

- j The parents never signed permission slips / The girls' soft voices wouldn't have been heard by an audience.

Exercise 2

These are suggested answers

- She was preparing to speak (in English) but wasn't quite ready.
- The other Chinese girls started speaking English eventually.
- She found out that she was supposed to answer the teacher (in English).
- She herself was too scared to speak/ reply.
- She thought girls were supposed to be quiet in her Chinese culture.
- She was looking at the English word "I" and wanting it to turn into a Chinese character.
- It was very difficult for her to pronounce.
- She expected another Asian American to understand that it is unlucky to sing about the dead.

Exercise 3

These are suggested answers

Maxine's actions	The teacher's interpretation	Maxine's reasons
Painting black over her pictures	Doesn't understand how to draw / has a psychological problem	Wasn't ready to show her pictures to the world
Not speaking or asking to go to the toilet	Doesn't understand Rude Maybe a slow learner	She didn't understand it was necessary
Drinking out of a saucer	Bad mannered Doesn't understand how to use a cup	The Chinese drink tea out of bowls
Finding it hard to write the word 'I' in English	Doesn't understand Rude Maybe a slow learner	Too different to Chinese writing
Finding it hard to say the word 'you' in English	She was illiterate Does not understand English	Too difficult to pronounce / too different from the Chinese 'I'

Not taking part in the school play	Too shy or antisocial / her voice is too soft / to be heard by the audience	Her parents didn't give permission
Not wanting to sing 'Land where my father's died'	As Americans they were supposed to sing this patriotic song	Maxine was superstitious

Page 169: Scrap the teenage stereotypes

Exercise 1

- C
- K
- B
- E
- L
- H
- F
- A
- D

Exercise 2

These are suggested answers

- Brought out / published (with a great impact)
- Hard/ unromantic / can be sung by a crowd/ a song with which people identify
- Unhappy with the present social situation
- Punk/metal hard rock
- Indistinct smell / faint sign of
- A group with a clear set of moral values

Exercise 3

These are suggested answers

- (any 5)
honest & caring / good to parents
fewer problems with smoking / drinking (alcohol) / drugs / sex
- fewer teenagers suffering from depression, bullying, drug & alcohol problems, gang violence, sexual abuse or have attempted suicide
- People assume teenage behavior is getting worse/ they think Dr. Bibby is being overoptimistic
- Pick any 3:
Better relations with parents /
Better (social service) resources / use of grief counselors / Alternative entertainment via computers
- They want to build better relationships / spend more time with their children
- For company / fun but less important for advice



- g Spending on social services for teenagers
- h Gambling / lack of awareness of the news
- i More involved with computers / more entertainment options / less likely to get into bad habits (vice)
- j They don't know what is going on in the world
- k 'this artillery' refers to Information technologies and technological programmes. They're described as 'artillery' because those advancements are tools that can be used in both good and evil ways.
- l How they will use technology in the future

Exercise 4

- a Children born to the Baby Boomer generation (1946 -1964) i.e. born in the late 80's and 90's: Generation X
- b It's not the amount of time parents spend with their children which is important. It is quality of the interaction. While this is the actual meaning of the phrase, Dr. Bibby actually criticizes those who advocate quality over quantity when it comes to parent-child relationships.
- c Become unemployed

Page 174: The courage to change

Exercise 1

- a False: "my parents' plan for my life did not include comedy"
- b True: "You can't do that....", she shouted
- c False: I always wanted to perform / I always wanted to be a comedian
- d False: I never thought it would be possible
- e False: I have struggled against people who wish me badly
- f This could be either true or false depending on students' interpretation of what Shazia's mother said. Please accept both as long as the student is capable of providing a persuasive argument.

Exercise 2

- a To become a doctor / marry the prime minister
- b It's a stereotypical set of values for ambitious (British Asian) parents
- c She (violently) opposed the idea
- d You have to suffer for your ambitions
- e Bullying / racism / sexism
- f Self-belief
- g Being stereotyped / pigeon-holed
- h Achieving something really difficult / accomplishing goals

Exercise 3

- a Her job as a stand up comic / being a 'clown'
- b Her future

- c Be an entertainer (on stage)
 - d (Serious) disadvantages
- Teachers: please note that this is not a direct reference question. It requires inference and understanding of what the expression means.
- e A job / vocation / What you do

Exercise 4

- a A
- b A
- c B
- d B
- e A
- f A
- g C
- h A

Pages 178-9: Ignoring the Bananas

Exercise 1

- a f
- b c
- c e
- d b

Exercise 2

- a gimmickry
- b speckled
- c vented
- d aggravated
- e subside
- f dished out
- g bigotry
- h flinch * not flinched

Exercise 3

- a False: "throwing bananas on the pitch is the ultimate insult"
- b False: "still remains an incurable disease"
- c True: Example of Bto'o, Kameni, Asamoah,
- d False: (he) looked the monster in the eye / water off a duck's back / they did not affect me
- e False: Racism was rife / the authorities, referees never did anything
- f False: he hadn't even given the symbol of degradation a second thought / I don't remember doing that
- g False: National front supporters said the goal didn't count
- h True: (he) works through the Kick It Out Campaign
- i True: "you were told, "as a black man you're fast so you don't have to think so much."
- j False: Racism still exists



Exercise 4

- a Jamaica
- b Racism
- c Back-heeling the banana
- d The racist act of throwing the banana
- e Watford Football Club

Exercise 5

- a Highlighted / made clearly visible
- b A small world (metaphor)
- c prevalent/ rampant
- d Successful / winning
- e Behaviour

Exercise 6

- a Earning a living
- b To have no fear of
- c To be unconcerned about
- d The most successful
- e To be unconcerned about
- f Become very important / visible
- g Stop worrying about something unpleasant / threatening

Page 184: Prejudice, discrimination and racism

Suggested answers

Exercise 1

- a She is not good at maths /she is singled out to go to the special maths class / the other children there make racist /threatening comments.
- b She considers herself "dumb".
- c Aggressive / threatening / racist
- d They have low self-esteem / work on improving students' academic self-esteem/ address racial problems
- e As an American of Japanese heritage, she is in the minority.
- f To deflect the classes' attention to someone else more vulnerable than her
- g She breaks down crying.
- h They can blame their low esteem on someone weaker than themselves.
- i Not really; she doesn't address the fundamental problem
- j Deal with the underlying problems / work on improving students' academic self-esteem / address racial problems
- k She is really sorry and ashamed
- l discrimination and racist bullying

Exercise 2

Suggested answers.

- a You act really smart / You behave in a superior manner
- b What are you looking at? (threatening behavior, accusing someone of staring)
- c Do you want me to bust your face? / Do you want me to hit you in the face?
- d Beat her up!
- e They make me feel like dying

Exercise 3

Students should be given the opportunity to find what the cultural references mean and explain their meaning in their own words.