

USING THIS KEY ON-SCREEN

If you're using the comprehension keys on a computer monitor, be aware that ACROBAT READER can display two pages side by side. Check the VIEW menu, PAGE DISPLAY (ANSICHT and SEITENANSICHT in German).

Quick Start: Things You Should Know

VERSION: SEPTEMBER 2018

- The space for Comprehension Answers is a compromise!
See the notes overleaf to help avoid problems.
- At the back, you'll find ideas on using the graded Comprehension material.
- There are suggestions for projects, too, and movies, with 'HOW TOs' and lots of background.
- For more ideas on movies not yet included here, mail me on petermorris@outlook.de for a direct update.

TO THE TEACHER

When your students write their answers to the Comprehension questions ...

... be aware that the amount of space provided on the right-hand pages is a compromise! The idea here is NOT for students to complete every question in sequence, but, rather, to work on a selection — theirs, or yours.

My basic suggestion is this:

- Have your kids do alternate questions — A1, A3, A5 and so on. You will have to select which questions to do anyway: there are 370 in all — far more than any class might do — to let you choose what you need.
- If you divide your group into two parts, one half could do the odd-numbered questions, while the other half covers the evens.
- Another way would be written answers to alternate questions, as above, and then oral answers to the rest. This oral work can be spontaneous, prepared in class together, individually or in partner work, or at home. (This applies equally to the written work, of course.)
- Using three or four groups, each doing every third or fourth question, would let you cover most of a chapter in a few (marathon) sessions.

An important practical point:

- You should insist that your kids always write the number of the question they're answering in the left hand margin — there is space provided! Often it may be clear what belongs where, but when you're dealing with large and untidy handwriting, you will be grateful for the numbers!

For more ideas and detailed 'HOW TOS', see the notes following page 82.

An important point to mention to parents:

There are 370 comprehension questions and almost 120 exercises here — far more than are needed for a normal "English year". The intention is to give teachers a wide selection of material from which to choose what best suits their particular class. The corollary of this is that many of the questions and exercises will not be covered, or perhaps tackled only by pupils doing extra work, or on a faster track.

Do make sure people are not expecting 80 fully completed pages at the end of the year, or there will be disappointment and recriminations!

I wish you all the best in using this workbook!

Peter Morris

Gr
17

*refers to a page number in the accompanying book,
"English Grammar — An Introduction"
(A short and simple grammar for Classes 5 to 9).
Peter Morris, Engelberg, 2017*

They Fought For Freedom



English Workbook

by Peter Morris

I. Comprehension Skills

II. Revision of Basic Grammar

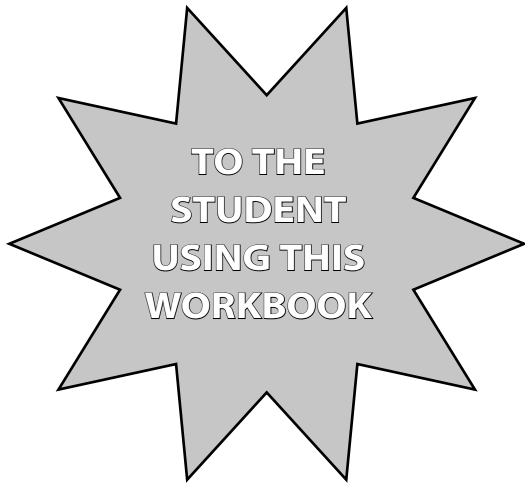
*The exercises in this workbook are keyed to the reader,
"THEY FOUGHT FOR FREEDOM", which is available separately*

Edited by Christoph Jaffke in cooperation with the
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Part 1: Comprehension

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How to answer the Comprehension Questions

FIRST: *Always read the text carefully!*

WHAT IS THE DIFFERENCE BETWEEN THE 'A', 'B' AND 'C'-QUESTIONS?

- ✧ ***The 'A'-questions*** can usually be answered in one sentence, directly from the text.
- ✧ Many of ***the 'B'-questions*** will need longer answers — perhaps two or three sentences, or a longer sentence with several parts.
- ✧ ***The 'C'-questions*** ask for a retelling of events, or a summary. Some are short topics for 'Creative Writing'. Here you will need to think more, or use your imagination.

The word lengths that you are given — e.g. *about 80–100 words* — mean it is mostly better to use your own words.

Also, you will have to decide how important things are — what the central ideas are; which ideas are interesting but not really important for the question and so on.

If you just copy the text, you will often find that your work is too long, or that you have no room left for important points.

Chapter 1 : Harriet Tubman

'A'-QUESTIONS

HER EARLY LIFE

THE DECLARATION OF INDEPENDENCE
You'll find some ideas on talking about the Declaration of Independence on pages 5–6 of the Notes at the back of this Key.

RUNNING AWAY

HELPING OTHERS

THE UNDERGROUND RAILROAD

HER LATER LIFE

- A1. What did the 'Underground Railroad' do?
- A2. Who were Harriet's parents?
- A3. Why don't we know exactly when she was born?
- A4. What happened to the family when she was still a young girl?
- A5. What happened when the piece of metal hit Harriet's head?
- A6. How did this change her life?
- A7. Why could she work in the fields as well as in the house?
- A8. What happened when Harriet was about 24?
- A9. Was it unusual (= *ungewöhnlich*) for slaves and free people to be mixed in a black family?
- A10. What was the important difference between slaves and free people in Harriet's family?
- A11. Why did Harriet decide to run away?
- A12. Who went with her?
- A13. Why didn't she go with her husband?
- A14. What helped the runaway slaves to go in the right direction?
- A15. Why was Harriet alone when she reached Philadelphia?
- A16. What did Harriet hear in December 1850?
- A17. What was Kessiah's husband able to do?
- A18. How did Harriet help?
- A19. Why did Harriet return to Maryland?
- A20. What did she do on this first trip?
- A21. What route did she take?
- A22. What did she do later?
- A23. What was the Underground Railroad?
- A24. Was Harriet a big woman?
- A25. Why did she carry a gun? (*Find two reasons!*)
- A26. What did plantation owners think of her?
- A27. Why did they offer such big rewards for Harriet?
- A28. How often did Harriet go back to Maryland to help slaves escape?
- A29. What did she speak about, as a public speaker?
- A30. Where did she live after the Civil War?
- A31. What work did she do there?
- A32. How old was she when she died?

A1.	The 'Underground Railroad' helped runaway slaves escape to the north and Canada.	1
A2.	Harriet's (Her) parents were slaves on a plantation in Maryland.	2
A3.	We don't know when she was born because most slave owners didn't write things like that down.	3
A4.	Three of her sisters were sold to other plantations (when she was still a young girl).	4
A5.	She was badly hurt and (she) was unconscious for days.	5
A6.	She had headaches and blackouts (for the rest of her life).	6
A7.	She could work in both the house and in the fields because she was very strong.	7
A8.	She married a free black called John Tubman (when she was about 24).	8
A9.	No, it (wasn't unusual. It) happened quite often.	9
		10
A10.	The important difference (It) was that slaves could be sold at any time.	11
		12
A11.	She decided to run away because it seemed that she would soon be sold.	13
A12.	The two brothers went with her.	14
A13.	Her husband refused to come (with her).	15
A14.	Moss on the north side of trees (in the woods) helped them, and the North Star in the sky at night.	16
A15.	She was alone because her brothers (became frightened on the way and) went back (to the plantation).	17
A16.	In December 1850 she heard that her niece Kessiah was going to be sold, and her children too.	18
A17.	(Kessiah's) Her husband was able to buy his wife at the slave market.	19
A18.	She helped the family to come to Philadelphia.	20
A19.	She returned to Maryland to free (because she wanted to free) more of her relatives/family.	21
A20.	On this first trip she helped her sister and mother to reach (escape to) the North.	22
A21.	She took the same route (that) she had used before.	23
A22.	Later she went back again (returned) and brought her father and brother north (too).	24
A23.	The Underground Railroad was a network of people and groups who helped slaves to freedom.	25
A24.	No, she was (small —) only about five feet tall/one meter fifty tall.	26
A25.	She carried a gun to defend herself, but (and) also to frighten any slaves who wanted to leave.	27
A26.	Plantation owners (They) saw her as a real threat.	28
A27.	They offered big rewards because slaves cost a lot of money.	29
A28.	She went back to Maryland twice a year.	30
A29.	She spoke at anti-slavery meetings and about women's rights too.	31
A30.	She lived (went to live) in New York state.	32
A31.	She worked for social reform and founded homes for poor and old black people.	33
A32.	She was probably about 90 years old(, although we don't know her exact date of birth).	34

'B'-QUESTIONS

HER EARLY LIFE

- B1. What do we know about Harriet Tubman's birth?
- B2. What does the text tell us about her name?
- B3. Harriet's early life shows us several cruel aspects of slavery. Can you describe them?
- B4. Describe the incident (= *Ereignis*) of the slave owner and the piece of metal, and its results.

RUNNING AWAY

- B5. What were the special problems of a black family with both free people and slaves?
- B6. Why did Harriet's husband refuse to run away with her? (*The text does not say. Read and think! Then give your opinion.*)
- B7. How did Harriet and her brothers know which way to go when they ran away?
- B8. What happened on the way?

HELPING OTHERS

- B9. Describe what happened about Harriet's niece.
- B10. Why was going back to Maryland dangerous for Harriet?

THE UNDERGROUND RAILROAD

- B11. What do we learn about Harriet here, as a person?
- B12. How did slave owners see Harriet, and what did they do?

HER LATER LIFE

- B13. Harriet's work on the Underground Railroad was secret (= *geheim*). What public work did she do?
- B14. Was this public work dangerous? (*The text does not say. Think, and then give your opinion!*)
- B15. Describe Harriet's life after the Civil War.

'C'-QUESTIONS

USING THE 'C'-QUESTIONS

The word limits, e.g. 50–70 words, or 100–120 words, mean about 4–6 or 8–10 sentences of average length.

These are a general guide; please tell the students that they shouldn't spend a lot of time on word counting!

The important thing is for them to write answers somewhat shorter than the original text, so that they have to think and select!

- C1. Write about Harriet's early life. (*About 60–80 words*)
- C2. Running away — the decision. (*About 40–50 words*)
- C3. On the way — what they did, and how. (*About 50–60 words*)



- B1. Her parents were slaves on a plantation in Maryland. She was probably born between 1820 and 1825. 1
 B2. She was born Araminta Ross and was called Minty. She took her mother's name, Harriet, as a teenager and her 2
 husband's name, Tubman, when she married.
- B3. She was often beaten. Her family was broken up when her sisters were sold, and she was badly hurt by a 3
 slave owner. 4
- B4. The slave owner threw a piece of metal at another slave, but it hit Harriet's head and hurt her badly. For the 5
 rest of her life she had (suffered) headaches and blackouts. 6
 7
- B5. The slaves in a black family could be sold at any time, often to people (who lived) far away, and this would 8
 break up the family (up). 9
- B6. He was a free black (see line 1) and so he did not have many of the slaves' problems. He would have to leave 10
 the rest of his family too, and perhaps he was frightened (see line 13). 11
- B7. Moss on the trees (in the woods) showed them which way was north, and at night they followed the North 12
 Star. 13
- B8. Harriet's brothers became frightened and decided to go back (to the plantation). So then Harriet had to go 14
 on (continue north) alone. 15
- B9. Harriet's niece Kessiah was going to be sold, and her children as well (too). 16
- B10. It was dangerous because there were laws against helping runaway slaves like Harriet. 17
 18
- B11. She was a good organiser, with a strong will. She was small, but strong and clever. And she carried a gun. 19
- B12. They saw her as a real threat, because slaves cost so much money. So they offered a huge (very big) reward 20
 for her — more than a million dollars in today's money. 21
- B13. She became a public speaker at anti-slavery meetings and worked for women's rights too. 22
 23
- B14. It was quite dangerous because of the big reward. There was \$40,000 for anyone (a person) who told the 24
 slave owners about one of her meetings! 25
- B15. She went to live in New York State and worked for social reform. (There) She founded homes for black 26
 people who were poor and old and she also worked for rights for black women. 27
 28
- C1. Harriet was born in Maryland, around 1820 to 1825. Her parents were slaves on a plantation, and she had a hard life. 29
 But she was strong and worked both in the plantation fields and in the owner's house. She was born Araminta (Minty),
 and took her mother's name as a teenager. When she was still young a slave owner injured her, and all her life she
 suffered blackouts and headaches. (70 words) 30
- C2. Slave owners could sell their slaves whenever they wanted, and so slave families were often broken up. Parents, sons 31
 and daughters often had to go and live far away. When Harriet heard that she would probably be sold soon, she
 thought that the best thing was to escape (run away). (48 words) 32
- C3. Harriet ran away from the plantation with her two brothers. Moss on the trees in the words showed them where North 33
 was, and at night they followed the North Star. But soon her brothers became very worried and decided it was better to
 go back to the plantation. They left Harriet to go on north alone. (56 words) 34

C4. Freedom in Philadelphia — Harriet’s daily life, and her feelings.
(About 40–60 words)

HELPING OTHERS

C5. How she started helping others, and why this was dangerous.
(About 70–90 words)

THE UNDERGROUND RAILROAD

C6. Harriet and her gun. (About 80–100 words)

C7. The text tells us that Harriet was “smart” (page 5, line 18). Can you explain how the “famous story” (page 7, lines 4–5) shows us this?
(About 50–70 words)

HER LATER LIFE

USING THE “FIND OUT MORE” TEXTS
You’ll find some ideas on using this extra material on page 6 of the Notes at the back of this Key.

C8. Imagine that you are Harriet Tubman, and that a journalist has asked you, as an old lady, what most interests you and what you think is most important. What would your answer be? (About 50–80 words)

**CHAPTER 2:
ROSA PARKS AND THE
MONTGOMERY BUS
BOYCOTT**

‘A’-QUESTIONS

HOW IT BEGAN

- A1. When does the story start?
- A2. Why does Rosa Parks get on the bus?
- A3. Why can’t she sit at the front?
- A4. How does she feel about segregation?
- A5. What does the bus driver do when the front seats are full?
- A6. Are there empty seats at the back of the bus?
- A7. Who moves when the driver shouts at them?
- A8. Why doesn’t Rosa Parks go and stand at the back of the bus?
- A9. What does the driver do now?
- A10. Where do the policemen take Mrs. Parks?
- A11. Who is E.D. Nixon?
- A12. What does he do when he gets the phone call?
- A13. What will happen to Mrs. Parks?
- A14. What does E.D. Nixon think?
- A15. What does Nixon do on Friday, the next day?
- A16. What have the civil rights groups talked about before?

THE BOYCOTT

C4.	When Harriet reached Philadelphia, she was free for the first time in her life. She found a job and was paid for her work! Now she began to save money and build a life of her own. She felt like a different person, almost as if she was/were in heaven. (51 words)	1
C5.	Harriet had not been in Philadelphia long when she heard of new difficulties for some of her relatives/relations back in the South. Her niece Kessiah, who was a slave, was going to be sold soon, and her children with her. Harriet helped the family to come north. Later she went down south herself to help more of her relatives escape. Of course the Southern states had laws against this, so it was dangerous. And runaway slaves like Harriet were punished severely when they were caught. (85 words)	2
C6.	Harriet always carried a gun when she was travelling. Her life as a runaway slave in the South was dangerous, and she might have to defend herself if she was/were attacked. Sometimes the slaves Harriet was helping to escape became frightened and wanted to go back to their plantations. If they did this, however, then slave owners would make them tell everything they knew about the Underground Railroad. The whole network would be in danger. So Harriet would say, "Dead Negroes can't talk," and show them the gun. (88 words)	3
C7.	The story tells us about a time when Harriet was in great danger, and was almost caught. She did not try to run or hide, but used her trick with the book to turn the slave hunters' attention away from her. Today we would call this "lateral thinking" — doing something in a way which is very effective but not obvious. Only a few people can do this well. (68 words)	4
C8.	There are many things in this world that are unjust, and I think we have to work to change them. Why should black people have to live worse than whites, and poor, old black people live even worse? And why should women be treated worst of all? I think the most important thing in life is to work for fairness and justice. (62 words)	5
A1.	The story (It) starts on Thursday, December 1, 1955.	6
A2.	She gets on the bus (because she wants) to go home from work.	7
A3.	She can't sit at the front because it is against the law for blacks to sit there.	8
A4.	She has always hated it/segregation.	9
A5.	The driver tells the black people in the middle of the bus to move to the back.	10
A6.	No (, there aren't.) All seats at the back are full too.	11
A7.	All the black passengers in the middle move, except for Rosa Parks.	12
A8.	She remembers how the driver treated her before, and it is all too much.	13
A9.	He tells her one last time that she has to move from her seat.	14
A10.	The policemen take her/Mrs. Parks to the police station.	15
A11.	E.D. Nixon is an old friend and one of the civil rights leaders in Montgomery.	16
A12.	He comes to the police station and pays Mrs Parks's bail.	17
A13.	She will have to go to trial. But before this, she can go home.	18
A14.	He thinks that black people in Montgomery will have to do something about their bad treatment.	19
A15.	He calls a meeting of black leaders in Montgomery.	20
A16.	The groups have talked about a "test case" against the segregation laws.	21

- A17. Why have they not gone ahead with this idea?
- A18. Why do they decide to go ahead now?
- A19. Who is Martin Luther King?
- A20. When will the boycott start?
- A21. What is the question about the call for a boycott?
- A22. Why are King and his wife pleased to see the first bus on Monday?
- A23. What happens with the following buses?
- A24. How do blacks get to work during the boycott?
- A25. What does Rosa Parks do on that same Monday?
- A26. What does her lawyer say about the fine of \$14?

DR. KING'S SPEECH

- A27. What happens that evening?
- A28. Can the people outside the church follow the meeting inside?
- A29. Who else — apart from ordinary people — has come to the meeting?
- A30. What happens first at the meeting? (*Two things!*)
- A31. What does King say at the end of his speech?
- A32. How does the crowd react? (*Use "they", as if it were "people" instead of "crowd"!*)

WHAT THE BOYCOTT WANTS

Can you answer these four questions (A33–36) without your book?

- A33. What is the boycott's first demand?
- A34. What is the second thing they want?
- A35. What is the third point?
- A36. How do white city leaders and the bus company react?

THE BOYCOTT BEGINS TO WORK

- A37. Does the boycott collapse when the winter weather comes?
- A38. How do black people get to work now, without using buses?
- A39. How does the boycott hurt the bus company?
- A40. Why do white shop owners start to lose money too?
- A41. Why do the city leaders become angry?
- A42. Do they decide to give blacks what they are asking for?
- A43. How do the police behave (= *sich verhalten*)?
- A44. What is *non-violence*?

NON-VIOLENCE

- A45. What is a *death threat*?
- A46. What happens at the end of January, 1956? (*Check the caption by the photo on page 18!*)
- A47. Why was no one hurt by the explosion?

A17.	They have not gone ahead because they have been afraid black people would not be ready for a fight.	1
A18.	They decide to go ahead now because Rosa Parks seems (to be) the perfect candidate for a 'test case'.	2
A19.	Martin Luther King is a Baptist minister. He is new in Montgomery and it is his first real job.	3
A20.	The boycott will start on Monday, December 5.	4
A21.	The question is if/whether people will follow the call for a boycott/this call.	5
A22.	They are pleased to see/because they see it is almost empty. (The boycott has begun.)	6
A23.	The following buses all have no blacks on board. * A stumbling block here: The text tells us what the Kings see — Present Progressive. Question A24 has the Simple Present —	7
A24.	Black people walk* or ride* bicycles to get to work. it concerns a habit, and the answer has to be Simple Present too. This is signalled by the use of Simple Present in the question.	8
A25.	That same Monday Rosa Parks goes to court for her trial. See also the next note (to Question A27).	9
A26.	Her lawyer says that the law (about segregation on the buses) is unjust. * A stumbling block: Students should normally use the same tense that the questions use. Here we need	10
A27.	That evening several thousand people come* together (for a meeting). the Simple Present. (The text uses the Present Perfect, giving the reason why the church is much too small.)	11
A28.	Yes (, they can.) There are loudspeakers so (that) the people outside can follow the meeting.	12
A29.	Reporters and photographers have come to the meeting too(, apart from ordinary people).	13
		14
A30.	The meeting begins with singing, and then Rosa Parks tells her story/listeners what happened on the bus.	15
A31.	He says that there can be no violence.	16
A32.	They start singing and cheering. * A stumbling block: the 'feel' for an English speaker here is that "boycott" is plural: all its members. (See "they" for "the crowd" in Question A32 and "they" for "the boycott" in Question A33.) Similarly in forms like "the family are on holiday" and "the government have decided".	17
A33.	The (Their*) first demand is that bus drivers must be polite to everyone — black people too!	18
A34.	The second thing is: no more black and white seats.	19
A35.	The third point is: there must be some black bus drivers.	20
A36.	City leaders and the bus company say no to all three demands.	21
A37.	No (, it doesn't.) The boycott goes on.	22
A38.	Some people can go in cars, but thousands have to walk.	23
A39.	The boycott hurts the bus company because the buses have no more black passengers.	24
A40.	The white shopowners lose* money because there are not so many black people in the city center now. * See the note for Question A27.	25
A41.	They/the city leaders become angry because they feel that everyone/the world is laughing at them.	26
A42.	No (, they don't.) They still think they can win (beat the boycott).	27
A43.	The police harass* protesters for no reason at all. * A point to mention: the word "police" always takes a plural verb — "The police are here".	28
A44.	Non-violence means fighting without hurting other people. The protesters stay peaceful.	29
A45.	A "death threat" is when someone says (or writes) that they are going to/will kill you.	30
A46.	At the end of January, 1956, King's home is bombed/attacked with a bomb (a bomb explodes at King's home/house). * A stumbling block: notice the Simple Past here. The previous questions have all used the Simple Present.	31
A47.	No one was* hurt because his wife and children were* in rooms at the back when the bomb exploded*.	32
		33
		34

A48. A lot of blacks gather outside King's house. How do they feel?

A49. When do things become very dangerous?

A50. What does King tell the people to do?

A51. What do the black people when King has finished speaking?

A52. What might have happened without Dr. King?

THE SUPREME COURT DECIDES

A53. Why is King in court again in November, eleven months later?

A54. What finally makes the Montgomery city leaders give in?

A55. What has been decided in Washington?

A56. How long has the boycott lasted when it finally ends?

A57. What can make change happen?

'B'-QUESTIONS

HOW IT BEGAN

B1. What are the rules about seats in the middle part of the bus?

B2. What does Rosa Parks remember about this particular bus driver?

B3. What does this section tell us about the two policemen?

B4. What does this section tell us about E.D. Nixon?

THE BOYCOTT

B5. What do the black leaders think about a "test case" against the segregation laws?

B6. What do they think about a boycott of the city buses?

B7. Why do Dr. King and his wife get up early on Monday, and what do they see? (*Two parts to this question — be careful!*)

B8. Why does the text say, "*the black people ... have come together in protest*"?

B9. What happens on that Monday concerning Rosa Parks?

DR. KING'S SPEECH

B10. Think of a woman outside the church before the meeting that evening. What can she see?

(*The text mentions three things — you may think of more!*)

B11. What are the most important points in Dr. King's speech?

WHAT THE BOYCOTT WANTS

B12. What does the boycott want from the city and the bus company?

A48.	They are angry, and some have knives and broken bottles.	1
A49.	Things become very dangerous when white police try to make the angry blacks go home.	2
A50.	King tells the people to go home. He says that they must meet hate with love.	3
A51.	They begin to go home/walk home/leave.	4
A52.	Without Dr King many whites (white policemen and even the reporters) might have been killed.	5
A53.	He is in court again because the city is fighting to break the (boycott's) car pool.	6
A54.	The Supreme Court in Washington finally makes the city leaders give in.	7
A55.	The Supreme Court has decided/declared that Alabama's segregation laws for buses are unconstitutional.	8
A56.	When it finally ends, the boycott has lasted 381 days — twelve and a half months.	9
A57.	To make change happen, many people have to stand (together) and work together.	10
		11
B1.	Blacks can sit here if there are no white people standing.	12
B2.	She remembers something that happened 12 years ago. This driver told her to get off the bus and re-enter at the back, where black people sat. Then, when she had got off the bus, he drove away and left her standing.	13 14
B3.	The driver fetches them to arrest Mrs. Parks. She asks them why, and one says they're just following the law.	15
B4.	E.D. Nixon is a civil rights leader in Montgomery and an old friend of Mrs. Parks. He pays Mrs Parks's bail. He thinks that blacks in Montgomery should fight against bad treatment on the buses.	16 17
B5.	The black leaders have already thought about a "test case", and talked about it. But they are afraid that blacks in Montgomery would not want to fight for their rights.	18 19
B6.	They think that a bus boycott is a good idea. The question is: who will be the leader?	20
		21
B7.	Dr. King is the leader of the boycott, and this starts on Monday. So Dr. King and his wife get up early to see what will happen. The first bus goes past their house and it is almost empty. There are no blacks on board.	22 23
B8.	Dr. and Mrs. King see blacks riding bicycles and sharing cars. None are using the buses. It seems that black people are all supporting the boycott — that is, "they have come together in protest."	24 25
B9.	That Monday Rosa Parks has to go to court for breaking a segregation law. The judge fines her \$14 and her lawyer says he will take the case to the Supreme Court.	26 27
B10.	Outside the church that evening she can see thousands of people standing, because there is not enough room in the church. There are a lot of reporters and photographers. There are loudspeakers so that people can hear the meeting inside.	28 29 30
B11.	These are the main points: (1) How Blacks are treated on the buses; (2) They are tired of this; (3) They have a right to better treatment; (4) The Supreme Court, the Constitution and God himself all say this; (5) So the boycott must continue; (6) The fight will be hard; (7) But there must be no violence or hate.	31 32 33
B12.	Three things: (1) Politeness to everyone; (2) No more segregation on the buses; (3) Some black bus drivers.	34

B13. Why do the city leaders say no?

(The text doesn't answer this here in so many words, so think! But if you really don't know, you can find the answer on page 18.)

THE BOYCOTT BEGINS TO WORK

B14. Who starts to lose money, and why?

B15. How do the city leaders react? *(These people are in charge of the police, too, so this must be part of your answer!)*

B16. What does this section tell us about the bomb?

NON-VIOLENCE

B17. What does it tell us about the crowd outside King's house?

B18. What does King say to the crowd?

THE SUPREME COURT DECIDES

B19. How does the boycott finally win?

B20. What happens before the actual (= *tatsächlich*) end of the boycott on December 20, 1956?

B21. In what way has the fight been about more than just the buses?

'C'-QUESTIONS

HOW IT BEGAN

C1. What kind of person is Rosa Parks? *(About 80–100 words)*

(Think about the following points, and don't just copy out the text! Page 13, lines 5–6, 11–12 and 18–page 14, line 4; page 14, line 6, lines 9–10 and 21–22; page 16, lines 13–14.)

C2. Retell the story from where Rosa Parks refuses (= *sich weigern*) to leave her seat to when she leaves the police station.

(About 80–100 words)

THE BOYCOTT

C3. The black leaders' discussion at the Friday meeting. Describe the recent situation on the buses and the pros and cons (= *das Für und Wider*) of a "test case" and a boycott. *(About 90–120 words)*

C4. Describe what happened on Monday, December 5.

(About 100–120 words) (Including Rosa Parks on page 16, but not the evening at the church — this comes in the next question!)

