

### 3 Geography and History

Speakers	Web DVD	Video Summary	Page No.	E1	E2	E3	L1 L2
Abigail Hackett	017	Abigail is interviewed in Leeds art gallery. She talks about her role, the purpose of museums and the different types. Abigail discusses libraries and what you might find there. (Some sections, such as joining a library, might be suitable for Entry 2).	2	✗	✓	✓	✓
					tutor selection		
Annabel Wigner (reduced sound quality)	018	Annabel describes the role of Royal Armouries, its collections from around the world and 'live interpretation' displays such as jousting.	17	✗	✓	✓	✓
Cilla Ross	019	Cilla talks about trade unions and what is meant by strike. She discusses the history of industry in the UK.	29	✗	✗	✓	✓
Flamingo Land	020	Simple language describing a typical day out in the UK, using present simple and countable nouns.	37	✓	✓	✗	✗
Mary Wendy Stephen	021	ESOL tutors talk about the geography of the United Kingdom, providing basic facts on population, rivers, mountains and historical dates.	45	✗	✓	✓	✓
Stephen Mary Wendy	022	ESOL tutors discuss the different languages spoken in the UK and find out about the origins and history of the English language.	57	✗	✗	✓	✓

To download videos, audio files and a Microsoft Word version of this teaching workbook please visit: [www.esoluk.co.uk/download.html](http://www.esoluk.co.uk/download.html)

Answer key to multiple-choice questions: **page 68**

### 3 Geography and History

Speaker: 017 Abigail Hackett

Job: Museums, Libraries and Archives



Skill	Suggested Activities
Speaking:	Elicit students' experiences of museums and libraries in UK and in other countries. Take an object or picture to describe. Ask students in previous lesson to bring an old object and describe it.
Listening:	Answer tutor prepared questions on what museums and libraries contain and do, different types of museums, how to join a library and how to find materials.
Reading:	Find books in a library quiz. Use alphabetical order for authors' names. Read about local history. Choose a book from a library to review.
Writing:	Write a review of a library book. Write a description of an object or picture. Make comparisons between the past and present in your town.

#### Transcript:

1. **Wendy:** Can you tell me about your job?
2. **Abigail:** Yes, I work for the museums, libraries and archives council. My role in the council is to support the museums, libraries and archives in Yorkshire to work with adult learners and to work particularly with adults who are working on their literacy skills.
3. **Wendy:** And do you, does that mean you get out to see the libraries and galleries yourself? Do you go out for visits for instance?
4. **Abigail:** Yes I do a little bit. I get to go all around Yorkshire and Humberside and I work a lot with the education staff in the museums and I work with the

### 3 Geography and History

reader development librarians in libraries as well on all the different initiatives and resources and activities that they want to run to work with adult learners.

5. **Wendy:** And do you develop materials for students to use?
6. **Abigail:** That's usually what the different staff in museums and libraries do, especially quite a lot of the libraries put together things like activity packs or resources or activity sheets that tutors can use in class or their students could use if they came along to the building themselves.
7. **Wendy:** And do you have a web site for information?
8. **Abigail:** Yes, do you want the address?
9. **Wendy:** OK.
10. **Abigail:** Yes, we've got a web site which has all sorts of information about museums, libraries and archives and lots of examples of resources and case-studies as well. And that web site is: [www.mlay-skillsforlife.org.uk](http://www.mlay-skillsforlife.org.uk)
11. **Wendy:** Why should people visit museums and art galleries, and libraries?
12. **Abigail:** Well, all across Yorkshire and Humberside there's such a huge diversity or variety of different types of museums, libraries and archives that you can visit. And a lot of them are free as well, so I think people are really missing out if they don't go and find out what's in their local area and it'll be different from area to area what's available and what sort of museums and collections, you know, are near you locally, but there's all sorts of things out there. It's definitely worth finding out what's there and exploring.
13. **Wendy:** How can people find out about the history of their area?
14. **Abigail:** Well the role of museums is to collect objects that are from the past and different museums will collect different objects but a lot of local museums have a collecting policy which means they collect all sorts of objects that are connected to the local area. So it might be objects from that area that people used in the past or it might be things that were made in the local area or it might be archaeological objects that have been discovered, so that's one really good way.
15. Another source of information will be your local library which will very often have lots of books which give information on local history and sometimes libraries have got an actual local history library within them that you can go and have a look at. And often libraries have archives which might collect things like old photographs or newspaper cuttings and all sorts of fascinating old documents and pictures which can really sort of bring to life what it would be like in this area in the past.

### 3 Geography and History

16. **Wendy:** What different types of museums are there?
17. **Abigail:** Well, the range of museums that can exist across the country is as broad as the range of things that people might want to collect, so it ranges from everything really, I mean, of course, there's places like art galleries and also museums that specialize in particular types of art like sculpture or textiles. Then there's museums that might specialize in a particular area so, for example, there's national museums that specialize in, for example, photography or railways or coal-mining.
18. **Wendy:** Are there museums for children?
19. **Abigail:** A lot of them, a lot of museums have got an awful lot to offer children, some are really hands on and have got a lot of interactive things, so for example, there's specific children's museums which are just geared up for children and they've got all sorts of activities and games. And a lot of museums will put on events as well and so they'll be things like, perhaps story sessions or craft sessions that you can bring the whole family along to.
20. **Wendy:** Can anyone visit the museums?
21. **Abigail:** Oh yes, definitely they're certainly not places where only the people who know an awful lot, or who are very academic, need to go. The museums today are very accessible really and will explain a lot of information, so, there should be something for everybody who visits.
22. **Wendy:** How can people join their local libraries or city libraries?
23. **Abigail:** Well you can go into any of the branches of your local library so, as well as there being libraries in city centres and town centres. There's lots of local ones as well. There should be one quite near to wherever you live. You can go in by joining and completing a form and you just need to ask the library staff on the front desk.
24. There's also, a lot of the libraries now offer online joining so you could ask about that and you sometimes need to bring identification, which shows what your address is and where you live. But if you go into your local library the staff will be able to help you out with that and let you know what information you need to bring in.
25. **Wendy:** And what can people find in their libraries once they've joined?
26. **Abigail:** Well, once you've joined the library then there's a whole host of different facilities that you can use, and some of those facilities are available before you join as well, so you could always go into the library without being a member and just have a walk round, sort of get used to the space. As well as having, of course, a huge selection of books which you can borrow for free from the library, a lot of libraries have a lot of other things to offer as well.

### 3 Geography and History

27. One of the very popular things that a lot of libraries offer now is free internet access. So you can come in and use the computers and you can also do things like get on to the internet and print out information and documents as well. And libraries, as well as books they might offer things like CDs or videos, things like audio, talking books can be really good for people who are wanting to improve their speaking and listening skills.
28. **Wendy:** Are there specific study books as well?
29. **Abigail:** Yes, there can be in some libraries things like dictionaries. Some libraries have got foreign language sections as well, so you could find books there, there's also always children's sections with lots of books for children and those areas of the library are set out bright and colourful and they've got things like toys and pictures and they often run events as well like, story-telling events for example.
30. **Wendy:** How can you find out information, if you don't know where to find a book or web sites, how can you find out?
31. **Abigail:** Well, all of the books in the library are classified and divided into various different themes and sections to make it a bit easier to find what you're looking for but also there's lots of library staff on hand and you can always go and ask them to help you find the information that you need. If you need help finding things on the internet or getting more familiar with that, a lot of the libraries run things like I.T. taster sessions or sort of, getting to know your computer sessions so you can always find out if your local libraries are offering them.

### 3 Geography and History

#### 017 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)

1) At number 12, what is meant by 'people are really **missing out** if they don't go'?

- a) people are not allowed out of the building
- b) people will miss the library's special shows
- c) people will not learn about something interesting
- d) people will be missed if they don't go

2) At number 15, what can you find in archives?

- a. a lot of new books
- b. historical documents, old photographs and newspaper cuttings
- c. the latest news
- d. information on English grammar

3) At number 19, what is meant by 'have got an **awful lot** to offer children'?

- a. something that is bad to show children
- b. a large amount of things for children to see
- c. something that is awful
- d. a lot of children

4) At number 19, what is meant by 'geared up for children'?

- a. speeding in the car when the children are with you
- b. asking children to change gears in the car
- c. make an activity suitable for children so they can enjoy it

5) At number 19, in a **craft session** you can:

- a. make things using special skills, especially with your hands
- b. eat a lot of tasty food
- c. talk about English language
- d. read interesting books

6) At number 21, what is meant by an 'accessible' place:

- a. a place is far away
- b. you are not allowed to go into that place
- c. a place is easily entered and used
- d. it is a very dangerous place

7) At number 31, why do libraries organise 'I.T. taster sessions'?

