

Übungsaufgaben: Fach Englisch Klasse 7  
vom 16.03. - 03.04.20

→ LB. S. 26 - 27 Facts about Ireland

→ Belfast and the northern coast

\* LB. S. 66 Nr. 1-3

\* WB. S. 46 Nr. 2

→ Text file - Finn Mc Cool: LB. S. 106 - 109

Aufgabe a) schreibe zu jedem Charakter

Aufgabe b) + c) ii)

→ Vokabeln S. 188 - 190 pp. 64 - 69

↓  
auch mit Beispielen rechte Spalte abschreiben

## 1. Lösungen Aufgaben 16.03. - 03.04. 2020

Liebe Schüler & Eltern,

ich hoffe ihr seid / Sie sind alle gesund und meistert diese neue große Herausforderung an uns alle gut.

Mit den Aufgaben des Selbststudiums wird nicht nur euch Schülern ein sehr hohes Maß an Disziplin und Leistungsbereitschaft abgefordert, sondern auch eure Eltern müssen euch in ungewohnter Weise für lange Zeit unterstützen.

Ich möchte deshalb an euch und Sie ein großes Dankeschön aussprechen!!!

Anbei findet ihr sowohl viele Lösungen als auch die Aufgaben für die Woche nach Ostern

Wenn wir uns hoffentlich bald alle in der Schule wiedersehen, werden wir einige der gestellten Aufgaben besprechen und in unterschiedlicher Form anwenden. Ein großes Augenmerk wird auch auf das Üben der Grammatik dieser Unit gelegt werden.

Genießt die gemeinsame Zeit mit der Familie und bleibt schön gesund.

Bis hoffentlich bald!

Liebe Grüße an alle von Frau Martin



**KEEP  
SMILING!!!**

⇒ LB. S. 26-27 Facts about Ireland

individuelle Lösungen & Kontrolle im Unterricht

⇒ Belfast & the northern coast

\* adjectives describing Lewis

**LÖSUNG**

Lewis is polite (l. 2 'May I have some (coffee), too, please?')

Lewis is careful/nervous (l. 5 'Er ... sometimes.')

Lewis is curious (l. 8 'Where are we going today?')

Lewis is impolite (l. 21 'What's so special about cliffs?')

Lewis is excited and curious (ll. 23-24 'Wow! This is like being on the moon. Who built this place?')

Lewis is excited and curious (l. 27 'McCool? Sounds like the name of a DJ.')

Lewis is proud (l. 31 'That sounds more like me.')

Lewis is impolite (l. 45 'Later. Right now I'd like to explore.')

Lewis is excited (l. 51 'Really? Fantastic.')

\* WB. S. 46 Nr. 4

Lewis is **polite**. At breakfast he asks, ' **May** I have some **coffee**, please?', but Aunt Mary says he **mustn't** drink coffee because it isn't good for him. They drive to the Giant's Causeway, where there are tall stone **columns** that **rise up** from the water, and huge stones that are like steps, which **form** a wide stone path down to the sea. Aunt Mary tells Lewis a legend about the **proud** Irish **giant** Finn, who **couldn't** swim so he built the causeway across the sea. Uncle Frank doesn't like the story, so he asks Lewis, ' **Shall** I tell you a different legend?' When Lewis is climbing over the huge stones, Aunt Mary says he **must** be careful because he **might** fall.

⇒ Finn Mc Cool

LB. S. 106-109

| a) Finn:   | Oonagh  | Benandonner                                 |
|--|---|---|
| * tall   | * thoughtful  | * huge                                      |
| * strong   | * intelligent                                       | * strong                                    |
| * good-looking   | * clever  | * ugly                                      |
| * likes adventures and to fight proud (when he wins)                                 | (She manages to save her husband from Benandonner.) | * not clever<br>(He believes Oonagh trick.) |
| * stubborn (doesn't listen to his wife in the beginning, in the end learns a lesson) |   |   |

b) Benandonner was so scared of Finn McCool that he destroyed the causeway his rival built, so that their countries are no longer connected and there is distance between them again.

c) ii The moral of this legend is that it is not so important to be strong and tall. It is more important to be clever and to 'use one's brain'. Problems are better solved with wit and intelligence than with fighting.

