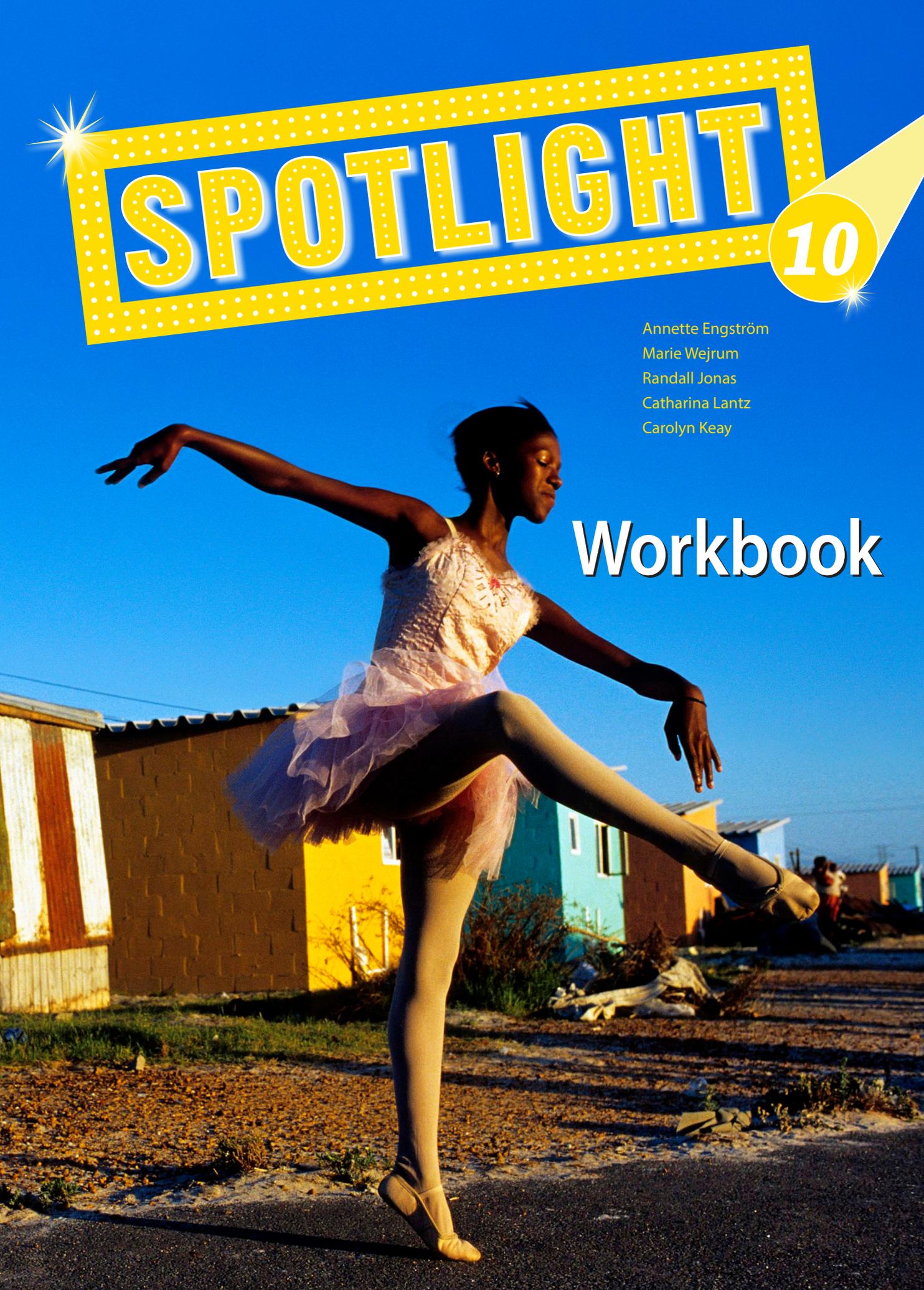


SPOTLIGHT

10

Annette Engström
Marie Wejrums
Randall Jonas
Catharina Lantz
Carolyn Keay

Workbook



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Spotlight 10

Workbook

ISBN 978-9979-0-1607-6

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Bókin er gefin út á Íslandi með leyfi Natur & Kultur.

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1. útgáfa 2012

önnur prentun 2013

þriðja prentun 2015

fjórða prentun 2016

fimmta prentun 2017

sjötta prentun 2018

sjöunda prentun 2019

Menntamálastofnun

Kópavogi

Prentun: Ísafoldarprentsmiðja ehf. – umhverfisvottuð prentsmiðja

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Growing Up

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
Common Sense Dot Com			
A Pair expressions with translations 6			
B Who says what? 6			
C What words are explained? 6			
D Translate the words 7			
E Read the statements and discuss 7			
F Daily online usage – rate and discuss 7			
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A Translate and solve the crossword 8			
B Find the expressions 9			
C Fill in the correct words 9			
D Answer the questions 10			
E Explain the words 10			
F Write a dialogue 10			
G Find out more 10			
She's Leaving Home (The Beatles)			
A Listen and fill in the missing words 11			
B Combine expressions and translations 12			
C Find the rhymes 12			
D Discuss 12			
Say it!			
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The Red Hair (Listening exercise)			
A Listen and choose the correct alternative 14			
B Write and discuss 14			

	MUST DO	CAN DO	DONE
What about Tobacco, Alcohol ... (Reading exercise)			
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COOL READS High School Never Changes			
A What's the word? 16			
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D Translate into English 17			
E Translate into Icelandic 17			
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COOL READS Who is Protecting the Children?			
A True or false? 18			
B Pair words and synonyms 18			
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COOL READS Internet Health Advice from Dr. Feelgood			
A Translate the words 20			
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C Translate into English 20			
D Who's got the problem? 21			
E Put these tips in the right order 21			
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COOL READS Clara's Day: part 1			
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A Listen and answer the questions 23			
B Discuss 23			

TEXT A

Common Sense Dot Com

A Pair expressions with translations.

- | | | |
|---------------------|--------------------------|---------------------------------|
| 1 hanging out | <input type="checkbox"/> | a ekkert mál |
| 2 barging in | <input type="checkbox"/> | b vaða/ryðjast inn |
| 3 no big deal | <input type="checkbox"/> | c oftast |
| 4 stuff like that | <input type="checkbox"/> | d heilbrigð skynsemi |
| 5 most of the time | <input type="checkbox"/> | e oft kemur illur þá um er rætt |
| 6 common sense | <input type="checkbox"/> | f vera inn á |
| 7 talk of the devil | <input type="checkbox"/> | g svoleiðis hlutir |

B Who says what? Eric, Emma or Sally?

- 1 My parents don't care one bit what I do on my computer. _____
- 2 It's not that hard to pretend to be a teenager when you can't see the person or hear his or her voice. _____
- 3 I post all my pictures on Facebook. _____
- 4 I have heaps of restrictions from my mom. _____
- 5 But you can't be a hundred percent sure who it is you're talking to. _____
- 6 I think we know what's safe and what's not safe most of the time. _____
- 7 I don't give out any personal information when I'm chatting. _____
- 8 I often chat with people I don't know online – it's fun. _____

C What words are explained? Search the text.

- 1 This is another word for security. _ _ _ _ _
- 2 You put this at the end of the sentence when writing. _ _ _ _
- 3 This word is similar to 'limitation'. _ _ _ _ _
- 4 When you permit something you _ _ _ _ _ it.
- 5 Stupid or silly is the same as _ _ _ _ _ .
- 6 When you simulate or make believe you _ _ _ _ _ .

D Translate the words. They appear in the same order in the text.

- 1 fyrir framan _____
- 2 verja _____
- 3 öryggi _____
- 4 stanslaust _____
- 5 takmörkun _____
- 6 leyfi _____
- 7 hættulegt _____
- 8 þykjast _____
- 9 ímynda sér _____
- 10 gefa sig út fyrir að vera _____
- 11 vanmeta _____
- 12 stigann _____

*** E Read the statements and discuss.**

Read the statements by Emma, Eric and Sally in exercise B.
Do you agree or disagree? Discuss with a friend or in small groups.
Motivate your answers.

*** F Daily online usage – rate and discuss.**

Ask your teacher for a Worksheet. Fill in the chart and discuss your results.

*** G What would you do? Choose and discuss your answers.**

Ask your teacher for a Worksheet. Mark the alternatives and discuss.



TEXT B

We Never Talked About It

A Translate and solve the crossword.

Down

- nærbuxur
- u.þ.b.* iskaldur cappuccino með þeyttum rjóma

Across

- fyrir fram
- afslappaður
- sýnast
- vitlaus
- leggja til
- hrein mey
- strákur, náungi



B Find the expressions in the text.

- 1 Það var eins og hún væri að spila með hann. _____

- 2 Bara svona til öryggis. _____
- 3 Vertu ekki svona vitlaus. _____
- 4 Það var ekki mikið mál. _____
- 5 Það var að vissu leyti mergur málsins. _____

- 6 Hver sem er getur keypt þá. _____
- 7 Hann hélt áfram að spyrja hana. _____

C Fill in the correct words.

prepared common sense get back dumped
knickers show off suggest pissed off nearby

- 1 I know you are good, you don't have to _____.
- 2 When you _____ at someone you take your revenge on them.
- 3 For your own good, I _____ you listen carefully.
- 4 When you are really angry with someone you are _____.
- 5 He knew it was going to happen so he was _____ for it.
- 6 We should be able to see the shop by now. I know it's somewhere _____.
- 7 Use your _____ and I know you'll make the right decision.
- 8 She had been sitting on the wet grass and needed to change her _____ and trousers.
- 9 She got tired of her boyfriend and _____ him.

D Answer the questions. Write in your notebook.

- 1 Where did Alicia and Sam meet?
- 2 What does Alicia mean when she asks Sam if he has got anything?
- 3 Why didn't Sam have any?
- 4 Why does Alicia say Sam is a nice boy?
- 5 Why is Sam worried when Alicia leaves her room?
- 6 Why does Alicia want to sleep with him, according to Sam?
- 7 Why do you think the text is called "We Never Talked About it"?
- 8 The text is an excerpt from the first part of a novel. What do you think will happen?

*** E Explain the words.**

Work in pairs or small groups with the words on pp. 12–14 in your Textbook.

Take turns and ask each other:

- What is (a) ...?
- What do you do when you ... ?
- What does ... mean?

Ex:

Person 1: What is a vest?

Person 2: It's something you wear on your upper body. It doesn't have any sleeves.

*** F Write a dialogue.**

Sam was afraid that Alicia would meet her mum or dad when she left her bedroom wearing only a vest and knickers.

What would have happened if she had?

Write a dialogue. Act it out in groups if you like.

*** G Find out more.**

The text is an excerpt from Nick Hornby's novel *Slam*. Nick Hornby is a well-known English author who has written a number of best-sellers.

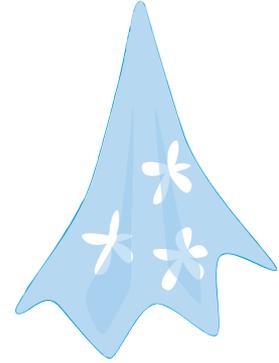
Find out more about him on the Internet and write a short article for your school magazine.

She's Leaving Home (The Beatles)



A Listen and fill in the missing words.

Wednesday morning at five o'clock as the day begins
 Silently (1) _____ her bedroom door
 Leaving the note that she hoped would say more
 She goes downstairs to the kitchen clutching her handkerchief
 Quietly turning the (2) _____ key
 Stepping outside she is free
 She (We gave her most of our lives)
 is leaving (Sacrificed most of our lives)
 home (We gave her everything (3) _____ could buy)
 She's leaving home after living alone
 for so many years (bye bye)
 Father snores as his wife gets into her dressing gown
 Picks up the letter that's lying there
 Standing (4) _____ at the top of the stairs
 She breaks down and cries to her husband
 Daddy our baby's gone
 Why would she (5) _____ us so thoughtlessly
 How could she do this to me
 (6) _____ (We never thought of ourselves)
 is leaving (Never a thought for ourselves)
 home (We struggled hard all our lives to get by)
 She's leaving home after living alone
 for so many years (bye bye)
 Friday (7) _____ at nine o'clock she is far away
 Waiting to keep the appointment she made
 Meeting a man from the motor trade
 She (What did we do that was wrong)
 is having (We didn't know it was wrong)
 fun (Fun is the one thing that money can't buy)
 Something inside that was always (8) _____
 for so many years (bye bye)
 She's leaving home (bye bye)



B Combine expressions and translations.

- | | |
|---|--|
| 1 What did we do that was wrong | <input type="checkbox"/> a ríghaldandi um vasaklútinn sinn |
| 2 How could she do this to me | <input type="checkbox"/> b Hún brotnar saman og hrópar |
| 3 as the day begins | <input type="checkbox"/> c þegar dagur rís |
| 4 She breaks down and cries | <input type="checkbox"/> d Við börðumst allt okkar líf til að spjara okkur |
| 5 clutching her handkerchief | <input type="checkbox"/> e Hvað gerðum við rangt |
| 6 We struggled hard all our lives to get by | <input type="checkbox"/> f Hvernig gat hún gert mér þetta |

C Find the rhymes in the song.

- | | |
|-----------------|-------|
| 1 made | _____ |
| 2 key | _____ |
| 3 thoughtlessly | _____ |
| 4 door | _____ |

D Discuss in pairs or groups.

- How much time passes in this song?
- How many people are mentioned?
- How do the girl's parents know she has left?
- What was she going to do?
- Why do you think she left?



The Beatles

Say it!

It is Saturday and you are at a friend's house making plans for the night. Act out the dialogue. Take turns and change the underlined expressions for the ones in the boxes.

You So, what did your mum say? When do you have to be home?

Friend She said I have to come home at eleven o'clock.

You She's really strict, your mum!

Friend Yeah, I know. What about you? When do you need to be home?

You By one o'clock at the latest. But Dad told me to call him if I decide to sleep over at a friend's.

Friend Oh, I wish my mum was a bit more like your dad.

You I wish it was seven o'clock so we could go to the party!

... in time for the 10 o'clock news
... by midnight
... before she goes to bed
... before dawn

... really controlling
... awfully protective
... very trusting
... very understanding

... to have a good time
... to be careful
... not to travel home alone
... he could come and pick me up

... I could stay at your place
... my mum was more normal
... we didn't have a time limit
... we could decide for ourselves

The Red Hair



A Listen and choose the correct alternative.

- 1 What did the school do to the girl?
 - a They changed the color of her hair in the yearbook.
 - b They forced her to change her hair color.
 - c They had photoshopped her out of the picture.

- 2 What does she think is the worst thing that can happen on a class photo?
 - a You are hidden behind someone.
 - b You stick out from the rest of the class.
 - c Your eyes are closed.

- 3 Why didn't they like her hair color?
 - a They were afraid the reputation of the school could be damaged.
 - b They were worried that someone would tease her.
 - c Wearing makeup and dying one's hair was strictly forbidden.

- 4 Why was the red hair color important to the girl?
 - a All her friends had red hair.
 - b She felt more like herself.
 - c She wanted all the attention.

- 5 How did her dad react when he saw the picture?
 - a He was annoyed.
 - b He was very angry.
 - c He thought she shouldn't have dyed her hair.

- 6 What did the principal say?
 - a The girl should be glad she didn't have a mohawk.
 - b The girl is a problem they want to get rid of.
 - c Dyed hair is not acceptable.

- 7 Why isn't she going to school?
 - a Her parents want an apology from the school.
 - b Her parents are suing the school.
 - c Her parents are looking for another school.

- 8 What do her friends say?
 - a She should go back to mousy-brown.
 - b They are on her side.
 - c They are planning to dye their hair too.

- 9 What does she want to do?
 - a She wants to go back to school.
 - b She wants to change schools.
 - c She wants her ordinary hair color back.

* B Write and discuss.

- a Answer the questions in your notebook.
 - 1 Could this happen in a Icelandic school?
 - 2 What is not accepted in your school?
 - 3 Who is right – the school or the girl's parents?
 - 4 What do you think will happen?
- b Discuss your answers in pairs or in small groups.

What about Tobacco, Alcohol and Doping?



A Ask your teacher for a Worksheet and read the text.



B Answer the questions. Tick the correct box

1 Snuff is the same thing as ...

- a ... serious breathing problems.
 b ... moist tobacco.



2 Harmful means that ...

- a ... something can hurt you.
 b ... something will cost you a lot.

3 What is true about cigarettes?

- a It is known that over 40 of the chemicals in them are harmful.
 b It is known that there are millions of chemicals in them.

4 Second hand smoking is ...

- a ... to smoke a cigarette while another person is holding it for you.
 b ... to breathe in another person's cigarette smoke.

5 Both cigarettes and snuff are addictive which means ...

- a ... that it is hard to stop doing something.
 b ... that it is hard to do it properly.

6 Alcohol can poison you, but it can also make you ...

- a ... lose weight.
 b ... lose your memory.

7 How can anabolic steroids or "doping" change your mood?

- a They can make you cool and calm.
 b They can make you lose your temper.

8 Drinking small quantities of alcohol is usually ...

- a ... not very good for your health.
 b ... not at all dangerous for your health.

9 Anabolic steroids are dangerous for you and can make ...

- a ... girls grow beards and get deeper voices.
 b ... boys grow more hair and get healthy complexions.

High School Never Changes

A What's the word? Choose from the word list in your Textbook.

- 1 The same as careful. _____
- 2 Another word for friend. _____
- 3 A person only interested in outside appearances is ... _____
- 4 A very clever person can be described with this word. _____
- 5 When you finish school you do this. _____
- 6 Another word for discover. _____
- 7 A person who keeps to himself or herself is this. _____

B Which character is described? Choose from the box. One character might be described more than once.

The Jock The Cheerleader The Nerd The Eccentric
The Lone Wolf The Guy Who Just Wants to Get Laid

- 1 A beautiful girl who seems to lead an easy life. _____
- 2 Is often a bully. _____
- 3 Appears to be a bit dangerous. _____
- 4 A brainy, ideal student _____
- 5 Is desperate for one thing. _____
- 6 Might be very interested in basketball. _____
- 7 Has her own style. _____
- 8 Is probably avoiding the jocks. _____
- 9 Resembles 'The Lone Wolf' but is a female. _____

C Answer the questions in your notebook.

- 1 Where does a high school movie take place?
- 2 What is the general opinion on high school movies?
- 3 What makes the high school genre so popular according to the text?

- 4 How does 'The Jock' dress?
- 5 What does 'The Cheerleader' think of her lifestyle?
- 6 Why does the audience stop feeling sorry for 'The Nerd'?
- 7 Why is 'The Eccentric' seen as a bit crazy?
- 8 Does 'The Lone Wolf' have a criminal past?
- 9 Why isn't 'The Guy Who Just Wants to Get Laid' as easily detected as the other characters?

* **D Translate into English. Write in your notebook.**

- 1 Hann er vinsælasti strákurinn í skólanum vegna útlitsins og íþróttamannslega lífsstílsins.
- 2 Við höfum öll hitt hana: stelpuna sem heldur að hún eigi heiminn.
- 3 Hann er strákurinn sem áhorfendur vorkenna.
- 4 Hver er uppáhalds staðalímyndin þín?



* **E Translate into Icelandic. Write in your notebook.**

- 1 However, the popularity of movies featuring these cliché characters implies that they carry some sort of significance for the audience.
- 2 If you take away every high school movie that contains this character, there would be no movies left.
- 3 But that's about all – he's usually not particularly smart or nice.

* **F Write about the characters in a film.**

Search the Internet to find information about one of the films mentioned in the text. Write the names of the different characters in the film you chose. Write in your notebook.

* **G Discuss in groups.**

Do you agree or disagree with the following statements? Why? Discuss in groups.

- High School movies are the best movies.
- Everyone wants to be 'The Jock'.
- 'The Eccentric' is the most interesting character.
- There are too few movies with 'The Girl Who Just Wants to Get Laid'.

Who is Protecting the Children?

A True or false? Tick the right column.

	True	False
1 Spanking children is allowed in Sweden.....	<input type="checkbox"/>	<input type="checkbox"/>
2 Olivia was at the park with a friend.....	<input type="checkbox"/>	<input type="checkbox"/>
3 Olivia's parents were not spanked when they grew up.....	<input type="checkbox"/>	<input type="checkbox"/>
4 Ann and Peter are not breaking the law when they smack their daughter.	<input type="checkbox"/>	<input type="checkbox"/>
5 Darren's mum is always afraid that he is going to get hurt.....	<input type="checkbox"/>	<input type="checkbox"/>
6 Corporal punishment is illegal in Canada and the UK.....	<input type="checkbox"/>	<input type="checkbox"/>
7 There is a new law in New Zealand that says that you can't smack children.	<input type="checkbox"/>	<input type="checkbox"/>
8 87% of the population in New Zealand approved of the new law.	<input type="checkbox"/>	<input type="checkbox"/>
9 The United Nations has made it clear that corporal punishment must be made illegal.....	<input type="checkbox"/>	<input type="checkbox"/>

B Pair words and synonyms.

1 not allowed	<input type="checkbox"/>	a alternative
2 rare	<input type="checkbox"/>	b all the time
3 all by herself	<input type="checkbox"/>	c perhaps
4 option	<input type="checkbox"/>	d scared
5 constantly	<input type="checkbox"/>	e happen
6 afraid	<input type="checkbox"/>	f wished
7 occur	<input type="checkbox"/>	g forbidden
8 wanted	<input type="checkbox"/>	h alone
9 maybe	<input type="checkbox"/>	i uncommon

C Put the correct words in the blanks.

corporal wounds controversial law defend
rules spank wrong well-behaved 24

Most families have clear (1) _____ for their children to follow.

Some people think, that in order to get (2) _____ children, it is appropriate to (3) _____ them when necessary.

In some countries, smacking your child when he misbehaves is not breaking the (4) _____.

There are (5) _____ countries in the world where (6) _____ punishment is forbidden.

The practice of smacking is highly (7) _____.

Some people think that this is the only way to teach children right from (8) _____. Others think that smacking is out of the question and will only create (9) _____ on the inside.

After all, children can't do much to (10) _____ themselves.

* D Search for facts and discuss.

- (a) The *Convention on the Rights of the Child* (CRC) is called 'barnasáttmálinn' or 'Barnasáttmáli Sameinuðu þjóðanna' in Icelandic. Search for information on the Internet and list 5–10 facts about it.
- (b) Compare the facts you found with your friends'. Discuss:
- Is the CRC important? Why or why not?
 - When was the CRC adopted in Sweden?
 - What do you think about child labour?



Internet Health Advice from Dr. Feelgood



A Translate the words from the text.

- 1 standa andspænis _____
- 2 reglulega _____
- 3 valda áhyggjum _____
- 4 millimál _____
- 5 þunglyndur _____
- 6 lotuofát _____
- 7 algengur _____
- 8 svima _____
- 9 sneið _____

B Pair words that have something in common.

- | | | |
|------------|--------------------------|--------------|
| 1 enjoy | <input type="checkbox"/> | a guidance |
| 2 rely on | <input type="checkbox"/> | b add |
| 3 reduce | <input type="checkbox"/> | c health |
| 4 advice | <input type="checkbox"/> | d topic |
| 5 issue | <input type="checkbox"/> | e appreciate |
| 6 exercise | <input type="checkbox"/> | f trust |

C Translate into English. Write in your notebook.

- 1 Í þessari viku erum við með ráð handa unglingum.
- 2 hér á eftir eru svör við nokkrum af algengustu spurnarefnum.
- 3 Þetta er algjör vítahringur fyrir mig.
- 4 Ég er hávaxnasta stelpa í bekknum mínum.
- 5 gættu þess að hvíla þig, skemmta þér og njóta líka annarra hluta.

D Who's got the problem?

Write **M** for Martin Ship, **S** for Susan Williams and **C** for Charlene Winters.

- 1 Worries about her length. _____
- 2 Exercises a lot. _____
- 3 Has lost weight recently. _____
- 4 Needs to lose weight. _____
- 5 Cannot see she's not overweight. _____
- 6 Thinks the boys are scared of her. _____
- 7 Has tried many diets. _____
- 8 Doesn't have the energy to do much after school. _____
- 9 Would like to be more curvy. _____

E Put these tips in the right order.

What do you think? Place these pieces of advice in order of importance. Write 1 next to the most important tip, 2 next to the second most important tip etc.

- Take time to rest and have fun.
- Eat healthy food.
- Never starve yourself.
- Accept yourself for who you are.
- Talk to someone.
- Get some exercise every day.

*** F Convince your friends.**

Work in groups. Convince your friends that you have placed the tips in exercise E in the correct order.

Try to come to an agreement on what piece of advice should be number one.

*** G Write an answer.**

Write an answer to Martin, Susan or Charlene in your notebook.

Clara's Day: part 1

A What word is missing from the text?

- 1 When Clara Tilling was fifteen and a half she took _____ all her clothes one morning in school assembly.
- 2 All she had to do was to _____ her blouse.
- 3 Clara opened the big glass doors and let _____ out.
- 4 ... a peaceful feeling, as though no one had been here for a long time, nor _____ would come.
- 5 All morning people kept coming _____ to her to say, 'Well done!'
- 6 Just before the silence became really _____ the Head pushed a hand through her short untidy fair hair.
- 7 Were you trying to attract _____ ?
- 8 She looked at her husband on the mantelpiece, almost as though asking for _____.
- 9 'I mean, I don't like exams, but I don't _____ as much as some people.'

B Fill in the correct words.

lectern assembly hall prep first period
exams mocks Chemistry headmistress

The (1) _____ was standing at her (2) _____ reading out the tennis team list. She also told the pupils that there were (3) _____ coming up in two subjects – Physics and (4) _____.

The real (5) _____ were not due until May.

'It is important to go to the form-room and do some (6) _____ before the (7) _____ in the morning,' the head continued.

All the pupils sitting in the (8) _____ thought:

'School life is hard!'

C Answer the questions in your notebook.

- 1 How old is Clara Tilling?
- 2 What happens on this particular day?
- 3 What does Clara do when she comes to the form-room?
- 4 Who wants to see Clara straight after school?
- 5 What happens in the Head's study?

**Clara's Day: part 2****A Listen to the text about Clara's Day on the Textbook cd. Answer the questions.**

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 How does Clara get home? <ol style="list-style-type: none"> a She walks. b She takes the underground. c She goes by bus. 2 What does Clara's mother do for a living? <ol style="list-style-type: none"> a She is a dentist's receptionist. b She is a lawyer. c She is an actress. 3 Who is Stan? <ol style="list-style-type: none"> a Clara's boyfriend b Clara's mother's boyfriend c Clara's dentist | <ol style="list-style-type: none"> 4 How does Clara's mother react to the letter from school? <ol style="list-style-type: none"> a She breaks into tears. b She laughs out loud. c She falls silent and walks out. 5 What is Clara's reaction when the adults have left? <ol style="list-style-type: none"> a She calls her best friend. b She cries alone at the breakfast table. c She laughs and feels strangely happy. |
|---|--|

*** B Discuss in groups.**

Why did Clara act the way she did in school assembly? Answer the questions and discuss.

- Had Clara been planning this for a long time?
- Was there a special reason why she did it in school assembly?
- Do you think that Clara has a reason deep down for doing this? In that case, what is it?
- Do you think she will do it again, or was it a one-time thing?
- How would you react if someone in your school did what Clara did?

Ireland

Planning sheet

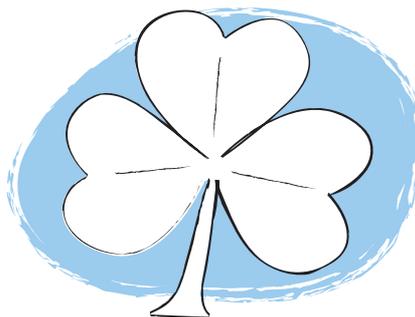
This planning sheet will help you keep track of your work.

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
Sanna's Backpacker's Blog			
A Translate the words 26			
B Which words are described? 26			
C Answer the questions 27			
D Talk to a friend 27			
E Tell a friend 27			
F Plan a week in Ireland 27			
Irish Trivia			
A Solve the crossword 28			
B True or false? 28			
A History of Conflict			
A What facts belong to what period? 29			
B Pair synonyms 29			
C Search for the answers 29			
Guinness World Records			
A Pair words and translations 30			
B Who says what? 30			
C Translate into Icelandic 30			
D Translate into English 31			
E Answer the questions 31			
F Create "My Class Records" 31			



	MUST DO	CAN DO	DONE
My Dog is Great!			
A Fill in the missing words 32			
B The Irish Terrier or the Irish Wolfhound? 32			
C Answer the questions 33			
D Write an answer 33			
E Talk about dogs 33			
F Write about a breed 33			
Angela's Ashes			
A Combine words and explanations 34			
B Draw lines between descriptions and characters 34			
C Complete the facts 35			
D Discuss 35			
Famine (Sinéad O'Connor)			
A Listen and fill in the gaps 36			
B Pair words 37			
C Find out more 37			
Say it!			
Act out the dialogue 37			
Famous Irish Bands (Listening exercise)			
Listen and choose the correct alternative 38			
Oscar Wilde (Reading exercise)			
A Read the text 39			
B Answer the questions 39			

Sanna's Backpacker's Blog

A Translate the words from the text.