- a. to meet and taste different kinds of food in a computer room
- b. to help people understand how to use computers

### 3 Geography and History

- c. to meet other people for a chat
- 8) At number 3, what is meant by 'for instance'?
- a. to do something immediately
  - b. for example
  - c. to do something all the time
  - d. for ever
- 9) At number 4, what is meant by 'initiatives'?
- a. new plans for dealing with a particular problem
  - b. introductions to stories
  - c. the first letters of a person's name
- 10) At number 26, what is meant by 'a host of facilities'?
- a. a person who welcomes you and shows you the place
  - b. equipment which is dangerous to use
  - c. a large number of equipment and other things for people to use

### 3 Geography and History

#### 017 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/017.html](http://www.esoluk.co.uk/017.html)

**Words:** *archives awful books collect definitely documents joining libraries lots sessions sorts specialise visits*

1. **Wendy:** Can you tell me about your job?

2. **Abigail:** Yes, I work for the museums, [1] \_\_\_\_\_ and [2] \_\_\_\_\_ council. My role in the council is to support the museums, [3] \_\_\_\_\_ and [4] \_\_\_\_\_ in Yorkshire to work with adult learners and to work particularly with adults who are working on their literacy skills.

3. **Wendy:** And do you, does that mean you get out to see the [5] \_\_\_\_\_ and galleries yourself? Do you go out for [6] \_\_\_\_\_ for instance?

4. **Abigail:** Yes I do a little bit. I get to go all around Yorkshire and Humberside and I work a lot with the education staff in the museums and I work with the reader development librarians in [7] \_\_\_\_\_ as well on all the different initiatives and resources and activities that they want to run to work with adult learners.

5. **Wendy:** And do you develop materials for students to use?

6. **Abigail:** That's usually what the different staff in museums and [8] \_\_\_\_\_ do, especially quite a lot of the [9] \_\_\_\_\_ put together things like activity packs or resources or activity sheets that tutors can



### 3 Geography and History

use in class or their students could use if they came along to the building themselves.

7. **Wendy:** And do you have a web site for information?

8. **Abigail:** Yes, do you want the address?

9. **Wendy:** OK.

10. **Abigail:** Yes, we've got a web site which has all [10] \_\_\_\_\_ of information about museums, [11] \_\_\_\_\_ and [12] \_\_\_\_\_ and [13] \_\_\_\_\_ of examples of resources and case-studies as well. And that web site is: [www.mlay-skillsforlife.org.uk](http://www.mlay-skillsforlife.org.uk).

11. **Wendy:** Why should people visit museums and art galleries, and libraries?

12. **Abigail:** Well, all across Yorkshire and Humberside there's such a huge diversity or variety of different types of museums, [14] \_\_\_\_\_ and [15] \_\_\_\_\_ that you can visit. And a lot of them are free as well, so I think people are really missing out if they don't go and find out what's in their local area and it'll be different from area to area what's available and what sort of museums and collections, you know, are near you locally, but there's all [16] \_\_\_\_\_ of things out there. It's [17] \_\_\_\_\_ worth finding out what's there and exploring.

13. **Wendy:** How can people find out about the history of their area?

14. **Abigail:** Well the role of museums is to [18] \_\_\_\_\_ objects that are from the past and different museums will [19] \_\_\_\_\_ different objects but a lot of local museums have a collecting policy which means they [20] \_\_\_\_\_ all [21] \_\_\_\_\_ of objects that are connected to the local area. So it might be objects from that area that people used in the past or it

### 3 Geography and History

might be things that were made in the local area or it might be archaeological objects that have been discovered, so that's one really good way.

15. Another source of information will be your local library which will very often have [22] \_\_\_\_\_ of [23] \_\_\_\_\_ which give information on local history and sometimes [24] \_\_\_\_\_ have got an actual local history library within them that you can go and have a look at. And often [25] \_\_\_\_\_ have [26] \_\_\_\_\_ which might [27] \_\_\_\_\_ things like old photographs or newspaper cuttings and all [28] \_\_\_\_\_ of fascinating old [29] \_\_\_\_\_ and pictures which can really sort of bring to life what it would be like in this area in the past.

16. **Wendy:** What different types of museums are there?

17. **Abigail:** Well, the range of museums that can exist across the country is as broad as the range of things that people might want to [30] \_\_\_\_\_, so it ranges from everything really, I mean, of course, there's places like art galleries and also museums that [31] \_\_\_\_\_ in particular types of art like sculpture or textiles. Then there's museums that might [32] \_\_\_\_\_ in a particular area so, for example, there's national museums that [33] \_\_\_\_\_ in, for example, photography or railways or coal-mining.

18. **Wendy:** Are there museums for children?

19. **Abigail:** A lot of them, a lot of museums have got an [34] \_\_\_\_\_ lot to offer children, some are really hands on and have got a lot of interactive things, so for example, there's specific children's museums which are just geared up for children and they've got all [35] \_\_\_\_\_ of activities and games. And a lot of museums will put on events as well and so they'll be things like, perhaps story [36] \_\_\_\_\_ or craft [37] \_\_\_\_\_ that you can bring the whole family along to.

### 3 Geography and History

20. **Wendy:** Can anyone visit the museums?

21. **Abigail:** Oh yes, [38] \_\_\_\_\_ they're certainly not places where only the people who know an [39] \_\_\_\_\_ lot, or who are very academic, need to go. The museums today are very accessible really and will explain a lot of information, so, there should be something for everybody who [40] \_\_\_\_\_.

22. **Wendy:** How can people join their local [41] \_\_\_\_\_ or city libraries?

23. **Abigail:** Well you can go into any of the branches of your local library so, as well as there being [42] \_\_\_\_\_ in city centres and town centres. There's [43] \_\_\_\_\_ of local ones as well. There should be one quite near to wherever you live. You can go in by [44] \_\_\_\_\_ and completing a form and you just need to ask the library staff on the front desk.

24. There's also, a lot of the [45] \_\_\_\_\_ now offer online [46] \_\_\_\_\_ so you could ask about that and you sometimes need to bring identification, which shows what your address is and where you live. But if you go into your local library the staff will be able to help you out with that and let you know what information you need to bring in.

25. **Wendy:** And what can people find in their [47] \_\_\_\_\_ once they've joined?

26. **Abigail:** Well, once you've joined the library then there's a whole host of different facilities that you can use, and some of those facilities are available before you join as well, so you could always go into the library without being a member and just have a walk round, sort of get used to the space. As well as having, of course, a huge selection of [48] \_\_\_\_\_ which you can

### 3 Geography and History

borrow for free from the library, a lot of [49] \_\_\_\_\_ have a lot of other things to offer as well.

27. One of the very popular things that a lot of [50] \_\_\_\_\_ offer now is free internet access. So you can come in and use the computers and you can also do things like get on to the internet and print out information and [51] \_\_\_\_\_ as well. And [52] \_\_\_\_\_, as well as [53] \_\_\_\_\_ they might offer things like CDs or videos, things like audio, talking [54] \_\_\_\_\_ can be really good for people who are wanting to improve their speaking and listening skills.

28. **Wendy:** Are there specific study [55] \_\_\_\_\_ as well?

29. **Abigail:** Yes, there can be in some [56] \_\_\_\_\_ things like dictionaries. Some [57] \_\_\_\_\_ have got foreign language sections as well, so you could find [58] \_\_\_\_\_ there, there's also always children's sections with [59] \_\_\_\_\_ of [60] \_\_\_\_\_ for children and those areas of the library are set out bright and colourful and they've got things like toys and pictures and they often run events as well like, story-telling events for example.

30. **Wendy:** How can you find out information, if you don't know where to find a book or web sites, how can you find out?

31. **Abigail:** Well, all of the [61] \_\_\_\_\_ in the library are classified and divided into various different themes and sections to make it a bit easier to find what you're looking for but also there's [62] \_\_\_\_\_ of library staff on hand and you can always go and ask them to help you find the information that you need. If you need help finding things on the internet or getting more familiar with that, a lot of the [63] \_\_\_\_\_ run things like I.T. taster [64] \_\_\_\_\_ or sort of, getting to know your computer [65] \_\_\_\_\_ so you can always find out if your local [66] \_\_\_\_\_ are offering them.

### 3 Geography and History

#### 017 sequencing activity:

Conversation requires the skilful use of a number of language features.

1. Read the conversation and underline discourse markers (e.g. okay, yes, well, now, right, so, anyway, uh-huh) and think about the purpose of each one.
2. Underline key words and phrases spoken at the end of one paragraph and repeated by the next speaker.
3. Underline any other turn-taking patterns and conventions.
4. Place the paragraphs in the correct order, e.g. 1, 2, 3, 4, 5 ... **or** cut out and re-sequence.
5. Check answers by watching the video or read the full text.
6. Find a friend and practise speaking aloud the full conversation.

**Abigail:** Yes, I work for the museums, libraries and archives council. My role in the council is to support the museums, libraries and archives in Yorkshire to work with adult learners and to work particularly with adults who are working on their literacy skills.

**Abigail:** Well, all across Yorkshire and Humberside there's such a huge diversity or variety of different types of museums, libraries and archives that you can visit.

**Wendy:** And do you, does that mean you get out to see the libraries and galleries yourself? Do you go out for visits for instance?

**Abigail:** Yes I do a little bit. I get to go all around Yorkshire and Humberside and I work a lot with the education staff in the museums and I work with the reader development librarians in libraries as well on all the different initiatives and resources and activities that they want to run to work with adult learners.

