

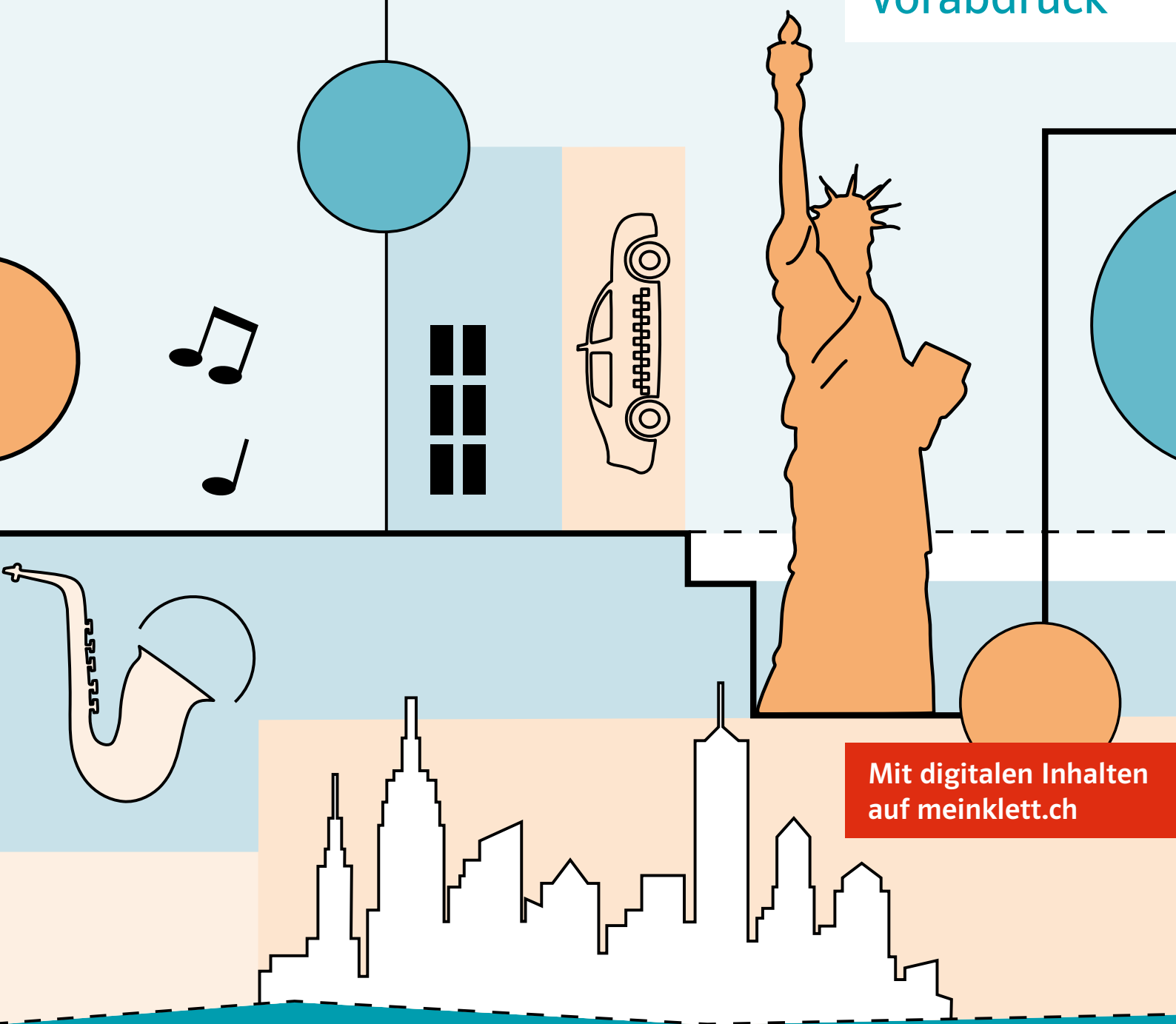
New World

LANGUAGE TRAINER

3

E

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English as a second
foreign language

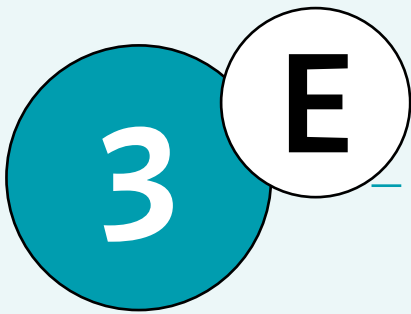
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LANGUAGE TRAINER



Symbole









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

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1 Welcome to Scotland

VOCABULARY

Means of transport, animals, activities

A Highlight the word that does not belong to the group.

