

3

Geography and history

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

It is recommended that learners study the country in which they are living and, to less depth, something about the other countries of the United Kingdom.

The items in bold are those which have teachers' notes and learners' activities associated.

- **What is the UK?**
- **The four countries of the UK**
- **Geography of the UK**
- **Cities of the UK**
- Key historical milestones
- **The monarchy**
- People, population, culture and religions
- Institutions – health, welfare, housing, education
- Languages (Gaelic, Welsh, accents, dialects)
- Famous people
- **Flags and symbols**
- The weather
- **Places of interest and famous landmarks**

3

Geography and history

Sources of the material used in this section

- www.spartacus.schoolnet.co.uk
- www.bbc.co.uk/history
- www.calderdale.gov.uk/tourism/museums/shibden
- www.shakespeare.org.uk/main/5
- www.woodlands-junior.kent.sch.uk/customs/questions/population.html
- www.gro-scotland.gov.uk/statistics/library/poptest/mid-2003-population-estimates-for-settlements.html
- www.cardiff.gov.uk/cardiff/facts/population/populationestimates.pdf
- Office for National Statistics; government actuary's department.
- www.londonnet.co.uk/In/guide/about/londoneye.html#intro

Sources of other useful material

- Wall maps of the UK and the world and/or a globe from education suppliers.
- History books for schoolchildren can be used if they are written in a style suitable for language learners, provided the content does not appear childish.
- Local libraries and information centres will have leaflets on local places of interest.

Useful Websites

Website	Web address	Description
British Customs, Woodlands Junior School	www.woodlands-junior.kent.sch.uk/customs	A wonderful site produced by a school in Kent: good resources in clear, simple English; it tells you what you want to know about British social customs and directs you immediately to other sites.
BBC	www.bbc.co.uk/a-z Search under 'g': – Great British Quiz Search under 'u': – UK Weather	All kinds of information on topics related to the UK: topics include sport, history, arts and culture, science, education, health and regional activities.
	www.bbc.co.uk/history/society_culture/women	A page reflecting on women's history – includes women's suffrage/historic figures and audio memories of life in the UK.
	www.bbc.co.uk/radio3/womad2005	A world music festival attracting thousands of festival-goers every year to Reading – a modern cultural event.
English Heritage	www.english-heritage.org.uk	This is a site of national historic interest: buildings; monuments; places of interest to visit throughout England; links with UK sites; county history; and heritage events are also highlighted on this site.
English Nature	www.english-nature.org.uk	This site offers information on nature reserves, geological features, protected sites and wildlife areas in every region. Opportunities to volunteer under 'Website highlights'.
The Monarchy	www.royal.gov.uk	The official site of the British monarchy. High quality images of the royal family and past kings and queens are available.
The National Trust	www.nationaltrust.org.uk	Information on conservation of historic sites, properties and collections: learning and discovery offers interesting activities with downloadable resources available.
The Science Museum	www.sciencemuseum.org.uk	A very interesting site with lots of opportunities for online participation. 'Online exhibition' sites investigate global issues such as climate change.

Type of resource	Online or downloaded?	Level/adaptability
Very accessible for students, bright, clear, colourful. Translator both to and from English and several other languages. Information on festivals, foods, dos and don'ts. Very quick relevant links.	Very easy to do online or printed off as worksheets. Possibility for gap fill/information gaps and so on. There are three virtual tours of the school online too.	E1+
UK weather – regional weather and review of year. <i>Great British Quiz</i> – interactive text .	Webcam from TV Centre, London, updated every 10 minutes online . Interactive quiz online comprising 70 questions on British TV, film, theatre and comedy.	Simple language, E1+
Games and photos . Information is not just about UK, also Egypt, the Vikings and so on.	Multimedia zone includes animation, audio memories and photos. Add your own memories online .	Text varies from clear and short to longer and more advanced
Photos, videos and music . Information and related links to artists involved. Links to other music festivals sites.	Best online to take advantage of images and sound; audio archive and photo galleries.	E1+
Lots of information on new events, celebrations and available venues. Colourful site. Places to visit and events – information on Stonehenge; interactive map/ photos .	Interactive online searches for maps, photos and information easily accessed: prices, history and opening times.	Low E2 +
Encourages people to get outside and discover nature and appreciate its uniqueness.	Opportunity to discover facts about what's going on in your local area online . Very interactive, especially the map sites and online image library.	E1+
Information on the history of the Royal Family, nice sliding bar to choose. Dense text , quite difficult. Opportunity to ask a question.	Children's zone with painting, a tour of photos of the royal family, and an online picture gallery and quiz.	E2+
Teachers, lecturers and students sites. Ideas for days out to places of interest.	Virtual views, interactive map search online .	E2+
Text activity sheets for higher levels. Learner activities for children and families, 'things to do at home'.	Online exhibition, generally whole site is interactive and simple to use. Downloadable resources also available.	Occasionally complex text and vocabulary. High E1+

All details were correct at time of publication.

3.1 Finding information on the UK map

Entry 1	Entry 2	Entry 3
Read familiar place names. (Rt/E1.1b) Read maps. (Rt/E1.1b) Ask for information. (Sc/E1.3b) Talk about location. (Sc/E1.4a)	Obtain information from maps. (Rt/E2.4a) Talk about location. (Sc/E2.3a) Describe places. (Sc/E2.3f)	Use a range of maps and reference sources. (Rt/E3.5b) Give exact location of a place. (Sc/E3.4a) Describe and compare places. (Sc/E3.4f)

Suggested procedure (Entry 1)

- Ask learners to find their own birthplaces on a wall map or globe and give brief information about them, for example *'Colombia is in Sri Lanka, in the south west'*.
- Show learners a map of the UK. Elicit and label the countries and mark the place where learners live now.
- Put cards with the names of cities in a container and ask learners to draw out a card each and put it on the map. Select place names already familiar to the learners.
- Ask learners to ask and answer questions, for example *'Where is Plymouth?'* *'It's in England'*. Introduce points of the compass and ask learners to practise saying, *'It's in south-west England'*. Give learners an unlabelled UK map showing major cities and towns/cities in the area where they live. Ask them to work in pairs to label the map, or to work in a group to label a large wall map.
- Ask learners to talk about places, for example *'My sister lives in Leeds'*; *'London is the capital city'*.

