

13

Getting involved in your community

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.

- **Getting involved in your local community**
- **Fundraising for a school**
- National fundraising events
- **Comic Relief**
- **Producing a booklet for new arrivals**
- **Producing a poster for new arrivals**
- Environment
- Community-based activities
- Neighbourhood Watch
- Leisure activities

Sources of the material used in this section

- www.southwark.gov.uk/YourServices/Librariessection
- www.comicrelief.com
- A mock-up of a poster made with clip art pictures
- www.dwp.gov.uk/jobcentreplus
- www.citizensadvice.org.uk

Sources of other useful material

- Leaflets from local libraries.
- Leaflets from local authority sports services.
- Local authority websites.
- Newsletters, magazines and directories of services produced by local authorities.
- *Skills for Life* learner materials pack, ESOL E3, unit 7: 'Local communities'.
- *Citizenship materials for ESOL learners pack*, unit 11: 'Volunteering for citizenship'.
- *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
Citizens Advice Service (Bureau)	www.citizensadvice.org.uk	Information on the proposal for 'earned citizenship'. Links to more detailed information on what active citizenship is and how the new scheme will work. Information on the three stages.
Communities and local government	www.communities.gov.uk/corporate/about	Information on local government policies, research and reports, including neighbourhoods, housing, building and the environment. Links to guidance for tenants and landlords.
Directgov	www.direct.gov.uk/en/HomeAndCommunity/Gettinginvolvedinyourcommunity/index.htm	Information about public services. This section has information about charities, community organisations, environmental issues and volunteering.
Directgov – Local council directory	www.direct.gov.uk/en/dl1/directories/localcouncils/index.htm	Directory of all local councils.
Directgov – Home and community	www.direct.gov.uk/en/HomeAndCommunity/YourlocalcouncilandCouncilTax/YourCommunity/index.htm	Information on local council services, including allotments. Link to information on local libraries, reading groups, video and CD rental and mobile libraries. Facility to search for, reserve and renew library books, and book Internet access in a library.
Dover District Council	www.dover.gov.uk/community/getting_involved-1/getting_involved_in_your_commu.aspx	Information and suggestions on getting involved communities within Dover area.
The Local Channel	www.thelocalchannel.co.uk	A network of local community websites. There's a website for every community in the country, mapped to the geographic area of the local council.
Neighbourhood and Home Watch scheme	www.mynhw.co.uk	Website for the national Neighbourhood and Home Watch Network. Information about the scheme and links to relevant resources. Case study and video on home page.
Neighbourhood + Home Watchers	www.nwinfo.co.uk	Opportunity to find information and news on 'Home, Neighbourhood, Community, Property and Crime'. Search facility to find local neighbourhood watch scheme.
Wai Yin Chinese Women Society	www.waiyin.org.uk/events	Website of charity based in Greater Manchester area for Chinese women.

Type of resource	Online or downloaded?	Level/adaptability
Text-based resource with information on the new regulations.	Online.	Teachers' resource, adaptation necessary
Text-based resource.	Online.	Teachers' resource, adaptation necessary
Interesting sections about tenants and residents associations. Text-based.	Online search engine.	E2+
Search engine to identify own local authority.	Online.	E1+ with support
Text-based resource with links to many useful facilities.	Online search engine to search different areas of the website.	With help, E1+
Text-based.	Online.	E3
Links to useful local information and a search facility to find your local community.	Online.	With help, E1+
Text-based resource.	Online. Interactive map of the UK to find regional scheme websites.	E2+
Information about neighbourhood watchers and search facility to find local groups. Interesting, constantly updated 'rolling' information on national news in relation to crime.	Online. Interactive map of the UK on home page and search facility to find the nearest group.	E1+
Timetable of events.	Online.	E2+

All details were correct at time of publication.

