

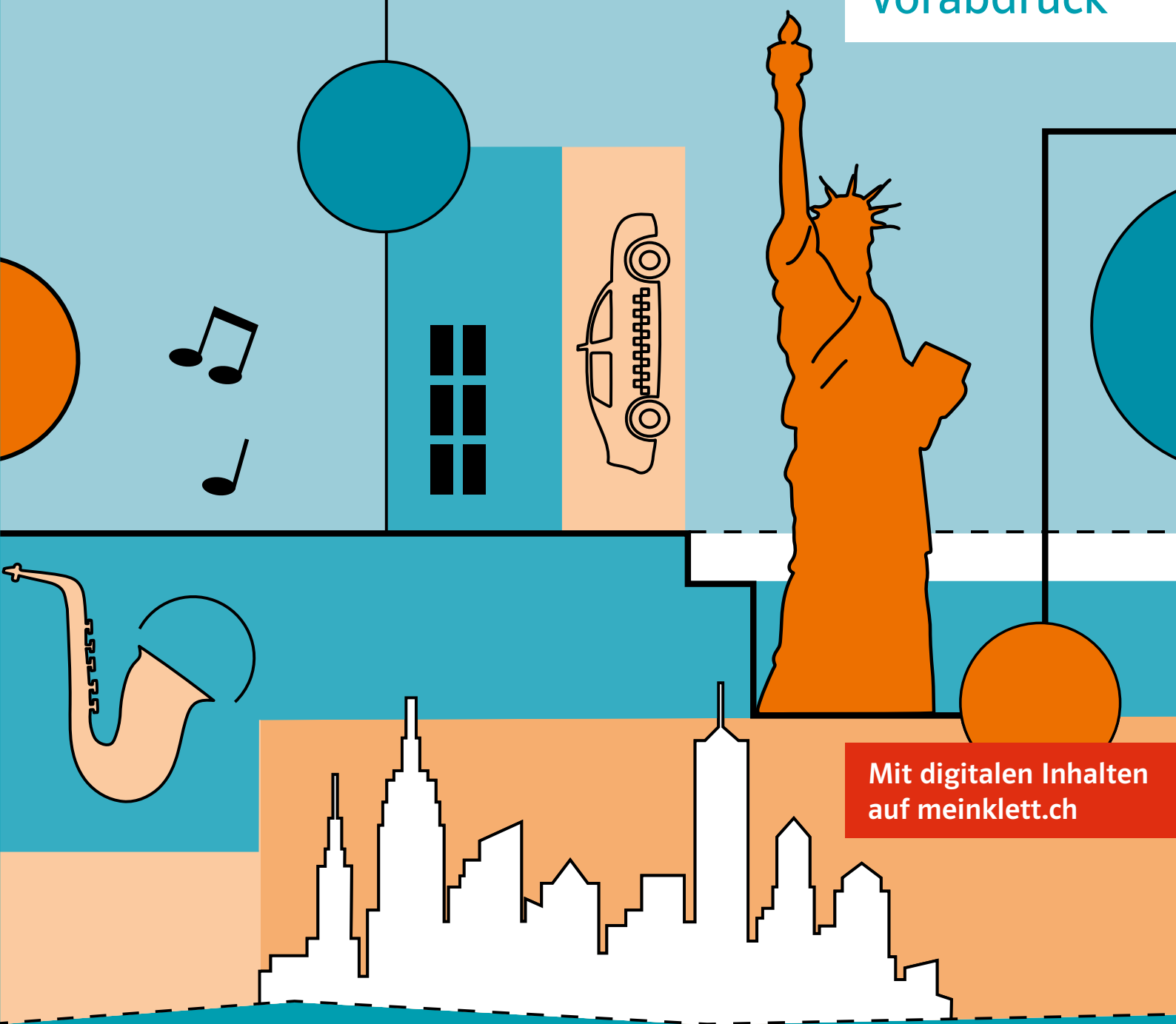
New World

COURSEBOOK

3

E

Vorabdruck



Mit digitalen Inhalten
auf meinklett.ch

English as a second
foreign language

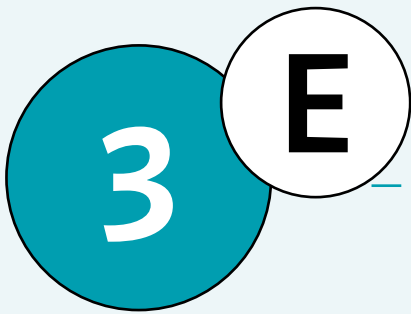
Klett und Balmer Verlag



Klett

New World

COURSEBOOK



Symbole







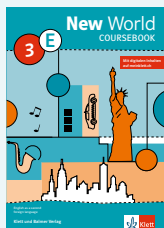
-  Audio
-  Filmclip
-  Worksheet
- hinführende Aufgabe
- weiterführende Aufgabe
-  Language Trainer
-  Coursebook
-  Project task

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So lernst du mit «New World»



Coursebook

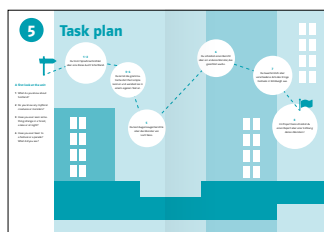
Im Coursebook lernst du alles, was du für die Unit brauchst: Wortschatz, Hören, Lesen, Sprechen, Schreiben, Lernstrategien und Grammatik.



Language Trainer

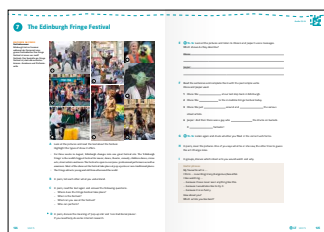
Im Language Trainer kannst du das, was du im Coursebook gelernt hast, üben.

1 Aufbau einer Unit im Coursebook



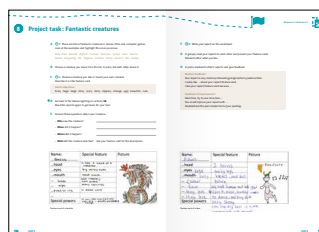
Auftaktseite

Hier findest du Lernziele der Unit, den Lernweg zum Project task und Fragen, was du zum Thema bereits weisst oder was dich interessiert.



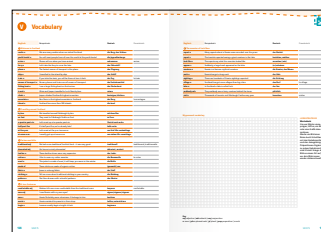
Lernziele erarbeiten

Auf sieben Doppelseiten erarbeitest du die Lernziele der Unit.



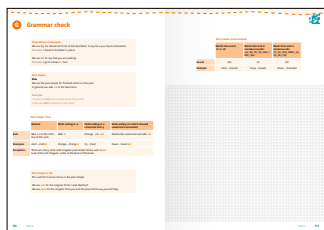
Project task

Am Ende der Unit löst du eine grössere Lernaufgabe.



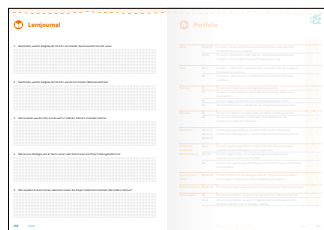
Vocabulary

Hier findest du etwa 50 Wörter, die du während der Unit lernst (Lernwortschatz), eine Strategie zum Wortschatzlernen und Platz für etwa zehn eigene Wörter.



