

**Part A: Quiz – The Deep South**

Read the questions and tick the answers that you think are correct.

Check your answers while working through the Unit.

- Which state is not in the 'Deep South'?  
 a) Arizona       b) Alabama       c) Louisiana       d) Tennessee
- Which dangerous animals can be found throughout the South?  
 a) grizzly bears       b) king cobras       c) mountain lions       d) alligators
- Which river flows down from the north to the south of the USA?  
 a) Colorado River       b) Ohio River       c) Mississippi River       d) Red River
- What happened to the Native Americans in the South when the white settlers arrived in the early 1800s?  
 a) They had to move to special areas (reservations).  
 b) They were put in prison.  
 c) They lived happily together with the settlers.  
 d) They left the South and moved to better land in the West.
- Until the 1950s, black people in the South ...  
 a) were slaves.  
 b) didn't have the same rights as white people.  
 c) played a special kind of music.  
 d) couldn't go to school.
- In 2005 a terrible hurricane destroyed large parts of the city of ...  
 a) Memphis.       b) New Orleans.       c) Jackson.       d) Montgomery.

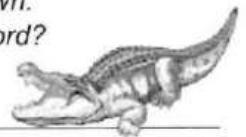
**Part B: Vocabulary**

- 1 Match the new words with their definitions. Write the sentences in your exercise book.

1 swamp	a) a river _____ through the country
2 landowner	b) a 'twister': very strong winds that move in a circle
3 (to) flow	c) a type of music that comes from the South and often sounds sad
4 cotton	d) (to) be famous
5 (to) force sb. to do sth.	e) if a piece of land is yours, you are the _____
6 (to) be well known	f) a piece of land with muddy ground; you can sink in if you aren't careful
7 blues	g) (to) make sb. do sth. they don't want to do
8 tornado	h) T-shirts and jeans are made of this material

- 2 *Fast Finishers:* Find examples or definitions for the following words. Write them down. Then find a partner and read your definition to him / her. Can he / she guess the word?

- alligator: \_\_\_\_\_
- slave: \_\_\_\_\_
- hurricane: \_\_\_\_\_
- carnival: \_\_\_\_\_



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**Part A: Small-town living**

Read Leah's article again. Then match the sentence parts:

- |                                       |   |
|---------------------------------------|---|
| 1 Leah does not think that life ...   | a) ... she isn't allowed to drive yet.                  |
| 2 The people in Guntersville ...      | b) ... works in the supermarket.                        |
| 3 They are noseiy because ...         | c) ... are very friendly.                               |
| 4 Leah loves fishing and ...          | d) ... help in the community.                           |
| 5 At the weekends she ...             | e) ... drives around town with her cousin and friends.  |
| 6 Volunteering is a good way to ...   | f) ... having barbecues in the garden with her friends. |
| 7 Leah has her own truck although ... | g) ... in a small town is dull.                         |
| 8 In her free time she sometimes ...  | h) ... they are interested in each other.               |

**Part B: YOUR TASK My home, sweet home?**

Read at least four of your classmates' texts about their hometown. Do they like the place where they live? Why (not)? Take notes in the table below.

Name	Does the author like their hometown? Yes: ☺ / No: ☹	Why (not)?

**Extra:** Pick a text that you liked and write a short note for the author. Give them your feedback on their text.

I liked your text about your hometown because

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Giving feedback on a discussion

Listen to the discussion. Then give your partner feedback.