⇒ **Vokabeln:** individuell s. LB. S. 64-69

2. Aufgaben 14. - 15.04. 2020

⇒ **Lewis's travel post:** LB. S. 70 Nr. 1 & 2

⇒ **Arrival in the Burren:** LB. S. 74 Nr. 1 & 2 a) = Einzelarbeit & Stichpunkte anfertigen

⇒ **Revision - The simple past:** \* LB. S. 76 Nr. 4 Sätze aufschreiben  
\* WB. S. 53. Nr. 15

## Aufgaben vom 21. & 22.04.2020



### \*\*\* The Great Famine \*\*\*



In the middle of the 19<sup>th</sup> century Ireland was hit by a natural catastrophe - a potato disease. At that time, potatoes were the main food for half the population, so millions of people went hungry. Mothers gave their children seaweed<sup>1</sup> to eat because that was all they had. A lot of people were potato farmers, and when there were no potatoes, they did not earn any money. So a lot of them

5 lost the houses, which they lived in, because they could not pay for them anymore. Poor houses<sup>2</sup> and the houses of rich people were soon crowded with hungry and homeless families. Some families who did not know where to go even made holes in the ground to live in for a while. Others tried to build very simple huts which were made out of wood.

Nobody knows how many exactly, but about one million people died. That was 20-25% of the

10 population of Ireland at that time. In some places, dead people were lying in the streets or in their houses and there was nobody to take them away. People did not have the money or the power to do anything about the bodies. Some people were dead for as long as eleven days before they were finally burnt. There was not even enough wood to make coffins<sup>3</sup> for all the people who died, so the Irish invented coffins with special bottoms<sup>4</sup>. At a funeral, the dead body was dropped out of

15 the coffin so that it could be used later again.

People started to think that their only option was to leave Ireland. Between 1845 and 1850, about a million emigrated to England, Scotland and South Wales, and also to Australia and the United States of America. The people who moved to America sailed on overcrowded<sup>5</sup> ships from small harbours in the west of Ireland to the American east coast, mainly to New York City.

20 The ships were often very old and there was not enough food for all the people on board. The ships were known as coffin ships because a lot of passengers died during the hard and long journey.

But the tickets were expensive, so very often a family could only buy one ticket first. A young family member went to America first to start a new life and earn some money. Then they sent

25 the money home so the rest of the family could finally emigrate to America too.

All those people died or left Ireland because there were not enough potatoes to eat, but at the same time a lot of food was exported to England, more than enough to feed the Irish population. The English government did not do anything to help the Irish, so, even long after the potato famine, many Irish were angry with the English.

<sup>1</sup> Seetang   <sup>2</sup> Armenhaus   <sup>3</sup> Sarg   <sup>4</sup> Boden   <sup>5</sup> überfüllt

### 1 Working on the text

1. Take notes - on the situation during the Great Famine and  
- on the aspects of dying people.
2. Collect the information about the emigration of Irish people in a cluster.
3. Find the reasons and consequences of this event and illustrate your ideas separately.

### 2 Emigrating from Ireland

In her diary Fiona Mulligan describes her life in Ireland before she left and her journey to America. It was a time full of emotions for Fiona. Write the adjectives that describe her thoughts and feelings during that time in each part of the table. Underline the part of the text that expresses this feeling. Some adjectives can be used more than once.

|         |           |        |             |            |              |               |              |              |          |           |
|---------|-----------|--------|-------------|------------|--------------|---------------|--------------|--------------|----------|-----------|
| * angry | * awful   | * calm | * careful   | * curious  | * depressed  | * excited     | * frightened | * frustrated | * glad   |           |
| * happy | * hopeful | * ill  | * lonely    | * lost     | * optimistic | * pessimistic | * proud      | * sad        | * scared | * shocked |
|         |           | * shy  | * surprised | * terrible | * unhappy    | * well        | * worried    |              |          |           |

