

## Worksheet 8c 05.05.-08.05.20

Dear 8c,

Are you still OK? Are you still motivated? I really hope you are! Let's have a look at this week's tasks: We are about to start Unit 4. So that means we will have to learn some words and have a look at some grammar.

Let's go!

### **1) Correct your test**

healthy/ to hunt/ to punish/ independent/ aisle/ to fix/ to give in/ to plant/ thunder/ to carve

kämpfen            to fight/ fought/ fought

verbreiten        to spread/spread/spread

leihen            to lend/ lent/lent

frieren            to freeze/froze/frozen

werfen            to throw/threw/thrown

I hope you did well!

### **2) Check your answers**

Worksheet vocabulary

**Lösungen** ✂ -----  
2 slave – weit; 3 wide – angeln; 4 fish – Mündung; 5 mouth – erkunden; 6 explore – Gemüse; 7 vegetable – Puppe;  
8 doll – Haut; 9 skin – bestrafen; 10 punish – Friede; 11 peace – Stamm; 12 tribe – reparieren; 13 fix – Spiegel;  
14 mirror – Trennung; 15 segregation – Sieg; 16 victory – Angriff; 17 attack – mieten; 18 hire – Ochse; 19 ox –  
beißen; 20 bite – beten

Dictation

People had to travel a distance of about two-thousand miles to get to Oregon and they needed courage. What made them search for a new home? The attractions were good land for farming, friendly weather or simply a love of adventure. The conditions under which they moved were hard. People became ill, there was the heat and there were the Native Americans. The settlers moved as families, with children and women who were expecting babies, so the transport had to be in wagons. The wagons were slow and heavy and could break. They were difficult to take across rivers and mountains. The cattle that were driven along were usually cows, often used as extra food. But there are also stories about dancing and celebrating on the prairie. The role of the Native Americans was not what people are

made to believe from many films. At first they were really friendly and helpful to the settlers. Only later, when the Native Americans realized what had happened, this feeling changed.

Please correct the spelling and write the wrong words at least **five times** correctly.

Workbook p. 31

revision – mixed grammar

## 18 Martin and Malcolm

Complete the text.

Martin Luther King and Malcolm X both played an important part in the civil rights (noun: to move)

movement.

Martin Luther King

(choose) chose the non-violent way of

(verb: a fight) fighting for (» same)

equal rights. In 1963 he (lead)

led one of his (important) most important campaigns against (noun: to discriminate)

discrimination. About 250,000 people followed him on a protest march to Washington DC.

He held his (» well-known) famous speech which (remember) is remembered

even today. Many people know these words very (good) well:

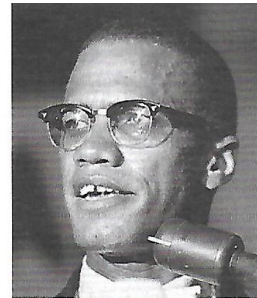
'I have a dream that one day on the red (» small mountains) hills of Georgia, the sons of

former\* slaves and the sons of former slave (noun: to own) owners (be able / sit)

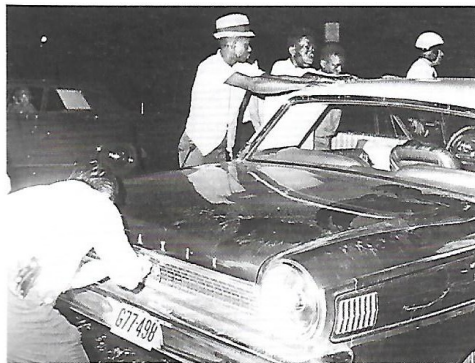
will be able to sit down together at the (» different) same table.'



Martin Luther King



Malcolm X



But some black people (not / believe) didn't believe him. One of them was Malcolm X. He

(grow) grew up in a very poor family with seven (???) brothers and sisters. The

children (must / leave) had to leave school early and support (oneself) themselves.

Malcolm (teach / oneself) taught himself how to read and write when he was in prison. He

joined the Black Muslims\*, a religious group, (???) whose leader he (become)

became in 1963. They (fight) fought for a separate black society\* because

they thought that black people were (good) better than whites. The (» people who belong)

members of the Black Muslims (be / allow) were allowed to use (noun: violent)

violence to reach their aims. Malcolm X later believed in (» war) peace between

blacks and whites and left the (noun: to organize) organization. Later in the 1960s both men

(kill) were killed while they (speak) were speaking about black civil rights.

