

Internasjonal engelsk

Fagstoff til eksamen

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Sentralt gitt skriftlig eksamen i Kunnskapsløftet følger to hovedmodeller for hjelpe midler. I modell 1 er alle hjelpe midler tillatt. Unntak er Internett og andre verktøy som tillater kommunikasjon. For norsk og fremmedspråkene er heller ikke oversettelsesprogrammer tillatt.

Modell 2 er en todelt eksamen. Der er det i del 1 tillatt med skrivesaker, passer, linjal og vinkelmåler. I del 2 er alle hjelpe midler tillatt med unntak av Internett eller andre verktøy som tillater kommunikasjon.

Disse fagene følger modell 2 for hjelpe middel bruk uten forberedelses del; matematikk i grunnskolen, matematikk i grunnskoleopplæringen for voksne, matematikk, fysikk, kjemi og biologi i videregående opplæring.



Innholdsfortegnelse

Innholdsfortegnelse	2
The English Language	16
About English	16
The History of English in 10 Minutes - Videos	16
Chapter 1 - Anglo-Saxon	16
Chapter 2 - The Norman Conquest	17
Chapter 3 - Shakespeare	18
Chapter 4 - The King James Bible	19
Chapter 5 - The English of Science	20
Chapter 6 - English and Empire	21
Chapter 7 - Age of the Dictionary	22
Chapter 8 - American English	23
Chapter 9 - Internet English	24
Chapter 10 - Global English	25
Changes in English	26
The English Language - Changes and Influences (Vg2)	26
The Origins of the English Language	30
English Around the World	33
English Spreading Worldwide	33
Global English	36
Varieties of English	40
Why So Much Variety in English?	41
Languages, Dialects, Pidgins and Creoles	44
Project - Dialects, Creoles and Pidgins	48
The Queen's English and Anyone's English (video clips)	50
The Queen's English and Anyone's English / fagstoff	50
The Queen's English and Anyone's English / fagstoff	50
The Queen's English and Anyone's English / fagstoff	51
The Queen's English and Anyone's English / fagstoff	51
Queen Creole - Creole Culture and Language	52
Saint Vincent - Paradise with Good and Bad (Caribbean)	54
Singlish	56
British and American English	58
British and American Spelling	58
British and American Vocabulary	59
About Languages	60

Fun Language Facts	60
Other Languages	62
Facebook Will Corrupt Your Language	66
Pronunciation/Phonetics	68
Phonetics and Pronunciation	68
Pronunciation - Exercise	68
Pronunciation - Exercise / fagstoff	68
Phonemes and Letters	69
American and British Pronunciation	70
US - Dialects and Accents	72
Language and Style	76
Language in Use - Tasks	76
1 Sentence Types - Tasks	76
2 Genres - Tasks	79
3 Style -Tasks	84
4 Language in Use - Tasks	89
Language in Use	98
1 Sentence Types	98
2 Genre	99
3 Style	101
4A The Word Level	103
4B The Phrase Level	105
4C The Clause Level	107
4D The Sentence Level	109
4E The Text Level	111
5 Extra Material on Grammar	112
6 Extra Material on Vocabulary	117
7 The Linguistics of Silly Jokes	125
8 The Linguistics of Advertisers' Slogan	127
9 The Close Procedure	130
10 Letters to the Editor	132
11 Reading Comprehension and Vocabulary	134
Working with Genres	139
Exercise 1 - Style and Function	139
Exercise 2 - Acronyms	140
Exercise 3 - From One Genre to Another	141
Exercise 4 - From Keywords to Full Text	143
Exercise 5 - Recipe	144

Exercise 6 - SMS, Mobile Phone	145
Exercise 7 - Compare Readability	146
Exercise 8 - Question and Answer (Q&A)	147
Exercise 9 - Personal and Informal	148
Exercise 10 - Text Analysis	149
Exercise 11 - Job Advertisement	151
Exercise 12 - Understanding the Text	153
Exercise 13 - Objective or Subjective	155
Exercise 14 - Objective or Subjective	157
Exercise 15 - Statistics	159
Exercise 16 - Poetry	160
Exercise 17 - Short Story	162
Exercise 18 - Poster	165
Grammar and Vocabulary	166
Grammar - Main Menu	166
Grammar Terms	166
Challenging Topics	167
The Articles	169
Nouns	170
Verbs	172
Adjectives and Adverbs	176
Determiners	178
It and There	179
Capital Letters	180
Pronouns	181
Word Order	183
Word Classes	184
External Collections of Tasks	185
Grammar Self-Assessment	186
Grammar Animations	191
Who and Which	191
Verb Tense	193
Concord	194
S in Endings	195
Adverbs	196
Positive, Comparative and Superlative of Adjectives	197
It and There	198
Vocabulary and Jargon	199

Police Jargon	199
Words, Words, Words	204
Idioms and Expressions	207
English Slang	207
English Practice	208
Text Cohesion	208
Introduction to Phrasal Verbs	212
Global Issues and Media	213
Issues	213
International Conflicts and Issues	213
Surveillance	213
Edward Snowden - Hero or Traitor	218
Hero or Traitor? / fagstoff	219
Hero or Traitor? / fagstoff	219
Working with International Conflicts	221
Crossing Dangerous Borders	223
Black Man's Burden	226
Climate Change and Global Warming	229
Dumping Toxic Waste Abroad	233
Wasting Our Future?	235
Wasting Our Future? / fagstoff	236
The World We Create	238
The World We Create / fagstoff	238
The World We Create / fagstoff	238
Mexico Drug War	240
Child Soldiers	242
Twitter Revolution	247
Fundamentalism and Totalitarianism	249
Iran after the Green Revolution	251
Terrorism - a Violent Alternative	254
9/11 – A Reminder to Stay Alert	258
9/11 – A Reminder to Stay Alert / fagstoff	259
9/11 - The Neighbor That Disappeared	260
The Force of Optimism	262
Walls of Shame	264
Walls of Shame – Belfast / fagstoff	264
Walls of Shame, Protest	266

Walls of Shame, Part 2 / fagstoff	266
International Cooperation	268
Doctors Without Borders	268
Micro-voluntarism - a New Form of International Cooperation	269
Economy	271
A New World Order	271
Global Marketing and Brand Building	274
Multinational Corporations	277
Poverty in the Midst of Riches	279
Unemployment and Unrest in Developing Countries	280
Poverty in the USA	283
Youth Unemployment	286
Youth Unemployment / fagstoff	286
Youth Unemployment / fagstoff	287
Various Issues	289
Funny Walk and Dangerous Talk	289
Funny Walk and Dangerous Talk / fagstoff	289
Humanity	291
Humanity / fagstoff	291
Media	292
Social Media	292
Social Media - Introduction	292
Social Media - Introduction / fagstoff	292
Social Media - Introduction / fagstoff	294
Social Media - Introduction / fagstoff	294
Social Media - Tasks	295
Angry Birds: Is the App Really a Trap?	297
Can the World be saved on Facebook?	298
Growing Up with Social Media	299
How Social Networks Helped Me	301
Internet Arenas	303
Tough at a Distance - Virtual Bullies	305
Media	307
The World of TV Series - How They Affect Us	307
Reality Series - The Good, the Bad and the Ugly	309
Crime on TV - To Catch a Killer at all Costs	311
From Soap Operas to Teen Drama	314
Investigating Journalism	317

Media - Creating "Truths" or Revealing Them?	319
Media - Information and Entertainment	322
News on the Menu	325
News On the Menu / fagstoff	325
Newsworthiness	327
Information Highway - Changing Society	330
English in Daily Communication in Norway	332
In the News	334
In the News 2012	334
Gaza Conflict Erupts Again	334
Fat Americans - Fit Norwegians?	337
Face the Addiction	338
A British Cover-Up	340
22 July – Darkness at Noon	342
Easter Around the World	343
Would You Like to Be Superman?	346
The Iron Lady	348
The Presidential Election 2012	350
The Presidential Election 2012 / fagstoff	350
The Year 2011	353
The Year 2011 / fagstoff	353
In the News 2011	354
Occupy Wall Street	354
Occupy Wall Street / fagstoff	355
The Legacy of Steve Jobs	356
The 2011 Nobel Peace Prize	357
The WoW Factor.	359
Riots in the UK - Summer 2011	361
17th May – The National Day of Norway	362
Happiness is a Serious Matter	365
More than just a Cricket Match	367
Wrestlemania	368
SUPERBOWL - The Ultimate American Sports Event	370
The King's Speech	372
News Archive 2010	374
Nobel Peace Prize 2010	374
"...and a Packet of Crisps, Please"	376
A Royal Proposal	378

Halloween	380
Midterm Elections in the US	381
My Teddy is Depressed	383
“Spiderman” Strikes Again	384
A Thriller of an Election	385
Commonwealth Games in India Underway	388
Crooked Cricket	389
First Aboriginal in Australia’s Parliament	390
Only English for British Students	391
THE BEST ROCK ARTISTS EVER	392
The Bitter Taste of Chocolate	394
School Principle Bans Use of Social Media	396
XXI Winter Olympic Games, Vancouver, British Co	398
Love is in the Air	400
Avatar - Second Highest-Grossing Film of all T..	402
Earthquakes Demolish Haiti	404
Togo’s National Football Team Attacked by Gunmen	406
US Health Reform	408
News Archive 2009	410
Copenhagen - Climate Summit	410
Obama's Nobel Peace Prize	412
The Year 2009	413
Work or Study Abroad	415
Studying Abroad	415
Studying Abroad - Introduction	415
Choosing a Place to Study	417
Studying Abroad - Application	420
Studying for a Purpose	422
Finding the Right Words	424
Education and Working Life	426
Future Jobs and Technologies	426
Hard Rock Cafe, Interview	429
New York Students, Interview	430
A Cultural Meeting with India	432
Therapist in a Yellow Cab	436
From Nicaragua to the USA in Pursuit of a Dream	438
Career Abroad	439

Landing a Job Abroad!	439
Networking	442
Applying For a Job	444
The Job Interview	448
Formalities - Working Abroad	451
Culture	453
Aspects of Cultures	453
Meet Michael - a Young Ghanesian Ambassador	453
Music From Around the World	456
Australia - The Country I Love	460
Aboriginal Australians - Australia's Indigenous People	462
Bharti, Indian IT Worker	465
Dress Codes Around the World	467
English in the Philippines	472
Jamaica Kincaid - an American Caribbean Writer	474
The Self-Made Man - USA	477
Dance Craze	480
Keep Dancing - Stay Healthy	482
Culture and Communication	484
Communicating Across Cultures - Part 1	484
Communicating Across Cultures - Part 2	487
Trade and Intercultural Communication	490
Greeting Etiquette	493
Our Multicultural World	496
'Crash' and Multiculturalism	496
Definitions of Culture	497
Cultural Diversity on an Individual Level	499
Multicultural Societies in a Historic Perspective	502
What is Multiculturalism	506
Multiculturalism in Facts and Figures	508
Migration to Western Countries	510
Religious Diversity and Identity	512
Hard Rock Cafe - A Cultural Meeting Place	516
Liverpool - a Melting Pot	518
My Cultural Identity	521
Challenges for Aboriginal Cultures	523
Indigenous People	525

India - Powerful and Poor	529
A Drive Through Pune, India	532
Nigeria - Balancing on the Edge of Ethnic Conflicts	534
Nelson Mandela - A Great Man Has Passed Into History	536
Sports and Travel	538
Sports Bridging Cultural Gaps	538
Sports as a Mirror of National and Cultural Id..	541
The Seven Wonders of Traveling	543
Health and Values	547
This Age of Human Enhancement	547
Ethical Dilemmas Regarding Human Enhancement	550
Forever Young... and Pretty All Along	552
Talking About Disabilities	555
Literature, Film and Music	557
Novels and Short Stories	557
Short Stories	557
Frog Pond (VG2)	557
Auggie Wren's Christmas Story (VG1,2)	564
Auggie Wren's Christmas Story / fagstoff	565
Blizzard	566
Good Advice is Rarer than Rubies	567
Harrison Bergeron (VG1,2)	569
Lamb to the Slaughter	574
Life after High School	575
Mrs Bixby and the Colonel's Coat	577
Next Term We'll Mash You	578
No Witchcraft for Sale by Doris Lessing	580
Poor Koko (VG2)	583
Red Dress (VG2)	585
Shooting Life	587
The Adventure of the Crooked Man	588
The Coup	590
The Killers	603
The Last Leaf	604
The Leaving (Vg 2)	606
The Metaphor (VG1,2)	607
The Moment Before the Gun Went Off (VG1,2)	608

The Secret Life of Walter Mitty	610
The Snail-Watcher	611
The Sun in my Eyes (VG2)	612
The Tell-Tale Heart	614
Tony's Story (VG1,2)	616
Novels	617
Two Kinds	617
A Long Way Gone (VG2)	619
A Mixed Marriage (Vg2)	622
From New York to Limerick and Back	624
Into Exile (VG1,2)	627
Let Me Sing You Gentle Songs	644
Lord of the Flies	646
Marriage is a Private Affair (VG1,2)	648
My Left Foot	656
Namedropper	658
Oliver Twist's Story	659
On the Way to the Melting Pot (VG1,2)	661
Rosemary's Baby	662
Extremely Loud and Incredibly Close	663
September 11th - Through the Eyes of a Child	665
Shantaram (VG2)	670
The Bastard of Istanbul	671
The Bean Trees (VG1, 2)	673
The Best Thing (VG1,2)	675
The Book Thief	692
The Book Thief by Markus Zusack / fagstoff	692
The Boy In the Striped Pyjamas (Vg2)	694
The Curious Incident of the Dog . . . (VG1,2)	697
The Handmaid's Tale (VG2)	698
The Kite Runner	700
The Sweetness at the Bottom of the Pie	702
To Sir, With Love (VG2)	703
Resources	704
How to Analyze a Short Story	704
How to Analyze a Novel	707
How to Analyze a Novel (easy)	709
Working with Novels	710

Film and Theatre	723
Theatre	723
An Inspector Calls, J.B. Priestly	723
Pygmalion - Introduction	725
Romeo and Juliet, William Shakespeare	727
William Shakespeare - His Life and Works	733
Films	735
Babel - Film Analysis	735
Bend It Like Beckham - Film Café	738
Bend It Like Beckham (VG1, 2)	740
Bend It Like Beckham / fagstoff	740
Bowling for Columbine	742
Bowling for Columbine / fagstoff	742
Braveheart	744
Crash - Working with the Trailer	747
Crash - Working with the Film	749
East is East	751
Forrest Gump	753
Freedom Writers (VG1, 2)	755
In the Name of the Father	757
James Dean - American Icon	759
James Dean - American Icon / fagstoff	759
Mississippi Burning - Working with the Trailer	760
Mississippi Burning - Working with the Film	762
Million Dollar Baby - Working with the Film (Vg1,Vg2)	764
Million Dollar Baby / fagstoff	764
Million Dollar Baby - Working with the Trailer (Vg1,Vg2)	766
Once Were Warriors (VG1, 2)	768
Outsourced - Working with the Trailer	771
Outsourced - Working with the Film	772
Persepolis	774
The Constant Gardener	776
The Help	779
The Pursuit of Happyness - Working with the Film	780
Resources	782
How to Analyze a Film	782
Film Recommendations	785

Poetry and Music	793
Music	793
Ten Tips for Using Songs in English Lessons	793
American Tune	795
Changes - Tupac Shakur (VG1, 2)	797
'Englishman in New York'	799
Molly Malone	800
Part of the Union	802
Song Lyrics	804
The Orange and the Green, Folk Song	806
Times They are a Changin': Music and Change	808
Poetry	810
Chicago, Carl Sandburg	810
London, William Blake	813
Missed Connections (VG1, 2)	815
Strange Fruit, Abe Meeropol	817
The Raven, Edgar Allan Poe	820
The Road Not Taken, Robert Frost	823
Emily Dickinson - life and poetry	825
Emily Dickinson - Life and Poetry / fagstoff	825
Langston Hughes - The African American Poet	826
Non-fiction	831
Essays	831
How to Write an Essay	831
How to Write With Style	833
Travel Literature	836
Travel Writing	836
Travel Writing / fagstoff	836
Literary Tools	837
Literary Analysis	837
How to Analyze Poetry	837
How to Work with Poetry (easy)	838
Literary Animations	840
Poetry Vocabulary List (text)	840
A Collection of Literary Animations	842
Authors at a Glance	845
Presentation of Authors	845

Interview with Sherman Alexie	845
Interview with Sherman Alexie / fagstoff	845
Alice Munro	847
Doris Lessing	848
How To	849
Writing - Workshop	849
Various Genres	849
How to Interview the Man on the Street	849
How to Report Crime	850
How to Write a Book Report	851
How to Write a CV	852
How to Write a Formal Letter	854
How to Write a Job Application	855
How to Write a Letter to the Editor	856
How to Write a Newspaper Article	857
How to Write a Report	859
How to Write an Article	862
How to Write a Five Paragraph Essay	864
How to Use, Evaluate and Cite Sources of Information	867
Assessment Form for Written Task	871
Presentation	873
Giving a Presentation	873
How to Make an Oral Presentation	873
How to Make a Mini Presentation	875
How to Make a Visual Presentation	876
Tips On Making a Good Speech	879
Tips On Making a Good Speech / fagstoff	885
Barack Obama and Martin Luther King - Great Speakers	886
Barack Obama and Martin Luther King - Great Speakers / fagstoff	886
Assessment Form for Oral Presentations	888
Internet/WebTools	890
Net-based Tools	890
How to Make a Film With 3 Scenes	890
How to Use Google Docs? (Free Accounts)	891
How to Use Google Docs (Free Accounts) / fagstoff	891
Research/Project Work	892
Project Handouts	892

Planning the Year	893
Year Plans	893
Year Plan (Vg2)	893
International English - Suggested Year Plan	893
Planning the Year - Useful Online Resources	897
Exams and Assessment	900
Exams - Written	900
Preparing for the Written Exam	900
Written English Exam	903
Exams - Oral	905
Prep for Oral Exam	905
Assessment	907
Vurderingsportal	907
Assessment	909
Assessment Rubrics	911
Sample Argumentative Essays	913

The English Language

About English

The History of English in 10 Minutes - Videos

Chapter 1 - Anglo-Saxon

Forfatter: Knut Inge Skifjeld, Eli Huseby
[Chapter 1 - Anglo-Saxon \(85629\)](#)

The History of English in 10 minutes - Chapter 1 (OU)



Anglo-Saxon / video

<http://ndla.no/en/node/85590>

Comprehension

1. Which groups that invaded Britain are mentioned here, where did they come from and approx. when did they arrive?
2. What is the difference between the type of words in English that come from Latin and those from Anglo-Saxon?
3. About when did Christianity arrive in Britain?
4. What type of words did the advent of Christianity bring into English?
5. What type of words came from the Vikings?
6. When the lecturer says that the Vikings were “into give and take” in terms of language, what does he mean? (tip: loan words)

Discussion

The Vikings introduced many words into English. How many English words can you think of which are used in Norwegian today?

Suggested Further Reading

1. [The Origins of the English Language](#)
2. [Why So Much Variety in English?](#)

Chapter 2 - The Norman Conquest

Forfatter: Knut Inge Skifjeld, Eli Huseby

[Chapter 2 - The Norman Conquest \(85625\)](#)

The History of English in 10 minutes - Chapter 2 (OU)



The Norman Conquest / video

<http://ndla.no/en/node/85591>

Comprehension

1. When and what was the Norman Conquest?
2. In which areas was French used?
3. In which areas was English used?
4. Which language was used in the Church?
5. When did English again become the main language?

Discussion

Why do you think English triumphed over French as the main language in Britain, despite French being the language of the ruling class?

Suggested Further Reading

1. [The Origins of the English Language](#)
2. [Why So Much Variety in English?](#)

Chapter 3 - Shakespeare

Forfatter: Knut Inge Skifjeld, Eli Huseby

[Chapter 3 - Shakespeare \(85626\)](#)

The History of English in 10 minutes - Chapter 3 (OU)



Shakespeare / video

<http://ndla.no/en/node/85578>

Comprehension

1. When did Shakespeare live?
2. How many words and phrases did William Shakespeare contribute to the English language?
3. Which types of words and phrases come from Shakespeare? Give some examples.
4. How many plays by Shakespeare can you name?

Discussion

1. Why do you think English has retained so much of the vocabulary and expressions used in Shakespeare?
2. To which extent do you think Shakespeare has influenced the English language and the spread of it?

Suggested Further Reading

1. [The Origins of the English Language](#)
2. [Why So Much Variety in English?](#)
3. [William Shakespeare - His Life and Works](#)

Chapter 4 - The King James Bible

Forfatter: Knut Inge Skifjeld, Eli Huseby

[Chapter 4 - The King James Bible \(85627\)](#)

The History of English in 10 minutes - Chapter 4 (OU)



The King James Bible / video

<http://ndla.no/en/node/85575>

Comprehension

1. When was this new Bible printed?
2. What did it introduce into the English language?
3. Who are the "salt of the earth"?
4. Why was this new Bible so important?
5. What is meant by "metaphors"?

Discussion

Explain the following expressions in your own words:

- the powers that be
- go the extra mile
- filthy lucre
- a fire and brimstone preacher
- a wolf in sheep's clothing
- a bird in the hand is worth two in the bush
- a fly in the ointment

Suggested Further Reading

1. [The Origins of the English Language](#)
2. [Why So Much Variety in English?](#)

Chapter 5 - The English of Science

Forfatter: Knut Inge Skifjeld, Eli Huseby

[Chapter 5 - The English of Science \(85628\)](#)

The History of English in 10 minutes - Chapter 5 (OU)



The English of Science / video

<http://ndla.no/en/node/85573>

Comprehension

1. The lecturer says "how to talk with gravity". What makes us laugh at this? Look up the meanings of the word "gravity".
2. When did science start to be recognised?
3. Which language did the scientists use to start with?
4. Why did the scientists switch language?
5. Which important scientific institution was established?
6. Explain Newton's theory in your own words.
7. Why was it important that scientific discoveries were communicated in English?

Discussion

1. Which language are the following scientific words derived from:

1. acid
2. gravity
3. pendulum
4. electricity
5. cardiac
6. ovary
7. penis
8. tonsil

[Dictionary, Thesaurus - the Free Dictionary](#)

2. How do you think that the use of English in the new sciences that appeared in the 17th and 18th centuries contributed to the spread of English?

Suggested Further Reading

1. [The Origins of the English Language](#)
2. [Why So Much Variety in English?](#)

Chapter 6 - English and Empire

Forfatter: Knut Inge Skifjeld, Eli Huseby

[Chapter 6 - English and Empire \(85630\)](#)

The History of English in 10 minutes - Chapter 6 (OU)



English and Empire / video

<http://ndla.no/en/node/85572>

Comprehension

1. This lecture is called "The Sun Never Sets on the English Language". How does the original saying go? Why do you think the lecture has this title?
2. The lecturer says that they decided to take the English language on "a world tour". What is implied in this?
3. From the time of Napoleon until WWI,
 - what was the size of the British Empire in sq miles?
 - how many people were part of the British Empire?
4. How did the British colonies affect the English language and its vocabulary?

Discussion

1. Why was it natural to adopt new words from the new countries in the Empire?
2. Which impact do you think English had on the local languages in the British colonies?
3. Below you will find some of the words listed in the lecture. Try to trace their origin and their meaning:
 - Bungalow
 - Walkabout
 - Barbeque
 - Nugget
 - Cannibal
 - Yoga
 - Voodoo
 - Rum punch
 - Zombie
 - Canoe

Suggested Further Reading

1. [The Origins of the English Language](#)
2. [Why So Much Variety in English?](#)

Chapter 7 - Age of the Dictionary

Forfatter: Knut Inge Skifjeld, Eli Huseby

[Chapter 7 - The Age of the Dictionary \(85632\)](#)

The History of English in 10 minutes - Chapter 7 (OU)



The Age of the Dictionary / video

<http://ndla.no/en/node/85574>

Comprehension

1. What is a lexicographer?
2. Who was one of the first compilers of a dictionary and how many years did it take him to finish it?
3. How many entries did it have?
4. What was standardised in the dictionaries? Why was that necessary?
5. Which modern dictionary is mentioned and when did it first appear?

Discussion

1. How many entries do you think the Oxford English Dictionary has today?[Fun Language Facts](#)
2. Do you know what the following words mean?
 - crinkum-crankum
 - exigency
 - flibbertigibbet
 - balderdash
 - doddle
3. What makes it necessary to continually revise dictionaries?

Suggested Further Reading

1. [The Origins of the English Language](#)
2. [Why So Much Variety in English?](#)

Chapter 8 - American English

Forfatter: Knut Inge Skifjeld, Eli Huseby
[Chapter 8 - American English \(85634\)](#)

The History of English in 10 minutes - Chapter 8 (OU)



American English / video

<http://ndla.no/en/node/85571>

Comprehension

1. Why did the first British settlers need new words when they arrived? From whom did they get these loan words?
2. Which groups of immigrants contributed with the following words:
 - Pretzels
 - Pasta
 - Coleslaw
3. What are typical areas where many new words were invented by Americans?
4. To which field do words like *break even*, *downsizing*, *bottom line* and *merger* belong?
5. In what way did American English eventually influence British English?
6. How did British English develop differently from American English compared to the original English of the 18th century?

Discussion

1. Do you think American English and British English will diverge even further from each other in the future? Why/why not?
2. How do you think music like jazz, rock and roll and rap that originated in the USA have contributed to the spread of the English language? What about movies and economics?

Suggested Further Reading

1. [The Origins of the English Language](#)
2. [Why So Much Variety in English?](#)

Chapter 9 - Internet English

Forfatter: Knut Inge Skifjeld, Eli Huseby

[Chapter 9 - Internet English \(85635\)](#)

The History of English in 10 minutes - Chapter 9 (OU)



Internet English / video

<http://ndla.no/en/node/85592>

Comprehension

1. When was the first e-mail sent?
2. When did the internet come into being?
3. What did the following words originally mean:
 - Toolbar
 - Firewall
4. Explain what these abbreviations (commonly called chat acronyms) mean
 - BTW
 - FYI
 - UG2BK
 - LOL (double meanings)
 - FAQ
 - MHO
5. How have chat acronyms, blogging, poking and chatting changed our way of communicating?

Discussion

1. Should written and spoken English freely adopt chat acronyms etc. from digital communication or not? Give reasons. Is it possible to avoid this?
2. How has digital communication affected your relationship to the English language?

Suggested Further Reading

1. [The Origins of the English Language](#)
2. [Why So Much Variety in English?](#)

Chapter 10 - Global English

Forfatter: Knut Inge Skifjeld, Eli Huseby

[Chapter 10 - Global English \(85636\)](#)

The History of English in 10 minutes - Chapter 10 (OU)



Global English / video

<http://ndla.no/en/node/85570>

Comprehension

1. How many years have passed since the Romans left Britain? What significance did their withdrawal from Britain have for the development of the English language?
2. Which capabilities did the English language have since it managed to conquer the world?
3. How many languages has English adopted words from?
4. What is the total number of English speakers?
5. How many speak it as their mother tongue?
6. How many speak it as a second language?
7. What problems does English present for a learner?
8. In which context is Singlish, Hinglish and Chinglish mentioned? Where do you find these accents and why is it necessary to give these accents individual names?
9. Why do you think the lecturer suggests that if somebody should think up a new word for English, "it should be in Chinese"?

Discussion

Do you think the global language should have a different name than English? Can you suggest a name?

Writing

Write an essay where you present arguments and discuss your view of the future of the English language. Some points to consider:

- Will it continue to be the international language of communication?
- Will it survive in a similar form?
- Will there continue to be several varieties of English?
- Will it be adapted into a simplified language like [Globish](#)?
- Will English threaten local languages?

Suggested Further Reading

1. [The Origins of the English Language](#)
2. [Why So Much Variety in English?](#)

Changes in English

The English Language - Changes and Influences (Vg2)

Forfatter: Barry Pennock-Speck

[The English Language - Changes and Influences \(83503\)](#)

Today, English is one of the world's most important languages if we take into account the number of people who speak it and its importance with regard to culture, the economy, military power and political influence. However, the beginnings of the English language were much humbler. It was the language spoken by a small number of people on a small island in the North Sea.

References

Make sure you understand these words before you read the text. Use the dictionary in the link collection to look up new words:

1. humble
2. metaphorically
3. pertain
4. ancestry
5. morphology
6. isolating
7. feature
8. resemblance
9. similar
10. scant
11. whereas
12. denoted
13. invariable
14. retain

Fuster, Márquez, Miguel and Barry Pennock-Speck (2008) "The spoken core of British English: A diachronic analysis based on the BNC." *Miscelanea. A Journal of English and American Studies*, 37: 53-74.

Footnotes

1. The term **typological** refers to how lexical and grammatical meanings are expressed.
2. From the Film *The Life of Brian*.
3. The vocative case is used when we address someone.
4. The nominative form is used when a noun is the subject of the verb.
5. The accusative form is used when a noun is the direct object of the verb.

What Type of Language is English?



The English Language - Changes and Influences / audio
<http://ndla.no/en/node/93677>

From a historical point of view English is an Indo-European Language. What is Indo-European? This is the name we give to a language that is thought to have originated near the Caucasus Mountains around 4000 BC. Languages as diverse as Iranian, Sanskrit, Greek, Roman, Irish Gaelic, Welsh, German, Norwegian, and English all come from Indo-European.

The Indo-European Tree

We can think metaphorically of Indo-European as a tree with several branches. The main ones are Indic, Iranian, Slavic, Baltic, Celtic, Hellenic, Italic, and Germanic. The Germanic branch, which English belongs to, is made up of Northern Germanic, which includes Swedish, Danish, Norwegian, etc. and Western Germanic: English, Dutch, Frisian. Gothic, which pertains to Eastern Germanic, no longer exists. So, from the point of view of ancestry, English is a West Germanic Indo-European Language.

French, Latin and Scandinavian Influence



SCANPIX

Although nowadays English can still be classed as a Germanic language, much of the vocabulary from this branch of Indo-European has been lost. Fuster-Márquez and Pennock (2008) looked at the make-up of English vocabulary contained in the conversational section of the British National Corpus (a database consisting of ten million words in English). They found that the most commonly used words in conversation are indeed Germanic but that French, Latin and Scandinavian words also play an important part in ordinary conversation.

Types of Languages

From a typological¹ viewpoint, the morphology of English is generally considered to be a highly analytic language of the isolating type although it also has synthetic features.

An ***isolating*** language is one in which lexical and grammatical meanings are expressed through independent units. Chinese and Vietnamese are examples of this kind of language. To express grammatical meaning they depend on word order and independent grammatical units. There are no grammatical word endings.

On the other hand, an inflectional language like Latin is one in which lexical meaning is found in the root and grammatical meanings in word endings. For example, in the sentence *Romani ite domum*² (*Romans go home*) we have the lexical root *Roman* plus the ***vocative***³ plural ending *-i*.

Old English - Word Order Not Important

Old English was typologically very similar to Latin. In the following sentence: *The wild wolf meets the old king - Se wilda wulf meteð Pone ealdan cyning* we know that *wolf* is the subject because it is preceded by the nominative⁴ form of the definite article *se* and because of the *-a* ending of *wild*. We also know that *cyning* is the object because it is preceded by *Pone* and because of the accusative⁵ ending of *eald* – *an*. Word order is not that important. So *Pone ealdan cyning meteð se wilda wulf* still means *The wild wolf meets the old king*. If the king were the subject and the wolf the object, it would be like this: *Se ealda cyning meteð Pone wildan wulf*. Old English is similar to modern German from a typological point of view. This resemblance is not surprising as English and German are sister languages but the English that is spoken today has lost most of its inflectional endings while German and other Germanic languages have not.

Nowadays Word Order Matters

Nowadays English could be described as an isolating language with very scant inflectional features. There are examples in which each lexical word is a root: *The dog can see the cat*. We know that *dog* is the subject carrying out the action because of its position before the verb. In the same way, we know that *cat* is the object. If we change the word order, as in *The cat can see the dog*, the *cat* becomes the subject and *dog* the object. So we can see that English today is very different from Old English from a typological point of view.

In other examples, however, we can see examples in which there are inflectional endings: *The cat hates the dog* contains an inflectional ending; the *-s* at the end of *hate*, to indicate the third person singular. In *the cat hated the dog* the inflectional ending is denoted by *-d*.

There are some kinds of English, such as Jamaican Patois/Patwa, which have characteristics that are typical of pure isolating languages according to Bailey (1966/2009). She says (1966/2009: 6) that Creole words are invariable and grammatical relations are signalled by particles. For example, Jamaican has the personal pronouns: *mi (I)*, *yu (you)*, *im (he)*, *ar (she)*, *wi (we)*, *unu (you plural)* and *dem (they)*. To form the possessive, the particle *fi* is used before the personal pronoun: *fi mi* = my/mine; *fi we* = our/ours. With regard to nouns, in certain types of Creoles count nouns (dog(s), girl(s), etc.) are invariable. The plural is formed by the particle *dem*. So we have *bway* = boy and *bwai dem* = boys.

English Moving Towards Simplicity

English started as a heavily inflected language but has lost many of its endings whereas its sister languages –German, Danish, Norwegian, etc. have retained them to a greater extent. The loss of inflections in English has been a slow process and may continue in the future. Standard English may end up being even less inflected like Jamaican Patwa or certain kinds of African American varieties of English.

(If you need to check the meaning of the grammar terms, you can search for information at [English Glossary of Grammar Terms](#).)



Canterbury pilgrims. The poem "The Canterbury Tales" by Geoffrey Chaucer was written in Middle English, a more modern version of Old English, in the 14th Century.

Tasks

[Tasks: The English Language - Changes and Influences](#)

The Origins of the English Language

Forfatter: Anne Scott Hagen, Engelsk for videregående (Vega)

[The Origins of the English Language \(9168\)](#)



The Origins of the English Language / audio

<http://ndla.no/en/node/47602>

English is a fairly young language - a newcomer - but it has developed into many variants. About 65 per cent of the words in English dictionaries are of Latin or Greek origin. Many of these words came into English in the 16th and 17th centuries, when written material became more widespread and more people learned to read. The words are usually connected to religion and academic life. In modern times, English has continued to create words based on Latin and Greek for new technical discoveries and inventions. Listen to Bill Bryson from 'Journeys in English' presenting old and new Englishes as well as Gaelic.



Varieties of English / audio

<http://ndla.no/en/node/12893>

English is a Germanic language which developed from Anglo-Saxon, but has been influenced by other languages for 1500 years. Old English, as it became, was introduced into England in the 5th century by invaders from Germany, Denmark and the Netherlands.

Before this time, the British spoke Celtic languages which are the origin of today's Welsh and Scottish Gaelic. There are only a few traces of Celtic in modern English, for example the names of some rivers such as Avon and Thames.



Britain peoples circa 600

The Romans, who arrived in Britain in the first century AD, spoke Latin, and the Latin name for camp, castra, is found in places whose names end in -chester or -cester. When the Vikings invaded the British Isles in the 9th century they brought their language with them and contributed many words to Old English.

After the Norman Invasion in 1066, the language was influenced by French. The Normans from northern France defeated the English king, took over as the ruling class in England, and for 300 years French was their first language. Gradually, Old English and Norman French combined to give Middle English. Here is Bill Bryson on the dramatic changes in the English vocabulary, once again from 'Journeys in English'.



English Changing / audio

<http://ndla.no/en/node/14729>



English Adopting Words / audio

<http://ndla.no/en/node/15188>

Tasks and Activities

1. Sum up the changes in English vocabulary which are mentioned in the two Bill Bryson recordings.
2. Put in correct order:



The English Language - Statements / h5p_content

<http://ndla.no/en/node/123789>

3. What is the origin?



Word origin 2 / h5p_content

<http://ndla.no/en/node/123785>

Vocabulary 9168 / h5p_content <http://ndla.no/en/node/123720>



Further Resources

[Chapter 1 - Anglo-Saxon](#)

[Chapter 2 - The Norman Conquest](#)

English Around the World

English Spreading Worldwide

Forfatter: Engelsk for videregående (Vega), Anne Scott Hagen
[English Spreading Worldwide \(9166\)](#)



English spreading worldwide / audio

<http://ndla.no/en/node/47601>

During the last 400 years, Britain has won and lost an Empire. At one time, the British Empire was so large that you could walk from Cape Town to Cairo and not leave British territory. Now only the language remains a superpower.

In the reign of Elizabeth I (1558-1603), the seas were dominated by British ships which were sent to trade with other parts of the world. By 1800, Britain had colonies from India to Canada and exported goods all over the world. Consumer goods like sugar, tea and coffee became common in Europe. Gold and ivory were shipped from Africa and traded for Indian cotton, tea, china, silk and spices in Asia. Native Africans were taken prisoner and traded for British goods on the African West Coast, and then sold as slaves on the other side of the Atlantic, in the West Indies and America. Throughout the 19th century, Britain dominated the world and spread the English language to all corners of the globe. Words from Asian and African languages were also adopted into English. Here is Bill Bryson on the spread of English.



17th Century American English / audio

<http://ndla.no/en/node/15190>

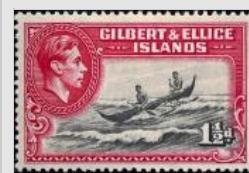
World Leadership

World leadership passed to the United States in the course of the two world wars. With the spread of films, radio, television and globalisation, English has attained an even more dominant position as a world language. Technical development and international communication has confirmed the position of English in the world.

Today, there are about 400 million people who have English as their first language or mother tongue. More than this have English as their second language. These are mainly people living in former British colonies, people who also often have a native tongue. Being so widespread, English picks up words from other languages. English has, as opposed to French, always been willing to adopt words. Listen to these examples from 'Journeys in English' by Bill Bryson.



Stamp 1



Stamp 3



Stamp 4



Stamp 2



English Adopting Words / audio

<http://ndla.no/en/node/15188>

A Lingua Franca

English is used as a means of international communication, a lingua franca, by others who have learned English as a foreign language. The United Nations and the International Olympic Committee are two examples of organizations which use English as one of their official languages.

Perhaps in the future, the English language will change, as suggested by the linguist Sir David Crystal. The English-speaking countries will have their own national versions of English and there will be an international version for communication with the rest of the world.

Examples of foreign loan words which have become part of the English language:

- German: **kindergarten**
- African: **apartheid, safari**
- Indian: **verandah, pyjamas**
- Arabic languages: **mattress, zero**

Tasks

1. Match the loan word with its country of origin:



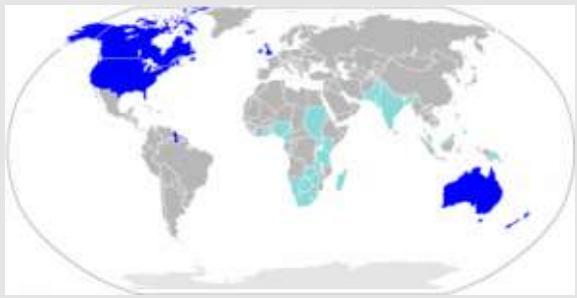
Drag loan words to correct origin / h5p_content

<http://ndla.no/en/node/14732>



Vocabulary 9166 / h5p_content

<http://ndla.no/en/node/123802>



The English Speaking World: countries where English ia a majority language are dark blue; countries where it is an official but not majority language are light blue. English is also one of the official languages of the European Union.

Global English

Forfatter: Knut Inge Skifjeld, Karin Dwyer Løken

[Global English \(71853\)](#)

Global English



Global English / audio

<http://ndla.no/en/node/93682>

nuance, cornerstone, hike, scientist, occupational, suburb, equivalent, proficiency, fluency, foreign, gadget, simultaneous, colloquialism, lingua franca, transcend, scholar, clergy, advertisement, aviation, unmistakable, casually, evolve, reel off, whiff, mood, appreciation

A language is a collection of words and sounds symbolizing meaning. In its most basic form it is a set of agreements that this symbol or this sound means a particular thing. If you agree with a friend that: 'dadadido?' shall mean 'did you find food', then you have a language, though a very simple one. Over time, it will find its written form and gradually develop a grammar to add nuance and precision.

The development of language formed the most important cornerstones of early human communities. It meant that you could work together, store communication by means of words and share feelings and ideas. The cavemen in France 50 000 years ago needed to communicate with those around them, and so do we today – only our range has changed dramatically. From this perspective, it is not very difficult to understand why tens of thousands of years later, English is spreading. Transcontinental travel is as common as a hike in the woods – or rather much more so. The hunting ground has widened into a global scene. So there is a need for a global language, and this need is being met by English. Though far from being the biggest language in terms of native users, it is the most widely understood language in human history.

Business = English

Today's businessman, artist or scientist takes part in settings that are defined by occupational functions or cultural preferences rather than geographical positioning. He is likely to be more familiar with Tokyo, Frankfurt, Hong Kong, Amsterdam and New York than with nearby villages or suburbs. He will have a network of contacts spread all over the world – and he will have the tool of communication which makes it possible for him to say today's equivalent of dadadido, which may be: Do we have a deal?

Various Proficiency



-English comes naturally (Norway)

Whether he comes from Finland, Germany, Russia or the United Kingdom, he will, in most cases, use English in communication with people from other countries. English has become a tool of communication between people who do not share a native tongue. The level of proficiency will vary. A native speaker will show fluency and use idiomatic expressions, while the English usage of foreign users of English may vary from very basic to almost native. The inexperienced user of English will find electronic tabs and gadgets offering simultaneous translations useful when looking for a hotel or asking for a price, but at the same time the verbal nuances of homely face-to-face communication, the idioms and colloquialisms will be lost to them.

Politics, Science and Cultural Exchange

The world is being woven into gradually tighter networks through trade, travel, politics, science and cultural exchange. In these arenas, we relate to people from various linguistic areas, such as tourists, engineers, scientists, politicians, diplomats and aid workers, with the most preferred language being English. English has become the lingua franca of the world.

English is, in many ways, different from other languages. While most regional languages are defined by a geographical area – such as Mandarin, Hindi and Arabic, English has a unique global spread. It is perhaps best compared to Latin, which up to a few hundred years ago transcended national and regional borders in that it was widely used by scholars and clergy all over Europe. English today is not a language reserved for the learned and scholarly. English expressions are picked up by people all over the world through advertisements, films, news, McDonald's restaurants and so forth. As the lingua franca of the world, it is the natural choice of international aviation. If there ever was an activity that depended on clear and unmistakable communication, this is it! However, the need for a common language is equally required within science, arts, sports, trade and many other areas.

Global English

Many fear that Global English will take over for the native languages. As of yet, there is no evidence to support this fear. There is a big difference between being able to communicate an intention for a business deal or share interesting findings in a science report on the one hand, and talking casually and naturally about everyday events on the other hand. Most people will find their native tongue much richer and more precise than a learnt language. As English strengthens its position, other languages are standing their ground. Therefore, it does not seem to be a question of which language will dominate, but rather of whether we are able to master the use of more than one language.

A mini-version of English is in the process of evolving. Called Global English, it will get you by in most contexts. This is not a mother tongue since it develops through practice on networks. It is re-created, shaped and simplified through a gradual and daily process involving hundreds of millions of English-users worldwide.

NEWS

Grassroots: fuels
Unlike at the UN or at the People's Climate March, 10,000 participants for the world's largest climate rally. [Read more](#)

NEWS

Republicans seek to undercut Obama
US Republicans opposing their nation's involvement in a pact to combat global warming. [Read more](#)

NEWS

US fires back at China
Just landed in Copenhagen, American climate change envoy Todd Stern responds to statements by Chinese top negotiator. (Photo: Keld Navntoft/Scanspix) [Read more](#)

Copenhagen - Climate Summit

Latin had the same international function up until the Industrial Revolution. Latin was not a native language either, but a constructed language. It was regarded as the language for proper communication. Even today, some people like to reel off Latin quotes to add a whiff of high culture to their speech. French enjoyed the same position within the arts, cooking, fashion and the areas of law and government.

Words are Clothes for Ideas

This proves an interesting point about language: that it is more than a language. It is a bit like the clothes you're wearing. They're there for more reasons than to cover your nakedness or to help you keep warm; they're there to tell others who you are. Many people take care to dress up in clothes that fit their mood, their life style or their political or religious views. Such is the case with words. We "dress up" with words to suit the occasion. But this rather advanced use of a language requires a high level of proficiency, for which our native tongues prove far more suitable than a lingua franca.

Therefore, as you learn more languages, there is one that will be closest to your heart, and that is your mother tongue. Through learning another language, many of us also experience the joy of developing a greater appreciation of our own language. The characteristic sounds and idioms of our own language stand out clearer contrasted with other languages. So, as English gradually expands as the language of international affairs and exchange, the national languages are not weakening their position as native tongues.

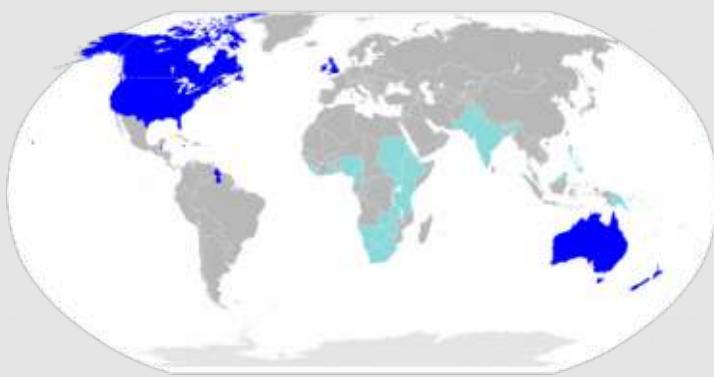
Tasks and Activities

1. [Global English - Tasks](#)
2. [Chapter 9 - Internet English](#)
3. [Chapter 10 - Global English](#)
4. [The Queen's English and Anyone's English \(video clips\)](#)
5. Try this interactive task. (Note the full screen button in bottom right hand corner)

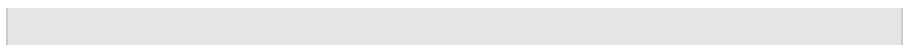


Flags of English-speaking Countries / flashnode
<http://ndla.no/en/node/21548>

6. Here is a blank map. Use it to test your knowledge of English-speaking countries around the world:



The English-speaking World (blank map)



Varieties of English

Forfatter: Knut Inge Skifjeld

[Varieties of English - Soundmap \(84287\)](#)

English comes in many variants all over the world. The two best known are British and American English, but there are also African, Asian, Pacific and Caribbean varieties. English as a widely used language has through its contact with other languages developed regional distinctiveness in many countries. British and American English have also national variations. There are samples of some of these varieties of English in the interactive map below.

Introduction to varieties of English: [Why so Much Variety in English?](#)

Please note the fullscreen button in the bottom right corner.



Varieties of English / flashnode

<http://ndla.no/en/node/84417>

Why So Much Variety in English?

Forfatter: Barry Pennock-Speck

[Why So Much Variety in English? \(87891\)](#)

Make sure you understand these words before you read the text. Use the dictionary in the link collection to look up new words:

1. distinctive
2. invasion
3. retreat
4. tribe
5. common
6. descendant
7. victorious
8. frontier
9. apart
10. flourish
11. substrate language = local or original (underlying) language
12. exercise (v)
13. unify
14. vast
15. post-vocalic "r" = "r" after a vowel
16. pronounce
17. rhotic = describes accents where "r" is pronounced in all positions
18. origin
19. notable
20. penal
21. retroflex consonants - tongue bent, curved, or turned backward e.g. retroflex
(Phonetic symbols: t̪ d̪ n̪ l̪)
22. diversity



Why So Much Variety in English / audio

<http://ndla.no/en/node/93681>

When you start listening to the examples of English we have prepared, you might ask yourself why there is so much variety in English. There's not just one answer. The history of English is complex and complicated, but at the same time fascinating. Let's begin.

Check out samples in our interactive map as you read:



Varieties of English / flashnode

<http://ndla.no/en/node/84417>

The Variety of English in the British Isles

When the Anglo-Saxons started their invasion of the British Isles around 449, we must remember that England didn't exist. Neither did Wales or Scotland. The whole island was occupied by Celtic tribes. The Anglo-Saxons, that is, Angles, Saxons and Jutes took advantage of the power vacuum created by the retreating Roman armies (about 410) and occupied most of what is now England. Distinct Germanic tribes occupied different parts of England. Each tribe spoke slightly different versions of a Germanic language, so right from the very beginning there were several varieties of English.

When the Vikings invaded North-East England and the Midlands around the end of the eighth century, they brought with them their version of a common Germanic tongue and contributed to even more variety in English. The descendants of this Northern Germanic language can now be heard throughout Scandinavia. Although the Scandinavian invaders were victorious, in the end they adopted the Anglo-Saxon variety of Germanic. However, although we have no record of how people spoke, the English in the area occupied by the descendants of the Vikings, the Danelaw, probably had its own distinctive sound. The division of England in that period probably contributed to the fact that there is a clear distinction between southern English and northern English. The further north we go, the greater the ^{Vikings} difference from the accents of the South. You might



notice that the accents of Newcastle in northern England and Glasgow in Scotland are similar; they even share some vocabulary. (Compare these accents when you listen to our examples.) This demonstrates the fact that languages know no frontiers. The accent situation in the UK is typical of many languages; the accents geographically furthest apart are the least similar while those closer to each other are often very similar.

With the Norman Conquest in 1066, the differences between North and South became even greater and dialects started to flourish throughout England. English was no longer the language used at Court and the possible standardizing influence that this English may have had disappeared.

An important factor in language variation is the existence of a substrate language. The English accent in Wales has probably been influenced by Welsh. (Listen to our examples.) The same occurs in the Republic of Ireland (also in the Highlands and Islands of Scotland) where the Celtic substrate has exercised its influence on vocabulary, syntax and accent. (Some of these aspects can be heard in our example.) The accent of Northern Ireland, however, has nothing to do with a Celtic substrate. The reason is that many of the inhabitants of Northern Ireland came from Scotland, thus the name Scots Irish for the variety of English spoken there. If you compare our examples of Glasgow and Belfast English you will see that the accents of Northern Ireland and the Lowlands of Scotland are quite similar.

In spite of the development and spread of Received Pronunciation (RP) and Standard English together with the unifying influence of television and radio, regional and city accents are as strong as ever, in many cases because they are a sign of geographical or social identity as in the case of Newcastle, Liverpool, Cornish English, and Cockney, all of which are included in our overview of varieties of English.

The Spread of English Beyond the British Isles

In the early 1700s, English was already present in Virginia and New England. By the time the rest of the United States had been settled, different accents could be heard throughout this vast country and neighbouring Canada. We know that different areas of the United States were occupied by people from different parts of the British Isles. In New England the accent owes a lot to that of South-East England where there is no post-vocalic "r", so people pronounce words like *car* without a final "r". General American pronunciation (see example), however, is characterised by the post-vocalic "r", probably due to the influence of the rhotic accents of England (like our example from Cornwall), and also Ireland and Scotland. The non-rhotic southern American accent, of which we have an example from North Carolina, owes its beginnings to settlers from the South of England, where post-vocalic "r" had disappeared or was in the process of disappearing. So just as in the case of the beginnings of English in England, regional variety was largely due to the origin of the people who settled in different areas of the United States.

English also spread to Jamaica and Africa in the 17th century. Here the influence of African languages is notable. This led to the creation of pidgins and creoles (see Jamaican example) and the use of English as an official language alongside African languages (see Nigerian example).

In the late 18th century Australia and New Zealand were discovered. The accent of Australia owes a lot to the prisoners sent to the penal colonies in this country who mostly came from the London area.

During the 19th century the Indian subcontinent was colonised by the French and later by the English. Nowadays, English is an official language in both India and Pakistan. Once more, the English spoken in this vast area was influenced by the substrate languages. One of the characteristics of these accents of English is the presence of retroflex consonants from the languages of this region (see Pakistan example).

We hope you enjoy the journey through the varieties of English and that you learn to appreciate the diversity of a language to which people from all over the world have contributed.

Tasks and Activities

[Why So Much Variety in English? - Tasks](#)

Languages, Dialects, Pidgins and Creoles

Forfatter: Barry Pennock-Speck

[Languages, Dialects, Pidgins and Creoles \(81196\)](#)

One of the greatest differences between a language and a dialect¹ in most people's minds is that the former is bigger than the latter both with regard to the area it covers and the people who speak it. In other words, languages are perceived to include several dialects. On this view, the English language would include the varieties spoken in Edinburgh, Newcastle, New York, Atlanta, Sydney, Wellington, Jamaica, etc.

Make sure you understand these words before you read the text. Use the dictionary in the link collection to look up new words:

1. perceived
2. abnormal
3. intervention
4. selection process
5. significant proportion
6. adapted
7. precedence
8. for instance
9. albeit
10. evolve
11. evolution
12. community
13. vehicle
14. function

Language and Dialect



Languages, Dialects, Pidgins and Creoles.mp3 / audio

<http://ndla.no/en/node/94426>

When we use the term *the English language*, what normally comes to mind is *Standard English*.

Standard languages are seen to have greater prestige than a dialect. Part of this prestige is due to the fact that they have a written code while a dialect does not. So when we talk about German, French, Norwegian, Chinese, Russian, etc. we are actually referring to the standard versions of these languages.

Hudson (1980: 32) sees the standard versions of a language as rather abnormal in that they are the result of deliberate intervention by society. Standard languages are quite a modern invention and historically are often due to the desire to distinguish one region or nation from another. Dialects, on the other hand, generally develop without conscious development by the people who speak them. It is clear then that a standard does not just appear.



Scrabble - Definitely a Place for Standard English. The world's biggest game of scrabble was played out on the pitch at Wembley stadium. The board game covered most of the pitch where top football matches are usually played. Teams from the armed services lifted the letters - the size of dining room tables - to where they were needed.

The Language of the Rulers

First there is a selection process in which one particular variety is chosen. In the case of English, a variety spoken by the monarchy, the nobility and bureaucrats within the triangle formed by London, Oxford and Cambridge. Normally, a significant proportion of the population consciously or unconsciously accepts a particular variety as the standard even though it is not the variety that they speak. It is quite common to hear people who do not speak Standard English say things like "I can't speak proper English". The selection process might take years and can involve coercion on the part of powerful members of society. For example, it might not be possible to get certain jobs if one does not have a standard accent. Some standard national languages are resisted by part of the population of a nation –normally because they speak another variety of the same language or a different language. That is why some people say that a language is a dialect with an army and a navy.

Printing Press Creates Standards

For a variety to become the standard there is always a codification process in which the *correct* forms and meanings of words are recorded in dictionaries and the morphology and syntax of the language are recorded in grammars. Caxton, who brought the printing press to England, was influential in setting a written standard. He was a businessman at heart and standardizing spelling meant he could sell his books all over the country.

At the same time the language is adapted so it can function in all the contexts found in a modern society, such as government, science, law, etc. This has happened quite recently in the case of Catalan, for example.

Standard Language is Also a Dialect

One of the results of the Standardization process is that one variety is given precedence over all the others. In effect this means that varieties that are considered dialects are not as prestigious as the standard and are not taught, for instance, at school. We should not forget, however, that even the standard is a dialect albeit one with prestige. For linguists all varieties of a language are equally important and worthy of study.

Pidgins and Creoles

Pidgins are basically contact languages. They evolve between people who speak different languages and need some way of communicating with each other to carry out trade or work. Many English pidgins were created when slaves were shipped from the west coast of Africa to the colonies in the West Indies or the United States. Pidgins are languages stripped of all but the bare necessities (Romaine 1988: 24). In other words, they are normally very simple from a grammatical point of view.



Florida Voters Head to Polls for Midterm Elections. Voters mark their ballots in polling place featuring instructions in English, Spanish and Creole November 2, 2010 in Miami, Florida.

Several linguists say that part of the evolution of English itself is due to language contact between the Scandinavian conquerors from Sweden, Norway and Denmark in the Midlands and North of England² and the defeated Anglo-Saxon population. Both communities spoke different dialects of a common Germanic ancestor language. Basically, the roots of the words were the same but the endings were different. It has been put forward that this is the reason why English lost its case endings³ while other languages like German, Swedish, Norwegian, Danish, etc. kept them.

Creoles

A pidgin becomes a creole when it is learned as a first language of a new generation. From a linguistic point of view, creoles are made up of a superstrate⁴ language such as English and one or more substrate languages such as those of Western Africa. The creole is not limited to certain functions but takes on all the functions needed by the speech community. Some creoles go through the same standardization process described above for Standard English and become the vehicle for education, law and government. This is the case of Afrikaans made up of a Dutch superstrate and English and Bantu substrates.

In countries in which Standard English exists alongside the creole, the former might exert pressure on the latter. The process by which a creole becomes more like the standard superstrate is called *decreolization*. In Jamaica, for example, one kind of creole, the acrolect, has become more and more like Standard English. Other varieties of creole, called basilects, are very different from Standard English⁵. Between these two extremes we find the mesolects (Bickerton 1975). There is no exact division between these types but a continuum. Such a situation, in which different varieties of a language live side by side, is quite normal. For example, many people in Newcastle are speakers of Standard English while most of the population speaks what can be a very different variety of English called Geordie. Some English speakers find Geordie very hard to understand indeed. Many people in England could be described as bilingual in that they are able to switch from their local dialect to Standard English and vice-versa without any difficulty⁶ and this is also the case in Jamaica and many parts of the English-Speaking world.

Tasks

[Tasks: Languages, Dialects, Pidgins and Creoles](#)

References

- Bickerton, Derek (1975) *Dynamics of a Creole System*. Cambridge University Press.
Hudson, R. A. (1980) *Sociolinguistics*. Cambridge: Cambridge University Press.
Romaine, Suzanne 1988. *Pidgin and Creole Languages*. London: Longman.

Footnotes

1. Due to the fact that dialect is often used in a derogatory way, linguists prefer the term variety.
2. The area under the rule of the Norsemen was called the *Danelaw*.
3. Case endings are found at the end of a word and tell us if it is nominative, accusative, dative, genitive.
4. Normally the language of the former colonial power.
5. To get an idea of just how different they can be, listen to the two girls in the recording of Jamaican English.

6. This is the case of the young woman in our recording of Newcastle English.

Project - Dialects, Creoles and Pidgins

Forfatter: Jeff Siegel, Knut Inge Skifjeld
[Project - Dialects, Creoles and Pidgins \(84031\)](#)

Choose one of the following dialects, creoles and pidgins from the list below. (This is not a complete list of English varieties. It is only a selection.) Find out where it is spoken. Also put it in a historic context by explaining the influence of English in the region. For Geordie you should rather explain the role and position of Geordie as a cultural phenomenon. Check out the sound characteristics of the variety and use the internet to locate people using it. Use an audio editor such as Audacity (free audio editor) to record samples of the variety. Finally present your findings in class using visual and sound material.

Descriptions of Varieties

by Jeff Siegel ([Language Varieties](#))

Click on the flags for more detailed information.



Hawai'i Creole English, locally known as 'Pidgin', is spoken by at least 600,000 people in the U.S.A. state of Hawai'i. It is an important marker of local identity, and is used widely in literature.

Hawaii - Flag



African American (Vernacular) English (AAVE), also called 'Ebonics', is a minority dialect spoken by most African Americans throughout the U.S.A. It is a marker of ethnic identity, and also a symbol of a youth culture (through rap and hiphop music).

USA Flag



'Geordie' is a regional dialect of English spoken in Tyneside, the region around the River Tyne in northeastern England, dominated by the city of Newcastle.

United Kingdom

- Flag



Kamtok (Cameroon Pidgin) is spoken by over 2 million people in the West African country of Cameroon. It is used in literature and religion.

Cameroon - Flag



Krio is a creole that is the native language of less than 10 % of the population of Sierra Leone (on the coast of West Africa). But it is also learned as a second language and widely used as a lingua franca throughout Sierra Leone and in neighbouring countries.

Sierra Leone -
Flag



'Singlish' is an indigenized variety of English spoken informally in Singapore. It is mostly spoken as a second language, but is now a common native language in Singapore.

Singapore - Flag



Aboriginal Flag

Aboriginal English is the name given to the different forms of the minority dialect spoken by Aboriginal people in Australia. It is an important marker of ethnic identity.



Papua New
Guinea - Flag

Tok Pisin is the dialect of Melanesian Pidgin spoken by more than 2.5 million people in Papua New Guinea. It is used in the broadcast and print media, and in parliamentary debate.



Vanuatu - Flag

Bislama is the dialect of Melanesian Pidgin spoken by over 120,000 people throughout Vanuatu. It has been declared the national language of the country.

The Queen's English and Anyone's English (video clips)

Forfatter: Åse Elin Langeland

[The Queen's English and Anyone's English \(83684\)](#)

How do you understand the concept "A Global Language"?

Why is English called a Global Language?

Global English

"**A language becomes a global language because of the power of the people who speak it.**"

According to David Crystal, why has English become a global language. Do

you agree?



The Queen's English and Anyone's English / fagstoff

<http://ndla.no/en/node/83684>

Which English?

David Crystal argues that it is important that students are exposed to varieties of English. Do you agree with him? Why/Why not?



The Queen's English and Anyone's English / fagstoff

<http://ndla.no/en/node/83684>

Should English Be Taught as a Global Language?

David Crystal explains why he encourages teaching a variety of English - Global English, or International English if you like. Explain how this may relate to the course you are taking in International English. Why does he divide language learning into "production" and comprehension? Do you share his views? Why/Why not?



The Queen's English and Anyone's English / fagstoff

<http://ndla.no/en/node/83684>

21 Accents

Amy Walker is telling you her name, her age and where she is from in 21 different accents. Her exaggeration makes it easier to decide where she is supposed to be from. Decide on five different accents and explain what is typical of them.

Little Bee/The Other Hand

Listen to an excerpt from the first chapter of the novel *Little Bee/The Other Hand* by Chris Cleave. Little Bee arrived Essex from Nigeria and she has spent two years in an immigration detention center. Here she has learned English from books and newspapers. She explains why it is so important that she learns the Queen's English. Explain her arguments. What is your opinion?



The Queen's English and Anyone's English / fagstoff

<http://ndla.no/en/node/83684>

If you want to read the complete first chapter, it is available here [The Other Hand](#)

Further Reading

1. [Global English](#)
2. [Languages, Dialects, Pidgins and Creoles](#)

Queen Creole - Creole Culture and Language

Forfatter: Morten Serkland

[Queen Creole - Creole Culture and Language \(109594\)](#)

Pre-listening Activity

Anne Marie from the Seychelles, who currently lives in Liverpool, wants to ask you the following questions. Answer with yes or no.

1. Do you know where the Seychelles is located?
2. Do you know anything about Creole languages and culture?
3. Do you think people from the Seychelles like to travel?
4. Do you think the climate in the Seychelles is better than in Liverpool?
5. Looking at my picture, do you think I am a happy person?

In the following interview (ab. 6 min.) Anne Marie will enlighten you about Creole and her native island, the Seychelles. But first search for the Seychelles flag, which has five colours. Try to find out what these colours symbolise.



Anne Marie Seychelles

Look at the picture and ponder these questions:

Creole languages are spoken in many parts of the world, especially in places that have been colonies. These languages are all based on the mother tongue of the colonial power and have gradually blended with local native languages and other main languages. This also applies to the culture and the people. Thus the term Creole is also used about people that are locally born, but have foreign ancestry. We can talk about Creole food, music and traditions.

In the Seychelles, the Creole language is based on French. As you will learn Creole language and culture is very colourful.

- What do you think her English accent is like? Try to imagine how her voice sounds.
- What do you think her personality is like?
- Looking at her eyes, how do you think she interacts with other people?
- Try to say something about her approach to life.
- Where do you think this photo of Anne Marie is taken?



Queen Creole / audio

<http://ndla.no/en/node/110861>

Tasks and Activities

Comprehension

Here are the answers. Make the questions.

1. 1985
2. One daughter and two grandchildren
3. Off the coast of Africa
4. Friendly, nice food and romantic
5. English and Creole French
6. Every 3 to 4 years
7. People change, I never change
8. Good all the time
9. Seychelles Rupee
10. It is expensive
11. It is quite low
12. Mauritius
13. Like to experience different cultures
14. It depends on the way you are brought up

1. Arrived in Britain
2. Family
3. Location of the Seychelles
4. Description of the Seychelles
5. Languages
6. Go back home
7. Changes
8. Climate
9. Currency
10. Economy
11. Income
12. Neighbour island
13. About Seychelles people
14. Happiness

Discuss

1. According to Anne Marie her childhood has made her a happy person. Do you agree with her; are good childhood experiences the only way to happiness?
2. A lot of people tend to be judgemental towards people with another cultural background than themselves. How do you think Anne Marie with her cultural make-up can contribute in her new setting?

Find Out

- Where are Creole languages spoken?
- Why is the term Creole especially associated with Louisiana and New Orleans?
- Find examples of Creole food, music and traditions.

Saint Vincent - Paradise with Good and Bad (Caribbean)

Forfatter: Morten Serkland, Eli Huseby
[Saint Vincent - Paradise with Good and Bad \(85504\)](#)

Pre-reading: Locate Saint Vincent (St. Vincent) on a map and then do a picture search using search engines like Google. What are your impressions of the country from these pictures?

Tony, the interviewee, is currently a student in Edinburgh, Scotland. His native country is the exotic Caribbean island, Saint Vincent, which belongs to a group of islands called the Grenadines. Enjoy his Caribbean English accent and get ready for a transfer to Paradise...or..?



Saint Vincent - Society and Culture (11:28) / audio
<http://ndla.no/en/node/85505>



Saint Vincent and the Grenadines

Tasks and Activities

Comprehension

After listening to the recording you should try the multiple choice task in the link collection.

Discuss

1. After listening to the interview, do you feel like visiting Saint Vincent?
2. How does Saint Vincent's culture compare to the culture(s) in your country?
3. Would you have liked to grow up on Saint Vincent? Why, why not. Base your discussion on what Tony reveals about his upbringing.
4. Saint Vincent is a tropical island. Discuss in pairs what you associate with *tropical island* and note down ten keywords from your discussion. Do you feel your keywords reflect a true image of Saint Vincent or more of a dream world. If so, why is this?



Tony from Saint Vincent

Research/Project

1. Journey

Choose 3 islands in the Grenadines. Saint Vincent should be one of them. Make a journey where you visit attractions that are important for the various islands' cultural identity. Give reasons for your choice.

2. Guide for Saint Vincent

This site gives information about culture, language, etiquette rules, etc. that apply for the Bahamas: [Kwintessential the Bahamas](#). Use the information in the interview and search the internet for further information to create a similar guide for Saint Vincent.

3. Culture and Language

[Discover Saint Vincent](#)

[Ancestry Saint Vincent](#)

[Slavery Jamaica](#)

[Country Studies the Bahamas](#)



Use the websites listed above and find out:

Saint Vincent

- about the origin of the Black Caribs/Afro-Caribbeans in the Grenadines, Jamaica and the Bahamas
- about how they blended in with the local population
- about the impact on the culture and history of the islands
- about the development of various Afro-Caribbean English accents

Recommended Film and Novel

Amistad (1997, directed by Steven Spielberg)

The Book of Negroes/Someone Knows My Name (Lawrence Hill)

Singlish

Forfatter: Morten Serkland, Eli M. Huseby

[Singlish \(89572\)](#)

Listen to an interview with Tony from Singapore. He runs a small shop in Edinburgh where he sells purses, bags and umbrellas. For twenty minutes he closed his shop in order to give us a glimpse of Singlish and other cultural aspects.

Listen to the interview (11 mins.) and answer the questions afterwards.



Singapore / audio

<http://ndla.no/en/node/87624>

Tasks and Activities

Comprehension

Try the interactive tasks (multiple choice and true or false).



Singlish / h5p_content

<http://ndla.no/en/node/89578>

Tony from Singapore



Singlish - True or False / h5p_content

<http://ndla.no/en/node/89579>

Find Out

1. How English has become a first language in Singapore.
2. Make a timeline.
3. The present status of English in Singapore.

Compare

Singlish/Hong Kong English

This is a useful website [Hong Kong facts](#)

1. How English has become a first language in Hong Kong.
2. Make a timeline.
3. Which differences do you see when you compare with Singapore?

Oral Pair Work

Student A: Pretend that you are going to make an interview with a student from Hong Kong. Use the interview with Tony as a basis and ask him/her questions.

Student B: Pretend that you are from Hong Kong. Look up information about Hong Kong and prepare for answers, e.g. by using this website [Hong Kong facts](#)
Perform the interview.

British and American English

British and American Spelling

Forfatter: Carol Dwankowski

[British and American Spelling \(16332\)](#)

You may think that the English we speak and read is the same all over the world. But this is far from true. Although British and American English are the two dominating variants, we find many local variants. There are differences between British and American spelling such as: colour (BE) and color (AE) or analyse (BE) and analyze (AE).

Some teachers will say to stick to only the British system, while others will say that the American system is easier to learn. As long as you are consistent and stick to one system, there should be no real problem. The following British and American spelling exercise tests if you can recognize the differences.



British and American Flags



British or American - Task 1 / h5p_content

<http://ndla.no/en/node/123800>



British or American - Task 2 / h5p_content

<http://ndla.no/en/node/123804>

British and American Vocabulary

Forfatter: Carol Dwankowski

[British and American Vocabulary \(16336\)](#)

Although the English spoken around the world today is a mixture of local variants and colloquialisms, British and American English are still the two dominating ones.

The development of two different vocabularies in British English and American English - such as pavement (BE) and sidewalk (AE) or petrol (BE) and gas (AE) - are due to the influence of other languages creeping into everyday use. The following British and American vocabulary exercise tests if you can recognize the differences.

Task



Magicians on Jackson Square.jpg



British vs American - Vocabulary / amendor_ios_task

<http://ndla.no/en/node/16023>

Listen to Bill Bryson discussing the origin and usage of various expressions in this audio clip:



British and American English, Bill Bryson / audio

<http://ndla.no/en/node/14507>

Discussion

1. As you have just heard there are thousands of words used differently in British and American English. Do you think these differences will continue to be there, or will British and American English melt together - after all modern media and communications make the world so much "smaller".
2. Why has American influence on languages all over the word been so great at least since the 1950s? Make a list of at least five reasons. Start with your everyday use of various media.

For Further Study

- [British and American Terms](#)
- [British and American spelling](#)

About Languages

Fun Language Facts

Forfatter: Eli Huseby, Knut Inge Skifjeld

[Fun Language Facts \(68497\)](#)

English is a funny language; that explains why we park our car on the driveway and drive our car on the parkway. (*Author Unknown*)

Did you know this about artificial languages...?



Fun Language Facts / audio

<http://ndla.no/en/node/93676>

1. That four literary works, among them Shakespeare's *Hamlet*, have been translated into Klingon (tlhIngan Hol), a language constructed for the fictional Klingons in the Star Trek movies....
2. That Na'vi , the language spoken by the inhabitants of the moon Pandora in *Avatar*, only contained one thousand words when the movie was released in 2009. The vocabulary is now extensive and chat rooms, dictionaries and educational websites are issued by devoted fans...
3. That J. R. R. Tolkien, the author of *Lord of the Rings* (both novels and movies) developed Sindarin (often called Elven) as the language of the Elvish people, the inhabitants of Middle-earth? To indicate different "tribes", he even devised dialects. Tolkien was a professional linguist and developed the phonology and grammar based on a mix of Old English, Old Norse and Welsh.



Avatar

4. That George Orwell, the author of the science fiction novel *1984* (published in 1949) created a language called Newspeak with a very simple vocabulary without synonyms? By this he presented his pessimistic view of how the language would limit and regulate the thoughts of people in 1984.
5. That supposedly 1 million people are fluent in Esperanto, an artificial language created by an eye doctor in 1887? The creator of Esperanto (meaning hopeful) was hoping that this language could develop into a universal language and promote peace and understanding.

Did you know this about the English language...?

1. That English is the dominant world language with about 1 billion users, but that Chinese Mandarin as a mother tongue exceeds English?
2. That the Oxford English Dictionary contains 59 million words and twenty volumes and that it took the American Ammon Shea one year to read the volumes? If you want to store it electronically it requires 540 megabytes and if you want to transform the text into one single line, it would make 140 kms.
3. That the Celts were the first to influence the English language, but that they have left few traces behind apart from place names? Prominent examples are London and the Thames.
4. That 2000 Old Norse words were adopted in English due to the Viking invasions? Examples are Dictionaries words like bag, angry, cake and dirt.
5. That since 1066 about 30% of English words are of French origin? We can see the French contribution in words associated with food, administration and culture.
6. That up to the 1100s, speakers of Old English and Old Norse could communicate and understand each other?



7. That Latin probably is the most important source of English words due to the Roman invasion in 43BC and the influence of the Church?
8. That the English language contains just 14 vowels, whereas Kashmiri contains 28?
9. That the English language only uses 3 gender words; he, she and it, whereas a Mexican language (Tzeltal) has the world record with about 400 genders?
10. That 90% of all published texts are in English?
11. That a recent study among EFL (English as a foreign language) speakers in Europe revealed that Swedes were the most proficient in English? Nine out of ten claimed that they could speak English.

Task

Comprehension



Fun Language Facts, Comprehension - Drag Arrows / amendor_ios_task
<http://ndla.no/en/node/70678>

Further Reading

[Language Facts](#)

Other Languages

Forfatter: Celia Suzanna Sandor, Knut Inge Skifjeld
[Other Languages \(21694\)](#)

Globalism reigns and international borders are becoming more blurred than before. Knowing one more language besides English is an advantage. An added language can certainly make you more attractive on the job market. What international company wouldn't want employees who can straddle cultures and communicate in a client's native tongue?



Other Languages / audio

<http://ndla.no/en/node/93679>

The importance of English cannot be disputed; as today's lingua franca, it can hardly be avoided. Unless you plan to sit inside your house the next 30 years and never communicate with anyone but your closest neighbors, you will need to have knowledge of English – for studies, work, travel, even entertainment.

However, at a time when globalism reigns and international borders are becoming more blurred than before, knowing one more language besides English is an advantage (some say a must), and not only so that you can order food when on vacation in Spain or the south of France.

An added language can certainly make you more attractive on the job market. What international company wouldn't want employees who can straddle cultures and communicate in a client's native tongue? Doing business in Germany is easier if you know even a little German, and dealing with Frenchmen is easier when you also speak French. At least you will be able to understand what they are discussing between themselves, and just that is a plus in itself!

Without even knowing it, you probably have some knowledge of French, Spanish or German even if you have never had a lesson in that language.

Guess which Language

¿Como esta?

¡Hola!

pommes frites

pequeño

Blitzkrieg

tête à tête

If you guessed:

¿Como esta? – Spanish (how are you)

¡Hola! – Spanish (hello)

pommes frites – French (French fries; chips)

pequeño – Spanish (small)

Blitzkrieg – German (lightning war)

tête à tête – French (head to head)

- congratulations! Either you know a lot of words in different languages, or you are good at using strategies with which to recognize them. The upside-down exclamation and question mark before a word (as in ¿Como esta? and ¡Hola!) reveal them as Spanish; the curl over the ñ as in pequeño does the same). Otherwise we use our knowledge or the sound of a word. Most of us would be able to tell that "Blitzkrieg" is a German word and not a French one, just by the way it looks and sounds.



Multilingual sign
Opphavsmann: [Flatbush Gardener](#)

Now try this task on 'Other languages'.



Other Languages - Drag and Drop / flashnode

<http://ndla.no/en/node/22348>

But Beware!

One thing we need to be wary of, though, is thinking our knowledge of English will be a free ticket to picking up a third language (or L3; L2 stands for English since it's a second language). For example, the French "je t'adore" may sound a lot like "shut the door", which is anything but a declaration of love. Likewise, Norwegian "false friends" (words that are similar but mean different things) can also confuse an L3 student. Consider the following words, all of them similar:

garden (English), jardin (French), Garten (German), jardín (Spanish)

Yes, of course it translates into the Norwegian "hage", but the number of Norwegian French students who assume that "dans le jardin" means something like "dancing curtains" instead of "in the garden" is surprisingly high.

Interestingly, language also reflects the soul of a culture, the spirit of the people who form it. Notice the difference between these expressions, all of them with the same basic meaning:

- **English:** Out of sight, out of mind.
- **Norwegian:** Ute av syn, ute av sinn.
- **German:** Aus den Augen, aus dem Sinn.

So far, so good. "Sinn" is just like L1, "sinn" and L2, "mind". However, the Romance languages (those with a Latin base) do away with the mind and replace it with the heart:

- **French:** Loin des yeux, loin du coeur.
- **Spanish:** Ojos que no ven, corazón que no siente.

Are our Latin cousins just more emotionally inclined and warmer than us, their cold, northern counterparts who prefer a colder, more scientific "mind"? We can only wonder, can't we?

Tag Questions

A tag is a label that is stuck onto something else – like a price tag.

A tag question is something you stick onto a sentence for emphasis (to make sure your point gets across) or approval (to obtain agreement). Tag questions are used in all languages, aren't they? In this last sentence, "aren't they?" is the tag question.

Some examples of frequent tag questions in English are:

- will you
- won't you
- isn't it
- doesn't it
- can't you/
- couldn't it ... and loads more!

Tasks

Fill in with the right tag question:

1. It's supposed to be a warm day today,?
2. You are coming with us, ?
3. You will check out the place for me before I get there,?
4. The car has air conditioning,?

*Do not forget that the tags refer to the subject and not the object – it's "A horse has four legs, doesn't it?" and not "A horse has four legs, don't they?"

1. Fill in with the right tag question:
2. It's supposed to be a warm day today, isn't it?
3. You are coming with us, aren't you?
4. You will check out the place for me before I get there, won't you?
5. The car has air conditioning, doesn't it?

More on
Tags

All of the tag
questions
below (in

French, German and Spanish) correspond to the tag question "right?" as in:
"I'm supposed to read this now, **right?**"

Using your knowledge of languages (plus your common sense), match the tag with its correct language and explain what it means if you translate it into English literally (word for word):



Which Language Is It? Pair Off / flashnode
<http://ndla.no/en/node/22349>

German Loan Words in American English

Most languages have loan words – words “borrowed” from another language (*). Often they are adopted because there is no word that covers exactly that meaning in the original language. The following words are German loan words that have become a part of the English language – at least in America. Can you guess what they mean? Your knowledge of Norwegian will help you.

zeitgeist, hausfrau, zaftig, doppelganger, angst, ersatz, kindergarten, gesundheit, kaput, wanderlust, uber, realpolitik, wunderkind, verboten, katzenjammer, kitsch

1. zeitgeist – the spirit of the times
2. hausfrau – housewife
3. zaftig – from “juicy” – curvy, fleshy
4. doppelganger – a double, a totally similar person
5. angst – anxiety
6. ersatz – substitute, artificial
7. kindergarten – nursery school, day nursery
8. gesundheit – usually with a exclamation point after it – gesundheit! as a wish of good health when somebody sneezes
9. kaput – broken, out of order
10. wanderlust – the urge to roam/travel
11. uber – over, as in uber-model for the most famous type of top model
12. realpolitik – a ruthless type of politics
13. wunderkind – a genius, especially an up-and-coming one
14. verboten – forbidden, prohibited
15. katzenjammer – uproar; a noisy, unpleasant racket
16. kitsch – art or objects in gaudy, bad taste

* Several German loan words came via Yiddish.

* Some spellings have been modified from the German:

Zeitgeist, Hausfrau, zaftig, Doppelgänger, Angst, ersatz, Kindergarten, Gesundheit, kaputt, Wanderlust, über, Realpolitik, Wunderkind, verboten, Katzenjammer, Kitsch

Facebook Will Corrupt Your Language

Forfatter: Jan-Louis Nagel

[Facebook Will Corrupt Your Language \(61646\)](#)

Is it ok just to be understood – or should there be some rules that will regulate the language we use to communicate? Young people don't seem to think so. Studies concerning the language used on social media like Twitter and Facebook clearly show that users show no respect for basic rules of spelling and vocabulary. Are you familiar with this trend? Can you give some examples of this on-line lingo?

The New Language



Facebook Will Corrupt Your Language / audio

<http://ndla.no/en/node/93674>

So what does this mean? Is this a sort of new Cockney, the London slang which it has been suggested was invented by criminals to keep the police from keeping track of their mischievous activities or by vendors working together to cheat their customers. Well, it may not be that serious and dubious, but the trend definitely challenges traditional rules of grammar and spelling. Gradually, it will most certainly rub off on your everyday language. And, what is worse, it may pop up in your school work with unwanted consequences. There are still those who don't go along with the slogan: Anything goes as long as you make yourself understood.

Secret Language

According to researchers (www.telegraph.co.uk/technology), many young people deliberately distort their internet language to keep their activities secret from their parents and other adults. They invent new phrases and creatively misspell words to keep the adults from understanding what is written on the site.



Opphavsmann: [Facebook](#)

Abbreviations and misspellings are difficult to understand for those who don't belong in the in-group. If youngsters simply don't want their parents to know what they are up to during the week-end, they can encode messages and use colloquialisms as a smoke screen to keep their parents in the dark. Is it all right to create your own on-line lingo and communicate secretly within your net-community?

Check the links below and then do the tasks.

politiken.dk/kultur/1058056/facebook-presser-retskrivningen

www.telegraph.co.uk/technology

1. As you see in the first link, Denmark has taken measures to prevent this language development affecting the Danish language. Do you think this will help? Why / why not?
2. At the end of this article it says that there are still those who don't go along with this. Who might that be – and what can they do?
3. How important do you think correct spelling and grammar are in communication? Why?
4. What do you think about young people using coded language to cover up what they are doing?

Cockney Rhyming Slang

As mentioned in the text, the Cockney slang emerged as a sort of secret language in London. Gradually, it spread to other groups and is now usually connected to traditional working class settings in East London.

The "rules" are quite complicated. You pick a common saying or a couple of words that usually go together and which rhyme with the word you want to replace/keep secret; like stairs/"apples and pears", hips/"fish and chips", nice/"cup of tea, sausage and a slice".

Then you replace the word you want to keep secret not with the rhyming word, but with the other word/words associated with it in the common saying.



Cash machine with both Cockney and Standard English text

Fotograf: [Raphael G. Satter](#)

For example:

1. If you want to say that somebody ran down the stairs, you could say: "He ran down the apples." ("Pears" rhymes with stairs, the common saying is "apples and pears"). Then you replace "stairs" with the first word, which is "apples")
2. If you want to say that something is not nice, you could say: "It's not my cup of tea." ("Slice" rhymes with "nice". The common saying is "cup of tea, sausage and a slice".) Then you replace "nice" with the associated words "cup of tea".)

Can you explain these:

- Use your loaf!
- Have a glass of Calvin.
- My plates are killing me!
- Is that a new phone? Let's have a butcher's?

Here are some links to help you: <http://www.cockneyrhymingslang.co.uk/>, www.krysstal.com/cockney.html

Pronunciation/Phonetics

Phonetics and Pronunciation

Pronunciation - Exercise

Forfatter: Milestep, NDLA

[Pronunciation - Exercise \(56471\)](#)

Practise pronouncing words in the animated, interactive module below. Take care positioning tongue and lips correctly, also pay attention to the voicing as indicated by the vocal chords.

- If you click *loop* (below right) you may practise saying each word several times.
- You may press the space bar at any time to stop the video and study the pronunciation in detail.
- The pronunciation module may also be viewed in full screen mode.



Pronunciation - Exercise / fagstoff

<http://ndla.no/en/node/56471>

Phonemes and Letters

Forfatter: Arild H Henriksen

[Phonemes and Letters \(19835\)](#)

The way the English language is written is very different from the way it is spoken. Take for example the word "women". How do you pronounce it? It should be pronounced as if it were written "wimin"? Not everybody knows that both the letter "o" and the letter "e" should be pronounced as an "i" in this word.

The difference between the way a word is written and spoken is the difference between letters and phonemes. In the word "women", the letters may be "o" and "e", but the phoneme is the same for them both and it is written like this /i/. If you look up any word in a good dictionary, you will see the pronunciation in slanted brackets (/wimin/) so that you can learn how it should be said. It will also explain how the different phonemes should be pronounced, for example that /i/ is pronounced as a short "i".

Since pronunciation and writing are so different, it makes it difficult for learners to know how to pronounce words well. Some words are written similarly and pronounced differently, whereas other words are written differently but pronounced the same. Just look up the words "though", "thought", "tough", "their", "there" and "they're" and see for yourself! Use our dictionary in the menu on the right.

Here you can study the sounds of the English language. (Courtesy of British Council)



Pronunciation Chart / flashnode

<http://ndla.no/en/node/4223>

American and British Pronunciation

Forfatter: Arild H Henriksen

[American and British Pronunciation \(19836\)](#)

Americans and Britons pronounce words differently. There is a whole variety of words with different pronunciations, but in general you may learn the difference by learning the various phonemes of GA (General American) and RP (Received Pronunciation, also known as the Queen's English or Oxford English.)

Did you know that in standard British English, "r" is not pronounced if it comes after a vowel? If you didn't know this, try to listen to it when you hear people speak British English. Americans will say words like "word", "car" and "sister" with a clearly pronounced /r/ but Britons will not. They will make the vowel longer and leave it out, unless there is another vowel following the /r/. This phenomenon is the most distinct difference between American and British English. Look for it and try to learn to speak without what is called the postvocalic /r/, and you will sound much more British than you did before! Once you have mastered this, you can move on to the vowels and see if you can spot differences in words like "know", "last" and "duty".

Cockney in New York

It is easy to focus on differences. There are however a few surprising similarities as well between Cockney and the New York dialect. Listen to this audio clip by Bill Bryson.



London and New York Dialects / audio

<http://ndla.no/en/node/15276>

Oral Task

"Different Englishes"



New Yorkers - Michael and Tom

Listen to Michael, a New Yorker, speaking very informally about types of Englishes. See if you can find more formal ways of describing the different Englishes.



Informal about English by New Yorker / audio
<http://ndla.no/en/node/8718>

Written Tasks

1. Write a brief text in which you mention what types of Englishes we have.
2. What do you think he means by society English?
3. What does OMG stand for?
4. Do you know any more popular abbreviations?
5. What is the difference between formal and informal English?
6. Do you think it should be allowed to write more informal English - like **gonna**, **cuz**, **chill out** and **awesome**?
7. What is the difference between a letter and a sound?

Find Out

Visit this site and check out how some words are pronounced differently around the world. Especially listen to words with the letter /r/ in them.

[Sound Comparisons](#)

US - Dialects and Accents

Forfatter: Christine Varadian Johnsen

[US - Dialects and Accents \(49583\)](#)

The United States is a vast country divided into four regions and fifty states and with a population of over 300 million consisting of a countless number of nationalities and ethnicities. Yet, with this enormity, they have only one common language. Although English is not the official national language of the country, it is the official language of thirty states. The majority of people speak English as a native language, and even though accents and dialects exist, your chances of understanding everyone are very good.

Here is a trailer for the movie Forrest Gump. Enjoy the very fine Southern accent before you continue reading.

Dialect/Accent - Who Me?

So where will you find these dialects and accents? Do people from the East speak and sound the same as people from the West or South? That will depend on who you ask! Most people will claim

that they don't have an accent, that it's the other person who speaks strangely. But in reality, everyone speaks with a dialect of some sort. This particular pattern of speech tends to reflect the region, or perhaps even the city/town one is from.

Accent and Dialect

What is the difference between an accent and a dialect? Accents demonstrate the variety in speech sounds (phonology), meaning the use of the same words, but pronounced differently. Dialect is broader. In addition to accent, it takes into consideration vocabulary and grammar. Certain words, expressions and/or slang may be used in one region and not another, making American English quite varied.

Two Regions-Two Distinct Dialects

A general look at a few regions may help us understand some differences. Two regions which have distinct dialects are the Northeast and the South. The Northeast's accent is a result of both the influence of British English during colonial times and the fact that this region is the oldest and has had more time to develop. The Southern accent has great variations; among them is African American Vernacular (Black English).

South

Southerners are quick to judge Northerners as rude, as they interpret their tone as offensive. Perhaps this is because Northerners tend to speak rapidly and a bit louder and more assertive than others. A Southerner, on the other hand, speaks at a slower pace, and therefore may sound gentler/kinder. They are perceived as a friendly and more laid back people. Just as the Southerner perceives the Northerner as rude, a Northerner visiting the South may interpret their dialect as a bit phony, more "put on", rather than genuine.



Forrest Gump

Southerners have a distinct drawl, which lengthens vowel sounds (*how y'all doin*). They also put more stress on the first syllable, as in police (*poh-lees*) and cement (*cee-ment*). Other features include the use of "a" in front of verbs and "in" at the end of them, e.g. *He was a hootin' and a hollerin'*. They may use "done" instead of "did" (I already done my homework.) They also frequently include a redundant modal verb (an extra modal verb which has no grammatical function) like "*I done told you not to touch that there*", and "was" instead of "were": *You sure was dancin' up a storm last night*.

[pʰɪz kəl̩ stɛlə əsk hər rə
bʌŋ ðɪzθɪŋz wɪd hər fɪm
nə stəʊ sɪks spūnz ʌv fɪʃ
snou pʰɪz farv tɪk slæbz ʌv
blu fɪz n̩ meibɪ ə snæk fɔr
hər brʌðə bəb̩ wi əlso nɪrə
smol̩ pʰæstɪk sneɪk ən̩ bɪg
tɔɪ frəf fə ðə kʰj:dz ʃi kən
skup ðɪs θɪŋz intə θi ɹed
bæ:gz ən̩ wi wɪl̩ goʊ mi:t̩ hər
wenzdeɪ ət̩ ðə træn steɪʃən]

accents female boston
massachusetts usa

Sample from Virginia



male, fairfax, virginia, usa / audio
<http://ndla.no/en/node/50477>

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.

Northeast

The best two cities to exemplify the Northeastern accent/dialect are most certainly Boston (MA) and New York City (NY). In Boston, the distinct feature is undoubtedly the dropping of the final "r" in words, as in "park the car" (pahk the kah) and a broadening of the vowels, as in the words Boston (Bahstn) and coffee (caw-fee). They have words which are unique to their region, as in frappe, which is a milkshake and bubbler (pronounced – *bubbla*) which is a water fountain. New Yorkers have many of the same sound patterns. They, too, drop the "r", "I'm from hea (here), New Yawk".

[pʰɪz kəl̩'stɛlə æsk hər rə
bɪŋ ðɪz θɪŋz wɪd hər fɪm
nə stəə sɪks spū:nz ʌv fɪs
snou pʰɪ:z farv tɪk slæbz ʌv
blu fɪnz n̩ meibɪ ə snæk fɔɪ
hə bɪrðə bə:b̩ wi əlso nɪrə
smol̩'pʰæstɪk sneɪk ɛnə bɪg
tɔɪ frəg fə ðə kʰ:dz ʃi kən
skup ðɪs θɪŋz int̩ ðai rəd
bæ:gz ɛn wi wɪl̩'gou mɪ:t̩ hə:
wenzdeɪ ət̩ ðə tu:n stəɪ:ən]

accents female boston
massachusetts usa

Sample from Massachusetts



female, boston, massachusetts, usa / audio
<http://ndla.no/en/node/50478>

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.

Less Distinct Regions: Mid West/West

The remaining two regions, the Mid-West and the West, have dialects too, but not as distinct. The Mid-West was settled by people from many regions, and therefore they are considered to speak more “generic/neutral/mainstream”. They enjoy the freedom of using variety in the pronunciation of vowels, as in the word roof (*ruf*), creek (*krik*) and aunt (*ant*, or *awnt*). The West Coast, more specifically California, is a metropolis of cultures, due to immigrants and the mobility of Americans. This makes it difficult to distinguish a regional dialect. They are more known for their vocabulary/phrases, rather than distinct accents. Words like *totally*, *dude*, *awesome* and *fer sure* (for sure) originated there.

All in all, wherever you visit in the US, understanding the various dialects and accents should not be your biggest concern. Fitting all your purchases into your luggage will probably be at the top of the list!

Discussion

1. Are some accents nicer than others? If so - which is your favorite?
2. Is there a close connection between your accent, your dialect and your cultural identity, or is language just a tool for communication?
3. What is the difference between a dialect and an accent?

Reading

Try reading this text with a Southern and Northeastern accent.

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.

Further research

1. You may find samples of accents from all over the world here:[The speech accent archive](#)
2. You may also search for *accents and dialect* on the Internet, but some of the material at sites like YouTube may not be reliable.
Suggested search words: *Southern accent* or *Boston accent*.

Language and Style

Language in Use - Tasks

1 Sentence Types - Tasks

Forfatter: Per Lysvåg, Karin Dwyer Løken

[1 Sentence Types - Tasks \(27410\)](#)

Task 1

Give the characteristic form of the three main sentence types of English.

Declarative sentences have **normal word order** with the subject before the verbal – (the SV order). Example: *She likes it.* Task

Interrogative sentences have **inverted word order** with an auxiliary before the subject – (the vSV order). Example: *Does she like it? What does she like?* Label
If the question word is the subject, we have normal word order: Example: *Who stole the painting?* These

Imperative sentences often drop the subject: Example: *Read carefully before use, but may include it.* Example: *Somebody open the window/You do as I say.*

sentences as either declarative, interrogative or imperative? Put in suitable punctuation marks. Which of the three types are interactive? One example below can be understood as a rhetorical question. Which? How do you know?

1. The bomb scare was a hoax
2. How would you like to have it cooked, sir
3. I don't particularly like his approach
4. Have you seen his latest show
5. Send for more information now
6. Who was elected American president late in 1999
7. Do help yourself to some more cake
8. Never have I heard such nonsense presented at a serious meeting
9. Who wouldn't want a ticket for a Bruce Springsteen show
10. Nobody move

1. Declarative: *The bomb scare was a hoax.*
2. Wh-interrogative: *How would you like to have it cooked, sir?*
3. Declarative: *I don't particularly like his approach.*
4. Yes-No interrogative: *Have you seen his latest show?*
5. Imperative: *Send for more information now.*
6. Wh-interrogative: *Who was elected American president late in 1999?*
7. Imperative: *Do help yourself to some more cake! (insistent)*
8. Declarative: *Never have I heard such nonsense presented at a meeting.*
9. Wh-Interrogative: *Who wouldn't want a ticket for a Bruce Springsteen show?*
(Rhetorical)
10. Imperative: *Nobody move!*

Punctuation is sometimes a matter of subjective choice. We have chosen to use a normal full stop in sentence 5, but an exclamation mark in sentence 7 because it has a more insistent tone; likewise in sentence 10 because of its function as a warning/threat.

Task 3 (advanced)

The material below outlines the advantages of online dating. It is drastically reduced from the original at this website:
<http://www.match.com/matchus/index.aspx?>

TrackingID=514294&BannerID=536903

ONLINE DATING AT MATCH.COM

Every year, hundreds of thousands of people find love on Match.com. Match.com pioneered the Internet dating industry, launching in 1995 and today serving millions of singles in 24 countries. Search free through all of our online personals. Literally, hundreds of thousands of single men and single women right in your area have posted personal ads on Match.com.

THE MATCH.COM SINGLES COMMUNITY

Who's on Match.com? Your neighbors, co-workers and more. Every day, 20,000 singles join our growing community. Match.com members form a diverse, global community of singles who share common goals - to meet other singles, find dates, form romantic relationships and meet life partners. Young and old alike, gay and straight, from everywhere around the world, singles come to Match.com to flirt, meet, date, have fun, fall in love and to form meaningful, loving relationships.

"Match.com is like Baskin-Robbins' 31 flavors: blondes, redheads, Egyptians and probably a set of Siamese twins if you were to search long enough."

-Glamour Magazine

FREE DATING SEARCHES

Like what you've seen on Match.com? Now, take the next step and become a member. First, create a Free profile and tell us a little about yourself and what you're looking for in a partner and relationship. In addition to creating a Free profile, members can post photos and send winks all for free.

FIND YOUR LOVE

Begin by telling us the type of person you're looking for in your next relationship and start looking for love right from our homepage. It's free and it's easy. With millions of singles online, Match.com is so sure you'll find someone special within six months, we're willing to guarantee it with our Make Love Happen guarantee.

ONLINE DATING CONNECTIONS

Okay, so you've searched through available singles and you've seen someone you think you may connect with; you like their photo, you've read their Profile, filled out yours and you've uploaded a photo. Now, it's time to subscribe, because flirting is fun, but email is where the real love connections are made.

ONLINE DATING FOR THE COST OF A SINGLE DATE

Think about how much you spend on a night out at a bar. Or how much you spend on a movie and a bag of popcorn. How quickly would you give up one of these for a lifetime of love with someone special? Is it worth it? Get started now and find out for yourself!

Questions

- a) Identify interrogative and imperative sentences in this material.
- b) What is the effect of using such sentence types?
- c) What meaning and effect does the quote from Glamour Magazine have in this context?
- d) What does Baskin-Robbins' 31 flavors refer to?
- e) In the paragraph called FIND YOUR LOVE there is mention of a guarantee.
Write a short
text where you comment on this type of guarantee.

a)

Interrogative sentences:

Who's on Match.com?

Like what you've seen on Match.com? (shortened form for Do you like what...?)

How quickly would you give... ?

Is it worth it?

Imperative sentences:

Search free through....

Now, take the next step and become a member (two imperatives)

First create a profile and tell us... (two imperatives)

Find your love

Begin by telling... and start looking...(two imperatives)

Think about....

(Or) how much you... (shortened for Think about how much you spend...)

Get started now and find out for yourself. (two imperatives)

b)

The effect of using such sentence types is that the text becomes interactive and feels like it communicates directly with a reader, here referred to by the personal pronoun YOU. This effect is further strengthened by its use of informal language.

c)

The effect of the quote from *Glamour Magazine* is that **Match.com** is made to appear as a dating community where people can find partners of all sorts, no matter their preferences.

d)

Baskin Robbins' 31 flavors is an American brand name, a high-profiled chain of ice-cream outlets, where you can choose from (at least) 31 flavours.

e)

No answer.

2 Genres - Tasks

Forfatter: Per Lysvåg, Karin Dwyer Løken

[2 Genres - Tasks \(27420\)](#)

Below you will find eight different types of written text (extracts from the original sources, slightly regularised). For each, state

- a) what type of text it is
- b) where you are likely find such a text
- c) what the purpose of each is
- d) what you go by to decide its purpose
- e) what stands out as noteworthy in the way the language is used

For each of the extracts you are supposed to write a short text which answers questions a) – e).

1

The Curious Incident of the Dog in the Night-Time is a murder mystery like no other. The detective and narrator is Christopher Boone. Christopher is fifteen and has Asperger's Syndrome. He knows a very great deal about maths and very little about human beings. He loves lists, patterns and the truth. He hates the colours yellow and brown and being touched. He has never gone further than the end of the road on his own, but when he finds a neighbour's dog murdered, he sets out on a terrifying journey which will turn his whole world upside down.

Mark Haddon's portrayal of an emotionally dissociated mind is a superb achievement... Wise and bleakly funny. (Ian McEwan)

A remarkable BOOK ...An impressive achievement and a rewarding read (Time Out)

2

It must have been around midnight when I drove home, and as I approached the house I turned off the lights of the car so that the beam would not shine through the window and wake up Harry Pope. But I need not have troubled. Coming through the gateway, I noticed that his light was on, so he was awake, unless perhaps he had fallen asleep while reading.

I parked the car, entered the house, turned on the light in the hall and opened the door to Harry's room. He was lying on the bed, awake, but he didn't move.

"Timber, Timber," he said, "come here. Don't make a noise, take your shoes off..."

3

HARLEM

What happens to a dream deferred?

Does it dry up like a raisin in the sun?

Or fester like a sore-

And then run?

Does it stink like rotten meat?

Or crust and sugar over –

Like a syrupy sweet?

May be it just sags

Like a heavy load

Or does it explode?

4

- 1 Wipe the ribs and place skin side up in roasting tin
- 2 Sprinkle with salt and cook at 400 degrees F for 30 mins.
- 3 Gently fry the onion in lard until soft but not coloured
- 4 Blend together all other ingredients except the prunes and apricots.
- 5 Add to onions, simmer a few minutes
- 6 Pour off excess fat from ribs and cut ribs in portions
- 7 Leave in tin and pour sauce over. Continue to cook at 400 degrees for 30 mins.
- 8 Add drained fruit, spoon sauce over and cook for further 5 mins.
- 9 Serve with parsleyed new potatoes
- 10 To really enjoy spare-ribs, nibble every scrap off the bone. Use your hands!

5

Travel chaos disrupts bank holiday Britons

Millions of Britons heading away for the bank holiday weekend face lengthy delays from rail works and congested roads.

Train passengers will be badly hit, with engineering work causing cancellations and service alterations on dozens of routes.

Transport problems are likely to be exacerbated as people seek to exploit the predicted warm weather – particularly in the South - following the gloomy Easter weekend.

6

Friction is a force that appears whenever one surface rubs against another, or when an object moves through water, air, or any other liquid or gas. It always opposes motion. Friction happens because two surfaces in close contact grip each other. The harder they press together, the stronger the grip. The same molecular forces are at work as in springs.

7

Grace – Space – Pace

Nothing beats a Jaguar

8

back2front Britain

I always knew this country was stupid, back in 1979. we in Liverpool were typecast as 'dolites'. Dear old Margaret Thatcher (the Bitch) screwed the country and the politicians are screwing the taxpayer. That's why I support my legs! Cos they support me. Have not voted in any election and never will. WAKE UP BRITAIN.

Promise everything; deliver nowt.

1. 'Harlem' by Langston Hughes, in *The Collected Poems of Langston Hughes*, Alfred A. Knopf, Random House, 1994;
2. 'Poison' by Roald Dahl in *Taste and Other Tales*, -simplified by Michael Cauldon, Longman, 1980. Adapted.
3. 'The Curious Incident of the Dog in the Night-time', Vintage Books, London, 2004

KEY

Text 1

Text 1 is a text that is intended to arouse readers' interest in a book of fiction and in that way promote the sale of the book. It is found on its back cover (and in other publicity material) and is sometimes referred to as a blurb ('vaskeseddel').

Typically such texts contain many positive and intriguing formulations (*murder mystery like no other, terrifying journey..., turns his whole world around...*), all meant to make people curious and buy the book.

They often contain glowing recommendations in the form of quotes from other authors and/or literary magazines. Blurs are really a special type of advertising text. The language is fairly difficult, particularly in the quotes, cf. *portrayal of an emotionally dissociated mind*, so we may conclude that the text is aimed at grown-up readers.

Text 2

This text is an extract from a piece of fiction. We are thrown into a first person story and see everything from that person's perspective. Stories are to be read and enjoyed. Often there is something, an event or special character, which makes us read on because it excites us.

In this extract there is a sequence of actions leading up to something that creates suspense.

Timber, timber... don't make a noise, take your shoes off...

The language is so simple that it is probably intended for young readers.

Text 3

Text 3 is a piece of poetry. We see this from the line division and from the rhymes: *sun-run, meat-sweet, load- explode*. More noteworthy is the consistent use of figures of speech, here a series of similes: *dry up LIKE a raisin, fester LIKE a sore, stink LIKE rotten meat, sugar over LIKE syrupy sweet, sags LIKE a heavy load*.

These technicalities are still less important than the pregnant and compact language which focuses on a political problem – racial inequality – with a new and potentially threatening outcome.

The interpretation is dependent on the reader's ability to associate 'dream deferred' with Martin Luther King's *I have a Dream* speech.

As a genre, poetry rests on its ability to express thoughts and ideas in novel, striking, compact and elegant form.

Note that the entire poem consists of interrogative sentences, which means that the reader is invited to ponder what happens if the dream of racial equality is never fulfilled. Will it result in violence (explode)?, continue to plague the nation (stink like rotten meat)?, become less harmful (dry up like a raisin in the sun)?, etc.

Text 4

This is a recipe; the kind of text you find in cooking books. We know this from the words that refer to the ingredients needed for the dish, the utensils necessary and the order of the sentences which matches that in the cooking process.

But we also know it from the way the language is used. There is a series of 'verbs of doing' in the imperative form followed by noun phrases as direct objects and possibly adverbials denoting how the action is to be done: Cf:

Wipe the ribs and place...

Sprinkle with salt and cook...

Gently fry the onion...

Add to onions, simmer five minutes...

Serve with parsleyed new potatoes...

To really enjoy... nibble every scrap... **Use your hands!**

Text 5

This is a news text, an objective and 'depersonalised' report of what might happen to Britons setting out on the country's congested roads and rail networks ahead of a bank holiday weekend.

The text is primarily intended to inform, but may of course lead to change of plans, and therefore indirectly function as advice.

Its language is typical of news reportage. It has

- a compact heading where *bank holiday Britons* is a noun phrase
- fairly long sentences
- no *I* or *you* to make the text personal
- a vocabulary that includes some difficult words, *congest*, *alteration*, *exacerbate*, *exploit*
- actions turned into nouns:... *causing cancellations and service alterations*
- passive verbs: *will be badly hit*, *to be exacerbated*.

Text 6

This text offers a technical explanation of a physical law. It contains a fair number of nouns which denote physical objects or properties, cf. *force*, *surface*, *water*, *air*, *liquid gas*, *motion*, *contact*, *molecular force*. It is in the simple present tense, the verb form appropriate to refer to never-changing phenomena.

This type of explanatory text is likely to appear in textbooks, reference works, etc.

Text 7

This is an advertisement. We recognise *Jaguar* as the name of a high-quality car and the statement: *Nothing beats a Jaguar* contains the customary hype.

But then, in addition, the first line has three one-syllabic, rhyming words referring to the positive qualities of the car. In that way, the line sticks in the reader's mind.

Text 8

This is a personal blog. It expresses a subjective point of view full of frustration and anger in informal and offensive language, *screwed the country*, *the Bitch*. The writer tries to be funny by exploiting the related meanings of *support in* / *support my legs*, *Cos they support me*.

Nowt is a dialect word for *nothing*.

[The original has been modified to remove even more offensive language.]

3 Style -Tasks

Forfatter: Per Lysvåg, Karin Dwyer Løken

[3 Style -Tasks \(27408\)](#)

Task 1

Read the three versions of the same basic message below, all three informing motorists of parking fees.

- a) Please use 50p pieces only. The meter accepts no other coin.
- b) Visitors are respectfully informed that the coin required for the meter is 50p; no other coin is acceptable.
- c) 50p pieces only

Questions

- a) Arrange them in order from the most to the least formal.
- b) What features of language make b) more formal than the other two? Be specific.
- c) Where are you likely to find version b), and version c)?

a) Visitors are respectfully informed that the coin required for the meter is a 50p; Task 2
no other

coin is acceptable. (most formal)

Please use 50p pieces only. The meter accepts no other coin.

50p pieces only (least formal)

b) The long message is overly detailed; it includes the word respectfully, which signals politeness; and it has two passive verb forms: is informed and (is) required

c) Both the formal and the informal message can in fact be found anywhere, but the formal version is more likely on an official site, where the owner has taken the trouble to have a proper sign prepared. The short informal version could be a note scribbled down, or the text on the actual meter, where there is no space for the long message.

Consider the five sets of synonyms (words with roughly the same meaning) below. Which is the neutral member of each set, which is formal and which is colloquial?

Infant and *offspring* mean about the same, but they would be used in different contexts.

Suggest natural situations/texts for both.

child, kid, infant, offspring
daddy, male parent/ancestor, father,
retire/withdraw, leave/go away, be off/get out/get away/get lost
proceed, continue, go on/carry on
begin/start, get going/get started/come on!, commence

Task 3

Child (neutral), *kid* (informal), *infant* (formal),
(the word *offspring* is also formal and is more common in academic/scientific contexts)
father (neutral), *daddy* (informal), *male parent/ancestor* (formal)
leave/go away (neutral), *be off/get out/get away/get lost* (informal), *retire/withdraw* (formal)
continue (neutral), *go on/carry on* (informal), *proceed* (formal)
begin/start (neutral), *get going/get started/come on!* (informal), *commence* (formal)

Phrasal verbs such as *look at*, *find out*, *search for*, *run into* are conventionally supposed to be replaced by single-word verbs with roughly the same meaning in more formal and academic English. This advice should not be taken to its extreme, though, since two-word phrasal verbs also occur in more formal styles.

Choose a suitable single-word verb from the list below to replace the phrasal verbs in sentences 1-7:

investigate, assist, raise, discover, establish, increase, eliminate

- 1 System analysts can help out managers in many different ways.
- 2 This programme was set up to improve access to medical care.
- 3 Medical research expenditure has gone up to nearly \$350 million.
- 4 Researchers have found out that this drug has serious side effects.
- 5 Exercise alone will not get rid of medical problems related to blood pressure.
- 6 Researchers have been looking into this problem for 15 years now.
- 7 This issue was brought up during the discussion yesterday.

1. *System analysts can assist managers in many different ways.*
2. *This programme was established to improve access to medical care.*
3. *Medical research expenditure has increased to nearly \$350 million.*
4. *Researchers have discovered that this drug has serious side effects.*
5. *Exercise alone will not eliminate medical problems related to blood pressure.*
6. *Researchers have been investigating this problem for 15 years now.*
7. *This issue was raised during the discussion yesterday.*

Task 4 (fairly advanced)

Read the four extracts below and describe their styles. Give specific examples from all four which are characteristic of their styles. You should consider both choice of words and grammatical construction.

1

An alien who is living in this country under a visa permitting permanent residence or who has filed with the proper Federal immigration authorities a declaration of intention to become a citizen has the same privilege of qualifying for resident status for fee purposes under this Act as has a citizen of the United States. A resident alien residing in a junior college district located immediately to Texas boundary lines shall be charged the resident tuition by that junior college.

2

Sometimes I think I'm lucky to be alive. I can't help enjoying really simple things because all the time I'm telling myself that I could be dead instead. Once, for instance I could have died on the motorway. I had spent Christmas with my parents and had to go back to university. Dad took me to the railway station and as he shook my hand a yellow Ford turned up. It was my best friend Paul, who offered to drive me back to university because he had a day off. I accepted. But it was to be a terrible drive.

3

One morning Betty went to the chicken yard. She was going to get the eggs. A chicken was on one of the nests. The chicken made a funny noise. Betty could not take the eggs. Betty said: "I know you have eggs in the nest. I will go away. You will have some little chickens." Betty went to the nest every day. She would take things for the chicken to eat. She gave the chicken water, too.

4

This study is organised into six parts. The following section begins by considering the nature of scientific and medical language, and what makes it distinct from other "styles" of language. The examples used for illustration form the basis for the ensuing discussion of the possibility of describing and distinguishing different types of texts. Also included in this section is a presentation of the different views related to the application of genre research. A summary of previous studies of the medial research article is also presented.

1

The first text is formal. Its **field** (= what it is about) has to do with the rules that must be satisfied for a student at a Texas University to qualify for cheap tuition fees. Many of its language features belong to a variety of English called 'legalese', a negative term which people associate with a heavy and convoluted style.

- It has very long sentences with many sub-clauses, many of which have no verb that shows tense, cf. *a resident alien residing in a junior college district located immediately...* in simple language this means: 'an out-of-state person who lives in a junior college which is near to the Texas boundary...'
- It contains difficult and field-specific words and phrases: *alien, declaration of intention, residing, filed... a declaration of intention...etc. Federal immigration authorities.*
- It has the modal *shall* in *shall be charged*, which is typical of legal English.
- It has a passive in *shall be charged*.
- It has nominal phrases like *privilege of qualifying for resident status*, which in simpler language means: 'may get the status as a resident...'

2

The second text is written in an informal style.

- There are no difficult words.
- Its sentences are on the whole much shorter than in text 1.
- It has the informal form *Dad*.

- It uses contracted forms: cf. *I'm..., can't help..., I'm telling.*
- It has active sentences with verbs that show tense.
- It has an informal phrasal verb *turned up*.

3

This text is rather special. It has the very simple, choppy style of texts in reading materials for beginners.

- The sentences are very short.
- They are all simple sentences, i.e. no combinations of clauses. This makes it feel repetitive.
- The vocabulary is extremely simple, all belonging to the concrete world which children understand.
- It does not use contracted forms, probably in order to make the text easy to read.

4

This text also belongs to the formal register. Its **field** is the type of language used in medical and scientific research.

- It contains some fairly formal, field-specific words/phrases; *ensuing..., application of genre research*
- It has many clauses from which the forms that show tense are omitted (!): *the examples (which are) used for illustration, different views (which are) related...*
- It uses passive forms fairly consistently: *is organised, also included...is ... is also presented...*
- It demotes (= hides) the doer of actions and instead uses impersonal constructions where the verbs do not have personal subjects: *the following section begins by considering..., the ensuing discussion of the possibility of describing and distinguishing..., a presentation of ...*
- It contains signals in the text that tell us how it is organised. *.is organised into six part, ..begins by...also included is..., a summary is also presented.*
- It even has a case of fairly formal word order with the verb in front of the subject *also included in this section is a presentation of...* This is a feature of formal or literary language.

Task 5 (Advanced)

The content of the two extracts below is roughly the same, but their styles differ. Which one is the more formal? Refer to specific features of language (grammar and vocabulary) in version 1 that you consider more formal than the alternatives used in version 2.

Version 1

A new form of lie detector – the Dektor psychological stress analyser (PSA) - which works by voice analysis and which can be used without a subject's knowledge has been introduced in Britain. Its employment is already widespread in private industry, and is now being tested by the police, but some of its applications raise serious worries about possible abuses. Philip Hicks, assistant manager of Burns' Electronic Division, the Burns official trained to use PSA says that the unit could be used for pre-employment checks, emphasising that the device shows only stress, not dishonesty. Three steps are suggested to overcome this difficulty. First, the person being analysed is supposed to see all the questions in advance. Second, there are some neutral questions which are meant to set the person at ease, and third, if the subject shows stress on a vital question, then additional follow-up questions must be asked to ensure that mere coincidence is ruled out.

Version 2

Britain has now got a new form of lie detector. It's a psychological stress analyser called Dektor and it works on your voice even if you don't know that your voice is being analysed. Private industry already uses it a lot and the police are considering testing it out. People are worried that it may be abused sometimes. Philip Hicks, who is assistant manager of Burns' Electronic Division, is the official that is trained by Burns to use PSA, and he says that they can use the unit to screen people before they are offered jobs. But he makes it clear that the device shows only if people are stressed not if they're being dishonest. They suggest three ways to rule out dishonesty. You're allowed to see all the questions before the test. Some questions are there to set you at ease and if you show signs of stress, there will be extra questions to rule out mere chance.

Material based on 'Lie Detector' in Michael Swan, Inside Meaning, CUP, 1988.

The second text is neutral/informal and easy to read.

- It relies on the personal pronoun *you*, and the noun *people* as the subject in many sentences.
- The other text is formal and impersonal. Many sentences have passive verb forms, so we do not get to know who carries out the actions expressed in the verbs, cf. *can be used..., without the subject's knowledge..., three steps are suggested..., questions which are meant to....must be asked...*
- The formal text has nominal constructions which hide the doer of actions.*Its employment is already widespread..., some of its applications raise..., pre-employment checks...*
- For a case in point compare the formal:*some of its applications raise serious worries about possible abuses* with the neutral:*people are worried that it may be abused sometimes...* (admittedly, this is in the passive, but it is still easy to read because we have a subject like *people* and a tensed verb *are worried...*)
- The informal text has contracted forms: *It's a..., you're allowed...they're...* The formal text does not contain contracted forms.
- The list of points at the end in text 1, *First, ...second, and third*, are signals that are typical of more formal writing.

4 Language in Use - Tasks

Forfatter: Per Lysvåg, Karin Dwyer Løken

[4 - Tasks \(27403\)](#)

- [The Word Level](#)
- [The Phrase Level](#)
- [The Clause Level](#)
- [The Sentence Level](#)
- [The Text Level](#)

(If you prefer, right click on the links above and they will open in a new window)

1

Find the lexical words in these sentences and state whether they are nouns, verbs adjectives or adverbs. Do you consider *go for* in the last example as two separate words with independent meanings or as one unit of meaning? Defend your answer.

- 1 That is good news.
- 2 Did Mary like any of the CDs?
- 3 We have carefully examined each case.
- 4 The candidate was totally relaxed.
- 5 Nobody would *go for* your solution.

KEY

2

Go
back
to the
five

1. *Is* (verb), *good* (adjective), *news* (noun)
2. *Mary* (proper noun), *like* (verb), *CDs* (noun- abbreviated from *compact discs*)
3. *carefully* (adverb), *examined* (verb), *case* (noun)
4. *candidate* (noun), *was* (verb), *totally* (adverb), *relaxed* (adjective)
5. *go for* (verb), *solution* (noun)

Since *go for* means 'support/accept' and *go* alone does not have its literal meaning of 'moving', it is best to regard *go for* as one unit of meaning, a phrasal verb.

In sentence 4 *relaxed* is best regarded as an adjective, in which case *was* is not an auxiliary but a form of the lexical verb BE.

sentences above and put the function words into their correct classes.

KEY

1. *that* (demonstrative pronoun)
2. *did* (auxiliary), *any* (indefinite pronoun), *of* (preposition), *the* (determiner, definite article)
3. *we*, (personal pronoun), *have* (auxiliary), *each* (indefinite determiner)
4. *the* (determiner, definite article)
5. *Nobody* (indefinite pronoun), *would* (auxiliary), *your* (possessive determiner)

3

Identify the noun phrases in these examples and state what their syntactic function is, i.e. whether subject, direct object, subject predicative etc.

- 1 The ship couldn't sink.
- 2 Steven Gerrard made the right decision.
- 3 The decision would be a shock.
- 4 Chelsea had offered Liverpool a record transfer fee.
- 5 The next day the kids met Steven.
- 6 There are many training fields in the area.
- 7 It was a shock to find him that dehydrated. ('uttørret')

KEY

1. *the ship* (noun phrase as subject).
2. *Steven Gerrard* (noun phrase as subject), *the right decision* (noun phrase as direct object).
3. *The decision* (noun phrase as subject), *a shock* (noun phrase as subject predicative).
4. *Chelsea* (noun phrase as subject), *Liverpool* (noun phrase as indirect object), *a record transfer fee* (noun phrase as direct object).
5. *The next day* (noun phrase as adverbial), *the kids* (noun phrase as subject), *Steven* (noun phrase as direct object).
6. *There* (empty filler as anticipatory subject), *many training fields* (noun phrase as real subject), *the area* (noun phrase as part of a prepositional phrase).
7. *It* (empty filler as anticipatory subject), *a shock* (noun phrase as subjectpredicative), *to find him that dehydrated* (an infinitive construction –**not a noun phrase** – that functions as real subject).

Note: *It* and *there* in sentences 6 and 7 are very special words. They are not normal noun phrases, but they replace and anticipate noun phrases. Remember that regular pronouns such as *I*, *you*, *he/she/it* also replace noun phrases. We can call them single-word pronoun phrases even though they do not look like typical noun phrases with noun heads. cf. *I love you.*

4

Identify verbals in the seven sentences above.

KEY

5

1. couldn't sink In example 6 of question 3 there is a prepositional phrase *in the*
2. made *area*. What syntactic function does this prepositional phrase have
3. would be
4. had offered in the sentence?
5. met
6. are
7. was

KEY

In the area functions as an adverbial because it tells us where the many training fields are.

6

In this pair of sentences the prepositional phrase in Rome occurs in two different positions. Explain the difference in meaning and grammar between the two.

The two men met after 18 years in Rome. The two men met in Rome after 18 years.

KEY

The first sentence means that they met somewhere after having spent 18 years in Rome.

The other means that they met in Rome after having spent 18 years somewhere.

The placement of *after 18 years* and *in Rome* makes the difference. In the second sentence *in Rome* follows closely after *met* and we understand *in Rome* to refer to the place where they met. In the first example *in Rome* comes at the end. It is separated from *met* and instead connected to *18 years*. So it means that they 'had spent 18 years in Rome'. In the second sentence we know that they met in Rome, because *met* comes immediately before *in Rome*, but we do not know where the 18 years had been spent.

7

Find the adverbials in these examples and state what phrase type they are, whether adverb phrase, prepositional phrase, noun phrase, etc.

NB! In this question you will have to bear in mind the difference between phrase types on the one hand and their syntactic function on the other.

1. Optimistically, she would open any letter.
2. A few years ago we got Torres, a player with power, pace, personality, and most importantly, goals.
3. His new contract would be signed in a few days.

KEY

1. *Optimistically* is an adverbial in the form of a single-word adverb phrase. It refers to how she felt when she opened letters.
2. *A few years ago* is an adverbial of time in the form of a noun phrase. *Most importantly* is an adverbial which expresses the speaker's opinion of what was most important in the list of qualities. It is in the form of an adverb phrase.
3. *In a few days* is an adverbial of time in the form of a prepositional phrase.

8

These examples consist of sentences with two or more clauses combined. Draw a vertical line where one clause ends and another begins. Then state whether the combinations show subordination, coordination or, in some cases, both.

1. If I believe he is fit for fight, I'll put him in the squad.
2. These manufacturers will match our quality and price, but they'll have better designs.
3. The two women feel that they represent entirely different values and are not on good speaking terms.
4. Mom, I have decided what flower to plant.
5. Members who have not received the invitation may call Bill because he is on the organising committee.

KEY

1. Here we have subordination between a clause of condition ('*betingelsessettning*') and a following main clause.
If I believe he is fit for fight / I'll put him in the squad. In fact the first clause of condition can be separated into two clauses as well, like this:
(If) I believe / he is fit for fight, where the second is subordinated to the first.
2. Here we have coordination.
These manufacturers will match our quality and price / but they'll have better designs.
3. Here we have coordination between these two clauses:
The two women feel that they represent entirely different values / and are not on good speaking terms.
The first of these shows subordination between *The two women feel* and *that they represent entirely different values*.
4. This is a case of subordination of *what flowers to plant* to the main clause.
Mom, I have decided/ what flowers to plant
5. The first main division is between the main clause and the following subordinate *because* clause. *Members who have not received the invitation may call Bill / because he is on the organising committee.*
But we have another case of subordination inside the first clause, cf. *Members / who have not received the invitation / may call Bill.*

Read the extracts 1-8 below and answer the following questions:

1. Put the eight passages in an order that creates good coherence.
2. Give your reasons why you want the passages to go in that order. Refer to specific examples of content and language form that you rely on.
3. Which genre does this text belong to?
4. Comment briefly on the style of this piece.

1

Because these few simple facts were all anyone knew about him what began as a bet nearly ended in tragedy for the handsome but mysterious man. It happened like this....

2

He spent his day at the club reading. At 6.10 he started playing cards and returned home every evening at 9.15, after one game of cards. Any money he won at cards he gave to charity, a fact which impressed his fellow card players who found him charming and handsome.

3

Phileas Fogg was a man of mystery. Apart from a few simple facts, no one knew anything about him. He had no family and lived with a single servant in a large house in London.

4

At 11.30 on the day Jean started work, there had been a bank robbery - £55,000 had been stolen from the Bank of England and there was a reward for the robber's capture. Ports and railway station were being watched to try to stop the thief from leaving the country.

5

The members of the Reform Club were playing cards as usual that afternoon but they were also talking about the bank robber, possible hiding places for him and how quickly he could get out of the country. They agreed that the world had shrunk and some said that you could travel around it in three months.

6

Fogg was a man of very exact habits. In his house there was a timetable which showed that he had tea at exactly 8.23 every morning. At 9.37 his servant brought him his shaving water, heated to exactly 86 degrees Fahrenheit. He left his home at 11.30 precisely and went to the Reform Club.

7

In 1892 a new servant started working for Phileas, the Frenchborn Jean Passepartout, who had worked as a fireman, a singer, and an acrobat in a circus. Jean was a strong yet gentle man who, because of his pleasant manners, was well liked wherever he went. Phileas Fogg seemed to be just the master he needed. But Jean couldn't have been more wrong.

8

"You don't need three months!" said Phileas Fogg . "You can travel around the world in eighty days! I bet I can do it in eighty days." "Do you accept the bet?" "Very well then, his friends said, "we accept."

KEY

1

The most likely sequence of passages is: 3, 6, 2, 1, 7, 4, 5, and 8. Read the text and see if you understand and appreciate the cohesion ('sammenhengen') between the 8 paragraphs.

3

Phileas Fogg was a man of mystery. Apart from a few simple facts, no one knew anything about him. He had no family and lived with a single servant in a large house in London.

6

Fogg was a man of very exact habits. In his house there was a timetable which showed that he had tea at exactly 8.23 every morning. At 9.37 his servant brought him his shaving water, heated to exactly 86 degrees Fahrenheit. He left his home at 11.30 precisely and went to the Reform Club.

2

He spent his day at the club reading. At 6.10 he started playing cards and returned home every evening at 9.15, after one game of cards. Any money he won at cards he gave to charity, a fact which impressed his fellow card players who found him charming and handsome.

1

Because these few simple facts were all anyone knew about him what began as a bet nearly ended in tragedy for the handsome but mysterious man. It happened like this....

7

In 1892 a new servant started working for Phileas, the Frenchborn Jean Passepartout, who had worked as a fireman, a singer, and an acrobat in a circus. Jean was a strong yet gentle man who, because of his pleasant manners, was well liked wherever he went. Phileas Fogg seemed to be just the master he needed. But Jean couldn't have been more wrong.

4

At 11.30 on the day Jean started work, there had been a bank robbery - £55,000 had been stolen from the Bank of England and there was a reward for the robber's capture. Ports and railway stations were being watched to try to stop the thief from leaving the country.

5

The members of the Reform Club were playing cards as usual that afternoon but they were also talking about the bank robber, possible hiding places for him and how quickly he could get out of the country. They agreed that the world had shrunk and some said that you could travel around it in three months.

8

"You don't need three months!" said Phileas Fogg . "You can travel around the world in eighty days! I bet I can do it in eighty days." "Do you accept the bet?" "Very well then, his friends said, "we accept."

2

Paragraphs 3, 6, 2 and 1 seem to set the general background for the specific events in paragraphs 7, 4, 5 and 8. So there is a break-off point there. The first four characterise Phileas Fogg and his regular habits, the next four lead up to the bet.

Inside the first four, only 1 uses his full name, which is a good indication that it is the opening paragraph. The other three use *Fogg* and *he*.

In paragraph 6 we are introduced to the full name of his club: *Reform Club*; which means that later references can be to the short form *the club*.

Paragraph 1 sums up Phileas Fogg's personality and habits while at the same time pointing forward to the story to be told: *It happened like this:*

Inside the next four sections, seven talks about *a new servant*, which means that it must come after three where there is mention of *a single servant*. Seven, incidentally, contains a signal of suspense: *Jean couldn't have been more wrong*. (The rest of the story unravels this suspense).

Four must precede five because the robbery is introduced in four and referred to in five.

And five must precede eight because of the mention of *three months* in five and Phileas Fogg's subsequent reaction to that statement in eight.

3

This is fiction.

4

The language here is simple. It has no difficult words, fairly short sentences and simple structures, the verbs are overwhelmingly in simple past tense; the tense normally used to tell stories. The exceptions are the passive progressive *were being watched* in four and the present tense in the dialogue in eight.

10 (advanced)

Questions

1 Read the text below. Which paragraph(s) give(s)

- a) the topic
- b) exemplification
- c) reason for lack of social mobility
- d) a possible wrong inference
- e) solutions to the problem of lack of social mobility
- f) the author's conclusion

2 Suggest a different order of the eight paragraphs that would still result in a coherent text.

3 Certain paragraphs must follow certain other paragraphs. Give two examples and give your reasons for the order you prefer, referring to content and language form.

4 Use your own words to explain the meaning of 1) social mobility (I), 2) the professions (IV), 3) articulacy (IV), 4) the dominant culture (V), 5) an Etonian ('VI), 6) a very deprived intake (VII), 7) work ethic (VII), 8) the very last sentence in passage VIII.

5 How important are social codes, e.g. manner of speaking, articulacy, and general conduct if you want to move up in Norwegian society? Write a short text in a neutral style which addresses this question.

I

Equality of opportunity and personal ambition alone are not enough if we want to make it easier for people to climb the social ladder. The barriers to social mobility are far more complex and need to be discussed openly.

II

A headhunter I bumped into last year told me about the difficulty she'd had in finding suitable staff. That week she'd taken a candidate with excellent paper qualifications for a meal. Which was where it all went wrong. "His manners were just unspeakable. Shovelling food on to his fork with his fingers. Talking with his mouth full, but holding his hand over it. Licking his fingers." And that was that. "My business is done over lunch. That's where you persuade people and do deals. I can't employ someone if people won't want to eat with them."

III

Had she told the candidate why he hadn't got the job? Of course not. He'd been let down with polite lies. He would never know that something so apparently trivial as table manners had such significance. And perhaps what the headhunter really suspected was that if his manners didn't fit, he'd also be unaware of a myriad subtle rules about how to behave in the group he wanted to join.

IV

The headhunter's story was in my mind when I read a recent report why the professions remain so hard for people from other classes to break into, why social mobility is so hard to achieve. Social barriers are more complex, as are employers' priorities. Yes, employers want qualifications, but what they prize most, though, are more elusive social skills: articulacy, tact, team-working, an ability to understand the social codes of the people already socialized into their staff.

V

The fact that there are different social codes makes attempts at social mobility difficult. The dominant culture is that of the white middle class; the elite culture is that of the upper middle class. Anyone who hopes to be socially mobile has, by definition, to learn to read a culture that is not the one they grew up with. Otherwise, no matter what their formal qualifications, they will either fail to get in, or fail to progress. In essence, they are moving from one kind of life to another, but our pretence that these barriers no longer exist means they are too often left without a map to guide them.

VI

The report suffers from one serious weakness. It doesn't see that ambition, talent and opportunity together still don't guarantee success. A child from an under-privileged background is unlikely to profit from a fortnight in a City law firm in the way an Etonian would.

VII

If social mobility is to be more common, children and teenagers must have access to and understanding of the dominant culture. William Atkinson, the inspiring head of a school in west London, with a very deprived intake, says that it's essential that pupils understand the dominant culture. He introduces them all, whether future doctors or gardeners, to great literature, theatre, art. He expects a work ethic. He tells his pupils that street culture is fine for

home, but that only by joining the dominant culture will they have a choice.

VIII

More schools need that honesty and drive. Teenagers need to spend time with adults outside their social groups as mentors, friends and employers. And we need to find a way to talk about behaviour, manners, codes. Not because one set is better than another, but because it's the way humans recognise their groups. Pretending rules don't exist or matter only has one result – it freezes social mobility, and entrenches elites.

Based on Jenni Russel, The Guardian, July 29, 2009

KEY

Task 10

a)

The topic SOCIAL MOBILITY is introduced and defined in paragraph 1 and expanded on in the second part of paragraph four.

b)

Paragraphs two and three serve as exemplification of some of the aspects that prevent social mobility.

Paragraph seven gives an example of what William Atkinson, the head of a school in London, does to help socially ambitious students.

c)

Paragraph five says that as long as we pretend that social codes do not exist and as long as we do not talk about them openly, we will not help those who want to climb the social ladder to reach their goals.

d)

The possibly wrong inference mentioned in question d) is explained in paragraph six. It says that it is wrong to assume that ambition, talent and opportunity are enough for somebody in order to move up in society.

e)

Paragraphs four, five and seven suggest solutions to the problem. Young people need to be exposed to and learn the elusive social codes of the class they aspire to join. That means learning how to behave, learning how to talk, learning how to relate to professional peers, etc.

f)

The author's solution is set out in paragraphs five, seven and eight. It covers pretty much the same as what is mentioned in e) above.

2 and 3

This piece could have started with the examples that the original has in paragraphs two and three, and then moved on paragraphs one and four, which define social mobility and provide reasons why it is such a complex process.

It is quite possible to rearrange the order of some of these paragraphs, a fact which suggests that the text does not have a very tight logical structure. [In that way it is different from the structure of the Phileas Fogg text, which is structured according to a sequence of temporal events.] But the examples given in paragraph eight should come before the conclusion in paragraph eight.

4

social mobility	ability/aspiration to move up in society
	jobs which require formal academic training from college or

the professions	university (in recent years the term has come to be used about less prestigious jobs, but it is still a value-laden word)
articulacy	ability to express oneself well
the dominant culture	the cultural values most middle-class white people have and carry over to their children
an Etonian	somebody who has been or is a student at the prestigious Eton College
a very deprived intake	a school that accepts pupils from deprived areas
work ethic	moral guidelines that place great importance on one's commitment and will to carry out duties and obligations
entrenches elites	stops social mobility and secures the privileged position of the elite.

5

No answer suggested, but you may want to consider whether the elusive social codes the author mentions just reflect superficial conventions of behaviour or whether they genuinely reflect a person's moral values.

- [4A - The Word Level](#)
- [4B - The Phrase Level](#)
- [4C - The Clause Level](#)
- [4D - The Sentence Level](#)
- [4E - The Text Level](#)
- [4 - Tasks](#)

Language in Use

1 Sentence Types

Forfatter: Per Lysvåg

[1 Sentence Types \(14802\)](#)

When we use language, we do it for a purpose. The purpose may be

- A to tell somebody something (to give information)
- B to ask somebody a question (to request information)
- C to ask somebody to do something (to request action)
- D to promise somebody to do something (to promise something)

These very broad and crude categories can be linked to different sentence types. Here is a simple table:



Grammartable 01 / flashnode

<http://ndla.no/en/node/19272>

Since language is so flexible, the rules which link the form of a sentence to its function-as we have done above - have very many exceptions.

Here is one: A request for action is not often expressed in a blunt imperative, but rather in some roundabout way. *Could you send the letter?/Do you mind sending the letter?/Is it possible for you to send the letter?* The request should at least be softened by a *please*. *Please send the letter.*

Despite such exceptions, the basic correlation is that declaratives provide information, interrogatives demand information and imperatives demand action. Here is a short news text for illustration.

The court decided to postpone the proceedings and meet again tomorrow. The evidence is slim and a long trial would have unfortunate consequences in this case. Would it be wiser to drop the charges altogether?

The last interrogative appeals to the reader. He/She is not being told the view of the newspaper, but rather asked to answer a question. In that sense the interrogative is **interactive** because it brings the reader into the text.

In addition, questions may have a **rhetorical effect**. That means they are not real information-seeking questions, but questions that lead the reader to agree with the paper's view. [Yes, it is wiser to drop the charges.] Interrogatives may have this effect, but we cannot tell for sure because we do not have the wider context.

Tasks and Activities

[Sentence Types - Tasks](#)

2 Genre

Forfatter: Karin Dwyer Løken, Per Lysvåg

[2 Genres \(14803\)](#)

There are many, many other reasons for using language than the four below that we mentioned in part one.

- to give information
- to request information
- to request action
- to promise something

For example, we use language

1 to open a conversation with a stranger

A: Nice weather today.

B: Yes. Lovely, but yesterday was awful.

2 to tell an exciting story

I met this very strange fellow on the bus and he...

3 to sell/promote a product

If you are not a member of the club, this will be the only issue of the magazine you'll receive –and we don't want that to happen.

4 to defend an opinion

The main reason why charges should be dropped is that the personal consequences would be....

5 to explain how something works

A tornado is a narrow, violently rotating column of air that

6 to honour a deceased

The distinguished author J.R. died Sunday June 4 at the M Health Centre at the age of

...

7 to invite somebody to a function:

Mr and Mrs S request the pleasure of the company of Mr and Mrs W at the official celebration of...

8 to present a fairy-tale

Once upon a time, there was a king who had....

If we look at language use from this angle, from the perspective of its social function, from what the speaker/writer hopes to achieve, it becomes very hard to make rules of usage.

First, it is simply impossible to agree on a fixed number of reasons for using language. We do not have stringent ways of defining such purposes.

Secondly, we can rarely establish any constant connection between **the form of the language used** and its huge number of **functions**. Possible exceptions may be the language used on certain formal occasions (7) or in the opening of fairy-tales (8) where special forms are conventional, but not required. Otherwise, the forms of stories, explanations, advertisements, arguments, news texts, etc. vary almost endlessly.

Despite these problems, it is not uncommon to talk about different **genres** ('sjangere'), each genre (however it is defined) has a set of typical features.

Here is a common definition of GENRE: **Form of language used** (vocabulary, grammar, style) + **purpose**

3 Style

Forfatter: Per Lysvåg, Karin Dwyer Løken

[Styles of Writing \(14807\)](#)

We often refer to different ways of writing as **styles of writing** and distinguish between **formal, neutral, informal, colloquial and slang**. These styles have no clear break-off points, so the best illustration is to think of a continuum, like this:

very formal/formal --- neutral/informal --- informal/colloquial --- colloquial/slang

If a text has many of the typical features of the formal style, it qualifies as formal. Similarly, a text with many informal and colloquial features is informal. We become aware of the formality of a text once we start reading it, and should, when we write ourselves, use the level of formality that the situation requires. Good students are able to do just that.

Spontaneous speech is on the whole informal or colloquial; serious writing, e.g. news reportage and academic articles, has a formal style while most everyday writing is done in the neutral style.

Here are some characteristics of the four styles:



Grammartable 02 / flashnode

<http://ndla.no/en/node/19057>

Lexical Density

Compare these two sentences:

- *The committee's proposal caused deep resentment.*
- *The committee proposed a plan that people didn't like at all.*

They mean pretty much the same thing, but the first is more formal than the second. It is partly because it packs more information into fewer words, six in the first; eleven in the second, partly because the first uses the noun *resentment* based on the formal verb *resent*, while the other uses everyday words like *didn't like at all* to express the same meaning. The second is denser in terms of lexical words (nouns, verbs, adjectives and adverbs). We will look at this more closely below.

[The Word Level](#)

[The Phrase Level](#)

[The Clause Level](#)

[The Sentence Level](#)

[The Text Level](#)

Tasks and Activities

[Tasks](#)



4A The Word Level

Forfatter: Per Lysvåg, Karin Dwyer Løken

[4A - The Word Level \(17072\)](#)

There are two main types of word classes, each with several subtypes.

- lexical words
- function words

1 Lexical words:

Nouns: car, police, idea, love, builder, refugee, abstraction, substitutability

Verbs: be, do, write, connect, compare, limit, oppose, put off, bad-mouth

Adjectives: pale, clever, blue, deep, favourite, crummy, obstinate, fast-loving

Adverbs: soon, immediately, very, slowly, recklessly, obviously

Note: If you check your dictionary you will see that many words belong to two (or more) word classes: e.g. *to turn- a turn, the police - to police, many limits - to limit*. It is their use in a specific sentence that tells you which word class it belongs to.

2 Function words:

- **Pronouns:**
 - Personal pronouns: I, you, we, etc.
 - Possessive pronouns: mine, yours, his, ours, etc.*
 - Demonstrative pronouns: this/that, these/those
 - Reflexive pronouns: myself, yourself, ourselves, etc.
 - Interrogative pronouns: who, what, which, how, why, etc.
 - Relative pronouns: who, which, that, etc.
 - Indefinite pronouns: somebody, anybody, everybody, all, many, a few, etc.
- **Determiners** ('bestemmerord') articles a (an), the; other determiners: some, many, another, etc.
- **Auxiliaries** ('hjelpeverb'): be, have, do, will, can, might, etc.
- **Prepositions:** to, by, for, under, beneath, across, in front of, etc.
- **Subjunctions:** when, while, if, that, whether, because, etc.
- **Anticipatory *there*:** There is a new pair of skis in the garage
- **Empty *it*:** It is surprising that they left
- **Infinitive marker *to*:** I hope to meet her tomorrow)

For more information about *there and it*, see 4C.

Note: ***A determiner** is a word that comes before a noun and tells us more about it. Many words can be both pronouns and determiners. Here *that* is a determiner in the first example and a pronoun in the second; *I like that car/I like that*. So also *many* and *what* in these examples *many people left early /I didn't see many* and *what nonsense! /what did you see?*

A subjunction makes a sub-clause part of a larger main clause: *I would do it if I get the chance*. Here *if* is the subjunction that connects *if I get the chance* to the main clause: *I would do it*. The infinitive marker may also be regarded as a subjunction.

We have now looked at the basic word classes in isolation. But we must look at how they can be expanded into longer phrases.

- [4A - The Word Level](#)
- [4B - The Phrase Level](#)
- [4C - The Clause Level](#)
- [4D - The Sentence Level](#)
- [4E - The Text Level](#)
- [4 - Tasks](#)

4B The Phrase Level

Forfatter: Karin Dwyer Løken, Per Lysvåg

[4B - The Phrase Level \(14809\)](#)

Compare these two examples:

It is deep

His never-ending love for Mary, his old girl-friend, is remarkably **deep**

The pronoun *it* replaces the long stretch *his never-ending love for Mary, his old school-friend*. This is proof that they can function in the same way when we form sentences, but obviously the long phrase is much richer in meaning. We also understand that a single *it* is suitable only if the text has mentioned his love for her before (see 4 - the text level).

His never-ending love for Mary, his old girl-friend is a **noun phrase**; remarkably deep is an **adjective phrase**.

The **head word** in a noun phrase is a noun or pronoun; in an adjective phrase it is an adjective; in a verb phrase a lexical verb, in an adverb phrase an adverb. The four lexical classes can all be expanded into longer phrases. Here are examples with the heads in bold.

Noun/pronoun phrases:

The **reception** at the Conference Centre (was a success)

All **facts** which point in the same direction (must be considered)

John's first world championship **title** (was won in 1998)

Somebody from Belfast (told me)

Verb phrases:

...can't **accept** (the decision)

...could have been **punished** (more severely)

have... been **talking**.... (...they...about their plans?)

Adjective phrases

...very **strange** (it proved)

....remarkably **deep** (his love is)

....quite **keen** to try the medicine (they are)

...rather **disappointed** that nothing had been done (people feel)

Adverb phrases

...very **seriously** (they took it)

...**immediately** afterwards (it was found)

curiously enough (nobody objected)

One more phrase type needs to be mentioned: **the prepositional phrase**. It consists of a preposition + a noun phrase. It does not have a head.

Prepositional phrases

under the carpet (I found it)

from 2004 (...it has been normal practice)

by smashing it open (she managed it

When we combine phrase types to form clauses, we express statements or ask questions. The material in parenthesis in the examples above gives you the full clause. We will now move on to the clause level.

- [4A - The Word Level](#)
- [4B - The Phrase Level](#)
- [4C - The Clause Level](#)
- [4D - The Sentence Level](#)
- [4E - The Text Level](#)
- [4 - Tasks](#)

4C The Clause Level

Forfatter: Karin Dwyer Løken, Per Lysvåg

[4C - The Clause Level \(14811\)](#)

Look at these pairs of sentences. What is the difference in meaning between the two members of each pair?

The man killed the bear. ----- The bear killed the man.

Naturally, he can't do it. ----- He can't do it naturally.

They consist of the same phrase types, for example in the first, a noun phrase + a verb phrase + another noun phrase. This is proof that an important part of the meaning of a clause comes from the order in which the **clause elements** ('setningsleddene') appear.

So, you need to learn the terms for the clause elements to be able to explain how English works. They are:

Subject (S), Verbal (V), Subject Predicative (SP), Direct Object (dO), Adverbial (A), Indirect Object (iO), Object Predicative (OP), Anticipatory Subject ('foreløpig subjekt') (aS)

Now you will understand that the difference in grammar between the members of the first pair of sentences is that *the man* is the subject in the first, the direct object in the second.

English has a limited set of clause patterns ('setningmønstre'), i.e. combinations of clause elements into patterns. Here are the main types, with simple examples of declarative sentences.



Grammartable 03 / flashnode

<http://ndla.no/en/node/19274>

Table: Per Lysvåg Red: Amendor AS

Note: The last two are variations on more basic patterns, but they are frequent. The new information in the *here-* pattern is a new pair of skis. It would be awkward to say: *A new pair of skis is in the garage.* We tend to avoid putting new information first in a sentence.

The real subject in the last pattern is *that they left*. When the subject is a clause like this, the normal SV order feels awkward, cf. *That they left is surprising*. Instead, we stick in *it* as an anticipatory subject. Both variations are motivated by the **information principle/end-focus principle** – a general tendency to place new information and/or material expressed in complex phrases at the end.

Note: Noun phrases carry most of the information in texts. The reason is that they can function as a subject, a direct object, a subject predicative, an indirect object, an object predicative, even occasionally as an adverbial. The examples in the table show you this.

Verb phrases are generally much shorter, but they are required to form complete sentences. Also, the nature of the lexical verb in the verbal determines what other clause elements can be present. Here are two simple examples:

The verb *be* most often takes a subject predicative: *the reception was a success*.

A transitive verb takes a direct object: *we can't accept the decision*.

Adverbials, which tell us about the circumstances around an action or state, how, why, where, when, etc. it took place, can be left out. Still, when they are included, they are information-rich. Here the final adverbials appear in the shape of different phrase types. All six examples have the same clause pattern, but the final adverbial is different.



Grammartable 04 / flashnode

<http://ndla.no/en/node/19276>

Table: Per Lysvåg. Red: Amendör AS

- [4A - The Word Level](#)
- [4B - The Phrase Level](#)
- [4C - The Clause Level](#)
- [4D - The Sentence Level](#)
- [4E - The Text Level](#)
- [4 - Tasks](#)

4D The Sentence Level

Forfatter: Karin Dwyer Løken, Per Lysvåg

[4D - The Sentence Level \(14810\)](#)

The simple clauses we have used as illustrations above have one verbal. We can combine two or more clauses, each with its own verbal, into clause combinations. Such combinations are technically referred to as **sentences** because they have two verbals.

The more formal and complex styles we talked about in the 'Style' section often have difficult vocabulary, long and complex noun phrases, but also complicated clause combinations with many sub-clauses packed between two full stops.

Here are some examples of different types. Each clause has been underlined.

Coordination ('sideordning') by means of conjunctions *and, but, or, etc.*

- John left and/but I stayed.
- You can leave or you can stay for dinner

Subordination ('underordning') by means of subjunctions *when, because, if, that, etc.*

In such cases the sub-clause functions as a clause element in the main clause.

- If you do one of the problems, I'll buy you a drink (initial sub-clause is an adverbial)
- She didn't go out into the garden when she got home (final sub-clause is an adverbial)
- She demanded that the mess should be cleared out(final sub-clause is a direct object)

Subordination and coordination combined into more complex combinations.

The final sub-clause below is the direct object after wondered. There is coordination of two clauses inside the final sub-clause

- She wondered whether John would take part and whether he wanted money for the job

Subordination of non-finite clauses (i.e. clauses with verbals not marked for tense ('tid'))

People walk past the house to see its garden. (non-finite is an adverbial of purpose)

We can't risk losing everything. (non-finite is the direct object of *can't risk*)

Clauses can be combined in a great number of ways and even stacked inside each other in very complex hierarchies. Such usage is frequent in the formal, written language of academic articles and in some types of news reports. Here is a typical example, stretching over almost three lines. Note its typical 'newsy' way of starting with the message and then adding the source at the very end.

Teenagers who listen to rap and pop songs with degrading sexual lyrics are more likely to engage in precocious sexual activity than their contemporaries who listen to songs that, though explicit, are not considered to be sexually degrading, a study claims.

The Independent, Feb 24, 2009

- [4A - The Word Level](#)
- [4B - The Phrase Level](#)
- [4C - The Clause Level](#)
- [4D - The Sentence Level](#)
- [4E - The Text Level](#)
- [4 - Tasks](#)

4E The Text Level

Forfatter: Karin Dwyer Løken, Per Lysvåg, NDLA

[4E - The Text Level \(14813\)](#)

We have said that **the information/end-focus principle** tells us to place new and important information at the end of a clause, and to start the clause with information that our reader/listener already has. This example of a 'mini-text' illustrates the point.

Empty info	new, salient info	Known info	new info
There was	a car parked outside our front door.	It was	a yellow convertible

If we follow the information principle, we help our readers process our messages. It also explains why the majority of clauses in running texts start with a definite noun phrase, which, by definition, refers to something already talked about, cf. *it* above.

When we write longer stretches of texts, e.g. well-written paragraphs, catchy advertisements, coherent argumentation, we have to pay attention to the reader's need

- to grasp the main topic of our text
- to understand the coherence between our sentences
- to follow the logical progression in our argumentation
- do take in our conclusion

The ideal outcome is that the reader is moved by our story, convinced by our arguments, persuaded to take our advice, etc. as the case may be.

The following simple table presents the over-arching organising principles of text production.

It must be added, though, that texts vary tremendously, depending upon their genre, audience, subject-matter, etc. This break-down shows the conventional structure of an argumentative text. It is still a very useful yardstick. When you know how to organise a conventional text, you can start experimenting with alternative structures.



Grammartable 05 / flashnode

<http://ndla.no/en/node/19277>

Table: Per Lysvåg. Red: Amendor AS

- [4A - The Word Level](#)
- [4B - The Phrase Level](#)
- [4C - The Clause Level](#)
- [4D - The Sentence Level](#)
- [4E - The Text Level](#)
- [4 - Tasks](#)

5 Extra Material on Grammar

Forfatter: Per Lysvåg

[5 Extra Material on Grammar \(20476\)](#)

In the sentence pairs below there is a difference in grammar that brings about a difference in meaning.

Explain how the two sentences differ in meaning and try to relate this difference to whatever is different grammatically. This means that you have to draw on what you know about English grammar.

1

- a I have been writing some letters.
- b I have written some letters.

2

- a We found it very easily.
- b We found it very relaxing.

3

- a She wasn't told.
- b She wasn't too old.

4

- a Do you think you could call her, Sofia?
- b Do you think you could call her Sofia?

5

- a Frankly, you've got to speak your mind.
- b You've got to speak your mind frankly.

6

- a In New York Norwegian students should visit its many wonderful museums.
- b Norwegian students in New York should visit its many wonderful museums.

7

- a The book is on the shelf in front of you.
- b There is a book on the shelf in front of you.

8

- a His job is making sure everything is properly fixed.
- b He's making sure everything is properly fixed.

9

- a She didn't want to go into detail.
- b She didn't want to go into the basement.

10

- a It was in New York that the Binghampton shootings took place.
- b The Binghampton shootings took place in New York.

11

- a We had a little white lamb.
- b We had a little grilled lamb.

12

- a Once you know the rules, you can play the game.
- b Once you knew the rules and could play the game.

13

- a Dr. Watts remains amazingly steadfast.
- b Amazingly, Dr Watts, remains steadfast.

14

- a I can't forget Susan, who used to be in the same class as me.
- b I can't forget the Susan who used to be in the same class as me.

15

- a The family next door enjoys entertaining guests.
- b The family next door enjoys entertaining books.

16

- a We have breakfast in the kitchen.
- b We're having breakfast in the kitchen.

17

- a We are so grateful to you for having taken her to the hospital.
- b So, we are grateful to you for having taken her to the hospital.

18

- a Which would you prefer?
- b What would you prefer?

19

- a The police officer looked calm to him.
- b The police officer looked calmly at him.

20

- a The dance meant a lot to him
- b Dancing meant a lot to him.

Extra material on Grammar

1a/b

1a means that the speaker has recently been writing letters and may not have finished his letter writing. In 1b he/she has finished the letter writing. The first sentence includes the progressive form ('samtidssformen') in the verbal *have been writing*, which implies that the activity may have just stopped or may still be going on.

2a/b

In 2a the speaker says that it was easy for him/her to find something, while in 2b he/she thought some activity made her relax. *Found* means 'discovered' in 2a, and the sentence has this clause pattern: SVdOAdv. In 2b *found* means 'thought' and the sentence has this pattern: SVdOoP

3a/b

3a means that nobody informed the subject *she*, while 3b means that the subject *she* was not very old/young enough for something.... The two sentences look and sound fairly similar, but their grammar is still very different. 3a is in the passive voice and has this pattern SV. 3b is an active sentence with the subject *she* followed by the verbal *wasn't* and a subject predicative *too old*, inside which *too* is a degree modifier of the adjective *old*.

4a/b

4a is a question addressed to a hearer, Sofia, who is present. The speaker wants Sofia to ring the person referred to by *her*. In 4b we do not know who is being addressed, but we know that the sentence expresses a suggestion to give somebody the name Sofia.

Grammatically, it is the function of *Sofia* that distinguishes the two. In 4a *Sofia* is the name of the person spoken to. It is not the subject, but rather a form of address, technically a vocative; in 4b *Sofia* is the object predicative after the direct object *her*.

5a/b

In 5a the speaker signals that he/she is frank when advising the hearer to be honest.

When *frankly* is placed at the end after the phrase *speak your mind*, it refers to the way the hearer should speak, not how the speaker is, as in 5a. *Frankly* modifies the whole sentence in 5a, the phrase *speak your mind* in 5b.

6a/b

The position of *in New York* changes and thereby also the meaning. In 6a *in New York* is an adverbial with the meaning 'when they are in New York'; in 6b it is part of the subject and means 'Norwegian students who are in New York'.

7a/b

7a refers to a book which has already been mentioned, cf. the definite form *the book*, and tells us where it is. 7b introduces this book to the hearer by means of the anticipatory subject *there* and tells us where it is. Notice that we have *a book*, not as in 7a *the book*.

8a/b

While 8a defines what his job consists of, namely to make sure everything is properly fixed, 8b tells us what the person *he* is in the process of doing. So we can say that *making sure* in 8b is the progressive aspect ('samtidssformen'), whereas *making sure* in 8a is the verbal noun 'det å passe på at alt er festet godt'.

9a/b

The difference in meaning in this pair depends on the meaning of *go into*. In 9b it has the literal meaning 'move into the basement', in 9a it is a phrasal verb, an idiom which means 'check/examine'. *Into the basement* in 9b tells us where she didn't want to go and is therefore an adverbial. In 9b we must treat *go into* as a phrasal verb with its object *detail*.

10a/b

It is a small shift of emphasis that distinguishes 10a from 10b. The first uses a cleft construction ('utbryting') to give extra emphasis to *in New York*; may be somebody has incorrectly claimed that it took place in LA. This special focus on the place is absent from the non-cleft in 10b.

11a/b

Here the word *grilled* suggests that we are talking about a dish, *white* that we are talking about an animal, but even *had* acquires different meanings; in 11a ‘own’, in 1b ‘ate’.

More subtly, *a little* can be replaced by *some* and refers to quantity in 11b. In 11a *a* can be replaced by *one*, so here *lamb* is a countable noun (‘tellelig substantiv’).

12a/b

Once means ‘as soon as’ in 12a and is a conjunction. In 12b it means ‘on one occasion’ and is an adverbial. Note also that tense is different; in 12a we find the present tense *know*, in 12b the past tense *knew*.

13a/b

By moving *amazingly* about, 13a says that Dr Watts is so steadfast that it is amazing. In 13b the speaker is amazed that Dr Watts is steadfast. It sounds as if the speaker is surprised. For those who like syntax: 13a: Dr Watts (S) remains (V) amazingly steadfast (sP). 13b: Amazingly (Adv) Dr Watts (S) remains (V) steadfast (sP).

14a/b

The difference in meaning here is that 14b indirectly refers to more than one Susan and the speaker remembers the particular Susan in his class. In 14a we get to know one Susan and the speaker says two different things about her: he always remembers her and she was in his class. In terms of grammar we have a non-restrictive relative clause in 14a. It adds more information about the same girl. The restrictive relative clause in 14b helps us keep one Susan apart from others by the same name.

15a/b

The crucial difference here is in the interpretation of *entertaining*. In 15b it is an adjective that describes *books*; in 15 a, on the other hand, it may also mean that the family enjoys the activity of entertaining guests. Under that reading, *entertaining* means ‘det å ha selskap/sosial omgang med venner’. It is a verbal noun, technically a **gerund**.

16a/b

The progressive form *are having breakfast* in 16b means that they are in the process of eating now. The simple present tense *have breakfast* means that they normally eat in the kitchen. That is their habit.

17a/b

Here the position of *so* changes the meaning. *So* in front of *grateful* is a degree modifier and means ‘very grateful’; *so* at the beginning functions as an adverbial (a conjunct) which links this sentence to what has been said before. It means something like ‘therefore we are grateful to you for...’

18a/b

The different interrogative pronouns *which* and *what* imply that there is a choice between many in 18b, between two or a few in 18a.

19a/b

Looked calm means that the police officer seemed to be calm. Here *look* is a copula/linking verb because it describes the subject. *Calm* is the subject predicative. In 19b *looked calmly* describes an action, how the police officer behaved when he watched him. That makes *calmly* an adverbial and the split verb *look at* a transitive verb, followed by its object *him*.

20a/b

The definite form *the dance* may well refer to a particular dance, say the tango, while *dancing* refers to the general activity of dancing , '(det) å danse'.

6 Extra Material on Vocabulary

Forfatter: Per Lysvåg

[6 Extra Material on Vocabulary \(20477\)](#)

The material on the following pages is intended to increase your active vocabulary. Norwegian-produced English often suffers from lack of precision and variation in the choice of words. Improvement in this area is bound to increase the quality of your writing.

Task 1

Match a word/phrase on the left with a word/phrase on the right with roughly the same meaning. On the whole, those on the right are somewhat more formal than those on the left.

serious	disclose
very interesting	vomit
by the way	coincide
careful	bashful
look after	grave
clear	absorbing
shy	transparent
be sick	be responsible for
tell a secret	cautious
happen at the same time	incidentally

KEY

Task 2

serious	grave	Put in a
very interesting	absorbing	suitable
by the way	incidentally	word from
careful	cautious	the 20 listed
look after	be responsible for	below this
clear	transparent	piece into
shy	bashful	the twenty
be sick	vomit	open
tell a secret	disclose	spaces so
happen at the same time	coincide	that the text

reads like idiomatic English.

We have grown used to their sirens _____ the peace of a sunny afternoon. Now, _____ have found a new way to make themselves heard to householders: by shouting crime _____ advice through loudhailers.

Officers have been ordered to use megaphones to _____ residents who have left doors or windows open. They have even been instructed to enter unlocked _____ and wake up those asleep inside if their home is not _____

It is all part of an _____ by the Northamptonshire police to cut down on the number of summer _____. If _____, it could be copied by other forces.

The megaphone patrols have not gone _____ well with residents, however, who have criticised them as patronising and _____. Shirley P., 75, said: "I don't want police officers coming into my house and _____ at me with a megaphone. They wouldn't get in anyway, because I am careful when I go to bed at night. All they are doing is waking my dog and setting him _____ barking at all hours."

The _____ began two weeks ago in the Thorplands and Lumbertubs areas of Northampton, which have seen a _____ of burglaries in recent weeks.

According to police, one in four of 30 recent burglaries was down to _____ failing to lock up their houses _____. Inspector Mike Grady said: " _____, a good proportion of burglaries in this _____ take place at homes that have been left _____.

Down, sadly, shattering, initiative, secure, intrusive, police, off, properly, county, insecure, properties, scheme, prevention, spate, alert, burglaries, successful, bellowing, tenants

KEY

Task 2

shattering, police, prevention, alert, properties, secure, initiative, burglaries, successful, down, intrusive, bellowing, off, scheme, spate, tenants, properly, sadly, county, insecure.

Task 3

Match each the 15 phrasal verbs on the left by a meaning equivalent on the right. Consult dictionaries if necessary. Then use each phrasal verb in a sentence in which the meaning becomes clear. You may want to use examples from the Internet or from dictionaries.

put something down to	take responsibility for
make up	avoid questions by telling lies
be on to something	interrupt
butt in	encounter somebody accidentally
crack down	unwillingly pay a lot
walk off with	explain something as
take on somebody	constitute
step in	extend, make longer
see to something	steal
put somebody up	convey/communicate successfully
run into somebody	suppress something
pad out	challenge somebody
fork out	intervene
put something across	accommodate somebody
fob somebody off	accept that somebody has a point

KEY

Task 4

Task 3

put something down to make up	explain something as constitute	One aspect of
be on to something	to have a good idea	
butt in	interrupt	
crack down	to take strong action against something	
walk off with	steal	
take on somebody	challenge somebody	
step in	intervene	
see to something	take responsibility for	
put somebody up	accommodate somebody	
run into somebody	encounter somebody accidentally	
pad out	extend, make longer	
fork out	unwillingly pay a lot	
put something across	convey/communicate successfully	
tob somebody off	avoid questions by telling lies	

impoverished English is that writers keep repeating their favourite words-sometimes referred to as lexical 'teddybears'- thereby creating a text which suffers under lack of variation.

The adjectives **interesting, good** and **nice**, and the verbs **get, be** and **have** are such overused words. The following are alternatives to one or the other of the six 'teddybears', but they are of course richer and more specific in meaning.

Possess, delightful, exist, receive, thought-provoking, include, take place, engaging, mean, constitute, catch, competent, compelling, enjoy, acquire, likeable, intriguing, outstanding, amount to, consist of, fascinating, represent.

Choose a suitable alternative from the list above to replace the underlined 'teddybears' in these sentences. In some cases more than one alternative is possible. Discuss your choices with a classmate.

She has a strong will. The discussion was profound and interesting. The committee has ten members. Watch out so you don't get a cold! The concert is tomorrow afternoon. That breach of promise is a threat to our good relationship. I must say you have a good family. Everybody in the office finds Bill a nice fellow. That initiative will get a lot of support among the local residents. The problem is only in your head. He made an interesting remark which left most of us puzzled. Accepting such behaviour is accepting that people can do whatever they like.

The new research group includes a number of very good programmers. The lecture was lively and interesting. We have considerable job security in our company. In the second half some of the home players were very good. There was good evidence for the boy's innocence. During my stay in the north I got a taste for smoked herring. Did you get a letter from the tax man the other day? All these cutbacks are a dramatic reduction in our services.

KEY

Task 4

She possesses a strong will.
The discussion was profound and thought-provoking/intriguing/fascinating.
The committee consists of ten members.
Watch out so you don't catch a cold!
The concert takes place tomorrow afternoon.
The breach of promise constitutes a threat to our good relationship.
I must say you have a delightful family.
Everybody in the office finds Bill a likeable fellow.
That initiative will receive a lot of support among the local residents.
The problem exists only in your head.
He made an intriguing remark which left most of us puzzled.
Accepting such behaviour means accepting that people can do whatever they like.
The new research group includes a number of very competent programmers.
The lecture was lively and engaging/fascinating.
We enjoy considerable job security in our company.
In the second half some of the home players were outstanding.
There was compelling evidence for the boy's innocence.
During my stay in the north I acquired a taste for smoked herring.
Did you receive a letter from the tax man the other day?
All these cut-backs represent/amount to a dramatic reduction in our services.

Task 5

When words occur together in authentic phrases and sentences, the combinations are not haphazard. There are patterns of more or less frequent combinations. For example, you are likely to have come across:

a disturbing development, inclement weather, sound advice, badly needed, water a lawn, be easily frightened, superbly qualified.

These are examples of collocations: two (or more) words which often occur together.

The following combinations are unlikely: *a mature development, likeable weather, clever shoes, badly frequent, roam a lawn, be easily ripe, superbly fine.*

They have the quality of unidiomatic English. In fact, a lot of odd English is odd precisely because the words used do not go well together. Bearing this in mind, attempt the following tasks:

Sub-task A

Find FIVE adjectives that go well (collocate) with **advice**, as in **sound advice**

Sub-task B

Find five verbs that can replace **present** in this collocation: **present a report**

Sub-task C

Find five nouns that can replace **story** in this collocation: **a convincing story**

Sub-task D

Find five adverbs that can replace **sincerely** in this collocation: **I sincerely believe that...**

Sub-task E

Find five verbs that can replace **stated** in this collocation: **he stated that ...**

Sub-task F

Find five adjectives that can replace *critical* in this collocation: **express a critical attitude to**

Sub-task G

Find five nouns that can replace *cut* in this collocation: **a dramatic cut in funding**

Sub-task H

Find five adjectives that can replace *major* in this collocation: **to play a major role in...**

Sub-task I

Find five adjectives that can replace *elegant* in this collocation: **an elegant hotel**

Sub-task J

Find five verbs that can replace *walked* in this collocation: **she walked across the street**

KEY

Task 5

Task 5 A: useful/legal/friendly/unhelpful/much-needed/	advice
Task 5 B: write/submit/draft/review/finalise	a report
Task 5 C: a convincing explanation/result/argument/conclusion/win	story
Task 5 D: I honestly/frankly/whole-heartedly/naively/never	believe
Task 5 E: he claimed/announced/maintained/argued/insisted	that
Task 5 F: express a supportive/negative/constructive/familiar/conventional	attitude
Task 5 G: a dramatic reduction/increase/slash/cut-back/rise	in funding
Task 5 H: to play a central/minor/significant/important/comparable	role in
Task 5 I: an/a Victorian/crumby/impressive/expensive/central	hotel
Task 5 J: she rushed/hobbled/shuffled/dashed/staggered	across the street

Task 6

Match the words/phrases on the left with an appropriate synonym (a word/phrase with roughly the same meaning) on the right.

Link	generous
Absurd	Gotham (City)
Large	venue
Mix	prevent
Block	observe
Watch	premature
Unknown	admit
Stubborn	rewarding
State (without having proof)	recharge
Place (where something takes place)	plummet
Plaintive	obscure
Profitable	contribute
Own up	connection
Fall quickly	obstinate
Chip in	ludicrous
Too soon/early	recess

All again	single
Break/pause	sad
Be easily upset	sensitive
New York City	rewarding

KEY

Task 7

link	connection	Match the
absurd	ludicrous	
large	generous	
mix	mingle	
block	prevent	
watch	observe	
unknown	obscure	
stubborn	obstinate	
state (without having proof)	claim	
place where something takes place	venue	
plaintive	sad	
profitable	rewarding	
own up	admit	
fall quickly	plummet	
chip in	contribute	
too soon/early	premature	
fill again	recharge	
break/pause	recess	
be easily upset	sensitive	
New York City	Gotham City	

word/phrases on the left with an appropriate antonym (word/phrase with roughly the opposite meaning) on the right.

Thick	careless
Urban	aggravate
Undercook	inappropriate
Undecided	predictably
Genuine	skinny
Suitable	determined
Facilitate	level-headed
False	overdo
Be a fanatic	fictitious
Surprisingly	rural
Prudent	genuine
Bumpy	handle well
Bungle	mismanage
manage	smooth
tender	underdone

KEY

Task 8

thick	skinny	Put in a suitable preposition
urban	rural	in the open s p a c e s in this text.
undercook	overdo	
undecided	determined	
genuine	fictitious	
suitable	inappropriate	
facilitate	aggravate	
false	genuine	
be a fanatic	be level-headed	
surprisingly	predictably	
prudent	careless	
bumpy	smooth	
bungle	handle well	
manage	mismanage	

constructions described ____ this book for the most part identify a 'common core' ____ English grammar- that is, features which will be found ____ virtually every situation where the language is used. However, it would be wrong to conclude that there is no systematic grammatical variation in English. Although grammar is the least noticeable dimension ____ language variation, several constructions have been affected ____ regional, social or historical change, and many varieties are distinguished stylistically ____ the frequency ____ which particular grammatical features are used.

Caution

Regional variation is not a stable phenomenon. Dialects are always changing, and influence each other ____ sometimes unpredictable ways. Patterns ____ American English, ____ particular, have ____ some time been influencing the speech ____ people ____ other part ____ the world, and several ____ the USAGE issues identified ____ this book have come ____ ____ this reason.

Not everyone likes it when they notice the emergence of different grammatical patterns ____ the ones they have themselves used ____ childhood. Some people get angry, condemn the changes, and protest ____ them ____ anyone who will listen. Change is invariably considered to be ____ the worse. But no one has ever managed to stop the course ____ grammatical change, as can be seen ____ the way English grammar has steadily evolved ____ the centuries.

From David Crystal, Rediscover Grammar, Pearson-Longman, 2003

KEY

Task 8

In, of, in, of, by, by, with

Caution

In, of, in, for, of, in, of, in, about, for, from, since, against, to, for, of, from, over

Task 9

Rewrite these rather complicated and wordy sentences into briefer and more concise alternatives without changing the main point that is made in each.

1. Rewrite these rather complicated and wordy sentences into briefer and more concise alternatives without changing the main point that is made in each.
2. It is undeniable that a large majority of non-native learners of English experience a number of problems in attempting to master the phonetic patterns of the language.
3. Tea, whether of the Chinese or the Indian variety, is well known to be high on the list of those beverages which are most frequently drunk by the inhabitants of the British Isles.
4. My sister shows a distinct tendency to prefer the company of people who are no longer in their first flower of youth.
5. It is not uncommon to encounter sentences which, though they contain a great number of words and are constructed in a highly complex way, none the less turn out on inspection to convey very little meaning.
6. The evidence taken from the observation of the behaviour of apes and children suggests that there are three clearly separable groups of simple causes for the outbreak of fighting and the exhibition of aggressiveness by individuals.

Material partly based on Michael Swan, Inside Meaning, CUP, 1988

KEY

Task 9 (suggestions)

A Rewrite these long sentences into shorter alternatives without changing their basic meaning.

B It is true that very many foreign learners of English have problems learning the sounds of the language.

C Tea, both Chinese and Indian, is among the most popular drinks in the UK and Ireland.

D My sister prefers the company of slightly older people.

E Often we come across very long and complex sentences which turn out to have little meaning.

F If we look at how apes and children behave, we see three simple reasons why they start fighting and become aggressive.

7 The Linguistics of Silly Jokes

Forfatter: Per Lysvåg

[7 The Linguistics of Silly Jokes \(20478\)](#)

Questions

1. Choose a suitable answer from the list on the right for each of the questions on the left. You will find the correct answers by considering pronunciation, spelling, word plays, etc.
2. Explain why each correct answer is funny but appropriate. Here you will have to refer to features of language.

1 What did the jack say to the car?	a A cartoon.
2 What does seven days of dieting do?	b A milk lorry.
3 What is the science of shopping?	c U (and) I.
4 What is the difference between a bus driver and a cold?	d ... because its capital is always Dublin.
5 What song does a car radio play?	e They make one weak.
6 Why was the girl named Sugar?	f Can I give you a lift
7 Why is Ireland so rich?	g Biology.
8 Waiter, there's a twig in my soup.	h ...because she was so refined.
9 How do you spell we without using the letters W and E?	i One knows the stops, the other stops the nose.
10 What gives milk and has one horn?	j O I C U R M T
11 What is the best thing to take when you're run down?	k When he is a miner.
12 What time is the same spelled backward and forward?	l You can't tuna fish.
13 When is a grown man still a minor?	m Noon.

14 What is the difference between a fish and a piano?	n Hold on Sir, I'll call the branch manager.
15 What did the kid say when he opened his piggy bank and found nothing?	o The number of the car that hit you.

1f, 2e, 3g, 4i, 5a, 6h, 7d, 8n, 9c, 10b, 11o, 12m, 13k, 14l, 15j

The Linguistics of Silly Jokes

1. What did the jack say to the car? Can I give you a lift?
Give you a lift means ‘to offer somebody a free ride’, but when combined with *jack* (Norw. *jekk*) and *lift* (Norw. *løft*), the question gets a more literal meaning. Can I lift you up?
2. What do seven days of dieting do? They make one weak.
 There is a word play on *weak/weak*. The two words are homophones (words pronounced the same way but spelt differently). Seven days of dieting makes one *weak/weak*.
3. What is the science of shopping? Biology
 The spelling *buyology* would turn the ‘science of shopping’ into a scientific term. So the joke trades on another case of words with the same sounds but different spellings (and meaning of course); *biology* and *buyology*.
4. What is the difference between a bus driver and a cold? One knows the stops, the other stops the nose.
 This is another case of word play. For one thing, *knows* and *nose* are pronounced in the same way. Secondly, the noun *stops* refers to places where the bus stops and then to the verb *to stop* (=‘to block’). So there is a double word play here.
5. What song does a car radio play? A cartoon
 British English *tune* [tju:n] is often pronounced [tu:n] in American English, so *cartoon* [ka:tju:n] with stress on the second syllable would be pronounced as ‘car tune’ ['kar tu:n] in AmE, but with two stressed words. That is the basis for the joke.
6. Why was the girl named Sugar?...because she was so refined
 The word *refined* can be used about *sugar* (Norw: *raffinert*) and about people who are polite and discriminating in their judgments. The word is ambiguous (*tvetydig*).
7. Why is Ireland so rich?...because its capital is always Dublin
 The crucial word is *Dublin*, which is pronounced almost like *doubling*. In fact, in non-standard English *doubling* has a final [n] and not a velar sound, so the two words are pronounced in the same way.
8. Waiter, there is a twig in my soup. Hold on Sir, I'll call the branch manager.
 This is a take-off on the traditional ‘waiter jokes’. The crucial word is *branch*, which means both part of a tree (Norw: *gren*) and ‘local outlet/shop’ (Norw: *filial*). The word *twig* (Norw: *kvist*) supports both meanings in the answer. So we have a case of ambiguity.
9. How do you spell we without using the letters W and E? U (and) I
 This joke needs no explanation.
10. What gives milk and has one horn? A milk lorry.
 The word that this joke rests on is *horn*. It is ambiguous and can mean what you hoot when you drive a car and one of the two pointed and curved parts on the heads of cows and sheep.
11. What is the best thing to take when you're run down? The number of the car that hit you.
 The word *take* in the question combined with the ambiguous *run down*- literally ‘knocked down by a car’ and ‘feeling exhausted’- suggests that *take* means some medicine you take. But the answer disambiguates it. *Take* must mean ‘note/take down the number of the car’.
12. What time is the same spelled backwards and forwards? noon
 This needs no explanation
13. When is a grown man still a *minor*? When he is a *miner*.
 The same pronunciation of *minor* (somebody who is not an adult) and *miner* (somebody who works in a mine) makes this a case of homophones.
14. What is the difference between a fish and a piano? You can't tuna fish.
Tuna corresponds to Norw. ‘tunfisk’, but *tuna* also sounds like *tune a (piano)*, ‘dvs. stemme et piano’. The joke rests on this double meaning.
15. What did the kid say when he opened his piggy bank and found nothing? O I C U R M T
 If you pronounce the letters you get: *Oh, I see you are empty*. Very funny!!

8 The Linguistics of Advertisers' Slogan

Forfatter: Per Lysvåg

[8 The Linguistics of Advertisers' slogan \(20479\)](#)

On the right below you will find a list of producers who advertise – or have advertised - their products and services by means of the slogans on the left.

Question 1

Match the slogans with producers/service providers. Use the letters and numbers for ease of pairing off.