- B13. The city leaders think that they can win this fight. If they can win they won't have to change anything and segregation can stay. 1
2
3
- B14. The bus company is losing money because they have lost all their black passengers. And now there are not as many blacks in the city center, so the white shop owners have fewer customers. 4
5
- B15. The city leaders are angry. This story is in all the newspapers and on TV, and they think everyone is laughing at them. So they order the police to make problems for the protesters and harass them. 6
7
- B16. It tells us that one day a bomb explodes at King's house. It makes a big hole at the front of the building. But his wife and children were at the back of the house at the time, so they were not hurt. 8
9
- B17. The crowd is angry, and some people have weapons — knives and broken bottles. When white police try to make the people (who are black) go away, they become even angrier, and the situation looks very dangerous. 10
11
- B18. He tells them no one in his family has been hurt. He says they should go home and take their weapons with them. Violence, he says, is not the answer. God is with them, so the protest will not end even if King is killed. 12
13
- B19. In November 1956, the US Supreme Court declares that the bus segregation laws in Alabama are unconstitutional. The Supreme Court is the highest court in the country, so this means that the boycott has won. 14
15
- B20. The protesters have to wait almost a month longer before the boycott actually ends. There are demonstrations by the Ku Klux Klan and some black people are beaten. 16
17
- B21. The Montgomery bus boycott showed blacks that they could fight together and win. So it was the beginning of the end for segregation, although the fight took many, many years. 18
19
20
- C1. Rosa Parks is a woman who works hard all day. She's been a member of a civil rights group for a long time and has old friends among the black leaders. She is a strong, quiet person, but has a lot of courage: speaking in public at a big meeting is no problem for her. She has always hated segregation and has had bad experiences on Montgomery buses, but so far she has never broken the law. Now, with this driver, it is too much, and she feels she has to do something. (93 words) 21
22
23
24
- C2. Again, the bus driver tells Mrs Parks to move, and again she refuses. So he leaves the bus and fetches two policemen, who arrest her for breaking the bus segregation laws. She asks them why they are doing this, and one of them answers, "I don't know, but the law is the law." They take her to the police station, where she is fingerprinted [see caption page 15]. She calls an old friend, one of the black leaders in Montgomery, who comes and pays her bail so that she can go home until her trial. (95 words) 25
26
27
- C3. Other people have been arrested on the buses in Montgomery in the same way as Mrs Parks. Black leaders would like to bring a "test case" against the segregation laws, but they need a person the white leaders in the city cannot attack easily. Fighting against segregation will be hard; will black people in Montgomery be ready for this fight? Mrs Parks could bring people together: a quiet strong woman who is not afraid. A bus boycott will be even more difficult, and will take a long time. Whites will attack the leader as hard as they can. Who will do this job? (103 words) 28
29
30
- C4. Will Blacks in Montgomery support the new boycott? Its leader is Dr. King. On Monday morning, he and his wife get up to see the first bus of the day pass their house. It has no black passengers! Later buses have no blacks either. They can see black people walking to work or riding bicycles, and a few are sharing cars. This Monday is the day of Rosa Parks's trial too. The judge fines her for breaking the law, and her lawyer says that he will take the case to the Supreme Court. This is the beginning of the "test case" against segregation on the buses in Montgomery. (108 words) 31
32
33
34

DR. KING'S SPEECH

- C5. Describe the situation before the meeting at the church that evening.
(About 40–60 words)
- C6. Describe what happens at the meeting itself.
(About 50–80 words)

WHAT THE BOYCOTT WANTS

- C7. The boycott's demands and the white reaction.
(About 40–60 words)
- C8. Are these demands extreme? What do you think of them generally?
- C9. Why do you think the white leaders and the bus company say no?
(About 30–50 words)

THE BOYCOTT BEGINS TO WORK

- C10. What do people do in a boycott? *(In boycotts generally and in this particular one!)* *(About 25–40 words)*
- C11. How can a boycott make its object (= Ziel, Zielgruppe) give in and do something that they don't want to do? *(About 50–60 words)*
(Two points here. The first is described from page 17, line 15–page 18, line 4; for the second, think about page 18, lines 5–7.)

NON-VIOLENCE

- C12. Death threats and the bomb at King's house.
(About 70–90 words)
- C13. Two reactions to violence: the crowd and Dr. King himself.
(About 100–120 words)

THE SUPREME COURT DECIDES

- C14. How the fight in Montgomery ends. *(About 40–60 words)*
- C15. How change happens, and how to help it happen.
(More, please, than for question A57!)
- C16. When he heard about the Supreme Court's decision, King said, "God Almighty has spoken ..."*(page 20, line 7)*. What did he mean by this? *(About 50–70 words)*

- C5. Thousands of people have come to the meeting and there is not enough room in the church for everyone. Most people have to stand outside, where they can hear the meeting on loudspeakers. Among the crowds there are journalists and photographers. (41 words)
- C6. First there is singing, and then Mrs Parks tells everyone what happened to her on the bus. Now Martin Luther King speaks to the meeting. Black people are treated badly on the buses, he says. They have a right to better treatment, as the Supreme Court, the Constitution and religion all say. The boycott will be difficult, he says, but it must go on — without violence. Blacks must not begin to hate. (72 words)
- C7. The boycott has three demands: politeness to everyone, no segregation of seats, and some black bus drivers. White leaders and the bus company both say no to all of these. They don't believe that black people can keep up a boycott. (41 words)
- C8. These demands are not extreme at all — they are very moderate.
- C9. So far blacks in the city have never started a real fight against segregation. The white leaders and the bus company see them as weak, and think they can win easily. So they see no reason to end segregation, which for them is a good thing. (46 words)
- C10. In most boycotts people stop buying a product to change what a company does. The idea is the same in Montgomery, but here the product is a bus ride. (29 words)
- C11. In a boycott, a company sells less and starts to lose money. If this goes on too long, it will have to close. Mostly people stop or change something when they think they will lose. So the question is: who can go on for longer — the boycotters or the company? (50 words)
- C12. People are sending death threats to the boycott leaders. 30 or 40 of these letters come every day for Dr King: "We will kill you and your family!" they say. Then, one day, it happens: news comes that a bomb has exploded at his house. When King arrives home from his meeting he finds a big hole at the front of his house. But his wife and children are unhurt — they were at the back of the house when the bomb went off. (83 words)
- C13. The crowd of angry blacks outside King's house is getting bigger and louder. Some of the men have weapons: knives and broken bottles. It seems as if they are looking for a fight. When white police try to send them home, they get even angrier, and soon things look very dangerous. Then Dr King comes outside and starts to talk to them. "My wife and baby are all right," he says. "If you have weapons, please take them home. We don't need them here — violence won't help. We can only fight hate with love. Don't forget: if they kill me, this movement will go on, because God is on our side." (111 words)
- C14. The end of the fight does not come from the boycott, but from Rosa Parks's trial. Back in December, 1955, her lawyer said he would take the case to the Supreme Court. Now, almost a year later, the Supreme Court has decided the case: Alabama's segregation laws for buses are unconstitutional. (51 words)
- C15. Change normally happens when a lot of people stand together and work, or fight, together. They have to be strong; if they give up too soon or too easily, nothing will happen. But for every change there is a first step, and most often it is one person alone who takes this step. Will others help this person? Or will the one who begins stay alone? The first step needs a lot of courage. (74 words)
- C16. King was a minister of the church and believed firmly in God. So these are not empty words. King believed that God worked through individuals — through their thoughts, feelings, and actions. Here, he saw God guiding the decision of the Supreme Court, one of the few institutions in America that the Alabama state government would have to listen to and obey. (62 words)

CHAPTER 3: INTEGRATING A SCHOOL IN LITTLE ROCK

'A'-QUESTIONS

BLACKS AND WHITES TOGETHER?

A PHOTO ... ROUND THE WORLD

NOTE ON PRONUNCIATION:

Although "Kansas" is pronounced just as it is spelt, "Arkansas" is different. It is "AR-kn-saw", with the last syllable as in "paw" and "law"! The same "aw"-sound occurs in the name of Governor Faubus — "Faw-bus"

THE CROWD OF WHITES

OUTSIDE THE SCHOOL

TAKING THE BUS

AFTERWARDS

- A1. What was happening in America by the early 1950s?
- A2. What did the Supreme Court declare in 1954?
- A3. What did the Court order states in the South to do?
- A4. How did the Governor of Arkansas react to this court order?
- A5. What did he order state troops to do?
- A6. In the "frightening photo" (*page 24, line 13*), who is white and who is black?
- A7. How long after the Supreme Court order did these things in Little Rock happen?
- A8. Why didn't Elizabeth Eckford's family hear about the plan to go to school as a group?
- A9. What happened because Elizabeth didn't know about this plan?
- A10. How did Elizabeth's day begin?
- A11. What did she see when she was walking from the bus stop?
- A12. What did she do?
- A13. What did she hear now?
- A14. What did she think the crowd might do?
- A15. What did the crowd do?
- A16. Did Elizabeth's feeling of fear come over her slowly, or very quickly?
- A17. How did she feel while she was walking the rest of the block to the school?
- A18. What did the guards do when white students wanted to pass?
- A19. What did they do when Elizabeth walked up to them?
- A20. What did she hear from the crowd?
- A21. What did the old, kind-looking woman do?
- A22. What could Elizabeth hear now?
- A23. Did she think the guards would help her?
- A24. Where did she decide to go?
- A25. How did she feel when she got there?
- A26. Was she alone there?
- A27. Was the white man who sat next to her friendly or unfriendly?
- A28. What did the white lady do?
- A29. Where did Elizabeth go on the bus?
- A30. Why did she go there?

- A1. Black people's fight/struggle for freedom was starting/beginning to change America by the early 1950s. 1
- A2. In 1954, the Supreme Court declared that segregated schools were unconstitutional. 2
- A3. The court ordered states in the South to teach blacks and whites together in schools (together). 3
- A4. The governor of Arkansas ignored this court order. 4
- A5. He ordered state troops to stop black students from entering Central High School in Little Rock. 5
- A6. In the photo, the angry mob is white. The only black is the young girl (high school student) on the right of the picture. 6
- A7. These things (in Little Rock) happened three years after the Supreme Court order. 8
- A8. The family* didn't hear about the plan because they had no phone. * 'Family' is another of those words that tends to be found with they/them and a plural verb. (See also the note to Question A32 on page 13. 10
- A9. Because Elizabeth didn't know about this plan, the next day she tried to enter Central High School alone. 12
- A10. Before she left home (that morning), the family* said a prayer together. * See page 25, line 1: "us" 13
- A11. When she was walking from the bus stop she saw a long line of guards around the school. 14
- A12. She walked across the street (to the other side). 15
- A13. She heard someone shout, "Here she comes!" 16
- A14. She thought the crowd might try to hurt her. 17
- A15. The crowd came closer and began to follow her, calling her names/shouting bad/nasty things. 18
- A16. The feeling of fear came over her very quickly/quite suddenly. 19
- A17. Her knees started to shake and she wondered if she could make it to the school. 20
- A18. When white students wanted to pass, the guards let them through. 22
- A19. When Elizabeth walked up to them/the guards, they held up their guns and didn't move. 23
- A20. She heard someone shouting, "Lynch her! Lynch her!" 24
- A21. The old, kind-looking woman spat on her/Elizabeth. 25
- A22. Now she could hear the crowd shouting, "No nigger bitch is going to our school. Get out of here!" 26
- A23. No(, she didn't). She saw that she wouldn't get any help from them/that they wouldn't help her. 27
- A24. She decided to go to a bus stop down the block. She thought that if she could get there she would be safe. 28
- A25. When she got there, she felt that she couldn't go/have gone another step. 29
- A26. No(, she wasn't). There were two white people there too/as well — a man and a lady. 30
- A27. He was friendly. 31
- A28. The white lady spoke to her and then put her on the bus and sat next to her. (She tried to talk to her.) 32
- A29. On the bus, Elizabeth went to the School for the Blind. 33
- A30. She went there because her mother worked there. 34

- A31. How did her mother look when she turned around?
- A32. What did Elizabeth want to do?
- A33. What couldn't she do?
- WHAT HAPPENED LATER**
- A34. What did the President have to do?
- A35. What happened all that year?
- A36. What did the Governor do the year after this?
- 'B'-QUESTIONS**
- BLACKS AND WHITES TOGETHER?**
- B1. What was the situation in the early 1950s regarding the black fight for freedom?
- B2. In what way was Little Rock, Arkansas, one of the most famous cases?
- A PHOTO ... ROUND THE WORLD**
- B3. Why was the photo frightening?
- B4. Why did Elizabeth try to enter Little Rock Central High alone?
- EARLY MORNING & THE CROWD OF WHITES**
- B5. How did that morning begin for Elizabeth?
- B6. What happened while Elizabeth was walking towards the school?
- OUTSIDE THE SCHOOL**
- B7. How did the guards treat her differently from the white students?
- B8. How was the crowd behaving (= *sich verhalten*) now?
- B9. Why did Elizabeth decide to walk to the bus stop down the block? (*You should find two reasons!*)
- B10. "*Pull her over to this tree! Let's get the nigger!*" (page 25, lines 21–22). Why does this sound very dangerous?
- TAKING THE BUS**
- B11. Were all the white people like the ones in question B10? Give examples!
- B12. "*I don't remember what she said. ... I don't think I answered*" (page 25, lines 26–28). How do you think Elizabeth was feeling? Was she so angry that she couldn't speak?
- AFTERWARDS**
- B13. What did mother and daughter do when Elizabeth came into the classroom?
- WHAT HAPPENED LATER**
- B14. What happened later?

- A31. She/Her mother looked as if she had been crying. 1
- A32. She wanted to tell her mother she was all right. 2
- A33. (But) She couldn't speak. 3
- A34. The President had to send U.S. Army soldiers to protect the black students entering/who entered the school. 4
- A35. All that year, white students attacked them and threatened them. 5
- A36. The year after this, the governor closed Central High School (and three other schools) because he did not want to integrate them. 6
- B1. In the early 1950s the black fight for freedom was starting to change America. The Supreme Court said that it was unconstitutional to segregate schools. Southern states should teach blacks and whites together. 8
- B2. In Little Rock, Arkansas, the State Governor tried to stop black students from entering a white high school. He called out state troops; news and photos went around the world. 10
- B3. It was frightening to see a young black girl in the middle of a mob of angry white people. 12
- B4. Because her family had no telephone, Elizabeth didn't hear of the plan for all nine black students to go to school together. So she went alone. 13
- B5. The family said a prayer together before Elizabeth left home to catch the bus. 15
- B6. She saw a long line of guards and walked across the street. But there was a crowd of whites standing there. They began to follow her, shouting at her. 16
- B7. The guards let the white students through, but they held up their guns to stop Elizabeth. 18
- B8. Now the crowd was shouting things like, "Lynch her!" and "Nigger bitch!" and an old woman spat on her. 19
- B9. Because the bus stop had a place to sit (her knees were shaking — see line 9) and because the bus could take her away from the angry white people. 20
- B10. These words make us think of lynching. This was when an angry mob killed a black person, often by hanging them from a tree. 22
- B11. No, not all of them. A white man sat down next to her at the bus stop and tried to help her be strong. And a white lady was kind to her. She helped Elizabeth onto the bus and tried to talk to her. 24
- B12. I don't think Elizabeth was angry at that time. I think she was afraid and very unhappy and upset. That was why she couldn't speak. 26
- B13. Elizabeth's mother took her daughter in her arms, and Elizabeth cried. 29
- B14. Later, the President sent soldiers to help the black students enter the school. White students protested and attacked the blacks all the rest of that year, and the following year Arkansas closed this school and others, so that they would not have to integrate. 31

C'-QUESTIONS

NOTE ON QUESTION C6:

This may be too difficult for students, even the most intuitive.

It's possible, of course, that Mrs. Eckford had seen her daughter arrive, obviously in a disturbed state (see lines 27–29 and 31), and that this had made her upset.

But the more probable answer is this. The Eckford family must have been fighters: a timid or fearful mother would not have let her daughter be one of the first nine black students to integrate in this racist town. The situation leading up to these events had been tense, and on the front pages of the newspapers for days beforehand. There may be a hint of this in the prayer (page 21, line 1) before Elizabeth leaves for school, alone. (Though of course it is possible that the Eckfords prayed together every morning.) There were certainly reporters outside Central High, and Mrs. Eckford may well have been listening to live reports on the radio. Elizabeth's appearance now, when she should have been in school, must have told Mrs. Eckford that things had not gone well. But she seemed to have been crying before her daughter arrived, which seems to me to point to the radio theory.

- C1. Sum up this introduction (= *Einführung*). (About 60–80 words)
- C2. Describe the photo and the background to it. (About 60–80 words)
- C3. Retell Elizabeth's story briefly, up to the point where she reached the guards outside the school. (About 80–100 words)
- C4. Briefly retell the story in this section. (About 70–90 words)
- C5. Some white people were different. Describe what happened here. (About 40–50 words)
- C6. Why do you think that Elizabeth's mother had her head bowed, and looked as if she had been crying (page 25, lines 32–34)?

“WE SHALL NOT BE MOVED”

'A'-QUESTIONS

A SIT-IN IN MISSISSIPPI

HOW IT BEGAN

THE WAITRESSES RUN AWAY

THE WHITE STUDENTS ARRIVE

- A1. What did black groups in Jackson demand?
- A2. Why did the students decide to hold a sit-in?
- A3. Where was the sit-in to be?
- A4. Who was Anne Moody? (Find two answers!)
- A5. How many students began the protest?
- A6. What did the waitress first ask the students?
- A7. How did they answer?
- A8. What did the waitress tell them?
- A9. What was Anne Moody's response?
- A10. What happened now?
- A11. How many people were now sitting at the counter?
(Be careful here! You need to think about the word “other” in line 10.)
- A12. What did the white customers do now?
- A13. What time was it now?
- A14. Who began coming in?

- C1. From about 1950 on, things were beginning to change in America because of black people's fight for freedom. In 1954, the Supreme Court decided that black and white pupils must be taught together, because segregated schools were unconstitutional. This decision led to trouble in Southern states. A famous example was Central High School in Little Rock, Arkansas, where the State Governor called out soldiers to stop black students from entering the school. (72 words)
- C2. A famous photo from this time was printed in newspapers around the world. It showed a young black girl with a crowd of white people threatening her. This was Elizabeth Eckford, who found herself alone in an angry white mob outside Central High on the first day of school. Her family had no telephone, and so she didn't know about the other students' plan to go together in a group. (70 words)
- C3. The Eckford family said a prayer together before Elizabeth left home. She went by bus and got off a block from the school. When she got nearer she saw a lot of guards around the school, and when she crossed the road there was a crowd of white people who shouted, "Here she comes!" She was afraid that they might hurt her, and thought that perhaps the guards might give her help. As Elizabeth walked toward the school, the crowd shouted at her and her knees began to shake. It was very difficult for her. (95 words)
- C4. The guards let some white students pass through their line, but when Elizabeth came up to them, they held up their guns to stop her. Someone in the crowd began to shout, "Lynch her!" No one in the crowd seemed friendly, and an old woman spat on her. There was no help from the guards and the crowd was still shouting, so Elizabeth walked back to the bus stop and sat down. But the crowd followed her, shouting threats to hang/lynch her. (82 words)
- C5. A white man sat down next to her and spoke kindly to her: "Don't let them see you cry." And a white woman helped her onto the bus and tried to talk to her. But Elizabeth was too unhappy to answer. (41 words)
- C6. There is no answer to this question in the text. But this event/episode was big news at the time. I think that Elizabeth's mother had been listening to the news on the radio, and had heard about the scene outside Central High. I think that she was very unhappy that her daughter had been alone and in danger like this. (58 words)
- A1. They demanded an end to segregation in Jackson.
- A2. The Mayor said he would not help them, so they decided to hold a sit-in to protest segregation.
- A3. It was to be at a segregated lunch counter in the city.
- A4. Anne Moody was a black student in Jackson, and one of the protesters.
- A5. The sit-in began with three students.
- A6. The waitress first asked the students what they wanted.
- A7. They began to give her their orders.
- A8. She told them they would be served at the back, where Negroes could eat.
- A9. She said, "We would like to be served here."/She said they would like to be served at the front.* (* The jump from Direct speech to Reported speech is small here. Many kids may not notice the problem! See exercises on pages 72 – 73.)
- A10. The waitress turned out the lights behind the counter. She and the other waitresses went away/left quickly.
- A11. Now there were five or six white customers and the three protesters — eight or nine people in all.
- A12. One after the other, they left. The girl next to Anne Moody finished her ice cream before she went.
- A13. Now it was about 12 o'clock.
- A14. Students from the white high school started coming in.

LOOKING AT THE PHOTO

- A15. What did they start chanting?
- A16. Why was there a rope next to the protesters?
- A17. What did a couple of white boys do with this rope? (*Find two things, please!*)
- A18. Were there more people now, or the same number as before?
- A19. What were the protesters doing at this time?
- A20. Where in the photo is Anne Moody, who tells this story?
- A21. Who is the man at the bottom left of the picture?
- A22. Where can you see part of the counter?
- A23. Can you recognize (= *erkennen*) anything on the counter?

THE FIRST VIOLENCE

- A24. Who are the people behind the three protesters?
- A25. Can you see any women, apart from the protesters?
- A26. How old do you think most of the crowd are?
- A27. What is the man on the far left of the picture doing?
- A28. What can you see on the protesters' heads and shoulders?
- A29. Do most of the crowd seem active or passive?
- A30. Why did the protesters bow their heads?
- A31. What happened now?
- A32. What happened to Memphis?
- A33. What did the same man do to Anne?

* NOTE TO QUESTION A43:
 This is the time in the story when the photo was taken. At this point there were five protesters, of whom we can see Anne, her friend Joan, and John Salter, the white professor from the college. We must imagine two other protesters outside the picture, probably down to the left as we look at it. The photographer seems to have been up behind the counter.

THINGS GET WORSE

- A34. What happened to her next?
- A35. Where did they pull her?
- A36. How did they pull her?
- A37. Why did they let her go?
- A38. Who came in now?
- A39. What did the two young women do now?
- A40. Who was now sitting at the counter in protest?
- A41. What did the mob start doing now?
- A42. Who came to join them?
- A43. What happened soon after John Salter sat down?

THREE HOURS

- A44. What did the manager decide after three hours?
- A45. Why did he decide this?
- A46. What did he do, without result (= *Ergebnis*)?

A15.	They started chanting nasty/bad things about blacks (“all kinds of anti-Negro things”).	1
A16.	There was a rope over the seats to stop other people from sitting there.	2
A17.	Some white boys made a hangman’s noose with one end of the rope. Then they tried to put it around the protesters’ necks.	3
A18.	The crowd was bigger now because more people had come in/were coming in for lunch.	5
A19.	They kept looking in front, and just looked round a few times to see what was happening.	6
A20.	In the photo Anne Moody is the black student on the right.	7
A21.	He is John Salter. [See the picture caption on page 27 and the text on page 28, line 32.]	8
A22.	I can see part of the counter at the bottom right of the picture.	9
A23.	I can see a glass there with something in it. On the right there are things with sugar and/or salt in them, and there is sugar and maybe mustard or mayonnaise on the counter, because the white students have poured these over the protesters. On the right I can see part of some kind of machine, maybe a coffee machine.	10
A24.	The people behind the protesters are the students from the white high school (see page 28, line 13).	12
A25.	Apart from the protesters, all the people in the photo seem to be men. None of them looks like a woman.	13
A26.	Almost all of them seem to be young — high school students? Only one, at the top left, looks older.	14
A27.	He is pouring a glass of something onto one of the protesters — over her hair, or down her neck.	15
A28.	I can see things from the counter — ketchup, mustard, sugar and so on. See the text, page 28, lines 30 to 32.	16
A29.	Most of the white students are just watching — only one is actively doing something.	17
A30.	They bowed their heads to pray/to say a prayer.	18
A31.	Now all hell broke loose/now the violence started.	19
A32.	A man threw him out of his seat.	20
A33.	This man hit Anne in the face.	21
A34.	Another man threw her against the counter.	22
A35.	They pulled her toward the door.	23
A36.	They pulled her by her hair.	24
A37.	Someone made them (let her go).	25
A38.	Now Anne’s friend Joan came in.	26
A39.	They went back to the counter and sat down again.	27
A40.	Now there were four protesters at the counter.	28
A41.	Now the mob started covering the protesters with ketchup, mustard, sugar, and everything on the counter.	29
A42.	John Salter, a white professor at the college, came in to join them.	30
A43.	* Soon after he sat down, he was hit in the face with brass knuckles, and then with some broken glass.	31
A44.	After three hours, the manager decided to close the store.	32
A45.	Because the mob was going wild with things from the rest of the store.	33
A46.	He begged everyone to leave the store. He asked them again and again.	34

TRYING TO END THINGS

- A47. Why did none of the crowd leave the store?
- A48. Who came in now?
- A49. Who was outside the store?
- A50. What had they been doing?
- A51. What had they not done?
- A52. What did Dr. Beittel ask the police captain?
- A53. The captain said that he couldn't come in. Why?
- A54. What did Dr. Beittel do now?
- A55. What had he told the police?

OUTSIDE THE STORE

- A56. What did the police do when the protesters were taken outside?
- A57. What did the mob do?
- A58. What did the police not do?
- A59. How did Ed King take the protesters away?

CAN YOU HATE SICKNESS?

- A60. Why did Anne Moody think that whites in Mississippi were sick?

'B'-QUESTIONS

A SIT-IN IN MISSISSIPPI

- B1. Describe what happened in Jackson on May 27, 1963.
- B2. What happened the following day?

HOW IT BEGAN

- B3. How did the waitresses behave (= *sich verhalten*) at first?

THE WAITRESSES RUN AWAY

- B4. What did the waitresses and the white customers do now?

THE WHITE STUDENTS ARRIVE

- B5. How did the white students behave at first?
- B6. What happened with the rope?

LOOKING AT THE PHOTO

- B7. What was happening now regarding the crowd and as regards the protesters?
- B8. Look at the faces of the people in the crowd, and try to imagine their feelings. Can you fit any of these words to the faces?
A bit angry? — Really angry? — Malicious (böswillig)? — Full of hate? — Just finding it a joke? — Worried? — Just seeing what happens?
Can you think of any other words which might fit?

THE FIRST VIOLENCE

- B9. What happened to Memphis and Anne now?
- B10. What did Anne do when her attackers let her go?

A47.	None of the crowd wanted to leave before the protesters/leave first.	1
A48.	Now the college president, Dr. Beittel, came in.	2
A49.	Outside the store there were about 90 policemen.	3
A50.	They had been watching everything through the windows.	4
A51.	They had not come in to stop the mob (from attacking the protesters).	5
A52.	Dr. Beittel asked the police captain to come into the store and take the protesters out.	6
A53.	The police captain said that the manager had to invite him in/to come into the store.	7
A54.	Dr. Beittel brought the protesters out/outside himself.	8
A55.	He had told the police to protect the protesters.	9
A56.	The police stood in a line to keep the mob away from the protesters.	10
A57.	The mob threw everything they had taken from the store.	11
A58.	The police did not stop the mob from throwing things (at the protesters).	12
A59.	Ed King took the protesters away in his car.	13
A60.	Because they would kill to keep their segregated way of life.	14
		15
		16
B1.	Blacks had a meeting with the mayor and demanded that segregation in the city should end. The mayor refused.	17
B2.	A group of students and teachers decided to hold a protest at a segregated lunch counter the next day.	18
B3.	They didn't understand that this was a protest. A waitress asked what the protesters wanted.	19
B4.	They left the counter/the area quite quickly, because they knew there was going to be trouble.	20
		21
B5.	At first they were surprised and didn't know what to do. But then they started chanting anti-Negro stuff/things.	22
B6.	Some of the boys made an end of the rope into a hangman's noose and tried to put it around the protesters' necks. Perhaps this began as a joke, but it reminds us of lynching, where people were killed.	23 24
B7.	It was lunchtime and more and more people were coming in. The protesters kept staring in front of them, and only looked round quickly a few times to see what was happening.	25 26
B8.	None of the people in the photo seem really angry, or even a little angry. In the center a young man looks as if he is laughing and the man behind him may perhaps think it is funny. The man in the striped shirt looks very serious. Is he thinking, "These blacks are bad people"? Or perhaps, "This is terrible!" Behind him, the older man with glasses might be malicious — perhaps. Many of the people seem to be just watching.	27 28 29 30
		31
B9.	A man pulled Memphis away from the counter and hit Anne in the face. Someone else pushed her against the counter. Then she was pulled toward the door by her hair. But someone made the attackers let her go.	32 33
B10.	When she was free, she saw her friend coming in. Together they went to the counter and sat down again.	34

THINGS GET WORSE

B11. What happened to John Salter?

THREE HOURS

B12. The manager of the store had a lot of problems now. What were they?

**TRYING TO END THINGS AND
OUTSIDE THE STORE**

B13. Describe what the police did, and what they didn't do.
(This includes what happened when the protesters came outside!)

CAN YOU HATE SICKNESS?

B14. What was the problem of whites in Mississippi, as Anne Moody saw it?

B15. How had she felt about them before, and how did she feel now?