**Abigail:** Yes, do you want the address?

**Wendy:** And do you develop materials for students to use?

**Wendy:** Can you tell me about your job?

**Abigail:** That's usually what the different staff in museums and libraries do, especially quite a lot of the libraries put together things like activity packs or resources or activity sheets that tutors can use in class or their students could use if they came along to the building themselves.

**Wendy:** And do you have a web site for information?

**Wendy:** OK.

### 3 Geography and History

**Abigail:** Yes, we've got a web site which has all sorts of information about museums, libraries and archives and lots of examples of resources and case-studies as well. And that web site is: [www.mlay-skillsforlife.org.uk](http://www.mlay-skillsforlife.org.uk)

**Wendy:** Why should people visit museums and art galleries, and libraries?

### 3 Geography and History

#### 017 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

**wendy:** can you tell me about your job

**abigail:** yes i work for the museums libraries and archives council my role in the council is to support the museums libraries and archives in yorkshire to work with adult learners and to work particularly with adults who are working on their literacy skills

**wendy:** and do you does that mean you get out to see the libraries and galleries yourself do you go out for visits for instance

**abigail:** yes i do a little bit i get to go all around yorkshire and humberside and i work a lot with the education staff in the museums and i work with the reader development librarians in libraries as well on all the different initiatives and resources and activities that they want to run to work with adult learners

**wendy:** and do you develop materials for students to use

**abigail:** thats usually what the different staff in museums and libraries do especially quite a lot of the libraries put together things like activity packs or resources or activity sheets that tutors can use in class or their students could use if they came along to the building themselves

### 3 Geography and History

**017 writing activity:**

- 1. Write about what you have learned so far.
- 2. Describe the person(s) and what they do.
- 3. Try to use some of the key words used by the speaker(s).

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



### 3 Geography and History

Places of Interest:

Royal Armouries, Leeds

Speaker: 018 Annabel Wigner



Skill	Suggested Activities
Speaking:	Students describe the history of their own countries. How do they display history? Is their history shared orally through elders or through official organisations like museums?
Listening:	Provide questions which ask students to listen for gist. Provide paper-based questions which ask students to listen for specific details.
Reading:	Provide leaflets/realia describing tourist attractions in local area and beyond, etc. Many can be printed from internet. Recognise layout and language style, pricing, timetabling.
Writing:	Write a postcard describing a day out. Design a simple leaflet describing a tourist attraction. Write about their own country's history and create a dated timeline.

#### Transcript:

1. **Wendy:** Hello Annabel, can you tell me what your job is?
2. **Annabel:** I'm working in the Royal Armouries Museum as an Education Officer.
3. **Wendy:** OK, and can you tell me about the museum, what sort of things do people see here?

### 3 Geography and History

4. **Annabel:** Well we have a national and international collection of arms and armour, and by that I mean basically, sharp things that can kill you, guns that can kill you and armours from the past and present.
5. **Wendy:** Great, and who put the collection together?
6. **Annabel:** The collection is very, very old. It was put together in the Royal Armouries in the Tower of London originally because the castle had an armoury as every castle did, but it was opened to the public 400 years ago so we are possibly the oldest museum in this country, and that's how the collection was developed.
7. **Wendy:** OK, and when did it come to Leeds?
8. **Annabel:** It came to Leeds in 1996, because there was, there were too many things at the Tower of London, we couldn't put them out on display, so we needed a new home. Now we have two other homes, one is the castle, one is a fort in Hampshire and now we have this brand new museum in Leeds.
9. **Wendy:** OK, and is everything in this museum from this country?
10. **Annabel:** No, it's come from all over the world, obviously war in the 20<sup>th</sup> Century is pretty similar wherever it's fought but in the past it wasn't. Our greatest strength from other countries perhaps is Islam, from the world of Islam, from Turkey, from India and from the Sudan in Africa. But we do have other collections, not just Islamic, there's also Japan and India and China as well, so we have a very rich collection.
11. **Wendy:** And can people do things here and see things other than the collections?
12. **Annabel:** Well, we put arms and armour into action every day we have 'live interpretation' and we have that in the galleries and we also have it outside in the good weather. It's a bit difficult to put the horses out on display when the weather is really bad but nonetheless it's all live action at some point in the museum every day.
13. **Wendy:** And what do you do with the horses?
14. **Annabel:** Well, they come from Poland largely. They are very rare now the sort of ponies that would have, well the sort of horses that would have carried knights in the past. They are much bigger and stronger because they would have had to have carried lots of armour, both on their and obviously on their rider, so Poland's the only place anymore. And they have a good time here. They come over here, they have lots of good food and when they're too old to do anything in the tournament we retire them for a bit and they have a lovely end to their lives. We do sometimes have to put them to sleep and that's very sad for all of us.

### 3 Geography and History

15. **Wendy:** So, what is a tournament?
16. **Annabel:** Well, a tournament is about people in the past trying to win each other in mock battles, so it can be very violent. A horse goes at about 35 miles an hour, and if it meets another horse going at 35 miles an hour it's going to impact on your chest at 70 miles an hour so that is a very dangerous sport. And the education centre also runs programmes which are current for all young people in this country to enjoy and to learn something from, we try to tackle issues of the museum collection which has to do with being written in history as winners with guns, so we hope we do our best to turn the tide a little bit here away from the belief that it's possible to defend yourself violently, we do try and develop issues which raise the idea that we have a common humanity and should share that.
17. **Wendy:** Thank you.

### 3 Geography and History

#### 018 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)

1) At number 4, what does 'basically' mean?

- a. a place where you can buy weapons
- b. the simple, real meaning of something
- c. something dangerous
- d. a museum

2) At number 4, Annabel talks about 'arms and armour'. What does she mean by 'arms'?

- a. a part of the body
- b. weapons, like guns and knives
- c. a museum
- d. old things

3) At number 6, what is meant by 'opened to the public'?

- a. put on the road for everyone to see
- b. put in a shop
- c. the Queen and her family kept the things
- d. ordinary people could go to see the things

4) At number 8, why was the museum brought to Leeds?

- a. the people working in the museum were homeless
- b. the people working in the museum lived in Leeds
- c. there was no space in the Tower of London
- d. Leeds is a famous city and many people visit it

5) At number 10, Annabel says, 'Our greatest strength from other countries perhaps is Islam.' Who is she talking about when she says 'our'?

- a. England
- b. the museum
- c. Leeds
- d. the world

6) At number 12, Annabel talks about 'live action' and 'live interpretation.' What do you think this means?

- a. you can see real fights and touch the weapons
- b. there are translators who speak different languages at the museum
- c. you can watch exciting movies
- d. you can feed the horses

7) At number 14, what is meant by 'put the horses to sleep'?

### 3 Geography and History

- a. give the horses food at the end of the day
- b. send the horses back to Poland
- c. give the horses tablets to make them sleep
- d. kill the horses if they are very old or ill

8) What is a tournament?

- a. a fight with people on horses attacking one another
- b. a game for children
- c. a way to say how fast something is moving
- d. a story about the past

9) Tournaments are very dangerous. Why?

- a. because people can fall off their horse
- b. because the horses can stand on people
- c. because the horses run very fast and the riders hit each other very hard
- d. because the horses run fast after the people

10) At number 16, what is meant by 'turn the tide'?

- a. to change opinions, ideas and beliefs in society
- b. to visit the seaside and walk in the water
- c. to fight anybody who hurts you
- d. to never fight anybody

### 3 Geography and History

#### 018 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/018.html](http://www.esoluk.co.uk/018.html)

**Words:** *armour castle collection display guns horses royal tournament tower*

1. **Wendy:** Hello Annabel, can you tell me what your job is?
2. **Annabel:** I'm working in the [1] \_\_\_\_\_ Armouries Museum as an Education Officer.
3. **Wendy:** OK, and can you tell me about the museum, what sort of things do people see here?
4. **Annabel:** Well we have a national and international [2] \_\_\_\_\_ of arms and [3] \_\_\_\_\_, and by that I mean basically, sharp things that can kill you, [4] \_\_\_\_\_ that can kill you and armours from the past and present.
5. **Wendy:** Great, and who put the [5] \_\_\_\_\_ together?
6. **Annabel:** The [6] \_\_\_\_\_ is very, very old. It was put together in the [7] \_\_\_\_\_ Armouries in the [8] \_\_\_\_\_ of London originally because the [9] \_\_\_\_\_ had an armoury as every [10] \_\_\_\_\_ did, but it was opened to the public 400 years ago so we are possibly the oldest museum in this country, and that's how the [11] \_\_\_\_\_ was developed.
7. **Wendy:** OK, and when did it come to Leeds?

### 3 Geography and History

8. **Annabel:** It came to Leeds in 1996, because there was, there were too many things at the [12] \_\_\_\_\_ of London, we couldn't put them out on [13] \_\_\_\_\_, so we needed a new home. Now we have two other homes, one is the [14] \_\_\_\_\_, one is a fort in Hampshire and now we have this brand new museum in Leeds.

9. **Wendy:** OK, and is everything in this museum from this country?

