

Aims

Students will:

- practise listening skills
- learn about Scotland and Scottish tourist attractions

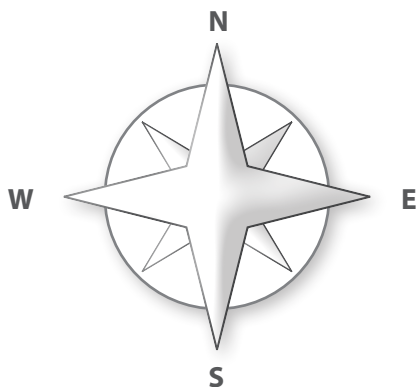
Vocabulary

- recycled vocabulary: *interesting, impressive, frightening, modern, mysterious, historic, monument*
- new vocabulary: *north, south, east, west; kilt, guide, bagpipes, ruins; take photos, go on a guided tour, admire the fantastic view, go sightseeing, get lost*

Warm-up

Time: 4 minutes

- Ask students what country begins with the letter P. Elicit: *Poland* (among other possible options).
- Continue with other letters. Make sure the countries in brackets are mentioned among other possible options: R (*Russia*), I (*Italy*), G (*Germany*), F (*France*). Introduce *Finland* (the country where Santa comes from). Write the countries on the board as they are mentioned.
- Draw a simple compass rose.



- Ask a student to read out the letters.
- Ask students if they know what the letters stand for.
- Write the remaining letters on the compass rose (**N**orth, **E**ast, **S**outh, **W**est).
- Read the words out loud and ask students to repeat after you – choral and individual repetition.
- Point to the countries on the board, read their names and ask students where those countries are in relation to Poland. Students reply (*Russia – east, Italy – south, Germany – west, France – west, Finland – north*).

Optional exercise:

- Point to the words, read them out (go clockwise) and ask students to repeat – choral and individual repetition. Do a few rounds until students repeat the words with ease.

- Wipe off letters *th* of words *north* and *south*, and *t* of words *west* and *east*. Point to the words and ask all students to read the words as if the vanishing letters were still there. Help them if necessary.
- Continue wiping subsequent letters and each time ask all students to say the words.
- When you are down to just one letter for the directions, ask all students to say them chorally. Then point to the letters at random and ask students to say the words. To add an element of fun, speed up.
- Slow down and ask individual students to say the words.
- Wipe off all the letters and ask students to say the words chorally.

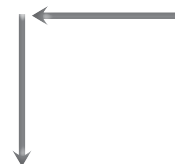
1

Time: 7 minutes

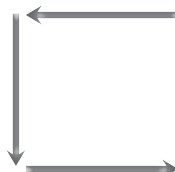
- Ask students to get a pen or a pencil and their notebooks.
- Tell them that you are going to give them directions in which they need to draw lines. Each line should be about 3 cm long. Ask them to start drawing in the middle of the page. Explain that where one line ends the next one starts, so that they will create a shape.
- Say: *west*. Demonstrate on the board by drawing a horizontal line from right to left. Students copy it in their notebooks.



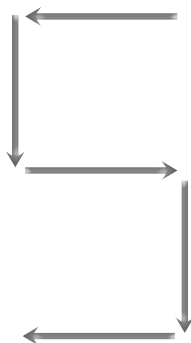
- Say: *south*. Demonstrate by drawing a perpendicular line that starts where the first line ends.



- Say: *east*. Ask a volunteer to draw a parallel line from left to right.



- Continue with *south* and *west*. They should end up with the following shape:



- Ask students what letter the shape is. Elicit: S. Tell them that they are going to watch a video about a country that begins with the letter S. Ask them to guess the name of this country. If they have difficulties, help them by giving the subsequent letters (SC, SCO etc).
- Ask them what they know about Scotland. You may want to run this discussion in Polish.
- Distribute worksheets for unit 9.
- Draw students' attention to the statements in exercise 1.
- Ask a student to read out the sentences. Correct the pronunciation if necessary. Ask for the Polish equivalents of possibly problematic vocabulary items (e.g.: *skirts* = *spódnice*, *capital* = *stolica*).
- Play the video (**viewing 1**). Students circle the correct answers as they hear them. Ask individual students to read out the correct sentences.

Answers: 1. skirt 2. Edinburgh 3. lake 4. monster

Audioscript

Many tourists visit Great Britain every year. There are many popular tourist attractions they want to see. Some of these attractions are in the south, in England, for example historic Leeds Castle and mysterious Stonehenge, but there are also many fantastic places and things to see in the north, in Scotland.

Scotland is famous for men in kilts and music played on bagpipes. Scottish men usually wear these traditional skirts and play the bagpipes on formal occasions or when they want to celebrate something. They look fantastic and many tourists take photos of them.