Differentiation

- Provide a *'map'* of the room the learners are in, if any learners are unfamiliar with the concept of maps.
- When helping learners to select place names, make sure that basic literacy learners get the name of the city they live in.
- With basic literacy learners, work on reading and writing the name of the town where they

live, and/or scanning for it and underlining it in a range of texts

Language points

Integrate the following specific language points:

- drill and practise pronunciation of names of countries and significant towns. Mark the main stress and pay attention to unstressed vowels;
- work on simple sentences, using the prepositions *'in'* and *'near'*.

Extension activities

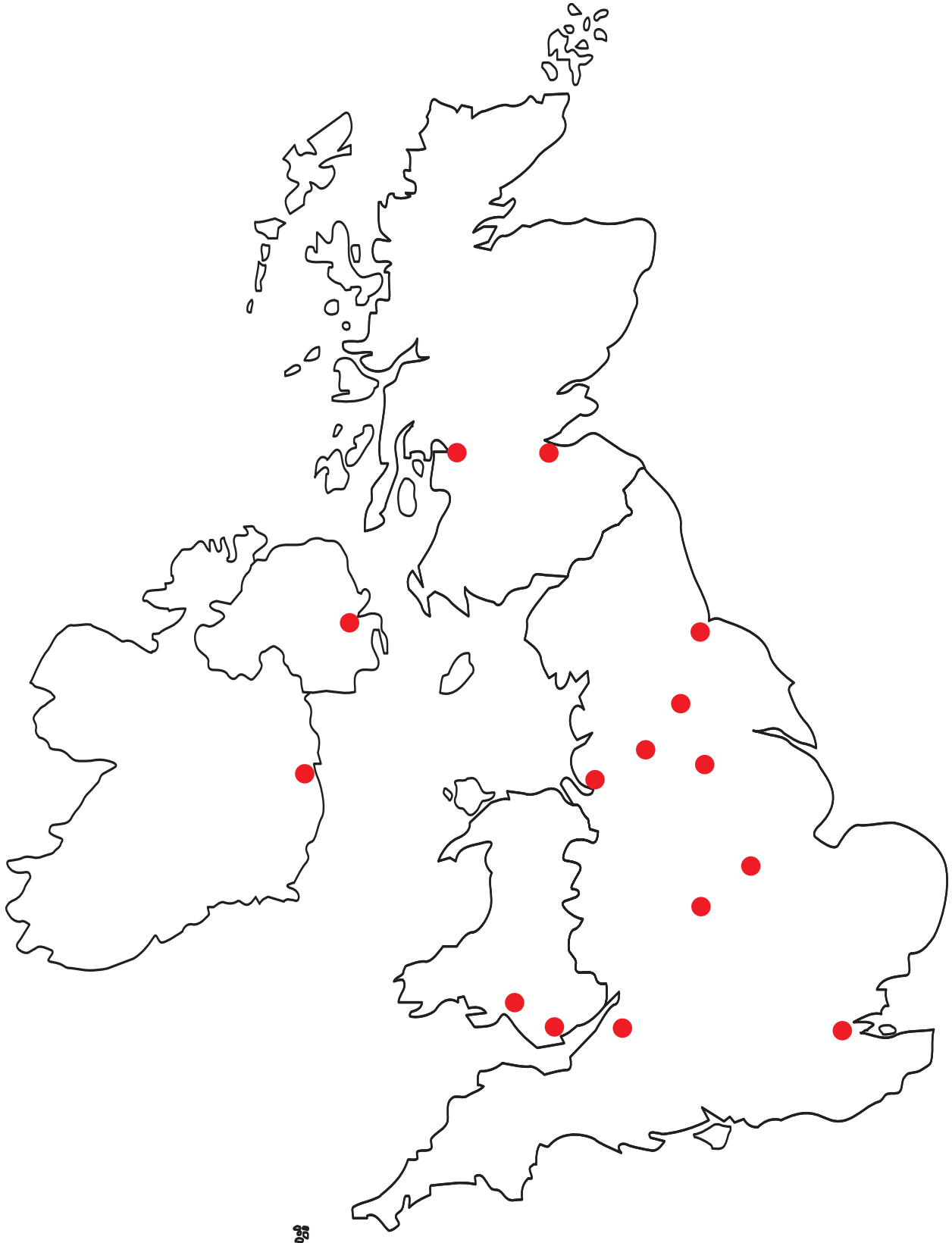
- Bring in postcards from a city you know yourself (not the one where the learners live) and talk about it, for example *'it's big'*, *'it's cold in winter'*, *'it's busy'*, and say where it is. Ask the learners to do the same with the place where they live or another town in the UK that they know.
- Encourage learners to use the same language to talk about towns and cities outside the UK.
- Extend the work on the UK map by asking learners to practise buying train tickets or asking for travel information.
- Use this activity as a lead-in to further work on maps, for example tourist maps, bus maps, weather maps.

Additional materials needed

- A wall map of the UK and/or a globe.
- Stick pins, labels and cards.

