

# 5 UK in Europe

Speakers	Web DVD	Video Summary	Page No.	E1	E2	E3	L1 L2
Richard Corbett MEP	028	Richard discusses the structure and location of the European Parliament. He talks about the history and role of the EU. He also discusses the benefit to the UK of being in the EU.	2	x	x	✓	✓
		The tutors discuss what the Commonwealth is and does, including basic dates and facts. They talk about the British Empire. A number of question tags are used. Some sections might be appropriate for Entry 1, for example, when to listen for gist.	16	✓	✓	✓	✓
Stephen Mary Wendy	029	Marguerite discusses her job as a European Projects Coordinator at college. She talks about the role of the EU and her opinion of it, and gives some basic facts about it.	29	x	✓	✓	✓
		The tutors discuss the origins and role of the United Nations. They try to match countries to flags in a guessing game.	43	x	✓	✓	✓
Marguerite Hogg  (reduced sound quality)	030				tutor selection	✓	✓
Wendy Mary Stephen	031				tutor selection	✓	✓

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 56**

## 5 UK in Europe

Speaker: 028 Richard Corbett  
MEP

Job: Member of European  
Parliament



Skill	Suggested Activities
Speaking:	Elicit the student's knowledge of the European Parliament. Which countries are in it? Work on pronunciation of different countries.
Listening:	Paired discussion about the European Parliament. What do they think it is about, what does it deal with and what should it deal with?
Reading:	Look at map of Europe. Locate different countries. Read about European history, environmental concerns or Human Rights issues.
Writing:	Match countries, nationalities and languages. Use as a punctuation exercise. Write to your MEP on a relevant issue.

### Transcript:

1. **Mary:** OK. So thank you very much for agreeing to be interviewed today. It's wonderful. Can you tell us then, what is the EU?
2. **Richard:** The European Union is a grouping of Britain and all its neighbouring countries in our continent, where we come together to try and find common solutions to common problems. Just as you elect a local councillor for local matters, you elect MPs in the House of Commons for national matters and you elect members of the European Parliament to the European Parliament to look at European matters.
3. **Mary:** OK, wonderful, and where is the European Parliament?

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4. **Richard:** Well, strangely enough it's in two places because most of the time we work in Brussels, but for one week a month we are legally obliged to, we have to meet in Strasburg, which is on the border between France and Germany.
5. **Mary:** OK, so once a month you go there.
6. **Richard:** Strasburg is symbolically important, because the reason to establish the European Union was after the Second World War, in our continent we had fought wars between countries for centuries. From the fall of the Roman Empire to 1945 people went out and fought on battlefields and the idea of the European Union was to say, 'We must stop that. We must have a structure where we come together and we solve our problems by talking, by negotiating, by developing common solutions to common problems.' It was an inspirational, very idealistic idea and Strasburg was the symbol because it had been part of Germany then France then Germany then France.
7. **Mary:** So it was a place where wars were actually...
8. **Richard:** Yes, so instead of fighting over Strasburg we made Strasburg a meeting place.
9. **Mary:** Right, how fascinating, thank you. OK so you said that the Euro MP represents an area.
10. **Richard:** I represent Yorkshire, Yorkshire and Humber. Lots of people come to see me or write me letters or send e-mails when they have subjects that we're dealing with at European level: environmental questions or trade matters or consumer protection. So we have a lot of businesses coming to see me, trade unions, non-governmental organisations of all kinds, from human rights organisations, Amnesty International, environmental organisations, Greenpeace, all kinds of people.
11. **Mary:** And are there any particular areas within that which you have a particular interest in?
12. **Richard:** I'll tell you a good one that we're dealing with now. Do you know that you and me and everyone looking at this has in our bloodstream, in our tissues, 30-40 chemicals that our grandparents never had because we've absorbed them into our system? And we also know that there are growing rates of asthma, skin cancer and different types of cancer and so on, that probably come from chemicals, but we don't know which ones. It's a big problem.

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13. So the European Commissioner suggested that we have a big programme across the whole of Europe to test all the chemicals that we use in everyday life: varnishes, paints, solvents, food ingredients, everything to try and find out which ones, maybe things we've used for years, which ones cause the problem. But of course it's very expensive.
14. Some people are saying, 'Do we really need to do this?' etc, etc. But if you do it on a European level, you spread the cost across 25 different countries. You share the burden and you have then the same set of rules, common rules for our common market which make it easier for businesses in the end, they don't need to re-test all their chemicals 25 times.
15. So, we're debating this now and, as always, some people say, 'We need to be really tough even if it costs more', others say, 'Well we need only the basic minimum because otherwise it costs too much.' And we have a debate and in the end we will vote.
16. **Mary:** Fascinating, fascinating, now you said there that there are 25 countries. There are other countries that are registered as joining as well. So that's lots of languages. So how does communication work over that?
17. **Richard:** Well we, all our debates, we have interpreters. So, it means our debates are less lively than in the House of Commons because only one person can speak at a time. There are microphones and most people are listening with ear-phones. You use the ear-phones and you can tune into which language you want to listen to. Number 2 is English but if you want to you can listen to Estonian or Polish or Swedish. And then you can understand what people are saying.
18. So, and the interpreters are very good but of course it's a difficult job because you have to listen and speak at the same time and try and convey the exact sense of what somebody says. But it does mean that the debates are less lively.
19. If I tell a joke, maybe some people will laugh straight away, maybe not, others will laugh after ten seconds and maybe the last language comes through only after 20 seconds and by then I've moved on to say something really serious and suddenly they start laughing over there, you know it's not very..
20. **Mary:** It's very disconcerting! So how then does being in the EU impact on the citizens of a country?
21. **Richard:** Well it means firstly, if you are a citizen of a country you are also a citizen of the European Union, which means you have the right to go and live and work in any of the other countries, even the right to vote

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in local elections and European Parliament elections if you live in another country. And you have the right if you're abroad, if you're in South America or somewhere, to the protection of the embassies and the consulates other countries if your own country doesn't have a consulate there.

22. So you have some rights as a European, as a European Citizen. But the main impact is that, for those subjects which we can't really deal with by ourselves in each of our separate countries, where we have to come together if we want to have a good effect, like environmental standards, like a lot of economic questions, we have a structure where we and all our neighbouring countries can come together to try and find common solutions.