'C'-QUESTIONS

**A SIT-IN IN MISSISSIPPI AND
HOW IT BEGAN**

C1. Describe what led up to the sit-in, and how the protest began.
(About 50–60 words)

THE WAITRESSES RUN AWAY

C2. The waitresses ran away and the white customers next to the protesters left. Why do you think they reacted like this?
Were they afraid? (About 30–50 words)

THE WHITE STUDENTS ARRIVE

C3. Perhaps the activity with the rope began as a joke. But if the noose had really gone round a protester's neck ... Think about hangman's ropes in the South, and say why this was really dangerous.
(About 50–70 words)

THE FIRST VIOLENCE

C4. The first real violence started as soon as the protesters began to pray. Think about this. Was it just chance? Or was there a reason that the violence broke out just at this moment? *(50–70 words)*

C5. "... someone made them let me go" *(page 28, lines 25–26)*.
What does this show us? *(About 50–70 words)*

THINGS GET WORSE

C6. The next escalation came when John Salter joined the protesters. White, and obviously older, he was attacked three times, violently. Was this just chance, or did the white crowd feel provoked? What do you think, and why? *(About 60–100 words)*

- B11. Someone hit John Salter in the face with brass knuckles soon after he sat down. Then he was hit with some broken glass and someone threw salt into the wound. Everywhere there was blood. 1
2
- B12. The mob was throwing things from everywhere in the store. Again and again the manager asked people to leave the store, but no one wanted to be the first to leave. So the store was being destroyed. 3
4
- B13. The police stood outside and watched through the windows. But they did not come in; the police captain said that first the manager had to invite him in. When the protesters came out, the police stood in a line to keep the mob away. But they let the people throw everything they had taken from the store. 5
6
7
- B14. Anne Moody felt that whites in Mississippi were sick. To keep everything unchanged and to keep segregation, they were willing to kill people. 8
9
- B15. Before this, she had always hated white people in the state. But now she felt that she could not hate people who were sick. 10
11
- C1. At the end of May 1963, black people in Jackson, Mississippi, had a meeting with the mayor. They told him that segregation in the city must end, but the mayor said that this wouldn't happen. So several of the activists decided to start public protests. They would begin with a sit-in at a segregated lunch counter. (57 words) 12
13
14
- C2. The waitresses and the customers both understood that this was a protest, a sit-in. Public protests against segregation meant trouble, and often violent reactions from white crowds. So yes, they were afraid, and this was why they ran away or left. (42 words) 15
16
17
- C3. Perhaps this began as a joke, but in the segregated South, a hangman's noose always meant the same: lynching and death for blacks. Later, Anne Moody was pulled to the door by her hair. If the crowd had done the same to someone with the noose round their neck, that person would have been badly hurt, or perhaps even killed. (60 words) 18
19
20
21
- C4. I think this was not just chance. If people you hate start to pray in front of you, what do you feel? You may feel, "These people think they are better and more moral than I am." This, perhaps, is what made some people in the crowd react violently. And when violence begins, it can easily go on. (58 words) 22
23
24
25
- C5. This shows us that at least some people did not want to allow extreme violence. A single protester, alone and outside the store, might have been badly beaten or even killed. This could not happen so easily inside the lunch counter. So there are some people in the crowd who will tolerate a certain amount of violence, but don't want things to go too far. (65 words) 26
27
28
29
- C6. Some people in the crowd were certainly afraid of blacks, and some probably hated them too. Still, they could all understand in some way why blacks would want to protest. But if a white person supported the blacks, then that person had "joined the enemy". Normally the person you hate most is a traitor — one of your own who "joins the enemy" like this. If he is older, that makes it worse, because he should know better. So John Salter, the older, white college professor, was the person who was attacked most violently. (93 words) 30
31
32
33
34

**SUMMARIES AND
CREATIVE WRITING**

- C7. Give an overview of what happened at the sit-in.
(About 200–300 words)
- C8. Imagine that you were one of the onlookers, a student from the white high school. (Perhaps the young man at the top left, in the white shirt with stripes?) Write what you saw and how you felt.
(This doesn't have to be the whole story. You could go into more detail, and just do the first part. Perhaps your character could leave at some point.) (About 120–200 words)
- C9. Imagine you were the manager of the store, and write about things from your point of view. (Here you will have to expand quite a bit on the sections on pages 28–29.) *(About 120–200 words)*

**CHAPTER 5:
MARTIN LUTHER KING
SPEAKS IN WASHINGTON**

'A'-QUESTIONS

WHO WAS DR. KING?

- A1. Who was Martin Luther King?
A2. What did King stand for?
A3. Why would violence not make things better for blacks?
A4. So what could blacks do?
A5. And when would things change?

THE BUS BOYCOTT

- A6. How did King first become famous?
A7. What did he do after this?

VIOLENCE IN BIRMINGHAM

- A8. What did King do in Birmingham, Alabama?
A9. How did the white police in Birmingham react?
A10. How did TV and newspapers play a part in this?

THE MARCH ON WASHINGTON

- A11. What happened at the Poor People's March in 1963?
A12. What role did King play at this event?

**THE CIVIL RIGHTS ACT AND THE
NOBEL PRIZE**

- A13. Why did Congress finally pass the Civil Rights Act in 1964?
A14. What was Dr. King given that year?

C7. Shortly after 11, three black students sat down at the lunch counter where whites were served. A waitress told them to go to the back, where blacks were served, and the protesters refused. The waitresses saw that this meant trouble, and they and their white customers left. Soon white students began to come in for lunch, and started shouting anti-Negro things. There was now a rope to block off the other seats, and two white boys made a hangman's noose with one end and tried to put it around the black students' necks. The first violence began when the protesters started to pray. When they bowed their heads, someone pulled one of them off his seat. Anne, who is telling the story, was hit in the face and pulled toward the door by her hair. But someone else made them let her go, and she went back to the counter with a friend who had just arrived to join them. There were now four protesters, and one, a white professor, was attacked more violently than the others. There was blood everywhere. But the four stayed sitting there while the crowd covered them with ketchup, sugar, and other things from the counter. For three hours this continued, and things were really bad. By now the mob was going wild in the rest of the store, taking and destroying things. They wouldn't leave before the protesters left. The policemen outside refused to enter the store. Finally, the college president brought the protesters outside. The police kept the mob away, but let them throw things. Then a minister from the college arrived in his car and drove the protesters away. (278 words)

C8. If you have some imaginative students in your class, these two tasks may interest them. If they need help to start them off, you could suggest that they don't stay with generalities: "the mob ...", "the students ...", and so on. Remind them that they would know the other students with them: X, the class clown — Y, the troublemaker — Z, the quiet, frustrated one who might become violent And who are the students who don't actively try to stop things, but who try not to let things get TOO bad? If your class has such characters interact, and add a detail from Anne Moody's story here and there, they will soon have a few paragraphs!

C9. The ideas above apply to task C9 as well — the manager would certainly know some of the high school students. Try to have him write about them, and their actions. Then how the manager reacts, and so on.

A1. Martin Luther King was the most famous of America's black leaders.

A2. He stood for non-violence in the tradition of Gandhi.

A3. Violence would not make things better for blacks because they were only 10% of Americans.

A4. They could try to change white people's ideas by direct action.

A5. Things would change when the blacks had whites on their side.

A6. King first became famous as the leader of the Montgomery bus boycott.

A7. After this, he wrote, spoke and organised non-violent protests about racial discrimination.

A8. In Birmingham, Alabama, he led peaceful mass demonstrations.

A9. White police tried to fight these demonstrations with violence — police dogs and fire hoses.

A10. TV and newspapers showed this violence all over America and around the world.

A11. At the Poor People's March in 1963, 250,000 people came together in Washington D.C.

A12. At this event, King gave his most famous speech, "I have a dream".

A13. Because the civil rights movement became so powerful.

A14. That year, Dr. King was given the Nobel Peace Prize.

**THE DAY OF THE 'DREAM'
SPEECH**

- A15. What did the civil rights movement achieve (= *erreichen*)?
- A16. What happened in May 1968?
- A17. What was the day of the march like?
- A18. How many people had come?
- A19. What had many people thought was impossible?
- A20. What had been on the program so far?

KING BEGINS TO SPEAK

- A21. What could people see when someone made a speech?
- A22. Did Dr. King come at the beginning of the program?
- A23. What do people remember about King's speech?
- A24. Why does King keep looking down in the video?
- A25. What had been done with the text?
- A26. How good was this text?

"TELL 'EM ABOUT THE DREAM!"

- A27. Who was Mahalia Jackson?
- A28. What would King do when he felt depressed?
- A29. What did Jackson shout to King?
- A30. Did King react immediately?

GOING TO CHURCH

- A31. When did King react to Jackson?
- A32. What changed in King when he put his text to the side?

LIKE A FREESTYLE RAP

- A33. Why does King hardly look down in this part of the video?
- A34. What was different after King's speech?
- A35. How did President Kennedy hear the speech?
- A36. What was his reaction?
- A37. How did people who hated King react?

WHAT THE SPEECH DID

- A38. What did King do in this speech?
- A39. He was not just a black leader talking to blacks. What was he now?

THE DREAM — WORLDWIDE

- A40. What has happened to the words, 'I have a dream', since the 1960s?
- A41. What do most Americans think of the speech now?
- A42. Is there a big difference here between blacks and whites?
- A43. Do most Americans today know about the speech?

TODAY

- A44. What is clear today, fifty years after the speech?

A15.	The civil rights movement brought great changes in the South, and all over America.	1
A16.	In May 1968, King was shot dead at a protest in Memphis, Tennessee.	2
A17.	It was hot and sticky — a typical summer day in Washington D.C.	3
A18.	There were 250,000 people — a quarter of a million.	4
A19.	Many people had thought that it was impossible that such a big demonstration could be peaceful.	5
A20.	On the programme so far there had been the national anthem, two prayers, a tribute to women, two singers and nine other speakers.	6
A21.	Most people could only see a dot on the platform, because there were no big video screens then.	8
A22.	No, Dr. King's speech came almost at the end of the program.	9
A23.	People remember the end of the speech.	10
A24.	He keeps looking down because he is reading the text of his speech.	11
A25.	The text had been given to journalists that morning.	12
A26.	It was good, but not as powerful as some of King's speeches.	13
A27.	Mahalia Jackson was a famous gospel singer.	14
A28.	He would call Jackson and ask her to sing gospel music down the phone.	15
A29.	She shouted, "Tell 'em about the dream!"	16
A30.	No, he didn't. He went on reading his text.	17
A31.	He reacted when Jackson shouted (for) a second time.	18
A32.	He changed from a teacher to a Baptist preacher.	19
A33.	He hardly looks down here because he isn't reading, he is improvising.	20
A34.	After the speech, he was a superstar.	21
A35.	President Kennedy heard the speech on TV.	22
A36.	He said, "He's damned good."/He said (that) King was "damned good".	23
A37.	They now saw him as "the most dangerous Negro in America".	24
A38.	He told Americans what all the social change meant.	25
A39.	Now he was an American leader, talking to everyone in America.	26
A40.	They have been seen all over the world, from South America through Europe to Australia.	28
A41.	Most Americans think that the speech is for people like them.	29
A42.	No, the difference between blacks and whites is quite small here.	30
A43.	Yes, almost everyone knows about it.	31
A44.	No one today likes segregation, and no one is openly unhappy that it has gone.	32
		33
		34

'B'-QUESTIONS

WHO WAS DR. KING?

- B1. What does this section tell us about Dr. King?
- B2. What arguments against violence are mentioned (= *erwähnt*) here?
- B3. How could non-violence be successful?

THE BUS BOYCOTT

- B4. What did King do in the years after the boycott in Montgomery?

VIOLENCE IN BIRMINGHAM

- B5. What happened in Birmingham, Alabama?

THE MARCH ON WASHINGTON

- B6. What happened at the "*high point*" in 1963?

THE CIVIL RIGHTS ACT AND THE NOBEL PRIZE

- B7. What does the text tell us about 1964?

- B8. What are we told about the years up to 1968?

THE DAY OF THE 'DREAM' SPEECH

- B9. Describe the situation in Washington before King began his speech.

KING BEGINS TO SPEAK

- B10. What do we learn about the first part of King's speech?

"TELL 'EM ABOUT THE DREAM!"

- B11. What are we told about the friendship between Mahalia Jackson and Dr. King?

- B12. How did Jackson change the way things were going?

GOING TO CHURCH

- B13. What do you think is the difference between a "*teacher*" and a "*Baptist preacher*"?

LIKE A FREESTYLE RAP

- B14. What reactions are we told about, regarding the improvised part?

WHAT THE SPEECH DID

- B15. How did America react to the speech?

THE DREAM — WORLDWIDE & TODAY

- B16. How has the world reacted since then?

(A *hint*: do people in other countries see it as 'an American thing'?)

B1.	This section tells us that Dr. King was born in Atlanta, Georgia, in 1929. He was the most famous American black leader, a symbol of the civil rights movement and the best speaker. He supported non-violence, as Gandhi had done.	1
B2.	Violence is morally wrong. And it will not work in practice: Violence by 10% of the people will change nothing.	2
B3.	Most white people did not hate Blacks; they were just not interested in them and in their problems. Blacks could change the way these people thought by direct action. Then America, too, would change.	3 4
B4.	After the bus boycott, King wrote books and articles, and he made speeches. And he organized direct action — non-violent protests to change people’s ideas about discrimination and segregation.	5 6
B5.	In Birmingham, Alabama, King led big demonstrations against segregation. White police tried to stop these with violence: they attacked peaceful demonstrators with police dogs and fire hoses. But people everywhere in America saw this on TV and were shocked. And people around the world read the story in their newspapers.	7 8 9
B6.	The „high point“ came at the “Poor People’s March” in Washington D.C. in August, 1963. A quarter of a million people came together in the biggest demonstration so far, and Dr. King gave his most famous speech.	10 11
B7.	The text tells us about two important events in 1964: the Civil Rights Act was passed by Congress, and Dr. King was given the Nobel Peace Prize.	12 13
B8.	The South changed greatly, but there were also enormous difficulties. In May 1968, Dr. King was shot and killed.	14
B9.	It was a typical hot, sticky summer day. Everything had gone well, with no violence at all, although 250.000 people had come. Now at the end of a long programme, people were tired. They could hear everything on the loudspeakers, but there were no big video screens then, so they could not see the people they were listening to.	15 16 17
B10.	He was reading a prepared text. It was quite good, but it wasn’t his best.	18
B11.	It was special. She was a great gospel singer, and whenever the difficulties of King’s work made him really depressed, he would phone her. She would sing to him down the phone to cheer him up.	19 20
B12.	She was sitting behind King on the platform. Now she called “Tell ‘em about the dream.” She had heard King speak about this before. Then she shouted again and King began to improvise: “I have a dream ...”	21 22
B13.	Perhaps it is this: a teacher tries to make people understand things; a Baptist preacher wants people to feel what he is saying.	23 24
B14.	We hear about three reactions. The first is the reaction of the public: “afterwards he was ... a superstar.” Then, President Kennedy, who had watched King on TV: “He’s damned good” And one of the top men in the FBI: “now ... the most dangerous negro in America.”	25 26 27
B15.	Many people felt that it was an “all-American speech” — that King had made them feel that blacks were not somehow different, but just wanted what all Americans wanted.	28 29
B16.	Since then, people around the world have felt that this idea, “I have a dream”, is important to/for them personally, and not just “an American thing”	30 31 32 33 34

'C'-QUESTIONS

PAGES 33–35:

THE FIRST FIVE SECTIONS

- C1. Give an overview of Dr. King's life and work in not more than 240 words.

THE DAY OF THE 'DREAM' SPEECH

- C2. Describe the day of the Poor People's March, up to the time when King began to speak. *(About 70–90 words)*

PAGES 36–37:

THE NEXT FOUR SECTIONS

(KING BEGINS TO SPEAK /

"TELL 'EM ABOUT THE DREAM!" /

GOING TO CHURCH /

LIKE A FREESTYLE RAP)

The main part of the speech and the last few minutes were very different.

- C3. In what ways were the two parts of Dr. King's speech different? *(About 70–90 words)*

- C4. Why did this change happen? *(You should find at least two reasons in the text. Please describe them!)* *(About 80–100 words)*

WHAT THE SPEECH DID

- C5. King was a black leader talking to a very large crowd of mostly black people. What did he do that was unexpected? *(In other words, what made the end part different from all the other speeches that day — speeches that no one remembers now?)* *(About 80–120 words)*

THE LAST TWO SECTIONS

(THE DREAM — WORLDWIDE /

TODAY)

- C6. Describe how "I have a dream" has changed, from one short speech fifty years ago to a "meme" — a global idea or worldwide social phenomenon. *(About 50–70 words)*

NOTE: THE AMERICAN DREAM

In line 10, the text refers to the 'American dream' — an idea of central importance in American studies. Much has been written about this, but for our purposes here Barack Obama offers a great summary in line 12: the 'American dream' is the idea that "America is a place where all things are possible" — for everyone. Many in Europe (and some in the States, too) would laugh at this, but it can be argued that, although the ideal is not completely true in any country, it is most nearly true in America, and that America is the country where things are most open and possible to change. ... THIS NOTE IS CONTINUED ON PAGE 39!

BARACK OBAMA —

A BLACK MAN

BECOMES PRESIDENT

'A'-QUESTIONS

A HISTORIC MOMENT

- A1. What happened in November, 2008?
- A2. How — according to ex-President Bush — should people feel about Obama's victory?
- A3. What — according to Bush — does that victory tell us about the American dream?

C1. Of all America's black leaders, Martin Luther King was the most famous and the best speaker. He became a symbol of the whole civil rights movement. All his life he tried to change America and to make it better, and he used non-violence to do it. He thought that violence was not only wrong, but that it wouldn't work. Blacks were only 10% of the population, so they must try to change people's ideas. They could do this by direct action — boycotts, marches, sit-ins, and freedom rides. In 1955 he led the bus boycott in Montgomery; later he wrote books and newspaper articles, made thousands of speeches, and organized and supported peaceful protests all over America. Many of these provoked violence in return — bombs and beatings, fire hoses and police dogs. Millions of white Americans saw these scenes on their televisions, and their shock slowly helped America to change. A high point came in summer, 1963, at the "Poor People's March" in Washington D.C. Here, in front of 250,000 people and on national television, King gave his famous "I have a dream" speech, which helped Americans, and the world, to understand why things had to change. The Civil Rights Act was passed a year later, and King was given the Nobel Peace Prize. More progress followed, but also great difficulties, and four years later, in 1968, King was shot dead in Memphis, Tennessee. He was only 39. (239 words)

C2. It was a typical hot, sticky summer day in Washington D.C., and the "Poor People's March" had gone very well. Many had thought that if so many people came, there would be violence. But everything had been peaceful. Still, the program had been long: music and singing, prayers, a tribute, and nine speakers. Martin Luther King was number 16 on the program, and people were tired. They could hear everything on the loudspeakers, but the people on the platform were only a dot in the distance. (86 words)

C3. Dr. King had a prepared text for his speech, and this text had been given to journalists that morning. The first part of his speech he just read from the text, as all the other speakers had done. But for the second part — the part which became so famous — he left his notes, and pushed his text to one side. For this part, he spoke freely, "improvising like a freestyle rapper", as the text says. You could say he was speaking from the heart, not the head. (87 words)

C4. King always had a strong feeling for the people who were listening to his speeches. And here, it seemed that he felt this speech was not his best — "it wasn't good enough", as the text says. At this moment, the gospel singer Mahalia Jackson, who was sitting behind him, called out, "Tell 'em about the dream!" King used to call Jackson when he was depressed and listen to her sing. Now, in a moment of doubt, he listened to her again. He stopped reading his text, and began to speak from the heart. (94 words)

C5. Most people feel a little uncertain or afraid when they have to speak in front of other people. They prepare what they are going to say, and then read that text. The bigger the audience, the more this is true. Before a quarter of a million people no one has the courage to speak freely. But Martin Luther King did. And in his free, improvised words, he spoke to people's hearts, and to their wills. And in this, he spoke not just to people of color, but to all people who feel pain and injustice, to human beings — and so to all of us. Is this what makes his words so powerful? (112 words)

C6. In his speech, King put something into words that people everywhere seem to recognise deep inside themselves. People feel it speaks to them personally, in South America and in Asia, in Europe and in Australia. Almost everyone has heard of it and feels that it says something important and true. So it has become a global idea, as strong as it was 50 years ago, and perhaps even stronger. (69 words)

THIS NOTE ON THE AMERICAN DREAM IS CONTINUED FROM PAGE 38!

This is a difficult topic, of course, and easier to talk about in a Class 12 or 13. But think how many of today's social changes began in America — many we may dislike, certainly, but also most (perhaps even all) of the good ones.

Anti-discrimination of all kinds? Look at the Civil Rights Act of 1964 (see pages 29–30 of this reader). And let's not forget that those parts of Germany's 'Grundgesetz' that we are proudest of, though they are old and venerable ideas found in German idealism, are there in the German Constitution today in large part because Americans put them there after World War 2.

So we too, are living by these same ideals, which are incompletely realized here in Europe too. But we are trying ... What are ideals for? Could we live without them?

A1. In November, 2008, Americans elected Barack Obama as the first black president of the U.S.

A2. Bush said that people could be proud of Obama's victory.

A3. He said that Obama's victory was also a victory — "a triumph" — of the American dream.

YES, WE CAN?

- A4. What had many people thought was impossible?
- A5. Obama's election was "a powerful symbol" (page 41, line 7).
A symbol of what?
- A6. What does the text tell us about young black men today?
- A7. What did Obama's win help blacks and other minorities to do?

'B'-QUESTIONS

A HISTORIC MOMENT

- B1. The text quotes ex-President Bush with two sentences (page 40, lines 9–10). And these two sentences contain *three* ideas.
What are they?
- B2. The text gives a long sentence by Barack Obama about the American dream. (page 40, lines 12–13). And this sentence too contains *three* ideas. What are they?

YES, WE CAN?

- B3. "Barack Obama had won a victory — in part ..." (page 41, lines 4–5). Why "in part"?
- B4. What does the text tell us about problems which still exist for blacks in the US?
- B5. What is different — and better — for blacks today?

'C'-QUESTIONS

A HISTORIC MOMENT

* NOTE TO QUESTION C1:
This question, of course,
is really asking for
a brief summary
of the whole book!

- C1. "It's been a long time coming, but change has come to America" (page 40, line 15). What was this "long time"?
Give an overview, with some examples. (About 60–90 words)

YES, WE CAN?

- C2. "Was Obama the answer to all black problems? Of course not" (page 41, line 6). Why was the fact that a black man had won still an important and historic moment? (About 50–70 words)

IS THIS READER TOO OPTIMISTIC?
You'll find some ideas on this question,
plus an extra text, on page 7 of the
Notes at the back of this Key.

A4.	Many people had thought that it was impossible for a black man to become president of the United States.	1
A5.	It was a symbol of change, a sign that things can be different.	2
		3
A6.	More young black men are in prison than in college.	4
A7.	Obama's win helped black people and other minorities to believe that "more was possible" — that things could become better.	5
		6
B1.	Americans can be proud that Obama has won. His victory has made history. And this victory is a victory for the American dream, too.	7
		8
		9
B2.	Do you wonder if all things are possible in America?	10
	Do you ask yourself if the American dream is still alive?	11
	My victory tonight is the answer to these questions.	12
B3.	The victory is "in part" because there are still many things that must be changed and made better.	13
	But it is a real victory because it shows that this change is possible.	14
B4.	Black unemployment is twice as high as for whites. Black housing and schools are worse, too. And there are more young black men in jail than in university.	15
		16
B5.	The black middle class is bigger than it has ever been, and there are more black leaders (e.g. as politicians and managers) than ever. Young people today are not as racist as earlier generations.	17
		18
		19
		20
C1.	This "long time" was in fact the whole period from the early 1600s on — 400 years — which is described in this reader. There was full slavery in the South almost from the beginning. After the Civil War, slavery was ended by law, but it took much longer to end segregation and discrimination, with boycotts, sit-ins, marches and freedom rides by all those brave protesters. The fight against prejudice and hatred still continues today. (74 words)	21
		22
		23
		24
		25
C2.	The text gives us a short answer here: "His election showed how people had changed." Only 20 years before, no one would have thought that a black man could be elected president. The "American dream" used to be for white people only. Now, here was a new black president saying, "America is a place where all things are possible." The dream is alive! (63 words)	26
		27
		28
		29
		30
		31
		32
		33
		34

Part 2:

Grammar Revision

Gr
17

refers to a page in "English Grammar — An Introduction" (A short & simple grammar for Classes 5 to 9). Peter Morris, Engelberg, 2017

Grammar topics	Page number
<i>Adjectives: Comparative forms</i>	47, 48
<i>Adjective or Adverb?</i>	50
<i>Adverbs</i>	49
<i>Apostrophes</i>	44
<i>Conjunctions</i>	78
<i>Forms of 'to be'</i>	51
<i>Future: Ways to express it</i>	57, 58, 59
<i>If-clauses</i>	70, 71
<i>Indefinite article</i>	43
<i>Modal verbs</i>	68, 69
<i>Numbers, Times & Dates</i>	79
<i>Past Perfect</i>	62
<i>Personal pronouns</i>	45
<i>Prepositions</i>	80, 81
<i>Present Perfect</i>	57, 60
<i>Present & Past Progressive</i>	63, 64
<i>Passive forms</i>	76, 77
<i>Simple or Progressive?</i>	65
<i>Relative clauses</i>	74, 75
<i>Reported Speech</i>	72, 73
<i>Simple Past</i>	54, 55, 56
<i>Simple Past or Present Perfect?</i>	61
<i>Simple Present</i>	52, 53
<i>Some & Any</i>	46
<i>Word order</i>	66, 67
'CRASH COURSES': WHOLE PAGE TABLES	Page number
<i>Simple Present</i>	52
<i>Simple Past</i>	54, 55
<i>Progressive forms: Present & Past</i>	63
<i>Present Perfect</i>	57
<i>Will-Future</i>	57
<i>Comparison of Adjectives</i>	47

EXERCISE 1 — A OR AN? WHICH DO WE NEED?

Write out these words with a or an, as needed.

1. slave / escaped* slave (* = *entlaufen*) a slave / an escaped slave
2. owner / plantation owner an owner / a plantation owner
3. piece of metal / old piece of metal a piece of metal / an old piece of metal
4. man / unconscious man (* = *bewusstlos*) a man / an unconscious man
5. American friend / German friend an American friend / a German friend
6. long trip / easy trip a long trip / an easy trip
7. family network / social network a family network / a social network
8. organizer / famous organizer an organizer / a famous organizer
9. anti-slavery meeting / political meeting an anti-slavery meeting / a political meeting

Gr
5

EXERCISE 2 — A OR AN? WHICH DO WE NEED?

1. empty seat / seat an empty seat / a seat
2. young passenger / old passenger a young passenger / an old passenger
3. official leader / strong leader an official leader / a strong leader
4. famous case / test case a famous case / a test case
5. evening / winter evening an evening / a winter evening
6. candidate / ideal candidate a candidate / an ideal candidate
7. early beginning / late beginning an early beginning / a late beginning
8. protester / angry protester a protester / an angry protester
9. important demand / unjust demand an important demand / an unjust demand

Gr
5

EXERCISE 3 — A OR AN? WHICH DO WE NEED?

Read questions 2 and 7 aloud before you answer, and be careful!

1. integrated school / segregated school an integrated school / a segregated school
2. school teacher / university teacher a school teacher / a *university teacher * The start of the word sounds like a consonant, so: "a"
3. interesting idea / boring idea an interesting idea / a boring idea
4. order / court order an order / a court order
5. crowd / excited crowd / very excited crowd a crowd / an excited crowd / a very excited crowd
6. friendly face / unfriendly face a friendly face / an unfriendly face
7. quick answer / honest answer a quick answer / an **honest answer ** The start of the word sounds like a vowel, so: "an"
8. easy question / difficult question an easy question / a difficult question

Gr
5

EXERCISE 4 — WHERE DO WE NEED AN APOSTROPHE? (Plurals & Possessives)

Write out these words, adding apostrophes to the underlined words if necessary.