|  |    |
|--|----|
| <p>7<sup>th</sup> May 1847</p> <p>Life in Ireland now is difficult. I married Bryan two years ago and still I'm alone here. I hope it was a good idea from him to go to America. I often wonder what it's like to live there.</p>  | 1  |
| <p>8<sup>th</sup> May 1847</p> <p>Donald had a bad day today. I hold him, I sing to him and tell him about his dad. The poor child - he doesn't even know his dad. I hope Bryan can send money for my ticket soon.</p>   | 2  |
| <p>9<sup>th</sup> May 1847</p> <p>A letter from Bryan has arrived. He tells me all these fantastic things about New York. It is a busy city with a lot of new Irish people coming in all the time. There's work for him, he says. That's good. I'll use the money to buy food and pay for our home. I'm very lucky to have him.</p>  | 3  |
| <p>23<sup>rd</sup> May 1847</p> <p>Mum died today. She always gave Donald everything she had. I knew she couldn't go on like this, but she wanted Donald to live. More than she wanted to live. Now she has starve. It's a tragedy. Our government exports all this food to England and my poor mother has to die. That's not fair. I could cry all day. I love you, Mum.</p>  | 4  |
| <p>12<sup>th</sup> June 1847</p> <p>The O'Haras and the Finleys have left Ireland today. Almost half the village lives in America now. But they have no choice. They are too poor to pay for their house or their food.</p>  | 5  |
| <p>20<sup>th</sup> June 1847</p> <p>Another letter from Bryan. With tickets to America for Donald and me. I can't believe it!</p>  | 6  |
| <p>21<sup>st</sup> June 1847</p> <p>I looked at the tickets all day. I've never been on one of those big ships before. Three weeks on the Atlantic - that must be dangerous. But I must do it - not only to see Bryan and bring our family together again ... but to survive.</p>  | 7  |
| <p>20<sup>th</sup> July 1847</p> <p>We're on a McCorkell Line ship from Derry. Everything we own now is in one small bag. The ship is crowded and dirty. I didn't know how bad it would be. Many of the passengers are seasick and I often have a headache.</p>  | 8  |
| <p>28<sup>th</sup> July 1847</p> <p>Donald cries a lot - I think he's scared by the sounds of the ship and the other people. I hope he doesn't get sick. It's difficult to find good food and enough clean water for him. My poor child. I try to think of Bryan. That helps me. It'll be great when I see him again! I love you, Bryan.</p> <p>When the sun shines, I take a walk on the deck. Then I feel a little better, but looking around and seeing the Atlantic Ocean for miles and miles, I know I'm still a long way from New York. The decks are dangerous for children. I don't want Donald to fall off the ship. I always hold his hand when we're up here.</p> <p>I saw this girl again today. She has a little boy too, and I think she's alone with him, just like me. Should I go and talk to her? I don't like talking to people I don't know.</p> | 9  |
| <p>30<sup>th</sup> July 1847</p> <p>Her name is Lara. I finally talked to her. She's going to live in New York too. Maybe we can be friends.</p>   | 10 |
| <p>8<sup>th</sup> August 1847</p> <p>It was the best day of my life when I saw Bryan at the harbour. He looked great, wearing really nice clothes. And he looked strong. He is my husband!</p> <p>I'm in New York. I'm alive. Donald is alive. We can begin a new life together. Thank you, God!</p>   | 11 |
| <p>10<sup>th</sup> August 1847</p> <p>I like Bryan's apartment. It's a bit crowded, but nice and clean. The people he lives with are very nice. Bryan has big plans. He and a friend want to found a business. Right now it's only a dream but I imagine he really could do it!</p>  | 12 |
|  | 13 |
|  | 14 |
|  | 15 |
|  | 16 |
|  | 17 |

### 3 Language

Translate the passive constructions.

1 Ireland was hit by a natural catastrophe.

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2 At a funeral, the dead body was dropped out of the coffin so that it could be used later again.

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3 The ships were known as coffin ships.

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4 A lot of food was exported to England.

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### 4 Learn how - Using timer markers

a) Read the given text again and write down as many time markers as you can.

▶ LB. S. 146 SF 13

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b) Now find the different adjectives to describe people, things and places.

▶ LB. S. 144 SF 10

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c) Copy three different relative constructions.

▶ LB. S. 162-163 GF 4

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### 5 Writing - Now you

Imagine you would have lived in Ireland and / or emigrated at the time of the Great Famine.

Write an interesting and well-structured text. Give yourself an Irish name. Tell us about your family, your situation, what you did / didn't do and your feelings. All the material you have worked on so far can help you. Remember to use all the aspects you have learned in the writing course.



Liebe Schüler & Eltern,

ich möchte hiermit auf eine Möglichkeit hinweisen, die es euch / Ihnen erlaubt, eure / Ihre Vokabeln intensiv zu lernen. Und das nicht nur während der Zeit des Homeschooling, sondern dauerhaft. Ich empfehle deshalb heute phase6.

