

There are rules for adding the suffix 'ed' to a word.

Root word	Suffix – ending 'ing'	Word + ending
When the word ends in two consonants I walk <u>ed</u> to school	add -ed	walk <u>ed</u> I walk <u>ed</u> to school
When the word ends in one consonant I travel <u>led</u> on the bus	double the last letter travell -ed	travell <u>ed</u> I travell <u>ed</u> on the bus
When the word ends in a vowel I change <u>d</u> my shoes	add '-d' chang <u>ed</u>	chang <u>ed</u> I chang <u>ed</u> my shoes

This article for a school newsletter is about a new way of getting children safely to school: the 'talking bus'. It contains words that end in '-ed'.

Complete the word endings in the article. The first two are done for you.

Last year the headteacher set up a daily walking bus from the local estate to school. He planned a route and parents and local people offered to walk with the children to school.

An adult who was called the driver walk__ at the front. An adult called the conductor follow__ the children with a trolley that had been load__ with school bags.

The children (walk)_____ to school in a group along a set route and (pick)_____ up children at bus stops along the way. Everyone has (decide)_____ that our walking bus has been a great success. The children are safe and have (learn)_____ road safety skills and made new friends as they (talk)_____ on the way.

Write at least **two** sentences about how you used to get to school using words ending in '-ed'. Remember to add adjectives to make your sentences interesting.



Spelling

Activity A • Reading

- Read these words: *ear, hear, fear, dear*. Do they sound similar?

The 'ea' in these words is a mixed ea sound. It sounds like 'ee + ar' together.

- The 'ea' in these words makes an ee sound: *mean, seat, treat*.

In pairs say these words aloud to each other.

heat	fear	jeans	lean	ear	clear
bean	streak	plead	meat	tease	beach
dear	treat	real	please	pea	release

Decide which words sound the same and group them below:

long 'ee'	
.....
.....
.....
.....
.....

vowel blend 'ea'	
.....
.....
.....
.....
.....

Activity B • Reading

Read the letter from a headteacher on the next page. It is written to parents inviting children to attend a cycling safety course.





Padgate Primary School,
Pearson St,
Handland HH62 7FR

Dear Parent/Carer,

We are holding a 'Get There Safely' event in school. Each morning during the last week of summer term teachers from the local cycle club will be in school to give clear advice to all Year 6 children and reduce road safety fears for parents and carers.

If you would like your child to attend this course please read the conditions below:

- all bicycles must be clean
- please check gears and brakes
- all children must wear headgear
- bring children to the playground at the rear of the building
- as a treat, children do not have to wear their uniform

If you would like your child to attend and you do not have a bike, the cycle club will bring extra bikes and helmets, so please come along.

Ann Green
Headteacher

Underline all the words with 'ea' vowel blends.

Some have been done for you.

Say the words aloud and then put them into the correct group. This will help you to remember the spellings. Remember: if you smile, it is an 'ee + ar' vowel blend.

long 'ee'

.....
.....
.....
.....
.....

vowel blend 'ea'

.....
.....
.....
.....
.....



Integrated skills

These mini-projects are linked to the theme of safety on the streets. You can write or word-process your work.

- 1 Look at safety on the streets in your area. Hold a group discussion on local safety on the streets.
- 2 You are asked to set up a 'Neighbourhood Watch'.
 - Collect leaflets about how to protect your property.
 - Read and discuss the leaflets. Note down ideas to improve safety in your area.
 - You might like to invite local councillors or the police to speak to your group about local safety issues. Make simple notes about what you learnt from their visit. Note down any suggestions you might want to use for your 'Neighbourhood Watch' project.
- 3 Write a report. Remember to use linking words to show the order of your report. Show:
 - areas of risk and problems
 - what you think can be done to make the streets safer.
- 4 Is there a walking bus in your area? Ask at your library. Make a poster for a 'walking bus'. Produce a short piece of writing to put on the poster to explain the 'walking bus'.

There are some websites to help you – www.walkingbus.com

OR

Make a poster about the job of a traffic warden. Find out as much information as you can. Include descriptive words that would describe the job and the type of person who would do the job well.

OR

Make a poster about improving any aspect of local safety.

Check it

Try these exercises to practise the skills that you have studied in this unit.

Linking words and adverbials

How do you avoid getting a parking ticket? These sentences explain how, but they are jumbled up. Number them in the correct order in the boxes. Highlight the linking words.

- ☐ Next, display your permit or 'Pay and Display' ticket inside your car where it can be easily seen.
- ☐ Finally, return to your car before the time is up on your parking ticket.
- ☐ First, check the signs displayed at the side of the road or in the car park to make sure that you have parked legally.
- ☐ Second, buy your 'Pay and Display' parking ticket.

Filling in forms

Complete an insurance form for Harry Smith. Your teacher will give you a blank form.

