

Englischarbeit Klasse 8

Thema: First Australians, reported speech, conditionals

Name: _____ Datum: _____

Punkte: _____ / 60 Note: _____

Unterschrift: _____



A READING COMPREHENSION

The First Australians *Read the text carefully.*

Aboriginal and Torres Strait Islander peoples are the first Australians. Their ancestors arrived on the continent at least 50,000 years ago, so their cultures are among the oldest living cultures in the world. Before the Europeans came, there were hundreds of different groups with more than 250 languages. Most people lived in small family groups and moved around their country¹ to hunt, fish and collect plants.

In 1788, the first British ships arrived at Sydney Cove. At that time, probably between 300,000 and one million Aboriginal people lived in Australia. The newcomers believed that the land belonged to nobody, so they simply took it. Farmers put up fences, and Aboriginal families could no longer move freely or reach their hunting grounds. The settlers' sheep and cattle ate the plants that people needed for food and made the waterholes² dirty. When Aboriginal people fought back, many of them were shot or poisoned. Even more died of diseases like smallpox and measles, which the Europeans had brought with them. By 1900, there were fewer than 100,000 Aboriginal people left in the whole of Australia.

In the 20th century, the government wanted Aboriginal people to live like white Australians and to forget their own culture. From about 1910 until the 1970s, officials and the police took tens of thousands of children away from their families, especially children who had one white parent. The children were sent to children's homes and missions³, where they got a European education. They were punished if they spoke their own language. Many of them were trained to work as cheap servants or farm workers. Today they are called the "Stolen Generations".

Since 1998, a National Sorry Day has been held every year on 26 May. On 13 February 2008, Prime Minister Kevin Rudd finally made an official apology⁴ in Parliament to the Stolen Generations and their families.

Word help: ¹ **country** – here: the land that belongs to a group ·

² **waterhole** – a place where people and animals find water · ³ **mission** – a place run by a church · ⁴ **apology** – the act of saying sorry · **smallpox** – Pocken · **measles** – Masern

1 Correct the wrong statements and give the right information.

Use your own words as far as possible and write complete sentences.
(Each answer: content 2, language 2)

- 1 *The Aboriginal people profited a lot from the animals that the British settlers brought to Australia.*

- 2 *Aboriginal families were allowed to stay on their land as long as they learned English.*

- 3 *In the 1970s, the Australian government said sorry for what had happened to the Aboriginal people.*

___ / 12

2 Explain in complete English sentences ...

(Each answer: content 2, language 2)

- 1 ... why the number of Aboriginal people went down after the Europeans had arrived.

- 2 ... what the government wanted to achieve when it took Aboriginal children away from their families.

___ / 8

B GRAMMAR

3 Reported speech

Ella has just spent a year with a family on a cattle station in the Australian outback. Now Tom is interviewing her for the school magazine.

Put their dialogue into reported speech. Use four different reporting verbs (in the past). Where possible, use an indirect command.

1 **Tom:** "What was life like on the cattle station, Ella?"

→ Tom

2 **Ella:** "I loved it, and I learnt a lot about horses and cattle."

→ Ella

3 **Tom:** "Tell me about a typical day."

→ Tom

4 **Ella:** "I have never seen so many stars before. But as soon as I finish school, I'll go back there."

→ Ella

___ / 10

4 Conditional sentences

Decide which type of conditional sentence is needed and put the verbs in brackets into the correct form. Watch out: one sentence is different from the three basic types.

1 Jake was very lucky that Ruby was with him. If Ruby _____
(*not, know*) what to do, Jake _____ (*be*) in great danger.

2 If Jake _____ (*always, not, forget*) his radio at home, he
_____ (*call*) for help himself yesterday.

3 The creek is almost dry. The cattle _____ (*have*) nothing to
drink if it _____ (*not, rain*) soon.

4 We _____ (*go*) snorkelling every weekend if we
_____ (*live*) near the Great Barrier Reef at the moment.

5 The past still hurts many Aboriginal families. If their children
_____ (*not, be*) taken away, many families _____
(*not, lose*) their language.

___ / 10

C TEXT PRODUCTION

A day at Mulga Creek *Read the story.*

During the holidays, Ruby (14) stayed with her aunt and uncle on their cattle station in the Northern Territory, 300 kilometres from the nearest town.

One hot morning, Ruby and her cousin Jake rode out on horseback to check a water tank near Mulga Creek. Suddenly, a big kangaroo jumped out of the bushes. Jake's horse got a fright and threw him off. Jake landed on a rock and cried out in pain. His left arm looked strange, and he could not move it.

Ruby remembered what she had learnt in her first-aid course. She helped Jake into the shade of a tree, gave him some water and made a sling⁵ for his arm from her scarf. Then she rode back to the homestead⁶ as fast as she could. Her aunt called the Flying Doctors on the radio. Forty minutes later, a small plane landed on the dusty airstrip behind the house, and Uncle Pete drove the doctor out to Jake.

The doctor said that Jake's arm was broken and flew him to the hospital in Alice Springs. A week later, Jake came home with a bright green cast.

Word help: ⁵ **sling** – cloth that holds a hurt arm · ⁶ **homestead** – main house on an Australian farm

5

Write a diary entry.

