



The community



Tutor Resources for the AMEP

Community

Intermediate

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Acknowledgements

The Adult Migrant English Program (AMEP) is funded by the Australian Government Department of Education and Training. Nationally, AMEP Distance/e-learning is delivered through the AMEP FLN Consortium.

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Theme:

Community

Topic:

The Community

Task	Language focus	Learning activities	Resources
<p>1. Can interpret a graph</p> <p>Is aware of Neighbourhood Watch</p> <p>Can participate in a discussion about their community</p>	<p>Vocabulary victims of crime, rating, scale, community-based, brochure, quality of life, security, participation, maintain, ignore, apprehend, convicted , regularly, suspicious, subtly, theft, determine, panic, spotted</p>	<p>Answer questions about a graph</p> <p>Answer questions about Neighbourhood Watch</p> <p>Answer questions about a story</p> <p>Answer questions about a story</p> <p>Give their opinion</p> <p>Discuss questions about their community</p>	<p>Worksheet 1: Where people feel safe</p> <p>Worksheet 2: Neighbourhood Watch</p> <p>Worksheet 3: Watching out for your neighbours</p> <p>Worksheet 4: How I caught a thief</p> <p>Worksheet 5: Talking about your community</p>

Theme: **Community**

Topic: **The community**

Safety in the community

Task 1: Can interpret a graph
Is aware of Neighbourhood Watch
Can participate in a discussion about their community

Vocabulary: victims of crime, rating, scale, community-based, brochure, quality of life, security, participation, maintain, ignore, apprehend, convicted, regularly, suspicious, subtly, theft, determine, panic, spotted

Activity instructions

Answer questions about a graph

📄 Worksheet 1: Where people feel safe

- A. Learner reads the information about the survey. (Ensure learner understands the rating scale and the environment concept before they interpret the graph.)
Learner reads the information on the graph.
Instruct learner to point to the safest and least safe environments.
Learner reads and answers the questions.

Answers

1 – a

2 – On trains at night.

3 – At home during the day.

4 – b

5 – b

6 – An environment where people feel just as likely to a victim of crime as they feel safe.

In the neighbourhood at night.

7 – a

8 – 5

- B. Learner reads the questions. Discuss.

Answer questions about Neighbourhood Watch

📄 Worksheet 2: Neighbourhood Watch

Learner reads the brochure.

Encourage learner to underline any unfamiliar words and look up the meanings in their dictionary.

Learner reads and answers the questions.

Answers

1 – c, 2 – a, 3 – b, 4 – a, 5 – c

Answer questions about a story

📄 Worksheet 3: Watching out for your neighbours

- A. Learner reads the questions.

Ask learner what they think the story is about (using the questions as a guideline).

Read the script twice.

Script

Mai and Binh Tran came from Vietnam and settled in Australia 15 years ago. After many years of hard work they bought a house in a nice, family friendly neighbourhood. They liked the area because the streets were quiet, their neighbours were friendly and they felt safe in their home. Mai and Binh loved gardening and so they were regularly in their garden enjoying their hobby. Because of this they were able to observe the comings and goings of the neighbourhood.

One day whilst working in their garden they observed a number of suspicious things. At first they just ignored it and thought it was none of their business, but several months ago they had attended a local Neighbourhood Watch Meeting. The meeting had stressed the importance of alerting the police to anything suspicious.

They observed a couple of young men whom they'd never seen before in the area. These young men were walking up and down the street. Every now and then they would stop, look around and subtly try to open the doors of parked cars. Mai and Binh knew exactly what they were trying to do.

Although Mai and Binh were somewhat nervous about ringing the police, they both felt it was the right thing to do and took the bull by the horns and rang. Within five minutes the police were at the scene. Both young men were known to the police and had been convicted of theft a number of times. They were immediately apprehended. The police thanked Mai and Binh for their involvement.

Learner answers the questions verbally.

Learner writes the answers.

Answers

1 – Vietnam

2 – In a nice, family-friendly neighbourhood.

3 – The streets were quiet, the neighbours were friendly and they felt safe at home.

4 – Because they loved gardening and were regularly outside.

5 – Two men they hadn't seen before in the street, trying to open the doors of parked cars.

6 – To steal cars or valuable items in the cars.

7 – Because they had attended a Neighbourhood Watch meeting and realised the importance of alerting the police to anything suspicious.

8 – They rang the police.

9 – Possible answers: because they didn't want to get involved, they were not sure how the police would respond to their phone call, they were afraid of the police, they were afraid of the consequences of getting involved, they may not have enough English to explain the situation.

10 – Within 5 minutes of their phone call.

11 – The men were apprehended by the police.

12 – Because the Trans were alert of suspicious actions and contacted the police.

B. Learner reads the story aloud and corrects their work.

C. Learner reads the expressions and locates them in the text.

Ask learner to guess the meanings of these expressions by reading them in context.