A A Moving Experience for 35 Years	1 Zanussi (producer of household appliances)
B Grace...Space... Pace	2 The Independent (newspaper)
C Better in Jams than Strawberries	3 Timex (producer of watches)
D Nothing Runs like a Deere	4 Installer of Air Conditioning
E Don't Just Book it – Thomas Cook It	5 Greater London Council
F Are you a Cadbury Fruit and Nut Case?	6 Jaguar (car maker)
G First Relationships Last	7 Manufacturer of Small Cars
H I think, therefore IBM	8 Barnes and Smith – the Removal Men
I Say No to No Say	9 Alka Seltzer
J Weather ...Wise Choose the Right People	10 Manufacturer of Tractors
K It Is - Are you?	11 Cadbury (the chocolate people)
L Better Late than the Late	12 First National Bank
M Taste - Not Waist	13 Finnair (the airline)
N Plop, plop, fizz, fizz Oh, what a relief it is	14 Thomas Cook the Travel Agent
O Disappear into Thin Air	15 IBM (Producer of Personal Computers)
P It Takes a Licking and Keeps on Ticking	16 Road Safety Campaign
Q The Appliance of Science	17 Weight Watchers

KEY

The Linguistics of Advertisers' slogan

The original slogans/advertisements appear on the left below. The material on the right has been added to assist you in pairing off ads with the right company, especially since you may not be familiar with many of these producers/ service providers.

A A Moving Experience for 35 Years ----- Barnes and Smith – The Removal Men

The slogan trades on the double meaning of *moving*; 1) 'touching' and 2) 'move something'; both appropriate for somebody in the moving business.

B Grace ...Space... Pace ----- Jaguar (make of car)

The three words rhyme; two apply to the animal jaguar (*grace* and *pace*), all three apply to the high-quality car Jaguar.

C Better in Jams than Strawberries ----- Manufacturer of Small Cars

The slogan capitalises on the double meaning of *jams*: 1) ‘preserves’ (syltetøy), 2) ‘traffic congestion’, and a small car is better when the roads are congested/jammed!

D Nothing Runs Like a Deere ----- Manufacturer of Tractors.

DEERE is the name of a tractor producer; at the same time *deer* is the English word for ‘hjortedyr’.

E Don’t Just Book It - Thomas Cook It ----- Thomas Cook – the Travel Agent.

The rhyme: *Book- Cook* makes this an appealing slogan. *Thomas Cook* is used as a verb to mean an action where the travel agent competently handles your travel needs.

F Are you a Cadbury Fruit and Nut Case? ----- Cadbury (the chocolate people)

‘A nut case’ means a ‘somebody who is ‘strange/weird’. In this context a *Cadbury Fruit and Nut* case means somebody who craves the chocolate bar: Cadbury Fruit and Nut, and implies somebody who is so weird that he/she must have that type of chocolate.

G First Relationships Last ----- First National Bank

This clever slogan exploits the double meaning of *First* and *Last*. *First* is a short name for a huge American bank in addition to being an ordinal number ('ordenstall'); *last* is used as a verb meaning ‘endure’. There is also the allusion to a relationship between two people: Your first relationship with a man/woman lasts. Carried over, it means your first relationship with your bank endures.

H I think, therefore IBM ----- IBM (producer of personal computers)

This slogan alludes to Descartes’ famous: ‘I think, therefore I am’; a cause-effect relationship, which here is transferred to one’s choice of computers. Since I think, I choose

IBM. In addition, when pronounced, *M* rhymes with *am*.

I Say No to No Say ----- Greater London Council

This slogan exploits grammatical aspects of English. The first *Say* is a verb, the second is a noun meaning ‘influence’. The first *No* functions as a noun, the second as a pre-modifier.

The slogan carries the implication that you should go against political initiatives that deny you influence.

J Weather... Wise - Choose the Right People ----- Installer of Air Conditioning

Here there is a play on *weather... wise*. When spelt in one word, *weatherwise* means ‘as regards weather’, but when split, we more easily get the meaning ‘as regards weather, be wise’ (and choose us as your installer of air conditioning)

K It is - Are you? ----- The Independent (newspaper)

This clever slogan works with a phrase that can be used both in the statement: *It is* and the question *Are you?* Lots of adjectives can, but only one is at the same time the name of a respectable newspaper in the UK(obviously with the article in front: *The Independent*)

L Better Late than the Late ----- Road Safety Campaign

The crucial word here is the ambiguous word *late*, which means ‘not in time’ and ‘the deceased’. The two meanings make the slogan starkly true.

M Taste not Waist ----- Weight Watchers

The meaning of this slogan is not all that transparent. We recognise the rhyme in *Taste - Waist*, and when linked to *Weight Watchers*, a slimming club, the meaning becomes clearer: tasty food, recommended by weight watchers, which does not expand your waist.

N Plop, plop, fizz, fizz Oh, what a relief it is ----- Alka Seltzer

This slogan capitalizes on a rhyme and the onomatopoeic words *plop, plop, fizz, fizz*, which refer to the sound the digestive Alka Seltzer pills make when dropped into water.

O Disappear into Thin Air ----- Finnair

‘Disappear into thin air’ is an idiom which means something like ‘forsvinne sporløst’. The rhyme on *air* and (Finn) *air* also makes the slogan catching, implying something like ‘take off effortlessly with Finnair’.

P It takes a Licking and Keeps on Ticking ----- Timex (producer of watches)

Clocks tick, and this make of watch takes a licking (stands tough handling (without stopping)). By choosing the phrase *keep on...*the advertising agency has prompted the form: *licking*, which the grammar of English requires after *keep on*, so we get the rhyme:*licking...ticking*

Q The Appliance of Science ----- Zanussi (producer of household appliances)

This ad opens many avenues of interpretation. That in itself makes it effective. The advertisement on the left has the rhyming words *Appliance* and *Science*, the first of these is related to the verb *to apply*. So if you apply science, you use science to produce something useful. At the same time, the English word for ‘husholdningsvarer’ is *appliance(s)*. So we get two related meanings:

1. the application of science: anvendelsen av vitenskap/teknologi
2. the appliance of science: vitenskapens/teknologiens dings

Question 2

Most successful slogans exploit devices such as rhymes, alliterations, allusions, ambiguities, puns, word plays, etc. to make them stick in the readers’/listeners’ mind.

Comment on what you think are cases of such literary devices in the slogans above.

9 The Close Procedure

Forfatter: Per Lysvåg

[9 The Close Procedure \(20480\)](#)

In text 1 below there are fifteen slots; each is to be filled with ONE and ONLY ONE word- either a grammatical word or a lexical word. In some open spaces there is only one possibility, but in others there may be more than one.

To find a good candidate to put into each open space, you may sometimes have to look, not only at the immediately surrounding text, but the wider context to decide whether your choice agrees with the general drift of the piece as a whole.

Text 1

Fill in the open slots in this text with ONE word that fits in.

____ were some things Rose and her brother Brian could safely talk about without getting into an_____, and one of them was Miss H. Milton. She had ____ teaching at the high school longer than ____ other teacher and was more important than the Principal. She taught English and the one thing she was famous for was ____ order. She was also known for ____ a lot of memory work. One day she wrote a long poem on the board and told everyone to copy it ____ and then learn it off by ____ and the next day ____ it in front of the whole class. Rose remembered this ____ very well. It was when she was in her third or ____ year in high school and she did not believe these instructions were to be taken too _____. She learnt poetry ____ ease. So she read the poem and ____ it, verse by verse and then said it over a couple of times in her head. But she didn't do any _____.

Based on Alice Munro's story: 'Who do you think you are?'

Text 1

there, argument, been, any, keeping, assigning, out, heart, recite, incident, fourth, seriously, with, memorised, homework.

Text 2

Background

The following excerpts are based on Ernest J. Gaines' novel: *A Lesson Before Dying*.

Jefferson, a young black man, is an unwitting party to a shootout, where two robbers, Brother and Bear, and the store owner, Mr Gropé, are killed. The novel is set in the American South some time in the late 1940s. This is Ernest J. Gaines' description of the defense attorney's attempt to convince an all-white jury of Jefferson's innocence.

Fill in each of the 25 open spaces with ONE word that fits in.

The defense argued that Jefferson was _____ of all charges brought against him except being at the wrong place at the wrong_____. There was absolutely _____ proof that there had been a conspiracy between himself and the other two. The fact that Mr.Gropé shot only Brother and Bear was _____ of Jefferson's innocence. _____ did Mr Gropé shoot one boy twice and never shot at Jefferson _____? Because Jefferson was _____ an innocent bystander.

.....
“Gentlemen of the jury, look _____ this-this-boy. I almost said man, but I can't say man. Oh, sure he has _____ the age of twenty-one, when we civilized men consider the _____ species has reached manhood, but would you call this – this – a man? No, not I. I _____ call it a boy and a fool.”

.....
“Gentlemen of the jury. Do you see a man sitting here? I_____ you, look carefully. Look at the shape of his skull, this face as flat as the palm of my_____. Look deeply into those eyes. Do you see anyone here _____ could plan a murder, a robbery, can plan _____ at all? A cornered animal to strike quickly out of_____, a trait inherited from his ancestors in the deepest _____ of blackest Africa , yes, yes, _____ he can do, but to plan?. No gentlemen, this skull holds no _____. What you see here _____ a thing that acts on command. A thing to hold the _____ of a plow, a thing to load your _____ of cotton, a thing to dig your ditches, to _____ you wood, to pull your corn. _____ is what you see here, but do you see _____ capable of planning a robbery or a murder?

Question

Describe the attitude the defense lawyer shows in his attempt to convince the jury of Jefferson's innocence, referring to specific examples of the language he uses. Do you think such an attitude can be excused in an attempt to get Jefferson 'off the hook'? Give your reasons one way or the other.

Text 2

innocent, time, no, proof, why, once, merely/clearly, at, reached, male/human, would, ask/implore, hand, who, anything, fear, jungle, that, plans, is, handle, bales, chop, that, anything

(NB! *Anybody* would both be correct grammatically but would clash with the de-humanising words that the defense attorney uses, namely, *it, thing*.)

10 Letters to the Editor

Forfatter: Per Lysvåg

[10 Letters to the Editor \(20481\)](#)

Most newspapers welcome letters from their readers to the editors. The writer's letter may e.g. comment on some current political issue, express frustration at the level of service at a public place, joke or quip about some recent event; in fact a letter to the editor could in theory address any topic under the sun and vary in tone from dead serious to very light-hearted. However, they are expected to follow a conventional form.

The form of address is *Sir*, the writer is expected to give his/her full name and address and the style is normally semi-formal to neutral.

Below is a selection of such letters.

Task 1

Read the letter below and then write a short text, not a letter to the editor, in which you explain the point the writer is trying to make.

Sir,

I have just received an email from a company which feels it can assist in improving my own company's image, as well as the way in which it is marketed and judged by our customers.

Their email begins: "Dear First Name".

William Hill, Edingly, Nottinghamshire (The Daily Telegraph, May 2, 2009)

Task 2

Read the letter below and then write a short text in which you explain the purpose of the letter.

Sir,

I am pleased the newspapers are carrying photos of the swine flu virus – at least we'll be able to recognise it when we encounter it.

Robert Readman, Bournemouth, Dorset, (The Daily Telegraph, May 2, 2009)

In Tasks 3 and 4 you will have to do a bit of research to find out exactly what 'Mexican Wave' and 'Big Issue(s)' refer to - (try googling for the phrases).

Task 3

Read the letter below and explain the implication of the phrase 'Mexican wave' in this context.

Sir,

I read that handshaking should be avoided [in times of the swine flu]. May I suggest a safer alternative when greeting friends: give them a Mexican wave.

David Lydamore, Leigh-on-Sea, Essex (The Daily Telegraph, May 2, 2009)

Task 4

Read the text below and explain the writer's attitude to Gordon Brown [The British Prime Minister], and how he manages to put it across.

Sir,

Mr Brown should be selling Big Issues, not dealing with big issues.

Michael Begg, Strathconon, Ross-shire (The Daily Telegraph, May 2, 2009)

Task 5

Write your own response in a letter to the Editor of a quality newspaper addressing the issue raised in this fictitious letter to the same paper. Be sure to include your own name and place of residence.

Sir,

The recent legislation which allows health service personnel to give contraceptive pills to teenagers from the age of 16 without informing parents threatens to 'pit the pupils' right to privacy against the parents' right to know'. This is a grave threat to the bonds of affection between parents and children and removes the parents' legitimate right to provide guidance in matters of sex education. I am strongly opposed to this new law and ask that it be reversed as soon as possible.

11 Reading Comprehension and Vocabulary

Forfatter: Per Lysvåg

[11 Reading Comprehension and Vocabulary \(20482\)](#)

I Dirty tactics wheeled out as binmen go to war.

1. Binmen are being investigated by police after residents who complained about rubbish
2. collections in their local paper received threatening postcards.
3. George Mower, 62, wrote to the *Brighton Argus* to say CityClean staff were "not
4. doing their jobs properly".
5. The cards threatened to stop collecting rubbish and put cat excrement through
6. letter boxes.
7. The card addressed to Mr Mower read: "We didn't like the letter what you wrote to
8. the Argus. We don't like been undermined. You might find we forget to collect your
9. rubbish this week. Please don't complain again Mr Mower.
10. We would like to keep this amicable as you're probably an old geezer."

From The Daily Telegraph. May 2, 2009

Questions

1. Explain the meaning of the heading.
2. Why is the phrase *wheel out* appropriate in this context?
3. The card shows a couple examples of non-standard English. Identify them and replace them by equivalent standard wordings.
4. What is the meaning of *an old geezer*?
5. How would you characterize the style of this piece?
6. Write a two line summary of the article, using your own words as far as possible.

KEY

Dirty tactics wheeled out as binmen go to war.

1. Tactics that are filthy are rolled out (in dustmen's containers) as they threaten to respond to people's complaints. This heading is not easy to understand. It is almost like a poem because it needs to be interpreted at several levels.
2. *Wheeled out* is a clever and appropriate verb because dustmen wheel out the rubbish bins when they come to collect people's garbage.
3. Correct and standard English would be: *We didn't like the letter that you wrote...* In the next sentence correct English demands: *We don't like being undermined*. In the next line it would be better to say: *You might find that we will forget to collect your rubbish*.
4. *Geezer* is an informal word which means something like: 'an old irritable man'.
5. The style is fairly formal in the text written by the reporter, but becomes more informal - and non-standard - in the letter probably penned by the dustmen. *Geezer* is definitely an informal word.
6. No answer suggested.

II A taxi firm's biddies and codgers backlash

1. A taxi firm's attempt to create a humorous advertising campaign has backfired after
2. the pensioners it was pitching to took issue with the wording.
3. Retired people in the seaside town of Selsey in Sussex have expressed their
4. dismay at the advertisement describing them as "biddies and codgers". Chichester
5. district council said it had started an inquiry after a complaint from Maribel French,
6. 66, a widow.
7. She said she felt "quite sick" when she picked up a leaflet from Area 24/7 taxis
8. offering a "Biddies and Codgers" scheme for travel anywhere in Selsey between 9 am
9. and 11 pm seven days a week for £2.50.
10. One dictionary describes a biddy as an "interfering old woman" and a codger an "old
11. eccentric man".
12. Mrs French said: "I phoned them up and asked them who they classed as biddies and
13. codgers. I think the whole thing is disgusting. I might be an OAP or a senior

- citizen
14. but I'm certainly not a biddy. It's like being called an old hag. And if my husband, Alfred, was alive I would certainly not dream of calling him an old codger. I will not
 16. leave it. I feel really strongly about it."
 17. Michael Ellerton, a partner in the cab firm, said: "We gave out around 7,000 leaflets and out of all of them we have received only two complaints. It's the talk of
 19. the village – they love it. They talk about it at bingo. It's all good fun."
 20. Gary Healy, the controller, added: "To me, if someone says 'old codger' they mean it in a nice way, not nasty. If we were trying to insult people we would be 22. charging them £5 not £2.50".
 23. Meanwhile, Selsey's most famous resident, astronomer Sir Patrick Moore, was incredulous about the furore. He said: "Are you sure it's not April 1?" He added:
 25. "You'd better put me down as an old coot."

Based on text in The Daily Telegraph, May 2, 2009

Questions

1. Look up the words *biddy*, *codger*, *hag* and *coot* in a dictionary – either a desk dictionary or an electronic dictionary - and write down its explanation of the meaning of these words. Does the dictionary add anything about possible offensive or old-fashioned usage?
2. Mrs French mentions two expressions that she accepts as neutral descriptions of her status. Which?
3. Rewrite the heading of the article in a way that makes it clear what it means.
4. Who says that the "biddies and codger" phrase is merely intended as a good-humoured comment?
1) Sir Patrick Moore, 2) the Chichester district council, 3) Gary Healy, 4) Michael Ellerton, 5) Mrs Maribel French
5. Explain the meaning of *pitching to* (line 2), *dismay* (line 4), *incredulous about the furore* (line 25)
6. Write a five-line summary of this article using your own words as far as possible.

KEY

A taxi firm's biddies and codgers backlash

1. *Biddy* is an offensive slang word which refers to a woman who is a fusspot, who complains a lot and tends to interfere.
Codger is an offensive and insulting word for an elderly man who is eccentric and slightly amusing.
Hag is a very offensive slang word for a woman, often advanced in years, that the user wants to insult.
Coot; another informal and slightly offensive word for an old person who is weird and often stubborn.
2. Mrs French accepts the neutral terms *senior citizen* and *old age pensioner* (OAP).
3. A taxi firm receives complaints after it innocently referred to potential customers as 'biddies and codgers'. This rephrasing would not do as a heading because it is too long and does not have the snap of the original.
4. Gary Healy
5. *pitching to* means 'aim at/direct at/ sell to'; *dismay* means 'disappointment or discouragement', *incredulous about the furore* means 'regarded the uproar/excitement in disbelief'.
6. No answer suggested.

III Qatari rulers snub Prince's pleas to halt modern flats

1. The Prince of Wales has been **rebuffed/rejected** by Qatar's royal family in his battle
2. to stop a £1 billion modern flats development in a historic part of London.
3. The Qatars, who have been reported to be on the **edge/verge** of backing
4. down, have instead **recommitted/reaffirmed** their commitment to the development
5. on the site of the Chelsea Barracks.
6. The Prince had written to the prime minister of Qatar, **appealing/asking** to him
7. to scrap the modern steel and glass development. But Qatari Diar, the development
8. arm of the country's royal family, issued a statement yesterday confirming its
9. **commitment/obligation** to the scheme. The statement said: "The owner and
10. developer of the Chelsea Barracks site is concerned that several recent reports in the
11. media have either stated or **inferred/implied** that it is actively considering
12. **abandoning/leaving** the scheme. As a direct consequence of these reports, we have
13. written to Westminster city council confirming **wholehearted/fast** commitment to the

14. scheme."
15. The Prince may be regretting the timing of his **intervention/invitation** as he
16. wrote to the Qatari prime minister more than a week after the application was lodged
17. with Westminster city council. He proposed a more traditional design by one of his
18. favourite architects, Quinlan Terry. The Prince has described the design by Lord
19. Rogers as "unsympathetic and unsuitable" for the area.
20. The clash is a **rehearsal/rerun** of their battle over the proposed
21. **extension/width** of the National Gallery 25 years ago, when the Prince described
22. the design by Lord Rogers as a "monstrous carbuncle on the face of a much loved and
23. elegant friend".
24. The developers Nick and Christian Candy bought the 13-**acre/acres** site with
25. Qatari Diar in May 2006 for £959 million. The brothers have since agreed to sell their
26. stake to the Qataris.
27. Lord Rogers drew up plans for 552 flats in 17 blocks, more than half of them
28. nine **stories/storeys** tall. The development also includes a hotel and shops.
29. After the Prince intervened, there were formal discussions between the
30. developers and Sir Michael Peat, the Prince's private secretary, but the talks did not
31. **address/involve** members of the Qatar royal family.
32. An influential figure in architecture **attacked/assaulted** the Prince for
33. interfering. Paul Finch, the chairman of the 2012 Olympic design panel accused him
34. of having "lurched creaking from his cultural graveyard" to attack the "old enemy
35. modern architecture".

From The Daily Telegraph, May 2, 2009

Questions

1. Read the text above and explain the meaning of its heading.
2. Choose the better of the two alternatives in the fifteen cases where alternatives are given.
3. Who is the "old enemy" in Paul Finch's quote (line 34)?
4. Who reported that the Qataris were considering pulling out of the development plans?
5. Who is the Prince of Wales's favourite architect?
 - o Paul Finch,
 - o Quinlan Terry,
 - o Christian Candy,
 - o Sir Michael Peat?
6. Write a five-line summary of the article.

KEY

Qatari rulers snub Prince's pleas to halt modern flats

1. The rulers in Qatar refuse to listen to Prince Charles's strong request to stop building modern flats.
2. rebuffed, verge, reaffirmed, appealing, commitment, implied, abandoning, wholehearted, intervention, rerun, extension, 13-acre, storeys, involve, attacked.
3. The old enemy is modern architecture.
4. We read in two places (lines 3-5) and (lines 9-12) that the Qataris may be pulling out of the scheme, but we do not get to know who exactly is the source of these reports. The reason is that the first one is in the passive voice (*have been reported to..*), and the other is a noun *...several recent reports in the media....* Both constructions hide the identity of the source of the report.
5. Quinlan Terry
6. No answer suggested.

Advanced Material!

IV Read the long excerpt below and answer the questions at the end.

1. There have been many controversial aspects to the presidential election of 2008, but
2. one thing is uncontroversial: that Obama's skill as an orator has been one of the most
3. important factors – perhaps the most important factor – in his victory. The sheer

4. numbers of people who have heard him speak live set him apart from his rivals – and
5. indeed, recall the politics of ancient Athens, where the public speech given to ordinary 6
6. voters was the motor of politics, and where the art of rhetoric matured alongside 7. democracy.
8. Obama has bucked the trend of recent president – not excluding Bill Clinton – for 9. dumbing down speeches. Elvin T. Lim's book *The Decline of Presidential Rhetoric*
10. from George Washington to George W Bush has analysed presidential oratory
11. statistically. He concludes that 100 years ago speeches were pitched at college reading
12. level. Now they are at 8th grade. Obama's speeches, by contrast, flatter their audience.
13. His best speeches are adroit literary creations, rich in allusion, his turn of phrase
14. consciously evoking lines by Abraham Lincoln, Martin Luther King, Woody Guthrie
15. and Sam Cooke. Though he has speechwriters, he does much of the work himself.
16. More than once, the adjective that has been deployed to describe Obama's oratorical
17. skill is "Ciceronian". Cicero, the outstanding Roman politician of the late republic,
18. was certainly the greatest orator of his time, and one of the greatest in history.
19. Oratory was the supreme political skill, on whose mastery power depended.
20. Unsurprisingly then, oratory was highly organised and rigorously analysed. The
21. Greeks and the Romans, in short, knew all the rhetorical tricks (and they put a name to
22. most of them). It turns out that Obama knows them too.
23. One of the best known of Cicero's techniques is his use of series of three to emphasise
24. points. It is called the tricolon. Here is an example: "Tonight we gather to affirm the
25. greatness of our nation, not because of the height of our skyscrapers, or the power of
26. our military, or the size of our economy..." The most enduring example of a Latin
27. tricolon is not Cicero's but Caesar's "Veni, vidi, vici" – I came, I saw, I conquered.
28. Obama also uses the technique of drawing attention to a something by saying that it is
29. not important. In the example above he says that the size of their economy is not
30. important for the greatness of the US, but in discounting it in this way, he manages at
31. the same time to subtly remind us of its importance.
32. Another of Obama's favourites is the way he uses indirect references to well-known
33. public figures. He used the phrase "a young preacher from Georgia" when he accepted
34. the Democratic nomination in August 2008. He did not mention Martin Luther King.
35. Another example of the same indirectness is when he used the phrase "a tall, gangly
36. lawyer from Springfield..." in another speech. This indirect reference to Abraham
37. Lincoln has the effect of flattering the audience. They are expected to understand the
38. reference. At the same time, in the minds of his listeners it puts him on a par with
39. people like King and Lincoln, two of his idols.
40. Obama likes to use the specifics of American place to locate his references. From his
41. Nov 4 speech "Our campaign ...began in the backyards of Des Moines and the living
42. rooms of Concord and the front porches Charleston (another tricolon). In this way he
43. makes it easy for ordinary people to relate to what he is saying.
44. The ancient Greeks stated that good rhetoric should involve emotion, argument and
45. character (pathos, logos and ethos). This passage of Obama's combines all three: "I
46. am the son of a black man from Kenya and a white woman from Kansas. I was raised
47. with the help of a white grandfather who survived a Depression to serve in Patton's
48. army during WW2 and a white grandmother who worked on a bomber assembly line
49. at Fort Leavenworth while he was overseas. I've gone to some of the best schools in
50. America and lived in one of the world's poorest nations."
51. All these references show that in a sense, he personally embodies the American
52. dream. That is why his speech is all the more powerful. This excerpt from the speech
53. refers to the facts of his family background, and indirectly to the strength of his
54. character since he has risen from modest circumstances and they evoke emotional
55. reactions in the audience. That is pathos, logos, ethos for you. If there is no convincing
56. and truthful relation between the arguments in a speech and the character of the
57. speaker, then the speech may degenerate into empty rhetoric – a negatively loaded
58. word often associated with politicians.

Questions:

1. Explain what is meant by the art of rhetoric (line 6). Does the phrase have a neutral meaning, or is it derogatory?
2. What is the meaning of the word *bucked* at line 8?
3. Give the meaning of the phrase *dumbing down* (line 9)
4. What is the meaning of the phrase *were pitched at* (line 11)?
5. How does the writer feel about Obama's speech to judge from this wording: *Obama's speeches, by contrast, flatter their audience* (line 12)?
6. What does it mean to say that a speech is *rich in allusion* (line 13)?
7. Rephrase the formulation *consciously evoking lines by Abraham Lincoln...* (line 14).
8. Who are/were Woody Guthrie and Sam Cooke (lines 14 -15)?
9. Find a simple everyday word to replace *deployed* (line 16).
10. At lines 24-26 there is an example of the tricolon. Expand the tricolon in such a way that you use a full clause for each of three elements but change nothing of the meaning. Which wording is the better, yours or Obama's? Give your reasons.
11. Write a mini-speech, where you employ Obama's technique (lines 28-31) of mentioning something which is said to be insignificant, but where the very mention of it serves a purpose.
12. Invent an example modelled on material in lines 32-39 in which you refer to somebody important not by name but by some indirect characteristic.
13. Why do you think Obama combines 'backyards' 'living rooms' and 'porches' with the geographical locations Des Moines, Concord and Charleston, respectively?
14. Explain the three terms *pathos logos and ethos*. Check dictionaries if necessary.
15. Go back to line 27. Why would it be odd to reorder the three elements in this fashion: I conquered, I saw, I came.
16. Bill Clinton once said: "You campaign in poetry, you govern in prose." What did he mean by this?

KEY

President Obama as an orator.

1. In this context the phrase *the art of rhetoric* has a neutral implication. But in other contexts the word *rhetoric* often has the negative meaning 'grand, but empty talk'.
2. *Bucked* here means 'reversed, gone in the opposite direction'.
3. *Dumb down* means 'to lower/simplify one's level of language in order to be understood by the less well-educated.'
4. *Were pitched at* (*college reading level*) means that 'the language was aimed at those who had gone to college'.
5. This phrase means that Obama uses language which assumes a level of sophistication on the part of his listeners.
6. *Rich in allusions* means that the language indirectly refers to/hints at other people or events.
7. *Consciously evoking lines by Abraham Lincoln....Sam Cooke* means that 'his language reminds us of or refers indirectly to what these other great speakers have said'.
8. Woody Guthrie was a well-known American singer-songwriter who wrote songs about the average American worker and his place in the nation's development. Father of Arlo Guthrie. Sam Cooke was a famous American gospel singer and songwriter.
9. Used
10.(we gather to affirm the greatness of our nation. We don't do it because of the height of our skyscrapers, we don't do it because of the power of our military, we don't do it because of the size of our economy. This expanded version has the same tricolon. It is repetitive, but still effective.
11. No answer suggested.
12. No example suggested
13. It is possible that he wants us to associate *backyards* with scenes in rural, agricultural Iowa, *living rooms* with the more sophisticated urban environment in Concord, Mass, and *porches* with life in a southern town like Charleston. So he covers several geographical regions, each with its specific features.
14. *Pathos* means something that evokes sadness and pity, *logos* means words/ reason and *ethos* refers ethics/ moral values.
15. There are two reasons why the original order must be used. One is pretty obvious: the sequence must follow the order of the events; secondly, the longest and heaviest word is best in end- position.
16. Bill Clinton probably meant that governing is a mundane but rational activity (cf. logos), but campaigning is an activity that requires appeals to emotions (cf. pathos) to be persuasive.

Working with Genres

Exercise 1 - Style and Function

Forfatter: Per Lysvåg

[Exercise 1 - Style and Function \(55329\)](#)

What would you call the genre that this text belongs to?

The following short text appeared in the Canadian newspaper *The Globe and Mail* on April 20, 2010. Read it and answer the questions at the end.

IN SEARCH OF ONE LAST DANCE

This mid-50's SW gentleman seeks an L/T relationship and he comes with some accessories. He is tall, fit, and handsome. He is an accomplished executive. Given his discriminating taste, he is in search of a cosmopolitan keeper (45-50) who is classy, beautiful and slender. She is independent, but knows the value of sharing. She is sensuous and lives a healthy lifestyle (and intends to look hot at 60!) She also enjoys good conversation and romantic interludes.

SW gentleman = single/white L/T relationship = long-term relationship

Questions

1. Is the writer somebody who describes the gentleman in his mid-50's, or is it the gentleman himself? Give your reasons, one way or the other.
 2. What is the purpose of this text?
 3. What would you call the genre that this text belongs to?
 4. What is noteworthy about the way the language is used here?
-
1. Most likely, the writer is the gentleman himself. The reason for this is that it would be very unusual for somebody else to put in such an advertisement. The use of the third person pronoun *he/his*, rather than *I/mine*, serves to 'depersonalise' the ad. All the positive qualities that he claims for himself would appear even more boastful if he had used *I/mine*.
 2. The purpose is to find a suitable partner.
 3. The text can be said to belong to the genre/category of personal (e.g. a personal advertisement).
 4. All the adjectives paint a very positive picture of the gentleman:*tall, fit, handsome, accomplished executive, discriminating taste* and *comes with some accessories* (sounds like a commercial product). The same style is carried on in the description of the partner he seeks. In addition, the *he/his* forms make it sound as if somebody else describes him. There are direct and indirect references to attractive physical attributes, even sex: *accessories, sensuous, look hot*.

[Incidentally, the phrase ...'one last dance' brings to memory titles of many songs and films, not least the film *One Last Dance* starring Patrick Swayze (2003).]

Exercise 2 - Acronyms

Forfatter: Per Lysvåg

[Exercise 2 - Acronyms \(55330\)](#)

Modern English is full of forms that are shortened from longer alternatives. The short forms are preferred simply because they are shorter and perhaps even catchier, cf. *lab* (*laboratory*), *bra* (*brassiere*).

A special type of short form is the **acronym**, a form that consists of the first letter of two or more words. They may be pronounced as if they were separate words **AIDS**, (*Acquired Immune Deficiency Syndrome*), **UNESCO** (*United Nations Education Scientific and Cultural Organization*) or pronounced with the letters that make up the form **VIP** (*very important person*), **BP** (*British Petroleum*). Most often such acronyms refer to well-known organisations and companies, although in theory an acronym can replace most well-known proper nouns ('egennavn').

Question

What do these acronyms stand for? Write the full name of each acronym.

1. US
2. IRA
3. EU
4. BBC
5. UK
6. WWF
7. GOP (hint: American politics)
8. SUV (hint: type of car)
9. WHO
10. CEO (hint: type of job)
11. GPS
12. Vt (hint: US state)
13. HIV
14. IT

- US = **(the) United States**. The name of the nation is *the United States (of America)*. The article may be dropped in pre-modifying position, cf. *US sources claim that...*
- EU = **(the) European Union**. The full name is *the European Union*, but the article may be dropped here, as well, when it is used in front of a head noun.
- UK = **(the) United Kingdom**. The full name is *the United Kingdom*, which includes England, Scotland, Wales and Northern Ireland.
- GOP = **(the) Grand Old Party**, which means the Republican party in the US.
- WHO = **(the) World Health Organisation**.
- GPS = **Global Positioning System**. Satellite signals that tell us exactly where we are on the surface of the earth.
- HIV = **Human Immunodeficiency Virus**. A virus that causes AIDS.
- IRA = **Irish Republican Army**; an armed illegal organisation which used to fight for Northern Ireland to be united with the Republic of Ireland; now far less influential.
- BBC = **(the) British Broadcasting System**
- WWF = **(the) World Wildlife Fund**.
- SUV = **Sport Utility Vehicle**; a fairly large and powerful type of car, often with four-wheel drive (4WD).
- CEO = **Chief Executive Officer**
- Vt = Vermont
- IT = Information Technology

Exercise 3 - From One Genre to Another

Forfatter: Per Lysvåg

[Exercise 3 - From One Genre to Another \(55331\)](#)

Read the text below and answer the questions at the end.

The text is given in a version with hardly any punctuation marks; it has false starts, incomplete sentences and pause signals (*um*). *um*: It is an attempt to show that what was originally speech has been turned into written English.

I remember being on an aircraft when I was about five and I was with my parents coming back from a holiday in Greece and would you believe I mean it sounds ridiculous now but the aeroplane was being hit by lightening and um there was an aircraft above and an aircraft below and we were coming back and it was a massive storm and I can't remember a lot of it I was sat with my mum and my father was sat with my sister behind the lights went off and the air hostesses went absolutely wild everyone was strapped in

The pilot explained what was going on but don't panic and there were um a lot of Muslims coming back and they were all saying their prayers and going aiee aiee and I remember a lady standing up and saying we're all gonna die we're all gonna die and this lady stood up and smacked her across the face and said if we're all gonna die we don't want to listen to you and um afterwards I mean 'cos I was really young I didn't realise I realised there was panic going on in the plane and when we actually landed and the pilot came out and said you were lucky um

It was frightening though very frightening but it doesn't I think it was because I was so young that I've never been frightened of flying never I mean even when I get on an aeroplane now I'm not bothered.

From Ronald Carter et al. Working with Texts, Routledge, 2001

Questions

1. What kind of text is this? What genre does it belong to?
 2. Turn this text into a short news text that could appear in the *News in Brief* section of a serious newspaper.
 3. Explain briefly what elements from the original text you have decided to leave out or change in your news text.
 4. Why have you made these changes?
-
1. The text can be called an oral narrative. The speaker tells a story about what happened in the aircraft. The false starts, incomplete sentences, etc. are meant to give an impression of what it sounded like when spoken, but it is impossible to recreate on the printed page the features of real speech.
 2. This is just one possible version:

Drama in the Air

A BA airliner en route from Greece to the UK was hit by lightening in a terrible storm yesterday evening. Panic broke out in the plane with passengers, many of whom were Muslims, screaming out their fears and prayers. The pilot and the crew managed to restore calm in the situation and the plane landed safely in London about half-an-hour after schedule. Says five-year-old Sarah Brown: "I was there with my mum and dad, and it was really scary, but the pilot and the crew were great and I don't think I'll be afraid to fly again."

3. The first four lines of the news text focus on the where and when of the dramatic event and its outcome in fairly long and complex sentences. The simple language of the last two lines repeats Sarah Brown's own words. It is not uncommon to give a news report such a personal twist.
4. A news report has to be short and condensed and written in standard English, which means that features of the original suggested speech have to be changed. In terms of content, a news report will leave out a lot of details of a personal and subjective nature, but may include quotes, as shown above.

Exercise 4 - From Keywords to Full Text

Forfatter: Per Lysvåg

[Exercise 4 - From Keywords to Full Text \(55332\)](#)

Read the notes below and then answer the questions at the end.

A battalion of Romanian soldiers sent to Tahiti. Purpose to help after disaster killed 200,000. Story appeared in Romanian blog, *Times. ro*. Story imaginary. Presented as true.

Picture of soldiers on beach. Blog quotes Romanian defence minister: "Haiti, Tahiti, Papiti, names so similar. So sorry". Russian, Italian, Hungarian newspapers picked up story. Television coverage. Says Ionut Foltea, originator of spoof: "We specialise in jokes. Want to give people a laugh. A lesson for all. Check sources. No one in touch with *Times. ro*."

Foltea happy though. Hits on website up from 4,000 a day to 25,000.

Based on text in *The Guardian Weekly*, March 19.25. 2010

Questions

1. Turn the notes above into a short news report written in standard English.
2. Briefly explain what you have done to convert the notes into normal standard English.

1. The Romanian blog, *Times. ro* yesterday presented the story of a battalion of Romanian soldiers who were sent to Tahiti to help in the rescue operation after the earthquake disaster on the island killed 200,000 people. To give credibility to its story, the blog showed pictures of soldiers on the beach and quoted the Romanian defence minister, who said they were so sorry because these names - Haiti, Tahiti, Papiti - are so similar.

The story is a joke, but several newspapers in Europe picked it up and even gave it television coverage. The originator of the spoof, Ionut Foltea, says that they specialise in jokes and want to give people a good laugh, adding happily that they have noticed a jump from 4,000 to 25,000 hit a day on their website, but added that no news agency had been in touch with *Times. ro*. The lesson, though, must be to check sources carefully.

2. The material in exercise four consists of notes written in sentence fragments. The news text above has converted the notes into complete sentences, some of which are fairly long and complex, which is the normal style of news reporting.

Exercise 5 - Recipe

Forfatter: Per Lysvåg

[Exercise 5 - Recipe \(55333\)](#)

Read the text below and answer the questions at the end.

Homesteader Cornbread

What you need

1 ½ cups cornmeal, 2 ½ cups milk, 2 cups all-purpose flour, 1 tablespoon baking powder,
1 teaspoon salt, 2/3 cup white sugar, 2 eggs, ½ cup vegetable oil

What you do

1. Preheat oven to 400 degrees F (200 degrees C). In a small bowl, combine cornmeal and milk; let stand for 5 minutes. Grease a 9x13 inch baking pan.
2. Whisk together flour, baking powder, salt and sugar in a large bowl. Mix in the cornmeal mixture, eggs and oil until smooth. Pour batter into prepared pan.
3. Bake in preheated oven for 30 to 35 minutes, or until a knife inserted into the center of the cornbread comes out clean.

This recipe comes from my mother-in-law in Canada. It's the most moist cornbread that I have ever tasted. It's so soft and fluffy and full of corn flavor. It's great with chilli con carne or as stuffing for your holiday turkey.

A d a p t e d from a text at <http://allrecipes.com/Recipe/Homesteader-Cornbread/Detail.aspx>

Questions

1. This text consists of three parts. Which? What would you call each part?
2. What is the purpose of each part?
3. What is the meaning of *Homesteader Cornbread*? Can you find a Norwegian translation?
4. The middle part has a recurrent sentence structure. Comment as fully as you can on this structure.
5. Find examples to prove that this text is written in the American English standard.

1. The three parts are: 1) What you need, 2) What you do, 3) What it tastes like.
2. The purpose is to list the ingredients (1), present the procedure (2), and tempt readers to make it (3).
3. These are a few suggested translations of Homesteader Cornbread:
 - Maisbrød fra bureisingstiden, Landsens maisbrød, Maisbrød på gamlemåten.
The first is literally most accurate since homestead means 'land given to people to farm'. But the name does not strike the right tone in today's commercial language.
- 4.

Verb in imperative form	+ object noun phrase	+ adverbial
Preheat	oven	to 400 degrees
Pour	batter	into prepared pan
Mix in	the cornmeal.....	until smooth

Recurrent structure in sentences
Opphavsmann: [Per Lysvåg](#)

- The sentences in the middle part have this recurrent structure. There are some variations.
5. Two words are spelled according to the American standard: center and flavor. The British spelling is centre and flavour.

Exercise 6 - SMS, Mobile Phone

Forfatter: Per Lysvåg

[Exercise 6 - SMS, Mobile Phone \(55342\)](#)

You have been asked to write instructions for your grandmother how to send a text message. She has just bought her first mobile phone.

Write the instructions in easy-to-follow language that takes nothing for granted.

Make clear how to

- start the texting process
- how to type the letters and numbers
- how to find punctuation marks
- how to move up and down the face of the phone
- how to save the message in the phone's memory.



Exercise 7 - Compare Readability

Forfatter: Per Lysvåg

[Exercise 7 - Compare Readability \(55337\)](#)

Read the text below and answer the questions at the end.

Version 1

In a closed-door briefing for members of Congress, a senior BP executive conceded that the rupture of the oil well in the Gulf of Mexico could result in the spill of as much as 60,000 barrels of oil a day.

Amid growing uncertainty about the extent of the leak, and when it might be stanching, pressure on BP intensified on multiple fronts, from increasingly frustrated Gulf Coast residents to federal, state and local officials demanding swift action from the company.

(80 words)

Based on an article in *The New York Times*, May 5, 2010

Version 2

In a closed-door meeting a senior BP executive told members of Congress that as much as 60,000 barrels of oil could spill into the Gulf of Mexico from their broken oil well.

People are becoming more and more uncertain how serious the leak is and when it might be stopped. The pressure on BP is growing more intense on many fronts. Residents of the Gulf Coast are getting more frustrated and officials on the federal, state and local level are demanding that the company act swiftly. (87 words)

Questions

1. Which version is the easier to understand? Give reasons for your answer, referring to the way the language- vocabulary and grammar - is used.
 2. The first version is copied from the article in *The New York Times*. What genre does it belong to?
1. We would think that most readers will find the first version more difficult to understand.
- o Version 1 has some quite difficult words, e.g. *conceded*, *rupture*, *stanching*. These have been replaced by simpler alternatives such as *tell*, *a broken well*, and *stopped* in version 2.
 - o Version 1 consists of two very long sentences, with complex combinations of clauses. Version 2 is broken down into 4 clauses with less complex syntax, although even here a couple of them are fairly long.
 - o Version 1 uses many nouns that have been replaced by verbs and adjectives in the second version.

Nominalisations such as *rupture*, (*could result in*) *the spill*, *uncertainty*, (*the extent of*) *the leak*, *swift action* have been rewritten into: *broken (well)*, *could spill*, *uncertain*, *how serious (the leak is)*, *act swiftly*.

It is generally easier to understand language which refers to persons and things by means of nouns, to actions by means of verbs and to qualities by means of adjectives.

Version 2 is quite typical of news reportage, with the characteristics mentioned above. Version 1 is less typical of that genre, but could well have occurred as a news report.

Exercise 8 - Question and Answer (Q&A)

Forfatter: Per Lysvåg

[Exercise 8 - Question and Answer \(Q&A\) \(55341\)](#)

Read the text below and do the task at the end.

The following question and answer appeared in the wisdom@globeandmail.com section of the Canadian newspaper *The Globe and Mail* on March 19, 2010. Read the question and the answer which is provided and then do the task at the end.

THE QUESTION:

Frank Durante of Edmonton says his daughter would like to know if there's a hierarchy attached to the differently coloured hard hats worn by construction crews.

THE ANSWER:

"Generally, white appears to indicate managers, supervisors, engineers or architects," writes **Carla Hagstrom** of Toronto. "Yellow indicates labourers; blue, technical advisers, electricians, plumbers or on-site medical personnel; red, safety inspectors; green, visitors; orange, road-construction or general labourers."

Task

Do some research to find out if there are similar (or different) correspondences in Norway between the colour of the hats of construction people and their jobs. Write a short text where you present your findings.

Exercise 9 - Personal and Informal

Forfatter: Per Lysvåg

[Exercise 9 - Personal and Informal \(55343\)](#)

Read the text below and answer the questions at the end.

Thomson Holiday Reviews

So you've read the brochure, seen the photos and it looks great. But what's it *really* like? If you want to know what other holidaymakers think of your choice of hotel, resort or destination, then you've come to the right place. Check out these honest holiday reviews from past travellers and get the low-down on the food, location and pretty much the whole shebang. You can also leave your holiday review once you've been there to help others make the right choice. So what are you waiting for?

Now's your chance to tell it like it *really* is. Write a holiday review of a recent destination you've visited and let others in on what they have in store.

Adapted from a text at <http://www.thomson.co.uk/holiday-reviews>

Questions

1. What is the purpose of this text?
2. What genre would you put the text in?
3. Where would you place the style of this text on a scale from very formal (1) to very informal (5)? Refer to examples from the text (both grammar and vocabulary) to justify your answer.
4. Explain the exact meaning of *low-down* (line 4) and *shebang* (line 5)
5. Write your personal review of a place you've visited for the benefit of others who are considering going to the same spot. It could be an established holiday resort or simply any place you've spent some time on holiday.

1. The obvious purpose is to encourage holiday makers to write an honest review of a destination they have just been to, for the benefit of prospective travellers to the same spot. [Presumably the destination is one of Thomson's own, but that is not made explicit.]

The indirect purpose is to create positive publicity for the Thomson destinations, since they would probably not publish negative comments.

2. The genre can be called an advertisement in disguise of a personal review/report.
3. The text is written in a fairly informal style; we'd say 3-4 on the scale given. Evidence for this is
 - the personal approach: consistent use of *you*
 - the contracted forms: *you've*
 - the simple language in terms of word choice and grammar
 - the use of interactive sentence types which address the reader directly: cf. the questions: *what's it really like?*, *so what are you waiting for?*
 - the informal expressions *low-down* (= truth about something), *the whole shebang* (=everything), the phrasal verb *let in on* (= *røpe noe*).
4. See 3e above.
5. No answer suggested.

Exercise 10 - Text Analysis

Forfatter: Per Lysvåg

[Exercise 10 - Text Analysis \(55340\)](#)

Read the text below and answer the questions at the end.

The Death of the Full-Time Job

1. Today's unemployment numbers are economically uninteresting - but socially
2. fascinating. They show the jobless numbers stabilising, as you'd expected, but the
3. really interesting stuff is hidden away in the details. They show what can only be
4. described as the death of the full-time job. Even as unemployment is stabilising, the
5. number of full-time jobs is still shrinking - and part-time jobs are very much on the
6. rise. And not because we want this new flexibility. The number of people saying that
7. they are working part-time because they couldn't find a full-time job is over 1 million –
8. an astonishing number. There's also quite a jump in the numbers simply opting out of
9. the labour market, especially the young, who self-describe themselves as students.
10. "Student" may well be a convenient euphemism for "unemployed", just as "resting"
11. often is for actors. Whether they will ever get to go on a course or get a job is a moot
12. point.
13. This all has long-term consequences for the nation, and I suggest it means an even
14. more divided, unequal society. Those who have traditional full-time secure jobs with a
15. pension are increasingly a blessed minority - the rest of the nation is scrabbling away
16. trying to get work where and when they can, with not even paid holidays, let alone a
17. final pension scheme. That also, by the way, means that they will be able to build up
18. less capital over their lives, and banks and building societies will be unwilling or
19. unable under tougher rules to offer mortgage to the newly casualised British worker.
20. And the poorer you are, the worse the life chances of your children, so these new,
21. deeper inequalities will echo down the generations. The Britain that leaves this
22. recession will look very different from the one that entered it.

Adapted from an article by [Sean O'Grady](#) in *The Independent*, Wednesday, 17 February 2010

Questions

1. In line 2 you find *as you'd expected*. Write this sentence without using the contraction.
 2. In the first 12-line paragraph, there is a sentence fragment placed between two full stops. Identify it and turn it into the corresponding complete sentence.
 3. Why are the words *student* and *resting* placed within inverted commas in line 10?
 4. What does the author see as the similarity between *student* and *actor* (lines 10-11)?
 5. Find the words and expressions in this text that mean the same as: *become fewer, increasing, choosing not to work, uncertain, fortunate/holy, move quickly about, downturn*.
 6. Explain the meaning of *to offer mortgages to the newly casualised British worker* in simpler language (line 19).
 7. Which word does *it* (line 22) refer back to?
 8. Write a paragraph, based on this article, in which you explain why 'the death of the full-time job' will have important consequences for Britain in the future. Use your own words.
-
1. Here *you'd expected* = *you had expected*.
 2. In line 6 we find: *And not because we want this new flexibility*. It consists basically of a sub-ordinate clause. The corresponding full clause would have to be something like: *And this is not because we want this new flexibility*.
 3. The two words appear within inverted commas because they are not real students or actors. Such designations are used ironically to gloss over the unpleasant facts that they have no work.
 4. Both words *students* and *actors* hide the brutal fact of their unemployment behind more acceptable names of categories in official statistics.
 5. *become fewer* = *shrinking*; *increasing* = *on the rise*; *choosing not to work* = *opting out of the labour market*; *uncertain* = *a moot point*; *fortunate/holy* = *a blessed (minority)*; *move quickly about* = *scrabbling away*; *downturn* = *recession*.
 6. *to offer mortgages to the newly casualised British worker* = *to offer loans to workers who have recently been laid off*, (i.e. suffered that 'casuality').
 7. *It* = *this recession*. Here is a more explicit version of the last sentence: *The Britain that leaves this recession will look very different from the Britain that entered this recession*.

Exercise 11 - Job Advertisement

Forfatter: Per Lysvåg

[Exercise 11 - Job Advertisement \(55400\)](#)

Social Workers

An example of a job advertisement

- Employer: NORTH YORKSHIRE COUNTY COUNCIL
- Posted: 23 Mar 2010
- Location: Yorkshire and Humberside - North Yorkshire
- Industry:
 - Local government
 - Social Care - Children
 - Health - Social Care
- Contract: Permanent
- Hours: Full Time
- Salary: Band 11-12+2, £26,276 - £32,800 (Qualification bars at £28,636 and £30,851)

Social Work is as challenging as it is rewarding. But then, you already know that. What you need to know now is why you should bring your commitment, dedication and ambition to North Yorkshire County Council.

North Yorkshire is the largest county in England, so that means working in diverse rural and urban areas, with varied communities and experiencing a whole host of ways to develop your skills - and your career. We've already implemented some very innovative on-going projects which have set the benchmark for others to aspire to.

We believe in staying at the forefront of Social Care so that you have all the tools you need to achieve more happy endings.

To further information contact socialcare@northyorks.co.uk

Based on a web advertisement in *Guardian Jobs*, March 25, 2010

Comments

This text

1. . . .has a very clear layout
2. . . .has all the essential information in bulleted points at the beginning, such as employer, location, field of work, salary etc.
3. . . .tries to tempt potential applicants by telling them how attractive the North Yorkshire Social Services are as an employer: *we've already implemented some very innovative on-going projects which have been the benchmark for others to aspire to; we believe in staying at the forefront of social care...*
4. . . .makes the profession sound great: *social work is as challenging as it is rewarding*
5. . . .flatters potential applicants by implying that they are committed, dedicated, ambitious, (...*develop your skills – and your career*); the question is where they can put such qualities to good use: North Yorkshire
6. . . .gives a picture of North Yorkshire as an area of great variety, geographically and socially
7. . . .uses the direct personal approach when addressing the reader, cf. *YOU know that, YOUR skills....*
8. . . .uses relatively simple sentences with little specialised vocabulary. It has the informal contraction in *we've already implemented...*
9. . . .ends with a phrase that brings together a lot of the positive aspect of social work: *to achieve more happy endings*(which is not the same as happier endings!!)

All these features help create an effective job advertisement.

Task

Imagine you are a headmaster looking for promising teachers of English to teach 16-year-olds in a school in Devon, England. Write the job advertisement and base it on the model above. You are free to add and change details of content.

Exercise 12 - Understanding the Text

Forfatter: Per Lysvåg

[Exercise 12 - Understanding the Text \(55346\)](#)

Read the text below and answer the questions at the end.

Background:

The huge American bank Lehman Brothers went bankrupt in 2008 and a large number of people were laid off.

Robbed by the Bank

Early in the morning a year ago today I received an e-mail message at home from Lehman Brothers announcing its plans to file for bankruptcy. But the message said that Lehman would still be "open for business".

So I headed for the office at 745 7th Avenue. The television crews were already there. I stopped to get my coffee from my favourite street vendor who asked how I was doing. I started to cry and told him to keep the change from my \$20 bill because I knew that if Lehman went down, he would suffer as well. On my way in a young woman I'd never seen before said: "Another Lehmanite."

We had all seen it coming, but still could not comprehend how the company that everybody envied for its good culture could let this happen. Yes, the last months had been a wild ride. It was almost a joke when another email message came around announcing that still another member on the permanent staff had left to "pursue other interests" or "to spend more time with his family".

I also learnt that my severance package had been cancelled because of the bankruptcy filing, and, for the first time in my life, I suddenly envisaged unpaid bills piling up on my kitchen table. I know that the public at large doesn't have much sympathy for Wall Street employees, but did I really deserve to be robbed because of the mistakes of others?

Anyway, we spent the rest of the day packing our boxes and finally, in the late afternoon I walked out and headed for the local bar to drown my sorrows and ponder my future. Around West 51 Street, a homeless man approached me with his cup, gesturing for a contribution. He looked at my bag with the Lehman Brothers logo and mumbled apologetically, "Never mind, I'm sorry."

Adapted from two texts in *The New York Times*, Sept. 15, 2009.

Questions:

1. Explain the meaning of 'my favourite street vendor'. (second paragraph)
2. Why doesn't the following alternative work in paragraph two: *I stopped getting my coffee from my favourite street vendor?*
3. Explain the meaning of 'another Lehmanite'. (second paragraph)
4. Find a more common word for *comprehend*. (third paragraph)
5. Why does *pursue other interests* and *to spend more time with his family* appear with inverted commas? (third paragraph)
6. Explain the meaning of *my severance package* (paragraph four).
7. What word class does *apologetically* belong to?
8. Give the meaning of *mumbled apologetically* in another way. (fifth paragraph)
9. Why is the heading *Robbed by the Bank* ironic?
10. Write a five-line summary of this text.

1. *My favourite street vendor = my favourite street salesman/ somebody who peddles his wares from carts on the street.*
2. *I stopped getting... = I did not get my coffee from that street vendor any more.*
I stopped to get... = I stopped in order to get my coffee from that street vendor.
3. *another Lehmanite= another employee at Lehman Brothers.*
4. *comprehend = understand*
5. The expressions appear within inverted commas because the writer wants to signal that he/she does not believe that what they literally say is true. They are used ironically.
6. *My severance package = the compensation I was paid when I was laid off- 'sluttpakke'.*
7. *Apologetically* is an adverb(ial) here.
8. *...mumbled apologetically = mumbled his apologies/ he apologized in a mumbling way.*
9. The irony is that banks do not rob people; it's rather the opposite, people/robbers rob banks.
10. This is just one possible summary.

A year ago the much-respected company I worked for went bankrupt and I was out of work. However, I did go in on the day the information was announced to pack my boxes. I was told that my severance pay had been cancelled and, for the first time, I saw myself unable to pay my bills. I finished my packing and headed for the nearest bar to drown my sorrows and think about my future. On my way, I passed a homeless beggar with his cup. When he saw my bag with the Lehman Brothers logo, he said: "Never mind, I'm sorry".

Exercise 13 - Objective or Subjective

Forfatter: Per Lysvåg

[Exercise 13 - Objective Report or Subjective Opinion \(55348\)](#)

The following text appeared in *The Sun*, a British tabloid, on April 20th, 2010. Read the text and answer the questions at the end. (The lay-out has been changed)

The SUN Says

Change ...Now!

DAVID Cameron showed good judgment last night in tackling the Nick Clegg threat head-on.

The Tory leader treated us as adults in his TV address. He didn't rubbish the Lib Dems or ignore their sudden success. Instead he spelled out clearly why HE is the real change we need. He made three points every voter should consider.

First, it was vital to be straight on the economy. Not just say what people wanted to hear.

Mr Cameron has been franker on the tough times ahead than Mr Clegg. His figures on the economy add up. Mr Clegg's do not.

Second, he emphasised strong leadership - the sort he showed over the MPs' expenses scandal. He axed greedy Tories. Mr Clegg dithered.

Among Mr Clegg's MPs are the likes of Lembit Opik and Chris Huhne. Mr Opik claimed £2,499 for a television and summoned an electrician from Wales to fix his lights in London, costing the taxpayer £1,791. Multi-millionaire Mr Huhne, who owns seven properties, claimed for a 79p packet of chocolate HobNobs. Both are standing again as senior members of Mr Clegg's team.

Mr Cameron's third point was about the importance of a game-changing idea.

Mr Clegg doesn't have one. But Mr Cameron does. His Big Society, where families and communities enjoy more freedom and responsibility, would replace Gordon Brown's bossy Big State.

As the Tory leader said, the worst result would be a hung Parliament with nobody in charge.

Some fed-up voters think we would be better off that way. We wouldn't. Britain has to make a clear choice. If not, we'll be doing all this again in the autumn.

Mr Clegg is the political equivalent of a holiday romance. An exciting fortnight's flirtation so long as you don't ask too many questions. We cannot gamble the nation's future like that.

As David Cameron says, honesty and leadership and vision are the change we need. He can deliver that. Nick Clegg can't.

Questions

1. Write a five-line summary of the article. Use your own words as far as possible.
2. Choose material from the article to prove that this is not an objective news report.
3. What genre would you put it in?
4. Which political party do you think *The Sun* supports? Base your reasons on this text.
5. On a scale from 1 to 10 - where 1 is very simple and 10 is very complex – how would you characterise the language of the text? Refer to specific examples from both grammar and vocabulary when you justify your answer.
6. Explain the meaning of *to rubbish* (1. paragraph), *to dither* (3. paragraph), *game-changing idea* (4. paragraph), *a hung Parliament* (5. paragraph). What does ...*all this again...* in paragraph 5 refer to?
7. The heading echoes a recent election campaign. Whose?

1. This is just one possible summary.

David Cameron made a good impression in his television address last night. Unlike his opponent Nick Clegg, he was quite frank about the need for sorting out the economy; he took on the greedy MPs with their scandalous expense claims, and he talked straight about the necessary change from Gordon Brown's Big State to a state where people enjoy more personal freedom. David Cameron has the vision and the will to bring about change; Nick Clegg, whose ideas do not stand up to close examination, does not.

2. See 3 below
3. This is an editorial, a subjective comparison of the policies of David Cameron and Nick Clegg. In fact, the text says: *The Sun Says*, so we are in no doubt about the genre and the purpose of the text, viz. to influence readers.
4. It is common knowledge that *The Sun* supports the Conservative Party. This shines through in the way the editorial presents the political situation. It is done in one-dimensional black and white contrasts with the short pithy statements we find in the second part of these examples:
 - *His figures on the economy add up. Mr Clegg's do not.*
 - *He axed greedy Tories. Mr Clegg dithered.*
 - *Some fed-up voters think we would be better off that way. We wouldn't.*
 - *...the importance of a game-changing idea. Mr Clegg doesn't have one. But Mr Cameron does.*
 - *He can deliver. Nick Clegg can't.*
5. We would say it is around 4/5. On the whole, the sentences are short, written in simple syntax, with an unusual number of ellipses (see examples in 4 above). The words belong to the general vocabulary of most readers. Besides, the lay-out, with each main point given a separate paragraph, makes it easy to read. Words like *rubbish* (v), *axe* (v), *fed-up* (n) give it an informal flavour.
6. *To rubbish* = 'to treat like rubbish', 'something of little or no value'; *to dither* = 'to hesitate'; *game-changing idea* = 'an idea that would change the 'game of government"'; *a hung Parliament* = 'a Parliament where no party has more representatives than the others added together (and therefore has limited political power)'; *do all this again* = 'we would have to go through another election again soon'.
7. The emphasis on change echoes Barack Obama's election campaign.

Exercise 14 - Objective or Subjective

Forfatter: Per Lysvåg

[Exercise 14 - Objective Report or Subjective Opinion \(55359\)](#)

The following text is shortened from a text in *The Sun* on April 20th, 2010. Read it and answer the questions at the end.

FRUSTRATED Sarah Colwill has started speaking with a CHINESE accent in a bizarre reaction to severe migraines. Sarah, 35, has suffered from acute headaches for the past decade, but last month they suddenly became more intense. Since then her speech altered and she has no idea when it will return to her native West Country burr.

Sarah, of Plymouth, Devon, believes she has Foreign Accent Syndrome (FAS) — an extremely rare condition normally associated with strokes or other brain trauma. "I am frustrated to sound like this, I just want my own voice back, but I don't know if I will get it back. I have never been to China. I was born in Germany but I moved here when I was 18 months old so I have always spoken like this."

Sarah, an IT project coordinator, lives with husband Patrick and has been diagnosed with rare sporadic hemiplegic migraines. They cause the blood vessels in her brain to expand resulting in stroke symptoms including paralysis down one side of the body. After researching FAS on the Internet Sarah has been in contact with doctors from the US and Oxford University who are interested in studying her plight.

John Coleman, a professor of phonetics at Oxford University, said: "FAS is extremely diverse, almost certainly not 'one thing', not a well-defined medical phenomenon."

Experts believe FAS is triggered following a stroke or head injury, when tiny areas of the left side of the brain linked with language, pitch and speech patterns are damaged. The result is often a drawing out or clipping of the vowels that mimic the accent of a particular country, even though the sufferer may have had limited exposure to that accent. It is not actually a foreign accent, but the sufferer may lengthen syllables, alter their pitch or mispronounce sounds, which makes pronunciation sound similar to a foreign accent.

One of the first reported cases was in 1941 when a young Norwegian woman developed a German accent after being hit by bomb shrapnel in an air raid. As a result, she was shunned by her community, which falsely believed she was a German spy.

Questions

1. Does this text belong to the same genre as the one in exercise 11? If not, what is different? Which genre would you put this one in?
 2. Do some research to find out what a *West Country burr* (paragraph 1) sounds like.
 3. *The Sun* invites comments from their readers on their articles. These are two comments on the text above:
 - *Where is her migraine medication manufactured?*
 - *It's when she starts selling dodgy DVD's that there's a problem.*What is implied by each?
-
1. The text in exercise 11 is an **advertisement** for a job in the health care sector in North Yorkshire. The text in exercise 14 belongs to a different genre. It can be called a **personal story intended to amuse and intrigue**.
 2. The descriptive label *West Country burr* refers to an accent feature often heard in counties such as Cornwall, Dorset and Devon (counties in the south-west of England). It is characterised by a long and noticeable 'r'-sound.
The task text asks about "like a Janner". But it is not included in the answer.
 3. Both comments are jokes, made 'tongue-in-cheek'. The first one implies that she suffers this speech defect because her medication is produced in China.

The second implies that we will not have a problem until she starts selling fake DVDs,
the way the Chinese flood the market with their pirate copies.

Exercise 15 - Statistics

Forfatter: Per Lysvåg

[Exercise 15 - Statistics \(55349\)](#)

The following text is shortened from a text in *The Sun* on April 20th, 2010. Read it and answer the questions at the end.

Study the tables below and then answer the questions at the end.

Adapted from The Economist's *Pocket World in Figures*, 2007 edition

(Life expectancy = forventet levealder)

Highest life expectancy	Lowest life expectancy
1 Japan 82.8	1 Swaziland 29.9
2 Iceland 81.4	2 Botswana 33.9
3 Switzerland 81.1	3 Lesotho 34.3
4 Australia 81.0	4 Zimbabwe 37.3
5 Sweden 80.8	5 Zambia 39.1
8 Norway 80.2	25 Afghanistan 47.7 **

* The figures are not adjusted for gender.

** Afghanistan is the first non-African country on the list on the right.

Question

1. Write a short report where you present these facts.
2. Write a text where you discuss why you think there is this discrepancy in life expectancy

Exercise 16 - Poetry

Forfatter: Per Lysvåg

[Exercise 16 - Poetry \(55353\)](#)

Read the poem by Richard Church below and answer the questions at the end.

In these latter days
Few poets have the habit
Of singling out for praise
One woman.

But I am old enough
And of a generation
To vaunt, though crabbed and gruff,
One woman.

Her attributes are such
As most men take for granted,
Until death comes to clutch
One woman.

She is of quiet glance;
But O, her spill of laughter!
All joy is summed by chance
In one woman

Yet when she hears a tale
Of suffering and evil,
She'll tremble and grow pale
This woman

Beyond all laughter's end,
And past the reach of sorrow;
Lover and working friend,
This woman.

But words are too cross-grain
For me to tell the secret
Of what makes her remain
The one woman

Vaunt = 'praise highly', 'extoll'; crabbed = 'irritable'

Copied from *The Harrap Book of Modern Verse*, George Harrap and Co.Ltd, London
1964

Questions

- 1 Show that you understand this poem by writing a short prose text that sums up its content.
- 2 Why is this poetry?
- 3 What do you think the gradual change in the last line of each stanza implies?

1. Richard Church's poem is particularly interesting in the way he uses *one woman*, *this woman* and finally *the one woman*. We understand it to mean that he is not saying that all men love the same individual, but rather that each man has his own very special woman who possesses the qualities he describes. Here is an attempt to give the gist of the poem in normal prose.

In these modern times few poets single out and praise one particular woman. But I am old enough to adore one woman, even though she might be grumpy and hard to please. Most men see nothing special in that one woman until suddenly death leaves them single. All joy of summer happens to be reflected in the woman's laughter and calm eyes. Yet, when she hears a sad tale, her empathy absorbs other people's suffering to the extent that she will tremble and grow pale. When laughter subsides and sorrow remains intense, that woman is still my companion in love and work. But words are too crude to explain why she continues to be my one woman.

2. First of all, it is written in stanzas with short lines where the first and third line of each have end-rhymes.

Further, the repetition in the last line has a strong cumulative effect, making it clear that there is no doubt about the speaker's devotion to his one woman.

A word like *vaunt* is formal, otherwise the diction (= choice of vocabulary in poetry) is relatively simple.

In some places normal grammar has been changed to serve a poetic purpose, e.g.

the end-rhymes in stanzas 1 and 2. Normal grammar would be:

the habit of singling out one woman for praise

...of a generation to vaunt one woman, though crabbed and gruff.

In stanza 4 the form *But O, her spill of laughter!* shows that the speaker is emotionally moved.

In many places the language is so compact that we can rightly talk about poetic images, e.g.

All joy is summed by chance in one woman

Beyond all laughter's end, and past the reach of sorrow; lover and working friend...

3. We think that the change in the last line from *one woman* to *this woman* and to *the one woman* is a way of gradually zooming in on the unique woman that is the speaker's love. above.

Exercise 17 - Short Story

Forfatter: Per Lysvåg

[Exercise 17 - Short Story \(55355\)](#)

Read the story below and answer the questions at the end.

The Story of an Hour

Knowing that Mrs Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed". He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves. There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

Now her bosom rose and fell tumultuously. She was beginning to recognise this thing that was approaching to possess her, and she was striving to beat it back with her will – as powerless as her two white slender hands would have been.

When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: "free, free, free!" The vacant state and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial.

She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save* with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

There would be no one to live for her during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with

which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him – sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg; open the door – you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."

"Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday that she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's importunities*. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

Some one was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry, at Richards' quick motion to screen him from the view of his wife.

But Richards was too late.

When the doctors came they said she had died of a heart disease – of joy that kills.

Kate Chopin, 'The Story of an Hour' in R. Bausch & R. V. Cassill, *The Norton Anthology of Short Fiction*, 7th Ed. Norton & Company, 2006

*save = 'ex

1. Why do you think this may be considered a ‘feminist story’? Refer to material from the text to support your argument.
 2. How does the description of nature underscore the story’s theme?
 3. Who offers the explanation in the last phrase – *of joy that kills*, the doctors or the author? Give reasons for your answer.

1. It is clear that there are no strong bonds of affection between Mrs Mallard and her husband, Brently Mallard. He had always loved her (*he had never looked save with love upon her*); (*And yet she had loved him – sometimes. Often she had not*). In other words, she does not return his unconditional love for her.

What is important in the story is that she will be able to live as she wishes. ... This means that the theme of the story may be equality between men and women, and that women have the right to live their own lives.

Advanced answer:

What is crucial in the story is that his death allows her the freedom to assert herself as an individual. *She would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature.* These lines suggest that the theme of the story is self-assertion and rebellion against conventional forces in society that deny people the right to choose their own life. Since society traditionally has placed women in a subordinate position, the story is only indirectly and at a superficial reading a feminist story. We could rather say it is a story of individualism.

2. Formulations like: *she could see in the open square before her house the tops of trees that were all aquiver with new spring life; the delicious breath of rain was in the air; there were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west...* have a strong symbolic effect They suggest that there is a new awakening coming to her, a realisation that she can now shape her own future, unfettered by conventional chains.

3. The last sentence is in indirect speech, referring to what the doctors said. Given the setting of the story, they are the source of the statement, and they have no reason not to believe that she was infinitely happy when she saw her husband walk into the house.

However, since we know how Mrs Mallard felt about her new-won freedom, we understand the deep irony in the word **joy**. Brent Mallard's return did not bring joy but

rather devastation and death.

Exercise 18 - Poster

Forfatter: Per Lysvåg

[Exercise 18 - Poster \(55358\)](#)

Write the text of a poster to go up on your school's bulletin board, inviting all students to a fancy dress party. You may want to include information on

- the theme of the fancy dress evening
- the band(s) that will be playing
- prizes for best costumes
- etc.

Be sure to mention the venue, the day, opening and closing time, and, if you prefer, e.g. availability of drinks and expected conduct of participants.

Make the poster irresistibly inviting and catchy!!

Grammar and Vocabulary

Grammar - Main Menu

Grammar Terms

Forfatter: Knut Inge Skifjeld

[Grammar Terms \(109493\)](#)

- [English Glossary of Grammar Terms \(ext\)](#)



- Basic Grammar Terms - Fill In / h5p_content
<http://ndla.no/en/node/123869>

Challenging Topics

Forfatter: Knut Inge Skifjeld

[Challenging Topics \(109551\)](#)

Here you will find various resources dealing with irregularities and tricky topics in English grammar and spelling



Tricky Words in English (1) / h5p_content

<http://ndla.no/en/node/123873>



Click on the Correct Preposition 1 / h5p_content

<http://ndla.no/en/node/19789>



Click on the Correct Preposition 2 / h5p_content

<http://ndla.no/en/node/19791>



Click on the correct preposition 3 / h5p_content

<http://ndla.no/en/node/19793>



The Complicated "s" / h5p_content

<http://ndla.no/en/node/124162>

[Concord Between Subject and Verbal](#)

The Articles

Forfatter: Knut Inge Skifjeld
[The Articles \(109474\)](#)

Read about:

[The Articles](#)

Tasks



1.

The Definite Article / amendor_ios_task
<http://ndla.no/en/node/47249>



2.

The Indefinite Article, 1 / h5p_content
<http://ndla.no/en/node/46202>



3.

The Indefinite Article, 2 / h5p_content
<http://ndla.no/en/node/15559>

4. [Articles, Translation](#)



5.

Articles (More Advanced) / h5p_content
<http://ndla.no/en/node/46208>

Nouns

Forfatter: Knut Inge Skifjeld

[Nouns \(109477\)](#)

Read about:

- [Nouns](#)

Tasks

1. [Plural, Flashcards](#)



2.

Plural or Singular / amendor_ios_task

<http://ndla.no/en/node/61043>



3.

Nouns, Plural or Singular / h5p_content

<http://ndla.no/en/node/17148>

4. [Nouns, Translation](#)

5. [Fill In the Correct Noun](#)



6.

Nouns and Their Plurals / h5p_content

<http://ndla.no/en/node/19715>



7.

Plural, Singular or Uncountable? / h5p_content

<http://ndla.no/en/node/19343>



8.

Click on the Correct Sentence (countable, uncountable) / h5p_content

<http://ndla.no/en/node/19705>

Animations

[S in Endings](#)



9.

Countables and Uncountables 1 / h5p_content
<http://ndla.no/en/node/19340>



10.

Countables and Uncountables 2 / h5p_content
<http://ndla.no/en/node/19342>



11.

Proper Nouns and Common Nouns 1 / amendor_ios_task
<http://ndla.no/en/node/21315>



12.

Proper nouns and common nouns 2 / amendor_ios_task
<http://ndla.no/en/node/21318>

Easy Tasks

[About Nouns](#)

Verbs

Forfatter: Knut Inge Skifjeld

[Verbs \(109489\)](#)

Read about:

- [Concord Between Subject and Verbal](#)
- [Verbs in the Present and Past Tense](#)
- [The Verbal Noun \(the Gerund\) 'verbalsubstantivet'](#)

Tasks

1. [Irregular Verbs](#)



2.

To Be / h5p_content

<http://ndla.no/en/node/15481>



3.

Verbs: is or are / h5p_content

<http://ndla.no/en/node/21320>



4.

Present Tense, 1 / h5p_content

<http://ndla.no/en/node/17197>



5.

Present Tense, 2 / h5p_content

<http://ndla.no/en/node/17198>



6.

Present Tense, 3 / amendor_ios_task

<http://ndla.no/en/node/17199>

Animations

1. [Verb Tense](#)
2. [Concord](#)
3. [To Do, to Be, to Have](#)
4. [S in Endings](#)
5. [To Do–Auxiliary Verb](#)
6. [-ing Form of the Verb](#)
7. [The -ing Form not Used as a Verb](#)



7.

Past Tense, 1 / amendor_ios_task

<http://ndla.no/en/node/17206>



8.

Past Tense, 2 / h5p_content

<http://ndla.no/en/node/17287>

9. [Past Tense, Translation](#)



10.

Concord, 1 / h5p_content

<http://ndla.no/en/node/15521>



11.

Concord, 2 / amendor_ios_task

<http://ndla.no/en/node/17295>

12. [Concord, Translation](#)

13. [Ing-form, Translation](#)

14. [Ing-form or Infinitive, Translation](#)



15.

Ing-form or Infinitive / h5p_content

<http://ndla.no/en/node/15401>



16.

Conjugate These Verbs / amendor_ios_task

<http://ndla.no/en/node/19744>



17.

Fill in the continuous form (ing-form) / amendor_ios_task

<http://ndla.no/en/node/19718>



18.

The Present Continuous (-ing) / amendor_ios_task

<http://ndla.no/en/node/19742>



19.

Present Continuous or Simple Present? / h5p_content

<http://ndla.no/en/node/19740>



20.

Subject – Verb Agreement 1 (simple present) / h5p_content

<http://ndla.no/en/node/19741>



21.

Subject - Verb Agreement 2 (simple present) / h5p_content

<http://ndla.no/en/node/19766>

22. [Concord Between Subject and Verbal](#)

Easy



1.

Has or have? / h5p_content

<http://ndla.no/en/node/19767>



2.

Was or Were? / h5p_content
<http://ndla.no/en/node/19745>



3.

Concord / amendor_ios_task
<http://ndla.no/en/node/21322>

4. [Verbs](#)

Adjectives and Adverbs

Forfatter: Knut Inge Skifjeld

[Adjectives and Adverbs \(109473\)](#)

Read about:

- [Adjectives](#)
- [Adverbs/Adverbials](#)

Tasks

1. [Compare Adjectives](#)
2. [Adjectives - Opposites](#)
3. [Adjectives, Fill In](#)
4. [Expressing Nationality](#)
5. [Nationalities, Translation](#)
6. [Adjectives and Adverbs, Translation](#)

Animations

1. [Adverbs](#)
2. [Positive, Comparative and Superlative of Adverbs](#)
3. [Positive, Comparative and Superlative of Adjectives](#)



7.

Adverb or Adjective 1 / h5p_content

<http://ndla.no/en/node/19769>



8.

From Adjective to Adverb / amendor_ios_task

<http://ndla.no/en/node/19768>

Easy Tasks



1.

Adjectives - Mark the Word / h5p_content

<http://ndla.no/en/node/52388>

2. [Adjective - Drag and Drop](#)



3.

Noun, Verb, Adjective or Adverb? / amendor_ios_task

<http://ndla.no/en/node/21037>

4. [Fun With Adjectives](#)

5. [Adverbs](#)

Determiners

Forfatter: Knut Inge Skifjeld
[Determiners \(109475\)](#)

Read about:

- [Indefinite Pronouns and Determiners](#)

Tasks



1.

Determiners and Pronouns / h5p_content

<http://ndla.no/en/node/17172>



2.

Some or Any / h5p_content

<http://ndla.no/en/node/46219>

It and There

Forfatter: Knut Inge Skifjeld
[It and There \(109476\)](#)

Read about:

- [Anticipatory IT OR THERE](#)

Tasks

Animations

[It and There](#)



1.

It or There, Click On the Correct Alternative / h5p_content

<http://ndla.no/en/node/15477>

2. [It or There, Translation](#)



3.

Choose Between It and There / h5p_content

<http://ndla.no/en/node/19749>



4.

Choose between It and There (2) / h5p_content

<http://ndla.no/en/node/66816>

Capital Letters

Forfatter: Knut Inge Skifjeld

[Capital Letters \(109492\)](#)

Tasks

Animations

[Capital Letters](#)



1.

Capitalize or not when used within a sentence? / h5p_content

<http://ndla.no/en/node/17143>

Pronouns

Forfatter: Knut Inge Skifjeld
[Pronouns \(109491\)](#)

Read about:

- [Pronouns](#)
- [Relative Pronouns](#)
- [Indefinite Pronouns and Determiners](#)
- [Interrogative Pronouns](#)

Animations

1. [Who and Which](#)

Tasks



1.

Reflexive Pronoun / h5p_content

<http://ndla.no/en/node/17156>



2.

Possessive Form / h5p_content

<http://ndla.no/en/node/17154>



3.

Pronouns / h5p_content

<http://ndla.no/en/node/17161>

4. [Pronouns, Translation](#)



5.

Relative Pronouns 1 / h5p_content

<http://ndla.no/en/node/17168>



6.

Relative Pronouns 2 / amendor_ios_task
<http://ndla.no/en/node/17169>

7. [Interrogative, Translation](#)



8.

Pronouns, Advanced / amendor_ios_task
<http://ndla.no/en/node/17498>



9.

/
<http://ndla.no/en/node/19714>



10.

Click on the correct possessive pronoun / h5p_content
<http://ndla.no/en/node/19709>



11.

Choose the Correct Relative Pronoun / h5p_content
<http://ndla.no/en/node/19712>

Word Order

Forfatter: Knut Inge Skifjeld

[Word Order \(109490\)](#)

Animation

1. [Word Order](#)

Read about:

- [Word Order](#)

Tasks

1. [Word Order, Translation](#)

Word Classes

Forfatter: Knut Inge Skifjeld

[Word Classes \(109553\)](#)

Here you will find resources about word classes in English



1.

Noun, Verb, Adjective or Adverb? / amendor_ios_task

<http://ndla.no/en/node/21037>



2.

Nouns and Verbs / amendor_ios_task

<http://ndla.no/en/node/21052>

3. [Word Class, 1](#)



4.

Word Class, Drag and Drop / h5p_content

<http://ndla.no/en/node/26756>

External Collections of Tasks

Forfatter: Knut Inge Skifjeld

[External Collections of Tasks \(109542\)](#)

Here you will find external links to collections of grammar tasks and resources

1. [BBC Learning English - Grammar Quiz](#)
2. [spunkeyenglish.com](#)
3. [English Glossary of Grammar Terms](#)
4. [Easy Grammar from Sheppard](#)

Grammar Self-Assessment

Forfatter: Knut Inge Skifjeld
[Grammar - Self-Assessment \(20434\)](#)

Here you will find a set of interactive tasks for a grammar self-assessment. Do the tasks below early in the school year and again towards the end. Keep the score card so that you can compare your results and measure your progress this year.

The following self-assessment tasks do not measure your speaking skills nor your ability to create fluent, comprehensive texts. They measure your knowledge of grammar, your vocabulary and proficiency in spelling. We suggest you use two to three classes to complete the tasks. To improve your grammar skills further we suggest you have a look at our grammar section in the relate menu.

Copy the table below into you text editor or open this link



Self-assessment Score Card / fil

<http://ndla.no/en/node/20436>

to note down your score.

Name _____

	Tasks	First Score	Second Score
1	 Choose Between It and There / h5p_content http://ndla.no/en/node/124150		
2	 Adverb or Adjective 1 / h5p_content http://ndla.no/en/node/124161		
3			



4

H ? / h5p_content
<http://ndla.no/en/node/124165>

Was or Were? / h5p_content
<http://ndla.no/en/node/124174>



5

Choose the Correct Preposition 1 /
h5p_content
<http://ndla.no/en/node/123876>



6

Choose the Correct Preposition 2 /
h5p_content
<http://ndla.no/en/node/124131>



7

Choose the correct preposition 3 /
h5p_content
<http://ndla.no/en/node/124159>



8

Idioms - Multiple Choice / h5p_content
<http://ndla.no/en/node/126184>

9



Confusables / h5p_content

<http://ndla.no/en/node/124196>



Conjugate These Verbs / h5p_content

<http://ndla.no/en/node/126189>

11



Continuous Form (-ing) / h5p_content

<http://ndla.no/en/node/126191>

12



From Adjective to Adverb /

h5p_content

<http://ndla.no/en/node/126198>

13



Match Idioms, English - Norwegian /

h5p_content

<http://ndla.no/en/node/126200>

14



Plural, Singular or Uncountable? /

h5p_content

<http://ndla.no/en/node/126203>

15	 <p>Present Continuous or Simple Present? / h5p_content http://ndla.no/en/node/126204</p>	
16	 <p>Restrictive relative clause or not? / h5p_content http://ndla.no/en/node/126218</p>	
17	 <p>Subject – verb agreement (simple present) / h5p_content http://ndla.no/en/node/126223</p>	
18	 <p>Tricky Words in English (1) / h5p_content http://ndla.no/en/node/123873</p>	
19	 <p>Choose the Correct Relative Pronoun / h5p_content http://ndla.no/en/node/126225</p>	
20		



Possessive Pronoun / h5p_content
<http://ndla.no/en/node/126222>

21



Countables and Uncountables /
h5p_content
<http://ndla.no/en/node/126228>

Grammar Animations

Who and Which

Forfatter: Anne Scott Hagen

[Who and Which \(127513\)](#)

Who and *which* are relative pronouns. Watch the video and find out how to use them in a sentence.

Who and Which, Grammar Animation

After watching the video, try the task to check that you have understood when to use *who*, *whom*, *which* and *that*.



Who and Which / video

<http://ndla.no/en/node/126738>

Tasks

Now test what you have learned about using *who*, *whom*, *which* and *that*.

Summary

Click on the statements which are correct in the task below and you will get a summary of the rules for using *who*, *which* etc.



Who and Which - Summary Task / h5p_content

<http://ndla.no/en/node/127230>

Multiple Choice Quiz



Who or Which Quiz / h5p_content

<http://ndla.no/en/node/131010>

Verb Tense

Forfatter: Anne Scott Hagen

[Verb Tense \(131339\)](#)

The verb tense indicates the time an event takes place.

Watch the video to find out about the different tenses of the verbs and the try the task which follows.

(**Correction:** On the third screen with the verb to dance, the Past and Past Continuous tenses have been mixed up. The Past tense should read: I danced yesterday evening with some friends. The Past Continuous tense: I was dancing when the clock struck twelve.)



Verb Tense / video

<http://ndla.no/en/node/126732>

Task

Now try the task to check your understanding of verb tenses.

Fill In



Verb Tense - Fill In / h5p_content

<http://ndla.no/en/node/131329>

Concord

Forfatter: Anne Scott Hagen

[Concord \(131397\)](#)

The subject and the verb in a sentence must agree. This is called concord between the subject and the verb.

Watch the video and find out the rules for agreement when the verb is in the present tense, then try the task which follows.



Concord / video

<http://ndla.no/en/node/126718>

Task

Now try the task to check that you have understood concord between the subject and the verb in a sentence.

Multiple Choice



Concord - Multiple Choice / h5p_content

<http://ndla.no/en/node/126998>

S in Endings

Forfatter: Anne Scott Hagen

[S in Endings \(131252\)](#)

At the end of words an *s* can indicate ownership (genitive), the 3rd person present tense of a verb, a plural noun or a contraction of *is* or *has*. It is often a problem to remember how to use *s* and 's.

Watch the animation which explains the different uses of *s* and 's then try the tasks which follow.



S in Endings / video

<http://ndla.no/en/node/126735>

Tasks

Now test what you have learned about the use of *s* and 's. Try the following tasks.

Multiple Choice

How is the final *s* used in the following sentences? Choose the correct sentences.



S in Endings - Multiple Choice Quiz / h5p_content

<http://ndla.no/en/node/127016>

Fill In



The Complicated "s" / h5p_content

<http://ndla.no/en/node/124162>

Adverbs

Forfatter: Anne Scott Hagen

[Adverbs \(131083\)](#)

Adverbs tell us about the action in a sentence. Watch the video and find out how they are used and how they are formed.

Adverbs - Grammar Animation

After watching the video, try the tasks to check your understanding.



Adverbs / video

<http://ndla.no/en/node/126707>

Tasks

Now test what you have learned about adverbs.

Use of Adverbs



Use of Adverbs / h5p_content

<http://ndla.no/en/node/131085>

Adverbs from Adjectives



Adverbs from Adjectives / h5p_content

<http://ndla.no/en/node/131088>

Positive, Comparative and Superlative of Adjectives

Forfatter: Anne Scott Hagen

[Positive, Comparative and Superlative of Adjectives \(131323\)](#)

Adjectives are used to describe and also to compare people and things. The form of the adjective changes when it is used to describe (positive), to compare two separate things (comparative), or to compare one member of a group to all the others in the group (superlative).

Watch the video and find out how to form and use adjectives in the comparative and superlative forms and then try the task which follows.



Positive, Comparative and Superlative of Adjectives / video

<http://ndla.no/en/node/126792>

Task

Now try the task to check your understanding of the comparative and superlative of adjectives.

Fill In



Comparative and Superlative of Adjectives - Fill In / h5p_content

<http://ndla.no/en/node/131317>

It and There

Forfatter: Anne Scott Hagen

[It or There \(131245\)](#)

It is often difficult to decide whether to use *it* or *there* in English. In Norwegian *det* is used for both of them.

It or There - Grammar Animation

Watch the animation and find out when to use *it* and *there* and then try the task which follows.



It or There / video

<http://ndla.no/en/node/126713>

Task

Now try the task and test what you have learned about using *it* and *there*.



It or There - Fill in / h5p_content

<http://ndla.no/en/node/126915>

Vocabulary and Jargon

Police Jargon

Forfatter: Knut Inge Skifjeld
[Police Jargon \(20488\)](#)

How does a US police officer sound? I'm sure you have heard it thousands of times watching detective series or action films. Why does he say *affirmative* when he means yes, why does he say *DID* instead of 'drunk in ditch' and why does he say that the *party* or *object* is moving when talking about a person?

These tasks are partly based on information from Lynda Sue Cooper [True Blue](#) and [The ten \(10\) code and Police Radio codes](#).

There are lots of codes, abbreviations and jargon in police language. How well do you know it?

Have a Go at These Codes

What do they mean? Read through the 'key' once or twice if this is new to you. Then have a go again!

Note that codes may vary over time and between districts.

- Code Zero
- Code One
- Code Two
- Code Three
- Code Four
- Code Four for now
- Code Five
- Code Six
- Code Seven
- Code Eight
- Code Nine
- Code Ten
- Code Eleven
- Code Twelve
- Code Thirteen



NY Cop

- Code Zero - Officer safety issue, use caution.
For example, if another officer knows the person you're contacting, he may say, "Use code zero, he's combative."
- Code One - I need a cover car quickly. (Less serious than a code eight)
- Code Two - Normal response, no emergency equipment.
- Code Three - Respond with lights and sirens.
- Code Four - I'm okay or Are you okay?
- Code Four for now - I'm okay for the moment, keep a cover car coming.
- Code Five - Person with a warrant of some kind.
- Code Six - Busy doing something. For example, "I'm code six with a suspicious vehicle at the corner of 38 and Kipling."
- Code Seven - Out of service for lunch. Lunch is referred to as "taking a code 7."
- Code Eight - Officer calling for help.
- Code Nine - Traffic stop. Referred to as "going code 9 with a vehicle."
- Code Ten - Only essential radio traffic on a given channel. For example, if there is an armed robbery in progress, the dispatcher will announce that there is a code 10 on channel one. Only officers responding to the robbery may speak on that channel.
- Code Eleven - I've arrived on scene.
- Code Twelve - I've left the scene and I'm back in service.
- Code Thirteen - I'm at the Police Department. Also used in the form of a question: "Can you code 13 for a walk in report?"

More on codes here: [Wikipedia: Police code](#)

Vocabulary Flashcards

Try the police vocabulary flash cards in the link collection. You will get 10 different expressions every time you reload the task (F5 or ctrl + r)

Act Out Crime Series Dialogue

Act out the following dialogues from CSI in groups of four or five. CSI is currently one of the most popular American crime series. This script is part of the pilot - the first episode made.

You will need actors for the following characters. Some of you may double and triple, as some of these characters have very few lines:

- NARRATOR – reading what's in the parenthesis
- DISPATCHER and OFFICER SMITH and OFFICER ARVINGTON
- CATHERINE WILLOWS and KRISTY HOPKINS and GIL GRISSOM
- JIM BRASS and JUDGE COHEN
- WARRICK BROWN

Copy and paste the text below into your text editor. Read on screen or print out the dialogue. Use a marker to locate your lines. Then act it out.

=====

CSI: CRIME SCENE INVESTIGATION

1X01: PILOT

=====

Characters

Narrator – reading what's in the parenthesis

DISPATCHER and OFFICER SMITH and OFFICER ARVINGTON

CATHERINE WILLOWS and KRISTY HOPKINS:

JIM BRASS

WARRICK BROWN

GIL GRISSOM

JUDGE COHEN

(End of scene #27)

(. . .)

DISPATCHER: (over radio) Catherine Willows, cut your lunch short. You got a 428.

CATHERINE WILLOWS: (to radio) Copy.

(SCENE #28:)

[INTERIOR CSI - CAPTAIN BRASS' OFFICE -- NIGHT]

(WARRICK BROWN stands in front of JIM BRASS' desk.)

JIM BRASS: If you want me to call Judge Cohen at 4:00 in the morning you'd better bring me something more than a damn toenail.

WARRICK BROWN: Captain, you've got to make that call. If you don't, he'll walk.

JIM BRASS: And what do you got? Hair fibers. Big deal. So there was a struggle. I mean, who gives a corn cob? The guy was protecting his wife and kid.

WARRICK BROWN: I've got the toenail. If I can get a warrant and match the husband's shaving to his toe I can prove that the suspect's foot was inside the victim's shoe. That alone will establish it was murder.

JIM BRASS: The guy lived there, Warrick! Maybe he put on the victim's sneaker and fetched the paper one morning.

WARRICK BROWN: I have a sworn statement stating he never wore the victim's shoe.

JIM BRASS: You don't even know the toenail was the vic's.

WARRICK BROWN: It can't be the vic's. He was wearing socks.

JIM BRASS: Not good enough.

WARRICK BROWN: Not good enough?

(BRASS rises from his chair.)

JIM BRASS: Look, I said no, Brown, damn it!

(The phone rings. WARRICK turns to leave the office BRASS stops him.)

JIM BRASS: Hey, we're not done, Warrick. You stay right there.

(BRASS answers the phone.)

JIM BRASS: Criminalistics, Brass.

GIL GRISSOM: (from phone) We've got a name on the suicide case, sir. He's local.

(BRASS looks at WARRICK. They make eye contact and BRASS smirks.)

JIM BRASS: He's local, good. I'll phone the judge for a warrant.

(WARRICK gapes at hearing that. BRASS hangs up. Having gotten the response he wanted from WARRICK, BRASS dismisses him.)

JIM BRASS: Hey, Warrick, I guess we're all done now. Hey, do you mind closing the door behind you? I got to make an important call.

(WARRICK storms angrily out of the office. He shuts the door behind him.)

JIM BRASS: We'll talk about your little foot fetish later.

(BRASS picks up the phone.)

JIM BRASS: (to phone) Judge Cohen, please ...

CUT TO:

SCENE #29:

[EXT. STREET NIGHT]

(OFFICERS surround a damaged vehicle that crashed into the sidewalk in front of a hotel. NICK STOKES walks up to the OFFICERS.)

OFFICER SMITH: A white female, mid-20s. Said she passed out behind the wheel. Thought you might want to check it out.

NICK STOKES: (to OFFICER SMITH) All right. Thanks, brother.

(NICK continues toward the car. He puts his bag down and approaches the driver's window. Inside a groggy woman with a cut on her forehead looks at him.)

NICK STOKES: Hi. Nick Stokes, criminalistics. Mind if I take a look?

(NICK leans in through the open car window.)

KRISTY HOPKINS: (moans) I don't know what happened. I remember this song that was playing on the radio. I just don't remember passing out.

(NICK raises hi flashlight.)

NICK STOKES: Say "ahhh..."

(She's taken aback by the request.)

KRISTY HOPKINS: What?

NICK STOKES: You know, ahhh ... (he opens his own mouth) ... ah ... ?

(She laughs. She leans forward, opens her mouth and says "ahh".)

KRISTY HOPKINS: Ahhh ...

(NICK checks it out.)

NICK STOKES: No discoloration. (She shakes her head.) I don't see anything criminal here.

(NICK straightens and speaks to OFFICER SMITH standing out of camera frame. He points to his forehead.)

NICK STOKES: Take her to the hospital have her checked out.

(SCENE #30:)

[EXTERIOR JUDGE COHEN'S RESIDENCE -- NIGHT]

(Sitting inside his car outside JUDGE COHEN'S residence, WARRICK stares at the

mansion and sighs.)

WARRICK BROWN: (mutters) Well, might as well roll the dice; take that ass-whooping.

(He opens the car door and gets out of the car.)

(Behind him, an OFFICER car pulls up the driveway. He siren flicks on and off.

WARRICK groans and turns around slowly.)

(The OFFICER car stops. OFFICER ARVINGTON gets out of the car, stands behind the open car door with his gun drawn.)

OFFICER ARVINGTON: Police! Put your hands on top of your head and walk backwards towards me.

(WARRICK complies.)

WARRICK BROWN: I'm ID. Check the badge. I'm from Criminalistics.

OFFICER ARVINGTON: Keep your mouth shut and follow my instructions.

(In front of WARRICK, the front door opens. JUDGE COHEN walks outside.)

OFFICER ARVINGTON: Now get down on your knees.

WARRICK BROWN: I'm not getting down on my knees for anybody. You can shoot me.

OFFICER ARVINGTON: I said get down on your knees!

JUDGE COHEN: Hey! What the hell are you doing? That's Warrick Brown from ID. Put those guns away.

OFFICER ARVINGTON: Sorry, Judge, we got a call from a neighbor about a black man outside your house. We responded.

JUDGE COHEN: All right, you caught him. Congratulations. Clear out of here before you wake the neighbors.

OFFICER ARVINGTON: Yes, sir. (to radio) Dispatch, please be advised Judge Cohen's residence, a code 4: False alarm.

(WARRICK turns to look at the JUDGE.)

JUDGE COHEN: Brown, what the hell are you doing?

WARRICK BROWN: I'm sorry, Judge. Captain Brass wouldn't call you for a search warrant. I got a whopper on the line with a 100-pound test.

JUDGE COHEN: You got a winner for me?

(WARRICK laughs.)

JUDGE COHEN: I'll make it worth your while, you give me a name.

WARRICK BROWN: Favre.

JUDGE COHEN: Oh, I knew it. Listen, kid, I'll make a deal with you. You put \$5,000 down on the Pack for me I'll give you a blank warrant. All I ask is that you have the ticket in my chambers before kickoff. You do that, I'll square it with your Captain.

WARRICK BROWN: No problem, Judge.

(They shake hands.)

Writing

Write a script in which you include some police jargon in the text. The story may be about the police stopping someone for a broken taillight, for speeding or maybe just to check their identification papers (ID).

In the intro you need to say something about where we are and what is going on – just like in the parentheses in the script above.

More CSI script here: <http://www.twiztv.com/scripts/csi/>

Discussion

What makes a good TV-series? Discuss and write down at least 5 points necessary for success. It might be fruitful to discuss these points based on TV-series that you watch and enjoy.

Finally, compare results with other groups and try to agree on a top five list for success in class.

Further research

Use the Internet to find more jargon within one of the following topics. You may also choose a topic of your own. Make a list of expressions and add an explanation. (Suggested length 10 – 30 words).

Present your list in class and discuss why these jargons are so popular and widespread (culture, identity, special needs, precise descriptions, save time, etc.)

- Football
- Basketball
- Tennis
- Music
- Skating
- Fashion

Words, Words, Words

Forfatter: Bjørn Helge Græslí

[Words, Words, Words \(85060\)](#)

Pop quiz: How many words do you think an average adult native speaker of English knows?

Use the internet to find the answer. You will probably find that there are multiple answers. Discuss which source is the more reliable.

(Note that some of the links in this article have to be copied and pasted manually. They will not open as a lightbox.)

If you want to learn to speak a new language, you won't get very far without learning new words. It's a bit like trying to build something complicated out of LEGO without the necessary pieces. Words are the LEGO pieces of your language, so to be able to say whatever you want, you need as many different pieces as possible.

There are many ways of expanding your vocabulary. On this page you will find useful tips on how to actively improve your vocabulary online by using various tools.

All the tools below are free, but some may require you to sign in to get full access, and some may have paid versions that offer more functionality.



Words

Test Your Vocabulary

To begin with you may want to get some idea about how many words you already know. Well, there's a site for that. At [Test Your Vocabulary](#) you are shown three lists of words and asked to check the box for each word you know at least one definition for. You're not supposed to check boxes for words you know you've seen before, but whose meaning you aren't exactly sure of. Honesty is essential here; otherwise you're only fooling yourself. If you are worried that you know embarrassingly few words, you may do this test when no one can see you...

Learn New Words

[Quizlet](#) lets you create and share word sets, that is lists of words and their explanation or translation. These sets are turned into flashcards, various tests, and even a game, which means that you can choose what works best for you to learn. There are lots of existing sets on many topics for you to use as well, but you learn quite a lot by making them yourself.

If you want, you can download the sets you have made on a smart phone – that means you can learn new words wherever and whenever you like. You'll find Quizlet apps for the operating systems iOS (Apple) at [Quizlet-Powered iPhone Apps](#) and Android at [Android Apps for Studying Quizlet Sets](#).

Another site that may help you is [Vocabulary](#). Based on your answer to a few questions, the site predicts which vocabulary words you don't know and teaches them to you. Through your user account you can also track your progress. It's like a vocabulary test, except there's no grade and no teacher breathing down your neck.



Words Wordle

In addition, the site has a very helpful dictionary which reads the word aloud, gives you definitions, examples of how a word is used in real texts, synonyms, and explains how you can more easily remember the word. Have a look at the entry for [hover](#), for instance.

Furthermore, you may find the [Wordsmyth Now Widget](#) useful. Find the link on the middle of the page and pull it to your bookmark bar – click the bookmark to open an instant search window in your browser for when you come across a new word on a website. You can choose between different dictionary levels. On the same page you can also find a glossary maker which has some useful features when you want to make your own word lists.

Finally, [Merriam-Webster](#) offers a dictionary, games, videos, lists and other things related to words.

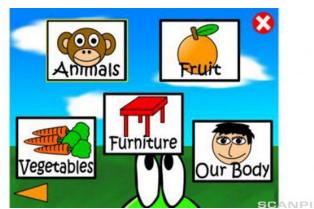
Learn More About the Words You Already Know

As your vocabulary grows and you can say something about more and more topics and events, its time to increase the precision and depth of the dictionary in your head. This is where [Thesaurus](#) comes in handy. On this site you can put any word in the search field and get a list of possible synonyms and antonyms. You will also find a large set of ready-made flashcards that you can study and be quizzed about.

Use Your Cell Phone

Your cell phone can be a powerful tool for learning words, too. As we saw earlier, there are apps that can help you. On Android-based phones, you can download one of the following apps:

[PowerVocab](#) has several word activities. You can select the correct definitions for words, work on the spelling of the words that appear and play word search games.



Vocab App

[Words, Words, Words!](#) can either be used to familiarize yourself with the words or to quiz yourself. In addition the app offers audio to help you with pronunciation.

[Vocab Builder](#) offers two ways to play: match definitions to words or match words to definitions. The words in this app are fairly challenging.

If you own an iPod touch, iPad or iPhone, the WordSeek HD app can be fun to play – find the words hidden in the jungle of apparently jumbled letters.

The app [Wordfeud](#) can be downloaded for free on Android and iOS devices. This is a Scrabble-style game that can be played against a friend or a random stranger. It's great fun and an excellent way of using and developing vocabulary skills.

Merriam-Webster and Dictionary.com both offer great free apps for Android and iOS that have many useful features that you will benefit from.

Play with Words

If you just want have some fun and to play – or if playing helps you learn – there are also many cool sites and services out there.

[Phoboslab z-type](#) is a game where you have to shoot waves of words attacking you by typing the words. The game is quite addictive and helps you develop faster typing.

[Storyman](#) is a version of the classic game [Hangman](#). It has hidden words and titles behind white squares. Reveal them by guessing letters. Storyman will allow six wrong guesses before he strolls off and takes 5 points off your score. You have 3 minutes...

Speaking of Hangman, [Cheater Hangman](#) by the way, there is a in which the computer cheats... Can you figure out how?

In [Word Search](#) you must find hidden words among the letters on the board. There is a new one every day, and the topics vary greatly.

[Word Confusion](#) tests your knowledge about words that are spelled very alike, for example “current” and “currant”.

You can also try to figure out which of the words on the list is not a word in [Word Games](#). Looking them up in a dictionary is not cheating, but guessing may also be fun.

Perhaps you may want to take a stab at the [Wordmaster](#) game? You choose between three different levels and have to figure out which word is missing, hangman-style.

Or, if you are in that mood, maybe the [Devil's Dictionary](#) is something for you?



Step up your vocab

Whatever you choose to do, never stop picking up new words, or new meanings of words you already know. Your ability to understand others and express yourself depends heavily on how many words you know. Having few words at your disposal could make you appear to be a philistine.

Idioms and Expressions

English Slang

Forfatter: Jan-Louis Nagel, Anne Scott Hagen

[English Slang \(112466\)](#)

Slang is the use of informal words and expressions which are not standard English but are acceptable in certain social situations and in certain groups of people. Slang is usually spoken rather than written.

Choose the correct alternative for the meaning of the slang expressions in the multiple choice task below.



MyTask - Click icon to open task!

Forfatter: [Amendor](#)

English Practice

Text Cohesion

Forfatter: Anne Scott Hagen

[Text Cohesion \(56814\)](#)

What Is a Coherent Text?

A coherent text can be described as a text where the information is organised and connected together into a logically-connected unit with cohesive devices joining the parts so that the text makes sense.

One important cohesive device is the topic sentence. This is the sentence which introduces the subject of the text and usually occurs at the beginning of the text. (Open this [link](#) and scroll down to the table for information on how to organise a text.)

The continuity and organisation of the information is also an important factor in constructing a coherent text.

In addition, there are many words called linking words, which act as links between clauses and sentences in a text.

Examples of Linking Devices

Conjunctions

and, but, or, so, nor, for, yet, also, too

Other sentence connectors

- **Ordering:** firstly, secondly, next, in addition, furthermore, finally, in conclusion
- **Contrasting:** however, on the other hand, in contrast, in comparison, nevertheless
- **Drawing conclusions:** as a result, thus, therefore, consequently, in conclusion

Personal pronouns

I, he, she, it, we, you, they, them, us, etc.

Pointers

this, that, these, those

Clause connectors

(These connect clauses to form a sentence. They can come at the beginning or in the middle of the sentence.)

- **Comparing and contrasting:** while, whereas, although, though, even though, besides
- **Time:** after, before, when, until
- **Cause:** since, because, so that

Cause and Effect

- Because of
- Due to As
- Owing to
- Since
- Consequently
- Thus (formal)
- As a consequence
- As a result
- Therefore

Contrast

- In contrast to
- In comparison

Text 1	Text 2
Example of Text Cohesion	Bobby was
Compare these two texts and	Skye
identify the linking devices in the	Terrier.
second text.	Bobby
	roamed the
	streets of
	Edinburgh.
	Bobby met
	John Grey

- However
- On the contrary
- Even though
- Compared with/to
- While
- Nevertheless
- On the other hand
- But
- Whereas
- Despite

in the
1850s. Grey
worked as a
night
watchman in
the
Edinburgh
police.

Bobby kept
John Grey
company.
The winters
in Edinburgh
can be very
cold. Grey
fell sick with
tuberculosis.

Similarity

- Similarly
- Both
- Just as
- The same is true for
- In the same way
- The same can be said for

Purpose

- To
- So as to
- In order to
- For the purpose of
- So that

Addition and Amplification

- And
- As well as
- Moreover
- In addition
- Also
- Furthermore
- Indeed
- In fact
- Even

Giving Examples

- For example
- For instance
- Such as
- e.g.
- like

Clarification

- That is to say
- And by this I mean
- This shows
- This means
- In other words
- This indicates that

Reference and Introducing

- I would like to start by(-ing)
- What I want to discuss is
- I am going to discuss/write about...
- My objectives are

Quoting

- N.N. mentions that..
- N.N. claims that..
- According to N.N. ..
- What N.N. seems to think is ..

Turning to a New Topic

- Now I would like to turn to
- The next point I would like to deal with is..
- The next aspect I would like to present is
- ..
- Another point to consider is ..

Returning to a Point

- As I mentioned earlier..
- To return to what I wrote earlier ..
- As I said / wrote in the introduction ..

Drawing Conclusions

- It is quite clear that ..
- What this shows is ..

- As you can see ..
- It is evident that

Concluding

- So, to sum up ..
- I would like to conclude by (-ing)
- In conclusion ..
- Finally Finally, I could say that ..
- Eventually, I would say that ..

Attitude and Intention

- I believe that ..
- I think ..
- What I am trying to say ..
- In my opinion ..
- As far as I am concerned ..
- It seems to me that ..
- I feel ..
- The point I am trying to make ..
- As I see it ..
- What I feel is ..

Tuberculosis was a fatal disease back in the 1800s. On 15 February 1858, Grey died.

Bobby followed John Grey to his grave at Greyfriars Kirkyard in the old part of Edinburgh. Bobby did not leave the grave except for when he was hungry. Bobby did not leave the grave except for when he was very cold.

People started to notice the dog in the churchyard. People started worrying about Bobby. The City of Edinburgh had decided that ownerless dogs should be shot. The city council bought a licence for Bobby. Bobby could keep on watching his master's grave. Bobby survived his master by 14 years. He died in 1872. He was buried just inside the gate of the churchyard. He could not be buried together with his master. The church ground is sacred.

Text 2

Bobby was a Skye Terrier roaming the streets of Edinburgh in the 1850s until he met John Grey. Grey worked as a night watchman in the Edinburgh police and Bobby kept him company. The winters in Edinburgh can be very cold and one day Grey fell sick with tuberculosis. This was a fatal disease back in the 1800s and on 15 February 1858, Grey died.

Bobby followed him to his grave at Greyfriars Kirkyard in the old part of Edinburgh and he did not leave the grave except for when he was hungry or very cold.

People started to notice the dog in the churchyard and they started worrying about Bobby because the City of Edinburgh had decided that ownerless dogs should be shot. However, the city council bought him a licence and he could keep on watching his master's grave. Bobby survived his master by 14 years, and when he died in 1872 he was buried just inside the gate of the churchyard. He could not be buried together with his master, since church ground is sacred.

Tasks and Activities

Try the following tasks:



Text Cohesion - Linking Devices -Drag and Drop / h5p_content
<http://ndla.no/en/node/56861>



Text Cohesion, Linking Words - Drag and Drop / h5p_content
<http://ndla.no/en/node/56871>



Text Cohesion - Ordering Information / h5p_content
<http://ndla.no/en/node/56878>

Further Reading

Study this PowerPoint presentation,



The Given-New Principle / fil
<http://ndla.no/en/node/107472>

to learn more about text coherence.

Introduction to Phrasal Verbs

Forfatter: Jan-Louis Nagel

[Phrasal Verbs \(52039\)](#)

Some basic verbs in English easily link up with certain prepositions. These combinations give new and completely different meanings. Examples of basic verbs are *get, make, set, do, come, put, go, look*. Combined with prepositions they change meaning, e.g.: *look for, look after, look up*, or: *get on, get by, get off*.

The term "phrasal" refers to the fact that these verb+preposition combinations make a phrase (i.e. a meaningful connotation or expression).

These expressions are widely used in spoken English. There usually is a more formal alternative in written English that will express the same meaning. E.g.: *To put in an application* (to submit), *to set up a new business* (to establish).

Fill In

Choose the correct preposition to give the meaning in brackets:

1. I have to look _____ my little sister (take care of)
2. Let's hear what you have come _____ with. (found out)
3. We need to take new staff (employ)
4. I am looking _____ my keys. (seek, search for)
5. How did you come _____ that scar? (get)
6. I have to look it _____ in a dictionary. (check, find)
7. Please go _____ reading. (continue)
8. Look for the crossing children. (pay attention, take care)
9. Don't let me _____ this time. (disappoint)
10. She went to see him _____ at the airport. (say good bye)
11. I came _____ an old chest in the attic. (found by chance)
12. We can't put it _____ any longer. (postpone)
13. I can't put _____ with his rude behaviour. (tolerate)
14. It's a secret. Don't let _____ that you know. (reveal)
15. There's not enough food to go _____. (not enough for all)
16. She came _____ after an hour. (regained consciousness)
17. My application was turned _____. (rejected, declined)
18. They made _____ the city. (went in the direction of)
19. After the fight they decided to make _____ again. (be friends)
20. I can't make _____ what you are saying. (understand)

1. after
2. up
3. on
4. for
5. by
6. up
7. on
8. out
9. down
10. off
- 11.
- across
12. off
13. up
14. on
15. round
16. round
17. down
18. for
19. up
20. out

Global Issues and Media

Issues

International Conflicts and Issues

Surveillance

Forfatter: Eli M. Huseby
[Surveillance \(134149\)](#)



According to Merriam-Webster Dictionary, *surveillance* is "the act of carefully watching someone or something in order to prevent or detect a crime." Examples given are: "government surveillance of suspected terrorists" and "the bank robbery was recorded by surveillance video cameras".

Here we suggest surveillance as a theme in classes in International English and Social Studies English.

Vocabulary

Before you start reading it is a good idea to be familiar with these words:

transparency, surveillance, monitoring, data privacy, dystopian, alienation, totalitarian, censorship, dissenters, whistle-blower, hacking, artificial intelligence, interception, supervision, CCTV camera

- What do you associate with these words?
- What kind of connotations do they carry?
- Make sentences which illustrate the meaning of each word. You may use more than one of the words per sentence.

Big Brother Is Watching You

The purpose of watching and recording the behaviour or activities of people, might be to protect, influence and manage vital interests. Surveillance may include methods where technology does not play an important role such as using human agents. Electronic equipment, however, is often employed to observe suspects. It might involve CCTV cameras and interception of internet use and telephone calls.

It goes beyond saying that surveillance is a useful tool for governments to preserve social control of their subjects. In his science fiction novel *Nineteen Eighty-Four*, George Orwell describes such a society and names the leader of the ruling party Big Brother. What if Big Brother - represented by the regime - is totalitarian and non-democratic and uses the technology to brainwash its citizens?

Nineteen Eighty-Four

Nineteen Eighty-Four is a dystopian science fiction story about such a nightmare society. The novel depicts a state controlled by rulers who abuse the available technology to repress the population. George Orwell's *Nineteen Eighty-Four* (1948) scared the wits out of contemporary readers in the 20th century. The only comfort was that a Big Brother society ruling out all individual thinking and the subsequent alienation experienced by the protagonists in the novel, seemed unlikely to happen in the near future.

The question is now, however, after turning the millennium:

- How much do we recognize from the dystopian society depicted in the novel?
- Do we recognize a Big Brother? If so, who?
- Does all the technology rule out our individual freedom?
- Are we in charge of our own lives?

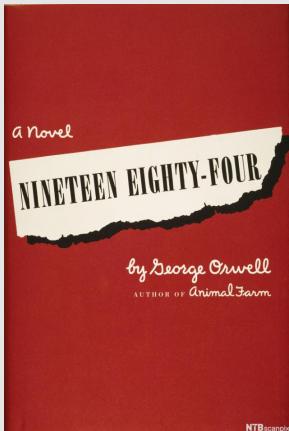
Read one paragraph from the opening of George Orwell's novel, *Nineteen Eighty-Four*.



surveillance



Berlin Wall and the Cold War



Front Cover of George Orwell's
Nineteen Eighty Four (1949)



Orwell Ninety Eighty-Four

Outside, even through the shut window pane, the world looked cold. Down in the street little eddies of wind were whirling dust and torn paper into spirals, and though the sun was shining and the sky a harsh blue, there seemed to be no color in anything except the posters that were plastered everywhere. The black-mustachio'd face gazed down from every commanding corner. There was one on the house front immediately opposite. BIG BROTHER IS WATCHING YOU, the caption said, while the dark eyes looked deep into Winston's own. Down at street level another poster, torn at one corner, flapped fitfully in the wind, alternately covering and uncovering the single word INGSOC. In the far distance a helicopter skimmed down between the roofs, overhead for an instant like a blue-bottle, and darted away again with a curving flight. It was the Police Patrol, snooping into people's windows. The patrols did not matter, however. Only the Thought Police mattered.

(George Orwell, 1984, Ch. 1)



Twin Towers 9/11



George W. Bush and 9/11 Address

- Describe the mood.
- How does the author create the mood?
- Why do you think this was scary reading in the decades after World War II?
- Is it still scary?
- Do we have a Thought Police? If so, who are the Thought Police?



WikiLeaks



Edward Snowden



Big Brother is watching you

Mass Surveillance

The need to protect what is considered as citizens' rights is as old as human civilization. Modern electronic devices have opened up new possibilities when it comes to surveillance of populations.

According to the British magazine CCTV Image, it is estimated that the number of cameras in the UK is 1.85 million. The magazine bases this estimate on a survey of private and public cameras carried out in 2011. This number implies that the average person in the UK would be watched by 70 CCTV cameras every day.

If we also take into consideration all the digital footprints we leave behind, the balance between citizens' rights and national security is very delicate.

The Cold War and the Red Scare

After World War II, the period that is known as the Cold War evolved. The USA's former enemies - the Germans and the Japanese - were replaced by the communist Soviet Union. The Soviets possessed the nuclear bomb and quickly expanded communism to other continents. Left-wing parties in the USA became primary suspects. The FBI tracked them down, while the Truman Doctrine of 1947 inspired, and even financed, foreign governments to fight communism within their own countries. In 1952, President Truman established the top secret National Security Agency (NSA) whose primary function was analysis of communications intelligence information and protection of the U.S. national security systems. One year later, senator Joseph McCarthy became chairman of the Senate Committee on Government Operations, and the crusade against communism accelerated. The suspicion - often referred to as the Red Scare - of leftist sympathizers was persistent well into the 1970s, with FBI surveillance of Civil Rights workers and anti-Vietnam protestors.

Surveillance After 9/11

Before the terrorist attacks in September 2001 most Americans thought that terrorism and suicide bombing was something that occurred in other places in the world. Not since Pearl Harbor in 1941, had the USA experienced a foreign attack on their country. In the wake of 9/11, President Bush signed the first Patriot Act. The Act adds a new layer of security to prevent terrorism by easing surveillance regulations. President Barack Obama extended parts of the Patriot Act for four more years in 2011.

The surveillance measures imposed by the Patriot Act involve:

- Telephone Wire Tapping
- Internet Activity Tracking
- Email tracking
- Increased Airport Security
- Security Cameras
- Surveillance Credit Card and Banking History Access

The Patriot Act has been highly controversial in the USA. Many Americans welcome strict protection from terrorists while others abhor the limitation of civil liberties.

In 2005, there were sensational headlines in *The New York Times* about federal surveillance of thousands of Americans. The newspaper found conclusive evidence of wiretapping of internet and phone traffic since 2002.

In 2010, WikiLeaks started publishing classified military documents, many of which were related to the warfare in Afghanistan and Iraq. Their primary source turned out to be Private Bradley Manning. In 2013, he was sentenced to 35 years in prison for violation of the Espionage Act.

In May 2013, Edward Joseph Snowden, an infrastructure analyst working for NSA (see above), revealed details about a massive internet and phone surveillance programme initiated by American and British governments. Most notably, the German Chancellor Angela Merkel, a supposed friend, not an enemy of the USA, was among the persons who had been subjected to phone tapping. Snowden's leak of classified information made him one of the most wanted men in the world. He currently lives in refuge in Russia, and Putin, the Russian president, has characterized him as a champion for human rights. Snowden, the whistle-blower is one of the causes of US - Russia relations, that had improved since the Cold War, being strained at the moment.

Suggested Reading: Science Fiction Novels

George Orwell's novel, *Nineteen Eighty-Four* (1949), depicts an all-powerful society named Oceania where political dissent, sex and any form of individuality are illegal. Violation of the rules are severely punished. Big Brother is the leader of the government and he keeps an eye on his people in Oceania. Read [Excerpt from 1984 by George Orwell](#).

Margaret Atwood's novel, *The Handmaid's Tale* (1985), deals with a totalitarian society, the Republic of Gilead (formerly the United States of America), which was founded in response to social threats like increasing pollution and rising infertility rates. In Gilead, state and religion are one, and women are severely oppressed, having lost most of their rights – they are not allowed to work, vote, or even read or write. Even their fertility is regulated by the state. Read an excerpt [The Handmaid's Tale](#).

In Aldous Huxley's novel *Brave New World* (1932) we meet yet another totalitarian state which executes strict control of its subjects to maintain power. Whereas the government in Orwell's novel uses torture, surveillance and the Thought Police, the power in *Brave New World* is preserved by technological interventions that spoil the citizens to such an extent that they feel so happy and superficial that they become stripped of their moral standards. Read the novel [here](#).

All the novels are adapted into movies.

Discuss

- In what ways have the events of 9/11 led to restrictions on individual freedom?
- What are the pros et cons regarding surveillance?
- How can we combine the need for security with individual freedom?

Read More

[Edward Snowden - Hero Or Traitor?](#)

Edward Snowden - Hero or Traitor

Forfatter: Eli M. Huseby

[Hero or Traitor? \(134382\)](#)

While many Americans blame him for putting their lives at risk by revealing secret information, others view him as a hero for making them aware of how human rights, such as the right to privacy, are violated.

Who Is Edward Snowden?



Edward Snowden

In June 2013, this face appeared on screens and front pages all over the world. A few weeks earlier Edward Joseph Snowden (b. 1983) had met with two reporters. One of the reporters was Glenn Greenwald. In Hong Kong, Snowden decided to hand over classified documents from his employer, a company with close links to the American National Security Agency (NSA). In his work as an infrastructure analyst Snowden had come across a massive internet and phone surveillance program initiated by the American and British governments.

Most notably, the German Chancellor Angela Merkel, a supposed ally, not an enemy of the USA, was among the persons who had been subjected to phone tapping. Snowden's leak of classified information made him one of the most wanted men in the world. He currently lives in refuge in Russia, and Putin, the Russian president, has characterized him as a champion for human rights. Snowden, the whistle-blower, is one of the reasons why US - Russia relations, that had improved since the Cold War, are strained at the moment.

Useful Words

transparency, surveillance, monitoring, data privacy, dystopian, alienation, totalitarian, censorship, dissenters, whistle-blower, hacking, intelligence, interception, supervision, CCTV camera

Interview With Edward Snowden

In this interview (35 min.) recorded in March 2014, Edward Snowden reflects on his revelation of classified material. What made him do it? Has he committed a crime? Has he put the security of nations at risk? Was it a brave and admirable thing to do? Watch the interview. It is recommended to use the English subtitles.



Hero or Traitor? / fagstoff

<http://ndla.no/en/node/134382>

After watching the video, answer these questions:

1. How does he characterize himself? Does he recognize himself as a whistle-blower, traitor or hero?
2. Interpret what he might mean by stating: "I am an American.."
3. How did he get access to the classified material?
4. What does he answer when asked what propelled him to leak the information?
5. Snowden remarks that intelligence does things that are good and things that should not be done. What things is he referring to that are good and bad respectively?
6. Why did he not go to Congress with the information he had?
7. He ended up trusting the information to journalists? Why?
8. In what respect does he mention the 1st Amendment?
9. What was the intention behind the PRISM program?
10. Why did he see PRISM as a severe attack on human rights?
11. What does Snowden say about cyber hacking?
12. In what context is Snowden talking about Google and Yahoo?
13. Snowden compares the use of surveillance in the USA and Russia. Why is his conclusion alarming?
14. What measures is Snowden suggesting to secure a free and open Internet?
15. How does Snowden characterize the anti-terror programs initiated by the USA?
16. It is maintained that whether people tend to see Snowden as a hero or traitor, does not depend on political views. What aspect do they think is more relevant? Why?
17. What references are given to Orwell's dystopian novel *Nineteen Eighty-Four* and Big Brother?
18. Snowden winds up the interview by giving a message. Which?

President Obama About the Mass Surveillance Programs

After the leak of sensational information about programs monitoring internet and telephone communication among supposed enemies and allies alike, President Barack Obama had to make a statement. Watch a video clip from his speech in June 2013.



Hero or Traitor? / fagstoff

<http://ndla.no/en/node/134382>

After watching the clip, answer these questions:

1. Why was the President sceptical when he got to know about the programs?
2. What made him change his mind?
3. How does he defend the programs?
4. Explain the point he is making about finding a balance.
5. How does he try to convince the audience? Does he succeed, do you think?

Famous TV hosts like Ellen DeGeneres and David Letterman would see an interview with Edward Snowden as *the* major achievement in their career.

Pretend you are a TV host and have made the great catch - an interview with Edward Snowden and President Barack Obama. Due to Snowden's current asylum, he has to be interviewed by means of a network television transmission.

Resources:

[How to make your own talk show](#)

A TV host has to do a lot of research:

- Listen to the interviews above and answer the questions.
- Watch [First interviews with Edward Snowden](#)

Make a Demonstration Poster

A committee called, *Give Us the Internet Back*, has planned a big demonstration. You are supposed to make the posters. What headlines would you make? Make a digital collage of your posters.

Oral

- Make a conversation where one student asks questions about deleting the footprints he/she makes online and another student gives relevant advice.
Use "delete me", "erase me" or "slett meg" as search words and find relevant information before you start the conversation.
- Make a class debate where one half supports the views of President Barack Obama and many of his fellow Americans and the other half favors Snowden's views. Prepare well by studying arguments pro et con before starting the debate.

Discuss

- Is Edward Snowden a hero or traitor?
- In what way does mass surveillance represent a threat against human rights?



Interview



Demonstration



President Barack Obama



Delete

Working with International Conflicts

Forfatter: Anne Scott Hagen, Knut Inge Skifjeld

[Working with International Conflicts \(70135\)](#)



Below you will find a set of tasks that highlight international and global conflicts. Use the suggested web sites, and others you may know of, and answer the questions (below) in writing. Choose *one* conflict as your area of focus.

As you work with various internet sources you need to assess their credibility. Here are some useful questions that may help you do this:

- What is the agenda of the web site?
- Who owns the web site?
- Is the information updated?
- Are the sources used in articles listed or not?
- Does the site offer a broad variety of views on an issue?

Right-click to open in new tab/window

1. [Human Rights Watch](#)
2. [Amnesty International](#)
3. [Wikipedia: List of Military Conflicts](#)
4. [B's Independent Pro-Peace Initiative](#)
5. [The World at War \(globalsecurity.org\)](#)
6. [UN Peacekeeping Operations](#)
7. [Foreign Policy about Dangerous Borders](#)
8. [Flashpoints - A Guide to World Conflicts](#)

Sources which are mostly Norwegian-speaking:

1. [NUPI](#)
2. [FN-sambandet Norway](#)
3. [Globalis Norway](#)

Questions

1. Who are involved in the conflict?
2. In which area of the world does this conflict occur and how long has it been going on?
3. Are the involved parties countries or independent organisations/groups?
4. Explain what the conflict is about (natural resources, borders, religion, minorities, ideology, politics)
5. Are any of the involved parts democratic?
6. Do major powers, such as China, the USA, Russia, have interests in the area?
7. Is the conflict hot (armed conflict) or cold?
8. Has the UN or other international organisations been involved in mediating the conflict?
9. What are some of the concessions that would reduce the conflict? (border regulations, cultural rights, democratic rights, rights to protest)
10. What is your view on the conflict?



Child plays outside a war-ravaged building in Somalia

Presentation

Choose one conflict and make a presentation.

- [How to Make an Oral Presentation](#)
- [How to Make a Visual Presentation](#)

Further Work

1. A project in Norwegian about **international conflicts**: [Internasjonale konflikter](#)
2. Study why **crossing national borders** in some parts of the world may be very dangerous.[Dangerous Border Crossings](#)

Crossing Dangerous Borders

Forfatter: Eli M. Huseby

[Crossing Dangerous Borders \(87877\)](#)

Thirteen Dangerous Borders



Crossing Dangerous Borders / audio

<http://ndla.no/en/node/93687>

In *Foreign Policy* the editorial researcher Philip Walker has submitted an article about the most dangerous borders in the world. This is his approach to the issue:

"Far removed from the pie-in-the-sky talk of a borderless planet, the real world boasts hundreds of national borders -- many of them contested and some of them deadly. While the root cause of each conflict is distinct -- and some of them may be frozen in time, waiting for a spark -- the world's most dangerous borders share one trait in common: You don't want to be stuck there." (*Foreign Policy* June 24, 2011) [Foreign Policy about dangerous borders](#)



US - Mexico Border Fence

In the article he sums up thirteen places that should not be on your reading schedule.

Discuss

1. Which borders do you think are on his list? Do you know why these borders are considered dangerous?
2. What does a national border really signify?

Crossing the Border Between the USA and Mexico

One of the borders that rank on top of Philip Walker's list of the most dangerous borders in the world is the long border between the United States and Mexico.

Watch this [Washington Post video](#) about the border and answer the questions afterwards.

1. What is the Mexican nickname of the border?
2. What makes it so attractive for Mexicans to cross the border?
3. Mexico borders four American states. Which?
4. How many people cross the border each year legally and illegally?

5. Why is the border controversial?
6. What is implied in the statement that "Fortunes are made overground and underground"?
7. How many illegal immigrants in the USA are of Mexican descent?

Why is Crossing "La Linea" Dangerous?

By June 2011, it was estimated that about 40,000 people were killed over the last four years in Mexico, almost half of the killings took place by or around the Mexican-American border. Most of these deaths are drug-related. When the Mexican president Felipe Calderón declared war on the drug cartels, the violence simply exploded on both sides of the conflict. This has forced hundreds of thousands of desperate immigrants to leave their Mexican homes and seek refuge in the USA with relatives who had already settled in California, Texas, New Mexico or Arizona.

Facts about "La Linea"

- More than 300,000 people cross the border every day. You usually have to wait three hours in order to cross.
- Ciudad Juárez, a border city in Mexico, is considered "the most violent zone in the world outside of declared war zones." It has earned this reputation partly because of more than 370 female homicides and rapes (*Amnesty International*) that have taken place over the last decade.
- More than 80% of the weapons used by the drug cartels are bought legally in the USA (*NBC News*)
- According to *urbandictionary.com* a Border Jumper is: "Anybody of Mexican descent. The name was given to them because many of the non-English speaking Mexicans came into this country illegally, in other words, "jumped the border" thus earning them the nickname Border Jumper"
- Mexicans represent a cheap labor force for Americans. So-called "Maquiladoras" are small workshops or assembly plants that produce parts and products that are exported without taxes and customs being charged to the USA. It is estimated that more than one million people work in maquiladoras in the Mexican border cities.

Further Reading

1. Find out more about *La Linea* and the current drug war on Larry Ferlazzo's blog [Larry Ferlazzo about the Mexican drug war](#)
2. Read this caption addition from Associated Press. Find out about "El Diego"'s role in the current drug war in the Mexican border cities.



SCANPIX

El Diego - a drug cartel leader

3. Read more about the Mexican Drug War on [Mexico - Drug War](#)

Novel and Film Recommendations:

1. Cormac McCarthy's novel, *No Country for Old Men*, is set along the USA – Mexican border. We meet Sheriff Ed Tom Bell on his lonely crusade against moral decline and the drug traffic that had just recently started in the 1980s. Read an excerpt from the novel here [No Country for Old Men](#). The novel was adapted to film in 2007 by Ethan and Joel Coen. You can watch the film [here](#).
2. Cecilia Samartin's novel, *Tarnished Beauty*, about the young girl Jamilet and her effort to escape her destiny in a poor Mexican village by illegally crossing the border and creating a new life in Los Angeles.
3. One of the plots in Alejandro González Iñárritu's multiplot film *Babel* narrates the captivating story of the Mexican nanny Amelia and her encounter with the US border police [Babel - Film Analysis](#)

Borders "where you do not want to be stuck"

Apart from the Mexican border, these are the borders that Philip Walker considers most dangerous: [Foreign Policy about dangerous borders](#)

- India and Pakistan
- Sudan and Southern Sudan
- Afghanistan and Pakistan
- Cambodia and Thailand
- Democratic Republic of Congo and Angola
- India and Bangladesh
- North Korea and South Korea
- Venezuela and Colombia
- Chad and Sudan
- Saudi Arabia and Yemen
- China and North Korea
- Israel and Syria

Tasks

Make a presentation.

Choose one of the borders on Walker's list (above) and explore why it is included in his list, its background and history. You may use the presentation of the USA – Mexican border (above) as a guide.

Useful websites:

[Human Rights Watch homepage](#)

[Foreign Policy about dangerous borders](#)

[Flashpoints - A Guide to World Conflicts](#)

Black Man's Burden

Forfatter: Jan-Louis Nagel
[Black Man's Burden \(84531\)](#)

What would you reckon as the gravest problem the world is faced with today? Economic crisis? Global warming? International terrorism? If asked, most people probably would suggest one of the three, mainly due to what media focus on. If the same question was put to the UN Security Council – the answer would be different. Both the UN and most humanitarian organisations would agree that hunger and poverty in developing countries, particularly in Africa, top the list of world challenges. So why does it seem so impossible to effectively attack this malicious situation?

These words appear in the text. Check them out and make sure you understand them:

legacy randomly negotiate dodgy shady former to allocate to boost
abundant abject famine to sustain to coincide



Black Man's Burden / audio
<http://ndla.no/en/node/93690>



Fishermen bring their catch with boats ashore, taken on March 9, 2011 in Freetown, capital of Sierra Leone. 50 years ago, on 04/21/61, Sierra Leone gained the independence from Great Britain. Since 2002, after a decade of bloody civil war, the country started with the rebuilding of the society and coming

Colonialism

The European colonization has left a legacy to terms with the past. Sierra Leone which to some extent counts for the situation. remains one of the poorest countries in The continent was randomly split up into the world and is ranked on the 158th countries regardless of cultures and place (out of 169) in the Human languages, and the colonies were ruled by a Development Index 2010.

small European elite. For example, more than forty million Africans were administered by little more than one thousand British, and 728 Belgians controlled all of Congo. A result of this was that the Europeans had to negotiate with tribe leaders and clans, and bribes and dodgy deals were necessary. This shady political culture continued in post-colonial Africa. At the time of independence the African states were at a lower development level than for example the former colonies in Asia.

Globalisation and Democracy

International trends from the mid-1980s were for many African countries a chance to establish a healthy economy and stable rule. But loans from The World Bank and The International Money Fund along with aid from different agencies were given as budget support, which allowed the national governments to allocate funds into so-called sovereignty expenses, e.g. the military and the state administration, and not welfare measures. But during the 90s the World Bank set political reforms as a condition for debt arrangements. Still the welfare development was slow. In 1989, most African countries were either one-party states or military dictatorships. Three years later most had multi party systems and democratic elections. But the transition opened for political unrest and violent internal conflicts, mostly along ethnic lines, that the weak governments were unable to control.

Corruption and underinvestment

In international corruption indexes (Transparency International) African countries receive very poor rating. This fact makes it hard for these countries to attract foreign investment that could boost economic growth. It is a paradox that people in countries with abundant natural resources continue to live in abject poverty. But this is mostly due to corruption. In many African states there is a political elite which is supported by clans or groupings that in return for their support receive protection and profitable contracts. Investing in health care, infrastructure, education and measures against famine would improve living conditions for the people, but it is not very profitable, and it would strengthen the political opposition, the leaders claim. The lust for power overrules considerations for the people. The system is characterised by inefficiency and uncertain conditions in work life and ownership along with lack of will to invest and create jobs. In some African countries the unemployment rate is up to 60 per cent. Underinvestment sustains profit for the leaders as it will keep real income low, and in that way the political elite gets rich while the people stay poor. Kenya has a very low growth and productivity, but in relation to the average income per capita it has the world's richest leaders.

Future Prospects

In August 2011 there was a conference in Botswana on anti-corruption strategies which was attended by fifteen African countries (but without the presence of Somalia, Congo and Chad). The conference concluded that fighting corruption is Africa's biggest challenge. The world's leading aid agencies have also realised that underdevelopment is not only an economic issue; it is just as much a situation that has to be confronted politically. New world super-power China has over the last decade shown an increasing interest in trade and investment in several African countries. It is officially estimated that China's investment in Africa will rise by 70 per cent to 50 billion USD by 2015. In many ways China could have a positive influence on Africa. Firstly because their economic interests coincide; what Africa needs China can offer in a win-win situation, but more importantly, the Chinese new open market policy and creation of more jobs may force African leaders to change their underinvestment practice which in turn will benefit the people.

Discussion, research and further studies

1. Why do you think the democratic movement in many African countries has opened up for so many violent internal conflicts?
2. The slave trade is not mentioned in the article. Do you think that this trade has had anything to say for the development of the African peoples and their situation today?
3. Comment on the title of the article. If you don't see the irony, go on the net and find out. (Key word: Rudyard Kipling)
4. Some countries, including African ones see the Chinese activity in Africa as a negative element. What do you think their arguments are? (Go on the net and

- look for Chinese investments in Africa and find out.)
5. Go on the net and find out about corruption world-wide. (Key word: Transparency International)
 6. Why do you think that Somalia, Congo and Chad did not attend the anti-corruption conference? (Find out more about these countries.)
 7. Choose one of the countries that are mentioned in the article and do an in-depth study of its economic and social situation. Present your project in class.

Climate Change and Global Warming

Forfatter: Eli M. Huseby, Anne Scott Hagen

[Climate Change and Global Warming \(6509\)](#)

Pre-reading: Write down 3 things you have heard about global warming.



UK Climate Change / audio

<http://ndla.no/en/node/48576>

The Meteorological Office in the UK has published its predictions for climate changes by 2050. Warmer and drier summers, warmer and wetter winters and more extreme weather are predicted. In other countries there could be more drastic changes.

Many scientists agree that greenhouse gases produced by burning fossil fuels contribute to global warming and climate change.

In 2006, IPCC (UN Intergovernmental Panel on Climate Change) said that there was a 90% chance that human activity was the main cause of global warming. In 2008, the majority of Britons were in doubt about this, but in 2009, they have changed their opinion and they want politicians to tell them what they can do to reduce global warming.

The UK Parliament has now agreed to reduce greenhouse gas emissions to 34% below 1990 levels by 2020 and the Scottish Parliament plans to reduce them by 42% in the same period. In December 2009, politicians from around the world will meet in Copenhagen to agree on international limits for greenhouse gas emissions.

UK Climate in 2050

On June 18th 2009, the Meteorological Office in the UK published its predictions for climate change in the UK by the year 2050:

- temperatures will rise by more than 2°C
- summers will be warmer and drier; winters will be warmer and wetter
- there will be more extreme weather

Similar changes are predicted for Norway. Apart from the extreme weather, perhaps this doesn't seem too bad. Perhaps fewer would feel the need to travel south on holiday. However, what will happen in countries further south? There are already rising sea levels in Bangladesh, drought in Africa, floods in Europe and more extreme weather in many parts of the world.

Greenhouse Gases

Scientists continue to debate the causes of global warming and climate change, but many agree that greenhouse gases such as carbon dioxide and methane contribute to the increase in temperature when they are released into the atmosphere. Greenhouse gases are produced as a result of human activity, for example, from burning fossil fuels in homes, industry, transport, etc.

IPCC Predictions

In 2006, the UN Intergovernmental Panel on Climate Change (IPCC) stated that there was a 90 % chance that human activities were the main cause of global warming. It predicted that globally there would be changing rainfall patterns, rising sea levels, retreating glaciers, thinning Arctic sea-ice and an increasing incidence of extreme weather.

What the British Think

In a poll from June 2008 (The Observer), the majority of Britons did not agree with the IPCC and expressed doubt about climate changes being caused by human activities. This result came as a shock to many environmentalists and politicians. However, in June 2009, a survey reported on Sky News, shows that



Traffic jam

Britons would like their country to lead the way with legislation to combat global warming, and to see politicians stop dragging their feet. People said that they would like clearer guidelines on what they can do as individuals, showing that perhaps after all, they do believe that human activities are responsible.

New Targets

The politicians seem to have got the message. The UK Parliament has agreed that by 2020 there will be a reduction in greenhouse gas emissions to 34% below 1990 levels and the Scottish Parliament has gone even further and plans to reduce emissions by 42% in the same period, with the implementation of fines and rewards to achieve this. In December 2009, leading politicians from around the world will meet at the Copenhagen Climate Change Summit and endeavour to agree on new emission limits to reduce the effects of human activity on our global climate.

Update: IPCC, Berlin, April 2014

The third working group report from the IPCC states that if we want to stay within the 2°C of global warming we have to do something NOW! The rate of greenhouse gas emissions grew twice as fast from 2000 to 2010 than in the 30 years from 1970 to 2000. However, we can still achieve a maximum temperature increase of 2°C if we change from polluting fossil fuels to clean energy resources; increase the use of low carbon energy by three or four times before 2050. Other measures are efficient agriculture and reforestation, more efficient technology to reduce industrial emissions, more efficient fuel use in transport and CO₂ capture and storage.

A comprehensive global agreement on implementation of the measures is the important task at the United Nations Climate Change Conference in Paris in 2015.

Vocabulary



Climate Change and Global Warming - Vocabulary / h5p_content

<http://ndla.no/en/node/125212>

What Can You Do?

Here are a few suggestions from the United Nations Environment Programme on what you can do to reduce your carbon footprint. How many do you live by?

- Plant a tree
- Give unwanted clothing and other household goods to second-hand shops instead of throwing them away
- Sort and recycle waste as much as possible
- Use reusable bags instead of plastic bags
- Save energy by turning off lights and electrical equipment when not in use
- Reduce the length of time you spend in the shower and use a low flow showerhead
- Reduce the temperature in your home
- Use green forms of transport such as train and bus instead of cars

Comprehension

1. In 2050, how will the UK weather be different from today?
2. Which area in the world has too little rain, according to the text?
3. What are greenhouse gases and where do they come from?
4. What does the IPCC say about global environmental changes?
5. How did the opinion of the majority of Britons change from 2008 to 2009?
6. What goals for greenhouse gas emissions have UK politicians set for 2020?
7. How do the Scots plan to achieve this?

1. The summers will be warmer and drier and the winters warmer and wetter. The average temperature will rise by more than 2°C and there will be more extreme weather.
2. Africa
3. Carbon dioxide and methane are greenhouse gases and they come from burning fossil fuels.
4. IPCC says there will be changing rainfall patterns, rising sea levels, retreating glaciers, thinning Arctic sea-ice and an increasing incidence of extreme weather.
5. In 2008, the majority didn't think that human activity was the main cause of global warming, but in 2009 they seem to think that human activity plays a major part.
6. UK Parliament: reduce greenhouse gas emissions by 34% of 1990 levels. Scottish Parliament: reduce greenhouse gas emissions by 42%
7. By using fines and rewards

Discussion

1. Find at least 5 other things you can do to save energy and reduce your carbon footprint.
2. If any of the predictions for climate change are correct, what kind of effects might it have in your local area?

Make a Survey

1. First, make 10 – 15 statements about environmental changes, e.g.

- Global warming is mostly caused by human activity.
- We as individuals can help to reduce global warming.
- People should fly less to reduce CO₂ emissions.
- ?
- ?

2. Give alternative answers, for example: fully agree, partly agree, partly disagree, disagree completely.
3. Then carry out a survey in class and report the results.

Example:

Global warming is mostly caused by human activity.	fully agree	partly agree	partly disagree	disagree completely
----------------------------------------------------	-------------	--------------	-----------------	---------------------

Dumping Toxic Waste Abroad

Forfatter: Knut Inge Skifjeld

[Dumping Toxic Waste Abroad \(18806\)](#)

What does the term "toxic waste" mean? Can you explain it in your own words?

Environmental issues cover a wide range of areas. We often think of global warming and tall chimneys producing acid rain, but there are so many other issues. One of these is the dumping of toxic waste in poor countries that do not have the proper resources to prevent this from happening. The heavy metals from the waste will not go away, and they contaminate water, soil, oceans, people and animals alike.



Dumping Electronic Waste Abroad / video

<http://ndla.no/en/node/18805>

Comprehension

1. Who uncovered the story of the illegal dumping of electronic waste?
2. Which countries export illegal trash?
3. What are the problems connected to this waste?
4. Which other countries have been used as illegal dumping grounds?
5. Why is the problem of e-waste also a problem for generations to come?
6. How would you describe the workers?
7. What are the "workers" looking for in the trash?
8. How is the trash concealed when shipped abroad?
9. What kind pf products are exported in this manner?
10. What does it mean that some of the trash is marked with EPA? (Use the Internet to find out what this abbreviation stands for.)
11. Do you know any of the brands mentioned in this report?
12. What does Greenpeace mean by demanding a life cycle responsibility?

1. Greenpeace
2. The USA and Europe
3. It contains hazardous chemicals, such as heavy metals.
4. China, India, Nigeria
5. It contaminates the ground and the people and stays in the environment for generations.
6. --
7. Metals which can be sold.
8. It is shipped as second-hand goods.
9. Electronic goods - computers, monitors, TVs, etc.
10. It means that it is approved and safe.
11. --
12. Companies must take responsibility for their products from production through disposal.

Vocabulary

Try the interactive task in the link collection. Match the word with the correct definition.

Discussion

1. How can we as consumers contribute to reducing this problem?
2. What can the international community do? In your opinion which international organisations should lead the way?
3. What characterizes the countries where toxic e-waste is dumped?
4. Why do you think Ghana and other countries are not able to do anything about this

problem?

5. How do you explain that EPA marked trash may end up in Ghana?

Writing

1. Write a Letter to the Editor in which you call for action to be taken against the illegal dumping in Ghana. (Suggested length 300 – 500 words)
2. Write a newspaper article in which you use the information from the video clip. (Suggested length 300 – 500 words)
3. You work for Greenpeace and are trying to uncover illegal dumping of waste. Write a letter to an exporter of waste in which you offer sites and “workers” to get rid of his dump illegally. Use your imagination to make up the details.

Wasting Our Future?

Forfatter: Anne Scott Hagen

[Wasting Our Future? \(4081\)](#)

Pre-reading: The picture below is of the WEEE man. He is 7 meters tall and weighs 3.3 tonnes. He is constructed from the average amount of electrical and electronic products that one person throws away in their lifetime.

- Can you identify some of the products? How many of these products contain plastic, do you think?
- Can you guess what WEEE is an acronym for?

In Everyday Life

You probably have a difficult time imagining a world without plastics and everyday life would certainly be very different without them. The first man-made plastic was made in the middle of the 19th century and called Parkesine, but it is only in the last fifty years that the use of plastics has exploded. Their extensive use today has many positive aspects, but also far-reaching negative ones.

Advantages

Plastic has many advantages.

- It is light-weight and therefore has low transportation costs.
- A car containing a large amount of plastic will weigh less and use less fuel.
- The volume of plastic waste is less than other materials that it can replace.
- The plastic industry is big and employs many people.
- It is relatively inexpensive to produce plastic and it can be adapted to the specific needs of the customer by using different additives.
- It is durable and has excellent insulation properties.



WEEE Man

Disadvantages

Pollution by plastic waste is a growing problem and is the biggest disadvantage of using plastic. Plastic is non-degradable and can therefore exist for a long time in a landfill. Plastic objects discarded in the environment cause problems for wildlife and pollute our countryside and seas. Although plastic can be recycled, [Waste Online UK](#) estimates that only 7% of the total plastic waste in the UK is currently being recycled. The different types of plastic have to be separated before recycling, which increases the costs.

In addition, the additives, which are added to plastics to give them the properties that the customer desires, can be harmful to the environment.

Plastic Bags

Modbury is a small town in the south-west of England which became famous world-wide in May 2007. All the traders in the town stopped supplying plastic bags and sold reusable biodegradable bags instead. In this way, they could contribute to reducing the amount of plastic waste. [Modbury bans plastic bags](#)

The BBC Natural History Unit made a film, *Message in the Waves*, which deals with Hawai'i and environmental problems. It shows some of the effects of pollution by plastic waste. This film so affected a local woman in Glastonbury, in Somerset, that she organized a group of people to do something about plastic bag pollution. Cotton shopping bags have now been produced for sale , [Glastonbury goes plastic bag free](#) (BBC News, 16 February 2008). Here in Norway, a Kragerø bank with the cooperation of a local artist, who was also influenced by the film, has produced reusable bags of sail cloth decorated by the artist. (From the newspaper, *Varden*, 31 October 2008)

Comprehension

Are the following statements True (T) or False (F)? Correct the ones which are False.

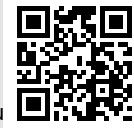
1. Cars with a lot of plastic parts use more fuel.
2. Many people work in the plastic industry.
3. A plastic can be changed to suit the customer.
4. Plastic breaks down easily.
5. All types of plastic can be recycled together.
6. The shopkeepers in Modbury do not sell plastic bags to their customers.
7. In Glastonbury, cotton shopping bags are sold as an alternative to plastic bags.

Solution

1. F. Cars with a lot of plastic parts use less fuel.
2. T
3. T
4. F. Plastic is non-degradable and lasts for a long time in a landfill.
5. F. The different types of plastic have to be separated before recycling.
6. T.
7. T.

Watch Video and Discuss

1. Watch the video excerpt from *Message in the Waves* and then try to answer the questions below.



Key to pre-reading

- Products include washing machines, microwaves, computer equipment, vacuum cleaners, TVs and mobile phones.
- WEEE stands for Waste Electrical Electronic Equipment

Wasting Our Future? / fagstoff

<http://ndla.no/en/node/4081>

- What is the topic of the video?
- Where is it filmed?
- For whom or what, does plastic waste cause problems?
- Name as many of the different plastic objects that are found as you can.
2. In groups of 3 – 4 discuss what you have seen in the video, note down your views. Each group should present their conclusions to the rest of the class.
3. You can watch the whole BBC documentary (48mins) at [Message in the Waves](#). What other environmental problems does Hawai'i have? Discuss what can be done to improve the situation and who should take responsibility.

Make a Table

Can you think of any other advantages and disadvantages of plastics? Make a table with two columns showing all the advantages and disadvantages of plastic.

Discuss

In groups of 4 – 6 discuss the use of plastic. Half of the group is for the use of plastic and the other half would like to limit the use of plastic as much as possible. Prepare your arguments before you start the discussion.



Vocabulary 4081 / h5p_content

<http://ndla.no/en/node/123752>

The World We Create

Forfatter: Anne Scott Hagen

[The World We Create \(103047\)](#)

Listen to the song "Is This The World We Created...?" by Queen. What feelings does the song convey?

What does it say is wrong with the world? What kind of law do you think is referred to in the second verse?

What could the devastation in the last verse refer to?



The World We Create / fagstoff

<http://ndla.no/en/node/103047>

["Is This the World We Created...?" - lyrics](#)

The world is facing many challenges, one of which is the environmental problems which could "devastate" our world. We need to tackle problems like pollution, CO2 emissions, global warming, waste disposal, energy requirements, etc. One project which has been instigated in order to find solutions to some of these problems is Masdar City, Abu Dhabi; an experimental city using renewable energy, which has the goal of being a sustainable zero carbon, zero waste ecology.



The World We Create / fagstoff

<http://ndla.no/en/node/103047>

1. Watch the video tour of Masdar and note down the most important features of the city.

Covers 2 sq. miles, to be developed as two large squares
Should be commercially viable
Sustainable buildings
Electric buses and taxis
Rapid transit system
Arabian building techniques with narrow streets and courtyards
Shade, avoids direct sunlight on windows
High degree of insulation
Wind tower creates natural current of air
Water features help to cool the air
Masdar Institute researches material properties and structures, water and energy
Solar energy

2. Use the Internet to find out more about Masdar City – location, start, completion, progress, cost, criticism, etc.

Useful links: [Masdar City](#), [Masdar](#), [Abu Dhabi](#)

Discuss

1. Greenpeace has stated that the Masdar City project is all very well, but it would be better to spend more time and money on already existing cities to make them more environmentally friendly. Do you agree? Do you think it would be possible to modify existing cities like Los Angeles or London?
2. Suggest some of the things your town or area could do to improve the environment

(waste, pollution of air/water, energy saving, building, transport).

Find Out

Find out if your town or area has current projects which will lead to a better environment.

Vocabulary

Explain the meaning of the following terms: *sustainable energy resources, renewable energy, solar energy, wind farm, hydrocarbon, hub for cleantech companies* (Masdar is described as such), *personal rapid transit, potable water, geothermal energy, waste incinerator, grey water*.

Make a Digital Presentation

Like Queen's "Is This The World We Created...?", "Fragile" by Sting is open to interpretation, and environmental concern is often seen as the bottom line. Look at the digital presentation of "["Fragile" by Sting](#)", and then use this as an inspiration to make a similar presentation of "Is This The World We Created", giving your presentation a definite environmental message.

Mexico Drug War

Forfatter: Jan-Louis Nagel
[Mexico - Drug War \(77410\)](#)



Mexico Drug War / audio
<http://ndla.no/en/node/93685>

Mexico is in trouble. The once proud and resourceful nation is waging a war which seems slowly to be tearing the country apart. Violence and crime are out of control; the drug cartels and the mafia in the north have turned Mexico into a country paralyzed with fear.



The war on drugs was declared by President Felipe Calderón five years ago, and it has not been a success. His tactics have been to deploy military forces against the violent drug gangs, but this has only escalated the violence. Cities along the Central American border, like Ciudad Juárez, Monterrey and Tijuana, have become war zones where abductions and killings are a part of everyday life.

Only last year (2010), more than 15,000 people were killed. But it is not primarily soldiers who are killed; most of the casualties are either members of competing drug gangs or civilians. Another mass grave was recently discovered along the border - with 176 bodies.

Desperate Measures

The war on drugs can in many ways be compared to the war on terror. In both wars the enemy is powerful and unpredictable, and the suffering parties are the civilized community and the belief in a normal balance of power. The President has now signed a proposal to the Mexican Senate which will give the military extended authority. This will, by many, be seen as a blow against democratic principles, since the generals will then be able to overrule the elected politicians in certain issues. However, desperate times require desperate measures, and Calderón needs to prove some efficiency in this seemingly unwinnable war. But the credibility of his efforts is undermined by the fact that 2 out of 3 government officials are corrupt - a sad symptom of the whole situation.

The Violence

Drive-by shootings, executions in open daylight, kidnappings where the hostage is killed after the kidnappers have been paid – these may seem like elements from a violent Tarantino movie. But it is daily life in Ciudad Juárez. It has become an outlaw city where the killings are becoming more and more brutal and theatrical, including deadly torture and public hangings. More than 90 per cent of the victims are “dirty” – meaning people involved in the drug traffic.

Tasks



- Mexico's Drug War - Vocabulary, Drag and Drop / amendor_ios_task

<http://ndla.no/en/node/83980>

You will find further work assignments in the link collection.

Child Soldiers

Forfatter: Karin Søvik

[Child Soldiers \(99878\)](#)

rebel group, recruit, enlist, war-torn, abduct, arbitrary, army cadres, atrocity, stigmatize, combat / combatant, alleviate, rite, cleanse, substance, vocational, demobilization, disarmament, reintegration, inadvertently, ratify, durable

It is impossible to accurately calculate the number of children involved in armed conflicts in the world today. According to the United Nations there are about 280,000 children under the age of 18 serving in government forces or armed rebel groups. Most child soldiers are aged between 14 and 18. However, in some countries, children as young as Child Soldiers seven have been involved in armed conflicts.



Fotograf: Karel Prinsloo
Child soldiers are often associated with armed conflicts in African countries, such as Burundi, Chad, Somalia, Sudan, DR Congo and Uganda. The UN estimates that at least 200,000 of today's child soldiers operate on the African continent. However, the fact is that this is not solely an African problem, but a universal one. Child soldiers are used in all regions of the world, and on the list of countries using child soldiers today you will find countries like Afghanistan, Colombia, Burma, Nepal, Iraq, Thailand and Indonesia. Since 2001, the participation of child soldiers has been reported in 21 on-going or recent armed conflicts in almost every region of the world.

How Are They Recruited?

Children are recruited in different ways. Some enlist as a result of poverty and lack of work, and often it is the last alternative to surviving in war-torn regions after family, social and economic structures have collapsed. Children are most vulnerable if they are poor, separated from their families, displaced from their homes and living in combat zones. A military unit can in fact be something of a refuge, serving as a kind of surrogate family for a child who has no family. The military group may seem a secure place for a child and they may join if they believe that this is the only way to guarantee regular meals, clothing or medical attention. Jacques from the Democratic Republic of Congo was only 10 years old when he joined the army:

I remember the day I decided to join the mayi-mayi. It was after an attack on my village. My parents, and also my grand-father were killed and I was running. I was so scared. I lost everyone; I had nowhere to go and no food to eat. In the mayi-mayi I thought I would be protected, but it was hard. I would see others die in front of me. I was hungry very often, and I was scared. Sometimes they would whip me, sometimes very hard. They used to say that it would make me a better fighter. One day, they whipped my [11-year-old] friend to death because he had not killed the enemy. Also, what I did not like was to hear the girls, our friends, crying because the soldiers would rape them.¹

Some have witnessed family members tortured or killed by government forces or armed groups, and join up as a result of this, while others are brutally abducted by armed groups and forcibly recruited. There are many examples of recruits who are arbitrarily seized from their homes, the streets, or even from schools and orphanages, when armed militia or army cadres roam the streets, picking up anyone they encounter. Sometimes children are even forced to kill their parents or commit other atrocities against their family or neighbors. Such practices help ensure that the child is "stigmatized" and unable to return to his or her home community; in this way the military group will have a loyal soldier for years to come. A 17-year-old Columbian boy who was only 7 years old when he joined a paramilitary group explained what he had to do to survive:

They give you a gun and you have to kill the best friend you have. They do it to see if they can trust you. If you don't kill him, your friend will be ordered to kill you. I had to do it because otherwise I would have been killed. That's why I got out. I couldn't stand it any longer.²

The Life of a Child Soldier

A child soldier may be involved in any part of the battle. Once recruited, child soldiers may serve as cooks, guards, messengers or spies, and often they are reduced to being mere slaves for their commanders. The children might start out in indirect support functions, but it does not take long before they are pressed into combat and forced to the front line. In this position, their inexperience and lack of training leave them particularly vulnerable. Sometimes



Child Soldiers

Fotograf: [Karel Prinsloo](#)

they are sent into minefields ahead of the older soldiers and their leaders, and there are also numerous examples of children who have been used for suicide missions. This has happened several times in Afghanistan and on the West Bank, and we know that children as young as 6 have been used as bomb carriers.

About 40% of all child soldiers are reported to be girls. The girls are often given many of the same military tasks as the boys. In addition, they also become victims of sexual abuse, and in many cases they are given to military commanders as "wives." A Honduran girl gave this account of her experiences as a child soldier:

At the age of 13, I joined the student movement. I had a dream to contribute to make things change, so that children would not be hungry.... Later I joined the armed struggle. I had all the inexperience and the fears of a little girl. I found out that girls were obliged to have sexual relations to alleviate the sadness of the combatants. And who alleviated our sadness after going with someone we hardly knew?... There is a great pain in my being when I recall all these things.... In spite of my commitment, they abused me, they trampled my human dignity. And above all, they did not understand that I was a child and that I had rights.³

Children make good soldiers since they are often fearless and easily manipulated. They have still not learnt the difference between right and wrong and they are emotionally and physically immature. Often they do not understand the consequences of what they do. Alcohol and drugs reinforce these qualities and are often used to subdue and manipulate the children. It also has a double effect since it makes the child dependent on the group which has recruited him or her.

After the Conflict – What Then?

Once a conflict is over, new challenges stand in line for the child soldiers. For many, the return to civilized society can be more difficult than the actual act of becoming a child soldier. After a conflict, many soldiers struggle with nightmares, anxiety attacks and strong feelings of guilt, and all these things have to be processed before they can move on in life. A 16-year-old girl from Central Africa describes her troubled feelings in this way:



A Group of Child Soldiers

Fotograf: [Antony Njuguna](#)

I feel so bad about the things that I did. It disturbs me so much that I inflicted death on other people. When I go home I must do some traditional rites because I have killed. I must perform these rites and cleanse myself. I still dream about the boy from my village that I killed. I see him in my dreams, and he is talking to me, saying I killed him for nothing, and I am crying.⁴

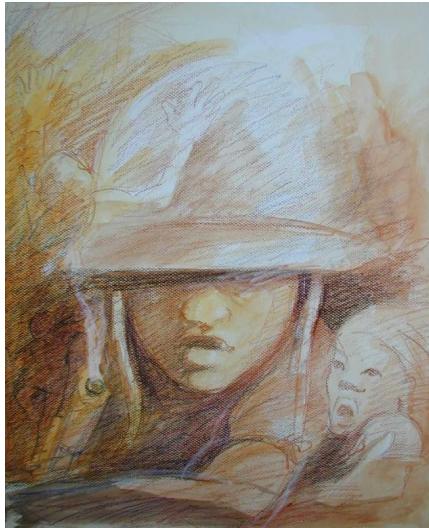
Also, many children have become dependent on alcohol or narcotic substances that they have received from their military leaders, and they need help to rid themselves of the addiction. Another challenge is that many children have lost contact with their families and need help to relocate them. They also need help to get back to school or receive vocational training.

Demobilization, disarmament and reintegration (DDR) programs specifically aimed at child soldiers have been established in many countries with the aim of assisting former child soldiers to re-enter civilian life. However, many children have no access to these programs. The programs often lack funds and adequate resources, and sustained long-term investment is needed if they are to be effective. Also, many of the children are prevented from returning home since families and friends do not want anything to do with them. This leaves them very vulnerable and without support, and many are at risk of re-recruitment.

This is especially a problem for the girl soldiers. During conflicts, they are frequently subjected to rape and other forms of sexual violence, which again leads to shame and stigmatization by their home communities when they return. This situation is complicated even further for the girls who have become married or pregnant. Unfortunately, they are very often not even categorized as soldiers, and are often deliberately or inadvertently excluded from these rehabilitation programs.

What Can Be Done?

The majority of the countries in the world today accept that the issue of child soldiers needs to be addressed, and the United Nations has for many years fought for the rights of children in different ways. In 1989, the United Nations General Assembly adopted the Convention on the Rights of the Child. This was a landmark for human rights, since for the first time there was a treaty that addressed the particular needs of children. Up to today, all the members of the United Nations have signed the treaty, with the exception of the USA and Somalia.



In May 2000, the United Nations took it one step further, adopting an Optional

Child Soldier
Opphavsmann: [Gilbert G. Groud](#)

Protocol to the Convention on the Rights of the Child. The purpose of this protocol was to particularly address the involvement of children in armed conflicts and to further protect the rights of children in combat zones. The Protocol sets 18 as the minimum age for direct participation in hostilities, for recruitment into armed groups and for compulsory recruitment by governments. Today, more than 100 nations have signed and ratified the convention.

The use of child soldiers in armed conflicts is extremely harmful for the development of poor countries. These countries need a young generation that can work, build and develop the nations. They are the building blocks of future generations. Instead, military conflicts leave these children traumatized and many are also killed as a result. The healing process for the individual child will take decades, and the long-term consequences for the countries involved are devastating. After a conflict is over it may take years to re-build the trust between the population groups, and as a result durable peace, security and development within these countries suffer. We see that the world has a long way to go before we can say that the problem of child soldiers has been solved. Most likely a new generation will have to grow up before we can declare these countries safe for all children.

Tasks and Activities

[Child Soldiers – Tasks](#)

Recommended Film and Literature

[Blood Diamond](#)

[A Long Way Gone](#)

1 ["Stories from Children Associated with Fighting Forces."](#) Amnesty International. 5 June 2012

2 ["Coercion and Intimidation of Child Soldiers to Participate in Violence"](#) Human Rights Watch. April 16 2008

3 ["Child Soldiers: An Affront to Humanity"](#) 5 June 2012

4 ["Coercion and Intimidation of Child Soldiers to Participate in Violence"](#) Human Rights Watch. April 16 2008

Twitter Revolution

Forfatter: Jan-Louis Nagel

[Twitter Revolution \(70725\)](#)

Blogging is political. For many years politicians have used social media to communicate their agenda and get in touch with prospective voters. Many politicians today have their own blog or profile on Facebook which gives them the opportunity to get directly across to people. But now digital communication also has become an apt way for the people to mobilize against political leaders they want to overthrow. Revolution has become digital.

Free Election



Twitter Revolution / audio

<http://ndla.no/en/node/93689>

We know that freedom and democracy are values that don't come free and easy for everybody. There are many countries worldwide where people are still denied their democratic rights. "We have the leaders we deserve" is an old saying. There may be some truth in that, given that the people have a say in choosing their leaders and can take the responsibility for the leaders they have chosen. But there are many leaders around the world who are in power without the sanction of the people, most of them with military background. In our country we may well disagree with our political leadership, but after all it is there as a result of a democratic process and a free election. We should remind ourselves of this when we see bad leaders run their country and people with an iron hand.

Spreading Information

To organize and conduct a rebellion to overthrow a bad leader is a tough and dangerous undertaking. History has given us many examples of how dictators have crushed opposition quite violently. Even if a totalitarian regime eventually will corrupt itself and end up as its own enemy, the struggle for reforms and democratic rights is necessary and important in a totalitarian state. The opposition must plan and organize cunningly, and information is vital. They need to alert people and mobilize quickly to coordinate a demonstration or a rally. The point is to gather the people on a massive scale at the same time. This part of opponent action has all of a sudden become easier thanks to digital communication.

The Digital Revolution

One can say that the internet has revolutionized the logistics of rebellion. Within seconds a network of contacts and sympathizers can be alerted and given vital information about a planned rally. Digital media like Twitter and Facebook are efficient tools for such peer-to-peer interaction.



Opposition supporters talk in Tahrir Square in Cairo

The counterattack from the authorities may then be to try and block these media and possibly close down the internet, and by doing so revealing their true colours. But the digital flow of information is elusive and clever activists will usually find a way to evade this by deploying proxy servers that cannot be controlled by the authorities. Suddenly Microsoft and Google have become important and effective means in the fight for democracy.

In many totalitarian countries people are now blogging for revolution, mobilizing and inspiring each other and attracting the world's attention to their cause. And in the long run it will be hard for a despot or a dictatorship to withstand the digital revolution.

Comprehension / Discussion

1. What does it mean that a totalitarian regime will end up as its own enemy?
2. Do you know any examples of how rebellion has been met with violent reprisals from the authorities?
3. Why do you think that most of the world's dictators have a military background?

Vocabulary



Twitter Revolution - Vocabulary / flashnode

<http://ndla.no/en/node/71206>

Fundamentalism and Totalitarianism

Forfatter: Lars Aunaas

[Fundamentalism and Totalitarianism \(91164\)](#)

It has been argued that fundamentalism is an important part of terrorism's mental framework – that there are few or no terrorists that aren't at the same time fundamentalists¹. However, since not all fundamentalists are terrorists, it also represents an object of study in its own right.

What is Fundamentalism?

An easy way to define "fundamentalism"² might be to take a given set of beliefs (primarily religious, but also ideological or others) as a starting-point. The fundamentalist will consider that this worldview represents "the truth, the whole truth and nothing but the truth". As a result, new elements that are presented will not be used to examine what the believer considers as true, but will be considered true or false according to whether they are consistent or not with her or his beliefs (which, for instance, is the reason why fundamentalist Christians reject certain scientific discoveries that aren't compatible with a strict interpretation of the Bible – the theory of evolution, e.g. – which is considered to be an expression of divine truth).

In other terms, the fundamentalist's beliefs are not open to debate, and in extreme cases, anyone who shows doubts will be considered an enemy. Less extreme fundamentalists may feel smug superiority, pity, the urge to save non-believers by helping them see the light or indifference, if they consider that non-believers aren't worthy of notice.

From a practical point of view, the fundamentalist's set of beliefs will be seen as the unique criterion of distinction between good and bad, right and wrong, and as such, it becomes a guiding star for the individual's actions and relationships with others. There are also obvious political implications: a fundamentalist will wish that public life – in all its dimensions (customs, social structures, legislation, institutions...) – just as much as inner and private life, conforms to principles that originate in her or his faith.

Fundamentalism isn't a new phenomenon – medieval Europe, for instance, showed fundamentalist tendencies, as did the puritan society of New England³. Current occurrences include Iran and Saudi Arabia, as well as many local and transnational communities, such as evangelical Christian groups in the US and Europe, traditionalist Catholicism, Judaism etc. There are also cases where ideologies have been "religionized"⁴, both to the left and to the right of the political spectrum.

Fundamentalism and totalitarianism

Totalitarianism, which can be seen as an aggressive form of fundamentalism, considers that society must strive to reach one specific goal (a nation's privileged place in the world and in history, the superiority of a race, man at the exclusive service of God, humanity reaching some sort of maturity, revolution...), which is considered to be the expression of an absolute truth. Anyone who does not contribute wholeheartedly – let alone opposes the effort – must be removed from the group, if necessary with violence, because they are seen as liabilities and as being morally bankrupt. This is why secret police and informers, sending people to prison for their opinions, torture, political assassinations, aggressive foreign policies etc. are natural parts of totalitarian societies.

Fundamentalism has been severely criticized for not conforming to basic rules of rationality – such as adapting one's beliefs to new information. As a result, a debate of ideas is difficult – there is no room for dialogue. In this respect, fundamentalism has few barriers against political and religious violence: people who disagree with its core beliefs are necessarily in the wrong. What they have to say has little or no value, and winning becomes more important than sharing. As a consequence, fundamentalism may not cause terrorism, persecution or other faith-based forms of violence – be it political or religious, physical or mental – directly, but it makes it possible, and therein lies its responsibility.

Discussion

1. Discuss whether it is possible for a fundamentalist society to avoid becoming totalitarian?

Iran after the Green Revolution

Forfatter: Sidsel Wold

- [Michael Jackson Spoilt the Green Revolution \(97708\)](#)

NRK reporter Sidsel Vold interviews three young men in Tehran about their situation and their hopes for the future.

Background

IRAN: Following a suspect election in 2009, many regime critics were killed in a popular uprising challenging the Iranian leadership. That uprising died out unlike the later popular revolts in the Arab countries from 2010 and onwards. Many young Iranians feel oppressed by the strict Islamic leadership of the country.

Editor

Try this vocabulary task before you read the article.



MyTask - Click icon to open task!

We are sitting in an unknown place in Tehran, three young men in their twenties and I.

- The death of Michael Jackson spoilt the Green Revolution, sighs Babak. In the darkest corner of the café, the others nod silently in agreement.

The atmosphere is oppressive.

All three have just said that they would prefer to leave Iran. They see no future here at the moment.

Babak has visited the British Consulate here for two years, asking for a residence permit, but in vain.

Hoping Their Neighbour Will Revolt

- I just want to leave this country. I am trying desperately to get out, says Babak, who is hoping to take a PhD abroad.

Borna would like to go to Europe or Canada, but not to stay forever. He hopes there will be changes in Iran while he lives abroad.

The others laugh briefly. Because this is the heart of the matter: everyone apparently wants their neighbour to revolt.



Green Revolution, Iran

Aren't disgruntled Iranians ready to take to the streets in the same way as the Syrians? I ask.

The revolt after the controversial results of the presidential election in 2009 came to an end.

Because when the Basij militia started shooting the people in the streets with live ammunition, the demonstrators stayed home.

In Iran, I am trying to find out what became of the Green Wave and what all the students who took part in it are doing now.

Some have gone abroad. Others are carrying on with their lives and hoping for the best.

While yet others, like these young men, sit moping at cafés.

We Don't Have Enough to Lose Yet

Everyone shakes their head over the bloodbath in Syria. It's dreadful.

- Assad can't survive this. Eventually, all the dictators will fall, Borna believes.
- We Iranians are somewhere between Syria and Europe, says Sina.
- **We don't have enough to lose yet, so we don't risk our lives demonstrating as the Syrians are doing. But neither are we as civilized as the Europeans, he says.**
- Do you dream of a bright future in Iran? I ask.
- "Ma'am, I am just hopeless just now", Babak repeats sorrowfully.
- **We are all living in social depression, say the three of them.**

No Mandela

One is an accountant, the second a musician and the third a graduate engineer.

They are in their prime and are a reflection of the brain drain that has hit the Islamic republic for several decades, but which reached new heights after the 2009 election.

But they believe that change will come. The present collective depression can't continue.



Bazaar in Tehran

Sina doesn't want a revolution, just reform. Babak

believes that it is right and proper to impose sanctions on Iran in order to pressure the religious leaders.

However, the sanctions also hit ordinary people. It has become extremely dangerous to fly. Iranian planes get no spare parts, and machine malfunctions are an everyday occurrence.

I wish that Russia and China didn't support us. It would be better to be completely isolated and force a crisis which would lead to change.

Perhaps if we were subjected to sanctions like South Africa? asks Sina, as if airing a thought.

No, we have no Mandela. Our hopes for reform and change have no leader.

A Warning to the Regime

What do the three think of the Arab Spring?

- The Arab revolt is a warning to the Iranian government, says Sina.
- The Arab Spring isn't helping me, interrupts Babak.
- **Why didn't the West help us in 2009, when the revolt started here? We had started things rolling, but then Michael Jackson spoilt everything. When he died, the international media went berserk and broadcast nothing else. The world completely forgot Iran. Why did Michael Jackson have to die just when we had finally risen against the regime? sighs Borna.**

They stare at the table top. Sina lights another cigarette.

We have to go. It is obvious that neither the customers nor the café owner are comfortable with the presence of foreign journalists.

As we left, it was as if a sigh of relief closed the door behind us.

Translation of article by Sidsel Wold [Michaels Jacksons død ødela den grønne våren](#)

Comprehension

1. Explain the title. What does Michael Jackson have to do with the political situation in Iran?
2. Why are the Iranians hesitant to take to the streets like e.g. the Syrians?
3. "Eventually, all the dictators will fall" one of the young men claims. Discuss the point he is trying to make and the possible truth in such a claim.
4. "-- we have no Mandela." Explain to what they are referring and what they mean by this statement.
5. How do the sanctions imposed on Iran affect the everyday lives of ordinary Iranians?

6. Why is there such a tense atmosphere during the interview?
7. List at least five adjectives that describe the political situation in Iran in general and / or the state of mind of those around the table.
8. In what way does the interview focus on journalism in general?

Vocabulary

Find out the meaning of the following expressions and explain them in your own words:

- a residence permit
- PhD
- the heart of the matter
- take to the streets
- in their prime
- brain drain

Discuss

1. In practice, what seem to be the most important criteria for newspaper articles? You may look up a few newspapers to help you search for criteria (news, sport, politics, lifestyle...)
2. Which criteria do you think should be the most important?
3. Discuss the statement: "The press must give the public what they want – not what they need."
4. Read the related article [Newsworthiness](#) – and discuss how this interview exemplifies the theme of the article.
5. Why has it become harder for dictatorships to filter information about the political situation in their countries?
6. Point out examples of this from other countries during "the Arab Spring".
7. Discuss a definition of "an independent press" – and why that is so hard to establish, even in the western world.

Essay

Write an essay based on the following keywords: *information flow, democracy, youth, change.*

Project

Study riots and revolution where social media and the Internet in general have played an important role. Make a multimedia presentation of the conflicts and the role played by information technology. Finally discuss how you feel information technology may fuel change in the future. Social media, websites, twitter, e-mail and so forth are all part of information technology that can change the world.

Terrorism - a Violent Alternative

Forfatter: Lars Aunaas

[Terrorism - a Violent Alternative \(91159\)](#)

Pre-reading activity: Discuss the following quote:

"Nonviolence is the answer to the crucial political and moral questions of our time; the need for mankind to overcome oppression and violence without resorting to oppression and violence. Mankind must evolve for all human conflict a method which rejects revenge, aggression, and retaliation. The foundation of such a method is love." (*Martin Luther King Jr.*)

1. Explain what King means in your own words.
2. Martin Luther King made the above statement when he was awarded the Nobel Peace Prize in 1964. Considering what has happened since then, why do you think it has been difficult to follow his recipe?

Before reading the text, try the vocabulary task below.

English/Bokmål

English/Nynorsk



MyTask - Click icon to open task!



MyTask - Click icon to open task!

A Violent Alternative

The 9/11 attacks, the London bombings in 2005 and Utøya in 2011 have all left terrible, indelible imprints on our memories. Reports of suicide bombers in Afghanistan, Iraq, Israel and many other countries are a frequent occurrence in our news media. Such incidents have become an incontrovertible part of our modern world.



Definitions of Terrorism

There are several definitions of terrorism. Even though it may seem a bit confusing, this diversity is rather useful - it helps us formulate a set of important criteria that may help us identify this complex phenomenon.

1. "the calculated use of unlawful violence or threat of unlawful violence to inculcate fear; intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious, or ideological." (US Department of Defense)
2. "Terrorism is the unlawful use of force and violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives." (FBI)
3. "premeditated politically-motivated violence perpetrated against non-combatant targets by sub-national groups or clandestine agents, usually intended to influence an audience" (U.S. Department of State)
4. "An anxiety-inspiring method of repeated violent action, employed by (semi-) clandestine individual, group or state actors, for idiosyncratic, criminal or political reasons, whereby - in contrast to assassination - the direct targets of violence are not the main targets." (UN)
5. "...the use of violence for political ends, and includes any use of violence for the purpose of putting the public, or any section of the public, in fear." (UK government)
6. "the use of violence and threats to intimidate or coerce, especially for political purposes".
7. "a terroristic method of governing or of resisting a government."
8. "the systematic use of terror especially as a means of coercion"
9. "the use of violent acts to frighten the people in an area as a way of trying to achieve a political goal "

10. "the use of terror as a means of achieving a goal"
11. "Common definitions of terrorism refer only to those violent acts which are intended to create fear (terror), are perpetrated for a religious, political or ideological goal, and deliberately target or disregard the safety of non-combatants (civilians)."

[Sources - [Terrorism Research](#) (1-5), [Dictionary Definition of Terrorism \(dictionary.com\)](#) (6,7), [Definition of Terrorism \(merriam-webster\)](#) (8-10), [Description of Terrorism \(wikipedia\)](#)(11)]

Task

1. Make a list of the elements present in terrorism based on the above definitions. Consider: purpose, method, motives, targets, by whom. What tactics do terrorists often use?
2. Discuss why the definitions vary so much.

