

HERITAGE

This set consists of two lessons on the topic of heritage.

Lesson 1 is a more general one.

Lesson 2 focuses on the Estonian national heritage.

Lessons are created by Anne Uibo, a teacher from Estonia.

HERITAGE. Lesson 1

Objectives: to learn the term “heritage”,
to make students aware of heritage around us and of the types of it,
to make students aware of UNESCO World Heritage List and its selection criteria,
to practise discussing as a group.

Age group: 12-16

Level of English: Intermediate+

Time: 45 minutes

Discuss the following questions with students:

1) What is heritage? What does heritage mean?

Brainstorm ideas.

Write students' ideas on the board or make them feel involved by enabling them to contribute to creating a live word cloud, for example by using

<https://www.mentimeter.com/>.

2) What are the types of heritage?

First, collect students' ideas, then have a class discussion.

Then, compare student's ideas to the types given on

<http://www.unesco.org/new/en/culture/themes/illicit-trafficking-of-cultural-property/unesco-database-of-national-cultural-heritage-laws/frequently-asked-questions/definition-of-the-cultural-heritage/>

Give examples from <https://en.unesco.org/>

3) Can you name any traditions or sights which are part of our national heritage?

Students' answers: ...

4) What is the UNESCO World Heritage List? What are its selection criteria?

See <https://whc.unesco.org/en/criteria/> for help.

5) Do you know any Estonian traditions or sites which are inscribed

on the UNESCO World Heritage List?

Historic Centre (Old Town) of Tallinn (1997)

Struve Geodetic Arc (2005)

on the UNESCO Representative List of the Intangible Cultural Heritage of Humanity?

Baltic song and dance celebrations - Estonia, Latvia and Lithuania (2008)

Kihnu cultural space (2008)

Seto Leelo, Seto polyphonic singing tradition (2009)

Smoke sauna tradition in Võromaa (2014)

on the UNESCO list of Biosphere Reserves?

West Estonian Archipelago (designation date 1990)

HERITAGE. Lesson 2

Objectives: to practise language used to describe heritage sites,
to practise reading for detail,
to practise discussing as a group,
to practise writing narrative accounts (extension tasks).

Age group: 12-16

Level of English: Intermediate+

Time: 60 - 100 minutes

Procedure

Warmer: 15 minutes

Display the word cloud to learners from Task 1, and ask students to work together to complete the table in Task 2. Learners have to identify places and sights from the word cloud and note any new words in the third column. Check the meaning of new words with the class or ask learners to find dictionary definitions.

Ask students what they know about the places and sights that they have added to the table. Are there any of those they mentioned in the previous lesson? Elicit as much information as possible.

Vocabulary 15 minutes

- Put students into pairs or groups, give each of them Worksheet 2 with texts along with Task 3. Ask students to find words or phrases from the grid in their texts.
- Give each group a set of shapes cut from Puzzle Page (one set per group/pair). (Puzzle Page could be printed in A3 format and cut into pieces.) Explain to learners that they have to match the words and definitions to complete the puzzle. Highlight that their puzzle will look like the shape in Task 3 when it is complete.
- Students will work together to match the words and definitions to complete the puzzle. Highlight that their texts will help them find the meaning of the words. The first group to finish could split up to help the other groups in the class, or if groups are struggling they could be invited to look at another group's puzzle for support.

Reading, writing and speaking activity 15 minutes

- Explain to students that they will have to work together to write questions based on the texts. You can limit the number of questions they have to write. Encourage students to ask questions from the other groups or over the class. Ask them to read their texts to find the answers to the questions and discuss the answers. Support groups with vocabulary if needed.

Speaking activity 15 minutes

- Give students Task 5. Tell students that they have to choose one of the places mentioned in the texts to visit. Students should discuss in groups the advantages and disadvantages of each place or attraction mentioned in the texts. Tell students that groups should come to agreement and give reasons for their choice. Circulate, monitor and support students' language use during this task. Ask groups to share their choices and reasoning at the end of the activity.

Extension 1/ Homework task

- Ask learners to look at the writing activity in Task 6. Learners should imagine that they have gone to visit the chosen place/attraction as a group and that they are going to write a postcard. Elicit what they should include on a postcard. Learners could share their texts with the class when complete.

If necessary, revise the layout of a postcard.