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TEACHING SUGGESTIONS AND ANSWER KEY

for

IN LINE FOR READING



Mál og menning, 1999

Teaching suggestion

Every text is accompanied by a 'teaching suggestion'. This is literally a suggestion, for there are many other ways in which these texts can be taught.

Answer key

Most of the exercises are provided with answers. In the case of the exercises where the students have to look up dictionary meanings there are, of course, also other possibilities than the ones given. Icelandic answers have been provided in some instances.

Text 1 (The Secret Diary of . . .)

Teaching suggestion

Time: ca 45 minutes

How: individually or in pairs

- 1) Reading: The students quickly read the whole text.
- 2) Comprehension: They do Comprehension exercises I and II. They now need to read the text carefully in order to find the answers.
- 3) Vocabulary: They do the Vocabulary exercise **without** a dictionary, trying to guess the meaning of the words from the context.

Answer key

Comprehension

- | | | |
|------------|-------------------|--------------|
| 1 Thursday | 5 Thursday/Friday | 9 Friday |
| 2 Sunday | 6 Wednesday | 10 every day |
| 3 Tuesday | 7 Sunday | 11 Friday |
| 4 Friday | 8 Thursday | 12 Monday |
- 1 Probably about 16.
 - 2 *She Wants You* (Wednesday)
 - 3 'Everyone was doing their own thing and it was a bit of a rush, so I didn't really get a chance to see anyone.' (Thursday)
 - 4 'My ideal night out is going for a meal with friends.' (Friday)
 - 5 'I talk to my parents every night, sometimes twice a day. Mum and Dad are always there to chill me out when I'm feeling stressed.' (Saturday)
 - 6 No, she finds it boring. (Monday)
 - 7 She likes it very much, because she has so many people around her most of the time. 'Sometimes I enjoy my own company.' (Tuesday)

Text 2 (Pedal-boat Police ...)

Teaching suggestion

Time: ca 25 minutes

How: 1): class or groups; 2) and 3): individually; 4): groups

- 1) Pre-reading: The students discuss the questions in English, either the whole class or in small groups. Write on the blackboard a list of all the pet animals the students come up with.
- 2) Reading: The students quickly read the whole text, using the Glossary for the words they may not know and not be able to guess from the context.
- 3) Comprehension: They read the text carefully (individually) and answer the True/False questions.
- 4) Vocabulary: Lastly they do the Vocabulary exercise **without** a dictionary, in pairs or small groups. By now they must have understood the meaning of the words from the context.

Answer key

Comprehension

- 1 T; 2 F; 3 F; 4 F; 5 F; 6 F; 7 T; 8 F; 9 F

Text 3 (School Zone ...)

Teaching suggestion

Time: ca 45 minutes

How: partly in pairs or small groups, partly individually

- 1) Pre-reading: Have the students discuss the questions in English, in small groups. Write on the blackboard a list of the advantages and disadvantages the students come up with.
- 2) Reading: The students quickly read the whole text, individually.
- 3) Comprehension: They do the Comprehension exercise, in pairs or small groups. They now need to read the text very carefully.
- 4) Vocabulary: The Vocabulary exercise can be done individually or in pairs/groups.

Answer key

Comprehension

- 1 The School Zone crew: the people who write the School Zone articles for *Seventeen*, a weekly magazine for teenagers.
- 2 The 'Lower 48' are the other 48 continental states that make up the United States of America. The 49th and 50th states are Alaska and Hawaii.
- 3 'instafamilies': people who become like family to you from one moment to the next, an 'instant' family.
- 4 Dorms are large rooms in boarding schools for several people to sleep in.
- 5 It prevents you from becoming homesick (see lines 23-24).
- 6 See lines 31-33: In the SUB (= Student Union Building) you can go to the student store and take part in all sorts of sports and leisure activities.
- 7 A perk is something that you get legally from your work in addition to your wages.
- 8 Cool: 1) not warm; 2) very attractive
- 9 Dividends: a part of the tax money the government receives from the oil in Alaska.
- 10 'this bonus' refers to the \$1,500 in yearly dividends that Alaska residents get.

Vocabulary

Find opposites in the text

- 1 North (l.3); 2 public (l.7); 3 dormant (l.10); 4 closer to (l.13-14); 5 major (l.15); 6 tiny (l.16);
7 paved (l.20); 8 despite (l.39)

Text 4 (Reader's Oasis ...)

Teaching suggestion

Time: ca 20 minutes

How: individually

- 1) Reading: The students quickly read the whole text, using the Glossary.
- 2) Comprehension: Then they do the Comprehension exercise, and reread the text very carefully, bit by bit.

