

UNTERRICHT

PL 15' Die Leitfrage verstehen, Vermutungen anstellen

GA 45' Das *mystery* bearbeiten und Lösungen festhalten

PL 30' Lösungen präsentieren

EA 45' Den Transfer auf die eigene Lebenswelt kreativ gestalten

MATERIAL

Alle Arbeitsblätter zum Artikel im Materialheft (6.1 – 6.12)

▪ What would the world be like without the Scots? (6.1)

Folie zum Festhalten der Ergebnisse

▪ Role cards for group work (6.3)

Briefumschläge mit

▪ Work plan (6.2)

▪ Mystery cards (6.4.1 + 6.4.3)

▪ Map of Scottish inventions (6.5, S. 27)

▪ (optional) Info texts (6.6.1– 6.6.6)

Flipchartpapier

KOMPETENZEN

Sprechen: Sich über Vermutungen austauschen

Landeskundliches Wissen: Erfindungen aus Schottland; Geografie, Traditionen und Alltagskultur

Lesen: Selektives Lesen, Sinnzusammenhänge erstellen

Sprechen: Argumente austauschen, ein Plakat präsentieren

Methodenkompetenz: Selbstreflexion über Wissensstrukturierung

Schreiben: Einen kreativen Text verfassen

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Famous Scottish inventions?

Ein *mystery* zu Schottlands Erfindungen und Traditionen lösen

Die schottischen Highlands und Nessie sind fast jedem ein Begriff, doch wie viele berühmte schottische Erfinder fallen uns auf Anhieb ein? Dabei haben wir den Schotten so einige bemerkenswerte und spannende Erfindungen zu verdanken. James Watt z. B. war Schotte und hat die Kolben-Dampfmaschine erfunden. Auch der Golfschläger ist eine schottische

Erfindung. Sogar die typische Orangenmarmelade soll erstmals in Schottland gekocht worden sein.

Um Schülern einen ersten, motivierenden Überblick über Schottland zu verleihen, nutzt das folgende Beispiel die schottischen Erfindungen, um eine kreative Möglichkeit zur Vermittlung landeskundlichen Wissens vorzustellen.

Die *mystery*-Methode lädt Schüler dazu ein, durch die Beschäftigung mit einer zunächst rätselhaften „Leitfrage“ (*mystery* = Rätsel) einen Sachverhalt in der Fremdsprache intensiver zu erforschen. Dabei soll eine Fülle von Detailinformationen wie bei einem Puzzle zusammengesetzt und in einen logischen Zusammenhang gebracht werden, der am Ende die Beantwortung der Leitfrage möglich macht.

Die Leitfrage verstehen, Vermutungen anstellen

Mit dem Arbeitsblatt **What would the world be like without the Scots? (6.1)** wird der situative Rahmen für die Arbeit am *mystery*

Illustration: Hendrik Kranenberg



gesetzt: Die Schüler stellen sich vor, sie wachen eines Morgens auf, aber gebräuchliche Alltagsgegenstände, technische Errungenschaften, wie z. B. Telefon und Fernseher, bestimmte Musikinstrumente und auch Sportarten existierten nicht – weil die Schotten sie noch nicht erfunden hätten!

Diese Einführung in das Thema baut einen Spannungsbogen auf und macht neugierig. Die Schüler, die sich ein Leben ohne die genannten Gerätschaften, Sportarten oder Alltagsgegenstände sicherlich schwer vorstellen können, sind motiviert, sich dem Themenfeld gegenüber zu öffnen und eine Beantwortung der Leitfrage zu erarbeiten: *What would the world be like without the Scots?*

Zunächst stellen die Schüler in Partnerarbeit Vermutungen an, wer die im Text genannten Dinge erfunden haben könnte und ob es sich dabei um schottische Erfindungen handeln kann. Anschließend werden die Thesen im Plenum gesammelt und auf Folie festgehalten.

Das mystery bearbeiten und Lösungen festhalten

Die Erarbeitung des Themas erfolgt in Gruppenarbeit. Damit alle Schüler im ausreichenden Maße an der Erarbeitung beteiligt sind, arbeiten nicht mehr als fünf Schüler in einer Gruppe zusammen. Dabei kann die Organisation in den einzelnen Gruppen zusätzlich durch Rollenkarten unterstützt werden, um Verantwortlichkeiten zu verteilen und alle Schüler einzubinden (**Role cards for group work 6.3**). Mithilfe der Rollenkarten (evtl. sogar verschiedenfarbig markiert) können z. B. per Losverfahren schnell Gruppen eingeteilt werden.

