

# SPOTLIGHT

9

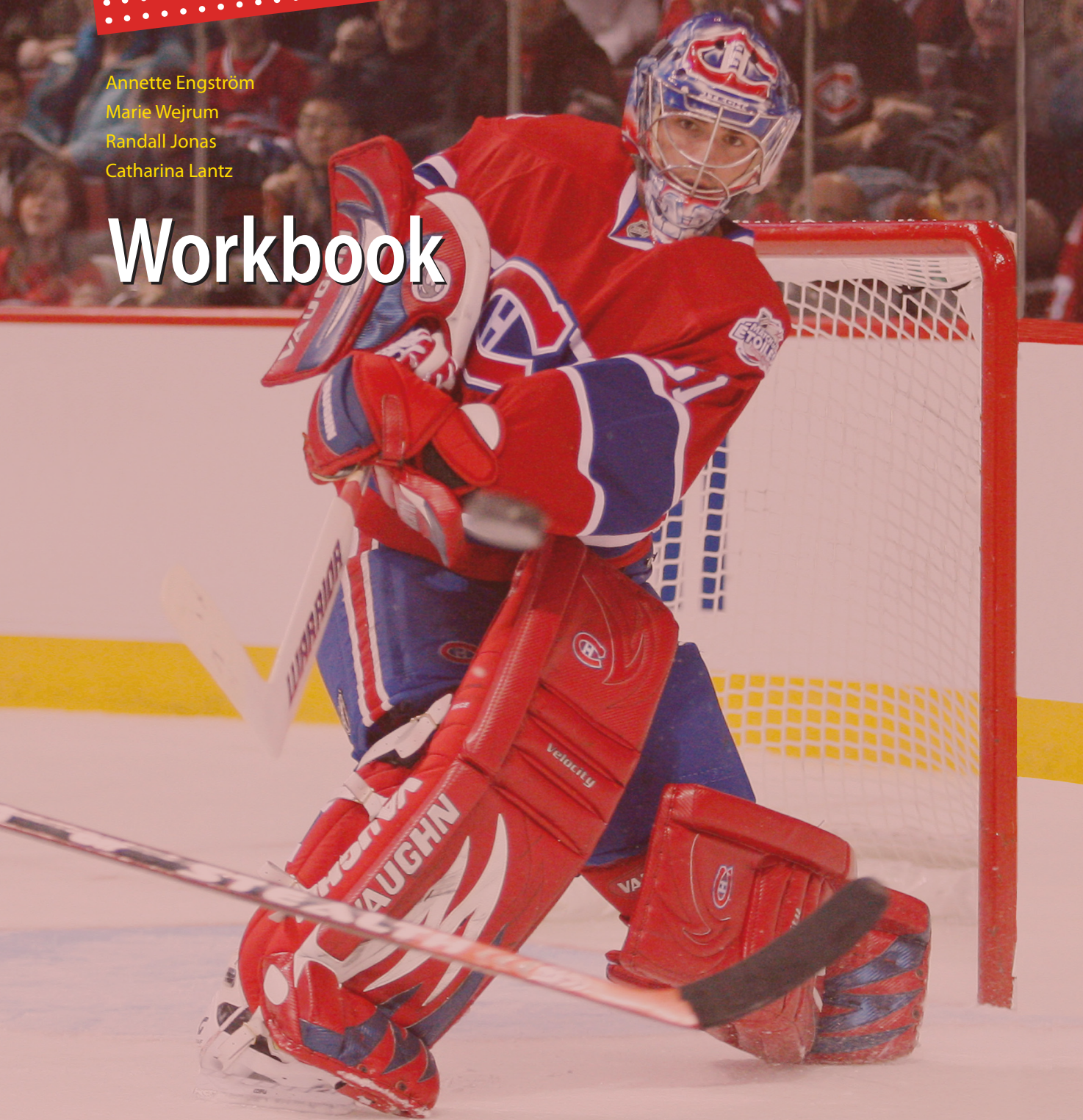
Annette Engström

Marie Wejrums

Randall Jonas

Catharina Lantz

## Workbook



# SPOTLIGHT

## 9

**Annette Engström**

**Marie Wejrum**

**Randall Jonas**

**Catharina Lantz**

MENNTAMÁLASTOFNUN

## **Spotlight 9**

Workbook

ISBN 978-9979-0-1560-4

©2008 Annette Engström, Marie Wejrum, Randall Jonas,  
Catharina Lantz og bókaútgáfan Natur och Kultur, Stokkhólmi

### **Útgáfuteymi sænskrar útgáfu**

*Verkefnisstjóri:* Eva Hagrot

*Ritstjóri texta:* Inger Strömsten

*Myndaritstjóri:* Marie Olsson

*Útlitshönnun:* Åsa Lundbom

*Umbrot:* Team Media Sweden AB

*Framleiðslustjórn:* Anders Hultgren

*Kápa:* Anita Dolmark, Åsa Lundbom

*Enskuyfirllestur:* Randall Jonas, Carolyn Keay

*Ritstjóri íslenskrar útgáfu:* Aldís Yngvadóttir

### **Bókin er gefin út á Íslandi með leyfi Natur och Kultur.**

Bók þessa má ekki afrita með neinum hætti, svo sem með ljósmyndun, prentun, hljóðritun eða á annan sambærilegan hátt, að hluta eða í heild, án skriflegs leyfis höfundar og útgefanda.

1. útgáfa 2012

önnur prentun 2013

þriðja prentun 2014

fjórða prentun 2016

fimmta prentun 2017

sjötta prentun 2018

sjöunda prentun 2019

Menntamálastofnun

Kópavogi

*Yfirllestur:* Ingólfur Steinsson, Samúel Currey Lefever

*Prentun:* Ísafoldarprentsmiðja ehf. – umhverfisvottuð prentsmiðja



# Efnisyfirlit

## Exercises with the texts

<b>Unit 1</b>	<b>All You Need is Love</b>	<b>4</b>
<b>Unit 2</b>	<b>Canada is Gigantic!</b>	<b>26</b>
<b>Unit 3</b>	<b>Fantasy and Myth</b>	<b>46</b>
<b>Unit 4</b>	<b>New York, New York</b>	<b>66</b>
<b>Unit 5</b>	<b>Different Perspectives</b>	<b>82</b>
<b>Unit 6</b>	<b>Asia</b>	<b>102</b>

## Grammar

<b>1</b>	<b>Nouns – irregular plural (nafnorð – óregluleg fleirtala)</b>	<b>123</b>
<b>2</b>	<b>Nouns – possessive (nafnorð – eignarfall)</b>	<b>126</b>
<b>3</b>	<b>Pronouns – reflexive pronouns (fornöfn – afturbeygð fornöfn)</b>	<b>128</b>
<b>4</b>	<b>Verbs – tense and principal parts (sagnir – tíð og kennimyndir)</b>	<b>130</b>
<b>5</b>	<b>Verbs – past perfect (sagnorð – þáliðin tíð)</b>	<b>133</b>
<b>6</b>	<b>Verbs – practice all the tenses (sagnorð – að æfa allar tíðir)</b>	<b>135</b>
<b>7</b>	<b>Verbs – passive voice (sagnorð – þolmynd)</b>	<b>138</b>
<b>8</b>	<b>Adverbs of time and adverbs of manner (tíðaratviksorð og háttaratviksorð)</b>	<b>141</b>
<b>9</b>	<b>Word order (orðaröð)</b>	<b>145</b>
<b>10</b>	<b>Prepositions (forsetningar)</b>	<b>147</b>
<b>11</b>	<b>Question tags (spurnarsetningar)</b>	<b>151</b>
<b>12</b>	<b><i>There</i> and <i>it</i></b>	<b>154</b>
<b>13</b>	<b><i>Would</i> and <i>should</i></b>	<b>156</b>
<b>14</b>	<b><i>Some</i> and <i>any</i></b>	<b>158</b>



# All You Need is Love

## Planning sheet

This planning sheet will help you keep track of your work.

Tick off MUST DO for texts and exercises that everybody must work with.

Tick off CAN DO for texts and exercises of your own choice.

Tick off DONE for work you have finished.

	MUST DO	CAN DO	DONE
<b>More Than Just Friends</b>			
A True or false? 6			
B Pair the expression with the translation 6			
C Translate and fill in the crossword 7			
D Translate the sentences 7			
E Combine words and meanings 8			
F Write questions for the answers 8			
G Dramatize the text 9			
H Answer the questions 9			
<b>You Can't Control Love</b>			
A Underline the correct alternative 10			
B Find the English words in the text 10			
C Solve the crossword with adjectives 11			
D Write Julian's response to Sophie's love note 11			
E Answer the questions 11			
F Discuss the questions 11			
G Describe people 12			
<b>Your Song (Elton John)</b>			
A Listen and fill in the missing words 13			
B What words rhyme? 14			
C Translate into Icelandic 14			
D List facts about the singer 14			
<b>Say it!</b>			
Act out the dialogue 15			
<b>Agony Column (Listening exercise)</b>			
A Listen and fill in the gaps 16			
B Write an answer 16			

	MUST DO	CAN DO	DONE
<b>Online Dating (Reading exercise)</b>			
Look at the people online and answer the questions 17			
<b>COOL READS Juno</b>			
<b>A</b> Choose the correct alternative 18			
<b>B</b> Translate the words 18			
<b>C</b> Find the words and use them 18			
<b>D</b> Explain the words 19			
<b>E</b> Prepare and act out a debate 19			
<b>F</b> Write plural forms 19			
<b>COOL READS The Mum Hunt</b>			
<b>A</b> Translate and write the words in the snake 20			
<b>B</b> Choose and talk about it 20			
<b>C</b> Write the correct word 21			
<b>D</b> Choose the right letters 21			
<b>E</b> Rate the lonely-hearts ads 21			
<b>COOL READS Annie on My Mind</b>			
<b>A</b> Yes or no? 22			
<b>B</b> Pair the words with the right descriptions 22			
<b>C</b> Find the expressions in the text 22			
<b>D</b> Explain the words in English 23			
<b>E</b> Discuss in groups 23			
<b>F</b> Use the keywords and retell the story 23			
<b>G</b> Find sentences in the text 23			
<b>H</b> Write irregular verbs 23			
<b>I</b> Write a story in the past tense 23			
<b>COOL READS Am I Blue?</b>			
<b>A</b> Fill in the missing words from the text 24			
<b>B</b> Combine names and descriptions 24			
<b>C</b> What words mean the same? 24			
<b>D</b> Answer the questions 25			
<b>E</b> Choose the correct word 25			
<b>F</b> Retell the story 25			

## TEXT A

## More Than Just Friends

### A True or false?

	True	False
1 Alex is going out to meet a girl. ....	<input type="checkbox"/>	<input type="checkbox"/>
2 Alex's mother doesn't want him to go. ....	<input type="checkbox"/>	<input type="checkbox"/>
3 This is Alex's and Parizad's first date. ....	<input type="checkbox"/>	<input type="checkbox"/>
4 Parizad was born in England. ....	<input type="checkbox"/>	<input type="checkbox"/>
5 Alex says that Parizad's mother is a surgeon. ....	<input type="checkbox"/>	<input type="checkbox"/>
6 Alex's mum and dad ask many questions. ....	<input type="checkbox"/>	<input type="checkbox"/>
7 Parizad's parents are very religious. ....	<input type="checkbox"/>	<input type="checkbox"/>
8 Alex will stay the night at Parizad's house. ....	<input type="checkbox"/>	<input type="checkbox"/>

### B Pair the expression with the translation.

1 Does it matter?	<input type="checkbox"/>	a Láttu þér ekki detta það í hug!
2 straight answer	<input type="checkbox"/>	b Hvert ert þú að fara?
3 Take it easy!	<input type="checkbox"/>	c fínn/smart
4 looking smart	<input type="checkbox"/>	d er að verða alvarlegt
5 getting serious	<input type="checkbox"/>	e einfalt svar
6 Don't even think of it!	<input type="checkbox"/>	f Skiptir það einhverju máli?
7 Where are you off to?	<input type="checkbox"/>	g stórmál
8 big deal	<input type="checkbox"/>	h Taktu því rólega!



## C Translate and fill in the crossword.

1 Translate the Icelandic words and fill in the crossword.

### Down

1 trúður

### Across

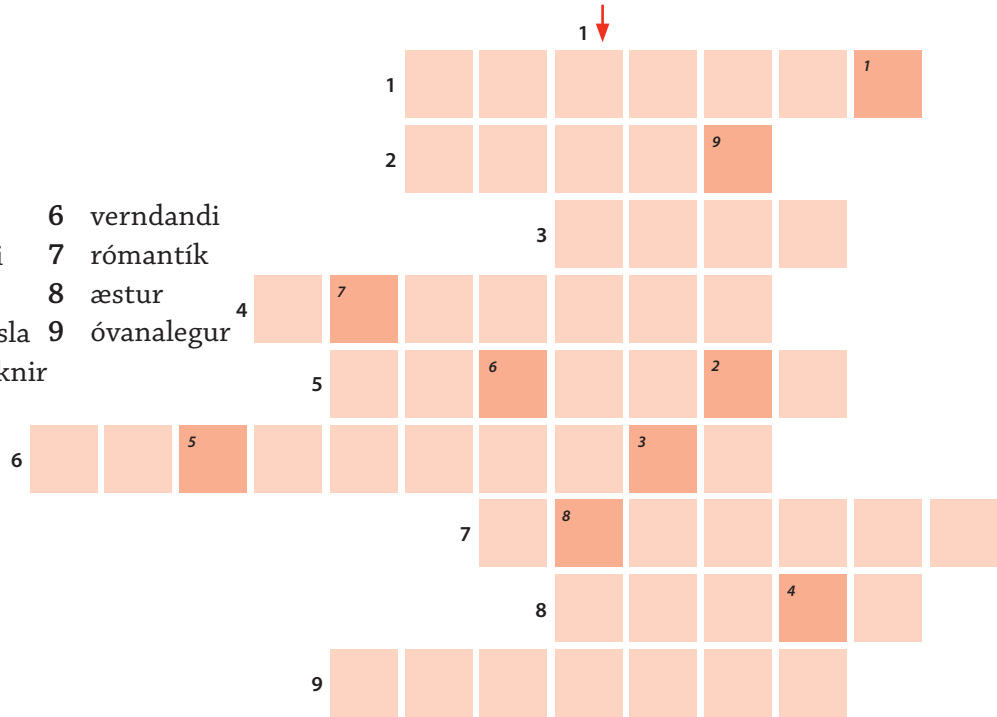
1 varkár 6 verndandi

2 þurrkaði 7 rómantik

3 minni 8 æstur

4 yfirheyrsla 9 óvanalegur

5 skurðlæknir



2 The letters in the coloured boxes make an important question. What is the question?

1 2 3 4 5 6 7 8 9 ?

## D Translate the sentences. Use the text to help you.

1 Þú ert smart Alex.

---

2 Stelpan sem var hér í síðustu viku.

---

3 Þú veist hvað ég meinti.

---

4 Hvað á það að þýða?

---

5 Við hvað vinna foreldrar hennar?

---

6 Góða skemmtun!

---

**E Combine words and meanings.**

- |                      |                                   |
|----------------------|-----------------------------------|
| 1 pull someone's leg | a mum and dad                     |
| 2 parents            | b a doctor who operates on people |
| 3 combination        | c fool someone                    |
| 4 religious          | d believe in God                  |
| 5 surgeon            | e look after someone              |
| 6 protective         | f mixing two things together      |

**★ F Write questions for the answers. Use *who*, *what*, *where* and *why*.**

- 1 \_\_\_\_\_ is that girl?  
It is the girl who was here last week.
- 2 \_\_\_\_\_ was she born?  
She was born in Birmingham.
- 3 \_\_\_\_\_ does Alex smell good?  
Alex is meeting someone.
- 4 \_\_\_\_\_ is Parizad's nickname?  
Her nickname is Zad.
- 5 \_\_\_\_\_ does her dad come from?  
Her dad comes from Iran.
- 6 \_\_\_\_\_ does Mum think?  
She thinks that it is quite serious.
- 7 \_\_\_\_\_ thinks that Alex must be careful?  
Dad thinks that Alex must be careful.
- 8 \_\_\_\_\_ will Alex be back?  
He will be back around 12.

**★ G Dramatize the text.**

- 1 Read the text with two friends. Use your voice and body language to show what the characters in the text are feeling.  
Think about:  
... how Alex feels about Parizad.  
... why Alex is a bit irritated when he talks to Mum and Dad.  
... why the parents want to know so much about Parizad.
- 2 Act it out in front of the class.

**★ H Answer the questions. Write in your notebook.  
Then in groups of four, compare your answers.**

- 1 Does Alex think of Parizad as a foreigner?
- 2 Is Parizad Alex' girlfriend?
- 3 Are Parizad's parents religious people?
- 4 Who is more protective of Alex, Mum or Dad?
- 5 What does Alex think about his parents' behaviour?





## TEXT B

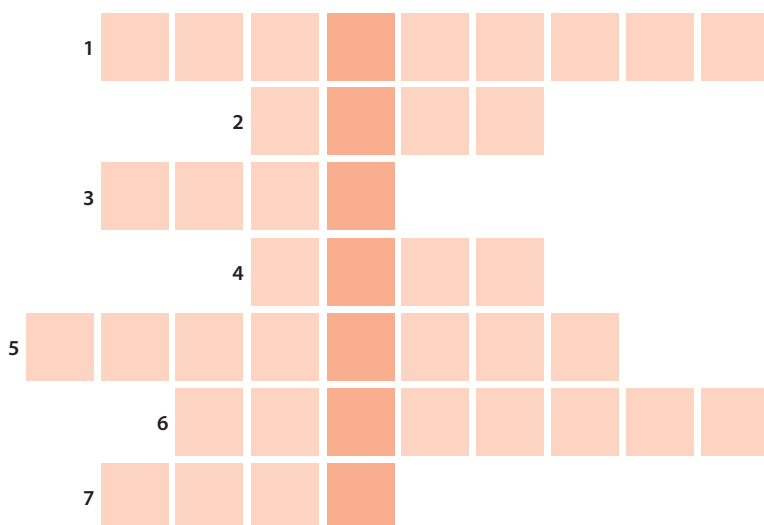
# You Can't Control Love

## A Underline the correct alternative.

- 1 Sophie and Julian had been in the same class ...  
for six years / for nine years
- 2 Sophie pretended ...  
that she didn't care about him / that she had a boyfriend
- 3 On the last day of their senior year Sophie felt ...  
calm and cool / nervous
- 4 Next year Julian and Sophie ...  
will not be in the same school / will go to the same class
- 5 When Sophie wanted to tell Julian about her feelings she ...  
passed him a note / called him up after school
- 6 When the teacher discovered the message for Julian ...  
Sophie felt like she was going to faint / Sophie felt sad
- 7 When Julian came to her house she understood that ...  
he had feelings for her too, probably / he wanted to take her to the movies

## B Find the English words in the text and write them down. They are listed in the same order as in the text.

- |                   |       |                  |       |
|-------------------|-------|------------------|-------|
| 1 myndarlegur     | _____ | 10 klikkuð       | _____ |
| 2 níunda bekk     | _____ | 11 umkringdur    | _____ |
| 3 asni            | _____ | 12 miði          | _____ |
| 4 þóttist         | _____ | 13 við hliðina á | _____ |
| 5 fiðrildi        | _____ | 14 strangur      | _____ |
| 6 teikna          | _____ | 15 afsökun       | _____ |
| 7 naumlega, varla | _____ | 16 flýtti sér    | _____ |
| 8 skildu (skilja) | _____ | 17 bank          | _____ |
| 9 nú eða aldrei   | _____ | 18 fela, dylja   | _____ |

**C Solve the crossword with adjectives.**

- |   |   |
|---|---|
| 1 The opposite of “same”.                         | 5 This word means the same as “terrible”.                   |
| 2 If you are unkind to other people, you are ...  | 6 A good-looking boy is ...                                 |
| 3 A kind person is a ... person.                  | 7 If you are pleased with yourself all the time you are ... |
| 4 The colour of the sky when the weather is nice. |   |

**★ D Write Julian’s response to Sophie’s love note in your notebook.****★ E Answer the questions. Write in your notebook.**

- How long has Sophie known Julian?
- How did Julian behave in school?
- What did Sophie think was her biggest problem?
- Why was it so important for Sophie to talk to Julian that very day?
- How come Sophie never spoke to Julian in school that day?
- How did Sophie react when the teacher read her note out loud in class?
- How did Julian respond to Sophie’s note?
- What do you think will happen to Sophie and Julian next?

**★ F Discuss the questions in groups of four.**

- Sophie wrote a note to Julian. How could Sophie have acted instead?
- What do you think Sophie and Julian should do on their first date?

## ★ G Describe people.



- 1 You learn a lot about Julian from the text. Ask your teacher for a Worksheet. Describe Julian using both external and internal characteristics.

When you describe a person you can use both external and internal characteristics.

**External characteristics** are the characteristics you can see. They can be length, colour of hair, clothes, age etc.

**Internal characteristics** tell us what a person is like. They can be mood, talents, personality, behaviour and much more.

**external characteristics** – ytri eiginleikar

**internal characteristics** – innri eiginleikar

- 2 Different people see different things in the same person. The teachers in school say one thing about Julian. But Sophie and Julian's friends say other things. How do you think they would describe Julian? Write in the speech bubbles.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

FRIENDS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SOPHIE

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TEACHERS



## Your Song (Elton John)



### A Listen and fill in the missing words.

It's a little bit (1) \_\_\_\_\_ this feeling inside  
 I'm not one of those who can easily hide  
 Don't have much (2) \_\_\_\_\_ but boy if I did  
 I'd buy a big house where we both could live  
 If I was a sculptor, but then again, no,  
 Or a man who (3) \_\_\_\_\_ potions in a travelling show  
 I know it's not much but it's the best I can do

My gift is my song ... and this one's for (4) \_\_\_\_\_  
 And you can tell everybody that this is your song  
 It may be quite (5) \_\_\_\_\_ but now that it's done  
 I hope you don't mind, I hope you don't mind  
 That I put down in words ...  
 How wonderful life is, now you're in the world

I sat on the roof and kicked off the moss  
 Well a few of the verses, well they,  
 they've got me quite cross  
 But the sun's been quite kind while I wrote this song  
 It's for (6) \_\_\_\_\_ like you that keep it turned on

So excuse me forgetting, but these things I do  
 You see I've forgotten if they're (7) \_\_\_\_\_ or they're blue  
 Anyway, the thing is, what I really mean  
 Yours are the sweetest eyes, I've ever seen

And you can tell everybody that this is your (8) \_\_\_\_\_  
 It may be quite simple but now that it's done  
 I hope you don't mind, I hope you don't mind  
 That I put down in words  
 How wonderful life is, now you're in the world  
 I hope you don't mind, I hope you don't mind  
 That I put (9) \_\_\_\_\_ in words  
 How wonderful life is, now you're in the world.

**B** What words rhyme? Draw lines between them.

cross	moss
mean	hide
inside	blue
do	seen
you	you

**★ C** Translate into Icelandic.

Translate the phrases into Icelandic. Don't forget that the word order is important in a good translation.

- 1 I'm not one of those who can easily hide. \_\_\_\_\_
- 2 I know it's not much but it's the best I can do. \_\_\_\_\_
- 3 I hope you don't mind. \_\_\_\_\_
- 4 I sat on the roof and kicked off the moss. \_\_\_\_\_
- 5 Yours are the sweetest eyes, I've ever seen. \_\_\_\_\_

**★ D** List facts about the singer.

Make a list with interesting facts about Elton John. Use an encyclopedia or the Internet. The list can start with "Did you know that Elton John ...?"



## Say it!

You are at a party and meet a guest you recognize. Act out the dialogue.

**You** Hi there! Don't I know you from somewhere?

**Guest** Hi! Er, I don't know. I don't think so ...

**You** Haven't I seen you at the tennis club?

**Guest** Yes, of course! I think we even talked to each other.

**You** What a coincidence! Are you here with someone?

**Guest** Yes, I'm here with my friends.

**You** Do you want to dance?

**Guest** ...

at the Internet café  
in French class  
at the gym  
in school  
at the stables  
at the football club  
at the judo club

bumped into each other  
flirted  
argued over something  
sat next to each other

some snacks  
to play cards  
to go out sometimes  
to get some air  
to go somewhere else  
something to drink

brother  
best friend  
boyfriend  
cousin  
girlfriend  
mum



## Agony Column



**A** Listen to the letters. Fill in the gaps and mark the correct alternative.

### Letter 1

“Me and my girlfriend have been together for nearly \_\_\_\_\_ months now.”

*Tired 14-year-old* wants to ...

- a** break up with his girlfriend.
- b** spend more time with Eric.
- c** give his girlfriend a cross.

### Letter 4

“It’s all a \_\_\_\_\_ end, completely hopeless.”

*Hopelessly in love* is a person who ...

- a** is weird.
- b** is very much in love.
- c** likes biking.

### Letter 2

“If they move in together we will be like brother and \_\_\_\_\_.”

*Madly in love!* is ...

- a** jealous of other girls.
- b** angry with her mum.
- c** interested in a boy.

### Letter 5

“I really don’t have anything \_\_\_\_\_ her.”

*Loverboy* has a problem with ...

- a** being the most popular boy in school.
- b** sending text messages.
- c** a girl who likes him too much.

### Letter 3

“But I’m only \_\_\_\_\_ !”

*The Alien* writes she ...

- a** is worried because she’s different.
- b** can’t stop talking.
- c** thinks she’s gay.

### Letter 6

“Why do some boys \_\_\_\_\_ get all girls?”

*Boy without girl* has never ...

- a** had a girlfriend.
- b** spoken to a girl.
- c** liked dating girls.

**B** Listen again. Pick one of the letters and write an answer to it.

Start your letter like this:

“Dear Tired 14-year-old”.

## Online Dating



Ask your teacher for a Worksheet. On the sheet you will find nine people who are looking for a girlfriend/boyfriend online. They have all filled out a form with their likes and dislikes. They ticked 3 things they like doing and crossed out 3 things they don't like doing.

The computer then finds the best match for each one of them. The rule is that the couple should have 2 of the same likes and 2 of the same dislikes. If the match is with two people of the same age it is a *perfect match*.

**Look at the people online and answer the questions.**

- 1 List the girl(s) that like to do something sporty.  
\_\_\_\_\_
- 2 Which people like to play sports and listen to music?  
\_\_\_\_\_
- 3 List one girl and one boy that do not like either shopping or taking long walks in the park.  
\_\_\_\_\_
- 4 Which people would the computer suggest for Adam K.?  
\_\_\_\_\_
- 5 Who would the computer find suitable for Mark J.?  
\_\_\_\_\_
- 6 Who would the computer find suitable for Andrea S.?  
\_\_\_\_\_
- 7 Who likes to do exactly what Natalie J. dislikes?  
\_\_\_\_\_
- 8 Which couple could play football together but would most likely never shop?  
\_\_\_\_\_
- 9 There are two perfect matches. Who are they?  
\_\_\_\_\_
- 10 Who isn't suitable for anyone after the perfect matches are found and everyone else is paired up?  
\_\_\_\_\_
- 11 Now fill in a notice yourself. See if you can find someone above suitable for you, maybe even a perfect match!

## Juno

### A Choose the correct alternative.

- |  |  |
|--|--|
| <p>1 The film <i>Juno</i> ...</p> <p><b>a</b> hasn't been seen by many.</p> <p><b>b</b> is well liked.</p> <p><b>c</b> hasn't premiered in Sweden yet.</p>       | <p>4 When June was a child ...</p> <p><b>a</b> she wanted to have a sister.</p> <p><b>b</b> her parents adopted her.</p> <p><b>c</b> her mother left her.</p>                  |
| <p>2 June and Bleeker ...</p> <p><b>a</b> have been a couple for a long time.</p> <p><b>b</b> run on the same track team.</p> <p><b>c</b> are close friends.</p> | <p>5 On Valentine's day ...</p> <p><b>a</b> Juno sends a cactus to Bleeker.</p> <p><b>b</b> Juno finds out she's pregnant.</p> <p><b>c</b> Juno gets a plant from her mum.</p> |
| <p>3 On the way to the women's clinic, June ...</p> <p><b>a</b> changes her mind.</p> <p><b>b</b> meets Vanessa and Mark.</p> <p><b>c</b> drops the address.</p> | <p>6 One bad thing about pregnancy is ...</p> <p><b>a</b> that June is getting fat.</p> <p><b>b</b> that everyone stares at her.</p> <p><b>c</b> June's morning sickness.</p>  |

### B Translate the words. You'll find them in the text.

- |   |   |
|---|---|
| <p>1 af og til <u>0</u></p> <p>2 leikendur í aðalhlutverkum <u>5</u></p> <p>3 staldra við <u>1</u></p> <p>4 strákur í næsta húsi <u>b</u></p> | <p>5 sem enginn kemur í staðinn fyrir <u>i</u></p> <p>6 styðjandi <u>5</u></p> <p>7 truflar, pirrar <u>b</u></p> <p>8 ákafur <u>e</u></p> |
|---|---|



### C Find the words and use them.

- Ask your teacher for a Worksheet. Find 22 words in the word puzzle.
- Write sentences in your notebook. Use 5 words from the puzzle. Then underline the words from the puzzle. Ex. I like watching horror movies.

## ★ D Explain the words.

These words are all in the text *Juno* on p. 16–17 in your Textbook. Explain them to a friend. If you need the Icelandic translation before you start explaining, use a dictionary.

- |               |                  |
|---------------|------------------|
| 1 comedy      | 5 women's clinic |
| 2 pregnancy   | 6 adopt          |
| 3 linger      | 7 be responsible |
| 4 high school | 8 realize        |

Here are some expressions to start with:

A **comedy** is a kind of movie that ...