Harry Smith is a milkman. He was born on 14 April 1951. He wants to insure his house and its contents. Harry is married with four children and lives in a 1980 four-bedroomed terraced house at 4 New Lane, Temford, Middlesex T89 8PL. He has lived there for fifteen and a half years. His telephone number is 020 8981 4456. His e-mail address is hsmith66@bm.com.

How am I doing?

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

I am confident with

.....

I need more practice with

.....

Date

Page 2 To catch a thief!

Activity A • Speaking and listening

local every last six tall two blue
rusty new special big five sad
happy cross angry wicked main following
angry sad

Activity B • Reading and writing

The man felt cross angry sad

Page 3 Claire House

Activity A • Reading and writing

Carla sad – upset

Lloyd determined

Page 4 What did you see?

Activity A • Speaking and listening

The thief was white, tall and slim with long black hair and brown eyes. She was wearing blue jeans, a brown jacket and black sandals. She was carrying a cream canvas bag. When the police came Mike gave a description of her and told the police what happened.

Page 5 On guard!

Activity A • Reading

My name is Mike Parker. I am a security guard at Price Blaster Superstore.

I saw a woman putting two tins of cat food into her bag.

The woman was about 40, white, with curly brown hair.

She was wearing a brown jacket and she was carrying a cream canvas bag.

I went up to the woman as she left the shop. I took her to the manager's office and contacted the police.

I asked her to empty her bag.

When asked why she took the pet food she said she didn't have any money to buy it.

Page 6 Traffic wardens – love us or hate us!

Activity B • Reading

C. First, check that this vehicle does not have a special reason for being parked in a 'no parking' area.

B. Secondly, look on the windscreen to see if a disabled ticket is displayed.

A. After you are certain that the vehicle is parked in a 'no parking' area, write out a ticket.

E. Sometimes you may have to talk to the driver of the vehicle. Always be polite but firm.

D. Finally, put the ticket in a plastic bag and secure it firmly to the front window of the vehicle behind the windscreen wipers.

Page 10 Reporting a loss

Activity C • Writing

Newton's <small>INSURANCE COMPANY</small>	
PREMISES/PROPERTY CLAIM USE BLOCK CAPITALS. WRITE IN BLACK INK. INSURERS CLAIM NO. BROKER REF NO	The completed form should be returned to: Newton's Insurance Company Field Lane, Overtown R48 9WX Reading, BERKSHIRE
SURNAME GRANGE	FORENAME IAN Policy No 47621 152AD
Address: FLAT 5 APPLE LODGE WARING MILTON KEYNES MK50 8HC	Branch: WARING Renewal date: DECEMBER 2002
Telephone No. (HOME) 01908 912 0667 (MOBILE) N/A	Cover option: LIMITED
Date and time of burglary 15 APRIL BETWEEN 6-9.00PM	
Discovered by: IAN GRANGE	Tick box if police notified <input checked="" type="checkbox"/>
State fully what happened	Crime Number 279014678/PCD Stolen Property: CAMERA £302 CD COLLECTION £600 MUSIC SYSTEM £1200
	Damage to Property: BROKEN LOCK ON FRONT DOOR
(Delete as applicable) I/we declare that the particulars given upon this form are true and complete. Date: 13 APRIL 2002 Signature of Insured Ian Grange	



Page 12 Getting there safely

Activity A • Reading

going leading calling walking cycling
increasing changing walking letting driving.

run/running chat/chatting pack/packing
race/racing learn/learning

Activity B • Reading

Word ending in '-ed'

Last year the headteacher set up a daily 'walking bus' from the local estate to school. He planned the bus and the parents and local people offered to walk with the children to school. An adult 'driver' walked at the front. An adult 'conductor' followed the children with a trolley that had been loaded up with school bags. The children walked to school in a group along a set route and picked children up at 'bus stops' along the way. Everyone has decided that our 'bus' has been a great success. The children are safe and have learned road safety skills and made new friends as they talked to each other.

Page 14 Spelling

Activity A • Reading

long 'ee'

heat jeans lean bean streak plead meat tease
beach treat please pea release

vowel blend 'ea'

fear ear clear dear real

Activity B • Reading

long 'ee'

each teachers please read clean treat headteacher
vowel blend 'ea'

Pearson dear clear year real fear gears headgear
rear

Exception: 'a' in 'break'

Page 17 Check it

Linking words

How do you avoid getting a parking ticket?

First, check the signs displayed at the side of the road or in the car park to make sure that you have parked legally.

Second, buy your 'Pay and Display' parking ticket.

Next, display your permit or 'Pay and Display' ticket inside your car where it can be easily seen.

Finally, return to your car before the time is up on your parking ticket.