Für die Gruppenarbeit erhält jede Gruppe einen vorbereiteten Briefumschlag, der das Aufgabenblatt **Work plan (6.2)** die ausgeschnittenen **Mystery cards (6.4.1 + 6.4.2)**, die Schottlandkarte mit den Bildkarten der Erfindungen **Map of Scottish inventions (6.5)** sowie gegebenenfalls die **Info texts (6.6.1 – 6.6.6)** enthalten sind. Die Inhalte auf den *mystery cards* sind ungeordnet und unterschiedlich wichtig für die Lösung der

aufgeworfenen Frage. Sie beinhalten auch Sachverhalte, die nicht direkt zur Lösung der Leitfrage beitragen, sondern eher als Hintergrundinformationen dienen, z. B. *weather, food, whisky*.

DIFFERENZIERUNG

Eine Möglichkeit zur Differenzierung bietet sich bei der Anzahl der **mystery cards (6.4.1 + 6.4.2)**: Leistungsstärkere Schüler erhalten alle 33 Kärtchen, während leistungsschwächere Lerner lediglich eine Auswahl von z. B. nur 22 Kärtchen erhalten, um diese Schüler nicht unnötig zu irritieren (weggelassen werden können die Kärtchen 2 – 6, 8, 10, 15, 21, 26, 33). Dennoch stellt der Umgang mit Unsicherheiten und ambivalenten Sachverhalten ein eigenes Lernziel dar.

Auch die **Info texts (6.6.1 – 6.6.6)** können bei leistungsschwächeren Schülern weg-

gelassen werden, um ihnen Arbeitszeit zu ersparen.

Ausgehend von dem Arbeitsauftrag, herauszufinden, welche der auf den Karten genannten Erfindungen tatsächlich von Schotten stammen, sichten die Schüler die vorliegenden Materialien, werten diese aus und diskutieren zunächst die Inhalte. Dann erfolgt eine Gruppierung der Kärtchen nach den unterschiedlichen Erfindungen, wobei die Schüler die Erfindungen rot, den Zeitpunkt oder Zeitraum der Erfindung blau und den Ort oder das Land, wo diese erfunden wurden, grün markieren. Die Ordnung der Karten und ihre Gruppierung nach Inhalten führen schnell dazu, dass unterschiedliche Erfindungen als nicht-schottisch erkannt werden (*bagpipes, football, kilt, tea*). Hilfreich ist auch die genaue Betrachtung der

ZUM UNTERRICHT

Die mystery-Methode

Das englische Wort *mystery* hat eine Reihe von Bedeutungen (Rätsel, Geheimnis, Krimi), die alle für das Verständnis dieser Unterrichtsmethode relevant sind. *Mysteries* stellen eine Möglichkeit dar, Prozesse des vernetzten Denkens, der Analyse von gegebenen fremdsprachigen Materialien und der Wissenskonstruktion zu erlernen und zu üben. Sie folgen dabei der Tradition des problemorientierten Unterrichts. Die *mystery*-Methode bietet die Chance:

- Schüler zu einem fremdsprachlichen Dialog anzuregen,
- sie in Gruppen an einer Problemlösung arbeiten und
- ihre Entscheidungen in der Fremdsprache argumentativ begründen zu lassen.
- Schüler zur Selbstreflexion zu befähigen und
- zu selbstständig entdeckendem Lernen anzuleiten.
- Schülern fachliche Inhalte weiterzugeben,
- sie handlungsorientierte Lösungsstrategien in Konfliktsituationen erarbeiten und
- ein interkulturelles Verständnis entwickeln zu lassen.

Mysteries stellen eine vergleichbar junge Errungenschaft für eine zukunftsorientierte Bildung dar. In den deutschen Fachwissenschaften wurden *mysteries* bisher vorwiegend in der Geografiedidaktik reflektiert.

3
Television, telephone and fridges... People say that 'couch potatoes' were invented, too. Because of inventions like this, people needn't move much anymore. They can sit on their couch the whole day.

7
Highland Games, which take place from Cowal to Tomintoul and at all places in between, are a mixture of sports, culture and social life.

10
Nessie is usually described as looking like a dinosaur ('plesiosaur'). She lives in Loch Ness, a mysterious lake. Loch Ness is close to the city Inverness.

Map of Scottish inventions (6.5), in der alle relevanten Orte eingetragen sind. Durch die Diskussion der unterschiedlichen Erfindungen werden schließlich die Karten aussortiert, die inhaltlich keinen Bezug zu einem bestimmten Ort in Schottland haben und in einem anderen Land erfunden oder entwickelt wurden.

Die Schüler schneiden zunächst die Bildkarten für die schottischen Erfindungen aus und fixieren sie auf ihrer Karte an den entsprechenden Orten. Die Karte kleben sie dann auf das Flipchartpapier und ordnen die relevanten **mystery cards** darum herum an, wobei auch Markierungen oder Linien zur Übersichtlichkeit und Zuordnung eingesetzt werden können.