To **linger** means that you ...

To **be responsible** is to act like ...



## ★ E Prepare and act out a debate.

- a In the text you meet Juno, a pregnant teenager. Read the text again if you need to. Ask your teacher for a Worksheet. Then list as many pros and cons about teenage pregnancy as you can.
- b Use your list and take part in a debate about teenage pregnancy.

On one debate team you have to be *for* and on the other *against*. Try to convince the other team (and the audience!) why you are right. Don't forget to listen to the other side of opinion.

When you prepare a discussion a list of what you think about something is very useful. The words **pros** and **cons** come from the Latin words **pro** and **contra** that mean **for** and **against**.

## ★ F Write plural forms.

- a To make a plural form of a noun, you normally add an -s to the word. These words are a bit trickier. Write the correct plural forms of them.

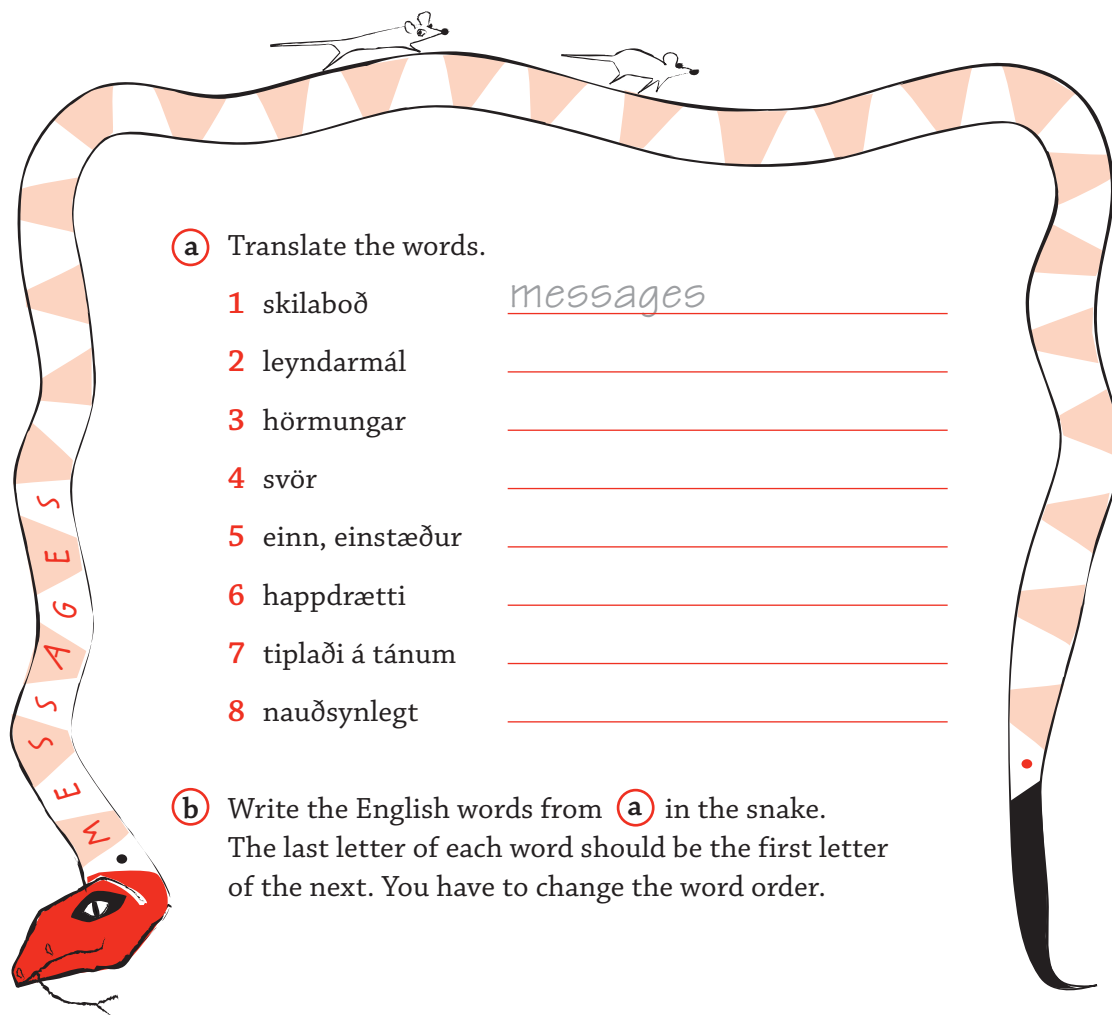
- 1 pregnancy \_\_\_\_\_
- 2 baby \_\_\_\_\_
- 3 woman \_\_\_\_\_
- 4 cactus \_\_\_\_\_
- 5 child \_\_\_\_\_
- 6 life \_\_\_\_\_

- b Write sentences with the plural forms. Write them in your notebook.



# The Mum Hunt

**A** Translate and write the English words in the snake.



**a** Translate the words.

- |                   |                 |
|-------------------|-----------------|
| 1 skilaboð        | <u>messages</u> |
| 2 leyndarmál      | _____           |
| 3 hörmungar       | _____           |
| 4 svör            | _____           |
| 5 einn, einstæður | _____           |
| 6 happdrætti      | _____           |
| 7 tiplaði á tánum | _____           |
| 8 nauðsynlegt     | _____           |

**b** Write the English words from **a** in the snake. The last letter of each word should be the first letter of the next. You have to change the word order.

**B** Choose and talk about it.

- 1 Pretend that you are Esmie from the story. You are going to choose who Dad is going to date. Read the four descriptions and pick one of these women.

**Anna** – 35 years old, single, two children and has a big dog.

**Sandra** – 32 years old, single, sings in the shower and speaks French and Italian fluently.

**Mary** – 26 years old, single mum with one child, loves to do sports and cook healthy meals.

**Jane** – 37 years old, widow, no children, runs a hotel and listens to all kinds of music.

- 2 Now explain your choice to a friend.

**C Write the correct word. Complete the text.**

Esmie's mum died when she was only a \_\_\_\_\_ (1 *lítið*) baby.  
 Her dad lives with his two children, Esmie and Matthew and Juliette,  
 the au pair. Esmie thinks that her dad is feeling \_\_\_\_\_ (2 *einmana*).  
 Therefore, she \_\_\_\_\_ (3 *ákveður*) to find a girlfriend for him.  
 Esmie and her brother write an \_\_\_\_\_ (4 *auglýsingu*) that will appear  
 under the headline "Men \_\_\_\_\_ (5 *sem leita að*) Women."  
 Esmie's brother seems really \_\_\_\_\_ (6 *ánægður*). But Esmie herself  
 feels \_\_\_\_\_ (7 *tár*) come into her eyes, because she thinks that  
 Matthew has stolen her and Juliette's plan. Eventually Esmie makes up her mind  
 to listen to some of the \_\_\_\_\_ (8 *skilaboð*) for her dad.

**D Choose the right letters.**

Esmie, Esmie's dad, Esmie's brother Matthew and Juliette are the characters  
 of the story. But who is who?

Write **E** for Esmie, **M** for Matthew, **D** for Dad and **J** for Juliette.

- 1 The eldest of the children. \_\_\_\_\_
- 2 Came up with the lonely-hearts idea. \_\_\_\_\_
- 3 Works with children. \_\_\_\_\_
- 4 Wrote the published advert. \_\_\_\_\_
- 5 Sings in the bath. \_\_\_\_\_
- 6 Doesn't like the advert. \_\_\_\_\_
- 7 Has gone to the supermarket. \_\_\_\_\_
- 8 Lost her mum as a baby. \_\_\_\_\_

**★ E Rate the lonely-hearts ads.**

Esmie's dad's ad is not the only one in the Saturday paper. How well  
 composed are the other lonely-hearts ads? Ask your teacher for  
 a Worksheet with ads.

Rate the ads by circling the number of stars you think they are worth:

\* = very bad/lousy \*\*\*\*\* = very good/sensational

## Annie on My Mind

### A Yes or no?

	Yes	No
1 It is summer. ....	<input type="checkbox"/>	<input type="checkbox"/>
2 Annie has three sisters. ....	<input type="checkbox"/>	<input type="checkbox"/>
3 Liza is pretty nervous. ....	<input type="checkbox"/>	<input type="checkbox"/>
4 Annie has a boyfriend. ....	<input type="checkbox"/>	<input type="checkbox"/>
5 Annie had had a hard time sleeping the night before. ....	<input type="checkbox"/>	<input type="checkbox"/>
6 Liza is in love with Annie. ....	<input type="checkbox"/>	<input type="checkbox"/>
7 Annie doesn't want to see Liza anymore. ....	<input type="checkbox"/>	<input type="checkbox"/>

### B Pair the words with the right descriptions.

1 cicada	<input checked="" type="checkbox"/> e	a when you do something that feels uncomfortable
2 groped	<input type="checkbox"/>	b silly
3 awkwardly	<input type="checkbox"/>	c spinning around
4 startled	<input type="checkbox"/>	d worried and upset
5 ridiculous	<input type="checkbox"/>	e a kind of insect
6 whirling	<input type="checkbox"/>	f not tidy at all
7 messy	<input type="checkbox"/>	g looked for

### C Find the expressions in the text.

- sem ég vissi þegar hér var komið sögu \_\_\_\_\_
- Ég fann að ég brosti \_\_\_\_\_  
\_\_\_\_\_
- bara vinir \_\_\_\_\_
- Ég reyndi að vara þig við \_\_\_\_\_  
\_\_\_\_\_
- að ég myndi ekki hitta Annie oftar \_\_\_\_\_  
\_\_\_\_\_

★ **D Explain the words in English.**

Work in pairs or in small groups. Take turns and explain the words in the box to each other.

damp   braids   hug   rigid   messy   grub

★ **E Discuss in groups. Annie + Liza = OK?**

The text *Annie on My Mind* is taken from the novel with the same name by the author Nancy Gordon. The novel was first published in 1982. It's been widely read and discussed. Some people love the book, some hate it. Some people became so angry with it that they have burned their books.

Why do you think some people become so upset? Discuss this.

★ **F Use the keywords and retell the story to a friend.**

Annie's room   quiet music   meet in the doorway   the hug  
"just be friends"   on the beach   "I love you"   the letter   Liza's reaction

Use the keywords and your own words when you tell the story of Annie and Liza. Try not to look at the text.

★ **G Find sentences in the text.**

How does Annie feel about Liza? And how does Liza make her feel?

- a** Use the text and find as many passages as you can about this. Write them down in your notebook.
- b** Compare your sentences with a friend. Did you find the same sentences?



**H Write irregular verbs.**

Ask your teacher for a Worksheet. Complete the list with the correct forms of each verb. All verbs are irregular, so they don't take *-ed* in the second and third form.

If you are not sure of the forms that are left out, check the list of irregular verbs on pp. 128–130 in your Textbook.

★ **I Write a story in the past tense.**

- a** Read Annie's letter to Liza on p. 22 in your Textbook once more.
- b** Write a letter to Annie from Liza. Use as many of the verbs in the past tense from exercise H as you can. The past tense indicates what someone did (yesterday, an hour ago, last week ...). Write this in your notebook.

## Am I Blue?

### A Fill in the missing words from the text.

- |   |                                      |                             |
|---|--------------------------------------|-----------------------------|
| 1 | gera                                 | ___ the trick               |
| 2 | ástæðum                              | for all the wrong ___       |
| 3 | Hvaðan kom þetta?                    | What ___ that on?           |
| 4 | til baka á augabragði                | back in a ___               |
| 5 | get ekki sagt til um það án töfranna | can't ___ without the spell |
| 6 | finndu það út                        | figure it ___               |
| 7 | upp að vissu marki                   | to some ___                 |

### B Combine names and descriptions. Draw lines.

- |   |                        |                              |
|---|------------------------|------------------------------|
| 1 | Alexander the Great is | a librarian                  |
| 2 | Melvin is              | a young 16-year-old          |
| 3 | Butch is               | an angel with special powers |
| 4 | Vincent is             | a violent boy                |
| 5 | Ms Thorndyke is        | a famous king                |

### C What words mean the same? Choose from the box.

suppose   answer   very big, enormous   clear   ask for

- Request* means the same as \_\_\_\_\_
- Obvious* means the same as \_\_\_\_\_
- Giant* means the same as \_\_\_\_\_
- Assume* means the same as \_\_\_\_\_
- Reply* means the same as \_\_\_\_\_



**D Answer the questions in your notebook.**

- 1 How old is Vincent?
- 2 Who is Melvin?
- 3 What happened to Melvin before he helped Vincent?
- 4 Vincent discovers that two historical persons are gay. Who?
- ★ 5 The word *gaydar* is made up from the words *gay* and *radar*. What does *gaydar* mean?
- ★ 6 Why does Vincent see different shades of blue through the gaydar?
- ★ 7 What is Vincent's third wish?
- ★ 8 As it turns out, Vincent can save his third wish for later. Why?
- ★ 9 Why is the text called "Am I blue?"

**★ E Choose the correct word.**

**a** Choose the correct colour from the box.

- 1 I am feeling very lonely today, I am feeling so \_\_\_\_\_.
- 2 Annie turned \_\_\_\_\_ with shame when Mum discovered that she had stolen money from her.
- 3 It's not all bad you know. Every cloud has a \_\_\_\_\_ lining.
- 4 He is a great gardener. He really has \_\_\_\_\_ thumbs.
- 5 Those children are so sweet! They are good as \_\_\_\_\_.
- 6 She was as \_\_\_\_\_ as a sheet, that is how afraid she was.
- 7 I can't stand it that she has all that money! I'm \_\_\_\_\_ with envy.

**b** Now translate the sentences into Icelandic in your notebook.

white  
green  
blue  
silver  
red  
gold

**★ F Retell the story.**

Tell the story about Vincent to a friend. Use the words below.

sixteen   gay bashed   fairy godfather   gaydar   café  
shades   library   news   dad   second wish   Butch

# Canada is Gigantic

## Planning sheet

This planning sheet will help you keep track of your work.

Tick off MUST DO for texts and exercises that everybody must work with.

Tick off CAN DO for texts and exercises of your own choice.

Tick off DONE for work you have finished.

	MUST DO	CAN DO	DONE
<b>Canadian Travel Spots</b>			
<b>A</b> Find the English words 28			
<b>B</b> Pair words with translations 28			
<b>C</b> Right or wrong? 28			
<b>D</b> Solve the crossword 29			
<b>E</b> Choose and compare 29			
<b>F</b> Write about it 30			
<b>G</b> Translate and write the words 30			
<b>H</b> Make a role play 30			
<b>I</b> Write a postcard 30			
<b>What About Canada?</b>			
<b>A</b> True or false? 31			
<b>B</b> Fill in the missing words 31			
<b>C</b> Pair the words 32			
<b>D</b> Answer the questions 32			
<b>Interesting Facts</b>			
<b>A</b> Find the English words 33			
<b>B</b> Read and discuss 33			
<b>Hockey is Canada's Sport</b>			
<b>A</b> Translate the words 34			
<b>B</b> Answer the questions 34			
<b>C</b> Write the answers 34			
<b>D</b> An NHL interview 35			
<b>E</b> Discuss the statements 35			
<b>F</b> Find facts, write and discuss 35			



	MUST DO	CAN DO	DONE
<b>The River: part 1</b>			
A Yes or no? 36			
B Translate the phrases 36			
C Answer the questions 36			
D Write your own ending 37			
<b>The River: part 2 (Listening exercise)</b>			
A Listen and answer 37			
B Write a book review 38			
<b>Canadian Trivia</b>			
A Fill in the verbs 39			
B Find out more and make a poster 39			
<b>Leonard Cohen: Famous Canadian Musician</b>			
A Pair the words 40			
B Write sentences 40			
C Write the missing words 40			
D Mark the correct alternative 41			
E Make a role play 41			
<b>Fingerprints (Leonard Cohen)</b>			
A Listen and fill in the words 42			
B Write comments 43			
<b>Say it!</b>			
Take turns and practise a dialogue 43			
<b>Cecilia Smith (Listening exercise)</b>			
Listen and mark the correct alternatives 44			
<b>The World Says Goodbye to Debbie (Reading exercise)</b>			
A Read the text 45			
B Answer true or false 45			
C Correct the false answers 45			

## Canadian Travel Spots

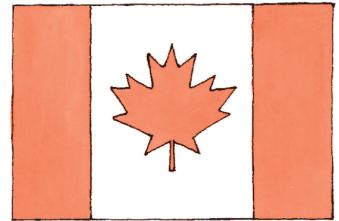
### A Find the English words from the text.

- 1 heimsókn    \_ \_ \_ \_ \_
- 2 vanalega    \_ \_ \_ \_ \_
- 3 af því að    \_ \_ \_ \_ \_
- 4 kannski    \_ \_ \_ \_ \_
- 5 allt    \_ \_ \_ \_ \_

- 6 hlutum    \_ \_ \_ \_ \_
- 7 stórt    \_ \_ \_ \_ \_
- 8 stórfenglegi    \_ \_ \_ \_ \_
- 9 tunnu    \_ \_ \_ \_ \_

### B Pair words with translations.

- |             |                          |              |
|-------------|--------------------------|--------------|
| 1 survive   | <input type="checkbox"/> | a language   |
| 2 beauty    | <input type="checkbox"/> | b rólegur    |
| 3 ótrúlegur | <input type="checkbox"/> | c sýna       |
| 4 tungumál  | <input type="checkbox"/> | d lifa af    |
| 5 famous    | <input type="checkbox"/> | e incredible |
| 6 calm      | <input type="checkbox"/> | f frægur     |
| 7 relax     | <input type="checkbox"/> | g fegurð     |
| 8 exhibit   | <input type="checkbox"/> | h slappa af  |



### C Right or wrong?

- 1 The city of Victoria has a very large China Town. \_\_\_\_\_
- 2 Go to Peggy's Cove if you are looking for a party and some action. \_\_\_\_\_
- 3 You might see an eagle in Banff National Park. \_\_\_\_\_
- 4 In the summer, pancake breakfasts are served all over Whistler. \_\_\_\_\_
- 5 There is a well-known lighthouse in Peggy's Cove. \_\_\_\_\_
- 6 Many people go to Old Montreal for honeymoons. \_\_\_\_\_
- 7 You can go snowboarding in Whistler. \_\_\_\_\_
- 8 Niagara Falls is the largest waterfall in America. \_\_\_\_\_
- 9 You can go shopping in Vancouver. \_\_\_\_\_
- 10 The Calgary Stampede has a fantastic surfing exhibit. \_\_\_\_\_

**D Solve the crossword.**

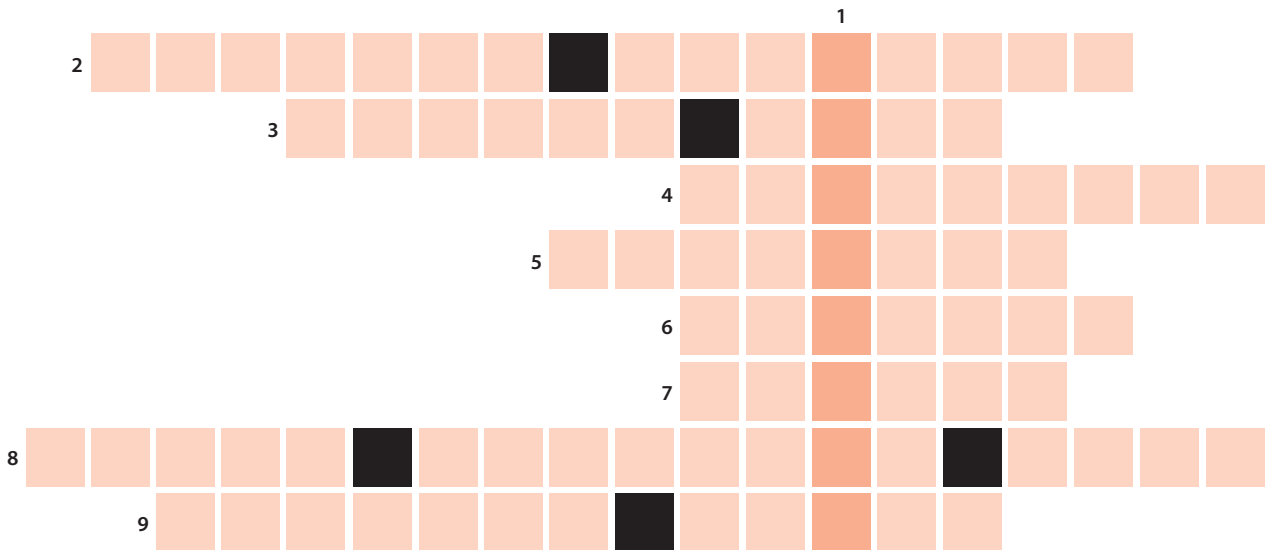
What travel spots are we looking for? You'll find all the answers in the text.

**Down**

- 1 Most people speak French in this city.

**Across**

- 2 The biggest rodeo you can find.  
 3 A peaceful fishing village.  
 4 Close to both the ocean and the mountains.  
 5 Fantastic skiing close to Vancouver.  
 6 Lots of people start their journey in this city.  
 7 Montreal is in this province.  
 8 An amazing place in the Canadian Rocky Mountains for adventures.  
 9 The right spot if you want to see an incredible amount of water falling down.

**E Choose and compare.**

- 1 Look at a map of Canada. In English, write down the Canadian travel spot you would go to if you could. Explain why you want to go there.

My favourite Canadian travel spot \_\_\_\_\_

\_\_\_\_\_

I would like to go there because \_\_\_\_\_

\_\_\_\_\_

- 2 Compare the travel spot of your choice to a friend's. Convince your friend to come with you.



## F Write about it.

Imagine that you have just won a free trip to Canada! Look at a map of Canada. You can bring one family member and visit four different places. Ask your teacher for a Worksheet and fill it in.

## ★ G Translate and write the words.

- a Translate the four cardinal points into English.

suður \_\_\_\_\_ austur \_\_\_\_\_

norður \_\_\_\_\_ vestur \_\_\_\_\_

- b Sometimes you need to combine two cardinal points. Fill in the blanks.

1 I live in the \_\_\_\_\_ part of the country. (*norðaustur*)

2 He comes from the \_\_\_\_\_ of Iceland. (*suðvestur*)

3 We want to go to the \_\_\_\_\_ of Canada. (*norðvestur*)

4 The city I come from is \_\_\_\_\_ of Montreal. (*suðaustur*)



## ★ H Make a role play – Excuse me, what are you looking for?

Work in pairs or small groups in this role play. Ask your teacher for a Worksheet.



## ★ I Write a postcard.

Write a postcard from one of the tourists in the role play in exercise H. Ask your teacher for a Worksheet or write in your notebook.

The postcard should mention something about:

- Canada
- which places the person has visited
- what he or she thinks about those places
- the weather
- greetings from the person who sends it



## What About Canada?

### A True or false?

	True	False
1 Ottawa is the capital city of Canada. ....	<input type="checkbox"/>	<input type="checkbox"/>
2 Canada became a country in 1865. ....	<input type="checkbox"/>	<input type="checkbox"/>
3 Not many people live in the territories.....	<input type="checkbox"/>	<input type="checkbox"/>
4 Most people live in the west. ....	<input type="checkbox"/>	<input type="checkbox"/>
5 Canada does not have many immigrants. ....	<input type="checkbox"/>	<input type="checkbox"/>
6 English and French are the official languages.....	<input type="checkbox"/>	<input type="checkbox"/>
7 There are whales in the St. Laurence river.....	<input type="checkbox"/>	<input type="checkbox"/>
8 Canada is the third largest country in the world.....	<input type="checkbox"/>	<input type="checkbox"/>
9 In the south, apples and other fruits can grow. ....	<input type="checkbox"/>	<input type="checkbox"/>

### B Fill in the missing words.

- Ottawa is the \_\_\_\_\_ of Canada. (*höfuðborg*)
- Canada Day \_\_\_\_\_ every July 1st. (*haldið upp á*)
- There are about 33.5 \_\_\_\_\_ Canadians. (*milljónir*)
- English and French are official \_\_\_\_\_ in Canada. (*tungumál*)
- There are many \_\_\_\_\_ animals in Canada. (*falleg*)
- Canada is considered the \_\_\_\_\_ country in the world. (*næst stærsta*)
- A city like Toronto has four \_\_\_\_\_ : winter, spring, summer and fall. (*árstíðir*)
- You can \_\_\_\_\_ find a rain forest in British Columbia! (*jafnvel*)
- Fruits and vegetables can \_\_\_\_\_ in the south of the country. (*vaxa*)
- Canada is both hot and cold, it \_\_\_\_\_ where you are! (*fer eftir því*)

**★ C Pair the words with the correct descriptions.**

- |                  |  |
|------------------|--|
| 1 mountain range | <input type="checkbox"/> involves many countries or religions                          |
| 2 caribou        | <input type="checkbox"/> an animal with black and white rings on its tail              |
| 3 government     | <input type="checkbox"/> a group of mountains situated next to each other              |
| 4 ancestor       | <input type="checkbox"/> when you say that you're sorry                                |
| 5 raccoon        | <input type="checkbox"/> a kind of a reindeer  |
| 6 multicultural  | <input type="checkbox"/> a large part of a country with it's own name and capital city |
| 7 province       | <input type="checkbox"/> the group of people who rule a country                        |
| 8 apology        | <input type="checkbox"/> a relative who lived many years ago                           |

**★ D Answer the questions in your notebook.**

- 1 What happens in Canada every July 1st?
- 2 Why do most Canadians live in the south?
- 3 Why do 80% of the citizens in Quebec speak French?
- 4 What kind of animals can you see in Canada?
- 5 How many seasons are there in Canada?
- 6 What can you find in British Columbia?
- 7 Name at least one difference between living in the south and living in the north.
- 8 What percent of the Canadian population is native?
- 9 The native people of Canada and the US are no longer called "Indians". What are they called instead?
- 10 What are Eskimo called today?
- 11 Why is it not correct to say that Christopher Columbus discovered America?
- 12 What makes Canada a multicultural country?

## Interesting Facts

**A** Find the English words in the text.

- 1 dauðarefsing
- 2 friðsamleg
- 3 ólöglegt
- 4 þröngvað til
- 5 iðka
- 6 menntun
- 7 mismunað
- 8 leyfir
- 9 hótað

**B** Read and discuss.

- 1 Work with a friend. Read the facts about Canada and discuss what you think about each statement and why.

Ex: “I think it’s good that it is illegal in Canada to carry a gun publicly, because ...”

- 2 Compare each statement to how things are in Iceland.  
Write a list of five to seven interesting facts about Iceland.

This image shows a single sheet of white paper with horizontal red ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.



## Hockey is Canada's Sport

### A Translate the words.

1 finna upp

i \_ \_ \_ \_ \_

2 úthverfi

s \_ \_ \_ \_ \_

3 verðlauna

a \_ \_ \_ \_ \_

4 taka alvarlega

s \_ \_ \_ \_ \_

5 keppni

c \_ \_ \_ \_ \_

6 svipaður

s \_ \_ \_ \_ \_

7 að innan

i \_ \_ \_ \_ \_

8 heimalið

h \_ \_ \_ \_ \_

9 þróun

d \_ \_ \_ \_ \_



### B Answer the questions.

Answer the following questions.

1 What is the NHL short for?

\_\_\_\_\_

2 Name all the Icelandic Hockey Teams.

\_\_\_\_\_

\_\_\_\_\_

3 What is The Stanley Cup?

\_\_\_\_\_

### C Write the answers.

1 Where do you find hockey teams in Canada today?

\_\_\_\_\_

\_\_\_\_\_

2 Mention some famous NHL hockey teams.

\_\_\_\_\_

\_\_\_\_\_

3 How was hockey first developed?

---

---

4 Where and when could people read the official rules for hockey for the very first time?

---

---

5 When was the NHL created?

---

---

6 What is The Stanley Cup trophy made of?

---

---

★ **D An NHL interview.**

Work with a partner. One of you is a reporter who wants to know more about NHL hockey in Canada. One of you is an NHL hockey player.

The reporter asks the questions from exercise C. The NHL hockey player answers the questions with what he or she wrote down.

When you are finished switch roles and do it again.

★ **E Discuss the statements.**

Discuss the following statements in groups of 2–4.

Say if you agree (*ert sammála*) or disagree (*ert ósammála*) and explain why.

- Hockey is the most interesting sport.
- NHL hockey players should earn more money.
- Hockey is not for girls.
- I hate watching hockey.
- I would like to be an NHL hockey player.

★ **F Find facts, write and discuss.**

1 Find Nova Scotia on a map and look for some basic facts about this part of Canada. Use an encyclopedia or the Internet and a search engine. List five things that are interesting to know about this area. Write them in your notebook.

2 Compare your facts with a friend's and discuss what you found out.

## The River: part 1

### A Yes or no?

	Yes	No
1 Do you know how old Brian Robeson is? .....	<input type="checkbox"/>	<input type="checkbox"/>
2 Do you know what Brian looks like? .....	<input type="checkbox"/>	<input type="checkbox"/>
3 Do you know where Brian's parents are? .....	<input type="checkbox"/>	<input type="checkbox"/>
4 Do you know the names of the visitors? .....	<input type="checkbox"/>	<input type="checkbox"/>
5 Do you know why Brian's parents are divorced? .....	<input type="checkbox"/>	<input type="checkbox"/>
6 Does Brian have a girlfriend? .....	<input type="checkbox"/>	<input type="checkbox"/>
7 Do you know what Brian wants to study? .....	<input type="checkbox"/>	<input type="checkbox"/>
8 Do you know why Brian is famous? .....	<input type="checkbox"/>	<input type="checkbox"/>
9 Do you know what the visitors want from Brian? .....	<input type="checkbox"/>	<input type="checkbox"/>

### B Translate the phrases from the text.

- 1 He held out his hand. \_\_\_\_\_
- 2 The other two did the same. \_\_\_\_\_
- 3 I don't think so. \_\_\_\_\_
- 4 He didn't miss it. \_\_\_\_\_
- 5 Not exactly. \_\_\_\_\_
- 6 Well, to make it short, we want you to do it again. \_\_\_\_\_  
\_\_\_\_\_

### ★ C Answer the questions in your notebook.

- 1 Describe Brian. Who is he?
- 2 Explain what Brian experienced for fifty-four days.
- 3 What does Brian think about the press and the media?
- 4 Why do the three men come to his house? What do they want?
- 5 Do you think that Brian trusts the three men? Why or why not? Explain.