- 1 farfuglaheimili _____
- 2 kúgun _____
- 3 margir _____
- 4 vörur _____
- 5 miðalda- _____
- 6 halda til, fara _____
- 7 gamanleikari _____
- 8 sem er frá þeim tíma sem _____

B Which words are described? Choose among the words in the box.

destination relaxing cheer bell
peculiar event ancient incredible

- 1 This is what you do when you watch your favourite team play. _____
- 2 A happening or an occasion of some kind. _____
- 3 Something that makes you take it easy is ... _____
- 4 Hard to believe _____
- 5 Made of metal and found in many church towers. _____
- 6 The place you are heading for. _____
- 7 Very old _____
- 8 If something is odd and weird it is ... _____



C Answer the questions in your notebook.

- 1 How long did Sanna and Omar's trip to Ireland last?
- 2 Why did Sanna and Omar want to go to Dublin first?
- 3 What does Sanna write about The Dublin Castle?
- 4 What did Sanna and Omar think about Connemara?
- 5 Name two sites that Sanna and Omar saw on their boat tour on the River Shannon!
- 6 What kind of festival did Sanna and Omar visit in Kilkenny?
- 7 What was Sanna's overall impression of Cork?
- 8 What is W5?
- 9 What else did Sanna and Omar see in Belfast?

*** D Talk to a friend.**

stroll pattern spectacular hike spit scenery nap
backpacker scuba diving science share architecture

Work in pairs. Take turns to talk for one minute each, using three of the words in the box each time.

Say anything you like – but use the words in a proper context.

*** E Tell a friend about one of the days.**

- Choose one of the days in the blog.
Write down the number and read the text.
- Pick key words from the text and write them down.
- Tell a friend/small group about one of the days.

*** F Plan a week in Ireland.**

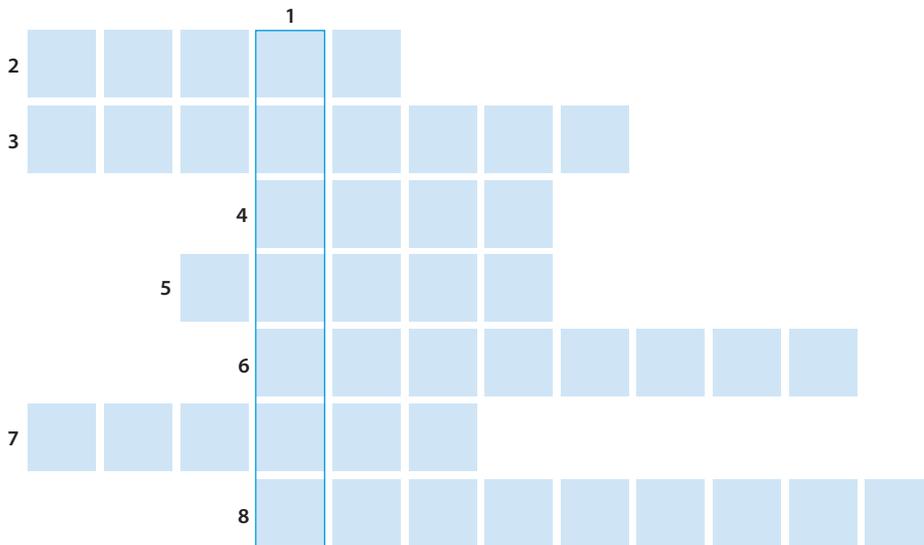
Sanna and Omar experienced a lot during their week in Ireland. Use the information in your Textbook or find out more in books or on the Internet about Irish travel spots that you would like to see.

Plan your own week in Ireland. Write in your notebook.

Irish Trivia

A Solve the crossword.

- 1 Ireland's poetic name is "The ... Isle".
- 2 Ireland is a very ... country because of all the rain.
- 3 A type of a clover.
- 4 The Irish name for Ireland.
- 5 One of the two official languages in Ireland.
- 6 Something that is illegal in Ireland.
- 7 The harp is Ireland's official
- 8 The Celtic cross is often this.



B True or false? Tick the right column.

- | | True | False |
|---|--------------------------|--------------------------|
| 1 A majority of the population in Ireland is Roman Catholic. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Ireland is not a member of the European Union..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 There are many poets in Ireland. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Irish people in general consume large amounts of beer..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The hand held harp is used in modern rock music..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The flag is green, white and orange. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 The green colour on the flag represents the green island..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Irish and Irish Gaelic are the two official languages of Ireland..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Irish people are frequent churchgoers..... | <input type="checkbox"/> | <input type="checkbox"/> |

A History of Conflict

A What facts belong to what period? Write the letters in the boxes.

a) 1200–1800 b) 1800–1900 c) 1900–2007

- | | | |
|---|---|--------------------------|
| 1 | Laws were introduced in favour of the Protestants. | <input type="checkbox"/> |
| 2 | The Irish potato famine killed a million people. | <input type="checkbox"/> |
| 3 | Meat and wheat were exported to England. | <input type="checkbox"/> |
| 4 | The Reformation swept through Europe. | <input type="checkbox"/> |
| 5 | Bombings and riots in the streets of Belfast. | <input type="checkbox"/> |
| 6 | A government with members from 'both sides' was formed. | <input type="checkbox"/> |
| 7 | Henry II set foot on Irish soil. | <input type="checkbox"/> |
| 8 | Two million people left for North America. | <input type="checkbox"/> |
| 9 | Catholic nationalism grew stronger. | <input type="checkbox"/> |

B Pair synonyms by choosing words from the box.

ensue desire perish attend attempt
intend commence improve prior occur

- | | | | | | |
|---|------------|-------|----|----------------|-------|
| 1 | take place | _____ | 6 | try | _____ |
| 2 | begin | _____ | 7 | plan | _____ |
| 3 | die | _____ | 8 | become better | _____ |
| 4 | want | _____ | 9 | before | _____ |
| 5 | follow | _____ | 10 | go to (school) | _____ |

C Search for the answers in the text. Write in your notebook.

- For how long did Ireland belong to the United Kingdom?
- When was the Irish Free State founded?
- What counties formed the Irish Free State?
- To what country do the six northern counties belong?
- What happened in 1792?
- Why was there a terrible famine in 1845–48?
- What happened in 1998?

Pay attention to how you write centuries in English:

the first century = 0–100

the second century =
100–199 (önnur öld)

the 19th century =
1800–1899 (19. öld)

Guinness World Records

A Pair words and translations.

- | | | | | |
|---|-------------|--------------------------|---|--------------------------|
| 1 | verify | <input type="checkbox"/> | a | litaður |
| 2 | head home | <input type="checkbox"/> | b | umsókn |
| 3 | stretchy | <input type="checkbox"/> | c | brugghús |
| 4 | application | <input type="checkbox"/> | d | staðfesta |
| 5 | throughout | <input type="checkbox"/> | e | með teygju, teygjanlegur |
| 6 | staff | <input type="checkbox"/> | f | halda heim á leið |
| 7 | brewery | <input type="checkbox"/> | g | um allan |
| 8 | gums | <input type="checkbox"/> | h | starfsfólk |
| 9 | inked | <input type="checkbox"/> | i | tannhold |

B Who says what? Tick the right boxes.

- | | Cory | Melissa |
|--|--------------------------|--------------------------|
| 1 Likes motorcycles..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Talks about strange tattoos..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Suggests eating a hamburger..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Reads about a person who spends a lot of time decorating his body..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Finds a primate..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Likes the Guinness World Records site on the Internet..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Notices Garry Turner's record..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Has a plan for the presentation..... | <input type="checkbox"/> | <input type="checkbox"/> |

C Translate into Icelandic . Write in your notebook.

- Can you believe he spent over 1,000 hours of his life getting tattoos?
- That is a really weird looking picture of his face.
- I'm starving now anyway!
- I wonder what the record is for the shortest time to eat a burger.
- Their beers are sold throughout the world.

D Translate into English.

1 Hei, sjáðu þennan Cory!

2 Ó, en hvað um þetta heimsmet?

3 Ég ætla að prenta þetta út og sýna þekknunum.

4 Hann er með húðflúr á tannholdinu og augnlokunum.

5 Það stendur hér að hann sé með sjúkdóm.

6 Ég held að þetta sé nóg fyrir verkefnið.

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

1 Who came up with the idea to create a records book?

2 How did he come up with the idea?

3 When was the first edition of the Guinness World Records published?

4 How many people work for the Guinness World Records company?

5 The Guinness World Records has a record of its own, which one?

6 How many official categories are there in the book?

7 How do you get into the Guinness World Records book?

*** F Create 'My Class Records'.**

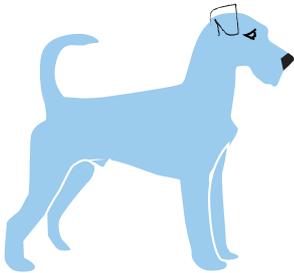
Ask your teacher for a Worksheet. Work in small groups and don't forget to speak English.

My Dog is Great!

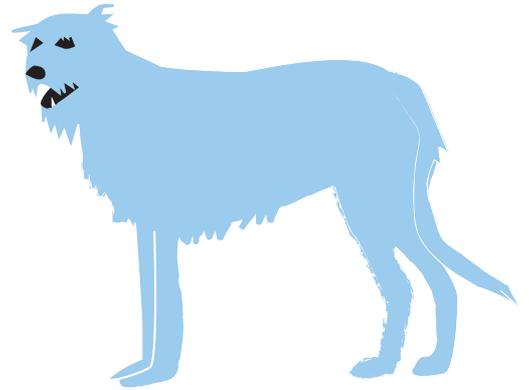
A Fill in the missing words from the text.

- 1 The puppy had a funny _____ around its tail.
- 2 When I got my puppy I was _____ with joy!
- 3 The Irish Terrier has _____ eyes.
- 4 You must _____ your puppy to teach it not to pee indoors.
- 5 Cory's neighbor is an Irish dog _____.
- 6 His first dog has _____.
- 7 You must _____ brush your Irish Wolfhound.
- 8 Irish Wolfhounds are really big and needs lots of _____.

B The Irish Terrier or the Irish Wolfhound? Draw lines to the correct dog.



- 1 has reddish fur
- 2 very strong
- 3 good with children
- 4 muscular looking
- 5 trustworthy friend
- 6 great hunter
- 7 gigantic in size
- 8 might fight with other dogs
- 9 mustn't be taken on long walks



C Answer the questions.

1 What greetings are used in the emails?

2 How do Melissa and Cory finish their emails?

3 What is the first thing Melissa writes after her greeting?

4 What phrases do Melissa and Cory use to tell the other person to write back?

5 How did Melissa feel when she saw her present?

6 How do you say this in English: "Sedan dess har inte så mycket nytt hänt."

D Write an answer in your notebook.

Choose one of the mails. Pretend you are Sandy or Mike and write an email back to Melissa or George.

*** E Talk about dogs.**

Discuss in pairs or groups.

- Do you like dogs or are you afraid of them?
- Have you ever had a dog?
- What kind of dog would you like to have? What breed? Why?
- If you don't want a dog, which breed do you like best?

*** F Write about a breed.**

Two breeds are described in the text, the Irish Terrier and the Irish Wolfhound. Write an informative text about a breed of your own choice. Use the Internet, books and/or your own knowledge.

Extra: Add a picture and make a poster.

Angela's Ashes

A Combine words and explanations.

- | | | | | |
|----|------------|--------------------------|---|--|
| 1 | childhood | <input type="checkbox"/> | a | stomach |
| 2 | survive it | <input type="checkbox"/> | b | a kind of plant that burns your fingers when you touch |
| 3 | barely | <input type="checkbox"/> | c | to stay alive |
| 4 | whimper | <input type="checkbox"/> | d | to not be able to walk straight |
| 5 | gather | <input type="checkbox"/> | e | strange or odd |
| 6 | galore | <input type="checkbox"/> | f | to moan or whine |
| 7 | nettle | <input type="checkbox"/> | g | people who are on the run |
| 8 | inhale | <input type="checkbox"/> | h | a great deal of, lots of |
| 9 | odour | <input type="checkbox"/> | i | hardly |
| 10 | fugitives | <input type="checkbox"/> | j | to breathe in |
| 11 | peculiar | <input type="checkbox"/> | k | a scent that is not nice, a smell |
| 12 | stagger | <input type="checkbox"/> | l | to collect |
| 13 | belly | <input type="checkbox"/> | m | the time in your life when you are a child |

B Draw lines between descriptions and characters.

- | | | |
|---|--|-----------------|
| 1 | Was three years old when the family returned to Ireland. | Grandma |
| 2 | Was born on a farm, in Toome. | Mother Angela |
| 3 | Drove her husband out of the house. | Brother Malachy |
| 4 | Grew up in the slum with her mother and siblings. | Uncle Patrick |
| 5 | Had an accident as a child that affected him all his life. | Father Malachy |

C Complete the facts from the text.

- 1 The storyteller was born in _____.
- 2 The family returned to _____ when he was _____ years old.
- 3 Oliver and Eugene were his _____ brothers.
- 4 Rain dampened the city all year long and people were constantly _____.
- 5 People were sick all the time because of the damp and wet weather – asthma, bronchitis and _____ were common.
- 6 The only dry place was the _____.
- 7 The author's father had a price on his _____.
- 8 When his father became old, he longed for _____.
- 9 The author's mother never met her _____.
- 10 Angela's father ran off to _____ some _____ before her birth.
- 11 Little Pat never learned to _____ or _____ but he was very good at _____ money.

*** D Discuss.**

Choose a part of the text. What part is most touching, do you think?

How did it make you feel?

Discuss with a friend. Did you choose the same part of the text?

Motivate your choices.

Famine (Sinéad O'Connor)



A Listen and fill in the gaps.

OK, I want to talk about (1) _____
 Specifically I want to talk about the “famine”
 About the fact that there never really was one
 There was no “famine”

See Irish people were only allowed to eat (2) _____
 All of the other food
 Meat fish vegetables
 Were shipped out of the country under armed guard

To (3) _____ while the Irish people starved
 And then in the middle of all this
 They gave us money not to teach our children Irish
 And so we lost our history
 And this is what I think is still hurting me
 See we're like a child that's been battered
 Has to drive itself out of its head because it's frightened

Still feels all the painful (4) _____
 But they lose contact with the memory
 And this leads to massive self-destruction
 alcoholism, drug addiction
 All desperate attempts at running
 And in its worst form

Becomes actual (5) _____
 And if there ever is gonna be healing
 There has to be remembering
 And then grieving

So that there then can be (6) _____

There has to be knowledge and (7) _____
 All the lonely people
 where do they all come from

B Pair words that belong together. Draw lines.

- | | |
|--------------|--------------|
| 1 huge | a hurting |
| 2 afraid | b famine |
| 3 starvation | c massive |
| 4 tomatoes | d frightened |
| 5 painful | e vegetables |

*** C Find out more.**

Sinead O'Connor has always been a controversial artist. Find out why.

- Write a short summary about her life.
- List her most famous albums.

**Say it!**

You and your friend are on vacation in Dublin and staying at a Bed and breakfast. Act out the dialogue. Take turns and change the underlined expressions for the ones in the boxes.

- You** So, what do you think of this B 'n B?
- Friend** The walls are thin – the next-door neighbour was snoring all night. But they serve a great English breakfast. And you?
- You** The staff are unfriendly and the bed is too short for me.
- Friend** You're negative this morning!
- You** I'm sorry. Let's go and see some famous Dublin spots today. That'll cheer me up!
- Friend** Let's start with the Dublin Zoo! I know they have zebras and cheetahs there.
- You** That's more like it! Let me just have some more fried tomato and bacon!

... the floral wallpaper drives me crazy!

... the shower's a bit small.

... the room was poky and dark.

... I can't stand fitted carpets!

... by travelling back in time and going to Malahide Castle.

... by packing a picnic lunch – maybe we'll see some deer in a park.

... on Henry Street! Shoppers' Paradise!

... by booking a ticket for the concert at Croke Park tonight.

Let me just grab the tourist guide!

Let's leave at once to make the most of the day!

And we'll end the day with a Guinness!

But I'm holding the map today. I'm not getting lost again!

Famous Irish Bands: An Interview at Oakdale High



Listen and choose the correct alternative.

- 1 What group is first mentioned in the conversation?
 - a The Cranberries
 - b U2
 - c The Corrs
- 2 Where did the music of the first band mentioned capture audiences?
 - a in Europe
 - b in Ireland
 - c Worldwide
- 3 Band Aid and Live Aid were held to bring in money for people who needed ...
 - a ... food.
 - b ... fresh water.
 - c ... a roof over their heads.
- 4 What was the concert in 2010 called, that took place after a huge earthquake?
 - a Hope for Asia
 - b Hope for Tahiti
 - c Hope for Haiti
- 5 What album by U2 that Mrs. Tate likes has been very successful?
 - a The Jeremiah Tree
 - b The Jordan Tree
 - c The Joshua Tree
- 6 What is the name of the second band discussed?
 - a The Cranberries
 - b The Gooseberries
 - c The Lingonberries
- 7 Their first album is called “Everybody else is doing it, so ...
 - a ... why don’t you?”
 - b ... why not us too?”
 - c ... why can’t we?”
- 8 The members of The Corrs are Andrea, Caroline, Jim and ...
 - a ... Sean
 - b ... Sharon
 - c ... Seamus
- 9 A bodhran is ...
 - a ... a kind of drum that has its origins in Ireland.
 - b ... an Irish flute.
 - c ... a tambourine.
- 10 The Corrs’ music is a mix between Irish Folk, ancient Celtic music and ...
 - a ... pop music.
 - b ... modern rock.
 - c ... rap music.

Oscar Wilde



A Ask your teacher for a Worksheet and read the text.



B Answer the questions by choosing the correct alternative.

- 1 What was Oscar Wilde's profession?
 - a a writer
 - b a professor of Greek Literature
 - c an actor
- 2 What was he like as a student?
 - a He was popular among his fellow students.
 - b He was successful in his studies.
 - c He wasn't noticed by many.
- 3 What was the aesthetic movement about?
 - a the beautiful nature and environmental issues
 - b appreciating beauty
 - c artists moving to the same neighbourhood
- 4 How do we know that Oscar Wilde was a homosexual?
 - a He was married to a man and they adopted two sons.
 - b Letters to a male lover were found after his death.
 - c He had several lovers that were men.
- 5 How did his life end?
 - a It ended in poverty and poor health.
 - b The end of his life remains a secret.
 - c He died of old age in a small castle in Ireland.
- 6 What is *The Picture of Dorian Grey* about?
 - a a person who is very pleased with himself
 - b a person who hides a very valuable painting
 - c the desire for youth and beauty
- 7 What is special about the painting?
 - a It changes with time.
 - b It reminds Dorian of what a beautiful young man he once was.
 - c It was very valuable.
- 8 Why do people still visit Oscar Wilde's grave?
 - a To visit the famous bookshop there.
 - b To leave lipstick marks on his gravestone.
 - c To show how much they appreciate his work.

A Sense of Fear

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
Footsteps in the Night			
A Combine words and explanations 42			
B Fill in the missing words 42			
C Find the expressions 42			
D Pair beginnings and endings 43			
E Answer the questions 43			
F Talk about words 44			
G Write an essay 44			
H Write a poem 44			
I Do a role play 44			
Abducted by Aliens			
A Combine words and translations 45			
B Underline the correct alternative 45			
C Who says what? 46			
D Translate 46			
E Pair words and descriptions 47			
F Discuss 47			
G Find out and discuss 47			
Fear No Darkness, Promised Child (Timo Räisänen)			
A Listen and fill in the gaps 48			
B Find the phrases 48			
C Translate the title 49			
D Answer and discuss 49			
E Write a remake and perform 49			
Say it!			
Act out the dialogue 49			
What is Fear? (Listening exercise)			
Listen and choose the correct alternative 50			

	MUST DO	CAN DO	DONE
Frankenstein's Monster (Reading exercise)			
A Read the text 51			
B True or false? 51			
C Answer the questions 51			
D Discuss 51			
COOL READS True Terror			
A True or false? 52			
B Translate the words 52			
C Translate the phrases 52			
D Discuss and rate 53			
E Explain the words 53			
COOL READS Nightmares			
A What words are described? 54			
B Pair sentences and nightmares 54			
COOL READS It's Not a Safe Place for Little Girls			
A Pair words and descriptions 55			
B Underline the correct alternative 55			
C Translate into Icelandic 56			
D Translate into English 56			
E Discuss 56			
F Write about a mystery house 57			
G Find out more 57			

TEXT A

Footsteps in the Night

A Combine words and explanations.

- | | | | | |
|---|--------|--------------------------|---|-----------------------|
| 1 | caress | <input type="checkbox"/> | a | in a lazy way |
| 2 | dreary | <input type="checkbox"/> | b | swing |
| 3 | limp | <input type="checkbox"/> | c | dark and depressing |
| 4 | frown | <input type="checkbox"/> | d | walk with an effort |
| 5 | roar | <input type="checkbox"/> | e | stroke gently |
| 6 | dangle | <input type="checkbox"/> | f | loud, deep noise |
| 7 | idly | <input type="checkbox"/> | g | wrinkle your forehead |



B Fill in the missing words from the box.

fled crossed wore edge companion furious

- Last night he had been _____ when she wasn't on time.
- The man _____ an expensive suit.
- At the _____ of the park, the man stood looking at her.
- He _____ the street with her.
- She _____ from the angry dog.
- Walk with me and be my _____.

C Find the expressions in the text.

- Hún hvarf niður tröppurnar

- Þetta var dimmt, drungalegt hverfi

- Í næsta skipti bíð ég kannski ekki

- Hvað hana sjálfa varðaði

5 Hún sneri höfðinu

6 Garðurinn var beint fram undan.

7 Næstum því undireins

8 Nú ertu örugg

9 Farðu þá

D Pair beginnings and endings.

- | | | |
|-----------------------------------|--------------------------|-------------------------------------|
| 1 A tall man with long arms ... | <input type="checkbox"/> | a ... caressed a noose of wire. |
| 2 She told him ... | <input type="checkbox"/> | b ... he just stared at her. |
| 3 For a minute ... | <input type="checkbox"/> | c ... to move in the neighbourhood. |
| 4 Angela stood in the doorway ... | <input type="checkbox"/> | d ... hand against her mouth. |
| 5 She stepped back with her ... | <input type="checkbox"/> | e ... and he frowned. |
| 6 The long fingers ... | <input type="checkbox"/> | f ... seemed to flow toward her. |
| 7 It was risky ... | <input type="checkbox"/> | g ... wondering what she would do. |

* E Answer the questions in your notebook.

- 1 Why were the women warned not to walk the streets after dark?
- 2 Why did Angela do so anyway?
- 3 What did Angela think of Gil?
- 4 What did Angela think about her own looks?
- 5 Why was the old man so helpful?
- 6 How come Angela told Gil to drive off?

* **F** **Talk about words.**

- (a) Explain the following words by writing a sentence.
Write in your notebook.

1 footstep

2 flow

3 halt

4 safe

5 gently

6 fall asleep

7 neighbourhood

- (b) Work in pairs. Take turns and read your sentences. Let the other person guess what words are described. Don't forget to change the order of the sentences – otherwise it will be too easy.

* **G** **Write an essay.**

Write a short argumentative essay. Discuss whether the incident turned out to be fortunate or fatal for Angela and why.

* **H** **Write a fearful poem.**

Write a poem beginning with the line “A sense of fear” and ending with the line “Footsteps in the night”. Begin each line with the last word from the line above.

It's OK to change the word, as long as you use the same word stem. Here is a pattern to follow:

Line 1: A sense of fear

Line 2: Fear ...

Line 3: ...

Line 4: ...

Line 5: ...

Line 6: ... footsteps

Line 7: Footsteps in the night

* **I** **Do a role play.**

- (a) Form groups of three or four. Act out the events in the text.
(b) Play with the characters. What happens if someone else turns out to be the villain? Act it out.

TEXT B

Abducted by Aliens



A Combine words and translations.

- | | | | | |
|---|--------------|--------------------------|---|------------|
| 1 | craft | <input type="checkbox"/> | a | lýsa upp |
| 2 | hoax | <input type="checkbox"/> | b | hraðbraut |
| 3 | recollection | <input type="checkbox"/> | c | grín, plat |
| 4 | nut | <input type="checkbox"/> | d | farkostur |
| 5 | beam up | <input type="checkbox"/> | e | klikkaður |
| 6 | freeway | <input type="checkbox"/> | f | minning |
| 7 | vivid | <input type="checkbox"/> | g | skær, skýr |

B Underline the correct alternative.

- What does Mark think about the article he just read?
He thinks it's crap. / He thinks it's fascinating.
- What is the article about?
It's about abduction. / It's about construction.
- What does Anna think about the article?
She thinks it's believable. / She thinks it's made up.
- One of Sarah's relatives had an extraterrestrial experience. Who?
her uncle / her aunt
- For how long was Sarah's relative abducted?
for three days / for more than three hours
- What does Mark think of Sarah's relative?
He thinks she is telling the truth. / He thinks she is unstable.
- When did the abduction take place?
About five years ago. / About ten years ago.
- What is typical for aliens called "Greys"?
They are aggressive. / They are emotionless.

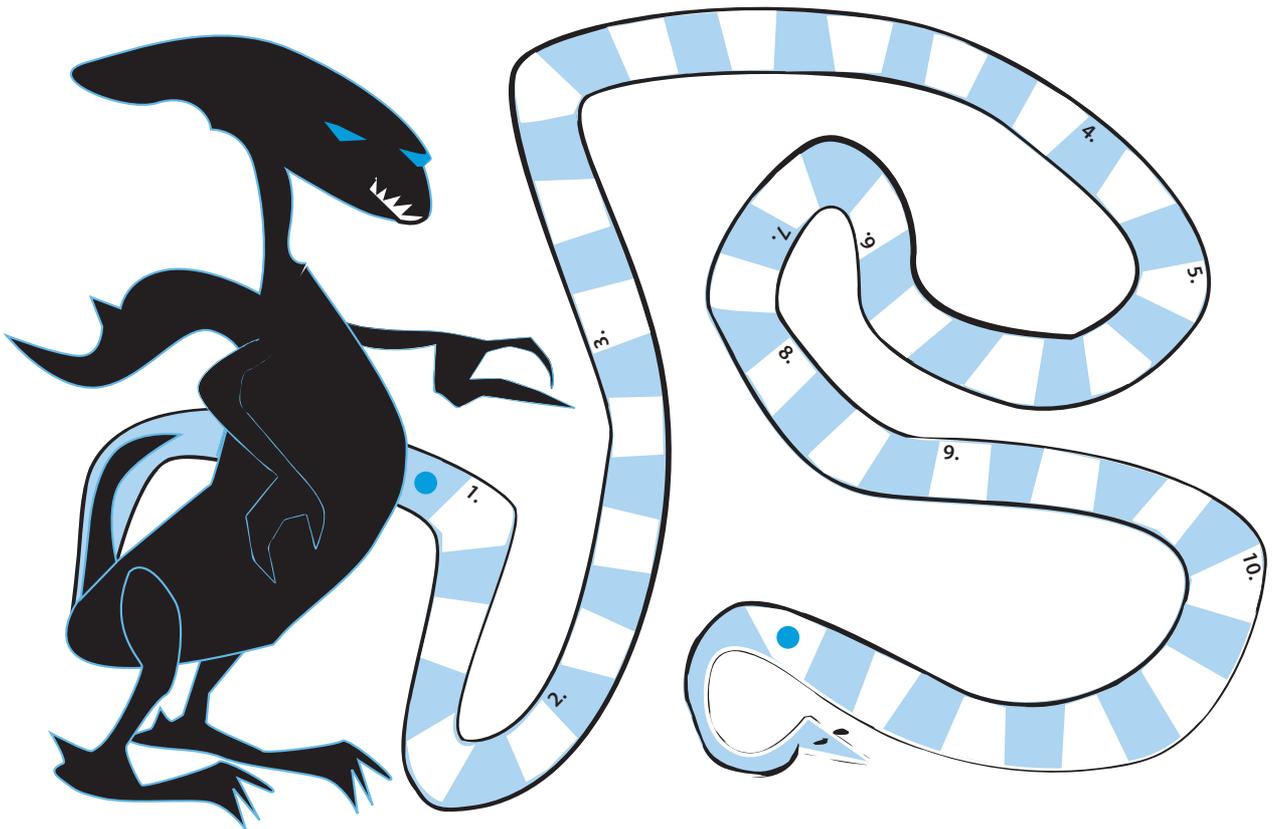
C Who says what? Tick the right column.

	Mark	Anna	Sarah
1 I'm serious, so give it a rest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 What a nut!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Afterwards she had trouble sleeping, insomnia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Can you believe the crap people make up?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I'll believe it when I see it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 But wait, wasn't she just sleepwalking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 She's perfectly normal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 ... why shouldn't there be life and life forms out there?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D Translate.

Search the text for the English words. Write them in the correct order.
The last letter of the first word will be the first of the next one.

- | | | | | |
|-----------------|---------|-------------|-------------|-------------------|
| 1. fór til baka | 2. lýsa | 3. geimvera | 4. yfirgaf | 5. meðferðaraðili |
| 6. segja frá | 7. tap | 8. þráll | 9. rannsaka | 10. reynsla |



E Pair words and descriptions.

- | | | |
|---|--------------------------|--------------|
| 1 an unidentified flying object | <input type="checkbox"/> | a abducted |
| 2 a life form from outer space | <input type="checkbox"/> | b UFO |
| 3 a person sent from the U.S. to travel in space | <input type="checkbox"/> | c spacecraft |
| 4 kidnapped | <input type="checkbox"/> | d alien |
| 5 a person sent from the Soviet Union/Russia to travel in space | <input type="checkbox"/> | e Greys |
| 6 the layer of air surrounding the earth | <input type="checkbox"/> | f astronaut |
| 7 means of transportation for people travelling in space | <input type="checkbox"/> | g cosmonaut |
| 8 a special type of alien that conducts experiments on humans | <input type="checkbox"/> | h atmosphere |

F Discuss.