😊	😐	😞
You used many good phrases for giving your opinion and agreeing or disagreeing in the discussion. <i>Du hast viele gute Redemittel zum Diskutieren verwendet.</i>	You used some of the phrases for giving your opinion and agreeing / disagreeing. <i>Du hast einige der Redemittel verwendet.</i>	You didn't use many phrases for giving your opinion and agreeing / disagreeing. <i>Du hast nicht viele Redemittel verwendet.</i>
You gave lots of good arguments. <i>Du hattest viele gute Argumente.</i>	You gave some good arguments. <i>Du hattest einige Argumente.</i>	You didn't give many arguments. <i>Du hattest nicht viele Argumente.</i>
You always listened to your partner. <i>Du hast deinem Partner immer zugehört.</i>	You sometimes listened to your partner. <i>Du hast deinem Partner manchmal zugehört.</i>	You didn't listen to your partner. <i>Du hast deinem Partner nicht zugehört.</i>
You did a great job.	You did OK.	You could do better.
My tips for you: _____ _____	My tips for you: _____ _____	My tips for you: _____ _____


 Giving feedback on a discussion

Listen to the discussion. Then give your partner(s) feedback.

😊	😐	😞
You used many good phrases for giving your opinion and agreeing or disagreeing in the discussion, like _____ _____ _____	You used some of the phrases for giving your opinion and agreeing / disagreeing, like _____ _____ _____	You didn't use many phrases for giving your opinion and agreeing / disagreeing. _____ _____ _____
You gave lots of good arguments.	You gave some good arguments.	You didn't give many arguments.
You always listened to your partner.	You sometimes listened to your partner.	Most of the time you didn't listen to your partner.
You did a great job.	You did OK.	You could do better.
My tips for you: _____ _____	My tips for you: _____ _____	My tips for you: _____ _____

**Part A: The Montgomery Bus Boycott**

Fill in the gaps.

- 1 In the 1950s, \_\_\_\_\_ people didn't have the same rights as white people.
- 2 The \_\_\_\_\_ said that black people had to go to schools for black people.
- 3 At the doctor's they had to sit in different \_\_\_\_\_.
- 4 This separation of black and white people was called \_\_\_\_\_.
- 5 On buses, black people weren't allowed to sit \_\_\_\_\_.  
They had to sit at the back.
- 6 If the bus \_\_\_\_\_, they had to give their seats to white people.
- 7 One day Rosa Parks didn't give her seat to a white man, so she was \_\_\_\_\_ by the police.
- 8 After the arrest, black people \_\_\_\_\_ to \_\_\_\_\_ against segregation.
- 9 There was a bus \_\_\_\_\_. Black people didn't use the buses for over a year and the bus \_\_\_\_\_ lost lots of money.
- 10 So Rosa Parks is the "mother" of the Civil Rights \_\_\_\_\_.

**Part B: Writing: Facts about \_\_\_\_\_**

- 1 Pick one of the topics and collect all the information you can get (from Theme 3, the internet, ...). Take notes.



A Montgomery, Alabama	B segregation	C Rosa Parks
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- 2 Use the notes to write a text about your topic. Structure your text by using a heading, an opening sentence, paragraphs (one for each piece of information on the topic), and a summarizing sentence.
- 3 Swap texts with different students. Use one feedback sheet for each text that you read.

**Feedback sheet for \_\_\_\_\_**

	good	OK	not great	notes / correction
You found lots of information.				
Your text has a good structure:				
– a heading				
– a clear beginning				
– middle				
– end (summarizing sentence)				
You used paragraphs.				
Your spelling is correct.				
Your grammar is correct.				
You used the right vocabulary and time and linking words.				
You ...				

## Reading Log

Written on?	What happened?	How did the writer feel? 	How did I feel? 

**Step 1:** Skim the article. What is the text about? (1 sentence): \_\_\_\_\_

**Step 2:** Give the paragraphs headings.

**Step 3:** Mark the important words and phrases. But don't mark more than 20% of the text!

## "What would you like?"

Many people think it's important for young people to get work experience and learn the value of money. And it seems that high school students agree with that opinion because a lot of them work. According to some statistics, about 40% of high school freshmen, 65% of sophomores, and about 80% of juniors and seniors work during the school year or in the summer vacation.

Of course there are laws about how much young people can work. 14- to 16-year-olds can only work 3 hours a day on a school day, and they shouldn't work more than 18 hours a week in a school week. But they can work 8 hours on a non-school day and 40 hours in a non-school week. When you're 16, you can work as much as you like.