13.1 Getting involved in your local community

Entry 1	Entry 2	Entry 3
Give information about experiences. (Sc/E1.4a) Obtain information from simple leaflet. (Rt/E1.1b)	Talk about experiences. (Sc/E2.3c) Read and understand information from a website. (Rt/E2.3a) Take part in formal interaction – role play. (Sd/E2.1b)	Talk about benefits of getting involved in the local community and difficulties of doing so. (Sd/E3.1d) Obtain information from a range of sources e.g. website, newsletter, leaflet. (Rt/E3.4a,5b)

Suggested procedure (Entry 2)

Part 1

- Introduce the idea of community involvement and ask learners if they take part in any community activities.
- Ask learners if they think it is easy or difficult to get involved in their local community.
- Show the spidergram with visuals of different community activities that other learners have taken part in. Make this into a poster if possible.
- Prepare cards of the case studies on p.340 and ask learners to work in pairs or threes. Give each pair/threes a card with brief information about a learner's community activity. Clarify unknown vocabulary or concepts e.g. 'PTA', 'tenants' and residents' association', 'toddler' and 'coach'.
- Learners read their card and match it to a visual on the spidergram.
- The whole group then feeds back what their learner did and why they found it beneficial.

Differentiation

- *Beginner readers can be given an audio recording to support reading.*
- *Stronger learners can work with more than one card.*

Part 2

- Focus on case study A in preparation for the library activity on p.341. Ask learners about their experience of using their local library. For example: How often? What do they do there? Reasons if they have never used it.
- Ask learners how they can find out about library services.
- Ask learners to read 'using the library; internet information' and then match the activity to the day it takes place and its frequency. (You may wish to replace the text and associated task with one that relates to the learners' local library.)
- Ask learners if they know or can guess what these activities might involve. Ask them how they might find out if they don't know.

- Ask learners to look at the picture on p.341 and identify which activity is taking place. Learners can practise describing the picture, using 'there is ...' 'there are ...'
- Record the dialogue on p.343 (telephone conversation) and play it several times, or read it aloud. Ask learners comprehension questions. Then give the cut-up dialogue to learners to re-order the interaction so that they identify who speaks and when.
- Practise key phrases orally.
- Learners practise the dialogue in pairs.

Differentiation

- *Learners replace the sections of dialogue according to interest, i.e. age of children.*
- *Stronger learners can take the role of the librarian. They need to prepare responses in respect of the types of activities.*

Language points

- Giving reasons, using 'because'.
- Reinforcement of past simple tense from examples in the case studies.
- Coherence and cohesion in re-ordering the cut-up dialogue.

Extension activities

- Most local authorities have websites outlining services within libraries. Learners can obtain information about their local library and develop internet skills, particularly use of hyperlinks between pages.
- Obtain information from library leaflets and timetables.
- Examine other community activities highlighted in the case studies e.g. local authority sports facilities, newsletters and magazines.
- Fill in a library membership form.
- Write/create another 'library' dialogue.

Additional materials needed

- Internet access.
- Library leaflets.

Getting involved in your local community

13.1

Spidergram



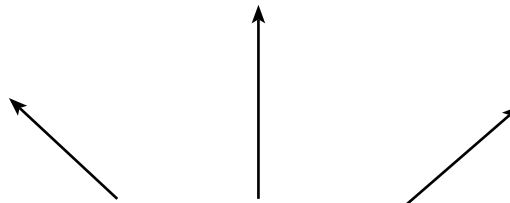
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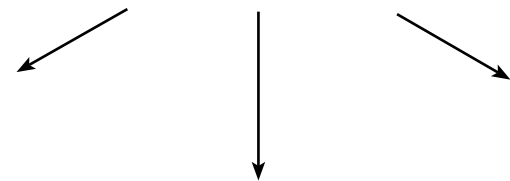
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Getting involved in the local community



13.1 Getting involved in your local community

Case studies

A. My library has a baby and toddler session every Tuesday morning. I take my son. He likes singing songs and seeing other children. It's good for me. I meet other mothers and I can speak English with them.

B. I always played sports in my country. It helped me when I came to England. I saw some guys playing football in the park and asked to play. One of them told me about a table tennis club in my local sports centre. I went every week and made many friends. I still play table tennis and now I help coach the young ones.

C. I live on an estate. I joined the tenants' and residents' association because I wanted to improve the place where we live. I enjoy the meetings. When I go shopping I see lots of people I know. My husband complains because I stop to say 'hello' all the time.

D. My son started school last year. One of the other mothers asked me to join the PTA. I'm very happy I joined. We have cake sales and summer fairs. I help when we have sports day or school trips. I made new friends and we help each other with the children.

