

Dear Student,

this is your English workbook for week 4.

Have a look at the video. I will introduce this week's plan.

The deadline for this online workbook is **Friday 28 of August, 11:59 pm.**






1

Listen to the TedX talk of the young Mexican immigrant Jessica Hinojos and answer the questions below in **full sentences**.



1. Which nicknames do Jessica's parent's constantly hear?
2. How was her parents' childhood (siblings, activities etc.)
3. Why did Jessica's parents leave Mexico?
4. Explain the different ways how her mother and father have crossed the border.
5. What kind of work do her parents do?
6. Which dreams does Jessica have?
7. What do you think about Jessica's story?

3 Create a new Quizlet Study Set. Name it „Unit3_Set2_yourname“.

assignment [ə'saɪnmənt] (AE)	Hausaufgabe	= BE homework
		
plant [plɑːnt]	Pflanze	
(to) plant [plɑːnt]	(ein-, aus-, be-)pflanzen	Our school green group ~ed some trees. The farmer ~ed two fields of potatoes. ⓕ planter 
(to) spray [spreɪ]	spritzen; (be)sprühen, spraysen	Have those apples been ~ed with anything? Is that a new car? – No, it's only been ~ed. Spraying graffiti is illegal. The walls were ~ed with graffiti.
(to) cover ['kʌvə]	zudecken; bedecken	It was cold so she ~ed her baby with her jacket. You can't see Philip's desk because it's always ~ed with books. ⓕ couvrir Ⓛ cooprir
plastic ['plæstɪk]	Plastik, Kunststoff	
(to) protect sb./sth. (from sb./sth.) [prə'tekt]	jn./etwas (be)schützen (vor jm./etwas)	Wear a hat to ~ your head from the sun. Animals can get dangerous if they're ~ing their babies. ⓕ protéger Ⓛ proteggere
insect ['ɪnsekt]	Insekt	! stress: insect ['--] ⓕ un insecte
biological [ˌbaɪə'lɒdʒɪkəl]	biologisch	! stress: biological ['--] – biology ['--]
method (of doing sth.) ['meθəd]	Methode (etwas zu tun)	! stress: method ['--] ⓕ la méthode Ⓛ methodus
less [les]	weniger	I've got ~ money than you. = You've got more money than me.
(to) pick fruit/flowers [pɪk]	Obst/Blumen pflücken	Picking fruit 
thought [θɔːt]	Gedanke	verb: (to) think, thought, thought – noun: thought
soda ['səʊdə] (AE)	Limonade	
wealthy ['welθi]	reich	= rich
wealth [welθ]	Reichtum	The ~ of Las Vegas comes from entertainment. This class shows a ~ of talent.
supper ['sʌpə]	Abendessen, Abendbrot	! supper : an evening meal, hot or cold, at home dinner : more formal; hot; home or restaurant
(to) run (-nn-), ran, run	verlaufen (Straße; Grenze)	The cycle path ~s on both sides of the river.
warning ['wɔːnɪŋ]	Warnung	
(to) warn sb. (of sth.) [wɔːn]	jn. (vor etwas) warnen	! jn. davor warnen, etwas zu tun = (to) warn sb. not to do sth. My parents ~ed me not to walk home alone.

however [haʊ'evə]

jedoch; trotzdem

I can read French. **However**, I can't speak it.
I was tired. **However**, I didn't want to go to bed.

patrol [pə'trəʊl]

Streife, Patrouille

The thieves saw the police – and ran away.



desert ['dezət]

Wüste

(to) drown [draʊn]

ertrinken

I jumped into the river to save the man from
-ing.

4

Read the info box about the border between Mexico and the USA. Tick the correct statements.

Americana ★ ★ ★



The border

The border between the USA and Mexico runs 2,100 miles from San Diego, California, in the west, to Brownsville, Texas, in the east. Along parts of the border the USA has built a high fence – with warning signs – to stop illegal immigrants. However, thousands of Mexican immigrants still cross the border illegally every year with hopes of a better life in the USA. Many are caught by the US Border Patrol; and many die when they try to cross, often from the heat or cold of the desert or by drowning in rivers and canals. Almost half of all Mexican immigrants, i.e. 3.8 million, live in California. Most legal and illegal Mexican immigrants work in agriculture and the manufacturing industry.