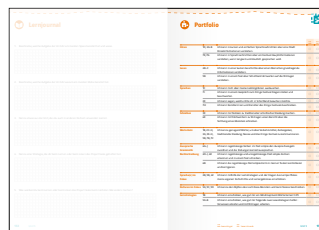
Grammar check

Hier findest du die Grammatik der Unit übersichtlich dargestellt.



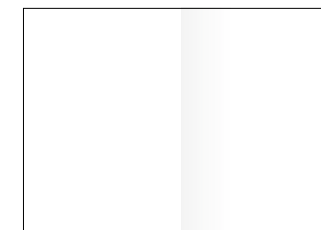
Lernjournal

Hier denkst du über die Unit und dein Lernen nach: Stärken, Herausforderungen und Lernstrategien.



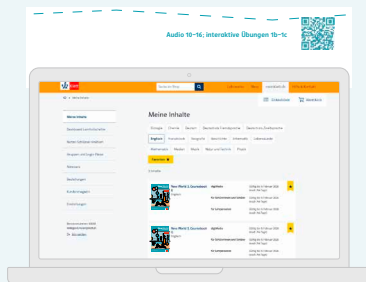
Portfolio

Hier findest du alle Lernziele der Unit und kannst deinen Lernstand selbst beurteilen.



Island

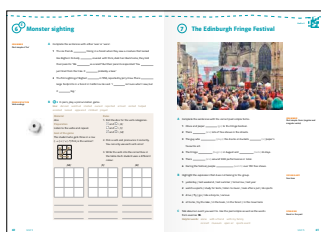
Hier findest du Aufgaben, um das Sprechen und den Alltagswortschatz zu üben.



Digitale Inhalte

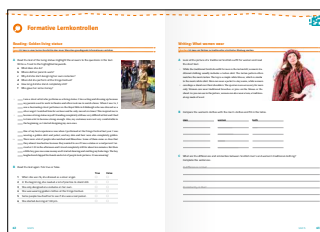
Mit dem QR-Code oder über meinklett.ch findest du: Lösungen, Audio-Tracks, Audio-Skripte, Filmclips, interaktive Übungen auf mehreren Niveaus, Lernstrategien, Wörterlisten und Worksheets.

2 Aufbau einer Unit im Language Trainer



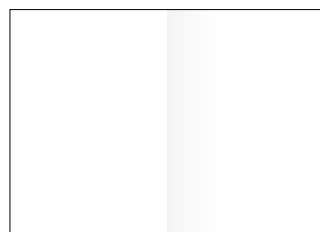
Lernziele üben

Auf zehn Seiten kannst du das, was du im Coursebook gelernt hast, üben und vertiefen: Wortschatz, Hören, Lesen, Sprechen, Schreiben und Grammatik.



Formative Lernkontrollen

Mit den formativen Lernkontrollen kannst du dich auf die summativen Lernkontrollen vorbereiten.



Individual projects

Wenn du sehr schnell lernst oder Englisch als Muttersprache sprichst, findest du hier Projekte, die du selbstständig bearbeiten kannst.

3 Farben, Formen und Symbole









Blau führt dich durch die Unit.

Orange hebt Wichtiges hervor. In orangen Boxen findest du Hinweise zu Aussprache und Hinweise zu Grammatik.

Braun zeigt dir Beispielsätze sowie hilfreiche Wörter und Wendungen zum Sprechen und Schreiben.

In der **Randspalte** findest du Informationen zu Aussprache, Grammatik, Lernstrategien, Sprache(n) im Fokus und Kulturen im Fokus.

Symbole

-  Audio
-  Filmclip
-  Worksheet
-  hinführende Aufgabe
-  weiterführende Aufgabe
-  Language Trainer
-  Coursebook
-  Project task

5

Task plan



1-2

Du hörst Sprachnachrichten über eine Reise durch Schottland.

3-4

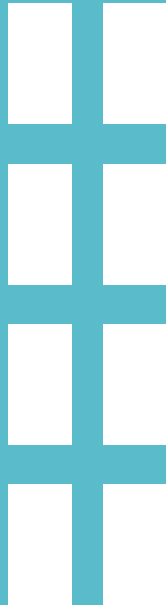
Du lernst die grammatische Zeit Past simple kennen und wendest sie in einem eigenen Text an.

5

Du liest Augenzeugenberichte über das Monster von Loch Ness.

A first look at the unit

- 1 What do you know about Scotland?
- 2 Do you know any mythical creatures or monsters?
- 3 Have you ever seen something strange in a forest, a lake or at night?
- 4 Have you ever been to a festival or a parade? What did you see?



6

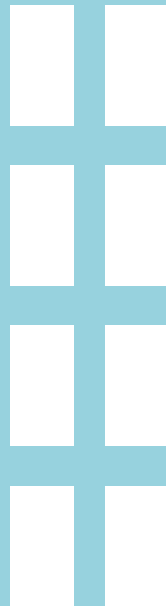
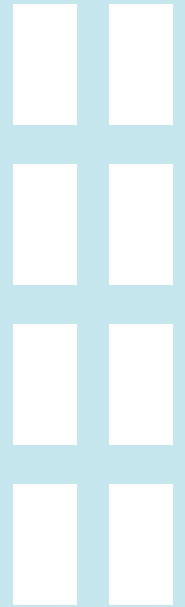
Du schreibst einen Bericht über ein anderes Monster, das gesichtet wurde.

7

Du tauschst dich über verschiedene Acts des Fringe Festivals in Edinburgh aus.

8

Im Project task schreibst du einen Report über eine Sichtung deines Monsters!



1 Welcome to Scotland



- A** Look at the map of Scotland for one minute. Then, close the book and list as many things as you can remember.
- B** In groups, take a piece of paper and make a mind map.
Use these categories: sports animals history and tradition means of transport
- C** Think of your last/favourite holidays. Where did you go? How did you travel and what did you do? Tell each other.

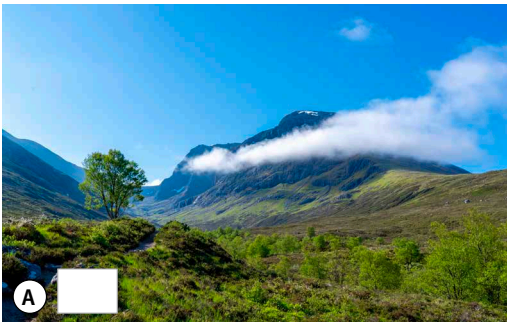


D Look at the pictures and read their captions. Guess what this picture is about.



Olivia and her brother Jasper on their trip through Scotland

E 1-6 Every day Olivia and Jasper send a voice message to their parents. Listen and match the messages to the pictures.



