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What is citizenship?

The proposed syllabus for this section is a 'menu' for ESOL learners working towards Entry Levels 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.

- What is citizenship?
- **Citizenship and society: An overview**
- **Vocabulary for citizenship**
- **Becoming a UK citizen**
- **Exploring values, beliefs and opinions**
- **Stereotypes**
- What makes a good citizen?
- What does it mean to be a citizen in the learner's own country?
- Rights and responsibilities

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What is citizenship?

Sources of the material used in this section

- www.ind.homeoffice.gov.uk
- www.dfes.gov.uk/citizenship

Sources of other useful material

Useful resources

Title	Publisher	Description
Basic Skills Agency Publication: <i>Citizenskills</i>	Basic Skills Agency	CD-ROM Offers a background on citizenship education and plenty of support materials for classroom use.
<i>English in Action</i> CDs series	CTAD Interactive Learning	CD-ROM At E1, E2 and E3. Covers different aspects of living in the UK, for example finding a flat, joining the library and so on.
<i>Introducing Great Britain</i>	Pearson's Educational/ Longman	VIDEO Two videos and a workbook; offers a comprehensive introduction to people, places, customs and traditions of Britain and plenty more for lower levels.
<i>Post-16 Citizenship Development Programme</i>	Learning and Skills Development Agency ISBN 1 85338 951 X	VIDEO Offers a view of a range of citizenship development tools with videos, snaps, worksheets; all useful resources. CD-ROM Comes in a pack with the video. TEACHER SUPPORT
<i>Right Now</i>	Oxford University Press www.oup.com/elt	VIDEO Workbook and teachers' book available; snapshots of British culture and lifestyle; designed for adolescents, but could be used with other groups.

Title	Publisher	Description
<i>Watch This</i>	Oxford University Press www.oup.com/elt	VIDEO Workbook and teachers' book available; snapshots of British culture and lifestyle; designed for adolescents but could be used with other groups.
<i>Window on Britain</i>	Oxford University Press ISBN 019459 0348 www.oup.com/elt	VIDEO Explores aspects of British life and culture; video guide and workbook. CD-ROM Explores the same aspects and includes work materials and activities.

Every effort has been made to ensure that the information was correct at the time of publication.

Useful references

Book title	Publisher/ISBN	Description
<i>Britain Explored</i>	Longman Publications, 2002 ISBN 0 582 47974 6	Details of all aspects of life in Britain; very useful as a reference and suitable for all ages; with cassette.
<i>Culture Shock! Ireland: A Guide to Customs and Etiquette</i>	Kuperad, 2000 ISBN 1857331494	Details of many aspects of life in Ireland as a whole. Amusing and useful for reference.
<i>English Vocabulary in Use – Pre-intermediate and intermediate</i>	Cambridge University Press, 2002 10: 052101171X 13: 9780521011716 www.cup.org	A vocabulary practice book with very useful sections on government, the law, education, work, the media, arts and science.
<i>Key Stage Four Citizenship: The Workbook</i>	Coordination Group Publications, 2004. ISBN 1 84146 964 5 www.cgpbbooks.co.uk	A 'fun' activity book, suitable for younger learners. Sections on human rights, multiculturalism, Britain and the world, law, politics, the economy, world trade, local community.
<i>What's it Like?</i>	Cambridge University Press, 2000 ISBN 0521 58662 3 www.cup.org	Life and culture in Britain today; details of all aspects of life in Britain; useful references and topics; suitable for young adults; with cassette and teachers book.

Every effort has been made to ensure that the information provided was correct at the time of publication.



