

1 Playing the bagpipes ?

/9

Marta and Robert both play the bagpipes. They are talking to a journalist from Radio Galway.

- a)  **15** Listen to their interview. Tick (✓) phrases to describe Robert's behaviour¹. There are three more phrases than you need.

Robert ...

talks a lot about himself.	
is not friendly to the journalist.	
thinks he is very talented.	
interrupts Marta.	
doesn't like talking about his hobby.	
picks on ² Marta.	

- b) Listen to the text again. Answer the questions in note form.

- 1 Why did Marta and Robert start playing the bagpipes?

Marta: _____

Robert: _____

- 2 Why was Marta's friend Amanda picked on when she started playing the bagpipes?

- 3 Who comes from a traditional Scottish family? _____

- 4 What did Marta's father say when Marta started playing the bagpipes?

- 5 Why does Marta enjoy playing in a group? Name one reason.

¹ behaviour [bi'hævɪə] *Verhalten*

² (to) pick on sb. [pɪk] *auf jm. herumhacken*

→ FöFo 5.1

2 Summer camp ?

/10

Sadie and Ross are going to spend their summer holidays at a camp in Scotland.

a)  16 Listen to the texts and tick (✓) where the people are in each text.

Text 1:

at home	
in the car	
at the station	
at the airport	

Text 2:

on the phone	
on the train	
on the plane	
at the camp	

b) Read the statements and listen to the text again. Tick (✓) if the statements are true or false.

Statement	True	False
1 Ross's mother gives him some extra money for difficult situations in the summer camp.		
2 Somebody from the summer camp will meet the children when they arrive.		
3 The children are happy about going to the summer camp without their parents.		
4 Ross thinks that hiking ¹ and fishing are not very exciting activities.		
5 Sadie wants to do some geocaching ² and jet-skiing.		
6 Ross is looking forward to the amazing countryside and wants to see the stars at night.		
7 Experts think that there are 400 Scottish wildcats.		
8 Sadie is worried that there could be some kind of danger on the wildlife walks at the camp.		

¹ hiking ['haɪkɪŋ] Wandern

² geocaching ['dʒiːəʊkæʃɪŋ] Wandern mit GPS-Gerät, um einen versteckten Gegenstand zu finden

3 Castlebay Community School blog

/14

Four students write about their school project. Read the blog entries first. You may use a dictionary to look up new words.

Welcome to our “Eco-School Scotland” page!
Read on to find out all about this exciting new project.

A We all know that we should cook and eat healthy¹ food and lead healthy lives at home. But did you know that a healthy environment² at school is just as important if we want to be able to learn and work to the best of our ability? I’m responsible for a working group that thinks about ways to help and motivate every student in the school to be healthier. So far we have concentrated on communicating: we have organized big outdoor meetings and lunches where everyone can make suggestions and talk about ideas about how to improve our school environment. We have also set up a helpline – there’s a phone number that students can call if they have any problems. They can talk to someone there. We all know it’s good to talk!

Kevin Summers

B If you haven’t heard of the “Eco-School Scotland Project” before, let me give you some background information, because it’s important for all students. The project has been financed by money people donated³ and by money we raised from the school festival. There are ten topics: these are all areas in which we can make something better. If our school is working well in all of the ten areas after a year, we will get “Green Flag” status – that’s a prize for very good work. But it’s not just about winning a prize. Our main motivation is this: we want students to work together and learn about important environmental issues. At the end of the project we won’t just have cool things like better food and outdoor lessons – we’ll also have a school where everyone is kind and understanding and treats others with respect.

Jenny Taggart

C The topic I’m working on is how to improve the school grounds – the buildings, schoolyard and other areas. We want everyone to be happy and able to learn and work well at our school and we think a good way to achieve this is to have a beautiful and functional school. Why should the schoolyard be grey and covered in asphalt? Why not have more plants, flowers and grass? We want the students to help to design – and look after – a new schoolyard. If we take on responsibility for our own school grounds, we will learn a lot and the project will give us good experience. We hope to create an outdoor classroom that is accessible to everyone. How cool would that be?!

Jack McGregor

D Do you know where your lunch came from? Was your banana from a European country like Spain, or did it come from a faraway country like Costa Rica? I believe everyone should learn more about where their food comes from. We all know which foods are healthy for our bodies, but do we know which foods are healthy for the environment? Is it good for our planet if we transport bananas thousands of miles to Europe? My group wants to explore the link between food and environment and how we can motivate students to choose better food every day. But we also want to look at how we eat at school – do we take enough time to eat slowly and enjoy our meals? That’s very important, because it helps us to concentrate and learn better. Food doesn’t have to be fast!

Justin Abbott

¹ healthy [ˈhelθi] *gesund* ² environment [ɪnˈvaɪrənmənt] *Umwelt*

³ (to) donate [dəʊˈneɪt] *spenden, stiften*

a) Match the headings to the blog entries. There are two more headings than you need.

Headings	Blog
1 The motivation for action	
2 Cooking at school	
3 Communication should motivate	
4 Good food as the basis for successful learning	
5 Organizing a school festival	
6 Learning in an outdoor environment	

b) Answer the questions. Take notes.

1 How does "Eco-School Scotland" help the students to talk to each other more?

- _____
- _____

2 How did they get money for the project?

- _____

3 What are the ideas for the project?

- _____
- _____
- _____
- _____

4 What should the new schoolyard look like?

- _____

5 What is Justin Abbott's group interested in?

- _____
- _____

→ FöFo 5.1

4 The new play

/8

Sarah has just arrived home and is talking to her mother about the rehearsals¹ for the play at school. Read what they say and then choose the best answer (a, b, c or d) in the statements.

