



Hinweise: Hörverstehensaufgaben sind nicht zu bearbeiten.

Übungen zum Conditional II findet ihr auf www.schlaukopf.de und www.englisch-hilfen.de

Ziel:	<p>Ich lerne Schottland kennen und kann darüber sprechen.</p> <p>Ich befasse mich mit Arbeitslosigkeit und der Suche nach einer neuen Existenz.</p> <p>Ich kann passende Übernachtungsmöglichkeiten finden und buchen.</p> <p>Ich kann Personen und Dinge genauer beschreiben und paraphrasieren.</p> <p>Ich kann in Gruppenarbeit (<i>jigsaw</i>) Informationen über Schottland sammeln, austauschen und präsentieren.</p>
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Lernschritt 1: Bonnie Scotland

Lernziel	<p>Ich lerne Schottland anhand von Fotos und einer Karte kennen.</p> <p>Ich kann Sachtexten gezielt Detailinformationen zu Geografie, Geschichte, sowie sprachlichen, kulturellen und sprachlichen Besonderheiten Schottlands entnehmen und mich darüber austauschen.</p>
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Vokabeln: Pb p. 201 (castle - symbol) => abschreiben und lernen!!!

1.1	<p>Find out about Scotland reading</p> <p>Scottish flag (Folie)</p> <p>L: This is the flag of a part of the United Kingdom. The UK has four parts: England, Wales, Scotland and Northern Ireland. What do you think: Which flag is it?</p> <p>SuS: ...</p> <p>L: In our new unit, we're going to find out more about Scotland. What do you already know about it?</p> <p>SuS: ... (→ großes Plakat!)</p> <p>L: Let's find out more about Scotland.</p> <p>Pb p. 71, ex. 1 + TF 5 (pp. 146 – 147) + KV 32</p>	
1.2	<p>Facts about Scotland reading / writing</p> <p>www.cornlesen.de/lighthouse (webcode: LH-3-71) (IT room)</p> <p>→ make a page about Scotland for your DOSSIER (Portfoliofolder)</p>	
1.3	<p>Things to see in Scotland / What do you know about Scotland? words / writing</p> <p>Wb p. 49, ex. 1 + 2</p> <p>=> <i>Check yourself (Englischordner)!</i></p>	
1.4	<p>New words words</p> <p>=> <i>Check yourself (Englischordner)!</i></p>	
1.5	<p>Vocabulary words</p> <p>Überprüfe die gelernten Vokabeln mit einem Übungsvokabeltest.</p> <p>=> <i>Check yourself (Englischordner)!</i></p>	



Lernschritt 2 (Theme 1): Time for a change

Lernziel

Ich lerne die Familie MacDonald kennen.

Ich kann einem Dialog und einem Zeitungsartikel Detailinformationen entnehmen.

Vokabeln: Pb pp. 201-202 (change – store + blue box) => abschreiben und lernen!!!

2.1	News for the MacDonalds L: I have some good news today: You don't have a test. But I also have some bad news: You're going to have a test next week. What is good news and bad news for you? Work with a partner. (Tafel: It's good/bad news for me when...) SuS: ... L: Now let's meet the MacDonald family. They got some news too. Let's see if it's good news or bad news. Pb p. 72, ex. 1	speaking / listening	
2.2	Bad news for Inverness Pb p. 72, ex. 2	reading	
2.3	A shop closes Wb p. 50, ex. 3 => <i>Check yourself (Englischordner)!</i>	words	
2.4	Hard times L: What do you know about the MacDonalds? What's their problem? Talk to a partner. SuS: ... L: What can they do now? (SuS: ...) Maybe they could <u>start their own business</u> . Mr MacDonald could open a new <u>store</u> for camping equipment. Or they could start their own restaurant. But they don't know <u>how to run</u> a restaurant. They don't know how to cook <u>meals</u> for so many people. But what can they do? Write down ideas for the MacDonalds. → Pb p. 73, ex. 3a + b	speaking / reading	
2.5	Reflexive pronouns Pb p. 73, ex. 3c → Tafel	grammar <i>(read LF 16, Pb pp. 184-185)</i>	
2.5	★ ★ Reflexive pronouns Pb p. 123, more practice 1 Pb p. 123, more challenge 2	grammar	
2.6	New words (2 ABs) => <i>Check yourself (Englischordner)!</i>	words	
2.7	Pracitising new words Wb pp. 50 + 51, ex. 4 + 5 => <i>Check yourself (Englischordner)!</i>	words	
2.8	Vocabulary Überprüfe die gelernten Vokabeln mit einem Übungsvokabeltest. => <i>Check yourself (Englischordner)!</i>	words	