Answer key

Comprehension

- 1 b; 2 a; 3 a; 4 b; 5 a; 6 b; 7 b; 8 b; 9 b; 10 b

Text 5 (The Tooth Fairy)

Teaching suggestion

Time: ca 15 minutes

How: 1): class; 2): individually; 3): in pairs or small groups

- 1) Pre-reading: Discuss the questions in Icelandic, in a class discussion.
- 2) Reading: The students quickly read the text, individually.
- 3) Comprehension: They do the Comprehension exercise, in pairs or small groups. They now need to reread the text more carefully. The answers may be given in Icelandic.

Answer key

Comprehension

- 1 It must be a television talk show. The word 'producer' (l. 5) gives a clue.
- 2 Mara Wilson was afraid that the tooth fairy would not find her in New York, so far away from home. Then the tooth fairy would not be able to find her tooth under her pillow and exchange it for some money.
- 3 The writer wants to show that on the one hand Mara is still very much a child (who truly believes in the tooth fairy), but on the other hand quite sophisticated (as her worries about having to order room service for the tooth fairy show).

Text 6 (Old Lady ...)

Teaching suggestion

Time: Reading: ca 20 minutes

Role playing: ca 20 minutes

How: 1): groups; 2): individually; 3), 4) and 5): groups

- 1) Pre-reading: Discuss the question in Icelandic, in a class discussion.
- 2) Reading: The students quickly read the whole text, individually.
- 3) Comprehension: They do the Comprehension exercise, in groups of 4.
- 4) Vocabulary: They do the Vocabulary exercise **without** a dictionary, trying to guess the meaning of the words from the context. This exercise can be done in groups, too.
- 5) Role playing: In groups of 4 the students prepare the court session. The teacher first helps by soliciting from the students questions that might be used in the role playing. The students take notes and then prepare the play. All the groups practice performing them simultaneously. Then one group is selected to perform in front of the class.

Answer key

Comprehension

- 1 ...
- 2 Mrs Jackson was released on bail.
- 3 The boy's mother was shocked. She probably found that a bit harsh. . . .
- 4 ...

Vocabulary

- 1 a; 2 a; 3 a; 4 b; 5 b

Text 7 (Turkeys ...)

Teaching suggestion

Time: ca 25 minutes

How: in pairs or small groups

- 1) Pre-reading: Discuss the questions in Icelandic, in small groups.
- 2) Reading: The students quickly read the whole text, individually.
- 3) Comprehension: They do the Comprehension exercise. They now need to read the text very carefully in order to find the answers.
- 4) Vocabulary: They do the Vocabulary exercises in English, with the help of a dictionary if necessary.

Answer key

Pre-reading Activity

- 1 A public holiday in the US in November, when families have a large meal together and celebrate the origins of their country.
- 2 Traditionally a turkey is served for the Thanksgiving meal.
- 3 Vegetarians are people who do not eat fish or meat.
- 4 A dinner made up of dishes of food brought by many different people.
- 5 A very large orange fruit that grows on the ground.

Comprehension

1 a; 2 a; 3 a; 4 a; 5 b; 6 b

Vocabulary

1 USA; 2 USA; 3 India; 4 Italy; 5 Italy; 6 China

Text 8 (In Japan ...)

Teaching suggestion

Time: ca 60 minutes

How: 2) and 5-I): individually; 1), 3), 4) and 5-II): in groups

- 1) Pre-reading Activity: Discuss the questions in small groups. This time the discussion could be in English, since the vocabulary needed is not too difficult.
- 2) Reading: The students quickly read the whole text, individually.
- 3) Comprehension: They do Comprehension exercise I after the first reading. Then they do Comprehension exercise II, rereading the text more carefully. The answers may be in Icelandic.
- 4) Discussion: This can be done either in English or in Icelandic, in small groups.
- 5) Vocabulary: Vocabulary exercise I should be done individually. Exercise II can be done in groups. (The Vocabulary exercises can probably best be done in the next lesson, since time may otherwise be too short.)

Answer key

Pre-reading Activity

- 5 school system, teacher, student, headmaster, class, curriculum, Education Ministry, elementary school, schoolyard, fun, etc.

I General Comprehension

- 1 a; 2 b; 3 a; 4 a

II Specific Comprehension

- 1 a

- 2 The plan proposes to cancel classes two Saturdays per month.

- 3 Teachers: there will not be enough time to do all the work.

Parents: the children will just waste their time playing more. Besides, the mothers do not like the fact that they will have less time for their domestic duties.

Students: the text does not say what their objections are. But they probably do not like the fact that the school time lost on Saturdays will have to be made up, and will possibly cut into time for activities, sports and relaxation.