Finding information on the UK map

3.1



3.2 Geographical areas

Entry 1	Entry 2	Entry 3
Recognise a limited number of words. (Rw/E1.1a) Talk about places. (Sc/E1.4a) Write about places. (Wt/E1.1a)	Free writing about places learners know. (Wt/E2.1a)	n/a

Suggested procedure (Entry 1)

- Show learners a world map and talk about the places they come from. Give as much help as necessary to understand the terms 'country', 'continent', and so on.
- Talk about the place they live now, including the county and the country they are in.
- Write the eight words (hemisphere, continent, country, county, city, town, village, street) on card and put them on the wall or on tables around the room.
- Write on separate cards: 'Southern Hemisphere', 'Northern Hemisphere', the names of all the continents and selected countries, counties, cities, towns, villages and streets, bearing in mind where the learners come from and where they live now.
- Ask learners to take a few cards each, read them and place them with the right generic label.
- Check and use the chart in the pack to rank the terms in order of size.
- Encourage learners to talk about where they come from, for example, 'Is it a village? A small town? A city?', and where they live now, for example, 'What county are we in?'
- Ask learners to read the sample text and find examples of: continent, country, county, city, town, village.
- Encourage learners to write about their own birthplace and current home, using the text as a model.

Differentiation

- *If there are learners who have difficulty in reading the cards, ask people to work in pairs, making sure there is a strong reader in each pair.*

- *During the writing activity, help basic literacy learners to write one or two sentences only: 'I come from...' and 'I live in...'*
- *Encourage stronger writers to work without a model and to expand on the original if they can.*

Language points

Integrate the following specific language points:

- use of the copula verb 'is' and present tense 'live' or 'lives';
- use of prepositional phrases to describe location.

Extension activities

- Ask learners to question each other to find out which country they come from, which continent it is in, and whether they come from a city, town or village.
- Ask learners to think about a city or town in the UK that they have been to or have heard of, and use a map to find out which county it is in and whether it is in the north, south, and so on.
- Find some official leaflets or correspondence from local councils to show learners the relevance of knowing the name of the county and so on.

Additional materials needed

- Map of the world.
- Cards with names of countries, towns, and so on, especially those where learners come from or live now.
- Cards with eight words (hemisphere, continent, country, county, city, town, village, street).
- Sample text to use as a model for writing.

Geographical areas

3.2

County

City

Town

Hemisphere

Continent

Village

Street

Country

Big	Hemisphere
Small	Street

“I come from Bangladesh.

Bangladesh is in Asia.

My village is Jamura, near Sylhet.

Sylhet is a big city.”

“Now I live in Halifax.

Halifax is a town in the north of England, in Yorkshire.

My sister lives in Cardiff.

Cardiff is in Wales.

It is the capital city of Wales.”

3.3 Flags and symbols of the United Kingdom

Entry 1	Entry 2	Entry 3
Write a simple text. (Wt/E1.1a) Express likes and dislikes. (Sd/E1.1c)	Present information about their own country, on the same lines. (Sc/E2.3a)	Discuss nationalism and football supporters. (Sd/E3.1d)

Suggested procedure (Entry 1)

- Show learners flags of various countries and ask them to pick out the flag of their own country.
- Show the map of the UK and Ireland, explaining that the UK consists of four countries and that the Republic of Ireland is a separate country (if learners do not have a background in literacy, they may need help with interpreting a map).
- Help learners to name the four countries of the UK and the Republic of Ireland and label the map.

Differentiation

- *With basic literacy learners, concentrate on reading and copying the name of the country where they live, rather than all of them.*
- Discuss the countries that take part in the football world cup. Ask learners to say and write the teams that the people in the materials pack support.
- Ask them to say whether they like football and, if they do, to say and write which team they support.

Language points

Integrate the following specific language points:

- relationship between noun and adjective:
England, English; Scotland, Scottish.

Extension activities

- Work on the relationship between the name of country and nationality adjective beyond the UK countries. Talk about the names of countries and the names of languages spoken there. Explain that the Welsh language is completely different from English.
- Ask learners to talk about which football teams they think are good, or which sport they like best, to play or to watch.

Additional materials needed

- Flags of different countries around the world.
- Map of the UK, showing different countries.

Flags and symbols of the United Kingdom

3.3



3.3 Flags and symbols of the United Kingdom

In world football and world rugby, there is no United Kingdom team.

England, Scotland, Wales and Northern Ireland have separate teams.

Which team do these people support?



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My team is

I support the team

Flags and symbols of the United Kingdom

3.3



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My team is

I support the team



© EMPICS

My team is

I support the team

3.4 Population of cities in the United Kingdom

Entry 1	Entry 2	Entry 3
Recognise digits. (Rw/E1.3b) Read place names. (Rt/E1.1b) Questions with 'how many?' (Sc/E1.3b)	Obtain information from a table. (RT/E2.1b) Ask for factual information. (Sc/E2.2d)	Make comparisons. (Sc/E2.3f) Compare and contrast cities. (Sc/E3.4f)

Suggested procedure (Entry 2)

- Introduce the idea of population and ask learners to talk about how many people they think live in the UK and in the cities they know.
- Show learners the figures for the four countries of the UK and discuss the relative sizes.
- Make cards, each with the name of a city from the second chart and the population of that city. Include London, Glasgow, Birmingham, Liverpool and Edinburgh and any other cities the learners are likely to know.
- Help learners to find these cities on a map of the UK.
- Give each learner a card and a list of the cities you have used for the cards.
- Ask the learners to circulate, asking each other:
 - *What is your city?;*
 - *How many people live there?; or*
 - *What is the population?*
 and fill in their chart. They should ask questions, not look at each other's charts.
- Ask learners to find a partner and say which of the cities on their cards is larger (has more people). Change partners and repeat this a few times.
- Refer learners to the complete chart and help them to compare cities on the chart.

Differentiation

- *For learners struggling with grammatical accuracy, use one comparative structure, 'larger than'. With others, encourage a range of expressions, for example, 'not as many as', 'more people than'.*

Language points

Integrate the following specific language points:

- pronunciation of larger numbers, especially the stress pattern, and words such as 'million', 'thousands'. Ways of expressing decimal fractions;
- comparative forms: '*Glasgow is bigger than Liverpool*'; '*There are more people in Nottingham than Derby*'.

Extension activities

- Elicit appropriate phrases to use in a factual description of a city (including phrases about population). Give learners a model for writing about their own city.