Mum: Hi Sarah. Did you have a good day?

Sarah: No, it was rubbish.

Mum: What happened? You had a rehearsal today, didn't you?

5 Sarah: Oh, Mum, I don't know what to do. There are so many problems with the play.

Mum: What's wrong?

10 Sarah: Well, first of all, the kids never listen to our director, Mrs Smith. Someone is always talking backstage and then they don't hear their cues. Today everyone except me missed their cues². Mrs Smith said today's rehearsal was the worst she'd ever seen – and she's been a drama teacher for twenty years!

15 Mum: Really?

Sarah: Yes. I learned the text weeks ago and I always know exactly what I have to say, but most of the other students haven't learned their lines properly and they don't know how to concentrate. Today Chris said the wrong thing in every scene, but after the rehearsal he still boasted³ that he was the best actor in the group. That's ridiculous!

20 Mum: Did Mrs Smith like your costume at least?

25 Sarah: She said I did a really good job, but she was worried about the other kids' costumes. We have had weeks to design and make our costumes but most of the kids still haven't finished, and they're not very creative either. The other witches⁴ said they were just going to wear black dresses with no hats or anything, and Tom, who is playing the king, said he just wanted to wear a shirt, a pair of jeans and a stupid crown made of paper. That's awful, isn't it? So boring!

30 Mum: How is Tom getting on? His mum told me he was really enjoying the rehearsals.

45 Sarah: Well, that's not true at all. Today Mrs Smith got really angry and said Tom should leave the theatre group. She said it was clear that he wasn't really interested in the play.

50 Mum: Oh, really? So what did Tom say?

Sarah: He replied that he wasn't going to leave the group because he loved acting. But do you know what? I think he's only staying in the group because he likes Emma. She is one of the best actors.

55 Mum: I see.

Sarah: And he said the group needed him and the play would be a disaster without him. He told us we were all terrible actors.

60 Mum: Oh dear.

Sarah: I really like acting, but these rehearsals are getting on my nerves! What should I do, Mum?

65 Mum: Erm, well ... you could ask the others if they want to organize some extra rehearsals after school.

Sarah: No way! I don't want to help any of those lazy kids.

70 Mum: Well, if you just complain, nothing will change, will it?

Sarah: No ... Well ... maybe I should do something ... OK, well, maybe I'll phone Chris and Tom after dinner and ask them to practise with me.

75 Mum: And you could help Tom and the girls who are playing the witches with their costumes.

Sarah: Yes, I suppose I could design some better costumes for the witches. They need pointy hats, I think. And broomsticks. And scary make-up ...

80 Mum: It will be worth it in the end. The play will be a success. You'll see.

85 Sarah: Thanks, Mum.

¹ rehearsal [rɪ'hɜːsl] *Probe*

² cue [kjuː] *Stichwort, Einsatz*

³ (to) boast [bəʊst] *angeben, prahlen*

⁴ witch [wɪtʃ] *Hexe*

- | | |
|---|--|
| <p>1 Sarah's day was ...</p> <p>a) fantastic. ☐</p> <p>b) terrible. ☐</p> <p>c) exciting. ☐</p> <p>d) boring. ☐</p> <p>2 Mrs Smith ...</p> <p>a) thinks everything will be fine. ☐</p> <p>b) is happy about the kids' success. ☐</p> <p>c) doesn't want the kids to perform in the play. ☐</p> <p>d) is angry with the kids. ☐</p> <p>3 In the rehearsals the kids ...</p> <p>a) do not know their texts. ☐</p> <p>b) say that they will learn their lines better. ☐</p> <p>c) can't find their costumes. ☐</p> <p>d) do not listen to each other. ☐</p> <p>4 Chris thinks that he ...</p> <p>a) has the most important role. ☐</p> <p>b) could do better. ☐</p> <p>c) should become an actor. ☐</p> <p>d) is the superstar of the group. ☐</p> | <p>5 What about the costumes?</p> <p>a) There is still enough time to make them. ☐</p> <p>b) The kids have lots of good ideas. ☐</p> <p>c) Mrs Smith is unhappy. ☐</p> <p>d) Sarah has presented her ideas. ☐</p> <p>6 Sarah is angry with Tom because ...</p> <p>a) he doesn't want to play the king any more. ☐</p> <p>b) his costume is really bad. ☐</p> <p>c) his way of acting is so boring. ☐</p> <p>d) he is unfair to the others. ☐</p> <p>7 Tom ...</p> <p>a) and Emma are interested in each other. ☐</p> <p>b) is interested in Emma. ☐</p> <p>c) thinks that Emma is the best actor. ☐</p> <p>d) wants Emma to play the queen. ☐</p> <p>8 Sarah decides to ...</p> <p>a) organize extra rehearsals. ☐</p> <p>b) stop going to the rehearsals. ☐</p> <p>c) help the others to make the play a success. ☐</p> <p>d) let her mother help her and the other students. ☐</p> |
|---|--|

→ FöFo 5.2

5 Media and me

/20

More help: -5

Your English teacher is doing a survey¹ in class. Every student is asked to talk about how he / she uses computers and social media.

- Make notes to prepare your talk. The questions below will help you to collect ideas.
- Give your talk.

You have three minutes to prepare.

You can start like this:

I like computers and social media because ... I use the computer offline ...