Useful Websites

Website	Web address	Description
Association for Citizenship Teaching	www.teachingcitizenship.org.uk	Professional subject association for those involved in citizenship and education. <i>Teaching Citizenship</i> journal published twice a year.
Basic Skills Agency	www.basic-skills.co.uk	Browse around this site for information on improving standards through basic skills.
	www.citizenskills.org	Community based/ESOL information useful for teachers.
Belfast Telegraph	www.belfasttelegraph.co.uk	Newspaper providing national and international news and articles of cultural interest.
The British Library	www.bl.uk	Very useful resource showing booklists and further activities related to citizenship.
	www.bl.uk/services/learning/teachers.html	Good materials for citizenship unit support under '21st Century Citizen.'
Carnegie Trust	www.carnegieuktrust.org.uk/cypi/local_projects/northern_ireland	Information on various projects in the community in Northern Ireland related to the theme of citizenship and involving young people.
Citizenship Foundation	www.citizenshipfoundation.org.uk	This excellent site contains a wealth of information on all aspects of citizenship; materials to download, resources and booklets available.
Council for Education in World Citizenship	www.cewcni.org.uk	Website of the Council for Education for World Citizenship in Northern Ireland. Offers support for local and global citizenship education in schools.
Department for Education and Skills	www.dfes.gov.uk/citizenship	A government site with information and source references related to all aspects of the citizenship curriculum at Key Stage 3; lots of useful input for citizenship provision.
Directgov	www.direct.gov.uk	Up-to-date information on present issues related to citizenship and local government nationwide.

Type of resource	Online or downloaded?	Level/adaptability
Text primarily, including citizenship leaflets, articles and news related to citizenship. Reports on community involvement with issues like the Holocaust and the Indian tsunami.	Articles to be downloaded , including ESOL peer mentoring schemes, case studies and lesson plans including images.	E2+
Mainly text . /resource_bank.html – information on community, health, housing, money, travel, work and so on.	Option to download publications for use within families. Online ESOL translator very interactive , including pronunciation work. Option to download a citizen skills package including a virtual town on CD, opportunity to create dialogues online .	Pre-Entry Better for teachers own research but with adaptation E2+
Pictures and text . An interactive site.	Articles on a wide range of topics. Links to other newspapers in Northern Ireland.	Teachers' resource
Pictures, images and text . /onlinegallery/ttp/digitisation6.html – modern, ordinance survey and antiquarian maps available to view.	Students can read books online , and look at pictures on the computer. Also music and sound archive via collections.	E3+ but could be adapted.
Articles are mainly text based but opportunity to listen to oral memories of the Holocaust in sound archive and read accompanying information cards.	Information on how words have been borrowed from other languages and assimilated into English. Word building. Online images available.	E3+ complex text
Text only. Contains outline of projects, aims, useful links and contact details of organisers. Useful for drawing attention to how citizenship operates in a local context.	Short reports that can be read but not downloaded. Further links available for each report.	Mainly for teachers' own research but with adaptation E2+
Wealth of resources for students at all levels. Very colourful and user-friendly site.	Mock parliament video online, lots of case studies and pamphlets available to download .	E1+
Mainly text . Information on various projects and activities organised for schools on theme of citizenship.	No downloads but reports on various events involving local schools. Useful section on links to local and national organisations.	Teachers' resource
Mainly text . Different sections for teachers, pupils and parents/governors. Answers to FAQs are short, text is simple.	Articles on all kinds of topics to download and print off. Teachers resource packs to print off.	High E1+
Mainly text . When searching site search engine displays results with a percentage grade of relevance. Very quick and easy to refine search.	Possible to sit mock and real exams online , fill in forms and find latest travel advice online . Information on citizenship ceremonies to download .	Quite simple text. With adaptation E1+

All details were correct at time of publication.

1.1 Citizenship and society: An overview

Entry 1	Entry 2	Entry 3
State wishes (negotiate content with learners). (Sd/E1.1b)	State wishes. (Sd/E2.1b)	Talk about feelings, wishes and hopes for the future. Talk about own needs and wants. (Sd/E3.1c)

Suggested procedure (Entry 3)

Task sheet 1

- Learners talk about how long they have lived in Northern Ireland, where they live and what they like and don't like about Northern Ireland.
- Give learners Task sheet 1, ask them to read the questions and ask them to tick the things that help them to feel they are part of the UK. Assure them that they don't need to show this to anyone. Ask them to report on any aspect they want to share with the whole group.
- Learners talk about their hopes for the future, for example: *'In the future I would like to own my own flat'; 'I hope my family can come to join me here soon'*.

