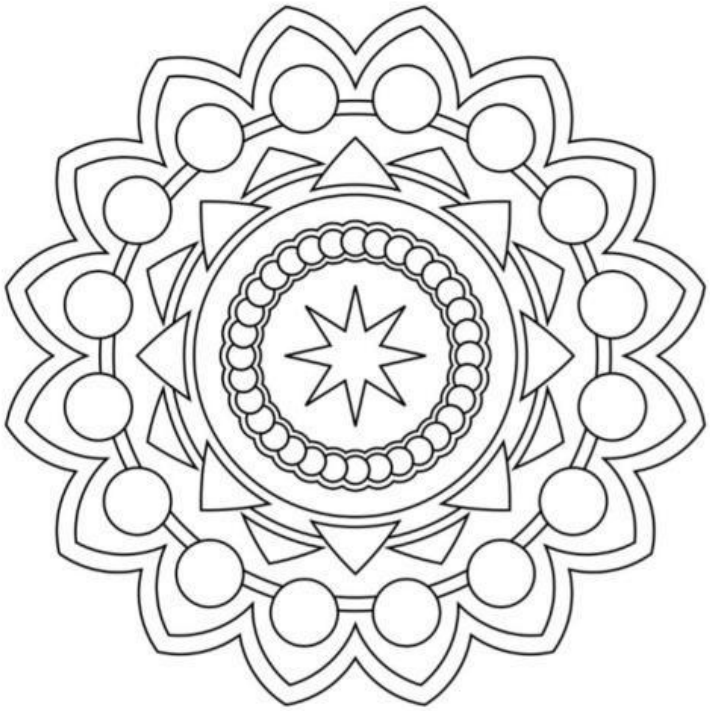
Spring semester 2026 ENSK2KO05

Unit 2



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LIVEWORKSHEETS

Chapter 1: Nelson Mandela – A Life of Courage and Change

A. Read the text and answer the following questions.

Nelson Mandela, born on July 18, 1918, was a **remarkable** leader who dedicated his life to fighting against apartheid in South Africa. His story is an inspiring tale of courage, **perseverance**, and triumph.

Growing up in a small village in the Eastern Cape, Mandela witnessed the injustices faced by Black South Africans under the oppressive system of apartheid. This system enforced racial segregation and **discrimination**, denying basic human rights to the Black population. Determined to bring about change, Mandela became involved in the African National Congress (ANC), a political party advocating for equality and an end to apartheid.

Mandela's activism did not come without **consequences**. He faced numerous challenges and obstacles throughout his life, including being arrested multiple times for his anti-apartheid activities. In 1964, Mandela was convicted of sabotage and conspiracy to overthrow the government and was sentenced to life imprisonment on Robben Island.

Despite the harsh conditions and isolation, Mandela remained **resilient**. He used his time in prison as an opportunity to learn and educate himself, believing that education was a powerful weapon against **oppression**. Mandela's leadership qualities shone through even in captivity, inspiring his fellow prisoners and gaining support from people around the world who called for his **release**.

After spending 27 years behind bars, Mandela was finally released in 1990. His release marked the beginning of a new era for South Africa. Mandela worked tirelessly to negotiate an end to apartheid and **establish** a democratic government that represented all South Africans. In 1994, he became the first Black president of South Africa, making history and symbolizing the **triumph** of justice and equality.

As president, Mandela focused on healing the wounds of apartheid and building a united nation. He championed reconciliation and forgiveness, establishing the Truth and Reconciliation Commission to address the atrocities of the past. Mandela's leadership and **vision** helped pave the way for a more inclusive and equitable South Africa.

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Mandela's legacy goes far beyond his time in office. His commitment to human rights, **equality**, and social justice continues to inspire people all over the world. He was awarded the Nobel Peace Prize in 1993 for his extraordinary efforts in dismantling apartheid and promoting peace.

Nelson Mandela passed away on December 5, 2013, but his spirit lives on. His life serves as a reminder that one person can make a difference, and that change is possible, no matter how daunting the **obstacles** may seem. Mandela's story inspires us to stand up against injustice, fight for equality, and strive for a better world.