Additional materials needed

- Cards with name of a city and its population (made using the chart in the pack).

Population of cities in the United Kingdom

3.4

The population of the UK

	Population in 2003
England	49.856 million
Scotland	5.057 million
Wales	2.938 million
Northern Ireland	1.703 million
The United Kingdom	59.554 million

What is the population of the UK's major cities?

City	Where is it?	Population in 2003
1. London	England	7,388,000
2. Glasgow	Scotland	1,099,400
3. Birmingham	England	971,800
4. Liverpool	England	461,900
5. Edinburgh	Scotland	452,340
6. Sheffield	England	417,900
7. Leeds	England	417,000
8. Bristol	England	406,500
9. Manchester	England	390,700
10. Leicester	England	316,900
11. Cardiff	Wales	315,100
12. Hull	England	306,800
13. Belfast	Northern Ireland	295,200
14. Coventry	England	292,600
15. Bradford	England	288,400
16. Nottingham	England	269,600
17. Stoke-on-Trent	England	264,800
18. Wolverhampton	England	256,300
19. Plymouth	England	248,600
20. Derby	England	226,700

3.5 Finding out about the suffragettes

Entry 1	Entry 2	Entry 3
n/a	n/a	Read a text for specific information. (Rt/E3.4a) Give an account, narrate events in the past. (Sc/E3.4c) Express views and opinions. (Sd/E3.1d)

Suggested procedure (Entry 3)

- Show learners the pictures of Emmeline Pankhurst and Emily Davison and discuss the possible connections between them. Tell the learners that they were important women in history and ask them to guess when they lived and what kind of lives they lived. Reveal the dates (Pankhurst 1858–1928 and Davison 1872–1913) and tell the learners that they helped women to get the vote.
- Pre-teach key vocabulary, for example 'vote', 'suffrage', 'suffragette', 'militant', 'hunger strike', 'force-feed'.
- Divide learners into two groups, and give one text (Pankhurst or Davison) to each group. Ask them to read the text, answer the questions orally in pairs and fill in the table. Monitor and check, giving help with vocabulary.
- Ask learners to find a partner who read the other text and ask the questions of their partner.
- Ask learners to find the incorrect facts in the third text.

Differentiation

- *If there is a big difference in reading ability or vocabulary knowledge, divide the group into*

two when reading the two original texts – stronger readers and weaker readers. Give the stronger readers one of the original texts. Give the weaker readers the other text, either simplifying it or giving them help. Then continue the procedure as above.

Language points

Integrate the following specific language points:

- work on intonation patterns in the questions above;
- work on collocations involving prepositions, for example: 'go on hunger strike'; 'the struggle for'; 'as a result of'; 'concerned about'; 'involved in'.

Extension activities

- Ask learners to prepare a short talk about one of the women in the texts, and give this talk to the group. Follow this up with a researched talk about a historical personality, from the UK or from their country of origin.
- Organise a discussion about voting rights in different countries.

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

Finding out about the suffragettes

3.5

Emily Davison

Emily Davison was born in the north of England in 1872. She did well at school and went to university. After university she worked as a teacher.



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Emily was very concerned about

women's rights and wanted women to have the vote. In 1906 she joined the Women's Social and Political Union (WSPU), which was a militant women's suffrage movement. Members of the WSPU were known as 'suffragettes' and they were prepared to break the law to achieve the vote.

She gradually became more and more involved in WSPU activities. In 1909 Emily gave up full-time teaching so that she could spend more time working for the WSPU.

Emily was arrested and imprisoned seven times between 1909 and 1912 because she was very militant and she carried out acts of violence, for example burning post boxes and throwing stones at cars.

In prison, she refused to eat and went on hunger strike. The suffragettes often did this as a way of protesting. When this happened the prison authorities tried to force-feed them. Eventually, the women hunger strikers were released from prison and sent home until they had recovered. Then they were put back inside prison to finish their sentences.

Emily decided that she had to do something more dangerous to get the maximum publicity. In June 1913, at the most important horse race of the year, Emily ran out in front of a horse owned by King George V. The horse hit Emily and she was seriously injured. Sadly, she died a few days later.

In 1918, women over the age of 30 were given the right to vote. In 1928 voting rights for men and women were equalised.

3.5 Finding out about the suffragettes

Emmeline Pankhurst

Emmeline Pankhurst (second from right) was born in Manchester in 1858. She went to school in Manchester and then to a 'finishing' school in Paris when she was 15.

Soon after Emmeline returned to Manchester in 1878 she met and married a lawyer, Richard Pankhurst. Emmeline had four children in the first

six years of marriage: Christabel (1880), Sylvia (1882), Frank (1884) and Adela (1885). During these years, Richard and Emmeline were both involved in the struggle for women's rights and in 1889 they helped to form a group, the Women's Franchise League. Richard became ill and died in 1898.



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In 1903 Emmeline and her daughter Christabel helped to form the Women's Social and Political Union (WSPU), which was a militant women's suffrage movement. Members of the WSPU were called 'suffragettes' and they were prepared to break the law to achieve the vote.

By 1905 the media had lost interest in the struggle for women's rights, so the WSPU opened an office in London in 1906 and Emmeline moved to London to join her two daughters. They decided to use more violent methods to get publicity, such as breaking windows, cutting telephone wires and burning empty buildings.

As a result of these militant incidents, she was arrested and imprisoned six times between 1908 and 1912. In prison, she refused to eat and went on a hunger strike. Eventually, the women hunger strikers were released from prison and sent home until they had recovered. Then they were put back inside prison to finish their sentences.

The suffragettes stopped their protests in 1914 when World War I broke out. After the war ended in 1918, Emmeline went to the United States, Bermuda and Canada. She returned to Britain in 1926 and became involved in politics. She died in 1928.

Finding out about the suffragettes

3.5

Pair work

1. Fill in the table below about either Emily or Emmeline.
2. Ask your partner the questions about the other woman and fill in the answers.