Quiz

- Learners work in pairs to complete the quiz. Reassure them that lots of people born in the UK would not be able to answer all the questions. Note areas of knowledge and interest to learners.

Differentiation

- *Pair weaker learners with stronger learners.*

Task sheets 2 and 3

- Discuss what learners know about another country.
- Learners fill in and reflect on the questionnaire on Task sheet 2. If appropriate, they can work in pairs with a friend, speaking their own language.
- Ask them to tell the class one fact about the country, on any subject they choose.

- Move on to Task sheet 3. Learners talk about what they would like to know more about. Encourage them to note their needs and interests at the bottom of the page.

Differentiation

- *Some learners may be embarrassed because they feel they don't know much, either about the UK or other countries. Other learners may be very keen to let you know about expertise or interests that they have. Try to give them as much choice as you can to decide whether or not to show you what they have written.*

Language points

Integrate the following specific language points:

- ways of talking about hopes for the future;
- modal verbs, for example need to, would, might.

Extension activities

- Ask the learners to write a few paragraphs about what they want to know about the UK, and why they want to learn English. Use this to diagnose strengths and weaknesses in written English, as well as to note the content.
- Ask the learners to select one of the areas in the list on p. 12 and research it on the Internet.
- Entry 1 learners could make a poster with visuals and key vocabulary or write key words on cards.

Additional materials needed

- Access to the Internet.

For answers to quiz questions, see the answers section, p. 319.

Citizenship and society: An overview

1.1

Task sheet 1

What are the things that help you to feel you are part of the UK?

1. Understanding English.
2. Having family and friends who live here.
3. Having friendly neighbours.
4. Having a husband or wife who was born in the UK.
5. Having children who go to local schools.
6. Renting or owning a flat or a house.
7. Having a job.
8. Having the same religion as people around you.
9. Voting in an election.
10. Anything else.

Look at the above areas and talk about your hopes for the future.

1.1 Citizenship and society: An overview

Quiz: Living in the UK – How much do you know?

Try this quiz on British history, politics, law, education, jobs and culture.

British history and politics

1. 'The United Kingdom' means:
 - a) England, Scotland and Wales
 - b) England, Scotland, Wales and Ireland
 - c) England, Scotland, Wales and Northern Ireland
2. Two of these party names have the same meaning. Underline them:
 - a) Labour
 - b) Tory
 - c) Conservative
 - d) Liberal
3. How many Houses of Parliament are there?
 - a) One
 - b) Two
 - c) Three
4. How often are general elections held?
 - a) About every 5 years
 - b) About every 7 years
 - c) About every 10 years
5. How old do you have to be before you can vote?
 - a) 16
 - b) 18
 - c) 21
6. When did the National Health Service begin?
 - a) 1800
 - b) 1925
 - c) 1948

Law

7. What can happen to a person who drives without insurance?
 - a) They can get a fine of up to £5000 and penalty points on their licence
 - b) They can go to prison
 - c) They can lose their car
8. What happens to a person who has a TV but no licence?
 - a) Their TV will be taken away
 - b) They can get a £500 fine
 - c) They can get a £1,000 fine

(Continued)

Citizenship and society: An overview

1.1

Quiz continued: Living in the UK – How much do you know?

9. What can happen to a person who plays music loud, late at night, and disturbs the neighbours?
- Their music equipment can be taken away
 - They can get a £50 fine
 - They can get a £500 fine

Employment

10. What are the minimum wages per hour for 18–21 year olds and people over 22?
- £3.80 (18–21) and £4.50 (22 and over)
 - £4.25 (18–21) and £5.05 (22 and over)
 - £4.50 (18–21) and £5.00 (22 and over)
11. How many hours is an employer allowed to make his or her employees work in a week?
- 48
 - 50
 - 52
12. What is National Insurance?
- Private medical insurance
 - A tax used for building roads and hospitals
 - Money you pay the government, so you can get benefits if you need them

Sources of help and information

13. Where would you go if you needed help?
Match the following problems with the sources of help on the right:

1. Your neighbour's dog barks all night	A. Your GP
2. Your child needs to find out about the Great Fire of London	B. The local council
3. There's a dangerous hole in the road	C. Relate
4. You feel depressed all the time	D. A debt counsellor
5. You want to know which schools there are in your area	E. The local council
6. You can't pay your bills	F. The Department of Education, Education and Library boards, or the Internet
7. You and your wife/husband argue all the time	G. Your local library, or the Internet

1.1 Citizenship and society: An overview

Task sheet 2

Think about what you know about another country.

