

4

The United Kingdom as a diverse society

The proposed syllabus for this section is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- Introduction to the communities of the UK
- National statistics and ethnicity profile of local community
- Contribution of refugees and immigrants to UK economy
- Languages and cultures in the local community (introduction to minority languages, religion, cultures) and other main languages and cultures in the UK
- Famous refugees and asylum seekers
- The press and our diverse society
- Family patterns
- Youth culture
- **Women's rights**
- The role of women in different cultural traditions
- **Culture and diversity**
- **Civil partnership**
- **Different kinds of families**

4

The United Kingdom as a diverse society

Sources of the material used in this section

- www.100greatblackbritons.com
- www.refugeecouncil.org.uk
- www.guardian.co.uk/business/2009/may/31/sir-stuart-rose-marksspencer
- <http://news.bbc.co.uk/1/hi/scotland/4543274.stm>
- Home Office Statistics for UK: www.homeoffice.gov.uk
- *A Credit to the Nation: A Study of Refugees in the United Kingdom*, Refugee Council

Sources of other useful material

- *'We all came here from somewhere.'* *Diversities, identities and citizenship.*

This is part of a series of support materials produced by the Post-16 Citizenship Development Programme (2006). It can be downloaded from <https://crm.lsnlearning.org.uk/user/order.aspx?code=062482>

- Cartwright, I. 'Mind the Gap: An investigation into a perceived diversity gap in the English language learning sub-culture' in *Language Issues Vol. 18 No. 2 (2006)*.
- Three texts (with matching pictures) about neighbours, on the topic of cultural differences.

This is part of the ESOL *Skills for Life* Learner Materials which range from Entry 1 to Level 2, and which are designed to support ESOL teaching and learning in a wide range of contexts. They are mapped to the new standards and the ESOL core curriculum.

Available from:

<http://rwp.excellencegateway.org.uk/readwriteplus/LearningMaterialsESOL>

- *Cambridge ESOL Activities, Entry 1, 2 and 3*. Cambridge University Press, 2008. Photocopiable activities on citizenship themes: www.cambridge.org/elt/esol.

Useful Websites

Website	Web address	Description
19 Princelet Street	www.19princeletstreet.org.uk	This site is about 19 Princelet Street in Spitalfields, London.
100 Great Black Britons	www.100greatblackbritons.com	Site has information on great black Britons, past and present.
BBC	www.bbc.co.uk/radio4/routesofenglish	Great site with lots of audio clips of different UK accents – talking posh; humour and regional accents too.
British Library – Online Gallery	www.bl.uk/onlinegallery	Rich resource containing virtual exhibition, regional history and multi-faith collections.
British Library – Archival Sound Recordings	http://sounds.bl.uk	Audio clips of various regional accents.
Commission for Racial Equality (CRE)	www.cre.gov.uk	Site celebrating cultural diversity in the UK.
Directgov	www.directgov.gov.uk/DisabledPeople/fs/en www.directgov.gov.uk/en/Governmentcitizensandrights/Yourrightsandresponsibilities/DG_10026937	Information on learning, health and well-being, employment, home, finances and more. Information on marriage, cohabitation and civil partnerships.
The Disability Rights Commission (DRC)	www.drc-gb.org	An organisation working towards the elimination of discrimination against disabled people. Information on getting fair treatment at work, in education or the health service.
Independent Race and Refugee News Network	www.irr.org.uk	Sections on education, health, housing and government policy. Also information on the history of famous black and Asian citizens. A quiz.
Minorities of Europe	www.moe-online.com	Site about and for different minority communities and young people in Europe.
Moving Here	www.movinghere.org.uk	The biggest database of photos and other materials documenting migration to the UK over the last 200 years.
Refugee Council	www.refugeecouncil.org.uk	The Refugee Council is the largest refugee organisation in the UK providing advice and assistance to asylum seekers and refugees.
Stonewall	www.stonewall.org.uk	Stonewall works to achieve legal equality and social justice for lesbians, gay men and bisexual people
UNAIDS	www.unaids.org/en/default.asp	Site for the Joint United Nations Programme on HIV/AIDS. It aims to help prevent new HIV infections, care for people living with HIV, and mitigate the impact of the epidemic.