★ **D Write your own ending and discuss it.**

- 1 The three men in the story are very clear about what they want Brian to do. What do you think happens next? Does Brian accept their offer or not? Write your own ending to the story.
- 2 Compare your ending to a friend's. Discuss why you chose them.

## The River: part 2



**A Listen and answer.**

Listen to the text about Brian from the book called *The River* on the Textbook cd. Choose the correct answer.

- 1 Brian thinks he survived in the forest because of what?
  - a the hatchet he had
  - b his skill
  - c his luck
- 2 The men believe Brian survived because of what?
  - a his special talent
  - b his luck
  - c the weather
- 3 How do the three men want Brian to teach them how to survive?
  - a They want him to write a book about it.
  - b They want him to go back and live in the forest with them.
  - c They suggest that he do a presentation about his experience.
- 4 Brian is different since he came home from the forest. Now when he walks through a park he ...
  - a looks into the trees for game.
  - b gets afraid and thinks he is lost.
  - c runs quickly through it.
- 5 What does Brian really love to do since his return from the wilderness?
  - a cook
  - b exercise
  - c ride his bike



- 6 Brian was often very hungry in the forest. This changes his idea about eating. When he first comes home, what does he do with food?
- a He does not eat very much.
  - b He gets upset when he sees people eating.
  - c He eats too much.
- 7 What did Brian do that really bothered his mother?
- a He broke a window at school.
  - b He failed an important math test.
  - c He watched her while she ate.
- 8 How come the counsellor cannot really understand what happened to Brian?
- a He does not listen to him.
  - b He was not there with him.
  - c He is an unintelligent person.
- 9 What did Brian discover in the forest?
- a a cave
  - b wild rabbits
  - c fire
- 10 What does Brian cook for dinner?
- a scrambled eggs with ham
  - b breaded pork chops
  - c steak and salad



★ **B Write a book review.**

Borrow the book *The River* from the library and read it. You are going to write a review. Ask your teacher for a Worksheet. Read *The Review* on p. 122 in your Textbook before you start.

## Canadian Trivia

### A Fill in the verbs in the sentences.

- 1 Canada \_\_\_\_\_ the second largest country in the world. (*er*)
- 2 The United Nations \_\_\_\_\_ that Canada is a great country to live in. (*segja*)
- 3 Canada \_\_\_\_\_ a lot of hydro electricity. (*framleiðir*)
- 4 It is easy to \_\_\_\_\_ that Canada has many maple trees! (*ímynda sér*)
- 5 Quebec \_\_\_\_\_ its 400th birthday in 2008. (*hélt upp á*)
- 6 Alexander Graham Bell is the Canadian who \_\_\_\_\_ the telephone. (*fann upp*)

### B Find out more and make a poster.

Find out more about one or more of the following things or people and make a poster. Work with one or several friends. Use a search engine on the Internet or an encyclopedia to find out facts about:

- how maple syrup is produced
- the city of Quebec
- Avril Lavigne
- Kiefer Sutherland
- Alexander Graham Bell
- the history of hockey

You can also find facts about **other** people, things or sports from this section.

**Remember to state your sources.** Make a list of all the books or Internet sites that you used to find your information. Write the list on the *back* of your poster.



## Leonard Cohen: Famous Canadian Musician

### A Pair the words.

- |             |  |
|-------------|--|
| 1 novelist  | <input type="checkbox"/> þögn                          |
| 2 publish   | <input type="checkbox"/> fræðimaður                    |
| 3 poetry    | <input type="checkbox"/> klaustur                      |
| 4 perform   | <input type="checkbox"/> koma fram                     |
| 5 musician  | <input type="checkbox"/> ríkur                         |
| 6 wealthy   | <input type="checkbox"/> ljóðlist                      |
| 7 scholar   | <input checked="" type="checkbox"/> skáldsagnahöfundur |
| 8 monastery | <input type="checkbox"/> tónlistarmaður                |
| 9 silence   | <input type="checkbox"/> gefa út                       |



### B Write sentences in your notebook.

Write sentences in English and use at least seven of the words in exercise A.

### C Write the missing words.

Use the text on pp. 40–41 in your Textbook to help you.

Leonard Cohen was born on \_\_\_\_\_ (1)  
 in \_\_\_\_\_ (2). Many people love his \_\_\_\_\_ (3). Cohen's songs  
 are about \_\_\_\_\_ (4). When Cohen was 17,  
 he started a \_\_\_\_\_ (5). For more than 30 years,  
 Cohen has \_\_\_\_\_ (6). He has recorded  
 many \_\_\_\_\_ (7) and played many \_\_\_\_\_ (8)  
 all over the world.



**D Mark the correct alternative.**

- |  |  |
|--|--|
| <p>1 Which religion does Leonard Cohen belong to according to the text?</p> <p>1 Judaism</p> <p>X Judaism and Buddhism</p> <p>2 Buddhism</p>   | <p>5 Why did the reporter Dabrowski interview Leonard Cohen at the monastery?</p> <p>1 He asked her to come.</p> <p>X She wanted to know more about him and his choices.</p> <p>2 She wanted him to start singing again.</p> |
| <p>2 Why did Leonard Cohen go to a Zen monastery for six years?</p> <p>1 He chose to go to a monastery instead of going to prison.</p> <p>X He wanted to become a better person.</p> <p>2 He was working there as a teacher.</p> | <p>6 When did Leonard Cohen produce his first album?</p> <p>1 1934</p> <p>X at the age of 17</p> <p>2 1967</p>   |
| <p>3 What did Leonard Cohen study when he was young?</p> <p>1 Literature</p> <p>X Music</p> <p>2 Fashion design</p>  | <p>7 What do Leonard Cohen and Madonna have in common?</p> <p>1 Both of them are in the US Rock Hall of Fame.</p> <p>X They have both been taught by Roshi.</p> <p>2 They went on a world tour together in 2004.</p>         |
| <p>4 What can you say about Cohen's upbringing?</p> <p>1 His family was very poor.</p> <p>X He came from a well off Italian family.</p> <p>2 He became interested in music.</p>  |  |

**★ E Make a role play.**

- 1 Make a role play with a friend. One of you is a reporter and one of you is Leonard Cohen who rarely gives interviews.
- 2 Read the text about Leonard Cohen in your Textbook. Use the information and your own ideas to write down five questions. Then answer the questions and write them down.
- 3 Now rehearse your role play and act it out in front of the class.

## Fingerprints (Leonard Cohen)



### A Listen and fill in the words.

I touched you once (1) \_\_\_\_\_ often

Now I don't know who I am

My fingerprints (2) \_\_\_\_\_ missing

When I wiped away the jam

Yes I called my fingerprints all night

But they don't seem to care

The (3) \_\_\_\_\_ time that I saw them

They were leafing through your (4) \_\_\_\_\_

Fingerprints, fingerprints

Where are you now my fingerprints?

Yeah I (5) \_\_\_\_\_ I'd leave this morning

So I emptied out your drawer

A hundred (6) \_\_\_\_\_ fingerprints

They floated to the floor

You (7) \_\_\_\_\_ you hardly stopped to pick them up

You don't care what you lose

Ah you don't (8) \_\_\_\_\_ seem to know

Whose fingerprints are whose

Fingerprints, fingerprints ...

And now you want to (9) \_\_\_\_\_ me

You want to take me down the aisle

You want to throw confetti fingerprints

You know that's not my (10) \_\_\_\_\_

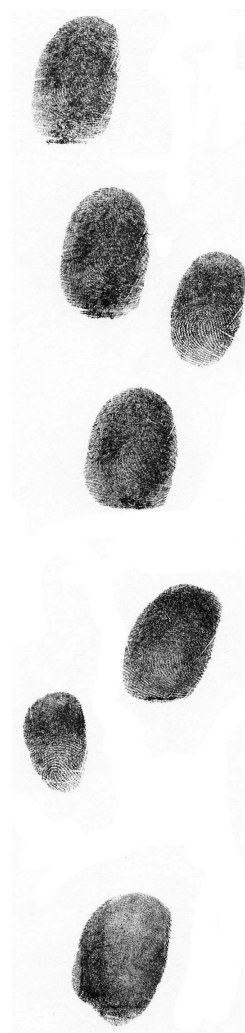
O sure I'd like to marry you

But I can't (11) \_\_\_\_\_ the dawn

With any girl who knew me

(12) \_\_\_\_\_ my fingerprints were on

Fingerprints, fingerprints ...



★ **B Write comments.**

1 Read these comments about the song.

**"His lyrics are great poetry!"****"Cohen is really too cool! I'm a big fan, 'cause hey - what's not to like?"****"It's great to read the lyrics and sing along with Cohen here."****"This song is so much fun! I really love L. Cohen."**

2 Add your own comments about the song.

**Say it!**

You are on the plane on your way back home from a holiday in Canada.  
A Canadian man sits next to you. Take turns and practise a dialogue.

**Man** Was this your first visit to Canada?**You** Yes, it was. Are you Canadian?**Man** Yes, I'm from Toronto, but I live in Iceland at present.**You** Cool! So do you like Iceland?**Man** Yes, I love the friendly people. Will you go back to Canada some time?**You** Oh absolutely! I want to go back as soon as I can!No, I've been there  
once before.No, I've been to  
Canada twice.No, I've visited  
Canada many times.

play hockey in Iceland.

have a son in Iceland.

often travel to Iceland on  
business.

spend a lot of time in Iceland.

the climate is just  
like Canada's.I like the Icelandic  
traditions.Icelanders are so  
good at English.

next winter!

every year!

every second year or so!

## Cecilia Smith: An 88-year-old Canadian Bear Hunter!



Listen and mark the correct alternative.

- 1 Cecilia Smith is a Canadian woman who ...
  - a lived in the wilderness in Ontario when she was a child.
  - b lived in the wilderness in Newfoundland for most of her life.
  - c lived in the forests of British Columbia when she was a teenager.
- 2 When Cecilia was a child she ...
  - a went to school to learn how to be a hunter.
  - b learned how to speak French and Spanish.
  - c learned how to use a gun and hunt for food.
- 3 Cecilia is strong and tough because ...
  - a she does a lot of exercise and hikes in the forest.
  - b she worked hard in sawmills and as a carpenter.
  - c she worked in the Canadian army for many years.
- 4 When Cecilia's father taught her to hunt they had to hunt or ...
  - a there would be nothing for them to eat.
  - b they would be attacked by bears and wolves.
  - c her dad would be unhappy with her.
- 5 Cecilia is a trapper and she traps ...
  - a coyotes, rabbits and bears.
  - b rabbits, beavers and deer.
  - c foxes, coyotes and beavers.
- 6 In 2007, Cecilia who was 87, shot a bear because ...
  - a she was very hungry.
  - b the bear was dangerous.
  - c she wanted the bear's fur to make a carpet.
- 7 After Cecilia set a trap for the bear and shot it, she ...
  - a ran away quickly because the bear did not die.
  - b skinned the bear and made a carpet with its fur.
  - c climbed a tree so she could hoist the bear into her truck.



## The World Says Goodbye to Debbie



### A Read the text.

Sadly Debbie the polar bear died in a Canadian zoo on November 18<sup>th</sup> 2008. Debbie lived at the Assiniboine Park Zoo in Winnipeg, Manitoba for 42 years! That is incredible because most polar bears only live until they are about 20 in the wild. People from all over the world were very sad to hear that Debbie passed away. They sent emails to the zoo and also called by telephone.

Debbie lived at the zoo since 1967. She was captured in the Russian Arctic when she was a baby. She was all alone and had no parents. The zoo gave the orphan cub a home at the zoo after this.

When Debbie turned 41 she was entered into *The Guinness Book of World Records* as the oldest polar bear in the whole world! But one year later she was too sick to go on. She would not eat, her organs failed her and she had a few strokes too. She was suffering. It is because of this that veterinarians euthanised her or put her to sleep.

Her mate Skipper, a male bear, died in 1999 at the age of 34. Skipper had six baby bears with Debbie. All six cubs are still alive. Even though it is very sad that Debbie passed away, she lived longer than any other polar bear ever. She had many cubs and over 18 million people are said to have visited her over the past 40 years.

### B Answer true or false.

	True	False
1 Debbie died in the summer. ....	<input type="checkbox"/>	<input type="checkbox"/>
2 This story is about the biggest polar bear in the world. ....	<input type="checkbox"/>	<input type="checkbox"/>
3 Most bears live until about 20 in nature or the wild. ....	<input type="checkbox"/>	<input type="checkbox"/>
4 Debbie was found in the Russian Arctic. ....	<input type="checkbox"/>	<input type="checkbox"/>
5 Debbie is in <i>The Hall of Fame</i> . ....	<input type="checkbox"/>	<input type="checkbox"/>
6 Debbie had five baby cubs with her mate Skipper. ....	<input type="checkbox"/>	<input type="checkbox"/>
7 Skipper was another female bear. ....	<input type="checkbox"/>	<input type="checkbox"/>
8 Millions of people visited Debbie over the years. ....	<input type="checkbox"/>	<input type="checkbox"/>
9 Veterinarians put Debbie to sleep because she had too many cubs. ....	<input type="checkbox"/>	<input type="checkbox"/>

### ★ C Correct the false answers in your notebook.

# Fantasy and Myth

## Planning sheet

This planning sheet will help you keep track of your work.

Tick off MUST DO for texts and exercises that everybody must work with.

Tick off CAN DO for texts and exercises of your own choice.

Tick off DONE for work you have finished.

	MUST DO	CAN DO	DONE
<b>The Magic Castle: A Great Fantasy Store!</b>			
A Complete the expressions 48			
B Pair words with translations 48			
C Translate the sentences 49			
D Explain the words 49			
E Who says what? 49			
F Write your own fantasy story 50			
G Interview and fill in a questionnaire 50			
H Write a dialogue and act it out 50			
<b>World of Warcraft</b>			
A Find the endings of the adjectives 51			
B Write the correct words 51			
C Pair the words 52			
D Answer the questions 52			
E Create an avatar and talk about it 53			
F Find out more and make a survey 53			
<b>Pilgrim (Roma Ryan)</b>			
A Pair words with synonyms 54			
B Listen and answer true or false 54			
C Translate the lyrics 54			
<b>Say it!</b>			
Practise the dialogue 55			
<b>Let the Right One In (Listening exercise)</b>			
A Listen and answer true or false 56			
B Write answers to the questions 56			
<b>Werewolves (Reading exercise)</b>			
A Read the text 57			
B Answer the questions 57			

	MUST DO	CAN DO	DONE
<b>COOL READS The Inhabitants of the World of Fantasy</b>			
<b>A</b> Write short descriptions 58			
<b>B</b> Answer the questions 58			
<b>C</b> True or false? 59			
<b>D</b> Fill in the words 59			
<b>E</b> A vampire crossword 59			
<b>F</b> Underline the correct alternative 60			
<b>G</b> Mark the correct alternative 60			
<b>H</b> Complete the sentences 60			
<b>I</b> Match descriptions with words 61			
<b>J</b> Underline words that don't fit in 61			
<b>K</b> Discuss dragon stories 61			
<b>L</b> Fill in the missing word 61			
<b>M</b> Talk about it! 61			
<b>COOL READS A Mysterious Man with Golden Eyes</b>			
<b>A</b> Pair words and translations 62			
<b>B</b> Complete the sentences 62			
<b>C</b> Search the text 63			
<b>D</b> Summarize and retell the story 63			
<b>E</b> Find out and discuss 63			
<b>COOL READS Discovery</b>			
<b>A</b> Translate and solve the crossword 64			
<b>B</b> Fill in the missing words 64			
<b>C</b> Retell the story 64			
<b>D</b> Mark the correct alternative 65			
<b>E</b> Compare and discuss 65			

## TEXT A

## The Magic Castle: A Great Fantasy Store!

**A** Complete the expressions. Choose from the words in the box.

into of out up to way any

- 1 Check \_\_\_\_\_ these Dungeons and Dragons books!
- 2 Did you ever get \_\_\_\_\_ it?
- 3 I want to see if the book is \_\_\_\_\_ different.
- 4 It is on the top shelf \_\_\_\_\_ the left.
- 5 I'm tired \_\_\_\_\_ playing Guild Wars.
- 6 These games are \_\_\_\_\_ too expensive for me.
- 7 Let's hurry \_\_\_\_\_!

**B** Pair words with translations.

- |               |                          |                            |
|---------------|--------------------------|----------------------------|
| 1 wrath       | <input type="checkbox"/> | a snotur, flottur          |
| 2 creature    | <input type="checkbox"/> | b annars flokks            |
| 3 dungeon     | <input type="checkbox"/> | c dýflissa                 |
| 4 figurine    | <input type="checkbox"/> | d kvikindi, vera           |
| 5 second rate | <input type="checkbox"/> | e teningur                 |
| 6 voyage      | <input type="checkbox"/> | f ferð                     |
| 7 neat        | <input type="checkbox"/> | g reiði, bræði             |
| 8 dice        | <input type="checkbox"/> | h kall (smástytta, fígúra) |





**C Translate the sentences.**

1 Ég hef aldrei spilað en ég myndi vilja prófa það.

---

2 Sjáðu óhugnanlegu myndina af þessari norn.

---

3 Ég er að safna galdrakörlum og drekum.

---

4 Ég á um það bil tólf kalla enn sem komið er.

---

5 Það væri svo meiriháttar.

---

**D Explain the words.**

Work in pairs or small groups. In English, explain the words in the box.  
Take turns.

wizard   stickers   dungeon   figurine   creepy   shelf

**E Who says what? Tick off the correct box or boxes.**

	Mia	Marcus
1 Who plays <i>Dungeons and Dragons</i> ? .....	<input type="checkbox"/>	<input type="checkbox"/>
2 Who collects figurines? .....	<input type="checkbox"/>	<input type="checkbox"/>
3 Who prefers painting metal figurines? .....	<input type="checkbox"/>	<input type="checkbox"/>
4 Who wants to buy the book <i>Eragon</i> ? .....	<input type="checkbox"/>	<input type="checkbox"/>
5 Who knows where to find the books in <i>The Chronicles of Narnia</i> series? .....	<input type="checkbox"/>	<input type="checkbox"/>
6 Who has a brother? .....	<input type="checkbox"/>	<input type="checkbox"/>
7 Who is looking for a new computer game? .....	<input type="checkbox"/>	<input type="checkbox"/>
8 Who will watch the film <i>The Golden Compass</i> ? .....	<input type="checkbox"/>	<input type="checkbox"/>
9 Who must be home for dinner? .....	<input type="checkbox"/>	<input type="checkbox"/>

**★ F Write your own fantasy story.**

Ask your teacher for a Worksheet. Create your own fantasy story with the help of a dice.

**★ G Interview and fill in a questionnaire.**

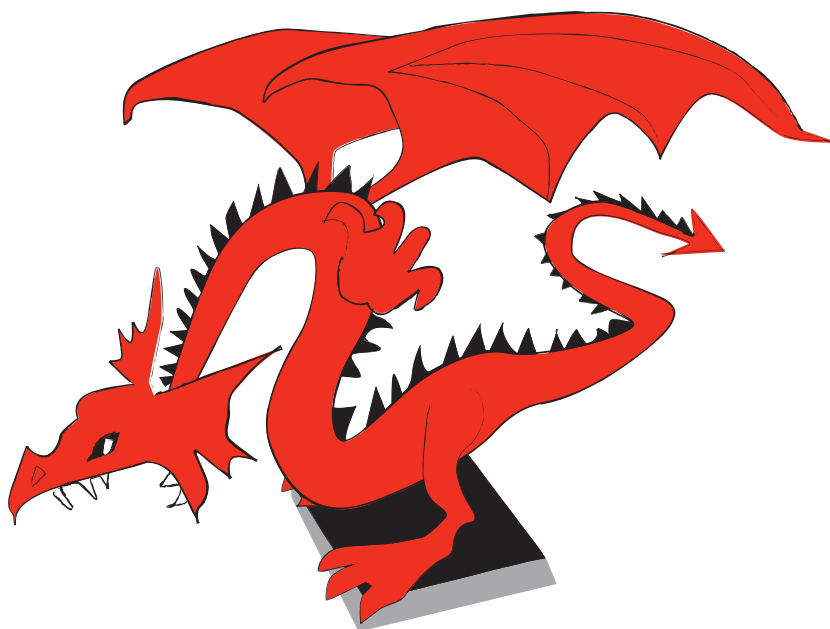
Is fantasy *in* or *out* in your class? Ask your teacher for a Worksheet. Interview your friends and fill in the questionnaire.

**★ H Write a dialogue and act it out.**

Mia and Marcus are in a video store to rent *The Golden Compass*. There is a special offer to rent two films for the prize of one.

What happens? Will they agree on an extra film?  
What about Mia's dinner?

Write a dialogue and act it out. There may be two or more parts in the dialogue: Mia, Marcus, the staff at the video store and/or other customers.



## TEXT B

# World of Warcraft

**A Find the endings of the adjectives.**

- |               |                                |
|---------------|--------------------------------|
| 1 uni _____   | einstakur                      |
| 2 tou _____   | erfiður, harður í horn að taka |
| 3 pot _____   | máttugur, sterkur              |
| 4 enorm _____ | gífurlegur                     |
| 5 hu _____    | mjög stór, risastór            |
| 6 spec _____  | sérstakur                      |
| 7 magic _____ | galdra-, dularfullur           |
| 8 gigan _____ | risastór                       |

**B Write the correct words. Complete the sentences.**

- 1 *World of Warcraft* is an online fantasy \_\_\_\_\_.  
\_\_\_\_\_. (tölvuleikur)
- 2 Your avatar is a \_\_\_\_\_ that you use  
to play the game. (teiknimyndapersóna)
- 3 There are several races and classes to \_\_\_\_\_.  
\_\_\_\_\_. (velja á milli)
- 4 When you get \_\_\_\_\_ you go up  
one level. (nógu mörg stig)
- 5 Players communicate \_\_\_\_\_ by using  
a chat window to type in. (hver við annan)
- 6 You can fish, cook, do first aid and learn \_\_\_\_\_.  
\_\_\_\_\_. (sérstök störf)
- 7 The game never really ends and \_\_\_\_\_.  
\_\_\_\_\_, there are still things to do  
and see. (jafnvel á áttugasta þrepi)

**C** Pair the words. Draw lines between words and translations.

armour	þorp
level	skyndihjálp
join	brynja
increase	auka
female	margir
numerous	ganga til liðs við
dungeon	dýflissa
villages	þrep, stig
select	kven-
first aid	velja

★ **D** Answer the questions in your notebook.

- 1 How many people play *World of Warcraft*?
- 2 In *WoW* you choose one of two sides to play on, what are they?
- 3 How many levels are there?
- 4 What is an avatar?
- 5 How do you reach a new level?
- 6 Name things that an avatar can do.
- 7 How do players communicate?
- 8 What is there to do except for fighting?
- 9 How does the game change from time to time? Give examples!



★ **E Create an avatar and talk about it.**

- Ⓐ Create your own avatar. Choose alternatives that you think will create a powerful avatar and underline them.

- 1 **physically strong / endowed with magical powers**
- 2 **short / tall**
- 3 **strong armour / many powerful spells**
- 4 **female / male**
- 5 **fast runner / cunning personality**
- 6 **long hair / short hair**
- 7 **good at first aid / good at using different weapons**

- Ⓑ Tell a friend about your personal avatar.

★ **F Find out more and make a survey.**

*World of Warcraft* has many players around the world. What about your own class? Make a survey. Let your friends answer the questions below. Take notes.

- 1 Do you play *WoW*?
- 2 When was the first time you heard about the game?
- 3 Do you know people that play *WoW*? How many?
- 4 Do you think it is okay that parents limit their children's access to the game through a parent control system? Why or why not?
- 5 Why do you think that so many play this game?

## Pilgrim



### A Pair words with synonyms.

- |               |                          |           |
|---------------|--------------------------|-----------|
| 1 trip        | <input type="checkbox"/> | a wonder  |
| 2 speculate   | <input type="checkbox"/> | b reason  |
| 3 tales       | <input type="checkbox"/> | c road    |
| 4 reply       | <input type="checkbox"/> | d journey |
| 5 explanation | <input type="checkbox"/> | e stories |
| 6 street      | <input type="checkbox"/> | f answer  |

### ★ B Listen to the song. The lyrics tell you that ...

- |  | True                     | False                    |
|--|--------------------------|--------------------------|
| 1 ... we are all pilgrims. ....                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 ... a journey is the same as a road. ....                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 ... one road leads to Rome. ....                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 ... one road leads to nowhere. ....                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 ... some roads lead to diamonds and gold. ....                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 ... one question is: Will you find the answer in you? ....       | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 ... it's hard for the pilgrim to find out who she or he is. .... | <input type="checkbox"/> | <input type="checkbox"/> |

### ★ C Translate the lyrics. Pay attention to word order.

- 1 All days come from one day \_\_\_\_\_  
\_\_\_\_\_
- 2 that much you must know \_\_\_\_\_  
\_\_\_\_\_
- 3 you cannot change what's over \_\_\_\_\_  
\_\_\_\_\_
- 4 but only where you go \_\_\_\_\_  
\_\_\_\_\_

## Say it!

You've been to the movies and have seen a fantasy film together with an English friend. You discuss the film while standing in the queue in a fast food restaurant. Practise the dialogue with a friend.

- Friend** So, what did you think of the film?  
**You** I loved it! It was the best movie ever!  
**Friend** I totally agree with you!  
**You** Did you like the ending?  
**Friend** Well, I didn't understand it to be honest. Oh, I think it's your turn to order.  
**You** So it is! OK! Eh... I'd like a hamburger, please!

I hated it! It was a complete waste of money!

It was pretty good but the last one we saw was better.

Well, I'm not really into fantasy.

Yes, you're right!

You must be joking!

I know what you mean.

Seriously!?

don't think it could have ended any other way.

just love happy endings!

am totally bored by happy endings.

can't wait to see the sequel!

a slice of pizza

a large fish and chips

a Greek salad

a milk shake

a portion of onion rings



## Let the Right One In



### A Listen and answer true or false.

	True	False
1 Oskar cuts his hand. ....	<input type="checkbox"/>	<input type="checkbox"/>
2 Eli agrees to enter into a pact with Oscar. ....	<input type="checkbox"/>	<input type="checkbox"/>
3 Eli is too afraid of blood to cut her own hand. ....	<input type="checkbox"/>	<input type="checkbox"/>
4 Oskar doesn't want to give Eli the knife. ....	<input type="checkbox"/>	<input type="checkbox"/>
5 Oskar and Eli mix blood. ....	<input type="checkbox"/>	<input type="checkbox"/>
6 Eli became a ghost. ....	<input type="checkbox"/>	<input type="checkbox"/>
7 Eli wants Oskar to go away. ....	<input type="checkbox"/>	<input type="checkbox"/>
8 Oskar cut himself on the broken bottles. ....	<input type="checkbox"/>	<input type="checkbox"/>
9 Eli licked Oskar's blood off the floor. ....	<input type="checkbox"/>	<input type="checkbox"/>

### ★ B Write answers to the questions.

- What do you think the pact was about? \_\_\_\_\_  
\_\_\_\_\_
- Why does Eli lick the floor? \_\_\_\_\_  
\_\_\_\_\_
- Why doesn't Oskar leave when Eli asks him to? \_\_\_\_\_  
\_\_\_\_\_
- What do you think will happen next? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**ceiling** – loft    **palm** – lófi    **smarting** – sár, sviðandi    **trickle** – spræna, seyti    **merge** – renna saman, sameinast  
**distort** – aflaga, afskræma    **contort** – aflaga; afskræma    **smear** – blettur    **concrete** – steypa    **stairwell** – stigagangur  
**splotch** – sletta    **gingerly** – varlega





## Werewolves



### A Read the text.

The werewolf is actually a person who turns into part wolf and part human. People like this are said to become a werewolf on a dark, clear night when the moon is full! When the change happens, the person becomes quite crazy and needs to feed on the blood of other humans.

Most of the time when a werewolf changes back into a human, he or she does not remember what they did. If you get bitten by a werewolf then you also become one. This is similar to what happens with vampires. It is said that these creatures are incredibly strong and cannot be killed in an ordinary way. Some say that a silver bullet must be used to shoot a werewolf.

Werewolves come from ancient Greek myths and old stories from Europe. The word for people who change into a wolf is “lycanthrope”. In the fantasy game *Dungeons and Dragons* you meet many types of monsters that change into a wolf, rat, or bear. Today we see werewolves in horror films but they are also a part of the world of fantasy and myth.

### B Answer the questions.

1 At what time of day do werewolves appear?

---

2 What do werewolves feed on?

---

3 What happens when a werewolf changes back into a human?

---

4 If you get bitten by a werewolf, what will happen to you?

---

5 According to some people, what is the best way to kill a werewolf?

---

6 Where can we find the origins of these creatures?

---

7 What is “Dungeons and Dragons”?

---

8 In what type of films can you see werewolves?

---

## The Inhabitants of the World of Fantasy

### A Write short descriptions of elves.

Describe their ...