Think of the country you know best *outside the UK*. It may be the place where you were born and grew up, or it may be a country where you lived a long time as an adult.

Decide how much you know about different aspects of life there, for example:

- I know a lot.
- I know something.
- I know very little.

Fill in the chart, but you don't need to show it to anybody.

	I know a lot	I know something	I know very little or nothing
The political system			
The history			
The geography			
The various people who live there – different groups			
The country's relationships with other countries			
Human rights			
The work that people do and the employment system			
The health system			
The housing that people live in and the system for finding a home			
The education system			
How people relate to each other in the community			
The law			

Citizenship and society: An overview

1.1

Task sheet 3

Now think about what you know, and what you would like to know about the UK.

	I know a lot already	I know a little already	I would like to know more
Parliament and the electoral system of the UK			
Geography and history of the UK			
The UK as a diverse society (the various groups of people who live in the UK)			
The UK in Europe, the Commonwealth and the United Nations			
Human rights in the UK			
Work in the UK			
The health system in the UK			
Housing in the UK			
Education in the UK			
Being involved in the community in the UK			
Knowing the law in the UK			

Sometimes, you need to know something. For example, if someone in your family is sick, it helps if you know something about the health service.

Sometimes you want to know something because of your interest. For example, if you know a lot about the geography of other countries, you probably want to know more about the geography of the UK.

I need to know more about:

.....

I would be interested in knowing more about:

.....

1.2 Vocabulary for citizenship

Entry 1	Entry 2	Entry 3
Choose some elements of citizenship. (Sd/E1.1)	Give an opinion about elements of citizenship. (Sd/E2.1)	Discuss and negotiate about important elements of citizenship. (Sd/E3.1)

Suggested procedure (Entry 3)

- Direct learners to the list of words on the opposite page, and ask them to find meanings in a dictionary and/or, if possible, learners' first language (L1).
- Clarify any meaning difficulties and pronunciation issues, drilling if necessary.
- Ask learners to individually choose three or four of the words that they feel are very connected to the idea of citizenship, and then explain their choices to their partner.
- Now put learners in groups of four or five – again, they should explain which words they chose and why, and then, as a group, negotiate to make a list of six words they agree on as being very connected with citizenship.
- Ask a spokesperson from each group to explain the group's choices to the class as a whole.
- Discussion – do learners see any differences between citizenship in the UK and in their own countries?
- Encourage learners to use L1.

Differentiation

- *Encourage learners to use L1.*
- *A lot of this activity can be usefully conducted in L1 if necessary (or possible).*
- *Allow stronger learners to translate forward and back for weaker learners.*

- *Write some short dictionary definitions of the words, or examples illustrating them, for learners to match the words to.*

Language points

Integrate the following specific language points:

- highlight other forms of the same words, for example *society/social/antisocial/socialise*;
- explore collocations, for example *high/polite society, social unrest/problems/services*;
- identify and highlight noun endings, for example *...ity /...dom /...ment*.

Extension activities

- Do extensive dictionary training work with the list of citizenship words.
- Ask learners to extend the list by adding their own citizenship words.
- Make a recording of L1 English speakers/higher level ESOL learners doing the same task – compare their answers with your own class's.
- Ask learners to interview friends/family/colleagues and find out their answers to the same task.
- Ask learners to discuss the difference (if any) between ideas of citizenship in the UK and in their own country.

Additional materials needed

- Dictionaries.