1 car / bus / plane / bicycle

2 bus / ship / fishing boat / ferry

3 cab / taxi / train / bus

4 play football / play golf / hike / surf

5 sheep / eagle / dolphin / cow

6 _____

7 _____

B Add two more lines of your own in exercise **1A**.

• **C** In pairs, say for each line why you highlighted a specific word.

D Which part of Scotland would you like to visit and why? Tick what is true for you and finish the sentences.

I would like to climb Ben Nevis because I like mountain climbing.

I would like to visit Loch Ness because I am interested in mythical creatures.

I would like to visit Scotland's castles because I am interested in history.


I would like to see the Football Museum in Glasgow *because ...* _____

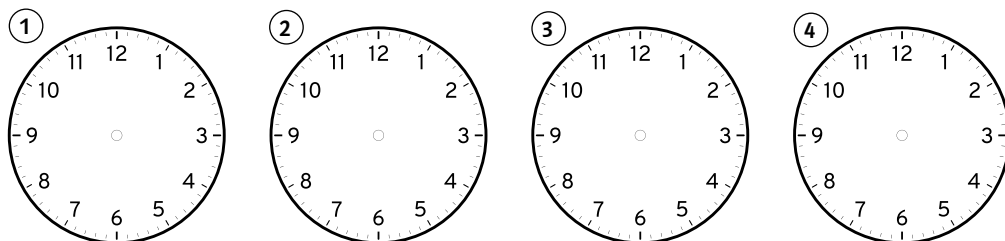
I would like to see the Highlands *because ...* _____

E Write two more sentences of your own in exercise **1D**.

VOCABULARY

Times of day, days of the week

D  **8** Listen and draw the correct time into the clocks.



E Write down the times. Then, compare with a partner.

Example: 4.30 p.m. *It's four thirty. / It's half past four.*

- 1 6.15 p.m. _____
- 2 5.45 p.m. _____
- 3 19.00 _____
- 4 11.30 _____
- 5 2.10 p.m. _____
- 6 15:55 _____

F Complete the sentences with days of the week and times of day.

- 1 My school week goes from _____ to _____.
- 2 My favourite day of the week is _____.
- 3 There is no school on _____ afternoon.
- 4 On _____ morning I usually get up at _____.
- 5 The second day of the week is _____ and school starts at _____.
- 6 At noon, school usually ends at _____.
- 7 On _____ morning I usually sleep longer and get up around _____.

G In pairs, tell each other what you do in the evenings or on the weekends.

4

A true Scotsman

GRAMMAR

Past simple: form (regular verbs)

A Complete the sentences about Howie with the past simple forms.

- 1 Already Howie's parents _____ (work) as kiltmakers.
- 2 They _____ (travel) a lot to make kilts for their international customers.
- 3 Howie _____ (help) his parents and _____ (study) their work from a young age on.
- 4 When he was 18 years old, he _____ (start) his own kiltmaking business.
- 5 He _____ (change) the traditional design of the kilts to make them more comfortable.
- 6 Howie also _____ (use) trendy patterns and different fabrics instead of the traditional tartans.

B Write sentences about what you did when you were younger.

Use: When I was four / seven / ten years old, I ...

Example: *When I was five years old, I believed in mythical creatures.*

- 1 (live) _____

- 2 (love) _____

- 3 (watch) _____

- 4 (play) _____

- 5 (listen to) _____

- 6 (visit) _____

C In pairs, use your sentences from exercise **4B** and tell each other about the past.

Use: When I was younger, I ...

What about you?



D Add the verbs to the correct ending for the past simple form.

Use: owned travelled stopped tried visited arrived cried assisted

-ed

-d

-ied

double consonant + -ied

E  **10** Read the sentences. Then listen and fill in the verb in the past simple.

GRAMMAR

Past simple: form (irregular verbs)

- 1 Olivia and Jasper _____ to Edinburgh by train.
- 2 They _____ lots of pictures in Edinburgh.
- 3 Olivia and Jasper _____ a postcard to their parents.
- 4 Olivia _____ about the history of Urquhart Castle.
- 5 Their parents _____ nothing about the Loch Ness Monster.

F Fill in the past simple forms.