- 1 ... bodies. \_\_\_\_\_
- 2 ... eyes. \_\_\_\_\_
- 3 ... skin. \_\_\_\_\_
- 4 ... ears. \_\_\_\_\_
- 5 ... hair. \_\_\_\_\_
- 6 ... cheek bones. They have high cheek bones.
- 7 ... age. \_\_\_\_\_
- 8 ... language. \_\_\_\_\_

### B Answer the questions.

- 1 Where do elves come from, according to the text?  
\_\_\_\_\_
- 2 Who is J.R.R. Tolkien?  
\_\_\_\_\_
- 3 What does the name Gandalf mean?  
\_\_\_\_\_
- 4 What weapons can elves use?  
\_\_\_\_\_
- 5 Are elves always good creatures?  
\_\_\_\_\_
- 6 Why don't elves like living with humans?  
\_\_\_\_\_

**C True or false about dwarves?**

	True	False
1 Dwarves are beautiful creatures. ....	<input type="checkbox"/>	<input type="checkbox"/>
2 Dwarves often work as miners. ....	<input type="checkbox"/>	<input type="checkbox"/>
3 Dwarves are very short. ....	<input type="checkbox"/>	<input type="checkbox"/>
4 Dwarves like to hide their money. ....	<input type="checkbox"/>	<input type="checkbox"/>
5 Dwarves often betray their friends. ....	<input type="checkbox"/>	<input type="checkbox"/>
6 Dwarves live in caves. ....	<input type="checkbox"/>	<input type="checkbox"/>
7 Dwarves cannot see in the dark. ....	<input type="checkbox"/>	<input type="checkbox"/>
8 Dwarves are good at making magical swords. ....	<input type="checkbox"/>	<input type="checkbox"/>
9 Dwarves often have long beards. ....	<input type="checkbox"/>	<input type="checkbox"/>

**D Fill in the words.**

invited   gowns   dust   survive   Dracula  
bats   me   sunlight   coffins   fresh

Some vampires wear black suits or \_\_\_\_\_ (1). Others dress like you and \_\_\_\_\_ (2). Vampires will turn into \_\_\_\_\_ (3) if they go out during the day and see the \_\_\_\_\_ (4)! Therefore, they sleep in dark graves or \_\_\_\_\_ (5). The most famous vampire is called \_\_\_\_\_ (6). These creatures feed on \_\_\_\_\_ (7) blood. To \_\_\_\_\_ (8), vampires must continue drinking blood. Some vampires turn into \_\_\_\_\_ (9). Some legends say that vampires never can come into a house unless they are \_\_\_\_\_ (10) inside.

**E A vampire crossword**

Ask your teacher for a Worksheet and solve the crossword.

**F Underline the correct alternative.**

Trolls are ...

- 1 ... **giant** / tiny compared to humans.
- 2 ... **very tall** / not tall.
- 3 ... creatures with **big noses** / big eyes.
- 4 ... **very polite** / usually not polite at all.
- 5 ... **fond of hiding treasures** / willing to share their treasures with others.
- 6 ... creatures "from" **Scandinavia** / Bergen in Norway.
- 7 ... **dangerous beasts** / kind and polite creatures.
- 8 ... able to change into the shape of a **fallen tree** / a tiny human baby.
- 9 ... often seen **in Paris** / in Scandinavia.

**G Mark the correct alternative.**

- 1 A witch has **magical** / evil powers.
- 2 A witch often wears a **black stocking** / tall hat.
- 3 Witches have a **family** / familiar to help them.
- 4 **Some** / All witches are evil.
- 5 Witches create drinks called **poisons** / potions.
- 6 A **strong** / song spell can make a demon appear.

**H Complete the sentences.**

Here is a list of what is essential to know about witches.  
Some important words are missing.

- 1 A witch flies upon a b.
- 2 A witch can p both good and bad magic.
- 3 A witch often keeps a bird like a c or a r.
- 4 A witch can help or d people if she wants to.
- 5 A witch knows how to use h and other plants.
- 6 A witch creates her drinks in a large c.

★ **I Match the descriptions of dragons with the correct word.**

- |   |                          |             |
|---|--------------------------|-------------|
| 1 They are huge, pointy and sharp.        | <input type="checkbox"/> | a the tail  |
| 2 They are large and make the dragon fly. | <input type="checkbox"/> | b the den   |
| 3 It is very long and can smash people.   | <input type="checkbox"/> | c the wings |
| 4 It is filled with treasure.             | <input type="checkbox"/> | d the teeth |

★ **J Underline words that don't fit in. Explain why.**

Ex. big huge sharp long

ekki um stærð / not about size

1 fire burn breath fight

2 warrior victim fighter hero

3 dinosaur lizard dragon beast

★ **K Discuss dragon stories.**

In pairs or small groups, discuss what dragon stories you remember.

Make a list. The stories might be from fairy tales, cartoons, films, books, plays etc.

**L Fill in the missing word.**

- 1 A wizard is able to c wounds.
- 2 Wizards can e people by doing pranks.
- 3 Wizards usually carry long wooden s.
- 4 They use holy magic to h people who are ill or injured.
- 5 A powerful wizard can even r a dead person.
- 6 A protecting s of light is useful too.
- 7 Female wizards in films often have deep p eyes.

**M Talk about it!**

- 1 You have read about several magical creatures. What creature would you like to be if you had the choice?

dwarf elf wizard troll vampire witch dragon

- 2 Tell a friend about your choice. Start like this:  
"If I had the choice, I would like to be a / an ..."

## A Mysterious Man with Golden Eyes

### A Pair words and translations.

promptly   twitched   watchful   encouragement  
frowned   coffins   dazed   confirmation

- 1 aðgætinn \_\_\_\_\_
- 2 kistur \_\_\_\_\_
- 3 ringlaður \_\_\_\_\_
- 4 hvatning \_\_\_\_\_
- 5 hleypti brúnum \_\_\_\_\_
- 6 staðfesting \_\_\_\_\_
- 7 snögg, fljótt \_\_\_\_\_
- 8 kipaði \_\_\_\_\_

### B Complete the sentences with the words from the box.

promptly   twitched   watchful   encouragement  
frowned   coffins   dazed   confirmation

- 1 He gave me a feeling of self-confidence. He gave me \_\_\_\_\_ .
- 2 She looked angry and her eyebrows dropped. She \_\_\_\_\_ .
- 3 The large boxes where vampires sometimes sleep are called \_\_\_\_\_ .
- 4 I was stunned, surprised and \_\_\_\_\_ .
- 5 They were keeping an eye on the baby. They were being \_\_\_\_\_ .
- 6 He made me understand that he had not changed his mind. It was a \_\_\_\_\_ of what he had already said.
- 7 To answer quickly and right away is to answer \_\_\_\_\_ .
- 8 She made her mouth small and at the same time looked a bit worried. She \_\_\_\_\_ her lips.

**C Search the text for the classic qualities of a vampire.**1 Vampires cannot come out during the daytime.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

**★ D Summarize the text and retell the story.**

1 Sum up the text with the help of these key words. Write in your notebook.

myths about being a vampire    can't sleep  
 hunt animals, not humans    a dangerous mistake

2 Then tell your short version of the text to a friend.

**★ E Find out about and discuss the famous Dracula.**1 The book *Dracula* was written by Bram Stoker in 1897. Use an encyclopedia or the Internet to find out:

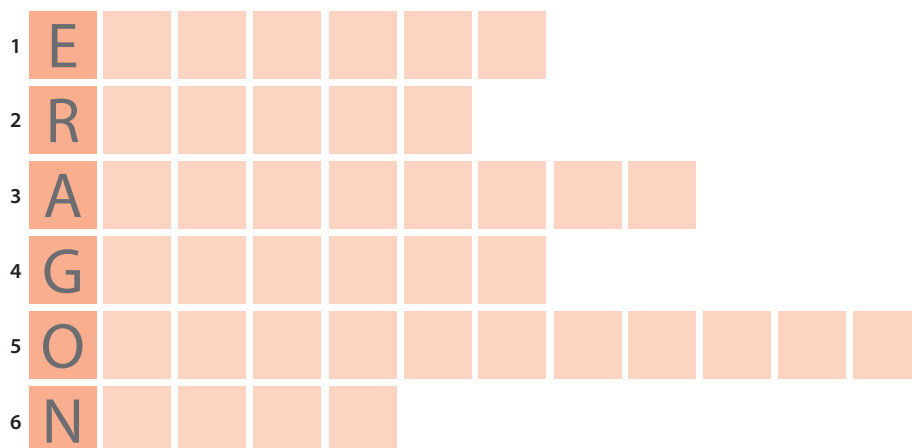
- some facts about the author,
- the basic plot of the book.

2 Compare and discuss your facts in pairs or in small groups. Ask each other questions.

- Who was Bram Stoker?
- How come this book about Dracula became so famous?
- What did you know about Dracula before you worked with this exercise?

## Discovery

### A Translate and solve the crossword.



- |                  |             |
|------------------|-------------|
| 1 óvarinn        | 4 glitra    |
| 2 leyndur staður | 5 af og til |
| 3 sjálfstraust   | 6 ýta við   |

### B Fill in the missing words. Choose from the words in the box.

stirred    flawless    reed    obscure    target    occurred    approaching

- The bed consisted of trampled \_\_\_\_\_ grass.
- A small doe was Eragon's \_\_\_\_\_.
- There was a slight breeze that \_\_\_\_\_ the air.
- The mist was almost thick enough to \_\_\_\_\_ Eragon's feet.
- The winter was rapidly \_\_\_\_\_.
- The surface of the stone was completely \_\_\_\_\_.
- What had \_\_\_\_\_ was very strange.

### ★ C Retell the story.

Retell the story about Eragon with the help of the words in the box.  
Work in pairs or in small groups.

tracks    doe    limp    bow    the Spine    meat    glen    explosion    stone    asleep



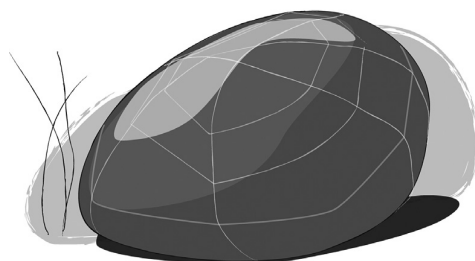
**D Mark the correct alternative.**

- 1 What did Eragon find out from the tracks in the meadow?
  - a The deer had rested there for half an hour.
  - b The deer had been there half an hour earlier.
  - c The deer had hurt its foot half an hour ago.
- 2 What was special about the Spine?
  - a People became ill when they were there.
  - b No one had returned alive after hunting there.
  - c Strange stories were told about the area.
- 3 How is Eragon described?
  - a He is a good tracker.
  - b He is dressed as a prince.
  - c He is afraid to be alone.
- 4 What happened as Eragon was about to shoot the deer?
  - a Something pushed him forward.
  - b There was some kind of explosion.
  - c His arrow broke.
- 5 What did Eragon see in the glen?
  - a A snake slithering away.
  - b The dead bodies of the deer.
  - c Burnt trees and grass.
- 6 Eragon finds a stone. How is it described?
  - a It is unnaturally smooth.
  - b It is surprisingly heavy.
  - c It is covered in spider webs.

**★ E Compare and discuss.**

Write down what you think of the following questions. Then compare and discuss your answers with someone else.

- 1 Where do you think the stone came from?
- 2 Why did Eragon find it?
- 3 Is the stone dangerous?
- 4 What will Eragon do with the stone?



# New York, New York

## Planning sheet

This planning sheet will help you keep track of your work.

Tick off MUST DO for texts and exercises that everybody must work with.

Tick off CAN DO for texts and exercises of your own choice.

Tick off DONE for work you have finished.

	MUST DO	CAN DO	DONE
<b>New York City</b>			
A Finish the sentences 68			
B Answer the questions 68			
<b>New York Sights (Listening exercise)</b>			
A Listen and mark the correct alternative 69			
<b>"I ♥ NY"</b>			
A Solve the crossword 70			
B Correct the mistakes 71			
C Odd word out 71			
D Discuss the text 72			
E Promote a film 72			
<b>Incredibly Close to Disaster</b>			
A Answer the questions 73			
B Find the words in the word puzzle 73			
C Translate and use a.m. or p.m. 74			
D Write the American and British spellings 74			
E Fill in the missing words 75			
F Search for information and answer the questions 75			
<b>New York at the Movies</b>			
A Fill in the words 76			
B Pair words 76			
C Mark the correct alternative 77			
D Answer the questions 77			
E Discuss movies 77			

	MUST DO	CAN DO	DONE
<b>Springtime in New York (Jonathan Richman)</b>			
<b>A</b> Listen and fill in the missing words 78			
<b>B</b> Find the rhymes 78			
<b>C</b> Pair the verbs 79			
<b>Say it!</b>			
Practise the dialogue 79			
<b>Plane Crash in the Hudson River (Listening exercise)</b>			
Listen and mark the correct alternatives 80			
<b>Crime Takes a Nose Dive (Reading exercise)</b>			
<b>A</b> What does the text say? Answer yes or no. 81			
<b>B</b> Convince your parents! 81			



## New York City

### A Finish the sentences.

- 1 New York City is called the Big Apple, Gotham or \_\_\_\_\_.
- 2 New York City is situated in the state of \_\_\_\_\_.
- 3 In the 16<sup>th</sup> century, the area was inhabited by \_\_\_\_\_.
- 4 New York was colonized by the Dutch and by the \_\_\_\_\_.
- 5 In the 1800s, the city had its biggest \_\_\_\_\_.
- 6 Millions of immigrants were greeted by the \_\_\_\_\_.
- 7 Today New York City consists of five different parts, five \_\_\_\_\_.

### B Answer the questions.

- 1 Who were the very first people to live in the New York region?  
\_\_\_\_\_
- 2 What country did the explorer Giovanni Di Verrazzano come from?  
\_\_\_\_\_
- 3 What are the names of the five boroughs of New York City?  
\_\_\_\_\_  
\_\_\_\_\_
- 4 Only one of the boroughs is on the mainland. Which one?  
\_\_\_\_\_
- 5 Manhattan consists of several famous districts. Name three of them.  
\_\_\_\_\_  
\_\_\_\_\_
- 6 In what borough do most New York City inhabitants live?  
\_\_\_\_\_
- 7 Where does the ferry leave from to go to Staten Island?  
\_\_\_\_\_

## New York Sights

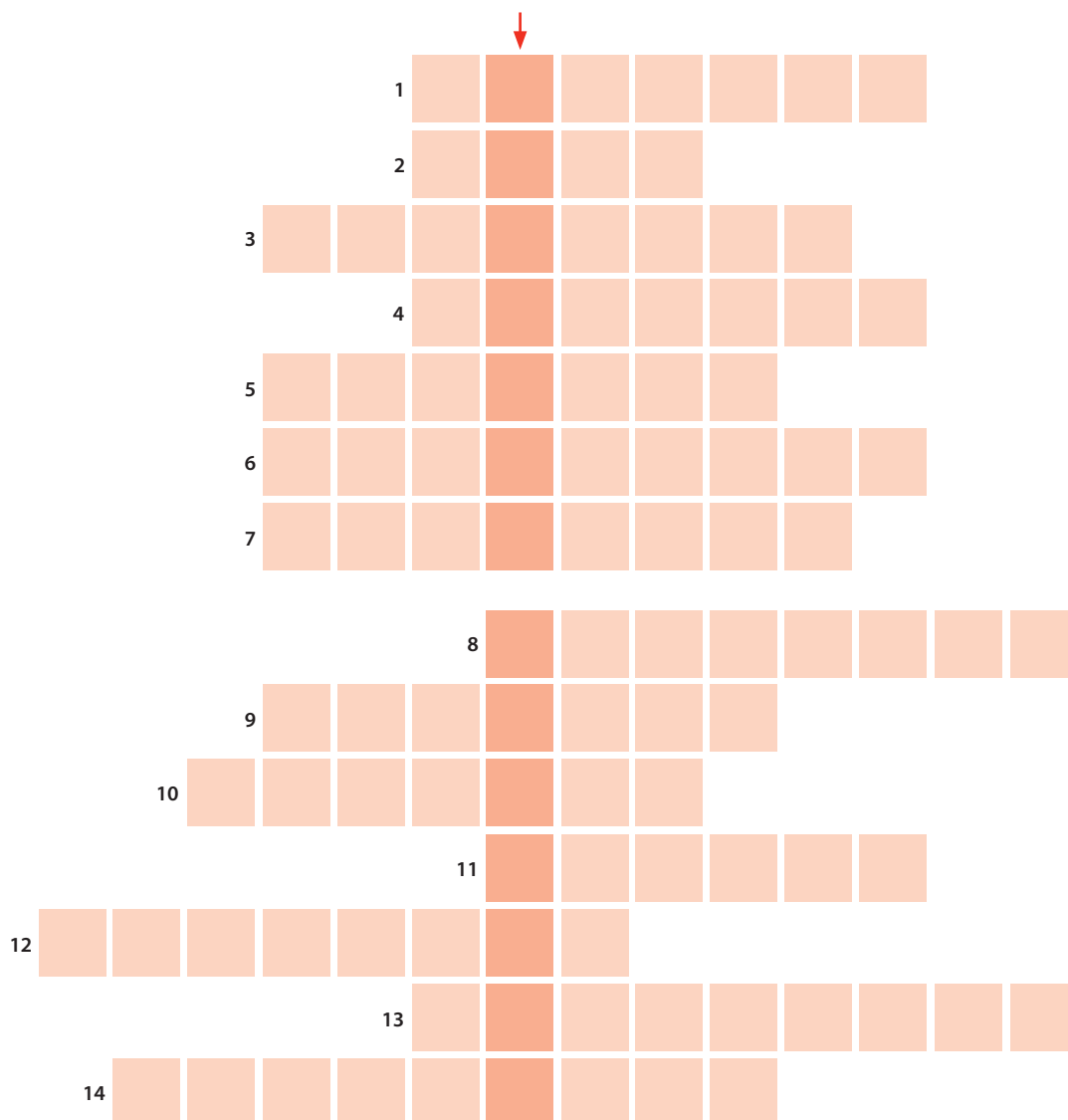


### A Listen and mark the correct alternative.

- 1 The Empire State Building offers ...
  - a great food.
  - b a fantastic view.
  - c unbelievable sales.
  
- 2 How many observation decks are there in the Empire State Building?
  - a 2
  - b 4
  - c 1
  
- 3 Prospect Park is ...
  - a a park with wild animals.
  - b a big park with a botanical garden.
  - c a theme park with joyrides.
  
- 4 The Brooklyn Bridge is ...
  - a 6 times as strong as needed.
  - b 5 times as long as needed.
  - c 6 times as high as needed.
  
- 5 During the mornings in Chinatown, you can see people ...
  - a making spring rolls.
  - b doing Tai Chi.
  - c doing karate.
  
- 6 Central Park was built in ...
  - a 1863.
  - b 1963.
  - c 1973.
  
- 7 What surprises many people is that Central Park is so ...
  - a huge.
  - b loud.
  - c quiet.
  
- 8 *The Boat House and Tavern on the Green* are two ...
  - a baseball fields.
  - b movies.
  - c restaurants.
  
- 9 In the NYC subway there are over ...
  - a 400 stations.
  - b 200 stations.
  - c 500 stations.
  
- 10 Times Square has a lot of ...
  - a dangerous neighborhoods.
  - b banks.
  - c bright lights.
  
- 11 The ball that drops on Times Square once a year symbolizes ...
  - a an old tradition.
  - b the New Year.
  - c the start of a new football season.
  
- 12 "Difficult to appreciate" means ...
  - a hard to understand.
  - b hard to like.
  - c hard to find.

# "I ♥ NY"

**A** Solve the crossword. The words are in the text.



## Across

- |  |                 |
|--|-----------------|
| 1 <i>eins konar</i> hlaupahjól með mótör | 8 uppáhalds     |
| 2 loka                                   | 9 minnir á      |
| 3 hræðilegur                             | 10 syrgði       |
| 4 jörð                                   | 11 flýja        |
| 5 sjóndeildarhringur, útlínur            | 12 gælunafn     |
| 6 gagnnger, algjör                       | 13 heyrnartól   |
| 7 gangstétt                              | 14 þekkja aftur |

## Down

What is the name? \_\_\_\_\_

**B Correct the mistakes.**

- 1 New York's nickname is "the city that ~~always~~ sleeps". never
- 2 The streets are still crowded at dawn. \_\_\_\_\_
- 3 A man rides through Grand Central Station on his scooter. \_\_\_\_\_
- 4 Charlie Fineman used to work as a psychiatrist. \_\_\_\_\_
- 5 Charlie has built a wall around his house. \_\_\_\_\_
- 6 Charlie gets angry and violent when Alan talks about Charlie's family. \_\_\_\_\_
- 7 Charlie agrees to seek help. \_\_\_\_\_
- 8 The city's motto "I ♥ NY" is not stronger now. \_\_\_\_\_

**C Odd word out.**

- a Which word does not fit in with the rest? Mark the odd word.

1 trapped terrible supportive scruffy

2 the UN-building Grand Central Station Manhattan New York

3 friends wife roommates daughters

4 street bridge tower pavement

5 story song spirit comedies

6 family island city escape

- ★ b Explain what makes the word odd.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

★ **D** Discuss the text in pairs or in small groups.

- 1 Why does the text have the title “I ♥ NY”?
- 2 In the text, what changed because of the 9/11 attacks?
- 3 Is Charlie Fineman’s reaction “normal”?
- 4 Charlie’s friend Alan spends a lot of time helping Charlie.  
What is most important to you – your friends or your family?
- 5 What impact has 9/11 had on your life?

★ **E** Promote a film. Write in your notebook.

You are working with PR for a film company. Your job is to get as many people as possible to see the film *Reign Over Me*.

Write an appealing text for a film advert and do not forget to write a catchy headline.





## Incredibly Close to Disaster

### A Answer the questions.

- 1 How old is Oskar? \_\_\_\_\_
- 2 What does Oskar want his father to do? \_\_\_\_\_
- 3 What boroughs has Oskar been to besides Manhattan? \_\_\_\_\_  
\_\_\_\_\_
- 4 How was Oskar reminded of their vacation? \_\_\_\_\_  
\_\_\_\_\_
- 5 What is the name of Oskar's pet? \_\_\_\_\_
- 6 What is the nickname of the boy's friend? \_\_\_\_\_
- 7 How many messages did Dad leave to his son? \_\_\_\_\_
- 8 What happens right at the end of the story? \_\_\_\_\_

### B Find the words in the word puzzle and write them.

C	J	G	K	S	X	M	L
V	A	C	A	T	I	O	N
Q	I	N	R	I	H	M	A
U	S	B	M	L	U	E	M
I	L	V	P	L	G	N	O
E	E	B	I	S	E	T	S
T	S	X	T	Q	P	O	A
A	W	A	K	E	S	R	F
M	E	S	S	A	G	E	E

---

---

---

---

---

---

---

---

---

## C Translate and use a.m. or p.m. for the time of day.

**A.m.** and **p.m.** are used to be more precise about time.

**A.m.** means "before noon" ("ante meridiem" in latin) and **p.m.** means "after noon" ("post meridiem" in latin).

**sharp** means *exact* when used about time.

Example: Please come at nine thirty **sharp**.

1 Ég var vakandi til klukkan fjögur um nóttina.

---

2 Hann hringdi í mig klukkan hálf tvö um nóttina.

---

3 Við sáum hana klukkan þrjú um eftirmiðdaginn.

---

4 Heimavinnan þarf að vera tilbúin klukkan eitt eftir hádegi.

---

5 Þú verður að vera þar stundvíslega klukkan átta um morguninn.

---

## D Write the American and British spellings.

a Find these words in the text and write them.

1 uppáhalds

---

2 hverfi

---

b Write the British English spelling of the words.

1 uppáhalds

---

2 hverfi

---

**E Fill in the missing words. Use a dictionary.**

Icelandic	Am Eng	Br Eng
lyfta	<u>elevator</u>	lift
gangstétt	<u>                    </u>	pavement
hjólhýsi	trailer	<u>                    </u>
franskar kartöflur	<u>                    </u>	crisps
neðanjarðarlest	subway	<u>                    </u>
krukka, dós	<u>                    </u>	jar

**★ F Search for information and answer the questions.**

Work with a friend. You may have to check an encyclopedia or the Internet for facts and figures.

- 1 What year did 9/11 happen?
- 2 Do you have memories from that particular day?
- 3 What were the Twin Towers?
- 4 What is Ground Zero?
- 5 How many people died in the 9/11 catastrophe?
- 6 How has the world changed since 9/11?
- 7 Do you think that this could ever happen again? Why? Why not?
- 8 What is the Freedom Tower?

## New York at the Movies

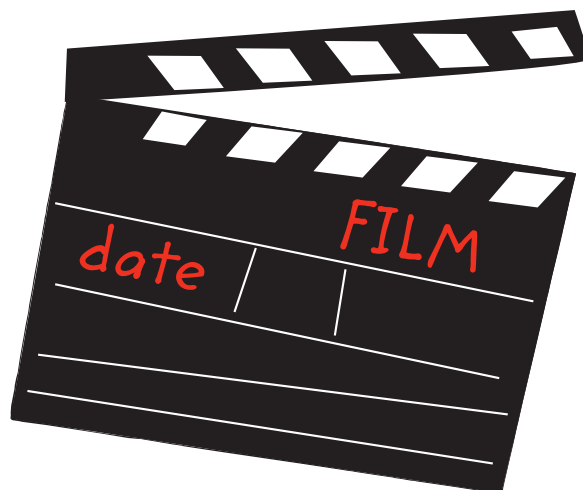
### A Fill in the words

- 1 New York is the most \_\_\_\_\_ city in the world. (*kvikmynda-*)
- 2 Every \_\_\_\_\_ the number of movies shot in New York has doubled. (*áratugur*)
- 3 The film teams use film \_\_\_\_\_. (*hjólhýsi*)
- 4 New York is threatened by a \_\_\_\_\_ infection in the film *I Am Legend*. (*smitandi*)
- 5 Times Square is full of \_\_\_\_\_ and neon lights. (*auglýsingaskilti*)
- 6 Godzilla is a \_\_\_\_\_ monster. (*risastórt*)
- 7 The biggest threat in *Wall-E* is the human race's own \_\_\_\_\_. (*heimska*)

### B Pair words that belong together. Draw lines between them.

film crew  
shining  
demolish  
strolling  
cab  
skyscraper  
bustling

pedestrian  
Empire State Building  
pouring  
busy  
destroy  
car  
motion picture



**C Mark the correct alternative.**

- 1 Most movie stars live in **New York / Hollywood**.
- 2 In New York you **often / rarely** bump into film teams.
- 3 It's more expensive to shoot a film **in a studio / on location**.
- 4 In the film *Cloverfield* New York is destroyed by **aliens / monsters**.
- 5 Times Square is **an energetic / a quiet** place.
- 6 Because of movies many people have **visited / seen** New York.

**★ D Answer the questions in your notebook.**

- 1 Name at least two films set in New York.
- 2 How do you notice the frequent movie production when you visit New York?
- 3 What problems might a film crew come across in New York?
- 4 Which is the busiest place in New York?
- 5 New York has been demolished in many films.  
How come the city still stands?
- 6 Why does New York seem familiar to most of us, even if we haven't been in the city?

**★ E Discuss movies.**

In groups of 4 or 5 people:

- Make a list of all the films you can come up with that take place in New York.
- Decide which New York film is the best and which is the worst.
- Tell each other about a film you have seen lately.

## Springtime in New York (Jonathan Richman)



### A Listen and fill in the missing words.

On Canal Street in April when it's sixty and the (1) \_\_\_\_\_

is melting fast,

it's still shady in the morning when you're (2) \_\_\_\_\_

in your t-shirt running past;

At Tompkins Square Park, a (3) \_\_\_\_\_ is meeting,

say what you (4) \_\_\_\_\_ but I feel my heart beating;

'cause I love springtime in New York,

springtime in New York, I do

Springtime in New York when it's (5) \_\_\_\_\_ and the leaves

are on the trees,

when demolishing a (6) \_\_\_\_\_ brings the smell of 1890 to the breeze;

On First Avenue our (7) \_\_\_\_\_ is fighting,

springtime is (8) \_\_\_\_\_, New York is exciting,

and I love springtime in New York,

springtime in New York, I do.

Springtime in New York, in thirty days will come

them sticky (9) \_\_\_\_\_ nights,

and if you've been in New York city in July you know when

I say sticky I'm (10) \_\_\_\_\_

On First Avenue our couple is (11) \_\_\_\_\_ up,

eviction too, they both must be shaken up,

but I love springtime in New York,

springtime in New York, I do ...

© Rockin' Leprechaun Music  
A Norðurlöndum og Eystrasaltsríkjunum: Misty Music AB

### B Find the rhymes. Choose words from the box.

1 fast \_\_\_\_\_

2 meeting \_\_\_\_\_

3 trees \_\_\_\_\_

4 exciting \_\_\_\_\_

5 right \_\_\_\_\_

beating

do

night

breeze

fighting

past

sticky

**C Pair the verbs.**

- |               |                          |             |
|---------------|--------------------------|-------------|
| 1 melting     | <input type="checkbox"/> | a hittir    |
| 2 laughing    | <input type="checkbox"/> | b hættir    |
| 3 meeting     | <input type="checkbox"/> | c elskar    |
| 4 beating     | <input type="checkbox"/> | d hlær      |
| 5 love        | <input type="checkbox"/> | e tekur með |
| 6 brings      | <input type="checkbox"/> | f bræðir    |
| 7 fighting    | <input type="checkbox"/> | g slær      |
| 8 breaking up | <input type="checkbox"/> | h rifst     |

**Say it!**

You are visiting New York. You have lost your way and approach a friendly-looking stranger. Practise the dialogue with a friend.