Lernschritt 3 (Theme 2): the B&B is open for business

Lernziel

Ich kann der Webseite des B&B Detailinformationen entnehmen.

Ich kann eine Buchungsanfrage anhand eines Dialogs vervollständigen und selbst ein Telefongespräch zur Reservierungsbestätigung führen.

Ich erfahre mehr über kulturelle und gesellschaftliche Aspekte Schottlands.

VOKABELN: Pb pp. 202 - 203 (guest – dish) => abschreiben und lernen!!!

3.1	<p>The new website</p> <p>L: The MacDonalds want to open their own B/B. Of course they want to advertise it, so that people can find out about it. How can they advertise? SuS: ... L: They decided to make their own website. If you want to be a <u>guest</u>, you have to make a <u>reservation</u>. Sometimes you can't just send an e-mail, but you also have to phone to <u>confirm</u> your reservation, so that they know you really want to come. In a B&B, you get a room <u>including</u> breakfast, so you get food in the morning. Let's find out more. Pb p. 74, ex. 1 → KV 33</p>	speaking	
3.2	<p>A Highland B&B</p> <p>Wb p. 51, ex. 6 => <i>Check yourself (Englischordner)!</i></p>	mediation	
3.3	<p>Our first guests</p> <p>L: The MacDonalds got an email from a family who wanted to book one of their rooms. Who were they? What can you say about their reservation? Talk to a partner. SuS: ... L: When you make an e-mail reservation, you have to do something. Let's have a look Pb p. 75, ex. 1</p>	reading / viewing	
3.4	<p>Role-Play: Phoning Lochside B & B</p> <p>Pb p. 75, ex. 3 + KV 34</p>	speaking	
3.5	<p>Welcome to Scotland</p> <p>Pb p. 75, ex. 4</p>	writing / speaking / viewing	
3.6	<p>New words / Word ledder</p> <p>=> <i>Check yourself (Englischordner)!</i></p>	words	
3.7	<p>Making a reservation / phone messages</p> <p>Wb p. 52, ex. 7 + 8 => <i>Check yourself (Englischordner)!</i></p>	listening	
3.8	<p>Vocabulary</p> <p>Überprüfe die gelernten Vokabeln mit einem Übungsvokabeltest. => <i>Check yourself (Englischordner)!</i></p>	words	



Lernschritt 4: Focus on language

Lernziel

Ich kann unbekannte Begriffe mithilfe der Relativpronomen *who* und *that* umschreiben.
Ich kann vorgegebenen Umschreibungen auch die gesuchten Begriffe zuordnen.

VOKABELN: Pb p. 203 (serve – charge + Wordbank 4 (Pb p. 135)) => abschreiben und lernen!!!