1. What was the primary focus of Nelson Mandela's efforts in his life? _____
   _____
2. Where did Nelson Mandela grow up, and what did he witness that influenced his dedication to change? _____
   _____
3. What were the consequences Nelson Mandela faced as a result of his anti-apartheid activities? _____
   _____
4. How did Nelson Mandela utilize his time in prison? _____
   _____
5. What were the key areas of focus for Nelson Mandela during his presidency?
   _____
6. What international recognition did Nelson Mandela receive for his efforts against apartheid? _____
   _____

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B. Translate the vocabulary and match the synonyms,

	type	translations		synonyms
1. remarkable	adj			prejudice
2. perseverance	n			create
3. discrimination	n			strong
4. consequences	n			hurdles
5. resilient	adj			liberation
6. oppression	n			extraordinary
7. release	n			fairness
8. establish	v			dream
9. triumph	n			tenacity
10. vision	n			domination
11. equality	n			victory
12. obstacles	n			result

C. Use the vocabulary from the table above to fill in the blanks. Make sure that the words are in the correct form.

The women's rights movement is a global struggle shaped by a shared (1)_____ of justice and fairness. For centuries, women around the world have faced (2)_____ that limited their rights in education, employment, and political participation. This inequality did not exist without serious (3)_____: entire societies were held back when women's voices were ignored and their potential suppressed. In many cultures, systems of (4)_____ were deeply (5)_____, making inequality seem normal and difficult to challenge.

Despite these conditions, women have continually shown (6)_____. They confronted countless (7)_____, including restrictive laws, social expectations, and even violence. Through protests, writing, organizing, and legal action, women demanded change and refused to accept injustice as inevitable. Each act of resistance became a step toward (8)_____ from silence and exclusion, allowing women to claim space in public and political life.

As movements grew stronger, they achieved (9)_____ progress. The fight for voting rights, access to education, and workplace protections demonstrated that women were not only capable but also essential to social development. These victories required women to remain (10)_____, especially when progress was slow or met with backlash. The ability to adapt and continue forward was crucial to sustaining momentum.

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Over time, many struggles turned into (11)_____, such as laws promoting equal pay and protections against gender-based violence. While full (12)_____ has not yet been achieved everywhere, the women's rights movement continues to inspire change. Its ongoing success proves that when determination meets collective action, even deeply rooted discrimination can be challenged, and a more equal future can be built.

D. Fill in the word formation table.

noun (the)	verb (to do)	adjective (he is …)	adverb (he did it …)
consequences	xxx		
oppression			
triumph			
equality			

E. Complete the sentences with the correct form of the given word.

1. My car broke down and _____ I was late. (consequences)
2. Our use of harmful chemicals and the _____ damage to the environment is a very serious matter. (consequences)
3. It was _____ hot in the office. (oppression)
4. For years now, the people have been _____ by a ruthless dictator. (oppression)
5. The people are still struggling for liberation from a brutal, _____ regime. (oppression)
6. The final whistle was greeted with _____ cheers from players and spectators. (triumph)
7. Nathan _____ over his learning disability to become a surgeon. (triumph)
8. Bob _____ announced his promotion. (triumph)
9. My respect for your intelligence is only _____ by my admiration for your integrity. (equality)
10. Employers have an obligation to treat all employees _____. (equality)

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Chapter 2: Direct and reported speech.

Direct speech repeats the exact words spoken. When we use direct speech in writing we use quotation marks.

Example: Jack said: "I need to go to the store today."

Reported or indirect speech is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like 'say', 'tell', 'ask', and we may use the word 'that' to introduce the reported words.

Example: Jack said that he needed to go to the store today.

A. Change the following into reported speech.

1. Mary to Jack: "I'm starting a pop group."

   _____

2. Tom to his teacher: "I am feeling a bit sick."

   _____

3. Judy to her parents: "I want to learn how to drive."

   _____

4. John said: "I have to go to the store later."

   _____

5. David said to me: "We are working."

   _____

6. My new neighbor: "How are you?"

   _____

7. Chandler to Monica: "I don't have any brothers or sisters."

   _____

8. David on Planet Earth: "Penguins are wonderful animals."

   _____

When the past simple (þátið) is used in direct speech, it changes into the past perfect *(þáliðin tíð)* in reported speech.

