

SECTION A

Getting Started

URBAN AND RURAL COMMUNITIES

A. This section is about life in two different types of community: urban and rural. Look at the list of life aspects below and decide if they are typical of an urban (U) or rural (R) lifestyle, or both (U&R):

Don't forget that you are not supposed to write in this space.

Copy the exercise into your notebook and do it there.



	U / R / U&R?
keeping animals for food	
fresh food	
knowing your neighbours well	
good health care	
community spirit	
employment opportunities	
traffic noise	
strong families	
good schools	
leisure facilities	
crime	
peace and calm	
play facilities	
crowds	
living in apartment buildings	
pollution	
new technology	

B. Where do you live? In a city/town or in a small village/the countryside? Make a list of all the positive and negative aspects of your life

I live in a city / town / village / the countryside (delete as appropriate)

Don't forget that you are not supposed to write in this space.

Copy the exercise into your notebook and do it there.



Positive aspects	Negative aspects

C. Compare your lists with your colleagues. Are they similar or different?

Focus on Vocabulary

A. Below is a picture of a Japanese farm kitchen. Match the vocabulary to the numbered objects in the kitchen. Use your dictionary to help you!



fire extinguisher	
extractor fan	
tongs	
gas ring	
firewood	
metal bowl	
vase	
old magazines	
ceramic stove	
traditional steamer	
ceramic pots	
shrine	
shelf	
wall tiles	

Don't forget that you are not supposed to write in this space.
Copy the exercise into your notebook and do it there.



B. The sentences below describe the position of the objects. Are they true or false? Can you correct the false ones?

If you need help, check Grammar Box 1

1. The vase is on the shelf.
2. The fan is below the window.
3. Some of the firewood is inside the stove.
4. The traditional steamer is on top of the stove
5. The tongs are leaning against the firewood.
6. The ceramic pots are behind the shrine.
7. The ceramic tiles are under the wall.
8. The metal bowl is above the traditional steamer
9. The ceramic pots are arranged between the two vases.
10. The fire extinguisher is next to the stove.

C. The photograph below shows a kitchen in an apartment Tokyo. Write sentences describing the location of some of the objects. The words in the box below may be useful.



Japan

Japan has the world's third-largest economy. Its role in the international community is considerable. It is a major aid donor and a source of global capital and credit. More than three quarters of the population live in large cities in the coastal areas of Japan's four mountainous, wooded islands. Japan remains a traditional society with strong social and employment hierarchies. For example, many Japanese men work for the same employer all their working lives. However, this and other traditions are under pressure from a young generation more accepting of other cultures and ideas.

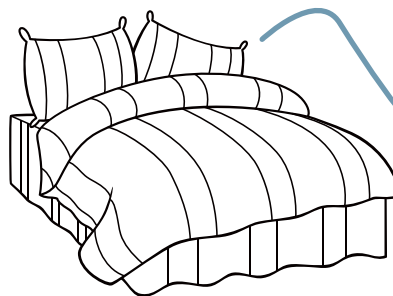
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tap	wok	dishcloth	pot
washing-up liquid	coffee pot	rug	kettle
cupboards	sink	drawers	bottles of medicine
glasses	dustbin	cooker	vegetable peeler

D. Is your kitchen like the ones above? Is it a country kitchen, a city kitchen or a mixture of the two? Write a short paragraph describing how it is similar or different?

E. When learning vocabulary it can sometimes help to represent it visually, as with the prepositions in Grammar Box 1. Look at the Grammar Box and do this for yourself, using other vocabulary you know in addition to the prepositions. For example, with bedroom furniture:



There are two pillows on the bed

F. Choose a vocabulary area of your own and make some drawings. Then ask a colleague to write the sentences that go with them.

Focus on Listening

A. Before you listen, study the vocabulary glossary below and then choose words to complete the sentences that follow.

pothole = buraco na estrada	upbeat = positivo
barter = troca	scrape = raspar
hardy = resistente	ticket = multa
drudgery = trabalho pesado	P.T.A. = associação de pais
trait = característica	clipboard = prancheta
gossip = coscuvilhice	sidewalk = passeio

1. Many country roads don't have _____ that pedestrians can walk along.
2. There was a loud noise from under the car as we hit the _____ in the road.
3. I like to read those magazines that have lots of _____ about the lives of famous people.
4. The inspector made notes on his _____ as he walked around the factory.
5. My father got a _____ for driving at 85 kph in a 50 kph zone.