Questions	Emily Davison	Emmeline Pankhurst
1. When was she born?		
2. Where was she born?		
3. Which organisation was she in?		
4. What militant activities did she do?		
5. How many times did she go to prison?		

Read the following text carefully. There are a total of five incorrect facts. Try and find them all and make a note of your answers.

Emmeline Pankhurst was born in America in 1858. She married a doctor and had four children. Emmeline and her daughter started a group called the Women's Social and Political Union and they wanted to give women in the UK the right to work. The members of this group were called suffragettes. They tried to get publicity by breaking windows and burning empty buildings. Emmeline was arrested but never sent to prison. Another woman called Emily Davison joined the suffragette movement. In June 1913 she decided to get a lot of publicity by running out in front of the King's horse during a race. She had to spend the rest of her life in a wheelchair. Women in Britain finally got the vote in 1918 after the Second World War.

Discussion work

The word 'suffrage' means 'the right to vote'. Do men and women have the same rights to vote in your country and have they always had the same rights? At what age do you think people should be allowed to vote?

3.6 Finding out about kings and queens

Entry 1	Entry 2	Entry 3
n/a	<p>Read for gist and read dates. (Rt/E2.1b)</p> <p>Ask and answer questions with 'when' in the past. (Sc/E2.2d)</p>	<p>Read for gist. (Rt/E3.4a)</p> <p>Give an account. (Sc/E3.4c)</p> <p>Express views and opinions. (Sd/E3.1d)</p> <p>Ask for and give information. (Sc/E3.3b, Sc/E3.4a)</p> <p>Write an accurate account. (Ws/E3.2a)</p>

Suggested procedure (Entry 3)

- Ask learners about what they know of Queen Victoria.
- Discuss the role of the monarch.
- Ask learners to read the text about Queen Victoria.
- Learners answer the questions on p. 92.
- Show learners the pictures of kings and queens on p. 93 and ask when they reigned.
- Give learners the biographical information and ask them to guess which one refers to which.
- Check key vocabulary in all the texts.
- Give pairs of learners one text each and ask them to prepare to give information (without reading) to the class.
- Divide learners into two groups: student A and student B.
- Prepare the material on p. 96 by giving student A a full copy of the material marked 'student A' and a set of pictures marked 'student B' but without the text. Do the opposite for student B.
- Ask learners to work with people who have the same text to talk about the text and prepare to give information.
- Learners take a partner from the other group and ask questions about the pictures they have.
- Ask learners to read the texts about Victorian life on p. 97.
- Ask learners to notice phrases used to write about the past and to contrast past and present.

- Give learners the writing task and the opportunity to discuss their ideas.

Language points

Integrate the following specific language points:

- the language for expressing opinions;
- awareness of past perfect;
- relative clauses with 'who' and 'that';
- simple past passive, for example 'it was built in...';
- phrases used for contrasting ideas (p. 97).

Extension activities

- *Ask learners to note phrases in the 'kings and queens' text that they can use in their own writing. Then ask them to write a passage about a famous person.*
- *Give learners a set of questions to encourage them to find out about the history of the local area.*
- *Organise visits to historical buildings or local museums.*

Additional materials needed

- Pictures of monarchs and texts about them (from the pack), copied onto cards.
- Material for information gap, some sets with text and some without.
- Pictures of life in Victorian times.

Answers to the sets of questions can be found in the answers section, p. 319.

Finding out about kings and queens

3.6

Queen Victoria (1819–1901) was queen of the **United Kingdom** of Great Britain and Ireland (1837–1901) and empress of India (1876–1901). Her reign was the longest of any monarch in British history and came to be known as the Victorian era.

Queen Victoria was the official head of state of the United Kingdom and the **British Empire**, which included Canada, Australia, India, New Zealand, and large parts of Africa.

On 20 June 1837, with the death of William IV, she became queen at the age of 18. Immediately after becoming queen, Victoria began regular meetings with **Viscount Melbourne**, the British Prime Minister at the time. The two grew very close, and Melbourne taught Victoria how the British government worked on a day-to-day basis.

Queen Victoria played a role in appointing some Cabinet ministers (and even a Prime Minister) and she consulted regularly with her Prime Ministers by letter and in person. In private, Victoria was never afraid to speak her mind.

In 1839 Victoria fell in love with her first cousin, Prince **Albert**, from Germany. They were married in February 1840, and Albert soon developed a keen interest in the government of his new country. Albert was a studious and serious young man, and he worked as his wife's private secretary. He was a patron of the arts and sciences, and he was the prime organiser of the Great Exhibition of 1851, the first true world's fair, which was held in the **Crystal Palace** in London's Hyde Park. Though Albert was respected by most of his new countrymen, he was not loved; many resented him because he was a foreigner, and his heavy German accent did not help.

Victoria and Albert were very happy together. The royal couple offered an example of family life that contrasted sharply with the images of previous British monarchs. Between 1840 and 1857, Victoria and Albert had nine children.

Queen Victoria never truly recovered from Albert's death in December 1861 at the age of 42. For almost a decade she remained in mourning. By the late 1860s, the queen's absence from the public stage caused her popularity to decline, and there was talk of replacing the monarchy with a republic. In the 1870s and the 1880s, she gradually returned to the public arena, and her popularity rose once more.

By the 1880s Victoria had again become the popular symbol of dutiful public service. She appeared in public more often. After a reign of 63 years, she died on January 22, 1901.

3.6 Finding out about kings and queens

Answer the questions:

1. What was the name of Queen Victoria's husband?
2. Where did he come from?
3. How long was Queen Victoria queen?
4. What was the Crystal Palace?
5. Who was the king before Queen Victoria?
6. What did the public think of Prince Albert?
7. What was the relationship between Victoria and Albert before they married?
8. How many children did Queen Victoria have?

Did you know?