A Scotland's highest mountain: Ben Nevis



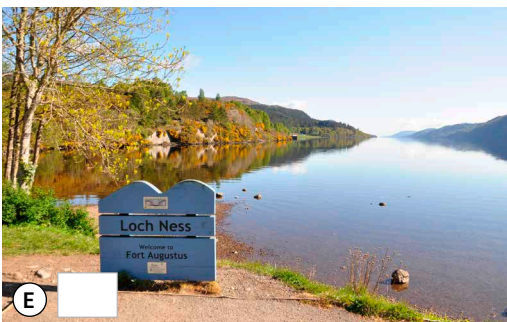
B Ruins of Urquhart Castle



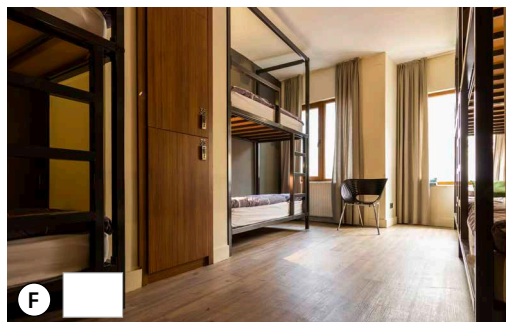
C Edinburgh Castle on Castle Rock



D Mural in Glasgow



E Loch Ness




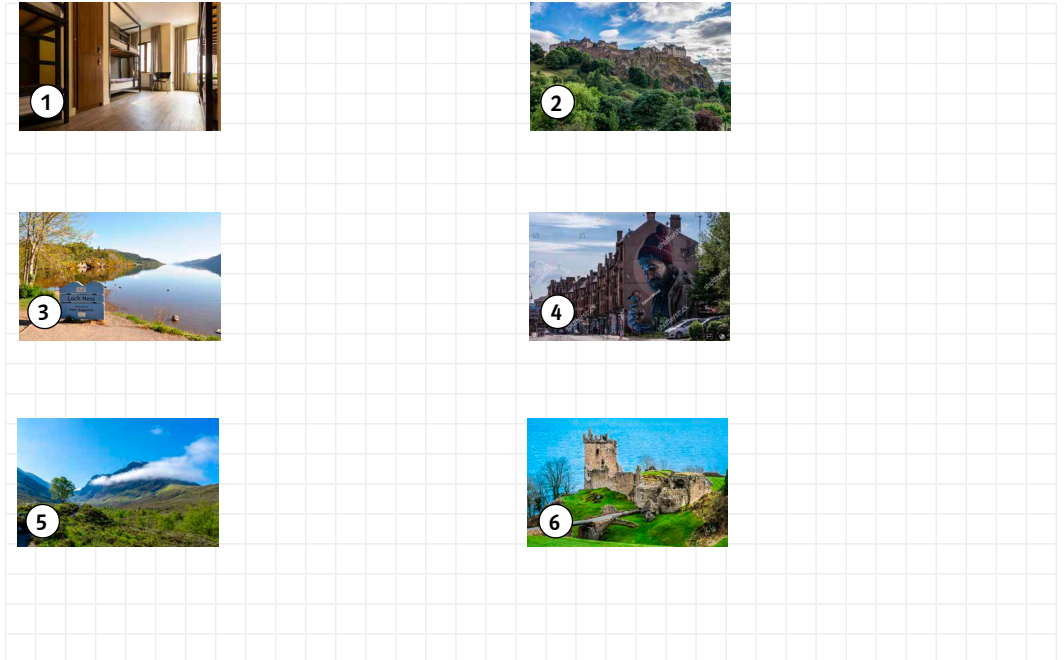
F Bedroom at a hostel in Edinburgh

F In pairs, find the places on the map and say something about them.

2

Travelling around Scotland


A  1-6 Listen to Olivia's and Jasper's voice messages again and write a comment on the pictures.



LERNSTRATEGIE

Gezielt hören

Lenke deine Aufmerksamkeit beim Hören auf das gesuchte Detail (Zeitangaben, Wochentage, Verkehrsmittel).

B  1-6 Read the statements. Then listen again and listen for details such as time, weekdays or means of transport. Highlight the correct answer.

1a Olivia and Jasper arrived in Edinburgh at 5 pm/half past five/four thirty.

1b The hostel kitchen is open from 7 a.m. to 10.30 p.m./10 p.m./11 p.m.

2a Mary Stuart was Queen of Scotland from 1524-1567/1542-1567/1542-1587.

2b The dungeons at Edinburgh Castle are closed from Monday to Thursday/
from Wednesday to Friday/from Tuesday to Thursday.

3a Olivia and Jasper travel to Loch Ness by bus/by train/on foot.

3b Olivia thinks/doesn't think that they will spot the Loch Ness Monster.

4a Jasper went on a biking trip/a hiking trip/a painting tour.

4b Olivia came to Glasgow on foot/by plane/by train.

5a Ben Nevis is Scotland's highest mountain at 4409 feet/4049 feet/4900 feet.

5b Jasper got to the summit of Ben Nevis at a quarter to two/a quarter past two/
half past two.

6a The ticket for the bus to Mallaig costs 13 pounds/15 pounds/18 pounds.

6b From Mallaig they will take the ferry to the Isle of Eigg/
Castlebay/the Isle of Skye.



C In pairs, look at the prepositions in sentences **3a** and **4b**.

When do you use 'by' and when do you use 'on'?

3a Olivia and Jasper travel to Loch Ness by bus / by train / on foot.

4b Olivia came to Glasgow on foot / by plane / by train.

D Fill in the gaps with the correct prepositions.

Prepositions of transport

We use 'by' for almost all forms of transportation to say how you travel somewhere.

Example: I travel to Scotland _____ plane.

We use 'on' to say that you are walking.

Example: I go to school _____ foot.

GRAMMATIK
Präpositionen

Wir verwenden die Präpositionen *by* und *on*, um zu sagen, wie man sich fortbewegt.

E Find a picture of a place you like and present it.

Answer these questions:

- Why do you like it?
- How do you get there?
- What would you like to do there?

Helpful vocabulary

In this picture you see ...

I like the picture/place because ...

I would travel there by/on ...

I would like to visit/see/travel to/take a picture of/hike ...

F **1** Listen to Olivia's voice message again and read along. Highlight the times of day.

Hi Mum, hi Dad! We arrived in Edinburgh at half past five. The train was an hour late. We got to the hostel at a quarter to six. The location is top! The hostel has a self-catering kitchen which is open from 7 a.m. to 11 p.m. and you can buy breakfast for only 3 pounds. Great for our budget! Now ready to explore the city. Love ya!

KULTUREN IM FOKUS

Uhrzeit

Englisch braucht die Uhrzeit oft mit lateinischen Abkürzungen und Zahlen von 1 bis 12.

a.m. bedeutet «ante meridiem» und heisst «vor dem Mittag»,
p.m. bedeutet «post meridiem» und heisst «nach dem Mittag».

G Write the clock times as numbers between 00.01 and 24.00.

1 half past five: _____

2 a quarter to six: _____

3 7 a.m. to 11 p.m.: _____

3 Tartans and kilts

A Look at the picture of a piper in a kilt. Guess what the different parts of the clothing are called and label them.

Use: kilt sock with flash sporran tartan tam

The image shows a piper in traditional Scottish attire. The piper is wearing a dark blue tam, a sporran, a kilt with a red and white tartan pattern, and grey socks with red flashes. To the right of the piper are four horizontal grey boxes for labeling, connected to the piper by dotted lines. Further to the right are three tartan samples with their names: MacDonald tartan (blue, green, and red), Mackenzie tartan (blue, green, and black), and Fraser tartan (red, blue, and green).

KULTUREN IM FOKUS

Vorsicht, Stereotyp!

Ein Stereotyp ist ein vereinfachtes, verallgemeinerndes Urteil über andere. Häufig werden Minderheiten stereotypisch präsentiert. In Schottland tragen Männer nicht ständig Schottenröcke. Dieses Kleidungsstück spiegelt nicht die kulturelle Vielfalt in Schottland wider.

B 9 Read the text on kilts and highlight all clothes and accessories.

