



THE HARVEY SKIDOO TREE SERIES



LISTENING / READING COMPREHENSION TEACHING SUGGESTIONS & ANSWER KEYS

SUGGESTED APPROACH IN USING THE ACTIVITIES IN CLASS

The questions are written in a way to focus the students' attention to the developments in the story as well as on particular details. They are also sometimes used as a means of introducing or clarifying vocabulary that either appears in the story or is related to it and could be useful when later discussing it. The questions could be used either as a listening exercise (if the text is presented in an audio form) or as a reading exercise (if the text is presented in a written form).

One possible general approach to the readings or listenings:

- 1) Title Say or write the title on the board, say it is the title to a short story (an anecdote about an experience in a person's life) and elicit from the class what might happen in the story
- 2) Intro passage If you think it helpful or interesting, you could read aloud or project the introductory passage onto the class screen / board to give a further orientation to the text
- 3) Questions Do the activity (there are two suggested approaches below)
- 4) Language Look You may want to do the LANGUAGE LOOK exercises at this point, having a look at some of the vocabulary or structures that appeared in the text
- 5) Speaking End this set of activities with a discussion. You can offer a theme or two of your own or select one or more from the given suggestions. Usually there will be a few that are provided, either directly about the story or issues arising from it

Suggested approach to the exercises	If you're preparing students for exams you might want to have them
1) Read the title and think a moment what kind of story they might read or listen to	1) Read the title
2) Read the questions to become better orientated with the story, what to listen for and to become acquainted with some of the vocabulary	2) If it's a reading rather than a listening exercise, quickly go through the text (1 or 2 minutes only) to get a rough idea of the story and how (and where) the information is presented
3) Read or listen to the story once to get the general idea	3) Read the questions quickly (20-30 seconds) to get an idea of what information they have to look for
4) Re-read the questions and answer those that they can	4) Listen to the text twice and answer the best that they can OR Read the text more carefully the first time, answering as many questions as they can and then again, concentrating on the remaining questions
5) Read the questions they didn't answer to know what they have to look for	5) Check their answers
6) Read or listen to the story again to answer those remaining questions	6) Think about how well they did, what helped them answer correctly, what could help them answer the others better
7) Check their answers and read or listen to the story one last time, knowing the answers to the questions	7) -optional- Read or listen to the text one more time

ANSWER KEYS FOR THE READING / LISTENING COMPREHENSION OF THE STORIES

1 THE HARVEY SKIDOO TREE

1)	Who wasn't a fan of snowmobiling?	<i>the author's father</i>
2)	Where was the city located in the country?	<i>c) in the north</i>
3)	What did he steer with?	<i>the handlebars</i>
4)	How long was Harvey's friend driving?	<i>a) 3 minutes or less</i>
5)	The snowmobile hit the tree and__.	<i>d) caused only a little damage</i>

2 MRS WARRINGTON

1)	What grade did she teach and how old was the author?	<i>Grade 9 which would make him 14 or 15 years old</i>
2)	How were the math students organized?	<i>Into 3 tables: normal, those needing more attention, brighter</i>
3)	How were the lessons for the third table students?	<i>They didn't have any formal lectures, but were simply told to go through the book. The teacher would help when needed.</i>
4)	What 4 areas were the students encouraged to develop?	<i>a) patience b) humility c) mobility d) problem-solving</i>
5)	Which is NOT true for the author as a teacher?	<i>a) His students are typically separated into groups according to their ability.</i>

3 TWO DATES

1)	Why did he wait to ask her out?	<i>1-to see if he would continue to feel attracted to her 2- to find the courage to ask her out</i>
2)	Which two are true?	<i>c-the date wasn't particularly special for either of them d- they felt awkward meeting by chance after the date</i>
3)	What did he like about Karen?	<i>Her company, her smile and her eyes</i>
4)	Which two are true?	<i>a-He definitely picked out what she was to wear on the date. d-She might have picked out what he was to wear on the date.</i>
5)	What happened at the end of their date?	<i>He walked her to her room, gave her a peck on her cheek and they went to bed in their separate rooms.</i>

4 LAUGHING HAIRCUT

1)	What do the man's friends say about his hair?	<i>That it looks like he hadn't combed or brushed it after getting up.</i>
2)	How long was the robe?	<i>Long. Almost floor-length cloak</i>
3)	What's the order of the following?	<i>3-off colour comments 1-ingratiating laughs 4-juicy gossip 5-bizarre combinations of bold colours 2-exaggerated exclamations</i>
4)	Why did he leave so quickly?	<i>He was a little embarrassed about laughing so much.</i>
5)	What was the simple law of nature that the author learned the hard way?	<i>You never, but never engage the person cutting your hair in a hilarious conversation.</i>

5 A TOOTH STORY

1)	Where did the man put his helmet?	<i>He hung it up next to all the dirty ones.</i>
2)	What sound broke the silence?	<i>The wooden bench scraping the cement floor.</i>
3)	Which verb did not describe the laughter?	b) giggle was not mentioned.
4)	How many people didn't have all their teeth?	<i>All were missing some teeth except maybe the man talking.</i>
5)	Why did those people have false teeth?	<i>From frequently drinking soft drinks (too much sugar)</i>