- where / when / how often I use computers (online / offline):

- why I use computers offline:

- why I use computers online:

- favourite websites:

- where / when / how often I use social media:

- how I use social media:

¹ survey ['sɜːveɪ] Umfrage

6 Our trip to the Highland Games

/20

More help: -3

You're a student from Manchester. Your teacher is planning a trip to the Highland Games in Scotland with your class.

She shows you this website. You will have the chance to talk to these people on your trip.

a) Say which two activities you find most interesting in the photos. Describe them.

b) Say what you would like to talk about with the people in the pictures.

You have four minutes to prepare.

You can start like this:

I like the activities in the photos in A ... There is / are ...

When we visit the Highland Games in Scotland I'd like to see / talk to someone who ...

I would like to find out / know / ask ...

Welcome to the Highland Games

Meet Scotsmen and Scotswomen and talk to them about their typical Scottish hobbies.



(A) Tossing the Caber
See runners with trees!



(B) Highland Dancing
Enjoy watching our great dancers in their colourful kilts.



(C) Pipe Band Competition
Who's the bagpipes champion?



→ FöFo 5.1

7 Our trip to the Festival Fringe

/20

More help: -3

You're a student from Liverpool. Your teacher is planning a trip to the Edinburgh Festival Fringe with your class.

He shows you posts from a social media page. You will have the chance to talk to these people on your trip.

- Describe what the people in the photos in A and B are doing.
- Say what you would like to talk about with them.

You have four minutes to prepare.

You can start like this:

In the photos in A / B I can see ... In the first / second photo there is / are ...

What I would like to ask / know is ...

Visit the Festival Fringe





(A) Always great – the street performers at the Festival Fringe!





(B) Music, music everywhere!

→ FöFo 5.6

8 Meeting people at the Festival Fringe

/20

More help: -5

Partner A

You're taking part in the Festival Fringe. During the festival you meet young people from other countries and talk to them.

Look at your role card and make notes on the questions. You have three minutes to prepare. Then act out the talk. You start.

Information about yourself

- Name: Jan
- From Hamburg in the north of Germany

Your hobby:

- What? _____
- With others / alone? _____
- How long? _____
- Why? _____
- Why at the Fringe? _____

About Edinburgh / the Fringe:

- First time in Edinburgh?
- ☺ or ☹? Why?

- Where and when presentation / show?

Ask your partner similar questions.
Find a good end to your conversation.

You can start like this:

**Partner A**

*Hi, I'm Jan from ...
Where ...?*

*Oh, hi. Nice to meet you.
I'm Mel from ...*

**Partner B**

8 Meeting people at the Festival Fringe

/20

More help: -5

Partner B

You're taking part in the Festival Fringe. During the festival you meet young people from other countries and talk to them.

Look at your role card and make notes on the questions. You have three minutes to prepare. Then act out the talk. Your partner starts.

Information about yourself

- Name: Mel
- From St Andrews, a town on the east coast of Scotland

Your hobby:

- What? _____
- With others / alone? _____
- How long? _____
- Why? _____
- Why at the Fringe? _____

About Edinburgh / the Fringe:

- First time in Edinburgh?
- ☺ or ☹? Why?

- Where and when presentation / show?

**Ask your partner similar questions.
Find a good end to your conversation.**

You can start like this:

**Partner A**

*Hi, I'm Jan from ...
Where ...?*

*Oh, hi. Nice to meet you.
I'm Mel from ...*

**Partner B**

9 A survey about the internet and social media

/20

More help: -3

Partner A

In your English lesson your class is doing a survey¹ on “Using the internet and social media”. You and your partner interview each other about different topics.

You interview your partner first. You want to know about his / her use of the internet.
Ask your partner about the following things:

- where: at home / at school / ...?
- when or how often online?
- what for?
- favourite online activities?
- use social media websites (which, why)?

You ask your questions first, then you will answer your partner's questions.
Finish your talk in a good way.

You can start like this:

Partner A: *For my survey, I want to know how you use the internet. Can you answer some questions, please?*

Partner B: ...

...

Partner B: *Can I ask you some questions too? I have a different topic. I'd like to know ...*

...

¹ survey [ˈsɜːveɪ] *Umfrage*

9 A survey about the internet and social media

_____/20
More help: -3

Partner B

In your English lesson your class is doing a survey¹ on “Using the internet and social media”. You and your partner interview each other about different topics.

You interview your partner second. You want to know about your partner's mobile phone. Ask your partner about the following things:

- what kind of mobile phone?
- old or new?
- who pays?
- use internet on the phone (what for)?
- use apps (which)?

You answer your partner's questions first, then you will ask your questions. Finish your talk in a good way.

You can start like this:

Partner A: *For my survey, I want to know how you use the internet. Can you answer some questions, please?*

Partner B: ...

...

Partner B: *Can I ask you some questions too? I have a different topic. I'd like to know ...*

...

¹ survey [ˈsɜːveɪ] *Umfrage*

10 My school event

/20

More help: -4

Write a report about an event at your school for your school's international website.
Write at least 120 words. Use the passive to give information about the event. Use an extra piece of paper.

You can write about:

- a school theatre play
- a concert
- a school party
- an exchange¹ with your partner school
- ...

Before you start your report, complete the table with the 5 Ws. You can write keywords.

When?	
Where?	
Who?	
What? What was the event? What activities did you / did others do there?	
Why? Why did you have the event?	

You can start your text like this:

Our school offers lots of interesting events every year. Last week, ... took place. ...

¹ exchange [ɪks'tʃeɪndʒ] Austausch

→ FöFo 5.5

11 A fun day in Edinburgh

/20

More help: -3

You choose ▶ Do a) or b).

