

Liebe Klasse 8d,

ich hoffe, ihr wart und seid gesund und auch euren Angehörigen und Freunden geht es gut.

Ich bin mir sicher, ich seid vor allem über die Medien miteinander in Kontakt geblieben und vor allem die Jungen haben sicher viel miteinander gespielt. Dabei sind eure Aufgaben für die Schule hoffentlich nicht zu kurz gekommen, ihr habt alles erledigen können und seid mit den Aufgaben gut zurechtgekommen. Zumindest hat sich keiner von euch zurückgemeldet, weil er Probleme hatte.

Ich bin noch immer traurig, dass wir nicht miteinander, wie geplant, nach England fahren konnten und würde mir sehr wünschen, es ließe sich nachholen. Aber wer weiß, wann überhaupt wieder Klassenfahrten stattfinden können?

Ich hoffe außerdem, ihr hatte schöne Osterferien und –feiertage, auch wenn wir alle nicht verreisen und auch die Treffen mit der Familie und Freunden nicht so wie sonst stattfinden konnten.

Im Moment ist eure Phase des häuslichen Lernens um zwei weitere Wochen verlängert worden. Ich schicke euch hier die neuen Aufgaben. Meldet euch ruhig über die E-Mail-Adresse einmal bei mir und teilt mir mit, wie es euch ging bzw. geht!

Viel Erfolg bei der Erfüllung der neuen Aufgaben!
B. Abt

Aufgaben für die Zeit vom 20.04. – 30.04.2020

Vergleiche die Aufgabenlösungen und ergänze bzw. berichtige deine Aufzeichnungen!

Wenn du dir die Sätze zu den Grammatikübungen vergleichst, schau genau auf die Verbformen und die Fragewörter und unterstreiche sie, falls du das noch nicht getan hast!

Lösungen zur Beschäftigung vom 23.03. – 03.04.2020

textbook, p. 39/4 If you hadn't been so rude, ...

- *What happened in the evening when Gracie was at home with her family?*

When Gracie was at home, she told her parents about what had happened in her Social Study class. She told her parents about her argument with Mike about Thanksgiving and that Mrs Tripp, the teacher, had told her to give a presentation. She also told her parents that she did not know enough about the history of that time for a presentation. Gracie's father had a good idea: he

thought it was better to drive up to Plimoth Plantation on the weekend [BE: at the weekend] than to do research on the internet, because Plimoth Plantation is the place to find out about the Wampanoag history and Thanksgiving.

- Conditional sentences:

*(simple past perfect) (conditional perfect)
If you hadn't been so rude, Mrs Tripp wouldn't have given you this extra work.*

*(simple past perfect) (conditional perfect)
If Mike Lowe hadn't told that stupid old story, I wouldn't have interrupted him.*

*(simple past perfect) (conditional perfect)
If you had just [BE: only] kept quiet, you'd have been free all weekend.*

Im Conditional Sentence/Type 3 wird gesagt, "was wäre gewesen, wenn ..."

Im if-Satz(Bedingung) steht das Verb im ,simple past perfect' und im Folgesatz steht das Verb im ,conditional perfect'.

Zur Erinnerung bzw. zum Vergleichen:

Conditional sentences

type		If-clause/ condition	consequence
I	Was ist, wenn ...	simple present	simple future
II	Was wäre, wenn ...	simple past	conditional
III	Was wäre gewesen, wenn ...	simple past perfect	conditional perfect

workbook, p. 22, no. 6 a, b

simple past perfect = had/hadn't + inf-ed/3. Vf.

1. When Gracie got up, she was tired because she had gone to bed too late.
2. When she had got ready for school, she left home in a hurry.
3. On the way to school she realized that she had forgotten her money.
4. When she finally arrived at school, the first lesson had already started.
5. Gracie's Maths teacher wasn't very happy because she had interrupted his lesson.

1. ...

2. In Mrs Tripp's lesson Gracie got angry with Mike after he had said something silly.
3. Mrs Tripp got angry with Gracie because she had been rude to Mike.
4. Gracie and Mike were not very happy because Mrs Tripp had given them extra work.