Elements present in definitions of terrorism:

1. Method: creating fear (through the use of violence – or the threat thereof).
2. Purpose: retaliate, intimidate and coerce.
3. Motives: agendas of a political, religious or ideological nature. In other words, terrorists come from very different horizons: over the last century, there has been right-wing and left wing terrorism, nationalist terrorists, Christian, Jewish and Muslim terrorists...
4. Targets: quite diverse – whoever one wants to force to do certain things or strike with fear. However, a central trait of terrorism is that it's either indifferent when it comes to harming innocent bystanders or that it harms them intentionally in order to achieve their goals.
5. Exercised by: individuals, groups and governments
6. Tactics: bombing, hostage-taking and extortion, assassinations, armed attacks, torture and maiming, hijacking, hacking.

State Terrorism

There is a lot of focus on individuals and groups committing acts of terrorism. However, such strategies and tactics have also been used by states, for instance in the context of cultural revolutions – totalitarian attempts to homogenize the population ideologically (Examples: France during la Terreur, Stalinist USSR, China during Mao's Cultural Revolution, Cambodia under Pol Pot, etc.)

There are also cases where states find it in their interest to fund terrorist groups.

Resistance Movements and Freedom Fighters

There is no shortage of terrorist movements which claim that they merely and legitimately fight for freedom or resist oppression. Conversely, the word "terrorism" having such a negative connotation, it is often used rhetorically in order to discredit groups or individuals that one disagrees with. During the Second World War, for instance, the Norwegian resistance movement was qualified as terrorists by German propaganda.

Democracies Faced with Terrorism

Terrorism represents a dilemma for democratic societies. How should they react? In 2001, to protect America's free, democratic society, George Bush chose to use America's military might first in Afghanistan and later in Iraq to fight what he termed the Axis of Evil. He also introduced legislation which threatened the civil liberties of American citizens. In contrast, after Utøya, the Norwegian response has been openness and solidarity. As Prime Minister Jens Stoltenberg



Rose Procession. The Norwegian Reaction to Terrorism, Oslo, July 2011

said on the first anniversary of the attacks in Norway, "*The world has no better protection against terrorism than openness, democracy and humanity.*" On the one hand, a democracy has to ensure its continued existence and to protect its inhabitants against aggression from without or within – if necessary by the use of force. On the other hand, they are defined by their commitment towards human dignity and the human rights that this belief entails. Terrorism may force them to choose between staying true to their ideals and using all means deemed necessary to fight attempts to harm their population and threaten their stability.

Counterterrorism Through International Cooperation

There are many ways to fight terrorism. Aiming at less hate and extremism at home and abroad, for example by education, debate and deserving the moral high ground, may be a good place to start. However, this will not always be enough, and in such situations one needs all the protection that the police and the intelligence community or, indeed, the armed forces are able to provide.

Since terrorism is a global phenomenon, it has been necessary to establish international cooperation in order to cope with it. Countries may work together case by case through the exchange of information, joint police or military operations, etc., may cooperate on the basis of formal bi- or multilateral agreements and may join forces by establishing and/or supporting international organizations.

Has Terrorism Ever Been an Efficient Means to an End?

The answer to this question depends upon which end one pursues. Indeed, if the goal is to create suffering and a cycle of violence, terrorism has been highly effective.

Gandhi once said: "*I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent*". Indeed, it is difficult to find examples of situations where terrorism has actually contributed to build anything. When the temptation to lash out, kill one's enemies, seek vengeance etc. is strong enough, some sort of satisfaction might result from giving in to it. However, this kind of gratification comes at a very high price: the day one is taken by the desire to reach for what one loves and wants instead of destroying what one hates, chances are that there are only ashes, dried blood and corpses left to build on.

Tasks and Activities

Discuss and Find Out

1. Why is it so difficult to determine whether a movement should be considered a freedom movement or a terrorist movement? Which criteria do you consider to be the most important? Is it the sheer use of violence – be it sabotage, assassinations or less specifically aimed violent acts?
2. During the Second World War, both sides in the conflict deliberately bombed civilian areas in Norway and other countries. Find out where such bombings took place and discuss whether this bombing, in order to seek vengeance or to

- lesser the population's will to fight, could be considered as state terrorism.
3. Following 9/11, the CIA and the US Army developed "enhanced interrogation techniques". Find out what techniques were employed in order to force people who were being interrogated to reveal information.

waterboarding, sleep deprival, being kept naked and wet in a cold room, hard slaps on the abdomen or in the face, being kept for a long time in uncomfortable positions, dogs used to threaten, endless interrogations, being yelled at or shaken physically

Look up the following keywords and find out what they are and how they are associated with terrorism: Guantanomo Bay Detention Center, Abu Ghraib, Bradley Manning and WikiLeaks.

- 4.
5. Read the following article: [Waterboarding](#). How does the author support the claim that waterboarding is a form of torture?
6. Many countries have passed new anti-terrorism legislation in recent years, e.g. in the UK [Terrorism Acts](#). Find out which increased powers have been given to the police, the courts and the government.
7. The introduction of anti-terror laws always creates discussion because they may come into conflict with democratic principles and the rights of the individual. Norwegian anti-terror laws are relatively moderate compared to some other countries. Read this article from February 2012, [Anti-Terror Laws in Norway](#). Do you agree with the author? What type of anti-terror laws do you deem necessary.

The UN and Counterterrorism

Browse through the web pages that are dedicated to the UN's counterterrorist action [UN Action to Counter Terrorism](#) and find out what the UN does in order to fight terrorism? Take notes and share what you found with fellow students.

Prefixes – Interactive Task



Prefixes Terrorism Vocabulary / amendor_ios_task
<http://ndla.no/en/node/102263>

Writing/Presentation

1. Write an essay about one resistance group or individual freedom fighter. Include information about their background, ideals, purpose, motives, methods and present your arguments for the individual/group being a freedom fighter rather than a terrorist. This task could also be done as a multimedia presentation.

9/11 – A Reminder to Stay Alert

Forfatter: Knut Inge Skifjeld

[9/11 – A Reminder to Stay Alert \(60542\)](#)

9/11 is a date associated with death, terror and sorrow. Out of the blue, literally speaking, hi-jacked jet airliners crashed into the Twin Towers and the Pentagon. A plane heading for Washington crashed.



9/11 – A Reminder to Stay Alert / audio

<http://ndla.no/en/node/94425>

More than 3000 people were killed. The TV-coverage relayed the events to shocked people all over the world, though for some it was a victory. The great Satan, the head of the snake had been hit on his home ground.



9/11 Memorial

Increased Antagonism

The terror attack sparked a climate of increasing antagonism between the Muslim world and the West. More than a decade after the attack Western troops are battling militant Islamists in Afghanistan, without much success. Hundreds of billions of dollars have been spent in the US led "War on Terror". We don't know how bad things could have been without this effort. Many more terrorist attacks could have followed. However, more and more critics claim that the presence of Western troops in Muslim countries sparks increased antagonism. The clashes between Western soldiers and local militants often lead to civilian casualties and loss of public support.

Never Again

More than a decade after the most humiliating terror attack ever on US soil, the general feeling is as strong as ever that this must never occur again! But how do we accomplish that, by forgiving and forgetting or by attacking the terrorists on their own ground? Or do we do both? The US president in 2001, George W. Bush Jr., has been criticized for seeing things in black and white, suggesting that we should focus on the scenario that caused such hatred to the USA rather than dividing people into those who are for us and those who are against us.

9/11 is a reminder of how horribly wrong things can go. It is a reminder to stay alert, but staying alert and on edge may prove counterproductive if it makes you more enemies than friends. The current atmosphere of conflict and distrust calls for calm and reflected measures rather than angry tight-fisted responses.

Discussion

1. What is meant by an angry tight fisted-response?
2. Do you agree that it is important to understand the underlying reasons or is that like meeting the terroristst half way?
3. Terrorists want to spread a feeling of fear. To what extent can it be said that the media help them achieve this.
4. On July 22. 2011, Norway experienced a 9/11 of its own. How did the government respond to the terrorist attack on Norway?

Would you have wanted the government to respond differently?

Related Poem

Read this little poem by Leonard Cohen and answer the questions below:



9/11 – A Reminder to Stay Alert / fagstoff

<http://ndla.no/en/node/60542>

ON THAT DAY

*Some people say it's what we deserve
For sins against God and crimes in the world
I wouldn't know – I'm just holding the fort
Since the day they wounded New York*

*Some people say they hate us of old
Our women unveiled, our slaves and our gold
I wouldn't know – I'm just holding the fort
But answer me this, I won't take you to court*

*Did you go crazy or did you report
On that day
On that day
They wounded New York*

1. Who are “some people”?
2. What do you think the poet refers to as “sins against God and crimes in the world”?
3. Comment on the two first lines of the second stanza.
4. What does it mean to “hold the fort”?
5. What do you think is implied in the last stanza? (What does it mean “to report?”)

Report for duty

Discussion

Can reciting poetry, waving flowers and holding hands help in the fight against terrorism? Should we not rather strengthen our surveillance and anti-terror police forces?

Language

1. Give a synonym for “out of the blue”
2. Explain “antagonism” in English.
3. How would you translate “counterproductive” into Norwegian? Try to create an understanding before you use your dictionary.
4. Explain the expression “tight-fisted responses” in English.

Further Study

Media
attacks

link: [http://global.britannica.com/EBCchecked/topic/762320/September-11-](http://global.britannica.com/EBCchecked/topic/762320/September-11-attacks)

9/11 - The Neighbor That Disappeared

Forfatter: Morten Serkland, Eli M. Huseby

[9/11 - The Neighbor That Disappeared \(99791\)](#)



Can you think of a day that changed your way of thinking, your attitudes and experiences? What happened, and what did it do to you?

O'Hara's, the Irish pub close to where the Twin Towers stood as an important milestone in New York's history, had such a day on September 11, 2001. The manager and the staff came to work in the morning, totally unaware of the dramatic events that were about to take place. In the following interview with the manager of O'Hara's Bar, we learn about actions taken, emotions and reactions when a close neighbor suddenly disappears in such a tragic way.

Pre-listening

1. Locate O'Hara's in New York here:[Bar on Ground Zero](#). Which streets, places and buildings do you recognize in the bar's neighborhood? What kind of district is this? Note down and compare.
2. Before you listen to the interview (ab.12 min.), have a look at the words and expressions below. While you are listening, note down in which contexts these words and expressions are used. Compare your notes with one or two of your fellow students, and see if you have made the same observations.



The Twin Towers on September 11th

- the crane broke
- 16 acres
- scrapbook
- The North Tower
- Wall Street
- The Pentagon
- autopilot
- tourists
- construction site
- 1983
- memorial
- stereotype
- blue collar

Listen to the Interview



Discussion

- in class or in groups:

- How did the character of O'Hara's Bar change?
- What influence did 9/11 have on the new identity?
- The manager describes his reactions. Do you think you would have reacted in a similar way?
- If you were to interview the manager, what would you have asked him about?
- Can you think of any other dramatic incidents internationally that might have changed a neighborhood in a similar way?

Close Listening/Observation

The following task will give you more experience in listening carefully, observing closely, comparing and contrasting.

Listen to the audio recording again, and then watch and listen to this YouTube clip with the manager of O'Hara's [The Neighbor That Disappeared](#)

How does the YouTube clip differ from the audio recording when it comes to what is being presented, and how? In what ways do they complement each other? Which presentation was most useful for you? Give reasons.

Make a survey in class: How many prefer the audio and how many prefer the YouTube clip? Discuss your findings in class.

Writing

Write 1 - 2 pages on one of the following topics:

1. What are typical panic reactions, and why do these happen? Give examples.
2. Describe how the delayed effect of a crisis might influence a person emotionally and psychologically? Give specific examples.
3. Pretend that you were one of O'Hara's staff, working there on 9/11, 2001. Write a report for a newspaper where you include the actual incidents seen from the bar.
4. Pretend that you were one of O'Hara's staff, working there on 9/11, 2001. Write a blog text, about the day and your experiences, where you describe and evaluate your own reactions and emotions.

Make a Scrapbook

In O'Hara's Bar there is a thick scrapbook that the manager collected and organized after 9/11, including photographs, newspaper texts and personal reflections.

Make your own scrapbook from 9/11, 2001 and the period after. Find material on the web, and print out pictures and clippings from texts. Before you start, discuss in groups what you think might be important to include in your scrap book. Put your scrap book on display where it is accessible for other students.

The Force of Optimism

Forfatter: Anne Scott Hagen

[The Force of Optimism \(100222\)](#)



When you look at this picture would you say the glass is half full or half empty? If you chose the first you would be considered to be an optimist. Check around the class, how many consider themselves optimists and how many the opposite, pessimists.

An optimist is a person who always believes in a positive outcome. Was the financial crisis a disaster or could it be a new beginning for a better world? If you are training to work in the chemical industry when the local chemical plant closes down and the industry in general is struggling to compete internationally, do you give up your studies and try something else or do you believe that new opportunities will be available when you are finished your course? Some people even believe that strong positive thinking will find you a parking place in a crowded town centre! A pessimist on the other hand has a gloomy view of the future; he believes that one should prepare for the worst and then one will never be disappointed; either one is proven right or events work out better than expected.



Car for Easy Parking. Was this car invented by someone who was pessimistic about finding a big enough parking space?

Mona Eltahawy, an Egyptian-American journalist, believes that it was optimism that brought down Mubarak's government; belief in a better life drove the revolution forward.
[\(Optimism: The Ultimate Revolutionary Act\)](#)

The Norwegian swimmer, Alexander Dale Oen, who died tragically on April 30th, 2012, lived and worked according to the philosophy – forget the negative and concentrate on everything positive. (*Aftenposten*, Saturday, 5 May, 2012) This had led him to becoming one of the world's top swimmers, despite coming from a country not usually associated with international swimming. The newspaper article quotes a fellow swimmer who says that Dale Oen was expert at seeing possibilities and solutions to a problem.

The organization Optimistes Sans Frontières or Optimists Without Borders claims that we have to believe in a better world; promote positive thinking to create positive action. Greater humanity and beauty will result from a positive active approach by people with an optimistic outlook. [Optimists Without Borders](#)

However, there are others who believe that we are fooling ourselves if we put our faith in positive thinking. It is better, they say, to prepare for future disasters – natural or man-made. But are positive thinking and preparing for possible problems in the future mutually exclusive? Does being an optimist stop us from taking preventative action against possible disasters? Is it not a question of seeing the possibilities, seizing them and using them to build a better future.

Optimist vs. Pessimist

1. Here are two examples of famous quotations about optimism. Find two others you like and present them to the class. Explain why you chose them. How would **you** describe the difference between an optimist and a pessimist?

"A pessimist is one who makes difficulties of his opportunities and an optimist is one who makes opportunities of his difficulties." (Harry Truman)

"Both optimists and pessimists contribute to our society. The optimist invents the airplane and the pessimist the parachute." (Gil Stern)

[Quote Garden, Brainy Quotes](#)

2. Make a list of the pros and cons of being an optimist or a pessimist.
3. Find a suitable picture and make a caption including "pessimist" or "optimist" similar to the one above.

Discuss

1. Find examples of the use of optimism (by the public, politicians, etc.) to create enthusiasm and hope in a society in crisis? (e.g. in connection with financial crisis, WWII, wars, unrest)
2. How can positive or negative thinking influence **your** future – the choices you will make and your creativity? Give examples of where you will be in ten years time if you think (a) optimistically and (b) pessimistically.
3. Is optimism and positive thinking alone capable of producing a better future?

Mona Eltahawy

Who is Mona Eltahawy? [Mona Eltahawy](#)

Listen to approx.14 minutes of the speech, [Optimism: The Ultimate Revolutionary Act](#), and then answer the questions below.

1. What happened after Mona Eltahawy had decided on the title of her talk?
 2. How has this changed her optimism?
 3. Why does she talk about Samira Ibrahim? What is Samira's background?
 4. What happened to Samira?
 5. How did she react?
 6. What inspired her?
 7. What were the results of her accusations?
 8. What is the situation like for women in Egypt?
 9. Why did Samira continue to be optimistic?
-
1. She was arrested had both her arms broken and was sexually abused.
 2. She now believes in optimism with consequence, and her optimism is deeper and stronger.
 3. Samira is an example of the ultimate optimist. She is 26, from a conservative family in Upper Egypt, her father was imprisoned by the Mubarak regime for 19 years.
 4. She was arrested by military, and given a forced virginity test.
 5. She sued the military for virginity testing.
 6. Optimism
 7. The tests were stopped but she lost the court case, continued to protest, and is optimistic.
 8. Egyptian society oppresses women.
 9. Young people would be watching the news reports and learning to stand up to a regime, a culture and a society.

More information about Samira Ibrahim: [Samira Ibrahim](#) -
[www.aljazeera.com](#), [Samira Ibrahim - www.guardian.co.uk](#)

Walls of Shame

Forfatter: Anne Scott Hagen

[Walls of Shame – Belfast \(118555\)](#)



Walls and fences are used in many places, e.g. on farms, around gardens, along borders. Can you think of other places where you might find a wall. What is the purpose of a wall?

Before watching the video, "Walls of Shame: Belfast", what does the title convey to you? What do you think will be discussed in the video?



Walls of Shame – Belfast / fagstoff

<http://ndla.no/en/node/118555>

Comprehension

1. What is Ulster?
2. Summarise what you know about the Troubles.
3. What is another term for the Unionists? What is their religion and their main goal?
4. What is another term for the Nationalists? What is their religion and their main goal?
5. When was the peace agreement for Northern Ireland signed?
6. "Not so much peace as absence of conflict." Explain what the situation was like in Belfast at the time the video was made.
7. There are approximately 41 barriers across Belfast. Is the number increasing or decreasing?
8. What is the Short Strand?
9. Explain the expression, "us and them mentality".
10. How do the Protestant communities view the developments and the support of their politicians since the peace process?
11. What are the attitudes of Protestant and Republican politicians to the situation, to each other, and what are their goals for the future?
12. One of the people interviewed says, "Walls aren't just built of bricks and mortar they can be built of legislation, laws, and you know, prejudice." Explain.
13. When were the first dividing walls built in Ireland? Search the Internet and find out what the Pale was.

Discuss

Based on the comments from the people in the video, do you think that there is hope for a lasting peace in Northern Ireland in the near future?

Find Out

1. This video was made in 2007. Find out if there has been any change in the situation in Northern Ireland since then.
2. What other walls do you know of that were built to separate warring groups? Here you will find some links to information about other walls: [Modern Dividing Walls](#).

Presentation

Choose one of the walls in the task above and find out more about it and the reasons why it exists. Make a multimedia presentation.

Further Reading

[Walls of Shame, Part 2](#)

Walls of Shame, Protest

Forfatter: Anne Scott Hagen

[Walls of Shame, Part 2 \(118603\)](#)

Below you can study the second video dealing with walls and a divided society in Belfast. This is about protest.

The first part of the video shows parades in Belfast e.g. the Protestant parade on 12 July to celebrate the Protestant victory at the Battle of the Boyne in 1690. What do you know about such parades in Belfast?

1. Video 0 - 4:30min.

Watch the first part of the video, 0 - 4:30min.

Discuss



Walls of Shame, Part 2 / fagstoff

<http://ndla.no/en/node/118603>

1. The speaker asks if these parades are a "celebration or provocation". What do you think? Give reasons for your answer.
2. What is given as the reason for the continuation of these celebrations?

2. Video from 4:30min.

Watch the rest of the video from 4:30min and then try the tasks below.

Comprehension

1. Who are Danny Devenny and Mark Ervine and what is their background, and what are they doing?
2. Where did Devenny get his inspiration from?
3. What were the murals in Belfast used for earlier, during the Troubles?
4. What are Devenny and Ervine trying to do with the murals today?

Discuss

1. Why do you think the mural is chosen as a means of communicating a political standpoint? Do you think this is an effective means of communication?
2. Compare the two means of communicating one's political point of view, parades and murals. Make a table with positive and negative aspects of both.

Design a Mural

In the classroom stretch a roll of paper on the wall and make a mural. Discuss and find a suitable topic. Choose a cause that interests you (e.g. environment, politics, local issue, school issue) and design a mural which communicates your point of view.

Further Reading

[The Writing on the Wall – Political Graffiti](#)

[Walls of Shame: Belfast, Part 1](#)

International Cooperation

Doctors Without Borders

Forfatter: Stein Tingvold
[Doctors Without Borders \(5328\)](#)

Pre-reading: How many humanitarian organizations do you know?

Name some international conflicts in which humanitarian organizations participate in order to help the victims.

Humanitarian organizations



Doctors Without Borders / audio
<http://ndla.no/en/node/93678>

At the beginning of the 21st century our world is still haunted by war, unrest, diseases, poverty and a number of other types of crises. People all over the world are affected by these humanitarian crises, but people in the poorer parts of the world are struck to a greater extent than we here in the Western world. A humanitarian organization is an organization which helps people who face different types of crises. Most organizations are politically independent and they do not participate on any side in a conflict. Their aim is to provide aid and medicines for civilians suffering as a result of conflicts, diseases and poverty. The economic fundament of humanitarian organizations relies heavily upon charity and donations and people working for these organizations are by and large volunteers

Who are the Doctors Without Borders?

Doctors Without Borders is one of the most famous humanitarian organizations in the world. For more than 35 years the organization has played a vital role in a number of humanitarian conflicts all over the world helping people facing crises. Doctors Without Borders is an independent organization focusing on helping people without taking side in the conflicts. The organization was awarded the Nobel Peace Prize in 1999.



Doctors without Borders - image
Opphavsmann: [Public domain](#)

Micro-voluntarism - a New Form of International Cooperation

Forfatter: Christian Kreutz

[Micro-voluntarism - a New Form of International Cooperation \(68967\)](#)

One of the greatest things about the Internet is that you can get in touch with people worldwide. I remember back on the day I chatted for the first time and read from bluemoon11 that the sun was shining in Sydney. Twelve years ago that seemed breathtaking, but today it is rather amusing. Simultaneously, in the past, time volunteer engagement in other countries was a job quite difficult to tackle. You either knew someone or had friends from within, who were involved in a project, or got convinced by a volunteer in a pedestrian walk to donate money to their organization.

By: Christian Kreutz from [Crisscrossed](#), April 2, 2009



The screenshot shows the Kiva homepage with the tagline "loans that change lives". It features a green header with "LEND", "ABOUT", and "COMMUNITY" buttons. Below the header, there's a section for "Lenders" with a placeholder "YOU". A central callout says "Kiva connects people through lending to alleviate poverty." with a link "Learn how Kiva works". To the left is a "Impact This Week" box showing "797 Kiva Cards purchased". To the right is a "Featured Entrepreneur" section featuring a photo of a person in a snowy environment. At the bottom, there are links for "Updates from the Fellows" and "More Featured Entrepreneurs".

Micro-voluntarism – a New Form of International Cooperation / audio

<http://ndla.no/en/node/93684>

This has changed quite a lot, with fascinating new ways to individually engage on a peer to peer basis. Nowadays you can not only choose your donor, but also get yourself involved and follow the whole project and its outcome (e.g. [Globalgiving](#) or [Kiva](#).) There are also many more ways to engage such as the [Global neighbourhood Nabuur](#), where not everything is just about money, but also about the expertise that thousands of volunteers worldwide bring to the community. The social web has unleashed a huge wave of massive collaboration for social good already difficult to oversee; being it [Scientists Without Borders](#), or working [jointly on the first open source ecological village](#), or individually starting their own little fundraising project as a small Facebook group and asking for further action.

Kiva's mission is to connect people, through lending, for the sake of alleviating poverty.

Forfatter: [Kiva](#)

That brings up the questions: What organization will and can play in the future? We are slowly moving into ad-hoc peer-to-peer voluntarism independent from organizations. A nightmare for a classical fundraising approach. Certainly, organizations which depend on personal donations and mobilization of members will have a tough time if they do not include their audience.

But let's come back to new ways of volunteering. No doubt it is and will always be difficult to come up with new projects to fund, but there are now many existing projects which have developed around all types of volunteer work efficiently. In many of these cases, costs are minimal and the output much higher thanks to all the expertise from participants. This is the case for a project outline not only written by two experts, but in a Wikipedia kind of fashion by numerous volunteers, which highlights all kinds of experiences. Will the chances of success be higher, or is the complexity of the project setting overwhelming? I imagine the more expertise there is, the better the project can be implemented. Look at the [Katine project by the Guardian](#), where suddenly a project is portrayed from all different angles.

Another promising aspect of micro-volunteering can be seen on pages such as microvoluntarios.org and extraordinaries.org. In the first, volunteers can contribute with small tasks, which seems also attractive to companies, who donate the time of their employees. In the second, you can even donate through your mobile phone from wherever you are. Giulio Quaggiotto (blogs.worldbank.org) wrote a nice blog post about it.

Waiting for the bus and have nothing better to do than play around with your phone? Games are no longer the only options – now you can volunteer. The Extraordinaries (hat tip: Chris Kreutz) “delivers micro-volunteer opportunities to mobile phones that can be done on-demand and on-the-spot.” Here are some examples of what you could do while waiting for your doctor’s appointment: translate micro-finance loan applications (Kiva); transcribe subtitles for human rights videos (Witness) or help immigrants improve their English (Phone ESL). A nice example of tapping into the collective “cognitive surplus” for social innovation purposes.

So, not mass, but micro-collaboration might be next big thing. There are many examples which show that this could have working results even though, so far, only a minority knows about these new ways of engaging. Donating was yesterday, engaging yourself is next.

- *Cognitive* has to do with thinking/conscious mental activity.
- *Surplus* is an amount of something which is more than is needed.
- *Cognitive surplus* is our mental abilities which we do not use in a working situation and which are available to be used creatively and constructively in our free time.
- - *for social innovation purposes* – introduction of new ideas and methods to meet needs in society

Further Reading: [The Changing Nature of Volunteering](#)

Tasks

[Tasks for Micro-voluntarism...](#)

Economy

A New World Order

Forfatter: Anne Scott Hagen, Drew Rodgers, Catharine Ruud

[A New World Order \(71100\)](#)



Centers of growth and power in the world have changed and shifted throughout the centuries. Rich and powerful empires have come and gone. Can you name any of them? Where do you think the world's power centers will be in 20 or 50 years time?

Make sure you understand these words before you read the text. Use the dictionary in the link collection to look up new words:

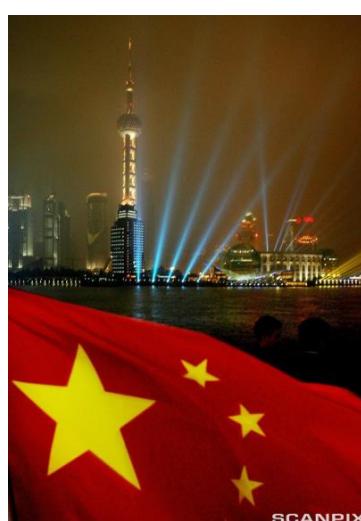
1. affected
2. benefits
3. constitutes
4. cooperation
5. distributed
6. emerge
7. establishing
8. estimated
9. financing
10. infrastructure
11. investments
12. investor
13. involves
14. major
15. shift
16. process
17. purchasing
18. region
19. research
20. resources
21. shifting

Changing Power Centers



A New World Order / audio
<http://ndla.no/en/node/93688>

There is a major shift in the balance of power in the world. While the industrialized countries such as the United States and Europe are suffering from the recent financial crisis, countries in other parts of the world which were not as affected are gaining economic power.



Chinese flag with Pudong skyline,
Shanghai in background

The United States faces a national debt of over \$14 trillion and the problems it involves in financing it. China, has about \$3 trillion in capital reserves which it is using to buy up what it needs in terms of infrastructure and natural resources. It is estimated that by 2030 China will be the #1 economic power in the world. They are in the process of establishing relations around the world through their purchasing power and their investments. An example is Brazil, where China has replaced the United States as the leading investor.

Many people are concerned about this as China often plays by different rules than those which govern western companies. China is not concerned about human rights and the question of corruption to the same degree. China has also shown an arrogance in international forums by blocking agreements which they oppose, such as environmental treaties which limit the use of coal, their main source of energy.

Another sign of change is the economic growth in both African and Latin American countries. All this means that we are rapidly emerging into a multi-polar world where both economic and political power is being shared. The United States is losing its role as the only major super power. The question is, what will emerge as the new order? Will the power be evenly spread or will one region, such as Asia, or more specifically China, take over?

Economic Changes

The world is going through the greatest economic changes since the Industrial Revolution ([The Industrial Revolution](#)) A combination of technological developments such as the Internet and advancements in other forms of communication has brought countries closer together allowing cooperation across borders unheard of twenty years ago.

A good example is outsourcing. Products can be produced much quicker due to employees in many different countries cooperating 24/7 toward a final goal. While employees in one country are sleeping, employees in other countries, working on the same product, are at the office. The result is communicated to the main office thus reducing production time. In addition, costs are reduced by outsourcing production to low



Outsourcing India

cost countries. This is good news for the owners, but bad news for the production employees in industrialized countries. (A Pew Research Center study showed that 25% of all jobs in the United States could be outsourced.) Many of the jobs which are outsourced are entry level office jobs or manufacturing jobs. This constitutes a problem for those who lose their jobs but do not have advanced degrees to qualify for the new jobs in the high-tech fields.

The Future

One thing is for certain, the balance of power is shifting from North America and Europe to the rest of the world. Thus, we are becoming a multi-polar world. The question is what will emerge as the new world order and how evenly will world power and economic benefits be distributed.

Tasks and Activities

Explain in English

- a multi-polar world
- the national debt
- purchasing infrastructure and natural resources
- a major shift in the balance of power

- capital reserves
 - plays by different rules
-
- several different centers of, for example, power
 - money that the country owes to some other country/countries
 - buying into the services, facilities, mineral wealth, energy resources, etc. in a country
 - a big change in how the power in the world is shared
 - money which is available for use
 - does something in a different way to that which you are used to; a way which you consider negative

Vocabulary Task

Write a paragraph about economy which includes at least 5 of the words in the vocabulary list in the introduction.

Discuss

This is a quotation from a Pew Research Center Survey Jan 9, 2007, A Portrait of "Generation Next" *How Young People View Their Lives, Futures and Politics*.

"They are more comfortable with globalization and new ways of doing work. They are the most likely of any age group to say that automation, the outsourcing of jobs, and the growing number of immigrants have helped and not hurt American workers."

Why do you think young people who have a whole working life ahead of them are more positive to outsourcing and other changes in working life?

Find Out

1. Watch this video excerpt, [The Other Side of Outsourcing](#) and find out:
 - what kind of job is outsourced
 - why it is popular to get this type of job.
 - what kind of employee do they look for?
2. Watch the movie trailer [Outsourced - movie trailer](#)
 - What is the plot of the movie?
 - Where does the main character come from?
 - What does he think of India at the start?
 - What are some of the problems he encounters?
 - What advice is he given? Is it good advice?

Global Marketing and Brand Building

Forfatter: Jan-Louis Nagel

[Global Marketing and Brand Building \(77542\)](#)

Entertainment



Global Marketing and Brand Building / audio

<http://ndla.no/en/node/93691>

The traditional commercial break or sponsor tag on TV is, by most viewers, seen as an intrusion in a regular programme and will create a negative attitude to the advertisement and the brand presented. A new trend developed by marketing strategists is therefore to front the product in tight connection with the entertainment industry. An example is the way Apple launched its new iPod in partnership with the rock group U2. There was an ad running on TV starring the group, and the product was called "U2iPod" with band signatures etched into the back of the player. The golf bag of John Daly with a built in video screen that runs advertisements, was seen on the Spyglass Hill course during the second round of the Pebble Beach National Pro-Am golf tournament Friday, Feb. 11, 2011, in Pebble Beach, Calif. There was also a sponsored download deal with a huge discount for a number of U2 songs from iTunes.



Brand Value

The brand value of world marketed products is rated continually, and the fluctuations are followed closely by market analysts and, of course, by the companies themselves. The rating shows the actual market value of the famous world brands. The 2010 ranking is topped by Google, IBM, Apple and Microsoft, followed by Coca Cola and McDonald's. The Korean electronics brand, Samsung (68), is an example of how a company, through effective marketing strategies, has taken its brand value in leaps up the rankings over a five-year period. Their brand value even surpassed that of Sony (94), their biggest rival, which used to own the electronics marketing industry. Brand building like that is a result of innovation, design and quality, and the way the company is able to communicate this to the consumers.

The Media

Ambitious companies need more than one leg to stand on in their marketing campaigns. Older and established brands seem largely to go for traditional advertising channels only, whereas manufacturers of new products choose to play on a variety of arenas in their marketing, the most significant being internet advertising. Particularly web-based companies like eBay, Google and Yahoo! depend on their own sites entirely to market their products. Planting a brand as a part of the setting of films and TV productions is also extensively used by many companies. Like BMW marketing executive, James McDowell said: "It is imperative to create media destinations that don't look like advertising". For example, KFC and Pepsi are now going to have their brands planted in videogames, which raises another debatable issue – marketing directed at children.

Undercover Marketing

Global brand building takes time. The big brands have been around for decades and are recognized whenever they pop up. It also takes big money to build up the brand value of a product. Accordingly, smaller companies with a limited marketing budget will have to think alternatively to compete with the big fish on the market. With the intention to attain maximum output for minimal resources, they make use of creative and untraditional marketing tactics. One approach is undercover marketing, which aims at addressing the customer in a way that leaves him unaware of the fact that he is exposed to advertising at all. Social networks, e-mail and text-messages can be arenas for this unconventional way of reaching prospective customers. This somewhat sneaky and sly way of promoting a product is also called stealth or guerrilla marketing. To be effective, it is imperative that this way of marketing is set in a non-commercial frame.

The global brands are tokens of city life. They flash in Times Square, New York, in Piccadilly Circus, London and in downtown Tokyo. This advertising may be ugly or it may be beautiful; it most certainly is expensive. It is hard to say how much we are influenced by it when we invest our money. But this massive display of more or less familiar brands and products must have its impact; if not, it probably would not be there.

Sources: Exforsys Inc. and Businessweek.com

Tasks and Activities

Further Reading

Check this link: [The list of the top 100 most valuable global brands 2010](#)

Some Issues for Discussion

1. Marketing companies in Norway have an annual award for the best commercial of the year. Which criteria do you think they use to select the winner?
2. Do you think it is ok to link marketing with entertainment and to plant brands in films and TV shows?
3. Why is marketing directed at children a debatable issue?
4. Explain and comment on the last sentence of the article.

Vocabulary

Connect words in groups of three. Choose a connector + synonym + antonym. A connector is a word for which you can find both a synonym and an antonym in the table below.

Example: *promote* *to front* *to hide*

- Right-click on table to copy it into your text editor.
- Click on table to enlarge.

discount	singlehanded	unlikely	variation
unusual	steadiness	increase	fluctuation
new addition	partnership	possible	tradition
intrusion	reduction	prospective	trespassing
innovation	promote	cooperation	to front to hide
normal	regular	withdrawal	

Connector, antonym, synonym

Forfatter: [Jan-Louis Nagel](#)

Word from text	Synonym	Antonym
prospective	possible	unlikely
promote	to front	to hide
intrusion	trespassing	withdrawal
discount	reduction	increase
fluctuation	variation	steadiness
regular	normal	unusual
partnership	cooperation	singlehanded
innovation	new addition	tradition

Multinational Corporations

Forfatter: Jan-Louis Nagel

[Multinational Corporations \(84532\)](#)

Everybody likes a Big Mac now and again, and many people own an iPhone or an iPod. But people don't usually give much thought to the ethics of Apple and McDonald's. Perhaps they should...

Before you read the article, make sure you know these words that all appear in the text:

1. enterprise
2. to achieve
3. admittedly
4. dubious
5. to surpass
6. owed to
7. to exploit
8. fatal
9. executive
10. federation
11. unflattering
12. environmental
13. to monitor

Low Cost Production



Multinational Corporations / audio

<http://ndla.no/en/node/93693>

There is not much point in running a business if it does not make profit. Basic business strategies for a profitable enterprise are to create a market and a public demand for your product, and to keep production costs as low as possible. In order to achieve the latter many companies have established their production in countries where running costs are lower than in their home countries. It is called outsourcing and it is not a new phenomenon. In a historic perspective it was welcomed as the companies were seen as agents of civilization and had an important role in the commercial and industrial development of Asia, South America, and Africa. In recent times the multinationals have come to be viewed with more scepticism by many governments and international networks.

Admittedly, there are some obvious benefits: The companies create jobs in developing countries that usually are faced with high unemployment rates, and they increase the general wealth of the country by paying taxes and duties. However these benefits are overshadowed by a number of dubious aspects of the practice of these corporations.

Big Money Comes at a Cost

Seen in a business perspective, the world's biggest multinational company, McDonald's, is a success story. That is mainly due to the company's ability to adapt their products to the local culture where it is established. Another big name in international business is Apple, whose market value even surpasses that of McDonald's. And in terms of making money these are successful enterprises, no doubt about that. But at the same time these two companies may serve as prominent examples of why this business practice is heavily criticised.

A Sour Big Mac and a Rotten Apple

Much of the bad reputation of the multinationals is owed to the way they take advantage of their position and role as an employer in a poor country. The criticism is mainly directed at poor corporate ethics and bad working conditions for their employees, who in most cases work long hours for low pay. McDonald's has a reputation for disrespecting basic workers' rights, such as regular contracts and minimum wages. It has even been accused of firing workers who were union-organized.



Foxconn suicides: The parents of a deceased Foxconn employee who died last January 23, 2010 display a portrait of their son as journalists gather at the giant Foxconn plant in Shenzhen on May 26, 2010. The Taiwanese boss of Apple manufacturer Foxconn headed to a sprawling factory in southern China where a spate of worker suicides have stoked anger about labour conditions. The posters read "Bloody Apple", and there is little doubt what they think of Apple chief executive, Steve Jobs, one of the richest business owners in

January 23, 2010 display a portrait of their son as journalists gather at the giant Foxconn plant in Shenzhen on May 26, 2010. The Taiwanese boss of Apple manufacturer Foxconn headed to a sprawling factory in southern China where a spate of worker suicides have stoked anger about labour conditions.

Fotograf: [VOISHMEL](#)

the world.

Monitoring Big Business

International business is a complex organism. A free competitive market may be a good thing as long as the basic guidelines for ethics and workers' rights are followed. But that is not always the case. The multinational corporations are followed closely by international trade federations and labour organisations. There is even a special international network called Centre for Research on Multinational Corporations which since 1973 has been investigating multinational corporations and the consequences of their activities for people and the environment around the world. The multinationals have an unflattering list of accidents with environmental damage and loss of lives. The Bhopal incident which occurred in India in 1984 is remembered as the worst example. A chemical plant operated by the American company Union Carbide exploded due to unsafe handling and poor maintenance. Toxic gas leaked out and the death toll was estimated to more than 3000 lives.

Monitoring multinational companies is an important task for the world community; they have a powerful influence economically and in many countries even politically. And it is important to keep an eye on their activities to secure a fair and respectful treatment of the workers.

Discussion and research

1. How do you think a multicultural corporation can have political influence in a country?
2. What do you think "corporate ethics" should imply?
3. Find five multinational corporations on the net, (e.g. Nike, Apple, Adidas...) and do a mini research in class: How many products of these brands can you spot in the classroom?
4. Write an article or a letter to the editor complaining about the ruthless practice of multicultural companies.
5. Go on the net and find The Centre for Research on Multinational Corporations (SOMO) and check their news list of recent reports on malpractice of multinational companies.
6. Search for Bhopal and find out more about the accident that is mentioned.

Poverty in the Midst of Riches

Forfatter: Anne Scott Hagen

[Poverty in the Midst of Riches \(95034\)](#)

Unfortunately, economic growth, does not always mean poverty reduction. The profits are rarely evenly distributed and this can lead to unrest and protests by the poor who reap no benefits from the increased wealth. Where do the profits go?

The Nigerian oil industry is an example where the new riches have not relieved poverty in the country.

Watch the five short videos, "Curse of the Black Gold" from [National Geographic](#) (video to the left of the text), and answer the questions below.

1. How long has Nigeria had oil production?
 2. According to the people interviewed, have the people of the Niger delta benefitted from the oil revenues?
 3. What problems for the local population are related to the oil industry?
 4. What are the different approaches that people have adopted to try and improve the situation?
 5. What is MEND?
 6. Where is most of the Nigerian oil exported to?
 7. What would the people like the western community to do?
 8. Which people give their views of the situation in the Niger delta? Do you think the videos give a balanced report?
-
1. About 50 years
 2. Not according to the people in the video.
 3. pollution, ruined fishing industry, danger from accidents
 4. religion, armed resistance, peaceful protest
 5. It is an armed resistance group - Movement for the Emancipation of the Niger Delta.
 6. The USA and Europe.
 7. Intervene and support the people against the government and the oil companies.
 8. Tribal leaders, local fishermen, representatives from the Church, members of MEND, an activist



Oil Pipe Manifold in Niger Delta Region

Fotograf: [Sunday Alamba](#)

Discuss

There are three different approaches to the problems in Nigeria which are mentioned in the videos. Note down as many of the positive and negative aspects of these approaches as you can. Discuss in small groups which of these approaches you would recommend. Give reasons.

Further Information

[Nigerian Oil Spills](#) from The Guardian, May 2010

[Conflict in the Niger Delta](#)

After working with this text go on to read more about the uneven distribution of wealth in developing countries. [Unemployment and Unrest in Developing Countries](#)

Unemployment and Unrest in Developing Countries

Forfatter: Drew Rodgers

[Unemployment and Unrest in Developing Countries \(71101\)](#)

In which countries have ordinary people protested recently because of unemployment and poverty?

Use the dictionary to check the meaning fo the words you are unsure of.
oppressed, discontent, revolt, profitable, exploitation, pollution, executed,
illiteracy, witnessed, immoral, exploit, restrain, rural, suicide



Unemployment and Unrest in Developing Countries / audio

<http://ndla.no/en/node/93692>

The socio-political make-up of developing countries has traditionally divided the population into a small and often corrupt elite, a merchant middle class and a large majority which are poor. The latter live on less than two dollars per day. Often the oppressed majority live in brutal police states where their discontent has no means of bringing about social change. The elite, in cooperation with international companies and corrupt government officials, skim the profits from the sale of, among other things, the countries' natural resources. They then deposit the profits in secret accounts abroad. Any signs of revolt which threaten profitable business dealings are crushed. A classic case is Royal Dutch Shell in Nigeria. When leaders of the people in the oil rich Ogoni region protested against the exploitation and pollution in their area, they were executed by the Nigerian state.

Recent Developments

Recent demonstrations reflect the relationship between unemployment, poverty and revolt. These revolts are crushed by authoritarian leaders, often generals who use the military and police as their weapons against the discontented masses. However, recent developments suggest that changes are taking place. First, there are the developments in South America. Hugo Chavez won an election in 1999 and started a program of nationalizing foreign companies' properties, especially oil and gas. The profits were then redistributed to the people in forms of better education, health care, pensions and jobs. In the twelve years he has been president, the poverty rate has been reduced from 61% to 25%, illiteracy has been eliminated and Venezuela ranks 5th in terms of the total percentage of its population attending university. Chavez's revolution has spread to other South American countries such as Bolivia and Ecuador.



Hugo Chavez shaking hands with an agricultural worker.

More recently, the phenomenon of spreading revolt can be witnessed in the Middle East. Poverty, unemployment and rising food prices led to a revolt in Tunisia which has spread throughout the Middle East. The trend in the Middle East is not new, but was first seen in Egypt's student revolts in the 1970s. Students discovered that they were graduating into unemployment. In their bitterness and frustration they turned to radical religious movements such as the Muslim Brotherhood. Not only were they frustrated with their lack of job opportunities, but they also were disgusted with corruption and the immoral behavior of their leaders. Thus they sought meaning to their lives by joining Islamist movements that emphasized the moral ideas of the Koran. At the same time they staged political revolts against their leaders and the USA which supported those leaders. The result was a radicalization of the younger population which led to terrorist bombings of American embassies, the USS Cole and 9/11. In the 1970s, radical Muslim groups were able to exploit the students' discontent through the Muslim Brotherhood which is still active in Egypt. It is the most organized of the groups involved in the demonstrations. The question is whether they will be able to exploit discontent for their own political purposes, which is the establishment of an Islamic state based on Sharia law. The other possibility is the establishment of democratic governments across the region. One interesting point is that the revolts have involved people from all classes and age groups which could restrain the radicalization.



Unemployed graduates demonstrate in Morocco

Fotograf: [Youssef Boudlal](#)

Across Africa

Poverty in Africa is similar to that in the Middle East with one difference—economic growth. The projected GDP (gross domestic product—the sum of all goods and services sold in an economy) growth is 6% for Africa as a whole (<http://www.twst.com/yagoo/serumatHREE.html>). However, this does not necessarily mean considerable reduction in poverty. There are many factors involved when poverty is to be reduced such as corruption, health, education and a fair redistribution of the profits. A fair distribution of the benefits of economic growth requires a democratic, corruption-free government and unfortunately most African countries have not met these criteria. Whether the people's reaction will be the same in Africa as in the Middle East remains to be seen.

Asia

Asia in terms of poverty and unrest is a more complex picture. Both China and India have raised hundreds of millions of people out of poverty and are establishing a middle class. However, many hundreds of millions are left in poverty and the growing gap between the urban successes and the remaining rural poverty is a source of conflict. In India, over 250,000 farmers have committed suicide since 1997 due to their desperate situation. In other Asian countries, such as Bangladesh and Pakistan, the situation is worse with very little progress being made to reduce poverty. Add to this periodic flooding in low-lying areas and the situation is even worse.

Conclusion

With over half of the world's population living on less than two dollars per day, radical reform is necessary. The question is whether the changes in Latin America and the demonstrations in the Middle East will encourage the necessary reforms.

Comprehension

Try the multiple choice task below.



MyTask - Click icon to open task!

Forfatter: [Amendor](#)

Discuss

1. Do you think the international community could and should do more to improve the situation in countries like Nigeria or is it a national responsibility?
2. What do you think will be the results of the demonstrations in the Middle East? Will they lead to the necessary reforms?

Research

Search the Internet for recent reports of unrest in an English-speaking country in Africa or Asia. Make notes and tell a classmate what you found out.

Poverty in the USA

Forfatter: Carol Dwankowski, Knut Inge Skifjeld

[Poverty in the US \(62537\)](#)

Pre-reading: Discuss in groups of twos:

- Do you believe that poverty can happen to anyone?
- What is the toughest part of being poor?



Poverty in the US / audio

<http://ndla.no/en/node/93694>

Watch the video clip *Jean and her children* from [invisiblepeople.tv/blog/](#) and answer the following questions.

- Where are they?
- Why doesn't she like to use the word "homeless"?
- What events in their lives brought Jean and her family into this situation?
- How does she and her fiancé cope financially with the situation?
- How does she feel about raising 5 children in this situation?
- What were Jean's three wishes?

SOL= Shit Out of Luck

The report released by the US Census Bureau on September 16th, 2010 shocked both Americans and people around the world. In 2009 the number of poor had risen to its highest level in over 50 years. According to the US Census Bureau, 43.6 million Americans were living in poverty in 2009 compared to 39,829 million in 2008.

The poverty line based on yearly earnings for a family of four was \$21,954 for 2009. For one individual it was \$10,956. In 1959 the US poverty rate was 22.4%. In 2009 the rate was 14.3% but with the growth of population taken into consideration the latter percentage translates into a higher actual number of poor. The highest percentages of poor in 2009 are blacks, 25.8% and Hispanics, 25.3%. One in five children under 18 or 20.7% lives in poverty.

It has been argued by several organizations such as The National Academy of Science, that these statistics may heavily undercut real percentages, saying that the US Census Bureau use outdated methods stemming back to the 60's when the costs of living and expenses were lower. However, the National Poverty Center claims that although the methodologies used by the US Census Bureau for its calculations were established in the 60's, the thresholds and expanding definitions for poverty and are updated yearly.

The Reasons for Poverty

Critics say that the recession, which has caused mass poverty, is due to an economic elite in the US which can control political parties and legislation. They claim that 99% of the American population no longer has political representation. Big Business and the rich are motivated mainly by making profits. They spend large amounts of money lobbying Congress and the Administration for tax breaks and subsidies. They also back the parties and candidates who are on the same side as Big Business. They regard any interference by the federal government as socialistic. Government bailouts or programs to raise taxes to help the poor are regarded as a threat to rights and freedom of the individual.



Helping the Homeless

Others claim that military spending on the wars in Iraq and in Afghanistan have cost hundreds of billions of dollars and have added to the huge deficit in American economy. Nevertheless, the lack of education among the poor, the rising number of dropouts from school, and the lack of jobs are also reasons for poverty. Nearly 6.3 million students or 16% of the population in the US between the ages of 16 and 24 dropped out of school in 2007. According to the Center for Labor Market Studies at Northeastern University in Boston, Massachusetts, and the Alternative Schools Network in Chicago, Illinois dropout rates were highest among Blacks and Latinos.

Individual Suffering

In America, the richest country in the world, there is no denying that individual suffering is at its highest. Today more and more people have to rely on food stamps to get food, and an estimated 50 million Americans are without health insurance. Bankruptcies, loss of pensions, and foreclosures on houses, homelessness and mass unemployment fill the news and media. Recent pictures of people standing in long food lines or standing in front of charitable organizations for clothes seem like ghostly images from the Great Depression of the 1930's.

America's financial crisis has altered Americans' way of life. Young people ready to start their adult lives are forced to live with their parents much longer, they are delaying marriage. According to USA Today, the proportion of women 18 and older who are married fell below 50%. The number of people between the ages of 24 to 34 who have never been married has jumped to 46.3% in 2009. Those who lost their jobs due to the cutbacks of the recession are also threatened with the loss of unemployment benefits. With the scarcity of jobs, people are also working more for less pay. Many have to take two jobs to make ends meet. The psychological stress pending economic ruin or living from paycheck to paycheck is enormous. Those who have benefited the most are companies who can employ many workers at lower wages per hour.

Look to the Future

What can be done to solve the problems of poverty? Of course, the reconstruction of food, housing and financial systems are basic roads to recovery. However, within such a vastly differentiated, multicultural society this is hard to achieve. The total US population is estimated at 307,212,123 (See CIA The World Fact Book). On a more down to earth level, many believe that education is the key to winning the war on poverty for the young. Staying in school and acquiring skills and degrees keep more people off welfare. Also retraining programs for newly created jobs as old jobs and skills become obsolete are essential. Making jobs available for everyone who wants to work and creating affordable health care are equally important.

Tasks and Activities

[Poverty in the US - Tasks](#)

Youth Unemployment

Forfatter: Anne Scott Hagen, Hege Røyert
[Youth Unemployment \(115812\)](#)



How do you see your future?

What plans do you have for getting a job?

Do you recognize these words? Try matching the English and Norwegian words and phrases.

Bokmål

Nynorsk



MyTask - Click icon to open task!



MyTask - Click icon to open task!

You have probably seen news reports about unemployment in the countries which have been hardest hit by the economic crisis. Everyone is affected, and not only in these countries, and young people are affected most of all. Worldwide, young people are three times more likely to be unemployed.



Youth Unemployment / fagstoff

<http://ndla.no/en/node/115812>

In connection with the World Day of Social Justice, 20 February 2013, several young people are talking about social justice. Listen to what they say and then answer the questions below.

(*pass with flying colours = bestå med glans*)

1. What does social justice mean to them?
2. What does social justice mean to you?
3. What does the right to work have to do with social justice?

Little has changed in the levels of youth unemployment in recent years and little is expected to change up to 2017 according to the International Labour Organization (ILO). Over 75 million young people between 15 and 24 are unemployed and many are worried about the future.

Tasks and Activities

Youth Employment Crisis

Watch the video.

(*International Labour Office = Internasjonal arbeidskontor* [International Labour Office](#))

1. Which countries do the 4 young people come from?
2. What are the feelings expressed by them?
3. Based on the youth unemployment information in the video, make 5 comprehension questions and ask another student to find the answers.



Youth Unemployment / fagstøft

<http://ndla.no/en/node/115812>

Youth Employment Outlook

1. Study the article from the ILO, [Global Employment Outlook](#), and make your own glossary of important words using [mytask.no](#)
2. Study the statistics on youth unemployment rates forecasts and find out:
 - Will unemployment decrease in any of the areas?
 - Which area will have the greatest increase?
 - Which area will have the second greatest increase?
 - Use the data in the table to make charts. Show the relationship between youth unemployment rates in the different countries in 2012 and in 2017, and the trend in youth unemployment rates from 2012 to 2017. Check about using statistics and charts [here](#).
3. What does NEET stand for?
4. The article calls for: "Schemes using employment guarantees and an emphasis on training .." What advantages are mentioned in connection with such schemes?

Discuss

1. What are some of the reasons for high youth unemployment?
2. Which problems are associated with youth unemployment?
3. What do you think it would be like to be unemployed?
4. Are you worried about the future?
5. What kind of challenges do young people face in the job market and the workplace?
6. What could be done internationally to alleviate the situation for unemployed young people?
7. What could young people do themselves to meet the challenges?

Photo Contest

The ILO Youth Employment Programme is organizing a photo contest, "Work4Youth" focusing on young people at work and the challenges they face. Click [here](#) and find out more about it.

Writing

1. Whether you get a job or not could depend on the job application and CV you send in; not just your formal qualifications, but also your additional skills and the way you formulate your application. What does it take for **you** to be the successful applicant? Write the "world's best job application".
2. Write a letter of recommendation to the prospective employer for one of your fellow students who has applied for a job.

Oral Group Work

Make a programme about the future with respect to jobs and opportunities for young people. It could be a radio programme, a debate programme or a roleplay sent "live" from a studio. Some points to consider might be:

- How do you see the future?
- What do you dream about?
- Will getting a job be a problem?
- Will the job situation affect your choice of further education?
- Will young people in Norway have to worry about unemployment?

Various Issues

Funny Walk and Dangerous Talk

Forfatter: Jan-Louis Nagel, Knut Inge Skifjeld

[Funny Walk and Dangerous Talk \(84592\)](#)

Everyone likes to feel safe. Thus the use of surveillance cameras may seem like a good idea. After all, technology allows for more increasingly efficient means of control through surveillance. So why not use it? We can hide a wireless camera in a flower or a keyhole? Nobody would be able to sneak into your house without you knowing. We may even set up software to log information from millions of web users. That would enable us to track down suspicious anti-social behaviour and terrorist plots



Funny Walk and dangerous Talk / audio
<http://ndla.no/en/node/93723>

Pedestrians walk near a sign alerting them to the presence of a surveillance

Or would it be scary? You wouldn't know who might be checking up on you, would you?? Also gathering information secretly from people in general is definitely on the wrong side of the law. But as for rest - where do we draw the line between what is necessary for our safety and what limits our freedom and quality of life?

1. Is it OK to shut down parts of the internet to prevent people using social media to incite to rioting, as suggested by the British prime minister?
2. Is it OK to let people dealing in illegal guns, human smuggling, sex slavery etc. walk free, because we did not want limitations on our personal freedom in terms of internet information control?
3. Is it OK to add surveillance cameras to city centres to prevent rape and robberies?
4. Should we monitor internet arenas for hateful utterances and extremist views to prevent possible future acts of violence?

Discuss these issues before you watch the video. Then answer the questions under the video and finally round off this session by discussing whether you have changed your mind or reached new insight during this session.

Video clip used with permission form BBC Motion Gallery



Funny Walk and Dangerous Talk / fagstoff

<http://ndla.no/en/node/84592>

Discussion

1. Why is the way we walk compared to fingerprints?
2. Which word is used for a person's way of walking?
3. What is the research being done at Southampton University?
4. Why is Southampton Constabulary mentioned?
5. Why is privacy an issue in this connection?
6. If you watch the opening scene and check the title of the clip, does that remind you of anything?

Writing

Write a letter to the editor explaining your view on surveillance in a modern society.

- [How to Write a Letter to the Editor](#)
- Example of letter to the editor:[Protecting Our Planet \(Letter to the Editor\)](#)

Humanity

Forfatter: Jan-Louis Nagel, Knut Inge Skifjeld

[Humanity \(87135\)](#)

Pre-viewing discussion: Is population growth a threat to our existence or will we always be able to adapt and provide more food, work and shelter as the number of people increases?

In this video the following issues will be discussed:

1. How many people can the world sustain?
2. Can man through gene technology create more food to feed a continuously growing population?
3. What are the long term consequences of the manipulation of Nature though gene technology?



Humanity / fagstoff

<http://ndla.no/en/node/87135>

Discussion

1. What will the estimated world population be in 2050?
2. Which factors are mentioned that can keep the population growth down?
3. Why is Ethiopia mentioned in the clip?
4. What is genetic modification?
5. Why is genetic modification under debate?
6. What is H5N1 an example of?

Media

Social Media

Social Media - Introduction

Forfatter: Knut Inge Skifjeld

[Social Media - Introduction \(19536\)](#)

There are many different types of social media on the internet, which are user generated and where we can share opinions and ideas with other people all over the world. What we often forget is that this is a public arena with the potential to spread our information to undesirable people. You can create your own profile, so you can be whoever you like on the internet, but do you consider the implications of what you say and do in the social media arena?

Pre-reading

Watch the YouTube video below. What do you think the person behind this animation feels about social media himself? Do you agree with him?



Social Media - Introduction / fagstoff

[http://ndla.no/en/node/19536](#)

User Generated Sites



Social Media Introduction / audio

[http://ndla.no/en/node/94295](#)

Social Media are internet arenas that allow users to create various profiles to meet up with other people or share information in a network. There has been huge increase in the number of these social media. Facebook, YouTube and Wikipedia are among the most widespread today. Social media are by definition user-generated sites. So there are many types of social media, and they grow fast and may disappear quickly. They all require you to log in and establish some kind of user account. Actually, a social media may be interwoven in a traditional news media – like with all the discussion forums found at the end of news articles.

YouTube and Wikipedia are, as indicated, also social media - but while Facebook focuses on people and what they do, Wikipedia and YouTube focus on sharing information and media contents. What they have in common is that they are user-generated and allow sharing of opinions and ideas. There are user-generated sites for most activities, like creating music, developing software, pruning grapes and pretty much every imaginable topic. They vary from the all-encompassing sites where you share everything about yourself to *What do I do when things turn green?* - sites.

Facebook is very popular at the moment, but may be gone in a few years. What they all have in common is a lot of fine print with legal statements. Did you know that you by default give Facebook copyright for all your pictures? You may think that just because many use Facebook, it is safe and sound – but how many read the legal texts?

Twitter is yet another variant of social media. But this is text based and fast. Using Twitter, you may keep people updated as to what you are doing. Twitter is excellent at sharing specific information during specific events – like sports events, concerts and so on.

Your Alter Ego?

There are numerous fun aspects of social media. You can meet people from all over the world and you can pretend to be what you always dreamed of becoming. You may get advice from others who don't know your real name, which leaves it a bit safer to explain intricate or touchy problems. Basically, it is a virtual world where you can model and shape your profile according to your own desires.

Many of us prefer to use rather cryptic user names on social arenas, and we may take on various personalities, like in a carnival. Others just want to share their lives and what they experience with others. Of course, if you want to stay in touch with friends and family on e.g. Facebook, you need to be recognizable. But then you also expose yourself, and there are quite a few over-curious souls out there who just like to pry into other people's lives. Fortunately, none of us are like that.

Sadly, there is a lot of evidence that people slip up or do things they regret. They may think they're untouchable behind the screen in their own room and fail to recognize that once they push 'enter' the text or imagery is out there for everyone to manipulate and abuse. Many young girls have experienced that pictures taken in a private setting have become public overnight. The Internet is very unforgiving in such matters: precisely because it provides and spreads information unimaginably fast, it may be very destructive.

What You Share Is Public

Though it may be fun to pretend to be some cartoon figure or celebrity or just a crazy, self-absorbed character, the downside of social media is that you run the risk of getting involved with people who may turn out to be hustlers or child predators. Their façade may be that of a school counselor or a young, innocent boy. You just don't know. Giving away personal information or hooking up with people based on virtual meetings is therefore potentially unsafe. Some enjoy the excitement of not knowing what they are getting involved in, but there's a high price to pay if you hook up with the wrong crowd. Just keep in mind that strangers may not be what they claim to be, and what you share on the Internet is public – in other words, out of your control.

Anonymous = Irresponsible?

The possibility to create your own identities has been criticized by some because it allows people to act crazy and irresponsible. An expert on Internet safety suggested that it would be a lot safer if everyone had to get out there with their real names; then everything would be traceable, and thereby safer. One suggestion is that, like with a cell phone, there should be a number and a personal account for every Internet entry. This would leave each individual responsible for what he/she has said and done. Though this may be a very good idea for tracking down criminals, it contradicts the very essential idea of being anonymous on the Internet.

Tasks and Activites

[Social Media - Tasks](#)

Online Citizenship Explained



Social Media - Introduction / fagstoff

<http://ndla.no/en/node/19536>

Protecting Reputation Online



Social Media - Introduction / fagstoff

<http://ndla.no/en/node/19536>

Social Media - Tasks

Forfatter: Knut Inge Skifjeld
[Social Media - Tasks \(19584\)](#)

Based on the resource: [Social Media - Introduction](#)

The good thing about Facebook is that you decide yourself who may get access to your site. However, you don't know if these people pass this information on or let others use their account. And - unlike safely sharing your feelings and ideas with a friend, while hiking in the woods - information given on Facebook is forever shared, and it may be spread and copied. In a wider perspective, the Internet is a very recent invention that we still need to learn how to handle. Creating awareness is the first step in this process.

After having discussed the topics below, you may arrange a class discussion where you discuss the new social media and how they may enrich our lives as well as mess them up. Finish the class discussion by making a ten-point list of Internet advice, and put it up on the class message board.

Discussion

1. Are people in general concerned with personal safety when they surf the Internet?
2. What does the option of being anonymous do to us? Does it make us tougher, nicer, crazier or more irresponsible?
3. Should it be illegal to be anonymous online, in order to improve Internet safety?
4. A woman wrote that her boss was a 'naggin old bitch' on her Facebook site. It was only intended for friends. A friend showed it to the boss, and she got in big trouble. What can you learn from this?
5. Have you done things you regret on the Internet – like harassing or bullying people you know at school? How would you characterise such behaviour, and what can be done to reduce the problem of net bullying?

Tips and Hints for Using Facebook

Here is some advice on **dos and don'ts** from [teenadvice.about.com](#).

Read them in pairs, and discuss whether or not you agree with each of them. Also, discuss if any pieces of advice should be added.

Don't regard this list as anything but a suggestion made on one Internet site. You must make your own decisions and seek advice elsewhere to complement what is said here. Rules and policies of web sites may also differ and be subject to change.

Dos

- Do use your real name since the idea behind these sites is for friends to stay in touch and reconnect. If you use a fake name people you knew in elementary school, from summer vacations, from real-life social groups you have left and friends who moved away, will not be able to find you.
- Do use a real picture of you in your profile. For the same reasons you should use your real name, a real picture of you is a must. People can't tell if you're you from your name alone. That being said, keep the picture you post modest, provocative pictures send the wrong message.
- Do create your photo albums with privacy settings so only your friends can see them. You can change the settings in the future if you want but it is always best to limit who can see the more intimate moments of your life.
- Do tag the pictures you post so that friends know when you have put their picture online. It is just common courtesy to let people know when you have put their likeness on the internet.
- Do use the Facebook privacy settings to limit who can see your full profile. Set it so that only friends can see things like your pictures, your wall, and your personal and contact information.
- Do create a private group for you and your close friends. Make the group administrated and by invite only and only allow friends to join if you know them in real life.
- Do limit the type of email notifications that come to you from Facebook. If you don't

- you could find your email bombarded by Facebook messages.
- Do report any threats of violence or other inappropriate posts or images to Facebook and to the proper real world authorities like school officials, parents and police.

Don'ts

- Don't leave the default Facebook privacy settings as set. Go in and customize your privacy. Of particular importance, limit what people can see when you poke or message them before you have added them as a friend. The default setting allows people who are not friends yet and whom you poke or message to see your entire profile.
- Don't be afraid to allow some people to only see a limited version of your profile. Limited profiles show things like your profile picture, your name, and your basic info but do not show things like your wall, your interests, your contact info and any images of you that are not used as in your profile..
- Don't ever announce on your wall, or on any public wall, where you plan to go or who you plan to go with. Cyber stalkers are a real threat and if you have one this tells them where to find you in real life.
- Don't be afraid to join public groups about interests you share. Just be careful what you post on the walls of these groups.
- Don't accept Facebook invites to events. If you plan to attend send your acceptance using a private message or tell the host when you see them in person.
- Don't use Facebook to bully, harass, spread rumors, challenge fights or otherwise incite violence. Facebook is a social utility, not an anti-social utility.

Research

These are examples of social media taken from Wikipedia. How many of these do you know or use?

Pick five of these types of social media and make a written presentation of each of them.

Focus on the user-friendliness, special features and dos and don'ts of the media in question. If you need brief definitions of these, the following search, in e.g. google, will return useful definitions: **define: vlogs**

Social media can take many different forms, including [Internet forums](#), [blogs](#), [social blogs](#), [wikis](#), [podcasts](#) pictures and video. Technologies include: [blog](#), picture-sharing, [vlogs](#), wall-postings, [email](#), [instant messaging](#), music-sharing, [crowdsourcing](#) and [voice over IP](#) to name a few. Examples of social media applications are [Google Groups](#) (reference, social networking), [Wikipedia](#) (reference), [MySpace](#) (social networking), [Facebook](#) (social networking), [Linkedin](#) (social networking for people in professional occupations), [MouthShut.com](#) and [yelp.com](#) (product reviews), [Last.fm](#) (personal music), [YouTube](#) (social networking and video sharing), [Second Life](#) (virtual reality), [Instagram](#) (photo sharing and social networking), [Flickr](#) (photo sharing), [Snapchat](#) (photo messaging) [Twitter](#) (social networking and microblogging), [Open Diary](#) (blogging), and other [microblogs](#). Many of these social media services can be integrated via [social network aggregation](#) platforms.

Angry Birds: Is the App Really a Trap?

Forfatter: Jan-Louis Nagel

[Angry Birds: Is the App Really a Trap? \(69221\)](#)

Maybe you are one of the millions who have purchased the latest smartphone. The little gadgets are really smart – and it is hard not to be enthusiastic and impressed by what they can do. All the applications that can be downloaded for a small cost make your iPhone or Android a fascinating little companion. But beware – the app may be a trap set up by people with dubious intentions.



Angry Birds / audio

<http://ndla.no/en/node/94293>

This app has been rated by thousands of users as the best app in the Apple store. You are supposed to get birds going for eggs. But there is a catch – it's not only the eggs they are after; they will save information about the user and create a profile that can be used for different purposes, without the user's consent.

Knowing that you are being surveyed and profiled by using your phone may well give you an eerie feeling, and leave you with the question: Is this legal? In some cases, application producers have allegedly sold information to marketing companies to map prospective customers' personal profile. Apple is facing a law suit on these accusations, but they claim to follow strict regulations of privacy.



"Angry Birds" downloaded by 43 million

The Wall Street Journal has tested different iPhone and Android applications, and has found that out of 101 apps, 56 would leave the UDID number (Unique Device Identifier), identifying the user's personal profile and even behaviour. The UDID is not possible to delete on your phone.

Whacking angry birds may be an entertaining pastime, but your gaming score is not all that is left on the phone... Check the links below for more information:

- [- Apps overvåker deg](#)
- [Your Apps Are Watching You](#)
- [Leaky Apps](#)

Discuss

1. How can a downloaded application give information about the user?
2. Do you see any benefits from this mapping of personal profiles?
3. Why has the issue caused a debate?

Can the World be saved on Facebook?

Forfatter: Jan-Louis Nagel

[Can the World be Saved on Facebook? \(70224\)](#)

Throughout history there are numerous examples of how totalitarian regimes have maintained their power by filtering information and keeping the people in the dark.



Can the World Be Saved on Facebook / audio

<http://ndla.no/en/node/94294>



Facebook mural

According to Human Rights Watch ([Human Rights Watch](#)) government control of information is still one of the most important obstacles for freedom and democracy in many countries worldwide. However, this way of manipulating a people was easier in the past, when information was limited to more controllable media. But as the information flow became ether-carried the enforcement became a challenge for the regimes. The Nazi-control of wireless transmissions from London during WW2, and the way the East German communist regime tried to keep people from watching Western TV are good examples of how totalitarian systems had to take desperate measures to control airborne information.

Over the last decades the situation has become even harder for those who need to filter information for the people. The Internet has made all sorts of information accessible nearly anywhere. Still many authorities try to censor internet information, like in China where certain Google sites are blocked. "The Great Firewall of China" is an article published by the Washington Post ([Race to the Bottom \(Washington Post\)](#) listing keywords that are seen as offensive or inappropriate by the Chinese authorities.

So where does this leave us regarding information for or about people living in suppressed conditions? The struggle for freedom and democracy is about taking a just stand in a conflict and for that, objective information is essential. Full access to information is an indisputable human right, so with the Internet we are certainly moving in the right direction.

However, the situation may not be that simple. Certain sources of information will perhaps blur the picture and even be both simplified and subjective. Today we are up against a flow of easily accessible net information posted by anyone who would like to air their opinion. Navigating through the jungle of twits, leaks, or blogs is like crossing the river on slippery stepping stones. It seems now that the extent of attention an issue deserves equals the number of followers on Twitter or the volume of a Facebook group. Anyone may openly, or in most cases actually anonymously, chip in for any imaginable cause that pops up. The question is whether this massive tsunami of information will serve the cause or not. If there is some movement towards democracy, be it in Burma or Tunisia ([Tunisians don't need advice from the Twittering classes \(spiked-online.com\)](#)), one can trust the twitters and bloggers to take credit for it, deserved or not. In most cases probably underserved.

Growing Up with Social Media

Forfatter: Anne Scott Hagen

[Growing Up with Social Media \(71332\)](#)

Pre-reading:

1. Which social networks do you use? Who do you contact (friends, acquaintances, strangers)?
2. Is it easy to lose sight of the fact that the Internet is a public arena and that we have a personal responsibility for everything we communicate there?



Growing Up with Social Media / audio

<http://ndla.no/en/node/94449>

Sitting at home with a computer on your lap sending messages, all over the world, to friends, acquaintances or strangers, is so easy. The possibility of keeping in daily contact with many people has exploded. Yes, contact is easy, but in many ways impersonal. You don't always see the person and thus have less possibility of judging their attitude and reactions. Maybe you have a web camera, but you choose when and how you use it. It's not the same as standing beside a person and talking to them or is it?

Teenage Girl Using Computer in Bedroom

How do you feel about this?

- Do you feel as if you are speaking directly to a person?
- Do you say things in the same way as you would if you met them face to face?

It can be easy to lose sight of reality and the implications of what you do on the Internet.

Here is a story of one woman who did just that.

[Woman "sacked" on Facebook](#)

Social networks can be very positive for many people in many situations (cf. [How Social Networks Helped Me](#)). If you need practical help in an emergency, to create a profile to market yourself or just someone to talk to, it is only a few clicks away. However, there are frequently reports of some negative aspects of internet and SMS communication, for example, bullying of fellow students, contact with undesirable persons, etc. which can have a serious effect on the person at the receiving end. It can also have serious consequences for the person who bullies or threatens, for example, as this Facebook bully discovered. [First cyberbully jailed](#)

It is also perhaps much easier to "be" someone else on the net. But remember that everything that goes out there is a "document", with your signature on it. And the Internet is a world-wide web, so information can be spread to unimaginably many people. In the same way that telling lies in real life can often have negative consequences, net lies may come back to haunt you and harm you.

Remember, you are communicating with real people. People who can use the information that you send out in any way they want to. They can be friends or foes, life-savers or destroyers.

Discuss

The following link presents reports about texting. textually.org

1. Read and discuss the reports from 2010. Do you agree or disagree with the control measures mentioned here. Why/why not?
2. Are there other control measures you would like to see introduced?

Survey

Do a class survey.

1. Which social networks do you use? (eg. Facebook, twitter, chat, blog, gaming, etc)
2. How many regular contacts do you have?
3. How often do you contact friends, a) on a social network, b) by SMS?
4. How often do you contact strangers a) on a social network b) by SMS?

How Social Networks Helped Me

Forfatter: Karin Dwyer Løken

[How Social Networks Helped Me \(53146\)](#)

An increasing number of people of all ages are becoming members of social networking sites. Using these sites has its pros and cons; and it is important that we are aware of their limitations. But used constructively, they can have a positive impact on our lives – as the following stories illustrate.



How Social Networks Helped Me / audio

<http://ndla.no/en/node/94296>

Charlotte, 17 years old

Last summer, my parents went to visit some friends, and I had the house to myself for an entire week. I enjoyed coming and going as I pleased and having friends over whenever I felt like it. But one evening a storm started blowing up. After a couple of hours, I heard a loud crack in the back yard. Looking out the window I saw, to my horror, that the roof of our gazebo was about to tear loose. I'm not a big person, and I knew I wasn't strong enough to secure the roof on my own. Thinking that I needed to contact as many people as possible, I logged onto Twitter and posted my predicament on my profile. Then I went outside to see what I could manage on my own. Within the next hour, five of my Twitter friends had arrived, and together we managed to secure the roof.



Who is this girl on the screen? What is she like? How many expressions does she have? Is your net-personality different from the real you?

Brian, 18 years old

I just got my craft certificate in carpentry last June. Unfortunately, this was in the middle of the financial crisis, and jobs were hard to come by. I enjoyed having the summer off, but by September I was both bored and broke. However, there were hardly any available jobs, and being young and inexperienced, I didn't stand a chance on the local employment market. A friend of mine advised me to create a profile on LinkedIn and to post a general application and CV. Within a week I got a job with a major contractor in another part of the country. Now, a year later, I have a well-paid job and a year's working experience.

Alicia, 16 years old

I became very ill last year, and for a while there was a chance that I might not survive.

We live on a farm way out in the countryside, far away from all my friends. My best friends visited me when they could, but most of the time I was on my own with my thoughts. I spent a lot of time on MySpace, Twitter and just surfing the Internet, and one day I found a blog by a girl named Marie who had the same illness as me. I read all the entries on her blog - some were from others in the same situation, and some were from friends and relatives of young people with the same disease. I summoned up my courage and posted an entry in which I explained my situation and shared some of my thoughts. That entry changed my life – I was no longer alone. Today I am well again. But Marie's blog is still going, and I spend some time every week trying to help those who are not as fortunate as me by sharing my experiences with them.

Oral Activity

Sit in pairs and take turns explaining how social networking helped the three teenagers. Go through the stories twice so that each of you get to explain all the situations at least once. The one who listens has to encourage the other with phrases like: really!, did he?, how nice! etc.

Discussion

1. Sit in groups and discuss the pros and cons of social networking. Make a list of what can go wrong. Try to come up with at least three suggestions each for pros and cons. Finally, read out your suggestions in class and answer any questions your classmates may have.
2. Through websites such as Facebook we may build a huge network of friends. But do we really get to know each other as well on the net as in real life? Or is it maybe on the net that we feel free to be who we really are? What do you think?

Vocabulary

Write sentences using the following phrases/words. You may try to create a coherent story as well.

1. social networking
2. websites
3. pros and cons
4. limitations.
5. Twitter
6. post
7. profile
8. a general application
9. a CV
10. a well-paid job
11. blog
12. sharing my experiences

□

Internet Arenas

Forfatter: Carol Dwankowski

[Internet Arenas - An Overview \(69950\)](#)

Today's online interactivity has reached phenomenal proportions worldwide. Boundaries between countries as well as age groups have diminished. Social networks once considered only youth oriented have now become arenas for all ages and professions.



Internet Arenas – An Overview / audio

<http://ndla.no/en/node/94297>

As internet arenas develop and become more and more complex, so do the debates for and against their use. While some analysts believe that those who use internet arenas have become more socially aware and are more likely to participate in good causes and support groups (CNN), other critics say that internet arenas have weakened our concept of reality and participation in the physical world. Whichever side you take, there is no denying that new internet arenas will continue to develop as innovative designers find exciting realms to conquer in cyberspace.

Internet Forums

Internet Forums are also referred to as *news groups, conferences, message boards or discussion boards*. These are online discussion groups where participants post and reply to messages based on a specific topic.

[Internet Forums continued](#)

Example: [Trip Advisor - Travel Board Forum](#)

(Right-click to open in new window?)



Blogs

Internet arenas take up more and more

Blogs are usually written and kept up by one person of our time.

or entire community of writers with regular entries, comments, or descriptions. Blog communities are known as *blogospheres*. They may also function as online diaries and are more personal than Forums.

[Blogs continued](#)

Example: [Guardian.co.uk - Environment Blog](#) (Right-click to open in new window?)

Facebook

Facebook is a social network service created in 2004 by Mark Zuckerberg and his college roommates as well as fellow students of computer science from Harvard University. It is basically a service that helps you stay in contact with people and share events from your life.

[Facebook continued](#)

[FaceBook.com](#) (Right-click to open in new window?)

YouTube

YouTube is a social network for video sharing created in 2005. YouTube has hundreds of million users all over the world to upload funny everyday video clips, music, recipes and video manuals.

[YouTube continued](#)

[YouTube - Interviews Search](#) (Right-click to open in new window?)

Internet Arenas Affect All Walks of Life

Most internet arenas require registration and either web services or software packages. And although registration requirements are set down to help protect individuals, the promoters/producers have a long way to go. Internet arenas will continue to affect all areas of our lives in the future.

In order to provide safety for vulnerable users, new rules of net etiquette and guidelines will constantly need updating. Politicians and governments will have to step up the pace in search of new ways to combat copyright and privacy infringement while at the same time making anonymity more difficult.

Yet another aspect of the widespread use of internet arenas is the effect these arenas have on uprisings and rioting. In the Arab world we have seen internet arenas used in the fight for individual freedom. In European cities we have seen the same arenas being used to plan and carry out looting and rioting.

Make a Survey

1. Using a spreadsheet, Excel or Calc, make a visual chart of your classmates' use of Internet Arenas. Use the following criteria for EACH INDIVIDUAL ARENA:

- The number of students who like, Internet Forums, blogs, Facebook, YouTube.
- The number of students who do not like, Internet Forums, blogs, Facebook, YouTube.
- The number of students using Internet forums, blogs, Facebook, YouTube.
- Any preferences between what girls prefer and what boys prefer.
- The number of hours each student spends a day on each arena.
- Which arena is the most popular in the class
- Which arena is the least popular in the class

2. Give a presentation using both your spreadsheet and a graph to sum up your findings.

Discussion

1. Discuss to what extent internet arenas has changed your way of living from that of your grandparents.
2. Choose ONE internet arena and read through the arguments in favor of and the arguments against the arena.
 1. Discuss if you agree or disagree with the arguments. Explain why.
 2. Add to the arguments in favor of and against.

Tough at a Distance - Virtual Bullies

Forfatter: Jan-Louis Nagel

[Tough at a Distance - Virtual Bullies \(71240\)](#)

This is not about the bad-guys you have to whack on your PlayStation. These are real people. The ones who want to reach you with intimidating and harassing remarks via a digital connection. They text you on your mobile and they find you on Facebook – these faceless bullies have new and accessible ways to spread slander about people they don't like.



Tough at a Distance – Virtual Bullies / audio

<http://ndla.no/en/node/94305>

We can all agree that harassing is a cowardly and pitiful way of behaving; the bullies often need to compensate for their own shortcomings. But now this sneaky practice has become even more cowardly and insidious, since they can reach you anywhere at any time, hidden behind their computer screen or anonymously from their mobile phone.

Two out of three children have experienced this kind of mobbing, according to a study made by Telenor in 2008. At school, the children may be isolated and verbally bullied, and when they come home the harassment continues on the net or via texting. There simply is no free-zone any longer. It is also a fact that the threshold for joining in has become lower, as you can do it anonymously.

Twice as many girls report digital mobbing as boys. The Norwegian site "sleltmeg.no" reports that 40 per cent of the 508 enquiries in June, July and August 2010 were about Facebook. In many cases the offended person needs help to delete some unflattering picture that has been taken by somebody else and published on the net.



Twice as many girls report digital mobbing as boys.
Why is that? Discuss.

The new ways of communicating have given us new challenges if we want to stop bullying. In general, it is not illegal to publish texts or pictures on the net, but it is against the law to insult another person in public, which is much the same thing as mobbing on Facebook. The trouble is that this kind of illegality is difficult to track down, let alone press charges.

Is it possible to put a stop to this? It ought to be, and at the end of the day it may come down to one simple question: How should we treat one another? It clearly takes lack of empathy to harass someone, so it may in fact be a question of values and attitudes and basic guidelines for good behaviour.

First check these links and then do the discussion tasks.

[Lett å mobbe digitalt](#)

[Digital bullying](#)

Discuss

1. Have you or do you know somebody who has experienced digital bullying?

2. Why are girls more exposed to this kind of bullying than boys?
3. Is it true that bullies often need to compensate for their own shortcomings?
4. In what way can we say that the two articles (link one and two) seem to contradict one another?
5. Watch the video (last link) and read the comments further down the page. Do you agree with these commentators?
6. What measures do you think need to be taken to stop (digital) bullying?

Media

The World of TV Series - How They Affect Us

Forfatter: Carol Dwankowski

[The World of TV Series - How They Affect Us \(77012\)](#)

TV History



The World of TV Series – How They Affect Us / audio

<http://ndla.no/en/node/94285>

The history of television may be traced back to the 1920s and 30s (See Wikipedia). However, the first TV programs only became available to mass audiences in the USA and Great Britain during the late 1940's. Technological advancement since then has crossed international boundaries and brought TV into homes all over the world. TV viewing became a global activity, and the cultural impact television has had on western society has ever since been enormous. Societies have changed in step with TV series demonstrating how others think, live and behave. As radio and TV viewing became more and more popular, public concern grew over the harmful influences of inappropriate material being broadcasted. Under President Franklin Delano Roosevelt, Congress passed the Communications Act of 1934, creating the Federal Communications Commission (FCC) to regulate radio, telegraph, and telephone communications. Today this also includes interstate telecommunications, satellite, and cable.



The Baird 'Televisor'. View of the Scottish electrical engineer John Logie Baird and his invention, the 'Televisor'. The televiser was the first commercially available television set. The 30 line, mechanical scanning image did not take up the entire screen, but was in fact only 6cm high and 2cm wide.
Fotograf: [Science Photo Library](#)

The Onset of Decency Standards

Decency standards were developed prohibiting indecency, obscenity, and profanity. In 1952 the National Association of Radio and Television Broadcasters¹ adopted a code to regulate broadcast content and set up guidelines. From the 1960's as social morals changed and "freedom of speech" as laid down by the 1st Amendment² became the catchword of the times, the boundaries of what could be shown on TV have moved. Viewer ratings became and still are the controlling factor. Over the years huge TV networks such as NBC, CBS, BBC, ITV, Sky, and Disney Channel have vied with each other for popularity. Marketing research analysts have been employed to map viewer trends according to demographics such as gender, age, education, income, location etc. The more viewers watching certain types of series the more money earned by the networks and products sold by sponsors.

TV Show Categories

A quick internet search of current international TV program listings demonstrates that TV series can be placed into the following categories: crime, drama, reality, including extreme reality programs, documentaries, soap operas, comedy sit-coms, game shows, dance competitions, talent shows, talk shows, news and sports. Most globally transmitted series have originated either in the USA or Great Britain. TV networks in other English speaking countries (Australia, New Zealand, Canada and South Africa) have either bought the same series or copied them, thus adding local flavor.



Actress Anna Paquin signs autographs for fans after a panel for the television show "True Blood" at the Comic-Con International 2011 convention held in San Diego.

Fotograf: [DENIS POROY](#)

Although today's media preferences among teenagers include: the internet, gaming, mobile phones, as well as TV. Television producers around the world know for a fact that teenagers have more time to spend time in front of a computer or watching TV than an average adult; therefore teens are a great focal group for many programs and series. The first big question then to ask is what makes certain series so popular? The second question is what impact do the series have on our culture and on individuals? A look at three of these categories may give some answers.

Reality Series

Early TV series seemed to be interested in educating people as well as entertaining them. And many reality series still have education in mind.

[Reality Series - The Good, the Bad and the Ugly](#)

Crime Series

Another category of popular TV series often not shown prime time (6PM-10PM), depending on the country, are crime series.

[Crime on TV - To Catch a Killer at all Costs](#)

Teen Drama

Two categories which overlap are soap operas and drama series.

[From Soap Operas to Teen Drama](#)

Conclusion

Everyone enjoys being entertained, thrilled or scared. Reality, crime and teen drama are all forms of escape from the banalities of everyday life. We enjoy seeing life through another person's eyes. There is a strong sense of action taking place on the screen. Drama series lead to what the Greeks called catharsis, or a cleansing of emotions, when we watch. But not all TV is good TV. One should remember that TV producers love to spark controversy and all PR (Public Relations) is good PR, even bad PR. The number of websites and blogs connected to these series vouch for this. While teens from English speaking countries have a lot in common, they also influence teens around the world. They also have immense buying power, something the advertisers who sponsor the series are quite aware of. TV is undeniably a valuable tool for influencing value systems and behavior. The question is what kind of a society do we want to live in both now and in the future?

Reality Series - The Good, the Bad and the Ugly

Forfatter: Carol Dwankowski

[Reality Series - The Good, the Bad and the Ugly \(77013\)](#)

It goes without saying that nature and documentary series found on National Geographic, David Attenborough's nature programs, Animal Planet and Discovery Channel, and the History Channel are all excellent. They all depict "real reality".



Reality Series – The Good, the Bad and the Ugly. / audio

<http://ndla.no/en/node/94287>

The Amazing Race that takes teams around the world under different forms of transportation, extreme conditions and stress, and quiz shows such as *Are You Smarter than a Fifth Grader?* give us both knowledge of the world and encourage us to explore. Some programs teach us practical things, like *The Colony* produced by The Discovery Channel where cast members must apply skills and technology to survive in an environment depicting the aftermath of a global catastrophe. And who can avoid being charmed by the Jamie Oliver cooking series? Even series such as *X-Factor*, *American Idol* and *So You Think You Can Dance* require training and certain performance skills. But no one with a TV guide or remote control can avoid such series as *The Bachelor/Bachelorette*, *Paradise Hotel*, *Jersey Shore*, *Top Model* or *Survivor*. Teens looking for role models and excitement are those who are going to watch these series. Both the negative and positive impact will depend on the essence of the show.

Reality Show Formats

Formats vary from series to series, but the basic structure is the same. The main idea is based on some form of competition between the good guys and the bad guys where body beautiful and physically fit boys/men and girls/women, anywhere from 15 – 30 years of age, are put into high stress "real" situations for huge money prizes. To start with, producers choose non-celebrities or volunteers from auditions. This is commercially beneficial because non-celebrities are cheaper than well-known stars demanding star salaries. Some stars have even refused to appear in certain reality series because of fear for their reputations. Although the reality of the situation is supposedly unrehearsed and unscripted, the producers of these series are all-time tricksters. Segments are structured to extract the maximum emotional impact from a situation. Some even go so far as to cut, alter and edit dialogue or actions to make one character "play" the role they want him or her to play. Their reactions and how they face given situations are essential. And what bring most emotional feedback to a sequence are situations which include sensational feuds, aggression, promiscuous sexual behavior, excessive drinking and partying, power struggles, outlandish dares, survival of the fittest tactics, humiliation, intrigues, hate and revenge.

What Critics Say



Jamie Oliver blends passionate activism for nutrition with reality TV.



Paris Hilton, hotel heiress and star of the reality television show "The Simple Life," holds her pet chihuahua Tinkerbell

Some critics claim that reality shows distort our views on reality. In many series, privacy is totally non-existent and audiences become voyeurs. Young audiences easily become involved in situations and dubious relationships, disagreements and brawls. They empathize with participants because they feel that "real and normal" people represent them. Reality and fantasy are blurred. The consequences of bad behavior and poor choices are never questioned. On the contrary, bad behavior is welcomed because sensationalism attracts more viewers. The danger lies in that they lose sight of their own sense of self-worth and critical thinking. In real life, actions do have consequences. Other critics have pointed out the danger of stereotyping by gender or race in these reality series. One sees the swaggering, aggressive, competitive male, the loud party girl, the manipulating bitch, the trashy white girl or the black girl with an attitude.

Most of the reality series mentioned have originated in English-speaking countries where democracy rests on the belief that all men are created equal and should be treated with respect. Schools try to teach ethics and tolerance. Many schools and communities have established organizations set up to fight bullying. In reality series where harassment and humiliation are essential ingredients, bullying is part of the basic concept. In the real world where media plays such an important role, perhaps it is time to question the value of these programs. Is it really worth giving up one's integrity for the sake of entertainment?

Discussion

Sit with a partner and discuss which of the series mentioned above you would categorize as "The Good", "The Bad" or "The Ugly". Explain the concept and tell why.

Writing

1. Develop your own reality series. Include the following:
 - Title
 - Concept
 - Target group
 - Location
 - Structure
 - Segments/situations developed for emotional impact
 - Types of contestants/candidates
 - Outcome of series
2. Now write a pilot manuscript including all of the above.

Crime on TV - To Catch a Killer at all Costs

Forfatter: Eli Huseby, Anne Scott Hagen, Carol Dwankowski

[Crime on TV - To Catch a Killer at all Costs \(77014\)](#)

Pre-reading: Long running series like *CSI*, *CSI Miami*, *CSI New York*, *Bones*, *NCIS*, *Criminal Minds* and their British equivalent *Silent Witness*, or the long-running, Scottish series *Taggart* have captured the attention of viewers all over the world. Watch 2 or 3 of the trailers for *CSI New York*. How would you describe the action? How many suitable adjectives can you find to describe it

[CSI New York - trailers](#)

Make sure you understand these words before you read the text. Use the dictionary in the link collection to look up new words:

1. addictive
2. passionately
3. ruthless
4. perpetrator
5. squeamish
6. entrails
7. gallon
8. forensic
9. lanky
10. mellow-voiced
11. tight-fitting
12. bullet-proof
13. equipment
14. prop(theatre)
15. nickname
16. abducted
17. grizzly
18. imagery
19. petty crime
20. insane
21. deviant
22. rapist
23. heinous
24. victim
25. devised
26. underfunded
27. understaffed
28. oath
29. mold
30. skull
31. witty



Crime on TV – To Catch a Killer at all Costs / audio
<http://ndla.no/en/node/94286>



Gary Sinise. Filming CSI New York.

The spin-offs are many because solving murders is exciting and entertaining - and addictive. We are passionately drawn into ruthless situations where the good guys have to find, lock up or most often kill the bad guys also called "Unsubs"(unknown subjects) or "Perps" (perpetrators). These series are not for the squeamish. Ever since *CSI* premiered October 2000 in the USA, the visual effects, graphic bloody images and sexual content have exploded.

The pounds of flesh, entrails and gallons of blood shown on screen have kept the special effects department in various studios around the world quite busy. The forensic lab teams are usually beautiful, lanky, mellow-voiced male and female models or actors with tight-fitting, revealing clothes. Even in uniform and bullet-proof vests they look fantastic due to

training at the gym and Botox. Also one cannot avoid the futuristic forensic lab equipment with its science fiction aura, complete with mysterious lighting and props.

Program Structuring

Each program is structured in a specific way and has its own gimmick. For example, the various nicknames Special Agent DiNozzo uses when addressing Special Agent McGee in *NCIS*, or the number of times Horatio removes his sun glasses in *CSI Miami*. All the good guys are obsessively dedicated to their work and have little time for private lives. Most of them are either divorced or have family problems due to their absence from home. Wives and loved ones are very often part of the plot and are often neglected, abducted or killed. The sexual tension between male and female partners in many episodes acts as a parallel storyline. The tempo in which the mystery is solved depends on the country of origin, but that too has to fit into a 45-60 minute time slot.

What Critics Say

What these programs have been criticized for is the level of sadistic violence, sexual sadism and grizzly imagery that have developed over the last 10 years. The crime and criminal behavior has escalated. The bad guys no longer commit petty crime or charm us with their anti-authority behavior. They are criminally insane pedophiles, sexual deviants, serial killers, sadists, collectors, rapists, kidnappers, etc. coming from horrible family backgrounds who engage in heinous crimes. And the more the victim suffers the more interesting the case.

In Real Life

Like reality series, the plots and conflicts are devised. In real life, forensic labs are usually underfunded by governments and understaffed. The programs have also been criticized by police, the FBI, CIA and attorneys. Not all labs and technicians in reality are accredited. There have been cases where coroners, crime labs technicians, police chemists, forensic anthropologists and forensic specialists have lied under oath at a trial or DNA testing has been faulty. Equipment is usually slow which makes it impossible to solve crimes as fast. Another point is that physical evidence is not as obvious as in *CSI*. The technical science used Forensic science. Taking a DNA sample in *CSI* series is fantasy. For example, making from a screwdriver.



a mold from a knife wound or even finding the killer because he/she has gunshot residue on his/her clothes.

Violence is Entertaining

Some critics argue that violence seen at an early age increases the chances of violent acts later. Child aggression leads to aggression in adults later in life. Others claim that crime series accept violence, including torture, as right and acceptable. Guns blasting through skulls is the only way to solve problems. Violence is entertaining. And all of us empathize with the “good guys”, who invariably use these techniques, especially if they are beautiful, funny and witty.

The debate about how violence as a means of entertainment affects us, goes a long way back in history. In ancient Greece, the philosophers Plato and Aristotle strongly disagreed on this issue. Whereas Plato maintained that the violence exposed in the Greek dramas would inspire the spectators to copy the actions, Aristotle, on his part, claimed that just watching the drama in itself would give the audience an emotional outlet and aggression and strong emotions would be left behind in the theater. The debate is still relevant today.

Comprehension 1 - True or False?

Correct the false statements

1. *CSI* has changed little since it started in 2000.
2. Special effects are important in the production of the series.
3. One has to be squeamish to watch crime series like *CSI*.
4. Most of the "good guys" are dedicated to their work and to their families.
5. The "bad guys" have become more violent and sadistic.
6. In reality, not all lab technicians are to be trusted to tell the truth.
7. The forensic labs in the series are technically out-of-date.
8. Physical evidence is more difficult to find in real life crime.
9. The "good guys" are entertaining even though they use violence.

F, T, F, F, T, T, F, T, T Comprehension 2

1. Parts of this article are clearly ironical, can you spot some examples?
2. Point at some examples of the use of "clichés" in these series. (If you don't know the word, look it up.)
3. Mention some examples where these series clash with reality. How have these series developed over the last ten years?

Debate

Arrange a debate where you discuss Plato's and Aristotle's differing views on the employment of violence and aggression in drama.

Preparation: Work in pairs - one student is challenged to adopt Plato's views whereas the other adopts Aristotle's views. On a sheet of paper you should list up at least 5 arguments that support "your" view. Use the vocabulary in this article as a source of inspiration.

Now arrange a class debate *Plato vs. Aristotle* (try to remember your arguments without looking at the slip of paper).



From Soap Operas to Teen Drama

Forfatter: Carol Dwankowski

[From Soap Operas to Teen Drama \(77015\)](#)

English speaking countries are renowned for long running series that are indigenous to the country such as *General Hospital* (1963-) and *Days of Our Lives* (1965-) in the USA, *Coronation Street* (1960-) and *EastEnders* (1985-) in Great Britain, *Neighbours* (1985-) and *Home and Away* (1988-) in Australia and the hospital series *Shortland Street* (1992-) in New Zealand.



From Soap Operas to Teen Drama / audio

<http://ndla.no/en/node/94284>

Johnny McIntyre fills out the slate for the next scene in "One Tree Hill," which films in Wilmington, N.C.

These are mostly adult series, although many of the

conflicts in the series may often include teenagers as well. Therefore, for example, *Home and Away* also fits into the category of "teen drama" because the later series dealt with teen issues. Teen drama also takes many elements from soap operas such as the serial forms, melodrama and dialogue. Some of the storylines focusing on teens deal with bullying, romance, rivalry, teen sexuality, teen pregnancy, abortion, racism, substance abuse, imprisonment, sexual and mental child abuse, homosexuality and homophobia, to name a few. What is interesting is that the genre "teen drama" did not come into existence until the 1990's. And what was more relaxing after a boring day at school than viewing the complex lives of the characters depicted.

The genre evolved starting with *Beverly Hills 90210* (1990-2000) about upper middle class teens from Beverly Hills high school, *Dawson's Creek* (1998- 2003) about 4 teens living in the fictional town of Capeside, Massachusetts and later in Boston, Massachusetts, to *The OC* (2003- 2007) starring teens from New Port Beach and Orange County, California, *Gossip Girl* (2007-) about privileged teens and young adults from Manhattan's Upper East Side in New York City and *One Tree Hill* (2003-) about teens from a fictional town Tree Hill in North Carolina. What all of these teen dramas have in common are their slickness, affluence and no less than perfect American cast of actors and actresses.

What Critics Say

Although many of the same themes mentioned above are touched upon, the way in which they are handled vary in depth, intensity and shock value. Teen characters are lead into complex relationships and situations that although based on real life problems still seem far away. Critics claim that teenage characters, because they usually lack social power¹, are put into very adult situations and must act as adults. They seem much more mature and reflective than in reality. Similar to reality series there is a lot of stereotyping according to gender, nationality, race and even class. Who wouldn't want to be as rich, thin, beautiful, cool, tough, sexy or aggressive as some of the main characters? Other critics base their disapproval on the amount of drug abuse and sexual violence shown in these series.

A newer teen drama is *Skins*. Originating in the UK in 2007, the series is into its 6th season. It follows a group of British, working class teens from Bristol, England. The plot centers on social issues such as mental illness, eating disorders, dysfunctional families, sexual orientation, drug and alcohol abuse and death. However, critics have criticized it for its lewdness due to the scenes of voyeurism, exhibitionism, child pornography, masturbation and drug and alcohol abuse. The American version was first shown on MTV in January of 2011 but had to be toned down due to the outcries from parents. The contents had to fit FCC requirements.



Risky lifestyle

Vocabulary

Try the vocabulary task:



From Soap Opera to Teen Drama - Vocabulary / amendor_ios_task

<http://ndla.no/en/node/104611>

Discussion

Sit in groups of three or four and discuss the following:

- Which of the series mentioned in the text have you seen? Likes and dislikes
- What soap / teen drama have you followed? Particular likes and dislikes
- What do we mean by the word "escapism"? (Look it up if you don't know)
- Why is "escapism" a relevant term when talking about these series?
- Explain "stereotyping" with regards to these dramas?
- Discuss teen dramas with regards to realism.

Writing

Write and develop your own pilot manuscript for a teen drama. Be imaginative and include the following:

- Title
- Concept
- Number of episodes

- Target Group
 - Location
 - Plot
 - Structure
 - Types of characters
 - What the last episode will consist of
-

Footnotes

1. [*Serialised Sexual Violence in Teen Television Drama Series* by Susan Berridge \(2010\)](#)

Investigating Journalism

Forfatter: Jan-Louis Nagel, Knut Inge Skifjeld

[Investigative Journalism \(72382\)](#)

A journalist is more than a messenger. Though a reporter's main target is to provide information about what goes on in the world, the journalist is free to choose the angle and the approach of his report. In general journalism is supposed to be objective and well balanced when an issue is focused on.



Investigating Journalism / audio

<http://ndla.no/en/node/94291>

However a journalist is well aware of the impact a good story may have, and many reporters want their work to make a difference. They want to provide information to the public about shady business in the community so things can come out in the light and eventually be put right, either it be corrupt politicians or unethical proceedings in a company. Not unlike a detective the reporter follows leads and makes inquiries, hence this kind of reporting is usually referred to as investigative journalism.

Watergate

Such reporters may work on a tip from an informer or a whistle blower inside the system. An important clue is that they will not have to reveal their sources, not even to the police if it should come to that. The classic example of such journalism is the Watergate-affair in the early 1970s. Two reporters from Washington Post, Carl Bernstein and Bob Woodward revealed that during an election campaign the Democrats' election headquarters (in the Watergate building) was broken into by the Republicans to get hand on some important documents. There was a cover-up directed by the Nixon administration that also was revealed. The case escalated into scandalous proportions and the rest is history; President Nixon had to step down from office in 1974.

This kind of journalism requires determination and courage, because such reporters will certainly encounter resistance from inside the system; many people will of course see it in their interest to stop them. It can be risky business to speak up for ethical principles in the corridors of power. The Watergate scandal wrote Bernstein and Woodward into the history books and they were rightly credited for courageous journalism. In today's media several reporters work with the same agenda, but perhaps with a different approach.

Michael Moore

Michael Moore's documentaries are both acclaimed and criticised, but his work certainly has put important matters on the agenda. One of his films even took home the Golden Palm in the Cannes film festival. American weapon legislation ("Bowling for Columbine"), conspiracy theories within the Bush administration ("Fahrenheit 9/11") and the American health system ("Sicko") are famous examples of Michael Moore's documentation. He is known for a somewhat provoking and direct style, and he tends to overexpose his targets in a way that may keep people from taking him seriously.

Louis Theroux



Journalist

Fotograf: [Tim Snell](#)

Louis Theroux has a very different approach. He is a modest and polite person who wins the confidence of his targets because of his open and somewhat naïve approach. By exercising his personal charm and asking the correct questions, doors are opened and his subjects step out and reveal themselves and what they stand for. He has made documentaries and inside-stories from environments that usually are not covered by an ordinary journalist. He has visited Neo-Nazi groups in America, interviewed paedophiles in prison, exposed nationalists in South Africa (where he actually was threatened by his object on camera); he has visited brothels and even undergone cosmetic surgery to get inside a dubious industry. He has a very clever and personal way of making his subjects open up and talk on camera.

Günther Wallraff

The German writer and journalist Günther Wallraff is another famous profile in investigative journalism. His method is to get first-hand information by getting inside the environment he wants to investigate. He works undercover and will for example get a job inside a business he intends to reveal. His inside information will then be published in book or as a series of articles. His uncovering of the methods inside the so-called coloured press in Germany is one of his many crusades. It caused big uproar, and he was eventually sued by the Bild Zeitung. He has been threatened on his life many times and has to live incognito with address unknown.

Investigative journalism may seem to have a somewhat fishy way of operating with undercover reporters and secret sources. But hunting for and revealing questionable affairs in business or political life must be a priority for an open society, and these investigating journalists work to make a difference by disclosing dodgy dealings and tricky business in our society.

Comprehension and Discussion

1. How would you define "investigative journalism"?
2. Why is it accepted that reporters keep their sources secret?
3. How is the Watergate-affair a good example of the power of investigative journalism?
4. If you have seen a Michael Moore film, describe his approach and appearance.
5. Why have these investigating journalists been threatened?
6. Would you say that investigating journalists are objective?

Vocabulary

1. The word "approach" is used many times in this article – how would you define it in this context?
 2. Rewrite the sentence "The case escalated into scandalous proportions" into a simpler sentence saying the same.
 3. Explain what happens when you are "sued".
 4. What does it mean to live "incognito"?
-
1. In this context "approach" means how the reporter takes up the issue, his style and presentation.
 2. A simpler version could be: "The case became so big it turned into a scandal."
 3. To be sued means to be charged with something and taken to court.
 4. "Incognito" is Latin and means unknown or anonymous.

Further Research

Go on the net and find more facts about one of the persons/topics below. Afterwards sit in pairs and give a brief oral presentation.

- Watergate
- Michael Moore
- Louis Theroux
- Günther Wallraff

Media - Creating "Truths" or Revealing Them?

Forfatter: Knut Inge Skifjeld

[Media - Creating "Truths" or Revealing Them? \(20458\)](#)

Pre-reading:

- What have you experienced first hand and what have you just heard of through media coverage?
- Do journalists in your opinion hold a lot of power in defining the world?



Media creating truths / audio

<http://ndla.no/en/node/66109>

Use the dictionary to check the meaning of the difficult words.

There

impartial, misrepresent, complain, at stake, perceive, gory, scary, explicit, brothel, is yet
slaughter, unbiased, revulsion, nuance, deny, contradict, famine, drought,
angling, blurred, complicate, distort

The media is often criticized for not allowing for an impartial coverage of issues. Politicians claim to be misrepresented as to what they actually say, organizations complain about getting too little attention and terrorists claim to be freedom fighters. Even the man in the street often fails to recognize what he actually said in the interviews with the local newspaper. Actually, it would be rather difficult to find news coverage that satisfies everyone. There's a big audience, a lot at stake and complex issues to cover.

Journalists are ordinary people like you and me. We are all deeply rooted in our own culture. The values and views of this culture affect how we perceive things. Two individuals growing up in different cultures may experience news and events very differently. The same goes for people growing up in different times. Just think of the reaction we would get if we exposed people from 1899 to all the gory violence of scary movies and explicit sexuality on the Internet. It would be a shock to them, and they would probably not be able to understand how "their" society could degenerate into that! During the Seal_hunt Victorian age in England, it was not allowed to show women's legs in public. They had 600 brothels in London, though - but they were kept out of sight.



We always carry a cultural backpack. Journalists who grew up in Los Angeles, where seals get specialist treatment in animal hospitals if they are injured, would find it hard to cover the Inuits' traditional slaughter of seals or the Chinese practice of eating dogs in an unbiased way. They would find it hard to prevent their revulsion from affecting their coverage of these issues. The same thing happens when Western journalists criticize the lack of democracy and individual freedom in Afghanistan, failing to understand the nuances of local culture and tradition. It also happens when Arab journalists cover the Western world in terms of it being degenerated and without values. In these cases, where cross-cultural understanding is so badly needed, we tend to simplify and generalize so what we perceive fits our "pre-coded", understanding of the world.

Some media researchers suggest that it is impossible to be impartial. Your own culture colors your vision and makes you blind to qualities in societies and cultures different from your own. This will invariably affect who journalists decide to talk to, which questions they ask, and what they decide to focus on in the title.

In undemocratic countries, journalists face the problem of governments denying them the right to speak the truth. Though few countries openly practice censorship, there are other ways of controlling the media. In Russia, several critics of the current regime – journalists and lawyers - have been killed. In many Muslim countries, journalists have to avoid a lot of topics and issues that contradict the religious teachings or offend Muslims in other ways. These may be issues regarding women, sexuality, individual liberty and democracy. Journalists and women's rights spokespersons have found themselves physically attacked for raising issues that we in the Western world take for granted. Many Arab countries have still not accepted the UN Human Rights Resolution.

another potentially harmful aspect of journalism: Journalists have to sell what they write to the public. If few people read a text or watch your TV coverage, you may find yourself out of work. Therefore, most journalists have an underlying agenda: What do my readers want to read about? This affects what they decide to cover and how. Usually celebrity, sex and violence sell well, while topics that deal with developing countries come last. Events that are rare also get more attention than regular events. Thus famine and drought in Ethiopia get less attention than the lips of a Hollywood diva.

If journalists are concerned with writing popular stories and angling them in a way that attracts readers, he or she actually fails to give an unbiased version of events. But even worse – "junk food news" takes up space where other, more important news should have been covered.

When journalists in general do this, the image of our society relayed to viewers and readers becomes blurred and out of proportion. Instead of providing information, journalists complicate and distort events. As mentioned above, It is a well known fact that stories involving celebrities, sex and violence get attention.

Foxy Knoxy

Taliban Assassinate Afghan Women's Rights Activist Sitara Achakzai

By The Staff at [wwwOwOw.com](#)



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The Taliban successfully struck out against Afghanistan's women's right movement Sunday when they assassinated one of the nation's leading activists, Sitara Achakzai.

Achakzai was reportedly standing outside her house in Kandahar when two men on a motorbike drove up, fired shots and sped away. The Taliban later took full responsibility for the attack.

This isn't the first time Achakzai found herself in extremists' cross-hairs. She was injured in a suicide attack at a Kandahar government building two weeks ago. Her friends urged her to leave the country, but Ms. Achakzai insisted on staying in Afghanistan. Yesterday was the first time she had returned home since the suicide attack, according to the *Independent*.

Womens Rights Activist Killed

NEWS

Get a story? Text: 63666 - Email: talkback@the-sun.co.uk

DNA of 'Foxy' is found on knife

BY PAUL HARDY WHITE
IN PICTURES

ADD YOUR COMMENT

A KNIFE found by cops investigating the killing of murder suspect Amanda Knox, it was revealed yesterday.

The weapon was found in the apartment of "Foxy Knoxy" Italian boyfriend Raffaele Sollecito, 24. The 25-year-old Knox, from Seattle, has been charged with blanch, which removes blood but does not wipe off DNA.

Cops said a sponge found with bloodstains under the knife was "extremely important".

The knife was having a sick to seven-inch blade and a handle made of wood which carried 21-year-old Knox's DNA. It was taken from her roommate Knox, 25, who found the knife. "Never part from me," she wrote on her blog.

Cops asked to check if any knives were missing.

Rape



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Woman's body found in flat

Murderer faces trial in America

The murder of Meredith Kercher in Italy in 2007 had all these qualities and made headlines well into 2009. 21 year-old Amanda Knox and her former boyfriend stood trial in Italy for the sexual assault and stabbing of Meredith Kercher. Foxy Knoxy even got some fans out there. Other killings got no attention in the media. An Internet search for 'Foxy Knoxy', resulting in about 80 000 returns, reveals all the strange effects a media-made frenzy can create.

Tasks and Activities

Summary

1. Try and put a heading on each paragraph which indicates the main point of the information in that paragraph. The heading should be short and concise, e.g. the heading in paragraph 1 could be "Quality of Media Coverage".
2. Write a short summary of the main points of the article. You will find information on writing a summary at [How to Write a Summary of a Text](#).

Vocabulary



Journalism Vocabulary - Drag and Drop / amendor_ios_task

<http://ndlano/en/node/103957>

Match the Synonyms



MyTask - Click icon to open task!

Discuss

1. How correct a picture do you think we receive of events a) at home b) in other parts of the world?
2. What can we do to ensure that our understanding of events is as close to the truth as possible?
3. Can you think of other examples of popular stories which have dominated the news media at the expense of more serious issues?

Media - Information and Entertainment

Forfatter: Drew Rodgers, Jan-Louis Nagel

[Media - Information and Entertainment \(71103\)](#)

The Times once ran a story, "What you read is what you are" with a picture of a slovenly dressed man drinking a beer and reading *The Sun* and a well-dressed man reading *The Financial Times*.

There is a lot of truth to this because the media, whether we are aware of it or not, help to inform us and thus influence both our views and ourselves.



Media – Information and Entertainment / audio

<http://ndla.no/en/node/94289>

A perfect example of the latter is advertising which definitely is a part of the media and impossible to avoid. Particularly advertising aimed at the younger consumer groups creates a picture of the good life—carefree, active, popular youth—and links a product to it. Coca Cola and Pepsi are prime examples. They suggest all of the above and even power.

However, the main function of the media goes way beyond that of pushing products. The media have been called the fourth branch of government, the first three being the executive branch, the legislative branch and the judiciary. Being the fourth branch is extremely important in a democracy. Media provide information for people to make informed political decisions including voting. They raise political issues, often issues that politicians themselves are reluctant to raise such as the need for economic reform and environmental questions. Finally, media are a watchdog of governments uncovering unethical or even corrupt behavior. The classic example is WikiLeaks which has uncovered numerous questionable dealings and decisions from torture to government intrigues. *Time Magazine* described its importance: "It could become as important a journalistic tool as the Freedom of Information Act." If we are to be democratic we have to know what our politicians are doing, and without a free and critical press this will not be possible.

Information or Entertainment

One of the executives in BBC once said, "BBC should provide the public what they should want to watch." By that he meant news, documentaries, politics and culture. His aim was to maintain a high level of awareness among his viewers. However, to a large degree there has been a shift in the direction of entertainment, governed by the idea that the media should provide what their audience "wants to have." Popular demand should replace a top-down concept of what people "should want to watch ." The question remains: Who is determining what the audience wants or should want to watch? Is it advertisers or is it a cultural elite or is it something in between.

In the United States in spite of excellent TV and radio provided by PBS and NPR respectively the balance is so weighted in favor of entertainment, that Robert Kennedy Jr. once stated that "We are the most entertained and the least informed people on the earth. A democracy cannot function very long in this way." Some decades later the acclaimed system critic Neil Postman published his book "We amuse ourselves to death," conveying the same concern as Kennedy.



Media - diversity or monopoly?

Fotograf: [David Moir](#)

Media Diversity

An important factor in providing a balanced view of events is a variety of those providing the information. Unfortunately, U.S. television is concentrated in the hands of a few providers and their focus is more on entertainment than information. Of the five main providers, only one, CNN, has a primary focus on news and information. Two of the other channels, CBS and ABC, are owned by Disney and Viacom whose focus is on entertainment. NBC is owned by General Electric, known more for household items such as washing machines. Finally, FOX is owned by the arch conservative, Rupert Murdoch, who is a prime example of media concentration by his ownership of the following:

The U.S.

- FOX TV
- 20th Century Fox (film production)
- The Wall Street Journal

The UK

- BSkyB
- The Times
- The Sun
- News of the World

Fortunately for diversity of views, Britain has a number of quality TV channels including BBC 1-4 and ITV 1-4.

Media Choices

Each individual is responsible for his/her own diversity of choice. Most young people choose the entertainment channels and watch Friends reruns, Sex and the City, Desperate Housewives, True Blood, Gossip Girl (for teeny boppers), Grey's Anatomy, House, Everyone Loves Raymond, CSI, NCIS, etc. Good entertainment one might say, but as a permanent diet???

Another choice is to get information on the Internet, which is a fantastic source. The only problem is how accurate is the source. When you read *The Times* or *The Washington Post* you know the source and you know what you are getting. With internet sources this is not so easy. So with the tendency toward entertainment and the Internet as a source of information, one has to be aware of how the media shape our views. Happy viewing!



Desperate Housewives
Fotograf: [Moshe Brakha/ABC](#)

Topics for Discussion

1. Explain the statement that "What you read is what you are"? Do you agree?
2. What does it mean that media are the fourth branch of government?
3. How can advertising aimed at younger consumer groups suggest power?
4. Can you come up with examples of information presented as entertainment? (Also called "infotainment")
5. In many countries, particularly the USA, information channels are owned by commercial companies and are financed largely by advertising. Discuss the possible consequences of such a concept.

6. Can you come up with examples of unreliable information that comes via internet sources? (Why is for example Wikipedia by many considered an unreliable source of information?)

Research

1. The article states that young people in general prefer to be entertained rather than being informed. Find out if this is true by doing some research in your class / at your school. Pick some recent news topics or headlines and find out if your peers know what they are about, and if they do, where they got the information.
2. Search the Internet for some of the news channels mentioned in the article. See if you can find the same piece of information presented in different channels and compare the presentations.

Pronunciation

Match the rhyming words in the two columns:

course	know
aim	fake
sane	key
bury	curse
through	plot
ache	pain
rage	new
water	horse
sew	blame
free	gauge
yacht	slaughter
worse	merry

course - horse, aim - blame; sane - pain; bury - merry; through - new; ache - fake;
rage - gauge; water - slaughter; sew - know; free - key; yacht - plot; worse -
curse;

Grammar

The word information appears in the article. What does this word grammatically have in common with words like knowledge, furniture, advice, and evidence?

These words are called "uncountables" because they do not appear in ordinary singular or plural form. They must have determiners like a word of advice, a piece of evidence, some furniture etc

News on the Menu

Forfatter: Knut Inge Skifjeld, Celia Suzanna Sandor, Catharine Ruud

[News On the Menu \(13075\)](#)

People base their opinions and attitudes on information they gather from media coverage. Hence any organization, group or government that influences the media holds a lot of power. In the early years of our modern society, censorship protected the king and church from criticism. The US Constitution (1783) strongly opposed this, as did the Norwegian Constitution (1814).



News On the Menu / audio

<http://ndla.no/en/node/48574>

Today a few countries, like North Korea, Iran and China, practice censorship. However, there are other ways of influencing the formation of public opinion than through censorship. Advertising is one way. Through advertising campaigns one may swing votes for or against a proposal. This was done during Bill Clinton's presidency in the 1990s. His drive for health reform had to be stranded because of a very effective counter campaign which used commercials to a great extent, to air opposing views.

Under Barack Obama, the current president, a new drive towards health reform will be staged. Controlling the media will be vital to its success.



News

The media can influence opinions in many more ways than through ads and commercials. Who the journalists interview, which topics they cover, what their angle is, and who they contact are just a few of the factors that may bring a strong bias to a media presentation.

Generally speaking, it is the wealthy, well-established and well-educated who are most likely to have his/her views aired on a news channel. But there are also many political and environmental groups based on big grassroots movements like Greenpeace and WWF that get media attention. The picture is, as always, a bit more complex than at first sight.

Good questions to ask oneself when assessing information are these: Who is behind the information being presented, what is their intention and who may benefit from it being presented?

Tasks and Activities

Compare News Coverage

Look at media coverage of the ongoing drug wars in Mexico. This news item deals with how various news channels from different parts of the world cover the drug wars. Watch this news item twice. For each news station, make a list of key words describing their angle or approach.



News On the Menu / fagstoff

Writing

How may the coverage of a local school issue vary according to who you ask, as well as what type of questions you ask? Write a news article on a local school issue, in which you interview at least two people from your school. Compare articles afterwards with a fellow student, and discuss how these factors may have influenced your angle.

Research

Find examples of big grassroots movements, other than Greenpeace and WWF, that get a lot of media attention.

Discuss

1. Why do wealthy, well-educated people get more attention than the average person?
2. Who were interviewed in the various news coverage on the Mexican drug wars? Were they politicians, police, ordinary people or others? Make a list.

Newsworthiness

Forfatter: Daniel Packard Randolph
[Newsworthiness \(92889\)](#)

Have a look at the three news websites below. What kind of events and what kind of people are the main stories about? Why do you think these stories were chosen?

[CNN](#), [BBC News](#), [The Sun](#)

newsworthy, participate, abuse, accountable, advertise, common denominator, evidence, consumer, revenues, pitfall, mouthpiece, saturated, to counter, burden



What makes a story newsworthy? How do media outlets, such as newspapers, cable news channels, radio, etc. decide what is news and what isn't? How do they decide what you need to know about and what isn't so important? To find an answer to this difficult question, it helps to understand what the role of the free press, or the fourth estate, is in a democratic society.

The New York Times

Role of the Press

Very broadly put, we can say that news media have three primary functions in a democracy. **The first** is that they have to inform citizens and voters so that they can participate in the democratic process in a better way. We can't expect voters to do a good job voting if they are completely uninformed about what is going on in their city or town, their country and the world. **Secondly**, media provide a forum or arena for public debate and for competing voices and ideas to be heard. Without open media where ideas can be exchanged, citizens will have a very limited view of why things are the way they are and what they can do about it. **Lastly**, media perform a watchdog function. They keep an eye on powerful actors in society like the government, the military and wealthy corporations to make sure that they don't abuse their power. By reporting on how powerful people and organizations use their power, the media can help to hold them accountable.

Entertainment, Sex, Violence and Scandals

So, based on the information above, we should have a clear picture of what kinds of stories the media should cover; serious issues that voters need to know about. However, a quick look at many popular news media outlets reveals a different picture. Many news channels prioritize more entertaining topics such as celebrities, technological gadgets, sports, fashion and the like, while giving The Sun a backseat to more “serious” news



stories, stories that might be important for citizens to know about. One of the reasons why this is the case might be that many media are privately owned, and as such must earn a profit. To do so, they sell advertising time or space. And the more viewers or readers or listeners they have, the more attractive they are to advertisers, and the more money they can charge for advertising.

Some critics go so far as to claim that news media outlets have sunk to appealing to the lowest common denominators in their coverage, the things that everyone finds interesting; sex, violence and scandals. According to this view, there is a difference between what we should know about and what we want to know about, and news outlets balance between the two to varying degrees. Some evidence - for example, that the best-selling newspaper in the United Kingdom is the tabloid *The Sun* rather than a more serious newspaper like *The Times* or *The Guardian* - would suggest that what consumers want and what they “should” want are two different things.

Publicly and Privately Owned Media

One solution to the problem of tabloid news, some might suggest, is publicly owned media; media owned by the state and financed through taxes or fees. These media, the argument goes, do not have to rely on advertising revenues, and are therefore free to choose which stories to tell based on other, more appropriate criteria. A possible pitfall here is that a media channel owned by the government might not be independent enough to criticize the government's policies or report its abuses of power; it might end up simply as a mouthpiece for whoever is in charge. One possible compromise might be a strong, though independent public media, combined with a number of private media channels as well.

Factors Affecting Media Coverage

Another factor that limits what news media can cover is time. In a world so saturated with media options, there is only so much time that people are willing to use on getting the news. In addition, it takes time for reporters to develop good stories, and in today's fast-paced media world, they don't always get the time - or money - they need. For it can be cheaper and faster to cover the latest celebrity scandal rather than a complex development halfway around the world.

Other issues that factor in the decisions of journalists and editors are:

- Timeliness: how recent is the issue?
- Graphic representation: are there compelling visual images?
- Conflict: issues with two or more clear sides are often interesting. As the saying goes: If it bleeds it leads, meaning that violence and conflict get priority coverage.
- Proximity: how close is the story to the intended audience?

News for Everyone

All in all, in today's world with a multiplicity of news media channels, many say the question of what news issues we learn about is largely up to us. There is a channel for just about every preference, and it is not a lack of information, but rather a lack of time and ambition that sets our limits. If we don't get the news we need, it is our own fault; media just give us what we want. Others might counter that while we as citizens have a duty to keep ourselves informed, the major news agencies still bear the largest burden to fulfill their role in our democratic society.

Tasks

Comprehension



MyTask - Click icon to open task!

Watch the Video

Watch this short video and then answer the questions which follow.

[Alisa Miller shares the news about the news](#)

1. What is the subject of Alisa Millers talk?
 2. In 2007, which countries did the main news reports in the USA come from?
 3. Which big international news issues were ignored?
 4. Which story did the US media use most coverage on?
 5. Where do most Americans get their news from?
 6. Are Americans just not interested in world news?
-
1. How does the news shape the way we see the world.
 2. The USA and Iraq
 3. Nuclear disarmament in N. Korea, flooding in Indonesia, IPCC meeting in Paris
 4. The death of Anna Nicole Smith
 5. From local TV news and websites like Google
 6. No, the number who say they closely follow world news has increased to 52%

Make Your Map

Is the news in Norway equally distorted? What view do you have of the world? Make a map which reflects your view of the world based on the media coverage you are exposed to.

Discuss

1. Do you think that the news media should take more responsibility and present a more balanced choice of news (serious vs. entertainment) or is this already available?
2. Are people in general more interested in entertainment and sensational reports than serious issues? Why/why not?

Information Highway - Changing Society

Forfatter: Drew Rodgers, Jan-Louis Nagel
[Information Highway - Changing Society \(72631\)](#)

Access to information is essential for any democracy. Especially important is critical information as it forces politicians to respond to demands from the people. Thus the media's function is to provide a realistic picture of what the situation really is to help the people make informed choices, to force the politicians to be accountable to the people and to raise political questions.

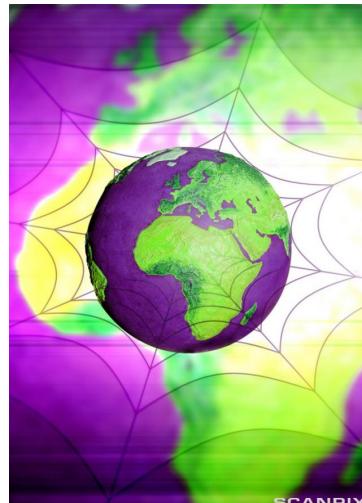
Internet and Authoritarian Governments



Information Highway - Changing Society / audio

<http://ndla.no/en/node/94290>

However, in authoritarian governments, access to information is one of many things the people do not have. The leaders control all aspects of the media and thus present a picture of the situation that favors them. A good example is North Korea where the leaders project a glorified picture of their "beloved leader" through massive ceremonies, while people are starving to death due to corruption and total mismanagement of the economy. While the people live in poverty, the leaders live in luxury.



World Wide Web

Since the leaders in such societies have an iron grip on the media, democratic voices must resort to alternatives and this is where internet and the social media come in. A classic example is the demonstrations in the Middle East and especially in Egypt. The invitation to demonstrations and the necessity to participate were spread via Facebook, Twitter and Internet. The result was a million people in Tahrir Square. Many political organizations came together in a united force by being able to coordinate their efforts through these media. The government tried to shut down the various media one by one, but creative people with a knowledge of how the new media work managed to get around these shutdowns, the result being that information continued to flow and the demonstrations continued. Internet proved to be an essential political tool in confronting dictatorial governments and helping democratic movements.

Internet and Democracies

However, internets' value is not limited to dictatorial governments and societies which are victims of these governments. It is just as useful in democratic societies. Access to information is also important in these societies. Keeping politicians accountable to the people is important in all societies and just because a society is democratic does not mean that politicians always do what is best for the people. Recent exposures by WikiLeaks provide an excellent example of this. Leaks have revealed war crimes committed by U.S. soldiers, greed and mismanagement by Danish bankers and questionable political dealings and have provided a behind the scenes view of how diplomacy really works.

Consumer Democracy

Before internet, consumers was primarily dependent on information from the producer of a product they considered buying. However today, consumers can access information about products through consumer groups who analyze and evaluate products. Anyone considering buying a product, especially an expensive one, should get an objective view of the product through other consumers' evaluation. Consumer groups also publish information about labor practices of producers and have forced producers to change practices including improving working conditions and raising wages in developing countries. No longer can company executives hide behind information provided by their public relations department. With the help of internet, the public knows about the company's products and their practices. The latter is particularly important for workers in developing countries who have limited power and access to the general public. Thus internet is changing our world and helping to make it more democratic.

English in Daily Communication in Norway

Forfatter: Jan-Louis Nagel

[English in Daily Communication \(68426\)](#)

Stop for a minute and think about how much English you use in your everyday language. You'll be surprised – or maybe not... According to a study published in the Norwegian paper, *Aftenposten*, (see link below) young people in Norway seem to use more and more English in their daily communication. Is that a problem? If so – these Norwegian students don't see it.



English Influence on Norwegian / audio

<http://ndla.no/en/node/94288>

Gradually English words and expressions creep into our daily language. The phenomenon is not a new one. English loanwords have for a long time been commonly used in commercials and snappy slogans, but today we see a totally different trend.

English words and expressions now pop up in young people's everyday language and have become familiar elements of colloquial communication. This comes hand-in-hand with the abbreviations and slang used in texting and on social media like Facebook. And this vocabulary will gradually and naturally rub off on verbal conversation.

The interviewed students actually think it is cool to know and use English expressions; their own native language is boring in comparison. Also, certain idioms are difficult to translate, and will therefore work better in English.

Will this development mean a threat to the Norwegian language in general? Linguists seem to disagree on the matter. Some claim that our language will be extinct in less than fifty years if this trend continues. Others say that this is nothing new and that Norwegian will survive despite the influence from English. The new situation is the fusion between verbal and written language. This will mean more everyday English, yes, but it will also revitalize our native dialects since we more and more tend to write the way we speak.

Check this link to read the interview with the Norwegian students:

[— Helt naturlig å bruke engelsk](#)

A screenshot of the Aftenposten.no Kultur website. The header features the newspaper's logo and navigation links for various sections like 'Alt innhold', 'Nyheter', 'Sport', 'Mennige', 'Økonomi', 'Kultur', 'Oslospullen', 'Arkivet', and 'R'. Below the header, there is a photograph of three young women sitting on a couch, laughing and talking. One woman is holding a smartphone. The caption 'English comes naturally' is written below the image.

English comes naturally

Comprehension

1. What is the new trend in English influence on Norwegian?
2. Give examples of how you use English on an everyday basis.
3. Do you think this may mean a threat to the Norwegian language and culture in general?

Vocabulary

These words and expressions are used in the article, explain them in English:

- Colloquial communication
- Abbreviated
- Idioms
- Fusion

- *Colloquial communication* is informal everyday language
- *Abbreviated* means shortened
- *Idioms* are fixed expressions and sayings that are difficult to translate (E.g. Get out of hand)
- *Fusion* is when two or more elements are mixed together into one entity.

In the News

In the News 2012

Gaza Conflict Erupts Again

Forfatter: Trine Merethe Paulsen, Inga Berntsen Rudi, Anne Scott Hagen, Eli M. Huseby
[Gaza Conflict Erupts Again \(109114\)](#)

November 2012: the conflict between Israel and the Palestinians has erupted once more, four years after the last war, December 2008. That war led to wide international criticism of Israel.

The conflict between Israel and the Palestinians has been going on for decades. It is a difficult conflict centred around land, and with religious aspects. The conflict is always just below the surface among Israelis and Palestinians.



This latest offensive from Israel came in answer to a rocket attack from Hamas, a militant Palestinian group, which injured several Israeli soldiers. Israel defends its right to protect itself; a right recognised by most of the international community. However, it has been pointed out that Israeli attacks must distinguish between military and civilian targets, and that their response must be in proportion to the original attack. Unfortunately, it is often the civilians who suffer when the Gaza Strip is bombed, and many children have been killed in the latest attacks. The Palestinians, who have fewer military resources than Israel, have reacted to the Israeli attacks by firing rockets as far as Tel Aviv; the first time they have landed so far north.

A new feature in this latest escalation of the conflict is that leaders from both sides are using social media, such as Twitter, to publicise their points of view.

Here are some useful links:

- [Milestones in Six Decades of Middle East Conflict](#)
- [History of the Middle East Conflict](#) from BBC



Israeli expansion since 1947 (map from 2011)



Rockets from Gaza hit targets far inside Israel.



Palestinians flee through the streets during an Israeli attack.



Map: Rockets fired into Israel

- Hamas' military leader, Ahmed al-Jaabari, and seven other Palestinians were killed in an Israeli air attack on the Gaza Strip, Wednesday, 14 November 2012.
- The Israeli army say the attacks are in response to the rocket attack from Hamas earlier in the week.
- Between Wednesday and Sunday, Palestinian groups shot 865 rockets towards Israel, according to the Israeli army.
- Rockets have also been fired at Tel Aviv and Jerusalem. Militant Palestinian groups have never before managed to shoot rockets so far to the north.
- Israel has carried out 1000 air strikes on Gaza.
- Israel has called up 30 000 reservists and the Israeli cabinet has approved the call up for 75 000 reserve troops.
- At least 52 Palestinians have been killed, about half of them civilians, and 460 are wounded since Israel started what officials are calling Operation Pillar of Defence against the Hamas Regime in Gaza. Three Israelis have been killed and a number wounded.

(Sources: Reuters, AFP, NTB) ((©NTB)

Tasks

Comprehension

Read about the current conflict and use the sources provided. Then try to do the quiz.



MyTask - Click icon to open task!

Suggested Further Work

Make a Presentation

On Facebook and Twitter there are several symbols and posters appealing for support in the current conflict. The news media bring heart-rending pictures. Pick the illustrations that have the strongest appeal on your emotions and put them together in a collage. Discuss how these visual impressions affect you. What affects you most – pictures or words?

Oral

Israel, the Gaza Strip, Palestinians, Jews, Hamas, casualties, civilians, rockets, escalation, aggressor, defense, attack, air strikes, the international community, soldiers, superior, inferior, seize fire, protect, diplomatic means, army, defeat, missile power

Give a short oral account of the conflict in your own words. Use as many of the listed words as possible.

Media Coverage

Examine the media coverage of the conflict. Check for instance English speaking news media such as: *Al Jazeera, Presstv* (<http://www.presstv.ir/>), *the Jerusalem Post, CNN, BBC, Norwegian news media*. Look at pictures, headlines , text and contents.

- Do you think both sides in the conflict are equally represented?
- Is the information neutral or biased? Explain.
- Is it possible to identify who is seen as the enemy and who is seen as the victim? Explain.
- If you identify “the enemy” and “the victim” in the text, describe the rhetoric used.
- What connotations do the words used about the enemy and the victims carry?
- Is the enemy portrayed as inhuman, savage and mean, while the victims are portrayed as innocent and kind?
- Do you find any stereotypes in the presentation of the conflict?
- How are children represented in the media you have examined? How does this affect us? How does it affect the general opinion do you think?

Discuss

After studying news coverage and the postings on social media platforms, discuss the following:

1. Just as it did four years ago, the Gaza conflict tends to stir strong emotions in the media and public opinion. Other conflicts and wars, like the civil war in Syria, do not reach the headlines to the same extent. What is it about the Gaza conflict that might explain the massive activity on social media platforms and the news coverage? Which elements does this conflict have, that the war in Syria for instance, lacks?
2. Can the media coverage and the postings on social media platforms lead to an escalation of the conflict?

Fat Americans - Fit Norwegians?

Forfatter: Knut Inge Skifjeld

[Fat Americans - Fit Norwegians? \(98442\)](#)

A recent survey conducted by *NTNU in Norway shows that Norwegians equal the average weight of white US citizens. The survey is carried out in Nord-Trøndelag as that is a typical Norwegian county. The comparison is limited to white US citizens as they are of European descent and thus the most relevant comparison group for the Norwegian population. (Source: [vektklubb.no/artikkel/tittel-20195419](#))

*ntnu.no/hunt, Professor Kristian Midthjell

1. How does the result of the NTNU survey strike you?
2. Many Norwegians believe that Americans in general are more obese than Norwegians. Are there other areas in which you believe Americans are different? If so, do you have actual facts or statistics to back it up or is it a preconception you have?
3. Many nationalities have particular characteristics associated with them, like
4. the Swiss are good with money, the
5. Germans work hard, the French are great with food and the Italians are hot tempered.
Discuss with your fellow students if this is merely a fun way of characterising each other or if it may actually lead to discrimination and conflict.
6. What influences our ideas about other nationalities? Make a list with what you consider the most important influence at the top and then in order of decreasing importance. (films, media, travel, entertainment, research...)
7. How do we reduce the risk of cultures developing in a manner which makes them excluding and judgemental of others?



Obese woman waiting at airport. What nationality would you assume the woman has? Are you stereotyping or making a qualified guess?

Research

1. Study this site [Overweight and Obesity](#) and find out how in general the weight of Americans has developed over the last three decades. Is the obese epidemic on the rise or do we see a weight reduction? Use the navigation at the top of the map.
2. Which states top the statistics?
3. Average weight varies between poor people and rich people, and between various states in the USA. Discuss why there are such differences.

Face the Addiction

Forfatter: Jan-Louis Nagel

[Face the Addiction \(98768\)](#)

Social media like Facebook and Twitter are meant to enrich our lives and provide a possibility to bond and socialise with other people. However, researchers and therapists are now beginning to see signs of the opposite. When digital communication becomes more important than real-life interaction people lose basic communicative skills.



The researchers claim that Facebook is harder to ^{Facebook} quit than alcohol or tobacco, and that compulsive internet socialising may give the same symptoms as any other drug.

They Simply Have To

More than 300 million people in the world are on Facebook daily and many feel that they simply have to log on or else they actually feel unwell. American psychologist Aric Digman claims that meeting people on the net instead of face to face may lead to hormone disorders. Besides, Swedish studies reveal the amazing fact that daily Facebook activity actually makes you feel unhappy. (*Göteborgs universitet, Leif Denti, 2012*)

Studies Showed Alarming Reactions

So far there are no statistics or medical evidence to verify this, but American studies involving students who were without social media for 24 hours showed alarming reactions; the students became irritable, depressed, and restless – but, on the other hand, they reported that they had deeper and more quality conversations with each other during the test.

For many people Facebook is an obsession that occupies their minds even when they are not logged on. It affects their productivity and drains time; it may even work as an escape from unpleasant and tedious daily duties. If you have the symptoms, the only way out is to be hard on yourself and “go cold turkey” like any other addict would have to.

Related texts

1. [Five clues that you are addicted to Facebook](#)
 2. [Facebook Addiction?](#)
-

Survey

1. Do some research in the class or the school on the use of social media. Use the material for different statistical conclusions (e.g. use per day / week, girls versus boys, how long they can go without, number of friends on FB)
2. Make everyone in class write down pros and cons related to Facebook use. Finally write them all on the blackboard. Pick at least ten of the arguments and make questions for them, like this: Facebook helps you stay in contact with friends = Why do you have a Facebook account? You cannot use the same question twice.

Discussion

1. Why do you think many people actually feel less happy as a result of Facebook?
2. How important is Facebook in your everyday life? Check the links above for comparison.
3. Would you include your mother as a friend on FB? Why / why not?
4. According to the text and links, some people say that Facebook actually is dangerous? What do they mean by that? Do you think it can

be as serious as that?

5. What does it mean to "go cold turkey"?
6. Discuss the irony in this statement: "I used to be so lonely, but thanks to Facebook I now have more than a thousand friends."
7. Look at this YouTube clip:[you need to get off facebook](#) Why has this become a hit. Does he have a point or is he taking it way too far?

Vocabulary

A derivation is a word that is an extension of another word (e.g. creativity and creative are derivations of create) How many derivations can you make of these basic words (the text will give you some clues):

- Rich
 - Communicate
 - Social
 - Day
 - Addict
 - Rest
 - Product
 - Please
 - Act
-
- enrich, riches
 - communication, communicative
 - anti-social, socialise, socialist
 - daily, everyday, weekday, birthday, daytime, daylight
 - addictive, addiction
 - restless, unrest
 - production, productive
 - pleasant, unpleasant, pleasure
 - activity, actual, active, actuate, activate

Writing

1. Write an essay in which you elaborate on the various aspects of Facebook use. Focus on different types of people of all ages, healthy and sick, popular and lonely.
2. Ten years ago few had heard of Facebook. Now it is a household name. What do you think comes next in the social network arena?

Write an essay in which you use your creative powers to see into the future.

A British Cover-Up

Forfatter: Jan-Louis Nagel
[A British Cover-Up \(98575\)](#)

Seen from today's viewpoint British colonial history is clearly a tale of disrespect and violation. But at the time the British saw it as their God-given right and duty to bring their idea of civilisation to the colonies. Besides, it brought necessary and cheap raw materials to keep the wheels rolling in "the Workshop of the World". This meant that the colonies were left largely impoverished when they gained their independence. Now new investigations reveal an even darker side of Britain's colonial history.

- | | |
|-----------------|------------------------------|
| 1. Insurgent | The "W" Files |
| 2. Reputation | |
| 3. Deportation | |
| 4. Impoverished | Last year a group of |
| 5. To put a lid | Kenyans sued the British |
| on | Government for allegedly |
| 6. To sue | having been tortured during |
| 7. Vengeance | the Mau-Mau rebellion |
| 8. Disrepute | against the British colonial |
| 9. To reveal | administration in the 1950s. |
| 10. Former | |
| 11. Classified | |

In connection with this case The Foreign Office has opened an archive with records that reveal massive violation of insurgents during British colonial rule. The papers have been kept from the public for more than fifty years, a fact which puts the Foreign Office in an "embarrassing and scandalous position" according to historian Tony Badger who has been appointed to monitor the publishing process. The records were classified as "Watch-Files" and the British colonial authorities were instructed to keep the material from the post-colonial governments. Many documents were destroyed or dumped in the ocean to protect the reputation of the Empire. Last week the remaining 8,800 records from 37 colonies were discovered in a secret Foreign Office Archive in Buckinghamshire.



Brutality and Terror

The files report the "elimination" of enemies of the colonial authorities in Malaya and Kenya, and give detailed information of deportation, murder, and torture, including a case where a man was said to be "roasted alive". Another file reports the alleged massacre of 24 unarmed villagers in Malaya by soldiers of the Scots Guards in 1948. No wonder that the British Government and Foreign Office have wanted to put a lid on this information, because it brings to light a practice that puts the British authorities into disrepute. And it may become worse. The ongoing Mau-Mau case in addition to the publication of the "W"- files may open up for other former colonies to take legal action against Britain. For the British Government it seems to be time for a history lesson with a vengeance.

Follow this link for a full review on the case:

[Britain destroyed records of colonial crimes](#)

Comprehension and Discussion

1. Do you think the establishment of a colonial empire like the British would have been

- possible today? Why / why not?
2. What is a watch-file?
 3. Explain the phrase “post-colonial government”.
 4. Some would probably say “let bygones be bygones” – and claim that it does no good to dig in the past like that. Do you think it is important that such matters are brought to light?
 5. (Optional) What rules should apply for interrogation of prisoners of war in your opinion? Where do you draw the line between discomfort and abuse?
 6. (Optional) Wars and conflicts put people under pressure. How do we prepare investigators, riot police and soldiers for the tasks at hand to prevent abuse and torture?

Vocabulary - Pair Off



MyTask - Click icon to open task!

22 July – Darkness at Noon

Forfatter: Knut Inge Skifjeld, Anne Scott Hagen

[22 July – Darkness at Noon \(98326\)](#)

"In this essay, South African author André Brink describes the pain he felt when terror struck Norway last July, and the pride he felt for a nation that came together and rose up amid the sorrow."

Read the whole article from NRK Nyheter, 15 April 2012, and do the tasks.

["Darkness at Noon" by André Brink](#)

About the Text

1. "Darkness at Noon" is the title of the essay. Explain the choice of title.
2. What does the first part of the essay deal with? How does this emphasise how terrible the terror attack 22/7 was?
3. What images of Norway does André Brink use? Do they give a realistic picture of the country?
4. How does he compare and contrast Norway and South Africa?
5. How have South African politics changed in the last twenty years according to the author?
6. This is a personal essay. What makes it personal? Find examples.



Flowers to Commemorate the Victims of 22 July Massacre

Vocabulary



MyTask - Click icon to open task!

Speaking

Read the information about André Brink's background and in pairs retell each other what he is renowned for.

Write a Caption

Write a caption (bildetekst) for each picture in the picture gallery associated with the article.

Discuss

1. Can an individual person have a long lasting influence on the development of society in a country? Name some examples
2. Discuss the following statement and why you think it made such an impression internationally: "If one man can show so much hate think how much love we could show standing together."
3. Consider the quotation: "--- the response to it should not be hate but, instead, «more democracy, more openness»." Is this what has happened in Norway or is the reality more complex?
4. André Brink says, "It is the king. Every inch a king." What do you think the author means by "Every inch a king"?
5. How does the style and personality of the Norwegian king compare to royalty in other countries?
6. "While elsewhere, in our own poor, dark, narrow world, the small local king and his many wives must crouch in lies and sham and subterfuge." Might he be referring to a particular person/s here? Who do you think that might be?
7. "Finding ourselves in South Africa, some ten thousand kilometres away from our friends and the scene of the massacre, made the whole experience quite unbearable." Why do you think this was so?

Easter Around the World

Forfatter: Jan-Louis Nagel, Knut Inge Skifjeld

[Easter Around the World \(97748\)](#)

The Easter celebration has long traditions all over the world, but the way we celebrate differs a lot. In some places they celebrate by eating chocolate bunnies or going on egg hunts, flying kites or lighting huge bonfires called Easter Fires. In the Philippines you can see re-enactments of the crucifixion of Jesus and in Haiti Easter celebrations are mixed with voodoo and animal sacrifice. Here is an excerpt from Wikipedia on the Anglo-American and Scandinavian celebrations.



The contents of a backpack for a Norwegian Easter vacation. Can you name the various items in English?

Anglo-American and Scandinavian celebrations

In some countries where Christianity is a state religion, or where the country has a large Christian population, Easter is a public holiday. Some European and other countries in the world have also Easter Monday as a public holiday.

United States & Canada

In the United States, Easter Sunday is a flag day but has not been a federal and state holiday due to falling on a Sunday, which is already a non-working day for federal and state employees. However, nearly every retail store, shopping malls and some restaurants are closed on Easter Sunday. The few banks that are normally open on regular Sundays are closed on Easter. Two days before Easter Sunday, Good Friday, is a holiday in 12 states. Most private businesses, as well as the financial sector and stock market, and public schools are closed on Good Friday. Historically, schools have given extended spring breaks of one to two weeks around the Easter holiday, but this practice has been declining in favor of fixed one-week recesses around Washington's Birthday and in late April.

Many Americans follow the tradition of coloring hard-boiled eggs and giving children baskets of candy. On Easter Monday, the President of the United States holds an annual Easter egg roll on the White House lawn for young children. New York City holds an annual Easter parade on Easter Sunday.

In Canada, both Easter Sunday and Easter Monday are public holidays. In the province of Quebec, either Good Friday or Easter Monday (although most companies give both) are statutory holidays. Two days before Easter Sunday, Good Friday, is a public holiday as well.

Scandinavia

In Denmark, Finland, Norway and Sweden, Good Friday, Easter Sunday and Easter Monday are public holidays. It is a holiday for most workers except some shopping malls. Many businesses give their employees almost a week off called the Easter break.

Source:

http://en.wikipedia.org/wiki/Easter#Easter_celebrations_around_the_world

Translation

Translate the following paragraphs.

We have provided a suggested rendering of the text, but there are many ways of translating a text, so don't get too focused on detail but make sure the contents are translated in a precise manner.

Keep in mind that in English we capitalize words related to holidays, nationalities, religions and words derived thereof. (See related task in link collection).

Påske

Påskeferie betyr mye forskjellig for folk. For noen betyr det overhaling av båten, andre vil tilbringe ferien i hytta si på fjellet. Noen feirer påske ved å dra i kirken. Å pusse opp båten kan gi deg blemmer og flis i hendene dine, og fjellet kan være farlig på denne tida på grunn av snøskredfarene. Men mange drømmer om å gå på ski over hvitpudrete fjellplatåer i tindrende solskin. Uansett, de vil kunne oppdage at disse ideelle skiforholdene har blitt erstattet av heier med en og annen snøflekk som ligge der og smelter i den varme vårsola. Og prepareringen av ski kan vise seg å være en stor utfordring så sent i sesongen.

For mange er påsken kirkens årige høydepunkt da kristne feirer oppstandelsen av Jesus Kristus, som ble korsfestet på langfredag og sto opp fra de døde 1. påskedag. Påsken begynner med palmesøndag, men den første offentlige høytidsdagen er skjærtorsdag. I Norge har vi en lang påskeferie, som alle nyter uavhengig om de vil feire dens religiøse betydning eller bare slappe av og nyte fridagene.

Easter

Easter holiday means different things to people. To some it means time for a boat overhaul, others want to spend time at their cabin in the mountains. Some celebrate the holiday going to church. Renovating a wooden boat may give you blisters and splinters in your hands, and the mountains may be a dangerous place at this time of the year due to the risk of avalanche. But many dream of skiing across white powder snow on mountain plateaus in bright sunlight. However, they may find that these ideal skiing conditions have been replaced by a heathland with scattered snow patches thawing in the warm spring sun. And ski preparation may be a challenge on the wet snow so late in the season.

To many, Easter is the highlight of the church year when Christians celebrate the resurrection of Jesus Christ, who was crucified on Good Friday and rose from the dead on Easter Sunday. Easter begins with Palm Sunday, but the first public holiday is Maundy Thursday. In Norway we have a long Easter vacation which everybody enjoys whether they want to celebrate its religious significance or just want to relax and relish the time off.

Research

Do a web search using the following string of words and investigate various ways of celebrating Easter: **Easter celebration around the world**.

List at least three traditions you were not previously aware of. The traditions may be linked to either the secular celebration of Easter or the religious holiday.

Would You Like to Be Superman?

Forfatter: Jan-Louis Nagel

[Would You Like to Be Superman? \(97025\)](#)



Would you like to be able to run at 60km/h, or toss a car in the air or would you prefer to have an eye with infrared vision and zoom? Which physical and mental super powers would you choose if they were available?

Sci-Fi in Real Life

Would you like to be able to run faster? Have infra-red eyesight and night vision? Or perhaps superhuman strength? Technological upgrading of the human body is a familiar feature of science fiction, and we usually don't consider that this kind of bodily enhancement is possible in real life. But now the amazing future is on your doorstep... It is no longer a sci-fi quirk; scientists around the world are doing serious research on the bionic man. Primarily, the studies have so far had a medical focus, that is – to restore dysfunctional body parts or impaired sensory capabilities. Medical science has come a long way, and today nearly anything is possible within the field of artificial body restoration, even the deaf or blind may be able to regain hearing and eyesight. So far, so good for medical research.

But science has always tended to be a bit ahead of itself, and as the prospects unfold we may be looking at a brave new world of super-humans. Like "chipping" a car, scientists claim that within a short time it will be feasible to upgrade, e.g. human strength and endurance, and they see no reason why retinal implants should not have capacities better than the human eye. What if your eyesight included smart-phone properties like recording, zooming, and downloading of various apps?



Cybernetic implants

But there are obstacles along the way. First of all, this is immensely expensive research. Secondly, the human body is fragile and there is a limit to how much we can enhance one feature, e.g. strength or speed, without distorting the bodily balance, it would simply be dangerous. And – there are the moral implications, after all being human is what we are, and perhaps we should simply leave it at that.

Read the article: [Is the Six Million Dollar Man Possible? \(BBC News\)](#)

Topics for Discussion

1. In which areas do you see positive uses of increased human strength?
2. How can these possibilities influence e.g. sports and military activity?
3. Do you see any moral implications of this development?
4. One of the scientists who is quoted in the article from BBC News says, "I think it is quite likely that humanity will fight back". What do you think he means by that?
5. If you have read the book or seen the film *Frankenstein*, is there a lesson to be learned?

6. Characters with superhuman powers have been around for a long time in literature and film. Why do you think this is a popular theme?

Summarise

In a few sentences, summarise the conclusions of the three scientists who are interviewed in the news article, Richard Yonck, Dr. Anders Sandberg and Prof. Noel Sharkey, about what will be achieved with respect to enhancement in the near future.

Research

How many characters with superhuman powers in literature or film can you name? Find out about one such character, male or female, and present your findings to the class. Include:

- origin (how, when, where)
- superhuman powers and equipment
- appearance, costume
- moral standpoint
- special features

The Iron Lady

Forfatter: Eli M. Huseby

[The Iron Lady \(95029\)](#)



The Iron Lady is a film that portrays Margaret Thatcher, Britain's first female prime minister. She was controversial, both as Leader of the Conservative Party and as Prime Minister, an office that she held for 11 years. Thus, it comes as no surprise that the film, where Thatcher (Meryl Streep) as an old woman suffering from dementia looks back on her eventful life, has been met with both acclamation and fury.

Margaret Thatcher (1925 - 2013) was 86 years old when the film was released. To a large extent the film renders a pitiful picture of a lonely, hallucinating old woman. Critics thought that its release could have waited. What do *you* think; was it disrespectful to present Britain's most powerful person for an entire decade in this way, while she still was alive? How do you think her family felt about it? Lady Thatcher died from a stroke two years later.

Film Trailer

To get an impression of the career of one of the most influential women in the 20th century, you should take a look at the film trailer, [The Iron Lady](#).

After watching it, reflect on:

- What prejudice did Margaret Thatcher have to fight?
- In which sense was Margaret Thatcher an outsider?
- What did she have to sacrifice? How did her family respond to this, do you think?
- Judging from the trailer, how did she earn the nick-name "The Iron Lady"?
- What made her controversial?
- Do you recognise any political events that she had to handle as a Prime Minister?

Interview with Meryl Streep

Watch a clip from the interview with Meryl Streep about how she prepared for the role.

[BBC interview with Meryl Streep](#)

- What was Meryl Streep's perception of Margaret Thatcher before she started playing the role?
- How did she prepare for the role?

Vocabulary

Before you watch the film, it is a good idea to revise these terms and expressions:

MP
constituency
The Conservative Party
The Tories
The Labour Party
parliamentary system
The House of Commons
The House of Lords
Cabinet
general election

trade unions
Chancellor

Find Out

1. To complement the picture of Margaret Thatcher as one of the most admired, and at the same time, one of the most hated leaders of all time, read a few of these entries from people who experienced what is commonly known as the Thatcher era. [BBC on the Thatcher era](#)
What are some of the reasons given for:
 - praising her?
 - criticising her?
2. Study this timeline, [Margaret Thatcher timeline](#).
 - What was there in Margaret Roberts' (later Thatcher) family background that made it very unlikely that she should become the leader of the Conservative Party?
 - When did the Falklands War occur? What did she accomplish by this war?
 - How was her relationship to the US president, Ronald Reagan?
 - What was her characterisation of the Soviet Union leader, Mikail Gorbachev, when they met in Moscow in 1987?

Discuss

1. Why was it sensational that the UK should get a female prime minister in 1979?
2. There is a joke which goes like this: "Whatever women do they must do twice as well as men to be thought half as good." Did this apply to Margaret Thatcher do you think? Do you think she adopted the tough appearance, which earned her the "Iron Lady" label, because of this?
3. If you watch the film, discuss how Margaret Roberts (Thatcher) is met by men before she takes office as Prime Minister.
4. Check out recent news regarding the Falklands. How does the current official British policy regarding these islands compare with Mrs. Thatcher's policy?

Writing

Norwegian female politicians have recently come forward with experiences of sexually offensive and patronising words from male party colleagues."My little girl" and "young miss" being some of the less offensive examples. Does this correspond to what Margaret Roberts (Thatcher) experienced? Why are women treated like this?

Make a "tweet" (140 characters).

The Presidential Election 2012

Forfatter: Karin Dwyer Løken, Åse Elin Langeland, Eli Huseby

[The Presidential Election 2012 \(93541\)](#)

Have a go at this glossary test before you read the text. (esc = exit)

Bokmål



Nynorsk



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The 2012 American Presidential Election is upon us. Every day until Election Day on Tuesday, November 6, national and international news will be full of the latest information on the presidential candidates, on the election process and on the polls. Listen to this rap naming 44 former presidents chronologically. Who do you think is going to be the next President of the United States?



The Presidential Election 2012 / fagstoff

<http://ndla.no/en/node/93541>

The Democratic Candidates

President Barack Obama is the only viable candidate for the Democratic Party. This is mostly because there is a tendency within the parties to support their incumbent president. The other reason is that Randall Terry, Obama's contender for his party's nomination, is a pro-life activist whose platform will be considered somewhat narrow by most voters.

The Republican Candidates

The Republican National Convention was held August 27 – 30 in Tampa, Florida. On the last day of the convention, the delegates to the convention nominated Mitt Romney as their candidate for President and Paul Ryan for Vice-President.

Read more about the [Republican Candidates 2012](#).

The Primaries and Caucuses

First out was the Iowa Caucus on January 3, where Mitt Romney won by a narrow margin over Rick Santorum. On January 10, Romney won the New Hampshire Primary, this time with Ron Paul coming in second. Primaries and caucuses are scheduled through the winter and spring, the last being in June.

Read more about the scheduled primaries and caucuses at [2012 Republican Primary/Caucus Schedule](#) and [2012 Presidential Primaries, Caucuses, and Conventions](#).

The National Conventions

The Republican National Convention was held August 27 – 30 in Tampa, Florida. On the last day of the convention, the delegates to the convention nominated Mitt Romney as their candidate for President and Paul Ryan for Vice-President.

The Democratic National Convention was held September 4 – 6 in Charlotte, North Carolina. As expected, Barack Obama and Joe Biden were re-elected as the Democratic Party's candidates for President and Vice-President.

Read more about the conventions at [2012 Democratic National Convention](#) and [2012 Republican National Convention](#).

The Presidential Election

This year, the presidential election will fall on Tuesday, November 6.

Read more about the presidential candidates at [2012 Presidential Candidates](#) and [CNN Election Center](#).

The Electoral College

This year, the Electoral College will meet to carry out the actual election of the United States President and Vice-President on December 17.

Read more about [How the Electoral College Works](#) and [Electoral College Voting](#).

New President in Office

The new President of the United States will be sworn into office on 20th January 2013 at an official ceremony called the Presidential Inauguration. Who do you think it will be?

The Electoral Process

Watch this [video](#) to get a better understanding of the U.S. electoral process. The video follows the steps from voting to election day chronologically, focusing on each state's role, including comparisons of popular vote vs. state votes, the impact of state population on the number of electors, how electors are counted and what is required for a president to be elected.

Questions to Ponder

1. The former Republican candidate, Michele Bachmann, was a Tea Party member. What is the Tea Party Movement about?
2. Why are the National Conventions of the two parties important in the election process?
3. Who is actually elected on Election Day? Is it the President, or is it the ones that are going to elect the President?
4. Unlike many other democratic countries, the President of the USA is not elected directly by the people, but by Electorates. Why do you think they have this extra step in the electoral process?

The Candidates

Find out more about the different candidates for the presidency. Work in groups. Your teacher will assign a candidate to each group. Make a brochure, create a slogan and prepare your candidate for a debate on economy, gun control, immigration and health.

The National Conventions

The keynote address, held by the parties' presidential nominees, is considered one of the most important speeches of the presidential campaign. Watch and discuss Mitt Romney's keynote address [here](#) and President Barack Obama's keynote address [here](#).

Names of Presidents

Can you complete the names of the U.S. presidents? (esc = exit)



MyTask - Click icon to open task!

Make Your Own Election Video

Why should the candidates have all the fun? How come regular folks never get to sidestep questions, stick to the party line or blame the other team? Make your own animated election video using [GoAnimate: Put Some Zing in the West Wing.](#)

Your Own Quiz

Create your own quiz here: [mytask.no](#) Share it with someone in class.

Suggested topics: historic events, political leaders, U.S. presidents, political expressions

The Year 2011

Forfatter: Eli M. Huseby

[The Year 2011 \(92789\)](#)

On looking down memory lane, which international events do you remember from the year that has just passed? Make a list of five events and compare with a fellow student?

Watch this video and do the following tasks.



The Year 2011 / fagstoff

<http://ndla.no/en/node/92789>

Video Tasks

After watching Google's attempt to sum up 2011:

1. Which event(s) do you miss from a Norwegian point of view?
2. Why do you think this/these events are missing?
3. We get a quick glimpse of the Norwegian flag in the video. What is the context?
4. Discuss why the events in the video and in the survey by Google Zeitgeist (ten top events/persons) were the results of the most commonly searched words in 2011.
5. Make your own news board with ten headings that you think reflect the most significant international and local news in 2011.

Search Words

Write down ten words that you expect to be among the most commonly search terms on Google. Then compare with this list from Google: [Google Zeitgeist 2011](#)

1. How many matches were there between your list and that of Google?
2. Did any of Google's top ranking search words surprise you. If so, why?

In the News 2011

Occupy Wall Street

Forfatter: Jan-Louis Nagel
[Occupy Wall Street \(88364\)](#)



Revolution in the USA? The American Dream reborn? Is there a future for me? These are some of the questions raised by people protesting against corporate power and unfair spread of wealth. The movement is called *Occupy Wall Street* and the protesters demand to be listened to. Similar protests have been seen all over Europe and in Australia.

The 99 Percent Movement

Occupy Wall Street is a grass root movement that was started spontaneously in New York in September 2011. It has since then spread to cities all over America and also to central cities in Europe. The movement was initiated by students and activists who mobilised ordinary people for a peaceful demonstration on Wall Street, New York City. The initiative comes in the wake of the so-called financial crisis, and is aimed at banks, finance companies and wealthy institutions. The activists also call themselves *The 99 Percent Movement*, which is a reference to the fact that more than half of the country's total financial assets are in the hands of only one percent of the population.

Hippies on Lower Manhattan

The movement has got massive media attention, and has attracted celebrities like Michael Moore and the actor Alec Baldwin. Media has also focused on how the demonstrators were met brutally by the police with the use of pepper spray and mass arrests. At a rally in the last week of September the police arrested 700 activists who had occupied Brooklyn Bridge. Lower Manhattan (where Wall Street is located) has over the last weeks turned into a vibrant venue with posters, singing, balloons and sleeping-bags in the parks, not unlike the hippie movement in the 60s and 70s. Only this time the agenda is not the war in Vietnam, it is protesting against what they see as an unfair system and an America on the wrong track.



Abigail Garrett, 6, of Hamden, Connecticut holds a sign during an 'Occupy Wall Street' protest.

Political Influence

Like the revolutions in North Africa the protest can be followed on Twitter and Facebook; the movement also has its own information centre, library, and music – they even have their own newspaper called *Occupy Wall Street Journal*. The movement has the support of trade unions that also want a more substantial regulation of banks and financial institutions. The group has been launched as a left-wing response to the *Tea Party Movement*, but commentators claim that this movement will not gain that kind of political influence, mainly because it is too badly organised and too spontaneous. The unbalanced spread of wealth in the USA may well be seen as unfair, but it is a given consequence of the country's liberal economic system. So for the movement to have any significant influence on the distribution of wealth and regulation of the bank system, they will probably have to address the issue in a political arena rather than in the parks on lower Manhattan.

Further research

1. Check out the movement's own web site in the link collection and see more information on Twitter: @occupywallstnyc
2. The *Tea Party Movement* is mentioned in the article. If you don't know, go on the net and find out what that is.

Discussion

1. Would you have joined an *Occupy Wall Street* protest? Why / why not?
2. Can you think of examples where popular movements like this really have made a difference and brought on a change for ordinary people?
3. Would you like to ask the activists what they are rallying for? Go on their web site (above) and follow the chat link.
4. Watch the video below and discuss what the two friends say about being passive and about inheritance. Do you agree with them or are they being naive?

Creative Writing

Study the Movement's homepage and its comments on Twitter and make artistic posters that you think capture the Movement's views. Remember that the poster should get attention (A), stir interest (I), create a desire (D) and lead to action (A). Afterwards exhibit your posters and discuss how they comply with the AIDA criteria listed above.

Further research

Why do you think the 99 Percent Movement chose Wall Street as a primary location?
What is the symbolical significance of this choice?



Occupy Wall Street / fagstoff

<http://ndla.no/en/node/88364>

The Legacy of Steve Jobs

Forfatter: Knut Inge Skifjeld, Tommy Wessel Nordeng

[The Legacy of Steve Jobs \(87545\)](#)

My First Apple

As a young student, I purchased my first Mac in 1991. It was a Macintosh Classic. It came with a 9-inch (23 cm) monochrome display with a 512×342 pixel resolution, 2 megabyte memory, and cost me more than 10.000 NOK. It was the nicest thing I had ever owned. Since then I have owned about 25 different Apple devices, and my iPhone 4 is now the nicest thing I have ever owned.



Jobs' Creations

Tribute to Steve Jobs outside of an

Steve Jobs is the man who invented, and re-invented, Apple. His vision was to create a "computer for the rest of us", and user friendliness was always his main concern. Apple became famous for its design, and according to Steve: "Most people make the mistake of thinking design is what it looks like. That's not what we think design is. It's not just what it looks like and feels like. Design is how it works."

Jobs' Legacy and the Future

Since the late 80's Apple developed from a computer company to an ecosystem: It started with the symbiosis of software and hardware and grew to include devices (iPod, iPhone, iPad) and content (music and apps). Today we don't even know what their newest concept, iCloud, will bring...but we still find it both exiting and promising!

Discussion

1. In what ways have technology changed our lives compared to that of previous generations?
2. What were the great inventions of our parents' generation?
3. May technology pose a threat in any way to our society, if so how?
4. What are some of the benefits of technology?
5. Technology makes a lot of tasks easier to carry out. We use computers in almost every line of work these days. Some suggest that this makes our society very vulnerable. How can that be?

Group Work

Steve Jobs looked into the future and defined our needs before we actually felt them ourselves. What do you foresee will come in the future? Make a list of five great inventions yet to be made. Use your creative powers!

Research

Use a search engine like Google or Yahoo and search for *Steve Jobs' legacy*. Try to sum up what was typical of Steve Jobs and his technological inventions based on a variety of sites. Present your findings in a three minute oral presentation.

The 2011 Nobel Peace Prize

Forfatter: Karin Dwyer Løken

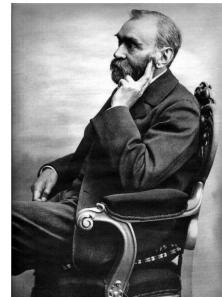
[The 2011 Nobel Peace Prize \(87406\)](#)



As sure as autumn brings cool weather and colourful leaves, so it brings the announcement of one of the most prestigious prizes in the world: the Nobel Peace Prize. This year, the prize has been divided between three African women: the Yemeni journalist, Tawakkol Karman, Liberia's President Ellen Johnson-Sirleaf and the Liberian peace activist, Leymah Gbowee.

Alfred Bernhard Nobel – a Man with a Vision

Besides being a renowned inventor, a shrewd businessman and a great lover of literature, Alfred Bernhard Nobel was also very much interested in the social issues of his times. When he died, in 1896, his will stated that the bulk of his vast wealth should be used to establish an annual prize to be awarded to people who had done something in the course of the year that would benefit mankind. The prizes were to be awarded within the fields of physics, chemistry, physiology or medicine, literature and peace, thereby encompassing all of his passions.



Alfred Nobel was drawn to the peace movement, and eventually became convinced that it was both possible – and necessary - to solve conflicts peacefully. According to his will, the peace prize was to be awarded to someone "who shall have done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses." ([The establishment of the Peace Prize](#))

A Recognition of the Struggle for Women's Human Rights

Unfortunately, many countries in the world still suppress the rights of their women in various ways and to different degrees. Many women in these countries work actively towards achieving human rights for all women, bravely defying threats of violence – and even of death. This year's Nobel Peace Prize went to three of these women:

Tawakkol Karman, a journalist from Yemen, Liberia's President Ellen Johnson-Sirleaf and Liberian peace activist, Leymah Gbowee.



They received this coveted award for their "non-violent struggle for the safety of women and for women's rights to full participation in peace-building work." ([Nobelprize.org](#))

The Nobel Peace Prize represents a recognition of both the laureates themselves and of their cause: women's human rights. On hearing that she had won the prize, Tarwakkol Karman said to Al Jazeera, "I dedicate the prize to the Yemeni revolution and to all Arab revolutions." Perhaps the 2011 Nobel Peace Prize will be an encouragement to people all over the world to participate in the struggle for global human rights.

Questions

Use the links below to answer the following questions:

[Nobel Peace Prize recognises women rights activists \(BBC\)](#)

[The Nobel Peace Prize](#)

[Nobelprize.org](#)

[Karman: Peaceful revolution 'only solution' \(Aljazeera\)](#)

[Profile: Leymah Gbowee - Liberia's 'peace warrior' \(BBC\)](#)

1. Why might it be considered a paradox that Alfred Nobel became a pacifist?
2. The original intention of the Nobel Peace Prize was to award someone who had "done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses." Explain how, in recent years, the Nobel Committee has expanded their concept of what constitutes peace work.
3. Discuss whether the awarding of the 2011 Nobel Peace Prize is in accordance with the intention of the prize.
4. How have each of this year's recipients worked for peace?
5. Some people believe that the Nobel Peace Prize should only be awarded to someone who has actually achieved peace through their work. What are your thoughts about awarding it to someone who is still working towards the goal of peace, but who has not actually achieved it yet?
6. In the announcement of the Nobel Peace Prize winners, Thorbjørn Jagland said, "We cannot achieve democracy and lasting peace in the world unless women obtain the same opportunities as men to influence developments at all levels of society." Discuss what he meant by this.

The WoW Factor.

Forfatter: Jan-Louis Nagel

[The WoW Factor \(85569\)](#)

If your teacher one day said "Today we will go gaming on the net" – you probably would think he was joking. But in fact – chances are that he would be dead serious. Computer games are now being considered the brave new trend in teaching methods. Imagine – World of Warcraft in the classroom! Now that would be something, or...



A Game Show Attendee plays

Virtual warfare, car chase, killing and mutilating are Everquest in 3-D some key words that pop up when we talk about computer games. You have probably been there and felt the thrill of qualifying for the next level of some quest or challenge, or sensed the satisfaction of whacking so many of your enemies that you end up with a new top score. And, truly – it takes some proficiency to get there – strategic planning, coordination, and tactical skills, and of course digital competence.

The value of a computer game is not only measured in blood and dead enemies. In defence of digital gaming one should not forget that there are many simulating games out there that have obvious beneficial motives. Like for example "3rd World Farmer", a game that simulates the world mechanisms that cause and sustain poverty in 3rd world countries – and that can't be all bad? The mentioned site lists and ranks computer games and guides the teacher in choosing the correct game, also war games with killing and shooting. They claim that gaming has an evident effect on school results in general.

Virtual Violence vs. Reality

The social benefit of computer gaming is limited to the virtual network you are a part of when you play on-line. It is a disturbing fact that the ones responsible for massive violence, school massacres for example, or July 22nd in Norway, have all been loners who were heavily into violent gaming. Some of the popular games carry names like "Battlefield", "Gears of War," "Assassins Creed", "Dead Island", and "World of Warcraft" which is played by 12 million on-line. Many kids get addicted and spend more time gaming than anything else. Some of the games will even have a ranking system that rewards the player by how much he plays. Today many kids live more in a virtual world than in the real one and they miss out on socialising with family and friends. But that doesn't seem to matter; for them fun and entertainment with an instant reward come out a clear winner compared to school work and being with friends.

Activities

1. Form a group and discuss the pros and cons of gaming as school activity.
2. Check out "dataspilliskolen.no" and see what they say about the issue. Do they launch any objections?
3. It is interesting that the mentioned site is run by the Norwegian "medietilsynet". Check medietilsynet.no and find out what their interests are.
4. Follow some links on "dataspilliskolen.no" and find examples of positively educational games.
5. You probably know a lot more about computer gaming than your teacher does. Make a presentation of one or some of the games you know well and introduce them to your teacher and the rest of the class.

Survey

Interview at least five fellow students to map their online gaming habits (how often, which games, how long...). If they do not play online games, list their reasons for not playing. Finally make a table where you present your findings.

	Which games	How often	How long	Reasons for not playing
Student 1				
Student 2				
Student 3				
Student 4				
Student 5				

Riots in the UK - Summer 2011

Forfatter: Knut Inge Skifjeld

[Riots in the UK - Summer 2011 \(83685\)](#)

Late in the summer of 2011, London along with other cities suffered from widespread riots and looting. This caused a lot of fear and panic particularly among shop owners. Police resources had to be stepped up dramatically to regain control of the streets.

Use various internet sources to study these events and write a newspaper article based on what you learn. Write it in your own words - based on keywords. If you sit with a news article printout next to you, you will not be able to free yourself from it, so take notes as you study the events.

Here, we have gathered a few useful resources for you.

Have a look at this site and study the news about the riots in London and other cities: [BBC NEWS](#) (2011 riots, London, police, vandalism).

Also study this site on writing a newspaper article: [How to Write a Newspaper Article](#) and this: [Example of Newspaper Article](#)

Take care not to include too much detailed information in your article. You will have to try to summarize the situation and use certain episodes to underline the severity of the situation. Here you will find updated information of the various events: [Google Map - Updated Info on London Riots](#) Right-click to open in new window.

Suggested length 300 - 600 words.

[Words in the News: Loot](#)



British police officers stand guard as a car set on fire by rioters, burns in Hackney, East London, Monday Aug. 8, 2011. A chaotic wave of violence and looting raged across London and spread to three other major British cities on Tuesday

Alternative Text

Write a text based on what goes through the mind of the police officer in the picture. Use descriptive language and feel free to dwell on details and associate freely, as in a stream of consciousness (a stream of ideas and feelings where you associate freely and without interference or critical self-reflection).

17th May – The National Day of Norway

Forfatter: Jan-Louis Nagel

[17th May – The National Day of Norway \(77543\)](#)

Fill in the open spaces by checking the hints on the following list.



17. mai ved Eidsvollbygningen

1. “Å hilse” in a more official context.
2. Make an adjective out of “ceremony”
3. “Flying colours” ?
4. This tree is called “birk” in Danish.
5. “Sløye”? Something like “strimmel” in Norwegian
6. Preposition after congratulate? (not “with”)
7. “markere” should be quite simple.
8. “Grunnlov”. Begin with a big “C”
9. “Storting” may be a Big Thing but it begins with “Ass...”
10. Norwegian “for” is not always “for” in English.
11. But this one begins with “for...”
12. When something is very special it is “u...”
13. Something more grand than “freedom”
14. “Path-finder” – boys and girls
15. What you say when you raise your glass
16. Those who stand by are the
17. Every country has one
18. “Russ”? After the final exam you are a...
19. What have they just done?
20. See what you can come up with. The English word “cured” means more than “kurert”.
21. “For å si det mildt”. Remember adverb, and “say” is not first choice.
22. “Konkurranse” Con... or com...
23. In the neighbourhood.
24. Check 9) and add a word for public building.
25. One or two “I’s”? Both actually – but it depends...
26. This usually introduces a question.
27. “Blant” is not “among”, at least not here...
28. When you obtain something you have

- made an ...
- 29. What do you have when you get together?
 - 30. What do you do when you are social?

The day usually starts with a 1)_____ at seven, just to give the day a 2)_____ start. There are 3)_____ flags all around, and the light green 4)_____ of spring are in full blossom. Soon people fill the streets, looking happy and carrying flags and 5)_____ in the national colours, and congratulating each other 6)_____ the new national day. The day is actually a 7)_____ of the Norwegian 8)_____ which was signed by the first national 9)_____ in 1814.

10)_____ a 11)_____ Norwegians may look like extreme nationalists on this day, and to be honest, Norway has a 12)_____ tradition of celebrating its 13)... and independence in a way that few other nations can compete with. The national day parade is an example of this tradition. School children, 14)_____ and all kinds of organisations join up and parade through the streets, 15)_____ by the 16)_____ as they pass. School bands join up, playing all the popular marches and the national 17)_____. The 18)_____ or 19)_____ - _____ in their red and blue uniforms also give their share to the festivities. The scene may come close to a carnival parade in Rio, but this is all together something completely different.

After the parade families join in a traditional lunch consisting of 20)_____ ,all Norwegian specialities. This is to many the highlight of the day. A foreigner definitely will find this meal interesting, 21)_____

In the afternoon there are 22)_____ and activities for the children in the 23)_____ school yard. The parents join in, and enjoy a cup of coffee and a piece of cake. Later on there is partying in the local 24)_____ or in private homes 25)_____ the early hours.

There are many reasons 26)_____ the 17th May is the highlight of the year and is popular 27)_____ so many Norwegians. It is a ceremonial and grand memorial day of highly celebrated political ideas and 28)_____. But it is also a popular 29)_____ and a welcome excuse for some real partying and 30)_____.

- 1) Salute
- 2) Ceremonial
- 3) Flying (norsk "vaiende")
- 4) Birches
- 5) Streamer
- 6) On
- 7) Marking
- 8) Constitution
- 9) Assembly
- 10) To
- 11) Foreigner
- 12) Unique
- 13) Liberty
- 14) Scouts
- 15) Cheered
- 16) By-standers
- 17) Anthem
- 18) Graduates
- 19) School-leavers
- 20) Sour cream porridge, cured ham, cured leg of mutton, scrambled eggs, flatbread, dry twist
- 21) To put it mildly
- 22) Contest and competition
- 23) Local
- 24) Assembly halls
- 25) Until or till
- 26) Why
- 27) With
- 28) Achievements
- 29) Get-together
- 30) socializing

Happiness is a Serious Matter

Forfatter: Jan-Louis Nagel

[Happiness is a Serious Matter \(76501\)](#)

According to a recent study people in the USA and Britain are no happier than they were 50 years ago. Despite material progress and prosperity a large number of people are still not satisfied with their lives.