**You** Excuse me, can you tell me how to get to the Empire State Building?

**Stranger** Of course! Continue straight ahead and then turn left at the traffic lights.

**You** By the way, do you know where I can buy a good map of New York?

**Stranger** Try the news stand over there!

**You** Thanks a lot!

Central Park?  
the nearest  
underground  
station?  
  
the Sheraton  
hotel?  
  
an ATM?

One moment, please, I  
have to ask my friend.  
He knows his way around  
here.  
  
Just turn right and look  
for the big, red sign.  
  
It's over there, where the  
man in the blue shirt is  
standing.  
  
There is one at the corner  
of this street.

No I am sorry I don't, but ask the  
police officer over there!  
  
You can find a good map at the  
bookstore two blocks away.  
  
Here, you can have a look at mine  
if that helps.  
  
Actually, you can have this one.  
I'm leaving New York today  
anyway!

## Plane Crash in the Hudson River



Listen and mark the correct alternatives.

- 1 The flight was on its way to ...
  - a New York
  - b South Carolina
  - c North Carolina
- 2 What river did the plane land in?
  - a the Hudson River
  - b the Hackensack River
  - c the Hutchinson River
- 3 Witnesses said the event reminded them of ...
  - a the attack on the World Trade Center.
  - b the attack on the Empire State Building.
  - c the attack on the Chrysler Building.
- 4 How did the passengers get off the plane?
  - a They jumped in the water and swam.
  - b They were picked up by boats.
  - c They stood on the wings of the plane as it was pulled to shore.
- 5 How long after departure had the engine stopped working?
  - a 5 minutes
  - b a couple of hours
  - c 15 minutes
- 6 What was the total number of people on the plane?
  - a 130
  - b 150
  - c 155
- 7 Why did the plane crash?
  - a It was out of gas.
  - b The pilot couldn't control the plane.
  - c Birds flew into the engines.
- 8 Most passengers went to the hospital because ...
  - a they had bruises and cuts from the crash.
  - b they were in the cold for so long.
  - c they had head injuries.
- 9 Who is the biggest hero?
  - a New York mayor Michael R. Bloomberg.
  - b The divers from the New York Police Department.
  - c Pilot Chesley B. Sullenberger.
- 10 The event ended up being miraculous thanks to ...
  - a the fact that the plane didn't sink.
  - b the witnessing crowd who got help quickly.
  - c the pilot's fast thinking and that so many boats were close by.



## Crime Takes a Nose Dive



Ask your teacher for a Worksheet and work with the exercises.

### A What does the text say? Answer yes or no.

	Yes	No
1 The Big Apple used to be the murder capital of the United States.....	<input type="checkbox"/>	<input type="checkbox"/>
2 The number of police has decreased since 1990.....	<input type="checkbox"/>	<input type="checkbox"/>
3 Rudy Giuliani is the mayor of New York.....	<input type="checkbox"/>	<input type="checkbox"/>
4 Rudy Giuliani is the man behind the zero-tolerance crime policy.....	<input type="checkbox"/>	<input type="checkbox"/>
5 It is OK to carry a gun without a license in all of the US. ....	<input type="checkbox"/>	<input type="checkbox"/>
6 More than 50% of the murders in New York had something to do with drugs. ....	<input type="checkbox"/>	<input type="checkbox"/>
7 Police chiefs from different parts of New York started to work together in a new way.....	<input type="checkbox"/>	<input type="checkbox"/>
8 New York is still one of the most dangerous cities to visit.....	<input type="checkbox"/>	<input type="checkbox"/>
9 New York has become safer than London. ....	<input type="checkbox"/>	<input type="checkbox"/>

### ★ B Convince your parents!

- 1 You and your class are saving money for a school trip and you all agree on going to New York. But your parents say it's too dangerous. Find three arguments in the text to convince your parents!

Argument 1: \_\_\_\_\_

Argument 2: \_\_\_\_\_

Argument 3: \_\_\_\_\_

- 2 Your parents have read the text as well. What counter argument do you think they will find in the text?

Counter argument: \_\_\_\_\_

\_\_\_\_\_

# Different Perspectives

## Planning sheet

This planning sheet will help you keep track of your work.

Tick off MUST DO for texts and exercises that everybody must work with.

Tick off CAN DO for texts and exercises of your own choice.

Tick off DONE for work you have finished.

	MUST DO	CAN DO	DONE
<b>Martin Luther King's Dream Come True</b>			
A Answer the questions 84			
B Arrange the words according to size 84			
C Fill in the missing letters and translate 85			
D Collect and compare facts 85			
E Write the names of the presidents 86			
<b>Daniel Tammet: An Incredible Mind!</b>			
A True or false? 87			
B Write the languages 87			
C Fill in the correct word 88			
D Retell the text 88			
E Write sentences 88			
F Draw lines between words and descriptions 88			
G Translate the sentences 89			
H Discuss in groups 89			
I Write about a special person 89			
<b>Make Your Own Kind of Music (Mama Cass Elliot)</b>			
A Listen and fill in the missing words 90			
B Write the full form 91			
<b>Say it!</b>			
Act out the dialogue 91			
<b>Alternative Worlds: Don't try ... (Listening exercise)</b>			
Choose the correct alternative 92			
<b>Life Truly is Upside Down: The Sloth (Reading exercise)</b>			
Read and answer the questions 93			

	MUST DO	CAN DO	DONE
<b>COOL READS Zebras, Lions, Buffalo and Bushmen ...</b>			
<b>A</b> Pair the words 94			
<b>B</b> Yes or no? 94			
<b>C</b> Fill in the missing word 95			
<b>D</b> Translate into English 95			
<b>E</b> Answer the questions 96			
<b>F</b> Take turns explaining the words 96			
<b>G</b> What makes you who you are? 96			
<b>COOL READS The Gift of Tongues</b>			
<b>A</b> Solve the crossword 97			
<b>B</b> Yes or no? 97			
<b>C</b> Answer the questions 98			
<b>D</b> Write sentences 98			
<b>E</b> Write questions 98			
<b>COOL READS You Can Call Me Link</b>			
<b>A</b> Fill in the correct word 99			
<b>B</b> Translate into Icelandic 99			
<b>C</b> Talk and explain in English 100			
<b>D</b> Find information 100			
<b>E</b> Make sentences with the <i>ing</i> -form 100			
<b>COOL READS Daily Routine Orders 5</b>			
<b>A</b> Answer the questions 101			
<b>B</b> Match English and Icelandic idioms 101			
<b>C</b> Organize the key sentences 101			

## TEXT A

## Martin Luther King's Dream Come True: Barack Obama

### A Answer the questions.

- 1 How many US presidents were there before Barack Obama?  
\_\_\_\_\_
- 2 What is Martin Luther King's famous speech called?  
\_\_\_\_\_
- 3 What things were forbidden for slaves in the US? Write one down.  
\_\_\_\_\_
- 4 What was Barack Obama's profession before becoming a president?  
\_\_\_\_\_
- 5 What kind of technology did Obama use to reach his voters?  
\_\_\_\_\_
- 6 What serious problems are there for Obama to solve? Write one of them.  
\_\_\_\_\_

### B Arrange the words according to size.

state   hamlet   city   village   country   continent

the biggest	_____
bigger	_____
big	_____
small	_____
smaller	_____
the smallest	hamlet

**C Fill in the missing letters and translate the words.**

- 1 ele \_ tion \_\_\_\_\_
- 2 dec \_ de \_\_\_\_\_
- 3 spe \_ ch \_\_\_\_\_
- 4 cro \_ d \_\_\_\_\_
- 5 were for \_ ed \_\_\_\_\_
- 6 trul \_ \_\_\_\_\_
- 7 ama \_ ing \_\_\_\_\_
- 8 s \_ illed \_\_\_\_\_
- 9 \_ ote \_\_\_\_\_
- 10 pro \_ ably \_\_\_\_\_
- 11 sol \_ e \_\_\_\_\_
- 12 serio \_ s \_\_\_\_\_
- 13 de \_ t \_\_\_\_\_

**★ D Collect and compare facts.**

- 1 Use an encyclopedia or the Internet and fill in the table with facts about Martin Luther King and Barack Obama.

	King	Obama
born when	_____	_____
born in	_____	_____
family	_____	_____
education	_____	_____
skills	_____	_____
known for	_____	_____

- 2 State your sources and write down where you found your facts.

---



---

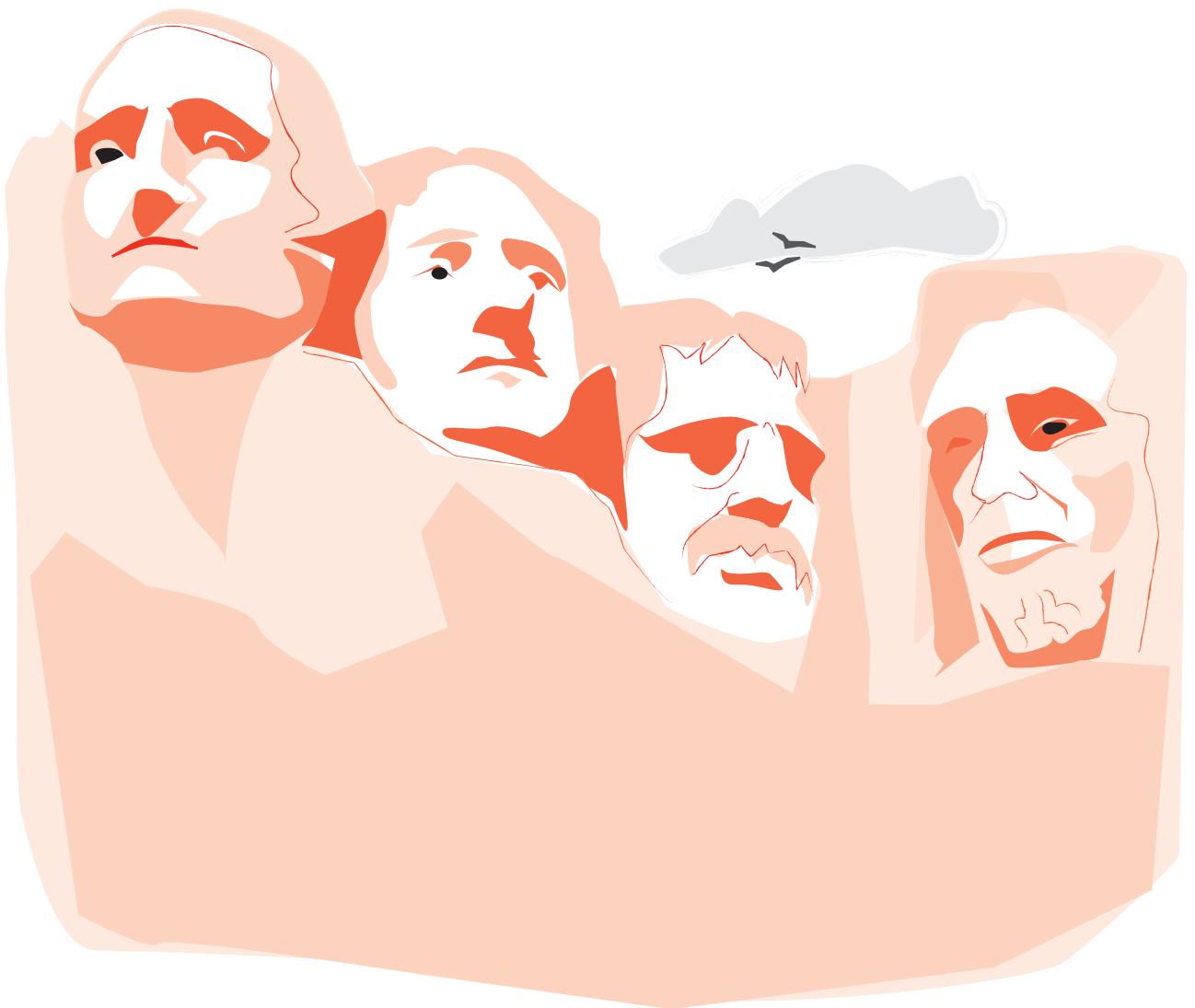


---

★ **E** Write the names of the presidents in *chronological* order.

In Keystone, South Dakota, you can see Mount Rushmore where the faces of four American presidents are carved in stone. Find out their names from the Internet or use an encyclopedia and write them in chronological order.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_



## TEXT B

**Daniel Tammet: An Incredible Mind!**

Different Perspectives

**A True or false?**

	True	False
1 Daniel Tammet works with language. ....	<input type="checkbox"/>	<input type="checkbox"/>
2 Daniel was injured in a car crash as a boy. ....	<input type="checkbox"/>	<input type="checkbox"/>
3 Daniel cannot tell left from right. ....	<input type="checkbox"/>	<input type="checkbox"/>
4 Daniel is a brilliant athlete. ....	<input type="checkbox"/>	<input type="checkbox"/>
5 Daniel sees porridge as a number. ....	<input type="checkbox"/>	<input type="checkbox"/>
6 Daniel loves to go sunbathing on the beach. ....	<input type="checkbox"/>	<input type="checkbox"/>
7 It took Daniel about 5 hours to recite Pi with more than 22,000 decimal places. ....	<input type="checkbox"/>	<input type="checkbox"/>
8 In the documentary <i>Brainman</i> Daniel learnt 7 languages in 7 days. ....	<input type="checkbox"/>	<input type="checkbox"/>
9 Daniel lives with autism as well as epilepsy. ....	<input type="checkbox"/>	<input type="checkbox"/>

**B Write the languages. Use the text to help you.**

In English, languages always begin with a capital letter, for example *Icelandic* „íslenska“, *English* „enska“.

- |             |       |
|-------------|-------|
| 1 litháíska | _____ |
| 2 finnska   | _____ |
| 3 spænska   | _____ |
| 4 eistneska | _____ |
| 5 þýska     | _____ |
| 6 rúmenska  | _____ |
| 7 franska   | _____ |
| 8 norska    | _____ |
| 9 danska    | _____ |
| 10 pólska   | _____ |

**C Fill in the correct word.**

- 1 Epilepsy might be the \_\_\_\_\_ (*orsök*) of Tammet's abilities.
- 2 \_\_\_\_\_ (*þó að*) Tammet has major difficulties, he also has incredible skills.
- 3 Number 37 looks like lumpy \_\_\_\_\_ (*grautur*) to Daniel.
- 4 It's hard to live an \_\_\_\_\_ (*venjulegu*) life for most savants.
- 5 If it's too noisy, Daniel \_\_\_\_\_ (*lokar*) his ears.
- 6 Daniel once \_\_\_\_\_ (*þuldi upp*) Pi for five hours.
- 7 Daniel \_\_\_\_\_ (*skorað á*) to learn one of the most difficult languages.

**★ D Retell the text. Use the words to help you.**

writer and linguist   autistic savant   epilepsy   numbers  
nervous   day of birth   Pi   documentary   book

**★ E Use five words from exercise D to write sentences.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**F Draw lines between words and descriptions.**

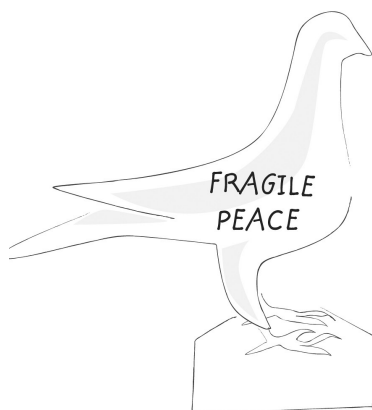
emotions  
get by  
anxious  
recently  
birth  
excerpt  
noise

when someone is being born  
manage or cope with things  
a sound most people don't like  
feelings  
not a long time ago  
a short passage from a text  
worried and nervous



★ **G** Translate the sentences.

- 1 Hann fékk flogaveiki þegar hann var barn. \_\_\_\_\_  
\_\_\_\_\_
- 2 89 lítur út eins og snjór sem fellur. \_\_\_\_\_  
\_\_\_\_\_
- 3 Hann veit svarið undir eins! \_\_\_\_\_  
\_\_\_\_\_
- 4 Það er svo sannarlega ótrúlegt! \_\_\_\_\_  
\_\_\_\_\_
- 5 Það eru mörg tungumál! \_\_\_\_\_  
\_\_\_\_\_
- 6 Daniel skrifaði nýlega bók um líf sitt. \_\_\_\_\_  
\_\_\_\_\_

★ **H** Discuss in groups.

- 1 What extraordinary skill would you like to have? Why?  
Discuss and compare your choices.
- 2 Daniel Tammet gets nervous among people and in noisy environments.  
Are there situations that make you nervous? Discuss.

★ **I** Write about a special person.

Write a text about a special person you know – a person who is not like everyone else but has positive assets that most people lack.

## Make Your Own Kind of Music (Mama Cass Elliot)



### A Listen and fill in the missing words.

(1) \_\_\_\_\_ can tell you;  
There's only one song worth singin'.  
They may (2) \_\_\_\_\_ and sell you,  
'cause it hangs them up  
to see (3) \_\_\_\_\_ like you.

But you've gotta make your own kind of music  
sing your own (4) \_\_\_\_\_ song,  
make your own kind of music even if nobody  
else sings along.

You're gonna be knowing  
the loneliest kind of lonely.

It may be rough goin',

(5) \_\_\_\_\_ to do your (6) \_\_\_\_\_  
the hardest thing to do.

But you've gotta make your own kind of music  
sing your own (7) \_\_\_\_\_ song,  
make your own kind of music even if nobody  
else sings along.

So if you cannot take my (8) \_\_\_\_\_  
and if you (9) \_\_\_\_\_ be goin',  
I will (10) \_\_\_\_\_

You gotta make your own kind of music  
sing your own (11) \_\_\_\_\_ song,  
make your own kind of music even if nobody  
else sings along.

Music and lyrics: Barry Mann, Cynthia Weil  
© Screen Gems-EMI Music Inc  
Printed by permission of EMI Music Publishing Scandinavia AB



**B Write the full form of the words.**

- |   |         |                 |
|---|---------|-----------------|
| 1 | There's | <u>There is</u> |
| 2 | Singin' | _____           |
| 3 | 'cause  | _____           |
| 4 | You've  | _____           |
| 5 | Gotta   | _____           |
| 6 | You're  | _____           |
| 7 | Gonna   | _____           |
| 8 | Goin'   | _____           |

**Say it!**

You are discussing big issues with a friend. Take turns and practise the dialogue.

- |               |  |
|---------------|--|
| <b>You</b>    | Why is it that <u>religion</u> is so important to many people?     |
| <b>Friend</b> | Probably because <u>people need something to believe in</u> .      |
| <b>You</b>    | What do you think about that?                                      |
| <b>Friend</b> | Well, <u>I believe in doing good deeds and trying to be honest</u> |
| _____         | <u>with the ones you love.</u>                                     |
| <b>You</b>    | I think that <u>most religious people would agree with you!</u>    |

people care so much  
about money?

the climate has  
changed so much?

people don't  
like listening  
to politicians?

we all need it and always  
think we have too little.

we have polluted the air  
and the seas too much.

we think they just make  
promises so we'll vote  
for them.

I want to have money to spend  
and to save for the future.

if we all do our best, I think  
we can save the planet!

if I had the chance to become  
a politician I would spend  
a lot of time listening to people.

is a way of preparing for the future.

is going to be difficult and it will take  
a lot of time and money, but we have to try.

is what politicians should do – try  
to understand the people better.

## Alternative Worlds:

### Don't try this at home kids ...



Listen and choose the correct alternative.

- 1 What newspaper does the article come from?
  - a The Observer
  - b The Sun
  - c The Times
- 2 BASE stands for Building, Antenna, Span and ...
  - a earth
  - b eagle
  - c environment
- 3 What is the outside top part of a building called?
  - a ceiling
  - b floor
  - c roof
- 4 What is the world's tallest man-made building called?
  - a The Burj Dubai
  - b The Bank Dubai
  - c The Beauty Dubai
- 5 Insane is the same as ...
  - a calm and cool
  - b crazy
  - c angry
- 6 How many jumpers show up each year on Bridge Day?
  - a about 450 jumpers
  - b about 35 jumpers
  - c about 480 jumpers
- 7 What does free diving mean?
  - a diving from any cliff near water
  - b diving without any equipment
  - c diving very deep
- 8 David Blaine was under water for ...
  - a 17 minutes
  - b 70 minutes
  - c 27 minutes
- 9 What animals get a slower heart rate under water?
  - a penguins, whales and sea horses
  - b whales, sharks and small fish
  - c dolphins, whales and otters
- 10 Free diving is risky and may cause ...
  - a high blood pressure
  - b brain damage
  - c diabetes

## Life Truly is Upside Down: The Sloth



Read and answer the questions in your notebook.

It is fair to say that the sloth sees the world from a different angle! The sloth is a mammal that originates from Central and South America – Nicaragua, Venezuela, north-eastern Brazil and northern Peru. This peculiar animal spends almost its whole life hanging upside down! Even when the female gives birth, she is hanging in this position. She lets the baby fall out hanging in its umbilical cord and then she pulls the baby back to spend the first moments of its life on her belly. This is one of the few occasions in the life of a sloth that it is *not* upside down.

The fur of a sloth is growing “backwards” (from the legs and upwards) to protect the animal so that rainwater cannot easily penetrate the fur. So if you ever have the opportunity to pet a sloth, start from the foot and move upwards so you don’t stroke against the fur ...

This animal sure has some strange habits. Only once a week does it come down from its tree home to relieve itself on the ground. Since the sloth moves very slowly and has poor hearing and sight, leaving the trees is a very vulnerable moment. On the other hand, it has an excellent sense of smell and a sturdy body, so it can fall down on the ground and normally stay alive. Its claws are long and crooked so the sloth can hold onto branches and trunks easily.

The Latin name of the sloth, “folivora”, means leaf-eater but the sloth also feeds on insects, small lizards and carcass. Leaves are generally hard to digest, so its stomach consists of many different compartments or “pockets” that take care of the tough leaves. The stomach alone weighs a lot – about two thirds of the total body weight.

The body of a sloth usually measures 50–60 cm from head to toe and the small stubby tail makes up about 7 cm of the total length.



- 1 What is a mammal? Explain in your own words.
- 2 When is a sloth not upside down? Give an example.
- 3 Why does the fur grow “backwards”?
- 4 When is a sloth most vulnerable?
- 5 What sense is best developed in a sloth?
- 6 Where do sloths live?
- 7 Why are their claws so long?

**sloth** – letidýr   **angle** – sjónarhorn   **mammal** – spendýr   **peculiar** – sérstæður   **umbilical cord** – naflastrengur  
**belly** – magi   **penetrate** – þrýsta í gegnum   **against the fur** – á móti feldinum   **relieve itself** – gegna þörfum sínum  
**vulnerable** – viðkvæmt   **sturdy** – sterkbyggður   **carcass** – hræ   **digest** – melta   **consist of** – samanstendur af  
**compartments** – hólfum, hlutum   **stubby** – kubbslegur   **make up** – er

## Zebras, Lions, Buffalo and Bushmen live in the Kalahari Desert

### A Pair the words.

- |                 |                          |                       |
|-----------------|--------------------------|-----------------------|
| 1 raise         | <input type="checkbox"/> | a málsháttur          |
| 2 speech        | <input type="checkbox"/> | b ræða                |
| 3 newborn       | <input type="checkbox"/> | c þröngsýnn           |
| 4 proverb       | <input type="checkbox"/> | d nýfæddur            |
| 5 tribe         | <input type="checkbox"/> | e algildur            |
| 6 narrow-minded | <input type="checkbox"/> | f ættbálkur           |
| 7 breed         | <input type="checkbox"/> | g rándýr              |
| 8 predator      | <input type="checkbox"/> | h ala upp             |
| 9 universal     | <input type="checkbox"/> | i kyn (sbr. hundakyn) |



### B Yes or no?

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 1 Bushmen are aboriginals from Australia.....  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Bessie Head is a white missionary from Great Britain. ....                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Margaret thinks Bushmen are narrow-minded.....                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Margaret takes care of a newborn Bushman girl.....                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Other children are cruel to the young Margaret. ....                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The author died young in 1971.....   | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Bessie Head writes that genes determine who we are. ....                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 About 1.7 million people in Botswana live traditionally<br>by hunting animals..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Bushmen are aboriginals.....   | <input type="checkbox"/> | <input type="checkbox"/> |

**C Fill in the missing word.**

- 1 Margaret worked as a \_\_\_\_\_ (*trúboði*).
- 2 Racists thought Bushmen couldn't even \_\_\_\_\_ (*fætt sig*).
- 3 The Bushman girl gets into trouble because of her \_\_\_\_\_ (*uppruna*).
- 4 The girl \_\_\_\_\_ (*þurrkaði*) the spit away.
- 5 Margaret Cadmore also worked as the \_\_\_\_\_ (*skólastjóri*) at the school.
- 6 Racists \_\_\_\_\_ (*dæma*) from the colour of a person's skin.
- 7 Bessie Head lead a \_\_\_\_\_ (*erfitt*) life.
- 8 In traditional living you hunt animals and \_\_\_\_\_ (*safnar*) food.

**★ D Translate into English. Use the text to help you.**

- 1 Margrét ákveður að ala stúlkuna upp.  
\_\_\_\_\_
- 2 Fortíðin mun elta hana uppi.  
\_\_\_\_\_
- 3 Hún er stimpluð sem „það“.  
\_\_\_\_\_
- 4 Hún er ekki lengur Afríkubúi.  
\_\_\_\_\_
- 5 Hún þarf ennþá að stríða við fólk sem er haldið kynþáttafordómum.  
\_\_\_\_\_

**E Answer the questions in your notebook.**

- 1 Who is Margaret Cadmore?
- 2 How does Margaret treat Bushmen?
- 3 Why does Margaret decide to take care of a Bushman girl?
- 4 How does Margaret treat the girl?
- 5 How is the young Margaret treated in school?
- 6 Why are people confused when they hear young Margaret speak?
- 7 What does Margaret work with as an adult?
- 8 Who is Bessie Head?
- 9 What does 'aboriginal' mean?

**★ F Take turns explaining the words in English. Work in pairs.**

- |                |               |
|----------------|---------------|
| 1 proverb      | 5 roam        |
| 2 realize      | 6 confused    |
| 3 relationship | 7 struggle    |
| 4 remote       | 8 environment |

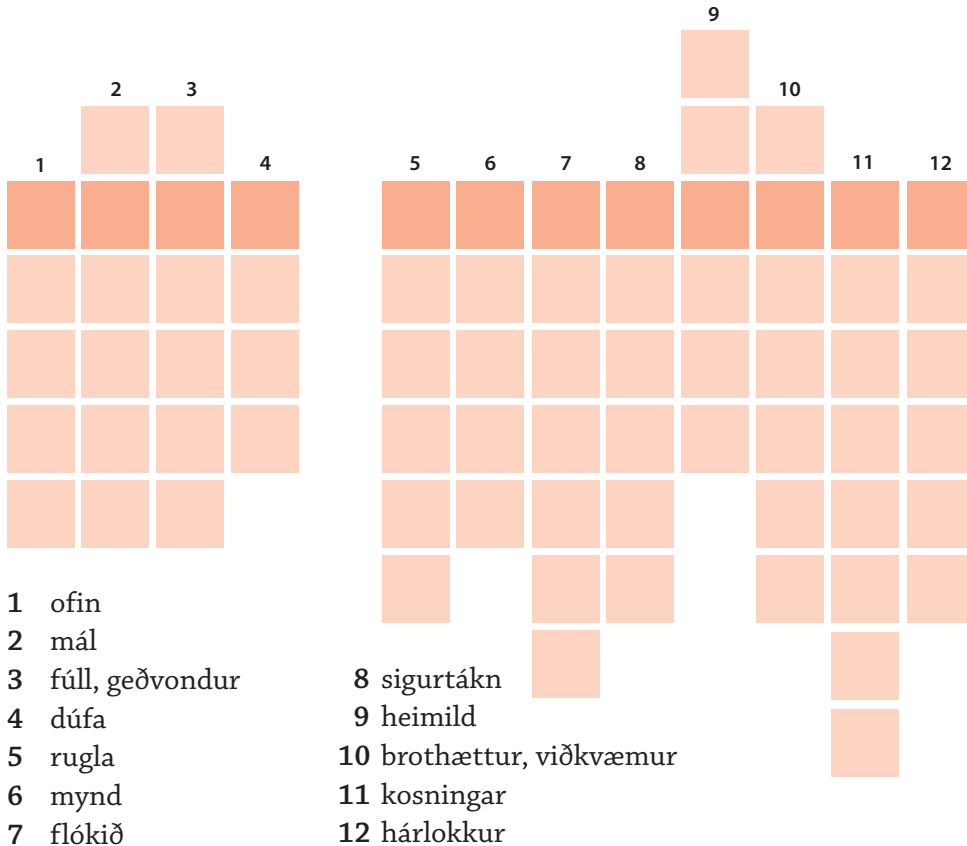
**★ G What makes you who you are?**

Discuss in small groups: Are the genes we are born with more important than the environment we grow up in? Why or why not?



# The Gift of Tongues

**A** Solve the crossword. Use words from the text.



What words did you find in the crossword?

