

Welcome from your easter holidays. Let's go on as usually with the homeworks.

SB, S. 66, nr. 3: Legends

I think people tell legends because they just want to tell stories or they try to explain things that are strange / they like to explain what is happening in the world or they want to teach s.o. something
If you want to explain something which is different from what you expect or what is strange or which you can't understand, you sometimes turn to the world of magic and invent stories about fairies, giants, small people, ghosts, ...

HA- Moments in Irish history: *some key moments*, eine Musterlösung:

The Act of Union (1801) In the North, most of the people were Protestant, unionist and against the idea of independence from Britain. Catholics wanted independence because they did not have the same rights and power as the Protestants. Economic reasons played a role as well: like Great Britain, the North of Ireland had an industrial economy, the South was mainly agricultural.

The Titanic (1909 to 1911) Shipbuilding was a big industry in Belfast from the middle of the 19th to the middle of the 20th century. The company Harland and Wolff, founded in 1861, built ships for the Royal Navy and also big ocean liners. The most famous and biggest ship they built was the Titanic, which was finished in 1911. At that time about 15,000 people worked for the company. The Titanic started her first voyage (from Southampton to New York City) on 10th April 1912. The ship never reached its destination: it hit an iceberg near Newfoundland four days later and sank. Over 1,000 of the more than 2,000 passengers died in the Atlantic.

The EEC (1973) Ireland joined the EEC (now the EU) in 1973, which helped the country in many ways. Farmers started exporting their products across all Europe, not just Britain, and because food prices were higher in other countries, the farmers got more money for their products, too. Irish industries were able to export their products to the bigger European market, too, which helped them to grow. Money from the EU has helped to improve Ireland's infrastructure and has left the country with more money for education. As a result of all the developments, Ireland has become attractive for big companies and foreign investors, who have opened new offices and factories. Today, many big computer and IT companies, banks and pharmaceutical companies have offices in Ireland.

The Belfast Agreement (1998) Betty Williams and Mairead Corrigan organized peace marches which thousands of Catholics and Protestants joined. They also founded an organisation called Women for Peace. In 1976 they won the Nobel Peace Prize for their work.

David Trimble, leader of the Protestant Unionists, and John Hume, leader of the Catholic minority, won the 1998 Nobel Peace Prize for their role in bringing the two sides together and ending the long-lasting conflict between them.

The Great Famine (1845-1849) The potato disease hit Ireland in the 1840s. Potatoes were the most important food for Irish people in the mid-18th century. The government in London did not help them, and 3 million people died or emigrated. Most emigrated to the USA. The journey across the Atlantic in small ships was often dangerous and many died during the journey. But those who arrived were able to start a new life. After the Famine, emigration from Ireland to the US continued; people came in hope for a better life and future.

Workbook, S. 46, nr. 2

... he asks: “ May I have some coffee , please?“ But Aunt Mary says he musn't drink coffee...

... where there are tall stones columns that rise up ... which form a wide stone path down

... Aunt Mary tells Lewis a legende about the proud Irish giant Finn, who couldn't swim ...

so he asks Lewis, shall I tell you a different legende? ...

Aunt Mary says he must be careful because he might fall.

II. Lernstoff zum 07.04.2021

- *To be allowed to: simple past*

Eine gute Hilfe steht euch im: SB, S. 72: „Looking at language“; GF 6.2, S. 166 zur Verfügung.

Lest zunächst sorgfältig die Erklärungen und Beispiele. Anwendung folgt dann im Workbook:

Exercise nr. 8, WB, S. 50

- *To be allowed to: future*

Noch einmal bitte im SB, S. 72: „Looking at language“; GF 6.2, S. 166 aufmerksam lesen und dann die Übung im Workbook lösen:

Exercise nr. 9, WB, S. 50

- Words countries, SB, S. 68: 1a):

Zunächst aus der vorgegebenen Liste, unbekannte Vokabeln nachschlagen. Benutzt ein Wörterbuch.

Ein Verb oder ein Adjektiv kann mehrmals mit verschiedenen Wörtern gebraucht werden, z.B.

„beautiful“ kann ein *crown* sein, genauso wie ein *flag* oder ein *coast*.

Viel Spaß!