... and p.23/no. 7

- 1.
2. ... wouldn't have sailed alone
3. ... hadn't been stormy ... wouldn't have taken ...
4. ... would have landed in Virginia if we had had good maps.
5. We wouldn't have built our village here if the water and the land hadn't been good.
6. We wouldn't have survived the winter if the Wampanoag hadn't helped us.

workbook, p. 24, no.9

... - cause, celebration - ..., taste - ..., prayer - ..., ... - dangerous,
... - religious, surprise - ..., death - ..., secret - ...

taste, celebration, secrets, surprised, caused, deaths, survived

... no. 10

individuelle Lösung

textbook, p.47, no. 6

1. ...
2. *If the Natives hadn't been so friendly, they would have killed Columbus and his crew.*
3. *If Columbus had sailed to North America, he would have arrived in New England.*
4. *If Columbus had arrived in New England, it would have become a Spanish colony.*
5. *If the Europeans hadn't come to America, millions of Native Americans wouldn't have died of European diseases.*
6. *We wouldn't have known corn and potatoes if the Europeans hadn't found them in America.*
7. *If the Wampanoag hadn't shown the Pilgrims how to grow corn, they would all have died in their first winter.*
8. *If Patuxet hadn't been empty, the Pilgrims would have had to build their village somewhere else.*

wordmaster, pages 26, 27 – Vergleiche mit dem Lösungsheft bzw. der Vokabelliste im Lehrbuch!

textbook, pages 40, 41

Übertrage das folgende Tafelbild! Fülle die Tabelle weiter aus!

Reported speech

Wenn wörtliche Rede als indirekte Rede wiedergegeben wird, muss darauf geachtet werden, dass, ...

wenn das Verb im Redebegleitsatz im 'simple past' steht (z. B. he said/reported/asked/told me), das Verb von der direkten/wörtlichen Rede in der indirekten Rede in der Zeitstufe „zurückverschoben“ werden muss (backshift of tenses).

present	→	past
present perfect	→	past perfect
past	→	past perfect
past perfect	→	past perfect
future	→	conditional
future perfect	→	conditional perfect

Direct speech, including questions and commands/requests	Reported speech, Including reported questions and commands/requests
“They <u>lived</u> next to the colonists.”	The guide said that they <u>had lived</u> next to the colonists.
“Ø <u>Are</u> the Wampanoag houses the village of Patuxet?”	I asked one guide <u>whether</u> the Wampanoag houses <u>were</u> the village of Patuxet.
“So <u>why did</u> this family live next to the English colonists?”	So I asked her <u>why</u> this family had lived next to the English colonists.
“So, Ø did the English invite this Wampanoag family to the First Thanksgiving?”	I wanted to know <u>if</u> the English had invited those Wampanoag to the First Thanksgiving.
..., <u>go back</u> to the visitor center.	She told me <u>to go back</u> (infinitive) to the visitor center.
<u>Don't miss</u> the movie.	She told me <u>not to miss</u> (infinitive) the movie.

Lies die Erläuterungen zur Grammatik im Lehrbuch auf den Seiten 177-179 – Indirect speech!

text book, p. 48, no. 9

An English colonist

Sarah told me/said/explained ...

1. ... that her parents and she had come there because the people in England had not liked their religion.
2. ... that they had lived in Holland before they had come to New England.
3. ... that they wanted to start a new life there.
4. ... that the Indians there called themselves Wampanoag. She had met their chief, Massasoit.
5. ... that the Wampanoag had shown them how to catch fish.
6. ... that she hoped she could learn to read and write so that she would be able to send letters to her family in England.

textbook, p. 48, no. 10

First days in a new country

The immigrants asked/wanted to know/wondered/wanted to find out/were interested in....