Work in pairs and discuss the following.

- Would *you* have believed your friend if he or she had told you such a story? Why or why not?
- Do *you* think that there are other life forms apart from humans in the universe? Try to find arguments for your statements.

*** G Find out and discuss.**

Work in groups. Search the Internet for articles about aliens abducting humans. Find one each.

- Make short, spoken summaries of your article.
- Choose a few words from your article and explain them to your group.
- Discuss which of your stories is the most credible.



Fear No Darkness, Promised Child (Timo Räisänen)



A Listen and fill in the gaps.

Hold my hand; rest assured, I won't fail you.

Calm your heart; I am here right behind you.

So (1) _____ your tears, oh chosen one.

Don't be scared, no need to run.

You will see though it's dark, your heart will blind the (2) _____.

The two of us, we shall relent when you shine your light.

And I shall comfort you so fear no evil, as you know:

I shall guide you. I (3) _____ lead you.

Fear no darkness, promised child.

Fear no evil, promised child.

Don't be scared, sweet promised child.

(4) _____ no darkness.

Like a candle in the night, that's how I found you.

That's (5) _____ I know I will relent; shine our way through.

So hold my hand, I rest assured you won't fail me.

Calm my heart, be my guide right (6) _____ me.

And I shall comfort you so fear no evil, as you know:

I shall guide you. I will lead you.

Fear no darkness, promised child.

Fear no evil, promised child.

Don't be scared, sweet promised child.

Fear no darkness.

Fear no darkness, promised child.

Fear no evil, promised child.

Don't be scared, (7) _____ promised child.

Fear no darkness.

B Find the phrases in the lyrics.

1 Þú munt sjá þrátt fyrir myrkrið _____

2 Ég skal hugga þig _____

3 Ég er hér rétt fyrir aftan þig _____

4 Óttastu ekki hið illa _____

C Translate the title in your notebook.**D Answer and discuss.**

a Answer the questions in your notebook.

1 What do you think about the song? Grade it from 1 (lousy) to 5 (brilliant).

2 What is the song about?

3 What feelings does it evoke? (Happiness, sadness, misery, hope, loneliness, love etc.)

b Discuss your answers in groups.

*** E Write a remake and perform.**

Work in pairs if you like. Change the lyrics in the song and write a remake. Your version can be serious or humorous.

Exchange the words *darkness* and *evil* to something else one might be afraid of, like *spiders*, *sweets* or *exercise*! Write in your notebook. Perform!

Say it!

You and a friend are on your way home on a train late one Friday night. Act out the dialogue. Take turns and change the underlined expressions for the ones in the boxes.

- You** Did you hear about that guy who was attacked near our station late last Saturday?
- Friend** I did. The cops think it was the Braxton gang.
- You** I used to think only girls needed to be careful at night.
- Friend** Don't worry, the risk of something like that happening again is slim.
- You** Unless there is a madman or a gang out there.
- Friend** Here's our stop ... No sign of a madman.
- You** Not funny. Do you think I could sleep at your place tonight?
- Friend** Sure. I was just going to suggest that!

... think he was attacked by a madman.

... hope he'll come out of his coma soon.

... think his ex-girlfriend got some thug to do it.

... things like that only happened in movies.

... attacks like that only happened in big cities.

... I was safe here.

... non-existent

... a million to one

... minor

You're not scared are you?

No one would attack both of us.

I don't fancy walking home alone either.

What is Fear?



Listen and choose the correct alternative.

- 1 Two common reactions to fear are ...
 - a ... chattering teeth and insomnia.
 - b ... sweating and stomach ache.
 - c ... red face and tense muscles.

- 2 Some people feel invincible, which means that they feel ...
 - a ... that no one can see them.
 - b ... that they will be defeated.
 - c ... that they can do anything and succeed.

- 3 Instincts are deeply rooted within us. The text mentions ...
 - a ... fear and sweating.
 - b ... joy and sadness.
 - c ... preparation and protection.

- 4 Bodily symptoms to fear are caused by ...
 - a ... the blood vessels.
 - b ... the muscles.
 - c ... the brain.

- 5 Fight-or-flight means that our body tells us to ...
 - a ... fight off danger or escape very fast.
 - b ... fight all our natural instincts.
 - c ... flee quickly.

- 6 When adrenaline is produced, it can make us ...
 - a ... calm and cool.
 - b ... joyful and at peace.
 - c ... strong and without pain.

- 7 Feeling fear is good because it teaches us ...
 - a ... what fear feels like.
 - b ... to stay away from dangerous things.
 - c ... to fight.

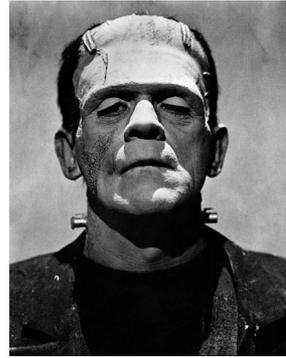
- 8 An example of an irrational fear is fear of ...
 - a ... public speaking.
 - b ... fighting.
 - c ... flying.

- 9 Strong and intense feelings of fear that cause us to try to avoid certain situations are called ...
 - a ... phobias.
 - b ... traumas.
 - c ... phantoms.

Frankenstein's Monster



A Ask your teacher for a worksheet and read the text.



B True or false? Tick the right column.

	True	False
1 The monster woke up when Dr. Victor Frankenstein was working late.	<input type="checkbox"/>	<input type="checkbox"/>
2 The monster only had one eye.....	<input type="checkbox"/>	<input type="checkbox"/>
3 The doctor was overwhelmed by joy when he realized he had succeeded.	<input type="checkbox"/>	<input type="checkbox"/>
4 The monster was very beautiful.....	<input type="checkbox"/>	<input type="checkbox"/>
5 Feelings can change in an instant.....	<input type="checkbox"/>	<input type="checkbox"/>
6 The doctor had neglected himself in his attempt to to create human life. ...	<input type="checkbox"/>	<input type="checkbox"/>
7 The doctor left the monster to travel as far away as possible.....	<input type="checkbox"/>	<input type="checkbox"/>
8 The doctor fell asleep with his clothes on.	<input type="checkbox"/>	<input type="checkbox"/>
9 The doctor was troubled in his dreams.	<input type="checkbox"/>	<input type="checkbox"/>

C Answer the questions.

1 Who is telling the story?

2 How was the novel received when it was published?

3 When was the story made into a film for the first time?

D Discuss in class.

- Why did the doctor react the way he did?
- How come this old story is still famous?

True Terror

A True or False? Tick the right column.

	True	False
1 'Paranormal Activity' was released in 2005.	<input type="checkbox"/>	<input type="checkbox"/>
2 It's about a demon taking over people in their sleep.	<input type="checkbox"/>	<input type="checkbox"/>
3 The director's name is Alfred Hitchcock.	<input type="checkbox"/>	<input type="checkbox"/>
4 The director used a lot of frightening music in his movie.	<input type="checkbox"/>	<input type="checkbox"/>
5 The director made the actors follow a detailed script.	<input type="checkbox"/>	<input type="checkbox"/>
6 The movie only shows terrifying moments at night.	<input type="checkbox"/>	<input type="checkbox"/>
7 The director wanted the audience to feel uneasy and anxious.	<input type="checkbox"/>	<input type="checkbox"/>
8 During screenings of the film many people left the theatre.	<input type="checkbox"/>	<input type="checkbox"/>
9 The director wanted to create as much fear as possible.	<input type="checkbox"/>	<input type="checkbox"/>

B Translate the words from the text.

1 að hafa á tilfinningunni	<i>g</i>	_____
2 sem nýsköpun	<i>g</i>	_____
3 skelfilegur	<i>t</i>	_____
4 tilgangur	<i>i</i>	_____
5 úrslita-	<i>c</i>	_____
6 kvíðinn, áhyggjufullur	<i>a</i>	_____
7 meðvitaður, úthugaður	<i>d</i>	_____
8 óþægindi	<i>d</i>	_____

C Translate the phrases. Write in your notebook.

- 1 Tried to come up with
- 2 How do you go about creating
- 3 They suspect that something is going on
- 4 The intention of not having a script
- 5 Peli decided against music in the film
- 6 As the film progresses
- 7 Making the audience become more tense

D Discuss and rate fearful things.

Discuss these situations in small groups. Rate the five worst situations. (the worst = 1, the second worst = 2, and so on.)

- ___ Seeing a scary movie on your own late in the evening.
- ___ Walking through a dark neighbourhood.
- ___ Failing in your favourite subject at school.
- ___ Losing all your savings.
- ___ Finding out that someone stole your mobile phone.
- ___ Discovering that someone badmouthed you on the Internet.
- ___ Having to move to another city and make new friends.
- ___ Your best friend becoming your enemy through a terrible misunderstanding.

*** E Explain the words.**

(a) Write a short explanation in English.

- 1 groundbreaking _____
- 2 paranormal _____
- 3 invisible _____
- 4 inexplicable _____
- 5 script _____
- 6 anxious _____
- 7 discomfort _____
- 8 dare _____

(b) Take turns and present your explanations to a friend.

Nightmares

A What words are described? Search the text.

- | | | | |
|---|----------------------------------|---|-------|
| 1 | a bad dream | n | _____ |
| 2 | scary | i | _____ |
| 3 | people living before us | a | _____ |
| 4 | that has to do with feelings | e | _____ |
| 5 | feeling hunted | c | _____ |
| 6 | another word for animal | b | _____ |
| 7 | see in a mirror | r | _____ |
| 8 | a synonym for 'look for, search' | l | _____ |

B Pair sentences and nightmares. Write the numbers beside the captions.

- 1 You might not want to face a problem.
- 2 You are feeling frustrated.
- 3 Implies a lack of support.
- 4 You are afraid of losing some part of your life.
- 5 You have experienced a big change in your life.
- 6 You need to make a decision before it's too late.
- 7 You want to run away from something unpleasant.
- 8 You feel insecure and helpless.

Being chased: _____

Falling: _____

Being late or unprepared: _____

Teeth fall out: _____

It's Not a Safe Place for Little Girls

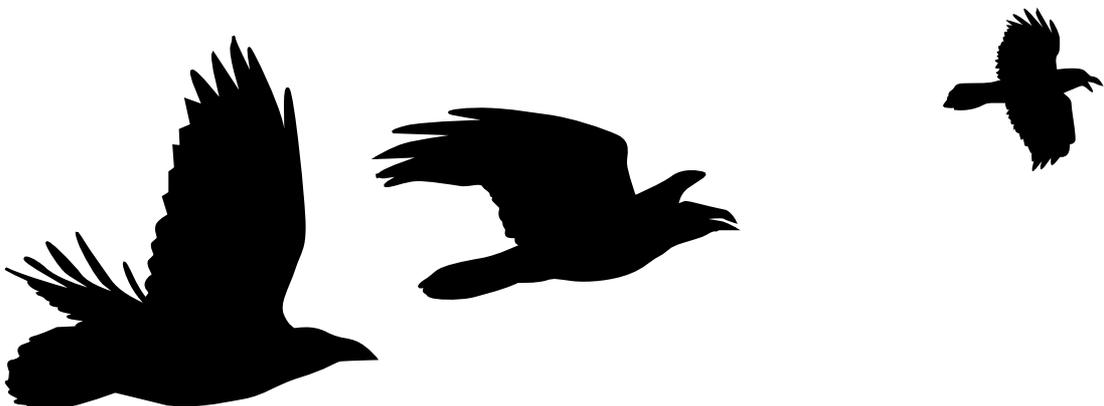
A Pair words and descriptions. Choose among the words in the box.

croft bravado giggle charitable
torch disoriented beam crumbs

- 1 a tool for lighting up in darkness _____
- 2 an act out of love and generosity _____
- 3 ray of light _____
- 4 small pieces of bread _____
- 5 when you don't know where you are _____
- 6 a small house in the countryside _____
- 7 showing off _____
- 8 silly/nervous laughter _____

B Underline the correct alternative.

- 1 Catherine and Sally are coming **from work** / **from a party** / **to a party**.
- 2 The events take place during **spring** / **summer** / **winter**.
- 3 Sally wanted to go **to Magnus Taint's house** / **back to Lerwick** / **home**.
- 4 Catherine wanted to go **to Magnus Taint's house** / **back to Lerwick** / **home**.
- 5 Magnus Taint tried to **give them something to eat** / **poison them** / **lock them up**.
- 6 When Sally is nervous she **talks too much** / **giggles all the time** / **becomes quiet**.
- 7 When the girls got out of the house Sally had **to run home** / **pee** / **laugh**.



C Translate into Icelandic.

- 1 They could have given us a lift. _____

- 2 Sally felt a soppy smile spread over her face, _____

- 3 my folks will be waiting. _____
- 4 She'd boxed herself into a position she couldn't escape from. _____

- 5 It was like coming face to face with a character from a fairy tale. _____

- 6 The old man would make some picture. _____

D Translate into English.

- 1 Catherine virtist áhyggjufull í fyrsta skipti. _____

- 2 Ekki ein. _____
- 3 Þú mátt aldrei fara þangað. _____
- 4 Hún gerði tilraun til þess að standa upp, en maðurinn var með hníf. _____

- 5 Hann myndi ekki einu sinni fljúga þótt ég slepti honum. _____

- 6 Sally hélt að hún myndi frekar vilja deyja en að snerta hann. _____

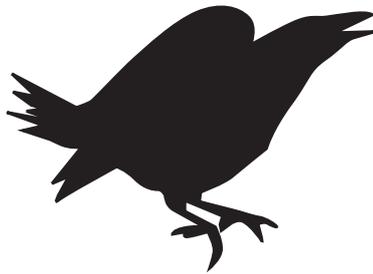
E Discuss in pairs or groups.

- What was wrong with the old man?
- Why had Catherine's mother told her that the old man's house wasn't safe for little girls?
- Why did the two girls go the Hillhead house?
- Did the girls do a good or a bad thing, paying him a visit?

* **F** Write about a mystery house.

Write about a mysterious building you remember from your childhood – a building that you were fascinated by or maybe scared of.

- What did the house look like?
- Where was it?
- What did you imagine happening in the house?

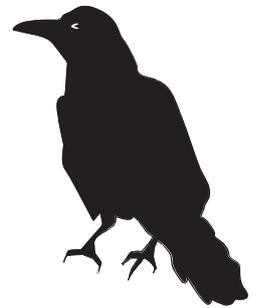


* **G** Find out more about ravens.

The old man keeps a raven in a cage and the text is from a novel called *Raven Black*. Ravens play an important role in many stories and myths.

Search the Internet and find out more about ravens and where they come from.

Write a list with the title “Did you know this about ravens?” Put it up in your classroom!



Voices of English

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
Where did the English Language come from?			
A True or false? 60			
B Translate the words 60			
C Work with the map 60			
D What influenced the English language? 61			
E Combine words and periods 61			
F Translate 62			
G Answer the questions 62			
English is a Weird Language			
A Find the sentences 63			
B Translate the words 63			
C Write and discuss 63			
The Nonreader			
A Translate and solve the crossword 64			
B Who is it about? 64			
C Make a list and discuss 64			
OMG, What is Happening to the English Language?			
A True or false? 65			
B Fill in the missing words 65			
C Translate and solve the crossword 66			
D Talk about it 66			
E Write a short story 67			
F Make a list 67			

	MUST DO	CAN DO	DONE
A Chinese-English Dictionary			
A Underline the correct alternative 68			
B Pair words and translations 68			
C Write about it 68			
D What does it mean? 69			
E Write correct sentences 69			
The Hyphen			
A True or false? 70			
B Pair words and meanings 70			
C Make a list 70			
D Translate 70			
Different Voices of English (Listening exercise)			
Listen to the voices 71			
Communicating Without Talking (Reading exercise)			
A Read the text 71			
B Choose the correct alternative 73			
Man Gave Name to all the Animals (Bob Dylan)			
A Listen and fill in the gaps 74			
B Find the rhymes 75			
Say it!			
Act out the dialogue 75			

Where did the English Language come from?

A True or False? Tick the right column.

	True	False
1 English is a mix of older languages.	<input type="checkbox"/>	<input type="checkbox"/>
2 English developed over a short period of time.	<input type="checkbox"/>	<input type="checkbox"/>
3 The Celts had a lot of influence on the English language.	<input type="checkbox"/>	<input type="checkbox"/>
4 English has always been a global language.	<input type="checkbox"/>	<input type="checkbox"/>
5 In Kenya and India English is the mother tongue.	<input type="checkbox"/>	<input type="checkbox"/>
6 In South Africa English is a second language.	<input type="checkbox"/>	<input type="checkbox"/>
7 The Vikings had some impact on the English language.	<input type="checkbox"/>	<input type="checkbox"/>

B Translate the words from the text.

- ættflokkur _ _ _ _ _
- grjóthrúga _ _ _ _ _
- skagi _ _ _ _ _
- innfæddur _ _ _ _ _
- þenjast út, stækka _ _ _ _ _
- útsaumur _ _ _ _ _
- kálfakjöt _ _ _ _ _
- frekna _ _ _ _ _

C Work with the map.

- What countries have English as a mother tongue? Write at least four of them.

- What countries in Asia have English as a second language? Write at least two.

- What countries in Africa have English as a second language? Write at least two.

- At least one country in South America has English as a second language. Which country?

D What influenced the English language through the years?

- 1 2,000 years ago Celtic peoples
- 2 43 AD _____
- 3 410 AD _____
- 4 793 AD _____
- 5 1066 AD _____
- 6 late 15th century _____
- 7 18th–19th century _____
- 8 today (21st century) _____

E Combine words and periods. Write the words in the boxes.

earth teen potato curious OK pyjamas village whiskey
tea tobacco knife sheep strange ill civil anger

2,000 years ago

43 AD

410 AD

793 AD

1066 AD

late 15th century

18th–19th century

today (21st century)

F Translate.

a Translate from Icelandic to English:

1 15. öld _____

2 1801–1900 (in letters) _____

3 21. öld _____

b Translate from English to Icelandic:

1 8th century _____

2 The seventeen hundreds _____

3 20th century _____

AD = Anno Domini,
latin for "In the year of
the/our Lord"

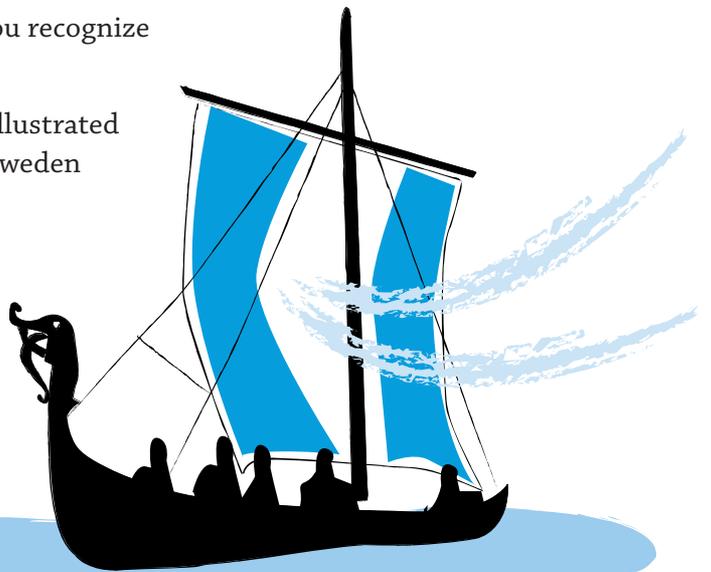
BC = Before Christ

7th century = 7. öld
(601–700)

15th century = 15. öld
(1401–1500)

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

- 1 When did the English language become accepted for international communication?
- 2 What traces from Celtic language are there in English?
- 3 Where does the name Britannia come from?
- 4 What happened when the Roman army left the islands?
- 5 Where does the name England come from?
- 6 Where are Celtic languages still spoken?
- 7 What Viking words (old Norse) do you recognize in the English language?
- 8 The global spread of English can be illustrated with three circles. What circle does Sweden belong to?
- 9 What is in The inner circle?



English is a Weird Language

A Find the sentences in the poem.

- 1 Og hvorki fura né epli í ananas. _____

- 2 Boxhringir eru ferkantaðir, _____

- 3 Þar sem hús getur fuðrað upp þegar það brennur til kaldra kola, _____

- 4 Enska var fundin upp af fólki, ekki tölvum, _____

- 5 En þegar ljósin eru slökkt eru þau ósýnileg. _____

- 6 Þegar ég trekki upp klukkuna byrjar hún að ganga, _____

B Translate the words.

- | | |
|----------------------|---------------------|
| 1 pineapple _____ | 5 phone booth _____ |
| 2 eggplant _____ | 6 driveway _____ |
| 3 guinea pig _____ | 7 parkway _____ |
| 4 French fries _____ | 8 weird _____ |

C Write and discuss.

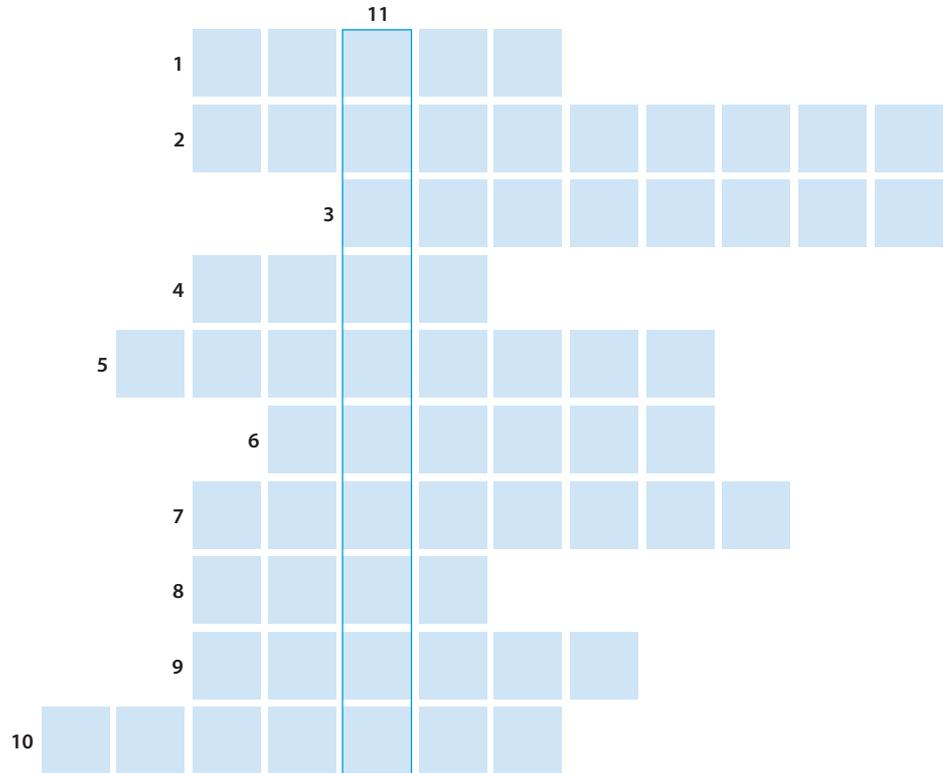
- a What is the poem about? Read it once more and sum up its contents in a few sentences.

- b Discuss in pairs.

The Nonreader

A Translate and solve the crossword.

- 1 réttarhöld
- 2 viðkvæmur
- 3 lífstíð
- 4 fangelsi
- 5 halda áfram
- 6 gleypa í sig
- 7 skyndilega
- 8 sporvagn
- 9 sækja, fara í
- 10 leynd
- 11 ólæs



B Who is it about? Write an *H* for Hanna and an *M* for Michael.

- 1 is reserved _____
- 2 sends tapes to prison _____
- 3 had favorites in the camp _____
- 4 is illiterate _____
- 5 is in a vulnerable state _____
- 6 is given paper and pencil _____
- 7 suddenly learns something important in court _____
- 8 attends law school _____

C Make a list and discuss.

- a How important is the ability to read and write? Make a list of 5 situations where you have to be able to read and write.
- b Work in pairs. Compare your lists and discuss them.

OMG, What is Happening to the English Language?

A True or False? Tick the right column.

	True	False
1 Many of the abbreviations we use today are old.	<input type="checkbox"/>	<input type="checkbox"/>
2 Everyone says text messaging improves your language.	<input type="checkbox"/>	<input type="checkbox"/>
3 Modern language is tiring.	<input type="checkbox"/>	<input type="checkbox"/>
4 David Crystal is a highly productive linguist.	<input type="checkbox"/>	<input type="checkbox"/>
5 We have to be creative to save time and space.	<input type="checkbox"/>	<input type="checkbox"/>
6 Omitting letters means leaving out letters.	<input type="checkbox"/>	<input type="checkbox"/>
7 Crystal argues that "Textspeak" makes young people illiterate.	<input type="checkbox"/>	<input type="checkbox"/>
8 Smileys and abbreviations are hieroglyphics.	<input type="checkbox"/>	<input type="checkbox"/>

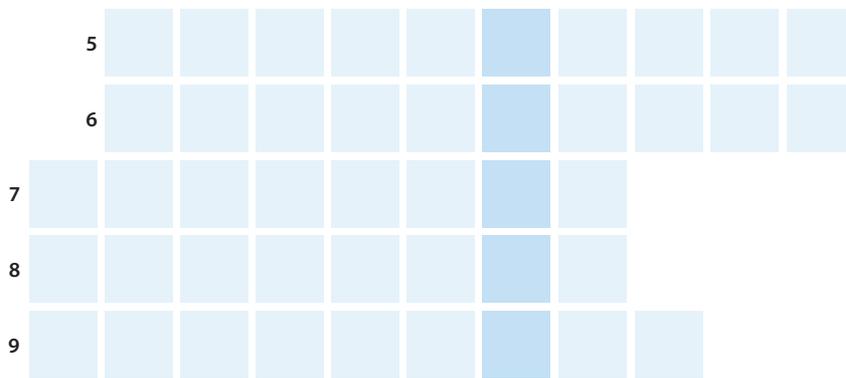
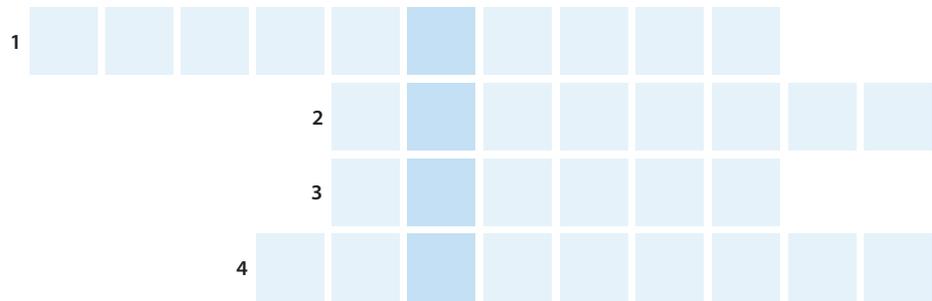
B Fill in the missing words. Choose from the words in the box.

characters assigned claim pointless ruin speedy

- Some people _____ that electronic communication has damaged the language.
- Do you think abbreviations will be _____ as correct Standard English in the future?
- It is _____ to write something no one understands.
- Can _____ messaging cause bad spelling?
- When writing text messages we want to use as few _____ as possible.
- Text messaging won't _____ the language!

C Translate and solve the crossword.

- 1 fyrirbæri
- 2 halda fram
- 3 færni
- 4 tilkoma
- 5 tjáning
- 6 ólæs og óskrifandi
- 7 iðinn
- 8 málvísindamaður
- 9 rangur



A text message should always ...

You'll find the answer in the crossword. _ _ _ _ _ _ _ _ _ _ !

D Talk about it in groups.

- How many text messages do you send each day?
- Do your parents' text messages look different from yours? How?
- Does "Textspeak" influence the way you write at school?
- Is "Textspeak" good or bad for your language?

*** E Write a short story.**

Write a short story where you include the boy in the picture below (p. 74 in your Textbook). Use the questions to get started.

- Who is he?
- How is he feeling?
- Where is he?
- Where is he going?
- Who is he sending a text message to?
- What is he writing?
- What will happen next?

*** F Make a list of abbreviations.**

OMG means 'Oh my god!'. Make a list of all the English abbreviations you know that are used in text messages, online games and other chatrooms on the Internet. Write in your notebook.

Compare your list to your classmates' and add new ones to your list. Make a poster together and put it up in class.

A Chinese-English Dictionary

A Underline the correct alternative.

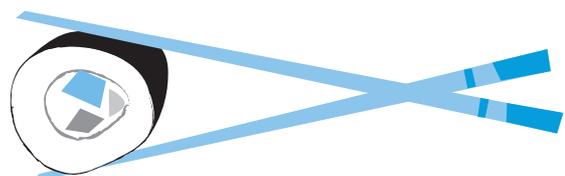
- 1 Zhuang is in London to **visit relatives** / **learn English** / **start a business**.
- 2 Her new home is a **beautiful house in Nottingham** / **an ugly place in Tottenham Hale** / **a small house in the City**.
- 3 She doesn't understand the family who owns the house because they speak **German** / **French** / **Cantonese**.
- 4 She goes to the movies **to spend a lonely night** / **to meet a friend** / **to learn how to become a star**.
- 5 She thinks *Moholland Driver* (Mulholland Drive) and *Blue Velvet* were **good** / **crazy** / **funny**.
- 6 Zhuang is **happy** / **scared** / **proud** when she walks home every night.

B Pair words and translations.