So what part-time jobs do high school students do? Here are some popular options:

**Waiter / waitress** This is one of the most popular jobs. It's not always well paid, and it can be hard when people are rude. In cafes and restaurants most help is needed in the evenings and at weekends, when high school students have time to work.

**Babysitter** This is a very common job for high school students, too. You have to like kids, of course. You need to be very calm and responsible: some families have a chaotic life, others have rules for everything.

**Lifeguard at a pool or beach** This seems to be the perfect summer job. However, you should be an extremely responsible person and really fit for this. Sometimes you sit patiently and watch for a long time, but then you have to be able to react very quickly when there is a problem. You'll have to do a test before you can work as a lifeguard.

### READING CIRCLE A checklist for summaries

- a) Look at the checklist and check if your summary is OK or what you can do better.  
 b) Then look at the summaries of your classmates and complete the checklist for them. Fill in:  
 (☺ = very good; ☺ = OK; ☹ = not very good).

	My summary	_____ 's summary	_____ 's summary	_____ 's summary
1st sentence: Say what the text is about.				
Give the main point of each paragraph.				
Use the simple present.				
Don't give too many details.				
Don't use direct speech.				
Use your own words (don't copy from the text).				
...				

**Part 1: Part-time jobs for teens**

1b) What part-time jobs do the high school kids talk about? As you watch, take notes in the table.

student	part-time job	Extra: What do they do with their money?
student 1		
student 2		
student 3		
student 4		
student 5		
student 6		

**Part 2: On the job**

Tick the right ending:

- In her part-time job, Brady has to wear ...  
a) a clean shirt    b) a cap    c) an apron    d) a special jacket
- Bark is ...  
a) the sound of a dog    b) a bag for sweets    c) made of sugar    d) a thin piece of chocolate
- Every Saturday Brady works ...  
a) 7 hours    b) from 9 to 5    c) only in the morning    d) 3 hours in the afternoon
- In the past she used the money for ...  
a) new clothes    b) books for school    c) eating out with friends    d) school trips (to Spain, Ireland)
- In her job, Brady likes ...  
a) eating sweets    b) talking to customers    c) having a break    d) filling up the glass cases

**Part 3: Volunteering in Boston**

Match the sentence halves.

- |   |   |
|---|---|
| 1 Margaret Fuller was ...                       | a) ... who need a little extra help.          |
| 2 She lived ...                                 | b) ... become more confident.                 |
| 3 Marcos works at the Margaret Fuller House ... | c) ... a famous historical figure in the USA. |
| 4 He helps the kids with ...                    | d) ... have to bring their own bags.          |
| 5 The kids who come there are ...               | e) ... about 200 years ago.                   |
| 6 Sara volunteers ...                           | f) ... because it's great fun to help.        |
| 7 They give food to people ...                  | g) ... three times a week.                    |
| 8 The people who come to the pantry ...         | h) ... in the food pantry.                    |
| 9 Marcos enjoys his volunteer work ...          | i) ... snacks and homework.                   |
| 10 By volunteering Sara has ...                 | j) ... from 5 to 12 years old.                |

**Part 4: Volunteering in New Orleans**

1. Use these phrases to discuss volunteering with a partner or in class.

I would(n't) like to work for YRNO because ...  
I think ... is a good thing, for example ...  
I think ... is(n't) the right job for me, because ...  
If I worked for YRNO, I would ...  
The people who get help from the young volunteers surely feel ...

In my opinion ... / I think / feel that ...  
I (don't) agree. / I think you're right / wrong.  
What do you think about ...?  
The problem is that ...  
I am (not) sure that ...  
Firstly, ... / Secondly, ... / Finally, ...

2. Now write a comment on volunteering. Would you like to volunteer? If yes, what kind of work would you like to do? What wouldn't you like to do and why? (► SF 7B, SB-Seite 169)