Answers

take the bull by the horns – to do something difficult in a determined and confident way
comings and goings – movements and activities

Answer questions about a story

📄 Worksheet 4: How I caught a thief

A. Learner reads the article aloud (check for pronunciation, intonation and punctuation).

Learner reads the questions and writes the answers.

Answers

1a – 3, 1b – 4, 1c – 2, 1d – 1, 1e – 5

2 – When Julie Anne saw the man at the neighbour's door after she had given him information.

3 – She rang 000.

4 – In her car.

5 – Because he would walk past the police station on the way (and hopefully she could alert the police).

6 – By half boarding the train with one foot on the platform.

7 – She wanted to delay the train because she saw three policemen coming towards the train.

8 – Breaking and entering.

Give their opinion

📄 Worksheet 4: How I caught a thief

B. Learner reads aloud the two opinions. Discuss.

Learner forms an opinion on Julie Anne's actions.

Learner writes the reasons to support their opinion.

Learner expresses their opinion verbally.

Discuss questions about their community

📄 Worksheet 5: Talking about your community

Read the questions together and discuss.

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Worksheet 1: Where people feel safe

A. Statistics are often shown on graphs.
Read the information on the graph and answer the questions.

In a local safety survey, Victorians were asked to rate their feelings of safety in different environments. An environment is a place you are in either during the day or during the night, for example, on a bus at night or in the neighbourhood streets during the day. People rated the environments on a scale of 1 to 10, where 1 is feels very unsafe and 10 is feels very safe. Environments rated 7 or over are considered safe.

How safe Victorians feel



1. What does the graph show?
 - a. Where people feel more or less likely to be victims of crime.
 - b. Where people are more or less likely to be arrested.
2. Where do people feel the least safe? _____
3. Where do people feel the safest? _____
4. When do people feel safer on buses?
 - a. At night.
 - b. During the day.
5. In general, where do people feel safer?
 - a. On trains.
 - b. On buses.
6. What does a rating of 5 mean? In which environment do people feel this way?

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7. How safe do people feel about being at the shops during the day?
 - a. Safer than being at home at night.
 - b. Safer than being at home during the day.
 - c. Just a little safer than being on buses at night.
8. In how many environments do people feel safe? _____

B. How safe do you feel?
Discuss these questions about yourself.

1. In which environments do you feel the least safe?
2. In which environment do you feel the safest?
3. Would you travel in a train at night? What safety rating would you give this environment?
4. Would you travel on a bus during the day? What safety rating would you give this environment?
5. Would you go to the shops at night? What safety rating would you give to this environment?
6. Do you walk the streets of your neighbourhood during the day? What safety rating would you give to this environment?
7. Do you walk the streets of the neighbourhood at night? What safety rating would you give to this environment?

Worksheet 2: Neighbourhood Watch

Read the brochure and answer the questions.

Neighbourhood Watch is one kind of community-based policing.



Neighbourhood Watch

Creating Safer Communities

Neighbourhood Watch Victoria Inc • A0018739R

Victorian Police Centre
637 Flinders Street
MELBOURNE VIC 3005
Telephone: (03) 9247 5291
Fax: (03) 9247 5313
neighbourhoodwatch.com.au

What is Neighbourhood Watch?

Neighbourhood Watch is the local community and Police working together to maintain and improve the quality of life.

Why should I become involved?

Locks and alarms will improve the security of your home, but your participation in Neighbourhood Watch will improve the security of your local area. Neighbourhood Watch is a way for the local community to be the eyes and ears for the police by reporting suspicious activity, making a note of appearances, car models and registration numbers. Neighbourhood Watch can also help you learn about watching out for your personal safety and the importance of engraving licence numbers on valuable property.

How do I become involved?

To become an active member of neighbourhood Watch, ask at your local Police station. They will provide you with all the information you need to become involved in the best security money can't buy.

1. Neighbourhood Watch is:
 - a. a police organisation
 - b. a community organisation
 - c. an organisation involving police and the community.
2. What is the aim of Neighbourhood Watch?
 - a. To keep the neighbourhood safe.
 - b. To meet new neighbours.
3. To be the eyes and ears for the police means:
 - a. to report any police activity in your area to Neighbourhood Watch
 - b. to report to the local police anything suspicious that you see or hear in your neighbourhood
 - c. to patrol the streets in your neighbourhood with the local police and listen to their concerns.
4. As well as improving the security of an area, Neighbourhood Watch will teach you how to:
 - a. keep yourself safe
 - b. engrave a licence number
 - c. recognise valuable property.
5. Neighbourhood Watch is the best security system money can't buy because:
 - a. it isn't worth anything
 - b. only rich people can afford it
 - c. it doesn't cost anything but it works really well.