- a) After a fun day in Edinburgh you write about your experiences in your blog.
Use the 5 Ws to find ideas. Use linking words and time markers to link your sentences.
Make notes before you start. Write at least 120 words.**

When? _____

Where? _____

What? _____

Who? _____

Why? _____

- b) After a fun day in Edinburgh yesterday you chat with Lewis about it. He asks you lots of questions about your day. Write a dialogue between you and Louis.
Use the 5 Ws to find ideas. Use linking words and time markers to link your sentences.
Make notes before you start. Write at least 120 words.**

When? _____

Where? _____

What? _____

Who? _____

Why? _____

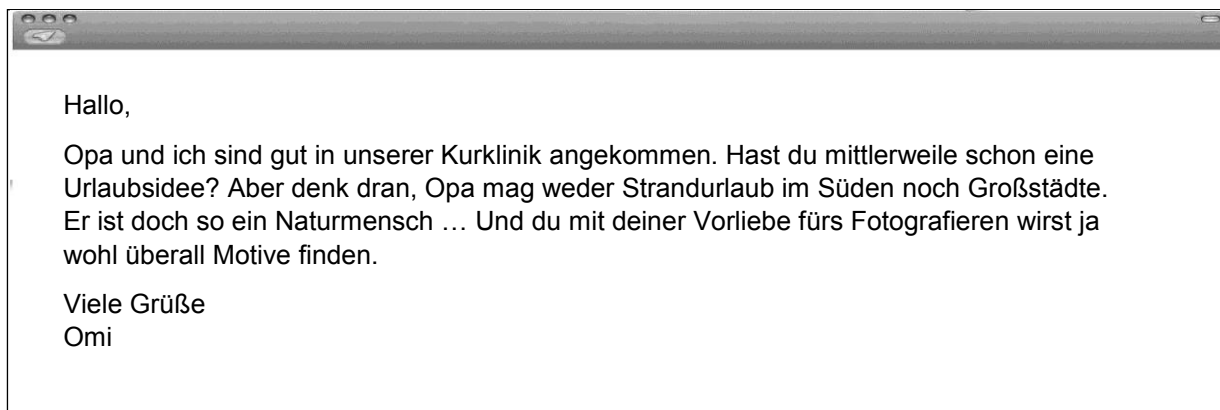
→ FöFo 5.5

12 Visit Wild Scotland

/20

In the summer holidays you are going to go on a trip with your grandparents. You have found an interesting text about Scotland on the internet. Write an email to your grandparents to suggest Scotland for the trip.

- a) Read your grandma's email and the text *Visit Wild Scotland* on the next page. Underline the most important information for your grandma.



- b) Then answer your grandma's email and tell her why Scotland is a good place for your trip. Use an extra piece of paper.

You can start your email like this:



VISIT WILD SCOTLAND



Scottish coast



Red kite

Where in Europe can you experience nature in all its magical glory? Where can you see beautiful landscapes with snow-capped mountains, discover more than 10,000 kilometres of wild coastline and visit islands large and small? Where can you watch whales, dolphins, seals and rare seabirds? In Scotland, that's where!

Scotland is a nature-lover's paradise. The country boasts more than 120 wildlife¹ reserves² and two national parks. In the country's oldest national park you can find around 200 bird species. Then there's Scotland's newest national park, where you'll find ancient forests, mysterious moors and islands full of wild plants and animals. If you'd like to get closer to nature, then Scotland is the right place for you – popular activities for tourists are outdoor wildlife-watching, hiking, day-trips, boat tours and horse-riding. Come to the west coast and visit the Orkney and Shetland Islands to see exciting marine³ animals. In the Moray Firth area there are almost 20 different kinds of whales. A dolphin colony with 130 dolphins also lives there. Or why not go to the Isle of Skye to watch seals?

All areas of the country have nature visitor centres that are open all year round. There's always something to see, even in winter. For example, at the Argaty Red Kites centre you can watch these graceful birds from a hide and see them when they are fed. And North Kessok's Dolphin and Seal Centre offers fantastic views from the visitor centre of the dolphins of the Moray Firth. You can also learn a bit of the dolphins' language at the underwater centre!

Do you like taking photos? Scotland is a dream holiday place for photographers. You will find fantastic subjects and scenes for your photos – animals, plants, mountains, rivers and oceans, forests and lakes. There are even special tours for visitors who want to take spectacular wildlife photos.

And last but not least, don't miss Loch Ness. This is a must-see on any nature tour – not just because of the stunningly beautiful views, but also because you might just catch a glimpse⁴ of Scotland's wildest creature of all: the Loch Ness Monster.

**So come to Scotland –
you'll have a wild time!**

¹ wildlife ['waɪldlaɪf] *Tierwelt*

² wildlife reserves ['waɪldlaɪf rɪˌzɜːv] *Wildreservate, Naturparks*

³ marine [məˈriːn] *Meeres-*

⁴ (to) catch a glimpse [ˌkætʃ ə ˈɡlɪmp] *einen Blick erhaschen*

13 A school project

/20

You are a German student. Together with other students from your school, you are preparing a school exchange with a British school. You want to present your school in a brochure and you want to write a short text about a school project called "Zusammen".

- a) Read the interview that you've found in your school magazine. Underline the most important information that you need for your English text (who, what, when, ...).

