

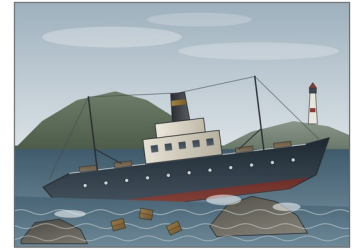
Klassenarbeit Englisch Klasse 10

Thema: Reading (Whisky Galore), Mixed Bag, Comment

Name: _____ Datum: _____

Punkte: _____ / 55 Note: _____

Unterschrift: _____



Viel Erfolg!

When the Whisky Came Ashore

Text written for this test.

On 5 February 1941, in the middle of the Second World War, the cargo ship SS Politician was on her way from Liverpool to Jamaica and the United States. In a storm she ran aground in the Sound of Eriskay, between the islands of Eriskay and South Uist in the Outer Hebrides. The cargo soon became a legend: deep

5 in the ship's holds lay about 28,000 cases of the finest Scotch whisky.

For the islanders this was a gift from heaven. Because of the war, whisky had been rationed for a long time. Under cover of darkness, local men rowed out to the wreck and carried thousands of bottles ashore. The authorities¹, however, were not amused. Customs officers searched houses and crofts, and some

10 islanders even ended up in prison. A real cat-and-mouse game began: bottles were hidden in peat stacks, rabbit holes and under floorboards – and some of them are said to be buried on the islands to this day.

The story inspired the Scottish writer Compton Mackenzie, who lived on the neighbouring island of Barra, to write his comic novel *Whisky Galore* (1947).

15 Mackenzie moved the events to two invented islands, Great Todday and Little Todday, and set the action in 1943, when the war has left the islands without a single drop of whisky. Life without a dram is miserable: two young couples cannot even hold a proper rèiteach, the traditional engagement party. When the SS Cabinet Minister runs aground nearby, everybody knows what to do.

20 Only Captain Paul Waggett, the pompous English commander of the local Home Guard, tries to stop them – but the islanders always stay one step ahead.

What only very few people knew at the time was that the Politician was also carrying about 290,000 Jamaican banknotes. Many of them disappeared, and some later turned up in banks all over Britain – a part of the story that Mackenzie

25 left out.

Whisky Galore is more than a funny story, though. Readers learn a lot about everyday life in the Hebrides in the 1940s: crofting, fishing and the friendly rivalry between Protestant Great Todday and Catholic Little Todday. Mackenzie also uses many Gaelic words and phrases, which are explained in a glossary at the

30 end of the book.

Not everything works, however. Many characters remain rather flat – more types than real people – and as there are so many of them, it is hard to remember who lives on which island. Moreover, the plot moves rather slowly.

All in all, *Whisky Galore* is a charming, warm-hearted read for anyone who

35 enjoys gentle British humour and is interested in Scottish island life – as long as they do not expect a fast-moving plot.

Annotations

l. 5	hold (n.)	storage room in a ship	l. 11	peat	dried soil burnt as fuel
¹ l. 8	authorities	officials in charge	l. 17	dram	small glass of whisky
l. 9	croft	small farm in Scotland	l. 20	pompous	self-important

1 Reading I: Complete the sentences with information from the text.

1. The shipwreck of 1941 later became the basis for ...

2. On the fictional islands, whisky is hard to get because of ...

3. In the novel, the authorities are represented by ...

4. In the real event, only very few people knew about ...

5. The book gives interesting background information about ...

6. As far as language is concerned, Mackenzie uses ...

7. However, the author of the article criticises that the characters ...

8. All in all, the novel can be recommended to any reader who ...

___ / 8

2 Reading II: Fill in the table with information from the text.

aspect	fact	fiction
1. year / time of the action		
2. name of the ship		
3. names of the islands / place of the action		
4. one noticeable way the locals behave		

___ / 8

3 Mixed bag: Complete the text with the words from the box in the correct form.

Use each word only once. There are two words more than you need.

admit attract believe build cheap collect eel expose
forget mysterious report search spot spread take watch