This disheartening fact has been taken as a challenge by a group which calls itself "Action for Happiness". The group was officially launched in London this week. The members seriously want to put people's happiness on the agenda and call for a "global mass movement for fundamental cultural change".



Happy jumping

Questions about people's general feeling of contentment are added to the annual nationwide household survey in Britain. Values, ideals, and aims in life are registered, and the dismal facts are that materialism and self-obsession seem to be dominating people's code of behaviour and ethical standards. "Action for Happiness" will on their home site advise people to help them achieve a happier living. Meaningful activities such as doing things for others and learning new things are among the advice they offer.

Another key issue is how you see yourself in relationship with a community. It is crucial to be able to connect to people in real life, and not only via digital media. The number of "friends" on Facebook is definitely not an indicator of happiness. On the contrary, digital friendships will in many cases just be a poor disguise for loneliness and personal misery. Today there is also a massive media focus that sparks off a general feeling of discontent, either with your body, your partner, your clothes, your achievements, or your whole life. This trend is followed by the marketing business, which bluntly spoken lives off the fact that people are supposed to be unhappy and dissatisfied with their lives.

Further study

- Check this [BBC coverage of "Action for Happiness"](#)
- Visit [Action for Happiness Movement](#)

Comprehension and Discussion

1. How is it possible to measure happiness?
2. Discuss the relation between material wealth and happiness.
3. How can learning new things make you happier?
4. Explain and comment on the last sentence of the article.

Vocabulary

Note: Happy, happier, happiness. The "y" becomes an "i" before the ending. But this does not happen as a rule. Look at the examples below and see if you can spot the grammatical rule:

- Play – playful
- Factory – factories
- Boy - boys
- Carry – carried
- Country – countries
- Enjoy – enjoyed
- Lazy – lazier
- Beauty – beautiful

- Array – arrayed
- Lonely - loneliness

Do you see a system here?

If the “y” comes after a consonant (e.g. p, r, and t,) it will usually become an “i”.
But if the “y” comes after a vowel (e.g. o and a) it will not change.

More than just a Cricket Match

Forfatter: Jan-Louis Nagel

[More than just a Cricket Match \(75490\)](#)

The world cup semi-final between India and Pakistan is a legendary cricket event. Watched by over a billion viewers the match between the two neighbouring countries is the final before the final. Despite terrorism and rumours of match-fixing, official spokesmen hope that the match may contribute to a peaceful bonding between the countries.

Read the article in this link: [India-Pakistan cricket battle \(BBC\)](#)

Translation

Translate the following text into English. You will find all the words you need in the article.

BBC Mobile News Sport Weather Travel TV

NEWS SOUTH ASIA

Home UK Africa Asia Pac Europe Latin America Mid-East South Asia US & Canada Business Health

India-Pakistan cricket battle at Mohali raises passions

By Sanjoy Majumder
BBC News, Mohali

30 March 2011 Last updated at 14:34 GMT



The match is one of the most watched cricket contests in recent years

India-Pakistan cricket battle (BBC)

Bokmål

Den lille byen som er vertskap for den store kampen har plutselig blitt et møtested for media, kjendiser og billettsøkende fans. Den pakistanske statsministeren med følge er der også, og hotellgjester har blitt kastet ut for å gi plass til gjestene. Sikkerhetsfolk med sporhunder og luftovervåkning skal passe på at situasjonen ikke kommer ut av kontroll. Billetter er nå bare tilgjengelige på svartebørs. En fan satt utenfor stadion i tre dager med et kjempestort pakistansk flagg og tigget om billett. Han ble vist på indisk TV og fikk til slutt en gratisbillett av Punjabs cricketansvarlige.

Nynorsk

Den vesle byen som er vertskap for den store kampen har med eitt blitt ein møtestad for media, kjendisar og billettesøkjande fans. Den pakistanske statsministeren med følgje er der også, og hotellgjestar har blitt kasta ut for å gje plass til gjestane. Tryggleiksfolk med sporhundar og luftovervakning skal sjå til at situasjonen ikkje kjem ut av kontroll. Billettar er no berre tilgjengelege på svartebørs. Ein fan sat utanfor stadion i tre dagar med eit kjempestort pakistansk flagg, og tigga om billett. Han blei vist på indisk TV og fekk til slutt ein gratisbilett av Punjab sine cricketansvarlege.

The little town which is hosting the big match has suddenly become a venue for media, celebrities and ticket-seeking fans. The Pakistani Prime Minister with his entourage is there too, and hotel guests have been evicted to give room for the guests. Security men with sniffer dogs and aerial surveillance will see to it that the situation does not get out of hand. Tickets are now available only on the black market. One fan was sitting outside the stadium for three days with a giant Pakistani flag, begging for a ticket. He was featured on Indian TV and was eventually given a complimentary ticket by the Punjab cricket officials.

Wrestlemania

Forfatter: Jan-Louis Nagel

[Wrestlemania \(73873\)](#)

Professional wrestling is big in America. It is the ultimate combination of a man-to-man fight, entertainment and glamour. The fight looks like the clash of the titans; two extraordinarily big and muscular men turn on each other in a combat where any trick in the book seems to be accepted to make the other one bite the dust. The event attracts huge audiences that come to see these modern gladiators trying to thrash each other.

Wrestlemania is called the Superbowl of Wrestling. It is an annual event, and this year the 26th Wrestlemania will take place in Atlanta, Georgia on 3 April. It is an in-door arrangement, and the arena will have capacity for up to 100.000 spectators. The super-show is broadcasted around the world, and it is the biggest pay-per-view event after the Superbowl.

The match itself is a mix of theatre and circus. It seems obvious that some of the tackles and strikes must be arranged or simulated. A normal human being would never survive that kind of treatment. But it looks real, and that's good enough for the audience. Some even claim that the matches are fixed, and that the wrestlers only are putting on a show. Nevertheless, the wrestling stars are big celebrities and have huge crowds of fans. They are fearsome, and some of them carry names to prove it: Sgt. Slaughter, Bam Bam Bigelow and André the Giant.

The Wrestlemania will also, like the Superbowl, showcase famous artists and celebrities. Aretha Franklin, Cindy Lauper, John Legend and Ice-T are some of the entertainers who have been featured at this big and glamorous attraction. And when they sing with the audience (and those of the wrestlers who still can stand) "America, the Beautiful" it comes as the climax of an all-American super-show.

Check the links below for more information about American wrestling and Wrestlemania:

[Wrestlemania Fans](#)

[Wrestlemania Shows](#)



World Wrestling Entertainment
(screenshot)

Comprehension / Discussion

1. Why do you think this kind of entertainment is so big in the USA?
2. Check some of the video-clips that are embedded on the linked sites. Do you think the tricks are simulated?
3. Professional boxing is illegal in Norway, but this sport is permitted. (There are actually some active professional wrestlers in Norway). Do you think there is a difference between pro boxing and pro wrestling?
4. Compare this sports-event with Superbowl – what do you see as typically American in these events?

Vocabulary

Explain in English:

1. "to bite the dust"
2. "the match is fixed"
3. "pay-per-view"
4. "a celebrity"

1. To bite the dust means to be defeated.
2. When a match is fixed the result is arranged in advance.
3. Pay-per-view means that the TV the company will charge the viewers for that certain show.
4. A celebrity is a person who is famous for some merits in the entertainment business.

SUPERBOWL - The Ultimate American Sports Event

Forfatter: Jan-Louis Nagel

[SUPERBOWL - The Ultimate American Sports Event \(71243\)](#)

A sports competition with a glorious combination of patriotism, entertainment and commercialism, the NFL Superbowl has once again proved itself to be the major attraction in American sports and entertainment. More than one third of the American population follows the event on TV and about one hundred thousand spectators watch the game live, and pay more than a thousand dollars for a ticket.

This year's Superbowl was played at Cowboys Stadium in Arlington, Texas, between Green Bay Packers and Pittsburgh Steelers. The winners were the Green Bay Packers, who come from Green Bay, Wisconsin. They beat the Pittsburgh Steelers 31 to 25, which is classified as a sensation, as the Packers were considered the underdog in the match against the Steelers. The result is of course important to the devoted fans, but many of the spectators turn up just to savour the moment or to enjoy the intermission entertainment.

Aguilera Missed a Line

This year Christina Aguilera missed a line of the national anthem, and the other main attraction, the Black Eyed Peas, were criticized for a poor performance. Nevertheless, the event matched the success of previous years' Superbowls, with scandals (remember Janet Jackson's tit?) and great, flamboyant entertainment the American way.



American Football - Action Packed Entertainment

\$3 Million = 30 Sec

The Superbowl has a lot of spin-offs like all kinds of items and memorabilia that can be purchased before and during the match. And the event is of course prime time for commercial profiling on TV. Companies pay up to 3 million dollars for 30 seconds of attention. This year the products promoted were cars and car-related products, and snacks and sweet beverages, not exactly un-American commodities. So in total this event may be as close as you can come to the essence of American glamour and standards.

Check the links below for more information about the match and this year's winners:

- [Roethlisberger Is Unable to Bridge a Gap He Helped to Create](#)
- [Green Bay Packers](#)

Discussion

1. A lot of Americans watch the Superbowl on TV. Do you think Americans spend more time watching sports than Norwegians?
2. Why would you say that the Superbowl is a typically American event?
3. There are about 200 active players of American football in Norway; do you think this sport could catch on here? Why / why not?

Vocabulary

Explain these expressions in English. If you don't know them you should be able to understand their meaning from the context.

1. commercialism
2. underdog
3. savour
4. spin-off
5. intermission
6. memorabilia
7. beverage

1. Commercialism is the practice of making money from a product without caring about its quality.
2. Underdog is the expected weaker part in a contest or game.
3. Savour is to appreciate and take pleasure in something.
4. Spin-off is a product that comes as a result or effect of something else.
5. Intermission is the break between the first and second half of a performance or match.
6. Memorabilia are keepsakes or souvenirs.
7. Beverage is a drink, usually non-alcoholic.

The King's Speech

Forfatter: Eli M. Huseby

[The King's Speech \(70204\)](#)

When Albert, Duke of York, asked Lady Elizabeth Bowes-Lyon for her hand in marriage in 1922, she readily accepted. She was confident that her husband would never assume the throne. He was second in line to the British throne and as he was suffering from a severe speech impediment, she thought he was considered unfit to become king. She was wrong....

Edward and Mrs. Simpson

In 1936, when the ritual phrase, "The King is Dead. Long Live the King!" was declared at George V's deathbed, Albert's elder brother, Edward, was expected to ascend the throne. However, he was deeply in love with an American divorcée, Mrs. Wallis Simpson. As the King of England, he would also become the head of the Church of England, and a marriage between the two lovebirds would be out of the question. In the 1930s, their love affair was considered a great scandal and the British government was deeply concerned that it might threaten the monarchy. For others, it became the love story of the century when Edward decided to abdicate after spending a few months as the King of Great Britain, Ireland, the British Dominions beyond the Seas and Emperor of India.

Albert - Next in Line to the Throne

Elizabeth had never imagined her husband as king. Yet, after Edward's abdication, Albert, had to stand up and accept his responsibility. Since he had had a stammer from the age of four or five, he had cleverly avoided all public speaking in his adult life. In the movie, Colin Firth excels in his role as the reluctant king. First, Albert had to accept his transformation from a family man that could have a private life with his wife and two girls (one of them Elizabeth, the future queen), into King George VI and a life in the public eye. Furthermore, he had to face what he dreaded more than anything; to speak in public.



Colin Firth

Royal Duties

In 1936, when Albert reluctantly had to ascend the British throne, Hitler was successfully capturing German hearts and minds as a great orator and propagandist. With the help of a highly unorthodox speech therapist, the Australian Lionel Logue, the newly appointed George VI barely passed the test as an orator in his inauguration speech. In 1939, there was a great deal at stake; Britain had declared war against Hitler and Germany and the occasion called for a speech to be broadcast in the media of the day, the radio. With the mental and practical help of his devoted therapist, the king delivered a flawless speech when it really mattered.

Watch the Trailer

[The King's Speech - trailer](#)

Questions

1. What do you think about the speech therapist's methods?
2. How do you think the King copes with his problem?

Discuss

How are stammering and self confidence intertwined?

Working with the Film

[The King's Speech \(film\)](#)

Work with tasks provided on this website: [The King's Speech Lesson Plan](#)

News Archive 2010

Nobel Peace Prize 2010

Forfatter: Eli Huseby

[Nobel Peace Prize 2010 \(67230\)](#)

Pre-reading discussion: Pre-reading discussion: How can an empty chair be a strong symbol of protest? And furthermore, how can anyone find pictures of empty chairs provoking?

Untitled Document

Controversial Nobel Peace Prize recipients

Through the years, the awarding of the Nobel Peace Prize has aroused both joy and anger. When the Prize of 1935 was awarded to the German pacifist Carl von Ossietzky, Hitler was infuriated. In 1964, many Americans opposed the awarding of the Prize to Martin Luther King for his fight for civil rights for African Americans. Almost 20 years later, Polish authorities prohibited the trade union leader Lech Walesa from attending the ceremony in Oslo, and in 1991, the Burmese followed the Polish example by denying Aung San Suu Kyi the right to leave her mother country.



Liu Xiaobo, 2010 Nobel Peace Prize Winner

This year's award to the Chinese dissident, Liu Xiaobo, has proved itself a great challenge to Norway's relations with China. Chinese authorities instantly proclaimed that the Prize was an insult, and the leader of the Committee was labeled as a clown. The Norwegian government hurriedly assured the Chinese that the decision was the work of the Committee, not the Government. This obviously did not calm down the Chinese; early on it became evident that Liu Xiaobo, serving an 11 year sentence, would not be released from prison. Furthermore, his wife and supporters were interned to prevent them from receiving the Prize in his place. Aside from now, the only time no one has met to receive the Prize was when Hitler prevented Ossietzky and his supporters from going to Oslo.

Chinese Protests

In the weeks leading up to the ceremony in Oslo on 10 December, China – Norway relations were edgy, the Committee's computers were hacked and diplomats from 18 countries were more or less encouraged to stay away from Oslo on that particular day. Why does China fear a literature teacher and a spokesman for non-violence? China, with its 1.3 billion people, is coming up as a number two economic power after the USA. In recent years, this giant has experienced an enormous economic growth and, along with it, increasing influence on world matters. Unlike the USA, China is not a democracy. The Communist party has been the only option for the last 60 years. There is a fear within the ruling party that increased wealth and an increased information flow in a modernised China may threaten the stability of the one party state.

Demonstration Ended in Bloodshed

On 4 June 1989, the literature teacher Liu Xiaobo was a spokesman for students who peacefully demonstrated for democratic rights. The demonstration ended in bloodshed and ended hundreds of young lives, while Liu Xiaobo got his first prison sentence for "counter-revolutionary propaganda." Since then, he has continuously advocated freedom of speech and non-violent methods to obtain democracy in China. In December 2009, Liu Xiaobo was sentenced to 11 years in prison. In his defense speech, he proclaimed:

"Freedom of expression is the foundation of human rights, the source of humanity, and the mother of truth. To strangle freedom of speech is to trample on human rights, stifle humanity, and suppress truth. " At the ceremony in Oslo, the actress Liv Ullman performed this speech as a replacement for the traditional Nobel Speech by the Laureate.

An empty chair in Oslo

When it became known that the Committee would leave an empty chair for the Laureate at the ceremony, Chinese web users instantly started posting pictures of empty chairs to mark the Nobel Peace Prize ceremony. The authorities responded by closing down web sites and prohibiting the characters for "empty chair" in Chinese. To prevent the media from reporting from the ceremony, CNN, the BBC and, of course, NRK were blocked on Friday 10 December, and Chinese viewers could not witness Chairman Torbjørn Jagland's saying, "Liu has only exercised his civil rights. He has not done anything wrong. He must be released", whereupon placing the prize and diploma in an empty chair. Watch a clip from the ceremony on this link: [Nobel Peace Prize Laid on Empty Chair](#)

Watch a clip from the ceremony on this link:

[Nobel Peace Prize Laid on Empty Chair](#)

True or false?

1. This year's Nobel Peace Prize was awarded to a Chinese dissident.
 2. Hitler congratulated Carl von Ossietzky with winning the Prize in 1935.
 3. Many Americans did not think that Martin Luther King was a worthy winner in 1964.
 4. Aung San Suu Kyi is a Nobel Peace Laureate from Vietnam.
 5. The Chairman of the Nobel Peace Committee is Jonas Gahr Støre.
 6. Liu's wife came to Oslo to pick up the Prize.
 7. The Chinese blocked the characters for "empty chair".
 8. The recipients of the Nobel Peace Prize are usually controversial.
 9. Liu was sentenced to 11 years' imprisonment.
-
1. This year's Nobel Peace Prize was awarded to a Chinese dissident. (T)
 2. Hitler congratulated Carl von Ossietzky with winning the Prize in 1935. (F)
 3. Many Americans did not think that Martin Luther King was a worthy winner in 1964. (T)
 4. Aung San Suu Kyi is a Nobel Peace Laureate from Vietnam. (F)
 5. The Chairman of the Nobel Peace Committee is Jonas Gahr Støre. (F)
 6. Liu's wife came to Oslo to pick up the Prize (F)
 7. The Chinese blocked the characters for "empty chair". (T)
 8. The recipients of the Nobel Peace Prize are usually controversial. (F)
 9. Liu was sentenced to 11 years' imprisonment. (T)

Discuss

1. Is Liu a freedom fighter? Check this link [Nobelprize.org](#)
2. Look at the list of Nobel Peace Prize recipients here [The Norwegian Nobel Committee](#). Do you have a favorite Laureate?
3. In a Norwegian opinion poll almost 50% of those asked did not think that the Nobel Peace Prize should have been awarded to the Chinese dissident. When asked, the reason they gave, was that it was too harmful for Chinese – Norwegian relations. What do you think?

"...and a Packet of Crisps, Please"

Forfatter: Jan-Louis Nagel

["...and a Packet of Crisps, Please" \(64209\)](#)

The potato is perhaps the most common supplement to a traditional meal. You can boil it, mash it or you can bake it. The potato is our number one staple food. An alternative way of preparing the potato is deep frying. Then you come up with the chunky bits called chips or the thin crispy slices called crisps. Nice and delicious – but beware!

Five Litres of Cooking Oil

Crisps as a tasty snack have become an obsession with the British according to a study recently published by Food4Thought. The consumption of crisps in Britain has exploded over the last decade. The British munch six billion bags of crisps every year, which is approximately the same as one tonne of crisps every three minutes! The “pack-a-day-crisp” habit is worrying as childhood obesity is increasing. Experts expect half of British children to be overweight by 2020 if the trend continues.

A campaign launched by Food4Thought attacks snack habits in general and fatty crisps in particular. “What goes into crisps goes into you” is the caption under the picture of a girl drinking cooking oil out of a can. A bag of crisps contains on average 3 teaspoons of cooking oil, which means that a child eating a packet or two every day (which many do) could just as well drink 5 litres of cooking oil in the space of a year.



Poster from British Heart Foundation,

The Guardian, Sept. 1, 2010

Opphavsmann: [British Heart Foundation](#)

The campaign which is supported by the British

Heart Foundation has been criticised by the food industry for scare tactics and for overestimating the fat content in a bag of crisps. They claim that efforts are made to decrease the fat in their products. However, when nearly 70 per cent of British children enjoy a packet of crisps or two along with their daily lunch, this unhealthy snacking gives the health authorities great concern.

A Matter of Taste

But the British really love their crisps, and they come in a variety of styles and flavours. When the biggest crisp producer in Britain, Walker, launched a “Do us a flavour” competition, it received 1.2 million suggestions for new flavours. They also have their annual “Flavour Cup” to select the most popular crisp flavour, and the winner this year was “English Roast Beef & Yorkshire Pudding”, a truly British flavour. More fancy and exotic flavours include “Balti Curry”, “Argentinian Steak” and “BBQ Kangaroo” just to mention some...

Check the two links below for more information. The first one is the issue as reported by BBC news. The next one is a longer article on the same issue from The Guardian, including a funny report from one of the Walker crisp factories.

[BBC News "Pack-a-day crisp habit"](#)

[The Guardian "Crisps: a very British habit"](#)

Comprehension

Sum up the article in a few sentences.

Find Out

1. Given that the total population of the UK is 60 million, calculate the average consumption of crisps per capita.
2. Study the links and find out how Walker tries to reduce the fat content in its products.

Language

Without using a dictionary, try and explain these words / expressions.

1. Staple food
2. Obesity
3. Overestimate
4. What is the difference between “chips”, “crisps” and “(French) fries”?
5. What is the pun in the title of Walker’s flavour competition?

1. Staple food is a basic nutrient which we eat often.
2. Obesity is the same as overweight
3. Overestimate is to make something greater in amount or importance than it really is..
4. Chips are potato bits fried in oil. Crisps are thin slices of potato fried in oil until they are crisp and golden. (French) fries are chips in American English.
5. The title plays on the expression “Do me a favour”, and the company wants the public to do them a favour by suggesting a new flavour which will sell better.

A Royal Proposal

Forfatter: Eli Huseby

[A Royal Proposal \(66486\)](#)

On 16 November 2010, the news about the engagement of Prince William and Kate Middleton ended nine years of wild speculation.

Have a look at this riddle from the 15th Century "I gave my love a ring that had no end". Does it make sense even today and why does it mention a ring? Discuss.

I gave my love a cherry, that had no stone
I gave my love a chicken, that had no bone
I gave my love a ring, that had no end
I gave my love a baby, with no cryin'

How can there be a cherry, that has no stone
How can there be a chicken, that has no bone
How can there be a ring, that has no end
How can there be a baby, with no cryin'

A cherry when it's bloomin', it has no stone
A chicken when it's hatchin', it has no bone
A ring when it's rollin', it has no end
A baby when it's sleepin', there's no cryin'

Definition of ring: In most cultures a ring denotes many symbolic values; most commonly it is associated with eternity and fidelity. This makes it ideal as a symbol of eternal love. The tradition of wedding and engagement rings probably started in ancient Rome and over the centuries it has become a vital part of courting in most parts of the world.

Task, picture: Do you know who this is? Look at her ring finger. Why has this ring created headlines in the media lately?

On 16 November 2010, the news about the engagement of Prince William and Kate Middleton ended nine years of wild speculation. Since it had taken Prince William, the oldest son of Prince Charles and Lady Diana and the second heir in line to the British throne, so long to propose to his long time girl friend, Katie, the tabloids had given her the nickname "Waity Katie." Katie accepted Prince William's ring – his mother's engagement ring, and the media could finally move on to the wedding plans.

Lady Diana – the Fairytale Princess



Diana

Lady Diana, Prince William's mother, was 20 years old when she accepted Prince Charles's ring in 1981. In spite of a spectacular fairytale wedding in St. Paul's Cathedral and the ring's universal symbolic power, the marriage between the two soon started falling apart and formally ended in divorce in 1992. The young bride soon earned an iconic popularity and she was continuously hunted down by the tabloids. The media attention only accelerated after the divorce and it is generally believed that the paparazzi reporters were to blame for the traffic accident that led to her death in Paris in 1997.

The Announcement of the Engagement

Watch the BBC clip below and answer the following questions: [The announcement of the engagement \(BBC\)](#)

1. Where did Prince William make his proposal?
2. Why did it take him so long to propose?
3. How did Katie respond?
4. Why did Katie find the proposal romantic?
5. Where did he keep the ring?
6. Name the gems in the ring.
7. Why did he choose to give Kate his mother's ring?

Find out

1. Do Katie Middleton and Lady Diana have anything in common?
2. Why do many people think that Katie might be a new fairytale princess?
3. According to a recent poll, the majority of Britons think that Prince William rather than his father, Prince Charles, should be the next heir to the throne. What do you think?

Halloween

Forfatter: Jan-Louis Nagel

[Halloween \(63007\)](#)

BEWARE AND BE PREPARED FOR LIFE AND DEATH – OR SOMETHING IN BETWEEN STAY ALERT OR BE SCARED - FOR TONIGHT IS HALLOWEEN

The night of the last day in October they come out: The dark forces and the spirits of the Dead. The monsters and ghosts will haunt you and scare you and they will make you shiver with fear, because tonight is the Festival of the Dead.

The night between October 31st and November 1st has for centuries been celebrated as the turning point between summer and winter. The old Celts believed that this was when life and death would come together and that the spirits of the dead would come back to haunt the living. To keep the ghosts and spirits at bay they would make sacrifices and place food outside their houses to please them.



Straight Out of a Horror Film

Halloween Garden

So what started out as a superstitious and mystic religious ritual has developed into what we see today when children (and often adults) dress up like monsters and ghosts and knock on doors to “trick or treat”. What they mean is that those in the house have to treat them to some goodies, or else they will play tricks on them. As for costumes, the grim little monsters show no restraint to create the most macabre and morbid effect. Some of them look like they have come straight out of a horror film set.

The houses of the friendly neighbourhood have suddenly turned into the set of the same horror movie. They are decorated with ghosts and skulls, witches and slimy cobweb. Hands reach up from the lawn beneath a RIP headstone, and to top it witchy laughter is heard when you ring the doorbell. Halloween has turned into a horror bonanza to which there seems to be no limit.

Commercial Interests

The tradition of Halloween is now being celebrated around the world, and it is of course an opportunity to dress up, party and have fun with friends. Still many critics claim that the form the celebrations now have taken comes close to meddling with occultism and dark forces. There will always be spin-offs and side-effects of such an event. And it certainly is a fact that commercial interests will be rubbing their hands each October...



Halloween Witch

Check these links for more information about Halloween. There are also some quizzes and small tasks where you can test your knowledge about the event.

- [Halloween \(news.bbc.co.uk/cbbcnews\)](#) Please right-click to open in new window.
- [Halloween \(www.5minuteenglish.com/oct29.htm\)](#)

Midterm Elections in the US

Forfatter: Christine Varadian Johnsen, Anne Scott Hagen

[Midterm Elections in the US \(63302\)](#)

Have you seen pictures in the newspaper lately of President Obama? Perhaps you have even seen pictures of an elephant in red and a donkey in blue? What do you think these two animals represent? Do you know what the two colors represent? What comes to mind when you think of a donkey and an elephant? (You'll find the answers at the end of the text.)

Election Day

Election Day is the Tuesday after the first Monday in November. Presidential elections are held every four years, and as President Obama is half way into his four year term, this election is referred to a midterm election. Midterm elections are equally important and include national congressional elections (representatives and senators) and local gubernatorial elections (governors).



Congress

Congress consists of two chambers: the House of Representatives (435 seats) and the Senate (100 seats). All 435 seats in the House of Representatives are up for election every two years.

The number of representatives for each state is based on population, therefore states like California looking confident. Some of his and Texas elect more representatives than smaller popularity has faded giving the states like Rhode Island and Delaware. The Senate Republicans more influence.

is more balanced as each state has two senators

regardless of state size. Every other year a third (1/3) of the 100 seats are up for election. Senators serve a six year term. On a state level 37 states will be electing governors who sit a 4 year term.

Political Parties

The US has two major political parties; Democrats and Republicans. As President Barack Obama is a Democrat, it is in his best interest that his party remains in control in both chambers. Losing a majority in either chamber will make it more difficult for him to move forward with his overall plans.

Results

The results of this midterm election were as follows: the majority of the seats in the House of Representatives are now controlled by the Republicans while the Senate majority remains with the Democrats. This now means that the president will face a more uphill battle and will need to rely on support from the Senate.

Change of Heart

Why has the public who voted in a majority of Democrats and elected a Democratic president only two years ago changed sides? Well, the biggest issue in the country today is the economy. The financial crisis has hit the public hard leaving many unemployed or with little money to spare. Many have lost homes to foreclosure and others are struggling with issues like health care.

President Obama remains optimistic and only time will tell.

Tasks

1. Find out how many representatives the above mentioned states (California, Texas, Rhode Island and Delaware) have in Congress.
2. Find out which state has the largest number of representatives.
3. What is the opposite of the word "majority"?
4. What does the word "foreclosure" mean?

Answer: The donkey and the color blue represent the Democratic party, while the elephant and the color red depict the Republicans. The reason for these two animals is unclear and dates back to the mid 1800's. Whether you think a donkey is smart or stubborn, and an elephant strong or clumsy, your guess is as good as mine.

My Teddy is Depressed

Forfatter: Jan-Louis Nagel

[My Teddy is Depressed \(61655\)](#)

So you thought your old rag doll was all right? Or your old teddy on the shelf was just an old cuddly toy? You'd better think again. For all you know they may be suffering from severe mental disorder and be in need of treatment and medication.

Toys are not what they used to be. We remember the little electronic pets which were programmed to express their needs; the little dog giving a beep to let you know that it wanted you to take it for a walk, or the little doll who cried when it needed a nappy change. Now this has been taken further.

This week a German toy producer introduced the latest trend in soft toys for children. The general idea is, according to the producer, that children like to care for and look after someone in trouble. Children take comfort in giving love and affection to vulnerable animals, for example.

They are already in the shops: Small soft animal toys with special needs. They come with some sort of diagnosis and a medical history. Plans for medication and further treatment are also included.

They all suffer from some kind of mental disorder, like depression, hallucinations or schizophrenia.

The children are then supposed to take the "patients" into care and be their therapist. It will probably take some psychiatric proficiency to cure these patients, and the progress may be difficult to monitor. But that will be for the little doctors to tell after some time of treatment and medication.



Teddy bear

Tasks

Check the link below and answer the questions.

[web.orange.co.uk/article/ \(teddybear\)](http://web.orange.co.uk/article/ (teddybear))

Some issues to discuss

1. Do you think this is a good idea? Why – why not?
2. Is it true that children in general like vulnerability? If so – why? Can you give examples?
3. Many children have imaginary friends they talk to and seek their advice in difficult situations. Why do they need such friends? Is this good or bad? Give examples of both.
4. Why do we call the bears *Teddy bear*? Search the internet if you don't know.

“Spiderman” Strikes Again

Forfatter: Jan-Louis Nagel
[“Spiderman” Strikes Again \(60199\)](#)

He is a daredevil. He is fast. He has the superhuman dexterity of the Spiderman we know from cartoons and movies. But this guy is real – and soon he may be climbing a wall near you.

Alain Robert (48) was arrested again this week after having climbed the 57-storey Lumiere Building in Sydney. Without any safety equipment, ropes or harness he scaled the building in about 30 minutes.

He attracted the attention of many passers-by and the crowd cheered as he reached the top, where the police were waiting for him. He has been arrested and fined in many countries. Last year he was fined \$750 after climbing the 48-storey Royal Bank of Scotland.

Robert has climbed close to 80 buildings around the world, because he wants to raise awareness of global warming, and the fact that it may soon be too late to avoid irreversible climate change.



His spectacular and somewhat eccentric way of drawing attention started when he as a child was locked out of his apartment. So instead of waiting for his parents he climbed eight storeys to get in.

Check out the two links below and do the tasks

- <http://www.bbc.co.uk/news/world-asia-pacific-11131442>
- <http://www.alainrobert.com/index.en.html>

1. Check your dictionary for the words dexterity, harness, scale and make some sentences with each of them in contexts with different meanings.
2. Alain Robert is risking his life and is in fact breaking the law to draw attention to what he sees as a good cause. Is that all right? Do you think he is a hero or just a stupid daredevil? Talk about it with your mates and make a class-room discussion.

A Thriller of an Election

Forfatter: Anne Scott Hagen

[A Thriller of an Election \(55043\)](#)

UK, May 6th 2010: Three parties and three leaders were fighting for the votes of over 44 million registered voters in the election to the UK parliament at Westminster. Based on the predictions before the polls opened, it would seem that they all had a possibility of forming the next government.

These predictions showed that the Conservatives led by David Cameron had 37%, Labour led by Gordon Brown, the present Prime Minister, had 28% and the Liberal Democrats led by Nick Clegg had 27% of the votes. However, in reality, because Britain has in effect a two party system, only the Conservatives or Labour had a chance of winning, but probably without an overall majority, thus resulting in what is called a hung parliament. And that is what Britons woke up to on Friday 7th May.



Houses of Parliament

The British Election System

In the UK, each constituency elects only one representative to Westminster, i.e. the candidate who gets the most votes. This candidate needs only to win by a few votes. It is often called "first past the post" or "winner takes all". (In this video a researcher from the Institute for Government in London explains the [British Election System](#).) The UK has had in effect a two party system with the Conservatives and Labour since World War II. There were 650 constituencies being contended in this election and a party needed to win 326 to have an overall majority. In the last election, where there were a total of 646 seats, Labour had 345, Conservatives 193, Liberal Democrats 63 and Others 45.

Liberal Democrats

During this election campaign, party leaders met in a TV debate for the first time ever and Nick Clegg of the Liberal Democrats carried the first debate off so well that his party's popularity soared in the opinion polls. This caused a sensation because it seemed that perhaps there would be no clear winner in the election, and that is what happened. However, the Liberal Democrats did not achieve the additional seats that they hoped for and though there was a marked swing towards the Conservatives, it was not enough to give them a clear mandate to govern.



Sun newspaper - election

No Clear Winner

The final result of 307 seats for the Conservatives, 258 seats for Labour, 57 seats for the Liberal Democrats and 28 seats for Others, gave no clear indication of who would be the next Prime Minister, even though the Conservatives had the majority of seats and the majority of votes. According to the British Constitution, in the event of no party receiving an overall majority of seats, the sitting Prime Minister has the first chance to form a government. Gordon Brown could do this by trying to form a coalition with the Liberal Democrats. The Conservatives could also try for a coalition with the Liberal Democrats, or could form a minority government. Nick Clegg, the Liberal Democrat leader was now the "Kingmaker". His party's support would decide whether the Conservatives or Labour would form the next government in the UK and who would be the next Prime Minister.

The New Government

It took five days to achieve an agreement. Gordon Brown resigned as party leader and as Prime Minister on Tuesday 11th May and David Cameron was asked by the Queen to form a new government. This government is the first coalition government in the UK in seventy years. David Cameron will be the youngest Prime Minister in 200 years. The Liberal Democrats have played their cards well and in return for their cooperation will have several ministerial posts and Nick Clegg will be Deputy Prime Minister. It is a new political scenario for Britain, with two parties who stress that they have put aside party differences in order to work together on solving the country's problems. This new government will face many challenges in the months to come.

Tasks and Activities

Comprehension

1. What are the three main parties in British politics?
2. Which parties had the possibility of winning the election?
3. What does "first past the post" mean?
4. How many members will be elected to the parliament?
5. How many seats must a party have to have an overall majority?
6. What happened as a result of the first TV debate?
7. Which party won most seats in the parliament?
8. What happens if no party receives an overall majority of seats?
9. What does the "Kingmaker" mean?
10. What type of government will Britain now have?

Discuss

We elect our representatives to parliament, but after they are elected we have little influence on what they do until the next election comes around. Would it be a good idea to have a referendum on every political issue? Discuss.

Writing Task

The election system in the UK where one representative is elected for each constituency, "winner takes all", differs from the Norwegian system of proportional representation. The British system excludes many of the smaller parties from gaining a seat in parliament, but when there are only two major parties it can give a strong government.

Write an essay where you discuss the two systems and their advantages and disadvantages.

Find Out

Find the names of some other British prime ministers, which party they belonged to and when and how long they were in power.

Commonwealth Games in India Underway

Forfatter: Catharine Ruud

[Commonwealth Games in India Underway \(61780\)](#)

There has been unsettling controversy after a challenging and stressful period leading up to the 70th Commonwealth Games in New Delhi, India. Nevertheless, they are now underway after a colourful opening ceremony on October 3rd.

India has experienced considerable criticism and negative press over what are considered below-standard preparations for the Commonwealth Games. The Games' committee in New Delhi believes that a lot of the criticism is due to cultural differences and denies that there is anything to be concerned over. "Westerners" complained that housing for the athletes was filthy and unhygienic. Water was leaking in the bathrooms, there was excrement found "in places it shouldn't be", stray dogs were found in the building and even a snake was found in one room.

Expensive Games

Other criticism that has arisen was of an entirely different nature and had to do with the economic burden to India. Although the projected cost of the event was a "mere" \$405 million, latest estimates have soared to a probable \$2.35 billion and a possible \$15 billion when all is considered.

Another Blow to the Poor?

Approximately 40% of India's children and over 50% of Indian women live under the poverty line. Many feel that the country's money is being used foolishly and should instead be utilized to fight poverty in the country. Furthermore, Indian officials have been met with hostility as they have tried to "clean" the streets of shanties, street vendors and the poverty-stricken portion of the population in the hope of hiding the reality of the situation from the rest of the world. Many street vendors argue that tourists should have the opportunity to buy goods at cheap prices at the open markets and experience this part of India's culture. Other vendors argue that should they be forced to leave the city, they and their families will starve.

7000 athletes representing 70 teams are taking part in any of the 260 events taking place. The duration of the Commonwealth Games is 12 days. It is India's hope that the original tourist projections of 100,000+ will support the costs of the games and allow India to exhibit a shiny image.

'India has arrived': spectacular ceremony opens Commonwealth Games
Concerns of recent weeks forgotten as dazzling event launches games amid atmosphere of national pride and celebrations

Jason Burke in Delhi
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Article history



Commonwealth Games opening ceremony. Photograph: Indranil Mukherjee/AFP/Getty Images

Newspaper coverage of the opening ceremony shows a successful start for the 2010 Commonwealth Games

Tasks

1. Make a list of 5 Commonwealth countries.
2. Find out if these countries have been granted independence from Great Britain, and when.
3. Make a list of 5 unusual competitions taking place at the Commonwealth Games.
4. Find out where the 1st Commonwealth Games was held (Hint: It is the country that also applied for the 2010 games, and lost to India!)

Crooked Cricket

Forfatter: Jan-Louis Nagel, Catharine Ruud

[Crooked Cricket \(61650\)](#)

Cricket is big. Internationally it is even bigger than football. It is the national sport of England, and it is the number one sporting event in countries such as India, Australia, South Africa, and Pakistan.

Pakistan is now facing what turns out to be a scandal that will put the gentleman's sport of cricket into disrepute. The dimension of the scandal overshadows even the flood disaster, terror from Taliban and bombings in Islamabad.

There is big money involved. In a cricket match there are a number of details and moves you can bet on, not only the result. The cricket players are the heroes of the nation, they are celebrities bigger than David Beckham, Cristiano Ronaldo and Brad Pitt, put together. This makes the shock and shame even worse, as three of these players now face allegations of fixing the match result of a test match against England.



Cricket is popular

The scam has reached top political level as President Zardari has promised a full investigation which, he says, may result in life suspension for the players involved. However, this does not reassure the public, as it is an open fact that corruption is prevailing in Pakistan's political system. Even the President himself is accused of taking bribes.

During the match in question, which Pakistan lost, the scam was said to be all too obvious when Captain Salman Butt, clearly on purpose, stepped across the line. Commentators say that the three corrupt players have not only shamed themselves, but also Pakistan in general and the supposedly gentleman's sport of cricket on a world basis.

Tasks

Check out the links below and do the tasks.

- [www.guardian.co.uk/sport \(scandal cricket\)](http://www.guardian.co.uk/sport/scandal_cricket)
- en.wikipedia.org/wiki/Cricket

1. Why do you think cricket is so big in the countries mentioned in the article?
2. Explain these expressions in English:
 - To overshadow
 - To take bribes
 - A celebrity
 - Corruption

First Aboriginal in Australia's Parliament

Forfatter: Jan-Louis Nagel

[First Aboriginal in Australia's Parliament \(61018\)](#)

Few groups of indigenous people have faced more racial discrimination than the Aboriginal population of Australia. Out of a total population of 22 mill, approximately 500 000 claim to be of aboriginal ancestry. Now, nearly 250 years after James Cook claimed the Australian continent as British soil, the first Aboriginal has been elected as a member of the Australian Parliament.

In the country's August election Ken Wyatt (58) won a seat for the Liberal Party by a clear margin. He says that his prime target will be to fight racism in Australia. And he has seen a lot of it when he grew up in the 60s and 70s. Aboriginal communities are still the most disadvantaged in the country, suffering grave social conditions with a high rate of imprisonment, unemployment and child mortality.



They also have the lowest life expectancy in the country. They are frequently referred to as "The Lost Generation" since thousands of Aboriginal children were taken away from their families to be "civilized" by the British colonists.

Amnesty International has recently criticized Australian authorities for not doing enough to end the discrimination against the Aboriginal people. In 1998 a coalition of community groups declared May 26 as National I'm Sorry Day to make amends for the violation of the Aboriginal population. Ten years later, on the 13th of February 2008, an apology to Australia's indigenous peoples was given by the Australian Prime Minister in the House of Representatives.

Ken Wyatt has received racist hate mail since his victory, some of them saying that they would not have voted for him if they had known that he was an Aboriginal. Nevertheless, it is an historic event and its symbolic value will hopefully mean inspiration for the Aboriginal population, and be a reminder for the authorities of all the wrong-doings in the past.

Check the link below, and do the tasks:

<http://www.bbc.co.uk/news/world-asia-pacific-11125497>

1. Find out more about Amnesty International and their criticism of Australia.
2. Find examples of countries where human rights are violated. What can the international community do to make these countries stop this? Some key words: *intervention, boycott, bilateral talks, trade, cultural exchange, cooperation, UN declarations, alliances, travel restrictions, demonstrations...*

Only English for British Students

Forfatter: Jan-Louis Nagel

[Only English for British Students \(61991\)](#)

What do you call a person who speaks many languages? Answer: multilingual. What do you call a person who speaks two languages? Answer: bilingual. What do you call a person who speaks only one language? Answer: English. Yes, this is an old joke, but there may be some truth in it, and it may in the future be an accurate description of people from England. English students don't want to learn other languages.

Optional Courses

Since 2004, when learning other languages was made optional for English students, more and more students have turned down the offer. For example, over the last eight years the number of students who graduate in French has decreased by 45 per cent. French used to be, but is no longer among the most popular optional subjects. Currently only one out of four English students has a foreign language on their timetable.

Business and Industry Concerned

This is alarming news to people in business, trade and industry. The development could be a catastrophe for British reputation and competitiveness on the world market. Head of education and skills in CBI (Confederation of British Industry), James Fothergill, is greatly concerned about the development. It is crucial to be able to make conversation with customers and business partners in their own language, he says. In nearly half of the jobs advertised over the last year where language was mentioned, proficiency in French was required.

Disastrous Situation

One university after the other has had to close down their departments for German or French studies due to lack of students. Even though there is a slight increase in the number of students who want to learn Polish, Chinese, Arabic, and Spanish, this is not enough to balance the overall decline. Also the National Teachers Union states that the situation is disastrous. They say that it is a political responsibility to review the decision to make foreign languages an elective subject. The government intends to do so this autumn.

Study the links below

- This is a link to the British Academy where they express their concern:
[British Academy - Concern over Other Languages](#)
- Another commentary from cafebabel.co.uk
["Learning German is pointless"](#)

TOPICS FOR DISCUSSION

1. In Norway, learning foreign languages is optional in secondary school. Do you think this is a good idea? Why / why not?
2. List some good reasons to learn another foreign language.
3. Why do you think English students choose to omit foreign languages from their timetable?

'Learning German is pointless':
British students abandon
foreign languages



Elmer image from a student trying to focus on his French exam (Image: Elmer image from a student trying to focus on his French exam (Image: [mattmccann.com](#)))

Only English for British Students

Could the British actually be getting worse at language learning? Apparently so. In a 21st century UK, more young people than ever are questioning why they should learn a second language at all.

THE BEST ROCK ARTISTS EVER

Forfatter: Jan-Louis Nagel

[The best rock artist ever \(60612\)](#)

It seems like mission impossible to compare and rate music and artists in an all-time big sum-up of rock music over the last 50 years. There are numbers of different ratings around – best albums, best vocalist, best album cover and so on. The result of such ratings will of course depend on the criteria and the audience who will respond to these ratings.

The trend-setting music channel VH1 has now, by the help of its expert panel of experienced musicians, put up the ultimate list of the best rock artists ever. Anyone with a more than average music interest will of course be curious to see whether this is just another rating or if this really is the conclusive list of rock music.

The list was published on September 6, 2011 and of the 100 entries there certainly are some influential artists and bands. This list is an indicator of what really counts in rock music.

Let's take a look at some of the artists in the top ten:



1. **The Beatles** are at number one, which really should be no surprise. Their influence is indisputable even today, 40 years after their break-up. (John Lennon and Paul McCartney are also on the list as solo artists at 31 and 36.)
<http://www.youtube.com/watch?v=KrkwgTBrW78>
2. At number two we find **Bob Dylan** – like it or not. A career span of nearly 50 years and still on the road and producing albums speaks for itself. His contribution to modern rock is unquestionable.
<http://www.youtube.com/watch?v=0RPkJeziNyI>
3. Number three is **Michael Jackson**. Eccentric and vain – but a huge musical talent, no question about that. A trend-setting artist in stage performance, dancing, and music video.
<http://www.youtube.com/watch?v=hG6oy46qKE4>
4. **Led Zeppelin, The Rolling Stones** and **Jimi Hendrix** follow at the next three places. Zeppelin and Hendrix had fairly short careers, whereas The Stones have been active for nearly as long as Bob Dylan. Metal rock, rhythm and blues and heavy guitar would never have been the same without these three.
5. Further down the top ten we find **Prince, Elvis Presley, James Brown and Stevie Wonder**.

So whether we agree or not, the experts have spoken: These are the best and most influential rock artists ever.

For the full list, check this link: <http://www.stereogum.com/495331/vh1-100-greatest-artists-of-all-time/list/>

Note: Compare with the 1998 list (see link in the introduction) – which similarities and differences can you spot?

TOPICS FOR DISCUSSION

1. Why is it difficult to create a list of the 100 best rock artists ever?
2. Do you agree that there are some criteria of art (music in this case) that are over and above personal taste? If so, discuss which criteria they are.
3. Choose one or two of the top-ten artists and give a description of his / their music style, and what you think is their primary contribution to rock music.
4. The top two (The Beatles and Bob Dylan) have not published many videos. Why do you think that is so?
5. Would such a list be the same if VH1 had asked its viewers and not the experts? Is quality equal to popularity?
6. You will have to go some way down the list to find "new" artists, most of the top entries origin from the sixties. How can this be

explained?

What would your personal top-ten list be like? Make a list, compare and discuss with a friend.

LANGUAGE

1. Explain the difference in the use of apostrophe: "*a viewers' poll or someone's favourite taste...*"
 2. Discuss the use of *speaks* (and not *speak*) in the sentence: "*A career of nearly 50 years and still on the road and producing albums speaks for itself.*"
 3. Scan the text and find examples of the use of the prepositions at and on – and explain the examples you find.
 4. Find the sentences: "...*to see whether this is just another rating*" and "...*whether we agree or not...*" and discuss the use of *whether* instead of *if*.
-
1. The S in *viewers* indicates plural, so it cannot indicate genitive at the same time. Someone is singular, so the s indicates genitive with the apostrophe in front of the S. Therefore the apostrophe has to come behind the s in *viewers*.
 2. Usually *speak* connects to a subject in plural. This may look like a plural subject with many elements. But they are combined into one fact which "speaks" for itself.
 3. Examples: At number one / on the list. The use of prepositions is complicated in English, since we often compare to Norwegian use (in this case "på") On usually refers to something which is physically on top of something else (on the wall, on the table, on the list) whereas AT will indicate something that is in some location (at the hospital, at number one, at school)
 4. We use whether and not if (Norwegian "om") when we get some alternative (indicated by or) – "whether we agree or not" – but: "I don't know if they will agree"

The Bitter Taste of Chocolate

Forfatter: Knut Inge Skifjeld, Eli M. Huseby

[The Bitter Taste of Chocolate \(52663\)](#)

The Danish produced documentary "The Dark Side of Chocolate" recently created headlines in media worldwide. Watch the trailer [The Dark Side of Chocolate](#) and ponder the questions listed below:

- How many tons of chocolate do we eat every year?
- What is referred to when the film producers called their documentary "The Dark Side of Chocolate"?
- Why do you think it was necessary to use hidden cameras and be undercover when producing this documentary?
- Why do you think this documentary got worldwide attention?



Cocoa - Child Labour ([laborrights.org](#))

Cocoa farms on the Ivory Coast

According to a 2004 report carried out by the US Department of State it is estimated that more than 100,000 children between the ages of eight and twelve work on cocoa farms on the Ivory Coast in West Africa. The Ivory Coast is the world's largest producer of cocoa and provides 40% of the global supply. From West Africa the beans are shipped to manufacturers in Europe and the USA. The Ivory Coast's economy is highly dependent on the cocoa beans and very vulnerable to fluctuations in the market price. Low cocoa prices make it tempting for the farmers to maintain their labour force through trafficking, and there is evidence that 10,000 children in the country are victims of child trafficking. The documentary reveals that poor parents in the neighbouring countries, Burkina Faso, Niger and Mali, sell their kids to the cocoa farms for \$50 - \$100 or they are kidnapped by human smugglers. These children work with dangerous machetes up to 100 hours a week for low or no pay and they are exposed to physical beating and harmful toxic pesticides that are banned in European countries. When the producers of the documentary reported their findings to The International Labour Organization, which is organized under the UN, it strongly condemned this exploitation of children.

Chocolate manufacturers

The largest chocolate manufacturers in the world, Nestle, Hershey, Mars and the primary suppliers to the Norwegian chocolate industry, Cargill ADM and Barry Callebaot, insist that the beans are harvested at small family-run farms and that the children in the family help out in the work. However, all the farms that the Danish reporters visited employed children with no parents nearby and the hidden cameras revealed horrible working conditions.

Consumer power

Do we want this bitter taste to our chocolate? The power definitely lies with us, the consumers. If we demand clean brands and fair trade products, the manufacturers have to commit. If we are willing to pay more for our sweets, we can change the lives of children in West Africa. Fair trade is designed as a social movement to provide fair prices for the farmers in developing countries and to promote sustainable production methods. A lot of coffee brands with fair trade labels are available. This proves that it must be possible to do the same with chocolate. If we are picky about the type of chocolate we buy and stop getting our candy from "strangers", we may push the large corporations to abolish child slavery. However, if we stop eating sweets altogether, the dentist may be happy, but it would be a disaster for poor farmers in West Africa.

Comprehension

These are the answers, what are the questions?

1. More than 100,000 children work on the cocoa farms on the Ivory Coast.
2. The Ivory Coast is the world's largest producer of cocoa.
3. The practice is maintained since the cocoa prices are low.
4. They insist that there are just family members that work on the farms.
5. We can buy fair trade products.
6. The coffee industry is a good example.
7. It would be a disaster for poor West African farmers.

Vocabulary

Place the following words from the text in the blanks.

abolish, labels, demand, brands, manufacturer, pesticides, exploitation, fair trade, vulnerable, condemns, available

1. The child workers in the farms are exposed to.....
2. Nestle is a major.....in the chocolate business.
3. Various coffee.....are asproducts.
4. If the consumers.....it, the big companies have to change their.....of children.
5. It is important tochild slavery.
6. The economy is extremely.....to the fall and rise of the coffee bean prices.
7. The International Labour Organization.....child slavery.

Find out and discuss

1. pesticides
2. manufacturer
3. brands, available, fair trade
4. demand, exploitation
5. abolish
6. vulnerable
7. condemns

What is the basic idea behind the fair-trade system?

<http://www.fairtrade.net/>

Scan through the article, [Tackling Child Labour in the Chocolate Industry - What Role can Fairtrade Play?](#) What is suggested? Jot down a few key words before you debate: How can we as consumers use our power to obtain ethical and greener products?

What happened to [Olaudah Equiano](#) in the 1750s? Is this comparable to what happens to the kids from West African countries today?
Discuss .

School Principle Bans Use of Social Media

Forfatter: Knut Inge Skifjeld

[Is there Room for Both a Facebook and a Textbook in Class? \(51334\)](#)

It seems that some students find it hard to focus on traditional school activities. Numerous tempting web sites offer themselves for our students just a click away - and it seems that all our friends have entered the classroom as well, through Facebook. Is it all too much for a good learning environment? Some maintain that students and teachers have to learn to deal with it - others want restrictions and control of networks. At some schools principals have banned the use of Facebook. Do we want tougher measures or not?

Classrooms have changed little throughout history. A boy from the 1930s would easily find his way around a typical classroom of 2010: blackboard, rows of desks and text books. Not many institutions have altered so little as schools. However, things are now changing. The technological revolution is sweeping in creating a foundation for excitement, conflict and confusion.



New Classroom Issues

Facebook Network / CC BY-SA 2.0

Teachers are troubled by a whole new array of challenges - such as students straying off on the internet, printer malfunctions, 404s (network error) and bullying via the Internet and cell phones. The upside is that teachers now have at their disposal fresh and varied subject material from a variety of sources on the Internet. The options are limitless; which again is problematic . . . or challenging, as we like to call it. The options of digital learning are very impressive - blindingly so according to critics. And obviously there are activities that are better off without the computers humming in front of us - like class discussions. We all know the feeling of talking to someone who frequently steals glances at a computer screen. It is not very encouraging. Thus knowing when not to go digital is just as important as knowing when to.

Computers - Tools or Toys?

How do we maintain discipline in a classroom that has many tempting web sites and social fora available? Many schools are frustrated by students' lack of discipline. Having a book where everyone is on the same page leaves less room for distracting factors. The temptations of MSN, YouTube and Facebook often prove too much, not only for students in the classroom, but also for employees in many companies. Can we afford the distractions? Having multiple channels of infotainment available is a new type of challenge that we lack experience in handling. The easy solution is to ban web access and crack down on offenders, but that will hardly make students more responsible and motivated for learning. We need to create an awareness that a computer at school is a tool for learning and not a toy. Or might there even be room for both - toys and tools?

Ethical dilemmas

Another issue that the digital revolution is throwing at us is the harassment of others in social media. Some seem to find it easier to attack people verbally from behind a keyboard than face to face. Many of these attacks are anonymous as well, with the writer hiding behind a nickname. A sad result is that teachers and students all to often fall victim to ugly criticism and defamation of character made public to the whole world. How can schools help students develop an internet conscience?

Suspend, Deny or Discuss?

What can we do to tackle these problems and answer classroom challenges?

Do we

- shut down specific web sites
- ban certain files
- install monitoring software
- ban computers all together
- ban user accounts of those who don't follow the rules?

Or do we

- wait for students to mature
- discuss and agree on rules for good conduct
- let students themselves take action against those who don't follow the rules
- encourage teachers to suspend disobedient students from class?

These are but a few of the many approaches to reducing the unwanted side-effects of net-based teaching. Measures taken will vary between subjects, schools and classes. There is no doubt though that discussing and debating the issue is a first step towards creating a better awareness around the responsibilities of all the individuals who take part in creating a learning environment.

XXI Winter Olympic Games, Vancouver, British Co

Forfatter: Christine Varadian Johnsen

[XXI Winter Olympic Games, Vancouver, British Columbia, Canada \(50250\)](#)



iaq is a symbol which means friend in native Inuktitut language. Ironically though to some it also looks like a hockey goalie!

Opphavsmann: [TheTrident](#)



Vancouver Mascots Connect 2 Canada
Opphavsmann: [Connect 2 Canada](#)

Is it that time already? Winter Olympic fever is upon us once again. Yes, four years have passed since we last time sat idly in front of our televisions for 16 days straight. Along with the rest of the world we watched the Torino Winter Olympics unfold in 2006. Norway captured 19 medals and is looking to match that again this year at the 21st Winter Olympic Games in Vancouver, British Columbia, Canada.

Many of us still have vivid memories of the Lillehammer Winter Olympics in 1994, a time of pure fun, great sportsmanship and patriotism just bursting at the seams. Canadians are about to experience the same national pride as more than 80 nations, 5500+ athletes and 10000+ media representatives descend on Vancouver. This is Canada's third time as host, beating out S. Korea and Austria, for this year's winter games. They were first host to the summer games in Montreal (1976) and later the winter games in Calgary (1988).

Opening ceremonies begin on Friday, February 12 and within 16 days approximately 86 events will be held at various venues. This year's opening ceremonies mark a first as they will be held indoors. Canada will be marching in with a team of close to 200 athletes. The only other country to have as many participants is the USA. Norway will be represented with close to 100 athletes with favorites like Bjørndalen, Svindal and Northug. While these many be household names to most of us, Canadians have their own names to boast – legends like Wayne Gretzky and Bobbi Orr and today's talents; Scott Niedermeyer and Chris Prolonger. Who might they be? Well, while Norwegians are known to be born on skis, Canadians are born in skates! Hockey is their national sport and they are looking for gold on their home turf. Hockey rinks are found in every corner of this cold and winter loving country, so it is only natural that most of the best hockey players in the world come from Canada.

Speaking of Canadian winters, the talk of Vancouver has been more about the mild weather rather than who will walk away with the most gold medals. Vancouver has been experiencing an unusually mild February making this possibly the warmest Olympics in history. The average temperature has been +4.8 Celsius, which has caused great concern for snowboarding and freestyle skiing events being held at Cypress Mountain. Snow is being airlifted by helicopter in hopes of avoiding cancellation of any events. Mild weather and rain are predicted, not helping the situation any.

Vancouver's Olympic logo is a statue made of 5 colored stone figures, each representing a different region of the country. It is a symbol, based on the Inuit Inukshuk people of Canada and is called Ilanaaq, which means friend in the native Inuktitut language. Ironically enough to some it also looks like a hockey goalie! Grab your seats and let the show begin as Vancouver, and all of Canada, have their arms open wide to friends of the world.

Olympic Quiz

How much do you remember?

Discuss

Discuss the rather provocative statements below. Decide who you agree with and conduct a class poll to see which statement gathers the most support.

NO!

I hate the Olympics. Is it sensible to spend all this money on sports - after all those who us who watch TV get fatter, competitions are marred by doping and in terms of waste, pollution and energy consumption it is totally unethical. Besides, why does it matter who beats who by a split second. Is that important? LET'S SEE HOW FAST WE CAN EAT: NOW!!! They're jerks. . .

Yes!

I can't wait till it starts. All this great entertainment! I feel a rush of pride when our nation's flag is hoisted to the top. Nothing beats a great, friendly competition between top athletes. The Olympic Games makes the world a friendlier, happier place. What can be better in these times of earthquakes and environmental doom! We need the excitement and the joy of great sports.

Roman Numerals

XXI Winter Olympic Games. . .

Why don't we write 21st? There's no good reason why we should not write 21st - other than that we just don't do it. Have a go at Roman numerals. Can you write down how old you are?

Search for Roman numerals on the internet if you want to find out more. Here are the first ten numbers (1 - 10): I, II, III, IV, V, VI, VII, VIII, IX, X

Research

1. Find out who is behind the Olympic Games. How does this organization differ from other organizations?
2. What is the origin of the Olympic Games in ancient times? Find out how and where the Olympic Games were first held.(Easy: [primaryhistory/ancient_greeks/the_olympic_games](#))
3. Find an Olympic athlete that you admire and give a brief presentation of him or her in class.

Love is in the Air

Forfatter: Catharine Ruud

[Love is in the Air \(49883\)](#)

With Valentine's Day just around the corner, retailers are stashing their shop windows with items they hope to sell to those desperately in love and looking for the perfect Valentine's gift for their sweetheart. Traditional items such as chocolates, red roses, pretty lingerie and jewelry are always a good standby, and dinner out at one's favourite restaurant is another guaranteed pleaser.

The Legend of St. Valentine

St. Valentine was a bishop. Back in the time of the Roman Empire and Claudius II, marriage was prohibited. The empire had grown too large to be protected from external attack. Men were recruited as soldiers, to protect the nation from takeover. Claudius felt that married men were too emotionally attached and therefore would not make good soldiers. He believed that marriage made men weak.

The ban on marriage was a great shock for the Romans. Valentine sympathized with the young lovers and countered Claudius' orders, in secrecy. Whenever lovers thought of marrying, they went to Valentine who secretly married them. Unfortunately, this did not remain hidden for long. It was only a matter of time before Claudius came to know of this and had him arrested. St. Valentine was executed on February 14, 270 AD.

Valentine's Day on a Budget

American studies show that internet-spending during these 2 weeks prior to Valentine's Day is down considerably from last year at the same time. Total Valentine's Day spending is expected to be about \$14.7 billion, 13.6 % less than the \$17 billion spent last year, according to survey by BIGresearch for the National Retail Federation.

Japan

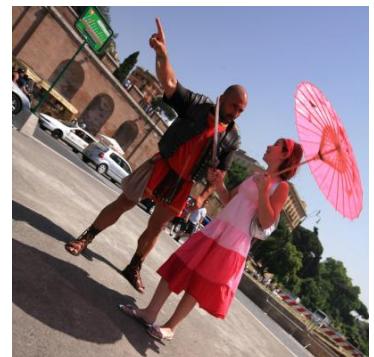
On the days leading up to February 14, female consumers are purchasing about 25% of the total annual chocolate sales in Japan. There, Valentines Day is celebrated in a rather unique way. Women give the men gifts of chocolate, as well as other gifts. The gifts of chocolate are divided into two types: *giri choco* (regular, average-priced chocolate) and *honmei choco* (expensive chocolate). *Giri choco* is given by women to for example, male colleagues while *honmei choco* is given to someone special. It is not unusual for a woman to buy 20 to 30 boxes of *giri choco*!

Whatever your budget, Valentine's Day is about expressing your love for someone. Keep in mind that the best gifts are often those not found in stores.... As the song goes, "It's only words, and words are all I have, to take your heart away".

Tips / Activities:

1. Want to show your sweetheart how much you care without emptying your wallet? Gather your favourite photos of him/her and yourself, and import them into Moviemaker or Photostory. Add some meaningful words, and then add "your song" as background music. This is electronic card is a sure winner!
2. Not a poet? Send a humorous greeting by using the lyrics from "My Funny Valentine", add some of your favourite, funny photographs, and print it out in colour for your very own custom Valentine's card.
3. Surprise your sweetheart with a picnic lunch. Make sandwiches and cut them into hearts with a cookie cutter!

Comprehension:



Roman, sword, instruction



Valentine

1. How has the economic recession in the US affected Valentine's Day sales?
2. Explain how the celebration of Valentine's Day in Japan is unique compared to other countries.
3. What are the two kinds of Valentine's chocolate in Japan called? What is the difference between the two?

Task:

Set the following words into the proper expressions.

Valentine, arrow, madly, sunshine, knight, one

1. You are my _____ in shining amour.
2. I am so _____ in love.
3. I have been struck by Cupid's _____.
4. You are the _____ of my life.
5. You are my _____ and only.
6. Will you be my _____?

Discussion:

In many countries, the celebration of Valentine's Day starts at a young age! Parents buy their children boxes of Valentines cards to give to their friends at school. On the one hand, the thought is well-meant. However, for some children this day can be a cause of stress and anxiety from the fear of receiving only few, if any cards at all.

1. Sit in groups and discuss whether you feel that schools should set certain rules in place when it comes to the exchanging of cards among younger school children.
2. How do you feel a person should respond to receiving a Valentine's card / gift from someone they are not particularly fond of? Think of ways of saying thank you without leading the other person on.

Research:

Japan created another important gift-giving day which occurs exactly one month after Valentine's Day. What is it, and what is its purpose?

Avatar - Second Highest-Grossing Film of all T..

Forfatter: Catharine Ruud

[Avatar - Unique Box Office Success \(49019\)](#)

It seems that the most-asked question these days is, "Have you seen *Avatar* yet?"

If you haven't seen *Avatar* yet, you should! Once again, Canadian-born producer James Cameron has redefined film-making technology and offers an abundance of eye-candy and food-for-thought, to moviegoers.

Another Box-Office Success

Avatar was released in London, UK on December 10, 2009 and was released on December 18, 2009 in the U.S. and Canada. The film received critical acclaim and commercial success, immediately. Within three weeks of its release it grossed over \$1 billion, second only to Cameron's, *Titanic*.



Box Office

Re-Defining Film Technology

Development of *Avatar* began in 1994 and filming was to take place after the completion of *Titanic*. However, Cameron was not satisfied with the technology available at the time and decided to postpone filming until it became advanced enough to portray the world he had created. The result was a budget to the rumoured amount of \$280-310 million not to mention another \$150 million for marketing!

The latest technology in 3D-filming that Cameron uses will have you jumping off your seat. However, should you be on a tight budget, the less expensive 2D version is also more than enough to wet your visual appetite!

Setting and Themes

Avatar takes place in the year 2154 on the planet, Pandora. Humans are interested in mining Pandora's reserves of a precious metal called unobtanium. The indigenous Na'vi resist the colonists' expansion by not relocating to another area and thus going to war.

The themes present in *Avatar* are abundant and have been compared to those found in *Dances with Wolves* and *The Emerald Forest*. Culture clash, environmental issues such as sustainability, integration, and loyalty are some.

So if you haven't yet seen this phenomenal film, put on your 3D glasses and get ready for a journey into space that you will never forget!

Research

Here is some research you can do before watching the movie. Use the internet to learn more about the following:

1. According to Greek mythology, who was Pandora?
2. What was Pandora's Box?
3. The main Na'vi character has been compared to the American Native Indian, Pocahontas. Who is she and how is her personality described?

Discussion

These are discussion questions that can be considered both before and after the movie:

1. The motive behind the journey to Pandora is the desire for a mineral called "unobtanium". What word do you think this name stems from, why is it appropriate and what does it signify?

Further Work

"Unobtanium" resembles the word "unobtainable"

2 . *Loyalty* is a theme that appears in *Avatar*. Being loyal to one's group is considered a strong moral value. However, what happens when loyalty comes into conflict with what is right and wrong, personal interests or interests of those "outside" the group?

[Avatar - Trailer](#)

[Avatar on Film Education](#)

(Right-click to open in separate window.)

[How to Analyze a Film](#)

Earthquakes Demolish Haiti

Forfatter: Christine Varadian Johnsen, Knut Inge Skifjeld

[Earthquakes Demolish Haiti \(49029\)](#)

Only twelve days into the New Year, and within less than a minute, lives were changed forever in Haiti, as a powerful earthquake struck at the heart of Port au Prince. Within minutes the news spread like wild fire globally and the world began watching as the disaster unfolded. With pictures and memories of the Tsunami is still in our minds everyone feared the worst.

As the dust settles and the death toll rises from the tragic earthquake with a magnitude of 7.0, people all across the world share hopes and prayers that relief efforts will reach all those in desperate need. Yet one can not help wonder why it seems to take so long for international help to make its way. How does one define the word "long" in connection with natural disasters? For those who linger between life and death, every second is critical.

The world is reacting and help is reaching Haiti daily, however, there are countless challenges that these international aid operations are facing. Planes and trailers eager to reach their destination with food, water and urgently needed medical supplies are experiencing one delay after another. Men, woman and children are starving, dying and crying out for immediate help. In the meantime people are resorting to crime and violence as a means of survival. The city is in chaos even one week after the earth shook. The rest of the world, watches as the events unfold, eager to help in any way. Yet many of us wonder: in this age of globalization and international cooperation, why haven't we yet

One can not help but feel sorry for the people of Haiti who have endured decades of hardship. All eyes are now on this small Caribbean island, and its immediate future rests in the hands of international efforts to provide aid and relief to the millions of Haitians suffering. Long term goals of rebuilding will require political intervention and economical support from the outside world.



News Video: Haiti - EarthquakeHaiti, earthquake

Haiti

Haiti is located on the Hispaniola Island, which lies between the North Atlantic Ocean and the Caribbean Sea. The country encompasses approximately 1/3 of the island, while the remaining east side is home to the Dominican Republic. With a population of close to 10 million people, Haitians have been suffering for decades due to both political and economical turmoil. It is the poorest country in the western hemisphere, and has been controlled by the Spanish, French and the US. Their official language is French. After countless years of dictatorships and coups, Haiti finally had their first democratic election in May of 2006, electing both a president and establishing a parliament.

Discussion

1. When a natural disaster of this scale occurs, what challenges does one face? Why have international efforts been hampered? Why does it take so long for help to arrive?
2. Why do poor countries suffer more after a natural disaster than others? What are the possible causes and effects?
3. Large scale disasters often result in chaos; fighting, plundering, acts of crime and outbreaks of violence. Why? How does one create order in situations of chaos, particularly in disaster zones? What would you do if you were in a similar situation as the Haitians?
4. What role do the media play in coverage of disastrous events? Do poorer countries receive less attention?

Research

Prepare a short oral presentation on one of these suggested topics:

1. **The country of Haiti:** Find out more about the country of Haiti. Why is their economy so poor? What political unrest has there been?
2. Do some research and find out where the largest population of **Haitians are located outside of Haiti**. Did you know there is actually a place called "Little Haiti"? Make a short presentation of your findings.
3. Find out about some of the **largest international humanitarian organizations** and make a short presentation.

Suggested sites:

(Right-click to open in new window)

1. http://en.wikipedia.org/wiki/Little_Haiti,_Miami,_Florida
2. <https://www.cia.gov/library/publications/the-world-factbook/geos/ha.html>
3. <http://en.wikipedia.org/wiki/Haiti>
4. <http://www.globalissues.org/issue/522/natural-disasters> (this website offers information on the role the media plays in events of disaster and looks into why poor countries suffer the most).
5. <http://edition.cnn.com/SPECIALS/2010/haiti.quake/> (offers complete Haiti earthquake coverage)

Togo's National Football Team Attacked by Gunmen

Forfatter: Anne Scott Hagen, Eli M. Huseby

[Togo's National Football Team Attacked by Gunmen \(48450\)](#)

On 8 January 2010, Togo's national football team was on their way to a tournament, the African Cup of Nations, in Angola. They had just about crossed the border to Angola, when their bus was attacked by gunmen. When the firing came to a halt after half an hour, it turned out that the team's assistant coach, press official and the bus driver had been killed.

Some of the players were injured, among them the team's goalkeeper. News was scarce after the incident and European football clubs instantly started worrying about their top players. In Norway the sports director in Stømsgodset, Jostein Flo, was concerned about their midfielder Komlan Amewou. However, it eventually appeared that most of the players were not injured as they were seated in the back of the bus. Komlan Amewou and Manchester City's striker Emmanuel Adebayor were physically unhurt, but in the clip below you can listen to how the attack affected the famous Manchester City player.



Adebayor

Soon after the tragic incident a rebel group fighting for their region's independence from Angola, admitted to carrying out the attack. Togo's national football team pulled out of the tournament. What happened to the Togolese players clearly overshadowed the opening of the Cup of Nations, which was originally regarded as a showpiece for African football. In June 2010, South Africa, as the first African country ever, is going to host the World Cup. Once again the issue of safety in the forthcoming tournament is being raised as a result of the gunfire in Angola.

[Emmanuel Adebayor's account of what happened when gunmen attacked the team bus.](#)

Comprehension – True or false?

1. Togo's national football team was hit in a bomb attack.
 2. The players were targeted by a group that want independence from Angola.
 3. Komlan Amewou is Stømsgodset's striker
 4. Emmanuel Adebayor claimed that the attack lasted 30 minutes
 5. Togo's team decided to pull out of the African Cup of Nations
 6. Because of the incident, Fifa has decided to cancel the World Cup in South Africa
 7. South Africa is the first country in Africa to host the World Cup
 8. Togo hosts the 2010 African Cup of Nations
-
1. Togo's national football team was hit in a bomb attack. (F)
 2. The players were targeted by a group that want independence from Angola. (T)
 3. Komlan Amewou is Stømsgodset's striker (F)
 4. Emmanuel Adebayor claimed that the attack lasted 30 minutes (T)
 5. Togo's team decided to pull out of the African Cup of Nations (T)
 6. Because of the incident, Fifa has decided to cancel the World Cup in South Africa (F)
 7. South Africa is the first country in Africa to host the World Cup (T)
 8. Togo hosts the 2010 African Cup of Nations (F)

Discussion

1. Do you feel it was correct to pull Togo's national football team out of the tournament.
2. The terrorists got a lot of media attention, just like they planned on. Should coverage of these types of attacks be played down in world media to prevent focus on terror groups? If yes - is this at all possible to achieve?
3. Why do you think that the World Cup in 2010 is the first cup ever to be arranged on African soil?
4. Do you feel that football plays an important role in creating understanding and respect across borders and cultural barriers?
5. Why is football so extremely popular all over the world?
6. Football is called a very democratic sport that can be played wherever by whoever whenever. Do you agree?
7. Would you like to see more or less football on TV?
8. Which sport do you prefer yourself?

Further research (Suggested sites listed below):

1. Jot down facts about Togo (location, population, main language, government, colonial history)
2. Read about Togo's national team. How does its history differ from any other national European team?
3. How do you like the presentation of the World Cup in South Africa on Fifa's official website? Describe.
4. Which African country tops the list of attendance to the Men's World Cup Finals and which country is considered best when it comes to African national teams?
5. Jot down the names of the three best African players of the century. Which are their native countries?

Suggested sites

- <http://www.worldatlas.com/webimage/countrys/africa/tg.htm>
- http://en.wikipedia.org/wiki/Togo_national_football_team
- <http://www.fifa.com/worldcup/>
- http://en.wikipedia.org/wiki/Confederation_of_African_Football

US Health Reform

Forfatter: Knut Inge Skifjeld, Jan-Louis Nagel, Drew Rodgers
[Health Care Reform: On the Eve of an Historic Event \(47800\)](#)

After a bitter struggle President Obama delivered on one of his main campaign promises, health care reform which will make health insurance available to the American people.

Up to then, nearly 50 million Americans were without health insurance. Many people did not have access to basic health care because they lacked insurance. The US also has the highest infant mortality in the western world, and life expectancy is lower than in most industrialized countries. On the other hand, if you pay your insurance, you are likely to get first class treatment as some of the finest hospitals in the world are American. In Norway we pay over the tax bill, and thus all Norwegians are guaranteed treatment.



US Health Reform / video

<http://ndla.no/en/node/47801>

Barack Obama's Health Reform

Considering the Scandinavian concept of public health, it is hard to understand that the idea of free health care for all can be met with resistance and be heavily criticized by some members of the general public. Insurance companies have campaigned against what they see as an attack on their business.

This opposition is based on the fundamental American ideal of individualism. Obama's opponents see his plan as a threat to the individual independence of Americans and has even been called "socialism." Paradoxically, there is a large segment of low paid, middle class families that earn too much to qualify for this aid and too little to afford to buy their own insurance.

The Road Ahead

Nevertheless, after a tough battle, Obama managed to get a compromise version of his health care reform passed. However, he had to give up the idea of a single payer system run by the government. What he did get was a law which requires people to obtain private health care insurance. What he did get was a law where no one can be denied insurance because they have an illness. Insurance companies will not be able to terminate a person's insurance because their illness is too costly. All new policies sold will cover children up to the age of 26, which is important as many young people cannot find a job which provides health insurance.

However the battle is not over. Republicans have said that they intend to repeal Obama's health care reform law. This will not be possible as the Democrats control the Senate and as a last resort, Obama can veto any change in the law. However, what Republicans can try is to slow down the implementation of the various parts of the law which will be phased in over the next years. Whatever happens, there will be signs of a bitter struggle between the Democrats and Republicans.

Discuss

1. How would you define a welfare state?
2. Why do you think the USA has such a high infant mortality rate?
3. Why do you think Obama's reform plan has been attacked by so many?
4. Discuss some pros and cons of a society where the individual is supposed to be self-reliant in all respects.
5. In Norway the state provides free health services for all. How is health care financed in Norway?
6. Should rich Norwegians pay for their own health insurance so that we could spend more money on health care for those who are poor?
7. How does the concept of individual health insurance fit with other aspects of American society? Is this the downside of the American Dream and the pursuit of happiness?

Further Research

1. Discuss this overview of health spending per capita (per person). Does anything surprise you? [health spendings](#)
2. Find statistics on US health insurance coverage here:[US Health Insurance Coverage](#) Which population groups are less likely to be insured? Why do you think this is the case?
3. You probably know that "Democrats" and "Republicans" are American political parties. Find out more about the difference between them, for example when it comes to foreign policy. You could also try to compare the two American parties with some Norwegian political parties.

News Archive 2009

Copenhagen - Climate Summit

Forfatter: Jon Sandnes, Knut Inge Skifjeld

[Copenhagen - Climate Summit \(46744\)](#)

First study this link from BBC Learning: [Copenhagen Summit](#)



NEWS
Grassroots: fuels
Unlike at the UN or at the People's Climate March, there were 10,000 participants for the world's largest climate protest. Read more

NEWS
Republicans seek to undercut Obama
US Republicans opposing their nation's involvement in a pact to combat global warming. Read more

NEWS
US fires back at China
Just landed in Copenhagen, American climate change envoy Todd Stern responds to statements by Chinese top negotiator. (Photo: Keld Navnfoft/Scancpix) Read more

Copenhagen - Climate Summit

Discussion

1. According to most scientists there is little time left to preserve the balanced climate of our planet. What are you willing to do in order to make your life greener?
2. Does a politician bear a bigger responsibility than you when it comes to saving our global climate from deteriorating? Why, why not?
3. Why is it so hard to reach an agreement in Copenhagen? Give examples of conflicting interests between countries.
4. Is it fair to ask developing countries to cut their emissions just as much as rich nations reduce theirs?
5. Some suggest that we cannot afford to deal with the environmental problems now that we are in an economic recession. How do you view that statement?
6. How can green politics create jobs?
7. The UN General Secretary has warned that climate changes will lead to global conflicts. How can that be?
8. Some maintain that the climate changes are not human made. What do you believe?
9. What are the causes of climate changes according to those who dismiss the idea that it is caused by human activities?

Al Gore on the Climate Change Summit:
<http://edition.cnn.com/video/#/video/world/2009/12/10/ctw.anderson.gore.interview.cnn?iref=videosearch>

Further research:

(right-click to open in new window)

- <http://denmark.dk/en/green-living/> Official homepage.
- <http://edition.cnn.com/2009/TECH/science/12/09/australia.iceberg/index.html>
- <http://edition.cnn.com/video/data/2.0/video/living/2009/12/09/am.gore.global.warming.cnn.html>
- <http://www.newsnow.co.uk/h/?JavaScript=1&search=climate> Read headlines from all over the world.

There are many relevant sites on the web, so use the search engines as well.

Suggested words: *climate, emissions, global warming* and *conference*.

Film/Documentary

(Source: www.archive.org) **The Age of Stupid** is a 90-minute film about climate change, set in the future. Oscar-nominated Pete Postlethwaite (In The Name of the Father, Brassed Off) stars as a man living alone in the devastated world of 2055, looking back at archive footage from 2007 and asking: why didn't we stop climate change when we had the chance?

Here is the trailer:

The film is available for download on <http://www.spannerfilms.net/download> and on DVD.



Undercurrents_TheAgeOfStupidTrailer617_512kb.mp4 / video
<http://ndla.no/en/node/47258>

Obama's Nobel Peace Prize

Forfatter: Knut Inge Skifjeld

[Obama's Nobel Peace Prize \(46751\)](#)

Study this link below from the Norwegian Nobel Institute and discuss the questions below <http://nobelpeaceprize.org/>

(You will not find all the answers in the link above. Some questions are based on media coverage over the last few weeks.)

1. Why has President Barack Obama been awarded this prize in 2009?
2. What are the arguments of those who oppose Obama's Peace Prize candidature?
3. What are the criteria for awarding someone this particular prize?
4. Is this peace prize important to Norway and its reputation or is it just an expensive show off with little effect?
5. Have a look at other Nobel Peace Prize Laureates (click in the top right corner) and compare Obama to a few others who have been awarded the prize. Are there any laureates that you feel in particular deserve the prize. Why, why not?
6. Is Obama the first American to receive the prize? If not - who are the others?
7. Has the Nobel Peace Prize been strengthened or weakened through this last nomination?
8. Obama spoke of the irony of receiving the prize. What does he mean by that?
9. Discuss these headlines. Does the focus or angle differ in them? Why, Why not?:
<http://www.newsnow.co.uk/h/?JavaScript=1&search=peace+prize>

Obama's Speech of Acceptance (video and text)

[Speech \(BBC\)](#)

Further research:

(right-click to open in new window)



Barack Obama

There are many relevant sites on the web, so use the search engines as well.

Suggested words: *peace prize, Obama, awarded, nomination*.

The Year 2009

Forfatter: Knut Inge Skifjeld

[The Year 2009 \(47034\)](#)

Pre-reading: What do you remember from the year 2009?

CNN - News

CNN - News CNN

Activity 1: Rank these key stories from [CNN - Your Year Cavalcade](#) (right-click to open in new tab).

Activity 2: Find news stories from 2009 and fit them into categories like - sports, culture, celebrity, conflicts, politics, environment etc. Some stories may fit into more than one category. Feel free to add categories. Place at least 10 news stories in your own table.

You may e.g. search for: *top stories 2009*

politics	crime	environment	sports	celebrity	war/conflict
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Activity 3: Try out a few quizzes for 2009. Search for quiz 2009 or click on this link: [Entertainment quiz of the year 2009](#) (right-click to open in new tab).

Activity 4:

- Write your own personal year cavalcade from 2009. Write one event for each month.
 - Make your own news cavalcade for 2009 based on what you remember. Compare your news cavalcade with that of a fellow student.
-

Discuss

1. What seems to be important news criteria for the news desks (nyhetsredaksjonene) around the world?
2. Do you agree with the priorities made by the news desks or would you like to focus on other issues?
3. Relations and conditions which improve over time are less likely to get news coverage than shocking events like terror attacks. How may this influence our understanding and appreciation of conditions around the world?
4. What - if anything - will be remembered from the year 2009 in 2050?

Presentation

Present two news stories in class - one that you feel is important and one that is not. Explain why you picked these pieces of news in particular.

Writing

In English, we sometimes need to use expressions like *a pair of* or *a piece of* to make it clear how many items we are talking about; furthermore, to denote an amount of something we may use words like: *cup, slice, spoon and item*, e.g. a cup of tea. We may also use moderating words like: *more, less, much* and *little* if the words are uncountable, like *love* and *water*.

Make sentences with the words listed below that include a certain amount or number. Use the dictionary to find out whether they are plural, singular or uncountable.

List of words (Copy into your text editor)

Example: *He sold three pieces of furniture in the first hour.*

1. water
2. news
3. furniture
4. information
5. advice
6. glasses (briller)
7. scissors
8. advice
9. bread
10. shorts
11. money

External tasks on countable and uncountable nouns:[countable-and-uncountable](#)

Work or Study Abroad

Studying Abroad

Studying Abroad - Introduction

Forfatter: Lars Aunaas, Anne Scott Hagen

[Studying Abroad - Introduction \(82372\)](#)

Pre-reading: There are many movies set in high school or college in the USA. Search the internet for trailers of college movies (e.g. youtube or imdb.com) What impression do they give of college life in the USA?



Studying Abroad - Introduction / audio

<http://ndla.no/en/node/93717>

The fact is that the English-speaking world – in particular the US and the UK, but also Canada and Australia – contains the majority of the top ranking universities in the world (according to most rankings). These countries provide good education, and studying there is an option that should be taken seriously.

Advantages and challenges related to studying abroad

Choosing to study abroad, for instance in the English-speaking world, may be a good investment for the future. Here you can read what NHO has to say about this, [NHO - Kompetanse og utdanning](#).

Make your own list of the advantages and challenges to a student who wants to study abroad and then compare with those below.

World University Rankings 2010						
Rank	School Name	Country	Size	Research	Focus	Score
1	University of Cambridge	United Kingdom	L	VH	FC	100.00
2	Harvard University	United States	L	VH	FC	99.18
3	Yale University	United States	M	VH	FC	98.68
4	UCL (University College London)	United Kingdom	L	VH	FC	98.54
5	Massachusetts Institute of Technology (MIT)	United States	M	VH	CO	98.19
6	University of Oxford	United Kingdom	L	VH	FC	98.16
7	Imperial College London	United Kingdom	L	VH	FC	97.78
8	University of Chicago	United States	M	VH	FC	97.52
9	California Institute of Technology (Caltech)	United States	S	VH	CO	96.46
10	Princeton University	United States	M	VH	CO	96.03

Top University Rankings

- interesting for future employers
- personal growth
- language learning
- learning to know a culture from the inside
- learning to take care of oneself

- finding the proverbial "needle in the haystack" – i.e. which country and which institution should one choose?
- formalities, like admissions procedures, language tests, local authorities, fees...
- financing the studies (scholarships, loans...)
- recognition of diplomas when coming home
- coping with being far from home

However exciting studying abroad may seem, it is necessary to do some preparation and planning in order to get the most out of it. After considering the advantages and challenges, there is the question of what and where to study and then actually applying to the university that one has chosen.

Discuss

1. Why might *you* want to study abroad?
2. What do you see as the greatest barrier to studying abroad?

Choosing a Place to Study

Forfatter: Lars Aunaas, Anne Scott Hagen
[Studying Abroad - Choosing a Place to Study \(82477\)](#)

Pre-reading: What factors are important *for you* if you were to choose a place of study abroad? Would you choose based on the country, location, teaching quality, etc.? Make a list of the most important factors in order of importance.

Make sure you understand these words before you read the text. Use the dictionary in the link collection to look up new words.

1. coherent
2. ranking
3. distinguish
4. worthy
5. reputation
6. global scope
7. research
8. income
9. citations
10. benefit



Studying Abroad - Choosing a Place to Study / audio
<http://ndla.no/en/node/93715>

Choosing an Institution of Higher Learning

Harvard, Oxford, MIT, Berkeley, Stanford, Cambridge, Princeton, Yale... Such institutions – close to mythical in the university world – will certainly provide excellent teaching in exciting environments. However, they will also demand excellence from their students – both in order to admit them and while they study. Besides, they are often quite expensive.



Graduates after a graduation ceremony

at Oxford University, England

Fotograf: [Paul Hackett](#)

But are such universities really the only option? When asking what a good institution of higher learning is, the answer is really quite simple – it is a place that satisfies *your* specific needs. Thus, the first thing one ought to do when considering studying abroad is to find out what one really wants to get out of one's studies and do with one's life. One is less likely to get lost if one acts on the basis of a coherent and precise plan.

However, there are certain markers that distinguish a first-rate institution of higher learning from others, and that are worthy of comment.

Let us see which criteria a university has to meet in order to receive the highest rankings. In this respect, three rankings stand out, due to their reputation of high quality, how widely they are read and their global scope. These are the Academic Ranking of World Universities (ARWU), the Times Higher Education World University Rankings (TWUR) and the QS World University Rankings (QSWUR). The AWRU pays particular attention to indicators of quality and quantity in the university's research output, while the TWUR and the QSWUR also include criteria related to the learning environment, international appeal and prestige in the academic community.

Our rankings of the top universities across the globe employ 13 separate performance indicators designed to capture the full range of university activities, from teaching to research to knowledge transfer. These 13 elements are brought together into five headline categories, which are:

- *Teaching — the learning environment (worth 30 per cent of the overall ranking score)*
- *Research — volume, income and reputation (worth 30 per cent)*
- *Citations — research influence (worth 32.5 per cent)*
- *Industry income — innovation (worth 2.5 per cent)*
- *International mix — staff and students (worth 5 per cent).*

[Times University Rankings \(TWUR\)](#)

One may also attend a Norwegian university and benefit from exchange agreements and programs. For example: [UiO studier utland](#) and [NHH studietilbud internasjonal](#).

There are many ways for an institution of higher learning to perform well, so it is important to decide upon what kind of performance one is looking for.

Discuss

Are all the criteria above equally relevant to prospective students or should some receive more attention than others?

Research

Choose 3 of the universities mentioned at the beginning of this text, go to the university's website and find out:

- the number of students and faculty members
- which fields of study they offer
- tuition fees
- activities

Studying Abroad - Application

Forfatter: Lars Aunaas, Anne Scott Hagen

[Studying Abroad - Application \(82376\)](#)

Make sure you understand these words before you read the text. Use the dictionary in the link collection to look up new words.

1. fee
2. prospective
3. curriculum
4. extracurricular
5. extensive
6. accomplishment
7. reveal
8. skill
9. reside
10. authorities
11. grant
12. maintain

Applying to a University

Having decided upon which institution of higher learning you wish to attend, you may start on the process of actually becoming one of its students.



Studying Abroad – Application / audio

<http://ndla.no/en/node/93728>

Most institutions give specific information about their admissions procedures, fees and such. Usually, they have in common that they wish to get to know you, not just as a student, but also as a person. That is why they often ask, among other things, prospective students to fill out an extensive form about academic and extracurricular accomplishments and to write an essay that reveals something about who the student is. In these cases it is important to find a balance between standing out as an individual and showing that one possesses the skills that are necessary in order to write a good text. You may also have to prove that you master the language well enough by taking certain language tests, for example, [ETS Toefl language tests](#).

However, studying abroad is not only about the way you relate to the university you attend. There are many obstacles to overcome, such as gaining permission to reside and study in the foreign country, language and entrance tests, financing (both living expenses and, for many universities, tuition fees of a considerable size) and recognition of diplomas. Fortunately there is help to be found in information and advice from the following organisations.



Fotograf: [Anne Scott Hagen](#)

- [Lånekassen - Utdanning i utlandet](#) Provides scholarships and loans to cover living expenses and may under certain conditions help cover tuition fees, language courses and part of your travelling expenses. However not all education abroad receives funding. Therefore, one of the first things you should do when choosing a school is to make certain that it meets the criteria.
- [ANSA](#) (Association of Norwegian Students Abroad) Besides offering counselling and information, ANSA can provide you with a network (other Norwegian students and an alumini association), banking and insurance deals and help in a crisis situation. ANSA also represents the interests of students abroad through dialogue with the Norwegian authorities.
- [NOKUT](#) (The Norwegian Authority for Quality Assurance in Education) It grants general recognition of foreign degrees, either in the form of Norwegian credits or an equivalency to a Norwegian degree. NOKUT maintains an extensive database related to foreign education.
- [SAFH - Autorisasjonskontor for helsepersonell](#)
- [Forbrukerombudet - til potensielle utenlands studenter](#) This is a useful checklist when using the services of an agent in order to find a school abroad.

Solving problems before leaving helps you avoid having to cope with them later on. It is very important to ask the right questions and to plan ahead, in order to get the most out of your experience.

Discuss

Would the layout, appearance and ease of navigation of the universities' websites influence your choice of university? Why/why not?

Research

Check the application procedures and criteria for undergraduates/freshmen on the websites of several universities and note down the main points, e.g. what they look for in a student, documentation required, interview, tests, etc. Here are some examples of university websites or you may search for others.

- [Harvard College - applications](#)
- [Cambridge University - applications](#)
- [Melbourne University -applications](#)
- [University of Toronto - applications](#)

These are some of the words which you will find on the universities' websites. Use the dictionary in the link collection to look up new words.

1. accessible
2. achievement
3. diminish
4. admission
5. credentials
6. applicant
7. academic promise
8. endeavour
9. graduate
10. undergraduate
11. freshman
12. recommendation
13. subject
14. proficiency
15. requirements
16. matriculation
17. semester
18. scholarship
19. deadline
20. submit
21. registration
22. assessment
23. eligible
24. degree
25. prerequisite
26. diploma
27. interdisciplinary studies
28. faculty,

Writing

Write a university application essay. The essay should tell something about yourself and your interests and opinions. It could deal with a topic that you are particularly interested in or an activity in which you are involved. It is also important to show your language proficiency and that you master writing a well-organised essay.

Studying for a Purpose

Forfatter: Morten Serkland

[Studying For A Purpose \(103699\)](#)

In this interview you will get to know Tony, who is a student on a Masters programme at a university in Edinburgh. His aim is to gain qualifications in order to help people with special needs, and even though this is not a field which promises a high income, he feels this is the right path for him to pursue. Tony tells about values that are an important part of his life, and that his studies are for a purpose.

As a young person, you are about to choose an education and a career. Listen to the interview. How do your thoughts/attitudes compare with Tony's?

Pre-listening Activities



MyTask - Click icon to open task!

Forfatter: [Amendor](#)

1. Before you listen to the interview, you should try the vocabulary test above.
2. Here Tony is photographed with one of Scotland's most controversial buildings in the background. Do you recognise this building? Why is it controversial?



Tony from Edinburgh

Fotograf: [Morten Serkland](#)



Interview with Tony / audio

<http://ndla.no/en/node/103700>

Tasks

1. After listening to the interview you should understand the following terms and be able to use them in their right contexts.

tutor, conventional, placement, charity, feedback, interaction, to empower, community education, marginalised minorities, youth and adult, social change, youth work, access to industry, drug abusers, different pathways in work

2. There are a lot of online personality and career tests. In most cases, though, you have to pay to take the test. Here is a link to a free career test. Do the free part of the test, and sum up the results in a short survey.[Career Test](#)

Questions to the Test

1. Did you find the questions relevant?
2. Was it difficult to answer honestly?
3. Is there anything that surprised you in the results?
4. What was most useful for you?
5. Why could tests like these be helpful for people when choosing a career/education?
6. What is your inner motivation for choosing a career?
7. Have you made up your mind already, or do you need some more counseling before choosing? If yes, what kind of counseling would you prefer?
8. Tony has chosen a career based on idealism. Would you do the same? Give reasons for your choice.

Writing

Make writing assignments in your class about choices of education and careers. Collect all the suggestions and vote for the three most interesting assignments. Write one of these.

Finding the Right Words

Forfatter: Celia Suzanna Sandor

[Formal and Informal Language \(8366\)](#)



You would use different language with a sister or brother than with a teacher or boss. You probably speak in another way at a party than at a business meeting. You could say the exact same words on the beach as in a museum, but it would probably sound quite different, even without you thinking about it.

In most cases we find the right words automatically, but in some situations we may blow it all big time - or should I say that we underestimate the delicacy of the situation. . . It's all about using appropriate language in conversation.



Whether we are being formal or casual, we need words both for starting a conversation and for finishing it. Do the 'drag and drop' below and find out how good you are at using the right greetings.

Greetings

There are informal greetings we use with friends, and more formal greetings we use with strangers. Some greetings are neutral – they can be both formal and informal, or neither!



Language and style / h5p_content

<http://ndla.no/en/node/125129>

Formal Conversation

We all want to make a good impression the first time we meet someone, and knowing what kind of language to use plays a central role. Remember that you are always expected to use words like “please”, “thank you” and “excuse me” with English speakers – it is a stronger part of the culture than in Norway, where these words are used less frequently.

A Job Interview

John Connors is a young man who has been asked to come for an interview at a company he is interested in working for. The interview is conducted by John's prospective boss, Stanley Wellington.

- a) Half of the lines in this conversation between the two men have been taken out and jumbled. Fill them in in their proper order (see the lines provided below), and then act them out with a partner, taking turns so that you both get to play both roles



Complete the job conversation / h5p_content

<http://ndla.no/en/node/46051>

- b) Next, add four or five lines to continue the interview, and act it out. You might also want to add one more character, like a co-worker of Mr.Wellington's.
- c) Imagine yourself in the same kind of situation as John Connors, such as going for an interview for a summer job in an English-speaking country. Write the dialogue between yourself and your prospective boss, and act it out with a partner.

Education and Working Life

Future Jobs and Technologies

Forfatter: Carol Dwankowski

[Future Jobs and Technologies \(66582\)](#)

Pre-reading Activity

Sit in groups of twos and discuss:

- What do you consider the perfect job of the future?
- How many years of schooling would you be willing to invest to achieve your goals?
- Is taking more physics, chemistry, biology and maths the only way to save our planet?

deplete, crucial, substance, genetics, embryology, induce, regenerate, tissue, resistant, envirotech, renewable, pictorial

[The Future is a Great Place to Work](#)

Watch the video and discuss the following:

- Rohit Talwar talks about “bringing science to life”. Explain what he means.
- What industry could you imagine yourself working in?



Future Jobs and Technologies / audio

<http://ndla.no/en/node/93716>

Advancements in science, technologies and trends, have opened the doors to new and exciting job possibilities of the future. What was once considered science fiction has now become reality. Young people preparing for job markets all over the world must be made aware of some of the new work places and work categories which will be available to them in the future. In this way they will be certain to choose the correct subjects and majors in school early. Helping to solve problems of humanity and climate change will become more crucial as populations increase, live longer and deplete the earth's resources.

Within the next 20 years, industries such as nanotechnology, biotechnology, green technology, space, health and new vehicle technology will need specialists, scientists, engineers and technicians to meet the growing challenges and needs of society. The lists of future jobs are long depending on how you divide up the job categories. The following list only mentions a few of the jobs which will be available within the next 20 years.

Nanotechnology in Health

As the baby boomer generation meets the challenges of old age, the demand for more doctors, nurses, home care aids, massage therapists, and nutritionists will increase. At the same time so will the forms of medical treatment. According to Wikipedia Nanotechnology "is the study of manipulating matter on an atomic and molecular scale". This new technology will be able to create materials and molecular-scale devices which can be applied to several fields such as the production of energy, electronics, biomaterials and medicine. While nano-medicines will be ^{Nano Technology} taylor made to treat each individual patient, ^{Fotograf: NASA} nano-medics who specialize in this advanced form of personal healthcare will be greatly needed.



- [Body Part Maker](#)
- [Old Age Wellness Manager](#)

Agriculture

Biotechnology is a field of applied biology that involves living organisms (microorganisms) such as bacteria or biological substances in medicine, other technologies and engineering. *Biotechnology* makes use of biological sciences such as genetics, microbiology, cell culture, molecular biology, biochemistry and embryology, to name a few. One of the sub-disciplines that biotechnology can be broken down into is the medical manufacturing processes, e.g. inducing organisms to produce new drugs or using stem cells to regenerate damaged tissue. Another sub-discipline includes agricultural manufacturing processes, e.g. the development of pest resistant grains or disease resistant animals. A third sub-discipline involves industrial processes, e.g. the production of new chemicals or fuels for vehicles.



^{Vertical Farms}
Fotograf: [Chris Jacobs](#)

Pharmer

Vertical Pharmers

Environment

Environmental technology also known as *envirotech* or *green technology* applies environmental science to the conservation of the natural environment and its resources. One of its main aims is to limit man's negative impact on the environment. Sub-disciplines include water treatment, resource conservation, soil rehabilitation, forest restauration, air pollution, climate change, waste reduction, recycling and renewable energy.

- [Climate Change Specialist](#)
- [Alternative Vehicle Developer](#)

Digital

Information Technology (IT) refers to anything related to computing technologies, such as the development, installation and implementation of computer systems and applications. This incorporates hardware, software and the Internet that are all used to acquire, store, retrieve, transmit and manage information through telecommunications connected to servers and databases. The information may be textual, pictorial (including both still and moving images), vocal or numerical. Several sub-disciplines have developed within IT technology, such as engineering computer hardware or designing software, computer networks, and websites. Another includes programming or coding. Yet another may include network and data administration or management.

Cyber Security Specialist

Research

Choose three jobs you could think of applying for one day and find out what subjects you must take in school to prepare for this goal. Here are two useful sites:

[Careers Central - 60 Jobs that will Rock the Future](#)

[The National Archives - Science - Future Jobs](#)

Writing

1. Write a story in which you make up your own fantasy job of the future and explain what it will entail.
2. Write an article in which you describe what jobs will be important in the future.

Discussion

What personal qualities and skills do you think will be important in your future career? Do they differ from those that were important to your parents?
If so - how?

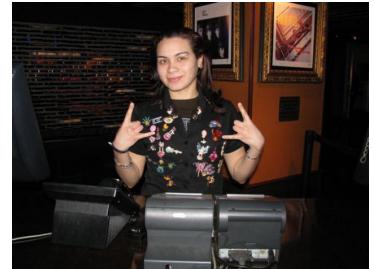
Hard Rock Cafe, Interview

Forfatter: Morten Serkland

[Hard Rock Cafe, Interview \(68429\)](#)

Founded in London in 1971 by Americans Peter Morton and Isaac Tigrett, Hard Rock Café is a chain of theme restaurants, so far located in 53 countries. In 1979, the cafes began covering their walls with rock and roll memorabilia. This made them increasingly interesting venues for rock and roll lovers all over the world. The headquarters of HRC is in Orlando, Florida.

In this interview you will meet a young waitress at Hard Rock Cafe in New York. The interview takes place during the morning shift, which is not as busy as the shifts later in the day.



Working at Hard Rock Cafe, New York



Working At Hard Rock Cafe, 5:05 / audio

[http://ndla.no/en/node/56238](#)

Comprehension

Listen to the interview and answer the following questions:

1. Why is HRC (Hard Rock Cafe) so popular?
2. Where do all the memorabilia come from?
3. Why does the waitress prefer the morning shift?
4. In what way is HRC an educational place?
5. HRC is a popular venue for parties. Mention some of the parties arranged here.
6. How does she characterize the workers in HRC?
7. What does she say about her own taste in music?
8. Who decides which songs to play in the cafe?
9. How does the restaurant in Orlando differ from other HRC restaurants?
10. Why should everybody pay a visit to HRC?

Pick Three HRCs

- London
- Sydney
- San Francisco
- Ottawa
- Chicago
- New York
- London
- Edinburgh
- Dublin
- Malta

Study the [Hard Rock Cafe](#) web sites in three of these cities and answer the questions below.

1. When was the cafe opened?
2. What are some of the memorabilia there?
3. What are some of the upcoming events?
4. What are the addresses of your chosen cafes?
5. Are the menus the same in all three cafes?

New York Students, Interview

Forfatter: Morten Serkland

[New York Students, Interview \(66467\)](#)

In this interview you meet Ed and Elisabeth. They are both law students in New York, and you will hear them talking in a bar in Manhattan. The music and background noise you'll hear makes this interview even more authentic.



Some of the topics are their backgrounds, places they've visited, friends, and studies. Since Elisabeth and Ed have had very different experiences in life, both geographically and culturally, you will learn a lot about the USA by listening to them asking each other questions.

Listen to the interview and answer the following questions



New York Students, 23:25 / audio

<http://ndla.no/en/node/60810>

Comprehension

00:00 - 08:30

1. Elisabeth and Ed are sitting in a bar in Manhattan. Where exactly is this bar?
2. NOLITA is mentioned as a location. What is NOLITA short for?
3. Where is Elisabeth from?
4. What is KFC short for?
5. Why did Ed live in North Carolina for a couple of years?
6. How old was he when he finished high school?
7. Which university did he choose after high school, and why?
8. In which state was Elisabeth a student?
9. How is the accent in this state described?
10. Elisabeth and Ed talk about going far away to study or staying in their home areas. What are some of their experiences?
11. Elisabeth tells about some of her friends. What are some of the cultural differences she observes in her friends from Louisiana and Vermont?
12. What are some of Ed's experiences in California when it comes to friends and culture?
13. What is Napa Valley known for?
14. Why did Ed choose to move back to the east coast?
08:30 - 23:25
15. How do many New Yorkers look upon the fact that Elisabeth comes from Kentucky?
16. Why can Manhattan seem overwhelming to a person?
17. How long has Ed been in New York?
18. Two of the NY boroughs are Manhattan and Brooklyn. What are the three others?
19. According to Ed, what are the advantages of living in Brooklyn?
20. What was Ed's course of study at the university before law school?
21. Who are some of his favorite writers?
22. Elisabeth has studied abroad. Where?
23. Why does she recommend psychology?

Pro et Con

The last minutes of this interview deal with the jury trial system, the same system as we have in Norway. Based on their short discussion, make a list of pros and cons of the jury system.

Write a Paragraph or Give a Short Monolog

Give a short summary of what happened when Ed was appointed to sit on a jury?

Find 3 Facts for Each:

- Chinatown, New York
- Stanford University
- Gertrude Stein
- Broadway
- Brooklyn
- Little Italy
- Napa Valley North
- Carolina KFC
- California

Role Play

Pretend that you meet one of your fellow students again after spending one year as a student in the USA. She has gone to New York University and you have been at Stanford, San Francisco. Interview each other about your respective universities and about the typical cultural and geographical characteristics of your area. You should spend some time preparing the roleplay by finding some facts about your university/area.

A Cultural Meeting with India

Forfatter: Eli M. Huseby, Catharine Ruud

[A Cultural Meeting with India \(91583\)](#)



India is a diverse and complex country. With its 1.2 billion people the country faces a lot of challenges - and possibilities. Over the latest decades India has risen from an undeveloped country to an economic superpower. How has this been possible?

A key word is definitely cheap labour and a phenomenon we are going to take a closer look at - "outsourcing".

By going from "platform" to "platform" (from 1 to 6) and working with tasks related to important themes in your English course, you will end up with a survey of topics dealing with values and social conditions in India (the English speaking world) and information about jobs and careers.

Platform 1



Read **background information** about [India](#) on this link.

You can read the full text or the text in brief and listen to it by clicking the play button.

Platform 1

Platform 2



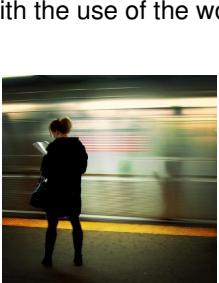
Vocabulary.

Translate words (Vocabulary - in hidden text) that are associated with work and careers into Norwegian by using NDLA's online dictionary.

Platform 2

Choose 5 of the words and create sentences to demonstrate that you are familiar

- Employee
- Employee
- Hire
- Fire (about
- work)
- Product
- Marketing
- Sales
- Office
- Desk
- Tele-marketing
- Manager
- Retire
- Fringe benefits
- Unemployed
- Boss
- Salary/Wages
- Holiday/Vacation
- Severance pay
- Interview
- Call-centre



Platform 3

Look at **the pictures** below and answer the questions related to each picture. You may use www to do some research.

Platform 3

What do you see in the picture?

Picture 1



What are the English words for: krydder, kanel, nellik, muskat, pepper, karry and gurkemeie? Find out what the East India Company was and what they traded in.

How would our food taste without this?

Picture 2



Which impression do you get of the size of the country? Name the biggest cities. What is the capital of India called? What do you associate with the Ganges? Which are the neighbouring countries? What do you know about India's relationship to these countries?

India

Picture 3



An advertisement

What kind of job is advertised in this ad? What do you think makes Indians as a workforce

attractive on the global market? Why are Indians preferred before e.g. Chinese or Japanese workers?

Picture 4



India is famous for its traditional festivals. What is the origin of most of these festivals? Choose one traditional festival and describe how it is celebrated.

Picture 5

India - Chennai - Festival of Lamps



Indian Superstar

This picture portrays an actress that is immensely popular in India. What is the nick name used about the tradition of Indian films? How is it different from traditional American films? Where is the Indian film industry based?

Picture 6



What is this painting called?
What does the paint consist of and on which occasion is it

Traditional painting

traditionally used? Why is the colour red used in this context do you think? Check out this site [Symbolic colours in India](#)

Picture 7



The river Ganges is considered holy

The Ganges is a holy river to worshippers. To which religion do the worshippers belong and how do they use the river? Why do they consider it holy?

Picture 8

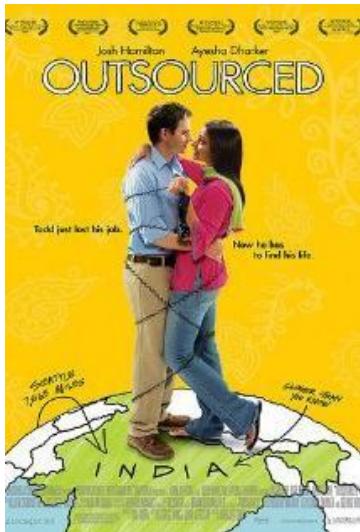


What does the elephant symbolise in Indian culture?
Hint: take a look at this link
[Animal symbols](#)

Elephant as a symbol

Platform 4

All the students **watch the film** *Outsourced* (2007) directed by John Jeffcoat. You may watch the film trailer here [Outsourced - movie trailer](#)



Outsourced

Platform 5

After watching the film, go to [this link](#), **read a short summary** and do a selection of the **questions**

Platform 6 (optional)

If you have time left, **check these** links to learn more about outsourcing and the recent "twist" that has occurred [guardian.co.uk - India outsources outsourcing](#) (news article) and to get some information about outsourcing from an Indian viewpoint watch this excerpt from the documentary [The Other Side of Outsourcing](#).

Therapist in a Yellow Cab

Forfatter: Morten Serkland, Eli M. Huseby
[Therapist In A Yellow Cab \(104788\)](#)



Ray has been a yellow cab driver in New York for 7 years, and he owns two cabs. Being a yellow cab driver is a time consuming job. A shift usually lasts for 12 hours, and the cab is running 24/7. Ray is a cab driver with a vision: people should feel better when they leave his cab than when they stepped into it! In some ways Ray looks upon himself as a therapist. Listen to the interview and see if you agree.



Therapist in a yellow cab / audio
<http://ndla.no/en/node/106016>

After you have listened to the interview, have a look at the following 14 words and then do the 3 tasks which follow. This could be either an oral or a written exercise.

- 10 miles long
- vehicles
- parking
- hail
- corner
- 12 hours
- snow
- penny
- level
- contagious
- apologetic
- Queens
- retaliating
- tip

1. Make a summary of the interview, using all the listed words.
2. Use these words to tell the story of one day in Ray's life as a yellow cab driver. One sentence for each word.
3. Sit in pairs and ask each other in what context these words appear in the interview.



Interview for a Job

Ray has two taxis and has drivers working for him. Now he is going to hire one more driver. Work in pairs and pretend that one of you is Ray, the employer, about to hire a new driver. The

other person is the applicant, hoping to get the job.

Preparation: The employer should make an interview form with essential questions, and the applicant should find reasons for applying, and ways to present her/his own qualifications.

Perform this interview as a role play.

Discussion

1. How does the interview with Ray, the cab driver, relate to the American Dream?
2. What is the stereotype of a typical cab driver? Do you find that Ray differs from this image? Explain.
3. How would you have communicated with the following passengers: A furious passenger? A passenger who is sad? A passenger who is threatening?
4. Why does Ray look upon himself as a therapist?
5. Discuss this statement: "Having a good friend is better than having a professional therapist."
6. Ray has an education that he is doesn't use professionally. Do you think this is a waste of time and talent?

Question to Ponder

Reflect about your own motivation for choosing a career.

Writing

1. Write a blog entry where you describe your first day as a yellow cab driver in New York.
2. Write an article for a Norwegian newspaper where you consider the importance of the yellow cabs for New York City.
3. Ray described an incident with a furious passenger and how he dealt with it. Write the story of this man before and after he met Ray.
Point of view: first person narrator.

From Nicaragua to the USA in Pursuit of a Dream

Forfatter: Knut Inge Skifjeld

[From Nicaragua to the USA in Pursuit of a Dream? \(18800\)](#)

Pre-reading: Discuss the following statement: The American Dream is no magic, just hard work

Americans work longer hours than most Europeans and they are willing to move several times during their lifetime to pursue a satisfying career. In fact they are more competitive and more prepared to jump whenever opportunity knocks than we are. Listen to the interview with this Nicaraguan-American family.



My American Dream / video

<http://ndla.no/en/node/18802>

Comprehension

1. How does this Nicaraguan boy perceive the American dream,?
2. What are his mother's expectations of him?
3. How would you characterize the mother?
4. How did this boy react to hearing his parents' story?

Discussion

1. How typical is this mother and son conflict? Could this have been Norway? If so, why?
2. Do sons of poor people work harder than sons of rich people? If so, why?
3. Does affluence gradually make us less willing to make sacrifices in life?
4. Is this mother pushing her son too hard?
5. Are you ambitious or relaxed with respect to school work and career?

Career Abroad

Landing a Job Abroad!

Forfatter: Lars Aunaas, Anne Scott Hagen

[Landing a Job Abroad \(83450\)](#)

Pre -reading: Watch the trailer of the movie, *Outsourced*, and discuss the situation in which the main character finds himself. Do you think this is typical for someone going to work in a foreign country?

[Outsourced - movie trailer](#)

Make sure you understand these words before you read the text. Use the [What Kind of Work? dictionary](#) in the link collection to look up new words:

1. migrant
2. develop
3. originated
4. tempting
5. acquire
6. cope
7. entails
8. challenge
9. peruse
10. efficient
11. disappointment
12. compete
13. resident
14. attractive
15. application
16. hire
17. adapt
18. suitable
19. skill
20. internship
21. strive
22. hone
23. crucial
24. opportunity
25. persistent
26. fumble
27. trustworthy
28. anonymity
29. embarrass
30. gratitude
31. volunteer



Landing a Job Abroad / audio

<http://ndla.no/en/node/93727>

If you chose to or were forced to work abroad, you would be one of the many million migrants moving to another country in order to work.

Some UN Migration statistics UN Migration

- International migrants in 2005 were 191 million on a global basis.
- The number living in a developing country and coming from another developing country (South to South migrants) was about the same as the number living in a developed country and coming from a developing country (South to North migrants).
- Percent of migrants living in different areas: Europe 34%, North America 23%, Asia 28%, Africa 9%, Latin America and Caribbean 3%, Oceania 3%
- Nearly half of all migrants worldwide are women. There are more women than men migrants in the developed countries.
- Nearly 6 out of every 10 highly-educated migrants living in OECD countries in 2000 originated in developing countries.

Further information: [International Migration 2009](#)

There are many kinds of jobs, and many ways to find them. One may of course peruse ads in the press or browse relevant websites in the hope of finding the job of one's dreams abroad. Many, however, opt to pose as a "student" to obtain education (maybe within tourism, medicine, engineering or trade/finance), solid experience and/or a very efficient network. This may lead to a considerable degree of frustration and development, working abroad may give one a certain edge in today's competitive job market. However, the international job market isn't without its challenges.

disappointment. Applying for a job in a foreign country, one competes with the residents of the country of one's choice, and attractive businesses, that receive a multitude of applications, may consider that there is too high a risk in hiring someone that will need some time to adapt, however qualified and otherwise suitable this person might be. ([Finding jobs throughout Europe](#), [Job offer search engines - eurosummerjobs](#), [UK Government - Find a Job](#). [Quintessential Careers](#))

There are other options for going abroad than landing the job of your life. Many students/young professionals find that an internship abroad is a welcome supplement to their career building efforts. They participate, for a limited period, in the activities of an organization in order to acquire skills, build a network and learn how things are done "in the real world". [Internships](#)

***Networking** is the activity where you build relationships with people who may be in position to help you achieve your goals. The work market can be highly competitive, and a large part of it is "hidden" or "closed", i.e. not available to the average job seeker.

[Networking](#)

Other Alternatives for Spending Time Abroad

Building a career is not the only reason why people might want to opt for a stay abroad: learning languages, discovering foreign cultures or other new experiences are also valid reasons. Although travelling is a wonderful form of leisure, it is also quite costly, and many of those who wish to live abroad for some time, choose to finance their stay by working. Many options are open to people in such situations. Some choose to be au pairs. They take care of children in the families with which they live and study at the same time. Others volunteer for international organizations that strive to make the world a better place. The Peace Corps, for instance, sends hundreds of young people on missions in third world countries every year, and that is only one of many organizations . [Fredskorpset](#)

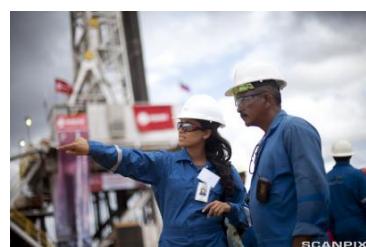
Whatever type of job one looks for and whether it is at home or abroad, one ought to hone one's skills in networking and communication.

Comprehension

1. Which type of country do most migrants come from and which type of area do the highest percent of migrants live in, according to the UN in 2005?
2. What are some of the reasons that make it attractive to work abroad?
3. What are the three factors which make it easier to find the job of one's dreams?
4. Does the text mention any disadvantages one faces in trying to get a job abroad?
5. Why is a network important?
6. What other alternatives are there for working abroad if you don't find the job you have been dreaming of?

Discuss

1. Which country/countries would you prefer to work in? Why?
2. What type of job would you choose for your first job abroad, voluntary work, internship or the "job of your dreams" after you are fully qualified? Why?
3. Under which circumstances is working abroad really worth it?
4. How free should the international job market be?



Oil Workers Venezuela

Fotograf: [Carlos Garcia Rawlins](#)

Networking

Forfatter: Lars Aunaas

[Networking \(85077\)](#)



Networking / audio

<http://ndla.no/en/node/93719>

"Oh, I get by with a little help from my friends, Mmm, gonna try with a little help from my friends [With a Little Help from My Friends](#) by the Beatles. (Click on Songs for more information.)

Make sure you understand these words before you read the text. Use the dictionary in the right-hand menu to look up new words:

1. available
2. crucial
3. accomplish
4. assess
5. maintain
6. persistent
7. fumbling
8. shyness
9. spark
10. charity
11. volunteer
12. trustworthy
13. anonymity
14. gratitude

Networking is the activity where you build relationships with people who may be in a position to help you achieve your goals. The job market can be highly competitive, and a large part of it is "hidden" or "closed", i.e. not available to the average job seeker. Thus, having an effective network is often crucial when it comes to finding a job that suits you and that you are well suited for. Indeed, without connecting with other persons, it is difficult to accomplish all those small steps of which careers are built. These can be becoming aware of opportunities, getting access to people in key positions or, simply, getting the information you need in order to assess different courses of action and make up your mind as to what you really want to do. Establishing and maintaining an effective network - getting people who are in a position to lend a helping hand to actually take the time to do so - demands persistent work. However, successful networkers can also rely on help and expertise that prevent them from fumbling in the dark.



Network
Opphavsmann: [luc legay, Flickr](#)

- Networking should be something you do with everyone, everywhere and all the time.
- Find techniques that work for you in order to overcome shyness.
- Show genuine interest in the people you meet. One excellent way to do this is to ask open questions (using words like, *who*, *what*, *where*, *when*, *how* and *why*, instead of asking closed questions that lead to a simple "yes" or "no" or to other single-word answers. Not only do people like to spark the interest of others, you'll also be surprised by how much you learn when you seek out the long answers.
- Have a clear view of what your goals are. Without a strategy, it is difficult to know who to seek out and what to answer when someone asks "How may I help you?"
- Seek out places where you can cultivate a common interest with the people you wish to reach (meetings of professional organizations, charity events, volunteer experiences, sports, etc.)
- Become valuable to others – lend a helping hand whenever you can, reveal yourself to be trustworthy.
- Keep in mind that when people refer you to someone (this is of real value because you step out of anonymity), they expect you not to embarrass them.
- Follow up on previous contacts. Show gratitude, give updates on your progress (people have invested time in you), take time to have lunch – show that you care for them as individuals.

Network, Interview, Negotiate

Job Search Networking

Task

Make a list of the type of people who might be of use to a job seeker.

Open and Closed Questions

Closed Questions:

- Require only yes or no or short answer (but can of course be answered with a longer answer).
- Easy to answer.
- Give facts.
- Useful when opening a conversation, especially with someone you don't know.
- You keep control of the conversation.

Examples:

- Are you new here?
- Do you live in London?
- Do you like sushi?
- It's cold today, isn't it?
- It was a useful meeting, wasn't it?

Open Questions:

1. Are more likely to receive longer answers.
2. Give more information about a topic.
3. Useful when getting to know more about someone.
4. You have less control of the conversation.
5. Usually start with words like, who, what, why, how, where.

Examples:

- What do you think of our new offices?
- Why didn't you apply for the job?
- What did you do on holiday this year?
- How are you feeling this morning?
- How do you find time to go to the gym three times a week?

Change these closed questions to open questions:

1. Do you find it too warm here in the summer?
2. Do you find time to go to the gym, often?
3. Is this an interesting place to work?
4. I'm very impressed by the new i-Pad, are you?
5. Is there a good company canteen?
6. Do you like working alone?
7. Dreadful weather, isn't it?
8. You're new here, aren't you?
9. Is that a comfortable chair to sit in?
10. Is it difficult to get a job in this company?
11. Are you satisfied with your new car?
12. Do you like this hotel?

Open and Closed Questions

Applying For a Job

Forfatter: Lars Aunaas, Anne Scott Hagen

[Applying For a Job \(83506\)](#)

When looking for a job, it is important to present yourself as advantageously as possible. What aspects of yourself do you feel are the most important for a future employer?

Make sure you understand these words before you read the text. Use the dictionary in the link collection to look up new words:

1. extended
2. opportunity
3. impression
4. essential
5. clarity
6. prospective
7. advisable
8. tailor
9. appropriate
10. exceed
11. inverse
12. accompany
13. emphasize
14. referral
15. spontaneously
16. asset
17. recruiters



Applying for a Job / audio

<http://ndla.no/en/node/93720>

The following are important when applying for and landing a job.

1. **The CV (UK)/Resume (US)** [*Curriculum vitae* (Latin) which means "(the) course (of one's) life". "CV" is also used in the US, but for a different, more extended kind of document, that includes, for instance, a list of published texts.]
2. **The Cover Letter** (Letter of Application)
3. **Interview**

The "CV" (UK), or "resume" (US)

This is a document where you list information, mainly about your qualifications and professional experience. The resume will often be your initial contact with a future employer, and should be thought of as an opportunity to make a good first impression. Moreover, in many cases, recruiters receive a large number of applications, and they scan resumes in quick succession. Consequently, common sense would dictate that the CV makes essential information easily available (structure, clarity, concision) and that it is relevant for the job one applies for. Indeed, instead of sending the same resume to different prospective employers, it is possible and advisable to tailor them in such a way that you present yourself in the most appropriate manner for each position that you are interested in.



People fill out job application forms at a job fair in Los Angeles, California
Fotograf: [LUCY NICHOLSON](#)

Usually, resumes – which should not exceed one or two pages – contain:

- name, title and contact information
- education and qualifications

- previous professional experience
- honours and activities
- skills (languages, ICT...)
- references (often on a separate sheet of paper, to be given when asked for)

Listings are organized chronologically, in inverse order (newest entries first), and with the help of bullet points. Fonts should be conservative, and large enough to be read easily. Here is an example of CV layout. [How to Write a CV](#)

The Cover Letter

(also called "letter of introduction", "letter of application", "employment letter" ...)

This accompanies and introduces the CV/resume. It may be sent:

- in response to an ad. The contents of the ad can be used as an important indication of what should be emphasized in the letter.
- as a result of a referral by someone who the prospective employer knows and respects
- spontaneously, in order to enquire after openings.

A cover letter explains what kind of/which position you are seeking and how your qualifications and your experience will make you an asset for this specific organization. Additionally, it gives you the opportunity to clarify, minimise or present in a positive light elements in your resume that may seem surprising to recruiters (gaps in employment history, change of careers...). It also presents you with the opportunity to show who you are as a person and what characterizes you as an employee (supported with specific examples), as well as explaining what motivates your wish to work at a specific place and with something or someone in particular.

Cover Letter Layout

Your contact information (in an e-mail, this should appear towards the end, beneath your name)

Date

Recipient (name, title/function, organization, address)

Subject line (optional)

Dear Mr./Mrs./Ms. (Surname only)

§1: Your reasons for writing (which position are you seeking? where did you learn about the job? do you have a referral?). Grab the reader's attention by mentioning your main strong point as a possible employee.

§2: Qualifications, experience, skills and achievements (rather than duties and responsibilities). The letter should give specific examples, and add to the resume, instead of repeating its content – highlight your assets.

§3: What can you do for your employer? Show that you have a specific idea of how you might fit into this particular organization and be able to meet the requirements of the job.

§4: Ask for a meeting and indicate how (a phone call?) and when (within a reasonable and specified delay) you will follow up on your letter.

Sincerely,
Your signature (handwritten – in a hard copy)
Your name (typed)
Your contact information (in an e-mail)

[How to Write a Job Application](#)

The application should be brief (one page) with a classic format. Use a simple font, size 10/12 and leave a space between each paragraph.

Comprehension

1. Your CV is your first contact with a prospective employer. What are 4 important factors to consider concerning the layout and content of your CV.
2. What additional information is it important to include in your cover letter?

Pair/Group Work

Each choose one of the people in the picture above. Make up information about the person. Make notes and then present "your person" to your partner/s

- what kind of job is he/she applying for?
- why?
- what are his/her qualifications and experience?
- how long has he/she been looking for a job?
- etc.

Writing

1. What do you think "your person" is thinking as they fill out the job application form? Write a short text of the thoughts going through the person's mind (stream of consciousness).
2. Write a job application and CV in answer to one of the following ads.

Global Volunteers – coordinating volunteer work around the globe.

Teaching in Thailand

We are looking for volunteer English teachers to teach conversational English to students in Thailand. The job is for a 3 month period and the students are mainly adults who understand basic English, but need conversation practice and to learn more about US and UK culture.

Teaching:

- 4 hr. evening class, Monday to Friday
- Books supplied
- Language lab available

Teacher requirements:

- Over 18 years of age
- Teaching qualifications not necessary
- Speak fluent English (not necessarily a native speaker)
- Interested in other cultures
- Enjoy meeting new people

Cost: £600 covers all costs for 3 months. Travel expenses not included.
Ensuite accommodation and all meals supplied.

Send letter of application, CV and references to: Global Volunteers, 1105 Lakeland Drive, Minneapolis, MN USA.

We will contact you to arrange an interview with our local representative.

Internships Australia - we have been organizing internships in Australia for 20 years.

Type of Work: in restaurant or hotel business

Period: 6 months

Area: Queensland, Gold Coast and north to Cairns

Requirements:

- under 30
- minimum 3 months experience in restaurant or hotel work (any kind) with references
- friendly and interested in meeting new people
- fluent in English
- willing to work hard

Minimum wage: AUD18/hr

Working Hours: 38hrs/week + optional overtime

Accommodation: subsidized staff accommodation

Send letter of application, resume and references to: Internships Australia,
1150 Burke Street, Melbourne, VIC, Australia

We will contact you to arrange an interview with our local representative.

You will find more information about writing a CV and a cover letter at these links:

- [Applying for a job - information \(UK\)](#)
- [Applying for a job - information \(US\)](#)
- [Resume and Cover Letter Guide](#)
- [Resumes, Cover Letters - Stanford University](#)

The Job Interview

Forfatter: Anne Scott Hagen, Lars Aunaas

[The Job Interview \(83507\)](#)

The interview is a natural follow-up to your application, if it is of interest to the recruiter. It is a conversation with one or more decision-makers in the company who will try to discover whether you are the person who is best suited for the job. There are as many kinds of interviews as there are persons, but there are certain DOs and DON'Ts that one may benefit greatly from following.



A Japanese job seeking student takes part in an interview with executives of ImageNet Co., one of Japan's top Internet apparel retailers, after reaching the summit of Mount Fuji. The job interview was held atop Japan's highest mountain to make sure new employees have what it takes to scale the heights of business, the company said.

Fotograf: [Yuriko Nakao](#)

Make sure you understand these words before you read the text. Use the dictionary in the link collection to look up new words:

1. recruiter
2. decision-maker
3. benefit
4. clarification
5. rehearse
6. limp
7. assets
8. achievement
9. rambling
10. hostile
11. current
12. negotiation
13. salary
14. boast
15. modest
16. perk
17. insecurity
18. flaw
19. ignorance

DO

1. Give specific examples in order to support your claims (concerning skills, achievements, personality...)
2. Smile and speak with a clear, strong voice.
3. Ask for clarification if you are not certain that you have understood a question correctly.
4. Show a sense of humour if something beyond your control occurs.
5. Ask questions that show your interest in the organization.
6. Bring your resume and a list of references (with contact information).
7. Rehearse being interviewed with friends.

DON'T

1. Don't lack etiquette - arriving late, inappropriate grooming, excessive familiarity (but, at the same time, avoid stiff, evasive and cold body language), limp handshakes, sitting down without being invited to do so, not turning the cell phone off, etc.
2. Don't come unprepared, without knowledge of the organization or a clear idea of what your assets are (qualifications, experience, achievements, etc).
3. Don't answer with a simple "yes" or "no". However, rambling on for many minutes without sticking to the topic will not do any good either.

4. Don't speak in a negative or hostile manner about former or current employers.
5. Don't initiate negotiations concerning salary during the first interview.
6. Don't boast or be too modest.
7. Don't ask questions about what the organization "can do for you" (salary, benefits, perks, etc.), or that reveal insecurities, flaws, ignorance about things you should have read up on...

Vocabulary Practice

Make questions or statements which might be useful in a job interview. One sentence for each of the following words:

- benefit
- clarify
- achievement
- current
- negotiate
- salary
- boast
- assets

Roleplay

In pairs, carry out an interview on the basis of your application and CV for one of the following jobs:

Teaching in Thailand

We are looking for volunteer English teachers to teach conversational English to students in Thailand. The job is for a 3 month period and the students are mainly adults who understand basic English, but need conversation practice and to learn more about US and UK culture.

Teaching:

- 4 hr. evening class, Monday to Friday
- Books supplied
- Language lab available

Teacher requirements:

- Over 18 years of age
- Teaching qualifications not necessary
- Speak fluent English (not necessarily a native speaker)
- Interested in other cultures
- Enjoy meeting new people

Cost: £600 covers all costs for 3 months. Travel expenses not included. Ensuite accommodation and all meals supplied.

Send letter of application, CV and references to: Global Volunteers, 1105 Lakeland Drive, Minneapolis, MN USA.

We will contact you to arrange an interview with our local representative.

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Type of Work: in restaurant or hotel business

Period: 6 months

Area: Queensland, Gold Coast and north to Cairns

Requirements:

- under 30
- minimum 3 months experience in restaurant or hotel work (any kind) with references
- friendly and interested in meeting new people

- fluent in English
- willing to work hard

Minimum wage: AUD18/hr

Working Hours: 38hrs/week + optional overtime

Accommodation: subsidized staff accommodation

Send letter of application, resume and references to: Internships Australia, 1150 Burke Street, Melbourne, VIC, Australia

We will contact you to arrange an interview with our local representative.

Discussion

"Who would you hire?" In groups of 4 discuss who you would hire for the job, on the basis of one of the job descriptions above and 2/3 resumes + cover letters.

Formalities - Working Abroad

Forfatter: Lars Aunaas, Anne Scott Hagen

[Formalities - Working Abroad \(83508\)](#)

You have completed a successful interview and have landed your first job abroad, but you are not yet ready to travel. There are several formalities which have to be completed first.

If you have traveled abroad before, what documents did you have to have with you?

reside, residence, obtain, promote, petition, eligible, spouse, environmentalist, horticulturist, convenience

Formalities

These are some of the formalities which one has to look into in order to live and work in another country.

- Work permit
- Residence permit, green card
- Visa
- Tax regulations
- Health coverage
- Insurance

Find Out

[Going Global](#) gives some brief information about work permits, visas, CVs, various areas of business, job search, financial information, etc.



Everyone has to have all their

From "Country Profiles" choose one of the documents in order.

English-speaking countries and find out:

Fotograf: [Science Photo Library](#)

- Do they require a visa and work permit?
- What is the cost of living?
- What about medical care?
- Some important interview and cultural advice: dress, conduct, meeting people, eating, etc.

(The countries also have their own official websites with more detailed information about work permits, residence permits, healthcare etc., for example: [UK Border Agency](#), [Visit and Work in the USA](#) and [US Immigration Support](#)).

Green Card

All foreign workers must obtain permission to work in the United States, but if one wishes permanent residence in the country, one of the documents required is a Green Card. There are many people who would like to reside permanently in the USA, but do not satisfy the necessary requirements and may try to find a way around the regulations. One US regulation states:

To promote family unity, immigration law allows U.S. citizens to petition for certain qualified relatives to come and live permanently in the United States.

Eligible immediate relatives include the U.S. citizen's:

- Spouse
- Unmarried child under the age of 21
- Parent (if the U.S. citizen is over the age of 21)

This is the basis for the plot of the film *Green Card*, a romantic comedy from 1990.

Green Card - Film

Brontë Mitchell (Andy MacDowell) is a horticulturist and an environmentalist and marries Georges Fauré (Gerard Depardieu), an illegal alien to allow him to obtain a Green Card and become a permanent resident in the US. Brontë in turn uses her marriage credentials to rent the apartment of her dreams. After moving in, to explain her spouse's absence she tells the doorman and neighbors he is conducting musical research in Africa.

Contacted by the Immigration and Naturalisation Service to arrange an interview so that they can determine if her marriage is legitimate, Brontë has to track down Georges and they have to convince the INS that theirs is not an arranged marriage.

Watch the trailer, [Green Card](#) and answer the questions which follow.

Comprehension

1. Explain the terms
 - marriage of convenience
 - illegal alien
2. Which country does Georges come from?
3. What did the couple plan to do after their marriage?
4. What reason do the representatives of the INS give for wanting to interview Bronte and Georges?
5. How does the film seem to end?

Discuss

Should there be strict regulations to control people working and residing in a foreign country? Why/Why not?

Culture

Aspects of Cultures

Meet Michael - a Young Ghanesian Ambassador

Forfatter: Morten Serkland

[Meet Michael - a Young Ghanesian Ambassador \(84889\)](#)

During the summer months of 2010, Michael from Ghana made his first journey abroad. His destination was Norway where he had relatives. In an interview recorded a few days after his arrival in Norway, he introduces us to his country, and gives us an insight into its culture, history and geography. Michael is a reflected person who has a focus on values and integrity.

When listening to Michael Kwaatizle Owusu, you should have in mind how you would have presented *your country, your values and your culture* if you were a visitor to Ghana.

You are now going to listen to two interviews with Michael.

The First Interview - "My Voice is Heard"

In the first interview, Michael talks about Ghana in general, including topics such as demography, scenery, religion and education.

Before you start listening, you should look up information about Ghana on the web regarding the topics listed below. Make three key words from each topic.

- population
- capital
- flag
- economy
- natural resources
- languages
- history with focus on the different invasions
- politics



Michael - a Ghanese ambassador in Norway

Fotograf: [Eli M. Huseby](#)



Michael Talks about Ghana 1 (10:22) / audio

<http://ndla.no/en/node/85503>

Questions for Reflection

1. Why can we say that Ghana is a rich country?
2. Why do you think so many people are poor in spite of all the resources?
3. Michael is a student, what are his thoughts about education in Ghana?
4. Michael emphasises traditional family values in Ghana, how do these values correspond with traditional family values in Norway?
5. What does Michael answer when he is asked about what makes people in Ghana happy?
6. How does his answer compare with your idea of happiness?
7. When asked if he felt that his voice was heard in the Ghanese society, Michael answers without hesitation, a loud "yes". What are his comments?
8. How does the religious diversity affect the Ghanese society?

The Second Interview - "Is There a Future for Africa?"

In the second interview Michael shares with us his thoughts about Ghanese culture, politics and languages and whether there is a hope for Africa. He even shares a typical Ghanese story.

Before you start listening to the recording, what ideas come to mind when you think about African culture?



Michael Talks about Ghana 2 (10:37) / audio

<http://ndla.no/en/node/95487>

Discuss

1. After listening to the interview, how do your ideas of African culture correspond to what Michael presents?
2. Michael talks about his hope and aspiration for Africa and its future. How does this compare with the impression you get from the media? What do *you* think; what challenges does this continent face, and how do you think they will manage?
3. What does Michael state about the interest Ghanese people take in reading books? How does this contrast with his impression of Norwegians? Do you agree with his observation? If, you do; how can the different reading habits be explained?
4. Michael speaks of his impression of Norway and Norwegians. In meeting a new culture, he experiences an intercultural meeting - an encounter between two cultures. How important is it to understand different cultures if we want to avoid cultural misunderstandings and conflicts?

Find Out

About languages:

1. Estimates show that there are between 2000 - 3000 native languages in Africa. What do you think are the reasons for this?
2. Check out online resources and find out how many languages are spoken in Ghana. English is the official language? Why?
3. When listening to Michael, did you notice how Ghanese English differs from Standard English? Comment on accent, vocabulary, pitch and intonation.

About culture:

1. According to Michael, Anansi (the trickster spider) has been a source of inspiration for Spider-Man. How can the tale of Anansi have travelled across the Atlantic and been transformed into a modern superhero? Check out this link [Trickster Stories](#)
2. What is the moral in Michael's tale about Anansi? Do you know any similar stories from your own culture? How important are such stories for our cultural identity?
3. In the interview, an intercultural meeting takes place - an encounter between two cultures - how does good communication enable us to avoid cultural misunderstandings and conflicts?

Writing

Like the tale about Anansi, African music, dance and rhythm were transferred across the ocean to the Americas. Explore how this inspired music and dance in America and the Caribbean islands. Write a blog entry where you include pictures.

Make an Interview

Choose one of the interviews. Listen to it one more time. Write down the questions Michael is asked. Work in pairs. Pretend that one of you is a Ghanese host and the other a Norwegian visitor. Record the interview (recorder or cell phone).

Compare and contrast the answers. Are there some topics that you would like to add in your interview?

Music From Around the World

Forfatter: Karin Dwyer Løken

[Music From Around the World \(87362\)](#)

The American and British music industries have dominated the international music scene for generations. The music of Michael Jackson, Britney Spears, U2, Coldplay, Eminem, Justin Timberlake and Bruce Springsteen can be heard in just about every corner of the world. But that does not mean that Western music is the only music that young people in different parts of the world listen to. On the contrary, most regions have their own form of popular music and a thriving music industry.

Words to focus on

1. influential
2. genre
3. inspire
4. riddled
5. collaborate
6. distinctly
7. intrigued
8. contemporary
9. symbiosis



Music From Around the World / audio
<http://ndla.no/en/node/94280>

Obi, 16, Nigeria

Afrobeat is without a doubt the most popular music in my country. It had its origin here in Nigeria, and it has not only spread to the rest of Africa, but is a major influence on Western music as well. Fela Kuti, one of Nigeria's most influential musicians, developed this music and brought it to the USA in the 70's.



We also have our own version of Hip-hop, Musician Femi Kuti performs at an event Naija, and this is what my friends and I usually in Lagos, Nigeria. The driving rhythms listen to. This is the music you hear booming of Kuti's message follow that of his from the night clubs. It's based on America famous father Fela Anikulapo-Kuti, who Hip-hop, but with texts that African teenagers created the synthesis of pop and jazz can better relate to. My favourites are African fueling Afrobeat and served as one of Kings and elDee.

the staunchest critics of military rule in

Nigerian musicians have been great at oil-rich Nigeria.

developing some of our traditional music

genres so that they appeal to my generation; for instance, Jùjú, which is based mainly on percussion instruments. King Sunny Adé is a hero of both my parents and me.

My country is quite small and has a complicated past, riddled with violence and corruption. It makes me proud that through all this, we have been able to spread so much joy to the world through our music.

Sajan, 18, India

In my country, the songs of the Bollywood films, called “filmi”, dominate the Indian music industry. These songs are influenced not only by the traditional music of India, but also by Western music genres like jazz, rap or disco. “Filmi” is the music you hear playing when walking in the streets of India – on buses, in bazaars and coming out of the windows of private homes.

Indi-pop, which has only existed since the 1970s, is very popular among people my age. Indi-pop is simply Indian pop music that is not related to films. Still, this music sounds very much like filmi. My all-time favorite Indi-pop singers are Alisha Chinai and Lucky Ali. What most Westerners don't know is that India also has its own rock music scene – although it is quite small compared to the Bollywood and Indi-pop scenes.



Freddie Mercury had Indian parents and

In the 1960s and 70s, it became a trend spent most of his youth at a school near among Western musicians to come to India. Mumbai

The most famous of them were the Beatles, who were inspired by our music, and collaborated with Indian musicians like Ravi Shankar. And did you know that one of rock history's most famous singers and composers, Freddie Mercury, had Indian parents and spent most of his youth at a school near Mumbai? He was quite influenced by Indian music, especially the Bollywood star Lata Mangeshkar.

Asami, 17, Japan

J-pop is definitely the most popular music of Japanese teenagers. This genre includes every kind of music that is not of the classical or folk genres. Pop, rock, punk and rap all fall under the category of J-pop. Even though this music is distinctly Japanese, with a base in traditional Japanese music, it has strong characteristics from Western genres, such as R&B, soul, hip-hop and even gospel music. In fact, some songs can sound very similar to Western songs – and at the same time quite different.

J-pop is a music package complete with colourful costumes, creative hair styles and energetic dancing. The songs are usually sung in Japanese, but often include English expressions or might even have an English title. The music videos are breathtaking: visually influenced by anime (animated films) and manga (comic magazines). At our school we often have exchange students from Western countries. Many are intrigued by this blend of East and West in our popular music; others are totally confused as to what to make of it.



Personally, I enjoy listening to some of the many female stars of J-pop. Ayumi Hamasaki is considered the Queen of J-Pop – she's as popular in Japan as Madonna is in the West.

Japan's teenage singer Hikaru Utada performs at Tokyo's Budokan Hall

Hikaru Utada is also immensely popular in Japan, and has also had a couple of hits in the West. Shiina Ringo is a little different from the rest of the J-pop artists in that she writes her own songs. She also experiments with different styles of music: everything from mainstream pop to experimental jazz.

Khia, 17, Australia

Contemporary Aboriginal music is my passion! My favourites are the artists who have managed to combine aspects of our traditional music – like the instruments or the dances - with the modern sounds of the Western rock and pop music that is a part of youth culture all over the world.

My favourite group, Yothu Yindi, does exactly this. The group is made up of both Aboriginals and non-Aboriginals. They have managed to create a symbiosis of the sounds of Western Rock and Aboriginal music and dances that date as far back as 60,000 years!

Many of our musicians write songs about the injustice of society. Kev Carmody is a protest singer whose lyrics are often about life as an Aboriginal. He makes use of several music styles: country and western, reggae, pop, rock and more. Singer-songwriter Archie Roach became famous when he sang about one of the most shameful practices in Australia's history – the government's removal of children from families that were considered incapable of raising children. Both Kev Carmody and Archie Roach were such "stolen children". It is an Aboriginal tradition to tell our history through music.

Discuss

Sit in groups and set up an outline of the Norwegian contemporary music scene. Which genres are the most popular? What characterizes them? Mention some of the artists of these genres. Who are their main influences?

Vocabulary

Write sentences using the following words:

influential

genre

inspire

riddled

collaborate

distinctly

intrigued

contemporary

symbiosis

Digital Skills

Search YouTube or other websites for videos with examples of music from:

- Nigeria
- India
- Japan
- Aboriginal music from Australia

(Perhaps you can find examples from some of the artists mentioned in the text.)

Compile your own playlist and present it to your class, explaining why you have chosen these particular songs. You can include the following points:

- How are the songs you have chosen representative of their country and their genre?
- Interesting information about the artists on your list.
- What do you like or find interesting about this music?

Presentations

Give a presentation about one of the following topics:

1. Violence and corruption in Nigeria
2. African percussion instruments
3. Bollywood playback singers
4. Anime and manga
5. The "Stolen Generation" of Aboriginals in Australia

Australia - The Country I Love

Forfatter: Morten Serkland, Christine Varadian Johnsen

[Australia - The Country I Love \(61753\)](#)

Roger de Vos is an Australian tour guide who loves his country and is an expert on geography, wildlife and Australian affairs.

In this fairly long interview he is telling us about different aspects of Australia.

You may choose to listen to the entire interview and do the tasks afterwards, or you may stop after each main topic and do the tasks linked to that specific topic.



Roger de Vos - Australian tour guide

Forfatter: [Morten Serkland](#)



Tour Guiding Australia, 20:47 / audio

<http://ndl.no/en/node/60815>

States and Territories (0 - 1:57)

1. How are the states more politically independent than the territories?
2. Why is Western Australia the most affluent state?
3. What are some of the characteristics of Tasmania?
4. According to Roger, which two states are rivals?

Cities (1:57 - 3:45)

1. How many people live in Australia?
2. Why is the infrastructure good in most Australian cities?
3. Mention four big Australian cities.
4. What is the population of Sydney?
5. Why are the streets of Sydney so congested?
6. How many inhabitants are there in Perth?
7. What is the unemployment rate in Australia?

Transport (3:45 - 4:29)

1. What is the main means of transport in Australia?
2. At what age can Australians get their driving license?
3. What does Roger say about fuel prices?
4. Mention a characteristic about the transport system in Melbourne.

Holidays (4:29 - 6:16)

1. When is the summer holiday in Australia?
2. Is Australia in the northern or in the southern hemisphere?
3. Why is Labour Day celebrated?
4. According to Roger, what is the most peculiar holiday and when is it celebrated?

Tasmania (6:16 - 8:44)

1. When was Tasmania separated from the mainland?
2. Explain what a marsupial is.
3. Why is the Tasmanian tiger extinct today?
4. What kind of forest does Roger say is typical for Tasmania?

Traveling (8:44 - 13:03)

1. From which three countries do most of the tourists come?
2. Which Scandinavian country has most tourists in Australia?
3. What does Roger say about Bali?
4. What are "traveling legs"?
5. What is backpacking?
6. Roger states that traveling is a "generational thing". What does he mean by that?
7. How old was he when he toured Europe?

Schools (13:02 - 14:32)

1. Roger mentions socioeconomic background. Why?
2. At what age do children in Australia start school?
3. How does Roger look at his own school background?
4. Australian teenagers have several options after graduation from high school. What are their two main choices?

The Metric System (14:32 - 15:22)

1. When was the metric system introduced in Australia?
2. How long is one mile in kilometers?
3. How much is one pound in kilograms?
4. What is the currency in Australia?

What I Miss about Australia (15:22 - 16:43)

1. What is Roger's attitude towards sports?
2. What does he miss about the Australian weather?
3. What does he miss most of all?
4. What's "wrong" with the UK with respect to open spaces?

Aboriginal Australians - Australia's Indigenous People

Forfatter: Morten Serkland

[Aboriginal Australians - Australia's Indigenous People \(131701\)](#)



Here we are going to focus on the native people of Australia, the Aboriginal Australians, by highlighting their traditions, culture, history and present day life. We have a lot of online resources about Aborigines. Here, however, you are invited to do some assignments and research on your own.



Australia

The indigenous people of Australia are called Aboriginal Australians. They came from Asia to Australia around 50 000 years ago, and around 20 000 years before that, groups migrated from Africa to Asia. At the time of white settlement in Australia there were many different Aboriginal tribes scattered all over the country, and more than 250 languages were spoken. The Aboriginal culture was expressive and rich in symbols. When the British arrived in 1788, they carried a lot of viruses and bacteria with them. Thousands of Aborigines died of smallpox and other diseases, and tribes were driven off their land into the territory of other tribes. At its lowest, in 1900, the Aboriginal population numbered around 93 000. Today the number exceeds half a million. (The total population of Australia is about 23 mill.)

Find Out

What are the pictures in the right hand column related to? And what part of Aboriginal culture do they reflect on? Choose two of the pictures and write one paragraph about each.

Tasks

The People



Australian Aborigines

The Australian Aborigines were divided into numerous tribes and had developed distinctive cultures and languages. Some of these tribes were as different as many European peoples are today.

1. Give a short description of one of the main aboriginal tribes where you include their history, location and ways of living. Is it possible to trace their present-day situation?

The Stolen Generations

From the first white settlement there was an assimilation policy where Aboriginal children were placed into missions or families to adapt to white standards of living, and thus leave some of their aboriginal origin behind. Children were taken from their parents by force, and had no say in this matter. These generations of children are often referred to as the Stolen Generations.

In the following link you can listen to and watch authentic narratives by Aborigines who belong to the Stolen Generation.

[Testimonies from the Stolen Generations](#)

If you want more background information, you could watch the films or trailers from *The Rabbit-Proof Fence* or *Australia*. You could also read autobiographies, like *Wandering Girl*.

1. Pretend you are an Aboriginal child in the 1950s, and you have been taken away from your family. Tell the story from the point of view of the child, the parents and the mission.



Aboriginal art



Aboriginal music



Aboriginal hunting



Aboriginal beliefs



Footprints in the desert

Resources about Aboriginal Australians

[The Lost Generation of Aboriginals](#)

[The Aboriginal Australians - Video and Tasks](#)

[First Aboriginal Australian in Australia's Parliament](#)

Art is a way of communicating your cultural identity. The Aborigines are renowned for their art. Traditionally art is linked to the Dream Time, which illuminates the story of creation, myths and preservation of the Earth.



Water Painting

The artist in the picture has laid out her colours for you to use. Use some of these colors and write your name by means of dot painting.



Dot painting



Rock Painting



Rock carving

Dot painting

1. Study the three different art expressions. What do these pictures reveal about the Aboriginal way of communicating?
2. Use the web to find information about a contemporary Aboriginal artist. Give a brief portrait of this artist.

Dreaming

Dreaming has its origin in Dreamtime, and is an expression of spirituality, myths and legends for Aboriginal Australians. It is a complex system of traditions, ancestors, land, beliefs, creation and eternal perspectives. Dreaming defines everyday life, holy sites, art and history.

1. Since 1965 the sacred sites have been protected by law. Two of the holy sites are Kakadu National Park and Uluru in the Red Center. Find out as much as possible about one of these places. Make a timeline of the place, with special focus on Aboriginal traditions and events.
2. Think about a dream you have had, and try to express your dream through dot painting.
3. Watch the film *Australia*, and focus closely on the aboriginal traditions. What do you learn about dreaming/dreamtime?

Bahrti, Indian IT Worker

Forfatter: Celia Suzanna Sandor

[Indian IT Worker \(15348\)](#)

Do you ever wonder how people in countries outside of Europe live their lives, what they dream about, if they are interested in the same things as you are? If you met a young person from India, what would you want to ask him or her?

This is an informal interview with a young Indian woman named Bahrti. Listen to the interview and then answer the questions. To get the most out of it, you should listen at least twice. The first time, listen to the whole interview without stopping, just to get an idea of what she is talking about, as well as getting a feel of her Indian-style English.

Length: 6:49



Bahrti



Interview with Bahrti - Indian IT-Girl / audio

<http://ndla.no/en/node/2214>

Tasks and Activities

Comprehension

1. How old is Bahrti?
2. Where in India does she live? a) Ludhiana, Punjab; b) Pune, Maharashtra; or c) Jaipur, Rajasthan?
3. How does she answer the question about growing up in India?
4. What would you have answered to the question about what you liked to do as a child?
5. What do you learn about Indian schools? List at least three facts.
6. Is dating common in the teenage years?
7. What has changed in the last ten years?
8. Bahrti thinks there is hope for the future of the poor people in India, as long as they have "quality". Explain what you think she means by someone having "quality".
9. There are many, many Hindu festivals, but Diwali is one of the most important. Which of the following does Bahrti mention about the celebration:
 - it is a festival of lights;
 - sweets are made, and shared with neighbours and friends;
 - it is like Christmas;
 - people throw brightly coloured powders on each other
10. What two things does Bahrti see herself working with in ten years?
11. What is a bindhi, and who wears it?
12. What does Bahrti say about social life in India? How does it differ from social life in the West?

Language

Bahrti speaks with an Indian accent, typical of the English spoken in India.

1. How easy or difficult was it to follow what she was saying?
2. Can you pick out any words in the interview which sound different from regular British or American pronunciation?

How Good Are You at Accents?

1. Choose any short English text, and try reading it aloud with an Indian accent.
2. In the following sentences, everyday English words are written as an Indian might say them. Read them out loud. Can you guess what they mean?
 - I always need some soogar in my kapi.
 - The ship sank to the bardam of the ocean.
 - It was a very good flim.

- The carpet is made of wool and silik.
- His sister's new husband is not Indian, he is a firangi.
- Do you have a pain I could borrow? I need to write something down.

Dress Codes Around the World

Forfatter: Carol Dwankowski, Eli M. Huseby

[Dress Codes Around the World \(81154\)](#)

Study the pictures below and discuss with a partner:

1. Why do we dress the way we do?
2. What determines our dress codes?
3. Is it true that "clothes make people"?



Dress codes
Kunstner: [Kunst.](#)
[arkitektur og designelever](#)
[Porsgrunn videregående](#)
[skole](#)

Why do we dress the way
we do?

Kunstner: [Kunst.](#)
[arkitektur og designelever](#)
[Porsgrunn videregående](#)
[skole](#)

Dress and Identity
Fotograf: [Jacques](#)
[Delarue](#)

stepping stone, attire, prospective, illegal, skimpy, writhe, gyrate, emulate, vamp, plunging, stiletto, rag trade, rule of thumb, encompass, dependability, groomed, midriff, tailored, inconspicuous, herd, prohibit, pickpocket, mugger, worship, enforce, hassle

Globalization, travel, the Internet, telecommunications and the ever present media have all contributed to connecting people and cultures. During the last 10 years we have been brought closer together at a phenomenal rate.

"When in Rome, do as the Romans do"?

Understanding dress codes, correct modes of behavior and table manners when visiting other countries have become essential stepping stones to mutual respect and tolerance. No matter if we are casual travelers, exchange students or international business reps the old saying "*When in Rome, do as the Romans do*" has never been more appropriate. Socially accepted dress codes in the West may be looked upon with horror and disgust in the East. Many of the stereotypes Western visitors have acquired over the years are due to a lack of understanding of cultural differences. Young people in international businesses, people working for international organizations etc. have all had to take courses in what is appropriate attire for both formal and informal situations before setting out to new and exciting jobs. Educators have also seen the need to inform their prospective students. Look at the dress code instructions that apply for Manipal University (26,000 students) [Manipal University Dress Code](#)

West is West, or..?

Much of our Western culture is based on media icons both in music, films and TV. Producers have long realized that sex sells. "Less may be more", but too little may be illegal in some countries. Skimpy costumes worn by music idols writhing and gyrating to the rhythm of a sexy beat on Music TV catch the attention of young audiences. And who can resist the temptation of emulating them? The seasonal haute couture of fashion designers - vamping plunging necklines on stiletto heels on the catwalk - is quickly copied by the cheaper rag trade that normal pockets can afford to buy. The pressure to wear what is "*in*" has never been greater; nevertheless, what is "*in*" in one country may not be "*in*" in another.

And East is East?

Our impression of a country is very often affected by what we see worn in the workplace as well as on the street. However, there are a few rules of thumb depending on what continent you are on. While Western countries are more relaxed about showing more skin, the further East we travel, the more coverage is required. There is also more focus on what women wear than is the case with men. This is partly due to the fact that women have more to choose from, but this also mirrors the cultural values that apply for the two genders. Although American and European women can wear anything from short sleeveless dresses, tunics, pant suits, tight jeans, mini-skirts, low-cut tops and blouses, all of these styles are under critique the further East one goes. What is appropriate and allowed may vary from continent to continent. Putting party and designer fashions aside, the two main dress code categories to focus on are formal and casual/informal.

Formal Wear

Formal dress encompasses clothes worn in the work place, at meetings or at interviews. The signals given by what you wear in each situation are well worth remarking. Clothes signal your personality and who you are. When you represent a firm, business, or want to make a good impression, one needs to give out signals of responsibility, dependability and professionalism. Depending on the type of job you are applying for, it is always a good idea to look neat and groomed. Baseball caps, T-shirts, raggedy jeans, or mini-skirts and bare midriffs may not give out the right signals. The mini-skirted, sexy, low-cut suits worn on TV programs by female lawyers or hospital executives are not always true to life. No matter what country you are in, office wear for both men and women consists of fairly conservative, tailored suits, ties, pantsuits, smart ensembles, polished shoes, or heels. Women are usually encouraged to wear a minimum of make-up and discrete jewelry.

Even in countries such as the Middle East it is prescribed that business women wear skirts instead of trousers. Further East, Egypt, Saudi Arabia Iraq and Iran; women may sport ensembles from jackets worn over high-necked shells, smart scarves, hijabs that cover the head to no-skin-bared chadors, to black manteaux. In East Asia, countries like China and Japan demand that men and women wear dark, inconspicuous suits. An exception is North Korea, where women are not allowed to wear pants.

Casual Wear

Anyone who travels has seen herds of tourists dressed in sloppy T-shirts, skimpy tank-tops, shorts, flip-flops, baseball caps, and sport shoes or sandals. But there is a great difference when it comes to what you should wear in a city and what you should wear on the beach. Europeans coming for a visit to the USA may be surprised to find that even in California, the Sunshine state, where no type of clothing is over the top on the street, restaurants often have signs on the door prohibiting bare chested or bare footed people from entering. Men wearing tank tops have also been stopped at the door. Even at American beach resorts, bathing suits are prohibited in restaurants. Regardless of what the media boast, Americans are generally conservative. Topless bathing on public beaches is prohibited; even small children are encouraged to wear bathing suits.

As we go further East and as far as Asia, more conservative beach wear should be worn. In China and Thailand, for instance, you will not see bikini-clad local girls on the beach. And in Dubai, the most liberal Muslim country in the Middle East, it is normal for both men and women to wear swimsuits. Topless sunbathing and swimming is prohibited. Thongs are considered offensive. As in most continents, when leaving the beach it is advisable to wear leisure clothes and not walk around in swimsuits. Even in malls in Dubai there are dress codes asking people to dress modestly. See [Advice to women travellers in Dubai](#)

When in Cities...

Everyone swears by jeans; however, in Europe such as Italy, Spain and France it is a good idea to wear dressy casual when in cities. Many travel guides advise against wearing beach wear in a European city. If you look like a tourist in raggedy jeans, sneakers and T-shirts with loud logos, you will be the target for pickpockets or muggers. Scandinavians, used to wearing anything they want at home, have been stopped by London police to have their backpacks examined for drugs. In most American, European, Mid-Eastern and Asian places of worship and in museums, you need to cover shoulders and legs. Sleeveless tops and short shorts are not allowed. Some places of worship may ask you to remove your shoes when entering.

Islamic Clothing

It is essential to respect traditional dress codes when in countries such as Pakistan or Iran. Long loose fitting clothes and a scarf for one's head is always a good idea if women want to avoid aggressive behavior from locals or unwanted attention from men. Saudi Arabia and Middle East countries are among the strictest in the world and some countries like Iran and Iraq use special police to enforce Islamic dress codes. Even non-Muslim women are required to wear scarves that cover their heads, and long skirts and dresses that cover them from head to toe. Hijabs are required. This will also show respect for their culture.

Conclusion

Clothes make the man, and of course, the woman. Much of our personal and cultural identity is summed up by what we wear. Just remember that when people are seeing you for the first time they will judge you by your physical appearance. If you want good service, respect, a friendly smile, and little hassle, you must look as though you deserve it.

Comprehension

1. How do we define dress codes?
2. Why do you think there is a greater focus on what women wear than what men wear?
3. Why is it a good idea to adhere to local dress codes when visiting countries around the world?

- Generally speaking how do dress codes differ from continent to continent?
- What "rule of thumb" should we go by when visiting different continents around the world?
- What are some of the differences between formal and informal wear?

Vocabulary



MyTask - Click icon to

open task!

Forfatter: [Amendor](#)

Formal/Informal Drag and Drop

Try the interactive task



Drag and Drop - Dress Codes around the World / amendor_ios_task
<http://ndla.no/en/node/83497>

Find Out

- Study this link [Manipal University Dress Code](#)
 - Where is Manipal University located?
 - Which reasons do the educators give for their dress instructions?
 - Why do you think this is important to the educators?
 - What do you think about the dress codes this university requires?
- Study this link [Advice to women travellers in Dubai](#). How are women advised to dress?
 - in the mall
 - in the souk
 - at the restaurant
 - at the hotel
 - on a desert safari
- What do we mean by: "hijab", "niqab", "chador" and "manteaus"?

Discussion

- What is the appropriate dress for the following occasions:
 - a wedding in a Catholic church
 - a job interview for an IT-company in New Delhi, India
 - a visit to a Buddhist Temple in Thailand
 - a drink at an English pub in London
 - an official meeting with the President of the USA
 - a visit to the Blue Mosque in Istanbul, Turkey
 - a beach in Thailand
 - a visit to a Jewish synagogue
 - a TGIF party
 - a mall in Dubai
- How have our attitudes to dress codes been influenced by music, TV and film icons?
- Name some of the stereotypes attached to American and European tourists.
- What general stereotypes do people from the East and people from the West have of each other?

Writing

This website offers advice on intercultural communication to business men/women. In many cases this also applies for tourists. Use the alphabetical list of countries and find out what is the recommended dress code [Kwintessential](#). Use the website as background material for further work.

1. "*Others should respect me for who I am and not what I wear*" is a common mantra among the young. Write an argumentative essay either for or against this statement.
2. You have been asked to give a short speech on *Dress Codes and Mutual Respect* to a multicultural class. Write your speech.
3. Compare Norwegian dress codes in the workplace with those of another country of your choice.

English in the Philippines

Forfatter: Eli M. Huseby
[English in the Philippines \(8490\)](#)

Pre-reading: Do you know why English is spoken in the Philippines?



An English speaking Philipina / audio

<http://ndla.no/en/node/47607>

Eleonora Santos is from the Philippines. Her father had worked for many years as a guest labourer in Norway, and in 1978, when she was 18, he could eventually afford to buy tickets to reunite his family.

Nora (most Filipinos have nicknames) was born in a bamboo hut in her grandmother's backyard. Her native language was Pampango, one of the four major languages on the main island, Luzon. A few days before she was going to start Grade 1 in elementary school, Papasan (her father) hurriedly started rehearsing his daughters in the English alphabet.

Even though the Philippines gained its independence in 1946, all classes were taught in English. In the history classes they were just taught American history, and in the geography classes they had to know all the American states by heart, leaving the impression that the Philippines were merely an American state. In Social Science they learned a little bit about the various races on the islands, including the many indigenous ethnic groups. Physiognomy - the disputed "science" of judging character from facial features - was also a part of the curriculum. The indigenous peoples were commonly seen as being inferior, speaking languages that were incomprehensible to the rest of the islands' population. Add to this the fact that they were likely to pop up at the popular fiestas as fierce beggars, and it is no wonder that they appeared scary to children.

The Americans, on the other hand, were admired. Nora remembers the first time she ever saw Americans. The family had moved to Angeles City, which hosted the most significant American air base in Asia during the Second World War and the Vietnam War. The most shocking discovery she made was the fact that the Americans ate potatoes, not rice!

Looking back, Nora thinks it was a great advantage that she knew English and was familiar with American culture. This enabled her to smoothly blend in with Norwegian teenagers, whereas her parents inevitably became outsiders. In their manual jobs in canteens, they managed with their poor English. Since they never acquired Norwegian, they were constantly homesick and decided to go back home after their retirement.



Eleonora Santos celebrating her birthday in Villa, the Philippines
Opphavsmann: [Eli M. Huseby](#)

Comprehension

Try the multiple choice task



English in the Philippines, Multiple Choice / h5p_content
<http://ndla.no/en/node/81161>

Discussion

1. Do you think Norway in the future will become a bilingual country (two languages) where English is recognized as an administrative language alongside Norwegian?
2. Which advantages do people from countries like the Philippines have when they emigrate? Do they have any disadvantages?
3. Describe the impression Filipino children often have of the indigenous peoples of the islands, and try to explain how they acquire this impression.
4. If you think back to when you started elementary school, how would you react if all the classes were taught in English, and you were not allowed to speak Norwegian?
5. Discuss how language and identity are related.

Writing

In many parts of the world school children, like Nora, are denied to use their native language. Write a Letter to the Editor in a local paper in an English speaking country, where you make a complaint about this and describe the damage done to your native culture.

Jamaica Kincaid - an American Caribbean Writer

Forfatter: Eli M. Huseby

[Jamaica Kincaid - an American Caribbean Writer \(116622\)](#)



Jamaica Kincaid (1949) is born in Antigua, an island in the West Indies. Even though she has been settled in the USA for the better part of her life, in her stories she continually draws upon her past experiences from this small island in the sun and its colonial past. Here we are going to focus on the short story, "Girl", and excerpts from her novel, *A Small Place*, and her latest novel, *See Now Then*.



Bananas

Opphavsmann: [David Monniaux](#)

Like many of Kincaid's protagonists, Mrs Sweet is born in Antigua. In the novel, *See Now Then*, Mrs Sweet is married into an all-American white family, and they insist on seeing her as coming straight from the banana boat. In this interview (approx. 8 min.), you will hear the author explain why she does not think that Mrs Sweet's family is racist in their assumptions about their daughter-in-law. Kincaid is also annoyed about people reading autobiography into all her texts. In the interview she reads an excerpt from *See Now Then*.

[Interview with Jamaica Kincaid](#)

After listening to the interview, you should consider these questions:

1. Why does Jamaica Kincaid not appreciate critics claiming that her texts are autobiographical?
2. The protagonists in the story are the Sweet family. How is this name ironic?
3. How does Jamaica Kincaid respond when the interviewer characterizes Mrs Sweet's family as racist?

The Short Story, "Girl"



Miss Jamaica - a Caribbean Girl

Fotograf: [Gregory Bull](#)

"Wash the white clothes on Monday and put them on the stone heap; wash the color clothes on Tuesday and put them on the clothesline to dry; don't walk barehead in the hot sun; cook pumpkin fritters in very hot sweet oil; soak your little cloths right after you take them off;...."

This is the beginning of Kincaid's debut work - her short story, "Girl", which was released in the collection *At the Bottom of the River*. Many of Kincaid's texts depict a mother and daughter relationship. Reputedly Kincaid struggled hard to come to terms with her own mother. In "Girl" a mum is obviously very concerned about what her daughter should and should not do. Before you start reading the short story, consider these questions:

1. Why do you think the mother wants to advise her daughter? What are her concerns?
2. What does she mean by "your little cloths"?
3. What kind of future does it seem that the girl's mother has in mind for her daughter?
4. Why do we instantly feel that this is a "different" culture?
5. What do you think about such a way of opening a short story?
6. Is there something universal in this situation; about parents wanting to advise their offspring?

By following this link, you may read the short story (687 words) and listen to the author reading it ["Girl" by Jamaica Kincaid](#)

Literary Analysis of "Girl"

Useful link: [Fictional Elements, Fictional Elements in "Girl"](#)

1. It is maintained that this story does not have a plot. How so? Do you agree?
2. How does the character develop? If you use the link provided, you will find parts of the text that are highlighted, where we "between the lines" get access to information about "Girl". Who is she?
3. How does the point of view function in the story? Examine the link, and see which parts are highlighted. What is revealed about the point of view here?

4. How would you describe the style, tone and language in the text? Comment on the underlined parts in the text (see link).
5. What would you expect in a short story, that you do not get in this story? Why do you think some people perceive "Girl" as poetry?

Jamaica Kincaid's Work and Cultural Context

By following this link, you will find information about Antigua and its colonial history

[Jamaica Kincaid - Cultural Context](#)

1. Antigua has been a part of the British Empire. Can you trace the British cultural influence in "Girl"?
2. Slaves worked on the numerous plantations. How do you think this is reflected in Antiguan culture? Use "Girl" as a basis.
3. "Girl" might be seen as a critical comment to gender roles and socioeconomic status in Antigua. How so?

In-Depth Study

Explore this curricular aim from your International English course of study:

- reflect on how cultural differences and dissimilar value systems can affect communication

Use the novel excerpts provided here [A Small Place](#) and [See Now Then](#) and the short story "Girl" as a basis for your discussion of this topic. You will find information about the Caribbean island, its slave history and colonial past here [Jamaica Kincaid - Cultural Context](#). If you follow the sublinks, you may find questions that might prove useful.

Present your findings in an essay or a presentation.

The Self-Made Man - USA

Forfatter: Drew Rodgers
[Self-Made Man - USA \(55455\)](#)

Pre Reading: What is the American Dream? Make a list of as many words as possible which you associate with the American Dream. Compare your list with a partner's.



Self-Made Man – USA / audio
<http://ndla.no/en/node/94279>

United States history is unique compared to European history in that the United States is a country developed by immigrants. This difference influenced the American mentality and dream because immigrants came to the new world to escape poverty and religious and political oppression, in hopes of a better life.

Whereas Europe was dominated by monarchs and feudal lords who limited the opportunity for social mobility and basic rights, the new world could guarantee those very rights and possibilities. The Bail Out inscription by Emma Lazarus on the Statue of Liberty expresses America's promise and the immigrants' dream: "Give me your tired, your poor, your huddled masses yearning to breathe free."



Geography played a key role in understanding the development of the American Dream. With so much free or cheap land available, individuals were provided opportunities that did not exist in Europe. The idea was that free or cheap land gives opportunity and a possibility to make something out of one's life rather than remain poor. Thus, there was the possibility for self-improvement which led to the idea of the self-made man.

Therefore economic opportunity and the chance for success were the prime reasons for many people to immigrate to the United States. Along with this came the other values such as freedom, independence, success, equality and individuality which together make up the American value structure. Freedom was not only freedom from religious and political oppression, but freedom from poverty. Independence came from the opportunity to make something of yourself. Given the opportunity, individuals were expected to succeed and were often judged by their level of success. Equality was one of opportunity, not condition. The idea was that since everyone had the same opportunity, it was up to each individual to see what he/she could make it. If some did better than others, success was their reward. If others failed, then it was seen to be their fault since they had had the opportunity to succeed.

Self-Made Man/Can Do Spirit

Many of the original ideas behind the American dream still exist today including the idea of the self-made man. Because Americans believe in equality of opportunity, the individual should secure his own future. This idea is reflected in a less developed social welfare system than what we are used to in Norway. The recent battle over health care reform is a good example. A majority of Americans were against the reform because they did not want the government to interfere in their lives in spite of the fact that 47 million Americans did not have health care insurance.



The emphasis on the self-made man has a positive influence. Americans are very ambitious and have an optimistic "can-do" attitude which reflects the emphasis of making it on one's own. The idea is that anything is possible if you just put your mind to it.

This has resulted in a dynamic, creative society which is perhaps more exciting than a society where everything is provided for you. Americans encourage others to be inventive and "go for it." The Nike slogan "Just do it" sums up much of American thinking.

The emphasis on being successful is American. Immigrants came to the United States to make something out of their lives. Economic success was one concrete way of showing that they had made the right choice in coming to the United States. Thus, materialism became part of the American way of life which is reflected in big gas-guzzling SUVs, nice homes and generally having the latest things.

The American Dream

A reality check

The question is whether the dream is still alive. As a result of the recent economic crisis eight million jobs have been lost. In addition, when people lose their job they often lose their health insurance and even their homes. A current figure shows that 2.2 million houses are being foreclosed on. Real wages, which are adjusted for inflation, have actually dropped over the last 30 years and the chances for social mobility, a basic part of the American dream, are limited. In addition, education has traditionally been seen as the source of self-improvement and thus equality. However, there is a huge gap in the quality of education in poor areas compared to richer suburbs. So while the dream may exist, the reality suggests something different.



Foreclosure
Opphavsmann: [joelogon, Flickr](#)

Comprehension

1. Why was the new world preferred over Europe?
2. Why did geography play a key role in the American Dream?
3. What five things were mentioned as making up the American value structure?
4. Try to explain the two terms: "self-made man" and "can do it". Can you think of examples?

5. Why do some people believe that the American dream is fading? Do you believe the dream will eventually die out, and why or why not?

Research 1

The Statue of Liberty

1. The inscription on Statue of Liberty by Emma Lazarus is written in the poetic form of a sonnet. Write down the definition of a sonnet.
2. Find the full inscription on the Statue of Liberty by Emma Lazarus (The New Colossus). How is this reflective of a sonnet?
3. Starting with "Give me your tired, your poor, your huddled masses yearning to breathe free..... fill in the remaining words of the inscription. Give an interpretation of these last lines. How do they relate to the American Dream?
4. Find a picture of the Statue of Liberty. What is she holding in her right hand and her left? What is she wearing on her head? The object on her head has how many spikes? Is there anything special about the position of her feet? What lies at her feet? Discuss what do you believe each of these objects you have discovered represents? Research the answers on the Internet by going to [Statue of Liberty Statue of Liberty](#)

Research 2

Learn more about Emma Lazarus and her poem by listening to [All Things Considered](#) (Emma Lazarus, Poet of the Huddled Masses).



Vocabulary 55455 / h5p_content

<http://ndla.no/en/node/123621>

Dance Craze

Forfatter: Carol Dwankowski, Knut Inge Skifjeld

[Dance Craze \(53359\)](#)

Pre-reading:

1. Why have dance series become such a media hit? Do you like to watch them yourself?
2. What are your favorite programs, and how many of them are in English?
3. Why do you think English dominates the entertainment world?

The New Craze



Dance Craze / audio

<http://ndla.no/en/node/93724>



Strictly Come Dancing which originated in the United Kingdom in 2004 is into its 7th series on BBC HD (High Definition Channel). It has become a commercial franchise owned by the BBC and has been viewed worldwide. The reality series called *Dancing with the Stars* now in its 10th season in the

Dance Craze
Fotograf: Maja Suslin

USA is based on the original format of *Strictly Come Dancing* and has been licensed to 30 countries worldwide ranging anywhere from Australia, the USA, Albania to the Ukraine. This is a program where international celebrities from TV, films, sports etc. are paired with professional dancers and challenged to compete against each other in front of a panel. These are unlike the World Champions – Professional Ballroom or dance-sport competitions where young adults practice almost daily to achieve perfection for months or years. The so called “stars” are given only a few weeks to practice routines together with their professional dance partners. TV viewers are also asked to cast their votes either by calling in or through the Internet. The couple who score the lowest are eliminated each week until eventually the competition is between two couples who vie for the championship.

One of the biggest national dance competitions to be broadcasted on UK TV channel's Sky 1 HD this January 2010 is the reality series *Got to Dance*. It is said to be the first dance series which has no age or genre restrictions. Here dance troupes and solo dancers of all ages and dance styles vie for the £100, 000 cash prize. Viewers vote only in the semi-finals and finals.



Street dancer

The TV dance program called *So You Think You Can Dance* broadcasted on FOX TV in the US allows unknown street dancers to semi-professionals to compete in different categories: Street Dancing, Modern Contemporary, Ballroom, Latino and Ballet. What is interesting in this category is that Hip Hoppers and Break Dancers who have only dedicated themselves to street dancing are also asked to compete in other categories as well. Through rigorous auditions held in all the major cities of the USA, thousands of dancers first compete before judges until there are only 20 couples left. During the course of the season, dancers are judged in pairs, but with different partners than those they started out with. They also dance solo. By the end of the season there are 10 couples left where everyone dances with everybody for the \$100,000 prize. The popularity of the show has not yet dwindled even in its 7th season.

A further development within dance that features street dance is the American competitive dance reality series on TV called *America's Best Dance Crew*, also known as ABCD. It is produced by American Idol judge, Randy Jackson. The show is hosted by actor and celebrity Mario Lopez and is in its 6th season airing on MTV. The network sets up grueling auditions all over the USA for the best dance crews. Those crews who make it are given a special challenge or theme each week that may include different beats, costumes and stage props. The challenge concept enables the crews to show off not only their astonishing choreography but their creativity, team spirit and emotions. The cash prize is set to \$100,000. Eliminations are carried out by viewers who vote on their favorite crews via texts messaging, phoning and online. DanceCrew.MTV is an entire website devoted to this series where fans can watch full length episodes or write blogs.