„phase 6 ist ein digitaler Vokabeltrainer, der auf dem System der Lernkartei basiert. Der Benutzer kann eigene Lerninhalte erstellen oder aus ca. 600 qualitätsgeprüften Lerninhalten wählen, die in Kooperation mit großen Bildungs- und Schulbuchverlagen entstehen.“

<https://de.wikipedia.org/wiki/Phase6>



**Garantierter Lernerfolg:** Mit dem Vokabeltrainer phase6

Mit phase6 lernst du deine Vokabeln erfolgreich. Entweder genau passend zum Schulbuch oder mit selbst erstellten Vokabelsammlungen.

phase6 classic orientiert sich an deinem persönlichen Wissensstand: **Schwierige Vokabeln werden häufiger wiederholt** als jene, die du schon gut kennst.

phase6 kann über jeden internetfähigen Computer, über Windows-Tablets sowie mit Smartphones und Tablets mit Android oder iOS genutzt werden.

[www.phase-6.de](http://www.phase-6.de)

Es gibt unterschiedliche kostenfreie und auch kostenpflichtige Optionen, welche ihr und Sie nutzen können. Das Vokabeltraining orientiert sich exakt an dem Lehrbuch *Access*, mit dem wir arbeiten. Besonders vorteilhaft erachte ich die Möglichkeit, dass man sich die Aussprache jeder Vokabel anhören und auch selbst sprechen kann. Es sind jedoch auch die Beispielsätze aus dem Vokabelteil enthalten.

Es lohnt sich auf jeden Fall, dort einmal hineinzuschauen.

Mit freundlichen Grüßen

S. Martin

## Lösungen Aufgaben 18. KW 27.-30.04.2020

### Writing course - Using time markers in a story

\* LB. S. 77 Nr. 1 a) & b)

when something happened

the Easter holidays  
early one morning  
seconds later  
5 minutes later  
last Monday  
a few hours ago  
two weeks later

what happened  
first, second, etc.

first  
finally  
after that  
next  
in the beginning  
later  
later

how much time passed

for about five minutes  
soon  
very quickly  
suddenly  
really fast  
seconds later  
immediately  
5 minutes later  
too late  
for an hour  
for two weeks  
a few hours ago  
for a while

1c) While the guests went horse riding, Ashling's mother prepared their lunch.

The guests **went** horse riding after Ashling's mother **had prepared** their lunch.

Before the guests **went** horse riding, Ashling's mother **had prepared** their lunch.

As soon as the guests **had gone** horse riding, Ashling's mother **prepared** their lunch.

After the guests **had gone** horse riding, Ashling's mother **prepared** their lunch.

Shortly after the guests **had gone** horse riding, Ashling's mother **prepared** their lunch.

The guests **went** horse riding. Earlier Ashling's mother **had prepared** their lunch.

First Ashling's mother **prepared** their lunch, then the guests **went** horse riding.

\* WB. S. 54 Nr. 18 Kontrolle im Unterricht



## Adventure at the Edinburgh Festival

*Liebe Schülerinnen und Schüler,*

*Wir wollen nun damit beginnen, unser Büchlein „Adventure at the Edinburgh Festival“ zu lesen. Keine Angst! Die meisten Wörter kennt ihr bereits. Die Bilder und das Vokabelverzeichnis im Buch sowie unser Lehrbuch helfen dir dabei, die Geschichte gut zu verstehen.*

**VOR DEM LESEN** nimmt bitte jeder Schüler **Klebestreifen** zur Hand und klebt die letzten beiden Seiten des Buches zusammen, so dass die Lösungen sicher verdeckt sind. (je 1cm oben, unten & rechts = fertig!) Nun lies die Geschichte Chapter by Chapter (Kapitel für Kapitel). Nimm dir genügend Zeit zum Lesen und für das Beantworten der Aufgaben.