Examples: her mothers name ⇒ her mother's name most slave owners. ⇒ most slave owners

- | | |
|---------------------------------------------------------------------|----------------------------------------------------------------------|
| 1. runaway <u>slaves</u> <u>runaway slaves</u> | 9. on <u>Harriets</u> head <u>on Harriet's head</u> |
| 2. <u>Harriets</u> sisters <u>Harriet's sisters</u> | 10. <u>todays</u> money <u>today's money</u> |
| 3. She had <u>headaches</u> <u>She had headaches.</u> | 11. a million <u>dollars</u> <u>a million dollars</u> |
| 4. her <u>husbands</u> name <u>her husband's name</u> | 12. <u>womens</u> rights <u>women's rights</u> |
| 5. her two <u>brothers</u> <u>her two brothers</u> | 13. <u>trips</u> to Maryland <u>trips to Maryland</u> |
| 6. full of <u>woods</u> <u>full of woods</u> | 14. the <u>mans</u> guns <u>the man's guns</u> |
| 7. through the <u>trees</u> <u>through the trees</u> | 15. I heard the <u>dogs</u> <u>I heard the dogs.</u> |
| 8. <u>Kessiahs</u> children <u>Kessiah's children</u> | 16. She saw the <u>stars</u> <u>She saw the stars.</u> |

Gr
40

Gr
2/3

EXERCISE 5 — WHERE DO WE NEED AN APOSTROPHE? (Shortened forms & Simple Present -s)

Write out these words, adding apostrophes to the underlined words if necessary.

Examples: I dont know. ⇒ I don't know. She decides to run away. ⇒ She decides to run away.

- | | |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1. they <u>didnt</u> need <u>they didn't need</u> | 9. She <u>doesnt</u> move. <u>She doesn't move.</u> |
| 2. She <u>works</u> hard. <u>She works hard.</u> | 10. <u>Youre</u> under arrest. <u>You're under arrest.</u> |
| 3. I <u>cant</u> stop. <u>I can't stop.</u> | 11. She <u>calls</u> a friend. <u>She calls a friend.</u> |
| 4. The story <u>begins</u> <u>The story begins.</u> | 12. He <u>pays</u> her bail. <u>He pays her bail.</u> |
| 5. That <u>isnt</u> true. <u>That isn't true.</u> | 13. She <u>wont</u> run away. <u>She won't run away.</u> |
| 6. <u>Its</u> time to go. <u>It's time to go.</u> | 14. She <u>seems</u> perfect. <u>She seems perfect.</u> |
| 7. She <u>chooses</u> a seat. <u>She chooses a seat.</u> | 15. <u>Its</u> his first real job. <u>It's his first real job.</u> |
| 8. The bus <u>moves</u> on. <u>The bus moves on.</u> | 16. <u>Hell</u> lead the fight. <u>He'll lead the fight.</u> |

Gr
40

Gr
18

Gr
28

Gr
34

EXERCISE 6 — WHERE DO WE NEED AN APOSTROPHE? (Possessives, Plurals, Simple Present & Short forms)

Write out these words, adding apostrophes to the underlined words if necessary.

- | | |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| 1. the <u>peoples</u> fight <u>the people's fight</u> | 9. He <u>shouts</u> loudly. <u>He shouts loudly.</u> |
| 2. <u>blacks</u> and <u>whites</u> <u>blacks and whites</u> | 10. the <u>girls</u> knees <u>the girl's knees/the girls' knees</u> |
| 3. <u>Theyre</u> not legal. <u>They're not legal.</u> | 11. She <u>cant</u> help it. <u>She can't help it.</u> |
| 4. the <u>Governors</u> order <u>the Governor's order*</u> | 12. this <u>guards</u> gun <u>this guard's gun</u> |
| 5. the Governor <u>orders</u> <u>the Governor orders</u> | 13. He <u>wont</u> listen. <u>He won't listen</u> |
| 6. all the <u>students</u> <u>all the students</u> | 14. She <u>spits</u> on me. <u>She spits on me.</u> |
| 7. She <u>tells</u> the story. <u>She tells the story.</u> | 15. That <u>wouldnt</u> help. <u>That wouldn't help.</u> |
| 8. they <u>didnt</u> hear <u>they didn't hear</u> | 16. Mother <u>works</u> there. <u>Mother works there.</u> |

* Weitere Möglichkeiten: „die Gouverneure befehlen“ = “the Governors order” und „der Befehl der Gouverneure“ = “the Governors' order”

EXERCISE 7 — HE, SHE, IT OR THEY? WHICH DO WE NEED?

Write out these sentences with he, she or it instead of the underlined nouns.

1. Harriet was the daughter of slaves. She ...
2. Slave owners didn't remember such things. They ...
3. Life as a slave was hard. It ...
4. Three of Harriet's sisters were sold. They ...
5. A slave owner threw a piece of metal. He ... / ... it
6. Slaves could be sold at any time. They ...
7. It seemed Harriet would soon be sold. ... she ...
8. Her husband refused to come with her. He ...

Gr
6

EXERCISE 8 — HE, HIM OR IT? SHE OR HER? THEY OR THEM? WHICH DO WE NEED?

Write out these sentences with he, him or it, she or her, they or them instead of the underlined nouns.

1. Rosa Parks has been working all day. She ...
2. Mrs. Parks's job is in a big store. It ...
3. The seats at the front are empty. They ...
4. But these seats are not for blacks. ... them
5. Now the bus is nearly full. ... it ...
6. The driver shouts at Rosa Parks. He ... / ... her
7. Rosa Parks remembers this driver. She ... / ... him
8. The driver fetches (= holen) two policemen. He ... / ... them
9. The policemen arrest Mrs. Parks. They ... / ... her

Gr
6

EXERCISE 9 — HE, HIM OR IT? SHE OR HER? THEY OR THEM? WHICH DO WE NEED?

1. Black people dreamed of freedom. They ... / ... it
2. The court banned segregated schools. It ... / ... them
3. The Governor ignored the court order. He ... / ... it
4. Troops were called out to stop the students. They ... / ... them
5. This photo shows a girl being threatened. It ... / ... her ...
6. Elizabeth tried to enter the school alone. She ... / ... it ...
7. Would that man try to hurt the young girl? ... he ... / ... her.
8. The guards let the white students through. They ... / ... them ...
9. A man shouted, "Lynch the nigger!" He ... / ... her*

Gr
6

* Here you could remind your class how many English words are gender-neutral, designating male and female alike: teacher, doctor, lawyer, journalist ... In German, of course, you normally need the gender marker: "Arzt / Ärztin" etc.

EXERCISE 10 — WRITE OUT THE SENTENCES, ADDING SOME AND ANY AS NEEDED.

Examples: *There were some people waiting. Do you have any questions? They didn't make any noise.*

1. By the early 50s things were changing. *some*
2. states tried to ignore the Supreme Court. *Some*
3. They didn't want integration. *any*
4. Elizabeth couldn't see other black people. *any*
5. Would of the guards help her? *any**
6. Then they let white students through. *some*
7. But they wouldn't let blacks past. *any*
8. Two white people gave Elizabeth help. *some*

* "Any" would be the normal usage here. "Some" is a possibility, but sounds as if Elizabeth were looking for a group of some kind — more than one guard.

Gr 8

EXERCISE 11 — WRITE OUT THE SENTENCES, ADDING THE APPROPRIATE WORDS.

any anyone anything anything some some someone something

1. black activists met with the mayor. *Some*
2. They held a sit-in with teachers. *some*
3. Were of the protesters white? *any*
4. The waitresses didn't know about the sit-in. *anything*
5. The protesters tried to order to eat. *something*
6. Soon there wasn't else at the counter. *anyone*
7. Did they say to the white students? *anything*
8. Then hit John Salter with brass knuckles. *someone*

Gr 8

EXERCISE 12 — WRITE OUT THE SENTENCES, ADDING THE APPROPRIATE WORDS.

any any anyone anything some some some someone something

1. black leaders were really well-known. *Some*
2. But were as famous as Dr. King? *any*
3. Gandhi was who stood for non-violence. *someone*
4. Does really think that violence helps? *anyone*
5. whites hated blacks, but not many. *Some*
6. When King said, people listened. *something*
7. Can we do to fight racism? *anything**
8. There is progress, but not enough. *some*
9. Today there aren't leaders like King. *any*

* Note for advanced students: Here you might also use "something". But it would carry a different nuance than the vaguer "anything" (= anything at all) that the basic rule gives us. One might paraphrase the "something"-variant as "something definite, something concrete". (and not just indefinite ideas!)

Gr 8

EXERCISE 13 — COMPARISON

Write out the forms asked for in the correct section of the table.

long — easy — certain — valuable — proud — late — patient — empty — good —
 dangerous — kind — different — strange — famous — big — tired — peaceful —
 angry — sick — smart — segregated — friendly — safe — bad — high —
 unpopular — early — obvious — hot

	Positive	Comparative	Superlative	
1. -er / -est				
a. einsilbige Adjektive	long	longer	longest	
	proud	prouder	proudest	
	late	later	latest	
	big	bigger	biggest	
	kind	kinder	kindest	
	strange	stranger	strangest	
	hot	hotter	hottest	
	sick	sicker	sickest	
	smart	smarter	smartest	
	safe	safer	safest	
	high	higher	highest	
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> Rechtschreibregeln auf Seite 44 der Grammatik beachten! </div>				
	b. zweisilbige Adjektive die auf -y enden	easy	easier	easiest
		empty	emptier	emptiest
		friendly	friendlier	friendliest
		early	earlier	earliest
	angry	angrier	angriest	
2. more & most				
a. zweisilbige Adjektive die nicht auf -y enden	certain	more certain	most certain	
	famous	more famous	most famous	
	patient	more patient	most patient	
	tired	more tired	most tired	
	peaceful	more peaceful	most peaceful	
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> plus einsilbige Partizipien in -ed, z.B. scared </div>				
	b. drei- und mehrsilbige Adjektive	valuable	more valuable	most valuable
		dangerous	more dangerous	most dangerous
		obvious	more obvious	most obvious
		segregated	more segregated	most segregated
		different	more different	most different
	unpopular	more unpopular	most unpopular	
3. UNREGELMÄSSIG				
	good	better	best	
	bad	worse	worst	

Gr 12
Gr 13
Gr 44

EXERCISE 14 — COMPLETE THE SENTENCES.

Write out each sentence using the comparative form of the adjective in brackets.

Example: *My brother is older than me. (young)* ⇒ *I am younger than my brother.*

- | | | |
|-------|-----------------------------------------------|-----------------------------------------------------------------------------|
| | 1. Winter is colder than summer. | Summer is warmer than winter. (warm) |
| Gr 12 | 2. At first, the bus is emptier than later. | Later, the bus is fuller than at first. (full) |
| | 3. Being white can make life easier. | Being black can make life more difficult. (difficult) |
| Gr 13 | 4. Most drivers are not as angry as this one. | This driver is angrier than the others. (angry) |
| Gr 44 | 5. Whites are treated better than blacks. | Blacks are treated worse than whites. (bad) |
| | 6. It is often more dangerous to protest. | Not protesting is often safer. (safe) |
| | 7. King was more patient than many people. | Extremists were more violent than many people. (violent) |

EXERCISE 15 — MEDIATION: IN ENGLISH, PLEASE!

- | | | |
|-------|--------------------------------------------------------|------------------------------------------------------------------------------|
| Gr 12 | 1. Frau Parks war stärker als viele Menschen. | Mrs. Parks was stronger than many people. |
| | 2. Sie war nicht so bereit, nachzugeben (= give in). | She wasn't as ready to give in. |
| Gr 13 | 3. Andere waren oft weniger mutig (= courageous). | Others were often less courageous. |
| Gr 44 | 4. Sie wollte (= wanted to) ihr Leben besser machen. | She wanted to make her life better. |
| | 5. Der Boykott war friedlicher als in anderen Städten. | The boycott was more peaceful than in other cities/towns. |

EXERCISE 16 — SUPERLATIVES

Complete the sentences by using a superlative form.

Example: *It was a very hot day.* ⇒ *It was the hottest day of the year.*

- | | | |
|-------|---------------------------------------------------|-------------------------------------------------------------------------|
| Gr 12 | 1. The meeting at the church was very big. | It was the biggest meeting in Montgomery. |
| | 2. King's job as leader was extremely important. | It was his most important job so far. |
| Gr 13 | 3. King was a very good speaker. | His speeches were often the best. |
| Gr 44 | 4. City leaders refused even very simple demands. | City leaders refused even the simplest demands. |
| | 5. The boycott lasted a long, long time. | It was the longest boycott up to then. |
| | 6. In the end, the boycott was successful. | It was one of the most successful boycotts. |

EXERCISE 17 – MEDIATION: IN ENGLISH, PLEASE!

- | | | |
|-------|-------------------------------------------------------------|----------------------------------------------------------------|
| Gr 12 | 1. Die schwierigste Zeit war nach der Bombe. | The most difficult time was after the bomb. |
| | 2. King entschärfte (= defuse) die gefährlichste Situation. | King defused the most dangerous situation. |
| Gr 13 | 3. Er konnte mit (= to) der zornigsten Menge reden. | He could talk to the angriest crowd. |
| Gr 44 | 4. Schwarze bekamen die schlechteste Behandlung. | Blacks got the worst treatment. |
| | 5. Es ist am dunkelsten vor der Dämmerung (= dawn). | It is darkest before dawn. |
| | 6. Der erste Schritt war der mutigste (= courageous). | The first step was the most courageous. |

EXERCISE 18 — WRITE THE ADVERB FORMS OF EACH ADJECTIVE.

- | | | | | | |
|------------|------------------------------|--------------|--------------------------------|------------|------------------------------|
| 1. equal | <u>equally</u> | 5. different | <u>differently</u> | 9. furious | <u>furiously</u> |
| 2. quick | <u>quickly</u> | 6. good | <u>well</u> | 10. real | <u>really</u> |
| 3. ready | <u>readily</u> | 7. probable | <u>probably</u> | 11. early | <u>early</u> |
| 4. patient | <u>patiently</u> | 8. fast | <u>fast</u> | 12. recent | <u>recently</u> |

Gr 15

EXERCISE 19 — ARE THE UNDERLINED WORDS ADJECTIVES OR ADVERBS?

Put a ring around the correct answer!

✧ So wie nicht alle Adverbien auf -ly enden, ist auch nicht jedes Wort, das auf -ly endet, ein Adverb. Schau immer nach der Funktion des Wortes!

- | | | |
|----------------------------------------------------------------------|------------------|---------------|
| 1. Changing how people think is <u>hard</u> work. | <u>adjective</u> | adverb |
| 2. To change how people think, you have to work <u>hard</u> . | adjective | <u>adverb</u> |
| 3. In the South, blacks and whites were taught <u>separately</u> . | adjective | <u>adverb</u> |
| 4. At this time, blacks and whites had five <u>separate</u> schools. | <u>adjective</u> | adverb |
| 5. The crowd started shouting <u>angrily</u> . | adjective | <u>adverb</u> |
| 6. Elizabeth seemed to be the <u>only</u> black person there. | <u>adjective</u> | adverb |
| 7. At last a white lady spoke <u>kindly</u> to her. | adjective | <u>adverb</u> |

Gr 14

EXERCISE 20 — MAKE ADVERBS FROM THE ADJECTIVES IN BRACKETS.

- The seats on the bus weremostly..... (most) empty.
- Rosa Parks had been workinghard..... (hard) all day.
- Then the driver began to shoutloudly..... (loud) at the black passengers.
- Today we think that black people were treatedunjustly..... (unjust).
- Mrs. Parks reactedquietly..... (quiet) butbravely..... (brave) to her arrest.
- Dr. King and his wife got upearly..... (early) to see the first bus.
- The boycott would be a long one — they could not wineasily..... (easy).

Gr 15

EXERCISE 21 — MAKE ADVERBS FROM THE ADJECTIVES IN BRACKETS.

- Starting a bus boycott in winter wasreally..... (real) difficult.
- The white city leaders thought the boycott wouldcertainly..... (certain) end quickly.
- Blacks in Montgomery were often treatedbadly..... (bad) on the buses.
- They must go onpatiently..... (patient) andnon-violently..... (non-violent) with the boycott.
- Bus drivers should behave (= s. benehmen)politely..... (polite) to everyone.
- City leaders respondedangrily..... (angry) to reporters.
- But the protest continuedpeacefully..... (peaceful*). (* = friedlich)

Gr 15

EXERCISE 22 — ADJECTIVE OR ADVERB? PUT IN THE CORRECT FORMS.

- Progress in the struggle for freedom was **gradual** (*gradual* = *allmählich*).
- Black people's struggle for freedom **gradually** (*gradual*) changed America.
- Governor Faubus **completely** (*complete*) ignored the Supreme Court order.
- The Supreme Court ordered a **complete** (*complete*) end to segregation in schools.
- The crowd shouted **angrily** (*angry*) at Elizabeth.
- The young girl was threatened by **angry** (*angry*) protesters.
- The crowd came closer and Elizabeth began to feel **nervous** (*nervous*).

EXERCISE 23 — ADJECTIVE OR ADVERB? PUT IN THE CORRECT FORMS.

- The white protesters were shouting **aggressively** (*aggressive*).
- At first the old woman seemed **nice** (*nice*), but then she spat on her.
- Only two white people were **kind** (*kind*) to her.
- A situation like this could **easily** (*easy*) become violent.
- Elizabeth and her mother were both **upset** (*upset* = *bestürzt/betroffen*).
- Both of them felt **bad** (*bad*).
- The President had to react **quickly** (*quick*).

EXERCISE 24 — ADJECTIVE OR ADVERB? PUT IN THE CORRECT FORMS.

- At first there was **hardly** (*hard*) any reaction to the sit-in.
- It is **hard** (*hard*) not to react to violence.
- The students were **polite** (*polite*) to the waitress.
- They began to give their orders **politely** (*polite*).
- Things started **slowly** (*slowly*), but they soon became **tense** (*tense*).
- **Suddenly** (*Sudden*) violence broke out.
- When the mob began breaking things, the manager grew **desperate** (*desperate*).

EXERCISE 25 — ADJECTIVE OR ADVERB? PUT IN THE CORRECT FORMS.

- King was **certainly** (*certain*) the best speaker among the black leaders.
- Violence is **wrong** (*wrong*), and **completely** (*complete*) unproductive.
- King often spoke **passionately** (*passionate* = *leidenschaftlich*) about freedom.
- He wanted people to think **deeply** (*deep*) about injustice.
- The mass demonstrations in Birmingham were **peaceful** (*peaceful*) at first.
- But soon things turned **really** (*real*) violent, with police dogs and fire hoses.
- People all over the U.S. saw this on TV and were **shocked** (*shocked*).

EXERCISE 26 — COMPLETE THE SENTENCES, USING FORMS OF TO BE FROM THE LIST.

- | | | | | | | |
|----|------------------------------------|------------|------------|-------------|-------------|--------------------------------------------------|
| | <i>is</i> | <i>was</i> | <i>was</i> | <i>were</i> | <i>were</i> | <i>were</i> |
| 1. | Harriet Tubman | | | | | ... is famous for helping runaway slaves. |
| 2. | born on a plantation. | | | | | She was ... |
| 3. | sold to other | | | | | Slaves were ... often sold to other plantations. |
| 4. | badly hurt by a | | | | | She was ... slave owner / piece of metal. |
| 5. | Kessiah and her children | | | | | ... were going to be sold. |
| 6. | Harriet's trips to the South | | | | | ... were very dangerous. |

FOR
EXAMPLE*:
* But accept,
of course, any
other sensible
answers, here
and in the
exercises below!

Gr
17/19

EXERCISE 27 — COMPLETE THE SENTENCES, USING FORMS OF TO BE FROM THE LIST.

- | | | | | | | |
|----|------------------------------------|------------|------------|------------|-----------|---------------------------------------|
| | <i>am</i> | <i>are</i> | <i>are</i> | <i>are</i> | <i>is</i> | <i>is</i> |
| 1. | It | | | | | It is ... |
| 2. | Most of the seats in the bus | | | | | ... are empty. |
| 3. | I | | | | | I am tired ... |
| 4. | You | | | | | You are ... |
| 5. | Black people in Montgomery | | | | | ... are ready to fight / for a fight. |
| 6. | The boycott | | | | | ... is under way. |

FOR
EXAMPLE:

Gr
17/19

EXERCISE 28 — COMPLETE THE SENTENCES, USING FORMS OF TO BE FROM THE LIST.

- | | | | | | | |
|----|--------------------------------------|------------|-------------|-------------|-------------|--------------------------------------------------|
| | <i>was</i> | <i>was</i> | <i>were</i> | <i>were</i> | <i>were</i> | <i>will be</i> |
| 1. | one of the most famous cases. | | | | | The integration of Central High (School) was ... |
| 2. | A lot of guards | | | | | ... were standing around the school. |
| 3. | I | | | | | ... was a little nervous. |
| 4. | There | | | | | ... were ... |
| 5. | If I can get to the bus stop I | | | | | ... will be safe. |
| 6. | A white man and a white lady | | | | | ... were kind to me. |

FOR
EXAMPLE:

Gr
17/19

Gr
34

EXERCISE 29 — COMPLETE THE SENTENCES WITH TO BE. USE THE WILL-FUTURE TOO!

- | | | | | | | |
|----|------------------------------------------|--|--|--|--|------------------------------------------------|
| 1. | In May 1963 there | | | | | ... was a sit-in / protest at a lunch counter. |
| 2. | served at the back. | | | | | Negroes are/ were / you will be ... |
| 3. | sitting together at the counter. | | | | | We / they / the protesters were ... |
| 4. | pulled toward the door by my hair. | | | | | I was ... |
| 5. | hit in the face. | | | | | John Salter was ... |
| 6. | killed before it is over. | | | | | Many / many more / many people will be ... |

FOR
EXAMPLE:

Gr
17/19

Gr
34

EXERCISE 30 — WRITE THE CORRECT FORMS OF THE PRESENT TENSE.

- Examples: *I ask (ich frage)* ⇒ *do I ask? (frage ich?)* ⇒ *I don't ask (ich frage nicht)*
you ask (du fragst) ⇒ *do you ask? (fragst du?)* ⇒ *you don't ask (du fragst nicht)*
he asks (er fragt) ⇒ *does he ask? (fragt er?)* ⇒ *he doesn't ask (er fragt nicht)*
she asks (sie fragt) ⇒ *does she ask? (fragt sie?)* ⇒ *she doesn't ask (sie fragt nicht)*
it asks (es fragt) ⇒ *does it ask? (fragt es?)* ⇒ *it doesn't ask (es fragt nicht)*
we ask (wir fragen) ⇒ *do we ask? (fragen wir?)* ⇒ *we don't ask (wir fragen nicht)*
you ask (ihr fragt) ⇒ *do you ask? (fragt ihr?)* ⇒ *you don't ask (ihr fragt nicht)*
they ask (sie fragen) ⇒ *do they ask? (fragen sie?)* ⇒ *they don't ask (sie fragen nicht)*

1. benutzen use	a) er benutzt <u>he uses</u>	b) benutzt er? <u>does he use?</u>	c) er benutzt nicht <u>he doesn't use</u>
2. verkaufen sell	a) du verkaufst <u>you sell</u>	b) verkaufst du? <u>do you sell?</u>	c) du verkaufst nicht <u>you don't sell</u>
3. gehen go	a) sie geht (!) <u>she goes</u>	b) geht sie? <u>does she go?</u>	c) sie geht nicht <u>she doesn't go</u>
4. entfliehen escape	a) sie entfliehen (!) <u>they escape</u>	b) entfliehen sie? <u>do they escape?</u>	c) sie entfliehen nicht <u>they don't escape</u>
5. brechen break	a) du brichst <u>you break</u>	b) brechen sie? <u>do they break?</u>	c) er bricht nicht <u>he doesn't break</u>
6. heiraten marry	a) sie heiratet (!) <u>she marries</u>	b) heiratet er? <u>does he marry?</u>	c) sie heiraten nicht <u>they don't marry</u>
7. weggehen leave	a) ich gehe weg <u>I leave</u>	b) geht sie weg? <u>does she leave?</u>	c) es geht nicht weg <u>it doesn't leave</u>
8. überqueren cross	a) er überquert (!) <u>he crosses</u>	b) überquerst du? <u>do you cross?</u>	c) ich überquere nicht <u>I don't cross</u>
9. entscheiden decide	a) er entscheidet <u>he decides</u>	b) entscheidest du? <u>do you decide?</u>	c) wir entscheiden nicht <u>we don't decide</u>
10. aufstehen get up	a) wir stehen auf <u>we get up</u>	b) steht sie auf? <u>does she get up?</u>	c) ich stehe nicht auf <u>I don't get up</u>
11. bezahlen pay	a) es bezahlt <u>it pays</u>	b) bezahlt er? <u>does he pay?</u>	c) du bezahlst nicht <u>you don't pay</u>
12. erreichen reach	a) sie erreicht (!) <u>she reaches</u>	b) erreichen sie? <u>do they reach?</u>	c) er erreicht nicht <u>he doesn't reach</u>

Gr
28

Gr
29

EXERCISE 31 — MAKE NORMAL STATEMENTS – PRESENT TENSE!

Example: *People aren't tired.* ⇨ *People are tired.*
She doesn't get onto a bus. ⇨ *She gets onto a bus.*

1. She *doesn't choose* a seat in the middle of the bus. ... *chooses* ...
2. The bus *doesn't drive* on. ... *drives* ...
3. The seats at the front *aren't full*. ... *are* ...
4. The driver *doesn't shout* at the black passengers. ... *shouts* ...
5. The people *don't move* to the back. ... *move* ...
6. Rosa Parks *doesn't remember* this driver. ... *remembers* ...
7. The policemen *can't arrest* Mrs. Parks. ... *can* ...
8. They *don't take* her to the police station. ... *take* ...

Gr 29

Gr 17

Gr 26

EXERCISE 32 — MAKE QUESTIONS – PRESENT TENSE!

Example: *Mrs. Parks is under arrest.* ⇨ *Is Mrs. Parks under arrest?*
She calls an old friend. ⇨ *Does she call an old friend?*

1. Rosa Parks *seems* the perfect candidate. ... *Does Mrs. Parks seem* ...
2. Most passengers on the buses *are* blacks. ... *Are most passengers* ...
3. They *decide* to organize a boycott. ... *Do they decide* ...
4. Dr. King *is* new in town, and young. (!) ... *Is Dr. King* ...
5. They *ask* him to lead the boycott. ... *Do they ask* ...
6. Dr. King and his wife *get up* early on Monday. ... *Do Dr. King and his wife get up* ...
7. The first bus *goes* past their house. ... *Does the first bus go* ...
8. They *can* see that it is almost empty. ... *Can they see* ...

Gr 29

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Gr 26

EXERCISE 33 — MAKE THESE STATEMENTS NEGATIVE – PRESENT TENSE!

Example: *The judge comes to the church meeting.* ⇨ *The judge doesn't come to the church meeting.*
The church is big enough for everyone. ⇨ *The church isn't big enough for everyone.*

1. The meeting *begins* with speeches. ... *doesn't begin* ...
2. Dr. King *says* that black people must wait. ... *doesn't say* ...
3. They *must* stop the boycott of the buses. ... *mustn't* * ... * A good place to talk about "mustn't" versus "doesn't/don't have to" !
4. The crowd *feels* unhappy after the speech. ... *doesn't feel* ...
5. Car owners *can* take everyone to work. ... *can't* ...
6. Now blacks in Montgomery *ride* the buses. ... *don't ride* ...
7. Dr. King *loses* patience (= *die Geduld*). ... *doesn't lose* ...
8. His family *is* hurt when the bomb explodes. ... *isn't* ...

Gr 29

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Gr 26

EXERCISE 34 — WRITE THE CORRECT FORMS OF THE PAST TENSE.