4.1	<p>Tourist questions</p> <p>L: What is the thing that you sit on in the classroom? What do you call the man or woman in the classroom who helps the students? I'm looking for something green that you can write on.</p> <p>L: This quiz was easy for you. But when you are in Britain and you don't know the words for different things, it isn't always easy. So let's find out what you can do if you don't know a word.</p> <p>Pb p. 76, ex. 1</p>	speaking	
4.2	<p>Relative clauses with <i>who</i> / <i>that</i></p> <p>Folie / Folie 17</p> <p>Pb p. 77, ex. 2</p> <p>➔ read Pb p. 183, Language File 14</p>	grammar	
4.3	<p>More questions</p> <p>Pb p. 77, ex. 3</p> <p>Pb p. 124, ex. 3</p>	grammar	
4.4	<p>What is it?</p> <p>Pb p. 77, ex. 4a - c</p> <p>Pb p. 77, ex. 4d</p> <p>Pb p. 122, more help</p> <p>Pb p. 124, more challenge 3</p>	grammar	
4.5	<p>Quiz / A summer job</p> <p>Wb pp. 53, ex. 9 + 10</p> <p>=> <i>Check yourself (Englischordner)!</i></p>	grammar	
4.6	<p>New words (2 ABs)</p> <p>=> <i>Check yourself (Englischordner)!</i></p>	words	
4.7	<p>How do you say it?</p> <p>L: There's a French girl at the MacDonalds' B&B. She forgot some things at home. Let's find out what she needs.</p> <p>Pb p. 78, ex. 1a</p> <p>Pb p. 78, ex. 1b</p> <p>Pb p. 78, ex. 1c</p>	speaking	
4.8	<p>Things in the house</p> <p>Wb p. 54, ex. 11</p> <p>=> <i>Check yourself (Englischordner)!</i></p>	words	
4.9	<p>Vocabulary</p> <p>Überprüfe die gelernten Vokabeln mit einem Übungsvokabeltest.</p> <p>=> <i>Check yourself (Englischordner)!</i></p>	words	








Lernschritt 5: STORY: There's no such thing as ghosts!

Lernziel

Ich kann Details zu verschiedenen Teilen einer Geschichte sammeln und diese in die richtige Reihenfolge bringen.

VOKABELN: Pb pp. 203 - 204 (order - accent) => abschreiben und lernen!!!

5.1	<p>There's no such thing as ghosts! speaking / listening / reading</p> <p>L: (use flashcards (ODER Lückentext)) Let me tell you a little story of a <u>ghost</u>. Many years ago I stayed at a big old <u>building</u> in Scotland. It belonged to an old man and it wasn't a house – it was a castle. And I'm sure it was <u>haunted</u> (there were ghosts in the castle). One night I woke up at 12 o'clock – at <u>midnight</u>. I woke up because there were noises from one of the towers. So I went to the tower and climbed up the <u>stairs</u>. At the top of the tower there was a round room with a light that <u>shone</u> very bright. But there was nobody in the room – it was <u>empty</u>! Suddenly there was a noise behind me. I <u>turned</u> and saw – a ghost! I was very scared. When I told the old man about the ghost the next day, he just said, 'No, you're wrong. <u>There's no such thing as ghosts.</u>'</p> <p>L: What do you think? Are there such things as ghosts? (SuS: ...) Let's find out what happened to the Grants in Scotland. Pb pp. 79-81, ex. 1 + 2 + KV 35 + 36A + 36B Pb p. 81, ex. 3</p>	
5.2	<p>A blog for your friends at home in Canada writing</p> <p><i>for fast learners:</i> Pb p. 125, more challenge 4</p>	
5.3	<p>Mr Chung's advice for Ben / Ben's friend ... words / writing</p> <p>Wb pp. 55 + 56, ex. 12 - 14 => <i>Check yourself (Englischordner)</i></p>	
5.4	<p>New words (4 ABs) words</p> <p>=> <i>Check yourself (Englischordner)</i></p>	
5.5	<p>Vocabulary words</p> <p>Überprüfe die gelernten Vokabeln mit einem Übungsvokabeltest. => <i>Check yourself (Englischordner)!</i></p>	













Lernschritt 6: Skills Training

Lernziel







- Ich übe das Schreiben einer Geschichte in vier Schritten.
- Ich übe unterschiedliche Techniken und Aufgabenformate rund um das Hörverstehen.
- Ich übe die Lesetechnik skimming und kann anschließend meine Vorgehensweise reflektieren.
- Ich kann Unterschiede zwischen englischer und schottischer Kultur entdecken und einem Film Detailinformationen entnehmen.
- Ich kann ein eigenes Video-Tagebuch vorbereiten.

VOKABELN: Pb pp. 204 – 205 (imagine sth. - towel) => abschreiben und lernen!!!