The capital of Scotland is Edinburgh – it's on the east coast and it's the most well-known city in Scotland. When you're in Edinburgh, go sightseeing! There are many monuments, impressive cathedrals and interesting museums that you have to see. But the

biggest attraction in this city is Edinburgh Castle. It's in the centre and it's really impressive! It's very big and it stands on a hill – you can't miss it! You can go on a guided tour of the castle, but be careful – stay close to your guide because it's easy to get lost in this huge building. When you're on the castle hill, you can also admire the fantastic view of the city.

Edinburgh Castle is the most popular but there are many more castles in Scotland. You can find them in cities or towns but some of them are in quiet areas near lakes. They are all very old. Some castles are in ruins and look a bit frightening, for example Urquhart Castle. But there are also castles which look fantastic and are open to visitors, just like Stirling Castle.

When you travel north of Edinburgh, you get to an area of many lakes. People in Scotland call them lochs. Loch is the Scottish word for lake. The most popular is, of course, Loch Ness. It's 36 kilometres long and only 1.5 kilometres wide. Many people believe that a monster called Nessie lives in the lake but some say it's just a legend.

To the west of Edinburgh, you can find the most famous bridge in Scotland – the Forth Rail Bridge. It's very old but looks modern. It's 2.5 kilometres long and about 200 trains travel on it every day. It's so famous that you can even see it on Scottish coins and banknotes – it's one of the symbols of Scotland.

2

Time: 5 minutes

- Draw students' attention to the names of places 1–5 in exercise 2. Read the words out loud and ask all students to repeat after you – choral repetition.
- Read the words again at random. Ask individual students to repeat – selective repetition.
- Ask a student to read adjectives a–e. Correct the pronunciation if necessary. Elicit the Polish translation of each word.
- Pair work. Ask pairs to watch the video again (**viewing 2**) and match the names of places to the adjectives.
- Ask individual students to read out the answers.

Answers: 1.e 2.d 3.a 4.b 5.c

3

Time: 4 minutes

- Explain that students need to locate England, Scotland, Edinburgh, the Scottish lakes and the Forth Rail Bridge on the map of the UK, according to the instructions in the sentences.

- Pair work. Students read the sentences in pairs and complete the task.
- Ask one pair to show their work and read the answers.

Answers: a. Scotland b. Edinburgh c. England
d. the Scottish lakes e. the Forth Rail Bridge

4

Time: 5 minutes

- Draw students' attention to the pictures in exercise 4. Read the words out loud and ask all students to repeat after you – choral repetition.
- Read the words again at random. Ask individual students to repeat – selective repetition. Clarify the meaning of the words in Polish if needed.
- Say: 'ruiny'. Elicit: *ruins*. Say: 'szkocka spódniczka męska'. Elicit: *kilt*. Say: 'dudy'. Elicit: *bagpipes*. Say: 'przewodnik'. Elicit: *guide*. Repeat the procedure with different students. Keep the pace brisk.
- Refer students to the sentences in exercise 4. Ask them to read them silently. In order to make sure students understand the sentences, try to elicit, in Polish, what information is missing.
- Students complete the sentences.
- Ask individual students to read out the answers.

Answers: 1. kilts 2. bagpipes 3. ruins 4. guide

5

Time: 5 minutes

- Draw students' attention to the verbs in exercise 5. Ask a student to read out the words.
- Read out the words in phrases 1–5. Ask students to repeat after you – choral and individual repetition.
- Tell students to watch part of the video again. Play the video excerpt (00:32-01:52) (**viewing 3**).
- Students complete the sentences.
- Ask individual students to read out the answers. Clarify the meaning of the phrases.

Answers: 1. take 2. go 3. go 4. get 5. admire

Follow-up

Time: 15 minutes

Materials needed: blank sheets of paper (one for each group of 3–4 students), crayons

- Group work. Divide students into groups of 3 or 4.

- Explain that they are going to create a poster encouraging students from their school to go on a school trip to Scotland.
- Tell them to include some drawings (with Scottish tourist attractions or symbols) and as many sentences about what they can do in Scotland as they can come up with. To get them started you can suggest a few sentences. Don't write them on the board, just give students a few ideas (see below). The group with the biggest number of correct sentences wins and gets pluses.
- With a weaker class you can write a few verbs on the board to help them start their work.

Example sentences:

In Scotland you can ...

see the Loch Ness monster, Nessie.

visit mysterious castles.

travel on the famous Forth Rail Bridge.

go sightseeing in Edinburgh.

go on a guided tour of impressive Edinburgh Castle.

admire the fantastic view of the city/lakes.

listen to bagpipes.

see men in kilts.

take photos of amazing views/tourist attractions.

- Walk around the classroom, providing help if needed.
- When the students have completed their work, ask groups to make a display of their posters on the wall. Appreciate their effort and praise their work (with reward stickers, marks or professor's points).

Homework

Set exercise 6 as homework. Check it during the next class. Ask pairs of students to read the questions and answers as a dialogue.

Answers: 1. guided tour 2. guide 3. get lost 4. ruins
5. go sightseeing 6. take photos 7. admire the fantastic view 8. south 9. north 10. kilt 11. bagpipes