Examples: *I talked (ich redete)* ⇨ *did I talk? (redete ich?)* ⇨ *I didn't talk (ich redete nicht)*
you talked (du redetest) ⇨ *did you talk? (redetest du?)* ⇨ *you didn't talk (du redetest nicht)*
he talked (er redete) ⇨ *did he talk? (redete er?)* ⇨ *he didn't talk (er redete nicht)*
she talked (sie redete) ⇨ *did she talk? (redete sie?)* ⇨ *she didn't talk (sie redete nicht)*
it talked (es redete) ⇨ *did it talk? (redete es?)* ⇨ *it didn't talk (es redete nicht)*
we talked (wir redeten) ⇨ *did we talk? (redeten wir?)* ⇨ *we didn't talk (wir redeten nicht)*
you talked (ihr redetet) ⇨ *did you talk? (redetet ihr?)* ⇨ *you didn't talk (ihr redetet nicht)*
they talked (sie redeten) ⇨ *did they talk? (redeten sie?)* ⇨ *they didn't talk (sie redeten nicht)*

1. rufen call	a) sie riefen <u>they called</u>	b) riefen sie? <u>did they call?</u>	c) sie riefen nicht <u>they didn't call</u>
2. versuchen try	a) du versuchtest (!) <u>you tried</u>	b) versuchtest du? <u>did you try?</u>	c) du versuchtest nicht <u>you didn't try</u>
3. verwenden use	a) er verwendete <u>he used</u>	b) verwendete er? <u>did he use?</u>	c) er verwendete nicht <u>he didn't use</u>
4. geschehen happen	a) es geschah <u>it happened</u>	b) geschah es? <u>did it happen?</u>	c) es geschah nicht <u>it didn't happen</u>
5. anhalten stop	a) ich hielt an (!) <u>I stopped</u>	b) hielt sie an? <u>did she stop?</u>	c) es hielt nicht an <u>it didn't stop</u>
6. verändern change	a) er veränderte <u>he changed</u>	b) verändertest du? <u>did you change?</u>	c) ich veränderte nicht <u>I didn't change</u>
7. behandeln treat	a) sie behandelte <u>she treated</u>	b) behandelte er? <u>did he treat?</u>	c) sie behandelten nicht <u>they didn't treat</u>
8. ankommen arrive	a) du kamst an <u>you arrived</u>	b) kamen sie an? <u>did they arrive?</u>	c) er kam nicht an <u>he didn't arrive</u>
9. verbieten ban	a) wir verboten (!) <u>we banned</u>	b) verbot sie? <u>did she ban?</u>	c) ich verbot nicht <u>I didn't ban</u>
10. brauchen need	a) sie brauchte <u>she needed</u>	b) brauchten sie? <u>did they need?</u>	c) er brauchte nicht <u>he didn't need</u>
11. angreifen attack	a) es griff an <u>it attacked</u>	b) griff er an? <u>did he attack?</u>	c) du griffst nicht an <u>you didn't attack</u>
12. beten pray	a) er betete <u>he prayed</u>	b) betetest du? <u>did you pray?</u>	c) wir beteten nicht <u>we didn't pray</u>

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32

Gr
44

EXERCISE 35 — WRITE THE CORRECT FORMS OF THE PAST TENSE.

Examples: I told (ich erzählte) ⇨ did I tell? (erzählte ich?) ⇨ I didn't tell (ich erzählte nicht)
 you told (du erzähltest) ⇨ did you tell? (erzähltest du?) ⇨ you didn't tell (du erzähltest nicht)
 he told (er erzählte) ⇨ did he tell? (erzählte er?) ⇨ he didn't tell (er erzählte nicht)
 she told (sie erzählte) ⇨ did she tell? (erzählte sie?) ⇨ she didn't tell (sie erzählte nicht)
 it told (es erzählte) ⇨ did it tell? (erzählte es?) ⇨ it didn't tell (es erzählte nicht)
 we told (wir erzählten) ⇨ did we tell? (erzählten wir?) ⇨ we didn't tell (wir erzählten nicht)
 you told (ihr erzähltet) ⇨ did you tell? (erzähltet ihr?) ⇨ you didn't tell (ihr erzähltet nicht)
 they told (sie erzählten) ⇨ did they tell? (erzählten sie?) ⇨ they didn't tell (sie erzählten nicht)

1. nehmen take	a) du nahmst <u>you took</u>	b) nahmst du? <u>did you take?</u>	c) du nahmst nicht <u>you didn't take</u>
2. wählen choose	a) er wählte <u>he chose</u>	b) wählte er? <u>did he choose?</u>	c) er wählte nicht <u>he didn't choose</u>
3. wissen know	a) sie wussten <u>they knew</u>	b) wussten sie? <u>did they know?</u>	c) sie wussten nicht <u>they didn't know</u>
4. weggehen leave	a) sie ging weg <u>she left</u>	b) ging sie weg? <u>did she leave?</u>	c) sie ging nicht weg <u>she didn't leave</u>
5. sein be	a) er war <u>he was</u>	b) warst du? <u>were you?</u>	c) sie waren nicht <u>they weren't / were not</u>
6. treffen meet	a) wir trafen <u>we met</u>	b) traf sie? <u>did she meet?</u>	c) ich traf nicht <u>I didn't meet</u>
7. halten hold	a) es hielt <u>it held</u>	b) hielt er? <u>did he hold?</u>	c) du hieltst nicht <u>you didn't hold</u>
8. brechen break	a) sie brach <u>she broke</u>	b) brachen wir? <u>did we break?</u>	c) er brach nicht <u>he didn't break</u>
9. verlieren lose	a) du verlorst <u>you lost</u>	b) verloren sie? <u>did they lose?</u>	c) er verlor nicht <u>he didn't lose</u>
10. bekommen get	a) sie bekam <u>she got</u>	b) bekam er? <u>did he get?</u>	c) sie bekamen nicht <u>they didn't get</u>
11. denken think	a) ich dachte <u>I thought</u>	b) dachte sie? <u>did she think?</u>	c) du dachtest nicht <u>you didn't think</u>
12. kosten cost	a) es kostete <u>it cost</u>	b) kostete es? <u>did it cost?</u>	c) es kostete nicht <u>it didn't cost</u>

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32

EXERCISE 36 — MAKE NEGATIVE SENTENCES, USING THE SIMPLE PAST.

Gr
32

1. Most slave owners knew their slaves' birthdays. Most slave owners didn't know their slaves' birthdays.
2. Harriet and her sisters were born free. Harriet and her sisters weren't born free.
3. Harriet used her mother's name as a little girl. Harriet didn't use her mother's name as a little girl.
4. A slave's life was easy. A slave's life wasn't easy.
5. John Tubman ran away with his wife. John Tubman didn't run away with his wife.
6. Harriet became frightened on the way north. Harriet didn't become frightened on the way north.
7. She went back to the plantation. She didn't go back to the plantation.

EXERCISE 37 — MAKE QUESTIONS WITH THE INTERROGATIVE PRONOUNS GIVEN.

Gr
32

1. Rosa Parks worked in a big store. What ? did Rosa Parks do in the (big) store
- Where ? did she/Rosa Parks work
- Who ? worked in a big store
2. Black people had to sit at the back of the bus. Where did black people have to sit ?
- Who ? had to sit at the back of the bus
- Why ? did they have to sit at the back of the bus
3. The bus driver treated Mrs. Parks badly. Who treated Mrs. Parks badly ?
- (A different question here!)** Who did the bus driver treat badly ?
- How did the bus driver treat Mrs. Parks ?
- What did the bus driver do ?

EXERCISE 38 — MEDIATION: IN ENGLISH, PLEASE! USE THE SIMPLE PAST.

Gr
31

1. Plötzlich gab es zwei Polizisten im (= on the) Bus. Suddenly there were two policemen on the bus.
2. Gestern haben sie eine schwarze Dame verhaftet. Yesterday they arrested a black lady.
3. Wann hast du von Dr. King zuerst (first) gehört? When did you first hear of/about Dr. King (first)?
4. Am Montag ist Frau Parks zum Gericht gegangen. On Monday Mrs. Parks went to court.
5. Zur Versammlung sind Tausende gekommen. Thousands came to the meeting.
- (Be careful with the word order here!)**

EXERCISE 39 — MAKE SENTENCES USING THE SIMPLE PAST AND THE WORDS GIVEN.

Gr
31

1. (meeting / boycott) For example: The meeting decided on a boycott.
2. (bus company) The bus company began to lose money.
3. (white shop owners) White shop owners lost money too.
4. (city leaders) City leaders (still) thought they could win.
5. (white police) White police (often) harassed protesters.
6. (a bomb) A bomb exploded at Dr. King's house.

EXERCISE 40 — WRITE THE CORRECT FORMS OF THE WILL-FUTURE & PRESENT PERFECT.

Will-Future:

<i>I will buy (ich werde kaufen)</i>	⇒	<i>will I buy? (werde ich kaufen?)</i>	⇒	<i>I won't buy (ich werde nicht kaufen)</i>
<i>you will buy (du wirst kaufen)</i>	⇒	<i>will you buy? (wirst du kaufen?)</i>	⇒	<i>you won't buy (du wirst nicht kaufen)</i>
<i>he will buy (er wird kaufen)</i>	⇒	<i>will he buy? (wird er kaufen?)</i>	⇒	<i>he won't buy (er wird nicht kaufen)</i>
<i>she will buy (sie wird kaufen)</i>	⇒	<i>will she buy? (wird sie kaufen?)</i>	⇒	<i>she won't buy (sie wird nicht kaufen)</i>
<i>it will buy (es wird kaufen)</i>	⇒	<i>will it buy? (wird es kaufen?)</i>	⇒	<i>it won't buy (es wird nicht kaufen)</i>
<i>we will buy (wir werden kaufen)</i>	⇒	<i>will we buy? (werden wir kaufen?)</i>	⇒	<i>we won't buy (wir werden nicht kaufen)</i>
<i>you will buy (ihr werdet kaufen)</i>	⇒	<i>will you buy? (werdet ihr kaufen?)</i>	⇒	<i>you won't buy (ihr werdet nicht kaufen)</i>
<i>they will buy (sie werden kaufen)</i>	⇒	<i>will they buy? (werden sie kaufen?)</i>	⇒	<i>they won't buy (sie werden nicht kaufen)</i>

Present Perfect:

<i>I have gone (ich bin gegangen)</i>	⇒	<i>have I gone? (bin ich gegangen?)</i>	⇒	<i>I haven't gone (ich bin nicht gegangen)</i>
<i>you have gone (du bist gegangen)</i>	⇒	<i>have you gone? (bist du gegangen?)</i>	⇒	<i>you haven't gone (du bist nicht gegangen)</i>
<i>he has gone (er ist gegangen)</i>	⇒	<i>has he gone? (ist er gegangen?)</i>	⇒	<i>he hasn't gone (er ist nicht gegangen)</i>
<i>she has gone (sie ist gegangen)</i>	⇒	<i>has she gone? (ist sie gegangen?)</i>	⇒	<i>she hasn't gone (sie ist nicht gegangen)</i>
<i>it has gone (es ist gegangen)</i>	⇒	<i>has it gone? (ist es gegangen?)</i>	⇒	<i>it hasn't gone (es ist nicht gegangen)</i>
<i>we have gone (wir sind gegangen)</i>	⇒	<i>have we gone? (sind wir gegangen?)</i>	⇒	<i>we haven't gone (wir sind nicht gegangen)</i>
<i>you have gone (ihr seid gegangen)</i>	⇒	<i>have you gone? (seid ihr gegangen?)</i>	⇒	<i>you haven't gone (ihr seid nicht gegangen)</i>
<i>they have gone (sie sind gegangen)</i>	⇒	<i>have they gone? (sind sie gegangen?)</i>	⇒	<i>they haven't gone (sie sind nicht gegangen)</i>

1. erreichen reach	a) du wirst erreichen <u>you will reach</u>	b) wirst du erreichen? <u>will you reach?</u>	c) du wirst nicht erreichen <u>you won't reach</u>
2. beschließen decide	a) sie wird beschließen <u>she will decide</u>	b) wird sie beschließen? <u>will she decide?</u>	c) sie wird nicht beschließen <u>she won't decide</u>
3. flüchten escape	a) wir werden flüchten <u>we will escape</u>	b) wird er flüchten? <u>will he escape?</u>	c) ich werde nicht flüchten <u>I won't escape</u>
4. verhaften arrest	a) er wird verhaften <u>he will arrest</u>	b) werde ich verhaften? <u>will I arrest?</u>	c) wir werden nicht verhaften <u>we won't arrest</u>
5. zuhören listen	a) ich werde zuhören <u>I will listen</u>	b) werden wir zuhören? <u>will we listen?</u>	c) er wird nicht zuhören <u>he won't listen</u>
6. verlangen demand	a) er hat verlangt <u>he has demanded</u>	b) hat er verlangt? <u>has he demanded?</u>	c) er hat nicht verlangt <u>he hasn't demanded</u>
7. verlieren lose	a) ich habe verloren <u>I have lost</u>	b) habe ich verloren? <u>have I lost?</u>	c) ich habe nicht verloren <u>I haven't lost</u>
8. verändern change	a) du hast verändert <u>you have changed</u>	b) haben wir verändert? <u>have we changed?</u>	c) sie hat nicht verändert <u>she hasn't changed</u>
9. behandeln treat	a) wir haben behandelt <u>we have treated</u>	b) hast du behandelt? <u>have you treated?</u>	c) sie haben nicht behandelt <u>they haven't treated</u>
10. wählen choose	a) sie haben gewählt <u>they have chosen</u>	b) hat sie gewählt? <u>has she chosen?</u>	c) du hast nicht gewählt <u>you haven't chosen</u>

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EXERCISE 41 — A MEETING (1). CHANGE THE VERBS IN BRACKETS INTO THE WILL-FUTURE.

December 2, 1955. Rosa Parks has been arrested, and now black leaders are discussing what they should do.

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- Black people are treated badly in Montgomery. What **will happen**(happen) next?
- I think **people will be**(people/be) ready for a fight this time.
- No. If we try a boycott, we probably **won't win**(not/win).
- The white city leaders **won't give in**(not/give in) easily.
- I can't agree. **Will you tell**(you/tell) me why you think that we can't win?
- Mrs. Parks is the perfect candidate. **She will bring**(She/bring) all our people together.
- Then it's decided. **We will ask**(We/ask) black people in Montgomery to fight!
- Yes — and **Dr. King will make**(Dr. King/make) a great leader.
- Now we need to tell the newspapers. **Will you do**(you/do) that?

EXERCISE 42 — A MEETING (2). MAKE SENTENCES, USING THE WILL-FUTURE.

January, 1956. The boycott is working, and white city leaders are talking about what will happen.

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- | | |
|--------------------------------------------------|-------------------------------------------------------------|
| 1. bus company / have to run fewer buses | The bus company will have to run fewer buses. |
| 2. blacks / not / come downtown so often | Blacks won't/will not come downtown so often. |
| 3. shops and stores / not / make so much profit | Shops and stores won't/will not make so much profit. |
| 4. a lot of them / lose money | A lot of them will lose money. |
| 5. the city of Montgomery / win this fight | The city of Montgomery will win this fight. |
| 6. but it / be more difficult than we thought | But it will be more difficult than we thought. |
| 7. we / use the police to harass protesters | We will use the police to harass protesters. |
| 8. soon the blacks / start using the buses again | Soon the blacks will start using the buses again. |

EXERCISE 43 — MEDIATION: IN ENGLISH, PLEASE! AFTER THE BOMB AT KING'S HOUSE.

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- | | |
|---------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1. Was werden Sie wegen* der Bombe tun, Dr. King? | What will you do about the bomb, Dr. King? |
| 2. Ich werde das tun, was ich immer gesagt habe. | I will do what I have always said. |
| 3. Ich werde nicht die** Gewalt siegen lassen. | I won't/will not let violence win*. * King might well have said "be victorious" ... |
| 4. Wir werden nicht beginnen, andere zu hassen. | We won't/will not start hating others/other people. |
| 5. Wir werden Hass mit Liebe begegnen. | We will meet hate with love. |

EXERCISE 44 — MAKE SENTENCES USING THE WILL-FUTURE AND THE WORDS GIVEN.

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- | | |
|---------------------------------|--------------------------------------------------------------------------------|
| 1. (the Governor / not let) | For example: The Governor won't/will not let blacks into white schools. |
| 2. (he / call out state troops) | He will call out state troops to stop them. |
| 3. (nine black students / try) | Nine black students will try to enter Central High. |
| 4. (angry whites / demonstrate) | Angry whites will demonstrate against them. |
| 5. (things / look dangerous) | Things will look dangerous for a while. |

Here we are going to practice different ways of expressing the future.
There is a lot of overlap, and these are not absolute rules. In many cases different forms could be used!

EXERCISE 45 — HARRIET TUBMAN'S ESCAPE. CHANGE THE VERBS INTO THE GOING TO-FUTURE.

1. Harriet **is going to escape**(escape) this coming weekend.
2. She **isn't going to be**(not be) here for long now.
3. Her brothers **are going to leave**(leave) with her.
4. But her husband John **isn't going to run away**(not run away).
5. How **are you going to find**(you/find) your way to the North, Harriet?
6. At night I **am going to follow**(follow) the North Star.
7. And we **are going to be**(be) in the woods, with moss on the north side of the trees.
8. What **are you going to do**(you/do)? I **am going to help**(help) others escape!

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EXERCISE 46 — THE SIT-IN IS JUST STARTING! USE THE PRESENT PROGRESSIVE HERE.

1. We're having a sit-in tomorrow. We **'re/are meeting**(meet) outside Woolworth's.
2. Memphis **is taking part**(take part) too. He says we all have to do something.
3. We **'re/are starting**(start) at about 11:15. There won't be many customers that early.
4. That white professor, John Salter, **is coming**(come) as well. He's a real activist!
5. I **'m/am seeing**(see) the others this afternoon to talk everything through.
6. Would you like to come with us? — I **'m/am thinking**(think) about it.
7. After this, we **'re/are planning**(plan) more sit-ins.
8. Things **are just beginning**(just/begin) here in Jackson. We have to change everything!

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EXERCISE 47 — MEDIATION: IN ENGLISH, PLEASE! USE THE SIMPLE PRESENT.

1. Unser Flug kommt um 11 Uhr an. **Our flight arrives at 11 o'clock/ 11 a.m.**
2. Die Demonstration fängt am frühen Nachmittag an. **The demonstration begins in the early afternoon.**
3. Wann beginnen* die Reden? * Use a different word than in Question 2! **When do the speeches start?**
4. Dr. King spricht um 15** Uhr. (** Be careful!) **Dr. King speaks at 3 o'clock/ 3 p.m.**
5. Um Mitternacht verlassen wir Washington. **(At midnight) We leave Washington at midnight.**

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EXERCISE 48 — MAKE SENTENCES WITH DIFFERENT FORMS OF THE FUTURE AND THESE WORDS.

1. (black people / support ?) For example: **Will black people support a boycott?**
2. (bus company / not earn) **The bus company won't/will not earn as much money.**
3. (lawyers / take ... the case / Supreme Court) **Lawyers are going to take the case to the Supreme Court.**
4. (trial / start / next November) **The trial starts next November.**
5. (If people stand up together, ...) **If people stand up together, things will begin to change.**

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EXERCISE 49 — MAKE SENTENCES WITH THE PRESENT PERFECT USING THIS INFORMATION.

Who?	YES	NO
We	talk to city leaders	get their support
Memphis	write to Dr. King	have an answer up to now
John Salter	promise to come	arrive so far
The protesters	take their places	see any white students yet
I	try to phone Dr. Beittel	speak to him so far
The police captain	be outside for hours	come in yet

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Example: We have reached the lunch counter but we haven't started the sit-in.

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- We have talked to city leaders but we haven't gotten/got their support.
- Memphis has written to Dr. King but he hasn't had an answer up to now.
- John Salter has promised to come but he hasn't arrived so far.
- The protesters have taken their places but they haven't seen any white students yet.
- I have tried to phone Dr. Beittel but I haven't spoken to him so far.
- The police captain has been outside for hours but he hasn't come in yet.

EXERCISE 50 — USE THE PRESENT PERFECT IN THESE SENTENCES, AND ADD SINCE OR FOR.

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- Segregation **has been**(be) the norm in the South **since** the very beginning.
- Mrs. Parks **hasn't/has not heard**(not/hear) anything from her lawyer **for** two weeks.
- Dr. King **has visited**(visit) court three times **since** Christmas.
- Reporters **haven't interviewed**(not/interview) the Governor **for** over a month.
- The United States Supreme Court **has existed**(exist) **since** 1789.

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EXERCISE 51 — COMPLETE THE SENTENCES WITH THE PRESENT PERFECT PROGRESSIVE.

Das Present Perfect Progressive benutzt man für Handlungen, die in der Vergangenheit begonnen wurden und bis jetzt noch andauern. Es wird ganz regelmäßig mit dem Present Perfect von be und der -ing-Form gebildet:

- My friends *have been taking* selfies since breakfast. (Und machen sie immer noch!)
 - The baby *has been sleeping* all morning. (Und schläft immer noch!)
- Besonders häufig kommt diese Zeitform bei Verben vor, die eine länger andauernde Handlung ausdrücken:
live, wait, sleep, sit, stand, lie, learn, study, etc.

- She (go) to that school since 1st grade. *** No problem, of course, with the unshortened forms "have" and "has"! She's been going to that school since 1st grade.**.....
- We (live) in this town for ten years. **We've been living in this town for ten years.**.....
- (?) "(they/talk) about the sit-in all day?" **Have they been talking about the sit-in all day?**.....
- I'm really tired! I (study) math all night! **I'm really tired. I've been studying* math all night!**.....
- "Sorry I'm late! (?) (you/wait) long?" **Sorry I'm late! Have you been waiting long?**.....
- "Yes. I (stand) here for nearly an hour." **Yes. I've been standing here for nearly an hour.**.....

* American English often uses "study" for "learn", as in "I have to study really hard for the test tomorrow!"

EXERCISE 52 — COMPLETE THE SENTENCES WITH THE CORRECT TENSE.

In each pair of sentences, use the same verb — once in the **Present Perfect**, once in the **Simple Past**.

leave see work buy live talk

1. a) My mother is a teacher. She **has worked** at three different schools so far.
 b) Harriet Tubman **worked** as a slave on a plantation in Maryland.
2. a) After the Civil War, Harriet **lived** in New York State.
 b) My parents **have lived** here since they were married.
3. a) **Have** you ever **talked** about women's rights?
 b) Well, we often **talked** about women's rights when my sister still lived at home.
4. a) Where is Lorna? — She **has** just **left** for work.
 b) Where is Josh? — He **left** a couple of hours ago.
5. a) Look, the people next door **have bought** a big new BMW.
 b) Wow! They **bought** a sports car for their daughter only last week!
6. a) **Did** you **see** Kathy in town last week?
 b) No, I didn't. I **have** not **seen** her for months.

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EXERCISE 53 — PRESENT PERFECT OR SIMPLE PAST? PUT THE VERBS INTO THE CORRECT FORM.

1. My American friend Billy Joe **has lived**(live) here in Germany all his life.
2. But his parents **went**(go) back to the States a year ago.
3. They **were**(be) homesick and **missed**(miss) the sun in Arizona.
4. **Have** you ever **eaten**(eat) hominy grits*? (* Maisgrütze)
5. Yes, I **tried**(try) them when I **visited**(visit) Florida last summer.
6. But I **didn't like**(not like) them.

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EXERCISE 54 — MEDIATION: IN ENGLISH, PLEASE!

1. Ich habe die Aufnahme* von der 'Dream'-Rede schon zweimal gehört. (* recording)
 **I have already heard the recording of the 'Dream' speech twice (already).**
2. Als ich diesen Film *zum ersten Mal* gesehen habe, war ich in der 7. Klasse. (* first *)
 **When I first saw this movie/film I was in 7th grade/class 7.**
3. Mein Vater besitzt* dieses Auto seit mehr als fünfzehn Jahren. (* to own)
 **My father has had this car for more than fifteen years.**
4. Lori ist um sechs aufgestanden, aber sie hat noch nicht gefrühstückt*. (* have breakfast)
 **Lori got up at six, but she hasn't had breakfast yet.**

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EXERCISE 55 — SCHOOL INTEGRATION IN LITTLE ROCK. USE THE PAST PERFECT!

1. The Governor of Arkansas decided to ignore what the Supreme Court **had ordered** (order).
2. After the family **had said** (say) a prayer that morning, Elizabeth left home.
3. She went to Central High alone although the group **had planned** (plan) to go together.
4. When she got nearer, she saw the Governor **had called out** (call out) state troops.
5. After the guards **had let** (let) some white students in, she walked up to them.
6. Then an old woman spat on her. Elizabeth **had thought** (think) that she looked kind.
7. Later, when she **had reached** (reach) the bus stop, two white people were friendly.

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EXERCISE 56 — USE THE WORDS UNDERLINED WITH THE PAST PERFECT IN THE NEXT SENTENCE.

Example: *The white settlers paid for the land.* ⇨ *After they had paid for the land, they bought slaves.*

1. When **they had bought slaves**, they set them to work.
2. After they **had set them to work**, the slaves cleared the land.
3. When the slaves **had cleared the land**, they built a big house.
4. After **they had built a big house**, they plowed fields.
5. When **they had plowed fields**, they sowed cotton.
6. After **they had sowed cotton**, they tended the plants.
7. When **they had tended the plants**, they harvested the crop.
8. After **they had harvested the crop**, they sold it at the market.

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EXERCISE 57 — MEDIATION: IN ENGLISH, PLEASE! HOW THE SIT-IN STARTED.

1. Nachdem die Studenten mit dem Bürgermeister gesprochen hatten, waren sie wirklich frustriert.
..... **After the students had spoken with the mayor, they were really frustrated**
2. Sie gingen zurück zum College, wo ihre Freunde *sich versammelt* hatten. (* gather *)
..... **They went back to the college where their friends had gathered**
3. Als sie alles besprochen* hatten, beschlossen sie, eine Sitzblockade zu organisieren. (* talk over)
..... **When they had talked everything over, they decided to organize a sit-in**

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EXERCISE 58 — MULTIPLE CHOICE — CHOOSE THE CORRECT ANSWER!

- | | | |
|------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------|
| 1. Wie wird das <i>Past Perfect</i> gebildet? | 2. <i>Past Perfect</i> von <i>have</i> heißt: | 3. <i>Past Perfect</i> ist für alle Personen |
| <input type="checkbox"/> a. mit <i>have/has</i> und <i>be</i> | <input type="checkbox"/> a. <i>have had</i> | <input type="checkbox"/> a. unterschiedlich |
| <input checked="" type="checkbox"/> b. mit <i>had</i> und dritter Form | <input type="checkbox"/> b. <i>have have</i> | <input type="checkbox"/> b. <i>had been</i> |
| <input type="checkbox"/> c. mit <i>do</i> und dritter Form | <input type="checkbox"/> c. <i>has had</i> | <input checked="" type="checkbox"/> c. gleich |
| <input type="checkbox"/> d. mit <i>be</i> und Grundform | <input checked="" type="checkbox"/> d. <i>had had</i> | <input type="checkbox"/> d. je nachdem |

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EXERCISE 59 — WRITE THE CORRECT FORMS OF THE PRESENT & PAST PROGRESSIVE.