- 4 The fact that the school time lost on Saturdays will have to be made up, and will possibly cut into time for activities, sports and relaxation.

- 5 It is an extra burden for the mothers because it will give them less time for their domestic duties.

- 6 The Ministry finds it important to give kids more time to do things on their own and with their families, rather than have them depend heavily on school time for their education.

- 7 The point is that the Ministry wants to give the kids more time to play.

Vocabulary

I Match opposites

- | | | | |
|---|---------------|---|------------------|
| 1 | notorious | – | famous |
| 2 | to cheer | – | to disapprove of |
| 3 | ridiculous | – | fantastic |
| 4 | to reduce | – | to increase |
| 5 | off | – | in school |
| 6 | opposed to | – | in favour of |
| 7 | to respond to | – | to ignore |
| 8 | regimented | – | creative |

Text 9 (Fatter Teenagers, Too)

Teaching suggestion

Time: ca 25 minutes

How: individually

- 1) Comprehension: The students do the fill-the-gap exercise while reading the text and using the Glossary.

Answer key

Comprehension

1 a; 2 b; 3 a; 4 a; 5 b; 6 b; 7 a

Text 10 (Pakistani Child Hero Mourned)

Teaching suggestion

Time: ca 25 minutes

How: 1): class discussion; 2): individually

- 1) Pre-reading Activity: Discuss the questions in a class discussion, either in Icelandic or in English.
- 2) Comprehension: The students do the fill-the-gap exercise while reading the text and using the Glossary.

Answer key

Comprehension

1 a; 2 a; 3 a; 4 a; 5 a; 6 a; 7 b; 8 b; 9 b; 10 a; 11 b

Text 11 (On Child Rights ...)

Teaching suggestion

Time: ca 35 minutes

How: individually

- 1) Reading: The students quickly read the whole text.
- 2) Comprehension: They answer the comprehension questions. They now need to reread the text carefully in order to find the answers.
- 3) Vocabulary: They find the words in the text.

Answer key

Comprehension

- 1 See lines 1-6. He read about a Pakistani boy who had been sold by his parents to do child labor. The boy escaped and became an anti-child-labor activist. At the age of 12 he was murdered.
- 2 See lines 7-12. Craig wanted to find out all about child exploitation in Pakistan. He also wanted to find out what he and the murdered Pakistani boy had in common except their age.
- 3 See lines 9-11. 'He read up on the subject, started speaking to school groups and Kiwani Clubs, founded and staffed with pals and new recruits an organization called Free the Children.'
- 4 See lines 14-16. The opportunity to speak to the Prime Minister of Canada who happened to be in Asia at the same time as Craig.
- 5 See lines 17-23. Craig requested a meeting with the Prime Minister, but was not granted one. He then took reporters to two children he had freed from child labor in a fireworks factory and managed in this way to get in the newspapers and draw attention to himself and his cause. Craig asked for a meeting with the Prime Minister again and was now granted 15 minutes.
- 6 See lines 24-29. Mr Chrétien had come to believe in Craig's cause, the fight against child exploitation. The writer proves this with Mr Chrétien's answer to a Canadian businessman in lines 28-29: any time is appropriate to talk about the issue of child labor.
- 7 The writer's opinion.
- 8 It shows how 'canny' (line 31) Craig is. He knows how to appeal to people's feelings.
- 9 See lines 41-47. No, Craig does not share Mr Quillet's view. Craig says he is a Boy Scout, and he does want to pressure other countries on human rights issues.
- 10 See lines 48-50. Because so much money had been collected.
- 11 See lines 53-56. She found it embarrassing that she and her husband had not inspired Craig to become so political; they had not done anything (political) themselves.
- 12 See lines 60-61. Lines 62-64 explain in what way Craig is 'such an unusual and appropriate voice'.
- 13 See lines 65-72. The idea to take a trip to Asia.
- 14 See line 75. Craig's parents finally gave in ('relented').

Vocabulary

Synonyms

- | | |
|-----------------------|----------------------|
| 1 concerns (l.18) | 6 to cite (l.42) |
| 2 to liberate (l. 19) | 7 to shake up (l.58) |
| 3 appropriate (l.27) | 8 to urge (l.58) |
| 4 servitude (l.33) | 9 escort (l.71) |
| 5 hazard (l.35) | 10 to relent (l.75) |

Text 12 (FBI Traps ...)

Teaching suggestion

Time: ca 15 minutes

How: individually or in pairs

- 1) Reading: The students quickly read the whole text.
- 2) Comprehension: They answer the comprehension questions. They now need to reread the text carefully in order to find the answers.
- 3) Vocabulary: They do the Vocabulary exercise.