Worksheet 3: Watching out for your neighbours

A. Listen to the story and answer the questions.

1. Where did Mae and Binh Tran come from? _____
2. Where did they buy a house?

3. Why did they like the neighbourhood?

4. Why could they observe the comings and goings of the neighbourhood?

5. What did they notice while they were gardening?

6. What were the men trying to do?

7. Why did the Trans decide to get involved?

8. What did Mae and Binh do? _____
9. Why do you think they were nervous about ringing the police?

10. When did the police arrive?

11. What happened to the men?

12. Why did the police thank the Trans?

B. Read the story and correct your work.

Mai and Binh Tran came from Vietnam and settled in Australia 15 years ago. After many years of hard work they bought a house in a nice, family friendly neighbourhood. They liked the area because the streets were quiet, their neighbours were friendly and they felt safe in their home. Mai and Binh loved gardening and so they were regularly in their garden enjoying their hobby. Because of this they were able to observe the comings and goings of the neighbourhood.

One day whilst working in their garden they observed a number of suspicious things. At first they just ignored it and thought it was none of their business, but several months ago they had attended a local Neighbourhood Watch Meeting. The meeting had stressed the importance of alerting the police to anything suspicious.

They observed a couple of young men whom they'd never seen before in the area. These young men were walking up and down the street. Every now and then they would stop, look around and subtly try to open the doors of parked cars. Mai and Binh knew exactly what they were trying to do.



Although Mai and Binh were somewhat nervous about ringing the police, they both felt it was the right thing to do and took the bull by the horns and rang. Within five minutes the police were at the scene. Both young men were known to the police and had been convicted of theft a number of times. They were immediately apprehended. The police thanked Mai and Binh for their involvement.

C. Find these expressions in the story and try to guess their meanings.

take the bull by the horns

comings and goings

Worksheet 4: How I caught a thief

A. Read the story and answer the questions.

I was having tea with a friend on a quiet Tuesday morning, when a man knocked at the door and asked the way to the railway station. I told him but then began to wonder why he hadn't asked someone in the street.

I looked out and saw him knocking on my neighbour's door. "Why would he keep knocking on doors if I've told him what he wanted to know?" I said to my friend.

I watched him going up to a house four doors away and disappear. I rang 000 and told the operator my suspicions. She told me the police would come immediately. Ten minutes later they still weren't there and the man had come out of the house carrying a bag he hadn't had before.



Then things really started to happen. I was determined not to lose sight of this guy. I left my friend at home in case the police came and I got into my car to follow him. I was absolutely terrified but at least I was in a car and he was on foot, so I was able to keep my distance. I was hoping he'd go to the railway station because there was a police station on the way, but to my horror he took a short cut down a laneway. I lost him and began to panic. I got to the station and spotted him on the platform and also saw three policemen walking towards me. I was in luck!

Then a train came in and the man got on. I tried to hold it up by half boarding it by keeping one foot on the platform so the door couldn't close. I yelled out to the officers who came running and caught the man. He had CD's and jewellery in the bag.

Detectives from the police station came around to the house later and thanked me. The man was in court last week charged with breaking and entering. He won't try to break in to houses in this street again!

1. *Number the events in the order they occur in the text.*

- a. Julie Anne rang 000 and then followed the man to the station.
- b. When the man got on a train, Julie Anne tried to delay the train.
- c. Julie Anne watched the man disappear into a nearby house and then come out with a bag.
- d. A man knocked at Julie Anne's front door to ask for directions to the local railway station.
- e. The police caught the man and searched the bag.

2. What first made Julie Anne suspicious?

3. What did Julie Anne do after she saw the man disappear into a house four doors away?

4. How did Julie Anne follow the man?

5. Why did she hope the man would go to the railway station?

6. How did she hold up the train?

7. Why did she hold up the train?

8. What crime was the man charged with?

B. Julie Anne's story is an unusual example of community-based policing. Read two different opinions of what Julie Anne did. What do you think? Do you agree with Giselle or Frank? Write the reasons for your opinion. Explain your opinion to your tutor.



Giselle:
Julie Anne was right to chase that thief. We should all work together to keep our neighbourhood safe.



Frank:
Julie Anne was silly to chase that thief. She could have been hurt. It's the job of the police to catch criminals.

Worksheet 5: Talking about your community

A. Think about the community in your home country and discuss these questions.

1. What did you like about your community in your home country?
2. How many of your neighbours did you know?
3. Were there any old people living in your community? Talk about them.
4. Were there little children in your community? Talk about them.
5. How did you help the community?
6. What did the people do for recreation in your community?
7. What do you think is the most important thing about living in a community?
8. Did your community have special days to get together?
9. Did you community have meetings?
10. Was there a neighbourhood watch program in your community?
11. Was your community afraid of strangers?
12. Did your community welcome strangers?
13. Did you ever help a neighbour? How?
14. Was it a good place to raise children? Why? Why not?

B. Think about the community you live in now and discuss these questions.

1. What do you like about the community you are living in now?
2. Do you know many neighbours?
3. Are there any facilities for old people in your community?
4. Are there any facilities such as parks and playgrounds for young children?
5. What do people do for recreation in your community?
6. Is there a Neighbourhood Watch in your community?
7. Does the community have any special days to get together?
8. Does your community have meetings?
9. Have you ever helped a neighbour?
10. Is it a good place to raise children? Why? Why not?