Vocabulary for citizenship

1.2

Society**Morality****Community****Charity****Respect****Freedom****Government****Diversity****Values****Justice**

Vocabulary	Meaning in your language
Society	
Community	
Respect	
Government	
Values	
Morality	
Charity	
Freedom	
Diversity	
Justice	

1.3 Becoming a United Kingdom citizen

Entry 1	Entry 2	Entry 3
n/a	Make requests and ask questions. Express clearly statements of fact. (Sc/E2.2, Sc/E2.3a)	Ask and answer questions about the naturalisation regulations. (Sc/E3.3b, Sc/E3.1, Lr/E3.2b)

Suggested procedure (Entry 3)

Preparation: Teachers may find it helpful to look at the Home Office website (www.ind.homeoffice.gov.uk) before the lesson.

- If possible, show learners a picture of a citizenship ceremony and elicit what happens. Ask learners if any of them have attended a citizenship ceremony and if they know how to apply for citizenship.
- Pre-teach/elicite key vocabulary, such as 'of good character', 'of sound mind'.
- Recap/practise question forms, if appropriate.
- Explain the task: learners are going to read information about how to become a UK citizen but some of the information is missing.
- Put learners into pairs – A and B – and hand out the relevant task sheets. Explain that they are not allowed to look at each other's papers but have to ask and answer questions to fill in the gaps in their information.
- Give learners a few minutes to read their task sheets.
- Note down any difficulties with forming questions and pronunciation.
- When learners have finished, they compare their texts.
- Feedback and discussion – check understanding of text orally. Hand out complete text for reference.

Differentiation

- For learners who will have difficulty forming the questions, prepare the questions in advance – they can then select the correct question to ask.
- Alternatively, to simplify the task, learners can ask questions such as 'Which word goes after...?'

Language points

Integrate the following specific language points:

- focus on modal verbs, for example, 'can', 'must', 'must not' and 'will' in rules and regulations – extend this to other situations, for example, college regulations;
- conditional sentences;
- question forms – word order;
- intonation in question forms.

Extension activities

- Learners research and write a similar account of how to become a citizen in their country of origin.
- Learners find out more about how to apply for citizenship by looking on the Home Office Website and downloading an application form.
- Learners could be given a quiz on naturalisation and find the answers on the Website.
- Learners could find out about citizenship ceremonies – what happens, the cost, and so on.

Additional materials needed

- Pictures of a citizenship ceremony.
- Computers and Internet access.
- Dictionaries.

Becoming a United Kingdom citizen

1.3

Student A

What do you need to get British naturalisation (citizenship)?

First, you must:

- be 18 or over;
- be of good character;
- be of mind;
- have sufficient knowledge of English (or Welsh, or Scottish Gaelic).

Then there are two.....:

1. Residence requirement

If you are the husband or wife of a British citizen, you can apply for naturalisation after living in the United Kingdom for years. However, you must not be away from the UK for more than 270 days during that time, or days in the last year.

If you are not a husband or wife of a British citizen, you can apply after five years, but you must not be away from the UK for more than days during that time, or 90 days in the last year.

2. Language and knowledge of the UK requirement – NEW!

A government statement on 20 June 2005 said that you will need to demonstrate knowledge of English and knowledge of , and there will be *two different ways* to do this:

Either:

- a) if your language skills are at ESOL Entry 3 or above, take the new 'Life in the UK Test'. This will be a test taken on a computer at an approved centre;

or

- b) attend an 'ESOL + Citizenship' course to improve your English language skills and learn more about life in the UK at the same time. At the end of the course you will take an *ESOL Skills for Life*, and your teacher will give you a certificate stating that you have attended an 'ESOL + Citizenship course'.

*(Information based on the Written Ministerial Statement, 20/06/05, HC 104:
www.ind.homeoffice.gov.uk/ind/en/home.html)*

1.3 Becoming a United Kingdom citizen

Student B

What do you need to get British naturalisation (citizenship)?

First, you must:

- be 18 or over;
- be ofcharacter;
- be of sound mind;
- have sufficient knowledge of English (or, or Scottish Gaelic).

Then there are two essential requirements:

1. Residence requirement

If you are the husband or wife of a British citizen, you can apply for naturalisation after living in the United Kingdom for three years. However, you must not be away from the UK for more than days during that time, or 90 days in the last year.

If you are not a husband or wife of a British citizen, you can apply after years, but you must not be away from the UK for more than 450 days during that time, or 90 days in the last year.