Present I am eating (ich esse) ⇒ am I eating? (esse ich?) ⇒ I'm not eating (ich esse nicht)
Progressive: you are eating (du isst) ⇒ are you eating? (isst du?) ⇒ you aren't eating (du isst nicht)
 he is eating (er isst) ⇒ is he eating? (isst er?) ⇒ he isn't eating (er isst nicht)
 she is eating (sie isst) ⇒ is she eating? (isst sie?) ⇒ she isn't eating (sie isst nicht)
 it is eating (es isst) ⇒ is it eating? (isst es?) ⇒ it isn't eating (es isst nicht)
 we are eating (wir essen) ⇒ are we eating? (essen wir?) ⇒ we aren't eating (wir essen nicht)
 you are eating (ihr esst) ⇒ are you eating? (esst ihr?) ⇒ you aren't eating (ihr esst nicht)
 they are eating (sie essen) ⇒ are they eating? (essen sie?) ⇒ they aren't eating (sie essen nicht)

Past I was drinking (ich trank) ⇒ was I drinking? (trank ich?) ⇒ I wasn't drinking (ich trank nicht)
Progressive: you were drinking (du trankst) ⇒ were you drinking? (trankst du?) ⇒ you weren't drinking (du trankst nicht)
 he was drinking (er trank) ⇒ was he drinking? (trank er?) ⇒ he wasn't drinking (er trank nicht)
 she was drinking (sie trank) ⇒ was she drinking? (trank sie?) ⇒ she wasn't drinking (sie trank nicht)
 it was drinking (es trank) ⇒ was it drinking? (trank es?) ⇒ it wasn't drinking (es trank nicht)
 we were drinking (wir tranken) ⇒ were we drinking? (tranken wir?) ⇒ we weren't drinking (wir tranken nicht)
 you were drinking (ihr trankt) ⇒ were you drinking? (trankt ihr?) ⇒ you weren't drinking (ihr trankt nicht)
 they were drinking (sie tranken) ⇒ were they drinking? (tranken sie?) ⇒ they weren't drinking (sie tranken nicht)

1. versuchen try	a) du versuchst <u>you are trying</u>	b) versuchst du? <u>are you trying?</u>	c) du versuchst nicht <u>you aren't trying</u>
2. schreien shout	a) er schreit <u>he is shouting</u>	b) schreit er? <u>is he shouting?</u>	c) er schreit nicht <u>he isn't shouting</u>
3. zeigen show	a) wir zeigen <u>we are showing</u>	b) zeigen wir? <u>are we showing?</u>	c) wir zeigen nicht <u>we aren't showing</u>
4. ziehen pull	a) sie zog <u>she was pulling</u>	b) zog sie? <u>was she pulling?</u>	c) sie zog nicht <u>she wasn't pulling</u>
5. weinen cry	a) ich weinte <u>I was crying</u>	b) weinte ich? <u>was I crying?</u>	c) ich weinte nicht <u>I wasn't crying</u>
6. bedienen serve	a) sie bedienten <u>they were serving</u>	b) bedienten sie? <u>were they serving?</u>	c) sie bedienten nicht <u>they weren't serving</u>
7. werfen throw	a) du wirfst <u>you are throwing</u>	b) werfen sie? <u>are they throwing?</u>	c) sie wirft nicht <u>she isn't throwing</u>
8. zuschauen watch	a) sie schaute zu <u>she was watching</u>	b) schautest du zu? <u>were you watching?</u>	c) sie schauten nicht zu <u>they weren't watching</u>
9. verlangen demand	a) wir verlangen <u>we are demanding</u>	b) verlangt sie? <u>is she demanding?</u>	c) ich verlange nicht <u>I'm not demanding</u>
10. marschieren march	a) sie marschierte <u>she was marching</u>	b) marschierten sie? <u>were they marching?</u>	c) er marschierte nicht <u>he wasn't marching</u>

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EXERCISE 60 — TALKING ABOUT THE PRESENT. USE THE PRESENT PROGRESSIVE.

- Blacks can sit in the middle of the bus if no whites **are standing** (stand).
- Now all the seats at the front are full, and more whites **are getting on** (get on).
- The driver comes back to where Mrs. Parks **is sitting** (sit).
- Look! Now the driver **is fetching** (fetch) two policemen.
- E.D. Nixon has called a meeting. They **are talking** (talk) about a 'test case'.
- Dr. King and his wife get up early to see what **is happening** (happen).
- Everywhere people **are walking** (walk) or riding bicycles.
- "What does the boycott mean to you, sir?" — "I **am fighting** (fight) for justice."

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EXERCISE 61 — TALKING ABOUT THE FUTURE. USE THE PRESENT PROGRESSIVE.

- What **are you doing** (you/do) this evening?
- I **'m/am going** (go) to the big boycott meeting.
- How **are your friends getting** (your friends/get) home after school?
- Mostly, they **'re/are walking** (walk). But a few have bicycles.
- Dr. King **'s/is speaking** (speak) with white city leaders next week.
- (?) **Is Mrs. Scott teaching** (Mrs. Scott/teach) us tomorrow?
- No, we **aren't/are not working** (not/work) this Tuesday.
- Everyone **is taking part** (take part) in the demonstration downtown.

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EXERCISE 62 — BEFORE & DURING THE SIT-IN ... PUT INTO THE PAST PROGRESSIVE.

- | | |
|------------------------------------------------|------------------------------------------------------------|
| 1. The protesters — sit at the counter | The protesters were sitting at the counter. |
| 2. A waitress — work nearby | A waitress was working nearby. |
| 3. We — wait to give her our orders | We were waiting to give her our orders. |
| 4. A girl next to me — eat ice cream | A girl next to me was eating ice cream. |
| 5. Later, a photographer — take pictures | Later, a photographer was taking pictures. |
| 6. White students — cover us with ketchup | White students were covering us with ketchup. |
| 7. The mob — go wild with stuff from the store | The mob* were going wild with stuff from the store. |
| 8. The police — just stand outside | The police** were just standing outside. |

* "Mob" could have a singular verb (Einheit des Pöbels!). ** "Police" must have a plural verb. *** "Crowd" mostly has a plural (but not always!).

EXERCISE 63 — MEDIATION: IN ENGLISH, PLEASE! USE THE PAST PROGRESSIVE.

- | | |
|-----------------------------------------------------------|-----------------------------------------------------------------|
| 1. Die Menge warf* mit** Sachen aus dem Laden. | The crowd*** were throwing things from the shop. |
| 2. Die Polizei beobachtete* alles durch die Fenster. | The police were watching everything through the windows. |
| 3. Dr. Beittel redete mit dem Polizeihauptmann. | Dr. Beittel was talking with/to the police captain. |
| 4. Der Filialleiter flehte alle an wegzugehen. | The manager was begging everyone to leave. |

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EXERCISE 64 — SIMPLE PRESENT OR PRESENT PROGRESSIVE? WHICH DO WE NEED HERE?

1. Harriet isn't here. She **is traveling**(travel) in the South at the moment.
2. She **goes**(go) back there at least twice a year.
3. Her gun? She always **takes**(take) that with her.
4. Our anti-slavery meetings usually **start**(start) at this time.
5. I must go soon. I **am waiting**(wait) for my friends to go to the meeting.
6. Look! They **are coming**(come) down the street already.
7. We generally **sing**(sing) at the beginning of each meeting.
8. Listen! My husband **is practicing**(practice) the piano for the songs now!

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EXERCISE 65 — MEDIATION: IN ENGLISH, PLEASE! SIMPLE PRESENT OR PROGRESSIVE?

1. Gehst du oft ins Kino*? (* US movies; UK cinema) **Do you often go to the movies/cinema?**
2. Meine Eltern gehen heute Abend aus. **My parents are going out tonight/this evening.**
3. Mein Bruder liest keine Zeitungen. **My brother doesn't read newspapers.**
4. Kennst du meine Englischlehrerin? **Do you know my English teacher?**
5. Warum machst du das jetzt? **Why are you doing that now?**
6. Er ist krank! Er kommt morgen nicht zur Schule. **He's sick! He isn't coming to school tomorrow.**

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EXERCISE 66 — COMPLETE THE SENTENCES WITH THE PAST TENSE: SIMPLE OR PROGRESSIVE.

1. While the slaves (work) their master called. **While the slaves were working their master called.**
2. When I (arrive) they were all picking cotton. **When I arrived they were all picking cotton.**
3. I noticed Harriet while she (talk) to someone. **I noticed Harriet while she was talking to someone.**
4. It was raining when we (leave) the plantation. **It was raining when we left the plantation.**
5. I (wait) for a bus when I saw the slave hunters. **I was waiting for a bus when I saw the slave hunters.**
6. When the storm (begin) I was hiding in the woods. **When the storm began I was hiding in the woods.**

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EXERCISE 67 — CORRECT EACH SENTENCE. SIMPLE PAST OR PAST PROGRESSIVE ?

1. Mrs. Parks sat in the bus when the whole thing began. **Mrs. Parks was sitting ...**
2. When E.D. Nixon was arriving, she was under arrest. **When E.D. Nixon arrived ...**
3. While the police were fingerprinting her, he was coming in. **... he came in.**
4. While we walked to work, it started to rain. **While we were walking ...**
5. (!)When Mrs. Parks was going to court, the judge was fining her \$14. **... went* ... / ... fined* ...**
6. The President watched King on TV when he gave that speech. **The President was watching ...**
7. While I was coming home I was losing my schoolbag! **... I lost my schoolbag!**
8. Dr. King spoke at a meeting when the bomb was exploding. **... was speaking ... / ... exploded.**

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* Here there is no background progressive form which is interrupted by an action in the simple form. It's just: "this happened, then that".

EXERCISE 68 — PUT THE PARTS OF EACH SENTENCE IN THE RIGHT ORDER.

1. (runaway slaves / the Underground Railroad / helped)
 **The Underground Railroad helped runaway slaves.**
2. (sold / three of Harriet's sisters / to other plantations / were)
 **Three of Harriet's sisters were sold to other plantations.**
3. (could be / at any time / sold / slaves)
 **Slaves could be sold at any time.**
4. (them / show / the moss on the trees / the way / would)
 **The moss on the trees would show them the way.**
5. (laws / runaway slaves / helping / had / the Southern states / against)
 **The Southern states had laws against helping runaway slaves.**
6. (learn / would / too many secrets / slave owners) [...]
 **Slave owners would learn too many secrets ...**
7. [...] (back / went / a runaway slave / to the plantation / if)
 **... if a runaway slave went back to the plantation.**

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41**EXERCISE 69 — PUT THE PHRASES IN THE ALL CORRECT PLACES IN THE SENTENCES.****Remember: Often, TIME begins a sentence. And at the end, PLACE comes before TIME!**

1. ? runaway slaves ? could follow ? the North Star ? . (in the sky) (at night)
 **(At night) runaway slaves could follow the North Star in the sky at night.**
2. ? Kessiah was going ? to be ? sold ? . (at the slave market) (in the coming weeks)
 **(In the coming weeks) Kessiah was going to be sold at the slave market in the coming weeks.**
3. ? Harriet helped ? the family ? to come ? . (the following month) (to Philadelphia)
 **(The following month) Harriet helped the family to come to Philadelphia the following month.**
4. ? she brought ? her father and brother ? . (north) (later)
 **(Later) she brought her father and brother north later.**
5. ? there was ? \$40,000 ? . (on Harriet's head) (in 1856)
 **(In 1856) there was \$40,000 on Harriet's head in 1856.**
6. ? she made ? trips ? . (twice a year) (to Maryland)
 **(Twice a year) she made trips to Maryland twice a year.**
7. ? she went ? to live ? . (in New York State) (after the war)
 **(After the war) she went to live in New York State after the war.**
8. ? she spoke ? to a national group of black women ? . (in 1896) (at its first meeting)
 **(In 1896) she spoke to a national group of black women at its first meeting in 1896.**

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43

EXERCISE 70 — ADD A SUITABLE ADVERB TO EACH SENTENCE.

always *usually* *normally* *often* *seldom* *sometimes* *never*

- Rosa Parks worked in the store all day. *Rosa Parks always/usually/normally worked ...*
- Black people could sit at the front of the bus. *Black people could never sit at the*
- One white driver was very rude to blacks. *One white driver was usually/often ...*
- He played mean (= *gemein*) tricks on them. *He often/sometimes played ...*
- Black people were treated fairly on the buses. *Black people were never/seldom ...*

Gr 43

EXERCISE 71 — ADD A SUITABLE ADVERB TO EACH SENTENCE.

still *just*

- The driver had started to shout at her. *The driver had just started to shout at her.*
- Mrs. Parks was sitting in her seat. *Mrs. Parks was still (or: just) sitting in her seat.*
- She wouldn't move when the policemen came. *She still* wouldn't move when the policemen came.*
- Dr. King had begun his new job. *Dr. King had just begun his new job.*
- Do they have segregation on the buses today? *Do they still have segregation on the buses today?*

* "Still" and "just" are't adverbs of frequency, of course, but tend to use the same rules. Strong emphasis can move them before the auxiliary, though: see sentence no. 3!

Gr 43

EXERCISE 72 — THERE ARE MISTAKES IN THESE SENTENCES. PLEASE WRITE THEM CORRECTLY.

- Every day gets King threats that he and his family killed be will. *Every day King gets threats that he and his family will be killed.*
- At a meeting comes news that a bomb at his house exploded has. *At a meeting news comes that a bomb has exploded at his house.*
- Outside the house are white police trying a crowd of angry blacks go home to make. *Outside the house white police are trying to make a crowd of angry blacks go home.*
- A year after began the protests is again King sitting in court. *A year after the protests began King is (again) sitting in court again.*
- Today declared the Supreme Court that segregation on buses unconstitutional is. *Today the Supreme Court declared that segregation on buses is unconstitutional.*

EXERCISE 73 — MEDIATION: IN ENGLISH, PLEASE!

- Am nächsten Tag begannen die Proteste. *(The) Next day the protests began.*
- Dann versuchte sie , die Schule allein zu betreten. *Then she tried to enter the school alone.*
- Heute gibt es Wachen um die Schule. *Today there are guards round/around the school.*
- Die Weißen lassen sie immer herein. (!) *They* always let the whites in.*
- Sie versteht nicht, warum alle so wütend sind. *She doesn't/can't understand why everyone/everybody is so angry. (!)*
- An der Bushaltestelle werde ich sicher sein. *I will be safe at the bus stop.*

* The context gives us "sie = Wachen". So "the whites always let them in" is a correct sentence but gets the meaning back to front. This is a good example of English word order being much less flexible than German allows.

EXERCISE 74 — MODAL VERBS MAKE QUESTIONS AND NEGATIVES WITHOUT 'DO'!

Make questions (?) and (x) negative sentences.

- | | |
|-----------------------------------------------------|---------------------------------------------------|
| 1. Bus drivers can't shout at whites. (? blacks) | Can bus drivers/they shout at blacks? |
| 2. Mrs. Parks can sit at the back. (x at the front) | Mrs. Parks/she can't sit at the front. |
| 3. You must follow the rules. (x break the law) | You mustn't break the law. |
| 4. People must get to work. (? use the buses) | Must people/they use the buses? |
| 5. Things may change. (x change quickly) | Things/they may not change quickly. |
| 6. Some whites might help. (? the Supreme Court) | Might the Supreme Court help? |

Gr 26

Gr 27

EXERCISE 75 — SUBSTITUTES (ERSATZFORMEN) FOR MODAL VERBS.

Choose the correct substitute(s).

- | | | | | |
|--------------------------------------------|------------------------------------------------|---------------------------------------------|---------------------------------------------|---------------------------------------------------|
| 1. The substitute for <i>can/could</i> is: | <input checked="" type="checkbox"/> be able to | <input type="checkbox"/> have to | <input type="checkbox"/> perhaps | <input checked="" type="checkbox"/> be allowed to |
| 2. The substitute for <i>must</i> is: | <input type="checkbox"/> be able to | <input checked="" type="checkbox"/> have to | <input type="checkbox"/> perhaps | <input type="checkbox"/> be allowed to |
| 3. The substitute for <i>may/might</i> is: | <input type="checkbox"/> be able to | <input type="checkbox"/> have to | <input checked="" type="checkbox"/> perhaps | <input type="checkbox"/> be allowed to |

Gr 26

Gr 27

EXERCISE 76 — WRITE THE SENTENCES, ADDING THE CORRECT FORMS.

- | | | |
|----------------------------------------------|--------------------------------------------------------|------------------------|
| 1. you help me please? | Could you help me please? | (könnte) |
| 2. Kessiah's husband buy his wife. | Kessiah's husband was able to buy his wife. | (konnte) |
| 3. Most slaves read. | Most slaves couldn't read. | (konnten nicht) |
| 4. Free people marry slaves. | Free people were allowed to marry slaves. | (durften) |
| 5. Harriet go on without her brothers. | Harriet had to go on without her brothers. | (musste) |
| 6. You get a job as soon as possible. | You must get a job as soon as possible. | (musst) |
| 7. Go on running! You stop. | Go on running! You mustn't stop. | (darfst nicht) |
| 8. Up north Harriet work without pay. | Up north Harriet needn't work without pay. | (muss nicht) |
| 9. The slave hunters catch us. | The slave hunters may catch us. | (werden vielleicht) |
| 10. They find us right here. | They might find us right here. | (könnten vielleicht) |
| 11. I be wrong, but I don't think so. | I may be wrong, but I don't think so. | (irre mich vielleicht) |

Gr 26

Gr 27

Want to (*wollen*) ist ein normales, regelmäßiges Verb: he wants to / do you want to? / I don't want to.
 Auch das Simple Past ist ganz regelmäßig: I wanted to / did she want to? / they didn't want to.

- | | | |
|-----------------------------------------------|----------------------------------------------------------|--------------|
| 12. Harriet escape to the North. | Harriet wants to escape to the North. | (will) |
| 14. Her husband come with her. | Her husband doesn't want to come with her. | (will nicht) |
| 13. The plantation owners find Harriet. | The plantation owners wanted to find Harriet. | (wollten) |

EXERCISE 77 — WRITE THE NAMES OF THE TENSES USED — SIMPLE PRESENT, SIMPLE PAST, ETC.

- 1. Blacks weren't allowed to go to white schools. **Simple Past**
- 2. Bus drivers don't have to be polite to blacks. **Simple Present**
- 3. We haven't been able to tell Elizabeth the plan. **Present Perfect**
- 4. So she won't be able to come with us. **Will-Future**
- 5. She may try to go to Central High alone. **Simple Present**
- 6. The President had to send in US Army soldiers. **Simple Past**
- 7. Black students will have to put up with a lot. **Will-Future**

Gr 28
Gr 31
Gr 34
Gr 36

EXERCISE 78 — SUBSTITUTES FOR MODAL VERBS. CHOOSE THE CORRECT FORM.

- 1. Normally, slaves learn to read. Slave owners thought that this was dangerous.
 wasn't able to wasn't allowed to weren't allowed to
- 2. In the South in the 1950s, only a white person live a normal life.
 was able to were able to had to
- 3. At this time someone who was black to go to school with whites.
 wasn't able to wasn't allowed to weren't allowed to
- 4. Black organizers in Little Rock phone the Eckford family.
 wasn't able to weren't able to were allowed to
- 5. Martin Luther King make wonderful speeches when he was still young.
 was able to was allowed to were allowed to

Gr 26
Gr 27

EXERCISE 79 — PUT THE SENTENCES INTO THE TENSES ASKED FOR.

- 1. Elizabeth must go through the crowd alone. **Elizabeth had to go through ...** (Simple Past)
- 2. Angry whites can shout and spit at her. **Angry whites will be able to shout ...** (Will-Future)
- 3. She must be very strong. **She has had to be very strong.** (Present Perfect)
- 4. She can get to the bus stop. **She was able to get to the bus stop.** (Simple Past)
- 5. She can sit down there. **She has been able to sit down there.** (Present Perfect)
- 6. She must take the bus to see her mother. **She will have to take the bus ...** (Will-Future)

Gr 26/27
Gr 28
Gr 31
Gr 34
Gr 36

EXERCISE 80 — FILL IN 'MUSTN'T' OR 'NEEDN'T' TO MAKE SENSIBLE SENTENCES.

- 1. You **mustn't** talk back to the slave owner, or you will be beaten.
- 2. At night we can follow the North Star. You **needn't** worry that we won't find the way!
- 3. In Philadelphia Harriet **needn't** work for nothing. She is free now.
- 4. It is true that Harriet was small. But you **mustn't** think that she was weak.
- 5. Runaway slaves **mustn't** back out and leave. Slave owners will learn too many secrets.
- 6. In Montgomery, blacks **mustn't** sit at the front of the bus. It's illegal.
- 7. On the buses here, drivers **needn't** be polite to black people.

Gr 27

EXERCISE 81 — IF-CLAUSE TYPE I. WRITE OUT THE COMPLETE SENTENCES.

1. If you(be) tired, you can sit down. *If you are tired, ...*
2. If you break the law, you(be) arrested. *... you will be arrested.*
3. If she(pay) bail, she can go home. *If she pays bail, ...*
4. "If we ask them, black people(fight) ." *... black people will fight.*
5. "We will win if everyone(stand) together." *... if everyone stands together.*
6. "The city(lose) money if we succeed." *The city will lose money ...*
7. "Even if it rains, we(not ride) the buses." *... we will not / won't ride the buses.*
8. If you have no car, you(have) to walk. *... you will have to walk.*
9. Will they kill Dr. King if the boycott(go on)? *... if the boycott goes on?*

Gr
47Gr
48**EXERCISE 82 — IF-CLAUSE TYPE II. COMPLETE THE SENTENCES WITH THE CORRECT FORMS.**

1. If any blacks sat at the front of the bus, they *would be* (be) arrested.
2. Blacks could sit in the middle seats if no whites *were* (be) standing.
3. Most black people would not break the law, even if they *hated* (hate) segregation.
4. "If we *called* (call) a boycott, would people be ready to fight?"
5. Would Dr. King lead the boycott if black leaders *asked* (ask) him?
6. If the first bus on Monday were (was) empty, it *would be* (be) a good sign.
7. If we *protested* (protest) more often, maybe more things would change!
8. "It *would be* (be) wrong if we started hating our white brothers."
9. Would you stay peaceful if the police *harassed* (harass) you?
10. If a bomb exploded at your house, *would you support* (you, support) non-violence?

Gr
47Gr
48**EXERCISE 83 — IF-CLAUSE TYPE III. COMPLETE THE SENTENCES WITH THE CORRECT FORMS.**

1. Perhaps Mrs. Parks *would / might have moved*(move) if she had not been tired.
2. If the driver *had treated*(treat) her better, maybe she would have followed the rules.
3. If no one *had paid*(pay) her bail, she would have been kept in jail.
4. They would not have called the boycott if she *had not been*(not be) the perfect candidate.
5. If King's family had been at the front of the house, they *would have been*(be) killed.
6. It would have been a tragedy if that *had happened*(happen) .
7. If there had been a fight outside King's house, things *would have become*(become) dangerous.
8. The boycott could not have succeeded if black people *had not stood*(not stand) together.
9. If city leaders had been fairer, there *would have been*(be) no boycott.

Gr
47Gr
48

EXERCISE 84 — IF-CLAUSES, TYPES I & II. WRITE DOWN THE TYPE & CORRECT VERB FORM.

- If people all(*stood*) together, they could make things better.
..... **Type II** ... **stood** ...
- Many whites will be angry if Governor Faubus(*follow*) the order to integrate schools.
..... **Type I** ... **follows** ...
- It would be dangerous if a black student(*try*) to enter Central High alone.
..... **Type II** ... **tried** ...
- If you(*start*) to change things, a lot of people will attempt (= *versuchen*) to stop you.
..... **Type I** ... **start** ...

Gr 47

Gr 48

EXERCISE 85 — IF-CLAUSES, TYPES II & III. WRITE DOWN THE TYPE & CORRECT VERB FORM.

- If you(*be*) alone in the middle of an angry crowd, it might be difficult for you.
..... **Type II** ... **were** ...
- If Elizabeth's family(*have*) a phone, they would have heard about the plan to go together.
..... **Type III** ... **had had** ...
- Elizabeth's mother(*help*) her daughter if she had been with her.
..... **Type III** ... **would have helped** ...
- Elizabeth wondered if she(*be able*) to make it to the school.
..... **Type II** ... **would be able** ...

Gr 47

Gr 48

EXERCISE 86 — IF-CLAUSES, ALL TYPES. WRITE DOWN THE TYPE & CORRECT VERB FORM.

- If you were white, the guards(*let*) you into the school.
..... **Type II** ... **would let** ...
- But if a black person(*want*) to enter, they would not allow it.
..... **Type II** ... **wanted** ...
- If the situation(*become*) violent, Elizabeth might have been badly hurt.
..... **Type III** ... **had become** ...
- A kind person(*help*) Elizabeth if they* had seen her alone in the angry crowd.
..... **Type III** ... **would have helped** ...
- If someone(*spit*) on you, they* will probably not give you much help.
..... **Type I** ... **spits** ...
- The crowd would be pleased if they(*see*) the young girl cry.
..... **Type II** ... **saw** ...
- If the police(*be*) there, would they* have done anything?
..... **Type III** ... **had been** ...

* "They" is often used nowadays to refer to a singular (like 'kind person' in Question 4 and 'someone' in Question 5). It is called 'gender-unspecific', and avoids the he/she problem.

Gr 47

Gr 48

* A point to mention: "police" always takes a plural verb and uses the plural pronoun, "they".

EXERCISE 87 — WHAT DID THEY SAY? REMEMBER THE RULE — Present changes to ... ?

Underline the verb(s) and then write each sentence using reported speech. Change the pronouns where necessary.

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. The struggle for freedom <u>is changing</u> America.</p> <p>2. Segregated schools <u>are</u> unconstitutional.</p> <p>3. A photo <u>goes</u> round the world.</p> <p>4. It <u>shows</u> an angry mob.</p> <p>5. Elizabeth <u>has</u> no phone.</p> <p>6. She <u>tries</u> to enter the school alone.</p> | <p>We heard that <u>the struggle for freedom was changing America.</u></p> <p>The court said that <u>segregated schools were unconstitutional.</u></p> <p>The book said that <u>a photo went round the world.</u></p> <p>She told us that <u>it showed an angry mob.</u></p> <p>We learned that <u>Elizabeth had no phone.</u></p> <p>I read that <u>she tried to enter the school alone.</u></p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Gr 49

Gr 50

* "That" can be used in all these sentences. A rule of thumb: the more common the "reporting verb" is, the more often "that" is omitted. So after "said", "that" is mostly left out, whereas after "wrote" you would normally use it. "Tell" and "learn" are in between: sometimes with "that", sometimes without.

EXERCISE 88 — WHAT DID THEY SAY? REMEMBER THE RULE — Past changes to ... ?

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. The Governor <u>ignored</u> the court order.</p> <p>2. He <u>called</u> out state troops.</p> <p>3. A girl <u>was</u> threatened by a mob.</p> <p>4. I <u>caught</u> a bus to the school.</p> <p>5. I <u>saw</u> a lot of guards there.</p> <p>6. A crowd of whites <u>shouted</u> at me.</p> <p>7. I hoped someone <u>would help</u> me.</p> | <p>The paper said <u>the Governor had ignored the court order.</u></p> <p>It said <u>he had called out state troops.</u></p> <p>The reporter wrote that <u>a girl had been threatened by a mob.</u></p> <p>Elizabeth said <u>she had caught a bus to the school.</u></p> <p>She wrote that <u>she had seen a lot of guards there.</u></p> <p>She told us <u>a crowd of whites had shouted at her.</u></p> <p>She said <u>she had hoped someone would help her.</u></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Gr 49

Gr 50

EXERCISE 89 — FROM A TV REPORTER —WHAT DID SHE SAY? Present Perfect changes to ... ?

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. The guards <u>have just let</u> people in.</p> <p>2. White students <u>have entered</u> the school.</p> <p>3. The mob <u>has started</u> shouting.</p> <p>4. The young black girl <u>has turned back</u>.</p> <p>5. The crowd <u>has begun</u> to follow her.</p> <p>6. The girl <u>has just reached</u> the bus stop.</p> | <p>She said <u>the guards had just let people in.</u></p> <p>She said <u>white students had entered the school.</u></p> <p>She said <u>the mob had started shouting.</u></p> <p>She said <u>the young black girl had turned back.</u></p> <p>She said <u>the crowd had begun to follow her.</u></p> <p>She said <u>the girl had just reached the bus stop.</u></p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Gr 49

Gr 50

EXERCISE 90 — A REPORT ON GOVERNOR FAUBUS'S PLANS. Will-Future changes to ... ?

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. I <u>will ignore</u> the Supreme Court.</p> <p>2. I <u>will not accept</u> the court order.</p> <p>3. I <u>will call out</u> our (!) state troops.</p> <p>4. They <u>will keep</u> black students out.</p> <p>5. This <u>will start</u> on the first day of school.</p> <p>6. Lots of segregationists <u>will be</u> there.</p> | <p>He said <u>he would ignore the Supreme Court.</u></p> <p>He said <u>he would not accept the court order.</u></p> <p>He said <u>he would call out their state troops.</u></p> <p>He said <u>they would keep black students out.</u></p> <p>He said <u>this would start on the first day of school.</u></p> <p>He said <u>lots of segregationists would be there.</u></p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Gr 49

Gr 50

WHAT DID THEY SAY? Here you will need all 4 rules. Remember which tense changes when!

* "That" can be used in all these sentences. A rule of thumb: the more common the "reporting verb" is, the more often "that" is omitted. So after "said", "that" is mostly left out, whereas after "wrote" you would normally use it. "Tell" and "learn" are in between: sometimes with "that", sometimes without.

EXERCISE 91 — WRITE EACH SENTENCE USING REPORTED SPEECH.