10. **Annabel:** No, it's come from all over the world, obviously war in the 20th Century is pretty similar wherever it's fought but in the past it wasn't. Our greatest strength from other countries perhaps is Islam, from the world of Islam, from Turkey, from India and from the Sudan in Africa. But we do have other collections, not just Islamic, there's also Japan and India and China as well, so we have a very rich [15] \_\_\_\_\_.

11. **Wendy:** And can people do things here and see things other than the collections?

12. **Annabel:** Well, we put arms and [16] \_\_\_\_\_ into action every day we have 'live interpretation' and we have that in the galleries and we also have it outside in the good weather. It's a bit difficult to put the [17] \_\_\_\_\_ out on [18] \_\_\_\_\_ when the weather is really bad but nonetheless it's all live action at some point in the museum every day.

13. **Wendy:** And what do you do with the horses?

14. **Annabel:** Well, they come from Poland largely. They are very rare now the sort of ponies that would have, well the sort of [19] \_\_\_\_\_ that would have carried knights in the past. They are much bigger and stronger because they would have had to have carried lots of [20] \_\_\_\_\_, both on their and obviously on their rider, so Poland's the only place anymore. And they have a good time here. They come over here, they have lots of good food and when

### 3 Geography and History

they're too old to do anything in the [21] \_\_\_\_\_ we retire them for a bit and they have a lovely end to their lives. We do sometimes have to put them to sleep and that's very sad for all of us.

15. **Wendy:** So, what is a tournament?

16. **Annabel:** Well, a [22] \_\_\_\_\_ is about people in the past trying to win each other in mock battles, so it can be very violent. A horse goes at about 35 miles an hour, and if it meets another horse going at 35 miles an hour it's going to impact on your chest at 70 miles an hour so that is a very dangerous sport. And the education centre also runs programmes which are current for all young people in this country to enjoy and to learn something from, we try to tackle issues of the museum [23] \_\_\_\_\_ which has to do with being written in history as winners with [24] \_\_\_\_\_, so we hope we do our best to turn the tide a little bit here away from the belief that it's possible to defend yourself violently, we do try and develop issues which raise the idea that we have a common humanity and should share that.

17. **Wendy:** Thank you.



### 3 Geography and History

#### 018 sequencing activity:

Conversation requires the skilful use of a number of language features.

1. Read the conversation and underline discourse markers (e.g. okay, yes, well, now, right, so, anyway, uh-huh) and think about the purpose of each one.
2. Underline key words and phrases spoken at the end of one paragraph and repeated by the next speaker.
3. Underline any other turn-taking patterns and conventions.
4. Place the paragraphs in the correct order, e.g. 1, 2, 3, 4, 5 ... **or** cut out and re-sequence.
5. Check answers by watching the video or read the full text.
6. Find a friend and practise speaking aloud the full conversation.

**Wendy:** OK, and can you tell me about the museum, what sort of things do people see here?

**Annabel:** I'm working in the Royal Armouries Museum as an Education Officer.

**Wendy:** Great, and who put the collection together?

**Annabel:** No, it's come from all over the world, obviously war in the 20<sup>th</sup> Century is pretty similar wherever it's fought but in the past it wasn't.

**Wendy:** Hello Annabel, can you tell me what your job is?

**Annabel:** Well, they come from Poland largely. They come over here, they have lots of good food and when they're too old to do anything in the tournament we retire them for a bit and they have a lovely end to their lives. We do sometimes have to put them to sleep and that's very sad for all of us.

**Annabel:** The collection is very, very old. It was put together in the Royal Armouries in the Tower of London.

**Wendy:** OK, and when did it come to Leeds?

**Annabel:** Well we have a national and international collection of arms and armour, and by that I mean basically, sharp things that can kill you, guns that can kill you and armours from the past and present.

**Annabel:** It came to Leeds in 1996, because there was, there were too many things at the Tower of London, we couldn't put them out on display, so we needed a new home.

**Wendy:** OK, and is everything in this museum from this country?

### 3 Geography and History

**Wendy:** And can people do things here and see things other than the collections?

**Annabel:** Well, a tournament is about people in the past trying to win each other in mock battles, so it can be very violent.

**Annabel:** Well, we put arms and armour into action every day we have 'live interpretation' and we have that in the galleries and we also have it outside in the good weather. It's a bit difficult to put the horses out on display when the weather is really bad but nonetheless it's all live action at some point in the museum every day.

**Wendy:** Thank you.

**Wendy:** And what do you do with the horses?

**Wendy:** So, what is a tournament?

### 3 Geography and History

#### 018 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

**wendy:** hello annabel can you tell me what your job is

**annabel:** im working in the royal armouries museum as an education officer

**wendy:** ok and can you tell me about the museum what sort of things do people see here

**annabel:** well we have a national and international collection of arms and armour and by that i mean basically sharp things that can kill you guns that can kill you and armours from the past and present

wendy: great and who put the collection together

**annabel:** the collection is very very old it was put together in the royal armouries in the tower of london originally because the castle had an armoury as every castle did but it was opened to the public 400 years ago so we are possibly the oldest museum in this country and thats how the collection was developed

**wendy:** ok and when did it come to leeds

**annabel:** it came to leeds in 1996 because there was there were too many things at the tower of london we couldnt put them out on display so we needed a new home now we have two other homes one is the castle one is a fort in hampshire and now we have this brand new museum in leeds



### 3 Geography and History

Speaker: 019 Cilla Ross

Job: University Lecturer



Skill	Suggested Activities
Speaking:	Pairs of students discuss their own work histories. What types of jobs are available in their own countries compared to UK? What are the work roles of men and women in their country? Do they have trade unions?
Listening:	Listen to each other in paired discussions. Listen for information about the history of trade unions and what it means to go on strike.
Reading:	Read newspaper articles about current labour disputes. Read accounts of peoples' lives during the minors' strike.
Writing:	Write about what it could be like to be on strike for a long time. Write an account of your own job history or experiences. Write about the effect of the lack of jobs in a country or area.

#### Transcript:

1. **Wendy:** What is a trade union?
2. **Cilla:** Well, there is a definition of what a trade union is, which is that it's a voluntary association, and by that it means that people come together to protect their own interests and to work together for the interests of not just themselves but for each other and that's the important part of being in a trade union, it's not just about you but it's about you working with other people.
3. Britain is very interesting in terms of its trade unionism because the trade unions came out of what we call, the old, skilled crafts about 150 years ago

### 3 Geography and History

and they were really people who got together to protect their wages so that they wouldn't be undercut by new technologies and new types of workers.

4. But now, unions have really changed their role. It's really important that people are aware that, are aware that they have a right to join a trade union. As you might imagine, or understand, y'know, trade unionism has waxed and waned in terms of it's popularity. On the eve of the 1<sup>st</sup> World War over half the population in Britain were in a trade union, you just were in a trade union. Now it's down to about 7 million people, which is a massive drop.
5. **Wendy:** That's about 10%.
6. **Cilla:** Yeah, 10 to 11% of people. And that's happened for a number of reasons; one is that the sort of industries that people used to work in that were always heavily unionised like mines, steel-work and so on, and the mills, they declined, Britain's changed.

### 3 Geography and History

#### 019 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)

- 1) What is a trade union?
  - a. a group of people who work together
  - b. some people who support each other
  - c. people who share a trade
  - d. an organization of workers who improve conditions and pay
  
- 2) At number 2, what is meant by 'to protect their own interests'?
  - a. to share hobbies
  - b. to look after their leisure interests
  - c. to look after their pay and conditions at work
  - d. to make sure their family are not harmed
  
- 3) At number 3, what is meant by 'undercut by new technologies'?
  - a. new machines would cut things better
  - b. prices for goods would be lower because machines are cheaper
  - c. people would get lower wages
  - d. people would lose jobs
  
- 4) At number 4, what is meant by 'a right to join'?
  - a. to have the ability to join
  - b. to be allowed to join
  - c. to have human rights
  - d. to join a political party
  
- 5) At number 4, what is meant by 'waxed and waned'?
  - a. to put hot wax on your legs
  - b. to make wax candles
  - c. to increase then decrease in size
  - d. when the moon seems to get bigger and smaller
  
- 6) At number 4, what is meant by 'on the eve of the 1<sup>st</sup> World'?
  - a. just before the war
  - b. just after the war
  - c. on the day of the war
  - d. on Christmas before the war
  
- 7) At number 4, what is meant by a 'massive drop'?
  - a. a reduction in numbers
  - b. a long fall

### 3 Geography and History

- c. a big drop
  - d. an increase in numbers
- 8) At number 6, what is meant by 'heavily unionised'?
- a. people were united
  - b. a lot of people were in unions
  - c. not many people were in unions
  - d. unions were very heavy
- 9) At number 6, what is meant by 'steel-work'?
- a. people who work with steel
  - b. people who steal things
  - c. factories that make steel
- 10) At number 6, what is meant by 'they declined'?
- a. the industries got smaller
  - b. they got bigger
  - c. they were more popular
  - d. the mills got smaller



### 3 Geography and History

#### 019 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/019.html](http://www.esoluk.co.uk/019.html)

**Words:** aware Britain changed interests protect terms together union

1. **Wendy:** What is a trade union?