1 A symbol of Scottish tradition

The kilt is one of the most famous symbols of Scotland. Its pattern is called tartan. In the past every Scottish family (also called a clan) had its own tartan, for example the Mackenzie tartan, a blue and green check with white, red and black stripes. This traditional Scottish dress includes

5 socks and a small piece of fabric called a flash, tied around each sock. Another accessory is a small bag made of leather or animal fur called a sporran. Men wear kilts at formal events like weddings or at traditional festivals. Scottish pipers also wear a cap made of wool which is called a tam.

C Look at the text again to see if you guessed right.

D Think of traditional clothing from other countries.

Say for each dress if it is still used today and if there is also a modern version.



- E** **E1** Look at the two pictures of Scottish men wearing kilts. What is similar? What is different? Fill in the Venn diagram on the worksheet.

REMEMBER
clothes in Unit 1.



Group of men wearing traditional kilts



Men wearing modern kilts designed by Howie Nicholsby (see page 118)

- F** **E1** In pairs, compare and contrast using the Venn diagram.
- Example:** Traditional kilts are more colourful.
The modern kilts are sometimes made of leather.
Both outfits include long socks.
- **G** Which style do you like better and why?
 - **H** In pairs, make phrases about the clothes you've got.
Use as many words as you can from activity 3E. Include what you are wearing today.
- Example:** I've got a decorated jacket.
My favourite trousers are made of wool.
I am wearing a dress/skirt with black and white stripes.

4

A true Scotsman



Howie Nicholsby, a modern kiltmaker



A kiltmaker at work: measuring a customer

○ **A** Look at the pictures and read the captions. What could the text be about?

B Read the text about Howie Nicholsby. In pairs, say what you understand.

- 1 Howie Nicholsby's parents owned a kiltmaking business. They made kilts for an international market. So, as a boy, Howie travelled all around the world together with his parents. At a young age, Howie assisted his parents in the shop. He started his own kiltmaking business, '21st Century Kilts', when he was 18 years old. As a boy he found kilts uncomfortable. So, he changed the
- 5 fit to make them more comfortable. He wanted to create a modern alternative to everyday street fashion. He began using trendy patterns instead of the traditional tartans. Howie's kilts soon became famous, and he designed kilts for stars like Vin Diesel, Madonna or Robbie Williams.

C Read the text again and find the answers to the questions.

- 1 Why did Howie, as a boy, travel all around the world?

Because his parents

- 2 When did he start his own kiltmaking business?

He

- 3 Why did he change the kilts?

He

- 4 How did he make his kilts look modern?

He



D Read the text again and highlight all the verbs in the past simple. What do you notice?

E Fill in the examples and complete the general rule for the past simple.

Past simple

1. Howie _____ (visit) countries all around the world.

2. He _____ (assist) his parents in the shop.

Rule

We use the past simple for _____ (finished/ongoing) actions in the past.

In general, we add _____ to the base form.

GRAMMATIK

Past simple

Wir verwenden das *Past simple* für abgeschlossene Handlungen in der Vergangenheit.

F Look at the verbs you highlighted in activity 4G and group them in the table.

Regular verbs

owned, _____

Irregular verbs

made, _____

G Complete the spelling rules and add an example for each rule.

Past simple: form

	General	Verbs ending in -e	Verbs ending in a consonant and -y	Verbs ending in a vowel and a consonant
Rule	Add _____ to the base form of the verb.	Add _____.	Change -y to _____.	Double the consonant and add _____.
Examples	_____	_____	_____	_____

Exceptions: There are many verbs with irregular past simple forms, such as 'be'. Look at the list 'Irregular verbs' on page 160–161.

GRAMMATIK

Past simple: Rechtschreibung

Das *Past simple* hat vier Rechtschreibregeln für regelmässige Verben. Unregelmässige *Past simple*-Formen lernst du am besten auswendig.

H Look at the irregular verbs in activity 4I. Write down their base forms.

I In pairs, take the list of irregular verbs (page 160–161). Which verbs do you know? Make at least three sentences.

5 The monster of Loch Ness



KULTUREN IM FOKUS


Nessie

Das Monster von Loch Ness lebt der Legende nach in einem schottischen See. Das schottische Wort für See ist 'loch'. Nessie ist eine Touristenattraktion. Es gibt unzählige Berichte von Menschen, die Nessie gesehen haben wollen.

LERNSTRATEGIE

Mit W-Fragen arbeiten

W-Fragen helfen dir beim Verstehen. Markiere beim Lesen Antworten auf die W-Fragen.

A  2 Look at the picture and fill in the first column in your worksheet:
What do you already know about the myth of the Loch Ness Monster?

B Read the four reports about Nessie and highlight keywords which answer these questions:

- When did the sightings happen?
- Who saw Nessie?
- Where did the person see Nessie?
- What did Nessie look like?

A 13 December 2018. At 1440 hrs. Ricky P. heard a curious noise while taking some pictures on the shores of Loch Ness. He looked up from his phone and suddenly saw a long, straight neck with a head the size of a rugby ball. The creature was completely grey with a narrow face. It was only about 20 feet away. Then it turned and disappeared.

B 15th June 2011. Mr and Mrs H. of Foyers reported seeing a creature with a long neck which appeared for about 30 to 40 seconds, just five miles away from the village of Foyers.

C In March 1999 a group of tourists saw a head and neck rise from the water just 200 yards from the south shore of the loch. They watched as a black head came out of the water and then disappeared. Only a few minutes later the creature appeared again. One person said that the head was about 18 inches large.

D In June 1963 a tourist spotted Nessie out of the water for the first time. She saw Nessie at 8.30 in the evening on a beach between the villages Foyers and Dores. She reported that the creature was between 10 and 15 yards in length with a long neck. Nessie went back into the water as the woman came closer.



C 2 Go back to the worksheet and fill in the second column: What did you learn about the Loch Ness Monster?

D What do you think of Nessie? Tick the statements you think are true and discuss them with a partner.

- I think all the reports of Nessie are typical examples of fake news.
- I believe that Nessie is a mythical creature. Some people see it, others don't.
- I think there is a creature in Loch Ness, but it is a real animal, not a monster.
- In my opinion, Nessie is interesting. Who cares if it is real or not?
- People visit Loch Ness because of Nessie, so the myth is good for Scottish tourism.

E Read the text and highlight the past simple of the verb 'be' in the text. What is special?

We were standing on the shore of Loch Ness when suddenly a creature with a long neck appeared. I was shocked and so were the other tourists. But you were curious. It was such an amazing experience!

F Complete the rules in the table.

Past simple: be

The verb 'be' has two forms in the past simple:

We use _____ for the singular forms *I* and *she/he/it*.

We use _____ for the singular form *you* and the plural forms *we, you* and *they*.

GRAMMATIK

Past simple von «be»

Das Verb «be» hat im *Past simple* zwei verschiedene Formen.

G Change the information about Nessie into centimetres, metres and kilometres. You can use the internet or a calculator.

Imperial system of units	Metric system
1 inch	2.54 centimetres
1 foot	30.48 centimetres
1 yard	0.91 metres
1 mile	1.609 kilometres
20 feet	_____ centimetres
five miles	_____ kilometres
200 yards	_____ metres
18 inches	_____ centimetres

KULTUREN IM FOKUS

Das imperiale Masssystem

Inches, feet, yards, miles sind Teil des britischen Masssystems, genannt *imperial units*. Es stammt aus dem mittelalterlichen England. Auch in den USA werden diese Begriffe für Längenangaben verwendet. Heute braucht man in England auch das metrische System.