6.1	<p>Writing a story listening / speaking</p> <p><i>L: Think of the story of the Grants when they were on holiday near Loch Ness. What do you know about the loch? What was it like for the Grants at Urquhart Castle? Let's find out about three teenagers who went camping at Loch Ness. Imagine you were there with them.</i></p> <p>Pb p. 82, step 1 Pb p. 82, step 2a Pb p. 82, step 2b</p> <p style="text-align: right;"><i>(read SF 9, Pb p. 163-164)</i></p>	
6.2	<p>A good start for the story speaking / writing / reading</p> <p>Pb p. 82, step 2a Pb p. 82, step 2b Pb p. 126, more help Pb p. 126, more challenge 5 Pb p. 82, step 2c Pb p. 82, step 3 Pb p. 126, more help Pb p. 82, step 4a → DOSSIER (Portfoliofolder) Pb p. 126, more help Pb p. 82, step 4b</p> <p style="text-align: right;"><i>(read SF 9, Pb p. 163-164)</i></p>	    
6.3	<p>Making your story better writing</p> <p>Wb p. 57, ex. 15 => <i>Check yourself (Englischordner)!</i></p>	
6.4	<p>Who is Amy Macdonald? listening</p> <p>Pb p. 83, ex. 1a + b Pb p. 83, ex. 2</p> <p style="text-align: right;"><i>(read SF 6, Pb p. 160)</i></p>	
6.5	<p>More about Amy's music writing / listening</p> <p>Pb p. 83, ex. 3a + b Pb p. 83, ex. 3c</p>	
6.6	<p>Loch Ness brochures mediating / reading</p> <p>Pb p. 84, ex. 1a + c</p>	



Unit 4

6.7	The Loch Ness Monster Pb p. 148 + KV 48	reading	
6.8	New words (2 ABs) => <i>Check yourself (Englischordner)</i>	words	
6.9	The Wild Highlands Wb p. 58, ex. 16 => <i>Check yourself (Englischordner)</i>	reading	
6.10	Tally's video diary Pb p. 85, ex. 1 + 2 (evtl. ex. 3)	speaking / viewing	
6.11	Vocabulary Überprüfe die gelernten Vokabeln mit einem Übungsvokabeltest. => <i>Check yourself (Englischordner)!</i>	words	
6.12	For fast learners Wb pp. 61 - 63 => <i>Check yourself (Englischordner)!</i>	words / writing / ...	



„Ich-kann-Sätze“

Hier stehen die Lernschwerpunkte für „Bonnie Scotland“. Schätze dich kurz darin ein!

Das kann ich noch nicht. Ich brauche Hilfe! 😞

Das muss ich noch üben! 😐

Das kann ich gut! 😊

1. Ich kann eine Person oder Sache mit <i>who / that</i> umschreiben. (LS 4) <i>Übungsaufgaben:</i> Pb p. 86 ex. 2; KV 38; DFF 4.1	😊	😐	😞
2. Ich kann Reflexivpronomen (<i>myself, yourself, ...</i>) mit passenden Verben verwenden. (LS 2) <i>Übungsaufgaben:</i> Pb p. 87, ex. 3; DFF 4.2	😊	😐	😞
3. Ich kann einer Webseite gezielt Informationen entnehmen. (LS 3) <i>Übungsaufgaben:</i> Pb p. 87, ex. 4; DFF 4.3	😊	😐	😞
4. Ich kann eine Unterkunft buchen. (LS 3) <i>Übungsaufgaben:</i> Pb p. 87, ex. 4; DFF 4.4	😊	😐	😞
5. Ich kann ein Telefongespräch verstehen und gezielt Informationen notieren. (LS 3) <i>Übungsaufgaben:</i> Pb p. 87, ex. 4; DFF 4.5	😊	😐	😞
6. Ich kann einer Broschüre Informationen entnehmen. (LS 6) <i>Übungsaufgaben:</i> Pb p. 88-89, ex. 5 + 7; DFF 4.6	😊	😐	😞
7. Ich kann eine Geschichte strukturieren, schreiben und bewerten. (LS 6) <i>Übungsaufgaben:</i> Pb p. 89, ex. 6; DFF 4.7	😊	😐	😞
8. Ich kann Fragen zu Schottland beantworten. (LS 1) <i>Übungsaufgaben:</i> DFF 4.8	😊	😐	😞