2. **Cilla:** Well, there is a definition of what a trade [1] \_\_\_\_\_ is, which is that it's a voluntary association, and by that it means that people come [2] \_\_\_\_\_ to [3] \_\_\_\_\_ their own [4] \_\_\_\_\_ and to work [5] \_\_\_\_\_ for the [6] \_\_\_\_\_ of not just themselves but for each other and that's the important part of being in a trade [7] \_\_\_\_\_, it's not just about you but it's about you working with other people.

3. [8] \_\_\_\_\_ is very interesting in [9] \_\_\_\_\_ of its trade unionism because the trade unions came out of what we call, the old, skilled crafts about 150 years ago and they were really people who got [10] \_\_\_\_\_ to [11] \_\_\_\_\_ their wages so that they wouldn't be undercut by new technologies and new types of workers.

4. But now, unions have really [12] \_\_\_\_\_ their role. It's really important that people are [13] \_\_\_\_\_ that, are [14] \_\_\_\_\_ that they have a right to join a trade [15] \_\_\_\_\_. As you might imagine, or understand, y'know, trade unionism has waxed and waned in [16] \_\_\_\_\_ of its popularity. On the eve of the 1st World War over half the population in [17] \_\_\_\_\_ were in a trade [18] \_\_\_\_\_, you just were in a trade [19] \_\_\_\_\_. Now it's down to about 7 million people, which is a massive drop.

### 3 Geography and History

5. **Wendy:** That's about 10%.

6. **Cilla:** Yeah, 10 to 11% of people. And that's happened for a number of reasons; one is that the sort of industries that people used to work in that were always heavily unionised like mines, steel-work and so on, and the mills, they declined, Britain's [20] \_\_\_\_\_.

## 3 Geography and History

### 019 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

**wendy:** what is a trade union

**cilla:** well there is a definition of what a trade union is which is that its a voluntary association and by that it means that people come together to protect their own interests and to work together for the interests of not just themselves but for each other and thats the important part of being in a trade union its not just about you but its about you working with other people

**britain** is very interesting in terms of its trade unionism because the trade unions came out of what we call the old skilled crafts about 150 years ago and they were really people who got together to protect their wages so that they wouldnt be undercut by new technologies and new types of workers

but now unions have really changed their role its really important that people are aware that they have a right to join a trade union as you might imagine or understand yknow trade unionism has waxed and waned in terms of its popularity on the eve of the 1st world war over half the population in britain were in a trade union you just were in a trade union now its down to about 7 million people which is a massive drop



### 3 Geography and History

Places of Interest: Flamingo Land

020



Skill

**Suggested Activities**

Speaking:

Students discuss leisure pursuits. When was the last time they visited local parks, museums, art galleries, etc? Do they have zoos and theme parks in their own country? Is it cruel to keep animals in a zoo? What about endangered species?

Listening:

Listen for simple present verbs and countable nouns.

Reading:

Provide leaflets/realia describing tourist attractions in local area and beyond, etc. Many can be printed from internet. Recognise layout and language style, pricing, timetabling.

Writing:

Write a postcard describing a day out. Design a simple leaflet describing a tourist attraction. Provide script and convert present tense to past tense.

#### Transcript:

It is summer time. People have gone to the park. Some people like to play. Some people like to relax. Older children play with a bat and ball. Their mother tells them to play in the shade. Teenagers and young adults bathe in the sun. Older adults play bowls in a competition.

In summer some people like to fly away on holiday. Some people like to drive to theme parks for the day. The UK has over 40 theme parks. The UK has over 10 zoos. Flamingo Land in North Yorkshire is a theme park and a zoo. Coaches travel to Flamingo Land with many people from around the UK.

### 3 Geography and History

To enter costs £20 for anyone aged 4 and over. Senior citizens cost £10. Children under 4 are free. A family ticket for 4 people costs £74.00.

1. People cue to ride on the mechanical swing. It goes very high.
2. The Clown Ride is a slow ride for children.
3. This ride is a fast ride for adults.
4. The Pink Elephants go round in a circle. The Balloon Ride goes high.
5. This ride is a scary ride for adults. It spins on a disc.
6. Safety checks are very important. This ride goes high and upside down.
7. This ride shoots people into the sky. Then it drops them back to the ground.
8. This ride is for children and adults.
9. This ride is like a wave on the ocean.
10. Some people buy food. Some people bring a picnic. Some English people like fish and chips.
11. This ride is like a boat on the sea.
12. This ride is very fast.
13. A giraffe watches the Balloon Ride.
14. Other giraffes go into their home.
15. A giraffe looks for food.
16. A tortoise eats the grass.
17. A rhinoceros lays in the hot sun.
18. Two camels hide in the shade.
19. A zebra chews the grass
20. An ostrich pecks at the grass.
21. Meerkats wait for people to give them food.
22. A family of baboons look for food.
23. People watch the penguins as the penguins swim and look for fish.
24. Pink flamingos clean themselves and look for food.
25. Kangaroos wait, watch and eat.
26. Miniature ponies chew the grass and are groomed.

Please note the incorrect use of lays (i.e. lies) at number 17.

## 3 Geography and History

**020 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)**

- 1) What is Flamingo Land?
  - a. a place to play tennis
  - b. a theme park and a zoo
  - c. a place for flamingos
  - d. a place to relax
  
- 2) What is meant by 'bathe in the sun?'
  - a. drink water in the sunshine
  - b. have a bath in the river
  - c. have a bath in a lake
  - d. lie down and enjoy the sunshine
  
- 3) What is meant by 'a senior citizen'?
  - a. a very important person.
  - b. a person who has become a UK citizen
  - c. a person who is over 65 years old
  - d. a very stupid person
  
- 4) How do many people travel to Flamingo Land?
  - a. by plane
  - b. on foot
  - c. on a camel
  - d. by coach
  
- 5) What is meant by 'scary'?
  - a. very relaxing
  - b. very enjoyable
  - c. very frightening
  - d. very difficult
  
- 6) Where are the Pink elephants going?
  - a. into the jungle
  - b. backwards and forwards
  - c. to the pub
  - d. round and round
  
- 7) What do some English people like to eat?
  - a. fish and chips

### 3 Geography and History

- b. chicken tikka
- c. sheish kebab
- d. frogs legs

8) Which animal has a horn?

- a. a tortoise
- b. a penguin
- c. a rhinoceros
- d. a flamingo

9) What do penguins love to eat?

- a. hamburger
- b. chocolate
- c. bananas and custard
- d. fish

10) What is a miniature pony?

- a. a very small horse
- b. a very big elephant
- c. a very long snake
- d. a very thin dog



### 3 Geography and History

#### 020 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/020.html](http://www.esoluk.co.uk/020.html)

**Words:** *adults balloon grass parks ride shade*

It is summer time. People have gone to the park. Some people like to play. Some people like to relax. Older children play with a bat and ball. Their mother tells them to play in the [1] \_\_\_\_\_. Teenagers and young [2] \_\_\_\_\_ bathe in the sun. Older [3] \_\_\_\_\_ play bowls in a competition.

In summer some people like to fly away on holiday. Some people like to drive to theme [4] \_\_\_\_\_ for the day. The UK has over 40 theme [5] \_\_\_\_\_. The UK has over 10 zoos. Flamingo Land in North Yorkshire is a theme park and a zoo. Coaches travel to Flamingo Land with many people from around the UK.

To enter costs £20 for anyone aged 4 and over. Senior citizens cost £10. Children under 4 are free. A family ticket for 4 people costs £74.00.

1. People like to [6] \_\_\_\_\_ on the mechanical swing. It goes very high.
2. The Clown [7] \_\_\_\_\_ is a slow [8] \_\_\_\_\_ for children.
3. This [9] \_\_\_\_\_ is a fast [10] \_\_\_\_\_ for [11] \_\_\_\_\_.
4. The Pink Elephants go round in a circle. The [12] \_\_\_\_\_ [13] \_\_\_\_\_ goes high.
5. This [14] \_\_\_\_\_ is a scary [15] \_\_\_\_\_ for [16] \_\_\_\_\_. It spins on a disc.
6. Safety checks are very important. This [17] \_\_\_\_\_ goes high and upside down.

### 3 Geography and History

7. This [18] \_\_\_\_\_ shoots people into the sky. Then it drops them back to the ground.
8. This [19] \_\_\_\_\_ is for children and [20] \_\_\_\_\_.
9. This [21] \_\_\_\_\_ is like a wave on the ocean.
10. Some people buy food. Some people bring a picnic. Some English people like fish and chips.
11. This [22] \_\_\_\_\_ is like a boat on the sea.
12. This [23] \_\_\_\_\_ is very fast.
13. A giraffe watches the [24] \_\_\_\_\_ [25] \_\_\_\_\_.
14. Other giraffes go into their home.
15. A giraffe looks for food.
16. A tortoise eats the [26] \_\_\_\_\_.
17. A rhinoceros lays in the hot sun.
18. Two camels hide in the [27] \_\_\_\_\_.
19. A zebra chews the grass
20. An ostrich pecks at the [28] \_\_\_\_\_.
21. Meerkats wait for people to give them food.
22. A family of baboons look for food.
23. People watch the penguins as the penguins swim and look for fish.
24. Pink flamingos clean themselves and look for food.
25. Kangaroos wait, watch and eat.
26. Miniature ponies chew the [29] \_\_\_\_\_ and are groomed.