2. Language and knowledge of the UK requirement – NEW!

A government statement on June 2005 said that you will need to demonstrate knowledge of English and knowledge of life in the UK, and there will be *two different ways* to do this:

Either:

- a) if your language skills are at ESOL Entry 3 or above, take the new '..... Test'. This will be a multiple-choice test taken on a computer at an approved centre;

or

- b) attend an 'ESOL + Citizenship' course to improve your skills and learn more about life in the UK at the same time. At the end of the course you will take an ESOL Skills for Life qualification, and your teacher will give you a stating that you have attended an 'ESOL + Citizenship course'.

*(Information based on the Written Ministerial Statement, 20/06/05, HC 104:
www.ind.homeoffice.gov.uk/ind/en/home.html)*

Becoming a United Kingdom citizen

1.3

Complete text

What do you need to get British naturalisation (citizenship)?

First, you must:

- be 18 or over;
- be of good character;
- be of sound mind;
- have sufficient knowledge of English (or Welsh, or Scottish Gaelic).

Then there are two essential requirements:

1. Residence requirement

If you are the husband or wife of a British citizen, you can apply for naturalisation after living in the United Kingdom for three years. However, you must not be away from the UK for more than 270 days during that time, or 90 days in the last year.

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*(Information based on the Written Ministerial Statement, 20/06/05, HC 104:
www.ind.homeoffice.gov.uk/ind/en/home.html)*

1.4 Stereotypes

Entry 1	Entry 2	Entry 3
Respond to statements with an opinion. (Lr/E1.5d)	Give an opinion. (Sd/E2.1d) Write a short text. (Wt/E2.1a)	Discuss expectations and stereotypes. (Sd/E3.1d) Write a personal account. (Wt/E3.2a)

Suggested procedure (Entry 2)

Task sheets 1 and 2

- Ask learners to begin discussing their ideas about customs and habits in the UK, then give them Task sheet 1. Check vocabulary, then ask them to work in groups to decide if they think the statements are true or not. Take feedback.
- Ask learners to work in pairs to read the texts on Task sheet 2 and decide which of the statements on Task sheet 1 each one is referring to.
- Check any unknown vocabulary.
- Ask learners in their pairs to decide how many of the statements on task sheet 2 agree with the stereotype.
- Encourage discussion around some issues, for example comparing the way 'please' and 'thank you' are used in different societies.

Differentiation

- *If possible, learners might benefit from being in first language groups and discussing in the first language, then reporting back in English.*

Task sheet 3

- Encourage learners to talk about what they expected before coming to the UK and what they found.
- Give them Task sheet 3, and ask them to read the passage and note the language use.
- Ask learners to write their own passage.

Differentiation

- *More able writers can write a longer passage, while others write a small amount, proof-read, correct and re-write.*

Language points

Integrate the following specific language points:

- simple present tense, positive and negative;
- simple past tense.

Extension activities

- Learners discuss customs in a range of countries.
- Learners read accounts in student magazines written by learners about their arrival in the UK, and possibly write their own.

Stereotypes

1.4

Task sheet 1

People who don't live in the UK sometimes have ideas about life in the UK.

For example:

1. "People in the UK like to form orderly queues and wait patiently for their turn, for example when waiting for a bus."



2. "A handshake is a common form of greeting among the people here."



3. "People are very polite, and say 'please' and 'thank you' a lot."



4. "People pay for drinks in pubs and bars at the time they order them."



5. "People don't like it if you ask personal or intimate questions."



6. "People drink lots of tea and the national dish is fish and chips."

Maybe these things are true, maybe they are not.

Think about your experience of life in the UK.

Look at the above statements and talk about whether they are true or not, for example:

- I think it's true.
- I think it's partly true.
- I don't think it's true.
- I don't know, I haven't enough experience of it.

1.4 Stereotypes

Task sheet 2

Read what these UK citizens say about the ideas on Task sheet 1. For each one, write in the number of the idea that they are talking about.



"I think it's true that people say 'please' and 'thank you' a lot, but it's not politeness, it's just the custom. I often travel to Europe and people don't say 'please' and 'thank you' so much, but they are polite all the same."