Further reading: [Keep Dancing - Stay Fit](#)

Comprehension

1. What dance crazes were popular in the 70's and 90's?
2. From what countries did these dance crazes first originate?
3. Describe the modern dance programs mentioned in the text. What makes each one unique?
4. How do these dance programs differ from World and European Championships?

Discussion

- Dance is the new global language. How?
- Do dance competitions make more people dance?
- Reality series brings out the worst in people.
- Dance and sports are equally challenging.
- There is too much viewing time given to sports on TV.
- Why do you think there is so much media focus on celebrities? .

Creative Writing

Choose ONE of the following:

1. You are a dancer/group of dancers who has/ have decided to audition for *So You Think You Can Dance* Write a diary entry describing your feelings the night before the audition.
2. You are a dancer/group of dancers who has/have failed the audition for *So You Think You Can Dance* Write a diary entry describing your feelings.
3. Go online to *DanceCrew.MTV*. Watch the dancers from one of the given episodes and write a blog entry.
4. You are a judge in one of the dance programs, write a list of adjectives describing the best dancers or the worst dancers.
5. Write a critique of one of your favorite TV programs. Start by giving a short scenario of the program or series. What type of characters are involved? Point out the positive and negative sides of the program/series. Explain why you would recommend the program/series to others.

Keep Dancing - Stay Healthy

Forfatter: Carol Dwankowski

[Keep Dancing - Stay Healthy \(71178\)](#)

The Internet, computer games, TV programs and the newest technical gadgets have transformed our youth into passive, uncoordinated, overweight couch potatoes. Yet, parallel to this is the trend towards fitness and exercise. Overcrowded fitness studios bear witness to a desire to stay fit and slim. Those who really enjoy physical exercise add music and rhythm in their enthusiasm to join the global dance craze.



Keep Dancing – Stay Healthy / audio

<http://ndla.no/en/node/93686>

We cannot escape the fact that the new dance craze has not only hit TV and sports, but also fitness training programs. Unlike the old Jane Fonda workouts from the 80's, today's courses may include all forms of Latino dances from *Samba*, *Salza*, *Cha Cha* to *Marengue*, *Rumba*, and *Jive*. There is also *Zumba*, a dance fitness program that started in Columbia in the 90's. It targets major muscle groups. Its fast and slow rhythms combines Latin and international music with dance steps.

Dance - a Great Fat Burner

Dance is also a great fat burner: the amount of calories used during the course of a 60 minute session has been calculated to be between ca. 350 – 500 calories based on weight, metabolism and dance type. It is both fun to watch and to participate in.



People dance in front of St. Paul's Cathedral as they listen to their personal stereos during a 'mobile clubbing' meeting in London

Fotograf: [Alessia Pierdomenico](#)

Evidence is seen in that the market for dance DVD's has exploded. You find exercise DVDs that specialize in *Ballet*, *Ballroom*, *Belly Dance*, *BreakDance*, *Cajun*, *Clogging*, *Country*, *Disco*, *Exotic*, *Funk*, *Hip Hop*, *Hula*, *Irish*, *Ceili*, *Jazz*, *Kids*, *Krump*, *Latin*, *Lindy Hop* or even *Line Dance*.

Even on TV you see programs focusing on weight loss such as *Dance Your Ass Off* from the USA where overweight contestants compete to lose weight by dancing. The progression is monitored according to both weight loss as well as improved dance skills.

Great for Parties

Besides being a form of entertainment and exercise, dances learned at dance or training studios can also be used at parties or on dance floors everywhere. Seeing sports celebs known for their boxing skills trying to dance the *Salsa*, may make regular people regardless of age, size or fitness want to try Ballroom and Latin dances themselves. It is undoubtedly an exciting way to keep fit, especially if you are tired of traditional sports. Just like in traditional sports, it requires physical skills, such as agility, coordination, speed and stamina.

Dance Keeps Kids from Crime

As we have seen in so many of the new TV dance reality series, youths from underprivileged areas have been given the chance to compete in different forms of street dancing. Many youth clubs have special courses in street dancing. It introduces them to an activity that demands dexterity, strength and self-discipline. Participation has saved many a teenager from doing drugs or committing criminal acts.

Dance and Globalization

Nevertheless, some answers to its popularity may also be found in Globalization where traditional dance forms have taken on the characteristics of many cultures. Besides bringing people of all cultures closer together, fast upbeat rhythms get the heart pumping. And the rhythms are many from all over the world. Another reason for dance's increase in popularity may be in the simple fact that faced with constant media bombardment of wars, killings, natural catastrophes or economic instability, viewers from all over the world may Saskatchewan Dancers be looking for healthy forms of escape. And Fotograf: [lewhamdreamer, Flickr](#) dancing knows no borders, age limits, no race or creed. Anyone anywhere can watch or partake in it.



Comprehension

1. What is the difference between the old Jane Fonda workouts in the 80's and today's fitness training programs?
2. What is Zumba?
3. Why is dance such a good way to stay healthy?
4. Name a few of the fitness DVDs mentioned in the text.
5. What incentives have been used to encourage people to try dancing?
6. What are some of the social benefits attached to dancing?

Discussion

- How can dance as a global language bring people together?
- How can dance as an expression of traditional cultures keep cultural identities alive in a multicultural society?
- Dance is the best way to fight obesity
- Fitness DVDs are not all what they are cracked up to be
- Dancing is only for girls, give me sports any day
- Competition kills initiative

Writing

1. Everyone remembers his/her first school dance. Write a descriptive essay explaining what you remember most. You may include any of the following:
 - Being asked to the school dance
 - Buying new clothes
 - Special preparations before the dance
 - Nerves and sweaty palms
 - Standing in a group/alone
 - Fear of being rejected
 - Embarrassment
 - On the dance floor
 - After the school dance
2. Several governments around the world have begun to encourage young people to adopt healthy eating and exercising habits in order to combat obesity and passivity. Chart a month of dance or sports training. Remember you must maintain a balance between school work, chores and training. Give an oral presentation using visual stimuli through PowerPoint/Impress where you encourage people in your class to train more.
3. Write an essay where you argue for or against the following statement: "Some people sit passively in front of their screens instead of meeting people face to face. However, meeting friends through social media can never replace real life arenas as dance studios and gyms."
4. You are a film/theater critic. Choose a favorite dance film/musical and write a critique for a local newspaper.

Culture and Communication

Communicating Across Cultures - Part 1

Forfatter: Celia Suzanna Sandor

[Communicating Across Cultures - Part 1 \(7934\)](#)



In our global society, being able to communicate well with people of different cultures is becoming more and more important.

The more we know about our differences, the more we will understand. Being aware of cultural differences will help us avoid embarrassing misunderstandings like this one:

A young female student was standing with a crowd of friends when a classmate, a Chinese exchange student, joined them and said, in a loud voice, "You've gained weight – maybe you should work out!" Needless to say, she got upset and angry, but the exchange student did not seem to understand why. He was just striking up a friendly conversation and giving some constructive advice!

Misunderstandings of this sort can ruin communication even on the most superficial level. Every individual brings their own cultural background and knowledge with them, and sees and interprets the world through it. The Chinese student did not mean to be rude, and was baffled about why his fellow student was offended by his "innocent" remark. She, on the other hand, did not know enough about Chinese culture to see that he did not mean to insult her. Generally speaking, attitudes to weight in China are more matter-of-fact than in the West; where comments on weight are socially unacceptable, even rude.

We all know that it is not only what you say that matters, but also how you say it. If you visit India, which is an English speaking country (its other official language is Hindi), you will see the fascinating head wiggle everywhere. This side-to-side "figure eight" motion indicates many things, but mainly agreement, friendliness and politeness, a way to put others at ease. Too bad many foreigners take it as a "no"!

What Went Wrong? Explain.

1

A high school student in Canada, Jim, has a classmate, Imran, whose parents are from Pakistan. The two students are good friends, and Jim invites Imran to have dinner at his house. Unfortunately, though, Jim's mother has made pork chops, which Imran cannot eat, but he graciously accepts some bread and cheese instead. What went wrong?

Jim forgot that Imran is Muslim, and does not eat pork. What he should have done: Been more culturally aware and asked Imran if he had any dietary restrictions.

2

During a visit to London, an American student, Caroline, was invited to a fancy dress party by Elizabeth, one of her classmates. "Don't forget," Elizabeth called out before they parted ways" it's fancy dress! They won't let you in in your usual clothes!"

When Caroline showed up that evening, she was dressed up beautifully and ready for the party, but Elizabeth, in a pirate's outfit, was perplexed. "Where is your costume?" she demanded of Caroline.

"You didn't tell me to wear a costume!" Caroline wailed. "I didn't know it was a costume party!"

Caroline just thought “fancy dress” meant wearing fancy clothes, being dressed up for the evening. She did not realize that “fancy dress” is the British equivalent of a “costume party” in the USA, where people come dressed up in costumes, like at Halloween. The difference between British and American English resulted in a real misunderstanding. What she should have done: This is a trickier situation because two English speakers will assume they understand one another perfectly. However, to make sure they both understood one another, they could have taken a little more time to discuss the party and what they were going to wear.

3

Johan, a Norwegian sales representative, went to Houston, Texas. It was his first time abroad on business. He knew beforehand that many Texans like to wear cowboy hats, even at work, and naturally he never imagined that a cowboy hat could be worn with anything but denim, much less a business suit. Therefore, he was more than a little uncomfortable when he showed up for his first meeting in a casual outfit – brown jeans and a polo shirt.

To make things right, he decided that he would at least be able to show them that he could dress formally, too, and put on a beautiful dark suit and tie for dinner. He was taken aback, however, when he met his colleagues at the restaurant – they were all in jeans and t-shirts. What went wrong?

Johan did not know enough about American dress codes. For work, suits and ties are the norm. However, Americans dress very casually for most social gatherings. What he should have done: He should not just have made assumptions; he should have double-checked, either with his company, or with one of his colleagues, for example.

Discussion: Norwegians Abroad

A

Norwegians pride themselves on being friendly and peaceful people. Still, many foreigners who visit or come to live in Norway are taken aback by the lack of manners they encounter.

What do you think of the following tips on etiquette for Norwegians going to an English-speaking country? Discuss each tip, saying whether you think it is useful or just silly and/or unnecessary, and why.

1. Always greet a person the first time you see him or her that day.
2. When entering or exiting a room or a building, hold the door open for the next person so it does not slam into their face.
3. Always cover your mouth with your hand when you yawn.
4. Do not use a toothpick at the table.
5. Wear formal clothes to business meetings and whatever you do, do not wear jeans or shorts.
6. Give up your seat on a bus or train if someone elderly, sick or pregnant is standing.
7. Address people politely, using “Mr.”, “Mrs.” or “Ms.” before their last name, and say “Sir” or “Madam”. Also use polite words and phrases like “please” and “thank you”, even with friends or people who you are on familiar terms with.
8. Say “excuse me?” when you did not hear what someone said.
9. If you bump into someone in passing or step on their toe, look up and apologize immediately. Do not continue on as if nothing happened.

B

Further discussion

Which of the pointers in a) could or should apply to Norwegian behaviour inside Norway as well? Which would not work? Why? Do you have any other pointers of your own?

Discuss, then make a list of pointers for Norwegians in Norway.

Communicating Across Cultures - Part 2

Forfatter: Eli M. Huseby

[Communicating Across Cultures - Part 2 \(78489\)](#)

The world has become smaller and people with very different cultural "back packs" are likely to meet and interact. This might eventually lead to more understanding and tolerance. On the road towards mutual understanding, though, we'd better prepare for clashes and collisions. In order to avoid the worst blunders and to gain intercultural competence, we need practice.

Intercultural communication is a field of study and research that with increased globalisation has attracted more and more interest. It seeks to explore the communication patterns, behaviours and perceptions of the world of people with different cultural and geographical backgrounds.

Since we tend to communicate more across borders now, **intercultural competence**, the ability to have successful communication with people with other cultural backgrounds than ourselves, is in great demand, not only in diplomacy, but also in business life. In the future job market, this might give people with a bilingual and bicultural background a great pre.

Intercultural competence implies going beyond **the stereotypes** that we are all familiar with, like this joke about various European cultural identities:

Heaven is where the police are British, the chefs French, the mechanics German, the lovers Italian, and it is all organised by the Swiss.

Hell is where the chefs are British, the mechanics French, the lovers Swiss, the police German, and it is all organised by the Italians.



Task: Find a suitable caption for this picture.

Fotograf: [Magnus von Koeller](#)

Now - use your intercultural competence and study the cases below.

What Went Wrong? Explain.

1

A contingent of Chinese businessmen were invited to Norway to work out ways to collaborate and negotiate business treaties with a huge Norwegian company. The negotiations were successful - up to a point. The Norwegians wanted to buy their potential partners a lunch in a posh restaurant. They made up their minds that they would treat their guests to a "koldt bord", i.e. food that is not served hot. Even if the lunch included exclusive things - salmon, roast beef and salads, their Chinese guests' behaviour changed dramatically, and it was difficult to put the negotiations back on track again. What went wrong?

Discuss first - then click for comment.

If the Chinese really want to pay respect to the guests they serve HOT food, cold food is an insult.

The examples of cultural collisions are many when culturally **informal** people like Norwegians and Americans interact with more culturally **formal** people, like the Chinese and the Japanese. Here is another one...

2

When in China, an American student wanted to visit a former classmate that had spent a few months in the USA as an exchange student. He thought it was polite to bring a gift. When he tried to hand his former friend the gift, the receiver strongly declined it. What was wrong?

Discuss first - then click for comment

To not appear greedy the Chinese normally decline a gift three times. The giver is expected to insist.

3

The same American as in the example above, thought he had learned his lesson, and when meeting his former friend's family, he found what he thought was an appropriate gift. He wrapped it nicely in white paper and insisted that a member of the Chinese family should take it, and they, as expected, declined. However, this time the family refused altogether to receive the gift. What was now wrong?

Discuss first - then click for comment

The gift had a white wrapping; the colour white in China typically symbolises Death. Colours might take on different symbolic values in different cultures. The safest thing in China is to go with red (as it means Luck). You can entrust it to the shop assistant if you buy it in the country you're visiting.

4

The Canadians also meet difficulties in China. A Canadian female professor had made a room reservation at a fashionable hotel in Beijing. Since she was in China on holiday, she entered the hotel dressed in shorts and a worn-out T-shirt. As it turned out her reservation was not registered at the hotel. When discussing what to do with the clerk behind the counter, she met neither sympathy nor service. The professor insisted that the clerk should fetch his manager, but the clerk ignored her. It was sorted out, though, when the professor presented her visiting card with her title printed in capitals. Why this change in behaviour?

Discuss first - then click for comment

In China (and Japan) the company you work for or what you work with matters more than you as a person.

5

A Norwegian family had for many years had close relations with a Filipino family in Norway. The accounts from the Philippines had really stirred their interest to explore the country, and when they were invited to visit relatives of the their friends, they soon made up their mind to go. They were met with an incredible hospitality and generosity. The family noticed that their hosts had a house altar with a candle always lit to the Virgin Mary's honour, and started a conversation about religion. When one of the Norwegians stated that he did not believe in God, their Filipino hosts could not conceal how shocked they were. They quickly had to change the subject. Why did this proclamation cause shock?

Discuss first - then click for comment

90% of the people in the Philippines are Catholics and devoted church goers. Even if Norway have many members of the State Church, Norway is a very secular country. Common wisdom suggests that you should always avoid talking about subjects that stir strong emotions, one is religion, another is politics.

Tasks

1. **Vocabulary** Define the following expressions and give examples:
 - intercultural communication
 - intercultural competence
 - stereotype
 - levels of formality
2. <http://www.kwintessential.co.uk/> is a site originally designed for business people. If you are going to succeed in business relations, intercultural competence is crucial. However, the information provided applies for all communication across borders.
 1. First try your hand at a quiz. Choose countries and cultures that you think are very different from your own, e.g. Japan. [Cultural Awareness Quiz](#)
 2. Then test your cultural awareness. [Culture Test 1](#)
 3. Try more quizzes, e.g. this one regarding dining etiquettes. [Cross Cultural Dining Quiz](#)
 4. Make a Cultural Guide brochure, e.g. in Microsoft Publisher based on information from this site: [Global Guide to Culture, Customs and Etiquette](#). If students focus on different countries, you can compare and comment on the similarities and differences.

Trade and Intercultural Communication

Forfatter: Drew Rodgers

[Trade and Intercultural Communication \(71097\)](#)

Pre-reading: You have just landed a job in an international company. Your English is good and you feel confident that you can easily communicate with anyone, anywhere. But what else do you need to know to do a good job in an international environment?



Trade and Intercultural Communication / audio
<http://ndla.no/en/node/94281>

Trading stocks

There is an ever-increasing contact between people Opphavsmann: [Perpetualtourist2000](#) from different cultures, which means that we must understand the differences in the way others think and act. This is especially important in business, as mistakes can lead to major deals falling through. This article deals with different cultural aspects around the world and how important it is to be aware of the cultural background of a business partner. After reading go to the related story about salesman Jo Halliwell and do the assignment.

Two Types of Cultures

Deal-focused cultures are typical of the English-speaking countries, the Nordic countries and the German-speaking cultures while relationship-focused cultures are those of African, Middle Eastern, Latin American and Asian countries. Mediterranean countries such as Italy, Spain, Portugal and France tend to be moderately relationship-focused. Thus, Norway is in the minority and Norwegians will need to understand relationship-focused cultures when dealing with many countries. However, it is just as important not to stereotype (to say that all members of a culture think and act the same), but to be aware of possible differences. Thus, do your homework about other cultures and then be aware of individuals' behavior to see if they follow the general pattern.

Deal-focused Cultures

People from these cultures tend to be open to dealing with strangers and will accept inquiries from people whom they have never met, called "cold calling." Conversation is usually direct. People say what they mean and it is acceptable to express disagreement and there is a certain tolerance of conflict. Time is an important concept. Time is money and members of these cultures generally emphasize punctuality and efficiency and get down to business with a minimum of socializing or what is called "small talk" (talking about the weather, or one's trip, etc.).

However, even deal-focused cultures can vary. Here are some examples from a website, worldbusinessculture.com.

Norway: "Managers often feel the need to include everybody in the decision-making process and it is seen as important that everybody's point of view is listened to and valued. For people from a culture where management style is much more directive, this slow, consensual approach can be very frustrating."

USA: "--- American managers are more likely to disregard the opinions of subordinates than managers in other, more consensus or compromise-oriented cultures."

Norway: "Plain speaking is prized and the more diplomatic approach to communication which can be found in many of the Asian countries, (as well as the UK), can be viewed as evasiveness or even as dishonesty."

Norway: Entertaining: "The person who invites will usually pay the bill and meals can seem strangely formal affairs in a country which is renowned for an informal and egalitarian approach. Both knife and fork are used throughout the meal and visitors may be surprised to see that even open sandwiches will be eaten using these utensils."

USA: "North Americans tend to only use the knife to cut food items. After the food has been cut, the knife is usually laid down and only the fork is then used. Some foods may be eaten by hand, with both the knife and fork laid to rest."

Relationship-focused Cultures

People from these cultures feel that time should be taken to develop a relationship before getting down to business. Thus, if business people are not willing to take the necessary time to do this, they will be seen as unfriendly and even impolite. Communication is more indirect to avoid embarrassment and seeming pushy. Particularly in Asian countries where loss of face is to be avoided at all cost, it is important to communicate indirectly. If a Japanese person says, "Yes" it may only mean "Yes I have understood what you said." "That might be difficult" is a polite way of saying "No."

In relationship-focused cultures, business partners who have a strong relationship can sit down together and solve problems rather than bringing in lawyers.

With the above mentioned in mind, read the following account of Mr. Halliwell's business trip and analyze where it went wrong.

[Mr. Halliwell's Business Trip](#)

Countries and Cultures

1. Make a table with the 4 headings:**Africa, Europe, Asia, America**. Sort the following countries under the correct heading:*Afghanistan, Albania, Argentina, Bahrain, Benin, Brunei, Belarus, Brazil, Burundi, Cameroon, Canada, Chile, Djibouti, Egypt, Ecuador, Estonia, Gambia, Ghana, Guyana, Greece, Hungary, Iceland, India, Indonesia, Iran, Italy, Israel, Japan, Kenya, Laos, Lebanon, Libya, Lithuania, Mali, Mexico, Myanmar, Malta, Nicaragua, Nigeria, Namibia, Poland, Philippines, Peru, Spain, Singapore, Tunisia, Uruguay, the United*

States, Venezuela, Yemen.

2. Do these countries have deal-focused or relationship-focused cultures? *Argentina, Australia, Brazil, Canada, Egypt, Germany, Iceland, India, Indonesia, Italy, Mexico, Netherlands, Nigeria, Norway, Poland, Philippines, Sweden, Switzerland, Taiwan, USA*

Vocabulary



Business - vocabulary / flashnode

<http://ndla.no/en/node/26802>



Letter Swap - 71097 / flashnode

<http://ndla.no/en/node/76613>

Greeting Etiquette

Forfatter: Eli M. Huseby
[Greeting Etiquette \(77922\)](#)

The world has become smaller. Due to travelling and a growing multicultural impact on our society, we are more and more likely to meet people with a different cultural "luggage" than ourselves. The way we greet each other, is an important part of our heritage, and reveals a lot about cultural values. So, how should we greet a person with another cultural background than ourselves? Should we hug, kiss, shake hands, bow or rub noses?



Greeting Etiquette / audio
<http://ndla.no/en/node/94282>

Cultural "Backpacks"

To a great extent culture is about social codes. Many of these codes are hidden, even to ourselves. Throughout childhood and adolescence we adopt more and more of these codes from our environment, our parents, siblings, teachers, peers and role models. We store all this information in invisible "backpacks" that we carry with us all our lives. This information expresses our culture's values and beliefs.

Question to ponder

1. What does our way of greeting people for the first time reveal about our culture?

The first meeting

In all cultures the first meeting with representatives from other cultures is crucial. First and foremost; is the "stranger" a friend or a foe? Should we meet him/her with respect and warmth or anxiety or hostility? If this is the first friendly encounter, cultural expressions to signify this might vary a lot, but they always imply respect. Yet, the tricky question is: how do we show respect?



Questions to ponder

1. How do you show respect when you greet someone?
2. What do you consider as a disrespectful greeting?

Shaking hands

A Norwegian school class was asked to compile a Maori Warrior Greeting list of 10 important factors that could contribute to good communication. Shaking hands was ranked as the number one act in establishing a friendly atmosphere at a formal meeting.

This reveals a lot about the values intertwined in Norwegian teenagers' greeting etiquette. These values are invisible, even to ourselves, and revolve around respect, perception of genders, intimacy and degrees of formality. In Norway shaking hands is a sign of respect in formal meetings, whereas shaking hands in other cultures might be seen as disrespectful in formal settings.

Questions to ponder

1. What does the shaking of hands in formal settings reveal about Norwegian culture?
2. Where do you think it is seen as disrespectful to shake hands among people you do not know? What does that reveal about the culture involved?

The first impression

Numerous psychological tests and experiments have confirmed that a stranger will form an opinion of you within a maximum of 60 seconds at your first encounter. As the saying goes: "You will never get a second chance to make a great first impression."

Questions to ponder

1. Do you agree, is the first impression the most important?
2. Is it possible do you think to change an unfavourable first opinion to a more favourable one?

Formal or informal? Guest or host?

Without doubt, the way we greet people we do not know, can open the doors to friendship and mutual understanding or bar us from further contact. However, the context matters a lot. What is considered formal and what is considered informal depends on cultural aspects. Furthermore, what is your role? Are you a guest or a host? As a guest; should you adopt the greeting rituals in your host's culture and stick to the saying: "When in Rome, do like the Romans"? The part of the host is not any easier; should you stick to your own ways, or should you consider making adaptations to avoid offending your guest?



What is the dilemma involved here?

How do you think it was solved?

Fotograf: Inge Giellesvik

Questions to ponder

1. Do you agree with the saying: "When in Rome, do like the Romans"?
2. Why does context matter in intercultural meetings?

Intercultural competence

Intercultural competence is your ability to communicate in a successful way with people with another cultural background than yourself. So, at a first meeting, you have 60 seconds to make up your mind; whether to kiss on the cheeks, shake hands or make a solemn bow and thus demonstrate if you are interculturally competent or not. Luckily, if you are going to travel, you most probably have time to prepare. Check out these websites to avoid the worst blunders:

1. [Wikitravel](#)
2. [International Etiquette Guide](#) (Scroll to Country Etiquette Guides)
3. [Islamic Etiquettes](#)

Tasks

1. Try the multiple choice task based on greeting etiquette when meeting someone from the following countries: Japan, Ghana, New Zealand (Maori), Sri Lanka, Pakistan, Thailand, Mexico, Great Britain and Indonesia
The task is located in the link collection.
2. Below are two examples, A and B, of greeting customs. Pick countries/cultures from the websites above and use the same criteria (how, origin, where and why) to present their greeting customs.

-----A-----

How? Rubbing noses (Hongi) and breathing with closed eyes.

Origin? Traditional Maori greeting.

Where? New Zealand

Why? The head and the face are considered holy parts of the body and the Maori think that this tradition of pressing the noses together to breathe the same air, was created by the gods. If you as a guest are welcomed in this way, it means that you are accepted as a part of their people. In the old days the Hongi greeting entailed privileges as well as duties.

-----B-----

How? By saying the words: "I see you"

Origin? Traditional Na'vi greeting.

Where? The fictional planet Pandora (in the film Avatar)

Why? The Na'vi people greet each other in this way to acknowledge that there is a divine spirit present at the meeting. The Natives believe that everything is interconnected and that the holy Ey'wa is present in all beings and objects.

Our Multicultural World

'Crash' and Multiculturalism

Forfatter: Lars Aunaas

['Crash' and Multiculturalism \(89612\)](#)

Pre-reading activity: Watch the trailer from *Crash*.

[CRASH: Movie Trailer](#)

In *Crash* (2004), people coming from different horizons meet and interact. Sometimes, these meetings lead to conflict. However, many of these collisions are based upon misunderstandings. Since the movie gives us the opportunity to glimpse what goes on in the characters' lives, the relationships that they form seem all the more tragic because much of the hurt and the sorrow could have been avoided if they had only gotten to know each other a bit more.

Questions for Discussion

1. To which extent do you think that your cultural origins contribute to form your identity – who you are?
2. In which cases do you meet, talk with and share activities with people from other cultures?
3. Have you been on vacation abroad, lately? Did you try to get to know local culture or feel that you needed to adjust your behaviour in order to avoid conflicts with the locals?
4. Which values and traditions do you consider to be central in Norwegian culture? Do you think that any of them need to evolve?
5. Do you think Norwegians could learn anything of value from other cultures?
6. Do you expect people from other countries – be it tourists or immigrants – to adopt Norwegian customs when in Norway? If yes: which ones?

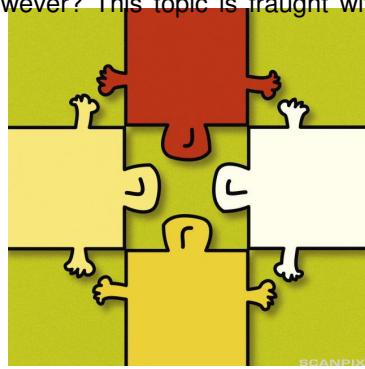
Definitions of Culture

Forfatter: Lars Aunaas
[Definitions of Culture \(89611\)](#)

Pre-reading activity: Discuss the following in pairs.

- What is culture?
- What is multiculturalism?

fraught, multifaceted, heritage, inherited, embodied We use the expression “multicultural society” for a group of people in which several cultures coexist. What is a culture, however? This topic is fraught with debate, and different definitions exist, but most would probably agree that whenever there is a culture, there are beliefs being shared within a group, and that these beliefs lead to shared behaviours. As a result, phenomena such as art, language, religious practice, institutions, family structure, custom, etiquette, norms, values and so forth may – to some extent, at least – be qualified as “cultural”. In just so many words, whenever there is culture, there is a shared way of living. Multiculturalism



Defining Culture

On the internet – for instance in dictionaries, encyclopaedias and scientific articles – you will find many different ways of understanding the word *culture*. Although they don't necessarily disagree directly, they emphasize, nevertheless, different aspects of this multifaceted phenomenon. Some will stress the idea that a culture represents a heritage, while others will be more interested in the set of beliefs it is built up around, or in the way people who are a part of a culture are, as such influenced in the way they act and live.

Examples of definitions:

Source: [Unity and Diversity in Multicultural Societies](#)

- Culture refers to a historically inherited system of meaning and significance in terms of which a group of people understand and structure their individual and collective lives. It defines the meaning or point of human activities, social relations and human life in general, and the kind and degree of significance or value to be attached to them. A culture's system of meaning and significance is embodied in its beliefs and practices, which collectively constitute its identity.

Source: [Dictionary.com - culture](#)

- ... the behaviors and beliefs characteristic of a particular social, ethnic, or age group
- Anthropology: the sum total of ways of living built up by a group of human beings and transmitted from one generation to another.

Source: [Wikipedia - culture](#)

- The set of shared attitudes, values, goals, and practices that characterizes an institution, organization, or group (source: <http://en.wikipedia.org/wiki/Culture>)

Task

Work in pairs and have a look at several sources, and try to come up with at least three different (content, length, context...) approaches to what a culture might be. Then follow the four steps below. Remember to jot down notes throughout the process, since each step depends on the previous one.

1. Compare the definitions you've gathered: in which fields are they different and which similarities are there between them?
2. Assess them: try to form an idea of their respective strengths and weaknesses.
3. Take position: Which one(s) do you prefer? Why?
4. In larger groups, each pair present their preferred definition(s) and why they chose it(them). Discuss and comment on the results.

Cultural Diversity on an Individual Level

Forfatter: Lars Aunaas

[Cultural Diversity on an Individual Level \(89614\)](#)

When talking about multicultural societies, we often have migration in mind – individuals or whole populations going “somewhere else” – and thus meeting and living with people belonging to other cultures. However, although migration is an important factor, it is far from being the only one. Most of us, even those who have never been abroad or who have seldom or never exchanged more than a few words with anyone from another culture, are multicultural.

How would you explain this?

vibrant, scope, illustrious, utmost, baffling, profound, impact, hold sway, contempt, adhere to, hazardous

When you look at the people around you, how many do you find that are "guilty of" :

- eating sushi, pizza and pasta, fajitas or pita bread dipped in hummus?
- humming tunes by Rihanna (or Bach) while taking their morning shower?
- drinking Italian coffee?
- watching American sitcoms or Bollywood movies?
- kissing friends on the cheek, twice?
- clinking or raising their glasses before drinking?
- doing yoga or tai chi when they want to relax?
- considering getting a tribal tattoo?
- writing a haiku, just because they can?
- wearing a sarong to the beach?

But we aren't yet espresso-sipping, sarong-wearing yoga practitioners who write vibrant haikus about the way our latest Maori tattoos look in the dark. However, our modern multicultural society may be about to produce such multifaceted people as our scope of inspiration widens.

What Are Our Sources of Inspiration?



Sushi

Fotograf: [Corbis](#)

As individuals, we have multiple sources of inspiration that might influence us to adopt traditions and ideas from other cultures; the example of an illustrious person of the past or from far away, a work of literature or of philosophy or walks of life that we've only just heard of without any hands-on experience at all. Even if such things have always inspired people, it is even more true today. Our world has become tiny: technically, we're able to exchange news and ideas with nearly anyone instantaneously or go nearly anywhere in less than a day. It would be baffling if this didn't have a profound impact on the way in which we view the world and on how we act, both individually and collectively.

Individual Freedom

In today's liberal democracies, ideals of individual dignity and freedom take centre stage. They are less specific guides for our actions than limitations as to what we should be allowed to do and to expect from each other and from the State. A certain discomfort, born of the feeling that society is dissolving, that ageless values no longer hold sway and that identity is lost, is not unheard of.

"The children now love luxury; they have bad manners, contempt for authority; they allow disrespect for elders and love to chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize their teachers."

This quotation which is perhaps inaccurately attributed to Plato, indicates the timeless attitude of such feelings.

However, there is also another, more positive, side to things; such liberties leave room for people to form their own identities. Instead of people's identities being determined by which culture they were born into, they have the opportunity to adhere to (or to break with) cultures and sub-cultures related to age, work, sexual orientation, religion, hobbies, taste in music, means of transportation etc., according to who they feel that they are at any given stage of their lives. Consequently, stating that one belongs to one culture is a hazardous exercise. Due to our multifaceted nature, most of us belong to several cultures, and we are allowed, at any time, to change our minds as to where we feel the most at home.



People get Maori tattoos
Fotograf: [JACKY NAEGELEN](#)

Tasks and Activities

Reflect and Note Down

Reflect upon ways in which foreign cultures are part of your daily life. Make a list of the things you do which come from foreign cultures. From where have you learned to do these things (friends, films, advertisements, parents, social media etc.) and try to find the country of origin. Make a table with four columns: Activity/Examples/Source of inspiration/Country of origin. Consider the following activities:

- What you eat
- Music you listen to
- What you drink
- What you watch
- What you read
- Your spare time activities
- What you wear
- How you greet your friends

Make a Presentation

Focus on **one** of the activities you have listed above and make a visual presentation. To explore more advanced ways of presenting than e.g. Power Point, we recommend that you create an account at www.prezi.com. It is free if you use your school address or create an account for your class by using your school's e-mail address.

Oral

1. Many people today prefer cappuccino to black Norwegian coffee, sushi to boiled cod, yoga to skiing. Do you think there is a danger of Norwegian culture and traditions disappearing? Should anything be done to save and preserve these old traditions? Arrange a debate where half of the class prepare arguments that support the defence of traditional and local culture. The other half prepare arguments that welcome and enhance new and multicultural impulses.
2. Do you agree that the quotation from Plato above is valid in today's society? Arrange a debate where half the class prepare pros (arguments that support Plato's statement) and the other half cons (arguments that deny Plato's statement).

Discuss

1. Japanese culture is commonly perceived as "difficult" for people with a Western cultural background. Yet, we see a lot of young people in the Western Hemisphere that are heavily influenced by Japanese culture. Discuss what kind of Japanese influence you find among your peers. Give examples. Do you agree, that Japanese culture is "difficult"?
2. *Lost In Translation* (2003), a film directed by Sofia Coppola, pinpoints some of the culture clashes that Westerners might meet in Japan. She portrays two Americans, an actor well into his forties (played by Bill Murray) and a young Yale graduate (Scarlett Johansson), and how "lost" they feel in, what is to them, an unintelligible world. Watch a trailer from the film: [Lost in Translation - Trailer](#), [Lost In Translation - Information](#)
 - What are the actual challenges you see in this trailer? Do they occur because of language or cultural differences, or both?
 - List the culture crashes you find.
 - The characters in the movie are older than you, do you think that young people today would be less confused? Why or why not?
 - Why do you think many young people find Japanese culture fascinating?

Multicultural Societies in a Historic Perspective

Forfatter: Lars Aunaas

[Multicultural Societies in a Historic Perspective \(89615\)](#)



Pre-reading activity: Discuss the origin of food, music and films that you enjoy regularly. Can you define a certain country or culture as originator or has it originated in the integration and transformation of many cultures?

Try this vocabulary task before you read the text. You can try it both from English to Norwegian and vice versa.

Bokmål

Nynorsk



MyTask - Click icon to open task!
Forfatter: [Amendor](#)



MyTask - Click icon to open task!
Forfatter: [Amendor](#)

Benefits and Challenges in a Multicultural Society

When several cultures exist within one society (multiculturalism), this is a situation that may evolve in

many different ways. Important benefits can be reaped from cultural diversity such as enhanced gastronomy, increased cross-cultural competencies, mental flexibility and tolerance in the population, artistic blossoming, social and political innovations, economical growth factors and much more. However, it may also present important challenges, such as discrimination, conflicts and a feeling of alienation – especially if the human tendency to spoil perfectly good opportunities is given free rein. This leads to the need for societies that include different cultures to make certain choices concerning how they wish to respond to this situation: the stakes are high, and indecision represents too great a risk. Traditionally, multicultural societies have chosen between three models.



SCANPIX

Three Models for a Multicultural Society

A) Segregation

The different populations are kept separate, or stay apart, either geographically or by having very few relations, even though they may live in the same area.



In extreme cases, for instance, in South Africa Colored Waiting Room, Jackson, during the Apartheid regime, until the beginning of Mississippi. the 1990s, and during the Segregation, in the southern states of the US, until the 1960s, certain groups (based upon race in the examples above) will not have access to the same professions, civil rights, public services etc. as the rest of the population. In such cases there is usually one group, the one in power, that is receiving better treatment than the other(s).

In other situations, where segregation also seems to be involved, although in a less radical and institutionalized manner, people tend to live in ghetto-like areas. Their social networks consist mainly of people from their own minority culture, and they do not have much contact with the majority culture or language in the country where they live. They could find themselves choosing from a reduced number of professions that are mostly occupied by people from the same culture as themselves.

In such cases, there may not be any laws preventing people from moving to other areas, choosing other jobs or becoming members of the greater society, but very efficient boundaries exist nevertheless – in people's heads. This may be equally true for people who are part of the majority culture, and who don't necessarily invite people in from the outside, and for people from minority cultures that don't feel welcome or don't feel comfortable outside the cultural group that they identify as their own.

B) Assimilation

People from minority cultures adopt the majority culture. In turn, the majority culture may adopt certain elements from the minority cultures it has absorbed (vocabulary, dishes, certain beliefs and values...), making them part of a unified whole.



The assimilation model has traditionally been influent in the US, at least up until the 1960s, when the intellectual landscape changed radically under the influence of countercultures and liberal political philosophy. Successive waves of immigrants were absorbed and made part of the new country. To a large extent they were welcome, but they were expected to conform to the American way of life. Sometimes, parts of their original cultures became part of the common culture.

The melting pot is a common metaphor for the assimilation model: the imagery has its origin in containers used for heating up and mixing different metals, with a new metal as the result. Some have claimed that American culture is more like a pizza. The crust, its basis, is made up of British, German and other Western European cultures that gave American culture its original form, and the topping representing the traces of other cultures, giving the pizza-culture an appearance of diversity on the surface, but all the while being quite homogeneous.

Critics have claimed that assimilation as a model may lead to cultural minorities feeling discriminated against, as a result of what may be seen as a lack of tolerance and respect. Moreover, one may wonder whether a radically assimilationist society does not risk experiencing cultural stagnation if it does not conserve a certain openness towards contributions from other cultures. However, others have claimed that cultural homogeneity and a strong national identity contribute to social harmony, with everything this entails.

C) Integration

Proponents of the integration model, also called multiculturalism, consider that cultural minorities are allowed, and to some extent expected and encouraged, to keep their distinctive traits (values, worldview, habits...), as long as they adapt to a common and more or less minimal framework of norms and values that guarantee a well-functioning society (e.g. democracy, respect for human dignity through the observance of human rights, tolerance...). In other words, integration as a model for multicultural societies sports respect for cultural differences as a central value.



Multicultural Britain. In a UK street you will find evidence of many different cultures.

Fotograf: [Knut Inge Skifjeld](#)

The integration model has had a lot of influence in the UK, where cultural diversity is far from being a new phenomenon and where it has been seen as a way of promoting social peace through respect for the different populations' cultural differences. After the 1960s, integration has also been an influential model in the US and Canada. Australia and New Zealand also seem to have adopted it to some extent, at least as far as their native populations are concerned.

As far as imagery is concerned, integration is represented by the Salad Bowl metaphor: like a salad, society is composed of a large variety of elements that are all the more delicious because they keep their specificity. In Canada, one often talks about the cultural mosaic – a whole composed of distinct parts.

In this context, it happens that people from a majority culture experience a feeling of alienation – as if they were foreigners in their own country. However, considering that it is highly unlikely that cultural diversity will disappear anytime soon (and that it is debatable whether culturally homogenous societies ever were the norm), the most potent criticism towards the integration model seems to be that it too easily may develop into some sort of spontaneous segregation – different communities living side by side without communicating in any productive manner at all. This may lead to tensions: if cultures don't communicate, they cease to understand each other let alone give each other anything of value..

Tasks and Activities

Multicultural Societies Explained



Multicultural Societies Explained / video

<http://ndla.no/en/node/104197>

Comprehension

1. The author lists a number of advantages and challenges of a multicultural society, what are they? Can you think of any others?
2. List the main characteristics of each of the three models for a multicultural society.
3. Give examples of one or more countries which follow/have followed each model.
4. What is the common expression used for a society based on the assimilation model?
5. Where does the expression come from?
6. Explain the difference between the above image and the pizza image.
7. Which positive effects are claimed by supporters of the assimilation model?

8. Which image represents a society based on the integration model? Is this a good representation? Why?/Why not?
9. What is the criticism of the integration model?

Discuss

Segregation, assimilation and integration may also be understood, respectively, as manifestations of fundamentalist, conservative and liberal views of culture. Use the dictionary [Merriam-Webster dictionary](#) to find the definitions of *fundamentalist*, *conservative* and *liberal*. Based on the definitions, explain why persons with these views would follow the courses of *segregation*, *assimilation* and *integration*, respectively.

Find Out

Search the Internet and find other examples of countries where *segregation* is practised in the world today.

Make a Poster

The first picture in the text represents a multicultural society. Do you think it is a good representation? Make your own picture, poster or Glogster representing a multicultural society and present it to the class.

Make Wordles

Use [Wordle Create](#) to make three different word clouds illustrating Assimilation, Segregation and Integration. Simply type in all the words you associate with the different terms. Compare with a classmate, decorate your classroom and/or post on your class blog.

Further Reading

[Multiculturalism - A Challenge?](#)

What is Multiculturalism

Forfatter: Lars Aunaas

[What is Multiculturalism? \(90914\)](#)

What is "multiculturalism"? Use dictionaries and the Internet to find at least three definitions and discuss which you prefer and why?

A Multicultural Society

Today, 11.6% (7 million) of the UK's population is foreign-born. In the media and the arts, as well as in economics and in politics, people who are either first, second or third generation immigrants have found a place and contribute to society. For instance, British Asians (India, Pakistan, Bangladesh), who represent 4% of the population, contribute 6% of the GDP. Not surprisingly, many immigrants consider that their culture of origin is an important part of their identity. However, maybe because they are not required to choose between cultures since the UK has a strong liberal tradition in this field, many also adopt elements of British culture, and think of themselves as British.

Coping with Cultural Diversity

Even though the British model of integration has been successful in many respects, the way the UK copes with cultural diversity has, nevertheless, been subject to debate. In February 2011, for instance, David Cameron, the Prime Minister, expressed the need to put into operation certain changes in policy concerning cultural diversity.

In short, Mr. Cameron warned that certain communities are, in fact, segregated from the rest of society, because they have no connection to other communities through the sharing of the core values of British culture.

- Do they believe in universal human rights – including rights for women and people of other faiths?
- Do they believe in equality of all before the law?
- Do they believe in democracy and the right of people to elect their own government?
- Do they encourage integration or separation?

These are the sorts of questions we need to ask.

Identity and Extremism

One of the problems that arises because of this is that young people issuing from such groups may turn to extremism because they lack a stable identity and a sense of belonging (they also reject their parent's culture) that perhaps could prevent them from being seduced by the simplistic answers that extremist ideologies provide.



Prime Minister David Cameron

Fotograf: [Suzanne Plunkett](#)

In response to the problem, Mr. Cameron spoke in favour of no longer tolerating that communities that live in the UK behave in a manner that is not compatible with British core values. He mentioned forced marriage as an example. Cameron felt the UK had failed to provide:

"a vision of society to which they feel they want to belong [...] a clear sense of shared national identity that is open to everyone [...] Frankly, we need a lot less of the passive tolerance of recent years and a much more active, muscular liberalism. A passively tolerant society says to its citizens, as long as you obey the law we will just leave you alone. It stands neutral between different values. But I believe a genuinely liberal country does much more; it believes in certain values and actively promotes them. Freedom of speech, freedom of worship, democracy, the rule of law, equal rights regardless of race, sex or sexuality. It says to its citizens, this is what defines us as a society: to belong here is to believe in these things.".

For the whole speech:

- [David Cameron's Speech on Terrorism and Multiculturalism 2011](#) (text)
- [David Cameron's Speech on Terrorism and Multiculturalism 2011](#) (video)

Comprehension



MyTask - Click icon to open task!

Forfatter: [Amendor](#)

Discuss

Use the excerpt (above) from Mr Cameron's speech as a basis for your discussion.

1. Does Mr. Cameron suggest a break with multiculturalism or a revised understanding of it?
2. How would such a speech be received in Norway?
3. How do you react to its content?

Writing - the Meaning of Multiculturalism

In the UK, today, there is an ongoing debate on the meaning of multiculturalism. Look at this article from the BBC: [Multiculturalism: What does it mean?](#). There are several people named in the article who give their opinion on the meaning of multiculturalism.

- Make a list of the people with the relevant comment. Do any of the comments surprise you?
- Write a comment to this article where you give your opinion on the meaning of multiculturalism.

Multiculturalism in Facts and Figures

Forfatter: Lars Aunaas

[Multiculturalism in Facts and Figures \(89619\)](#)

Pre-reading activity

How many immigrants are there in the world, and where do most of them come from? Answer this question and afterwards compare your answer with the information given in the following text. Do the numbers surprise you or not?

host, remittance, consumption, impact, beneficial, labour force, diminish, foreseeable, current

Migration in Numbers

According to the UN, in 2005, 191 million of the world's 6.3 billion inhabitants lived in another country than the one in which they were born. This equals 3%. Of these, one third had moved from a developing country to a developed country, one third had moved from one developing country to another and one third originated in a developed country.



China has taken Mexico's place as the major source of immigrants to advanced countries (OECD) outside of Europe. More than half of the world's migrants are college educated, and nearly half are female.

Where Do They Go?

The US is the country that receives the most immigrants (hosting 39 million migrants in 2005). However, in Australia and in Canada, they represent 21.3% and 19.5% of the population respectively, as compared to 13% in the US. In Europe, there are 64 million migrants, compared to 45 million in Northern America.

In addition, Western Asia, which hosts 22 million, as well as countries like China, Malaysia, the Republic of Korea, Thailand and Japan have become popular destinations.

Economic Impact?

According to estimates, migrants sent US\$167,000,000,000 home to developing countries in 2005. The economic effect of such remittances may be multiplied by 2 or 2.5, since they stimulate the economies in these countries, for example, by creating a market for local businesses when the money is used for consumption. Hence, their impact is estimated to somewhere between one third and one half a trillion US dollars (1.5 to 2 times Norway's GDP [gross domestic product]).

However, migration isn't only beneficial to countries whose inhabitants migrate; the labour force in the developed world will diminish quite a lot in the foreseeable future, due to their demographic evolution. As a result, only 20% (as compared to 40% in 1996) of the receiving countries plan on reducing incoming migrant flows, while 50% hope to maintain the current levels of immigration.

Reading Statistics

A.

Use these links to find answers to the questions below.

[International Migration Profiles](#)

[Migration Information from Datahub](#)

1. The statistics quoted in the text are from 2005, since then, has migration increased or decreased, a) to Europe b) to the USA
2. Has the percentage foreign-born population in, a) Australia and b) Canada increased or decreased from 2005 to 2010? By how much?
3. By what percentage has the percentage foreign-born population of Norway changed from 2005 - 2010?
4. Where do the majority of the migrants go a) from Europe b) from Northern America?
5. What are the two main destinations for migrants a) from the Americas b) from Africa?
6. How many migrants are there from Asia? Where do most of them reside? What percentage resides in the Americas and in Europe?
7. Find the 2010 statistics for world migration:
 - What was the total number of migrants?
 - Which area received the most migrants?
 - How many migrants resided in Asia?
 - What percentage of migrants resided in Oceania?

B.

Who is responsible for these two sources of statistical information? Would you evaluate them as reliable? Why/why not?

Discussion

Aftenposten reported on 13 March, 2012, that by 2040 almost 50% of Oslo's residents and 25% on a national basis would be immigrants or the Norwegian-born children of immigrants. [Immigrant population in Oslo](#)

Discuss in pairs or small groups the consequences and challenges associated with this prognosis (communication, education, employment, integration, Norwegian culture, etc.). Make notes on your conclusions.

Interview

An English newspaper would like you to comment on *Aftenposten's* news report. Work with a partner and make an interview where one is the newspaper reporter and one the interviewee. Use your notes from the discussion above. The reporter should prepare five or six questions.

Migration to Western Countries

Forfatter: Knut Inge Skifjeld

[Migration to Western Countries \(60830\)](#)



Migration to Western Countries / audio

<http://ndla.no/en/node/48594>

According to The Organisation for Economic Co-operation and Development (OECD), as much as 12% of the population in OECD countries were foreign born. Countries like Australia, Canada and Ireland top the list, with more than 20% foreign population. At the other end of the scale, countries like Mexico and Turkey have very small immigrant populations.

On average, migration has contributed to half of the population growth in OECD countries over the last ten years. Consequently, many OECD countries face the challenges of the economic and social integration of immigrants and their children. Developing countries in Asia, Africa and Latin America find themselves suffering from a brain-drain. Among those deciding to leave their country are some of the best educated people. This is particularly the case in the health sector, science and IT.



Muslim Parade

However, the migrant population cannot be seen as a well-educated group as a whole. In terms of education, migrants differ from the average native population in the sense that they are either better qualified, like high skilled Indians and Chinese, or have less or no education than the native born. Migrants therefore emerge as a very complex and divided group.

The recent OECD report also states that skilled immigrant workers are likely to get lower skilled jobs than what they are qualified for, and that the OECD countries receiving lots of immigrants still have a long way to go to integrate immigrants socially and in their work life.

Tasks and Activities

Discussion

1. How important is it for immigrants to learn the language of their new country?
2. What is the difference between a mother tongue and a language that you learn as a lingua franca? How are they used differently?
3. What is good and what is bad about moving to a different country? List your expectations, and compare and discuss them with a partner.
4. You are moving to a different country. Which personal belongings would you bring along? List the most important items. Compare your list to your partner's and discuss your choices.
5. You have lived in your new homeland for 3 years. Discuss whether you find the following statements likely or not:

Statements

- People grin when I speak my new language.
- I keep in touch with my family and friends back home. I still support my old favourite team.
- I have not changed my way of clothing.
- I still listen to the same music.
- I spend my money on trips back home.
- I still eat the same food.
- I read newspapers from my old country.
- I have a job and a fiancé.
- I love my freedom. Nobody knows me here.
- I spend most of my time with people from my old country.
- I live in an ethnic neighbourhood.
- I make an important contribution to my new country.
- I want to return home to my old country.
- I have the same Facebook profile.

Writing

1. Write a letter to your family back home, telling them about your life. Use your answers in the discussion task above as a starting point.
2. In which ways could Facebook be valuable in your situation as an immigrant? Write a 5 paragraph essay.
3. Search for pictures on immigration on the Internet. Present 3 of them, and explain how they convey such themes as hope,

4. Use photo-story to voice an immigrant's experience.
5. After 3 years in your new country, you have become quite a prominent blogger on immigrant issues. Write at least 3 entries proving your position as the most widely read blogger on these issues. Give your blog a suitable name.

Presentation

1. Search for pictures on immigration on the Internet. Present 3 of them and explain how they convey such themes as hope, affluence, possibilities, fear, human rights, freedom, dreams, change etc.
2. Use Photo-Story/Moviemaker to voice an immigrant's experience.

Research 1

At the following link, [OECD iLibrary](#), search for "Society at a Glance 2009". Open the pdf document "Society at a Glance 2009: OECD Social Indicators". Study the diagrams on page 69, and find the following information:

1. Which country had the smallest percentage of foreign-born population in 2006? How can this be explained?
2. Which country had the highest percentage of foreign-born population in 2006? How can you account for this?
3. What was the percentage of foreign-born residents in Norway in 2006? Does this surprise you? Explain why/why not.
4. Explain the concepts of net migration and gross migration.

Research 2

1. Use various internet sites to find statistics on the population development in Western countries in recent years. Decide on three countries to do research on. Look for trends, changes and significant changes in the populations in your research. Make sure you state your sources, especially whenever you find contradictory figures and facts. Present your findings in a written report or as an oral presentation.

Some useful search terms: **European Union, population, demographics, fertility, birth rates, statistics**. Two sites you may find useful:

- [Immigration Data Hub](#)
- [Demographics of the European Union](#)

2. The big majority of European immigrants are Muslims. Study this BBC presentation to find out where they come from, where they settle and how they are doing.

Make a table where you list facts, figures, challenges and achievements for at least 3 countries.[Muslims in Europe](#)

Revision



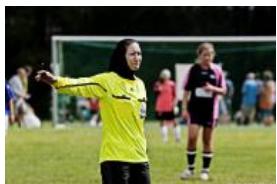
Summary - Migration to Western Countries / h5p_content

<http://ndla.no/en/node/125507>

Religious Diversity and Identity

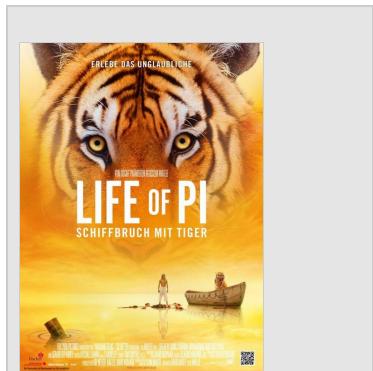
Forfatter: Eli M. Huseby

[Religious Diversity and Identity \(111575\)](#)



Religious diversity is a common feature of modern, multicultural societies. To many people religion is integral in defining their identity. For some religion means belonging to a denomination, a community, and being a part of a huge entity. Whereas religion for others, might originate from a deep personal conviction, something that defines you as a person. This might give your life dimensions that are vital for your personal identity. Here, we are going to discuss religious identity and diversity and some of the challenges involved.

Religious Faith



Life of Pi Poster



The Restaurasjon
brought the first group
of Norwegian
immigrants to America
in 1825



Church



Cultural and religious diversity



Demand for Sharia Laws



Demonstrating against "Innocence of Muslims"



The Twin Towers



Dalai Lama was awarded Nobel Peace Prize in 1989



Mahatma Gandhi was an advocate for peace

There are no grounds for going beyond a scientific explanation of reality and no sound reason for believing anything but our sense experiences...God does not exist.
—Life of Pi, Chapter 7 (statement by Mr. Kumar)

In Yann Martel's novel, *Life of Pi*, and the film adaptation directed by Ang Lee we meet a young Indian boy called Pi. Raised as a Hindu, Pi is challenged by his biology teacher's atheistic view claiming that God does not exist. Finding himself stuck in a life and death situation on a lifeboat on the open sea, Pi finds comfort in **all** the main religions - Christianity, Islam and Hinduism.



Life of Pi

Religion as a Unifying Force and Mark of Identity

Religion might be something that we turn to, not only as in Pi's case, when we encounter mortal danger, anxiety and depression. In a multicultural society we often find that immigrants or people with a foreign ethnicity or culture, tend to seek the company of people with a common background. Religion might be the common ground which unites people.

When Norwegians rushed across the Atlantic in the big immigrant wave in the 1880s, congregations and churches popped up in the Midwest where they tended to settle. Many of these immigrants were not devoted Christians when they left Norway, but the congregations offered a precious opportunity to talk in their own language and exchange news from back home and share common settler experiences.

Nowadays, we can witness the same phenomenon with many immigrant groups. Muslims with an immigrant background might not have been very frequent mosque visitors or very devoted worshippers before they left their native country or region. In a foreign country, however, it is natural to seek the company of people with the same cultural background. Subsequently, religion can become an important matter. Even if their mothers did not wear a hijab, a lot of girls might choose to wear one to signal that they consider themselves devoted Muslims. Thus the hijab becomes a mark of identity.

Religion as a Battleground

Politicians and philosophers have traditionally believed that enlightenment and science would challenge religions and eventually make them "extinct". In Eastern Europe and in the old Soviet Union it was prohibited to practise your religion in public. However, in spite of the opposition, religions have not disappeared, neither in the east nor the west. On the contrary, they have ignited unrest and rebellions. Recent examples are the Muhammed film and the drawings that made furious crowds set fire to flags and embassies. [Innocence of Muslims](#)

In 1996, the political scientist Samuel Huntington published *The Clash of Civilizations*. Here he explains religious identity as clashes between groups that comprise millions and even billions of people. Huntington contrasts Western, Muslim and Hindu civilisations and claims that current and future conflicts must be considered as clashing views of the world.

Religion as a Peacemaker

We should not forget, though, that religion has also been a positive source of inspiration, for example, to demand civil rights and democracy. It is maintained that religions have become an essential symbol of civilisations.

One of Huntington's fiercest opponents, is the Indian born Nobel Prize winner in economy, Amartya Sen. He insists that we have multiple identities. Basically people can choose which identity they will prioritise and which parts of their identity they would like to emphasise according to the situation and in various relations. By assigning religious identities, Christian, Hindu, Muslim and so forth, the role of a person's primary identity, Sen thinks we tend to forget about the plurality of our identities and the freedom of choice we possess. He maintains that we can choose which identity we would like to expose in a particular situation. What makes Amartya Sen's views particularly interesting, is the fact that he is Indian. When the British colony was dissolved in 1949, people were sorted by their religious beliefs. India was divided between Muslims and Hindus. The Muslims were assigned Pakistan and Bangladesh, while the Hindus should remain in India. This separation due to religious identity led to the death of thousands of people in the subsequent turmoil.

Amartya Sen gives an account of an incident that illustrates his point. His family, who are Hindu, lived in Bengal. During the turmoil a Muslim, mortally injured, appeared in their garden asking for water. Amartya, who was 11 at the time, yelled to his parents, and they took the man to hospital. They did not hesitate to help the man, even if they differed in religious beliefs. Their identity did not merely have one dimension. For his family they were all Bengalis, they spoke the same language and shared the same history and culture. They felt that it was fundamentally wrong to sort people on the basis of one identity only: religion.

This example can serve as a reminder; it is necessary to be cautious when it comes to focusing on just one or a few marks of identity. Pi in *Life of Pi* demonstrates this when he "just wants to love God" and starts to follow three religions simultaneously. When we generalise on the basis of religious beliefs, we are inclined to focus on negative things, like crime, molesting of women and violation of human rights. The Holocaust and the harassment of Muslims after 9/11 are just two of the sad examples.

Source: Øyvind Dahl, NDLA [Religiøs identitet](#)

Tasks and Activities

1. Look at the pictures that illustrate this text. Which points are highlighted in the individual illustrations? On the basis of this, discuss the main points in the text.
2. In *Life of Pi*, the author explains that he met an old man that told him Pi's story. The old man promised him a story that was so fantastic that it would make him believe in God. Watch the trailer and the film clip, [Life of Pi - about Religion](#), and discuss the fundamental questions about life and faith raised in the story.
3. In this trailer, [Life of Pi - about World Religions](#), the theme of religion is strongly emphasised. What does it say about the importance of religion and which elements do you recognise from Christianity, Islam and Hinduism?

Film and Novel Recommendation

Watch the film *Life of Pi* and work with assignments on [Life of Pi - Film Education](#). Read excerpts from the novel, [Life of Pi - Excerpt](#).

Hard Rock Cafe - A Cultural Meeting Place

Forfatter: Morten Serkland

[Hard Rock Cafe - A Cultural Meeting Place \(96603\)](#)

Currently there are 149 Hard Rock Cafés in 53 countries around the world. One of these cafés is located in Scotland's capital, Edinburgh. Pretend that you have just been seated at one of the tables, are ready for a meal, and your waiter comes up to you. He is very friendly and asks where you come from. It is fairly quiet in the cafe right now, so he spends a few minutes telling you about himself and his background, Edinburgh Hard Rock Café and Scottish culture.

Listen to the waiter at Edinburgh Hard Rock Café (3 -4 min.)



Waiter at Work / audio

<http://ndla.no/en/node/96602>

Your waiter walks away to prepare your order. In the meantime, two of your friends have just arrived and joined you at the table. When they came in, they saw that you were talking to the waiter, and they are now curious to know what you were talking about. Here are some of their questions, which you should now be able to answer.



Hard Rock Café

Fotograf: [Mikkel Østergaard](#)

1. Why has the waiter moved around a lot?
2. Mention some of the places he has lived.
3. Why did he choose to return to Edinburgh?
4. What does he think about his job at Hard Rock?
5. The Hard Rock Cafés are involved in charity projects.
What is Edinburgh Hard Rock Café supporting?
6. In what way has "your" waiter contributed?
7. He recommends that you try a special dish. Which one?
8. What is his attitude to Scotch whisky?
9. What is your general impression of "your" waiter?
10. How would you characterize his language? Is it a typical Scottish variant? Why or why not, do you think?

Oral

In your classroom at high school, make an International English Café, where some are waiters and some are guests. Before you start, decide the profile of the café, the layout and the dishes you'd like to serve. The waiters should have different cultural backgrounds, e.g. from the Philippines, Singapore, a Caribbean island, the USA, Australia, South Africa and India and should spend a few minutes preparing for questions from the guests about their background. You can use articles from NDLA as preparation and/or the locations on this link, [Hard Rock Cafe Official Website](#). The guests prepare questions for the waiters, using the audio recording as a basis.

Research

Use Hard Rock Cafe's official website, [Hard Rock Cafe Official Website](#), and find one of the worldwide cafés on the alphabetical list in the grey frame to the left. Choose from:

- Edinburgh (Scotland)
- Guam (the Caribbeans)
- Singapore
- New Orleans (the USA)
- Sydney (Australia)
- Makati (the Philippines)
- Mumbai (India)



Logo for Hard Rock

Cafe, Egypt

Fotograf: [Baard Næss](#)

1. Does the introduction provided about "your" location reflect local culture? If so, what is conveyed?
2. What is meant by "memorabilia"? How is this linked to the project idea behind the Hard Rock Café concept? What kind of memorabilia does "your" café offer?
3. Take a look at the menus. What do they offer - just American food or do they have local treats? Give examples.

Discuss

1. What is your impression of the Hard Rock Café concept? What characterizes a typical Hard Rock Café?
2. To which extent does the Hard Rock Café concept export American culture to the world? Use this link as an approach [Exporting American Culture](#)

Honor Your Favorite Artist

On February 10, 2012, Jimi Hendrix was honored by Seattle Hard Rock Café. [Jimi Hendrix honored at Hard Rock Café in Seattle](#). Use this arrangement as a source of inspiration and make a multimedia presentation where you honor your favorite artist.

Liverpool - a Melting Pot

Forfatter: Eli M. Huseby, Morten Serkland
[Liverpool - a Melting Pot \(88744\)](#)



Listen to this interview with a genuine Scouser. Confused? If you listen carefully, you'll become familiar with Scousers in general, and Christina, supervisor at a hotel in Liverpool, in particular. Prepare for an accent that might sound a bit incomprehensible to start with...

Before you start listening to the interview (ab. 14 min.), look up Liverpool on a map. How do you think its location by the sea has been important for the development of the city, its accent and identity in the past and present?



Liverpool Interview / audio
<http://ndl.no/en/node/91421>

Tasks and Activities

Comprehension



1.

Liverpool - a Melting Pot / h5p_content
<http://ndl.no/en/node/88771>

(Interactive)

2. What, according to Christina, has formed the characteristic Scouse accent?
3. Why is the metaphor of Scouse, or Irish stew, suitable to describe how the accent has developed?
4. How does she describe the relationship between Liverpool and Manchester?
5. What makes Liverpool different from other cities in the UK, according to Christina?
6. Christina emphasises that she thinks there are many parallels and links to Norway and Norwegians. In which areas does she draw these parallels?

Find Out

A Liverpudlian is commonly called a Scouser and the accent is called Scouse. It is compared to Irish stew. Check out the etymological meaning of the Norwegian word "lapskaus", [Lapskaus on Wikipedia](#). Do you see any parallels? What does the dish and the Scouse accent have in common?

Make a Timeline

Christina characterises Liverpool as a multicultural city that has changed a lot over the years, but still has kept its identity. Have you ever played the board game "Cluedo"? Let's see if you can use the clues below to make a chronological timeline with a very brief outline of the main events or groups of people that constitute Liverpool's cultural identity. This link might be useful, [Liverpool World Heritage](#) (scroll to get access to Liverpool's numerous museums). Also, check out our articles about Liverpool from Engelsk VG1.

Clue 1

Liverpool as a transit city for emigrants. When was the city a departure point for European immigrants on their way to the Promised Land? A Norwegian emigrant on his way to America in the early 1890s describes Liverpool in a letter to his parents.



Kjere forældere

Jeg skal i dag sende derre et par ord og forttele at jeg gott og vel er ankommen hid til Liverpol vi reiste i gaar formiddag ifra Hull med jernbane hid og vi bliver her til torsdag føren vi gaar videre nu er vi paa et Emigranthotel og har det noksaa bra vi har tid at se os om i denne her store by hvor der vrimeler av menesker men jeg ønsker at jeg skulde vere paa mit bestemelsted men der gaar vist over fjorten dage føren jeg er der vi hade meget fint vejer over Norsøen jeg var ikke søsyg men det var mange som var meget syge av emigranterne jeg skal ikke glemme at takke dig saa meget for di penger som du lånte mig og alle mine bestrebelser skal gaa du paa at skaffe dig pengerne tilbage kjere Fader saasnart som det er mig mulig de skal faa høre fra mig naar jeg kommer til Minneapolis

Hjerteli hilset ifra Deres Søn Carl Torp

Liverpool letter 1

Opphavsmann: [Eli M. Huseby](#)

Clue 2

What was Liverpool's role in the transportation of people from West Africa to the USA and the Caribbean? When was the city involved in this traffic?



A Liverpool slave ship

Fotograf: [Media Centre International Slavery Museum](#)

Clue 3

How has this group contributed to attract tourists from all over the world, do you think? When did they start their career?

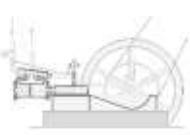


The Beatles

Fotograf: [Dan Grossi](#)

Clue 4

Liverpool as an industrial hub. When was this machine invented



and how did this Steam engine parts
mark the beginning
of a new era for the city?

Clue 5

Find out when the famous sports club was founded. It has definitely had its day in the shaping of Liverpool's cultural identity.



Clue 6

This lady by the nickname, the Iron Lady, led a strict government policy that led to lots of strikes and riots (some claimed that they were race related, others that they occurred due to unemployment) in Liverpool and all over the UK. When did this period of decay and social unrest occur?



Football
Opphavsmann:
[Ed g2s](#)

Margaret Thatcher
Fotograf: [Tore Kristiansen](#)

Clue 7

Many immigrants from the west rushed to Liverpool due to failing crops of this vegetable. Who were they and when did they settle in Liverpool?



Potatoes
Fotograf: [Jan Petter Lynau](#)

My Cultural Identity

Forfatter: Morten Serkland, Eli M. Huseby

[My Cultural Identity \(89590\)](#)



Listen to this interview with Ekanathe. He is originally from British Guyana in South America but has lived in the UK since he was two years old. In the interview he raises essential questions about identity, culture and religion.

Before you start listening you should locate British Guyana on this map. As you can see it is located in South America, bordering Venezuela and Suriname. Why do you think it is referred to as a Caribbean country or as a part of the West Indies?

Listen to the interview (approx. 9 mins.) and then do the tasks below.



British Guyan



Ekanathe / audio

<http://ndla.no/en/node/87623>

Comprehension

After listening to the interview, you should try the interactive task in the link collection.

Discuss

1. With its location by the Atlantic Ocean, British Guyana is often referred to as Caribbean or West Indian. To determine Ekanathe's identity might be a bit tricky. He is born in British Guyana to parents of Indian origin, but he has spent almost all his life in Great Britain. Still, he considers himself Indo-Guyanese. Why is that you think?
2. "Indo-Guyanese" is an example of what we often refer to as a "hyphenated identity"[Hyphenated identity](#). Do you feel that you need a hyphen (-) to express who you are? Is it enough to say that you are Norwegian, or do you think it is necessary to add something, e.g. if you are a second generation citizen in Norway and have parents from Pakistan or Somalia?
3. Why do you think some people find it offensive if we use a hyphen when we refer to their identity?

Find Out

1. Look at this definition of cultural identity in an encyclopedia[Cultural Identity on The Free Dictionary](#). What do you think makes up a person's cultural identity?
2. After listening to the interview and seeing the photo of Ekanathe, what do you think is the make-up of his cultural identity?
3. Religion is important for Ekanathe, as it is for very many people. What do you think is at stake here?

Three students that did not know each other very well had a lively and pleasant discussion. One of the students was American, the others were from Jordan and Hungary. They really hit it off, until the Hungarian student suddenly proclaimed that he did not believe in God. The American student, who in no way was an atheist, took no offense. The student from Jordan, though, was extremely upset and became dismissive and reserved towards the Hungarian.

4. What makes up your cultural identity? Consider

- values and beliefs,
- language
- traditions
- family/clan
- food and drink
- dress codes
- taboos
- ethnicity
- respect/honour
- ways of communicating (formal, informal, straight to the point, using anecdotes and body language)

Challenges for Aboriginal Cultures

Forfatter: Eli M. Huseby, Anne Scott Hagen, Lars Aunaas

[Challenges for Aboriginal Cultures \(89620\)](#)

As far as indigenous peoples in the English-speaking world are concerned, there are many parallels to be observed. As you may remember from last year, if we compare Aborigine and Native American experiences, we see that they have, for all their specificities, suffered as a result of European settlement. The Maori - the aboriginal people of New Zealand - is no exception.

Indigenous Experience

In the past, there were violent conflicts that sometimes developed into genocide. In addition, the native population suffered loss of land, discrimination and epidemic diseases. Education of the native population in the culture of the rulers was often used as a weapon to diminish the value of the aboriginal culture. The wounds were so deep that these populations still struggle. As already mentioned, Native Americans face challenges such as poverty, violence and substance abuse on a larger scale than the rest of the population, and the Aborigine and Maori populations experience similar predicaments.

However, certain positive trends can be observed. The governments of Canada, the US, Australia and New Zealand have all issued official apologies for past transgressions. They have put in place measures in order to compensate for past torts, including, in some cases, giving back land, and to preserve or revitalize native cultures and languages.

Maori

The Maoris of New Zealand are perhaps the indigenous people who have survived the European settlement best. Relations between them and the first European settlers were mostly amicable and the Treaty of Waitangi in 1840 recognised the Maori people's ownership of land and property and gave them equal rights as British subjects. However, conflicts did arise and the Maori population was decimated by disease. In the 20th century the population started to recover and today Maoris are active in all spheres of New Zealand society, though as with the Native Americans and Australian



Maori Warrior and All Blacks Rugby

Team

Fotograf: [Dianne Manson](#)

Aborigines a significant proportion of the population have economic and social problems. The film [Once Were Warriors](#) from 1994, based on a bestselling novel by Alan Duff, gives an excellent portrayal of the problems that may be experienced by Maoris today. Also the novel and film *Whale Rider* (2002) deals with clashes between modern society and traditional culture. However, Maori culture has had a strong revival in the last century and their traditions have become a more integrated part of New Zealand society.

The Haka

New Zealand's national rugby team, the All Blacks, have performed a haka before each of their matches since 1905. Hakas are chanted Maori poems accompanied by expressive movements, which, among other functions (greetings, commemoration, etc.), were used in order to challenge and intimidate enemies before battle. Today, the haka is an object of pride in New Zealand – shared well beyond the Maori community. Who ever said that real men don't dance? Watch these clips!

- [All Blacks Haka](#)
- [Haka video downloads](#)

Discuss

How would you describe the haka? Do you think it is a suitable way for the All Blacks to start a rugby match? Why/why not?

Presentation

Search for more information about Maori culture and make a multimedia presentation. Include information about the situation for Maori culture in New Zealand today.

Film Review

The two films *Whale Rider* and *Once Were Warriors* illustrate some of the problems of Maoris in modern society. Watch one of the films and write a film review. Present your review either orally or in writing. [How to Write a Film Review](#)

Whale Rider

In *Whale Rider* (2002), we follow a young girl, Paikea, in her struggle for acceptance. She lives with her grandparents, her father having settled abroad in order to pursue his artistic career abroad after Paikea's mother and her twin brother died the night she was born. Her grandfather is the head of a Maori tribe, and even though he loves her in his own harsh way, he is also obsessed by being followed in his function by a male descendant, as tradition demands, and he openly regrets that she is not a boy. However, Paikea does not have it in her to restrain herself to the typical role of a girl in a society that is governed by patriarchal customs. As a result, tension builds and heartache ensues.

On one level, this movie says a lot about personal issues like strained relationships and love, but it also asks interesting questions about themes like tradition and modernity, duty and compromise, community and individual worth. In this respect, it represents a relevant contribution to central debates concerning the contact between different cultures.

Once Were Warriors

You will find information about the film and a link to the film trailer at [Once Were Warriors](#).

Discussion

1. After reading the paragraphs about the indigenous experience and the Maori people/and/or watching the films, discuss why dominant cultures generally want to suppress minor cultures and adopt assimilation policies.
2. After having watched the film/films, browse through the reviews that can be found at the Internet Movie Database:[Whale Rider Film Review](#), [Once Were Warriors Film Review](#). It is possible to apply different filters, like "Loved it", "Hated it" and "Best".
 - o Select two reviews – one that you agree with, and one that you think is in the wrong, and compare them. Which aspects do their authors disagree on? Is it possible to "agree to disagree", or are there real issues that are worthy of debate?
 - o Share your findings and discuss your conclusions with other students.

Project

Compare and contrast the films *Dances With Wolves*, *Once Were Warriors/Whale Rider* and *Avatar* regarding cultural values and culture clashes. You may find this link useful [Avatar - Unique Box Office Success](#) and a link to a film trailer is provided here [Dances with Wolves](#)

Indigenous People

Forfatter: Eli M. Huseby
[Indigenous People \(132112\)](#)



This is an outline of various ways to approach the following curricular themes in International English:

- *Elaborate on and discuss various aspects of multicultural societies in the English-speaking world*
- *Reflect on how cultural differences and dissimilar value systems can affect communication*

We have chosen to suggest an abundance of tasks in such a way that the learning/teaching may be relevant, varied and meet individual needs. The idea is that you'll get extensive and significant knowledge, even if you choose to skip some of the tasks.

Indigenous People

Estimates indicate that there are about 370 million indigenous people around the world.
This is just an estimate, since the term "indigenous" is controversial.



Inuit Boys

Ponder

- What do you associate with indigenous people?
- Can you name any indigenous peoples?
- Can you mention any cultural characteristics associated with the peoples you have listed?
- Why do you think the definition of "indigenous" is so controversial?

Find Out

Here is one website describing how the term "indigenous" can be understood
[Indigenous People Fact Sheet](#). Look up this and other website definitions. Based on what you read, how does this affect your understanding of the term?

Make an Oral Presentation

1. Based on the sources you have looked up, choose **one** indigenous group and find out about their distinctiveness when it comes to:
 - Pre-colonial period
 - Territory/natural resources
 - Socioeconomic conditions
 - Language and culture
 - Minority status
 - Emphasis on ancestry and continuity
2. Below we have acknowledged a few issues that could be highlighted in relation to the indigenous group you have chosen to focus on. Use the resources listed below or search the web to explore more about your group concerning **one** of these issues:

a. Identity and self-identification



Maori Warrior

b. Relationship to majority



Majority vs. minority

c. Injustice



Injustice

d. Recognition



Sorry Day

e. Future



Footprints

f. Languages



Aboriginal Symbols

g. Myths and legends



Dreams

Resources

[How to Make an Oral Presentation](#)

Focus on Maori Culture

[Challenges for Aboriginal Cultures](#)

[Once Were Warriors](#) (related to the film)

[Whale Rider Film Review](#) (related to the film)

Focus on Native American Culture

[Native Americans - Forced Removal](#)

[Native Americans - The Trail of Tears](#)

[Native Americans - Current Situation](#) [Native Americans - Ancestral Voices](#)

[Dances with Wolves](#) (film trailer)

[The Absolutely True Diary of a Part-Time Indian](#) (excerpt from novel)

[Tony's Story](#) (short story)

Focus on Aboriginal Australians

[Aboriginal Australians - Australia's Indigenous People](#)

[The Lost Generation of Aboriginals](#)

[The Aboriginal Australians - Video and Tasks](#)

[Rabbit-Proof Fence – Study Guide](#) (related to the film)

India - Powerful and Poor

Forfatter: Lars Aunaas

[India - Powerful, Progressive and Poor \(89623\)](#)

India is a vibrant country - colourful, clamorous, crowded and complex. Once the jewel in the crown of the British Empire, since 1947 an independent nation and today one of the world's fastest growing economies. What do you associate with it?

vibrant, clamorous, legitimately, emerging, legion, rank, grim, tenuous, sanitary, infant mortality, literacy, mediocre, ambiguous, precarious, equilibrium, contradiction, hardwired, myriad, cherish, divinity, inconsistency, implications, thrive, detrimental, unjust, brittleness, resilience

Try the vocabulary task before reading the text.



MyTask - Click icon to open task!

Forfatter: [Amendor](#)

There is, legitimately, quite a lot of focus on India as an emerging heavyweight in the international community, both economically and politically.

- India, the nuclear power.
- India, the world's biggest democracy with well over one billion inhabitants.
- India, a leading actor in the ICT field.
- India, the world's fifth biggest economy (whose GDP is topped only by the EU, the US, China and Japan),
- India, the country of tremendous economic growth despite a less than dynamic world economy.

The triumphant headlines are legion.

Poverty Remains

However, there is also another India. Poverty is still a real issue. With a GDP per capita of \$3500, India ranks number 163 in the world – after Mongolia – and does less than half as well as China. In comparison, the GDP per capita in Norway amounts to \$ 54600 – 15.6 times the Indian level. The grim list also includes tenuous sanitary conditions, social and economical inequalities, a rather high infant mortality rate (47.57 per 100 against 3.52 in Norway) coupled with a difficulty to control the population growth, low literacy especially among women (47.8% against 73.4% for men) and a mediocre life expectancy at birth; 66.8 against a world average of 67.07 (far better than Angola's 38.76, but quite a lot less than Monaco's 89.73.) In other words, the picture is rather ambiguous.



Waste collector Dinesh Mukherjee, 11, watches his friend jump over a puddle of toxic liquid at the Ghazipur landfill in New Delhi

Fotograf: [Parivartan Sharma](#)

Complexity

This, however, should maybe not come as a surprise. Indeed, this is a country where democracy and the caste system, Kama Sutra and arranged marriages, deep spirituality and Bollywood movies, Gandhi's heritage and a nuclear arsenal all coexist in more or less precarious equilibrium. Besides, western cultural influence is increasing. India is also the home of multiple cultural groups. It has 22 official languages. Hindi is the most widely spoken, but English, a subsidiary official language, is used widely in political and economic life, as well as in inter-regional communication. A majority (80.5%) of Indians may be Hindu, but there are also large Muslim (13.4%), Christian (2.3%) and Sikh (1.9%) communities. If India had a middle name, it might very well be "Complexity".



Shopping mall in Kolkata, India

Fotograf: [Bikas Das](#)

Is there a tolerance for contradictions hardwired into Indian society? After all, there is, e.g., a strong Hindu heritage, where a myriad of very different gods all represent different aspects of one Supreme Spirit, where one of the most cherished of these divinities, Shiva, is destroyer and upholder at the same time, where life and death are considered to be part of a unity that depends on both of them in order to be complete and where social classes are seen as the expression of a higher order. Whatever the explanation may be, many Indians, when asked about apparent inconsistencies, will claim that seeing them as contradictions is based upon a lack of in-depth understanding of Indian culture and society.

United in Diversity?

Will this tendency to see unity beyond conflict have implications for India's ability to continue to thrive? On one hand, a situation that might, in other cultures, lead to social unrest, such as the big differences between rich and poor, rigidly defined social classes, etc., may be met with greater patience in India. However, failing to do anything about it – or, indeed, considering that such issues don't belong at the top of the agenda – may have a detrimental effect on factors of economical and social growth. Leaving entire parts of the population, e.g. women, the poor, people from lower castes, out of the adventure also means that one reduces or even removes their ability to partake in the India's blossoming society. Besides, it also means accepting what many people would consider unjust including quite a lot of Indians, naturally.



Students display Aakash after launching

ceremony in New Delhi

Fotograf: [Parivartan Sharma](#)

Comprehension

Try the multiple choice questions in the task below.



MyTask - Click icon to open task!

Forfatter: [Amendor](#)

Discuss

1. The article mentions a number of contradictions in Indian society. Explain why the following are contradictions:
 - Democracy and the caste system
 - Kama Sutra and arranged marriages
 - Deep spirituality and Bollywood movies
 - Gandhi's heritage and a nuclear arsenal
2. Can you see any apparent contradictions of the same nature as the ones mentioned in the article in Norwegian society?
3. What would your attitude be towards such inconsistencies?
4. Can a society be too ordered? May, for instance, a difficulty to accept ambiguity lead to some sort of brittleness, due to a lack of resilience?

Research

Choose one of the following topics and find out more about it. Make a multimedia presentation for the class.

- Hinduism
- Shiva
- Gandhi
- Outsourcing
- Bollywood
- Caste system

Writing

1. Write an essay where you discuss the contradictory nature of Indian culture and your opinion of this complex society.
2. Use the three pictures as the basis for an essay about the social differences in India.
3. You are a visitor to India and today you have met Dinesh Mukherjee, the waste collector in the first picture. Write a blog entry where you describe the meeting and what he tells you about his everyday life.

A Drive Through Pune, India

Forfatter: Celia Suzanna Sandor

[A Drive Through Pune \(2208\)](#)

Background

Pune

Many Indians call Pune “the Oxford of the East” because of all the good universities and colleges here. Pune used to be known as a quiet pensioner’s town - a place to move to when you were through with your demanding career and ready to leave behind the commotion and fast pace of Mumbai. But with the amazing growth of the IT sector the last couple of decades, the city has changed. Many engineering centres have been built, and several major software companies are located here.



A Drive Through Pune in India / audio

<http://ndla.no/en/node/48593>

I was on my way to visit Pune for the first time. The city, known mainly for software and education, is a good example of the “economic miracle” that has taken place in India since massive economic reforms were put into action in 1991.

My plane landed at the airport half an hour after takeoff from Mumbai. The Jet Airways flight had left me light-hearted and refreshed from the delicious salty-sweet lemonade they served on board, along with some wonderful caramels called “Coffee Toffees” that just put a smile on my face, even in the 38°C heat.



Mix of Traffic and Pedestrians
Opphavsmann: [carlosfpardo](#)

My cotton blouse stuck to my back in the hot, humid air. A group of Indian locals passed me on the way to the baggage claim. They looked so exotic next to the handful of doughy-looking white businesspeople milling beside them. I could not help but stare; every Indian I saw had smooth, velvety skin in shades from caramel and cinnamon to rich, dark chocolate.

“India’s Economic Miracle”

Once I got my bags, I met my hotel contact who quickly ushered me into an air-conditioned white van. As the driver magically made his way through the dusty, chaotic traffic (peppered with beggars, bony, holy cows, and noisy mopeds, in addition to shiny European cars and colourfully decorated trucks), my contact filled me in on the current situation in his city. “They call Pune “the Oxford of the East” because of all the good universities and colleges here,” he started. “Pune used to be known as a quiet pensioner’s town,” he told me, “but with the amazing growth of the IT sector the last twelve to fifteen years, the city has changed.”

A Real Shocker

I could clearly see from my window the glossy, air-conditioned shopping malls catering to every Western desire. Outside on the sidewalk, though, were unwashed beggar children dressed in tatters, who spent their days with their family in the median of a four-lane boulevard, not knowing where their next meal was coming from. The real shocker for me, however, was the slum lining the edges of the airport and railroads. Some of the shacks had walls and corrugated iron roofs, but others were hardly more than pieced-together tents, unsteadily held together by a chaotic jumble of reeds, straw mats and bits of dirty, crumpled plastic sheeting.

A Country of Contrasts

"Pune might be special in some ways, but it is representative of the "New India". Our economy has grown rapidly since the reforms of 1991", our contact continued. "Having been a British colony, India was a poor country for a long time after independence from the British in 1947. This is changing, although poverty is still widespread. India's biggest problem is infrastructure," he explained, "hundreds of millions lack proper sewage systems, clean water, and a reliable power supply."

Tasks and Activities

Comprehension



A Drive Through Pune - Drag and Drop / amendor_ios_task

<http://ndla.no/en/node/16506>

Listening Comprehension

Listen to this interview with an [Indian IT Worker](#)

Nigeria - Balancing on the Edge of Ethnic Conflicts

Forfatter: Lars Aunaas

[Nigeria - Balancing on the Edge of Ethnic Conflicts \(89616\)](#)

What do you know about Nigeria? Have you heard anything about it in the news lately? Find it on the world atlas link below and describe its location.

[World Atlas](#)

Nigeria is an interesting country in many respects. It is Africa's most populous country with 155 million people (est. 2011), according to the CIA World Factbook. It is also, alongside South Africa, another member of the English-speaking world and a regional superpower. It is said that "When Nigeria sneezes, the rest of the African nations catch cold."



A Nigerian military policeman turns back women at suicide bomber detonation site

Fotograf: [Rebecca Blackwell](#)

The CIA edits and publishes the World Factbook in order to provide civil servants with succinct information (geography, people and society, government, economy, communications, transportation, military, transnational issues) about all the countries that the US government acknowledges as states. This publication, which is updated regularly, is available for free on the Internet, and is a great resource for anyone who wants to read up on a country in an efficient manner.

[CIA - The World Factbook](#)

English - Official Language.

Nigeria has chosen English as its official language. This choice seems to be directly motivated by the large number of ethnic groups (more than 250) and indigenous languages (over 500) present on Nigerian soil. In other words, English works as a lingua franca – a language that makes communication possible between people who don't share a mother tongue.

It has been said that a compromise is good if it leaves everyone a little bit dissatisfied. In other words, it is rarely an ideal solution. However, what is the alternative? Some would win it all, but some would also lose everything. In some contexts, such complete defeats are not acceptable, and they may very well lead to conflict and the use of force. Thus, the choice of an official language that was commonly shared throughout the population – even though it was probably inspired by pragmatism, with (one might suppose) very few people being really thrilled about it – seems like a wise one. Not giving the upper hand to some ethnic groups, at the expense of others, may have contributed to the neutralization of a probable and predictable source of unrest.

Further Reading

Find out more about Nigeria here: [Nigeria - Introduction](#)

Vocabulary

Glossary task with words from both this text and "Nigeria - Introduction". You will find the English words in the texts. You can also add more words to the list and create your own task.



MyTask - Click icon to open task!
Forfatter: [Amendor](#)

Match the word with the correct explanation.



MyTask - Click icon to open task!

Websearch

1. Skim through the Factbook's Nigerian section [The online Factbook - CIA](#) and find out what it can tell you about Nigeria as a multicultural society.
How many of these did you find?
 1. "British influence and control over what would become Nigeria and Africa's most populous country grew through the 19th century. A series of constitutions after World War II granted Nigeria greater autonomy; independence came in 1960."
 2. "Nigeria continues to experience longstanding ethnic and religious tensions."
 3. "Ethnic groups: Nigeria, Africa's most populous country, is composed of more than 250 ethnic groups; the following are the most populous and politically influential: Hausa and Fulani 29%, Yoruba 21%, Igbo (Ibo) 18%, Ijaw 10%, Kanuri 4%, Ibibio 3.5%, Tiv 2.5%"
 4. "Religions: Muslim 50%, Christian 40%, indigenous beliefs 10%"
 5. "Languages: English (official), Hausa, Yoruba, Igbo (Ibo), Fulani, over 500 additional indigenous languages"
 6. "Legal system: mixed legal system of English common law, Islamic law (in 12 northern states), and traditional law"
 7. "nearly 70 federal-government-controlled national and regional TV stations; all 36 states operate TV stations; several private TV stations operational"
 8. "communal violence between Christians and Muslims since President OBASANJO's election in 1999; displacement is mostly short-term) (2007)"

Oral Presentation

Give a brief oral presentation of Nigeria based on what you remember. Make sure you add expressions to create fluency, such as *also, in addition, on the other hand, still, likewise, etc.*

Writing

Write a short introduction to Nigeria based on what you remember. Make sure you add expressions to create fluency, such as *also, in addition, on the other hand, still, likewise, etc.*

Nelson Mandela - A Great Man Has Passed Into History

Forfatter: Anne Scott Hagen

[Nelson Mandela - A Great Man Has Passed Into History \(129844\)](#)



Nelson Mandela (1918 – 2013), one of the most important figures from the last century, died on December 5th, 2013 at the age of 95. He has been a symbol of hope for a better future for South Africa and the world.

A whole world grieves over the loss of a great man. A man who led protests and demonstrations against the S. African government's apartheid policy, who suffered 27 years of imprisonment, who became president in a S. Africa which had at last rejected apartheid and is a symbol of unity for all S. Africans. What made him such a great man that top leaders and celebrities from all over the world will gather together with Mandela's own people in S. Africa to honour his memory?

[Nelson Mandela Memorial Service](#)

Topics for Discussion

No one is indispensable. Yet history is full of individuals whose absence or presence changed the course of human events and altered the fate of nations. Most of these were autocrats whose accumulation of power was itself the reason to fear the vacuum resulting from their departure. But Nelson Mandela, who died Thursday, Dec. 5, at the age of 95, became indispensable because he had dispensed with the things that empowered tyrants and with which they rarely parted: pride, power, anger and vengeance. ([Nelson Mandela - Time World News 5/12/2013](#)

1. Discuss the above statement and what it means.
2. What do you think will happen in South Africa now that Mandela is gone?
3. Will the legacy of Mandela stand the test of time or not? Why/why not?
4. It is said that everyone who met with Mandela felt his charisma and moral authority. How much difference can one person make?
5. Does history create its characters or do characters create history?
6. Where in the world today would you like to see a new Mandela spring into action?
7. What does it mean that Mandela never played the race card? What is dangerous about playing the race card?
8. Mandela felt that there had to be a reconciliation between black and white S. Africans in order for the country to move forwards. Why is this so important in building a future?

Listening Comprehension

Watch the video and answer the questions: [Mandela Quiz](#)

Oral Presentation

Make a short oral presentation (about 5min.) of Nelson Mandela showing how and why he has been such an important influence in South Africa and the world.

There are numerous sources of information on the Internet. Make sure you choose reliable sources. The link above and [Nelson Mandela - the Guardian](#) are two examples.

How to make an Oral Presentation



Oral Presentation / video

<http://ndla.no/en/node/127979>

Sports and Travel

Sports Bridging Cultural Gaps

Forfatter: Jon Sandnes

[Sports Bridging Cultural Gaps \(70228\)](#)

When South Africa hosted the FIFA World Cup many people believed that this was just another tournament. However, it was an extraordinary and significant occasion, not only for South Africa, but for the whole African continent and the rest of the world. Many warned in advance of widespread corruption, crime and the possibility of terrorist attacks.

significant, intend, stadium, accommodation, obsession, inimitable, host, frail, embrace, prejudice, enhance, convict (v), sabotage, sentence(v)

Mandela Laid the Foundation



Sports Bridging Cultural Gaps / audio

<http://ndl.no/en/node/94292>

Nelson Mandela (born 18 July 1918) has always believed in sporting events to unite people. He was credited with helping South Africa win the World Cup bid in 2004. Mandela's dream was to gradually make the world and South Africa in particular a better place to live, and he intended to use this tournament as a mechanism to unite a divided nation.

After Apartheid

During the time of the apartheid regime, South Africa was not allowed to participate in the Olympics or in any other major sports events, therefore the World Cup in rugby in South Africa in 1995 was in fact the first international sporting event after the end of apartheid. It was a huge step for this 'new' country to show the world they were capable of carrying through this arrangement. It was definitely a success; it even ended with South Africa beating New Zealand in the final. The trophy was awarded to them by Nelson Mandela, himself, wearing a rugby shirt and cap.



Nelson Mandela
Opphavsmann: [Themba Hadebe, AP Photo](#)

World Cup Football 2010

Being responsible for the FIFA World Cup was an even bigger challenge. New giant stadiums were being built and a huge amount of money was being spent. Since South Africa was the first African nation ever to host such a world-class event, some leaders of FIFA doubted South Africa's ability to accomplish this. High levels of crime, unfinished stadiums and lack of accommodation and infrastructure were expected. Despite the criticism, the championship in South Africa turned out to be one of the most successful ever. The inhabitants of South Africa participated in turning this event into a great party.

The Vuvuzela

What added to the atmosphere at the matches was the vuvuzela, a South African blowing horn which sounds like a thousand bees. It both became a sensation and an obsession amongst visiting fans. Despite numerous complaints from the players, this instrument was not banned from the stadiums. To quote a sports journalist from the BBC: 'Let South Africa host the tournament in their own **vuvuzela** inimitable style!' It was disappointing though, that the host nation (Bafana Bafana) did not qualify for the second round.



Fotograf: [Bjørn S. Delebekk](#)

South Africa's Great Man

People in South Africa were hoping their hero, Nelson Mandela, might be able to watch the first match between South Africa and Mexico live, despite his frail health, however, that and the additional fact that his 13-year old great-granddaughter was killed in an accident just before the opening of the tournament, kept him from attending. However, his vision of sport as a means of uniting the South African people was certainly successful during the games, and hopefully the positive effects will encourage future cooperation. After the final, where Spain beat the Netherlands by 1-0 there was a roar of approval from the international media and South Africa was embraced by the whole world.

Bridging Gaps

Bringing nations together like in South Africa is likely to ease political and cultural tensions. Football players and supporters from all over the world take part in the celebrations and thus meet face to face. They enjoy a good game and experience that we all share a lot of interests and often have similar characteristics. In many cases, prejudice is based on lack of actual contact between peoples and nations. Through international events whether they involve sport, science or arts and culture we may overcome prejudice and enhance cross-cultural understanding.

Watch Nelson Mandela comment the FIFA World Cup. (If link does not open, right click to open in new window) [Nelson Mandela on the Football World Cup](#)

Some important facts

- This tournament kicked off on June 11th, 2010.
- June 11th has further significance in the history of South Africa. On this date in 1964 Nelson Mandela and 6 comrades were convicted of sabotage. A death sentence was expected, but instead each of them was sentenced to life imprisonment.
- The date of the final match, July 11th, is also a historic day in the anti-apartheid struggle. On this day in 1963 the police raided a farm and made several arrests of members from the ANC, Mandela's political party.

Vocabulary

1. What did the journalist from BBC mean when he said: "Let South Africa host the tournament in their own inimitable style!"?
2. Explain the meaning of the following words: convict, sentence, imprisonment

Discuss

1. What, if any, lasting benefits from the World Cup tournament in South Africa do you think there will be
 - in South Africa
 - in the rest of the world?

Writing

"Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair." (Mandela)

Watch this video made in connection with the World Cup in S. Korea in 2001.



Spirit of Football / video

<http://ndla.no/en/node/7118>

What is the spirit of the video? How does this relate to Mandela's statement?
Write an article aimed at students of your age with this video and Mandela's statement as inspiration. Give your views on how sport can bridge cultural gaps.

Further Research

A different South Africa has certainly emerged in the wake of the World Cup. The new infrastructure and the new stadiums are visible images of a different country. However, of no less importance is the change in South Africa's national psyche. People are proud to be South-African and to some extent they feel united despite a divided past.

Find out more about South Africa's World Cup Legacy.

Share your findings in an oral presentation, an article, a glogster (interactive poster) or a radio program aimed at students your age.

Sources that can be used:

- [South Africa's World Cup Legacy](#)
- [A Walk down World Cup Memory Lane](#)
- [What Was the World Cup's Legacy for South Africa?](#)

Sports as a Mirror of National and Cultural Id..

Forfatter: Anne Scott Hagen, Eli M. Huseby

[Sports as a Mirror of National and Cultural Identity \(88265\)](#)



What/whom do you prefer? Man U or Spurs? Vålerenga or Brann? Golf or tennis? Rugby or polo? Cross-country or downhill? If there is one thing we can take for granted, it is that our preferences will vary. How are these preferences established and why are sports an important part of our identity?

Look at the picture of this rugby fan. What do you think is his national identity? What does his expression reveal about how the match turned out?

Sport in Scotland

For Scots, sports are an important part of their national and cultural identity. Through sports they underline the fact that under no circumstances are they English.

Listen to the information about sports in Scotland. Note down the various sports which are mentioned. Which sports are typically Scottish and are there any regional variations in the types of sports played?



Sport in Scotland / audio

<http://ndla.no/en/node/88292>

Comprehension

After listening to the recording "Sport in Scotland", try the multiple choice assignment in the link collection.

Interview

Based on the interview "Sport in Scotland", write a fictional interview about sports with someone from England. You could record it or make an audio file.

Discuss

Sport in Scotland vs. England

If you compare the two interviews (the one about sports in Scotland and yours about sports in England), why and how do they differ? How do sports become a part of our national and cultural identity?

Sport in Australia

Make a Poster

This is a brief outline of how cricket has emerged as the national sport in Australia.

"Since colonial times, sporting successes have assisted the emerging nation of Australia to establish its identity. Contests between the colonies and Britain were considered to be tests of the new settlers, and their British counterparts admired the physical ability of the colonists. The Australian colonies demonstrated their maturity through their successes in sport, particularly cricket. The first 'Test' match was played in 1877, before the nation of Australia was formed at Federation in 1901. Sir Donald Bradman's extraordinary batting ability lifted the spirits of Australia during the tough times of the 1930s Depression era. Cricket continues to be a source of fierce rivalry between Australia and Britain, particularly during test matches for the coveted Ashes trophy." [Sport in Australia](#)

Use the website provided [Sport in Australia](#) and describe by means of a physical or digital poster how sports have influenced the national and cultural identity of Australians. In groups you could focus on cricket, "Aussie" football, rugby, sea surfing or indigenous boxing. Your poster should include the following:

- Description of the sport
- Its historical background
- How this sport has contributed to a national Australian identity and promoted the development of a cultural identity
- Famous athletes
- Your conclusion and sources

Remember that the poster should be eye-catching and illuminating.

The Seven Wonders of Traveling

Forfatter: Morten Serkland, Carol Dwankowski, Knut Inge Skifjeld

[The Seven Wonders of Traveling \(71087\)](#)

Pre-reading:

1. Which of the statements below describe why you like to travel the best?
 - When you travel you invest in life.
 - When you travel you nourish your senses.
 - When you travel you change as a person.
2. Maybe you have other reasons for traveling, if so which are they?
3. Can you think of good reasons for not traveling?
4. Sit in twos or threes and share at least one story each from your travel experiences.



The Seven Wonders of Traveling / audio

<http://ndla.no/en/node/94283>

glimpse, awesome, riddle, nourish, curiosity, devotion, agriculture, immaculate, perceive, vulnerable, decade, armistice, grief, despair, surveillance, generosity

I would like to take you on a short journey with seven stops, and give you a glimpse of culture, geography, people, history and what these stops have taught me. In the classical world there were seven wonders, which were looked upon as the ultimate human achievement. Join me while I unfold seven destinations which I consider the seven wonders of my travel experience.

THE GREAT PYRAMID

There are many man-made pyramids in the world, but there is only one called the Great Pyramid, the pyramid of Pharaoh Cheops at the Giza plateau outside Cairo. Constructed around 4500 years ago, this pyramid is the only remaining of the seven wonders of the ancient world. Rising 146 meters above the granite ground, the Great Pyramid's awesome dimensions and blocks of stone from 2.5 to 80 tons are breathtaking. Constructed as a tomb for Pharaoh Cheops, it still contains unsolved riddles and secrets. When I walked up the Grand Gallery for the first time, up to the burial chamber more than 60 meters above ground level, I could not stop wondering: how could they construct something so perfect at that time? Traveling nourishes our curiosity and amazement.



The Great Giza Pyramids Discuss in pairs what the different people in this picture are doing. (Use your creative powers)

Fotograf: [Mohamed Abd El-Ghany](#)

TAJ MAHAL

In Agra in India, millions of visitors come to the Taj Mahal, by many considered the most beautiful mausoleum in the world. Constructed as a burial chamber for Queen Mumtaz Mahal, the construction was completed in 1653. I stood there in the early morning, watching the sun spreading its first rays on the white marble and the decorations of stone inlays and carvings. Every angel, every curve and magnificent shape convey its message to every visitor: eternal love. The Emperor Shah Jahan built this memorial to his Queen, as a symbol of his great love and devotion. Traveling gives us the opportunity to meet the greatest love stories of the world.



Tourists stand in front of the historic Taj

Mahal in Agra

Fotograf: [VIJAY MATHUR](#)

MACHU PICCHU

Far into the Andes Mountains in Peru, at an altitude of 2430 meters, I came to Machu Picchu one morning in October. Millions of people had moved along the old Inca trails before me, but for me it was the first time. Nothing is like a first time experience! In the 15th century the Incas built their city to live in, and constructed stone terraces for agriculture. With immaculate precision and skill they constructed stone walls, and when the Incas left Machu Picchu after the Spanish conquest, Forfatter: [akg-images/veintimilla](#) its location remained hidden until 1911, when the American historian Hiram Bingham rediscovered it. During my second day in the Machu Picchu area I climbed Huayna Picchu, the steep mountain giving a fabulous outlook over Machu Picchu. Traveling teaches us about human efforts and skills.



GREAT BARRIER REEF

Diving has never been my kind of thing, but the lighter version, snorkeling, is for everybody. On the boat "Passions of Paradise" we set off from Cairns, heading for the most extensive coral areas in the world.



Aerial view of the Great Barrier Reef,

Queensland, Australia

Traveling gives us the opportunity to experience the wonders of nature.

GREENLAND

The world's largest island had been on my list of wanted destinations for many years, and a couple of years ago I got the opportunity to experience Inuit culture in Greenland on a two weeks journey. The first impressions were awesome. Right after landing in Narsarsuaq, we saw the first icebergs floating almost motionless in the green water. There are no roads linking the cities in Greenland, so much of the traffic is based on boats, helicopters and planes. After a boat ride we arrived at the little village Igaliq, with around 60 inhabitants.



Icebergs float in the calm waters of a fjord, south of Tasiilaq in eastern Greenland

Forfatter: [Bob Strong](#)

In only a couple of days we learned how this little society had organized their everyday life, and how proud they are of every little achievement in the village. Traveling gives us the opportunity to meet people in their everyday environment.

BELFAST

This city has been the scene of a lot of trouble these last decades. Protestants and Catholics were continually fighting, armistices were broken, and all the while the media made sure we heard about the tragedies. Full of the opinions and attitudes based on what I knew from the media, I came to Belfast. Nothing, however, is more interesting than meeting people, and I will never forget a night at a concert in Belfast. We were in a crowded football ground, filled with people, bands, and music. My neighbor started talking to me. Out of pure curiosity I asked him about the situation in Northern Ireland, and to my surprise he did not mention conflicts, battles and grief. Instead he talked about friendship, hope, courage, and opportunities. He talked about the next generation and his faith in them. Traveling gives us the opportunity to meet people who can change our attitudes and views.



A tourist photographs a Royal Ulster Constabulary officer in Belfast

Fotograf: [DAN CHUNG](#)

ROBBEN ISLAND

On this island, only a few miles from Cape Town in South Africa, thousands of political prisoners sat for decades, serving sentences only because they had protested against an unjust and selfish regime. The most well-known prisoner on Robben Island was Nelson Mandela. When I visited Robben Island, one of Mandela's co-prisoners was our guide. He shared moments of hope, moments of despair and disease. The prisoners were kept under strict surveillance, and only after years of protest and request, were simple shower facilities established. Our guide started with the sentence: "Robben Island took 20 years of my life". After the tour I asked him: "How is it possible to forgive". I will always remember his answer: "What is the alternative?" Traveling teaches us about human generosity and greatness.



Former president Nelson Mandela holds a symbolic millennium candle through the bars of the prison cell on Robben Island

Fotograf: [Mike Hutchings](#)

Comprehension

- Sum up what the author learned about humanity by traveling and experiencing the 7 wonders.

2. The Great Pyramid, Taj Mahal, Machu Picchu and Robben Island were all built for specific purposes. What were they?
3. What made a great impression on the author on Robben Island?
4. Are there any other places around the world similar to these that have been made into museums? Which ones?
5. What do you know about the troubles in Belfast?

Discussion

- Modern travel has brought us closer together
- It has become more and more dangerous to travel
- Travel broadens our outlook on life

Writing

Choose one of the following and write a few short paragraphs telling why:

1. My favorite type of travel is visiting ancient ruins and antiquities.
2. My favorite type of travel involves city thrills, shopping and clubbing.
3. My favorite type of travel involves experiencing nature.

Research

1. Go online and find some statistics on tourist visits – rank these 7 wonders by the number of visitors who visit them each year.
2. Find more pictures of the famous sites mentioned in this text. Suggested site:
[Flickr](#)

Health and Values

This Age of Human Enhancement

Forfatter: Karin Dwyer Løken, Eli M. Huseby

[This Age of Human Enhancement \(84890\)](#)

New methods of achieving beauty of body and mind are emerging every day.

How do you respond to this fictional ad?

Are you happy with the way you look? - If not, we can change your looks.

Are you afraid of growing older? - No worries, we can make you look and feel younger.

Are you feeling low? - No problem, our pill can easily rectify that.

This is what human enhancement is about.

In this text these words are important:

- human enhancement
- implications
- cure
- subjective
- aristocracy
- superficial
- evasive
- liposuction
- collagen
- ointment
- facial features
- augmented
- dermabrasion
- prerequisite
- obesity
- gastric bypass
- pharmaceutical
- bipolar disorder
- antidepressants
- anxiety

If you look at these words, is it possible to state what this article is about?

Human Enhancement

Look up the concept "human enhancement" in an encyclopedia, e.g. Wikipedia [Human Enhancement on Wikipedia](#). What aspects are expressed in the ad (above)?

Modern science and technology have made it possible to change just about every aspect of ourselves. This is called human enhancement. In short, if we are ill or have been injured, we can seek a cure through therapy. Enhancement, however, aims to improve the individual beyond good health.

New Treatments

In comparison to just one generation ago, the enhancement methods available to us are vast in number. The media are constantly bringing news about new treatments and procedures that are becoming available.

Let's take stock of some of the technology we are partaking in and reflect upon the implications of this new age of human enhancement.

The Beauty Ideal

How would **you** define beauty? How is it defined in a dictionary? Study Oxford Advanced Learners' Dictionary [Definition of beauty](#). How did this compare with your definition?

Since everyone's senses and mind are unique, beauty is a very subjective concept. The ideal of beauty has varied from age to age, from culture to culture, and it varies from person to person.

Throughout history, people have gone to great lengths to achieve the beauty ideal of their age – this is nothing new. For instance, Cleopatra and other queens of ancient Egypt bathed in the milk of asses to make their skin soft and smooth. They also cleaned their teeth with the urine of infants in an attempt to whiten them. During the Tudor period in England (1485 – 1603), both men and women of the aristocracy powdered their faces with a lead-based powder. Wealthy women of the Victorian Era had their lower ribs removed to make their waistlines as tiny as possible.



Does Barbie reflect changing beauty ideals?

Fotograf: [Lorelei92950](#)

But today's situation regarding beauty is different than that of earlier ages in several ways. First of all, the sheer number of methods – both superficial and invasive – is staggering. Beauty has become one of the world's biggest industries. Secondly, we have a situation where television and the internet are constantly spreading our western beauty ideal to every corner of the earth. Also, the ability to achieve this ideal is no longer limited to the upper classes. Capitalism and the rise of the middle classes are enabling more and more people to make use of existing methods of what they consider self-improvement.

The Body Beautiful

In our day and age, we can change just about any part of our bodies. Plastic surgery can alter our facial features – nose, eyes and ears. We can have implants inserted in our chin and cheeks to change the contour of the face. Women who are not happy with their breasts can have them reduced, increased or augmented. To reduce the results of sun-damage, there are procedures that remove the outer layer of the skin, thereby stimulating skin cell and collagen production – for instance dermabrasion or chemical peeling. Lips can be made fuller by injecting collagen, and unseemly hair in unwanted places can be permanently removed by laser or electrolysis.



now MAX FACTOR
SEBB SHAMPOO
brings you the joy of hygienically clean hair and scalp

Maybe you and your husband don't wash your hair in a bowl; or maybe you do. But, however you shampoo, you want a shampoo that removes dirt, oil, and sparkling, new liquid Sebb Shampoo that smells like nothing else.

Sebb Shampoo gently washes dandruff and itching scalp out of your life. Regular use frees you of those pesky flakes and itchy scalp.

Light, quick-washing. It cannot dry hair. Instead, Sebb Shampoo leaves hair soft, shiny, manageable, and lustrous with life. Only healthy, hygienically clean hair can be beautiful hair.

Sebb Shampoo your regular family shampoo.

Fairly priced, unbottled, \$1.25
For severe dandruff and itchy scalp, Max Factor recommends
use of Sebb, using scientific formulas between shampoos. Results
guaranteed. If used regularly, or missed beds.

Advertisement for Max

Factor

Fotograf: [jbcurio](#)

A big, bright smile is a prerequisite for what is considered facial beauty today. Cosmetic dentistry can both straighten and brighten our teeth – and make our smile anything from healthy and natural-looking to improbably white and perfect.

If we have too much body fat, we can have liposuction performed on our problem areas, for instance the abdomen, hips, buttocks, thighs or chin. And if there is too much skin left after this procedure, we can have it surgically removed. A more drastic solution for obesity is the gastric bypass, which makes the stomach smaller and allows the food to bypass part of the small intestine.

If we find these procedures too invasive or too expensive, the pharmaceutical industry has solutions to our problems. We can, for instance, purchase diet pills, pills that will lighten or darken our skin and pills that can treat, and eventually eliminate, acne. In fact, the pharmaceutical and cosmetics industries work together to develop oceans of different kinds of creams, lotions and ointments. Not to mention what this industry has developed in regard to our mental health.

The Beautiful Mind

Psychiatric medications are used to treat the symptoms of psychiatric disorders. They can change the lives of people suffering from mental disorders like schizophrenia, bipolar disorder and attention deficit-hyperactivity disorder (ADHD) for the better.

Antidepressants are used to treat mood-disorders such as depression, and anxiety disorders such as social anxiety disorder. Prozac is the most well-known of the antidepressants. These drugs can have a positive influence on an individual's perception of his life and of the world. They can restore his sense of being a part of the world.



However, what these drugs do is to affect the A pill for just about everything? symptoms of the depression. This kind of temporary Fotograf: [Paal Audestad](#) relief can give the time and strength necessary to work on curing the depression. However, they cannot cure the depression itself.

There is growing concern about the increasing amount of these drugs that are being prescribed. Critics claim that antidepressants disconnect the individual from the complexity of his inner life, and that prolonged use of them can actually weaken the individual's ability to handle the normal pain and suffering that are a part of life. In addition, there can be temporary or permanent damage to the brain.

Pharmaceutical companies and therapists are constantly striving to find the perfect cure for the mind - and the body, along with plastic surgeons who try to raise people's self-esteem by mending various body parts. The question remains, though - would a pill or cure really improve the quality of human life? Would we be happier or more satisfied?

Further Reading

The following two texts are related to this subject: [Forever Young...](#) and [Ethical Dilemmas Regarding Human Enhancement](#). We suggest that you study these texts and use them as a basis for project work, where you can take polls, make surveys and do your own research.

Ethical Dilemmas Regarding Human Enhancement

Forfatter: Karin Dwyer Løken

[Ethical Dilemmas Regarding Human Enhancement \(84892\)](#)

In some ways, all human enhancement advances may work for a better human condition, but what other aspects of this technology do we have to consider? Use of new technology raises many ethical dilemmas.

Vocabulary

Check that you understand the meaning of the words in this task before reading the text:



MyTask - Click icon to open task!

Forfatter: [Amendor](#)

Pros and Cons

Children who are born with what others consider an unattractive trait, like a big nose or protruding ears, may no longer have to endure the pains of being bullied by their peers. Aging men and women can reduce the signs of aging, like wrinkles and sagging skin. People going through a life crisis can, with the right kind of medication, be given help to work their way through it. Seriously ill patients can be cured of their illnesses. These are some of the pros.

But there are also some possible cons that need our consideration. For instance, our society's focus on outward beauty has created a beauty ideal that is impossible for most people to achieve. Most of those who strive to achieve this ideal will never be satisfied, but go through life feeling the oppression of the ideal. This, again, could increase our consumption of psychiatric medication.



Riccione, Miss cosmetic Surgery 2011.

Our standardized beauty ideal, which is being spread to most of the world, is causing Africans to change their noses to look more Caucasian. Thousands of Chinese people every year have their eyes enlarged, thereby making them look more western. If this trend continues, will we all start looking like replicas of each other?

Competitors compete for the title of Miss cosmetic Surgery 2011 in Riccione, Italy.

Fotograf: [Riccardo Gallini](#)

And what if we develop genetic modification to its full potential? If we manage to change our genes to eliminate traits that are unfavourable to mankind, we may also reduce our genetic diversity. This could have serious ramifications, for instance, in the case of a pandemic: if there is less genetic diversity, more people will be struck down by the same virus or bacteria. This does not bode well for mankind.

It is not possible to undiscover what has been discovered or to unreseach research. We cannot ignore the technology we have developed. But along with this research and technology comes the responsibility to handle it wisely – for the good of mankind.

Tasks and Activities

Discuss

"Human enhancement' refers to the use of medicine, technology, and techniques to improve the capacities of people beyond what we would consider normal or healthy."

[Future of Humanity Institute](#)

1. Discuss the following areas of human enhancement. Which would you accept and which would you reject? Give reasons.
 - drugs to reduce signs of aging
 - beauty enhancement (fat removal, change physical appearance: eyes, ears, nose, etc.)
 - medication to help a person through a crisis
 - medication to help serious mental problems
 - correction of serious physical defects
 - pills to make us happier
 - medicines to improve our memories
 - medicines to improve alertness
 - drugs to improve strength and stamina
 - training techniques to improve strength and stamina
 - genetic intervention to make children smarter and healthier
 - drugs to extend our lifespan
2. The title of this article is "Ethical Dilemmas.....". What is a "dilemma"? Explain and give an example. Why and in which sense is human enhancement an ethical dilemma?
3. Should there be control organisations which monitor and approve the use of medicines and technology in the area of human enhancement? Why? Who should establish and run such organisations?

Presentation

There are constantly new revelations and discussions of doping in sports. The professional cyclist, Lance Armstrong, is one example of an athlete who has been caught cheating. Can you name any other famous sports personalities who have been caught taking drugs to enhance their performance. Which sport did they compete in? Make a presentation where you illustrate their story with pictures and subtitles. Focus on biographical facts, their accomplishments within their particular sport, possible reasons for cheating, how they cheated, how the abuse was revealed, how people responded, the consequences for themselves and their sport. Where do we draw the line as to what should be allowed and not allowed of medicines and techniques in sports?

Further Reading

[Would You Like to Be Superman?](#)

Forever Young... and Pretty All Along

Forfatter: Karin Dwyer Løken, Eli M. Huseby

[Forever Young... \(84891\)](#)

While human life expectancy in the Stone Age was estimated at about 20 – 34 years the world average life expectancy in 2010 was 67.2. This fantastic increase in life expectancy is not due to biological changes in the human being, but has to do with social and technological advances in sanitation, medicine, nutrition etc. Still, we DO want to live longer – what we DO NOT want is to give up a youthful appearance or an active life. However, it is not possible to be *forever young and pretty all along*, or...?

In this text the following words are important. You can check your understanding by doing the interactive vocabulary task



Forever Young and Pretty All Along / h5p_content

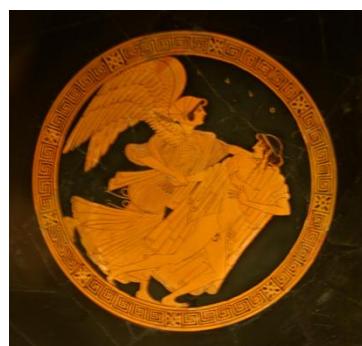
<http://ndla.no/en/node/89682>

*to defy
to modify
to take its toll
desirable
purchase
combating
rejuvenating
somatic
germline
inheritable
inherent
paramount
schizophrenia*

Forever Young

According to a Greek myth the goddess Eos asked for eternal life on behalf of her lover Titonos (picture). What she forgot, however, was to ask for him to keep his youth and beauty. Titonos got older and older and...

In a previous article *This Age of Human Enhancement*, we have stated that it is perfectly possible to modify human biology to defy age and to produce desirable traits in a human being. Let's have a look at "modern warfare methods" to conquer the Enemy, i.e. Age, that sooner or later will come to all of us.



Eos and Titonos

We have face-lifts when gravity starts taking its toll on our faces. We have regular Botox injections to rid ourselves of tell-tale wrinkles. We go to salons offering Electrical Muscle Stimulation – a process in which electrodes are fastened to the skin to tone the underlying muscles. We purchase hundreds of dollars worth of skin care products every year – even though we have our doubts as to whether they actually work.

But the most these age-defying methods can achieve is to postpone the outward signs of aging. There is a growing demand for a more direct approach to combating the aging process: research on and development of anti-aging and rejuvenating medicines. We want to double, triple, quadruple the length of our lives! But what consequences would such a long human life span entail for mankind?

Homo Sapiens – Homo ?

By far the most extreme – and controversial - method of altering a living organism is that of genetic modification. This is, simply put, changing the genes of an organism through bio-technology. This can be done in two ways. By what is called somatic cell gene therapy, which is swapping out a bad gene for a good one. This is a method permitted in most countries. Unfortunately, it is still a very difficult technique to get right. The other method, germline gene therapy, is forbidden in most countries. It involves altering a gene within the sperm or egg cell, and alters the traits a child is born with – and these traits are inheritable.

Genetic modification, in other words, has the inherent capacity to alter the human biology itself. It is of paramount importance that extensive research is carried out regarding the long-term implications of this technology –and that it is used wisely. We already know that gene modification will enable us to cure many serious diseases and eliminate conditions like Down's syndrome and mental disorders like schizophrenia. But can we justify the potential consequences of the use of this technology in order to rid a family of a large nose, hair loss or acne? What do you think?

Tasks

Discuss

Look at this fact box with the 2010 statistics from the American Society of Plastic Surgeons. All the cosmetic procedures are performed in the USA:

- Cosmetic surgery procedures increased almost 9 percent, a total of 1.6 million procedures.
- Americans spent about \$10.7 billion dollars on cosmetic surgery.
- Women constituted 92% of the total. This was an increase of 164% since 1997.
- Among the top five procedures among women were: breast augmentation, liposuction, breast reduction, abdominoplasty and eyelid surgery.
- The number of cosmetic surgery procedures for men was increased by 88% since 1997.
- The most common procedures among men were: liposuction, rhinoplasty, eyelid surgery, breast reduction and cosmetic ear surgery.
- Nearly 219,000 cosmetic surgery operations were performed on teenagers from 13 to 19.
- More than 8,500 breast augmentations were performed on 18 - 19 year old girls.
- A survey shows that more than half of Americans approve of cosmetic plastic surgery.

1. What do these numbers reveal about attitudes to cosmetic plastic surgery in general? Look at the variables for time, gender, age and procedures and discuss your findings.
2. Judging from the facts listed above, what ethical issues are raised?

Discuss

1. Why do you think germline gene therapy is highly controversial in many countries?
2. What are the pros and cons of gene modification? Is it justifiable to adopt these methods to upgrade our physical appearance?
3. Cosmetic surgery has become increasingly popular among teens. Why do you think?
4. Are teens mature enough to realize that an operation has permanent effects?

Writing

1. How important is it to be pretty and who decides what is pretty? Write an essay where you discuss our time's preoccupation with being pretty. You may also discuss the difference between being pretty and being beautiful.
2. Write an essay where you discuss the following statement: Pretty people have all the advantages, they get the nice jobs and all the attention. It is a hidden apartheid. You may use the heading: The Tyranny of Beauty?

Talking About Disabilities

Forfatter: Anne Scott Hagen

[Talking About Disabilities \(107925\)](#)

Why is it important to be aware of the words and phrases that we use when talking to disabled people? Do you know the correct terminology to use? Below you will find both recommended terms and terms to avoid.

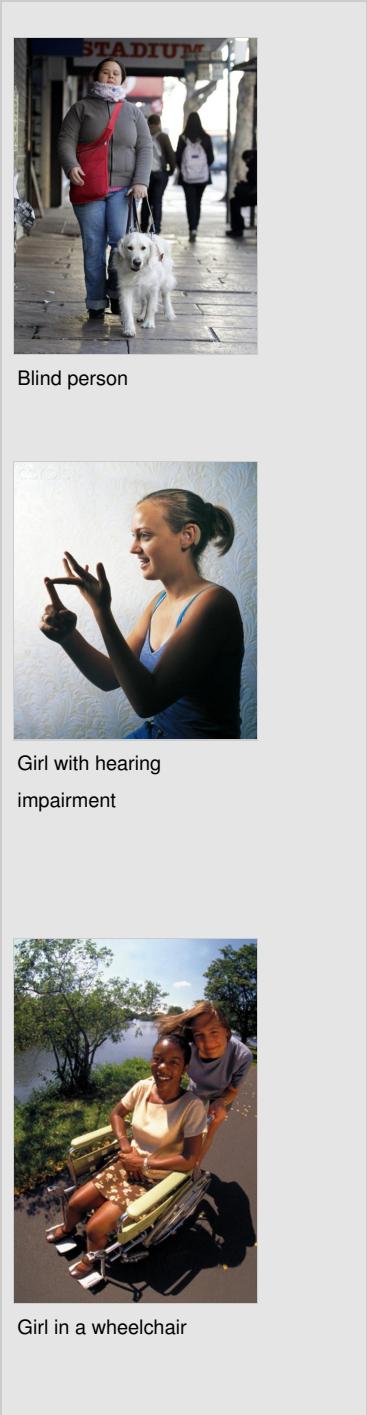
Words convey images and feelings and influence the way people think. The choice of negative language when describing disabled people can injure feelings and create barriers to understanding.

recommend, mandatory, avoid, impairment, afflict, suffer, cripple, invalid, confine, spastic, insane, dumb, mute, restrict, stature, seizure, spell, fit

Tasks and Activities

Read through the terms in the table and then do the tasks which follow. (These terms from [HM Government Office for Disability Issues](#), are recommended but not mandatory.)

Recommended Terms	Recommended Norwegian Terms	Terms to Avoid	Norwegian Terms to Avoid
disabled people		the disabled, the handicapped	
has + name of impairment		afflicted by, suffers from	
disabled person		crippled, invalid, physically handicapped	
wheelchair user		confined to a wheelchair	
person with cerebral palsy		spastic	
non-disabled		able-bodied	
person with mental condition		mental patient, insane, mad	
person with hearing impairment		deaf and dumb, deaf mute	
blind people, people with visual impairment		the blind	
person with restricted growth or short stature		dwarf midget	
seizures		fits, spells, attacks	



1. What are the equivalent terms in Norwegian? Fill in the table showing the recommended Norwegian terms and those which should be avoided.

2. Here is more useful vocabulary. Try the pair off task:

Funksjonshemming - Terminologi

MyTask - Click icon to open task!

3. Describe the three pictures of people with a disability using recommended terminology.
 4. Oral work, in pairs: Each person choose to be one of the disabled people in the pictures. You are meeting for the first time:
 - greet each other
 - tell each other a little about yourself using some of the terms above
 - ask and answer about the availability of facilities for disabled people at your school or workplace

Useful links:

Disability Etiquette

Language of Inclusive Communication

Discuss

1. What is the difference between the terms, "disabled people" and "people with disabilities"? Is the one to be preferred over the other?
 2. Many of the terms to be avoided are often found in daily use and in the media. Search the Internet for examples (use some of the words to be avoided as search words) and discuss whether the examples you find are used in a derogatory way.

Recommended Autobiography and Film

My Left Foot by Christy Brown, [My Left Foot - Novel, Film and Art](#).

Literature, Film and Music

Novels and Short Stories

Short Stories

Frog Pond (VG2)

Forfatter: NRK, Åse Elin Langeland

[Frog Pond \(4835\)](#)

Chelsea Quinn Yarbro has made a successful and long career writing modern supernatural fiction. She has worked in a wide variety of genres, from science fiction to westerns, from young adult adventure to historical horror. This is an adapted version of her apocalyptic short story "Frog Pond."

"Frog Pond" is one of many examples of what we call "post-apocalyptic literature" – stories dealing with life after nuclear war, plague or some other general disaster has destroyed the world we know. Post-apocalyptic fiction is set in a world or civilization after such a disaster. One of the common themes or ideas running through this literature is the question of how people can survive, and create a new life from the ruins of the old one.



In "Frog Pond" a young girl, Thorny, has been warned not to go to catch frogs in the creek. Still, she disobeys and goes there. The reader thinks that her parents are simply anxious that she might drown. However, little by little we notice details that let us understand that things are far from normal. (Here you can read more about the author and the story: [Frog Pond - Introduction](#))

Listen to the story. You might have to listen more than once or do close reading to discover the secrets.



Frog Pond - audio / audio

<http://ndla.no/en/node/7101>



Frog Pond / flashnode

<http://ndla.no/en/node/62727>

Mr Thompson: You have a big mouth, Thorny. Too big.

Thorny: Yes, Mr Thompson. Sorry.

Mr Thompson: So, what have you got to learn? (*She doesn't answer*) Thorny...?

Thorny: I gotta learn to keep my mouth shut.

Mr Thompson: (*Prompting*) When strangers are around.

Thorny: Right, not in front of strangers.

Mr Thompson: There's too much to lose here, Thorny. What your Dad and I have achieved. And you... you're so special to us. The first, in every way.

Thorny: Sorry, I really will try.

Mr Thompson: The more things get better here, the more people will come and try to take it from us. You understand that, don't you?

Thorny: Sure, I really do. I've got the message, Mr Thompson. I've got a big mouth and I have to learn to keep it shut when strangers are around. Can I go now? It's a really nice day.

Mr Thompson: Sure, Thorny. Go and play. And Thorny, you're not to go down to the creek any more. Understand?

Thorny: Aw...

Mr Thompson: We've all told you. It's too dangerous.

Thorny: It ain't dangerous. You just have to stay away from the pink water spots.

Mr Thompson: That's not the point. You're bright, Thorny. Later on, you might carry on your Pop's work. We can't afford to have anything happen to you.

Thorny: Yeah, but Mom is sure grateful when I catch fish in the creek.

Mr Thompson: The answer is no. In any case, you have to go past the Baxter place, and something's wrong there.

Thorny: I know, Pop says maybe some sick people moved onto their property. But I know a long way round. I don't go near the Baxter's, not by miles.

Mr Thompson: Thorny, the creek is a no-go area. Got that?

Thorny: Sure. I'm going to play.

Thorny: (*Internal*) Rotten Log Hollow. My very own creek. It's not dangerous. No fish though. None as I can see. Aw, but there'll be frogs. There's always frogs going.

(*Putting on waders*)

Thorny: And you pull your waders right up, Thorny. You mustn't let your legs get wet. Ain't done that in years, Pop. Heck, a little water can't kill me. Not even that pink water. Now... Okay, frogs. Don't take no notice of little ole Thorny. I might look big and frightening, but I aint. No sir, I just want something nice and easy for my supper. Ooh, you're a nice fat one. Just stay there with your boyfriend while Thorny comes over to say hi. Gently... (*Scared*) What's that?!

(*Crashing of undergrowth. Rocks and grass rolling down bank into water*)

Stan: (*Distant. Losing his balance on the steep bank*) AAAaaaaagh!!

Thorny: Oh shoot!

(*Stan hits outfall pipe*)

Stan: (*Blowing out water, and generally half drowning*)

Thorny: Hey mister, don't do that!

Stan: (*Scared out of his wits*) Wha - Who's that. No, no-ooo!

Thorny: The way he's going on, anyone'd think I was the Civil Defence or something.

It's just me, mister, down in the creek.

Stan: (*Gasping, but calming down*) You - you on your own...?

Thorny: You're scaring the frogs, mister.

Stan: Scaring the frogs?

Thorny: Yeah, I'm trying to catch some. Can you just sit there a minute and not move?

Stan: {Pondering the strange situation. He's worn out with fear} Sit? For a minute? Sure . . .

Thorny: A city guy... There's three frogs over there, and if I don't catch them, it'll be your fault, mister. - Got you! One... -Two and three! Hey, there's a fourth -

Stan: Listen, where am I?

(Water plop as frog jumps)

Thorny: (Exasperated) Aww! (To Stan) Rotten Log Hollow. An' you just lost me a frog.

Stan: Where's Rotten Log Hollow?

Thorny: Mister, if you wanna talk, you come along the bank, closer to me.

Stan: If you say so.

Thorny: (To herself) I do say so.

Stan: Is it dangerous here?

Thorny: (To Stan) You just gotta keep your voice down.

Stan: (Approaches) Right. You don't want anyone to hear us?

Thorny: I don't want to scare the frogs!

Stan: Right. Uh...

Thorny: Hi.

Stan: Hi... Uh, what's your name?

Thorny: (Internal) Do I tell him? He seems friendly enough. (Dad voice) There ain't no such thing as a friendly stranger, Thorny. (Ordinary voice) No, Dad. Hell, I can handle this guy. (Politely, to Stan) My name is Althea. But mostly my friends call me Thorny. Who are you?

Stan: (obviously lying) Uh... Stan! Yeah, Stan. Just call me Stan.

Thorny: (Internal) Stan, right! (To Stan) Hi Stan.

Stan: You like this place?

Thorny: Yeah, I come here lots of times.

Stan: You live around here, then?

Thorny: (Internal) Dumb question! (To Stan) This is the country, mister. No subways, no transport. So I can't live noplace else. (Internal) Uh-oh, shouldn't have said, that, Pop, should I? (To Stan, covering up) I mean... Look, I live at the Baxter place.

Stan: (Fear starting again) Is that near here?

Thorny: Bout a mile. That way.

Stan: (Part relieved) A mile... Do a lot of people live there at the Baxter place?

Thorny: About six or seven. Why, you planning on moving in, mister?

Stan: (Nervous, almost hysterical, laugh)

Thorny: (Internal) It wasn't that funny, what I said! Hey, this guy is deep-down scared! Uh-oh, so he should be, he's standing in the green stuff! (To Stan) Hey mister, you better get away from there.

Stan: (Panicky, moving sideways fast) Where? Why?

Thorny: That green stuff coming out the pipe is bad for you. Gives you burns if you're not used to it. Well, burns some people.

Stan: What is it?

Thorny: Just stuff comes out the pipe, ever since the Santa Rosa pumping station got blown up. You know, couple of years ago? Ever since then, the pipe drips green gunk all the time.

Stan: (Jumpy) Oh, right...

Thorny: It won't hurt you if you don't touch it.

Stan: (More nervous) Oh, cool.

Thorny: (*Touch of pride*) Never burns me. Not even the first time I came here.

Stan: Right.

Thorny: Selective adaptations, that's what Mr Thompson says. Adapting to the new demands of the environment.

Stan: Adaptations!

Thorny: He's a geneticist, Mr Thompson. (*Internal*) Uh-oh. My big mouth. (*Change the subject, to Stan*) I bet you're from Santa Rosa, right?

Stan: What makes you say that?

Thorny: Nothing. Santa Rosa's the first big city south of here. I just figured you probably had to come from there. Or maybe Sonoma or Napa, but those aren't too likely.

Stan: Why not?

Thorny: Simple. The big highway north is still open, but not the one between Sonoma and Napa.

Stan: Yes, yes of course. That would be why. Sorry, Thorny, I guess I'm jumpier than I thought.

Thorny: That's okay.

Stan: Say, is there anyone needing some help on their farms around here? Anyone you know of?

Thorny: No. No more people are needed round here.

Stan: Maybe a school, somewhere that needs a teacher? You kids probably don't have too many good teachers.

Thorny: Huh! (*Internal*) That's a spooky thing to say! What can a guy from Santa Rosa teach us! (*To Stan*) We don't need teachers. But my Pop teaches at the high school. Maybe he could help you find work.

Stan: Were you born round here?

Thorny: Nope. Over at Davis.

Stan: On a farm?

Thorny: Sort of...

Stan: I've always wanted to live in the country. Maybe now I can.

Thorny: I wouldn't sit there, mister. There's snakes.

Stan: (*Jumping up*) Snakes?!

Thorny: They only bite if you hurt 'em or scare 'em.

Stan: Oh, right. Is any place safe on this bank.

Thorny: Oh, it's all safe enough. But just keep an eye out for the snakes. You'll recognize them easy. About two feet long and sort of red. The colour of the pine needles.

Stan: Dear God, how long have the pine needles been that colour?

Thorny: Five or six years. The smog does it.

Stan: Smog? There's no smog out here.

Thorny: Can't see it or even smell it. Mr Thompson says there's too much smog everywhere, so we don't notice it anymore. But the trees know it. And turn red.

Stan: They'll die.

Thorny: Maybe. Maybe not. They've changed.

Stan: Changed ?

Thorny: Sure. These pines haven't died yet, and maybe they aren't going to.

Stan: What's so special about them?

Thorny: Well, see - (*About to explain, stops. Then internal*) My big mouth again. (*To Stan*) Oh, we learn all about this in school. It's no big deal. Mr Thompson tells us in Biology class.

Stan: Biology? At your age?

Thorny: Look, mister, I know I'm small, but heck, so are lots of kids these days. I'm thirteen, and that's plenty old enough to know about Biology. Just because this is a long way from Santa Rosa, don't think kids here can't read, okay?

Stan: Hey, cool it! I was just surprised you have such good schools here.

Thorny: Yeah, and you think there's a MacDonald's the other side of the creek.

Stan: Hey, don't give me such a hard time.

Thorny: So what do they teach where you come from?

Stan: Oh, history, language, art... Nothing about survival. You know, last semester, a group of students requested courses on useful things, like forestry, basket-weaving, animal breeding, that kind of thing, and what happened? The administration called in the Civil Defence. There was a riot. But we got those guys, in an ambush. Hung a couple up from lamp-posts. That showed 'em. You see, Thorny, if you want a chance, you gotta learn to beat the System. And that means knowing how the System works, right?

Thorny: (*Getting nervous herself*) Right. Maybe. I don't know.

Stan: The System's doing terrible things. Soldiers everywhere, martial law, searches without warrants, confiscations, people disappearing. And then there's the gangs -robbing and killing. And the murder clubs. They kill people just for fun - for doing nothing!

Thorny: Sure, we know all about that. (*Internal*) How do I get rid of this guy?

Stan: How are things North of here?

Thorny: (*Here's a chance to get rid of him*) North of here? Oh, not too bad. Not too bad at all. In fact Humboldt County is doing pretty good.

Stan: Thorny. Do you think you could tell me how to get to Humboldt County.

Thorny: (*Internal*) This guy is so dumb. He only has to keep going up the old Highway 101! Or else he's trying to trap me, to find out who he can steal food from. But I ain't so easy to trap. (To Stan) You can keep going up the main highway...

Stan: That'd be cool.

Thorny: Of course there might be Civil Defense guarding it.

Stan: Oh.

Thorny: No, I'd cut over to the coast road, and just follow it up. That'd be safer.

Stan: Yes, yes, that would work. Thanks, Thorny.

Thorny: Hold on, there's a couple of frogs down there. Good, fat ones... (*Takes breath*)

(*Swirl of water as Thorny dips under, then splashier swirl as she emerges*)

Thorny: Two big'uns, right?

Stan: This is such a waste. You should be learning about society. About all that's wrong with it. You should learn about the People's rights, and their right to attack the System when it's against their freedom.

Thorny: I learn all I need to know from Mr Leventhal in school.

Stan: But you could learn so much more. Before it's too late. You should be in school right this minute, Thorny.

Thorny: I should not. We have school two whole days a week. This is my free time.

Stan: And you're spending it catching frogs!

Thorny: Sure I'm catching frogs.

Stan: Eucchh! You're skewering them on that stick!

Thorny: It's my collecting stick. This way they stay fresh till I get home and Mom cuts 'em up.

Stan: You mean you eat them?

Thorny: Of course we eat them. They're meat, ain't they?

Stan: But frogs! How can you eat frogs?

Thorny: They taste real good. Mom fixes 'em up with batter and fries "em.

Stan: You've gotta be hungry to eat frogs. And how do you catch them in that muddy water?

Thorny: Easy. You saw me.

Stan: Yeah, but I've sworn in water like that. You can't see a thing.

Thorny: You can't maybe. I can.

Stan: How's that?

Thorny: I been adapted.

Stan: Adapted?

Thorny: Sure. Look in my eyes, mister. Membranes, see? I got membranes come up over my eyes like eyelids. But see-through! I was engineered for water.

Stan: (*Growing horror*) Engineered! You're a mutant!

Thorny: (*Indignant*) I ain't no mutant! That's just science fiction. I've been genetically modified.

Stan: Oh no! AAAaaaggghhh! This is too much. I gotta get outta here –

(*Receding crashes through the undergrowth as Stan rushes away; slipping and stumbling*)

Thorny: Well, thank you, Stan. All the frogs'll have swum upstate by now. No point in staying here.

Mr Thompson: (*Angry*) Thorny, where you been?

Thorny: (*Internal*) Uh-oh. Trouble.

Mr Thompson: You've been to Rotten Log Hollow, haven't you? There's no place else you could have caught those kind of frogs.

Thorny: Sorry.

Mr Thompson: We've told you how dangerous it is over there. Besides, strangers might see you.

Thorny: Uh.

Mr Thompson: Did any stranger come by?

Thorny: An older guy. Bout twenty-five. Only the one.

Mr Thompson: One is all it needs. We've got to keep what we have here a secret. So we can survive.

Thorny: Sorry.

Mr Thompson: You didn't show him anything, did you?

Thorny: (*Starts sobbing*)

Mr Thompson: You didn't, did you?

Thorny: I only showed him my membranes, that's all.

Mr Thompson: That's all! Thorny, once people know you've got the membranes, they'll guess straightaway what we're doing. They'll take it all away. And take you too, most likely.

Thorny: (*Breaking, it's all been too much*) Shut up, shut up, shut up! I can't listen to any more.

Thorny: (*Internal. It's a bit later and she's calmer*) He's always going on, Mr Thompson. Him and Pop. Jeepers. It's only one little flap of skin they've bred into me. To hear them carry on, you'd think they'd changed the whole world!

Tasks and Activities

After reading and listening to the story, you may try these activities [Frog Pond - Tasks](#)

or this interactive task



Frog Pond / amendor_ios_task
<http://ndla.no/en/node/61640>

Auggie Wren's Christmas Story (VG1,2)

Forfatter: Åse Elin Langeland

[Auggie Wren's Christmas Story \(63372\)](#)



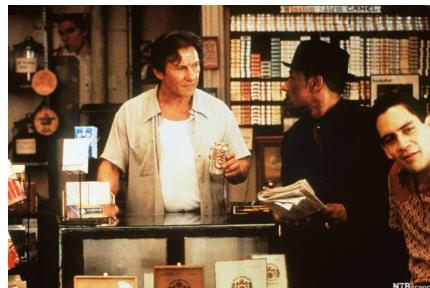
"I heard this story from Auggie Wren. Since Auggie doesn't come off too well in it, at least not as well as he'd like to, he's asked me not to use his real name. Other than that, the whole business about the lost wallet and the blind woman and the Christmas dinner is just as he told it to me."

Auggie Wren's Christmas Story

In November 1990 Paul Auster received a phone call from the editor of the Op-Ed page in *The New York Times*. He told Auster that he had been toying with the idea of commissioning a work of fiction for the Op-Ed page on Christmas Day, and wondering if Auster was willing to write it. Auster had never written a short story, and was not sure he would be able to come up with an idea, so he had to think about it.

A few days went by and just when he was about to give up, he opened a tin of his Schimmelpennicks, the little cigars he liked so well, and started thinking about the man who sold them in the cigar shop in Brooklyn. He started thinking about the kinds of encounters you have in New York with people you see every day but don't really know. And little by little the story began to take shape in his mind.

It literally came out of a tin of cigars. Smoke



Auggie Wren's Christmas Story was published 25 December 1990 in *The New York Times*.

In this Audio recording from NPR you can listen to Paul Auster reading [Auggie Wren's Christmas Story](#).

You can read the short story at [Auggie Wren's Christmas Story](#)

(If you want to listen while you read, right-click and open the links in separate windows.)

Tasks and Activities

Comprehension



Auggie Wren's Christmas Story - Multiple Choice / h5p_content

<http://ndla.no/en/node/123841>

Discuss

1. How would you characterize a traditional Christmas story? Which elements would you expect to find?
2. How does this short story comply with the Christmas story genre?
3. Since Auggie does not come off too well in the story, he does not want to reveal his real name. What do you think? Is truth always for the best?
4. The story is set in Brooklyn. What can be said about the setting? In which way is the setting typical American – or is it?
5. An important theme in the story is time. How is this expressed?
6. Paul Auster is well-known for telling many stories within one story. In many ways his stories are like a Chinese box. How is this evident in this narrative? What function does such a narrative technique have?
7. Paul Auster worked with Wayne Wang to make the story into a film, *Smoke*. Watch the actual Christmas story in black and white footage which was played along the credits at the end of the film. Although not a word is said, we understand the story. Tom Waits sings “Innocent When You Dream,” and we get the good Merry Christmas feeling, or do we?



Auggie Wren's Christmas Story / fagstoff

<http://ndla.no/en/node/63372>

Blizzard

Forfatter: Eli M. Huseby, NRK

[Blizzard \(16552\)](#)



Enjoy this short story about Simon and Angela, two 16-year-olds, who are head over heels in love. However, they do not see eye to eye about religion. This is a Christmas story with a difference; it deals with matters of life and death, faith and youthful passion.

Before you start reading the story, you should ask yourselves:

- Have you ever experienced an incident that has changed your view on life fundamentally?
- What kind of incidents may change people's lives?



Christmas love

Blizzard / audio

<http://ndla.no/en/node/7099>

* Blizzard=snøstorm

Read *Blizzard* by the English reward-winning author Robert Westall (1929 - 1993).



Blizzard / h5p_content

<http://ndla.no/en/node/124140>

Good Advice is Rarer than Rubies

Forfatter: NRK, Åse Elin Langeland

[Good Advice is Rarer than Rubies \(7006\)](#)

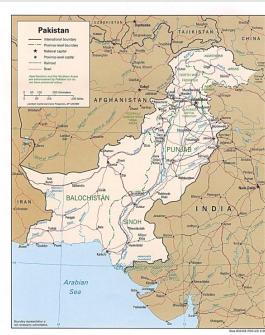
Salman Rushdie aroused the fury of the Moslem world when his novel *The Satanic Verses* was published about twenty years ago. The book was considered blasphemous and banned by Moslem governments and several people were killed in riots and demonstrations in Pakistan and India. The Iranian Government pronounced a death sentence on the author and all those involved in the publication of the book throughout the world.

*blasphemous/blasphemy: *if someone offends or insults something that is considered sacred and holy.*



In October 1993 William Nygaard, Rushdie's Norwegian publisher, was shot and seriously injured outside his own home in Oslo, an incident which was linked to the fatwa, the death sentence. For the western world freedom of speech, the very essence of democracy, was at stake. Salman Rushdie, who was born in India but lives in Britain and is a British subject, had to go into hiding with the British Government's security services. Then, in the autumn of 1998, after the fatwa had lasted for almost 9 years, a pronouncement by the Iranian Government indicated that the fatwa was officially withdrawn and Salman Rushdie could once more resume the life of an ordinary British citizen.

In the following short story Muhammad Ali, an elderly civil servant, considers himself an expert on advising young Indian women who want to immigrate. One day he meets Miss Rehana, whose fiancé has instructed her to join him in England. Dazzled by her beauty and her innocence, he offers his help and protection. But he soon discovers that she is the teacher and he is the pupil.



Pakistan - Map



Good Advice is Rarer Than Rubies / audio

<http://ndla.no/en/node/7114>



Good Advice is Rarer than Rubies / h5p_content

<http://ndla.no/en/node/125090>

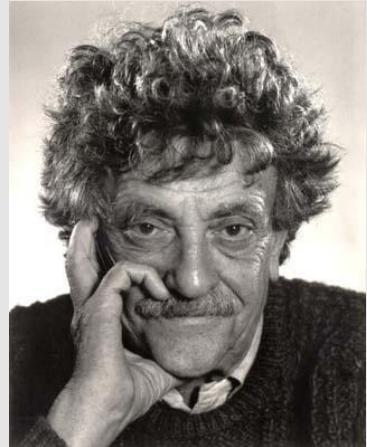
Harrison Bergeron (VG1,2)

Forfatter: Kurt Vonnegut, Donald C. Farber

[Harrison Bergeron \(9112\)](#)

Kurt Vonnegut (1922-2007)

Kurt Vonnegut was born into a middle-class German-American family in the Midwestern city of Indianapolis, Indiana in the USA. His most famous works: *Slaughterhouse-Five* (1969), *Cat's Cradle* (1963) and *Breakfast of Champions* (1973). Already as a student at Cornell University, he worked as assistant editor and associate for the student newspaper, *The Cornell Daily Sun*. After attending Cornell University, he enlisted in the U.S. Army and served in World War II from 1939-1945. Stationed in Germany, he was captured by the German Wermacht in 1944 and transported in boxcars to a prison camp in Dresden. As prisoners of war (POWs) he and his battalion were forced to work in a factory. During the traumatic bombing of Dresden, the battalion survived the attack in a meat locker of a slaughterhouse which was being used as a detention center. The event strongly influenced his later work. i.e., the semi-autobiographical *Slaughterhouse Five* was the name given to the novel named after the building where he and other POWs were imprisoned during the bombing, Schlachthof Fünf. He was liberated by the Russian Red Army and returned to the USA in 1945 and honored with a Purple Heart.



Kurt Vonnegut

After the war, he continued his studies at the University of Chicago, but decided to focus on becoming a writer – with various degrees of success. His first short stories were published in popular magazines, but later during the 50's and 60's he wrote novels: *Player Piano* (1952), *The Sirens of Titan* (1959) and *Cat's Cradle* (1963). *Slaughterhouse-Five* became famous as an antiwar novel during the height of protest to the Vietnam War in 1969. Vonnegut has been described as a humanist with strong social beliefs. Many of his novels, articles and essays written in the 70's and up to the late 90's are social critiques of American society. In his novels he blends satire, black comedy and science fiction. His novels and short stories are placed in science fiction "dystopian" settings which represent modern society. Here the helpless main character must find his way through a maze of futuristic technology, and fantastic as well as grotesque living conditions. In the following story, the protagonist, Harrison Bergeron, is a gifted and handsome young teenager whose strength and intelligence is handicapped by government dictates. He is an anti-authoritarian rebel who fights against the restraints, and lack of freedom enforced by a totalitarian government.

Copyright: Donald C. Farber



Harrison Bergeron (Kurt Vonnegut) / flashnode

<http://ndla.no/en/node/46280>

By Kurt Vonnegut

THE YEAR WAS 2081, and everybody was finally equal. They weren't only equal before God and the law. They were equal every which way. Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else. All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution, and to the unceasing vigilance of agents of the United States Handicapper General.

Some things about living still weren't quite right, though. April, for instance, still drove people crazy by not being springtime. And it was in that clammy month that the H-G men took George and Hazel Bergeron's fourteen-year-old son, Harrison, away.

It was tragic, all right, but George and Hazel couldn't think about it very hard. Hazel had a perfectly average intelligence, which meant she couldn't think about anything except in short bursts. And George, while his intelligence was way above normal, had a little mental handicap radio in his ear. He was required by law to wear it at all times. It was tuned to a government transmitter. Every twenty seconds or so, the transmitter would send out some sharp noise to keep people like George from taking unfair advantage of their brains.

George and Hazel were watching television. There were tears on Hazel's cheeks, but she'd forgotten for the moment what they were about.

On the television screen were ballerinas.

A buzzer sounded in George's head. His thoughts fled in panic, like bandits from a burglar alarm.

"That was a real pretty dance, that dance they just did," said Hazel.

"Huh?" said George.

"That dance – it was nice," said Hazel.

"Yup," said George. He tried to think a little about the ballerinas. They weren't really very good – no better than anybody else would have been, anyway. They were burdened with sashweights and bags of birdshot, and their faces were masked, so that no one, seeing a free and graceful gesture or a pretty face, would feel like something the cat drug in. George was toying with the vague notion that maybe dancers shouldn't be handicapped. But he didn't get very far with it before another noise in his ear radio scattered his thoughts.

George winced. So did two out of the eight ballerinas.

Hazel saw him wince. Having no mental handicap herself she had to ask George what the latest sound had been.

"Sounded like somebody hitting a milk bottle with a ball peen hammer," said George.

"I'd think it would be real interesting, hearing all the different sounds," said Hazel, a little envious. "All the things they think up."

"Um," said George.

"Only, if I was Handicapper General, you know what I would do?" said Hazel. Hazel, as a matter of fact, bore a strong resemblance to the Handicapper General, a woman named Diana Moon Glampers. "If I was Diana Moon Glampers," said Hazel, "I'd have chimes on Sunday – just chimes. Kind of in honor of religion."

"I could think, if it was just chimes," said George.

"Well – maybe make 'em real loud," said Hazel. "I think I'd make a good Handicapper General."

"Good as anybody else," said George.

"Who knows better'n I do what normal is?" said Hazel.

"Right," said George. He began to think glimmeringly about his abnormal son who was now in jail, about Harrison, but a twenty-one-gun salute in his head stopped that.

"Boy!" said Hazel, "that was a doozy, wasn't it?"

It was such a doozy that George was white and trembling and tears stood on the rims of his red eyes. Two of the eight ballerinas had collapsed to the studio floor, were holding their temples.

"All of a sudden you look so tired," said Hazel. "Why don't you stretch out on the sofa, so's you can rest your handicap bag on the pillows, honeybunch." She was referring to the forty-seven pounds of birdshot in canvas bag, which was padlocked around George's neck. "Go on and rest the bag for a little while," she said. "I don't care if you're not equal to me for a while."

George weighed the bag with his hands. "I don't mind it," he said. "I don't notice it any more. It's just a part of me."

"You been so tired lately – kind of wore out," said Hazel. "If there was just some way we could make a little hole in the bottom of the bag, and just take out a few of them lead balls. Just a few."

"Two years in prison and two thousand dollars fine for every ball I took out," said George. "I don't call that a bargain."

"If you could just take a few out when you came home from work," said Hazel. "I mean – you don't compete with anybody around here. You just set around."

"If I tried to get away with it," said George, "then other people'd get away with it and pretty soon we'd be right back to the dark ages again, with everybody competing against everybody else. You wouldn't like that, would you?"

"I'd hate it," said Hazel.

"There you are," said George. "The minute people start cheating on laws, what do you think happens to society?"

If Hazel hadn't been able to come up with an answer to this question, George couldn't have supplied one. A siren was going off in his head.

"Reckon it'd fall all apart," said Hazel.

"What would?" said George blankly.

"Society," said Hazel uncertainly. "Wasn't that what you just said?"

"Who knows?" said George.

The television program was suddenly interrupted for a news bulletin. It wasn't clear at first as to what the bulletin was about, since the announcer, like all announcers, had a serious speech impediment. For about half a minute, and in a state of high excitement, the announcer tried to say, "Ladies and gentlemen – "

He finally gave up, handed the bulletin to a ballerina to read.

"That's all right – " Hazel said of the announcer, "he tried. That's the big thing. He tried to do the best he could with what God gave him. He should get a nice raise for trying so hard."

"Ladies and gentlemen" said the ballerina, reading the bulletin. She must have been extraordinarily beautiful, because the mask she wore was hideous. And it was easy to see that she was the strongest and most graceful of all the dancers, for her handicap bags were as big as those worn by two-hundred-pound men.

And she had to apologize at once for her voice, which was a very unfair voice for a woman to use. Her voice was a warm, luminous, timeless melody. "Excuse me – " she said, and she began again, making her voice absolutely uncompetitive.

"Harrison Bergeron, age fourteen," she said in a grackle squawk, "has just escaped from jail, where he was held on suspicion of plotting to overthrow the government. He is a genius and an athlete, is under-handicapped, and should be regarded as extremely dangerous."

A police photograph of Harrison Bergeron was flashed on the screen – upside down, then sideways, upside down again, then right side up. The picture showed the full length of Harrison against a background calibrated in feet and inches. He was exactly seven feet tall.

The rest of Harrison's appearance was Halloween and hardware. Nobody had ever worn heavier handicaps. He had outgrown hindrances faster than the H-G men could think them up. Instead of a little ear radio for a mental handicap, he wore a tremendous pair of earphones, and spectacles with thick wavy lenses. The spectacles were intended to make him not only half blind, but to give him whanging headaches besides.

Scrap metal was hung all over him. Ordinarily, there was a certain symmetry, a military neatness to the handicaps issued to strong people, but Harrison looked like a walking junkyard. In the race of life, Harrison carried three hundred pounds.

And to offset his good looks, the H-G men required that he wear at all times a red rubber ball for a nose, keep his eyebrows shaved off, and cover his even white teeth with black caps at snaggle-tooth random.

"If you see this boy," said the ballerina, "do not – I repeat, do not – try to reason with him."

There was the shriek of a door being torn from its hinges.

Screams and barking cries of consternation came from the television set. The photograph of Harrison Bergeron on the screen jumped again and again, as though dancing to the tune of an earthquake.

George Bergeron correctly identified the earthquake, and well he might have – for many was the time his own home had danced to the same crashing tune. "My God – " said George, "that must be Harrison!"

The realization was blasted from his mind instantly by the sound of an automobile collision in his head.

When George could open his eyes again, the photograph of Harrison was gone. A living, breathing Harrison filled the screen.

Clanking, clownish, and huge, Harrison stood in the center of the studio. The knob of the uprooted studio door was still in his hand. Ballerinas, technicians, musicians, and announcers cowered on their knees before him, expecting to die.

"I am the Emperor!" cried Harrison. "Do you hear? I am the Emperor! Everybody must do what I say at once!" He stamped his foot and the studio shook.

"Even as I stand here – " he bellowed, "crippled, hobbled, sickened – I am a greater ruler than any man who ever lived! Now watch me become what I can become!"

Harrison tore the straps of his handicap harness like wet tissue paper, tore straps guaranteed to support five thousand pounds.

Harrison's scrap-iron handicaps crashed to the floor.

Harrison thrust his thumbs under the bar of the padlock that secured his head harness. The bar snapped like celery. Harrison smashed his headphones and spectacles against the wall.

He flung away his rubber-ball nose, revealed a man that would have awed Thor, the god of thunder.

"I shall now select my Empress!" he said, looking down on the cowering people. "Let the first woman who dares rise to her feet claim her mate and her throne!"

A moment passed, and then a ballerina arose, swaying like a willow.

Harrison plucked the mental handicap from her ear, snapped off her physical handicaps with marvelous delicacy. Last of all, he removed her mask.

She was blindingly beautiful.

"Now" said Harrison, taking her hand, "shall we show the people the meaning of the word dance? Music!" he commanded.

The musicians scrambled back into their chairs, and Harrison stripped them of their handicaps, too. "Play your best," he told them, "and I'll make you barons and dukes and earls."

The music began. It was normal at first – cheap, silly, false. But Harrison snatched two musicians from their chairs, waved them like batons as he sang the music as he wanted it played. He slammed them back into their chairs.

The music began again and was much improved.

Harrison and his Empress merely listened to the music for a while – listened gravely, as though synchronizing their heartbeats with it.

They shifted their weights to their toes.

Harrison placed his big hands on the girl's tiny waist, letting her sense the weightlessness that would soon be hers.

And then, in an explosion of joy and grace, into the air they sprang!

Not only were the laws of the land abandoned, but the law of gravity and the laws of motion as well.

They reeled, whirled, swiveled, flounced, capered, gamboled, and spun.

They leaped like deer on the moon.

The studio ceiling was thirty feet high, but each leap brought the dancers nearer to it. It became their obvious intention to kiss the ceiling.

They kissed it.

And then, neutralizing gravity with love and pure will, they remained suspended in air inches below the ceiling, and they kissed each other for a long, long time.

It was then that Diana Moon Glampers, the Handicapper General, came into the studio with a double-barreled ten-gauge shotgun. She fired twice, and the Emperor and the Empress were dead before they hit the floor.

Diana Moon Glampers loaded the gun again. She aimed it at the musicians and told them they had ten seconds to get their handicaps back on.

It was then that the Bergerons' television tube burned out.

Hazel turned to comment about the blackout to George.

But George had gone out into the kitchen for a can of beer.

George came back in with the beer, paused while a handicap signal shook him up. And then he sat down again. "You been crying?" he said to Hazel.

"Yup," she said,

"What about?" he said.

"I forgot," she said. "Something real sad on television."

"What was it?" he said.

"It's all kind of mixed up in my mind," said Hazel.

"Forget sad things," said George.

"I always do," said Hazel.

"That's my girl," said George. He winced. There was the sound of a riveting gun in his head.

"Gee – I could tell that one was a doozy," said Hazel.

"You can say that again," said George.

"Gee –" said Hazel, "I could tell that one was a doozy."

Lamb to the Slaughter

Forfatter: Eli Huseby, NRK

[Lamb to the Slaughter \(10278\)](#)



Do the titles *Charlie and the Chocolate Factory*, *Matilda* and *The Witches* ring a bell? Who is the author of these stories from your childhood?

"Lamb to the Slaughter" is a short story written for an adult audience.

Roald Dahl (1916 - 1990) was born in Wales, to Norwegian parents. His formative years at different private schools in Wales and England are mirrored in his autobiographical novel *Boy: Tales of Childhood*. His experiences from these schools ignited his preference for child heroes and heroines exposed to cruelty and ignorance from adults. *Matilda* and *Charlie* are two examples. Roald Dahl's trademark is unexpected plot twists and dark humour. "Lamb to the Slaughter" is from one of his short story collections. A lot of his work has been adapted to film.



Lamb to the Slaughter / audio

<http://ndla.no/en/node/7096>



Lamb to the Slaughter / h5p_content

<http://ndla.no/en/node/125064>

Further Reading

If you like to read another short story by Roald Dahl, you should look here [Mrs Bixby and the Colonel's Coat](#)

Life after High School

Forfatter: NRK, Åse Elin Langeland
[Life After High School \(54379\)](#)



The short story *Life After High School* is adapted to a radio play. It deals with peer pressure and what it takes to be "different" - an outsider. It might have been even harder in the USA of the 1950s, than it is today....What do you think?

Based on a short story by the well-known American writer **Joyce Carol Oates**, this short radio play deals with the moral conformity of life in the USA in the late 1950s. Joyce Carol Oates started her prolific literary career in the early 1960s and her short stories and novels have won wide critical acclaim. In much of her work she explores the individual and social corruption which is frequently found beneath the surface of normality.

In this play Zack is a young outsider who for some inexplicable reason does not fit in. Bright and full of life he tries hard to be liked and accepted, but he is rejected by everyone's favorite, the all-American girl Sunny, when he declares his love. Shortly afterwards he is found dead having taken his own life.



We need to believe in something

Looking back on their high-school days about 30 years later, Sunny and Tobias try to sort out what really happened at that time. What went wrong for the talented and intelligent Zack? What part did they play in his life? What secret did he hide? Why did he commit suicide?



Life after High School / audio
<http://ndla.no/en/node/7102>



Life After High School / h5p_content

Mrs Bixby and the Colonel's Coat

Forfatter: Eli M. Huseby, NRK

[Mrs Bixby and the Colonel's Coat \(10217\)](#)

Pre-reading: Do you believe in the saying: *What goes around comes around?* Find examples from TV series or reality TV of people finally getting what they deserved.

In this short story (adapted to a radio play), Mrs. Bixby gets what she deserves, or....? Read the story to find out.



Roald Dahl (1916 - 1990) was born in Wales, to Norwegian parents. His formative years at different private schools in Wales and England are mirrored in his autobiographical novel *Boy: Tales of Childhood*.

His experiences from these schools ignited his preference for child heroes and heroines exposed to cruelty and ignorance from adults.

Roald Dahl's trademark is unexpected plot twists and dark humour. "Mrs Bixby and the Colonel's Coat" is a short story from 1959. A lot of his work has been adapted to film.



Mrs Bixby and the Colonel's Coat / audio

<http://ndla.no/en/node/7106>



Mrs Bixby and the Colonel's Coat / h5p_content

<http://ndla.no/en/node/125099>

Further Reading Read another of Roald Dahl's short stories here [Lamb to the Slaughter](#)

Next Term We'll Mash You

Forfatter: NRK, Eli M. Huseby

[Next Term We'll Mash You \(9554\)](#)



The Irish novelist, poet and dramatist Oscar Wilde once wrote: "Children begin by loving their parents; after a time they judge them; rarely if ever do they forgive them." Do you think he is right in his statement?

This is a short story (adapted to a radio play) about little Charles and his first meeting with the private school his parents think that he should attend. How does he feel about his parents' choice of school? Does anyone care?

Note that in the UK a public school is a private school.

In this short story, **Penelope Lively** (1933-) introduces us to the world of private education, with its snob appeal and hidden fears when Charlie's parents are going to choose a prep school for their son.

Private education plays a much larger part in England than in Norway, as about ten per cent of English school children go to private schools (called prep schools up to around age 13, followed by public schools until the age of 18). Some of these are day schools, which means that the children live at home. Others are boarding schools where pupils only go home at weekends or in the holidays.

Private schools are exclusive, in the sense that they charge high fees - up to £30,000 annually for boarding schools - thus making it virtually impossible for others than comparatively well-off parents or parents who are willing to make financial sacrifices to send their children to such schools.

The author of this story started out as a writer of children's books, but is now recognized as one of Britain's leading contemporary novelists. She spent the first 12 years of her life in Egypt before being sent off to a boarding school in England. It is likely that "Next Term We'll Mash You" mirrors her personal experience.



Next Term we_ll Mash you - audio / audio

<http://ndla.no/en/node/7104>



Next Term We'll Mash You / h5p_content

<http://ndla.no/en/node/125067>



Vocabulary 9554 / h5p_content

<http://ndla.no/en/node/123650>

Further Reading

To learn more about public schools and private education, you may check out this [English Public Schools - Interview](#).

No Witchcraft for Sale by Doris Lessing

Forfatter: Anne Scott Hagen

[No Witchcraft for Sale by Doris Lessing \(133535\)](#)



"No Witchcraft for Sale" is a short story by Doris Lessing. It was first published in 1951 in a collection of stories, *This Was the Old Chief's Country*. Lessing lived in Southern Rhodesia (now Zimbabwe) from 1925, when she was six years old, until 1949.

Doris Lessing grew up on a farm in an isolated area where her father tried growing maize. She draws on her experiences from her own life in Africa in this story. It deals with racial differences, pride and traditions.

The Farquar family are farmers and have only one child, Teddy. Teddy and the family's native cook, Gideon, are good friends from the time Teddy is a baby. Gideon is also highly valued by Teddy's parents. As Teddy grows older, he learns to look down on the Africans, but still loves Gideon. However, Gideon accepts that the close relationship between an African servant and a white child will change and begins to treat Teddy more formally.

Then one day when a snake spits in Teddy's eyes, Gideon uses his knowledge of native healing to treat him and save his eyesight. This eventually leads to a conflict between Gideon and African traditions and the white people's desire to exploit Gideon's knowledge.

Read the story. [No Witchcraft for Sale](#)

Vocabulary and tasks are listed below.

Vocabulary

kraal = an enclosure for cattle within an African settlement, often used to refer to the whole settlement (from Afrikaans)

piccanin = short for piccaninny - a black child - often used in a negative sense (from Afrikaans)

permanganate = a solution of potassium permanganate in water used as a disinfectant or on skin conditions like eczema (violet colour)



South African Landscape



Women hoeing a field of maize, South Africa, c1923.



Tree Snake



Harvesting medicinal plant leaves

veld = wide open flat area covered in grass or low scrub.

sundowner party = social event around 5-8pm (sundown) where friends get together for cocktails

salting the tail = supposedly if one put salt on a bird's tail it was easy to catch it.
Here the scientist is hoping to "catch" the secret of the native healing plant.

baas = master (from Afrikaans)

mealie field = a field of maize

kaffir = black person - now used offensively

Tasks

Make a Summary of the Story



No Witchcraft for Sale - Summary / h5p_content

<http://ndl.no/en/node/134022>

Setting

Where and approximately when is the story set, do you think? What do you learn about the area from the story?

Climax

Is there a climax in the story?

Characters, Cultural and Social Differences

1. How are the cultural and social differences illustrated at the beginning of the story? Find examples.
2. Who is the protagonist in the story?
3. What similarities are there between the Farquars and Gideon?
4. Describe the relationship between:
 - Teddy and Gideon
 - Mrs Farquar and GideonIn what way does this change throughout the story? Quote examples from the text.
5. What is the scientist's attitude to:
 - the Farquars
 - Gideon
6. How does Gideon react to the Farquars' and the scientist's questions about the healing plant? How does this compare with his usual behaviour? How many adjectives can you find in the story which are used to describe his reaction? Make a list.
7. How do the Farquars react to his behaviour?

Discuss

- There are several places in the story where Gideon sadly refers to Teddy growing up. What is Gideon thinking of here?
- Why do you think Gideon refuses to reveal how he saved Teddy's eyes?
- Why did he walk the Farquars and the scientist around for such a long time?
- Could this story have taken place today? Why/why not? What differences would there be?

Find Out

1. The author Doris Lessing lived in Africa for many years. Find out why she spent so many years on this continent and the social conditions at that time. Why do you think she kept writing about Africa?
2. In the introduction we read about the Farquars:
"The Farquar family are farmers and have only one child, Teddy. Teddy and the family's native cook, Gideon, are good friends from the time Teddy is a baby. Gideon is also highly valued by Teddy's parents. As Teddy grows older, he learns to look down on the Africans, but still loves Gideon."
Relate Teddy's attitudes to the Africans to the Doll Test carried out by Kenneth Clark and his wife [Doll Test](#). From where does Teddy learn to look down on the Africans?

Writing

While Gideon was leading the Farquars and the scientist around, no one spoke very much except to ask if it was much further to walk. Write a short text using a stream of consciousness technique based on the thoughts of one of the following:

- Gideon
- Mrs Farquar
- the scientist

Poor Koko (VG2)

Forfatter: Eli Huseby

[Poor Koko \(76650\)](#)

Pre-reading discussion

- What connotations does the word "thief" bring up?
- Are there any good thieves or are they all bad?

Read John Fowles's short story about an author's encounter with a burglar. Discuss afterwards whether this is a typical thief or not in your opinion.

John Fowles (1926 - 2005) was an English writer who never ceased to stir and surprise his readers and whose novels have attracted much attention. Among the general public, he was known for his novels, *The French Lieutenant's Woman* and *The Collector*. Both novels have been turned into awardwinning films. *The French Lieutenant's Woman* is a love story set in Victorian England, whereas *The Collector* portrays a lonely young man who is so madly obsessed by a girl that he kidnaps her.

In the following short story, a writer, a man of letters with an intellectual approach to life, finds himself powerless and helpless when confronted with an intruder. To start with the burglar's behaviour is incomprehensible and irrational to the protagonist. Gradually, though, this incident makes the writer aware of a crisis in his contemporary society. He acknowledges the traditional gaps between "them and us", between the "haves" and "have-nots", between the capitalists and those who feel exploited by the system. It dawns upon him that modern society with its radical technological and social changes have created alienation and frustration. This, in turn, may lead to blind anger and irrational violence on the part of the under-educated and underprivileged as demonstrated by the pain and damage inflicted by the young intruder.



Wanted

- *abominable*= *forferdelig/forferdeleg*
- *semi-illiterate*= *halvt analfabet*
- *get bashed in* = *bli jult opp*
- *poker*= *ildrake*
- *chest-of-drawers*=*kommode*
- *way-way-way*=*lang veg*
- *mits*=*n  ver/nevar*
- *with his thumb cocked high*=*med tommelen i v  ret/veret*
- *labour the agonies*=*utbrodere lidelsene/lidinga*
- *over-dog*=*den sterkeste/den sterkaste*



Poor Koko (26:40) /
audio
<http://ndla.no/en/node/76067>



Comprehension



Poor Koko - Multiple Choice / h5p_content

<http://ndla.no/en/node/125125>

Literary analysis

1. Examine the opening paragraph of the short story. How does John Fowles "warn" his readers about what is going to happen? Discuss which effect that has on the story. Does he manage to capture the attention of the reader?
2. Study the first paragraphs describing the writer and the first portraying the burglar. If the writer and the burglar were going to make profiles on a social media site, how would their profiles look? What kind of qualities and interest would they list? Are there indications about age and looks? Try to look for pictures of the two characters, e.g. on google pictures that you think fit the description and how you interpret them.
3. Explain the protagonist's reasons for being relieved that the cottage does not belong to him. Do you think he is a coward?
4. Analyse the language used to characterise the burglar and the writer. Why do you think Fowles chooses to describe the burglar and the writer by means of their speech? What kind of impression do you get of the two characters from this? And how does this reveal prejudice on both sides? Judging from their speech, whom of the two characters would be most respected by the society do you think?
5. According to the blurb (above) John Fowles often surprises his readers. How does he do this in this story, and which effect does it have?
6. On a deeper level this story contains criticism of our modern society. Try to formulate the criticism with your own words. If you look at the title of the story and the epigraph, in what way does Fowles convey this criticism?

Discuss

1. What reasons does the young man give for the break-in? Judging from this and what he reveals about his background, do you think his crime is justifiable?
2. How is Karl Marx and his theory about the class struggle relevant in this context?
3. Is the burglar a modern version of Robin Hood?
4. Who is at first glance the over-dog and the under-dog? How are the roles reversed?
5. Discuss these statements:
 - o "This story is about the power to oppress by means of language."
 - o "The burglar got his story anyway"
 - o "This incident was a real eye-opener for the author"
 - o "The author is guilty of deafness"

Red Dress (VG2)

Forfatter: Eli M. Huseby
[Red Dress \(70690\)](#)

Based on a short story by one of Canada's finest writers, Alice Munro (b. 1931), this dramatization deals with the uncertainties and anxieties of adolescence. Coming to terms with oneself and the opposite sex, finding a foothold in life and gaining self-confidence are all important aspects of growing up and becoming independent. Communication and lack of communication is an underlying theme.

Shy, reserved and suffering from low self-esteem, Alice (13) does not want to go to her high school Christmas dance for fear of being slighted. However, her fearful and reluctant venture into an unknown world takes an unexpected turning as the night of the dance progresses.



What's this girl like, can you tell from the drawing?



The Red Dress / audio
<http://ndla.no/en/node/70499>



Red Dress / h5p_content
<http://ndla.no/en/node/125111>

Tasks and Activities

[Red Dress - Tasks](#)

Further Reading

You will find more information about Alice Munro, including a link to "Red Dress" and more of her short stories here: [Alice Munro](#)

Shooting Life

Forfatter: Jan-Louis Nagel

[Shooting Life \(76189\)](#)

Pre-reading: Every day we are informed about ongoing conflicts in the world. This information is essential for the world community to establish humanitarian assistance and make peace- keeping efforts. But reporting from a danger-zone can be hazardous; war correspondents risk their lives to bring information for us to act upon.



Read the short story, and reflect a bit alone on the following tasks. Then go together with a friend and discuss briefly. After that you can join another pair – and discuss your views in groups of four, and see if you can reach a consensus. If you like, you may then present your points for the other groups and arrange a classroom discussion.

Working with the text

1. What does the narrator think of his profession?
2. Comment on the title.
3. What do you think the narrator means when he says “- but I felt somehow there was more to it than that.”?
5. The text gives no information about where this takes place. Suggest where this sort of thing might happen, and give reasons for your answer.
6. What kind of people would do such things – and what do you think they may want to achieve? Do you know any examples of such situations?
7. Further research: Hostage taking such as this occurs in real life from time to time. Do some research on the net and find out what happened in these situations:
 - British hostages in Iraq
 - Danish hostages in Somalia
 - RAF and Hanns-Martin Schleyer



Shooting Life / h5p_content

<http://ndla.no/en/node/125068>

The Adventure of the Crooked Man

Forfatter: Arthur Conan Doyle,a,b, NRK

[The Adventure of the Crooked Man \(16396\)](#)



What is in your opinion typical of a good detective story? Does it involve a lot of action or a complex plot? Sherlock Holmes and his good friend Watson seem still to have a good hold on young and old readers and viewers.

Read and listen to this dramatized story and meet the legendary detective and his faithful friend.

Sherlock Holmes is the archetypical private detective who brilliantly solves all the criminal puzzles he is presented with. He was created by the British doctor and author **Arthur Conan Doyle** (1851 - 1930) more than a hundred years ago. Sherlock Holmes and his friend and assistant Dr Watson appear in more than 60 novels and short stories. The novel *The Hound of the Baskervilles*, published around the turn of the century, is probably the best known. As portrayed in these works, Sherlock Holmes suffers from bouts of depression, is addicted to cocaine and is a confirmed bachelor.

A far cry from most of today's cynical and hard-boiled detective heroes, Sherlock Holmes, with his gentle manners, his pipe and his deer stalker cap, still enjoys wide popularity with readers of detective fiction. Through many TV adaptations, Sherlock Holmes has also reached a large TV audience.



Sherlock Holmes



The Adventure of the Crooked Man / audio

<http://ndla.no/en/node/8404>



The Adventure of the Crooked Man / h5p_content

<http://ndla.no/en/node/125076>

The Coup

Forfatter: Eli Huseby, NRK

[The Coup \(17693\)](#)

William Boyd (b. 1952) is a novelist and screenplay writer of Scottish descent. Born in Ghana and brought up in Nigeria, he has first-hand knowledge and experience of life in Africa, which is the setting of *The Coup*.

In this dramatised short story from *On The Yankee Station: Stories* (1981), we meet Morgan, who is a minor British official about to return home after a posting in an African country. He compensates for his lack of success, both in a private and official capacity, by resorting to the simplest kind of daydreaming. However, his daydream world collapses on meeting a British air stewardess when both of them are stalled for a few days in the African country because of a military coup.

Lighthearted in tone and funny in its descriptions of the characters and their human weaknesses and shortcomings, the story neatly sums up the patronising attitudes of many white people to life in their former colonies. At the same time, it aptly comments on the changing morals of our time.



Ghana



The Coup (32:04) / audio

<http://ndla.no/en/node/71848>



The Coup / flashnode

<http://ndla.no/en/node/70517>

By William Boyd. Dramatised by Tony Coul

(*Early morning - pre-dawn - in a Mid-African state*)

Isaac: Mr Leafy! Mr Leafy! Half-past three!

Morgan: Mmm. What?