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

- 1) At number 2, what is meant by 'matters' in local, national, European matters?
  - a. something important
  - b. something in Europe
  - c. how MEPs vote
  - d. problems or topics which need attention
  
- 2) At number 6, what is meant by 'common solutions to common problems'?
  - a. people who are poor
  - b. problems you can fix yourself
  - c. problems we all share which can be fixed in the same way
  - d. problems in Europe
  
- 3) At number 10, what is meant by 'level' in 'European level'?
  - a. is not bumpy
  - b. problems which are particular to Europe rather than national
  - c. how high up it is
  - d. problems which are national not European
  
- 4) At number 12, what do people think is increasing illnesses in modern times?
  - a. the weather
  - b. not eating enough fruit and vegetables
  - c. watching too much television
  - d. chemicals
  
- 5) At number 14, what is meant by 'you share the burden'?
  - a. let someone else pay for things
  - b. take half
  - c. things cost less if each country shares the overall cost of something
  - d. you share the money
  
- 6) At number 15, what is meant by 'we need to be really tough'?
  - a. need to fight more
  - b. we need to make difficult decisions
  - c. get hard skin
  - d. need to be strong
  
- 7) At number 18, what is meant by 'convey'?
  - a. communicate
  - b. a long line of trucks

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- c. argue
- d. come together

8) At number 20, what is meant by 'disconcerting'?

- a. frustrating or upsetting
- b. enjoyable
- c. not going to a concert
- d. people shouldn't laugh

9) At number 21, what is meant by a 'consulate'?

- a. say well done
- b. a college
- c. a museum
- d. a government building in another country

10) At number 22, what is meant by 'the main impact'?

- a. finding answers
- b. the largest benefit
- c. the smallest benefit
- d. the injury

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### 028 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/028.html](http://www.esoluk.co.uk/028.html)

**Words:** *businesses chemicals continent debates elect environmental fascinating parliament protection together*

1. **Mary:** OK. So thank you very much for agreeing to be interviewed today. It's wonderful. Can you tell us then, what is the EU?

2. **Richard:** The European Union is a grouping of Britain and all its neighbouring countries in our [1] \_\_\_\_\_, where we come [2] \_\_\_\_\_ to try and find common solutions to common problems. Just as you [3] \_\_\_\_\_ a local councillor for local matters, you [4] \_\_\_\_\_ MPs in the House of Commons for national matters and you [5] \_\_\_\_\_ members of the European [6] \_\_\_\_\_ to the European [7] \_\_\_\_\_ to look at European matters.

3. **Mary:** OK, wonderful, and where is the European Parliament?

4. **Richard:** Well, strangely enough it's in two places because most of the time we work in Brussels, but for one week a month we are legally obliged to, we have to meet in Strasburg, which is on the border between France and Germany.

5. **Mary:** OK, so once a month you go there.

6. **Richard:** Strasburg is symbolically important, because the reason to establish the European Union was after the Second World War, in our [8] \_\_\_\_\_ we had fought wars between countries for centuries. From the fall of the Roman Empire to 1945 people went out and fought on battlefields and the idea of the European Union was to say, 'We must stop that. We must have a structure where



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7. **Mary:** So it was a place where wars were actually.

8. **Richard:** Yes, so instead of fighting over Strasbourg we made Strasbourg a meeting place.

9. **Mary:** Right, how [10] \_\_\_\_\_, thank you. OK so you said that the Euro MP represents an area.

10. **Richard:** I represent Yorkshire, Yorkshire and Humber. Lots of people come to see me or write me letters or send e-mails when they have subjects that we’re dealing with at European level: [11] \_\_\_\_\_ questions or trade matters or consumer [12] \_\_\_\_\_. So we have a lot of [13] \_\_\_\_\_ coming to see me, trade unions, non-governmental organisations of all kinds, from human rights organisations, Amnesty International, [14] \_\_\_\_\_ organisations, Greenpeace, all kinds of people.

11. **Mary:** And are there any particular areas within that which you have a particular interest in?

12. **Richard:** I’ll tell you a good one that we’re dealing with now. Do you know that you and me and everyone looking at this has in our bloodstream, in our tissues, 30-40 [15] \_\_\_\_\_ that our grandparents never had because we’ve absorbed them into our system? And we also know that there are growing rates of asthma, skin cancer and different types of cancer and so on, that probably come from [16] \_\_\_\_\_, but we don’t know which ones. It’s a big problem.

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of what somebody says. But it does mean that the [24] \_\_\_\_\_ are less lively.

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20. **Mary:** It's very disconcerting! So how then does being in the EU impact on the citizens of a country?

21. **Richard:** Well it means firstly, if you are a citizen of a country you are also a citizen of the European Union, which means you have the right to go and live and work in any of the other countries, even the right to vote in local elections and European [25] \_\_\_\_\_ elections if you live in another country. And you have the right if you're abroad, if you're in South America or somewhere, to the [26] \_\_\_\_\_ of the embassies and the consulates other countries if your own country doesn't have a consulate there.

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### 028 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:** OK. So thank you very much for agreeing to be interviewed today. It's wonderful. Can you tell us then, what is the EU?

**Richard:** Well, strangely enough it's in two places because most of the time we work in Brussels, but for one week a month we are legally obliged to, we have to meet in Strasbourg, which is on the border between France and Germany.

**Richard:** The European Union is a grouping of Britain and all its neighbouring countries in our continent, where we come together to try and find common solutions to common problems.

**Mary:** OK, wonderful, and where is the European Parliament?

**Mary:** OK, so once a month you go there.

**Richard:** Strasbourg is symbolically important, because the reason to establish the European Union was after the Second World War, in our continent we had fought wars between countries for centuries.

**Richard:** Yes, so instead of fighting over Strasbourg we made Strasbourg a meeting place.

**Mary:** Right, how fascinating, thank you. OK so you said that the Euro MP represents an area.

**Mary:** So it was a place where wars were actually...

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**Richard:** I represent Yorkshire, Yorkshire and Humber. Lots of people come to see me or write me letters or send e-mails when they have subjects that we're dealing with at European level: environmental questions or trade matters or consumer protection.

**Richard:** I'll tell you a good one that we're dealing with now. Do you know that you and me and everyone looking at this has in our bloodstream, in our tissues, 30-40 chemicals that our grandparents never had because we've absorbed them into our system?