E. My GP told me to take more exercise. She gave me a leaflet about the local council walks. There is a walk which starts from the park near my house. People meet outside the café on Wednesday and Sunday. There's a walk leader from the council. We walk for one hour. It's very good. I meet new people and I have more energy.

F. In my ESOL class we used our local magazine to find out about our area. The magazine comes free from the council every month. We found that the community centre on our estate holds cooking classes for Asian women. My friend and I decided to go. We made some new friends. It was nice to meet people who live on the same estate.

Getting involved in your local community

13.1

Read the extract from the library website and match the activity to the day and frequency.

Home / Your Services / Libraries / Libraries and Locations / Peckham library / Peckham library	
Children's library service	Peckham library
Events and activities	Opening times Monday, Tuesday, Thursday and Friday 9am to 8pm ; Wednesday 10am to 8pm ; Saturday 10am to 5pm ; Sunday 12pm to 4pm
Joining the library	What else is on offer <ul style="list-style-type: none"> • Baby and toddler session every Tuesday at 11am. • Bookstart Plus session every Wednesday during term-time, 10am to 11.30am • Teenage Reading Group third Tuesday of every month, 5.00pm to 6.30pm • Chatterbooks Group last Thursday of every month, 4.30pm to 5.30pm • Homework Help Club twice a week during term time Monday and Friday, 4pm to 7pm • Adult Reading Group last Tuesday of every month, 6.30pm to 8pm
Libraries and locations	

(Adapted from www.southwark.gov.uk/YourServices/LibrariesSection/librariesandlocations/peckhamlibrary1)

Monday and Friday	Baby and toddler	Every month
Tuesday	Bookstart Plus	Every month
Wednesday	Teenage reading group	Every week
Tuesday	Chatterbooks group	Every week
Thursday	Homework help club	Every month
Tuesday	Adult reading group	Twice a week

13.1 Getting involved in your local community



Getting involved in your local community

13.1

Tape script

Peckham Library. How can I help?

Do you have anything special for children?

Yes, we have activities for different age groups. How old is your child?

My son is 3.

Well, we have a baby and toddler session on Tuesday at 11 o'clock.

What is it?

It's for children under 5. We have stories, songs and games.

And how much does it cost, please?

It's free.

That's very good. What do I need to do to join?

Just come along on Tuesday.

OK. Thanks for your help.

You're welcome. Goodbye.

13.2 Fundraising for a school

Entry 1	Entry 2	Entry 3
<p>Read information from a poster and short text. (Rt/E1.1b)</p> <p>Request items in a semi-formal situation. (Sc/E1.2a)</p>	<p>Read information from a poster and short text. (Rt/E2.1b)</p> <p>Request items in a semi-formal situation. (Sc/E2.2a)</p>	<p>Plan a fundraising event, agreeing on details. (Sd/E3.1f)</p>

Suggested procedure (Entry 1)

- Ask learners to talk about their own children and the schools they go to.
- Introduce the idea of a school needing extra money and ask learners how they think extra money can be used. Introduce the idea of a school sale to raise extra money for a school.
- Show the poster, check vocabulary and ask comprehension questions.
- Give each learner a number of prepared picture cards with items that could be sold, asking them to say '*I can give...*', with reference to what is on their cards.
- Divide the learners into four groups, with a 'stall' each – books, toys, children's clothes, kitchen things – and ask them to collectively decide on a price for each item and write it on the card.
- Learners take it in turns to staff a stall while other learners circulate round the stalls and role play buying and selling. The aim is to be the first group to sell out of items.
- Show learners the picture of hand painting. Ask if they know it and if not, ask them to guess which culture it comes from.
- Ask learners to read the text and to do the true/false exercise.

- Ask them if there is anything that they can do to raise money; encourage them to say what it is and to write it.

Differentiation

- *With beginner readers, use the simplified text and help them to read the most useful sentences.*

Language points

Integrate the following specific language points:

- use of 'can' and 'could' to make requests;
- use of 'can' to offer items for sale;
- language of shopping, for example '*Have you got...?*', '*Can I have...?*'

Extension activities

- Plan a class party or outing, with learners saying what they can bring.
- Make a poster for a class fundraising event, real or imaginary.