Type of resource	Online or downloaded?	Level/adaptability
Description of the house and the many diverse peoples and cultures – Huguenots, Irish, Jews, Bengali and Somali – who shaped the area.	Online information.	Teachers' resource, E2+
Text and pictures . The media centre has various articles on black Britons.	Online resource. Tour of the house, news, press.	Teachers' resource, E3
Resource using sound , has audio archives.	Interactive online resource.	E1
Famous people like Sue Arnold and Ravi Shankar choose their favourite manuscripts or religious art.	Online .	Teachers' resource
Text -based site.	Best to download and adapt for students.	E1+
Rights for carers/disabled people. Also fairly simple text on the elderly, parents and disabled people.	Online assessments available.	E1+
Videos , lesson plans, teacher resources, photos and worksheets. General disability awareness. Also links to Wales/Scotland sites.	Online videos for students to watch. First page offers the opportunity to change text size/listen to the text online .	Easy read pages available, perfect for E1+. Listening service also available
Primarily text , articles and information on race and refugees, housing issues, and so on: see /housing. Information on far right politics too.	Online interactive quiz – /quiz/index.html	E2/E3+
Text and articles, photographs , movies and sound clips.	Online .	Teachers' resource
Not just photos , film clips and sound archives too. /games – link to Multi Mart, an interactive shopping game with ingredients and recipes from all over the world.	Online search for family history – /tracingyourroots	E2/E3 (online search) E1+ (Multi Mart)
Information for asylum seekers and refugees available on this Website in 12 different languages. Facts about asylum.	Downloadable support packs for refugee advisers in the regions, publications, reports, press releases.	Teachers' resource
Text based, quite high level.	/education_for_all – case studies to read and download , and opportunity to tell own stories online .	E2
Information on the UNAIDS programme, text and photographs . Complex, dense text. Suitable only if adapted.	Online . Best to download and adapt for learners.	E1/E2/E3

All details were correct at time of publication.

4.1 Diversity now

Entry 1	Entry 2	Entry 3
Read and identify famous people's origins, jobs and so on. (Rt/E1.1b)	Predict jobs and family origins. (Sd/E2.1)	Discuss people's roots and family origins. (Sd/E3.1)

Suggested procedure (Entry 2)

- Divide the class into two groups, A and B, and have each group subdivide so they can work in pairs. Give sheet A to group A pairs, and sheet B to group B pairs. Explain that each group has some photos of some famous modern Britons – they should find out if their partner recognises any of the faces, and try to match/guess at the names below.
- Once pairs have had some time to guess, give out answers, but do not allow group A to hear group B's answers, or vice versa.
- Now explain that although all these people are British, they have family roots (*see language points) in other countries, and ask learners to guess which countries go with which people.
- Again, give out answers so that group A does not hear group B's answers and vice versa.
- Now make new pairs of students, one A plus one B, and ask them to share their knowledge and compare sheets. Ask them to find anything the people on the handouts have in common. (For example, Lenny Henry and Linford Christie both have Jamaican roots, Paul Boateng and Michael Portillo are both politicians.)

Differentiation

- For stronger learners, lengthen the texts to include more information, or use the additional biographies to create gap-fills.
- For more listening/writing practice, ask the mixed pairs to dictate and write each other's texts.
- For additional speaking/listening practice, ask learners to describe and draw each other's sets of pictures.

Language points

Integrate the following specific language points:

- use the quiz to highlight the plant metaphor – roots and branches of a family, family tree, and so on;
- use the mixed pairs exercise to practise question forms (for example: 'What does he/she do?'; 'What's his/her name?') (E1/2);
- use the photographs as a basis for teaching descriptive language and facial features (any level);
- revise 'jobs' vocabulary (any);
- ask learners to write similar short texts about themselves.

Extension activities

- Ask learners to research one of the people and their family roots and give a presentation to the class.
- Ask learners to find a picture of a famous man/woman in their community. They bring it to class and talk/write about the person.
- Ask learners to discuss their own family roots.
- Ask learners to discuss whether this diversity is typical of cities in their original countries.
- Ask learners to discuss their own local environments, for example where do people in their neighbourhood originate from?
- Relate the family roots of people in the quiz to British history, immigration, colonialism and so on.
- Find texts (written, audio or video) relating to some of these famous people to use for reading/listening skills practice.

Additional materials needed

- An example flashcard of another famous person might be useful to contextualise the activity.

Answers to the activities can be found on p. 319.

Diversity now

4.1

Sheet A

1



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2



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3



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4



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5



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6



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Oona King

She is a politician. She is a member of the Labour party.