**Mary:** And are there any particular areas within that which you have a particular interest in?

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### 028 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:** ok so thank you very much for agreeing to be interviewed today its wonderful can you tell us then what is the eu

**richard:** the european union is a grouping of britain and all its neighbouring countries in our continent where we come together to try and find common solutions to common problems just as you elect a local councillor for local matters you elect mps in the house of commons for national matters and you elect members of the european parliament to the european parliament to look at european matters

**mary:** ok wonderful and where is the european parliament

**richard:** well strangely enough its in two places because most of the time we work in brussels but for one week a month we are legally obliged to we have to meet in strasburg which is on the border between france and germany

**mary:** ok so once a month you go there



## 5 UK in Europe

Speakers: 029 Stephen, Mary,

Wendy

Job: College tutors  
discussing the  
Commonwealth



Skill

### Suggested Activities

Speaking:

Elicit students prior knowledge of the Commonwealth and which countries they think are in it. Use tag questions as in the dialogue.

Listening:

Listen for tutor prepared factual questions. Listen for the use of tag questions in the dialogue.

Reading:

Look at a map or atlas and identify Commonwealth countries. Read about the history of the Commonwealth. Find information about it on the internet.

Writing:

Write the names of the countries in alphabetical order. Write about your research into the Commonwealth.

### Transcript:

1. **Mary:** You know, I woke up this morning and I couldn't help thinking, what is the Commonwealth?
2. **Wendy:** It's a group of countries which used to be part of the British Empire, isn't it?
3. **Stephen:** Well, yes, sort of. It includes British Colonies such as Australia and Canada.
4. **Mary:** But they all speak English don't they?



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5. **Wendy:** Yes, but non-English speaking countries have also joined. India, Pakistan and Bangladesh are also in the Commonwealth.
6. **Stephen:** But don't forget Mozambique and look what I found in my bag! All these countries belonging to the Commonwealth.
7. **Mary:** So when did the Commonwealth begin? I'm sure you know don't you?
8. **Wendy:** It was in the 1920s I believe.
9. **Stephen:** I think, Wendy, you'll find it was 1926 when the British Commonwealth was formed.
10. **Mary:** But I don't know how many countries are in the Commonwealth. Do you know Wendy?
11. **Wendy:** There are 53 states, aren't there?
12. **Stephen:** That's true, Wendy, there are 53 member states in the Commonwealth. But do you know who is the Head of the Commonwealth?
13. **Wendy:** It's the Queen, isn't it?
14. **Mary:** I think you're right. But, do either of you know, what does the Commonwealth do?
15. **Stephen:** Well Mary, I think you'll find it promotes democracy, human rights and economic development.
16. **Mary:** That's interesting, I think also it does work towards the reduction of poverty and also it's struggling for racial equality.
17. **Wendy:** And they also have the Commonwealth Games, don't they? Isn't that like the Olympic Games but every four years.
18. **Mary:** Oh yes, that's right and the first one was in 1930, wasn't it?
19. **Stephen:** It was in 1930 Mary. It was in Canada, wasn't it?
20. **Wendy:** How many people are in the Commonwealth?
21. **Mary:** Do you know, I was thinking that this morning as well but I don't know. Do you?

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22. **Stephen:** Do you know Mary, I was thinking about this very question last night and I searched the internet and I found that, the number of people in the Commonwealth is 1.8 billion, that's nearly 30% of the population.
23. **Mary:** Surely you mean 'billion' don't you?
24. **Stephen:** You're right, yes, 1.8 billion people in the Commonwealth.
25. **Mary:** I'm very impressed Stephen, but can you answer me this one? How often do the countries meet and where?
26. **Stephen:** They meet every three years, don't they?
27. **Wendy:** No, it's actually every two years.
28. **Stephen:** Oh, sorry, every two years. So where do they meet then?
29. **Wendy:** I think it's in a different country every time.
30. **Stephen:** So, what do they talk about when they meet?
31. **Mary:** Stephen, you said that one of the things that it tries to do is to promote democracy for example or to improve health, so perhaps one of the things they talk about is how they can do that. And they work together as a group to try to influence other organisations like the UN. Do you think that's what they talk about Wendy?
32. **Wendy:** Yes, and I believe they've expelled countries who haven't been democratic in the past too.
33. **Stephen:** That's true. In the past a number of countries have been asked to leave the Commonwealth because of human rights violations such as, Pakistan, Zimbabwe and South Africa.
34. **Mary:** OK, thank you for that, Wendy and Stephen. You know I'm going to sleep much better tonight.
35. **Stephen:** Good, good.

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

- 1) When was the British Commonwealth created?
  - a. 2004
  - b. 1812
  - c. 1926
  - d. 1970
  
- 2) How many member states are in the Commonwealth?
  - a. 43
  - b. 53
  - c. 69
  - d. 107
  
- 3) At number 15, what is meant by 'economic development'?
  - a. helping a country to develop and grow
  - b. getting lots of money
  - c. growing food and vegetables
  - d. building a city
  
- 4) At number 16, what is meant by 'racial equality'?
  - a. all people are equal regardless of age
  - b. all people are equal regardless of height
  - c. all people are equal regardless of race or colour
  - d. all people are equal regardless of weight
  
- 5) How often are the Commonwealth games held?
  - a. every year
  - b. every four years
  - c. every ten years
  - d. every fifty years
  
- 6) When was the first Commonwealth games held?
  - a. 1930 in Canada
  - b. 1812 in Africa
  - c. 2004 in UK
  - d. 1974 in America
  
- 7) How many people are in the Commonwealth?
  - a. 1.8 billion
  - b. 2.4 million

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- c. 24 thousand
- d. 3

8) How often do all the Commonwealth countries meet?

- a. every two years
- b. once a year
- c. every month
- d. every ten years

9) At number 9, what is meant by 'promote democracy'?

- a. other countries should not allow the people to vote for their own government
- b. other countries only allow people to vote for one party as their government
- c. other countries should allow the people to vote for their own government

10) At number 32, what is meant by 'expelled countries'?

- a. countries have been asked to join the Commonwealth
- b. countries have been asked to leave the Commonwealth
- c. countries which are democratic
- d. countries which are not democratic

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

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- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/029.html](http://www.esoluk.co.uk/029.html)

**Words:** *billion British Commonwealth countries democracy games  
people poverty rights thinking*

1. **Mary:** You know, I woke up this morning and I couldn't help thinking, what is the Commonwealth?