- | | | |
|-------------------------------------------|------------------------------------------------------------------|-------|
| 1. Blacks demanded an end to segregation. | The paper said <u>blacks had demanded an end to segregation.</u> | |
| 2. We will not accept these demands. | The mayor said <u>they would not accept these demands.</u> | Gr 49 |
| 3. There is going to be a sit-in. | Someone said <u>there was going to be a sit-in.</u> | Gr 50 |
| 4. Some of us have made plans. | She said <u>some of them had made plans.</u> | |
| 5. You will be served at the back. | The waitress said <u>they would be served at the back.</u> | |
| 6. We want to be served at the front. | Anne said <u>they wanted to be served at the front.</u> | |

EXERCISE 92 — WRITE EACH SENTENCE USING REPORTED SPEECH.

- | | | |
|----------------------------------------------|----------------------------------------------------------------|-------|
| 1. The waitresses ran off. | She said <u>the waitresses had run off.</u> | |
| 2. The white customers left too. | She said <u>the white customers had left too.</u> | Gr 49 |
| 3. At midday the white students will arrive. | We knew that <u>at midday the white students would arrive.</u> | Gr 50 |
| 4. You (!) have taken the seats for whites! | They said <u>we had taken the seats for whites.</u> | |
| 5. You are breaking the law! | They said <u>we were breaking the law.</u> | |
| 6. Two boys made a hangman's noose. | Anne said <u>two boys had made a hangman's noose.</u> | |

EXERCISE 93 — DR. KING'S IDEAS. WRITE EACH SENTENCE USING REPORTED SPEECH.

- | | | |
|-----------------------------------------------------|---------------------------------------------------------|-------|
| 1. I stand for non-violence. | Dr. King said <u>he stood for non-violence.</u> | |
| 2. Violence is always wrong. | He said <u>violence was always wrong.</u> | Gr 49 |
| 3. Violence will change nothing. | He told people <u>violence would change nothing.</u> | Gr 50 |
| 4. Most whites have ignored us* so far. (* blacks!) | He said <u>most whites had ignored blacks so far.</u> | |
| 5. We can try to change people's ideas. | He said <u>they could try to change people's ideas.</u> | |
| 6. Then lots of things will change. | He said that <u>then lots of things would change.</u> | |

EXERCISE 94 — FROM NEWSPAPER REPORTS. USE REPORTED SPEECH FOR EACH SENTENCE!

- | | | |
|----------------------------------------------------|-------------------------------------------------------------------|-------|
| 1. The high point will be in Washington D.C. | The report said <u>the high point would be in Washington D.C.</u> | |
| 2. There will be a big demonstration on August 28. | It said <u>there would be a big demonstration on August 28.</u> | |
| 3. The most famous speaker is Dr. King. | It said <u>the most famous speaker was Dr. King.</u> | Gr 49 |
| 4. We have come together to protest. | Dr. King said <u>they had come together to protest.</u> | Gr 50 |
| 5. The movement is becoming powerful. | He said <u>the movement was becoming powerful.</u> | |
| 6. It has already brought changes. | He said <u>it had already brought changes.</u> | |
| 7. King was shot in May 1968. | Wikipedia said that <u>King had been shot in May 1968.</u> | |

EXERCISE 95 — COMPLETE THE SENTENCES WITH WHO, WHICH OR WHERE.

A reporter is helping a young colleague to learn the job. She is showing him photos of the Montgomery bus boycott.

- That's the bus **which** Rosa Parks was arrested in.
- And those are the two policemen **who** arrested her!
- This is E.D. Nixon, **who** came to the police station to pay Mrs. Parks's bail.
- This is the court **where** Mrs. Parks was fined \$14 for staying in her seat.
- And this, of course, is Dr. King, **who** was the leader of the boycott.
- This is the church **where** they decided to continue the boycott.
- This is the Kings' house, **which** was damaged by the bomb attack.

* "Where" and "when" as used here are relative adverbs, not pronouns. Students, though, seem to find no difficulty in using them in the same way as "who" etc., so I find no practical value for the classroom in teaching the distinction. But, of course, it's your choice!

Gr 45

Gr 46

EXERCISE 96 — ADD PREPOSITIONS TO THESE SENTENCES, USING EACH WORD ONCE.

about about at for for for for in in of

- Organizing was something that Harriet was good **at**
- Slave owners were the people that slaves had to work **for**
- The Underground Railroad was something that slave owners were worried **about**
- This is the store that Rosa Parks worked **in***
* "at" would also be fine, language-wise. It doesn't work with the list of prepositions on offer for this exercise. But you could still count it as correct, depending on how much you care about formal rules.
- Segregation was something that black people were very tired **of**
- A boycott of the buses was something that black leaders had often talked **about****
- A 'perfect candidate' for a test case was someone these leaders had been looking **for**
- Gandhi had ideas which many people were interested **in**
- Equal rights and equal opportunities were things that all black people hoped **for**
- 'I Have A Dream' is the speech that Martin Luther King is famous **for**

** "of" would also be fine here. It doesn't work with the list of prepositions on offer for this exercise. But you could still count it as correct, depending on how much you care about formal rules.

Gr 46

EXERCISE 97 — EXPLAIN THESE WORDS, USING A RELATIVE AND THE VERB GIVEN.

Use 'a person/someone', 'people', 'a thing/something', 'a place' and 'who', 'which', 'that' or 'where' and 'when'.

Example: reporter (write): A reporter is someone/a person who writes news stories.

- slaves (work): **Slaves are people who (have to) work for no pay/money.**
- plantation (grow): **A plantation is a place where people grow cotton etc.***
- husband (marry): **A husband is the man who has married a woman/someone.**
- runaway (escape): **A runaway is someone/a person who escapes from a place/somewhere.**
- city (find): **A city is a place where you can find lots and lots of houses/buildings.***
- market (sell): **A market is a place/an open place where people sell things.***
- law (not break): **A law is something/a rule that you must not break.***
- gun (shoot): **A gun is a thing/something that you can shoot with/that can shoot bullets.**
- bus (carry): **A bus is something that can carry a lot of people together.**
- meeting (come together): **A meeting is when people come together to talk about something.**

* If you have already worked on the Passive (pages 76–77), you could well use those forms here: e.g. in sentences 2, 5, 6 and 7.

Gr 45

Gr 46

EXERCISE 98 — MAKING RELATIVE CLAUSES

Kayla was in Washington in 1963 and heard Dr. King speak. Now she is showing her grandson some photos.

Use the material in this box to make suitable relative clauses for the words below.
Leave out the relative pronouns if possible. **There is one more sentence than you actually need!**

<ul style="list-style-type: none"> • We traveled to Washington in it. • They said they worked for the Secret Service. • We talked to him before Dr. King began. • Three of us ate it for lunch that day. • She had come all the way from Germany. 	<ul style="list-style-type: none"> • We stayed in it while we were in Washington. • He is now your grandfather! • I thought it was SO impressive! • We met them in a coffee shop. • It walked with us through the crowds.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- | | | |
|------------------------------------------|----------------------------------------------------------|--------------------------------------------------------|
| 1. This is a young woman | ... who had come all the way from Germany. | |
| 2. This is the funny old man | ... we talked to before Dr. King began. | |
| 3. Here's the bus | ... we traveled to Washington in. | |
| 4. Here you can see the little dog | ... which/that walked with us through the crowds. | Gr
45 |
| 5. This is the hostel | ... we stayed in while we were in Washington. | Gr
46 |
| 6. Here are some strange guys | ... who said they worked for the Secret Service. | |
| 7. This is the Jumbo hot dog | ... three of us ate for lunch that day. | |
| 8. Here are some people from California | ... we met in a coffee shop. | |
| 9. And this is a picture of my boyfriend | ... * who is now your grandfather! | * A non-defining clause,
so the comma is
needed. |

EXERCISE 99 — MEDIATION: IN ENGLISH, PLEASE! WHICH RELATIVES CAN BE OMITTED?

- | | | |
|------------------------------------------------------------|----------------------------------------------------------------------|----------|
| 1. Das war das Foto, das rund um die Welt ging. | ... That was the photo (which/that) went around the world. | |
| 2. Wir sehen ein Mädchen, das hasserfüllt aussieht. | ... We (can) see a girl who looks full of hate. | |
| 3. Rechts sehen wir ein Mädchen, das schwarz ist. | On the right ... we (can) see a girl who is black. | Gr
45 |
| 4. Das Gewehr, das er hochhielt, war direkt vor mir. | ... The gun (which/that) he held up was right in front of me. | Gr
46 |
| 5. Eine Frau, die lieb aussah, spuckte mich an. | ... A woman who looked kind spat on/at me. | |
| 6. Ich sah eine Bushaltestelle, die einen Sitzplatz hatte. | ... I saw a bus stop which had a seat/a place to sit. | |
| 7. Ich lief zum Klassenzimmer, wo Mutter arbeitet. | ... I ran to the classroom where Mother works. | |

EXERCISE 100 — TRANSLATING THE GERMAN 'WAS' AS A RELATIVE PRONOUN

- Nach *everything, something, anything, nothing* und auch *the first, the last*, steht **that**, wenn es nicht ausfällt.
- Für das deutsche *alles, was* und *das, was* wird das Wort **what** verwendet.
- **Which** steht für das zusammenfassende *was*, das sich auf einen ganzen Satz bezieht. (**Komma davor!**)

- | | |
|-----------------------------------------------|------------------------------------------------------------------|
| 1. Das ist etwas, was wichtig ist. | ... That is something that is important. |
| 2. Nichts, was sie sagen, ist wahr. | ... Nothing (that) they say is true. |
| 3. Ich habe dir alles erzählt, was ich weiß. | ... I have told you what I know/everything (that) I know. |
| 4. Alle* lieben ihn, was ihn glücklich macht. | ... Everybody loves him, which makes him happy. |

EXERCISE 101 — FINDING ACTIVE AND PASSIVE FORMS

a) Read this text and underline all the verbs in the passive voice.

Laws begin as ideas. If enough members of Congress support these ideas, Representatives (= Abgeordnete) research them. Then they write the ideas into bills, or proposals for a law. When a bill is introduced in the House of Representatives, it is read to all the members. Then it is sent to one of the House committees. Here it is closely examined. Very often, changes are made. When the committee has approved a bill, it is sent back to the House to be debated. Now Representatives discuss the bill. Perhaps they will decide to recommend more changes. When all changes have been made, the bill is ready to be voted on.

Gr 39

b) The sentences with no underline are (we hope) in the active voice. Put a ring round the verb and a double line under the object. The object of the active sentence is going to be the subject of a new passive sentence. Thus: Members of Congress support these ideas. ⇨ These ideas are supported by members of Congress.

Do this with four more active sentences from the text.

1. The ideas are written into bills (by Representatives).
 2. When a bill has been approved (by a committee) ...
 3. The bill is discussed (by Representatives).
 4. Perhaps more changes will be recommended (by them / the Representatives).
- c) There is one active sentence that you can't change into the passive voice. Do you know which one it is?
 It is "Laws begin as ideas." (This sentence has no object, and so can have no passive form.)

EXERCISE 102 — PUT THE WORDS INTO THE RIGHT ORDER TO MAKE SENTENCES.

Example: by dogs / the / were / runaway slaves / hunted ⇨ The runaway slaves were hunted by dogs.

Gr 39

1. was / Harriet / her owner / by / often / beaten Harriet was often beaten by her owner.
2. to other plantations / were / her sisters / sold Her sisters were sold to other plantations.
3. badly / was / a slave owner / she / hurt / by She was badly hurt by a slave owner.
4. could / at any time / slaves / sold / be Slaves could be sold at any time.
5. bought / at a slave market / Kessiah / was Kessiah was bought at a slave market.

EXERCISE 103 — MONTGOMERY, 1955. PUT THE SENTENCES INTO THE PRESENT PASSIVE.

Example: Many laws segregate society in the South. ⇨ Society in the South is segregated by many laws.

Gr 39

1. Many whites treat black people rudely. Black people are treated rudely by many whites.
2. Storekeepers serve blacks separately. Blacks are served separately by storekeepers. * This might be a good place to mention
3. Bus drivers often shout at them. They are often shouted at* by bus drivers. the 'dangling preposition'
4. Police arrest them if they break the rules. They are arrested (by police) if they break the rules. in passives (as here) and contact clauses
5. Black leaders discuss the idea of a boycott. The idea of a boycott is discussed by black leaders. (the house I was born in').

EXERCISE 104 — COMPLETE THIS NEWS REPORT, USING THE SIMPLE PAST PASSIVE.

"Hello, this is *News from the South*, brought to you by *WQXR*, and I'm Jasmin Harris.

A black high school student (a).....**was threatened**.....(*threaten*) by an angry crowd in Little Rock, Arkansas, this morning. The girl (b).....**was named**.....(*name*) by police as fifteen-year-old Elizabeth Eckford. Public school segregation (c).....**was forbidden**.....(*forbid*) by the Supreme Court three years ago, but new protests (d).....**were organized**.....(*organize*) by white groups for the start of this school year. National Guard troops (e).....**were called out**.....(*call out*) this week to prevent the planned integration of Central High School. When Governor Orville Faubus (f).....**was asked**.....(*ask*) to comment, reporters (g).....**were told**.....(*tell*) that no integration (h).....**was planned**.....(*plan*) for schools in Arkansas — "Not now, not ever." Why (i).....**are things like this allowed**.....(*things like this / allow; Present Passive, question form!*)?"

Gr 39

EXERCISE 105 — PRESENT PERFECT PASSIVE: MAKE NORMAL (+) & NEGATIVE SENTENCES (x)!

You are the manager of the Woolworth's store in Jackson, Mississippi, and have to clean up after the sit-in. In this checklist, write down what has been done (+) and what hasn't been done (x).

- | | |
|-----------------------------------------|--------------------------------------------------------------------------|
| 1. (+) (sweep up broken glass) | The broken glass has been swept up. |
| 2. (+) (clean lunch counter) | The lunch counter has been cleaned. |
| 3. (x) (count money from cash register) | The money from the cash register hasn't been counted. |
| 4. (x) (check coffee machines) | The coffee machines haven't been checked. |
| 5. (+) (carry broken stuff outside) | The broken stuff has been carried outside. |
| 6. (x) (order new supplies) | New supplies haven't been ordered. |

Gr 39

EXERCISE 106 — USE THE HEADLINES TO MAKE SENTENCES. USE SUITABLE TENSES!

- | | |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Buses bring black people to Civil Rights march | For the big demonstration, black people were brought to Washington from all over the South by buses. |
| 2. Freedom riders attacked in Georgia
(Use the Present Perfect!) | Reports from Atlanta say that freedom riders
..... have been attacked by mobs near the state border. |
| 3. Study says most whites "just ignore" black people | A government study says that black people
..... are "just ignored" by most whites. |
| 4. Birmingham leaders to reject demands for integration | At a meeting tomorrow, black demands for integration
..... will be rejected. by white city leaders in Birmingham. |
| 5. Nobel Peace Prize given to Dr. King* | Yesterday, Dr. Martin Luther King was given
..... the Nobel Peace Prize in Oslo, Norway. |

Gr 39

* Here you might consider talking about the 'personal passive', where the indirect object becomes the subject of the passive sentence: 'I was given ...' versus 'Mir wurde gegeben' in German.

EXERCISE 107 — WRITE OUT THE SENTENCES WITH THE MOST SUITABLE WORD (OR WORDS).

- 1 the bus boycott many blacks walked to work. (But / During / Because / While)
 During the bus boycott many blacks walked to work.
2. They often walked long distances there were lots of buses. (because / although / so / and)
 They often walked long distances although there were lots of buses.
3. Dr. King was at a meeting somebody bombed his house. (So / While / After / During / When)
 While/When Dr. King was at a meeting somebody bombed his house.
4. King rushed home he heard the terrible news. (and / as soon as / before / when / after)
 King rushed home as soon as/when/after he heard the terrible news.
5. Blacks won this fight the Supreme Court decided in their favor. (because / before / when / after)
 Blacks won this fight because/when the Supreme Court decided in their favor.
6. they had won, black people still had to wait for some time. (While / But / Although / Because)
 Although they had won, black people still had to wait for some time.

EXERCISE 108 — FIND A SUITABLE CONJUNCTION AND JOIN THE SENTENCES TOGETHER.

1. Many whites wanted to keep segregation in schools. It was unconstitutional.
 Many whites wanted to keep segregation in schools although it was unconstitutional.
2. Elizabeth didn't hear about the plan. Her family had no telephone.
 Elizabeth didn't hear about the plan because her family had no telephone.
3. She lived a long way from the city center. She had to catch the bus.
 She lived a long way from the city center so she had to catch the bus.
4. The crowd saw a young black girl approaching. They began to shout angrily.
 The crowd saw a young black girl approaching and/so they began to shout angrily.
5. The guards wouldn't let Elizabeth through. She turned to leave.
 The guards wouldn't let Elizabeth through, so/and she turned to leave.
6. Elizabeth was really unhappy. She didn't cry till she saw her mother.
 Although Elizabeth was really unhappy she didn't ... / Elizabeth was really unhappy but she

EXERCISE 109 — IF OR WHEN?

1. if they don't desegregate the lunch counter, we'll hold a sit-in.
2. Give your orders to the waitress when she asks what you want.
3. Things may become dangerous if the police don't give you protection.
4. if the two white boys caught a protester in their noose, they might hurt him badly.
5. When John Salter joined us, he was soon attacked.
6. The police can't control the situation if they stay outside the store.
7. The mob threw things at the protesters when they came out.

EXERCISE 110 — READ THESE NUMBERS ALOUD & WRITE THEM IN FIGURES.

Example: *seventeen* ⇨ 17 *twenty-five* ⇨ 25 *forty-one* ⇨ 41

- | | | | |
|---------------------------|---------------|---------------------------------|----------------|
| 1. eighty-two |82..... | 10. four hundred and fifty-five |455..... |
| 2. eleven |11..... | 11. twelve |12..... |
| 3. seventy-three |73..... | 12. five hundred and four |504..... |
| 4. sixty-one |61..... | 13. fifteen hundred and forty |1540..... |
| 5. thirty-eight |38..... | 14. eighty-two |82..... |
| 6. fifty-four |54..... | 15. ninety-eight |98..... |
| 7. a hundred and thirteen |113..... | 16. thirty-one |31..... |
| 8. twenty-two |22..... | 17. a thousand |1000..... |
| 9. forty-nine |49..... | 18. seven thousand and sixteen |7016..... |

* British speakers normally use 'past' exclusively. Americans generally tend to use 'after', but you can hear 'past' too, sometimes.

EXERCISE 111 — WRITE THE FOLLOWING TIMES IN FIGURES AND READ THEM ALOUD.*

Example: *twenty past two* ⇨ 2:20 / 14:20 *half past four* ⇨ 4:30 / 16:30 *quarter to ten* ⇨ 9:45 / 21:45

- | | | | |
|-------------------------------|-------------------------|--------------------------------|-------------------------|
| 1. five to eleven |10:55 / 22:55..... | 10. quarter to one |00:45 / 12:45..... |
| 2. quarter past/after five |5:15 / 17:15..... | 11. two minutes past/after six |6:02 / 18:02..... |
| 3. ten to eight |7:50 / 19:50..... | 12. twenty past/after eight |8:20 / 20:20..... |
| 4. half past/after three |3:30 / 15:30..... | 13. half past/after nine |9:30 / 21:30..... |
| 5. two o'clock |2:00 / 14:00..... | 14. eleven a.m. |11:00..... |
| 6. twenty to twelve |11:40 / 23:40..... | 15. five to nine |8:55 / 20:55..... |
| 7. quarter to four |3:45 / 15:45..... | 16. ten past/after five |5:10 / 17:10..... |
| 8. midnight |0:00 / 24:00..... | 17. twenty-five past/after ten |10:25 / 22:25..... |
| 9. twenty-five past/after two |2:25 / 14:25..... | 18. seven p.m. |19:00..... |

EXERCISE 112 — AMERICAN & BRITISH DATES. WRITE THEM OUT AND READ THEM ALOUD.*

American — month first: 4.10. ⇨ April 10th

British — day first: 22.8. ⇨ 22nd August

- | | |
|---------------------------------------|----------------------------------------|
| 1. 6.11. June 11th..... | 9. 5.11. 5th November..... |
| 2. 10.22. October 22nd..... | 10. 1.4. 1st April..... |
| 3. 3.12. March 12th..... | 11. 15.7. 15th July..... |
| 4. 5.2. May 2nd..... | 12. 12.9. 12th September..... |
| 5. 7.4. July 4th..... | 13. 21.6. 21st June..... |
| 6. 12.25. December 25th..... | 14. 13.3. 13th March..... |
| 7. 1.31. January 31st..... | 15. 19.2. 19th February..... |
| 8. 2.3. February 3rd..... | 16. 23.5. 23rd May..... |

* The difference in styles can be confusing. Sometimes the numbers make things clear: 10.22. can only be American; 15.7. must be British (WHY?). But is 9.11. September 11th or 9th November? If the speaker/writer is unknown to us, we will have to look at context: spelling, subject matter or style ...

In Zeitraum	Monate, Ferien, Jahreszeiten, Jahre	<i>in June, in summer, in 2003</i>
At Zeitpunkt	Uhrzeiten; „Orientierungspunkte im Jahr“	<i>at 9 o'clock, at 4:30, at Christmas</i>
On Tag und Datum		<i>on Wednesday, on 23 April</i>
Keine Präposition:	vor <i>this ...</i> , <i>last ...</i> <i>next ...</i> , <i>every ...</i>	<i>this week, last Friday, every year</i>
Merke:	<i>in the evening</i>	ABER <i>on Sunday evening</i>
	<i>at the weekend, at the end of May, at the moment</i>	

EXERCISE 113 — SAYING 'WHEN'. WRITE THE SENTENCES OUT, ADDING A PREPOSITION.

- the weekend people hear about the boycott. *At the weekend ...*
- The boycott begins Monday. *... on Monday.*
- Martin Luther King was born 1929. *... in 1929.*
- The *Poor People's March* was August 28, 1963. *... on August 28, 1963.*
- In Little Rock, school began September. *... in September.*
- King gave his 'Dream' speech the afternoon. *... in the afternoon.*
- Harriet ran away from the plantation 1849. *... in 1849.*
- Slaves did not usually work Sundays. *... on Sundays.*

EXERCISE 114 — SAYING 'WHEN'. WRITE THE SENTENCES OUT, ADDING A PREPOSITION.

- The boycott started and ended winter. *... in winter.*
- The students began their sit-in 11:15. *... at 11:15.*
- The white students came in about midday. *... at about midday.*
- This sit-in happened May, 1963. *... in May, 1963.*
- It was the end of the month. *... at the end of the month.*
- the Christmas holidays we eat quite a lot. *In the Christmas holidays ...*
- Christmas there is no school. *At Christmas ...*
- Elizabeth was followed the 1st day of school. *... on the 1st day of school.*

EXERCISE 115 — USING 'WHEN' PHRASES.

Write sentences which are true for you. Add times, days, months, seasons, years or times of day as you need them.

- What time do you get up on schooldays? *e.g. I get up at 6:00 on schooldays.*
- When do you have English? *e.g. I have English on Monday(s) and Thursday(s).*
- What year was your ^{mother / father} _{sister / brother} born? *e.g. My dad was born in 1970.*
- When do you most often go away on holiday? *e.g. I/We usually go away on holiday in August.*
- When do you usually do Friday's homework? *e.g. I usually do it on Sunday evening.*
(*afternoon? evening? weekend?*)
- What time of day do you most often watch movies? *e.g. I usually watch movies in the evening(s).*

In	<i>im Deutschen meistens „in“ aber nicht immer!</i>	<i>in the bath, in a shop, in the newspaper, in the Far East in the sky, in the world, in a photo</i>
At	<i>im Deutschen oft „an“ aber nicht immer!</i>	<i>at the door, at the bus stop, at the traffic lights, at his desk at home, at school, at a party</i>
	kann oft „bei“ entsprechen	<i>at my uncle's (house), at the doctor's, at a concert, at the cinema</i>
On	<i>im Deutschen oft „auf“ aber nicht immer!</i>	<i>on the table, on a plate, on the grass, on an envelope on the wall, on the ceiling, on the ground floor</i>
Merke:		<i>on a bus, on a train, on a plane</i>
aber:		<i>in a car, in a taxi</i>

EXERCISE 116 — WRITE OUT THE SENTENCES, ADDING THE RIGHT PREPOSITIONS.

- Harriet was born a plantation Maryland. *... on a plantation in Maryland.*
- She often worked outside the fields. *... in the fields.*
- Runaways could follow the North Star the sky. *... in the sky.*
- Kessiah was sold the slave market. *... at the slave market.*
- Harriet was almost caught a bus station. *... at a bus station.*
- By 1856 there was \$40,000 Harriet's head. *... on Harriet's head.*
- She often spoke anti-slavery meetings. *... at anti-slavery meetings.*

EXERCISE 117 — WRITE OUT THE SENTENCES, ADDING THE RIGHT PREPOSITIONS.

- It's evening, and Rosa Parks gets the bus. *... on the bus.*
- Soon all the seats the front are full. *... at the front ...*
- Will black people the city be ready to fight? *... in the city ...*
- A few people go to work cars, some bicycles. *... in cars, some on bicycles.*
- Shop owners the city center are losing money. *... in the city center ...*
- Then a bomb explodes King's house. *... at King's house.*
- There are reports the papers and TV. *... in the papers and on TV.*

EXERCISE 118 — MEDIATION: IN ENGLISH, PLEASE!

- Wer sind die Leute auf diesem Foto? *Who are the people in this photo?*
- Wo ist die Lehrerin? — Am Schreibtisch. (Use "her", not "the!") *Where's/where is the teacher? — At her desk.*
- Elizabeth ist heute nicht in der Schule. *Elizabeth isn't at school today.*
- Ich habe* meine Tasche im Zug vergessen*. (Use the Simple Past!) *I forgot my bag on the train.*
- Gestern war mein Vater beim Arzt. *Yesterday my father was at the doctor's.*
- Die USA sind* das reichste Land der Welt. (= *is!*) *The USA is the richest country in the world.*
- King war nicht zu Hause, als die Bombe explodierte. *King wasn't at home when the bomb exploded.*

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They Fought for Freedom

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Comprehension Questions

Introduction

How do the 'A', 'B' and 'C'-questions differ?

- ✧ The 'A'-questions can usually be answered in one sentence, directly from the text.
- ✧ Generally speaking, the 'B'-questions will need somewhat longer answers — perhaps two, three or four sentences.
- ✧ The 'C'-questions typically demand a summary or a retelling of events. The specific lengths asked for mean it is mostly better to use your own words. Also, you will have to decide on priorities — which ideas are really important; which are interesting but not asked for by the question and so on. If you just quote from the text, you will often find that your work is too long, or that you have no room left for important ideas.

Some tips on using these questions with classes

CHOOSE WHAT YOU NEED

Don't feel that you — or the students — have to cover all the questions! A wide range is offered here — more than a class would normally need — so that teachers may select what they find useful for their students.

FIRST 'A'; LATER 'B' AND 'C'

You can use the questions in different ways. For example, you could take the 'A'-questions when first working through the chapter sections, and then the 'B'-questions to gain more of an overview on running through the material again. The 'C'-questions may be useful here for those students who want (or need!) more of a challenge.

DIFFERENT STYLES OF WORK

You can vary between oral and written work, prepared and unprepared, and individual and group/partner work — in all the combinations you find useful.

The 'A'-questions, for example, can be tackled straight off when first going through the text. The kids could then repeat this as written homework. This style may be helpful for a weaker class, or one not used to this style of work.

Of course, you could just do half the questions in class (1, 2, 3 ..., or 1, 3, 5, 7 ...) and have the kids do the ones not already looked at.

PREPARE AT HOME, WRITE IN CLASS

Instead of written homework, you can have the kids prepare their answers at home and then write their work in class. If you use this style, you'll find that it sharpens concentration (as well as the impulse to actually do the homework preparation!) if you allow only the list of questions when writing answers — in other words, no notes and no reader text open.

USING THE 'B'-QUESTIONS

If you're using this introductory style of taking the 'A'-questions to prepare the ground, as it were, you can build on this by working on the 'B'-questions (in class, or after preparation as homework etc.) as described above.

You may want to vary the approach, compared to the method you used for the 'A'-work, or use a reduced number of questions if you have a very sanguine class. It's more important to keep moving ahead, than to be so thorough that things become pedantic!

'OPEN BOOK' AND 'CLOSED BOOK' — THE STUDENTS CHOOSE

A more open variant of this approach in levels or stages is to have the kids choose the style of work they do: *'open book'*, or working without extra help: *'closed book'* — the amateurs and the professionals, so to speak.