Shami Ahmed

He is the millionaire founder of the Joe Bloggs clothing chain.

Mariella Frostrup

She is a journalist and television presenter.

Lenny Henry

He is a famous comedian and a comedy actor. He works in film, television and in the theatre.

Michael Portillo

He is a journalist and politician. He is a member of the Conservative party.

Vanessa Mae

She is a famous international violinist and made three albums as a child.

Jamaica
Hungary

Spain
Singapore

Pakistan
Norway

4.1 Diversity now

Sheet B

1



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2



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3



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Meera Syal

She is a writer, filmmaker and comedy actor.

Baroness Scotland of Asthal

She is the first black female QC in the UK. She sits in the House of Lords and is also a judge.

Paul Boateng

He is a politician and became the first black Cabinet Minister in the UK.

David Baddiel

He is a stand-up comedian and comedy writer.

Tracy Emin

She is one of Britain's most successful artists. She won the Turner Prize in 2001.

Linford Christie

He is a famous runner and British team captain. He won the Olympic and World Cup 100 metres races.

India

Germany

Dominica

Turkey

Jamaica

Ghana

Diversity now

4.1

Mariella Frostrup was born on 12 November 1962 in Oslo, Norway and moved as a child to Kilmacanogue, a small village outside Dublin. Her Norwegian father was a journalist and her Scottish-born mother an artist. In 1977 Mariella left Ireland to move to London where she lives today.

Vanessa-Mae Vanakorn Nicholson was born on 27 October 1978 in Singapore. She is the daughter of a Chinese mother, Pamela Tan-Nicholson and a Thai father, Vorapong Vanakorn. Vanessa relocated to London after her parents split. After settling in London, her mother re-married a British lawyer.

Shami Ahmed was born in Pakistan in 1962 and moved to England when his father, Nizam Ahmed, an Aeronautical Engineer, was transferred from Pakistan to England. Ahmed became one of the richest young businessmen in the UK.

Michael Portillo was born in North London in 1953. His father, Luis, had come to the UK as a refugee at the end of the Spanish War and his mother, Cora, was brought up in Fife. His parents met in England.

Oona King was born on 22 October 1967 in Sheffield and brought up in Camden. Oona's father is Preston King, professor of political science, is an African-American from Georgia. Her mother, Hazel King, a teacher, is Jewish.

Lenworth George Henry was born in Dudley in the West Midlands on 29 August 1958. The son of Winnie and Winston Henry, he was one of seven children and the first of his family to be born in the UK after the family moved there from Jamaica in the 1950s.

Linford Christie was born in Saint Andrew, Jamaica on 2 April 1960. At the age of two, his parents immigrated to the UK. Linford stayed behind with his grandmother until his parents sent for him.

Tracey Emin was born in London in 1963 and grew up in Margate in her parents' hotel until the age of seven. Her father is Turkish.

David Baddiel was born in England on 28 May 1964. His mother's family were German Jews who owned a brick factory until 1933 when the Nazis took over Jewish businesses. Baddiel's parents were among the last of the Jews to leave Germany just three weeks before war was declared.

Meera Syal was born in 1963 in Wolverhampton in the West Midlands. Her parents emigrated to the UK from New Delhi two years before she was born. Her mother, Surinder, is a Sikh and her father is Hindu.

Patricia Scotland was born in Dominica in 1956 and arrived in Britain at the age of two along with ten other siblings. In 1977 she was called to the Bar, Middle Temple, and received Silk in 1991, making legal history by becoming the first black female QC at the age of 35. In 1997 she was made a bencher of the Middle Temple and became a judge in 1999.

Paul Boateng was born in London of mixed Ghanaian and Scottish heritage in 1951 to Kwaku and Eleanor Boateng. In 2001, Boateng was appointed Financial Secretary to the Treasury, and in 2002 he became the first black Cabinet minister, 110 years after the first black MP. He is the UK High Commissioner to South Africa.

4.2 A diverse history

Entry 1	Entry 2	Entry 3
Write and spell countries and nationalities. (Ww/E1.1)	Identify meanings of high frequency words in a text. (Rw/E2.2)	Read about and discuss the history of immigration to Britain. (Rt/E3.1)

Suggested procedure (Entry 2)

- Pre-teach 'merchants', 'clothworkers', 'protestant', 'famine', 'expelled', 'settle'.
- Give out the immigration table opposite, and ask learners to try to identify the countries/nationalities mentioned in the text from the flags they have been replaced with.
- Check answers, making sure learners are clear whether it is the name of the country or the nationality that is required.
- Ask learners to discuss what evidence of any of these nationalities they can see in their own neighbourhood. (For instance, an Irish-themed pub or a Vietnamese restaurant.)
- Ask learners to draw their own flag, and then to discuss what other nationalities they think are presently coming to the UK.