2. **Wendy:** It's a group of [1] \_\_\_\_\_ which used to be part of the [2] \_\_\_\_\_ Empire, isn't it?

3. **Stephen:** Well, yes, sort of. It includes [3] \_\_\_\_\_ Colonies such as Australia and Canada.

4. **Mary:** But they all speak English don't they?

5. **Wendy:** Yes, but non-English speaking [4] \_\_\_\_\_ have also joined. India, Pakistan and Bangladesh are also in the [5] \_\_\_\_\_.

6. **Stephen:** But don't forget Mozambique and look what I found in my bag! All these [6] \_\_\_\_\_ belonging to the [7] \_\_\_\_\_.

7. **Mary:** So when did the [8] \_\_\_\_\_ begin? I'm sure you know don't you?

8. **Wendy:** It was in the 1920s I believe.

9. **Stephen:** I think, Wendy, you'll find it was 1926 when the [9] \_\_\_\_\_ [10] \_\_\_\_\_ was formed.

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10. **Mary:** But I don't know how many [11] \_\_\_\_\_ are in the [12] \_\_\_\_\_ . Do you know Wendy?

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16. **Mary:** That's interesting, I think also it does work towards the reduction of [17] \_\_\_\_\_ and also it's struggling for racial equality.

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22. **Stephen:** Do you know Mary, I was [23] \_\_\_\_\_ about this very question last night and I searched the internet and I found that, the number of [24] \_\_\_\_\_ in the [25] \_\_\_\_\_ is 1.8 million, that's nearly 30% of the population.

23. **Mary:** Surely you mean 'billion' don't you?

24. **Stephen:** You're right, yes, 1.8 [26] \_\_\_\_\_ [27] \_\_\_\_\_ in the [28] \_\_\_\_\_.

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32. **Wendy:** Yes, and I believe they've expelled [31] \_\_\_\_\_ who haven't been democratic in the past too.

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33. **Stephen:** That's true. In the past a number of [32] \_\_\_\_\_ have been asked to leave the [33] \_\_\_\_\_ because of human [34] \_\_\_\_\_ violations such as, Pakistan, Zimbabwe and South Africa.

34. **Mary:** OK, thank you for that, Wendy and Stephen. You know I'm going to sleep much better tonight.

35. **Stephen:** Good, good.



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### 029 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:** You know, I woke up this morning and I couldn't help thinking, what is the Commonwealth?

**Mary:** But they all speak English don't they?

**Wendy:** It's a group of countries which used to be part of the British Empire, isn't it?

**Wendy:** Yes, but non-English speaking countries have also joined. India, Pakistan and Bangladesh are also in the Commonwealth.

**Wendy:** It was in the 1920s I believe.

**Stephen:** But don't forget Mozambique and look what I found in my bag! All these countries belonging to the Commonwealth.

**Mary:** So when did the Commonwealth begin? I'm sure you know don't you?

**Mary:** But I don't know how many countries are in the Commonwealth. Do you know Wendy?

**Stephen:** Well, yes, sort of. It includes British Colonies such as Australia and Canada.

**Stephen:** I think, Wendy, you'll find it was 1926 when the British Commonwealth was formed.

**Wendy:** There are 53 states, aren't there?

## 5 UK in Europe

**Stephen:** Well Mary, I think you'll find it promotes democracy, human rights and economic development.

**Stephen:** That's true, Wendy, there are 53 member states in the Commonwealth. But do you know who is the Head of the Commonwealth?

**Mary:** I think you're right. But, do either of you know, what does the Commonwealth do?

**Wendy:** It's the Queen, isn't it?

## 5 UK in Europe

### 029 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:** you know i woke up this morning and i couldnt help thinking what is the commonwealth

**wendy:** its a group of countries which used to be part of the british empire isnt it

**stephen:** well yes sort of it includes british colonies such as australia and canada

**mary:** but they all speak english dont they

**wendy:** yes but non-english speaking countries have also joined india pakistan and bangladesh are also in the commonwealth

**stephen:** but dont forget mozambique and look what i found in my bag! all these countries belonging to the commonwealth

**mary:** so when did the commonwealth begin im sure you know dont you

**wendy:** it was in the 1920s i believe

**stephen:** i think wendy youll find it was 1926 when the british commonwealth was formed



## 5 UK in Europe

Speaker: 030 Marguerite Hogg

Job: European Projects Coordinator



Skill	Suggested Activities
Speaking:	Talk about any EU countries students have visited. What customs are different? First impressions of the UK / of other EU countries. Discuss how to encourage learning in the classroom about diversity. Organise Europe Day celebration.
Listening:	Listening for detail – focus on ‘quiz’ questions. Follow up with discussion about flags of different countries – origins and symbolism
Reading:	Map of Europe. Identify different countries mentioned in video (UK, Sweden, Norway, Malta, France, Spain). Use internet to find out about the Grundtvig and Leonardo Da Vinci projects, Europe Day etc.
Writing:	Arrange countries of the EU in alphabetical order. Letters of invitation to Europe Day celebration.

### Transcript:

1. **Mary:** So can you tell us then, what do you do in your job and what's your job title?
2. **Marguerite:** I'm European Projects Coordinator for the college, and I've been doing that for 10 years now.
3. **Mary:** OK. So what does that involve?
4. **Marguerite:** It's basically, my role is to look at ways of bringing Europe to learners cross college and to teachers as well. And I do that through a range of different projects. The main project that I work with is something

## 5 UK in Europe

called Leonardo Da Vinci. And that's about enhancing people's employability skills, so it gives students a chance to have a work placement period in another country to update their vocational skills.