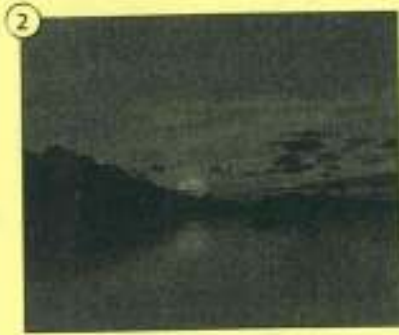
1 Things to see in Scotland

Copy the right titles for the pictures.

Edinburgh Castle • Scottish national dress •
Loch Ness • the symbol of Scotland •
Highland games • the Scottish flag



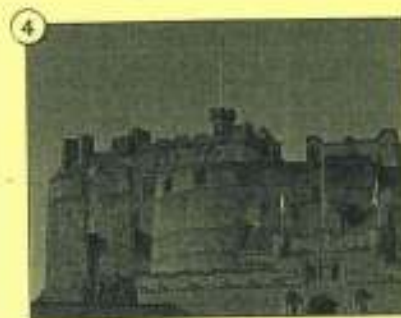
the Scottish flag



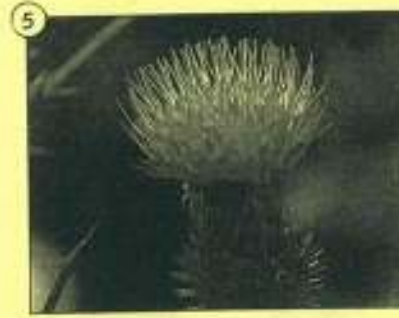
Loch Ness



Scottish national dress



Edinburgh Castle



the symbol of Scotland



Highland games

4901

► SB p. 71

2 What do you know about Scotland?

a) Read the sentences and tick (✓) True or False.

	True	False
1 The capital of Scotland is Inverness.		✓
2 About five million people live in Scotland.	✓	
3 Lakes in Scotland are called 'lochs'.	✓	
4 Shinty is a special Highland dance.		✓
5 Bagpipes are a musical instrument.	✓	
6 Scottish people don't speak English.		✓

Use the TextFile on page 146-147 in your book to help you!

b) Write three more sentences about Scotland. Your partner ticks True or False.

	True	False
1 _____		
2 _____		
3 _____		

► SB p. 71

- a) **111** Work in groups of three students. Read through all the question cards (A–C) and look at the pictures. Note down any answers that you can find together.
- b) Each student in the group takes one question card (A–C). Go to + Text file 5, pp. 146–147. Find the answers to your questions and write them down on your question card.
- c) **111** Make a new group with three students who worked on the same questions (As, Bs and Cs together). Agree on the answers.
- d) **111** Go back to your first group. Tell your group the answers to your questions and complete the other question cards.

A Scottish geography	B Scottish history	C Scottish life
<p>1 What's the capital of Scotland?</p> <p>2 What's the biggest city in Scotland?</p> <p>3 How many people live in Scotland?</p> <p>4 Which Scottish lake has its own monster?</p>	<p>1 Who is Scotland's 'old enemy'?</p> <p>2 Is Scotland part of the United Kingdom or is it an independent country?</p> <p>3 What are the colours of the Scottish flag?</p> <p>4 What's the symbol of Scotland?</p>	<p>1 What languages do people speak in Scotland?</p> <p>2 What sports are special to Scotland?</p> <p>3 What's special about the Scots' national dress?</p> <p>4 What's the most famous Scottish instrument?</p>

- e) Now make your own questions about Scotland.

3 A shop closes

~~Cross out~~ the words in red – find words in the box that mean the same, and write them above. You don't need all the words in the box!

are unemployed • car parks • change • customers • employees • independent • manager • outdoor equipment • problem • recently • shop • shopping centres

shop
A ~~place where you buy things~~ in Inverness town centre closed not long ago.

recently
outdoor equipment *manager*
The shop sold camping, climbing and walking things. The boss of the shop and the six other
employees *are unemployed*
people who worked there lost their jobs and now they have no work. Why did it happen?

customers *shopping centres*
One reason is that people who go shopping prefer the big places with lots of shops outside
car parks
the town because the spaces for cars there are free.