Additional materials needed

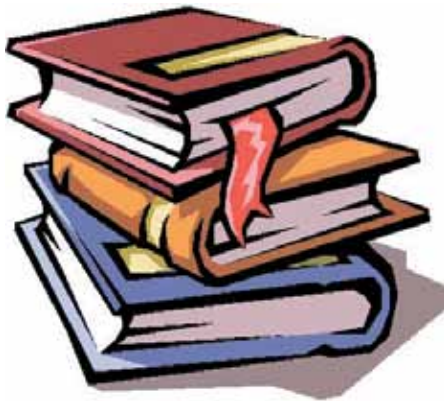
- Pictures taken from catalogues, showing a wide range of books, toys, children's clothes, kitchen things.

Fundraising for a school

13.2

FUNDRAISING DAY

Lidget Green Primary School is organising a fundraising day to raise money for the school. We plan to have toy sales, book sales and the sale of food brought in by parents for the day. If any parents are interested in fundraising and being part of this event, please let us know.



Book sale
Give books



Toy sale
Give toys



Cake sale
Bring food to sell



Any ideas?
Contact the school

Please contact:
Lidget Green Primary School
Tel: 01274 506045
Or speak to your child's teacher

13.2 Fundraising for a school

Simplified text

My name is Shazia.

I have a son.

My son is eight years old.

He goes to school.

It is a good school.

I can paint.

I paint hands.



Fundraising for a school

13.2

Text and true/false exercise

My name is Shazia. I live in Bradford. I am married. I have a son. His name is Ahmad. Ahmad is eight years old. He goes to primary school. I like Ahmad's school. It is a good school.

I help the school. I am a Mehndi artist. I can paint beautiful Mehndi designs on hands. I paint the hands of other mothers. I have a stall at the fundraising days. It brings extra money for the school.

Circle 'true' or 'false'

- | | |
|------------------------------------|--------------|
| 1) Her name is Shazia. | True / False |
| 2) She has a son. | True / False |
| 3) Her son is nine years old. | True / False |
| 4) Her son goes to nursery school. | True / False |
| 5) She is a Mehndi artist. | True / False |
| 6) She paints people's faces. | True / False |

What can you do?

13.3 Comic Relief

Entry 1	Entry 2	Entry 3
n/a	Read for specific information. (Rt/E2.1b)	Read for specific information. (Rt/E3.7a) Ask for and listen to information. (Sc/E3.3b, Lr/E3.3b)

Suggested procedure (Entry 3)

- Discuss with learners the meaning of the word 'charity' and the charities they are aware of.
- Elicit or give background information about Comic Relief. Explain that it is a charity which raises funds to help alleviate poverty and injustice in the UK and Africa. It does this by using entertainment (and comedians) and running campaigns such as Red Nose Day (RND). See www.comicrelief.com and www.rednoseday.com for more information. If possible, show part of the video about RND: www.rednoseday.com/about_rnd
- Show pictures of Comic Relief or Red Nose Day events.
- Divide the class into four or eight smaller groups and give each group a different information sheet (sheet A, B, C or D). Give them a question sheet and ask them to work together to see how many questions they can answer by using their information sheet. (The facts and figures were taken from the Comic Relief website and http://news.bbc.co.uk/cbbcnews/hi/newsid_2650000/newsid_2653800/2653891.stm)
- Ask them to note the questions they could not answer from their own sheet and then to circulate and ask people from other groups these questions.
- Take feedback to check the answers to the questions.
- Ask for opinions about the facts they have discovered.

Differentiation

- Allow learners to work in mixed ability groups for this activity.

Language points

Integrate the following specific language points:

- asking questions, including embedded questions;
- use of the passive in the reading texts.

Extension activities

- Watch videos of Red Nose Day events and use them for listening practice. For example, the BT Red Nose Climb: www.rednoseday.com/climb
- Discuss the issue of charity and other ways that richer countries can help alleviate poverty.
- Read charities' leaflets sent out by post.
- Search the Internet to find similar information on other charities and present findings to the class.
- Using the information in 13.3 and other sources, write a short account about Comic Relief and/or Red Nose Day.

Additional materials needed

- Videos, visuals, realia connected with Comic Relief.
- Internet access.