DIFFERENZIERUNG

Gruppen, die schnell eine Lösung erarbeitet haben, können die in der Einführungsphase formulierten Vermutungen reflektieren: Welche Vermutungen waren richtig, welche falsch? Was war überraschend?

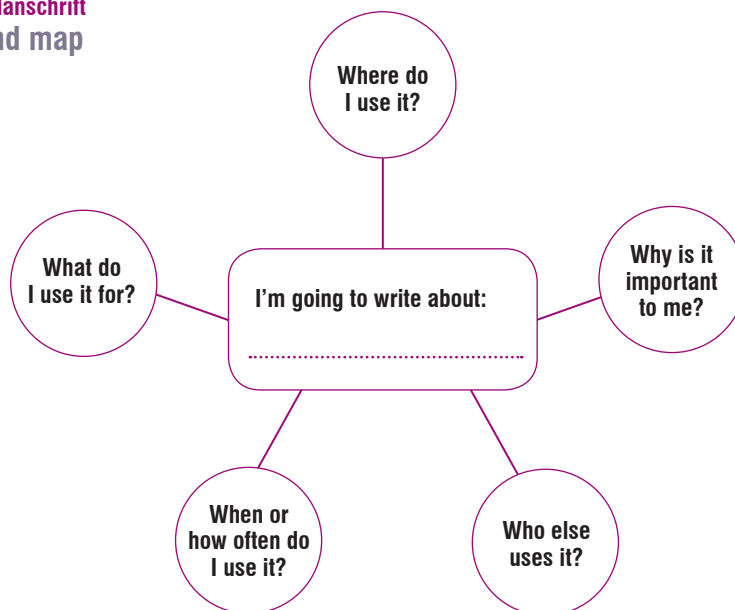
Dazu können Redemittel an der Tafel gesammelt werden, wie z. B.:

- *I was right: ... is an invention from Scotland. ...*
- *I think it is surprising that ...*
- *I thought that ... but actually it was invented in ...*

Lösungen präsentieren

Zur Ergebnissicherung finden sich jeweils zwei Gruppen zusammen, die sich gegenseitig ihre *Map of Scottish inventions* mit den ergänzten Fakten in Plakatform vorstellen und sich auch über ihre Lösungsstrategien austauschen. Jede Gruppe hat wahrscheinlich unterschiedliche Lösungsstrategien angewendet, die auch reflektiert werden können, was eine anschließende Diskussion belebt. Innerhalb der Gruppe sollten alle Schüler vorbereitet sein, ihre Ergebnisse zu präsentieren und zu diskutieren. Bei wenig kommunikativen Gruppen können die Schüler auch für jeweils zwei Erfindungen als Spezialisten ausgewählt werden.

Tafelanschrift Mind map



Den Transfer auf die Lebenswelt der Schüler kreativ gestalten

Abschließend wird die Ausgangsfrage nach einer Welt ohne die Schotten nochmals in den Fokus gerückt. Als Hausaufgabe oder in einer Folgestunde schreiben die Schüler einen kreativen Text zur Eingangsfrage *What would the world be like without the Scots?*, wobei möglichst viele der besprochenen Erfindungen einbezogen werden sollen.

DIFFERENZIERUNG

Für lernschwächere Schüler können zur Erleichterung auch konkrete Überschriften oder Textanfänge angeboten werden, um den kreativen Schreibprozess anzustoßen. Zum Sammeln erster Ideen ist eine Mindmap (s. **Tafelanschrift**) ein hilfreiches Instrument:

Choose one of the titles. (Or you can think up your own.) First make a mind map with ideas. Think about the wh-questions. Then write about 150 words.

My day(s) without a TV

- *When my family's television went to the repair shop a few days ago, my parents, sister, and I thought we would have a*

terrible week. How would we ever get through the long, quiet evenings? ...

- *I'll tell you about the best/worst day I have ever had. It was a day without ...*