## 3 Geography and History

### 020 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

It is summer time people have gone to the park some people like to play some people like to relax older children play with a bat and ball their mother tells them to play in the shade teenagers and young adults bathe in the sun older adults play bowls in a competition

in summer some people like to fly away on holiday some people like to drive to themes parks for the day the uk has over 40 theme parks the uk has over 10 zoos flamingo land in north yorkshire is a theme park and a zoo coaches travel to flamingo land with many people from around the uk

to enter costs £20 for anyone aged 4 and over senior citizens cost £10 children under 4 are free a family ticket for 4 people costs £7400



### 3 Geography and History

Speaker: Stephen, Mary, Wendy

Theme: 021 Facts about the UK



Skill	Suggested Activities
Speaking:	Students discuss areas of the UK they might have lived in. Compare cities and towns. Compare things like rivers and mountains in own country compared to UK. Use superlatives.
Listening:	Pre-listening tasks – discussing population numbers/ country location. Listening for detail – listening for the figures stated in the first part of the tape, and for superlatives.
Reading:	Maps of the world and the UK. Internet research to find out more about geography/ history of the area where they live.
Writing:	Labelling maps with countries, cities. Link with sentence level work on superlatives. Comparing and contrasting their area with place of origin.

#### Transcript:

1. **Mary:** Some of my students have been asking me some very interesting questions, but I don't know the answers. Do either of you know Wendy and Stephen - they want to know about the countries in the UK. What countries are there in the UK?
2. **Stephen:** Well Mary, it's interesting you should say that, because I have a map on the wall here. If you look over here, you can see that at the top of the United Kingdom is Scotland. Down here towards the South of the United Kingdom you'll find Wales. Across here, in this predominantly green area,

### 3 Geography and History

Northern Ireland at the top; and if I follow my finger round the largest section of the United Kingdom is England.

3. **Wendy:** And Stephen, do you know which are the capital cities in those four countries?
4. **Stephen:** Well Wendy, that's a very good question. If you look at my map again, you can see here in Scotland that the capital of Scotland is Edinburgh. If we come across the north channel to Northern Ireland you can see that the capital of Northern Ireland is Belfast. If we come across here, the Irish Sea, down to Wales, you'll see that the capital of Wales is Cardiff. And, if we come across slightly, the capital of England is London.
5. **Mary:** That's really helpful Stephen. Which country has the biggest population?
6. **Wendy:** I know Mary. England has about 50 million people.
7. **Stephen:** That's interesting Wendy. But which country has the lowest population?
8. **Wendy:** Well, Northern Ireland only has about 2 million people.
9. **Stephen:** Don't forget Scotland and Wales. Wales has approximately 3 million people, Scotland has approximately 6 million people, and the whole of the United Kingdom is about 60 million people.
10. **Wendy:** Does anyone know which country has the highest mountain in the UK?
11. **Mary:** Wendy I have got that information. I can tell you that the highest mountain in the UK is in Scotland. It's called Ben Nevis and it's 1,343 metres high.
12. **Stephen:** So which country has the longest river, Mary?
13. **Mary:** I've got that information too. It says here that the longest river is called the Severn and it's in England and it is 354 kilometres in length.
14. **Wendy:** And what's that in the middle of Northern Ireland? Is it a lake? That white area?
15. **Stephen:** Do you mean this one here? Well this is actually the largest lake in the United Kingdom. We pronounce it Loch Neagh but Irish people may pronounce it differently.
16. **Wendy:** Have these four countries always been united?

### 3 Geography and History

17. **Stephen:** That's a very good question Wendy. Over a thousand years ago each country had its own monarch, its own king or queen, though the United Kingdom has its own queen now, it hasn't always been the case. I think Mary has more information about this.
  
18. **Mary:** Yes, I do have some more information here. It says that Wales came under the control of England in 1535, Scotland and England joined in 1707. Ireland – Northern Ireland - is a bit different. In 1800 Great Britain ruled the whole of Ireland. But the Republic of Ireland became independent in 1922 and it's now completely separate, a different country. But the top part of Ireland that we call Northern Ireland that is still part of Great Britain.
  
19. **Wendy:** UK

### 3 Geography and History

#### 021 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)

1) At number 2, what is meant by 'predominantly green'?

- a. all green
- b. mostly green
- c. slightly green
- d. green in the middle

2) Which country has the most people?

- a. Scotland
- b. Wales
- c. Northern Ireland
- d. England

3) At number 6, what is meant by 'about 50 million'?

- a. a little more, or a little less than 50 million
- b. exactly 50 million
- c. a lot more than 50 million
- d. slightly less than 50 million

4) Which country has the highest mountain?

- a. Northern Ireland
- b. Wales
- c. Scotland
- d. England

5) Which sentence is correct?

- a. the biggest mountain is Ben Nevis
- b. the widest mountain is Ben Nevis
- c. the highest mountain is Ben Nevis
- d. the largest mountain is Ben Nevis

6) Which sentence is correct?

- a. the biggest river is the Severn
- b. the largest river is the Severn
- c. the widest river is the Severn
- d. the longest river is the Severn

7) At number 16, what is meant by 'Have these four countries always been united?'

- a. joined together



### 3 Geography and History

- b. in agreement with each other
- c. all supporting the same football team
- d. friendly

8) What is meant by 'each country had its own monarch'?

- a. each country had its own capital city
- b. each country had its own king or queen
- c. each country had its own government

9) When did Wales under the control of England?

- a. 1535
- b. 1800
- c. 1707
- d. 1922

10) What country is no longer in the United Kingdom?

- a. Northern Ireland
- b. Wales
- c. Republic of Ireland
- d. Scotland

### 3 Geography and History

#### 021 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/021.html](http://www.esoluk.co.uk/021.html)

**Words:** *approximately biggest capital highest information interesting lake largest longest mountain pronounce queen*

1. **Mary:** Some of my students have been asking me some very [1] \_\_\_\_\_ questions, but I don't know the answers. Do either of you know Wendy and Stephen - they want to know about the countries in the UK. What countries are there in the UK?

2. **Stephen:** Well Mary, it's [2] \_\_\_\_\_ you should say that, because I have a map on the wall here. If you look over here, you can see that at the top of the United Kingdom is Scotland. Down here towards the South of the United Kingdom you'll find Wales. Across here, in this predominantly green area, Northern Ireland at the top; and if I follow my finger round the [3] \_\_\_\_\_ section of the United Kingdom is England.

3. **Wendy:** And Stephen, do you know which are the [4] \_\_\_\_\_ cities in those four countries?

4. **Stephen:** Well Wendy, that's a very good question. If you look at my map again, you can see here in Scotland that the [5] \_\_\_\_\_ of Scotland is Edinburgh. If we come across the north channel to Northern Ireland you can see that the [6] \_\_\_\_\_ of Northern Ireland is Belfast. If we come across here, the Irish Sea, down to Wales, you'll see that the [7] \_\_\_\_\_ of Wales is Cardiff. And, if we come across slightly, the [8] \_\_\_\_\_ of England is London.

### 3 Geography and History

5. **Mary:** That's really helpful Stephen. Which country has the [9] \_\_\_\_\_ population?
6. **Wendy:** I know Mary. England has about 50 million people.
7. **Stephen:** That's [10] \_\_\_\_\_ Wendy. But which country has the lowest population?
8. **Wendy:** Well, Northern Ireland only has about 2 million people.
9. **Stephen:** Don't forget Scotland and Wales. Wales has [11] \_\_\_\_\_ 3 million people, Scotland has [12] \_\_\_\_\_ 6 million people, and the whole of the United Kingdom is about 60 million people.
10. **Wendy:** Does anyone know which country has the [13] \_\_\_\_\_ [14] \_\_\_\_\_ in the UK?
11. **Mary:** Wendy I have got that [15] \_\_\_\_\_. I can tell you that the [16] \_\_\_\_\_ [17] \_\_\_\_\_ in the UK is in Scotland. It's called Ben Nevis and it's 1,343 metres high.
12. **Stephen:** So which country has the [18] \_\_\_\_\_ river, Mary?
13. **Mary:** I've got that [19] \_\_\_\_\_ too. It says here that the [20] \_\_\_\_\_ river is called the Severn and it's in England and it is 354 kilometres in length.
14. **Wendy:** And what's that in the middle of Northern Ireland? Is it a lake? That white area?
15. **Stephen:** Do you mean this one here? Well this is actually the [21] \_\_\_\_\_ [22] \_\_\_\_\_ in the United Kingdom. We [23] \_\_\_\_\_

### 3 Geography and History

\_\_\_\_\_ it Loch Neagh but Irish people may [24] \_\_\_\_\_ it differently.

16. **Wendy:** Have these four countries always been united?

17. **Stephen:** That's a very good question Wendy. Over a thousand years ago each country had its own monarch, its own king or [25] \_\_\_\_\_, though the United Kingdom has its own [26] \_\_\_\_\_ now, it hasn't always been the case. I think Mary has more [27] \_\_\_\_\_ about this.