Comic Relief

13.3

How does Comic Relief raise money?	When will the next Comic Relief day be held?	When was Comic Relief set up?
Where has forty per cent of Comic Relief's money been spent? Where has sixty per cent gone?	Whose idea was it to start Comic Relief?	Who does Comic Relief raise money for?
How many experts work out where the money should be spent?	What is Sport Relief?	How many people watched the Red Nose Day TV programme in 2009?
How much money has been raised since Comic Relief started?	What was the BT Red Nose Climb?	How much money was raised from text donations in 2009?
<p>What is the symbol of the fundraising event held by Comic Relief?</p> <p>Who traditionally wears this?</p>		

13.3 Comic Relief

Sheet A: What is Comic Relief?

Comic Relief is about having fun and making the world a better place.

The organisation raises money and then uses it to help end poverty and unfairness.

It works in the UK and also in the poorest countries in the world.

This is what it does:

- *Gets money in*
Raises money from the public in the UK by getting them involved in fun special events.
- *Shares money out*
Does a lot of research to find out which charities to support and then carefully decides how best to spend the money the public donated.
- *Educates people*
Explains what causes problems like poverty in Africa and lets people in the UK know how they can change things for the better.

As part of Comic Relief, Sport Relief is a campaign which encourages people to raise money by taking part in sports and other challenging activities, such as swimming or running.



Comic Relief

13.3

Sheet B: Red Nose Day

A clown-style red nose is the symbol of Red Nose Day. It is a fundraising event held by Comic Relief every two years.

When is the next one?

- The next one will be in March 2011. People from all over the UK can take part.

What happened in 2009?

- The 2009 Red Nose Day raised a total of over £82 million.
- Over £5 million was raised from text donations.
- £3.5 million was raised from the Red Nose Day 'BT Red Nose Climb'. People sponsored nine celebrities who climbed Mount Kilimanjaro to raise money to help people in Africa and the UK.
- Over 12 million people watched the 'Night of TV' on 13 March 2009.



13.3 Comic Relief

Sheet C: How did it start?

- Comic Relief was set up in 1985.
- It was started by comedians who wanted to use comedy and laughter to let people know about poverty in the UK and in Africa.
- It was launched in 1985 from a refugee camp in Sudan. The launch was broadcast live on Christmas Day on BBC1.
- Since then over £425 million has been raised for some of the poorest and most vulnerable people across the UK and Africa.

Comic Relief

13.3

Sheet D: Where does the cash go?

- Sixty per cent of the money from Red Nose Day has been spent in Africa. Forty per cent was spent in the UK.
- A group of 20 experts carefully works out which projects should receive money.
- Since Comic Relief started, £169 million has gone to projects working with poor and disadvantaged people in Africa.
- Over £99 million has been given to projects in the UK.

Taken from http://news.bbc.co.uk/cbbcnews/hi/newsid_2650000/newsid_2654400/2654429.stm

13.4 Producing a booklet for new arrivals

Entry 1	Entry 2	Entry 3
n/a (see 13.5)	Read for specific information. (Rt/E2.1b) Design and write a booklet to give information to new arrivals, use simple and compound sentences. (Wt/E2.1a, Ws/E2.1a)	Read for specific information. (Rt/E3.7a) Plan and draft a booklet to give information to new arrivals, use complex sentences and proof-read. (Wt/E3.1a, Ws/E3.1a, Wt/E3.4)

Suggested procedure (Entry 3)

- Explain to learners that they are going to produce a booklet for people new to their area. (If possible, show learners examples of booklets produced by other learners.) The booklet should have two sections – one with information on local centres that provide advice and help and the second featuring leisure facilities in the local area.
- Begin by asking learners which organisations they are aware of locally that provide information, help and advice. For example, local community centre, library, Citizens Advice Bureau, Jobcentre Plus, housing, legal or money advice centres, refugee support centre. Clarify that CAB is the abbreviation for Citizens Advice Bureau.
- Build up a list of organisations on the board and check learners' pronunciation.
- Ask learners to relate any personal experience they have had of these services (if they wish to do so).
- Ask learners to read the extracts from the websites and answer the questions.
- Take feedback to check the answers and clarify any new vocabulary.
- Learners work in pairs/groups to produce a list of leisure facilities in the area such as clubs, sports centre, cinema, theatre, local walks, etc.
- Ask learners to follow the instructions on p.357 to design a booklet. This will need to be done in stages, probably over two or three lessons, with learners working in pairs or small groups. If possible, learners should word-process their work and include visuals.