Isaac: Half-past three in the morning, sir. Your car be here soon.

Morgan: Oh God ... Yes, yes, Isaac, thank you ... thank you!

Morgan (inner): Home ... going home. Oh yes. After three rotting years in this stinking sweaty country. Goodbye Africa!

Morgan: Ya-hoo!

Isaac: Your car is here, Mr Leafy.

Morgan: Start getting the cases loaded, Isaac. I'll come and ... oh no! It's that bloody old Ford Consul. That's just typical of them to send me that!

Isaac: Sir?

Morgan: I asked for the embassy Mercedes. It's got air-conditioning.

Isaac: This one will get you there sir.

Morgan (inner): Three and a half hours of perspiring, itching hell.

Morgan: Yes, Isaac. I suppose it will.

Peter: Morning, sir!

Morgan (inner): Oh no, not him. My last day and they send me a nasty little car and an idiot to drive it.

Morgan: Morning, Peter.

Peter: Time to go, sir.

Morgan: I can't wait. Everything loaded, Isaac?

Isaac: Everything ready, Mr Leafy. Moses and Abigail wish me to say farewell, and God bless you, sir.

Morgan: Oh, yes ... tell them ... tell Moses I shall always remember his cooking ... and tell Abigail ...

Morgan (inner): I shall always remember her plump sleek body, hmm? No, perhaps not ...

Morgan: ... thank Abigail for all her help about the house. OK, Peter, let's go!

Isaac: Good luck, Mr Leafy!

Morgan: And you, Isaac. (*inner*) I hope my successor is as generous a bastard as me!

(Peter guns the engine. Scratches and gears. And they're off)

Morgan: Peter?

Peter: Sah?

Morgan: Why do they call this the Transnational Highway?

Peter: Because it goes across the nation, sah.

Morgan: It's a death-trap, not a highway.

Peter: It is the best road in the whole country, Mr Leafy.

Morgan: It'd be safer to walk through the rainforest. We've already passed one crashed petrol tanker.

Peter: Accidents will happen, sah.

Morgan: Accidents nothing. Half those bloody drivers are high on kola nuts. I bet that's how we ended up in the jungle.

Peter: Soon you be on your plane.

Morgan: Ah, true. Very true. We're past the half-way mark. My poor old arse can't take much more of these plastic seats.

(Sudden squeal of brakes)

Morgan: Jesus, Peter, now what?

Peter: Er ... soldiers. Something funny here, sah.

Morgan (inner): Oh, my God, a road-block. Tanks.

Peter: They point their guns at us, sah!

Morgan: All right, all right, Peter, don't panic. They'll know this for an embassy car.

Morgan (inner): Please, God.

Peter: He come, soldier come!

Morgan: Sit still. I'll deal with this.

(A rap on the window. It is wound down)

Morgan: Good morning.

Captain: Will you please step out of your car?

Morgan: May I ask - ?

Captain: Step out, please.

(Doors opened)

Captain: Your identity papers, please.

Morgan: Very well. Got them here somewhere ... ah, here we are. You will see from my identity that I am a member of the British diplomatic corps. So. What's going on? Some kind of exercise, is it? Terrorists? Look, I have a plane to catch and I'm already very late.

Captain: The airport is now under the command of the military government -

Morgan: Just a minute, what military government? Oh, no. Oh, my God, no. A coup. It's a coup. Don't tell me. That's all I need, a bloody coup!

(A car drives up. Door slams)

Stevens: Oh, er, good morning, Captain. I'm Stevens. BOAC. The airline. This must be our missing passenger, Mr Leafy. I can vouch for him.

Captain: You will both wait here, please.

Stevens: What on earth are you doing here, Leafy? This place has been like an armed camp since 6 o'clock this morning.

Morgan: I left at four. To allow plenty of time, so I thought. Listen, have I missed my plane?

Stevens: Last one left at midnight, old chap. The airport's been closed ever since.

Morgan: But I've got diplomatic immunity. I'm *official*!

Stevens: Maybe. But Britain hasn't recognized the new government yet. I'd hang on a few days before you start claiming privileges.

Morgan: Hang on? Good God, man, where do you suggest I hang on?

Stevens: If I were you, I'd go to the airport hotel. Show them your ticket and they'll probably charge it all to BOAC. They'll be glad of the custom ... Everyone else's stayed away.

Morgan: Oh Christ ...

Stevens: Don't worry. Few days, they'll lift the radio blackout, the phones'll be back and we'll recognize the new government. You were unlucky to get caught, that's all.

Morgan (inner): Unlucky. Unlucky. Story of my bloody life in this hole.

Morgan: Ah! Captain ...

Captain: You must go back, Mr Leafy.

Morgan: Ah, yes. I shall be going to the airport hotel. OK with you?

Captain: Yes, go, go quickly.

Morgan: Fine. Thank you. Come on, Peter, get us out of here. And be quick!

Peter: Yes, sah! Quick, sah! Sure as hell!

(Car revs up and tears off)

Morgan (inner): I cannot believe this is happening to me. Oh, but why shouldn't it? Why shouldn't it?

Peter: We're at the hotel now, sir.

Morgan: Oh? Oh, yes. God, I've been here before.

Peter: Sah?

Morgan: Maybe it won't be so bad. For a day or so.

Morgan (inner): Was it here? Yes, yes it was ... that fantastic woman with the shoulders - the helicopter pilot. That was a damn close-run thing with her. Mmm ...

Peter: Nice here, sah. You go for swim.

(*Distant gunfire*)

Morgan: What? Yes, yes. Every cloud has a silver lining, Peter.

Morgan (inner): Place'll be full of those tanned women - what are they? Politicians' mistresses? Nightclub singers? Whores? Who cares?

Peter: Nice women sah, too. Rich women.

Morgan: If you say so, Peter. Now, let's get unloaded.

(*Inside the hotel- empty*)

Morgan: Bring the bags in, then you can go.

Peter: Soldier, sah, soldiers!

Morgan: I know. Stop panicking. There's only two. And they're half asleep.

Clerk: Yes? Can I help you?

Morgan: Yes. I need to stay until things get back to normal. Missed my damned plane. Here ... this is my ticket. The airline will be paying.

Clerk: Very good, sir. Please sign here.

Morgan: It's very ... quiet.

Clerk: It is, sir, yes.

Morgan: Where're all the street-sellers that usually clutter up your front steps?

Clerk: They are ... they will no doubt return, sir.

Morgan: So you're not busy?

Clerk: Oh no, sir. Everybody's gone. Last night only eight people. Some gentlemen from Lebanon and Mr and Mrs Schwarzkopf from America. There's your key, sir. You will have to take your own bags to the room, I'm afraid.

Morgan: No problem, Peter can help me.

(*Hotel piped music*)

Morgan: Another whisky, please.

Clerk: Whisky, sir.

Mr Schwarzkopf: Hi! I'm Dan Schwarzkopf.

Morgan (inner): Oh God ...

Mr Schwarzkopf: You speak English?

Morgan: Aah ...

Mr Schwarzkopf: Sprechen Sie Deutsch?

Morgan: No ... er, non ... pardon ...

Mrs Schwarzkopf: He French, Dan?

Mr Schwarzkopf: I guess so. Sure as hell didn't want to speak to us, anyhow.

Mrs Schwarzkopf: Well, we don't speak French, Dan. Oh, but he looks real sad, sitting all by himself over there.

Morgan (inner): Keeping my distance, that's what I'm doing. Start behaving like victims of a siege, all that sharing and suffering, and this really will turn into a nightmare.

(Burst of laughter from the four Lebanese)

Morgan (inner): And I certainly don't want to start buddying up to those four. What are they? Lebanese. Who cares? Finish this drink and ... hey! Who is this?

Jayne: Good evening.

Barman: Good evening, madam.

Jayne: Can I have a ... a Pernod, please. And blackcurrant. And a bottle of mineral water, please. I'll take them back to my room, if that's OK?

Barman: Sure. I'll put these on your bill.

Jayne: Thanks. So, you're behind the bar as well?

Barman: The bar staff ... it's difficult. They can't get through. Soon it will be better. When the new government ... you know.

Morgan (inner): Be still, my beating heart .. oh lovely vision, in your BOAC blue skirt and white blouse ...

Jayne: The sooner it's all over the better.

Morgan (inner): You must be the other guest! Not a nun, not a fat salesman, not some oil company trouble-shooter, but a lovely BOAC stewardess ... My luck must be changing! Blonde ... dyed, but who's quibbling? Not quite my gorgeous helicopter pilot, but -

Mr Schwarzkopf: Er. . . pardon me.

Morgan (inner): No! Go away!

Mr Schwarzkopf: Say, do you have any idea where we can change some dollars? US dollars? Change?

Morgan: Ah desole ... haw ... euh je vous ne comprendre non? Oui? Disdonc, eur, bof, vous savez ha-ha parler pas Anglais. Mmm? Mmm?

Mrs Schwarzkopf: Dan, I told you, the guy is French.

Mr Schwarzkopf: Everyone knows the word "dollar", don't they?

Morgan (inner): Go away, go away, where is she, you're blocking my view, damn you!

Mrs Schwarzkopf: He's looking for someone.

Mr Schwarzkopf: You looking for someone, monsieur?

Mrs Schwarzkopf: Oh, come on, Dan, I'm tired. Let's go to our room.

Morgan (inner): Yes, Dan, go to your room. That's where she's obviously gone. And now my room is where I'm going, I suppose. I wonder if her room's near mine ... ?

Morgan: Night!

Barman: Goodnight, sir!

Mr Schwarzkopf: Say, did that guy say "Goodnight"?

Mrs Schwarzkopf: How could he, Dan? He's French.

Radio: Good morning. This is the third communique from the Provisional Revolutionary government read to you by Colonel G. Ademola. Our forces are winning their battles against the last remnants of the so-called People's Government. It is hoped that the state of emergency can be relaxed in two or three days' time-

Morgan (inner): Wake up, Morgan ... face the day.

(*Burst of machine-gunfire*)

Morgan: Oh no ... Morning!

Clerk: Good morning, Mr Leafy.

Morgan: Any chance of using a phone?

Clerk: They are still, unfortunately -

Morgan: Out of order. Yes. Well, any chance of a drink?

Clerk: Certainly. I will bring you one.

Morgan: A lager, then.

Clerk: Where will you be, sir?

Morgan: Er ... Anyone else out by the pool?

Clerk: Oh yes, the Lebanese gentlemen, Miss Darnley from BOAC -

Morgan: Oh. Ummm, I think I'll have it out by the pool, then.

Clerk: Certainly, sir. Er, Mr Leafy?

Morgan: Yes?

Clerk: Will you please ask your friend -

Morgan: Friend?

Clerk: In the car.

Morgan: That's not my friend. That's Peter, my driver.

Clerk: Please, will you ask him not to use the hotel gardens for his urination.

Morgan: I ... yes, all right.

Morgan (inner): Jesus, I'm not responsible for his filthy habits. Come on, Morgan, let's get this magnificent hulk out into the sunshine and into Miss Darnley's admiring gaze.

Whew ... this is heat. Not staying here longer than's necessary. Now ... towel out. Overweight? No! Beefy.

(*Splash. Swimming*)

Morgan (inner): Aaah ... Look at that ... her body slipping through the water. Perfection. Near enough. Enough for this marooned diplomat, anyway. . . . guns, and sun, and her .. very nice ...

(*She surfaces and climbs out near him*)

Morgan: Morning!

Jayne: Morning!

Morgan (inner): Now, as you walk around .. do what they always do ... that's it! Finger in the bikini bottom, pull the wet fabric out of the crack, oh yes, I do love that .. where's my drink? My mouth's as dry as a desert.

(*Burst of laughter from the Lebanese*)

Morgan (inner): Be quiet! How can you play cards by a swimming pool in the middle of a coup? Well, I shan't have much competition from them. At least, not the fat one. Some of us can hold our bellies in when it's called for. If only my tits didn't move when I did. Jesus, it's hot.

Clerk: Your lager, sir.

Morgan: What? Oh thanks. Here.

Clerk: Thank you sir.

Morgan: I do hope none of that stuff is aimed at us.

Clerk: They are shooting down aeroplanes, sir. Is there anything else?

Morgan: No, no thanks.

Morgan (inner): Unless you can persuade that Lebanese with the chest hair and the moustache to stop eyeing up my girl. If only he weren't so ... slim. And muscly about the chest. Not that I'm fat. "A big lad", my mother called me. And the beergut is down to the university bar.

(*Laughter from the Lebanese. Followed by burst of applause*)

Morgan (inner): Now what are they doing?

Jayne: Bravo!

Morgan (inner): What is going on over there?

(*The clapping becomes rhythmic*)

Jayne: You look like a clown.

Morgan (inner): I don't believe this. Mr Smoothy Chest-Hair is walking on his hands! Like a performing bloody monkey!

Jayne: Hurray! More, more!

Morgan (inner): Don't encourage them! Oh damn, damn!

Abdul (Lebanese): Hup!

(*Splash*)

Jayne: Yeah!

Morgan (inner): How can she? How can she fall for such a cheap trick? Fine, fine, if that's the way she wants it. Two can play at that silly game. (*He swigs his drink*) Ah, that is better. (*His feet slapping on wet poolside*)

Mrs Schwarzkopf: Dan? Dan, who's that going up the diving board?

Mr Schwarzkopf: Diving? Where, where?

Mrs Schwarzkopf: There! Up there. Is that the French guy?

Morgan (inner): One cold beer - good. Two cold beers would have been better. Never mind ... I'll show them ... her ... it's hot and it's high ... They're looking at me ... God, they look small . . . it's a long time since I did this top board ... whew ...

Mrs Schwarzkopf: It's so high. He must be a real diver!

Mr Schwarzkopf: I'm going inside. It's too damned hot.

Mrs Schwarzkopf: Let's just watch him go, Dan.

Morgan (inner): This is silly really. A man shouldn't have to ... to stoop . . . that is, to climb to this level just to get a woman's attention

... But, my God, it works ... look at that, she's watching. She is watching.

Christ, how the hell do you do it - dive? I'll have to ... no, I'll jump. Safer. Jump. There's something on fire over there. Watch, what the - ah!

(Morgan has slipped. His cry is extended as he tumbles rather gracelessly off the board, air rushing past)

Mrs Schwarzkopf: Hey, he tripped or something.

Morgan (inner): Oh, shit ... here comes the water ...

Mrs Schwarzkopf: Uh-oh.

Morgan (inner): ... swallow dive ... arms and legs out ... Oh no ...

(A huge smack as he belly-flops onto the water. Underwater noises. Frantic gasping as he surfaces)

Morgan: Argh!

Abdul: OK, I got him, OK. You OK?

Morgan: Yeah ... yes ...

Abdul: You slip, huh? Big bad belly-flop. Ouch, huh?

Morgan: Yes ... yes.

Jayne: Are you all right? It made an awful sound.

Morgan: Mmm? Yes, sure ... I'm fine .. just ... tingles a bit.

Abdul: You lie down.

Morgan: Yes ... not here ... in ... ah ... my room.

I'm fine, thanks.

Morgan (inner): Oh God! She saw me ...

Jayne: Come on, I'll help you.

Morgan: Argh! ... Really, I'm fine.

Morgan (inner): She saw me ...

Mr Schwarzkopf: Say, is he all right?

Jayne: He'll be all right. I've got some training.

Morgan (inner): Oh, Jesus, what a bloody day. I wanna die. I think I'm going to die.

(Hotel bar)

Barman: You feeling better, sir?

Morgan: Yes, I'm absolutely fine. I'll have another of those, please.

Morgan (inner): To hell with everyone. This one and then to bed. To hell with them all!

Morgan: Oh ... thanks ... cheers.

(A woman's giggles heard from behind a door)

Morgan: What's going on in there?

Barman: That is the Games Room, sir. Table tennis.

Morgan: There's something funny going on ... games?

Jayne: *(Behind door)* Look, that'll do. Your serve ... Look, stop it. Really. Look, come on, it's your serve. Ow! Honestly, cut it out!

No, no, stop it, please!

(Door opens)

Morgan: Would you mind telling me - ah.

Abdul: Ah, it is the famous diver. How do you feel? The belly - is good?

Morgan: Are you all right?

Jayne: Yes, fine.

Abdul: We were playing a game.

Morgan: It looked more like an attempt to bite this woman's shoulder.

Abdul: "Biting"? No. A caress. Relax.

Morgan: My turn to serve, I think, Abdul. Why don't you push off.

Abdul: Well! Is this how I am thanked for pulling you out of the water? Jayne, tell him -

Jayne: Actually, I think it would be for the best.

Abdul: (*A Lebanese curse!*)

(Door slammed)

Jayne: Thanks. He was just getting a bit fresh. No problem. But thanks anyway. I think I owe you a drink.

Morgan: I owe you one for being such an excellent nurse this afternoon. Trust a stewardess to cope. Who are you, by the way?

Jayne: Jayne. Jayne Darnley. You?

Morgan: Morgan, That's my first name. Morgan Leafy. Shall we ... go and have that drink?

Jayne: ... So I had this tummy upset and they wouldn't let me fly. Silly really. So here I am.

Morgan: Here we both are. Strangers in a strange land.

Jayne: Well, not that strange. After all, I've flown this route enough times. And you've obviously been someone special here for a long time.

Morgan: One does tend to get stuck into the place where one's expertise lies.

Morgan (inner): Morgan, Morgan, don't overdo it ...

Jayne: Would you like a cigarette? Menthol?

Morgan: No, no thanks.

Morgan (inner): What excellent breasts!

Jayne: You were terribly brave this morning. So high!

Morgan: Was I?

Jayne: Your dive.

Morgan: Dive. Yes, that. More a kind of uncontrolled rapid descent.

Jayne: I wouldn't have done it.

Morgan: No, well ... So Jayne, what about you? How long have you been a stewardess?

Jayne: Too long. But it makes a change from dull old promotions work in dull old London. What about you?

Morgan: Oh, I've always been a bit of a career diplomat. It's a ... a bit of a family tradition.

Morgan (inner): Don't let the whisky do too much talking, Morgan ...

Jayne: Really? And where were you off to when all this happened?

Morgan: Well ... I shouldn't really say this. It's technically a diplomatic secret ...

Morgan (inner): ... it's technically a total fabrication, but seize the time, Morgan, seize the time.

Jayne: Oh, go on, I won't tell anyone.

Morgan: I'm leaving here for a new posting.

Jayne: Really? Where?

Morgan (inner): Hey-ho. Now or never.

Morgan: Um ... Paris.

Jayne: Paris?

Morgan: Yes, I'm going to be Defence attache at the Paris Embassy.

Morgan: Morgan, be careful ...

Jayne: Ooh Paree. I love Paris.

Morgan (inner): Oh hell, why be careful? She's swallowing it.

Morgan: After that I'm rather hoping for a spot of work at the United Nations. New York. After that - who knows?

Jayne: Yeah! Who knows?

Morgan: My first loyalty of course has always been the diplomatic service. But between you and me ... I've always had a yearning for the cut and thrust of political life.

Jayne: In Parliament? Fantastic!

Morgan: In Government, I think. Foreign affairs most appeals, given my background, of course. Arts and education perhaps - my sister writes plays for the theatre, and I have a cousin who works on a TV arts programme.

Jayne: Really?

Morgan: Yes, he's asked me to do something on it. African primitive art.

Morgan (inner): Morgan, you're almost convincing yourself now ...

Jayne: Pictures. I like pictures too.

Morgan: Artefacts. Yes, it's a bit of a hobby of mine. Why I got them to send me out to this place, of course.

Morgan (inner): As if the bastards would give it a second thought!

Jayne: Do you know something, Morgan? I'm having such a good time tonight. I'm glad the plane had to leave without me!

Morgan: Do you know something, Jayne? I'm glad too. I'm going to get you another of these. What was it? A Pernod and blackcurrant?

Jayne: Well! Last night was really something, Mr Diplomat.

Morgan: Really? Well, I did seem to be getting a message to that effect.

Jayne: Oh God, was I very noisy?

Morgan: Rather. If there were any other guests in these rooms, they'd certainly know by now what we were doing.

Jayne: Sorry! Do you want a cigarette?

Morgan: Er, no thanks.

Morgan (inner): Must you?

(Cigarette lit and she exhales)

Jayne: Do you know something, Morgan?

Morgan: Tell me.

Jayne: I can't believe my luck.

Morgan: Luck?

Jayne: Meeting someone like you. Here. Today. I'd just ... never have thought it ... possible. Someone like ... like you. You know

Morgan (inner): Careful, Morgan, careful.

Morgan: Someone like me? Whatever do you mean?

Jayne: You're special. Your work, your life, oh it's all so interesting. Like you. It's funny, it's almost as if we were fated to meet.

Morgan: Fated?

Jayne: Yes! My tummy bug, your hold-up and the fighting. I think we were meant for each other, don't you?

(She does something naughty to him under the sheet)

Jayne: Hmm?

Morgan: Oh. We do get on rather well, don't we?

Jayne: For people from such different backgrounds.

Morgan: Ooh. When all this is over, Jayne ...

Jayne: Mmm?

Morgan: We should see more of each other.

Jayne: Oh Morgan, yes! Listen, I've got two weeks leave coming up. We could see each other in London. Before you go to Paris. You could introduce me to these famous people you know.

Morgan: What? Oh, yes ... darling.

Jayne: Now, it's time for me to go and get dressed. See you downstairs, eh? The pool? Bye darling?

Morgan: Oh ... er, bye.

Morgan (inner): Bugger now what? I don't know any famous people.

(Hotel lobby)

Stevens: Ah Mr Leafy! Mr Leafy!

Morgan: Yes?

Stevens: You're up at last. You'll be glad to know that the airport has re-opened, and the UK has established diplomatic relations with the new regime. You're flying out on the ... the third flight, 11.45 this morning.

Morgan: At last ...

Stevens: Now, we're getting you all there as quickly as possible. Things are a bit chaotic, to put it mildly. If you could report back to me here in 15 minutes?

Morgan: Fine, fine.

Jayne: Morgan! Hello darling!

Morgan: Good heavens. Jayne. Is that you behind those sunglasses?

Jayne: Little me. Listen, sweetheart, we're on the same plane! Isn't that a stroke of luck? Oh, don't worry. I'll see we get seats next to each other. I've got a friend at the check-in.

Morgan: Oh. Lovely, yes. I must pack. See you.

Jayne: Down here. Bye darling.

Morgan (inner): What is going on? Who is she? One night of ... well, whatever it was it was all right, but it was hardly the most fantastic night of love in a hotel ever. And here I am, like some sailor with a hangover watching his ship steam out of the harbour. Why is she making all these assumptions about me? Organising my life? Calling me "sweetheart"? Yesterday morning I'm an upcountry commissioner desperate to get home to a boring office job in London. Today I'm someone's ... boyfriend? Lover? Oh Morgan ... Why did I lie? Why not just take your pleasure and forget it? Forget her? I can see what's in it for her. She's running out of time. Thirties? A few too many lines, a bit too much make-up. So what am I doing going to meet her parents on Saturday? What am I doing? Fated?

She's right, I damn well am fated!

(Airport)

Jayne: It's a madhouse! Move up dear, make room for a little one. Here.

Morgan: Didn't they have any whis ...

Jayne: No alcohol, only orange juice.

Morgan: It's warm.

Jayne: Oh, stop fussing. We'll be fine once we're on board. Moira got us seats together. Oh, this place is hell, darling. No one seems to know anything, and those bloody military police made me give up all my local currency.

Morgan: Yes, they do that.

Jayne: Are you all right? You look a bit down.

Morgan: Yes, yes. Tired. The heat. This place ... you know.

Jayne: Last night?

Morgan: Er ... probably.

Jayne: Just think, darling, tonight we'll be back in England, having a proper drink. And Saturday, my parents. Then you can show me your flat. And I can meet your friends. Morgan, sweetheart, you're sweating. You should lose a bit of weight.

Morgan: Should I? Should I? Perhaps. You've got yellow on your teeth. From the orange juice.

Jayne: Oh.

Airport: Attention, please. Passengers for BOAC Flight 73 to London Heathrow, departing at 11.45 local time, please assemble at the exit door. Please note that airport buses are unavailable and passengers will have to convey their own hand luggage to the aircraft. BOAC flight 73 to London is now loading. Thank you.

(Airport tarmac)

Jayne: You all right with those bags? Soon be there. Oh look! Sally and Cora!

Morgan: Who?

Jayne: My friends. Stewardesses. Hi! Oh, they must be on our flight. They're a laugh those two. Come on, we'll soon be in the cool. Up the steps and it'll all be over.

Morgan: As the hangman said to the condemned man.

Jayne: You what?

Morgan: Nothing. After you up the steps.

(Distant beep-beeping)

Jayne: Look at that. Some jumped-up little official. You watch, I bet he tries to jump the queue.

(Car stops. Beeps again. Door opens)

Nice looking young chap, though.

Barker: Mr Leafy? Is there a Mr Morgan Leafy here?

Morgan (inner): What? Me? Is he calling me?

Jayne: Here! Over here! Put your hand up, darling.

Morgan: Er, yes ... me. I'm Leafy.

Barker: Ah, Mr Leafy. I'm Barker from the Embassy. Telex for you. Frightfully sorry we didn't get to you earlier. Hope it wasn't too bad in the hotel.

Morgan: "Leafy. Return soonest Nkongsarnba. Urgent you liaise with new military government. Cartwright, High Commissioner."

Good God.

Jayne: Darling, what is it? Bad news?

Morgan (inner): No, no.

Morgan: Yes ... yes. Here.

Jayne: I don't understand. What's this supposed to mean?

Morgan: Duty er ... duty calls, darling.

Jayne: What?

Morgan: I've been recalled. Got to go back upcountry. There's absolutely nothing I can do about it.

Jayne: You can't just leave me, Morgan! What about London? What about us?

Morgan: Orders. No way out, I'm afraid. I'll write soon. I'll explain everything, I promise.

Mrs Schwarzkopf: Hey! I've been listening to you speak. You're British! You said you were French!

Morgan: Ah oui. C'est vrai. Au revoir! Come on Barker, quickly, let's go!

Jayne: Explain what? Morgan!

Barker: I'll come with you to the airport buildings, sir. Then the driver will take you on to Nkongsamba, if that's all right.

Morgan: That's absolutely terrific, Mr Barker. Tell me - this Mercedes - is it airconditioned?

Barker: Oh yes, sir.

Morgan: Oh, that's fine. That is fine. That is wonderful!

(He starts to chuckle)

Barker: Sorry it was such a last-minute rush, sir. We only just caught you.

Morgan: Oh no, no it can't be helped. No that's absolutely all right by me. Absolutely bloody all right by me. Drive on Mr Barker, drive on!

(He chuckles)

The Killers

Forfatter: NRK, Eli M. Huseby

[The Killers \(19017\)](#)



What kind of stories and films do you find exciting? Do you think action and horror are important to make a good story?

This is a story by Ernest Hemingway where his favorite protagonist, young Nick, has to deal with two guys that are more than ready to kill.

Ernest Hemingway (1899 - 1961) started his writing career as a seventeen-year-old reporter in a Kansas City newspaper. During the First World War he volunteered as an ambulance driver in Italy. He was severely injured and spent a long period stuck in a hospital bed. This incident provided the setting for one of his most famous novels *A Farewell to Arms*. The wounded, courageous hero disillusioned by the war and the brutality of modern society soon became Hemingway's trademark. His preoccupation with bullfighting and deep sea fishing is also evident in his stories. As a war correspondent in the Spanish Civil War and a reporter, he developed a particular style of writing characterised by spare dialogues and understatements.

The short story "The Killers" was written in 1926, at a time when the American Prohibition policy against the production, distribution and consumption of alcohol was at its height. This gave rise to the American mafia and criminal activity which flourished in particular in Chicago, where gangster leaders such as Al Capone ruled. "The Killers" is set against this backdrop. The protagonist, Nick, is with his young and vulnerable appearance, one of Hemingway's favorite characters. He appears in many stories in which he is often exposed to cruelty that he has to find a grown-up way to cope with.



The Killers / audio

<http://ndla.no/en/node/19016>



Hemingway



The Killers / h5p_content

<http://ndla.no/en/node/125074>

The Last Leaf

Forfatter: Eli M. Huseby

[The Last Leaf by O. Henry \(10051\)](#)

"The Last Leaf" is a short story by O. Henry. It is set in Greenwich Village, New York City in the last part of the 1800s. Today many associate Greenwich Village with exclusive cupcakes from Magnolia Bakery (*Sex in the City*) and fancy treats at the J-Z owned restaurant The Spotted Pig. O. Henry's story takes us back to a time where the Village was a less prominent address and populated by groups of newly arrived immigrants, bohemians and artists with modest and unreliable incomes.

O. Henry alias William Sydney Porter

(1862 – 1910).

"The Last Leaf" is among the 381 short stories William Sydney Porter produced in New York City. His short stories are reputed for their wit and surprise endings. The author known by his pen name O. Henry was born in North Carolina in 1862 and died in 1910. When he was three years old his mother died from tuberculosis, the disease that was commonly known as consumption. Later on this cruel disease also demanded his wife's life. As a boy he loved reading, with *A Thousand and One Nights* ranking as his favorite.



His career included jobs such as magazine editor, draftsman and bank accountant, but it somehow always included writing. His writing got kick-started when he moved to New York City in 1902 and this city provides the setting of "The Last Leaf". Get ready to meet the City at the turn of the 20th century when poor artists crowded the streets of Greenwich Village.

Where are ivy vines often found? What do you think characterizes this plant? What does it symbolize in the story?



The Last Leaf / audio

<http://ndl.no/en/node/15591>



The Last Leaf / h5p_content

<http://ndl.no/en/node/125069>

Who Says What?



The Last Leaf - Multiple Choice / h5p_content

<http://ndla.no/en/node/123854>

Comprehension

1. Why did artists want to settle in Greenwich Village?
2. How did Sue and Johnsy become room mates?
3. Give a description of Mr. Pneumonia.
4. What did the doctor recommend for Johnsy to recover?
5. How does the doctor demonstrate his low regard for painting?
6. What did Johnsy count and why did she do it?
7. How does Sue try to persuade Johnsy to stop thinking that she was going to die?
8. Who is Mr. Behrman and why does Sue see him?
9. Why does Johnsy command Sue to open the green shades? Why are they both taken by surprise?
10. What caused Mr. Behrman's death?

More tasks in related menus.

The Leaving (Vg 2)

Forfatter: Eli M. Huseby
[The Leaving \(83169\)](#)

This is a dialogue from the short story *The Leaving*:

Pa: Shut yer mouth, woman, and git my supper!

Ma: My name - my name is Elizabeth.

What attitudes and values are revealed in this dialogue?

Budge Wilson is a Canadian writer highly acclaimed for her young adult books. She was born in Nova Scotia but spent many years in Ontario before she decided to go back to her birthplace. When she picked up writing late in life, she could look back upon careers ranging from fitness instruction, commercial art, photography and teaching.

On our educational web site we have two short stories from her collection *The Leaving* (1990). This is the title story, *The Leaving*.

Set somewhere in rural Canada in the 1960s this dramatized short story depicts a family run along unreflective and suppressive lines. In their crude and primitive way of life family communication is reduced to a shouting match among the menfolk and the women are humiliated into drudgery.



Mother and daughter



The Leaving (19:26) / audio
<http://ndla.no/en/node/76065>



The Leaving / h5p_content
<http://ndla.no/en/node/125110>

The Metaphor (VG1,2)

Forfatter: Eli M. Huseby

[The Metaphor \(49932\)](#)



The Metaphor is a short story about a teacher who is adored by her young pupils. She is not so "cool", though, when she is supposed to teach senior high school students. What has happened?

Do you have a favorite teacher? How would you describe him or her? Find at least five adjectives that describe a good teacher.

Budge Wilson is a Canadian writer highly acclaimed for her young adult books. She was born in Nova Scotia but spent many years in Ontario before she decided to go back to her birthplace. When she picked up writing late in life, she could look back upon careers ranging from fitness instruction, commercial art, photography and teaching. The short story below is from her collection *The Leaving* (1990) and may mirror experiences from her formative years in high school or her own career as a teacher.

Miss Hancock teaches Charlotte and her junior high school mates about figurative language and introduces them to the metaphor. In the seventh grade Miss Hancock is a heroine. But what happens when Charlotte's childhood heroine re-enters her life in senior high?

Used with permission from *Penguin Group*.



Do you think that Picasso's portrait has a resemblance to Charlotte's teacher?
Picasso



The Metaphor / h5p_content

<http://ndla.no/en/node/125108>

The Moment Before the Gun Went Off (VG1,2)

Forfatter: Åse Elin Langeland, NRK

[The Moment Before the Gun Went Off \(3555\)](#)

The South African policy of apartheid, of separating whites, blacks and coloured, gradually came to an end in the early 1990s and Nelson Mandela became the first president in the new South Africa based on majority rule. As a system of political oppression apartheid existed for more than 50 years. The system was put under pressure from the outside and it was fought from inside South Africa. Militant blacks were one group fighting it. Another grouping consisted of radical and liberal whites who openly voiced their criticism. Among these, Nadine Gordimer played a prominent part in her writing. Her political visions of a post-apartheid South Africa led to the banning of several of her books. However, despite the censorship of South Africa she received the Nobel Prize for Literature in 1991.



Nadine Gordimer

In the following short story by her, set in the years preceding the fall of apartheid, Marais van der Vyver, a white South African, shoots one of his black farm labourers and kills him. The death attracts considerable publicity, and Marais soon discovers there are a lot of people who have their own interpretation of the events. But there is one fact they could never guess - and which he can never tell them.



The Moment Before the Gun Went Off / audio

<http://ndla.no/en/node/7107>



The Moment Before the Gun Went Off / h5p_content

<http://ndla.no/en/node/125078>

Tasks and Activities



The Moment Before the Gun Went off - Fill In / h5p_content

<http://ndla.no/en/node/128229>

[The Moment Before the Gun Went Off - Tasks](#)



Prepositions - crime / h5p_content
<http://ndla.no/en/node/123870>

The Secret Life of Walter Mitty

Forfatter: Eli Huseby

[The Secret Life of Walter Mitty \(10328\)](#)

Pre-reading activity:

What are daydreams?
Are they important?
Do they have a function at all or are they just a waste of time?
Close your eyes for 2 minutes and enjoy a daydream.

James Thurber (1894 - 1961) was an American author, journalist and cartoonist widely recognized for his wit and satirical humor. Walter Mitty was one of his favorite characters, appearing for the first time in a story published in New York magazine in 1939.

James Thurber's sense of humor was evident in all his work. His cartoons were notable for their simple lines.

Picture:

All right, have it your way - you heard a seal bark!
(Thurber Cartoon glsims99)



Thurber Cartoon

The Secret Life of Walter Mitty

By James Thurber. Dramatised by Diana Reed.



The Secret Life of Walter Mitty / audio
<http://ndla.no/en/node/19008>



The Secret Life of Walter Mitty / h5p_content
<http://ndla.no/en/node/125080>

The Snail-Watcher

Forfatter: Eli M. Huseby
[The Snail-Watcher \(5194\)](#)

Have you seen Matt Damon as Mr. Ripley in *The Talented Mr. Ripley*? The movie is based on Patricia Highsmith's psychological thriller by the same name. Here is a short story by the same author. Be prepared to be scared!

Patricia Highsmith (1921 – 1995) was an American author acknowledged for her psychological thrillers, many of which have been adapted to film, and her macabre and satirical short stories. Her preoccupation with the human mind and mental disorders was ignited when she was a little girl. She was not very sociable. When asked about her lacking social skills, she is reported to have commented: "My imagination functions much better when I don't have to speak to people." She preferred the company of animals to humans.

Her most famous character, the amoral murderer Mr. Ripley, appeared in five novels and he was immortalized in the 1999 film *The Talented Mr. Ripley*, with Matt Damon playing Mr. Ripley. Readers and viewers often find Patricia Highsmith's plots highly disturbing due to her ability to transform the abnormal into something plain and normal.

The short story *The Snail-Watcher* is a brilliant example. With the Iberian snail invading gardens and sidewalks, a lot of people are exposed to the slimy creatures and some are so intent on eliminating them that they may seem obsessed. In this short story the protagonist is fascinated by snails, he just loves them.



Matt Damon as the
Talented Mr. Ripley



Snail

Does this picture give you the creeps? It definitely will after reading about Mr. Knoppert and his love of snails.



The Snail-Watcher / h5p_content
<http://ndl.no/en/node/125106>

The Sun in my Eyes (VG2)

Forfatter: Jan-Louis Nagel

[The Sun in My Eyes \(84893\)](#)

Pre-reading: Allied forces are involved in many military operations in different countries around the world. UN peace keeping forces, allied EU efforts and NATO operations are examples where the western world has intervened in a conflict, either to protect civilians or to help overthrow a totalitarian regime. To some it might be an opportunity for some action and adventure, others are dedicated to the mission and feel they contribute to peace and democracy in the world.



A US soldier looks from a roof top
during a mission

1. What do you think it is like to join these forces, and fight in a distant country for a cause you may not even identify with?
2. The soldiers go through intensive training before they leave, simulating all sorts of situations. But how can you be prepared for the unexpected?



The Sun in My Eyes / h5p_content

<http://ndla.no/en/node/125083>

Comprehension

1. Where do you think this story takes place? Give reasons for your answer.
2. What does the Captain mean by saying "to satisfy the wolves out there"?
3. What were the narrator's reactions to what happened?
4. What did he think of the help he was offered?
5. What were his "demons"?
6. At the end he speaks of an alternative. What do you think that might be?

Literary analysis

1. What do you see as the turning point of the story?
2. Describe the setting.
3. What do you think is the theme of the story?
4. Discuss symbolic elements.
5. Comment on the title of the story.

Vocabulary

Find the expressions / words that are used in the text with the following meanings:

1. Someone who fires his gun quite easily
 2. On the loose, free to walk about
 3. A bait
 4. Classified information about military activity
 5. Recordings on film
 6. Pretending for training
 7. Salvation
-
1. Trigger-happy cowboy
 2. At large
 3. Decoy
 4. Intelligence
- Discussion
1. Give some examples of external intervention in internal

- 5. Footage
 - 6. Simulating
 - 7. Redemption
- conflicts, and discuss the effect the interference had on the outcome of the conflict.
- 2. What motives do you think young people have who sign up for missions in a foreign country?
 - 3. What is meant by "post-war trauma"? Search the net and find examples, facts and figures.
4. When western forces have intervened in internal conflicts (e.g. Iraq and Afghanistan) it is usually to contribute to establish what we could call a western concept of democracy. In what way can that be problematic?

The Tell-Tale Heart

Forfatter: Eli Huseby

[The Tell-Tale Heart \(5033\)](#)

Introduction

If you like stories that give you the creeps, Poe's *The Tell-Tale Heart* will not let you down. However, you should be warned right away - this short story is not for wimps!

Edgar Allan Poe was born in Boston, Massachusetts in 1809. When he died as a 40 year old, he had accomplished reinventing the Gothic tradition of horror tales and thrillers, recreating detective stories and introducing the short story as a new genre. His poetry includes masterpieces such as "The Raven" and "Lenore" where he explores death and the psychological depths of the human mind. Sadly, his source of inspiration may have been his tragic and hectic life. He lost his parents before he turned 3 and had to struggle to overcome disease and poverty. His short life may be blamed on his disastrous addiction to gambling and drugs.

The exploration of death continuously preoccupied Poe. *The Tell-Tale Heart* is no exception.

If you want to read another Poe text, you may follow the link to "The Raven" in the link collection.



The Tell-Tale Heart / audio

<http://ndla.no/en/node/5039>

conceive	danne
vulture	gribb
caution	forsiktighet/varsemd
dissimulation	forkledning
door latch	dørvrider/dørvridar
wex	skake opp
profound	dyp/djup
sagacity	visdom,klokskap
chuckle	humre
pitch black	bekmørk
shutter	vindusskodde/skodde på vindauge
hearken	lytte oppmerksomt/lyde oppmerksamt
groan	grynte
stifle	holde tilbake/halde tilbake
chirp	pip
mournful	sørgelig/sørgeleg
envelop	omslutte/slutte om
crevice	sprekk
stealthily	listig
dim	disig
ray	stråle
fury	raseri
refrain	avstå

muffled	dempet
precaution	forsiktigheitsregel
concealment	skjuling
wane	svinne
dismember	dele opp
labor	streve
scantling	planke
suavity	høflighet/høflegheit
cunningly	utspekulert
lodge	registre
depute	beordre
premises	sted/stad
fatigue	tretthet/vere trøytt
audacity	overmot
vehemently	intens
trifle	bagatell
agony	pine
villain	skurk
hideous	stygg



The Tell-Tale Heart / h5p_content
<http://ndla.no/en/node/125081>

Suggested Further Activity

After reading and listening to the short story, try these tasks:

[The Tell-Tale Heart- Tasks](#)

Tony's Story (VG1,2)

Forfatter: Leslie Marmon Silko, The Wylie Agency
[Tony's Story \(20439\)](#)

Leslie Marmon Silko (1948) is a writer of Native American ancestry. She was brought up in a Pueblo reservation in New Mexico where her ancestors had spent their lives. Here she became familiar with old legends and myths that were handed down from one generation to the next. This is an important backdrop for her novels, short stories and poetry. With her debut novel, *Ceremony*, she was considered the first Native American woman novelist.



Police Car



Tony's Story / h5p_content
<http://ndl.no/en/node/125105>

Novels

Two Kinds

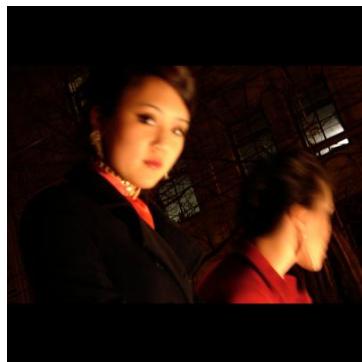
Forfatter: Celia Suzanna Sandor

[Two Kinds \(9480\)](#)

Teenagers may disagree with their parents on a number of issues such as marriage and education. Parents want what is best for their child, yet their child may feel the opposite. Why do these misunderstandings occur?

Do you feel that these issues are relevant for teenagers from all cultures or does it only apply for Chinese American mothers? Look up the definition of Tiger Mothers before you start reading. Is Jingmei's (the main character) mother a Tiger Mother?

Amy Tan was born in Oakland, California in 1952 to Chinese immigrant parents. A common theme in her work is cross-cultural conflicts, the tensions and challenges experienced by people living their lives between two cultures. Another is the sometimes rocky relationships between mothers and daughters. *The Joy Luck Club*, published in 1989, was an instant success; it was made into a blockbuster film in 1993. Her most recent books include *The Bonesetter's Daughter* (2001), and *Saving Fish from Drowning*, from 2005.



Two Kinds

In the short story "Two Kinds", a Chinese immigrant mother sees the accomplishments of her American born-and-bred daughter as proof of her own successful adaptation to her new country, believing that anything is possible in the USA. As it turns out, however, the daughter has a will of her own and wants to go her own ways.

Chi
cer
im
ation to the USA goes back a long way. In the middle of the last
century coolies were brought over to help build the transcontinental
railway connecting the eastern and western states. Such vast numbers of Chinese
immigrants came that legislation barring Chinese from entry was passed
by Congress in 1882. About sixty years later, during World War II, these laws
were repealed, and the civil war in China leading to the Communist take-over in
1949 made new waves of Chinese immigrants seek refuge in the USA.

Two Kinds - audio / audio
<http://ndla.no/en/node/7370>



Two Kinds, Part One / h5p_content
<http://ndla.no/en/node/125085>



Two Kinds, Part Two / h5p_content
<http://ndla.no/en/node/125086>

A Long Way Gone (VG2)

Forfatter: Karin Søvik

[A Long Way Gone \(99873\)](#)



My new friends have begun to suspect I haven't told them the full story of my life.

"Why did you leave Sierra Leone?"

"Because there is a war."

"You mean, you saw people running around with guns and shooting each other?"

"Yes, all the time."

"Cool."

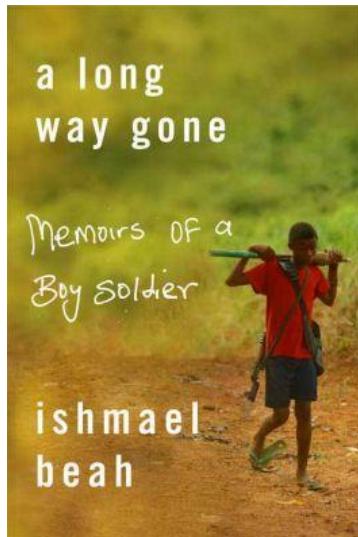
I smile a little.

"You should tell us about it sometime."

"Yes, sometime."

A Long Way Gone (2007) is a profoundly moving book that was written by Ishmael Beah, a young man from Sierra Leone. The story Beah tells is a true story about his life as a child soldier during the civil war in his home country. This is a story that will stay with you long after you have finished the book.

12-year-old Ishmael Beah lives a fairly happy life in Sierra Leone until the civil war breaks out and he is forced to run for his life. He is alone, separated from his family, and he wanders a land rendered unrecognizable by violence.



By the age of thirteen he is forcefully recruited by the government army. During the next two years Beah, a gentle boy at heart, finds that he is capable of truly horrendous acts. He is trained to kill his enemies in the most brutal ways; something that at first seems impossible but later becomes a habit.

In the book we follow Beah through the years as a child soldier in Sierra Leone. We also see him through the period after he is released by the army and sent to a UNICEF rehabilitation center. Here a new struggle begins; the struggle to re-enter civilian life and to regain his humanity. And finally we follow him to the USA where he now lives. He is today a student, writer and a human rights activist.

This NRK interview (13 min) introduces you to Ishmael Beah, his previous life and his present life.

A Long Way Gone – Excerpt

[A Long Way Gone](#)

Working with the Book

After having read the first few pages of the book, what was your first impression? As you continued to read the story, did your first impression about the book change? If so, why?

1. Comment on the meaning of the title: *A Long Way Gone: Memoirs of a Boy Soldier*.
2. Where and when does the action take place? How does the setting change throughout the book? Describe the social and political context of the book.
3. Ishmael Beah is a dynamic character. Describe how he changes during the book, and comment on the development he goes through.
4. What does he remember about his father, mother, brothers, grandfather, grandmother, and other relatives? In what context do these memories occur? What do these memories tell us about Beah himself and about his culture?
5. Who does Beah consider to be important to him on his journey through Sierra Leone and in New York? Why are these people important? There are some people that Beah can never forget. Who are they?
6. Why are there so many boys and men mentioned in Beah's memoir, and so few girls and women?
7. Are the government soldiers and the RUF members ever described in a positive way? If so, how? What stands out in Beah's memory about these people?
8. How would you describe the basic plot of the memoir? Describe at least one event in the novel that made an impression on you. Why do you remember this particular part so well?
9. Does the narrative progress chronologically? When does it diverge from a straightforward, linear progression?
10. Comment on the language Beah uses. Can you say anything about his vocabulary, use of imagery or tone / feeling of the story?
11. The book's graphic depictions of violence are numerous and unsettling. What is your emotional response to reading about so much violence? We often see violence in films, video games and on the evening news. What do you think is most disturbing: seeing it on film or reading descriptions of it by the person who committed the atrocities?
12. Why do you think Beah is so detailed in his description of the violence that colored his life for 3 years? If he had spared the details, how would that have changed your perception of the book?
13. In your view, what is the main message of the memoir? What do you think Ishmael Beah is trying to teach us?
14. Explore these themes and explain in what way they are relevant to *A Long Way Gone*.
 - Family and community
 - Loss and suffering
 - Redemption
 - Death and life
 - Friendship
 - Hatred and revenge
 - Forgiveness and compassion
 - Happiness
 - Survival
 - Growth and growing up
 - Governments and politics
 - Leaders and followers
 - Remembrance and memories
 - The present, the past and the future
 - Nature, the Natural World, Mother Nature

See also [Working with Novels](#)

Useful Sources

[A Long Way Gone – Macmillan](#) . Study Guide, excerpt from audiobook, about the writer.

A Mixed Marriage (Vg2)

Forfatter: Åse Elin Langeland

[A Mixed Marriage \(76700\)](#)



What is a mixed marriage? Why can a mixed marriage be challenging?

This radio play is an adaptation of a novel by New Zealand writer Patricia Grace. It gives you an idea of some the challenges that might arise in a mixed marriage. Ripeka, a Maori, marries Graeme, a Pakeha, but living in the city, Ripeka finds that she is homesick for her family and traditional life.

The Maori, a Polynesian people, were the first inhabitants of New Zealand. Today they share the land with the descendants of Europeans who came to the islands centuries later. The Maori call their neighbors of European descent Pakeha. Marriage between Maori and people of European descent has become increasingly common in New Zealand.

Patricia Grace is a New Zealand writer and an important figure in the rise and development of Maori fiction. Born to a Maori father and a European mother, Grace identifies herself as Maori. She is considered the first Maori woman writer and has given voice to the Maori people's distinct culture revealing to the larger world what it means to be Maori. Her books are strongly influenced by the Maori oral tradition.

This radioplay, *A Mixed Marriage* is an adaptation of her novel *Mutuwhenua: The Moon Sleeps* (1978). It examines the marriage between Ripeka, a Maori woman and Graeme, a Pakeha.



A Mixed Marriage 1 / audio

<http://ndla.no/en/node/70484>



A Mixed Marriage, Part One / h5p_content

<http://ndla.no/en/node/125082>



A Mixed Marriage 2 / audio

<http://ndla.no/en/node/70480>



A Mixed Marriage, Part Two / h5p_content

<http://ndla.no/en/node/125079>

Further Reading

[The Maori](#)

From New York to Limerick and Back

Forfatter: Eli M. Huseby

[From New York to Limerick and Back \(69961\)](#)

Frank McCourt opens his autobiographical novel, *Angela's Ashes*, with a startling statement: "Worse than the ordinary miserable childhood is the miserable Irish childhood, and worse yet is the miserable Irish Catholic childhood." To really digest this statement, you should listen to the text below which is based upon his novel *Angela's Ashes*. Here he recounts his childhood memories from the streets of Limerick, Ireland in the 1930's and early 40's.

Frank McCourt (1930 - 2009) was an American Irish writer and teacher. He was born in Brooklyn, New York, during the Depression years. His parents, Angela and Malachy were poor Irish immigrants. As the Depression really took hold, it became impossible for his parents to make a living in the New World, and they had to swallow their pride and return to Limerick, Ireland. Here the McCourts sank even lower into poverty and had to face humiliation and prejudice. Frank's father with his background from Northern Ireland is met with hostility and suspicion in the newly founded Republic and the refuge he seeks in alcohol does not make it any easier. *Angela's Ashes* (1997) is the story as observed by Frank, about his poverty-stricken family from the early 1930's until Frank returns to the USA as an eighteen year old. It was adapted to film in 2000.



Crowded Street in Limerick, Ireland
in the 1920s



From New York to Limerick and Back, 43:24 / audio

<http://ndla.no/en/node/7905>



From New York to Limerick and Back, Part One / flashnode

<http://ndla.no/en/node/70553>



From New York to Limerick and Back, Part Two / flashnode

<http://ndla.no/en/node/70555>

From New York to Limerick and Back -
Tasks

Part 1

Comprehension

Do the multiple choice task in the link collection.

Discuss

1. What makes Frank say that "the miserable Irish Catholic childhood" is the worst of all childhoods? Do you agree?
2. Push and pull factors are often mentioned in context with immigration. Based on the text, what do you think were the McCourts' push factors that eventually led to their departure from Brooklyn and return to Limerick, and what were the pull factors? If you want further information about push and pull factors, try this link [Waves of Immigration](#).
3. Compare the life of the family in Brooklyn with their situation when they returned to Ireland. What do you think made it so difficult to cope in Limerick?

Find out

1. Use the web to trace the background of Frank's father (Malachy McCourt) from County Antrim and Frank's mother from Limerick (her maiden name was Angela Sheehan).
2. Compare the background information about Frank's parents. How do their backgrounds differ?
3. Use your findings about Frank's father and his background from the North. What makes him an outsider in the south (the Republic of Ireland)?
4. Frank's father is obsessed with Irish heroes. Study the text and find information about his heroes. What does this reveal about Irish history?

Part 2

Comprehension

1. How does Frank's mother cope with her situation? Take into account her attitude to
 - the church
 - charity organisations
 - her husband
2. Unable to find work in Limerick, Frank's father decides to go to England to work in the munitions industry during the war.
 1. What makes this a hard decision for him?
 2. How does he justify it?
 3. Describe the plight of his family while he is England.
3. Frank helps out.
 1. What happens to Frank while his father is in England?
 2. How is he able to help out his own family?
 3. What advice does he get from Mr Hannon, his employer?

Tasks Based on the Whole Text

Literary Analysis

1. What is the point of view in *Angela's Ashes*? How does that affect the text? Can we trust the protagonist's judgements?
2. Analyse how Frank looks upon his parents.

See *Characters and Characterization* and *Point of View* in the link collection.

Find Out

1. Information about the political division of Ireland and why the country was divided in 1922.
2. What is the present situation?
3. Limerick is not only a place name. What else is it? Explain.

Write

1. Use impressions from your study of *From New York to Limerick and Back* as a source of inspiration to compose your own limerick.
2. In an exam paper from 2006 the candidates were given the assignments provided below. It refers to "Vedlegg", but you can use *From New York to Limerick and Back* as a basis for your work.

Frank McCourt, a son of Irish immigrants to America, was born in New York, but his family decided to move back to Limerick when he was a small child. After years of misery in Limerick he decided to return to the country where he was born.

- Based on the text extracts in "Vedlegg" and your knowledge of immigration to the English speaking world, explain the protagonist's contrasting illustrations of Limerick and New York.
- Write an article where you discuss problems and opportunities facing poor immigrants living in the USA or the UK today.

(Utdrag fra Utdanningsdirektoratet, eksamensoppgaver V06, engelsk 1+2)

Into Exile (VG1,2)

Forfatter: Åse Elin Langeland

[Into Exile \(13084\)](#)

This short radio play is based on Joan Lingard's novel, *Into Exile*. Joan Lingard, who was brought up and lived in Belfast until the age of 18, has used the conflict-torn capital of Northern Ireland as a setting in three of her most successful novels, *The Twelfth Day of July*, *Across the Barricades*, and *Into Exile*.

The two main characters in *Into Exile*, Sadie and Kevin, both 17 years old, have fallen in love across the religious divide of their native Belfast. Faced with disapproval from friends and family alike, they decide to go into exile and build their future in England.

Into Exile is set in the period of violence and terrorism known as The Troubles.



Old Belfast Ferry



Into Exile / audio

<http://ndla.no/en/node/7415>

Into Exile

Part 1

Narrator: Kevin McCoy went on his own to the 10 o'clock mass. As he left the church, the priest at the door smiled.

Mulcahy: Good morning. New to London, aren't you?

Kevin: I came over from Belfast three days ago, Father.

(*Kevin is 17 and has a Belfast city accent. He is a quiet and thoughtful boy who carries his responsibilities with earnest considered care. Mulcahy is fifty and Irish too but from the Republic - he is a Cork man.*)

Mulcahy: Yes. I thought I hadn't seen you here before. Are you a student, ... er?

Kevin: Kevin. Kevin McCoy. No - I'm working on the building sites. For my sins.

Mulcahy: That'd be hard work and no mistake.

Kevin: Yes, Father. But it's only till I get something better. The wife was a student. Back home like. She's got a job in a dress shop.

Mulcahy: You seem on the young side to be married, Kevin.

Kevin: I know. Everybody says that.

Mulcahy: I'm sure you knew what you werer doing. Your wife is not with you?

Kevin: She's a Protestant.

Mulchay: I see. In Northern Ireland you'd be expected to hate each other, not fall in love.

Kevin: Our parents were dead against it. The only way we could be together in peace was to come away, like.

Mulcahy: I see.

Kevin: We ran off and got married in Scotland, then came down here.

Mulcahy: What age is she?

Kevin: Seventeen. We both are. But we're really happy. Of course, we miss home, sometimes, but we're left in peace here. Sadie's her name.

Mulcahy: Sadie? That's a fine Irish name.

Kevin: Oh, she's Irish alright. She's got the red hair and the temper to go with it.

(They both laugh)

I'd better get back for my breakfast or there'll be trouble.

Sadie: At last! I was beginning to think you weren't coming back.

Kevin: Where did you think I'd go, then? Buckingham Palace? I brought your Sunday paper. What's the matter? You've been crying!

Sadie: I just get scared sometimes.

Kevin: There's nothing to be afraid of here, Sadie.

Sadie: I was worried about you. You said you'd be straight back.

Kevin: I was talking to the priest.

Sadie: I might have known.

Kevin: I told him I'd married a Prod and d'you know? He never blinked an eye. It's different over here alright.

Sadie: You needn't have told him our business. D'you fancy ham and eggs?

Kevin: I certainly would. I'm starved.

Sadie: Sit down, I'll get it for you. If you left me I don't know how I'd cope all alone in London. All I've done since you went is look out the window. It's not much of a view.

Kevin: I'd never leave you, Sadie.

Sadie: I know you wouldn't. Not on purpose, but ...

Kevin: We're safe here. Nobody cares who we are or what we are in London.

Sadie: Don't I know it! Those girls in the pub last night? Move the paper while I lay the table. I wouldn't be seen dead in hot pants.

Kevin: You've good enough legs.

Sadie: (*Pleased and embarrassed*) Shut up!

Kevin: You have. You're a fine looking girl, Sadie.

(*Newspaper opening as Kevin settles to read the paper*)

I see there have been more riots overnight. Falls Road and the Cromlin. The priest this morning called Northern Ireland "that poor unhappy land". He's right...

Sadie: My Dad says the only good priest is a dead priest.

Kevin: He's an intolerant idiot - just like mine. Never trust a Prod. That's what he says.

Sadie: They only say what their fathers said before them. The North was always a divided society. That's what Mr Smith, my form teacher, said before he got the sack for being too political.

Kevin: It's time people began to think for themselves.

Sadie: Why don't you?

Kevin: What?

Sadie: I don't go to church every Sunday. I don't see why you have to.

Kevin: I don't have to.

Sadie: You do. Your mother told you when you were a wee boy you had to. Your mother wouldn't like it if you didn't go ...

Kevin: That's not why I go.

Sadie: You told me yourself how upset she gets when you miss Mass.

Kevin: I know but ...

Sadie: You're as brainwashed as the rest.

Kevin: I'd hardly have got involved with you if I was.

Sadie: Okay - you're not the worst of them.

Kevin: I feel better if I go - that's all.

Sadie: (*Recedes and laughs*)

Kevin: What are you laughing at?

Sadie: Me. Cooking you ham and eggs. I'm doing what my old rna used to do - 'cause it's Sunday.

Kevin: D'you miss Belfast?

Sadie: We'll get used to London. The main thing is we're together with nobody to call us names or threaten us.

Kevin: I wish we could at least visit now and then. See our families. Brede said in her letter that Ma wasn't too good.

Sadie: You told me.

Kevin: Hey, look! The sun's breaking through. It's going to be a nice day. What d'you say we explore London?

Sadie: Pretend we're tourists, you mean?

Kevin: Why not?

Sadie: I have to get our work clothes ready for the morning.

Kevin: We can do all that tonight.

Sadie: Alright! You're on. You're not a bad lad, Kevin McCoy.

Narrator: Sadie was glad to be out. She hated their small dingy room at the top of that dirty old house. The day they moved in she'd bought a bright red rug and two yellow mugs to brighten it up. But it was still a dismal little room with torn curtains and faded wallpaper. Sadie looked at Kevin's kind, strong face. Whatever else, she didn't regret marrying him. It was this city she hated. It was too big - too unfriendly, after the small familiar streets of Belfast.

That afternoon in the park, the sun shone and they sat listening to the band. Later they had an ice cream and lay on the warm grass dreaming that one day they'd have enough money to buy a big, posh house in Kensington. It was evening when the time came to return to reality.

Sadie: Come on slow-coach! I'll race you up the stairs.

Kevin: You're on! I was 100 metre champion of St Joseph's Junior, so I was.

Sadie: 100 centimetres is more like it.

(They laugh as they approach the door but stop suddenly as they see something is wrong)

That's funny - the door's open. I thought we'd locked it. Oh my God.

(Breaks off horrified)

Kevin: Oh no!

Sadie: How did they know, Kevin? They must have followed us here. *(Cries)*

Kevin: Shush! This has nothing to do with Belfast. We've just had a visit from a burglar. It's a break-in - it could happen to anyone.

Sadie: *(Looking around the room, frantically)* Turned everything upside down. My rug! It's gone. And all my records! I want to go home. Let's go back to Belfast and take our chances.

(Sadie weeps bitterly and Kevin holds and tries to comfort her)

Kevin: It's only things. It's not important. We'll replace them. Sadie, we're alright. We've got each other, that's the most important thing.

Sadie: I just want to go home.

Kevin: We'll talk about it in the morning. Let's clear up this mess.

Narrator: They slept badly that night. In the morning, Sadie discovered more things that had been stolen.

Sadie: What'll Miss Cullen say at the dress shop when I turn up for work in jeans?

Kevin: It's lucky we weren't out swimming. You'd have to have gone in your swimsuit.

(Sadie and Kevin manage to laugh but it is an effort)

At least they never took my old radio.

Sadie: Are you surprised? Look at the state of it.

Kevin: I just want to hear the news.

Reader: (*Distort*) ... were on the streets, and rubber bullets were fired. Several youths were arrested.

Kevin: Guess where she's talking about?

1st radio newsreader: Also in Belfast last

(*Radio switched off*)

Kevin: We can't go back.

Sadie: I know. Come on or we'll be late for work.

(*Interior of a busy transport cafe in London*)

Craig: Here, I got you a tea.

Kevin: Let me pay you.

Craig: It's on me, son. Cheers. Is that all you're eating? A cheese roll?

Kevin: Forgot my sandwiches from home - bit of a rush this morning - one way and the other. So what's this news?

Craig: (*Eating*) It's not good. The boss says we only need five lads next week.

Kevin: Five labourers? (*Realisation*) Oh. You mean ...

Craig: Sorry, Kevin. You finish on Friday.

Kevin: Not my week obviously.

2nd radio newsreader: Over night in Belfast 13 people were killed and thirty other people were injured, four of them seriously, in bomb blasts, house burnings and sporadic violent incidents between security forces and stone throwing demonstrators. The night of violence began when a car bomb went off.

Craig: At least you're well out of that lot.

Kevin: Yeah. I worry about my family back there, though, every time I hear the news.

Craig: Cheer up! A strong lad like you will soon find another labouring job.

Kevin: I'm not sure I want to.

Sadie: We've got money in the bank. And my money from the dress shop is enough to pay the rent. Will you stop mucking about with that old radio and listen.

Kevin: I am listening. There - I fixed it.

(*Click of radio switched on*)

I've got to go out tonight, Sadie.

Sadie: Out where?

Kevin: Just out. I have to see someone.

Sadie: We never used to have secrets.

Kevin: I'll not be long, I promise.

Sadie: Be as long as you like. (*Angrily*) Only don't expect to see me when you get back.

(*Sadie opens the wardrobe door and searches through/or her coat*)

Kevin: What?

Sadie: I can go out too, you know.

Kevin: Sadie ...

Sadie: You don't think I'll sit in here waiting for my lord and master to return, do you?

Kevin: Sadie, will you listen ...

Sadie: Excuse me ... I want to get my coat.

Kevin: I said I'd not be long. (*Grabbing her*) Where'll you go? You don't know anybody here.

Sadie: That's what you think.

Kevin: I'm only going to see Father Mulcahy.

Sadie: The girls at the shop are going out tonight for a drink. If I go now I'll catch them at Piccadilly Circus.

Kevin: Sadie, wait ...

Sadie: If you'd rather spend the evening with your precious priest than me - you go right ahead!!

Kevin: Sadie! (*Door opens and slams*) Sadie!

(*Priest's house; writing an address*)

Mulcahy: Whether it'll pay as much as labouring on the building sites, now, Kevin, I don't know.

Kevin: That doesn't worry me, Father, if I can learn a trade.

Mulcahy: (*Hands him the note*) There's his number. He's expecting you to ring.

Kevin: Oh, thanks Father. I really appreciate this.

Mulcahy: Not at all. When Mr Davies said he was looking for a bright young lad to learn the TV repair business - you came immediately to mind. You live in Brant Road, right?

Kevin: Yeah.

Mulcahy: Sure it's only a walk to his shop from there.

Kevin: Thanks again.

Mulcahy: How's young Sadie? You know, Kevin, I'd like to meet her one of these days.

Kevin: I don't think that'd be a very good idea. She doesn't like priests.

Mulcahy: (*Amused*) How many has she known?

Kevin: (*Smiles back*) None.

Mulcahy: D'you think she'd ever come round with you one evening? Just for a chat?

Kevin: I could ask her. But I don't hold out much hope.

Mulcahy: We'll just have to see then, won't we? Good luck with Mr Davies, now, Kevin.

(*Pub background*)

Sadie: I have to be going, Rita.

Rita: What? The night's just getting started. Look at those two groovy guys who've just come in! Cooey!

Sadie: What're you doing? Are you mad? Stop it!

Rita: We're not going to spend the whole evening on our own.

Sadie: I'm married, Rita.

Rita: More fool you! You must be mad at seventeen ...

Sadie: If you don't stop waving - oh no, they're coming over!

Rita: I know them. The good-looking one's called Joe. His friend's Henry. They're great fun.

Joe: Ah, lovely Rita meter maid! How's your luck, doll?

Rita: Swinging! Hi Henry! Like the suit.

Joe: And this must be Sadie.

Sadie: I'm just going, actually. I have to get home.

Joe: Doesn't your mother know you're out, love?

Rita: It's not her mother she's worried about, is it Sadie?

Joe: Cor, Henry. Look - she's got a ring on her finger.

Sadie: I'm married, if you must know.

Joe: Cor, you must have been a child bride, eh?

Rita: She's working with us at the shop.

Sadie: Bye, Rita. Kevin'll be home by now.

Joe: It's Friday night. Forget your husband. What are you drinking, ladies?

Rita: Mine's a Malibu and bitter lemon. Sadie's on half pint shandies.

Joe: Coming right up.

Sadie: No thanks. (*To Rita*) I'll see you tomorrow at work.

Rita: Have just one and Joe'll drive you back.

Sadie: No, it's alright, really.

Joe: See you around. You're a nice looking girl.

Narrator: Sadie felt embarrassed as Joe's shouts followed her out of the pub. She rushed through the theatre crowds towards the tube. It was well past ten. Suddenly she felt a hand on her arm.

Joe: (*Cheerfully*) Hello again. Listen - give me your phone number. Maybe we could ...

Sadie: Maybe we could nothing. What're you doing following me?

Joe: Let me drive you home.

Sadie: No thanks. My husband's meeting me at the tube.

Joe: I'll wait with you till he comes.

Sadie: Please go. He's a ...

Joe: Alright. I'm going, Sadie. But you're a very pretty girl and I'll be in touch.

Sadie: Don't bother.

Narrator: When she got back to their room, the light was off. Sadie was glad Kevin had gone to bed. She regretted going out with the girls from the shop now. She'd felt envious of their freedom, but now she realised she'd been silly and that what she had with Kevin was worth more than that.

(*Sadie is creeping into the darkened room and getting her shoes off in the dark. It's after midnight. A chair falls over*)

Kevin: It's alright, you can put the light on, I'm not asleep. (*Yawns*)

Sadie: Sorry. Boy am I glad to get home. It's freezing out there.

Kevin: What time is it?

Sadie: Late. I waited ages for a bus. I didn't want to risk the tube - not on my own.

Kevin: Enjoy yourself?

Sadie: No, I didn't. Not much. Why do we have these stupid rows?

Kevin: It was my fault. Not telling you where I was off to. Father Mulcahy said tonight you sounded like a very sensible girl and I agreed.

Sadie: So you go round there to discuss me, do you?

Kevin: Well, you're my favourite subject. Come here!

(*They kiss*)

Sadie: Oh, Kevin. I love you.

Kevin: I'm bursting to tell you my good news.

Sadie: Good news?

Kevin: I've got a new job.

Sadie: That's great! Where abouts?

Kevin: At Davies Radios on the High Street. Father Mulcahy gave my name to Mr Davies, the owner. He's a nice old fellow. Wants me to start on Monday.

Sadie: Doing what?

Kevin: Repairing radios and TV's. He's got more work on than he can handle. He'll teach me the trade as we go along.

Sadie: How much is he paying?

Kevin: It's less than I was getting on the building site but I'm getting a free training. I can't believe my luck!

Sadie: I'm that pleased for you, Kevin, and I'm sorry for going out like that. I'll never do it again, I promise.

Kevin: Sure, I know it isn't easy for you. You gave up a lot when you took up with me. I don't blame you for getting a bit annoyed at times.

Sadie: I've

never regretted marrying you, Kevin.

Kevin: I'm glad to hear it, because ... well, according to Father Mulcahy ... we're not.

Sadie: Not what?

Kevin: Not married.

(*Church acoustic*)

Mulcahy: And now may I congratulate you, Mr and Mrs McCoy?

Sadie: Is that it, then?

Kevin: I told you it was only a simple little ceremony. She was that worried, Father.

(*Shaking hands*) Thanks a lot, Father.

Mulcahy: Aren't you going to kiss your bride, Kevin?

(*Sadie and Kevin kiss lightly. Sadie is still a little guarded being in a Catholic church. Mulcahy chuckles benignly as they do so*)

Kevin: I'll see if the taxi's here.

Sadie: (*Laughs*) We're doing it in style this time. On our last wedding day we had to hitch hike.

(*Kevin's footsteps recede and a church door closes with a hollow bang. There is a momentary pause*)

Mulcahy: How are you feeling, Sadie?

Sadie: Honestly?

Mulcahy: Mmm.

Sadie: I don't feel any different, Father Mulcahy.

Mulcahy: Kevin does. That's important to you, isn't it? How he feels? He really loves you, you know.

Sadie: I know. (*Sadie looks around*) I used to think Catholic churches would be really scary inside.

Mulcahy: Oh?

Sadie: The way my Dad spoke, you know, about Catholis and their priests. "All that incense and holy picutres is the work of the devil."

Mulcahy: He can't have been very happy about you and Kevin.

Sadie: That's putting it mildly. Kevin's the first Catholic I've ever really known. I imagined the inside of the chapel would be like a sort of holy haunted house.

(*Father Mulcahy laughs - Sadie has a laugh in her voice too*)

I was nervous coming here, but it's not much different from the Protestant Church of Ireland really. A few more statues but. . . you

know, Father, it makes me wonder what all the fuss is about between you lot and us.

Mulcahy: Maybe it's not much to do with religion. People the world over seem to find reasons to hate each other.

Sadie: I'm still staying a Protestant, mind.

(*Church door opens distant*)

Kevin: Taxi's here. Thanks a lot again, Father.

Sadie: Yes, thanks.

Mulcahy: You're a smashing pair - I wish you every happiness. Go on now and enjoy yourselves.

(*Shop atmosphere. John Lewis designer room*)

Joe: Could I see your panties, please?

Sadie: We don't sell underwear here, sir - this is a dress department.

(*Recognising him*) It's you. Rita's not here. It's her half day off.

Joe: I know.

Sadie: What d'you want?

Joe: I told you ...

Sadie: Look, stop fooling around. Do you want to get me into trouble?

Cullen: (*Approach of head assistant*) Is everything alright, sir? Can I help you?

Joe: Your assistant here is being very helpful.

Cullen: Good. (*Quieter*) I must go out for half an hour, Sadie. Will you be alright on your own?

Sadie: (*Under her breath*) Yes, I'll be fine, Miss Cullen.

Cullen: The young lady is here - whatever you want she will give you, sir.

Joe: Much obliged.

Sadie: I told you - Rita's not here. Can you please go away!

Joe: It's not her I want to see. I've been thinking of you all weekend. I just couldn't get your face out of my mind. Honest! I want to take you away from all this. Show you a good time.

Sadie: I told you I'm married.

Joe: So what? You were out on your own the other night.

Sadie: I've been married again since then.

Joe: What?

Sadie: You're wasting your time.

Sadie: Kevin? What is it? What's happened?

Kevin: Read this!

(*Rustle of telegram*)

Sadie: A telegram? Oh no.

Kevin: You know it's happening. You hear it on the radio. See it in the papers.

People are being killed over there all the time. But you
still don't think it'll happen to you.

Sadie: Your Dad. Oh Kevin, I'm sorry. Have you rung? What happened?

Kevin: (*Speaking with difficulty*) A bomb in the pub. No warning. Nothing. Dad
was one of 15. If I could get my hands on the ... Oh

Jeese, what am I going to do, Sadie?

Sadie: Your mother' ll need you.

Kevin: And the kids. Brede's really upset. It's not fair expecting her to ...

Sadie: You've got to go over.

Kevin: Yeah. Maybe I could get the night boat. It's better if I go on my own.

Sadie: I think so.

Kevin: Will you be alright for a few days?

Sadie: Of course.

Kevin: I'll get back as soon as I can.

Narrator: Sadie went with Kevin to Euston Station and saw him onto the boat train. They didn't say much, but hugged tightly before parting at the barrier. Sadie somehow knew, as Kevin walked down the platform and out of sight, that things were not going to be quite as simple as he had said. She even wondered if their life together would ever be the same again.

Part 2

Narrator: Dawn broke grey and misty as the ferry steamed up into Belfast Lough. Kevin saw the green lands of Antrim and Down on either side. He was home again! His hatred of the night before had passed. It was replaced by a dull acceptance and a growing sense of anxiety as he wondered how his mother was. She was not in the best of health.

(*Interior small terrace house in Belfast*)

Mother: He said he wouldn't be long. He went out about nine. You know, he never was much of a drinker, Kevin.

Kevin: He was not, Ma.

Mother : Well, we heard the noise of it going off in here. We were watching TV. We never thought much of it - you get used to the sound of bombs, don't you? The RUC man came to the door - it must have been just after 10. And Brede was here. Thank God. They'd found his wallet in the wreckage ... burnt at the edges it was. They'd got his address from his driving licence.

Kevin: How's Brede taking it?

Mother: Oh, she's a wonderfully strong girl. Since you went, she's had to be. You haven't met Seamus yet? They want to get engaged. Your Dad liked him. Nice boy.

Kevin: Engaged? I'm looking forward to seeing her.

Mother: Well, she'll be home for her dinner after twelve. She's been great since you left. What I'd have done without her I don't know, Kevin, I swear, I don't.

Kevin: I'm sorry I wasn't here.

Mother: You've come home now.

Kevin: Yes. But I'm not home for good.

Mother: I don't know what the world's coming to. I'm frightened sometimes this business'll kill us all.

Kevin: I think I'll take a walk - is there anything you want from the shops, Ma?

Mother: No, Brede's bringing what I need. Where are you going? You be careful.

Kevin: Don't worry. Just along to the river and back.

Mother: I'm sure there's plenty round here remember you married a Protestant.

Kevin: I was wondering when you'd ask after Sadie.

Mother: Did she come with you?

Kevin: No. I left her in London. We thought it best.

Mother: Oh, don't be long. I've stew for dinner.

Kevin: Don't worry, Ma. I'll be careful.

Narrator: As he walked through the familiar streets of Belfast, Kevin McCoy felt as though he had never been away. Perhaps he'd been more homesick than he'd realised. It felt really good seeing all the old places and the faces he had grown up with. People assumed that he had realised his mistake and had come back for good.

(In the dress shop)

Rita: Any word of when he's coming home?

Sadie: No. It's not easy for him. His family need him.

Rita: I'd have thought you'd come before his family now.

Sadie: You don't understand, Rita.

Rita: I'll say I don't. Especially getting married at 17. Alright, I'll shut up. - What're you doing tonight?

Sadie: Same as every night. Cook something. Eat it. Wash up. Listen to the radio. My life's packed full of fun.

Rita: You've had nearly two weeks of sitting in looking at the four walls. Why don't you come out with the gang tonight?

Sadie: I can't.

Rita: We're going to the Whisky A Gogo in Soho. It'll be a laugh.

Sadie: Is your friend Joe going?

Rita: Maybe.

Sadie: No. I can't.

Rita: He's dead keen on you, you know. He's always talking about how pretty you are and how he really fancies you.

Sadie: Well, I'm not keen on him. If he's coming, I'd prefer to sit alone in the bedsit.

Rita: What've you got against him?

Sadie: Nothing. But I'm married and he won't take no for an answer.

Rita: Hello, a customer. Good morning, can I help you?

Sadie: (*Effort as she hangs skirts and mutters to herself*) If only you'd give me a hint about when you'd be back, Kevin McCoy.

Joe: Hello! Starting talking to yourself now?

Sadie: You! You always turn up like a bad penny, don't you?

Joe: That's a nice welcome to someone who's taking you out tonight, I must say.

Tadaa! Flowers.

Sadie: How did you know I like roses?

Joe: You've got taste. Listen, I had a lucky day at the races yesterday, and I'm paying for a big Chinese meal tonight, so don't eat anything between now and eight, right?

Sadie: Why're you doing this, Joe?

Joe: Why am I doing what?

Sadie: You know.

Joe: No, I don't. Look Sadie, I want to be your friend, okay? What's wrong with that? Don't you think Kevin will be eating with friends over in Belfast? Eh? Where's the harm?

Sadie: Take your flowers and give them to someone else. And if I want a Chinese meal, I'll buy my own.

Joe: You're so ... ah, well, think about what I said. See you tonight, Rita?

Rita: Bye, Joe. She only comes in to look, that old dear, she never buys a ... what's the matter?

Sadie: Oh Rita! What am I to do?

Rita: This is all Kevin's fault. Come out with us tonight. Let Joe buy you a meal.

Who's to know?

Sadie: I would.

Rita: I think you're being too hard on yourself. Quick, quick, dry your eyes and look busy! Cullen's just parking her car.

Sadie: Dear Kevin, Got your letter. Thanks. You ask for news.

There's not much. Last Friday a few of the girls were going out for a Chinese meal, so I went too. I hope you don't mind. I have been without you for three weeks. When are you coming back?

Kevin: Dear Sadie, Of course you must go out and enjoy yourself. I understand that. Was Rita's funny friend Joe with you, I wonder? Brede has been wonderful looking after Ma. She is engaged to this really nice fellow from Tyrone - I think there will be another wedding in the McCoy family before long. There were more riots and shootings last night and a bomb went off at McTurk's bar. Your husband, Kevin.

P.S. I saw Kate Murphy in the street, and she asked me to send you her love. Poor Kate, she's had a rough time of it. She seems very cheerful all the same.

(Sadie's room. Angry crumpling up of letter)

Sadie: Kate again. Joe's right. The old girl friends are closing in. She's a Catholic too - like him. Sends her love indeed.

(Door knock)

Sadie: Who's there?

Mulcahy: It's me, Father Mulcahy. Can I see you a minute Sadie?

(Door opens)

Sadie: Kevin's not here. He's still away in Belfast.

Mulcahy: Have you had any word from him when he'll be coming back?

Sadie: Come away in, Father.

Mulcahy: Thanks, Sadie.

(Door closes)

Sadie: Sorry about the state of the place. I was meaning to tidy up a bit, but. ..

Mulcahy: How're you coping on your own?

Sadie: Sit down. Would you like a cup of coffee or something?

Mulcahy: Only if you're having one yourself?

Sadie: Why not? I'll put the kettle on.

Mulcahy: So how are you keeping?

Sadie: Fine. You know. Who am I fooling? It's not been too good. I don't know what he's up to over there. A week he said.

Mulcahy: I'm sure he will be back as soon as he's able, Sadie.

Sadie: Will he? I don't know. My friends at work say I'm daft to put up with it. Och, you didn't come to hear my moaning I'm sure.

Mulcahy: It's about Kevin's job. Mr Davies was asking me if I'd heard anything, that's why I came round. He's very busy in the shop and needs Kevin back. Or if not, some other assistant, I'm trying to get him to keep Kevin's job open, but. ..

Sadie: Here's the last letter I had from him. I've just been reading it again. It came over a week ago.

Mulcahy: I wouldn't like you to think I was prying. Your letters are private I'm sure.

Sadie: Once maybe. Read away, Father. There is nothing personal in it. I used to get letters like this from penpals in England. (Bitter laugh) Kevin's become my penpal, that's it!

(Weeps)

Mulcahy: Sadie, I'm sorry. You sit down and let me make the coffee. Whatever's happened?

Sadie: I don't know. I honestly don't know. When he left we were in love, and now he writes like we're strangers.

(Quiet pub - London)

Sadie: Are you trying to get me drunk?

Joe: You could drink me under the table, girl. I know all about you Irish. Heard from Kevin?

Sadie: I thought you were taking me out to forget my troubles, Joe. Let's forget about Kevin and Ireland.

Joe: Suits me.

Sadie: Just for tonight, eh?

Joe: Here's looking at you, kid.

Sadie: Cheers! Now what will we talk about? What's this I hear about the Beatles getting back together?

Joe: What's this I hear about you moving in with Rita?

Sadie: I can't afford the bedsit in Brant Road.

Joe: It'll be good for you to share with Rita. She's always game for a laugh.

Sadie: That's all you care about, isn't it? Having a good time and a laugh?

Joe: You only live once, kid. This is all there is. One life. You have to get every bit of fun out of it if you can.

Sadie: Maybe you're right Joe. Let's see if you can drink me under the table. Same again, barman!

(Mother's house in Belfast)

Brede: Well? What did you think of him?

Kevin: (Teasing) Who?

Brede: Oh, don't kid around, Kevin. Ma says you liked him.

Kevin: He seems a decent fella. For a farmer's son.

Brede: He is. We'd planned to marry in June. Of course I can't marry him. Not now.

Kevin: Why not?

Brede: How can I go off to live in Tyrone and leave mother here on her own? Her heart isn't good. Dad knew. That's why he'd hardly ever go out of an evening. The night he was killed he'd only gone out for half an hour.

Kevin: What're you saying, Brede?

Brede: I'm saying I have to look after Mother now that Dad is gone.

Kevin: But that's not fair.

Brede: Fair or not - that's it. Seamus's father wants us to live on the farm. It's a lovely cottage. Away from all this.

Kevin: You can't sacrifice yourself like this.

Brede: Ma sacrificed herself for us. Quiet, she's coming back. The little ones must be settled for the night.

Kevin: I'm here now. I'll take responsibility for Ma.

Brede: But what about Sadie - back in London?

Kevin: Leave that to me.

* * *

(Church)

Mulcahy: Sadie? Is that you, child?

Sadie: Hello, Father. You don't mind me sitting in here, do you?

Mulcahy: Course not, Sadie. Is something wrong?

Sadie: I just came to say goodbye.

Mulcahy: You're going back to Ireland to be with Kevin?

Sadie: I don't think he wants me anymore. He hasn't written for three weeks.

(Distant riots as heard from inside mother's house in the Bogside, Belfast)

Mother: Burning houses it looks like.

Kevin: Come away from the window, Ma.

Mother: It's like the end of the world. (*Gasp of pain*) Ah!

Brede: Ma! Quick, Kevin, get hold of her.

Mother: Oh, it's ... my tablets are there on the table.

Brede: I'll get them.

Kevin: Don't try to speak, Ma. Brede's getting your tablets.

Mother: Oh, it hurts me. It'll be the death of me. That's what your Dad used to say. It'll be the death of us both, I'm thinking.

(Church)

Mulcahy: Kevin is a very good boy - he is looking after his family.

Sadie: And me? What about me? Aren't I his wife?

Mulcahy: I'm sure he must feel as though he's being pulled apart.

Sadie: If only I knew what was going on. His mother always hated me. She'll be poisoning his mind against me. He sounds so cold in his letters - when he can be bothered to write one.

Mulcahy: If he's anything like I was at 17, he'll not be much good at writing letters.

Sadie: It feels like it's over - Kevin and me.

Mulcahy: You're confused - both of you. Remember one thing, Sadie. You married for better or worse.

Sadie: You sound like a priest.

Mulcahy: I am a priest!

Sadie: I know. It's just the worse is worse than I could've imagined.

(Hospital ward)

Kevin: I brought you some grapes.

Mother: Oh, thanks, son. That's her, the nurse I was telling you about over there. A sweet smile, hasn't she? Oh, I'm a right old nuisance.

Kevin: Listen Ma. You can't live on your own in Belfast. Not now. I've had a chat with Seamus last night. He thinks his dad might be willing to let you have a farm cottage near where he and Brede will be living after their marriage. It'd mean a home in the country for you and the little ones.

Mother: You mean it? Oh glory be, that'd answer my prayers.

Kevin: Well, it's not settled yet, but I'm going to see Seamus's Dad today.

Mother: You're a good boy, Kevin.

Kevin: I'm glad you think so, Ma. Now you rest and get well again.

(Farmyard in Ireland)

O'Brien: You must be Kevin. Seamus told me you were a big fellow.

Kevin: Pleased to meet you, Mr O'Brien. It's a fine place you have here.

O'Brien: I'll show you round, then we can have a nice cup of tea. Seamus says your Ma's getting better.

Kevin: It was a close thing. We need to get her out of Belfast.

O'Brien: Have you worked on a farm before, Kevin?

Kevin: What are you talking about? I'm not here looking for a job.

O'Brien: What are you here for then? If you'll excuse my bluntness.

Kevin: Seamus said you'd a cottage that Ma and the little ones could have.

O'Brien: I have. But it's a worker's cottage.

Kevin: We'll pay you rent.

O'Brien: Oh, it's not a question of rent.

Kevin: You thought I'd work on the farm?

O'Brien: Seamus must have thought you understood - your Ma can have the cottage, Kevin, but only if you are working for me.

Kevin: I see.

O'Brien: Can I be frank with you, Kevin?

Kevin: Please.

O'Brien: I need a good reliable man. You strike me as the responsible type. Give me a good day's work, and I'll pay you fair and give your mother a safe place away from the danger and the bad memories. Now, what do you say?

Kevin: You really want me to work for you?

O'Brien: Sure, what more could you want? Look around you. Green rolling hills. Peace and security.

Kevin: I have a problem, Mr O'Brien. I have a Protestant wife waiting for me in London.

O'Brien: Well, I'll tell you. I play cards every Wednesday night. Around that table we are a mixed bunch - people's religion is their business as far as I'm concerned. Sure the priest is there sometimes with Wilson, my Protestant neighbour. Your wife would be welcome, Kevin. More than welcome.

(Mother's house)

Mother: Why don't you come right out with it, Kevin. I know why you won't agree to us going to live on that farm in Tyrone - it's because you're still hoping she'll come back to you. Your little Protestant.

Kevin: Don't call her that!

Mother: Well, it's what she is, isn't it?

Brede: Ma, don't!

Mother: Your Dad was heartbroken when the pair of you ran away.

Kevin: Please, Ma. I just need time to consider.

Brede: Sadie could come and live on the farm with us.

Kevin: Brede, I don't think that would work.

Mother: Well, if she does, then I won't. I won't live under the same roof with her.

Brede: If Sadie'll agree to coming back to Ireland, then all our troubles will be over. Eh, Kevin?

Kevin: Like I say, I'll have to think about it.

Mother: Where are you going? We're just going to eat.

Kevin: Out!

(Door closes)

Brede: You ask a lot of him, Ma. If Kevin agrees to work for Seamus' father, then I think you should welcome Sadie into our family.

(Door shuts)

Mother: One Protestant living with all us Catholics? I wish her joy of it.

(*Father Mulcahy's study*)

Mulcahy: Sure County Tyrone is a pretty place.

Sadie: A bus to town two times a week! Imagine it! That's what he says in his letter. I couldn't stand it. I'd be stuck out there with his family. All those McCoys.

Mulcahy: All those Catholics, do you mean? You of all people, Sadie, eh? Tell me, do you want to be with Kevin?

Sadie: You know I do. I've waited for him three months.

Mulcahy: Good. Now, it can't have been easy for him to write the letter. He's asking you to do something difficult - the question is... do you love him enough to do it?

Sadie: No, the question is, why hasn't he said he loves me? Does he really want me there?

(*Mother's bedroom*)

Mother: Oh, it's you Kevin - I was just having a lie down.

Kevin: How're you feeling?

Mother: Oh, not too good.

Kevin: I've had a letter from Sadie, Ma.

Mother: Oh?

Kevin: She isn't coming. She's staying in London. It's all over if I don't go back.

Mother: Well, that's up to her. What're you looking like that for? Now, you're not saying you are going to ruin Brede and Seamus's chances, are you, by crawling back to her. No, you can't.

Kevin: You're getting that cottage in Tyrone, don't you worry, Ma. Soon as you're well enough to move.

(*Living room - door closes*)

Brede: Have you told her?

Kevin: I couldn't.

Brede: Kevin, your place is with your wife. Sure Ma will be fine. Mr O'Brien is well content to let them have the cottage next to ours now he knows all the facts.

Kevin: He's a good man, and you're a good big sister. I'll send you money to pay her upkeep from London.

Brede: Take my advice and go on the night boat. You've time. I'll explain to Ma.

Kevin: Will you, Brede? I can't wait to see Sadie's face when I walk in the front door tomorrow morning.

Brede: What you and Sadie have is very precious.

(*Doorbell*)

Kevin: I can't live without her, Brede.

Brede: Pack a bag. I'll get the door.

Kevin: I'd better go. Just in case ...

Brede: Nonsense. Go on, now!

(*Distant door open. Silence*)

Kevin: Brede? Who is it?

(*There is no reply except for a brief and distant word of surprise from Brede*)

Kevin: Brede? Oh my god, no!

(*Kevin runs in panic to the door*)

Sadie: Hello, Kevin.

Kevin: Sadie.

Sadie: Did you get my letter? No, don't say a word. I was mad when I wrote it.
Look, I'll come to County Tyrone - I'll come anywhere to be with you!

Kevin: Oh, I was just coming to London to be with you. I was just packing.

(*They embrace*)

Sadie: Oh, I love you.

(*Door opens*)

Mother: What's going on? - Oh.

Kevin: Ma, this is my wife. Sadie, meet Ma.

Narrator: Kevin saw his mother's cold welcome to Sadie. He knew it would be impossible for her to live with them. Early next morning they were leaving Ireland together once more. Where they would end up, they didn't know. But wherever it was, they would be together, and they hoped it would be a peaceful place of their own.



Into Exile - Part One / h5p_content

<http://ndla.no/en/node/125179>



Into Exile - Part Two / h5p_content

<http://ndla.no/en/node/125180>

Tasks

Work with the novel: [Into Exile - Tasks](#)

Further Reading

[An Introduction to Northern Ireland](#)

Let Me Sing You Gentle Songs

Forfatter: Åse Elin Langeland
[Let Me Sing You Gentle Songs \(84480\)](#)

Linda Olsson lives and writes in Auckland, New Zealand. She was, however, born in Stockholm where she studied law and pursued a career in banking until she left Sweden in 1986. Since then, she has lived in Kenya, Singapore, Britain and Japan, but has been a permanent resident in New Zealand since 1990. Her novels often have Sweden as well as New Zealand as a backdrop.

Let Me Sing You Gentle Songs is her debut novel (2005). It became an instant success and has been translated into several languages. Although Olsson has Swedish as her mother tongue, the novel was written and published in English. Reviewers have commented on her beautiful, idiosyncratic English something that Olsson finds flattering.



Karekare Beach

Let Me Sing You Gentle Songs is a story of an unusual and unexpected friendship between two women. Veronika is a writer in her early thirties.

She travels to Sweden to finish the book she is writing. She rents a house in the countryside and gradually befriends Astrid, a reclusive older woman who has lived in the village all her life. We soon understand that Astrid and Veronika both have suffered great losses in their lives.

In the following excerpt, which is Chapter 26 in the novel, Veronika shares with Astrid the tragic details of her journey to New Zealand to reunite with James, the love of her life. "Let me tell you when time ended," she says.

Make sure you understand these words before you read the text. Use the dictionary in the link collection to look up new words:

1. inaudible
2. anticipation
3. remembrance
4. imperceptible
5. dissolve
6. urge
7. meander
8. reminiscent
9. untainted
10. inhabited
11. defiant
12. insignificance
13. gauze
14. shimmering
15. reread
16. interweave
17. squint
18. abruptly
19. zigzag



Let Me Sing You Gentle Songs / h5p_content

<http://ndla.no/en/node/125165>

Literary Analysis

1. Point out the elements in this chapter which make it clear that we are on a different continent and that Veronika is new to the country?
2. How is the relationship between Veronika and James depicted?
3. When we start reading Chapter 26, we soon get the feeling that something terrible is going to happen. Which literary devices are used to create this kind of suspense or feeling of the inevitable? Find examples in the text.
4. Veronika keeps repeating, "I could have said." Why?
5. Veronika says that she knew. "I just knew." What was it that she knew?
6. "I was racing, but the world around me moved in slow motion, holding me back" What is conveyed in this sentence? Could this have been expressed differently? Give examples.
7. Chapter 26 takes place in New Zealand on a Saturday in November. How is setting used in this chapter?
8. In what way does the writer use repetition as a literary device throughout this chapter. Give examples. Why do you think she does so?
9. The last sentence of the chapter reads, "When I was still alive." What does Veronika mean?
10. What do you think happened to Veronika after James' death?

Write

1. Write an article about Linda Olsson. Take into account the experience of belonging to two countries, i.e. Sweden and New Zealand. How do you think this has influenced her writing? Have a look at her [homepage](#), where she presents herself, and listen to [Bokprogrammet](#), where she is interviewed in Swedish, to get some ideas.
2. Linda Olsson is praised for her gentle and beautiful language. Write an article where you give examples of her linguistic choices, and explain how this might influence our reading.

Lord of the Flies

Forfatter: Eli M. Huseby
[Lord of the Flies \(70967\)](#)

When hearing about dreadful, evil acts like manslaughter, rape and betrayal, we tend to think, "What kind of monsters commit such crimes? I would never have been capable of doing that!" How is it possible that evil can win over humanity? In the aftermath of World War II this was a highly relevant question. In *Lord of the Flies* William Golding highlights this issue.

Lord of the Flies, the British writer William Golding's (1911 - 1993) masterpiece of a novel, was published in 1954. The novel about a group of school boys stranded on a deserted island was made into a film first in 1963 and again in 1990.

In 1940 at the outbreak of World War II, Golding left behind his protected life as an English teacher in a private school and joined the Royal Navy. His war experiences included the sinking of the mighty German battleship the *Bismarck* and D-Day on the Normandy beaches. Referring to his service in the navy, he described himself as, "one that had one's nose rubbed in the human condition."



Conch shell

Without doubt, Golding draws upon his sinister experiences from the war in *Lord of the Flies*, depicting how fragile civilisation is when confronted with extreme conditions. Soon after landing on the desolate island, the boys are split into two teams, one that we may describe as "the good guys", most notably consisting of Piggy, the twins and their leader Ralph, and "the bad guys" led by Jack. In this excerpt we enter right into the climax of the escalating conflict between the two groups.



Lord of the Flies / h5p_content
<http://ndla.no/en/node/125163>

Comprehension



Lord of the Flies - Multiple Choice / h5p_content
<http://ndla.no/en/node/125164>

Literary Analysis

1. Look at the conch (the picture). What connotations come to mind? In this context it is considered a symbol. What do you think it symbolises? What does it mean when it is crushed; a) for the boys and b) in a symbolical sense?
2. What role do you think the littluns play in the excerpt? What might be Golding's intention by referring to them by this name and not just calling them "the small children"?
3. The twins are referred to as Samneric. Why do you think?
4. Explore the character Piggy. What does he represent in the story? Why doesn't he gain respect from the others?

On this website, [Lord of the Flies sparknotes](#), you can find out more about the novel.

Discuss

1. Are there any qualities or characteristics that you think are significant to explain the differences between the protagonist Ralph and the antagonist Jack? Then discuss: Why do some people more readily fall into savagery than others?
2. In what way can we say that power is an important theme in the novel excerpt? Which role do symbols play in the contest for power?
3. *Lord of the Flies* reflects some important topics in your International English Course. Look at this year's teaching plan and find out how and why it is related to essential competence aims.
4. What might be the parallel between Golding's war experiences and the boys' descent into savagery?
5. Upon graduating from school most of you are going to celebrate as "russ". Discuss the use of symbols and rituals. Is there a danger that this might influence your behaviour and that you might commit acts that you otherwise would not have done?

Act Out

1. Find a picture portraying a tropical beach free of people and other traces of civilisation.
2. Use it as a background picture by means of a projector.
3. Divide into groups of five.
4. Discuss a scene from the text that you would like to freeze. If you were going to say something, what would be your lines. Discuss this only in the group.
5. Have the groups take their positions in front of the picture in turn. Try not to move.
6. Make the class guess which scene you are portraying. If they sort this out, make them guess your lines.
7. Afterwards discuss why you chose to freeze that particular scene and if this makes you understand the text better.



Tropical Forest

Marriage is a Private Affair (VG1,2)

Forfatter: NRK, Eli M. Huseby

[Marriage is a Private Affair \(20771\)](#)

Pre-reading: Is a young person in love the best judge of whom to marry? In the Western world we have a romantic, individualistic notion of marriage. In other cultures marriage is more of an alliance between families, or a way to secure one's future. What are the pros and cons of these different approaches?

Chinua Achebe (b. 1930) is one of Africa's leading writers. He has helped give his native Nigeria a modern identity. His writing has in many ways bridged the gap between the past and the present, between old and new ways of life and contributed to an understanding of what it means to be Nigerian in a modern Africa.

Nigeria remained a British colony until 1960. One of the fastest growing economies in the world due to large oil resources, Nigeria today is a federal republic ruled by an elected president. However, the country has a sad history with military dictators who violated basic human rights. It is the most populous country in Africa and this constantly leads to ethnic, tribal and religious conflicts. Militant Muslims imposed strict Muslim laws in the North in 1999. The South is predominantly Christian.

This story is set in colonial Nigeria in the decade before independence. The story highlights how the old ways in the countryside, represented by a remote village, clash with the modern ways in the large city of Lagos.

Marriage is a Private Affair -
Illustration NRK

Marriage is a Private Affair

by Chinua Achebe

The voices: **Nene Atang**, a young woman who has lived all her life in Lagos, the former capital of Nigeria, **Emeka**, a young man originally from Ibibio land, an Eastern, rural area of Nigeria, **Okeke**, Emeka's father, member of the Ibo tribe, **Jonathan**, a village friend of Okeke, **Issie Mabofu**, Nene's friend at the Lagos Village Meeting.



Marriage is a Private Affair / audio

<http://ndla.no/en/node/7119>



Marriage is a Private Affair / flashnode

<http://ndl.no/en/node/25325>

Lagos, 1952

Nene: Emeka! Honey! Where's my tea, I've marked 35 English tests and my head is spinning.

Emeka: Be patient, Nene. Will you be this demanding when we're married?

Nene: Yes! I shall demand even more of you than I do of my class.

Nene: Have you written to your dad yet?

Emeka: No.

Nene: Emeka!

Emeka: I think it's better to tell him when I go back to the village!

Nene: But he should be let into our happiness now!

Emeka: I wish I were sure it would be happiness to him.

Nene: He must want you to be married?

Emeka: Nene, you have lived in Lagos all your life. You don't know about people in remote parts of the country.

Nene: You always say that. But they're not so different from other people that they're unhappy when their sons want to marry. Surely?

Emeka: They are - if the engagement is not arranged by them. In our case it's worse - you're not even an Ibo.

Nene: That is just ridiculous! This is 1952, and we are in Lagos. No one minds about the tribe you come from any more. You Ibos are supposed to be kindly-disposed to other people, or so you always tell me.

Emeka: When it comes to marriage it's not quite so simple. It's not just the Ibos. If your father had grown up in Ibibioland he would be exactly like my father.

Nene: I doubt it. Anyway, your father is so fond of you, Emeka, he will forgive you. Come on then, be a good boy and write to him.

Emeka: It wouldn't be wise to break the news to him by writing. A letter will bring it upon him with a shock.

Nene: All right, honey, you know your father. I must go.

Emeka: You haven't finished your tea!

Nene: I have to prepare tomorrow's lesson.

Emeka: You are angry.

Nene: Are you ashamed of me that you are scared to tell your father about me?

Emeka: How can you say that? I love you Nene!

Nene: And I love you Emeka. That is why we are going to marry. Now, I really must go home and work.

Nene: Bye. See you tomorrow.

Emeka: Oh father ... How am I going to tell you?

A village in Ibibioland, 6 weeks later

Okeke: "My Dear son Emeka. I trust you are working hard in Lagos. I have some good news for you! I have found you a girl to marry. She is Ugoye Nweke, the eldest daughter of our neighbour, Jacob Nweke. She has a proper Christian upbringing. When she stopped schooling some years ago her father sent her to live in the house of a pastor where she has received all the training a wife could need. We shall begin negotiations when you come home in December. God's blessings from your loving Father Okeke and all of us at home ... "

Emeka: Father ... we have to have a talk.

Okeke: Then where better than beneath this cassia tree? I talk to the Lord here when the sun has gone. It is peaceful and cool.

Emeka: Your letter ...

Okeke: I write you many letters, my son.

Emeka: About Ugoye Nweke.

Okeke: She is a fine woman, a devout girl and she will be an able housekeeper. Do you remember her? She was at your school.

Emeka: Yes, yes I do remember her, father - she used to fight us after school and beat us up. We called her The Amazon.

Okeke: Then she will be a stern mother to your children, son, and they will be a credit to you. And that is a blessing for a father ...

Emeka: Forgive me, father, forgive me.

Okeke: You are a good son, Emeka, you have nothing to beg my forgiveness for.

Emeka: It's about this marriage question. It is impossible for me to marry Nweke's daughter.

Okeke: Impossible? Be at ease, son, it is all arranged.

Emeka: I don't love her.

Okeke: Nobody said you did. Why should you? She will be a mother to your children, keeper of your house. What has confused you?

Emeka: Marriage today is different ...

Okeke: Different? No! Nothing is different. What do you look for in a wife? Hmm?

Emeka: Well -

Okeke: I will tell you! A good character and a Christian background. That is all you need. That is what Ugoye has.

Emeka: The truth is ... I am engaged to marry another girl-

Okeke: Huh?!

Emeka: - who has all of Ugoye's qualities -

Okeke: What did you say?

Emeka: She is a good Christian and a teacher in a Girl's School in Lagos.

Okeke: Teacher? Teacher, you say? What does St..Paul say in the Holy Bible? 'Let your women keep silence in the churches: for it is not permitted unto them to speak'. No Christian woman should teach. No, no, Emeka, you must tell this girl you are not engaged to her. There. I am glad we have spoken about this. Whose daughter was she anyway?

Emeka: She is Nene Atang. Her family are from Calabar.

Okeke: What? Atang? From Calabar? You have been very foolish indeed even to think of this. No, no ... Now help me up, I must go back inside.

Emeka: Father, Nene is the only girl I can marry.

Okeke: The wind is a little cold. My bones are creaky ...

Emeka: Did you hear what I said, Father? I am engaged to Nene and we are to be married. It is decided. - Father?

Okeke: No, take your hand off me! I can get up by myself.

Emeka: Father, let us not fall out... Father!

Okeke: Do not raise your voice to me, Emeka. This is Satan's work. He has put this idea into your head. Leave me alone!

Emeka: You will change your mind when you meet her, Father. She is a fine woman.

Okeke: I shall never meet this woman. And while this devil is inside you, you need not speak to me nor I to you.

Emeka: Father, please ... Listen to me!

*

The village, 1 week later Christian hymn, sung by a small number of people

Jonathan: Okeke! Okeke my friend! Don't run away so fast. I've just heard your bad news.

Okeke: What bad news would that be, Jonathan?

Jonathan: About your son, of course. Such a thing has never been heard of in this village. What is it Our Lord says? 'Sons shall rise against their Fathers'; it is there in the Holy book.

Okeke: I thank you for your concern, Jonathan. Now you must let me go about my business in peace.

Jonathan: You must consult a native doctor. It is the only way to cure your Emeka.

Okeke: My son is not ill. Leave me alone.

Jonathan: His mind is diseased, Okeke, he needs a herb to bring him to his senses. Amalile medicine will do it. It is the one the women use to recapture their husband's affections when they stray. It never fails. For instance, Mrs Achuba ...

Okeke: Mrs Achuba killed a man with that muck, Jonathan. If my son wants to kill himself, let him do it with his own hands. I wish to hear no more about him - from you or anyone else - until he obeys his father. And the will of God. Excuse me!

Jonathan: You should respect the old ways, Okeke!

Lagos, 1953

Nene: This is the happiest day of my whole life, Emeka!

Emeka: I hope there will be days and days like this Nene. You are my wife and we will never be apart until we die.

Nene: Shush! You mustn't talk about dying, honey. Not on our Wedding Day. We'll have bad luck!

Emeka: Your mother and father are having such a good time. They are so proud of you in that beautiful dress.

Nene: I know how sad you are that your father's not here. Time will heal his unhappiness, I'm sure. I know! When the photograph comes out, let's send a print in a beautiful frame. I know just the one, I've seen it in the photographer's. It's beautifully carved mahogany. It will show him how much we think of him. Come on, my gorgeous husband Emeka, I want to be danced and danced until I drop!

*

The village, 6 months later

Jonathan: Okeke, my friend! You have a parcel from Lagos! Look, it's big! From Lagos!

Okeke: How interesting. You can have it. Whatever it is.

Jonathan: Do you mean it? Wait, wait! See what it is ...

Okeke: It is of no interest to me. Whatever it is.

Jonathan: Look, it is ... Okeke, it is a picture. A picture. A wedding. It is ... Emeka is on it. Look, my friend, your son. He is on it.

Okeke: You may keep it. The frame looks well made. Mahogany wood.

Jonathan: Then you must have the picture inside it. Here ...

Okeke: No, you! It is of no use to me.

Jonathan: You must have it Okeke, my old friend. Here ... I put it in your hand ... I will keep the frame. It will look nice in my house. Goodbye now. Goodbye!

*

Lagos, a week later

Nene: (sobbing)

Emeka: I'm home! Nene, I'm ... Hey! What's happened? What's the matter? Nene

...
Nene: There was a letter. There. On the table. Why does he do it, why does he hate me so?

Emeka: Who? Nobody hates you.

Nene: Your father. Look what he has done to our wedding picture. Read the letter. Read what he says ...

Emeka: *"It amazes me that you could be so unfeeling as to send me your wedding picture*

Okeke: *... your wedding picture. I would have sent it back. But on further thought I decided just to cut off your wife and send it back to you because I have nothing to do with her. Do not ask me if you can come home to my village. It can be of no interest to me where or how you spend your leave - or your life. '*

Nene: It's not just me. Why does he have to say that about you. It's so hurtful!

Emeka: Come on, Nene. We have to go out now.

Nene: How can I? How can I go and meet all your relatives?

Emeka: Nene, these people are not my relatives. Not all of them. They're just people who live here in Lagos. The village raised the money to send people like them, and me, to Lagos to learn and to bring honour to the village. I can't turn my back on it now.

Nene: They will know who I am! The woman who made you disobey your Father. I will be humiliated!

Emeka: Nene, I want you to come with me! Forget my father's foolishness. He will come round soon. Dry your eyes and we will go to the meeting hall and I will feel like a King with you beside me. Nene. My wife.

*

Lagos, 8 years later - 1961

Issie: Nene! You made it! How are you sweetheart?

Nene: Exhausted! The children were awake half the night - Adi has an upset stomach and Molly woke up when he started vomiting. Oh, the joys of motherhood! Never mind all that - Happy Birthday, Issie! Here's your present. Emeka will come later. Since he was promoted he hardly ever leaves the damn office!

Issie: You shouldn't have! How long have we known each other now? Eight years? You don't have to give me presents.

Nene: The first time I came to one of these village meetings, you were the only person to be nice to me. I could tell the rest of them, the women, were looking at me and thinking 'There's that teacher who took Emeka away from his father.' I never felt so lonely in my life.

Apart from you. That's why I have to give you presents.

Issie: Well, I might tell you that everybody I know has to admit that you are the best housekeeper and mother of them all. Even if they can't bring themselves to say it.

Nene: Does anyone say that to Okeke?

Issie: No, darling. No. They are too afraid of his rages. I think he knows he's been wrong about you and Emeka and now he can't bear to admit it.

Nene: Eight years, Issie. Eight years.

Issie: I know, it's madness. Has Emeka never tried to go back to see him?

Nene: Each time he's asked if he can come home for his leave, Okeke has said 'No'. It's as if he killed his own son, put him out of his mind. The trouble is I think the strain is going to kill him. We know he's not been well, Issie. He's never seen his grandchildren. They keep asking me why we can't go and see Grandfather. I don't know what to say to them ...

Issie: Nene, I have to go back there next week. Let me see what I can do, huh? I won't say anything about you or Emeka, only about the children. Listen, write me a letter to take to him.

Nene: What's the point? He's so stubborn!

Issie: For the sake of Adi and Molly, huh? So they can see their grandfather before he dies. One more try. Hmm?

*

The village, a few days later

Okeke: ... you see, this cassia tree is my church when I am not in the true house of God. To tell the truth I prefer this roof of leaves and sky to the tin roof of the church! It is an honour to meet you, Miss Mabofu, and I am sorry the rain is about to descend on us!

Issie: I hope we will be friends.

Okeke: I hope so too. I have few friends left, Miss Mabofu. They all think I am a mad dog that snaps all the time. Is it any wonder that no one will talk to me?

Issie: Will you allow me to talk to you, Father Okeke?

Okeke: Of course, but-

Issie: About anything I choose? Without snapping at me?

Okeke: Yes, but -

Issie: I have been to see your son. - May I please go on, Father Okeke?

Okeke: If you must.

Issie: Emeka sends you his love, as always.

Okeke: The wind is getting up out there. The storm will be heavy, I think.

Issie: Please let me finish. Here is a letter for you.

Okeke: I do not read my disobedient son's letters. Please excuse me-

Issie: This is not from Emeka. It is from his wife, Nene.

Okeke: Then it cannot concern me. Leave me now.

Issie: You said I could talk to you, Father Okeke. Please. Read your letter. I beg you. It is addressed to you, I cannot open it for you.

Okeke: I cannot read it.

Issie: Please, Father Okeke, please!

Okeke: My eyes, they - they are confused. It is hard for me to see. Put it on the table ... maybe later I will ... when the storm has passed and the light is better

...

Issie: Promise me, please, that you will read it.

Okeke: Why are you asking me this, Miss Mabofu?

Issie: Because you are a good man, Okeke, and you will do the Christian thing.

Okeke: And you think that is to forgive my son? Do you know what I have had to do all these years? Can you imagine the pain of punishing my own son for his own good? Look out there. Look at that rain. Do you not think I have cried as many tears as that sky ? How can you come here and tempt me with goodness?

Issie: Will you read your letter or not?

Okeke: I will not.

Issie: Then I will! - *"Dear Father-inlaw Okeke. Please forgive me for writing to you myself. I know this letter will not be welcome to you. Please find it in your heart to read it. Not for my sake, but for Adi and Molly, your grandchildren... From the day they learnt that they have a grandfather, they have insisted on being taken to him. I find it impossible to tell them that you will not see them. I implore you to allow Emeka to bring them home for a short time during his leave next month. You need not see me. I shall remain here in Lagos. Forgive me for any hurt I have done you, your daughter-in-law, Nene."*

Okeke: Look at that storm, Miss Mabofu. Anyone caught outside their house would drown!

Issie: The season is changing. It is time for new things to grow!

*

The village, Sunday

Jonathan: Okeke, Okeke, my friend! There! Can't you see? There, by your door. Standing. Your visitors. - Okeke, what is the matter? Are you not going to ... ?

Okeke: Thank you, Jonathan, my friend. Thank you. I am going.

Emeka: Father. Good morning. This is Adi, and this is Molly.

My Left Foot

Forfatter: Eli M. Huseby

[My Left Foot - Novel, Film and Art \(119868\)](#)



The Irish author and artist **Christy Brown** (1932 - 1981) was born with cerebral palsy. Contrary to professional advice, his working-class parents insisted on raising Christy at home, together with his 21 siblings. In the 1950s and 60s education for disabled children was not an option. When Christy grew up, people in general associated his crippled body with a crippled mind, and had no idea of his potential. To their great surprise, he became an acknowledged writer and painter.

Read an excerpt from his autobiography *My Left Foot* and watch a trailer from the movie (1989) with Daniel Day Lewis portraying Christy Brown. Lewis was awarded an Oscar for his efforts.



Fottrinn

Christy Brown's cerebral palsy caused a paralysis that affected almost all his limbs, apart from the left leg. As a young boy Christy developed a profound passion for books and painting. He made wide use of his left leg - he wrote and painted with the toes. His autobiographical account, *My Left Foot* (1954) depicts his struggle, not only to come to terms with his physical handicaps, but also the social stigma he encountered.

Before you start reading, you should try to write your name with the toes on your left foot.

Read [My Left Foot Excerpt](#)

Tasks and Activities

About Cerebral Palsy

1. Why does Christy's mother soon after his birth suspect that there is something wrong with him?
2. Find information about cerebral palsy. What kind of disorder is it? What are the common symptoms? How many of these symptoms does Christy seem to have according to his own account? Do you think Christy's disorder is a severe case?
3. Why do you think that there is so much prejudice against this disorder? Why do you think that people that met Christy presumed he was mentally retarded?

About Christy's Mother

In a poem released after his mother's death Christy proclaimed: "From the gutter of my defeated dreams you pulled me to heights almost your own."

1. Judging from the excerpt from *My Left Foot*, why do you think Christy credits his mother for his accomplishments?
2. As a bricklayer Christy's father builds walls, while "Mother was slowly, patiently pulling down the wall, brick by brick, that seemed to thrust itself between me and the other children...." What does Christy refer to by this metaphor?
3. What do you think makes his mother believe in him and not lose faith?

About Christy

1. In which way was the drawing of the letter A a defining moment in Christy's life?
2. What do you think makes Christy grab the chalk with his left toes on this particular day?
3. Is there anything in the excerpt that reveals Christy's artistic qualities?
4. Make a picture search. Type: "Christy Brown paintings" or "Christy Brown artwork". Consider that these paintings were made by means of his toes. If you had to illustrate the excerpt with his paintings, which pictures would you choose? What do you think they express?
5. After portraying Christy in the film version of *My Left Foot*, Daniel Day-Lewis made this statement:

"I saw it as more than a rather grim story of a man in a wheelchair. Christy represented for me a real kind of heroism and I really wanted to try to capture the rage and frustration that led him to paint and write. To show, I suppose, that the trap is not the wheelchair or the afflictions, but our attitude to disabled people."

(Daniel Day-Lewis to Arena Magazine, Summer/Autumn 1989)

What do you think Daniel Day-Lewis refers to when he calls Christy a hero?

Watch the Trailer

[My Left Foot Trailer](#)

1. **Make an exhibition.** On the basis of the trailer and information you find on the web, write one paragraph about the artist that should be handed out to visitors to the exhibition.
Which authentic pictures and paintings of the artist and by the artist would you like to display? Make a photo coverage.
2. **Discuss.** Why do stories like Christy Brown's tend to fascinate. What could we learn from stories like these?

Watch the Film

If you watch the entire film, you might:

1. Compare how the excerpt from *My Left Foot* is integrated into the movie. How did the director choose to portray the event when Christy managed to draw the A?
2. The Irish Film Institute provides a good study guide and analysis regarding the film [My Left Foot - Study Guide](#).

Namedropper

Forfatter: Eli M. Huseby

[Namedropper \(13850\)](#)

Pre-reading

1. Have you met any celebrities. If so - whom?
2. If you met a celebrity would you tell your friends and spread the word? If so, you are a name-dropper. What makes us name-droppers?

In this excerpt from Emma Forrest's debut novel, *Namedropper*, you'll realise that you are not the only one to boast about meeting celebrities.

Emma Forrest was born in London in 1977, but presently lives and works in New York. As a child she was a hyperactive girl constantly testing her parents' patience. In her teens she suffered from an eating disorder, she was depressed and started cutting herself. In "Namedropper", the narrator, 16-year old Viva Cohen, carries a striking resemblance to the author. Emma Forrest dropped out of school before her GCSE, and at 16, while her peers were conscientiously listening to their teachers, she kick-started her career as a journalist in the Evening Standard and the Sunday Times. Five years later she created her heroine Viva Cohen in her first novel, "Namedropper". Viva attends a private school, but the school uniform is just a disguise, underneath she hides her vintage stockings and knickers. Her no. 1 preoccupation is her icons, Elizabeth Taylor and Marilyn Monroe. In real life she has just a handful of friends. One of them is the stunningly beautiful Treena. This is how Viva depicts her friend in the introductory chapter of the novel.



Marilyn Monroe



Namedropper / h5p_content

<http://ndla.no/en/node/125172>



Characterisation of Treena from Namedropper / h5p_content

<http://ndla.no/en/node/125127>

More tasks here: [Namedropper - Tasks](#)

Oliver Twist's Story

Forfatter: Charles Dickens, NRK

[Oliver Twist's Story \(14901\)](#)

Oliver Twist was the first novel with a child protagonist to be published in the English language. Why do you think this used to be so unusual? Which novels, TV series and films can you recall with child protagonists? (*protagonist ~ main character*)

Charles Dickens (1812 – 1870) is probably the most popular English novelist of all times. During his lifetime, he saw how the Industrial Revolution transformed England from an agricultural into an industrial society. Following in the wake of these changes were all kinds of social evils and human misery.

As a writer, Dickens depicted the scandalous education in the schools and he strongly criticised the conditions in factories and prisons. Above all he was concerned with the way children were treated in the so-called workhouses. They were institutions originally established in the 1830s for those who were too poor to provide for themselves. The local community in charge of the workhouse was supposed to keep the costs of looking after the poor as low as possible. In this excerpt from the novel *Oliver Twist* we'll witness when Oliver is boldly asking for one more helping of porridge.

The story about the orphan Oliver was originally published as a monthly serial in 1837, and the readers could hardly wait to read the continuation of the story. *Oliver Twist* still fascinates and thrills people, and it has been the subject of numerous film versions, musicals and TV adaptations.



Oliver Twist



Oliver Twist / audio

<http://ndla.no/en/node/18993>



Oliver Twist's Story / h5p_content

<http://ndla.no/en/node/125088>

Tasks



Vocabulary 14901 / h5p_content

<http://ndla.no/en/node/123619>

[Oliver Twist's Story - Tasks](#)

On the Way to the Melting Pot (VG1,2)

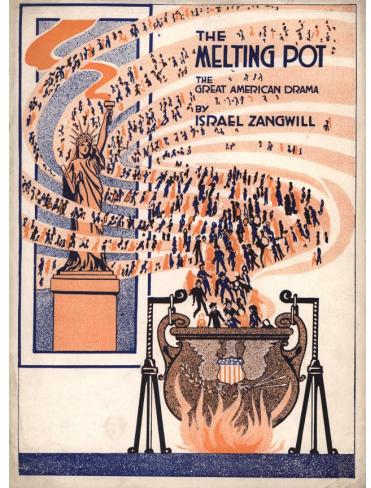
Forfatter: Åse Elin Langeland

[On the Way to the Melting Pot \(2962\)](#)

You are probably familiar with the term "the melting pot". The term was coined by Israel Zangwill in his famous play *The Melting-Pot* in 1908. Zangwill illustrated how people from different nations were melted together and born again as Americans. Thus, the melting pot became the image of an assimilated American – a person who had discarded his ethnic identity to become American.

Waldemar Ager was much opposed to the common conception of America as a melting pot. He knew that the immigrants had to work and raise their children in America, but he thought it important that they should hold on to their ethnic identities as Norwegians. In 1917 Waldemar Ager wrote *Paa veien til smeltepotten* (On the Way to the Melting Pot) as a protest against cultural assimilation.

The following excerpt is taken from the opening chapter of the novel. We are at the Omley's. Mrs Omley is preparing dinner and waiting for her guests to arrive. The experienced housewife is rather nervous. She knows little English and needs to consult her daughter Sophie to read the cookbook.



The Melting Pot



On the Way to the Melting Pot / h5p_content

<http://ndla.no/en/node/125091>

Comprehension

1. Why did Mrs Omley need her daughter's assistance?
2. What is Mrs Omley cooking?
3. What are they celebrating?
4. Mrs Omley is from Norway. What do you think her Norwegian last name is?
5. Which language does Sophie speak when she is angry? What does her mother think of this?
6. Characterize Mrs Omley and Sophie. What can be said about their relationship?
7. *On the Way to the Melting Pot* is called a satirical novel. Ager ridicules Norwegian Americans because they try so hard to become Americans and in doing so they discard the best qualities of their old cultural heritage. How is Ager's view revealed in this excerpt?
8. The novel was published in Norwegian. Why do you think Ager used the term "smeltepotten" and not "smeltegelen" in the title?

Background

[Norwegian Immigration](#)

[The Melting Pot.](#)

Rosemary's Baby

Forfatter: Eli M. Huseby

[Rosemary's Baby \(4440\)](#)



A supposedly haunted apartment is for rent. Would you want to become the next tenant? Why or why not?

In this excerpt from Ira Levin's novel Rosemary and Guy Woodhouse are just married and looking for an apartment. They cannot believe their luck when they are offered one in the fashionable Bramford Building. But there is a catch

While Edgar Allan Poe was the re-inventor of the Gothic literary tradition, Ira Levin takes the tradition a step further – right into our time. Get ready to meet the newlyweds Rosemary and Guy Woodhouse who cannot believe their luck when offered the possibility to rent an apartment in the ancient, black Bramford building. The film version of *Rosemary's Baby* is considered by many the best suspense movie ever made. It was shot in the Dakota Building. This building became a real crime scene when ex-Beatle John Lennon was assassinated in front of the south entrance.

In this excerpt from *Rosemary's Baby*, Rosemary and her actor husband Guy cannot wait to tell their friend Huck about their tremendous luck.



The Dakota Apartment Building

The Jewish American author and playwright Ira Levin, was born in New York in 1929. From an early age he was fascinated by magic and the supernatural. When he died at 78, he had faithfully managed to give people the creeps for decades, by producing bestselling thrillers such as *A Kiss Before Dying* and *Rosemary's Baby*. Most of his work is set in New York, the city that he knew so well.



Rosemary's Baby / h5p_content

<http://ndla.no/en/node/125103>

Extremely Loud and Incredibly Close

Forfatter: Eli Huseby, Åse Elin Langeland

[Extremely Loud and Incredibly Close \(88781\)](#)

Where were you 9/11 2001? Even if you were a kid back then, you'll *probably* remember. On July 22, Norway experienced its own 9/11 and your whereabouts will *no doubt* be chiseled into your minds forever. How do unpredictable, traumatic events affect us, and in particular children? This is how Jonathan Safran Foer's Oskar (9) copes with the loss of his dad who died in the Twin Towers. After meeting Oskar in the novel *Extremely Loud and Incredibly Close*, you will find a link to Maynard's *The Usual Rules* where you'll meet Wendy (13) who lost her mother in the Towers.

1. Watch the trailer (below) from Amazon where Jonathan Safran Foer is interviewed about his child protagonist, Oskar (9) from his novel *Extremely Loud and Incredibly Close*.
2. Read the brief excerpt from *Extremely Loud and Incredibly Close*.

Amazon presents the novel *Extremely Loud and Incredibly Close* by a brief film with the author **Jonathan Safran Foer**. Here he explains how he was inspired to write about Oskar Schell.

Oskar is an extraordinary child in many ways. He loves French and one of his dearest idols is the physicist Stephen Hawking. To cope with his feeling of guilt for not picking up the phone when his dad called from the Twin Towers and the loss of his best friend, his dad, he starts a quest to find a lock matching his dad's key. Oskar believes that the lock belongs to someone by the surname "Black" that can reveal more about whom his dad was. After watching the video, answer the questions.

[Jonathan Safran Foer on Amazon \(video\)](#)

Questions

1. What made Foer choose a child protagonist?
2. Why did he choose 9/11 as a setting?
3. What does the author and Oskar have in common? What is different?
4. Why do you think Oskar was obsessed by the idea of finding Mr. or Mrs. Black?

Dialogue

Read this short dialogue from *Extremely Loud and Incredibly Close* between Oskar (O) and his mum (M) after Ron (the mum's friend) has moved in with them. Answer the questions afterwards.



Extremely Loud and
Incredibly Close Poster

O: "I miss Dad."
M: "So do I."
O: "Do you?"
M: "Of course I do."
O: "But do you really?"
M: "How could you ask that?"
O: "It's just that you act like you don't miss him very much."
M: ".What are you talking about?"
O: "I think you know what I am talking about."
M: "I don't."
O: "I hear you laughing."
M: "You hear me laughing?"
O: "In the living room. With Ron."
M: "You think because I laugh every now and then I don't miss Dad? I cry a lot, too, you know."
O: "I don't see you cry a lot."
M: "Maybe that's because I don't want you to see me cry a lot."
O: "Why not?"
M: "Because that isn't fair to either of us."
O: "Yes it is."
M: "I want us to move on. I am trying to find ways to be happy. Laughing makes me happy."
O: "I'm not trying to find ways to be happy, and I won't."
M: "Well you should."
O: "Why?"
M: "Because Dad would want you to be happy?"
O: "Dad would want me to remember him."

Questions

1. Why do you think Oskar starts this conversation with: "I miss Dad."?
2. Describe the tone in this conversation.
3. What is Oskar accusing his mum of without saying so? Do you think this has anything to do with Ron?
4. What do you think about their different ways of mourning?

The Usual Rules (Joyce Maynard)

By following this link you will find an excerpt from Maynard's novel and meet her child protagonist Wendy (13) who lost her mum in the Twin Towers, [September 11th - Through the Eyes of Wendy \(13\)](#).

TASKS

By following this link you will find further tasks to Foer's *Extremely Loud and Incredibly Close* and Maynard's *The Usual Rules* with child protagonists that have to face with the aftermath of 9/11, [September 11th - Through the Eyes of a Child](#).

September 11th - Through the Eyes of a Child

Forfatter: Eli M. Huseby, Åse Elin Langeland

[The Usual Rules \(86884\)](#)



Where were you 9/11 2001? Even if you were a kid back then, you'll *probably* remember. On July 22, Norway experienced its own 9/11 and your whereabouts will *no doubt* be chiseled into your minds forever. How do unpredictable, traumatic events affect us, and in particular children? This is how Joyce Maynard's Wendy(13) copes with the loss of her mother who died in the Twin Towers. After meeting Wendy in the novel *The Usual Rules*, you will find a link to *Extremely Loud and Incredibly Close*, Foer's novel about Oskar (9) who lost his dad in the Towers.

Joyce Maynard is an author and columnist based in California. Her novel, *The Usual Rules*, was chosen as one of the best books for young readers in 2003.

1. Read the texts provided on [Joyce Maynard](#)'s website about her novel.
2. Read the excerpt on our site, *The Usual Rules*,

About The Usual Rules by Joyce Maynard

It's Tuesday morning in Brooklyn -- a perfect September day. Wendy's heading to school -- anxious to make plans with her best friend, worried about how she looks, mad at her mother for not letting her visit her father in California, impatient with her little brother and the almost too-loving concern of her jazz musician step-father. She's out the door to catch the bus. An hour later comes the news: A plane has crashed into the World Trade Center. Her mother's building.



Joyce Maynard
Fotograf: [Daniel Leclair](#)

Through the eyes of thirteen-year-old Wendy, we gain entrance to the world rarely shown by those who documented the events of that one terrible day: A family's slow and terrible realization that Wendy's mother has died, and their struggle to go on with their lives in the face of crushing loss.

Absent for years, Wendy's real father shows up without warning. He takes her back with him to California, where she re-invents a life that comes to include a teenage mother, living on her own in a one-room apartment with a TV set and not much else; her father's cactus-growing girlfriend, newly reconnected with her son that she gave up for adoption twenty years before; a sad and tender bookstore owner who introduces her to the voice of Anne Frank and to his autistic son; and a homeless skateboarder, on a mission to find his long-lost brother.

Over the winter and spring that follow, Wendy moves between the alternately painful and reassuring memories of her mother and the revelations that come with growing to know her father for the first time. Pulled between her old life in Brooklyn and the new one three thousand miles away -- in a world where, she has learned, the usual rules no longer apply, Wendy discovers a strength and a capacity for compassion and survival that she never knew she possessed.

At the core of the story is Wendy's strong connection with her little brother, back in New York, who is grieving the loss of his mother without her. This is a story about the tie of siblings, about children who lose their parents, parents who lose their children, and the unexpected ways they sometimes find each other again. Set against the backdrop of global and personal tragedy, and written in a style alternately wry and heartbreaking, *The Usual Rules* is an unexpectedly hopeful story of healing and forgiveness that will offer readers, young and old alike, a picture of how -- out of the rubble -- a family rebuilds its life.

Questions

1. Who is the main character and how is she characterized?
2. What seems to be the main setting of the story?
3. What seems to be the plot?
4. Wendy has lost her mum, what makes it particularly difficult for her to cope with the loss, do you think?
5. What is meant do you think with the expression "where the usual rules do not apply"?

Read the excerpt below from *The Usual Rules*. This is a few years after 9/11, and we meet Wendy who has gone from California to visit Louie (her little brother) and Josh (her step-dad) in Brooklyn. Then answer a few questions.

Questions

1. From the passage we see that a lot of things have changed in their Brooklyn home. Jot down the changes. To which extent do you think what happened 9/11 has affected this?
2. Why do you think Louie wants them to read the same old book that he used to read when he was little? What happens when Wendy reads to him and what does it mean?
3. If you compare this scene with your pre-reading about the novel, how do you think the relationship between Louie and Wendy has changed.
4. According to your pre-reading, comment how has Wendy changed.

It was Saturday, raining hard, the sky gunmetal gray. Normally, Josh would be watching cartoons with Louie, but he had gone down to the armory with her mother's hairbrush and her dental X-rays--the thing he had said, at first, he'd never do.

Louie wasn't allowed to watch TV unsupervised anymore, because you never knew when they were going to break into the programming with some piece of news, and it was never good.

Louie was in the family room, eating his cereal. Nobody had gotten around to turning on the lights. Josh had taken the batteries out of the remote control, so he couldn't turn the television on. Now he sat there in his elf costume, with his cereal bowl set on the tray table they used to put their food on, video nights, when Josh had a gig and their mom let them eat their meals with a movie. His back was strangely straight, as if he was balancing a book on his head, and he was holding his spoon in midair. The way he was sitting reminded Wendy of squirrels you'd see in the park--the way one would freeze halfway up a tree, or in a patch of grass, and lock its eyes on some random spot for long seconds, before it got back to whatever it was doing before.

Come on into my room, Louie, she said. I'll read to you.

She'd told him to bring a pile of books into bed, the way her mother had done with her when she was little. They had already read *Katy and the Big Snow* and *Cloudy With a Chance of Meatballs* and *Curious George*. Now he wanted *Goodnight, Moon*.

Don't you want a more grown-up book than that, Louie? she asked. Their mother used to read *Goodnight Moon* to him way back, when he still slept in his crib.

I want this one. He put the old familiar book in her hands. They were in her bed now. He adjusted his body so he was curled up against her tight. She started reading.

"In the great green room there was a telephone and a red balloon," she began. "And a picture of the cow jumping over the moon."

As she read the words, he placed his finger on the part of the picture she was talking about, the same way their mother had taught her to do when she was very little. When she got to the part about the quiet old lady murmuring hush, Louie put his finger up to his lips the same way Wendy used to when she was little. She'd forgotten how her mother always did that on this page.

"Goodnight room," she said. "Goodnight moon." She looked over at her brother then because his finger wasn't on the moon. His thumb was in his mouth, was part of it, and his hand was busy twirling his ribbon.

Read the afterword by the author about what inspired her to write *The Usual Rules*. Then answer the questions.

In the first week of September, 2001, I left my home in Marin County, California, with the intention of spending the next six months in some remote place far from the distractions of my life to write a novel. I wasn't sure what I'd be writing about,

but my mind was much occupied by the knowledge that for the first time in twenty five years, I would have no child to care for. My nearly grown sons and my daughter were all gone from home now -- two out of three of them on other continents -- and no doubt my decision to take my leave was inspired, more than anything else, by the vast empty space their departure had left in my life. I was thinking a lot about parents and children, for sure -- about my quarter-century-long project of raising my own three, my longing to see them safe, and the growing awareness that little I could do anymore -- now or in the future -- could protect them from the risks that come with being a human being alive on this planet.

I was thinking about the scars divorce had left on all of us, the dream I had once held so dear, of children growing up under the same roof with their two original parents. And I was thinking -- as I watched my sons and daughter embrace each other at the various airports where we said our goodbyes that September, on one coast and another -- of the great gift that has been their huge love for each other, in the face of so many other uncertainties.

Before leaving the country, I stopped in New York City to pay a brief visit to my son Charlie, who was a student there. Two days after my arrival, leaving a coffee shop in midtown Manhattan, I heard the news that a plane had hit one of the Twin Towers. Nothing was the same after that for any of us of course, nor has it been.

I ended up staying in the city much longer than I'd planned, long after planes had resumed flying. As grim and terrible a place as New York had become, in those early days after the attack, it also felt important -- particularly as someone who has loved that city since the day I first set foot in it, at age ten -- to bear witness to what had happened, as much as I was able. I spent over three weeks in New York, as it turned out -- most of that time just walking the streets, taking in the names and faces on the flyers posted everywhere, listening to the conversations on the street, standing in front of those beautiful and heartbreaking altars that sprung up all over the city within hours.

Other people's tragedy and loss remind us of our own vulnerability of course, and so I worried terribly about my younger son, off in Africa somewhere, and unreachable, and my daughter, in Central America. But I think I worried less for my children's physical safety, over the course of those days, than about the world they and the rest of their generation were fast inheriting. Where was hope to be found? How could a young person absorb the crushing news of what we had all just witnessed? Tragedy and disaster of that scale had taken place, forever, on other shores besides our own of course, but like a lot of Americans, I had always enjoyed a certain comfortable remove from what went on far from home. That would never again be possible.

Perhaps because of the ages of my own three children, I found myself trying to fathom how, in the midst of so much tragedy and violence and uncertainty about the future, a young person could go on to build a hopeful life. I thought about the children and teenagers who had lost a parent that day. I wanted to know how a child goes on with her life -- how anyone does -- after huge and irrevocable loss of the most abrupt and senseless form. Lacking any clear answers, I decided to create a character who might help me locate them.

I don't pretend that every child who has experienced huge losses will survive as hopeful and whole as my fictional girl has done on these pages. I only mean to offer a glimpse -- for myself, and the young people I love, and others I haven't met yet -- of what might be possible, of the light that remains, after a season of

darkness, and the spring that follows even the coldest kind of winter.

Questions

1. What do you think inspired Joyce Marnard to choose a child protagonist? How do you think her personal experience has affected this choice?
2. How does she explain that she chose 9/11 as a setting and coping with losses as a theme?

Jonathan Safran Foer: Extremely Loud and Incredibly Close

Read an excerpt and watch a film trailer from the novel by following [this link](#).

Further Tasks and Activities

You will find further tasks related to Maynard's *The Usual Rules* and Foer's *Extremely Loud and Incredibly Close* by following [this link](#).

Shantaram (VG2)

Forfatter: Åse Elin Langeland

[Shantaram by Gregory David Roberts \(60161\)](#)



"It took me a long time and most of the world to learn what I know about love and fate and the choices we make, but the heart of it came to me in an instant, while I was chained to a wall and being tortured."

This is how *Shantaram* opens, the almost autobiographical novel by Gregory David Roberts. The story is based on the writer's own experiences.

After being convicted of a series of robberies committed to support his heroin habit, he was jailed in an Australian maximum security prison and sentenced to nineteen years. In 1980, he escaped over the prison's front wall and became one of the most wanted men in Australia at the time. For the next ten years he eluded the authorities, living for most of that time in Bombay, where he established a free medical clinic for slum-dwellers, and worked as a counterfeiter, smuggler, gunrunner, and street soldier for the Bombay mafia.

Watch the Video

What happened? Watch and listen to the ten first minutes of AsiaTalk on CNN featuring [Gregory David Roberts](#) in Bombay.



Shantaram Adventure

Comprehension



AsiaTalk - Comprehension / h5p_content

<http://ndla.no/en/node/70785>

Read an Excerpt from the Novel

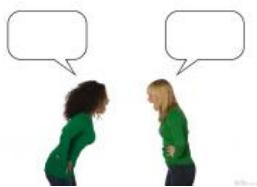
Read the opening pages of Shantaram here: [Shantaram - NYTimes.com \(first chapters\)](#)

- What do you get to know about the narrator?

The Bastard of Istanbul

Forfatter: Eli M. Huseby

[The Bastard of Istanbul - a Novel by Elif Sharak \(85181\)](#)



Do we take freedom of expression and speech for granted? This right is a cornerstone in democratic societies. Turkey is among the countries that have consistently violated this fundamental right, and authors and publishers that have dared to bring up controversial issues, are often met with prison sentences. One of these controversial issues is the Armenian Genocide (1915 - 1919). *A Bastard of Istanbul* is a novel in which this genocide is highlighted. Read an excerpt.

One of the issues that official Turkish authorities traditionally have put a ban on is to discuss the Armenian Genocide (1915 - 1919). In *A Bastard of Istanbul*, Elif Shafak's fictional character, Armanoush, had a grandfather that was murdered in the genocide. Because of this the author was put on trial for offending "Turkishness". Read an excerpt from the novel. Meanwhile, ponder why you think it was found offensive by Turkish authorities.



Elif Shafak, the author of "The Bastard of Istanbul"

Even if **Elif Shafak** (born in 1971) was born in France and has spent parts of her life in Spain, Jordan, Germany and the USA, she has firmly stated that Turkey raised her. She was brought up in Turkey by her modern, career-oriented mum and her devotedly religious and traditional grandmother. Some of her background might be reflected in the excerpt from her novel, *The Bastard of Istanbul* (2006), that you are about to read. To find out more about the author you should take a look at her website.

[Elif Shafak's official Homesite](#)

One of the two main characters in the novel, is the Turkish Asya (19), who has no idea who her father is. She is raised by her affectionate aunts (one of them being her mum) and her grandmother in a grand house in Istanbul. We get to know Asya through Armanoush (19), an Armenian-American girl with an all-American mum, a Turkish stepdad and a biological dad of Armenian ancestry. To find out more about her Armenian family and the genocide that killed more than 1 million Armenians in Turkey, among them her grandfather, Armanoush decides to search for her roots in Istanbul. By this she opposes her Armenian-American friends and family. Since Turkey has continued to deny the genocide, most Armenians in exile consider it both risky and provocative to visit Turkey. Nevertheless, when we meet Armanoush she is in Istanbul and she is with Asya in her Turkish stepfather's family home.

Vocabulary

Before you start reading, you should be familiar with these words.

These are words that you should be familiar with:

1. Genocide
2. Bastard
3. Borough
4. Cosmopolitan
5. Give birth to a child out of wedlock
6. Reciprocal
7. Diaspora
8. Poignant
9. Contemplate



The Bastard of Istanbul /
flashnode

<http://ndla.no/en/node/85687>

Tasks

1. Interactive vocabulary test



The Bastard of Istanbul - Vocabulary True or False? /
h5p_content
<http://ndla.no/en/node/85304>

2. Interactive comprehension test



The Bastard of Istanbul - Comprehension / h5p_content
<http://ndla.no/en/node/85333>

Further Tasks

[The Bastard of Istanbul - Tasks](#)

The Bean Trees (VG1, 2)

Forfatter: Åse Elin Langeland
[The Bean Trees \(62965\)](#)

Barbara Kingsolver was born in 1955, and grew up in rural Kentucky. She has been working as a freelance writer and author since 1985. Her work often focuses on topics such as social justice, biodiversity, and the interaction between humans, their communities and environment.

The Bean Trees (1988) is her first novel.



SCANPIX

The Bean Trees is the story of Taylor Greer, a young girl crossing the USA in her old car. She is literally speaking on the road in search of herself and her roots. All of a sudden she finds herself in charge of a Cherokee child, Turtle, and her life is changed for ever.

Listen to the dramatization of *The Bean Trees* and map Taylor's story on your Google Map afterwards. Tasks in the margin.



The Bean Trees, 38:15 (Part One and Two) / audio
<http://ndla.no/en/node/8391>



The Bean Trees - Part One / h5p_content
<http://ndla.no/en/node/125175>



The Bean Trees - Part Two / h5p_content
<http://ndla.no/en/node/125176>



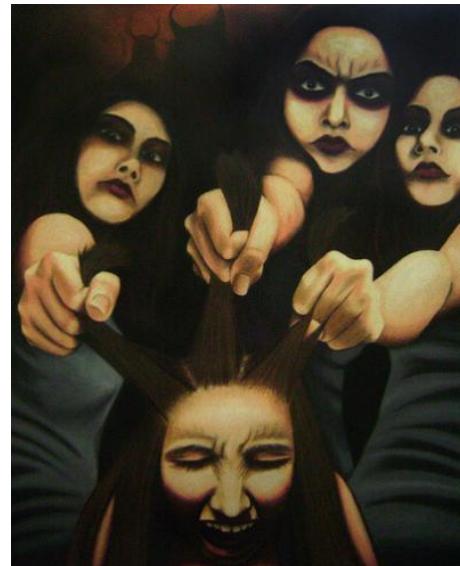
The Best Thing (VG1,2)

Forfatter: Åse Elin Langeland

[The Best Thing \(54075\)](#)

This is a play is based on a novel by the Australian writer Margo Lanagan. Mel, the young girl, finds it difficult to come to grips with her own life. At odds with both her parents and her secondary school mates, she is looking for permanent and genuine friendship and mistakes sexual attraction for a deeper interest within her.

Mel, the young girl in this radio play, finds it difficult to come to grips with her own life. At odds with both her parents and her secondary school mates, she is looking for permanent and genuine friendship and mistakes sexual attraction for a deeper interest within her. Insecure and wayward, she falls prey to her own confusion and the moral indifference of her parents. However, when she meets Dino, who is very different from her, and feels loved and respected, her life takes on another dimension.



Peer Pressure

The play is based on a novel by the Australian writer Margo Lanagan.



The Best Thing / audio
<http://ndla.no/en/node/8384>



The Best Thing / h5p_content
<http://ndla.no/en/node/125092>

Comprehension



The Best Thing - Multiple Choice / h5p_content
<http://ndla.no/en/node/125133>

Mel: What's this? WHAT?! I don't believe it!

Mel (as narrator): My locker. At school. And someone's put a condom in it. With a jelly baby inside. A baby. I should have stuck with Natalie. She was a real friend; not like Lisa and that lot. Mel mate, a year ago you made a real mistake.

Lisa: Hey Mel, you wanna come an' sit with us?

Mel: Oh, okay. Thanks.

Donna: Mel, why do you go around with Natalie?

Mel: We've been friends for years.

Donna: She's stupid.

Mel: She's a good mate.

Lisa: Lay off, Donna. You should really be in our group. You're so clever. Compared to most of the shitheads in this place, eh? I mean, you don't say much but you get good marks and that, don't you?

Mel: I do okay.

Lisa: Yeah, you could look really great with a bit of work. Don't you reckon, Amber. –Amber, give James and his gang a miss for once, will you?

Donna: Yeah, Mel, you could look really cool.

Lisa: I reckon so – and I should know. I'm going to be a beautician. What you need to do is cut your hair so the curls spring up, you know.

Mel: Aargh, lay off.

Lisa: It wouldn't take much. Come round to my place and I'll give you a going over. You'll look really good.

Mel (as narrator): And that's how I screwed up. As simple as that. One day, clever, quiet, hard-working Melanie Dow, friends with that "nice" Natalie Begley. Next day, one of Lisa's gang. Lisa the beautiful, Lisa the model, Lisa the leader. And Mel the biggest tearaway in the school.

Lisa: There you are, Mel, that's what you need.

Mel: A Wonderbra! But it's twenty quid. I haven't got that.

Lisa: You don't have to. Not if you're quick.

Mel: What?

Lisa: Get real, Mel. I'll look after the old woman. You slip it in your bag. See you outside.

Woman: Can I help you, madam?

Lisa: Yeah...These skirts....

Mel: Shit, I can't do this...I've done it.

Lisa: They're not my size. Thanks anyway. Okay, Mel, let's go. – Did you get it?

Mel: Yeah, but...I could have died.

Lisa: So? Anyway, wear it tonight.

Mel: What's happening?

Lisa: Mum's out with her boyfriend, so I've asked some of the lads round. It's your lucky day. Brenner Wesley fancies you.

Mel (as narrator): And then I'm back home, and Mum wants me to go to the supermarket with her. The double life of Melanie Dow! Dad used to come shopping with us.. It was like a family ritual. But since his promotion, it's just mum and me. Dad stays at home to work on the company laptop.

Supermarket

Mum: Okay, Mel, check out, put petrol in, and get back.

Mel (as narrator): But when we get back, Dad has a visitor.

Dad: Hi, look who's here.

Rikki: Hi Jan!

Mum: Rikki! Good to see you. God these are heavy. Aren't you out shopping too?

Rikki: I'm having it delivered, these days.

Mum: I must try that. Anyway, how're you doing?

Rikki: Good. I just called around on the off-chance. Dave, I thought you were getting me a beer!

Mum: That husband of mine! Work, work, work. He can't think of anything else.

Rikki: They're all the same!

Mel (as narrator): When Dad appeared, he looked as though he'd been tearing his hair out. Odd – he's usually pretty neat. But you should have seen Rikki Lewis – Amber Lewis's mum, and my Mum's best friend. Rikki's the same age, forty. But boy, those shorts she was wearing! Short! And one of these thin tee-shirts that shows every detail. Lisa's party just couldn't come soon enough for me.

At the party

Brenner: Hey, d'you know that Tracey Andrews?

Donna: That slag?

Brenner: She isn't a slag.

Josh: She is! I had her when I was fourteen.

Donna: You didn't!

Josh: Yeah, behind the bike sheds in afternoon break. (*All laugh*)

Donna: It's funny, Mel.

Mel: Right.

Brenner: Hi, I'm Brenner.

Mel: Yeah, I know.

Brenner: I guess most people at school know me. I like the way you've got your hair. Was that Lisa?

Mel: Yeah.

Brenner: She's good. It suits you.

Mel: Thanks.

Brenner: You got a licence?

Brenner: Who cares about a licence? You coming or what?

Mel: Now?

Brenner: Things haven't got going here. We'll come back later.

Mel: Okay.....

Mel (as narrator): So I had a boyfriend. The first. As easy as that. And something else, as easy as that.

Mum: Mel, don't just stand there, help me put some of this away.

Mel: Mum, I've missed two periods.

Mum: Does this mean what I think it means?

Mel: I think so.

Mum: Brenner?

Mel: Yeh.

Mum: Well, at least you know that. Have you decided what you'll do?

Mel: Decided? I thought you were going to be mad at me.

Mum: These things happen. And I'm glad you've told me...So...keep? Get rid of?

Mel: As in, like, kill?

Mum: It's an option. These days. There's no getting away from it. Oh look, Mel, I mustn't be seen to....

Mel: ...to care one way or the other?

Mum: Oh, sweetheart, care! Oh, my baby girl. For God's sake! Of course I care. You've just got to think all the options through.

Lisa: There! You should aim to have perfectly oval nails. Then when the varnish goes on...

Mel: Lees, do you ever look at your hands and wonder if they belong to you?

Lisa: Oh no, Mel, can't say I do.

Mel: Like, do you ever wonder how they got to be these hands from being little fat baby's hands?

Lisa: You feeling okay, Mel?

Mel: I don't know how to say it....I....I'm pregnant.

Mel (as narrator): As soon as I said it, I knew I'd made a mistake.

Lisa: Oh. Oh, that's a problem, isn't it?

Mel: Sure is. I guess I've got to work out what to do.

Lisa: Is there anything to work out?

Mel: What do you mean?

Lisa: Well, you're not going to have it -?

Mel: I'm thinking it over. I mean, it is alive, isn't it?

Lisa: Didn't you use....well, some kind of contraception?

Mel: I...he said you didn't. Not when you loved someone.

Lisa: Was this Brenner? Brenner's always careful.

Mel: Oh, look, Lees, does it matter who it was?

Lisa: I thought you were steady with Brenner.

Mel: I am. Was. I don't know.

Lisa: Were there other boys then?

Mel: No!

Lisa: So it must have been Brenner.

Mel: It doesn't matter who it was.

Lisa: Of course it matters!

Mel: Lees, I have something growing inside of me – I have to decide what I'm going to do!

Lisa: Mel, I don't know what to believe.

Mel (as narrator): I hate that girl. All I could think about was this – this living thing inside me. And all Lees wanted to know was the scandal. So she could blab it around all our mates.

Lisa: Well, hello Melanie.

Mel: Bitch.

Donna: Oh, don't mind us! Goodbye Melanie.

Josh: Stacking on the weight a bit, aren't you, Mel?

Lisa: Oh Josh, don't be so cruel!

Mel (as narrator): The worst day of my life. And then it turned out the best. Not that I knew it at the time. There were these four guys in front of me.

Ed: Hi, gorgeous! Here, where you goin'?

Mel: Get out of my way.

Ed: Can't take a compliment, this one. Loosen up, darling. What's yer name, eh?

Mel: Get away! Don't you touch me!

Ed: Look me in the face, love. Ask me nicely.

Dino: Lay off, Ed.

Ed: No, she needs to learn some manners.

Mel: Get out of my way, shithead!

Ed: Eh darling, that's not very polite, is it now?

Dino: E-ed.

Mel: Did I ask for your stupid whistling, your "compliments"? You guys all think you're God's bloody gift, don't you? I couldn't give a stuff about a jerk like you!

Dino: Okay. It's okay. Ed, lay off now, hey?

Ed: What's she getting so upset about? She's not so great looking. No tits, nothing.

Mel: Who cares, you moron. Better than having no brain.

Dino: Geez, Ed, you're a dickhead.

Ed: And you're a muppet, Dino.

Dino: Hey, look, hey – it's okay.

Mel: You can bugger off, too.

Dino: I don't want to hassle you. I just don't want that idiot to get to you.

Mel: You're the idiot, hanging out with such a jerk.

Dino: Really, he's okay. He just goes stupid when there's a girl around.

Mel: Oh, go away.

Dino: Hey, sit down for a minute, eh? There's a bench, come on. You don't want to take any notice of Ed.

Mel: It's just that I wasn't expecting it. You know, some days you can't cope with things like that.

Dino: I dunno, you coped okay. I reckon!

Mel: He didn't get out of my way, did he?

Dino: I thought you were gunna take a swipe at 'im.

Mel: I should've. Mind you, he'd've only hi me back harder.

Dino: Nah, 'e'd've been too schocked. Anyway, he wouldn't hit a girl. Even Ed's not that much of an arsehole.

Mel: I'd better get on home. I guess.

Dino: I was hoping you'd let me buy you a coffee or some.

Mel: What, to help me get over the shock?

Dino: Nah, we could talk some more. Like, you could tell me your name. I'm Dino.

Mel (as narrator): As easy as that. And for a while we had just a causal kind of relationship. I was still distracted by a certain problem, but I made my mind up. Maybe in the future I'd have a baby – but not now. And then, a couple of days before I was booked into the clinic, Mother Nature took things into her own hands and I had a miscarriage. Maybe Mother Nature thought like I did. Brenner is a shithead, not someone you'd want as a father of your very own baby. Dino, now...But Dino gave me worries of another kind. He was training to be a boxer, and wanted me to go along and see him at the gym.

Trainer: Under his guard, son, an' in! Right!

Mel (as a narrator): I felt like it was my brain being pummelled, the punishment those punchbags take. And then all the imaginary opponents, dodging, jabbing, coppering body blows. And then Dino's beside me on the bench.

Dino: A'right?

Mel: Yeh.

Mel (as a narrator): His guard still up, not smiling. I get the real Dino back at his place.

In bed

Dino: Okay?

Mel: Yeah. You know, I can fit both my hands into one of yours.

Dino: Gotta have big mits, a boxer.

Mel: Why d'you do it?

Dino: Jimmy says I could go professional. Anytime I want.

Mel: Do you want?

Dino: Can't think of anything else to do. It'd be a job.

Mel: You'd lose the dole.

Dino: I'd make okay money. Besides, too much hassle on the dole. All them training schemes, 'n' that.

Mel: "Those".

Dino: Uh?

Mel: All those training schemes.

Dino: Yeah – those training schemes. See, I'm thick. You're educated, but me...

Mel: So you'll probably do it?

Dino: Probably. Yeah.

Mel: Oh well...Try not to get knocked out too often, hey? I've heard it's really bad for your brain.

Dino: Does fuck – all for the ego, too. So I've heard. I've been lucky so far.

Mel: I hope you stay lucky...

Dino: Yeah, like, I haven't got much brains to spare?

Mel: That's not what I meant!

Dino: No?

Mel: NO! I don't want your face spoilt.

Mel (as narrator): Afterwards, walking home, I feel so confident and....and beautiful. He makes me feel that way. I go there to be polished and brushed until I shine, and walk back shining.

Brenner: Mel? Mel, you're looking good. Hold on.

Mel: Piss off, Brenner.

Brenner: Give me half-a-chance – I just wanna know something. Mel, why've we broken up?

Mel: Cos we have.

Brenner: Why can't we be friends?

Mel: Oh, you tell me.

Brenner: We didn't have a fight or anything, did we?

Mel: No, you just disappeared off the face of the earth at the first stupid rumour, that's all.

Brenner: What rumour?

Mel: Huh.

Brenner: I didn't hear anything, honest.

Mel: Bullshit, you didn't.

Brenner: Hold on, Mel. I saw Lisa today, and she's being such a ratbag about you.

Mel: Thank you for this sudden concern.

Brenner: Mel, don't be like this.

Mel: Don't be like this? Three months ago you drop me like a hot potato and now you want to pick it all up again!

Brenner: I didn't know who to believe, Mel!

Mel: And what was wrong with coming to me, for my side of the story?

Brenner: I felt uncomfortable. You know? The thing people were saying...

Mel: Like what?

Brenner: Well, Lisa said you were – that you were pregnant, and everything.

Mel: What do you mean, and everything?

Brenner: She said from what you told her, she figured it couldn't have been me.

Mel: "She said, she figured..." You two have been having a good old chat together, haven't you?

Brenner: Well?

Mel: Well, what?

Brenner: How much of it's true?

Mel: Of all the brass-plated cheek! I could ask the same. Or have you been a virgin for three months?

Brenner: Mel....

Mel: Get your hand off.

Brenner: It's true, isn't it?

Mel: Get stuffed, Brenner. I don't need shits like you in my life.

Brenner: You did have an abortion! You're just a slag. You were sleeping with that guy alle the time, I've seen you with him. Slag. You'd sleep with anyone. Slag!

Mel (as narrator): I get home without a major heart attack. Under the shower, I feel like I'm washing Brenner, Lisa, the rest of them, out of my hair. I used to think Brenner was the sort of guy to go for. Blonde, sporty, cool. But next to Dino, he's a dud. Even when Dino's not there, it's like his arms are round me, protecting me. It's not just physical strength – though he could make mincemeat of Brenner – Dino cares for me. On my way to Dino's flat, I admit it, I care for him. In a big way. So I'm not prepared when this sexy chick opens the door.

Oriana: Hi!

Mel: Oh.

Oriana: It's okay. I'm Dino's sister, Oriana. You gotta be Mel.

Mel: Yeah.

Oriana: Mmmmm...

Mel: Oh-

Oriana: Don't be afraid! We always kiss. It's being Italian. Sit down. Dino's in the shower. How ya doin?

Mel: Oh, not bad.

Oriana: You're doing sixth form, Dino says.

Mel: Yeah.

Oriana: What ya hangin' out with him for then? Nah, just joking. He's about the smartest one in our family. Though that's not saying much.

Dino: Hi, Mel.

Oriana: I'm going. Leave you two in peace.

Dino: Yeah, okay.

Oriana: Ciao.

Dino: Ciao.

Oriana: See you, Mel.

Mel: Boy, what a pong. That is some perfume!

Dino: She overdoes everything, my sister.

Mel: She's friendly enough.

Dino: Yeah, but careful what you say to her. She's a real motor-mouth. She's probably already on the mobile to tell Mum she's just met you. Look, I've been meaning to say this. I'd like you to meet my family.

Mel: Oh man, does this mean we're engaged, like?

Dino: I just wanna show you off.

Mel: I'm too scared.

Dino: Look, I've got my first pro fight coming up. They'll be there. And I want you to be, too. You gotta see what it's all about.

Mel: I have?

Dino: Come on, Mel. It'd really make a difference if you came. Will you?

Front door opens

Dad: D – Don't come in.

Mel (as narrator): I come in. Dad is at it on the couch with Rikki Lewis. She's looking at me over his shoulder. My Dad's shoulder. And the look on her face. Megadoses of guilt and fear.

Dad: Is she gone?

Rikki: No. Melanie, get out, darling.

Mel (as narrator): I should stay. Watch them dress. It's my living room. But I go upstairs.

Rikki: Melanie. We should talk.

Mel: Get out of this house.

Doorbell. Door opens.

Dino: Mel? Mel, what's up?

Mel: Hold me, Dino.

Part Two

Mel (as narrator): It was only six months – and a lifetime – since I met Brenner at a party. Blonde, handsome...and the biggest rat ever. I'd got pregnant. All my so-called friends had turned on me. I had a miscarriage, and then, on top of all that, I came home one day, and there was my dad having it off with Rikki, my Mum's best friend! Luckily for me, I had Dino. Warm loving Dino. The best. But...he was a boxer. And his first pro fight coming up. I was scared stiff. I didn't want his beautiful body to be hurt. And I definitely couldn't face the fact that the more a boxer boxes, the more it does his brain in.

Boxing match

Mel (as narrator): It's the night of the fight. I've just met Dino's family – the way they carry on! – and now I'm sitting next to Oriana, his sister.

Oriana: Go on, dino, go for it!

Voice: Work' im, Magnum, work I'm.

Oriana/others: Dino! Dino!

Oriana: How d'you like it, Mel?

Mel: It sucks. Anyway I'm keeping my eyes closed next round.

Oriana: Don't faint, willya? He's doing all right.

Mel: Yeah, but there's blood down his face.

Oriana: It's only a little cut. Anyway, Magnum's bleeding more. Dino's got his eye – 'ere we go.

Voice: Onyer, Dino! Don't wait for 'im.

Oriana: Dino! – Oh nice one!

Mel: Ooh! NO!

Oriana: One-two, one-two, go for it, Dino. Yeeeeessss!

Mel: I can't look.

Referee: One.....

Oriana: It's Magnum down, not Dino, git!

Referee: Two...Three....

Voice: Come on, Magnum!

Oriana: He's a tough one, Magnum – Yeesss!

Referee: Ladies and Gentleman, the winner in the fourth round, Dino Magnini –

Oriana: Brilliant, Dino, you mashed 'im! Mashed 'im good.

Dino: Yeah – Mel!

Mel: Dino, oh Dino!

Dino: So what d'you think of me new job?

Mel: I don't know. I think I hate it.

Mel (as narrator): And I did. I hadn't felt like eating for days before the fight. And then the fight was over, and I still couldn't face food. The smell of cooking made me gag. Then it dawned.....

Assistant: They've very reliable. If a little blue line shows in the window, it's definite.

Mel: You're pregnant.

Assistant: That's right.

Mel (as narrator): Too bloody right. I thought my body calendar had got mixed up after the miscarriage. But no. Blue line in the window, just like the lady said.

Dino: Anything wrong, Mel?

Mel: Every bloody thing's wrong?

Dino: Shit, what'd I do?

Mel: Not you, you idiot.

Dino: Don't do that to me.

Mel: I didn't do anything.

Dino: Who is it, then? Who's messing you about?

Mel: My parents. My dad specifically. *Everyone* at school.

Dino: Hang on. What about your Dad?

Mel: I skipped school one afternoon. Got home and there he was – between the legs of my Mum's best friend.

Dino: You're joking!

Mel: If only.

Dino: So what does your Mum say?

Mel: She doesn't. I haven't told her.

Dino: Yeah...?

Mel: I will.

Dino: That's bad news. And what about school?

Mel: Oh, usual hassles. No one I get on with.

Dino: That bloke you told me about, is he still giving ya a hard time?

Mel: Oh yeah, that too. Feel like I'm down the bottom of a black hole with slippery sides and just can't get out. *Everything's* wrong.

Dino: *We're* okay, aren't we?

Mel: If I didn't have you, I'd 've shot myself by now.

Dino: Nah. *You* wouldn't cop out like that.

Mel: Wouldn't I? Seems to me I've been doing that for months on end.

Dino: Nah, you know what's going for yer. Anyway, six months, isn't it? And you're out of school, kiss'em all goodbye.

Mel: And do what?

Dino: Whatever you want.

Mel: And you'll be there to see it, will you?

Dino: Mel! Yeah. If I'm lucky. Here. (*kiss*)

Dino: Shit, I just seen the time. Gotta session at the gym. Mel, you stay here, huh? When I get back, tell me about school and everything, yeah?

Mel (as narrator): And everything...I lay there on Dino's bed in Dino's flat. Safe. Somewhere out there Lisa, Amber, Brenner are all sitting in classrooms...Mum and dad are at work – or maybe, oh shit, maybe Dad is not at work, maybe Dad is doing with Rikke Lewis....And there's Mum? And somewhere, down inside me, something's growing. A person. I can't cope. I don't want to grow up so fast!

Dino: Hi.

Mel (as narrator): Dino's back, and I'm still in bed. I haven't moved.

Mel: I've gotta go.

Dino: You feeling okay?

Mel: Yeah, I'm fine.

Dino: You going home?

Mel: Yeah.

Dino: I'll come with you.

Mel: No! I mean, I'll be fine. I've got some thinking to do. You'd be – I've got to work out what to say to mum.

Dino: Mel!

Mel: What?

Dino: You tell me what. When you coming back?

Mel: I don't know. I have to see what happens at home.

Dino: What's up?

Mel: Nothing's up.

Dino: Why you running then? Why are you looking like that?

Mel: Will you let me past, please?

Dino: You comin' back?

Mel (as narrator): I couldn't tell him. I had to get out. I pushed this big heavy boxer away like he was paper. I knew what I had to do. But like always, life moved faster than I did.

Mum: Mel?

Mel: Mum, I've got something to –

Mum: I have to tell you, Mel...Dad's left.

Mel: Dad? Like, gone?

Mum: Like, not coming back.

Mel: Oh, mum....Where is he gone?

Mum: To Rickie's place. She rang me at work, to explain. I still can't believe she's done this, my best friend.

Mel: I've got something to say too, Mum.

Mum: What?

Mel: I did a pregnancy test...

Mel: Oh Mel...! I might have guessed – your eating habits have been so odd.

Mel: I'll make a cup of tea.

Mum: Kettle's boiled.

Mum: I thought you'd given up Brenner, Wesley.

Mel: I have.

Mum: So not Brenner?

Mel: A boy I met. Five, six months ago.

Mum: You still seeing him?

Mel: Yeah....

Mum: It's why you're hardly ever here?

Mel: M-hmm.

Mum: How far along are you?

Mel: I don't know. Maybe four months. I only did the test yesterday.

Mum: Four months? It's a bit late to...

Mel: Yeah.

Mum: This secret boyfriend. Have you told him?

Mel: Dino. I don't want to tell him.

Mum: "Dino" Why not?

Mel: I just don't.

Mum: Would he get angry?

Mel: No, mum! He thinks I'm the best thing since sliced bread.

Mum: Why keep him in the dark, then?

Mel: Because, okay.

Mum: No! Not okay. It took two to make this happen, so don't go taking the full burden on yourself.

Mel: Look, I'm the one who kept forgetting the pill, right? And forgetting to tell im.

Mum: So?

Mel: Well, it's my fault, then, isn't it?

Mum: So?

Mel: Stop saying that, Mum!

Mum: Mel, accidents happen all the time. Pills fail, condoms split, diaphragms get holes in them. The fact is, you get a baby from a mother *and* a father, and the father *usually*, unless he's a complete ratbag, takes some kind of responsibility. Helps. Supports. Money, if nothing else.

Mel: I don't want his help and support.

Mum: Mel, can I just check with you? We're talking single parenthood here, are we? We're talking Melanie Dow having a child and bringing it up on her own?

Mel: There are other people. You, people I'd meet –

Mum: Me? I've got to sort out a new future. You think I want to go back to changing nappies?

Mel: Oh shit, sorry for spoiling your *life*, Mother!

Mum: Oh, clam down, Mel. It's not my life, it's the child's. Is there a rock-solid reason why you don't want this baby to have a father?

Mel: Who needs *fathers*?

Mum: Children do. When I look back over seventeen years of marriage....

Mel: Yeah, and how long was Dad having it off with Rikki Lewis?

Mum: One year, he says. Since we all went on holiday together. And I think I believe him.

Mel: That long?

Mum: Don't get me started. We're talking about a different father here. I'd like to meet Dino.

Mel: We've sort of broken it off.

Mum: I thought you'd just been seeing him.

Mel: I have. I've just broken it off.

Mum: Did you give him any reasons? Or did you just say *because* to him as well?

Mel: (*doesn't answer*)

Mum: I thought so.

Mel: And another thing, I'm not going back to that school.

Mum: You didn't have to get pregnant to get out of it!

Mel (as narrator): The weekend is murder. Mum keeps coming at me, dropping explosive questions like “Where do you plan to have this baby?” or “What will you do for money?” and listening while I flail around trying to think up answers.

Mum: And what about Dino? What about his feelings? You can't just pick up people's lives, turn them upside down and walk away. One day you'll understand the damage you're doing, and you'll look back and be mortally ashamed!

Telephone rings

Mum: If it's your Dino, I'm taking a shower.

Dino: Mel? It's Dino.

Mel: I know.

Dino: I got your number out the book. Mel, is this an okay time to ring?

Mel: Yeah, well....

Dino: Haven't seen you for a while, that's all.

Mel: Well, I'm kind ofgrounded.

Dino: They found out, did they?

Mel: Yeah, for missing school and all that.

Dino: For how long?

Mel: My dad says...indefinitely.

Dino: Do you want me to come round and talk to them?

Mel: Um, I don't think that'd be a good idea.

Dino: They're pissed off, yeah?

Mel: Yeah.

Dino: Cause, man, I'm going a bit crazy here, you know?

Mel: Feel a bit that way myself.

Dino: Yeah? Oh, this sucks. So much. As soon as you get a break, Mel, come round, willya?

Mel: As soon as I can.

Dino: Promise me?

Mel: Promise. I'd better go.

Mum: Who was that?

Mel: Nobody.

Mum: Your young man?

Mel: Mm-hmmm..

Mum: Any progress?

Mel: Uh –uh.

Mum: What?

Mel: No. No progress! Just leave me alone.

Mum: Your Dad was round, and we've sorted out a few decisions.

Mel: Yeah? Like I go to Rikki's place every second weekend?

Mum: No way! No, about the house.

Mel: You're going to chalk a line down the middle.

Mum: Very big on black humour today, darling. It's a good time, **Mel**. The house paid off, the child flying the nest –

Mel: I haven't flown yet.

Mum: Officially you have, not being at school any more.

Mel: Have I?

Mum: Officially. Anyway we're going to sell the house and split the proceeds.

Mel: Oh. When?

Mum: A couple of estate agents are coming to value it tomorrow.

Mel: And what are you going to do with the proceeds? Fly off to Spain?

Mum: Buy a place of my own.

Mel: What if it's only got one bedroom?

Mum: What if it has?

Mel: But what about –

Mum: That's why I need to know. About you and Dino. Or you on your own. Or whether you're staying with your Mum.

Mel (as narrator): I have to get out of the house. For the next few days I walk the neighbourhood. Parks I've known since I was a kid. Shops I've been in. Walking....so as not to think. I come home when Mum's back from work, filling the emptiness in the house.

Mum: Your young man came by.

Mel: Dino?

Mum: Could there be another one?

Mel: What for?

Mum: To see how you were. To find out why you're suddenly incommunicado.

Mel: So what did you think of him?

Mum: I thought he was a really nice person.

Mel: You did?

Mum: He wasn't at all what I expected.

Mel: No?

Mum: Sometimes you talk about him as he were...well, *mentally challenged*, shall we say.

Mel: He isn't Einstein or anything.

Mum: There are other ways of using your brain. And he's earning a living.

Mel: He told you.

Mum: About boxing? Yes. I thought he was very together. Mature.

Mel: Mature?

Mum: He was also very upset.

Mel: You didn't tell him, did you, about the baby?

Mum: I'm not doing your dirty work for you, Mel.

Mel: It's not *dirty work!* You think I *want* you to? Well, I don't.

Mum: Give me a break, Mel.

Mel: No, give *me* a break.

Mum: Mel, you're *taking* a break. And while you're making up your mind, people are hurting.

Mel: Oh thanks, Mum. That's so helpful.

Mel (as narrator): I carry on, passing the days walking. Somehow, my feet keep taking me back to where Dino lives.

Dino: Mel?

Mel: Oh!

Dino: How you've been?

Mel: Okay.

Dino: You...goin' out with someone?

Mel: No.

Mel (as a narrator): I can't bear it. The hurt in him. I know what's going to happen.

Dino: You on your way somewhere?

Mel: Just walking.

Dino: Come on, Mel.

In Dino's flat

Dino: Mel, oh Mel, Mel.

Mel: Dino...

Mel (as a narrator): It was like the first time all over again.

Dino: You feel great.

Mel: So do you.

Dino: Truly?

Mel: Of course, idiot!

Mel (as a narrator): And I'm cross with myself. For the way I've treated him. And afterwards, we lie there for a long time.

Dino: Y'okay?

Mel: Yeah. Totally.

Dino: We gotta do something about this.

Mel: About what?

Dino: We gotta get married or something. I'm not lettin' you outa here till we got a place worked out and a *date* and a *time* and a *promise* you'll be there. I can't hack you leavin' and just disappearin'. You get me?

Mel: Yeah, I get you.

Dino: I mean it. You can't just *walk off*, right? The way I see it, two people like us, they know when it's over.

Mel: Over?

Dino: I know it's *not over*. And I figure you know too. If you weren't so worried about what your Dad thinks...

Mel: My Dad? My Dad doesn't care. He's left.

Dino: What, did he clear out because of you telling him about us?

Mel: I – I don't know. I was over here when he left. That day I last saw you.

Dino: So the day I called you...he'd already gone?

Mel: Yeah.

Dino: So what you were saying, about them watching you –

Mel: It was bullshit.

Dino: Right. So what was going on? Your Mum and Dad *did* know about us?

Mel: Didn't know?

Mel: Sort – of knew. I told them it was finished.

Dino: Finished?

Mel: That's what I wanted.

Dino: Why wouldya-

Mel: I don't know! When I was there, at home, thinking my life over, it seemed the right thing to do. Now that I'm here with you, I just don't know.

Dino: I don't know what's going on, Mel. But one thing's for sure. You look different.

Mel: Yeah. Fatter.

Dino: No, not *fat!* It's...you don't look like you'll blow away in the wind any more.

Mel: Oh, Dino. Yeah, I'm tied down now.

Dino: Uh?

Mel: Someone else is tying me down.

Dino: You said there wasn't someone else.

Mel: Not like that, you dope, someone else like...

Mel (as a narrator): I catch his hand and push it down onto my solid, slightly curved belly. The baby is swirling against the back of his hand. Can he feel it?

Mel: Like, inside me.

Dino: From..us?

Mel: Yes.

Dino: Mel, you know me. I'll believe anything you say. Tell me straight.

Mel: It's yes. There hasn't been anyone else. It's yours.

Dino: Aw man, with any other girl, this'd be a fuckin' disaster!

Mel: You mean to say it's not?

Dino: It's great! You'll never get rid of me now. A kid's got to have a father, right?

Mel: I guess. I guess it doesn't hurt to have a father. Well, it can hurt. But it doesn't necessarily have to.

Dino: I thought you were gone. Now I find out I've gotta stick around you for another, what – sixteen, eighteen, years?

Mel: A life sentence, pretty well.

Dino: Yes!

Mel (as a narrator): Not a lot more to tell, really. The house was sold and Mum and I came to live in a much smaller place. Half the time Dino's with Mum and me. Half the time I'm at his flat, like old times. We'll get our own place, get married maybe. No, definitely get married, Dino says. He's got another big fight coming up, and the prize money's good. But the other day, he said it's not a career to have when you're an old man. And me? When the baby's a bit older, I'm going back to college. I'm going to get a future. For myself. And for Dino and the baby!

The Book Thief

Forfatter: Eli M. Huseby

[The Book Thief by Markus Zusack \(85456\)](#)



Words are powerful, we know that. They can convey hope, provoke, disappoint, comfort, please and even ignite wars. But are they worth stealing for? While reading the Prologue from *The Book Thief* you should have the following question in mind: What circumstances would make YOU steal a book? Get ready to meet a book thief in person.

Australian **Markus Zusak**'s writing career took off when *The Book Thief* was released in 2005. Yet another book about the Holocaust and the persecution of Jews, how could it become so immensely popular? One reason might be that the story line is mirrored in his German parents' war experiences and what they brought to him as a child. Another is the unusual twist to the novel; Death is personified and placed in the driving seat as the narrator.

Watch a brief interview with the author to find out what inspired him to write the novel. While watching, try to jot down clues regarding:

- where and when the story is set
- which story he refers to as a source of inspiration
- his choice of Death as a narrator and how the Death character he depicts is "different"
- why he mentions "where the book should sit on the book shelf"



The Book Thief by Markus Zusack / fagstoff

<http://ndla.no/en/node/85456>

Read from the Prologue of *The Book Thief*.



The Book Thief / flashnode

<http://ndla.no/en/node/85709>

Tasks

Literary Analysis

Revise literary terms e.g. setting, theme, point of view and try the multiple choice task



The Book Thief / h5p_content

<http://ndl.no/en/node/85969>

Further work

You will find tasks related to the novel [here](#)

The Boy In the Striped Pyjamas (Vg2)

Forfatter: Eli M. Huseby

[The Boy In the Striped Pyjamas by John Boyne \(82484\)](#)



When **John Boyne** (born in 1971), the author of *The Boy in the Striped Pyjamas*, in an interview posted on Bookbrowse was asked what made him come up with the story about the 8 year old Bruno and his way of perceiving the disasters of World War II, he referred to a story that he himself read as a child.

Read an excerpt and work with tasks.

In the interview is published on [John Boyne biography](#) he refers to a story about four children that were forced to leave Poland because of the Nazi regime. It made him wonder how he would have coped if he had been exposed to the same terrors and agonies. His 2006 novel, *The Boy in the Striped Pyjamas*, is to a great extent a continuation of this reading experience. The novel was originally meant as a children's book, but has been embraced by an adult audience all over the world. In 2008 a movie based on the novel was released.