Example: Paul said: *"I woke up feeling ill, so I didn't go to work."*

*Paul said that he **had woken** up feeling ill, so he **hadn't gon**e to work.*

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B. Change the following into reported speech.

1. Sonia said: “Jill was ill yesterday.”

   _____

2. Ann to Jack: “I’ve never been to the United States.”

   _____

3. The teacher to the class: “Dinosaurs went extinct millions of years ago.

   _____

4. My husband asked me: “Where did you park the car?”

   _____

5. She asked me: “When did you meet your husband?”

   _____

6. Ross to Rachel: “We were on a break!”

   _____

7. Joey to Phoebe: “I dated your sister.”

   _____

8. She asked: “Were you at home?”

   _____

C. Change the following into direct speech.

1. Jake said he lived in the city center.

   _____

2. Rose said she was going out.

   _____

3. John told me that he had sent the letter yesterday.

   _____

4. I promised my daughter I would make it to see her school play.

   _____

5. He told me that he had never read Harry Potter.

   _____

6. I answered that I was very shocked.

   _____

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Chapter 3: Nouns followed by prepositions.

A. Translate the phrases into Icelandic.

Noun + preposition	Icelandic	Noun + preposition	Icelandic
agreement on		need for	
anger at		notice of	
ban on		protection from	
cure for		respect for	
damage to		report on	
disadvantage of		tax on	
effect on		threat to	

2. Use the table above to fill in the sentences with the correct phrase.

1. The cattle banded together for _____ the wind.
2. The main _____ being a nurse is working irregular hours.
3. There is no general _____ a standard definition of intelligence.
4. Many people believe that prison isn't a _____ crime.
5. There have been rumblings within the school about the _____ better computers.
6. The _____ the plans for nuclear war is a chilling document.
7. Reykjanesbær council has introduced a _____ parking on all coast roads.
8. A large rock left in the road caused _____ several vehicles near Akranes.
9. I couldn't help but vent my _____ the way he shouted unnecessarily at his girlfriend.
10. Of course I have the utmost _____ William, but he can't treat people like that, right?
11. The government is introducing a _____ all edible goods, which will include dried fish.
12. My father's death had a profound _____ us all.

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Chapter 4: The art forger who tricked the nazis.

A. Watch the video and answer the questions.

1. Which aspect of van Meegeren's forgeries would have been revealed as such had they been subject to forensic testing?
    a) _____ Canvases were modern.
    b) _____ Resin should not have been present.
    c) _____ Pigments post-dated the supposed era of the painting.
    d) _____ The wooden support of the canvas was too young.
2. Which Nazi leader did van Meegeren trick with his forgeries?
    a) _____ Adolf Hitler.
    b) _____ Heinrich Himmler.
    c) _____ Alfred Rosenberg.
    d) _____ Hermann Goring.
3. How did van Meegeren set a trap for Vermeer expert Abraham Bredius?
    a) _____ He painted in a style that fulfilled Bredius' unsubstantiated theory about Vermeer.
    b) _____ He made an exact copy of a Vermeer that Bredius had authenticated.
    c) _____ He created what appeared to be a famous lost Vermeer about which Bredius had written.
    d) _____ He included a portrait of Bredius' ancestor into the purported Vermeer painting.
4. Why do most art forgers first turn to forgery?
    a) _____ They want to make money and see this as the best way to do so while still making art.
    b) _____ They feel unfulfilled by their original creations and rejected by the art world, so seek revenge.
    c) _____ They are looking to become famous so are eager to be caught, after a successful fraud or two.
    d) _____ They are testing themselves to see if they can match the skill level of the greats.

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5. What was the title of van Meegeren's most famous Vermeer forgery?

a) _____ Supper with a Mouse.

b) _____ Dinner with Emmaus.

c) _____ Supper at Emmaus.

d) _____ Supper with Caravaggio.