GRAMMAR

Past simple: form
(regular and irregular verbs)

I'm a doctor with a passion for fashion. I _____ (live) in Plockton – a village by the sea with a large forest. When I was older I _____ (study) medicine in Edinburgh. There I _____ (discover) a shop with modern kilts. As a child we _____ (learn) that men _____ (wear) kilts for fighting because they are comfortable, and it is easy to move in them. I _____ (like) the shop's modern touch. It _____ (inspire) me to do a photo shoot. We _____ (try) to combine tradition, innovation and nature. In this photo, I _____ (change) into a forest fairy.



Aleen – a doctor with a passion for fashion

5 The Monster of Loch Ness

READING
Understanding a text with the help of wh-questions

A Read the text about Nessie research and answer the questions in complete sentences.

- 1 A Scottish newspaper first reported a monster sighting at Loch Ness in 1933. They called it the Loch Ness Monster or just 'Nessie'. Many people tried to describe Nessie and said it looked like a dinosaur with a small head, a long neck and humps on the back. In 2019, scientists from New Zealand did some research in the lake. They took water samples and analysed them. They found
- 5 a lot of eel DNA. When animals move through water, they leave genetic material behind. The scientists did not find any traces of a dinosaur. They said that maybe people just saw a very big eel.



A big eel

- 1 When was the first monster sighting in the lake reported?

- 2 What did the monster look like?

- 3 Who analysed water samples from the lake?

- 4 What did they find?

B In pairs, discuss what you think people saw in the lake. A big eel, or maybe another animal?



C Read the text again and highlight all verbs in the past simple. Use blue for regular and red for irregular verbs.

GRAMMAR
Past simple: form
(regular and irregular verbs)

D Fill the verbs in the past simple into the table and complete it with their base forms.

Base form	Regular past simple	Irregular past simple
<i>report</i>	<i>reported</i>	
	<i>looked</i>	
<i>do</i>		

E Connect the base form with the matching past simple form of the irregular verbs.

had		did	
	have		do
be	speak	go	saw
came			know
	see	spoke	
said	make	went	was/were
			knew
	wrote		say
come		made	
	write		


6^E Monster sighting

GRAMMAR
Past simple of 'be'

A Complete the sentences with either 'was' or 'were'.

- The six friends _____ hiking in a forest when they saw a creature that looked like Bigfoot. Its body _____ covered with thick, dark hair. Back home, they told their parents: 'We _____ so scared!' But their parents responded: 'You _____ just tired from the hike. It _____ probably a bear.'
- The first sighting of Bigfoot _____ in 1958, reported by Jerry Crew. There _____ large footprints in a forest in California. He said: 'I _____ not sure what I saw, but it _____ big.'

PRONUNCIATION
Verb endings

B  **14** In pairs, play a pronunciation game.

Use: danced watched started owned reported arrived visited helped assisted looked appeared climbed played



Material

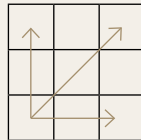
dice

Preparation

Listen to the verbs and repeat.

Goal of the game

The student who gets three in a row (→ | ↓ | ↘ | ↗) first, is the winner!



Rules

1. Roll the dice for the verb categories.

 and  = /d/

 and  = /t/

 and  = /id/

2. Pick a verb and pronounce it correctly. You can only use each verb once!

3. Write the verb into the correct box in the table. Each student uses a different colour.

/id/ /t/ /d/

	/id/	/t/	/d/



7 The Edinburgh Fringe Festival



A Complete the sentences with the correct past simple forms.

- 1 Olivia and Jasper _____ (go) to the Fringe Festival.
- 2 There _____ (are) lots of free shows in the streets.
- 3 The guy who _____ (plays) the drums on buckets _____ (is) Jasper's favourite act.
- 4 The Fringe _____ (begins) in August and _____ (lasts) 24 days.
- 5 There _____ (are) around 5000 performances in total.
- 6 During the festival, people _____ (watch) over 700 free shows.

B Highlight the expression that does not belong to the group.

- 1 yesterday / last weekend / last summer / tomorrow / last year
- 2 watch e-sports / study for tests / listen to music / look after a pet / do sports
- 3 drive / fly / go / ride a bicycle / curious
- 4 at home / by the lake / in the book / in the forest / in the mountains

C Talk about an event you went to. Use the past simple as well as the words from exercise 7B.