You can use this for your project task.

F In pairs, read your partner's text and give feedback.

- What do you like about the text?
- Do you find answers to all the questions?
- Are the past simple forms correct?

G **12** Listen to the sentences. Can you hear the small differences in the ending sounds of the past simple forms? Tick the correct sound.

	sound/___/		
A group of six friends visited the USA.	/id/	/t/	/d/
They travelled to Utah.	/id/	/t/	/d/
They hiked in Provo Canyon.	/id/	/t/	/d/
They laughed a lot during their hike.	/id/	/t/	/d/
It was about two metres tall and walked towards the group.	/id/	/t/	/d/
They agreed that it was not a bear.	/id/	/t/	/d/

H Look at the table and match the sounds (/id/, /t/, /d/) to the rules with the help of the sentences from activity **6G**.

Past simple: pronunciation

sound/___/

Words that end in /t/ or /d/

sound/___/

Words that end in voiceless sounds: /p/, /k/, /f/, /s/, /sh/, /tsh/, /ks/

sound/___/

Words that end in voiced sounds: /l/, /n/, /r/, /dzh/, /v/, /z/, /b/, /m/

AUSSPRACHE

Past simple: Aussprache
Die Aussprache der regelmässigen *Past simple*-Verben hängt von ihrer Schreibweise ab. Es gibt drei verschiedene Ausspracheregeln.

I **13** Listen to the past simple forms and repeat them.

Words that end in /t/ or /d/: visited needed

Words that end in voiceless sounds: helped hiked bluffed laughed washed watched kissed danced fixed

Words that end in voiced sounds: travelled cleaned offered managed loved used realized described named

J Go back to your text in activity **6E** and read it out loud. Pay attention to the pronunciation of the endings.

- **K** The three pronunciation rules are the same for adjectives. Remember adjectives in -ed and pronounce them correctly.

7 The Edinburgh Fringe Festival

KULTUREN IM FOKUS

Festivalsommer

Edinburgh hat im Sommer während der Ferienzeit eine grosse Festivalkultur. Das Fringe Festival ist eines von zwölf Festivals. Das Spezielle am Fringe Festival ist, dass alle auftreten können: Amateure und Professionelle.



(A)



(B)



(C)



(D)



(E)



(F)



(G)



(H)

- A** Look at the pictures and read the text about the festival. Highlight the types of show it offers.
- 1 For three weeks in August, Edinburgh changes into one great festival site. The 'Edinburgh Fringe' is the world's biggest festival for music, dance, theatre, comedy, children shows, circus acts, street artists and more. The festival is open to everyone: professional performers as well as amateurs. Most of the shows at the festival take place at pop-up sites or non-traditional places.
 - 5 The Fringe attracts young and old from all around the world.
- B** In pairs, tell each other what you understand.
- C** In pairs, read the text again and answer the following questions.
- Where does the Fringe Festival take place?
 - When is the festival?
 - What can you see at the festival?
 - Who can perform?
- D** In pairs, discuss the meaning of 'pop-up site' and 'non-traditional places'. If you need help, do some internet research.



E **15–16** Look at the pictures and listen to Olivia's and Jasper's voice messages. Which shows do they describe?

Olivia: _____

Jasper: _____

F Read the sentences and complete them with the past simple verbs Olivia and Jasper used.

- 1 Olivia: We _____ at our last stop back in Edinburgh.
- 2 Olivia: We _____ to the incredible Fringe Festival today.
- 3 Olivia: We just _____ around and _____ the various street artists.
- 4 Jasper: And then there was a guy who _____ the drums on buckets. It _____ fantastic!

G **15–16** Listen again and check whether you filled in the correct verb forms.

H In pairs, cover the pictures. One of you says what he or she saw, the other tries to guess the act. Change roles.

I In groups, discuss which street acts you would watch and why.

Useful phrases

My favourite act is ...

I think ... is exciting/crazy/dangerous/beautiful.

I like watching ...

... because I have never seen anything like this.

... because I would also like to try it.

... because it is so funny.

How about you?

Which act do you like best?

8

Project task: Fantastic creatures

A **IT** There are lots of fantastic creatures in stories, films and computer games. Look at the examples and highlight the ones you know.

Baby Yoda Basilisk Bigfoot Centaur Chocobo Cyclop Faun Gnome
Goblin King Kong Oni Pegasus Pikachu Shrek Unicorn Yeti Kraken

B Choose a creature you know from the list. In pairs, tell each other about it.

C **4** Choose a creature you like or invent your own creature. Describe it on the feature card.

Useful adjectives

fuzzy huge large shiny scary slimy slippery strange ugly beautiful cute

D Go back to the Nessie sightings in activity 5B. Read the reports again to get ideas for your text.

E Answer these questions about your creature.

- **Who** saw the creature? _____
- **When** did it happen? _____
- **Where** did it happen? _____
- **What** did the creature look like? Use your feature card for the description.

Name:	Special feature	Picture
...Basilisk.....		
...head	it has a head of a rooster	
...eyes	big yellow eyes	
...mouth	toad mouth	
... body	half rooster / half snake	
... age	many centuries	
...place of life	in deep wells	
...		
Special powers	if you look into his eyes, you die / deadly poisonous fangs	

Feature card of a basilisk



- F** 4 Write your report on the worksheet.
- G** In groups, read your reports to each other and present your feature cards.
Tell each other what you like.
- H** In pairs, read each other's reports and give feedback.

Positive feedback:

Your report is very creative/interesting/original/funny/well written.

I really like ... about your report/feature card.

I like your report/feature card because ...

Feedback of improvement:

Next time, try to use more/less ...

You could improve your report with ...

Doublecheck the past simple forms/your spelling.

Name:	Special feature	Picture
... Faun		
...head	2 horns	
...eyes legs	hairy legs	
...mouth- body	hooves, and tail	
... colour	brown	
... face	are half human and half goat	
... they love the forest, music, beautiful women		
... they love to dance, and play flute		
Special powers	Very Strong can rapidly heal in time communicate with animals	

