



Engelsk

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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.



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Language and Grammar

The English Language

English - a World Language

English Around the World

Forfatter: Knut Inge Skifjeld
[English Around the World \(19399\)](#)



English is spoken in many smaller countries and communities all over the world. Many of the spoken dialects are called pidgin English. They do not have a formal written version and may vary a lot from Standard English.

The countries with the highest populations of native English speakers are, in descending order:

1. United States (215 million)
2. United Kingdom (61 million)
3. Canada (18.2 million)
4. Australia (15.5 million)
5. Ireland (3.8 million)
6. South Africa (3.7 million)
7. New Zealand (3.0-3.7 million)



English around the world / audio
<http://ndla.no/en/node/66114>

Other Varieties of English

In addition to these nations, English is spoken in many smaller countries and communities all over the world. Many of the spoken dialects are called pidgin English. They do not have a formal written version and may vary a lot from Standard English.

As these pidgin variants over time develop a fixed pattern they may develop their own fixed spelling and grammar. Then they are often called Creole Englishes.



We speack English

Both Creole and pidgin Englishes have emerged as a result of colonial expansion, slavery and international trade - all of which require a basic common language for communication.

Listen to Bill Bryson interview Loreto Todd, Professor at Leeds University, who has specialized in pidgin English:



Pidgin English, Bill Bryson (*Journeys in English*) / audio
<http://ndl.no/en/node/19906>

Oral Activity

For variants within more formal Englishes you may study this site. Listen to at least ten words and compare how they are pronounced in a number of regions worldwide:
www.soundcomparisons.com

Listen to some of the words and compare dialects. Do you have a favourite – if so which one? Practice saying a few phrases in your favorite English dialect. You may start with the one suggested below.

Suggestion: *My brother bought a new car the other day. It is really fast. It is a lot better than mine!*

Countries such as Jamaica and Nigeria also have millions of native speakers of dialect continua ranging from an English-based Creole to a more standard version of English. Of those nations where English is spoken as a second language, India has the most such speakers ('Indian English'). Combining native and non-native speakers, India now has more people who speak or understand English than any other country in the world (David Crystal). Following India is the People's Republic of China. (Source: http://en.wikipedia.org/wiki/English_language)

Why is English so popular?

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

[Why is English So Popular? \(2312\)](#)

Pre-reading: How many English words which are used every day in Norwegian can you think of? Write down as many as you can.



Why is English so popular / audio

<http://ndla.no/en/node/66113>

If you ask Scandinavians about the English language, most people are very positive. They consider English easy to learn and also feel that they manage to read and write it reasonably well. The reason for this, of course, is that Scandinavians are almost born into a bilingual community.

English dominates the media landscape. The majority of films, soaps and criminal series are in English. If we buy a CD, the lyrics of the songs are most likely in English. We start learning English during our first years at school, and the Norwegian language adopts English expressions (anglicisms) by the hour. Just think of all the signs you find in an ordinary Norwegian town. Nobody even stops to think about words like, sale, pub, bar, Body Shop, TV Shop, charts, hair-studio etc. They are a part of our daily life by now.



Very nice sign close to Plaza Mayor, and perfect English. :-)

Have you ever thought about the way you and your friends express yourselves? How many English words do you use in your daily conversations? Think of words like "cool", "not", "party" and the ones you jotted down in the Pre-reading activity. We have been raised on the English language, and it is therefore easy to learn new expressions as we grow up. Nowadays, this is also the case in most countries, all over the world. We find words like "le week-end" in French, "der Computer" and "der Job" in German, "il software" in Italian, "el desodorante" in Spanish and "pikkunikku" in Japanese.

To be honest, English is not an especially easy language to learn. For one thing, the spelling is extremely difficult, as is the pronunciation, not to mention the extensive vocabulary. When reading English books, even the best-educated foreigner comes across words he has never seen or heard and in American schools there is a great focus on English vocabulary and spelling.

Writing

Use the quotation "Scandinavians are almost born into a bilingual community" as an introductory sentence and write a text in which you argue either for or against English becoming an official language of Norway. You may wish to consider related issues, such as: culture, preserving the Norwegian languages and national identity.

Fun with words

Often Norwegians get confused by words that are similar in both languages but unfortunately have very different meanings. See if you can correct/translate the following Norwenglish sentences into English. Can you think of any other good examples you have heard? Add them to your list and share them with the class.

1. Can you help me deck the board?
2. Do you drive with pig tires?
3. Can you learn me that song?

"Norwenglish"

Drag and drop words and phrases to correct the sentences:



Norwenglish / h5p_content

<http://ndla.no/en/node/26776>

And the Millionth Word is . . .

Forfatter: Anne Scott Hagen

[And the Millionth Word is . . . \(5568\)](#)

Pre-reading: Have you ever thought about the words that you use every day? Have you any favourite words? Perhaps you have even invented a new word some time?

Have you heard any of these words before? See if you guess what they mean?

- baggrivation
- shoulder-surfing
- crunk
- upskill
- hoody

baggrivation (clue: at the airport)

shoulder-surfing (clue: at the cashpoint)

crunk (clue: describing a person)

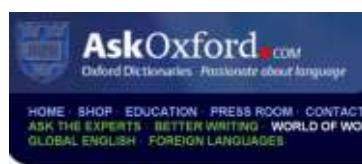
upskill (clue: in connection with your education)

hoody (clue: a person who dresses in a particular way)

More and More Words

English is a rich language with respect to the number of words and according to *The Global Language Monitor*, English passed

the millionth word on June 10th, 2009 at 10:22am GMT. They estimate that the English language is expanding by one new word every 98 minutes, while the Oxford English Dictionary increases its database with approx. 4000 words per year. Both these organizations track and measure word usage around the globe. So, if you hear of a new word you can send information about it to Oxford Dictionaries.



New Words

Below are some of the new words to enter our most recently published dictionary of current

AskOxford.com

Where They Come From

Since English is a lingua franca, it seems to revel in the addition of new words from all sources. A new word would be just as likely to come from Australia, Pakistan, China or the US as from England. It could originate in the world of computers, science and technology, films, music or even in your local community.

New Words

Here are some of the words which have been adopted recently. All new words have to have a minimum of 25000 citations over a wide geographical area. **And the millionth word is Web 2.0!**

Web 2.0 - The next generation of web products and services, coming soon to a browser near you.

Slumdog - a formerly disparaging, now often endearing, comment upon those residing in the slums of India.

Cloud Computing - The 'cloud' has been technical jargon for the Internet for many years. It is now passing into more general usage.

Carbon Neutral - One of the many phrases relating to the effort to stem Climate Change.

Slow Food - Food other than the fast-food variety hopefully produced locally.

Octomom - The media phenomenon relating to the travails of the mother of the octuplets.

Greenwashing - Re-branding an old, often inferior, product as environmentally friendly.

Sexting - Sending email (or text messages) with sexual content.

Mobama - relating to the fashion-sense of the US First Lady, as in 'that is quite mobamaish'.

Defriend - Social networking terminology for cutting the connection with a former friend.

Zombie Banks - Banks that would be dead if not for government intervention and cash infusion.

The 1,000,001st word is **Financial Tsunami** - The global financial restructuring that seemingly swept out of nowhere, wiping out trillions of dollars of assets, in a matter of months (from [Global Language Monitor](#)).

Tasks

Discussion

Can you think of any new words which are used in connection with the Internet or text messages?

Is it an advantage that a language has many words? How many words do you need to communicate in your daily life?

When does a word become a word? Not everyone agrees that all of the terms above are acceptable as new words. What do you think? Listen to the BBC news report from April 2009 and discuss what you think should be the criteria for adding new words to the language. [When does a word become a word?](#)

Find Out

Check here for the meanings of the words in Prework. Then find four other words which you like and explain why you chose them. [New Words in English](#), [Cambridge Dictionary - New Words](#), [Oxford Dictionaries](#).

More of Our Language Resources

Forfatter: Knut Inge Skifjeld

[More of Our Language Resources \(109471\)](#)

Here you will find more of our resources about the English language

1. [English - World Language Number One](#) (article, fairly long)
2. [Global English](#) (article, fairly long)
3. [Can You Place the Flags of These English Speaking Countries?](#) (drag and drop)
4. [English as a Global Language](#) (quiz)
5. [English Next, British Council](#) (pdf, advanced, teachers primarily)

English - Origin and Spread

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 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>



Stamp 1



Stamp 3



Stamp 4



Stamp 2

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.



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

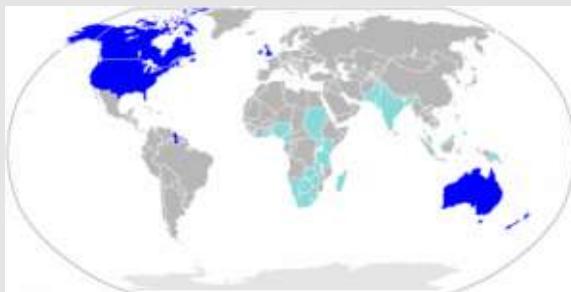
1. Match the loan word with its country of origin:



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.

English-speaking Countries - Quizzes

Forfatter: Knut Inge Skifjeld

[Can You Name the English Speaking Countries? \(20986\)](#)

Below you will find a collection of quizzes to test your knowledge of the English-speaking world.

Drop the definite article in names of countries and write full names: United States of America

- [English-speaking Countries part 1](#)
- [English-speaking Countries part 2](#)
- [English-speaking Countries part 3](#)



English Speaking Countries

English in Britain

Forfatter: Engelsk for videregående (Vega), Anne Scott Hagen
[English in Britain \(5719\)](#)

If you have visited the UK, perhaps you have experienced that many people speak with another accent than the one you have learned at school and they use words that do not belong in Standard English. Would you understand someone from Yorkshire if he said; "**I'll meet ye down't pub. I've summat to tell ye."**? **Or what does a Scotsman mean if he says; "I'm fair scunnert wi' this awfu' wither."**?

In the introduction, the person from Yorkshire said: **I'll meet you at the pub. I've something to tell you.** The Scotsman said: **I'm really disgusted with this awful weather.**



English in Britain / audio
<http://ndla.no/en/node/66118>

RP Accent

Most British people have a regional accent depending on where they grew up. The accent of English called RP (Received Pronunciation) or sometimes "BBC English" or the "Queen's English" is considered to be the most easily understood, and is the British accent most often used as a model for foreign learners of English. It is not a regional accent and is actually spoken by a very small number of people, but they tend to be at the top of the social scale.

Regional Accents and Dialects



Typical Yorkshire Man

There are many local accents and dialects. In the south-east, around London, many people speak with an accent close to RP, while Cockney is a dialect found in the East End of London. The "h" is often dropped in Cockney speech and they

use rhyming slang. Instead of stairs they would say apples and pears, or dog and bone instead of telephone. Another accent from this area is Estuary English which has developed in recent years around the Thames estuary. It has features of Cockney and is considered by some people to be working class, but many think that it sounds friendlier than RP. Here is Bill Bryson from 'Journeys in English' with more English dialects.



English Dialects / audio

<http://ndla.no/en/node/15191>

You will find changes in accent and dialect as you move away from the south-east, with many local variations. Still regardless of geography, the higher up the social scale a person is, the less obvious is often their regional accent.

New Varieties of English

Ethnic minorities in Britain also have their characteristic accents and the music scene has some striking varieties of these, for example, West Indian reggae. Due to the influence of the ethnic minorities, new varieties of English have developed in the UK, such as, London Jamaican and Bradford Asian English. Many new terms have also come into Standard English, for example, *bhangra*, a mixture of traditional Punjabi music, reggae and hip-hop.

Smiley Culture is a British reggae singer who had a hit in the 1980s called "Cockney Translation". This song is a Jamaican's guide to the Cockney accent of London's East End. It has been argued that this song led the way for a hybrid accent where white Londoner's adopted many terms of black origin. (*Wikipedia*)

Tasks

Comprehension

1. What is RP?
2. What is Estuary English?
3. Does an accent indicate anything about a person's social standing?
4. How has immigration to the UK influenced the variety of accents there?
5. Where is Bill Bryson speaking from in the audio?
6. According to him, how do people feel about dialects in Britain?
7. What are the advantages of dialects according to the two men Bryson interviews?

Working with Cockney

Print out the song text for "Cockney Translation", [Smiley Culture - Cockney Translation](#) and then listen to the song: [Smiley Culture – Cockney \(Audio\)](#)

After listening, make a table with 3 columns, one column for the Jamaican English word, one for the Cockney word and one for the English translation. Find as many of the words as you can from the text and use one of the following Cockney/London dialect dictionaries to translate into Standard English. (The word "brum" in verse 3, you will find under "drum")

[Cockney Rhyming Slang](#)

[FREELANG Cockney-English dictionary](#)

This video from YouTube might help you to guess the meaning of some of the words. [Smiley Culture Cockney \(YouTube\)](#)

In pairs

Write a short reggae or rap using either the Cockney or the Jamaican English words and if you like, perform it for the class.

Research

Use the site below to do some research into English dialects. Make your own overview where you add a few characteristics for the different areas. [British Dialects](#)

Discussion

1. How important is your local Norwegian dialect to you?
2. Are older people fonder of their dialects than young people? If so why do you think this is the case?
3. Which English accent/dialect is your favourite?



Vocabulary 5719 / h5p_content

<http://ndla.no/en/node/123709>

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>

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?](#)

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](#)

Pronunciation

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
ə stəe 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 kən̩
skup ðɪs θɪŋz intə θəi rəd
bæ:gz ən̩ wi wɪl̩ goʊ mi:t̩ hər
wenzdei 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 fɪʃ
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 intə ðai rəd
bæ:gz ɛn wi wɪl̩'gou mɪ:t̩ hər
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*.

My Learning

Get to Know Each Other

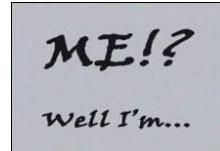
Getting to Know YOU!

Forfatter: Knut Inge Skifjeld

[Getting to Know YOU! \(19703\)](#)

This is a set of activities intended to break the ice and get you talking.

Towards the end there is a link to another resource listing questions regarding individual needs, likes and dislikes. Hand this in to your teacher.



Getting to know you



Getting to know you / audio

<http://ndla.no/en/node/47597>

Confess and Tell Me about It. . .

Sit in groups of 4 – 8 students. Choose a group leader. The group leader reads the questions aloud, and the ones who can answer with '**I do**' raise their hand and explain further. If anyone can add a true story, they get a round of applause!

1. Who has got a dog?
2. Who likes skiing?
3. Who prefers the beach to the mountain?
4. Who can rap really fast?
5. Who prefers pizza to burgers?
6. Who likes sports?
7. Who likes shopping?
8. Who loves boating?
9. Who loves opera?
10. Who loves to get up in the morning?
11. Who has English as their favorite school subject?
12. Who loves reality shows?
13. Who lives green and environmentally friendly?
14. Who loves politics?
15. Who hates politics?
16. Who plays an instrument?
17. Who loves to be on a stage?
18. Who hates to be in the centre of attention?
19. Who writes poetry in English?

This get-to-know exercise may be repeated during the year with more specific topics. Just make up a new set of questions.

Sit in a wide circle, and have the student on your right tell you about himself/herself. Make sure you get the name, main interest, place of living and favourite food/TV-series/sports etc.

After five minutes, the teacher tells the student who is closest to the door to start. He or she presents the person on the right. Continue around the circle clockwise.

The Party

You are at a class reunion with people you went to school with 10 years ago. So it is actually the people in the classroom with you now in ten years time.

Setting:

Pretend that this is the first part of a class-reunion where you visit your old classroom for the first time in ten years. You have so many memories from this room.

You are about twenty-five years old. Make up a life story, or use your own as you predict it will be.

Consider the following before starting the party

1. Do I have a job?
2. Do I have a girlfriend/boyfriend?
3. Should I try to impress someone?
4. Am I the mysterious stranger in the corner?
5. Do I tell them about my collection of stamps (or any other impressive collection)?
6. Am I self-confident and full of myself or calm and charming?
7. How will I introduce myself?

Consider using some of these lines (Some of them are not polite).

1. My God, you haven't changed a bit, have you!
2. Great to meet you! And what a great party!
3. What's your name? I don't quite remember. Sorry!
4. Wow, there must be almost 30 people in here!
5. What do you remember best from our school days?
6. Life is strange. When I used to sit here and dribble, I never imagined becoming rich and famous.
7. This party is a bit boring; should we sing a song?
8. What are you doing for a living?
9. You really look a bit sad; can I cheer you up?
10. Do you really think you should be talking to me?
11. Please don't ask me what I do; I don't know myself.
12. I've just finished my education, and now I have this great job.
13. I'm a father/mother of three. Having children around is so wonderful!
14. I bet this party cost a fortune. It's really a waste. I bet they don't even recycle. Do you recycle?

Remember to move around and introduce yourself to at least 10 old class friend.

Short Group Presentation

Why learn English?

Sit in small groups or pairs and make a list of why you should be studying English. Go through the groups' notes in class afterwards. Each group presents at least three situations where they need to know English to deal with something.

Since it is not allowed to repeat anything the other groups have come up with, you must either be inventive or volunteer as first group.

Throw the Ball

- Throw a ball to others in a circle and learn their names. Whoever gets the ball has to say the name of the one throwing.
or
- Throw a ball to others in a circle and learn where they live. Whoever gets the ball has to say the name of the place where the one throwing the ball lives.

This exercise can be varied with other topics. It may be carried out in groups or in whole classes.

More activities here: [Get to Know Each Other Activities](#)

Continue With . . .

[My English: Individual needs, likes and dislikes](#)

Get Signatures

Forfatter: Knut Inge Skifjeld

[Get Signatures \(44467\)](#)

Walk around in class and ask politely if there are any students that fit the characteristics below. The one who has got the most signatures after 5 minutes has won. (You have to agree upon a prize/reward)

Use phrases like

- Excuse me but do you. . .
- Could you please tell what you feel about. . .
- Are you fond of. . .

A person can only sign twice!

*Copy and paste the text below into your text editor
and print a copy.*



Signatures

Characteristics Name/Signature

I'm a handball/football player sign: _____

I like to sing in the shower sign: _____

I like to sleep late sign: _____

I will be my own boss one day sign: _____

I like to read literature sign: _____

I often play computer games sign: _____

I chat every day sign: _____

I love to speak English sign: _____

I want to become a teacher sign: _____

I have been to England sign: _____

My favorite food is pizza sign: _____

I love to listen to music sign: _____

I have a cabin sign: _____

I prefer comedies to thrillers sign: _____

My eyes are blue sign: _____

My eyes are brown sign: _____

I will be a secret agent one day sign: _____

I sing in a choir sign: _____

I go to bed much too late sign: _____

I work out a lot

sign: _____

I have a girlfriend/boyfriend

sign: _____

Learning

How to Succeed with English

Forfatter: Knut Inge Skifjeld
[How to Succeed with English \(16339\)](#)

Most people accept, without hesitation, that practice is necessary to get good at something. Athletes are perhaps the most prominent example of this, as they have to peak their performance through a detailed scrutiny of technique combined with building muscles and stamina. However, an athlete's career lasts for a few years, while your English career will last a lifetime, and is crucial to your higher education and career in the job market.



Don't Feel Like Feeling Good?

D-Ray Surfing Cayucos Pier

At times, young students at the age of 16 and younger confess that they cannot speak English and are unable to learn it. To some, language comes easy, but most of us have to struggle for a while to get the hang of it. If you go to your English class with the feeling that you won't succeed and that everything is terribly difficult, the chances that you will fail are pretty good. On the other hand, if you tell yourself that you can do it, you probably will.

As mentioned, we all expect athletes to practise; we also expect them to have a positive attitude towards what they do. It is much easier to learn English with a good attitude than a bad one. Also, with English there are so many various sources of learning. English is all around you - on the Internet, on TV, on your mp3 player and in the shop windows. You should therefore be able to find something that interests you.

Ride the Surf

You've got what it takes to learn a language, but the speed and progress varies with each individual. As with surfing, you need to take a chance or two and accept a few rough rides and some hurt pride, but you'll finally ride the surf. However, you won't learn it unless you go for it! Attitude is everything. According to recent studies - focusing on musicians, tennis players, chess players, swimmers and mathematicians - talent is overrated. Great accomplishments are a result of intensive training, motivation and practice. (See also: [CNNMoney](#) - http://money.cnn.com/2008/10/21/magazines/fortune/talent_colvin.fortune/index.htm)

Your Own Learning Techniques

Finding techniques for memorizing words, phrases and the sounds of a language is probably just as important as the linguistic skills you're born with. On the next page you will find a list of hints and tips that may help you in everyday life to learn English faster and in more fun ways.

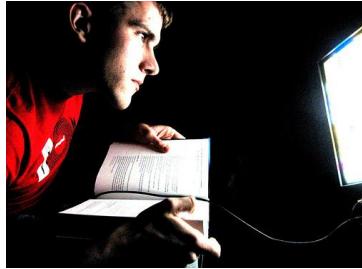
Continue to 'Tips and Hints' in the link collection.

How to Improve Your English

Forfatter: Randi Hadland, Åse Elin Langeland

[How to Improve Your English \(77139\)](#)

Your English grade is based on a number of different evaluations where several factors are assessed, most importantly the language, content and structure of your oral or written products. Here follows a list of tips on how to improve the language and structure of your English.



Grammar and Spelling

Correct grammar is one of the keys of writing or speaking convincing English. If you have many grammar mistakes, this will often change the meaning of what you are trying to convey, and can cause many misunderstandings.

Studying Hard

1. Have you checked that the subject and verb are conjugated correctly in your sentences? (This has to do with concord, for instance, we say "they drive", but "he drives")
2. Do you read English outside the classroom? Your spelling will improve automatically if you read many English texts, because you will remember how the words you read were spelled. Hopefully, this will help you to expand your vocabulary as well. We have a collection of short stories on NDLA, for instance [Good Advice is Rarer than Rubies](#) by Salman Rushdie. You can also find many classic short stories on other sites, for instance here: [classicshorts.com/author.html](#) If you prefer factual texts, start reading English newspapers online, like: [BBC NEWS](#) or [CNN Student News](#) Another tip would be to read some of the articles about culture and society in English-speaking countries that we have on NDLA, for instance [Ireland - Introduction](#)
3. Work with different types of online tasks to improve your grammar. Take a look at our collection of grammar tasks, start for instance with [Choose the right form of "to be"](#) here . Another useful source is this site: [spunkeyenglish.com](#)
4. Work with spelling through different activities. For instance, on this site you can practice typing in lyrics: [lyricstraining.com](#) . Also, see our collection of spelling and vocabulary tasks; a great place to start is perhaps [Spot the Mistake 1](#) . There are also many sites where you can play different sorts of spelling games, just search for "spelling game" + English to find a quiz suitable for your level.

Vocabulary

Having a wide vocabulary in English means that you are able to use precise terms connected to the topics you are working with, and that you are able to use a range of different expressions and sentences to solve your task. How can you improve your vocabulary?



Spell Time

1. Before you hand in a text, check to see if you have used the same expressions many times. Look up the word or words in a synonym dictionary ([Synonym Dictionary](#)) to see if you could vary your language. You could also mark the word, right click and click on "synonyms" (if you are using Word) to find immediate suggestions. Here is an exercise that focuses on synonyms and antonyms: [Synonyms and Antonyms](#)
2. Have you found the correct English idioms, or are you translating common Norwegian expressions? Focus on learning some genuine English idioms, set expressions and proverbs See related tasks in the link collection.
 - o Idioms and Proverbs 1
 - o Match Idioms
 - o Complete and Match IdiomsThis will also improve and expand your vocabulary.
3. When we are working with texts in class, make sure that you write down and try to learn any unfamiliar words. The best tip is to try to use them in sentences right away. You could for instance create a document called "vocabulary list" where you save new expressions and explanations.
4. Check this list of academic words for examples of words that you could use in written English tasks [wordlists.htm](#)
5. You may of course try to expand your vocabulary outside class as well; find the lyrics and try to translate some of your favorite songs, read novels in English and read English websites in general.
6. Another way of expanding your vocabulary could be to switch the language settings on your computer, your cell phone or programs



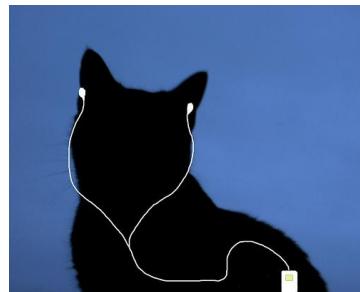
The Colorful Library

that you often use.

Pronunciation and Intonation

In order to improve your pronunciation and intonation, you have to speak and read aloud a lot. It would of course also help to listen to native speakers, for instance in songs, TV series or recorded texts.

1. Always try to read the texts we are working with in class, aloud, by yourself, either before or after class.
2. Listen to recorded texts about different subjects and pay attention to pronunciation and intonation, for instance on this page: englishlistening.com .
3. Look up words you do not know how to pronounce in this dictionary before important presentations: [How Do You Say...](#)
4. When you are watching movies, always use English subtitles.



Structure

iPod Cat

Structure means the way you manage to solve and present a task, either an oral or written assignment. Read the task you have been given before you hand in your text or hold your performance and check if you have done the following:

1. Have you covered all parts of the task? Are the different parts balanced, or do you spend more time/space on certain parts of it?
2. Have you stuck to the requirements when it comes to length? (For instance, if you are supposed to write a certain number of words/pages or that your presentation should last for a certain period of time)
3. Is your text or presentation clearly divided into introduction, middle and end/conclusion?
4. If it is a written task, is it divided into logical paragraphs? Are the different paragraphs connected to each other? Have you used [Linking Words](#) ?
5. Have you included a list of sources at the end of the text?



Further reading

1. Tips from [How To Improve Your English](#)
2. Activities to improve your English [EFL.net](#). [Improve Your English](#)
3. [UsingEnglish.com - 70 Ways to Improve Your English](#)

Tips for Learning English

Forfatter: Knut Inge Skifjeld

[Hints and Tips for Learning English \(16347\)](#)



Hints and tips for learning English / audio

<http://ndla.no/en/node/47604>

Find Out and Discuss

Below you will find a list of various hints and tips for learning English.

Read them, and then make your own list of the five tips you liked the best. Share notes in class afterwards.

Don't open too many 'hidden texts' at a time.



Language

Expose yourself to as much English Media content as possible. Every little encounter leaves an impression of the language. Luckily, English media contents are almost limitless: podcasts, news sites, radio channels, music, films etc.

Take away the subtitling, unless you can choose English, on your screen, or force yourself to ignore it. Do this preferably with a film you are familiar with.

Download lyrics to your favourite songs and read them while listening to the song. That way – next time you sing in the shower – you will practice real English rather than LADIDA. Listening to music in the target language helps you develop a flair for the rhythm, melody (intonation) and sound of it. Sing along. Here is one of many sites: [songlyrics.com](#)

Social forums: Visit English speaking forums or social networks, and take part in discussions in English. Be very careful not to share personal contact information, though.

Buy or borrow audio books. There are many online books on [Gutenberg.org](#). You may also search for 'audio books' in general. Many of these web sites offer instant downloads in various digital formats.

Software: Read software instructions in English, and download English versions of games and tools.

Software gaming: Play online games that require text input – like adventure games. But do

keep in mind that the vocabulary you learn from this is often very limited.

Find a language friend: Find an English speaker that would like to learn Norwegian and exchange mails in which you must use English. To find one, contact international schools in Norway, exchange students, educational programs. Offer to help with Norwegian in return.

Role Play: There are many great movie scripts on the Internet. Pick one, gather your friends and act out the parts, like with this Seinfeld script: www.seinfeldscripts.com/TheSmellyCar.htm You may also go with this Simpsons script: www.snpp.com/episodes.html Search for script of a TV-series or movie. The directions (comments) between the actual lines are read in silence. Play some music in the background if you find it hard to get started.

Spend some time searching for learning tools on the Internet. Search for words like: interactive exercise, grammar tasks, vocabulary quiz, pronunciation lab. Some of the sites are covered in ads and pop ups. Don't spend time on those. Web sites which - in a flashy manner - state that they are FREE, are often not. Here is a site with a lot of tasks: www.englishforum.com There are many of these, so keep looking.

Make lists of words suitable for various topics – preferably the one you are studying at school right now. Hang the list above your bed or on the refrigerator door. Repetition and learning by heart is a must in the process of learning a language.

Use recording features on your mp3 player or cell phone and listen to yourself speaking/reading. But remember that we are all very critical towards hearing ourselves recorded. So keep in mind that if you are a bit dissatisfied, you are probably fairly good at English.

Find the opportunities in everyday activities like walking to the bus, brushing your teeth and so forth, to think in English about what you do.

Arrange an English breakfast: Make a deal with the rest of your family to only speak English at this breakfast.

Whenever you learn a word, try to come up with a word of the opposite meaning. Then make up a story – the crazier the better – where these words occur. Opposite words are called antonyms. What is the opposite word of antonym?

When you want to learn a set of words, dramatize them in a story or connect them to an existing experience. If you want to learn the words 'Snowdon', 'mountainous' and 'scenic', you visualize yourself dragging a huge picture of a mountain onto a stage while the audience throws snow balls at you. The crazier the better! Often these stories need to be personalized to work well. The little story provided here may not work for you.

Use the opportunities everyday life offers. Play 'I spy with my little eye'. Just say this and then add a letter: I spy something starting with 's'. The person next to you has to come up with a suggestion. There are many variants of this simple activity. Be creative.

Using sounds: When you want to learn the word for 'økning' (increase), say it in an increasing way – start almost with a whisper and end with a shout. Often there is a clue as to what a word means in the way it sounds: splatter, splash, slurp. . . Saying it out loud helps you make that connection.

Pronounce words the way they are spelled to memorize the correct spelling. So when you learn the word parliament – you say par_li_a_men_t, and you say be_au_ti_ful for beautiful.

Learn a few tongue twisters – to practice your lips, tongue and vocal chords. You need to practice aloud just like an athlete practices running by running – not by reading about it. Example: We surely shall see the sun shine soon. Search the Internet for 'tongue twisters'. Here is a collection of twisters: www.uebersetzung.at/twister/en.htm

Learn some strategies for delaying your answer. This is helpful if you often feel caught off guard. Expressions like: Hm . . . , Eh . . . won't do the trick . These will, however: 'Well, I'm glad you asked me that question', 'In my opinion', 'What is important here is', 'As I seem to remember' etc.

Repeat and memorize whole sample phrases and sentences which embody grammatical rules: "You are the sun, I am the moon." (I am, You are, He/She/It is, We are, You are, They are)

Practice the difficult sounds in the target language with exaggerated lip and tongue action. The question: 'Where were you when you went away?' should be pronounced with very rounded lips. Afterwards try with words that start with a simple v (pronounced with lower lip pressed against upper front teeth): 'very vivid visitor'. Finally combine them in: We were helping a very woozy visitor find his wife. Here is a phonetic audio tool where you can listen to the various English sounds [Pronunciation - Exercise](#)

When you are alone or with good friends, comment on what you do in English and force yourself to be creative. Whenever you are lost for words, use other English words to explain what you actually mean. Use a TV show as a model for your narration: *You are now watching Stine walking down the street towards the bus station. She has just finished another day at school and is on her way home, but where is her . . . (Don't say 'busskort.') proof that she can ride for free on the bus? She picks it up from her pocket and . . .*

Invite friends to an English evening or arrange one at school. Dress up in English style clothes and eat English food and, of course, speak only English.

Read about news that is familiar to you in English. This will help you understand new words based on the contents. You may do the same thing with instructions in English for things you are already familiar with, like the operating of your cell phone.

Read novels, cartoons or magazines. Some of these are available online. Reading is a pleasurable activity, but make sure you find something that you are interested in. A librarian will most certainly be able to help you find something suitable. Your hobbies and special interests are good starting points.

Write poetry and song texts in English. A lot of young people find English very expressive and versatile. Why don't you write down your feelings and thoughts in English? That way you learn a language while expressing your own ideas and moods. Maybe it will become a popular song one day. Here is a great site for rhyming words: www.rhymezone.com

Remembering

Close all the texts above and test how well you remember. Go through the numbered list and try to visualise what some of the hidden texts say.

You may challenge a co-student as well.

Research

Read about various learning styles here: www.learning-styles-online.com/overview/ Then answer the questions below.

1. How useful did you find the web site above?
2. Did you recognize any learning styles that suit you?
3. How can finding "your learning style" be both an advantage and a disadvantage? Let's say you like listening to loud music with the lights down low when you read...

Further study: en.wikibooks.org/wikiHow_to_Learn_a_Language

How to Search the Internet

Forfatter: wikiHow, Knut Inge Skifjeld

[Webwise? How to Search the Internet \(9382\)](#)



Webwise / audio

<http://ndla.no/en/node/47627>

How to Find Information Online

Many people have been frustrated by searching up a simple query online and not getting the wanted results. The World Wide Web is a big place! It will definitely have a lot of the information you're looking for. Unfortunately, that's just the problem: there are too many search results.



Search words

However there are lots of clever ways of finding information online without getting frustrated over search engines.

Tips

1. Try simple search queries. For example, if you're looking for an old actor who's not popular today, **type in his or her name** in a search engine such as Google. If your results are useless, move on to another search engines.
 2. Learn some searching shortcuts. This way, you don't have to use advanced search all the time. For example, on Google, if you're looking for a specific phrase, type the phrase inside the quotes ("**the phrase**") and search it. Most of search engines have this option.
 3. Be sure to **bookmark useful results**. For example, if you're looking for something and you find another thing that is totally different, but you happen to find it interesting, bookmark the site. Maybe it has lots of other good content and when you are looking for something related to that topic, you have it safely stowed away in your bookmarks.
 4. Try **alternate words**. Use synonyms and put a query in a different form. You might find something exciting.
 5. Search in **different languages**. Google translator is a good tool to translate some web-pages and text. This lets you search the internet in different languages and then have the results translated into English.
 6. Do not give up too quickly. Sometimes content is out there and is just waiting for the right word to be typed in.
 7. Site search is a good way to find content in specific site. (Click 'edit' and 'search' or press 'ctrl + f'.)

Warning

Do not rely on translation sites for perfect translations - they are approximate and frequently make very odd errors that do not accurately reflect the language.

Refine Your Search

Still searching the internet? Follow these suggestions to refine your search and you will obtain specific information on your desired subject.

Tips

1. Choose a few of the most **specific or relevant keywords** or phrases to describe your topic. Utilize synonyms.
2. Place a plus sign (+) prior to each word to view each word separately within your search results, such as **+writer+grammar+punctuation**.
3. Place a minus sign (-) prior to each word to omit a word, such as **recipe -meat** for a vegetarian meal.
4. Utilize quotation marks ("), to view consecutive words of a phrase, such as "**flower arrangement**".
5. Utilize hyphens to replace quotation marks, such as: **To-be-or-not-to-be**.
6. Utilize plus signs with the quotation of a phrase, such as: **+baking+"chocolate cake**.
7. Connect words and phrases with hyphens and quotation marks to pinpoint the search, such as **baking German-chocolate-cake**.
8. Utilize **and** and a phrase. "**James Taylor**" **and singer** will result with a list of singers with the name of James Taylor.
9. Connect to search similar items, such as "**blue-bird or black-bird or blackbird**."
10. At the top of any page, type the phrase "**search engines**" into your Search Bar to attain access to several different internet sites that specifically aid in searching.
11. Most sites have an 'Advanced Search' feature and 'Site Map'. Study it!
12. Search engines usually disregard minor words such as "**the, and, to**, etc."
13. Generally, **capitalization and punctuation** are not needed.

(Source: <http://www.wikihow.com/Category:Search-Engines>)

More:

[wikiHow](#)

[BBC WebWise](#)

[Wikipedia - List of search engines](#)

Self-assessment

My English

Forfatter: Knut Inge Skifjeld
[My English \(20449\)](#)



My English / audio
<http://ndla.no/en/node/47599>

We learn in different ways. Some like to work in a crowded room with lots of activities - others like to study in privacy in quiet surroundings. A few don't care much either way, and learn everywhere or nowhere.



At school our options of designing our own learning landscapes are limited. We sit in classrooms or computer labs with other students and have to work according to the instructions given by the teacher. MyEnglish

But there is an important lesson to learn in this context as well. We learn to be considerate, pay attention, focus on tasks and, not least, to co-operate. These social skills are very important in our later careers.

The classroom obviously has its limitations, but there is still considerable room for adaption. We may go for many open class discussions, a lot of pair work, week plans, or project work. We may work out a detailed day by day plan and learn in carefully planned sequences. Some like the teacher to talk them through various topics - others want to work things out themselves, even though that often takes a lot of time. One class may love role plays, others may hate them. Some love pair-work but end up pair-chatting, lost somewhere on the Internet (which may be fun but does not contribute to a good learning environment).

If you base your learning on digital learning tools, it is especially important to agree on a set of rules; otherwise things will often get out of hand.

When discussing the dos and don'ts of next school year, we need to keep in mind that the curriculum provided by the national educational authorities is a cornerstone in that discussion. Also, the educational background and experience of your teacher needs to weigh in heavily. The teacher will obviously be grading your efforts in the subject, and he/she is an expert at teaching English.

The responsibility for maintaining the quality of the teaching lies with the teacher. However, obtaining a good learning environment is a two-way street of giving and taking, and adapting the teaching to suit the needs and requirements of the student is important. In my experience with teaching, I have had students begging you to just tell them what to do instead of endlessly discussing it. After all, many students disagree amongst themselves as well, and discussions may get intense. Other years I've heard that I need to listen much more closely to what they want. No two years are alike, and no two classes are alike. What worked one year, failed another year.

One key issue that my students and I often fail to assess correctly, is how much time projects take to finish. Students often lack competence in assessing what it takes to complete a project, and I sometimes fail to clearly define when things have to be finished. It is often advantageous to start with a small project to get the hang of things.

In the end, experience tells teachers to vary their teaching and keep an open mind to students' requests. It also tells us that it is sometimes necessary to put one's foot down when there are conflicting views.

preferences and requests when it comes to learning the English language.

Read the statements below and underline the alternative that you agree with.

Please, print out table in the link collection.

Name: _____	Date: _____		
I need to learn more English	no	some	yes
Learning English can be fun	no	some	yes
English classes are often too easy	no	some	yes
I like pair-work	no	some	yes
I like group discussions	no	some	yes
I like class discussions	no	some	yes
I like to take part in oral presentations	no	some	yes
I can work well in a noisy classroom	no	some	yes
I can work well on my own	no	some	yes
I like to be told exactly what to do	no	some	yes
I like the teacher to decide what we should do in class	no	some	yes
I like the teacher and students to decide together what to do in class	no	some	yes

I like reading aloud	no	some	yes
I like reading	no	some	yes
I like audio books	no	some	yes
I like to work on bigger presentations/projects	no	some	yes
I like to work with smaller and varied tasks	no	some	yes
I like to listen to the teacher talk us through topics	no	some	yes
I like the teacher to make notes on the blackboard	no	some	yes
I like to create my own tasks, quizzes etc	no	some	yes
I like to plan how to carry out my own project	no	some	yes
I like to write creative stories	no	some	yes
I like to write factual texts	no	some	yes
I like to do grammar tests	no	some	yes
I like to decide who I will work with	no	some	yes
I want the teacher to check our homework	no	some	yes
I want the teacher to put some pressure on me	no	some	yes
I want the teacher to be strict on those who don't work	no	some	yes
I want many graded written tasks	no	some	yes
I like project work that includes out of school activity	no	some	yes
I like to watch films about various topics	no	some	yes
I like to get informal feedback from my teacher	no	some	yes
I like to use digital tools such as photo editors, video editors and web editors in my school work.	no	some	yes
I'm familiar with the use of computer software and the internet	no	some	yes
I need help to structure my work on the internet or else I will waste a lot of time	no	some	yes

Here you can write anything else you want your teacher to
be aware of:

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>

Self-assessment - Overview of Resources

Forfatter: Knut Inge Skifjeld, Karin Søvik
[Self-assessment - Overview of Resources \(125272\)](#)

On this site you will find links to many of our resources regarding self-assessment and language learning in general.

Use these resources at the beginning of the year and at midterm to check your progress.

Good luck with this school year!

1. [Introduction to Self-assessment](#)



2.

Self-assessment - Basic Language Skills / h5p_content
<http://ndla.no/en/node/125245>

Question



3.

Motivation - Self-assessment / h5p_content
<http://ndla.no/en/node/125257>



4.

Strengths and Weaknesses / h5p_content
<http://ndla.no/en/node/125258>



5.

Grammar - Self-assessment / h5p_content
<http://ndla.no/en/node/125266>



6.

Strategies for Improvement / h5p_content

<http://ndla.no/en/node/125269>

Use this mail address knutinge@ndla.no to share suggestions for additional relevant material.

European Language Portfolio

Forfatter: Knut Inge Skifjeld
[European Language Portfolio \(16781\)](#)

The European Language Portfolio (ELP) is a document in which those who are learning a language can record and reflect on their language learning and cultural experiences.

Below you will find descriptions of various levels of language skills. Read through them and try to define your proficiency in **listening, reading, spoken interaction, spoken production, writing**.

A is the basic level and C is advanced. Most Norwegian students are category B.

Definition:

The European Language Portfolio was developed and piloted by the Language Policy Division of the Council of Europe, Strasbourg, from 1998 until 2000. It was launched on a pan-European level during the European Year of Languages as a tool to support the development of plurilingualism and pluriculturalism.
(www.coe.int/T/DG4/Portfolio)

A1

Listening

I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

Reading

I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

Spoken Interaction

I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

Spoken Production

I can use simple phrases and sentences to describe where I live and people I know.

Writing

I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

A2

Listening

I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.

Reading

I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.

Spoken Interaction

I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

Spoken Production

I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job..

Writing

I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.

B1

Listening

I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

Reading

I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.

Spoken Interaction

I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Spoken Production

I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

Writing

I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

B2

Listening

I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.

Reading

I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Spoken Interaction

I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

Spoken Production

I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Writing

I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

C1

Listening

I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.

Reading

I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.

Spoken Interaction

I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.

Spoken Production

I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Writing

I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.

C2

Listening

I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

Reading

I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

Spoken Interaction

I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

Spoken Production

I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Writing

I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Your Language Profile



European Language Portfolio - test / flashnode
<http://ndla.no/en/node/20016>

Start-of-year Quiz

Forfatter: Knut Inge Skifjeld

[Start-of-year Quiz \(83631\)](#)

Here are some basic quizzes which can be used early in the school year.

The questions vary from easy to more difficult and cover only small parts of the topics.



Use these tests as a quick and informal way of testing yourself. Check mark

1. [UK, Culture and Society - Quiz](#)
2. [USA, Culture and Society - Quiz](#)
3. [Match City and Country](#)
4. [Writing - Quiz](#)
5. [Formal and Informal Language](#)



6.

Capital Letters / h5p_content

<http://ndla.no/en/node/102839>

Grammar

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](#)

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](#)



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>



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](#)

Easy Grammar - Tips (Norwegian)

Forfatter: Jan-Louis Nagel, Lina Vikre

[Easy Grammar - Tips \(Norwegian\) \(46005\)](#)

a / an

Foran åpen lyd (vokal) brukes an (a door – an open door)

Do / does / did

Når du bruker do / does / did i spørsmål og nekting, må du huske å "nullstille" hovedverbet (infinitiv)

- She went home. Where did she go?
- She lives in Oslo. Where does she live?

Y blir IE

Noen ord som ender på Y, forandrer Y'en til IE foran ending. Cry – cried, city – cities, country – countries. Dette gjelder hvis det er en konsonant foran Y'en (r og t er konsonanter) Men det heter play – played fordi a er en vokal.

Apostrof ('')

Mange ord på engelsk får en S som ekstra ending. Denne S'en skal noen ganger ha en apostrof foran – men som oftest skal den ikke ha apostrof.

I tilfeller skal S'en ha apostrof: I sammentrekninger (She's = she is) og i "eieforhold" *My uncle's car, her brother's PC*

Ellers skal S ikke ha apostrof:

- I have two sisters, all the flowers. (flertall)
- She sits here. My uncle lives in Bergen. (verb etter he/she/it i presens)

Were, where, we're

Were betyr var (they were at home)

Where (med h) betyr hvor. Where is it?

We're er sammentrekning av we are (se over)

Noen vanlige preposisjoner:

Alltid ON om dato og dag. (On Friday, on 1st July)

Alltid AT om klokkeslett (They arrived at six o'clock)

Om tid ellers brukes IN (In the afternoon, in the evening)

MOT= against (motsetning) against the wall, against his will

TOWARDS når det betyr "i retning av" – They drove towards the city.

SOM

Who når det står for personer (*I know a man who (som) lives in Oslo*)

Which når det står for ting (*The car which (som) was stolen*)

That kan noen ganger brukes for begge deler (*The best dinner that (som) I have tasted. There are many people that (som) live alone*)

DET

Det heter IT foran adjektiver (it is nice, old, dangerous) og foran upersonlige uttrykk (it is Friday, it is raining, it is too late)

Det heter THERE foran "ting (substantiver) som fins" (*There are too many people here, there is a man outside*). Husk at hvis det er flertall, må du bøye is – are, was – were (*There is a new boy in my class, there are two new boys in my class*)

There brukes også foran something, nothing, somebody... (*There is something I must tell you, Is there anybody here, there is nothing I can do*)

There are more 'Spot the Mistake' tasks in the link collection.



/

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

There are more 'Spot the Mistake' tasks in the link collection.

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>

Working with Words

Idioms and Expressions

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

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

Spelling/vocabulary

Word Twin

Forfatter: Knut Inge Skifjeld, Anne Scott Hagen
[Word Twin \(96518\)](#)

See if you can create another word by moving the letters around. If you need help, click on the hint button, but that will also reduce your score.

Play against yourself in the one-player version or challenge a friend in the two-player version.

One-player



Word Twin, One-player / flashnode
<http://ndla.no/en/node/96514>

Two-player



Word Twin, Two-players / flashnode
<http://ndla.no/en/node/96515>

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.

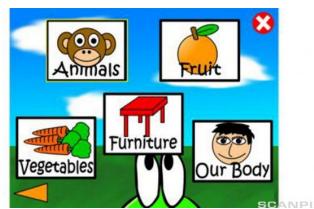
Learn More About the Words You Already Know

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.



[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.

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

Example of Text Cohesion

Bobby was
Compare these two texts and a 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.

Measurements and Units

Measurements and Units

Forfatter: Knut Inge Skifjeld, Amendor AS

[Measurements and Units \(25500\)](#)

□

Hank's World of Measurements

Kilde: Amendor/NDLA

Here is an educational game which deals with measurements and the conversion of these between the metric system and other systems - mainly the old British system of measurement.

You may find it useful to have a website that converts measurements open in another window. Here is one that works well.

- [Online Conversion](#)

Working with Texts

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 functions - 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
urban	rural	suitable
undercook	overdo	preposition
undecided	determined	in the open
genuine	fictitious	spaces in
suitable	inappropriate	this text.
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 Slogans

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

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 rhetorichas* 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 Cookemeans* 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.

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?* Label²
If the question word is the subject, we have normal word order: Example: *Who*these
stole the painting?

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.

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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....

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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](#)

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 - Changing Genre

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 - Keywords into 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

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

Questions

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!!

Frequently Used

Top Ten from "Language and Grammar"

Global English

Forfatter: Knut Inge Skifjeld, Karin Dwyer Løken
[Global English \(71853\)](#)

Global English



Global English / audio

<http://ndl.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

NEWS

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



Copenhagen - Climate Summit

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.

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.

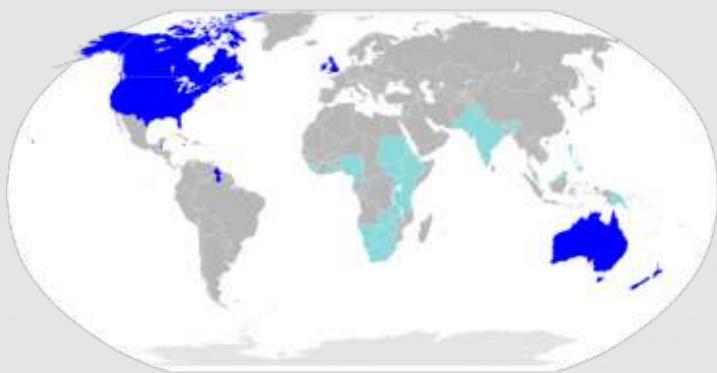
Tasks and Activities

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)

Communication

Writing - How To

Various Genres

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](#).

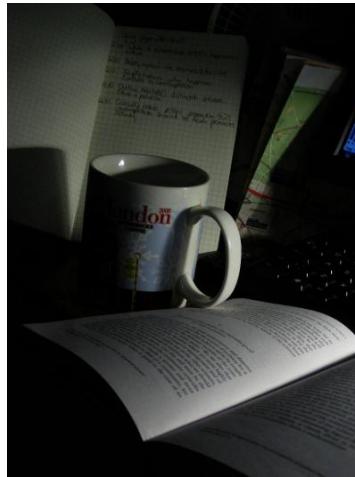
How to Write an Essay

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.

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:

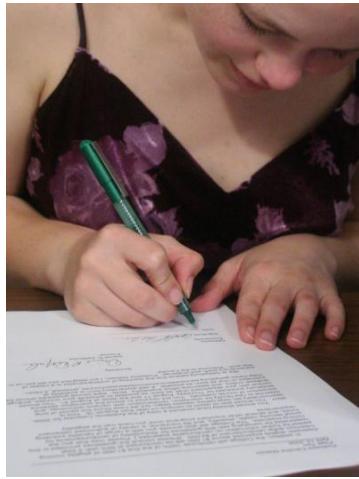
- In conclusion...
- to summarize
- as a result
- consequently

How to Write 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)

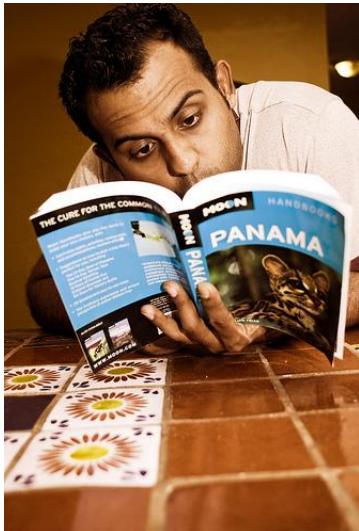
How to Write a Book Report

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.

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 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.

How to Write a Film Review

Forfatter: Lars Aunaas

[How to Write a Film Review \(99995\)](#)

What should a film review tell you and what should it not tell you?

Preparing a Review

Here are some suggestions on how to write a film review. You will find information about the different elements to consider when reviewing or analysing a film [here](#).

Watching the film

Take notes while you watch the movie. Concentrate on specific things that you like, e.g. the acting and dislike, e.g. the music.

Give examples, such as:

In this or that climatic scene the actress playing the antagonist was so convincing that she sent shivers down my spine.

or

The music was completely inappropriate – who would even imagine accompanying a scene where a mother reunites with her long lost child by thrash metal?

Writing a Review

1. Introduction

This should include:

- a hook, in order to capture the reader's or listener's attention, e.g. a representative quote, a compelling scene, a strong opinion, an anecdote.
- basic information about the movie you are about to review: title; cast; relevant production details (which year it came out, director/author/producer); is the story an original work of fiction; is it based upon real events or does it come from a book; etc.
- a short analysis of the story, for instance through its main components, such as theme(s), setting, main characters, short plot description (without giving away how the story ends). Keep it short, however, - approximately 20% of the length of your entire text ought to suffice.

2. Main body

Here you should express your opinions. Is it a good story? Is it well told?

- Be careful not to talk exclusively about your feelings, for example, "I found this movie to be boring/touching/delightfully shocking." Even though your emotional response is not without interest, you are, first and foremost, supposed to exercise your judgement. Take sides as objectively as possible, i.e. on the basis of the elements available to you, namely things you noticed while watching the movie.
- What exactly was good or bad about the movie, and why?
 - the actors
 - setting and scenery
 - the way the story was structured
 - how the dialogues were written
 - what the movie had to say about its main theme(s), etc.
- In short, you should show interest in the actual movie that you have watched, what you liked and disliked, instead of just talking about yourself (the feeling you had of liking or disliking). This is where the notes you took while watching the movie might come in handy.

For instance, you should say something along the lines of:

One thing that nearly ruined this story, for me, was that I could not help thinking that it was badly structured. It reaches its climax only halfway through, which makes it easy to lose interest in the second half of the movie. Indeed, the real issue in this movie isn't the way the two boys build their tree-hut together – nail by nail, like in an instructional video – but how they are able, by reaching a real understanding of each other, to overcome their differences and become friends.

rather than saying:

This movie bored the living daylights out of me – especially the second half. Even though the first part was sort of interesting, what was to follow nearly took away my will to live.

3. Conclusion

Would you recommend this movie to someone else? To whom? It may be useful to recapitulate, succinctly, the most important points of your main body, in order to justify your recommendations.

Example:

I would recommend this movie to anyone who likes to watch cute actors, as long as they have a high tolerance for unoriginal plots, badly written dialogue and racist undercurrents.

You can search for examples of film reviews at [Rotten Tomatoes](#).

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.



Handball

- (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.

Writing

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 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 Make a Vox Pop Interview

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



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 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/>

Formal Letters

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 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](#)

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.

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.

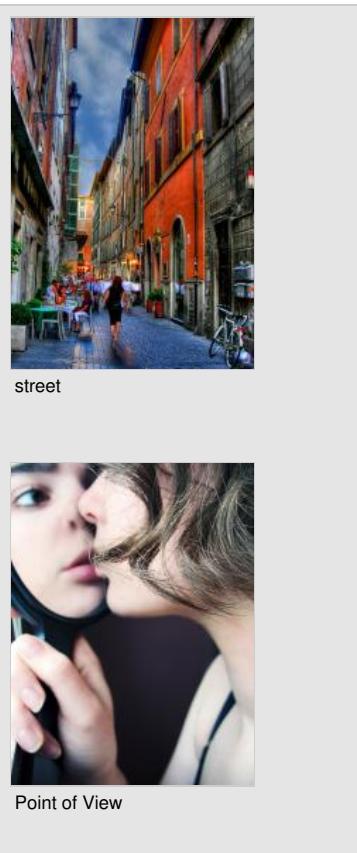
How to Analyze a Novel

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.

Speaking - How To

Addressing Your Audience

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.

Obama and Martin Luther King

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**.

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!

Dialogues and Discussion

Finding the Right Words

Using Appropriate Language

Forfatter: Celia Suzanna Sandor

[Using Appropriate Language \(46059\)](#)

Joan Parker is a teenager who has just moved to Chicago with her parents. She has applied to a private high school in her new city. Part of the admissions process is an interview with the school's headmaster. Unfortunately, Joan needs to improve her formal conversation skills, as her language is highly inappropriate.

- a) Read through the following interview (only the beginning and end are included) between Joan and the headmaster, and rewrite Joan's lines so that they are suitable for this type of formal conversation.

Headmaster: Hello, nice to meet you. I'm Garrett Bradley.

Joan: Hi Gary, I'm Joan. What's up?

Headmaster: I'm sorry, but I'm afraid I'm going to have to ask you to wait for five minutes while I make an urgent phone call. Something just came up and I need to deal with it immediately.

Joan: Whatever. No prob.

Headmaster: Well, then, let's continue where we left off. We asked you to come to the school today so that we could get a better sense of who you are. Could you tell us a bit about yourself?

Joan: Yeah, sure thing. ...

(...They talk for a while ...)

Headmaster: Thank you for coming in today. It's been nice meeting you.

Joan: No sweat.

Headmaster: You'll be hearing from us soon, then. Good bye.

Joan: OK, see you around.

Headmaster: Hello, nice to meet you. I'm Garrett Bradley. b)
Joan: Hello, Mr. Bradley, very nice to meet you, too. I'm Joan Parker. What
is
wrong

Headmaster: I'm sorry, but I'm afraid I'm going to have to ask you to wait for five with minutes while I make an urgent phone call. Something just came up and I need to deal with it immediately.

Joan: Oh, I understand, Sir. It's no problem, I'll just wait here.

Headmaster: Well, then, let's continue where we left off. We asked you to come to the school today so that we could get a better sense of who you are. Could you tell us a bit about yourself?

Joan: Certainly, I'd be glad to ...

(...They talk for a while ...)

Headmaster: Thank you for coming in today. It's been nice meeting you.

Joan: The pleasure is all mine, Sir, thank you for taking the time.

Headmaster: You'll be hearing from us soon, then. Good bye.

Joan: I'm looking forward to that, thank you. Good bye.

Joan's answers ? Provide some examples and explain why they are inappropriate.

First of all, she should not use the headmaster's first name, and certainly not shorten it to a nickname! In addition, "what's up" is a very informal expression^{c)} only acceptable among peers. Her familiar tone and language are directly ^{What} ^{did} disrespectful. ^{Joan}

Otherwise, expressions like "whatever, no prob(lem), sure thing, no sweat, see and you around", etc. are slang-like and have no place in a setting like this one. They, the too, show a lack of respect. She should also thank the headmaster, as it was he who was doing her a favour, and not the other way around!

headmaster talk about in between their opening and closing exchanges? Write the dialogue, but be sure to make Joan's language polite and respectful.

d) Re-write the dialogue to make it informal, between two peers. Replace the headmaster with Gary, a fellow student of Joan's and write Gary's lines so that they fit in with Joan's less refined responses. We have done the first one for you:

Gary: Hi there! You must be new here. I'm Gary.

Joan: Hi Gary, I'm Joan. What's up?

Now, continue the conversation (write the dialogue and act it out) using Joan's expressions, or similar ones: Whatever, no prob., yeah, sure thing, no sweat, see you around...

Politeness

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

[Politeness \(5587\)](#)

An important feature of English culture is, of course, politeness. If you've ever visited England, you've probably noticed the way the English say, Please, Thank you, Pardon me, Sorry and Excuse me absolutely all the time.

You may also notice that people hold the door open for the person coming after them, whether or not they know that person. The English are also the best queuers in Europe. If you look at an English bus stop, you will be amazed as to how well-organised the queue is!

Do you feel it is stuffy to be polite? That showing other people common courtesy is old-fashioned? That having manners is snobbish? Then think about the purpose of politeness – to put others at ease and show consideration. Polite phrases like "please", "thank you" and "excuse me" make living in a society easier. Watch the butcher as he alternates between being polite and impolite to his customer.

[The Butcher Who is Alternately Rude and Polite](#)

Politeness in English

English speakers are generally known for their politeness. One of the biggest blunders Scandinavians make when they talk to English speakers is being too brusque and direct. Although we Norwegians have a lot in common with, say, Britons, North Americans, and New Zealanders, we tend to forget the value they place on being polite - even in casual conversation.

Greetings

Among foreigners who come to this country, the Norwegian habit of not greeting people is notorious. Whether they are from America, Africa or Asia, they are taken aback when they experience in Norway that people seem to look right through them. In any other culture, this is totally unacceptable.

Discuss

In which of the following situations should you say hello, and in which situations can you just drop the greeting and pretend the person is not there?

When you meet a friend or acquaintance on the street and he or she is with someone you do not know. (Do you greet the stranger?)

When you go into a shop. (Do you say hello to the shop employee?)

When you meet friends of friends at a small party or social gathering. (Do you greet your friends' friends?)

When you go to a friend's house and meet their parents. (Do you greet the parents?)

Language

1. Which of the following is not a common greeting in English?

Hello.

(It's) nice to meet you.

(I am) pleased to meet you.

(It's) good to meet you.

(It's been) nice seeing you.

How do you do

(It has been) nice seeing you. This is usually said upon taking leave / saying goodbye.

2. Please and Thank You

“Please” is a word that is much used in English. However, it cannot be stuck anywhere in a sentence. Which of the following sentences is/are incorrect?

- a. Would you open the window, please?
- b. Would you open please the window?
- c. Would you open the please window?
- d. Please, would you open the window?
- e. Would you please open the window

- b. Would you open please the window? (borderline)
- c. Would you open the please window? (illogical grammar)

3. Could you Repeat That?

What do you say when
you did not hear what

somebody said? Rank the following expressions in order of politeness – from not at all polite to neutral to very polite:

- Pardon?
- What was that?
- I beg your pardon?
- Excuse me?
- What?
- (I'm) sorry?
- Come again?

What? (not very polite) Come again? / What was that? (I'm) sorry? / Excuse me? /
Pardon? I beg your pardon? (very polite)

4. Which of the following phrases is incorrect English

- Would you mind if I borrowed your pen for a minute, please?
- Would you mind to smoke outside, please?
- Would you mind looking after my dog while I go and buy a coffee?
- Would you mind holding the door for me, please?

Incorrect: Would you mind to smoke outside, please?

Correct grammar: i. **Would you mind smoking outside, please?**, or ii. **Would you mind going outside to smoke, please?**

5. Test your politeness in the tasks in the link collection.

Teenagers and Parents

Forfatter: Knut Inge Skifjeld

[Communication between Teenagers and Parents \(18880\)](#)

Communication between people is a complex process. Often we have expectations, worries or attitudes that make us misunderstand things. When a teenager says: "I'll be careful", it does not really mean anything if he or she has taken great risks over and over again. When a dad promises to take his kids to the amusement park, but he just has to get some things done first, the kids might actually be "hearing" - "Sorry, you're not that important to me."

The words may be right, but if we misinterpret what is being said or don't have time to listen, miscommunication occurs. Over time, this may lead to big problems or conflicts. In the following video clip, four girls and a dad talk about their experiences from miscommunication or information gap. They all share a feeling of not being really listened to, even though their words have been heard. Some of them speak a bit fast, so you may need to listen a few times. Keep listening, even if there are a few comments that you don't quite get.



Miscommunication - Parents and Teenagers / video
<http://ndla.no/en/node/18881>

Comprehension

1. Mention three things that the girl in the intro is unhappy about regarding her parents' treatment of her.
2. Why is trust so important in a relationship?
- They compare me to others 3. How does the mom react to her daughter's two Cs (grades in her report card. A is best.)?
- They want me to stop going out 4. What is the dad worried about?
- They want me to improve my grades 5. Does the dad feel that he is being taken seriously? Why/why not?
6. Language is also a problem between first and second generation immigrants. How come?
7. What is the difference between being heard and being understood?
8. How does our modern society contribute to miscommunication?
9. What are some of the bad long term effects miscommunication may have?
10. At the very end, the narrator suggests a change of attitude both in teenagers and parents. What does she suggest?

Make a list

Make a list of 5 things to remember in order to avoid miscommunication.

1. Remember to make eye contact with the person you are talking to.
2. Always....
3. .
4. .
5. .

Discussion

1. Would his interview have been different if boys were telling their stories? Would the father worry about other things? Would the teenagers themselves have the same frustrations?
2. Could this interview just as well have been made in Norway? Explain why.
3. Discuss the examples of misunderstandings in the introduction to this text. Are these typical? Come up with a few examples of your own.

Make an interview

Make a similar interview with one or two classmates. Write down a few questions before you start, but make sure to follow up on what is being said.