„Zusammen“

Auch in diesem Schuljahr organisieren unsere Schüler wieder eine Aktion im Rahmen des Projektes „Zusammen“, das es nun schon seit drei Jahren an unserer Schule gibt. In diesem Jahr arbeiten wir mit der Otto-Speck-Schule in Feldbach zusammen, der Förderschule für Schüler mit Lernbehinderung. Organisiert wird das Ganze von unserem Vorsitzenden des Schülerrates, Felix Schuster, und unserem Schülerrat.

Anna: Felix, erzähl uns doch etwas zu eurer Idee. Was genau habt ihr in diesem Jahr vor?

Felix: Ich glaube, wir haben viel zu wenig Kontakt zu Menschen mit Behinderungen. So kamen wir auf die Idee, einen gemeinsamen Sporttag mit der Otto-Speck-Schule zu planen. Er soll im Juli bei uns an der Schule stattfinden. In diesem Jahr nehmen alle 9. Klassen an dem Projekt teil und wir stecken schon mitten in den Vorbereitungen.

Anna: Das klingt interessant. Wie sehen eure Vorbereitungen aus?

Felix: Zunächst haben wir erste Kontakte zur Otto-Speck-Schule geknüpft und einige unserer Schüler durften dort als Gäste den Unterricht besuchen und mit Lehrern und Schülern spre-

chen. So bekamen wir eine Vorstellung, wie Kinder mit Lernbehinderungen überhaupt lernen. Erst dann konnten wir unseren Sporttag sinnvoll planen.

Anna: Ihr macht euch wirklich viel Mühe mit der Vorbereitung. Ich glaube, das ist aber auch notwendig, um zu verstehen, wie der Alltag eines Schülers mit Lernbehinderung aussieht.

Felix: Da hast du recht. Jetzt sind wir dabei, den Sporttag zu planen. Der Tag steht unter dem Motto „Ein Tag im Wilden Westen“. Hier soll es mehr um Spaß am Sport als um Wettkampf gehen, und wir denken uns Spiele aus, die zur Idee des Wilden Westens passen. Natürlich kommen unsere Schüler in Kostümen, und wir bauen bereits an entsprechenden Kulissen.

Anna: Da bekomme ich ja echt Lust mitzumachen ...

Felix: Helfer können wir immer gebrauchen. Auf jeden Fall brauchen wir aber viele unserer Schüler am 15. Juli als Zuschauer, die unsere Sportler anfeuern.

Anna: Darauf freuen wir uns schon. Danke, Felix.

Das Interview führte Anna Petzold.

Wordbank

Förderschule für Schüler mit Lernbehinderung –
special school for children with learning difficulties
 Schülerrat – *student council*
 Wilder Westen – *Wild West*
 Kulissen – *props*

- b) Write your text for the brochure on an extra piece of paper. Think of an interesting title too.

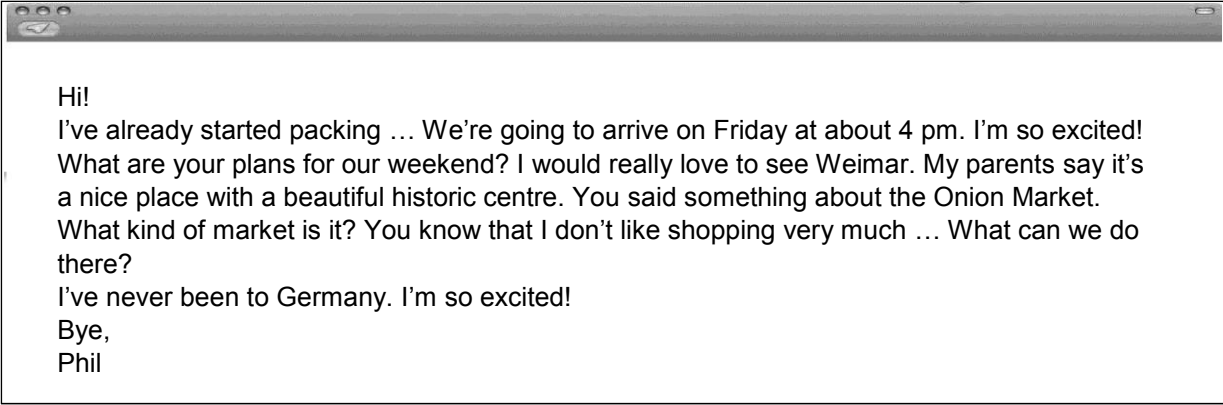
→ FöFo 5.4

14 A great festival

/20

You are a student from Weimar and you are doing an exchange programme¹. Your British exchange partner, Phil, is coming to your home next weekend. You would like to take him to the famous Weimar Onion Market².

- a)  **17** Read Phil's email and listen to the Teenradio Weimar radio report on the Onion Market twice. Take notes about the most important information that you want to give Phil in English.



Hi!

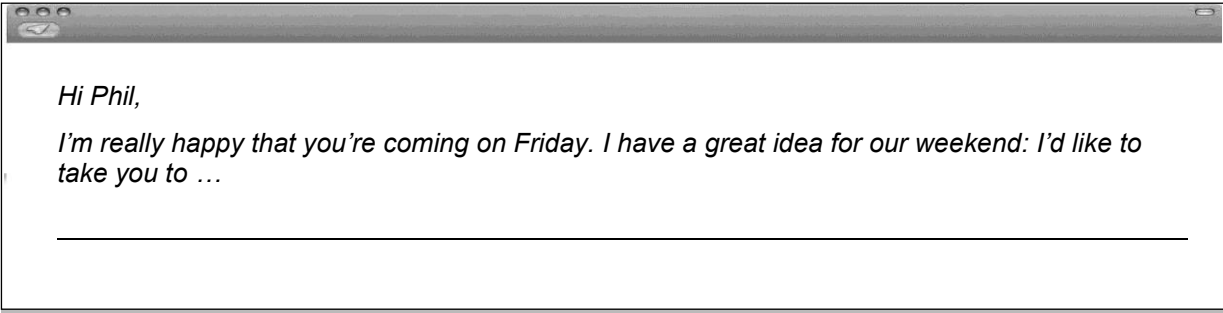
I've already started packing ... We're going to arrive on Friday at about 4 pm. I'm so excited! What are your plans for our weekend? I would really love to see Weimar. My parents say it's a nice place with a beautiful historic centre. You said something about the Onion Market. What kind of market is it? You know that I don't like shopping very much ... What can we do there?