Nessie – a monster that refuses to disappear

Ever since 1933, when a new road **(1)** _____ along the northern shore of Loch Ness, hundreds of people **(2)** _____ strange sightings in the dark water. News of the “monster” **(3)** _____ quickly, and soon newspapers from all over the world sent reporters to the Highlands. The most famous picture of Nessie, the so-called “Surgeon’s Photograph”, **(4)** _____ in 1934. It seemed to show a long neck and a small head rising out of the water. Sixty years later, however, the photo was **(5)** _____ as a fake after one of the men involved **(6)** _____ that the “monster” was really a toy submarine with a model head. Even so, many people still **(7)** _____ that something **(8)** _____ lives in the loch. In 2018 a team of scientists **(9)** _____ about 250 water samples from different parts of the loch in order to find out which animals live there. They found no reptile DNA at all, but a surprising amount of **(10)** _____ DNA – so perhaps people **(11)** _____ the loch have simply seen a very large fish. In 2023 the biggest **(12)** _____ for half a century took place, with volunteers, drones and underwater microphones. Nothing was found, of course, but the legend continues to **(13)** _____ hundreds of thousands of visitors every year. And what about you? If you **(14)** _____ a long neck rising from the water one day, would you reach for your camera – or run?

Comment: Choose one of the two topics and write a comment of about 180–200 words.

- ☐ **1)** Digital media and modern technology help students to do better at school. Discuss!
- ☐ **2)** Should countries with several languages keep all of them as official languages in order to protect their identity? Discuss!

Tick the topic you have chosen.

[illegible]

Content: ____ / 4 Language: ____ / 6 (× 2.5)

Lösung: Klassenarbeit Englisch Klasse 10

Insgesamt sind 55 Punkte erreichbar, halbe Punkte sind möglich.

Notenschlüssel (Vorschlag)

Note 1	Note 2	Note 3	Note 4	Note 5	Note 6
55–49,5 P.	49–44 P.	43,5–36 P.	35,5–27,5 P.	27–16,5 P.	16–0 P.

1 Reading I: Complete the sentences with information from the text.

1. The shipwreck of 1941 later became the basis for ...
... Compton Mackenzie's comic novel *Whisky Galore* (1947). (l. 14)
2. On the fictional islands, whisky is hard to get because of ...
... the war: it has left the islands without a single drop of whisky. (l. 17)
3. In the novel, the authorities are represented by ...
... Captain Paul Waggett, the pompous English commander of the local Home Guard. (l. 20)
4. In the real event, only very few people knew about ...
... the 290,000 Jamaican banknotes that the Politician was also carrying. (l. 23)
5. The book gives interesting background information about ...
... everyday life in the Hebrides in the 1940s, e.g. crofting, fishing and the friendly rivalry between Protestants and Catholics. (l. 27)
6. As far as language is concerned, Mackenzie uses ...
... many Gaelic words and phrases, which are explained in a glossary at the end of the book. (l. 29)
7. However, the author of the article criticises that the characters ...
... remain rather flat (more types than real people) and that it is hard to remember who lives on which island. (l. 31)
8. All in all, the novel can be recommended to any reader who ...
... enjoys gentle British humour, is interested in Scottish island life and does not expect a fast-moving plot. (l. 35)

8 / 8

2 Reading II: Fill in the table with information from the text.

aspect	fact	fiction
1. year / time of the action	1941 (5 February)	1943
2. name of the ship	SS Politician	SS Cabinet Minister
3. names of the islands / place of the action	Eriskay and South Uist (Sound of Eriskay), Outer Hebrides	Great Todday and Little Todday (invented islands)
4. one noticeable way the locals behave	they row out at night, carry bottles ashore and hide them (peat stacks, rabbit holes, under floorboards)	they save the whisky for themselves and always stay one step ahead of Captain Waggett

8 / 8

3 **Mixed bag: Complete the text with the words from the box in the correct form.**

Use each word only once. There are two words more than you need.

admit attract believe build ~~cheap~~ collect eel expose
~~forget~~ mysterious report search spot spread take watch