Feature card of a faun

V

Vocabulary

Englisch	Beispielsatz	Deutsch	Französisch
1 Welcome to Scotland			
castle <i>n</i>	We saw many <i>castles</i> when we visited Scotland.	die Burg, das Schloss	
youth hostel <i>n</i>	You will meet people from all over the world at the <i>youth hostel</i> .	die Jugendherberge	
arrive <i>v</i>	Please call me when you have <i>arrived</i> .	ankommen	arriver
ferry <i>n</i>	Let's take the <i>ferry</i> to cross the lake.	das Fährschiff	
plane <i>n</i>	The fastest means of transport is the <i>plane</i> .	das Flugzeug	
ship <i>n</i>	I travelled to the island <i>by ship</i> .	das Schiff	
train <i>n</i>	If you take the <i>train</i> , you will be there at two o'clock.	der Zug	le train
means of transport <i>n</i>	Busses, planes and trains are all <i>means of transport</i> .	das Verkehrsmittel	
fishing boat <i>n</i>	I see a large <i>fishing boat</i> on the horizon.	das Fischerboot	
travel <i>v</i>	Olivia and Jasper <i>travelled</i> to Loch Ness by bus.	reisen	
climb <i>v</i>	Jasper <i>climbed</i> Scotland's highest mountain.	besteigen, klettern	
mountain <i>n</i>	Ben Nevis is the highest <i>mountain</i> in Scotland.	der Berg	la montagne
island <i>n</i>	Scotland has more than 900 <i>islands</i> .	die Insel	
2 Travelling around Scotland			
by bus	We travelled around Edinburgh <i>by bus</i> .	mit dem Bus	
on foot	They went to Edinburgh Castle <i>on foot</i> .	zu Fuss	
a quarter past six	Let's meet up at <i>a quarter past six</i> .	Viertel nach sechs	
half past five	It's <i>half past five</i> , we're already late!	halb sechs	
at five p.m.	Let's meet <i>at five p.m.</i> tomorrow.	um fünf Uhr nachmittags	
at seven a.m.	I usually get up <i>at seven a.m.</i>	um sieben Uhr vormittags	
3 Tartans and kilts			
traditional <i>adj</i>	We had some <i>traditional</i> Scottish food - it was very good.	traditionell	traditionnel, traditionnelle
decorated <i>adj</i>	His house is nicely <i>decorated</i> .	dekoriert, verziert	
leather <i>n</i>	These <i>leather</i> shoes were very expensive.	das Leder	
cotton <i>n</i>	I like to wear my <i>cotton</i> sweater.	die Baumwolle	le coton
wool <i>n</i>	This jacket is made of <i>wool</i> , it will keep you warm in the winter.	die Wolle	
made of	These shirts are <i>made of</i> organic cotton.	(gemacht) aus	
fabric <i>n</i>	Jeans is a strong <i>fabric</i> .	der Stoff	
clothing <i>n</i>	Tell me more about traditional <i>clothing</i> in your country.	die Kleidung	
pattern <i>n</i>	She likes dresses with colourful <i>patterns</i> .	das Muster	
4 A true Scotsman			
comfortable <i>adj</i>	Modern kilts are more <i>comfortable</i> than the traditional ones.	bequem	confortable
own <i>adj</i>	I saw Nessie with my <i>own</i> eyes!	eigene/eigenes/eigener	
own <i>v</i>	Howie Nicholsby <i>owns</i> a business. It belongs to him.	besitzen	
assist <i>v</i>	Howie <i>assisted</i> his parents in their shop.	helfen, unterstützen	
begin <i>v</i>	Lessons usually <i>begin</i> at eight o'clock.	beginnen	

G

Grammar check

Prepositions of transport

We use 'by' for almost all forms of transportation to say how you travel somewhere.

Example: I travel to Scotland **by** plane.

We use 'on' to say that you are walking.

Example: I go to school **on** foot.

Past simple

Rule

We use the past simple for finished actions in the past.

In general, we add **-ed** to the base form.

Example:

1. Howie visited **ed** countries all around the world.
2. He assisted **ed** his parents in the shop.

Past simple: form

	General	Verbs ending in -e	Verbs ending in a consonant and -y	Verbs ending in a short stressed vowel and a consonant
Rule	Add -ed to the infinitive of the verb.	Add -d .	Change -y to -ied .	Double the consonant and add -ed .
Examples	start – started	change – changed	try – tried	travel – travelled
Exceptions	There are many verbs with irregular past simple forms, such as be . Look at the list 'Irregular verbs' at the back of this book.			

Past simple of 'be'

The verb 'be' has two forms in the past simple:

We use **was** for the singular forms *I* and *she/he/it*.

We use **were** for the singular form *you* and the plural forms *we, you* and *they*.



Past simple: pronunciation

	Words that end in /t/ or /d/	Words that end in voiceless sounds: /p/, /k/, /f/, /s/, /sh/, /tsh/, /ks/	Words that end in voiced sounds: /l/, /n/, /r/, /dzh/, /v/, /z/, /b/, /m/
Sound	/ɪd/	/t/	/d/
Example	start - started	hope - hoped	travel - travelled



Portfolio



			😊	☹️
Hören	1D, 2A–B	Ich kann in kurzen und einfachen Sprachnachrichten über eine Stadt Einzelinformationen verstehen.	<input type="checkbox"/>	<input type="checkbox"/>
	7E, 7G	Ich kann in Sprachnachrichten über ein Festival Hauptinformationen verstehen, wenn langsam und deutlich gesprochen wird.	<input type="checkbox"/>	<input type="checkbox"/>
Lesen	4B–C	Ich kann in einer kurzen Geschichte über einen Menschen grundlegende Informationen verstehen.	<input type="checkbox"/>	<input type="checkbox"/>
	5B	Ich kann in einem Text über Schottland Antworten auf die W-Fragen verstehen.	<input type="checkbox"/>	<input type="checkbox"/>
Sprechen	1C	Ich kann mich über meine Lieblingsferien austauschen.	<input type="checkbox"/>	<input type="checkbox"/>
	7I	Ich kann in einem Gespräch zum Fringe Festival Fragen stellen und beantworten.	<input type="checkbox"/>	<input type="checkbox"/>
	2E	Ich kann sagen, welche Orte ich in Schottland besuchen möchte.	<input type="checkbox"/>	<input type="checkbox"/>
	7H	Ich kann Künstlerinnen und Künstler des Fringe Festivals beschreiben.	<input type="checkbox"/>	<input type="checkbox"/>
Schreiben	3E	Ich kann mir Notizen zu traditioneller schottischer Kleidung machen.	<input type="checkbox"/>	<input type="checkbox"/>
	6E	Ich kann mit Stichwörtern zu W-Fragen einen Bericht über die Sichtung eines Ungeheuers schreiben.	<input type="checkbox"/>	<input type="checkbox"/>
Wortschatz	1B, 2C–H, 3A, 3E–H, 5B, 7B, 7C	Ich kenne genügend Wörter, um über Verkehrsmittel, Zeitangaben, traditionelle Kleidung, Nessie und das Fringe Festival zu kommunizieren.	<input type="checkbox"/>	<input type="checkbox"/>
Aussprache	6G–J	Ich kann regelmässige Verben im <i>Past simple</i> den Ausspracheregeln zuordnen und die Endungen korrekt aussprechen.	<input type="checkbox"/>	<input type="checkbox"/>
Grammatik	4D–I, 6E	Ich kann regelmässige und unregelmässige <i>Past simple</i> -Formen erkennen und in einem Text schreiben.	<input type="checkbox"/>	<input type="checkbox"/>
Rechtschreibung	6B	Ich kann die regelmässige <i>Past simple</i> -Form in meinen Texten kontrollieren und korrigieren.	<input type="checkbox"/>	<input type="checkbox"/>
Sprache(n) im Fokus	2B, 5B, 6F	Ich kann mithilfe der Lernstrategien und der Fragen des Lernportfolios meine eigenen Fortschritte und Lernergebnisse einschätzen.	<input type="checkbox"/>	<input type="checkbox"/>
Kulturen im Fokus	5A, 5C, 5D	Ich kenne den Mythos des Loch-Ness-Monsters und kann Nessie beschreiben.	<input type="checkbox"/>	<input type="checkbox"/>
Lernstrategien	1B	Ich kann einschätzen, wie gut mir ein Mindmap beim Wörterlernen hilft.	<input type="checkbox"/>	<input type="checkbox"/>
	5A–B	Ich kann einschätzen, wie gut mir folgende zwei Lesestrategien helfen: Vorwissen abrufen und mit W-Fragen arbeiten.	<input type="checkbox"/>	<input type="checkbox"/>



