The Loch Ness Monster – Monster Tourism

Loch Ness is a long, deep lake that runs across the Scottish Highlands. It is part of the ‘Great Glen’, a valley which cuts through Scotland from the west coast to the east coast and is surrounded by breath-taking scenery. It is what lies beneath the icy depths of this lake, however, that has captivated people’s imaginations.

The Loch Ness Monster was named for the first time by Alex Campbell in May 1933. A local journalist for the Inverness Courier, his articles sparked much interest and led to a number of sightings. In August of that year, a man from London by the name of George Spicer described a large creature trundling across the road in front of his car. His account, verified by his wife who was travelling with him, stated that the creature was carrying ‘an animal’ in its mouth. “It was the nearest approach to a dragon or pre-historic animal that I have ever seen in my life,” Spicer told the Courier.

Many similar sightings took place, but it was a photograph of a creature that put Loch Ness in the national spotlight.

Dr Robert Kenneth Wilson was looking at the loch in 1934 when he saw the monster. He grabbed his camera and took five photographs, the most famous of which shows a head and neck coming out of the water. Known as the ‘Surgeon’s Photograph’, it gained widespread media attention. Disappointingly, the picture was revealed to be a fake in a report by the English newspaper, the Daily Telegraph in 1975. Wilson’s account of what he saw was an elaborate hoax.

To this day, there has been no scientific evidence to prove the existence of the Loch Ness Monster. Indeed, 2013 was the first year since 1925 when there were no reported sightings of the creature.

In spite of this, tourism authorities in Scotland are eager to speculate that the Loch Ness Monster does, in fact, exist. Far from scaring people away, ‘Nessie’ (as the monster has become affectionately known) draws many tourists to the Highlands. One insider said that one million people visit Loch Ness each year, and roughly 85% of these come because of the phenomenon of the monster. Each hopes to catch a glimpse of the mythical creature, but the nearest most of them get is a souvenir from one of the many dedicated shops. It is these shops, together with hotels, pubs and restaurants in the area that make an estimated £25 million each year out of ‘Monster Tourism’.
Questions:

1. Which valley is Loch Ness a part of? (1)

2. Who did Alex Campbell work for? (1)

3. Why might a journalist describe the creature as a ‘monster’? (1)

4. What does George Spicer say that suggests the creature is from another age? (1)

5. Why was the famous photograph of 1934 known as the ‘Surgeon’s Photograph’? (1)

6. How was it disappointing that the pictures were fake? (1)

7. Why is it surprising that more people don’t see the monster today? (3)

8. How many people visit Loch Ness because of the phenomenon of the monster? (1)

9. How much is ‘Nessie’ worth to the Highland economy? (1)
Task - Inference pictures. Study the picture and answer the questions below each picture, in full sentences. If you are unable to print this document, answer the numbered questions in full sentences on a piece of paper.

Picture 1 - First Flight

1. How are the owls related?
_____________________________________________________________________________
_____________________________________________________________________________

2. Which owl is about to take its first flight? How do you know?
_____________________________________________________________________________
_____________________________________________________________________________

3. How does the young owl feel about flying?
_____________________________________________________________________________

4. What might it be thinking? Add a thought bubble to the picture.
_____________________________________________________________________________
_____________________________________________________________________________

5. Is the older owl worried?
_____________________________________________________________________________
_____________________________________________________________________________

6. What advice might the older owl give to the younger one?
_____________________________________________________________________________
1. How is the girl feeling? How do you know?
_____________________________________________________________________________
_____________________________________________________________________________

2. Why is she feeling that way?
_____________________________________________________________________________
_____________________________________________________________________________

3. Who is the man?
_____________________________________________________________________________
_____________________________________________________________________________

4. Where are they?
_____________________________________________________________________________
_____________________________________________________________________________

5. Does the title give you any clues about this image?
_____________________________________________________________________________
_____________________________________________________________________________

6. What are the characters thinking? Draw thought bubbles to accompany the picture
_____________________________________________________________________________
Task - Revise the information about relative pronouns and relative clauses. Complete the following activities. If you are unable to print this document, write out each sentence on another piece of paper.

A relative clause is a subordinate clause, which adds detail to a noun within a sentence. They are introduced by relative pronouns – Who, whom, whose, which or that.

**Example 1:** The old building, which had once been a busy factory, was now empty.

**Main clause** = The old building was now empty makes sense by itself, so it is the main clause.  
**Relative clause** = which had once been a busy factory – This does not make sense by itself but gives extra detail about the noun ‘building’.

It has been sandwiched into the middle of the main clause so that it is immediately after the noun it is describing (the building). This is called an Embedded Relative Clause and it uses commas to separate itself from the main clause.