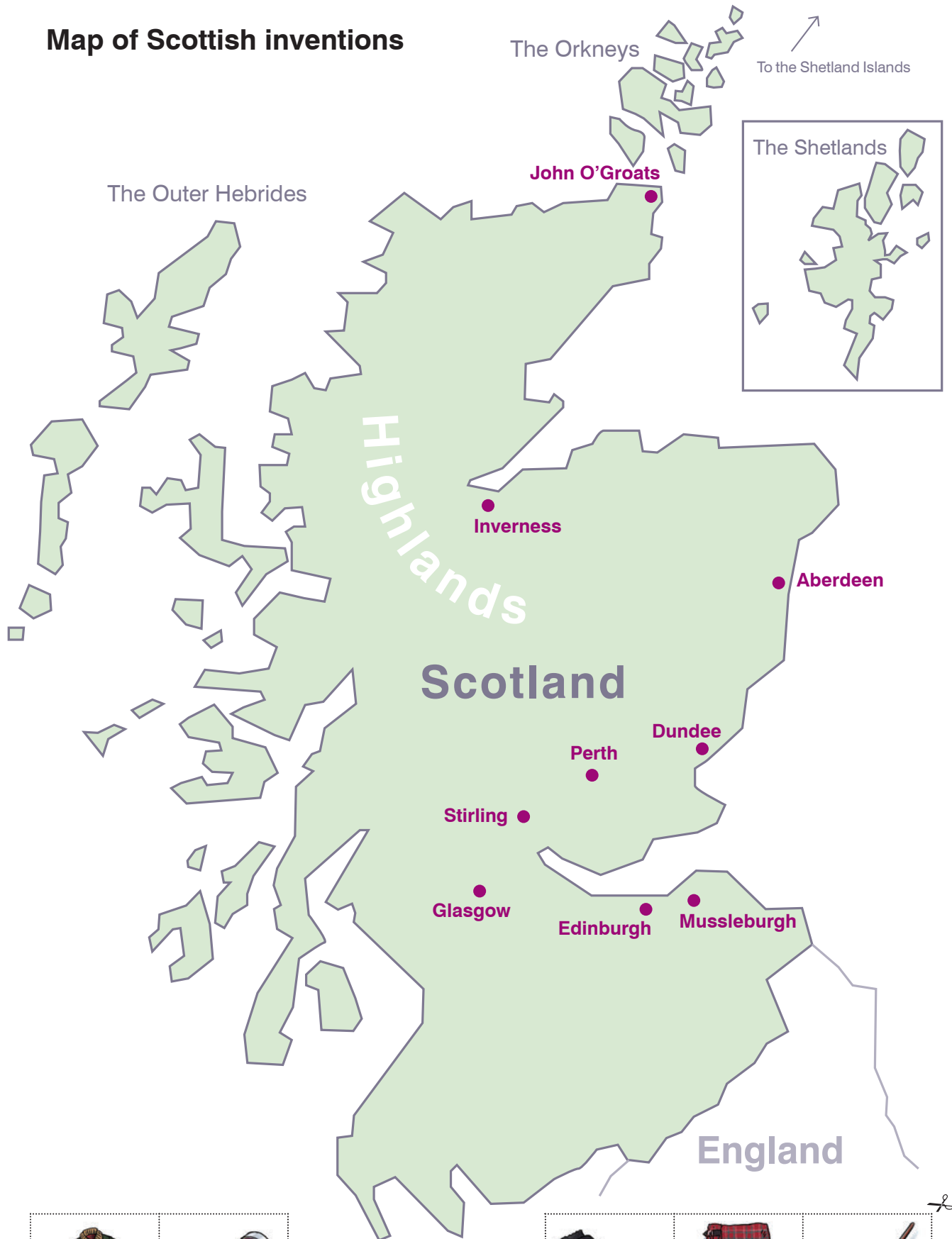
Why I can't live without my phone

- *I suffer from „nophonephobia“. I am terrified of being without my mobile phone. ...*
- *Yesterday I was late for school because my mobile phone didn't wake me up. On my way to school ...*
- *Do you remember your mum's phone number? Do you know where the next pay phone is? If not, listen to my story about my day without my mobile phone: ...*

MÖGLICHE WEITERARBEIT

Ausgehend von den erarbeiteten Themengebieten des *mystery* lassen sich viele weitere Interessen oder Fragen der Schüler verfolgen, die auch Basis für eigene Recherche sein können. Der Einsatz der **Info texts (6.6.1–6.6.6)** bietet sich in den Folgestunden an, um weitere Themenfelder zu erschließen und landeskundliches Wissen zu erwerben. Dies kann beispielsweise in Form von Mini-Präsentationen oder eines Gruppenpuzzles geschehen.

Map of Scottish inventions



name _____

date _____

What would the world be like without the Scots?

Imagine you woke up one morning and you wanted to have a good cup of tea – but it hadn't been brought to Europe yet. You walked over to your television to see what had happened in the world – but televisions didn't exist. You quickly ran to your telephone to call someone, but – oh my – telephones didn't exist, either. You then decided to play some music (what about the bagpipes, for example?) or to do some sports (golf or football?). Well, that wouldn't be possible either as they, too, were invented by the Scots, or weren't they?

Talk to your partner about the inventions in the text. Underline them first. Do you know who invented them? Do you think it was the Scots?

invention	invented by

name _____

date _____

Work plan

Mystery: Scotland – a nation of inventors

Your tasks:

1. **Work in groups of five. Everybody needs to take over one role for the group work.**
2. **In your group, read all the mystery cards. Put the cards into groups according to the invention they are about. Then mark the invention (red), the date (blue) and the place of the invention (green).**

Note: There are some cards which give interesting background information but don't help you to find out more about Scottish inventions! Put these cards to the side.