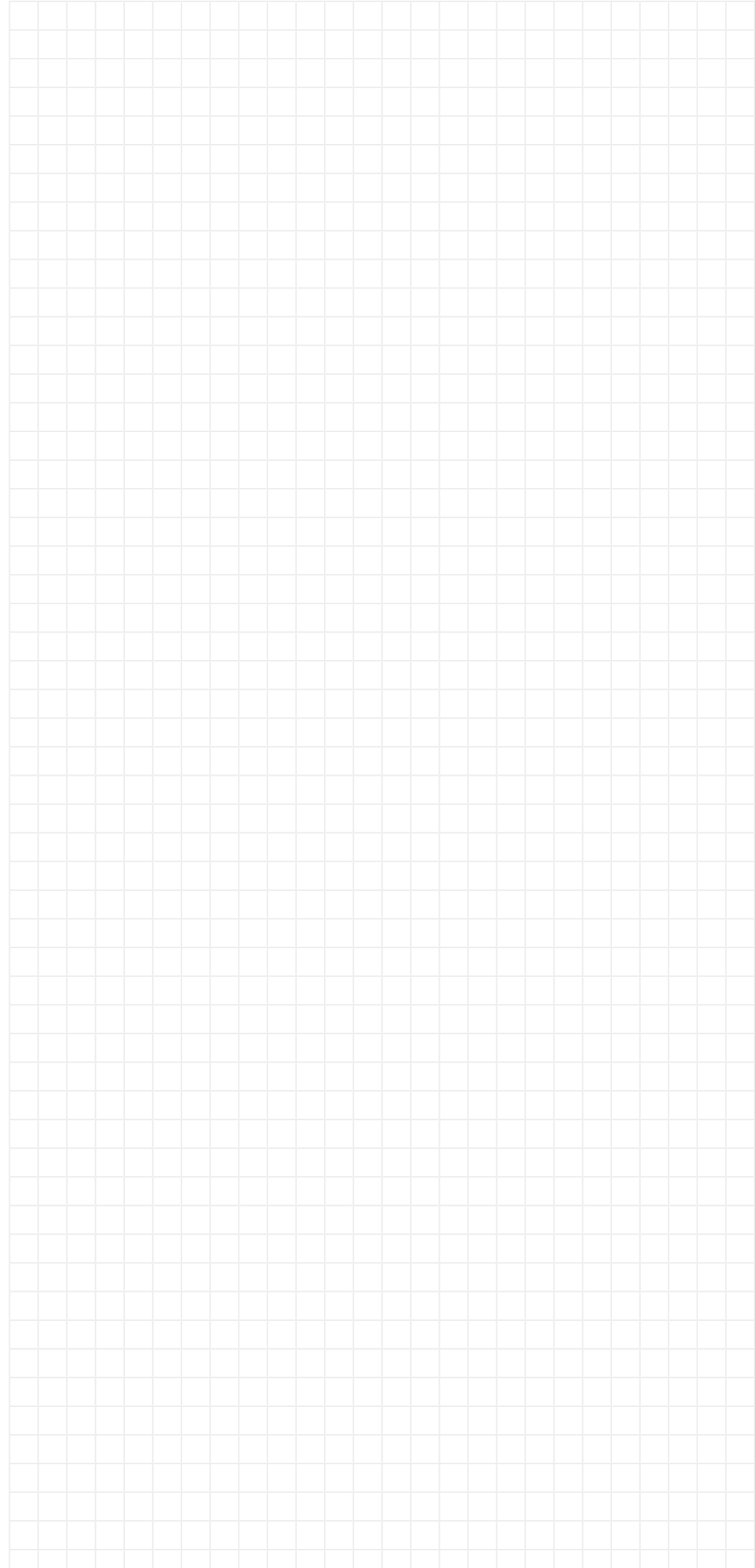
Irregular verbs

Note:

The irregular verbs in this list are used very often in everyday English.

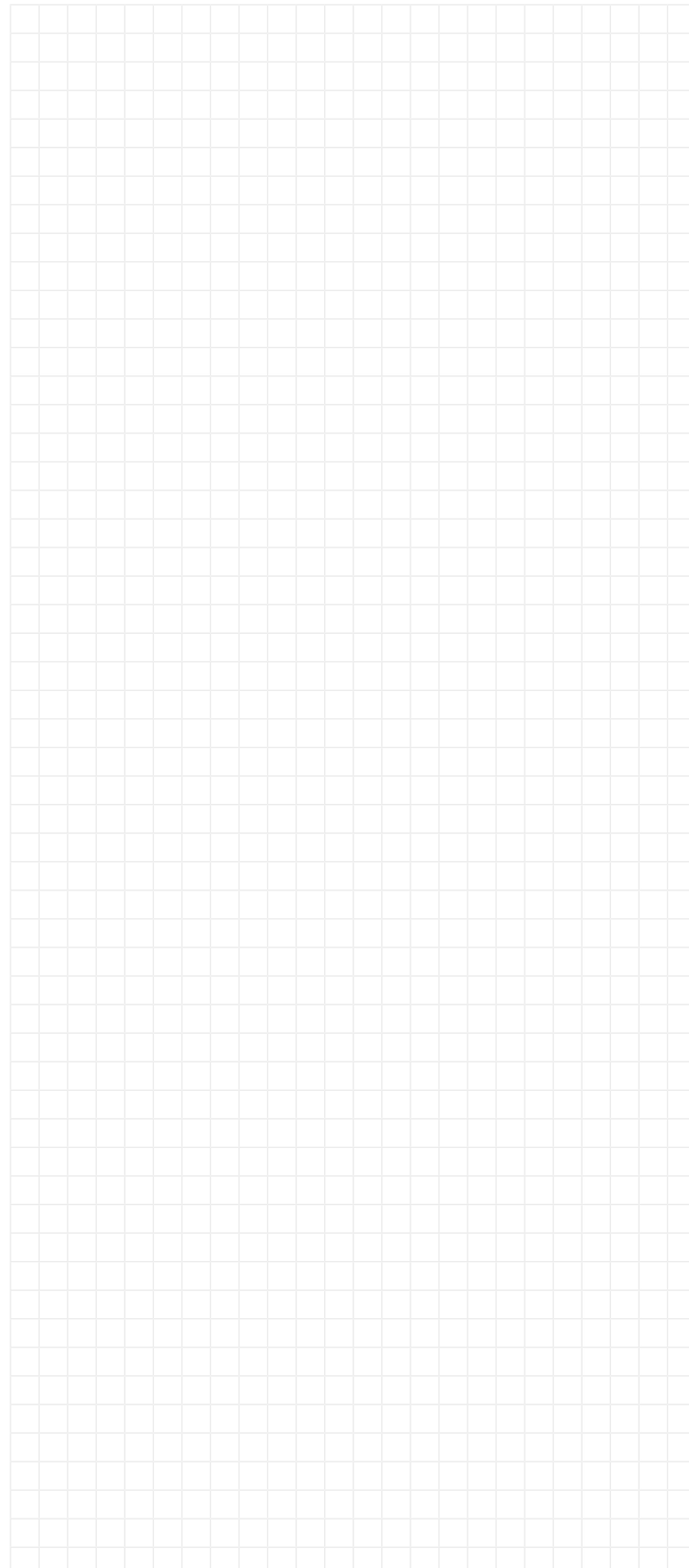
It is a good idea to make them part of your active vocabulary.