### 3) Pronunciation

Ok. Let's have some pronunciation exercises just for the fun of it. I've chosen a youtube-video with some nice tongue twisters for you. So go ahead and have fun!

<https://www.youtube.com/watch?v=W1mwreTOJq0>

Again skip the ads...

### 4) Vocabulary time

Please learn the words till the word "to promote" p. 133 and write them into your vocabulary book (recording "Vocabp.132").

### 5) Reading

Read "words and pictures" p. 53 in our textbook (recording "Unit4\_w&p").

Now we have got a lot of information about America. To save that I want you to copy the following text into your grammar books:

#### **Facts about America**

**Flag:** 50 stars: one for each state

13 stripes: one for each former British colony

**Capital:** Washington DC (east coast; it's not part of any state)

**Texas:** - was a part of Mexico

- Alamo
- Oil
- large Hispanic population
- cowboys

**Michigan:** - Detroit is "Motor City", Motown music

- 4 of the 5 Great Lakes
- The north is very cold in the winter
- 3,200 miles of shore

**Fun fact:** Alaska and Hawaii don't share a border with any other state of the US.

If you want to find out about "Motown music" the following youtube-video might be interesting for you:

[https://www.youtube.com/watch?v=6FOUqQt3Kg0&list=PLaFTeiAOFpJwqNBedJBT\\_ZjXRezyrOFa6](https://www.youtube.com/watch?v=6FOUqQt3Kg0&list=PLaFTeiAOFpJwqNBedJBT_ZjXRezyrOFa6)

Maybe it's not your kind of music 😊

## 6) Reading Sit. 1

Read Sit. 1 p. 54 in your textbook.

You might have realised that there are some "if-clauses" included. We are going to revise them now.

What can you remember about "if-clauses"? Take some moments to think about that...

## 7) Grammar revision

OK? Maybe there are words like "condition" ... in your mind now. Open your textbook p. 110 and read up to "b". We just want to revise.

Copy the following text into your grammar book:

### If-clauses

- I. If the weather \_\_\_\_\_ nice tomorrow, we \_\_\_\_\_ go swimming.  
But if it \_\_\_\_\_, we \_\_\_\_\_ go.

if-clause

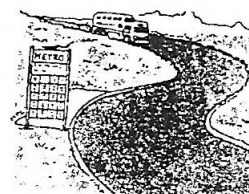
main clause

\_\_\_\_\_

\_\_\_\_\_



If he hurries,  
he'll catch the bus.



➔ Try to fill in the gaps.

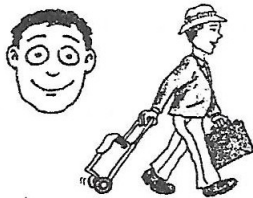
OK?....Have you really tried?

You can find the completed text on the next page...

- I. If the weather is nice tomorrow, we will go swimming.  
But if it isn't, we won't go.

if-clause  
simple present

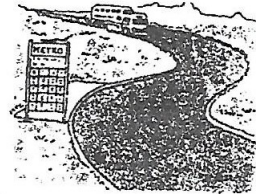
Probable condition



main clause

future I

If he hurries,  
he'll catch the bus.



Anmerkung: "Future I" ist nichts anderes als das „will-future“, aber ihr wisst aus dem Buch, dass man auch ein Modalverb + Infinitiv oder die Befehlsform verwenden kann.

„Probable condition“ heißt wahrscheinliche Bedingung. Also if-clause pattern I wird verwendet, wenn wir von einer wahrscheinlichen oder leicht erfüllbaren Bedingung ausgehen:

Wenn das Wetter gut ist....

Wenn ich morgen meine beste Freundin treffe...

Wenn du morgen mit dem Fahrrad zur Schule fährst...

I think we should practice that.

### 8) Exercises

Do the exercises 1+2 p. 54 in your textbook. Write the answers into your exercise book.

Do exercises 1+2 p. 35 in your workbook and ex 3,4,5 + 6 p. 36.

That's it for this week!

Have a good time, take care and goodbye!

M. Weiß