What was your first reading experience? Is this something that you will remember for the rest of your life?



Chapter 1 and the Film Trailer

Auschwitz Concentration Camp

Before you read chapter 1 you should watch the trailer to get an idea of the plot. You will meet Bruno before he reluctantly leaves Berlin and his friends. His dad, a former Nazi officer is promoted by Adolf Hitler and becomes a commandant in the concentration camp in Auschwitz and the family has to move. We perceive everything through Bruno's eyes, and the Fuehrer, quite humorously, is called the Fury and Auschwitz is Out-With. In Auschwitz, Bruno is extremely lonely and homesick, but he gets one dear friend, the boy in the striped pyjamas. He starts seeing his new Jewish friend, Shmuel, in secret. Watch the trailer by following this link [The Boy in the Striped Pyjamas](#)

Questions to the Trailer

1. Numerous films have World War II as a setting. What do you think makes *The Boy in the Striped Pyjamas* different?
2. Why do you think the director has provided the following subtitles: "the lines that divide us" and "the hope that unites us". What does this imply?
3. In several scenes the camera pans the fence between the two boys. Discuss what kind of connotations a fence raises and why the director has chosen this focus.

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The Boy In the Striped Pyjamas / flashnode

<http://ndla.no/en/node/84483>

Comprehension

Try the multiple choice task



The Boy in the Striped Pyjamas, Multiple Choice / h5p_content

<http://ndla.no/en/node/82942>

Literary Analysis

1. What does the author reveal in the opening paragraph?
2. Why do you think Bruno believes that it is his own fault that they are leaving?
3. What kind of impression is conveyed about the father before we have even met him?
4. How does Bruno's mum feel about moving from Berlin?
5. How does she try to convince Bruno that they have to move?
6. Why do you think the author twists the Fuehrer into the Fury? Which effect does it have?
7. Bruno describes his sister, Gretel, as a Hopeless Case. What does this indicate about his relationship to his sister? Is it any different from a "normal" brother-sister relationship?
8. Bruno is a child protagonist. How do we note that in this opening chapter? Give examples. Which possibilities and which limitations are generally entailed when the protagonist is a child?

Discuss

1. According to UNICEF [Unicef about conflicts](#), 20 million children around the world are refugees due to brutal warfare and violations of human rights. Why is it that we seldom hear about their war experience? How are we affected by children telling their war stories?
2. The boy in the striped pyjamas is a young Polish Jewish boy and Bruno is the German commander's son. Yet, as it turns out, Bruno and his new friend have a lot in common. Discuss how children might be the advocates of hope in armed conflicts.
3. Lately the word "Jew" has been used abusively by young people in Norway and other countries. What attitudes and values are at stake?
4. How can stories like *The Boy in the Striped Pyjamas* further mutual understanding?
5. Why do you think we should never forget about the Holocaust?

Research

On the net you will find stories where children are subjected to adults' wars and conflicts. Find a story that makes an impression on you and retell it in your own words or make a digital story.

Further Tasks and Activities

[The Boy in the Striped Pyjamas - Novel and Film - tasks](#)

Film Recommendation

1. See movie trailers and use the educational material (author interview, interactive tasks) at Film Education [The Boy in the Striped Pyjamas](#)
2. Tatiana de Rosney's *Sarah's Key* and *The Boy In the Striped Pyjamas* have a lot in common regarding the Holocaust and the focus on child protagonists. *Sarah's Key* was adapted to film in 2010. You may watch the entire film [here](#)

The Curious Incident of the Dog . . . (VG1,2)

Forfatter: Eli M. Huseby

[The Curious Incident of the Dog in the Night-Time \(20289\)](#)

How do you feel about mathematics? Christopher Boone, the narrator of *The Curious Incident of the Dog in the Night-Time*, just loves maths. Even though his diagnosis is not explicitly stated, labels like "nerd" and "Einstein" may soon pop into mind, as well as the suspicion that he is an autistic savant.

Christopher has a disorder called Asperger syndrome. Some of those with Asperger syndrome may be savant within one specific area. For example, Christopher just loves maths, which is his area of special skills.

It is estimated that 1% of all school children suffer from Christopher's disorder.

Mark Haddon (1962) is a British author and poet whose 2003 novel, *The Curious Incident of the Dog in the Night-time*, earned him wide recognition. In this novel the readers have to rely on a first-person narrator, the 15 year old Christopher, who suffers from Asperger syndrome. This affects, to a large extent, how the story is unveiled. One example is Christopher's flair for mathematics and logic and how this is mirrored in the chapters. Due to his love for prime numbers, the book starts with chapter 2, moving on to 3, 5, 7, 11 and so forth. His literary technique is somewhat unexpected, since he starts by unfolding the story in the first chapter. The next chapter, however, seems to lose any connection whatsoever with the narrative, while the subsequent chapter moves back to the story again. This alternating focus is very characteristic of the author's narrative technique. In these introductory chapters from the novel you'll meet Christopher and hear about his teacher, Siobhan and Mrs Shears' and her dead dog.



Numbers



The Curious Incident of the Dog in the Night-time - excerpt / flashnode

<http://ndla.no/en/node/20610>

Click on link in the meny to your right if page flipper does not open.

The Handmaid's Tale (VG2)

Forfatter: Celia Suzanna Sandor

[The Handmaid's Tale \(21102\)](#)

Today the world faces a serious threat from environmental pollution. One of the consequences of pollution is decreased fertility - fewer babies being born. Imagine if a new, strict world order was created just to ensure the birth of new generations. What would that be like?

Margaret Atwood (b. 1939) is one of the greatest Canadian writers living today, having received numerous honours for her novels as well as short stories and poetry.

Written in 1985 but set in the future, *The Handmaid's Tale* can be called a science fiction novel. It deals with a totalitarian society, the Republic of Gilead (formerly the United States of America), which was founded in response to social threats like increasing pollution and rising infertility rates. In Gilead, state and religion are one, and women are severely oppressed, having lost most of their rights – they are not allowed to work, vote, or even read or write. Even their fertility is regulated by the state. In this way the book can also be called a work of feminist fiction.



In this excerpt, from the beginning of the novel, we are thrust into an unusual setting which is difficult to make sense of. The narrator, Offred, is a handmaid (servant) for an infertile couple. Her job is to become pregnant with her "Commander", Fred (her name means "of Fred") and bear a child for him and his wife. In chapter one, Offred offers us a glimpse of her past, when she slept on a cot in an old school gymnasium, under the surveillance of strict "aunts" or matrons. Chapter two brings us to Offred's present situation, living in the Commander's house.

Before you read the excerpt below you should see the trailer from the film (*The Handmaid's Tale*, 1990) based on Atwood's novel. What has happened? Why are a lot of people sterile? Who are the women dressed up in blue? Who are the ones in red garments? What are they called, and why? Describe the mood in the trailer.

[The Handmaid](#)

(*The Handmaid's Tale*, O.W. Toad Ltd, copyrighted)



The Handmaid's Tale / flashnode

<http://ndla.no/en/node/63779>

Tasks and Activities

The Kite Runner

Forfatter: Åse Elin Langeland, Eli M. Huseby

[The Kite Runner \(83466\)](#)

The Kite Runner is Khaled Hosseini's debut novel from 2003 about the troubled friendship between two Afghan boys, Amir and Hassan. There are major dividing lines between the two boys; as a Pashtun, Amir is the master and belongs to the ruling class while Hassan, with his Hazara ancestry, is the servant. The novel is set against one of the world's most dramatic historical events ranging from the fall of the Afghan kingdom, through the Soviet invasion leading to a mass flight of refugees, to the rise of the Taliban. In 2007, the novel was adapted for the screen.

Before his notable debut as an author, the Afghan-American, **Khaled Hosseini** (born in 1965), practiced as a physician. His second novel, *A Thousand Splendid Suns*, also set in Afghanistan, matched the success of his first novel. He currently works as a writer and a UN Ambassador and is renowned for his commitment to his troubled home country.

Watch this BBC clip from 2009 and the novelist's accounts of his UN visit to Afghanistan where he witnessed flying kites in the Kabul skies once again.



[Kite-flying with Khaled Hosseini](#)

Read the excerpt from Chapter 1 and Chapter 2 from *The Kite Runner*

UN goodwill ambassador and author of "The Kite Runner", Khaled Hosseini, helps a child to launch a kite in Kabul in 2009.



The Kite Runner / h5p_content

<http://ndla.no/en/node/125170>

Tasks

Comprehension



Kite Runner - Multiple Choice / h5p_content

<http://ndla.no/en/node/125171>

Literary Analysis

1. Why do you think the author starts his novel by going back to 1975? Describe the mood in the opening paragraph.
2. What does the author state about what seems to be the plot in the second paragraph?
3. Amir is still hearing Hassan's whisper: "For you, a thousand times over", what is implied in that statement? Why do you think Amir

- cannot forget this?
4. What might Rahim Kahn mean by his words: "There is a way to be good again"? Do you think he sounds accusing?
 5. Describe the setting in Chapter 1.
 6. Why do you think the author chooses to dwell on the description of Amir and Baba's mansion in Kabul? How is it contrasted to the home of Hassan and Ali?
 7. Amir and Hassan have both lost their mothers in infancy. How do they deal with their loss?
 8. How is the relationship between the two boys depicted?
 9. What is said about the differences between the Hazaras and the Pashtuns?
 10. What do you think is implied when the narrator states that his first word was "Baba" and Hassan's first word was "Amir" ?

Watch the Movie

How has the director adapted the two chapters in the film? Which significant choices did he have to make do you think?

Research

Upon reading *The Kite Runner* a Norwegian Afghan student started crying. He thought it was painful to read about Hassan's destiny as a Hazara, since he himself had a Hazara background. Search the net and jot down information about the Hazaras in Afghanistan. Why do you think this student responded so strongly?

Film and Novel

According to the teaching plan you are supposed to read a novel from after 1950, you are also supposed to analyze a film. A lot of students choose to read and watch *The Kite Runner*. You can find information on the Internet both about the film and the novel. Here are a few useful links: [The Kite Runner - Analysis](#), [The Kite Runner - Trailers and Information](#), [The Kite Runner - Movie Review](#).

The Sweetness at the Bottom of the Pie

Forfatter: Åse Elin Langeland

[The Sweetness at the Bottom of the Pie \(60116\)](#)

The Sweetness at the Bottom of the Pie, is Alan Bradley's first mystery novel and the first title in his new series, *The Buckshaw Chronicles*.

The novel is set in England in the summer of 1950. So far, the summer hasn't offered anything out of the ordinary for eleven-year-old Flavia de Luce, who is the heroine of this story. But then a series of mysterious events gets her attention: a dead bird is found on the doormat, a rare Black Penny stamp bizarrely pinned to its beak. Soon she is to find a stranger lying in the cucumber patch and watches him as he takes his dying breath. Murder has come to Buckshaw, Flavia's home. However, she is not afraid, "I wish I could say I was afraid, but I wasn't. Quite the contrary. This was by far the most interesting thing that ^{Pennyblack} had ever happened to me in my entire life." At that moment, Flavia commits herself to solving the crime. The following film trailer promotes the Norwegian edition of the novel. Watch the trailer and discuss how suspense is created in this very brief clip.



Afterwards you can read the excerpt below. It is from chapter 23 of the novel and picks up the story where the film trailer ends: the encounter between Flavia and Frank Pemberton, the murderer.



The Sweetness at the Bottom of the Pie / h5p_content

<http://ndla.no/en/node/125098>

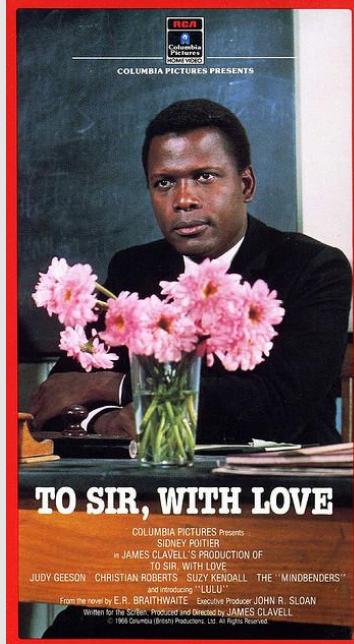
To Sir, With Love (VG2)

Forfatter: NRK, Åse Elin Langeland

[To Sir, With Love \(71496\)](#)

The novel *To Sir, With Love* met instant success when it was first published in 1959. Based on his personal experiences as a temporary teacher in the East End of London in the late 1940s and early 1950s, the Guyanese author and diplomat Eustace Adolphe Braithwaite drew a vivid portrait of racial relations and what it meant to be black in London before Commonwealth immigration started in earnest.

Compared with most Commonwealth workers who settled in Britain in the 1950s and 1960s, Mr Braithwaite was well qualified for life in Britain. But even though he was educated at Cambridge University and had served with the RAF during the Second World War, he was met with racial prejudice and ill-concealed discrimination. No wonder then that those who were less fortunate than him in their education and professional qualifications found it even harder to adjust to life in the mother country.



Up to 1962 Commonwealth residents had unlimited access to Britain. In 1962 the Commonwealth Immigrants Act was passed along with a succession of other laws that severely restricted the entry of Black immigrants. It is widely argued that from the middle of the 20th century there was growing racism and prejudice against Blacks and Asians.



To Sir, with Love (18:40) / audio

<http://ndla.no/en/node/76061>



To Sir, With Love / h5p_content

<http://ndla.no/en/node/125087>

Resources

How to Analyze a Short Story

Forfatter: Carol Dwankowski

[How to Analyze a Short Story \(9075\)](#)

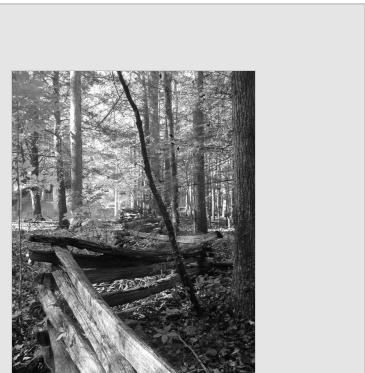
What is a Short Story?

A short story is a work of short, narrative prose that is usually centered around one single event. It is limited in scope and has an introduction, body and conclusion. Although a short story has much in common with a novel (See How to Analyze a Novel), it is written with much greater precision. You will often be asked to write a literary analysis. An analysis of a short story requires basic knowledge of literary elements. The following guide and questions may help you:

Setting

[Read more](#)

Setting is a description of where and when the story takes place. In a short story there are fewer settings compared to a novel. The time is more limited.



Old Fence

A short story has a structure and a message. Can you analyze this picture in much the same way as a short story?

Study the time period which is also part of the setting.

- When was the story written?
- Does it take place in the present, the past, or the future?
- How does the time period affect the language, atmosphere or social circumstances of the short story?

Characterization

[Read more](#)

Characterization deals with how the characters in the story are described. In short stories there are usually fewer characters compared to a novel. They usually focus on one central character or protagonist.

- Who is the main character?
- Are the main character and other characters described through dialogue – by the way they speak (dialect or slang for instance)?
- Has the author described the characters by physical appearance, thoughts and feelings, and interaction (the way they act towards others)?
- Are they static/flat characters who do not change?
- Are they dynamic/round characters who DO change?
- What type of characters are they? What qualities stand out? Are they stereotypes?
- Are the characters believable?

Plot and structure

[Read more](#)

The plot is the main sequence of events that make up the story. In short stories the plot is usually centered around one experience or significant moment

- What is the most important event?
- How is the plot structured? Is it linear, chronological or does it move around?
- Is the plot believable?

Narrator and Point of view

[Read more](#)

The narrator is the person telling the story.

Is the narrator and the main character the same?

By point of view we mean from whose eyes the story is being told. Short stories tend to be told through one character's point of view

- Who is the narrator or speaker in the story?
- Does the author speak through the main character?
- Is the story written in the first person "I" point of view?
- Is the story written in a detached third person "he/she" point of view?
- Is there an "all-knowing" 3rd person who can reveal what all the characters are thinking and doing at all times and in all places?

Conflict

[Read more](#)

Conflict or tension is usually the heart of the short story and is related to the main character. In a short story there is usually one main struggle.

- How would you describe the main conflict?
- Is it an internal conflict within the character?
- Is it an external conflict caused by the surroundings or environment the main character finds himself/herself in?

Climax

[Read more](#)

The climax is the point of greatest tension or intensity in the short story. It can also be the turning point where events take a major turn as the story races towards its conclusion.

- Is there a turning point in the story?
- When does the climax take place?

Theme

[Read more](#)

The theme is the main idea, lesson or message in the short story. It is usually an abstract idea about the human condition, society or life.

- How is the theme expressed?
- Are any elements repeated that may suggest a theme?
- Is there more than one theme?

Style

[Read more](#)

The author's style has to do with the author's vocabulary, use of imagery, tone or feeling of the story. It has to do with his attitude towards the subject. In some short stories the tone can be ironic, humorous, cold or dramatic.

- Is his language full of figurative language?
- What images does he use?
- Does the author use a lot of symbolism? Metaphors (comparisons which do not use "as" or "like", similes (comparisons which use "as" or "like") ?

Your literary analysis of a short story will often be in the form of an essay where you may be asked to give your opinions of the short story at the end. Choose the elements that made the greatest impression on you. Point out which character/characters you liked best or least and always support your arguments.

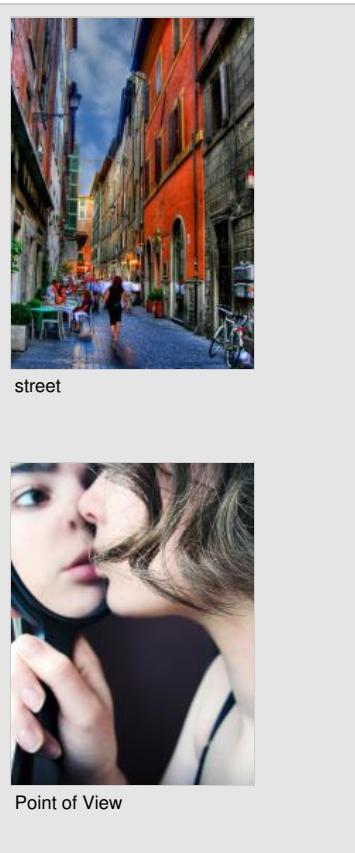
How to Analyze a Novel

Forfatter: Carol Dwankowski, Celia Suzanna Sandor, Catharine Ruud

[How to Analyze a Novel \(13288\)](#)

Setting

Setting is a description of where and when the story takes place.



- What aspects make up the setting?
 - Geography, weather, time of day, social conditions?
- What role does setting play in the story? Is it an important part of the plot or theme? Or is it just a backdrop against which the action takes place?
- Study the time period which is also part of the setting
- When was the story written?
 - Does it take place in the present, the past, or the future?
 - How does the time period affect the language, atmosphere or social circumstances of the novel?

Characterization

Characterization deals with how the characters are described.

- through dialogue?

Plot and structure

- by the way they speak?
- physical appearance? thoughts and feelings?
- interaction - the way they act towards other characters?
- Are they static characters who do not change?
- Do they develop by the end of the story?
- What type of characters are they?
- What qualities stand out?
- Are they stereotypes?
- Are the characters believable?

The *plot* is the main sequence of events that make up the story.

- What are the most important events?
- How is the plot structured? Is it linear, chronological or does it move back and forth?
- Are there turning points, a climax and/or an anticlimax?
- Is the plot believable?

Narrator and Point of view

The *narrator* is the person telling the story.

Point of view: whose eyes the story is being told through.

- Who is the narrator or speaker in the story?
- Is the narrator the main character?
- Does the author speak through one of the characters?
- Is the story written in the first person "I" point of view?
- Is the story written in a detached third person "he/she" point of view?
- Is the story written in an "all-knowing" 3rd person who can reveal what all the characters are thinking and doing at all times and in all places?

Conflict

Conflict or tension is usually the heart of the novel and is related to the main character.

- How would you describe the main conflict?
 - Is it internal where the character suffers inwardly?
 - Is it external caused by the surroundings or environment the main character finds himself/herself in?

Theme

The *theme* is the main idea, lesson or message in the novel. It is usually an abstract, universal idea about the human condition, society or life, to name a few.

- How does the theme shine through in the story?
- Are any elements repeated that may suggest a theme?
- What other themes are there?

Style

The author's style has to do with the author's vocabulary, use of imagery, tone or feeling of the story. It has to do with his attitude towards the subject. In some novels the tone can be ironic, humorous, cold or dramatic.

- Is the text full of figurative language?
- Does the author use a lot of symbolism? Metaphors, similes?
An example of a metaphor is when someone says, "My love, you *are* a rose". An example of a simile is "My darling, you are *like* a rose."
- What images are used?

Your literary analysis of a novel will often be in the form of an essay or book report where you will be asked to give your opinions of the novel at the end. To conclude, choose the elements that made the greatest impression on you. Point out which characters you liked best or least and always support your arguments. Try to view the novel as a whole and try to give a balanced analysis.

How to Analyze a Novel (easy)

Forfatter: Eli M. Huseby, Knut Inge Skifjeld

[How to Analyze a Novel \(easy\) \(61975\)](#)

What is a novel? A "novel" in English = a "roman" in Norwegian. (A "nouvelle" in Norwegian = a "short story" in English.)

We have used *Harry Potter and the Philosopher's Stone* as an example, but there are many books to choose from. YOU don't have to pick a Harry Potter book.

(When studying the sections below you will find text extracts included where required.)

1. [What is a Novel?](#)
2. [Setting](#)
3. [Characters and Characterization](#)
4. [Plot](#)
5. [Narrator and Point of View](#)
6. [Conflict](#)
7. [Theme](#)
8. [Style](#)



Self Portrait

A Final Piece of Advice

If you are asked to analyze a novel or make a book report, you will often be asked to do it in the form of an essay where you may be asked to give your opinion of the novel at the end. Choose the elements that made the greatest impression on you. Point out which character/characters you liked best or least and always support your arguments.



Now, you are ready to analyze *Harry Potter and the Philosopher's Stone*. Good luck! If you need further help, you may get ideas by checking this website: [Sparknotes - Harry Potter](#)

You may also want to have a look at more of our animations of literary devices. If so, search for *literary means* in the search box.

Working with Novels

Forfatter: Åse Elin Langeland, Eli Huseby

[Working with Novels \(96478\)](#)

Having read a novel, you are traditionally asked to analyze the book or write a book report, and an outline for such work can be found in the Skills and Tools menu. On this page, however, we have listed different ideas for working with a novel, hoping you may find some of them interesting and rewarding. Some of the projects are based on digital tools that can be downloaded or sites where you need a personal account. These tools are all free.

Board Game

Create a board game in which the game pieces represent the characters and the board shows the plot sequence or main events of the novel. The game must include rules and be playable. You might want to consider games like Monopoly, Brainstorm or Clue to get some ideas.



You can find more information about making a board game on this page: [Create a Board Game](#). Here you will also find templates to download in the link ROWE collection.

Trailer

Movie previews always offer a quick sequence of the highlights in the movie to lure us into watching it. Having read a novel consider which moments you would include in a movie preview. Make a storyboard or narrate the scenes for your trailer. You might want to produce the trailer as well. If you do not want to be actors yourselves, you can use the digital tool [GoAnimate](#). You need to create an account. Watch a tutorial [here](#).

Act Out or Dramatize

Use puppets or finger puppets representing the main characters in the novel and act out the plot of the entire novel. Think of the setting when staging your play.

Dramatize a scene from the story with other students. You can also use puppets or the digital tool GoAnimate (see above).

Radio Program

Choose a character from the novel and make a radio program where you interview her/him. Include music and other prompts to make it real. You might even consider questions from your listeners. Work in pairs/groups and use audacity to record it. Click [here](#) to download audacity. Click [here](#) for tutorials.

Talk Show

Host a talkshow. Students play the host, author, and cast of characters. Allow questions from the audience. You might want to record the show.

Digital Collage

Create a digital collage using words and images representing the entire novel, e.g. the main characters, major events, turning point, setting and themes. Use [Glogster](#) to make the collage. (You can watch a Glogster tutorial [here](#).)

Comic Book

Re-write the entire novel in comic book form. Do not change the story and remain true to descriptions of characters and setting. You might find the digital tool [Toondoo](#) useful. You need to create an account.



Alphabetical Significance

Use the alphabet and write a word (noun, verb, adverb, or adjective) that is relevant to the book for each letter. Write at least one sentence explaining the significance of the different words.

Quotations

Choose a character from the book and select at least eight quotations from the text revealing the character's personality. Explain what each quotation reveals about the character. Include which page the quotation is taken from. Write a characterization of this person including at least two of the quotations in your running text showing that you know how to quote.

Brochure

Create a brochure or pamphlet with drawings, pictures and text that advertise or promote something in the novel. Use Publisher templates or equivalent.

Letters

Write a series of letters or chat messages that two main characters in the novel might have written to one another during the course of the novel.

Newspaper or Magazine

Create a newspaper or a magazine based on the book you are reading. Consider the different genres found in these kinds of publications and make sure they are included in yours. Use Publisher templates or equivalent.



Crosswords

Make a crossword puzzle using words from your novel. Include character names, setting, and main ideas or terms from the book. You might find [Hot Potatoes](#) to be a useful tool.

Obituary

Write an obituary or a eulogy for one of the characters in the novel. Give all the important information such as birthplace, schooling, accomplishments, career and family. Consider how this person would have wanted to be remembered?

Story Pyramid

Use the [The Story Pyramid](#) to write about the novel.

Book Café

Time required: A double lesson.

The goal of this exercise is to study various characters in the novel. This is done by arranging the classroom into a "book café". Arrange the desks in groups and make it look like a café. The characters (students) are invited to drink tea and chat with the other characters (students). By taking a character's point of view and by chatting with the other characters, the students get the opportunity to explore the novel.

Step by Step

Step 1: Assign a character to each student. If we use Jane Austen's *Pride and Prejudice* as an example, the following characters might be considered: Elizabeth Bennet, Mr. Darcy, Mr. and Mrs. Bennet, Elizabeth's four sisters, Charles Bingley, Caroline Bingley and Mr. Wickham.

Step 2: This involves exploring relationships. To create meeting places for the characters, we go to the "book café". Here the students are going to find out more about "their" character and this character's relationship to another character in the novel (e.g. Elizabeth vs. Mr. Darcy). The teacher decides which relationships should be explored.

1. Decide which relationships in the novel that you want the students to explore (e.g. Elizabeth vs. Mr. Darcy, Mrs. Bennet vs. Elizabeth, Mr. Darcy vs. Mr. Wickham and so forth). Each student is assigned a character and a relationship with one other character.
2. Make arrangements with your students before you start, to make coffee/tea, make name tags (Elizabeth Bennet, Mr. Darcy and so forth), and arrange tables and chairs in groups. Place labels or name tags on the tables - one character's name on each table.
3. **Part One:** For 30 min. all the Elizabeths, should be seated together, all the Mr. Darcys together and so forth in order to explore "their" character and make questions for their counterparts (the relationships that you want them to explore) on a sheet of paper.
4. **Part Two:** Welcome all "the characters" by checking their name tags and their tickets, i.e. the questions they are going to ask their counterparts, and lead them to the correct table. At least one representative of each character will always be at that character's table in order to answer questions.
5. Each character poses questions to the character with which they are matched and he/she tries to answer the questions. Spend approx. 30 mins. Each group (e.g. all the Elizabeths) should be prepared to sum up in class how talking to the different characters has contributed to "her" understanding of "herself".
6. Sum up in class and discuss if the café in any way contributed to further understanding of the characters and their motifs.

You are going to explore the characters in the novel by acting out conversations in a book café. Your teacher will assign a character to each of you, and you will meet your counterpart for a conversation to find out who did what and why.

Part One: Preparation

1. Bring a sheet of paper with your character's name on it.
2. Bring a name tag
3. Your role will be one of those listed below. On your sheet of paper write down key words concerning your own character. Also write down key words concerning the character listed in parenthesis (the character will be assigned by your teacher). Finally, write down five questions that you would like to ask this character. The questions should deal with conflicts or issues in the novel.
Pride and Prejudice (an example)
 - Elizabeth (vs. Mr. Darcy)
 - Mr. Darcy (vs. Mr. Wickham)
 - Mrs. Bennet (vs. Elizabeth)
 - and so forth

Your Ticket

The sheet of paper with your questions to your counterpart will be your admittance to the café.

Part Two: At the café

Your teacher will organize the acting out of the conversations in one of your English classes. It is essential that you use your imagination to identify with the characters.

Book Review

Write a book review. Check how to write and publish your book review [here](#).

Evaluation of Student Work

Contrary to classical written or oral reports and presentations, it might be difficult to evaluate multimedia presentations, e.g. a cartoon or a radio show. Before making presentations, you should examine some criteria for good multimedia presentations and evaluation criteria together with your students. Together you may consider which criteria you find essential and make an evaluation form to hand out. When their fellow students perform, the class can then tick off their evaluation on the form. On [this site](#) you will find a very useful resource for evaluating multimedia presentations.

When working with their assignment, students should write notes where they reflect over their work and the choices they make. This provides a better basis for evaluating their work, and if it is group work, to consider each student's contribution.

We have suggested multiple ways to work with a novel. Book cafés, making brochures, board games and film trailers could be a good way to prepare students for doing final reports, essays and analysis work.

Sources

Daria Plumb: [Teaching a Love of Reading](#)

Weta: [103 Things to Do Before/During/After Reading](#)

Scholastic: [25 Book Report Alternatives](#)

Jørn Hoelstad Pettersen: [Eksempelopplegg roman](#)

Recommended Reading for International English

Forfatter: Åse Elin Langeland, Eli M. Huseby

[Recommended Reading for International English \(103969\)](#)

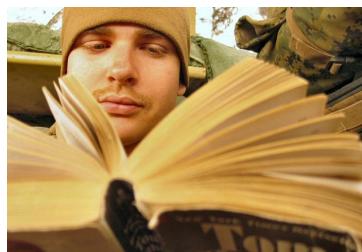


On this site we have listed novels (from after 1950) that students and teachers have enjoyed and found useful in this course in International English. The list is in no way complete, and we would like to update and extend the list based on your feedback.

The teaching plan in International English emphasises the following competency aims under the heading "Kultur, samfunn og litteratur": "*Mål for opplæringen skal være at eleven skal kunne: analysere og drøfte minst ett lengre litterært verk og en film og drøfte et utvalg av litteratur og sakprosa fra tiden etter 1950 og fram til i dag.*" Students are often recommended to choose novels that highlight curricular issues. Above all, however, it is a good reading experience which is important. In order to combine the two requirements: "*lengre litterært verk og en film*", some choose to study how "their" novel is adapted to the big screen.

Recommended Links

[Shmoop Literature Guide](#) offers a more extensive list of literature along with excellent learning guides with summaries, questions, description of characters, quotes, themes, quizzes, facts, essay questions, photos and more.



[GCSE Bitesize Literature](#) offers study guides to prose fiction, short stories and dramas. The site also provides audio clips and videos. Note that many of the literary texts are written before 1950.

A lot of students will be asked to write a novel report. Caught Reading

If you are looking for other ways to work with novels, Opphavsmann: [Jayel Aheram](#)
we recommend this site [Working with Novels](#).

If you are asked to analyze novels, you will find useful links here, [How to Analyze a Novel](#).

Stocket, Katheryn: The Help (2009), film adaptation (2011)

The Help focuses on the stories of three women dealing with the problems of segregation and race relations in Jackson, Mississippi in the 1960s. A young, white woman, Eugenia Phelan, and two black maids, Aibileen Clark and Minny Jackson, speak out against inequality and institutionalized racism. With the threat of isolation and brutal violence hanging over their heads, they choose to cross lines and tear down the old barriers between blacks and whites, built up from the time of slavery and the establishment of the rigid Jim Crow Laws.

Read more about the novel, including an excerpt, on [The Help](#). If you want to work with the complete novel, you will find a study guide here, [A Study of The Help](#)

Levy, Andrea: Small Island (2004), BBC adaptation (2009)

Inspired by her Jamaican parents' stories from their first encounter with England in the years immediately after World War II and the Jamaican British diaspora's experience, Levy brings to life the young school teacher Hortense and the RAF sergeant Gilbert. Thus she gives a voice to the Afro-Caribbean immigrants in post-war UK. World War II transformed the lives of the English couple Queenie and Bernard and the Jamaican couple Hortense and Gilbert. This is a novel depicting lives that are mysteriously intertwined and with huge culture clashes, but in spite of everything, new options open up which bring hope for a brighter future.

Read more about the novel and work with tasks on [*Small Island*](#)

Roberts, Gregory David: Shantaram (2003)

"It took me a long time and most of the world to learn what I know about love and fate and the choices we make, but the heart of it came to me in an instant, while I was chained to a wall and being tortured." This is how Shantaram opens, the almost autobiographical novel by Gregory David Roberts. The story is based on the writer's own experiences. After being convicted of a series of robberies committed to support his heroin habit, he was jailed in an Australian maximum security prison and sentenced to nineteen years. In 1980, he escaped over the prison's front wall and became one of the most wanted men in Australia at the time. For the next ten years he eluded the authorities, living for most of that time in Bombay, where he established a free medical clinic for slum-dwellers, and worked as a counterfeiter, smuggler, gunrunner, and street soldier for the Bombay mafia. Read an excerpt and work with tasks [here](#)

Forrest, Emma: Namedropper (2000)

In *Namedropper*, the narrator, 16-year old Viva Cohen, carries a striking resemblance to the author, Emma Forrest. Emma Forrest dropped out of school before her GCSE, and at 16, while her peers were conscientiously listening to their teachers, she kick-started her career as a journalist in the *Evening Standard* and *the Sunday Times*. Five years later she created her heroine, Viva Cohen, in her first novel, *Namedropper*. Viva attends a private school, but the school uniform is just a disguise, underneath she hides her vintage stockings and knickers. Her no. 1 preoccupation is her icons, Elizabeth Taylor and Marilyn Monroe. In real life she has just a handful of friends. Read an excerpt and work with tasks [here](#)

Beah, Ishmael: A Long Way Gone (2007)

We follow 12-year-old Ishmael Beah who lives a fairly happy life in Sierra Leone until the civil war breaks out and he is forced to run for his life. By the age of thirteen he is forcefully recruited by the government army and trained as a child soldier to kill his enemies in the most brutal ways. The novel also depicts the period after he is sent to a UNICEF rehabilitation center.

Read more about the novel, including an excerpt, and watch an interview with Beah on [*A Long Way Gone*](#).

Alexie, Sherman: The Absolutely True Diary of a Part-Time Indian (2007)

What is it like to be an American Indian today? Arnold Spirit Jr. is a fourteen-year-old Indian growing up on the reservation. However, he is the reservation outcast – an outsider – and he is routinely bullied and beaten up. Arnold, like Sherman Alexie, makes a choice to leave the reservation and attend a white school. Considered a traitor, Arnold is caught between two worlds: his home on the reservation and the white high school he attends. You can listen to the first chapter and read the two first chapters from the book [here](#)

Boyle T.C.: The Tortilla Curtain (1995)

The Tortilla Curtain is set in Topanga Canyon, California during the 1990s. The novel is considered one of Boyle's most controversial books with its focus on illegal immigration, middle class values and how the two groups interpret the American Dream. It deals with two couples, Delaney and Kyra Mossbacher, a yuppie American family, and Cándido and América Rincon, Mexican illegals living in the bushes on the outskirts of the city. Boyle focuses on the hardships and brutality illegal immigrants experience at the hands of unscrupulous "patróns" or Mexican and American employers once they get over the border.

Read more about the novel, including an excerpt, and learn more about the writer on [The Tortilla Curtain](#).

Cleave, Chris : The Other Hand (Little Bee) (2008)

The Other Hand, also known as *Little Bee* is a story about Little Bee, a Nigerian asylum-seeker, and Sarah, a British magazine editor, who meet during the oil conflict in the Niger Delta, and are re-united in England several years later. The novel examines the treatment of refugees by the asylum system, as well as issues of British colonialism, globalization, political violence and personal accountability.

Waterstones.com has made this promotional video of the novel featuring Chris Cleave [The Other Hand](#). Read an excerpt here, [The Other Hand](#).

Zusak, Markus: The Book Thief (2005), film adaptation (2013)

Australian Markus Zusak's writing career took off when *The Book Thief* was released in 2005. Yet another book about the Holocaust and the persecution of Jews, how could it become so immensely popular? One reason might be that the story line is mirrored in his German parents' war experiences and what they brought to him as a child. Another is the unusual twist to the novel; Death is personified and placed in the driving seat as the narrator. Read an excerpt and watch an interview with the writer [here](#) and work with tasks [here](#)

Boyne, John: The Boy in the Striped Pyjamas (2006), film adaptation (2008)

When John Boyne, the author of *The Boy in the Striped Pyjamas*, in an interview posted on Bookbrowse was asked what made him come up with the story about the eight-year-old Bruno and his way of perceiving the disasters of World War II, he referred to a story that he himself read as a child. The story was about four children that were forced to leave Poland because of the Nazi regime. It made him wonder how he would have coped if he had been exposed to the same terrors and agonies. His 2006 novel, *The Boy in the Striped Pyjamas*, is to a great extent a continuation of this reading experience. The novel was originally meant as a children's book, but has been embraced by an adult audience all over the world. Read an excerpt, watch a film clip and work with tasks [here](#)

McCourt, Frank: Angela's Ashes (1996), film adaptation (1999)

Frank McCourt opens his autobiographical novel, *Angela's Ashes*, with a startling statement: "Worse than the ordinary miserable childhood is the miserable Irish childhood, and worse yet is the miserable Irish Catholic childhood." In the novel he recounts his childhood memories from the streets of Limerick, Ireland in the 1930s and early 40s. Read and listen to a dramatized excerpt and work with tasks [here](#)

Kincaid, Jamaica: A Small Place (1988)

The novel was written when the author returned to her birthplace, Antigua, for the first time after spending many years in the USA. She left the small Caribbean island as a seventeen-year-old. The novel contains her childhood experiences and her ideas about the British colonial past and present-day Antigua. Read an excerpt from one of her short stories and work with tasks [Jamaica Kincaid - an American Caribbean Writer](#)

Foer, Jonathan Safron: Extremely Loud and Incredibly Close (2005), film adaptation (2011)

Oskar is an extraordinary child in many ways. He loves French and one of his dearest idols is the physicist Stephen Hawking. To cope with his feeling of guilt for not picking up the phone when his dad called from the Twin Towers and the loss of his best friend, his dad, he starts a quest to find a lock matching his dad's key. Oskar believes that the lock belongs to someone by the surname "Black" who can reveal more about whom his dad was.

Check this link to read an excerpt and watch an interview with the author. [September 11th - Through the Eyes of Oskar \(9\)](#)

Humphreys, Margaret: Empty Cradles (1994), Oranges & Sunshine, film adaptation (2011)

In 1986, Margaret Humphreys, a Nottingham social worker, received a letter from a woman who claimed that, at the age of four, she had been put on a boat to Australia by the British government. At first, Margaret Humphreys found this hard to believe, but soon discovered that this woman's story was just the tip of an enormous iceberg. As many as 150,000 children had been deported from Britain and shipped off to a new life in Australia, Rhodesia, New Zealand and Canada. Margaret Humphreys reveals how she gradually unravelled this shocking secret.

You can read the opening pages of the book [Empty Cradles \(Oranges and Sunshine\) - Excerpt](#) and watch a trailer from the film here [Oranges and Sunshine - Trailer](#).

Hill, Lawrence: The Book of Negroes (Canada)/Someone Knows My Name (the USA, Australia, New Zealand) (2010)

The novel is inspired by a historical record of slaves, known as *The Book of Negroes*. Through his protagonist, Aminata Diallo, Hill recapitulates the abduction of people by British slavers from West Africa to labor on the plantations of the colonies in the Caribbean and America. In the mid-1700s eleven-year-old Aminata is kidnapped from her local village and brought to South Carolina as a slave. We follow Aminata on her way to freedom. This leads us from South Carolina to Nova Scotia, Canada and Sierra Leone and eventually ends up in London. Aminata's story has many parallels to the historical Olaudah Equiano, a freed slave that became one of the first black spokesmen for the abolition of slavery. Hill describes a memorable encounter between his fictional Aminata and the historical Olaudah in London. Read Olaudah's own account and general information about the slave trade here [British Slave Trade](#)

On the author's home site you may gain general information about the novel, browse into the book and listen to an excerpt [Lawrence Hill home site](#) Harper Collins has a very useful novel guide [The Book of Negroes - Study Guide](#)

Collins Suzanne: The Hunger Games (2008), film adaptation (2012)

The film is based on a science fiction novel for young adults by Suzanne Collins. It is evident that Collins draws upon her experience from writing for television and familiarity with how media works. The Hunger Games take place in the fictional nation of Panem and is a televised event where young people have to participate. The game is a matter of life and death and it is not over before only one contestant is left. Apart from reflecting the harsh conditions of reality television shows, there are strong allusions to Greek mythology, the Iraq War and governments whose primary goal is to oppress their people. Good guides to the novel can be found on [The Hunger Games on Cliffsnotes](#) and [The Hunger Games on Shmoop](#). The novel is often compared with Shirley Jackson's short story [The Lottery](#). You may read the short story and compare with the film/novel.

Dierie Waris: Desert Flower (autobiography), film adaptation (2009)

Desert Flower (2009) is a film based on the Somali top model and human rights activist Waris Dierie's autobiography. The film debates culture clashes and female circumcision as it portrays her life as a nomadic child in the desert of Somalia, her life as an illegal teenage immigrant on the streets of London and her way to the prestigious catwalks in Paris and New York. She has dedicated the last twelve years to fighting against female genital mutilation as a UN Ambassador and as a founder of the the Desert Flower Foundation. The organization's website offers substantial information about female circumcision. Watch a trailer here, [The Desert Flower - Trailer](#).

Kidd, Sue Monk: The Secret Life of Bees (2002), film adaptation (2008)

The setting is South Carolina in the American South, and the year is 1964, when civil rights for African Americans were being put into effect. We are introduced to the 14-year-old, motherless Lily and the black maid Rosaleen, who acts as her surrogate mother. As part of the application of the Civil Rights Act, African Americans were called to register in order to vote, and Lily accompanies Rosaleen to town. There she gets first-hand experience of the injustice of racism. The story also entails Lily's need to find out about her mother's destiny and from there - define herself as an individual and a young woman. Study guides to the novel are found on such sites as sparknotes.com, enotes.com and cliffsnotes, and us.penguingroup.com has a good teacher's guide with some references to the film. A good way to work with the novel/film is exemplified here [The Secret Life of Bees - Wikispaces](#) where Grade 10 students in Melbourne have created a wiki about their work with the novel.

Swarup, Vikas: Q & A (2005), Slumdog Millionaire, film adaptation (2008)

This is the debut novel of Vikas Swarup, an Indian diplomat and author. The main character is Ram Mohammad Thomas, who is being held in a jail cell in Mumbai, India, after correctly answering all twelve questions on India's biggest quiz show, Who Will Win a Billion? How could a poor orphan who has never read a newspaper or gone to school win such a contest? Ram explains to his lawyer through a series of amazing tales how different episodes in his life gave him the answer to each question.

The publisher states: "Swarup's *Q & A (Slumdog Millionaire)* is a beguiling blend of high comedy, drama, and romance that reveals how we know what we know — not just about trivia, but about life itself. Cutting across humanity in all its squalor and glory, Vikas Swarup presents a kaleidoscopic vision of the struggle between good and evil — and what happens when one boy has no other choice in life but to survive." [Vikas Swarup](#)

Watch the entire film [here](#)

Hosseini, Khaled: The Kite Runner (2003), film adaptation (2007)

This is the Afghan American author's debut novel about the troubled friendship between two Afghan boys, Amir and Hassan. There are major dividing lines between the two boys; as a Pashtun, Amir is the master and belongs to the ruling class while Hassan, with his Hazara ancestry, is the servant. The story is set against one of the world's most dramatic historical events ranging from the fall of the Afghan kingdom, through the Soviet invasion leading to a mass flight of refugees, to the rise of the Taliban. [*The Kite Runner*](#)

Hosseini, Khaled: A Thousand Splendid Suns (2007)

The setting of Hosseini's second novel is once again Afghanistan, the Soviet invasion, the Taliban rule and the post-Taliban period. It depicts human destinies outlined by the country's tragic history in the past decades. Contrary to *The Kite Runner*, this novel's protagonists are two women, and it renders a memorable portrayal of the unlikely friendship that gradually develops between Mariam and Laila. This site provides a study guide [*A Thousand Splendid Suns - Study Guide*](#).

Shafak, Elif: The Bastard of Istanbul (2006)

One of the issues that official Turkish authorities traditionally have put a ban on is to discuss the Armenian Genocide (1915 - 1919). When the Turkish author Elif Shafak chose to focus on the genocide in her novel, she was put on trial for offending "Turkishness". The fictional Armenian-American character, Armanoush (19), had a grandfather that was murdered in the genocide. To find out more about her Armenian family, she decides to go to Turkey, much to the dismay of her Armenian-American family and friends who consider it both risky and provocative to visit Turkey. Here she meets and befriends the Turkish girl Asya (19), who has no idea who her father is. The novel emphasises how it is possible to bridge cultural differences, historical events and deep personal wounds. Read an excerpt and work with assignments here [*The Bastard of Istanbul*](#).

Satrapi, Marjane: Persepolis (comic book from 2000), film adaptation (2007)

Persepolis (2007) is an animated film based on Iranian born Marjane Satrapi's comic book from 2000. It depicts her memoirs from her birth in Tehran in 1969 through the early 1980s, when she experienced the first years of the fierce war between Iran and Iraq. To escape the war and the regime imposed by Khomeini, her parents sent her away in her early teens to what they hoped would be a brighter future in Austria. After futile efforts to adapt as a refugee in her new location, she chose to return to Iran. Even if she was able to reunite with her beloved family, she had to endure a regime that allowed her few rights as an individual. [*Persepolis*](#)

Krakauer, John: Into the Wild (biography from 1996), film adaptation (2007)

Into the Wild (2007) is a film drama based on John Krakauer's biographical book about the adventurer Christopher McCandless who abandoned everything and everyone and set off on a solitary trip to the Alaskan wilderness. By making this journey he highlighted essential existential questions: How does living in a civilized world restrict us? Is it possible to live without these restrictions? Why is the wilderness considered attractive? Do we need other people to give our lives meaning? And do we really need modern technology? Watch [*Into the Wild - Trailer*](#). You will find educational material on this blog: [*Into the Wild - Educational Resources*](#).

Douglas, Adams: The Hitchhiker's Guide to the Galaxy (1978), film adaptation (2005)

Douglas Adams' comic science fiction novel consists of three parts. There have been numerous adaptations for film, radio and TV. In all the versions we follow the adventures of the unlucky Arthur Dent, but we also get familiar with other major characters: Ford Prefect, Ford's relative the Galactic President, the robot Marvin, an alien from another small planet, and a researcher for the guidebook and Trillian, a woman who together with Arthur, is the only human who survived the destruction of the Earth. The last part is *The Restaurant at the End of the Universe*. In Chapter 16, p. 82 you will find a scene where the dish of the day presents itself. Read an excerpt [here](#)

Gilbert, Elizabeth: Eat, Pray and Love (2006), film adaptation (2010)

In Elizabeth Gilbert's novel *Eat, Pray and Love*, the protagonist sets off on a journey of self-realization. The journey brings her to Italy, India and Bali. The first part is dedicated to exploring the famous Italian cuisine. The novel was adapted to film in 2010 featuring Julia Roberts as the protagonist. Read an excerpt from chapter 26 where the protagonist discovers that food and eating out is an inextricable part of Italian culture [here](#)

Golden, Arthur: Memoirs of a Geisha (1997), film adaptation (2005)

The film is Steven Spielberg's adaptation of Arthur Golden's novel about a nine-year-old Japanese girl who, after her mother's death, is sold as a geisha in the early 1930s. The novel, as well as the film, follows Chiyo Sakamoto, who even if she is a fictional character, gives voice to an old tradition in Japanese culture and by this raises many issues about female destinies. Read an excerpt from the novel, [Memoirs of a Geisha - Excerpt](#) and find out how this is adapted in the movie.

Martel, Yann: Life of Pi (2001), film adaptation 2012

"Jesus, Mary, Muhammad and Vishnu, how good to see you, Richard Parker! Don't give up, please. Come to the lifeboat. Do you hear this whistle? TREEEEEEE! TREEEEEEE! TREEEEEEE! You heard right. Swim, swim! You're a strong swimmer ..." How does the protagonist Pi end up with a Bengal tiger by the name of Richard Parker as his ship mate? The fantasy adventure novel, *Life of Pi*, highlights religious thinking and different beliefs and invites its readers to ponder existential issues about life and identity. From his childhood years in India Pi started to reflect on religious issues and he soon ended up in an argument with his father about practising all the main religions at once. Read an excerpt [here](#). You may also find resources about the film adaptation on [Life of Pi Film Education](#)

Updike, John: Terrorist (2006)

What makes an 18-year-old become a terrorist? In the novel *Terrorist*, the American author, John Updike, gives a portrait of a young boy on his way to become a suicide bomber and jihadist. Read an [excerpt](#) from the novel and work with related tasks [here](#).

Olsson, Linda: Let Me Sing You Gentle Songs (2005)

Let Me Sing You Gentle Songs is Linda Olsson's debut novel. It is a story of an unusual and unexpected friendship between two women. Veronika is a writer in her early thirties. She travels from New Zealand to Sweden to finish the book she is writing. She rents a house in the countryside and gradually befriends Astrid, a reclusive older woman who has lived in the village all her life. We soon understand that Astrid and Veronika both have suffered great losses in their lives. Read an excerpt and work with tasks [here](#).

Frazier, Charles: Cold Mountain (1997), film adaptation (2003)

Cold Mountain, a mountain located in North Carolina that rises 6,030 feet above sea level, has given its name to Charles Frazier's novel and the film adaption. Through the eyes of the Confederate soldier, J.P. Inman (Jude Law), we see how the horrors of the American Civil War affect three different characters. In the film's opening scenes we are thrown right into a battle in Petersburg, Virginia, in 1864, when Inman is seriously injured. Abhorrence of the cruelty of the war and a longing for his sweetheart, Ada (Nicole Kidman), makes him decide to desert and start a long and perilous journey back to Cold Mountain. Watch [Cold Mountain - Trailer](#). If you watch the entire movie, it is a good idea to compare how this novel excerpt is incorporated: [Cold Mountain - Excerpt](#).

King, Stephen: The Green Mile (1996), film adaptation (1999)

In this thriller novel we meet, in retrospect, the former warden Paul Edgecomb who gives us his gripping account of an incident that happened among the inmates on Death Row in a Louisiana prison during the Great Depression. Even if his tale includes a demonstration of supernatural powers, it raises fundamental questions regarding innocently convicted prisoners and capital punishment, and it dissects the deep-rooted prejudice against the African Americans in the 1930s. Watch [The Green Mile - Trailer](#).

Atwood, Margaret: The Handmaid's Tale (1985), film adaptation (1990)

This novel may best be classified as a science fiction novel. We meet a totalitarian society, the Republic of Gilead (formerly the United States of America), which was founded in response to social threats like increasing pollution and rising infertility rates. In Gilead, state and religion are one, and women are severely oppressed; having lost most of their rights, they are not allowed to work, vote, or even read or write. Even their fertility is regulated by the state. Read an excerpt from the novel here [The Handmaid's Tale](#). The film version differs a lot from the novel. Students may ponder how and why the screen writer/director chose to make these alterations.

Golding, William: Lord of the Flies (1954), film adaptation (1990)

This legendary novel depicts a group of school boys that find themselves stranded on a deserted island. Soon after landing, the boys are split into two teams, one that we may describe as "the good guys", most notably consisting of Piggy, the twins and their leader Ralph, and "the bad guys" led by Jack. The author clearly draws upon his experiences from the World Wars. [Lord of the Flies](#)

Lee, Harper: To Kill A Mocking Bird (1960), film adaptation (1962)

This novel is one of the most read novels in the USA. This Gothic story from 1960 is based on the author's childhood experiences in the Deep South and a particular criminal act that occurred in a neighbouring city in 1936. This incident ignited the latent racism and hatred in the local community. To work with the film/novel, you may use this link [To Kill a Mocking Bird - Resources](#).

Walker, Alice: The Color Purple (1982), film adapatation (1985)

In *The Color Purple*, Celie, a poor, uneducated black woman from rural Georgia in the 1930s, tells her story through the letters she writes to God. We learn about Celie and the other women in her life, and the lives, position in society and treatment of black women. The novel aroused strong feelings and much controversy when it was published and has had a resounding influence on discourse around racial and cultural issues in the USA. You can read an excerpt from the novel at [The Color Purple - Excerpt](#), and find more information about it at [The Color Purple - Spark Notes](#).

Tan, Amy: Two Kinds (1989), film adaption (1993)

A common theme in Amy Tan's writing is cross-cultural conflict. *Two Kinds* is actually one of the stories in the book *The Joy Luck Club* which is a collection of interrelated stories dealing with the complex relationships between mothers and daughters, especially amongst Chinese Americans. The narrator is Jingmei the American-born daughter of a Chinese immigrant mother who sees her daughter's accomplishments as proof of her own successful adaptation to her new country, believing that anything is possible in the USA. As it turns out, however, the daughter has a will of her own and wants to go her own ways. [*Two Kinds*](#)

Lingard, Joan: Across the Barricades (1972) and Into Exile (1973)

Across the Barricades is the second book in the series about two teenagers, Sadie and Kevin, and is set in Belfast in Northern Ireland during the period called the Troubles. It focuses on the problems experienced by the two teenagers, one a Catholic and the other a Protestant, in an area divided along religious lines. *Into Exile* is the third book about the young couple. Read and listen to a radio play based on the novel and work with tasks [here](#)

Smith, Rukshana: Sumitra's Story (1982)

This novel involves the cultural clashes experienced by a East Indian family and especially the eldest daughter, Sumitra, when they are ordered out of Uganda by the regime of the dictator Idi Amin and have to resettle in London. Sumitra finds herself caught between the western values she experiences at school and work and her family's traditional values.

Film and Theatre

Theatre

An Inspector Calls, J.B. Priestly

Forfatter: Åse Elin Langeland

[An Inspector Calls by J.B. Priestly \(17496\)](#)

This play, with its strong emphasis on the morality, conscience and social responsibility of each of us, appeals as strongly to the theatre-goers of today as it did to audiences when it was first staged about 60 years ago. Although set in early 20th century England, this morality parable is timeless and could have taken place anywhere at any time. It deals with man as a social animal and our obligations to each other, and consequently it raises the kind of questions that everyone in some way has to face and tackle at some stage in life.

A wealthy family are interrupted in their peace and happiness while celebrating their daughter's engagement by the unexpected arrival of a police inspector. His interruption drastically changes the situation in the family and affects the conscience of all those present at the family gathering. Learning about the death of a young woman they are one by one shown to be responsible for her suicide. By their behaviour and without realising it each of them has contributed to the tragic end to the young woman's life.

The writer of the play, J.B. Priestley (1894-1984), was a man of social convictions who considered himself to be a spokesman for the common sense of the common man. A prolific and versatile writer, J.B. Priestley was highly regarded for his novels, plays, essays, travel books and journalism. The novel *The Good Companions* (1929) and the play *An Inspector Calls* (1947) mark the highlights of a long and distinguished literary career. His output includes some 70 books of essays, literary criticism, fiction, travel and autobiography, and over 40 plays.

Characters: An Inspector Calls

Arthur Birling

Sybil Birling, his wife

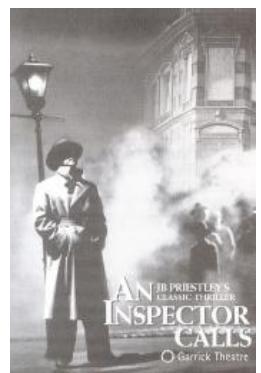
Sheila Birling, his daughter

Eric Birling, his son

Gerald Croft

Inspector Goole

The play is set in the diningroom of the Birling's house in Brumley, an industrial city in the North Midlands. It is an evening in spring 1912.



An Inspector Calls - audio / audio

<http://ndla.no/en/node/7409>



An Inspector Calls, Part One / h5p_content

<http://ndla.no/en/node/125071>



An Inspector Calls, Part Two / h5p_content

<http://ndla.no/en/node/125073>

Tasks



An Inspector Calls - Drag and Drop Names / h5p_content

<http://ndla.no/en/node/125730>

[An Inspector Calls - Tasks](#)

Pygmalion - Introduction

Forfatter: Åse Elin Langeland

[Pygmalion \(46193\)](#)

George Bernard Shaw (1856 –1950) was born in Dublin. He is famous for his plays and was awarded the Nobel Prize for Literature in 1925. From an early age, Shaw identified himself as a socialist. His literary work mirrored this commitment and he bravely challenged the hypocrisies surrounding marriage, language and convention.



Eliza with her nose in the air. Does Eliza remind you of anyone else?

Pygmalion (1913) has become Shaw's most famous play, mostly through its film adaptation as *My Fair Lady*. Through Eliza Doolittle, a Cockney flower girl, Shaw demonstrates how speech is linked to social classes. In the following video-clip we are introduced to Eliza Doolittle. When we first meet her, she speaks with a Cockney accent (east end of London) or what Professor Henry Higgins calls *kerbstone English*. According to Higgins, her English will keep her in the gutter the rest of her life. However, he can improve her chances in life by teaching her proper English or what often is referred to as "Queen's English". He makes a bet with his friend Colonel Pickering and claims that within three weeks he will pass Eliza off as a duchess at an ambassador's garden party.

Listen to Eliza in the this clip from the 1938 version of the play: [Pygmalion - Eliza](#)

[Pygmalion – Full Text](#)

Tasks and Activities

Comprehension



Pygmalion - Multiple Choice / h5p_content

<http://ndla.no/en/node/46199>

Discuss

1. What is typical of Eliza's language (Cockney)?
2. The "Queen's English" should be the only proper way of speaking.
3. Language determines one's status.
4. Language is reflected in manners, habits and dress.
5. Language determines what kind of jobs one will get.
- 6.

Act It Out

- Work in pairs and act out a lesson between Professor Higgins and Eliza. The lesson may well include famous quotations such as

"The rain in Spain stays mainly in the plains" and "In Hampshire, Hereford and Hartford hurricanes hardly ever happen". Use your imagination.

- Work in groups and make a role play in which speech and choice of words are crucial. Act it out.

Further Research

Search for '*Pygmalion*' and 'George Bernhard Shaw' on the Internet using sites like YouTube and see if you can find some clips from the play. Pay attention to the various accents.

Romeo and Juliet, William Shakespeare

Forfatter: Eli M. Huseby

[Romeo and Juliet, William Shakespeare \(18983\)](#)

Romeo and Juliet has been immortalised in ballets, paintings and operas. Most people are familiar with the movie adaptations with Olivia Hussey as Juliet (1968) and Leonardo diCaprio as Romeo (1996). Why does Shakespeare's play keep captivating people? Is it because it raises the always relevant question; does love conquer all?



Romeo and Juliet / audio

<http://ndla.no/en/node/47635>

(Read the text and then go to: [Romeo and Juliet - Tasks](#))

The most famous scene in *Romeo and Juliet* is Act 2, Scene 2, which is commonly referred to as the balcony scene, even if Shakespeare did not mention any balcony in his play. Romeo has just met Juliet at the ball arranged by her family and instantly falls in love with the young girl. Because of a feud Romeo's family, the Montagues, have with Juliet's family, the Capulets, Romeo is in disguise. In this scene, we meet Romeo after he has climbed the wall into the Capulets' garden. Candlelight appears in Juliet's bedroom window and this enthralls him.



Search for *Romeo, Juliet, balcony scene, 1968* on YouTube. In the 1968 version of the movie the seventeen year old Olivia Hussey is starring in the role as Juliet. Watch the scene.

yonder	over there
that	because
thou her maid art	you her maid is
vestal livery	virginal costume worn by the ancient Roman goddesses
discourse	narrate, tell
entreat	beg
doth	does
thou art	you are
wherefore	why
bestride	step across
thy	your
thou wilt not	you will not
thyself	yourself
owes	owns
doff	get rid of
and for thy name	and in exchange of
thus bescreened	concealed that way
stumblest on my counsel	talk
if either thee dislike	if you don't like any of the names
how camest thou hither	how did you come here
kinsmen	relatives
henceforth	from now on

o'erperch no stop	climb over no obstacle
alack	alas
enmity	hostility
and but thou love me	unless you love me
prorogued	postponed
wanting	lacking
prompt me to inquire	made me ask
wert thou	were you
else	otherwise
bepaint	paint with colour
fain	willingly
dwell on form	do things correctly
dost thou	do you
Jove	Jove, or Jupiter, was the king of Gods, he was repeatedly unfaithful
nay	no
too fond	too foolish
havior	behaviour
strange	distant
but that thou overheard'st	except that you overheard it
ere I was ware	before I was aware of it
impute	relate to
discovered	revealed
yonder	the distant
orb	the elliptical path the moon has around the Earth
lest	for fear that
idolatry	worship of idols
beauteous flow'r	beautiful flower
frank	generous
anon	right now
afeard	afraid
procure	manage
beseech	beg
falc'ner's voice	a person that hunts with falcons calling for his falcon
to lure this tassel gentle back again	the falcon is lured back by his master's call
Echo	a nymph in Greek mythology who loved her own voice
attending	listening
wanton	a person that is playful or immoral
gyves	fetters

What is referred to as the Balcony Scene, is Act II, Scene II. Read the full script here. Use the vocabulary list and [Romeo and Juliet - explanatory notes](#) when necessary.

Romeo and Juliet (ca. 1591)

Act 2, Scene 2

[Capulet's orchard.]

ROMEO [Coming forward.]:

JULIET appears above at a window.

But, soft! what light through yonder window breaks?

It is the east, and Juliet is the sun.
 Arise, fair sun, and kill the envious moon,
 Who is already sick and pale with grief,
 That thou her maid art far more fair than she:
 Be not her maid, since she is envious;
 Her vestal livery is but sick and green

And none but fools do wear it; cast it off.
It is my lady, O, it is my love!
O, that she knew she were!
She speaks yet she says nothing: what of that?
Her eye discourses; I will answer it.
I am too bold, 'tis not to me she speaks:
Two of the fairest stars in all the heaven,
Having some business, do entreat her eyes
To twinkle in their spheres till they return.
What if her eyes were there, they in her head?
The brightness of her cheek would shame those stars,
As daylight doth a lamp; her eyes in heaven
Would through the airy region stream so bright
That birds would sing and think it were not night.
See, how she leans her cheek upon her hand!
O, that I were a glove upon that hand,
That I might touch that cheek!

JULIET
Ay me!

ROMEO

She speaks:
O, speak again, bright angel! for thou art
As glorious to this night, being o'er my head
As is a winged messenger of heaven
Unto the white-upturned wondering eyes
Of mortals that fall back to gaze on him
When he bestrides the lazy-pacing clouds
And sails upon the bosom of the air.

JULIET

O Romeo, Romeo! wherefore art thou Romeo?
Deny thy father and refuse thy name;
Or, if thou wilt not, be but sworn my love,
And I'll no longer be a Capulet.

ROMEO

[Aside] Shall I hear more, or shall I speak at this?

JULIET

'Tis but thy name that is my enemy;
Thou art thyself, though not a Montague.
What's Montague? it is nor hand, nor foot,
Nor arm, nor face, nor any other part
Belonging to a man. O, be some other name!
What's in a name? that which we call a rose
By any other name would smell as sweet;
So Romeo would, were he not Romeo call'd,
Retain that dear perfection which he owes
Without that title. Romeo, doff thy name,
And for that name which is no part of thee
Take all myself.

ROMEO

I take thee at thy word:
Call me but love, and I'll be new baptized;
Henceforth I never will be Romeo.

JULIET

What man art thou that thus bescreen'd in night
So stumblest on my counsel?

ROMEO

By a name
I know not how to tell thee who I am:
My name, dear saint, is hateful to myself,
Because it is an enemy to thee;
Had I it written, I would tear the word.

JULIET

My ears have not yet drunk a hundred words
Of that tongue's utterance, yet I know the sound:
Art thou not Romeo and a Montague?

ROMEO

Neither, fair saint, if either thee dislike.

JULIET

How camest thou hither, tell me, and wherefore?
The orchard walls are high and hard to climb,
And the place death, considering who thou art,
If any of my kinsmen find thee here.

ROMEO

With love's light wings did I o'er-perch these walls;
For stony limits cannot hold love out,
And what love can do that dares love attempt;
Therefore thy kinsmen are no let to me.

JULIET

If they do see thee, they will murder thee.

ROMEO

Alack, there lies more peril in thine eye
Than twenty of their swords: look thou but sweet,
And I am proof against their enmity.

JULIET

I would not for the world they saw thee here.

ROMEO

I have night's cloak to hide me from their sight;
And but thou love me, let them find me here:
My life were better ended by their hate,
Than death prorogued, wanting of thy love.

JULIET

By whose direction found'st thou out this place?

ROMEO

By love, who first did prompt me to inquire;
He lent me counsel and I lent him eyes.
I am no pilot; yet, wert thou as far
As that vast shore wash'd with the farthest sea,
I would adventure for such merchandise.

JULIET

Thou know'st the mask of night is on my face,
Else would a maiden blush bapaint my cheek
For that which thou hast heard me speak to-night
Fain would I dwell on form, fain, fain deny
What I have spoke: but farewell compliment!
Dost thou love me? I know thou wilt say 'Ay,'
And I will take thy word: yet if thou swear'st,
Thou mayst prove false; at lovers' perjuries
Then say, Jove laughs. O gentle Romeo,
If thou dost love, pronounce it faithfully:
Or if thou think'st I am too quickly won,
I'll frown and be perverse an say thee nay,
So thou wilt woo; but else, not for the world.
In truth, fair Montague, I am too fond,
And therefore thou mayst think my 'havior light:
But trust me, gentleman, I'll prove more true
Than those that have more cunning to be strange.
I should have been more strange, I must confess,
But that thou overheard'st, ere I was ware,
My true love's passion: therefore pardon me,
And not impute this yielding to light love,
Which the dark night hath so discovered.

ROMEO

Lady, by yonder blessed moon I swear
That tips with silver all these fruit-tree tops--

JULIET

O, swear not by the moon, the inconstant moon,
That monthly changes in her circled orb,
Lest that thy love prove likewise variable.

ROMEO

What shall I swear by?

JULIET

Do not swear at all;
Or, if thou wilt, swear by thy gracious self,
Which is the god of my idolatry,
And I'll believe thee.

ROMEO

If my heart's dear love--

JULIET

Well, do not swear: although I joy in thee,
I have no joy of this contract to-night:
It is too rash, too unadvised, too sudden;
Too like the lightning, which doth cease to be
Ere one can say 'It lightens.' Sweet, good night!
This bud of love, by summer's ripening breath,
May prove a beauteous flower when next we meet.
Good night, good night! as sweet repose and rest
Come to thy heart as that within my breast!

ROMEO

O, wilt thou leave me so unsatisfied?

JULIET

What satisfaction canst thou have to-night?

ROMEO

The exchange of thy love's faithful vow for mine.

JULIET

I gave thee mine before thou didst request it:
And yet I would it were to give again.

ROMEO

Wouldst thou withdraw it? for what purpose, love?

JULIET

But to be frank, and give it thee again.
And yet I wish but for the thing I have:
My bounty is as boundless as the sea,
My love as deep; the more I give to thee,
The more I have, for both are infinite.

Nurse calls within

I hear some noise within; dear love, adieu!
Anon, good nurse! Sweet Montague, be true.
Stay but a little, I will come again.

Exit, above

ROMEO

O blessed, blessed night! I am afeard.
Being in night, all this is but a dream,
Too flattering-sweet to be substantial.

Re-enter JULIET, above

JULIET

Three words, dear Romeo, and good night indeed.
If that thy bent of love be honourable,
Thy purpose marriage, send me word to-morrow,
By one that I'll procure to come to thee,
Where and what time thou wilt perform the rite;
And all my fortunes at thy foot I'll lay
And follow thee my lord throughout the world.

Nurse

[Within] Madam!

JULIET

I come, anon.--But if thou mean'st not well,
I do beseech thee--

Nurse

[Within] Madam!

JULIET

By and by, I come:--
To cease thy suit, and leave me to my grief:
To-morrow will I send.

ROMEO

So thrive my soul--

JULIET

A thousand times good night!

Exit, above

ROMEO

A thousand times the worse, to want thy light.
Love goes toward love, as schoolboys from
their books,
But love from love, toward school with heavy looks.

Retiring

Re-enter JULIET, above

JULIET

Hist! Romeo, hist! O, for a falconer's voice,
To lure this tassel-gentle back again!
Bondage is hoarse, and may not speak aloud;
Else would I tear the cave where Echo lies,
And make her airy tongue more hoarse than mine,
With repetition of my Romeo's name.

ROMEO

It is my soul that calls upon my name:
How silver-sweet sound lovers' tongues by night,
Like softest music to attending ears!

JULIET

Romeo!

ROMEO

My dear?

JULIET

At what o'clock to-morrow

Shall I send to thee?

ROMEO
At the hour of nine.

JULIET
I will not fail: 'tis twenty years till then.
I have forgot why I did call thee back.

ROMEO
Let me stand here till thou remember it.

JULIET
I shall forget, to have thee still stand there,
Remembering how I love thy company.

ROMEO
And I'll still stay, to have thee still forget,
Forgetting any other home but this.

JULIET
'Tis almost morning; I would have thee gone:
And yet no further than a wanton's bird;
Who lets it hop a little from her hand,
Like a poor prisoner in his twisted gyves,
And with a silk thread plucks it back again,
So loving-jealous of his liberty.

ROMEO
I would I were thy bird.

JULIET
Sweet, so would I:
Yet I should kill thee with much cherishing.
Good night, good night! parting is such
sweet sorrow,
That I shall say good night till it be morrow.

Exit above

ROMEO
Sleep dwell upon thine eyes, peace in thy breast!
Would I were sleep and peace, so sweet to rest!
Hence will I to my ghostly father's cell,
His help to crave, and my dear hap to tell.
Exit

Further Activities

- [Romeo and Juliet - Tasks](#)

Compare *Romeo and Juliet* and *West Side Story*

- [West Side Story](#)

William Shakespeare - His Life and Works

Forfatter: Eli M. Huseby

[William Shakespeare - His Life and Works \(19341\)](#)



William Shakespeare / audio

<http://ndla.no/en/node/47631>

Even though **William Shakespeare** (1564 – 1616) is recognised as the greatest poet and playwright in the English language, little is actually known about him.

Church records confirm that he was born in Stratford-upon-Avon, a small country town, a four days' walk from London in Elizabethan England. It is assumed that he attended the local King's New Grammar School where boys were provided with basic reading and writing skills. Shakespeare's works are on the curriculum at universities throughout the world, but there is no record that the great writer attended one himself. We know, though, that he, as an eighteen-year-old, married a woman who was 8 years his senior and that they lost their son, Hamnet, when he was 11.

Career in London

It is not confirmed exactly when Shakespeare left for London and his acting career, but it is documented that he performed as an actor before Queen Elizabeth I and he is listed as a shareholder in a theatre company by the name of Lord Chamberlain's Company in 1594. At least two years before that he must have started his immense writing production because a rival playwright described Shakespeare as an "upstart crow"! In 1599, Shakespeare's name appears again as one of the owners of the theatre that will always be associated with his name, the Globe Theatre, which today is reconstructed and located on the banks of the River Thames in London. James I succeeded Elizabeth I on the William Shakespeare Grave, throne, and in 1603 Shakespeare's name appears among the crew in the theatre company, The King's Men. This entitled the actors and playwrights to perform before the king and his court and it provided extra money. It is generally assumed that his famous play *Macbeth* was written as a tribute to James I and his patronage. Furthermore, the playwright Ben Jonson acclaimed his contemporary rival's work as "not of an age, but for all time."



Almost forty plays, among them tragedies such as *Romeo and Juliet* and *Hamlet*, and comedies such as *A Midsummer Night's Dream*, along with 154 sonnets, are credited to Shakespeare.

Shakespeare's Last Will

Shakespeare's tombstone in Stratford-upon-Avon reveals one of his last wishes:

"Good friend, for Jesus' sake forbear (forbear) To dig the dust enclosed here! Blest (blessed) be ye (you) man that spares thes (these) stones And curst (cursed) be he that moues (moves) my bones".

In his Last Will he expressed another wish. The only thing he wanted his wife to inherit was his second best bed.

Since little is known about Shakespeare, how do we know what he looked liked? According to one of the most distinguished Shakespeare scholars this painting may be a portrait of the great writer from about 1610. The painting which has been in a collection belonging to an old Irish family, the Cobbes, appeared just a few years ago.



Cobbe painting of Shakespeare

Shakespeare in Love

Even if the romantic comedy film *Shakespeare in Love* (1998) is not historically accurate, it might give you an idea of the young William Shakespeare (Joseph Fiennes) at the threshold of his playwright career and Elizabethan London. To a great extent the film is fictional, but it contains many references to Shakespeare's works, and a lot of the characters that we meet were his actual contemporaries. The film is set in London in 1593 and we meet the young writer when he is suffering from a writer's block pondering how to approach the play we recognise as *Romeo and Juliet*. Christopher Marlowe, a fellow playwright whom Shakespeare was on friendly terms with, ignites his inspiration, when suggesting that the play with the preliminary title, *Romeo and Ethel, the Pirate's Daughter*, should portray Romeo and Ethel from two contesting families in Verona. In contemporary England, women were barred from Elizabethan theatre stages, and men had to play female characters.

Suggested Further Activity

1. [William Shakespeare, His Life and Works - Tasks](#)
2. [Romeo and Juliet](#)
3. [History of English in 10 Minutes, Chapter 3 - Shakespeare](#)

Films

Babel - Film Analysis

Forfatter: Eli M. Huseby

[Babel - Film Analysis \(119647\)](#)



Babel (2006) is a multi-plot film by the Mexican director Alejandro González Iñárritu set in Morocco, Japan, the USA and Mexico. This film really proves how globally connected - and disconnected we are. Above all, this is a narration of how difficult it is to communicate across borders, no matter if they are physical, geographical, cultural or psychological. The film with Brad Pitt and Cate Blanchett as the American couple, Richard and Susan Jones, was nominated for seven Oscars.

It is a good idea to analyze the film by assigning one topic to one or two students. The students may present their research and findings to the class, e.g. in a Power Point Presentation. Make sure that all the topics are covered. The students may evaluate each other, and their presentations might be used as a common resource for exams and tests.

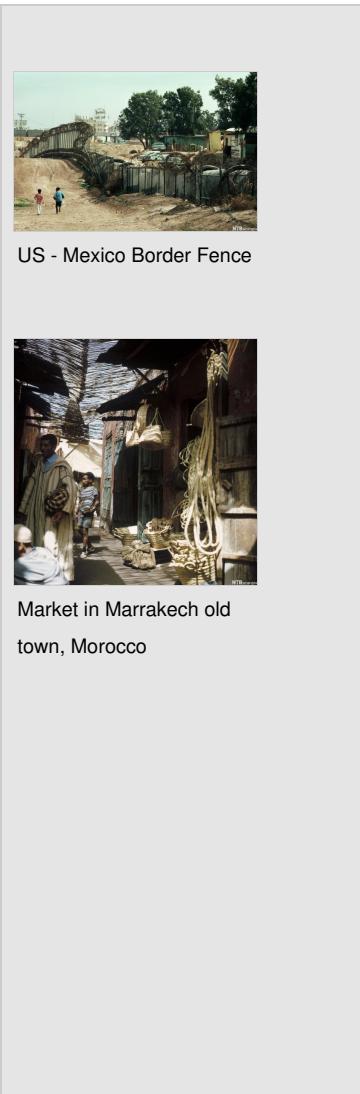
Pre-watching

The film is called *Babel*. What do you associate with Babel? Take a look at this explanation of the term from NDLA's site in Culture and Communication [Generativ grammatikk](#).

Now, jot down some key words related to Babel and what it might symbolize.

Then, watch the trailer, [Babel - Trailer](#).

Tasks to the Trailer





Tokyo, Japan

We talk about the border as a place only, instead of an idea. I believe that the real borders are the ones that exist within us.

(Alejandro González Iñárritu, director of *Babel*)

1. What kind of borders are indicated in this trailer?
2. The settings vary: Morocco; the USA; Mexico; Japan.
Write down impressions you get from each setting. How are the various scenes from these countries different? Do they have something in common?
3. Which references are made to *Babel* in the trailer? How do you think *Babel* might be linked to the theme and plot in the film?

Tasks to the Film - Analysis

Vocabulary

After watching the film, you should make a vocabulary list to make sure that you are familiar with words and expressions, such as:

alienation, intercultural communication, stereotypes, terrorism, media coverage, prejudice, peer pressure, gender issues, the Third World, culture clash, Americanization and imperialism

The Opening Scene

1. How does the rifle shot in the desert connect and disconnect cultures and countries on three continents and also people's destinies?
2. Many see *Babel* as a film about breakdown of communication. Why do you think the director chose a rifle shot to illustrate this? Do you think it works as a powerful start to the narrative?
3. How is the rifle "a vehicle" in the narrative?

The Settings

1. Why are the settings so important in this film?
2. Do the settings make the theme more global?
3. How are the settings different?
4. The scene shots may be seen as having the same dialogue, only from different perspectives. How so?
5. Do they seem authentic?
6. What effect do the different settings have on us as an audience?
7. Find out about the director. How do you think his cultural background has affected the choice of settings?

The Characters and Characterization

1. Describe the main characters:
 - Are there any "good guys" or "bad guys" in the narrative?
 - Do the characters appear authentic, flat, stereotypical, static or dynamic?
 - Are they likeable or not?
2. Focus on ONE of the pairs listed below. Describe the relationship between them. In what ways is communication a challenge for these characters? What seems to be the "Tower of Babel" built by these characters?
 - Susan and Richard Jones

- The Moroccan brothers
- Amelia and her son
- Amelia and Mr. and Mrs. Jones
- Chieko and her dad Chieko and her peers
- Chieko and the police investigator

The Plots

Babel is a multi-plot film with interrelated stories. Some of the main plots may be seen as:

- Borders (physical, geographical, cultural, social and psychological)
- Clashes (cultural, national, gender, socioeconomic, interpersonal and ethical, political, global and local, urban and rural)
- Stereotypical thinking and prejudices (Arabs, terrorism, Americanization, physical and psychological impairments, poverty)

Choose ONE of these plots and relate it to the film. Make comments and explain.

The Themes

The main themes may be seen as related to communication.

1. The title and the actions in the film strongly indicate that communication and lack of communication, or rather breakdown of communication is a main theme. Discuss and explain how this is reflected in the film.
2. Another theme related to this might be intercultural communication and challenges represented by globalization. Why is it so difficult to reach out to each other across cultures? Discuss and explain by referring to the film. You may focus on:
 - Japanese vs. Western culture
 - Mexican vs. American culture
 - American vs. Arab culture
3. Yet another theme related to communication might be loneliness. How is this reflected in the film? Give examples and explain.

The Title

1. Find out what an allegory is.
2. In which sense is the Tower of Babel an allegory?
3. In the Bible the story of the Tower of Babel might be seen as a warning from God. To distract the people, he created confusion. In the film we see a lot of confusion. Which connections do you see to the Biblical version?
4. Are there any indications in the film as to how these Towers of Babel can be torn down?

Useful Resources

[Guide to Mexican Culture](#)

[Travel Guide to Arab Culture](#)

[Guide to Japanese Culture](#)

[Guide to Understanding Deaf Culture](#)

[Worldwatch](#)

[Crossing Dangerous Borders](#)

[Working with International Conflicts](#)

[Unemployment and Unrest in Developing Countries](#)

[Religious Diversity and Identity](#)

Other Tasks

[Babel - Assignment](#)

Bend It Like Beckham - Film Café

Forfatter: Eli M. Huseby

[Bend It Like Beckham - Film Café \(59510\)](#)

What Is a Film Café?

To arrange a film café can be a rewarding way to work with film. The classroom is simply made into a café and the students are assigned different characters in the film. Then they are invited to the café to drink tea and chat with the other characters. In this way the students get the opportunity to explore the different characters by taking their point of view.

The following film café focuses on the characters in the movie *Bend It Like Beckham* and their relationship to other characters in the film. To arrange the café simply follow the instructions below.



Instructions to the Teacher

1. Before you start, make arrangements with students to David Beckham make tea/coffee, buy snacks, name tags, arrange tables and chairs in groups.
2. Place posters or name tags on the tables, all the students that represent Jessminder and Jules should be seated together and so on...while the students make their questions. Spend about 30 min.
3. Welcome all "the characters" with their name tags to the café by checking their tickets (i.e. that they have prepared questions) and lead them to the correct tables.
4. The characters start posing their questions to their counterparts and they try to answer the questions. In this way they can explore the characters. Assign about 30 min. to this. The group should be prepared to sum up in class what they have found out about their characters.
5. Sum up in class and discuss if the café in any way contributed to further understanding of the characters and their motifs.

Time consumption:

- the film 1hr 53 min.
- the café: a double lesson

Instructions for the Student

You are going to further explore the characters in the film by acting out conversations in a "film café". The teacher will assign characters to each of you, and you will meet your counterpart for a talk to find out who did what and why.

Part One

Preparations

- Bring a sheet of paper with your character's name on it, and key words about your character's relationship to another person + questions (see below)
- Bring a name tag

Your ticket

The sheet of paper mentioned above will be your ticket to the café. Without it – no admittance!

Roles and Relationships

At the café your role will be one of those listed below. On a sheet of paper write down key words concerning your character. Also write down key words related to the person mentioned in the parenthesis. Finally write down five questions which you will later ask this person. These questions should deal with conflicts or issues from the film.

- **Jessminder** (relationship – **Jules**)
- **Jules** (relationship – **Jessminder**)
- **Joe-the coach** (relationship – **Tony**, your personal/life experience from similar issues, your choices and your life afterwards and in the present)
- **Tony** (relationship – **Joe-the coach**, your personal/life experience from similar issues, your choices and your life afterwards and in the present)
- **Jules's mother** (relationship to your daughter, the role of a mother – especially in the present situation – which is to be compared and discussed with **Jessminder's mother**)
- **Jules's father** (relationship to your daughter, the role of a father – especially in the present situation – which is to be compared and discussed with **Jessminder's father**)
- **Jessminder's father** (relationship to your daughter, the role of a father – especially in the present situation – which is to be compared and discussed with **Jules's father**)
- **Jessminder's mother** (relationship to your daughter, the role of a mother – especially in the present situation – which is to be compared and discussed with **Jules's mother**)

Part Two

At the café

Your teacher will organise the acting out of the conversations in one of your English classes. It is essential that you use your imagination to identify with the characters and truly committ yourself to the conflicts in the film.

Bend It Like Beckham (VG1, 2)

Forfatter: Eli M. Huseby

[Bend It Like Beckham \(49755\)](#)

Many teenagers dream of playing in the big leagues. What does it take to make their dreams come true?

Bend It Like Beckham is a comedy film set in London about a young girl with a big and apparently impossible dream. Jessminder Bhamra is a teenager that simply loves football and like very many teenagers, with a heart set on a future as a pro. Why is this dream so unattainable? Well, even if Jessminder is talented, she is a girl and to make it even more complicated – she is a second generation East Indian immigrant. To reach her goal and her aspiration to become a female “Beckham”, she has to bend a number of rules in the close-knit Indian community. The Irish born coach Joe and Jules, her female captain on the team, represent valuable help as well as obstacles on her way to further her goal.

Watch this clip from YouTube.



Bend It Like Beckham / fagstoff

<http://ndla.no/en/node/49755>

Tasks and Activities

Comprehension

Make questions to these answers:

.....?

Because her parents thought football was not suitable for girls.

.....?

They lived in London, near Heathrow Airport.

.....?

Her mum and dad, her sister and a lot of aunts and uncles and cousins.

.....?

She kept the football training a secret from her parents.

.....?

He thought Jess had an extraordinary talent for football.

.....?

They went to Germany to play in a tournament.

.....?

Because she was called "Paki" by one of the other players.

.....?

Because Jules saw Jess kissing Joe.

.....?

Because it was the night of her sister's wedding.

.....?

David Beckham.

.....?

They went to the USA to play for a professional team for girls.

Discuss

1. What kind of rules does Jessminder have to bend?
2. What kind of culture clashes do you spot in the clip?
3. How do you think role models like Beckham are important for teenagers?

Film Café

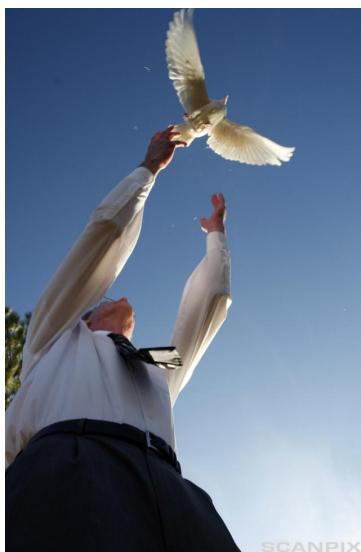
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The following film café focuses on the characters in the movie *Bend It Like Beckham* and their relationship to other characters in the film. To arrange the café simply follow the instructions [here](#).

Bowling for Columbine

Forfatter: Christine Varadian Johnsen, Catharine Ruud

[Bowling for Columbine \(74231\)](#)



One of the 13 doves released for the 13 victims of the massacre at Columbine High School is released at the conclusion of a memorial service to mark the 10th anniversary of the killings in the southwest Denver suburb of Littleton, Colo., on Monday, April 20, 2009.

that falls from victims of gun-related deaths, daily in America. He explores American culture, history and civil rights and even questions the cherished American Constitution.

Critics

Many people applauded him for bringing the issue of gun control and violence out to the American public, while others criticized him for stretching the truth and misrepresentation. Whether supporter or critic, most will admit that this film sent out a "wake-up call" to most of America.

Watch the trailer and answer the comprehension questions below.



Bowling for Columbine / fagstoff

<http://ndla.no/en/node/74231>

Tasks and Activities

Comprehension (Trailer)

1. What is a "whistle blower"?
2. What type of bank account was Micheal Moore asking to open?
3. What law did the town of Virginia in Utah pass?
4. What comparison does he try to make between the production of missiles and the killings at Columbine High School?
5. Charlton Heston raises a rifle in the air in front of a crowd of people and states: "from my cold dead hands". What do you think he means? Who is he representing? And what is Michael's comment on this?
6. What adjectives did critics use to describe this film? Can you add your own adjectives to describe the trailer?
7. What is the double meaning in: "this film will have you up in arms" ?

Discussion

1. The second amendment in the Bill of Rights in the US Constitution states people have "the right to keep and bear arms". Do you think Americans should have this right when there is so much gun violence in society today?
2. What do you believe are the causes related to gun violence? Who might you blame? (media: television, Hollywood films, the US government, parents, gang members, the person who pulls the trigger, gun owners, gun manufacturers..)
3. How do you think gun violence can be controlled, lessened or stopped?

Role-Play

[The Right to Bear Arms - Roleplay](#)

Further Reading (Advanced)

[The Right to Bear Arms](#)

Film Resources

[Bowling for Columbine Study Guide](#) (Michael Moore)

Braveheart

Forfatter: Anne Scott Hagen

[Braveheart \(64069\)](#)



Many countries in the world have or have had in earlier times, freedom fighters. In Scotland, one of the most famous is Sir William Wallace, who became known all over the world from the film *Braveheart*.

How many other famous freedom fighters can you think of?

Braveheart, from 1995, was directed by Mel Gibson, who also played the leading role. The film won 5 Academy Awards, including one for best picture and one for best director. The film tells the story of Sir William Wallace and his fight against Edward I of England, for the freedom of Scotland.

William Wallace lived from c.1270 to 1305. There are many stories connected with him, but little is known for sure about his early life. He was probably the son of a minor landowner. The Scottish king, Alexander III, died in an accident in 1286, and his granddaughter in 1290, leaving no direct heir. Edward I of England invaded Scotland in 1296 and demanded that the Scottish nobles recognize him as king.



Braveheart statue

Wallace, according to the tales about him, seems to have started out as a guerrilla fighter or, from the English point of view, a terrorist. He attacked and killed the sheriff of Lanark, who had murdered Wallace's wife. In 1297, Wallace and Andrew Murray, the leader of a rebellion in the north-east, joined their forces together and met and routed the English army at Stirling Bridge.

After driving the English out of Scotland, Wallace was knighted and appointed the Guardian of Scotland for the absent king, John Baliol, who was a prisoner in England. However, many of the Scottish nobility did not support him. The English returned the following year and eventually defeated the Scots at Falkirk. Wallace escaped and though he had lost the battle, he had strengthened the Scots' resistance to the English. This resistance continued, now led by many of the nobles who previously had not supported Wallace.

Edward I invaded Scotland again in 1303 and conquered the Scots. The only thing remaining was to capture Wallace who symbolised Scotland's resistance. The English king put a price on Wallace's head and he was betrayed and captured in 1305. He was taken to London, tried and executed for treason in the barbaric way of being hung, drawn and quartered. His head was displayed on London Bridge as a warning to those who tried to oppose the English king. However, Edward I had created a martyr who became the symbol of Scotland's opposition to the English and has continued to be so.

In 1997, the referendum to vote for the new Scottish Parliament was held on 11 September, the 700th anniversary of Wallace's victory over the English at Stirling Bridge in 1297.

Watch the trailer and then answer the questions below.

[Braveheart Trailer](#) (If link does not open, right click to open in new window)

1. At the beginning of the trailer Wallace expresses his wishes for his future. What are they?
2. What prevents his hopes from being realised?
3. What are the differences between the Scottish army and the English army? Why do you think they are different?

Working with the Film

1. When and where is the film set?
2. Who are the main characters?
3. Describe William Wallace, his appearance and personality.
4. What leadership qualities did he have?
5. Who is the antagonist in the film?
6. Apart from battles, what strategies does Longshanks (the King of England) use to defeat the Scots?
7. How do the Irish fool the English at the Battle of Falkirk?
8. William Wallace finds himself betrayed by Robert the Bruce and the other Scottish noblemen at the Battle at Falkirk. However, Robert the Bruce also received a "taste of his own medicine" later in the movie. Explain.
9. How is the Prince of England portrayed in the movie?
10. In what way does the Princess of England have "the last laugh" while the king is on his death bed?

Discuss

1. What makes a person lead the fight for his country's freedom?
2. What kind of personal qualities does he/she need?
3. Do you think that he/she might have other reasons than just wanting to get rid of the invaders and be free?

Oral Activities

Work in pairs/groups. One of you is a news reporter, the other is Wallace or Edward I.
Carry out one of the interviews and then reverse roles.

- Interview Wallace at the beginning of his campaign.
- Interview him after his arrest.
- Interview King Edward I of England after the Battle of Stirling Bridge.

Writing

Write a newspaper report of your interview.

Research

Is the film historically correct? You will find some comments on this at the following links: [Braveheart Errors Medieval Scotland](#), [Braveheart Errors Wikipedia](#) (go to Historical Inaccuracies) and [William Wallace](#).

Find out:

- which of the main characters were real historical characters
 - which of the battles were real events
 - were the dates correct
1. At the end of the 13th century. Mainly in Scotland.
 2. William Wallace, Edward I King of England, Prince Edward, Princess Isabella, Robert the Bruce, Campbell
 3. For example: wild, impressive, tough, strong, sensitive, charismatic, intelligent, etc.

4. Charismatic, strong bond to his followers, clear goals, etc.
5. Edward I King of England
6. He offers land and gold to Scottish noblemen in return for their allegiance to England and he re-enforces the law of First Night with the idea of "breeding out" the Scots.
7. They lead the English to believe that they will fight on their side. However, they turn and join the Scots' army.
8. Braveheart is invited to come and talk with Robert the Bruce and the noblemen. However, Robert the Elder and the noblemen have negotiated "the price" for Robert the Bruce's crown. That price being Wallace.
9. weak, homosexual, naive, afraid of his father....
10. The King has lost his ability to speak. Learning this, she tells him that she is pregnant with an illegitimate child (Wallace's). Furthermore, she tells him that she will ensure that the Prince does not have a long reign.

Crash - Working with the Trailer

Forfatter: Christine Varadian Johnsen

[Crash - Working with the Trailer \(63571\)](#)

Before you watch the trailer:

- What do you associate with the word/title: *Crash*? List your associations/connotations.
- In small groups, discuss the meaning of these words and give examples of each *hate crime, stereotyping, prejudice*

Oscar-Winning Film

Crash, produced in 2006, was awarded Oscar for best film and best original script. During a 36-hour time frame, you follow the lives of a Mexican locksmith, an African-American producer and his wife, two car-jackers, a Persian store-owner, a Korean couple, a District Attorney and his wife, and two police officers. In this powerful and realistic drama, these total strangers meet and their lives change forever. The film depicts a collision between rich and poor, black and white, thieves and law makers, immigrants and culture. As the story unfolds, we learn the true meaning of prejudice, racism and stereotyping. Eventually we might end up taking a closer look at our own lives and values. The story is about fear and hope, justice and injustice, guilt and shame.



Crash Film Poster

[Crash Trailer](#)

Tasks and Activities

Vocabulary



Crash Vocabulary - Drag and Drop / h5p_content

<http://ndla.no/en/node/128204>

Comprehension

1. What is meant by the opening phrase:

It's the sense of touch - in any real city - you walk, you brush past people, people bump into you. In LA nobody touches you; we're always behind this metal and glass. We are missing that touch so much that we crash into each other just so we can feel something.

2. Why does the little girl ask how far bullets can fly?
3. What thoughts do you have when seeing the police officer searching the woman?
4. What glimpses of crime/violence do you see?
5. What is the overall tone/mood of many of the characters?
6. Do you see any change in the mood of some of the characters at the end of the trailer?
7. What ethnic groups do you see?
8. Why is a gun pointed at the woman's face?
9. Who is trying to help an African-American man?
10. What does the man at the end term as "funny"? Discuss possible reasons for his answer.

Discussion

1. Stereotyping is a main theme in this film. Can you think of examples of people stereotyping one another? (To help get you started - all Americans are..., all Swedes are... all Blacks are...)
2. What is the difference between stereotypes and prejudices?
3. Can people who are prejudiced change? What needs to happen for this change to occur?
4. After watching the trailer, discuss the title of the film. What connotations would you now add to your understanding of the concept "crash"?

[Crash - Working with the Film](#)

Crash - Working with the Film

Forfatter: Christine Varadian Johnsen

[Crash - Working with the Film \(64001\)](#)

Why do we think in stereotypes? Are all stereotypes negative? How do stereotypes originate? What is the difference between stereotypes and prejudices? After having watched the film ask yourself these questions once again. Has your answer changed any?

About the Film

Crash, produced in 2006, was awarded an Oscar for best film and best original script. During a 36-hour time frame, you follow the lives of a Mexican locksmith, an African-American producer and his wife, two car-jackers, a Persian store owner, a Korean couple, a District Attorney and his wife, and two police officers. In this powerful and realistic drama, these total strangers meet and their lives



Crash Film Poster

change forever. The film depicts a collision between rich and poor, black and white, thieves and lawmakers, immigrants and culture. As the story unfolds, we learn the true meaning of prejudice, racism and stereotyping. Eventually we might end up taking a closer look at our own lives and values.

Tasks and Activities

Vocabulary



Crash Vocabulary - Drag and Drop / h5p_content

<http://ndla.no/en/node/128204>

Setting

1. In which major city does the story take place? How does the choice of an urban setting contribute to the unfolding of the plot?
2. How does the timespan contribute to the suspense in the story?
3. Could the same story take place in any other parts of the world? Where and why?

Structure

1. What event occurs both at the start of the film and at the end?
2. Does the story move forward in time from the opening scene?
3. The film is based on interlocking stories. Give examples of how the characters and their stories are connected.
4. Each story has a *climatic event*. Which ones stand out most clearly in your mind?
5. Often a climax leads to a *resolution/closure*. Which stories are resolved and which have only partial closure?

Character

1. Which characters do you like the best and why?
2. A "redeeming" character is one who makes good again, restores honor. Which character(s) do you feel redeems himself/herself and why?
3. Often Hollywood films have a hero and a villain. The two police officers are portrayed as good cop/bad cop. However, their story takes an unexpected turn. Discuss the changes and keep in mind that one cop is a rookie and one a veteran.

Symbols

1. What is the weather like? What do you think the weather changes might symbolize?
2. A small statue links the story together. In whose cars is the statue placed? What might this symbolize?
3. One of the most significant scenes depicts a car chase. It ends up in a yard, and we recognize an inflated Santa Claus and a nativity scene painted on the garage door. How would you interpret this scene?
4. Can you think of any other symbols in the story?

Message

1. What message(s) do you feel the film sends to its viewers? Consider both social and cultural issues.

Discussion Questions

You will find discussion questions related to *Crash* here: [Crash - Discussion Questions](#)

East is East

Forfatter: Christine Varadian Johnsen, Eli M. Huseby, Catharine Ruud

[East is East - Working with the Film \(76226\)](#)

A mixed marriage can offer many challenges. Even more if you add seven children...! The film *East is East* deals with a mixed marriage. However, don't expect a gloomy and serious film, the playwright Ayud Khan-Din has packed the conflicts in a humorous wrapping.

Before you start watching the film, make sure that you know the meaning of the words listed below.

- mixed marriage
- arranged marriage
- racism
- culture clash
- multicultural
- reluctantly
- alcohol consumption
- ordeal
- pork
- mosque
- humiliated
- violence
- supportive



Multicultural Britain

Play and Film Version

This comedy-drama film is based on a play written by British Pakistani actor and playwright, Ayud Khan-Din. He was born in Manchester to a British-Pakistani father and a British mother. His play depicts the life of children living in two very different cultures. The setting, characters and storyline are taken from his childhood experiences.

Setting

Set in the 1970's, we follow the story of a working class family; Pakistani (Muslim) immigrant George Khan, his British (Catholic) wife and their seven children. George is determined to raise his children in a proper Muslim way, in spite of the fact that they are born and raised in England. The children reluctantly attend a Muslim school on Saturdays where they learn the Koran in order to keep their father happy. Their thoughts are elsewhere – hanging out, dating, and even the forbidden acts of alcohol consumption and sex.

Characters and Plot

George's plan seems to be faring well, but takes a drastic turn as the issue of "arranged marriage" surfaces for a second time. George is secretly planning to marry off two of his sons. The family has been through this ordeal once before, which resulted in a broken family, when the eldest son ran off on the day of his arranged marriage. His father was humiliated and furious and he immediately cut him off from the family. To George, his son was "dead".

When the children get wind of their father's plan, they slowly turn against him. George's world is falling apart as he loses control and turns to violence as a last resort. Ella, his wife of 25 years, is caught in the middle as she tries to balance her role as a supportive wife and a mother. Whose side does she take?

Culture Clash

With a comical twist, the plot is woven around issues of religion and identity. The story offers an inside view of a multicultural family struggling to find peace with themselves.

Tasks and Activities

Watch the Trailer

Note the major character, the plot and the setting.

[East is East Trailer](#)

Vocabulary

To practise vocabulary you can try this task:



East is East - Vocabulary / h5p_content

<http://ndl.no/en/node/127961>

Further Work with the Film

[East is East - Tasks](#)

Forrest Gump

Forfatter: Eli M. Huseby

[Forrest Gump \(62701\)](#)

Give a brief description of the man you see in the picture (his age, appearance, the way he is dressed and behaves).

Forrest Gump is a film based on a novel by the same name. It was directed by Robert Zemeckis in 1994, and Forrest portrayed by Tom Hanks, immediately became one of the most popular film characters ever. In the film we get to meet the physically and mentally disabled boy Forrest who was born in Alabama in 1944. According to his mother, who is portrayed by Sally Field in the film, his father is "on vacation". When Forrest asks her what "vacation" means, she explains that it is when you go away and never come back. In spite of his considerable handicaps, Forrest succeeds in many walks of life, he even excels! We are admitted to his life story from his birth until his beloved Jenny dies in 1982. As a backdrop to his extraordinary life, we are witnesses to many historical events and "hot" social issues from the 50s right up to the early 80s.

Before you start watching the trailer or the movie, answer the following questions.

1. Look up the word "gump". What does it mean? [Dictionary reference - gump](#)
2. Where is Alabama? In which part of the USA is Alabama located? Do you think this is significant? Why? Why not?
3. [Animated Atlas Timeline](#) Use the bar and scroll until you arrive at the late 1950s up to the start of the 1980s. Focus on the orange bar – society. What are the main events?



Forrest Gump

Watch the Trailer

[Forrest Gump](#)

1. Describe the first scene in the trailer. How do you think that scene suggests what the film is about?
2. What do you think is Forrest's handicap?
3. In which ways is Forrest's life extraordinary?
4. Why do you think Forrest found college "confusing"?
5. How did Forrest get famous?
6. Forrest was a great success in the American Army. Why was that do you think?
7. Forrest gets to meet a lot of famous persons. How many do you recognize from the trailer?
8. Which historical events do we get to see in the trailer?

Discuss

1. In which way may Forrest's mother be credited for his success?
2. How important is Jenny in his life? Why can't they be equal partners?
3. To which degree do you think this story is a story about a boy who succeeds against all odds?
4. Is it a realistic story? Why or why not?
5. What makes this story funny? Would it be funny if the story was told by another character, e.g. Mrs. Gump?
6. Forrest refers to his mother saying: "Life is like a box of chocolates, you never know what you're gonna get." How do you think that sums up what the film is about?

Writing

1. Use the trailer as a source of inspiration and make up your own story. Call it either "**Against All Odds**" or "**Life is like a box of chocolates, you never know what you're gonna get**".
2. Use the trailer to make a report about Forrest's life. Try to make it chronological (in the time order that the events take place).

Working with the Film

Watch the entire film and then work with the tasks below.

Find Out

Group work: Each group use the web to look up key words to one of the incidents or concepts listed below. Remember to relate "your" concept to the USA. *Elvis and Rock n'Roll; Segregation and desegregation; the Civil Rights movement; the Supreme Court and Brown v. Board of Education; KKK; the Cold War; the moon landing; the Black Panther Movement; the assassination of John F. Kennedy; the Vietnam*

Make a table in your text editor, like this:

Concept/Incident	When did it happen?	What happened? Why did it happen?	Consequences/present status

Forrest Gump - table

Comprehension

In which occupations/fields does Forrest succeed?

- Astronaut
- War hero
- Car mechanic
- Athlete
- Family man
- Film actor
- Shopkeeper
- Businessman
- Fisherman
- Chef
- Chess player
- Wrestler
- Football player

Film Analysis

1. Describe Forrest's relationship to the following characters and explain how they come to play important parts in his life: Mrs. Gump, Jenny, Bubba and Lieutenant Dan.
2. Why is Jenny a character that finds it very difficult to settle down? In which way is Lieutenant Dan a dynamic character?
3. Forrest is the narrator of the story. How does that affect the film?
4. Use this link, choose a few examples and demonstrate how the musical effects contribute to the theme [Wikipedia - Forrest Gump Soundtrack](#)

Project Work

Many historical events and moments from the 50s up through the 70s are highlighted in the movie.

1. You are journalists for a youth magazine and as a team you are asked by the editor to make an issue to commemorate one of the decades represented in the movie. The editor instructs you to focus on the historical events and persons that are depicted in Forrest Gump. Based on your research you are going to make and assemble articles that revolve around important persons and events from ONE of the decades.
2. Study the sound track list provided on this link [Wikipedia - Forrest Gump Soundtrack](#) and make an oral presentation of how the music clips you have chosen from the film highlight issues and events in ONE of the decades depicted in Forrest Gump. Choose music that particularly highlights what you think is important and show how it defines "your" decade (the 50s, 60s or the 70s).

Freedom Writers (VG1, 2)

Forfatter: Jan-Louis Nagel, Eli M. Huseby

[Freedom Writers - Film Analysis \(56834\)](#)

The first encounter between students and teachers is always exciting. Erin Gruwell, the new teacher at Wilson High, is met with hostility from her Hispanic, Asian and African American students. One of the students even states that she hates her because she is white.

Erin Gruwell: You hate me? You don't even know me.

Student: I know what you can do. I saw white cops shoot my friend in the back for reaching into his pocket! I saw white cops come into my house and take my father away for no REASON except they feel like it! Except because they can! And they can, because they're white.

So I HATE white people on sight!

Freedom Writers is an American film produced in 2007 with Hilary Swank in the part of the young and idealistic high school teacher, Erin Gruwell. The film is based on a true story as it is recounted in the diaries of Miss Gruwell and 150 "unteachable" and "at-risk" students in Long Beach, California.

Not What She Expected

In the 1980s, Woodrow Wilson High School was recognized as a high-achieving school. However, in the early 90s the school launched an integration program where teaching discipline and obedience was a primary concern. On her first day, Miss Gruwell enthusiastically expects to be met by motivated and keen students. Instead, she is confronted by hostile teenagers segregated in racial groups in the classroom.

Rising to the Challenge

The new high school teacher miraculously manages to grab the attention of the tough teenagers by making them see what segregation and racism led to during the Second World War. On a visit to the Holocaust section in the Museum of Tolerance in Los Angeles they are introduced to the story of the young Dutch Jewish girl, Anne Frank, and her destiny as a Holocaust victim. They detect many parallels to their own suburban lives as members of dysfunctional families and rough gangs.

The Diaries

This revelation inspires them to keep diaries that offer a more healthy way of giving an outlet for their frustration and anger than gangbanging and violence. The diaries were compiled in the book, *The Freedom Writers Diary*, on which the film is based. The title of the project is a word play on the term "Freedom Riders" referring to the 1961 civil rights activists that rode the state buses into the Southern States to demonstrate against their segregation policy.



In the film dancing bridges the gaps between the gangs in the classroom
Freedom Writers

Tasks and Activities

Comprehension

Watch a trailer from the film. [Trailer - Freedom Writers](#)

1. From the information in the trailer, what do you think is the theme and the plot?
2. Which teaching methods are demonstrated? Do they work, do you think?
3. There are many scenes where violence is evident. What effect do you think these scenes have?

Research

Find out how the story of Anne Frank is important in the film? (Search words: Anne Frank video blog)

[Anne Frank blog](#)

Make a brief character analysis on ONE of these characters: Erin (Miss G); Erin's father; Erin's husband; Erin's colleague; Eva; Andre; the principal; Miep Gies.

- List the values and culture clashes you find in the film.
- "The Line Game" is a turning point in the movie. Describe the game and explain its purpose. How is it a turning point for the class?
- Comment on the camera shots, music, props and other effects.
- Does this film have a so called false ending?

Discussion

1. What is Miss G's motivation? How would you explain her dedication? Compare with the Freedom Riders. Use the link to find information: <http://library.thinkquest.org>
2. Why does Miss G's husband choose to leave her?
3. One of the goals of the English curriculum is to assess and evaluate your progress in learning English. Think of all of the learning methods that have been used in English class throughout the year and find out which ones work best (for you), and why.

Find Out

What are the ideas behind the Diary Project (Freedom Writing) and what does Erin Gruwell say about her experiences?

Listen to the pod cast recording and/or read the transcript from a conversation with the "real" Erin Gruwell on this link: [Erin Gruwell and Freedom Writers Podcast](#)

Writing

This is Crystal's film "review" posted in a blog:

"This movie I think shud make ppl apperciate wat u have now cuz the kids dat diz happened to probably lost a lot to gang violence or jus becuz someone felt like shootin u cuz u were a different race from dem. And if that teacher had't believed in them they wud have probably been dead or doin nothin with there lives" (Crystal, 2010)

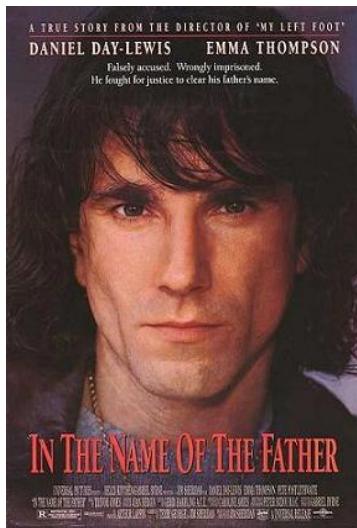
Write a "review" after watching the film. Make it appropriate for posting in a blog.

In the Name of the Father

Forfatter: Morten Serkland

[In the Name of the Father \(22708\)](#)

The 1970s was a period of conflicts and riots in Northern Ireland - troubles that also spread to England and other parts of the UK. Many people lived in fear, and many innocent people were killed, threatened and imprisoned. Maybe the most shocking and unbelievable story from this period is the story about the Guilford four. Gerry Conlon, Paul Hill, Paddy Armstrong and Carole Richardson were accused of planning and carrying out the bombing of a pub in Guilford outside London. Along with Gerry, the main character in the film, his father Giuseppe was arrested. The same thing happened to Gerry's aunt and other family members. Giuseppe died in prison, and Gerry's life task became to defend his father's innocence. In the name of the father.



Watch the following extracts from the film, and discuss in groups.

Extract 1

[In the Name of the Father, Clip 1](#)

1. This story takes place in the 1970s. How do the setting and the appearance of the characters - the clothes, etc. - show us that?
2. In the scenes you see here, what is your impression of the English police/court system?
3. In several scenes you observe people suffering from mental and physical exhaustion. How do they reach this stage?

Extract 2

Now watch the following introduction to the film.

[In the Name of the Father, Clip 2](#)

Topics for Discussion

There are sharp contrasts in what you see here between the colours and liveliness of the hippie movement and life in prison.

1. How do the film makers manage to present these contrasts to us as viewers?
2. There are traces of hope and love all through the movie. Do you find particular examples of that in what you just saw?
3. Try to analyse your emotions after watching this introduction to the film. Which film effects influence our emotions?

Extract 3

In this short cut you see the opening scenes of the film. Watch it and discuss it in groups.

[In the Name of the Father, Clip 3](#)

1. In what ways do you think this bombing affected the lives of the people who were involved?
2. What are your reactions to this bombing without warning? Give reasons.
3. Is violence in general a way to solve problems and conflicts? Give reasons.

Watch the Film

You may now want to watch the whole film and share in the lives of these young people called the Guilford Four. After you have watched the film, discuss it in groups or in class.

1. What do you learn here about the conflict in Northern Ireland? Make a list of keywords.
 2. Find out more about the IRA. Were bombings without warning a typical method for them?
 3. What happened to Gerry, Paul, Paddy and Carole after they were released from prison?
-

Suggested Further Activity

[Northern Ireland Resources - Overview](#)

James Dean - American Icon

Forfatter: Jan-Louis Nagel

[James Dean - American Icon \(67593\)](#)



James Dean / video

<http://ndla.no/en/node/66567>

Comprehension

1. When was James Dean an actor in Hollywood?
2. How did James Dean die?
3. Why were the two retired police officers interviewed?
4. Explain the irony in the little studio interview with James Dean?
5. In the video you see a road sign indicating where the accident happened. Find it on the map.

Discussion

1. James Dean is described as an "icon". What does that mean? (Why are the little symbols on your desktop called icons?)
2. Watch this clip from *The James Dean Story*.



James Dean - American Icon / fagstoff

<http://ndla.no/en/node/67593>

- What does it imply about James Dean's personality?
 - Why did he decide to become an actor?
 - How is his acting career and life symbolised?
 - How would you describe the atmosphere created in this clip?
3. What does James Dean have in common with Marilyn Monroe, Janis Joplin, Jimi Hendrix, and Jim Morrison? (Find out about these artists if you don't know who they are).
 4. Look closely at the images of James Dean in the video, both the close-ups and the studio interview. How would you describe his posture and charisma? Discuss how this might have increased his popularity with young fans?
 5. One of James Dean's few movies was called *Rebel without a Cause*. What does the title mean? Why do you think young people were able to relate to James Dean in that particular movie?
 6. Give examples of elements of American youth culture in the 1950s which you see in this video.

Mississippi Burning - Working with the Trailer

Forfatter: Christine Varadian Johnsen

[Mississippi Burning - Working with the Trailer \(61396\)](#)

Pre reading: The following is a quote taken from the film, *Mississippi Burning*.

Mayor Tilma: "Do you like baseball, do you, Anderson?"

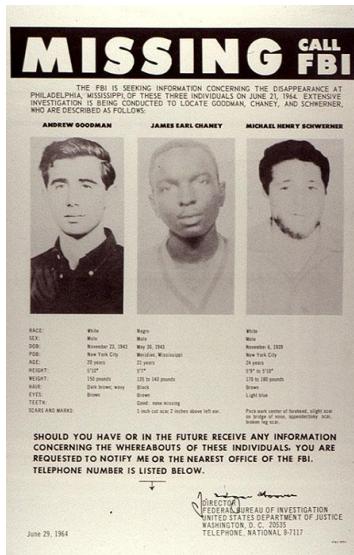
Agent Anderson: "Yeah, I do. You know, it's the only time when a black man can wave a stick at a white man and not start a riot."

With a partner discuss your interpretation of this quote.

Historical Background

The mysterious circumstances surrounding a case in 1964 of the disappearance and eventual murders of three civil rights workers is the backdrop for this powerful film produced in 1988. James Chaney, age 21 (black), Andrew Goodman, age 20 (white) and Michael Schwerner, age 24 (white) headed south to Mississippi, as volunteers for a program called Freedom Summer. The program focused on voter registration for blacks in the "closed" state of Mississippi. Immediately after their arrival they were arrested by the local police and later found shot to death.

As this was a time of great tension and unrest, due to the advancement of the Civil Rights Movement, there was massive media coverage and the FBI was called in to investigate. For the next six weeks the story unfolds revealing racism, hatred and corruption on all levels. The director, Alan Parker released the film as a dramatization of these events.



FBI Missing Poster

A Northerner and a Southerner

The two FBI agents (Gene Hackman and Willem DaFoe) couldn't be more different from one another and their approaches to solving the murders set them apart. Agent Alan Ward (DaFoe) is portrayed as a younger, "by the book" agent from the north, who is naive of race relations in the south, while Agent Rupert Anderson (Hackman), having been a former Mississippi sheriff, has first-hand experience, including the unspoken rules of the south. They often disagree on their methods, yet manage to learn from one another and solve the case together.

Tasks and Activities

Watch the trailer for [Mississippi Burning](#) and then answer the questions below.

Comprehension

1. Do you think the two men at the beginning of the trailer were speaking to the same audience?
2. Why were black people marching in the streets with American flags?
3. What was meant by "you in Mississippi now"?
4. Who are the people with the white hoods on?

5. What were they searching for in the river?
6. How was the media treated?
7. Why were homes and churches being bombed?
8. Where were the people all dressed in black going?
9. Why was America at war with itself in 1964?

Discussion

The following is taken from a scene, towards the end of the film when Agent Anderson re-visits the Mayor's wife. The Mayor is a racist while his wife remains neutral. Her role is the dutiful wife. In this quote she seems to be facing her reality.

Mrs. Pell: *"It's ugly. This whole thing is so ugly. Have you any idea what it's like to live with all this? People look at us and only see bigots and racists. Hatred isn't something you're born with. It gets taught. At school, they said segregation is what's said in the Bible... Genesis 9, Verse 27. At 7 years of age, you get told it enough times, you believe it. You believe the hatred. You live it... you breathe it. You marry it."*

Discuss this quote in small groups. Do you agree with Mrs. Pell? Do you sympathize with her? Who is responsible for bigotry and racism? Do we copy other people's actions? Can racist people change?

Research

The national attention brought on by this case helped advance the Civil Rights Movement. Two historic acts were passed in the US government, the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Find out about these two acts and how they brought blacks one step closer to equality.

Suggested Further Work

[Mississippi Burning](#)

Mississippi Burning - Working with the Film

Forfatter: Christine Varadian Johnsen

[Mississippi Burning \(63036\)](#)

If you just want to work with the film trailer, you can find resources [here](#).

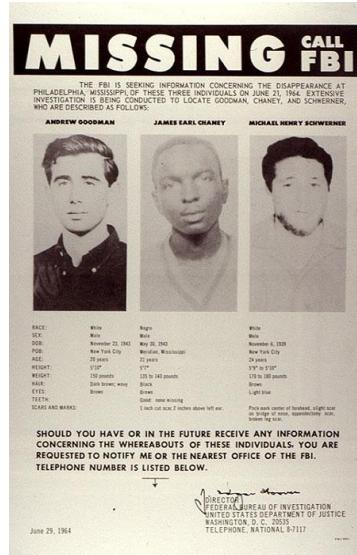
Historical Background

The mysterious circumstances surrounding a case in 1964 of the disappearance and eventual murders of three civil rights workers is the backdrop for this powerful film produced in 1988. James Chaney, age 21 (black), Andrew Goodman, age 20 (white) and Michael Schwerner, age 24 (white) headed south to Mississippi, as volunteers for a program called Freedom Summer. The program focused on voter registration for blacks in the "closed" state of Mississippi. Immediately after their arrival they were arrested by the local police and later found shot to death.

As this was a time of great tension and unrest, due to the advancement of the Civil Rights Movement, there was massive media coverage and the FBI was called in to investigate. For the next six weeks the story unfolds revealing racism, hatred and corruption on all levels. The director, Alan Parker released the film as a dramatization of these events.

A Northerner and a Southerner

The two FBI agents (Gene Hackman and Willem DaFoe) couldn't be more different from one another and their approaches to solving the murders set them apart. Agent Alan Ward (DaFoe) is portrayed as a younger, "by the book" agent from the north, who is naive of race relations in the south, while Agent Rupert Anderson (Hackman), having been a former Mississippi sheriff, has first-hand experience, including the unspoken rules of the south. They often disagree on their methods, yet manage to learn from one another and solve the case together.



FBI Missing Poster

Tasks and Activities

Discuss

1. What were your first thoughts after having seen the film in its entirety? This film triggers many emotions. Write down some key words and share with another student.
2. Would you recommend this film to others and why?
3. Towards the end of the film Agent Anderson re-visits the Deputy Sheriff's wife. The Deputy Sheriff is a racist while his wife remains neutral. Her role is the dutiful wife. In this quote she seems to be facing her reality.

Mrs. Pell: *"It's ugly. This whole thing is so ugly. Have you any idea what it's like to live with all this? People look at us and only see bigots and racists. Hatred isn't something you're born with. It gets taught. At school, they said segregation is what's said in the Bible... Genesis 9, Verse 27. At 7 years of age, you get told it enough times, you believe it. You believe the hatred. You live it... you breathe it. You marry it."*

Discuss this quote in small groups. Do you agree with Mrs. Pell? Do you sympathize with her? Who is responsible for bigotry and racism? Do we copy other people's actions? Can racist people change?

Comprehension

1. From the moment we are introduced to the local sheriff's office we get a feel for which side they are on. What impressions did you have? Could you give any examples to support your thoughts?
2. In a conversation between the two agents they discuss their admiration for the missing boys, yet Agent Anderson says that he feels that they were "being used". Why and what does this imply?
3. Agent Anderson visited the men's barbershop twice in the course of the film. The first was at the start of the investigation and the second toward the end. How were these two scenes different?
4. Agent Anderson: "You can talk to them but they won't talk to you." Why were black people afraid to speak with the FBI agents? Can you give examples of events in the film to support your answer?
5. What did Agent Anderson notice in Mrs Pell's wedding photograph?
6. Why was a shot fired into the hotel room of the two agents and what was the significance of the burning cross outside?
7. Why were the three men who were tried in court for arson not sentenced to prison? And why was there a rampage of fires afterwards?
8. After viewing the burned home and barn of Aaron's family, Agent Anderson says: "At least we know who did this." Why does Agent Ward respond: "We did."?
9. At what point in the film does Agent Ward change his tactics and let Agent Anderson take over and why?
10. Who called the KKK meeting and why?
11. Why was the sheriff acquitted at the end of the film?

Writing Tasks

1. Setting: the setting of this film is central to the story. Write a short text explaining how and why the setting is of importance in this particular film. Use any previous knowledge you have of the Civil Rights Movement and from this film to support your text. You may want to do a bit of research on the state of Mississippi. (Please note that Jessup County used in the film is a fictional county modeled after Neshoba County where the real murders took place.)
2. FBI missing poster: study the faces of the three men and imagine you are one of them. All three had their youth and their desire to work for a cause, in common. They chose to devote a summer to working for the civil liberties of blacks. Tragically, their humanitarian desires cost them their lives. Choose one of the young men and write a letter to his friend/family telling about his summer plans to visit Mississippi to register black voters. Mention his strong interest in working for this civil rights cause.

Research

1. Many of the southern states had segregation laws referred to as "Jim Crow" laws. Learn more about these laws and write a summary of what you find. Include some examples by stating the law, the state in which the law was written and the year. Can you recall any examples of Jim Crow in the film?
2. The national attention brought on by this case helped advance the Civil Rights Movement. Two historic acts were passed in the US government, the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Learn about these two acts and how they brought blacks one step closer to equality.
3. Does the KKK still exist today? Find information on the internet about the KKK organization and write a brief summary about their existence.

Million Dollar Baby - Working with the Film (Vg1,Vg2)

Forfatter: Eli M. Huseby
[Million Dollar Baby \(75366\)](#)



Watch the movie *Million Dollar Baby* (2004) and work with tasks related to it. The film is based on a short story written by a former boxing trainer. Clint Eastwood has directed the film version and he also stars in the role as Frankie, boxing trainer and operator of a run-down gym in Los Angeles. Hilary Swank portrays Maggie, the waitress from Missouri, who dreams of becoming a professional boxer. Scrap is portrayed by Morgan Freeman. He is the injured former boxer and caretaker of the gym who reveals the story to us.

Is the American Dream attainable for everyone? What if you are a girl? Throughout history women have been regarded as second class citizens. To make it even more complicated; what if you are a white trash girl from Missouri? In *Million Dollar Baby* the waitress Margaret Fitzgerald, has to fight every imaginable prejudice in order to fulfil her dream.

Watch the Film



Million Dollar Baby / fagstoff

<http://ndla.no/en/node/75366>

Tasks

"I'm 32, Mr Dunn, and I'm here celebrating the fact that I spent another year scraping dishes and waitressing which is what I've been doing since 13, and according to you, I'll be 37 before I can even throw a decent punch, which I have to admit, after working on this speed bag for a month, may be God's simple truth. Other truth is, my brother's in prison, my sister cheats on welfare by pretending one of her babies is still alive, my daddy's dead, and my momma weighs 312lbs. If I was thinking straight, I'd go back home, find a used trailer, buy a deep fryer and some Oreos. Problem is, this is the only thing I ever felt good doing. If I'm too old for this, then I got nothing. That enough truth to suit you?"

In this way Maggie sums up her life up till now. What does this reveal about her and her motivation?

2. Maggie might be characterized as a "white trash" girl. If you look at the statement she gives about herself (look above), how does it correspond with the lexical explanation [White Trash](#)?
3. What do these lines reveal about Maggie's character and general attitude? What do you think makes her so tough?

Maggie: "I seen you looking at me."
Frankie: "Yeah, out of pity."
Maggie: "Don't you say that. Don't you say that if it ain't true. I want a trainer. I don't want charity, and I don't want favours."

Frankie: "How many eyes do you need to finish this fight?"
Maggie: "One's enough."

4. (Frankie to Father Horvak): "I swear to God, Father, it's committing a sin by doing it. By keeping her alive, I'm killing her. Do you know what I mean? How do I get around that?"
What is Frankie's dilemma and what is his solution?

Analyze

1. This film has a so-called false ending. Why do you think the director chose to include this? And why was it necessary to add a final scene? What effect does the false ending have?
2. Scrap is the narrator. What kind of narrator is he and how does he contribute to the story? Is he a reliable narrator?
3. Who do you think is the real protagonist in the story? To whom is the story addressed?
4. How is Margaret's (or rather Frankie's) Gaelic slogan important in the story? What does it signify?

Discuss

1. If you look at the competence aims in your teaching plan, which curricular issues are highlighted in this film?
2. Maggie asks Frankie to commit euthanasia. Why is this a controversial issue? What do you think about the way Frankie handled it?
3. Critics have accused the film of having sneaked a right-to-die agenda into the plot. Do you think the film is biased and that it promotes this view?

Working with the trailer

If you just want to work with the film trailer and related task, you can find resources [here](#)

Million Dollar Baby - Working with the Trailer (Vg1,Vg2)

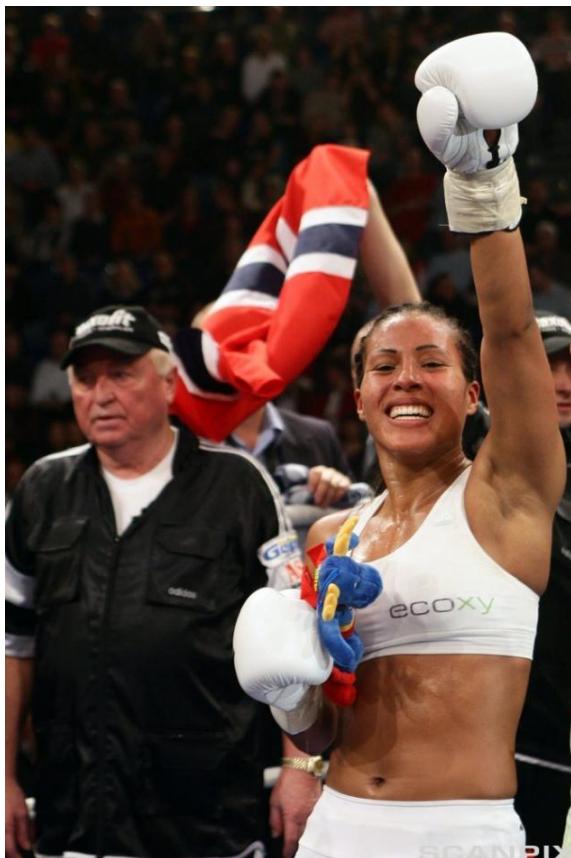
Forfatter: Eli M. Huseby

[Million Dollar Baby - Working with the Trailer \(73396\)](#)



Watch a trailer from *Million Dollar Baby* and work with tasks related to it. *Million Dollar Baby* (2004) is based on a short story written by a former boxing trainer. Clint Eastwood has directed the film version and he also stars in the role of Frankie, boxing trainer and operator of a run-down gym in Los Angeles. Hilary Swank portrays Maggie, the waitress from Missouri, who dreams of becoming a professional boxer. Scrap, portrayed by Morgan Freeman, is the injured former boxer and caretaker of the gym who reveals the story to us.

Is the American Dream attainable for everyone? What if you are a girl? Throughout history women have been regarded as second class citizens. To make it even more complicated; what if you are a white trash girl from Missouri? In *Million Dollar Baby* the waitress Margaret Fitzgerald, has to fight every imaginable prejudice in order to fulfil her dream.



Is Cecilia Brækhus the Norwegian Million Dollar Baby?

Working with the Trailer

Watch [Million Dollar Baby - trailer](#) and answer the questions:

1. What does the girl, Maggie (Hilary Swank) want from Frankie (Clint Eastwood)?
2. How does he respond at first?
3. What do you think Frankie means by his statement: "Girlie, tough ain't enough"?
4. Frankie has a daughter. What impression do you get of their relationship?
5. What do you think makes Frankie change his mind and start training Maggie?

Discuss

1. "Frankie, I have seen you at Mass almost every day for 23 years. The only person who comes to church that often is the kind who can't forgive himself for something." What do you think makes the priest tell Frankie this? What does this reveal about Frankie?
2. Women athletes in male dominated sports is a highly controversial issue. Why is that? What are the pros and cons regarding the participation of women in traditionally male dominated sports?

Watch the entire movie and work with assignments

[Million Dollar Baby](#)

Once Were Warriors (VG1, 2)

Forfatter: Eli M. Huseby, Jan-Louis Nagel

[Once Were Warriors \(53491\)](#)

Why is the encounter with modern society and big cities so brutal for the aboriginal people in many countries around the world? Watch the movie *Once Were Warriors* about the Maoris, New Zealand's indigenous people, to find out.

Once Were Warriors is a 1994 film based on Alan Duff's debut novel about the highly dysfunctional family, the Hekes. Beth Heke, the mother of five children, is proud of her Maori background, whereas Jake, her husband, thinks it is difficult to come to terms with his Maori slave descent and subsequently turns to violence and alcohol as a refuge. When the pair started to see each other 18 years ago, Beth's family who could boast ancestry with royal Maoris, did everything in their power to stop the alliance. However, Beth made a choice, some would say that it was fatal; she chose love over family concerns, broke all ties with her Maori family and the village, and moved to the capital Wellington with Jake. When Beth confronts Jake with the following words: "**If my spirit can survive living with you for eighteen years, then I can survive anything,**" it reveals a lot about their marriage. In this heartbreak movie you'll see how merciless life in the city suburb is, not only for Beth and Jake, but also for their children, Grace, Boogie and Nig.



Maori Warrior Source

Watch the trailer (01:56 minutes) and the footage video with interviews with the director, the author of the screenplay and the actors (12:26 minutes) on this link: [Once Were Warriors - Trailer](#)

Tasks and Activities

Translation

En gang var vi krigere

Filmen er fra New Zealand og handler om dagens sosiale forhold for Maoriene - landets urbefolknings. Hverdagslivet er preget av arbeidsløshet, alkohol og vold. Beth og Jake har vært gift i atten år og har fem barn. Hun stammer fra en Maoristamme, mens hans farfedre var slaver.

Dette har gitt Jake et mindreverdighets-kompleks som han prøver å kompensere for ved å bruke vold, både mot sin kone og andre som kommer i veien for ham.

Barna deres blir vitne til både vold og fyll, men prøver å holde sammen trass i de ekstremt dårlige forholdene. Sønnen Boogie blir sendt på et guttehjem, en annen sønn forlater familien og slår seg sammen med en gjeng Maori-aktivister med tatoveringer i ansiktet.

Da datteren Grace blir voldtatt av sin onkel og begår selvmord, bestemmer moren seg for å forlate Jake i sin elendighet. Hun reiser til sin familie for å leve sammen med sine egne, og finne igjen Maorianes stolte tradisjoner fra den gang de var krigere.

Filmen er et sterkt uttrykk for Maorianes situasjon i dag, og kan være en påminnelse om hva de hvite innbyggerne har påført den innfødte befolkningen både i USA, Australia og New Zealand.

Ein gong var vi krigarar

Filmen er fra New Zealand og handlar om dagens sosiale tilhøve for Maoriane - urfolka i landet. Kvardagslivet er prega av arbeidsløyse, alkohol og vald. Beth og Jake har vore gifte i atten år og har fem barn. Ho nedstammar frå ei Maori-stamme, medan farfedrane hans vore slavar.

Dette har gitt Jake ei mindreverdskjensle som han freistar å kompensere for ved å bruke vald, både mot kona si og andre som kjem i vegen for han.

Barna deira blir vitne til både vald og fyll, men prøver å halde saman trass dei ekstremt dårlige tilhøva. Sonen Boogie blir sendt til ein guteheim, ein annan son forlet familien og slår seg saman med ein gjeng Maori-aktivistar med tatoveringar i andletet.

Då dattera Grace blir valdteken av onkelen sin, bestemmer mora seg for å forlate Jake i elendet sitt. Ho reiser til familien sin for å leve saman med sine eigne og finne igjen dei stolte tradisjonane til Maoriane frå den gongen dei var krigarar.

Filmen er eit sterkt uttrykk for situasjon til Maoriane i dag, og kan vere ei påminning om kva dei kvite innrengjarane har påført urfolka både i USA, Australia og New Zealand.

The film is from New Zealand and deals with today's social conditions for the Maori – the country's native population. Everyday life is characterized by unemployment, alcohol, and violence. Beth and Jake have been married for eighteen years and have five children. She is descended from a Maori tribe, while his ancestors were slaves who were brought to the island by the English. This has given Jake an inferiority complex which he tries to compensate for by using violence, both against his wife and anyone who comes in his way.

Their children witness both violence and drunkenness, but try to stick together in spite of the extremely bad conditions. Their son Boogie is sent off to a boys' home, another son leaves the family and joins a mob of Maori activists with tattooed faces.

When their daughter Grace is raped by her uncle and commits suicide, her mother decides to leave Jake in his misery. She goes to her family to live with her own and recapture the proud Maori traditions from the time when they were warriors.

The film is a strong expression of the Maori situation today, and can be a reminder of what the white intruders have brought upon the native population of both the USA, Australia, and New Zealand.

Analyze the Film

1. Describe Jake's situation in the beginning of the movie, and what symbolic effect it has?
2. Nig leaves the family to join a group of seemingly violent mobsters. How is he taken into the group? Are there examples of how similar rituals occur in other cultures?
3. What kind of a group is the one that Nig joins? What is their identification, and what is the cultural significance of this community?
4. Towards the end of the movie Nig asks Boogie if he wants to join his group and have a tattoo – Boogie says: "I've got mine on the inside" What does he mean by that?
5. Where do we meet white people in the film – and what roles do they play? (Is this deliberate from the director?)
6. Can you spot examples of the use of contrasts in the film?
7. What is Jake's background? In what way is that important? Is he a complex character?
8. What is Beth's background, and what does it mean in her relationship to Jake?
9. Grace's friend Toot (the kid living in the car wreck) dreamed about getting old enough to get social benefit. What does that indicate?
10. What is Jake's general attitude towards other people, and how does he show it? (What is his real problem?)
11. Are these people happy sometimes? ("Beth: I'm not drunk, I'm happy") Where do you see traces of love in the film?
12. How does the boys' home turn out to be so important to Boogie?
13. There is some quite explicit violence in the film. (Why all the violence and alcohol?) However, if we step back and see the film in a thematic perspective, we will also see the structural violence that is there. What does that mean?
14. Where do we meet Maori culture and tradition in the film?
15. Mention some tragic elements of the film.

16. Comment on the title of the film, and discuss thematic approaches.
17. In what way does the setting (both social and material) relate to the theme(s) of the film?

Arrange a Debate in Class

You need a leader of the debate and a secretary.

These are some of the words that you will need in the debate. Look them up in the dictionary.

* (commit) suicide * domestic violence * culture crash * majority * minority * arranged marriage * countryside * urban * social welfare * on the dole * unemployment * assimilation * dysfunctional family * tribal culture * bridging cultures * ethnic groups * Maori * community * alienation * juvenile detention * abusive relationship * rebel groups * predestination/predestined/destiny/fate * inferiority complex

Divide the class into several groups. Each group is assigned a viewpoint (no matter what the members actually think). The members go together to prepare their "views" and how to defend them.

Each group adopts one of these viewpoints about whom/what to blame:

JAKE
SOCIETY
BETH
FATE
ALCOHOL AND DRUGS

Outsourced - Working with the Trailer

Forfatter: Catharine Ruud

[Outsourced - Working with the Trailer \(73881\)](#)

Outsourced is a light-hearted, romantic comedy released in 2006. Can you explain the meaning of the word "outsourcing"?

This trailer for the film *Outsourced*, offers a colourful presentation of the plot of the film. You may wish to watch the trailer a couple of times before answering the following questions.

[Outsourced - movie trailer](#)

1. What do you think the plot of the story is? How do you think the conflict is solved?
2. Where does the main character (Todd) come from? In what kind of company is he employed?
3. What does he think of India and the people at the call-centre?
4. List some of the problems he encounters in India and at the call-centre.
5. What advice is he given by the man he eats lunch with? Is it good advice?
6. Describe the music in the trailer. What effect does it have for the audience?
7. Describe what you see in the scenes of India.



Outsourcing India

Fotograf: [Paul Keller](#)

Outsourced - Working with the Film

Forfatter: Catharine Ruud

[Outsourced \(73840\)](#)

How would you feel if you were suddenly told that you had lost your job due to outsourcing? Plenty of companies have chosen to move the production of goods, customer services and/or other tasks to cheaper locations or to other countries in order to cut costs and make more money.

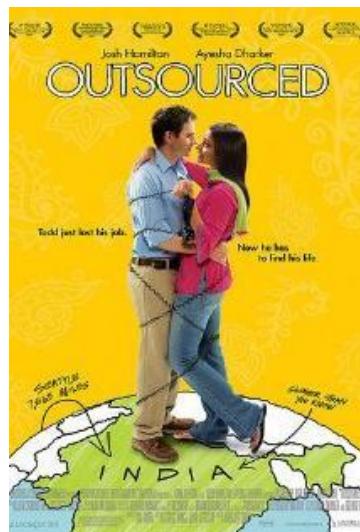
If you just want to work with the film trailer, you can find resources [here](#)

Outsourced is a light-hearted, romantic comedy that was released in 2006.

Todd Anderson (Josh Hamilton) suddenly finds out that his job, along with the rest of the department, has been outsourced to a call center in India. To make matters worse, Todd is manipulated by his boss into traveling to India against his will to train his replacements.

Although things get off to a bumpy start in the bustling city of Bangalore, Todd slowly but surely finds his way to the heart of Indian culture, and Indian working life. He also takes an unexpected journey into his own heart.

Outsourced presents a humorous look at how the American and Indian cultures clash in terms of language, societal norms, gender roles, music and dance, and business culture. Todd, or "Mr. Toad" as he is called by his new colleagues, learns a lot about his new surroundings by trial and error. But his most important lesson is learned when he realises that in order to get the call center up to American standards, he must learn more about India; he must surrender to *their* culture.



After watching the film, work on the following questions and tasks.

Characterisation

1. What does Mr Todd do to learn about India?
2. How does Todd's character develop during his stay?
3. How would you describe Asha's character? Would you characterise her as typically Indian?

Setting and Plot

1. List some of the contrasts between the 2 settings (India and the US) in the film.
2. The film has a false ending. What effect does this have, and in your opinion is it a good way to end the film? Why?

Themes

1. What are the main themes of this film?

Culture

1. The film presents many cultural clashes not only during Todd's arrival but also throughout his stay (celebrations, table manners, marriage traditions, family relations, etc). Describe some of them.
2. What does the movie tell you about India's social classes?
3. While the employees of the call centre speak British English, Todd speaks American English. What misunderstandings occur because

of this? How do these misunderstandings affect business?

4. What kind of measures does Todd introduce to improve the working environment at the call centre?
5. Why is the identity of the Indian workers to be disguised?
6. Describe the celebration of Holi?
7. What is the American take on the phenomenon of outsourcing and what is the Indian?
8. Why is the call centre in Bangalore further outsourced to China and what statement does it make about American corporate values around money and employees?

Persepolis

Forfatter: Eli M. Huseby
[Persepolis \(75156\)](#)

If someone asks you, "Where are you from?", it should be fairly easy to answer. For Iranian-born Marjane Satrapi this is a tricky question. In an interview with Annie Tullie for Bookslut.com she readily admits, "I am Iranian, but...." The "but", she feels, needs a one hour explanation. Clues that would be essential to understand how Marjane and thousands of Iranian expatriates feel about their identity contain concepts like: *the shah, the Iranian Revolution, Iran, Persia and Khomeini*. In order to explain why it is complicated to state her cultural identity, she chose to publish an autobiographic graphic novel.

Looking up the words listed in italics above in an encyclopedia, will provide you with an understanding of the basics of her identity dilemma.

Marjane Satrapi and Persepolis

In 2000, *Persepolis* was published as a comic book in four parts. It contains the memoirs of **Marjane Satrapi** who was born in Tehran in 1969. In the early 1980s, she experienced the first years of the fierce war between Iran and Iraq. To escape the war and the regime imposed by Khomeini, her parents sent her away to what they hoped would be a brighter future in Austria. As a fourteen year old she started to attend a high school led by Catholic nuns. She found her supposed mentors very judgmental, and eventually made up her mind to drop out of school. This decision left her with few options; she actually ended up as a homeless person. The cruel life on the streets of Vienna almost ended her life. In



1987, after spending a long time in hospital, she chose to return to Iran. Even if she was able to reunite with her beloved family, she had to endure a regime that allowed her few rights as an individual.

Here is one illustration from Marjane Satrapi's book, [Illustration from Persepolis: Wearing a Veil](#)

Working with the Trailer

Watch the trailer and answer the questions:

[Persepolis - trailer](#)

1. What kind of impression do you get of Marjane as a little girl?
2. In which way did Marjane's family welcome the fall of the shah?
3. How would you describe the relationship between Marjane and her family?
4. What is Marjane's concept of God?
5. What makes Marjane's family choose to send her away do you think? How is it revealed that this was a difficult decision?

Discuss

1. After the fall of the shah, the people in Iran wanted democracy. Judging from the clips provided here, did they get that?
2. List the culture clashes you see. How do you think the Iranian Revolution affected young people and their way of living?
3. In many ways *Persepolis* is a refugee story. What does Marjane's story have in common with other refugee stories you are familiar with? What is different?
4. When Marjane is leaving she is told: "Don't forget who you are - and where you're from?" What does that imply?

The Making of the Film

Watch the directors, Marjane Satrapi and Vincent Parranoud, discuss the making of the film on the link below and answer the questions:

[Persepolis - making of the film](#)

1. What is said about the differences between the two directors?
2. Why does Marjane dismiss that there is a culture clash between them?
3. In which way are the two directors a "perfect" match?
4. Why did the directors prefer to do the animation by hand?
5. Judging from this presentation of the making of the film, how do you think this animation differs from other animation films that you have seen?

The Constant Gardener

Forfatter: Åse Elin Langeland

[The Constant Gardener \(76056\)](#)



The Constant Gardener by John le Carré

Pre-reading: Read the following lines from the film. How would you answer Tessa? The people she refers to are in a desperate situation and they are poor.

Justin Quayle: We can't involve ourselves in their lives, Tessa.

Tessa Quayle: Why?

Justin Quayle: Be reasonable. There are millions of people, they all need help. It's what the agencies are here for.

Tessa Quayle: Yeah, but these are three people that we can help.

Justin Quayle (Ralph Fiennes), a British diplomat, finds his wife Tessa (Rachel Weisz) murdered and seeks to uncover the reasons behind her death. In doing so he discloses high level corruption between government officials and multinational companies. On his quest to unveil the truth, Justin realizes that he really didn't know the woman he married and that the people he trusted shouldn't be.

The film, *The Constant Gardener* (2005) is an adaption of a novel by the British writer John le Carré. It was directed by the Brazilian Fernando Meirelles. Meirelles told *The Independent* that the chance to take on the pharmaceutical industry was one of three elements that made him want to direct *The Constant Gardener*, as was the chance to shoot in Kenya. The film is a conspiracy thriller, criticizing the involvement of a large pharmaceutical company in testing drugs in Africa. However, it is also a passionate love story.

Working with the First Chapter of the Novel

[The Constant Gardener - From Chapter One](#)

Read from the first chapter of the novel. As you read, write down the names of the characters and the jobs/positions they have. Afterwards you could write a summary or take on the slightly more challenging task of answering the questions below.



1. The story is told from Sandy Woodrow's point of view. What do we get to know about him?
2. What has happened to Tessa Quayle and Arnold Bluhm?
3. What were Tessa and Arnold doing by Lake Turkana?
4. When talking to Sandy, Wolfgang, the owner of Oasis, says: "Listen, I'm Galileo. Put me in prison, I'll swear she never came to the Oasis." What is implied here?
5. What impression is given of Tessa?
6. How does Sandy react when he hears that Tessa has been murdered?
7. How does Justin react when he is informed about Tessa's death?
8. How is the theme of gardening introduced literally? How can gardening be understood figuratively?
9. What are we told in flashbacks?
10. How does the writer create suspense in this chapter?
11. How is this chapter dealt with in the film? Which adaptations have been made? Make a comparison.

Working with the Trailer

Watch the trailer and answer the questions below.

1. How does the opening scene comply with the rest of the trailer?
2. What impression do you get of Justin?
3. What do we get to know about Tessa?
4. Why do you think Tessa has been murdered?
5. Compare the way village people are portrayed to the way British diplomats are depicted in these clips. Pay attention to filmatic devices in your comparison.
6. Justin says that the pharmaceutical industry is "right up there with the arms dealers." What does he mean?
7. "Some very nasty things live under rocks, especially in foreign gardens." How do you understand this quotation?
8. Why do you think the film is called *The Constant Gardener*?

Kothbiro

Kothbiro is the name of the song we hear at the beginning of *The Constant Gardener* and a recurring theme in the film. Listen to "[Kothbiro](#)" by Ayub Ogada and discuss how his music influences our emotions and thus the way we perceive the pictures. Do you know what it means? Why do you think the director chose this theme?

Working with the Film

Film Education has developed a study guide offering background tasks and research opportunities for *The Constant Gardener*. See [The Constant Gardener - Study Guide](#).

Making a Difference

The Constant Gardener raises issues regarding how large multinational companies, "Big Pharma", test and sell drugs in the Third World. Is this an issue that concerns and engages you, or do you have a different cause worth fighting for? Discuss with a friend and share your ideas in class. Explore how you can use social networking to promote your views and gain support of your cause. What kind of social media do you think would be most suitable? Explain why. If you have time, try it out.

A funny example of this kind of marketing is [Alexis Ohanian: How to Make a Splash in Social Media](#). Watch Mister Splashy Pants rise to Web stardom.

The Help

Forfatter: Åse Elin Langeland

[The Help \(78456\)](#)

What happens when a southern town's unspoken code of rules and behavior is shattered by three courageous women?

Kathryn Stockett became famous overnight with the publishing of her debut novel *The Help*. The novel is set in Stockett's hometown Jackson, Mississippi in the 1960s. Although Jackson's population was half white and half black, Stockett grew up not having a single black friend, a black neighbor or a black person in her school. However, it was common to have a black domestic maid cleaning the house, cooking the meals and looking after the children. This was also so for Stockett's family.

The Help tells the story of three women, Skeeter, Aibileen and Minny. Skeeter returns home from college determined to become a writer. She turns her friends' lives as well as the small town of Jackson upside down when she decides to interview the black women who have spent their lives taking care of prominent southern families. Aibileen, Skeeter's best friend's housekeeper, is the first to open up and tell her story. This is much to the dismay of her friends in the black community. However, soon more women come forward to tell their stories. The stories are disturbing, but also funny. Through these personal narratives we gain insight into a segregated society, where black maids in white crisp uniforms cross the Woodrow Wilson Bridge to clean white houses and raise white children every day.



A film based on the novel was released in 2011. Watch the trailer.

Trailer #1
The Help — MOVIECLIPS.com

Tasks

1. What can be said about the setting? What do you know about the American South in the 1960s?
2. The novel is written from the point of view of Skeeter, Aibileen and Minny and all three of them voice their own stories. Listen to an excerpt of Aibileen's story. What is characteristic of the way she speaks English? Retell her story in "proper English." (The girl's name is Mae Mobley and her mother's name is Elizabeth Leefolt)
3. Read this excerpt from Skeeter's story. In this excerpt Skeeter is visiting Aibileen to write down her story. Notice what Skeeter does to make Aibileen relax. Does anything surprise you? Do you notice lingusitic idiosyncrasies in this excerpt?

The Pursuit of Happyness - Working with the Film

Forfatter: Catharine Ruud, Christine Varadian Johnsen

[The Pursuit of Happyness \(67029\)](#)

What kind of things in life make you happy? What does "your kind of happiness" say about who you are and what kind of values you have?

Chris: *"It was at that time that I thought about Thomas Jefferson writing that Declaration of Independence. Him saying that we have the right to life, liberty, and the pursuit of happiness. And I thought about how he knew to put the 'pursuit' in there, like no one can actually have happiness. We can only pursue it...."*

What do you think Thomas Jefferson meant?

The Pursuit of Happyness is a biographical drama based on the rags-to-riches story of Chris Gardner, an American stockbroker. We follow the story of a young family struggling to climb the social ladder and reach their dreams through hard work and sacrifice. We witness their determination and their frustration as they continually find themselves living hand-to-mouth.

This is a story about hope, dreams, challenging the odds, self-determination and humility. The film presents stark contrasts within American society: beggars and charity, class differences, multiculturalism and values. We see those who have accomplished their dreams and those who have no dreams at all.



The Pursuit of Happyness

The themes of the movie are closely related to the ideology and values of the founding fathers of the United States, for better and for worse.

After watching the film, work with the following tasks.

Working with the Film

1. What is the genre of this film?
2. Describe the setting (where does the story take place)?
3. What are the themes that are presented in the movie?
4. Explain what a Rubic's Cube is and how it works? Why is the car ride when Chris solves the Rubic's Cube, a turning point in the story? How might the story have been different had this incident not taken place?

Characterisation

1. Who is the protagonist in the film? How would you describe his personality? Think of the many roles he has at this point in his life: husband, father, friend, salesman, intern, tenant.
2. Who is the antagonist (is there more than one)?
3. What aspects of American society are present in the film? How are they presented?
4. What relationships are presented in the film and how would you describe them?

Culture and Society

1. Give examples from the film that depict multiculturalism. What contrasts do you notice?
2. Why do you think that Chris is so upset about "happyness" being spelled incorrectly?
3. What kind of information did Chris have on his CV and how is this received by the employers at the firm?

Discussion

Describe the day-care center that Christopher goes to. How is it different from the day-care that you went to? Think of rules and regulations concerning learning and safety and physical activity.

Resources

How to Analyze a Film

Forfatter: Carol Dwankowski, Catharine Ruud, Celia Suzanna Sandor

[How to Analyze a Film \(10649\)](#)

Characteristics

Films are similar to novels or short stories in that they tell a story. They include the same genres: romantic, historical, detective, thriller, adventure, horror, and science fiction. However, films may also include sub-groups such as: action, comedy, tragedy, westerns and war. The methods you use to analyze a film are closely related to those used to analyze literature; nevertheless, films are multimedial. They are visual media made for viewers. Films take command of more of our senses to create special atmospheres, feelings or to bring out emotions.



Film Shoot

Along with the literary elements such as plot, setting, characterization, structure, and theme, which make up the text or screenplay, there are many different film techniques used to tell the story or narrative. Attention is paid to sound, music, lighting, camera angles, and editing. What is important is to focus on how all the elements are used together in making a good film.

Below is a list of elements and questions to help you when analyzing films.

Film Contents



Special Effects

Film Facts:

- Title of film
- Year film was produced
- Nationality
- Names of the actors
- Name of director

Genre:

- What main genre does the film fall under? - romantic, historical, detective, thriller, adventure, horror, and science fiction.
- What sub-grouping does the film fall under? - action, comedy, tragedy, war and westerns.

Setting:

- Setting is a description of where and when the story takes place.
Does it take place in the present, the past, or the future?
- What aspects of setting are we made aware of? - Geography, weather conditions, physical environment, time of day.
- Where are we in the opening scene?

Plot and structure:

- What are the most important sequences?
- How is the plot structured?
- Is it linear, chronological or is it presented through flashbacks??
- Are there several plots running parallel?
- How is suspense built up?
- Do any events foreshadow what is to come?

Conflict:

Conflict or tension is usually the heart of the film and is related to the main characters.

- How would you describe the main conflict?
 - Is it internal where the character suffers inwardly?
 - is it external caused by the surroundings or environment the main character finds himself/herself in?

Characterization deals with how the characters are described.

Characterization:

- through dialogue?
- by the way they speak?
- physical appearance? thoughts and feelings?
- interaction - the way they act towards other characters?
- Are they static characters who do not change?
- Do they develop by the end of the story?
- What type of characters are they?
- What qualities stand out?
- Are they stereotypes?
- Are the characters believable?

Narrator and point of view:

- The narrator is the person telling the story.
Is there a narrator in the film? Who?
- Point of view means through whose eyes the story is being told.
- Through whose eyes does the story unfold?
- Is the story told in the first person "I" point of view?
- Is the story told through an off-screen narrator?

Imagery:

- In films imagery are the elements used to create pictures in our minds.
- They may include:
- Symbols – when something stands not only for itself (a literal meaning), but also stands for something else (a figurative meaning) e.g. The feather in the film *Forrest Gump* symbolizes his destiny.
- What images are used in the film? e.g. color, objects etc.
- Can you find any symbols?

Theme:

- What are the universal ideas that shine through in the film (in other words, what is it about, in general)?

Cinematic Effects

Soundtrack:

- includes both dialogue and music, as well as all the other sounds in a film.
- enhances the atmosphere of the film (what effect does the choice of music have?
Does it suit the theme?)
- Are any particular sounds accentuated (**fremhevnet**)

Use of the camera:

- A camera shot is based on the camera's distance from the object.
- The four basic shots used in films are:
 - a close-up – a very close shot where the camera lens focuses on some detail or the actor's face.
 - medium shot – a shot where the camera lens picks up some background or upper half of the actor.
 - full shot – a shot where the camera lens has full view of the actor.
 - long shot – shot taken at a distance from an object.
- What camera shots can you identify in the film? How are they used?

- A camera angle is how the camera is tilted while filming.
 - straight-on angle – The camera is at the same height as the object.
 - high angle – The camera is filming from above the object.
 - low angle – The camera is looking up at the object.
 - oblique angle – The camera is tilted sideways.
- Does the way in which the camera is held say anything about the character?

Lighting:

- Lighting focuses the audience's attention on the main character or object in a film.
- It also sets the mood or atmosphere.
- While high-key lighting is bright and illuminating, low-key lighting is darker with a lot of shadows.
- What special lighting effects are used during the most important scenes?
- Filters are often used to soften and reduce harsh contrasts. They can also be used to eliminate haze, ultraviolet light or glare from water when shooting outside.
- Using color like red or orange can be used to enhance the feeling of a sunset.
- Can you find any examples where a filter has been used in the film?
- What effect did using a filter have on the scene?
- What colors are most dominant?

Editing:

- Editing is the way in which a film editor together with the director cuts and assembles the scenes. The way the scenes are joined together creates the rhythm of the motion picture. Scenes can be long and drawn out or short and choppy.
- Can you see a pattern to how the scenes are cut?
- How would you describe the pace/tempo of the film?

Poster

Conclusion

When analyzing films for school work or projects, you may be asked to use some or all of the characteristics above. Link those elements together that seem most logical. Try to think of the film as a whole and how the elements mentioned above work together to bring out the main message of the film.



Go to: **Literature, Film and Music** in our top menu to find our suggested films for further study.

Film Recommendations

Forfatter: Eli M. Huseby

[Film Recommendations - International English \(102894\)](#)



From an educational point of view the use of films in class may be a good way of combining entertainment with learning. Films may broaden students' perspectives and inspire to further reflection, learning and research. The suggestions listed below are based on recommendations from teachers and students over many years.

The list of films below may be used to teach essential topics in International English. For each film there is a brief description of contents and themes as well as links to useful websites. There are websites that offer resources suggesting suitable ways of working with films, but you often have to subscribe and/or pay for their service. However, your school or library may agree to take out a subscription for the Norwegian online site [Filmrommet](#). That site offers a variety of films and documentaries related to many of the topics taught in International English (most of the subtitles are in Norwegian, though). NDLA now has permission from Filmrommet regarding the use of some films. We have indicated in the review of each individual film if you are able to view the entire film on this licence. It might also be a good idea to watch the trailers before you see the film, you may search for films and actors here [MovieClips](#) and [Video Detective](#). These links seem to be more stable than YouTube.



Old-fashioned film camera

Films Released 2009 - 2014

The Hunger Games (2012) is based on a young adult science fiction novel by Suzanne Collins. It is evident that Collins draws upon her experience from writing for television and familiarity with how media works. The Hunger Games takes place in the fictional nation of Panem and is a televised event where young people have to participate. The game is a matter of life and death and it is not over before only one contestant is left. Apart from reflecting the harsh conditions of reality television shows, there are strong allusions to Greek mythology, the Iraq War and governments whose primary goal is to oppress its people. Good guides to the novel can be found on [The Hunger Games on Cliffsnotes](#) and [The Hunger Games on Shmoop](#). The novel is often compared with Shirley Jackson's short story "[The Lottery](#)". Read the short story and compare with the film.

Extremely Loud and Incredibly Close (2011) is based upon Jonathan Safran Foer's novel by the same name. The novel (2005) was one of the first to appear in the aftermath of 9/11, and we are introduced to the protagonist and narrator Oskar Schell, who lost his father (Tom Hanks) in the Twin Towers. Even if Oskar is only 9 years old, he is nothing like an ordinary child; he is francophile, a big fan of the physicist Stephen Hawking, an inventor and a pacifist. The story line is not only how he copes with the loss of his dad, but it is also intertwined with the story of his grandparents and their traumas after the bombing of Dresden in World War II. [Extremely Loud and Incredibly Close - Trailer](#) Useful link to the study of the novel [September 11th - Through the Eyes of Oskar \(9\)](#). The film adaptation differs a lot from the novel. It would be a good idea to study how and possibly why the director made this choice.

The Best Exotic Marigold Hotel (2011) Are old people more prejudiced than the younger generation? This star-speckled comedy drama depicts the culture clash experienced by a bunch of British seniors when they decide to spend their retirement in a hotel in Jaipur, India. They all appear to be the first guests on the supposedly newly restored luxury hotel for "the elderly and beautiful". In spite of misconceptions, prejudices, stereotypes and dreams, is there a way to mutual understanding? This film has a humorous approach to serious issues concerning intercultural communication. [The Best Exotic Marigold Hotel](#)

The Help (2011) is a filmatization of Kathryn Stockett's novel by the same name. She has explained that the idea behind the novel was ignited in the aftermath of 9/11. Living in New York, she was unable to reach her family in the South, because of the impaired phone and mail services. Really homesick, she started thinking about the maid she had when she was growing up. In the novel, she gives voice to the African American domestic maids of her hometown of Jackson, Mississippi, in the early 1960s, when the policy of segregation was merciless. You will find educational resources at [The Help - Educational Resources](#) and a trailer [here](#).

My Name Is Khan (2010) Rizwan Khan, a Muslim immigrant from India moves to San Francisco. Khan suffers from Asperger's disease. Much to the dismay of his parents, he marries Mandira. Then September 11 arrives, and attitudes towards Muslims undergo a dramatic change - for the worse. This creates a strain on his marriage as well, and in order to win his wife back, he wants to convince the president of the USA in person that the surname Khan is not synonymous with the word *terrorist*. [My Name is Khan - Trailer](#) . You may find resources [here](#)

Inside Job (2010) is an award-winning documentary that examines what caused the current financial crisis. Charles Ferguson, the director of the film, blames "the systemic corruption of the United States by the financial service industry and the corruption of that systemic corruption." The documentary which is narrated by Matt Damon, is divided into five parts. It starts out with Iceland and how the country's banks were privatized. By following this link you'll find valuable educational resources about the current economic recession, film trailers and glossary [Inside Job - Resources](#).

Fire In Babylon (2010) is a documentary about the West Indian cricket team that was unbeaten in a series of test matches in the 1970s and 80s. The legendary team even knocked out their former masters - the British. The supremacy this team attained was symbolic in many respects, and had an impact on black politics and culture. Watch a trailer and read a review at [Fire In Babylon - Review and Trailer](#).

The Social Network (2010) is the story behind the foundation of Facebook. It all started at Harvard University back in 2003 when the two students and friends Martin Zuckerberg (Jessie Eisenberg) and Eduardo Seaver (Andrew Garfield) came up with the idea that sparked Facebook. Work with resources [here](#)

The King's Speech (2010) When King George V died in 1936, his son Albert, Duke of York, was quite unprepared mentally and physically to take over the throne after his father. He was second in line, and no one had expected his elder brother to abdicate. As a king, you have to talk to your people in public, something Albert dreaded more than anything due to an unfortunate stammer. Albert (as King George VI) is played by Colin Firth. If you want to work with the film, follow this link [The King's Speech](#) or work with assignments [here](#). If you want to watch the entire film, you may watch it [here](#)

Sarah's Key (2010) is a dramatic story revolving around the Vel' d' Hiv Roundup of Jews in German occupied Paris in 1942. It is based on the novel by Tatiana de Rosnay. The film alternates between two stories, one about Sarah Starzynski, a 10 year-old French Jew, and her experiences in 1942 and the second about a journalist researching the Vel' d' Hiv Roundup in 2009. You can search for a trailer on the web or watch the whole film, [Sarah's Key](#). A summary and discussion questions are available [here](#).

Armadillo (2010) was awarded a prestigious critics' prize at the 2010 Cannes Film Festival. The jury described the Danish film as: "a journey into the soldiers' minds and a unique film on the mythological story of man and war staged in its contemporary version in Afghanistan". We follow a troop of Danish soldiers from a few days before departure to their base (Armadillo) in Helmand Province in Afghanistan. In the film we meet the soldiers in their leisure time and on patrol, we see them handing out candies to the children and dealing with the civilians, and in fierce encounters with the Taliban. A lot of issues are raised in the film, but the statement by one of the soldiers who said that they:...." liquidated wounded people and piled up the dead to take pictures of ourselves as heroes" raised public anger. Many saw a parallel to soldier attitudes demonstrated in Abu Graib prison and demanded that the Danish troops should be withdrawn from Afghanistan altogether. Watch [Armadillo - Trailer](#)

Avatar (2009) James Cameron's science fiction epic about the Na'vi people on the planet Pandora was filmatized with the latest 3D technology available in 2009. The aborigines on Pandora are exposed to human greed, as they have got something that people on Planet Earth really crave - a precious metal. The themes in this film are linked to curricular issues in our International English course; intercultural communication, the conditions of indigenous peoples, environmentalism and sustainability to mention a few. Follow the link to find educational resources [Avatar - Unique Box Office Success](#). More resources [here](#).

Desert Flower (2009) is a film based on the Somali top model and human rights activist Waris Dierie's autobiography. The film debates culture clashes and female circumcision as it portrays her life as a nomadic child in the desert of Somalia, her life as an illegal teenage immigrant on the streets of London and her way to the prestigious catwalks in Paris and New York. She has dedicated the last twelve years to fighting against female genital mutilation as a UN Ambassador and as a founder of [The Desert Flower Foundation](#). The organization's website offers substantial information about female circumcision. Watch a trailer here, [The Desert Flower - Trailer](#).

Films Released 2008 - 2000

Skin (2008) is a biographical film narrating the story of Sandra Laing, a South African girl growing up under apartheid in the 1960s. Her parents are of white Afrikaan descent. Sandra, however, has a coloured appearance, and thus classified as coloured in the highly segregated South Africa. You may find resources [here](#)

The Secret Life of Bees Sue Monk Kidd's novel with the same name was filmatized in 2008. The setting is South Carolina in the American South, and the year is 1964, when civil rights for African Americans were being put into effect. We are introduced to the 14-year-old, motherless Lily and the black maid Rosaleen, who acts as her surrogate mother. As part of the application of the Civil Rights Act, African Americans were called to register in order to vote, and Lily accompanies Rosaleen to town. There she gets first-hand experience of the injustice of racism. The story also entails Lily's need to find out about her mother's destiny and from there - define herself as an individual and a young woman. Study guides to the novel are found on such sites as sparknotes.com, enotes.com and cliffsnotes, and us.penguingroup.com has a good teacher's guide with some references to the film. A good way to work with the novel/film is exemplified here [Secret Life of Bees - Wikispaces](#) where Grade 10 students in Melbourne have created a wiki about their work with the novel.

The Hurt Locker (2008) builds on the accounts of the war reporter, photographer and director Mark Boal. In 2004, he joined up with an American bomb squad that served in the Iraq War. His experiences are mirrored in the screenplay he wrote. On the release of the film, that he co-directed with Kathryn Bigelow, he explained that they wanted it to be the first film about the Iraq War from the point of view of the soldiers. They wanted to expose things about a soldier's life "that you can't see on CNN." The film focuses on what makes certain personality types more ready to volunteer for certain conflicts than others, and how the bomb squad soldiers are motivated to attack, when everyone else wants to flee. It was awarded 6 Oscars. Watch [The Hurt Locker - Trailer](#). A study guide is available [here](#).

Gran Torino (2008) In this film we meet Clint Eastwood both as a director and actor. He portrays Walt Kowalski, a Korean War veteran, who is a resident in a Detroit neighborhood that is dominated by criminal gangs. Kowalski does not like changes very much and insists on keeping his prejudices alive, especially when it concerns his Asian neighbours. Find educational resources here [Gran Torino - Educational Resources](#).

Slumdog Millionaire (2008) is the filmatization of the Indian diplomat and author Vikram Swarup's novel, *Q and A*. In the film version we meet the young waiter Jamal Malik from the Mumbai slum. No question about it; Jamal, poorly educated and a former street child, is the definite underdog as a contestant in the fictional quiz game *Who Wants to Be a Millionaire?* Against all odds, he answers all the questions correctly. When one question remains, though, he is interrogated by the police and accused of cheating. How can a "slumdog" know all the right answers? The film revolves around the explanation Jamal gives his lawyer. By revealing facts about his life in the slum, we get to know all the answers, and above all, the message comes through: You should fight prejudice! Watch a trailer [Slumdog Millionaire - Trailer](#) or watch the entire film [here](#). You will find resources [here](#)

The Kite Runner (2007) is based upon Khaled Hosseini's debut novel from 2003 about the troubled friendship between two Afghan boys, Amir and Hassan. There are major dividing lines between the two boys; as a Pashtun, Amir is the master and belongs to the ruling class while Hassan, with his Hazara ancestry, is the servant. The story is set against one of the world's most dramatic historical events ranging from the fall of the Afghan kingdom, through the Soviet invasion leading to a mass flight of refugees, to the rise of the Taliban. [The Kite Runner](#) You will find resources [here](#)

Persepolis (2007) is an animated film based on Iranian born Marjane Satrapi's comic book from 2000. It depicts her memoirs from her birth in Tehran in 1969 through the early 1980s, when she experienced the first years of the fierce war between Iran and Iraq. To escape the war and the regime imposed by Khomeini, her parents sent her away in her early teens to what they hoped would be a brighter future in Austria. After futile efforts to adapt as a refugee in her new location, she chose to return to Iran. Even if she was able to reunite with her beloved family, she had to endure a regime that allowed her few rights as an individual. Look here for resources [*Persepolis*](#)

There Will Be Blood (2007) is the adaptation of Sinclair Upton's novel *Oil!* (1927). Like the novel, the film also focuses on the new era when oil was first found and extracted from the American soil. The former silver miner, Daniel Plainview, is turned into an oil man when he in 1898 accidentally stumbles across oil in the desert. Since the film debates greed and business as opposed to religion and family values, and gives a rare portrait of the driving forces in the early shaping of American identity, it highlights curricular issues in our course. Watch [*There Will Be Blood - Trailer*](#)

Sicko is a Michael Moore documentary (2007) where he scrutinizes the US health care and insurance system along with the pharmaceutical industry. He compares the domestic health policy to that of other countries, e.g. Norway. In comparison, Norway's health care system appears "too good to be true". This documentary may enlighten ethical issues in this course. Watch [*Sicko - Trailer*](#).

Into the Wild (2007) is a film drama based on John Krakauer's biographical book about the adventurer Christopher McCandless who abandoned everything and everyone and set off on a solitary trip to the Alaskan wilderness. By making this journey he highlighted essential existential questions: How does living in a civilized world restrict us? Is it possible to live without these restrictions? Why is the wilderness considered attractive? Do we need other people to give our lives meaning? And do we really need modern technology? Watch [*Into the Wild - Trailer*](#). You will find educational material on this blog: [*Into the Wild - Educational Resources*](#).

Outsourced (2006) Todd Anderson (Josh Hamilton) suddenly finds out that his job is outsourced to a call center in India. The film gives a humorous account of what happens when Todd goes to India to train his replacements. The film raises a lot issues revolving around intercultural communication. Check [*Outsourced - Working with the Film*](#)

This is England (2006) takes us back to 1983 and is based on director Shane Meadow's own childhood experiences. He lost his father in the Falklands War and is looking for male role models. He finds them in a skinhead gang that harasses the ethnic minorities in the local community. [*This is England - Trailer*](#) Look for resources [here](#)

Babel (2006) Babel is a multi-plot film by the Mexican director Alejandro González Iñárritu set in Morocco, Japan, the USA and Mexico. Above all, this is a narration of how difficult it is to communicate across borders, no matter if they are physical, geographical, cultural or psychological. A main plot revolves around Mexican Amelia (played by Adriana Barazza), who works illegally as a maid and nanny for the Jones family (starring Brad Pitt and Cate Blanchett) in the USA. Amelia is in charge of their two children, when the couple sets off on a vacation trip to Morocco to save their faltering marriage. The Morocco vacation turns into a nightmare, and the couple are unable to return to the USA. This puts Amelia in a critical situation; she has to bring the children with her to her son's wedding in Mexico. The encounter with the US border police when crossing La Linea becomes devastating. [*Babel - Film Analysis*](#), [*Babel - Trailer*](#), [*Babel - Assignment*](#)

The Pursuit of Happyness (2006) Thomas Jefferson who penned the 1776 Declaration of Independence stated that "life, liberty and the pursuit of happiness" were human inalienable rights. These rights, and in particular the last phrase, is thoroughly examined in this movie, which is based on a homeless, young father's autobiography from the 1980s when a financial crisis made life extremely difficult for many people. Outside his son, Christopher's (Jaden Smith) day care center, Chris Gardner (Will Smith) sees a sign that refers to these inalienable rights, only, much to the dismay of Chris, the word "happiness" is misspelt. This slip turns out to be the twist in the story, and makes this not only an entertaining, but also an educational film.

[The Pursuit of Happyness - Working with the Film](#)

Memoirs of a Geisha (2005) This is Steven Spielberg's adaptation of Arthur Golden's novel about a nine year old Japanese girl that, after her mother's death, is sold as a geisha in the early 1930s. The novel, as well as the film, follows Chiyo Sakamoto, who even if she is a fictional character, gives voice to an old tradition in Japanese culture and by this raises many issues about female destinies. Read an excerpt from the novel, [Memoirs of a Geisha - Excerpt](#) and find out how this is adapted in the movie.

Million Dollar Baby (2004) Is the American Dream attainable for everyone? What if you are a girl? Throughout history women have been regarded as second class citizens. To make it even more complicated; what if you are a white trash girl from Missouri who wants to excel in an all male sport? In *Million Dollar Baby* the waitress Margaret Fitzgerald (Hilary Swank), has to fight every imaginable prejudice in order to fulfil her dream. One of the toughest obstacles turns out to be her very own boxing trainer Frankie (Clint Eastwood). The film is based upon a short story by a former boxing trainer. A good way of working with *Million Dollar Baby*, is to study the way the short story is adapted to film. Watch the entire film [here](#).

Hotel Rwanda (2004) is based on Hotel Manager Paul Rusesabagina's account of what happened during the bloody conflict between the Hutu and the Tutsi people, in Rwanda in the early 1990s. Estimates confirm that 77% of the Tutsi people were massacred (Human Rights Watch). The film also describes how the world decided to turn a blind eye to the genocide. You will find resources [here](#)

Fahrenheit 9/11 (2004) in this documentary Michael Moore gives a merciless report about how he perceives American politics after President George W. Bush took office. You will find resources [here](#)

Lost In Translation (2003) To translate a text may be very difficult, and to translate the cultural context may be even trickier. What happens when Western culture clashes with the Japanese? In this film directed by Sophia Coppola, we meet two Americans, who are not only trying to come to terms with the alien Japanese culture, but also with their own personal crises. Bob Harris's (Bill Murray) fame as an actor is declining, and he accepts a job in a Japanese advertisement film for Santory whisky, while the young Charlotte (Scarlett Johansson) finds herself left behind at the hotel by her husband. Watch [Lost In Translation - Trailer](#), [Lost in Translation - Information](#).

Cold Mountain (2003) A mountain located in North Carolina that rises 6,030 feet above sea level, has given its name to Charles Frazier's novel and the film adaption. Through the eyes of the Confederate soldier, J.P. Inman (Jude Law), we see how the horrors of the American Civil War affect three different characters. In the film's opening scenes we are thrown right into a battle in Petersburg, Virginia, in 1864, when Inman is seriously injured. Abhorrence of the cruelty of the war and a longing for his sweetheart, Ada (Nicole Kidman), makes him decide to desert and start a long and perilous journey back to Cold Mountain. Watch [Cold Mountain - Trailer](#). If you watch the entire movie, it is a good idea to compare how this novel excerpt is incorporated: [Cold Mountain - Excerpt](#).

Rabbit Proof Fence (2002) is a film based on a true story. It depicts how three Aboriginal girls walked a distance of 1,500 miles and spent nine weeks in the Australian outback to get back to their native village and their families. In 1931, they were, as part of the official Australian policy aimed at forcing the Aborigines to adapt to the majority culture, kidnapped from their homes. The three small representatives of what is later known by the name "The Stolen Generation" were relocated and trained as domestic servants. Their story along with numerous other victims of this policy, made the Australian government make an official apology to the Aborigines in 2007. Watch the trailer, [Rabbit-Proof Fence - Trailer](#). If you want to work with the film, check [Rabbit-Proof Fence – Study Guide](#).

Erin Brockovich (2000) is a biographical filmatization of a single mother's struggle in 1993 to defeat a powerful enemy, a US Gas and Electric company, in court. Erin Brokovich, played by Julia Roberts, accidentally finds out that the company is to blame for the contamination of the ground water in Hinkley, California, causing many residents to fall sick with cancer. Check out Erin Brockovich's website, [Erin Brockovich Official Website](#).

Films released before 2000

The Green Mile (1999) is the film version of Stephen King's thriller of a novel. In retrospect, the former warden Paul Edgecomb (Tom Hanks), gives us his gripping account of an incident that happened among the inmates on Death Row in a Louisiana prison during the Great Depression. Even if his tale includes a demonstration of supernatural powers, it raises fundamental questions regarding innocently convicted prisoners and capital punishment, and it dissects the deep-rooted prejudice against the African Americans in the 1930s. Watch [The Green Mile - Trailer](#).

American History X (1998) is a merciless portrait of two brothers. Due to his strong personality and intellect, Derek Vineyard (Edward Norton), the elder brother, becomes the hero, not only for his younger brother, Danny, but for his family and the neo-Nazi-gang he comes to lead. The two boys are raised in a white family in Venice Beach, L.A., a multicultural community that has faced severe social and racial challenges. When the boys' father, a fireman, is killed by a black drug dealer, while he is trying to extinguish a fire, latent hatred is ignited. Watch [American History X - Trailer](#). You should keep in mind that this film has traditionally been given as essay assignments and reports. Consequently, a search for this movie will come up with several "hits", but they may not be reliable. Due to its thematic link to racism, you should also check the ethical platform of your sources.

Dead Man Walking (1995) portrays Matthew Poncelet (Sean Penn), a prisoner on death row, convicted of killing two teenage lovers, in Louisiana in the 1980s. The film depicts the Roman Catholic nun, Sister Helen Prejean's fight to make an appeal to obtain life imprisonment for Poncelet, but it also demonstrates how the nun is torn between her sympathy for the victims and their families and her urge to forgive. The film is based on Helen Prejean's non-fiction book where she speaks out against capital punishment. Sister Prejean has become one of the most fierce advocates for abolition of the death penalty in the USA. Watch the trailer [Dead Man Walking](#). Read more about Prejean's work [Sister Helen Prejean](#). It is also a good idea to relate the film to Thomas Hardy's poem, "The Dead Man Walking", and Bruce Springsteen's lyrics.