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

**B** Yes or no?

	Yes	No
1 Daniel Tammet uses picture cards to understand words. ....	<input type="checkbox"/>	<input type="checkbox"/>
2 A braid is a useful picture. ....	<input type="checkbox"/>	<input type="checkbox"/>
3 Daniel has won a large golden trophy for his skills. ....	<input type="checkbox"/>	<input type="checkbox"/>
4 Daniel thinks of glass when he hears the word 'fragile'. ....	<input type="checkbox"/>	<input type="checkbox"/>
5 Some sentences are very difficult for Daniel to understand. ....	<input type="checkbox"/>	<input type="checkbox"/>
6 Daniel wants an ice cream. ....	<input type="checkbox"/>	<input type="checkbox"/>
7 Daniel is "under the weather". ....	<input type="checkbox"/>	<input type="checkbox"/>
8 When Daniel was a child, common sayings could be really confusing. ....	<input type="checkbox"/>	<input type="checkbox"/>



★ **C** Answer the questions in your notebook.

- 1 What kind of words are difficult for Daniel to understand?
- 2 What does Daniel imagine when he hears about an “election triumph”?
- 3 What sentence structures are hard to analyze?
- 4 What did Daniel find particularly difficult as a child?
- 5 What does the expression “under the weather” mean?
- 6 How did Daniel react when he heard that expression?

★ **D** Write five sentences with adjectives and nouns from the text.

**Adjectives**

complex  
fragile  
confused  
strange  
large  
grumpy  
big  
difficult  
hard  
right

**Nouns**

child  
parents  
trophy  
bed  
dove  
morning  
image  
head  
ice cream  
question

Ex: The teacher gave me a difficult question.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

★ **E** Write questions for Daniel Tammet.

Daniel Tammet is visiting your school and you will have the chance to ask him three questions. Write the questions in your notebook.

## You Can Call Me Link

**A** Fill in the correct word. Choose from the words in the box.

once at risk decided London embarrassed  
unknown protect point watching

- 1 Right now I'm sitting in a doorway \_\_\_\_\_ the passers-by.
- 2 I didn't come to \_\_\_\_\_ straightaway.
- 3 But that's just the \_\_\_\_\_, see?
- 4 They're \_\_\_\_\_.
- 5 I even saw one of my teachers \_\_\_\_\_.
- 6 So, what with one thing and another I \_\_\_\_\_ it was time to move on.
- 7 You're leaving a place you know and heading into the \_\_\_\_\_ with nothing to \_\_\_\_\_ you.
- 8 You're going to be \_\_\_\_\_ every minute, day and night.

**B** Who are these people in the streets? Translate into Icelandic.

- 1 beggar \_\_\_\_\_
- 2 homeless people \_\_\_\_\_
- 3 passers-by \_\_\_\_\_
- 4 unemployed \_\_\_\_\_
- 5 employees \_\_\_\_\_
- 6 policeman \_\_\_\_\_
- 7 taxi driver \_\_\_\_\_
- 8 school children \_\_\_\_\_
- 9 retired people \_\_\_\_\_
- 10 people walking their dogs \_\_\_\_\_

### ★ C Talk and explain in English.

Work with a friend and take turns explaining the words below.

Ex: *grieve* is to show that you are sad.

- 1 invisible \_\_\_\_\_
- 2 passer-by \_\_\_\_\_
- 3 unemployed \_\_\_\_\_
- 4 kipping \_\_\_\_\_
- 5 neighbours \_\_\_\_\_
- 6 coppers \_\_\_\_\_
- 7 dosser \_\_\_\_\_

### ★ D Find information by using the Internet or an encyclopedia. Write in your notebook.

- 1 How many people in the world are homeless?
- 2 What is done to help the homeless?
- 3 What risks are there when you are homeless?

### ★ E Make sentences with the *ing*-form.

Some verbs in English are followed by the *ing*-form such as:  
avoid, like, keep, love, hate, fancy, mind, and risk.

Ex: I *keep looking* at you. They *avoided talking* to me.

Use the verbs in the box and make sentences about the text you have read.  
Check the meaning of the verbs if necessary.

love hate fancy mind risk

You can start like this:

- 1 No one loves being homeless, cold and alone.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

## Daily Routine Orders 5

### A Answer the questions by underlining the correct alternative.

- 1 Who is Shelter? **an ex-soldier / a homeless person**
- 2 Who does Shelter share his flat with? **Hook / Sappho**
- 3 Who does he meet in the text? **a homeless guy / a hostel owner**
- 4 What is the weather like this night? **nice and warm / cold, wet and windy**
- 5 What kind of shoes is Shelter wearing? **sneakers / boots**
- 6 Why does he say that he helps run a hostel?  
**to earn money / to make the boy come with him**
- 7 Does the hostel really exist? **yes / no**
- 8 Where does he take the boy? **home / to a fancy hotel**
- 9 What happens at Shelter's flat? **he kills the boy / he gives the boy money**

### B Match the English and Icelandic idioms.

Idioms are made up of words that are familiar to you, but put together with certain other words they give another meaning. Two of the idioms below appear in the text.

- |                              |  |
|------------------------------|--|
| 1 easy as falling off a log  | <input type="checkbox"/> það rignir eldi og brennisteini, það helli rignir |
| 2 hook, line and sinker      | <input type="checkbox"/> skítlétt  |
| 3 it's raining cats and dogs | <input type="checkbox"/> á elleftu stundu                                  |
| 4 at the eleventh hour       | <input type="checkbox"/> vera miður sín                                    |
| 5 feel blue                  | <input type="checkbox"/> trúá eins og nýju neti                            |
| 6 rule of thumb              | <input type="checkbox"/> þumalputtaregla                                   |

### C Organize the key sentences from the text in the correct order.

- |   |  |
|---|--|
| <input type="checkbox"/> townhouse project      | <input type="checkbox"/> reaching the flat             |
| <input type="checkbox"/> the weather that night | <input type="checkbox"/> meeting with the homeless boy |
| <input type="checkbox"/> nobody will miss him   | <input type="checkbox"/> new clothes                   |

# Asia

## Planning sheet

This planning sheet will help you keep track of your work.

Tick off MUST DO for texts and exercises that everybody must work with.

Tick off CAN DO for texts and exercises of your own choice.

Tick off DONE for work you have finished.

	MUST DO	CAN DO	DONE
<b>Asia is Constantly Growing</b>			
A Fill in the missing words 104			
B Answer the questions 104			
C What's the word in English? 104			
D Read a news article and retell it 104			
<b>Thailand: Backpacking, Beaches and Buddhism</b>			
A Translate the words 105			
B Find the sentences 105			
C Answer the questions 106			
D Pair travel sites with descriptions 106			
E Be a tourist guide 107			
F Write about a picture 107			
<b>Bollywood Dreams</b>			
A True or false? 108			
B Draw lines between film genres and explanations 108			
C Find out about telescope words 108			
D Telescope quiz 109			
E Look for facts about Bollywood 109			
<b>Paid Peanuts</b>			
A Who says what? 110			
B Arrange key words and retell the dialogue 110			
C Pair the pictures with the names. Then translate 111			
D What do you think about fair trade? 111			
<b>Manga: Big in Japan</b>			
A Yes or no? 112			
B Pair beginnings with endings 112			

	MUST DO	CAN DO	DONE
<b>C</b> Write questions 112			
<b>D</b> Solve the crossword 113			
<b>E</b> Discuss in groups 113			
<b>How to Speak to 885 Million People</b>			
<b>A</b> Search the text and fill in the missing words 114			
<b>B</b> Find information about world languages 114			
<b>C</b> Difficult or easy? Discuss 114			
<b>D</b> Answer the questions 115			
<b>E</b> Find facts and present them 115			
<b>My Life in Saudi Arabia</b>			
<b>A</b> Mark the correct alternative 116			
<b>B</b> Pair words with translations 116			
<b>C</b> Answer the questions 116			
<b>D</b> What word is described? 117			
<b>E</b> Write sentences 117			
<b>F</b> Retell the text 117			
<b>Kung Fu – Fighting with ... (Listening exercise)</b>			
Listen and solve the tasks 118			
<b>Tokyo Never Sleeps (Reading exercise)</b>			
Mark the correct alternative 119			
<b>Oh Shanghai (Frida Hyvönen)</b>			
<b>A</b> Listen and fill in the missing words 120			
<b>B</b> Find the English words in the lyrics 121			
<b>C</b> Find the opposites 121			
<b>D</b> Translate the phrases 121			
<b>E</b> Discuss the questions 121			
<b>Say it!</b>			
Take turns and act out the dialogue 122			

## Asia is Constantly Growing

### A Fill in the missing words from the text.

- 1 Asia is the world's largest \_\_\_\_\_.
- 2 Asia has 60% of the world's \_\_\_\_\_.
- 3 Asia is so huge it's hard to \_\_\_\_\_ any specific characteristics.
- 4 There are three \_\_\_\_\_ centres in Asia; Hong Kong, Tokyo and Singapore.
- 5 Asia is \_\_\_\_\_ by political conflicts and poverty.
- 6 A big issue for the future is the \_\_\_\_\_.

### B Answer the questions.

- 1 How big is the landmass of Asia? \_\_\_\_\_
- 2 How many people live in Asia? \_\_\_\_\_
- 3 Why is it wrong to call somebody "Asian"? \_\_\_\_\_  
\_\_\_\_\_
- 4 What natural resources is Asia rich in? \_\_\_\_\_
- 5 Why are the environmental problems becoming more severe? \_\_\_\_\_  
\_\_\_\_\_
- 6 Which are the two most populated countries in the world? \_\_\_\_\_  
\_\_\_\_\_

### C What's the word in English?

- |                             |                    |
|-----------------------------|--------------------|
| 1 stöðugt _____             | 4 neytandi _____   |
| 2 erfiður, alvarlegur _____ | 5 að lokum _____   |
| 3 náttúruauðlindir _____    | 6 landflæmi _____  |
| _____                       | 7 skilgreina _____ |

### ★ D Read a news article and retell it in groups.

Use the Internet to find a news article from or about an Asian country.  
Read the article, check difficult words in a dictionary and retell your articles in small groups.



## Thailand: Backpacking, Beaches and Buddhism

### A Translate the words.

- |                              |          |
|------------------------------|----------|
| 1 eldhús, matargerðarlist    | <u>c</u> |
| 2 ofþorna                    | <u>d</u> |
| 3 flói, vík                  | <u>b</u> |
| 4 ermi                       | <u>s</u> |
| 5 standa meðfram             | <u>l</u> |
| 6 búpeningur                 | <u>l</u> |
| 7 krani                      | <u>t</u> |
| 8 sólbrúnka, sólbað          | <u>t</u> |
| 9 almennilega, á réttan hátt | <u>p</u> |

### B Find the sentences in the text.

- 1 Þetta svæði er líka einn af bestu stöðunum til að sjá fíl.

---



---

- 2 En, halló, Tæland er miklu meira en bara ódýr staður til að ferðast um á.

---



---

- 3 Það tekur þig hálfan dag að fara á markaðinn.

---



---

- 4 Að auki geta sumir mánuðir verið of heitir.

---



---

- 5 Þessi borg er blanda af nútíma lífsháttum og fornri menningu.

---



---

- 6 Þeir státa af einni bestu matargerðarlist í heimi.

---



---

**C Answer the questions.**

- 1 Where in Thailand is Bangkok located? \_\_\_\_\_
- 2 Who built The Grand Palace? \_\_\_\_\_
- 3 What do you need to think about when you visit  
the sacred temple Wat Pra Kaew? \_\_\_\_\_  
\_\_\_\_\_
- 4 Name some of the Krabi islands! \_\_\_\_\_
- 5 What can you see the monkeys doing on Koh Samui? \_\_\_\_\_  
\_\_\_\_\_
- 6 What is Doi Intanon? \_\_\_\_\_
- 7 What diseases do you need vaccinations for? \_\_\_\_\_  
\_\_\_\_\_
- 8 Why do you need bottled water? \_\_\_\_\_  
\_\_\_\_\_
- 9 When is it best to go to Thailand? \_\_\_\_\_

**D Pair travel sites with descriptions.**

a) Bangkok   b) Krabi   c) Koh Samui   d) Phuket   e) Chiang Mai

- 1 Here you can visit tribal people. \_\_\_\_\_
- 2 Incredibly beautiful nature. \_\_\_\_\_
- 3 The right spot if you want to join an organized trek. \_\_\_\_\_
- 4 Come here if you like coconuts. \_\_\_\_\_
- 5 Here you can see a palace made of jewels and gold. \_\_\_\_\_
- 6 Is also called the “Rose of the North”. \_\_\_\_\_
- 7 Here you find a perfect place if you want to go shopping. \_\_\_\_\_
- 8 Go here if you need to take care of your feet. \_\_\_\_\_

**★ E Be a tourist guide.**

You are a tourist guide working in Thailand for a travel company. A group of new guests have just arrived and you are going to hold the welcome meeting.

Present some of the places you can visit in Thailand and say a few things about them. A classmate will be your audience. Take turns.

**★ F Write about a picture.**

Choose one of the pictures in your Textbook (pp. 100–102) and write about it in your notebook.

Describe what you see, write about the colours and say something about how the picture makes you feel.

You might find the expressions in the box useful.

to the left

to the right

at the top

at the bottom

in the top left-hand corner

in the bottom right-hand corner



## Bollywood Dreams

### A True or false?

	True	False
1 The boy telling the story is 17 years old. ....	<input type="checkbox"/>	<input type="checkbox"/>
2 Masala means “Indian film”. ....	<input type="checkbox"/>	<input type="checkbox"/>
3 The boy claims he is a good singer. ....	<input type="checkbox"/>	<input type="checkbox"/>
4 In 2008 a Pakistani boy was put in jail when he pursued his dream to be an actor. ....	<input type="checkbox"/>	<input type="checkbox"/>
5 He loves dancing. ....	<input type="checkbox"/>	<input type="checkbox"/>
6 The boy wants to win the award for “Best Director”. ....	<input type="checkbox"/>	<input type="checkbox"/>
7 If he ever wins, he will thank his family and God. ....	<input type="checkbox"/>	<input type="checkbox"/>

### B Draw lines between film genres and explanations.

1 comedy	a movie that can make you cry
2 thriller	a movie that makes you laugh
3 tragedy	a movie that is exciting
4 adventure	a movie that sends chills through your spine

### ★ C Find out about ‘telescope words’.

The name “Bollywood” is called a ‘telescope word’. It is made of two different words that are combined.

**Bombay + Hollywood = Bollywood**

What telescope words do you get from these? Make one word out of two.

- 1 smoke + fog = \_\_\_\_\_
- 2 channel + tunnel = \_\_\_\_\_
- 3 motor + hotel = \_\_\_\_\_
- 4 Brad + Angelina = \_\_\_\_\_
- 5 breakfast + lunch = \_\_\_\_\_
- 6 spoon + fork = \_\_\_\_\_

**★ D Telescope quiz**

Look at the telescope words in exercise C. Answer the questions by discussing them with a friend.

- 1 Can you name a city where 1 is common?
- 2 Where can you find a 2?
- 3 Have you ever stayed at a 3?
- 4 What do 4 work as?
- 5 Can you name three things that are served when you have 5?
- 6 Can you draw a picture of a 6?

**★ E Look for facts about Bollywood on the Internet.**

- 1 How many films are produced in Bollywood each year?

---

- 2 What language is normally used in Bollywood films?

---

- 3 Bollywood films are sometimes called “Masala films”. Why?

---

---

- 4 What can you find out about the actor Amitabh Bachchan?

---

---

---



## Paid Peanuts

### A Who says what? Write Bethany, Max or Rachel.

- 1 Yeah, there's a bag of nuts here. \_\_\_\_\_
- 2 Have you got a nutcracker too? \_\_\_\_\_
- 3 Are you happy now, Lord Muck? \_\_\_\_\_
- 4 Almonds are my favourite nuts but they're so hard to crack. \_\_\_\_\_
- 5 But I've never seen a cashew in a shell. Why is that? \_\_\_\_\_
- 6 Don't interrupt me! \_\_\_\_\_
- 7 And how do they get the shells off then? By machine? \_\_\_\_\_
- 8 And some of the factories in India don't even have staff toilets. \_\_\_\_\_
- 9 Or, what about buying fair trade cashews? \_\_\_\_\_

### B Arrange key words and retell the dialogue.

- 1 Arrange the key words in chronological order.

- |   |   |
|---|---|
| <input type="checkbox"/> I love nuts.             | <input type="checkbox"/> I've never seen a cashew in a shell. |
| <input type="checkbox"/> Check the expiry date.   | <input type="checkbox"/> don't get paid very well             |
| <input type="checkbox"/> Cashew shells are toxic. | <input type="checkbox"/> 60 rupees a day                      |
| <input type="checkbox"/> Opened by hand           | <input type="checkbox"/> Feeling guilty                       |
| <input type="checkbox"/> Fair trade cashews       | <input type="checkbox"/> Tough and hard                       |
| <input type="checkbox"/> The crisps are finished. |   |

- 2 Now, retell the dialogue. Work with some friends.

**C Pair the pictures with the names. Then translate.**

- a** Look at the pictures and pair each one with the correct name. Draw lines.



pecan      almond      hazel nut      walnut      cashew nut      peanut

- b** Now translate the words into Icelandic.

- |              |       |
|--------------|-------|
| 1 pecan      | _____ |
| 2 almond     | _____ |
| 3 hazel nut  | _____ |
| 4 walnut     | _____ |
| 5 cashew nut | _____ |
| 6 peanut     | _____ |

★ **D What do you think about fair trade?**

- a** You can find information about fair trade on page 108 in your Textbook. Study the sentences below and mark yes or no. Be prepared to motivate your answers.

	Yes	No
1 I think fair trade makes it easier for small-scale farmers to succeed with their business. ....	<input type="checkbox"/>	<input type="checkbox"/>
2 I think there should be more fair trade products. ....	<input type="checkbox"/>	<input type="checkbox"/>
3 I think the organisation Fairtrade is known by many. ....	<input type="checkbox"/>	<input type="checkbox"/>
4 I think that it is easy to find information about Fairtrade. ....	<input type="checkbox"/>	<input type="checkbox"/>
5 I think that there should be information at school about fair trade. ....	<input type="checkbox"/>	<input type="checkbox"/>

- b** Compare your answers above by discussing with a friend.



## Manga: Big in Japan

### A Yes or no?

	Yes	No
1 Åsa Ekström is very famous in Japan. ....	<input type="checkbox"/>	<input type="checkbox"/>
2 Åsa speaks a little Japanese. ....	<input type="checkbox"/>	<input type="checkbox"/>
3 Åsa worked as a <i>sensei</i> in a manga studio in Tokyo.....	<input type="checkbox"/>	<input type="checkbox"/>
4 There is more artistic freedom in Japan.....	<input type="checkbox"/>	<input type="checkbox"/>
5 Åsa can work wherever she likes.....	<input type="checkbox"/>	<input type="checkbox"/>
6 Åsa's own comic is about a baby.....	<input type="checkbox"/>	<input type="checkbox"/>
7 Some people are born manga experts. ....	<input type="checkbox"/>	<input type="checkbox"/>
8 Manga comics can be about any subject. ....	<input type="checkbox"/>	<input type="checkbox"/>

### B Pair beginnings with endings.

1 After high school Åsa	<input type="checkbox"/>	a ... with manga around them.
2 Åsa wanted to stay at the manga studio	<input type="checkbox"/>	b ... to draw manga on her own.
3 The language barrier	<input type="checkbox"/>	c ... attended an art school.
4 Japanese people grow up	<input type="checkbox"/>	d ... was the most difficult thing.
5 Manga is most common	<input type="checkbox"/>	e ... among kids and young adults.
6 At 14 Åsa started	<input type="checkbox"/>	f ... for a longer period.

### ★ C Write questions.

Write five questions about the text. Exchange them with a friend.

Now answer your friend's questions.

---



---



---

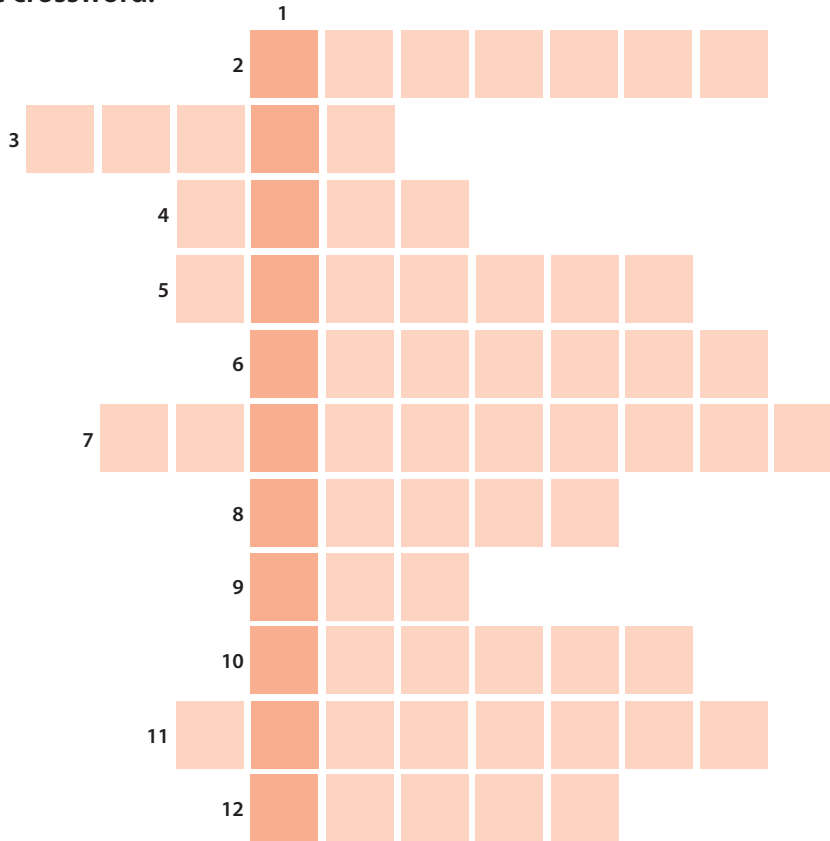


---



---



**D Solve the crossword.****Down**

- 1 The text is about a manga ... .

**Across**

- |  |  |
|--|--|
| 2 We ... manga is very popular in Japan.                             | 8 The subjects ... from ordinary life to magic worlds.     |
| 3 You can ... for a scholarship.                                     | 9 Most manga comics ... towards young people.              |
| 4 What happens in the text is called a ... .                         | 10 It's easier to draw if you have some artistic ... .     |
| 5 They ... a lot of manga in Japan!                                  | 11 The Japanese that Ása meet ... her very different.      |
| 6 The more you practise, the more ... you become.                    | 12 Ása thinks the Japanese people are very ... and polite. |
| 7 Japanese people are ... when they meet manga dedicated westerners. |  |

**★ E Discuss in groups.**

Discuss the following questions in groups.

- 1 If you could go anywhere in the world to work, where would you like to go? Why?
- 2 If you could learn anything from a true master, what would you like to learn? Why?
- 3 If you would draw your own comic, what would it be about?

## How to Speak to 885 Million People

### A Search the text and fill in the missing words.

- 1 I \_\_\_\_\_ to spend hours and hours studying verbs.
- 2 A lot of people called me a \_\_\_\_\_ for doing this.
- 3 Different doesn't have to mean difficult. For \_\_\_\_\_ Chinese grammar is very easy.
- 4 Most Chinese people will understand you even if your \_\_\_\_\_ is far from perfect.
- 5 There are many \_\_\_\_\_ of Chinese.
- 6 Each word \_\_\_\_\_ one or more of these characters.
- 7 Any \_\_\_\_\_ language will make it easier for you to get at good job.

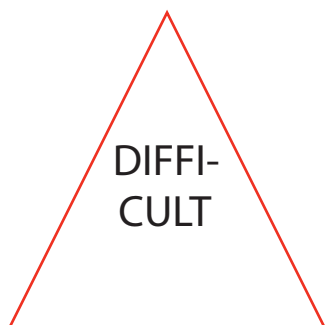
### B Find information about world languages.

Chinese is spoken by many people. There are other "world languages" too. Search the Internet and find out how many people speak these languages as their first or second language.

- 1 English \_\_\_\_\_
- 2 Spanish \_\_\_\_\_
- 3 French \_\_\_\_\_

### C Difficult or easy? Draw lines and discuss.

- 1 What is easy and difficult about learning new languages?  
Answer by drawing lines to either of the signs.



spelling  
pronunciation  
understanding texts or messages  
understanding when people talk  
grammar  
speaking  
writing



- 2 Compare your answers to a friend's. Discuss what you can do to get better at things that you think are difficult when it comes to learning a new language.

**★ D Answer the questions.**

- 1 What is a verb?
- 2 Why is it good to know languages according to Michael Downey?
- 3 Where does he live?
- 4 How come he became interested in learning Chinese?
- 5 What does he say about Chinese grammar?
- 6 Chinese is a tonal language. What does this mean?
- 7 There are many different dialects of Chinese. What dialect is the official language in China?
- 8 Why is the Chinese writing system a challenge?
- 9 What does Michael Downey mean when he says that he wants to “make your curiosity grow”?

你好

**★ E Find facts and present them to the class.**

How come some languages are spread all around the world?

- 1 Find facts and historical information about English, Spanish or French. Take notes.
- 2 Present your results in one of the following ways:
  - a poster
  - a spoken presentation for your class
  - a PowerPoint presentation for your class

## My Life in Saudi Arabia

### A Mark the correct alternative.

- 1 The dad worked in Saudi Arabia **two** / four / ten years.
- 2 Riyadh is situated **in the mountains** / in the desert / along a river.
- 3 The sand dunes around the city are **yellow** / brown / orange.
- 4 You have to look out for **scorpions** / rats / termites in the desert.
- 5 The most popular sport is **sword dancing** / football / swimming.
- 6 The narrator is **a girl** / a boy / unknown.
- 7 **Comics** / nudity / religion is strictly forbidden.

### B Pair words and translations.

- |                          |                          |              |
|--------------------------|--------------------------|--------------|
| 1 útjaðar                | <input type="checkbox"/> | a mall       |
| 2 dreifður               | <input type="checkbox"/> | b sleeveless |
| 3 ermalaus               | <input type="checkbox"/> | c outskirts  |
| 4 ritskoða               | <input type="checkbox"/> | d ornament   |
| 5 skreyting              | <input type="checkbox"/> | e unfair     |
| 6 verslanamiðstöð        | <input type="checkbox"/> | f censor     |
| 7 ósanngjarn, óréttlátur | <input type="checkbox"/> | g scattered  |

### ★ C Answer the questions in your notebook.

- 1 Why did the family move to Saudi Arabia?
- 2 What was their first impression of Riyadh?
- 3 Why are there many unfinished buildings in Riyadh?
- 4 What did the family do during weekends?
- 5 Why do you need to keep track of time when you go shopping?
- 6 What special rules for women are mentioned in the text?

**D** What word is described from the text?

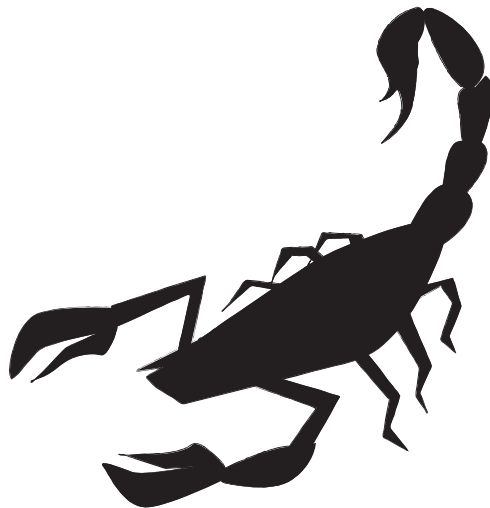
- 1 land consisting of sand \_\_\_\_\_
- 2 a dangerous snake can be this \_\_\_\_\_
- 3 something you are not allowed is ... \_\_\_\_\_
- 4 what you do when you look very hard at something \_\_\_\_\_
- 5 Saturday and Sunday together \_\_\_\_\_

**★ E** Write sentences using the words in exercise D.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**★ F** Retell the text using the words in the box.

moving country bummed out airport luxurious  
Riyadh sand Bedouins strict



## Kung Fu – Fighting with Body and Mind



Listen to the text and solve the tasks.

**1** The girl has taken up ...

- ☐ Chinese martial arts.
- ☐ Chinese Buddhism.
- ☐ Shaolin kung fu.

**2** If you “had kung fu”, it means ...

- ☐ you have worked hard to learn a certain skill well.
- ☐ someone has kicked or punched you hard.
- ☐ you have done your kung fu exercises properly.

**3** Kung fu is about ...

- ☐ kicking and punching.
- ☐ combining inner and outer strength.
- ☐ intelligence and humanity.

**4** The girl does the sport ...

- ☐ since it's good for handling stress.
- ☐ because it's exciting and different.
- ☐ because it's great exercise.

**5** Kung fu was originally created to ...

- ☐ build temples.
- ☐ protect people from enemies.
- ☐ to give children exercise.

## Tokyo Never Sleeps



**Mark the correct alternative.**



Ask your teacher for a Worksheet. Read about Matthew's impressions from his trip to Tokyo and answer the questions.

- 1** Matthew thinks Tokyo is different because of ...
  - a** the atmosphere.
  - b** the amusement parks.
  - c** the cultural scene.
- 2** How was Matthew treated at the airport?
  - a** Some people thought he was a celebrity.
  - b** Everyone was very nice to him.
  - c** He was shown out through a door.
- 3** What was special about the buildings in Tokyo?
  - a** They were in a bad shape.
  - b** There were many high buildings.
  - c** The roofs looked funny.
- 4** According to Matthew Japanese food is ...
  - a** as good as pizza.
  - b** made in front of you.
  - c** very tasty.
- 5** What place did Matthew like the best?
  - a** The beautiful Rainbow Bridge.
  - b** The view from the Ferris wheel.
  - c** The lively Odaiba area.
- 6** Matthew thought that ...
  - a** people in Tokyo were well-dressed.
  - b** Japanese people were crazy.
  - c** all Japanese people in Tokyo looked the same.
- 7** What does Matthew miss about Tokyo?
  - a** He misses the bus.
  - b** He misses driving around in the city.
  - c** He misses the busy feeling.