- | | | |
|--------------|--------------------------|-------------------|
| 1 continuous | <input type="checkbox"/> | a je, minn góður |
| 2 tube | <input type="checkbox"/> | b skjálfa, nötra |
| 3 concrete | <input type="checkbox"/> | c matprjónar |
| 4 gosh | <input type="checkbox"/> | d grængróður |
| 5 chopsticks | <input type="checkbox"/> | e hland, piss |
| 6 lush | <input type="checkbox"/> | f samfelldur |
| 7 pee | <input type="checkbox"/> | g steypa |
| 8 shiver | <input type="checkbox"/> | h neðanjarðarlest |

C Write about it in your notebook.

- a Make a list of things that are hard for Zhuang in London.
- b What could she do to make life easier? Help her by giving some suggestions.



* **D** What does it mean?

Zhuang is not yet very good at English and she got these words wrong. What do they mean?

- 1 Buckingham Place = _____
- 2 Loyal Family = _____
- 3 womans = _____
- 4 little wild grass = _____



* **E** Write correct sentences.

Write these sentences in correct English.

- 1 I go back my new home. _____

- 2 Maybe he think I prostitute. _____

- 3 Family speaks Cantonese so I not understanding them. _____

- 4 In this place, crazy mans or sporty kids throwing stones to you. _____

- 5 I longing for smile from man. _____

The Hyphen

A True or False? Tick the right column.

	True	False
1 Churchill said that hyphens were blemishes.	<input type="checkbox"/>	<input type="checkbox"/>
2 Hyphens are necessary when spelling out numbers.....	<input type="checkbox"/>	<input type="checkbox"/>
3 Hyphens should never be used.....	<input type="checkbox"/>	<input type="checkbox"/>
4 Hesitation is indicated by hyphens.	<input type="checkbox"/>	<input type="checkbox"/>
5 The <i>Oxford Dictionary of English</i> suggests the hyphen will soon be extinct....	<input type="checkbox"/>	<input type="checkbox"/>
6 Prefixes never require hyphens.....	<input type="checkbox"/>	<input type="checkbox"/>

B Pair words and meanings.

1 link	<input type="checkbox"/>	a doing away with
2 abolition	<input type="checkbox"/>	b recommend
3 require	<input type="checkbox"/>	c strictly
4 rigorously	<input type="checkbox"/>	d put together
5 ghastly	<input type="checkbox"/>	e call for
6 advise	<input type="checkbox"/>	f terrible

C Make a list. Write in your notebook.

When is it still necessary to use hyphens? Make a list.

* D Translate. Write in your notebook.

- 1 It's a funny old mark.
- 2 To be avoided wherever possible.
- 3 Getting rid of the hyphen.
- 4 Certain prefixes traditionally require hyphens.
- 5 It is customary to use ...
- 6 It is heading for extinction.

Different Voices of English



Listen to the voices.

Listen carefully to six different voices of English. Where do the persons come from? Choose between the countries in the box. Listen once more if you need to.

Australia USA Jamaica India South Africa
Canada Great Britain Ireland

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Communicating Without Talking – the importance of body language

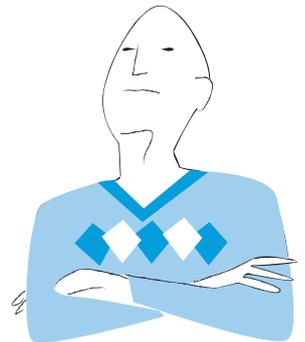


A Read the text.

Have you ever said something that made people roll their eyes in reply? Have you ever had a conversation with a person who sat with his arms crossed, staring past you? Without uttering a single word, these people probably made you feel awkward or embarrassed. Maybe they even hurt your feelings. Sometimes it's the things we *don't* say that actually communicate our thoughts the most.

Our body language – facial expressions, the tone of our voices and our postures for example – is called *nonverbal communication*; wordless messages that we need to understand in order to connect with people and express things clearly. The majority of our communication with other people is in fact nonverbal.

Nonverbal signs express whether we agree or disagree with something, if we are interested in what another person is saying and so on. Consider the “rolling of the eyes” expression. If you roll your eyes when someone is talking to you, they might be offended. Your expression communicates that what they are saying is idiotic or ridiculous. In order to communicate correctly, you have to know these signs. If you agree with something you know to nod your head, smile and have steady eye contact.



When communicating, our main focus is of course on the words that are said. But body language is also included when trying to understand what someone really means. Do they look sad, happy, worried, bored or angry when they are talking? Words often have different meanings, depending on how we look when saying them. The same goes for the facial expression of the listener.

Our eyes also communicate all sorts of feelings. Eye contact is especially important. Not having eye contact with someone you're speaking to, can signal disinterest, shyness or disapproval. Eye contact is necessary for a conversation to flow in an easy manner.

Our voice is another nonverbal sign. How do we sound when we speak? The volume, tone and rhythm of our voices can express many different things. Think about sarcasm, which is entirely communicated through our voice. Compare saying "Oh, I love doing homework" and meaning it, with saying it ironically. You are using the same words, but you are clearly not saying the same thing.

If we look at the rest of our body, it too communicates a great deal. The example in the beginning – someone crossing his/her arms during a conversation – can signal disinterest in what the other person is saying, or the person might be uncomfortable. The way you move – your gestures, posture, how close you stand to the person you are talking to – all communicate various things.

Many people feel uncomfortable when another person is standing too close, invading their personal space. Space – or the lack of it – signals many different things. How much space one considers "normal" all depends on the situation or how close the relationship is between the two people talking. Space can be culturally determined as well – the space we give each other can differ from one country to another.

Touch also sends a nonverbal message. Compare a firm handshake with a limp one, a bear hug with a quick one-armed hug, a pat on the back with a pat on the head. A pat on the back probably means that you've done a good job, while a pat on the head might seem more condescending.

We think we don't say anything when we keep our mouths shut, but sometimes our silence reveals more about ourselves than we wish.

B Choose the correct alternative.

- 1 A conversation is ...
 - a ... an argument.
 - b ... a spoken conversation.
 - c ... a way of thinking.

- 2 How can someone hurt your feelings without saying a word, according to the text?
 - a They can use body language.
 - b They can talk about you to someone else.
 - c They can mimic you.

- 3 Is nonverbal communication important?
 - a Yes, but words are equally important.
 - b No, it's of minor importance.
 - c Yes, it's actually a major part of our communication.

- 4 Eye contact is necessary if ...
 - a ... you want a conversation to end.
 - b ... you want a conversation to flow easily.
 - c ... you disagree with someone.

- 5 If you say something ironically ...
 - a ... you use a sense of humour.
 - b ... you say it in an angry tone of voice.
 - c ... you say one thing but mean the opposite.

- 6 Crossing your arms during a conversation can signal ...
 - a ... extreme interest.
 - b ... lack of interest.
 - c ... that you are going to start crying.

- 7 If someone invades our personal space it can make us feel ...
 - a ... cared for.
 - b ... uneasy and irritated.
 - c ... surprised.

- 8 A pat on the head can be a condescending thing to do, which means that you ...
 - a ... really like the other person.
 - b ... look down on the other person as if he or she is less important than you.
 - c ... want to know more about the person you are talking to.



Man Gave Name to all the Animals (Bob Dylan)



A Listen to the song and fill in the gaps.

Man gave names to all the animals
 In the beginning, in the beginning
 Man gave names to all the animals
 In the beginning, long time (1) _____.

He saw an animal that liked to growl
 Big furry (2) _____ and he liked to howl
 Great big furry back and furry hair
 “Ah, think I’ll call it a (3) _____”.

Man gave names to all the animals ...

He saw an animal up on a hill
 Chewing up so much grass until it was filled
 He saw (4) _____ coming out but he didn’t know how
 “Ah, think I’ll call it a (5) _____”.

Man gave names to all the animals ...

He saw an animal that liked to snort
 (6) _____ on his head and they weren’t too short
 It looked like there was nothing that he couldn’t pull
 “Ah, think I’ll call it a (7) _____”.

Man gave names to all the animals ...

He saw an animal leaving a muddy trail
 Real dirty face and a curly tail
 He wasn’t too (8) _____ and he wasn’t too big
 “Ah, think I’ll call it a (9) _____”.

Man gave names to all the animals ...

Next animal that he did meet
 Had (10) _____ on his back and hooves on his feet
 Eating grass on a mountainside so steep
 “Ah, think I’ll call it a (11) _____”.

Man gave names to all the animals ...

He saw an animal as smooth as glass
Slithering his way through the grass
Saw him disappear by a tree near a lake ...



B Find the rhymes in the song.

1 growl _____

5 steep _____

2 cow _____

6 hair _____

3 pull _____

7 meet _____

4 big _____

8 snort _____

Say it!

You and a friend are discussing the future. Act out the dialogue. Take turns and change the underlined expressions for the ones in the boxes.

- Friend** I wouldn't mind living in another country for a few years.
You Me neither. I want to work in an English-speaking country someday.
Friend You'll have to improve your English first!
You There's nothing wrong with my English!
Friend Just kidding, your English is fine!
You I speak well enough to work in a supermarket!
Friend No one would be better for the job than you! You'll probably come back speaking like a Brit!
You I might not come back! I might meet someone and stay!

... learn a lot more English first!

... get better grades in English to do that!

... learn to write well in English first!

... understanding!

... English grade!

... brain. I can learn!

... work in a fast food restaurant.

... work as a waiter.

... get a job picking apples.

... like an American!

... like an Australian!

... with an accent!

Fame – A Treacherous Thing

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
Dreaming of Stardom			
A Fill in the missing letters and translate 78			
B Answer the questions 78			
C Translate the sentences 79			
D Discuss 79			
MJ – The King of Pop			
A Find the expressions 80			
B Complete the sentences 80			
C Who said what? 81			
D Discuss 81			
E Do an interview 81			
Piece of Me (Britney Spears)			
A Listen and fill in the gaps 82			
B What words rhyme? 83			
C Translate the phrases 83			
D Look for the names 83			
Say it!			
Act out the dialogue 84			
Anything to Win (Listening exercise)			
A Listen and pair the statements 85			
B Answer the questions 85			
C Discuss 85			
Heath Ledger (Reading exercise)			
A Read the text 86			
B Choose the correct alternative 86			

	MUST DO	CAN DO	DONE
COOL READS Too Famous Too Young?			
A Which word is described? 87			
B True or false? 87			
C Make lists 87			
COOL READS Woodstock – An Unforgettable Event ...			
A Mark the correct alternative 88			
B Write questions 88			
C Find out more 88			
COOL READS When Do You Go from Fan to Fanatic?			
A Translate 89			
B Fill in the missing words 89			
C Choose and discuss 90			
D Retell the text 90			
COOL READS The Blond Actress			
A Translate and solve the crossword 91			
B Pair beginnings and endings 91			
C Fill in the missing words 92			
D Put the sentences in the correct order 92			
E Answer the questions 93			
F Find out more 93			

TEXT A

Dreaming of Stardom

A Fill in the missing letters and translate.

- 1 de ___ ote _____
- 2 re ___ uired _____
- 3 eq ___ als _____
- 4 persisten ___ e _____
- 5 gru ___ lling _____
- 6 be achi ___ ved _____
- 7 parti ___ ipant _____
- 8 ___ imelight _____
- 9 contro ___ ersial _____

B Answer the questions.

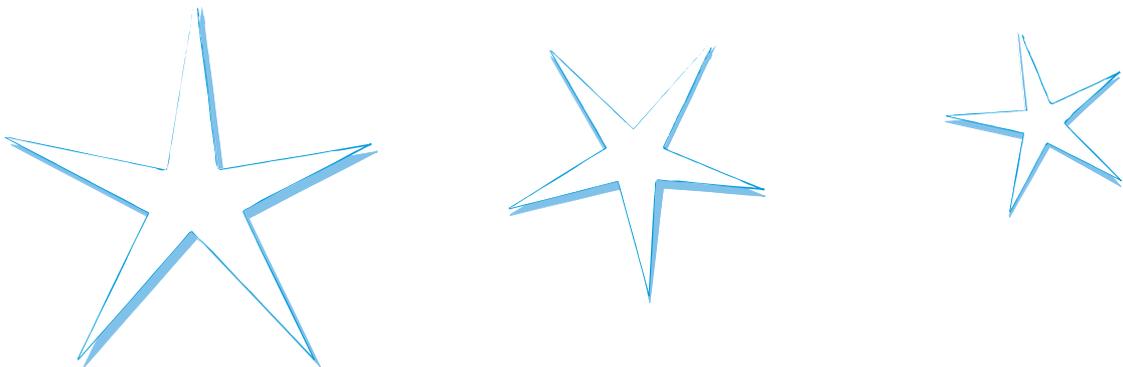
- 1 Who is Malcolm Gladwell?

- 2 How many years would you have to spend practising something to become a star, according to Malcolm Gladwell?

- 3 What is a reality show? Give an example.

- 4 Who was Jane Goody?

- 5 What did Jane Goody do to become famous?



C Translate the sentences.

1 Fame used to be about having a special talent.

2 If you want to become a football star, you have to spend that much time practising football.

3 And this, in turn, means more opportunities for people to be on TV for no special reason other than showing themselves off.

4 After the show, she stayed in the limelight by hosting television shows and launching her own perfumes.

5 But becoming simply famous is rather easy.

*** D Discuss.****a**

- Could anyone imagine beforehand what the consequences of participating in Big Brother might be?
- Is it right to make your whole life and death public to get attention?
- How could it affect your family?
- What is the responsibility of the media? Can they publish anything that concerns an artist, the royal family etc.?

b

Make a list of the pros and cons of being famous.

TEXT B

MJ – The King of Pop**A Find the expressions in the text.**

1 lést skyndilega

2 Fólk um allan heim

3 Ég gat ekki hætt að hugsa um

4 Honum til varnar

5 Og svo mætti lengi telja.

6 Hann hafði verið í sviðsljósinu

7 var dýru verði keypt

B Complete the sentences.

1 Who can blame him ...

h

a ... should be remembered for!

2 I couldn't stop thinking about ...

b ... he was kind of creepy.

3 And there is the question of ...

c ... like a normal person.

4 He couldn't do anything ...

d ... he was lonely and sad as a child.

5 I'm a serious ...

e ... anyone like him in our lifetime.

6 I've always thought ...

f ... how skinny and fragile he looked.

7 We probably won't get to experience ...

g ... MJ fan.

8 That's what he ...

h ... for becoming a bit strange?

9 Michael later said ...

i ... whether his children really are his children.

C Who said what? Tick the right column.

	Isabella	Eric	Sam
1 Didn't enjoy the documentary <i>This Is It</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Is an outspoken MJ fan.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Thinks MJ is pretty weird.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Tells a lot about Michael Jackson's childhood.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Suggests Michael's fame was his biggest problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Watched Michael Jackson's memorial.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D Discuss in pairs or groups.

What do you think about Michael Jackson?

- How did you react when you heard the news about Michael Jackson's death?
- Was there anything in the text that you didn't know before about MJ?
- MJ had a demanding father. Do you know of any other famous and successful people who have had a demanding parent?

*** E Do an interview.**

Work in pairs. Imagine you visited Michael Jackson to interview him about his life.

Write 5–10 questions. Come up with good answers to your questions.

Act out the interview in class.



Piece of Me (Britney Spears)



A Listen and fill in the gaps.

I'm Miss American Dream since I was 17

Don't matter if I (1) _____ on the scene

Or sneak away to the Philippines

They still gon' put (2) _____ of my derrière in the magazine

You want a piece of me?

You want a piece of me ...

I'm Miss bad (3) _____ karma

Another day another drama

Guess I can't see the harm

In (4) _____ and being a mama

And with a kid on my arm

I'm still an exceptional earner

And you want a piece of me

I'm Mrs. Lifestyles of the rich and famous

(You want a piece of me)

I'm Mrs. Oh (5) _____ God that Britney's Shameless

(You want a piece of me)

I'm Mrs. Extra! Extra! this just in

(You want a piece of me)

I'm Mrs. She's too (6) _____ now she's too thin

(You want a piece of me)

I'm Mrs. 'You want a piece of me?'

Tryin' and pissin' me off

(7) _____ get in line with the paparazzi

Who's flippin' me off

Hopin' I'll resort to some havoc

End up settlin' in court

Now are you sure you want a piece of me?

(You want a piece of me)



I'm Mrs. 'Most likely to get on the (8) _____ for slippin' on the streets'

When getting the groceries, now for real.

Are you kidding me?

No wonder there's (9) _____ in the industry

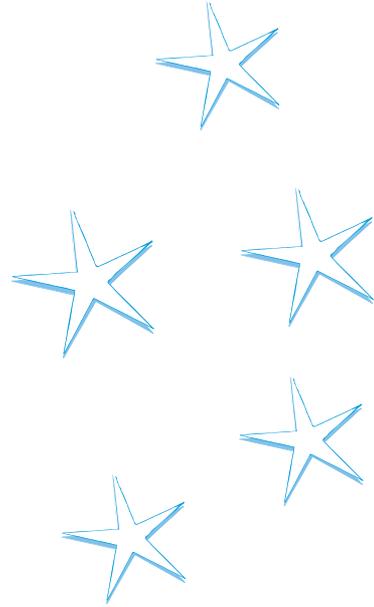
I mean please, do you want a piece of me?

...

You want a piece of me,

Piece of me, me, me ...,

You want a piece of me, Me



B What words rhyme? Draw lines between them

scene

shameless

drama

mama

harm

magazine

famous

thin

in

arm

C Translate the phrases from the lyrics.

- 1 hluti af mér _____
- 2 læðist burt _____
- 3 sé ekki hvað er að því _____
- 4 farðu í biðröð _____
- 5 útkljá málið í réttarsal _____
- 6 ertu að grínast? _____

D Look for the names.

- 1 How many 'names' does Britney give herself in the song? _____
- 2 Write down the name you like the most. _____

- 3 Translate the name you chose. _____

Say it!

Two teenagers are discussing stardom and fame. Act out the dialogue.
Take turns and change the underlined expressions for the ones in the boxes.

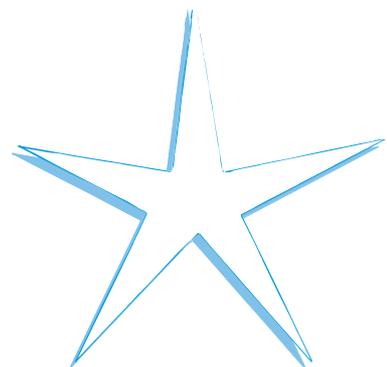
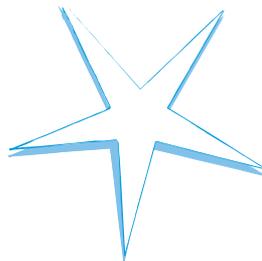
- Friend** How about going the movies tonight? I want to see the latest Brad Pitt film. Look at this ad!
- You** Looks great! But, I'm not really a Brad Pitt fan.
- Friend** Me neither but, I like the look of his latest film.
- You** To be honest, I'm broke right now can't we just rent a film?
- Friend** Sure. Look at this article, Lindsay L's been arrested again.
- You** What for this time? Getting drunk in public?
- Friend** Why do people always think the worst?

... I prefer Leonardo di Caprio.
... not since he cheated on Jennifer Aniston.
... he's good looking but there are others who act better.
... but the paparazzi love him.

... go on Saturday when I get paid?
... just download a film?
... just borrow a film from Cory, he's got hundreds.
... watch TV? They're showing that Batman movie.

Assaulting someone?
Possessing drugs?
Speeding?
Indecent behaviour?

... don't the press leave her alone?
... do people love reading about this?
... doesn't she ever learn?
... do so many famous people have trouble with the drugs and alcohol?



Anything to Win



A Listen and pair the statements with the correct person. Read the statements before you start listening.

- | | | | | |
|---|----------------|--------------------------|---|--|
| 1 | Rebecca | <input type="checkbox"/> | a | is a bad actor on the soccer field. |
| 2 | Amy | <input type="checkbox"/> | b | was filmed when he cut himself. |
| 3 | Tonya Harding | <input type="checkbox"/> | c | faked a fall. |
| 4 | Nancy Kerrigan | <input type="checkbox"/> | d | a figure skating champion who didn't want competition. |
| 5 | Rivaldo | <input type="checkbox"/> | e | is angry with her friend. |
| 6 | Maradona | <input type="checkbox"/> | f | was attacked and injured. |
| 7 | Rojas | <input type="checkbox"/> | g | used his hand to score. |

B Answer the questions.

- 1 What's the name of the girls' school soccer team? _____
- 2 Do they win the game? _____
- 3 Does anyone in the team receive a yellow card? _____
- 4 Who had too short bootstraps? _____
- 5 In what year did the attack on the figure skater take place?

- 6 Did Maradona score with his head? _____
- 7 Does Amy dislike all kinds of cheating? _____
- 8 Does one of the girls want to become an actor? _____

C Discuss the questions in pairs, groups or in class.

- Is acting part of the game of soccer (*AmE*)/football (*BrE*)?
- Which person mentioned in the conversation has acted the worst?
- Is cheating ever OK?

Heath Ledger



A Ask your teacher for a worksheet and read the text.



B Choose the correct alternative.

- 1 What did Marilyn Monroe, James Dean, River Phoenix and Heath Ledger have in common?
 - a They were all talented singers.
 - b They all died young.
 - c They all had famous parents.

- 2 What parts could Heath Ledger play best according to the text?
 - a just about any part he was offered
 - b only parts offered in Australia
 - c the part of the villain

- 3 Why was “10 Things I Hate About You” special?
 - a It was his breakthrough.
 - b He met his girlfriend Julia Stiles.
 - c He said no to making it at first.

- 4 Who is Ennis Del Mar?
 - a a skilful actor
 - b the director of “Brokeback Mountain”
 - c the character that Ledger plays in “Brokeback Mountain”

- 5 What was the relationship between Heath Ledger and the media?
 - a He couldn’t get enough of journalists and photographers.
 - b He had a complicated relationship with the media.
 - c He took off his sunglasses and talked openly.

- 6 When was the Batman sequel released?
 - a some months before Ledger’s death
 - b one month before his death
 - c half a year after his death

- 7 What was his attitude towards his role in this movie?
 - a He worked hard developing his character.
 - b He had trouble connecting to his character.
 - c He tried to forget about the part.

- 8 Who accepted his Oscar award for him?
 - a his family
 - b his best friend
 - c the other actors in the movie

Too Famous Too Young?

A Which word is described? Choose among the words in the box.

innocent celebrity star divorce tumultuous diminish return icon

- 1 come back _____
- 2 without sin _____
- 3 the opposite of marriage _____
- 4 idol _____
- 5 play the lead role _____
- 6 make smaller, reduce _____
- 7 a famous person _____
- 8 not calm at all _____

B True or false? Tick the right column.

- | | True | False |
|---|--------------------------|--------------------------|
| 1 Britney Spears played the part of Mickey Mouse in a school play..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Britney wanted to get famous from an early age. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Britney and her mum moved from Louisiana to New York to get her a good education. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Britney's first single sold extremely well..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Justin Timberlake told the press Spears wasn't the innocent girl everyone thought. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Britney Spear's life and career have had many ups and downs. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Britney is married to Kevin Federline. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Britney has two sons, one daughter and a Chihuahua. | <input type="checkbox"/> | <input type="checkbox"/> |

C Make lists.

Make a list of similarities between Michael Jackson and Britney Spears. Work in pairs. Write in your notebooks and discuss in English.



Woodstock – An Unforgettable Event in Music History

A Mark the correct alternative to the underlined words.

- | | |
|---|--|
| <p>1 Half a million people <u>attended</u> the Woodstock Festival.</p> <p>a came to participate in</p> <p>b came to perform at</p> <p>2 But the American people <u>protested</u> the war.</p> <p>a showed their dislike</p> <p>b refused to fight in</p> <p>3 The plans to have the festival at another location had <u>fallen through</u>.</p> <p>a been changed</p> <p>b failed</p> | <p>4 However, the people in Bethel <u>did not approve</u>.</p> <p>a did not understand it</p> <p>b did not like it</p> <p>5 They <u>considered</u> the crowd to be too large.</p> <p>a expected</p> <p>b judged</p> <p>6 The organizers <u>turned it into</u> a free concert.</p> <p>a talked about it as</p> <p>b changed it into</p> |
|---|--|

B Write questions beginning with the words: *When, Where, How many, Who* and *What*. Write in your notebook.

- 1 In August, 1969.
- 2 In the small town of Bethel, New York.
- 3 He was the young man who offered to host the festival at his parents' motel and a neighbor's dairy farm.
- 4 The people in Bethel did not approve.
- 5 Half a million people made their way to the festival.

C Find out more about Elliot Tiber.

Find facts about the young man who hosted the Woodstock Festival. Make a fact sheet about him and the festival.

When Do You Go from Fan to Fanatic?

A Translate the words from the text.

- | | | |
|-------------------------|---|-------|
| 1 elta | s | _____ |
| 2 einlægur | d | _____ |
| 3 falla í yfirlið | f | _____ |
| 4 dýrkun, dálæti | d | _____ |
| 5 lýsa yfir | d | _____ |
| 6 dýrkendur, áhangendur | f | _____ |
| 7 búast við, vænta | e | _____ |
| 8 velþóknun | a | _____ |

B Fill in the missing words from the text.

- The _____ of fans were girls.
- In the 60s the same yearning _____ place.
- When *Take That* split up in February 1996, a _____ was set up for distressed fans.
- Teenage girls are not the only ones to _____ this way.
- Harry Potter is a success story with many _____ followers.
- The author JK Rowling had warned that two important _____ would die.
- The story has set hearts on _____ all over the world.
- The actors in the films have more followers than they ever thought _____.

C Choose and discuss your answers. Tick *fan* or *fanatic*.

- | | fan | fanatic |
|--|--------------------------|--------------------------|
| 1 Dying your hair the same colour as your idol's. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Sending letters every week to your idol. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Collecting articles and pictures of your idol. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Talking about your idol all the time when you see your friends. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Baking a cake with your idol's name on it. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Being one of the first in the queue to get tickets to your idol's next concert. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Nagging your parents about moving to the same city as your idol. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Knowing all the songs from your idol's latest album. | <input type="checkbox"/> | <input type="checkbox"/> |



*** D** Use key words and retell

Work in pairs. Use these key words and retell the text to each other.

- 1990s – popular boy bands – girls yearning
- the 1960s – February 1996 – helpline
- what fans have in common
- sci-fi and fantasy fans – the biggest selling book ever – upset fans
- Twilight – Stephenie Meyer – cult-like obsession –
- Obsessive Twilight Disorder – the actors – followers
- fan – fanatic – sending letters – stalking

The Blond Actress

A Translate and solve the crossword.

Down

1 hveitibrauðsdagar

Across

1 dynkur

2 hávær

3 voga sér

4 einlægur

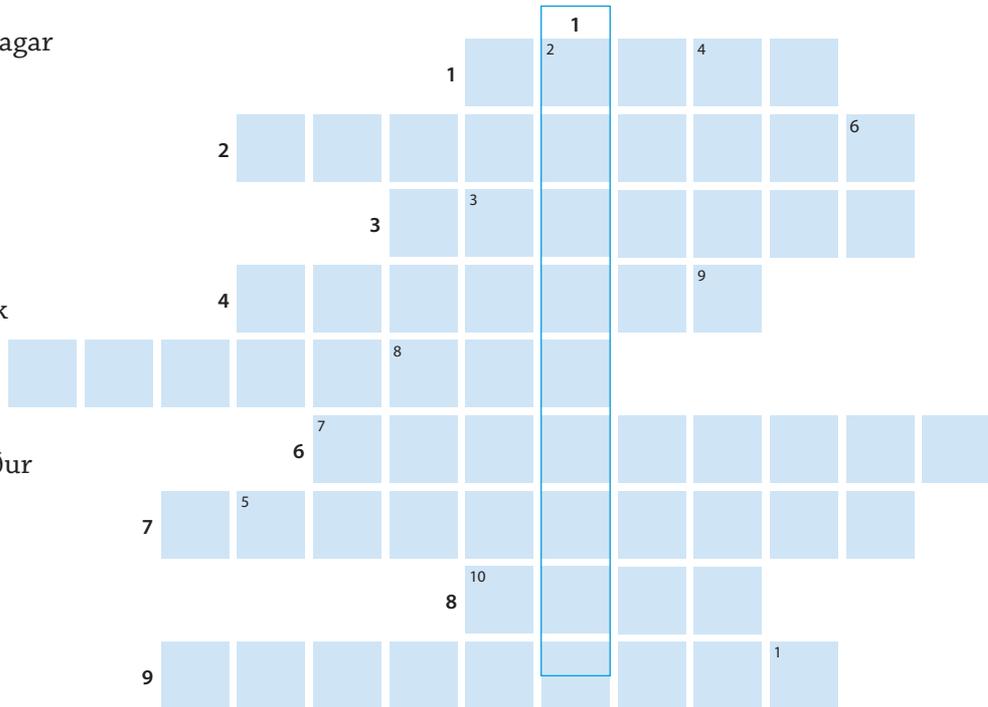
5 grimmdarverk

6 formsatriði

7 kröftuglega

8 óhreinka

9 sár, hneykslaður



Fill in the letters from the numbered boxes in the crossword and you will get the title of Marilyn Monroe's final completed film.

1 2 3 4 5 6 7 8 9 10

B Pair beginnings and endings.

1 Some of the younger fans

a dared to throw flowers.

2 She had never been

b and nodded eagerly.

3 The Blond Actress gripped

c from the street below.

4 More crowds waited

d in a foreign country.

5 The chant rose

e in the street.