Differentiation

- *Learners who have lived in the area a long time and know about local services and facilities can work with those who have arrived more recently.*
- *Stronger writers can work with weaker writers to produce the booklet.*
- *Adapt the questions for stronger/weaker learners.*
- *Learners with good IT skills can support learners with weak IT skills.*
- *Discuss the importance of planning and proof-reading, and give examples of planning using visual methods or lists.*
- *Stronger pairs/groups may wish to produce a more extensive booklet with a larger number of support organisations, leisure facilities and places of interest.*

Language points

Integrate the following specific language points:

- focus on verb/noun forms: 'support', 'help', 'work', 'cause', 'result';
- focus on collocations (especially verb and preposition) such as 'find/look for work/a job', 'deal with', 'look at';
- compound and complex sentences and relative clauses.

Extension activities

- Class visit to the local library to research information on local organisations.
- Watch a video about Citizens Advice Bureaux www.citizensadvice.org.uk/index/aboutus/advice_services.htm

Additional materials needed

- Leaflets and promotional material from local organisations and centres.

Producing a booklet for new arrivals

13.4

Website information

What is Jobcentre Plus?

Jobcentre Plus is a part of the Department for Work and Pensions.

We aim to:

- help more people into paid work;
- help employers fill their vacancies; and
- give people of working age the help and support they are entitled to if they cannot work.

Are you looking for work?

Jobcentre Plus can help you find the right kind of jobs: full time or part time, temporary or permanent. Help looking for work – find out more.

Contact Jobcentre Plus

Citizens Advice service

The Citizens Advice service is the UK's largest advice provider, with nearly half of the population using our service at some point in their lives. We provide face-to-face services in over 3,200 locations, including the high street, community centres, health settings, courts and prisons.

We are equipped to deal with any issue, from anyone; debt, benefits, housing, employment, consumer issues, relationships, family matters, health, education, discrimination, immigration and the law.

Advisers recognise that one problem is often the cause or result of another so, rather than addressing a single issue at a time; they look at a client's situation holistically. This way, other potential problems can be identified early or pre-empted, which prevents them escalating into anything more serious.

Bureaux are right at the heart of their communities and the services they offer reflect the profile of residents. This could mean access to multilingual advisers, or information on specific local issues.

www.citizensadvice.org.uk/index/aboutus/advice_services.htm

13.4 Producing a booklet for new arrivals

Read the extracts from the websites and answer the questions:

1. Where would you go if you were looking for a job?
2. How does Jobcentre Plus help employers?
3. Can Jobcentre Plus help you if you are not able to work?
4. Can they help you find a job if you are over 65?
5. What is the difference between 'temporary' and 'permanent'?
6. How many people use the Citizens Advice service at some point in their lives?
7. Where are the Citizens Advice Bureaux situated?
8. Can you talk to someone in person at one of the centres?
9. What kind of problems can they help you with?
10. Do the advisers look at each problem individually or at the whole situation? Which word tells you this?

Producing a booklet for new arrivals

13.4

Designing a booklet

1. Make a list of three organisations in your area that offer advice, support and help for local people.
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2. Find some information on the services offered by these organisations and make notes on the key points. (You may need to look at their websites or use leaflets from the library, the local community centre or the local council.) Find some pictures too!

3. Now make a list of three leisure facilities or places of interest in your area.
 -
 -
 -

4. Find some information on the facilities they offer and make notes on the key points. (You may need to look at their websites or use leaflets from the library, the local community centre or the local council.) Find some pictures too!

5. Now work with a partner to plan the **layout** and **content** of your booklet. Decide how many pages each section will be, which sections you will each write and what pictures or visuals to include.