Base form	Past simple	Deutsch
be	was/were	sein
become	became	werden
begin	began	beginnen
break	broke	(zer-)brechen
bring	brought	bringen
buy	bought	kaufen
catch	caught	fangen
choose	chose	(aus-)wählen
come	came	kommen
cost	cost	kosten
cut	cut	schneiden
do	did	tun, machen
draw	drew	zeichnen, ziehen
dream	dreamt/dreamed	träumen
drink	drank	trinken
drive	drove	fahren, treiben
eat	ate	essen
fall	fell	fallen
feel	felt	fühlen, spüren
find	found	finden
fly	flew	fliegen
forget	forgot	vergessen
get	got	werden, bekommen
give	gave	geben
go	went	gehen
grow	grew	wachsen
have	had	haben
hear	heard	hören
hit	hit	schlagen, treffen
keep	kept	behalten, weitermachen
know	knew	wissen, kennen
lead	led	führen
learn	learnt/learned	lernen
lose	lost	verlieren
make	made	machen, erschaffen
mean	meant	meinen, die Absicht haben
meet	met	treffen





Base form	Past simple	Deutsch
put	put	(hin-)stellen, legen, platzieren
read	read	lesen
run	ran	rennen
say	said	sagen
see	saw	sehen
sell	sold	verkaufen
send	sent	schicken, senden
set	set	setzen, einstellen
show	showed	zeigen
sing	sang	singen
sit	sat	sitzen
sleep	slept	schlafen
speak	spoke	sprechen
stand	stood	stehen
steal	stole	stehlen
swim	swam	schwimmen
take	took	nehmen
teach	taught	lehren, beibringen
tell	told	sagen, erzählen
think	thought	denken
throw	threw	werfen
understand	understood	verstehen
win	won	gewinnen
write	wrote	schreiben

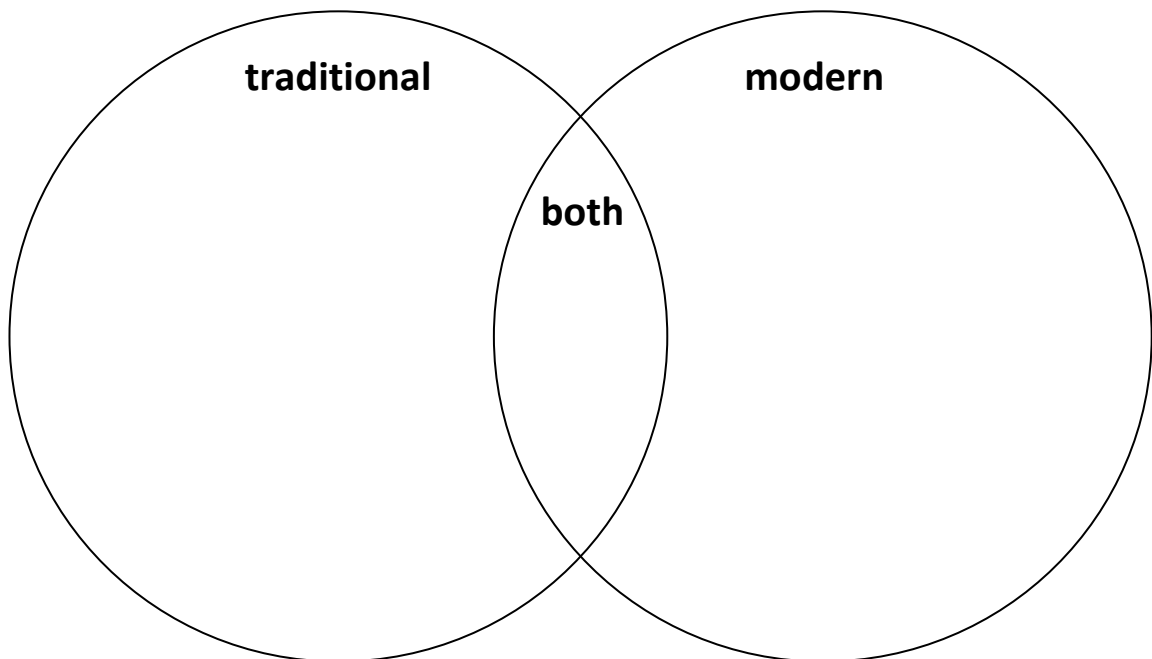


Name: _____

5.1 Modern vs. traditional

A Look at the two pictures of Scottish men wearing kilts. What is similar? What is different?
Fill in the Venn diagram.

Use: **blazer leather long socks boots jacket cotton T-shirt kilt
scarf decorated-simple sporran shirt tartan flash tam
shoes wool casual cap tie simple colours fly**



B In pairs, compare using the Venn diagram.

Name: _____

5.2 Reports about Nessie

A What do you already KNOW about the myth of the Loch Ness Monster?

Fill in the first column.

What do I KNOW about the myth of the Loch Ness Monster?	What did I LEARN about the myth of the Loch Ness Monster?

B What did you LEARN about the myth of Loch Ness Monster? Fill in the second column.

Name: _____

5.3 Sighting of a strange creature

A Read the text and focus on the following questions:

1. When was the sighting?
2. Who saw the creature?
3. Where did the sighting happen?
4. What did the creature look like?
5. What happened?

Strange creature sighting

One day in September, a group of six friends visited the USA. First, they travelled to Utah. In the morning, they hiked in Provo Canyon. They laughed a lot during their hike. Suddenly, they thought they saw a large bear. But then, the creature stood up on two legs. Its body was covered with thick, dark hair. It was about two metres tall and walked towards the group. The six friends got scared and ran away as fast as they could. They agreed that it was not a bear. Was it Bigfoot?

B Check your answers in the Coursebook.

C Read again and highlight all the verbs in the past simple.

New World 3

Coursebook E

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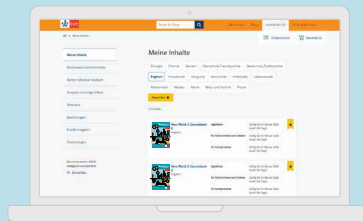
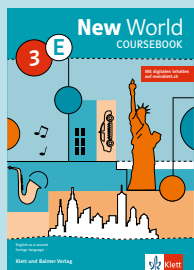
Das neue *New World* – Gutes wird noch besser

Die Neuauflage kommt in einem frischen Layout daher. Sie enthält mehr Differenzierungsmöglichkeiten und mehr Übungen – im Print sowie digital. Der Aufbau des Wortschatzes und der Grammatik wird sichtbarer gemacht.

E

Student's Pack – alles in einem

Das Student's Pack für erweiterte Anforderungen (E) umfasst das Coursebook und den Language Trainer sowie digitale Inhalte wie Audios, Audio-Skripte, Filmclips, Worksheets, Lösungen, interaktive Übungen und als besonders wertvollen Zusatz einen Vokabeltrainer. Die digitalen Inhalte werden mit einem Nutzer-Schlüssel – dieser befindet sich im Coursebook – auf meinklett.ch freigeschaltet.



Coursebook – das Heft zum Lernen und Arbeiten

Das Coursebook enthält spannende, stufengerechte Themen, anhand derer die Sprachkompetenzen und -strukturen eingeführt und sorgfältig aufgebaut werden. Die Schülerinnen und Schüler arbeiten direkt im Coursebook. Hier wird gelernt und gearbeitet.

Der Vorabdruck des Coursebooks E enthält:

- die komplette Unit 5: «Scotland – A country of myths and traditions»
- die Übersicht «Irregular verbs»
- Worksheets und ein Beurteilungsraster zur Unit 5. Diese werden in der definitiven Ausgabe digital zur Verfügung stehen.

Erscheinungstermin

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