To the one being interviewed: Don't let it get too personal. Make up some answers if you are not comfortable with the situation.

Writing

Write a personal essay where you discuss one of the following statements:

1. Growing up was easier in the old days, when there was no long period of adolescence.
2. The problem of parents is that they worry too much.
3. In our society, we have too little respect for our parents - after all they know better from having been young themselves.
4. These days parents and teenagers don't have time to really sit down and talk. That's why we get all these misunderstandings. We

become strangers.

5. Dear mum and dad – I'm more responsible than you think.
6. Please worry - it's a crazy world out there!

Teenage Issues

Forfatter: Knut Inge Skifjeld

[Teenage Issues \(18906\)](#)

Growing up is not easy. For some it's a challenging and creative process, for others it may be a gloomy affair. Teenage depression is an increasing problem all over the Western world. In some cases, it leads to harming oneself and even suicide. There are close to 30 million teenagers in the USA and 6 percent of them live with depression according to the latest surveys (U.S. Census). To look on the bright side - 94% are doing pretty OK. However, for those who struggle it can be totally devastating.

Watch this video and listen to the stories of a few American teenagers struggling with depression.



The Cries of a Teenage Soul / video

<http://ndla.no/en/node/18914>

Comprehension

What makes life tough for these young people? Make a list of issues as you watch the video.

Calculate

How many American teenagers are struggling if 6 % out of 30 million teenagers face problems? Do the calculation in English.

Discussion

1. Do the issues that make life tough for these kids apply to Norwegian kids as well? Explain.
2. Why do you think depression appears to strike harder in rich Western societies than in poor countries?
3. Is there generally a lack of meaning and purpose to our lives in a modern society?
4. Mention at least five good causes worth fighting (and living) for?

Internet

Watch a YouTube presentation of REM's song 'Everybody Hurts'. What is the message of this song?

Writing a Summary

Read this article and write a summary of 200 words where you include background facts and what measures are being taken to fight teenage depression.

How to Stay on Top of an Argument

Forfatter: Knut Inge Skifjeld

[How to Stay on Top of an Argument \(19533\)](#)



How to Stay on Top In an Argument / audio

<http://ndla.no/en/node/48616>



Arguing

- Make an Argument
- Establish a claim
- A persuasive argument
- Clear examples
- Logical reasoning
- Support the claims
- A sound argument
- Counter-arguments
- A fallacious argument
- A strong conclusion
- Unsound arguments

Discussion

1. Sit in pairs and discuss one or more of the statements below. Decide who agrees with the statements and who disagrees. Act out a discussion trying to persuade the other that you are right.
2. Afterwards, discuss who came up with the best arguments. Also discuss what a good argument is.

- Women are better at arguing than men.
- Sports interest people who live boring lives.
- Football is all about money these days. It is no fun anymore.
- People who choose to climb dangerous mountains, cannot expect others to risk their lives rescuing them.
- We only agree on environmental measures that do not affect our everyday life in a negative way.
- Exposure to media violence makes people behave more violently in everyday life.
- Pretty people get more positive attention. Therefore plastic surgery should be a human right.
- An average teen is more concerned with shopping than with world peace.
- We don't care about poor people. If we did we would not spend billions on sweets, make-up and hair gel.
- These discussion topics are stupid.

Strategies of Discussion

Winning a discussion may involve tricky and complex strategies of flattery, insults and threats. When politicians – who are professional word wrestlers – get head on in TV debates, they have been practicing for years in co-operation with experts on mass communication and marketing strategists. They are rarely at a loss for words after practicing techniques of avoiding tricky questions their whole career. However, they cannot appear inhuman either, and some admission of guilt is acceptable even in these circles. Sometimes accepting weakness or blame may give the politician the upper hand, as his or her credibility increases in the long run.

Discussions take place around the kitchen table as well as in front of the TV camera; they also take place in the form of 'letters to the editor' in newspapers. Providing a public arena for debate is, after all, one of the key functions of the media. The techniques are the same as those of the professional politicians – though polished and carried out at various levels of proficiency.

Context is Contents

In the following we will give you examples of some discussion techniques. But what works for some may not work for others. It depends on a mixture of your personality, background and oratory skills. Study the following situations. They can all be interpreted differently.

- A spokesperson for a music festival claims that everything is nice and tidy, while, in fact, conditions are dirty and unorganized. The spokesperson is motivated by trying to get as many paying spectators as possible.
- A teenager claims a sudden stomach ache before heading off to a lengthy dinner with the family. There is a great film on TV in an hour.
- An immigrant criticizes her own ethnic group for accepting arranged marriages. She is perceived as a brave person. A person outside the group, making the same claim, gets labeled a racist.
- A politician on a re-election campaign promises to get tough on crime.

What Did You Say?

Communication is a complex process. What you hear depends on the attitudes of the one listening as well as those of the one speaking. Actually, two people listening to the same argument being made may experience it very differently. If you want to be successful at building an argument, you will have to analyze the attitudes of your listeners and what they think of you while formulating a persuasive argument directed at hearts and minds.

Continue with 'Tips on Winning an Argument' in the link collection.

Getting the Message Across

Forfatter: Knut Inge Skifjeld

[Getting the Message Across \(18888\)](#)

Our world is dominated by mass media. TV, the Internet, billboards and posters try to grab our attention all the time, every day. Advertisements, films and news flicker across the screens, often with spectacular pictures and effects. Your attention is worth a lot. But who do you listen to when everyone is shouting out their message?



Getting the message across / audio

<http://ndla.no/en/node/66110>

The trick is to come up with something that stands out and that reaches into everyone's hearts. Then you have to mix emotions and facts to make a credible impression - thereby creating a presentation that supports the contents of your message. For instance, use happy people if you want to sell successful products.

Watch this pro-life advertisement below and try to figure out some of the techniques being used to persuade Americans to vote against an individual's right to have an abortion.



Pro-life Advertisement / video

<http://ndla.no/en/node/18891>

Tasks and Activities

Comprehension

1. Why are they presenting all these babies?
2. What are the babies saying and why are they saying it?
3. What are they saying about God?
4. Why is the camera sweeping over the posters all the time?
5. What is the effect of all the close up shots?
6. How would you describe the background music?
7. Who is the adult narrator?
8. What are her alternatives to abortion?
9. What is said about the organisation Prolife Across America?
10. Give examples of facts presented in this advertisement.
11. What is the final message about unborn babies?

Discussion

1. Would this advertisement have been successful in Norway? State your reasons.
2. Abortion is a hot topic in US society, but not in Norway. How come?
3. How do you react to this advertisement? Do you think it gets its message across to Americans or not?

Research

1. Visit one pro-life website and one pro-choice. How do they present their views? Which do you think is most successful?
2. Find statistics on people's attitudes towards abortion in the USA. Are there any differences between regions, ethnicity and age? Search for: polls, abortion, statistics, USA. Make sure that you use impartial information, preferably official statistics. Government agencies and news media are usually reliable. Cross reference your findings, e.g. do a specific search on some of the statistics you find, to see if other web sites turn up the same findings.

Make sure you state your sources and the exact year the surveys or polls were carried out.

Project

1. Come up with a topic of your own that is being debated in the English-speaking world. Find out how the various views are presented on the Internet. Make a comparison of two or more web sites and their presentation of the issue. Include at least one other school subject in your work - like social science, science or mathematics.
Some suggestions: **the death penalty, gun control, illegal immigration, internet piracy, media violence, war on terror**
2. Finally, give a presentation in class where you present your findings.
3. Include a short discussion in class at the end of your presentation.
4. Finish by doing an anonymous poll on the issue at hand. Present the results in class.

Making Small Talk

Forfatter: Celia Suzanna Sandor

[Making Small Talk \(7935\)](#)

We all make small talk, but some of us are better at it than others. Small talk is very useful, an easy way to connect with people and get to know them. It also helps to make both you and the other person more comfortable and less nervous about talking to someone new.

Small talk is even more important in English-speaking countries than in Norway. Keeping to yourself and not talking to anyone might pass in Norway, where people are more reserved. However, in most English-speaking countries this would give a very negative signal. Most likely you would just come off as rude!

Still sceptical? If you think small talk is superficial and that people should just get to the point, think again. Consider all the information you exchange with people around you in the course of a day. How necessary is it? You do not say, "Nice day, isn't it?" to tell someone that the weather is good. Sharing facts is not the point; communication is. We talk about obvious things because we want to connect, and the weather is the one thing we know we have in common with a perfect stranger.



What to say next?

Body language is also a part of small talk. Smiling, making eye contact and standing tall all indicate that you are interested and friendly. As they say, first impressions matter, and they are usually formed before you have the chance to say anything at all!

True or False

1. Small talk is a useful social skill to have.
2. Being a good small talker can make you more relaxed in unfamiliar situations.
3. In English-speaking countries, you risk appearing rude if you do not talk to anyone else in a social situation like a party or at a lunch with a mixed crowd of people.
4. The reason we talk about the weather with strangers is in order to get meteorological information.
5. First impressions are almost always based on what a person says.

1. true
 2. true
 3. true
- How Important is Small Talk in These Situations?**

4. false
 5. false
- Rank the following list, in order of importance, of small talk in each situation (1 being the most important, 2 the second most important, etc.). Then discuss your list with a partner or two.

Small talk is important when you are among people you do not know/ know well:

- at a party
- on an airplane
- in a break at a lecture or meeting
- at school
- at a social lunch or dinner
- in a line at the store
- in an online game or social arena
- in the dentist's waiting room

Afterwards. see if you can come up with other places where you might make small talk. Make a list- as long as possible (but keep it realistic – waiting in line for the bathroom at an intergalactic space disco on Mars is not plausible!).

Choose Your Adjective

Forfatter: Knut Inge Skifjeld

[Choose Your Adjective \(18789\)](#)

Choosing the right adjective is not just a matter of knowing lots of words, but also a matter of working on our attitude. Too often we focus on people's negative characteristics.

The world might look a little brighter if we choose to use more of those wonderful, positive adjectives, like - great, wonderful, creative, open-minded, resourceful, etc. Watch this video and see these people catch on to the idea.

Make a list

After watching this video, come up with one positive adjective for ten people you know.

Make a list of names and characteristics.



Finding Your Adjectives / video

<http://ndla.no/en/node/18792>

Discussion

Two guys once agreed to talk very positively about each other to everyone else. Guess what? After a while they were very well liked - not for being spoken of in positive terms, but for speaking about others in a nice way.

Do you agree that this is important?

Writing

Write a short story where you leave the adjectives out. Have your classmates suggest random adjectives to fill into your story. Finally, read the story out loud.

Grammar

Find the adjectives in this text. Compare with the hidden list after you have made your own.

"I've gone to some of the best schools in America and lived in one of the world's poorest nations. I am married to a black American who carries within her the blood of slaves and slaveowners -- an inheritance we pass on to our two precious daughters."

Find out who said this and on which occasion.

best

poorest

married

black

precious

Talking and Discussing

An Argument about Dating

Forfatter: Knut Inge Skifjeld

[An Argument about Dating \(19521\)](#)

Make sure you understand these words and expressions before you continue:

- Make an argument - put forth a line of facts and ideas that support a conclusion
- Make a point - explain something in a clear manner
- Argue over something - like having a quarrel



Was It a Date Or Not? / video

<http://ndla.no/en/node/21018>

Watch this video and discuss the following:

1. What are they actually discussing? Retell the story in a few sentences.
2. Who makes the best argument?
3. Is this a gender issue - like something boys would never understand?
4. Do girls often stick together when they argue with boys?
5. Should he say yes to the movie invitations?
6. Do you agree that going to the cinema with her is sending the wrong signals?
7. Are girls better at arguing than boys?
8. Do girls and boys argue differently?

Role Play

Sit in pairs. One of you is the boy and the other is one of the girls from the lunch bar. The scenario is the same as seen in the movie clip. Try to convince each other that you are right.

Preparing for a role on TV

Forfatter: Knut Inge Skifjeld, Catharine Ruud, Celia Suzanna Sandor

[Preparing for a Role in a TV Series \(14350\)](#)

Have you ever wanted to be an actor? Just remember that there is a lot of hard work in acting. Before anyone turns on the camera, a lot of planning and rehearsal has taken place.

Pretend that you are part of a group of actors practicing the lines of an upcoming shoot of a particular TV episode. Divide roles between you, stand up and start acting.

Remember that actors do not just read their lines in a flat, monotonous voice. They must consider tone of voice, pacing and timing, facial expressions, body language and silences in their delivery.



In addition to the actors you will need a narrator. Do not read the stage directions aloud.

- www.seinfeldscripts.com
- [The Simpsons Archive](http://www.simpsonsarchive.com)

What Would You Have Done?

Forfatter: Eli M. Huseby, Karin Dwyer Løken, Knut Inge Skifjeld

[What Would You Have Done? \(21695\)](#)

- Discuss the following dilemmas in class.
- Is there a difference between what you decide to do and what you feel you should have done?
- Having discussed the issues below, make up two issues of your own and challenge a student next to you for his/her opinion.



What would you have done? / audio

<http://ndla.no/en/node/48623>

1. You are having an English test on Monday. Normally, you would have no problem with this. However, the past week has been terrible for you. You have had two other tests in addition to handing in a Norwegian essay. To top it off, you have promised your boss you will work this weekend.

A classmate of yours calls and tells you that she has got hold of a copy of the English test. She offers you a copy. Now you have to make the decision whether or not to accept her offer.



Ponderin

What do you decide to do? How did you arrive at this decision?

2. You walk past the bank on your way home from school one day, and you see money in the slot of the ATM machine. You are, of course, curious, so you take out the money and count it – NOK 1200. Being in your last year of high school, with many parties coming up, this money would certainly be a welcome addition to your economy.

What do you decide to do with the money? How did you arrive at your decision?

3. Some students at your school have created a website that totally trashes one of the teachers at your school, Mr. Brown. Needless to say, he is in despair, and finds the situation profoundly embarrassing, but he is at a loss what to do about it. You think Mr. Brown is a great teacher, and you feel very indignant on his behalf. Having overheard a conversation in the school cafeteria, you know who is behind the website. A couple of students in your class got a bad grade on a presentation they gave in class, and the website is their revenge.

You know what you should do, but you are afraid of the repercussions.

What do you decide to do? How did you arrive at this decision?

4. The police arrive at your school following the theft of five video projectors. The same day you have been offered a video projector by another student at a give-away price. You find the school name engraved in the chassis. How can you pass this information on to the police? Do you pass it on? How did you arrive at this decision?

Project Work and Web Tools

Project Handouts

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

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?

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>

Culture and Society

The USA

USA - Regions

Geography, Regions and Dialects

Forfatter: Engelsk for videregående (Vega), Christine Varadian Johnsen
[Geography, Regions and Dialects \(4464\)](#)

Pre-reading

1. Have you ever been to the United States? Where and when? Share your stories with a partner.
2. Where would you like to visit? In which part of the country? Which state(s)?
3. Can you take a guess at approximately how many people live there?
4. As the country is extremely vast, can you name some similarities and differences that you would find if traveling from one end to the other?

You can find an easy version of the text here: [Introduction to the USA – Text in Brief](#)



USA - Geography / audio

<http://ndla.no/en/node/48601>

- First test your geography skills here: [Can You Place and Name the US States?](#)

Colonies to States

The birth of the US goes back to 1776, when 13 British colonies were established on the Atlantic coast. Today it is a federation that consists of fifty states, 48 of them on the mainland. The two last states to be included in 1959 were Alaska and Hawaii, both physically separate from the other states. In addition to the fifty states, the US also consists of Washington DC (District of Columbia), the free Commonwealth of Puerto Rico, the Virgin Islands and some Pacific Islands, like Guam.

Vastness

The nation is huge, with enormous distances; it is the third largest country by size in the world (after Russia and Canada) and 30 times the size of Norway. If you were to drive a car the 4,500 km from the eastern to the western coast, it would take you five to six days. A coast-to-coast trip by train takes you three days. From Canada to Mexico it is 2,500 km. In comparison, the distance from Oslo to Paris is 1,600 km.



USA - vastness

The landscape, climate and topography can vary even within a short distance. In California, for instance, it does not take long to travel from sun and sea to mountains and snow or to the desert.

The USA has approximately 304 million inhabitants, making its population the world's third largest (after China and India). The US is also much more sparsely populated than Western Europe. Each American – in theory – has more space than people in Western Europe.



USA

Geographical Regions

We can divide the nation into the following four main regions: the Northeast, the Midwest, the South and the West. There are great differences in size and population between the regions.

Although Americans tend to relocate a lot, each region has its own distinct characteristics, especially when it comes to race and cultural background. We also see that people within a region share common values. They share concerns over economic questions, and they identify with the history and traditions of their region. Food is one example of such traditions. Local dishes may vary a lot, from the seafood dishes of coastal states like California, or the Creole dishes of New Orleans, to the piles of steaks devoured by meat-loving Texans.

Dialects Vary

Dialects also vary greatly. It is not difficult to recognize the difference between a man from the Northeast, for example a city like Boston, and an American from the Midwestern State of Kansas. In addition, the styles of speaking may be different. Farmers of New England are known for their short, concise sentences, and for being men and women of few words, while others, for example people from the South, often talk in a very slow manner.

Considering the size of the USA, it is easy to understand that people from the Northeast feel closer to Europe than for example Texans might, both as far as news coverage and other forms of culture are concerned. Texans, on their part, have Mexico and other Latin American states as their closest neighbors, and are therefore more heavily influenced by Mexico and Mexican culture.

Tasks and Activities

True or False?



The USA-Geography, Regions (True or False) / h5p_content
<http://ndla.no/en/node/125146>

Comprehension

1. How many British colonies were there in 1776?
2. How many states are there in the US?
3. What were the last two states to be added to the federation?
4. What is the difference between Washington DC and Washington?
5. How many times larger is the USA than Norway?
6. Approximately how many inhabitants are there in the USA?
7. What are the four main geographical regions called?
8. Give examples of how these regions are different.

Vocabulary

Make a table with the following words in your text editor and fill it out.

English	Translate into Norwegian	Make a sentence using the word	Possible synonym
Approximately			
Similarities			
Federation			
Consists			
Comparison			
Topography			
For instance			
Desert			
Inhabitants			
Sparingly			
Tend			
Relocate			
Common values			
Concerns			
Devoured			
Recognize			
Manner			
Coverage			

[Synonym Dictionary](#)

Translation

Copy the paragraph below into your text editor and translate the text into Norwegian.

The birth of the US goes back to 1776, when the first 13 colonies were established on the Atlantic coast. Today it is a federation of fifty states. In addition it includes: Washington DC (District of Columbia), the free Commonwealth of Puerto Rico, the Virgin Islands and some Pacific Islands. It is the third largest country in the world, both in size and number of inhabitants. The nation is divided into four regions which vary in size, population, race, dialects and cultural background.

Games

[Geography Games](#)

Further Reading

[The USA - The Northeast](#)

[The USA - The Midwest](#)

[The South - Historical, Tropical and Flavorful](#)

[The West - Attractive and Tempting Still](#)

[US - Dialects and Accents](#)

The Midwest

Forfatter: Christine Varadian Johnsen, Engelsk for videregående (Vega)
[The Midwest \(4467\)](#)

Pre-reading: The Midwest area extends from the Appalachians to the Rocky Mountains, and it largely consists of flat countryside, ideal for farming. Can you find these two mountain ranges on a map? Try and name some states which belong to the Midwest.

Bread Basket, Steel Belt, Rust Belt

It is no coincidence that this region is referred to as the nation's "breadbasket", as there are vast farms here. In Minnesota and other states west of the Mississippi, the flat prairie landscape stretches out and seems to go on indefinitely. Some of this land made for excellent farmland, and when the government passed the Homestead Act of 1862, millions of Europeans settled here. Many Norwegians settled in places like Wisconsin, Minnesota and the two Dakotas.

The eastern part of the region used to be the industrial center of the country, the so-called "steel-belt", but after several of the factories were closed down or relocated to other areas, the area saw large unemployment and was re-named "the rust-belt". The situation is now improving due to the new high tech industries that are being set up.

Major cities include, Chicago (Illinois), home to the 44th US President, Barack Obama, Detroit (Michigan), the automotive capital of the world and the Twin Cities: Minneapolis and St. Paul, (Minnesota). The people of the Midwest are often considered conservative, but also friendly and open. They are known to speak their minds when occasion calls for it.



Rust Belt, Bethlehem Steel, PA



The Famous Red Barn

Tasks and Activities

Comprehension



The Midwest - True or False (node 4467) / h5p_content
<http://ndla.no/en/node/125148>

Vocabulary

Sit in pairs and take turns explaining the following expressions.

1. Bread basket
2. Steel belt
3. Rust belt
4. Prairie landscape
5. The Homestead Act
6. High tech industries
7. The automotive capital of the world
8. Twin Cities

Mini-Presentations

1. Choose a major city and make a five minute oral presentation.
2. Search on the internet for stories, letters or pictures of Norwegian immigrants who settled in the Mid-West during the 1800s. In groups of three or four, create and present the story of one of these settlers. Include something about how the Homestead Act enabled him/her to start this new life.
3. Find music by Bruce Springsteen or other artists that deal with the industrial decline in the USA. 'My Hometown' by Bruce Springsteen may be a good start. What is the atmosphere of the songs - is it characterized by pessimism or a fighting spirit? Present one or two songs in class.

Read more about presentations here:[How to Make a Mini Presentation](#)

Further Reading

[The USA - Geography, Regions and Dialects](#)

[The South - Historical, Tropical and Flavorful](#)

[The West - Attractive and Tempting Still](#)

[The Northeast](#)

The Northeast

Forfatter: Christine Varadian Johnsen, Engelsk for videregående (Vega)

[The Northeast \(4465\)](#)

The Northeast consists of New England and the Mid Atlantic States.

- Is this region on the coast or inland?
- Can you name any states which belong to this region?
- Here are a few cities: can you unscramble the letters and name the cities?
 - mtarbeilo
 - osonbt
 - aehldpahipil

Find out if anyone in your class has been to any of these cities or the region? Perhaps someone landed at one of the international airports, on route to another destination in America.

New England

New England is made up of 6 states: Connecticut, Rhode Island (the smallest state in the US), Massachusetts, New Hampshire, Vermont and Maine (the northernmost state on the mainland). British Pilgrims arrived in 1620, settling in the colony of Plymouth, located in southern Massachusetts. Before the arrival of the British, the area was home to many Native American tribes, one of the larger tribes called the Wampanoag.

New England is referred to as the “cradle of the American Revolution”, as many famous historic events began here, particularly in the city of Boston, Massachusetts. It is here in New England that the rebellion against the British began and ended in the late 1700's. The New England colonies were the first to demonstrate against British rule. The Boston Tea Party, the famous ride of Paul Revere and the battles in Lexington and Concord, Massachusetts are to name a few.

New England was home to many famous poets and literary legends like Emily Dickinson, Edgar Allan Poe, Harriet Beecher Stowe, Robert Frost and Nathaniel Hawthorne. With so many talented literary writers, it is no wonder that the first public school in the US was also in Boston.

Today New England is known for their excellence in sports. Many teams have won several National championships including: Boston Celtics (basketball), Boston Bruins (ice hockey), Boston Red Sox (baseball) and the Patriots (NFL football). As New England is not a large region, these teams represent all of New England, not only Boston, as some of their names suggest.

New England is an attractive tourist region, offering numerous outdoor activities. As five of the six states are coastal, it offers beautiful beaches and summer fun.



Boston Red Sox

Mid-Atlantic

The Mid Atlantic states include Delaware, Maryland, New Jersey, New York, Pennsylvania, Virginia, West Virginia and the District of Columbia. Major cities are Baltimore, the capital city of Washington DC and the country's largest city in population, New York.

The Mid-Atlantic region played an integral part in the American Revolution. It was home to the nation's first capital, Philadelphia, birthplace of the Declaration of Independence and the United States Constitution. During its growth, it attracted many immigrants from Europe, making it the multicultural region it is today.

New York City, the most multicultural city in America, is the hub of the region and a leading global city. Home to the United Nations, Broadway and Wall Street, this trendsetting city influences all corners of the world with finance, culture, commerce and entertainment.

People and Culture

Today the people of the Northeast are often referred to as inventive, imaginative, shrewd and hardworking, having adopted many of these traits from the Puritan settlers. The Northeast is very multicultural with large pockets of immigrant groups, Jewish, Irish, and Italian to name a few.

The Northeast is the most densely populated region of the US. It is considered the nation's cultural centre; with theatres, art galleries and prestigious universities, such as Harvard, Princeton and Yale. Finally, although the Northeast is geographically small, it is the wealthiest of the regions.

Tasks and Activities

Mutliple Choice



The Northeast - Multiple Choice / h5p_content

<http://ndla.no/en/node/125151>

Comprehension

1. Which states comprise New England?
2. Who were the first inhabitants of this region?
3. Why is New England often referred to as "the cradle of the American Revolution"?
4. Mention some famous literary legends from New England.
5. Which states comprise the Mid-Atlantic region?
6. Why is this region of great historical interest?
7. Describe New York City.
8. What characterizes the people of the Northeast?

Further Reading

[Everyone Is a New Yorker](#)

[The USA - Geography, Regions and Dialects](#)

[The Midwest](#)

[The South - Historical, Tropical and Flavorful](#)

[The West - Attractive and Tempting Still](#)

The South

Forfatter: Christine Varadian Johnsen, Engelsk for videregående (Vega)

[The South \(4466\)](#)

Match these states Texas, Florida, Louisiana and Georgia with their official state name.

- The Sunshine State
- The Pelican State
- The Peach State
- The Lone-Star State

Which city in Florida houses Disney World? Ask if anyone in your class has visited Florida. Perhaps they have been to the Florida Keys, Miami or even the west coast. Did you know that Florida is a peninsula? Which two bodies of water surround Florida?

The South stretches from Virginia to Texas and includes major cities like Atlanta (Georgia), New Orleans (Louisiana) and Houston (Texas). Atlanta was the host to the 1996 Summer Olympic Games, while New Orleans is the home of jazz and the Mardi Gras. The city of Houston is growing rapidly due to the oil industry and space engineering.



Steamboat Mississippi Queen

Early South

The first European settlers in this area settled on small, family-run farms. Gradually, some of these farms prospered and became large tobacco and cotton plantations relying on slave labor. The issue of slavery was one of the causes of the Civil War, which the Confederates of the South fought and lost against the Yankees of the North. In the 20th century, especially in the '50s and '60s, the region was the center of the struggle for civil rights for black Americans.



Southern Beauty Queen

Today's South

Compared to the rest of the US, today's southerners are more conservative as far as family and tradition are concerned, and they have a more relaxed lifestyle. Money is supposedly less important here than in other parts of the country, as they have not adopted the strict work ethic of the Northeast. Southerners are said to be open and hospitable. The plantations are now gone, and cotton is no longer the main source of income.

Sun Belt

The South has changed dramatically over the last two decades. Developing industries include service/tourism, high technology, finance and communications. The region is often referred to as the "sun-belt" of the US, both because of the sunny and warm climate and the recent economic boost. The summers can be very hot, so Florida and Georgia have become immensely popular holiday and retirement resorts.

Parts of the region have a colorful cultural life, such as New Orleans, known for its old French architecture, Cajun cooking, jazz and blues music, and its celebrations of Mardi Gras. New Orleans is slowly recovering from the devastating hurricane in 2005, Katrina, known as the largest natural disaster to occur in the US, which left thousands homeless.

Tasks and Activities

Vocabulary



The South - Cloze Test / h5p_content

<http://ndla.no/en/node/127497>

More Vocabulary

Sit in pairs and take turns explaining the following expressions. Try to include them in a sentence as well.

1. the home of jazz and
2. the Mardi Gras
3. European settlers
4. family-run farms
5. relying on slave labor
6. the Yankees
7. civil rights for black Americans
8. conservative
9. hospitable
10. economic boost
11. retirement resorts
12. Cajun cooking
13. devastating hurricane

Mini Project:

Choose one of the major cities: Atlanta (Georgia), New Orleans (Louisiana) or Houston (Texas) and make a PowerPoint presentation for the class. Points of interest: tourism, culture, arts/music, sports, historic events, demographics.

The West

Forfatter: Engelsk for videregående (Vega), Christine Varadian Johnsen

[The West \(4468\)](#)

Pre-reading

1. The West comprises the Mountain and Desert States and the Pacific West. The Mountain and Desert States consist of Arizona, Colorado, Idaho, New Mexico, Montana, Utah, Nevada and Wyoming. The Pacific West includes California, Oregon, Washington, Alaska and Hawaii. Which western state would you like to visit and why? Compare with other students.
2. California is often a destination of choice. Read the following quote and discuss possible meanings. "Tip the world over on its side and everything loose will land in Los Angeles." (Frank Lloyd Wright)

The Attraction

Historically, people from all over the world seeking free land, new opportunities and freedom found this in the West. Today these states are a mixture of cultures. The most famous of the groups of people who came are the cowboys and the cattle ranchers, together with the gold miners and the fortune hunters looking for riches and wealth.

The climate of this region is extremely varied, from rainy in the west to drier landscapes in the east. You can travel to mountainous areas, the sunny coast or even the deserts of Utah and Arizona.

Today, many people find their way here in search of better jobs. In the state of California, there is much immigration from Asia and Mexico, both legal and illegal. California is becoming increasingly overcrowded and polluted, and many industries have already moved away.

Tourism

One important industry is tourism, which is one of the major sources of income in the West. One major tourism spot is the 24/7 city of Las Vegas. Known mostly for its casinos, gambling and entertainment, Las Vegas today is one of the fastest growing areas in the US. Who would have expected that a tiny valley nestled in the Mojave Desert would one day become the entertainment capital of the world!

It is in the West that we also find wilderness areas like the Grand Canyon and Yellowstone National Parks, and for those seeking more fame and fortune, let's not forget the glittery industry of Hollywood.



Alaska and Hawaii

The only two states which are not found on the mainland are Hawaii and Alaska. Both these states were added to the US in 1959.

Alaska, purchased from the Russian Empire, became the 49th state. It is the largest of the US states in area and is more than twice the size of Texas. However it is also the least densely populated state with approximately 680,000 people. Anchorage is the largest city and the financial, cultural and medical center of the state. Alaska is a tourist attraction offering eco-tours, dog sled races, fishing and much more.

Hawaii, the 50th state, consists of six major volcanic islands. It is the birthplace of surfing and the hula, and is unique for its Aloha spirit: the warmth of the people and the islands. For most mainland Americans it is a favorite honeymoon spot, both exotic and romantic. The people of Hawaii are both Polynesian and from the Pacific Rim.

Tasks and Activities

Comprehension



The West - Multiple Choice 4468 / h5p_content

<http://ndla.no/en/node/125157>

Vocabulary

Sit in pairs and take turns explaining the following expressions. Try to include them in a sentence as well.

1. extremely varied climate
2. mountainous areas
3. sunny coast
4. new opportunities
5. a mixture of cultures
6. cattle ranchers
7. illegal
8. one of the fastest growing areas
9. wilderness
10. the glittery industry of Hollywood
11. densely populated
12. a tourist attraction
13. eco-tours
14. dog sled races
15. volcanic islands
16. exotic and romantic

Research

Study the picture above. Geologists state that Yellowstone is one huge ticking bomb. How come? Use the Internet to find out more about this.

Mini-Project

Choose between a national park in the West (there are several), Alaska or Hawaii and make a short PowerPoint presentation. Focus your presentation on tourism. See [How to Make a Mini Presentation](#).

Further Reading

[Visiting Los Angeles – The City of Angels](#)

[The USA - Geography, Regions and Dialects](#)

[The Northeast](#)

[The South](#)

[The Midwest](#)

California - Struggling with Golden . . .

Forfatter: Drew Rodgers

[California - Struggling with Its Golden Image \(50208\)](#)

California is known for its laid-back life style, the glamour of Hollywood, its beautiful beaches and sunny weather. The relaxed life style is perhaps a result of the nice weather which allows Californians to get involved in many activities such as surfing, in-lining and jogging just to name a few. Then there is the glamour of Hollywood and the beautiful people and the life styles of the rich and famous. All of these aspects make California an attractive place to live for over 35,000,000 people.

California consists of the glamour of Hollywood, the IT center of the U.S. in Silicon Valley, cowboy country around San Luis Obispo, and agriculture in the great central valley described in Steinbeck's The Grapes of Wrath. In addition, it is a skiers' paradise with the Sierra Nevada mountains and a hiker's dream with the beautiful redwood forests in Yosemite. Furthermore, one can find every political leaning from the radical atmosphere around Berkeley to the conservative Orange County whose airport, called John Wayne International Airport, says a lot about the mentality. Yes, California has it all.



California Beach

The Spanish Colonized California

California has as interesting a history as its present. Naturally, the first settlers were what we today call Native Americans who came to America thousands of years ago. They made their way from Asia over the Bering Straits to Alaska and then south as far as South America. It is estimated that they numbered up to 300,000 in what is now California. The Spanish were the first Europeans to explore California. Juan Cabrillo claimed California for the Spanish king in 1592, but two hundred years passed before the Spanish started colonizing California. This was done by a combination of forts (presidios) and 21 missions (some of which still exist and can be visited) set a one-day's march apart. The Catholic fathers who ran the missions thought that they could train the Native Americans for life in Europe, an idea which completely failed. Sickness brought by the Spanish and hard working conditions reduced the population of Native Americans to 150,000 by the 1830's.

Spain lost its colonies in America, first Mexico and then California, which the Mexicans claimed. However, Mexico had trouble maintaining control of California and a combination of a local revolt against Mexican rule in 1842 and the Mexican-American War a few years later brought their control to an end. Still the Spanish-Mexican heritage can be seen in city names like San Diego, Los Angeles, Santa Barbara and San Francisco, as well as the architecture. Mexican culture is also prevalent with 46% of Los Angeles' residents having Spanish as their native language.

Gold Rush

When gold was discovered in 1848 at Sutter's mill, a stampede was started and the so-called "Forty-niners rushed to California to seek their fortune. The population grew from 150,000 to 308,000 by 1860. California became known as the Golden State and ever since the gold rush, California has been growing. It became the center of film production in Hollywood and the home of the defense industry around Los Angeles. However, recently California's golden image has been tarnished and it has suffered a serious decline.

California in Debt



Gold Rush

The financial crisis has resulted in a 40-50% decline in housing prices. Much of the education system in the United States is funded by local property tax and thus the decline in property value has seriously hit local education. In addition, the industries and the jobs on which California depends have been seriously affected by the recent decline. The state owes so much money which it cannot pay that it is offering IOUs (I Owe You), a type of credit certificate, instead of paying in dollars. Many state employees and teachers are required to take days off without pay. Thus, the Golden State, the dream at the end of U.S.'s 5000 kilometer expanse has lost much of its glory. It remains to be seen if, it can return to its golden days.

The New South

Forfatter: Drew Rodgers

[The New South \(50211\)](#)

To describe the New South is a difficult task as the picture is very mixed. Robert Gibbs, President Obama's Press Secretary, aptly described the situation as "New South, Old Challenges.

Let's begin with Appalachia, a region that stretches from southern New York along the Appalachian mountain chain to northern Georgia and Alabama. When politicians visited Appalachia in the 1960's, they were shocked by scenes of abject poverty including hunger, malnutrition and horrendous living conditions. After forty years of effort, the situation has greatly improved, but many problems still exist. The poverty level has declined from 33% to 15% which is slightly above the national average of 11.7%. The number of adults receiving a high school education has jumped from 1/3 to 2/3 of the population.



Mercedes, BMW and General Motors

Rusted Tin Roof - Appalachia

The government invested huge amounts of money in the infrastructure and major companies such as Mercedes, BMW and General Motors established factories to take advantage of low labor and energy costs. This has provided a high rate of manufacturing jobs which are better adapted to a poorly educated population. Particularly cities like Atlanta have experienced both economic growth and a corresponding improvement in living conditions. The positive effects have often spread to the adjacent areas around big cities.

De Facto Segregation

One sign of improvement is the rise in income. One hundred years ago the average income in the South was 50% of the rest of the nation and now the mean income is 90% of the national average. However, as suggested, the picture is mixed. The rural counties with the highest averages are those near big cities, while isolated rural counties still struggle with income levels around 50% of the national average. One of leading causes of the problem is low education levels. The



Coca Cola Building, Atlanta

South lags behind the rest of the nation in both high school graduates (62%) and college graduates (14%). In addition southern high school students score lowest on national tests. One reason is that the traditional economic base, agriculture and textiles, required little education. Thus, the education system lags behind in providing education for the new jobs in manufacturing and service.

A further problem is segregation, not the original segregation by law, but de facto segregation. Blacks and Hispanics are isolated in pockets of poverty due to low education, low wage jobs and high unemployment.

Empowerment Zones

The bright side is the economic development of cities such as Atlanta, Houston, Dallas and Miami and the spreading of their success to the surrounding areas. Atlanta is perhaps the best example. It has become a financial center and the home of hundreds of major companies including Coca Cola. It hosted the Olympic Summer Games in 1996 and its cultural life compares with or surpasses that of cities of its same size (approx. 425,000 people) or larger. However, rural pockets of extreme poverty still exist in the South and only through better education, better infrastructure and an increased number of jobs will the situation be improved. The federal and state governments have understood this and projects in what are called Empowerment Zones providing focus on education and training are attacking the problem. Only time will tell if this is successful.

December 2009

Writing

In the video embedded below Barack Obama is giving his victory speech in South Carolina. As the great speaker he is, he sums up many of the huge issues of racism, exploitation and poverty in the South.

Listen to it and make notes of the issues he raises. Finally write a short newspaper article where you describe the atmosphere and outline the main messages in his speech.

Suggested length: 5 paragraphs.



The New South / fagstoff

<http://ndla.no/en/node/50211>

USA - We, the People

A Nation of Immigrants - Our Resources

Forfatter: Åse Elin Langeland
[A Nation of Immigrants \(108026\)](#)



The USA has always been regarded as the land of promise - as a beacon for the persecuted, oppressed and poor. Americans thus proudly present themselves as a nation of immigrants.

Below you will find resources about American Immigration from 1825 to present as well as explanations of concepts such as melting pot and multiculturalism.

Coming to America

In the 1790 census, the American population counted close to 4 million. The census of 2000 counted almost 300 million. How many Americans will there be in the future?

[Immigration and Population](#)

Norwegian emigration to North America began on July 4, 1825, with the sailing of the sloop Restauration from Stavanger bound for New York City.

[Norwegian Immigration](#)

From 1892-1954, Ellis Island was the port of entry for millions of European immigrants.

[Ellis Island](#)

The majority of immigrants to the USA today come from Latin America.

[Latin American Immigration](#)

Each year millions of new immigrants arrive, legally and illegally. What brings all these people to the USA?

[Immigrants and Refugees](#)

Immigrant Stories

[Immigrant Stories: Belle Gunness](#)

Why is the USA referred to as the "melting pot" and more recently the "salad bowl"?

What is the immigrant experience?

[Melting Pot and Salad Bowl](#)

Easy Texts

In 1790, the American population was about 4 million. In the year 2010, the population was over 300 million. How many Americans will there be in the future, do you think?

[Immigration and Population \(Easy\)](#)

Why was the United States often described as a "melting pot"?

[The Melting Pot \(Easy\)](#)

Extra

Immigration to the United States was influenced by both push and pull factors. The push factors were what drove the immigrants from their country such as religious persecution, political oppression and poverty. The pull factors were those which attracted immigrants to America such as civil rights, freedom of expression, religion and speech and economic opportunity. America was seen as the promised land by the oppressed and exploited masses.

[Waves of Immigration](#)

African Americans

Forfatter: Engelsk for videregående (Vega), Karin Dwyer Løken
[African Americans Today \(20457\)](#)

Unfortunately, the anti-discrimination legislation of the past few decades has not yet managed to totally banish racial discrimination in the US. Race riots still occur, for instance the Los Angeles Riots of 1992, the 2001 Cincinnati Riots, the 2005 Toledo Riot, the 2006 Fontana High School Riot, and the 2009 Oakland Riots.

Picture: *Police officer and professor meet with Barack Obama for a reconciliation beer. The professor was arrested for no reason trying to enter his own house.*



In a 2008 study of Black America, 24% of the African Americans interviewed said they had been personally discriminated against in the preceding three months. 82% felt that it was "important for parents to prepare their children for prejudice." The poverty rate for African Americans was still 24.5% in 2007. Many live in large cities like Los Angeles, Chicago, Philadelphia, Atlanta and Washington D.C, where there are high rates of social problems such as unemployment, drug addiction, crime and violence.

Still, the situation has changed. Almost half of all black wage earners now belong to the middle class. 82% of blacks over the age of 25 have at least a high school education, and 19% have at least a bachelor's degree. 27% of blacks 16 years and older work in management, professional and related occupations. 60% of Black Americans say that "Things are getting better for me," and 54% are optimistic about the future of blacks. More people felt that things had gotten better since the Civil Rights struggle of the 1960s than those who thought that there had not been any change for the better.

African American optimism has increased since 2008. Although blacks have suffered the most from the financial crisis in the past year, a poll released in February 2009 reveals that as many as 58% of the African American population believe that their household financial situation will improve in the next year. Taking into consideration that they are experiencing increasing unemployment and massive home foreclosures, this optimism is difficult to understand. Some believe that President Barack Obama, the nation's first African American president, is the core of the optimism. The fact that a Black American is the most powerful man in the United States seems to fill the country's minority groups with a sense of hope unprecedented in American history.

Tasks and Activities

1. Do you recognize these African Americans? Click on the icon to do the drag and drop task.



African Americans, Drag and Drop / h5p_content
<http://ndla.no/en/node/127529>

2. Revise African Americans
[African Americans Today – Revision](#)

Further Reading

[From Slavery To Civil Rights](#)

Sources

- U.S. Census Bureau News
(<http://www.census.gov/Press-Release/www/releases/archives/cb09ff-01.pdf>)
- <http://www.blackamericastudy.com/>
- <http://www.mcclatchydc.com/homepage/story/62912.html>

Ellis Island

Forfatter: Åse Elin Langeland, Engelsk for videregående (Vega)
[Ellis Island \(6169\)](#)

From 1892-1954, Ellis Island was the port of entry for millions of European immigrants.

Ellis Island is situated in New York Harbor and was the gateway through which more than 12 million immigrants passed in the years between 1892 and 1954. The peak year on Ellis Island was 1907, when 1.5 million people were admitted.



Ellis Island with Manhattan in the background,

At Ellis Island the immigrants had to undergo medical and legal examinations. Some of them were even given new names, e.g. Petrovich and Ptakershek became Peterson or Packer. About 2 percent did not pass the inspections and were returned to their country of origin. This meant that over 250,000 people had their hopes and dreams ruined.

Ellis Island was turned into a museum in 1990.

Tasks and Activities

Interactive Tour of Ellis Island

Take this interactive tour of [Ellis Island](#). Make sure you listen to the immigrants' stories and watch the videos and the pictures. Choose a picture and write or record your immigrant story.

Listen to a Park Ranger on Ellis Island

Listen to this interview with Douglas, who works as a Park Ranger on Ellis Island. [Ellis Island Belongs to Everybody](#).

The American Dream

Fascinating archival footage tells the moving story of families with dreams of new opportunities, leaving their homes with what they could carry. Watch at least five minutes of the video and write down your impressions.



Ellis Island / fagstoff

<http://ndla.no/en/node/6169>

Read more about the immigration to the USA:[Immigration and Population](#)

Immigrant Stories

Forfatter: Åse Elin Langeland

[Immigrant Stories \(2039\)](#)

Belle Gunness

Brynhild Paulsdatter Størseth was born in 1859 in Selbu, Norway. She emigrated to the USA in 1881 and became one of America's most prolific serial killers. To attract her victims, she put personal advertisements in the newspapers requesting well-off gentlemen to write to her. She did not only kill for money because she also killed children, including her own.



Immigrant Stories / oppgave

<http://ndla.no/en/node/2039>

Tasks and Activities

Writing

1. Watch the Graveyard "murder mystery". Is the female body in the grave that of Belle Gunness, along with her three children, or perhaps another woman who was victim to her killings? Forensic anthropologist Andi Simmons and a team from the University of Indianapolis dug up the graves in a Chicago cemetery to find out. Write a summary of the documentary.
2. What would Belle Gunness' Facebook profile look like? Who would be her friends? Which groups would she belong to? Which events would she subscribe to? Which books would she have as her favorites? Make her profile.

You will find a great deal of information about Belle Gunness on the Internet. Make a list of the sources you use and comment on their reliability.

More Immigrant Stories

1. Ida Hansen emigrated from Norway in 1870 and established a magazine for Scandinavian women in America. Learn more about [Ida Hansen](#).
2. Oscar Arana emigrated from Nicaragua to America with his family. Listen to his story [From Nicaragua to the USA in Pursuit of a Dream?](#)

Immigrants and Refugees

Forfatter: Knut Inge Skifjeld

[Immigrants and Refugees \(18797\)](#)



Immigrants and Refugees / audio

<http://ndla.no/en/node/48628>

The USA has always been regarded as the land of promise - as a beacon for the persecuted, oppressed and poor. Americans thus proudly present themselves as a nation of immigrants.

Each year millions of new immigrants arrive, legally and illegally. The illegal immigration is estimated to be bigger than the legal immigration.

What brings all these people to the USA? What are their dreams? What do they want?
Listen to these interviews with a Mexican immigrant and a Sudanese refugee.



USA - Immigrants and Refugees / video

<http://ndla.no/en/node/18798>

Tasks and Activities

Comprehension

1. Why do most immigrants come to the USA?
2. What is the Sudanese refugee's story?
3. What made the Mexican immigrant move to the USA?
4. What are some of the unrealistic ideas people have about the USA?
5. What job expectations do some immigrants have?
6. How did the Mexican immigrant feel when she finally arrived in the USA?
7. The Mexican immigrant felt that she "lost" her mother, after they came to the USA. Why?
8. Why is the life of the Sudanese woman so hard in the USA?
9. How much do immigrant families get per month?
10. How does the Sudanese refugee feel about her African culture?

Discussion

1. What is the difference between immigrants and refugees?
2. Do you agree that immigrant groups and refugees bring new vitality and new ideas to Western societies like the USA?
3. What are some of the negative and positive aspects of immigration?
4. In what ways does immigration stimulate the US economy, and in what ways do you think it may have a negative impact?
5. How should the USA respond to illegal immigration?

Research

1. Study this map and find out which areas get most new foreign residents. Try to explain the variations.
2. What is an LPR?

[Immigration map](#)

Writing

Imagine you are a new immigrant to the USA. Write your story.

Further Reading

[Latin American Immigration](#)

Immigration and Population

Forfatter: Engelsk for videregående (Vega), Åse Elin Langeland

[Immigration and Population \(6168\)](#)

In the 1790 census, the American population counted close to 4 million. The census of 2000 counted almost 300 million. How many Americans will there be in the future?

You can find an easy version of the text here: [Immigration and Population](#).

event, surge, opportunity, persecution, dilution, attitude [Immigration and Population](#)

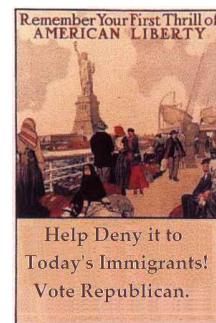
In 1775, in the era of the War of Independence, there were less than four million Americans. Until 1848, the population was rather small. This was changed by two important historical events; the fact that gold was found in California (1848) and the Homestead Act (1862), an act of law giving away land to farmers.

The population surged after this. Suddenly millions of immigrants came to "the land of opportunity" or "The Promised Land". Within 50 years, the U.S. population tripled. Until 1840, mainly British people came, but more and more immigrants from Western Europe began to arrive. They came from countries such as Germany, Norway and Ireland. Immigration from southern and eastern parts of Europe and the Far East gradually increased after 1880. Poverty and political persecution were some of the reasons why people emigrated and sought freedom in the "New World".



Statue of Liberty

The U.S. has traditionally been more open to immigration than other countries. However, since the beginning of the 20th century, and especially after the First World War, many Americans have wanted a more restrictive immigration policy. Those favoring restrictions warn against overpopulation, unemployment, poorer social conditions and a dilution of national identity. Others, with a more inclusive attitude, welcome the cultural riches ethnicity represents. Neither the Native Americans nor the African Americans are immigrants in the traditional sense.



Nativism

Since 1965, people from countries such as Mexico, the Caribbean islands, and Asiatic countries have been entering the U.S., and some people claim that the USA is changing its color. By the year 2050, whites may have become a minority group.

Tasks and Activities

Comprehension



Immigration and Population / h5p_content
<http://ndla.no/en/node/125150>

Vocabulary



Vocabulary Task - Immigration and Population / h5p_content
<http://ndla.no/en/node/125154>

Paragraph



Create Paragraph - Drag and Drop / h5p_content
<http://ndla.no/en/node/46675>

Find Out

1. How many Americans there are at the moment. Use [Population Clock](#) .
2. How many Americans will there be in 2020? Use [United States Population](#) . Click on Population Projections in the menu.
3. Look at the statistics below. Which is the fastest growing immigrant group?

Ethnic Group	2010	2050
Whites	79.5%	74.0%
Non-Hispanic Whites	64.7%	46.3%
Hispanics/Latinos	16.0%	30.2%
African Americans	12.9%	13.0%
Asian Americans	4.6%	7.8%

U.S. Census Population Projections (Source Wikipedia)

Return to [A Nation of Immigrants](#)

Latin American Immigration

Forfatter: Engelsk for videregående (Vega), Åse Elin Langeland

[Latin American Immigration \(6171\)](#)

Pre-reading: Explain the word “Spanglish”.

Immigration Today

The majority of immigrants today come from Latin America and Southeast Asia, with Hispanics as the fastest growing ethnic group. About 800,000 immigrants enter legally, and in addition, thousands cross the border from Mexico illegally. Some of these are nicknamed “wetbacks” (this is a derogatory term), because they swim across the Rio Grande. The illegal immigrants are often very poor, and because they have no rights as citizens they are easy victims for employers who seek cheap labor.

Like most other immigrants, Hispanics are assimilating into the American culture. A high percentage of their children speak English, even at home. Very few speak only Spanish. Florida, especially Miami, is an exception. Here, Spanish is becoming the first language for a large number of inhabitants.



We Work Hard

Tasks and Activities

Discuss Life Along La Linea

The long border between the United States and Mexico is considered one of the most dangerous borders in the world. The presentation, *Life Along "La Linea"*, gives a portrait of the complexities of life along the U.S. - Mexican border. These complexities are at the forefront of a growing debate over U.S. immigration and border security.

Watch [Life Along La Linea](#) about the U.S. - Mexican 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?
8. Discuss the complexities of life along the U.S. - Mexican border as presented in Life Along "La Linea". Do you think the building of a wall or the passing of stricter immigration laws will make a difference?

Writing

1. Write a newspaper article about the complexities of life along the U.S.-Mexican border. See [News Article](#).
2. You are interviewing illegal immigrants for *The Washington Post*. Write the interview. Include questions such as how they came here, why they came here, where they live and what they do for a living.
3. You have just immigrated to the U.S. Write a letter to your family back home telling them about your new life.

The American Dream

[From Nicaragua to the USA in Pursuit of a Dream?](#)

Melting Pot and Salad Bowl

Forfatter: Åse Elin Langeland

[Melting Pot and Salad Bowl \(15153\)](#)

You can find an easy version of the text here: [The Melting Pot \(Easy\)](#).

implement, incorporate, coined, assimilated, crippled, imply, alienation, estrangement, dichotomy, enrich, complementation, citizen

The Melting Pot

The great numbers of immigrants arriving in the United States forced the new nation to implement a policy of nation building. How should the immigrants be incorporated into the new nation? How should they become Americans? Thus one of the most persistent rhetorical questions in the course of American history has been: "What is an American?" And perhaps the most famous answer to that question was given by Crèvecoeur, a Frenchman, in 1783: "*Here individuals of all races are melted into a new race of men*". More than a century later these same ideas were expressed in the myth of "the melting pot." The term was coined by Israel Zangwill in his famous play *The Melting Pot* (1908). Zangwill illustrated how people from different nations were melted together and born again as Americans. The melting pot became the image of an assimilated American society. The immigrants had been transformed into Americans.



The Immigrant Experience

The melting pot is but one metaphor for the immigrant experience – the transition from one country to another. Other common metaphors that focus on the negative sides of the immigrant experience are those describing the immigrants as "uprooted" and "transplanted" in a strange country. They are living between two worlds, and "crippled by divided hearts and confused by two souls." Such metaphors imply that the immigrant experience is one of alienation and estrangement and focus on a dichotomy between the old and the new homeland. However, these metaphors have been reconsidered. Today they are often replaced by terms suggesting that immigrants have the advantage of drawing upon two cultural traditions, two ways of thought, and being at home in "a double landscape." In this way the immigrant experience has been transformed into an enriching ethnic experience. The relationship is not one of dichotomy but rather one of harmony and complementation.



The Salad Bowl

The term complementary identity is frequently used to characterize the immigrant possessing both an ethnic identity and a national identity as an American citizen. To explain this double identity we often use "salad bowl" as a metaphor. In the "salad bowl" metaphor each culture retains its own distinct qualities (the different ingredients in the salad), but has a sense of common national identity in the country of habitat (the salad). We also use the term hyphenated to illustrate the double identity e.g. a Norwegian American is a hyphenated American

Tasks and Activities

Comprehension



1.

The Melting Pot - True or False / h5p_content
<http://ndla.no/en/node/125155>

2. Why is the U.S. called a nation of nations?
3. What is implied by such a metaphor as "the melting pot"?
4. What is the immigrant experience?
5. What is the difference between the metaphors "a divided heart" and "a double landscape"?
6. What is understood by the metaphor "salad bowl"?
7. What is a hyphenated American?

Melting Pot and Salad Bowl

Watch this animation to get a better understanding of the metaphors.



Multicultural Societies Explained / video
<http://ndla.no/en/node/104197>

To visualize your understanding you should make two different word clouds (See [Wordle Create](#)) and compare them with your class mates.

Cloze Task



The Immigrant Experience - Vocabulary / h5p_content
<http://ndla.no/en/node/16393>

Native Americans

Forfatter: Engelsk for videregående (Vega), Catharine Ruud

[Native Americans - Current Situation \(6203\)](#)

Currently, there are approximately 2.8 million Native Americans in the US, which is probably more than there were at the time of the first European settlers. They represent 562 federally-recognized tribes, the best known being the Navajo, the Apache, the Cherokee, the Cheyenne and the Sioux (the Lakota).

You can find an easy version of the text here: [Native Americans - Text in Brief](#)



Native Americans / audio

<http://ndla.no/en/node/48620>

Almost half of the Native Americans live in large cities and rural areas, whereas the other half live on federal reservations. Most of the tribes have their own tribal laws and are not subject to state laws.

The majority of the reservations are situated west of the Mississippi River, and the Indians continue to live there to maintain their traditions. There is a growing self-awareness in the American Indian population today. Native Americans are becoming increasingly conscious and proud of their values, traditions and culture.

Social Challenges



Local Native Americans selling their arts

Nevertheless, there are severe social problems on and crafts many of the reservations, such as unemployment, poverty, alcoholism and drug abuse. High rates of diabetes and heart disease are also a concern. Agencies working with Native American communities are trying better to respect their traditions and integrate benefits of Western medicine within their own cultural practices. Government efforts to alleviate the problems have sometimes done more harm than good. National policy on this matter wavers somewhere between integration of Native Americans and isolation on reservations. It is important to note that Indians were not made full US citizens until 1924.

Today, the 562 federally-recognized tribes possess the right to form their own government, to enforce laws (both civil and criminal), to tax, to establish requirements for membership, to license and regulate activities, to zone and to exclude persons from tribal territories. Limitations on tribal powers of self-government include the same limitations applicable to states; for example, neither tribes nor states have the power to make war, engage in foreign relations, or coin money (this includes paper currency).

Sovereignty "held in trust"

Many Native Americans and advocates of Native American rights point out that the US Federal Government's claim to recognize the "sovereignty" of Native American peoples falls short. The US still wishes to govern Native American peoples and treat them as subject to US law. True respect for Native American sovereignty, according to such advocates, would require the US Federal Government to deal with Native American peoples in the same manner as with any other sovereign nation. This would include handling matters concerning relations with Native Americans through the Secretary of State rather than the Bureau of Indian Affairs.

The BIA states that its responsibility is the "administration and management of 55,700,000 acres (225,000 km²) of land held in trust by the United States for American Indians, Indian tribes, and Alaskan Natives." Many Native Americans and advocates of Native American rights believe that it is condescending for such lands to be considered "held in trust" and regulated in any fashion by a foreign power, whether the US Federal Government, Canada, or any other non-Native American authority.

Tasks and Activities

Comprehension

1. About what percentage of the Native Indian population lives on reservations? Where are the majority of these reservations located?
2. What are some of the social challenges faced by Native Americans? List what you believe can be the possible causes of these challenges.
3. Over which matters do tribal governments have power?
4. How does the sovereignty of Native Americans fall short?
5. What does the BIA claim to be its responsibility when it comes to Indian lands?

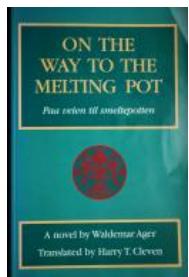
Further Reading

1. [Native Americans - Forced Removal](#)
2. [Native Americans - The Trail of Tears](#)
3. [Tony's Story](#) (Short story)
4. [Interview with Sherman Alexie](#)
5. [The Absolutely True Diary of a Part-Time Indian](#) (Novel, excerpt)
6. [Native Americans - Ancestral Voices](#)

Norwegian Immigration

Forfatter: Åse Elin Langeland, Knut Inge Skifjeld

[Norwegian Immigration \(2959\)](#)



Norwegian emigration to North America began on July 4, 1825, with the sailing of the sloop Restaurasjon from Stavanger bound for New York City. Fifty-two people were on board and 3 months later, on the ninth of October, they arrived in New York.

This first group of Norwegian immigrants were Quakers, who felt discriminated against because of their religion. Religious persecution was but one of the reasons for emigration. Another one was poverty.

Between 1820 and 1925 as many as 860,000 Norwegians emigrated to the U.S. The early immigrants often came from farms and therefore they settled in rural areas in the Midwest. Thus the Norwegians became the most rural of any immigrant group arriving in America in the nineteenth century. These immigrants formed ethnic communities using the Norwegian language and establishing their own churches, schools, newspapers and journals. However, facing a new society, immigrants had to consider adjustments to be accepted as Americans.



Restaurasjon

Tasks and Activities

Comprehension

1. How many Norwegians emigrated to the U.S. between 1820 and 1925?
2. Where did they mainly settle?
3. How did they adjust to their new homeland?

Immigrant Stories

1. Learn more about [Ida Hansen](#) who emigrated from Norway and established a magazine for Scandinavian women in America.
2. Learn more about [Belle Gunness](#) who emigrated from Norway and became one of America's most prolific serial killers.

Photo Story

Make a Photo Story entitled "The Never Ending Story" or "The Migrant."

Write a Short Story

Write a short story entitled "The Never Ending Story" or "The Migrant."

Research

Research your own family history [Youth and Migration: YAM 2008](#)

Suggested Reading

Waves of Immigration

Forfatter: Drew Rodgers
[Waves of Immigration \(50210\)](#)

Immigration to the United States was influenced by both push and pull factors. The push factors were what drove the immigrants from their country such as religious persecution, political oppression and poverty. The pull factors were those which attracted immigrants to America such as civil rights, freedom of expression, religion and speech and economic opportunity. America was seen as the promised land by the oppressed and exploited masses.

Use the dictionary to check the meaning of the words you are unsure of.

influence, persecution, oppression, civil rights, exploited, deny, failure, eventually, decade, lumber, linen, woolen mills, craftsmen, fertile, indenture, rural, starvation, tenement, deplorable, exploit, complain, deport

Thus, the freedom, opportunity, and civil rights that were denied Europeans throughout centuries, and at the same time guaranteed to the immigrants, became the basis of the American value system and dream. The dream was that individuals would be given the opportunity through hard work to succeed. However, opportunity to succeed was all that was promised. The individual would be responsible for his own success or failure, and, in the latter case, often be left to himself to survive.



Puck magazine (USA) Oct 3, 1888

Religious Freedom

To better understand immigration, let us look at the four major waves. The colonial period was from 1607-1680 and established the basic division that eventually led to the Civil War. The first immigrants were called colonists because they founded the first colonies in America. There was a great difference between the types of colonies. In the northern colonies such as Plymouth, Massachusetts, Pennsylvania and Rhode Island, many colonists came for religious freedom. In addition, they had small farms and were what we would call middle-class. Many were well educated and through the decades developed industries, such as lumber, linen and woolen mills and shipbuilding, opened small shops, got involved in trading or became craftsmen. Their society was much more middle-class.

Plantations

However, in the South, there were large plantations due to the mild climate and fertile soil. The original intention of the first southern colonies was profit. The first settlers in Virginia, for example, were fortune seekers looking for gold and trade routes. When those ideas failed, they turned to farming. They had enough capital to buy large sections of land, which formed the basis of a plantation economy based on large crops of cotton, tobacco and indigo. The plantations were like mini-societies where slaves or indentured servants did most of the work. There wasn't much opportunity to develop a middle-class. The ideas of equality and opportunity were non-existent for the slaves and not as widespread in the South as in the North. The existence of slavery the "American tragedy" and along with the treatment of the Indians form the darkest chapters in American history. The question of slavery so divided the United States that it eventually led to conflicts, which would end in the Civil War.

European Waves

The next period, called the first wave of immigration, was from 1680 to about 1776 where Scots-Irish and Germans were the major immigrant groups. After, the War of Independence, there was not much immigration until 1820.

The second wave of immigration from 1820 to 1890 was a period where America went from being mainly a rural and agricultural society to the beginnings of an industrial society. It was during this second wave, that many Irish and Norwegians emigrated. The Irish were highly dependent on the potato and when the potato crop failed in the 1840's many either emigrated or faced starvation. Emigration was largely to Northern England or the United States.

Most of the Norwegians emigrated to the Midwest drawn by the promise of free land (the Homestead Act of 1862). By settling, building housing and farming the land, they were granted 160 acres (about 600 mål) of fertile soil, a farm that would make their former landlords' farms seem like peanuts. They could write home to family and friends and brag about being large landowners.

During the latter part of this period, the United States grew to a major industrial nation and this growth continued on into the third wave, which was from 1890 to about 1930. During the third wave, the United States received a whole new type of immigrant. They mostly came from Eastern and Southern European cities and moved into American cities and worked in industry. The promised land began to seem less and less promising as immigrants were stuffed into tenement buildings in over-crowded cities and forced to work in factories under deplorable conditions. The immigrants soon discovered that American streets were not paved with gold. Nevertheless, immigrants poured into the United States where at least they felt that they had a chance. This wave continued until the Great Depression and World War II.