3. **Use the map of Scotland to decide which inventions really have their origin in Scotland. Cut out the symbols for these inventions and stick them in the right places on the map.**
4. **Optional: You can find out more about some of the places by using the info texts.**
5. **Put the map in the middle of the flip chart paper and stick the relevant groups of information cards around the map.**

You can draw lines to connect the cards to the places on the map. You can add writing or pictures, too.

Material needed:

- 1 set of work sheets with the tasks
- 1 set of role cards
- the map of Scotland with the picture cards of the different inventions
- 1 set of mystery cards
- 1 flip chart paper
- pens, scissors and glue

Role cards for group work

Group leader



- You organize the work in your group.
- You make sure that everyone works on the tasks together.

Useful phrases:

- Our task is to ...
- I suggest that ...
- Let's all ...
- Everybody concentrate, please!
- Do we all agree with this?

Time keeper



- You make sure that the time you've got is used efficiently.
- You remind the group to finish / start phases.

Useful phrases:

- We have ... minutes left.
- Let's go back to our task.
- Let's hurry up!
- Are we done? What is still missing?

Language monitor



- You make sure that only English is used in your group.
- If help is needed, you check the dictionary or on the Internet, etc.

Useful phrases:

- Please stick to English.
- Don't use any German, please.
- Do you need help with this?
- I can check this in the dictionary for you.

Secretary



- You take notes during group work.
- You are responsible for all written results – but you don't have to write them down on your own!

Useful phrases:

- Can you repeat that, please?
- So what shall I write down?
- How can we structure that?
- Please check that that is really what you wanted to say.

Documents manager



- You have an overview of the material needed.
- You pick up everything you need, e.g. worksheets, scissors, glue ...

Useful phrases:

- Do we need any more ...?
- I'm going to get ...
- Have we got everything we need?
- Everybody concentrate, please!
- Have a look at ...

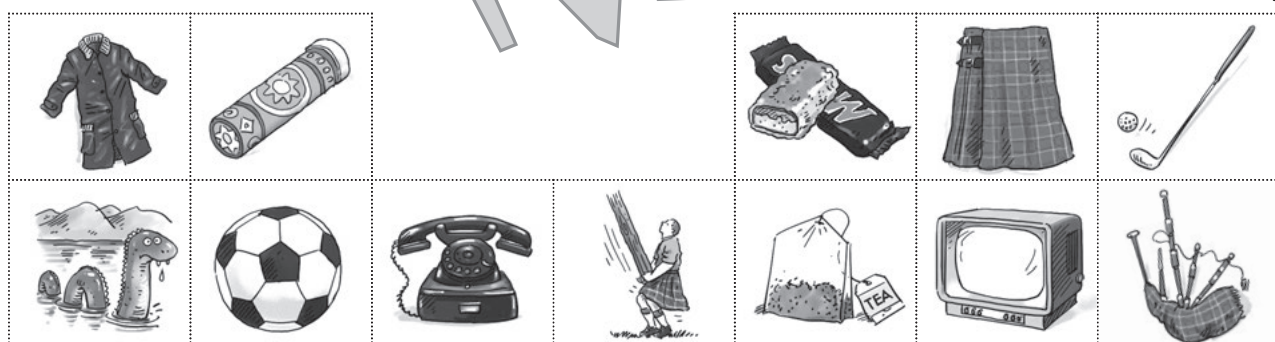
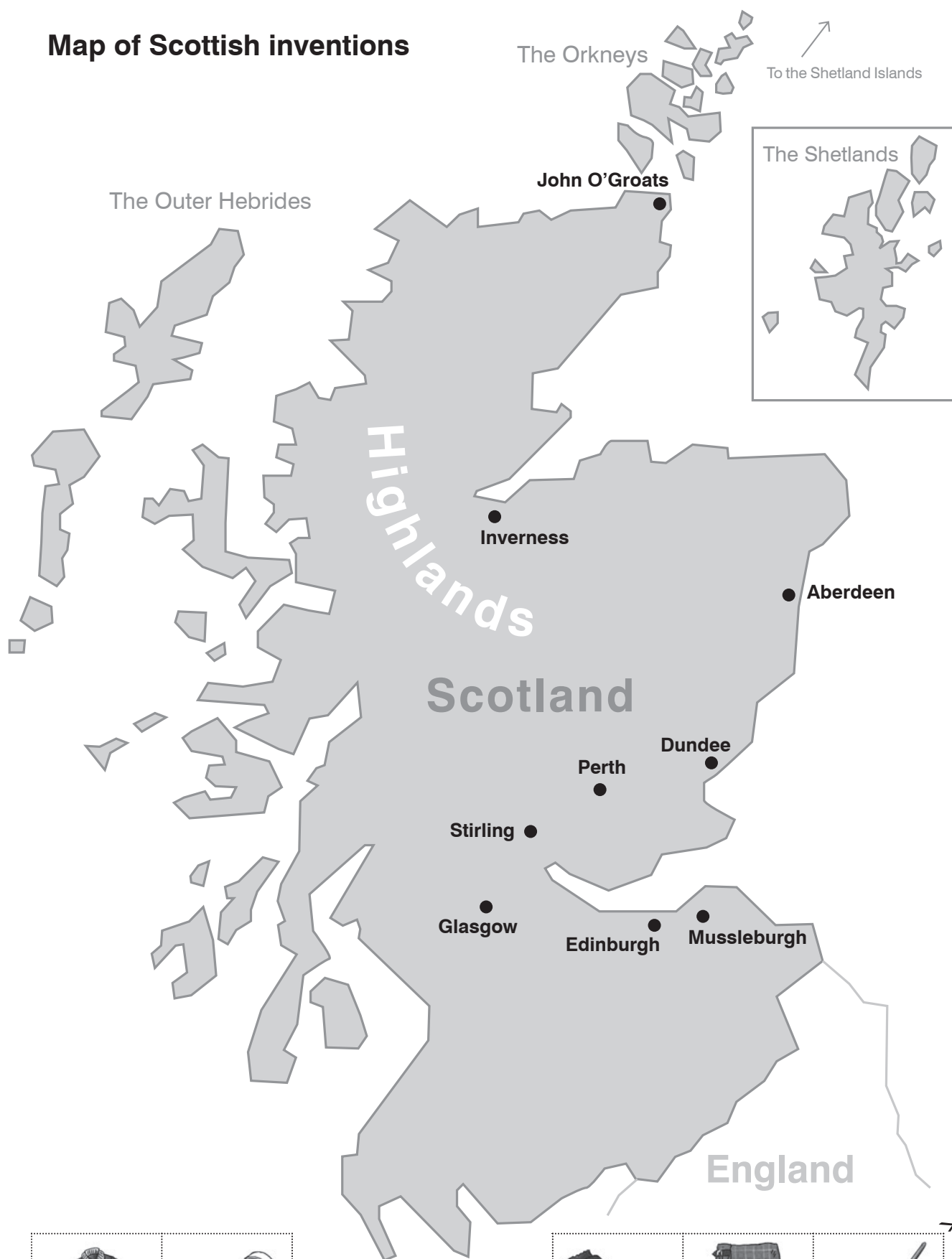
Mystery cards

