

## Destination – Scotland

### Topic

Scotland

### Learning outcomes

- Practise all four communication skills
- Revise language of describing places
- Find out more about Scotland
- Practise writing questions

### Age group and level

Aged 13-17 and Adult B1+

### Time

85 + extension activities. This content could be done over more than one lesson.

### Materials

Map of Britain (or you can roughly draw this)

Ball of paper

Quiz worksheet

Appendix 2 cut ups – 1 per group (a dictation can replace this resource)

Reading text – 1 per student

Recipe – 1 per pair (if needed)

### Introduction

This lesson gives students the opportunity to find out more about Scotland. It is one of a collection of four Destination UK lesson plans that look at the four countries that make up the UK. Students will have the chance to read about Scotland and find out a little about its people, culture and language.

## Procedure

<p><b>1. Lead-in (10 mins)</b></p>	<ul style="list-style-type: none"> <li>To introduce the topic, ask your students to listen carefully to you in order to guess what the lesson is going to be about today.</li> <li>Give clues about Scotland until somebody guesses correctly. Grade the clues according to your students' level of English and their knowledge of geography. When they have guessed, draw a map of Britain on the board, write SCOTLAND in the corresponding part of the map and invite students to tell you whatever they may know about the country. Create a group mind-map around the geographical map.</li> </ul> <p><b>Example clues:</b></p> <p>It's part of the UK</p> <p>This place has many mountains</p> <p>Their traditional dress is a kilt</p> <p>The capital of this country is Edinburgh</p>
<p><b>2. Alternative lead in (10 mins)</b></p>	<p>There's a hot potato activity you can use if you think your learners have some knowledge about Scotland.</p> <ul style="list-style-type: none"> <li>Tell learners the lesson is about Scotland.</li> <li>Make a paper ball. Tell learners if they have the ball they have to say a fact about Scotland and then throw the ball to another student.</li> <li>You start by giving one fact about Scotland. E.g: Scotland includes 790 islands.</li> <li>Select a student and throw them the ball to nominate them to give a fact. If a learner can't think of a fact either stop the game or tell them they are 'out' of the game (depending on timing).</li> </ul>
<p><b>3. Quiz (10 minutes)</b></p>	<ul style="list-style-type: none"> <li>Put learners into small groups and give them the quiz worksheet. They decide on the answers together and circle their answer choice.</li> <li>Ask groups to write a team name on their paper and to swop papers with another group. They mark each other's papers.</li> <li>As an paper-free alternative, read out each question and put the answers on the board. This gives listening practice. In your learners have strong listening</li> </ul>

	<p>skills you could read out the questions and answer options without writing on the board.</p> <p><b>Answers:</b> 1 – c, 2 - b, 3 - a, 4 - c, 5 – a, 6 – c, 7 – b, 8 – c,</p> <ul style="list-style-type: none"> <li>• Tell learners that Scottish people speak 3 languages and ask if they know which languages they are. Answer: English, Scots and Gaelic</li> </ul>
<p><b>4. Learn about Gaelic (10-15 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Tell learners the following: 86,000 people who live in the north of Scotland and on the Western Isles speak Scottish Gaelic. The word for Scotland in Gaelic is Alba.</li> <li>• Write the following on the board and ask learners if they can guess what this set of Gaelic words mean. The numbers are a clue:                     <ol style="list-style-type: none"> <li>1. Diluain</li> <li>2. Dimàirt</li> <li>3. Diciadain</li> <li>4. Diardaoin</li> <li>5. Dihaoine</li> <li>6. Disathairne</li> <li>7. Didòmhnaich</li> </ol> </li> </ul> <p><b>Answer:</b> The days of the week, starting with Diluain = Monday</p> <p>Ask learners if they see any similarities with English, or any other languages.</p> <p><b>Note:</b> It is most similar to Irish Gaelic and Breton but has some similarities with German. It's an Indo-European language</p> <p>If learners are interested you could write up the numbers 1-10 (see Appendix 1)</p>
<p><b>5. Discussion (15 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Put learners into groups. Either dictate the following questions or give each group a set of the cut ups in <b>Appendix 2:</b> <ul style="list-style-type: none"> <li>— Do you think Scottish Gaelic would be easy to learn?</li> <li>— Some people think that by the end of the century 90% of the world's 6000 languages will be extinct and there will only be ten languages spoken in the world. Do you think this may happen?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>— Do you think it's important to keep minority languages alive? Why / why not?</li> <li>— How can we try to keep minority languages alive?</li> <li>— Do you think your native language will ever die?</li> <li>— Do you think that the growth of 'English as an international language' is helping to kill other languages?</li> <li>— Do you think the world of technology is helping to kill languages?</li> </ul> <ul style="list-style-type: none"> <li>• Learners discuss the questions in groups. Monitor and support with language</li> <li>• Bring all groups together for a whole class discussion</li> </ul> <p><b>Note:</b> This could be the end of lesson one.</p>
<b>6. Scan reading (10 minutes)</b>	<ul style="list-style-type: none"> <li>• If this is a new lesson briefly review what the students learnt about Scotland in the previous lesson.</li> <li>• Give out the reading text. Ask learners to read quickly (2-3 mins) and find one interesting or 'new' fact about Scotland</li> <li>• Get feedback</li> </ul>
<b>7. Reading for detail and question writing (15 minutes)</b>	<ul style="list-style-type: none"> <li>• Put learners into pairs. Write the following on the board:             <ol style="list-style-type: none"> <li>1. 130.</li> <li>2. Glasgow.</li> <li>3. Travis and Franz Ferdinand</li> <li>4. 1999</li> <li>5. The computer games industry.</li> </ol> </li> <li>• Tell learners these are the answers to five questions. They must read the text and write the questions with their partner.</li> <li>• Nominate pairs to write the questions on the board</li> <li>• Ask the whole group, each time, if they agree that the question is correct. If not, ask another learner to correct the question.</li> </ul> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. How many inhabited islands are there in Scotland? A1) 130.</li> <li>2. Which is the largest city in Scotland? A2) Glasgow.</li> <li>3. Name two famous Scottish bands? A3) Travis and Franz Ferdinand</li> </ol>