Asian and Latin America Waves

The United States is now experiencing the fourth wave of immigration which is a mixture of Asians (Koreans, Vietnamese, Cambodians, Chinese and Japanese,) and Hispanics, people who speak Spanish. The Asians, as a rule, are successful. The Asians' success can be explained by two factors. First, many of them, particularly the Chinese and Koreans arrive with money and invest it wisely. They often start businesses and shops and work long hours. Secondly, family honor is an important factor and their children study hard, get into good universities and get good jobs.

Hispanics have not been as successful as the Asians. They are often poor when they arrive and for some reason do not stress the importance of education. In addition, a number of them are illegal and can be exploited. They often work for less money and won't complain about the working conditions for fear of being caught and deported. However, it looks like Mexican-Americans are starting to get established and working their way into the middle class.

In thirty years, it is predicted that Hispanics, and Mexican-Americans will be the largest ethnic group in California, including whites. A Hispanic group which has been successful is the Cubans, most of whom live in southern Florida. They are generally well educated, middle class, politically conservative and anti-Castro. Two Hispanic groups which have not done very well, are Puerto Ricans and Dominicans who primarily live in East Coast inner cities.

Tasks and Activities

Comprehension



Waves of Immigration - Drag and Drop / h5p_content
<http://ndla.no/en/node/56950>

Vocabulary



Vocabulary - Waves of Immigration / h5p_content
<http://ndla.no/en/node/125152>

You may want to check this one [Synonym Dictionary](#) for synonyms while solving the task.

Writing

Paste these text sections into your own text document and create a fluent text based on as many of them as possible.

- (. . .) push and pull factors.
- (. . .) The push factors religious persecution, political oppression and poverty.
- (. . .) The pull factors civil rights, freedom of expression, religion and speech and economic opportunity.
- (. . .) the freedom, opportunity, and civil rights that were denied Europeans throughout centuries became the basis of the American value system and dream.
- (. . .) In the northern colonies such as Plymouth, Massachusetts Bay, Pennsylvania and Rhode Island, religious freedom, middle-class. Many were well educated
- (. . .) in the south, there were large plantations The original intention of the first southern colonies was profit.
- (. . .) no opportunity to develop a middle-class. The ideas of equality and opportunity were non-existent for the slaves and not as widespread in the South as in the North for the rest of the population.
- (. . .) the first wave of immigration, was from 1680 to about 1776 where Scots-Irish and Germans were the major immigrant groups.
- (. . .) The second wave of immigration from 1820 to 1890
- (. . .) many Irish and Norwegians emigrated.
- (. . .) Norwegians drawn by the availability of free land. By settling, building housing

and farming the land

- (. . .) During the third wave mostly came from Eastern and Southern European cities and moved into American cities and worked in industry.
- (. . .) less and less promising as immigrants were stuffed into tenement buildings to work in factories under deplorable conditions.
- (. . .) the fourth wave of immigration which is a mixture of Asians (Koreans, Vietnamese, Cambodians, Chinese and Japanese,) and Hispanics, people who speak Spanish.

Further Research

- [Wikipedia: Illegal immigration to the United States](#)
- [Wikipedia: Immigration to the United States](#)

USA - Issues

Capital Punishment

Forfatter: Drew Rodgers, Christine Varadian Johnsen

[Capital Punishment in the US \(55468\)](#)

Pre Reading:

Take a poll in your class about the death penalty.

1. How many people are in favour of it?
2. How many are against it?
3. How many are undecided? Make a list of the reason(s) why some students are undecided.

Review the results:

Make a pie chart diagram with the class results.

Group Discussion: Are the results at all surprising to you? Did the majority of the class vote the same way as you did?



Capital punishment in USA / audio

<http://ndl.no/en/node/66119>

Otherwise known as the death penalty, capital punishment means executing a criminal for a serious crime. In the United States, each state determines whether to practice capital punishment and what offences are capital crimes, but first degree murder is a capital offence in all states. Presently, 32 states have a law permitting capital punishment, but it is not practiced in more than half of them.

Bureau of Criminal Identification
MISSOURI STATE PENITENTIARY
JEFFERSON CITY, MISSOURI

Photo Received: 10/12/01	Age: 36
From: St. Louis City	County: Co.
Crime: 251 Murder 1st	Convict: Yes
Other: Death sentence	Comments: In chamber
Date Sentenced: 10/12/01	
Offense Report: 10/12/01	
Date of Birth: 12/22/1964	
Sex: Male	
Race: Black	
Age: 36	
Height: 5'10"	
Weight: 165	
Eyes: Brown	
Hair: Black	
Hand: Right	
Religion: Muslim	
Address: 4401 Delmar Blvd, Foster	
Employment: Not employed	
Marital Status: Single	
Children: None	
Arrest Record: None	
Conviction Record: None	
Probation Record: None	
Parole Record: None	
Other Criminal Record: None	
Description: He is a slender man, dark skin, hair black, nose flat, blue eyes, large nostrils, lips thin & protruding.	

Bureau of Criminal Identification
Missouri State Penitentiary
JEFFERSON CITY, MISSOURI

Photo Received: Photo: 36	Age: 36
From: Jefferson City	County: Co.
Crime: Murder 1st	Convict: Yes
Other: Death sentence	Comments: In chamber
Date Sentenced: 10/12/01	
Offense Report: 10/12/01	
Date of Birth: 12/22/1964	
Sex: Male	
Race: Black	
Age: 36	
Height: 5'10"	
Weight: 165	
Eyes: Brown	
Hair: Black	
Hand: Right	
Religion: Muslim	
Address: 2050 Atlantic Drive, Box 300, Del Norte	
Employment: None	
Marital Status: Single	
Children: None	
Arrest Record: None	
Conviction Record: None	
Probation Record: None	
Parole Record: None	
Other Criminal Record: None	
Description: He is a slender man, dark skin, hair black, nose flat, blue eyes, large nostrils, lips thin & protruding.	

Bureau of Criminal Identification
Missouri State Penitentiary
JEFFERSON CITY, MISSOURI

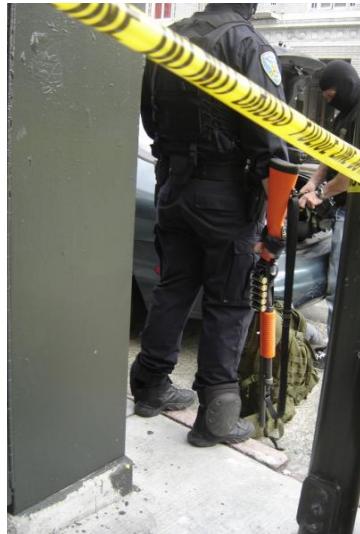
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Death Row

343/1255

The question of capital punishment is highly controversial with strong and often emotional supporters on both sides of the issue. Those favoring capital punishment state that the death penalty serves as just punishment for a serious crime—an eye for an eye from the Bible. Often the victims' survivors demand capital punishment as a means of getting even with the offender. A second argument is that capital punishment deters crime. The rationale is that no one would commit a capital offence if they knew they would be put to death. However, statistics prove the opposite with the murder rate in states without capital punishment being lower than the 35 states with it. A third argument is that capital punishment keeps offenders from returning to society and committing new crimes. A fourth argument is that it is cheaper because keeping criminals in prison is expensive. However, once again, statistics show that execution is more expensive largely due to extended legal action to save the prisoner. In addition, many of the prisons are privately run and the prisons work and generate income for the prison owners, which reduce the costs of keeping life-term prisoners.

Those opposed to capital punishment argue that innocent inmates can be executed before they have a chance to prove their innocence. Recently, with DNA testing, over 120 inmates convicted of capital crimes have been proven to be innocent and their lives spared. Those opposed to capital punishment point to statistics which show that capital punishment is not a deterrent and is more expensive than life in prison. They also feel that it is "cruel and unusual" punishment and thus is against the eighth amendment to the Constitution. Finally they show the racially prejudiced nature of the legal system where 42% of the prisoners on death row are black even though only 14% of the American population is black. Critics claim that many black inmates are victims of discrimination. Due to blacks' poor economic state they cannot hire a good attorney, and they may also face prejudiced juries.



Serious Crime

Then what are the chances of abolishing the death penalty? Judging from opinion polls, the chances do not look very good. A Gallup poll in 2009 showed that 65% of Americans continue to support the use of the death penalty for persons convicted of murder, while 31% oppose it -- continuing a trend that has shown little change over the last six years. Most Americans who favor capital punishment feel that the purpose of punishment is primarily to pay back the offender which shows a very vengeful attitude among the respondents. Thus, there will not be much public pressure to abolish the death penalty and it is doubtful whether Congress will do anything without substantial pressure.

Tasks and Activities

Comprehension

1. What is another word (synonym) used in the text for the death penalty?
2. How many states in the US have a law permitting the death penalty and what percentage of the total number of US states does this represent?
3. Which method is used as the primary form of execution?
4. What are some of the arguments mentioned that support capital punishment?
5. What are the arguments expressing opposition?
6. Why are many of the prisoners on death row black?

Discussion

1. Crime may vary from minor offenses to murder and million dollar robberies. Make a five point list of serious crimes starting with the worst on top.. Discuss why these crimes are worse than others.
2. Do you believe seriously violent people may reform? If so - how? Keywords to help: social interaction, religion, respect, love, rehabilitation from drug abuse...
3. It is important to give offenders a chance to improve on the other hand the public must be protected from dangerous offenders. Do you feel that there is a good balance between these two interests in our society today? What is your impression of the USA in this respect?
4. Do you believe that money and education play important roles when it comes to the chances of being convicted or not?
5. Some suggest that the death penalty is racially unjust. Is it biased, in the sense that black people are convicted more often? How can this occur, in a country which promotes equality and justice?
6. Individual States vs Government: do you agree with the present system of states having the right to decide on capital punishment or should this be taken up again in the Supreme Court, and a national decision made?

Further Research

Takes notes from two sites below presenting opposing views. How do they differ? Which site do you agree with? Compare findings with a fellow student.

[Death Penalty Information Center](#)

[Death Penalty Focus](#)

[Amnesty International](#)

[Anti- Death Penalty](#)

Recommended Films

The Green Mile (1999)

Dead Man Walking (1995)

A Time to Kill (1996)

Crime - Various Resources

Forfatter: Knut Inge Skifjeld, Åse Elin Langeland

[Crime - Our Resources \(108208\)](#)

Here you will find various resources revolving around the topics gangs and crime. The resources are intended for use in upper secondary education.



Bridgeport Stop Crime

Suggestion: Have your students choose one topic related to crime and make a presentation with a follow-up debate in class. Here are guides on how to make presentations:

- [How to Make an Oral Presentation](#)
- [How to Make a Visual Presentation](#)
- [How to Make a Mini Presentation](#)

Right-click to open in new window/tab

1. [Gangs - Safety in Numbers?](#) This is an article discussing how to define a gang and why people join them.
2. [Gang Crime in St. Paul](#) Young people in St Paul, USA, are interviewed about whether gangs are a big problem or not.
3. [Crime in a Changing Society](#) Bridgeport, Connecticut, is a coastal city with a population of nearly 140,000, lying at the center of a large urban area. In this article you will learn some facts about the decline of traditional industries and the social challenges that follow in its wake.
4. [London Knife Crime](#) Londoners have been shocked by a number of brutal knife killings of young people by young people. In the following video clip you will see participants in a debate discuss this worrying development.

Tasks: discussions, letter to the editor, research and more



5.

What's It Gonna Be - Prison or Pardon? / video

<http://ndl.no/en/node/19864>

This is a discussion task. You are presented with various situations where some people might argue that breaking the law is the only decent thing to do. There is an introductory video.

6. [How Do We Reduce Crime?](#) This is a video commentary from a young Canadian where he shares his opinions about crime and punishment.
Tasks: discussions, research, writing.
7. [Human Trafficking](#) This is an article about modern slavery. It deals especially with sexual exploitation of children in Asia. To give a wider perspective, it is related to a historic text from the 19th century slave trade in Africa and also linked to a contemporary CNN resource.

Environmental Awareness

Forfatter: Christine Varadian Johnsen, Engelsk for videregående (Vega), Knut Inge Skifjeld
[Environmental Awareness \(6226\)](#)

Listen to the related audio clips. How do you feel about them. Do they convince you?

These audio clips appeal to our values and our feelings. They help bring about an important change in attitude. But we also need hard facts and reasoning. Two persons who have been able to combine facts and feeling are Rachel Carson and Al Gore.

Rachel Carson - Silent Spring

"The more clearly we can focus our attention on the wonders and realities of the universe about us, the less taste we shall have for destruction," wrote Rachel Carson in 1954. Her book, *Silent Spring* (1962), and other books about the environmental dangers of uncontrolled use of pesticides inspired the modern movement to act against environmental threats.

In the 1970s, these books were important contributors to protest movements and environmentalist actions that led to tough law-making to protect the environment in the US. In 1972 the pesticide DDT was banned, and laws to prevent air and water pollution were enacted.

Al Gore - An Inconvenient Truth

A generation later another book stirs our conscience. It is *An Inconvenient Truth* by Al Gore, former Vice President of the USA. He documents the imminent danger of global warming - which will lead to drastic changes in weather and in our world's ability to uphold its populations. He received the Nobel Peace Prize in 2007 for his tireless effort to create awareness about the threat which has led him to campaign all over the world.

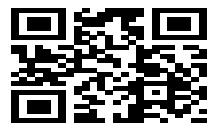
His message was that we needed to act NOW! Even though some of his documented evidence has proven to be not completely accurate, there is still plenty of evidence to suggest that we really need to take global warming seriously and change our ways of living accordingly.



The Question -
FightGlobalWarming.com / audio
<http://ndla.no/en/node/9285>



One Voice -
FightGlobalWarming.com / audio
<http://ndla.no/en/node/9282>



The Gift -
FightGlobalWarming.com / audio
<http://ndla.no/en/node/9286>

Global Warming

Global warming is most likely a result of the burning of fossil fuels. Small carbon particles create a shield around the world - much like a sweater. Other air pollutants also contribute to the warming of the earth - like burning of waste, wood and vegetation. The burning of the rain forests in South East Asia or Brazil is devastating to the earth's ability to breathe freely. Not only does it create soot and dust particles - adding to the greenhouse effect that creates global warming - but it also diminishes the earth's capacity to produce oxygen and contain CO₂.

Our Attitudes Need to Change

Our consumption of both products and fuels must be reduced, not least because more and more people all over the world have access to airplanes, cars and various products. In the USA there is a shift towards a more environmentally friendly thinking in Christian Conservative circles. Along with a new environmental drive in the White House with Barrack Obama, this may be just what we need to bring US science and innovation onboard the train for environmental change that matters!

Tasks and Activities

There are many small environmental choices we need to make in our everyday lives. Watch the video below and discuss in pairs what you are already doing or what you are willing to start doing for the environment.



The Secret Life of Paper / video

<http://ndla.no/en/node/12880>

We can do anything from improving insulation of houses and looking to alternative energy sources, such as solar panels, to replacing old refrigerators and electrical equipment with energy efficient products. We can use public transportation more often, turn lights off, put litter in trash cans, recycle plastics, paper, glass, bottles, batteries, cans and more. We may also reduce air travel, buy fewer cheap, dispensable products and pay green taxes.

When you discuss try to use phrases like

- As I recall . . .
- The video in question . . .
- As I understand it . . .
- In my opinion the video clip . . .
- Watching this video I feel that . . .

From Slavery To Civil Rights

Forfatter: Jan-Louis Nagel

[From Slavery To Civil Rights \(55855\)](#)

You can find an easy version of the text here: [African Americans, from Slavery to the Present Day – Text in Brief](#)



Slavery to civil rights / audio

<http://ndla.no/en/node/66115>

Few people have suffered more than the native Africans who were abducted from their home countries and brought across the Atlantic like animals to serve as slaves for white plantation owners in the southern states of America.

Despite some stories of kind slave owners, there is no doubt that this was an outrageous act of inhumanity. The Blacks were bought and sold on the slave market, like pieces of livestock, and most of them were treated cruelly by their masters.

Slavery Banned in the North

The paradox is that the religious settlers initially had no moral scruples in abusing the black people in this way. Gradually, the northern states banned slavery on moral grounds, and as early as 1807 slavery was formally illegalized in the USA. However, when the world market for cotton exploded a decade or two later, due mainly to the first industrial revolution in England, slavery soon flourished again in the cotton states of America.



Abolish Slavery

When Abraham Lincoln was elected President in 1860, his main ambition was to abolish slavery. The cotton states did not accept this and wanted to leave the Union; 11 southern states united and formed the Confederate States of America. Though the Civil War which followed had its background in the slave issue, the war was fought by Lincoln and the North mainly to preserve the Union. After the Civil War (1861-1865), slavery was abolished in the USA.

"Jim Crow Laws"

However, racism still prevailed in the South. The Blacks were kept down and discriminated against in every possible way and were terrorized by the Ku Klux Klan and other extremists. Many riots and uprisings were brutally crushed during the following decades. Segregation became a part of everyday life in the South. Special laws were passed to prevent the Blacks from taking part in public life, these laws are referred to as "Jim Crow Laws". Voting was a crucial issue. The Blacks were given the right to vote after the Civil War, and during the first couple of years many black representatives were elected to office, mostly at local levels. However, the Whites effectively put an end to this by introducing several restrictive measures:

- A literacy test was introduced, which excluded most Blacks from the polling station
- Poll tax was introduced, which excluded most Blacks and poor Whites
- Registration was made difficult because the registry office would only be open during business hours, making it hard for workers to register

In addition, the Blacks were literally scared away from the polling places by threats of violence, to which the authorities seemed to turn a blind eye. As a result, very few Blacks in the south voted between 1870 and 1965.

Segregation is Unconstitutional

In 1954, the Supreme Court passed a verdict ruling segregation as unconstitutional. This inspired activists, both black and white, to organize and demand full equality. Dr. Martin Luther King represented a powerful movement to advocate the civil rights of Black Americans. In the late 50s and early 60s, the Civil Rights Acts were passed in Congress, to a great extent due to the efforts of President John F. Kennedy. Kennedy was assassinated in 1963 and King in 1968; the fight for equality and human rights had its costs. More militant black groups emerged, like the Black Panthers, who did not believe in King's non-violence politics, and were ready to take violent action against the white people who had kept them down for so long.

The road to racial equality in the USA has been long, but after a slow and lagging process, African Americans are now accepted in all respects in American society. The ultimate example is that in 2008 the first black president in the history of the USA was elected.

Tasks and Activities

Comprehension

1. What was the main issue of The Civil War?
 2. What does it mean that racism was ruled "unconstitutional"?
 3. It is said that Barack Obama could win the election because he did not have roots in The Civil Rights Movement. What do you think is meant by that?
-
1. The main issue was for the President to save the Union, but the conflict had its background in the slave issue.
 2. "Unconstitutional" means that something is illegal according to the Constitution, which in this case says, that "all men are created equal".
 3. The main issue of the Civil Rights Movement was the conflict between black and white, and the rights of Black Americans. This was not a theme for Obama in his campaign, which means that he was not associated with the conflict and race issues as such. He had a message that could bring together all Americans, not only one group.

Interactive Tasks

Try the interactive tasks below.



From Slavery to Civil Rights - Comprehension / h5p_content
<http://ndl.no/en/node/90153>



From Slavery to Civil Rights - Vocabulary / h5p_content
<http://ndl.no/en/node/90220>

Further Reading

[Martin Luther King, Jr.](#)

[African Americans Today](#)

Further Studies

Go on the net and find more information about

- Ku Klux Klan
- Jim Crow Laws
- The Black Panthers
- The Confederate States of America
- President John F. Kennedy and Civil Rights
- Martin Luther King Jr.

Guns and Democracy

Forfatter: Jan-Louis Nagel
[Guns and Democracy \(55871\)](#)

You can find an easy version of this text here: [Guns and Democracy – Text in Brief](#)



Guns and democracy / audio

<http://ndla.no/en/node/66116>

To many Europeans it is a mystery that the Americans don't change their weapon legislation when so many people are killed by hand guns every day. Why don't they see this obvious connection and restrict the easy access to guns?

The Constitution

"We, the people" are the first words of the American Constitution. Democratic ideals are the cornerstone of all American institutions; and they claim to have the best democracy in the world. The strong belief in the individual rights of the people has in many ways become the founding principle of what they proudly call "the land of the free and home of the brave". The role of the Government is only to secure that these rights are guaranteed for the people.



Broken Gun - UN Building

When the Americans fought against the English in the Revolution, they had no organized army. They fought the English mainly by resistance and sabotage like a militia does to overthrow an occupying enemy. This is why the individual right to carry arms became an important principle and was included in the Constitution. The 2nd Amendment, which was ratified in 1791, states: "*A well regulated militia being necessary to the security of a free state, the right for the people to keep and bear arms shall not be infringed.*"

Throughout history, this constitutional right has been criticized by some, but cherished and practiced by most Americans. Many will claim that, "that is how the West was won", and it is probably true that "The Manifest Destiny" (the 19th century belief that the United States was destined to expand across the North American continent) never would have become a reality without hand guns and weapons. However, it was also referred to as the "Wild West", where power meant a fast gun. It is impossible to imagine the sheriff and his deputy fighting outlaws and armed criminals without hand guns.

The Situation Today

Today the issue is debated in the USA, but not to the extent that might be expected, at least from a European point of view. Many Americans would like to see stricter control of the sale of hand guns, but their opponents are many and they are strong. In the front line is The NRA (National Rifle Association). They claim that "Guns don't kill, - people do", and they make a point of the fact that more people are killed in car accidents than by firearms, but cars have not been banned for that reason. People should have a fair chance to defend themselves against armed criminals, they say. The Republican Party state that, they "will defend the constitutional right to keep and bear arms" and that they "oppose federal licensing of law-abiding gun owners and national gun registration".

The statistical facts show that more and more people are killed by handguns in the USA, and more and more frequently the victim has no connection with the killer. Many of the victims are school children; every other hour an American child is killed by a handgun. To buy a gun in the USA you only need the money to pay for it and an ID, and you must not have a criminal record, but the illegal market makes it possible for nearly anyone to get hold of a gun quite easily.

So, why don't responsible politicians who see the connection between all the killings and the many hand guns on the loose take action? It is fairly obvious that a desperate person will solve his predicament violently if a gun is already at hand. But the American democratic tradition does not open up for such regulations or infringement of the individual freedom of the people. As long as the majority of the American people don't see this connection, the politicians have no choice but to secure the rights of the people, also when it includes the right to carry arms.

Tasks and Activities

Comprehension

1. Mention some consequences of the Americans' strong belief in individualism.
 2. What is "an amendment"?
 3. Why don't the Americans change their weapon legislation when so many people are killed by hand guns?
-
1. Individual rights and opportunities are important American values. There is no tradition for a collective national responsibility. An example is their health care system, another is their weapon legislation.
 2. An amendment is an improvement or addition. The term is mostly used in legal vocabulary, when a law is changed.
 3. As long as the people seemingly want to keep the weapons for protection, the politicians must follow the will of the people.

Vocabulary



Guns and Democracy, Vocabulary - Drag and Drop / h5p_content
<http://ndla.no/en/node/67637>

Listening: Teen Boys about Guns for Protection

Ian and Sam about Guns for protection

The American Constitution (2nd Amendment 1791) gives everyone the right to carry arms for protection. This right is fronted by The National Rifle Association whose slogan is that “Guns don’t kill – people do”. But sadly the easy access to handguns also ranks the USA as a violent society, where people are shot and killed every day. Listen to Ian and Sam, two American teenagers, discussing the issue.



Ian and Sam Talking about Guns for Protection / audio

<http://ndla.no/en/node/64088>

1. What is meant by “residential settings”, and why is it mentioned here?
2. Why, according to Ian is the weapon legislation problematic?
3. Why do they talk about “different parts of America”?
4. Can anyone buy a gun, or are there any regulations and restrictions?

Research

1. Find crime statistics on this site and discuss some of the developments in crime rates.
[Crime statistics](#)
2. Compare these sites. What are their main objectives? Which do you find most trustworthy?
 - [The NRA](#)
 - [Violence Policy Center](#)

Discuss

1. Do you think it is important to check who is behind a certain web site? Why is it important to know who says something? Can’t we just accept what is actually stated on the site?
2. What are, in your opinion, the main causes of crime? Is society to blame, the individual or is it a mix of both. Have a class debate and finish off with a class poll.
3. Study the picture linked below. What does it suggest? Is this clever manipulation or just stupid? [Gun Control Haha](#)

Homeless Teenagers

Forfatter: Knut Inge Skifjeld

[Homeless Teenagers \(18893\)](#)

More than half a million Americans are homeless. There are no exact numbers, so reports may vary greatly. What kind of picture do you have of a homeless person? Write down at least 3 things.

There are many misconceptions about this group. Some of them have a job and make money, they just have an intolerable situation at home; others are criminals and drug addicts. However, though their situation and resourcefulness may vary greatly none of them are actually living the life they dreamed of.

Listen to what life is like for these homeless teens. As you listen, take notes about each person to answer the comprehension questions.



Homeless Teenagers / video

<http://ndla.no/en/node/18896>

Tasks and Activities

Comprehension

1. Why are they homeless?
2. How do they feel about being homeless?
3. What are their regrets – if any?
4. What are their biggest worries and annoyances?
5. How were they treated by their parents/foster homes? Why?
6. What do they think about their future? Do they have any dreams left?

Discussion

1. Do these teenagers fit your image of homeless teenagers? Explain.
2. Homeless people are as different as you and I. How does this apply to the teenagers being interviewed? Are they very different? Explain.
3. What - if anything - do these teenagers have in common besides being homeless?

Writing

Write an essay in which you discuss what it is like being homeless and what you feel society could do to help these people. Also, discuss what the homeless themselves might do to improve their situation. (Suggested length 500 words)

Mini-talk

Search the Internet for stories about homeless people. Find one person in particular that you present in a two-minute talk. Do this either before a small group or in front of the class.

Further Reading

[Poverty in the US](#)

Making Green Choices

Forfatter: Knut Inge Skifjeld, Engelsk for videregående (Vega), Christine Varadian Johnsen

[Making Green Choices \(6230\)](#)

Pre-reading activity: Kelly about Environment

Traditionally many Americans have thought of their country as a nation with a limitless supply of resources. This perspective has caused a rather slow awakening of environmental awareness. But gradually most Americans seem to realise that they need to think differently about their consumption. Key issues are recycling, renewable energy sources and the will to make "green choices". Listen to what Kelly has to say about the situation.



Kelly Talking about the Environment / audio

<http://ndla.no/en/node/64085>

1. What does Kelly say about The USA compared to international environmental movements?
2. She uses the expression "to go green". What does she mean by that?
3. What examples does she mention of environmental awareness in her school and local community?
4. How do young people respond to environmental issues?

Protecting the environment is one of the major political issues today. It is discussed in high places, and scientists all over the world are dedicated to studying and mapping cause and effect. Most people feel that the various environmental threats will increase in impact and cause an imbalance in ecosystems and in the atmosphere. However, many of us are waiting for governments and international organizations to solve the issues for us.

Time for Action

Such a passive attitude will not solve any environmental problems. Saving our world from environmental disasters starts with the decisions and priorities we make in our everyday lives. Have you bought a smaller car? Do you cycle to work or go by train instead of plane? These are actions that contribute to protecting our environment. Do you throw out things that are still working, replacing them with new models? Keep this up and you may find yourself one day replaced by a hardier species.

Consumer Frenzy

Everything is so cheap these days that it is tempting to throw out perfectly good items and replace them with fancier versions. How old is your mobile, and how many have you had? There's no denying that the new models are tempting to buy. But don't. Throwing away the old one doesn't mean it disappears. It just adds to the heaps of rubbish growing to mountain sized dumps on fertile land or sea beds. You may think it is being reused in some way, and a lot is recycled, but recycling and producing new goods requires huge amounts of energy – which again adds to the burning of fossil fuels. Energy is required to run factories and to power garbage trucks, garbage sorting facilities, delivery vans and so forth.

The Paradox of Bottled Water



Pollution



Pile Of Guilt



Tree Chopper

It seems like we're not even willing to bend down and turn on a faucet to drink tap water. We need fancy bottled water, even though it costs a lot more. Evidently, it is worth it. However, we waste money on producing plastic, transporting water, building production facilities, paying for advertising

Research shows that bottled water does not necessarily live up to its reputation as being healthier than tap water. In 2003, the NRDC (Natural Resources Defense Council) published the findings of a 4-year study revealing that bottled water regulations in the US are inadequate to guarantee either purity or safety. In short, drinking "clean" water from a bottle has many consequences for the environment and probably no consequences for your health. Think about it, act upon it and spread the word. Recycling consumes energy and work, and burning it is no alternative. The solution is don't buy it!

Tasks and Activities

Discussion

The last two paragraphs are written with a sarcastic tone. How does the author express this tone? Why do you think he uses sarcasm? Do you think he will achieve his goal?

Project Work

Watch this video, and discuss the possibility of making a video yourself covering an environmental issue.

Make a list of equipment you will need, and write a script in which you lay out the various stages of your film production.

It may be a good idea to do this as a cross disciplinary subject (tverrfaglig).



Bottled Water / video

<http://ndla.no/en/node/9970>

Poverty in the US

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](#)

USA - Culture

Celebrity Culture

Forfatter: Celia Suzanna Sandor

[Celebrity Culture \(9641\)](#)

What is fame? Today we tend to think of movie and sports stars. But what about fame before the dawn of film and television?



Hollywood Celebrity Culture / audio

<http://ndla.no/en/node/48606>

Fame

In the past, fame came as a result of real accomplishments. It was something a person earned by making a major contribution to the world. Famous historical figures include political leaders like Abraham Lincoln and Winston Churchill, kings and queens like Henry VIII and Queen Victoria, philosophers like Plato and Aristotle, scientists like Charles Darwin and Marie Curie, and writers like Shakespeare and Charles Dickens.

There are still people other than movie stars who are famous in our world today – as in earlier times, these are statesmen, royals, thinkers and writers, among others. Can you name at least one in each category?



Abraham Lincoln.jpg

* Statesmen: Nelson Mandela, Barack Obama * Royals: Princes William and Harry, Queen Rania of Jordan * Scientist: Stephen Hawking (physicist) * Writer: J.K.Rowling

Celebrity Culture

Today, the cult of celebrities is at an all-time high. The public cannot get enough gossip about the stars, be it what they wear, who they date, or what they have for lunch. The biggest celebrities can barely leave their homes without the prying eyes of journalists following their every move, and run-ins with the paparazzi are hard to avoid.

Tasks and Activities
Hollywood Headlines

Tabloid-type headlines carrying the latest gossip about the stars and their lives are everywhere. They usually sound catchy, in order to grab readers' attention.

1. Read through the headlines in this task. What are these news headlines about? Match headlines with subjects. If you are not sure, then guess!



Match Headlines / h5p_content

<http://ndla.no/en/node/9634>

2. Now write a couple of your own "Hollywood headlines". You may add names if you want to. (Hint: Alliteration, repeating the same letters or sounds at the beginning of many words, is a common tool used to make headlines more catchy.)

Who Are They

Try this task about famous people:



Who are they? / h5p_content

<http://ndla.no/en/node/49428>

Roleplay

In groups of 3 or 4, prepare and act out a talkshow. One person is the host, the others are celebrities.

- Decide who you want to be (host or celebrity)
- The host prepares questions to ask the different celebrities
- The others find and note down information about the celebrity they have chosen
- Act out the talkshow

Writing and Interview

[Write an Interview with a Celebrity](#)

Further Reading

[Hollywood](#)

[James Dean - American Icon](#)

Hollywood

Forfatter: Celia Suzanna Sandor
[Hollywood \(6252\)](#)

What associations pop to mind when you hear the word "Hollywood"?



Hollywood / audio
<http://ndla.no/en/node/48605>



Hollywood/Bollywood Film Quiz / h5p_content
<http://ndla.no/en/node/125159>

"Hollywood" is the popular term for American cinema, which dates back to the early 1900s. The district of Hollywood, Los Angeles was found to be an attractive environment for moviemaking, with its warm, sunny and stable climate. Of course, the early films were silent, as sound technology was only developed by the late 1920s.

The movie industry grew enormously after this breakthrough. The following "Golden Age" of Hollywood, at its height in the 1930s and 40s, shaped the industry, laying the foundation for the Hollywood of today – the glamour, the excitement, and the ever-growing cult of celebrity. This was also the era of the big Hollywood studios – MGM, Paramount, and Walt Disney, to name a few. **Try to find the names of the film studios in the task to your right.**

Box Office Hits

Hollywood's "Golden Age" declined in the 1950s, in part because of the dawn of television. However, the last thirty years or so have seen the rise of blockbuster films, with big stars and even bigger budgets. These are films that appeal to wide audiences, and they often make huge profits for the studios. Some early blockbusters were the *Star Wars* films, *E.T.*, and *Jaws*. Among more recent blockbusters we have the *Lord of the Rings* trilogy, *Titanic* and the *Pirates of the Caribbean* films.

Taglines

A tagline is a slogan used to market a film. It should be short, memorable, and hint at what the film is all about. **Can you match the following blockbuster films with their taglines in the tasks in the link collection?** (If you do not know, make an educated guess.)



Grace Kelly

Further Reading

[Celebrity Culture](#)

[James Dean - American Icon](#)

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.

National Holidays and Traditions

Forfatter: Christine Varadian Johnsen, Catharine Ruud

[National Holidays and Traditions \(9097\)](#)

Pre-reading

- How many US national holidays can you name?
- In which month are they held?
- Which holiday do you think is the biggest?

Independence Day

On the fourth of July, America celebrates its birthday, Independence Day. This day is in remembrance of 1776 when the thirteen colonies declared their independence from Britain. The Declaration was written a year after the start of the American Revolutionary War and marks the beginning of a new nation, the USA.



This day often marks the official start of summer vacation. And what better way to start off the 4th of July Parade than with a good old American barbecue (cook out). Americans light up their grills, throw on the hot dogs and hamburgers and enjoy the afternoon with family and friends. For most, the day begins with attending a local Fourth of July parade and ends with a dazzling fireworks display. As fireworks are illegal in most states, cities and towns organize their own shows for the local community to safely enjoy. It is an evening where people come together, young and old, pull out their blankets and beach chairs and enjoy the happiness of the evening.

Labor Day

Just as July 4th marks the beginning of summer, Labor Day weekend brings it to a close. Labor Day is the first Monday in September. It is a day to recognize workers in America. Unlike other European countries who mark the day with parades, speeches and political demonstrations, Labor Day in the US is celebrated similarly to the Fourth of July with picnics, cook outs, baseball and other outdoor festivities. For most, it is a last chance to enjoy the summer vacation. Most college students start packing their bags and begin their trek back to campuses around the country, while families with school-age children are out shopping for "back-to-school supplies" in preparation for their first day of school.

Other National Holidays and Traditions

Other national holidays that top the list are Thanksgiving, Easter, Christmas and the New Year celebration. National holidays and traditions are also celebrated among the various ethnic groups. To name a few, the Irish celebrate St. Patrick's Day, the Italians honor various patron saints, the Jewish have Passover, Rosh Hashanah, Yom Kippur, and Hannukkah and the Germans recognize Oktoberfest as a day of feast.



Martin Luther King Day

Other holidays which are more a day of remembrance include Martin Luther King Jr's birthday (January), Presidents Day (February), Memorial Day (May), to honor those who have died in wars, Columbus Day (October), and Veterans Day (November), formerly called Armistice Day which honors ALL veterans both living and deceased. Many federal and state offices, schools and varied businesses are closed. Local newspapers notify of public closings for the day.

Halloween and St. Valentine's Day

You may be asking yourself, what about Halloween and St. Valentine's Day? These are not national holidays, but events celebrated in various ways by young and old. They stem from old traditions that began back in time and have evolved into millions of dollars of revenue for store owners. From scary and funny costumes, to roses, chocolates and cards, the traditions keep growing and spreading. To the dismay of some, even countries like Norway have jumped aboard.

Tasks and Activities

Comprehension

1. How do most Americans celebrate the fourth of July?
2. What is Labor Day and how is the celebration different than other European countries?
3. Name four other national holidays?
4. Name two days of remembrance and which month they occur?

True or False



National Holidays and Tradition - True or False / h5p_content

<http://ndla.no/en/node/125158>

Further Reading

[Halloween](#)

Research

Halloween and/or Valentine's Day Research

1. Find out its origin/history.
2. How did this tradition develop over time?
3. How is it celebrated today?
4. How much revenue does the tradition produce for businesses?
5. Which other countries than the USA celebrate this tradition?

We are the Champions

Forfatter: Jan-Louis Nagel, Jon Sandnes

[We are the Champions - American Sport \(108705\)](#)

Why are Americans the best athletes? They top the result list at nearly any international sports event. They admittedly meet competition in some branches of athletics, but no one beats them on their home turf. In typically American sports like baseball, basketball, ice hockey and football the Yankees seem to be invincible. Is it simply because they have more than 300 million inhabitants to select their best athletes from? That may be a point, but there must be more to it than that.

Before you read the text, do the quiz and check your knowledge of American sport.



American Sports Quiz 108705 / h5p_content

<http://ndla.no/en/node/125153>

The Winner Takes it All

The traditional American values such as individual freedom, progress and free enterprise are all based on the principle of competition. Americans are born and raised with the competitive spirit as the prime driving force of nearly all human activity. They believe that competition will eventually bring out the best; whether it is between companies competing for markets, students competing for the best jobs, schools competing for the best results or professional sport teams competing for success and glory. And when the score is set and the points are summed up, there will be only one winner who can take it home, while the defeated opponents are determined to do better in the next round.

Football

In the USA, European football is called soccer; American football is something completely different. A football game may look like a variety of British rugby, but the players will wear protection like helmets, face masks, and protective pads all over. The ball is oval and hard to kick precisely, but easy to catch and throw. There are eleven players on each team, and to an outsider the game may look quite chaotic as the players clash and end in a heap of bodies struggling to get hold of the ball. American football is about gaining territory and scoring points; it is about defending the field behind you and invading the field in front. Points are scored by bringing the ball across the opponent's goal line (touch-down, 6 points) and kicking the ball between the opposing team's goal posts (field goal, 3 points). There are also other ways of scoring 1 and 2 points.

The Superbowl, the final match of the National Football League, is the ultimate American sports event where superstars line up to perform in the break. Many of the audience come only for the intermission entertainment.

Follow the link below for a coverage of the Superbowl in 2011 between the Green Bay Packers and Pittsburgh Steelers.

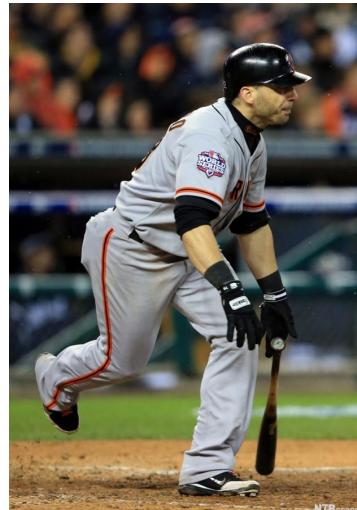


American Football - Action Packed Entertainment

[SUPERBOWL - The Ultimate American Sports Event](#)

Baseball

This particular sport has long traditions in the USA and is recognized as the national sport. Famous baseball icons such as Babe Ruth, Ty Cobb and Joe DiMaggio were national heroes whose status overshadowed both rock stars and Hollywood celebrities. Baseball is a bat and ball game between two teams of nine players. The teams take turns at being the fielding team and the batting team; the field is diamond-shaped with a base in each corner. The aim is for the batting team to score runs as the ball is thrown by the pitcher of the fielding team. One turn at bat constitutes an inning, and the team with most home runs after nine innings is the winner. Famous baseball teams are the New York Yankees, the Boston Red Sox and Baltimore Orioles; there is even a Baseball Hall of Fame where successful Major League players are honoured.



Marco Scutaro of The San Francisco Giants

Sport on the Timetable

Other sports where US teams and athletes excel are ice hockey, basketball, swimming and golf. Soccer both for men and women is today the fastest spreading sport in the USA, and the American international soccer team is number 27 on the official FIFA ranking of 2012.

Sport is big in the USA – and one of the most obvious reasons is the position it has in the American school system. After-school activities are often more important than the curricular studies, and most high schools and colleges offer a wide range of sport activities for the students. In the USA, it is more usual to compete for your school than for a local team, and it is status to be selected for the school team. When the cheerleaders line up and the school teams confront each other there is a lot of prestige and honour at stake. Many colleges offer scholarships to promising sports talents, who later pursue a career as professional athletes. This is probably the most important reason why Americans rule in international sport.

Tasks and Activities

1 Topics for Discussion

1. How will competition supposedly bring about good performance and quality?
2. Discuss possible negative effects of competition as a motivating factor.
3. Which positive effects can you see of the American system of after-school activities?

2 Vocabulary

Explain the following expressions in English:

1. to be at stake
2. home turf
3. to be invincible
4. to take it home
5. driving force
6. intermission
7. an icon
8. to overshadow
9. criteria
10. curricular studies
11. cheerleader
12. to pursue a career

1 to be at risk or in jeopardy

2 home ground

3 unable to beat

4 to win the trophy

5 a kick off, motivator

6 the break between the two halves of a game

7 a symbol indicating something bigger than itself

8 to dominate, be bigger than

9 characteristics or bench-mark

3 Grammar

The following sentences are in the active voice, turn them into the passive voice. (Example: *The Yankees won the game / The game was won by the Yankees*)

1. The press usually covers a ball-game.
2. The pitcher hit the ball.
3. Millions of viewers follow the Superbowl on TV.
4. American athletes top the medal ranking.
5. Big clubs buy and sell

10 regular school work

players.

11 girls who lead the crowd to cheer for their own team

6. The winning team bring home
the cup.

12 to follow a professional vocation or education

Two players broke the rules
and the referee suspended
them.

8. More than eighty thousand
spectators were watching the
game live.

1 A ball game is usually covered by the press.

2 The ball was hit by the pitcher.

3 The Superbowl is followed on TV by millions of viewers.

4 The medal ranking is topped by American athletes.

5 Players are bought and sold by big clubs.

6 The cup is brought home by the winning team.

7 The rules were broken by two players and they were suspended by the referee.

8 The game was being watched live by more than eighty thousand spectators.

USA - Values and Beliefs

American Car Craze

Forfatter: Karin Dwyer Løken, Hands On (NKI)
[American Car Craze \(9113\)](#)



American Car Craze / audio
<http://ndla.no/en/node/48595>

If Great Britain is the mother of industrialism, the USA is the father of modern technology. The Industrial Revolution in America - the Big Change - happened mainly in the fifty years between the Civil War (1861-65) and World War I (1914-18). In the years after the Civil War, the United States was still a fairly "raw" society with few laws and regulations. Few people bothered about certificates and proof of education in the various trades. Therefore, it was easy to start and run a business. Opportunities were everywhere.

The Automobile in American Life

The motorcar is an invention that fits Americans to a tee, although a German built the first car. It agrees completely with their sense of individualism and their wish for freedom of choice and freedom of movement. For these reasons the automobile is a perfect symbol of the American way of life. And no American is more closely linked with the car than Henry Ford.

Henry Ford was born in Dearborn, Michigan, in 1863. Within his lifespan he changed the American way of life: He put the nation on wheels. After he finished school at age fifteen, young Henry went to Detroit to work as a machine apprentice for a farm machinery repair man. After operating a sawmill for a number of years, he became chief engineer of Edison Illuminating Co., the firm of the famous inventor Thomas Alva Edison.

Basically self-taught - an example of the American "self-made man" - Ford produced his first car in 1896. But it was his "Model T" in 1909 that set in motion a "chain reaction" which revolutionized American life. He introduced the assembly line and was soon to become a worldwide symbol of American industrial technique.

it took to produce a car. Ford's time studies moved industrialism into a new phase by introducing new key concepts: automation and efficiency. It was the overenthusiastic confidence in this new system that Charlie Chaplin parodied in his memorable movie "Modern Times" in 1936.

A Nation on Wheels



T-Ford



Car Craze

Efficiency was the keyword to Ford. By specializing his workers - giving each a special task to do - he was able to cut down on the time

Many social scientists claim that the biggest problems in the USA today are caused by the private automobile: traffic jams, city development problems, fuel shortages, shaky family economies, air pollution, and other environmental hazards. These are such difficult problems to solve, they say, because they are all related to the motorcar. And they are right that the car has become a natural part of the American lifestyle; it is the hub which American life turns on.

The car was also behind the great move of the 1950s and 1960s, from city to suburb. "The second car" made that possible, giving the suburban housewife mobility, the ability to do things on her own while her husband used the family's "first car" to get to work.

An Object of Worship

In the 1950s the car became almost an idol, an object of worship, especially among young Americans. The drive-in movie theater became an important place of entertainment, and the car was also a convenient place for socializing, dating, and "necking". Also, as a vital part of the growing teenage culture, the car was often used in individual "tests of manhood" and in gang rivalries.

The cars of the fifties typically had ballooning fenders, big tail-fins, and radiator caps in the shapes of airplanes or birds. Engines were big and burned a lot of gasoline.

Cars Everywhere

The car replaced railroads and streetcars in many places, mainly because of the freedom it seemed to offer. Today the tide has turned. Many American cities are now turning to the streetcar again, building light rail systems. In these systems, electric streetcars operate in special lanes separated from other traffic.

In California, Sacramento, San Jose and Los Angeles have built light rail networks. Actually, Californians voted for an extra tax on gasoline to pay for some of these projects. The main reasons for this are the problems created by the automobile. In Los Angeles heavy smog is a health hazard, and daily traffic jams add another hour to people's workday. Large parts of downtown L.A. are in fact gigantic freeway "interchanges", with roads crossing each other at three or four levels, which is hardly a pretty sight. Other American cities are acknowledging the advantages of light rail networks. In 2008 Phoenix, Arizona opened theirs. As of 2009, there are several under construction, for instance in Norfolk, Virginia and in Seattle, Washington.

In the smaller cities these problems are not so serious, but even there more and more people are beginning to understand that basic changes in "the American way" are called for. So far so good, but changing one's lifestyle is something else. In 2005, 77% of the labor force drove their car to work alone every day. (US Census Bureau).



Mustang

Tasks and Activities

Comprehension

1. What was the name of the car by Henry Ford which revolutionized the automotive industry?
2. In the 50's and 60's the "second car" became part of an American household. Who used this car and for what purpose?
3. What environmental issues do cars bring and what are some options to curtailing these concerns?
4. Today many Americans have three and four cars. Try to explain America's fascination with cars and why they need so many?

Competition

How many American car manufacturers can you name? Make a list of as many American cars (name/model) that you can think of. Which group/student can name the most?

Vocabulary

Make a table with the following words in your text editor and fill it out. NB: You have to click on the name "Henry Ford" in the text to find some of the first words.

English	Translate into Norwegian	Make a sentence using the word	Possible synonym
Tee			
Lifespan			
Apprentice			
Sawmill			
Inventor			
Self-taught			
Assembly line			
Concepts			
Efficiency			
Confidence			
Scientists			
Hub			
Worship			
Necking			
Rivalries			
Fenders			
Tail-fins			
Gasoline			
Streetcars			
Smog			
Health hazard			
Acknowledging			
Advantages			

[Synonym Dictionary](#)

Listening

Dymond about Cars and Driver's Licence

Most young people dream of getting their licence and maybe having their own car. This will give them the ultimate feeling of freedom and mobility. In the USA it is a matter of course to have a licence and a car since individual freedom and mobility are so basic elements of the American way of life. Besides, public transport is rather poor. Listen to what Dymond has to say about the matter – and what her dream car will be.



Dymond Talking about Cars Driver's License / audio
<http://ndla.no/en/node/64084>

1. Does Dymond have a licence?
2. What does she say about road accidents?
3. Does she think it is easy to get a driver's licence in the USA?
4. What is Dymond's favourite car?
5. In some states in the USA you can get a trial licence at fourteen. How do you feel about that?

Research

1. Check the fuel prices in the USA in 3 states from different regions. The price has to be in NOK!
 - [Gas prices 1](#)
 - [Gas prices 2](#)
2. Do you have a favorite American “dream car”? Make a poster/advertisement for it based on pictures and information you find on the internet (engine, color, interior, extras).

Further Reading

[Environmental Awareness](#)

Americans Today - Customs and Values

Forfatter: Carol Dwankowski

[Americans Today - Customs and Values \(52681\)](#)

What is your impression of Americans? Are they friendly, reserved, excitable, lazy, etc? Brainstorm adjectives which you think describe them. Then read the text and compare your list with the information there.

You can find an easy version of the text here: [Americans Today, Customs and Values – Text in Brief](#)

Use the dictionary to look up the meaning of the words you are unsure of, before you read the text. impressions, clad, mill around, barely, superficial level, community spirit, charities, volunteer, pledge allegiance, ignorant, spectators, gargantuan, pageants, aficionados, seeds, foliage, urbanites, dwellers, emphasis, abundance, temptations, obesity, explore

A foreign visitor's impressions of Americans are often based on stereotyped characters brought forth by TV, films and media. Most of us have been bombarded by TV programs sporting bikini clad blondes, Hollywood wives, high school musicals or MTV rappers. Luckily, reality paints a different picture. On stepping on to American soil, we are greeted by the vast diversity of multicultural America. People of all shapes, races and sizes mill around in public areas and malls. At first glance Americans are outgoing and friendly. If you are standing in line for something or in a store shopping, the chances of an absolute stranger starting up a conversation and telling you his or her entire life's story in the course of 10 minutes are great. They are the first to call you by your first name or offer you assistance, if you seem lost. But don't confuse friendliness with friendship. As in most cultures, it takes a long time to establish genuine friends.

A Country of Doers

A country built on individualism and a Protestant work ethic handed down from the Founding Fathers has produced a uniquely dynamic people. Americans are known as "doers" barely allowing themselves two weeks of vacation on a yearly basis. On a superficial level, they set their goals high and success is often measured by how much money they earn, what education they can provide for their children, what kind of house and car they own and what great parties they throw. However, they also have a great community spirit, give generously to charities, and are often first to volunteer for various activities within the community. Parents together with young Do It Yourself people are often involved in school activities such as PTA meetings, school pep rallies, seasonal dances, and various sporting events. Church-based activities are also very popular and are focal points for bringing people together.



America's Silly Side

Americans have been described as being able to laugh at themselves. They readily enjoy poking fun at their leaders and celebrities. A variety of TV programs such as *The Daily Show* with Jon Stewart or *Saturday Night Live* confirm this. They also have a soft spot for their pets. Americans love their pets so much that they dress them up as humans and enter them in designer collection fashion shows. The 600 pet cemeteries in the USA with headstones for Max and Fluffy demonstrate their devotion to their dearly departed pets even after death.

Patriotism



Americans are proud and very patriotic. They sing their national anthem at the start of most sports games, pledge allegiance to the flag at school, and display or wave the flag whenever they can. 75% have never been outside the USA because they say they love their country and feel that it has everything. Although some are quite ignorant of the outside world, many college students still take the world tour during their studies. But those who actually move to live in another country are in the minority (ca 4,000,000).

Think Big Events

4th July

Everything is big in America, phrases such as "think big", "big is beautiful", "the Big Apple", "the big cheese" or "big money" are all part of the American mind set. Big cars, big trucks, big highways, big sky-scrapers, big burgers and cokes at McDonalds, big screens and super large humans may seem overwhelming to foreigners. Gigantic amusement parks such as Disneyland in California, Disneyworld or the Epcot Center in Orlando Florida greet millions of visitors each year. Huge sporting events organized by the National Football League, Major League Baseball, the National Basketball Association and the National Hockey League are played in arenas packing hundreds of thousands of spectators.

Popular events including the Easter Parade, the St Patrick's Day parade in New York or any of the 4th of July Independence Day parades demonstrate the American love of celebrations. Other forms of events are the eating competitions or giant truck rallies where gargantuan trucks try to outrun each other on obstacle courses. Pageants such as the Miss Universe Contest, The Oscars or the Tournament of Roses from Pasadena California originated in the USA. Where else do flower aficionados dedicate their time and effort staying up night on end to decorate floats with millions of flowers, leaves, seeds and foliage just to win special titles for their county or city? And we cannot leave out the huge number of Folk and Music Festivals taking place all over the country that are too many to mention here.

Americans are Mobile

Less mobile than in the past, Americans still move around a lot. The saying "the grass is greener" still holds true. In a national survey by the Pew Research Center's Social & Demographic Trends project found that nearly 46% of Americans would prefer living in a different type of community than the one they are in. According to the US Census Bureau, however, only 11.9% moved between 2007-2008. While most young urbanites prefer cities, most middle-aged urbanites would prefer to live somewhere else. At the same time rural dwellers seem more content to stay where they are.



^{Motorcycle}

Mobility in Americans does have its price. The Americans' love of their automobiles may have reached its peak in 2009 with the rise in gas prices and the emphasis on saving the planet. But the first thing foreign visitors cannot avoid seeing are the millions of cars all speeding to unlimited destinations on the huge network of roads, 8 laned freeways, overpasses, and boulevards throughout the country. Distances are vast and walking is still not the preferred mode of transport.

Fast Food and Obesity

While many Americans are interested in keeping beautiful and fit by exercising and walking, many still pour their 300 lb bodies into their beloved cars for short errands to the 7-11. In a society of abundance, it is hard not to give in to temptations. High-cholesterol foods sold in grocery stores, fast food chains or served in restaurants in mammoth portions keep one out of three Americans overweight. Don't be shocked if you are served Italian spaghetti Bolognese together with a plate of French fries. However, recent research published by the National Restaurant Association shows that the obesity trend has peaked and Americans are now looking for "greener" restaurants. Calories and healthier alternatives are now published in menus and on the websites of most of the traditional fast food chains like McDonald's or Burger King.

Love it or hate it, you cannot help feeling energized after a visit to the USA. Whether you choose the big cities or the countryside, there is so much to see and do that you will definitely want to explore this nation with all its contrasts again and again.

Tasks and Activities

Comprehension

[Comprehension and Vocabulary](#)

Further Reading

[Volunteerism](#)

Recommended Film

[The Pursuit of Happyness](#)



Vocabulary 52681 / h5p_content

<http://ndla.no/en/node/123631>

An Innovating Nation

Forfatter: Knut Inge Skifjeld, Hands On (NKI), Karin Dwyer Løken

[An Innovative Nation \(21077\)](#)

Comparing our daily lives with that of our great grandparents reveals that society has changed in almost all its daily chores. Computers which, 60 years ago, took up single rooms and weighed tens of tons are now incorporated into tiny watches, cell phones, etc., and their speed and capabilities have increased beyond compare.



Microchips and Space / audio

<http://ndla.no/en/node/48602>

It was the microchip that triggered this computer revolution. The new industry developed in Santa Clara County, south of San Francisco, an area which soon came to be known as Silicon Valley.

To many Americans the "Microchip Revolution" means Silicon Valley - stretching from Palo Alto (home of Stanford University) to San Jose - named for the material that the microchip is made of. This area almost exploded into hectic activity in the 1970s.

Some of the giants of the electronics field which first located here were Apple Computers, Hewlett-Packard, Ampex, Varian, National Semiconductor, and the Intel Corporation.

This new industry soon spread to other parts of the country. Today there are hi-tech research centers located in different parts of the country: the Everett-Portland corridor in the Northwest; the Front Range near Denver, Colorado; the Research Triangle in North Carolina; and Route 128 around Boston, Massachusetts.



EDSAC - one of the first computers.jpg

Space Engineering and Defense Industry

A large number of the projects developed in these hi-tech centers are defense-related. With the end of the Cold War they fell upon hard times. Defense projects and space flights started the boom. American space engineering began in the late 1950s at Cape Canaveral (later renamed The Kennedy Space Center for the late president), halfway down the Atlantic coast of Florida.

The North American Space Administration (NASA) was set up in Houston, Texas, and the stretch along the Gulf Coast from Florida to Texas soon came to be known as the "Rocketbelt".

The "Sputnik Shock"

The launch of the Russian satellite, Sputnik, in October 1957 marked the beginning of the space age. The event sent shock waves through American society and had a dramatic impact on the school system.



NASA Mars Rover

After Sputnik, the focus was upon mathematics and technical skills, since competent engineers were needed to close the technological gap between the USA and the Soviet Union. New scholarship programs and plans for economic support were passed by Congress to encourage students to go into these fields.

When President Kennedy took office in 1961, he promised that the USA would put a man on the moon by the end of that decade. Neil Armstrong made his historic moon walk in July 1969. Once more Americans had done what had seemed impossible.

Earth to Mars

NASA's current goal is to land people on Mars. The biggest challenge will not be getting there, but surviving on the barren planet. Americans like to think of themselves as living in the most advanced technological nation on earth and NASA with its aging space shuttle program needs a boost to invigorate enthusiasm. Landing on Mars would be just that and could unite Americans in an enthusiastic effort to succeed like in 1969. But there are critics who claim that spending \$104-billion dollars on landing four astronauts on Mars by 2018 is not right. There is just too much underfunding of public services for that to be right. On the other hand, the technological and industrial development that follows in the wake of such a program might also increase the affluence of the US society.

Tasks and Activities

Comprehension

Make five comprehension questions for this text. Sit in pairs and take turns asking and answering.

Interview

Make an interview with an old woman or man where they tell you about their childhood. Afterwards discuss in class what has changed? Also discuss what was better in the old days.

Discussion

1. Does technology makes us vulnerable? Give examples.
2. How would a day in your life change if you had no access to technology (watches, cars, audio players, heaters etc).

Writing

1. Write a creative story which takes place in the future. Include some kind of technological breakdown that gets huge consequences.
(Suggested length 400 – 1200 words)
2. Write the first ever blog from Mars.
(Suggested length 400 – 1200 words)

Vocabulary

Write a sentence for each of the following words:

1. microchip
2. revolution
3. hi-tech
4. impact
5. competent
6. barren
7. technological
8. development
9. enthusiastic

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://ndl.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?

Pledge of Allegiance

Forfatter: Eli M. Huseby

[Pledge of Allegiance \(69814\)](#)

Watch this video about pledging allegiance to the American flag. Every day school kids across the USA carry out this ritual. Why do you think this is an important part of the school routine? Do we have similar school routines in Norway?



Pledge of Allegiance / oppgave

<http://ndla.no/en/node/69814>

What is an American?

If you have read some of our texts about The USA - Immigration, the Melting Pot or American Values, you are aware of the fact that it is difficult to state exactly what it takes to be an American or to become an American.

From Many to One

How was it possible to "Americanize" people flocking to the United States of America bringing along their own cultures and values? A measure that has proven quite effective to make one nation out of the millions of immigrants that have crossed the American borders, is the Pledge of Allegiance.

The Pledge of Allegiance

This oath of loyalty to the flag was composed in 1892. Since then it has been revised four times. The most significant and latest revision was in 1954 when the clause "under God" was added. Now it reads:

"I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation **under God**, indivisible, with liberty and justice for all."

Today the pledge is recited in about 50% of the states.

Patriotism vs. Nationalism

The wording and practicing of the pledge has been criticized. For many people the hardest part to swallow was the addition about God. Core American values are based on religious freedom.

Patriotism, which means to stand up for your country and be proud of its values, is an important part of a cultural identity. However, where do we draw the line between nationalism, where you look upon your values as the best and only alternative, and patriotism?

Find out

1. How many "typical" American symbols do you find in this video?
2. What kind of symbols do you find? Is it possible to put them in categories?
3. What kind of values do the symbols represent?

Religion and State

Forfatter: Christine Varadian Johnsen

[Religion and State \(17026\)](#)

Pre-reading: Have you ever watched an inauguration of an American president? Are there contradictory elements in the ceremony concerning the First Amendment?

President's Oath of Office

If religion is separate from state as the First Amendment implies then why do Presidents and federal officials take their oath of office by placing their hand on a Bible and reciting, "so help me God"? In practice we see the opposite of the First Amendment. A recent example of this was when the world watched Barack Obama place his left hand on President Lincoln's Bible. Historical information shows that as far back as there is documentation, only one President (Teddy Roosevelt, 1901) did not use a Bible, and this was due to an emergency swearing in after an assassination.



So Help Me God

It is important to understand that this is completely voluntary and not required, neither the use of the Bible nor the "so help me God". The Constitution is secular.

Pledge of Allegiance

Another display of this confusion of separation of religious beliefs revolves around the reciting of the "Pledge of Allegiance" in public schools. In most schools across America, students stand and place their right arm over their heart and recite the Pledge at the start of each school day. The Pledge was written in 1892 but it was not until 1954 that the final words of "under God", were added. Today it reads,

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

The use of these two words dates back to the Gettysburg Address, a speech given by President Lincoln during the American Civil War in 1863. At the start of the 1950's the world's largest Catholic fraternal organization, the Knights of Columbus, began using these words in the pledge. The idea of including these words spread nationwide which led to a resolution to Congress. Attempts to amend the pledge were defeated. However, in 1954 things changed. President Eisenhower attended a memorial church service to honor Lincoln and the pastor's sermon highlighted the use of his words "under God". He expressed how these words set America apart from other nations. Eisenhower was truly inspired and in June of that same year a bill was signed into law.

Opinion Poll

A poll carried out by *Newsweek* magazine states that most Americans are not willing to remove the phrase "under God". Even though nearly half of those polled agree that the US is a secular country, an amazing 87% did not want to remove the controversial words "so help me God".

So what can we conclude from these two examples? Americans will defend their Constitutional rights of freedom and believe firmly in the First Amendment, which allows them to put forth and express their religious beliefs. It's a personal choice and a voluntary one, in America.

Tasks and Activities

Comprehension

1. What two examples were given demonstrating the confusion concerning the separation of the state and religious beliefs?
2. What did the *Newsweek* poll reveal?

Pair Work

Sit in pairs and explain the meaning of the words listed below. Helpful hint: first find the words in the above text and see if you can discover their meaning.

- contradictory
- inauguration
- assassination
- voluntary
- secular
- separation
- allegiance
- poll
- controversial
- religious beliefs

Discussion

Norway, unlike the USA, has an official state church. Is this appropriate in today's multicultural society?

Further Reading

[Pledge of Allegiance](#)

[Religion, an Individual Right](#)

The Pursuit of Happyness (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.

USA - Education and Work Life

After School Activities

Forfatter: Engelsk for videregående (Vega), Christine Varadian Johnsen

[After School Activities \(5521\)](#)

What interests do you have outside of school? Do you have a favorite sport or hobby which you enjoy? Do you prefer team sports or individual? Perhaps sports isn't your thing and you prefer to paint or take photographs? After school activities provide something for almost everyone!

The above video clip shows you a glimpse of some activities at a high school. Name some of the activities that you noticed. Wouldn't it be fun to be a part of this? Do you sense any school spirit?

When the bell sounding the end of the school day rings, it does not necessarily mean time to go home. For many students it is the time when the fun begins!

Extra-Curricular Activities

After school activities are called extra-curricular, meaning in addition to your curriculum. Activities and clubs are arranged by the schools and can be found at all levels of education, however they are most popular at the junior and senior high school levels. They take place after school hours and are often led by school staff members.