5. **Mary:** So students from this college go to another country.
6. **Marguerite:** Yes and we also send teachers through that as well. They can have some time to look at how education works in a different country.
7. Before I did this job I came from a very small village in North Yorkshire where we didn't see any different people from different countries very much. So this has been a huge learning curve for me but I think it enriches peoples' lives, it promotes understanding, tolerance, it's just a really good thing to be able to give to people.
8. **Mary:** So obviously people often talk about being part of Europe in terms of being part of the EU. Do you have any views if you like about the EU - what's good, what's bad?
9. **Marguerite:** Well on a personal level, obviously, I'm very pro-Europe. I think it's fantastic that we have this opportunity to link with so many countries in so many different ways, not just in education. And it's a way of working together to make life better for European citizens. I personally don't think there are any bad things. I think quite often there is a perception in this country that Europe is something to be scared of. But I think it's a good thing and I really think that we should also have the Euro because it would make my life so much easier.
10. **Mary:** Right, because of the complexities of getting money changed.
11. **Marguerite:** Yes I think sometimes in the UK, because maybe we're an island, we're quite insular; and I think we need a lot more education about Europe in the UK, so that people understand it more and they are not so scared of it.
12. **Mary:** And appreciate it more. Ok, so then as our European expert, can I ask you some quiz questions about Europe and the European Union? Can you tell us then when was the European Union founded?
13. **Marguerite:** It was founded in 1957.
14. **Mary:** And it has a flag doesn't it? What's on the flag?
15. **Marguerite:** It's a blue flag and it's got 12 gold stars on it.
16. **Mary:** Right. Do you know what those stars represent?

## 5 UK in Europe

17. **Marguerite:** Well I always used to think that it was because there were 12 countries initially when the flag was founded, but it's actually about unity, that 12 is a number that signifies 12 hours, 12 months, it has like a kind of unity.
18. **Mary:** Right. A special number?
19. **Marguerite:** Yes, it's a special number, symbolising unity.
20. **Mary:** Ok thank you how interesting. What about Europe day? Do you know anything about Europe day?
21. **Marguerite:** Yes it takes place every year in May, the 9<sup>th</sup> of May.
22. **Mary:** Right what is it?
23. **Marguerite:** It's just a way of celebrating being part of Europe. So I know that there are many events in different sectors across Europe.
24. **Mary:** Have you ever been involved in any of those or come across any?
25. **Marguerite:** We try as much as possible to have a European week every year.
26. **Mary:** How many countries were part of the EU in 2006?
27. **Marguerite:** 25
28. **Mary:** So what about when it was founded do you know how many?
29. **Marguerite:** I think there were 6 initially and then other people joined at various stages throughout, but there are also associated European countries, like Norway and Malta, that aren't part of the EU but they are associated.
30. **Mary:** Right there's a motto, a European motto, do you know what that is?
31. **Marguerite:** Yes its "United in Diversity."
32. **Mary:** Okay, can you explain what you think that might mean?
33. **Marguerite:** Well I think that that means, from my own personal point of view, when I've travelled around I've found that we're all very different but we're all really similar as well that there are so many things..
34. **Mary:** That bring us together?

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35. **Marguerite:** There's so many times that I travel and talk to people and yes they have different ways of doing things, but they still have the same issues as we do. And I think that the European Union is a way of working together to work together; to make sure that we know that we are different but there are things that we can do together to make it better.
36. **Mary:** Right. Fascinating. You mentioned the Grundtvig project that you've been involved with and you said that the theme for that about belonging in different countries. Have you come across at all how in other countries people acquire citizenship?
37. **Marguerite:** Not so much. I think they do it differently than we do. I think maybe we're a bit further ahead in ways of welcoming people to our country, and I think that other countries maybe have a lot to learn from us.
38. **Mary:** Can you explain?
39. **Marguerite:** Well for example in Sweden I've noticed that they tend to keep their newcomers to the country quite separate, whereas I think its important to integrate them really into society because that's how you become a citizen.
40. **Mary :** Right, interesting, thank you. What do you enjoy about your job, which maybe you've touched on
41. **Marguerite:** Meeting people. Yeah it's fantastic. You can meet people through work who then become friends for life; and I have so many friends now in so many different countries and it's just fantastic. I love it.
42. **Mary:** Wonderful. Thank you.



## 5 UK in Europe

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

1) At number 4, what is meant by 'look at ways of bringing Europe to learners'?

- a. taking students on holiday to Europe
- b. move Europe closer to the UK
- c. help students to learn more about Europe
- d. look at Europe using a map and photographs

2) At number 4, what is meant by 'enhancing people's employability skills'?

- a. improving people's skills so that they can go shopping
- b. improving people's skills so that can go to college
- c. improving people's skills so that employers will offer them jobs
- d. sending people to the job centre

3) At number 4, what is meant by 'vocational skills'?

- a. the skills needed to do a particular job
- b. the skills needed to go to college
- c. the skills needed to work in Europe
- d. the skills needed to learn a new language

4) At number 7, what is meant by 'huge learning curve'?

- a. something that takes a long time to learn
- b. something that takes a short time to learn
- c. something that can not be learnt
- d. something that is not straight

5) At number 9, what is meant by 'pro-Europe'?

- a. someone who has never been to Europe
- b. someone who lives in Europe
- c. someone who doesn't like Europe
- d. someone who thinks the European Union is a good idea

6) At number 9, what is meant by 'I think we should have the **Euro**'?

- a. the UK should be more like Europe
- b. the UK should have the European currency
- c. the UK is scared of Europe
- d. the UK should have a fast train to Europe

7) At number 11, what is meant by 'we're quite insular'?

- a. the UK is not like other European countries
- b. the UK is scared

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- c. the UK is a cold country
- d. the UK is an island which doesn't like to share with other countries

8) At number 19, what is meant by 'symbolising unity'?

- a. an image which represents people as different
- b. an image which represents people as together, not in conflict
- c. an image which represents people as all the same

9) At number 31, what is meant by 'united in diversity'?

- a. we are all together even though we are all different
- b. we are all different
- c. we are all together
- d. we are different and should not join together

10) At number 35, what is meant by 'the same issues'?

- a. travelling to the same places
- b. the same problems and difficulties
- c. talking about the same things

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### 030 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/030.html](http://www.esoluk.co.uk/030.html)

**Words:** *countries different Europe fantastic founded initially motto  
scared skills unity*

1. **Mary:** So can you tell us then, what do you do in your job and what's your job title?

2. **Marguerite:** I'm European Projects Coordinator for the college, and I've been doing that for 10 years now.

3. **Mary:** OK. So what does that involve?

4. **Marguerite:** It's basically, my role is to look at ways of bringing [1] \_\_\_\_\_ to learners cross college and to teachers as well. And I do that through a range of [2] \_\_\_\_\_ projects. The main project that I work with is something called Leonardo Da Vinci. And that's about enhancing people's employability [3] \_\_\_\_\_, so it gives students a chance to have a work placement period in another country to update their vocational [4] \_\_\_\_\_.