Answer key

Comprehension

- 1 The FBI had tracked down the criminal through the Internet.
- 2 Somebody had recognised the criminal from a photo on the FBI home page and had then tipped off the police. After an extensive manhunt the criminal, for whom the pressure had become too much, turned himself in to the American Embassy.
- 3 He had escaped from prison in 1985.

Vocabulary

Matching

to unveil	–	to tell something that was previously kept secret
capture	–	catching someone in order to make him prisoner
fugitive	–	someone who is hiding, especially from the police
to tip off	–	to give someone secret information
to launch	–	to start
court	–	building where all the info on a crime is given
convicted	–	proved to be guilty of a crime and sent to prison
custody	–	prison

Text 13 (Pet Cemetery)

Teaching suggestion

Time: ca 10 minutes

How: individually or in pairs

- 1) Reading: The students quickly read the whole text.
- 2) Comprehension: They answer the comprehension questions. They now need to reread the text carefully in order to find the answers.
- 3) Vocabulary: They do the Vocabulary exercise.

Answer key

Comprehension

1 a; 2 b

Vocabulary

Find the word in the text

- | | | |
|---------------|----------------------|----------------------------------|
| 1 pet (l.1) | 4 burial (l.4) | 7 to envisage (l.9) |
| 2 moor (l. 4) | 5 to amount to (l.5) | 8 casket (l.8;17); coffin (l.16) |
| 3 human (l.4) | 6 to apply for (l.5) | 9 the bereaved (l.18) |

Text 14 (A Daughter's Last Gift)

Teaching suggestion

Time: ca 30 minutes

How: 1) and 2): individually; 3): in pairs

- 1) Reading: The students quickly read the whole text.
- 2) Comprehension: They answer the True/False questions individually. They need to reread the text carefully in order to find the answers.
- 3) Vocabulary: They do Vocabulary exercises I, II and III, in pairs.

Answer key

Comprehension

1 T; 2 F; 3 T; 4 F; 5 F; 6 F; 7 T; 8 F; 9 F; 10 T

Vocabulary

I Matching

to enclose	–	to put inside
to occur	–	to happen
retired	–	having stopped working because of age
to endure	–	to suffer with strength and patience
recipient	–	somebody who receives something
discomforting	–	worrying
to release	–	to let (somebody) go
ambiguous	–	having more than one meaning
symbolic	–	having a special meaning, used as a symbol
impact	–	effect
alternative	–	another choice

II Find the nouns

1 return	=	endurgjald
2 occurrence	=	atburður
3 retirement	=	eftirlaunaaldur
4 torment	=	kvöl
5 endurance	=	þolraun
6 communication	=	skilaboð
7 loss	=	missir
8 insistence	=	krafa
9 agreement	=	samþykki
10 removal	=	brottnám
11 release	=	lausn, slepping
12 burial	=	greftrun

III Find the verbs

1 to give	=	gefa
2 to donate	=	ánafna, gefa
3 to receive	=	taka á móti
4 to imply	=	gefa í skyn
5 to doubt	=	efa
6 to register	=	skrá

Text 15 (Technology ...)

Teaching suggestion

Time: ca 15 minutes

How: individually or in pairs

- 1) Reading: The students quickly read the whole text, individually.
- 2) Comprehension: They answer the comprehension question. They need to reread the text carefully in order to find the answers.
- 3) Vocabulary: They do the Vocabulary exercise without a dictionary, trying to guess the meaning of the words from the context.

Answer key

Comprehension

- 1 See lines 7-8 ('Feeling harried? Rushed? Out of touch? Jumpy? Unfocused? Unable to get things done?')
- 2 See lines 16-18. Because there are advantages and disadvantages to the computer; it creates as many problems as it solves.
- 3 See lines 23-33. One step is to realise that you are not the only one who experiences this kind of stress. The second step is to take charge of your computer, to be the boss, to turn it on and off when it suits you.
- 4 In paragraph 7.

Vocabulary

1 a; 2 b; 3 b; 4 b; 5 b; 6 a; 7 b; 8 b; 9 b; 10 b

Text 16 (Questions from Readers)

Teaching suggestion

Time: ca 45 minutes

How: in small groups

- 1) Comprehension I: The students first do reading tasks 1-3 in small groups. For task 4 each group chooses two letters to reply to. (The teacher can simply assign 2 letters per group instead of letting the students choose themselves.)
- 2) Comprehension II: The students match the letters (Q) with the answers (A). They compare the magazine replies with the replies written by their group.
- 3) Vocabulary: Lastly they do the Vocabulary exercise, either in groups or individually.