Differentiation

- For weaker learners turn each flag gap-fill question into a choice between nation/nationality (for example Spain or Spanish?).
- Create matching exercises based on the flags and nationalities/countries.
- Allow dictionary use with text (mono or bilinguals).
- Give additional practice of pronunciation of dates and years.

Language points

Integrate the following specific language points:

- tell learners that the word 'refugee' was itself brought to this country by the French Huguenots. Ask learners to suggest other words that have come into English from other

languages, or from the nationalities mentioned in the text;

- use the immigration table to draw attention to note form; you could ask learners to replace the ellipsed, missing words and expand the text to make full, 'formal' sentences;
- highlight or revise 'dates' vocabulary and pronunciation;
- do extended collocational/metaphor work on 'settle' – a high frequency verb. For example, *settle a debt/dispute/argument*, *settle down*, *settle on something*, *settle in a place*, *settle into a job/role/property*, and so on.

Extension activities































- Ask learners to discuss their own nationality's immigration to the UK – is it recent, or longstanding? Is there an established community here, or a relatively new one? What do they think their community will look like in 50 or 100 years time?
- Ask learners to do research to find out what each of the groups mentioned have contributed to the culture of the UK.
- Ask learners to look back at the personalities encountered in 4.1, and to try to relate these to the immigration table. (They could research this.)
- Ask learners to create a similar timeline of either local history or one based on more recent history, e.g. the past 50 years.

Answers to the immigration table exercise can be found in the answers section, p. 319.

A diverse history

4.2

Roots in the future: Dates of immigration to Britain

1100s	Merchants from  and  arrive in  as settlers.
1200s	 merchants settle in Plymouth and London.
1300s	Edward III invites cloth workers of all lands to  .
1500s	Black trumpeter at Henry VII's court. Queen Mary marries Philip of  – beginning of  presence in   and  Protestants arrive.
1600s	Asians brought to  as servants. Jews re-admitted by Cromwell. About 100,000 Huguenots ( Protestants) arrive.
1700s	Refugees from  revolution. First records of  sailors in London.
1800s	Famine in  brings hundreds of thousands to  . Thousands of Jews flee to  from  and  .
1900s	 Civil War brings refugees. Refugees from Nazi  Immigration from the Commonwealth. Government encourages immigration from  , West Indies (for example ), South Asia (for example  and  Asians are expelled from  and  – many settle in   refugees arrive in  .

4.3 Women's rights

Entry 1	Entry 2	Entry 3
Have a simple discussion about women and work. (Sd/E1.1)	Have a discussion about women and work. (Sd/E2.1) Read an article about women in the workplace. (Rt/E2.1a)	Express views and opinions about women in the workplace. (Sd/E3.1d) Read and understand an article about women in the workplace. (Rt/E3.1a)

Suggested procedure (Entry 3)

- Ask learners to discuss the following questions: Should all women work? Is it easy for mothers of young children to work? Do men and women earn the same wages for the same job? Why/Why not? Use this as an opportunity to pre-teach key vocabulary (including glass ceiling) and activate schemata.
- Show the headline on p.119. Ask learners what they think the article will be about. (Clarify that M&S = Marks and Spencer; chief = boss)
- Ask learners to write down words and phrases they think will be in the article. Compare their list with a partner's.
- Give out copies of the text on p. 119. Ask learners to read the text and see how many of the words they predicted are in the article. Ask learners to put in the missing words. Check answers.
- Ask learners to discuss questions B and C in pairs or small groups. Feed back to the whole group.

Differentiation

- *Stronger learners can put in the missing words without looking at the list.*
- *Cut up the text into paragraphs and ask stronger learners to re-order it.*
- *Give learners an un-punctuated section of the text for them to put in the punctuation.*
- *Allow dictionary use.*

Language points

Integrate the following specific language points:

- work and gender-related vocabulary;
- in discussion, practise modal verbs of

obligation (for example, *should, shouldn't, have to, must*, etc.);

- language for giving opinions, agreeing and disagreeing (for example, *I think, in my opinion, I don't agree*, etc.);
- reported speech vs. direct speech.