5003

▶ 58 p. 72

4 Who thought this?

a) Read the MacDonalds' discussion in your book again. Then write the name of the person who thought this.

1 I've lost my job and now the family has a problem.

Mr MacDonald

2 Dad shouldn't blame himself.

Kara

3 We can do what Mum wants!

Kara

4 I know the answer to our problem!

Mrs MacDonald



Mr MacDonald



Mrs MacDonald



Kara



Jamie

5 We don't have to say 'yes' or 'no' today.

Mr MacDonald

6 I'm not sure about the B&B idea.

Jamie

7 The family should all be in one place when there is a problem.

Kara

8 Dad shouldn't go to Glasgow. It's too far.

Jamie

b) What do you think of Mrs MacDonald's idea?

I think it's a good/bad idea because ...

5004

▶ 58 p. 73

5 A family discussion

Complete the sentences with words from the box.

myself • yourself • himself • herself • yourselves • yourselves • themselves

Mum ___ Dad blames himself for this problem.

Kara ___ That's silly, Dad! My friend's mum taught herself how to make money from a B&B and you can teach yourself too.

Dad ___ But if we open a B&B, we won't have much time for you kids.

Kara ___ Don't worry, we can look after ourselves, can't we Jamie?

Jamie ___ I can help myself to toast in the morning. You won't have to make breakfast for me!

Kara ___ If you start a B&B, I think you and Mum will enjoy yourselves!

Mum ___ And we live in a great place – the people who stay here will enjoy themselves too!

► SB p. 73



5105

6 MEDIATION A Highland B&B

Your mum wants to have a family holiday in Scotland.

Read this advert for a B&B and answer their questions in German.

There are words you don't know in the text. Don't panic!

Bonniebank Bed and Breakfast

We are a friendly, family-run Bed and Breakfast on the banks of Loch Alsh in the beautiful Scottish Highlands.

Accommodation:

We have a twin room and a family room (sleeps 6). Both rooms have TV, radio, wifi internet, plus hairdryer and tea and coffee facilities.

The area is ideal for outdoor activities: walking, mountain climbing, fishing, etc. You can borrow fishing equipment from us.

We are also near Eilean Donan Castle.

Open: April to November

Price: £28 per person per night

Vegetarian options • Dogs welcome



1 Wir sind zu fünft – gibt es ein Zimmer in dieser Größe? Ja

2 Was kostet es? £28 pro Person und Nacht

3 Gibt es DVD-Player auf dem Zimmer? Nein

4 Womit sind die Zimmer ausgestattet?

TV, Radio, Wifi Internet, Fön, Tee und Kaffeesachen

5 Was kann man in der Umgebung unternehmen?

wandern, bergsteigen, angeln, ein Schloss besichtigen

► SB p. 74

2 Find the right words

Setze myself, yourself, himself, herself, itself, ourselves, yourselves oder themselves in die Sätze ein.

- 1 I have to help grandma with this heavy box. She can't take it upstairs _____.
- 2 When mum and dad are at work, we have to make dinner _____.
- 3 Tim should ask _____ why nobody wants to play with him.
- 4 Our neighbours' cat hurt _____ when it jumped from the balcony.
- 5 How do you like my new dress? I made it _____.
- 6 When I'm not at home, my children have to cook for _____.
- 7 Ladies and gentlemen, food and drinks are in the kitchen – please help _____.
- 8 Don't blame _____. It isn't your fault.