I've never been to Germany. I'm so excited!

Bye,
Phil

- b) Now answer Phil's email and tell him about the Onion Market. Use an extra piece of paper.

You can start like this:



Hi Phil,

I'm really happy that you're coming on Friday. I have a great idea for our weekend: I'd like to take you to ...

¹ exchange programme [iks'tʃeɪndʒ] *Schüleraustausch*

² Weimar Onion Market *Weimarer Zwiebelmarkt*

Wordbank

Weimar City Run – *Stadtlauf*
 market queen – *Zwiebelmarktkönigin*
 onion tart – *Zwiebelkuchen*
 contest – *Wettbewerb*

→ FöFo 5.4

15 A tour of Scotland

____/16

**You're going to see a video clip for tourists about Scotland.
Read the tasks carefully, then watch the clip twice and do the tasks.**

a) Which information about Scotland is in the video clip? Tick (✓) the correct boxes. ____/6

1 Scotland's beautiful countryside	
2 Cultural events	
3 Fishing on Scotland's coast	
4 Scotland's big cities	
5 Sports in Scotland	
6 Historical buildings	

b) Watch the part about Edinburgh. Write down four things that tourists can do in Edinburgh. ____/4

- c) Watch the tour of the Highlands. Write a short voice-over¹ in English for this part of the video clip. Describe what you see and make a comment. Take notes first. Write your comment after viewing the clip.

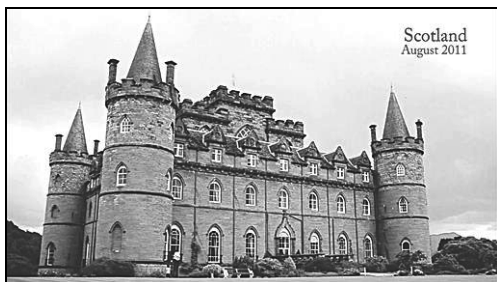
_____/4



¹ voice-over *Begleitkommentar*

- d) The video clip finishes with the following picture. Write a caption of two sentences for the end of the clip. Your caption should promote Scotland and make people interested in Scotland.

_____/2



16 STUDY SKILLS Giving a presentation

/39

a) Prepare notes for a short presentation on Scotland.

/16

Step 1: Use the German text to collect information. Underline important information and take notes in English. Use the dictionary to look up the underlined words and words you need to talk about the topic.

Step 2: Think about the structure of your presentation. Write down one or two useful words and / or phrases for the introduction and the conclusion.

Step 3: Prepare at least four cards for the body of your presentation:

- Give them a title.
- Write down one or two facts or examples in note form.

You have 30 minutes to prepare your presentation.

Wissenswertes über Schottland

Das Land

Schottland ist ein Landesteil des Vereinigten Königreichs von Großbritannien und Nordirland. Es liegt im nördlichen Dritte auf der Insel Großbritannien, und mehrere Inselgruppen wie die Hebriden, die Orkney- und die Shetland-Inseln gehören ebenfalls dazu. Schottland hat etwa 5,5 Millionen Einwohner auf einer Fläche von etwa 79.000 km². Hauptstadt ist Edinburgh, wenngleich in Glasgow mehr Menschen leben. Es gibt drei Regionen: das schottische Hochland, das zentrale Tiefland und das südliche Hochland. Der höchste Berg Großbritanniens liegt in Schottland: es ist der 1345 m hohe Ben Nevis. Schottland hat viele Seen. Sie werden „loch“ genannt. Die bekanntesten sind Loch Lomond und Loch Ness, um das sich die Legende des Seemonsters „Nessie“ rankt.

Sport und Traditionen

Eishockey, Golf, Rugby und Fußball gehören zu den beliebtesten Sportarten in Schottland. In den Sommermonaten werden im Hochland die Highland Games gefeiert, bei denen unter anderem mit Baumstämmen gelaufen wird, die dann hoch und weit geworfen werden müssen. Neben dieser Tradition sind auch der Dudelsack, der Schottenrock und der Whisky wichtige Elemente der schottischen Kultur.

Natur und Industrie

Schottlands Natur ist besonders für Menschen, die gern Vögel beobachten, interessant. Daneben gibt es auch Rehe und Hirsche sowie kleine Säugetiere. Außerdem schwimmen Robben und Delfine vor den Küsten. Mehr als drei Viertel der Fläche Schottlands wird für die Landwirtschaft genutzt. Neben Getreide werden Kartoffeln, Obst und Gemüse angebaut. In den Highlands spielt die Schafzucht eine große Rolle. Auch der Tourismus ist wichtig für Schottland. Und seit 1975 wird vor der Küste Schottlands Erdöl gefördert. Das hat die Ölindustrie zu einem wichtigen Wirtschaftszweig für das Land gemacht. Das Zentrum der Erdölförderung ist Aberdeen. Die Einnahmen daraus muss Schottland aber mit dem restlichen Vereinigten Königreich teilen.