Sports

Sports activities are very popular and some may require "try outs" to be part of the team. Some schools have both a varsity team and a junior varsity team, depending on the number of students interested. Basketball, football, baseball, and hockey are often the most popular sports for the boys. Girls prefer sports like field hockey, softball, soccer, and tennis. Sports will vary from school to school depending on interest and budgets. Those students who are very active in sports are often referred to as the "jocks".

Clubs

Sports are not the only activities offered. Students can join clubs according to what interests them, e.g. foreign languages, music, dance, drama, cheerleading or chess to name a few. Many students participate in these activities and think it is one of the best things about school! Not only do they make friends but they develop a stronger school spirit and gain self-confidence. Extra curricular activities provide students an opportunity to explore their interests and further develop skills, whether it be intellectual, physical, creative or cultural.

Volunteerism

In addition to participating in school sports and clubs there has been a recent trend in volunteerism. Students may choose to volunteer their time by aiding local/state organizations. Perhaps they offer to help at a homeless shelter or a senior citizen home.

They are making an invaluable contribution to society and it makes them a more well rounded person. Colleges and universities are not only interested in your educational skills. They want students who stand out both academically and socially. All the more reason to join in on the after school fun!



Volunteerism - Planting Flowers at Charter Oak Landing



High School Football, Gainesville



High School Musical show

Tasks and Activities.

Comprehension

1. What is another term used for extra-curricular activities?
2. Why are these activities popular?
3. What are typical boy sports and typical girl sports?
4. Name three different clubs.
5. Why do students choose to do volunteer work?

Discussion

1. What sports and clubs would you personally like to have at your school?
2. Share your thoughts with another student.
3. Make a list on the blackboard of the most popular sports and clubs that your class has chosen.
4. Search for *Terry High School* on YouTube or similar sites. What kind of activities are filmed? Could this have been filmed at a Norwegian school? Give reasons for your answer?

Listening

Sophie about Sports and After-school Activities

In the USA it is not usual to join a sports club to practise e.g. basketball or soccer. Most youngsters who are into sports join the school team and compete for their school. After-school activities, e.g. sports, are an important part of high-school life in the USA. Many high schools and colleges offer scholarships to talented students who can compete for and promote their school. Listen to what Sophie from Ludlow High School in Connecticut says about after school activities at her school.



Sophie Talking about Sports and After School Activities / audio

<http://ndla.no/en/node/64083>

1. What after-school activities does Sophie do?
2. Why don't they have a gym at her school?
3. What does she say about after-school activities in general?
4. According to Sophie, what is the benefit from getting a scholarship?
5. Besides sports, what other after-school activities does she mention?

Class Discussion

Norwegian students participate in clubs and sports outside of school, belonging to various local teams. Would you prefer to have these activities a part of your school instead and why? What would be the advantages and disadvantages?

American Education – An Overview

Forfatter: Catharine Ruud, Engelsk for videregående (Vega), Christine Varadian Johnsen
[An Overview of American Education \(5463\)](#)

American children are guaranteed 12 years of schooling, in addition to one year of kindergarten. Before officially beginning school, many children attend daycare or pre-school. These programs, which focus mostly on play and the development of social skills, also introduce the children to the world of education. They begin with learning the alphabet and counting numbers as early as age 3. The first day of school is a big day, not only for the child but also for the parents and grandparents. With each passing year, more knowledge and skills are acquired and by the end of grade 12 the child's future is back in his/her own hands.

You can find an easy version of the text here:
[An Overview of American Education – Text in Brief](#)



USA an Overview of American Education / audio
<http://ndla.no/en/node/48603>

Kindergarten, Elementary, Junior and Senior High School

At the age of five, most children go to kindergarten, where they spend a year before they start the first of twelve grades. Kindergarten is obligatory in most states. Students attend elementary school for five or six years (grades one to five/six). After this they move on to a secondary level of school with grades six/seven to twelve.

The secondary level is usually divided into junior high (grades six/seven to eight/nine) and senior high school (grades nine/ten to twelve). A ninth-grader is called a freshman, a tenth-grader is a sophomore, an eleventh-grader is a junior, and in the final year, they are seniors (the same terms are used in the first four years of university or college). See diagram.



Academic and Vocational Courses

Unlike Norwegian schools, the US public schools have no national curriculum. American schools enjoy great freedom when it comes to school planning, and the students are free to choose between a large selection of subjects. In most high schools, the students can choose between courses offered in three levels, depending on ability and interest. These courses are academic, vocational and general.

Academic courses are geared for those students planning on attending higher education (college/university). Vocational courses offer studies in car mechanics, hair-styling or other trades. A school's general program may combine features of both types of courses for those who want the benefits of a practical education and a high school diploma.

American Education

Age	College / University	
Any age with a high school diploma	Senior	4th year
	Junior	3rd Year
	Sophomore	2nd Year
	Freshman	1st Year
Secondary School (High School) (academic, vocational, general)		
17	Senior	Grade 12
16	Junior	Grade 11
15	Sophomore	Grade 10
14	Freshman	Grade 9
Secondary School (Junior High)		
12-13	Grades 7 & 8	
Primary School		
6-11	Grades 1 – 6	
5	Kindergarten	
3-4	Daycare or Pre-school	

American Education Diagram

Forfatter: [Catharine Ruud](#)

Core Subjects

Regardless of your level, there are some common core subjects that are compulsory in all schools, both public and private. In secondary school, some of these subjects are English, mathematics, science (biology, chemistry and physics), social studies and physical education. In addition to compulsory subjects, most schools offer a wide range of elective courses, such as foreign language learning and studies in arts, music and drama. Each student therefore has his or her own tailored schedule.

Tasks and Activities

Comprehension

1. How many years of education is a child guaranteed?
2. At what age does a child "officially" begin school?
3. What are the names of the three levels of education?
4. In what year are you considered a sophomore?
5. Explain the types of courses offered at the high school level?
6. What are electives?
7. Which subjects are compulsory?

Multiple choice



American Education Multiple Choice / h5p_content

<http://ndla.no/en/node/125160>

Writing

Find a high school in the USA that you would like to visit/attend. Perhaps you are interested in being an exchange student for a year. Write a formal letter requesting more information (school brochure, application form, etc.). Be sure to include information about yourself. Have a look at [How to Write a Formal Letter](#) first.

Futher Reading

[Basics about School Life in the US](#)

[Decentralized Education](#)

[After School Activities](#)

Further Study:

www.usastudyguide.com

Decentralized Education

Forfatter: Engelsk for videregående (Vega), Christine Varadian Johnsen

[Decentralized Education \(5462\)](#)

The US does not have a national educational curriculum, due to the size of the country and based on the Constitution, which divides power between federal, state and local levels. Individual states are therefore primarily responsible for education.

Formal education ranges from elementary level to higher education: college/university. Educational options are many, however most children follow the same educational path provided by their state public school system.



Decentralized Curriculum

In the USA there is no nationwide school system.

Each state is responsible for education in its area.

Within the states, education is decentralized. This means that there may be great differences at state

level. Students who live in one state may e.g. leave school at sixteen while they may have to be seventeen in other states. Standards, for instance exams and certifications of teachers, are set by the states and may vary greatly. The Constitution promotes an educational ideal with equal opportunities for everybody, but this does not necessarily happen in practice.



Source The roots of education are bitter, but the fruit is sweet. Aristotle.

Opphavsmann: [Schlüsselbein2007](#)

Public schools are provided for by state funding, usually in the form of property taxes, and supplemented by federal funds. In spite of the fact that schools receive equal amounts of federal funding, state funds, which provide most of the money, can vary greatly, causing significant differences between schools. This is why when Americans move, one of the first things they consider is the public school system.

Private Schools

An option to the public school is choosing a private school. About 11 per cent of children attend private schools, most of which are grounded on religious beliefs. One reason there are so many religious private schools is that it is against the Constitution to have religious instruction in state schools. Not all Americans agree with this, but the choice is there and yours to make.

Concern over Public Schools

A growing concern is the alleged decline in educational standards in public American schools. One of the reasons for the decline is obviously budget cuts, but another possible cause might be that the US is a multicultural society. Difficulties and conflicts arise, for example in certain communities with large ethnic minorities. Something as basic as the English language may be an issue. Inner city schools are often challenged with these two issues more than suburban schools.

Tasks and Activities

Comprehension



Decentralized Education - Drag and Drop / h5p_content

<http://ndla.no/en/node/15386>

Vocabulary

Sit in pairs and take turns explaining the following expressions. Try to include them in sentences as well.

1. decentralized
2. constitution
3. federal
4. state
5. primarily
6. promote
7. funding
8. significant
9. consider
10. private
11. instruction
12. concern
13. communities
14. issue
15. suburban

Afterwards follow this link and connect words and word classes.



Word Classes - Drag and Drop / amendor_ios_task

<http://ndla.no/en/node/52925>

Here you can study word classes in Norwegian:

[E-forelesninger om ordklasser](#)

Discussion

Discuss with a partner your thoughts about private schools.

1. Would you consider attending a private school?
2. Should religion be taught in public schools?
3. Should Norway allow more private schools?
4. What are the pros and cons of private schools?

High School Prom

Forfatter: Engelsk for videregående (Vega), Christine Varadian Johnsen

[The USA - High School Prom \(5519\)](#)

The students in the corridors are buzzing with excitement. Girls are huddled in corners chatting away. Boys are trying their best to look calm and cool. *Do you think he will ask me? Should I ask her? Who are you going with? What are you wearing? Will you help me find a dress? How should I wear my hair? I have been looking forward to this for so long, I can't wait!*



USA - High School prom / audio

<http://ndla.no/en/node/48607>

Every year during the month of June excited high school students prepare for “the” social event of the year - the annual high school prom. The prom is a formal dance that marks the end of a school year. Although schools may have proms for each year’s class, the senior prom is the biggest of all. For graduating seniors, it commemorates their last year of high school.

Many students spend a lot of time, money and effort in planning for the evening’s event. In the past, the prom was more of a couple’s event. Today less emphasis is placed on couples, and students may go alone, with a date or with a group of friends. Girls wear formal dresses, and the boys wear suits or tuxedos. Many students arrive in limousines or party buses. Later, dinner is served, and a professional photographer takes the students’ pictures. Other rituals may involve speeches by the class president, the announcement of this year’s winners of various awards, and the crowning of king and queen of the prom. The month is June, and high school students across the country are gearing up for their annual school prom. The prom is a formal dance that marks the end of the school year. For many students it is “the” social event of the year. There is a great deal of anticipation and preparation. Schools may have proms for each year’s class; freshman, sophomore, junior and senior, but there is no doubt that the senior prom is the biggest of all. This is their graduating year and their “last hoorah”. To make it a memorable event, many students spend a lot of money, time and effort planning the evening.



Girls ready for the prom

In past years, the prom was more of a couple's event. A boy would ask a girl to be his date, and he would escort her to the prom. This meant buying the girl a flower (a corsage) to wear at the dance and picking her up at her home. It also meant meeting the parents and having lots of pictures taken! Today's proms have less emphasis on couples. Many students go with a date, but many also go with a friend, in groups of friends or even alone (stag). Whether you have a date or not, the evening is full of laughter and tears of joy.



As the prom is a formal event, many girls wear ball gowns/party dresses and the boys are mostly in suits or tuxedos. Those who can afford to may rent a car, preferably a limousine, so they can arrive in style! Others pool their money with a group of friends and rent a party bus. Dinner is often served, and students/couples can have their picture taken by a professional photographer.

In the course of the evening, the class president has a welcoming speech and, along with the student council, they announce the winners of various awards. At some schools they crown a king and queen, which for many is the highlight of the evening. Regardless of the various rituals, there is always music, dancing and a spirit of pride and accomplishment which can be felt throughout the evening. The prom is a very important event for many students, and most wouldn't miss it for the world!

Comprehension

1. What is the "prom"?
2. Is it an important event?
3. Why is the senior prom considered the most important?
4. What do the girls wear and what do the boys wear?
5. Why do some students rent a limousine?
6. Name at least 7 things which might take place at a prom.

Vocabulary

In the picture, *Inside the prom limo*, the teenagers are on their way to the prom. Find at least 10 words (adjectives) which describe the people in the limo, how they look and what their feelings might be e.g. young, excited. Write down both the English word and the Norwegian translation.

Conversation Practice

In pairs



Inside prom limo

Look at the picture, *Inside the prom limo*. Act out a conversation between two of them. You choose who you want to be.

Suggested topics:

- The limo costs a fortune
- The prom only lasts for a few hours. Tomorrow it will rain again.
- Wow, I'm only young once and I'm "gonna" make the most of it.
- My God, these clothes are uncomfortable!
- Do you think the driver knows where to go?
- Will there be a menu for vegetarians there?
- I wish people would leave those cameras at home!

Starter: *Do you know what I keep thinking about?*

Writing

1. You are one of the people in the picture, *Inside the prom limo*. You are a Norwegian who has been at high school in the US for a year and are now on your way to the prom. Write an SMS to an American friend in Norway telling them what you are thinking at this moment.
2. Imagine that you have just been to your senior prom and have had the time of your life. Wanting to share your thoughts about the prom with your date in a special way, you decide to write him/her a letter.

Discussion

Watch a few minutes of the video: Junior Prom (link collection). What has changed, and what has not changed when it comes to proms and dating? Take notes from your discussions and compare between the pairs/groups afterwards.

Basics about School Life in the US

Forfatter: Engelsk for videregående (Vega), Christine Varadian Johnsen

[Basics about School Life in the US \(5518\)](#)

American pupils begin their school day with the Pledge of Allegiance and these words: "I pledge allegiance to the flag of the United States of America and to the republic for which it stands. One nation, under God, indivisible, with liberty and justice for all."

- In contrast to Norwegian schools, where the students often have a classroom belonging to the class, in American schools it is the teachers who stay in the same classroom. The students are the ones who change rooms.
- The breaks between classes are short, except the lunch break. They may be perhaps as little as 4 minutes.
- Books and personal belongings are kept in lockers.
- Schools are often larger than Norwegian ones, and the same goes for class sizes. Classes can have up to forty students.
- Summer school is becoming increasingly common, especially for remedial study – catching up with the average – or for more rapid progression to finish ahead of time.
- Most American children can legally leave school at sixteen, though they do not graduate from high school until the year of their 18th birthday.
- Up to 75 percent of students achieve a high school diploma, but this percentage is lower both for black (about 65 percent) and Hispanic (about 55 percent) students.
- Graduation is the high point for most students. It is a formal ceremony involving passing out diplomas, and a speech given by the student at the top of his or her class (class valedictorian), i.e. the student with the best grades. Students wear caps and gowns and just like in the movies they throw up their caps at the end of the ceremony!



Graduates, Charline Tetiyevsky
Fotograf: [Charline Tetiyevsky, Flickr](#)

Kilde: YouTube



Vocabulary 5518 / h5p_content

<http://ndla.no/en/node/123755>

US Law 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.



New York Students

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.

The School Systems in Norway, the United State..

Forfatter: Anne Scott Hagen

[The School Systems in Norway, the United States and England \(76071\)](#)

AGE	THE NORWEGIAN SYSTEM	THE AMERICAN SYSTEM	THE ENGLISH SYSTEM
19	Høyere Utdanning	Higher Education	Higher Education
18	Videregående skole (studiespesialiserende eller yrkesfag)	Senior High School (academic, vocational or general)	Sixth Form College (academic) or Tertiary College (vocational)
17			
16			
15	Ungdomsskole		Secondary School
14			
13		Junior High School	
12	Barneskole	Elementary School	Primary School
11			
10			
9			
8			
7			
6			
5	Barnehage	Kindergarten	
4		Daycare or Preschool	*Reception year primary school (not compulsory)
3			Nursery School

This is the basic layout. There can be some slight variation in the number of years children spend at elementary school and junior high school in the USA.

*School in England is compulsory for children from the age of 5, but in the state school system a child can begin in a reception year from the age of 4 or 4.5.

Universities and Colleges

Forfatter: Christine Varadian Johnsen

[Universities and Colleges \(5522\)](#)

Did you know that you need a high school diploma to flip hamburgers at McDonald's? Then it should be no surprise that 67.2% of the graduating classes of 2007 enrolled in colleges and universities. People with a bachelor's degree earn over 60% more than those with a high school diploma! College is an investment for the future.

A student who has graduated from high school may apply to continue his/her education at a college or a university. To begin with a student must take a standardized test in his/her senior year called the SAT's (Scholastic Aptitude Tests). Certain colleges may also require additional entrance tests. The results from these tests, together with high school grades - and don't forget the extra curricular/volunteer activities that we mentioned earlier - form the basis for college and university admittance.

School Fairs

Students begin looking at various colleges as early as their junior year. It is a long process and a big decision which requires time and thought by both student and parents. Guidance counselors provide the basic information for students. Then student/parents begin gathering more specific information about schools of interest. School fairs are held where representatives from local colleges present their programs. During summer months parents take road trips with their child to visit several colleges and campuses across the country.

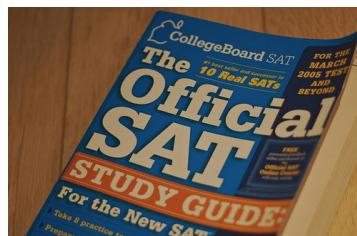
Acceptance or Rejection

As you are not guaranteed acceptance into your chosen school, students send out applications to several other schools as back ups. Application forms are lengthy and tedious. Often, you are required to submit an essay, as well as letters of recommendation. A sigh of relief is released as the applications are dropped in the mailbox. Then it is a "wait and see" game. Acceptance or rejection letters will arrive in the early spring and you will either jump with joy or shed a few tears. Nevertheless, come fall your bags will be packed and you will be embarking on a new journey!

College vs University



Academic Graduate Studio Portrait



The SAT is one of the two national standardized college entrance examinations used in the US. The other is the ACT.Scholastic Aptitude Test



UCLA cheerleaders

What is the difference between a college and a university? Colleges, which are often smaller in size than universities, usually offer undergraduate courses leading to a bachelor's degree. These programs may vary from two to four years. Universities, on the other hand, are much larger in size, offering both undergraduate and graduate courses. They will vary from a four year program and up.

Bachelor, Graduate and Doctorate Degrees

After obtaining a bachelor's degree (typically completion of a four year program) the student then graduates once again. The ceremony is very similar to high school graduation, but much larger in number. From here the choice is yours. Many students see this day as the end and a new beginning. They have finally completed their educational path and are now eager to launch forward into the working world. Finding the right job is a tedious process and their first job will certainly not be their last. Other students have higher educational ambitions and will continue their education as a graduate student. These students are working towards a master's degree and perhaps even a doctorate.

3000 Choices

There is a wide range of colleges and universities to choose from, approximately 3,000 in all, and these vary greatly in size, standards and fees. In the state of Massachusetts, home to the famous Harvard University, you can choose between 122 colleges and universities! Seven out of ten of the world's best universities are found in the US, with Harvard University ranking as number one!

Tasks and Activities

Comprehension

1. What test is needed before you can apply to college?
2. What qualifications do colleges seek for admission?
3. Name some ways that students can find out more information about colleges.
4. Name a few things that may be required along with the application form.
5. What is the difference between a college and a university?
6. What are the three main types of degrees one can obtain at a college/university?

Further Reading

[University/College Tuition](#)

University/College Tuition

Forfatter: Christine Varadian Johnsen

[The USA - University/College Tuition \(8956\)](#)

For many American parents, affording a four year college tuition for their children means saving money from the day they are born. Fees keep escalating each year making it more and more difficult for the average American to reach this goal.

There are, however, numerous options available for both parents and students to help them fulfill their dreams of higher education. While parents loan money from banks, many students have part time jobs to help contribute. In addition there are many federal, state and local institutions which offer scholarship money and financial aid.

College Tuition

But what does it cost to attend a college or university? This is a difficult question to answer as prices vary from one school to another. Average total charges are \$25,000 per year, including tuition, fees and room and board. Room and board refers to the housing of a student. Many students choose to live on campus in a dormitory for their first years.

How can you afford this? The numbers may sound frightening at first, but there are several ways to bring these costs down. States have their own colleges and universities which offer much lower costs to their own residents. As an in-state student you can save around \$10,000. As many as 80% of college bound students choose this option. Yet, as tempting as this sounds, some students choose out of state schools for reasons as simple as wanting to "spread their wings" and experience a totally new environment. Junior colleges, which offer a two year associate's degree, are often less expensive too. And choosing a public institution versus a private one will also help to trim your budget.



Dancing for Tuition Money

Opphavsmann: [me2](#)

Financial Aid, Educational Loans and Scholarships

Other ways to reduce costs are applying for financial aid, educational loans or scholarships. Financial aid is a program set up by the government to help lower income families while educational loans are borrowed from lending institutions. Scholarships are given as awards and are abundant. There are literally hundreds of thousands of them from sports scholarships to community service. The more scholarships you apply for the better your chances. Every penny helps! Another option is joining the Armed Services where college education Scholarship Competition Winners is often free, paid for by the government.



Opphavsmann: [Tri Le](#)

Regardless of your choice of school, in-state, out-of-state, private or public, in the end it is all worth it. Whatever sacrifices you make for your college education they are short term in comparison to the thousands of doors that will have been opened.

Comprehension

1. Why is it difficult for many families to send their sons and daughters to college?
2. Which alternatives are there to the expensive out-of-state schools?
3. What can students do to help finance their college education?

Work and Trade Unions

Forfatter: Christine Varadian Johnsen, Engelsk for videregående (Vega)

[Work and Trade Unions \(6223\)](#)

Pre-reading

In general, workers in America have not been as engaged in trade unions as Europeans. Why do you think this is so?

Trade unions have existed in the US since the end of the 18th Century. Unions grew during the Depression in the 1930's and around the Second World War during the 1940's, despite otherwise development has been slow. Membership also dropped during the second half of the last century. Many Americans prefer little interference when choosing careers and enjoy the freedom of moving around a lot in search of better career opportunities. They disagree on the need for trade unions and reject unions for slowing down business which reduce personal profit.

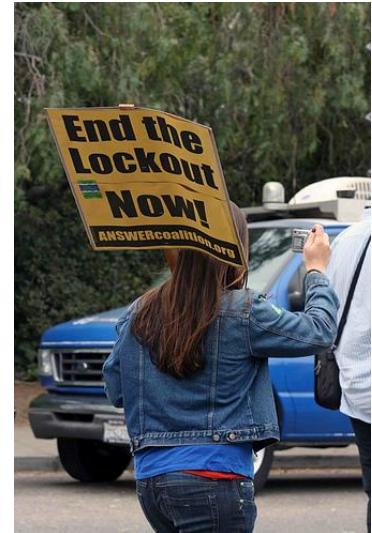
scepticism towards trade unions, they have nevertheless existed in the US since the end of the 18th century. Unions grew during the Depression in the 1930's as unemployment rates increased. Similarly, the years around the Second World War led to union growth. In other periods, union development has been slow.

In the second half of the last century, membership dropped. One reason might be the growth of the service sector and the decline of manufacturing industries, where the traditional stronghold of the unions has been. More importantly, Americans prefer little or no interference in personal matters such as career choice and movement, examples being negotiating salary, benefits, working hours and job description. While Europeans tend to stay in the same job for their entire working lifetime to ensure job-security, stability, and seniority benefits, Americans are restless.

Changing jobs and moving across the country are often considered exciting and positive challenges to those interested in improving their career opportunities. In fact, most Americans who relocate do so due to the demands of their career.

Americans disagree on the need for trade unions. Some people agree that union membership gives the workers a chance to be heard and to improve conditions by offering a social network and a feeling of belonging, security and pride.

Nevertheless, only 12.4% of the labor force are union members. Most people reject unions for slowing down business, hence reducing their own personal profit.



Labor conflict

Comprehension

1. When was the greatest period of growth for American unions?
2. Why did membership drop in the last half of the 20th century?
3. What percentage of the labor force are union members today?

Research

Do some research on the Internet using the following words: **census bureau, labor union, statistics**. The Census Bureau is like 'Statistisk Sentralbyrå' in the USA.

Paste some of your findings into a text document and add titles and comments so that an average Norwegian student may understand what it is all about. If you do an image search, you may want to search for file extensions such as *.png, *.swf or *.pdf as they often offer high quality graphics.

Using screen capture software or the 'print screen' button on your keyboard, you may zoom in on certain parts of tables or charts

Discussion

Would you consider joining a union and why?

Vocabulary

Sit in pairs and formulate questions and answers using the words and phrases below:

1. Trade unions
2. To perceive
3. Scepticism
4. Depression
5. Membership
6. Manufacturing
7. Organized crime
8. Teamsters
9. To vanish
10. To embezzle
11. To reject

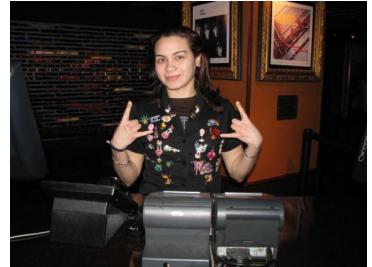
Hard Rock Cafe, New York

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?

USA - Politics and Government

Barack Obama - Time for Change

Forfatter: Knut Inge Skifjeld

[Barack Obama - Time for Change \(16742\)](#)

Pre-reading

1. Why was the presidential election of 2008 so historic?
2. Name some reasons as to why so many people voted for Barack Obama?
3. Can a candidate, or in this case, the President, keep his campaign promises? Why/why not?



Barack Obama / audio

<http://ndla.no/en/node/48630>

The United States presidential election in 2008 ended with a clear win for Barack Obama. The majority of voters wanted a new course. Former President George W. Bush had discredited the USA in many parts of the world through his foreign policy. Furthermore, he failed to develop a good environmental strategy for his country. Towards the end, it almost turned into a popular sport to criticize the US President. On the Internet you could throw shoes at him in online games.



Barack Obama

Barack Obama is the first black president of the USA. He is an excellent speaker and has inspired people worldwide with his call for change. His major focus will be on restoring the reputation of the USA in foreign affairs, getting on the offensive in the fight against climate change and redesigning the US health service.

Many Americans now feel that the USA is on the right course after years of environmental neglect and an aggressive foreign policy. Obama is a charismatic president, and he seems to be able to make people want to contribute to the changing of America. During his election campaign, he mobilized a massive grass root campaign that proved very efficient.

Talking about what you want to do is one thing. Obama also has to deliver. Issues might look different from the Presidential Office than from the position of opposition. Obama definitely has a lot of issues that demand urgent attention. Many of these will cost a lot of the taxpayers' money. On top of it all, the USA is facing its biggest financial crisis since the Wall Street Crash of 1929. Obama will no doubt need all his oratorical skills to restore the reputation of the USA, especially in issues such as the Middle East and the environment.

"We've got a long way ahead", Obama says. It remains to be seen how far Obama can take the American nation. In his speeches, he has made frequent references to Franklin D. Roosevelt, John F Kennedy and Martin Luther King. Whether Obama will be quoted by a future presidential candidate remains to be seen. He has already made some important changes. He has introduced rules that make the running of his administration more open and transparent than what was the case in the last administration. Furthermore, he has signed the Children's Health Insurance Bill which gives health insurance to millions of low-income children, and, in addition, President Obama has worked hard to strengthen the country's relations with their allies abroad.

Many Americans have high expectations of the new President. There is no chance that he can satisfy everyone, and there will most certainly be political setbacks. What is certain is that there is a new sense of optimism in the USA – and that is, perhaps, the most important change of them all.

Tasks and Activities

Discussion

1. There is a great deal of talk about the "Obama effect". What do you think this coined phrase means?
2. What characteristics are most important in a good leader?
3. How important is charisma and optimism?
4. How many historic leaders in the world can you name? What qualities do they share?
5. Listen to and watch parts of Barack Obama's inauguration speech. Focus on his oratory skills.
 - 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?

Listening

An American 17-year-old about politics

Perhaps more young people should take an interest in political affairs. After all, decisions made by politicians are what define the framework of our daily lives. Many American teenagers are quite indifferent to what goes on on the political scene, but there are also many who have strong opinions about their environment and the people in office. Listen to what this 17-year-old thinks about American politics both internationally and on a local level.



17-Year-Old High-School Student Talking Politics / audio

<http://ndla.no/en/node/64027>

1. What does he say about voting?
2. He uses the word "hype" about President Obama, what does he mean by that?
3. What does he say about Obama and the "war on terror"?
4. What does he see as a problem with the two-party system they have in America?
5. At the end he mentions "The Tea Party" movement. What is that? Go on the net and see what you can find out.



/

<http://ndla.no/en/node/44571>

Further Research

1. Many Americans see Barack Obama as radical in many ways. Find out about his past and previous occupation that may have contributed to his present platform.
2. Some commentators have said that Barack Obama could be elected the first black President "because he did not have roots in the Civil Rights Movement" Find out about The Civil Rights Movement and Martin Luther King Jr. and try to understand what can be meant by such a statement. You can read about the Civil Rights Movement [here](#) .

Checks and Balances

Forfatter: Engelsk for videregående (Vega), Christine Varadian Johnsen
[Checks and Balances \(6410\)](#)

Pre-reading: Discuss the following in small groups.

- What do you think it means to balance power?
- Is the President the most powerful man in the US?

You can find an easy version of the text here: [Checks and Balances – Text in Brief](#)



USA Checks and Balances / audio

<http://ndla.no/en/node/48631>

The following video clip (12:05), produced by the

The US government is divided into three branches: The Executive (The US Government, focuses on the history and President), The Legislative (Congress) and The Judicial (The Supreme Court). founding of the US nation. It presents the Each branch has its own specific duties. The division of power is part of what is important rights and responsibilities of US called the system of "checks and balances" which was established to prevent any citizenship.
one single branch from doing anything without the approval or check of at least one of the other two. In this way balance is obtained. This system provides citizens with a comfort that actions and decisions, even as drastic as declaring war, will be discussed, debated and properly approved by the elected officials.



A Promise of Freedom (12:05) / video

<http://ndla.no/en/node/15178>

"Checks and Balances"

To understand the division of powers between the executive, legislative and judicial branches of government, one must also be familiar with the term "checks and balances". Decisions are not so easily made, and certainly not made by one person, not even the President. This is for a reason.

The three branches, forming a triangular shape, connect with one another, yet have their separate corners. They each have a main role/duties specific to their branch.

- The Executive Branch: The President carries out the laws, and he also proposes and lobbies for new legislation in Congress.
- The Legislative Branch: It is up to Congress to make and pass the laws.
- The Judicial Branch: When a law has been passed, the Supreme Court examines it to control that no part of it is unconstitutional.

No single branch of government can do anything without receiving the approval, or check, of at least one of the other two. In this way balance is obtained. Here are some examples:

- The courts can declare actions of the President, or his/her subordinates, unconstitutional.
- Congress can also check the federal courts. It has the power to remove a judge from office.
- If Congress passes a law that the President does not approve, he/she can block or veto it. However, Congress can override his/her veto, providing that two-thirds of both houses vote against the President.

- The President has executive privilege to withhold information from Congress, and Congress can mount an investigation to obtain information from the President.
- Congress can check the President by removing him/her from office.
- If a war is to be declared, Congress needs to approve. But in an emergency, the President can "press the button". This is one of the President's emergency powers.

The system of checks and balances provides citizens with a comfort that actions and decisions, even as drastic as declaring war, will be discussed, debated and properly approved by the elected officials that they have put their faith in.



USA Power Sharing 1 / flashnode
<http://ndla.no/en/node/21263>



USA Power Sharing 2 / flashnode
<http://ndla.no/en/node/21264>



USA Power Sharing 3 / flashnode
<http://ndla.no/en/node/21265>

Tasks and Activities

Comprehension

Study the 3 diagrams above and then try the interactive tasks in the link collection.

Discussion

What reasons would the Founding Fathers of the Constitution have had in creating three branches of government?

Writing

Write one paragraph in which you explain the term "checks and balances." Include its purpose and provide one example.

The President and the Cabinet

Forfatter: Engelsk for videregående (Vega), Christine Varadian Johnsen
[The US President and the Cabinet \(14503\)](#)

One of the most popular tourist attractions in Washington D.C. is the White House, where the President resides and his administration holds its meetings. The President, who is elected by the people, heads the Executive Branch together with his/her Cabinet.



Presidential Seal

The President

The presidential term is four years, and since 1951 the President may only serve two terms in office. The presidential election is a long and somewhat complicated process, but to simplify and summarize in a few words: every fourth year there are primary elections where people from each state vote to nominate the candidates of the political parties. The nominated candidates campaign to gain the most votes before the final election, which takes place in November of the same year. Presidential candidates prepare for this race for years. Hundreds of thousands of dollars are spent to run a campaign, often coming from the candidate's private funds.

In addition to being the leader of his/her political party and chief of the Executive Branch, the President cooperates with Congress. If Congress has a majority of senators and congressmen from the opposite party, he may find it difficult to get laws passed. The President also administers the budget and is Commander-in-Chief of the Armed Forces. Further, he appoints judges, called justices to the Supreme Court, who the Senate later approves or disapproves. He works as the top diplomat in foreign affairs, negotiates international treaties, has meetings with ambassadors and ministers from other countries, and cooperates with NATO and the UN.

The Cabinet

The President's Cabinet includes the Vice President, senior officers and the heads of 15 executive departments. Cabinet members are appointed by the President, but must be approved by the Senate. Members of the Cabinet answer to the President alone, and they can sit in office only as long as the President requires.

Tasks and Activities

Comprehension

1. How long is one presidential term?
2. How many terms can a President sit for?
3. Name some of the roles/duties of a President?
4. In what month does a Presidential election take place?
5. Who are the members of a President's Cabinet?

Further Reading/Viewing

[American Presidents are also Human](#)

Electing a US President in Plain English



The US President and the Cabinet / fagstoff

<http://ndla.no/en/node/14503>

US Politics - Vocabulary

Forfatter: Knut Inge Skifjeld
[US Politics - Vocabulary \(84214\)](#)

Political Vocabulary

Test your vocabulary with the hangman activity. You can look at the table below for hints.



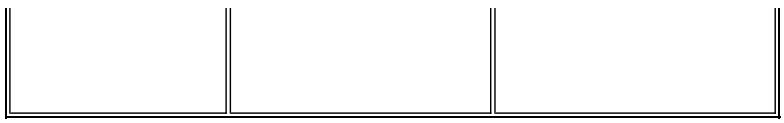
US Politics - Vocabulary Hangman / flashnode

<http://ndla.no/en/node/84212>

Writing

Use our dictionary in the link collection to look up the words/expressions you are unsure of in the table below. Use at least ten of these words/expressions in a paragraph on US politics. (To search for definitions [WikiAnswers](#))

ambassador	general election	progress
blanket primary	government	public office
campaign	the Administration	regulations
candidate	impeachment	speech
caucus	inaugural address	suffrage
citizen	majority	summit
closed primary	minority	supporter
to contest election	national convention	the Electoral College
debate	open primary	the political process
delegate	opinion poll	to cast a vote
election	party in government	to defeat
electoral register	party leader	to nominate
electoral system	party member	to run
electorate	policy	to support someone
electors	politician	to vote
eligible	politics	turnout
embassy	presidential candidate	two-party system
federal	primary	voter



John F. Kennedy - Oral Presentation

Forfatter: Knut Inge Skifjeld

[John F. Kennedy - Oral Presentation \(129558\)](#)

John F. Kennedy, President of the United States, was shot in 1963 in Dallas Texas. He has become an icon in contemporary American history. Why is this? What is so special about him? Was he so special after all or is the idea of the great Kennedy a result of media coverage and the Americans' love of heroes and great sacrifice.

Can you complete this quote? "Ask not what.... "

Who said it? When? What does it say about John F. Kennedy?



President John F. Kennedy
Signing Blockade Order

Now make a presentation of John F. Kennedy where you share your opinion of him and the times he lived in. The presentation should be between 3 - 5 minutes.

Tips

1. Use a search engine to find information about the Kennedys, the assassination and his charisma. Use reliable sites only, and state your sources. Here is one of many: [CNN: The Assassination of John F Kennedy](#)
2. Also look at this animation on how to make an oral presentation.



Oral Presentation / video

<http://ndla.no/en/node/127979>

The USA - Literature and Film

Auggie Wren's Christmas Story

Forfatter: Åse Elin Langeland

[Auggie Wren's Christmas Story \(63372\)](#)



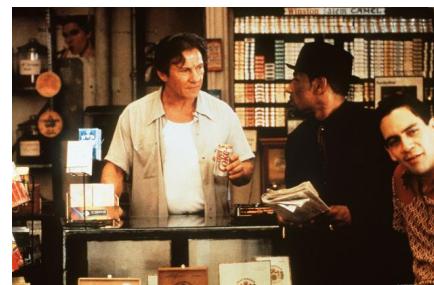
"I heard this story from Auggie Wren. Since Auggie doesn't come off too well in it, at least not as well as he'd like to, he's asked me not to use his real name. Other than that, the whole business about the lost wallet and the blind woman and the Christmas dinner is just as he told it to me."

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?



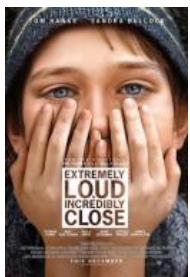
Auggie Wren's Christmas Story / fagstoff

<http://ndla.no/en/node/63372>

Extremely Loud and Incredibly Close

Forfatter: Eli M. Huseby

[Extremely Loud and Incredibly Close - Tasks \(87243\)](#)



Study the two texts about Joyce Maynard's *The Usual Rules* and Jonathan Safran Foer's *Extremely Loud & Incredibly Close*. Both texts deal with how children coped with the loss of their parents after September 11th.

Compare

1. What do you think the two excerpts have in common? And how do they differ?
2. What do the two protagonists have in common? How do they differ?
3. They have different strategies to cope with their loss. Describe and compare them. Which one do you think is most successful?
4. Both authors have chosen child protagonists and 9/11 as a backdrop. What motivated their choices?

Discuss

1. Why do you think wars and devastating events continually tend to be chosen as backdrops in fiction and films?
2. Why do you think many authors/directors want to use child protagonists? Discuss the effect this has on the readers/viewers.
3. What can we learn from the texts regarding mourning and coping with losses?

Project Idea and Film Recommendation

Compare texts with child protagonists and how children are affected by war and conflicts; Maynard's *The Usual Rules*, Foer's *Extremely Loud & Incredibly Close*, Zusak's *The Book Thief* and Boyne's *The Boy in the Striped Pyjamas* (you will find extracts from all the novels on our website) and relate it to [Unicef about conflicts](#).

Extremely Loud & Incredibly Close is filmatised and will be released in 2011. Oskar's mum will be portrayed by Sandra Bullock, his dad by Tom Hanks.

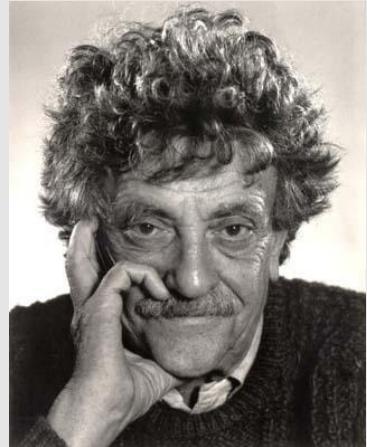
Harrison Bergeron

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."

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

On the Way to the Melting Pot

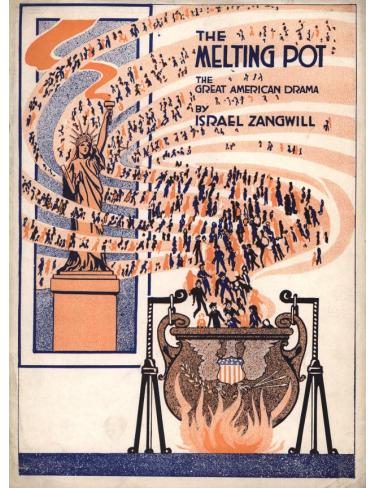
Forfatter: Åse Elin Langeland

[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 "smeltedigelen" 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.



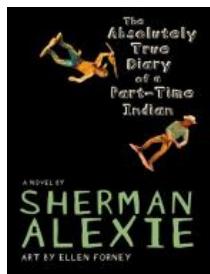
Rosemary's Baby / h5p_content

<http://ndla.no/en/node/125103>

The Absolutely True Diary of a Part-Time Indian

Forfatter: Åse Elin Langeland

[The Absolutely True Diary of a Part-Time Indian \(48500\)](#)

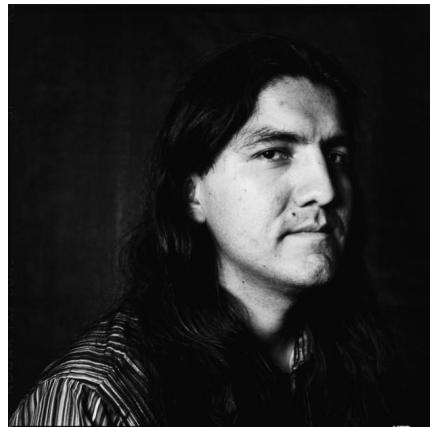


What is it like to be an American Indian today? *The Absolutely True Diary of a Part-Time Indian* is a novel written by Sherman Alexie who is well known for his novels and short stories about life on the reservation and the challenges that the USA's native population face today. In his work he draws upon his own experiences.

Read the first two chapters from Alexie's novel and meet fourteen year old Arnold Spirit – based on a young version of the author himself.

Sherman Alexie, the author of *The Absolutely True Diary of a Part-Time Indian*, grew up on the Spokane Indian Reservation in Wellpinit, in the state of Washington.

In the novel we meet Arnold Spirit Jr., a fourteen-year-old Indian. The character is partly based on Alexie's own experiences. Arnold or Junior as he is often called, is the reservation outcast – an outsider – and he is routinely bullied and beaten up. His parents are alcoholics and the family poor. At times, poverty is just terrible and thus Arnold sometimes wishes that he could draw "a fist full of twenty dollar bills, and perform some magic trick and make them real".



Arnold, like Sherman Alexie, makes a choice to leave the reservation and attend the white school 22 miles away in Reardan. Considered a traitor, Arnold is caught between two worlds: his home on the reservation and the white high school he attends.

Check these words before you read/listen to chapter 1:

rez=reservat
cerebral=som tilhører/tilhører hjernen
spinal fluid=spinalvæske
grease=olje
orbit=jordklode
retard=tilbakestående/tilbakestående
seizure=anfall (ofte om epilepsi)
purchase=kjøp
brain damage=hjerneskade
stutter=stamme
lisp=lespe
cartoon=tegneserie/teikneserie
mini-hoover= en liten støvsuger/ein liten støvsugar

Chapter 1: The Black Eye of the Month Club

Chapter 1 starts with the narrator "I" being Arnold Spirit and what happened at his birth - he is not like everybody else. How so? What is it like not being one of the crowd? Read the first chapter, "The Black Eye of the Month Club", to find out: [*The Absolutely True Diary of a Part-Time Indian*](#). You can also listen to the first chapter of the book below.



The Absolutely True Diary of a Part-Time Indian (chapter 1) / audio
<http://ndla.no/en/node/113124>

Chapter 2: Why Chicken Means so Much to Me

Growing up in poverty means that you may go hungry, and that sleep is the only thing you have for dinner. What do *you* think is the worst thing about being poor? According to Arnold, what *is* the worst thing about being poor? Read Chapter 2, "Why Chicken means so Much to Me", to find out. [*The Absolutely True Diary of a Part-Time Indian*](#).

Tasks and Activities

[*The Absolutely True Diary of a Part-Time Indian – Tasks*](#)

[Interview with Sherman Alexie](#). In this interview, Sherman Alexie talks about *The Absolutely True Diary of a Part-Time Indian* and relates the story of his own life. 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 - the decision to leave the reservation.

[Native Americans - Current Situation](#)

The Bean Trees

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.



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 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 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 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

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>

Two Kinds

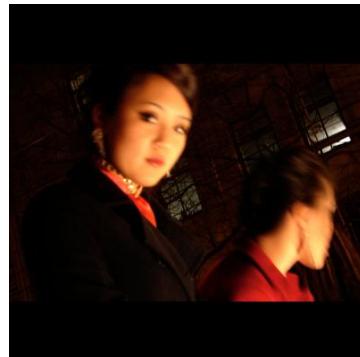
Forfatter: Celia Suzanna Sandor

[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.

Chinese immigration to the USA goes back a long way. In the middle of the last century, Chinese coolies were brought over to help build the transcontinental railway linking the eastern and western states. Such vast numbers of Chinese immigrants kept coming 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>

The UK and Ireland

UK - Regions and Places

UK - Introduction

Forfatter: Anne Scott Hagen, Hands On (NKI)

[The UK - an Introduction \(5557\)](#)

You can find an easy version of the text here: [Introduction to the UK - Text in Brief](#)



The UK - an introduction / audio

<http://ndla.no/en/node/47629>

Do this quiz before reading the text:



UK Quiz - General Knowledge / h5p_content

<http://ndla.no/en/node/10109>

The British Isles

Great Britain consists of England, Wales and Scotland and is the eighth largest island in the world.

It has a total area of 218,980 km². Great Britain only includes about 90% of the total area of the United Kingdom, which consists of England, Scotland, Wales and Northern Ireland. The term the British Isles should only be used when referring to the whole of Great Britain, the Channel Islands, the Isle of Man and all of Ireland. Ireland is made up of Northern Ireland and the Republic of Ireland.



The British Isles

Opphavsmann: [NASA](#)

The UK has its central government in London, but Scotland, Wales and N. Ireland also have their own governments in Edinburgh, Cardiff and Belfast, which have some powers to handle domestic affairs. The Republic of Ireland is an independent country with its parliament in Dublin. The Isle of Man and the Channel Islands are direct dependencies of the British Crown and are not part of the UK. The Queen is the Head of State, but they have their own government and legal system. The government in London deals with their external affairs and defence.

Great Britain

Great Britain is about 1000 km from north to south and about 500 km across at the widest part. The most mountainous region is in Scotland, where we find the highest mountain in the British Isles, Ben Nevis (1,343 m). Wales is also very mountainous and has the second highest peak south of the Scottish Highlands, (Snowdon 1,085 m). In northern England, the Pennine Range, "the backbone of England" and the Lake District have the highest hills, though the highest of these, Scafell Pike, is only 978m. One of the most popular areas for walking and mountain hiking, the Yorkshire Dales, is in the central area of the Pennines. Southern England is relatively flat and suitable for agriculture.

Rivers in Great Britain are quite short, the longest being the Severn and the Thames, but they have played a vital part in the industrial development of the country since they were an important means of transport until the building of the canals in the 18th century.

Ireland

On the other large island in the British Isles, commonly called the Emerald Isle due to the green countryside, we find the Republic of Ireland and Northern Ireland. Northern Ireland, which consists of six counties, is the most fertile part of the island and is part of the United Kingdom.

Tasks ans Activities

Discussion

1. Do you think the fact that the British are islanders has had an effect on the people and their values?
2. In which part of the UK would you have preferred to live? Why?

Flags

Have you ever watched a football match and wondered about the different flags you see there? Try to match the flags correctly in this flash task.



British Isles - Flags / h5p_content
<http://ndla.no/en/node/12476>

Suggested Further Activity



- British Isles Map (countries) / amendor_ios_task
<http://ndla.no/en/node/27024>



- British Isles Map (capitals) / amendor_ios_task
<http://ndla.no/en/node/27013>



- British Isles Map (rivers, lakes) / amendor_ios
<http://ndla.no/en/node/27027>



- British Isles Map (seas and islands) / h5p_content
<http://ndla.no/en/node/16094>



- British Isles - City Quiz (easy) / amendor_ios_task
<http://ndla.no/en/node/12202>



- British Isles - City Quiz (difficult) / amendor_ios_task
<http://ndla.no/en/node/12196>



- UK and Ireland Map / flashnode
<http://ndla.no/en/node/45105>

UK and Ireland - Map

Forfatter: Amendor, Knut Inge Skifjeld

[UK and Ireland - Map \(45112\)](#)

The geography quiz below is advanced. Try several times till you are satisfied with the result. Don't get disappointed if your first score is not so high. Or you can do a little at a time. For example, try and remember all the cities and fill them in on the map and then check your answers. When you can remember most of the cities, try the mountains and rivers. Each time you will remember more and more and will soon be able to attempt the whole map.

The quiz does not separate between capital and small letters.

UK and Ireland - Map Game



UK and Ireland Map / flashnode

<http://ndla.no/en/node/45105>

England Resources - Overview

Forfatter: Knut Inge Skifjeld, Anne Scott Hagen

[England Resources - Overview \(108484\)](#)

Here you will find a list of our resources related to England.

[An Introduction to England](#) A brief overview of the country.

[A Closer Look at England](#) A more detailed look at some places in England.

[Liverpool](#) Here is some information about Liverpool's history as an important port for trade and emigration to America and also about some of its present day attractions.

[Manchester](#) About the city from its foundation to the present day.

[Cambridge](#) Cambridge University is one of the oldest universities in the world and ranked as one of the best today.

[The North - South Divide](#) About the differences in culture and attitudes between the north and south of England

Easy Texts

[England - Text in Brief](#)

Extra Material

[What I love About England - Interview](#) An interview with a foreigner who has lived in England for many years.

London Resources - Overview

Forfatter: Anne Scott Hagen, Knut Inge Skifjeld

[London Resources - Overview \(108233\)](#)

Here you will find a list of resources related to London.

1. [London \(article\)](#)

Here you can find some facts about London's history and development and also listen to a London taxi driver talking about London and the Cockney dialect.

2. [The Faces of London \(audio clips\)](#)

Enjoy the many faces of London portrayed in these audio files. Download one of the free audio tours from Brick Lane, Brixton, Camden, The King's Road or Soho.

3. [London - Vocabulary Training](#)

The exercises are based on photos taken in London. The main underlying purpose is to expand your vocabulary, but also to extend your knowledge about London itself, British history and important people, famous sights and a bit about the entertainment industry which is huge in London.

4. [London - Online Activities and Worksheets for English Learners](#)

Learn more about London with these online activities and worksheets.

Extra Material

[Growing Up in London](#) Learn a little of what it is like to grow up in London from an interview with two boys who live and go to school there. In addition, a BBC news video tells you about teenagers who have been caught up in violence on London streets.



London Bombings / video

<http://ndla.no/en/node/19872>

A video and tasks on the London bombings in 2005.

[London Knife Crime](#) Londoners have been shocked by a number of brutal knife killings of young people by young people. In the video clip you will see participants in a debate discuss this worrying development.

[London - William Blake](#)

The poet, William Blake (1757-1827), was born and bred in London. His poem "London" reflects his concern for the victims of the Industrial Revolution.

Liverpool

Forfatter: Eli M. Huseby
[Liverpool \(15076\)](#)

Why do tourists flock to Liverpool? Can you name any of the attractions there?

Listen to Gerry and the Pacemakers singing about Liverpool in the song [Ferry Cross the Mersey](#).

The Mersey is the river that stretches 70 miles (113 km) from Manchester and ends up in Liverpool Bay. For centuries the river has been vital for the city's very existence. The Liverpool Docks are built on the river bank and it is one of the largest dock systems in the world. The port dates back to the early 1700s. The trade between England and the colonies, North America in particular, was increasing, and the port was soon recognised as the Atlantic Gateway.

Transit for Emigrants

The port did not merely handle tea, spices and tobacco from the colonies or manufactured goods from the factories in England, it soon also became a gateway to the New World for an ever increasing number of emigrants, particularly from Ireland, Scotland and the Scandinavian countries.

Below you will find a letter written in 1896 by a young Norwegian emigrant on his way to America. It gives an impression of the hustle and bustle in the city in the late 1800s.

Page 1



Liverpool letter 1

Opphavsmann: [Eli M. Huseby](#)

Page 2



Liverpool letter 2

Opphavsmann: [Eli M. Huseby](#)

Liverpol 5/5

Kjere forældere

Jeg skal i dag sende derre et par ord og forttele at jeg gott og vel er ankommen hid til Liverpool 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 bestrebelsler 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

Due to Liverpool's role in this mass immigration of people from Europe to America and its impact on the expansion of the British Empire, the city was in 2004 inscribed as a UNESCO World Heritage site. Check out this link to find out more. [Liverpool World Heritage](#)

Shadows from the Past

Whereas Liverpudlians, as they term themselves, can be proud of their city's history, there is one chapter that is nothing to boast of; from the 16th century until its abolition in 1807, Liverpool was a centre for the transatlantic slave trade. The International Slavery Museum at Albert Dock tells the stories of the slaves and the merchants that made huge fortunes from this tragic involvement in the past, but it also displays more modern aspects of slavery. Follow the link to find out more about the [International Slavery Museum](#).

Home of the Beatles

When asked about Liverpool and what they associate with this city, most people would say: The Beatles.



In 1961 the Beatles had their first appearance at the Cavern Club, an old wine cellar by the Mersey riverside. The Fab Four - John Lennon, Paul McCartney, George Harrison and Ringo Starr, made Liverpool known across the world through their lyrics. The street, Penny Lane, and the children's home, Strawberry Fields, became familiar to everyone. The Beatles Museum located at Albert Dock displays an impressive collection of items related to the famous band. You can find out more by following this link. [The Beatles Story](#)

You'll Never Walk Alone

A second thing that probably would come to mind if you were asked about Liverpool (though most likely the first for passionate fans throughout the world), is Liverpool FC. Since 1892, Anfield has been the club's stadium and home ground. Gerry and the Pacemakers song, "You'll Never Walk Alone", from 1963 soon became the anthem of the Reds, as they are commonly called. If you visit the club's web site and its Hall of Fame, a lot of legendary names will pop up, among the most recent players, you will find Ian Rush, Michael Owen and our very own, John Arne Riise. If you want to know more, check out this link. [Liverpool FC TV](#)

Football is treasured in Liverpool, and the city actually houses one more Premier League club, Everton F.C. This club was formed 14 years before Liverpool F.C. and the rivalry between the two clubs is fierce.

Why Visit Liverpool?

Listen to this interview with a young Liverpudlian to get an impression of what young people want to say about their city. In the audio clip you will get an example of the local dialect, commonly called Scouse. Its roots probably derive from all the emigrants flocking to Liverpool from Scandinavia, Germany, Scotland and Ireland. It is interesting to note that the word can be traced back to Norwegian sailors asking for beef stew, "lapskaus" or in an anglicised form, lobsouse.



Growing up in Liverpool, 3:06 / audio

<http://ndla.no/en/node/60497>

Tasks and Activities

Comprehension

Read the text and listen to the interview.

Then make questions to these answers:

1. Because of the Mersey.
2. It was called the Atlantic Gateway.
3. In 2004
4. Clearly, it is nothing that the Liverpudlians are proud of.
5. He travelled by railway.
6. His destination is Minneapolis.
7. They were called the Fab Four.
8. It is Anfield.
9. The docklands are all rubbish.
10. I like shopping and going to the pubs.
11. I would prefer Manchester.

Capital Letter Task

Where should there be capital letters in the task below?



Capitalize / amendor_ios_task

<http://ndla.no/en/node/45651>

Project Work

1. Choose one of the attractions listed above or in the interview and check out the links provided. Make a presentation consisting of text and pictures where you try to convince a tourist that is considering whether he or she should visit "your" attraction.

2. Make a travel brochure recommending Liverpool as a tourist site for young people. You may use the interview to get some good ideas.

Manchester

Forfatter: Eli M. Huseby

[Manchester \(15078\)](#)

You have most likely heard of Manchester United, but do you know anything else about the city of Manchester?

History

Manchester can trace its roots a long way back in history. A 2000 year old Celtic inhabitant, a moss man, was found 25 years ago in the outskirts of the city. In 2009, the Lindow Man (*picture*), as he is commonly called, revisited Manchester. This time he was displayed at the Museum. Later on the Romans paid the city a visit. Actually place names ending in *chester* or *caster* are derived from the Latin word *castrum* which indicates that there has been a Roman fort at the place.



Lindow Man

Industrial Development

Due to its abundant coal reserves and its location by the river Mersey, the city soon became the hub of the Industrial Revolution. The city can boast one of the first textile mills, and Stephenson's locomotive, the Rocket, was launched from the world's first railway station. The cotton industry was massive and held its leading position until the 1960s when the decline started with the closing of coal mines and mass unemployment in the once so thriving industry.

The New Manchester

However, Manchester has risen from the ashes! Today the city is big in business, banks, insurance agencies, high-tech industries, and not to forget – football! According to a poll in 2007, Manchester United can boast 90 million fans worldwide and its home ground, Old Trafford, can host 76,212 of its “addicts”. The stadium is commonly called the Theatre of Dreams. If you want to know why, you should take the virtual tour on the club's website:



Wheel of Manchester

A Modern City

Manchester now appears as a modern city with a multicultural population and students from all parts of the world flock to Manchester to study business, economics, sports, art and culture at the numerous universities and colleges. This new and modern city has a lot to offer for all tastes.

Tasks and Activities

Comprehension

Make questions to the following answers.

1. A 2000 year old Celtic moss man.
2. A Roman fort was located there.
3. Its location by the River Mersey and nearby coal mines.
4. The cotton industry.
5. Until the 1960s.
6. Business, banks, insurance agencies, high tech and football.
7. The Theatre of Dreams.
8. Students from all parts of the world.
9. The latest attraction and symbol of the modern city.

Listening

Listen to a taxi driver from Manchester telling what he thinks are the city's biggest attractions.



Manchester cab driver interview / audio

<http://ndla.no/en/node/60795>

1. Make a list of the places he mentions Which place is the most popular?
2. What does he think of tourists?
3. How does he like his occupation as a taxi driver?
4. Why does he describe Manchester as a hectic city?
5. What other information does he give about Manchester? (clue: inhabitants, colleges and universities)

Presentation

Choose one of the sights mentioned in the text or in the listening exercise and make a short presentation. Find a picture of the site and use that as a basis.

Project

You are going to visit Manchester for three days and need to plan how you will spend your time. In small groups, plan what you would like to see and do and then present your plan to the class. Include information about:

- where to stay
- eating
- sightseeing
- shopping
- what to do in the evening

Use websites such as [Visit Manchester](#) for information.

Cambridge

Forfatter: Eli M. Huseby
[Cambridge \(15109\)](#)

Do you know that there is a ranking list of the best universities in the world? Where do you think Cambridge University lies on this list?

Rivalry

In 2009 Cambridge University can celebrate its 800th anniversary. In 1209 some scholars chose to leave the University in Oxford and settle in the beautiful little town of Cambridge because they believed some teachers had been wrongly executed for murdering a townswoman. This paved the way for the everlasting rivalry between the two universities and it culminates every spring in the boat race along the Thames where young men and women fight to defend the honour of their respective universities.

Famous Students

Cambridge can to this day boast eighty Nobel Prize winners and 14 Prime Ministers. It can take credit for students like the scientists Charles Darwin and Stephen Hawking, the author John Milton, actors like John Cleese and teachers like Isaac Newton.

Bridges

The various colleges are connected by bridges crossing the river Cam. Newton's "Mathematical Bridge" and Queen Victoria's favourite spot, the "Bridge of Sighs"(a covered bridge resembling the one in Venice), are among the favourites. Cambridge is ranked among the 5 top universities in the world.



Mathematical Bridge Cambridge

According to the myth Newton's "Mathematical Bridge" was originally constructed without nails.. It is recounted that a self-confident student once dismantled the bridge. However, he did not manage to reassemble it properly. True or not, the construction is still a mystery and the bridge is today provided with nails.



Why do you think it has got this name?Bridge of Sighs
Cambridge



Punting Cambridge

Punting (pushing and steering the boat by means of a long pole) tours are very popular along the banks of the river Cam.

Tasks and Activities

Comprehension



Cambridge - Comprehension / h5p_content
<http://ndl.no/en/node/125173>

Research

1. How many colleges does Cambridge have?
2. Find some more of the famous people who have attended Cambridge university. Choose one of them and make a mini presentation.

Scotland Resources - Overview

Forfatter: Anne Scott Hagen, Knut Inge Skifjeld

[Scotland Resources - Overview \(108482\)](#)

Here you will find a list of our resources related to Scotland.

[An Introduction to Scotland](#) Here you will find a brief overview of Scotland's geography and some of the things which are typical for Scotland.

[A Closer Look at Scotland](#) - a more detailed look at some places in Scotland.

[Plan a Vacation in Scotland](#) A Norwegian friend of yours and his family have decided to take a trip to Scotland and have asked you to keep them company and help them with the making of an itinerary (list of places to be visited on a journey).

[Edinburgh Castle](#) Listen to an interview with one of the guides at Edinburgh Castle and find out more about it.

[Loch Ness - Still a Mystery?](#) - an interview with a guide at the Loch Ness Exhibition Centre.

Easy Texts

[Scotland \(Easy\)](#)

Extra Material

[Braveheart \(film\)](#)

Edinburgh Castle (interview)

Forfatter: Morten Serkland

[Edinburgh Castle \(61614\)](#)

Edinburgh Castle is one of the main attractions for all visitors to Edinburgh. It stands proudly on top of a huge rock, and in many ways Scotland can trace its national identity within the walls of Edinburgh Castle. Here kings and queens have resided. Here important battles have been fought, and in the castle area we also find a memorial over the 20th century wars that Scottish soldiers have been involved in.

When you come as a visitor to Edinburgh Castle, you will get the chance to take a guided tour of the castle area. The guides at the castle always wear tartan kilts or trousers, and they have a lot of knowledge and good stories to share with their audience. In this interview we meet Laura, who is a guide at the castle. The interview was recorded on a beautiful February morning, but as you will hear in the background it is always quite windy in Scotland.



Edinburgh Castle - write a story about a night in the castle.



Edinburgh Castle, 5:54 / audio

<http://ndla.no/en/node/56279>

Tasks and Activities

Comprehension

Listen to the interview and answer the following questions.

1. What kind of rock does the castle stand on?
2. When was the first settlement on the rock?
3. What is the smallest building in the castle called?
4. Which is the most recent building in the castle area?
5. The Stone of Scone is extremely important for Scotland. Why?
6. When was it returned to Scotland? What are two other names for this stone?
7. Which part of the castle is Laura's favourite? Why?
8. How many visitors come to the castle every year? Who owns Edinburgh Castle?
9. Why was the one o'clock gun originally fired?
10. Which day is the gun not fired?

Research

Visit the official Edinburgh Castle website and find out what these pictures show. Edinburghcastle.gov.uk



Edinburgh Castle Picture Quiz

More Castles

There are many famous castles in Scotland. One is Stirling Castle, another is Holyrood Palace in Edinburgh. Have a look at Edinburgh Castle, Stirling Castle and Holyrood Palace and find out about:

- opening hours
- entrance fees
- number of visitors per year

Put your findings into a table.

Return to: [Scotland Resources - Overview](#)

Loch Ness

Forfatter: Morten Serkland

[Loch Ness - Still a Mystery? \(21390\)](#)

What do you know about Loch Ness and its famous monster?

Read through the comprehension questions before listening to the interview.