1. ... how they could survive there.
2. ... what vegetables grew there.
3. ... what the weather was like in winters.
4. ... where they could build their first houses.
5. ... how they could keep in touch with their friends in England.
6. ... when the next ship would arrive.
7. ... how many Indians lived near there.
8. ... what they would do if the Indians attacked them.

textbook, p. 49, no. 11

Other people's questions

1. Gracie's dad asked if/whether Wampanoag houses were very warm in winter.
2. He also wanted to know if/whether they sent his daughter to the Thanksgiving exhibition.
3. The other visitor asked if/whether they still lived in the traditional Wampanoag way.
4. Then she wanted to know if/whether they could tell us/them some more about Wampanoag history.
5. She also asked if/whether the Pilgrim village was along that path.
6. Furthermore she wanted to find out if/whether we/they could walk to the Mayflower II.
7. The staff member asked us/them if/whether we had ever visited Plimoth Plantation before.
8. She was also interested in if/whether we/they had seen the Pilgrim village yet.
9. She wanted to know if/whether we/they wanted to learn how they made their canoes.
10. She asked us/them if/whether we/they were going to visit the Mayflower II.
11. She tried to find out if/whether we/they would be in Plymouth for long.

textbook, p. 49, no. 12

It's a hard life

1. His teacher told him not to forget his homework.
2. His mother wanted him to take the rubbish out before he went out/left.
3. His little/younger sister asked him to play with her.
4. His dad told him not to sit in front of the computer for hours.
5. His friends wanted him to come and play football with them.
6. His girlfriend wanted him not to spend all weekend with his friends.

wordmaster, page 28, 29, 30,31 – *Vergleiche mit dem Lösungsheft bzw. der Vokabelliste im Lehrbuch!*

workbook, pages 25, no.11

1. ...
2. He said that it was the best place to find out about Thanksgiving.
3. He explained to her that she would be able to talk to the staff.
4. He told her that he had visited Plimoth Plantation twice.

p. 25, no. 12

1. ...
2. ... when exactly the Mayflower had arrived.
3. ... how big the Mayflower had been.
4. She wanted to know why they called themselves Saints.
5. She asked what their main food in winter was.
6. She wanted to know how long they had been in Plymouth.
7. She asked how many Wampanoag had come to the Thanksgiving.

p. 26, no. 13

1. ...
2. ... if/wheteher visitors could milk the goats.
3. ... if/whether visitors wore Pilgrim costumes too.
4. ... asked if/whether the Mayflower II also sailed to England and back.
5. ... wanted to know if/whether she would have to speak to the colonists in 17th century English.
6. ... asked if/whether he could help with the turkey on Thanksgiving Day.

p. 26, no. 14

1. ...
2. ... wanted her to show them the way to the Mayflower II.
3. ... told her to go to the exhibition on the First Thanksgiving.
4. ... told her not to forget the movie.
5. ... asked her to get a booklet for him.

Setze deine "time Line" im Merkteil fort:

Übertrage die Informationen vom Lehrbuch S. 43 in deinen Merkteil!

[The history of the United States of America]

From British colonies to an independent state – Important dates and events

...

Neue Aufgaben

Schreibe folgende Informationen in deinen Merkteil!

Plimoth Plantation – Plymouth, Massachusetts

- the place to find out about Wampanoag (and other Native American) history and Thanksgiving
- a living-history museum with a Wampanoag village and an English colonists' village from the 1620s
- Native Americans → work there and tell visitors about Wampanoag life then and now
- the staff → dressed and act as if they were really 17th century colonists
- at the visitor centre → an exhibition on the harvest celebration in 1621 and a movie that shows what really happened (documentaries)
- the Pilgrims → called themselves Saints and their church the Church of Saints
- the Mayflower II → replica of the original Mayflower, the ship which the first Pilgrims came with

textbook, pp. 52-54

- *Read the text with the help of a dictionary.*

textbook, pp. 54, no. 1

textbook, p. 55

workbook, p. 30, no. 1a, b

wordmaster, p.32-36, p.39

workbook, p.28

Unit 3

Work through pages 56-58. (mündlich)

Work through pp. 59-61.

- *Read the texts with the help of a dictionary.*
- *Listen to the texts from your CD in the workbook.*

wordmaster pp. 37-43 (außer p. 39)