6. Write a first draft of your section and check it for grammar, spelling and punctuation mistakes.

7. Review your work with your partner and teacher and prepare a final version.

8. Present your finished booklet to the class.

13.5 Producing a poster for new arrivals

Entry 1	Entry 2	Entry 3
Ask questions and understand information about local services/facilities. (Sc/E1.3b, Lr/E1.1d) Write a poster about a local service. (Wt/E1.1a)	Ask questions and understand information about local services/facilities. (Sc/E2.2d, Lr/E2.1d) Write a poster about a local service. (Wt/E2.1a)	n/a (see 13.4)

Suggested procedure (Entry 1)

- Show learners the poster on p.359. Check understanding. Clarify any unknown vocabulary.
- Ask them to make a poster (or page to put on the intranet) about a service in their area.
- Begin by making a list of the places they know already. Suggest others, if necessary; e.g., library, one o'clock club, park, sports centre, health centre.
- Learners relate any personal experience they have had of these services (if they wish to do so).
- Elicit the kind of information they will need to find out about: opening times, facilities, cost.
- Ask them to work in small groups and prepare questions to find information. (If possible, mix those who are better orally with those who have some literacy, or put them into groups of learners who share a language so they can use their L1 to support their work.
- Bring the groups together to feed back, correct and practise the questions.
- Further practice: if your class takes place in a large organisation, learners can first practise asking questions and understanding information internally. Send one group to crèche, another to café, a third to reception, etc.
- Learners feed back the information to the whole group.
- Arrange visits to different community venues. Learners ask for the information. They take photos (ask permission first) and collect leaflets with photos and information.
- In groups, learners prepare their own poster or page for the intranet, using either handwritten or computer produced text.
- Where there is a predominant language, some learners may want to produce dual language texts.

- Support learners to make posters look as professional as possible.
- Learners present their poster to the whole group.

Differentiation

- *Learners who have lived in the area a long time and know about local services and facilities can work with those who have arrived more recently.*
- *Stronger writers can work with weaker writers to produce the poster/web page.*
- *Give learners more or less support on visits.*
- *Learners with good IT skills can support learners with weak IT skills.*
- *Stronger learners can proofread the work of others.*
- *Stronger pairs/groups may wish to produce a more extensive poster with more information.*
- *Higher-level learners can write visit reports, or send an email to a friend describing the service and saying why they may or may not want to use it.*

Language points

Integrate the following specific language points:

- focus on question words: *When? What? How much?*
- days of the week and other key vocabulary; and
- lexical chunks for questions '*How much does it cost? When are you open? Who can come?*'

Extension activities

- Choose a community activity to take part in and report back.
- Small groups/pairs of learners visit other services on their own and find out about them.

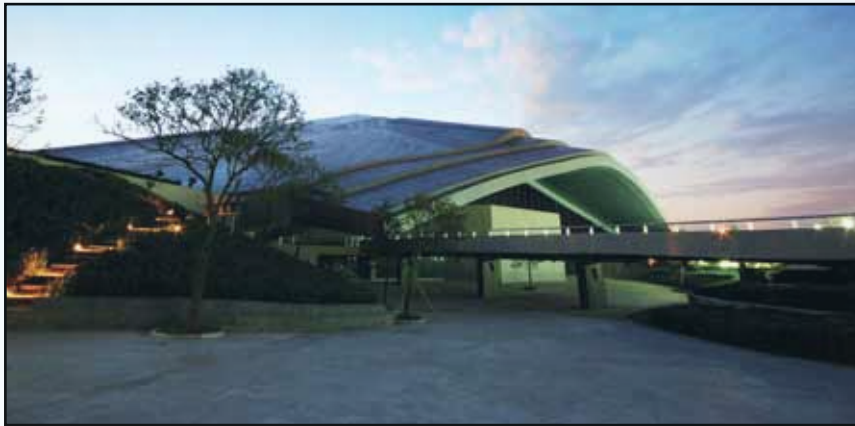
Additional materials needed

- Information about local organisations and centres.

Producing a poster for new arrivals

13.5

Earlsford Leisure Centre



Opening hours

Monday – Friday	6.30am-10.30pm
Saturday	7.30am-8.30pm
Sunday	7.30am-10.00pm
Bank Holidays	9.00am-5.00pm

Facilities

- Swimming pool
- Sauna and steam room
- Gym
- Badminton courts
- Tennis courts

Costs

One-year membership

■ Adults 16–60	£35.00
■ Adults over 60	Free!
■ Children	£10.00