Helpful words: alone with a friend with my family
concert museum open air sports event

GRAMMAR

Past simple: form (regular and irregular verbs)

VOCABULARY

free time

SPEAKING

Event in the past



Formative Lernkontrollen

Reading: Golden living statue

Lesen Ich kann in einer kurzen Geschichte über einen Menschen grundlegende Informationen verstehen.

A Read the text of the living statue. Highlight the answers to the questions in the text. Write a-f next to the highlighted keywords.

- a What does she do?
- b Where did her parents work?
- c Why did she start designing her own costumes?
- d When did she perform at the Fringe Festival?
- e How long did she stand completely still?
- f Who gave her some money?

1 ____ I am a street artist who performs as a living statue. I love acting and dressing up because ____ my parents used to work in theatre and often took me to watch shows. When I was 16, I ____ saw a fascinating street performer on the Royal Mile in Edinburgh who was dressed as a ____ silver angel. I watched him for an hour and he only moved six times! This inspired me to

5 ____ become a living statue myself. Standing completely still was very difficult at first and I had ____ to train a lot to become strong enough. Also, my costumes were not very comfortable in ____ the beginning, so I started designing my own ones.

____ One of my best experiences was when I performed at the Fringe Festival last year. I was ____ wearing a golden skirt and jacket, and my skin and hair were also completely golden.

10 ____ There were a lot of people who watched and filmed me. Some of them came so close that ____ they almost touched me because they wanted to see if I was a statue or a real person! I ar- ____ rived at 1.30 in the afternoon and I stood completely still for about ten minutes. But then ____ a little boy gave me some money and I started dancing and swirling my hula rings. The boy ____ laughed and clapped his hands and a lot of people took pictures. It was amazing!



B Read the text again. Tick true or false.

	True	False
1 When she was 16, she dressed as a silver angel.	<input type="checkbox"/>	<input type="checkbox"/>
2 In the beginning, she needed a lot of practice to stand still.	<input type="checkbox"/>	<input type="checkbox"/>
3 She only designed one costume on her own.	<input type="checkbox"/>	<input type="checkbox"/>
4 She was wearing golden clothes at the Fringe Festival.	<input type="checkbox"/>	<input type="checkbox"/>
5 Some people touched her to see if she was a real person.	<input type="checkbox"/>	<input type="checkbox"/>
6 She started dancing at 1.30 pm.	<input type="checkbox"/>	<input type="checkbox"/>



Writing: What women wear

Schreiben Ich kann mir Notizen zu traditioneller schottischer Kleidung machen.

A Look at the picture of a traditional Scottish outfit for women and read the short text.

- 1 While the traditional Scottish outfit for men is the tartan kilt, women's traditional clothing usually includes a tartan skirt. The tartan pattern often matches the men's tartan. The top is a simple white blouse, which is similar to the men's white shirt. Men can wear a jacket to stay warm, while women
- 5 can drape a shawl over their shoulders. The sporran is an accessory for men only. Women can wear traditional brooches or pins on the blouse or the shawl. As you can see in the picture, women can also wear a tam, a traditional cap made of wool.



B Compare the women's clothes with the men's clothes and fill in the table.

men	women	both
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

C What are the differences and similarities between Scottish men's and women's traditional clothing? Complete the sentences.

A difference is that _____

A similarity is that _____



New World 3

Language Trainer E

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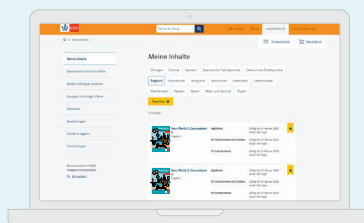
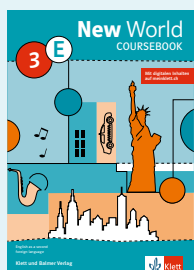
Das neue *New World* – Gutes wird noch besser

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.



Language Trainer – das Heft zum Üben

Hier üben und repetieren die Schülerinnen und Schüler die Lernziele der Kompetenzbereiche sowie die Grammatik und den Wortschatz. Die Inhalte des Lehrwerksteils Booster des bisherigen *New World* sind in den Language Trainer integriert. Leistungsstärkere Lernende bearbeiten selbstständig die Individual Projects. Ebenfalls in diesem Heft finden sich die formativen Lernkontrollen.

Der Vorabdruck des Language Trainers E enthält die komplette Unit 5: «Scotland – A country of myths and traditions».

Erscheinungstermin

Das Student's Pack des neuen *New World 3* erscheint im Januar 2025.