B. Translate the vocabulary and match the synonyms,

	type	translations		synonyms
1. fraud	n			determined
2. renown	n			artificial
3. ambitious	adj			story
4. numerous	adj			scam
5. synthetic	adj			cooperation
6. advanced	adj			evaluation
7. assessment	n			intention
8. narrative	n			supposed
9. collection	n			many
10. alleged	adj			set
11. collaboration	n			fame
12. purpose	n			evolved

C. Use the vocabulary from the table above to fill in the blanks. Make sure that the words are in the correct form.

Museums and galleries around the world are increasingly turning to (1)_____ technology to care for their art. Managing a large (2)_____ of fragile objects is an ambitious responsibility, especially when preservation must serve a clear purpose: protecting cultural heritage while maintaining historical accuracy. Every artwork contributes to a broader (3)_____ that shapes how societies understand their past.

Art conservation depends heavily on (4)_____. Historians, scientists, and engineers work together to examine paintings and sculptures, carrying out a detailed assessment before any intervention begins. These investigations often involve (5)_____ materials and digital tools that help stabilize aging works without altering their original character.

In some cases, technology uncovers uncomfortable truths. Museums face (6)_____ disputes over authenticity, particularly when new evidence suggests an artwork may be (7)_____ to be a forgery. Scientific testing can expose (8)_____, revealing modern materials beneath what was

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believed to be an original surface. Such discoveries can affect the (9)_____ of artists whose works were once celebrated without question.

These findings influence future decisions about exhibitions and conservation methods. Each case requires further (10)_____ and renewed collaboration to decide how museums should present the revised narrative to the public. The (11)_____ is not to damage reputations, but to protect the integrity of the collection.

Overall, the use of advanced techniques and carefully chosen synthetic materials has reshaped modern conservation. When applied thoughtfully, they support an (12)_____ goal: preserving art honestly while ensuring museums remain trustworthy spaces for learning and discovery.

D. Fill in the word formation table.

noun (the)	verb (to do)	adjective (he is …)	adverb (he did it …)
	xxx	ambitious	
		advanced	xxx
collection			
collaboration			

E. Complete the sentences with the correct form of the given word.

1. Hermione pursued her goals _____; she never gave up. (ambitious)
2. Viktor procrastinates daily and lacks the _____ to work hard. (ambitious)
3. Eloise contributed greatly to the _____ of the new organization. (advanced)
4. Studying for new qualifications is one way of _____ your career. (advanced)
5. Social science is a _____ name, covering a series of individual sciences. (collection)
6. Bob is obsessed with Elvis Presley and _____ anything and everything connected with him. (collection)
7. Ted _____ with his son Michael on the English translation of a text on food production. (collaboration)
8. The ability to work _____ is a true test of leadership. (collaboration)

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Chapter 5: Phrasal verbs.

A. Pair the phrasal verbs with the definitions.

1. come along		To deliver what is expected or promised.
2. come around		To happen.
3. come apart		To produce or supply.
4. come up with		To accompany someone.
5. come by		To become sick.
6. come about		To break into pieces.
7. come across		To find.
8. come down with		To change one's mind or opinion, agree.
9. come for		To pay a short visit.
10.come through		To attack or confront someone.

B. Write the correct form of the phrasal verbs above to complete the sentences.

1. The police _____ him early in the morning.

2. While I was in Akureyri I _____ a nasty cold. I think I must have caught it while waiting outside for a taxi at the airport.

3. At first, I didn't want to go to a party in Garður but now I'm _____ to the idea.

4. Thanks for _____ for me when I needed help.

5. I was clearing stuff out in the garage the other day and I _____ these wonderful old photographs.

6. Martin, who must be the most unpopular student in the whole school, has been elected to the student council. I wonder how on earth that _____.

7. We had this very difficult meeting today with our boss. He had asked us to _____ some ideas about how we could promote the company and none of them were very good, it seemed.

8. Could you _____ the office later to sign these papers?

9. We're going to the park; do you want to _____?

10. The old chair just _____ when I tried to move it.

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Chapter 6: Relative pronouns.

A relative pronoun is used to refer to nouns mentioned previously, whether they are people, places, things, animals, or ideas. Relative pronouns can be used to join two sentences.

There are five basic relative pronouns: who, whom, whose, which, that.