Answer key

Comprehension

- 1 Q1 girl
Q2 girl
Q3 girl
Q4 boy
Q5 boy or girl
Q6 girl or woman
Q7 man (?)
Q8 woman (?)
- 2 Q1 American (Oregon)
Q2 British (Kent)
Q3 British (Another Level is a British pop group)

- Q4 British (Prodigy is a British pop group)
 Q5 British ('I've got')
 Q6 British (Manchester)
 Q7 British (Aldershot)
 Q8 American ('...-centered')
- 3 Q1 The person is irritated: 'annoyed'.
 Q2 Anon wants to stay anonymous, she does not want to give her name.
 Q3 This person is a fan of the pop group Another Level.
 Q4 This person is a fan of the pop group Prodigy.
 Q6 This person lives in Manchester.
 Q7 This person lives in Aldershot.

Match the questions with the answers:

1f; 2c; 3b; 4d; 5e; 6a; 7g; 8h

Vocabulary

Matching

- | | | | |
|----|-----------------|---|--|
| Q1 | annoyed | – | irritated |
| Q2 | to ignore | – | to deliberately not pay attention to |
| Q3 | level | – | height |
| Q4 | to admit | – | to agree that something is true |
| | to fancy | – | to like |
| Q5 | to bother | – | to worry |
| Q6 | to keep doing | – | to go on doing |
| Q7 | accomplished | – | very skilful |
| | competitive | – | trying to be more successful than others |
| Q8 | to manage to do | – | to succeed in doing |
| Aa | copious | – | in large quantity |
| Ab | to threaten | – | to say that you will cause somebody trouble if (s)he does not do what you want |
| Ac | self-conscious | – | worried about what you look like and what other people think of you |
| Ad | messy | – | complicated |
| Ae | incision | – | cut |
| | distress | – | extreme worry |
| Af | different from | – | not the same as |
| Ag | immodest | – | not shy about telling people how good you are |
| | envious | – | jealous |
| Ah | overindulged | – | spoiled |
| | to remain | – | to stay |
| | concerns | – | worries |
| | entirely | – | completely |

Text 17 (Incredible Journey)

Teaching suggestion

Time: ca 30 minutes

How: individually or in pairs

- 1) Reading: The students quickly read the whole text.
- 2) Comprehension: They answer the comprehension questions. They now need to read the text carefully in order to find the answers.
- 3) Vocabulary: They do the Vocabulary exercise **without** a dictionary.

Answer key

Comprehension

- 1 The first sentence (lines 1-3): 'You could meet dozens of Hollywood stars before you met anyone' as charming and handsome as Hounsou.
- 2 See lines 7-9. He was a fashion model.
- 3 Line 5: the whiteness of his teeth is dazzling and lines 11-13: Hounsou, who is from Benin, plays the role of a black slave.
- 4 See line 18: poverty, despair, hunger.
- 5 See line 20; 33 years old.
- 6 See lines 29-33. His parents sent him to France to study medicine.
- 7 See lines 38-40. He slept on benches, bathed in public fountains and found food in rubbish bins.
- 8 See lines 44-46. Mugler had been looking for a very handsome and charming black male model.
- 9 See lines 51-55. After moving to California in 1989.
- 10 See lines 56-59. He was very poor. He lived in someone's garage, and worked as a doorman in a nightclub.
- 11 See lines 65-66. Spielberg was looking for someone who was 'courageous, sympathetic, angry, yet vulnerable and dignified'.
- 12 See lines 70-72. In order to advance his career he has to be selective in the roles he accepts.

Text 18 (American Students ...)

Teaching suggestion

Time: ca 20 minutes

How: 1): class; 2) and 3): individually

- 1) Pre-reading: Discuss the questions either in English or in Icelandic, in a class discussion.
- 2) Reading: The students quickly read the whole text.
- 3) Comprehension: They do the Comprehension exercise. They now need to read the text carefully in order to find the answers.
- 4) Vocabulary: They do the Vocabulary exercise **without** a dictionary.

Answer key

Comprehension

1 a; 2 a; 3 b; 4 a; 5 a; 6 b; 7 a; 8 a

Vocabulary

Matching

uncomfortable	–	ill at ease
sensibilities	–	feelings
obsolete	–	no longer done
to abandon	–	to give up
entirely	–	totally
ritual	–	something you do regularly
hygiene	–	the practice of keeping your body clean
to conceal	–	to hide
accustomed to	–	used to
humiliated	–	made to feel ashamed
to contend	–	to claim

Text 19 (Victory Laps)

Teaching suggestion

Time: ca 15 minutes

How: individually

- 1) Reading: The students quickly read the whole text.
- 2) Comprehension: They do the comprehension exercise. They now need to reread the text carefully in order to find the answers.
- 3) Vocabulary: They do the Vocabulary exercise.