Choose one of the other words and write a 'gapped' sentence for your colleagues to complete.

B. You are going to listen to two people speaking about life in Japan. The first speaker is talking about living in the countryside. As you listen, make notes on the following topics:

Rural Life in Japan

Business practices in the countryside
People helping in the community
Demographics
Men and women





C. The second speaker lives in a city. Listen and add some information to the sentences below. Read the sentences carefully before you listen.

Urban Life in Japan

1. The Japanese are used to crowded places like the metro...
2. You can hear recorded messages in many places telling you...
3. You might see a man in uniform cleaning...
4. In a small city area you will find sports stadiums, schools...
5. Clipboards are traditionally used to...

D. Which speaker (rural or urban) gives us the following information?

-
- | | |
|--|--|
| 1. The Japanese like their outdoors to be clean. | 6. There are strict rules about community responsibilities |
| 2. The Japanese are used to being told what to do in public. | 7. The Japanese live very close together. |
| 3. There are fewer villages than there used to be. | 8. There is an imbalance between the number of men and women |
| 4. There are an increasing number of elderly people. | 9. Life is hard for women. |
| 5. A number of people marry non-Japanese | 10. People work together for the good of the community. |
-

E. The following sentences from the original texts were edited out of the versions you have just listened to. Were they said by the urban or rural speaker?

1. Urban activity is often concentrated around the train and subway stations.
2. Most rural Japanese don't feel they miss much by living in the cities.
3. Tens of thousands of villages have shrunk to shadows of their former selves.
4. Communities are losing their bus services and public transportation because of a lack of passengers.
5. Zoning rules seem looser than in the United States. Beauty parlours and shops are often found in houses in residential districts.
6. Advertisements cover everything.
7. Some like the rows of neon signs in Ginza in Shibuya; the roads that go through buildings in Osaka and tangle of railway lines that engulf busy train stations.
8. Much of rural Japan has a man-made look. Many rivers are dammed and have cement river banks.

Your Experience

Choose one of the topics from the list below. Write a short paragraph about this topic and your community. Write specifically about things that you think might be different in another type of community.

Food & cooking	Facilities	Men and women
Neighbours	Views and spaces	School
Noise & pollution	Types of homes	Community rules

Getting Started

SECTION B

COMMUNITY IN ACTION

A. In this section we are going to look at things that people do together in the community. Which of the following things have you done recently?

- taking part in a band, orchestra or choir
- playing a sport in a community team
- eating with non-family members of the community
- going to a community religious service
- attending a community talk or lecture
- going on a trip with other community members
- taking part in a parade or display
- entering a community competition or contest
- going to a concert or show
- shopping in a community market

Can you add any community activities to this list?

B. Look at these posters for community events. Which one would you prefer to go to? Why? Explain to your colleagues.



Focus on Reading

A. The text below describes a community event that took place in East Timor. Read the text to find out how teenagers took part in this event. Before you begin reading the main text, look at the title, the two pictures and their captions. What do they tell you about what you are going to read? Compare your ideas with a colleague.

Timor-Leste Marathon: A Leap for Communities, Peace & Hope



President Horta:
Sports build stronger youths.

Dili, 25 June 2010. How do you get the people of a nation in strife to lay down their differences and work together in harmony? By giving them a way of overcoming personal disabilities and social incapacities and so starting to believe in a better life - through sporting events! That's what the President of Timor-Leste Jose Ramos-Horta envisioned for the newly independent nation, a series of sporting and adventure-related events that will boost the aspirations of all Timorese.

The Dili International Marathon 2010, held on 20 June and with more than 1,200 runners from 28 countries was a huge success. It was the first in line of four major events in Timor-Leste this year to act as a fountain of hope for the youth of the country. The other three are Tour de Timor, Underwater Photo Contest and Adventure Race.

"Through sports, we encourage youths and their families to consolidate peace in this country. Sports also helps build cultural affirmation, improve identity and instills pride within the community," said Dr Horta, also a Nobel Peace Prize laureate. He noted that in the last two years, sporting events have had a positive impact on the minds of the people.