"Yes, it's true on the whole that you pay for a drink when you order it, but it depends where you are. In a restaurant, you pay when you finish. Sometimes, in a café, you don't know whether to pay before or after the meal."



"I live in London, and I find that people push to be first on the bus. There is no queue. The bus doesn't always stop exactly at the bus stop and people rush to get on. However, I know it's different in some smaller towns."

"Personally, I like to drink lots of tea and I love fish and chips. However, I don't think people see it as a national dish. Lots of people eat spaghetti, curry, Chinese stir-fry and other types of food from all around the world. In fact, some people say the national dish is chicken tikka masala."



"People don't shake hands so much now, except in very formal situations, for example when you arrive for a job interview. Kissing on both cheeks is much more common than it was 20 years ago."

"I think it's certainly true that there are questions you don't ask. It's the same in all societies, but the questions may be different. Here, most people don't like it if you ask certain questions, such as 'How much money do you earn?' or 'Why aren't you married?'"



How many agree with the ideas on task sheet 1? How many disagree?

Stereotypes

1.4

Task sheet 3

Before you came to the UK for the first time, what did you expect?

Think about:

- the weather;
- the people;
- the food;
- the buildings;
- anything else.

Did you find what you expected?

Read this passage:

“Before I came here, I thought: ‘The UK is cold. I am going there in winter. I will find it very cold.’

When I came I found that it is cold one day and warm the next day. No two days are the same.

It is not exactly what I expected.”

Write your own passage:

Begin:

“Before I came here, I thought

.....”

Continue:

“When I came, I found that

.....”

Finish with one of the following:

- “It is exactly what I expected.”
- “It is not exactly what I expected.”
- “It is more or less what I expected.”
- “It is very different from what I expected.”

1.5 Exploring beliefs, values and opinions

Entry 1	Entry 2	Entry 3
Listen to match key words in a phrase to pictures. (Lr/E1.2)	Listen to and write key words from dictated phrases and match these to pictures. (Lr/E2.2)	Listen to and write dictated phrases and match these to pictures. (Lr/E3.2)

Suggested procedure (Entry 3)

- Direct learners to the pictures on the opposite page – they should work with a partner and try to find a connection between each picture and the idea of citizenship. (The pictures are quite ambiguous, so learners may come up with lots of ideas.)
- Now dictate the phrases from ‘Additional materials’ (see below) and ask learners to match these to the picture. They can just write the number of the phrase by the picture, or try to write the whole phrase.
- Feedback – elicit answers from learners, writing the phrases onto the board so they can check spellings.
- Now put learners to work in pairs/groups and decide which actions they consider most important for a ‘good’ citizen. Emphasise that there are no ‘correct’ answers. A good way to focus learners here is to ask them to choose three actions they consider very important and three they consider trivial.
- Feed back to the whole class – compare ideas.

Differentiation

- *Make cards for the actions listed above, and ask learners to read and match to pictures.*
- *Reverse the activity – start by dictating the sentences, then ask learners to draw a picture representing each one.*
- *For a lower level class cut the picture sheet up into individual pictures, give one to each learner, and ask them to find the sentence that goes with it.*

Language points

Integrate the following specific language points:

- ask learners to find the phrasal verbs in the picture phrases;
- blank out the prepositions in the phrases and ask learners to complete them;
- highlight verb/noun collocations in the phrases and ask learners to suggest more, for example *pick up litter, pick up a disease/language*.

Extension activities

- Explore these pictures/phrases in more detail – for example, what exactly is a good neighbour?
- As with 1.2, ask learners to interview friends/family/colleagues and find out their answers to the same task.
- Ask learners to describe or talk about anyone they know who is very active in any of the areas below.

Additional materials (for making cards)

1. Be a good neighbour
2. Be kind to animals
3. Care about the global environment
4. Give blood
5. Give clothes to charity
6. Help to take care of the elderly and the disabled
7. Listen to others and respects their opinions
8. Pick up litter
9. Respect other people’s religions
10. Take part in campaigns
11. Volunteer to help in a crisis
12. Vote in elections

For answers to picture matching exercise, see the answers section, p. 319.

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