6 The man smiled

f the arm of the Ex-Athlete.

C Fill in the missing words. Choose from the box.

glimpse trapped restrained concrete
honeymoon stubble windshield tinted

- 1 Monroe and DiMaggio had just married and went to Tokyo for their _____.
- 2 The large crowds were wild to _____ the Blond Actress.
- 3 The pavement was made of _____ .
- 4 The protective glass of the limo was _____ .
- 5 Flowers landed on the _____ of the limo.
- 6 She had thought the Japanese were supposed to be a _____ people.
- 7 His jaws were shaded with _____ and he needed a shave.
- 8 With the crowds waiting outside, they were _____ in the hotel.

D Put the sentences in the correct order.

Work with a friend and put these sentences in the correct order.
Write numbers in front of them. Discuss in English.

- _____ The Blond Actress gripped the arm of the Ex-Athlete.
- _____ Were they trapped in the hotel?
- _____ There was a ceremonial greeting.
- _____ The Blond Actress tried to speak to one of their Japanese hosts.
- _____ The crowds had come out for her and not him.
- _____ Both were escorted into the hotel.
- _____ Some of the younger fans dared to throw flowers.
- _____ Traffic had been blocked off.
- _____ Security guards escorted them briskly to their limousine.

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

- 1 Who did Marilyn Monroe marry in 1954?
- 2 What are Marilyn Monroe and her husband called in the text?
- 3 Why did they travel to Tokyo?
- 4 Was Marilyn Monroe an experienced globetrotter at that time?
- 5 What did Marilyn think when the Japanese crowd chanted “Monchan! Monchan!”?
- 6 Where did the couple go from the airport?
- 7 How were they greeted as they arrived?
- 8 What did Monroe and DiMaggio think of their welcome?

* **F** Find out more.

Marilyn Monroe is one of the most famous actresses ever. A tough childhood, scandals, a successful career together with a tragic, mysterious and early death all contributed to her fame. But what happened?

Use any source of information and find out more about her life. You can present the facts in several ways, for example:

- an article for your local school magazine
- an oral presentation in small groups
- a timeline over Monroe’s life
- a text for a column or a blog where you write about Marilyn Monroe and your own reflections about her life
- a poster with both pictures and written text



South Africa

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
A Country of Contrasts			
A Combine words and translations 96			
B Pair beginnings and endings 96			
C Pick the right spot 96			
D Answer the questions 97			
E Find out more 97			
F Write a letter 97			
Elephants – Breeders and Demolishers			
A Pair words and explanations 98			
B Identify The Big Five 98			
C Match words and translations 99			
D Discuss 99			
E Find out more 99			
Scatterlings of Africa (Johnny Clegg)			
A Listen and fill in the gaps 100			
B Choose the right rhyme 100			
C Translate 100			
Pick up a Piece			
A What word is missing? 101			
B Who does what? 101			
C Write the full words 102			
D Present the girls 102			
E Discuss your plans for the future 102			
The Rainbow Nation			
A Solve the crossword 103			
B Match words and definitions 103			
C Answer the questions 104			
D Translate into Icelandic 104			

	MUST DO	CAN DO	DONE
E Read and retell 104			
F Discuss apartheid 104			
From Prisoner to President			
A Translate 105			
B Search the text 105			
C Arrange the facts in chronological order 105			
D Which statements are true? 106			
E Find out more 106			
Making Headlines			
A Translate the words 107			
B Budd, Pistorius or Semenya? 107			
C Answer the questions 108			
D Write headlines 108			
E Describe the words 108			
F Find out more 108			
Honest Gladys			
A True or false? 109			
B Match sentences with words 109			
C Translate and write sentences 110			
D Retell the story 110			
E Discuss 110			
Fear of the Country			
A Underline the correct alternatives 111			
B Translate 111			
C Pair beginnings and endings 112			
D Describe a person 112			
E Discuss 112			
F Write a summary 112			
Say it!			
Act out the dialogue 113			
The Virus Everyone Fears (Listening exercise)			
Listen and choose the correct alternative 114			
Why Elephant Has a Trunk (Reading exercise)			
A Read the old African tale 115			
B True or false? 116			
C Write headings 117			
D Arrange the pictures and describe them 117			

A Country of Contrasts

A Combine words and translations.

- | | | |
|-----------------------|--------------------------|---------------------------|
| 1 illuminated | <input type="checkbox"/> | a fátækrahverfi |
| 2 residents | <input type="checkbox"/> | b flúðasigling |
| 3 mention | <input type="checkbox"/> | c auðlindir |
| 4 towering | <input type="checkbox"/> | d rakur |
| 5 cable car | <input type="checkbox"/> | e gnæfandi, stórkostlegur |
| 6 shantytown | <input type="checkbox"/> | f skreytt með ljósum |
| 7 white-water rafting | <input type="checkbox"/> | g íbúar |
| 8 wealth | <input type="checkbox"/> | h nefna |
| 9 humid | <input type="checkbox"/> | i kláfferja |

B Pair beginnings and endings.

- | | | |
|--|---|--|
| 1 Many people come here hoping ... | — | a ... in the Cape is Xhosa. |
| 2 The dominant African language ... | — | b ... to keep out the wildlife! |
| 3 Parts of Soweto are modern ... | — | c ... a shantytown for the black workers. |
| 4 Each camp has very high fences ... | — | d ... but a lot of it is still very basic. |
| 5 It was originally established as ... | — | e ... to see The Big Five. |

C Pick the right spot!

Johannesburg Soweto The Kruger National Park Cape Town
The Drakensberg Mountains Durban The Karoo Oudtshoorn

- In this place you can watch the wildlife from your veranda. _____

- Go here if you want to try riding an ostrich. _____
- A city with a famous flat mountain. _____
- You won't find any dragons here but beautiful scenery. _____

- This place was established for miners and other workers to live in. _____

- 6 The perfect place if you fancy surfing during the day and a spicy meal in the evening. _____
- 7 “The place of gold” _____
- 8 A large dry area. _____

D Answer the questions in your notebook.

- 1 What is the name of the biggest city in South Africa?
- 2 What can you do if you visit Gold Reef City?
- 3 Where does the name Soweto come from?
- 4 What is the Kruger National Park?
- 5 What can you look at in the caves of the Drakenberg?
- 6 Why do you need air conditioning if you drive from Johannesburg to Cape Town?
- 7 How do you reach the top of Table Mountain?
- 8 Where was Nelson Mandela imprisoned for eighteen years?

* E Find out more about South Africa.

Pick one of the following subjects or a subject of your own choice. Use the Internet and find out more. Write a list on a poster with the headline “Did you know that ... ?” Present the facts in small groups or in class.

Gold and Diamonds in South Africa
 Apartheid
 Soweto
 The Big Five
 The Zulus
 Cango Caves

* F Write a letter.

A youth project has been launched to develop the relationship between Sweden and South Africa. A group of young Swedes will be picked to go to a South African travel spot for three weeks and daily write about their impressions on a website.

Apply for this trip. Write a short letter explaining which spot you would like to visit and why.

Elephants – Breeders and Demolishers

A Pair words and explanations.

- | | | |
|---------------|--------------------------|--|
| 1 destructive | <input type="checkbox"/> | a carry on |
| 2 vegetation | <input type="checkbox"/> | b a flock of animals |
| 3 branch | <input type="checkbox"/> | c worried |
| 4 fence | <input type="checkbox"/> | d to kill off animals to make them fewer |
| 5 culling | <input type="checkbox"/> | e to make someone sleep through medication |
| 6 herd | <input type="checkbox"/> | f if you want to destroy, you are ... |
| 7 sedate | <input type="checkbox"/> | g a part of a tree |
| 8 continue | <input type="checkbox"/> | h trees, bushes, greenery |
| 9 concerned | <input type="checkbox"/> | i surrounds a restricted area |

B Identify The Big Five. Choose the right descriptions.

has spots
 has a trunk
 has one or two horns
 is the smallest of the four big cats
 has tusks
 has golden brown fur
 feeds on grass
 sometimes kills lions
 is also called "affalo"
 is easily recognized by its mane



- | | |
|-------------------|-------|
| 1 elephant | _____ |
| 2 lion | _____ |
| | _____ |
| 3 leopard | _____ |
| | _____ |
| 4 rhino | _____ |
| | _____ |
| 5 African buffalo | _____ |
| | _____ |

C Match words and translations. Write the numbers in front of the Icelandic words.

- | | | |
|------------|--------------------------|---------------|
| 1 paw | <input type="checkbox"/> | a trýni |
| 2 tail | <input type="checkbox"/> | b kló |
| 3 fur | <input type="checkbox"/> | c hali, skott |
| 4 nose | <input type="checkbox"/> | d feldur |
| 5 claw | <input type="checkbox"/> | e gangþófi |
| 6 hind leg | <input type="checkbox"/> | f framfótur |
| 7 foreleg | <input type="checkbox"/> | g loppa |
| 8 pad | <input type="checkbox"/> | h afturfótur |
| 9 mane | <input type="checkbox"/> | i fax, makki |

**D Discuss your choices.**

- a** Read the statements. Choose the one that fits you the best and underline it.
- 1 I would like to go on a safari / I like to see wild animals at a zoo.
 - 2 I would like to go to Africa some day. / I would like to visit Africa again. / Africa doesn't interest me.
 - 3 I think it is important to protect wild animals so that they don't become extinct. / I think that the money used to protect animals should be used to help poor people instead.
 - 4 I don't think that wild animals should be kept in a restricted area. / I think it's good that wild animals are protected in special areas.
- b** Discuss and motivate your choices to each other in pairs or in groups.

*** E Find out more about The Kruger Park.**

On page 104 in your Textbook you can find some short facts about The Kruger Park. Use a search engine on the Internet and write down five more facts.

Scatterlings of Africa (Johnny Clegg)



A Listen and fill in the gaps.

Copper sun sinking low
 Scatterlings and fugitives
 Hooded (1) _____ and weary brows
 Seek refuge in the (2) _____

Chorus:

They are the scatterlings of Africa
 Each uprooted one
 On the (3) _____ to
 Phelamanga
 Where the world began
 I love the scatterlings of Africa
 (4) _____ and every one
 In their hearts a burning hunger
 Beneath the (5) _____ sun

Ancient bones form Olduvai
 Echoes of the very first cry
 “Who (6) _____ me here and
 why

Beneath the copper sun?”

African idea

African idea

Make the (7) _____ clear

Make the (8) _____ clear

Chorus:

And we are the scatterlings of Africa

(9) _____ you and I

We are on the road to Phelamanga

Beneath a copper sky

And we are scatterlings of Africa

On a journey to the stars

Far below, we leave forever

(10) _____ of what we were

Written by Johnny Clegg
© 1982 Publisher: Rhythm Safari Pty Ltd

B Choose the right rhyme. Underline it.

- | | | | | |
|---|------|-------|---------|-------|
| 1 | wear | Harry | further | eerie |
| 2 | seek | make | cheek | check |
| 3 | love | move | above | stove |
| 4 | who | you | how | now |
| 5 | far | stare | star | rare |

* C Translate. Write in your notebook.

- 1 Scatterlings and fugitives
- 2 Echoes of the very first cry
- 3 We are on the road to Phelamanga
- 4 Beneath a copper sky
- 5 On a journey to the stars

Pick Up a Piece

A What word is missing? Choose among the words in the box.

matric zooty display fail beadwork afford fee complained

- 1 Grace would like to sell handcraft like _____.
- 2 Artists could _____ their work in her coffee shop.
- 3 Lungile dreams of getting a job in a _____ office complex.
- 4 Lungile and Grace have nearly finished school and are doing _____ next year.
- 5 Lungile will have to pay a _____ for studying at university.
- 6 She is a bit worried that she will _____ to get in.
- 7 Although Grace's grandmother has been taking care of her and her cousins she has never _____.
- 8 Grace doesn't think she can _____ the rent in Rosebank or Sandton.

B Who does what? Tick the right column.

	Lungile	Grace	no one
1 lives in Soweto in South Africa.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 is planning to go to University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 has many business ideas.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 has almost finished school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 is good at handcraft.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 wants to open a coffee shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 doesn't have any parents.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 wants to have kids.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 works hard in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C Write the full words.

- 1 can't can not
- 2 we've _____
- 3 it's _____
- 4 don't _____
- 5 I've _____
- 6 you've _____
- 7 you'll _____
- 8 you're _____
- 9 I'll _____
- 10 I'd _____
- 11 I'm _____
- 12 isn't _____
- 13 wouldn't _____
- 14 what's _____
- 15 that's _____
- 16 she's _____
- 17 that'll _____

*** D Present the girls.**

Work in pairs. One of you presents Lungile and the other one presents Grace.

Tell everything you know about the girls:

- Where do they live?
- What do they do?
- What about their families?
- What are they interested in?
- What are their hopes for the future?

*** E Discuss your plans for the future.**

Discuss in English your own plans for the future.

Work in pairs or small groups.

- What are you planning to study?
- What would you like to work with?
- Where do you want to live?
- Do you want to have children sometime?

The Rainbow Nation

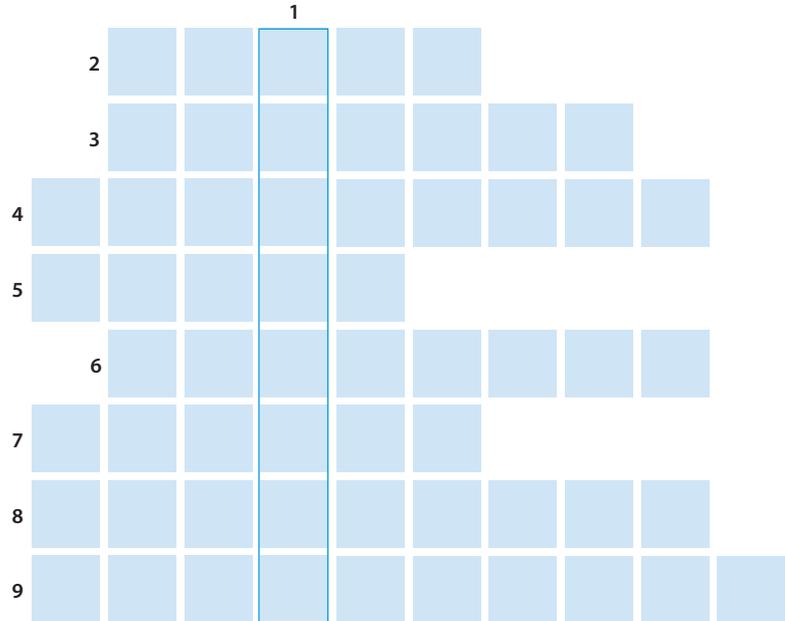
A Solve the crossword.

Down

- 1 when people choose their government

Across

- 2 take care of
3 against the law
4 mixture
5 from Holland
6 covers a nut
7 not mild
8 meet, come across
9 in the end



B Match words and definitions.

- | | | |
|---|--------------------------|---------------|
| 1 when you try to come to an agreement | <input type="checkbox"/> | a introduce |
| 2 an ethnic group | <input type="checkbox"/> | b negotiation |
| 3 guess or try to figure out | <input type="checkbox"/> | c add |
| 4 launch something new | <input type="checkbox"/> | d inhabitant |
| 5 put in | <input type="checkbox"/> | e estimate |
| 6 a resident of a certain country or city | <input type="checkbox"/> | f tribe |

C Answer the questions. Write in your notebook.

- 1 Why is South Africa called the Rainbow Nation?
- 2 What happened in 1994?
- 3 Which people were South Africa's first inhabitants?
- 4 Who arrived during the 1600s?
- 5 When did the British arrive?
- 6 What did the British and Afrikaners fight about?
- 7 When was the law of apartheid introduced?
- 8 How did the white people control the much larger black population?

D Translate into Icelandic.

- 1 The rainbow seemed appropriate because it is neither black nor white.

- 2 In the 1600s the first white people arrived in Cape Town.

- 3 Many Afrikaners headed northeast to look for new land.

- 4 In 1948 the Afrikaners came to power in an election for white people only.

*** E Read and retell a news article.**

Find a news article from South Africa on the Internet. Read the article, look up difficult words and retell the text to a friend.

*** F Discuss apartheid.**

Discuss the apartheid system in small groups.

- Why do you think the law of apartheid was introduced?
- Why did it last for such a long time?
- Do you believe racism is completely gone?
- Many countries have areas where people of the same nationality live together. Is that a form of apartheid?

From Prisoner to President

A Translate the words from the text.

- 1 cherish _____
- 2 ban _____
- 3 mix _____
- 4 consider _____
- 5 release _____
- 6 raise _____
- 7 settle _____
- 8 disrupt _____



B Search the text for the missing words.

- 1 But how did he go from _____ to president?
- 2 an _____ opened up for him to work at a law firm.
- 3 The lawyers he worked for saw his growing _____
- 4 In 1960 the government _____ the ANC.
- 5 I have cherished the ideal of a democratic _____
- 6 an ideal for which I am _____ to die.
- 7 he has won over one hundred _____
- 8 you have to work with your _____

C Arrange the facts in chronological order.

- a He became the president of South Africa in 1994.
- b He was awarded the Nobel Peace Prize in 1993.
- c Mandela graduated as a lawyer.
- d Mandela was 71 years old when he was released from prison.
- e He was sent to a mission school and given the name Nelson.
- f The ANC was banned in the 1960s.
- g Nelson Mandela was born in 1918 in the Transkei.
- h The government passed laws forbidding mixed marriages.

D Which statements are true for ANC and which are true for apartheid?

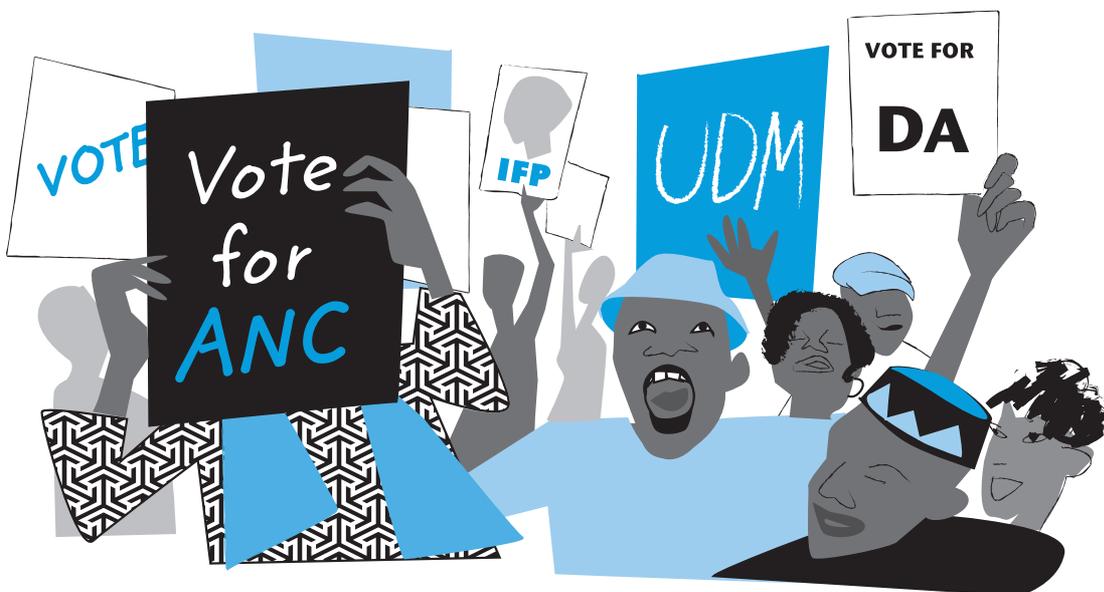
Write **ANC** or **apartheid** on the lines.

- 1 The goal is to create a society where all people are equal. _____
- 2 People were divided into ethnic groups – black, white, Asian and coloured. _____
- 3 Only white people had the right to vote. _____
- 4 Some people said it was designed to preserve the western lifestyle in South Africa. _____
- 5 After many years of struggle, Mandela became the leader. _____
- 6 Won the South African elections in 1994. _____

* E Find out more.

Search for answers to the following questions.
Write in your notebook.

- 1 How many presidents have there been in South Africa after Nelson Mandela?
- 2 Who is president of South Africa today?
- 3 What are the biggest political parties in South Africa?
- 4 What party is in power today?
- 5 When is the next election?



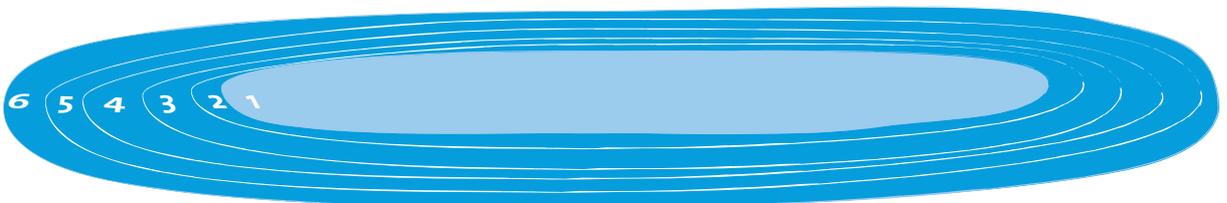
Making Headlines

A Translate these words into English and you'll find they are in alphabetical order.

- | | | | |
|---|--------------------|----------|-------|
| 1 | kostur | <i>a</i> | _____ |
| 2 | á meðal | <i>a</i> | _____ |
| 3 | umsókn | <i>a</i> | _____ |
| 4 | nálgast | <i>a</i> | _____ |
| 5 | íþróttamaður | <i>a</i> | _____ |
| 6 | banna | <i>b</i> | _____ |
| 7 | kenna um | <i>b</i> | _____ |
| 8 | púa | <i>b</i> | _____ |
| 9 | kraftur, endurkast | <i>b</i> | _____ |

B Budd, Pistorius or Semenya? Write their names.

- | | | |
|---|--|-------|
| 1 | is not allowed to compete in the Olympics | _____ |
| 2 | is not remembered for her own results | _____ |
| 3 | is a holder of many world records | _____ |
| 4 | a girl who could be partly male according to tests | _____ |
| 5 | ran barefoot | _____ |
| 6 | became British in a hurry | _____ |
| 7 | proves that artificial legs can be really fast | _____ |
| 8 | broke a lot of records in South Africa | _____ |
| 9 | had fantastic results in 800m in 2009 | _____ |



C Answer the questions in your notebook.

- 1 Why couldn't Zola Budd compete for South Africa in the Olympics of 1984?
- 2 How come Zola Budd *could* compete for Great Britain?
- 3 Why didn't the American crowd like Zola Budd?
- 4 Why is Oscar Pistorius called "Blade Runner"?
- 5 Why can Pistorius not compete in the Olympics?
- 6 How fast has Pistorius run?
- 7 When did people first start hearing about Semenya?
- 8 Why are Semenya's results questioned?
- 9 What did the initial lab tests say about Semenya?
- 10 What is the Icelandic equivalent to the expression "like a bolt out of the blue"?

D Write headlines.

- a You are a journalist creating catchy headlines to attract many readers. Write a suitable headline for each of these famous athletes.

Zola Budd: _____

Oscar Pistorius: _____

Caster Semenya: _____

- b Compare your headlines in groups. Decide which headlines are the best. Vote in class.

*** E Describe the words.**

Work in pairs and take turns. Describe the words in the box while the other person guesses which word is described.

overseas grip artificial blade partly trip Paralympics select

*** F Find out more about a South African sportsman.**

Search for information about another famous South African sportsman or sportswoman. Use the Internet, books or newspapers. Write a presentation.

Honest Gladys

A True or false? Tick the right box.

	True	False
1 Gladys knew anger was a way of expressing serious things.	<input type="checkbox"/>	<input type="checkbox"/>
2 Gladys detested bullies and loved the truth.	<input type="checkbox"/>	<input type="checkbox"/>
3 Emma was going away for a short while.	<input type="checkbox"/>	<input type="checkbox"/>
4 Gladys was nervous about the new job.	<input type="checkbox"/>	<input type="checkbox"/>
5 The three men came from Zambia.	<input type="checkbox"/>	<input type="checkbox"/>
6 They were served cheap meals.	<input type="checkbox"/>	<input type="checkbox"/>
7 Three visitors were coming to the house.	<input type="checkbox"/>	<input type="checkbox"/>
8 Gladys served Mr. and Mrs. Hector chicken that special night.	<input type="checkbox"/>	<input type="checkbox"/>
9 Mr. Hector promised to serve better food to his servants.	<input type="checkbox"/>	<input type="checkbox"/>

B Match the sentences with the words in the box.

joy honesty determination fear astonishment disappointment compassion

- 'Gladys', she shouted. 'How could you?' _____
- She has earned her nickname by finishing every sentence with 'Ek lag'. _____
- She was that rare kind of woman who valued nothing better than the truth. _____
- It was an order and sounded almost like a threat. _____
- Gladys was shocked, the first day, to find that one of the men had to polish the floors twice daily. _____
- She felt the pains more than the real victims. _____
- 'Gladys, you'll get us all into nyakanyaka (trouble)'. _____

C Translate and write sentences.

a Translate the words.

1 rare

2 nickname

3 substitute

4 object

5 have a ball

6 dash

7 amid

8 eavesdrop

* b Explain the words in English by writing sentences.
Write in your notebook.

* D Retell the story.

Work in pairs. Use these key sentences and retell the story to each other.

- humour to express serious things
- detested bullies
- recalled brief period as a nanny
- Emma, two weeks
- three other workers
- servants' meals
- important visitors
- two frozen chickens for supper
- the Missus – servants' meat
- "What's good for the boys is also good for you"
- from now onwards – chicken every weekend
- Mr. and Mrs. Hector's reaction



* E How important is honesty? Discuss in pairs.

Answer these questions and discuss when and where honesty is important.

- Are you always honest with your closest friends?
- Would you tell a friend that he or she has a terrible taste in clothes?
- Would you tell your parents you liked your birthday presents, even when you didn't?
- Do you ever lie about your grades?
- Do you like when someone is honest about your looks after being to the hairdresser's?
- Would you tell someone if he or she had a stain on their clothes and didn't know about it?

Fear of the Country

A Underline the correct alternatives.

- 1 The three men walked on the path with long **sticks / steps / coats**.
- 2 They said they wanted to **make a phone call / have a glass of water / repair their car**.
- 3 David and Lucy were taking a walk with the **Bulldogs / German Shepherds / Dobermanns**.
- 4 The men said they **had travelled far / had come from a small village / were lost**.
- 5 Petrus is **David's son / working for Lucy / Lucy's husband**.
- 6 David is most worried about **his daughter / his head / the dogs**.

B Translate the sentences. Use the text to help you.

- 1 Hundurinn við hlið Lucyar reynir að slíta sig lausan.

- 2 Strákurinn rölti burt og hélt til baka til förunauta sinna.

- 3 Hann er með dauflegt, svipbrigðalaust andlit og augu eins og grís.

- 4 Hann skriður inn í eldhúsið á fjórum fótum.

- 5 Stærsti sheffer hundurinn glefsar í hann, slefandi af bræði.

- 6 Hann reynir að skáskjóta sér út, kemst fram hjá manninum, en dettur síðan þunglega.

C Pair beginnings and endings.

- | | | |
|------------------------------------|-------------------------------------|---|
| 1 At Lucy's approach ... | <input type="checkbox"/> | a ... comes the sound of voices. |
| 2 For a moment the two of them ... | <input type="checkbox"/> | b ... the Dobermanns' leashes. |
| 3 So it has come, | <input type="checkbox"/> | c ... the dogs calm down. |
| 4 His child is in the hands ... | <input type="checkbox"/> | d ... the day of testing. |
| 5 From behind the house ... | <input checked="" type="checkbox"/> | e ... of strangers. |
| 6 He is aware of being dragged ... | <input type="checkbox"/> | f ... look straight into each other's eyes. |
| 7 She shortens ... | <input type="checkbox"/> | g ... across the kitchen floor. |

*** D Describe a person.**

Describe the person that is telling the story. Write in your notebook.

- Who is he?
- What do you know about him?
- What is he like?

*** E Discuss in pairs or in groups.**

- Why is the excerpt called "Fear of the Country"?
- What is most horrifying in the text?
- What happens to David and Lucy?
- Why did the three men come?
- The excerpt is taken from the novel *Disgrace* which won the Booker Prize. The author has won The Nobel Prize in Literature. What do you think of the text? Is it good? Why or why not?

*** F Write a summary.**

Write a summary of the text and its events. Write 1–2 pages in your notebook. Include what you find most important and use your own words.

Say it!

You and a friend have read about the history of South Africa and are now discussing the apartheid system. Act out the dialogue. Take turns and change the underlined expressions for the ones in the boxes.

You I don't understand this apartheid system. How could anyone come up with such a stupid idea?

Friend Simple! It has to do with greed.

You I know. But it's still weird.

Friend Well, I think it's simple. People are afraid of what they don't know.

You You're right. The colour of your skin doesn't say who you are on the inside.

... fear

... power

... culture

... ignorance

... utterly unbelievable

... pretty disgusting

... shocking

... really strange

People in power are always afraid of losing it.

All people are equal, everyone has to respect that.

White people have done the same on other continents.

It's important to always think about human rights.

I agree with you.

I know.

That's for sure!

Sad but true.

The Virus Everyone Fears



Listen and choose the correct alternative.

- 1 “To fear” means that you are ...
 - a ... curious.
 - b ... afraid.
 - c ... careful.

- 2 How many people in South Africa are infected by HIV?
 - a about one in three
 - b about six per cent
 - c about one in six

- 3 The country now sees a positive change in fighting the illness due to ...
 - a ... information.
 - b ... medication to everybody.
 - c ... more money to hospitals.