Loch Ness, 5:14 / audio

<http://ndl.no/en/node/51980>

Comprehension

In this interview Adrian Shine talks about Loch Ness and the Exhibition Centre. Listen to the interview, which will give you the answers to the following questions:

1. What has been Adrian's responsibility regarding the public exhibition?
2. What does he say about the amount of water in Loch Ness?
3. In what ways do they want to promote science at the centre?
4. How many witnesses have so far claimed to have observed the monster?
5. What was the importance of dragons in medieval art? 1934
6. Adrian mentions the word diaspora. What does he mean by that, and what does he say about the consequences?
7. Which lake in Norway does he mention?



Loch Ness Monster, Christian Spurling

Vocabulary

During this interview Adrian Shine focuses on the importance of science.

Explain the following words in English

- Geology
- Glen
- Ecology
- Habitat
- Food chains
- Sediment
- Dinosaur

Discuss

1. Towards the end of the interview Adrian asks the question "Is it just one big tourist rip-off?" What is his answer to this question?
2. Think through your own personal opinion about this mystery, and discuss your point of view with 2 or 3 of your fellow students

Further Research

1. Look up the home page of the Loch Ness Exhibition Centre and prepare a short presentation of this centre to give to a Norwegian school class travelling to Loch Ness. [Loch Ness Exhibition Centre](#)
2. Find out as much as possible about Selma, the monster in the Seljord Lake and prepare a two minute introduction to a school class from Scotland visiting Seljord.

An Introduction to Wales

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

[An Introduction to Wales \(6497\)](#)

You can find an easy version of the text here: [Wales - Text in Brief](#)



An introduction to Wales / audio

<http://ndl.no/en/node/47641>

(The audio begins with a brief summary of the text)

Welsh is an old Celtic language that is still spoken. Cymru is the Welsh name for Wales. If you look at the place names, Caernarfon and Llangollen, you'll get an impression of the language. Pronouncing them, is a tongue twister, but have a go. . .!

Mountains and Industry

Wales, with its 3 million inhabitants can be divided roughly into two geographical and economic areas. In the north there are beautiful, wild hills and deep river valleys. Tourism is a very important source of income in this area. Many Englishmen visit this rugged landscape, and some of them even build their own holiday cottages in northern Wales. The highest mountain in Wales, Snowdon (1,085 metres), is situated in Snowdonia National Park, an area perfect for mountain climbing. Due to the mountains and deep valleys, agriculture and industry have been difficult in this area, so the population density is low.



Southern Wales, on the other hand, is more densely populated. Traditionally, the south has been renowned for its coalmines. This has changed, however. Nowadays, most of the coalmines are closed, and the chief industries are engineering and electronics. In the countryside, sheep and cattle farming is predominant.

Cities

The three most important cities in Wales are all situated in the south. Cardiff was chosen as the country's capital city in 1955, mainly because of its size. Cardiff is a wonderful city for tourists with its castle, the Welsh National Museum and the Llandaff Cathedral. East of Cardiff is the city of Newport with its beautiful 15th century cathedral, and finally Swansea, the most industrial of all Welsh cities. In spite of its industry, Swansea can boast a total of 45 Welsh Cottage parks.



The Welsh have strong traditions of music and poetry and this is celebrated in their annual music festival – “eisteddfod”.

Tongue Twisters

In Wales, 20% of the population speak Welsh, a Celtic language, which is still taught in schools. You can see it on the road signs which are in both Welsh and English. See if you can get your tongue around these.



Welsh sign



Welsh sign 2

Not only difficult to pronounce but confusing!

The English is clear enough to lorry drivers - but the Welsh reads "**I am not in the office at the moment. Send any work to be translated.**" (BBC News 31 October 2008)

Tasks and Activities

Comprehension



Wales - Multiple Choice / h5p_content

<http://ndlano/en/node/125177>

Research

1. Search the internet for tongue twisters and see if you can find any tricky words and phrases to pronounce yourself. There is also a

- tongue-twister activity in the menu on your right.
2. Do a search on 'Welsh pronunciation' to find sound samples of Welsh. You may want to add *.mp3 or *.wav in your search if the search engine does not support specific audio search.
 3. What is Wales famous for? Search the internet and make a list of five things you would like to see or do in Wales. You may use places referred to in the text as your starting point.

A Closer Look at Wales

Forfatter: Anne Scott Hagen, Eli M. Huseby

[A Closer Look at Wales \(6498\)](#)

Welsh is an old Celtic language that is still spoken. If you look at the place names in this presentation, you'll get an impression of the language. Pronouncing them is a tongue twister, but have a go..!

Caernarfon

A small town on the northwest coast with a huge castle. This is one of the castles built in the 13th century by Edward I of England to control the Welsh. The British monarch's eldest son is traditionally crowned Prince of Wales here.



Caernarfon

Swansea



Swansea

Llangollen

A small town in northeast Wales which is famous for the International Eisteddfod which takes place here every year. It is a festival of music and poetry.



Llangollen harp, the musical symbol of Wales

Cardiff

Snowdon

The capital and largest city in Wales and the centre of the Welsh government. It was an important port for exporting Welsh coal until the industry declined, but other goods are still exported through the port here today. The new Millennium Stadium is a location for international rugby union and football games.



Cardiff rugby stadium

In the north of the country, this is the highest mountain in Wales and the second highest in the British Isles. Snowdon is popular with rock climbers and walkers. For those who prefer a less demanding trip, there is a rack railway to the top.



Snowdon, mountain railway

Beddgelert

Beddgelert is a small village located south of Snowdon. Beddgelert means "the Grave of Gellert" and refers to a folk tale depicting a faithful dog by the name of Gelert and his owner Prince Llewelyn ap Lorwerth. After a hunting trip the Prince was welcomed by his dog as always, only this time the dog's muzzle was bloodstained. The Prince's infant son had vanished, and suspecting that Gelert had killed his son, the furious Prince slaughtered his dog. Later the toddler was found safe and sound. By his cradle lay the dead body of a wolf. Gelert had done his uttermost to defend the child. In commemoration of Gelert, the regretful Prince raised a tombstone. Apart from the tombstone, one of the biggest tourist attractions is the ice cream, which the village boasts to be the best to be found in the British Isles.



Beddgelert

Llanfairpwllgwyngyllgogerych-wyrndrobwllantysiliogogogoch

This small town lies on Anglesey in northern Wales. I cannot tell you how to pronounce it, but if you click on the following link to Wikipedia, you can listen to a Welshman saying the name. [Welsh Pronunciation](#)



Llanfairpwllgwyngyll...

It means "St Mary's church in the hollow of the white hazel near to the rapid whirlpool and the church of St Tysilio of the red cave". The name is a big tourist attraction, but is not the longest place name in the world. However, it is the longest single word .com domain name in the world.

Tasks and Activities

Pair Work/Discussion

Based on the information in the text, where would you go if you were interested in (there can be more than one answer):

1. music festivals
2. magnificent scenery
3. the Welsh language
4. delicious ice cream
5. castles and history
6. the Welsh parliament
7. city experiences

Choose from: Caernarfon, Swansea, Llangollen, Cardiff, Snowdon,
Beddgelert and/or

Llanfairpwllgwyngyllgogerychwyrndrobwllllantysiliogogogoch

Solution: 1. Llangollen, 2. Snowdon, 3. Llangollen and Llanfair ----, 4.
Beddgelert, 5. Caernarfon, 6. Cardiff, 7. Cardiff and Swansea.



Northern Ireland Resources - Overview

Forfatter: Anne Scott Hagen

[Northern Ireland Resources - Overview \(109554\)](#)

Here you will find a list of our resources related to Northern Ireland.

[An Introduction to Northern Ireland](#) A brief introduction to the smallest country in the UK.

[A Closer Look at Northern Ireland](#) About some of the cities and places in Northern Ireland.

Issues

[Flags and Symbols in Northern Ireland](#) What flags symbolise and why there is a controversy over which flags should be flown in Northern Ireland.

[The Troubles](#) A description of the complicated conflict between the Catholics and Protestants in Northern Ireland.

[The Orange and the Green](#) The folk song "The Orange and The Green" explains the meaning of these colours in N. Ireland and what it means to grow up in a family with a mixed cultural background.

[In the Name of the Father](#) (film) In 1974, during the Troubles in Northern Ireland, a pub in Guilford, England, was bombed without warning. Several people were killed, and the British were desperate to track down the guilty persons. They found four young people who were put on trial and imprisoned. More than a decade later it was proved that the police had caught the wrong persons.

Easy Texts

[Northern Ireland - Text in Brief](#)

[The Troubles, Texts in Brief - Overview](#)

UK - People and Culture

Who are the British?

Forfatter: Anne Scott Hagen, Eli M. Huseby, Engelsk for videregående (Vega)

[Who are the British? \(5556\)](#)

Pre-reading: Search the Internet for pictures using the following phrases:

- typically Irish
- typically Scottish
- typically English
- typically Welsh

Afterwards discuss in pairs whether you found some interesting characteristics or not.



Who are the British? / audio

<http://ndla.no/en/node/47646>

The inhabitants of the UK have different ethnic origins. In general, the Scots, the Welsh and the Irish are descended from the Celts, who were some of the first settlers in Britain, while the English are descendants of the Angles and Saxons, who conquered the Celts. They have also been influenced by the Vikings and Normans. About 15% of the UK population (2001) has other ethnic origins. A person from Britain is called a Briton or a Brit. Only a person from England should be called an Englishman. The UK Parliament is in London, but since 1997, the Scots and the Welsh have had more power to decide on national matters themselves, in their parliaments in Edinburgh and Cardiff. Northern Ireland also has its own parliament.

Ethnic Origins

There are definite dissimilarities between the inhabitants of the United Kingdom. Firstly, their origins are different. In general, the Welsh, the Scots and the Irish are mainly descendants of the Celts, an ancient race which came from the European continent before the Roman invasion in the first century AD. The English are Anglo-Saxon descendants of the Germanic Angles and Saxons who conquered the Celts in the fifth and sixth centuries AD, but they have also been influenced by the Viking and Norman invaders who arrived later. This is the main reason why the Scots, the Welsh and the Irish have developed a particular and separate identity from the English. In addition, the 2001 census results indicate that approximately 15% of the population has other ethnic origins.



Typically English?

The British

What should you call the people of the different countries in the UK; Brits, Britons, Englishmen? The Scots, the Welsh and the Irish would not be happy about being called Englishmen. That term is only used about someone who comes from England, but the other expressions can be used about someone who comes from Great Britain or is a citizen of the UK. A Briton is the formal term, while a Brit is an abbreviation and an informal word. The British can be used if you are referring to the whole nation.

Independent Scots and Welsh

In 1997, Home Rule was introduced in Scotland and Wales following a



Typically Scottish?



Typically Welsh?

referendum. This means that the Scots and the Welsh now have greater powers to decide on national matters themselves. This move towards independence is called devolution, i.e. a transfer of power from the central Parliament in London. Northern Ireland also has its own government.

Many decisions formerly taken in London are now taken in the parliaments in Edinburgh, Cardiff and Belfast. The United Kingdom is less united than ever, but that may also prove to be its strength.

Tasks and Activities

Comprehension



The British - Quiz / h5p_content
<http://ndla.no/en/node/125182>

Discussion

1. What do you think the last sentence means?
2. Does devolution strengthen or weaken England's position in the UK?
3. Do you think the Scots and the Welsh will settle for home rule or will they go for total independence?

Writing

1. Write a short creative story based on one of the pictures in this article, e.g. **A day at the golf course**.
2. Use the last sentence as the starting point for a short text (3 paragraphs) about devolution.



UK - Immigration

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

[UK - Immigration \(5713\)](#)

The UK has become a melting pot of different cultures, especially after the colonies became independent. In London schools, there are now children with over 160 different mother tongues.

Can you suggest which countries many of the immigrants in the UK may have come from?

mother tongue, persecution, famine, refugee, independent, emigrate, expand, urban, accounting for, labour, illegal, racial, event, celebrate



UK Immigration / audio

<http://ndla.no/en/node/61943>

Immigration to Britain has been taking place for several hundred years. Some of the reasons why people came were to get a better life, escape persecution or to work. Many of them came from former British colonies. They settled mainly in cities and especially in London. In addition to the legal immigrants, there could be as many as 500,000 illegal immigrants in the UK. The immigrants celebrate their traditions and culture in festivals of music, fashion and food, all over the country. About 7.9% of the population belongs to minority ethnic groups. Britain has tried, but not yet succeeded, to solve all the problems related to immigration.

A Better Life

People have been coming to settle in Britain for several hundred years, either to escape persecution or to try to make a better life for themselves and their families. Many Irish came in the 19th Century after the Irish potato famine. Jewish refugees, who came to Britain at the end of the 19th Century and in the 1930s, were followed by other European refugees after 1945.

Post-War Immigration



(Picture: You are in London taking photographs and making interviews for a newspaper. Make up a short interview with one of the girls in the picture. You may do this as pair work.)

Notting Hill Carnival

Many of the former British colonies became independent after World War II, and people from these colonies were invited to emigrate to Britain, because Britain needed workers for its expanding industries. Large numbers came in the 1950s and 1960s, especially from the Caribbean, India and Pakistan. There are large groups from the United States and Canada as well as Australians, Chinese, Greek and Turkish Cypriots, Italians and Spaniards. In recent years, many people from Latin America, Indo-China, some countries in Africa and Sri Lanka have arrived. Many of these immigrants have settled in the large urban areas of the South-East, the Midlands and the North. London in particular has large concentrations of immigrants, with ethnic groups accounting for over a third of the population in some areas.

More recently, many immigrants have arrived from Eastern European countries due to the free movement of labour within the EU. It is also estimated that there are between 300,000 and 500,000 illegal immigrants in the UK.

Festivals and Carnivals

Today, you can find many examples of immigrant culture from traditional celebrations to exotic food. The biggest street carnival in Europe takes place at Notting Hill in London in August each year, and attracts more than 2 million visitors. It started in 1959 in response to racial problems, as a means of integrating Caribbean immigrants. The outdoor parade started in 1965 and proved such a success that it became a yearly event. Originally an Afro-Caribbean festival, it is now multicultural with a range of music, parties and costumes. You can hear steel pan bands and soca and calypso music.

Asian ethnic groups, mainly Pakistani and Indian, also celebrate their traditions in gatherings called melas throughout the British Isles, from London in the south-east to Edinburgh in Scotland. Melas are celebrations of music, dance, food and fashion



Ethnic Groups

Ipswich and Suffolk Mela

The minority ethnic population is 4.6 million people, 7.9% of the total population. About half of the non-white population was born in the UK. Despite democratic ideals and anti-racist laws, the country has not yet solved the problems of a multicultural society.

Proportion of Population by Ethnic Group (2001) in Percent

1. White 92.1
2. Mixed 1.2
3. Black or Black British 2.0
4. Indian 1.8
5. Pakistani 1.3
6. Bangladeshi 0.5
7. Other Asian 0.4
8. Chinese 0.4
9. Other 0.4

Tasks and Activities

Comprehension

1. When did most of the Jewish refugees come to Britain? Why?
2. Why did so many people from the former colonies come to Britain after WWII?
3. Where in Britain is the largest proportion of ethnic groups?
4. Why have many Eastern Europeans come to Britain?
5. Why did the Notting Hill Carnival start?
6. What is a mela?
7. What has Britain done to deal with racial problems? Have they been successful?

1. At the end of the 19th century and in the 1930s, to escape persecution.
2. They were invited to immigrate to Britain to work in the expanding industries.
3. In London.
4. They have come to work.
5. It started because of racial problems, in order to try and integrate the Caribbean immigrants in the area.
6. It is a gathering to celebrate traditional Asian culture.
7. Made anti-racist laws and work from democratic ideals. There are still many problems.

Nationalities

What do you call a person who comes from the following countries?

India, Pakistan, Asia, China, Bangladesh, Britain, Jamaica, Ireland, Europe, Spain, Turkey, Japan, Italy, Greece, Australia, Canada, USA, Cyprus, New Zealand, Africa, Nigeria, Ghana, Denmark.

Indian, Pakistani, Asian, Chinese, Bangladeshi, Briton or British, Jamaican, Irishman or Irish, European, Spaniard or Spanish, Turk or Turkish, Japanese, Italian, Greek, Australian, Canadian, American, Cypriot, New Zealander, African, Nigerian, Ghanaian, Dane or Danish.

Notting Hill Carnival

Try the interactive tasks at this link. [Notting Hill Carnival - Quiz and Activities](#)



Vocabulary 5713 / h5p_content
<http://ndla.no/en/node/123672>

The North South Divide

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

[The North - South Divide \(5583\)](#)

Pre-reading: Can you think of any differences between northern and southern Norway? Do you think there might be similar differences between the northern and southern parts of England?



The North South Divide / audio

<http://ndla.no/en/node/47643>

Text in Brief

There are differences in culture and attitudes between the North and the South of England. The North had a lot of heavy industry based on mining and textiles. Liverpool was an important port. Since the 1970s, many of these industries have disappeared and there has been a lot of unemployment. Today, many of the cities are being renewed and the future looks brighter. The South is known for farming and the new high technology and service industries. London is the administrative centre of the UK and a centre of international banking. Most foreign tourists visit this area because of London and it is here that they find the typical, picturesque, English countryside.

When



Old Trafford in Manchester, one of the most popular destinations up north

Opphavsmann: [skasuga](#)

thinking of England, a lot of people will immediately think of the South, of the huge conurbation around London, and of the picturesque villages and green landscape, but there is another England in the North. This is the country of Manchester United and the Beatles.

Listen to the interview with the pub owner, below. He has lived both down south and up north.



North-South Divide / audio

<http://ndla.no/en/node/15187>

The Great Divide

The English often talk about the Great Divide between the North and the South. There are many differences in culture and attitudes. Whereas northerners are seen as being more open, talkative and sociable, southerners are considered more withdrawn, treating strangers politely and correctly.

Politically, southerners are more apt to vote conservative in elections, whereas northerners usually vote labour. Many southerners consider the northerners lazy and primitive, while people in the North of England often refer to the southerners as snobs.

The Industrial North

The North of England was traditionally a heavily industrialized area, especially the West Midlands, around Birmingham, which was referred to as the Black Country, due to heavy pollution from the coal industry and other related industries. The workers in the North were manual workers, employed in the mines and textile mills. They were often overworked and underpaid and lived in crowded conditions in the smoky, industrial cities. Liverpool was once a port employing tens of thousands of men, loading and unloading ships trading with Britain's colonies and North America.



The North-South Divide. Note that the "border line" is much disputed and may vary in different presentations.

Forfatter: [Public domain](#)

Since the 1970s, however, the North of England has experienced a heavy economic recession. The majority of the collieries closed, and Britain no longer had automatic access to cheap raw materials, as it had long since lost all its colonies. Strong international competition contributed to a decline in the demand for British products abroad. This, in turn, resulted in massively high unemployment as whole sectors of industry virtually disappeared.

The future looks brighter and many of the northern cities are now being renewed, an example being the old port of Newcastle-upon-Tyne, which is now unrecognisable, with its totally renovated facades and beautiful city centre. The dock area in Liverpool is one of the city's most popular attractions, with its museums, art galleries and restaurants. The North is not only made up of big, industrial cities; it has several national parks, beautiful countryside and many popular areas for walking.



Opphavsmann: [CharlesFred](#)

The South

The South of England is renowned for farming, modern technology and economics. Many of the new industries, such as high technology and service industries, have developed here. It is also the area most visited by foreign tourists, mainly because of London. The capital city, with its 7 million inhabitants, is the economic and administrative centre of the United Kingdom. The City of London is an international banking and insurance centre. In the gentle green countryside, you can see the picturesque villages and gardens considered typically English.

Tasks and Activities

Quiz



The North – South Divide -Quiz / h5p_content

<http://ndla.no/en/node/15627>

Discussion

1. Study the picture of the two men. In what ways does it symbolise the north-south divide?
2. These two very British men are actually in Paris. Who can come up with the best explanation of why they are there?
3. Would you have preferred to live up north or down south?

Make a List

Make a table and list the contrasts between the North and the South.

Further Reading

[About the North-South Divide \(BBC\)](#) - changes in the North-South Divide from 1970 to 2008.

British Food

Forfatter: Eli M. Huseby
[British Food \(20806\)](#)

Write a list of your favorite dishes. How well does it compare with the traditional English cooking of beans, bacon and fish and chips?



British food / audio

<http://ndla.no/en/node/47644>

Name the ingredients in a full British breakfast. Why do you think a nap is required after this breakfast?

- baked beans Just a Joke or
- sausage What?
- fried tomatoes
- mushrooms
- bacon HELL is where
- fried egg
- toast
- The police are German
- The chefs are British Conquest
- The mechanics are French
- The lovers are Swiss
- and it's all organised by the Italians!!

How Did British Cooking Earn a Bad Reputation?

The Norman Conquest in 1066 might be one



All English Breakfast

explanation. The French contributed with the lovely smells of their Mediterranean kitchen, but above all they extended the relatively plain Old English food vocabulary with words like veal, venison and mutton. Their Old English counterparts are calf, deer and sheep. What do you think sounds most tempting? It is suggested that British food is held in low regard due to the unfortunate names of some of the dishes. When given a choice between chocolate mousse or Toad in the Hole spotted dick for dessert, which would you prefer? If you want a snack, you may choose between sausage in a bun or a hot dog or possibly a toad-in-the-hole. Guess what's French and what's originally British! Black pudding, Rump Steak and Bubble and Squeak are other British options.

Furthermore, many dishes mirror the typical British humour. What do you think the name jacket potato refers to? It is the all-time British favourite baked potato with various fillings. Since the mid-1880s jacket potatoes have been sold by hawkers on city streets. On Bonfire Night, which is celebrated every year on the 5th of November all over the UK to commemorate Guy Fawkes' failed attempt to blow up Parliament in 1605, you'll find this popular vegetable on bonfires and in mobile units practically everywhere.

In spite of these rather nasty names, the dishes are edible. Look at the recipe for toad-in-the-hole and make up your own mind! [Toad in the Hole](#)

The origin of the name 'Toad-in-the-hole' is hard to explain. It is suggested that it might refer to a toad sticking its head out of a hole.

What Exactly is British Cuisine?

When going to Britain, most people think of British food as a blend of kitchens from all over the world. Lebanese, Bengali or Caribbean. You name it, and you'll get it! Ask your parents. Very many of them got their first curry experience from Indian or Bangladeshi food or they sank their teeth into their first kebabs in London. Even the traditional baked potatoes can have their jackets stuffed with Tikka Chicken masala. India as a British colony gained its independence in 1947. During the 1950s and 60s the British Empire was dissolved. The British were more than happy to invite former colonial inhabitants to rebuild Britain after the Second World War. They did not need to be asked twice, and with them they brought their food and culture. As a result, if you go to Britain, you'll find a restaurant or a dish from practically every place in the world.

Traditional British Food

We still haven't answered the question posed; what is the British kitchen? Most people's experience when it comes to traditional British dishes, are inevitably entangled with pub experiences, a pint and a ploughman's lunch or a kidney pie to go with it, or the greasy English breakfast at the hotel. While in Scotland, some tourists have come across the national dish Haggis. You would not like to know what that consists of!

Celebrity Chefs Restore the Pride

TV chefs like Jamie Oliver and Nigella Lawson have made a great effort to restore the reputation of traditional British cooking and they have been made front figures in the British Food Fortnight, an annual national campaign to promote British traditional food and educate children about heritage and nutrition. What do you think about traditional British cuisine? Take a peek at the recipes provided on [Love British Food](#)

From Hell to Paradise

We started with hell, and you might be curious; what is Paradise?

It is where

- The police are British
- The chefs Italian
- The mechanics are German
- The lovers are French
- and it's all organised by the Swiss

Tasks and Activities

Comprehension

1. What do most foreigners associate with typical British food?
2. How and why was British cuisine influenced by the French?
3. Why are baked potatoes known as jacket potatoes in the UK, and why are they particularly popular on Guy Fawkes Night?
4. Which impact did the dissolving of the British Empire have on British cuisine? Why?
5. Give examples of immigrant dishes now common in British cooking.
6. Why do you think TV chefs like Jamie Oliver and Nigella Lawson are making an effort to promote traditional British cooking?
7. Describe the stereotype British chefs and police. Why do you think they have earned their reputations?
8. List the names of a few typical English dishes. What do they reveal about British humour and character?

Further Tasks

[British Food - Tasks](#)

Pub Grub, Fish 'n' Chips and More

Forfatter: Eli M. Huseby

[Pub Grub, Fish 'n' Chips and More \(54166\)](#)



Do you like to try different food? Here are links to several texts about British food, an English breakfast, pub grub, fish 'n' chips and more. The texts are mostly short and easy.



An English Breakfast

1. [An English Breakfast](#)
2. [Sandwiches](#)
3. [Tea Time](#)
4. [Pub Grub](#)
5. [Fish and Chips](#)
6. [In a UK Restaurant](#)
7. [Takeaway - UK](#)
8. [Multicultural Cooking in the UK](#)
9. [British Food - Regional Specialities](#)

Royals - Love Them and Hate Them

Forfatter: Engelsk for videregående (Vega), Eli M. Huseby

[Royals - Love Them and Hate Them \(5954\)](#)

The British Royal Family is well known all over the world, partly due to the fact that Britain once ruled large parts of the world, but also because of all the scandals and difficulties that have made bold and sensational newspaper headlines nationally as well as internationally. The Briton's interest in the Royal Family varies from being totally obsessed by them to being highly ignorant about them.



Royals / audio

<http://ndla.no/en/node/66105>

World War II

During World War II the Royal family gained immense popularity. Even though Britain was exposed to sustained bombing from Nazi Germany, the family did not flee the country. The present Queen Elizabeth's mother declared: "The children won't go without me. I won't leave without the King. And the King will never leave." Just before the 21 year old Elizabeth married Prince Philip in 1947, she announced in a broadcast from South Africa: "I declare to you all, that my whole life, whether it be long or short, shall be devoted to your service and the service of our great imperial family to which we all belong."

Queen Elizabeth II and Her Family

Five years later Elizabeth II was crowned, making her one of the longest-reigning British monarchs. Her four children have all caused some trouble. Prince Charles, her first born and heir to the throne, married Diana Spencer (20) in 1981. Di's wedding dress set the trend for thousands of brides throughout the 80s.

The screenshot shows a news article titled 'Front Page | Years | Themes | Witness' with the sub-headline '1981: Charles and Diana marry'. It includes a photograph of the couple walking down the aisle at St Paul's Cathedral. The text notes that nearly 400,000 people filled the streets of London to catch a glimpse of the royal couple on their wedding day. The page also features links to other royal milestones and a sidebar with a video player for a witness account.

BBC - Charles and Diana

In spite of the glamorous wedding, the marriage all too soon proved to be a failure. The British **tabloid** press and the infamous **paparazzi** instantly took an interest in the young bride, and the marriage with its many difficulties was exposed to the whole world. Before the divorce in 1996, Charles had publicly admitted to having an affair with Camilla Parker-Bowles, and Diana on her side described the marriage as somewhat "crowded". After the divorce, the paparazzi did not lose interest in Lady Di, quite the contrary, and when she died in a car crash in Paris, the most plausible explanation of the crash, was that the chauffeur attempted to out-drive the long tail of photographers. Di's death caused a national mourning never before witnessed in Britain with 10 hour-queues to sign the condolences books and Elton John paying his tribute to his friend Di by singing "Goodbye England's Rose" in Westminster Abbey. (See if you can find any good video clips by searching for *Elton John and England's Rose*.)

The one person that everyone expected to come forward on this occasion and join the mourners, was Queen Elizabeth. She took refuge in her favourite castle, Balmoral in Scotland. For the first time her popularity dropped radically. However, presumably aided by the newly appointed Prime Minister Tony Blair, she finally changed her mind and returned to London to mourn in public.

The New Generation

Now Prince Charles' and Lady Di's offspring have picked up the family tradition and are subject to gossip and scandals. The youngest prince, Harry, caused big headlines when he entered a dress party in a Nazi uniform and had to apologise in public. His popularity increased somewhat when it was discovered that he had secretly served as a Diana. This is how Lady Diana is cavalry officer fighting the Taliban in Afghanistan in commemorated in London's most 2008. To his great disappointment he was pulled from the battlefield due to media attention and what is the connection between Lady Diana and Harrods? and his regiment to. Apparently, the media never sleep, and the princes were constantly matched with royals and celebrities. Their amorous dates were scrutinised and ranked by glossy magazines world wide.



Prince Harry represents the monarchy in a number of official events, but also continues to be the subject of sensational newspaper headlines. Prince William and his longtime girlfriend, Catherine Middleton, were married 29 April 2011, watched by an estimated British audience of 24.5 million. Kate and William are popular subjects for media coverage.

In 2007 Prince Charles married his long-time mistress Camilla Parker-Bowles after years of public and family disapproval.

Charity Work

There is more to the picture, though. The Royals are also credited for their charities. Lady Di earned her immense popularity due to her effort to ban landmines and to fight prejudice against AIDS sufferers. Her ex-husband, the Prince of Wales, Charles, runs an organic farm and is spokesman against the adoption of genetic modification in farming, seeing it as "the biggest environmental disaster of all time". At a flower show in May 2009, his mother presented her son the Victoria Medal of Honour as a recognition of his commitment to gardening. On this occasion he was also honoured through the cultivation of a new red rose. The income from this rose will benefit Charles' charity organisation.

A Never-Ending Story?

And so it goes on and on. This debate is neither new nor of any particular threat to the present British monarchy. Experts say it is not very likely that there will be a change as long as Queen Elizabeth II reigns. After her death— maybe, but pessimists say there will be no time for any referendum right after her death, which in return will mean: Long live the King!

Tasks and Activities



Royals - Drag and Drop / h5p_content

<http://ndlano/en/node/28455>

[Royals - Love Them and Hate Them - Tasks](#)

British Slave Trade

Forfatter: Eli M. Huseby
[British Slave Trade \(19118\)](#)

Imagine being eleven years old and becoming a slave. This is what happened to Olaudah Equiano, a Nigerian boy, when he was left at home to look after the house with his sister while the grown ups were out working the fields. With human trafficking in mind, this could have been a recent news headline. Only, this happened in the 1750s, when this incident was so common that it did not cause any headlines.

Olaudah Equiano became one of the 12 million who were shipped across the Atlantic from Africa to the Americas during the period of Atlantic slave trade. His story is exceptional as he ended up as a free man who would fight actively for abolishing the slave trade.

The Atlantic slave trade started with the European exploration of the African coast in the 15th and 16th centuries which led to a brutal and lucrative slave trade on an enormous scale, lasting for about 250 years. Slavery as such was put to an end in 1833 in Britain. In the USA, where the fight over the issue partly led to the outbreak of the Civil War between the Northern and Southern states, it was abolished in 1863.

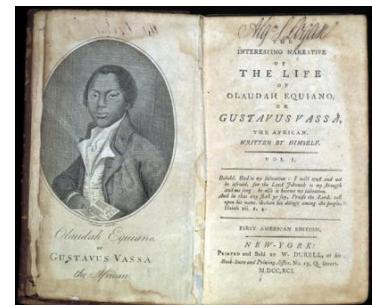
By listening to this audio file you should be able to jot down clues regarding the questions listed below.



British Slave Trade (16:22) / audio
<http://ndla.no/en/node/7923>



British Slave Trade / flashnode
<http://ndla.no/en/node/25208>



Equiano Olaudah

Tasks and Activities

Comprehension

1. What impression do you get of Georgian England from the programme?
2. What part did Britain play in the Atlantic slave trade in the 18th century?
3. What made the Caribbean a very important destination for the slave traders?
4. How did the slave traders get hold of slaves?
5. Look into the observations and comments of Olaudah Equiano who became a spokesman for the abolition of slavery. What does he say about how he was caught?
6. What were the conditions like during the Atlantic crossing?
7. How did the slaves react when they reached their destination on Barbados?
8. In the beginning most slaves were sent to the Caribbean as the American colonies were a bit wary of importing slaves. What did they fear? What made them gradually change their minds throughout the 18th century?

Find Out

1. Olaudah Equiano was also known as Gustavus Vassa. Look up his biography and make a digital story about his extraordinary life.
2. Based on information from the audio file and the net, make a timeline about the Atlantic slave trade where you provide important years, numbers, places and main incidents. Start by settling when, where and how the traffic started and close with how, when and where it was abolished.

Vocabulary

These are verbs that are relevant in the text. Find the nouns: *abolish, emancipate, liberate, free, captivate, relieve, kidnap, survive, resist, refresh, sell, die, trade*

Discuss

1. What do you find most appalling or incomprehensible about the slave trade as it is described here?
2. Is slavery abolished? Consider current issues, like human trafficking, prostitution and child labour.

Recommended Film

Amistad by Steven Spielberg (1997), based on a true story about a slave mutiny on board a slave ship in 1839.

The Industrial Revolution

Forfatter: Hands On (NKI), Anne Scott Hagen

[The Industrial Revolution \(5889\)](#)



The Industrial Revolution / audio

<http://ndla.no/en/node/47634>

Britain was the first country in the world to become a modern industrialized nation. Before 1750, most people were poor and lived and worked in the countryside. The Industrial Revolution occurred about the middle of the 18th century. Many people moved to towns to work in factories. Iron and coal were important materials for building, tools and fuel. Britain had large supplies of these materials. Transport was by canal, train and road. New inventions helped industry to grow. Coalbrookdale is a valley in the west of England where the iron industry first developed. The first large cast iron bridge in the world was built there at Ironbridge in 1781.

Before the Industrial Revolution

Britain was the first country in the world to become a modern industrialized nation. Until 1750, little had changed since the Middle Ages. Industry was mainly cottage-based and the majority of people lived in the countryside and worked in agriculture. Towns were small. The country was ruled by rich landowners who had inherited the right to rule. The rest of the population was poor, lived at subsistence level and the majority had no influence in the government of the country.

Changes

Around the middle of the 18th century a "revolution" occurred, the Industrial Revolution. It turned society around and people's lives changed completely. Machines took over from people; factories replaced cottage industries; iron and coal were used for building, tools and fuel, instead of wood; canals, trains and better roads improved transport; people moved from the countryside to the towns. In Britain, three main factors were of vital importance for the change. There were plentiful supplies of investment capital, raw materials and labour. Also, Britain already had markets at home and abroad for the finished products. New inventions and manufacturing processes fuelled the growth in industry. Industrial development eventually spread from Britain to the rest of the world.

Ironbridge and Coalbrookdale



Ironbridge

Coalbrookdale is a valley in Shropshire in the west of England and is part of the Ironbridge World Heritage Site. It was an important area for the development of the iron industry during the Industrial Revolution. Perhaps you have heard of the famous iron bridge over the River Severn. It was the first large cast iron bridge in the world when it opened in 1781.



Coalbrookdale at night

A visitor to the area in 1776 wrote about one of the furnaces in Coalbrookdale; "It continues to vomit out its flames and emit a vast Column of Smoak." (J.M. Fisher's *Travel Journal of 1776*, The Ironbridge Gorge Museum Trust Ltd) The painting above confirms this description.

Tasks and Activities

Comprehension



Industrial Revolution T/F Comprehension / h5p_content

<http://ndla.no/en/node/125187>

Discussion

Discuss the painting of *Coalbrookdale by Night*. What is your first reaction to the painting? Describe what you see. What is important in the picture? How does the artist draw your attention to particular aspects of the scene?

What effect do you think the factory in the painting and others like it had on the environment?

Listening Comprehension

Jeff currently works as a taxi driver in Manchester. As it turns out, he also teaches history at university level. In this interview he shares his knowledge about his main interest - the Industrial Revolution and how it all started in Manchester. [Manchester - the Cradle of the Industrial Revolution](#)

Project

[Project Work: The Industrial Revolution](#)

Suggested Reading

[Oliver Twist's Story](#)

UK Quiz - Culture and Society

Forfatter: Knut Inge Skifjeld

[UK Quiz - Culture and Society \(95580\)](#)

Test your knowledge of the UK.



MyTask - Click icon to open task!

Growing Up in London

Forfatter: Knut Inge Skifjeld

[Growing Up in London \(17277\)](#)

London is a metropolis that attracts young people from all parts of Britain and from all over the world. Apart from being an educational centre offering countless options, a lot of people find delight in the hustle and bustle of the busy city. Londoners say that once you're a Londoner, you can't live anywhere else.

Yet the city is marred by an escalating number of stabbings and killings among young people with "violence on their minds". To make it worse, in July 2005 a series of suicide bombings on the city's vital London Street transportation system, caused the death of 52 innocent citizens and drastically affected people's sense of safety. Still, Londoners have always demonstrated a remarkable ability to cope. Badges and buttons with the slogan "Londoner in Spirit" were a common sight. The message was: "Defy the terrorists by showing that you are a Londoner in spirit if not in fact, and that you don't intend to live in fear."



Though violence and terror often dominate the news headlines, more than 8 million Londoners go about their daily lives in a regular non-eventful manner - like the two brothers interviewed below. London is a safe city with a diversity "to die for".

Listen to the Interview

Listen to the interview with Charlie (14) and his brother Harry (12) about what is like to grow up in London these days.

Charlie attends Harrow School in London which is one of England's oldest boarding schools, whereas Harry lives in Fulham with his parents and attends Northcote Lodge, a preparatory day school in London for boys aged 8 to 13.



Growing Up in London, 6:29 / audio

<http://ndla.no/en/node/49677>

Tasks and Activities

1 Comprehension

1. What does Harry like to do in his spare time?
2. What is Harry's plan for a future career?
3. How many stabbings have occurred in London so far this year? Are the boys worried?
4. Are the two boys concerned about the environment? What kind of measures do they suggest?
5. What does Charlie consider as a major threat for the future?

2 Find Out

On this link, [Taking on the gangs](#), BBC is talking to a group of girls that have been involved in gang violence.

1. These girls have grown up in Hackney in East London. What kind of background do you think these girls have?
2. Why do you think these girls have committed gang violence?
3. What kind of strategy is employed to avoid recruiting girls to gangs?
4. What do you think about the measures taken by the social workers?

5. How do their methods differ from regular police methods?
6. Which success stories are revealed? Why do you think these two girls succeeded?

3 Discuss

The interview with the two boys and the BBC news report are from 2008, have there been any events since then which have given a positive or negative view of London with respect to violence and terrorism? (Suggested search words: London + violence, terrorism, control of terrorism, etc.)

4 Writing

Write a reflection note based on the interview with the two brothers. Include the following:

- your impression of the two brothers
- reflections on what it is like growing up in London
- reflections on their concerns about the future and the environment
- similarities and differences between you and Charlie and Harry based on the clues provided above.

Return to: [London Resources - Overview](#)

What I love About England - Interview

Forfatter: Jan-Louis Nagel

[What I Love About England - Interview \(72459\)](#)

Pre-listening: Sue, the interviewee, has some strong opinions and generalizes quite a lot. That's her job in this interview. *What are your ideas about the English?* Write down three words and check after listening to the interview whether Sue has covered the same aspects of English culture.

Listen to the interview with Sue, but first read through the comprehension questions below. You may take notes as you listen.



Typically English

What I love About England, 9:53 / audio

<http://ndla.no/en/node/60519>

Comprehension

1. What is Sue's background?
2. How does Sue define "British"?
3. What does she say about British housing?
4. What role does the pub have in Britain?
5. "London is not England". What does she mean by that?
6. Why does Sue mention Swansea, Wales and Inverness, Scotland?
7. How does she define British identity?
8. Why does Sue mention cricket?
9. What does she say about the British class system?
10. How does the fact that Sue is an "outsider" give her a good background for such an interview?

Football Resources - Overview

Forfatter: Anne Scott Hagen

[Football Resources - Overview \(109541\)](#)

Here you will find a list of our resources related to UK football.

[Football](#)

Football, also known as soccer, is an extremely popular sport in countries all over the world. You probably know a lot about football (maybe you play it yourself), but do you know how and where it all started? Here you will find out a little about its history and about British football teams.

Here are tasks and activities, where you can talk, write and research football:

[Football Jargon](#)

Try these quizzes and test your football knowledge.



English Football Quiz / h5p_content

<http://ndla.no/en/node/50022>



English Football Quiz 2 / h5p_content

<http://ndla.no/en/node/61461>

[Football Hooliganism](#)

Hooliganism, unruly and destructive behaviour, is today often associated with football and primarily English football. Read about hooligans and hooliganism and discuss the contrast to the politeness usually associated with the British.

After reading the text about football, check how much you remember about football in the UK.



Football in UK – revision / flashnode

<http://ndla.no/en/node/49797>

UK - Issues

Football Hooliganism

Forfatter: Anne Scott Hagen, Engelsk for videregående (Vega), Eli M. Huseby
[Football Hooliganism \(5576\)](#)

Pre-reading: Have you ever been to a football game, a rock concert or something similar with a huge audience? Think of as many words (adjectives) as you can to describe the atmosphere there.

When it Started

Hooliganism, unruly and destructive behaviour, is today most often associated with football and primarily English football. However, one of the earliest instances of violence associated with sports was in AD 532, when half of Constantinople was destroyed and tens of thousands of people were killed during violence which started at a chariot racing event.



Trouble on the rise

British Hooligans

Even if violence related to football was registered in England from the 1880s, it was not before the early 1960s that British football supporters gained their bad reputation worldwide, and the term hooliganism was created by British media. From the late 1970s, more organized forms of hooliganism emerged with gangs called hooligan firms, such as, Manchester United's Red Army and Liverpool's The Urchins.

Disastrous 80s

A shocking football disaster took place in Brussels in 1985 at Heyzel Stadium, when Liverpool played Juventus. Crowds of Liverpool fans got pushed up against a dividing wall, which collapsed under the strain. Thirty-eight people were killed and 257 badly injured, most of them Italian supporters.

Four years later another incident took place, this time on domestic ground. 96 Liverpool F.C. fans were killed at Hillsborough, Sheffield, in a FA Cup semi-final match between Liverpool and Nottingham Forest. For a long time this incident was blamed on the conduct of the supporters. However in 2014, following years of exhausting legal battles, the supporters were acquitted of all suspicion. Investigations show that the police failed in their handling of the crowd and collaborated on covering up evidence afterwards.

In the wake of these football disasters the UK government introduced a number of regulations to prevent similar events.

A Bad Reputation

British supporters have a bad reputation in almost all European countries, and special precautions are taken whenever England plays. There were several incidents during the European Championship in Belgium and the Netherlands in 2000, but fortunately these did not result in any injuries. England's reputation has improved in recent years, because of the introduction of all seater stadiums and police use of preventative arrests to avoid trouble. If you search for information about what is termed the Battle of Everton Valley in 2005, you'll see that hooliganism is still prevalent, only now the fighting takes place away from the football grounds.

The Make-Up of a Hooligan

In the 1960s and 70s, hooligans used to dress in skinhead styles, but from the late 1970s they started to adopt a casual dress style to avoid police notice. They favoured designer clothes and expensive sportswear with labels like Burberry, Pringle, Lacoste and Timberland. This gave rise to the term "casuals" about trouble-seeking supporters. A typical casual or football hooligan at domestic matches might be working class, late teens or early twenties, with a manual or lower clerical occupation or he could be unemployed. Most importantly, though, is the feeling of community and tribalism. In football disorder incidents abroad, however, more complex causes are at work. Incidents often involve alcohol and xenophobia (fear of strangers), and the way the police handle this is crucial. If police tactics are aggressive, escalating disorder is predictable.

Hooliganism seems to be at odds with the typical picture of the polite Englishman. Consider how often you hear "please" and "thank you" and "excuse me" when you visit the UK.

Tasks and Activities

Make Questions to the Following Answers

1. The term was created by the media.
2. At a chariot racing event in AD 532.
3. Gangs called hooligan firms.
4. The fans behave better and the use of preventative arrests helps to avoid trouble.
5. In order to avoid police notice.
6. Designer clothes and expensive sportswear.
7. Tribalism and a feeling of community is important.
8. Aggressive police methods often play an important part.

Discussion

1. The typical Briton is usually seen to be very correct, polite and formal, and yet football hooliganism started in the UK. Discuss this contrast in behaviour.
2. The rivalry between Norwegian football clubs is fierce. Discuss if what we witness between rivaling football supporters, might be termed as hooliganism. Also discuss whether this type of violent behaviour is on the rise.
3. Following the Hillsborough incident where 96 Liverpool F.C. fans were killed, supporters were blamed for the incident in the police investigation. It turned out to be a wrongful conclusion. However, this conclusion was very convenient to the police. Who controls the police and what does it take to overturn the conclusions of an investigation? How many years did it take in this case?

Writing

Write a news report from a football match, rock concert or some other large gathering. You may also write a news report based on the picture in this article. You may use this resource about descriptive language to flavour your language:



Descriptive Language / video

<http://ndla.no/en/node/126717>

Flags and Symbols in Northern Ireland

Forfatter: Knut Inge Skifjeld, Anne Scott Hagen, Eli M. Huseby

[Flags in Northern Ireland \(16627\)](#)

- How many flags do you know? What colours are they and what do they symbolise?
- Is the Norwegian flag important to you?
- Why do you think flags are so important in Northern Ireland?

A few years ago, the BBC's Talking Point raised the question: "Should the flying of flags be controlled?" The backdrop was the numerous rows caused by the flying of the Union Jack in Northern Ireland. Study these responses:

* "Our flag is NOT the tricolour - the tricolour belongs to a different country called EIRE! The flag of the UK to which we belong is the Union Jack and long may it fly in pride over our land." Stephen Brimstone, Northern Ireland

* "Simple, Northern Ireland is in Great Britain, therefore the Union Jack should be flying. If the nationalists don't like it, move to the South." Graham, England

* "The only flag that should be flown in Ireland is the Irish flag. For Unionists/loyalists this is one of their last stands. This is a manifestation of the dying gasps of the British empire." Ciaran Crowley, USA

As you can read from these responses, flags are still a hot issue. The national flag of the Republic of Ireland, Eire, is a tricolour consisting of green, white and orange. In 1919 it was adopted as the Irish Republic's national flag. However, when Ireland was divided into the Republic of Ireland and Northern Ireland in 1922, the northern part chose to remain in the union with the UK. It is a great disappointment to nationalists in N. Ireland that it is the Union Jack and not the tricolour which is the official flag there.

The flag is the most crucial symbol of any country. Since the Middle Ages no battle was ended before the flags were captured, and soldiers would sacrifice their lives for their flags. It is one of the most important symbols of statehood and is associated with strong patriotic feelings. Today flags are still important, though not in such drastic terms. However, burning or flying flags can cause riots as we see in many parts of the world.

What Does the Irish Tricolour Symbolise?

Green is the colour which is associated with the green landscape of Ireland and the original inhabitants' Celtic heritage and Catholic religion. However, the symbolic meaning of the colour green would not have developed, if it hadn't been for the orange.

To explain the orange colour we have to go back to the 1600s when the English actually planted their people on the island to secure their interests. The Protestant king, William of Orange, defeated the Catholic James I at the Battle of the Boyne in 1690 and this gave rise to the popularity of the colour orange as a symbol among the Protestants in Ireland. The Orange Order or Orange Lodge was founded in 1795 and to this day its members march through or close to Catholic areas in Northern Ireland, with Orangemen in dark suits and with orange banners which are seen as offensive among the Catholics.

According to cultural traditions, white is commonly perceived as the colour of innocence, peace and neutrality. The white in the middle of the flag carries connotations of a truce between the opposing 'Green' and 'Orange'.

The Union Flag



Showing The Union Jack



The Irish Flag

The Union Flag is commonly known as the Union Jack. This flag is comprised of the flags of England, Scotland and Ireland. Whereas, the red on white represents England's patron saint, St. George, the white diagonal on blue represents Scotland's St. Andrew and the red diagonal on white, symbolises the Irish patron saint, St. Patrick. Apart from being the national flag signifying The United Kingdom of Great Britain and Northern Ireland, the Union Jack is historically associated with the vast British Empire and it has retained an official status in some parts of the Commonwealth.



Northern Ireland Today

The Union Jack

Today, Roman Catholics constitute about 43% of the population of Northern Ireland. They are "Green", i.e. mainly Irish by culture and ancestry, and many are nationalists, favouring a union with the Irish Republic and they demonstrate this by flying the tricolour. The majority of the population regard themselves as "Orange", i.e. they are of British descent with Protestant beliefs and want to remain in the UK and hail the Union flag.

When in Northern Ireland, you should not be confused by the tricolour and the Union Jack flying side by side, and you should be aware of the symbolic meanings associated with the colours.

Tasks and Activities

Comprehension

These are the answers. Make the questions.

1. No, it is the Union Jack that is Northern Ireland's national flag.
2. It is the flag representing the Republic of Ireland.
3. The colour is associated with its Celtic heritage.
4. It is associated with the Battle of Boyne and William of Orange.
5. Because colours do matter.
6. Because Northern Ireland is a divided community.
7. It is comprised of flags from three countries.
8. It is in the middle because it symbolises peace between the opponents, I think.

Discussion

1. Why do flags stir emotions?
2. Discuss the quotations provided on the BBC site above. What is implied in the various statements?
3. Study the picture at the top on the right-hand side. What do you think the flag signifies? Which side does the woman represent in the flag issue in Northern Ireland?

Suggested Further Activity

[Northern Ireland Resources - Overview](#)

The Troubles

Forfatter: Eli M. Huseby, Knut Inge Skifjeld, Anne Scott Hagen

[The Troubles \(13824\)](#)

Pre-reading: You have probably heard the U2 song, "Bloody Sunday". What is it all about?

You can find an easy version of the text here: [The Troubles, Texts in Brief - Overview](#)



The Troubles / audio
<http://ndla.no/en/node/47637>

The Plantation

The conflict in Northern Ireland is complicated and not easy to explain. In 1169, the Catholic King Henry II of England invaded Ireland, and all of Ireland became a part of the UK. The Irish were not too pleased with this and gave the English trouble again and again. In the 1600s, the English sent settlers from England and Scotland to Ulster, the northern region of Ireland. This act is known as **the plantation**. The English and the Scots had turned to Protestantism in 1536, and the settlers were "planted" to control and convert the Irish Catholics to Protestantism. Obviously, this did not reduce the anger of the Irish and their resistance was fierce, causing Oliver Cromwell to invade Ireland in 1649. Apart from killing one out of four Catholics, he denied the survivors any civil rights. After the Battle of the Boyne in 1690, the Protestants' grasp was further strengthened when the Protestant William of Orange beat the Catholic James II. The Irish Catholics remained discriminated against and suppressed well into the 19th century!



The writing on this wall suggests that it is all a matter of liking each other. Is it really that simple to solve a conflict? An

The Partition

The island of Ireland now has two flags. The tricolour of the Republic of Ireland (Eire) symbolises an independent republic and Northern Ireland (Ulster) shares the Union Jack with England, Scotland and Wales. This can be explained by the historical trail culminating in the Easter Rising in 1916 when the Irish Republican Army (IRA) revolted to put an end to British rule. The War of Independence from 1919 – 1921 ended in **the partition** of Ireland in 1922. 26 counties in the south made up the Irish Free State, whereas the six counties in the northern part had to remain in the union, much to the dismay of the Catholics who constituted the minority. Fuelled by growing frustration over social and economic injustice and the ideas of civil rights movements around the world, the anger and distress culminated in the Troubles. This was a period from the late 1960s until the ratification of the Good Friday Agreement in 1998. The main opponents in the conflicts were the IRA (the Irish Republican Army), a militant anti-British faction of Catholics, and UVF (Ulster Volunteer Force), a militant anti-Catholic faction fighting to remain in the union with Britain. The aggression exploded on Bloody Sunday.

In the song dedicated to this tragic incident, U2 states:

**And the battle's just begun
There's many lost, but tell me who has won
The trench is dug within our hearts
And mothers, children, brothers, sisters torn apart**

**Sunday, bloody Sunday
Sunday, bloody Sunday**



Mural of Bloody Sunday

Bloody Sunday

Sunday 30 January 1972 will never be forgotten. It started as a peaceful demonstration in Londonderry against the internment of Catholics and ended with 26 civilians injured and killed by the British Army.

Good Friday Agreement

The Good Friday Agreement in 1998 was hailed as one of the former British Prime Minister Tony Blair's greatest accomplishments. A cease-fire was agreed upon by most of the political parties in Northern Ireland and the British and Irish Government. They committed themselves to use only democratic and peaceful means. In spite of some dissident groups that continue the fight, the Belfast Agreement in 1998 seems to be the most effective effort to end decades, and even centuries of conflicts and disagreements.

Tasks and Activities

Match the Dates



The Troubles / h5p_content
<http://ndla.no/en/node/28476>

Discussion

1. Bloody Sunday is a very important day for Catholics to remember? Besides the actual events and tragic deaths - why do you think it is so important to them to keep this day alive?
2. Search the Internet for information about Bobby Sands. Discuss what effect his fate has had on Catholics.
3. How important is the continued remembrance of old martyrs and victims to the continuation of the conflict? Would it be better to clear away the murals and only look forwards - or do we need to keep the past alive to improve our society?
4. Watch the video clip below. It is from the wall still dividing Belfast. What do the inscriptions and graphics mean? Which side of the city is this - Protestant or Catholic?



The Wall Dividing Belfast / video

<http://ndl.no/en/node/13840>

Web Search

Search for U2 and 'Bloody Sunday" on the web. See if you can find any video clips of it.
Also see if you can find the lyrics.

- What is this song about?
- Can music be part of social change or is it just entertainment?

Research

The most bloody attack since the Good Friday Agreement in 1998 occurred out of the blue in the small town of Omagh in 1998. 250 kilos of explosive killed 29 people amongst them many school children. By this time the IRA itself had decided to disarm and join a political process of reconciliation. Those who planted the bomb called themselves The Real IRA. Use the Internet to find out whether this group has been active lately or not.

Suggested Further Activity

[The Orange and the Green](#)

[The Troubles - Tasks](#)

[Northern Ireland Resources - Overview](#)

The Orange and the Green (Northern Ireland)

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

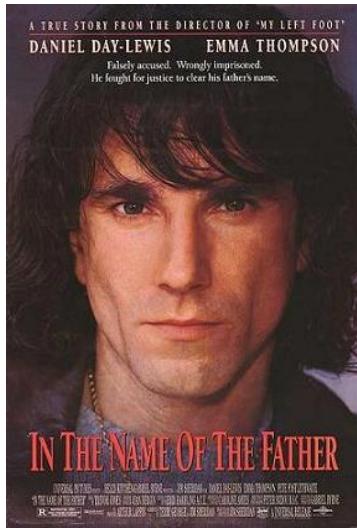
1. The narrator in "The Orange and the Green" posts this question on a blog site: "Did anyone grow up with parents that messed up their kids the way my parents did?" Make up some fictional bloggers and write their comments.
2. With the "Orange and the Green" as a backdrop, write a personal essay where you discuss if love conquers all.

In the Name of the Father (Film)

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 In the Name of the Father 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](#)

Doctors Warn British Party Teens

Forfatter: Knut Inge Skifjeld

[Doctors Warn British Party Teens \(16485\)](#)



Doctors warn British teens / audio

<http://ndla.no/en/node/47654>

In a recent report the British Medical Association warns that the obesity, binge drinking, and promiscuity of many of today's British teenagers is a public health time bomb. It is odd that in a time of improving health for people in general, health statistics show that the health of the younger generation is worsening.

British adolescents drink a lot more than the average European teenagers. In a recent survey some under 16s admitted drinking an average of ten units of alcohol a week which equals five pints of beer or ten normal glasses of wine. The majority of 16 – 24 year-olds also state that they have had sex without using condoms and thus the rates of sexually transmitted diseases are soaring. To top it off, one in four 15 year-olds are regular smokers, and cannabis has been tried by one in three.

In addition to health problems, the less than moderate lifestyle followed by many adolescents, leads to mental problems, which is another area showing an alarming increase.

Drinking and drug abuse is not only a problem within Britain's borders. British teenagers create problems all over the Mediterranean, where their screaming and indecent behavior replace the relaxed charm of Mediterranean villages. The more lucrative family-based tourism is quickly replaced by endless rows of nightclubs offering cheap liquor. Party teens deliver the final death blow to tourist sites which are trying to uphold a certain local culture and charm. There is a monotonous thunder of binge drinking and brawl 24/7. Even as the morning sun rises, you can still hear the party-teens screaming and shouting - in many cases with a British accent.

So far the government has proposed no real incentives to tackle the emerging health crisis among young people. One of the measures suggested is to ban snack food advertising to Drunk Teens children. A free school fruit initiative is in place, but it is less than likely to have a measurable effect on adolescent health as a whole. The same applies to various governmental strategies addressing sexual health and teenage pregnancy. It remains to be seen whether the British government, parents or young British adolescents themselves will take effective action. If nothing is done we may see a decrease in life expectancy and a soaring number of teens struggling with diabetes, infertility, and obesity.



Teens in Trouble

Britain must act to stop its drunken teenagers ruining my resort, says Crete mayor

By DAILY MAIL REPORTER
Last updated at 12:43 PM on 25th August 2008

[Comments \(28\)](#) [Add to My Stories](#)

The mayor of Europe's latest 'party' destination has called on the UK Government to do something about the drunken, rowdy young Britons invading his town.

'They scream, they sing, they fall down, they take their clothes off, they cross-dress, they vomit,' said Konstantinos Lagoudakis, mayor of Malia in Crete. 'It is only the British people — not the Germans or the French.'

The town has fallen prey to the curse of the package tour, like Ayia Napa in Cyprus, Faliraki in Greece and others before it.

'The government of Britain has to do something,' said Mr Lagoudakis. 'These people are giving a bad name to their country.'



Randy: The latest complaints echo those against British teenagers in other package resorts Ayia Napa, Cyprus, above

The fact that the mayor's comments appeared in the New York Times will only underline the suspicion that he is right.

They come in the wake of a Foreign Office report which said 600 Britons had been hospitalised and 20 raped in Greece alone in 2008/09, with the number of UK citizens arrested in foreign resorts up by more than 15 per cent to 4,803.

What is called for is more moderate drinking, less irresponsible sexual behavior as well as more physical activity and a healthier diet. In that way, adolescents would be more likely to stay mentally fit and get more out of life for a longer period of time.

Watch the first few minutes of the British Medical Association's Press Conference:

[BMA - Alcohol Misuse](#)

Tasks and Activities

Comprehension

1. How does the health of young people today differ from the health of people in general?
2. What other adolescent problems are increasing?
3. Why are tourist areas in the Mediterranean fed up with British teens?
4. Has the British government done anything to deal with teens' problems?
5. If things do not improve, what consequences could this have for teens?

Discussion

1. How does this behaviour compare to Norwegian teens?
2. What can be done about teenage behaviour as described in this text?
 - What can the teens do?
 - What can parents do?
 - What can society do?
 - What can the government do?

London Knife Crime

Forfatter: Knut Inge Skifjeld

[London Knife Crime \(18915\)](#)

Londoners have been shocked by a number of brutal knife killings of young people by young people. In the following video clip you will see participants in a debate discuss this worrying development. Their focus is on why this is happening and what can be done to reduce the problem of knife crime. Some of the participants are not easy to understand. Just make sure you get the main points. Listen to the video twice.



Discussion on Knife Crime / video

<http://ndla.no/en/node/18917>

Comprehension

1. What is the purpose of the meeting?
2. What kinds of people are present?
3. What is the opinion of Dawn Butler, MP (Member of Parliament) on young people's attitudes towards knife crime?
4. According to the young girl being interviewed, the kids on the streets are not really so tough. What does she say about them?
5. The various participants share their opinions on why knife crime is so widespread. What are their opinions? List at least three opinions.

Discussion

1. One of the participants wants longer prison sentences. She says that they'll be back in the streets in 18 months. It is ridiculous! Do you agree?
2. Sean Benson, former gang member, wants to look at music and the media to reduce the problem of gun violence? What does he mean by that? Do you agree?
3. The MP suggests that we have to consult young people to resolve this problem. Surely society in general also needs to act. What do you think she means by her statement?
4. How could compulsory national service in the army help a lot of the young people?
5. The father of the young boy killed with a knife wants young people to have their own newspaper. How could that help?

Letter to the Editor

Write a letter to the editor where you share your ideas on the following issue:

Some Londoners want harder sentencing to reduce knife crime; others focus on rehabilitation. How do you suggest knife crime could best be reduced in a metropolitan city like London.

[How to Write a Letter to the Editor](#)

Oral exercise

Arrange a debate in class on how to reduce crime among young people.

Some points to consider

- More policing
- Harder sentencing
- Rehabilitation and job training for those who had a bad start
- Keep the kids at school and off the streets
- Talk to the kids themselves, let them know you care

- Reduce media violence

Research

Search UK newspapers for articles on knife crime or follow this link: [London knife crime: how bad is it?](#). Read one article and summarise the contents in a brief list of the main points. Share the main contents of the article with a fellow student. Use phrases like:

- My article focuses on
- The main point is that
- This article claims that
- According to this article
- The argument being presented here is that
- The case being made here is that
- This article argues that

Monarchy - YES or NO

Forfatter: Knut Inge Skifjeld, Engelsk for videregående (Vega)

[Monarchy - YES or NO \(5973\)](#)



Rate 1 to 6

Rate the arguments in the table below from 1- 6. Use 1 if you think the argument is of little importance and 6 if you think it is very important.



UK Monarchy / audio

<http://ndla.no/en/node/48573>

		1 - 6		1 - 6
Yes	The monarchy binds us all together in a common national identity. Social class, place of living seems to have no dividing influence here.		No	The younger generation doesn't really care about Royals.
Yes	The Queen is our Head of State and as such a national figurehead. Every state needs a head of state.		No	Any elected person can be head of state, just look to e.g. the Republic of France and the Republic of Ireland.
Yes	The Queen has constitutional duties to serve, e.g. she is the one to appoint the Prime Minister.		No	Her duties are only symbolic as the established practice of today is that she must act in accordance with the "of the people" elected government.
Yes	The Royal Family has always and will always represent stability through the succession of heirs to the throne and as such it works as an anchor in times of change and difficulty. We love them despite their troubles.		No	They are totally out of touch and out of date. The members more and more seem to be characters in an awful soap. We do not want a head of state by birth, we want the people themselves to be the real sovereign.
Yes	The Queen does a marvellous job, attending as many as 500 engagements a year and deserves all of her £7.9m from public funds of which she by the way pays taxes.		No	Any publicly elected person can attend the same appointments as the Queen does. The British Royal Family is the most expensive royal family in Europe and being listed as the world's richest woman, she really should not get any money from the state.
Yes	The royal castles are popular historic attractions, which bring in money from visitors, as do other royal happenings and ceremonies.		No	If there was no royal family residing at Buckingham Palace, the whole building could be open to the public at any time. This would of course mean an increase in the revenue.

Discussion

Discuss in class whether the monarchy in the UK should be abolished or not. After the discussion take a poll.

Essay

Write an essay where you discuss the role of the monarchy and whether it should be abolished or not. This will be your approach to the topic or thesis.

Use the table above to fill in points and aspects of this issue when you make the draft/outline of your essay. Also find facts and information on the Internet that you include in your essay. Suggested search words: **monarchy, poll, support**.