Answer key

Comprehension

1 a; 2 a; 3 a; 4 b

Vocabulary

Find derivations

- | | |
|----------------------|------------------------|
| 1 rivalry (l.11) | 6 loss (l.33) |
| 2 exhibition (l. 15) | 7 determination (l.33) |
| 3 competition (l.18) | 8 assessment (l.37) |
| 4 appearance (l.22) | 9 regret (l.39) |
| 5 grind (l.29) | 10 skating (l.44) |

Text 20 (When Young Athletes ...)

Teaching suggestion

Time: ca 15 minutes

How: individually

- 1) Comprehension: The students do the fill-the-gap exercise, while reading the text.
- 2) Vocabulary: They do the Vocabulary exercise. They may use a dictionary to look up the meaning of the words.

Answer key

Comprehension

1 b; 2 b; 3 b; 4 a; 5 a; 6 a; 7 a

Vocabulary

Matching

subdued	–	unusually quiet
to speak on the record	–	to make an official statement
to invest	–	to use (money)
to manipulate	–	to make somebody behave the way you want him to
reportedly	–	according to what people say
let down	–	disappointed

Text 21 (Too Short)

Teaching suggestion

Time: ca 20 minutes

How: 1): class; 2): individually; 3): in pairs

- 1) Pre-reading: Discuss the questions in a class discussion, in Icelandic.
- 2) Reading: The students quickly read the whole text.
- 3) Comprehension: They answer the comprehension questions in pairs. They now need to read the text carefully in order to find the answers.
- 4) Vocabulary: They do the Vocabulary exercise without a dictionary, trying to guess the meaning of the words from the context.

Answer key

Comprehension

- 1 He was just a little too short to be accepted as an apprentice wrestler.
- 2 He increased his height by having silicon implanted in his scalp.
- 3 1) The sumo association banned silicon scalp implants.
2) Many sumo fans think wrestlers should have the right to have silicon scalp implants.
- 4 ...

Vocabulary

1 b; 2 b; 3 a; 4 a; 5 a; 6 b; 7 b; 8 b; 9 a; 10 a

Text 22 (Taste of Jail ...)

Teaching suggestion

Time: ca 15 minutes

How: individually

- 1) Reading: The students quickly read the whole text, using the Glossary.
- 2) Comprehension: They do the fill-the-gap exercise. They now need to reread the text carefully in order to find the answers.
- 3) Vocabulary: The students can use a dictionary when doing the Vocabulary exercise.

Answer key

Comprehension

1 b; 2 a; 3 a; 4 b; 5 b; 6 a; 7 a; 8 a

Vocabulary

- Paragraph 1: joined (l. 1)
burglary (l. 3)
- Paragraph 2: unemployed (l. 6)
- Paragraph 3: destructive (l. 9)
waste (l. 13)
- Paragraph 4: intently (l. 16)
- Paragraph 5: plan (l. 21)
- Paragraph 6: razor (l. 26)
- Paragraph 7: frightening (l. 32)
- Paragraph 8: consequences (l. 39)
attended (l. 41)
- Paragraph 9: persistent (l. 47)

Text 23 (Action Star ...)

Teaching suggestion

Time: ca 10 minutes

How: individually

- 1) Reading: The students quickly read the whole text.
- 2) Comprehension: They answer the True/False questions. They now need to reread the text carefully in order to find the answers.
- 3) Vocabulary: They do the Vocabulary exercise without a dictionary, trying to guess the meaning of the words from the context.

Answer key

Comprehension

1 F; 2 F; 3 F; 4 T; 5 F; 6 F

Vocabulary

1 a; 2 a; 3 a; 4 b; 5 b

Text 24 (Beyond Novelty)

Teaching suggestion

Time: ca 30 minutes

How: individually

- 1) Reading: The students quickly read the whole text.
- 2) Comprehension: They do the fill-the-gap exercise. They now need to read the text carefully in order to find the answers.
- 3) Vocabulary: The students can use a dictionary when doing the Vocabulary exercise.

Answer key

Comprehension

1 a; 2 a; 3 b; 4 a; 5 a; 6 a

Vocabulary

Paragraph 1:	dominant (l. 4)
Paragraph 2:	lately (l. 6)
	fan following (l. 8)
Paragraph 3:	novelty (l. 11)
	progress (l. 13)
Paragraph 4:	inflections (l. 16)
	universe (l. 21)
Paragraph 5:	declined (l. 28)
Paragraph 6:	extended (l. 35)
Paragraph 7:	indulges in (l. 44)
Paragraph 9:	scream (l. 53)
Paragraph 10:	terrified (l. 55)
	coward (l. 56)
	scariest (l. 59)

Text 25 (Two Banished Teens ...)