4. When did Scotland get its own parliament? A4) 1999
5. Which industry in Scotland is currently growing? A5) The computer games industry.

**Tip:** To make the task more challenging for higher levels, ask them to guess the questions before reading the text again. To make this task easier for lower levels, give them the questions and ask them to find the answers.

**8. Extension 1  
Discussion  
(30 minutes)**

OPTIONAL

- Explain that many Scottish islands are tiny and that in the year 2000 the BBC made a TV programme called Castaway. It was filmed on a remote Scottish island. They put 36 men, women and children on the island and they had to work together to survive.
- Write the following on the board:
  - Like/ time/ outside?
  - What/weather/ like?
  - Like/ a lot of people around you?
  - What /like about/living/ remote island/ Scotland?
  - What or who /miss/ you lived/ the island?
  - What/ people/ good/ new Castaway programme?
- Put learners into small groups and ask them to write the questions so they are grammatically correct.
- Check their questions and feedback.
- Ask the groups to discuss the questions together. At the end of their discussion they must nominate one person to be a Castaway and give reasons based on their discussion.

**Suggested answers** (accept any reasonable answers)

- Do you like spending time outside?
- What sort of weather do you like?
- Do you like having a lot of people around you?
- What would you like about living on a remote island in Scotland?
- What or who would you miss if you lived on the island?
- What type of people would be good for the new Castaway programme?

	<p>Learners discuss these questions in groups, then decide who would be the best person to participate in the programme and complete the sentence below:</p> <p>We think _____ would be the best person to go on the new Castaway programme because...</p> <hr/>
<p><b>9. Extension 2</b>  <b>(30 minutes)</b>  <b>Reading,</b>  <b>discussion</b>  <b>and writing</b>  <b>OPTIONAL</b></p>	<p>This activity looks at Scotland's national dish. Scotland's national dish is the haggis. People from other parts of the UK find the ingredients a little strange, so your students may be surprised by the recipe.</p> <ul style="list-style-type: none"> <li>• Give out the recipe worksheet</li> <li>• Ask learners to check the ingredients. You may need to gloss some of the vocabulary</li> <li>• then read the method and the section about when it's eaten</li> <li>• Use students' reactions to the dish to develop discussion about unusual things they have eaten or their favourite food.</li> <li>• Using the information about haggis as a guide, students then write about one of their national dishes. This could be set for homework or started in class then completed at home.</li> </ul>
<p><b>10. References</b></p>	<p>Information about Celtic languages: <a href="https://www.britannica.com/topic/Celtic-languages">https://www.britannica.com/topic/Celtic-languages</a></p> <p>General information about Scotland: <a href="https://learnenglishteens.britishcouncil.org/study-break/magazine-zone/scotland">https://learnenglishteens.britishcouncil.org/study-break/magazine-zone/scotland</a></p>

### Contributed by

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### Appendix 1

1. Aon – one
2. Dhà – two
3. Trì – three
4. Ceithir – four
5. Còig – five
6. Sia – six

7. Seachd – seven
8. Ochd – eight
9. Naoi – nine
10. Deich – ten

## Appendix 2 – Cut ups ✂

Do you think Scottish Gaelic would be easy to learn?

Some people think that by the end of the century 90% of the world's 6000 languages will be extinct and there will only be ten languages spoken in the world. Do you think this may happen?

Do you think it's important to keep minority languages alive? Why / why not?

How can we try to keep minority languages alive?

Do you think your native language will ever die?

Do you think that the growth of 'English as an international language' is helping to kill other languages?

Do you think the world of technology is helping to kill languages?