Extension activities

- Ask learners to discuss different laws and attitudes to women working in different cultures/countries; for example, in their culture, do mothers of young children usually work? Is there equal pay for men and women in their country of origin? What kinds of jobs do men/women do? Are many women in top jobs? This discussion could be extended to consider the role of women in society.
- Provide learners with pictures of women/men at work that challenge stereotypes. Learners match the pictures with the job titles, for example, woman bus driver, woman engineer, male nurse. Lower-level learners could write simple sentences about the pictures.
- Ask female learners to describe their own experiences in the workplace – orally and/or in writing.
- Ask learners to read the full Guardian article: www.guardian.co.uk/business/2009/may/31/sir-stuart-rose-marksspencer
- Find case studies (written, audio or video) relating to women's rights to use for reading/listening skills practice.
- Use the percentages in the article to do some work on developing learners' numeracy skills, for example, pie charts, line graphs, etc.

Answers to the gap-fill exercise can be found in the answers section, p.319.

Women's rights

4.3

Adapted from an article in *The Guardian*

www.guardian.co.uk/business/2009/may/31/sir-stuart-rose-marksspencer

Women have never had it so good at work, says M&S chief

Glass ceilings in the _____(i)_____ no longer exist, according to Marks & Spencer chairman Sir Stuart Rose, who believes women 'have never had it so good'.

"Women can get to the top of any ____ (ii) ____ that they want to in the UK. Women astronauts. Women miners. Women dentists. Women doctors. Women managing directors. What is it you haven't got?"

Rose also disagreed with the idea that having children can cause difficulties for working mothers. "Childbirth is a biological fact," he said. "Women have children. ... but I know lots of women who have got two or three kids who come to ____ (iii) ____ so it can be done."

Not everyone agrees with Rose. The Fawcett Society, which campaigns for _____ (iv) _____ equality, says that women make up just 9% of directors of the UK's top 100 companies, 19% of MPs in Parliament, 7% of senior police officers, 23% of civil service top management, 9% of editors of national newspapers, and 18% of trade union general secretaries or equivalent.

There are, according to the society, two main reasons for the glass _____ (v) _____: first, women often have commitments at home and may need flexible _____ (vi) _____ arrangements. Some _____ (vii) _____ are prepared to accept this and others are not. Second, most of the top _____ (viii) _____ are white and male, and as they make the decisions about new staff, they are more likely to recruit applicants who are also white and male.

Research for a BBC2 programme in 2009 found that, on average, men _____ (ix) _____ £369,000 more than women during their career. At the age of 20, men and women are level in terms of _____ (x) _____. By 30, women are paid 7% less on average than men. By the age of 40, that gap has grown to 20%.

A. Read the text and put in the missing words:

working ceiling	workplace managers	job earn	work earnings	gender organisations
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B. Which view do you agree with – Sir Stuart Rose or the Fawcett Society?

C. Why do you think there is such a big difference in men and women's pay when they are 40?

4.4 Culture and diversity

Entry 1	Entry 2	Entry 3
Have a simple discussion about culture and behaviour. (Sd/E1.1)	Discuss a set of statements about behaviour in different contexts. (Sd/E2.1)	Express views and opinions about culture and behaviour. (Sd/E3.1d)

Suggested procedure (Entry 2)

- Ask learners to brainstorm things that they found different or strange when they first arrived in the UK, or in their present town/city.
- Draw learners' attention to the student quotations – did they think of similar things? Allow more time here for them to think of additional points.
- Take feedback. Then ask learners to look at the list below and decide which items they think would be appropriate or acceptable in the UK generally/in their home country/in their local community.

Differentiation

- Ask stronger learners to write sentences similar to the quotations about their first impressions of Britain.
- Ask weaker learners to give each item on the list a mark out of ten according to how acceptable it is, then compare.
- Ask learners to mime some of the situations/actions before ranking them, to help weaker learners.

Language points

Integrate the following specific language points:

- 'ing' forms/gerunds;
- past simple/continuous in narratives;
- action phrases/collocations (*blowing your*

nose/riding a bike and so on);

- modals to talk about hypothetical situations (for example '*it would/might/could be OK to...*').