Watch this video to learn more about relative pronouns and relative clauses.  
[https://www.youtube.com/watch?v=SYwiB5XD32M](https://www.youtube.com/watch?v=SYwiB5XD32M)

**Challenge 1** - Match the main clause to the relative clause.

<table>
<thead>
<tr>
<th><strong>Main Clause</strong></th>
<th><strong>Relative Clause</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I go swimming at 7am,</td>
<td>whose hair curls in the same way.</td>
</tr>
<tr>
<td>Robert is a very hard-working boy,</td>
<td>which I am allergic to.</td>
</tr>
<tr>
<td>I can’t eat the sandwich because it has peanut butter inside it,</td>
<td>when I was 8 years old.</td>
</tr>
<tr>
<td>My sister looks like my mum,</td>
<td>who always does his homework.</td>
</tr>
<tr>
<td>We moved to a new house in 2014,</td>
<td>where my mum can keep an eye on me.</td>
</tr>
<tr>
<td>Jaguars live in the rainforest,</td>
<td>who built many pyramids.</td>
</tr>
<tr>
<td>The Egyptians were great architects,</td>
<td>where it is hot and humid.</td>
</tr>
<tr>
<td>I have to play inside the house,</td>
<td>which means I don’t have my breakfast until 8.30am.</td>
</tr>
<tr>
<td>The flying boy is called Peter Pan,</td>
<td>whose home is in Neverland.</td>
</tr>
</tbody>
</table>
**Challenge 2** - Make two sentences become one by changing the pronoun in the second sentence into a relative pronoun and joining the two together (remember to add a comma before the relative pronoun). For example:
Mrs Smith was my teacher. She taught me in Year 2.
Mrs Smith was my teacher, **who** taught me in Year 2.

Use these relative pronouns to help you.

<table>
<thead>
<tr>
<th>who</th>
<th>which</th>
<th>when</th>
<th>where</th>
<th>whose</th>
</tr>
</thead>
</table>

1. I like to eat pizza. It’s my favourite food
   ⇒ ____________________________________________

2. My alarm broke this morning. This meant I was late for school.
   ⇒ ____________________________________________

3. My best friends are Mel and Victoria. They walk with me to school.
   ⇒ ____________________________________________

4. I have a friend called Geri. Her house is next door to mine.
   ⇒ ____________________________________________

5. I ate in the hall. It’s always very busy.
   ⇒ ____________________________________________
Task - Revise the information about relative pronouns and relative clauses. Complete the following activities. (Continuation from previous lesson) If you are unable to print this document, write out each sentence on a piece of paper.

Watch this video recap learning on relative pronouns and relative clauses.
https://www.youtube.com/watch?v=SYwiB5XD32M

**Challenge 1** - Write each sentence again and add a sensible relative clause using the relative pronoun given for each sentence. Remember to include the correct punctuation.

Example:
I can’t swim. **which**  
⇒ I can’t swim, **which** means I don’t like to go near water.

1  Spain is a very hot country. **where**  

2  JK Rowling is a famous author. **who**  

3  Harry is having a party next week. **when**  

4  The girl in the dress is Cinderella. **whose**  

5  A cat has sharp claws. **which**  

6  Usain Bolt is a sprinter. **who**  

**Challenge 2** – Copy the sentence and underline the relative clause in each sentence.

1  Usain Bolt, whose home is in Jamaica, has won lots of gold medals

2  I like to go to the beach in the summer, when it is very sunny.

3  Ben, who has brown hair, likes to play computer games.

4  There weren’t any biscuits left, which means somebody must have eaten them.

5  Perth, which has many sunny days, is a city in Australia.
The boys’ trainers, which were brand new, were covered in mud.

The lady by the piano is a musician, who likes to give music lessons.

**Challenge 3** - Complete this online quiz on relative pronouns and relative clauses. [https://www.grammar-monster.com/key_stage_tests/relative_clauses_key_stage_2_sentence_level.htm](https://www.grammar-monster.com/key_stage_tests/relative_clauses_key_stage_2_sentence_level.htm)

**Challenge 4** - Complete this mini quiz.
1. For each sentence underline the relative pronoun.

James, who is a good finder, is good at hide-and-seek.
My cat, who loves fish, purrs when I feed her.
The summer holidays, which last six weeks, are great.
My school is in Sheffield which is a city in South Yorkshire.

2. Match up each main clause with its appropriate relative clause.

<table>
<thead>
<tr>
<th>Main Clause</th>
<th>Relative Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was my dog Rufus,</td>
<td>whose hair curls the same way.</td>
</tr>
<tr>
<td>Robert is an extremely lazy boy,</td>
<td>which I'm allergic to.</td>
</tr>
<tr>
<td>I can't eat my sandwich because it's</td>
<td>who ate my homework.</td>
</tr>
<tr>
<td>peanut butter,</td>
<td></td>
</tr>
<tr>
<td>I go to running club every Thursday</td>
<td>which means I am tired by the</td>
</tr>
<tr>
<td>at 6 AM,</td>
<td>afternoon.</td>
</tr>
<tr>
<td>My sister looks just like my mum,</td>
<td>who never tidies his bedroom.</td>
</tr>
</tbody>
</table>

3. Can you break each complex sentence down into two simple sentences?

Bananas, which grow in tropical countries, have to be flown into Britain.

I was at a party last night, which meant I was home very late.

Joe held the rabbit that had escaped.