- 4 Some important people in South Africa didn’t believe that there was a connection between HIV and AIDS – which?
 - a lawyers
 - b doctors
 - c members of the government

- 5 When something is ludicrous it makes you ...
 - a ... cry.
 - b ... laugh.
 - c ... angry.

- 6 At first the ARV drugs were considered too ...
 - a ... costly.
 - b ... weak.
 - c ... complicated.

- 7 What per cent of pregnant women were infected by the virus in 2007?
 - a 60%
 - b 40%
 - c 30%

- 8 When parents die of the virus, who takes care of the children (if they are lucky)?
 - a a nurse
 - b a grandmother
 - c social workers

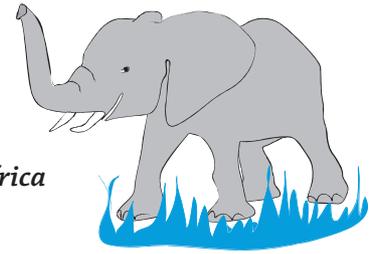
- 9 The nurse hopes that the new government will prioritise HIV and AIDS when planning their ...
 - a ... information.
 - b ... budget.
 - c ... meetings.

Why Elephant Has a Trunk



A Read the old African tale.

This story is an old African tale that has been told in South Africa for hundreds of years. The story explains why elephants don't know how to use their trunks when they are small. Before they know any better, baby elephants use their mouths to suckle from their mothers and they kneel to drink. Here's the reason why ...



In modern times, all elephants are born with a trunk like a hosepipe. But it hasn't always been like that. Back in the very old days, before time began, Elephant didn't have a trunk at all. He had more of a snout like a pig. Now, a pig snout may have looked silly on an elephant, but that wasn't the biggest problem. Eating and drinking was very difficult. The legs under Elephant's enormous body were so tall and the snout so high up in the air, that it had to kneel down every time it had to eat and drink.

One day a herd of pig-snorting elephants walked a long way across the savannah because their usual waterhole had nearly dried out. They came to a lovely place with a big hole full of fresh, tasty water. What they didn't know was that this waterhole was the home of a huge, old and angry crocodile. Crocodile's belly was rumbling because she hadn't eaten for ages. In fact, she could eat a whole zebra.

When Crocodile saw the dusty herd of elephants getting nearer, she slipped quietly from the sandbank where she had been sunning herself and into the muddy water. She slid over to where she knew the elephants would drink. Then she lay still in the water, pretending to be a log. Only her eyes and nostrils were above the surface of the water. All the animals of the savannah hushed and everything became dead quiet.

The thirsty elephants didn't notice how quiet it had become. They made their way down to the sandy bank. They kneeled down and started to slurp the water with their pig snouts. Crocodile watched them sharply with squinting eyes.

Suddenly, with a huge splash, Crocodile darted towards a young elephant drinking close to her. The other elephants jumped to their feet. They squealed in fright like pigs and ran away.

The poor young elephant couldn't get away. Crocodile's jaws had snatched his pig snout and held it in a tight grip! Then a terrible tug-of-war began. Crocodile pulled one way and Elephant pulled the other. Elephant was strong and heavy and although his snout was pretty sore he used all his strength to save himself. The other elephants had the courage of mice. They all bundled behind a baobab tree to watch what went on.

For hours the two animals pulled and tugged but the only thing that gave way was Elephant's snout. With each pull and tug Elephant's nose stretched a little. The battle went on and on as if it would never stop and Elephant's nose was getting longer and longer. Finally, Crocodile's energy was spent. After pulling

and tugging all day, Crocodile gave up and let go of Elephant's nose. She slid back into the water with an angry sigh. Elephant tipped over and fell on its rump!

The others came back to the young elephant. Their mouths were gaping with surprise. When they found out that their friend was not badly hurt, they started laughing at him. They rolled around in the sand and pointed their big front feet at him.

The young elephant got angry and sad because his poor nose was very sore and painful. Then he saw his own reflection in the pool and he got a terrible fright. Arghh! He was the strangest elephant he had ever seen! Instead of a short snout, he now had a long tube of a nose that stretched to the ground. No matter what he did he couldn't make it shrink or fold it back to its normal shape and size. The other elephants were laughing so much that tears ran down their cheeks and tusks.

After a few weeks, the nose-ache disappeared, but the young elephant was still left with his wobbly, useless trunk. He was so embarrassed that he mostly kept to himself. But as time went by, he learnt to accept his new, long nose. Slowly he learnt how to keep it still. In fact, he became quite fond of it, because he found out how useful it was. With the long trunk eating and drinking was much easier. Now he didn't have to bend all the way down to the ground every time he got hungry or thirsty. This gave him more time to relax and enjoy life than before.

There were so many new things he could do. He could reach the best fruits and leaves from the highest trees, he could smell danger from far away and he could trumpet the loudest sounds. He could even pick up sticks and use them to scratch his back when it was itching!

When the other elephants saw all this, they stopped making a fool of him. They got quite jealous, but instead of apologising, they sneaked down to Crocodile's waterhole to have their pig snouts made longer. They didn't mind the trouble and the pain as long as they could get such a great, wobbly trunk. Today, no one knows what Crocodile thought of all these fights, but one thing is certain, she never got a meal out of it!

B True or false? Tick the right column.

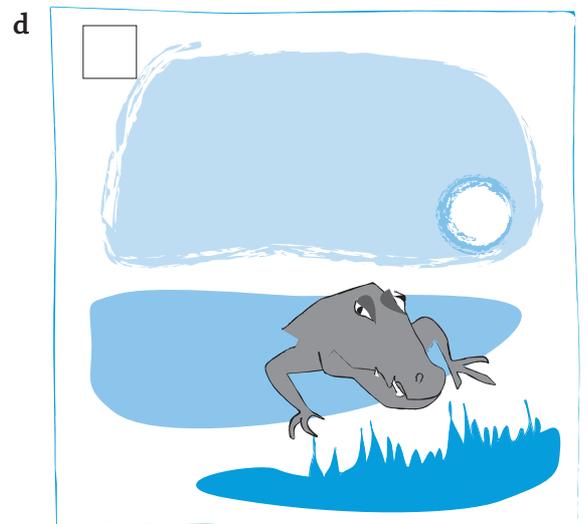
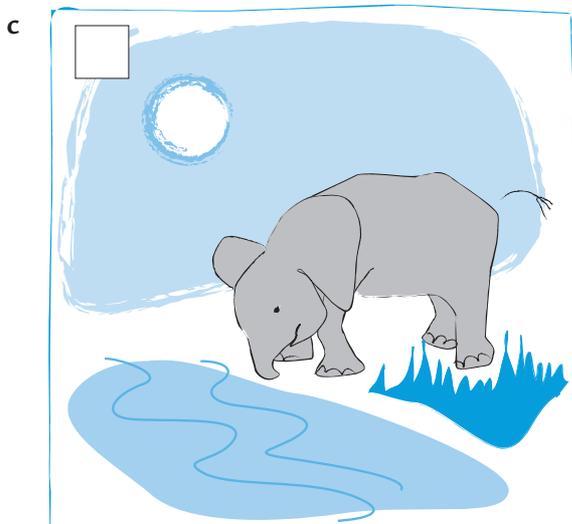
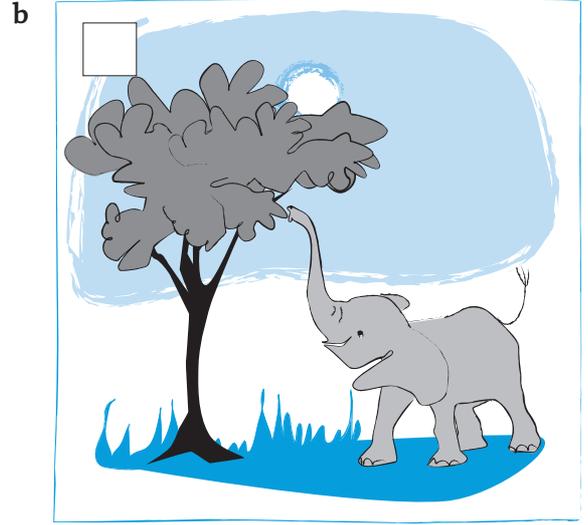
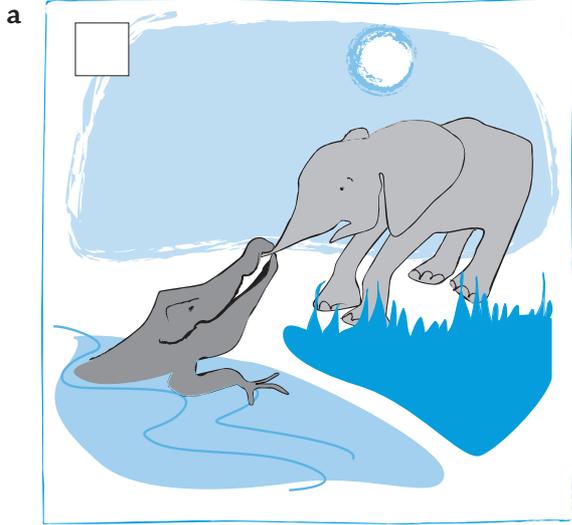
	True	False
1 Elephants used to be pigs before time began.....	<input type="checkbox"/>	<input type="checkbox"/>
2 Pigs are sillier than elephants.....	<input type="checkbox"/>	<input type="checkbox"/>
3 Baby elephants kneel down to drink.	<input type="checkbox"/>	<input type="checkbox"/>
4 The only thing Crocodile had eaten recently was a zebra.	<input type="checkbox"/>	<input type="checkbox"/>
5 The animals on the savannah were very afraid of Crocodile.....	<input type="checkbox"/>	<input type="checkbox"/>
6 The elephants were very brave and helped the young Elephant.....	<input type="checkbox"/>	<input type="checkbox"/>
7 The elephants thought the new, long nose looked stupid.....	<input type="checkbox"/>	<input type="checkbox"/>
8 The elephants said they were sorry they had laughed at the young Elephant.....	<input type="checkbox"/>	<input type="checkbox"/>

C Write headings.

What would you call this tale? Give 2 suggestions in your notebook.

D Arrange the pictures and describe them.

- 1 Arrange the pictures by writing number 1–4 in the empty boxes.
- 2 Write a short description of what happens under each picture.



Dead or Alive

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
Before I Die: part 1			
A Find the sentences 120			
B Pair words and descriptions 120			
C Write the missing words 120			
D What do you want? 121			
E Answer the questions 121			
F Write and discuss 121			
Before I Die: part 2 (Listening exercise)			
A Listen and answer 122			
B Discuss 122			
Talk About a Dump!			
A Solve the crossword 123			
B Answer the questions 123			
C Match the phrases 124			
D Sort the words 124			
E Compare and discuss 124			
It's My Life (Bon Jovi)			
A Listen and fill in the gaps 125			
B Write the full forms 126			
Say it!			
Act out the dialogue 126			
He lives ... but he is dead (Listening exercise)			
Listen and choose the correct alternative 127			
Dead Poets Society (Reading exercise)			
A Read the text 128			
B Choose the correct alternative 128			
C Discuss 128			

	MUST DO	CAN DO	DONE
COOL READS Kerry Max Cook, Execution # 600			
A Fill in the missing words 129			
B Translate the sentences 129			
C Put the correct words in the sentences 129			
D What words do not belong there? 130			
E Finish the sentences 130			
F Discuss 130			
COOL READS The Road ... to what?			
A Arrange the sentences 131			
B Put the words in the sentences 131			
C Arrange the words and discuss 132			
D Write about pictures 132			
COOL READS Where is Your Brother? part 1			
A Pair words and translations 133			
B Translate the words 133			
C Translate into Icelandic 133			
D Translate into English 134			
E Arrange the sentences 134			
F Retell the text 134			
G Write about the picture 134			
H Describe the characters 134			
Where is Your Brother? part 2 (Listening exercise)			
A Listen and answer the questions 135			
B Discuss 135			

TEXT A

Before I Die: part 1

A Find the sentences in the text.

- 1 Zoey bankar ekki einu sinni. _____
- 2 Er þér illt? _____
- 3 Þú ættir kannski að reyna að trúa á Guð. _____

- 4 Hún talar mjög blíðlega. _____
- 5 Eitt af því sem ég held allra mest upp á er að hlæja með Zoey.

- 6 Ertu að gráta? _____
- 7 maður má ekki taka neitt með sér, þangað sem ég er að fara. _____

B Pair words and descriptions.

- | | | |
|--------------|--------------------------|----------------------------------|
| 1 wear | <input type="checkbox"/> | a with little colour |
| 2 suspicious | <input type="checkbox"/> | b (make) a round shape |
| 3 shoulder | <input type="checkbox"/> | c close one eye for a short time |
| 4 gnaw | <input type="checkbox"/> | d have something on |
| 5 wink | <input type="checkbox"/> | e not trusting |
| 6 circle | <input type="checkbox"/> | f chew bits of something |
| 7 pale | <input type="checkbox"/> | i a part of your body |

C Write the missing words.

- 1 Ouch, my arms hurt! That was a heavy _____. (*þyngd, byrði*)
- 2 You don't look well, your skin is _____. (*gegnsæ*)
- 3 When I heard about the crime I almost lost faith in _____. (*människosláktet*)
- 4 I wish my money would just start _____! (*mannkyn*)

- 5 They redecorated the _____ house. (*margfaldast*)
- 6 Please don't just _____, say yes or no! (*yppta öxlum*)
- 7 What a surprise! I really didn't _____ this! (*búast við*)

D What do you want?

Write down 5 things that you would really like to do before you die.

* E Answer the questions. Write in your notebook.

- 1 Who is Tessa?
- 2 Who does Tessa live with?
- 3 Who do you think Zoey is?
- 4 Describe what you know about Zoey's looks.
- 5 Why is Zoey visiting Tessa?
- 6 When Zoey reads Tessa's wish on the wall, it feels like all the words writhe like spiders. What does that mean?
- 7 Why do you think Tessa has stopped talking to her dad?

* F Write and discuss.

- a What will happen? Write a short text in your notebook in which you explain what you think will happen next to Tessa and to Zoey.
- b Exchange texts with someone else in class and discuss your predictions. Which conclusion is the most probable?

Before I Die: part 2



A Listen and answer.

Listen to the text about Tessa from *Before I Die* on the Textbook cd.
Choose the correct answer.

- 1 What does Tessa ask of Zoey?
 - a to come and see her more often
 - b to help her with her list
 - c to take her out dancing

- 2 Why does Zoey undress?
 - a She needs a shower.
 - b She doesn't like her dress.
 - c She wants to lend her dress to Tessa.

- 3 What does Zoey put on?
 - a one of Tessa's old dresses
 - b a brand new dress Tessa has never worn
 - c Tessa's favourite dress that she saved for a special occasion

- 4 What day is it?
 - a Wednesday
 - b Friday
 - c Saturday

- 5 What is meant by: Tessa hasn't been vertical for hours?
 - a She hasn't been standing on her feet for hours.
 - b She hasn't been eating properly for hours.
 - c She hasn't talked to someone for hours.

- 6 How does Tessa think she looks when she sees herself in the mirror?
 - a wild and dangerous
 - b pale as a ghost
 - c ugly and full of spots

- 7 Where are they going?
 - a to a pub or a club
 - b to a private party
 - c anywhere they can dance

B Discuss.

Discuss in pairs or in small groups.

- What do you think of Tessa's first choice on her list of things she wants to do?
- What else do you think is on Tessa's list?
- What are Zoey's feelings?
- Why do you think Tessa is staying in her room?

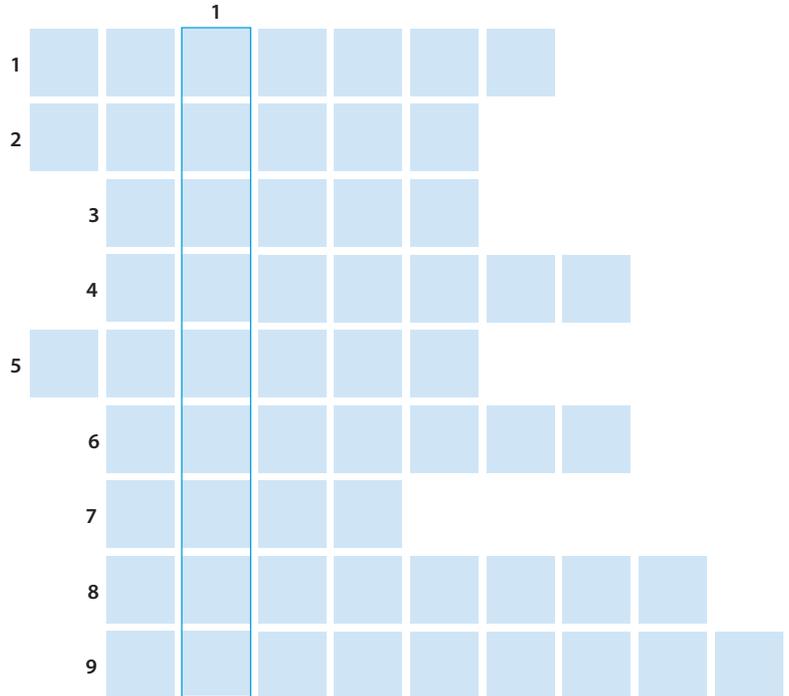
TEXT B

Talk About a Dump!**A Solve the crossword.****Across**

- 1 Things you throw away
- 2 When you see nasty things, you feel ...
- 3 Another word for 'sea'.
- 4 This can contain vaccine against flues or other diseases.
- 5 Ten years
- 6 The vortex contains millions of ... bags!
- 7 Out of sight, out of ...
- 8 Very big
- 9 Not knowing is the same thing as ...

Down

- 1 Using waste again.

**B Answer the questions.**

- 1 What is the plastic vortex? _____

- 2 Where does mum want to take Steven's old things? _____

- 3 Why is there so much plastic in the vortex? _____

- 4 What size are the pieces of plastic swirling around in the Pacific? _____

- 5 How do balloons, syringes and lighters end up inside dolphins and turtles? _____

- 6 Would it be possible to recycle this plastic debris? How? _____

C Match the English and Icelandic phrases.

- | | | |
|--|--------------------------|---------------------------------|
| 1 Empty barrels make the most noise | <input type="checkbox"/> | a Gleymt og grafið |
| 2 Out of sight, out of mind | <input type="checkbox"/> | b Ágirnd vex með eyri hverjum |
| 3 Talk of the devil | <input type="checkbox"/> | c Sultur gerir sætan mat |
| 4 Hunger is the best sauce | <input type="checkbox"/> | d Glymur hátt í tómri tunnu |
| 5 The more you have, the more you want | <input type="checkbox"/> | e Oft kemur illur þá um er rætt |

D Sort the words.

Recycling – what goes where? Make sure that your garbage goes to the proper place! Write the number in the correct container.

- | | | |
|---------------------------|------------------------|-------------------------------|
| 1 a microwave oven | 2 a pair of jeans | 3 a stainless steel fork |
| 4 a bottle of nail polish | 5 a box for cornflakes | 6 a tin of corned beef |
| 7 a crystal candlestick | 8 a marmalade jar | 9 an empty hair-spray aerosol |
| 10 a tooth brush | 11 a CD cover | 12 yesterday's newspaper |
| 13 an old stereo | 14 a broken vase | 15 a can of paint |

glass

paper

metal

plastic

textiles

electronics

hazardous waste

E Compare and discuss.

- What do you do in everyday life to protect the environment? Give three examples.
- Compare and discuss your examples in small groups.

It's My Life (Bon Jovi)



A Listen and fill in the gaps.

This ain't a song for the (1) _____
 No silent prayer for the faith departed
 And I ain't gonna be just a face in the (2) _____
 You're gonna hear my (3) _____ when I shout it out (4) _____

It's my life
 It's now or never
 I ain't gonna live forever
 I just wanna live while I'm alive

(It's my life)
 My heart is like an open highway
 Like Frankie said, "I did it my (5) _____"
 I just wanna live while I'm alive
 It's my life

This is for the ones who stood their (6) _____
 For Tommy and Gina who never backed down
 Tomorrow's getting harder, make no (7) _____
 Luck ain't even lucky, gotta make your own breaks

It's my life ...

(It's my life)
 My heart is like an open highway ...

You better stand (8) _____
 When they're calling you out
 Don't bend, don't break
 Baby, don't (9) _____

It's my life ...

B Write the full forms.

1 ain't _____

4 gonna _____

2 it's _____

5 wanna _____

3 'cause _____

6 gotta _____

Say it!

You have been watching a film on TV together with a friend. Act out the dialogue. Take turns and change the underlined expressions for the ones in the boxes.

You That was the weirdest film I have ever seen. Did the woman die in the end or didn't she?

Friend Of course she died! She just walked right out into the ocean.

You Maybe she wanted to take a swim.

Friend Are you crazy? She committed suicide and that's the end of it.

You I can't believe it! I wanted a happy ending.

Friend Well, I kind of like realistic endings. And who knows, maybe death is the start of another life?

You Either way, I still think it's a crappy ending. So is there anything else to watch now?

Friend Why don't you try to find something? I'll get some more crisps.

... someone went after her

... a whale swam up and carried her away

... she changed her mind and turned around

... drowned herself

... took her own life

... had nothing to live for anymore

... her to walk off in the sunset with hope

... her to start all over again

... her to end up with the love of her life

... she didn't die after all?

... that was her destiny?

... it was based on a true story?

He lives ... but he is dead



A Listen and choose the correct alternative.

- 1 In what city does the story take place?
 - a Malmö
 - b Stockholm

- 2 What is happening in the city morgue?
 - a Someone is experiencing a terrible headache.
 - b The dead are waking up.

- 3 What does Mahler do for a living?
 - a He works at the cemetery.
 - b He is a journalist.

- 4 How long ago was Elias buried?
 - a a month ago
 - b two days/nights ago

- 5 Where does Mahler put Elias?
 - a in the bedroom
 - b he keeps him on his lap

- 6 Why does Mahler search his medicine cabinet?
 - a He wants to make his headache go away.
 - b He wants to see if he has something that can calm Anna.

- 7 How does Anna react when she sees the body of her son?
 - a She screams at once in panic.
 - b She is quiet and sits down on the bed.

- 8 What happens when Anna comes back from the bedroom?
 - a Mahler feels relieved that she hasn't collapsed.
 - b Mahler feels pain in his heart and in his arm.

- 9 How does Anna see Elias now?
 - a She knows that he will be ok and come to life again.
 - b She knows it is only his body lying there and that he will live forever in her memory.

Dead Poets Society



A Ask your teacher for a Worksheet and read the text.



B Choose the correct alternative.

- 1 What does the Welton Academy demand of its students?
 - a that they read a lot
 - b that they be good athletes
 - c that they study extremely hard

- 2 What is Neil's father like?
 - a He is hard and strict.
 - b He doesn't care about his son's future.
 - c He is rich and famous.

- 3 What do you learn about Todd?
 - a He doesn't know if he wants to become a doctor.
 - b He is not self-confident.
 - c He is jealous of his brother.

- 4 When does Mr. Keating arrive?
 - a just before summer
 - b at the beginning of a new term
 - c in time for a new school year

- 5 What does Mr. Keating want to teach the boys?
 - a how to be good actors
 - b more about English poets
 - c to decide for themselves about their lives

- 6 What do the members of the Dead Poets Society want?
 - a to figure out the meaning of life
 - b to become rich and prosperous
 - c to become famous poets

- 7 What was the debate about when the film premiered?
 - a whether or not schools should teach poetry
 - b whether or not it's wise to encourage free thinking
 - c whether or not it's wise to study at private schools

* **C** Discuss in groups.

- Who is to blame for Neil's suicide, Neil, his father, Mr. Keating, the school or someone else?
- What do your parents want you to do in the future?
- Dead Poets Society changed the lives of the boys. Was it for the better or for the worse?
- Mr. Keating was very important to the boys. Which people mean a lot to you and influence the way you think?

Kerry Max Cook, Execution # 600

A Fill in the missing words from the text.

- 1 Three days later, she was raped and _____ to death.
- 2 In 1977, Kerry Max Cook was _____ arrested for murdering a young girl.
- 3 He was convicted of the crime without any _____.
- 4 It was an _____ trial from the start.
- 5 There is no _____ way to age a fingerprint.
- 6 He was given _____ number 600.
- 7 Previously, the prosecutors had _____ that Mayfield had an alibi.

B Translate the sentences from exercise A. Write in your notebook.

C Put the correct words in the sentences.

lawyer sentenced evidence fingerprints prove
innocence prosecutor released alibi imprisoned

- 1 In Iceland you cannot be _____ to death.
- 2 When he was _____ he had been on death row for over two decades.
- 3 There was no _____ to _____ that she didn't do it.
- 4 She had been seen at another location when the crime was committed, so she had an _____.
- 5 He refused to talk until his _____ arrived.
- 6 Since the thief hadn't worn gloves, she had left _____ all over the place.
- 7 The _____ was sure that he was guilty. The defence was not.
- 8 During all this time, he couldn't leave prison, he was _____.
- 9 The opposite of guilt is _____.

D What words do not belong there? Underline one word in each group.

- | | | | | |
|---|-----------|-------------|-------------|--------------------|
| 1 | rape | murder | fingerprint | theft |
| 2 | arrest | release | convict | imprison |
| 3 | survive | manage | endure | fail |
| 4 | assault | witness | judge | prosecutor |
| 5 | proof | evidence | lie | alibi |
| 6 | execution | innocence | death row | capital punishment |
| 7 | option | alternative | survival | choice |
| 8 | notorious | twisted | just | guilty |

*** E Finish the sentences.**

Work in pairs and take turns in finishing the sentences.

- 1 On April 16, 1999, DNA evidence ...
- 2 After some flirting she had ...
- 3 After being arrested ...
- 4 It was an unfair trial ...
- 5 He was given execution number 600 ...
- 6 Since all Cook ever wanted was to prove his innocence ...
- 7 But he had to wait ...
- 8 Previously the prosecutors had claimed ...

*** F Discuss.**

Form two teams where one is for and one is against capital punishment. Discuss in class.

- Are there any crimes that deserve capital punishment?
- What crimes are the worst – murder, rape, child abuse, treason, espionage?
- Is a country without capital punishment less strict than others?
- How would you feel about being part of a jury that has the power to send a prisoner to death row?

The Road ... to what?

A Arrange the sentences in the correct order.

- ___ They are heading towards the south coast of the country.
- ___ Cormac McCarthy's book is called *The Road*.
- ___ A boy and his sick father are on a journey.
- ___ The boy doesn't exactly understand his father, but he knows he has to keep on struggling.
- ___ The story was made into a film in 2009.
- ___ The father is carrying a pistol loaded with two bullets.
- ___ Every day is about survival.

B Put the words in the sentences.

desolate destroyed desperation danger
decision described dedicate depict

- 1 He felt terrible panic, I could see _____ in his eyes.
- 2 They _____ his features accurately, so I could recognize him at once.
- 3 When you are not safe it means that you might be in serious _____.
- 4 We came back to the house and every window had been broken, everything inside was _____ too.
- 5 Nothing about this landscape is pleasant, everything is eerie, bleak and _____.
- 6 A film can sometimes _____ the mood of a book very well.
- 7 This is the time when you have to choose, you have to make a wise _____.
- 8 The best gift I could give my dad was to _____ this song to him.

C Arrange the words and discuss.

- a) What do you feel about these words? Choose a column and write them under the headlines.

survivors landscape alive cannibals pistol captive hopelessness
hope environment praised conversation bleak journey

good

bad

both good and bad

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- b) Work in pairs. Take turns and explain why you arranged the words the way you did.

* D Write about the pictures.

Write a short story or a poem about the pictures on pages 134–135 in your Textbook.



Where is Your Brother? part 1

A Pair words and translations.

- | | | |
|----------------|--------------------------|-------------------------------|
| 1 inflexibly | <input type="checkbox"/> | a ókurteislega |
| 2 aimlessly | <input type="checkbox"/> | b náðarsamlega |
| 3 occasionally | <input type="checkbox"/> | c án tilgangs, án markmiðs |
| 4 jammed | <input type="checkbox"/> | d steinhissa, forviða |
| 5 uncivilly | <input type="checkbox"/> | e festast, standa á sér |
| 6 brittle | <input type="checkbox"/> | f af og til, stundum |
| 7 stunned | <input type="checkbox"/> | g ósveigjanlega, óbreytanlega |
| 8 unsteady | <input type="checkbox"/> | h óstöðugur |
| 9 mercifully | <input type="checkbox"/> | i ofsalegur |

B Translate the words from the text.

- kreista _____
- undireins _____
- setja úr jafnvægi , brjóta niður _____
- samt sem áður _____
- færa _____
- stjórnlausar aðstæður _____
- gauragangur _____

C Translate into Icelandic.

- I was to keep my brother quiet. _____

- We shared a taste for cartoons. _____

- Occasionally he was kind enough to crank the volume. _____

- His life ran to a routine that never varied. _____

D Translate into English.

- 1 Ég fékk næstum aldrei tækifæri til að horfa á teiknimyndir. _____

- 2 Vernon pírdi augun. _____
- 3 Mamma myndi áreiðanlega vakna við lætin. _____

- 4 Öskrið var kæft undir eins. _____

E Arrange the sentences in the correct order.

- I decided to give Vernon his lunch early.
- He wanted me to stay.
- I went to my room and shed my Sunday-best gladly.
- I wiped the banana off the sheet.
- I carried the meal and a cloth to his bedroom.
- My hand came up and slapped him hard across the face.
- My father, dressed for church, told me I must stay home with Vernon.
- I shut the door before he could escape.
- He knew it wasn't lunch time.