PERSONAL DETAILS	
SURNAME SMITH	MARITAL STATUS MARRIED
FORENAME(S) HAROLD	OCCUPATION MILKMAN
TITLE MR	DATE OF BIRTH 14TH APRIL 1951
NUMBER OF DEPENDENT CHILDREN 4	
ADDRESS 4, NEW LANE, TEMFORD, MIDDLESEX T89 9PL	Tick box if you own this property <input checked="" type="checkbox"/>
HOME TELEPHONE 020 8981 4456	
EMAIL hsmith66@bm.com	
PROPERTY TYPE	
Detached / Semi-detached / Terraced (Delete as applicable)	
How long have you lived at this address? 15 years 6 months	
Number of bedrooms 4	
Year that house was built 1980	
Circle type of insurance required	
House / <u>House and Contents</u> / Contents only	
SIGNATURE OF APPLICANT H.Smith	
DATE 30 September 2002	
This form is to be completed and signed and returned to J.W. Mason Insurance Company, Temford High Street, Temford, Middlesex	



Audio scripts

Audio script 1 Page 2 Activity A

Stop thief!

I go to the local market every Sunday on my bike. Last Sunday, I bought six tall glasses and two blue bath towels. When I got back to the rusty railings where I had locked my new bike, I discovered it had been stolen. It was a special birthday present from my big sister and I'd had it for about five weeks. I felt very sad about losing the bike. I'd become attached to it and I was very happy when I was riding it.

Who would have taken it? I felt very cross as I had to walk all the way home. I started to feel angry with the wicked person who'd stolen it. I went to the main police station to report the theft. The police officers told me to look out for it at the market the following week! This made me feel angry and sad all at once.

Audio script 2 Page 6 Activity A

I love my job. I have been a traffic warden for seven years. **Firstly** my job is to serve the public. **Secondly** I keep the traffic flowing by giving out parking tickets. Traffic wardens can also be the eyes and ears of the local police force. **Sometimes** I meet some very angry people and I have to be careful how I deal with them. **Now** traffic wardens receive training on how to keep calm when people are losing their temper. **Finally** I know that there are many jokes about traffic wardens. You have to see the funny side of things when you are at work. In our town recently, a local vicar placed a sign outside his church that read, 'Unlike some traffic wardens, God shows mercy.' That kind of notice does not help me to do my job. I hope to be doing this type of work until I am sixty-five. It is a brilliant job for anyone who cares about the community.

Audio script 3 Page 8 Activity A

Ricky: On the show today we are discussing 'How do we make our streets safe?' Car jacking, mobile-phone theft, people being attacked, even murdered, trying to protect their property...believe what you read in the newspapers and you might never leave your house. The facts behind the headlines are

indeed grim: street crime in England and Wales has risen by more than a quarter in the last nine months...Have you been mugged or attacked on the street?...What is behind the rise in crime?...And, most importantly, how do we make our streets safe? We want to hear from you. Phone in now or send us your views on e-mail. Our first caller is Dave from York. Good morning, Dave. What is your point about safety on our streets?

Dave: Hi, Ricky. Good to talk to you. I love the show. It is great to hear the voice of the people on issues that really matter to our communities.

Ricky: Thanks, Dave. Good to know that we have interested listeners. Go ahead...

Dave: Crime is caused by public apathy. People look for other people and other things to blame other than themselves. Only one per cent of people cause the crime. What are the other 99 per cent doing to stop it?

Ricky: A good point but what are the police force doing? Our next caller, please.

Anita: Hello Ricky. My name is Anita. It is easy to blame everyone else for all the crime – government, courts and police. But we are all partly responsible – we do not challenge poor behaviour on our streets. If we had more neighbourhood watches and would-be criminals were challenged by everyone, perhaps things would improve.

Ricky: Thanks, Anita. Just time for one more caller before our next record. We have Mary on the line from Rugby.

Mary: The causes are obvious...the working mother, television, abolition of capital punishment and corporal punishment in schools. When we were growing up you knew that you would get a thick ear if you misbehaved. Neighbours would tell your parents and you were dealt with. That does not happen any more. We should go back to those days. Don't you agree, Ricky?



Ricky: Mary, I can remember getting a good slap for kicking the ball over our fence and breaking a window in our neighbour's greenhouse. He was not happy, I can tell you. Keep your calls coming in and we shall read some of your e-mails on the topic of safety on our streets after this record: 'Lovely Rita Meter Maid' by the Beatles. Take it away, lads....

Audio script 4 Page 9 Activity B

Alison – Where I live I would be afraid to even look at someone committing a crime, let alone to tell them that what they were doing was wrong.

Ravi – I was attacked by a youth with a knife in Birmingham about ten years ago. I got hold of him and called the police. The police officer that turned up treated me as though I was a nuisance and the kid as though he was part of the local community. But I'd do it again. We can't hand over our world to the criminals. We need to make the streets safe again.

Gail – There are youths who regularly 'play' outside my house late at night. They went into my neighbour's garden. He came out and 'had words' with them. The next day he had his door pelted with eggs. I would not have done what he did. I have to think about the safety of my family and my property. The police cannot protect individual citizens in a situation like that.