5. **Mary:** So students from this college go to another country.

6. **Marguerite:** Yes and we also send teachers through that as well. They can have some time to look at how education works in a [5] \_\_\_\_\_ country.

7. Before I did this job I came from a very small village in North Yorkshire where we didn't see any [6] \_\_\_\_\_ people from [7] \_\_\_\_\_ [8] \_\_\_\_\_ very much. So this has been a huge learning curve for me but I

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think it enriches peoples' lives, it promotes understanding, tolerance, it's just a really good thing to be able to give to people.

8. **Mary:** So obviously people often talk about being part of [9] \_\_\_\_\_ in terms of being part of the EU. Do you have any views if you like about the EU - what's good, what's bad?

9. **Marguerite:** Well on a personal level, obviously, I'm very pro-Europe. I think it's [10] \_\_\_\_\_ that we have this opportunity to link with so many [11] \_\_\_\_\_ in so many [12] \_\_\_\_\_ ways, not just in education. And it's a way of working together to make life better for European citizens. I personally don't think there are any bad things. I think quite often there is a perception in this country that [13] \_\_\_\_\_ is something to be [14] \_\_\_\_\_ of. But I think it's a good thing and I really think that we should also have the Euro because it would make my life so much easier.

10. **Mary:** Right, because of the complexities of getting money changed.

11. **Marguerite:** Yes I think sometimes in the UK, because maybe we're an island, we're quite insular; and I think we need a lot more education about [15] \_\_\_\_\_ in the UK, so that people understand it more and they are not so [16] \_\_\_\_\_ of it.

12. **Mary:** And appreciate it more. Ok, so then as our European expert, can I ask you some quiz questions about [17] \_\_\_\_\_ and the European Union? Can you tell us then when was the European Union founded?

13. **Marguerite:** It was [18] \_\_\_\_\_ in 1957.

14. **Mary:** And it has a flag doesn't it? What's on the flag?

15. **Marguerite:** It's a blue flag and it's got 12 gold stars on it.

## 5 UK in Europe

16. **Mary:** Right. Do you know what those stars represent?

17. **Marguerite:** Well I always used to think that it was because there were 12 [19] \_\_\_\_\_ [20] \_\_\_\_\_ when the flag was [21] \_\_\_\_\_, but it's actually about [22] \_\_\_\_\_, that 12 is a number that signifies 12 hours, 12 months, it has like a kind of [23] \_\_\_\_\_.

18. **Mary:** Right. A special number?

19. **Marguerite:** Yes, it's a special number, symbolising [24] \_\_\_\_\_.

20. **Mary:** Ok thank you how interesting. What about [25] \_\_\_\_\_ day? Do you know anything about [26] \_\_\_\_\_ day?

21. **Marguerite:** Yes it takes place every year in May, the 9th of May.

22. **Mary:** Right what is it?

23. **Marguerite:** It's just a way of celebrating being part of [27] \_\_\_\_\_. So I know that there are many events in [28] \_\_\_\_\_ sectors across [29] \_\_\_\_\_.

24. **Mary:** Have you ever been involved in any of those or come across any?

25. **Marguerite:** We try as much as possible to have a European week every year.

26. **Mary:** How many [30] \_\_\_\_\_ were part of the EU in 2006?

27. **Marguerite:** 25

## 5 UK in Europe

28. **Mary:** So what about when it was [31] \_\_\_\_\_ do you know how many?

29. **Marguerite:** I think there were 6 [32] \_\_\_\_\_ and then other people joined at various stages throughout, but there are also associated European [33] \_\_\_\_\_, like Norway and Malta, that aren't part of the EU but they are associated.

30. **Mary:** Right there's a [34] \_\_\_\_\_, a European [35] \_\_\_\_\_, do you know what that is?

31. **Marguerite:** Yes its 'United in Diversity.'

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36. **Mary:** Right. Fascinating. You mentioned the Grundtvig project that you've been involved with and you said that the theme for that about belonging in [39] \_\_\_\_\_ [40] \_\_\_\_\_. Have you come across at all how in other [41] \_\_\_\_\_ people acquire citizenship?

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37. **Marguerite:** Not so much. I think they do it differently than we do. I think maybe we're a bit further ahead in ways of welcoming people to our country, and I think that other countries maybe have a lot to learn from us.

38. **Mary:** Can you explain?

39. **Marguerite:** Well for example in Sweden I've noticed that they tend to keep their newcomers to the country quite separate, whereas I think it's important to integrate them really into society because that's how you become a citizen.

40. **Mary:** Right, interesting, thank you. What do you enjoy about your job, which maybe you've touched on

41. **Marguerite:** Meeting people. Yeah it's [42] \_\_\_\_\_. You can meet people through work who then become friends for life; and I have so many friends now in so many [43] \_\_\_\_\_ [44] \_\_\_\_\_ and it's just [45] \_\_\_\_\_. I love it.

42. **Mary:** Wonderful. Thank you.

## 5 UK in Europe

### 030 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:** Ok, so then as our European expert, can I ask you some quiz questions about Europe and the European Union? Can you tell us then when was the European Union founded?

**Marguerite:** Well I always used to think that it was because there were 12 countries initially when the flag was founded, but it's actually about unity, that 12 is a number that signifies 12 hours, 12 months, it has like a kind of unity.

**Marguerite:** It's a blue flag and it's got 12 gold stars on it.

**Marguerite:** It was founded in 1957.

**Marguerite:** It's just a way of celebrating being part of Europe. So I know that there are many events in different sectors across Europe.