18. **Mary:** Yes, I do have some more [28] \_\_\_\_\_ here. It says that Wales came under the control of England in 1535, Scotland and England joined in 1707. Ireland - Northern Ireland - is a bit different. In 1800 Great Britain ruled the whole of Ireland. But the Republic of Ireland became independent in 1922 and it's now completely separate, a different country. But the top part of Ireland that we call Northern Ireland that is still part of Great Britain.

### 3 Geography and History

#### 021 sequencing activity:

Conversation requires the skilful use of a number of language features.

1. Read the conversation and underline discourse markers (e.g. okay, yes, well, now, right, so, anyway, uh-huh) and think about the purpose of each one.
2. Underline key words and phrases spoken at the end of one paragraph and repeated by the next speaker.
3. Underline any other turn-taking patterns and conventions.
4. Place the paragraphs in the correct order, e.g. 1, 2, 3, 4, 5 ... **or** cut out and re-sequence.
5. Check answers by watching the video or read the full text.
6. Find a friend and practise speaking aloud the full conversation.

**Mary:** Some of my students have been asking me some very interesting questions, but I don't know the answers. Do either of you know Wendy and Stephen - they want to know about the countries in the UK. What countries are there in the UK?

**Stephen:** Well Mary, it's interesting you should say that, because I have a map on the wall here. If you look over here, you can see that at the top of the United Kingdom is Scotland. Down here towards the South of the United Kingdom you'll find Wales. Across here, in this predominantly green area, Northern Ireland at the top; and if I follow my finger round the largest section of the United Kingdom is England.

**Wendy:** And Stephen, do you know which are the capital cities in those four countries?

**Mary:** That's really helpful Stephen. Which country has the biggest population?

**Stephen:** That's interesting Wendy. But which country has the lowest population?

**Stephen:** Well Wendy, that's a very good question. If you look at my map again, you can see here in Scotland that the capital of Scotland is Edinburgh.

**Wendy:** Well, Northern Ireland only has about 2 million people.

**Wendy:** I know Mary. England has about 50 million people.

**Wendy:** Does anyone know which country has the highest mountain in the UK?

### 3 Geography and History

**Stephen:** Don't forget Scotland and Wales. Wales has approximately 3 million people, Scotland has approximately 6 million people, and the whole of the United Kingdom is about 60 million people.

**Mary:** Wendy I have got that information. I can tell you that the highest mountain in the UK is in Scotland. It's called Ben Nevis and it's 1,343 metres high.

**Mary:** I've got that information too. It says here that the longest river is called the Severn and it's in England and it is 354 kilometres in length.

**Stephen:** Do you mean this one here? Well this is actually the largest lake in the United Kingdom. We pronounce it Loch Neagh but Irish people may pronounce it differently.

**Wendy:** And what's that in the middle of Northern Ireland? Is it a lake? That white area?

**Stephen:** So which country has the longest river, Mary?

**Stephen:** That's a very good question Wendy. Over a thousand years ago each country had its own monarch, its own king or queen, though the United Kingdom has its own queen now, it hasn't always been the case. I think Mary has more information about this.

**Wendy:** Have these four countries always been united?

**Mary:** Yes, I do have some more information here. It says that Wales came under the control of England in 1535, Scotland and England joined in 1707.

### 3 Geography and History

#### 021 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

**mary:** some of my students have been asking me some very interesting questions but i dont know the answers do either of you know wendy and stephen - they want to know about the countries in the uk what countries are there in the uk

**stephen** well mary its interesting you should say that because i have a map on the wall here if you look over here you can see that at the top of the united kingdom is scotland down here towards the south of the united kingdom youll find wales across here in this predominantly green area northern ireland at the top; and if i follow my finger round the largest section of the united kingdom is england

**wendy:** and stephen do you know which are the capital cities in those four countries

**stephen:** well wendy thats a very good question if you look at my map again you can see here in scotland that the capital of scotland is edinburgh if we come across the north channel to northern ireland you can see that the capital of northern ireland is belfast if we come across here the irish sea down to wales youll see that the capital of wales is cardiff and if we come across slightly the capital of england is london

# 3 Geography and History

## 021 writing activity:

1. Write about what you have learned so far.
2. Describe the person(s) and what they do.
3. Try to use some of the key words used by the speaker(s).

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

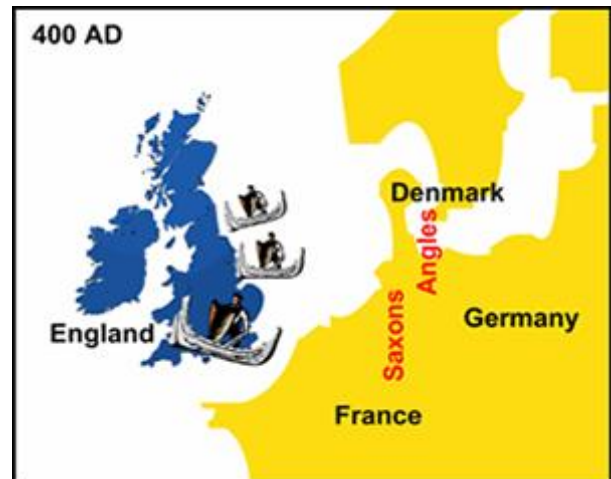
---



### 3 Geography and History

Speaker: Stephen, Mary, Wendy

Theme: 022 History of the English Language



Skill

#### Suggested Activities

Speaking:

Find out about the different languages which class members speak. Talk about how many languages they speak, and the reasons for this. Talk about how they find learning English, which aspects are hardest / easiest. Compare UK and their country. Talk about the benefits of being bi-/multilingual. Talk about 'global English(es)' and which they think is 'official' English – UK, USA, Australia. Indian, African, etc.

Listening:

Provide students with a paper-based timeline from past to present. Ask students to complete as they watch the video, inserting dates and language influences, etc.

Reading:

Provide a bank of Anglo-Saxon words which have some similarity with modern English. Can the students translate the words correctly?

Writing:

Using a small bank of verbs and nouns from the Anglo-Saxon language, ask students to construct sentences, mixing old and new. Can the students translate each others finished writing.

#### Transcript:

1. **Mary:** What languages are spoken in the UK?
2. **Wendy:** Well as there are people from all over the world living in Britain, I believe they must speak their own home languages from nearly every country in the world.

### 3 Geography and History

3. **Stephen:** The United Kingdom is now truly multicultural, but there are many indigenous languages in the United Kingdom. If I show you my map again. Here in Wales the children are raised to speak Welsh. In many schools and homes the adults and children are bilingual - they speak two languages, both English and Welsh. Where in the South West in Cornwall there is a very ancient language called Cornish which many people speak. The rest of the United Kingdom predominantly speaks English though there are many ethnic languages around.
4. **Mary:** What about in Scotland. Do people in Scotland just speak English?
5. **Stephen:** Good question Mary. You see Scotland - we have the outer islands for example the Outer Hebrides and Orkney and there is an ancient language called Gaelic which some Scottish people still speak.
6. **Mary:** You said Stephen that Gaelic is a very old language, a very ancient language. Is English very old as well?
7. **Stephen:** The English we speak today is a very modern English. The English language changes over time. Originally the people of the United Kingdom did not speak English. A long time ago, over the last 2000 years, the Romans invaded England, pushing the Welsh, the Cornish and the Scottish into the extremities of the country.
8. **Stephen:** The official language of Britain was Latin.
9. From 400 AD, when the Romans left Britain, more countries invaded Britain. The Angles came from Denmark and the Saxons came from Germany. The Anglo-Saxons became the English people.
10. However, the official language for reading and writing was still Latin. Most English people couldn't read or write. They spoke ancient English, what was called Anglo-Saxon.
11. In the 8<sup>th</sup> to 10<sup>th</sup> century, Vikings attacked many parts of ancient Britain. Half of Britain was nearly lost and with it the English language. But in the 9<sup>th</sup> century King Alfred the Great fought back, saving the country and the language. For the first time, people began to learn in English not Latin. King Alfred wrote:
  12. Ælfred kyning hateð gretan ða his wordum luflice ond freondlice
  13. King Alfred is greeting you with his loving and friendly words
  14. The English language became the spoken and written language of Britain.

### 3 Geography and History

15. But in 1066, William the Conqueror invaded from France and beat King Harold at the Battle of Hastings. For the next 300 years, the official language of England was French and Latin.
16. The English began to fight back. In the 14<sup>th</sup> century, Britain fought France for nearly 100 years. Schools then began to teach in English, not French.
17. **Wendy:** And people didn't only come to England with their languages. British people went out to live in other countries and conquer other countries and picked up their languages as well.
18. **Stephen:** That's true Wendy. From the 16<sup>th</sup> century the English people travelled and conquered many parts of the world, spreading the English language to India and America and many other countries.
19. In 1788, England began sending its criminals to Australia. Here, English prisoners were sent to Australia for life. They could never return to England. At this time, Singapore, Hong Kong and South Africa were also exposed to the British.
20. By 1897, the British Empire controlled over one-quarter of the world's population. Everywhere coloured red is under British control.
21. In 400 AD only a few people spoke ancient English. In modern times, the Anglo-Saxon language has now become an international language as people travel all over the world.
22. Given all these different influences it's easy to see why English is such a rich, interesting, and sometimes difficult language to spell.