1. The USA has built a high fence to stop illegal immigration.
2. Many people die because they are shot by the border control.
3. The border runs 2600 miles from San Francisco to Los Angeles.
4. Half of all Mexican immigrants live in California.
5. Most of legal and illegal Mexican immigrants work as teachers, bankers or lawyers.

5

Find some information about immigration in Peru. Which is the largest groups of immigrants? How many immigrants live in Peru? Which jobs do immigrants in Peru do? (Write a small information text of 60 words)

6 Listen to the text „How was your day“.

4 How was your day? 🎧

Mrs Morales had taken the bus from Avenida Pico in San Clemente to the wealthy suburb of Talega at 7 o'clock that morning. Now, after she had cleaned and cooked in two houses, she sat on the bus taking her back to San Clemente. It was six o'clock when she got off the bus at Bonita Park. She stopped at the supermarket on Calle Campo. She had to hurry: today was one of the three days a week when she had a third job in the evening – as a waitress.

She opened the front door and called out to the little girl and boy playing on the floor. 'Hi!'

Maria ran to her. 'Mamá! You're back!'

Mrs Morales carried her daughter over to the sofa. Diego followed. Luis looked over from the table covered with his books. 'Hey, Mom!' he said.

'Hola, hijo mío. How was your day?'

'Oh, OK, I guess,' Luis answered.

'I got an assignment from my English



teacher, Mom,' Diego said. 'Luis said he'd help me when he's finished his homework.'

'Thank you, Luis. Oh, look at the time. I have to leave again soon. I must make your supper.'

'First a story, Mamá,' cried Maria. 'The story about you and Papá when you came across the border to California.'

'Yes,' Diego nodded, 'tell us that story, again, Mom. Please.'

'First supper,' said their mother. 'Then, if there's time, our story.'

7 What do you think might happen in Mrs Morales' story? Write down 2,3 ideas.

8 Listen to the story and fill out the table of the 5 Ws and how.

Who	
Where	
When	
Why	
What	
How	

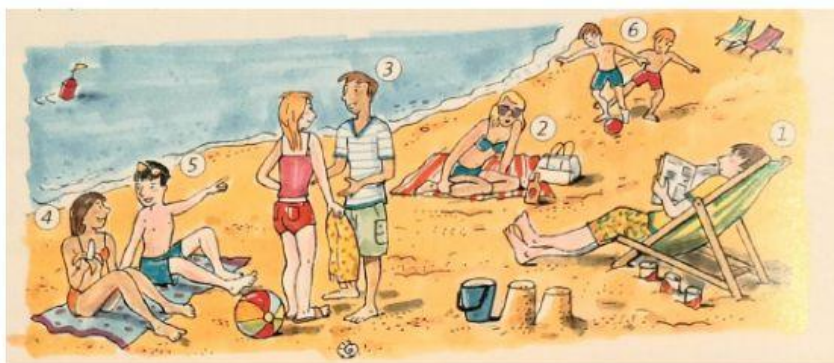
- 9 Have a look at those two sentences of the text „How was your day“. What do you think which function does the **present participle** have in those sentences. Think for yourself.

1. Mrs Morales sat in the bus **taking** her back to San Clemente
2. She spoke to the children **playing** on the floor.

- 10 Watch the video about the present and past participle.



- 11 Say who the people in the picture are. Describe them with a participle clause.



1. Rick is the guy **reading the magazine**.
2. Josie is the girl
3. Matt
4. Gina
5. Brad
6. Ben and Ed

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If you want to do some more grammar practice you can click on the following link and do the exercises:

1. Passive: Exercise 1

Exercise 2

Exercise 3

2. Participles Exercise 1

Exercise 2

Exercise 3