Extension activities

- Ask learners to add to the list.
- Ask learners to qualify items on the list to render them acceptable (for example '*Eating with your hands is OK if it's chicken...*').
- Ask learners to discuss how they can show approval/disapproval of these types of action – and provide them with some language to do so (for example '*Excuse me, but I'd rather you didn't...*').
- Ask learners to choose a situation/action in the UK that surprised them, and write a paragraph explaining what it was exactly and how they felt at the time.
- Ask learners to predict/write/discuss what they think would surprise someone from the UK about their own country.

Answers will be very culturally relative, and may be very open to debate! (There is probably very little unanimity about what is 'acceptable' generally in the UK. This in itself may be a strange thing to many learners.)

Culture and diversity

4.4

When I came to London, the one thing that amused me was that everybody who lives in London walks so quickly!

Most of the time they usually have their food outside their home, that means on the train, bus and in the street. This is so strange for me. If I have lunch in the street I don't know where the food has gone to. Is it in my stomach or not?

I was amused about the amount of kissing in the street, on the bus and also in the parks. It doesn't embarrass me, but in my country all physical contact in public is prohibited.

I saw another thing that amazed me – in Tottenham Hill station, a girl brushing her hair and looking in a mirror in front of everyone!

One day I was also really shocked on the train because I saw a young woman pick her nose and then put the same finger in her mouth! It's totally different in my country!

(From learners at Hammersmith and West London College)

Imagine the following situations

Which do you think would be acceptable or appropriate in: a) your community or neighbourhood?; b) your country?; c) the UK generally?

- A friend telephones your house after 10 p.m.
- Two male friends or family members walk down the street hand in hand.
- A person walking along the street spits in the gutter.
- You are having dinner with a friend. They light a cigarette without asking if you mind.
- You are having dinner with a friend. They pick up and eat some food with their left hand.
- A visitor takes their shoes off as they enter your house.
- A person talks loudly on their mobile phone on a bus.
- In the middle of a conversation with you, your friend's mobile phone rings – they take the call.
- Someone visits your house without arranging it first.
- On a train, a person starts a conversation with a stranger.
- On the street, a person starts a conversation with a stranger.

4.5 Civil partnership

Entry 1	Entry 2	Entry 3
n/a	Describe a picture of a civil partnership ceremony. (Sc/E2.3f) Express views, listen and respond to classmates' opinions on civil partnership. (Lr/E2.6a, Sd/E2.1c)	Describe a picture of a civil partnership ceremony. (Sc/E3.4f) Express views, listen and respond to classmates' opinions on civil partnerships. (Lr/E3.6b, Sd/E3.1d)

Suggested procedure (Entry 2)

- This is a very sensitive topic and teachers will need to use their judgment and discretion in deciding which activities are suitable for a specific group of learners.
- Introduce the topic by reading the text at the top of the page. Check understanding of the term 'civil partnership' and ask learners if they know of anyone who has had a civil partnership ceremony (in the UK or abroad). Show a video extract from: <http://news.bbc.co.uk/1/hi/scotland/4543274.stm#>
- Ask learners to work in pairs/small groups to look at the picture and read the case study on p123.
- Clarify any new vocabulary (for example, gay, homosexual, lesbian, 'gay marriage')
- Ask learners to answer the questions and discuss their views. (This could be done in pairs/small groups/whole class, or a variety of these.)

Differentiation

- Give the key words in advance, for learners to check the meanings before the lesson.
- Give additional practice of pronunciation of key words.
- Ensure learners are in mixed ability groups for the discussion.
- Some use of L1 will probably help this activity.
- Allow dictionary use.

Language points

Integrate the following specific language points:

- vocabulary relating to homosexuality – verb, noun and adjective forms;

- pronunciation, especially stress patterns in multi-syllabic words;
- present and past simple tenses;
- functions: expressing opinions and views (for example, *I think/I don't think...*);
- use of modal verbs (for example, *should ... shouldn't*).

Extension activities

- Ask learners to imagine they have just been invited to a civil partnership ceremony. They tell each other what they think of this.
- Ask learners to read the BBC Q&A article about civil partnerships: <http://news.bbc.co.uk/1/hi/4497348.stm>
- Ask learners to write sentences giving their views with 'I think...' and 'I don't think...'
- Show learners a video/DVD/YouTube extract relating to civil partnerships and use it for listening practice, e.g: www.bbc.co.uk/leicester/content/articles/2005/12/08/civil_partnership_feature.shtml
- Devise a listening activity: learners listen to two gay men who live together talking about their daily routine (to practise using the present simple or 'usually/sometimes/often + infinitive' for daily routines).
- Create a reading comprehension: learners read a text about a woman and her partner planning a holiday (to practise 'going to' for future plans).
- Ask learners to compare the culture and the law in Britain with that in their own country of origin.