Winning Timor-Leste's historic marathon was 29-year-old Philemon Rotich from Kenya. The father of two said he was greatly challenged by the hot climate, but otherwise thought the country and its people were beautiful. Interestingly, he had sought out the Dili marathon at random. He searched the Internet to participate in a marathon somewhere abroad. And something clicked. Timor-Leste sounded far enough.

Timor Power

Around 600 Timorese, young and young-at-heart, able and not so physically able, participated in this inaugural athletic event with lots of help from volunteers, Timor residents and foreign NGO groups.

Trailing not too far behind the Kenyan were the top Timorese talents, Augusto Ramos Soares and Zeferino Guterres Magalhaes, who came in second and third. Australian Lucie Hardiman took top spot in the woman's category and Timorese Juventina Napoleao followed her.

Training to put Timorese on the marathon map began early. From an overwhelming 402 local registrations earlier in the year, 20 male and 20 female runners were eventually selected for the national squad team in March 2010. The team went through an intensive three-month program of "training, nutrition and team-building".

The squad was coached and mentored by Timorese Olympic marathon heroine, Aguida Amaral. She has competed in several Olympic and international marathon events and used her experience and passion to inspire and train young Timorese athletes, including her own children who clinched top places in this year's Dili marathon event.



Winners all. Kenyan Philemon Rotich (middle) stands next to Augusto Ramos Soares, Zeferino Guterres Magalhaes and Rosa Mota, Olympian from Portugal.

B. Find the following information in the text:

1. When did the marathon take place?
2. Who came up with the idea for the Marathon?
3. How many people participated?
4. Which other events are planned?
5. Who won the race?
6. When did the training programme for Timorese athletes begin.
7. Who coached the Timorese athletes?

C. Complete the statements with information from the text.

1. President Jose Ramos-Horta believes that sporting events can ...
2. Philemon Rotich explained that his biggest difficulty was ...
3. He decided to participate in the Dili marathon because ...
4. Aguida Amaral used all her knowhow to ...

D. Find words or expressions in the first paragraph of the text that mean the same as the following.

1. everybody working together
2. succeed in resolving a problem or difficulty
3. imagine as a future possibility
4. increase or cause to grow
5. hopes for the future

Now find some other words in the text that you are not familiar with and write a brief explanation of these.

E. Complete the following sentences with 'a', 'an', 'the' or nothing.

1. _____ young people love to take part in most community events.
2. _____ winner of the _____ race received a cheque for 5,000 dollars.
3. The competition was held on _____ sunny morning.
4. After _____ last person had finished, everybody sat down to _____ lunch.
5. The runners ran along _____ Avenida dos Direitos Humanos. At this _____ stage, _____ Philemon was in _____ third place.
6. I was so tired after the race that I couldn't walk _____ home, so I went by _____ bus.
7. There was _____ race marshal at each street corner. _____ marshal on Avenida de Portugal was handing out water to the runners.
8. _____ marathons like this are held in many other countries and cities, like _____ New York in _____ United States.
9. _____ runner was seen collapsing from heat exhaustion. As a rule, _____ runners should ensure they remain hydrated.

If you need help with these 'articles', see Grammar Box 2.

Don't forget that you are not supposed to write in this space.
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F. Look at the poster. What is it for?



1. Find all the verbs on the poster. What do you notice about the form of the verbs?

2. We call this form of the verb the imperative. Imagine you are making a poster for the marathon that you have just read about. Use the imperative to write 5 phrases that might appear on your poster.

Example: *Come and get healthy in Dili!*

3. Work with a colleague. Think of an imaginary community event. Write 3 sentences that might appear on a poster for this event.

4. Pass your sentences to another pair and see if they can guess what type of event you were thinking of.

Your Experience

Think of a community event that you have attended recently. Write a short paragraph about this event. In your paragraph you should answer some of these questions:

- What and when was the event?
- Did it have a special purpose?
- Was it a unique event or part of a series?
- Who organised the event?
- How many people went?
- What did you do to participate?
- What happened during the event?
- Was it successful?
- Did it help to bring people together?
- Would you go again?