- \* *Die Lösungen sammelt ihr in einem Lesehefter. Schreibt alle Sätze/Tabellen... ab und beantwortet die Fragen im Satz. Achtet bitte immer auch darauf, welche Zeitform ihr benutzen müsst.*
- \* *Arbeitet sauber und ordentlich. Lasst zwischen jedem Kapitel immer einen Absatz von 2 Zeilen.*
- \* *Ich weiß, dass ihr auch diese „Hürde“ meistern werdet!!!*

**Woche: 04.05.-08.05.2020:** Chapters 1-5 lesen

| Aufgaben                 | Hinweise  | 😊 ✓ |
|--------------------------|---|-----|
| 1. S. 56 Chapter 1       | Beachte die Benutzung des <b>present progressive!</b> |     |
| 2. S. 56 Chapters 2-3 a) | Leider in <b>Einzelarbeit.</b> 😞                      |     |
| 3. S. 56 Chapter 4       | Benutze das <b>simple past!</b>                       |     |
| 4. S. 57 Chapter 5 a)    |   |     |

**Woche: 11.-15.-05.2020:** Chapters 6-10 lesen

| Aufgaben              | Hinweise                                 | 😊 ✓ |
|-----------------------|--|-----|
| 1. S. 57 Chapter 6    |  |     |
| 2. S. 56 Chapter 7 b) | a) <b>Indirect speech</b> weglassen!!! 😞 |     |
| 3. S. Chapter 8 & 10  | Einfach nur lesen! 😊                     |     |
| 4. S. 57 Chapter 9    |  |     |



**Woche: 02.-05.06.2020:** \* Chapters 11-16 lesen

| Aufgaben                     | Hinweise             | 😊 ✓ |
|------------------------------|----------------------|-----|
| 1. S. 59 Chapter 11          |                      |     |
| 2. S. Chapter 12 & 13        | Einfach nur lesen! 😊 |     |
| 3. S. 60 Chapters 14 a) & 15 | Im Buch zuordnen. 😞  |     |
| 4. S. 61 Chapter 16          |                      |     |

*Ich wünsche euch beim Lesen viel Spaß. Ach ja, einen **JOKER** hat jeder. Ihr dürft eine Aufgabe herauslassen, die euch nicht gefällt. (Bitte als **JOKER** auf dem Blatt kennzeichnen!) Aber alle anderen werden versucht zu lösen. Und die Bücher bleiben zugeklebt!!! 😊*

P.S. Und sollte zwischenzeitlich **Präsenzunterricht** sein (Ja, ihr dürft vielleicht irgendwann man wieder in die Schule kommen!) klären wir dann persönlich, woran wir arbeiten und womit wir weitermachen!!!

*Liebe Grüße und bleibt alle schön gesund!*

*Frau Martin*



|                     |   |                     |
|---------------------|---|---------------------|
| English<br>7a/b/c_A | Adventure at the Edinburgh<br>Festival- Lektüreaufgaben | 08.06. - 03.07.2020 |
|---------------------|---|---------------------|

Liebe Schülerinnen und Schüler der Klassen 7a, b und c;

da unsere Homeschooling-Phase nun weiterhin in jeder zweiten Woche stattfindet, möchte ich die Zeit zu Hause dafür nutzen, mit euch das Buch zu Ende zu lesen.

Arbeite weiter an eurem Hefter zum Buch. Diesen gibst du in deiner letzten Englischstunde ab. Nutze für jedes Chapter ein neues Blatt und gestalte euren Lesehefter. Schreibe alle Sätze/ Tabellen...ab und beantworte alle Fragen im Satz. Arbeite sauber und ordentlich.

Woche: 08.06.-12.06.2020

1. Tag: Chapter 11, 12 und 13 lesen & Aufgaben S. 59-60
2. Tag: Chapter 14 und 15 lesen & Aufgaben S. 60

Woche: 22.06.-26.06.2020

1. Tag: Chapter 16, 17 und 18 lesen & Aufgaben S. 61
2. Tag: Chapter 19, 20 und 21 lesen & Aufgaben S. 61-62

**Fertig!!!**

Gebt euren Lesehefter bitte am 02.07.20 bei mir ab. Ihr könnt hier eine gute Note zur Verbesserung eurer Leistung bekommen.

Ich wünsche euch beim Lesen viel Spaß. Ach ja, ihr habt noch einen JOKER. Ihr dürft noch eine Aufgabe rauslassen von diesem neuen Aufgabenblatt, die euch nicht gefällt. (Bitte als JOKER auf dem Chapter-Blatt kennzeichnen!) Aber alle anderen werden versucht zu lösen.

Liebe Grüße und bleibt alle schön gesund!  
Frau Martin, Frau Knaust und Frau Räcke