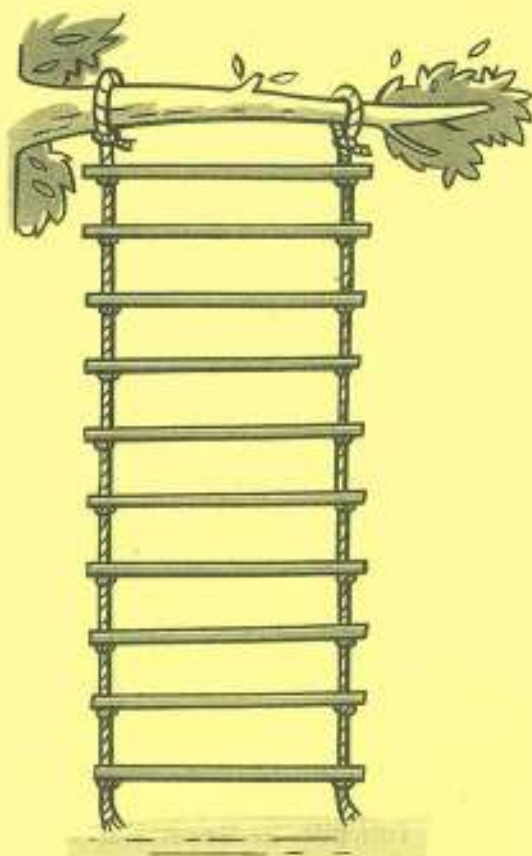
New words ▶ pp. 74–75 | VOCABULARY pp. 202–203

- 1 Tim, bitte **heiß**e unseren **Gast willkommen**. Tim, please _____ our _____.
- 2 In unserer **Gegend** gibt es viele Seen. There are lots of lakes in our _____.
- 3 Getränke, **einschließ**lich Tee und Kaffee, sind kostenlos. All drinks, _____ tea and coffee, are free.
- 4 Kann ich **beide** CDs haben? Can I have _____ CDs?
- 5 Wo kann ich meinen **Mantel trock**nen? Er ist sehr nass. Where can I _____ my _____? It's very wet.
- 6 Der Eintritt kostet 25 Euro **pro** Person. The entry costs 25 euros _____ person.
- 7 Wir haben schon lange keinen **Kontakt** mehr. We haven't had _____ for a long time.
- 8 Ich möchte gerne meine **Reservierung** für den 18. November **bestät**igen. I'd like to _____ my _____ for 18th November.
- 9 Er spricht so schnell, dass ich ihm nicht **folgen** kann. He talks so fast that I can't _____.
- 10 Ich brauche ein **Messer**, um das Fleisch zu schneiden. Wo sind eure **Messer**? I need a _____ to cut the meat. Where are your _____?
- 11 Was ist deine **Lieblingsspeise**? What's your favourite _____?

3 Word ladder

Gehe von oben nach unten und verändere bei jedem Wort nur einen Buchstaben.

- 1 COST How much does the dress ??? ?
- 2 coat It's cold outside; you need a ???.
- 3 boat Can we go on a ??? trip on the River Thames?
- 4 beat I always ??? my father at table tennis.
- 5 meat Vegetarians don't eat ???.
- 6 meal This looks yummy. Enjoy your ???.
- 7 deal I'll take the bike; it's a good ???.
- 8 dear I've lost my school bag. - Oh ???!
- 9 hear Please speak louder - I can't ??? you.



New words ▶ pp. 76-78 | VOCABULARY p. 203

- | | |
|---|--|
| 1 Was wollen wir unseren Gästen morgen servieren? | What do we want to <u>serve</u> our guests tomorrow? |
| 2 Bring das Wasser zum Kochen, bevor du die Nudeln hinein tust. | <u>Boil</u> the water before you put the pasta in. |
| 3 Es spart Zeit, das Wasser im Wasserkocher zu kochen. | Boiling the water in the <u>Kettle</u> saves time. |
| 4 Die Kellner und Kellnerinnen in unserem italienischen Restaurant sind sehr nett. | The <u>waiter</u> and <u>waitress</u> in our Italian restaurant are very nice. |
| 5 Meine Schwester interessiert sich für technische Dinge. Sie will Mechanikerin werden. | My sister is interested in technical things. She wants to become a <u>mechanic</u> . |
| 6 Ich möchte Empfangschef in einem großen Hotel werden. | I want to become a <u>receptionist</u> in a big hotel. |
| 7 Ein Traktor ist ein Fahrzeug, das Bauern brauchen. | A tractor is a <u>vehicle</u> that farmers need. |
| 8 Wo kann ich mein Handy aufladen? | Where can I <u>charge</u> my mobile? |

4 Numbers and letters

Zu jeder Zahl gehört ein Buchstabe. Finde zuerst die Lösungswörter. Vervollständige dann den Lösungssatz.