Getting Started

SECTION C

ACTION IN THE COMMUNITY

A. In this section we are going to look at people who work in and for the community. Match each job/position on the left with three aspects of the work they do in the list on the right. One has been done as an example.

- Make visits before the birth.
 - Rescue cats that climb trees and can't get down.
 - Apply for grants or sponsorship for events.
 - Console grieving relatives following a death.
 - Help manage sustainable farming practices.
 - Give advice on planting crops.
 - Deliver babies.
 - Visit the sick.
 - Put out fires in people's homes.
 - Plan and co-ordinate community social events.
 - Liaise with the authorities about planned events.
 - Check and advise on hygiene in the home.
 - Make technical reports on soil conditions.
 - Monitor people's activities in the forests.
 - Lead religious services.
- midwife
- volunteer fire-fighter
- priest
- agricultural advisor
- entertainment officer



B. People who work in your community.

1. Work with a colleague to make a list of all the types of people who work in and for your community.
2. Compare your lists with other colleagues in the class and, choose one person from the list – each pair should choose a different person.
3. Write four sentences about what the person does in their work and for the community. Write each sentence on a separate slip of paper.

Example: *He patrols the streets of the town looking for animals that don't belong to anyone.*

4. Read out your sentences and ask your colleagues to guess what the community job is.

Focus on Reading

A. Before you read the text on the following page, match the underlined words in the sentences to their meanings in the table:

1. Many offenders are given community service punishments instead of being sent to prison.
2. The counsellor explained the options that we had and told us which one he thought was best.
3. The library will remain open out-of-school hours so that students have somewhere to do their project work at the end of the day.
4. The education welfare officer interviewed each problem student about their performance over the school term.
5. If a student commits two serious offences, he/she will be excluded from the school for 3 weeks.
6. We try to stop the bullying of younger children by targeting the bullies at the earliest opportunity and talking to them about their behaviour.
7. Anti-social behaviour, such as being drunk in the street or writing graffiti on the walls, is not tolerated at the school.

a) illegal actions or crimes	f) people who commit crimes
b) alternative punishment that involves doing useful work that serves the community, such as cleaning	g) a person who checks children's progress at school and ensures they have what they need to be able to study
c) actions and activities that irritate or offend the public in general	h) a time after the school has closed for normal activities
d) prevented from attending school, as a punishment	i) select as an object of attention
e) using superior strength to hurt or intimidate people who are weaker	j) a person who gives advice on specific problems

B. Work in teams of three. You are going to read a text about someone's job. It contains all of the vocabulary you have just worked on. Before you read, discuss what kind of job you think this person does.

C. Divide the text between you. One person should read section A, one should read B and one should read C. When you have finished, work together to do the tasks that follow.

A day in the life of a youth justice worker (A)

I am an early intervention youth justice worker based at Hailsham Community College. This is a full service school that houses a number of agencies, including the police, nurse, social services, counsellors, out-of-school-hours manager, community sports development officer, educational welfare officer, etc.

When I first started, my duties were to act as a positive male role model to engage disaffected, vulnerable young people at risk of exclusion and enable them to remain in appropriate education or training. Also, to provide support through developing anger management strategies to help deal with situations they may find stressful or difficult. In my work, the aim is to positively engage targeted young people to support their development and prevent them from engaging in criminal behaviour. It's all about building up a relationship and trust with the young person. An assessment is made, and a specific programme is designed to meet the needs of each young person. In addition, I help reduce bullying and victimisation by challenging unacceptable behaviour and helping young people develop respect for themselves, others and the community.

My job has many varying aspects, and no two days are ever the same. Here is one of my not so typical days: (B)

7.30 am - Get to work, check emails and voicemail. Voicemail from another young person's mum saying he was arrested for criminal damage last night. I get straight on the phone to our police liaison officer, to find out the details of the offence and legal consequences of his actions, phone mum back and set up an appointment to see him later.

9.00 am - Check on one of my lads at Park Mead Primary School, who has anger management issues that we are addressing. Speak to his class teacher and check out his progress.

10.30 am - Meeting with Chris (child care and out-of-school activities development manager) and Jo (community sports development officer) to discuss planning strategies for Urban Xtreme Festival.

12.30 pm - Home visit with the boy arrested last night to talk through the offence, and help him to realise the impact his offending behaviour has had on others and explain possible outcomes.