Once Were Warriors (1994) "If my spirit can survive living with you for eighteen years, then I can survive anything." Beth Heke, a New Zealand woman of Maori descent, throws this merciless message to her abusive husband, Jake. The film revolves around the Maori culture and its clash with the ways and values of the Auckland suburb. Check out his link [Once Were Warriors](#).

In the Name of the Father(1993) The 1970s was a period of conflicts and riots in Northern Ireland - troubles that also spread to England and other parts of the UK. Many people lived in fear, and many innocent people were killed, threatened and imprisoned. Maybe the most shocking and unbelievable story from this period is the story about the Guilford four. Gerry Conlon, Paul Hill, Paddy Armstrong and Carole Richardson were accused of planning and carrying out the bombing of a pub in Guilford outside London. Along with Gerry, the main character in the film, his father Giuseppe was arrested. The same thing happened to Gerry's aunt and other family members. Giuseppe died in prison, and the task of Gerry's life became to prove his father's innocence. Check [In the Name of the Father](#)

The Handmaid's Tale (1990) is a science fiction movie based upon Margaret Atwood's novel written in 1985, but set in the future. It deals with a totalitarian society, the Republic of Gilead (formerly the United States of America), which was founded in response to social threats like increasing pollution and rising infertility rates. In Gilead, state and religion are one, and women are severely oppressed; having lost most of their rights, they are not allowed to work, vote, or even read or write. Even their fertility is regulated by the state. Read an excerpt from the novel here [The Handmaid's Tale](#). In essential details the film differs from the novel. Students may ponder how and why the screen play has made adaptations to the novel.

Lord of the Flies (1990) is the film adaption of William Golding's classical novel of the same name. Some school boys find themselves stranded on a deserted island and soon after landing, the boys are split into two teams, one that we may describe as "the good guys", most notably consisting of Piggy, the twins and their leader Ralph, and "the bad guys" led by Jack. Check [Lord of the Flies](#)

To Kill A Mocking Bird is based on one of the most read novels in the USA, Harper Lee's Gothic story from 1960, with the same title. It is based on her childhood experiences in the Deep South and a particular criminal act that occurred in a neighbouring city in 1936. This incident ignited the latent racism and hatred in the local community. Gregory Peck as the narrator's father, the lawyer Atticus Finch, performs one of his most memorable roles. Watch the trailer [To Kill a Mockingbird](#) and to work with the film/novel, you may use this link [To Kill a Mocking Bird - Resources](#).

Please note that due to the topics listed in the various teaching plans in our English courses, some films will be worthwhile viewing in several courses. This list is in no way complete; it will be updated and revised according to new releases. Tips and recommendations are most welcome.

Poetry and Music

Music

Ten Tips for Using Songs in English Lessons

Forfatter: Randi Hadland

[Ten Tips for Using Songs in English Lessons \(72292\)](#)

Why should we incorporate songs in English lessons? Well, why not? After all, songs could very well contain excellent examples of how to experiment with the English language and thus entail a brilliant opportunity to improve the vocabulary of the students. In addition, songs could of course offer thoughts on current or historical events in English-speaking countries. One could also argue that lyrics always have a personal touch, which in turn could make difficult topics more comprehensible for the students. Here follows a short list of tips for how to use songs in English lessons.



Black Eyed Peas

In order to access the links, you have to have Spotify installed on your computer. There is a free version of the program available on [Spotify](#). An alternative is the Norwegian program [Wimp](#), which you can access free for a month.

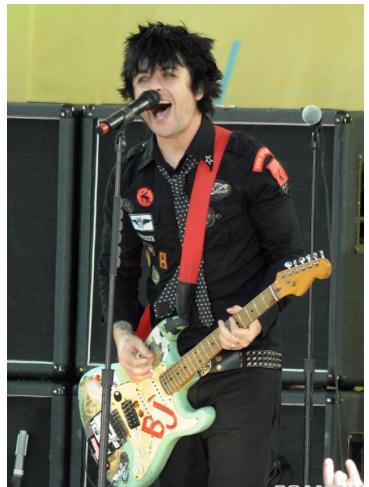
1. **Vocabulary Training:** Since most song lyrics are quite brief, it is possible for the students to translate the entire text into Norwegian, for instance. You could also give the students a copy of the lyrics but omit several words from it. The students would then have to listen carefully and try to fill in the gaps in the song. You can use almost any song for this purpose, for instance [Sweet Home Alabama - Lynyrd Skynyrd](#) or [Where Is the Love? Black Eyed Peas](#)

2. **Discussion:** Choose a song where it is obvious that the listeners are supposed to take a stand, and prepare questions for the students to discuss. The questions should include some vague hints about theme in order to get the students on the right track. Examples of such songs could be [Sunday Bloody Sunday - U2](#) or [Famine - Sinéad O'Connor](#)

3. **Musical Interlude:** Listening to music together in class could be an interesting experience, even if you do not prepare an entire set of tasks and activities. Choose a song that you think the students are able to relate to even if it is the first time they hear it, and simply ask them afterwards if they liked it and if someone could comment on what they think is the theme of the song. For instance, you could listen to [The River - Bruce Springsteen & The E Street Band](#) or [Working Class Hero - John Lennon](#)

4. **Introduction:** When you are starting a new topic in class, you could find a suitable song to use as part of your introduction or presentation. Make sure it contains some references that you can comment on later. If you are going to work with American history (and patriotism), you can for instance use [Ragged Old Flag - Johnny Cash](#). If you are going to work with Native American history, the song [Indian Reservation - Paul Revere & the Raiders](#) could be used.

5. **Writing:** In combination with factual texts about a topic, songs could be used as a basis for writing different kinds of texts, for instance articles. The tasks should be formed in a way that allows the students to combine their knowledge of the topic and at the same time include references to the songs they have listened to in class. There are many interesting songs about



Billie Joe Armstrong, Green Day

immigration to the United States that can be used in this connection, for instance [Across the Borderline - Willie Nelson](#) and [Immigrant Eyes-2007 - Emmylou Harris](#).

6. **Research:** A song about a historical topic, like for instance the conflict in Northern Ireland,[There Were Roses - Tommy Sands](#) or the treatment of Aboriginal children in Australia, [Took the Children Away - Archie Roach](#) could be followed by specific research tasks for the students. Their job could be to find evidence for the information given in the songs, or to find answers to specific questions about the historical events or issues that the song deals with.
7. **Analysis:** Work with the lyrics in the same way you would approach a poem. Look at symbols, rhyming patterns, metaphors and other lyrical devices. Finally, the students could try to find and argue for what they think is the theme and message of the song. Example of a song that can be analyzed: [In the Ghetto - Elvis Presley](#)
8. **Interpretation:** An alternative to a full literary analysis, is to focus solely on the theme or message of the song. The students can for instance write texts about their understanding and interpretation of the song, and comment on whether they think the song is still relevant today. See for instance [Man in Black - Johnny Cash](#) or [American Idiot - Green Day](#).
9. **Compare different songs:** Listen to two or more songs about the same topic, but with slightly different angles. If you make the students analyze, interpret and compare these, it will be a good exercise to see different kinds of argument.
10. **Sing:** If you choose to work with a song that the students have heard before, you can of course sing it together in class. In addition to being an amusing break from the usual writing tasks, the students will practice pronunciation and intonation. An example you could use in this connection is [Imagine - John Lennon](#).

Already Made

We have already made some tasks related to a song called "American Tune" by Paul Simon, where some of the tips listed above are illustrated. See [American Tune](#).



U2

If you need more examples of songs that can be used in the classroom, see the [English Playlist](#) on Spotify.

American Tune

Forfatter: Randi Hadland

[American Tune \(72618\)](#)

Paul Simon is an American songwriter who has gained wide recognition for his ability to compose songs that somehow both convey personal experiences at the same time as they may contain political and social themes. He is probably best known for being one part of the successful duo Simon & Garfunkel who are behind songs like "Bridge over Troubled Water", "Mrs. Robinson" and "The Sound of Silence".



Paul Simon

Watch a video of Paul Simon performing his song "American Tune" on a live TV-show in 1975 and work on the tasks below. Right-click to open. [American Tune - Paul Simon - TV Show](#)

- If you need the lyrics you can find them at [American Tune - Lyrics](#)
- If you want to listen to the song, you can do so on Spotify [American Tune - Spotify](#)

Understanding the Song

1. How do you interpret the title "American Tune"?
2. What kind of experience is described in the first four lines of this song?
3. What sort of dreams do you think the lyrical "I" refers to when he says "I don't know a dream that's not been shattered/or driven to its knees"?
4. In the third verse, the Statue of Liberty is mentioned. What type of symbol is the Statue of Liberty, what kind of values does it represent?
5. The famous ship, the Mayflower, is mentioned in the 4th verse. Do you know which group of immigrants it transported to the US and when?
6. What does the lyrical "I" dream about at the end of the song?
7. What kind of challenges can an immigrant face when settling in a new country?
8. What kind of emotions does this song express all in all?

Tasks

Quiz



American Tune - Lyrics Quiz / h5p_content
<http://ndla.no/en/node/72637>

Vocabulary



American Tune - Vocabulary - Fill In / h5p_content

<http://ndla.no/en/node/72635>



American Tune - Vocabulary - Drag and Drop / h5p_content

<http://ndla.no/en/node/125950>

Changes - Tupac Shakur (VG1, 2)

Forfatter: Eli M. Huseby

[Changes - Tupac \(20154\)](#)

"Change" and "Yes, You Can!" were some of the most striking slogans in Barack Obama's 2008 presidential campaign. What do you think inspired him to choose these slogans?

"Changes" is a hip hop song by the late Tupac Shakur originally recorded between 1995-96. It is one of his most notable and popular songs. It was released posthumously on his album, *Greatest Hits*. In the lyrics he pays tribute to Huey P. Newton, one of the founders of the Black Panthers (an African-American organization to promote Black Power and self-defence) who was killed in 1989.

Tupac Shakur was born in 1971. His mother, Afeni Shakur, was an active member of the Black Panther Party in the late 1960s and she was imprisoned for conspiring to instigate a race war. Tupac was raised in Harlem, New York. At age fifteen he became interested in rap and started writing lyrics. By the time he was twenty, he had been arrested eight times. He often claimed that he expected to "die by the sword" before he turned thirty. In 1994 he survived five gun shots by thieves who made off with his jewellery. However, two years later at the peak of his musical career, he was killed in a drive-by shooting in Las Vegas.



To listen to Tupac's performance search for Tupac Changes or 2pac Changes on YouTube or use music applications such as Spotify or Wimp.

Find the lyrics on this link: [Tupac - Changes \(lyrics\)](#)

Comprehension

1. What does he ask himself when he wakes up in the morning?
2. How do the police regard blacks in this song?
3. What generally happens when the children are handed drugs?
4. In which context is Huey P. Newton mentioned?
5. What could blacks do to change their destiny?
6. Why can't things be like they used to be when they were kids?
7. How does he explain racism?
8. When is the only time blacks and whites are OK?
9. Why isn't the USA ready for a black president?
10. Why do people turn to the "dope game"?
11. What kind of war does he think that the authorities should focus on?

Compare

1. In "In the Ghetto," Elvis sang about the hungry little child in the Chicago ghetto who would need "a helping hand" to prevent him from ending up with "a gun in his hand." Find the lyrics on the web and watch a clip on YouTube, keywords: Elvis In the Ghetto.
2. In many ways Tupac and Elvis convey the same message, but what is the difference?
Compare Nas' "Yes We Can" with Tupac's "Changes". What do the songs have in common?

Discuss

1. Why do you think Tupac states: "We ain't ready to see a black President.."? Who was elected President in 2008. How was this possible?
2. Find YouTube clips using these key words: Barack Obama, 2pac, Changes and Yes We Can. Discuss the mood and atmosphere in the clips you find. Is there optimism, anger etc.

Research

"...the penitentiary's packed, and it's filled with blacks...". Is Tupac right about this?

Check statistics:

1. How many blacks are imprisoned? (Some key search words:*race and prison, incarceration by race*.)
2. It is often maintained that there are more black teens in prisons than in American colleges. Is this correct?

Literary Analysis

1. How do you interpret the mood in the song? Is Tupac optimistic about the future for blacks in the USA?
2. Use the [Poetry Vocabulary List](#) and find examples of:
 - assonance
 - alliteration
 - allusion
 - metaphors
 - contrasts
 - rhyme
 - repetitions

'Englishman in New York'

Forfatter: Catharine Ruud

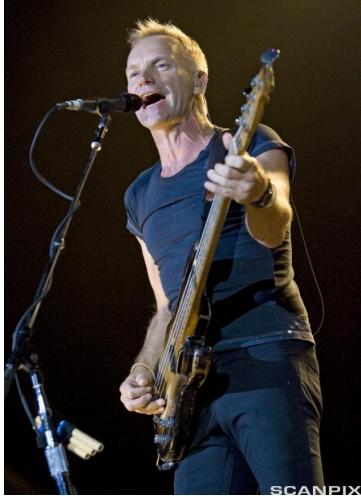
[Study 'Englishman in New York' \(73023\)](#)

Study "Englishman in New York" by Sting. Listen to the words and the atmosphere of the song. Then study the actual lyrics here and listen to it once again.

- [Sting, Englishman In New York, Video](#)
- [Sting, Englishman in New York, Lyrics](#)

Translation

Translate the following words into Norwegian



Sting in Concert

Fotograf: [Claudio Bresciani](#)

1. alien
2. manners Comprehension
3. hero
4. ignorande Where is Fifth Avenue and how would you characterize it?
5. modesty Explain the difference between
6. propriety An alien
7. notoriety An illegal alien
8. gentleness A legal alien
9. sobriety Discuss and interpret the following phrases:
 - 10. combat o "If, "Manners maketh man" as someone said, then he's the hero of the day"
 - 11. confront o "It takes a man to suffer ignorance and smile"
 - 12. enemies o "Be yourself no matter what they say". Who are "they"?
 - 13. avoid o "Modesty, propriety can lead to notoriety"
 - 14. gentleman "Gentleness, sobriety are rare in this society"
 - 15. ignorance "At night a candle's brighter than the sun"

Make Table

Make a table with two columns. Use the USA as a heading for one column and the UK as a heading for the other. List all of the words/phrases you associate with each country or culture in the appropriate column.

The UK	The USA
words/phrases	words/phrases

Molly Malone

Forfatter: Eli M. Huseby

[Molly Malone \(45459\)](#)

Pre-reading

Have you heard the song of Molly Malone?

Who was Molly?

If you walk the streets of Dublin you may come across a statue of a young girl pushing a wheel barrow. In 1988, Dublin celebrated its official millennium anniversary and the statue was erected to Molly Malone's memory. Since then the Irish celebrate 13 June as Molly Malone's Day. Who was the real Molly? According to a popular legend Molly is identified as Mary Malone who died of typhoid fever on 13 June 1699. She was a beautiful girl who worked as a fishmonger selling cockles and mussels from Dublin Bay by day. In the dark nights, however, she replaced the shells and fish with her body, offering it to male clients.

The song "Molly Malone" or "Cockles and Mussels" was composed to commemorate Molly and the hardships of young women in 17th century Dublin. It was not published, though, before 1883. This song has, more or less, become the unofficial anthem of "fair" Dublin and Molly's name has become familiar all over the world thanks to the popularity of Irish folk music. Hundreds of pubs around the world carry her name.



Molly Malone

cockles and mussels= hjerteskjell og blåskjell/hjarteskjel og blåskjell

fishmonger= fiskehandler/fiskehandlar

Molly Malone - the Song

Listen to the song performed by the Dubliners, an Irish folk group that was formed in 1962, study the lyrics and then try your hand at the interactive tasks.

[Molly Malone by the Dubliners](#)

In Dublin's Fair City
Where the girls are so pretty
I first set my eyes on sweet Molly Malone
As she wheel'd her wheel barrow
Through streets broad and narrow
Crying cockles and mussels alive, alive o!
Chorus
Alive, alive o!, alive, alive o!
Crying cockles and mussels alive, alive o!
She was a fishmonger
But sure 'twas no wonder
For so were her father and mother before
And they each wheel'd their barrow
Through streets broad and narrow
Crying cockles and mussels alive, alive o!

Chorus

She died of a fever
And no one could save her
And that was the end of sweet Molly Malone
But her ghost wheels her barrow
Through streets broad and narrow
Crying cockles and mussels alive, alive o!
Chorus

Tasks



- Molly Malone - Quiz / h5p_content
<http://ndla.no/en/node/45460>



- Molly Malone - Fill In / h5p_content
<http://ndla.no/en/node/45469>

Part of the Union

Forfatter: John Ford, richard hudson

[Part of the Union - Song Text \(54175\)](#)

John Ford/Richard Hudson, Fazz Music

Now I'm a union man
Amazed at what I am
I say what I think
That the company stinks
Yes I'm a union man.

When we meet in the local hall
I'll be voting with them all
With a hell of a shout
It's out brothers out
And the rise of the factory's fall.

Oh you don't get me I'm part of the union
You don't get me I'm part of the union
You don't get me I'm part of the union
Till the day I die, till the day I die.

As a union man I'm wise
To the lies of the company spies
And I don't get fooled
By the factory rules
'Cause I always read between the lines.

And I always get my way
If I strike for higher pay
When I show my card
To the Scotland Yard
This what I say.

Oh you don't get me I'm part of the union
You don't get me I'm part of the union
You don't get me I'm part of the union
Till the day I die, till the day I die.

Before the union did appear
My life was half as clear
Now I've got the power
To the working hour
And every other day of the year.

So though I'm a working man
I can ruin the government's plan
Though I'm not too hard
The sight of my card
Makes me some kind of superman.

Oh you don't get me I'm part of the union
You don't get me I'm part of the union
You don't get me I'm part of the union
Till the day I die, till the day I die.

Lyrics reproduced by permission of Dick Greener,
StrawbsWebsite.

Song Lyrics

Forfatter: Knut Inge Skifjeld

[Song Lyrics \(45795\)](#)

Do you have a favourite song? Do you like it mainly for the rhythm and music or for the lyrics? We often sing along to a song without always knowing exactly what it is about, but the lyrics often carry a strong message. Song texts may also play an important role in creating awareness about important issues.

We know many English songs . . . or at least we think we do, but how well do we know the lyrics? Do you sing "there's a bathroom on the right" instead of "there's a bad moon on the rise" - which is the original text? Try to fix the lyrics in the task below then answer the questions regarding the song lyrics.

Click



Rocking

Song Lyrics 1 / h5p_content

<http://ndla.no/en/node/45792>

to recreate three famous verses. I'm sure you've heard at least two out of three.

Tasks

Below you will find the key to the task. Study the texts and continue with the tasks further below.

(*Changes* - Tupac Shakur)

Come on come on
I see no changes. Wake up in the morning and I ask myself,
"Is life worth living? Should I blast myself?"
I'm tired of bein' poor and even worse I'm black.
My stomach hurts, so I'm lookin' for a purse to snatch.

(*Hotel California* -The Eagles)

On a dark desert highway, cool wind in my hair
Warm smell of colitas, rising up through the air
Up ahead in the distance, I saw a shimering light
My head grew heavy and my sight grew dim, I had to stop for the night

(*We are the Champions* - Queen)

I've paid my dues,
time after time,
I've done my sentence,
but committed no crime.
And bad mistakes,
I've made a few,
I've had my share of sand kicked in my
face, but I've come through.

Comprehension

1. Sum up in a few words what is happening in each of the three verses.
2. How would you describe the moods in the verses?
3. Look carefully at the words in the verses. Are they descriptive, hard hitting, beautiful, sad, cold, emotional. . .? Use your own words to describe them.
4. What associations does each of these verses give you?
5. How would you describe the rhythm in the three verses? Do they vary a lot? Why?
6. One of the songs is victorious though it deals with injustice - which is it? Does the melody suit the contents of this song? Try to explain.
7. One of the songs could be seen as an excuse for crime. Do you think that is the writer's intention? If not what else could his intention be?
8. One of these songs is pretty mystical. From which period is this text? Do you think this was typical of the era? Do you know of other mystical songs?
9. Sing the three verses aloud.

Research

1. Find out more about the songs in this task:[Songfacts](#). Not all of what you read here is necessarily true.
2. Do research on and present a favorite text of your own. Why do you like this particular text?
3. What happened to the writer of 'Changes' - Tupac Shakur?
4. Who wrote the lyrics and when were the songs originally released?
5. A **mondegreen** is the mishearing of a line in a song or a poem. Study the phenomenon here and see if you can find any of your favorite songs: [Mondegreen - definition and examples](#)

Discuss

1. Song texts may play an important role in creating awareness on important issues. Find songs that deal with issues such as war, peace, environment, greed, etc. Do you agree that songs may play an important role in creating social awareness?
2. Some suggest that rock must not get too serious and political or else the wild and rebellious glamour of rock will disappear. Do you agree?

The Orange and the Green, Folk Song

Forfatter: Eli M. Huseby

[The Orange and the Green \(13710\)](#)

Pre-reading: Make a list of four colours and what you associate with each one. Do you have a favourite colour of your own? Why is it your favourite colour and what does it mean to you?

Why do colours matter so much in Northern Ireland? They matter because they carry symbolic meaning. They reveal a lot more than just a preference for colour. Carrying a green or an orange ribbon has a special significance. Listen to this Irish rebel song about colours and confusion.



The Orange and the Green, Folk Song / audio

<http://ndla.no/en/node/11752>

The Orange and The Green

Oh, it is the biggest mix-up that you have ever seen.

My father, he was Orange and me mother, she was Green.

My father was an Ulster man, proud Protestant was he.

My mother was a Catholic girl, from county Cork was she.

They were married in two churches, lived happily enough,

Until the day that I was born and things got rather tough.

Baptized by Father Riley, I was rushed away by car,
To be made a little Orangeman, my father's shining star.
I was christened "David Anthony," but still, in spite of that,
To me father, I was William, while my mother called me Pat.

With Mother every Sunday, to Mass I'd proudly stroll.
Then after that, the Orange lodge would try to save my soul.
For both sides tried to claim me, but I was smart because
I'd play the flute or play the harp, depending where I was.

Now when I'd sing those rebel songs, much to me mother's joy,
Me father would jump up and say, "Look here would you me boy.
That's quite enough of that lot", he'd then toss me a coin
And he'd have me sing the Orange Flute or the Heroes of The Boyne

One day me Ma's relations came round to visit me.
Just as my father's kinfolk were all sitting down to tea.
We tried to smooth things over, but they all began to fight.
And me, being strictly neutral, I bashed everyone in sight.

My parents never could agree about my type of school.
My learning was all done at home, that's why I'm such a fool.
They've both passed on, God rest 'em, but left me caught between
That awful color problem of the Orange and the Green.

Suggested Further Activity

[Northern Ireland Resources - Overview](#)

Discussion

The singer in the old Irish folk song, "The Orange and the Green", discusses the problems of growing up in mixed cultures. To some people there is no obvious answer to the question: "Who am I?"

- Is your cultural background mixed or not? How important is this issue to you?

Literary Analysis - "The Orange and the Green"

Refer to [How to Analyze Poetry](#) and [Poetry Vocabulary List](#) while you answer these questions.

1. What do we get to know about the narrator?
2. Explain the title of the song.
3. How many stanzas are there? And how many verses are there in each stanza? Why is there a refrain in the song and how does this contrast with the remaining stanzas?
4. What kind of rhyme scheme is used?
5. Describe the mood in the song.
6. Why was it difficult to decide the narrator's name, school and upbringing?
7. What was the narrator's solution to all this?
8. What is implied in the verse: "Just as my father's kinfolk were all sitting down to tea"?
9. Why did the narrator's father react when his son was singing rebel songs?
10. How many dialect words/expressions do you find in the text? Write them down. How do these words contribute to the message in the song?
11. What do you think is the message in the song?
12. What is the narrator's conclusion? What does he mean by the expression "a colour problem"?
13. What could we learn from this song regarding inter-marriage?

Writing

1. The narrator in "The Orange and the Green" posts this question on a blog site: "Did anyone grow up with parents that messed up their kids the way my parents did?" Make up some fictional bloggers and write their comments.
2. With the "Orange and the Green" as a backdrop, write a personal essay where you discuss if love conquers all.

Times They are a Changin': Music and Change

Forfatter: Drew Rodgers

[Times They are a Changin': Music and Change \(50120\)](#)



Times They Are a Changin' / audio

<http://ndl.no/en/node/94306>

Music has been a part of the human experience for thousands of years progressing from simple instruments such as a bowed stick with a single string or primitive drums, to our modern symphony orchestras. It has been a source of celebration, inspiration and comfort in times of sorrow and oppression and encouragement to engage in political uprising, as well as a means of criticism of social injustice. In a sentence, it is a basic part of our Joan Baez and Bob Dylan lives and is frequently associated with life's changes, be it changes in mood or condition. Let us take a look at some of its uses.



Religious Ceremonies

Among primitive people, music was often used in religious ceremonies as part of an appeal to the gods in hopes of gaining their protection and provision of necessary conditions for a good harvest or hunt. When the gods were kind and the harvest and hunt were good, music helped celebrate the success and thanked the gods for their protection and kindness.

Source of Comfort

Music has also been a source of comfort. One example is American slaves' work songs which helped them endure the harsh conditions in the cotton fields. These songs later evolved into the blues which helped the same people through the tough times that followed slavery. The blues tells about the pain of poverty, loneliness, lost love and just feeling blue. Gospel music later evolved from the same type of music and was and is a means of expressing joy and devotion in the face of the blacks' struggle to endure their hardships and find meaning in religion. Anyone who has experienced religion in a black church knows how much joy and spirit can come from gospel music.

Political Movements

Music can also play an important part in political movements through expressing criticism of those in power, raising the hopes of the oppressed and encouraging their fight against oppression. The classic example is "We Shall Overcome," a theme song for the Civil Rights Movement in the 1960s and 1970s. During the same period, mainly white folk singers such as Joan Baez and Bob Dylan used music as a means of social criticism. Baez's and Dylan's goals were different, but both contributed to a growing awareness of social problems. Baez sang in hopes of bringing about social change and was active in political rallies. Bob Dylan's songs were more directed at making individuals aware of their situation and leaving it up to each individual to decide what to do. "The Times They are A-Changin'" is a good example where he points out that if you "don't heed the call" of the change, then you will be swept away by the tide of change.

Some folk singers who were critical of society were even willing to die rather than be silenced. The classic example is Victor Jar, the Chilean protest song writer. He refused to silence his protest against the fascist dictator, Augusto Pinochet, and finally paid for his criticism with his life. Music can also become a slogan for revolution as was the case with Scorpion's "Wind of Change," which became the theme song of the "Velvet Revolution" in Czechoslovakia, a revolution which finally brought down Communism.

Thus music is not only entertainment, much as it is today, but has given inspiration, comfort, and support to political movements which, as in the case of Civil Rights and anti-communist movements, have helped bring about change.

Tasks and Activities

Listening suggestions

- The Scorpions: "Wind of Change"
- Bob Dylan's albums: "The Times They are A-Changin'" and "Bringing It All Back"
- Joan Baez's albums: "Baptism: A Journey Through Our Time" and "Blessed Are..."
- Victor Jara's albums: "Desde longuén hasta siempre" and "Vientos del Pueblo"

Writing

How important is music in your life? Write an essay in which you describe your tastes in music.

Discuss

1. Unlike politicians musicians and bands seem to gain popularity in the wake of scandals. Why is this so?
2. Do you feel that lyrics are important in a song? Do you reflect upon the lyrics yourself? Why, why not?

Project

Present your favourite band or songs in a PowerPoint/Impress presentation. Include audio and video clips if you have any available.

Your presentation should include

- background
- breakthrough
- profile/genre
- hits
- personal experiences
- recommendations

Poetry

Chicago, Carl Sandburg

Forfatter: Eli M. Huseby
[Chicago \(6709\)](#)

Carl Sandburg (1878 – 1967). By the middle of the 19th century Scandinavian immigrants started arriving through American ports in huge numbers. Among them were Carl Sandburg's Swedish parents. When Carl was born in 1878 in Illinois, he was in many ways a typical child for this period of mass immigration. The humble cottage where little Carl was raised, is preserved and mirrors how immigrant families lived. The Sandburg family counted nine members, and Carl had to quit school and start working from an early age.

His various temporary jobs and travelling experiences from his days as a hobo in the West, stirred his interest for folk songs and poetry. By working part time as a fireman, he could finally afford to start college studies in his home state. His college years ignited his socialist political views as well as his literary talent. In 1904 while working as a reporter for Chicago Daily News, he published his first poems. The poem "Chicago" from the collection "Chicago Poems" appeared 10 years later. His poetry clearly reflects his commitment to Chicago and its citizens. Chicago was recognized as the city with "Broad Shoulders", a working class and immigrant city.



Chicago, Carl Sandburg, 2:22 / audio
<http://ndla.no/en/node/53028>

Chicago from the Chicago Poems

Carl Sandburg, 1916

HOG Butcher for the World,
Tool Maker, Stacker of Wheat,
Player with Railroads and the Nation's Freight Handler,
Stormy, husky, brawling,
City of the Big Shoulders:

They tell me you are wicked and I believe them, for I
have seen your painted women under the gas lamps
luring the farm boys.

And they tell me you are crooked and I answer: Yes, it
is true I have seen the gunman kill and go free to
kill again.

And they tell me you are brutal and my reply is: On the
faces of women and children I have seen the marks
of wanton hunger.

And having answered so I turn once more to those who
sneer at this my city, and I give them back the sneer
and say to them:

Come and show me another city with lifted head singing
so proud to be alive and coarse and strong and cunning.

Flinging magnetic curses amid the toil of piling job on
job, here is a tall bold slugger set vivid against the
little soft cities.

Fierce as a dog with tongue lapping for action, cunning
as a savage pitted against the wilderness, Bareheaded,

Shoveling,
Wrecking,
Planning,
Building, breaking, rebuilding,

Under the smoke, dust all over his mouth, laughing with
white teeth,

Under the terrible burden of destiny laughing as a young
man laughs,

Laughing even as an ignorant fighter laughs who has
never lost a battle,

Bragging and laughing that under his wrist is the pulse.
and under his ribs the heart of the people,
Laughing!

Laughing the stormy, husky, brawling laughter of
Youth, half-naked, sweating, proud to be Hog
Butcher, Tool Maker, Stacker of Wheat, Player with
Railroads and Freight Handler to the Nation.



Chicago wertheim

Comprehension

1. Who/what do you think is referred to as "you" in the poem?
2. List the names that Chicago is recognized by in the poem.
3. In which ways is Chicago brutal?
4. Why do a lot of people criticize Chicago?
5. How does Sandburg defend his city?
6. What is "the painted women under the gas lamp" all about?
7. How do the young people reveal that they are proud of their city?

Noun or Adjective



Noun or Adjective? / h5p_content

<http://ndla.no/en/node/125145>

Discussion

1. Look at Carl Sandburg's biography. What makes him a "typical" second-generation immigrant in the late 19th century?
2. Sandburg was attached to his home town. Are you proud of yours? Why or why not?
3. Where do first-generation immigrants feel that they belong? What about their children?
4. America is a nation of immigrants. Does this help newcomers feel more at home? Compare to Norway.

Literary Analysis

Use the Poetry Vocabulary List to analyze the poem.

1. Chicago is personified in many ways in the poem. Give examples.
2. The poet compares his favorite city to a dog: "Fierce as a dog...". What do we call this literary device? Which effect do these comparisons have?
3. Make a table with two columns. In the first column you list all words with positive connotations and in the second you list words with negative connotations.
4. How does Sandburg reveal his commitment to workers and immigrants in 'Chicago'? How do you as a reader respond to Sandburg's message?
5. What do we call words that are associated with sounds? How many "sound words" can you find? Give examples.

Writing

1. Make a simple poem using this "recipe":
 - Get ideas from studying "*Chicago*".
 - Use these topics as a basis: your home town, your school and your favorite season.

■ **HINTS**

 - a. Look at the picture. Make similar personifications attached to the topics above.
 - b. There are numerous similes in 'Chicago'. Make similes attached to the topics above.
 - c. Try to pair your topics up with words with positive and negative connotations.
 - d. Use your personifications, similes and words with various connotations to make contrasts.
 - e. Make some repetitions of what you want to emphasise in your poem.
 - f. To conclude, try to sum up what you think is important and provide a title that you think fits what you want to convey.
2. Make a travel brochure in e.g. Microsoft Publisher where you promote Chicago as a tourist site. Use information provided on this site: Explore Chicago and Sandburg and 'Chicago' as a basis.

London, William Blake

Forfatter: Eli M. Huseby
[London - William Blake \(18981\)](#)

Why do you think William Blake's work and life have been a source of inspiration for generations of dissenters and protestors for more than two centuries?



William Blake / audio
<http://ndla.no/en/node/47632>

William Blake (1757 – 1827) was an English artist and poet heavily influenced by the ideas of the Romantic Period. His poetry and numerous etchings, engravings and paintings reveal his preoccupation with Nature, ancient mythology and Christian mysticism. The French and American Revolutions inspired his commitment to equality issues. A different kind of revolution, the Industrial Revolution swept over his home country throughout Blake's lifetime and exposed many children in particular to suffer in factories, mines and as chimney sweepers.

In his most famous work, *Songs of Innocence and Experience* (1794), the point of view in the first part is assigned to the innocent, the child that has not yet learned about envy and hatred. Blake was born and bred in London. The poem "London" is from *Songs of Innocence and Experience* and reflects his concern for the victims of the Industrial Revolution. As many of his fellow citizens, Blake died as a pauper and his family had to borrow money to bury him. He gained his fame posthumously, and over the years he has been acclaimed as a spiritual leader for dissenter movements, including the Hippies and political left-wing parties. His tombstone in the original Dissenter's graveyard in Finsbury, London, is visited by admirers from all over the world.

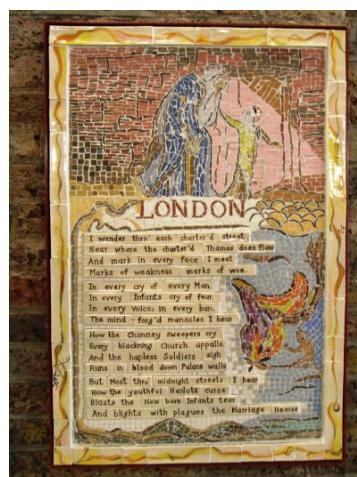
London (William Blake)

I wander through each chartered street,
Near where the chartered Thames does flow,
And mark in every face I meet,
Marks of weakness, marks of woe.

In every cry of every man,
In every infant's cry of fear,
In every voice, in every ban,
The mind-forged manacles I hear:

How the chimney-sweeper's cry
Every blackening church appalls,
And the hapless soldier's sigh
Runs in blood down palace-walls.

But most, through midnight streets I hear
How the youthful harlot's curse
Blasts the new-born infant's tear,
And blights with plagues the marriage-hearse.



London - William Blake

Study the poem from BBC's GCSE Bitesize.

1. Read here about the author [William Blake](#)
2. Watch the slideshow while you listen to the poem. Then go on studying the subject matter of the poem. [slideshow](#) (*Right-click on the link and choose open in new window.*)
3. Then go on revising the [structure and language of the poem](#).
4. Study the [attitudes and values](#) expressed in the poem.

Tasks

1. Answer the sample question and study BBC's sample answers.
[Sample question](#) as a basis for an essay.
2. "London" contains a lot of words with negative connotations. Make a list of negative words found in the poem and compare it with the rap lyrics "Changes" by Tupac Shakur.
3. Compare the attitudes and values expressed in "London" and "Changes".

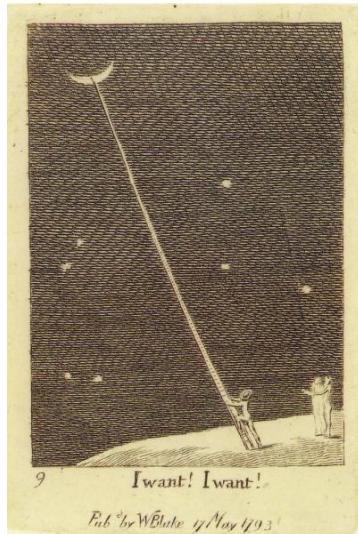
Discuss

Look at Blake's illustration. What do you think he wants to convey?

I Want! I Want! W. Blake, 1793

Writing

Write an essay where you share your thoughts on the illustration. Is this illustration just as relevant today? What does it reveal about human nature - if anything? (Suggested length: 400 words)



I Want! I Want!

Pubd by W Blake 4 May 1793

Missed Connections (VG1, 2)

Forfatter: Åse Elin Langeland

[Missed Connections \(56297\)](#)

“Missed Connections” written by Sherman Alexie.

A. Missed Connections

-at the Santa Barbara Airport

*Descending, in our forty-seat airplane,
I saw an older man had parked his car
At the edge of the runway. He waved
At us, so I waved, . . .*

This is the opening of the narrative poem “Missed Connections” written by Sherman Alexie. Considering the title, what do you think the poem is about?

Read the [poem](#) and see if you were right. Then do this multiple choice quiz,



Missed Connection



Missed Connections / h5p_content

<http://ndla.no/en/node/56282>

before continuing with the questions below. You should also explore different usages of the expression “Missed Connections”

Questions

1. What did you think the poem was about? Were you right? Why/Why not?
2. What is the poem about? Write a summary.
3. This is a narrative poem. What makes it different from a short story?
4. Why is the poem called "Missed Connections"?
5. The narrator understands that he has misinterpreted the woman on the plane. Still he concludes:
" I'll repeat the myth because it's more impressive
Than something as tender as the truth."
What does he mean?

Writing

Write the poem into a short story.

Write a short story called “Missed Connections”

B. Missed Connections

The expression Missed Connections is explained in [Wikipedia - Missed Connection](#)

Find examples of:

1. Missed Connections
2. Common missed connections locations
3. Common reasons for missed connections

C. Missed Connections

Through the use of publications and websites some people seek to reconnect with their missed connections, for instance, "To the girl with the Feather Earrings: We saw each other on the 22 on May 28th - Find me on Facebook - Alexander Crane."

Jennifer Lee has written an article about The Missed Connection Category called "Romance beckons (in Case You Missed It)" in the [New York Times - Romance Beckons](#). Read the article and write a summary.



I heart Alexander Crane

D. Missed Connections

Sophie Blackall has tried to pin down some of the funny, sad, beautiful, hopeful, poetic posts on Missed Connections websites on her [blog](#), illustrating the messages.

Browse through some of her blogposts. Choose one and write the story leading up to the notice, or the story succeeding it.

Strange Fruit, Abe Meeropol

Forfatter: Eli M. Huseby
[Strange Fruit \(1970\)](#)

The American South is associated with a fertile climate. The prospect of owning huge tobacco and cotton plantations attracted European immigrants from the early 1600s. Plantation owners used slaves to labour in the vast fields.

Having this in mind, what are your thoughts when you ponder the title "Strange Fruit"?



Strange Fruit / audio
<http://ndla.no/en/node/48626>

Strange Fruit

In 1937, the Jewish schoolteacher, Abe Meeropol, saw a photograph of a lynching of two African Americans, Abram Smith and Thomas Shipp, that had taken place in Indiana seven years before. According to Meeropol, the photograph kept haunting him, and he could not rest before he had written the poem "Strange Fruit". He also put music to it.

Southern trees bear a strange fruit,
Blood on the leaves and blood at the root,
Black body swinging in the Southern breeze,
Strange fruit hanging from the poplar trees.
Pastoral scene of the gallant South,
The bulging eyes and the twisted mouth,
Scent of magnolia sweet and fresh,
And the sudden smell of burning flesh!
Here is a fruit for the crows to pluck,
For the rain to gather, for the wind to suck,
For the sun to rot, for a tree to drop,
Here is a strange and bitter crop.

Fear of Communism and Racism



Two girls still behind bars at the Old Goose Creek Plantation in Charleston, South Carolina. This is photographed around 1905, 45 years after slavery was abolished

Meeropol was a member of the American Communist Party, and he had to use a pen name to release his poem. This was a time when communist beliefs were regarded as anti-American because they could upset the capitalist system that was so deeply rooted in the American society. At the same time, racism was as persistent as ever, particularly in the South. The KKK had strengthened its hold during the 1920s. From 1882 to 1968 there were 4.743 documented cases of lynching throughout the USA, with Mississippi topping the list. 80% of the victims were African Americans and they were hanged just on suspicion. In 2005, James Cameron, who survived a lynching, witnessed the American Senate's apology for not enacting laws to stop the lynching. The 16-year-old Cameron worked as a shoeshine boy in the 1930s. Along with his two friends, he was accused of raping a white girl and murdering her boyfriend. While his friends were hanged, Cameron waited with the rope around his neck. He was released since someone among the spectators cried that he was innocent.

Billie Holiday

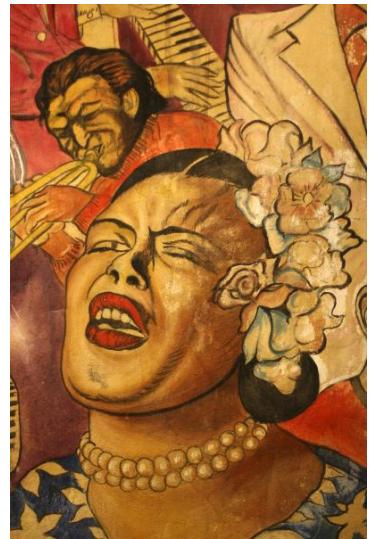
In 1939, the African American jazz singer, Billie Holiday, was persuaded to perform the song "Strange Fruit". She said that the song reminded her about how her father had died, and it took an effort to perform it. It soon became her signature song, but the song, which was considered a protest song, angered a lot of people. For the succeeding two decades, many clubs and radio stations refused her to perform it, and to get anyone to record it proved even more difficult.

Here you can study a mural painting from Greenwich Village, New York. The artist has portrayed Billie Holiday in a characteristic way. While performing, she often wore magnolia flowers in her hair, and she interpreted the songs with an outstanding intensity and compassion.

Today "Strange Fruit" is considered one of the most influential songs of the 20th century.

Kilde: YouTube

in the USA. Study the picture and give your interpretation.



Mural painting - Billie Holiday

Comprehension

Are the statements true or false?

1. "Strange Fruit" is about a public lynching.
2. The setting of the poem is the American South.
3. The poem was composed by an African American poet.
4. The poet was inspired by a photograph.
5. Communists were prosecuted in the USA.
6. The KKK was very dominant in the Northern states.
7. In 1905, the American Senate apologized for not enacting laws to stop the lynchings.
8. Billie Holiday was flattered when she was asked to perform the song.
9. The song instantly became a hit.
10. "Strange Fruit" is among the most influential songs from the 20th century.

- 1."Strange Fruit" is about a public lynching. (T)
2. The setting of the poem is the American South. (T)
3. The poem was composed by an African American poet. (F)
4. The poet was inspired by a photograph. (T)
5. Communists were prosecuted in the USA. (T)
6. The KKK was very dominant in the Northern states. (F)
7. In 1905 the American Senate apologized for not enacting laws to stop the lynchings. (F)
8. Billie Holiday was flattered when she was asked to perform the song. (F)
- 9.The song instantly became a hit. (F)
- 10."Strange Fruit" is among the most influential songs from the 20th century. (T)

Discuss

1. Find the picture that inspired the poet of "Strange Fruit". Key words: Abram Smith, Thomas Shipp, lynching. Why do you think this photograph influenced him to write "Strange Fruit"?
2. Do you know if there are other pictures (photographs or paintings) that have inspired artists to compose songs or poems? Find examples. You may want to search for photographs/paintings that inspired the world/artists/singers.
3. Look for key words on the Internet: protest songs, Marvin Gaye, Bob Dylan, John Lennon, Bob Marley, R.E.M., Patti Smith, the Vietnam War, the Civil Rights movement, the Iraq War. These artists have all made popular protests songs. Discuss whether songs can change attitudes.

Literary Analysis

1. Make a table with two columns where you list words generally associated with negative and positive connotations. E.g. blood (negative)
2. List words and ideas in the poem that you think are associated with the American South.
3. Explain these metaphors: strange fruit, pastoral scene, strange and bitter crop.
4. Explain how contrasts are used in the poem.
5. Why do you think the song was considered a protest song?

The Raven, Edgar Allan Poe

[The Raven by Edgar Allan Poe \(14161\)](#)

Having read the poem below, use this link for further study:

[The Raven Study Guide](#)



The Raven / audio

<http://ndla.no/en/node/15589>



The Raven

The Raven

Once upon a midnight dreary, while I pondered weak and weary,
Over many a quaint and curious volume of forgotten lore,
While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.
'Tis some visitor,' I muttered, 'tapping at my chamber door -
Only this, and nothing more.'

Ah, distinctly I remember it was in the bleak December,
And each separate dying ember wrought its ghost upon the floor.
Eagerly I wished the morrow; - vainly I had sought to borrow
From my books surcease of sorrow - sorrow for the lost Lenore -
For the rare and radiant maiden whom the angels named Lenore -
Nameless here for evermore.

And the silken sad uncertain rustling of each purple curtain
Thrilled me - filled me with fantastic terrors never felt before;
So that now, to still the beating of my heart, I stood repeating
'Tis some visitor entreating entrance at my chamber door -
Some late visitor entreating entrance at my chamber door; -
This it is, and nothing more.'

Presently my soul grew stronger; hesitating then no longer,
`Sir,' said I, `or Madam, truly your forgiveness I implore;
But the fact is I was napping, and so gently you came rapping,
And so faintly you came tapping, tapping at my chamber door,
That I scarce was sure I heard you' - here I opened wide the door; -
Darkness there, and nothing more.

Deep into that darkness peering, long I stood there wondering, fearing,
Doubting, dreaming dreams no mortal ever dared to dream before
But the silence was unbroken, and the darkness gave no token,
And the only word there spoken was the whispered word, `Lenore!'
This I whispered, and an echo murmured back the word, `Lenore!'
Merely this and nothing more.

Back into the chamber turning, all my soul within me burning,
Soon again I heard a tapping somewhat louder than before.
`Surely,' said I, `surely that is something at my window lattice;
Let me see then, what thereat is, and this mystery explore -
Let my heart be still a moment and this mystery explore; -
'Tis the wind and nothing more!

Open here I flung the shutter, when, with many a flirt and flutter,
In there stepped a stately raven of the saintly days of yore.
Not the least obeisance made he; not a minute stopped or stayed he;
But, with mien of lord or lady, perched above my chamber door -
Perched upon a bust of Pallas just above my chamber door -
Perched, and sat, and nothing more.

Then this ebony bird beguiling my sad fancy into smiling,
By the grave and stern decorum of the countenance it wore,
`Though thy crest be shorn and shaven, thou,' I said, `art sure no craven.
Ghastly grim and ancient raven wandering from the nightly shore -
Tell me what thy lordly name is on the Night's Plutonian shore!'
Quoth the raven, `Nevermore.'

Much I marvelled this ungainly fowl to hear discourse so plainly,
Though its answer little meaning - little relevancy bore;
For we cannot help agreeing that no living human being
Ever yet was blessed with seeing bird above his chamber door -
Bird or beast above the sculptured bust above his chamber door,
With such name as `Nevermore.'

But the raven, sitting lonely on the placid bust, spoke only,
That one word, as if his soul in that one word he did outpour.
Nothing further then he uttered - not a feather then he fluttered -
Till I scarcely more than muttered `Other friends have flown before -
On the morrow he will leave me, as my hopes have flown before.'
Then the bird said, `Nevermore.'

Startled at the stillness broken by reply so aptly spoken,
`Doubtless,' said I, `what it utters is its only stock and store,
Caught from some unhappy master whom unmerciful disaster
Followed fast and followed faster till his songs one burden bore -
Till the dirges of his hope that melancholy burden bore
Of "Never-nevermore..."

But the raven still beguiling all my sad soul into smiling,
Straight I wheeled a cushioned seat in front of bird and bust and door;
Then, upon the velvet sinking, I betook myself to linking
Fancy unto fancy, thinking what this ominous bird of yore -
What this grim, ungainly, ghastly, gaunt, and ominous bird of yore
Meant in croaking 'Nevermore.'

This I sat engaged in guessing, but no syllable expressing
To the fowl whose fiery eyes now burned into my bosom's core;
This and more I sat divining, with my head at ease reclining
On the cushion's velvet lining that the lamp-light gloated o'er,
But whose velvet violet lining with the lamp-light gloating o'er,
She shall press, ah, nevermore!

Then, methought, the air grew denser, perfumed from an unseen censer
Swung by Seraphim whose foot-falls tinkled on the tufted floor.
'Wretch,' I cried, 'thy God hath lent thee - by these angels he has sent thee
Respite - respite and nepenthe from thy memories of Lenore!
Quaff, oh quaff this kind nepenthe, and forget this lost Lenore!'
Quoth the raven, 'Nevermore.'

'Prophet!' said I, 'thing of evil! - prophet still, if bird or devil! -
Whether tempter sent, or whether tempest tossed thee here ashore,
Desolate yet all undaunted, on this desert land enchanted -
On this home by horror haunted - tell me truly, I implore -
Is there - is there balm in Gilead? - tell me - tell me, I implore!'
Quoth the raven, 'Nevermore.'

'Prophet!' said I, 'thing of evil! - prophet still, if bird or devil!
By that Heaven that bends above us - by that God we both adore -
Tell this soul with sorrow laden if, within the distant Aidenn,
It shall clasp a sainted maiden whom the angels named Lenore -
Clasp a rare and radiant maiden, whom the angels named Lenore?'
Quoth the raven, 'Nevermore.'

'Be that word our sign of parting, bird or fiend!' I shrieked upstarting -
'Get thee back into the tempest and the Night's Plutonian shore!
Leave no black plume as a token of that lie thy soul hath spoken!
Leave my loneliness unbroken! - quit the bust above my door!
Take thy beak from out my heart, and take thy form from off my door!'
Quoth the raven, 'Nevermore.'

And the raven, never flitting, still is sitting, still is sitting
On the pallid bust of Pallas just above my chamber door;
And his eyes have all the seeming of a demon's that is dreaming,
And the lamp-light o'er him streaming throws his shadow on the floor;
And my soul from out that shadow that lies floating on the floor
Shall be lifted - nevermore!

The Road Not Taken, Robert Frost

Forfatter: Åse Elin Langeland
[The Road Not Taken \(17324\)](#)

By



The Road Not Taken

Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I--
I took the one less traveled by,
And that has made all the difference.

Click on the link to listen to the poem

[The Road Not Taken -Poem](#)

Tasks and Activities

[The Road Not Taken - Tasks](#)

Emily Dickinson - life and poetry

Forfatter: Eli M. Huseby

[Emily Dickinson - Life and Poetry \(20267\)](#)

Emily Dickinson (1830 - 1886): Emily Dickinson is considered one of the greatest poets ever. She lived a secluded life. How is it possible to produce such wonderful poetry, that generations of people can relate to, if you are a loner and never go anywhere?

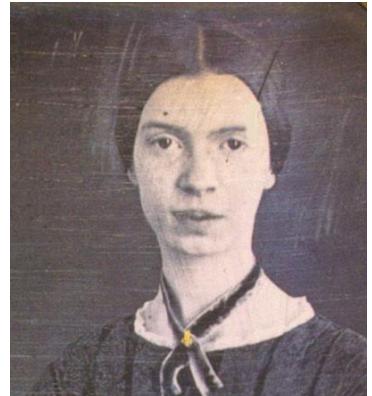
A Life of Seclusion

Emily Dickinson was an American poet who was born in Massachusetts. She grew up in a successful family with strong community ties, but she lived a mostly introverted and reclusive life. Among the locals she was considered an eccentric, and she became known for her reluctance to greet guests and for always wearing white clothing. In her later life she hardly ever left her room, and her friendships were therefore carried out by correspondence.

Her Poetry

Dickinson was a private poet, and very few of her poems were published during her lifetime. After her death, her sister found nearly eighteen hundred poems stashed away in a bureau drawer. Emily Dickinson's poems are characterized by short lines, and they most often lack titles. The poems often use slant rhyme as well as unconventional capitalization and punctuation. Many of her poems deal with the themes of death and immortality.

Listen to the song performed by Quoting Napoleon while watching slides about Emily Dickinson and her poetry. (You Tube: Emily Dickinson Tribute Song)



Emily Dickinson



Emily Dickinson - Life and Poetry / fagstoff

<http://ndla.no/en/node/20267>

Tasks and Activities

Discuss

1. How would you describe Emily Dickinson's life and personality?
2. Emily Dickinson often wore a white dress. Why do you think she did this? What does this color symbolize?
3. Do you think the music they have chosen fits the content? Why/why not?

Poems and Tasks

[Hope Is the Thing with Feathers. I'm a Nobody. Who Are You?](#)

Langston Hughes - The African American Poet

Forfatter: Barbara og Åge Rendalen, NRK

[Langston Hughes – The African American Poet \(16612\)](#)

Pre-reading activity: Which coloured American writers and actors do you know? What have they achieved through their career?



Langston Hughes – The African American Poet / audio

<http://ndla.no/en/node/19023>

By Barbara and Åge Rendalen

Langston Hughes was the first black American to make a living as a professional writer and one of the first black authors to receive serious critical attention from the white literary world.

From the mid 1920s to his death in 1967, he wrote more than sixty books. His literary production covers a wide field: journalism, novels, short stories and plays, but today he is above all remembered for his poetry and in this program, that is what we'll focus on.

Langston Hughes began writing poetry in his teens and eighteen years old, he penned his first masterpiece, *The Negro Speaks of Rivers*, as he crossed the Mississippi by train on his way to see his father in Mexico.

The Negro Speaks of Rivers

I've known rivers:

I've known rivers ancient as the world and
older than the flow of human blood
in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns
were young.

I built my hut near the Congo and it lulled
me to sleep.

I looked upon the Nile and raised the
pyramids above it.

I heard the singing of the Mississippi when
Abe Lincoln went down to New
Orleans, and I've seen its muddy
bosom turn all golden in the
sunset.

I've known rivers:
Ancient, dusky rivers.

My soul has grown deep like the rivers.

Langston Hughes' father lived in Mexico. He was part white and was full of hatred for black people. He constantly urged his son to move south of the border to get away from racism and American "niggers", as he so delicately put it. Langston turned from his father in disgust. "I hated my father" he would write many years later in his autobiography. This may help explain why such a light-skinned man as Langston Hughes would devote his poetic talents to the celebration of black culture at a time when other African-American artists would try to tone down their heritage.

In 1922, his father reluctantly paid for him to go to Columbia University, but Langston quit after one year and took a job as a seaman. On board the *West Hesseltine*, he spent the summer of 1923 trading up and down the west coast of Africa. Hughes was fascinated by Africa, but much to his chagrin, he discovered that Africans refused to believe that he was black. They insisted that he was a white man. The year after, again working as a seaman, he



Langston Hughes Lincoln University 1928

jumped ship in Europe and headed for Paris, where he worked in a hotel for about a year before returning home.

Back in the States in 1925, his poems began to attract a great deal of attention, and in 1926 his first book, 'The Weary Blues', was published. In it, he introduced a number of poems that took their rhythm from black blues and jazz music rather than classical meter. This unique blend of black rhythms and poetry came to be a trademark of his. Here is an excerpt from the title poem, 'The Weary Blues', which he wrote as a 21 year old, after a visit to a Harlem cabaret:

From The Weary Blues

Droning a drowsy syncopated tune,
Rocking back and forth to a mellow croon,
I heard a Negro play.

Down on Lenox Avenue the other night
By the pale dull pallor of an old gas light
He did a lazy sway . . .
He did a lazy sway . . .
To the tune o' those Weary Blues.

With his ebony hands on each ivory key
He made that poor piano moan with
melody.
O Blues!

Swaying to and fro on his rickety stool
He played that sad raggy tune like a musical
fool.
Sweet Blues!
Coming from a black man's soul.
O Blues!

Christ is a nigger,
Beaten and black:
Oh, bare your
back!

Mary is His
mother:
Mammy of the
South,
Silence your
mouth.

God is His father:
White Master
above
Grant Him your
love.

Most holy bastard
Of the bleeding mouth,
Nigger Christ
On the cross
Of the South.

Hand in hand with Langston Hughes' celebration of black culture went a lifelong commitment to the fight for equal rights. To Langston Hughes, America had been hijacked by its white population. Privilege had been hoarded by its pale majority and those of darker taint were banished to a twilight zone beyond the reach of the American Dream. "Being colored", he once wrote, "is like being born in the basement of life, with the door to the light locked and barred - and the white folks live upstairs".

The scandalous Scottsboro case in 1931 radicalized Hughes, and his racial poems became more aggressive in tone. For a few years, he threw caution to the wind and served his poetic summons on American racists with abandon. Even today we can feel the raw and the provocative power of his Scottsboro poem, 'Christ in Alabama', from 1931:

Langston Hughes never tired of the paradox that the United States, a country marinated in democratic ideals, should find it so easy to deny its political faith in racial matters. In the midst of the Depression, in 1935, Hughes summed up his feelings about his country in the poem, 'Let America Be America Again'. Here is a verse:



O, let America be America again -
The land that never has been yet -
And yet must be -
The land where every man is free.
The land that's mine -
The poor man's, Indians' Negro's, ME -
Who made America,
Whose sweat and blood, whose faith and
pain,
Whose hand at the foundry, whose plow in
the rain,
Must bring back our mighty dream again.

During the war, he penned this
little protest ditty:

You tell me that Hitler
Is a mighty bad man.
I guess he took his lessons
From the Ku Klux Klan.

Langston Hughes made frequent
use of black American dialect in his
poems. Many resented this
because they felt it built up under
the age-old stereotypes of blacks
as illiterate and ignorant people.

But Hughes was determined to let the black voice sound true to life. Here is such a poem, which he wrote when he was twenty. A poor black mother who has worked hard all her life to make ends meet, admonishes her son not to give up.

Mother to Son

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor -
Bare.
But all the time
I'se been a-climbin' on,
And reachin' landin's
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it's kinda hard.
Don't you fall now -
For I'se still goin', honey
I'se still climbin',
And life for me ain't been no crystal stair.

Langston Hughes himself was not ready to listen to good advice from his own parents. His father was a racist who had not wanted him to become a writer, and his mother was too wrapped up in her own failed career as an actress to care for her son. She only began to take an interest in him when his writing started paying off and she made life miserable for him by her incessant pleas for money.

Not everything Langston Hughes wrote was great art. His interest in radical politics and the civil rights campaign tended to turn many of his poems into political pamphlets. Other poems are mere rhymes and ditties intended to bring a laugh. Like this one:

Little Lyric (of great importance)

I wish the rent
Was heaven sent.

Or this one:

Bad Morning

Here I sit
With my shoes mismated.
Lawdy-mercy
I's frustrated.

Hughes was not embarrassed by color. In his poem, 'Harlem Sweeties', for instance, he revels in all the colors of the black rainbow as he describes the local beauties.

Harlem Sweeties

The African-American community had hoped that World War II would be the decisive event that would put an end to segregation and discrimination. Americans would be bound to realize, they thought, that you can't fight for democracy overseas without extending its privileges to your own population. You can't go to war against tyranny abroad and yet tolerate it at home. And yet the nation did... The war ended without major changes in the legal standing of American blacks. They were still banned from most occupations and in the South, they still couldn't vote. Once more their dream of a just society had to be deferred. In 1951 Hughes delved into this theme in his poem 'Harlem'.



Harlem

black beauty

Brown sugar lassie,
Caramel treat,
Honey-gold baby
Sweet enough to eat.
Peach-skinned girlie,
Coffee and cream,
Chocolate darling
Out of a dream.
Walnut tinted
Or cocoa brown,
Pomegranate lipped
Pride of the town.
Rich cream colored
To plum-tinted black,
Feminine sweetness
In Harlem's no lack.
Glow of the quince
To blush of the rose.
Persimmon bronze
To cinnamon toes.
Blackberry cordial,
Virginia Dare wine -
All those sweet colors
Flavor Harlem of mine!

What happens to a dream deferred? It did indeed explode. Four years later, in
Does it dry up
Like a raisin in the sun?
Or fester like a sore -
And then run?

Does it stink like rotten meat?
Or crust and sugar over -
Like a syrupy sweet?

Maybe it just sags
Like a heavy load.
Or does it explode?

Birmingham, Alabama, Martin Luther King lit the fuse of a civil rights bomb that was to rock the South and the nation as a whole, when it went off in the 1960s.

Langston Hughes died in 1967, a couple of years after the Congress had passed the landmark civil rights legislation that was to be the crowning achievement of the African-American Civil Rights Movement. To Hughes, it must have been an immensely satisfying experience to see the white day drawing to an end.



Vocabulary 16612 / h5p_content
<http://ndla.no/en/node/123612>

Non-fiction

Essays

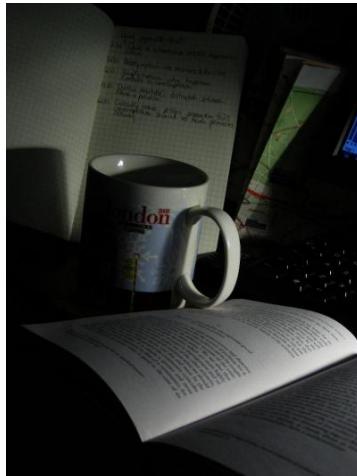
How to Write an Essay

Forfatter: Carol Dwankowski, Knut Inge Skifjeld

[How to Write an Essay \(9077\)](#)

Choose Your Topic

If your topic is not already assigned to you, choose one that really interests you.



Develop Your Approach to the Topic

Once you have chosen a topic, think of an approach to the topic or thesis statement (Am. Eng.) This is your main idea that you will further develop throughout your essay. It states what the essay will be about and your position on the issue. Think of what angle you want to argue from. Your approach to the topic may, for example, be formulated as a question or a statement in one or two sentences. If your topic is to analyze Shakespeare's play, *Romeo and Juliet*, you might pose this rhetorical question: Does love conquer all? A statement might be: *Romeo and Juliet* is Shakespeare's most famous play.

Working

The statement outlining your approach to the topic should be included both in the introduction to your essay and in its conclusion. Be clear, specific and concise.

Research Your Topic

Use the library or online academic data bases when researching your topic for central ideas. Jot down information and quotes, and always write down your sources and URLs.

Analyze

Search for and evaluate the evidence for and against your basic claims. Are there any alternatives to your reasoning? Be critical.

Brainstorming

Write down all your ideas on a sheet of paper. Try to be original. Ask yourself the following questions:

- What is the root of the problem?
- Am I being biased?
- Does my evidence support my claims?

The Writing Process

Outline Your Essay

Outline your essay by using your ideas from your brainstorming sheet. Make a mind map to visualize what you want to say. Use numbers 1,2,3, etc for headings (main ideas or topics) and a, b, c, for sub-topics. Remember that each heading will make up the main paragraphs in your essay. A good idea is to state your headings in sentence form. (See Example Essay - How to Write an Essay) We need to visualize this.

Introduction

The introduction to your essay introduces the main topic and your approach to it (thesis statement). It is a description of what you want to say. Start with some interesting information, fact, definition or quote that captures the attention of the reader. Don't be afraid to challenge the reader. Finish your introduction with a short summary of what your goal is for the essay.

Body of the Essay

Each paragraph should focus on one central idea, claim or argument. Use examples, facts, evidence or data to support each idea, claim or argument. You may want to begin each paragraph with the main topic or topic sentence from your outline that describes the point of the paragraph.

Use connecting phrases such as:

- firstly, secondly, thirdly...
- by comparison...
- likewise
- on the one hand.....on the other hand
- in addition
- however
- nevertheless
- therefore

Conclusion

A conclusion is a summary paragraph which summarizes the main points in your essay. It should recapitulate your introduction in an original way and restate the main idea of your essay. Final sentences might include the consequences or the implications of some action not being dealt with, a question, a future prediction or a call to act etc. Use phrases such as:

- In conclusion...
- to summarize
- as a result
- consequently

How to Write With Style

Forfatter: Kurt Vonnegut, Donald C. Farber

[How to write with style \(9111\)](#)

By Kurt Vonnegut (© Donald C Farber, Reprinted with permission)

Newspaper reporters and technical writers are trained to reveal almost nothing about themselves in their writings. This makes them freaks in the world of writers, since almost all of the other ink-stained wretches in that world reveal a lot about themselves to readers. We call these revelations, accidental and intentional, elements of style.

These revelations tell us as readers what sort of person it is with whom we are spending time. Does the writer sound ignorant or informed, stupid or bright, crooked or honest, humorless or playful--? And on and on.

Why should you examine your writing style with the idea of improving it? Do so as a mark of respect for your readers, whatever you're writing. If you scribble your thoughts any which way, your readers will surely feel that you care nothing about them. They will mark you down as an egomaniac or a chowderhead--or worse, they will stop reading you.

The most damning revelation you can make about yourself is that you do not know what is interesting and what is not. Don't you yourself like or dislike writers mainly for what they choose to show you or make you think about? Did you ever admire an empty-headed writer for his or her mastery of the language? No.

So your own winning style must begin with ideas in your head.

Find a subject you care about.

Find a subject you care about and which you in your heart feel others should care about. It is this genuine caring, and not your games with language, which will be the most compelling and seductive element in your style.

I am not urging you to write a novel, by the way--although I would not be sorry if you wrote one, provided you genuinely cared about something. A petition to the mayor about a pothole in front of your house or a love letter to the girl next door will do.

Do not ramble, though.

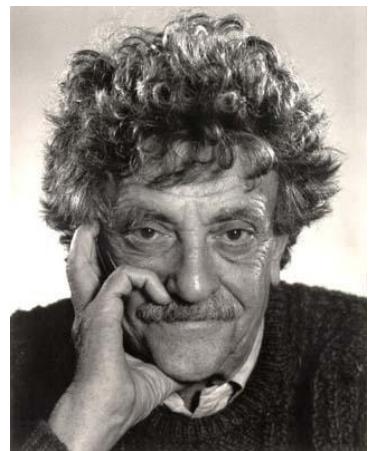
I won't ramble on about that.

Keep it simple.

As for your use of language: Remember that two great masters of language, William Shakespeare and James Joyce, wrote sentences which were almost childlike when their subjects were most profound.

"Should I act upon the urgings that I feel, or remain passive and thus cease to exist?"

"To be or not to be?"



Kurt Vonnegut

"To be or not to be?" asks Shakespeare's Hamlet. The longest word is three letters long.

Joyce, when he was frisky, could put together a sentence as intricate as a necklace for Cleopatra, but my favorite sentence in his short story "Eveline" is this one: "She was tired." At that point in the story, no other words could break the heart of a reader as those three words do.

Simplicity of language is not only reputable, but perhaps even sacred. The Bible opens with a sentence well within the writing skills of a lively fourteen-year-old: "In the beginning God created the heaven and the earth."

Have the guts to cut.

It may be that you, too, are capable of making necklaces for Cleopatra, so to speak. But your eloquence should be the servant of the ideas in your head. Your rule might be this: If a sentence, no matter how excellent, does not illuminate your subject in some new and useful way, scratch it out.

Sound like yourself.

The writing style which is most natural to you is bound to echo the speech you heard when a child. English was the novelist Joseph Conrad's third language, and much that seems piquant in his use of English was no doubt colored by his first language, which was Polish. And lucky indeed is the writer who has grown up in Ireland, for the English spoken there is so amusing and musical. I myself grew up in Indianapolis, where common speech sounds like a band saw cutting galvanized tin, and employs a vocabulary as unornamental as a monkey wrench.

In some of the more remote hollows of Appalachia, children still grow up hearing songs and locutions of Elizabethan times. Yes, and many Americans grow up hearing a language other than English, or an English dialect a majority of Americans cannot understand.

All these varieties of speech are beautiful, just as the varieties of butterflies are beautiful. No matter what your first language, you should treasure it all your life. If it happens not to be standard English, and if it shows itself when you write standard English, the result is usually delightful, like a very pretty girl with one eye that is green and one that is blue.

I myself find that I trust my own writing most, and others seem to trust it most, too, when I sound most like a person from Indianapolis, which is what I am. What alternatives do I have? The one most vehemently recommended by teachers has no doubt been pressed on you, as well: to write like cultivated Englishmen of a century or more ago.

Say what you mean to say.

I used to be exasperated by such teachers, but I am no more. I understand now that all those antique essays and stories with which I was to compare my own work were not magnificent for their datedness or foreignness, but for saying precisely what their authors meant them to say. My teachers wished me to write accurately, always selecting the most effective words, and relating the words to one another unambiguously, rigidly, like parts of a machine. The teachers did not want to turn me into an Englishman after all. They hoped that I would become understandable--and therefore understood.

And there went my dream of doing with words what Pablo Picasso did with paint or what any number of jazz idols did with music. If I broke all the rules of punctuation, had words mean whatever I wanted them to mean, and strung them together higgledy-piggledy, I would simply not be understood. So you, too, had better avoid Picasso-style or jazz-style writing, if you have something worth saying and wish to be understood.

Readers want our pages to look very much like pages they have seen before. Why? This is because they themselves have a tough job to do, and they need all the help they can get from us.

Pity the readers.

They have to identify thousands of little marks on paper, and make sense of them immediately. They have to read, an art so difficult that most people don't really master it even after having studied it all through grade school and high school--twelve long years.

So this discussion must finally acknowledge that our stylistic options as writers are neither numerous nor glamorous, since our readers are bound to be such imperfect artists. Our audience requires us to be sympathetic and patient teachers, ever willing to simplify and clarify--whereas we would rather soar high above the crowd, singing like nightingales.

That is the bad news. The good news is that we Americans are governed under a unique Constitution, which allows us to write whatever we please without fear of punishment. So the most meaningful aspect of our styles, which is what we choose to write about, is utterly unlimited.

For really detailed advice

For a discussion of literary style in a narrower sense, I commend to your attention *The Elements of Style*, by William Strunk, Jr. and E.B. White (Macmillan, 1979). E.B. White is, of course, one of the most admirable literary stylists this country has so far produced.

You should realize, too, that no one would care how well or how badly Mr. White expressed himself, if he did not have perfectly enchanting things to say:

In Sum:

1. Find a subject you care about
2. Do not ramble, though
3. Keep it simple
4. Have guts to cut
5. Sound like yourself
6. Say what you mean
7. Pity the readers

Travel Literature

Travel Writing

Forfatter: Jan-Louis Nagel, Knut Inge Skifjeld

[Travel Writing \(84587\)](#)

You may have been there - in an airport lounge somewhere, sweaty and tired, waiting for hours for a plane that didn't come ...or you may have had a smooth, refreshing journey. Anyway, a traveller always has something to write about. Being a travel writer, there is one certain, unchanging aspect of your life - the uncertainty. What will be waiting ahead on your next journey?

Watch the video about *travel writers* and try the tasks.

Comprehension



Travel Writing / fagstoff

<http://ndla.no/en/node/84587>

1. Which countries do these writers tell us about?
2. Why do the travellers want to write about their travels?
3. How does the writer describe traffic in Dehli?
4. What did the writer want to look for in Peru?
5. What happened to the writer who lived with a medicine man in the Indonesian jungle?
6. Why does the last writer mention Indiana Jones?

Writing

Write a few paragraphs describing a place you have visited. Remember to describe, sounds, smells, colours and atmosphere.

Use adjectives and adverbs to add nuances to your description. Do not focus on describing the whole place or as much as possible. You should rather dive into details and search for the characteristic details.

Write an essay about the benefits of travelling, where you also include some advice about how to be prepared for unexpected situations.

Discussion

1. What characterizes a good travel writer?
2. Which sacrifices does he/she have to make?
3. What are the advantages of being a travel writer?
4. Could you have become a good travel writer? Why/why not?

Literary Tools

Literary Analysis

How to Analyze Poetry

Forfatter: Carol Dwankowski, Catharine Ruud, Celia Suzanna Sandor

[How to Analyze Poetry \(14814\)](#)

Poetry is a form of expression. The poet uses his/her own personal and private language which leaves poetry open to different interpretations. Although the poet may have had one specific idea or purpose in mind, the reader's response may be completely different. Nevertheless, this does not mean that you may interpret poetry any way you wish. All interpretations must be supported by direct reference to the text. As with any type of literary analysis, you need a basic knowledge of the elements of poetry. The following guide and questions will help you.

- Read the poem in its entirety to get a general impression.
- What is the poem about?
- What is the title of the poem?
- Who is speaker or narrative voice of the poem
- To whom is the speaker speaking?
- What is the purpose of the poem: to describe, amuse, entertain, narrate, inform, express grief, celebrate or commemorate?
- What is the tone of the poem? Sad, happy, melancholy, bitter?



For a more detailed study of poetry click here

Poetry

- [Language](#)
- [Rhythm \(advanced\)](#)
- [Sound](#)
- [Themes](#)

How to Work with Poetry (easy)

Forfatter: Eli M. Huseby

[How to Work with Poetry \(easy\) \(60838\)](#)

*To love is painful
That is true
And not to love is painful, too
But still it is the greatest pain
To love and not be loved again*

Most people would say that this is a poem. Why is that?

It is often easy to see that you are dealing with poetry if:

- it has a special form (layout)
- it has rhyme
- it has rhythm
- it is a relatively short text
- the language is economic, i.e. there are not used too many words to express what is on the poet's mind
- the words that are used often contain images and raise certain feelings, either positive or negative.

Point out which elements that you find in the poem above. Does it have a special layout? What about rhyme and rhythm? Is it short, and is the language economic? Are there any words that might be an image or carry positive or negative meanings?



Poetry

The form is often referred to as the layout of the poem; i.e. the way the text is presented on the page.

Take a nursery rhyme for instance:

*The itsy bitsy spider
climbed up the water spout.
Down came the rain
and washed the spider out.
Out came the sun
and dried up all the rain.
And the itsy bitsy spider
went up the spout again!*

Do you recognize this from your childhood? Note how the text looks on the page. This nursery rhyme only contains one stanza. How many lines (verses) does it contain?
Traditional poetry often looks like this.

Rhyme: A lot of poems contain rhyme. However, there are different ways of rhyming. In the nursery rhyme above, you'll discover a few examples of end rhyme (spout-out, and if we pronounce rain – again in a certain way, they might rhyme, too).

In Tupac Shakur's "If I Die 2Nite" there is another type of rhyme:

Picturin pitiful punk niggaz coppin pleas

How does this rhyme? Look at all the words starting with a P. What do you think Tupac wanted to tell us by starting 4 words in one line with a P? It might be a good idea to take a closer look at the words and their meaning perhaps? But we're coming to that...For now you can just note that this type of rhyming is known as **alliteration**.

Rhythm: Of course, all words contain rhythm. Take your name for instance; you may clap to indicate how many syllables it contains. For Sam it is sufficient with one clap, one more for Tupac and three for Juliet. Poetry has much in common with music, and as in music, the rhyme scheme is often very deliberate, and it is used to convey meaning. In this way the poem can create feelings and mood. Just think how rap music, with its specific rhythm, is used as a form of expression.

Images: The words used in poetry often contain images (pictures) to stir our feelings. In Sonnet 18 by William Shakespeare the first line starts with:

Shall I compare thee to a summer's day? (Should I compare you to a summer's day?)

Most people have very positive feelings when it comes to summer. Obviously, if we can compare a person to a summer's day, a lot of positive things could be said about that person. In this case, "summer's day" is an image (or a **metaphor**) that might describe the person, and it says a lot more than plainly stating that the person is very nice. There are images that have even more fixed meanings. They are called symbols. After Lady Diana's death in 1997, Elton John wrote the song: *Goodbye, England's Rose*. A rose is symbol of love and beauty.

If you are asked to analyze a poem, this might be a good way to start:

- Read the whole poem to get a general impression.
- What is the poem about?
- What is the title of the poem?
- Who is the speaker of the poem? (I, he, she, it?)
- To whom is the speaker speaking? Is the poem addressing someone?
- Finally look at layout, rhyme, rhythm and images to see if there are any hidden meanings.

Literary Animations

Poetry Vocabulary List (text)

Forfatter: Eli M. Huseby

[Poetry Vocabulary List \(15277\)](#)

What is Poetry?

Poetry is a compressed form of literature containing words with different layers of meaning. In order to stir emotions various literary devices are used. It may be traditional (with fixed rhyme and rhythm schemes and grammar and syntax) or modern (experimenting with new devices). A poem usually consists of a stanza that is composed of at least one line (verse).

Look at this example from Seamus Heaney's poem "Digging" from 1966:

"Between my finger and my thumb
The squat pen rests; as snug as a gun." (one stanza, two lines)

Sound

Assonance: a repetition of one particular vowel/sound or group of vowels/sounds.

Here is an example from a rap song called "Hold Ya Head" by Tupac Shakur:

"Expose foes, with my hocus pocus flows/They froze/Now suckas idealize my chosen blows" **Alliteration:** a repetition of one particular consonant/sound.

Let's look at a line from Robert Burn's old love poem from 1794: "O, my Luve's like a red, red rose.." **Onomatopoeia:** when sounds are imitated.

Take a look at these lines from Alfred Tennyson's poem "Come down, O Maid": "The moan of doves in immemorial elms,/And murmuring of innumerable bees." **Rhyme:** when similar sounds are repeated in different words. There are many types of rhymes.

Look at these examples of the most common rhyme schemes:

From a nursery rhyme (*end rhyme*)

Rain rain go away,
Come again another day.
Little Johnny wants to play...

Study the three opening lines from Robert Frost's poem The Road Not Taken from 1915
(cross rhyme)

"Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood"

Rhythm: Rhythm is found in all speech. If you clap your name, you'll discover how many syllables it contains. The name "Eminem" contains 3 claps. The American poet Ron Padgett compares rhythm in writing to the beat in music.

Figures of Speech

1. **Similes:** comparisons often containing the explicit words "like" or "as". A further look on Robert Burn's poem (above) reveals an extensive use of similes:

"O, my Luve's like a red, red rose,
That's newly sprung in June.
O, my Luve's like a melodie
That's sweetly play'd in tune."

2. **Metaphors:** do NOT contain explicit comparison words, but are still comparisons. In poetry pictures are painted with word art. In his poem "Democracy" from 1949 Langston Hughes compares freedom with a seed.

"Freedom
Is a strong seed
Planted
In a great need."

3. **Symbols:** Whereas metaphors and similes are used to make comparisons, symbols are used to represent qualities and values, or they are something in themselves. Objects that are loaded with meanings are crosses, rings and hearts. What do you associate with a tiger? Take a look at this stanza from "The Tyger" by William Blake (1794):

"Tyger! Tyger! burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry?"

4. **Allusions:** a literary device that makes a reference to or represents an event, a myth, a place, a famous person or literary or religious texts or art. The artist leaves it to the reader to make the connection. In the lyrics of his song "I Can" Nasir Jones makes an allusion to a famous person/event:
"You can host the TV like Oprah Winfrey"
5. **Repetition:** is used to emphasise something essential. You may study the "I Can" lyrics further: "I know I can, (I know I can), Be what I wanna be (be what I wanna be), if I work hard at it (if I work hard at it), I'll be where I wanna be (I'll be where I wanna be)"
6. **Personification** – is a kind of metaphor (look above) that attributes human abilities and qualities to inanimate objects or abstractions. This is an example from Emily Dickinson's poem "The Train":

"I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks;"

Diction

The choice of words according to the tone and mood of the poem. The poet has to consider the word's denotation (the literal meaning of the word) and its connotation (the feeling, thoughts and ideas aroused by the word).

Theme

What a poem basically is about or the statement the poem or the poet makes about a certain subject.

A Collection of Literary Animations

Forfatter: Knut Inge Skifjeld

[A Collection of Literary Animations \(87954\)](#)



Alliteration / flashnode

<http://ndla.no/en/node/57637>



Character and Characterization / flashnode

<http://ndla.no/en/node/57639>



Climax and Turning Point / flashnode

<http://ndla.no/en/node/57640>



Conflict / flashnode

<http://ndla.no/en/node/57641>



Metaphor and Simile / flashnode

<http://ndla.no/en/node/57717>



Novel / flashnode

<http://ndla.no/en/node/57642>



Plot / flashnode

<http://ndla.no/en/node/57716>



Poetry / flashnode

<http://ndla.no/en/node/57643>



Point of View / flashnode

<http://ndla.no/en/node/57718>



Protagonist / flashnode

<http://ndla.no/en/node/57644>



Setting / flashnode

<http://ndla.no/en/node/57645>



Symbols / flashnode
<http://ndla.no/en/node/57646>



Theme / flashnode
<http://ndla.no/en/node/57647>

Authors at a Glance

Presentation of Authors

Interview with Sherman Alexie

Forfatter: Åse Elin Langeland

[Interview with Sherman Alexie \(28240\)](#)

The award winning author Sherman Alexie is famous for his screenplays, novels and short stories about being Indian in the U.S.A. today. In this interview he tells about his health problem as a child, life on the reservation, how alcoholism touched his family and the decision that would change his life forever: Leaving the reservation. Why do you think he had to leave?

Listen to the interview. (26:30 minutes). Take notes while you listen.



Interview with Sherman Alexie / fagstoff

<http://ndla.no/en/node/28240>

Tasks and Activities

Comprehension

1. What is the title of the young adult book they are discussing, and what is it about?
2. What does Alexie say about life on the reservation?
3. Explain why Alexie's choice to leave the reservation at 14 was so crucial.
4. What does Alexie say about tribal schools as compared to white schools?
5. Why was he called a red apple and bullied?
6. Why does he claim that the notion of success is white?
7. Explain his views on Indians and alcoholism.

Fill in the Missing Words

college, transferred, destined, doctor, government, retardation, Spokane, decision, poetry, experiences, draws, water, randomly, alcoholics, brain

Sherman Alexie grew up on the _____ Indian Reservation in Welipint, Washington. He was born with _____ on the brain, and had _____ surgery when he was six months of age. However, he survived the surgery without mental _____. According to Alexie he lived a fairly typical rez life. His mother and father were _____. They were _____ employed, mostly poor, growing up in _____ housing. At 14 he made the decision to leave the rez to go to a nearby high school. He knew that he had to leave if he wanted to go to _____, and at this time he wanted to be a _____. Alexie went to Gonzaga University, but _____ to Washington State University from which he graduated. Soon afterwards he published his first book of _____. Much of his writing _____ on his _____ as a modern Native American. His novel, *The Absolutely True Diary of a Part-Time Indian*, is the story of Arnold Spirit Junior, but also Alexie's story about his _____ to break away from the life he was _____ to live on the reservation.

Sherman Alexie grew up on the Spokane Indian Reservation in Welipint, Washington. He was born with water on the brain, and had brain surgery when he was six months of age. However, he survived the surgery without mental retardation. According to Alexie he lived a fairly typical rez life. His mother and father were alcoholics . They were randomly employed, mostly poor, growing up in government housing. At 14 he made the decision to leave the rez to go to a nearby high school. He knew that he had to leave if he wanted to go to college, and at this time he wanted to be a doctor. Alexie went to Gonzaga University, but transferred to Washington State University from which he graduated. Soon afterwards he published his first book of poetry. Much of his writing draws on his experiences as a modern Native American. His novel, *The Absolutely True Diary of a Part-Time Indian*, is the story of Arnold Spirit Junior, but also Alexie's story about his decision to break away from the life he was destined to live on the reservation.

Vocabulary

Look up these words in a dictionary: *validation, tribe, essence, sibling, fictionalize, bully, target, maiden name, pediatrician, ostracize, diarrhea, adult, epidemic, denial, sobriety, crucial, intoxicated*. You can practise the words by making a [Quizlet](#) or a [mytask.no](#)

Discuss

You might want to use the [The Ribbon Game](#) to carry out the discussion

1. Everyone feels like an outsider
2. The notion of success is white
3. The magic and the beauty of the reservation
4. He is a Part-Time Indian
5. Alcoholism is an issue on the reservation
6. To leave the reservation is necessary in order to succeed

Further Reading

[The Absolute True Diary of a Part-Time Indian](#) (novel by Sherman Alexie)

[Native Americans - Current Situation](#)

Alice Munro

Forfatter: Anne Scott Hagen
[Alice Munro \(128415\)](#)



Canadian author, Alice Munro, is a master of the short story. She won the Nobel Prize in Literature 2013 as the first Canadian.

Alice Munro is a Canadian short story writer born in Wingham, Ontario, Canada in 1931. She has won Canada's Governor General's Award for fiction several times, the Man Booker International Prize in 2009 and the Nobel Prize in Literature in 2013 – the first Canadian and only the 13th woman to do so. She has been hailed as a master of the short story.



The setting of her stories is Huron County in Ontario, a rural, agricultural area on the banks of Lake Huron. She writes about everyday human hardships and dilemmas with which her readers easily identify.

She has had 14 collections of short stories published. Her first collection "Dance of the Happy Shades" was published in 1968 and the latest one "Dear Life" in 2012. "The View from Castle Rock" from 2006 is inspired by her family's Scottish ancestry.

Read one of her short stories: [Red Dress](#) (dramatization)

You can read 17 of her short stories free online (some require free sign up): [Alice Munro - Short Stories](#)

Further Information

[Alice Munro - Wikipedia](#)

[Alice Munro - Guardian Article, October 2013](#)

[About Alice Munro - from The Star, October 23, 2013](#)

[Alice Munro - Where She Found Her Stories](#)

Doris Lessing

Forfatter: Anne Scott Hagen

[Doris Lessing \(129384\)](#)

Doris Lessing comes fifth in The Times list of the 50 greatest British writers since 1945.

The British author, Doris Lessing, was born in Iran to British parents on 22 October 1919 and died 17 November 2013. Her family moved to the former colony of Southern Rhodesia, today's Zimbabwe, when Doris was six years old, and she grew up in Africa. After two failed marriages, she moved to London, England in 1949.



Doris Lessing

Her novels and short stories cover a wide range of themes, such as communism, social issues, feminism and psychology: "They ranged from the problems of post-colonial Africa to the politics of nuclear power, the emergence of a new woman's voice and the spiritual dimensions of 20th century civilization." (*The Guardian*, Sunday 17 November 2013) She won the Nobel Prize for Literature in 2007.

You can read more about Doris Lessing and listen to some interviews she gave to *The Guardian* at the following links:

[The Guardian Books - Doris Lessing](#)

[Doris Lessing, Five Best Novels](#)

Here are links to two of her short stories:

["No Witchcraft for Sale" by Doris Lessing](#)

["Through the Tunnel" by Doris Lessing](#)

How To

Writing - Workshop

Various Genres

How to Interview the Man on the Street

Forfatter: Knut Inge Skifjeld

[Vox Pop - Interviews \(Man On the Street\) \(47317\)](#)

The idea of doing such a spontaneous and quick interview, is to compare the views of many people on a particular topic. The topic may be of a general character or a more specific one. The answers are short and often with a humorous touch, though that, of course, would depend on the topic.

Examples:

1. Are you fed up with all the snow this winter? (general)
2. Will Scotland vote for independence? (specific)

Here is a link to a BBC resource on how to do a "vox pop" interview. [Radio news tips](#) (click on "recording vox pop" in the menu). You may also search the net for "example of vox pop" or "man on the street interview" to listen to a few..

Try It Yourself

Interviewing the man on the street

Write down a suitable question. Then ask five people to comment. Use your mobile phone to record it. A suitable question is one that is not embarrassing and that can be answered in a few sentences.



Vox Pop - Interviews

Examples:

- Where do you like to go for holidays?
- What is your favourite time of the year?
- What are you doing to save the environment?

Afterwards, compare results with your classmates and discuss the questions below.

Questions

1. What are the tricky parts of making these interviews?
2. Was it hard to come up with follow-up questions?
3. Did you manage not to start laughing?
4. Did you get any funny answers?
5. Is this type of 'man on the street' journalism good for anything or is it just a waste of time?

Now that you have learned a lot from discussing your interviews, you just have to - DO IT AGAIN!

How to Report Crime

Forfatter: Knut Inge Skifjeld
[Crime Reporter/Journalist \(19526\)](#)

Write a newspaper article or a news script for TV based on the news video further down. If you go for the news script you should read your script in front of a group afterwards.

Here is a guide to writing news:



News Article / flashnode
<http://ndla.no/en/node/91485>

Suggested length:

- Article: 400 words
- News script: 200 words



Bus Shooting / video
<http://ndla.no/en/node/19531>

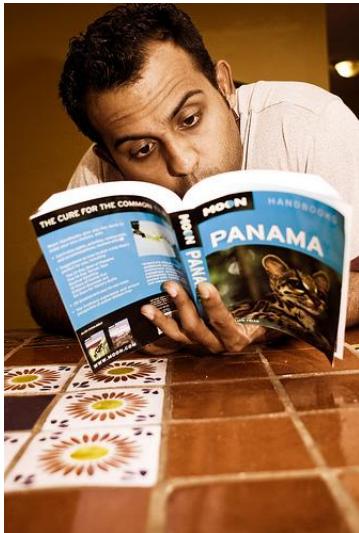
How to Write a Book Report

Forfatter: Carol Dwankowski, Celia Suzanna Sandor, Catharine Ruud

[How to Write a Book Report: Pre-Writing Advice \(13272\)](#)

Characteristics

A book report summarizes the contents and structure of a fictional or non-fictional book. Like any report it is objective, requiring facts and analysis. What makes it different from other reports is that teachers or instructors may require subjective opinions or impressions in the conclusion.



Pre-Writing Activities

Choose your book

If you have not been assigned a book, carefully choose one from fiction or non-fiction that interests you. Things to take into consideration could be the author and/or his or her nationality, the genre, specific themes, etc.

Reading

Research your book

A quick glance on online summaries may help you choose a book you would like to read.

As with any report, always write down your sources and URLs when collecting information. You may be asked to give some background about the author, the time the book was written in, or the genre.

Continue with the task in the relate menu.

How to Write a CV

Forfatter: Carol Dwankowski

[How to Write a CV \(19567\)](#)

Characteristics

A Curriculum Vitae is a short, structured summary of your background, personal traits, education, work experience, skills and references.

See below for plain text version to copy into you text editor.



How to Write a CV / flashnode

<http://ndla.no/en/node/44866>

Plain text

Contact Information

- First and Last names
- Address
- Country
- Telephone
- Mobile
- Email address
- Date of Birth
- British English – date/month/year – 21 June 1991
- American English – month/date/year – June 21st 1991

Marital Status

- Married
- Single

Nationality

Norwegian, British, American etc.

Education

Should include schools attended and any awards or honors you have received.

Work Experience

Should include your work history, such as:

- a list of the jobs you have had
- the names of the companies or organizations you worked for
- dates of employment
- responsibilities
- any extra positions or volunteer work

Skills

Skills may include your skills and abilities related to the position you are applying to, such as:

- languages

- computer skills
- people skills
- creative skills
- personal skills

Interests

Some companies like a description of your hobbies and interests to get an idea of the type of person you are.

References

Includes the names and titles of previous employers as well as their contact information.

[Example of a CV](#)

Suggested Further Activity

[How to Write a Job Application](#)

How to Write a Formal Letter

Forfatter: Carol Dwankowski, Amendor, Knut Inge Skifjeld

[How to Write a Formal Letter \(7954\)](#)

Characteristics: A formal letter should be short, straightforward and polite. The vocabulary should also be formal and sophisticated.

A formal style is used when you apply for a job, request information or do business.



Formal Letter / flashnode

<http://ndla.no/en/node/7955>

Suggested Further Activity

[Details on How to Write a Formal Letter](#)

[How to Write a Job Application](#)

How to Write a Job Application

Forfatter: Carol Dwankowski, Amendor, Knut Inge Skifjeld
[How to Write a Job Application \(21016\)](#)

Characteristics: A job application should be short, straightforward and polite. The vocabulary should also be formal and sophisticated.



Job Application 2 / flashnode

<http://ndla.no/en/node/21015>

Suggested Further Activity

[How to Write a CV](#)

How to Write a Letter to the Editor

Forfatter: Anne Scott Hagen, Knut Inge Skifjeld

[How to Write a Letter to the Editor \(19959\)](#)

When you have something on your mind and you want to bring it into a public forum, you may write a Letter to the Editor (leserbrev).

A Letter to the Editor has no fixed structure. It may be long or short, angry or balanced and reflective. What they all have in common though is that they express a personal opinion on a matter, preferably something that is currently being debated.

The text should start with the phrase, Dear editor, and have your signature. Some people prefer to use a pseudonym or a nickname.



Letter to the Editor

It is not considered very polite to attack other people in such a text. You should comment on an issue not a person and use polite language. Neither is it a good idea to appear too sure of yourself nor to be arrogant. Remember that in addition to what you actually say, the reader will also take into consideration how you express yourself.

Often, a Letter to the Editor is triggered by a particular political debate or events that affect a lot of people, locally or nationally.

Unlike essays and articles, which are mostly written by professional writers, Letters to the Editor are written by ordinary people. Therefore, Letters to the Editor are important indicators of what people are concerned about. It is, therefore, also an important part of our democracy.



Letter to the Editor / flashnode

<http://ndla.no/en/node/91484>

Here you find examples of Letters to the Editor: [10 Letters to the Editor](#)

How to Write a Newspaper Article

Forfatter: Knut Inge Skifjeld

[How to Write a Newspaper Article \(20471\)](#)

Writing a newspaper article is different from writing an essay or a report.

- A news article is fresh – dealing with an event that has recently occurred.
- It describes the events objectively, using photos, verbal descriptions, eyewitness accounts and statements from those involved.
- The writer/journalist refers to what others say, but does not share his own opinion.
- The writer/journalist starts with the important or sensational news first and then adds elements of decreasing importance.

When you read a novel or a poem, you take your time and enjoy the language used. Maybe the text is beautifully written or thought-provoking. There is a process of exploration and sensing going on between the text and the reader. The reader may even read the text over and over again. Not so with a news article. A news article must be precise and clear. There is no room for irony, subtleness or elaborated language. It brings the news to the reader unbiased, broadly covered and fast. Journalists are often faced with tough choices as to what to focus on in an article and who to interview. There is not room for every angle of an issue in one text. You have to be selective, and to select means to give someone or something attention. You have to decide what to leave out. This is always a tough challenge for a journalist.

However, it is easy to write a news article if you cover a simple chain of events that no-one disputes. You just refer to **what, when, where, who, how and why**. Can you spot these various pieces of information below?

A 17 year-old girl broke her arm playing handball Monday evening at 8 P.M. The incident occurred as she collided with a fellow player heading back to defend her goal. This was the final match of the Billham handball cup.

- (WHO) A 17 year-old girl
- (WHAT) broke her arm
- (HOW) playing handball
- (WHEN) Monday evening at 8 P.M The incident occurred as
- (WHY) she collided with a fellow player heading back to defend her goal. This was the final match of the
- (WHERE) Billham handball cup.

Having said that it is easy to write a news article, we have to add that it will all depend on what you cover. Drawing a line is not difficult, painting a horse is. The complexity of various pieces of news to cover may vary just as much - from a small injury to an international conference about a disputed topic - like how to fight terrorism.

The challenge is to use words that precisely describe what took place, and to let various involved governments and organizations come with a statement to air their views and concerns. As a journalist, you are obliged to get an unbiased and nuanced coverage of the events. However, in some cases we don't agree about what has actually happened, and there is a limit as to how many statements we can add to an article. Therefore, journalists are sometimes criticized for not covering an issue in a fair manner.

We will stick with simple news scenarios in the following, but nevertheless, keep in mind always to use a precise, objective language when you write news articles.



Handball

1 Write a newspaper article about the following incident: A car has slid off the road, leaving a boy in the backseat slightly injured. Make up the rest of the details and get a statement from a police officer at the scene.

2 Arrange a press conference where the headmaster of your school announces that the school will introduce school uniforms from next year on. (A teacher or a student has to play this part and prepare some facts on the matter - like type of uniform, pricing, disciplinary actions etc. The rest of the class are journalists and may ask questions.)

Following the press conference, all the students write a news article on the topic. Add pictures from the Internet, and format the text like in a real newspaper by using columns, bold text, large heading etc.

Before you arrange this press conference, you may want to watch this video as well as discuss the topic of school uniforms in class.



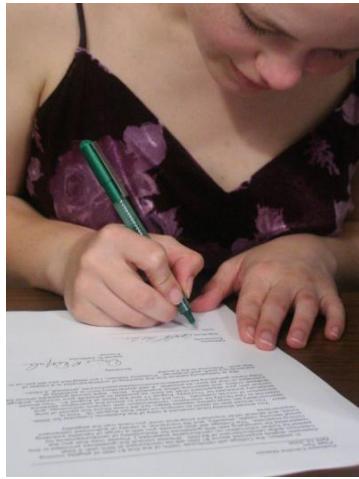
School Uniforms / video
<http://ndla.no/en/node/19880>

How to Write a Report

Forfatter: Amendor, Carol Dwankowski, Knut Inge Skifjeld
[How to Write a Report \(19570\)](#)

Characteristics

A report is a structured, well organized document which defines and analyzes a topic in depth. It is always written with a specific purpose in mind. While an essay may deal with a number of topics such as: academic, literary or personal experience where a subjective point of view is required, a report is always objective and factual. Personal feelings and overly descriptive or emotional words are to be avoided.



Choose Your topic

If the topic of your report is not already assigned for you, choose a topic that interests you and one that you can understand. When writing a report, it always helps to know your audience. This will help you determine vocabulary, what details to use and what to emphasize.

Research Your Topic

As with an essay, always record your sources and URLs. Collect information and data by using the library, encyclopedia, or online academic data bases when researching your topic for central ideas. Jot down information and quotes. Keep your topic question in mind.

Plagiarism

Mariam-Webster Collegiate Online Dictionary defines plagiarism as “*to steal and pass off (the ideas or words of another) as one’s own : use (another’s production) without crediting the source*”.

Copying short texts or passages from an online source with the Ctrl+C function in Word and pasting them into your written text by your (Ctrl+V) function should always be avoided. It is much better to give credit to the writers of the sources you have used. Your readers may also benefit by using them at a later time. Quotations, for example, consist of exact words taken from a source and must be enclosed in quotation marks (“...”).

Analyze

Search for and always evaluate the evidence to support your information. Be critical.

The Thesis

The thesis is your topic idea or objective you want to report on. The thesis should be included both in the introduction to your report and its conclusion. Be clear and specific.

Brainstorming

With your topic question in mind, write down all your ideas on a sheet of paper. Ask yourself the following questions:

- What is the main problem?
- What do I want to prove?
- Does the evidence support the information?
- Is the evidence biased (ensidig)?

The Writing Process

Outline your Report

Outline your report by using your main ideas from your brainstorming sheet. Make a mind map to visualize what you want to say. Present your information in a logical order: main ideas come first, then the evidence. A report is usually broken up into sections. Use numbers 1,2,3, etc for each Heading (main idea) in each section and 1.1, 1.2, 1.3 etc. for Sub-headings. Cut out any irrelevant information.

Title Page

Includes the following:

- Title of Report
- Name/s of Writer/s
- Name of teacher or person you are submitting the report to
- Date of submission

Introduction

The introduction introduces the main topic or thesis of your report. It should also explain the purpose of your report and your reasons for writing it. The questions asked in an introduction not only define a problem, but may make up the basic structure of a report. As with essay writing, the main thesis or topic in your introduction should be summed up in your conclusion. Be very clear and specific.

Main Body

The main body makes up the substance of the report. It is here you present your findings or information. It may be a problematic situation, a sequence of events, historical background, trends etc.. Use supportive evidence such as factual data, tables, graphs, diagrams or charts to support your findings. Begin each section with the main heading from your outline. Each section should focus on one central idea.

Unlike an essay which is subjective, the main body of a report needs analysis and a critical approach. Once you have presented your findings, you need to be able to discuss, analyze and interpret your results. Always try to present a balanced view. For example, in a report on File Sharing, both arguments such as consumers who download music without paying a copyright fee, as well as groups like the RIAA (Recording Industry Association of America) would be entered into the report.

Conclusion and Recommendations

A conclusion is a summary paragraph which summarizes the main points in your report. It should recapitulate your introduction in an original way and restate the basic thesis of your report. The summary of a report should draw conclusions and answer questions raised in the introduction. Recommendations which can give solutions to problems or suggest courses of actions may be included in your conclusion; although, some may prefer to devote an entire section to recommendations.

Notes

Notes include footnotes placed at the bottom of the page or endnotes on a page by themselves after the conclusion. They are used to explain to the reader where you found your information or data. Place 1,2,3,4 in the correct place in your report and use the same number in a place designated at the end of the page or your endnotes.

Bibliography

Is made of a list of all the sources you have used to write the report. Include the following:

- Author's name/ Last Name first in alphabetical order
- Title of book/article/homepage title
- Where published
- Copyright date (most recent)

How to Write an Article

Forfatter: Eli M. Huseby

[How to Write an Article \(98070\)](#)

You are asked to write an article. Exactly what is meant by that? An essay? A newspaper article? A project paper? Here is some general advice.

In your English course you may be asked to write articles about various issues. Furthermore, you might be expected to write an article for an exam.

In these tasks you are specifically asked to

- provide an introduction.
- give a presentation of the issue.
- discuss the issue.
- give a conclusion.
- make a suitable title.



How to Write an Article

Even if there is a great variety of article genres, they have in common that they should be fact-oriented, stick to the point and have a certain degree of formality and objectivity. They usually contain all the elements listed in the frame above. Utdanningsdirektoratet has provided examples of formats for [articles](#) on their web pages.

An article is a piece of writing on a particular subject which is written for publication in a magazine or newspaper. However, when asked to write an article at school or in an exam you are expected to write an essay or paper (in Norwegian, "a stil") unless a particular type of article is specified e.g. a newspaper article . You might find this link useful if you are asked to write this type of article (i.e.paper or essay) [How to Write an Essay](#).

If you are specifically asked to write a newspaper article, we suggest that you use this link



News Article / flashnode
<http://ndla.no/en/node/91485>

If you are asked to write a Letter to the Editor (leserbrev/lesarbrev), we suggest that you use this link:



Letter to the Editor / flashnode

<http://ndla.no/en/node/91484>

This site describes very simply and step-by-step how to go about writing all kinds of articles. It even allows you to submit your article and get feedback. [How to write articles.](#)

When writing articles and papers, you often have to do some research by consulting sources. Remember that your sources should be reliable. Furthermore, you must not forget that you should be as independent as possible of the wording in your source. In order to avoid being a "copycat", you should watch this video on [Plagiarism](#).

If you want to know more about citing of sources, check this site (explanation in Norwegian) [Kildebruk](#).

How to Write a Five Paragraph Essay

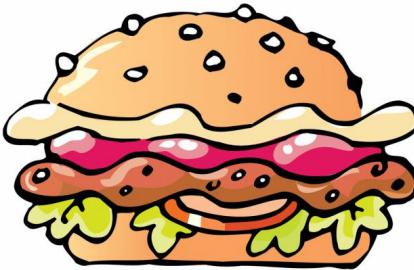
Forfatter: Karin Søvik

[How to Write a Five Paragraph Essay \(99692\)](#)

Many students find it challenging to write a good essay. Often the main challenge is to organize and develop the ideas and arguments in a clear and coherent way. Sometimes a step-by-step description can help students on the way and make essay writing a more manageable task.

Many students find it challenging to write a good essay. Often the main challenge is to organize and develop the ideas and arguments in a clear and coherent way. Sometimes a step-by-step description can help students on the way and make essay writing a more manageable task.

The five paragraph essay is often assigned to students to help them in this process. A good 5-paragraph essay is a lot like a triple-decker burger, and is therefore often called the hamburger essay. It requires a clear introduction and conclusion (the top and bottom bun) that hold the main body of the essay (the burgers) in place.



NTBScandinavia

Before you start writing an essay you need to get organized. Read through the task you are given several times, underlining important words that tell you what you are expected to do. Pay special attention to the verbs in the task you are given (discuss, summarize, give an account of, argue...). Make sure you do what you are asked and answer the whole question, not only parts of it.

Structure

Introduction

The introduction to a text is extremely important. A good introduction should accomplish three things:

- Firstly, it should capture the reader's interest and create a desire to read on and learn more. There are many ways to achieve this. For example, you can start with a good quote from a famous person or a short anecdote. You could also present some interesting statistics, state a startling fact or simply pose a challenging question.
- Secondly, you should inform the reader what the essay is about. In the introduction you should present your approach to the topic or thesis statement (Am. Eng.). The thesis statement is the main idea of the essay expressed in a single sentence. Make sure your thesis statement comes out clearly in your introduction.
- Thirdly, you should inform the reader how you have structured the text. After having read the introduction, the reader should have an idea of how you are planning on taking him through the topic.

Body

The body of the essay consists of three paragraphs (three hamburgers), each limited to one idea that supports your thesis. Each paragraph should have a clear topic sentence; a sentence that presents the main idea of the paragraph. The first paragraph should contain the strongest argument and the most significant examples of the topic, while the third paragraph should introduce the weakest arguments and examples. Include as much explanation and discussion as is necessary to explain the main point of the paragraph. You should try to use details and specific examples to make your ideas clear and convincing.

In order to create a coherent text, you must avoid jumping from one idea to the next. Always remember: one idea per paragraph. A good essay needs good transitions between the different paragraphs. Use the end of one paragraph and/or the beginning of the next to show the relationship between the two ideas. This transition can be built into the topic sentence of the next paragraph, or it can be the concluding sentence of the first.

You can also use linking words to introduce the next paragraph. Examples of linking words are: *in fact, on the whole, furthermore, as a result, simply put, for this reason, similarly, likewise, it follows that, naturally, by comparison, surely, yet, firstly, secondly, thirdly....*

Conclusion

This is your fifth and final paragraph. The conclusion is what the reader reads last and remembers best. Therefore, it is important that it is well written. In the conclusion you should summarize your main points and re-assert your main claim. The conclusion should wrap up all that is said before, without starting off on a new topic. Avoid repeating specific examples.

There are several ways to end an essay. You need to find a way to leave your reader with a sense of closure. The easiest way to do this is simply to repeat the main points of the body of your text in the conclusion. Another way to do it is to answer a question that you posed in the introduction or you could use a quote that sums things up.

A Few Notes Before You Hand in Your Essay

After you have finished, read through your essay with a critical eye. Does your thesis statement in the introduction match the discussion in the main body and the conclusive statements in the final paragraph? It is important that every sentence in your essay supports, proves and reflects your thesis.

You should also remember that a good writer of formal essays:

- Does not use abbreviations or contractions.
- Does not use first person pronouns, such as "I", "me" and "my". It is better to make your statements more general, using "it is commonly believed that", "we tend to think", "scientists argue that"...
- Does not engage in personal stories. Stories about your own life experiences, or the experiences of your friends or families do not belong in academic writing.
- Does not use a language which is too casual, such as sentences that begin with words like "well, sure, now, yes, no...".
- Does not use slang. Words like "gonna" and "wanna" are not accepted in formal essays.
- Does not start sentences with conjunctions: "but, and, or, because...".
- Uses [Linking Words](#). This creates better logic and coherence in your text.

See also [Argument Essay](#), [How to Write an Essay](#) and [How to Write Articles](#).

Task

Below we have structured three short essays for you and given you the topic sentences for each paragraph. Choose one of them and write it as a full text. Add facts and reflections under each paragraph. Make sure there are good transitions between the paragraphs.

- 1) Introduction: The importance of learning English
- 2) Living in a multicultural world
- 3) International job market
- 4) A better travelling experience
- 5) Conclusion

- 1) Introduction: The importance of a good education
- 2) Competitive working market
- 3) Independence
- 4) Personal growth
- 5) Conclusion

- 1) Introduction: Living in a digital world
- 2) Important in working life
- 3) Important in communication
- 4) Part of our everyday lives
- 5) Conclusion

(Source: The Hamburger concept comes from: [Sparknotes - Essay Writing](#))

How to Use, Evaluate and Cite Sources of Information

Forfatter: Anne Scott Hagen, Hanne Nesset

[Use, Evaluate and Cite Sources of Information \(130829\)](#)



Using information sources correctly is a necessary skill when asked to prepare a report, write an essay or make a presentation. Books, newspapers, the Internet are all examples of information sources and it is important to be aware of the use and limitations of them. Below you will find a description of how to use, evaluate and cite sources of information, followed by an example of a reference list.



How to Use, Evaluate and Cite Sources of Information / h5p_content

<http://ndla.no/en/node/130853>

Referencing Styles

There are several styles of referencing. At upper secondary school, there are no rules as to which style should be used. What is important is that you stick to ONE style. Below is an example of a reference list.

Example of Reference List

Books

Include:

Author/s, (Publication year) Title: Subtitle, Place published: Publisher

For example:

James, P.D. (2011) Death Comes to Pemberley, London: Faber and Faber Ltd. In text: (James, 2011)

Munro, A. (2012) *Dear Life*, London: Chatto & Windus

In text: (Munro, 2012)

Skifjeld, K., Rodgers, D., Sandor, C., Huseby E., and Løken, K.D. (2007) *Global Paths*, N.W. Damm & Son AS.

In text: (Skifjeld et al. 2007, p. 48)

Website

Include:

Author/s / Organisation, (Year) *Title of article*, Date accessed at: full internet address

For example:

Sparknotes, Literature and Study Guides, (2013) *Pride and Prejudice*, Accessed January 8, 2014 at: <http://www.sparknotes.com/lit/pride/>

In text: (Sparknotes, Literature and Study Guides, 2013)

Journal / Magazine Article

Include:

Author/s of article, (Year) Article title, *Journal title*, volume(issue number), date, page number

For example:

Knowles, L. (2013) New beginnings: Stonehenge, *English Heritage*, October 2013, p. 18.

In text: (Knowles, 2013)

No author:

The Economist, (2013) The East is Grey, volume 408, (8848), August 10th - 16th, p. 17

Newspaper Article

Include:

Author/s of article, (Year) Title of article. *Newspaper title*, date, page number.

For example:

Ackerman, S. and Roberts, D. (2014) NSA phone surveillance deemed illegal, *The Guardian Weekly*, 31 January - 6 February, p. 9.

In text: (Ackerman and Roberts, 2014)

News / Newspaper Article from the Internet

Include:

Author/s of article, (Year) Title of article, *Newspaper title*, Date, Date accessed at: full internet address

For example:

Hurley, D. (2014) Can Reading Make You Smarter?, The Guardian (Culture), 23 January, Accessed 28 January 2014 at:
<http://www.theguardian.com/books/2014/jan/23/can-reading-make-you-smarter> In text: (Hurley, 2014)

Osborne, M. (2013) Death Comes to Pemberley: Darcy takes on murder mystery, BBC: News Entertainment and Arts, 20 December, Accessed January 8, 2014 at:
<http://www.bbc.co.uk/news/entertainment-arts-25262352>

In text: (Osborne, 2013)

Oral Source

DO NOT CITE IN REFERENCE LIST, ONLY IN TEXT.

For example:

In text: C. Gardiner, English Teacher, said in class on 15 January 2014 that English is a Germanic language.

Blog

Include:

Author. (Year) Article title, Blog title, web log post, date, accessed date at: full internet address

For example:

Michaelson, A. (2014) BBC News; Social media transforms the textbook classroom, *Teaching using web tools: Education, Lesson Plans, Technology blog*, web log post, 31 January, Accessed 6 February 2014 at:
<http://annmic.wordpress.com/> In text: (Michaelson 2014)

In text: (Michaelson, 2014)

Digital Photograph

Include:

Photographer/Institution, (Year) Title, Accessed at: internet address

For example:

Dawson, L. (2008) RMIT University students show their collections at Melbourne Spring Fashion Week, Accessed 28 January at:
<http://www.flickr.com/photos/rmit/2965084995/>

Assessment Form for Written Task

Forfatter: Anne Scott Hagen, Jaspreet Gloppe, Åse Elin Langeland

[Assessment Form for Written Task \(123748\)](#)

This form may be used as a basis for assessment of a written article/essay. We have suggested a set of criteria to use in the assessment.

Assessment Form

Name: _____ Grade: _____

Criteria	Grades 5-6 Exceptionally High to Very High Degree of Competence	Grades 3-4 High to Fair Degree of Competence	Grades 2-1 Low to Very Low Degree of Competence	Teacher's Notes
Content -amount and quality of information	-relevant -rich in key ideas -thorough exploration and discussion of the topic with examples -independent and critical use of sources -sources properly referenced both in and at the end of the text	-relevant but fewer ideas -exploration and discussion of the topic should be more thorough/ more examples -adequate use of sources -sources referenced/not properly	-few/some relevant ideas -little exploration and discussion of the topic -uses some/few sources -sources not referenced properly	
Structure -Introduction -Main Part -Conclusion -Cohesion -Flow	-clear, effective and logical construction - excellent/good introduction and conclusion -excellent paragraph structure	-generally clear and logical structure -introduction/conclusion could be better -satisfactory use of paragraphs -generally fluent and cohesive text	-structure poor -introduction/conclusion needs improvement -paragraph structure needs improvement -some textual cohesion, but limited use of linking words	

	<p>-good cohesion and flow in text with smooth transitions</p> <p>-fulfills the criteria for the specified genre</p>	<p>-satisfactorily fulfills the required criteria for the specified genre</p> <p>-partly fulfills the required criteria for the specified genre</p>	
Language -Vocabulary -Style -Grammar	<p>genre vocabulary is varied, extensive, precise and nuanced</p> <p>-style correct and idiomatic</p> <p>-sentence structure good and varied</p> <p>-no/very few grammar and usage errors</p>	<p>vocabulary is good / satisfactory and range of vocabulary</p> <p>-style is correct and correct</p> <p>-sentence structure has some / little variation</p> <p>grammar and usage errors</p>	<p>vocabulary is limited / mixed with Norwegian</p> <p>-style is correct / incorrect</p> <p>-sentences simple /poor structure</p> <p>-many grammar and usage errors but understandable</p>

Presentation

Giving a Presentation

How to Make an Oral Presentation

Forfatter: Carol Dwankowski

[How to Make an Oral Presentation \(12075\)](#)

Choose a Topic

Oral presentations, given before any audience, need preparation. Speaking about a topic that you are enthusiastic about will naturally awaken the interest and curiosity of others. A topic that lends itself to a visual presentation will make your task much easier, for example "Destination California – a Fourteen Day Journey".



California - Beach

Research the Topic

As with any report or presentation, research your topic by using data, statistics and information collected from the library, encyclopedia or online academic databases.

Take notes, and use only relevant information. Be sure to write down your sources, URLs and where you found any quotations. While researching, start thinking of what visual aids you will need and where to get them.

If you want to start out your presentation with a quote, such as: "The world is a book, and those who do not travel, read only one page" (St. Augustine), a good place to look is www.WorldofQuotes.com.

Outline the Topic

Write a rough outline of your presentation. Begin with main headings, and then add details afterwards. Be sure to develop your presentation in a logical manner. The easier a speech or oral presentation is to follow, the more the audience will remember what it is about.

Study an example of an outline: [Outline](#)

Write the Manuscript

Write the manuscript in the form of an essay (see: How to Write an Essay). Besides helping you to remember the progression and facts, it will also give you the self-confidence you need, if anyone should ask questions at the end. Once you have familiarized yourself thoroughly with the contents, make index cards using the headings from your outline. This way you will be forced to avoid reading from a manuscript, which easily becomes monotonous and boring.

Visual Aids

Make your oral presentation more interesting or amusing by using visual aids. We are all stimulated through our senses. Colorful PowerPoint demonstrations (See How to Make a PowerPoint), animations, short videos, pictures, audios can be used to support, demonstrate or emphasize your factual information. A good site to look for images and videos is: www.flickr.com.

A few rules of thumb to follow:

- Avoid reading long sentences from either an overhead or a PowerPoint slide.
- Speak freely, only using your index cards to keep you on track.
- Always check that any text which appears on a screen is readable by the audience.
- Always contrast text and background.
- Do not overload your presentation with visuals - they should underline something in your presentation, and should not overshadow you, the speaker.
- Find the best examples, and choose only those which are relevant to the theme.
- Videos or audios which take longer than a few minutes should not substitute for a lack of factual information.
- There are two schools of thought regarding hand-outs:
 - Do not give out hand-outs too early, because the audiences will read them instead of listening.
 - Distributing hand-outs early helps the audience relax and listen more because they do not have to write everything down.

How to Make a Mini Presentation

Forfatter: Anne Scott Hagen

[How to Make a Mini Presentation \(20558\)](#)

In the English curriculum, communication is one of the main competence aims. A student shall, for example, be able to:

- express him/herself in writing and orally in a varied, differentiated and precise manner, with good progression and coherence
- select and use appropriate writing and speaking strategies that are adapted to a purpose, situation and genre
- produce composite texts using digital media
- select an in-depth study topic within his/her own education programme and present this to the other pupils

The following text suggests points to consider when making a short oral presentation.



How to make a mini presentation / audio

<http://ndla.no/en/node/66108>

Points to remember:

- It is important that your presentation is not too long (5 minutes or less).
- It must be clear, well-organised and easy to follow.
- Decide what is important to include in the presentation, make notes and an outline.
- Do not write a complete text.
- Notes and keywords will help you to remember what you want to say.
- Remember to speak to your audience, establish eye contact. Do not read from a text.
- Practise your presentation in advance.
- Make sure that you finish within the time allowed.
- You can use audio-visual aids, but don't let them dominate the presentation.

Layout:

- Introduction: Introduce yourself and the title of your presentation and give a brief outline.
- Main Part: It is important to organise the information in sections so that it is easy to follow.
- Conclusion: Sum up. Give your opinion if relevant. Thank your audience for listening.
- Sources of information: Remember to give the sources of your information.

How to Make a Visual Presentation

Forfatter: Carol Dwankowski, Knut Inge Skifjeld

[How to Make a Visual Presentation \(19571\)](#)

Characteristics

Today's generation of students are more visual than earlier generations and used to viewing visual media in all its forms. Therefore, it is only natural that speakers and lecturers make use of the visual possibilities PowerPoint or Impress have to offer.

Students and teachers who want to make their presentations available for others can move them directly to a website or one of the learning management systems such as: Fronter or It's Learning. Here are some of the advantages to using PowerPoint or Impress.



Presentation

Use PowerPoint or Impress

- to visually organize your talk and make it easier for the speaker as well as the audience to follow.
- to make your presentation more visually interesting by using colorful fonts, designs, graphics, and multimedia resources: external links, pictures, animations, video and sound.
- to emphasize important points and information.
- to illustrate explanations.
- to reach audiences with various learning styles.
- to keep the audience attentive and focused.

Less is More

One of the most common mistakes when using PowerPoint or Impress is overburdening (tynge ned) the presentation with too many visual elements: pictures, animations etc. It is a good rule of thumb to keep it simple. The rule, "less is more" should be applied to any presentation. Too much information and too many special effects can be confusing for an audience and distract from the main message. Write an outline first. (See [Outline of an Oral Presentation](#)) Never read everything you have to say from a PowerPoint/Impress slide, use bullets.

Know Your Audience

Always be sure you know to whom you will be giving your presentation. A common mistake is using the wrong visuals and audios in front of the wrong group. Giving a presentation in front of a class of teenagers, whom you already know, will be different than giving a talk in front of a group of parents or a special group of working professionals. One should gear the use of multimedia, graphics, design and audios/visuals to the age group. Visual signals may differ from age group to age group. If the talk is supposed to be a serious one based on The Melting of the Ice Caps, you don't want to put in loud flashy fonts and funny graphics and clip-art. Design accordingly!

Principles of Good Design

Consistency

Choose the same color scheme, font size/s, type/s and bullet style on all the slides. Choose one design/layout on the master slide and keep to it. Too many font sizes, colors and types can make your presentation visually confusing where the audience has a hard time figuring out what is most important. Always think of what you want to organize (regular fonts) and what you want to emphasize (Bold, Italics, underline)

Keep it simple and concise

Be sure to limit the amount of information per slide.

- three to five slides with text per major heading
- one main heading per slide
- not more than six to seven words per line
- not more than six to seven lines per slide
- use bullet points under your major headings

Use big fonts

Depending on the room in which you will be giving your presentation, titles could be up to 36 -40 points in size and text 24 points in size. A common mistake is a presentation written in too small a font size where the audience cannot see the words from the back of the room.

Using big letters reduces the space available for graphics. Also remember that elements in your presentation do well with some space around them. Thus you should not use bigger text size than required.

Color contrast

You should always contrast text and background. Either use a light text on a dark background or a dark text on a light background. You may have to take the lighting in the room into consideration. In a bright room, for example, where you cannot close the curtains, use a light background and a dark text. Think visual balance!

Images, graphics and animation

Images , graphics and clip art should always compliment the text. A good idea is to limit the number of pictures, charts or graphs to one per slide. Pictures can easily be grouped together. Don't spread them out on all sides of the text. Be sure that the colors of the images match those of the background. And, of course, adjust the size of the image, graphic or clip art to the slide.

Animation

Remember that "less is more"; however, if you are going to use animation to highlight text, don't abuse it. Your audience may get caught up in a fast moving text transitions and miss the entire point of your message. Choose a transition speed that is easy to follow.

Movies and Sound

Movies and sound to demonstrate or support your information should always be chosen with care. To avoid any risks that an external link to a video or music website might not work on the day you are giving your presentation, it is a good idea to download both movie/video bits as well as sound clips directly to your computer. This way you can easily insert them into your presentation. It is also possible to synchronize sound clip and slide.

Rehearse Beforehand

As the old saying goes, “practice makes perfect” and presenting a presentation is no exception. A common mistake is thinking that quickly clicking through your slides at home the day before your presentation is sufficient preparation. It is necessary to time your presentation and make sure that each technical feature works according to plan. Talk through each slide as if you were giving the presentation. And by all means, make sure that the projector and cables in the room work correctly beforehand!

Tips On Making a Good Speech

Forfatter: Uncommon Knowledge LLP., Knut Inge Skifjeld

[Tips On Making a Good Speech \(19470\)](#)

In 2004, a discussion thread was opened at *uncommonforum.com*, where 'paranoia' asks for tips on making a good speech. He or she is very nervous about an upcoming event. Read at least three of the replies 'paranoia' gets. Interestingly, replies keep coming in several years later, from all over the world. (The entries are not proofread, so there are some mistakes here. We decided to keep it authentic.)

Source: [Uncommon Forum](#)

paranoia

tips for making a good speech?

any tips on how to make a good speech? for example, should i memorize word for word, or allow some improvisation? the right speed to talk? (i tend to speak very fast when i'm nervous)

ideas anyone? thanks!

Click on the user names to read the advice given.

Lots of people are (get) nervous in public speaking -- I have many times.

I believe it is important to review your subject matter thoroughly but total memorization tend to create a one track mind, and should anything pop up (even something as someone coughly loudly) can totally distract you... losing your train of thought.

Talking speed can be difficult to overcome... but a good tip in preparation > record yourself and listen to your own momentum... from the opposite side of the room.

This is good practice to develop the right cadence.

Also performing in a mirror - helps to address the "public" issue (being nervous) as you have a captivative audience in yourself - the mirror traces your every move!

Good luck and welcome to Uncommon Forum! Wink

i'd totally agree with fathom that you shouldn't learn a speech word for word and instead just make bullet points that you can refer to to allow for the uncertain.

i guess breathing steadily helps or doing 7/11 breathing (breathe in counting to 7 and breath out to 11). also allowing yourself to feel comfortable during silences, no matter how long they seem. not always easy i know.

perhaps doing some imagery would help to split you from any unwanted feelings, opening out your focus, so that you can begin to calm down. the classic one is to imagine everyone without anything on. but there are lots of things you can try out. it's quite nice to move your awareness into the centre of your body and imagine some kind of energy flowing outwards embracing everyone.

if you can begin to relax when thinking about doing a speech then that's the first step. prepare and practice, but not too much, because its best to have room for improvisation. when you are able to find a method that allows you to open out your focus it will help you to be more at ease and you'll find you will speak at a more regular pace.

Practise, practise, practise.

I used to be terribly nervous in standing up in front of groups - not very helpful in my days as an instructor. However, looking back over time, I feel that the best thing that ever happened to me was a switch in mindset. Instead of fearing the speeches, I suddenly started to look forward to them. I was still extremely nervous, but with a couple of techniques things really did start to improve. Every time I now give a speech, I really am looking forward to it and hardly feel nervous at all.

The starting point for overcoming my fear was twofold.

1) Don't avoid your audiences gaze. Pick a spot within the audience, speak to it for 5-10 seconds, and if you start to become uncomfortable look at another part of the audience. Under no circumstances look at the floor or the walls, or the ceiling, etc. It's amazing how much more confident you feel making eye contact with your audience and realising that they are listening to what you are saying.

2) As has been said earlier, you shouldn't learn exactly word for word. However, practise in front of the mirror often. Treat yourself as your audience. When I first tried this I actually found it uncomfortable to look at myself when I was speaking, but that soon passed.

Over time, if you stick with it, you really will start to enjoy standing up and having everyone listening attentively to what you are saying.

Good luck!

All the replies above are great. I just want to add some quick tips:

Look at your audience as if they are one person. Talk to them personally. Take 3 seconds segments and talk directly with eyes contact to one person only. It will create a unique experience to everyone: first, that person will feel important since there are 100 people around and you chose him; secondly, other people will tune in to listen even more carefully because someone "was targeted".

People in the audience have some sort of anxiety too, not only you. When you sit in the audience, you wouldn't want the speaker to point at you and ask you strange questions, right? especially if you're in the company of strangers.

Look at them in the eyes. The worst you can do is to gaze over at space as if they're not there. Look at one person for a couple of seconds, then turn and look at another.

Try to engage as many people as you can in the "dialog". You're the only one who's talking, but you can get some "aha" from members of the group. When you ask a question that you want a "yes" answer, nod your head as you finish the question... "so taking notes while you're listening to a lecture is basically a good idea, isn't it (nod)?"... that would engage them in a positive way because they won't have to "expose" themselves to others. They nod, you smile, you move on, they're "safe".

Don't move too much. Move, but not too much. Try to pick a "hot spot" on stage or somewhere in the room, where everyone can feel your presence. I've been in lectures where the speaker "disappeared", the audience lost interest. When you move, always remember to come back to your hot spot. Getting used to your hot spot before speaking would also make your performance better, because you're "at home".

ooh... I should stop... I can go with it for days. Try it, let us know how it worked out for you, and - GOOD LUCK with any kind of speech you do.

Cheers and Happy Holidays,

Shlomo

Go with your style.

Talk slowly. Take pauses.

Don't ramble.

Cut into segments and memorize what you want to say in each segment - not how you are going to say it.

Articulate.

Short phrases.

Don't repeat phrases.

And no errs and ahs!

I think...

-Never memorize word by word. It's really easy to actually make the difference between a "Speech" and a "Recitation". And we won't need a speaker if we needed a "Recitation", we can just get the paper and read it. And people who do so usually gives me an impression that they don't really know what they're talking about, I mean, if it was written: "I'm a pig who will talk to you about how Martians travel...", maybe the speaker will recite it.

-Make a more or less detailed outline of your speech, and know your text well. If you fear you might forget certain details or important elements, write them down in the appropriate spot on your outline, but keep everything simple.

For example:

1-Intro
2-Body
2.1 - Definition of...
2.2 - Statistic of...
3-Transition...

and on and on...

That grants you more flexibility I believe.

-Hands can be very useful. You can actually associate certain passages of your speech to a certain pattern of gestures. That way, it can remind you, as you move your hands, about what to say.

-The speed should be the one when you speak normally. I think you should make yourself sound as natural as possible, to really pull yourself closer to the audience. Once they and you are close, the words are a lot stronger. Speaking fast makes sure nobody understands, speaking slowly is boring. So just go with your natural speed.

-One last thing: Don't give the impression that you're there speaking because we forced you to be, or you're doing it just for the sake of doing it. Reflect your personality in it.

That's all that I have in mind for now...

Hope it can help!

When I first started out, my mentor told me this

"Never let your First Time be Your First Time"

I have hold this true for myself, Before I do any speech or presentation I make sure I have done it at least 10 - 20 times in my mind before. Usually I keep rehearsing in my mind so often, that when I'm on the platform everything goes on autopilot and I can focus more on making eye contact, speech rate, breathing pattern etc.

This doesn't mean I don't get nervous before I give a speech. When I'm on the platform, its like a switch and the moment I see the audience I automatically go into my presenting mode and don't even remember being nervous.

Maybe you should test it out and see what happens.

Don't try to memorise every word of a speech.

I worked on a cruise ship as an assistant cruise director and had to make 'public speeches' all the time (live on stage in front of 500 people, via telecom to the entire ship of 3000 people and also to very small intimate groups on very specific subjects) and I NEVER tried to learn speeches etc 'word for word' why?

1st - It's really boring to listen to someone 'recite' a speech - remember in school assemblies when a head teacher went through his rehearsed speech about school policies etc? BORING !

2nd - If you want people to remember what you are saying you have to be likeable as well as believable...if you are reading off a piece of paper or are trying too hard to remember everything you have to say, you won't be able to 'connect' with your audience.

3rd - You have to be able to adapt your speech to the 'mood of the crowd'. Have you ever seen a comedian who stuck to his 'script' even when it was falling flat...you have to be able to 'read' your audience and then be able to change your wording or even entire speech to make them sit up and listen.

4th - Giving speeches should be fun (or at least not a trial by torture), and who ever found learning 5 pages of 'text' fun? Make bullet points, write a list of things you want to say, things you have to say & then write a list of things you can add-in to make it fun/light hearted.

5th - Getting interupted in the middle of a speech is very common & if you have learnt this speech 'word for word' it can then be very annoying (at best) or totally devastating (at worst) - to try to 'pick up' from where you left off.

The best remedy is to be yourself and deliver with heart.

I have a friend who has a great quote:

"You might as well be yourself, everyone else is taken."

When applied to public speaking, the simple translation is:
The best speakers are those who take the information they want to present, and then "be themselves" in presenting it. This is difficult to do when you are reading word for word. Or when you are delivering a memorized speech.

Think of it this way: if you were going to recommend a restaurant or movie you absolutely love, would you write out what you are going to say, memorize it, and then deliver it word for word? Why not? Is it because it would be devoid of your heart and passion?

The same is true of public speaking. The best speakers deliver in the moment with heart and passion. And this comes across when 1) you know the bullet points of what you want to say; and 2) you deliver it extemporaneously from your heart and your passion.

Everyone refers to Martin Luther King's speech "I Have a Dream" as the quintessential powerful speech. Did you know that he started out with notes, and part-way through abandoned them to "speak from his heart"? It has gone down in history as one of the all-time greatest speeches. He knew in advance the ideas he wanted to get across, and then shortly after starting, surrendered to his own convictions and delivered those same points extemporaneously. WoW!

The only time you want to deliver word-for-word is when you are quoting another's work verbatim, reciting a poem, citing statistics or research, etc.

Other than that, once you've written out your presentation, distill it into bullet form. And you state your message with the listener in mind, i.e., "what's in it for them? (WIIFT) Why should they care?"

Let's use the restaurant review as an example:

- 1) Great location - why is it great?
- 2) Extensive wine list - would my friends want to know this?
- 3) Unusual menu - this appeals to large groups eating out together
- 4) Superb service - makes dining enjoyable for everyone
- 5) fabulous desserts, and then give an example.

You write these 5 points onto an index card or type them on your notes. Then you start at the top of your list, and you deliver each one with the zeal of your heart. Like you are sitting at dinner with a group of old friends relaying this great experience you've just had at a new restaurant.

That is how you be yourself.

It's the absolute best way.

Now, if you have tons and tons of research or statistics/reporting that must accompany your talk, then have it outlined in a handout. Then when it comes to that point in your talk, you need only reference key points and/or summarize the research. Those who love statistics will be all too happy to read further on their own time. Those who don't care so much for statistics will be grateful you didn't bore them to death. And everyone will come away thinking you're a genius and well-grounded for having done your homework on the subject matter.

I hope this helps. If you have more speaking questions, you can visit www.authenticallyspeaking.net

Wishing you speaking success,
Debra

Make a list of the best 5 pieces of advice

Compare with the student next to you

Quotes and word origin

Often, we need quotes or information about the origin of a specific word. Decide on a topic, and find a quote that you like, e.g. *peace*. Also, pick a word, e.g. *garbage* and look up its original meaning.

- [World Of Quotes](#)
- [Etymology Online](#)

Winston Churchill Quotes

Find one quote that you like, and try to say it out through clenched teeth, banging your hand on the table. [Churchill Quotes](#)

Here he is in 'his finest hour':



Tips On Making a Good Speech / fagstoff

<http://ndla.no/en/node/19470>

Oral Presentation

Make a mini-presentation on how to speak in public (about 2 - 3 minutes long) and try to incorporate what you have learned from the texts above.

Barack Obama and Martin Luther King - Great Speakers

Forfatter: Knut Inge Skifjeld

[Barack Obama and Martin Luther King - Great Speakers \(19467\)](#)

Barack Obama's Inauguration Speech

Listen to and watch parts of Barack Obama's inauguration speech. Focus on his oratory skills.



Barack Obama and Martin Luther King - Great Speakers / fagstoff

<http://ndla.no/en/node/19467>

Discussion

- What are your first impressions?
- How does he strike you as a person?
- How does he appeal to the people?
- What words stand out?
- How important is his body language?

Dr. Martin Luther King Jr. at the Lincoln Memorial

On August 28, 1963, Dr. Martin Luther King Jr. told 250,000 supporters at the Lincoln Memorial of his dream of equal rights. King was assassinated less than five years later, but the "I Have a Dream" speech has lived on, expressing an ideal of racial harmony toward which America continues to struggle. Listen to and watch parts of his speech at the Lincoln Memorial. Focus on his oratory skills.



Martin Luther King Speech / video

<http://ndla.no/en/node/19510>

Discussion

- What are your first impressions?
- How does he strike you as a person?
- How does he appeal to the people?
- What words stand out?
- How important is his body language?

Writing

Come up with a title yourself.

1. Write an essay in which you discuss the following proverb:**The tongue of a man is his sword and effective speech is stronger than all fighting.** Make references to the speakers above in your text.
2. How important is it to have people like Martin Luther King to stand up and fight for common causes?
3. Martin Luther King was a pacifist, which means he did not accept the use of violence to reach his goals. His followers were often

subjected to violence. Do you think you would have responded in the same peaceful manner, or would you have fought back using violence?

Presentation

Choose a famous speaker, e.g. one of the two above, and make a Powerpoint/Impress presentation of him/her. Make sure you include why you think he/she is a great speaker. Do not just list facts about their lives, but tell relevant anecdotes and add pictures/audio/video to liven up your presentation.

Other suggested great orators:

- Winston Churchill
- Abraham Lincoln
- Oprah Winfrey
- Hillary Clinton
- Margaret Thatcher
- Nelson Mandela

Research

Sit in pairs. Find your favourite speech and show it to each other. Explain why you like it, and describe the occasion under which it was delivered.

Where to look:

- americanrhetoric.com/top100speechesall.html
- [YouTube.com](https://www.youtube.com) Search for **great speeches**.

Assessment Form for Oral Presentations

Forfatter: Jaspreet Gloppe

[Assessment Form for Oral Presentations \(122194\)](#)

This table is a guideline to use for assessment of oral presentations using visual aids. You may print it out and use it for making notes during the presentation.

Name: _____ Grade: _____

Content: Criteria: Presentation and Discussion of Topic, Length, Sources.			
Teacher's Assessment	Grades 5-6 Exceptionally High to Very High Degree of Competence	Grades 3-4 High to Fair Degree of Competence	Grades 2-1 Low to Very Low Degree of Competence
	Rich in content. Topic thoroughly presented and discussed. Length is approximately within the allotted time frame. Sources referenced properly	Topic satisfactorily presented and discussed Topic presented well, but little or no discussion. Length is too long or too short. Sources referenced but with some errors.	Topic not explored properly Very little relevant content. Length is too short. Sources not referenced properly.
Structure: Criteria: Flow, Transition, Introduction and Conclusion. Use of Linking Words, Cohesion.			
Teacher's Assessment	Grades 5-6 Exceptionally High to Very High Degree of Competence	Grades 3-4 High to Fair Degree of Competence	Grades 2-1 Low to Very Low Degree of Competence
	Excellent/good introduction and conclusion. Excellent/good transition between slides.	Satisfactory introduction and conclusion. Satisfactory transition between slides.	There is some degree of organisation in the presentation.
Language: Criteria: Vocabulary, Grammar and Sentence Construction. Usage and Pronunciation.			
Teacher's Assessment	Grades 5-6 Exceptionally High to Very High Degree of Competence	Grades 3-4 High to Fair Degree of Competence	Grades 2-1 Low to Very Low Degree of Competence
	Varied and concise vocabulary. Few or no language or usage errors. Excellent/good pronunciation skills.	Good/satisfactory range of vocabulary. Some language and usage errors Many basic language and usage errors. Satisfactory pronunciation/ Some errors.	Undeveloped vocabulary mixed with Norwegian. Extensive language and usage errors but manages to convey the basic ideas Communication breaks down many times. Pronunciation needs improvement.
Presentation and Use of Visual Aids: Criteria: Eye Contact, Use of Script, Poise, Delivery, Visual Aids, Digital Tools.			
Teacher's Assessment	Grades 5-6 Exceptionally High to Very High Degree of Competence	Grades 3-4 High to Fair Degree of Competence	Grades 2-1 Low to Very Low Degree of Competence
	Poised, confident, connects with the audience.	Communicates well, has eye contact with the audience.	Speaks too quickly or unclearly.

Speaks clearly and at an acceptable tempo.	Speaks clearly and at an acceptable tempo.	Reads some material from a script/power point but cannot explain the content when asked about the topic.
Speaks using keywords which are placed on the power point or held in hand if PP not used.	Speaks using keywords which are placed on the power point or held in the hand if PP is not used.	Uses digital tools in an acceptable manner.
Uses digital tools in an independent and creative	Uses digital tools in a	

Internet/WebTools

Net-based Tools

How to Make a Film With 3 Scenes

Forfatter: Eli M. Huseby

[How to Make a Film With 3 Scenes \(28422\)](#)

Do you want to direct your own movie? What genre do you prefer – thriller, horror, romance, science fiction, adventure or historical? Do you like action, war, western, comedy or tragedy? It is for you to decide...

Go to [Dvolver moviemaker](#), click on **MovieMaker** and follow the directions given.

1. Select background and sky. (Use the arrows to see all the options.)
2. Select a plot.
3. Select characters. (Use the arrows to see all the options.)
4. Write the characters' lines.
5. Select background music and add a new scene. (Repeat step 1 to 5 two times.)
6. Select the movie title and its design. Provide the director's (your) name.
7. Preview the movie and make revisions if you like.
8. Send it to your e-mail account. You may also choose a recipient to whom you may dedicate your film.



Dvolver

Show the Films and Comment on Them

1. Arrange show time in your class, and show the movies you have just directed.
2. Discuss which genres and subgenres are represented. Which criteria did you use to settle the matter?
3. How are the films organised in scenes? Do you find an introduction, main events and conclusion?
4. What is the basic difference between a short story or novel and a movie?

Film Analysis

Pick one film and give a brief analysis of

1. settings
2. characters and characterisation
3. plot and theme
4. mood
5. message
6. conclusion

How to Use Google Docs? (Free Accounts)

Forfatter: Knut Inge Skifjeld

[How to Use Google Docs \(Free Accounts\) \(47039\)](#)

Have you ever felt frustrated when assigned a group project at school? Did you find it difficult to gather the group's members outside of classroom time? And how about the confusion of many people working on the same document at different times and ending up with countless drafts?

Study and be inspired by this video from YouTube showing the advantages of online sharing. This can definitely come in handy in project work at school and is a useful tool in increasing cooperation within a work-group.

There are other providers of this type of service as well, but *google.docs* is probably the biggest.

Search for: *share online documents* to find relevant suppliers.



How to Use Google Docs (Free Accounts) / fagstoff

<http://ndla.no/en/node/47039>

Research/Project Work

Project Handouts

Working with Projects - Self Evaluation

Forfatter: Christine Varadian Johnsen

[Working with Projects - Self Evaluation \(77572\)](#)

In accordance with curriculum students are expected to:

- to present a major in-depth project on a topic either related to the aims/objectives of the course or another subject within your program area, and
- to provide an **assessment of the process**.

FINAL LOG - PROJECT SELF EVALUATION

Should be completed and handed in soon after your oral presentation. This final log is part of your overall project grade. Check with your teacher for specifics/changes.

Cooperative Learning (those in groups)

1. Was the work evenly divided and did my partner contribute enough/do his/her share?
2. Were there any other problems? Please explain.
3. What have I learned from this experience – will I work together with a partner again or perhaps alone is best?

Independent Learning

(to be completed by ALL students) Reflection: looking back at my own work

1. What do I feel I did well?
2. What could I have done better?
3. Evaluation of entire process: What would I change/ do differently next time when I have a similar project?
4. What are the difficulties encountered during a project? How are they overcome?
5. Did I find the checklists useful? Did I use them?

Goal/Objectives: achieving the goals

1. What did I learn from this project? How can I use this on an exam or in general, in future life?

Self Assessment

What grade would I give myself?

Planning/Reseach/Writing/Revising/Completion of Logs

below average	average	above average
2	3 - 4	5 - 6

Actual Oral Presentation

below average	average	above average
2	3 - 4	5 - 6

Planning the Year

Year Plans

Year Plan (Vg2)

International English - Suggested Year Plan

Forfatter: Anne Scott Hagen, Eli M. Huseby

[International English - Suggested Year Plan \(103161\)](#)

We hope you will find a lot of useful educational resources here. Please, give us feedback if you find that something is missing in the year plan. We do encourage you to add to this plan from your own teaching material and from other sites within NDLA as well as from external sites. To find further information and tips for using NDLA resources click on the Guide menu at the top of this page.

Holidays may vary around the country. Make sure you adjust the plan to your county.

To maintain an overview of the internet sources used and for easy revision, it is important for both students and teachers to make files of all the links to the material used, both from NDLA and other sources. Make sub-files, e.g. literature, grammar, English language, etc.

A lot of our resources may be used throughout the year. Some of those are listed at the beginning of the year plan.

We have listed the main competence aims associated with each topic, but all the subject material includes a variety of oral and written activities which together should cover all the competence aims in the curriculum.

Right-click to open in new window/tab.

Week	Topic and Competence Aims	Node	Title	Comment
All Year		84378 50593 56814 20434 102894	Planning the Year - Useful Online Resources Main Grammar Guide Text Cohesion Grammar - Self-Assessment Animation Library - Grammar, Genre and Style and Literary Animations Film Recommendations	
Week34/35	The English Language - gjøre rede for grunnleggende trekk ved engelsk språkbruk og språkstruktur			

		68497 71853+72724 Menu	Fun Language Facts Global English The History of English in 10 Minutes - link to Why So Much Variety in English? A Whole Series of Short Videos! About English Languages, Dialects, Pidgins and Creoles The Origins of the English Language Singlish (listening)	
Week 36	- gi eksempler på andre varianter av engelsk enn dem som brukes i det angloamerikanske kjerneområdet, og reflektere over deres særpreg	87891 81196+83949 89572	English Spreading Worldwide Short Story Suggestions TOEFL English Language Changes and Difficulties How to Analyze a Short Story Blank map of the English speaking countries	
Week 37	- drøfte et utvalg av litteratur og sakprosa fra tiden etter 1950 og fram til i dag	9168 20459, 3555, 80508 49932 9075	A Cultural Meeting with India India - Powerful, Progressive and Poor Bharti, Indian IT Worker (listening) Related Literature/Film: Shantaram, Slumdog Millionaire on Film Education, Outsourced How to Analyze a Novel	
Week 38	Culture and Communication - drøfte ulike sider ved flerkulturelle samfunn i den engelskspråklige verden	91583 89623 86821 13348 60161, 73881 13288	Communicating Across Cultures - Part 1 Communicating Across Cultures - Part 2 Suggested literature/film: The Coup and Two Kinds (short stories), The Bastard of Istanbul (novel), Babel and Lost in Translation (see Film Recommendations)	
Week 39	- reflektere over hvordan kulturforskjeller og ulike verdisystem kan påvirke kommunikasjon	7934 78489 17693, 9480, 85181	The Seven Wonders of Traveling	
Week 40	- drøfte ulike sider ved flerkulturelle samfunn i den engelskspråklige verden	71087		Mid-term break
Week 41				
Week 42	Media - analysere og vurdere noen engelskspråklige mediers rolle i det internasjonale samfunnet	20458 72382 76189 13850 10649	Media - Creating "Truths" or Revealing Them? Investigating Journalism Suggested literature/film: Shooting Life (short story) Namedropper (short story) The Hunger Games (film)(see Film Recommendations) How to Analyze a Film	
Week 43		92889	Newsworthiness Check "In the News" menu for recent news articles	
Week 44		77012 77013 99692	The World of TV Series - How They Affect Us Reality Series - The Good, the Bad and the Ugly How to Write a Five Paragraph Essay	
Week 45		19536+19584 71332	Social Media - Introduction Suggested films: The Hunger Games, The Social Network (see Film Recommendations) Growing Up with Social Media	
Week 46		53146 70224+70772 69221 76327	How Social Networks Helped Me Can the World be Saved on Facebook? Angry Birds: Is the App Really a Trap?  Spam or Good Email? / amendor_ios_task http://ndla.no/en/node/76327 (interactive task)	
Week 47	Culture - Indigenous People	72123 10649 49019	Film Work: Film Education How to Analyze a Film Avatar - Unique Box Office Success Avatar on Film Education	

	- drøfte ulike sider ved flerkulturelle samfunn i den engelskspråklige verden - analysere og drøfte minst ett lengre litterært verk og en film		Film Work continued: (For more work on indigenous people you can also use the film, Rabbit Proof Fence, Rabbit-Proof Fence Trailer and Rabbit-Proof Fence Worksheet)	
Week 48	Culture and Communication - reflektere over hvordan kulturforskjeller og ulike verdisystem kan påvirke kommunikasjon	81154 77922	Dress Codes Around the World Greeting Etiquette	
Week 49		71097 73881, 71496		
Week 50	- bruke situasjonstilpasset språk i sosiale, faglige og interkulturelle sammenhenger	63372 9075	Trade and Intercultural Communication Suggested films/literature: Outsourced , Lost in Translation (see Film Recommendations), To Sir, With Love (novel).	
Week 51	- drøfte et utvalg av litteratur og sakprosa fra tiden etter 1950 og fram til i dag		Compare short story + film: Auggie Wren's Christmas Story + Smoke How to Analyze a Short Story	
Week 52				Christmas break
Week 1	Project - presentere et større fordypningsarbeid med emne fra internasjonal engelsk eller et annet fag innen eget programområde og vurdere prosessen - bruke digitale hjelpemidler på en selvstendig, kritisk og kreativ måte til innhenting av informasjon, kommunikasjon og presentasjon av eget stoff gjøre rede for og vurdere kildebruk	72906 10275	 How to Organize Project Work - Intro / veiledning http://ndla.no/en/node/72906 with links to more information on working with projects How to Make an Oral Presentation	
Week 2	Project	84890, 84891, 84892	Project work suggestion: Body Beautiful - This Age of Human Enhancement , Forever Young... , Ethical Dilemmas Regarding Human Enhancement	
Week 3			Project work/presentation	
Week 4			Project work/presentation	
Week 5		68429	Hard Rock Cafe - A Cultural Meeting Place (listening)	
Week 6	Literature - drøfte et utvalg av litteratur og sakprosa fra tiden etter 1950 og fram til i dag - analysere og drøfte minst ett lengre litterært verk og en film	13288 61975 60838 87954 94678	Literary work (Select literature from Literature, Film and Music Menu) How to Analyze a Novel How to Analyze a Novel (easy) How to Work with Poetry (easy) A Collection of Literary Animations Working with Novels	
Week 7			Literary work	
Week 8				Mid-term break
Week 9	Study and Work - finne fram til og drøfte internasjonale utdanningstilbud og arbeidsmuligheter	82372 82477 83376 66467	Studying Abroad - Introduction Studying Abroad - Choosing a Place to Study Studying Abroad - Application New York Students, Interview (listening)	
Week 10		66582 83450	Future Jobs and Technologies Landing a Job Abroad	
Week 11		83506 83507 73881	Applying For a Job The Job Interview Film: Outsourced	

	Multiculturalism	89612 89611	'Crash' and Multiculturalism Definitions of Culture	
Week 12	- drøfte ulike sider ved flerkulturelle samfunn i den engelskspråklige verden	48063, 9480	Suggested literature/film: 1964 (short story), Two Kinds (novel), American History X (see Film Recommendations)	
Week 13				Easter break
Week 14		89614 70228 89619	Cultural Diversity on an Individual Level Sports Bridging Cultural Gaps Multiculturalism in Facts and Figures	
	Global Issues			
Week 15	- drøfte noen internasjonale og globale utfordringer	70135 68889	Working with International Conflicts Hangman - International Organizations	
Week 16		5328+5334	Doctors Without Borders	
Week 17		91159 60542 88781	Terrorism - a Violent Alternative 9/11 – A Reminder to Stay Alert Suggested literature/film: Extremely Loud and Incredibly Close Study Guide (film), September 11th - Through the Eyes of Oskar (9) (novel)	
Week 18		71100 95034	A New World Order Poverty in the Midst of Riches	
Week 19		6509 103047 21102	Climate Change and Global Warming The World We Create Suggested literature/film: The Handmaid's Tale (novel excerpt + film)	
Week 20	Revision and Exam	98642 45929	Revision Preparing for the Written Exam Written English Exam	
Week 21			Revision	
Week 22			Revision and Exam	
Week 23				

Planning the Year - Useful Online Resources

Forfatter: Eli M. Huseby, Åse Elin Langeland
[Planning the Year - Useful Online Resources \(84378\)](#)



Below you will find a list and a brief description of online resources that may prove particularly useful in this course in International English. This list of recommended sites is in no way complete. It is suggested that you bookmark the pages and use them as a way to approach various curricular issues. We have chosen **not** to list obvious links such as news sites nor resources attached to readers/text books commonly used in this course.

About the English Language and History

[Ages of English Timeline - BBC](#) On this site you can study a set of interactive animations showing the development of the English language. It also includes audio samples.

[British and American Terms](#) This Oxford Dictionaries' site depicts the differences between British and American spelling and terms. Besides offering writing aids, this site also contains facts about the English language and the history of dictionaries.

British and American English often spell the same word differently, for example:

- labour/labor, enthrall/enthral, or centre/center.

You can find out more about these differences in this link: [British and American spelling](#)

[Timelines of History](#) is a site that offers an alphabetical list of countries and lists main events. It also enables you to make your own timeline.

About News and Curricular Topics

[Breaking News English](#) contains educational material and lesson plans on a variety of topics and world news. Most of the articles are recorded on mp3 files. In the search bar you may type e.g. "outsourcing" or "terrorism" and come up with main articles with suggested activities. The website will enable you to keep a close eye on news and the lessons that are elaborated will improve understanding as well as language skills.

[The English Blog](#) is an excellent resource for class discussions. Every day the blog presents current news by means of a brief video, an explanation of words in the news and a cartoon.

[The Learning Network](#) provides teaching and learning materials and ideas based on New York Times contents. Teachers can use and adapt lessons across subject areas and levels, whereas students can respond to opinion questions, quizzes and other activities.

[Newsy Video](#) offers brief (ab. 2 min.) news videos and transcripts, whereas [CNN Student News](#) is a ten-minute, commercial-free, daily news program for middle and high school students with transcripts and discussion questions.

[NUPI](#), *Norsk utenrikspolitisk institutt* is engaged in research and provides information about curricular topics in our International English course. As a rule most articles and news are submitted in Norwegian. This might be an advantage, since the site requires advanced skills. It is recommended to use the entry *Hvor hender det?* The site also offers quizzes and tasks with useful English-speaking links.

[The United Nations](#) provides information, not only about the organization and its activities, it also gives news updates, statistics and facts and articles on topics relevant to this course. Note also this address to [The UN Refugee Agency](#).

Indian born Anup Shah's website [Global Issues](#) contains many articles and external links that are valuable in this course.

[Library of Congress - Teachers](#) offers material and resources for teachers and students related to many relevant themes (e.g. immigration, Native Americans and advertising).

Cross Cultural Communication and Intercultural Understanding

[Kwintessential](#) is a UK-based free website originally designed for business people and travellers. Among others it contains an alphabetical list of countries with valuable information about etiquettes, language, customs and taboos. It also offers very useful quizzes.

Films

[Film Education](#) is a UK based site that promotes the use of film in education. The site offers an alphabetical list of quality films and suggests ways and activities to work with the various films and the topics raised.

Literature and Writing

Even if it has some annoying pop-up ads, [CliffsNotes](#) is free and it offers study guides and suggests essay questions. You will find an alphabetical list of literary work that is commonly read in this course.

BBC offers great sites regarding how to write and analyse. This site also contains audio clips. [GCSE Bitesize English](#)

Furthermore, BBC offers study guides to prose fiction, short stories and dramas. The site also provides audio clips and videos. Note that many of the literary texts are written before 1950 (it is a requirement in the curriculum for International English that the texts are from after 1950) [GCSE Bitesize Literature](#).

[OWL Perdue Online Writing Lab](#) includes writing resources and instructional material for students. [Writing Thesis Statements](#) provides tips to support students in the writing process. You will find substantial instructions and get valuable help when writing e.g. a report or a thesis.

Grammar, Vocabulary and Pronunciation

[English Grammar Quizzes](#) is a site with lots of articles about grammar and vocabulary and activities on different levels, whereas the [New English File](#), in addition to grammar and vocabulary, also offers pronunciation and writing aids.

The Course in General

[Teaching English Using Web 2.0](#) is a blog by Ann S. Michaelsen (Sandvika vgs). It is updated continuously and contains a lot of useful material on news in general as well as links to good teaching resources. You will also find student blogs here and you may respond to various topics being discussed.

[Nik's Daily English Activities](#) is a blog by Nik Peachey. He presents activities where the students have to use different web tools to improve their English as well as their digital literacy skills. He updates the blog regularly. To find activities he has published earlier, click "activities" in the top bar.

Exams and Assessment

Exams - Written

Preparing for the Written Exam

Forfatter: Eli M. Huseby

[Preparing for the Written Exam \(98642\)](#)

In the preparation for the exam you will be given a topic. For example, in the exam paper of autumn 2010 students were asked to prepare the topic "Social Equality" for the essay part of the examination. How would you prepare this topic?

First and foremost - consider yourself lucky.

1. You are given a topic in advance.
2. The preparation sheet also provides several clues.
3. Unlike other courses in written English you have got one day of preparation.
4. And do not forget - your teacher can give you some guidance (but not teach!)



You may read the preparation part for the Social Equality exam paper here [Forberedelse eksamen engelsk høsten 2010](#) and the assignments here [Eksamensoppgave Engelsk H2010](#) (some contents are left out due to publishing restrictions).

The Topic: Social Equality

So how should you go about preparing this topic?

What is Social Equality?

Look at the preparation sheet. Which clues are given? What approaches are suggested? Social equality is a complex concept and many aspects have been suggested:

- *Wheelchair users still barred from many jobs*
- *Pupils from top private schools still get the best jobs*
- *Not enough working-class students at university*
- *Rich still getting richer, poor stay poor*
- *Garbage collector was refused membership by posh golf club*
- *Glass ceiling still prevents women from reaching top jobs*
- *Name stops family from getting flat*

(Extracted from exam paper, Utdanningsdirektoratet)

Ask yourself what aspects are involved here. Obviously, physical disabilities (wheelchairs), economy (rich vs. poor), social privileges (private school students), class distinctions (working-class students), gender gaps (women) and ethnicity (name) are all present.



exam

Vocabulary

Learn useful words and expressions related to these clues, e.g. by using a dictionary.

physical disabilities= fysiske funksjonshemminger/-hemmingar
social privileges=sosiale privilegier/privilegium
class distinctions = klassestiller/klassestilje
gender gap= kjønnsskille/-skilje
ethnicity= etnisitet

Use Encyclopedia and Sources

It might also be a good idea to look up "social equality" in an encyclopedia (oppslagsverk). Remember that you may download everything on a memory stick. But beware – ask yourself if the sources are reliable! Can you trust them? Remember to note down their addresses. You will find a lot of information about the use of sources and citing of references here [Kildebruk](#) here [Kildehenvisninger](#)

Approaches to Social Equality

The next step is to ponder and revise the texts you have read (both fact and fiction), which films you have seen (in class or out) and consider personal experiences related to social equality. Then ask yourself the following questions:

Is there anything that highlights this topic in

- a novel you have read?
- a short story?
- a factual text?
- news in the media?
- a film or documentary?

You should then spend some time collecting relevant material from your text book or learning platform, go online and jot down key words (remember sources once again).

Essay Question

Let's take a look at one of the essay questions:

TASK 2 in the exam paper goes like this:

"Life isn't always fair, but you've got to do the best with what you've got."

Write an article in which you discuss whether you think this statement is true or not. Use two or more literary and/or real-life figures to illustrate your views.

Your text should include the following:

- An introduction
- Presentations of the literary characters and/or real-life figures and their situation
- A discussion of how they coped with the situation
- A suitable conclusion

Give your article a suitable title

(Extracted from exam paper, Utdanningsdirektoratet)

An Example Approach to TASK 2

As you can see above, there may be many approaches to TASK 2 and social equality. If you want to prove that you are familiar with curricular topics in your English course, one approach you could choose is African Americans. Even if the American Declaration of Independence states that "All men are created equal", this does not always apply for every American citizen.

Watch the video [Homeless Teenagers](#) (NDLA) where young people (four out of five are African Americans) give their authentic stories about why they are homeless in today's USA. All of them are examples of characters that prove that "they do the best with what they've got". Focus on one of the characters in your article.

To shed further light on characters that "do the best with what they've got", you could use Kathryn Stockett's novel, *The Help*, about black maids as an illustration. The setting is Jackson, Mississippi right in the middle of the fight for Civil Rights in 1962. You may watch a trailer from the film version here [The Help - Trailer](#) and you may read about the novel and an extract here [A Study of The Help](#). Portray one of the characters.



If you are able to draw some historical lines from slavery and the Civil War (1861 - 1865) via the Civil Rights Movement (in the 1960s) up to today's situation, to present facts about African Americans and social equality, you will demonstrate that you have a good knowledge of this subject.

Remember to wind it all up in a conclusion with your thoughts regarding social equality and people who "do the best with what they've got".

How to Write an Article

Remember to revise the rules for writing a good text. Follow this link to get advice on [How to Write an Article](#) and this one on [How to Write an Essay](#).

Past Exams

You will find past exam papers, assessments guides and good advice [here](#).

Written English Exam

Forfatter: Knut Inge Skifjeld, Catharine Ruud
[Written English Exam \(45929\)](#)

On this page you will find links to past exam papers and tips on how to prepare for the exam.

Past Exams

[Eksamensoppgaver for videregående](#)

(You need to obtain a password from the school administrator to access these pages)

Assessment Guide

[Vurderings- og sensorveiledninger](#) (Use ctrl+f to search for subjects)

Dictionary of Educational Terms

[Norsk - engelsk ordbok for grunnopplæringen](#)

Tips to keep in mind

1. Read through previously given exam papers and take note of what kind of questions are asked.
2. Download or print out relevant texts from NDLA and other internet resources. *Make sure you right-click on links if you want to print out pages. Choose open in new window/tab from menu. Otherwise they will open as lightboxes and they cannot be printed out separately.*
3. Take note of the common mistakes you have made throughout the year, when writing. Often the same type of mistake(s) pops up repeatedly.
4. Print out and review "How to" instructions about writing styles. Remember to include:
newspaper articles, letters to the editor, essays, articles, reports, speeches, etc. (see below)
5. Review your reading list and make sure you have read a selection of texts from various genres.
6. Read instructions and tasks on the exam paper carefully.
7. Make notes along the way as ideas pop up in your mind.
8. Use your dictionary to clarify difficult words in the task.
9. Always reread your answer to
 - make sure that you have answered the question
 - ensure that you have used the correct genre / style
 - avoid spelling mistakes (Don't rely on spellcheckers alone. Use your dictionary as well.)
 - check that your text is well organized
10. Use your time wisely and pace yourself. It is expected that students should use 5 hours to complete the exam. If you finish early, go back and make sure that you have answered all of the tasks.
11. Study these sites for handling footnotes and sources: [Kildebruk](#) and [Kildehenvisninger](#) and [Litteraturliste](#)



Yes You Can

Good luck!

Tips and Advice

[Preparing for the Written Exam \(Nynorsk text\)](#) Tips and advice on sources and writing.

[Preparing for the Written Exam \(Bokmål text\)](#) Tips and advice on sources and writing.

[Preparing for the Written Exam](#) will take you through the topic "social equality" in Vg1/Vg2 which was the topic given for the exam in 2010.

Resources On Genres

Go to our main menu. Click on "Communication and News" --> "Writing - How To" for more learning resources on various text genres.

These "how to" instructions will exemplify and give advice on different writing styles.

Exams - Oral

Prep for Oral Exam

Forfatter: Eli M. Huseby, Anne Scott Hagen, Åse Elin Langeland

[Prep for Oral Exam - International English \(124060\)](#)



To revise the material covered in English this year and to prepare for the oral exam, we suggest organizing the class in groups of three to practise speaking and assessment skills. We have suggested topics and questions based on competence aims, but these could of course be changed to better comply with what you have focused on.

Work in groups of three – one examiner, one candidate and one external examiner.

The candidate draws a topic (see below) and gets 10 minutes to brush up on his/her knowledge. The examiner and external examiner will spend this time noting down questions. Remember, it is your job to get the student to show what he/she knows. Help them get started and ask questions to help them out when they are stuck, but the candidate should try to present what they know freely without being too dependent on the examiner's questions.

The examiner asks questions and tries to get the candidate to speak as much as possible. The external examiner evaluates the candidate – the level of knowledge, communication skills and vocabulary. Print out this table to help you in the evaluation [Oral Assessment Form](#).

Each examination should last for about 5 minutes.

Change roles and repeat the exam so that all members of the group take turns to be the candidate, the examiner and the external examiner. Each candidate should get a different topic.

Topic 1: Studying and Working Abroad

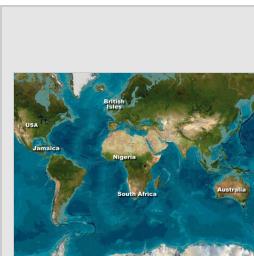
1. Many young people choose to go abroad to study or work. What might be the reasons for this? Which countries are the most popular do you think? Why? What kind of challenges are there to be faced when one would like to work abroad; before leaving, living and working abroad and returning home?
2. Do you think the situation for young people working abroad has changed in recent years? Why? What kind of problems face young people starting out on their career today?

Topic 2: Multiculturalism

1. What is multiculturalism? Can you give examples of multicultural societies? What possibilities and challenges do multicultural societies face?
2. Can you give an example of a literary text or a film dealing with multiculturalism? Describe and discuss it.

Topic 3: Intercultural Communication

1. Describe some areas in which intercultural communication is important. Why is it so important to understand cultural differences? Give some examples of the cultural differences that affect communication.
2. How can sport and travel contribute to a better understanding and communication between



Varieties of English



Multiculturalism



Tony From Saint Vincent



Filling out job applications

cultures?

Topic 4: Varieties of English

1. How did English become a world language? Explain, giving examples to describe this development.
2. There are many variants of English. Choose one of the countries where a variety of English is spoken (not the USA or the UK). Explain why English is one of the main languages there and describe how this variant differs from standard English.



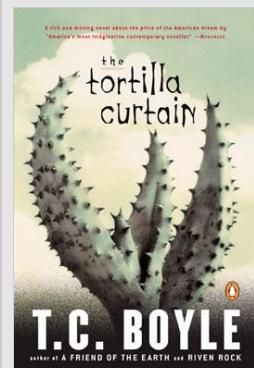
Facebook mural

Topic 5: Media and the Role of the Media

1. Social media have become more and more important and powerful in today's society. Describe some of the ways in which social media are used. Give examples.
2. Discuss this topic: Social media – a curse or blessing?



Twin Towers 9/11



The Tortilla Curtain

Assessment

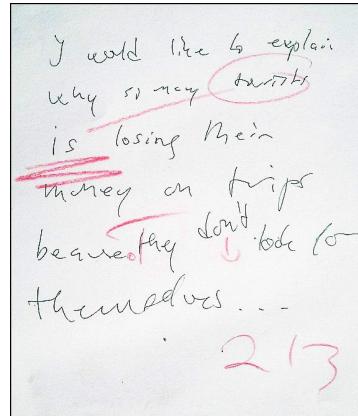
Vurderingsportal

Forfatter: Åse Elin Langeland, Bjørn Helge Græsli, Ginni Lisa Gjertsen, Knut Inge Skifjeld, Jaspreet Gloppen
[Portal for vurdering, engelsk fellesfag \(104704\)](#)

På disse sidene har vi samlet ressurser som kan støtte elever og lærere i arbeidet med vurdering. Ressursene her kan brukes til egenevaluering av elevene og i dialog mellom elev og lærer. I første omgang har vi laget ressurser for vurdering av artikkel og fagstoff.

Ikke en ferdig side!

Ressursene på denne siden er i utvikling, akkurat som vår egen vurderingspraksis bør tilpasses og forbedres litt hvert år. Dersom du har synspunkter, eller forslag til forbedringer av disse ressursene, så send oss en e-post. Du finner adressen nederst på [Gardener or lumberjack?](#) denne siden.



Det er åpenbart viktig å ha gode prosesser rundt karaktersetting siden det har avgjørende betydning for læring, trivsel og karriere. På disse sidene kan vi sammen oppmuntre til refleksjon og samkjøring av vurderingspraksis.

Ressurser for vurdering

1. Kommenterte læreplanmål: [Vurderingskriterier - artikkel/fagtekst](#)
2. Bruk av makroer (autotekst) i retting: [Bruk av makroer i skriftlig vurdering](#)
3. Samling av kommenterte elevtekster: [Eksempeltekster, engelsk](#)

Hva består en større skriveoppgave av?

For å få til en felles vurderingspraksis, bør vi ha en felles oppfatning av hva hele skriveprosessen består av - fra utdeling av oppgave til sluttvurdering. Her er et forslag elever og lærere kan dele og diskutere.

Teacher: I'd like to...

1. hand out an assignment
2. share writer's step by step guide
3. go through assessment criteria
4. assess the tasks: give both summative and formative assessment
5. make the students go through and understand the assessment
6. make sure they work actively on three things for the next task they hand

1.

2.

Og her ligger et opplegg for skrivestøtte for å sikre en god og konstruktiv dialog mellom

Student: I'd like to..

1. know and understand the assignment
2. know the assessment criteria
3. create a draft using the writer's step by step guide
4. understand the assessment teacher gives me: Why I got the grade I got and what I can do to improve my performance
5. know about tools/texts/internet websites which can help me with what I need to work on

lærer og elev.: [Skriveprosess, artikkel](#)

Del din mening

Hva mener du om vurdering i engelskfaget? Del innspill og meninger her - uformelt og i lave sko. Unngå innlegg som identifiserer lærer, elev og skole og holde det konstruktivt:
[Meninger om vurdering](#)

Eksterne ressurser

- Her kan du lese mer om lese og skriveprosesser fra Udir:[Veileddning til læreplan i engelsk](#)
- Her kan du lese mer om skriveprosess fra Lesesenteret (UIS):



/

<http://ndla.no/en/node/104707>

- Her liger det mange ressurser om vurdering fra Udir:[Vurdering for læring \(Udir\)](#)

Assessment

Forfatter: Åse Elin Langeland
[Assessment \(134428\)](#)



"So much depends upon a red wheelbarrow", Carlos William Carlos wrote in his famous poem. I am not sure it is the "red" or the "depends" that made me think of assessment, because: So much depends upon assessment.

Assessing students is a challenging and time-consuming task and as teachers we are always looking for new and improved ways to give our students feedback. In a busy classroom of 30 students it goes without saying that this is a demanding job.

Assessing our students means helping them on their learning journey, knowing where they are, where they are going and how they are going to get there. To do so, we need to give them formative and summative feedback. Thus we need to check progress and help them consider additional learning opportunities. However, in the end we have to assess their attainment and knowledge by awarding a grade.

We cannot do the assessments for you, but we would like to believe that this site will be of some help. We would also much appreciate feedback on our collection of ideas, sample texts and assessment rubrics as we are all learners.

Resources

Assessment Rubrics

Using rubrics when assessing students' work, may clarify what is actually being assessed and give the students and the teacher a common language to discuss the quality of the work. The students should of course be given the rubrics before solving the task so that they know what the teacher will be assessing. [Assessment Rubrics](#)

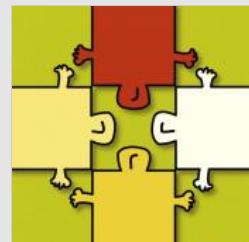
Sample Argumentative Essays



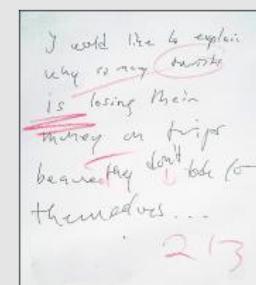
Working together

Rubrikk	Meritt	Udødelig	Lokt	Kommende
Høgverdi	Viser regnbar og analytisk/strukturert og logisk tenkning. Viser sammenhenger mellom ulike temaer/kunnskaper. Viser egen vurdering av utgangspunktet sitt. Selvstendig, kritisk, logisk, og samarbeider med andre.			
Middelverdi	Utvikling, løselig, utvideling Logisk, sammenhengende.			
Appropriat/avgrens	Fremstår som et viktig medlem i klasse, har god kontakt med læreren, samarbeider, respekterer, respekterer også sin egen vurdering, prøver og forsøker spørre Presentasjonen viser et korrekt teknisk nivå, teknisk præcision, teknisk teknikk Rengjøring av bilde			
Klartverdi	Viser et klar overståelse av hvilket kriterium som er viktig			

Assessment Rubrics



Assessment



Assessment



Assessment

When learning to write in different genres, studies show that students benefit enormously from studying sample texts. Thus reading sample texts to recognize the idiosyncratic traits of specific genres, could be a good strategy to improve text and writing competence. [Sample Argumentative Essays](#)

Annotated Argumentative Essays

Assessing and commenting essays is definitely a challenge. How can we give feedback that will enhance the students' learning. The following two annotated essays might serve as examples.



Racial Inequality / fil

<http://ndla.no/en/node/134424>



Illegal Immigration / fil

<http://ndla.no/en/node/134425>

Video Feedback

Jaspreet Gloppen has written about video feedback on her blog. She explains how to download and use a screen capture program and offers a sample of an essay that she has assessed using video feedback.

[Video Feedback](#)

Further Reading

[Vurdering for læring \(Udir\)](#)

[Formative and Summative Assessment](#)

Assessment Rubrics

Forfatter: Åse Elin Langeland

[Assessment Rubrics \(99673\)](#)



Using rubrics when assessing students' work, may clarify what is actually being assessed and give the students and the teacher a common language to discuss the quality of the work.

The students should of course be given the rubrics before solving the tasks to know what the teacher will be assessing. Below you will find a collection of oral and written assignments. Some of the rubrics can be downloaded as documents so that you can revise and adjust them to your needs – preferably with your students.

Assessing Speaking Skills

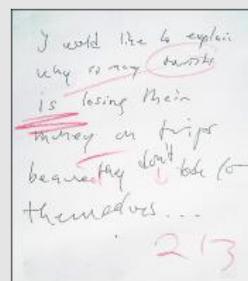
These assessment rubrics list what characterize speaking skills on three levels: high, medium and low.

Rubrik	Høy	Middels	Lav	Beskrivelse
Høglært Høglært Høglært				
Oppgaver og oppgaver				
Ønsker				
Præsentasjon og rapport				
Kunstverk				

Assessment Rubrics



Wham! Roy Lichtenstein



Marking Essay



Yes You Can



Assessment

Assessment Oral Presentations / fil

<http://ndla.no/en/node/134440>

[Assessment Oral Presentations](#)

Assessing Writing Skills

These assessment rubrics list what characterize essays on three different levels: high, medium and low.

[Assessment Form for Written Task](#)



Assessment Criteria - Essay / fil

<http://ndla.no/en/node/134431>

This assessment rubric lists characteristics of argumentative essays giving points on different criteria. Add up the points.

[Argument Essay Rubric \(points\)](#)

These assessment rubrics will show the student what you will be looking at when you are assessing their essay. It leaves space to tick off for grade 1-6 and room for a brief personal comment



Assessment Criteria Essay 1-6 / fil

<http://ndla.no/en/node/134430>



Assessment Criteria - Literary Essay / fil

<http://ndla.no/en/node/134432>

Sources:



Kjennetegn på måloppnåelse ved sluttvurdering i SPR3010 / fil

<http://ndla.no/en/node/134467>

[Common European Framework of Reference for Language](#) [Jaspreet Gloppen's Blog](#) [Correcto Ergo Sum](#)

Further Resources

[Sample Argumentative Essays](#)

Sample Argumentative Essays

Forfatter: Åse Elin Langeland

[Sample Argumentative Essays \(134423\)](#)

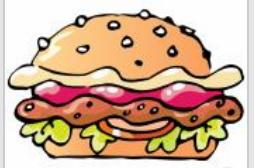


When learning to write in different genres, studies show that students benefit enormously from studying sample texts. Thus reading sample texts to recognize the idiosyncratic traits of specific genres, could be a good strategy for improving text and writing competence.

Below you will find a collection of sample argumentative essays. The essays we link to are not all good examples of argumentative texts. However, your students might find it rewarding to analyze and discuss these essays in class. What is it that makes one essay better than the other? How can the essays be strengthened? The students could use a rubric assessment form to enhance their learning on writing argumentative texts.

The essays having the names of the students that actually wrote them, are all well written essays marked 5 or 6. These essays also have a commented version, where the teacher has assessed the students' work.

Before you discuss the sample essays, your students should be familiar with argumentative writing. See [Argumentative Essays](#) and [How to Write a Five Paragraph Essay](#).

 5 Paragraph Essay

 Writing essays

 Pie chart, artwork

 Ethos, Pathos, Logos

Argumentative Essays

[Sample Essays](#)

Two Sample SAT Essays – Up Close

[Two Sample SAT Essays – Up Close](#)

Graded Argumentative Essays

[The Necessity of Immigration Reform](#)

[Racial Inequality in the US](#)

Annotated Argumentative Essays



Illegal Immigration / fil
<http://ndla.no/en/node/134425>



Racial Inequality / fil
<http://ndla.no/en/node/134424>