Hi Julian,

I can't visit you this summer. We've had a few changes up here in the highlands. Three months ago dad lost his job because the last store in our village had to close down because there weren't enough customers. Now both my parents were unemployed. At first we were all shocked, but then mum had an idea, and last week we started our own bed and breakfast. We have to stick together now. Mum runs the place, dad does all the shopping and I help after school. Our first guest was from Germany's capital Berlin. I welcomed her because I can speak a bit of German.

come and stay with us this

summer!

Bye for now

Scott

5 Word friends

Zu jedem eingekreisten Wort passen zwei weitere Wörter. Verbinde sie mit dem eingekreisten Wort.



7 Making a reservation

a) Put the dialogue into the right order. Write the missing numbers.

- 9 Do you need directions, Mrs Craig?
 3 A reservation? Of course. Which room do you want?
 11 That's great, Mrs Craig. See you in May, then. Bye.
 1 Hello, this is Bonniebank Bed and Breakfast.
 4 The twin room, please.
 7 Yes, the room is free then. What's your name please?
 8 It's Mrs Craig. C-R-A-I-G.
 5 The twin room, OK ... And for what dates?
 10 No, we'll be OK, thanks. We have a GPS.
 12 Thank you. Goodbye.
 6 Friday the 5th of May, for three nights.
 2 Hello. I'd like to make a reservation, please.



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b) Now listen and check your answer.

13

8 Phone messages

a) Four guests phone Bonniebank B&B. Listen to the phone calls and write the information.

1 Telephone reservations

Room	<i>family</i>
Date of arrival	<i>11 June</i>
How many nights	<i>5</i>
Guest's name	<i>Mr Carr</i>

2 Telephone reservations

Room	<i>twin</i>
Date of arrival	<i>17 August</i>
How many nights	<i>7</i>
Guest's name	<i>Mrs First</i>

3 Telephone reservations

Room	<i>family</i>
Date of arrival	<i>21 July</i>
How many nights	<i>4</i>
Guest's name	<i>Ms Pirie</i>

4 Telephone reservations

Room	<i>twin</i>
Date of arrival	<i>TOMORROW</i>
How many nights	<i>1</i>
Guest's name	<i>Mr Kahn</i>

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b) Practise a dialogue with your partner.
Phone to book a room for your family.The dialogue in ex. 7
can help you.

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9 Quiz

a) Complete questions 1-9 with who/that and then write the answers.

- 1 What's the thing that you use to dry your hair? H A I R D R Y E R
- 2 What do you call the man who brings food in the restaurant? W A I T E R
- 3 What's the thing that can give you directions? G P S
- 4 What do you call someone who can help if your car has a problem? M E C H A N I C
- 5 What's the thing that you use to boil water? K E T T L E
- 6 What's the fruit that is long and yellow? B A N A N A
- 7 Who's the person who works at the desk in a hotel?
R E C E P T I O N I S T
- 8 What do you call the thing that you can win in the Olympics? M E D A L
- 9 What do you call someone who stays at a B&B? G U E S T
- 10 What's the area in Scotland that has beautiful mountains? The H I G H L A N D S

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b) Write the yellow letters from 1-9. They give you the answer to question 10.

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10 A summer job

Aarika is 17. She wants to work in a shop in Britain in the summer and asks her English teacher to tell her some important words. Read her teacher's answers. Write Aarika's questions.

What do you call	a big shop people the person someone the money people	who that	buy things from a shop? work in a business? a business makes? sells things? has lots of different departments? runs a business?
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1 What do you call the person who runs a business?

The manager.

2 What do you call people who work in a business?

Employees.

3 What do you call the money that a business makes?

The profit.

4 What do you call someone who sells things?

A salesperson.

5 What do you call a big shop that has lots of different departments?

A department store.

6 What do you call people who buy things from a shop?

Customers.

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