<p>1</p> <p>Scottish music is an important part of the culture. One very famous traditional instrument is the Great Highland Bagpipe. It is a type of musical instrument which is very popular in Scotland and Ireland.</p>	<p>2</p> <p>Tea was probably first drunk about 5,000 years ago. It is the most widely consumed drink in the world after water!</p>	<p>3</p> <p>Television, telephone and fridges... People say that 'couch potatoes' were invented, too. Because of inventions like this, people needn't move much anymore. They can sit on their couch the whole day.</p>
<p>4</p> <p>Glasgow is not the capital of the country, but it is the largest city. What is the name of the capital?</p>	<p>5</p> <p>The romance of Prince William and Kate Middleton began when the two were students at St Andrews University.</p>	<p>6</p> <p>People believe that Mary, Queen of Scots played golf at Musselburgh Links in 1567.</p>
<p>7</p> <p>Highland Games, which take place from Cowal to Tomintoul and at all places in between, are a mixture of sports, culture and social life.</p>	<p>8</p> <p>In 2012 more smartphones were sold every day than people were born in the world per day.</p>	<p>9</p> <p>The bagpipes are first mentioned in connection with Great Britain in the 14th century. But their origin may date back to 1,000 BC.</p>
<p>10</p> <p>Nessie is usually described as looking like a dinosaur ('plesiosaur'). She lives in Loch Ness, a mysterious lake. Loch Ness is close to the city Inverness.</p>	<p>11</p> <p>The old golf course Musselburgh Links in Musselburgh, East Lothian, is, according to the Guinness World Records, the oldest golf course in the world.</p>	<p>12</p> <p>Alexander Bell, who was born in Edinburgh, invented the telephone in 1876. This made it easy for people to talk to each other across long distances.</p>
<p>13</p> <p>Ball games have been played around the world for a long time. However, the modern rules of football were influenced by the rules written down in 1848 at Cambridge University.</p>	<p>14</p> <p>Bagpipes have been played for centuries all over Europe, the Caucasus, around the Persian Gulf and in the Northern parts of Africa. Their real place of origin isn't really known, but is most likely in India.</p>	<p>15</p> <p>Football is the most popular game in the world. People play it on many different levels. Many children just play for fun without strictly sticking to the rules, but there are also many professional clubs.</p>
<p>16</p> <p>In 1660 tea was introduced in England by the wife of King Charles II. But it was not drunk much until the 19th century.</p>	<p>17</p> <p>Nessie was first seen in 1933. Mr and Mrs Spicer reported that a large animal had crossed the road in front of their car. Today about 20 persons every year report that they have seen Nessie.</p>	<p>18</p> <p>The Braemar Gathering, held in September, is the biggest and most famous Highland Games event. The Royals come every year and watch the games.</p>