Teaching suggestion

Time: ca 35 minutes

How: in pairs

- 1) Reading: The students quickly read the whole text.
- 2) Comprehension: They answer the two General Comprehension questions. They then read the text more carefully and answer the Specific Comprehension questions.
- 3) Vocabulary: They do the Vocabulary exercise with or without a dictionary.
- 4) Discussion: The students discuss the questions in pairs, in English. The teacher can then write an inventory of the students' arguments on the blackboard.

Answer key

General Comprehension

- 1 They had robbed and beaten a pizza deliveryman (lines 12-13).
- 2 See lines 1-3. They are managing very well ('thriving').

Specific Comprehension

- 1 They are American Indians. See line 1: 'Native American'.
- 2 See line 2. They had been sent to an uninhabited Alaskan island.
- 3 See lines 8-9. Perhaps the report is not totally reliable, because it had been written by tribal officials, but there was no 'independent corroboration' for it.
- 4 See lines 19-21. The Judge wanted four reports a year to have enough information to be able to determine the boys' future.
- 5 They catch their own fish and have to harvest their own fruit and vegetables. But for the first few months they were provided with emergency food supplies.
- 6 Waking up in a smoke-filled cabin one night made Guthrie realise that he had been very close to death.
- 7 First he builds a fire, bathes, eats breakfast and cleans the cabin. Then he carves and hikes. In the evenings he writes in his diary and composes poems.
- 8 Probably to keep journalists and other curious people away.

Vocabulary

Look up the meaning

banished	=	forced to leave a place by official decree
remote	=	far away; hidden away
to thrive	=	to do very well; be successful
to contemplate	=	to think seriously about something for a long time
tribal	=	connected with a tribe (= a social group of people living in the same area and ruled by a chief)
corroboration	=	providing information that supports somebody's statement
to release	=	to set free
rehabilitation	=	helping somebody live a normal life again after having been in prison (here: in exile)
sentence	=	punishment that a judge gives to somebody who is guilty of a crime
evidence	=	information given to prove that something is true
abundant	=	available in large quantities
harvesting	=	gathering crops from the fields
mortality	=	the condition of being human and having to die
soot	=	black powder that is produced when something is burnt
to carve	=	to cut shapes out of solid wood or stone
to disclose	=	to make something publicly known

Text 26 („Supersister’ ...)

Teaching suggestion

Time: ca 20 minutes

How: individually

- 1) Reading: The students quickly read the whole text.
- 2) Comprehension: They do the fill-the-gap exercise. They now need to reread the text carefully in order to find the answers.
- 3) Vocabulary: They do the Vocabulary exercise without a dictionary.

Answer key

Comprehension

1 a; 2 a; 3 a; 4 a; 5 b; 6 b; 7 a; 8 a; 9 a; 10 a; 11 a; 12 b

Vocabulary

Matching

to take a nap	–	to sleep for a short time during the day
to hesitate	–	to be unwilling to do something because you are not sure it is right
guardian	–	someone who is legally responsible for looking after somebody’s child
hectic	–	very busy
to re-enroll	–	to sign up for a school again
dorm	–	a large building in a college where students live
to adjust	–	to gradually get used to a new situation
kidney	–	one of the two organs in your lower back that separate waste liquid from your blood and make urine
chore	–	a job that you have to do regularly
affordable	–	not so expensive that you cannot pay it
eventually	–	after a long time

Text 27 (Bottomley ...)

Teaching suggestion

Time: ca 45 minutes

How: in pairs

- 1) Pre-reading: The students discuss the questions in pairs, in Icelandic.
- 2) Reading: The students quickly read the whole text.
- 3) Comprehension: They do the Comprehension exercise. They now need to reread the text carefully in order to find the answers.
- 4) Vocabulary: They do the Vocabulary exercise without a dictionary, trying to guess the meaning of the words from the context.
- 5) Writing: The students do the writing assignment in pairs, too.

Answer key

Comprehension

1 b; 2 a; 3 b; 4 b; 5 a; 6 b

Vocabulary

Look up the meaning

confusion	=	a state of not understanding what something means
corporal	=	of the body (corporal punishment = officially punishing somebody by hitting him/her, especially in schools)
to delight	=	to give great pleasure to
to issue	=	to produce officially
revised guidance	=	new and better advice
application	=	use
to authorise	=	to give official or legal permission
a policy rethink	=	think about a course of action again in order to decide if any changes should be made
to uphold	=	to state that the appeal was correct
appeal	=	to make a formal request to a court asking for a decision to be changed
charge	=	someone that you are responsible for looking after, e.g. your child
within the scope of	=	within the range of things that the guidance deals with
substitute	=	someone who does someone else's job for a limited period of time
anomaly	=	a strange feature of a situation that often makes it unsatisfactory

Text 28 ('Please, Mr President ...')