Nessie – a monster that refuses to disappear

Ever since 1933, when a new road (1) was built along the northern shore of Loch Ness, hundreds of people (2) have reported strange sightings in the dark water. News of the “monster” (3) spread quickly, and soon newspapers from all over the world sent reporters to the Highlands. The most famous picture of Nessie, the so-called “Surgeon’s Photograph”, (4) was taken in 1934. It seemed to show a long neck and a small head rising out of the water. Sixty years later, however, the photo was (5) exposed as a fake after one of the men involved (6) had admitted that the “monster” was really a toy submarine with a model head. Even so, many people still (7) believe that something (8) mysterious lives in the loch. In 2018 a team of scientists (9) collected about 250 water samples from different parts of the loch in order to find out which animals live there. They found no reptile DNA at all, but a surprising amount of (10) eel DNA – so perhaps people (11) watching the loch have simply seen a very large fish. In 2023 the biggest (12) search for half a century took place, with volunteers, drones and underwater microphones. Nothing was found, of course, but the legend continues to (13) attract hundreds of thousands of visitors every year. And what about you? If you (14) spotted a long neck rising from the water one day, would you reach for your camera – or run?

Also accepted: (6) admitted; (11) who watch / who watched / who have watched; (14) were to spot. Not used: cheap, forget.

14 / 14

4 **Comment: Choose one of the two topics and write a comment of about 180–200 words.**

- ☐ 1) Digital media and modern technology help students to do better at school. Discuss!
- ☐ 2) Should countries with several languages keep all of them as official languages in order to protect their identity? Discuss!

Assessment: content max. 4 points, language max. 6 points; the sum is multiplied by 2.5 (max. 25 points). Expectation horizon, sample comment and criteria: see below.

Expectation horizon – content (sample points; other well-founded views are acceptable)

Topic 1 – pro: fast access to information; learning apps, videos and online exercises allow individual practice; easier collaboration and communication (shared documents, learning platforms); motivation through variety; digital skills needed for later jobs; accessibility (e.g. text-to-speech for students with special needs).

Topic 1 – contra: distraction (social media, games); less concentration and deep reading; unreliable information, copying / AI misuse; health problems (screen time, lack of exercise, sleep); not every family can afford good devices – inequality; technical problems.

Topic 2 – pro: languages are part of a nation's history, culture and identity; respect and equal rights for minorities (e.g. Switzerland, Belgium, Canada, India, South Africa); multilingual people have advantages; prevents conflicts and the dying out of languages.

Topic 2 – contra: high costs (translations, signs, documents, schools); communication problems and separate language communities; one common language can unite a country and make administration and the job market easier; minority languages can be protected without official status.

Requirements: introduction with the topic, arguments for and against (at least two each) with examples, logical structure with paragraphs and linking words, own opinion in the conclusion; 180–200 words.

Sample comment (topic 1, approx. 200 words): Today hardly any student can imagine school without laptops, tablets and the internet. But do digital media really help students to do better at school? On the one hand, there are clear advantages. The internet offers up-to-date information on almost every topic, and learning apps or explanatory videos allow students to practise at their own speed and repeat difficult points as often as they need to. Moreover, digital tools make it easy to work together on projects, even from home, as many schools found out during the pandemic. Last but not least, students who learn to use technology sensibly are better prepared for their future jobs. On the other hand, there are serious risks. Smartphones and social media are a constant distraction, and many students find it hard to concentrate on one task for long. Furthermore, not all information online is reliable, and copying answers from the internet or from AI tools does not help anybody to understand a subject. In my opinion, digital media can certainly help students to succeed, but only if they are used in a well-planned way and teachers show students how to use them responsibly. Technology is a useful tool – not a substitute for learning.

Content (4): 4 = convincing, well-structured argumentation with relevant examples and a clear conclusion; 3 = good arguments, minor gaps; 2 = few or one-sided arguments, weak structure; 1 = hardly relevant; 0 = topic missed.

Language (6): communicative quality (structure, linking words, register), range of vocabulary and sentence structures, accuracy (grammar, spelling); 6 = very good ... 1 = hardly understandable.