- Create your own title.
- Suggested length: 400 - 800 words
- Read about how to write an essay here: [How to Write an Essay](#).

Our resources on the monarchy:

[Royals - Love Them and Hate Them](#)

[The Queen - Working with the Film](#)

UK - Education and Work Life

Education

Forfatter: Engelsk for videregående (Vega), Anne Scott Hagen
[UK - Education \(6019\)](#)

Pre-reading: What do you think makes a good school?

You can find an easy version of the text here: [UK - Education - Text in Brief](#)



UK Education / audio

<http://ndla.no/en/node/48575>

(The audio begins with a brief summary of the text)

State Schools and Public Schools

All children in the United Kingdom between the ages of 5 and 16 are required by law to receive full-time education. More than 90% are educated in co-educational state schools. The remaining 10% attend public schools financed by their parents and non-governmental means. Therefore, these are private schools, but are known as public schools in England. England and Wales have identical systems, whereas the school systems in Scotland and Northern Ireland are slightly different.



School Bag

From 5 to 18

Children start primary school at 5 years old and continue until they are 11. Then after 5 years at secondary school, when they are 16 and have completed the examination, the General Certificate of Secondary Education (GCSE), education is no longer compulsory. Pupils can continue in full-time education at a separate sixth form college or in the sixth form of a secondary school. There they will study for examinations leading to university entrance qualifications. These are the AS levels (Advanced Supplementary), which take 1 year and the A levels (Advanced), which usually take 2 years.

Age	Year	State System (90% of pupils)	Private System (10% of pupils)	Exams	
18		Higher education			
17	13	Sixth Form College	Tertiary College		
16	12		Public School		

15	11		(Starts at 11 or 13)	A level
14	10	Secondary School		AS level
13	9			Various
12	8			Vocational
11	7			qualifications
10	6			Diplomas
9	5	Primary School	Preparatory School	GCSE
8	4			
7	3			
6	2			
5	1			
Nursery School				

Pupils, who want a more practical education, can choose to study at a tertiary or further education college with the possibility of choosing between different vocational qualifications e.g. NVQ (National Vocational Qualification), HNC (Higher National Certificate), etc.

Education has been reformed substantially. Parents are now entitled to an annual written report about their child's performance and they have more of a say with regard to employing staff and the school budget. Pupils must sit for tests at several stages and take exams at 16. Exam results are published so that it is possible to compare the performances of different schools. Parents have the right to choose the school they want for their child. The teaching is determined by the National Curriculum and to make sure targets are being achieved independent inspectors visit all schools.

The core subjects of English (and Welsh, in Wales), mathematics, science, technology, physical education (PE), and religious education are taught. History, geography, art and music are also compulsory subjects in the earlier stages of the curriculum. A modern foreign language and a new subject, 'citizenship', are added to the curriculum at age 11. At age 14, the study of history, geography, art and music becomes optional. Other subjects, such as drama, dance, and classical languages remain on the curriculum, but the teaching of them is dependent on the resources of each school.

Nearly a third of all young people now enter higher education attending 170 universities and educational institutions.

Tasks and Activities

Comprehension



UK, Education - Comprehension / h5p_content

<http://ndla.no/en/node/68591>

Discuss

1. What are your favourite subjects at school? Why? Are there any subjects which are not offered at school, but which you would like to have?
2. In pairs, make a list of the differences and similarities between the school systems in England, the USA and Norway. Use the information in the text and the table, [The School Systems in Norway, the United States and England](#) In small groups compare and discuss your lists.

Writing

Arrange a press conference where the principal 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 adding quotes, columns, bold text, large heading etc. Have a look at [How to Write a Newspaper Article](#).

Before you arrange this press conference you may want to watch the video,



School Uniforms / video

<http://ndla.no/en/node/19880>

, as well as discuss the topic of school uniforms in class.

English Public Schools

Forfatter: Eli M. Huseby
[English Public Schools \(4455\)](#)

The literal meaning of "public" is "open to the community" or the "people". It may seem a great contradiction that public schools in the UK are not open to the public. This needs an explanation.

Public schools (also called Independent Schools) are private schools, although the name *public* actually means the opposite; "of/for people in general". Pupils who attend a public school must pay fees up to £30,000 a year to receive education and boarding. If you are a boarder, you stay at the school for a term or the whole school year. They usually admit children from the age of 6 -7. Some schools, however, are daytime schools accepting pupils from the age of 2 ½ - 18.



Harrow Students

The public schools have a high teacher/pupil ratio and it is claimed that the students receive a much better education than in the state schools. Furthermore, the percentage of public school pupils continuing their education to university level is quite high. So, why are these schools referred to as "public" as long as they are private and charge high fees? We have to look for a historical explanation. The typical public school for boys only, such as Eton and its rival Harrow, were founded by benefactors in the early 1400s who intended to educate local boys from relatively poor and humble backgrounds.

However, gradually the upper classes took advantage of the tuition afforded by these foundations and the number of pupils paying the market rate increased. From late in the 19th century, a number of girls-only schools were also established. Undoubtedly, the public schools have had a crucial impact on British society, through their ideals and morals. Traditionally, they have represented a very class-conscious code of behaviour, speech and appearance. 10% of all school children, about 615,000 pupils, attend the 2,500 independent schools throughout UK.

Tasks and Activities

Comprehension

1. What is the literal meaning of the word "public"?
2. Why are the private schools called public schools when they are not open to the public?
3. When were the first private schools in England founded?
4. The British public schools are often recognised by another name. Which?
5. What is meant by the term boarding school.
6. How have public schools traditionally influenced British society?
7. How many British school children attend state schools?

Interview with Harrow School Student

What is it like to be a student at Harrow School (one of the oldest public schools in England)? Listen to Charlie (14)

[English Public Schools - Interview](#)

Vocabulary



<http://ndla.no/en/node/28533>

English Public Schools - Interview

Forfatter: Eli M. Huseby

[English Public Schools - Interview \(4459\)](#)

What is a public school in the UK and what is it like to be a student at one? Listen to the interview with Charlie (14) who is telling a Norwegian upper secondary school class about what it is like to attend the prestigious Harrow School in London.



Charlie - Public School Student / audio

<http://ndla.no/en/node/18582>

Tasks and Activities

What Would Charlie Answer?

Charlie visited a Norwegian school class in 2008. In advance, the class had made up these questions for him. Based on the information given in the interview, answer the questions for Charlie.

1. Why did you choose to attend a public school? Do you think it is better than state schools?
2. Do you live at your school? Is it an all boys' school or are girls allowed as well?
3. What is the biggest difference between your school and this school? Harrow School for Boys
4. Are the teachers strict? Do you have better teachers than state schools?
5. Is it difficult to spend so much time away from your parents? How do you think most of you feel about it?
6. How much does your family have to pay for your school attendance?



Discussion

1. Why do you think the public schools traditionally just accepted boys and why do you think some of them are still all-boys' schools?
2. What kind of qualities do you think are required to become a house captain?
3. What do you think about living in a boarding house with 70 fellow students?
4. What do you think about private schools and their advantages and disadvantages?
5. Do you think Harrow School seems like a strict school?

Research

Study Charlie's school on the following website: [Harrow School](#)

1. How does the school try to convince potential students and parents that Harrow is a good school?
2. What kind of extracurricular activities does the school offer?
3. What is today's treat for supper? What do you think about the food the school is offering?
4. How does the school explain their academic success?
5. Study the website. Then prepare a guided tour for a new boarder at Harrow's. What would you like to tell him?
6. Make a table listing the major academic curriculum for each of the 5 years.

Write a Reflection Note

The upper secondary class was asked by their teacher to make a reflection note about Charlie's visit. The purpose of reflection writing is to provide you with an understanding of your own learning process.

A reflection note is personal and may include

- a description of what happened
- how you felt about it
- what you thought about it
- what you learnt from it

The following are excerpts from the students' reports:

- I learned the difference between public and state school. In public schools, you have activities at the school, like sports, theatre, art and other extracurricular activities.
- For me, the activities in school sound like a good idea. And the teachers have more time, and that is also great. But the pressure is big, and that is not going to work for me. They also have to go to church one time a week. So I could not go there, but it sounds O.K.
- Of course there were some shocking details (like the price for attending Harrow) which is a little out of my league.
- I found listening to his dialect very interesting. Don't know why, but I found it interesting.
- I know myself quite well, so I know that I would never be able to live at the school for so long, away from my parents at the age of 14.

After listening to Charlie and working with this material, try to write down your impressions.

- What do you think it is like to attend a public school in the UK?
 - How do you respond to what Charlie tells you about Harrow?
 - Would you like to attend a public school yourself?
 - How is it different if you compare with your school?
 - What have you learned about public schools?
-

Suggested Further Activity

[English Public Schools](#)

Read the short story by Penelope Lively: [Next Term We'll Mash You.](#)

Trade Unions and Working Conditions in the UK

Forfatter: Hands On (NKI), Anne Scott Hagen
[Trade Unions and Working Conditions in the UK \(5882\)](#)

Pre-reading

- What do you know about working conditions in the 18th and 19th centuries in Norway or in Britain?
- What is a trade union? What is the point of belonging to a trade union?



Trade unions / audio

<http://ndla.no/en/node/66103>

Listen to the song "Part of the Union" by the Strawbs from the 1970s below.



Part of the Union by the Strawbs / audio

<http://ndla.no/en/node/63056>

John Ford/Richard Hudson, Fazz Music

History

From the beginning of the 19th century, the Industrial Revolution and the rapid growth in industry caused many people to move from the countryside and small cottage industries to the cities and to work in large factories. Living and working conditions were terrible. For a lot of people, town life meant living in a slum where the houses were usually small, primitive, draughty, unhealthy and crowded and with no organized sanitation.

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

resulted in falling union membership and less cooperation between the government and the unions.

Working hours were long, even for children, who were not protected by law until 1802, when the Factory Act limited working hours to twelve hours a day for pauper apprentices. This limitation was extended in 1819 to all children under sixteen employed in cotton mills. The employment of children under nine was forbidden.

Socialist organisations, whose goal was the socialist transformation of society, were the start of the trade union movement. The workers had a need to protect themselves against their employers. By 1850, workers in the textile industry had secured a ten-and-a-half-hour day and a sixty-hour week. Twelve years later, engineering workers obtained a nine-hour day.

Although working and living conditions gradually improved, an investigation in 1888 showed that 30 per cent of the population of London were living on or below the poverty line, i.e. on incomes too small to meet their basic physical needs. Improvement of labour conditions came as a result of the collective bargaining of the Trade Unions. The first Trades Union Congress (TUC) met in 1868.

Trade Union membership and the power of the trade unions in the UK increased until the 1970s, but then the decline in British industry caused high unemployment, and a hostile government privatised many previously nationalised industries. This

Trade Unions Today

Although a lot of workers in Britain still belong to trade unions, membership has continued to decline from 55% (13.3 million employees) in 1979 to 28.4% in 2006.

The Trades Union Congress is the largest federation of unions in the UK, with 58 affiliated unions and over 6.5million members. The largest union is UNISON, which was formed through a merger of three former unions representing health service employees, public employees and government officers and has 1.34 million members (2007).

The Unions have central and district organisations with their own permanent officials. They have branch meetings - which are usually not very well attended - and national delegate conferences.

The Unions' spokesmen negotiate about rates of pay and other terms of work with the employers. Shop stewards in the factories act as links between the members and their local union branches, and they also negotiate on behalf of workers.

If unions and employers disagree, trade unions can enforce strikes and resistance to lockouts to achieve their goals

Other benefits to union members are professional training, legal advice and representation for members. Members are often able to take advantage of special offers and discounts on insurance and unions may provide support to members at times of special need.

Trade unions may also be active politically to influence the government by promoting legislation which is advantageous to their members.



Trade union protest Nottingham by

Tasks and Activities

Comprehension

Answer the questions in the True/False task:



Comprehension Trade Unions and Working Conditions in the UK / h5p_content

<http://ndla.no/en/node/52777>

Vocabulary



1.

Trade Unions - Vocabulary / h5p_content

<http://ndla.no/en/node/52448>



2.

Trade Unions - Cloze Text / h5p_content

<http://ndla.no/en/node/52465>

Discuss

1. What are usually the main reasons for strikes? Can you give any examples?
2. In your opinion, what are the most important improvements which have taken place in social and working conditions in the last 100 years?
3. The workers in the picture are demonstrating for fair pay. Have you ever taken part in a demonstration? What would you demonstrate for?

Research

1. Find out the names of some Norwegian trade unions and translate these names into English.
2. If you are a teenager in Norway starting in a part-time job, what rights do you have
 - when you start work
 - when you are working
 - when you decide to stop working?

Work in groups of 3, divide the task between you, and find information at [Arbeidstilsynet](#). In English, tell the other members of the group what you find out.

UK - Politics and Government

Parliament and Government

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

[UK - Parliament and Government \(2557\)](#)

Pre-reading: The United Kingdom is a parliamentary democracy. What does this mean? Look it up if you are not sure. What type of government does Norway have?

The Magna Carta - the beginning of the British parliamentary system.

In 1215 at Runnymede by the River Thames, a group of barons forced King John to sign a document which limited his powers and protected their privileges. Their first priority was self-interest, but clauses benefitting others were also introduced. For example:

Clause 29.

NO Freeman shall be taken or imprisoned, or be disseised of his Freehold, or Liberties, or free Customs, or be outlawed, or exiled, or any other wise destroyed; nor will We not pass upon him, nor condemn him, but by lawful judgment of his Peers, or by the Law of the land. We will sell to no man, we will not deny or defer to any man either Justice or Right.

(Translation into modern English:

No free man shall be arrested or imprisoned or dispossessed or outlawed or harmed in any way except by the lawful judgement of his equals under the law of the land. Justice will not be sold to any man nor will it be refused or delayed.)

This meant that the king was also subject to the country's laws and could not arbitrarily punish any person.

King John and the kings which followed him did not always allow their power to be limited by the charter which was later called the Magna Carta. King John had the Pope annul the original document almost immediately. However, it was an important start to the historical development of a parliamentary system and to constitutional law in the English-speaking world.

Read more: [Creation of the Magna Carta](#)

You will find an easy version of the text here: [UK, Parliament and Government - Text in Brief](#)

The United Kingdom is a parliamentary democracy. The Parliament in London consists of elected representatives from all the countries in the UK. The Scots and Welsh voted for devolution in a referendum in 1997. The system came into effect in 1999 and since then, the Scottish and Welsh Parliaments have had more control over their domestic affairs. The Scottish Government has responsibility for issues such as, health, education, justice, transport and rural affairs, but the Welsh Assembly Government has fewer powers.

The UK System in Brief

The Monarch (Queen or King)

Head of State, Head of the Commonwealth, Appoints the Prime Minister, Head of the Armed Forces.

Little real power and acts only on the advice of her ministers.

The Prime Minister

Leader of the government party.

Appoints ministers (about 100) and forms the Cabinet.

The Cabinet

The most important ministers in the government (about 20 members).

The House of Lords

About 753 members (January 2011) - hereditary peers and life peers, 2 archbishops and 24 bishops.

Can only revise and delay bills. Reforms have been proposed for restructuring the House of Lords.



The State Opening of Parliament marks the beginning of the parliamentary session. Its main purpose is for the monarch formally to open Parliament and in the Queen's Speech deliver an outline of the Government's proposed policies, legislation for the coming session and a review of the

House of Commons

650 Members of Parliament (MPs) (from 2010). Each represents one of the constituencies last session.

(district), into which the country is divided. Each belongs to a political party. Elected by the people. The UK Members of Parliament are elected by [first-past-the-post system](#).

How Does the System Work?

In short, the Cabinet is like the leaders of the Government and the Government is like the management of the country. The Government proposes policies, which determine the running of the country. It makes the important decisions, for example about foreign policy, education, or health, but these decisions have to be approved by Parliament. If Parliament thinks that a particular Government policy is against the public interest, it can force the Government to change its mind. A proposal might then be altered, or perhaps withdrawn altogether. Therefore, in the end, the power of the Government depends on the support of the House of Commons, which, in turn, depends on the support of the voters.

- Elections must be held at least every 5 years.
- Two main political parties; Conservative and Labour.
- Liberal Democrats are a third smaller party.
- The party with the majority of votes in the election forms the Government.
- The second largest party forms the Opposition.
- Scotland, Wales and Northern Ireland all have national political parties, the Scottish National Party (SNP), Plaid Cymru and Sinn Fein. The SNP and Sinn Fein advocate secession from the UK.

Scotland, Wales and Northern Ireland

Elections to the Scottish and Welsh Parliaments are conducted by combining the first-past-the-post system and [proportional representation](#). Members of the Parliaments are made up of a representative for each constituency and representatives from each of the regions used in the European Parliament elections. First the constituency Members are elected by the first-past-the-post system and then the regional Members are elected by a proportional representation system.

Devolution of powers to the Northern Ireland Assembly also occurred in 1999 and the Assembly has legislative authority for matters which have been transferred from the UK government.

The UK government retain responsibility for all matters of foreign policy.

Scotland is now planning a referendum in 2014 to vote on whether Scotland should become an independent country.

You can read more about devolution and the Scottish, Welsh and Irish parliaments at [The Devolved Parliaments - Tasks](#).

Oddities from the British Political System

Many things about the British political system may seem odd and even ridiculous to a Norwegian. In Norwegian politics, the Constitution plays an important role, but the British have no written constitution. Instead, they use convention (and tradition) and make up laws or bills as they go along or when a problem arises.

Some people work as “Whips” in Parliament. One might think that this has to do with scandals among politicians in the UK, but their job is to “whip together the representatives” or simply to count and take note of missing members when it is time to vote on a new bill. They also explain the voting procedure to the parliamentarians. When a new Speaker in the House is elected he is carried to his chair by force, pretending to be kicking and screaming. This is an old tradition from the times when the Speaker of the House had the job of telling the King what decisions it had reached. Historically, six Speakers have been beheaded on the King’s orders. Then there is the Shadow Ministry. This sounds a bit creepy and sinister. It is actually the opposition that organises itself with shadow ministers as monitors of the governing ministers, partly so that they can quickly and easily take over in the event that the sitting government has to leave office.

Tasks and Activities

Comprehension

Make questions for the following answers:

1. It is in London.
2. The Scots and Welsh voted for devolution.
3. Health, education, justice, transport and rural affairs.
4. The leader of the political party which forms the government.
5. There are about 20.
6. He is elected by the people.
7. Make the Government change its mind.
8. At least every 5 years.
9. Conservative Party and the Labour Party.
10. It is formed by the second largest party.
11. He counts the members who are present to vote on a new bill.
12. So that it can quickly take over from the Government, if necessary.

Quizzes

1. Where is the UK Parliament?
2. What happened in 1997?
3. Which issues does the Scottish Parliament have responsibility for?
4. Who becomes Prime Minister?
5. How many ministers are in the Cabinet?
6. How does a person become an MP?
7. What can Parliament do?
8. How often must an election be held?
9. What are the names of the two major political parties?
10. Who forms the Opposition?
11. What does a Whip do?
12. Why do the Opposition form a Shadow Ministry?



1.
UK Government
Quiz /

amendor_ios_task
<http://ndla.no/en/node/22184>

2. CBBC Newsround Quiz
3. This quiz is about strange procedures in the UK Parliament. [BBC Parliament Quiz](#)

Find Out

Use the table on the right in this link, [The New UK Government 2010](#), to find information about the government in the UK. Find out:

- the name of the present Prime Minister in the UK and which party he represents
- the name of the previous Prime Minister in the UK and which party he represented
- which party got most seats in the election
- how many seats did they get?
- From 2010, the government in the UK is a coalition government between the Conservative party and the Liberal Democrats. What does this mean?

Discussion

In Pairs: Take a virtual tour

At [Online tours - UK Parliament](#), both students, first individually, take a virtual tour of the House of Commons. Each make 10 questions about what you see. Give them to your partner, who should try to find the answers, and then discuss what you have seen and learned. Give your opinion on the layout of the Chamber, the furnishings and parliamentary traditions.

Research

Make an overview of the Norwegian system of government and compare it to the British one.

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.

No Clear Winner



Sun newspaper - election

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.

Ireland

Ireland - Introduction

Forfatter: Morten Serkland, Engelsk for videregående (Vega)

[Ireland - Introduction \(46111\)](#)

Pre-reading: You probably know a lot about the UK, but what do you know about Ireland? Write down five facts about Ireland and compare with a fellow student.

Ireland is the second largest island in the British Isles. It has a mild climate and a green rolling landscape due to the Gulf Stream and the proximity to the Atlantic Ocean. It is an egalitarian country with about 4.5 million inhabitants. Dublin is the capital.



In the Viking era a lot of Norwegians settled here. Dublin was established by the Vikings. Throughout the centuries Ireland has faced many conflicts with its powerful neighbour in the east - England resulting in long-standing suppression of the Irish.

Background

Ireland became an EU member in 1973. This membership led to many positive developments in the economy of the country. Traditionally an agriculture-based economy, Ireland was transformed into a "knowledge-based" economy. This growth, which continued for the most throughout the rest of the century, was the reason behind the nickname, "The Celtic Tiger". Furthermore, because of new and better paid jobs, approximately 100,000 Irish workers and their families repatriated to the country during the 1970s. With a higher birthrate in Ireland, the population increased by over 400,000 within 10 years.

Shades of a Colour

Ireland is known as "the green island". There are many tragic events in the past that have given a much darker shade to the country and its people. Should you visit Ireland today, these darker shades will still be in people's memories. Nevertheless, you will meet a colorful country with beautiful scenery, great attractions and out-going people who are seriously interested in the well-being of their visitors.



Green Car with Attitude: Given the Irish

Below, we will take a look at two historical periods that shaped Ireland and which, in spite of the tragic circumstances, became a help in the pursuit of freedom from Britain.

The Potato Famine

The Potato Famine of 1845, lasted 7 years and caused mass starvation. This resulted in widespread disease and death. More than one million people died. Another million Irishmen emigrated to the USA in the hope of escaping poverty and starvation. The potato blight destroyed the crops for several years, and devastation was inevitable.



The resentment the Irish had felt for the British for centuries increased, and strong nationalist movements appeared.

1916 Uprising

During Easter 1916, Irish Republicans organised a rebellion in a quest for Irish independence and freedom. The rebellion was suppressed after seven days, but the eagerness to fight for freedom had spread throughout Ireland. Five years later, Ireland was granted its freedom. The Republic of Ireland was finally a reality.

Limerick

There are many reasons for visiting Ireland today. Limerick is one of them!

Famine Memoria

Limerick is the third largest city in Ireland, and is centrally located just 15 minutes by car from Shannon airport. Limerick is one of the major tourist destinations in Ireland, and nobody can leave Limerick without testing their talent for limerick writing.

A limerick is a five-line poem with a strict end-rhyme form (AABBA) and a catchy rhythmical pattern (6-6-4-4-6 meters), which intends to be witty and humorous. The following example of a limerick is of anonymous origin.

The limerick packs laughs anatomical
In space that is quite economical,
But the good ones I've seen
So seldom are clean,
And the clean ones so seldom are comical.

Tasks and Activities

Write a Limerick

Use the rhyme- and rhythmical pattern above and try to write your own limerick.

General Tourist Information

Use this website [Discover Ireland](#) and find out:

1. Which attraction in Ireland is older than the pyramids in Egypt?
2. What is a heritage centre?
3. How many Irish have won Nobel prizes?

Use the same website to make some more tasks. Test your friends in class, and see who can find the answers first.

Research

1. Find out why the Irish were so dependent on the potato. What did Britain do to help during this time?
2. Find out why the General Post Office i Dublin was so important in the 1916 uprising.

3. Who was Michael Collins?

In Dublin's Fair City

Forfatter: Morten Serkland

[In Dublin's Fair City \(22049\)](#)

Pre-reading: What do you know about Dublin? Have you heard about the Liffey, Molly Malone and Trinity College? If not, here is an opportunity to get to know this fascinating city better.

Dublin has developed from being a rather grey and dull city into being one of the most colourful and vibrant spots in Europe. Wherever you walk, people are friendly and interested, and maybe some of the people you meet on the street could be a very distant relative of yours!

Dublin was namely founded by Vikings.

In 840 AD Norwegian Vikings arrived in the area where Dublin is today, and built a fortress. After a period of Norwegian/Danish rule, the British became more and more dominant in the area, and from 1169 they gained even more influence.

After Ireland was divided in 1921, Dublin became the capital of the Republic of Ireland, and is today a popular tourist destination. Wherever you travel in Ireland you meet two languages, **English** and **Gaelic**. Look at the example in the picture, and you get a glimpse into a very old language which is spoken by fewer and fewer people today.

If you have a couple of days in Dublin, here are some of the places worth visiting:

- Kilmainham Gaol, was a prison from 1796 to 1924, and is in many ways the symbol of the Irish fight for freedom from the British. This prison is a major tourist attraction in Dublin today, and has also been used as a location for several film scenes. In the Name of the Father, with Daniel Day Lewis, for example, is maybe the most touching and impressive.
- Molly Malone has been immortalised in the famous song "In Dublin's Fair City, where the girls are so pretty...." Molly Malone is a semi historical/legendary figure, but still a symbol of the hard-working, poor Irish people. You can find her statue in the city centre.
- Ireland has been the home country for some of the most talented writers in the English language. In the Writers Museum in Dublin you can find original manuscripts by Joyce, Yeats and others.
- The Book of Kells from 800AD is a well preserved illuminated manuscript, and is one of the major treasures and prides of Ireland.

Dubliners are also proud of their river Liffey, and as a pedestrian you can cross the Ha'penny Bridge, the oldest pedestrian crossing over the river dating from 1816.



English and Gaelic



Kilmainham Gaol - prison



Molly Malone



The Liffey

Tasks and Activities

Find out

Use this link or other sources: [Visit Dublin](#)

1. In the Writers Museum you can learn more about famous Irish writers. Here are the family names of five of them. What are their first names?
 - Wilde
 - Beckett
 - Behan
 - Joyce
 - Shaw
2. The Molly Malone statue is situated in one of the main shopping streets in Dublin. What is the name of this street?
3. Where is the Book of Kells on display?
4. In 1759 the most famous brewery in Ireland was founded. What is the name of this brewery?
5. A famous writer was Dean of St Patrick's Cathedral from 1713 to 1747. Who was he?
6. Trinity College was founded in 1592 by the Queen of England. What was her name?
7. In which major tourist attraction can you learn more about the Vikings?

Discuss

The Gaelic language is no longer spoken by many people. What do you think might be done to preserve this language, and make it more extensively used? Discuss your suggestions with some of the others in your class.

Irish Proverbs

Forfatter: Eli M. Huseby, Knut Inge Skifjeld, Catharine Ruud

[Irish Proverbs \(49874\)](#)

A proverb is a common saying that often expresses a general truth or everyday experience. They are often easy to memorise.

Do you have any proverbs that come to mind?

All over the world the Irish are renowned for their music, poetry, tales, myths and above all, for their sense of humour. They tend to blame it all on their Celtic descent.



Shamrocks

Picture: Shamrocks have since ancient times been considered by the Irish to bring luck.
Do you believe in luck?

Proverbs

Study these proverbs; they will reveal a lot about the Irish character and their ability to laugh at themselves. However, they might also reflect human nature in general.

"Burning the candle
At both ends
Will soon leave you
Without a light"

"The world is a stage
but the play is badly cast."

"If you dig a grave for others
you might fall into it yourself."

"A man that can't laugh at himself
should be given a mirror."

"You will never plough a field
by turning it over in your mind."

"A nation's greatest enemy
is the small minds
of its small people."

"There is no bone in the tongue
but it often broke a man's head."

"On the Irish ladder of success,
there's always someone on the
rung above using your head to
steady themselves."

Tasks and Activities

Language

Translate two of your favourite proverbs above into Norwegian.

Do you think we have any Norwegian proverbs that can be compared to the ones above?

Oral

Sit in pairs. Take turns reading and explaining the proverbs to each other. Try to come up with a real life example for at least four of the proverbs.

Make an Illustration

Choose your favourite proverb and make an illustration or find a picture that you think illustrates it in a good way. If you want to use pictures from Ireland you might find something in the following photo gallery. [Images of Ireland](#)

Discuss

Do you think the proverbs listed above apply mostly to the Irish, or do they reflect human nature in general?

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>

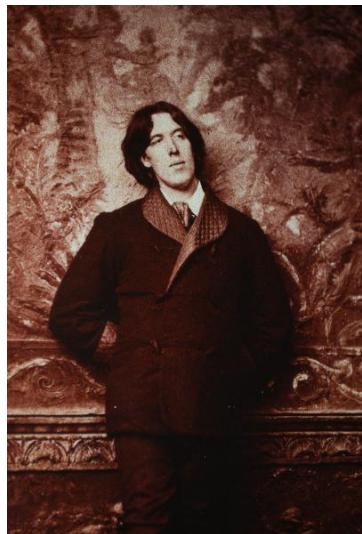


- Molly Malone - Fill In / h5p_content
<http://ndla.no/en/node/45469>

Oscar Wilde - a 19th Century Celebrity

Forfatter: Eli M. Huseby, Knut Inge Skifjeld
[Oscar Wilde - a 19th Century Celebrity \(46175\)](#)

Pre-reading activity: Oscar Wilde was a 19th century author who caused scandals, just like Michael Jackson and Britney Spears in the 21st century. What do they have in common?



Oscar Wilde

Oscar Wilde (1854 – 1900) was an Irish author, poet and playwright. By many he is considered the funniest man that has ever lived. This is maybe why he is one of the most quoted persons in the world. Above all, he worshipped beauty and he surrounded himself with objects that he considered beautiful. In his time he was what we today would term a celebrity.

His way of dressing and his long hair caused public anger, but also admiration, especially among rebellious youths. The moral code in 19th century Ireland and its mother country, England with Queen Victoria on the throne, was very strict. However, his clothes and hair were not what caused most alarm. In 1895, he was sent to prison because of his sexual orientation and practice. Even though he was married and had two children, Wilde had open relationships with young men. When he was released in 1897, he decided never to go back to Britain again, and he died penniless in a cheap hotel in Paris only three years later. However, for generations to come he left behind a great legacy. If you visit [Oscar Wilde - Fanpop](#), you will see that he still has fans all over the world. Among his most important work is his only novel, *The Picture of Dorian Gray*, his fairy tales *The Happy Prince and Other Tales* and numerous quotations. Below you can enjoy some of the quotations.

Tasks and Activities

Comprehension



Presentation

Pick at least five quotations that you like and make a digital presentation of them, you may add music and pictures. For inspiration, check out [Oscar Wilde - Fanpop](#).

Quotations

1. A little sincerity is a dangerous thing, and a great deal of it is fatal.
2. A man can be happy with any woman as long as he does not love her.
3. Always forgive your enemies; nothing annoys them so much.
4. Fashion is a form of ugliness so intolerable that we have to alter it every six months.
5. I am not young enough to know everything
6. I think that God in creating Man somewhat overestimated his ability
7. If you want to tell people the truth, make them laugh, otherwise they'll kill you.
8. Morality, like art, means drawing a line someplace.
9. One should always play fairly when one has the winning cards
10. Patriotism is the virtue of the vicious.
11. The only thing worse than being talked about is not being talked about.
12. There are only two kinds of people who are really fascinating: people who know absolutely everything, and people who know absolutely nothing.
13. We teach people how to remember, we never teach them how to grow.
14. Whenever people agree with me I always feel I must be wrong.
15. Only dull people are brilliant at breakfast.
16. I can resist anything but temptation.
17. Life is far too important a thing ever to talk seriously about

Writing

Creative writing: use your favourite quotation as a point of departure and write a story where the quotation plays a part or is the moral of your story.

Oral

1. Write down your favourite quotation on a slip of paper. Ask your classmates about their favourites and have them explain why they like this in particular.
2. Which - if any - quotation was most popular? Why, do you think this was most popular?
3. Why are quotations so popular? In which contexts can we use quotations?
4. Are there any present celebrities that remind you of Oscar Wilde? Why do you think he caused so much anger? What would it take to shock people today?

Pygmalion

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.

The UK and Ireland - Literature and Film

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](#).

Good Advice is Rarer than Rubies

Forfatter: NRK, Åse Elin Langeland

[Good Advice is Rarer than Rubies \(7006\)](#)

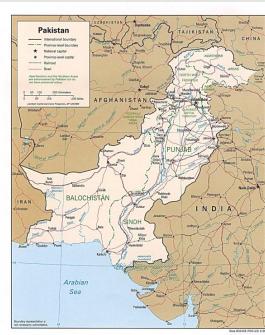
Salman Rushdie aroused the fury of the Moslem world when his novel *The Satanic Verses* was published about twenty years ago. The book was considered blasphemous and banned by Moslem governments and several people were killed in riots and demonstrations in Pakistan and India. The Iranian Government pronounced 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>

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](#)

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

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](#)

The Adventure of the Crooked Man

Forfatter: Arthur Conan Doyle,a,b, NRK

[The Adventure of the Crooked Man \(16396\)](#)

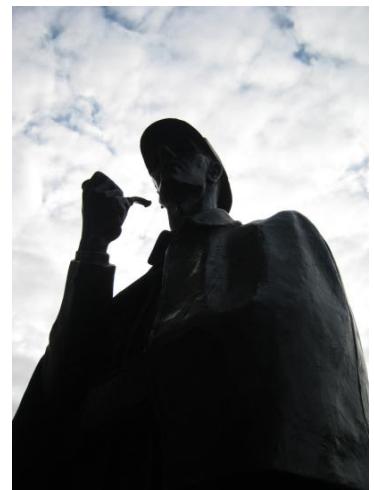


What is in your opinion typical of a good detective story? Does it involve a lot of action or a complex plot? Sherlock Holmes and his good friend Watson seem still to have a good hold on young and old readers and viewers.

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 Boy In the Striped Pyjamas

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 ...

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 menu to your right if page flipper does not open.

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>

Into Exile

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](#)

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)

Braveheart (film)

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.

The Englishman Who Went Up a Hill and Came Down a Mountain

Forfatter: Jan-Louis Nagel

[The Englishman Who Went Up a Hill and Came Down a Mountain \(64195\)](#)

A little story about Welsh Identity.

One day a Welsh village right across the English border was visited by two land surveyors from England. They were going to map the village and its surroundings and record the topographic details of the area. The English gentlemen were well received and invited to the pub for a pint of the local brew before they attended to their business.

The next day the villagers were gathered in the pub when the two Englishmen came in after they had finished their work. The locals were quite curious about the findings of the two surveyors, and asked them to tell what they had found out.



Taff Valley, Craig Yr Allt and the Garth,
Wales

The chief surveyor told them that it was a hard job in the summer heat because, he said, "That hill over there was really hard to climb." "Hill? What hill?" The villagers didn't seem to understand. "That is not a hill – it is a mountain," they said. "Well, we have measured it, and it is 998 feet high, which means it cannot be classified as a mountain," the Englishman replied. "The minimum height of a mountain is 1000 feet above sea level, that's the standard we use. So, I'm afraid it is just a hill."

The villagers were furious. "What! A hill! If that is not a mountain, this could just as well be England. It is a mountain because this is Wales!" one of the angry villagers shouted. The atmosphere was getting a bit tense, so the Englishmen said good night and went upstairs to spend the night at the pub and then go back to England the next day.

Now the villagers gathered for a council. They were both hurt and angry, and they decided that they had to do something. Different solutions were discussed; one person even suggested that they could simply kill the Englishmen, so the survey result would not be reported. That suggestion was soon abandoned, as new surveyors would come and killing them all would mean declaring war on England, which was not a good solution.

"Well, if this is not a mountain, we will have to make it a mountain," one of them said. There was silence, and then simultaneously they all seemed to know what they had to do. During that night they gathered together all the people in the village, including old people, sick people, women and children, and started to carry stones and sand to the top of their mountain. They united forces for a project that seemed important to them.

When the morning came the Englishmen were getting ready to leave and the villagers gathered to see them off. One of them stepped forward and said, "My dear friends!" "We would like to apologize for our behaviour last night. You probably understand that it is very important to us that this is a mountain and not just a hill. So, we would like to ask you to please go up and measure it again, just to make sure?" The two English land surveyors reluctantly agreed to take another measurement of the hill, and off they went. A couple of hours later they came back down with a funny look on their faces. "Well, it seems we were wrong yesterday, because today this is a mountain."

Comprehension

1. Why were the villagers angry after they had talked to the land surveyors?
2. Why did the villagers carry stones and sand to the mountain during the night?

3. The land surveyors were English – why is that important for the story?
4. What does the story tell you about Welsh identity?

Extra

If you like the story, you might enjoy the film too (same title).

Vocabulary:

Explain these words / expressions in English:

- The locals
 - To record
 - A land surveyor
 - Simultaneously
 - Reluctantly
-
- Locals: People living in the neighbourhood, the local surroundings
 - To record: To put down facts and figures on paper or a file
 - A land surveyor: A person who registers topographic details to make a map of a specific area
 - Simultaneously: At the same time
 - Reluctantly: To do something against one's will

Find Out

This story is supposedly based on a true story. Use the links below to find out:

- The name of the real mountain
- Where it is
- How high it is according to the latest maps
- Who wrote the story
- When it takes place
- Who the main actors in the film are

["Backsights" Magazine, Surveyors Historical Society](#)

[Wikipedia - Englishman Who Went up a Hill and Came Down a Mountain](#)

Canada

Canada - General Knowledge

Introduction

Forfatter: Wikipedia, Catharine Ruud

[Canada – Introduction \(6440\)](#)

Many know that Canadians speak either English or French. But did you know that although Canada only has two official languages, it also recognises many other regional tongues, such as: Inuktitut, Inuinnaqtun, Cree, Dëne Suliné, Gwich'in, Inuvialuktun, Slavey and Tlicho Yatii?



Introducing Canada / audio

<http://ndla.no/en/node/48577>

Geography

Canada occupies most of northern North America, extending from the Atlantic Ocean in the east to the Pacific Ocean in the west and northward into the Arctic Ocean. It is the world's second largest country by total area and shares land borders with the United States to the south and northwest.



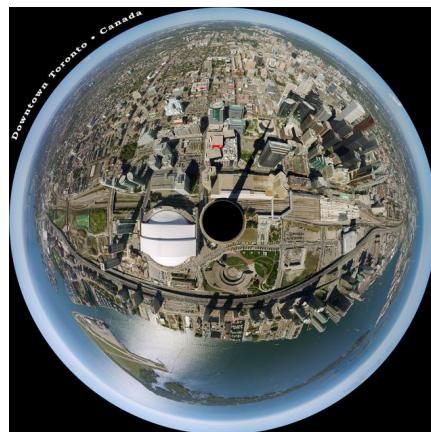
History

The land occupied by Canada was inhabited for millennia by various groups of aboriginal people. Beginning in the late 15th century, British and French expeditions explored, and later settled, along the Atlantic coast. France ceded nearly all of its colonies in North America in 1763, after the Seven Years' War. In 1867, with the union of three British North American colonies through Confederation, Canada was formed as a federal dominion of four provinces. It wasn't until the signing of the Canada Act in 1982, that legal dependence on the British Parliament ended. Canada is a federation comprised of ten provinces and three territories. Here is an animation showing the evolution of Canadian provinces: [Canadian Provinces](#).

Canada Today

Canada is a parliamentary democracy and a constitutional monarchy, with Queen Elizabeth II as its Head of State. It is a bilingual and multicultural country, with both English and French as official languages at the federal level.

Technologically advanced and industrialized, Canada maintains a diversified economy that is heavily reliant upon its abundant natural resources and upon trade—particularly with the United States, with which Canada has had a long and complex relationship. It is a member of the G8, NATO, the Commonwealth of Nations, the Francophonie, and the United Nations.



Tasks and Activities

Comprehension



Canada - Comprehension /
h5p_content
<http://ndla.no/en/node/125195>

Geography



Label the map of Canada (node
6440) / amendor_ios_task
<http://ndla.no/en/node/27820>



Canadian Geography - Drag & Drop /
h5p_content
<http://ndla.no/en/node/52715>



Provinces, Territories, Capital Cities

of Canada / h5p_content
<http://ndla.no/en/node/52428>

Further Reading

[Canada - What is Really Canadian?](#)

[Canada's Ethnic Cauldron](#)

[Canada versus USA](#)

1.



Vocabulary 6440 / h5p_content

<http://ndla.no/en/node/123663>

Canada – the Land of Plenty

Forfatter: Engelsk for videregående (Vega), Catharine Ruud, Christine Varadian Johnsen
[Canada – the Land of Plenty \(6515\)](#)

Canadian tourists often wear a Canadian flag when travelling. They are proud of their "land of plenty" and are therefore often eager to talk about what they, as a nation, have produced and accomplished.

What do you know about Canada?

Geography

Canada is the second-largest country in the world with a total area of almost 10 million km², but with a population of only 34 million.

Mother Earth has been generous to the Canadians. Nature is a source of both recreation and financial income. Canada's mountains rise to almost 6,000 metres above sea level and as the country with the most inland, freshwater lakes, Canada has enough fresh water to turn the entire Sahara desert into a swamp.

Canada's forests stretch for unimaginable distances providing employment and a secure income from timber export. Canadian farms produce beef, fruit and vegetables, and are the world's number-one producer of wheat. With access to three oceans – the Arctic, the Atlantic and the Pacific – Canada ranks as one of the world's biggest exporters of seafood such as fish, shrimp, crabs and lobster. Believe it or not – Canada even has its own production of high quality red and white wine! And who hasn't heard of Canada's world famous maple syrup?



Grizzly Bear at Grouse Mountain, North Vancouver, BC

Canada is the world's third-largest producer of natural gas and is Red Mountain, a world leader in the production of oil - especially to its Rossland, B.C, Canada neighbour, the US.

Did You Know?

- 18 of Canada's islands are bigger than 10,000 km².
- Baffin Island is almost as big as France.
- Ellesmere Island has a glacier the size of Switzerland.
- The Canadian prairie covers more land than India, Nepal and Pakistan together.

Wildlife

Canada is so sparsely populated that the country's wildlife can enjoy an undisturbed natural habitat. Wildlife includes: black bears, grizzly bears, bison, raccoons, caribou, moose, bighorn sheep, wolves, musk ox, puma and lynx, not to mention the Arctic wildlife, of course! The many rivers and lakes provide for both recreational and sport fishing.



Emerald Lake, British Columbia

The Great White North

Just imagine, 50% of Canada has winter temperatures of -60° Celsius. That is probably why 90 % of the people live in the southernmost parts of the country, close to the US border – the longest border in the world between two countries (8,892 km).

Famous People

The music of Leonard Cohen, Bryan Adams, Neil Young, Avril Lavigne, Nelly Furtado and Justin Bieber is just some of which Canadians can be proud of. Actors such as: Michael J. Fox, Keanu Reeves, Brendan Fraser, and Pamela Andersen are Canadian. Actress Mary Pickford (1892-1979) was actually nick-named "America's Sweetheart" despite the fact that she came from Toronto. It is no wonder the Canadians tend to have a complex about their identity!

Comprehension

1. List some of the natural resources produced in Canada.
2. To which oceans do Canadians have fishing access?
3. Name some of the wildlife found in the country.
4. Demographically, where do you find the most densely populated areas? Why is this so?
5. Why may some Canadian tend to have a complex about their identity?

Research

1. The USA is a country of 50 states but Canada is a country of provinces and territories. Using the internet, list Canada's provinces and territories and their capital cities. At the same time, find out how many time zones the country crosses.
2. Canada has two official languages, English and French. Using the *Statistics Canada* website, find out how many speak English as a 1st language and how many speak French as a 1st language, in each province.

Present

Use the internet to research and create a PowerPoint presentation about a famous Canadian. Possible search-words are: famous Canadians, Canadian writers, Canadian athletes, Canadian musicians, etc.

What is really Canadian?

Forfatter: Engelsk for videregående (Vega), Catharine Ruud

[Canada - What is Really Canadian? \(6510\)](#)

What are some of the stereotypes presented in this clip? Do we have similar stereotypes in Norway?



Canada - What is Really Canadian? / fagstoff

<http://ndla.no/en/node/6510>

Canadian Nationality

What is typically Canadian? If you were to meet a Canadian, would you feel that you knew enough about his country's special features, or would you consider him to be half American? Any Canadian taken for being a citizen of the United States would not be terribly happy about it. Canadians feel that they have their own nationality, their own traditions and their own culture. They are especially proud of their standard of living, which is always among the three highest in the world.

The 51st American State?

Does Canada have a soul of its own – or is it just the 51st state of the US?



Lonely boat on Lake Louise in Banff National Park, Canada

If we take a closer look at Canadian cities, they are more or less American in style and architecture. Toronto, with over 3 million inhabitants, has as many skyscrapers as New York, and is a modern business centre. Vancouver on the west coast, is surrounded by beautiful scenery and has such a large population of Asians that it has received the nickname, Hongcouver.

Maybe it is the French-style city of Quebec that distinguishes Canada from the US? All signs are in French, and the architecture is more French than in France. A Canadian author once claimed that the only reason why Canada is not part of the US is the French-speaking Quebecois.

Nobody Writes About Us

The author Richard Gwyn wrote: "Canada and Iceland are on equal terms. Nobody writes about us". So, while we are in the process of searching for the Canadian nationality; what is specifically Canadian? Perhaps the Royal Canadian Mounted Police – the Mounties – of western Canada. As for sport – Canadians excel! Ice hockey was invented in Canada in the 1870s, and is now Canada's national sport. Skiing, skating, sailing, curling, canoeing and field hockey are also popular sports.

The British Queen - Also a Symbol

Oddly enough, the British Queen is also a symbol of Canada. She is still the Head of State, and her profile is to be found on coins, dollar bills and postage stamps! The maple leaf, a true Canadian national emblem, is found on Canada's flag. The stripes on either side of it represent the Pacific and the Atlantic oceans.

Tasks and Activities

Canadian or American?



Canada - What is Really Canadian? - Drag and Drop / h5p_content

<http://ndlano/en/node/54413>

The Tale of the Inuit and Their Land

Forfatter: Catharine Ruud, Engelsk for videregående (Vega)

[Canada - The Tale of the Inuit and Their Land \(6511\)](#)

The Eskimos originated in Asia and settled in the Arctic region some 4,000 years ago. A North-American Indian tribe called them Eskimos, which actually means "people who eat raw meat". However, the settlers called themselves Inuit, which means "people".



Canada - The Tale of the Inuit and Their Land / audio

<http://ndla.no/en/node/48578>

The Inuits belonged to nomadic tribes that moved over large arctic areas, hunting caribou, seals, fish and polar bears. During the winter, they dug themselves into snow and earth, using driftwood covered with turf as roofs, in order to avoid freezing to death.



For clothing they used whatever nature had to offer - polar bear skin or caribou fur. The Inuit still hunt and fish, and some of them travel 5,000 kms a year in order to obtain what they need.

Sometimes they build igloos as temporary quarters, and in order to catch seals they make a hole in the ice and wait for a seal to come up for air. They then simply hit it on the head to immediately kill it.

Today, most Inuit live in villages or towns. They are proud of their hunting traditions, their culture, folk songs and language. Their language is called Inuktitut, and is similar to the language in Greenland and among Inuit in Alaska. It is a very special language, since they express themselves in few words. One word may actually replace a whole English sentence.

In 1999, the Inuit achieved two dearly sought-after wishes - the right to self-determination and rights over their beloved land. 20 % of the total area of Canada (2 million km²) was given to a population of 24 730, an entire 20 480 of whom were Inuit. This gives the Inuit the right both to control exploitation of natural resources and to keep a large percentage of the resulting income.

Iqaluit was chosen as the capital city of the Nunavut Territory and is Canada's northernmost capital and fastest-growing community. Nunavut means "Our Land". The like of this act has never before been passed for any native population. It represents the 5th-largest country subdivision in the world. Canada has really paved the way!

Below, you find a link to the Inuit version of Amazing Grace. Listen to it, and enjoy the beautiful sounds of this language.



Amazing Grace - Inuit Version / audio

<http://ndla.no/en/node/15712>

Research

Can you guess what the Inuit word "qayaq" is in everyday English? It is the name of an Inuit invention which originates back to 1750-1760. Find out what "qayaq" means, and write instructions on how it was originally made by the Inuit peoples of Canada.

Discussion

Sit in pairs and discuss what the various icons in the picture below mean.



Inuit language

Canada - How the People Shaped Canada's History

Forfatter: Catharine Ruud, Engelsk for videregående (Vega)
[How the People Shaped Canada's History \(6514\)](#)

The history of Canada was influenced by its different inhabitants' encounter with the enormous riches of this vast, cold land. Conflicts cropped up along the way, between the English and French settlers, the Europeans and the indigenous races, and between the governments of the colonial powers. To the south of the country, lies the United States with which Canada shares a good relationship and mutual trade.

Hunters and Gatherers

The first settlers to arrive in Canada arrived via the Bering Strait from Asia. By 1600 BC, more than 250,000 people inhabited this vast area. These inhabitants were later referred to as Native Canadians, Indians or First Nation. They lived off the land by hunting, fishing and gathering food. In warmer areas they even managed to farm the land, especially the Iroquois.



Saskatchewan Dancers

Few Conflicts

The Viking Leif Erikson reached Vinland in about 1000 AD. Small temporary settlements were established in Newfoundland.

As
time

From 1480 onwards, explorers sought after a north-west sea route from Europe to Asia. One of them, John Cabot, laid the basis for an English claim to Canada. Then the French arrived, also interested in establishing their own strong, colonial empire all over the world. The first French settler was Jacques Cartier.

passed, more and more people immigrated to Canada, not only the British and the French, but also the Irish, Russians, Greeks, Germans and Italians.

One positive aspect of immigration to Canada is that there have been very few conflicts between the immigrants and the native Canadians. There have been fewer conflicts regarding land ownership than has been the case in the United States, and there have hardly been any deportations or killings.

The reason for deaths among the Indians was first and foremost diseases imported from Europe, especially smallpox, and secondly their abuse of alcohol. Many traders gave the natives alcohol in exchange for their furs.

HBC

The Hudson Bay Company (HBC) is the oldest commercial corporation in North America and one of the oldest in the world. The Hudson's Bay Company made a fortune trading in fur and was at one time the largest landowner in the world! As time progressed, the company expanded to such an extent that they soon owned most of Canada. Eventually, with the decline of the fur-trade, the company became a mercantile business, selling goods to settlers in the Canadian west. Today, HBC Canadian Settler, Crowsnest



is owned by an American firm.

Canada and the British Empire

Canada became increasingly independent of Britain and in 1965, the Canadian flag replaced the Union Jack. Canada is still a member of the British Commonwealth, and recognizes Queen Elizabeth II as its Head of State. Canada is therefore a kingdom!

Quebec Demands Greater Autonomy

The most important political issues in Canada after World War II have been the French-speaking Canadians' demand for greater autonomy. An example of this sentiment of partisanship occurred when The Parti Quebecois (PQ) launched a campaign to restrict the political rights of Canadian citizens born outside of Quebec if they did not show an acceptable knowledge of the French language.

Resident of Canada or Quebec

The PQ, has tabled a bill in Quebec's National Assembly proposing the creation of a Quebec citizenship. While citizenship rights would be conferred on all Quebec residents who are Canadian citizens, Quebec citizenship would subsequently only be automatically granted to those born in Quebec or of Quebec parents. Any other Canadian citizen moving to Quebec, whether born elsewhere in Canada or a naturalized citizen would have to pass a French language test after three years residence in Quebec. Those failing this test would forfeit the right to Quebec citizenship and be stripped of some fundamental political rights.

Comprehension

1. How were European immigrants indirectly responsible for deaths among the Canadian Native Indians?
2. Research the ongoing French-English conflict that occurs in Canada (search words: "Parti Quebecois"). Discuss with a classmate, the positive and negative consequences of an eventual division of the country.
3. Why is Canada considered a kingdom? What, in your opinion, does this say about Canadian culture?

Discussion

Study the pictures and discuss what they may reveal about Canadian history.

Canada's Ethnic Cauldron

Forfatter: Catharine Ruud, Engelsk for videregående (Vega)

[Canada's Ethnic Cauldron \(6512\)](#)

Roughly 34 % of Canada's population is of British origin. People of French origin make up a total of 23 %, and the vast majority reside in Quebec, where they make up 78 % of the population there. Large numbers also live in Ontario and New Brunswick. Canada has two official languages – English and French. In Nunavut, Eskimo and English are used.

There have been many conflicts between the French- and the English-speaking Canadians. In spite of occupying the largest province (in area), the French have concerns about eventually becoming assimilated into the large English-speaking majority thus losing their culture and language.

Preserving a United Country

Since World War II, there have been discussions on how to preserve the French language and the French-Canadian culture. In the late 1960s, Pierre Trudeau became the first French-speaking Prime Minister of Canada. He was in favour of a united Canada. Nevertheless, many Quebecois have fought for independence – Quebec Libre! The last referendum took place in 1995. The result was a small majority in favour of remaining part of Canada.

Close Race for French Independence

In 1995, 49.6 % voted for full independence. Since 20 % of the citizens of Quebec speak English, this actually means that a large majority of the French-speakers voted in favour of independence. Steps have been taken to give Quebec as much autonomy as possible, and to keep up the "Frenchness" of the province. The French language is encouraged all over Canada, all public services are offered in both languages and every product sold in the country has to have both a label and a user's manual in both languages.

In addition to the two official languages, there are Italian, German and Russian-speaking Canadians. 2 % of the population are African-Americans, and due to a massive immigration from Vietnam and Hong Kong, ethnic groups make up as much as 17 % of all Canadians.



Canadian Lady in Red



Canadian Boy Scout
celebrating Canada Day



Asian Quarter - Montreal

Research

1. Find statistics on Canada's population on the Internet, and present your findings in writing and/or graphics. Suggested search words:
Canada, population, demographic change
2. Many have said that the only real difference between Canada and the United States, is Quebec. Use the Internet to take a closer look at this province and present its "uniqueness" in a power point presentation.

Canada Versus USA

Forfatter: Drew Rodgers

[Canada versus USA \(50209\)](#)

Canada, like Australia, is a huge country with a small population, only 31 million, who mainly live along a strip just north of the border with the United States.

Like Australia, the United States and South Africa, it has native populations, Native Canadians and Eskimos, also known as Inuit. These populations have also experienced oppression, but not the extreme violence and massacres which occurred in the United States and South Africa. The Eskimos have special rights for hunting and fishing to help them maintain their traditional lifestyles. However, both groups face problems that the native populations in the other countries also experience—poor health, alcoholism and unemployment.



Blue Water Bridge - Connecting the USA and Canada

Another unique characteristic of Canada is the division between French and English. Canada was originally mainly French, but English-speakers migrated to Canada after the Revolutionary War in the United States. The English-speaking population makes up the majority, while the province of Quebec is French. Quebec City Particularly, has a definite French flavor, much like New Orleans in the United States. There is a strong sense of independence in Quebec and there is a long history of Quebec wishing to withdraw and form its own country.

Many think that Canadians are much like Americans, but this is not completely true. Canada has a welfare system with national health insurance which is closer to Norway's system than is the American system. A Canadian friend of mine outlined the following differences:

Americans	Canadians
A stronger belief in private business	A stronger belief in the public sector and government control
The world's police force and the use of military force	World's peace-keeper and use of diplomacy
Private health care	Public health care to make sure that everyone is covered
Life, liberty and the pursuit of happiness	Peace, order and good government
Aggression which leads to violence	Emphasis on peace and low levels of violence
Individual freedom	More government control
Risk takers	More cautious

Canadian Culture

Culturally, over the last few decades, Canada has been coming out of its shell. On the literature side, one of the bigger names has been Margaret Atwood who has won numerous prizes and who finally claimed the Booker Prize (Best in Britain and the Commonwealth) in 2001. In 2002, the Booker was also won by a Canadian, Yann Martel for his novel *The Life of Pi*. Other big names have been the late Robertson Davies, Alice Munro as a short story writer, and Anne-Marie MacDonald and Jane Urquhart.

On the music side of culture, it is Canadian women who have dominated recently. Although names such as Leonard Cohen, Neil Young and Bryan Adams are still going strong, the women just keep on coming with names like Celine Dion, Alanis Morissette, Diana Krall (jazz), Nelly Furtado, Avril Lavigne, Shania Twain (country) and Sarah MacLaughlin. Even Joni Mitchell and Buffy Ste Marie are still producing, which is a good sign of durability.

As for the film industry, though America and Hollywood still dominate the blockbuster scene, some of the directors have Canadian roots, such as James Cameron (*Titanic* and *Avatar*) and Norman Jewison (*Hurricane*). Otherwise David Cronenberg (*Crash*) and Atom Egoyan have won international acclaim for their works as have several French Canadian producers (*Jesus of Montreal*, *The Invasion of the Barbarians*). On the actor/actress side, the profile has been somewhat lower, but with Keanu Reeves' *Matrix Revolutions*, it could just be that we are programmed to think that way. Dan Aykroyd, Mike Myers and Jim Carey are usually good for a few laughs and William Shatner has simply been out of this world, as has Pamela Anderson.

General Facts

Region: North America

Surface area: 9,970,610 sq. kilometers

Population density: 3/sq. Kilometer (the low density is due to most of the country being tundra.)

Government: Parliamentary democracy, bicameral legislature

Independence: 1867 from UK

Voting age: 18

Capital city: Ottawa

Largest city: Toronto (4.6 million)

Currency: Canadian dollar

Official languages: English & French

Life expectancy: Male 76 years, Female 83 years

Religion: Roman Catholic: 46%, Protestant 36%

- [Becoming Canadian](#)

Canada - Literature and Film

The Handmaid's Tale

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 Red stencil Walkers 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 Handmaid's Tale - Tasks](#)

The Leaving

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

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>

Australia and New Zealand

Australia - General Knowledge

Introduction

Forfatter: Wikipedia

[Australia - An Introduction \(6437\)](#)

You can find an easy version of the text here: [An Introduction to Australia – Text in Brief](#)

Watch this video introducing Australia. You will find comprehension questions at the bottom of the page.



Australia / video

<http://ndla.no/en/node/19866>



Australia - Introduction / audio

<http://ndla.no/en/node/48580>



Australia

Australia, officially the Commonwealth of Australia, is a country in the southern hemisphere comprising the mainland of the world's smallest continent, the major island of Tasmania, and numerous other islands in the Indian and Pacific Oceans. Neighbouring countries include Indonesia, East Timor, and Papua New Guinea to the north, the Solomon Islands, Vanuatu, and New Caledonia to the north-east, and New Zealand to the south-east.

During the 40,000 years before European settlement commenced in the late 18th century, the Australian mainland and Tasmania were inhabited by around 250 individual nations of indigenous Australians. After sporadic visits by fishermen from the north, and European discovery by Dutch explorers in 1606, the eastern half of Australia was claimed by the British in 1770 and initially settled through penal transportation to the colony of New South Wales. The population grew steadily in the following years; the continent was explored, and during the 19th century another five largely self-governing Crown Colonies were established.

On 1 January 1901, the six colonies became a federation, and the Commonwealth of Australia was formed. Since Federation, Australia has maintained a democratic political system and remains a Commonwealth country. The population is just over 21.7 million, with approximately 60% concentrated in and around the cities of Sydney, Melbourne, Brisbane, Perth and Adelaide. The nation's capital city is Canberra, located in the Australian Capital Territory (ACT).



Map of Australia

Technologically advanced and industrialised, Australia is a prosperous multicultural country and has good results in many international comparisons of national performance such as health care, life expectancy, quality of life, human development, public education, economic freedom, and the protection of civil liberties and political rights.

Tasks and Activities

Comprehension



1.

Australia - True or False Quiz / h5p_content

<http://ndla.no/en/node/55921>



2.

Australia / video

<http://ndla.no/en/node/19866>

Subtitles

Copy this text into your text editor and add subtitles where you think needed.

Writing

Use the Internet and other sources to find information on what you think should be added to this Wikipedia presentation of Australia. Is there anything in this text that you think could be left out? **Copy this text into your text editor and edit it.**

Discussion

Many user-generated sites have had great success on the Internet in the last few years. These are sites like Facebook, Wikipedia, YouTube and many more. Why do these sites become so popular? What do you think are the advantages and disadvantages of such user-generated sites? Some suggest that the information they provide is not as trustworthy as that of traditionally produced books. What do you think?

Descriptions

Describe the differences between the two maps. Write down a few keywords to describe each. Finally compare these pictures and their style with text genres. Which genres do they match (fairytale, essay, factual article. . .)?

Map Game

Try this advanced geography quiz: [Australia - Map Game](#)

Further Reading/Listening

[The Land "Down Under"](#)

[Australia's Unique Animal Life](#)

[Immigration to Australia](#)

[Sydney - An Enchanting Metropolis](#)

Listening Comprehension – Interview with an Australian tour guide.



Down Under (Duration: 2:46) / audio

<http://ndla.no/en/node/47594>

Map Game

Forfatter: Amendor, Knut Inge Skifjeld

[Australia - Map Game \(26635\)](#)

The geography quiz below is advanced. Try several times till you are satisfied with the result. Don't get disappointed if your first score is not so high. You can do a little at a time. For example, try and remember all the cities and fill them in on the map and then check your answers. When you can remember most of the cities, try the mountains and rivers. Each time you will remember more and more and will soon be able to attempt the whole map.

The quiz does not separate between capital and small letters.



Australia Map / flashnode

<http://ndla.no/en/node/26632>

Australia – the Land “Down Under”

Forfatter: Engelsk for videregående (Vega), Catharine Ruud
[Australia – the Land “Down Under” \(6524\)](#)

In recent years, Australia has really become a backpacker's paradise. Make a list of items you would take along in your 60-liter backpack.

Thousands of young people long to visit Australia, either to work there for a while or to study. Most backpackers enjoy surfing, diving, snorkeling and basking in the sun on any one of Sydney's public beaches. An alternative is enjoying the fascinating mixture of European, Asian and true Aboriginal culture that characterizes cities like Sydney or Melbourne.



The World's Smallest...

Backpackers in Australia

Australia is the world's smallest continent, but at the same time one of the world's largest countries. 92 % of the 21.7 million inhabitants are of European origin - mostly British and Irish. 7 % are of Asian origin and a mere 1 % is of Aboriginal descent.

The World's Largest...



Uluru - Glowing in the Sunset

In Australia you can find every kind of landscape and climate imaginable. In the middle of the continent you find the world's most famous rock - the Uluru. There are deserts, rainforests, mountains and coastlines and last, but not least, the Great Barrier Reef, which extends for about 200 km along the eastern coast of Queensland. This coral reef is the world's largest structure created by a living organism.

The Great Barrier Reef is the home of hundreds of species of colorful fish, which in turn attract scuba divers and snorkelers by the thousands. If surfing is your cup of tea, this is the ultimate place to visit - in fact, there is an area called Surfer's Paradise. The only problem is that the Great Barrier Reef also attracts jellyfish and sharks! An annual surfing regatta is held at Manly Beach in Sydney. Here, 200 surfers participate, but they are advised to be careful. Every year one or two are eaten by the white shark, which mistakes the surfboard for a seal. During the 2000 Olympics in Sydney, a lot of foreign swimmers were afraid to swim in the Sydney harbour basin due to the shark-scare.