1.50 pm - Assessment meeting. Priority cases discussed and strategies to move forward.

3.15 pm - Meet with New Kids on the Block to brainstorm activities to be included in Urban Xtreme.

4.30 pm - Home!



Next week I am going to start working with a group of young people who are part of the same friendship group. They were engaging in anti-social behaviour in the town, and a few of them were starting to enter the youth justice system as a result. To challenge this anti-social behaviour and provide a positive focus for these young people, I am starting an after-school club, called 'New Kids on the Block' (NKOTB). The idea behind the name is to instil a sense of a fresh start and to show them they could be part of something positive. We are going to meet at least once a week and the idea is to find out their opinion on various topics including what they are interested in, what and how we can develop new activities and sports to engage young people in Hailsham. They are going to organise and run the Urban Xtreme music festival, with a little help of course.

I like to find the good in even the most difficult young person and that's why this job is for me. I know I can't change the world but if I have only helped to turn one person around, then it's been worthwhile.



adapted from: <http://www.teachingexpertise.com/articles/a-day-in-the-life-of-a-youth-justice-worker-3100>

D. Which two of the following are not mentioned as being part of the author's responsibilities?

1. Being a role model
2. Encouraging young people to continue their education
3. Getting young people to trust her
4. Helping young people deal with their anger
5. Helping young people to develop respect for the community
6. Participating in initiatives to help young people outside school
7. Participating in sports activities with young people
8. Reducing the amount of bullying in the school
9. Taking young offenders to the police station
10. Talking to parents
11. Working in a group with other community officers

E. Some of the other jobs mentioned in the text are:

nurse	community sports development officer	police
counsellor	educational welfare officer	out-of-school activities development manager

How do you think these people help the young people at the school? Write a sentence for each.

Example: *The police explain the law to the young people so they know what they can do and what they can't do.*

F. When you are reading a text, it helps if you can decide what the topic of each paragraph or section is. Decide on a sub-heading for each of the three sections in the text you have just read. Your sub-heading should summarise the main topic of the section. To get you started, decide which title you like best for Section A:

- Where I work
- My main responsibilities
- My school
- The history of my job

G. 1. Look at these phrases from the text:

Next week I am going to start working with a group of young people...
We are going to meet at least once a week...
They are going to organise and run the Urban Xtreme music festival...

The phrases refer to the future and, specifically, to plans that have already been made. Future plans may be expressed using the 'going to' form.

See Grammar Box 4 for more details about the 'going to' form.

2. Complete the following sentences about your own plans for the future:

- a. After school today I...
- b. Next weekend I...
- c. Before my next English test, I...
- d. For my mother/father's next birthday I...
- e. To help the people in my community, I...

Your Experience

A. Think of a time when you have helped somebody else in the community, perhaps with a problem or difficulty they had.

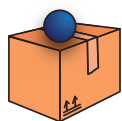
B. Now ask a colleague about their experience. You might find some of these questions useful:

- Who did you help?
- Did the person/people ask for help or did you offer to help?
- What did you actually do?
- Did you do something that the person/people couldn't do for themselves?
- Was your help successful?
- Would you help that person /those people again?

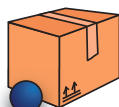
Grammar Reference Section

Grammar Box 1 – Prepositions of Place and Location

We use prepositions of place and location to identify the spatial relationship between nouns. Some of the most common prepositions of place/location are:



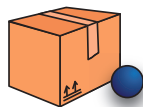
The ball is **on** the box.



The ball is **in front of** the box.



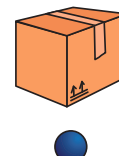
The ball is **behind** the box.



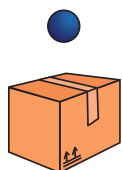
The ball is **next to** the box.



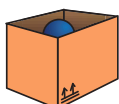
The ball is **under** the box.



The ball is **below** the box.



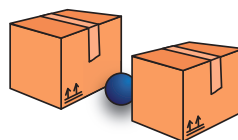
The ball is **above** the box.



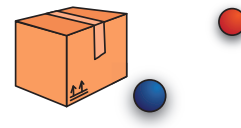
The ball is **in / inside** the box.



The broom is **leaning against** the box.



The ball is **between** the boxes.