Imagine you spent that day with Ruby and Jake and were with them all the time. Write a diary entry (about 100–120 words). Describe in detail what happened, how Jake was helped in the end and how you felt. (Content 8 · Language 12)

Dear Diary,

Lösung: Englischarbeit Klasse 8

Insgesamt sind 60 Punkte erreichbar, halbe Punkte sind möglich.

Note 1	Note 2	Note 3	Note 4	Note 5	Note 6
60–54 P.	53,5–48 P.	47,5–39 P.	38,5–30 P.	29,5–18 P.	17,5–0 P.

A READING COMPREHENSION

1 Correct the wrong statements and give the right information.

Use your own words as far as possible and write complete sentences.
(Each answer: content 2, language 2)

- 1 *The Aboriginal people profited a lot from the animals that the British settlers brought to Australia.*

Wrong. The settlers' sheep and cattle ate the plants that Aboriginal people needed for food and made the waterholes dirty. The farmers' fences stopped people from moving around.

- 2 *Aboriginal families were allowed to stay on their land as long as they learned English.*

Wrong. The settlers simply took the land; many Aboriginal people were driven away, shot or poisoned. Later, children were taken from their families and punished if they spoke their own language.

- 3 *In the 1970s, the Australian government said sorry for what had happened to the Aboriginal people.*

Wrong. Children were still taken away until the 1970s. The official apology only came on 13 February 2008, when Prime Minister Kevin Rudd said sorry in Parliament. (Sorry Day has been held since 1998.)

12 / 12

2 Explain in complete English sentences ...

(Each answer: content 2, language 2)

- 1 ... why the number of Aboriginal people went down after the Europeans had arrived.

Possible points (in complete sentences):

- Many Aboriginal people were shot or poisoned when they fought back against the settlers who took their land.
- Even more died of diseases like smallpox and measles which the Europeans had brought.
- Fences, sheep and cattle destroyed their food plants and waterholes, and they could no longer move around to find food.

- 2 ... what the government wanted to achieve when it took Aboriginal children away from their families.

Possible points (in complete sentences):

- The government wanted the children to live like white Australians and to forget their own culture and language.
- They were given a European education and trained to become cheap servants or farm workers.

8 / 8

B GRAMMAR

3 Reported speech

Ella has just spent a year with a family on a cattle station in the Australian outback. Now Tom is interviewing her for the school magazine.

Put their dialogue into reported speech. Use four different reporting verbs (in the past). Where possible, use an indirect command.

- 1 **Tom:** "What was life like on the cattle station, Ella?"
→ Tom **asked** Ella **what life had been like on the cattle station.**
- 2 **Ella:** "I loved it, and I learnt a lot about horses and cattle."
→ Ella **replied** that **she had loved it and (that she had) learnt a lot about horses and cattle.**
- 3 **Tom:** "Tell me about a typical day."
→ Tom **asked / invited** her to **tell him about a typical day.**
- 4 **Ella:** "I have never seen so many stars before. But as soon as I finish school, I'll go back there."
→ Ella **told him / explained** that **she had never seen so many stars before, but (that) as soon as she finished school, she would go back there.**

10 / 10

4 Conditional sentences

Decide which type of conditional sentence is needed and put the verbs in brackets into the correct form. Watch out: one sentence is different from the three basic types.

- 1 Jake was very lucky that Ruby was with him. If Ruby had not known / hadn't known (not, know) what to do, Jake would have been (be) in great danger. → *type III*
- 2 If Jake didn't always forget (always, not, forget) his radio at home, he would / could have called (call) for help himself yesterday.
→ *mixed type*
- 3 The creek is almost dry. The cattle will have (have) nothing to drink if it doesn't rain (not, rain) soon. → *type I*
- 4 We would go (go) snorkelling every weekend if we lived (live) near the Great Barrier Reef at the moment. → *type II*
- 5 The past still hurts many Aboriginal families. If their children had not been (not, be) taken away, many families would not have lost (not, lose) their language. → *type III*

10 / 10

C TEXT PRODUCTION

5 Write a diary entry.

Imagine you spent that day with Ruby and Jake and were with them all the time. Write a diary entry (about 100–120 words). Describe in detail what happened, how Jake was helped in the end and how you felt. (Content 8 · Language 12)

Example (individual answers):

Dear Diary, what a day! This morning Ruby, Jake and I rode out to check the water tank near Mulga Creek. Suddenly a huge kangaroo jumped out of the bushes. Jake's horse got such a fright that it threw him off onto a rock. His arm looked terrible, and he was crying with pain. I was really scared! We helped him into the shade, and Ruby made a sling from her scarf. While she rode back to get help, I stayed with Jake and gave him water. Later the Flying Doctors' plane landed behind the house, and Uncle Pete drove the doctor to us. Jake's arm is broken, so they flew him to Alice Springs. I'm so relieved he is safe!

Content (logical order):

- ride out to the water tank, kangaroo, horse gets a fright and throws Jake off
- Jake lands on a rock, broken arm, pain
- first aid: shade, water, sling made from a scarf; Ruby rides back for help
- radio call, Flying Doctors, plane on the airstrip, Uncle Pete drives the doctor out
- Jake is flown to hospital in Alice Springs
- own feelings: scared, worried, helpless, relieved, proud ...