Discussion

Uluru will not be open for tourists to climb anymore. This decision is made based on the fact that this is a sacred place to the Aboriginals. Do you agree that it should be closed?

Oral Task

Invite a friend to backpack with you around Australia. Think about how you can convince him/her to come along. Be persuasive!

Research

Find out what Uluru means to the Aboriginal population.

Writing

Study some travel blogs on the Internet, and write your own imaginary blog after "visiting" Uluru or any other famous tourist sight in Australia.

Immigration to Australia

Forfatter: Engelsk for videregående (Vega), Catharine Ruud
[Immigration to Australia \(6526\)](#)

Australia was claimed for Britain in 1770 when Captain James Cook mapped the east coast of the continent. In the same decade, following the revolution in North America, Britain lost their American colonies. Thus they had nowhere to send their convicts and their population surplus anymore. Australia became the new America and in 1788 the First Fleet arrived, with a total of 1044 persons, convicts and marines. They settled where Sydney is to be found today. This happened on 28 January, which is Australia's national day, also called Australia Day.

The transportation of convicts from Britain ended in 1868. By then, 160,000 convicts had arrived in Australia. The number of immigrants increased drastically during the Gold Rush period from 1850–60. Gold was discovered in New South Wales and Victoria. By 1860 Australia had 1.1 million inhabitants and by 1880, the number has increased to 2 million.

20th Century Immigration

The immigrants continued to arrive, and received a warm welcome from the Australians. Many came from the United Kingdom, Greece and Italy. Between 1945 and 1965, the Australian government paid half the fare for anyone wanting to settle in Australia. Large numbers emigrated to Australia, which was at the time considered a haven for anyone wanting to start a new life. Many refugees from Vietnam and the former Soviet Union now enjoy life in Sydney. Polynesians looking for work have also settled in Australia.

Multilingual Cities

Even if English is the official language, don't be surprised if you hear Greek, Italian, Ukrainian, Chinese or German spoken in the streets of Sydney or Melbourne. Even today, Australia accepts immigrants onto the island, but there are limits.

Sustainability

Even though Australia is a vast country, and there is room for a lot more than 22 million people, the destruction of forests for the development of farmland has destroyed a great deal of the country's nature, wiping out the natural habitats of many of Australia's animals.



Multicultural Australia

Discussion

1. A lot of Australians are not very proud of their convict past. Do you think that is a fact that should be toned down?
2. Australian culture is very easygoing. 'It'll work out', is their favourite expression. Would you describe your personality as easygoing or strict?

Writing

Write down 5 questions about Australia that you want to find the answers to. Hand them to the student next to you and have him or her find the answer on the Internet or in the library.

Australia's Unique Animal Life

Forfatter: Catharine Ruud, Engelsk for videregående (Vega)
[Australia's Unique Animal Life \(6527\)](#)

What's the difference between a "salty" and a "freshy"? Read below and find out!

Wildlife

Thanks to a varied landscape, Australia has the world's most unique animal collection comprised of a large number of species endemic to this area. Marsupials such as kangaroos, opossums, koalas and wombats carry their babies in a pouch on their stomach. The platypus is a furry egg-laying mammal with the bill of a duck, which spends most of its life in water. The echidna, or anteater, lays eggs. In the northeast, there are tropical rainforests and swamps full of crocodiles, birds, snakes and insects.



Koala - One of the Less Dangerous
Looking Animals

Crocs, snakes, and...

There are two kinds of crocs – the salties and the freshies. The salties grow up to 6 metres long and don't say no to eating a human for lunch! There are also about 100 species of venomous snakes. The central parts of Australia consist of endless deserts. The only forms of life to be found here are scorpions, snakes, rats, spiders and insects. In the south of the country, forests and grassland are to be found. This is the home of the koala bear, which is most often hanging in a eucalyptus tree. Unfortunately, the bears are threatened with extinction, as their natural habitat is being eradicated. Koalas are totally harmless animals, which spend all their lives in the trees feeding on leaves which make them drowsy. They often sleep most of the day and night.

The Australian government has established a number of huge national parks, in order to maintain the unique flora and fauna in the country. However, Australia has another problem which seems unsolvable – that of imported species.

The dingo.. and others

The first animal to be imported was the dingo, a wild dog that was brought to Australia by the Aborigines. Dingoes eat platypus eggs and bird eggs. Thomas Austin introduced rabbits to Australia for the purpose of hunting. Rabbits thrived and multiplied (as rabbits do...) by the millions. They eat anything that's green, from plants to crops, leaving less food for the endemic species.

The government then introduced foxes in order to catch the rabbits, but foxes are lazy and soon discovered that smaller kangaroos and wallabies were easier prey. In the 1950s the authorities went to the drastic step of introducing a virus called myxomatosis in order to kill the rabbits, but within 20 years the animals were all immune and multiplied even faster! Today they are thought to number about 300 million.

Other imported species include wild goats, wild horses and wild pigs. They were actually intended as domestic animals, but somehow they were set free, and established their own habitat. These animals also feed on the food of the endemic species. Australia really is a smorgasbord for them.

Finally, did you know that the budgies that can be bought in any of our pet shops originally came from Australia, and that there are lots more where they came from? They are all green in the wild, since blue or yellow is really a genetic mishap and predator birds eat the few that have plumage in other colours. The word budgie is an abbreviation of the aboriginal word budgerigar.

Comprehension:

1. What common trait characterises marsupials?
2. What impact has the import of animals had on the endemic wildlife of Australia?
3. What measure was taken in an attempt to decrease the rabbit population?
4. What animals are prey for the the “lazy foxes of Australia”?

Research

Find stories from the outback in Australia about animals, explorers and settlers. There is a lot of pretty amazing stuff out there. Retell one story in class. Suggested word search:

Australia, outback, explorer, survival, animals, dangers

Sydney - the Tale of an Enchanting Metropolis

Forfatter: Catharine Ruud, Engelsk for videregående (Vega)

[Sydney - an Enchanting Metropolis \(6528\)](#)

How would you like to be able to visit just one city, but experience the taste of many different cultures?



Sydney - Enchanting. . . / audio

<http://ndla.no/en/node/48582>

Sydney is a metropolis of many different cultures. A great number of nationalities is represented in the different areas of Sydney, and they all make their mark on the city. All kinds of languages can be heard and there are different smells around every corner. Here you can find Little Italy, a Greek town, a Jewish area, Chinatown, Vietnamese, Lebanese – you name it, Sydney's got it!



Sydney - New Year_s Eve

Sightseeing

Let's take a tour of Sydney to find the most famous tourist attractions. First, there is the Opera House, Sydney's world-famous landmark, a beautiful building in the shape of many sails, blowing in the wind. The building is used for all kinds of cultural activities. The Danish architect Jørn Utzon designed the Opera House. The building plans had to be changed several times, as the budget was soon exceeded and Mr. Utzon resigned and returned to Denmark, never to set foot in Sydney again. His masterpiece was finished in 1973, and at that time the Australians hated it!



Sydney Skyline

Next to the opera we find the Circular Quay where there are numerous places where one can have a snack, a drink or a lunch. From here, ferries take people across the bay to the various residential areas of Sydney. There are lots of wonderful beaches in and around Sydney – Bondi, Manly, Avalon, Long Reef or the Obelisk Bay. People go there to sunbathe, swim, relax or take part in Australia's favourite sport – surfing. Darling Harbour consists of a large, modern shopping centre, the National Maritime Museum, an exhibition centre and

one of the best aquariums in the world. Here, the open ocean and the Great Barrier Reef are displayed in massive tanks, which can be seen from underwater walkways.

Last, but not least, take a ferry to Taratonga Zoo for a closer look at Australia's wildlife. What about dinner? Just name a country – and there is definitely a corresponding restaurant.

Research

Be a Tour Guide

Plan two days of sightseeing around Sydney. Remember to include: restaurants, leisure activities, attractions, entertainment.

The Best Thing (Radio Play)

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 Lost Generation of Aboriginals

Forfatter: Engelsk for videregående (Vega), Catharine Ruud, Knut Inge Skifjeld
[The Lost Generation of Aboriginals \(12186\)](#)

It is estimated that the Aborigines arrived in Australia some 40,000 years ago. They were nomadic hunters, living primitive lives, and they had their own culture and habits. They were approximately 300,000 in number, and they spoke in the region of 500 different languages!

With the arrival of the Europeans, the Aborigines were forced off the fertile coastlands, and sent to the rugged inland areas of the Australian outback.

Many Aboriginal children were taken away from their parents to be brought up in white homes and missions. This was an effort to "introduce them to civilisation".

Missionaries

did their best to convince the Aborigines that Christianity was the only religious course worth taking, despite having their own age-old spiritual beliefs. This generation is called the 'lost generation'. They not only lost their freedom, but also their cultural identity. The widespread problems with alcohol, violence and abuse in Aboriginal communities today may largely be explained by this.

The most prevalent cause of death among the Aboriginals was the contraction of foreign diseases which their immune systems were not able to combat. A simple head cold often proved fatal for an Aborigine. Some were also hunted by white settlers and killed like animals.



Sorry!

The Stolen Generation

Population and Rights

By 1920, only 60,000 Aborigines remained in Australia. Since then their population has increased, due to higher birth rates and the revival of Aboriginal culture, music and crafts. The last census showed that there were approximately 250,000 Aborigines and 27,000 Torres Strait Islanders in Australia. Sadly, the last Tasmanian died in 1978.

Today, the Aborigines have their own Land Council in every Australian state. They have been granted the rights to certain land areas, such as Uluru (Ayers Rock), which they consider holy.

In spite of many efforts on behalf of both the Aborigines and the Australian government, there is still a great deal of unemployment among the Aborigines. They have the lowest family income in the country, a high rate of both welfare dependence and infant mortality, and a lower life expectancy than Australians in general.

On the 13th of February 2009 an apology to Australia's indigenous peoples was given by the Australian Prime Minister in the House of Representatives.



The Lost Generation of Aboriginals / fagstoff

<http://ndla.no/en/node/12186>

Tasks and Activities

Video

Watch the video and discuss: [The Aboriginals - Video and Tasks](#)

Discuss

1. In New Zealand the relations between the aboriginal population and the white population are a lot better than in Australia. Discuss what it takes to build bridges between native populations and white populations.
2. Do little research and read up on the Pintupi Nine. Supposedly they were in complete awe about the fact that fresh water could be obtained in abundance from pipes. What other aspects of modern civilization would be surprising to them, having grown up completely cut off from it?

Research

1. Use the Internet to search for statistics regarding: life expectancy, health and employment indicators for the Aboriginal population.
2. Read about the UNESCO World Heritage List and tourism at Uluru (Ayers Rock). Afterwards, discuss the phenomenon of tourism at ancient, sacred places for the Aborigines. On the one hand the Aboriginal communities make money from tourism; on the other hand tourism in itself may be felt as yet another disrespectful white intervention.
3. Use [flickr.com](#) to find examples of Aboriginal art and cave paintings. Do you find any typical characteristics of Aboriginal art? If so, which are they?
4. Use the Internet to search for: **Aboriginal, origin, creation, dreamtime**. Australian creation myths are very different from Christian creation myths. How are they different?

New Zealand - General Knowledge

Introduction

Forfatter: Wikipedia, Catharine Ruud, Engelsk for videregående (Vega)

[New Zealand - Introduction \(6523\)](#)

Pre-reading: Watch the video below to get to know New Zealand a bit better.



New Zealand - Introduction / fagstoff

<http://ndla.no/en/node/6523>

You can find an easy version of the text here: [New Zealand - Text in Brief](#)

The population of New Zealand is 4.3 million and is mostly comprised of people of European descent; the indigenous Māori are the largest minority. Asians and non-Māori Polynesians are also significant minority groups, especially in urban areas. The most commonly spoken language is English.

New Zealand is a developed country that ranks highly in international comparisons of the world's best places to live. The country also has numerous smaller islands, most notably Stewart Island/Rakiura and the Chatham Islands.

Geographically Isolated

New Zealand is notable for its geographic isolation. Situated about 2000 km southeast of Australia, across the Tasman Sea, its closest neighbours to the north are New Caledonia, Fiji and Tonga.

The two main islands together make the country the 75th largest in the world, giving it a little-brother status to Australia. The capital city of New Zealand is Wellington, though most are more familiar with Auckland, which is the largest city.

The Land of the Long White Cloud

It is unknown whether the Māori had a name for New Zealand as a whole, before the arrival of Europeans. What is known, is that they referred to the North Island as Te Ika a Māui ("the fish of Māui") and the South Island as Te Wai Pounamu ("the waters of greenstone") or Te Waka o Aoraki ("the canoe of Aoraki"). Until the early 20th century, the North Island was also referred to as Aotearoa ("land of the long white cloud"); in modern Māori usage, this name refers to the whole country.



New Zealand

Building an Economy

Economically, New Zealand is managing a lot better now than in the 1970s and 1980s. Earlier, New Zealand's export market was the United Kingdom, where they exported massive quantities of meat and dairy products. When Britain joined the European Union in the 1970s, part of the deal was that Britain should import from the other EU countries. This lead to an economic catastrophe for New Zealand.

Many people actually left New Zealand to settle in Australia, and political measures were taken to better the situation. Now things look a lot more optimistic. Agriculture continues to be the main export industry in New Zealand, and in 2007 a New Zealand dairy cooperative controlled almost one-third of the international dairy trade.

Other export items of New Zealand are meat, wood, fruit and fish. New Zealand also has a thriving wine industry.

Tourism

The tourism industry plays an important role in New Zealand's economy and is the country's biggest 'export' earner, with about two million tourists visiting per year. New Zealand is marketed as a "clean, green" adventure playground, with typical destinations being nature areas such as Milford Sound and the Tongariro Alpine Crossing, while activities such as bungee jumping or whale watching exemplify typical tourist attractions.

Vulnerable Wildlife

Because of its long isolation from the rest of the world and its island biogeography, New Zealand has extraordinary flora and fauna. However, the country has suffered a high rate of wildlife extinctions. This is mainly due to human activities such as hunting and pressure from introduced animals, such as weasels, stoats, cats, goats, deer and brush-tailed possums. Five indigenous vascular plant species are now believed to be extinct, including Adam's Mistletoe and a species of Forget-me-not (a small, blue flower).

New Zealand has led the world in island restoration projects, where offshore islands are cleared of introduced mammalian pests and native species are reintroduced. Several islands located near the three main islands are wildlife reserves, where common pests such as possums and rodents have been eradicated to allow the reintroduction of endangered species to the islands.

Watch Out for the Kea Parrot

On the brighter side, the Kea Parrot of New Zealand is alive and well and is probably the rudest bird on earth! It is not at all afraid of humans, and doesn't say no to a nibble at people's tires or windshield wipers, or even their fingers, if it gets close enough.



What a feeling!

Tasks and Activities

Comprehension



1.

New Zealand - Multiple Choice / h5p_content
<http://ndla.no/en/node/125198>

2. Describe the location of New Zealand. What are its neighbouring countries?
3. What names have the Maori given the islands of New Zealand? What might these names say about the islands' nature?

4. What is New Zealand's economy based on?
5. What measures is New Zealand taking to restore the country's natural habitat?
6. What nasty habit is the Kea Parrot known for?

Map Game

Try this advanced geography quiz: [New Zealand - Map Game](#).

Tourist Advertisement

Make a brochure or advertisement for New Zealand to lure tourists to these beautiful islands. Base your information on what you can see in [New Zealand a Dream](#), or find your own information.

Writing

Watch the YouTube video in the introduction once more, and write a letter back home or an entry in a travel blog based on what this guy experiences. Find a suitable title and time span.

Further Reading

[New Zealand - A Backpacker's Paradise](#)

[New Zealand - Different Kinds of Kiwi](#)

[The Maori](#)

Recommended Literature

[A Mixed Marriage](#)

[Let Me Sing You Gentle Songs](#)

Recommended Films

[Once Were Warriors](#)

[The Whale Rider – Review](#)

Map Game

Forfatter: Amendor, Knut Inge Skifjeld
[New Zealand - Map \(advanced\) \(45109\)](#)

The geography quiz below is advanced. Try several times till you are satisfied with the result. Don't get disappointed if your first score is not so high. Or you can do a little at a time. For example, try and remember all the cities and fill them in on the map and then check your answers. When you can remember most of the cities, try the mountains and rivers. Each time you will remember more and more and will soon be able to attempt the whole map.

The quiz does not separate between capital and small letters.



New Zealand Map / flashnode

<http://ndla.no/en/node/45103>

A Backpacker's Paradise

Forfatter: Engelsk for videregående (Vega), Catharine Ruud

[New Zealand - A Backpacker's Paradise \(6520\)](#)

Add pictures: Use keywords from this text to search for pictures on [www.flickr.com/](#).

Paste text and pictures into your own text editor and make a coverage of a backpacker's dream.

Also search for **Creative Commons** and study the various ways you may license photos under this law.

New Zealand is situated as far away from Europe as it is possible to get. It really makes no difference whether one travels via Bangkok or Singapore, or the other route via Los Angeles and the Pacific – the journey takes about 24 hours either way. 3 million tourists visit New Zealand each year, and the number is on the rise. New Zealand consists of two major islands, North and South Island, and they are very different. Most of the Maoris live on North Island and here tourists can participate in Maori shows, which demonstrate the Maori culture – music, traditions and food. In the Maori capital of Rotorua you can find active volcanoes, hot springs, mud pools and geysers.

Watch Your Step

There is something happening everywhere beneath the ground – it bubbles, burns, evaporates and moves under your feet! If you stay in New Zealand long enough, you might experience an earth tremor or even a major earthquake! Part of the landscape is so strange that you feel as though you have landed on a different planet. Along the coast there are sandy beaches, cosy villages and fruit farms. To the north-east is Auckland, a bustling city built on 60 volcanoes, and with access to two oceans – the Tasman Sea and the Pacific Ocean.

Auckland

Auckland is an international city, with water sports, such as sailing, surfing and swimming. South Island is completely different and is famous for its nature, which ranges from fjords and high mountains to forests and rugged coasts. Mountain ranges and glaciers make the picture almost complete. Last but not least, are the rivers and ancient forests that decorate the landscape. For many fly-fishers, this area is their personal paradise, and some Norwegians have actually moved here for good, just to try their luck at catching trout!

The Love of Extreme Sports

New Zealand is also the home of extreme sports. The national sport of New Zealand is rugby and although it is seldom considered an "extreme" sport, wait a moment! Have you ever considered the percentage of players injured during a rugby match? Roughly 100 %...! The national team is called All Blacks and they are famous for performing Maori hakas to intimidate their opponents.

Extreme sports are, however, usually a lot more hazardous than rugby. The Kiwis love them, and in the course of one day it is possible to go rafting, mountain-climbing, rolling down hills in a container, paragliding and last but not least – bungee-jumping.

"Human Yo-Yos"

Bungee-jumping was actually invented by a Kiwi. Alan John Hackett became inspired when he saw all the students who dived from the Golden Gate Bridge in California. He contacted the University of Auckland to find the right material for a flexible string that could turn humans into yo-yos. They succeeded in finding the right material and Hackett travelled to Europe to try it out. He even jumped from the Eiffel Tower. When he returned home to Queenstown he set up a bungee-jump from the Kawarau suspension bridge, 43 metres above the Kawarau River, surrounded by beautiful New Zealand nature. It is now a major tourist attraction, with spectator platforms and souvenir shops. They have even improved the bridge so that two bungee-jumpers can jump simultaneously!

Almost all "backpackers" in New Zealand greet each other with the expression "Have you done it yet"? Meaning, of course, have you jumped? However, if bungee-jumping makes you yawn, a new form of extreme sport in New Zealand is scaling the wall of one of Auckland's skyscrapers!

Tasks and Activities

Comprehension



1.

New Zealand Backpacking - Multiple Choice / h5p_content
<http://ndla.no/en/node/55933>

2. Where in New Zealand would you travel to experience Maori culture?
3. List some activities tourists may enjoy in Auckland?
4. Who "invented" bungee jumping?

Sports Vocabulary



New Zealand - Sports Vocabulary / h5p_content
<http://ndla.no/en/node/51593>

Writing

Write an email to your parents from New Zealand. Describe the places you have visited, what you have seen and what activities you have experienced. Give the email a personal tone by explaining the feelings you have experienced along your journey.

Further Reading

[New Zealand - Introduction](#)

[Maori Identity](#)

The Maori

Forfatter: Åse Elin Langeland
[The Maori \(114008\)](#)



The Maori are the indigenous people of New Zealand, the country they call Aotearoa. Their ancestors arrived in New Zealand on canoes from Pacific islands about 1200 AD. Today they comprise about 15 percent of the country's population. Te Reo Maori is their native language and one of the official languages in New Zealand: "Kia ora"(hello), "Haere mai"(welcome).

What do you know about Maori identity and culture? Have you heard or seen the haka?

The Maori settled on the coast and lived in small tribal groups. They lived off the sea and the land and developed a unique culture with their own language, a rich mythology and distinctive crafts. Maori was a warrior culture and tribal wars were common.

The first Europeans arrived in New Zealand in the early 1800s bringing changes to the Maori way of life. However, initial relations were friendly. In 1840, the Treaty of Waitangi was signed by representatives of Britain's Queen Victoria and various Maori chiefs. In this way, New Zealand became part of the British Empire. The treaty established British law and government. However, Maori it could not prevent warfare as the Maori defended their lands and local authority. After the wars the Maori lost land through confiscation and sale, mostly to British settlers. To many Maori people today, the most significant issue in New Zealand remains that of land. Still the Maori are probably the indigenous people who have survived the European settlement best.



Watch this excerpt from *Dances of Life*. What do you get to know about Maori identity and culture?



The Maori / fagstoff

<http://ndla.no/en/node/114008>

The Haka

Before the coming of the Pakeha (white man) to New Zealand, all literature in Maori was passed on orally to succeeding generations. This included many legends and songs. The most recognized tradition today is the "haka" which is a war dance. Hakas are chanted Maori poems accompanied by expressive movements and are used for greetings and to challenge and intimidate enemies before battle. The haka (Ka Mate) has been immortalized by New Zealand's Rugby Team, the All Blacks, who have performed this dance before every game since 1905. Today, the haka is an object of pride in New Zealand – shared well beyond the Maori community.

Watch the All Blacks' haka. How would you describe this pre-match haka? Do you think it is a suitable way for the All Blacks to start a rugby match?



The Maori / fagstoff

<http://ndla.no/en/node/114008>

Ta Moko

Many Maori cultural practices are kept alive in contemporary New Zealand. You might be familiar with the hongi, i.e. a greeting where noses are pressed together. You might also have noticed their use of tattoos, or ta moko, to decorate their bodies. Ta moko is a core component of Maori culture and an outward expression of commitment and respect. It is customary for men to wear moko on their faces, buttocks, thighs and arms, whereas women usually wear a moko on the chin and lips.



Today

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 Maori language has been one of the official languages of New Zealand since 1985 and you might be surprised to see that many places have Maori names.

The Maori have played a role in the governing of New Zealand since the mid-19th century, when Maori members first entered Parliament. Seven seats out of a total of 120 are reserved for Maori in the New Zealand Parliament.

In the 2006 census, there were an estimated 620,000 Maori in New Zealand, making up roughly 15% of the national population.

Today, Maoris are active in all spheres of New Zealand society, though as with the Native Americans and Australian Aborigines a significant proportion of the population have economic and social problems.

Tasks and Activities

Comprehension

1. Where do the Maori come from?
2. What do they call New Zealand?
3. When did Europeans arrive?
4. What is the Treaty of Waitangi?
5. What is typical of Maori culture?
6. Explain what the haka is.
7. What can be said about the Maori today?
8. Explain what the Maori have in common with other indigenous people.

Make a Presentation

1. What do you know about Maori Culture? Use information from [Te Ara](#) – The Encyclopedia of New Zealand, [Virtual Oceania](#), [Britannica online](#) or other sites and books you might find useful to make a visual presentation. You will find pictures in the public domain or with a creative commons licence on, e.g. [FlickrCC](#), [Public Domain Pictures](#) and [Free Photo Bank](#). Make sure you reference your sources correctly.
2. The Rotorua Area in the North Island was originally settled by the Maoris. Today the city thrives on tourism. Make a brochure or a blogpost presenting the Maori living in Rotorua or Te Rotorua-nui-a-Kahumatamomoe as it is called in Maori. You will find relevant resources on Britannica online and Wikipedia.

The Maori Language

New Zealand is called Aotearoa in Maori. Find out more about the Maori language and give examples of names and expressions. Learn to [count to ten](#) in Maori and impress your teacher.

Using Statistics: Ethnic Composition

1. Use statistics to make a pie chart showing the percentage of the major ethnic groups in New Zealand in 2006 and 2026. Are there any changes?
2. Make a pie chart showing the major ethnic groups aged 0-17 in 2006 and 2026. What will happen by 2026? How can you explain this development.

You can use the statistics found [here](#).

You can learn more about using statistics at [Numbers and Statistics](#).



Maori Sculpture

Write a Film Review

The two films [Whale Rider](#) and [Once Were Warriors](#), illustrate some of the challenges facing the Maori in modern society. Watch one of the films and write a film review.

See [How to Write a Film Review](#)

Suggested Reading

Patricia Grace, [A Mixed Marriage](#) (Radio Play)

Patricia Grace is an important figure in the rise and development of Maori fiction. She is considered the first Maori woman writer and has given voice to the Maori people's distinct culture. *A Mixed Marriage* is an adaptation of her novel *Mutuwhenua: The Moon Sleeps* (1978). It examines the marriage between a Maori and a Pakeha.

A Mixed Marriage (Radio Play)

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](#)

Let Me Sing You Gentle Songs (Excerpt)

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.

Once Were Warriors (Film)

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

Other Countries

South Africa

Introduction

Forfatter: Åse Elin Langeland, Celia Suzanna Sandor, Catharine Ruud, Engelsk for videregående (Vega)
[South Africa - Introduction \(6533\)](#)

Consider: What do you know about South Africa? Write the first five thoughts that come to your mind.
Share them with the student sitting next to you. Similarities/differences?



Introduction - South Africa, 10:08 / audio

<http://ndla.no/en/node/48704>

The Republic of South Africa lies at the southern tip of the African continent, with Namibia, Botswana and Zimbabwe to the north and Mozambique and Swaziland to the east. Its spectacular 2,798 kilometre coastline borders both the Atlantic and Indian Oceans. An independent enclave, the Kingdom of Lesotho, is surrounded by South African territory on all sides.

Historical Background

Humans have inhabited South Africa for more than 100,000 years. Cape Town, which was founded as a British colony in 1806, started as a refreshment station set up by the Dutch East India Company in 1652. European settlement expanded during the 1820s as the Boers (Dutch, Flemish, German and French settlers) and the British settlers claimed land in the north and east of the country.

After the Anglo-Boer War – sparked by the discovery of diamonds and gold - South Africa became a British dominion in 1910. South Africa gained full independence in 1961, when it was declared a republic.

Apartheid

Racial segregation had already come about under Dutch and British colonial rule. The system of separating whites, blacks and coloureds by law became known as Apartheid, and it endured despite opposition both inside and outside of the country.

Change came in 1990, when President F.W. de Klerk began to dismantle this legislation, and in 1994 the first democratic election was held in South Africa. This election brought Nelson Mandela and the current ruling party, the African National Congress, to power, and the country rejoined the Commonwealth of Nations.

Cultural Diversity

South Africa is known for its diversity of cultures, languages, and religious beliefs. It has eleven official languages. English is the most commonly spoken language in official and commercial public life, but is only the fifth most spoken home language.

South Africa is ethnically diverse, with the largest Caucasian, Indian, and racially-mixed communities in Africa. Although 80% of the South African population is black, different cultures are represented within this group, as well as a number of different Bantu languages.



South Africa



Nelson Mandel

Tasks and Activities

Comprehension

1. How many countries does South Africa share borders with?
2. What do you imagine a refreshment station in the 17th century would provide?
3. What triggered the Anglo-Boer War?
4. When did South Africa declare independence?
5. Who was responsible for the dismantling of apartheid?
6. Explain South Africa's cultural diversity.

Map Game

You can use this map game [South Africa - Map \(advanced\)](#) to see how much you can memorize about South Africa. Try it on your own or it is even more fun to try it as a class competition.

- Project the map onto a screen.
- Divide the class into groups.
- Each group can designate one group member to memorize the cities, one to memorize the oceans, one to memorize the mountains, etc.
- Then the groups can take turns at filling in the names on the map.

More Tasks?

You will find more tasks in the link collection.

Further Reading

[South Africa - The Rainbow Nation](#)



South Africa - Mandela Inauguration / video

<http://ndla.no/en/node/19879>

[South Africa – Skurka's Blog](#)

[Soweto](#)

[Safari](#)

[Morning Drive in Kruger](#)

[The Moment Before the Gun Went Off](#) (short story)

The Rainbow Nation

Forfatter: Engelsk for videregående (Vega), Catharine Ruud, Åse Elin Langeland

[South Africa - The Rainbow Nation \(2823\)](#)

South Africa is a nation of diversity, with more than 50 million people and a wide variety of cultures and languages.

A Diverse Population

The black Africans are the largest group of people in South Africa. However, they are not one clear-cut group as they consist of several tribes like the Zulus, Xhosa and Khoisan. The whites called these tribes Bantu. Black Africans make up 79.5% of the population.

White people are the second largest group and represent about 9.0% of the population. They are primarily descendants of British and Dutch settlers and are called Boers or Afrikaner.

The coloureds make up the third largest group of people in South Africa and are people of mixed origin. They represent about 9.0% of the population.

The Indian/Asians are the smallest group and are primarily descendants of immigrant workers from Asia. They make up the final 2.5%.

A Multilingual Country

South Africa is a multilingual country. Its new democratic constitution, which came into effect on 4 February 1997, recognizes 11 official languages, to which it guarantees equal status. These are: Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sesotho sa Leboa, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga. Besides the official languages, there are scores of others.

According to the 2001 census, isiZulu is the most common home language spoken by nearly a quarter of the population. It is followed by isiXhosa at 17.6%, Afrikaans at 13.3%, Sepedi at 9.4%, and English and Setswana each at 8.2%. English is the most commonly spoken language in official and commercial public life, but only the fifth most spoken home language.

All-White Village

Some Boers, worried that the end of apartheid would mean the end of their culture, have established their own, all-white village called Orania where they continue practising complete segregation, not even employing blacks to do menial tasks. Their objective is complete independence, their own Volkstaat. They grow their own food, are self-sufficient and compare themselves to their ancestors, the Voortrekkers, who migrated to escape the British.



Rainbow Nation

Tasks and Activities

Multiple Choice Questions



MyTask - Click icon to open task!

Working with Statistics

1. There are more than 50 million people in South Africa. They do not all belong to the same ethnic groups. Having read this article, you know which is the largest ethnic group and the smallest. Based on this information make a pie chart showing the percentage of blacks, whites, coloured and Indian/Asian. Search on YouTube or other similar sites for guides on how to make charts.
2. Based on the information given in this article, make a chart showing the percentage of the most common home languages. You can find additional information in the links at the bottom of the page.

Find Out

Find out more about one of the following topics and make a short presentation to the class. See [How to Make a Mini Presentation](#).

- One of the African tribes mentioned
- Orania
- Indian immigrant workers in South Africa

Useful Sources

[South Africa's Population](#)

[The Languages of South Africa](#)

[A Short History of South Africa](#)

[South Africa – Statistics](#)

Further Reading

[South Africa - Introduction](#)

Skurka's Travel Blog

Forfatter: Andrew Skurka, Åse Elin Langeland

[South Africa – Skurka's Blog \(104060\)](#)

Andrew Skurka is an accomplished American adventurer. He is best known for his solo long-distance backpacking trips. He wrote the following blog entries when he made his journey to South Africa in May 2008.

Flight: Denver to Johannesburg

"Can you please sign your passport?" the TSA official asked, handing it back to me with a pen. I chuckled, thinking that it was an appropriate start to this trip – I had not even left New York before I'd made it very clear that I was a newbie to international travel. Yes, I've been to all the Lower 48 states and parts of southern Canada; yes, I have hiked more than 20,000 miles in, around, and across these regions; and, yes, I was named "Adventurer" of the Year by National Geographic Adventure in 2007 – but this trip to South Africa was indeed going to be a new experience for me.



Andrew Skurka

I boarded the daily 17-hour South African Airways flight from JFK to Johannesburg. It departs in the evening, stops in Senegal, and arrives in Johannesburg around 5pm local time (11am East Coast time), which may make it difficult to fall asleep the first night. [Hint: Fall asleep as soon as you can on the plane, and then stay awake until you reach Jo-burg.]

Most flights are uneventful, and besides one passenger suffering a medical emergency immediately prior to take-off, this one was too. (The fate of the passenger is unknown; a stroke was suspected. The plane returned to the gate, emergency crews removed the passenger, and then we took off.) Must say, I thoroughly enjoyed the guilty pleasures of business class travel, including the bottomless glass of wine, the post-dinner and post-lunch cheese plate, and the seat that leaned completely flat. On domestic flights I usually stare out the window and dream up new trips, but the view during an overseas flight is sadly monotonous – even if there were some exciting 50-foot swells on the Atlantic, you can't see them from 40,000 feet up.

In this first blog I'd like to address the question "What drew me to South Africa for my first international trip?" First off, I know very little about the country – my history classes virtually ignored it, and so too does the American media – and I strongly feel that there's no better way to learn than through personal experience. Second, I was drawn to both the romance and the risk of traveling through Africa – while I hoped to see lions on a hunt and to interact with locals in remote bush villages, I was also cognizant of the crime, poverty, and political instability that seems almost standard throughout the continent. This is definitely not Europe or Down Under; however, it's also not Zimbabwe or the Ivory Coast – it is one of the wealthiest, most advanced, and most stable countries in Africa, for what that's worth.

Johannesburg, Soweto

It is difficult – actually, I'd say impossible – to understand modern-day South Africa without understanding apartheid. And so today I spent the day learning about it: I visited the Museum of Africa (disappointing), Apartheid Museum (excellent), and the Hector Pieterson Memorial (sadly unmaintained), and took a tour of Soweto, a Jo-burg township where violent uprisings against apartheid occurred in the 1970's and 1980's.

For extensive information about apartheid, visit the [Wikipedia](#) page. Briefly, apartheid was a legalized system of racial segregation that was formally implemented beginning in 1948 by the Afrikaner-dominated National Party, justified on grounds that are not entirely clear to me and that are not rationally explained elsewhere either. (An Afrikaner is a white South African, usually of Dutch or British descent.) Apartheid seems to have been motivated by the desire to retain power – Ten percent of the population wanted control of all the wealth and the entire government, the remaining 90 percent be damned. I also have to think that apartheid was racially motivated – the Afrikaners still had the colonial mindset that they were superior to the natives and that control was an entitlement of theirs.

Apartheid was very restrictive for non-white populations (i.e. blacks, Indians, and "colored" or mixed race): they were limited in where they could live, travel, work, receive medical care, and get educated; no inter-racial marriage was permitted and no large groups could gather. Liberation movements and civil uprisings were forcefully suppressed through rigged charges, unjustified jailing, torture, and censorship. It was a disgusting system by Western standards. Apartheid was phased out starting in 1990 after a combination of civil violence and international political pressure. Nelson Mandela became the first democratically elected president, in 1994, after having spent 27 years in prison. Mandela was succeeded by current President Thabo Mbeki in 1999.

The South Africans in my tour group seemed pleased with the amount of progress that has been made since 1990 – they readily acknowledge past wrongdoings and seem very willing to look beyond racial differences. However, I am unconvinced that South Africans are fully aware of the likely longevity of the implications of apartheid: it will take many generations to offset the effects of a half-century of substandard education and health care, underdeveloped energy and transportation infrastructure, uninspired ambitions and dreams, and a great deal of other baggage.

Tasks and Activities

Comprehension

1. Why did Andrew Skurka choose South Africa for his first international trip?
2. What is his first destination? Locate the city on the map.
3. What is Apartheid?
4. What is an Afrikaner?
5. What do you get to know about the Andrew Skurka?

Blogging

It has become increasingly common to have a blog. Do you have a blog? Do you read blogs regularly? If yes, what kind of blogs would that be?

Watch the video, "Blogs in Plain English" to get a better understanding of this genre. According to the video, what is the advantage of blogs? Do you agree?



South Africa – Skurka's Blog / fagstoff

<http://ndla.no/en/node/104060>

Google Maps

Andrew Skurka is an accomplished American adventurer. He is best known for his solo long-distance backpacking trips. He made this journey to South Africa in May 2008.

Read more about this journey on his [blog](#). Use Google Maps to show his itinerary in South Africa. Watch this [tutorial](#) to learn how.

Discuss

Andrew Skurka claims that "it will take many generations to offset the effects of a half-century of substandard education and health care, underdeveloped energy and transportation infrastructure, uninspired ambitions and dreams, and a great deal of other baggage." What does he imply? Discuss in groups. Write a comment to Skurka's statement explaining your point of view.

Writing

Write a blog post from your imagined or real journey to an English-speaking country. Include good advice and pictures.

Soweto

Forfatter: Åse Elin Langeland

[Soweto \(98484\)](#)

"To be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others."

– Nelson Mandela

We are in Johannesburg. It is early morning when Linda, our tour guide, arrives at our hotel in a minibus. We are going to head for the South Western Townships, better known as Soweto. "Only blacks live there," Linda says, "white people are not interested in buying property in Soweto." However, for Soweto residents, buying property is not something taken for granted. Before 1980, only white people had the right to own houses in South Africa. "People of Soweto do not sell their homes, they do not want to leave" Linda continues, "we are a closely knit community. Millionaires and people who have nothing at all live here. People from all walks of life. I live here. I know."



We drive on a decent paved road through Diepkloof, reportedly "the best" part of Soweto. Then, we come to a poorer section of town, just outside a residential area in which there are no streets to drive upon. The bus stops and Linda explains that Soweto has many "pockets of informal settlements," what we would call slum areas – shantytowns with small, poorly constructed shelters made primarily of cheap tin. We exit the bus. Do we want to take a closer look? A young boy, Vusumuzi, offers to take us into the settlement, and thus we continue our tour on foot.

We cross a railroad bridge. On the other side there are gravel paths separating row upon row of what look like makeshift shelters. But this is "permanent housing". Small tin sheds, each housing an entire family. No water. No electricity. It is absolutely surreal. And to think, hundreds of millions of people in the world live in conditions like these.



Soweto Shantytown

We enter one of the sheds – about the size of a walk-in closet. I see a neatly made bed and a small dresser. That's it. "A father and his three daughters live here," Vusumuzi says.

On our way back, my heart is touched by the welcoming glances and smiling faces of the small children we pass on the narrow path. They seem happy and carefree. Two pubs are playing loud music as we walk by. "Unemployment," says Vusumuzi, nodding towards the people squatting outside, "Big problem. The government tells us to get an education, but no use taking an education. No



jobs. No work." His voice has a tone of Rivonia Trial resignation.

We hear a train coming and passing as we make our way back to the bus on the paved road – our world. Vusumuzi tells us his name means, "Building a house," and then he disappears back into the shantytown.

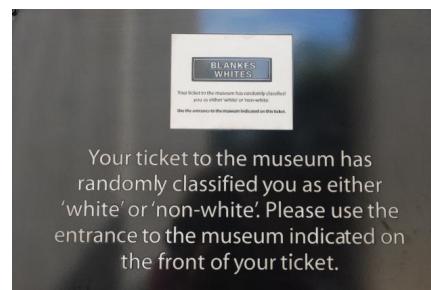
We return to the bus and travel to Mandela House where Nelson Mandela once lived; then to Archbishop Desmond Tutu's property. Two Nobel Prize winners lived on this same street. This is also Soweto. Here there is water and electricity. There are houses, not sheds; streets and avenues, not gravel paths. That's when I realize that Soweto is comprised of two different worlds.

We arrive at Regina Mundi (the church that played a pivotal role in the resistance to apartheid). Our tour there is cancelled due to a funeral, but the doors are open and we watch the service from outside as we listen to Linda. "It was illegal for blacks to be gathered more than two at a time. The Church was an exception," Linda explains, "That's why the church was so important in the illegal political activities-"

Linda proudly continues his little speech on South Africa's "journey to freedom." He tells us how school children in Soweto protested when the government required secondary schools to teach Afrikaans instead of English. Afrikaans was the language of the Apartheid government. The students felt they must protest. And protest they did, with Hector Pieterson demonstrations. On June 16, 1976, thirteen year-old Hector Pieterson was killed when police officers opened fire on the student demonstrators. Hector became a symbol of the struggle against apartheid. Do you remember the picture? Mbuyisa Makhubu carries a dying Hector Pieterson while Hector's sister runs alongside them. Sam Nzima has captured this moment in history. It has become an iconic image and is displayed at the Hector Pieterson Memorial and Museum.

A visit to The Apartheid Museum marks the end of the tour. We spend three hours meandering through the maze of documented history. There are pictures, articles and documentaries. We were not prepared for this; apartheid in all its horror; its oppression, its violence, its evil.

Returning to our hotel we are silent, reflecting on the experiences of the day. We know the Apartheid Museum stories will stay with us. We are moved. We are changed.



Tasks and Activities

Comprehension

1. What is a township?
2. What happened in Soweto on 16 June 1976?
3. What is Apartheid?
4. Why is the text called "The Road to Freedom"?

Angle and Bias

- When writing a text you are the one deciding on the angle. What do you focus on? What information do you include or omit?
Which words do you use?
Watch the animation to learn more about angle and bias.



Angle and Bias / flashnode

<http://ndla.no/en/node/91469>

- Having learned about angle and bias, how would you describe the text and the choice of pictures in "Soweto – Journey to Freedom"? Would you have chosen other pictures? If so, which pictures would you have liked to see here? Explain why?

Written Production

- Write a summary of the text. See [How to Write a Summary of a Text](#)
- Write an essay called "The Road to Freedom." See [How to Write an Essay](#).
- Mandela is quoted saying, "To be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others." Write an essay using this quote as a starting point.
- Write a newspaper article about the "informal settlements" outside Johannesburg. See [How to Write a Newspaper Article](#)

Oral Presentations

Choose one of the topics below and make a presentation. See



How to Organize Project Work - Intro / veiledning

<http://ndla.no/en/node/72906>

- Apartheid
- Nelson Mandela
- Education
- Living Standards
- Soweto
- Johannesburg

Recommended Films

[Tsotsi](#) (2005)
[Goodbye Bafana](#) (2007)
[Invictus](#) (2009)

Further Reading

[South Africa - Introduction](#)

Useful Sources

[The Apartheid Museum](#)

[The World Factbook](#)

[Nelson Mandela – Center of Memory](#)

[A Short History of South Africa](#)

[South Africa – Statistics](#)

[Joburg, My City, Our Future](#)

[Mail&Guardian – Newspaper \(South Africa\)](#)

Safari

Forfatter: Engelsk for videregående (Vega), Catharine Ruud
[South Africa - Safari \(2824\)](#)

When in Africa, especially in the eastern and southern parts, going on safari is a must. *Safari* means travel, but is used about a specific kind of journey, one that takes you into the wilderness of Africa to look at or hunt the continent's incredible wildlife.

South Africa has large game reserves where all sorts of wild animals, from the Big Five to the small duiker antelope, can be seen in their natural environment. In the northwest, Kalahari Gemsbok National Park extends into the red sands and scrub grasslands of the great Kalahari Desert. The world-famous Kruger National Park lies in the northeast.

Nowadays, a safari usually takes place from the passenger seat of a four-wheel drive, and not on foot like in the old colonial days, and the objective is not hunting with guns, but rather with a camera lens. There are hotels in the parks, and one can either drive from one to the other, or use the hotel as a base for day-trips. The hotels vary from the five-star variety to simple tent camps, but they usually have one thing in common – they are built so as not to interfere too much with the surrounding nature. Some are actually built in treetops, others camouflaged in a kopje – a small, rocky hill sticking out of the savannah.



Safari 3

The best time to go on safari is between May to August, their winter season, as there is less rain during this period and the vegetation is less dense, making it easier to see the animals. There are all sorts of animals in the game reserves; giraffes, cheetah, hyenas, antelopes, elephants, lions, rhinoceros, leopards and buffalo. The last five are known as the Big Five and are the primary target of a safari tourist.

There are, in fact, two sorts of rhino, the black and the white; the latter being almost extinct, and only to be found in South Africa. The name has nothing to do with its colour – they are both grey, but the white rhino has a wide lip, “wijd” in Dutch. The black rhino has a pointed lip and is the more aggressive of the two. If attacked, stand absolutely still! Their poor eyesight can only detect movement, and they are stupid enough to be confused when you remain still and will abort the charge. Of course, it is quite a challenge for the nerves to remain standing when faced with a two tonne beast armed with a long pointed horn, but it does actually work!

Tasks and Activities

Presentation

Make a photo-based presentation of South Africa. You may focus on a particular topic, like safari or wild life, or present South Africa as a whole with pictures from cities, mountains and savannahs. www.flickr.com has lot of nice pictures from South Africa. But there are many other providers of pictures as well. *If you publish a presentation you need to check whether the pictures are copyright protected or not.*

See [How to Make a Visual Presentation](#).

Discussion



Safari 1

If you were to explore the wilderness of South Africa, would you do it in the safety of a car, guided by a local, or on foot by yourself? Watch *Battle at Kruger* for inspiration.



South Africa - Safari / fagstoff

<http://ndla.no/en/node/2824>

Further Reading

[Morning Drive in Kruger](#)

Morning Drive in Kruger

Forfatter: Åse Elin Langeland
[Morning Drive in Kruger \(98289\)](#)

"Safari and ketchup are similar, sometimes you shake the bottle of ketchup and nothing comes out, you shake and shake and shake and all of a sudden everything pops out. So don't stop shaking the bottle, there's a lot inside."

– Anonymous

According to this quote what should you expect to see on a safari?

game reserve, lodge, ranger, habitat, vulture, digestive, matriarchal, lactate, herd, bolt, bleat, meander, nifty, juvenile delinquent

James wakes us at half past five. He is our game ranger and works at the lodge. It is pitch dark. Fifteen minutes later it is dawn and time for coffee and warm muffins. We head for the jeep. And, right there, in the middle of the path, huge round foot prints and broken trees. "An elephant visited last night," James says matter-of-factly, as he enters the open vehicle. It is six o'clock. We are all set for our morning drive.



Game Drive

We have only been driving for five minutes when we come upon a herd of bleating impalas. They are all gazing in the same direction. Alert. "They are frightened," James says, "probably a lion or a leopard." Really? We hope, we wish. Will we get a glimpse of a leopard? But no such luck. Just a lone hyena gracefully crossing the road, not paying any attention to our whereabouts. The impalas ^{Hyena} spot him and bolt. In an instant they are gone. The hyena meanders back the way he came. Disappointed.



James takes "a road less traveled by" to increase our chances of seeing a lion on kill. But today only spiders are to be seen here. They have woven their webs across the road. Big spiders anticipating their prey. "This is why I usually do not take this road," James explains. "I hate these spiders."

We travel along and soon giraffes appear, along with wart dogs, hippos, kudus, zebras, rhinos, shongololos, bamboos, ostriches and a tortoise. Suddenly, James exclaims: "Wild dogs!" He is gasping. "Awesome." This is the fourth time in my entire life that I have seen wild dogs. They are rare. People would gladly trade 20 lion sightings for a wild dog." We aim through our lenses and shoot them with our ^{Wild Dogs} cameras as they run alongside the road. Like wolves. Quickly and quietly, they completely disappear into the bushes. In seconds, it is as if they were never there.



And then the elephants are upon us. Enormous. Magnificent. With some babies too. James asks us to sit still. "You never know about these elephants. One might be bad." He stops the car and we watch them eat, their trunks centimeters from the car. My heart seems to stop beating as I think "Is this the end?" But the elephants pay no attention to us. They simply keep eating and flopping ^{Elephant} their trunks. What a noise! "They seem all right," James whispers.



Listen to James talking about the elephants as they are crossing in front of the vehicle.



Elephant Story / audio
<http://ndla.no/en/node/98296>

1. Why do elephants eat so much?
2. Why do elephants love roots?
3. How do elephants communicate?
4. What is a matriarchal system?
5. What happened to the elephants that were brought up without a matriarch?

6. What is a juvenile delinquent?

We
continue
down the

road. This is where the "Walking Safaris" are usually conducted. However, since we chickened out and canceled the walking part, there are no walking safaris today. Thus we can explore this area with the luxury of wheels. Though even with wheels, we nearly get stuck crossing a muddy creek.



We are searching for lions. Reportedly, nearby there are three lionesses with eight cubs possibly all together, hiding in the bushes. Our eyes are focused. We are concentrating. But only vultures are to be seen. "That is a very good sign," James says, "I really think I catch a whiff of something. A kill, perhaps." We want to see a lioness, but there are none to be seen.

Just as we are about to give up, she is right in front of us. A lioness. Just five meters away. She is barely visible in the yellow grass. Resting, but breathing heavily. Showing her teeth. Eyeing us. "Do not get frightened if she attacks the car," James whispers, "they sometimes do when they feel pushed." Getting up slowly, she crosses in front of the vehicle. Maybe she is checking on her cubs.

Lioness



Listen to the sighting of the lioness.



Lion Sighting / audio
<http://ndl.no/en/node/98301>

1. According to James, what can be a quite frightening experience?
2. What are James and Evan talking about on the walkie-talkie?
3. How many cubs and female lions are reported in the area?
4. Why should one not push for sightings when the lioness has cubs?
5. How are the cubs habituated to vehicles?
6. What is meant by lactating?

We continue our drive to "The Sleep Out" – a camp where tourists like us can sleep under

the open sky – at an extra ZAR 2000, of course. James tells us he will sleep here tomorrow night for the first time. He shares with us why he likes working as a game driver in Kruger National Park, a job he has had for just one month. Previously, he worked two years at a private game reserve – "something completely different," he says.



Rhino



Private Reserve / audio

<http://ndla.no/en/node/98303>

1. What are the differences between Kruger National Park and a private game reserve?
2. Why are sightings almost guaranteed at a private game reserve?
3. "Here [Kruger] it is more of a surprise. You never know what you are going to bump into," James says. What does he mean?
4. What has been his biggest surprise so far?

Returning to the Lodge, three hyenas cross the road in front of us. "Something really must have happened here in the early morning hours," James explains, "The hyenas are a sure sign. I wonder..."

What really happened, we will never know, but it might have been our leopard devouring his impala kill, while our hungry hyenas watched from a distance, awaiting the scraps.



Lion Footprints

Tasks and Activities

Genre and Style

1. This text may best be characterized as a personal essay or a blog post. What is typical of such texts? Give examples.
2. Compare "Morning Drive in Kruger" to [Safari in South Africa](#). Both texts deal with the same topic, a safari in South Africa, but they are written in different styles. What are the main differences in outline and language in the two texts? How do they communicate?

Using Synonyms

In your writing it is always a good idea to use synonyms. In "Morning Drive in Kruger" the verb *say* occurs several times. Sometimes the verbs *whisper*, *explain* and *exclaim* are used instead. Other verbs that could be used are *boast*, *complain*, *suggest*, *snap*, *cry*, *stammer*, *insist*, *demand*, *shout*, *inquire*, *claim*, *reply*, *add*, *suggest*, *imply* and *express* (You can consult a thesaurus for more synonyms). However, all these synonyms have an added meaning and are not completely interchangeable with *say*. Find out what they mean and explore what happens to the text if you change some of the verbs with a synonym. Would you use the same verbs in a personal essay as in an article?

Write an Article, a Personal Essay or a Blog Post

1. Make the necessary changes and rewrite "Morning Drive in Kruger" into a magazine article using a formal, objective style and complete sentences. Remember an introduction, a main body and a conclusion. Read [How to Write an Article](#) if you need to revise. To write a coherent text, you might also want to brush up on [Linking Words](#).
2. Write an article about some of the wild animals mentioned in the text, or your favorites, for a wildlife magazine. Information about the wild animals in Kruger National Park can be found on these [pages](#). See "How to write an article" above.
3. Write a personal essay or a blog post called "Ferrari Safari." Be sure to look up the meaning of the term before you start writing.

Learn Some Nifty Words to Impress Your Teacher

- predator – animal that hunts/eats other animals (e.g. lion)
- mammal – animal that gives birth to live babies, not eggs, and feeds them on its

- own milk (e.g. lion)
- reptile – e.g. snake, lizard
- carnivore – animal that eats meat (e.g. lion)
- herbivore – animal that eats grass/vegetation (e.g. elephant)

Animal Idioms

Try the interactive task and match the animal idiom with the correct meaning.



Animal Idioms / amendor_ios_task
<http://ndla.no/en/node/98430>

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>

India

Introduction

Forfatter: Wikipedia, Knut Inge Skifjeld, Engelsk for videregående (Vega)

[India - Introduction \(6529\)](#)



What are the first things that come to mind when you think of India? Make a list, and share it with the class.

You can find an easy version of the text here: [India - Text in Brief](#)

Watch this introduction to Indian cultures. You will find comprehension questions at the bottom of the page.



Cultures of India (video) / video

<http://ndla.no/en/node/19867>



India - Introduction / audio

<http://ndla.no/en/node/48589>

The Republic of India is the second most populous country in the world. New Delhi is the capital, but Mumbai (formerly Bombay) is the largest city.

India is a republic consisting of 28 states and seven union territories, with a parliamentary system of democracy. Economic reforms since 1991 have transformed it into one of the world's fastest growing economies.

Nevertheless, a large portion of the population still suffers from high levels of poverty, illiteracy, and malnutrition.



A Pluralistic, Multilingual and Multi-ethnic Society

Four major world religions, Hinduism, Buddhism, Jainism and Sikhism originated in India. Judaism, Christianity and Islam arrived in the first millennium AD and shaped the region's diverse culture. Hindi is the official language of the country, while English is recognised as a "subsidiary official language". There are another 21 languages spoken in India, thus English has great importance as a lingua franca.

Commercial and Cultural Wealth

Home to a region of historic trade routes and vast empires, India has been admired for its commercial and cultural wealth for much of its long history. From the 16th century, European powers such as Portugal, the Netherlands, France and the United Kingdom established trading posts there. By 1856, most of India was under the control of The British East India Company, which had interests in commodities such as cotton, silk, tea and opium.

Independence

India became an independent nation in 1947, after a series of widespread, non-violent protests lead by Mahatma Gandhi, came to a successful end. Gandhi was soon after assassinated by a religious fanatic. Once, when asked what he thought of Western civilization, Gandhi answered that he thought this would be a good idea! Through his uncompromising non-violent attitude, Gandhi is now a global symbol of peaceful and respectful co-existence.



Due to religious tension in the country, it was decided to establish two Muslim countries - Pakistan in the West and Bangladesh in the East. Still today, India there are border disputes and a generally strained relationship between Pakistan and India.

Today

India has witnessed a technological and industrial boom in the last few decades. They have a huge high-tech economy and an educational system that provides the technology based industry with a skilled work force. Indian workers are also sought after in Western countries for their diligence and expertise.

Though India's middle class is rapidly increasing in numbers there are, however, still hundreds of millions of poor people to whom the IT revolution is but a faint glimmer.

Tasks and Activities

Comprehension



1.

India -True and False Quiz / h5p_content
<http://ndla.no/en/node/125207>



2.

Cultures of India (video) / video

<http://ndl.no/en/node/19867>

Writing

1. Study the picture above and write a short text in which you share the thoughts of any of the three people in the picture as it is being taken. Use your imagination.
2. Gather information about Mahatma Gandhi from several sources on the internet, and write an essay in which you share your views on this man. Feel free to include your thoughts on how Gandhi would have felt about some of our current conflicts in e.g. the Middle East.

Discussion

India is a huge country with contrasting poverty and wealth. You can see a Mercedes alongside a mule in the streets and illiterate beggars alongside newly rich, well-educated people. Discuss how wealth and skills can be more evenly shared in a country like India.

Research

1. How is the relationship between India and Pakistan today? Search for recent news from this conflict.
2. What area does the border conflict between India and Pakistan involve? Make sure you cross-reference your information. Both India and Pakistan have English-speaking media that may be biased. You may start your search here: [NewsNow](#).

Further Reading

[Timeline](#)

[Culture](#)

[Bangalore – India's Cybercity](#)

[Bollywood](#)

Recommended Literature

Salman Rushdie, [Good Advice is Rarer than Rubies](#) (Short story)

Gregory David Roberts, [Shantaram](#) (Excerpt from the novel and interview with the writer in Mumbai)

Recommended Film

[Outsourced](#)

Culture

Forfatter: Engelsk for videregående (Vega), Celia Suzanna Sandor, Catharine Ruud
[India - Culture \(6531\)](#)

India has an extremely rich and diverse culture which expresses itself through celebrations, food, music, entertainment, art and architecture - to name a few.

Festivals

India is definitely a country of festivals and events – they take place all year round. There are festivals for “everything”. There is the March festival, the Festival of Colour with elephant shows and parades and the Pushkar Camel festival with the popular camel races. The Holi, a Hindu festival, marks the end of winter in February and everyone throws brightly coloured water and powder over as many people as possible in one day. Indian dancing and music are very different from their western counterparts, and the music in particular seems to lack rhythm and harmony, but that's only in the eyes of the visitors!

India has a huge and glamorous film industry, often referred to as “Bollywood”, as it's situated in Bombay. The Indians love films and their recipe for a good film is music, romance, violence and beautifully hand-painted billboards. A big “hit” in India would be something like a mixture of the Sound of Music and Rambo!



The arts also have a strong influence on religion and there are beautiful Hindu temples and sculptures all over the country.

The world's tallest Buddha is presently under construction in India. The 500 ft tall statue cost in the region of \$200 million. The Buddha statue will hopefully stand for 1,000 years and the Indians hope it will attract Buddhist pilgrims from all over the world.

There are many key attractions, but make sure you visit the Taj Mahal at Agra, the Ganges river at Varanasi, the Himalayas in the north, palaces in the west and such major cities as Mumbai (Bombay), Calcutta and New Delhi.

India - Chennai - Festival of Lamps

Tasks and Activities

Comprehension



India - Culture, Multiple Choice / h5p_content
<http://ndla.no/en/node/56364>

Find Out

1. Why was Mumbai formerly called Bombay?
2. What is the love story behind the Taj Mahal?
3. What is the spiritual significance of the Ganges River?
4. Make a list of at least five Indian festivals.
5. How many Norwegian festivals do you know of? Can they be compared to any of the Indian festivals?

Further Studies

[A Cultural Meeting with India](#)

“Cybercity” Bangalore

Forfatter: Catharine Ruud, Engelsk for videregående (Vega)

[India's Cybercity, Bangalore \(6532\)](#)

India is a country to which many countries now look to with respect because of its IT-expertise. For many years, India has had close contact with the computer industry in the USA and it is no doubt thanks to this that India has established a firm and independent grip on its IT industry and software business.

Headhunters from all over the world visit Bangalore. They start up their own businesses here, looking for cheap labour. An Indian worker earns only half or one third as much as a British employee and if the employer is not satisfied, he can just be sacked! A lot of people in the Western world believe that their telephone enquiries are being answered by someone in their own country. A new trend now, however, is for large western corporations to outsource these services to Indian companies.



Bangalore Shopping Street

Indian staff use Western names like Peter and Cordelia and are trained to speak the languages and dialects of the country in question. In addition, they also learn basic general information about the country, for instance regarding the weather, food, football matches, the Royal family, etc.

Tasks and Activities

Comprehension

1. Why are headhunters interested in Bangalore?
2. How are Indian call centre workers trained to deal with clients in the West?
3. What is the literal meaning of "to be sacked"?

Letter to the Editor

With the increase in Indian women working in IT, traditional gender roles have started to change more rapidly than before. A lot of young women have adopted the dress and behaviours of their western counterparts. This change is not appreciated by everyone, however, and some women now experience negative comments and even harassment because of their choices.

Taking on the persona of a young person in Bangalore, write a letter to the editor of a local newspaper in which you defend women's right to dress and behave as they like.

See How to Write a Letter to the Editor



Letter to the Editor / flashnode

<http://ndla.no/en/node/91484>

Listening Comprehension

Listen to this interview with an [Indian IT Worker](#).

Interview with an 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://ndl.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.

Bollywood

Forfatter: Celia Suzanna Sandor

[Bollywood \(6280\)](#)

Bollywood provides audiences with melodrama, action and glamour - Indian-style.

Films are made all over India, in all about a thousand a year, but Bollywood dominates the industry. The name is a cross between Bombay (now Mumbai) and Hollywood. Mostly Hindi-speaking, Bollywood films are enormously popular not only throughout India but in many regions of the world. The West has also started to discover Bollywood, and some films, such as *Dhoom 2*, *Devdas* and *Om Shanti Om* have done well in America and Europe.

What is a Bollywood movie? If you think of a showy, three-hour-long feature film with strong emotions, impossible love, action and comedy mixed with energetic song-and-dance numbers, you are on the right track.



Bollywood Superstar

This typical mix of genres comes in part because of the need to appeal to wide audiences. The vast majority of Indian moviegoers are poor, and film is one of their only means of getting away from life's harsh realities, at least for a while. That is why it is important for viewers to get "the full package" when they go to the cinema, and Bollywood delivers just that- a chance to laugh, to cry, fall in love, root for the hero, to celebrate, feel despair... and then to rejoice as everything works out for the best in the end, as love and goodness triumph over trouble and hardship – all in the same movie. Another reason for the appeal of Bollywood movies is their relative lack of sex and violence. Up to the past five years at least, even kissing was a rare sight in Indian films, and anything more was basically unheard of. However, Bollywood seems to be changing in this respect, growing closer to the Hollywood formula – films targeted to narrower audiences, more believable story lines, and more scantily clothed women.

Tasks and Activities

Comprehension



1.

Bollywood - Fill in / h5p_content

<http://ndla.no/en/node/16085>

2. Bollywood is one segment of Indian cinema, producing around 200 films a year. How many films are made in India in total?
3. Where does the name Bollywood come from?
4. What language is spoken in Bollywood movies?
5. Describe the "typical" Bollywood movie.
6. Name at least one reason why Bollywood movies contain so much plot.
7. How is Bollywood changing?

Set Expressions



Collocations - Drag and Drop / h5p_content

<http://ndla.no/en/node/9638>

Classroom Billboard

Make a [Bollywood - Classroom Billboard](#).

Minitalk

Choose a Bollywood star and make a mini presentation: [Bollywood - Minitalk](#).

Film Dialogue

Write a dialogue, and act it out: [Bollywood - Film Dialogue](#).

Discussion

Bollywood is taking after Hollywood in many ways. There is also an increasing number of stars with lighter skin and eyes. Can you think up any arguments against this trend? Write your ideas under the heading "Keep Indian Films Indian".