**Mary:** Right. Do you know what those stars represent?

**Mary:** And it has a flag doesn't it? What's on the flag?

**Marguerite:** Yes, it's a special number, symbolising unity.

**Mary:** Right. A special number?

**Mary:** Ok thank you how interesting. What about Europe day? Do you know anything about Europe day?

**Marguerite:** Yes it takes place every year in May, the 9<sup>th</sup> of May.

**Mary:** Right what is it?



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### 030 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:** so can you tell us then what do you do in your job and whats your job title

**marguerite:** im european projects coordinator for the college and ive been doing that for 10 years now

**mary:** ok so what does that involve

**marguerite:** its basically my role is to look at ways of bringing europe to learners cross college and to teachers as well and i do that through a range of different projects the main project that i work with is something called leonardo da vinci and thats about enhancing peoples employability skills so it gives students a chance to have a work placement period in another country to update their vocational skills

**mary:** so students from this college go to another country

**marguerite:** yes and we also send teachers through that as well they can have some time to look at how education works in a different country

before i did this job i came from a very small village in north yorkshire where we didnt see any different people from different countries very much so this has been a huge learning curve for me but i think it enriches peoples lives it promotes understanding



## 5 UK in Europe

Speakers: 031 Wendy, Mary,

Stephen

Job: College tutors  
discussing the  
United Nations



Skill	Suggested Activities
Speaking:	<p>Students share own knowledge of UN.</p> <p>Discuss which of the different roles mentioned is most important.</p> <p>During part of the tape when flags are guessed at, silence the tape and develop guessing game with students.</p>
Listening:	<p>Tutor prepared questions relating to facts about the UN.</p>
Reading:	<p>Names of countries, matching with flags; use of internet to find information about the UN/ country of origin of student.</p>
Writing:	<p>Arrange countries in alphabetical order. Research and write about one of the countries mentioned.</p>

### Transcript:

1. **Mary:** Wendy, Stephen, it's good to see you. My students and I are studying citizenship at the moment. And they've been asking me lots of questions about the UN. Do you know anything about it?
2. **Wendy:** I think it was formed just after the Second World War.
3. **Mary:** OK. Thanks, Wendy. So it was started after the Second World War. But why was it started?

## 5 UK in Europe

4. **Stephen:** Well after the Second World War many countries came together. It was decided to create a forum, a space for discussion to try and promote peace and security and prevent future wars.
5. **Mary:** OK. That's really helpful Stephen. Thank you. But what kind of work does it actually do?
6. **Stephen:** Well Mary, the UN is really about peace keeping. It tries through discussion and negotiation to establish peace between countries, but when countries do come to war it is still active in trying to negotiate peace between those countries.
7. **Wendy:** It also helps when there are disasters, like earthquakes and tsunami and all these natural disasters that happen.
8. **Stephen:** Don't forget Wendy, though, that the UN has helped to eradicate small pox. It works to reduce AIDS, TB, malaria, and some people say that the UN saves over 3 million lives of children every year.
9. **Wendy:** Yes, and I believe it runs UNICEF, the United Nations Children's fund and it distributes food aid wherever it's needed.
10. **Mary:** OK, so it does lots of different things. Does it have any central sort of mission or some clear definition of what it tries to do?
11. **Stephen:** Well, Mary, I think the UN's overall mission is to work towards world peace and establish good communication between countries. You see we have what is called the Universal Declaration of Human Rights.
12. **Wendy:** Well Stephen one of my students gave me this information about Human Rights. It was adopted in 1948 and it has been recognized in part by many countries as a goal and as a basis for their legislation. And the declaration says, for example, that everyone has the right to life, freedom from torture, the right to education, freedom of speech and religious freedoms, and the UN works with countries to ensure free and fair elections as well.
13. **Mary:** OK, this is really helpful and interesting. But how many countries are involved in the United Nations?
14. **Stephen:** Well at the last count there was 191 countries in the United Nations.
15. **Mary:** Ok thank you. Wendy, my students asked me is there a United Nations Day?
16. **Wendy:** Yes it's on the 24th October. They celebrate their achievements.

## 5 UK in Europe

17. **Mary:** OK, so that's its day. But does it have a flag?
18. **Stephen:** I think you'll find, Mary, if you look behind you...
19. **Mary:** Wow, that's amazing.
20. **Wendy:** Alright, so that's the UN flag. But do you know which countries these flags belong to?
21. **Stephen:** Uganda.
22. **Mary:** Poland.
23. **Wendy:** No, Eritrea. What about this one?
24. **Mary:** That's Poland.
25. **Stephen:** New Guinea.
26. **Wendy:** No, India.
27. **Mary:** China.
28. **Stephen:** Vietnam.
29. **Wendy:** Democratic Republic of Congo.
30. **Stephen:** Estonia.
31. **Mary:** Scotland.
32. **Wendy:** No, France.
33. **Mary:** Afghanistan.
34. **Stephen:** Albania.
35. **Wendy:** No, Pakistan.
36. **Mary:** That one's Afghanistan.
37. **Stephen:** No, Australia.
38. **Wendy:** No, Bangladesh.
39. **Mary:** New Zealand.

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40. **Stephen:** Latvia.
41. **Wendy:** Poland.
42. **Mary:** Canada.
43. **Stephen:** Somalia.
44. **Wendy:** Angola is the right answer.
45. **Mary:** Greece.
46. **Stephen:** France.
47. **Wendy:** Zimbabwe. Now you should know this one.
48. **Mary:** That one's Scotland.
49. **Stephen:** Ireland.
50. **Wendy:** United Kingdom.
51. **Mary:** Russia.
52. **Wendy:** No, Iran.
53. **Mary:** Oh dear. Portugal.
54. **Stephen:** Italy.
55. **Wendy:** No, Iraq.
56. **Mary:** That one's difficult. I'd go for Mexico.
57. **Stephen:** I think that's Uganda.
58. **Wendy:** Afghanistan. Now this one.
59. **Mary:** I like that one. Russia
60. **Stephen:** No, I know this one, Vietnam
61. **Wendy:** Well done.

## 5 UK in Europe

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

1) What is UN short for?

- a. useful notes
- b. understanding nations
- c. useless needs
- d. United Nations

2) At number 2, what is meant by 'it was formed'?

- a. it was made
- b. it was created
- c. it grew
- d. it ended

3) At number 4, what is meant by 'a forum'?

- a. a place where people can vote
- b. a place where people can talk to each other
- c. a supermarket
- d. a library

4) What is the main purpose of the UN?

- a. to keep peace between countries
- b. to stop countries fighting
- c. to prevent disease
- d. to stop disasters

5) At number 7, what is meant by 'natural disasters'?

- a. problems created by nature
- b. problems created by man
- c. wars
- d. diseases

6) At number 8, what is meant by 'eradicate'?

- a. to build something
- b. to destroy something
- c. to clean something
- d. to grow something

7) At number 9, what is meant by 'food aid'?