Schottlands Zukunft

In den letzten Jahrzehnten wünscht sich eine große Anzahl von Schottinnen und Schotten die Unabhängigkeit vom Vereinigten Königreich. Bei einer Volksabstimmung 2014 wählte nur eine knappe Mehrheit den Verbleib im Vereinigten Königreich, aber nach dem Austritt des Vereinigten Königreichs aus der EU im Jahr 2020 fordern viele Schotten eine neue Volksabstimmung, denn die meisten Schotten wollten in der EU bleiben.

Introduction

Useful words and phrases:

▪ First I'm going to talk about ...

Body**Card 1**

Title:

Facts, examples:

- ---
- ---
- ---

Card 2

Title:

Facts, examples:

- ---
- ---
- ---

Card 3

Title:

Facts, examples:

- ---
- ---
- ---

Card 4

Title:

Facts, examples:

- ---
- ---
- ---

Conclusion

Useful words and phrases:

b) What is important when you give the presentation? Name three rules that are not described in this task. _____/3

1 _____

2 _____

3 _____

c) Give your presentation in class. _____/20

→ FöFo 5.6

17 WORDS Feelings

____/6

Read these sentences and complete them with a word from the box. Be careful: there are more words than you need.

classical • comfortable • jealous • romantic • royal • serious • unusual • upset • well-known

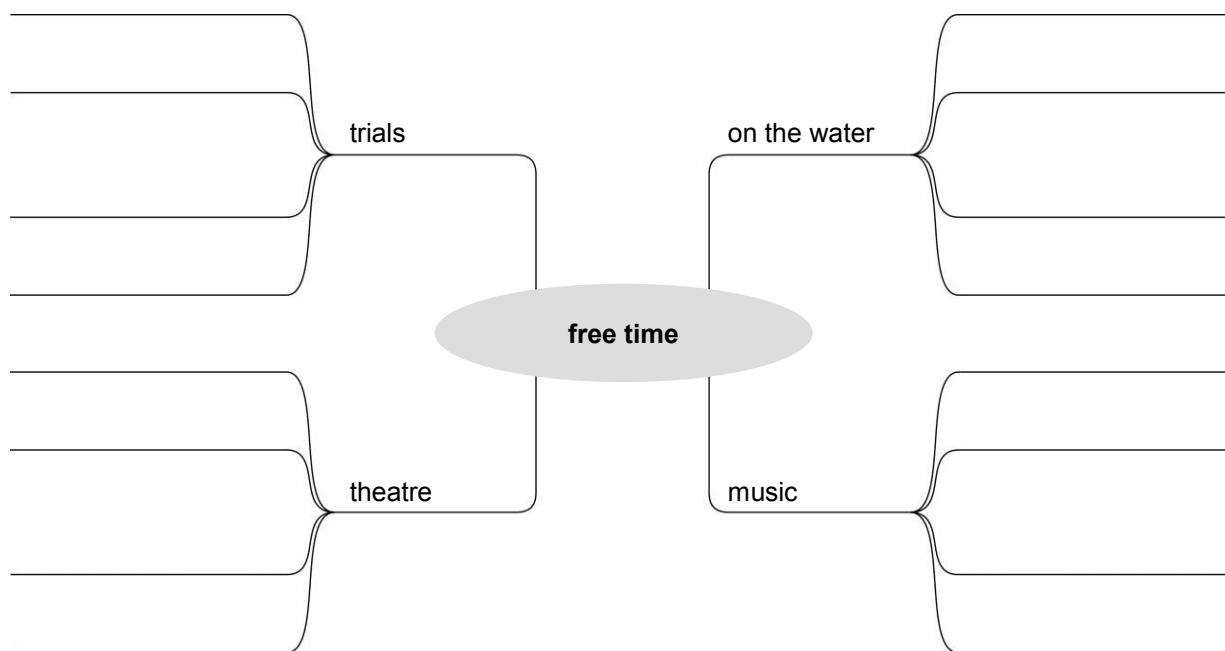
- 1 Jill had a busy day in the office. Now she was looking forward to a nice cup of tea and a _____ film on TV.
- 2 John was very _____ when he lost his job.
- 3 Jim was very _____ of his younger brother because he thought his parents loved him more.
- 4 Amanda seems to be a very _____ girl. She never laughs.
- 5 Jacob and Sarah feel very _____ in their new house.
- 6 Riding is an _____ hobby for a two-year old child. Most children start to ride when they are older.

18 WORDS Free time

/12

a) Write the words from the box under the right heading.

audience • challenge • (to) beat sb. • boat • (to) escape from sb. • fishing • in second place •
instruments • judge • kayak • on board • performer • play • shepherd • stage • trumpet • violin



b) Find one more word for each heading.