Teaching suggestion

Time: ca 45 minutes

How: in small groups

- 1) Pre-reading: The students discuss the questions in small groups, in Icelandic.
- 1) Reading: The students quickly read the whole text.
- 2) Comprehension: They answer the Comprehension questions. They now need to reread the text carefully in order to find the answers.
- 3) Discussion: The groups discuss the questions, in English this time. One person per group reports, in English, on what the group would do to stop violence.

Answer key

Comprehension

- 1 See lines 1-5. James asked President Clinton to put an end to violent crime.
- 2 Black dialect: 'People is ...' (line 3), 'deading' (line 5).
- 3 Because he had just written Mr Clinton a letter, begging him to stop the killing.
- 4 ...
- 5 Not yet; Mr Clinton's 'solutions are making sluggish progress' (lines 27-28).
- 6 ...
- 7 See lines 36-39. She had encouraged (and probably helped) James and his schoolmates to write a letter to President Clinton.
- 8 See lines 45-47. Dr Osofsky thinks that it makes things even worse: it ends up 'worsening the cycle of violence'.
- 9 See line 48: to show how horrific a problem it is, to impress upon the legislators – (but also on the public) – the enormity of the problem.

Text 29 (Salvation from a Small Boy)

Teaching suggestion

Time: ca 20 minutes

How: individually or in pairs

- 1) Reading: The students quickly read the whole text, using the Glossary.
- 2) Comprehension: They answer the True/False questions, rereading the text carefully.
- 3) Vocabulary: They do the Vocabulary exercise.
- 4) Discussion: The students answer/discuss the questions in pairs.

Answer key

Comprehension

1 T; 2 F; 3 F; 4 F; 5 T; 6 F; 7 T; 8 T; 9 T; 10 F

Vocabulary

Write down a synonym

salvation	–	rescue
frequently	–	often
wrath	–	anger
disaster	–	calamity
grave	–	serious
dawn	–	daybreak
to gather	–	to collect
potential	–	possible
calamity	–	catastrophe
crowded	–	too full
to rouse	–	to wake up
to snatch	–	to grab
short of	–	just before reaching
tribute	–	praise and admiration
akin to	–	very similar to
exploit	–	brave action

Text 30 (Taking the Bull by the Horns)

Teaching suggestion

Time: ca 30 minutes

How: 1): in pairs or as a class discussion; 2), 3), 4): individually

- 1) Pre-reading: The students discuss the questions in Icelandic.
- 2) Reading: The students quickly read the whole text, using the Glossary.
- 3) Comprehension: They do the Comprehension exercise. They now need to read the text carefully in order to find the answers.
- 4) Vocabulary: They do the Vocabulary Exercise.

Answer key

Comprehension

1 a; 2 a; 3 b; 4 a; 5 a; 6 b; 7 b; 8 a; 9 b; 10 ...

Vocabulary

Matching

to caress	–	to touch gently
mature	–	fully grown; adult
tiny	–	very small
decade	–	a period of ten years
to dissuade	–	to persuade not to do something
to acknowledge	–	to admit
to transmit	–	to send out a message
verbal abuse	–	insulting words
to hold one's own	–	to succeed in a difficult situation
to insist	–	to say firmly that something is true
to date	–	until now
soil	–	land; ground
to admit to sacrifice	–	not do certain valuable things in order to do something that is more important

Text 31 (US Firms ...)

Teaching suggestion

Time: ca 15 minutes

How: individually

- 1) Reading: The students quickly read the whole text.
- 2) Comprehension: They do the fill-the-gap exercise. They now need to reread the text carefully in order to find the answers.

Answer key

Comprehension

1 b; 2 b; 3 b; 4 a; 5 b; 6 b; 7 a; 8 b; 9 a; 10 a; 11 b

Text 32 (Motion Sickness ...)

Teaching suggestion

Time: ca 15 minutes

How: 1): class; 2): individually

- 1) Pre-reading: The teacher discusses the questions with the class.
- 2) Reading: The students quickly read the text.
- 3) Comprehension: They do the Comprehension exercise. They now need to reread the text carefully in order to find the answers.

Answer key

Comprehension

1 a; 2 a; 3 a; 4 a; 5 b; 6 a; 7 b; 8 a