*** F Retell the text in pairs.**

Retell the text. Use the sentences in exercise E as support.

*** G Write about the picture.**

Look at the picture and imagine that you are one of Anwell's neighbours. You know the family and you like Anwell. What can you see and what do you think? Use these questions and write a page in your notebook.

- Where is Anwell?
- What is he doing?
- Why is he doing that?
- What are his feelings?
- Where is Anwell's mother?
- Where is his father?
- Why isn't his brother with him?
- What is Anwell supposed to do this Sunday?

*** H Describe the characters.**

Ask your teacher for a Worksheet and describe the characters in the text.

Where is Your Brother? part 2



A Listen and answer the questions.

Listen to the text *Where is Your Brother* on the Textbook cd.
Choose the correct answer.

- | | |
|--|--|
| <p>1 What are Anwell's feelings when he is standing in the bathroom?</p> <p>a at peace with himself and the world</p> <p>b hunger</p> <p>c pain, sadness and exhaustion</p> | <p>5 When Mother has gone back to her room, Anwell feels ...</p> <p>a ... happy and very fond of his brother.</p> <p>b ... that he has to run away from it all.</p> <p>c ... that he wants to cry for a long time.</p> |
| <p>2 Anwell wants to make it up to Vernon for being hard on him by ...</p> <p>a ... going swimming with him.</p> <p>b ... doing his laundry.</p> <p>c ... doing whatever Vernon feels like.</p> | <p>6 Where is Vernon?</p> <p>a in his bedroom</p> <p>b in the library</p> <p>c in the refrigerator</p> |
| <p>3 How does Anwell feel when his mother addresses him?</p> <p>a terrified and his heart is racing</p> <p>b self-confident and happy</p> <p>c angry and full of hate</p> | <p>7 What does Anwell do to "wake" his brother up?</p> <p>a He tries to feed him.</p> <p>b He puts their kitten on his chest to warm him.</p> <p>c He shakes him and says his name.</p> |
| <p>4 Anwell lies twice about Vernon's whereabouts and says that he is ...</p> <p>a ... at school and at church.</p> <p>b ... in his room and in the garden.</p> <p>c ... at the grocery store and at school.</p> | |

* B Discuss.

Who is to blame for what happened? Discuss in groups.

- What is the responsibility of the father?
- What is the responsibility of the mother?
- What is Anwell's responsibility?
- Could the tragedy have been avoided? How?

Grammar

1 Nouns – regular and irregular plurals

Read the text.

Ryan went up the stairs to go to bed, happy to have finished his homework. He slid into his Homer Simpson pyjamas, brushed his teeth and smiled at his reflection in the mirror. The braces were about to be removed in a few weeks' time. Suddenly the doorbell rang. It was the police! Apparently someone had used a pair of scissors to rob people of money. Now the police were looking for information. But Ryan had neither any news nor any advice to give. He closed the door, climbed the stairs and pulled out a box from under his bed. Under the scissors was all the money. He laughed out loud as he counted it.

A Find the English phrases in the text.

Example: Ryan gekk upp tröppurnar. Ryan went up the stairs.

- 1 ánægður með að hafa klárað heimavinnuna _____
- 2 Hann smeygði sér í Homer Simpson-náttfötin _____
- 3 burstaði tennurnar _____
- 4 Það átti að taka spangirnar úr _____
- 5 lögreglan leitaði að upplýsingum _____
- 6 Ryan hafði engar fréttir að færa eða ráð að gefa _____
- 7 Allir peningarnir lágu undir skærunum. _____

Regular plurals are formed by adding an **-s** ending onto the singular noun:
computer – computers (tölva – tölvur) book – books (bók – bækur)

If the singular noun ends on **-s, -sh, -ch** or **-x**, you form its plural by adding **-es**:
bush – bushes (runni – runnar)

If the noun ends on a consonant + **y**, you change the **y** to **i** to form the plural ending **-ies**:
ferry – ferries (ferja – ferjur)

Many nouns which end on **-f** or **-fe** in the singular will end on **-ves** in the plural:
werewolf – werewolves (varúlfur – varúlfar)

Some nouns ending on *-o* take a plural *-es* ending: *potato – potatoes* (kartafla – kartöflur)

There are also a few nouns with **irregular plural forms**. Here are some of the most common ones:

<i>man – men</i> (maður – menn)	<i>sheep – sheep</i> (kind – kindur)
<i>woman – women</i> (kona – konur)	<i>mouse – mice</i> (mús – mýs)
<i>child – children</i> (barn – börn)	<i>louse – lice</i> (lús – lýs)
<i>foot – feet</i> (fótur – fætur)	<i>goose – geese</i> (gæs – gæsir)
<i>tooth – teeth</i> (tönn – tennur)	<i>deer – deer</i> (hjörtur – hirtir)

* **B** Translate in your notebook.

- 1 Ég kann ekki að dansa. Mér finnst eins og ég hafi tvo vinstri fætur.
- 2 Kötturinn minn kom inn með mús í morgun. Hann elskar mýs.
- 3 Hvað myndir þú vilja eignast mörg börn?
- 4 Karlarnir klæddu sig eins og konur.
- 5 Þú getur talið kindur ef þú átt erfitt með að sofna.

Some English nouns that are used in the singular or in the plural may be used the opposite way in Icelandic. Sometimes this depends on the meaning:

advice (ráð), *furniture* (húsgagn, húsgögn), *homework* (heimavinna, heimaverkefni), *information* (upplýsingar), *money* (peningar), *news* (frétt, fréttir), *police/people* (lögregla, fólk – both used as plural nouns in English)

This means that:

- the verb needs to fit with the number of the noun: *The police are coming!* (Lögreglan er að koma!), *Such bad news is hard to take.* (Það er erfitt að kyngja svo slæmum fréttum.)
- you need to refer to the noun with a pronoun in the same number: *I'll talk to the police and I think they will agree with us. Have you read the news? It says that the killer got away.*
- *demonstrative* ("pointing") pronouns need the same number as the noun they go with: *this money* (þessir peningar), *these people* (þetta fólk)

English may sometimes have a special way of telling the plural or singular number:

a pair of glasses (glæraugu), *two flights of stairs* (tveir stigar), *an item in the news, a news item* (frétt)

C Translate to Icelandic.

- 1 Getur þú lánað mér peninga? _____

- 2 Viltu fá ráð? _____

- 3 Ég á engin húsgögn! _____

- 4 Hefur þú heyrt fréttina? _____

- 5 Upplýsingar eru mikilvægar. _____

- 6 Ég vil ekki fá þín ráð. _____

D Underline the correct alternative.

- 1 The police **was/were** looking for a robber.
- 2 Have you heard the good news? – Yes, my friend told me about **it/them**.
- 3 **Is this/are these** money your mum's? – No, **it is/they are** dad's.
- 4 Be careful on **that/those** stairs! Don't run on **it/them**.
- 5 I have bought some new furniture. Could you please help me carry **it/them** upstairs?
- 6 Bill has **much/many** homework. Can you help him with **it/them**?
- 7 Please, be quiet. That is too **much/many** information.

*** E Translate in your notebook.**

- 1 Hvar eru náttfötin mín?
- 2 Ég sá þau á baðherbergisgólfinu.
- 3 Jacob er þreyttur á spöngunum sínum.
- 4 Mér finnst þær (spangirnar) frekar flottar.
- 5 Margt fólk er með spangir.
- 6 Lögreglan hefur mikið að gera um jólin.

2 Nouns – using *much, many, a lot of, lots of*

Read the text.

Do you have lots of things to do in the mornings? Well, I have many things to do before I am ready to leave home. I spend too much time feeding everyone. I have many pets, three cats and two dogs, and they all have to be fed. The dogs spread their food all over the floor and I have to clean up after them. The cats are playful and try to include me in their games. There isn't much time left for me to get ready and many days I have to shower in a flash.

A Find these phrases in the text.

1 hefur mikið að gera á morgnana _____

2 ýmislegt að gera _____

3 of miklum tíma _____

4 mörg gæludýr _____

5 mikill tími _____

6 suma daga _____



Much means 'mikill' and is used in front of uncountable nouns:

never much coffee (aldrei mikið kaffi), *not much air* (ekki mikið loft),
too much rain (of mikil rigning)

Many means 'margir' and is used in front of countable nouns: *many dogs* (margir hundar), *many books* (margar bækur), *many windows* (margir gluggar)

A lot of and **lots of** may be used in front of both uncountable and countable nouns:

a lot of friends, lots of friends (margir vinir), *a lot of love, lots of love* (mikið af ást, mikil ást)

B *Much or many.*

- 1 _____ people
- 2 _____ feelings
- 3 _____ love
- 4 _____ wind
- 5 _____ money
- 6 _____ sheep
- 7 _____ men

C Fill in the gaps with words from the box below.

many	much	lots	a lot
------	------	------	-------

I have so (1) _____ things to tell you! First of all, I want to tell you that I am having so (2) _____ fun in Brighton. I haven't been here for so (3) _____ days yet, but I have already made (4) _____ of friends. I often go to the beach with a girl named Penny, and (5) _____ of our other friends usually come with us. In the evenings there are also (6) _____ different activities –dancing at a disco, a nice meal at one of the (7) _____ restaurants and there are (8) _____ of movies to watch. Am I having a good time? Very (9) _____ so!

3 Nouns – indefinite and definite articles

Read the text.

“What a mess you’ve made!” Mum was yelling at me in a loud voice. I didn’t answer her, even though it was a lie. I hadn’t used the kitchen, but my friends had made sandwiches and then they were in a hurry to catch a bus home. It’s a pity I didn’t check the kitchen. Mum really gives me a headache sometimes. She is a nurse and works late once a week. That makes her tired and puts her in a bad mood, and because I’m an only child she takes it out on me. It’s really not fair. I have a right to exist too!

A Translate these phrases from the text into Icelandic.

- 1 What a mess _____
- 2 in a loud voice _____
- 3 it was a lie _____
- 4 they were in a hurry _____
- 5 to catch a bus home _____
- 6 gives me a headache _____

B Translate these phrases from the text into Icelandic.

- 1 Það er synd _____
- 2 Hún er hjúkrunafræðingur _____
- 3 vinnur fram eftir einu sinni í viku _____
- 4 í vont skap _____
- 5 ég er einbirni _____
- 6 Ég hef líka rétt á að vera til! _____



When you use the indefinite article in English, it needs to be *a* in front of a consonant sound but *an* in front of a vowel sound:

a camera (myndavél),
a CD (geisladiskur),
an angel (engill),
an hour (klukkustund).

You use the indefinite article:

- when you are talking about what something is or may become (note how Icelandic does not need any indefinite article here): *Hannah wants to become a journalist.* (Hannah ætlar að verða blaðamaður.) *Heather is a vegetarian.* (Heather er grænmetisæta.)
- when you mean how much or how often: *Nicole swims twice a week/a day.* (Nicole syndir tvisvar í viku/á dag.)

* **C** Translate in your notebook.

- 1 Ég er nemandi.
- 2 Ég ætla að vinna sem bréfberi næsta sumar.
- 3 Ég held að mig langi til að verða kokkur.
- 4 En mest af öllu langar mig til að verða atvinnumaður í knattspyrnu.
- 5 Ég æfi fótbolta þrisvar í viku.
- 6 Ég er markmaður.
- 7 Bíllinn okkar kemst bara upp í 100 km hraða á klukkustund.

The indefinite article is often used

- with a countable noun that is in the singular:
I've got a job this summer! (Ég er búin að fá vinnu í sumar!)
The man had a long beard. (Maðurinn var með sítt skegg.)
- in expressions which you might try to remember:
an only child (einbirni), *have a headache* (vera með höfuðverk),
be in a hurry (flýta sér), *at a distance* (í fjarlægð).

* **D** Translate in your notebook.

- 1 Ég tala við mömmu með lágri röddu.
- 2 Ég segi henni að hún láti mig fá hausverk.
- 3 Síðan flýti ég mér inn í herbergið mitt.
- 4 Ég heyri í fjarska hvernig hún öskrar á mig.
- 5 Eins og vanalega hættir hún eftir tíu mínútur.
- 6 Síðan segi ég henni að ég hafi vinnu næsta sumar.
- 7 Það er próf hjá mér á morgun.

The definite article *the* is pronounced [ðə] when it comes in front of a consonant sound, *the fire* (eldurinn), but [ði:] in front of a vowel sound, *the air* (loftið).

Read the text.

Something must be wrong in society. People say that youth is the best time of your life. But to tell you the truth, being a teenager is hard. It seems like you do everything wrong. I play the flute and the guitar, I practise the tango once a week and I'm quite good at the 110m hurdles, but Dad claims I'm always on the phone or chatting on the Internet. But he is the one who is always dozing in front of the telly!

E Translate these phrases from the text.

- 1 Það hlýtur eitthvað að vera að í samfélaginu. _____

- 2 unglingsárin séu besti tími lífsins _____

- 3 geri allt rangt _____

- 4 Ég leik á þverflautu og gítar _____

- 5 ég æfi tangó _____

- 6 ég er nokkuð góð í 110 m grindahlaupi _____

- 7 það er hann sem er alltaf dottandi fyrir framan sjónvarpið! _____

The definite article is generally used the same way as in Icelandic, but there are some exceptions:

- Expressions with certain adjectives:
the following day (næsta dag), *in the opposite direction* (í öfuga átt), *the usual way* (á venjulegan hátt), *the wrong bus* (rangur strætisvagn), *the right bus* (réttur strætisvagn)
- In most cases when speaking of directions:
the north, the south, the east, the west, the left, the right
- Generally in *play* + hljóðfæri:
play the piano (leika á píanó)
- With each sports event but not for the kinds of sports:
She won the 100m and was third in the long jump. (Hún vann 100 m hlaup en varð þriðja í langstökki.) *He is very good at the jive but prefers the tango.* (Hann er mjög góður í jive en tekur tangó fram yfir.) *She is good at athletics/basketball/chess.* (Hún er góð í frjálsum íþróttum/körfubolta/skák.)
- Inside certain expressions:
tell the truth (segja satt), *listen to the radio* (hlusta á útvarp), *be on the phone* (tala í síma)
- With the names of restaurants, pubs, hotels, museums, theatres, cinemas and newspapers:
the Ritz, the Globe, the British Museum
- With the names of oceans, rivers, canals and deserts:
the Pacific Ocean, the Thames, the Suez Canal, the Sahara
- In front of names in the plural:
the Pyrenees, the Faroes/Faroe Islands, the Stevensons
- Usually you should not use the definite article with *school, hospital* and *church* unless you mean the buildings themselves.

* **F** Translate in your notebook.

- 1 Sam ók í vitlausa átt.
- 2 Hann beygði ekki til vinstri við brúna.
- 3 Hann ætlaði að fara í suðurátt.
- 4 Hann fipaðist við að hlusta á útvarpið.
- 5 Hann hefði átt að aka í öfuga átt.
- 6 Hann fann ekki skólann.
- 7 Sam fékk ekki að spila á gítar þetta kvöld.

Some English words and phrases do **not** take the definite article where you expect it from Icelandic:

- *society* (samfélagið), *fate* (örlögin), *youth* (æskan), *death* (dauðinn), *life* (lífið), *love* (ástin)
- Some expressions about meals or the time:
at night (um nóttina), *ate lunch/supper there* (borðaði hádegis-/kvöldmatinn þar)
- names of public places such as squares or parks:
Red Square, *Central Park* (berðu til dæmis saman við Hljómskálagarðið, Listigarðið).

* **G** Translate in your notebook.

- 1 Lífið er sterkara en dauðinn.
- 2 Kannski voru þetta örlögin.
- 3 Hann hafði skipt um skoðun undir kvöldið.
- 4 Við fengum morgunmatinn á hótelinu.
- 5 Hann saknaði ekki viðburðaríka lífsins á Trafalgar Square.

H The definite article or not? Either write *the* or leave a blank.

- | | |
|------------------------------|-----------------------------------|
| 1 _____ Observer (newspaper) | 15 _____ Dog and the Duck (pub) |
| 2 _____ Victoria Station | 16 _____ Imperial War Museum |
| 3 _____ New York Times | 17 _____ Daily Telegraph |
| 4 _____ Greenwich Park | 18 _____ St. James' Park |
| 5 _____ Panama Canal | 19 _____ Shaftesbury Avenue |
| 6 _____ Coventry Street | 20 _____ Tower Bridge |
| 7 _____ National Gallery | 21 _____ Arts Theatre |
| 8 _____ Savoy Hotel | 22 _____ Cineplex Odeon (cinema) |
| 9 _____ Rhône (river) | 23 _____ North Sea |
| 10 _____ Leicester Square | 24 _____ Windsor Castle |
| 11 _____ Big Ben | 25 _____ Guernsey Channel Islands |
| 12 _____ Atlantic Ocean | 26 _____ Alps |
| 13 _____ Queen's Theatre | 27 _____ Silver City (cinema) |
| 14 _____ Hard Rock Cafe | 28 _____ Buckingham Palace |

4 Pronouns – relative pronouns

Read the text.

Ruby, who is in my class, has a boyfriend whose ex girlfriend, Abigail, lives next-door to James.

James, whose family moved in just a couple of months ago, says Abigail is crying so loudly that he can hear it in his house!

James' house, which looks really posh, must have thin walls!

Abigail has accused Ruby of stealing her boyfriend, which simply isn't true. She even called Ruby names on the Internet and published ugly pictures of her, which is illegal!

Jack, the boyfriend that I'm talking about, claims it was Abigail who ended the relationship. What I get to hear is a complete mess to me.

A Find these phrases in the text.

- 1 Ruby, sem er í sama bekk og ég _____

- 2 kærasta sem býr við hliðina á fyrrverandi kærustu _____

- 3 James, sem er í fjölskyldunni sem flutti í _____

- 4 hús James sem er mjög flott _____

- 5 Hún ... setti inn ljótar myndir af henni, sem er ólöglegt! _____

- 6 kærastinn sem ég er að tala um _____

- 7 það var Abigail sem batt enda á sambandið _____

B Underline all of the relative pronouns that you can find in the box above.

A relative pronoun points back (relates) to a person or thing that has already been mentioned:

who – ‘sem’ (people):

Abigail, who makes such a great stir, must be miserable.

(Abigail, sem veldur svo miklu fjaðrafoki, hlýtur að vera vansæl.)

which – ‘sem’ (animals and things):

The house which James’ family bought is very luxurious.

(Húsið sem fjölskylda James keypti er mjög íburðarmikið.)

which – ‘sem/en það’ (pointing back to a longer idea or even most of a sentence):

Ruby is going to report Abigail to the police, which is understandable.

(Ruby ætlar að kæra Abigail til lögreglunnar, sem er skiljanlegt.)

that – ‘sem’ (can sometimes be used instead of *which* and sometimes even instead of *who*):

I saw one of the pictures that Abigail had published.

(Ég sá eina af myndunum sem Abigail hafði birt.)

whose – (There is no such pronoun in Icelandic. If there were it would be the possessive (eignarfall) of *sem*.):

Jack, whose love life is the cause of all this, seems quite calm.

(Jack virðist frekar rólegur en það er ástalið hans sem veldur þessu öllu.)

what – ‘það/sem/’:

What Abigail is doing is almost a crime.

(Það sem Abigail er að gera jaðrar við að vera glæpur.)

C Choose the correct pronoun from the box.

which	that	who	whose	what
-------	------	-----	-------	------

- The rumour of Abigail’s loud crying, _____ was started by James, sounds weird.
- Ruby has talked to Mrs Davis, _____ is our teacher, about her problems.
- _____ I told you, should stay between you and me.
- The dog belongs to Ruby, _____ adores it.
- I can’t help envy Ruby _____ life seems easy and complicated at the same time.
- Emily, _____ is one of my best friends, tells me to forget it.
- The film, _____ is said to be the best coming up this year, is about the spreading of rumours.

* D Translate in your notebook.

- Hávaxni strákurinn, sem situr þarna, er James.
- Bíómyndin, sem við sáum í gær, var vonbrigði.
- Ruby, sem á kærastann sem yfirgaf hana, á nýtt áhugamál.
- Bloggið hennar, sem er mjög áhugavert, er lesið af mörgum.
- Það sem þú getur lesið í því er eins og sápuópera.
- Abigail, sem virkar hamingjusöm núna, talar ekki við James.
- Allt sem hefur gerst upp á síðkastið er óraunverulegt.

5 Verbs – the present simple and present continuous

Read the text.

Marcus is staring at the box. He is trying to open it gently and is dying to show its contents to his friend Noel. Noel is leaning over his shoulder. Suddenly they hear someone coming down the hall. Marcus holds the box tightly against himself and whispers: "I'll meet you in the café at noon."
"Make sure no one sees you with that box," Noel says.

A Find these phrases in the text.

- 1 Marcus starir á kassann. _____
- 2 Hann er að reyna að opna hann. _____
- 3 og langar svo að sýna innihaldið _____

- 4 Noel hallar sér yfir öxlina á honum _____

- 5 þeir heyra einhvern koma _____
- 6 Marcus heldur á kassanum _____
- 7 Sjáðu til þess að enginn sjái þig _____

There are two kinds of present tense for most English verbs.

The following verbs are all written in **present simple** tense:
go, goes, want, wants, read, reads, find, finds.

You use this tense to tell about habits or what often happens:
I see you every Wednesday. (Ég hitti þig á hverjum miðvikudegi.)
She often wears a blue shirt and white trousers at work.
(Hún er oft í blárrí blússu og hvítum buxum í vinnunni.)

The **present continuous** is made up of some form of the helping verb *be* and an *-ing* ending on the main verb. Use the present continuous:

- when an action is going on right now: *I am reading a good story, so leave me alone.* (Ég er að lesa góða sögu, svo láttu mig í friði.)
- when an action is not yet finished and will continue: *I am reading a long book.* (Ég les/er að lesa.)
- sometimes when an action has been decided on: *We are meeting them after school to go swimming.* (Við ætlum að hitta þau eftir skóla til að fara í sund.)

B Change the simple present tense to the present continuous tense.

- 1 I watch him closely. _____
- 2 You write beautiful poems for me. _____

- 3 She tries to listen. _____
- 4 We dance together. _____
- 5 They make delicious food for the guests. _____

C Choose whether to use the simple or the present continuous tense.

“I (1) _____ (*go/am going*) crazy!

I (2) _____ (*take/am taking*) a walk here every day and that old, fat cat always (3) _____ (*has/is having*) a mischievous grin on its face!”

“Relax, it always (4) _____ (*does/is doing*) that when someone (5) _____ (*passes/is passing*).”

“Well, it (6) _____ (*has/is having*) the same effect on me every time. I (7) _____ (*get/am getting*) shakier by the minute!

D Complete these sentences with the words given, using the present continuous tense.

- 1 I – have – fun. _____
- 2 You – read – the newspaper. _____
- 3 He – write – a letter to his uncle. _____
- 4 She – eat – a nice meal. _____
- 5 It – rain – cats and dogs. _____
- 6 We – make – an exception for you. _____

*** E Translate the following sentences in your notebook, then mark the sentences which use the present continuous tense.**

- 1 Ég fer í leikfimi á mánudögum.
- 2 Ég borða alltaf Kínamat á þriðjudögum.
- 3 Fanný vinkona mín kemur alltaf í heimsókn til mín á fimmtudögum.
- 4 Föstudagar eru dásamlegir. Þá fer ég á veitingastað með bróður mínum.
- 5 Um helgar slappa ég af.

6 Verbs – the past simple and past continuous

Read the text.

I was watching my dog, Elton. I felt excited as I was witnessing the result of many weeks of training “fetch”. My four-month-old puppy had fetched basically anything – toys, small branches, bones and tennis balls. Now he was standing in front of me with a happy and proud twinkle in his brown eyes. He thought I had thrown something. I was holding my breath, hoping that he wouldn’t let go of the object in his mouth before I had the chance to grab it. I was approaching him ever so slowly, so that I could reach my unique handmade wooden flute.

A Find these phrases in the text.

- 1 Ég var að horfa á hundinn minn _____
- 2 ég varð vitni að árangrinum _____
- 3 Nú stóð hann fyrir framan mig _____
- 4 Ég hélt niðri í mér andanum _____
- 5 vonaði að hann myndi ekki sleppa hlutnum _____
- 6 Ég nálgast hann _____

You can use the past tense to tell about something that happened a few minutes or even much longer ago. In English, you need to learn to use two sorts of past tense, the past simple and the past continuous:

The **simple past** is used for something which was finished in the past or which often happened then:

I talked to him on the phone last night.

(Ég talaði við hann í síma í gærkvöldi.)

I usually visited Grandma on Sundays.

(Ég heimsótti ömmu vanalega á sunnudögum.)

The **past continuous** is used to describe an action which was not finished and which continued:

I was talking on the phone when he came home.

(Ég var að tala í símann þegar hann kom heim.)

We were waiting for Jessie to show up outside the cinema.

(Við biðum eftir því að Jessie birtist fyrir utan bíóið.)

The past continuous *can be used with was/were going to*.

Then it has the meaning of ‘ætla’:

I was going to talk to her, but she disappeared.

(Ég ætlaði að tala við hana en hún hvarf.)

B Fill in the blanks with the correct form of the verb.

was listening	were leaving	was looking	were asking
---------------	--------------	-------------	-------------

- 1 We _____ the restaurant when we bumped into an old friend.
- 2 They _____ about my parents, whom they hadn't seen for a long while.
- 3 He _____ deep into her eyes and wanted to say that he loved her.
- 4 She _____ to her colleague, who had important things to say.

C Finish the sentences.

- 1 I know _____ (*hvað hún var að gera*)
- 2 She had no idea _____ (*hvað þau voru að segja við pabba*)
- 3 We wanted to know _____ (*hvað þið voruð að spila*)
- 4 You lost track of time _____ (*þegar þú varst að tala við hann*)
- 5 He had a feeling _____ (*að hún væri að plata hann*)

D Fill in the blanks with the past simple or past continuous.

take	be	go	have	plan	realize	stay	board	can	be
------	----	----	------	------	---------	------	-------	-----	----

When I (1) _____ four years old, my parents (2) _____ me to England for the first time. When my parents (3) _____ the trip, they (4) _____ that my baby sister (5) _____ not come with us. She (6) _____ just too young. So my grandmother (7) _____ at home with her in Sweden. When we (8) _____ the ferry to Felixstowe, I (9) _____ butterflies in my stomach. I (10) _____ to see my cousin Mark and his parents for the first time.

*** E Translate in your notebook.**

- 1 Ég var að tala þegar hún æddi inn.
- 2 Þú varst að skrifa bréf á meðan ég horfði á sjónvarpið.
- 3 „Afsakaðu, hvað varstu að segja?“ spurði hann.
- 4 „Ég var að útskýra hvers vegna þú verður að fara núna,“ sagði ég.

7 Verbs – using the *-ing* ending after certain expressions, prepositions or other verbs

Read the text.

Mum: I really enjoy doing the dishes.

Son: Well, I detest doing them. I just can't stand seeing the piles of greasy pots and pans, plates and cutlery.

Mum: Please stop whining about it. You know, for me it's a moment when I get some peace of mind. I can't help noticing that very often I get my best ideas over the sink.

Son: Well, I can't help thinking you're only saying that to make me do them.

Mum: I wouldn't dream of it! In any case, don't put off doing the laundry tonight with your sis, otherwise you won't be going to the concert on Saturday.

Son: Relax Mum! I really just want to go skating with my pals actually.

A Find these phrases in the text.

- 1 Mér finnst virkilega gaman að þvo upp. _____

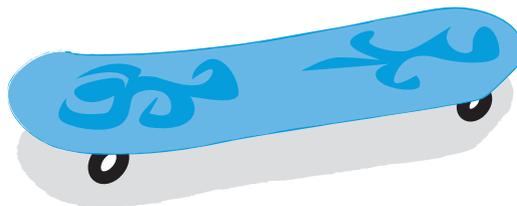
- 2 Ég hata það. _____

- 3 Ég þoli hreinlega ekki að sjá _____

- 4 Ég kemst ekki hjá að taka eftir _____

- 5 ég get ekki að því gert að halda _____

- 6 mig langar í rauninni bara að fara á hjólabretti með vinum mínum _____



The *-ing* ending is often put on a verb which follows one of the verbs below. Note that Icelandic might use the word 'að' between them and put no ending on the second verb:

<i>admit</i> (viðurkenna, játa)	<i>detest</i> (fyrirlíta)	<i>mind</i> (vera sama)
<i>avoid</i> (forðast)	<i>enjoy</i> (njóta)	<i>resist</i> (streitast á móti)
<i>can't help</i> (get ekki hjálpað)	<i>escape</i> (flýja)	<i>risk</i> (hætta á)
<i>can't stand</i> (þoli ekki)	<i>fancy</i> (hrifinn af)	<i>stop</i> (hætta)
<i>deny</i> (neita)	<i>finish</i> (hætta, ljúka)	<i>suggest</i> (leggja til)
<i>dislike</i> (líkar ekki)	<i>keep</i> (halda áfram)	

The verb *go* can also call for *-ing* on the second verb if that verb tells some kind of activity:

go skiing (renna sér á skíðum), *go skating* (renna sér á skautum), *go fishing* (fara að veiða), *go dancing* (fara og dansa), *go sky-diving* (fara í fallhlífarstökk)

B Complete each sentence with a phrase that fits from the box.

... doing our homework so late.	... looking into my eyes!
... seeing her mum every Sunday.	... making your important decision anymore.
... taking Chinese lessons with his tutor.	... trying to understand their stubborn cousins.