## Oh Shanghai (Frida Hyvönen)



### A Listen and fill in the missing words.

Our love is a flower that blossoms in (1) \_\_\_\_\_  
 Cigarettes in boxes with roses and cranes  
 I (2) \_\_\_\_\_ your short name on my wrist in China  
 Ink so black  
 that night you're renamed  
 Oh and trouble in the name

Oh Shanghai, who do you belong to?  
 Who do you care for, and who do you forget?  
 Admit I (3) \_\_\_\_\_ lost in your embrace  
 What to care for, and what to forget?

Came another night  
 and slow the wind rolled through Shanghai  
 Purple and (4) \_\_\_\_\_, the light,  
 under bridges and in the parks  
 It's not like in my Russian days when my (5) \_\_\_\_\_ shot  
 with wit and style  
 But the bars are ours  
 and my (6) \_\_\_\_\_ is yours  
 and our love is a flower and a running horse  
 Oh, old stallion with your shiny,  
 Polished black hooves  
 Oh Shanghai, ...

And sparks outshine the stars  
 when men weld scrapers in the (7) \_\_\_\_\_  
 Thick hot night and they're burning clouds dark  
 (8) \_\_\_\_\_ their torches  
 On the ground underground,  
 can you feel the underground  
 It's really not here, it's a bit below,  
 to cover the holes, to cover the hole  
 Oh, to say farewell to you  
 and to mean it (9) \_\_\_\_\_  
 Oh Shanghai, ...



**B Find the English words in the lyrics.**

1 endurskýra \_\_\_\_\_

4 hófur \_\_\_\_\_

2 foli \_\_\_\_\_

5 faðmlag \_\_\_\_\_

3 trana \_\_\_\_\_

6 viðurkenna \_\_\_\_\_

**C Find the opposites.**

1 long \_\_\_\_\_

4 found \_\_\_\_\_

2 remember \_\_\_\_\_

5 cold \_\_\_\_\_

3 day \_\_\_\_\_

6 light \_\_\_\_\_

**★ D Translate the phrases.**

1 Our love is a flower that blossoms in China

\_\_\_\_\_

2 Oh Shanghai, who do you belong to?

\_\_\_\_\_

3 Admit I got lost in your embrace

\_\_\_\_\_

4 they're burning clouds dark with their torches

\_\_\_\_\_

5 Oh, to say farewell to you and to mean it too

\_\_\_\_\_

**★ E Discuss the questions in groups.**

1 Is the song happy or sad?

2 Why is the song set in Shanghai?

3 Why is Russia mentioned?

4 What role do horses play in the song?

5 There is a lot of building going on. How can you tell?

## Say it!

You are going to read about India in your English class and you and a friend are discussing what you already know about the country.

Take turns and act out the dialogue.

- You** I really don't know that much about India. Do you know anything?
- Friend** I know that Mumbai is a really big city – with over 13 million inhabitants! That sure is a lot of people ...
- You** But why do some people call it Bombay?
- Friend** That's what the British called it, but the Portuguese were there first and Mumbai means "good port" in Portuguese.

Not much, except that the capital is New Delhi.

Mum was born in Delhi, so I know quite a bit. Delhi is a huge city.

Not much either. But I sure like the taste of Indian food. I order it all the time.

I know some history. India became independent in 1947.

Oh, I thought the capital of India was Calcutta.

The only thing I've heard about Dehli is Dehli belly.

And I assume you have a favourite dish?

Yes, I knew that too. After more than a hundred years as a British colony.

It used to be, until 1911.

Ha ha! If you're not used to spicy food you can get Dehli belly!

Of course! My favourite is chicken korma, a mild chicken curry with double cream.

That's why English was the official language until 1965. And it's still an important language in India.

# Grammar

## 1 Nouns – irregular plural

Read the text about two friends who are talking about homework.

Emily: “Please, save me! I have no life! Just loads of homework! It ought to be illegal! Maybe I should call the police and ask them to look into it.”

Ashley: “This might be news to you, but people are quite often happy to do their homework, get good jobs, earn lots of money, buy nice houses with cool furniture and have exciting lives. But if you want to live with your parents ...”

**A** Find these phrases from the text and write them on the lines.

- 1 Ég á mér ekkert líf! \_\_\_\_\_
- 2 helling af heimavinnu \_\_\_\_\_
- 3 hringdu í lögregluna \_\_\_\_\_
- 4 Þetta gætu verið fréttir \_\_\_\_\_
- 5 helling af peningum \_\_\_\_\_
- 6 flott húsgögn \_\_\_\_\_
- 7 spennandi líf \_\_\_\_\_

Some nouns are *uncountable*. This means that there is no plural form for the noun.

**B** Fill in the gaps with the correct noun.

- 1 We don't have any \_\_\_\_\_ (*heimavinnu*) for tomorrow.
- 2 Have you handed in your \_\_\_\_\_ (*heimavinnu*) to Mr Allen?
- 3 My parents buy all their \_\_\_\_\_ (*húsgögn*) at auctions.
- 4 My bed is my favourite piece of \_\_\_\_\_ (*húsgagn*).

There are some differences between plural use in Icelandic and English. *News* (frétt) looks like plural but can mean one or many news items.

Uncountable nouns are usually treated as singular. For example the word *money* (peningar). You say *It's my money*.

We do not usually use the indefinite article *a/an* with uncountable nouns. We **cannot** say *an information* or *a music*.

**C** Fill in the correct form of the nouns.

- 1 I'm broke – I don't have any \_\_\_\_\_ (*peninga*) at all!
- 2 Can you please lend me some \_\_\_\_\_ (*peninga*)?
- 3 No, I need \_\_\_\_\_ (*pá*) for the bus fare.
- 4 Where did you get this \_\_\_\_\_ (*peninga*) from?
- 5 I just found \_\_\_\_\_ (*pá*) in my pocket!
- 6 That was good \_\_\_\_\_ (*fréttir*).
- 7 We needed that after all the bad \_\_\_\_\_ (*fréttirnar*) lately.

The nouns *people* and *police* are singular in form but are always used as plurals.

**D** Fill in the correct form of the nouns.

- 1 I love travelling and meeting different kinds of \_\_\_\_\_ (*fólk*).
- 2 There are too few \_\_\_\_\_ (*fólk*) at this party.
- 3 The \_\_\_\_\_ (*lögreglan*) surrounded the building.
- 4 Go to the \_\_\_\_\_ (*lögreglunnar*) if you are in trouble.

Many words that end with an *f* sound in singular form change the *f* to *v* before adding the *es* ending to form the plural.

**E** Write the plural form. The first one can be found in the text.

- |                              |                                 |
|------------------------------|---------------------------------|
| 1 life ( <i>líf</i> ) _____  | 3 knife ( <i>hnifur</i> ) _____ |
| 2 leaf ( <i>lauf</i> ) _____ | 4 shelf ( <i>hilla</i> ) _____  |

**F** Do you know the irregular plural form for these nouns?  
Write them in the plural form.

1 foot \_\_\_\_\_

5 goose \_\_\_\_\_

2 man \_\_\_\_\_

6 mouse \_\_\_\_\_

3 sheep \_\_\_\_\_

7 tooth \_\_\_\_\_

4 child \_\_\_\_\_

8 woman \_\_\_\_\_

★ **G** Translate.

1 Lögreglan var hér í morgun. \_\_\_\_\_

2 Hún heimsótti margt fólk. \_\_\_\_\_

3 Hún spurði eftir þremur körlum og tveimur konum. \_\_\_\_\_

4 Fjórum börnum var rænt. \_\_\_\_\_

5 Ræningjarnir vildu fá háa peningaupphæð. \_\_\_\_\_

6 Það kom í fréttunum. \_\_\_\_\_

7 Líf þeirra er breytt um alla framtíð. \_\_\_\_\_



## 2 Nouns – possessive

Read the text about the forgotten objects on the bus.

Angry school bus driver at the last bus stop: “What on earth happened here? Who owns all this stuff?”

Suzanna: “Well, the bag is definitely Tom’s and that is Jennifer’s iPod.

And I believe those are the twins’ empty crisp bags. And these are Jason’s brand new sunglasses. But I’m not sure about those old mags.”

Bus driver: “Don’t worry about them. Those are the magazines of the bus company. And leave the curtains of the bus closed, will you?

The heat is killing me ...”

### A Translate these possessive forms from the text.

- 1 Tom á töskuna \_\_\_\_\_
- 2 iPodinn hennar Jennifer \_\_\_\_\_
- 3 tömu flögupokar tvíburanna \_\_\_\_\_
- 4 glænýju sólgleraugun hans Jasons \_\_\_\_\_
- 5 blöð rútufyrirtækisins \_\_\_\_\_
- 6 gardínurnar í bílnum \_\_\_\_\_

Singular nouns form their possessive case by adding 's to the noun. When a person or another living thing owns something you add an apostrophe (') and an s: *Emma's football*, to indicate possession. (Fótboltinn hennar Emmu.)

You also use -s in words that relate to geography: *Japan's history* (saga Japans), *Copenhagen's museums* (söfn Kaupmannahafnar).

's is also used in some cases when you talk about time and measurement: *today's newspaper* (blað dagsins í dag) and a *pound's weight* (pund að þyngd).

### B Fill in the right form of the possessive case.

- 1 lag Bills Bill's song
- 2 hjarta Hönnu (Hannah) \_\_\_\_\_ heart
- 3 tölva kennarans \_\_\_\_\_ computer
- 4 tíska dagsins í dag \_\_\_\_\_ fashion
- 5 neðanjarðlest Lundúna \_\_\_\_\_ underground
- 6 ólin á hundinum \_\_\_\_\_ leash
- 7 hamingja barnsins \_\_\_\_\_ happiness

If the name of a person who owns something ends with an s you only add an apostrophe: *Lucas' socks*. The possessive forms of plural nouns which end in s are formed in the same way: *the singers' voices*.

**C** Fill in the right form of the possessive case.

- 1 kærasta Chris Chris' girlfriend
- 2 peningar Nicolasar \_\_\_\_\_ money
- 3 afmælisveisla stelpnanna \_\_\_\_\_ birthday party
- 4 tveggja daga fjarvera \_\_\_\_\_ absence
- 5 sýning dansaranna \_\_\_\_\_ performance
- 6 frægð Elvis \_\_\_\_\_ fame
- 7 þriggja ára menntun \_\_\_\_\_ education

**D** Match the translations to the correct expressions.

- |                      |                           |
|----------------------|---------------------------|
| 1 The girl's team    | a Verðlaun sigurvegarans  |
| 2 The girls' team    | b Foreldrar strákanna     |
| 3 The boy's parents  | c Lið stelpnanna          |
| 4 The boys' parents  | d Foreldrar stráksins     |
| 5 The winner's prize | e Verðlaun sigurvegaranna |
| 6 The winners' prize | f Lið stelpunnar          |

The possessive case is not normally used with the names of lifeless things; instead, we use a structure with *of*: *the title of the film*, *the leg of the table*.

**E** Fill in the right form of the possessive cases.

- 1 reglur spilsins the rules of the game
- 2 litur bílanna \_\_\_\_\_
- 3 leyndarmál bókarinnar \_\_\_\_\_
- 4 kuldi vetrarins \_\_\_\_\_
- 5 bragð pítsunnar \_\_\_\_\_

### 3 Pronouns – reflexive pronouns

Read the text about what happened on the skiing slope.

What an eventful day on the skiing slope! I hurt myself on the ski lift, Michael cut himself on the sharp edge of his ski and Emily hit herself pretty badly when going for the big jump. We should be happy that we got ourselves down the hill at all!

**A** Find the following phrases in the text and write them on the lines.

- 1 Ég meiddi mig \_\_\_\_\_
- 2 Michael skar sig \_\_\_\_\_
- 3 Emily rakst í \_\_\_\_\_
- 4 við komum okkur niður \_\_\_\_\_

We use reflexive pronouns when we talk about actions where the subject and object are the same person:

*I hurt myself.* (Ég meiddi mig.)

*One needs to look after oneself.* (Maður verður að hugsa um sjálfan sig.)

Reflexive pronouns in singular are:

*myself, yourself, himself, herself, itself, and oneself.*

Reflexive pronouns in plural are:

*ourselves, yourselves, and themselves.*

Reflexive pronouns are not always used in the same way in English and Icelandic. For example: *hurry* (flýta sér), *marry* (gifta sig).



I like the look  
of myself!



**B Fill in the correct form of the reflexive pronouns or mark with an X if it should not be used.**

- 1 What do you have to say for \_\_\_\_\_ Sharon?
- 2 I passed the grammar test – I'm really proud of \_\_\_\_\_ .
- 3 Nathan cut \_\_\_\_\_ with the razor while shaving.
- 4 Joshua and Phyllis will marry \_\_\_\_\_ this summer.
- 5 Mum and Dad, you need to take care of \_\_\_\_\_ instead of taking care of me.
- 6 My sister always finds things to do. She really knows how to amuse \_\_\_\_\_ .
- 7 Brianna needed to hurry \_\_\_\_\_ because of her dentist appointment.
- 8 The clumsy dragon burned \_\_\_\_\_ as it was spitting fire.
- 9 We kept telling \_\_\_\_\_ that we had to win the championship.

**★ C Translate.**

- 1 Jennifer meiddi sig í frímínútunum. \_\_\_\_\_  
\_\_\_\_\_
- 2 Börnin skemmtu sér á ströndinni. \_\_\_\_\_  
\_\_\_\_\_
- 3 Þið hugsuðuð bara um ykkur sjálf. \_\_\_\_\_  
\_\_\_\_\_
- 4 Craig tilkynnti sjálfur um slysið. \_\_\_\_\_  
\_\_\_\_\_
- 5 Hann lærði mikið. \_\_\_\_\_  
\_\_\_\_\_
- 6 Þú hefur átt að sjá það sjálf(ur). \_\_\_\_\_  
\_\_\_\_\_

## 4 Verbs – tense and principal parts

Read the text about a day in the amusement park.

It was a perfect day to go to the new amusement park. Unfortunately, the bus had already gone so we had to go by bike. We went to my house to get them. I was happy that my friend Emily came with me because she rarely goes anywhere unless I drag her. Emily and I have gone through a lot together, but this turned out to be the best day we've ever had. She even shouted "Let's go!" when she saw the roller coaster. We will definitely go back there next year.

**A** Find these phrases from the text and write them on the lines.

- 1 að fara í \_\_\_\_\_
- 2 var farinn \_\_\_\_\_
- 3 að hjóla/fara hjólandi \_\_\_\_\_
- 4 Við fórum heim til mín \_\_\_\_\_
- 5 hún fer sjaldan \_\_\_\_\_
- 6 höfum gengið í gegnum \_\_\_\_\_
- 7 Fórum!/Komum! \_\_\_\_\_
- 8 munum örugglega fara aftur \_\_\_\_\_

**B** Read the text about verb tenses and principle parts.

### Tenses

The infinitive of a verb is its basic form and you often put "to" in front of it: *to go* (að fara).

The tense of a verb defines a situation in time and indicates when something happens.

Present (nútið)	Past tense (pátíð)	Present perfect (núliðin tíð)	Past perfect (páliðin tíð)	Future (fram tíð)
<i>drag/drags</i> (draga/dregur)	<i>dragged</i> (dró)	<i>has dragged</i> (hef dregið)	<i>had dragged</i> (hafði dregið)	<i>will drag/be going to drag</i> (mun, ætla að draga)
<i>go/goes</i> (fara/fer)	<i>went</i> (fór)	<i>has gone</i> (hefur farið)	<i>had gone</i> (hafði farið)	<i>will go, be going to go</i> (mun, ætla að fara)

### Principal parts

The three principal parts of *verbs* are the present tense form, the past tense form, and the past participle. You use them for indicating different tenses and to tell about something that is *happening just now*, something that *happened earlier or yesterday* or something that *has happened*.

Regular verbs end with *-ed* in past tense and past participle: *jump, jumped, jumped* (hoppa, hoppaði, hoppað).

Other verbs are irregular: *go, went, gone* (fara, fór, farið).

Infinitive (present tense)	Past tense	Past participle
<i>drag</i> (draga)	<i>dragged</i>	<i>dragged</i>
<i>turn out</i> (reynast)	<i>turned out</i>	<i>turned out</i>
<i>go</i> (fara)	<i>went</i>	<i>gone</i>

Observe! In verbs like *try* that end with a vowel *y* the *y* changes to *i* when you add the ending *-ed*: *try, tried, tried*.

**C** Fill in the table with the regular verbs from the box below.

happen (gerast/ske)	talk (tala)	laugh (hlæja)	cry (gráta)	hate (hata)
---------------------	-------------	---------------	-------------	-------------

Infinitive (present tense)	Past tense	Past participle
happen	happened	happened

**D** Fill in the table above with the irregular verbs in the box below.

begin (byrja)	give (gefa)	read (lesa)
---------------	-------------	-------------

See pages 128–130 in the textbook if you are uncertain about the principal parts of the verbs.

**Present:**

---

---

**Past:**

---

---

**Present perfect:**

---

---

**Past perfect:**

---

---

**Future:**

---

1	to go	infinitive
2		
3		
4		
5		
6		
7		
8	go!	imperative (boðháttur)



## 5 Verbs – past perfect

Read the text about when Kelly contacts Joshua.

Kelly had never been an impulsive girl. She had checked Joshua out thoroughly before she had finally approached him. She had watched him on stage, she had followed him, she had peered through his windows at the posters on his walls and she had even asked his former girlfriends what he had been like. Now, the time had come. And he had smiled at her with that radiant smile of his as she had asked him the question: “Care to join my band?”

The underlined verbs *had been* and *had checked* mean „hafði verið“ and „hafði athugað“. The tense that indicates what had happened or what someone had done is called *past perfect*. It is created with the help of the word *had* + *past participle* of the verb (the third principal part).

**A** There are nine more verbs in the past participle. Underline those.

**B** Write down the verbs from the text that are in the past perfect tense.

- |                 |       |                 |       |
|-----------------|-------|-----------------|-------|
| 1 hafði elt     | _____ | 5 hafði brosað  | _____ |
| 2 hafði spurt   | _____ | 6 hafði nálgast | _____ |
| 3 hafði horft á | _____ | 7 hafði kíkt    | _____ |
| 4 hafði komið   | _____ | 8 hafði verið   | _____ |

**C** Fill in the gaps with the verbs in past perfect. Choose from the verbs in the box.

search    feel    start    decide    quit    be    perform

See pages 128–131 in the textbook if you are uncertain about the verbs *feel*, *quit* and *be*.

- Kelly had started her own band.
- She \_\_\_\_\_ everywhere for a good guitarist.
- Joshua \_\_\_\_\_ earlier.
- Kelly’s friend Abigail \_\_\_\_\_ the band.
- Abigail \_\_\_\_\_ to do something else.
- She \_\_\_\_\_ she wasn’t good enough.
- Joshua \_\_\_\_\_ a perfect replacement.

**D Change the sentences to the past perfect tense.***Example: Kelly wants to be a rock star.*Kelly had wanted to be a rock star.

- 1 Kelly puts all her energy into her music.

Kelly \_\_\_\_\_ all her energy into her music.

- 2 She is really talented.

She \_\_\_\_\_ really talented.

- 3 The band members are good friends.

The band members \_\_\_\_\_ good friends.

- 4 They have lots of fun.

They \_\_\_\_\_ lots of fun.

- 5 Kelly hopes to record an album.

Kelly \_\_\_\_\_ to record an album.

- 6 Joshua fits perfectly in the band.

Joshua \_\_\_\_\_ perfectly in the band.

- 7 You see them every day in the rehearsal studio.

You \_\_\_\_\_ them every day in the rehearsal studio.

- 8 I think Kelly and her band will be famous one day.

I \_\_\_\_\_ Kelly and her band would be famous one day.

**★ E Translate into your notebook.**

- 1 Joshua hafði leikið í hljómsveit áður.

- 2 Joshua hafði leikið á gítar í fimm ár.

- 3 Joshua og Kelly höfðu hist áður.

- 4 Þau höfðu gengið í sama skóla.

- 5 Þau höfðu átt nokkra sameiginlega vini.

- 6 Þau höfðu nú æft sig í viku.

- 7 Okkur hafði líkað tónlist þeirra.

- 8 Ég hafði heyrt nýja lagi þeirra.

- 9 Þau höfðu bæði elskað að vera í kastljósinu.






## 6 Verbs – practice all the tenses

Read about Chloe who has fallen in love.

Chloe has fallen in love. And she has fallen hard. She has never felt like this before. One moment she is extremely happy and energetic, the next it feels like her legs can't carry her. She had thought her friends were mad when they had been in similar situations. But last week she had met 'The One'. She felt it right away. Her world turned upside down. "This drives me crazy," Chloe thinks. "What on earth will happen now?"

**A** Pair the phrases from the text with the correct translations.  
Which words appear in the boxes below?

- |                |                  |
|----------------|------------------|
| 1 has fallen   | C hugsar, finnst |
| 2 has felt     | L finnst         |
| 3 is           | K mun ske/gerast |
| 4 feels        | R sneri          |
| 5 had thought  | U gerir          |
| 6 were         | I er orðin       |
| 7 had been     | M er             |
| 8 had met      | A hefur liðið    |
| 9 felt         | O hafði haldið   |
| 10 turned      | V væru           |
| 11 drives      | T fann           |
| 12 thinks      | S hafði hitt     |
| 13 will happen | E höfðu verið    |

												
1	2	3	4	5	6	7	8	9	10	11	12	13

**B Fill in the table with the underlined verbs from the text.**

If you need help, read the explanations about tenses on page 130.

Present	Past	Present perfect	Past perfect	Future

**C Fill in the gaps with the correct tense form of the verbs in brackets.**

Chloe (1) \_\_\_\_\_ (be) a really smart girl. She normally (2) \_\_\_\_\_ (do) very well in school. She (3) \_\_\_\_\_ (have) some very good friends she (4) \_\_\_\_\_ (trust) and they always (5) \_\_\_\_\_ (have) lots of fun together. But with people she doesn't (6) \_\_\_\_\_ (know) very well, she always (7) \_\_\_\_\_ (be) shy and (8) \_\_\_\_\_ (feel) insecure. She (9) \_\_\_\_\_ (be) in love many times before, but not in this earth-shaking way. Nothing that (10) \_\_\_\_\_ (matter). And that (11) \_\_\_\_\_ (make) everything worse. She (12) \_\_\_\_\_ (want) this to go well. She (13) \_\_\_\_\_ (have) one boyfriend, but that (14) \_\_\_\_\_ (be) a long time ago. They (15) \_\_\_\_\_ (be) only eleven years old, both of them, and the whole thing (16) \_\_\_\_\_ (be) very innocent. It (17) \_\_\_\_\_ (be) much more complicated and serious as you (18) \_\_\_\_\_ (grow) older. Mum (19) \_\_\_\_\_ (worry) and (20) \_\_\_\_\_ (ask): "What (21) \_\_\_\_\_ (happen)? What (22) \_\_\_\_\_ you \_\_\_\_\_ (have /.../ do)? You (23) \_\_\_\_\_ (look) miserable". "I (24) \_\_\_\_\_ (be) fine, Chloe (25) \_\_\_\_\_ (answer/reply). But to her friend Stephanie she (26) \_\_\_\_\_ (confess): "I (27) \_\_\_\_\_ (ask) ask him out for a date, if I dare to I (28) \_\_\_\_\_ (call/ring) him. But first I (29) \_\_\_\_\_ (send) him a text message" "You (30) \_\_\_\_\_ (need) his phone number for that. And his name ...", Stephanie points out with a smile.



**D Fill in the gaps using the correct tense. You will find the answers in exercise C.**

- 1 How will Chloe get in touch with the boy she has met?  
She \_\_\_\_\_ him.
- 2 Had Chloe had any boyfriends earlier?  
Yes, she \_\_\_\_\_ one boyfriend.
- 3 Has Chloe talked to anyone about her feelings?  
Yes, she \_\_\_\_\_ to her friend Stephanie.
- 4 Did Chloe's mother know what was going on?  
No, Chloe's mother \_\_\_\_\_ nothing at all.
- 5 Does Chloe want to meet this boy?  
Yes, she \_\_\_\_\_ to meet him badly.

**E Stephanie is talking with Isabella on the telephone. In which tense are the expressions? The name of Chloe's big love should appear in the boxes.**

- 1 Guess who Chloe met today?
- 2 And do you know what?! I am amazed!
- 3 She has asked for his phone number.
- 4 Had you ever thought that of her?
- 5 And they will go out on Saturday!

**Present perfect = V****Present = E****Future = N****Past = K****Past perfect = I****★ F Translate into your notebook.**

- 1 Ég heiti Kevin.
- 2 Ég er búinn að hitta mjög yndæla stelpu.
- 3 Ég hafði séð hana einhvers staðar áður.
- 4 Mér líkaði strax vel við hana.
- 5 Hún talar og hlær mikið.
- 6 Ég ætla að hitta hana á laugardaginn.
- 7 Ég vona að henni líki við mig líka.

## 7 Verbs – passive voice (þolmynd)

Read the news text about a party that ended with a disaster.

Two 15-year-olds were hit by fireworks yesterday evening. They were taken to hospital where they were examined and one of the boys was operated on during the night. The two boys were invited to a New Year's party. The accident was witnessed by 15 of the other guests. One of the boys will be sent home later today with minor burns. The other has been transferred to a regional burns unit. "I'm really shocked by the whole thing! I thought they'd been killed", says 14-year-old Emma, guest at the party.

### A Write the passive voice from the text.

Example: urðu fyrir

were hit

1 voru fluttir

2 voru rannsakaðir

3 fór í aðgerð

4 var boðið

5 urðu vitni að

6 verður sendur

7 hefur verið fluttur

8 er í losti

9 hefðu dáið

We use passive voice (þolmynd) both in Icelandic and English.

English passive voice is usually formed with the verbs *be* or *get* + a participle, usually the past participle: *The two boys were invited.* (Báðum strákunum var boðið.) The two boys did not write the invitation themselves.

- B** The verbs in the brackets are in the infinitive form.  
Write them in the passive voice.  
Use **be** in present tense + the past participle.

Example: The parents are informed about the accident. (*inform*)

- The door to Tyler's hospital room \_\_\_\_\_.  
(*open*)
- Tyler's younger sister and brother \_\_\_\_\_ into  
his room. (*send*)
- His parents come too and Tyler \_\_\_\_\_ by  
everyone. (*hug*)
- "We \_\_\_\_\_ your eyes will be fine," Tyler's father  
says. (*tell*)
- "Where am I?" Tyler asks. "It \_\_\_\_\_ a burns  
unit," his mother explains. (*call*)
- "But I \_\_\_\_\_ like a parcel. Why?" Tyler wants  
to know. (*wrap up*)
- "You \_\_\_\_\_ quite badly \_\_\_\_\_ by those fireworks,"  
his father says sounding worried. (*burn*)
- A nurse enters and informs that lunch \_\_\_\_\_  
at 12 o'clock. (*serve*)
- But Tyler is tired and wants to sleep. He \_\_\_\_\_  
alone for a while. (*leave*)

#### Present tense of "be"

<i>I am</i>	ég er
<i>you are</i>	þú ert
<i>he is</i>	hann er
<i>she is</i>	hún er
<i>it is</i>	það er
<i>we are</i>	við erum
<i>you are</i>	þið eruð
<i>they are</i>	þau eru

- C** Chose the correct endings for the sentences by drawing a line between them.

- |                                       |                          |
|---------------------------------------|--------------------------|
| 1 Last week two friends of mine       | a was sent home.         |
| 2 The next day, Alexander             | b was shocked.           |
| 3 He was quite fine, but his left arm | c were injured.          |
| 4 But Tyler's worse off. His eyes     | d was interviewed.       |
| 5 I saw the accident and I            | e was hurt.              |
| 6 A reporter came and I               | f were taken care of.    |
| 7 Then all our parents came and we    | g were hit by fireworks. |

#### Past tense of "be"

<i>I was</i>	ég var
<i>you were</i>	þú varst
<i>he was</i>	hann var
<i>she was</i>	hún var
<i>it was</i>	það var
<i>we were</i>	við vorum
<i>you were</i>	þið voruð
<i>they were</i>	þau voru

Passive voice can be used in different tenses by using the verb *be* in the correct way.

Present: *She is invited to the party.* Henni er boðið í partíð.

Past: *She was invited to the party.* Henni var boðið í partíð.

Present perfect: *She has been invited to the party.* Henni hefur verið boðið í partíð.

Past perfect: *She had been invited to the party.* Henni hafði verið boðið í partíð.

Future: *She will be invited to the party.* Henni verður boðið í partíð.

**D** Write the sentences in the different tenses. Use the examples above.

**1 close**

Present: School \_\_\_\_\_ during the holidays.

Past: School was closed during the holidays.

Present perfect: School \_\_\_\_\_ during the holidays.

Past perfect: School \_\_\_\_\_ during the holidays.

Future: School \_\_\_\_\_ during the holidays.

**2 sell**

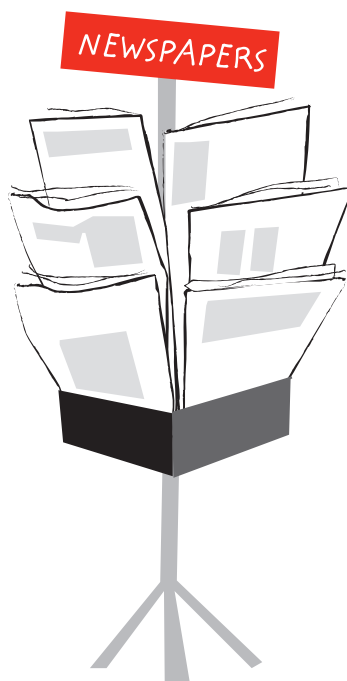
Present: Lots of newspapers \_\_\_\_\_

Past: Lots of newspapers \_\_\_\_\_

Present perfect: Lots of newspapers \_\_\_\_\_

Past perfect: Lots of newspapers \_\_\_\_\_

Future: Lots of newspapers will be sold.