- The present queen's husband was born in Greece.
- Edward VIII stopped being king because he wanted to marry a divorced American woman, and it was not allowed for the monarch to marry a divorcee. He abdicated (chose not to be king) and his younger brother became king in his place.
- There was some public argument about whether Prince Charles and Camilla Parker-Bowles could marry in a civil ceremony, as some people believe the heir to the throne (the future king) can only marry in church.

Discuss:

- Do you agree with the idea of a monarchy? What are the points in favour of it and what are the points against it?
- Do you think that members of the Royal Family should be treated differently from other people when they want to marry?

Finding out about kings and queens

3.6



William the Conqueror
(1066–1087)



Henry VIII
(1509–1547)



Elizabeth I
(1558–1603)



James I
(1567–1625, Scotland)
(1603–1625, England)



Charles I
(1625–1649)



George III
(1760–1820)



Victoria
(1837–1901)
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Elizabeth II)

3.6 Finding out about kings and queens

A

At the time of this Tudor king's reign, there was some division within the Christian Church. Most European countries, including England, were Catholic, although there were Protestant movements in many parts of Europe. The king wanted to divorce his Spanish-born Catholic wife, but the Pope refused to allow it. The king broke off relations with the Catholic Church, destroyed monasteries and founded the Church of England. Since that time, England has officially been a Protestant country and the monarch is the official head of the Church of England.

B

This king's grandfather had come from Hanover in Germany to become king of England, although he spoke little English. However, this king spoke English and thought of himself as an Englishman. In his time as king, there was a rebellion in the British Colonies in America, which led to the American War of Independence. On top of this, there was a huge war with France. The king was nevertheless popular, but towards the end of his reign, he caught a serious disease and went mad. His son, who was much less popular than him, had to take over from him as 'regent' and became king when he died. It was during the reigns of both this king and his son that many of the buildings we see in British cities today were built.

C

This was the first of the Norman kings. He was Duke of Normandy in Northern France and his army invaded and fought the army of King Harold, who was the king of England at the time. He became known as 'the conqueror', but his own followers believed that he was the rightful king of England. After the invasion, the court of the king was French-speaking. In fact, some of the king's descendents could not speak English at all. The English language began to change after the Norman invasion, with many French words and expressions entering the language. The English that is spoken today is radically different from the English spoken before the reign of this king.

D

This queen reigned at a time when there was great division between Protestants and Catholics in Britain. Her own father had divorced his first wife, who was a Catholic, then married but later executed her mother, who was a Protestant, and went on to marry four more times. This queen had conflicts with her half-sister, who was the daughter of her father's first wife and with a cousin, who was queen of Scotland. In her time, the English navy was very powerful. People had just found out that the world was not flat and the first ships had sailed around the world. Europeans started going to America and goods such as tobacco and potatoes were brought for the first time from America to England. It was also during her reign that the notorious slave trade started, whereby people were taken from Africa to become slaves in America.

Finding out about kings and queens

3.6

E

The time of this queen's reign was a time of great change in Britain. There were many mechanical inventions, the railways were built and the 'industrial revolution' took place. Before the industrial revolution, goods were made largely in small workshops, often run by a family. This 'revolution' meant that large factories were built and goods were mass-produced. People in the countryside found they could no longer make a living and had to move into towns and cities to find work. Consequently, the towns and cities grew at a rapid rate, as houses had to be built to provide homes for the new working class. At the same time, the British Empire also grew. Many of the wealthier British people moved to colonies in India or parts of Africa, where the British were the ruling class. At the same time, raw materials such as cotton were brought to England from countries in the British Empire to be used in the manufacturing industries.

F

This king was the first monarch of both England and Scotland. Before that, England and Wales had one king or queen, and Scotland had another, although the royal families were related. After the death of his predecessor, this king came from Scotland to London to become king, and so united England, Wales and Scotland, to form Great Britain. It was in his time that a group of Catholics attempted to blow up the Houses of Parliament when the king was present. They did not succeed and they were caught and executed.

G

This king made enemies with Parliament. He believed that God had chosen him to be king and he could do what he wanted without consulting Parliament. The problem came to a head when the king sent his soldiers to Parliament to arrest some of his enemies. Eventually a Civil War broke out between 'Cavaliers' who supported the king and 'Roundheads' who supported Parliament. The general of the 'Roundheads' army, Oliver Cromwell, became ruler of Britain, and the king was executed. For 11 years, Britain was not a monarchy. However, very soon after Cromwell's death, the monarchy was restored and the son of the previously executed king came to the throne.

3.6 Finding out about kings and queens

Student A



This is a Tudor cottage. It was built around the time of Henry VIII or Elizabeth I. It is about 400–500 years old.



This is a Victorian terraced house. It was built at the time of the Industrial Revolution in the late nineteenth century.



This is the Tower of London. It was built by William I. After the invasion, he needed to protect himself from enemies.

Student B



This building was built in Georgian times, in the reign of King George III or King George IV.



This is the Brighton Pavilion. It was built at the time that George IV (not yet king) was acting as regent because of his father's illness.



This is a Norman church. It was built when the Norman kings were in power, and is about 800 years old.

- What kind of old buildings do you see in the area where you live?
- Do you know when they were built?

- Do you know any famous old buildings in other countries?
- Do you know when they were built?

Finding out about kings and queens

3.6

Read these sentences about the Victorian period:

1. In Victorian times, people used to either walk or travel by horse and carriage, although the railways were starting to operate in some places. This was quite different from today, as there are now many forms of transport.
2. In the Victorian age, clothing was quite different, especially for women. Women wore long dresses and were not supposed to show even an ankle, unlike nowadays, when some women wear very short skirts.
3. In the reign of Queen Victoria, life could be very difficult for the poorer people. In those days, even young children sometimes had to work for an employer, doing difficult and dangerous work. In contrast to those times, there are now laws to protect children from exploitation.
4. Victorian families tended to be large, whereas British families today are smaller on average. Wealthy families lived in large houses, with servants, while poorer families often suffered from overcrowded conditions.