The blue ball is **near** the box.
The red ball is **far from** the box.

Extra practice

Look at the picture of the living-room below and correct the sentences where necessary.



1. The apples are on the table.
2. The magazines are behind the armchair.
3. The mirror is between the windows.
4. The footstool is under the armchair.
5. The brown bowl is below the mirror.
6. The cushions are near the sofa.
7. The wall light is below the mirror.
8. The magazine rack is next to the glass table.
9. The green cushion is leaning against the yellow cushion.
10. The coffee table is behind the sofa.
11. The sofa is on the rug.
12. The plant is far from the window.

Grammar Box 2 – The Imperative Form of the Verb

Look at these examples from the unit texts:

Join the fun. | Bring a friend. | Learn the steps.

We use the imperative to:

Tell people to do something (an order or command):

Close the door! | Do your homework, please.

Explain the steps in a procedure (instructions):

*First, **add** the eggs, then **mix** in the butter.*

We form the imperative by using the infinitive form of the verb. We don't use 'to' with the verb. The imperative is the same for all persons, singular and plural. There is no past or future form.

To form the negative, we add 'Do not' or 'Don't' before the verb, for all persons, singular and plural:
***Don't** leave the lights on when you go out.*

Grammar Box 3 – Definite, Indefinite and Zero Articles

Look at these examples from the unit texts:

... **the** President of Timor-Leste

... was **a** huge success

... **the** first in line of four major ... we encourage youths

'The' and 'a/an' are determiners or articles. 'The' is called the definite article. 'A/an' is the indefinite article. They are placed before nouns to help us identify the nouns. There is a third form, called the **zero** article. This simply indicates the absence of 'the' or 'a/an'.

The **definite** article is used:

1. To indicate uniqueness/the only one of something ('**the** Sun').
2. When everyone knows what we are referring to ('close **the** door.').
3. For many named geographical features (**the** United States, **the** River Thames, **the** Pacific Ocean).
4. In superlatives, ordinal numbers and institutions (**the** highest mountain, **the** second time, **the** University of Aveiro).

The **indefinite** article is used:

1. The first time we mention a noun in a text (**a** tall man was standing by the door).
2. To indicate an example of something (**a** good day).
3. When we don't know which one ('he is going out with **a** French girl).
4. To refer to a person belonging to a group (she is **a** member of Greenpeace, he wants to be **a** doctor).

Grammar Box 4 – 'Going to' for Future Plans

We use the 'going to' future when:

We have already made a plan to do something

We have not yet carried out the plan – the planned action is still in the future

We are expressing our intention to do something.

We form the 'going to' future like this:

Verb 'be' + going to + infinitive of the main verb

*He **is going to** wash the car tomorrow because he has to go to a wedding on Saturday.*

*They **are going to** open a youth centre where unemployed people can learn new skills.*

*I **am going to** study harder to pass my exams.*

*We **are not going to** start smoking.*

***Are you going to** buy me a birthday present?*

No article (the '**zero**' article) is used

1. When generalising about groups of nouns (books are expensive, babies are good learners).
2. Before people's names (I am Paulo).
3. When there is a possessive or demonstrative to replace the article (here is my uncle, I want this book).
4. Before the names of most continents, countries, towns and streets.

Exceptions

There are some nouns, and some situations, in which we don't use articles:

Certain nouns referring to buildings / places / institutions with prepositions before them:

I am studying at university.

My grandmother is in hospital.

Other words like this: *home, school, church, work, prison, bed, sea*

With meals:

Breakfast is my

favourite meal.

What shall we have for

lunch?

Modes of transport:

I come to school by bus.

I go home on foot.

AFFIRMATIVE			
I	am		
You	are		buy
He/She/It	is	going to	shop
We	are		study
You	are		
They	are		
NEGATIVE			
I	am		
You	are		buy
He/She/It	is	not going to	shop
We	are	to	study
You	are		
They	are		
INTERROGATIVE			
Am	I		
Are	you		buy?
Is	he/she/it	going to	shop?
Are	we		study?
Are	you		
Are	they		
AFFIRMATIVE RESPONSE		NEGATIVE RESPONSE	
Yes,	I you he/she/it we you they	did.	
No,	I you he/she/it we you they	did not.	