When doing this, I always tell my classes that I reserve the right to override a choice and insist someone try the more difficult option if I think they are being lazy. This actually happens quite seldom, I find, but if you say it beforehand, then things are clear and you avoid the *"That's not fair — you said we could choose ..."*.

ORAL WORK WITH 'OPEN BOOK' AND 'CLOSED BOOK'

You can work in more or less the same style as described above, but *orally*. The kids would prepare their answers (in class or at home) and then have the questions put to them by their partner. In pair work like this, you can have the kids alternate the questions or play 'teacher and student', with the first student answering all the questions before the pair change roles.

Which of these styles works better depends on the class, and sometimes the mood, so you can experiment here, or even let the individual pairs use the style they prefer, while you move round the class, listening in.

A MORE ADVANCED VARIANT OF 'ORAL / OPEN' AND 'ORAL / CLOSED'

A more ambitious version of this is to have one student questioned by two, three or four others. When you first try this, you may well find that the bottleneck is with those putting the questions. Despite the fact that they have a list, the questioners often leave long gaps, or some kids put no questions at all.

If you want to speed things up, consider a few practice sessions where the kids put the questions to *you*, the teacher or, if you have some confident students who are up for this, to volunteer students. The challenge of *"Come on, this is still far too easy for me — give me some more pressure!"* can become a kind of game which makes question work considerably faster (and thus more interesting).

USING 'A', 'B' & 'C' WITH THE STUDENTS SELF-STREAMING

Another way of approaching the questions is to use them as ability streams from the start. If your class is already grouped by ability, you can jump straight in here, but with undifferentiated classes I have found it most helpful to do what I have described above, saying *"You can choose which tasks you like — A, B or C — but I'm responsible here, so if I see anyone making a really bad choice, I have a*

veto and can re-assign them as needed. Can we all agree that this is fair and not 'ungerecht'? If you make this clear up front, you will never normally have a problem with the *fairness* issue.

My experience with this method has been that a few really weak children, and a couple with little self-confidence, will choose the 'A'-questions, a fairly large middle group will work on the 'B'-questions, and a surprising number want to work on 'C'. Some in this last group might have me raising my eyebrows, but if you let them try, you will often be pleased with the results, and the kids concerned will be working harder than before.

If things don't go well in individual cases, you have time to "*massage them down*" quietly to the 'B'-questions as you move around the class while they're working. The same applies, of course, to those kids who have chosen the 'A'-questions out of habit, or perhaps because 'B' makes them feel nervous, and need to be encouraged, perhaps prodded, and "*massaged up*".

WHAT RULES HELP WHEN WORKING LIKE THIS?

While the class are working, whether individually or in pairs or groups, whether orally or writing, I have always found that a few *very strict* ground rules are a must. You'll need to work on these to build them into habits with the kids, but the pay-off is immense. My rules are:

1. During work time, anyone who needs help or has an important and immediate question (not about the homework later ...) can give a pre-agreed signal. Ours is always a raised hand with a waving motion (but not too energetic — no "drowning swimmers"!). When you see this, you signal back from wherever you are in the class, they stop waving, and you come as soon as you can.
2. While the kids are waiting for you to come, they continue working. If their immediate progress is blocked till their question is answered, they do another question, or something else (English, of course, not other subjects) which seems fair and useful, using simple common sense. They do not start talking or chattering or being helpless, because they are sensible young people and want to be seen as such.
3. This also means that they don't wander around the classroom on the pretext of resharpening their pencil or whatever. If an exception really needs to be made, then they should do what needs to be done with the least disruption and noise possible.
Basically what you're doing here is saying to the kids, "*You can be pretty independent as long as you're sensible and fair about it.*" If you can get your class(es) — over time — to work like this, you will see a huge increase in work output as well as an improved work atmosphere.

THE 'C'-QUESTIONS: MOVING FROM WRITTEN TO ORAL

As regards your students on the 'C'-questions, consider the following. Probably they have been doing most of these tasks as written work. Try moving them onto short oral presentations, whether redoing something they have already completed in written form, or starting afresh with something new.

Both of these approaches can work well, and you can assign one or other as you see fit, or you can let the students choose. Or — the middle ground — you can say, first one, then the other style, but let the kids choose which to start with.

ORAL WORK: USING DIFFERENT AUDIENCES

When oral work is being done, it can be useful to vary the audience. A presentation to the whole class (or group) can be very useful, and a great spur to ambition, but can eat up an enormous amount of class time, leaving too little for other projects.

Presenting to a single partner (or even you, the teacher, for particularly weak or shy students) can be a great help.

You can vary group sizes more or less at will. If you have groups of three or four listeners, you can have as many presentations going as you have groups, which means you move away from the classic idea of one huge presentation per student each term or year and start something much smaller and shorter, but also more frequent and flexible, which might happen every two or three weeks for most students.

HOW ABOUT ORAL WORK FOR THE 'B'-QUESTIONS, TOO?

Consider that a 'presentation' in the sense of *oral work in front of multiple listeners* can also involve not just a single *block* of English, but a *to and fro*. In this sense you could consider any kids who have been doing the 'B'-questions as possible presenters. The 'B'-questions will typically have two or three sentences as answers (or at least, not just a single brief sentence), and so these students could be given their questions orally by two or three listeners, and give their answers.

ORAL WORK: GETTING TO A FREE PRESENTATION

My view is that answers read aloud (haltingly?) from a scrap of paper are worse than useless, but getting to a free presentation needs suitable preparation.

You can show how you want things to go by doing one or two short demonstrations with you as the presenter, but also by giving the kids (who are probably from your mid-range students, rather than the high fliers) enough time to prepare.

Remember that if you use your best students to give a preparatory demonstration, the effect can inspire others to try the same, but it may also spread a chill, if people start saying, "*Oh, but that was XXX. I could never do that.*" What I'm saying here is that you should consider using 'normally good' students for this kind of preparatory work, rather than any super high-fliers you may have.

I would suggest three or four days, at least, with a sample timetable (suggested by you) showing how to divide up the preparation at home: say 15 mins each evening; what to practice on day one, and so on. A few of your kids will chuckle and ignore this, but more will be grateful.

I think it's a mistake to make things too long. I would see answering three questions like this, but three times a term, as far better practice than one mammoth but sporadic session with fifteen to twenty questions.

IF YOU WANT TO PLAN AHEAD ...

1. ... DATES & STUDENTS CAN BE LONG-TERM (BUT SEE POINT 4), THE TASKS ASSIGNED LESS SO

Teachers who like planning ahead may want to consider a plan for these sessions for the coming weeks, or even for the whole term. The dates and the students can be fixed, the details of the actual questions or task assigned are generally given at least two weeks before the due date. This lets you adjust things to the class's current state of progress.

2. ... RHYTHM & FREQUENCY

You will need to think out how often you want to have these sessions. Are they going on once a week throughout the year, or do they come in concentrated bursts with a presentation or multiple presentations (in the sense described above) every lesson for a few weeks, and then a shift of focus to other areas?

3. ... MAKING YOUR LIST OF NAMES. ALLOWING STUDENT INPUT

Once you have decided how you want to do things, you tell the class. For example: "You'll all be doing two short presentations to others in the period up to Christmas, and I have the dates here. If you volunteer, you can choose the date you like as far as possible. If there are conflicts

or no volunteers, then I'll just arrange the list myself." This approach has always worked well for me.

4. ... WHEN YOU HAVE TO CHANGE THINGS

You'll need a basic rule here, because of course some dates you have planned will have to change, as excursions school festivals and various performances/visits pop up on the class calendar. Whatever can't take place on the assigned day *automatically* takes place in the next possible English lesson. This needs no extra announcement by the teacher (though you can of course announce whatever other dates you like) and takes care of the "*I had no idea / how could I have known ...*" excuse.

If these approaches go well, you should have at least two pleasant results.

- ✧ The first is that find yourself having more (and more frequent) new ideas on how to move ahead, including many not touched on here.
- ✧ And the second is that your students will cover more ground, and that more intensively, than before, while their satisfaction increases.

May this be true for your class too!

FROM THE DECLARATION OF INDEPENDENCE

NOTES FROM WIKIPEDIA

The Declaration of Independence ... announced that the thirteen American colonies, then at war with Great Britain, regarded themselves as thirteen newly independent states, and no longer under British rule. Instead they formed a new nation — the United States of America. ... It has become a well-known statement on human rights.

The second sentence, given here, has been called "*one of the best-known sentences in the English language*", containing "*the most potent and consequential words in American history*". The passage came to represent a moral standard to which the United States should strive.

The United States Declaration of Independence inspired many other similar documents in other countries in the 18th and 19th centuries, spreading to the Low Countries, and then to the Caribbean, Spanish America, the Balkans, West Africa, and Central Europe in the decades up to 1848.

From: en.wikipedia.org/wiki/United_States_Declaration_of_Independence (abridged)

SOME IDEAS ON TALKING ABOUT THIS SENTENCE WITH PUPILS

What is an ideal? Perhaps a certain idea of perfection, something that we strive towards. An ideal can never be achieved or realized completely, but in trying, we become better.

Adopting ideals for a whole society, a whole country, was a large part of what made America new. This was what so many other countries wanted to copy.

When the text was written, it was very far from reality. At the time, the "all men" who were equal were those white males over 30 who had a certain amount of money or property. Women, younger people, blacks and the poor had no part to play.

Since then, much has changed, and now we see the words as including all these groups. But they are still not fully realized in modern society, as any glance at a newspaper will tell us. This is true of the United States, and of all the countries which have followed it in these ideals, including Germany.

So were the founding fathers all hypocrites? Many of those who signed the Declaration of Independence were slave owners, like Thomas Jefferson himself, who wrote most of it.

Were they all liars?

There are many people today who think so.

One question we have to ask, though, is this: Does it help a society (or an individual) to have ideals? (Today we call them 'dreams'.) Lies certainly have no power to make people better. Can ideals do this, even if the process takes a very long time — perhaps hundreds of years?

An ideal, by its nature, can never become complete reality, just as we can never reach our "guiding star". This does not mean it is a lie. But it is a great mistake, too, to think that having an ideal makes us better here and now. Then we become self-satisfied and stop trying to put it into practice. An ideal is only an ideal as long as we are trying to achieve it.

USING THE "FIND OUT MORE" TEXTS:

A NOTE TO TEACHERS

You can use the "Find out more" sections which follow most chapters simply as normal chapters in the reader, working through them with the whole class.

Or you might want to try some of the following ideas:

- ✧ Individual students can work on summaries — whether written, as project work, or for oral presentation to the class.
- ✧ If the assignment is written work, then it can be done completely at home and handed in normally, or prepared at home and then written in class — without notes.
- ✧ Whether oral or written, the projects become shorter and easier if only part of the text is assigned. The "Find out more" texts work well divided into two or three sections, but you can of course assign whatever parts you choose.
- ✧ A really good oral presentation is not read, but spoken to those listening, with only minimal notes. This needs practice, starting first with shorter assignments, and enough time to prepare. Try it!
- ✧ All the assignments above can also be given to pairs or smaller groups of students, perhaps working in parallel on the same text, perhaps in sequence — with five pairs/groups for the following two texts, for example.
- ✧ You may choose one particular method of work — summaries prepared at home, for example, and written in class — and keep to it with the motto, "Practice makes perfect".
- ✧ Or you may prefer to "mix and match", using a different method for each section, which can keep interest higher in more sanguine students.

Looking back: Is this reader too optimistic?

Some might argue that this reader offers too rosy a conclusion, that it was clearly written by a white person (*it was*). Consider this report from the website BBC News, dated June 27, 2016:

White and black Americans split on race

Views on racial discrimination and race differ wildly among black and white Americans, a new report from the *Pew Research Center* has found.

Most black Americans say they are treated unfairly and do not feel that racial equality has been achieved in the US, according to the report.

Eighty-eight percent of black Americans surveyed think the country must change, but only 55% of white Americans.

The survey comes amid ongoing conversations about race in the US.

Race tensions are high in the US, especially with the 2016 presidential election approaching.

There are more than 1,000 deadly shootings by police in the country each year, and those killed are disproportionately black Americans.

The fatal shooting of teenager Michael Brown in Missouri in 2014 by police sparked protests across the country and gave fire to the *Black Lives Matter* movement.

Other key points from the report:

- Black Americans are twice as likely as white Americans to say there is not enough attention paid to race relations.
- There is widespread support for the Black Lives Matter movement among black Americans.
- Gaps between black and white Americans in economic security have widened
- White Americans are polarized among partisan lines on racial issues.
- A majority of black Americans surveyed (71%) say they have experienced discrimination.

"Blacks, far more than whites, say black people are treated unfairly across different realms of life, from dealing with the police to applying for a loan or mortgage. And, for many blacks, racial equality remains an elusive goal," the report's authors write.

There were 3,769 adults polled between 29 February and 8 May of 2016 - a group made up of 1,799 white, 1,004 black and 654 Hispanic Americans.

(www.bbc.com/news/world-us-canada-36646917)

All this is true, and any short overview of modern American society is going to be subjective. But in arguing whether we should take a positive or a negative view, we should never forget one thing.

Jack Greenberg, a top civil rights lawyer who died in October 2016, summed it up like this:

"One way of putting it is that the glass is half empty or half full. In 1954, it was completely empty."

Some ideas for extra activities & projects — for classes or groups of students/individuals

1.

MOVIES

- ✧ **If you are new to watching movies with your class(es) or haven't much experience, you might want to look at *Appendix A: Watching English-Language Movies with Your Class*, at the end of these notes.**

There are lots of movies you could usefully watch with your class; here I am recommending three — two older and easier, content-wise, the third recent and somewhat more difficult. They are:

1. **In the Heat of the Night** (1967)

Sidney Poitier, Rod Steiger (105m)

This classic study of racism won 5 Oscars: a small-town Mississippi sheriff is forced to work on a murder investigation with a black detective from Philadelphia — a man who was first seen as the murderer because of his color. *Amazon.co.uk* says, “[The movie] continues to strike a chord today. Steiger is a mass of snarling danger, Poitier a bundle of nerves covered in class. ... a keen feeling for the cultural and social atmosphere.”

LANGUAGE NOTE: There are several different DVD versions of this film. If you look for one which has English and German audio AND English and German subtitles, then all your options are open (see section on *Watching English-Language Movies with Your Class*). On Amazon, scroll down and check the “Product details” to find these points. At the time of writing (October 2016) I found an English/German DVD version on the British Amazon site (www.amazon.co.uk) for £5, while the versions on German Amazon had no English subtitles (even the “UK-Import”!) Remember when buying that even if you don't want to use German subtitles now, you will still have the DVD in five years' time and may be glad of them with another class!

I have found that the different Amazon sites in Europe (www.amazon.de www.amazon.co.uk www.amazon.fr ...) have different versions on offer, and the extra postage on a DVD from abroad is small.

If you go to American Amazon (www.amazon.com), remember that DVDs and Blu-rays sourced from the US are often region-protected and will not work in European video players!

2. **Mississippi Burning** (1988)

Gene Hackman, Willem Dafoe (122m)

Two FBI agents investigate the murder of civil rights workers in 1960s Mississippi, fighting against the conspiracy of silence in a small Southern town where segregation divides black and white, and the Ku Klux Klan seems all-powerful.

LANGUAGE NOTE: See the note above on checking the DVDs on offer to see which audio and subtitle tracks they offer.

DETAILED SCENE-BY-SCENE SUMMARY: For a very detailed summary, try this link:

- <http://www.vernonjohns.org/snuffy1186/missburn.html>

This is an exciting movie which well conveys the atmosphere of fear for blacks in the segregated South. If you have worked through the reader, or most of it, your class shouldn't

need much preparation beforehand. Your kids will enjoy it, and it's perhaps easier for fourteen- or fifteen-year-olds to get into than the next film, *Selma*.

Afterwards, though, there are a couple of points worth looking at.

- a) The movie is full of good intentions, but blacks are portrayed as entirely passive. Their role is to be fearful victims who are saved by "good" white police who quarrel, but in the end do what needs to be done. This is not a view that will please many blacks watching, and it doesn't accord with history either.
- b) A second point may need some discussion with the class: What is the message, the "moral", of this movie?

If we view things harshly, it seems to be that if you follow all the rules and keep to the law, you will not get justice. Threats, torture and a mock execution are needed to bring success. This is *Dirty Harry* — "*the end justifies the means*" — the idea that if you're one of the good guys, you can do whatever you think has to be done. Your students are too young to remember the *Abu Ghraib* scandals and the debates about "*enhanced interrogation*" and "*rendition*" (= *flying suspects secretly to third-world countries for torture*), but most teachers will be familiar with these issues.

Difficult questions, then, and worth a class discussion. But arguing the pros and cons of this kind of subject in English will be far too difficult for most classes at this level. So your choice is probably: do you leave things well alone, or make an exception and devote a lesson to talking about them in German?

I felt I couldn't just duck out and ignore things, so I did a lesson in German.

TIP: If the class teacher/German teacher is sympathetic, invite him/her to the movie screening and try to have your discussion in the German lesson, a *Verfügungsstunde* or a part of main lesson. If you can do this, you have an elegant solution to the language problem, AND the German teacher may be pleased at having an interesting new topic to develop ...

If you try this, a good introduction is the *Daschner-Prozess* in Frankfurt in 2004. This was the aftermath of the *von Metzler* kidnap and started a discussion of so-called *Rettungsfolter*. German *Wikipedia* has a good introduction with lots of links:

- de.wikipedia.org/wiki/Daschner-Prozess

We had a very lively discussion, though I was shocked that most of my Class Nines came out strongly for *Rettungsfolter*. They rejected my argument that legalizing torture only in very special and unusual circumstances is impossible, and that the extraordinary would quickly become normal — "*If you have a hammer in your hand, soon everything looks like a nail*". Looking back, I feel it was not so surprising that the fifteen-year-olds identified more with a kidnapped child than with abstract principles, and of course in hindsight, we know that Markus Gäfgen, the murderer in this case, was in fact guilty. Torture is torture, but it is still a jump from "*he certainly knows*" to "*he might know*". Thus we move from *Rettungsfolter* (a slimy public relations word) to *Verdachtsfolter* and finally *Willkürfolter*.

Selma (2014)

David Oyelowo (123m)

Alabama, 1965. While in theory black citizens of Alabama had the same voting rights as whites, in practice they were blocked on all sides by racist local officials, politicians and police. This movie

follows the tumultuous three months when Martin Luther King led a dangerous campaign to secure equal voting rights in the face of violent opposition. The march from Selma to Montgomery culminated in President Johnson signing the *Voting Rights Act* of 1965, which, after the *Civil Rights Act* of the previous year, was one of the most significant victories for the civil rights movement.

LANGUAGE NOTE: See the note above on checking the DVDs on offer to see which audio and subtitle tracks they offer.

DETAILED SCENE-BY-SCENE SUMMARY: For a semi-detailed short overview, try this link:

- [https://en.wikipedia.org/wiki/Selma_\(film\)](https://en.wikipedia.org/wiki/Selma_(film)) (Scroll to the 2nd section: "Plot!")

Great actors combine with wonderful direction and a great script to produce an *honorable* treatment of race — something Hollywood seldom manages. David Oyelowo is amazing as King, mastering both the public and private persona with authority and fine nuance. This has more than a few moments of high drama, and several very moving scenes. But in the end, this is deep human and political drama, and not the simpler storyline of *Mississippi Burning*.

- *An interesting point is that in this most American of films, four of the leading roles are played by non-Americans: President Johnson, Governor Wallace, Coretta Scott King and Martin Luther King himself are all played by British actors.*

Selma is a brilliant and impressive film, but I strongly advise you to watch it first and then decide if you think it's right for your class, or a little too elevated.

The difficulty for German classes is the political background: not in detail, of course, but in the sense of *who is who?* This will need some preparation beforehand, or else you'll have to *freeze-frame* the action every few minutes for some explanation.

You'll probably want to identify at least the following:

- a) **President Lyndon B. Johnson:** Johnson was John F- Kennedy's Vice-President, and became President when Kennedy was shot in 1963. The following year, he was elected President in his own right. He was a masterful politician in the old style, expert at putting pressure on others behind the scenes to support what he wanted. Many scholars think that none of the Civil Rights legislation would have passed Congress without Johnson.
- b) **George Wallace:** Wallace was Governor of Alabama in the 60s, 70s and 80s and was a Presidential candidate in four elections. At the beginning of his first term as Governor in 1963, he famously said that he stood for "*segregation now, segregation tomorrow, segregation forever*". He stood in front of the entrance to the University of Alabama in an attempt to stop the enrollment of black students.
- c) **J. Edgar Hoover:** Director of the FBI (Federal Bureau of Investigation) from 1924 until his death in 1977. Hoover was hugely successful in over fifty years as chief of America's elite national police force, but became controversial because of abuses of power, harassing political activists, collecting evidence with illegal methods and amassing secret files on political leaders (*as here in this movie, with the bugs in King's hotel bedrooms*). He knew so many secrets that he was in a position to intimidate even

presidents: when President Johnson, an earthy character from Texas, was asked to dismiss Hoover, he was reported to have said, “I’d rather have him inside the tent pissing out than outside pissing in”.

- d) Malcolm X: An influential black leader, far more radical than King. Most of his political activity was for the *Nation of Islam*, rejecting the idea of integration for blacks and promoting black supremacy and the separation of the races. By early 1964, he had grown disillusioned with this approach, but still had many followers. The movie shows him offering to help King by entering the fight as an extremist. In contrast to Malcolm X, King’s demands will seem to white leaders like a moderate compromise, which will help his cause. Less than a year later, in February 1965, Malcolm was shot dead by members of the *Nation of Islam*.
- e) Mahalia Jackson: A famous gospel singer. This is the brief scene where King telephones a woman who sings to him down the line. The background to this can be found in the reader, page 36, lines 20–26.

2.

A PROJECT ON RACE RELATIONS IN THE UK:

THE BRISTOL BUS BOYCOTT

In 1963, a small group of black activists in Bristol in the UK started a pioneering protest against racism by the local bus company, which had specified that they did not want to employ black drivers. Inspired by the example of Martin Luther King in Montgomery, the boycott ended in victory and led to the passage of Britain’s first anti-discrimination laws.

An important contrast to the American situation was that here the main opposition to equal rights came from the white bus workers and their trade unions.

Confident students can try a presentation project using these links. You will have to see that they don’t just copy the articles and read them to the class!

- ✧ This is the Wikipedia article, which gives a good overview:
en.wikipedia.org/wiki/Bristol_Bus_Boycott
- ✧ Here is a “fifty years later” article from BBC News:
www.bbc.com/news/magazine-23795655
- ✧ The BBC World Service has a well-regarded category, *Witness*, devoted to oral history — “the story of our times told by the people who were there”. You can download (free!) an 11-minute podcast where one of the leaders talks about the boycott. Difficult, but rewarding:
www.bbc.co.uk/programmes/p018zznd or
www.bbc.co.uk/radio/programmes/a-z/by/Bristol%20Bus%20Boycott/player

3.

A PROJECT FOR INDEPENDENT WEB RESEARCH:

ONE TOWN IN THE SOUTH: PROTEST IN JACKSON, MISSISSIPPI

Confident students who can work independently can try these links:

- ✧ This website describes the Freedom Movement in Mississippi:
<http://civilrightsteaching.org/723/>
- ✧ The Mississippi History website has a story on protest by young people:
<http://mshistory.k12.ms.us/articles/60/the-mississippi-civil-rights-movement-1955-1970-when-youth-protest>
- ✧ The website American Radio Works has radio programs on the Civil Rights years, many of them with transcripts:
<http://americanradioworks.publicradio.org/features/mississippi/>
- ✧ The website “Civil Rights Movement Veterans” has the motto: *“We are veterans of the Southern Freedom Movement, and this is where we tell the story of the Civil Rights Movement, in our own words, as we lived it.”*
<http://www.crmvet.org/tim/timhis63.htm#1963woolworth>

If these links no longer work when you try them, then try googling more. You could search on *“jackson mississippi civil rights movement”*, for example. This was the search string that found the links above.

APPENDIX A:

WATCHING ENGLISH-LANGUAGE MOVIES WITH YOUR CLASS

Many people think that confronting a Class 9 or 10 (or even 8) with an original-language movie is a great idea. My view is that while this can inspire the confident few, for most, even in a Class 10, it's *too much, too soon*. There will be so much the students don't understand that many will feel bored and/or defeated.

Showing the movie *German-only* would be popular, as well as fast, easy and without problems. But this seems like giving up completely.

What I would prefer to try, if I had a suitable DVD, would be to use subtitles and, possibly, to switch between the language tracks and subtitle tracks: mostly English with German subtitles and possibly, for sections you think are really important/difficult, German audio with English subtitles. You can even have an English soundtrack with English subtitles too — even this is much easier than English audio only.

The bottom line here is: subtitles are your friend. They can be an enormous help in drawing kids into the movie and can often make the difference between active engagement and total boredom. This is why you should look carefully at the **„Produkt-Information“** which Amazon provides (some other DVD-sellers make this clear, but not all).

The basics are these:

- a) Ordering in America is a bad idea, as many/most U.S. DVDs will not work on European players.
- b) DVDs from Britain (or „UK imports“) will work, but normally have only the original English soundtrack and few extra subtitles.
- c) Your best bet is a DVD from a German supplier. This will normally have a German soundtrack as well as the original English and you can switch to and fro. Normally you will have both

languages as subtitles as well, so you can swap here too. Be careful, though: there are quite a few exceptions — I have seen discs on German Amazon which had no German or even English subtitles, but only Eastern European languages, or Hindi.

- d) There are sometimes several versions of the same movie on offer — don't assume they are all the same. Very often, what is different is the soundtrack languages or the subtitles.
- e) If you don't find what you want at first, look for alternative versions. If this doesn't work, try www.amazon.fr (the French site), or even www.amazon.co.uk, which does have a few multi-language discs.

If you watch the film yourself first (always a good idea) this will give you ideas of where to change over from one to the other. If you're very experienced and confident with the school's remote control then you can jump straight in, but remember that you'll be using the thing in the dark and possibly with some kids scuffling in the background or otherwise distracting you.

If you've thought of all these things before, and have watched many videos with classes, or just disagree, then please disregard all this. But whatever you decide, thinking things through beforehand is good — this is one place where improvisation is not usually helpful.

Five-star advice is (again) to check out all the school video equipment beforehand, even if you've used it several times. Also the curtains/blackout facilities in the room you'll be using. Anything which looks like technical cluelessness will lessen your stock with the kids, while quiet competence will impress. If you prefer, it's fine to delegate to one of the kids, as your technical operator, if you have someone suitable. But in this case, you need to make sure that he or she is able to operate things straight off, and with no dithering about (and this includes the language and subtitle tracks, if you are going with the idea of changing over).

A last point: Most movies don't work best if you ignore all preparation. Forgive me if this seems too obvious, but usually, ten or fifteen minutes spent on background prep with the class can work wonders in increasing interest and concentration. "Preparation" means, of course, not the director or how the movie was made, but the story, the beginning scenes, the social background — anything which might ease your kids into the action better until the movie itself can take hold.

Don't under-estimate the hurdles to original-language viewing.

You don't need a lot of preparation, but *some* is almost always helpful, and the best time to do it is the end of the lesson **BEFORE the screening**. If you wait until the day itself, your kids will be impatient and turn off while you talk, just waiting for the real show to begin.

Hope this helps! Happy viewing!



THIS WORKBOOK accompanies the new reader "They Fought for Freedom" with an extensive collection of comprehension work, graded in difficulty, plus a wide range of grammar exercises, keyed to the text of the reader and offering a complete revision of basic English grammar.

THE READER: In the United States, a symbol of hope for the world, blacks were slaves, working to make other people rich. The text offers some of the stories of those who fought to be free. Here we find the Underground Railroad, the Bus Boycott in Montgomery, school integration and sit-ins, as well as Martin Luther King's 'I Have a Dream' speech and Barack Obama, the first black president. "It's been a long time coming," said Obama in 2008. "But change has come to America."

Cast in narrative form for a fast and easy read, the reader text is extensively illustrated and supplemented by songs as well as vocabulary page-by-page AND in word-fields.

A Teacher's Key contains suggestions for use, background and discussion of suitable movies, in addition to varied material for extra tasks and project work.