- a. free food
- b. food to help people

## 5 UK in Europe

- c. food delivered to areas where there is not much food
- d. food you can grow yourself

8) At number 12, what is meant by 'recognised in part'?

- a. some parts are not understood
- b. only one part is needed
- c. only certain parts are accepted, not all

9) At number 12, what is meant by 'religious freedoms'?

- a. people are free to worship their own religions
- b. religious people are free
- c. people don't pay money to join a religion
- d. you are free to join any religion

10) Why is there a United Nations day?

- a. to get a day off work
- b. to celebrate what the UN has done for different countries
- c. a day when people stop fighting
- d. so people can come together



## 5 UK in Europe

### 031 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/031.html](http://www.esoluk.co.uk/031.html)

**Words:** *countries declaration disasters discussion establish helpful mission nations peace rights*

1. **Mary:** Wendy, Stephen, it's good to see you. My students and I are studying citizenship at the moment. And they've been asking me lots of questions about the UN. Do you know anything about it?

2. **Wendy:** I think it was formed just after the Second World War.

3. **Mary:** OK. Thanks, Wendy. So it was started after the Second World War. But why was it started?

4. **Stephen:** Well after the Second World War many [1] \_\_\_\_\_ came together. It was decided to create a forum, a space for [2] \_\_\_\_\_ to try and promote [3] \_\_\_\_\_ and security and prevent future wars.

5. **Mary:** OK. That's really [4] \_\_\_\_\_ Stephen. Thank you. But what kind of work does it actually do?

6. **Stephen:** Well Mary, the UN is really about [5] \_\_\_\_\_ keeping. It tries through [6] \_\_\_\_\_ and negotiation to [7] \_\_\_\_\_ [8] \_\_\_\_\_ between [9] \_\_\_\_\_, but when [10] \_\_\_\_\_ do come to war it is still active in trying to negotiate [11] \_\_\_\_\_ between those [12] \_\_\_\_\_.

7. **Wendy:** It also helps when there are [13] \_\_\_\_\_, like earthquakes and tsunami and all these natural [14] \_\_\_\_\_ that happen.

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8. **Stephen:** Don't forget Wendy, though, that the UN has helped to eradicate small pox. It works to reduce AIDS, TB, malaria, and some people say that the UN saves over 3 million lives of children every year.

9. **Wendy:** Yes, and I believe it runs UNICEF, the United [15] \_\_\_\_\_ Children's fund and it distributes food aid wherever it's needed.

10. **Mary:** OK, so it does lots of different things. Does it have any central sort of [16] \_\_\_\_\_ or some clear definition of what it tries to do?

11. **Stephen:** Well, Mary, I think the UN's overall [17] \_\_\_\_\_ is to work towards world [18] \_\_\_\_\_ and [19] \_\_\_\_\_ good communication between [20] \_\_\_\_\_. You see we have what is called the Universal [21] \_\_\_\_\_ of Human [22] \_\_\_\_\_.

12. **Wendy:** Well Stephen one of my students gave me this information about Human [23] \_\_\_\_\_. It was adopted in 1948 and it has been recognized in part by many [24] \_\_\_\_\_ as a goal and as a basis for their legislation. And the [25] \_\_\_\_\_ says, for example, that everyone has the right to life, freedom from torture, the right to education, freedom of speech and religious freedoms, and the UN works with [26] \_\_\_\_\_ to ensure free and fair elections as well.

13. **Mary:** OK, this is really [27] \_\_\_\_\_ and interesting. But how many [28] \_\_\_\_\_ are involved in the United Nations?

14. **Stephen:** Well at the last count there was 191 [29] \_\_\_\_\_ in the United [30] \_\_\_\_\_.

15. **Mary:** Ok thank you. Wendy, my students asked me is there a United [31] \_\_\_\_\_ Day?

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16. **Wendy:** Yes it's on the 24thOctober. They celebrate their achievements.

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### 031 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:** Wendy, Stephen, it's good to see you. My students and I are studying citizenship at the moment. And they've been asking me lots of questions about the UN. Do you know anything about it?

**Wendy:** I think it was formed just after the Second World War.

**Wendy:** It also helps when there are disasters, like earthquakes and tsunami and all these natural disasters that happen.

**Mary:** OK. That's really helpful Stephen. Thank you. But what kind of work does it actually do?

**Stephen:** Well after the Second World War many countries came together. It was decided to create a forum, a space for discussion to try and promote peace and security and prevent future wars.

**Stephen:** Don't forget Wendy, though, that the UN has helped to eradicate small pox. It works to reduce AIDS, TB, malaria, and some people say that the UN saves over 3 million lives of children every year.

**Mary:** OK. Thanks, Wendy. So it was started after the Second World War. But why was it started?

**Stephen:** Well Mary, the UN is really about peace keeping. It tries through discussion and negotiation to establish peace between countries, but when countries do come to war it is still active in trying to negotiate peace between those countries.

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**Wendy:** Well Stephen one of my students gave me this information about Human Rights. It was adopted in 1948 and it has been recognized in part by many countries as a goal and as a basis for their legislation.

**Mary:** OK, so it does lots of different things. Does it have any central sort of mission or some clear definition of what it tries to do?

**Stephen:** Well at the last count there was 191 countries in the United Nations.

**Stephen:** Well, Mary, I think the UN's overall mission is to work towards world peace and establish good communication between countries. You see we have what is called the Universal Declaration of Human Rights.

**Wendy:** Yes, and I believe it runs UNICEF, the United Nations Children's fund and it distributes food aid wherever it's needed.

**Mary:** OK, this is really helpful and interesting. But how many countries are involved in the United Nations?

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### 031 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:** wendy stephen its good to see you my students and i are studying citizenship at the moment and theyve been asking me lots of questions about the un do you know anything about it

**wendy:** i think it was formed just after the second world war

**mary:** ok thanks wendy so it was started after the second world war but why was it started

**stephen:** well after the second world war many countries came together it was decided to create a forum a space for discussion to try and promote peace and security and prevent future wars

**mary:** ok thats really helpful stephen thank you but what kind of work does it actually do

**stephen:** well mary the un is really about peace keeping it tries through discussion and negotiation to establish peace between countries but when countries do come to war it is still active in trying to negotiate peace between those countries



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Answer key to questions

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

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

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

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

Interviewers: Mary Clayton and Wendy Godden

Filming, editing, web design: Stephen Woulds



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