### 3 Geography and History

#### 022 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)

- 1) At number 3, what does 'indigenous' mean?
  - a. spoken everywhere
  - b. belonging to a particular place
  - c. foreign
  - d. common
  
- 2) At number 3, where in the UK do children often speak two languages fluently?
  - a. England
  - b. Scotland
  - c. Wales
  - d. Northern Ireland
  
- 3) What's the closest synonym for the word 'predominantly'?
  - a. mainly
  - b. usually
  - c. quickly
  - d. only
  
- 4) At number 17, what is meant by 'picked up languages'?
  - a. carried
  - b. lifted
  - c. bought
  - d. learnt
  
- 5) What is meant by 'prisoners were sent to Australia *for life*'?
  - a. to have a nice time
  - b. they could never return to England
  - c. for a holiday
  - d. to visit friends
  
- 6) By 1897, how much of the world was controlled by Britain?
  - a. quarter
  - b. half
  - c. third
  - d. fifth
  
- 7) What is the original language of Scotland?
  - a. Anglo-Saxon
  - b. Latin

### 3 Geography and History

- c. Farsi
- d. Gaelic

8) How do you say 'greeting' in Old English?

- a. wordum
- b. ond
- c. gretan
- d. hated

9) What does the Old English 'luflice' mean?

- a. friendly
- b. loving
- c. horrible
- d. speak

10) Why is it difficult to sometimes spell English words?

- a. because it comes from Latin
- b. because it's not connected to other languages
- c. because the English language has been influenced by many other languages
- d. because it is so cold in the UK

### 3 Geography and History

#### 022 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/022.html](http://www.esoluk.co.uk/022.html)

**Words:** *ancient fought invaded languages Latin official outer Romans Saxons Scotland speak spoken*

1. **Mary:** What languages are spoken in the UK?

2. **Wendy:** Well as there are people from all over the world living in Britain, I believe they must [1] \_\_\_\_\_ their own home [2] \_\_\_\_\_ from nearly every country in the world.

3. **Stephen:** The United Kingdom is now truly multicultural, but there are many indigenous [3] \_\_\_\_\_ in the United Kingdom. If I show you my map again. Here in Wales the children are raised to [4] \_\_\_\_\_ Welsh. In many schools and homes the adults and children are bilingual - they [5] \_\_\_\_\_ two [6] \_\_\_\_\_, both English and Welsh. Where in the South West in Cornwall there is a very [7] \_\_\_\_\_ language called Cornish which many people [8] \_\_\_\_\_. The rest of the United Kingdom predominantly speaks English though there are many ethnic [9] \_\_\_\_\_ around.

4. **Mary:** What about in [10] \_\_\_\_\_. Do people in [11] \_\_\_\_\_ just [12] \_\_\_\_\_ English?

5. **Stephen:** Good question Mary. You see [13] \_\_\_\_\_ - we have the [14] \_\_\_\_\_ islands for example the [15] \_\_\_\_\_ Hebrides and Orkney and there is an [16] \_\_\_\_\_ language called Gaelic which some Scottish people still [17] \_\_\_\_\_.

### 3 Geography and History

6. **Mary:** You said Stephen that Gaelic is a very old language, a very [18] \_\_\_\_\_ language. Is English very old as well?

7. **Stephen:** The English we [19] \_\_\_\_\_ today is a very modern English. The English language changes over time. Originally the people of the United Kingdom did not [20] \_\_\_\_\_ English. A long time ago, over the last 2000 years, the [21] \_\_\_\_\_ [22] \_\_\_\_\_ England, pushing the Welsh, the Cornish and the Scottish into the extremities of the country.

8. **Stephen:** The [23] \_\_\_\_\_ language of Britain was [24] \_\_\_\_\_.

9. From 400 AD, when the [25] \_\_\_\_\_ left Britain, more countries [26] \_\_\_\_\_ Britain. The Angles came from Denmark and the [27] \_\_\_\_\_ came from Germany. The Anglo-Saxons became the English people.

10. However, the [28] \_\_\_\_\_ language for reading and writing was still [29] \_\_\_\_\_. Most English people couldn't read or write. They spoke [30] \_\_\_\_\_ English, what was called Anglo-Saxon.

11. In the 8th to 10th century, Vikings attacked many parts of [31] \_\_\_\_\_ Britain. Half of Britain was nearly lost and with it the English language. But in the 9th century King Alfred the Great [32] \_\_\_\_\_ back, saving the country and the language. For the first time, people began to learn in English not [33] \_\_\_\_\_. King Alfred wrote:

12. Ælfred kyning hateð gretan ða his wordum luflice ond freondlice

13. King Alfred is greeting you with his loving and friendly words

### 3 Geography and History

14. The English language became the [34] \_\_\_\_\_ and written language of Britain.

15. But in 1066, William the Conqueror [35] \_\_\_\_\_ from France and beat King Harold at the Battle of Hastings. For the next 300 years, the [36] \_\_\_\_\_ language of England was French and [37] \_\_\_\_\_.

16. The English began to fight back. In the 14th century, Britain [38] \_\_\_\_\_ France for nearly 100 years. Schools then began to teach in English, not French.

17. **Wendy:** And people didn't only come to England with their [39] \_\_\_\_\_. British people went out to live in other countries and conquer other countries and picked up their [40] \_\_\_\_\_ as well.

18. **Stephen:** That's true Wendy. From the 16th century the English people travelled and conquered many parts of the world, spreading the English language to India and America and many other countries.

19. In 1788, England began sending its criminals to Australia. Here, English prisoners were sent to Australia for life. They could never return to England. At this time, Singapore, Hong Kong and South Africa were also exposed to the British.

20. By 1897, the British Empire controlled over one-quarter of the world's population. Everywhere coloured red is under British control.

21. In 400 AD only a few people spoke [41] \_\_\_\_\_ English. In modern times, the Anglo-Saxon language has now become an international language as people travel all over the world.



### 3 Geography and History

22. Given all these different influences it's easy to see why English is such a rich, interesting, and sometimes difficult language to spell.

### 3 Geography and History

#### 022 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

**mary:** what languages are spoken in the uk

**wendy:** well as there are people from all over the world living in britain i believe they must speak their own home languages from nearly every country in the world

**stephen:** the united kingdom is now truly multicultural but there are many indigenous languages in the united kingdom if i show you my map again here in wales the children are raised to speak welsh in many schools and homes the adults and children are bilingual - they speak two languages both english and welsh where in the south west in cornwall there is a very ancient language called cornish which many people speak the rest of the united kingdom predominantly speaks english though there are many ethnic languages around

**mary:** what about in scotland do people in scotland just speak english

**stephen:** good question mary you see scotland - we have the outer islands for example the outer hebrides and orkney and there is an ancient language called gaelic which some scottish people still speak

## 3 Geography and History

### 022 writing activity:

1. Write about what you have learned so far.
2. Describe the person(s) and what they do.
3. Try to use some of the key words used by the speaker(s).

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## 3 Geography and History

Answer key to questions

**017:** 1) c 2) b 3) b 4) c 5) a 6) c 7) b 8) b 9) a 10) c

**018:** 1) b 2) b 3) d 4) c 5) b 6) a 7) d 8) a 9) c 10) a

**019:** 1) d 2) c 3) c 4) b 5) c 6) a 7) a 8) b 9) c 10) a

**020:** 1) b 2) d 3) c 4) d 5) c 6) d 7) a 8) c 9) d 10) a

**021:** 1) b 2) d 3) a 4) c 5) c 6) d 7) a 8) b 9) a 10) c

**022:** 1) b 2) c 3) a 4) d 5) b 6) a 7) d 8) c 9) b 10) c

Interviewers: Mary Clayton and Wendy Godden

Filming, editing, web design: Stephen Woulds

## 3 Geography and History

### Licence agreement

IMPORTANT - READ CAREFULLY LICENCE AND COPYRIGHT INFORMATION

The copyright in the educational materials (videos, audio files, transcripts: 'the Materials') and its associated documentation is owned by ESOL UK ('the Owner'). By using the website Materials, or purchasing Materials for download, you agree with the Owner to be bound by the terms of this Agreement which will govern your use of the Materials.

### Licence

For purchased downloaded Materials you are permitted to:

(1) load the Materials into and use it on a single computer which is under your control; (2) transfer the Materials from one computer to another provided it is used on only one computer at any one time and for your own usage; (3) make one copy of the Materials for backup purposes. The copies must reproduce and include the Owner's copyright notice; (4) edit the transcripts and multiple-choice questionnaires for the sole purpose of your own teaching practice.

For purchased downloaded Materials you are not permitted:

(1) to load the Materials on to a network server for the purposes of distribution to one or more other computer; (2) copy, disassemble or create derivative works based on the whole or any part of the Materials or use, reproduce or deal in the Materials or any part thereof in any way; (3) except to the extent reasonably necessary for use by you in teaching your students, to copy, adapt, create derivative works based on the whole or any part of the Materials.