trials: _____

on the water: _____

theatre: _____

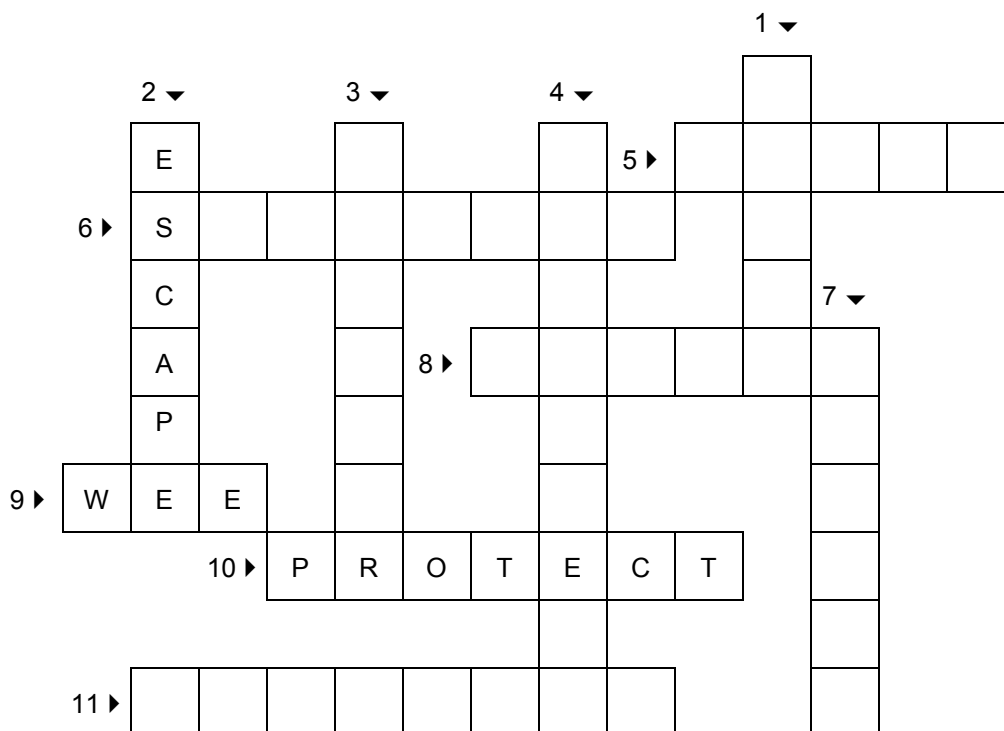
music: _____

→ FöFo 5.6

19 WORDS Definitions

/7

Find the words and write them in the boxes. Then explain the three words that are already in the crossword puzzle.



1 someone who decides the winner in a sports competition

2 Explain the word:

3 a typical plant of the Scottish Highlands with pink or purple flowers that smell nice

4 someone who offers to do a job without being paid

5 a small bag where you keep your money

6



7 a sport in which sheepdogs move sheep around a field, fences and gates

8 time when the sun goes down

9 Explain the word:

10 Explain the word:

11



20 LANGUAGE A school event

/11

Harvey and his class have organized a school event to help and protect the lynx in Europe. His grandparents have come to the event too. Complete the dialogue with *reflexive pronouns* and *each other*. Some forms have to be used more than once.



A lynx

Harvey: Hey Grandma, Grandpa, over here!

Mr and Mrs Grant: Wow, this is a lovely cake. It looks delicious!

Harvey: Thank you. I've taught (1) _____ how to make cakes.
You have to get (2) _____ something to drink too, Grandma and Grandpa. All the money is for the lynx. We learned about it in science.

Mr Grant: The lynx? Isn't it a strong animal that can help (3) _____?

Harvey: Not really. Lynx are strong, but they can't protect
(4) _____ from people.

Mr Grant: You're right, of course.

Mrs Grant: Well, this is a great event. Are you and your classmates enjoying
(5) _____ too?

Harvey: Yes, we are. We started months ago. We wanted to give
(6) _____ enough time to get everything ready.

Aurora: You have to watch our play at two o'clock, Mr and Mrs Grant. Mia had so much work to do for it! We wanted to help, but she said we would only fight with
(7) _____. I think she gave (8) _____ a really hard time.

Harvey: There will be a volleyball match too. Our class and class 7JB will play against
(9) _____.

Aurora: And Mrs Grant, you have to buy (10) _____ some of the jam that we made. The money we get from that is for the lynx too.

Mrs Grant: OK, thanks, everyone! I think we have to go and start now – there's so much to see and do! And there are so many people! I hope we won't lose
(11) _____.

Harvey: I'm sure you'll stay together. Have fun!

→ FöFo 5.2

21 LANGUAGE Lewis' test

/6

On Monday Lewis has to take a difficult test at school. So he has asked his mum to practise with him. Complete Lewis' answers with the correct verb forms in the *passive*. Use the *simple present* and the *simple past*.

1



Mum What do you know about Mary Queen of Scots? –

Lewis She _____ (crown) when she was 6 days old.

2



Mum Who wrote the Sherlock Holmes books? –

Lewis They _____ (write) by Sir Arthur Conan Doyle.

3



Mum What do you know about haggis?

Lewis Haggis _____ (make) with a sheep's heart and stomach. It _____ (usually eat) with potatoes.

4



Mum How long have we had shortbread in Scotland?

Lewis Since 1736. Some people say it _____ (invent) by Mrs McLintock.

5



Mum How old are the Highland Games?

Lewis Some people believe that the first Highland Games _____ (hold) over a thousand years ago.

→ FöFo 5.3

22 LANGUAGE Bagpipes

/10



Read these sentences about bagpipes. Then rewrite them in the *passive*. Sometimes you have to add *by*.

- 1 The Egyptians or the Turks invented bagpipes.

- 2 The Romans brought bagpipes from Egypt or Turkey to Britain 2,000 years ago.

- 3 In the past people used wood and sheepskin to make bagpipes.

- 4 Scottish soldiers played bagpipes in wars to scare their enemies.

- 5 Over 250 army bagpipers play their bagpipes at the Edinburgh Royal Military Tattoo.

→ FöFo 5.3