Mystery cards

<p>19</p> <p>In 1925 John Baird presented the first real television.</p> <p>Two years later he also invented the world's first video recording system. What would your life be like without him?</p>	<p>20</p> <p>The weather in Scotland can be very unpredictable.</p> <p>There can be sun, rain and hail all on the same day. No wonder people in Scotland have been very creative when it comes to staying warm and dry!</p>	<p>21</p> <p>King James II banned golf in 1457 because he thought it was a distraction from learning more important sports.</p>
<p>22</p> <p>There are many dishes which are often called 'typically Scottish'. However, Haggis (a sausage made from the liver, heart and lungs of a sheep) was invented in ancient Rome and porridge (a type of breakfast cereal) comes from China.</p>	<p>23</p> <p>A famous inventor, who was a professor at the University of St Andrews, is Sir David Brewster. One thing he invented in 1817, which every child in Germany knows, is the kaleidoscope.</p>	<p>24</p> <p>The kilt (a kind of skirt), which used to be the traditional dress for men in the Scottish Highlands in the 16th century, wasn't really invented by them! They originally wore trousers and the kilt most likely came to them from Norse people.</p>
<p>25</p> <p>In 1823 Charles Macintosh (who was born in Glasgow) invented the raincoat.</p> <p>For a long time raincoats were known as Macintoshes. His company still exists today, but it is spelled Mackintosh now.</p>	<p>26</p> <p>People in the United Kingdom usually drink tea every day. It's one of Britain's cultural drinks and the British often offer tea to their guests as this is seen as good manners.</p>	<p>27</p> <p>St Andrews University, which was founded in 1410, is the oldest university in the country and the third oldest in the English-speaking world. Many people who studied there became great inventors.</p>
<p>28</p> <p>John Baird went to university in Glasgow. Throughout his life he invented many things – some of which failed miserably and some of which changed the lives of many people.</p>	<p>29</p> <p>An important part of the games are the competitions in traditional Scottish athletic disciplines. A type of sport the Scottish invented is 'tossing the caber'. People throw a large tree trunk and try to turn it over. The origin of the games predates recorded history. to predate: <i>älter sein als etw.</i></p>	<p>30</p> <p>Do you think Nessie is real? Or is it just an invention for tourists?</p> 
<p>31</p> <p>'Loch' is the Scottish Gaelic word for 'lake'. Scottish Gaelic is an old Celtic language spoken in Scotland. There are many lochs in Scotland, for example Loch Ness, Loch Lomond or Loch Awe.</p>	<p>32</p> <p>A very special meal which was created near Aberdeen in 1995, is the deep-fried Mars bar! Just put a normal Mars bar into some batter and then deep-fry it in lots of oil. Yummy (but not too healthy)!</p> <p>batter: <i>Backteig</i> to deep fry sth: <i>etw. frittieren</i></p>	<p>33</p> <p>Even whisky neither comes from Scotland nor Ireland. The first Europeans who produced whisky were the Italians. But before that whisky was also made by the Chinese.</p>

Map of Scottish inventions



Aberdeen

Aberdeen is Scotland's third largest city after Glasgow and Edinburgh. For a long time Aberdeen was a quiet university city, but it has changed a lot during the last decades. Today Aberdeen is the centre of the Scottish oil industry. In 1970 oil was found under the North Sea and soon thousands of people came here to work on the rigs. It was discovered
5 that Scottish waters contain the largest oil reserves in the European Union.

The workers who work on the rigs in the North Sea have to live on the oil rigs for weeks. Their job is very dangerous because there can be fires or explosions. Storms can also be very dangerous for the people on the oil rigs.

Since 1970 more and more people have visited Aberdeen. They do not only want to see the
10 oil rigs but they also want to visit other interesting places like the harbour. If you go to the harbour you should go at 4 o'clock in the morning to see the fish market.

rig: *Bohrinsel*

Read the text and underline interesting information for your presentation.

Take notes and prepare a short talk.

Useful phrases:

- There are some interesting facts about ...
- What is interesting about ...
- Did you know that ...?
- ... is famous for ...
- ...

Edinburgh

Edinburgh, the capital city of Scotland, is a very beautiful city in the south-east of the country. It is a tourist magnet and more than a million people from overseas visit Edinburgh every year.

If you go to Edinburgh, the first thing you will see is Edinburgh Castle high above the city.
5 Soldiers in kilts take visitors round the place and tell them stories about the castle. From there you have a great view of the city. At one o'clock you can hear the famous one o'clock gun. It makes a very loud noise!