- who: almost only used about people. Is the subject of a sentence, the person doing the action or being described.
- whom: used about people. Is the object of a sentence, the person receiving the action of the verb (something is done to them).
- whose: indicates possession of an object.
- which: used for things.
- that: can be used for people, animals or things.

A. Fill in the sentences with the appropriate relative pronoun.

1. Do you know anyone _____ could help me fix my computer?
2. A saw is a tool _____ is used to cut wood.
3. The boy _____ dog was hit by a car has not been in school for three days.
4. A police officer _____ was at the scene arrested the men as they tried to escape.
5. The person to _____ you sent the letter is no longer working at the company.
6. He wore a funny costume _____ made him look like a clown.
7. The bag _____ contained the money was made from silk.
8. A woman _____ son was crying was trying to comfort him.
9. My friend _____ I've been waiting for still hasn't turned up and it's already a quarter past.
10. Sally's friend, _____ house was burgled last Wednesday, is thinking of moving.
11. The musician _____ wrote this song is Canadian.
12. The man _____ daughter won the tournament is a tennis coach.
13. The witness _____ the police interviewed gave conflicting evidence.
14. Lisa wore the shoes _____ she bought in Italy.
15. The agent with _____ I spoke was able to help me.

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Chapter 7: Amelia Earhart – Pioneer in Aviation History

A. Read the text and answer the following questions.

Amelia Earhart, born on July 24, 1897, in Atchison, Kansas, was a trailblazing aviator whose passion for flying ignited at a young age. The spark that fueled her interest in aviation can be traced back to a fateful moment at the age of 23 when she attended her first airplane **exhibition** in Long Beach, California. It was during this event that Amelia took her first airplane ride, which forever changed the course of her life. The sensation of soaring above the clouds, feeling the wind in her hair, and seeing the world from a bird's **perspective** captivated her spirit.

In the years that followed, Amelia Earhart's **dedication** to mastering the art of flying led her to break numerous records and pave the way for future generations of female aviators. She became the first woman to fly solo across the Atlantic Ocean in 1932, a remarkable achievement that solidified her status as a pioneering figure in aviation history. Amelia's courage, **determination**, and unwavering spirit inspired countless individuals, both men and women, to reach for the skies and push the **boundaries** of what was deemed possible.

Earhart's impact on aviation history extended beyond her record-breaking feats. She used her platform to **advocate** for gender equality in the field of aviation, famously stating, "Women must try to do things as men have tried. When they fail, their failure must be but a challenge to others." By **challenging** societal norms and stereotypes, Amelia Earhart shattered glass ceilings and opened doors for women in a male-dominated **industry**.

Despite her **monumental** contributions to aviation, Amelia Earhart's legacy is also marred by the **mystery** surrounding her disappearance. In 1937, during an attempt to circumnavigate the globe, Earhart's plane vanished over the Pacific Ocean, leaving behind a trail of unanswered questions and speculation. The circumstances of her disappearance remain a subject of fascination and intrigue, with numerous **theories** and hypotheses put forth to unravel the enigma of what happened to the pioneering aviator.

Amelia Earhart's life story is a testament to the power of perseverance, passion, and the **relentless** pursuit of one's dreams. Her remarkable achievements

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continue to inspire generations of young individuals to reach for the stars and never be afraid to fly towards their aspirations, just like the fearless aviator who dared to dream beyond the clouds.

1. What event sparked Amelia Earhart's interest in aviation at the age of 23?

   _____

2. How did Amelia's first airplane ride impact the course of her life?

   _____

3. What achievement solidified Amelia Earhart's status as a pioneering figure in aviation history?

   _____

4. How did Amelia Earhart inspire individuals through her actions in the field of aviation?

   _____

5. What message did Amelia Earhart convey regarding gender equality in aviation?

   _____

6. In what year did Earhart become the first woman to fly solo across the Atlantic Ocean?

   _____

7. How did Amelia Earhart challenge societal norms and stereotypes in aviation?

   _____

8. What major event marked the mystery surrounding Amelia Earhart's disappearance?

   _____

9. What qualities in Earhart's character are highlighted as driving forces behind her accomplishments?

   _____

10. How does the text suggest that Amelia Earhart's legacy continues to influence future generations?

    _____

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