- 1 She doesn't mind _____
- 2 You can't put off _____
- 3 Finally, they gave up _____
- 4 We have to stop _____
- 5 Please don't avoid _____
- 6 He really wants to go on _____

C Translate to Icelandic.

- 1 I don't want to risk losing my money. _____

- 2 You have to keep doing your best! _____

- 3 They can never escape doing the chores at home. _____

- 4 We have to resist eating that last piece of pie! _____

- 5 Does he mind giving me a few minutes to relax, do you think? _____

* **D** Translate in your notebook.

- 1 Ég get ekki neitað því að mér líkar mjög vel við hann.
- 2 Hættið að stríða hvort öðru!
- 3 Langar ykkur í bíó í kvöld?
- 4 Okkur mislíkar þegar gripið er fram í fyrir okkur.
- 5 Haltu áfram að reyna!

In some cases you have a choice. After some verbs, the second verb can either follow *to* or take an *-ing* ending:
begin, start, continue, remember, forget, hate, like, love
I love doing nothing on Sundays. / I love to do nothing on Sundays.
 (Ég elska að gera ekki neitt á sunnudögum.)
She hates leaving home in the morning. / She hates to leave home in the morning. (Hún hatar að fara að heiman á morgnana.)

After a preposition, English never uses *to* + a verb without an ending, as Icelandic might. Instead, the verb simply takes an *-ing* ending:

'Ég hef áhuga á að læra.'	<i>I am interested in learning.</i>
'Hann er hrifinn af því að syngja.'	<i>He is fond of singing.</i>
'Þau eru þreytt á að bíða.'	<i>They are tired of waiting.</i>

Here are some very common expressions which include such prepositions:
interested in (hefur áhuga á), *fond of* (hrifinn af), *guilty of* (sekur um), *good at* (góður í), *bad at* (lélegur í), *go on* (halda áfram), *put off* (fresta), *give up* (gefast upp), *talk about* (tala um), *accuse of* (saka um), *look forward to* (hlakka til)

Read the text.

Instead of doing the laundry this Saturday, I decided to visit my friend. She is very interested in singing and is fond of going to the opera. Earlier, over the phone, we talked about going to the movies, but now she had changed her mind.

"I have to apologise for changing my mind, but I've just seen the advert now and I'm really hoping you'll come with me to see the Magic Flute tonight," she said.

"I'll go with you. I'm not very keen on going, but next time we'll go to the movies, ok? And it's better than doing laundry," I said.

E Find these phrases in the text.

- 1 Í stað þess að þvo _____
- 2 Hún hefur mikinn áhuga á að syngja _____



- 3 og er hrifin af að fara á óperu _____

- 4 töluðum við um að fara í bíó _____

- 5 Ég verð að biðjast afsökunar á að hafa skipt um skoðun _____

- 6 ég vona innilega að þú komir með mér _____

- 7 Ég er ekki svo æst(ur) í að fara _____

F Translate the text in brackets into English. Then translate the whole sentence into Icelandic.

- 1 He is fond _____ (af að elda mat).

- 2 We are interested _____ (á að lesa skáldsögur).

- 3 I am good _____ (í að tala ensku).

- 4 You are bad _____ (í að ljúga).

- 5 They are really looking forward _____ (að hitta þig).

- 6 She was accused _____ (fyrir að stela).

- 7 We often talk about _____ (að byrja saman aftur).

8 Verbs – especially important helping verbs

Here is a group of very important helping verbs, called the modals: *can, could, may, might, shall, should, will, would, must, be able to, be allowed to.*

The above verbs are never used after do/does/did. Also, they take no -s ending in the third-person singular (for example after *he, she or it*).

Can, could – be able to

Read the text.

When I went skiing for the first time I thought “I will never be able to make it!” I couldn’t even hold the sticks properly. But my friends did everything they could to help.

Jackie said: “I know that you can do it, with a little practice.”

She has always been able to help me out. Before that day I hadn’t been able to ski at all, but now it didn’t seem so hard anymore.

My friends always do everything they can to support me.

A Find these phrases in the text above.

- 1 Ég á aldrei eftir að geta þetta! _____

- 2 Ég gat ekki einu sinni haldið almennilega á stöfunum. _____

- 3 En vinir mínir gerðu allt sem þeir gátu til að hjálpa mér. _____

- 4 Ég veit að þú getur þetta, _____

- 5 Hún hefur alltaf getað hjálpað mér. _____

- 6 Fyrir þennan dag kunni ég alls ekkert á skíði _____

- 7 Vinir mínir gera alltaf allt sem þeir geta _____

Can and *could* mean 'get', 'gat' or 'gæti'. However, in many cases you have to use *be able to*.

In the present and past tenses, you may sometimes choose whether to use *can/could* or *be able to*.

In the present perfect tense, *has* or *have* is needed as a helping verb in front of *be able to*, so you have to choose between them by thinking about the subject of the verb.

Present	get	<i>can/am, is, are able to</i>
Past	gat	<i>could/was, were able to</i>
Present perfect	hef getað	<i>has/have been able to</i>
Past perfect	hafði getað	<i>had been able to</i>
Future	mun geta	<i>will be able to</i>

In the future tense, you can shorten *will not* to *won't*.

B Fill in the correct tense of *can/be able to*.

- I hope to do it some day, but I _____ never _____ thank you enough!
- You _____ see him standing over there now.
- Yesterday, he _____ move his things to his apartment.
- They had seen the burglar, but unfortunately they _____ catch him.
- Today, we had a great day and we _____ ski without falling the whole day.

Must

Read the text.

You really must come and see me, so that we can talk things out. I am sorry that I had to leave so quickly the other day, and I want to make it up to you by inviting you to dinner on Sunday evening. We have had to reschedule our meetings several times, but this time we will just have to make it! Please come to my place on Sunday at seven p.m.!

Best wishes

Nellie

P.S. You don't have to bring anything, dinner is on me.

And you mustn't leave early!

A Find these phrases in the text.

- Þú bara verður að koma _____
- ég varð að fara _____

- 3 Við höfum orðið að endurbóka fundi okkar _____

- 4 Í þetta sinn verðum við bara að ná þessu _____

- 5 Þú þarft ekki að hafa neitt með þér _____

- 6 Og þú mátt ekki fara snemma heim! _____

Must means 'verð', but you can only use it in the present tense.

Otherwise, you must use some form of *have to* instead:

I must tell you something.

(Ég verð að segja þér svolítið.)

She had to tell you the truth.

(Hún varð að segja þér sannleikann.)

We have had to make a change in the schedule.

(Við höfum orðið að gera breytingu á áætluninni.)

He had had to stay there all night.

(Hann hafði verið tilneyddur að dvelja þar alla nóttina.)

They will have to go there as soon as possible.

(Þau munu þurfa að fara þangað svo fljótt sem auðið er.)

Yet another way to say 'verða' is *be forced to*, and you can change the *be* to form any tense:

They had been forced to leave.

Be careful about these points!

don't/doesn't have to means 'þarf ekki', 'verð ekki':

I don't have to go there. (Ég þarf ekki að fara þangað.)

must not means 'fæ ekki', 'má ekki':

I mustn't go there. (Ég má ekki fara þangað.)

* **B** Translate in your notebook.

- 1 Ég verð að hitta hann klukkan korter yfir eitt.
- 2 Ég þarf/verð virkilega að hitta þig eins fljótt og hægt er!
- 3 Hann varð að fara.
- 4 Við verðum/neyðumst til að vinna í alla nótt.
- 5 Þau urðu að bóka sig inn á hótél.

May and might

Read the text.

“May I see your ID?” the policeman said when he stopped me while I was driving down Queen Street.
 “I might be in trouble,” I thought to myself.
 “Excuse me Miss. May I have your attention? You seem a little absent-minded.”
 “Oh sorry,” I said. “May I ask you not to look too closely at the photo in my driver’s license, it’s a hideous picture.”
 “If I may say so,” the policeman said, “this might be the funniest photo I have seen so far. You must have had a really bad hair day. You may drive on. You are not the woman we are looking for.”

A Find these phrases in the text.

- 1 Má ég sjá skilríkin þín? _____
- 2 Ég gæti verið í vandræðum. _____
- 3 Viltu taka eftir? _____
- 4 Má ég biðja þig að horfa ekki _____
- 5 Ef ég má segja það _____
- 6 Þú mátt halda áfram. _____

May and *might* mean ‘má’ or ‘getur’ and often mean that something could happen or is possible but is not certain. These two words are often more polite than *can/could*, and do not tell whether someone knows how to or is strong enough to do something, as *can/could* often do.

May is used for the meaning of ‘kannski’:

I may see you tonight. (Ég hitti þig kannski í kvöld.)

I can see you tonight. (Ég get hitt þig í kvöld.)

Might is sometimes felt to be even more polite or less certain than *may*.

You can use these two modals in a perfect tense:

I might have done it before. (Ég hef kannski gert þetta áður.)

B Fill in the blanks with *may*, *might* or *might have*.

- 1 _____ I borrow the photo album for a moment, please?
- 2 Yes you _____.
- 3 Wow, this _____ be news for you. Did you know that Aunt Augusta had an orange tree in her garden?
- 4 You _____ be the strangest person I know. Of course I knew about the tree.
- 5 It looks like a baby tiger lying at her feet. Who _____ given her such an exotic animal?

* **C** Translate in your notebook.

- 1 Þú mátt ekki gera þetta!
- 2 Má hún setjast hér?
- 3 Þetta gæti verið mikilvæg vísbending.
- 4 Má ég bera fram spurningu?
- 5 Þetta gæti verið satt.
- 6 Þetta er kannski lygi.
- 7 Hver hefði getað séð hann?

Shall and will**Read the text.**

“What shall we do about this mess?” My aunt was staring at my hair that had now turned green. I had asked her to help me dye my hair and something had gone terribly wrong. “Shall I tell your neighbour to come and have look at it?”

“No,” I said. “He will only laugh at me. And so will his sister, when she sees what happened. She is a hairdresser and she will laugh her head off. I will go to the salon tomorrow and get this fixed. And I won’t return until I am pleased with my hair!”

A Find these phrases in the text.

- 1 Hvað eigum við að gera við þessu veseni? _____

- 2 Á ég að segja nágretta þínum að koma _____

- 3 Hann á bara eftir að hlæja að mér. _____

- 4 Og líka systir hans _____

- 5 hún á eftir að hlæja sig í hel. _____

- 6 Ég fer á hárgreiðslustofuna á morgun _____

- 7 Og ég kem ekki til baka fyrr en ég er ánægð _____

Shall means 'á/mun' and you use it when you want a personal answer or some advice. Since you are asking, you can only use *shall* in the first person singular or plural (which would usually be with *I* or *we*):

Shall I call him tonight? (Á ég að hringja í hann í kvöld?)

What shall we do about this? (Hvað eigum við að gera í þessu?)

Note this! *Shall we?* at the end of a sentence means 'eða hvað?'

Will means 'ætla' or 'mun'. It is used for all persons and for both singular and plural:

We will see him tomorrow at five. (Við ætlum að hitta hann kl. fimm á morgun.)

The negative *will not* can be shortened to *won't*:

She won't forget about her friends. (Hún mun ekki gleyma vinum sínum.)

In affirmative (positive) sentences, *will* can be shortened to *'ll*:

I'll: I'll meet you there. (Ég mun hitta þig þar.)

B Fill in the blanks with words from the box.

won't	shall	will	shall we
-------	-------	------	----------

"(1) _____ we go on a holiday trip?" Alison asked. "I have planned one for us." "Of course! (2) _____ we visit several countries?" I asked.

"Yes, we (3) _____ definitely visit more than one," she answered.

"We (4) _____ leave soon and (5) _____ be back until next month.

We (6) _____ make a trip around the world!" I gasped and then laughed.

"Let's move now, (7) _____?" Alison said. "We (8) _____ return for several weeks, so make sure you pack everything you need!"

* C Translate in your notebook.

- 1 Á ég að koma og heimsækja þig á morgun?
- 2 Já, gjarnan. Ég segi fjölskyldunni minni að koma líka.
- 3 En skemmtilegt. Eigum við að fara saman í bíó?
- 4 Já, gerum það. Foreldrar mínir koma líka.
- 5 Þeir munu ekki þekkja þig aftur!

Should**Read the text.**

I needed to start practising driving as soon as possible. If I played my cards well, I should have my driver's licence by Christmas. I had tried to practise driving with Dad, but he was just nagging about what I should and should not do behind the wheel: "Oh no, look out for that pedestrian, they really should walk on the other side of the street to be safe ..." and "Watch out, be careful not to speed – you shouldn't be afraid of using the breaks ..."

I should have known that driving with Dad would be like that. But perhaps I ought to thank him for teaching me how to be careful.

A Find these phrases in the text.

- 1 Ef ég héldi rétt á spilunum ætti ég að fá ökuskrifteinið um jólin. _____

- 2 um hvað ég ætti og ætti ekki að gera undir stýri _____

- 3 þau ættu svo sannarlega að ganga _____
- 4 þú þarft ekki að vera hræddur við _____
- 5 Ég hefði mátt vita að það yrði svona að keyra með pabba. _____

- 6 ég ætti kannski að þakka honum _____

Should means 'ætti'. You use it when you are giving or asking for advice, or when you want someone to act differently:

I think you should tell him what's going on. (Ég held þú ættir að segja honum hvað gengur á.)

What do you think I should do now? (Hvað finnst þér að ég ætti að gera núna?)

They really shouldn't talk to him like that! (Þau ættu í raun ekki að tala svona við hann!)

You can sometimes use *ought* to instead of *should*:

You ought to do that really soon. (Þú ættir að gera þetta mjög fljótlega.)

*** B Translate in your notebook.**

- 1 Þú ættir að sjá til þess að þú fái að hitta hana aftur.
- 2 Hann skilur ekki hvað hann þarf að gera.
- 3 Við ættum að elda saman kvöldmat oftar.
- 4 Þau hefðu átt að vita hvað gekk á.
- 5 Ég held að þú hefðir átt að hlusta á mömmu þína.

Would

Read the text.

When Annie called to ask if I would like to play computer games with her tomorrow I had to say I couldn't. I had promised to accompany Erica to an audition. She said she'd really like me to be there to support her. Erica would have had a part in a play long ago, if she weren't so shy. Annie asked if she could come too, as she would like to attend an audition. So I gave Erica a call and told her that Annie would like to come too. It was OK with her, and we decided that we would all go to a café close to the theatre afterwards.

A Find these phrases in the text.

- 1 hvort ég myndi vilja koma í tölvuleiki _____

- 2 hún myndi virkilega vilja að ég væri þar _____

- 3 Erica hefði fengið hlutverk í leikriti fyrir löngu ef hún væri ekki svona feimin.

- 4 Annie spurði hvort hún mætti koma líka _____

- 5 hún myndi vilja fara með _____

- 6 við ætluðum allar á kaffihús nálægt leikhúsinu _____



Would means 'myndi':

They said that they would do it later. (Þau sögðu að þau myndu gera það seinna.)

Would is often used with the conjunction *if* (ef). See also conditional clauses on Page 172.

I would see you more often, if I had the time. (Ég myndi hitta þig oftar ef ég hefði tíma.)

Speaking of the past, *would* can also mean 'vera vanur':

On Tuesdays, I would go shopping for fresh bread. (Á þriðjudögum var ég von að fara og kaupa nýbakað brauð.)

With *have*, *would* can form a perfect tense:

I would have done my laundry yesterday, if I hadn't run out of detergent.

(Ég hefði þvegið þvottinn minn í gær ef ég hefði ekki orðið uppiskroppa með þvottaefni.)

***Would* can also help you ask politely:**

Would you be so kind and help me with this? (Vildirðu vera svo væn(n) að hjálpa mér með þetta?)

B Would or would have?

- 1 I asked him if he _____ told me the truth. (*would/would have*)
- 2 He _____ never do anything like that, I know it. (*would/would have*)
- 3 We _____ go down to the beach and sunbathe in the morning. (*would/would have*)
- 4 If they knew anything about it, they _____ said so. (*would/would have*)
- 5 She is the kind of person that _____ stay calm, even if she was yelled at. (*would/would have*)
- 6 _____ you like some dessert now? (*would/would have*)
- 7 No thanks, but I _____ liked some an hour ago. (*would/would have*)

Be allowed to

Read the text.

I wasn't allowed to go to the training today. To attend it you have to be well and I have had the flu for a week. I will probably be allowed to participate next week, but who knows? Our trainer has rigorous rules. He won't allow anyone to come near the team until he knows that they are completely well. We are only allowed to sit on the bench and watch at a distance.

A Find these phrases in the text.

- 1 Ég fékk ekki að fara á æfinguna _____
- 2 Mér verður sennilega leyft að taka þátt _____
- 3 Hann leyfir engum _____
- 4 Við fáum bara að sitja _____

Be *allowed* to means 'að mega / fá leyfi til að'. You simply change the helping verb *be* to fit the tense, number and person:

Present:	<i>I am allowed to go there. (Ég má fara þangað.)</i>
Past:	<i>She was not allowed to see him. (Hún mátti ekki hitta hann.)</i>
Present perfect:	<i>You have been allowed to do this. (Þú hefur fengið leyfi til að gera þetta.)</i>
Past perfect:	<i>They had been allowed to do business with us. (Þau höfðu fengið leyfi til að eiga viðskipti við okkur.)</i>
Future:	<i>We will be allowed to speak to him on the phone. (Við munum fá leyfi til að tala við hann í síma.)</i>

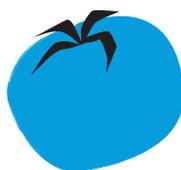
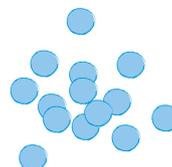
Instead of saying *be allowed*, you could say *can* (see Page 157) or *may* (see Page 160). *May* is considered more formal and polite:

You can go there later today if you feel like it. (Þú mátt fara þangað seinna í dag ef þú vilt.) He may enter her office now. (Hann má fara inn á skrifstofuna hennar núna.)

If something is not allowed or even forbidden, you can say *must not*:
You must not talk to me like that. (Þú hefur ekki leyfi til að tala svona við mig.)

B Translate the sentences, using *be allowed to*. Write in your notebook.

- 1 Hvað má ég borða?
- 2 Þú mátt borða gulrætur, baunir og tómata.
- 3 Fæ ég líka kjöt að borða?
- 4 Nei, þú færð ekki að borða kjöt eða fisk.
- 5 Ég hafði fengið að borða köku í fyrradag.
- * 6 Nei, þú hefur aldrei fengið að borða kökur eða sælgæti.
- 7 Ég mátti borða kökubita hjá Írisi frænku í gær.
- 8 En í sannleika sagt fékkstu bara að borða grænmeti.



9 Verbs – *do* and *make*

Read the dialogue.

Boss: Do you have anything else to say?

Secret agent: I don't know really. I must admit that I've made some mistakes. But don't fire me! I do want to finish this job and make money.

Boss: I can assure you that you will make a fortune if you finish this job – and you can do what you want with the money.

Secret agent: OK, let's make a deal now.

A Find these phrases in the text.

- 1 Hefur þú eitthvað meira að segja? _____
- 2 Ég veit það eiginlega ekki. _____
- 3 ég hef gert nokkur mistök _____
- 4 ég vil svo sannarlega ljúka þessu verki og þéna peninga _____

- 5 þéna auðævi _____
- 6 gera það sem þér sýnist _____
- 7 gerum með okkur samkomulag _____

Standing alone, the verbs *do* and *make* both mean 'að gera'. However, they are also often used as helping verbs:

Do is used with another verb to help show that the sentence is a question or is negative.

On the other hand, you can sometimes also use *do* to make clear that the meaning is very positive and affirmative. Here *do* means more or less 'sannarlega, reglulega':

I do want to play tennis. (Mig langar svo sannarlega til að spila tennis.)

Make is used with another verb when other people are causing or forcing someone to do something.

Since both verbs are used in a great number of expressions, you need to notice these expressions and try to learn them when you see or hear them. Note that *make* and *do* can even join hands in the phrase *make someone do something* 'fá einhvern til að gera eitthvað'.

B Fill in the blanks with *do* or *make*. Then translate each line into Icelandic in your notebook.

- | | |
|-------------------|---------------------------|
| 1 _____ friends | 7 _____ a favour |
| 2 _____ an excuse | 8 _____ an effort |
| 3 _____ a mistake | 9 _____ one's best |
| 4 _____ homework | 10 _____ an exception |
| 5 _____ coffee | 11 _____ a mess |
| 6 _____ music | 12 _____ a telephone call |

C Translate the phrases.

- 1 make a choice _____
- 2 make a promise _____
- 3 make one's bed _____
- 4 make noise _____
- 5 do shopping _____
- 6 do the cooking _____
- 7 do the talking _____

*** D** Translate in your notebook.

- 1 Hann fékk mig til að gera svolítið gott í gær.
- 2 Átt þú marga vini hér?
- 3 Nei, það á ég ekki, bara nokkra.
- 4 Við verðum að gera undantekningu í þetta sinn.
- 5 Ég verð að hringja eitt símtal.
- 6 Við verðum að biðja afsökunar – við lofum að gera okkar besta.
- 7 Það er alltaf gaman að eignast nýja vini!
- 8 Gerðu það, reyndu! Þú verður að leggja eitthvað á þig.
- 9 Ég verð að fara heim núna og vinna heimaverkefningin.



10 Adjectives – nationalities

Read the text.

Students come from all over the world to our popular summer language school. Even though the majority of the students in our summer courses are Scandinavian, we often receive young Japanese, Malaysians and Russians too. And apart from English, you can take courses in French, German, Italian and Latin.

A Find these nationalities in the text.

- 1 þýska _____
- 2 Skandinavar _____
- 3 Japanar _____
- 4 latneskur _____
- 5 Malasíubúar _____
- 6 ítalska _____
- 7 enska _____
- 8 Rússar _____
- 9 franska _____

Both languages and nationalities always start with a capital letter in English, even when the words are used as adjectives rather than nouns. This is different from Icelandic, where only the actual noun for the person and country or area is capitalised:

My mother is Icelandic and has always spoken Icelandic to me, but my father is a Dane and spoke only Danish while we were living in Scandinavia.

(Móðir mín er íslensk og hefur alltaf talað íslensku við mig en faðir minn er Dani og talaði bara dönsku við mig þegar við bjuggum í Skandinavíu.)



B Write the name of the language and also what each person is called. Sometimes both nouns will be the same, but not always.

Ask your teacher for a worksheet. Use a dictionary (whether in a book or online) if you're not sure.

11 Conjunctions – *either ... or, because, since*

Read the text.

Either you're into fantasy or you're not. Either way, you've probably read the books or seen the films about Harry Potter, Frodo the hobbit or perhaps the Twilight series. Many people are attracted by the fantasy world because they like the adventure, the magic and the supernatural features. Since fantasy has become such a popular genre, many new books and films are being produced. And since I'm one of the enthusiasts, I have plenty to get my teeth into. But I might have developed a certain interest because I have fangs.

A Find these phrases in the text.

- 1 Annaðhvort ertu hrifin(n) af fantasíuskáldskap eða ekki. _____

- 2 Margir heillast af heimi fantasíunnar vegna þess að þeir eru fyrir ævintýri _____

- 3 Þar sem fantasían hefur orðið svo vinsæl bókmenntagrein _____

- 4 Og þar sem ég er ein(n) af þeim áköfu _____

- 5 ég hef kannski fengið sérstakan áhuga þar sem ég er með vígtennur _____



Conjunctions often join words and even clauses (setningar) with each other. Three short and very common conjunctions are *and*, *or* and *but*.

Here are a few others:

either ... or, neither ... nor (annaðhvort ... eða/hvorki ... né):

Either you come with me or you stay here.

(Annaðhvort kemurðu með mér eða verður hér.)

I'd like to hear either hiphop or soul.

(Ég myndi vilja hlusta annaðhvort á hiphop eða soul.)

Two other common conjunctions, *because* (af því að, vegna þess að) and *since* (þar sem, fyrst, úr því að), are usually used in different places from each other.

Most of the time, *because* begins an explanation for something that was said before, but *since* starts the explanation for something that will be said later:

I enjoy playing computer games because it makes me relax.

(Ég nýt þess að spila tölvuleiki vegna þess að það hjálpar mér að slappa af.)

Since it makes me relax, I enjoy playing computer games.

(Þar sem ég næ að slappa af, nýt ég þess að spila tölvuleiki.)

B Fill in the blanks with words from the box.

and	or	but	since	because	either ... or
-----	----	-----	-------	---------	---------------

- You'll _____ love the film _____ fall asleep while watching it.
- My brother has comedies, action films, thrillers _____ fantasy films.
- _____ I'm afraid of the dark, I can't watch horror movies.
- What do you prefer, werewolves _____ vampires?
- I usually don't believe in the supernatural _____ last summer I experienced something strange.
- My sister and I were really scared _____ we had heard that the house was haunted.
- Do you want to go with us next time _____ are you too afraid?

* C Translate in your notebook.

- Lauren hefur mjög mikinn áhuga á stjörnuspeki og tarotspilum.
- Jason trúir ekki á það en hann er hrifinn af fantasíusögum.
- Margir lesa stjörnuspána sína hvort sem þeir hafa trú á henni eða ekki.
- Þar sem Lauren las stjörnuspána sína í morgun heldur hún að hún muni hitta gamlan vin.
- Ég hef áhyggjur af henni því ég held að stjörnuspeki hafi of mikil áhrif á hana.
- Hvort líkar þér betur, staðreyndir eða skáldskapur?

12 Conditional clauses

If we want to imagine how something could be, we can say two clauses using *if* and *would* (ef ... myndi). *If* begins telling the condition and *would* begins telling what would happen if the condition in the *if*-clause was fulfilled:

If I had the money, I would go to Paris today.

(Ef ég hefði efni á því myndi ég fara til Parísar í dag.)

The word order in a clause starting with *will*, *would* or *would have* stays the same in English as in most other clauses (unless they are questions). Unlike Icelandic, the subjects come before the verbs in both clauses:

If you come over, you will be surprised.

(Ef þú kemur hingað verður þú / muntu verða hissa.)

Conditional clauses can use the following helping verbs, depending on the situation:

Will *If you go there, you will get into trouble.*

(Ef þú ferð þangað muntu lenda í vandræðum.)

Would *If you knew what to say, you would not be so nervous.*

(Ef þú vissir hvað þú ættir að segja myndir þú ekki vera svona taugaóstyrkur.)

Would have *If you had told him to stop, he would have listened to you.*

(Ef þú hefðir sagt honum að hætta myndi hann hafa hlustað á þig.)

A Underline the correct alternative and write it on the line.

1 If you help me _____

I would have helped/I will help you.

2 If she had wanted me there _____

she would have said so/she will say so.

3 They will talk to me _____

if I introduce myself/if I had introduced myself.

4 We would have accepted your offer _____

if you had done better PR/if you do better PR.

5 If you told me to be quiet _____

I will obey you/I would obey you.

B Fill in the missing part by translating what is given below.

- 1 If I go there tomorrow, _____
(mun ég hitta hann).
- 2 If they had the money, _____
(myndu þau borga fyrir allt).
- 3 If we stay here tonight, _____
(munum við hitta Söru á morgun).
- 4 If they dare to speak now, _____
(verða þau glöð á eftir).
- 5 If I had the time, _____
(myndi ég koma hingað oft).
- 6 If she tells the truth, _____
(verður hún ánægð með sjálfa sig).
- 7 If you were really sorry, _____
(myndir þú biðja afsökunar).
- 8 If we had a good night's sleep, _____
(myndi okkur líða miklu betur).

*** C Translate in your notebook.**

- 1 Ef hann hleypur nógu hratt mun hann slá heimsmet.
- 2 Ef þú hefðir séð hann núna hefðir þú orðið hissa.
- 3 Ef þú ferð til Parísar muntu tala frönsku allan tímann.
- 4 Ég hefði heyrt ef þú hefðir komið inn.
- 5 Ef ykkur hefði grunað að um afbrot væri að ræða hefðuð þið farið til lögreglunnar.
- 6 Við hefðum hugsað út í það ef þið hefðuð minnt okkur á það.
- 7 Ef hann hefði verið með hund hefði hann farið út nokkrum sinnum á dag.

13 Usually and used to

Read the sentences.

I usually go to the mall twice a week.
 I used to go there much more often before,
 when I was a teenager.
 He usually sees his grandma on Saturdays.
 He used to think that she was very old-
 fashioned.
 Now he understands her totally.

To tell what someone normally does, you say *usually* 'venjulega, yfirleitt, oftast' in the present tense, and *used to* in the past tense. These words would often go between the subject and verb, which is different from Icelandic: *She usually plays volleyball on Saturday morning.* (Hún spilar oftast blak á laugardagsmorgnum.)

A Translate the following.

- 1 I usually eat lots of veggies. _____

- 2 I used to make friends easily. _____

- 3 She usually wants to go to bed early. _____

- 4 She used to be very sleepy in the mornings. _____

- 5 It usually takes a long time to wake her up. _____

- 6 We used to make her coffee or tea. _____

* B Translate in your notebook.

- 1 Ég borða vanalega fisk á mánudögum.
- 2 Þú sást mig vanalega fara inn á veitingastaðinn.
- 3 Kokkurinn var vanur að gefa mér stóran skammt.
- 4 Ég var vanur að borða svo mikið að fólk starði.
- 5 Ég sef vanalega út um helgar.
- 6 Vinir mínir voru vanir að hlæja að mér.
- 7 Við erum vön að fara á skíði í febrúar.

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