Civil partnership

4.5

“Society now legally recognises gay relationships for the first time.”

<http://news.bbc.co.uk/1/hi/uk/4493094.stm>

The law on civil partnerships came into effect on 21 December 2005. A civil partnership is like a marriage, but it is between two people of the same sex. It means that same-sex couples have the same rights and responsibilities as married couples.

John Maguire and Lawrence Scott-Mackay

<http://news.bbc.co.uk/1/hi/scotland/4543274.stm>



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Case study

John and Lawrence met in a bar in Edinburgh in 1992 and they have been together since then. They were one of the first same-sex couples to have a civil partnership ceremony in Scotland in December 2005. They are from Scotland, but they now live in America, where they work for an IT company. They decided to have a civil partnership ceremony because they wanted the same rights and responsibilities as a married couple. They wanted their relationship to be recognised by society as equally valid to marriage.

Read the case study and look at the picture above.

- Who are the people?
- Where are they?
- What are they doing?
- Are civil partnerships legal in your country? If they are not, do you think they should be?
- Look at the statements below – which view do you agree with?

I think it's wonderful that everyone can now enjoy this long-term commitment.

I don't think same-sex couples should have the same rights as married couples – it undermines the importance and status of marriage.

4.6 Different kinds of families

Entry 1	Entry 2	Entry 3
Describe pictures of different kinds of families. (Sc/E1.4d)	Describe different kinds of families. (Sc/E2.3f)	Describe and compare different kinds of families. (Sc/E3.4f)

Suggested procedure (Entry 2)

- This could be a very sensitive topic; learners may be bereaved or separated from their families, and teachers will need to use their judgment and discretion in deciding which activities are suitable for a specific group of learners.
- Preparation: copy, laminate and cut into cards the pictures on p.125.
- Ask learners to draw a visual of what the word 'family' means to them. Display the visuals around the room and ask learners to explain them to the group.
- Establish that family types are becoming increasingly diverse and that there are many different kinds of families in Britain today. Clarify unknown vocabulary (for example, single parent family, nuclear family, extended family).
- Ask learners to get into small groups. Give each person in the group one of the pictures of the 'different kinds of families' on p.125. Learners take turns in describing their picture. The others have to guess what kind of family it is.
- Learners then show their photos to the group and they discuss the kinds of challenges and benefits that different kinds of families may have.
- Ask learners to compare families in Britain with typical families in their own country of origin.
- If appropriate for the group, learners describe their own families.

Differentiation

- *Entry 3 learners could compare the benefits and challenges of different kinds of families.*
- *Give the key words in advance, e.g. 'nuclear family' 'extended family' 'single parent family', for learners to check the meanings before the lesson.*

- *Give additional practice of pronunciation.*
- *Prepare captions to match to the pictures.*
- *Encourage use of first language to facilitate discussion by allowing learners to help one another and use dictionaries.*
- *Some learners could write about a photo instead of describing it orally.*

Language points

Integrate the following specific language points:

- vocabulary relating to different kinds of families and relationships;
- structures and vocabulary for describing people, (for example 'She's got long, dark hair', 'They look happy', 'He looks about 6 years old');
- speaking and pronunciation: use of contractions, (for example 'he's' 'she's' 'they're').

Extension activities

- Ask learners to write a description of one of the pictures.
- Ask learners to think of questions they would like to ask one of the families and then role-play the interview.
- Ask learners to find other pictures or information on different kinds of families, e.g: www.youtube.com/watch?v=gb3FhWF-WtE (video of photos of gay and lesbian families).
- Find some video/DVD/Internet extracts relating to different kinds of families to use in class, e.g: http://sixthsense.osfc.ac.uk/sociology/research/family_diversity.asp (terminology and different kinds of family quiz); www.bbc.co.uk/iplayer/episode/b00qllrc/hd/The_British_Family_Children/ (from the BBC series of 'The Family').
- Ask learners to compare families in Britain with typical families in their own country of origin.
- Link to stereotypes activities in Section 1 (1.4 and 1.5).

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4.6



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