Notice these verb phrases:

- “Used to ... walk” (sentence 1)
- “Were not supposed to” (sentence 2)
- “Could be difficult” (sentence 3)
- “Tended to be” (sentence 4)

Discuss what they mean and why they are used here.

Notice the phrases which are used to contrast the past with the present, or to contrast the life of the rich with the life of the poor. Underline these phrases.

Now do some writing of your own.

Either:

- research in the library or on the Internet about the everyday lives of ordinary people at a period in British history and write some text contrasting aspects of daily life at that time (for example transport, work, family life, clothing) with the present day;

or:

- write about the way in which aspects of daily life (for example transport, work, family life, clothing) have changed in the country where you were born. Contrast life at some period in the past with life for people in that country today.

3.7 Finding out about places of interest

Entry 1	Entry 2	Entry 3
<p>Scan texts for days of the week and times. (Rt/E1.1b)</p> <p>Ask for times and prices. (Sc/E1.3b)</p>	<p>Skim and scan leaflets. (Rt/E2.1b)</p> <p>Ask for information. (Sc/E2.2d)</p> <p>Use appropriate intonation in questions. (Sc/E2.1b)</p>	<p>Discuss places and plan an outing. (Sd/E3.1f)</p>

Suggested procedure (Entry 2)

- Ask learners to talk about places of interest they have visited or would like to visit.
- Divide learners into groups and give each group a different piece of material, with a picture of and information about a place of interest.
- Give learners a grid to complete with information about opening times, entrance fees and so on, and give a time limit for them to skim and scan the text. Monitor and check their work.
- Ask learners to take a partner from a different group and play the roles of staff member and enquirer. Each person in the role of staff member uses the text they worked on previously. The person in the role of enquirer should have a picture of the place of interest. Ask the enquirers to find information about times and prices, and the staff members to give information, using the material in the pack.
- Elicit from learners what other questions they might want to ask and continue the role play with further questions.

Differentiation

- Give more challenging role cards to students with a higher ability in spoken English to encourage them to formulate a specific enquiry, for example: 'You are organising a group trip'; 'Your friend is in a wheelchair'; 'You want to know about children's activities'.

- Set a project for the learners to find leaflets about local places of interest, find basic information then ask each other questions about what they have found out.

Language points

Integrate the following specific language points:

- work on the formation of open and closed questions, for example: 'Are you open on a Sunday?'; 'How much is a child's ticket?';
- drill and practise intonation patterns on open and closed questions.

Extension activities

- Set a project for the learners to phone or visit a place of interest and report back with information learned.
- Learners discuss places they like to visit and places of interest in countries they have come from.
- Learners make a leaflet for a place local to themselves, to encourage people to visit it.

Additional materials needed

- A grid for learners to complete, with information about Shibden Hall, Anne Hathaway's Cottage or The London Eye.
- Prompt cards, with pictures of the above places, but without the text.

Finding out about places of interest

3.7

Places of interest in England

A. Shibden Hall, Calderdale, West Yorkshire



For over 300 years Shibden Hall was the home of the Lister family, but the house itself is even older, first built in about 1420. Many generations of people and their families have lived and worked here, and all have left their mark on its history. Shibden Hall became part of Henry VIII's divorce payment to Anne of Cleves.

3.7 Finding out about places of interest

Opening times

March–November	Monday–Saturday	Sunday
	10.00 a.m.–5.00 p.m. Last admission 4.15 p.m.	12 noon–5.00 p.m. Last admission 4.15 p.m.
December–February	Monday–Saturday	Sunday
	10.00am–4.00 p.m. Last admission 3.30 p.m.	12 noon–4.00 p.m. Last admission 3.30 p.m.

Accessibility

Restricted access for wheelchair users (historic house); audio guide for visually impaired visitors. Please contact, prior to visit, if you have special needs and staff will be glad to help.

Admission to hall and museum

Adults	£3.50
Children 5–16 years/senior citizens/Passport to Leisure	£2.50
Family (2 adults, 2 children)	£10.00
Group of 10 or more	£2.50 per person
Evening visits (minimum number 20)	£6.00 per person

Set in 90 acres of rolling parkland with a range of attractions including woodland, walks, an orienteering course, children's rides, miniature railway, pitch and putt and a boating lake, Shibden is the perfect venue for a family day out. Please call to check the opening times of these facilities.

Shibden Hall	Telephone: 01422 352246/321455
Lister's Road	Fax: 01422 348440
Halifax	
HX3 6XG	E-mail: shibden.hall@calderdale.gov.uk