## 8 Adverbs of time and adverbs of manner

Read the text about Anna and Jenny.

I went to school early to meet my friend Anna. I slowly opened the door to our classroom. She was sitting silently at her desk, her head bent. I immediately saw tears on her cheeks and she whispered sadly: "Jenny, I am going to move soon and I don't want to lose you. You are my best friend". I looked calmly at her and said: "I will always be your friend and you will never lose me."

You can find some words in the text that explain *when* or *how you do something*. Those words are called adverbs (atviksorð). An adverb is the part of a speech that modifies a verb:

*I will always be your friend.* (Ég mun ávallt vera vinur þinn.)

*I slowly opened the door.* (Ég opnaði dyrnar hægt.)

**A** Underline all the adverbs in the text above. The first two adverbs have been done for you. Translate them.

- 1 early \_\_\_\_\_
- 2 slowly \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_

There are different types of adverbs. Adverbs of time explain *when* or *how often* something happens: *always, often, sometimes, seldom, never, every week*.

**B** Find and list the adverbs of time in the text.

- |         |         |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ |         |

**C Underline the adverbs of time in the sentences.**

- |  |                                    |
|--|------------------------------------|
| 1 I'm always tired.                        | 6 He sometimes misses his family.  |
| 2 They are never on time.                  | 7 We can never leave our hometown. |
| 3 My parents were seldom at home.          | 8 You will often hear from me.     |
| 4 David Beckham always attracts attention. | 9 I will always love you.          |
| 5 He never loses.                          |                                    |

**D Write the adverbs of time in the correct place in each sentence.**

- |                                      |           |       |
|--------------------------------------|-----------|-------|
| 1 She has been to Paris.             | often     | _____ |
| 2 Dad is late.                       | always    | _____ |
| 3 I play football.                   | sometimes | _____ |
| 4 My sister and I talk.              | seldom    | _____ |
| 5 The boy was there.                 | never     | _____ |
| 6 We can try.                        | always    | _____ |
| 7 He cries.                          | often     | _____ |
| 8 I will go there.                   | soon      | _____ |
| 9 They say they have been to London. | never     | _____ |

Adverbs of manner describe *how* or *in what way* something happens: *happily, calmly, quickly, badly, well*.

Example: *She speaks Lithuanian fluently.*

**E Which adverbs in the text on page 141 are adverbs of manner?**

- |         |         |
|---------|---------|
| 1 _____ | 3 _____ |
| 2 _____ | 4 _____ |

You can form an adverb of manner by adding *-ly* to an adjective (lýsingarorð).

adjective		adverb
fluent	+ <i>ly</i>	fluently
sad	+ <i>ly</i>	sadly
slow	+ <i>ly</i>	slowly

**F** Form adverbs of manner from the following adjectives. Then translate them into Icelandic.

	adjective	adverb	
1	awful	<i>awfully</i>	<i>hræðilega</i>
2	quick		
3	kind		
4	clear		
5	beautiful		
6	careful		
7	quiet		
8	nice		
9	calm		

If the adjective ends with a vowel *y* the spelling changes: *easy, easily*.

Observe! Single syllable adjectives that end in *y* keep the *y* in the adverb form: *shy, shyly*.

Adjectives that end in *le* drop the *e* when adding *y*: *horrible, horribly*.

If the adjective ends in *l*, the last consonant doubles: *total, totally*.

**G** Change the adjectives to adverbs. Translate the adverbs into Icelandic.

	adjective	adverb	
1	happy	<i>happily</i>	<i>ánægjulega</i>
2	easy		
3	possible		
4	comfortable		
5	angry		
6	sly		
7	terrible		

The verbs *taste, smell, look, sound* and *feel* all have to do with sense and feelings. In English they are always followed by an adjective:  
*The pizza tastes good! I feel good. They look nervous. This music sounds awful.*

Observe! Note the difference between the adjective *good* and the adverb *well*.

Adjective: *Madonna is a good singer.* Adverb: *She sings well.*

### H Which words are missing? Circle the right one.

- |                          |               |
|--------------------------|---------------|
| 1 Mum looks ...          | happy/happily |
| 2 She sings ...          | happy/happily |
| 3 The music sounds       | good/well     |
| 4 The boy reads ...      | good/well     |
| 5 I write ...            | awful/awfully |
| 6 They smell             | awful/awfully |
| 7 This tastes really ... | bad/badly     |
| 8 My brother cooks ...   | bad/badly     |
| 9 I feel ...             | bad/badly     |

### ★ I Write the translations of these sentences in your notebook.

- |  |  |
|--|--|
| 1 Ég hjóla oft í skólann.              | 6 Þið lesið aldrei dagblaðið.              |
| 2 Þú skrifar hægt.                     | 7 Þau syngja alltaf í kórnum á sunnudögum. |
| 3 Amma hvíslaði hljóðlega og mjúklega. | 8 Stephen syngur mjög vel.                 |
| 4 Hún talaði alltaf þýsku.             | 9 Hann hefur góða rödd.                    |
| 5 Hún þekkir þennan mann varla.        |  |

### ★ J Translate in your notebook.

- |  |                                       |
|--|---------------------------------------|
| 1 Ég hef alltaf átt marga vini.        | 6 Við sitjum þægilega í bátnum.       |
| 2 Bróðir minn er oft seinn.            | 7 Ég las bókina fljótt.               |
| 3 Hann spilar aldrei Monopoly við mig. | 8 Heather syngur mjúklega og fallega. |
| 4 Þetta smakkast hræðilega!            | 9 Þú lýgur aldrei nokkurn tíma!       |
| 5 Frænka þín syngur mjög vel.          |                                       |



## 9 Word order

The most common order of words in sentences in English is as follows:  
Subject (the one who does something) + verb (what happens) + object (SVO):

*My sister plays in a band.*

S V O

*Systir mín spilar í hljómsveit.*

S V O

In English, the place is often mentioned before the time: *I go to the supermarket every Saturday.*

But this is not always so: *Every Sunday I go to a meeting downtown.*

### A Put these sentences in the correct word order.

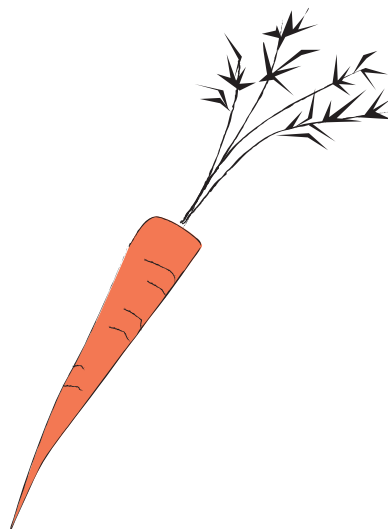
- 1 him the saw I yesterday on bus. \_\_\_\_\_
- 2 speak they Wales in too Welsh. \_\_\_\_\_

### B Translate into Icelandic. Use your notebook.

- 1 I often meet my grandma.
- 2 The teacher never asks me any questions.
- 3 I always make sure my shampoo is eco-friendly.
- 4 Sometimes my friends laugh at me.
- 5 I never forgive them.
- 6 We rarely tell them to go home.
- 7 Now and then, my dad makes us dinner.

### ★ C Write the translations of these sentences in your notebook.

- 1 Jurtaætur borða alltaf grænmeti.
- 2 Stundum langar þá sennilega í hamborgara.
- 3 Við förum saman í bíó á hverjum laugardegi.
- 4 Vinur minn skildi gemsann sinn eftir á borðinu.
- 5 Hann skildi hann eftir í strætisvagninum í gær.
- 6 Kæraðan mín skrifaði skilaboð til mín.
- 7 Ég sendi henni sms seinna um kvöldið.
- 8 Kærastinn minn er oft með bók í töskunni sinni.



**Grammar** ★ **D** Mark the subject (s) and the verb (v) in your translations from exercise C.

In English we often use *do/does/did* when formulating questions.

*Do/does/did* is not used in Icelandic. You can see the differences from the following examples:

Do you live here?

Áttu heima hér?

Did you move recently?

Fluttirðu nýlega?

**E** Translate.

- 1 Spilar bróðir þinn í þekktri hljómsveit? \_\_\_\_\_  
\_\_\_\_\_
- 2 Búa foreldrar þínir erlendis? \_\_\_\_\_
- 3 Á hann þetta hús? \_\_\_\_\_
- 4 Áttir þú púðulhund áður? \_\_\_\_\_
- 5 Fórstu með bíl í skólann í morgun? \_\_\_\_\_  
\_\_\_\_\_
- 6 Lásuð þið alla bókina? \_\_\_\_\_
- 7 Notuðum við tölvuna í fyrradag? \_\_\_\_\_  
\_\_\_\_\_
- 8 Hringdi hún í gær? \_\_\_\_\_

**F** Complete the sentences and then translate them into Icelandic.

- 1 As soon as I arrived ... \_\_\_\_\_  
\_\_\_\_\_
- 2 Before I went to bed ... \_\_\_\_\_  
\_\_\_\_\_
- 3 When my brother left home ... \_\_\_\_\_  
\_\_\_\_\_
- 4 After we watched the movie ... \_\_\_\_\_  
\_\_\_\_\_
- 5 A moment after they called us ... \_\_\_\_\_  
\_\_\_\_\_

## 10 Prepositions

Read the text.

In my room, behind my bed, I have a photo of my grandmother on the wall. Grandma was born on 16<sup>th</sup> August, 1918. In the photo she is wearing a white shirt and a long black skirt. She is standing next to her older sister and in front of her little brother. Grandma went to a girls' school in Kingston-upon-Thames. At the age of 18 she married and moved to London. She lived in London for almost 40 years, at 10 Fulham Road. During World War II she had two sons, Carl and Mark. Mark was born in 1944. He is my Dad.

Prepositions are words we use to indicate place and time. They consist of one or more words: *on, at, in, in front of*.

Prepositions are used differently in Icelandic and English. In Icelandic we say „fara í skólann“, but in English we say “go to school”. To be sure which preposition to use it is helpful to learn and practice whole expressions.

### A Translate.

- 1 in my room \_\_\_\_\_
- 2 behind my bed \_\_\_\_\_
- 3 on the wall \_\_\_\_\_
- 4 on 16<sup>th</sup> August \_\_\_\_\_
- 5 next to her older sister \_\_\_\_\_
- 6 in front of her little brother \_\_\_\_\_
- 7 to a girls' school \_\_\_\_\_
- 8 at the age of 18 \_\_\_\_\_
- 9 for almost 40 years \_\_\_\_\_

There are different kinds of prepositions.

Prepositions of place indicate “where”: at, in, into, on, by, in front of, next to, behind, past.

Example: *I saw her at the airport. They met in the park. He was sitting next to his mother. They sat on the grass.*

**B** Fill in the correct prepositions.

- 1 There is a toy shop \_\_\_\_\_ the corner of Harbour Street.
- 2 Sarah was sitting \_\_\_\_\_ her desk writing an essay.
- 3 They met \_\_\_\_\_ the US.
- 4 They arrived \_\_\_\_\_ Stockholm yesterday.
- 5 A strange man walked \_\_\_\_\_ (inn í) the room.
- 6 There is a fly \_\_\_\_\_ the ceiling.
- 7 They met \_\_\_\_\_ (í) the stairs.
- 8 We sat \_\_\_\_\_ the grass.
- 9 There is a chair \_\_\_\_\_ (við hliðina á) the table.
- 10 I saw a nice guy \_\_\_\_\_ the bus.
- 11 Then I saw the same guy \_\_\_\_\_ the underground.
- 12 She stood \_\_\_\_\_ (við) the window.
- 13 The thief walked \_\_\_\_\_ (framhjá) the car park and \_\_\_\_\_ (inn í) the supermarket.
- 14 There is an ambulance \_\_\_\_\_ (fyrir framan) the hospital.
- 15 There is a hidden treasure \_\_\_\_\_ (undir) the floor boards.
- 16 I love a song called “Stand \_\_\_\_\_ me”.
- 17 He is alone \_\_\_\_\_ his room.
- 18 I see a fly \_\_\_\_\_ the wall.
- 19 The shy child tried to hide \_\_\_\_\_ his mother.

Preposition of time indicate "when": *at, in, on, for, during.*

<b>in</b>	<i>in the morning, in May, in the spring, in 2010, in 10 minutes</i>
<b>at</b>	<i>at 5 o'clock, at night, at Easter</i>
<b>on</b>	<i>on Thursday, on Christmas Eve, on 1st May</i>
<b>for</b>	<i>for a long time, for five years</i>
<b>during</b>	<i>during World War II</i>

Observe! *In ten minutes* means „eftir tíu mínútur“.

*For ten minutes* means „í tíu mínútur“.

**C Fill in the correct preposition.**

- 1 We always meet \_\_\_\_\_ Christmas.
- 2 I have a test \_\_\_\_\_ the beginning of the week.
- 3 I always have breakfast \_\_\_\_\_ the morning.
- 4 I have lived in Scotland \_\_\_\_\_ three years.
- 5 My new girlfriend will arrive \_\_\_\_\_ Tuesday morning.
- 6 They met \_\_\_\_\_ World War I.
- 7 We'll start \_\_\_\_\_ 10 o'clock.
- 8 We went to our Granny's house \_\_\_\_\_ Christmas Eve.
- 9 I will see him \_\_\_\_\_ ten minutes.
- 10 \_\_\_\_\_ all this time I have never talked to him.
- 11 She was born \_\_\_\_\_ 1985.
- 12 We haven't seen you \_\_\_\_\_ a long time.
- 13 There is no one here \_\_\_\_\_ night.
- 14 I eat lots of eggs \_\_\_\_\_ Easter.

**★ D Translate in your notebook.**

- 1 Bíómyndin byrjar klukkan fjögur.
- 2 Hann kom til Íslands 4. janúar.
- 3 Ég fæddist á föstudegi í september.
- 4 Hljómsveitin kemur til Noregs eftir tvo daga.
- 5 Ég fer í sundlaugina á hverjum morgni klukkan sjö.
- 6 Á fimmtudögum fer ég á þrjár æfingar.
- 7 Ég ætla að hitta besta vin minn eftir tvo tíma.
- 8 Við ætlum að fara saman til Kanada í júlí.
- 9 Keppnin í skíðagöngu byrjar klukkan 8 fyrir hádegi fyrsta sunnudaginn í mars.

Many verbs and adjectives are followed by certain prepositions. This is the case both in Icelandic and English: „bíða eftir“ – *wait for*, „horfa á“ – *look at*, „stolt(ur) af“ – *proud of*.

- E** Which verbs go with which prepositions? Mark with an X. Some of the verbs can go with more than one preposition.

	to	for	in	at	of
1 wait	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 listen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 look	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 believe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 hope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 stare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 succeed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 dream	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 arrive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 laugh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 happen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- F** What words go with which prepositions? Mark with an X to make the correct expression.

	at	in	of	with
1 good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 bad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 interested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 instead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 sure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 tired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 fond	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 fed up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 11 Question tags

Read the text.

"My friend Annie is good at singing, isn't she?"  
 "Yes, she is, but she is not as good as my friend Lennie, is she?"  
 "Let's get together. It's been a while since you met him, hasn't it?"  
 "We could meet him tomorrow then, couldn't we?"  
 "OK. He'll be performing at the club tomorrow night, won't he?"  
 "Yes, that's right. Let's go and buy tickets. We can meet him afterwards, can't we?"  
 "Ok, let's hurry up then, shall we? Otherwise we will be late for class."

Question tag is a short phrase such as "isn't it" or "don't you" that is added to the end of a sentence to check information or to ask if someone agrees with you.

Example: *You're still angry with me, aren't you?* Þú ert enn reið út í mig *er það ekki?*

**A** There are seven question tags in the text. Find them and write them on the lines.

- |         |         |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ |         |

You always use the word *not* with question tags.

If the sentence is positive, you end with a negative question tag.

If the sentence is negative, you end with a positive question tag.

**B** Underline the verbs in the questions and the question tags.

Question	Tag question
He has a new car,	hasn't he?
We haven't any milk left,	have we?
It is nice to be rich,	isn't it?
It isn't nice to be poor,	is it?
You will be sad to see me leave,	won't you?
They won't be here tomorrow,	will they?
I can do this well,	can't I?
She can't sing,	can she?

Observe!  
 I am a good student, aren't I?  
 I'm not a good student, am I?

### C Complete the sentences by choosing the correct question tag.

isn't she?	aren't I?	can she?	isn't it?	can we?
have they?	can't she?	hasn't it?	am I?	

- 1 Madonna is famous, \_\_\_\_\_
- 2 A cup of tea is always nice, \_\_\_\_\_
- 3 I'm taller than Chris, \_\_\_\_\_
- 4 I am not shorter than Bill, \_\_\_\_\_
- 5 Chris and Bill have no sense of humour, \_\_\_\_\_
- 6 Bella and I can't understand this, \_\_\_\_\_
- 7 The girl can see me now, \_\_\_\_\_
- 8 The cat has a long tail, \_\_\_\_\_
- 9 Mum can't be angry for a long time, \_\_\_\_\_

When the auxiliary verbs (hjálparsagnirnar) *be*, *can* and *have* are not used in a sentence the question tag becomes *do/does/did*:

*You like hot chocolate, don't you?*

*She wants to see him all the time, doesn't she?*

*You saw him last week, didn't you?*

Observe! If you say *let's* the question tag will be *shall we*:

*Let's see what we can do, shall we?*

### D Complete the sentences with question tags.

- 1 You stay at the same hotel all the time, \_\_\_\_\_?
- 2 He doesn't read many books, \_\_\_\_\_?
- 3 She makes a lot of money, \_\_\_\_\_?
- 4 We travel to Monaco every Christmas, \_\_\_\_\_?
- 5 Let's talk about this tomorrow, \_\_\_\_\_?
- 6 You don't see him often, \_\_\_\_\_?
- 7 They hate doing their homework, \_\_\_\_\_?



## ★ E Translate.

- 1 Þú ert rosalega reiður, er það ekki? \_\_\_\_\_  
\_\_\_\_\_
- 2 Hann verður hér á morgun, er það ekki? \_\_\_\_\_  
\_\_\_\_\_
- 3 Hún er vinkona hans, er það ekki? \_\_\_\_\_  
\_\_\_\_\_
- 4 Ég skrifa þér í hverri viku, er það ekki? \_\_\_\_\_  
\_\_\_\_\_
- 5 Þú verður í skólanum á morgun, er það ekki? \_\_\_\_\_  
\_\_\_\_\_
- 6 Hann hefur verið leiðinlegur við systur sína, er það ekki? \_\_\_\_\_  
\_\_\_\_\_
- 7 Hún hafði hitt bróður þinn, er það ekki? \_\_\_\_\_  
\_\_\_\_\_
- 8 Við gerðum mistök, er það ekki? \_\_\_\_\_  
\_\_\_\_\_
- 9 Þau munu ekki tala við hann, er það? \_\_\_\_\_  
\_\_\_\_\_



## 12 *There and it*

Read the text about a planned wedding.

There is so much to do. It is almost 9.30 and I have to meet Bella soon. Bella is my sister. It is cold outside today. It is five degrees below zero. There are not many people in town when it snows. Hopefully it will be warmer on Bella's wedding day. I have been in the church once. It isn't far from my home. There is a lovely park next to the church. I'm sure it will be a fantastic wedding. But there are lots of things we need to organize: invitation cards, ornaments, the cake, Bella's dress and lots of other things. It is all very exciting!

There are two words in English that are the same as "það" in Icelandic: *there* and *it*.

*There is/was* is used in singular (eintölu): ***There is only one thing to do.***  
***There was only one thing to do.***

*There are/were* is used in plural (fleirtölu): ***There are two dogs in the cage.***  
***There were many things left to do.***

**A** Fill in the gaps with ***There is/was*** or ***There are/were***.

- 1 \_\_\_\_\_ many people in town now.
- 2 \_\_\_\_\_ something special about having a baby sister.
- 3 \_\_\_\_\_ a park next to the church.
- 4 \_\_\_\_\_ so many things to take care of before the wedding.
- 5 \_\_\_\_\_ lots of people that know and love my sister Bella.
- 6 \_\_\_\_\_ over a hundred guests at my wedding a year ago.
- 7 \_\_\_\_\_ even a man who sang our favourite song in the church.
- 8 \_\_\_\_\_ also a special table for my four best friends, who were invited.
- 9 \_\_\_\_\_ lots of lovely presents to unwrap after the guests had gone home!

We use *it* when we talk about:

- weather: *It is warm and sunny.*
- time: *It is five o'clock now.*
- distance: *It is town four miles to.*
- temperature: *It is twenty degrees outside.*

*It* is also used when expressing feelings: *It is nice to see you here,* and when identifying something: *Who is it? It is me.*

**B** Fill in the gaps with *There is/was*, *There are/were* or *It is*.

- 1 \_\_\_\_\_ cold outside today.
- 2 \_\_\_\_\_ many tourists in Rome last summer.
- 3 \_\_\_\_\_ dangerous to drive when the roads are slippery.
- 4 \_\_\_\_\_ several accidents last winter, because of the snow.
- 5 \_\_\_\_\_ a shame that people don't drive more carefully.
- 6 The city is not far from here. \_\_\_\_\_ only two miles away.
- 7 \_\_\_\_\_ six degrees below zero today.
- 8 \_\_\_\_\_ a teacher at our school who has a pink car.
- 9 \_\_\_\_\_ no milk in the fridge this morning.

**C** Tick the correct box. Choose between *It is*, *There is* and *There are*.

	It is	There is	There are
1 too windy today. ....			
2 many people with umbrellas outside. ....			
3 no reason to stay at home! ....			
4 a shame that you didn't come with us. ....			
5 so much to see at the Museum of Modern Arts. ....			
6 many interesting paintings. ....			
7 always nice to go to new places with you! ....			
8 nothing I dislike about London. ....			
9 a fantastic city! ....			

★ **D** Translate in your notebook.

- 1 Hvað er klukkan? Hún er hálf sjö.
- 2 Hvað eru margir í herberginu?
- 3 Það var köttur við hliðina á rúminu mínu í morgun.
- 4 Sjáðu! Það snjóar!
- 5 Það er reiður hundur í þessum bíl.
- 6 Það eru leynileg skilaboð í lok bókarinnar.
- 7 Það verða engar kjötbollur eftir þegar ég er búin(n) að borða.
- 8 Það verða 13 stelpur í bekknum okkar á næsta ári.
- 9 Það eru bara fimm kílómetrar í miðbæinn.

## 13 *Would and should*

Read the text about different travel destinations.

My sister and I were standing at Copenhagen airport, looking at the departure times to cities like London, Paris, Toronto, Beijing and New York. "If I had lots of money I would fly to the Big Apple," my sister said. "You should save up and go next year," I said. "If I went to New York, would you come with me?" she asked. "Yes, I would," I replied.

*Would* means "myndi" in Icelandic. The word *if* (ef) is often used in the same sentence as *would*. *Should* means "ætti" and is used to give a recommendation and also when you give or ask for advice.

### A *A Would or should? Fill in the gaps with the right words.*

- 1 If I had a lot of money, I \_\_\_\_\_ fly to New York.
- 2 I \_\_\_\_\_ like to go with you, if you think it is okay.
- 3 Do you think that we \_\_\_\_\_ go to Paris instead ?
- 4 No, I still think that we \_\_\_\_\_ go to The Big Apple!
- 5 If we had the time we \_\_\_\_\_ go this summer.
- 6 Oh yes, it \_\_\_\_\_ be so cool if we could do that.
- 7 We \_\_\_\_\_ go abroad every year to see interesting cities!

### B *What do you think I should do? Circle the alternative that fits the best. Discuss with a classmate what you should do. Do you agree? Compare.*

- 1 I have broken my arm and I am in a lot of pain.  
What do you think I should do?
  - a You should go to a dentist.
  - b You should go to a doctor.
  - c You should stay at home and see if the pain goes away.
- 2 I'm in a busy street and find out that I have lost my wallet.  
What do you think I should do?
  - a You should go tell the policeman over there.
  - b You should call your mother and make her look for it.
  - c You should go to the police station and report the missing wallet.

- 3 Yesterday I had a big fight with my sister.  
What do you think I should do?
- a You should send her some flowers.
  - b You should call her and tell her that you are sorry for what you said.
  - c You should take her to dinner and explain your actions.
- 4 I haven't slept for the past three nights.  
What do you think I should do?
- a You should take a sleeping pill and stop worrying.
  - b You should find out if you are stressed about something.
  - c You should stop having coffee for breakfast.

**C** *If I had three wishes I would ...* Complete the sentences. Let your imagination run wild!  
Use **would**.

- 1 If I had three wishes, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2 If I won five million crowns, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3 If I had the chance to travel in a time machine, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Would not – myndi ekki**

*Would not*, the same as *wouldn't*, means „myndi ekki“.

Pay attention to the expression: *I wouldn't do that if I were you.*  
(Ég myndi ekki gera þetta ef ég væri þú.)

## 14 *Some and any*

Read the text.

Any time now I'll be meeting my friend Jessie at the station. I don't know anyone as interesting as her. She moved here some years ago. Now we're going to spend some time together in London. We'll do some sight-seeing and shopping. I hope that someone will help us to get hold of some theatre tickets too. Jessie doesn't mind what show we see, any show will do. We haven't got any real plans yet, so anything could happen!

### A Translate. Find the expressions from the text.

- 1 Á hverri stundu \_\_\_\_\_
- 2 engan sem er jafn áhugaverð \_\_\_\_\_
- 3 fyrir nokkrum árum \_\_\_\_\_
- 4 eyða smá tíma \_\_\_\_\_
- 5 einhver muni hjálpa okkur \_\_\_\_\_
- 6 hvaða sýningu sem er \_\_\_\_\_
- 7 engar alvöru áætlanir \_\_\_\_\_
- 8 hvað sem er getur gerst \_\_\_\_\_

*Some* means „einhver“, „eitthvað“, „einhverjir“ or „sumir“. *Some* is used with uncountable nouns: *Would you like some orange juice?*

*Somebody/someone* means „einhver“. *Something* means „eitthvað“.

*Some, somebody, someone, and something* are used in affirmative statements and in positive statements.

*Any* means „einhver“, „eitthvað“ or „einhverjir (einhverjar, einhver)“, „hver sem er“ or „hvað sem er“: *Any day will do.* (Hvaða dagur sem er kemur til greina.)

*Anybody/anyone* means „hver sem er“ or „einhver“.

*Anything* means „eitthvað“ or „hvað sem er“.

*Any, anybody, anyone, anything* are used in questions and statements that have the word *not* in them.

### B *Some or any?*

- 1 We have \_\_\_\_\_ friends in Paris.
- 2 The French eat \_\_\_\_\_ strange things, like snails.
- 3 They don't have \_\_\_\_\_ pets.

- 4 But they have \_\_\_\_\_ mice that live inside their walls!
- 5 \_\_\_\_\_ of my friends say:
- 6 \_\_\_\_\_ animal is nicer than a mouse!

**Observe!** There is no difference in meaning between the words *someone* and *somebody*, and it is the same with *anyone* and *anybody*. When writing a text, choose one of the words and be consistent throughout the text.

**C** Answer the questions. Use *somebody/someone* or *anybody/anyone*.

- 1 Did you see him at the party?  
No, I didn't see \_\_\_\_\_ like him at the party.
- 2 Why are you afraid?  
Because I think that \_\_\_\_\_ is standing in the dark watching us.
- 3 I think that we are right about this.  
No, I don't think \_\_\_\_\_ is right. I think everyone is wrong!
- 4 \_\_\_\_\_ can see that he is in love with her!  
That's true. She is his special "\_\_\_\_\_".

**★ D** Translate in your notebook. Choose between the words in the box below.

some	any	somebody	anybody
------	-----	----------	---------

- Sumir eiga ekki tölvu.
- Einhvern langar í nýjan mp3-spilara.
- Hver sem er getur notað tölvu ef einhver hjálpar til.
- Hver sem er getur keypt mp3-spilara og notið tónlistar.
- Ég þekki engan sem ekki er hrifinn af tónlist.
- Ég held að enginn af vinum mínum eigi gamla tölvu.
- Sumir vina minna hafa keypt farsíma með mp3-spilara nýlega.
- Hver sem er getur lært smávegis um tölvur ef hann langar til.

# Myndefni

## *Kápumynd:*

Richard Wolowitcz/AFP/Scanpix

## *Ljósmyndir:*

bls. 9 Masterfile/Scanpix

bls. 14 Wikimedia/Ernst Vikne

bls. 30 Yasushi Tanikado/Dreamstime.com

## *Teikningar:*

Helena Halvarsson

Cissi Björnekull, bls. 28

© Sanngjörn viðskipti, bls. 111





Annette Engström • Marie Wejrums • Randall Jonas • Catharina Lantz

## ***Get real with Spotlight – and shine!***

**Spotlight** er námsefni í ensku fyrir unglingastig

Í **Spotlight Workbook** eru æfingar og verkefni með textum í lesbók og lagatextum. Æfingar merktar með stjörnu eru erfiðari. Málfræðiæfingar eru aftast og tengjast ekki textum í lesbók.

### ***Spotlight 9 samanstendur af:***

Textbook  
Workbook  
Kennsluleiðbeiningum  
Hlustunarefni á geisladiskum

**m** MENNTAMÁLASTOFNUN  
07060