Edinburgh is a city with many hills but it is a good city to visit on foot. Edinburgh is divided into the 'Old Town' and the 'New Town'. In the 'Old Town' you can see famous buildings
10 like the Queen's home, the house where she stays when she comes to Scotland. If you want to go shopping, you should go to the 'New Town' where you can find many shops, bars and restaurants.

Read the text and underline interesting information for your presentation.

Take notes and prepare a short talk.

Useful phrases:

- There are some interesting facts about ...
- What is interesting about ...
- Did you know that ...?
- ... is famous for ...
- ...

Glasgow

Glasgow is the largest and most vibrant city in Scotland with a population of over 650,000. Glasgow offers something for everyone. You can find miles of fashion stores for great shopping and you can visit fantastic museums and art galleries. Throughout the city are stunning old buildings – but the new architecture is very interesting, too.

- 5 Glasgow has almost as many theatres, restaurants, nightclubs and bars and as much energy as London. There are plenty of festivals and musical performances on the weekends, where you can enjoy yourself and meet other people. Glasgow's people are some of the friendliest you'll ever find.

Sounds busy? If you need a break, that's not a problem. All the shopping miles,

- 10 restaurants and bars are alongside beautiful parks and gardens. The city's name Glasgow is Gaelic for 'dear green place'. Glasgow's best-loved park is Kelvingrove Park. You can spend sunny afternoons there and relax. Glasgow is the place to be, if you are young!

Read the text and underline interesting information for your presentation.

Take notes and prepare a short talk.

Useful phrases:

- There are some interesting facts about ...
- What is interesting about ...
- Did you know that ...?
- ... is famous for ...
- ...

Loch Ness

In Scotland you can find many beautiful lakes. The Scots call their lakes 'lochs'. The most famous of all Scottish lochs is Loch Ness. People all over the world know this lake, especially because of the Loch Ness Monster. An old story says that there is a very big animal in Loch Ness which is called Nessie. Many people go there every year to search for

- 5 Nessie and different people say that they have seen the monster and have taken pictures of suspicious things floating on the lake, but there is no proof yet, if the monster exists or not. You can find Loch Ness in the northern part of the Highlands near the town of Inverness. It's the longest lake in Britain. It is 24 miles long and also very deep. The water is so dark that the divers cannot see anything when they go down into the lake.

- 10 Loch Ness is one of the most beautiful and most famous places in Scotland. You can walk around the lake, you can go on a boat tour or you can go sailing there.

Read the text and underline interesting information for your presentation.

Take notes and prepare a short talk.

Useful phrases:

- There are some interesting facts about ...
- What is interesting about ...
- Did you know that ...?
- ... is famous for ...
- ...

St Andrews

- St Andrews is a charming town with historical buildings along the eastern Scottish coast. It is known worldwide for its famous St Andrews University, one of the best universities in Britain. But the university is also famous for the royal story of Kate Middleton and Prince William, which started there. Within days after it had been announced in August 2000 that
- 5 Prince William would be studying History of Art at St Andrews, the world's attention turned to the town of 16,000 inhabitants and many girls wanted to study there, too.
- St Andrews also offers beautiful landscapes and has great beaches. The Medieval centre of the town has narrow alleys and small streets with small shops, restaurants and cafés.
- St Andrews can be seen as the home of golf, the sport having been played there for over 600
- 10 years. The Old Course is one of the most famous golf courses in the world and the owners opened up the world's first golf museum.

Read the text and underline interesting information for your presentation.

Take notes and prepare a short talk.

Useful phrases:

- There are some interesting facts about ...
- What is interesting about ...
- Did you know that ...?
- ... is famous for ...
- ...

The Highlands

- The Highlands are the loneliest and wildest part of the country. Not many people live in this rough and beautiful area with its many mountains and its untouched nature, where animals like deer and eagles live. Therefore it's the perfect place for people who enjoy being outside and who love walking, climbing and fishing.
- 5 Ben Nevis, the highest mountain in the British Isles, is part of the Highlands, too. It is 1,343 metres high and tourists can use a gondola to get to the top. From the windy peak you can enjoy the view – if the day is not too cloudy.
- During the summer months the Highland Games take place. People take part in piping and dancing competitions and 'heavy events' like throwing tree trunks.
- 10 The old Scottish culture, like the clan structure, is still alive in some parts of the Highlands or it is being revived at the moment for touristic reasons.
- The Highlands are not only famous for their nature but also for the whisky, which is mainly produced there.

Read the text and underline interesting information for your presentation.

Take notes and prepare a short talk.

Useful phrases:

- There are some interesting facts about ...
- What is interesting about ...
- Did you know that ...?
- ... is famous for ...
- ...