Finding out about places of interest

3.7

B. Anne Hathaway's cottage, Stratford-upon-Avon

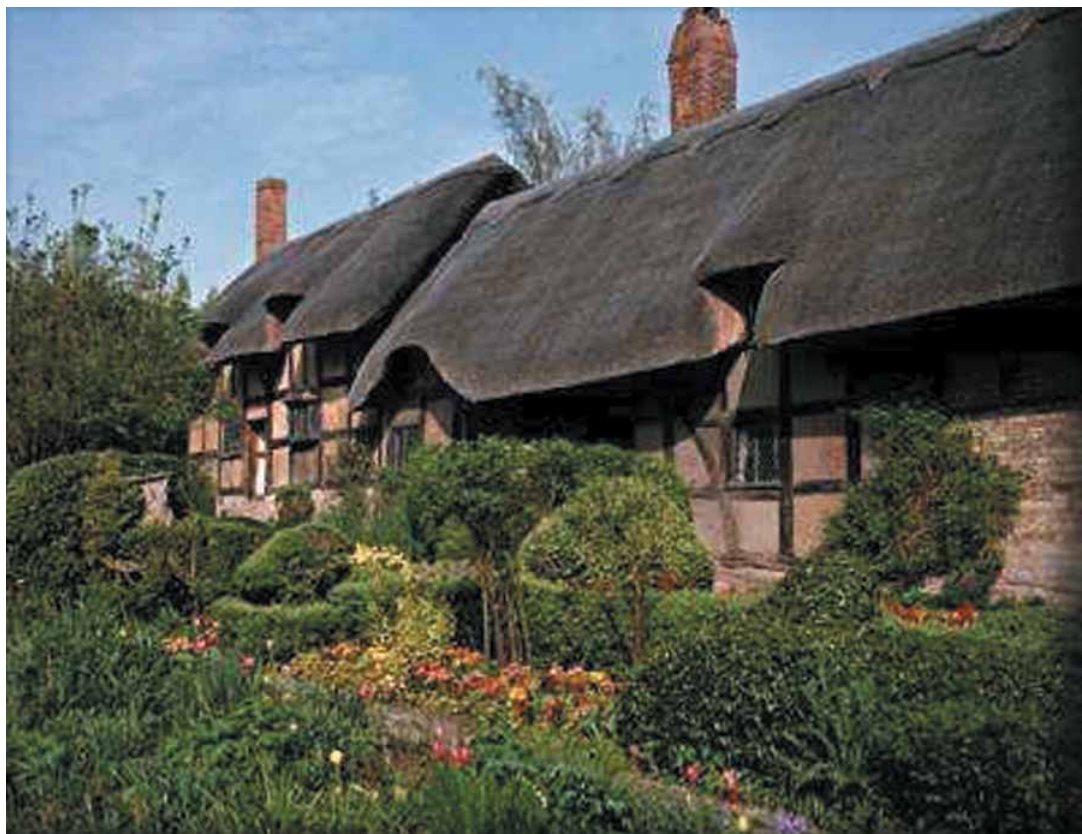


Image reproduced with kind permission of the Shakespeare Birthplace Trust Records Office

The cottage belonged to the Hathaway family and was the home of William Shakespeare's wife, Anne. This world-famous thatched cottage continued to be owned by Anne Hathaway's descendants until the late nineteenth century. It still contains the Hathaway bed and many other items of furniture owned by the family. Outside lies a beautiful cottage garden and there are many pleasant walks leading from the cottage.

The Shakespeare houses are open every day all year round, except 23–26 December inclusive.

3.7 Finding out about places of interest

The times shown below are for opening to last entry.

Opening times

Jan–Mar	Mon–Sat 10 a.m.–4 p.m.	Sun 10 a.m.–4 p.m.
Apr–May	Mon–Sat 9.30 a.m.–5 p.m.	Sun 10 a.m.–5 p.m.
Jun–Aug	Mon–Sat 9 a.m.–5 p.m.	Sun 9.30 a.m.–5 p.m.
Sept–Oct	Mon–Sat 9.30 am–5 p.m.	Sun 10 a.m–5 p.m.
Nov–Dec	Mon–Sat 10 a.m.–4 p.m.	Sun 10 a.m.–4 p.m.

Please note that on-site car parks will be closed half an hour after last entry.

Admission rates

For Anne Hathaway’s cottage:

Adult	£5.20
Children (between 5 and 16 years)	£2.00
Children (under 5)	free
Family (2 adults and up to 3 children)	£12.00
Concession	£4.00

Multiple house tickets

Three ‘in town’ houses:

Adult	£10.00
Children	£5.00
Family	£20.00
Concession	£8.00

All five houses:

Adult	£13.00
Children	£6.50
Family	£29.00
Concession	£12.00

Website: www.shakespeare.org.uk

Finding out about places of interest

3.7

C. The London Eye



© EMPICS

The London Eye stands 135 metres high on the South Bank between Waterloo and Westminster Bridges, opposite Big Ben and the Houses of Parliament and provides views over London.

Visitors have a half-hour ride in a capsule holding 25 people each, hopping on and off as the wheel moves. An increasingly popular idea is to visit the Eye at night-time when the view is magical.

2005 prices

1 January–31 December 2005

Adult:	£12.50
Child, 5–16:	£6.50
Child under 5:	Free
Senior citizens (over 60):	£10.00, subject to limited availability
NUS:	£10.00, subject to limited availability

3.7 Finding out about places of interest

Flight times 2005

During the year opening hours change. Please check the times below. Please check the notes and exceptions to avoid disappointment.

Until 30 April 2005

9.30 a.m.–8.00 p.m.

May and June 2005

9.30 a.m.–9.00 p.m. daily

July/August 2005

9.30 a.m.–10.00 p.m. daily

September 2005

9.30 a.m.–9.00 p.m. daily

Exceptions

Bank Holidays: 9.30 a.m.–9.00 p.m.

Every Tuesday the first flight will be at 10.30 a.m., except during school holidays and the months of June, July and August. Opening times may be subject to change.

Book in advance. There is no booking fee and ticket collection takes seconds – you simply swipe your payment card in our ticket collection machines. If you prefer, you can have your tickets posted to you for an extra charge.

Web: Online bookings must be made 14 hours in advance (38 hours for private capsules and some packages).

Phone: 0870 5000 600 (8.30 a.m.–8.00 p.m.) for same-day bookings and to book all London Eye products and packages. Our team can tailor make your experience, combining your flight with a river cruise, hotel stay, restaurant meal, visit to another attraction and much more. We accept Visa, Delta, Mastercard and American Express (we do not accept Solo or Electron).

Finding out about places of interest

3.7

- What type of place is interesting for you to visit?
Tick as many boxes as you like.

Historical buildings	
Museums and art galleries	
Parks and gardens	
Children's entertainment	
Old towns	
Zoos and wildlife parks	
The countryside	
Anything else (write it here)	

- Where can you go to find a leaflet?
Tick one box for a place you will go.

Your local library	
Your local leisure centre	
Your town's information office	
The train station	
Anywhere else (write it here)	

- Find a leaflet about a place you would like to visit and look for information about the place. Fill in the information in the grid and answer your friends' questions.

Name of place	Type of place	Opening times in March	Opening times in August	Admission for adults	Admissions for a family

