



Séquence 4 : THE ANGELS' SHARE TOUR OF SCOTLAND

Tâche finale :

A partir d'éléments culturels du film « The Angels' Share », je réalise un audio pour l'office du tourisme écossais « Visit Scotland » afin de valoriser l'Ecosse en tant que destination touristique.

STEP 1 : HOMEWORK - Before watching the film « THE ANGELS' SHARE ». Look for the features of the film on the following websites [BFI film institute](#) , [wild bunch \(synopsis + cast and crew\)](#) and complete the table :

Title	THE ANGELS' SHARE	
Director	 Name :	
Date of release	Year :	
Genre		
Place of action	Country :	Cities :
Time		
Actors	 Name :	 Name :
Characters		
Length		

STEP 2 : Promote Glasgow as a great city to visit – WRITING B1

1- Describe the stereotyped representation of Glasgow:



How is the city of Glasgow represented in *The Angels' Share*?

→ Describe screenshots from the film and give your impressions (oral description)

→ Match words and phrases with negative or positive aspects of the city (written and oral activity)

LISTENING - Level B1 : can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

Look at the following pictures you are going to see in the video:



YOUR FIRST IMPRESSIONS

<p><u>THE PLACE(S)</u></p> <p>It probably takes place in</p>
<p><u>THE PEOPLE</u></p> <p>The different people we can see are probably</p> <p>.....</p>
<p><u>THE MAIN TOPIC</u></p> <p>In my opinion, the topic may be "....." because</p> <p>.....</p> <p>.....</p>

THE TITLE OF THE VIDEO IS :

.....

WATCH THE VIDEO : TAKE NOTES AND ANSWER THE FOLLOWING QUESTIONS :

Who speaks ?	NOTES	
		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What about ? (different topics)		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Which places are described (specific places)?		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What is the aim/ objective of the video ?		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
So, what type of video is it?		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

WHAT DO THESE STUDENTS TALK ABOUT ? MATCH THE PHOTOS (PERSONS) WITH THE FOLLOWING TOPICS :

- Art activities
- Glasgow dynamism
- Getting out of Glasgow
- the living costs
- large number of activities and offers
- Cultural events
- The size of the city
- Transport



WHAT ARE THE DIFFERENT PEOPLE'S OPINIONS ON GLASGOW ? CIRCLE THE RIGHT STATEMENT AND JUSTIFY YOUR CHOICE WITH DETAILS FROM THE VIDEO.

OPINION ON GLASGOW	
POSITIVE / NEGATIVE OPINION ?	
	Details :
	Details :
	Details :
	Details :

HOMEWORK : RÉDIGEZ DES PHRASES EN FRANÇAIS POUR EXPLIQUER CE QUE VOUS AVEZ COMPRIS DE CETTE VIDÉO EN DONNANT UN MAXIMUM DE PRÉCISIONS

Questions	Informations, détails
Type de vidéo ?	
Où ?	
Qui s'exprime ? Dans quel but ?	
Quel(s) sujet(s)/thème(s) ? + informations détaillées s'y rapportant	

4- WRITING B1 :

WRITING B1 → PROMOTE GLASGOW AS A GREAT PLACE TO VISIT



Write an article that will be published on *Visit Scotland* website to challenge the negative stereotypes about Glasgow and promote the positive aspects of this city. Let's encourage people to discover and visit Glasgow!

Glasgow suffers from negative stereotypes. _____

Come and visit Glasgow! You will see these stereotypes are outdated clichés. _____

Grammar and vocabulary tool box



USE CONNECTIVE WORDS :

because : *parce que*

For example, : *Par exemple*,

Moreover, ... : *De plus*,

is also : *est également/aussi*

Negative stereotypes :

-“Glasgow has the reputation of being a(NEGATIVE ADJECTIVES) city”

-USE NEGATIVE ADJECTIVES FROM THE PHOTOS/SNAPSHOTS OF GLASGOW WE HAVE STUDIED IN CLASS (ex: poor, sad ...)

-VERY (+ ADJECTIVES) : *très* (+ adjectifs)

-THERE IS MUCH : *Il y a beaucoup de* + NOMS SINGULIERS (ex : youth violence)

Positive aspects :

-Glasgow is really worth a visit : *Cela vaut vraiment le coup de visiter Glasgow* ...

-USE POSITIVE ADJECTIVES FROM THE VIDEO “Study in GLASGOW” (ex: great, dynamic ...)

-THERE ARE MANY : *Il y a beaucoup* + NOMS PLURIELS (ex : bars, restaurants ...)

-YOU CAN + Base verbale : *Vous pouvez* + verbe

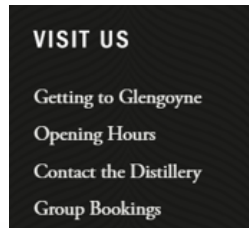
STEP 3 : Give practical information on a whisky distillery tour – Spoken production A2+

HOMEWORK - Go to Glengoyne Distillery website and complete the table :

[Getting to Glengoyne](#)

[opening hours](#)

[Glengoyne tour and tasting](#)



SPEAKING A2+ : Work in pair and speak to exchange practical information on Glengoyne distillery tour

SPOKEN PRODUCTION A2+ : Make and oral presentation for future visitors on Glengoyne distillery tour practical information. Use Vocaroo online application to record your presentation.



Step 4 : Top activities and best souvenirs from Edinburgh – Spoken production B1

1ère AGORA students : Travel tips and information for tourists to visit Edinburgh castle

Read and select information from the following websites before making your presentation :

[Edinburgh Castle official website](#)

[Visit Scotland : Edinburgh Castle](#)

1ère TCVA students : Describe the Scottish iconic food product to buy as a souvenir : Edinburgh Castle Shortbread assortment tin box

Read and select information from the following websites before making your presentation :

[Scottish Shortbreads : the Daring Gourmet](#)

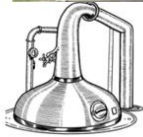
<https://www.tasteatlas.com/scottish-shortbread>



Shortbread price range : £

STEP 5 : Promote tourism in Scotland : Spoken production B1 - recap Scotland positive aspects you have discovered and studied in class to make tourist choose this country as their next holiday destination (cities, visits, food products and drinks)

Your oral presentation should be at least 2 minutes long.



GLENGOYNE DISTILLERY



LET'S VISIT SCOTLAND!



Edinburgh



CITY OF GLASGOW