Further Reading

[India - Introduction](#)

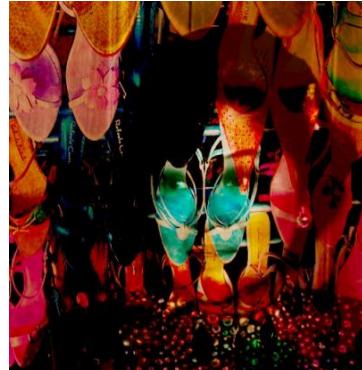
The Philippines

Introduction

Forfatter: Catharine Ruud
[The Philippines - Introduction \(8108\)](#)

Do you know that the woman who probably has the largest collection of shoes in the world, is a Filipina?

What many people associate with the Philippines apart from Manilla furniture, is Imelda Marcos, the former dictator Ferdinand Marcos's wife, and her collection of shoes. When the couple eventually had to flee the country due to vast corruption and fraud, it stirred worldwide attention that their luggage contained 2,500 pair of shoes and 24 suitcases with diamonds and gold bars concealed in diapers. To this day the country's greatest challenge is to fight poverty.



The Philippines

The Philippines - an Island Realm

The Philippines, officially known as the Republic of the Philippines, is a country in Southeast Asia with Manila as its capital city. It comprises an archipelago of an entire 7,107 islands in the western Pacific Ocean.

The Philippines is the world's 12th most populous country, with a population of about 90 million people. There are an additional 11 million ex-patriots, worldwide. The Roman Catholic Church has a strong position on the islands, but the Mindanao Island with its predominantly Muslim provinces is a huge exception. The majority of Filipinos are of Malaysian and Indonesian descent. However, the islands also inhabit Aboriginals such as the Aetas who traditionally live in the area around the volcano Pinatubo, and various tribes of the Igorots, the mountain people. A wide variety of ethnicities and cultures are found throughout the islands.

History

The Philippine Islands became a Spanish colony during the 16th century and were ceded to the US in 1898 following the Spanish-American War. When the islands fell under Japanese occupation during World War II, US forces and Filipinos fought together (during 1944 and 1945) to regain control. In 1946, the Republic of the Philippines attained its independence. Since then, the main focus of the Philippines has been to return to full political stability and to strengthen economic development. In 1992, the US closed its last military bases on the islands.

English as a Lingua Franca

With so many languages and dialects, English has been and continues to be the unifying language in the Philippines. In fact, the country has the sixth largest English speaking population in the world. English is the language of the public schools (from fourth grade through college) and is the de facto national language of business, commerce, law, government, and often the mass media and popular entertainment. Although Filipinos most often use their native language at home and with family, they tend to switch to English when talking to friends and colleagues outside of the home. Therefore, it is considered the language of the elite with status, wealth, and authority.

Nature - Friend and Enemy

The islands are located within the typhoon belt of the Western Pacific, and approximately 19 typhoons strike per year! If that is not enough, the Philippine Islands experience frequent seismic, and volcanic activity. Most of the mountainous islands are covered in tropical rainforest, and are volcanic in origin. Around 20 earthquakes are registered daily, though most are too weak to be felt.

Ecologically, the Philippines is one of the most diverse countries in the world. It has fertile lands ideal for rice, coconut, mango and other native fruits, vast rainforests with diverse flora, and fauna, extensive coastlines, and rich mineral deposits.

All things considered, it is no wonder that the national anthem of the Philippines is called "Chosen Land".

Tasks and Activities

Comprehension



The Philippines - Quiz / h5p_content

<http://ndla.no/en/node/52661>

Further Reading

Read a 16 year old Norwegian boy's blog from his first visit to the Philippines:

[Andreas's Travel Blog](#)

Read about Eleonora Santo:

[English in the Philippines](#)

Nigeria

Introduction

Forfatter: Catharine Ruud, Wikipedia

[Nigeria - Introduction \(6450\)](#)

Pre-reading activity: Nigeria is a republic in West Africa with a large population and a fast growing economy, but faces challenges due to ethnic conflicts and corruption.

Nigeria's National Motto is "Unity and Faith, Peace and Progress".

Come up with a slogan for your home country?

comprise, influential, portmanteau, coined, populous, autonomy, revenue, squander, longstanding, marred



Nigeria, officially the Federal Republic of Nigeria, is comprised of thirty-six states and one Federal Capital Territory. The country is located in West Africa and shares land borders with the Republic of Benin in the west, Chad and Cameroon in the east, and Niger in the north. Its coast lies on the Gulf of Guinea, a part of the Atlantic Ocean, in the south. The capital city is Abuja. The three largest and most influential ethnic groups in Nigeria are the Hausa, Igbo and Yoruba. With respect to religion, the population is divided approximately equally between Christianity and Islam.

Ancient Human

A man raises the Nigerian flag during a street procession marking the 51st independence celebration

HabitationArchaeological evidence shows that human habitation of the area dates back to at least 9000 BCE. The Benue-Cross River area

is thought to be the original homeland of the Bantu migrants who spread across most of central and southern Africa in waves between the 1st millennium BCE and the 2nd millennium CE.

The name Nigeria was created from a portmanteau of the words Niger and Area, taken from the River Niger running through Nigeria. This name was coined by the future wife of Baron Lugard, a British colonial administrator, during the early 20th century.

Fast Growing Economy

Nigeria is the most populous country in Africa and the eighth most populous country in the world with a population of over 150 million, thereby making it the most populous 'black' country in the world. It is a regional power, is listed among the "Next Eleven" economies, and is a member of the Commonwealth of Nations. The economy of Nigeria is one of the fastest growing in the world. The International Monetary Fund has projected a growth of 6.6% for 2012.

Reforming a Petroleum-based Economy

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, and independence came in 1960. Following nearly 16 years of military rule, a new constitution was adopted in 1999, and a peaceful transition to civilian government was completed. The government continues to face the difficult task of reforming a petroleum-based economy, whose revenues have been squandered through corruption and mismanagement, and institutionalizing democracy.

In addition, Nigeria continues to experience longstanding ethnic and religious tensions. Although both the 2003 and 2007 presidential elections were marred by significant irregularities and violence, Nigeria is currently experiencing its longest period of civilian rule since independence. The general elections of April 2007 marked the first civilian-to-civilian transfer of power in the country's history. The 2011 presidential election was reported as having run smoothly with little violence.

Comprehension



MyTask - Click icon to open task!

Literature and Film

Marriage is a Private Affair

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 Ibibioland, 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



Marriage is a Private Affair / flashnode

<http://ndla.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.

Shantaram

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 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 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 Moment Before the Gun Went Off

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>

Topics

Indigenous People

Native Americans - Ancestral Voices

Forfatter: Claes Nordenskiold, NRK, Eli M. Huseby

[Native Americans - Ancestral Voices \(48814\)](#)

Pre-reading: What could we learn from our ancestors? How can we get access to their stories? Maybe the Native Americans could teach us a lesson or two about this?

When European colonists first arrived on the North American continent, it was already occupied by about 2.5 million Indians or Native Americans. About 300 years later, in the mid 19th century, the number of Indians had dwindled to a mere 50.000. The meeting with European civilization proved too much for the Indians. The white man's diseases, his greed and his guns robbed an entire continent of its way of life.

The following text (recording) takes a closer look at the differences between the Native American attitudes and life-ways and those of the European intruders. The Native American tradition was basically oral – stories were told and retold, poems were recited, songs were sung, legends and myths were handed over from one generation to the next on an oral basis. Fables, heroic tales and prophecies about what was to come were all parts of this oral heritage. These were their ancestral voices.



Native American Chief



Native Americans - Ancestral Voices / audio

<http://ndla.no/en/node/7918>



A Native American Retrospective / h5p_content

<http://ndla.no/en/node/125070>



Ancestral Voices - Multiple Choice / h5p_content

<http://ndla.no/en/node/125211>

Native Americans – Forced Removal

Forfatter: Engelsk for videregående (Vega), Catharine Ruud

[Native Americans - Forced Removal \(6200\)](#)



A riveting mural on a block upper story wall, Miami, Arizona.

The reason it became so easy for the settlers to take the land from Indians was that the tribes never thought of the land as belonging to them. Just as we do not think of owning things such as air, the Natives simply did not understand the concept of owning parcels of land. To them, it was the Great Spirit that had created the land for them to use. They would take what they needed, and the land and its resources would remain for future generations. Yes, the Natives were far ahead of the White Man when it came to environmental issues. Already, many hundreds of years ago, they understood the importance of sustainability when it came to natural resources.

Although both President Jefferson (1800) and Supreme Court Justice John Marshall made it clear through laws and rulings that the Indians had a right to their lands, other Whites did not respect these laws. In 1824 the federal government set up the Bureau of Indian Affairs. This agency was supposed to protect the rights of the Native Americans, supply them with food and other necessities, and keep Whites off their lands. Unfortunately, a lot of the officials of the BIA were rotten apples, and the relationship between the bureau and the Native Americans deteriorated.

The Indian Removal Act

In 1830, the Indian Removal Act was passed. During the years from 1830–1840, five tribes, 100,000 Indians in all, were moved by force from some of the most fertile land and hunting grounds in America. They were relocated to Oklahoma, west of the Mississippi River. In other areas, the process became a tragedy. The Seminoles of Florida for example, resisted the move and several thousand lives were lost. The situation was even worse for the Cherokee Indians, who suffered a horrible fate on the Trail of Tears.

Research

Study the map below to get an idea of the vast distances involved.

Source: [Trails of Tears](#)



Trails of Tears

Vocabulary

Find the words or phrases in the text that mean the same as:

- caused death
- broke down
- founded

- making things last
- was approved
- corrupt
- never thought twice about
- were killed by

Native Americans – Trail of Tears

Forfatter: Engelsk for videregående (Vega), Catharine Ruud

[Native Americans - The Trail of Tears \(6201\)](#)

Pre-reading: Do one of the tasks below

Search the internet using phrases such as “Indian art”, Trail of Tears” and “Cherokee history” and witness what this tragic historical event meant for America’s Native Indians

Search [www.worldofquotes.com](#) for quotes on Indians and natives. What attitudes towards Native Americans do they reveal?

The "Trail of Tears" was a forced removal of approximately twenty thousand Cherokee Indians. In 1838, the US government moved the tribe from their homelands in the mountain valleys of Appalachian Georgia and the Carolinas to western Indian Territory in present-day Oklahoma. The Cherokee call this trail Nunna dual tsun yi, meaning "The Place Where They Cried" and Tlo va sal, "Our Removal".



Naturally, the forced removal of tribes created conflicts between the Indians and the white Americans. Promises were made and treaties signed, but they were not adhered to nor respected. Despite having land titles, the Cherokees were forced to move from their sacred hunting grounds. They bravely resisted on the way from their homeland to the undesirable and barren reservations that were intended as their final destination. About 4,000 Cherokee women, children and men perished during the winter of 1838–39, hence the name, The Trail of Tears.

The Georgia Gold Rush

It all started when tensions between the state of Georgia and the Cherokee Nation were brought to a crisis by the discovery of gold near Dahlonega in 1829. This discovery resulted in the Georgia Gold Rush, the first gold rush in US history. Hopeful gold speculators began trespassing on Cherokee lands, and pressure began to mount to clear the path for those hoping to strike it rich.

On an October morning in 1839, a brigade of four thousand soldiers led by General Winfield Scott entered the Cherokee Camp. Armed with bayonets and guns, they forced the Cherokees onto 645 wagons and drove them away from their territory. Many of the Indians were barefoot, and had nothing to protect them against the cold. Many children were separated from their parents. In the bitter cold, they slept in the wagons or on the ground. The young and the elderly were hit hardest, but a lot of strong adults died too. During the following months, many froze to death in sleet and snowstorms, or died of illnesses and exhaustion.

Vocabulary

Use the following verbs to make sentences about the Native American Indians:

- to remove
- to promise
- to resist
- to perish
- to discover
- to trespass
- to force
- to drive (away)

Extra: write a paragraph telling about the Native American Indian's forced removal by using the above verbs.

Writing

Write a Trail of Tears poem. Do a search on the internet on native poetry before you start writing.

Web Search

Search for **Paul Revere and the Raiders** and their song *Indian Reservation*. There are many good versions of this song on the web accompanied by slideshows illustrating the Cherokees' history.

Discussion

Study the mural in the picture. What can you tell from that mural?

Sherman Alexie (Interview)

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](#)

Multiculturalism

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.

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.



Muslim Parade

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.

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.

- I make an important contribution to my new country.
 - I want to return home to my old country.
 - I have the same Facebook profile.
3. 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.
 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>

Values and Beliefs

Three Freedom Fighters

Forfatter: Jan-Louis Nagel
[Three Freedom Fighters \(56622\)](#)

There are many wars and conflicts going on in the world today. Some people tend to see violence as the best means to solve a conflict. However, there are other ways; freedom and justice can be achieved also by peaceful means. Mahatma Gandhi, Dr. Martin Luther King and Nelson Mandela are prominent examples of how freedom and democratic rights can be won through non-violent methods.



Three freedom fighters / audio

<http://ndla.no/en/node/66117>

Mahatma Gandhi

During the first half of the 20th century the British Empire began to decline and the colonies were gradually given their independence. India, which was known as "The Jewel in the Crown" among the British colonies, won its independence in 1947. The fight against British rule in India was led by a little man dressed in a loincloth and wearing sandals. Mahatma Gandhi lived for nearly 25 years in South Africa working as a lawyer, after which he returned to India in 1914 and started his work for a free India. What he had seen and experienced during his time in South Africa formed the basis for his philosophy. He was devoted to a non-violent struggle and his ideas of passive resistance influenced many activists fighting for a free and independent India. Gandhi



Because of his political activity and resistance against the British, he was imprisoned many times; his policy of non-cooperation and pacifist ideals made his movement difficult to fight with traditional means. He lived to see the end of British rule in India, but the political turmoil after the British withdrew had two results: the controversial division of India into Islamic Pakistan and Hindu India in 1948, and the tragic assassination of Gandhi by a fanatic Hindu nationalist in New Delhi. Gandhi's spiritual influence and ideals have given inspiration to people and political leaders all over the world, including Martin Luther King and Nelson Mandela.

Dr. Martin Luther King, Jr.

Dr. King was one of the many leaders who have been inspired by Mahatma Gandhi. He became the front figure in the fight for equality and civil rights for the black people of the southern states in the USA. The segregation and open racism which prevailed in the south was ruled unconstitutional by the Supreme Court in 1954, a verdict that inspired many activists to take up the fight against racism and segregation. King grew up in Atlanta, Georgia, and had experienced discrimination and racism at first hand. He preached non-violent resistance even when faced with brutal opposition. In the early sixties, Martin Luther King many Blacks, including Dr. King, were impatient with the speed of desegregation. Dr. King led nearly 250,000 people in a peaceful protest march on Washington D.C. in 1963 where he gave his famous "I Have a Dream" speech. Gradually, his work and efforts produced results, and he was awarded the Nobel Peace Prize in 1964. Despite this prestigious recognition, racist attitudes of many white people in the south were hard to deal with and in 1968 he was assassinated outside his hotel in Memphis.



During the fight for equal rights, protest marches were often met with brutal force by the police and many of King's co-activists were also killed. However, the struggle was won little by little, and one of the prime results was that in 2008 the USA elected the first black president in history.

Nelson Mandela

The white population of South Africa were mainly descendants of British and Dutch colonists and maintained their power over the black population by a brutal segregation policy called apartheid. As in the southern states of the USA, the Blacks were kept down by the white rulers and discriminated against in every possible way. Nelson Mandela (born 1918) was trained as a lawyer and became an activist and leader of the African National Congress (ANC) - a movement fighting for the rights of the black people of South Africa. In 1964, he was arrested for his activities and imprisoned on Robben Island, where he was to spend the next 27 years. But even from his cell his work continued and he became a symbol of the liberation process and an icon of the struggle for freedom for people all over the world. He was released in 1990 after continuous international pressure including the embargo and boycott of South Africa. He then took up negotiations with the apartheid regime and an agreement was reached in 1992 which included the first election where all South Africans were free to vote. In 1994, he was elected the first black president of the Republic of South Africa in the first free election ever.

Mandela was an admirer of both King and Gandhi, but he saw non-violence as one of many practical means and not as an absolute principle. He had, after all, in his early career been the leader of the ANC's military wing.

Today, Mandela is still a highly praised and admired key figure in the fight for justice and democracy. He has been honoured with many prizes including the Nobel Peace Prize and is an attraction wherever he goes in the world giving speeches to inspire people never to give up the fight for freedom.

These three strong leaders have been and still are role models for many people around the world. They have given massive inspiration to everyone who protests against injustice and discrimination and their significance can not be overestimated for the course of freedom in the world.



Statue at his prison close to Stellenbosch, made after a photo of Mandela on the day he was released
Nelson Mandela,
Vilsekskogen, Flickr

Answer the True/False questions in this interactive task.



True or False - Three Freedom Fighters / h5p_content

<http://ndla.no/en/node/99151>

Pair Work and Class Discussion

Work with a friend or in a small group and consider these issues, then make a class-room discussion.

1. What would you say that Mahatma Gandhi, Dr. Martin Luther King Jr. and Nelson Mandela have in common?
2. The three leaders were active during the last half of the 20th century. Why did these movements come so close in time and occur in such recent history? Do you know of any similiar movements in earlier times?
3. Mention some reasons why a group of people will commit injustice towards another group. Have the reasons changed during history?
4. Discuss briefly the issue of non-violence versus militant action. List some arguments supporting both views.

A Love Story - Christian the Lion

Forfatter: Eli M. Huseby, Knut Inge Skifjeld

[A Love Story - Christian the Lion \(46189\)](#)

This is a true story about eternal love between a lion and two humans. Read about what happened and watch the video linked below.

This is a story about a love relationship between two young Australians and a lion, which was named Christian. It all started in 1969 when London was very lively and had a good economy. That is why London was given the name of the "Swinging City".

Harrods, a big department store in London, promised that they could supply anything their customers wanted. The store even offered exotic animals. Rendall and Berg, the two Australians, were looking for a camel. Instead they bought a lion cub. They brought him home to their apartment in Chelsea, London, and Christian rode their car, walked in the parks and even had some of his meals at restaurants. His owners described him as loving and affectionate. However, Christian had to be served 4 meals a day and he grew bigger and bigger.

Rendall and Berg had to look for another place that Christian could live and they found "The Lion Man", John Adamson, who worked at a reserve in Kenya rehabilitating lions into the wild. He was not too optimistic, since Christian had been born in a zoo in England and was not used to the wild in Africa. However, three years later Rendall and Berg got a letter from the Lion Man. He told them that he had succeeded and that Christian had been accepted by the wild lions. Rendall and Berg wrote back to the Lion Man asking if they could say their last goodbye. However, "The Lion Man" said that Christian had not been seen for 9 months.

The two guys went to Kenya anyway, and they were lucky. Christian had turned up the day before their arrival with two lionesses and many cubs. He recognised them and was wild with joy. They had a great reunion party, before he returned to his "family". The next morning the lions had disappeared into the wild. They were never seen again.

The story about Christian the lion takes us to London forty years ago. At that time, London was known as the "Swinging City", meaning that it was a lively and youthful city. English bands like The Beatles and The Rolling Stones brought pop and rock to eager teenagers on all continents and the English economy was booming. This made Harrods, a fashionable department store in London, boast that they could provide anything on request, and customers availed themselves of the opportunity to do just that. The second floor in the store even included a department for exotic animals. This boast eventually led two young



A Lion
Opphavsmann: cdwaldi

Australian men, John Rendall and Ace Berg, to the store, originally looking for a camel. However, a cute little lion made them change their minds. The price tag said 250 guineas (about £262).

"The Lion Man" to Their Rescue

"The Lion Man", John Adamson in Kenya came to their rescue. The two guys left the store with a lion on a leash. In this way, Christian the Lion became a resident in Chelsea, London, along with the two Aussies. For one year Christian cruised the streets in the back of a car, he took a stroll in Hyde Park or he had a bite to eat at local restaurants. His companions described him as loving and affectionate. However, the pet had to be served four meals a day and eventually became too big. "The Lion Man", John Adamson in Kenya came to their rescue. He had raised Elsa, a lion cub, and rehabilitated her into the wild. Now, he would try to do the same with Christian, but he doubted whether he would succeed. After all, Elsa had been born and bred in Africa, while Christian was born in captivity in Britain.

One Last Goodbye . . .

Nevertheless, Rendall and Berg handed Christian over to the Lion Man at a camp in the Kora reserve. Three years later, John Adamson stated in a letter that he thought he had succeeded and that Christian had been accepted by his wild mates. Rendall and Berg wrote back and asked if they could say one last goodbye, whereupon Adamson answered that this would be a waste of time, since they had not seen Christian for the last nine months. They decided to go anyway and they did not regret it. The night before they arrived, Christian had returned to the camp with two lionesses and a bunch of cubs. In the video clip the last scenes will reveal what happened when they met again. It was a great reunion party, but duty was calling, and eventually Christian had to go back to his extended family. In the morning he had disappeared into the wild, never to be seen again.

Watch the film clip on this site: <http://www.bornfree.org.uk/campaigns/big-cats/about/christian-the-lion/>. It contains scenes from Christian's childhood year in London, his relocation to Kenya and in the last scenes you can see what happens when they are reunited after three years.

Comprehension questions

Do the multiple choice questions to the right.

Oral

Retell the story in your own words. Include these key words:

Write down the words so that you can cross them out as you use them.

- Rendall and Berg
- Harrods
- Christian
- lion
- cub
- parks
- car
- restaurant
- meals
- big
- Kenya
- reserve
- the Lion Man
- rehabilitating
- goodbye
- nine months
- lionesses

- reunion
- disappear

Discussion

1. Should wild animals and reptiles be kept as pets? Explain your views.
2. Arrange a debate. Half the class argue in favour of keeping wild animals and reptiles as pets, whereas the other half argue against. Spend some minutes to prepare how to defend "your" views.
3. Why are people all over the world so touched by the story of Christian the Lion?

Research

1. "The Lion Man" is a conservationist. Use the internet to find out what a conservationist is.
2. What do you think about this approach to environmental issues?

1.

About Traveling

Forfatter: Morten Serkland

[Traveling \(2167\)](#)

Read the text below in pairs or on your own. Make sure you understand the words. Try to come up with examples and comments for each of the bullet points.

Experience new cultures, eat exciting and strange foods, meet hospitable people, lie on the beach. . . . Sounds great! Well, then you might want to learn a little bit about traveling.

How to Get Most Out of It

Traveling is a good way to

1. Get knowledge
2. Meet people
3. Get to know yourself
4. See different cultures in their natural context
5. Get experiences for life
6. Widen your horizon
7. Have fun



Part 1

It is essential to plan your journey to make sure you get the most out of it. Learn as much as possible about your destinations before departure. Here are some ways to find information:

street
Opphavsmann: [pedro_qtc](#)

1. Internet pages (homepages...)
2. Travel Books (Lonely Planet, Thomas Cook ++)
3. Recent publications/Travel magazines
4. Talk to people who know the country you are going to
5. Contact a Tour Operator to see what they offer
6. Read biographies and novels from your destination
7. Watch films and documentaries about your destination

Part 2

What would you like to know about your destination before departure?

1. Vaccines, medication, health
2. Clothes, climate, where you need to cover up
3. Places to avoid
4. Places to see – attractions, natural/man-made
5. Expenses (cheap/expensive)
6. Transport (how to get there, how to get around at the destination)
7. Unwritten rites/codes (behavior, dress, body language)
8. Currency and credit cards
9. Language/dialects
10. Food (special dishes, what to avoid)
11. Hygiene
12. Price level
13. Time difference

Part 3 - Cornerstones of Traveling

There are four cornerstones in all tour planning: **Travel, Live, Do and Eat.**

Travel

1. Find the right Flight
2. Schedule flights?
3. Charter flights?
4. Stop-overs?
5. High season/low season
6. Or alternative ways of going
7. Bus or train?
8. Ship?
9. How to get around at the destination
10. Special offers in public transportation
11. Deposit

LIVE

1. Hostel – bunk beds, dormitories, self-catering
2. B&B – often private homes
3. Hotel (often chains – Hilton, Radisson SAS)

EAT

1. Traditional Places (ex. Pub in London, medieval restaurant in Tallinn, Estonia ++)
2. Cleanliness/Hygiene
3. Special Dishes
4. Price range (should fit you budget)

DO

1. The main attractions of your destination (natural attractions or man-made attractions)
2. Any attractions on the WORLD HERITAGE LIST? (UNESCO)
3. Not more than 2-3 main attractions a day
4. Choose attractions in the same area (saves transport time)
5. Transport (bus, tram, subway, taxi,,)
6. Prices and opening hours of museums/attractions
7. Any day with free entrance to attractions?
8. Days closed?

Experience Other Cultures

We travel to meet people and cultures.

Traveling will be more interesting for you if you learn about:

1. Ethnic groups
2. Religion (traditions, festivals)
3. History of the people
4. Political situation
5. Music
6. Theater/Plays
7. Events (carnivals ++)
8. Gender differences
9. Trading traditions (bargaining)

The world is yours to choose from.

Have a nice trip!

Continue with tasks in the menu on your right hand side.

Social Issues

Paintball Warriors

Forfatter: Knut Inge Skifjeld

[Paintball Warriors \(18968\)](#)

What makes people shoot at each other voluntarily? What makes them shout like savages while attacking their friends? The answer is paintball bullets and lots of protective gear. In a country struggling with an obesity epidemic, paintball war games sounds like a good activity. It gets people off the couch and into the wilderness, but it may bring out a wildness inside us as well.

Some suggest that this activity is madness and that it produces potentially dangerous gunmen. With various school massacres freshly in mind, this is truly a grim thought. Then there are those who suggest that paintball war games is a safe way of letting off steam. Teens, overloaded with hormones, need this type of activity as an outlet for aggressiveness.

Anyway, have a look yourself. Watch this video from Skirmish Paintball. Then do the following tasks.



Paintball Skirmish / video

<http://ndl.no/en/node/18973>

Tasks and Activities

Discussion

1. Some suggest that since our lives have become predictable and safe, we need to let the adrenalin and aggressiveness flow in new arenas? Discuss.
2. Does this type of activity create future school massacres or does it help people deal with stress and dangerous tension? In other words: does it help you let off steam and thus make you less of a danger to society or does it make you more violent and capable of shooting someone in real life?
3. Would you take part in a paintball skirmish?

Research

1. Find out how much an American would have to pay to gear up for a paintball skirmish. Make a list of gear and approximate prices. www.ebay.com may be a good place to start, but there are lots of other suppliers of equipment.
2. Study variations in physical activity on this site: [Physical Activity Statistics](#)
Present your key findings. Pay attention to differences and trends.
 - Can you explain any of the variations?
 - How do you think it compares to Norway?

Obesity - Introduction

Forfatter: Anne Scott Hagen

[Obesity - Introduction \(52634\)](#)

We have collected a lot of material on obesity. You will find factual texts, videos and audio material with accompanying tasks.

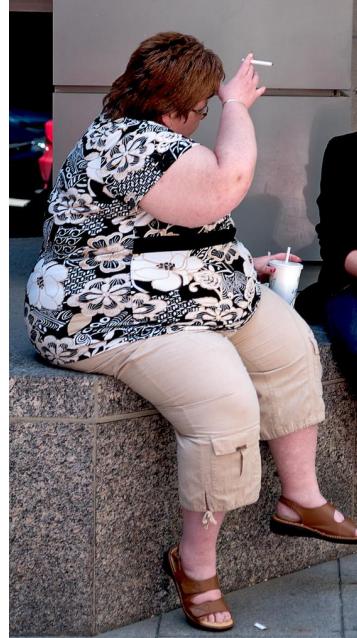
Obesity is a root cause of many illnesses in the western world and therefore a topic which concerns everyone today.

Use this material for project work, presentation and also discussion

"**We Are What We Eat**" and "**Obesity - a New Lifestyle Disease**" are factual texts, which discuss the problem of overweight.

"**Obesity in the UK**" is a video (2:11min), with related tasks, about problems and solutions to obesity.

"**Fast Food - USA**" is a video (6:33min). A Drive Thru Society takes a look at how fast food contributes to obesity in the United States and introduces some community members who are taking action towards encouraging healthy lifestyles.



Legal addictions

"**Flabuless on Her Way to Fabulous**" is a video, with related tasks, about a girl from New Zealand and her journey from flab to fab. (6:29min)

"**Unhealthy Diets - The Root of (most) Evil**" is an audio text (2:40min). Obesity and related diseases.

"**Obesity - the Cost**" is a short text discussing some recent statistics on obesity and the cost to society.

The nodes can be opened from the list below or from the link collection.

- [We Are What We Eat](#)
- [Obesity – A new lifestyle disease?](#)



•

Obesity in the UK / video
<http://ndla.no/en/node/19871>

- [Fast Food - USA](#)
- ["Flabuless" on Her Way to Fabulous](#)
- [Obesity - the Cost](#)

Here you can listen to an audio lecture on unhealthy diets:



Unhealthy Diets -The Root of (most) Evil / audio

<http://ndla.no/en/node/14290>

Mental Health

Forfatter: Stein Tingvold, Celia Suzanna Sandor, Åse Elin Langeland

[Mental Health \(10577\)](#)

Pre-reading:

Have you seen any films or read any books or stories where the characters have struggled with mental disorders? What kind of mental disorders did the characters have and how did these disorders influence the characters' lives?

Mental Disorders

Even though many suffer from mental disorders, it is a topic that is not widely talked about, and has almost become taboo in our society.



We like to share a lot of information about ourselves, for example on the Internet in various blogs and in online communities such as Facebook. The paradox is that we often do not tell others when we are having a hard time ^{Despair} or are facing difficulties.

Demands and Requirements

Today's society is very demanding. Working life is becoming harder. In order to keep their jobs, people have to work hard and long hours. Consequently, people experience that they have less time for their families and leisure time activities. These factors can affect a person's mental health. Children and young people are also at risk. They are constantly met with demands as to clothing and behaviour. Many young people struggle to find themselves and to fit in with their peers. Some even feel isolated and lonely. Without a doubt, this may affect young people's mental health.



Title: Despair - "In a room with a window in the corner, I found truth"

Discuss

People who experience mental disorders often feel that they are the only ones facing such problems. However, almost all of us find ourselves in such situations at some time in our lives. Maybe we all could cope better with these situations if we shared our experiences?

HIV/ AIDS

Forfatter: Stein Tingvold, Celia Suzanna Sandor, Åse Elin Langeland

[HIV/ AIDS \(10688\)](#)

Pre-reading activity: Have you ever heard of a person with HIV who has told his/her story in the media?

What is HIV/AIDS?

HIV/AIDS is one of the most severe health issues today. HIV is a virus (Human Immunodeficiency Virus) which can lead to the disease AIDS (Acquired Immunodeficiency Syndrome). Most people who are infected by the HIV-virus will eventually develop AIDS. When a person has AIDS he or she will easily get infections since AIDS damages the person's immune system. Even though there have been advances in medicine it has so far been proven impossible to find a cure for AIDS. As a result, people with AIDS die of illnesses that most people recover from. One of the biggest challenges in today's medical research is to find a cure against HIV, which so far has not been possible.



You are either affected or infected with
HIV/AIDS

A Growing Problem in Africa

Although HIV/AIDS is a global challenge, people in Africa are affected to a much greater extent than people in the Western world, and the consequences are enormous. HIV/AIDS leads to high mortality rates, and people die at an early age. Children lose their parents and become orphans at a very early age. Thus, HIV/AIDS has some serious personal consequences since so many families and children are affected by the disease.

Global Consequences

Problems related to HIV/AIDS reinforce the wealth divide and the economic differences between Africa and the rest of the world. In poverty-ridden African countries there is a scarcity of financial resources. Due to this fact, the amount of money spent on finding measures to relieve the suffering is minimal. In addition to poverty, countries in Africa face a lot of challenges, for example refugees, lack of clean water and often unrest and civil war.

Dropouts

Forfatter: Stein Tingvold

[Dropouts – a Growing Problem in the Western World \(1888\)](#)

Pre-reading activity

Do you know anyone who has quit school without finishing their education?

Bored of school?

Have you ever been so bored of school that you have considered quitting? Have you more than once thought that it would be wise to do something else than school? If these thoughts have crossed your mind, you are surely not the only one. Pupils leaving school before they finish their education are today a growing problem in the Western world, and the drop out rate is increasing dramatically.

Consequences

There are, however, negative consequences of quitting school before you have finished your education. Today's society demands skilled professionals to a much greater extent than only 30 years ago and young people without an education will have fewer opportunities on the job market since most employers require that their employees have formal education. Young people without an education often have problems finding a job and sometimes they end up with a job that they find boring and without challenges. In addition, people without an education will in the long run often have trouble finding a job which is secure or well-paid.



Dropouts

Fotograf: [Henry Romero](#)

Unemployment

The consequences of leaving school could also be worse. Some drop outs do not find a job at all and are therefore trapped in unemployment. The problems caused by unemployment can again be dramatic. Lack of money, and in the worst cases poverty, can be the result of unemployment. Pupils who leave school may also lose the daily company of their friends and some find themselves trapped in loneliness and despair.

Discussion

1. What are some of the reasons why teenagers drop out of school?
2. How do you think their fellow students react to other students dropping out? Are they envious, worried etc?
3. What are some of the likely short term and long term consequences of dropping out
4. How can school change to prevent people from dropping out?
5. Do you believe that Norway differs from other Western countries when it comes to pupils quitting school?

Video: Government Drive to Keep Teens in School



Dropouts – a Growing Problem in the Western World / fagstoff

<http://ndla.no/en/node/1888>

Watch this video and write a text in which you sum up what the government initiative is all about. Make sure you include some of the statements that are made in the interviews.

Finally include a paragraph or two where you share your views on a good school.

Environmental Issues

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 Sun's Impact on Our Climate

Forfatter: Jan-Louis Nagel

[The Sun's Impact on Our Climate \(87136\)](#)

The climate of our Earth has always been changing. The changes may be slow and gradual or fast and dramatic. Most important to our existence is the Sun. Without the Sun, Earth would be an ice cold, dark rock. But the Sun is not a constant force. In this clip we will look at how the Sun together with the Earth's tilt impacts our climate.



Sun / video

<http://ndla.no/en/node/59356>

Find Out

1. Which two causes of climate change are mentioned in the clip?
2. How are the tilt of the earth and its orbit round the Sun significant? What is "The Big Bang" theory?
3. In what way is the magnetic field around the earth important?
4. How long is the Sun estimated to last?
5. How is the climate changing today?

UK - 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 Britons would like their country to lead the way with legislation to combat global warming, and



Traffic jam

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
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UK - Protecting our Planet -Letter to the Editor

Forfatter: Anne Scott Hagen, Hands On (NKI)
[Protecting Our Planet \(Letter to the Editor\) \(5755\)](#)

Pre-reading: Our “throw-away” society is a sign of economic growth and an improved standard of living. Has this gone too far? Do you feel greedy? Discuss the quote below.

"There is enough in the world for everyone's need, but not enough for everyone's greed." (Frank Buchman)

How much does this human activity affect our climate? There have been natural variations in climate over the centuries and scientists still disagree about the degree of influence from human activity. Other influences, such as solar energy, can also affect the climate. Sceptics doubt the predictions of the IPCC (UN Intergovernmental Panel on Climate Change). These predictions indicate changing rainfall patterns, rising sea levels, retreating glaciers, thinning Arctic sea-ice and an increasing incidence of extreme weather due to global warming.

The following two letters appeared in the correspondence columns of an environmental magazine in Britain. Readers had been asked to give their opinion on the environmental effects of growth and development.

The Case Against

Dear Editor,

I entirely disagree with the opinions expressed by Jim Miller last week. The costs of growth and development are already too high and the future is bleak. Unless we do something, the world will not be a fit place to live in. It is pointless to use dangerous chemicals, to make soft white toilet paper. It is pointless to use non-renewable energy to make plastics when we could use other materials. It is useless to go on making things we do not really need.

Traffic threatens to choke all our cities and air pollution threatens the air that we breathe. We are threatened by floods, hurricanes and rising sea levels. If we carry on pouring out greenhouse gases, we are going to die.

And all this because of people's greed for material things.

We need to rethink our whole way of life and live in small communities which only produce the food and goods they need. Why should man, who is just an animal, have the right to destroy the whole planet?

Yours sincerely.
Jackie Seville

The Case For

The following week, there was a reply to Jackie Seville's letter. This is an extract from the reply.

Dear Editor,

Jackie Seville's letter last week just shows how naive she is and how little she knows about human beings. Development is essential. Unless there is growth and development, the standard of living cannot rise. It is ridiculous to expect people with a high standard of living to suddenly stop buying luxury items and driving cars. We all need cars. Our whole lifestyle has become geared to them. Especially older people need transport from door to door. No-one wants environmental disaster, but equally no-one wants to go back to the Dark Ages.



Traffic jam

Providing that development is controlled, it can do no harm. Without economic growth we would still be living in mud huts. We are making progress on issues such as pollution and the unlawful killing of animals. Disease contaminated water has been eliminated in the more developed countries, and there are more national parks to protect plants and wildlife. Politicians are setting new goals to reduce carbon emissions and more people are sorting waste for recycling.

We have the technology to control the environment. Providing that we work within the system we will win.

Yours sincerely,
Fred Plant

Comprehension

(The Case Against)

- 1 Why do you think the writer says the costs of growth are too high?
2. In what way does traffic choke our cities?
- 3 In what way does the writer say we should "rethink our whole way of life"?
- 4 In what ways are the writer's suggestions practical/impractical?

(The Case For)

- 1 According to the writer what will happen if there isn't growth and development?
- 2 What does the writer mean by "going back to the Dark Ages"?
- 3 How does the writer suggest that we can protect wild animals?
- 4 When does development do no harm?
- 5 Mention some examples of recent disasters due to extreme weather in Norway or elsewhere.

Discussion

Development can sometimes have a negative effect on the environment. Discuss some of the effects of the following:

- road construction
- dam construction
- burning fossil fuels and forests
- mineral exploration
- population growth
- uncontrolled commercial fishing

Media

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

A screenshot of the New York Times website homepage from Tuesday, February 5, 2012. The top navigation bar includes links for 'HOME PAGE', 'TODAY'S PAPER', 'VIDEO', 'MOST POPULAR', and 'Edition: U.S. (Today)'. The main headline is 'CITIES BORROW FROM NEW YORK PENSIONS TO PAY FOR THEM' with a sub-headline 'Some critics say the bust has forced cities to dip into their pension funds throughout the state to put off addressing long-term employee retirement costs.' Below this is a photo of a basketball player. To the right, there's an opinion piece by Paul Krugman titled 'Editorial: Not What Paul Volcker Meant' and a market update section. The left sidebar lists various news categories like 'WORLD', 'U.S.', 'POLITICS', etc., and a 'SEARCH' bar.

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.

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?

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.

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.

Taliban Assassinate Afghan Women's Rights Activist Sitara Achakzai

By The Staff at www.owow.com



© Getty Images

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Buzz up!

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

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.

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 Foxy" Italian boyfriend Raffaele Sollecito, 24. The knife has a serrated edge and a handle made of black plastic, 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 found having a cut to seven-inch hair follicles, which occurred when it was pulled from her roommate Knox, 25, who found it in her shower just three days earlier.

Cops asked to check if any knives were missing.

Rape

The knife was found after two other families were

asked to check if any knives were missing.

Foxy Knox



Photo: AP

RELATED STORIES

Prime suspects on YouTube

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?

Did TV Die in 2004?

Forfatter: Knut Inge Skifjeld, Celia Suzanna Sandor, Catharine Ruud

[Did TV Die in 2004? \(14343\)](#)

Pre-reading discussion: What effects does the Internet have on television and radio?

What is the future of TV? Listen to the first five minutes of a lecture below by Mark Pesce, who suggests that piracy might increase the number of TV viewers rather than reduce it. Afterwards, discuss in groups of two or three what effects the Internet has on television and radio.



Piracy is Good? (presentation) / video

<http://ndla.no/en/node/14346>

Tasks and Activities

Discussion

1. How do you feel about downloading film and music from pirate internet sites?
2. How would you feel about internet piracy if your own music or material was shared without your consent?

Writing

1. Create a two-column table in a text document where you list arguments for and against internet piracy.
2. Write a *letter to the editor* of at least 300 words in which you argue for or against internet piracy. [How to Write a Letter to the Editor](#)

Social Media

Our Resources about Social Media

Forfatter: Knut Inge Skifjeld

[Social Media - Our Resources \(109997\)](#)

Here you will find a variety of resources about social media and related issues intended for use in secondary education.

1. [Social Media - Introduction](#) This is an article that focuses on the fact that social arenas are also public arenas to a great extent and thus the users have to develop an awareness as to what is proper, polite and wise. There are many tasks in the relate menu.
2. [Facebook Will Corrupt Your Language](#) This article discusses the following: Is it ok just to be understood or should there be some rules that will regulate the language we use to communicate?
3. [Can the World be Saved on Facebook?](#) Here we discuss Facebook as an important factor in a worldwide change towards democracy and respect for human rights.
4. [Twitter Revolution](#) The text focuses on the same topic as the one above.
5. [Growing Up with Social Media](#) This is an article which focuses on social media awareness, much the same as in text number one. However, this is shorter and easier to understand.
6. [How Social Networks Helped Me](#) This text refers to actual situations where social networks turned out to be very helpful. There are also discussion tasks here.

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?

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?

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>

Language and Culture

What is art?

Forfatter: Celia Suzanna Sandor, Knut Inge Skifjeld

[What Is Art? \(12485\)](#)

What does "art" mean to you? Write down five things (words, names, ideas, etc.) that pop to your mind when you think of the word "art".

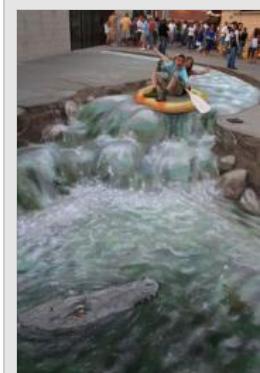


What Is Art? / audio

<http://ndla.no/en/node/48608>

Today there is a lot of disagreement about what can be called art, and what cannot. However, it has not always been this way.

Up to the Middle Ages, there was not even an answer to this question, because the idea of "art" did not yet exist. The idea of the "artist" was not born until after the Renaissance (14th to 16th centuries). Before that, painters and sculptors were seen as craftsmen or artisans, along with carpenters, basket weavers, potters, and the like. However, after the Renaissance, paintings and sculptures got a higher status because they were not just the result of skill or technique, but also *inspiration*; their creators, the painters and sculptors, had been *inspired* to make them. (Source: Adapted from [What is Art? What is an Artist?](#))



Julian Beever 1



Julian Beever 2



Julian Beever 3

The first art schools (academies) were founded in Italy in the 16th century. These academies laid down a set of rules for what art should and should not be. There were rules for colour, composition and the like. Generally speaking, the purpose of art was to create beauty or reveal a higher truth. Artists sought perfection. The ideal was the old, classical art of Greece and Rome. In the mid-1800s, new ideals gained ground. There was a fresh awareness that everything is relative. Suddenly, ugliness and chaos appeared in art. Furthermore, the materials art was created from – paint, canvas, stone, as well as newer materials - were appreciated in their own right. Instead of depicting the outer world, art started depicting itself.

The closer you get to our times, the more complex art becomes. That means that it has become more and more difficult to say "this is art, that is not art". In the Renaissance, you could examine an object against a set of fixed rules to decide if it could be called "art". With the complexity of the art being produced today, as well as the increasing overlapping of art forms, this is no longer the case.
(Adapted from [What is Art? What is an Artist?](#))

Trick the Eye

Julian Beever is a pavement artist. The 3-D effect of his astonishing chalk drawings is achieved by using a special technique called anamorphosis. This type of art is called "trompe-l'œil" (meaning "trick the eye" in French). Although the concept of trompe-l'œil is nothing new, Beever's work is certainly unique. Beever says that:

"My art is for anybody, it's for people who wouldn't go into an art gallery. It's art for the people. [...] Art shouldn't be locked away in galleries and libraries and books. Art should be for everybody and not just art boffins, historians and so-called experts."

Source: [Pavement Picasso](#), downloaded 10.05.09, 11.10am)

Tasks and Activities
Discussion
Explain (restate) Beever's quote in your own words. What is your view on visual art? Do you agree with Beever, or do you have a different opinion?
"Art" is not only what you find in museums and galleries. Discuss whether the following types of visual expression can be called "art". Where does the line go?
Advertising (print and television)
Street art (like Julian Beever's pavement art in chalk)
Graffiti (like what you see on e.g. buildings, bridges and pedestrian underpasses)
Graphic design (like what you find on store logos, in magazines, on book covers, CD covers, or any type of wrappings, from milk cartons to shopping bags)
Posters
Others you can come up with?
Find three examples of "street art" using an internet search engine. Discuss if it is art or not.
Do the Art Quiz 1 / h5p_content http://ndla.no/en/node/12502 .
Research
Find various definitions of the word 'art'. How are they similar? How do they differ?
Why do you think they differ? Use online dictionaries and search engines in your research. Search for 'art definition'. With some search engines, like www.google.com, you may write as follows:
'define: art'. This will give you a list of definitions.



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://ndla.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

Easy Texts

UK - Easy Texts

How to Use Easy Texts

Forfatter: Anne Scott Hagen

[How to Use Easy Texts \(71361\)](#)

We have produced easier versions of a number of our original texts. These are titled "Text in Brief" and you will find the easier text link at the beginning of the original text. Some of the original texts have been shortened or divided up into shorter text units and some tasks made easier/changed.

In the Text in Brief version you will find the most important information on a particular theme, but we have tried to present it in more easily "digestible" pieces with suitable activities. In addition, there are some easy texts which are not derived from, but have a common theme with other texts in the menu.

Many of the easy texts deal with culture and society. Easy text, example

• What do you know about Australia? Note down as many facts as you can.
• Look at the first map and see whether any of the things you have noted above are shown on the map.

Geography

Australia is a country in the southern hemisphere. It is made up of the Australian continent, the island of Tasmania and several smaller islands in the Indian Ocean and the Pacific Ocean.

History

In 1606, Dutch explorers were the first Europeans who discovered Australia, but they did not settle there. The first European settlement was established in 1788 when the British sent convicts to Australia. Australia was inhabited by the Aborigines. In 1770, the British claimed the eastern part of Australia as a colony. Other European countries also settled in Australia, including France, Germany, Italy, Portugal, Spain, and the United States. The population grew rapidly, especially after the gold rush in New South Wales in 1851. Other colonies were established in the 1800s, such as Victoria, South Australia, and Western Australia. The Commonwealth of Australia was formed in 1901.

- All the texts are to be found in the menu *Tasks and Revision*. See main menu.
- The Text in Brief is also in the link collection under *Subject related* in each text.

The easy texts can be used in parallel with the original text to differentiate in the classroom or they can be used instead of the original texts.

Introduction to the UK

Forfatter: Anne Scott Hagen, NKL Forlaget
[Introduction to the UK - Text in Brief \(63087\)](#)

Try the UK Quiz - General Knowledge / h5p_content <http://ndla.no/en/node/10109> before reading the text.



The Different Parts of the British Isles



Introduction to the UK / audio

<http://ndla.no/en/node/94319>

The British Isles consists of two large islands and many small ones. The largest island is Great Britain and the second largest is Ireland. Scotland, England and Wales are the countries which make up Great Britain. Ireland consists of the Republic of Ireland and Northern Ireland. Great Britain and Northern Ireland, together, make up the United Kingdom.

Scotland + Wales + England = Great Britain

Great Britain + Northern Ireland = the United Kingdom (the UK)

The United Kingdom + the Republic of Ireland = the British Isles

The island of Ireland is made up of the Republic of Ireland + Northern Ireland

The UK is governed from London, but Scotland, Wales and N. Ireland also have their own governments for domestic affairs. The government in London deals with external affairs and defence. The Republic of Ireland is an independent country.



Geography

Great Britain is about 1000 km from north to south and about 500 km from east to west at the widest part. The landscape of the British Isles is varied. Scotland has most mountains, but there are also mountains in northern Wales. Ben Nevis (1,343 m) in Scotland is the highest mountain in the British Isles. Northern England has some hills but they are not as high as those in Scotland and Wales. Southern England is relatively flat and suitable for agriculture. Ireland is commonly called the Emerald Isle due to the green countryside.

Tasks and Activities

Vocabulary

Copy these words into your text editor and use the dictionary on the right to translate them into Norwegian.

- consist of
- government
- domestic
- external
- independent
- suitable
- agriculture
- commonly

Comprehension

Which of these statements are true and which are false?

1. The British Isles and the United Kingdom are synonyms.
2. Ireland is part of the British Isles.
3. Great Britain consists of Scotland, England and Wales.
4. The UK government looks after Scotland's domestic affairs.
5. The Republic of Ireland is an independent country.
6. Wales has the highest mountains in the British Isles.

Discuss

1. Do you think the fact that the British are islanders has had an effect on the people and their values?
2. In which part of the UK would you have preferred to live? Why?

Flags

Have you ever watched a football match and wondered about the different flags you see there? Try to match the flags correctly in the



British Isles - Flags / h5p_content

<http://ndla.no/en/node/12476>

task.

Suggested Further Activity



British Isles Map (countries) / amendor_ios_task

<http://ndla.no/en/node/27024>



- British Isles Map (capitals) / amendor_ios_task
<http://ndla.no/en/node/27013>



- British Isles Map (rivers, lakes) / amendor_ios_task
<http://ndla.no/en/node/27027>



- British Isles Map (seas and islands) / amendor_ios_task
<http://ndla.no/en/node/27034>



- British Isles - City Quiz (easy) / amendor_ios_task
<http://ndla.no/en/node/12202>



- British Isles - City Quiz (difficult) / amendor_ios_task
<http://ndla.no/en/node/12196>

The Four Countries of the United Kingdom

Forfatter: Anne Scott Hagen, Engelsk for videregående (Vega)
[The Four Countries of the United Kingdom - Texts in Brief \(63236\)](#)

The United Kingdom (UK) is made up of the four countries: England, Wales, Northern Ireland and Scotland.

England - Text in Brief



Typically English

Wales - Text in Brief



Welsh sign

Northern Ireland - Text in Brief



Belfast City Hall

Scotland - Text in Brief



Tossing the caber

Northern Ireland - The Troubles

Forfatter: Anne Scott Hagen

[The Troubles, Texts in Brief - Overview \(66423\)](#)

Here are several easy texts about the Troubles in Northern Ireland.



Republic of Ireland flag



United Kingdom - Flag (Union Jack)

1. One Island, Two Countries [The Troubles, Introduction - Text in Brief](#)
2. England, Scotland and Ireland, Catholics and Protestants
[The Troubles, History - Text in Brief](#)
3. Armed Resistance and Peace [The Troubles, 1960s to Today - Text in Brief](#)

UK - Education

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

[UK_Education - Text in Brief \(68503\)](#)

Pre-reading: What do you think makes a good school?



UK -Education / audio

<http://ndla.no/en/node/94327>

All children in the United Kingdom, between the ages of 5 and 16, are required by law to receive full-time education. The school systems in Scotland and Northern Ireland are a little different from the system in England and Wales, which is described here.

State Schools and Public Schools

More than 90% are educated in co-educational state schools. The remaining 10% attend public schools where their education is paid for by their parents. These schools get no money from the government. Therefore, these are private schools, but are called public schools in England.



From 5 to 18

Children start primary school when they are 5 years old and continue until they are 11. Then, after 5 years at secondary school, when they are 16, they take the examination, the General Certificate of Secondary Education (GCSE). After this, education is no longer compulsory.

Students can continue in full-time education at a sixth form college or in the sixth form of a secondary school. There they will study for examinations leading to university entrance qualifications. These are the AS levels (Advanced Supplementary), which take 1 year and the A levels (Advanced), which usually take 2 years.

- compulsory = obligatorisk
- university entrance qualifications

Age	Year	State System (90% of pupils)	Private System (10% of pupils)	Exams	
18		Higher education			
17	13	Sixth Form College	Tertiary College		
16	12		Public School		

15	11	Secondary School	(Starts at 11 or 13)	A level
14	10			AS level
13	9			Various
12	8			Vocational
10	6			qualifications
9	5	Primary School	Preparatory School	Diplomas
8	4			GCSE
7	3			
6	2			
5	1			
Nursery School				

Pupils, who want a more practical education, can choose to study at a tertiary or further education college. There they can choose between different vocational qualifications which prepare them for work.

Nearly a third of all young people now enter higher education at a university or other educational institution.

- tertiary = tertiær, på tredje nivå
- further = videre/vidare
- vocational = yrkesfaglig/yrkesfagleg

What Pupils Study

The National Curriculum determines what pupils study. The core subjects are English (and Welsh, in Wales), mathematics, science, technology, physical education (PE), and religious education. History, geography, art and music are also compulsory subjects in the earlier years of school. A modern foreign language and a new subject, 'citizenship', are added to the curriculum at age 11. At age 14, history, geography, art and music become optional. Other subjects, such as drama, dance, and classical languages can be taught, depending on the resources of each school.

- curriculum = læreplan
- determines = bestemmer
- core = kjerne
- foreign = fremmed/framand
- optional = valgfritt/valfrift

Tasks and Activities

Comprehension

Try the multiple-choice interactive task



UK, Education - Comprehension / h5p_content
<http://ndla.no/en/node/68591>

Vocabulary

Copy the text into your text editor and then put the following words into the correct place in the text

Co-educational, physical, secondary, compulsory, vocational, core, optional, science, primary, subject

In the UK, children start _____ school when they are 5 years old and then go on to _____ school at 11. State schools are _____ with boys and girls going to the same school. Education is _____ until a pupil is 16 years old and they have to study the _____ subjects such as mathematics and English. _____ and _____ education are also core _____, but art is an _____ subject after age 14. Pupils who do not want to go to university often take a _____ qualification which is a more practical education.

Discuss

What are your favourite subjects at school? Why? Are there any subjects which are not offered at school, but which you would like to have?

Group Work

Your school has decided to introduce school uniforms and pupils have been asked to come with suggestions. Work in pairs or groups and decide what the uniform should be like (articles of clothing and colours). You can search for "school uniform" on the Internet or watch the video



School Uniforms / video

<http://ndla.no/en/node/19880>

to get some ideas. Present your suggestions to the class.

UK - Parliament and Government

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

[UK, Parliament and Government - Text in Brief \(69165\)](#)

Pre-reading: Where is the UK Parliament located?



UK - Parliament and Government / audio

<http://ndla.no/en/node/94328>

The United Kingdom is a parliamentary democracy. The Parliament of the United Kingdom is in London. It has two chambers, the House of Lords and the House of Commons. The House of Commons has members which are elected from all the countries in the UK. The Scots and Welsh voted for devolution in a referendum in 1997. The system came into effect in 1999 and since then, the Scottish and Welsh Parliaments have had more control over their domestic affairs. The Scottish Government has responsibility for issues such as, health, education, justice, transport and rural affairs, but the Welsh Assembly Government has fewer powers.



The State Opening of Parliament marks the beginning of the new session in the Parliament. Its main purpose is for the monarch formally to open Parliament and in the Queen's Speech give an outline of the Government's proposed policies for the coming session.

- Chamber = kammer
- Elected = valgt/valt
- Voted = stemt
- Devolution = overføring av makt fra en sentral makt/overføring av makt fra ei sentral makt
- Referendum = folkeavstemning/folkerøysting
- Domestic = innenriks/innanriks
- Rural = lokal

- What is a parliamentary democracy?(search the Internet for a definition)
- Does Norway have this type of government?
- What are the parts of the UK Parliament?
- What happened in 1997?

The UK
System in
Brief

The
Monarch

(Queen or King)

Head of State, Head of the Commonwealth, Appoints the Prime Minister, Head of the Armed Forces.

Little real power and acts only on the advice of her ministers.

The Prime Minister

Leader of the government party

Appoints ministers (about 100) and forms the Cabinet

The Cabinet

The most important ministers in the government (about 20 members)

The House of Lords

Has 753 members (January 2011) - hereditary peers and life peers, 2 archbishops and 24 bishops

Can only revise and delay bills.

House of Commons

650 Members of Parliament (MPs) (from 2010). Each represents one of the constituencies (district), into which the country is divided. Each belongs to a political party. Some are members of the government party and some are from the opposition parties. Elected by the people. The UK Members of Parliament are elected by [first-past-the-post system](#).

- Hereditary = nedarvet/nedarva
- Peer = adelsmann
- Delay =forsinke/forseinke
- Bills = lovforslag
- Constituency = valgkrets/valkrins
- Opposition parties = opposisjonspartier/opplosjonsparti

Copy the sentences into your text editor and then put the names below into the correct sentence.

The Prime Minister, The House of Commons, The House of Lords, The Monarch, The Cabinet, A Member of Parliament

..... is the head of the government party.

..... is made up of the most important ministers in the government.

..... can only change and slow down bills.

..... has members who are elected by the people.

..... appoints the Prime Minister.

..... represents one constituency.

How Does the System Work?

The Cabinet is like the leaders of the Government and the Government is like the management of the country. It decides how the country will be run. It makes the important decisions, for example about foreign policy, education, or health, but these decisions have to be approved by Parliament. If Parliament thinks that a particular Government policy is against the public interest, it can force the Government to change its mind. The Government would then have to change its policy. The power of the Government depends on support from the House of Commons, which, in turn, depends on the support of the voters.

- Elections must be held at least every 5 years.
- Two main political parties: Conservative and Labour.
- Liberal Democrats are a third smaller party.
- The party with the majority of votes in the election forms the Government.

- The second largest party forms the Opposition.
- Scotland, Wales and Northern Ireland all have national political parties, the Scottish National Party (SNP), Plaid Cymru and Sinn Fein. These parties would like their countries to become independent.

- Management = styre
- Decision = avgjørelse/avgjerd
- Policy = politikk
- Public interest = samfunnsinteresse
- Depends on = er avhengig av
- Election = valg/val
- Independent = uavhengig/sjølvstendig

Make questions for these answers.

1. Makes important decisions about how to run the country.
2. Can make the Government change its mind.
3. At least every 5 years.
4. The Conservative Party and the Labour Party.
5. It is formed by the second largest party.
6. The SNP.

Scotland, Wales and Northern Ireland

Members of the Scottish and Welsh Parliaments are made up of a representative for each constituency and

representatives from each of the regions used in the European Parliament elections. First the constituency Members are elected by the first-past-the-post system and then the regional Members are elected by a [proportional representation system](#).

Devolution of powers to the Northern Ireland Assembly also occurred in 1999 and the Assembly has legislative authority for matters which have been transferred from the UK government.

The UK government has responsibility for all matters of foreign policy.

Scotland is now planning a referendum in 2014 to vote on whether Scotland should become an independent country.

- legislative=lovgivende/lovgivande
- foreign policy=utenrikspolitikk/utanrikspolitikk

Some Oddities in British Politics

The Whip The Whip is the person who has to “whip” together or count

the MPs when they are going to vote on a new bill.

The Shadow Ministry This is the group of ministers which the Opposition sets up to monitor the government's ministers.

The British Constitution Norway has a written Constitution which states the laws of the country. Britain has no written Constitution, but uses tradition or, if necessary, makes a new law when a problem comes up.

- whip = piske
- monitor = overvåke/ha oppsyn med/overvake

Tasks and Activities
Quizzes



1.

2. [CBBC Newsround Quiz](#)
3. This quiz is about strange procedures in the UK Parliament [BBC Parliament Quiz](#)

Find Out

Use the table on the right in this link called [The New UK Government 2010](#), to find information about the government in the UK. Find out:

- the name of the present Prime Minister in the UK and which party he represents
- the name of the previous Prime Minister in the UK and which party he represented
- which party got most seats in the election
- how many seats did they get?
- From 2010, the government in the UK is a coalition government between the Conservative party and the Liberal Democrats. What does this mean?

Discussion

In Pairs: Take a virtual tour

At [Online tours - UK Parliament](#), both students, individually, take a virtual tour of the House of Commons. Each make 10 questions about what you see. Give them to your partner, who should try to find the answers. Finally, discuss what you have seen and learned. Give your opinion on the layout of the Chamber, the furnishings and parliamentary traditions.

USA - Easy Texts

Introduction to the USA

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

[Introduction to the USA – Text in Brief \(62856\)](#)

1. Have you ever been to the United States? Where and when? Share your stories with a partner.
2. Where would you like to visit? In which part of the country? Which state(s)?
3. Can you take a guess at approximately how many people live there?



Introduction to the USA / audio

<http://ndl.no/en/node/94309>

The US was founded in 1776, when the first 13 colonies were established on the Atlantic coast. Today, it is a federation of fifty states. Alaska and Hawaii were the last two states and were included in 1959. In addition to these fifty states, it includes: Washington DC (District of Colombia), the free Commonwealth of Puerto Rico, the Virgin Islands and some Pacific Islands.

The USA is the third largest country by area in the world (Russia and Canada are larger) and 30 times larger than Norway. It would take you five to six days to drive a car the 4,500 km from the eastern to the western coast. From Canada in the north to Mexico in the south it is 2,500 km. It has about 304 million inhabitants. It is the third largest country by population. Only China and India have more people.

The country is divided into four regions: the Northeast, the Midwest, the South and the West. These regions are different in size, population, race, dialects and cultural background. For example, food traditions are different in the four regions.



USA

Tasks and Activities

Comprehension



Introduction to the USA (easy) / h5p_content

<http://ndla.no/en/node/62894>

Geography Skills

- Test your geography skills. [Can You Place and Name the US States?](#)
- At this link, [Geography Games - USA \(external link\)](#), you will find more games on cities, capitals, regions, etc. Right-click to open in separate window.

Translation

Copy the paragraph below into your text editor and translate the text into Norwegian.

The US was founded in 1776, when the first 13 colonies were established on the Atlantic coast. Today, it is a federation of fifty states. In addition to these fifty states, it includes: Washington DC (District of Columbia), the free Commonwealth of Puerto Rico, the Virgin Islands and some Pacific Islands.

The USA is the third largest country in the world both in size and number of inhabitants. The nation is divided into four regions which vary in size, population, race, dialects and cultural background.

Major Cities in the USA

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

[Major Cities in the USA \(Easy\) \(64167\)](#)

The USA has many interesting and very different cities. Which one would you most like to visit and why?



Major Cities in the USA / audio

<http://ndla.no/en/node/94310>

The five major cities in the USA are: New York, Los Angeles, Chicago, Houston and Philadelphia.

New York City

New York was the entry port for immigrants to the USA. In the 1800s and early 1900s, they came to Ellis Island in New York harbour. New York is a multicultural city and a center for culture and finance. Fifth Avenue and Wall Street are famous streets in New York. The TV series CSI NY and Sex in the City were shot here.



New York

Los Angeles (California)

Los Angeles was founded in 1781 and grew during the Gold Rush of 1849. It has a warm, sunny and relatively dry climate. Important industries include electronics (Silicon Valley) and tourism. It is the center for the film industry, best known as Hollywood. It has urban problems like pollution, slums and overcrowded schools.



Los Angeles On a Very Clear Day

Chicago (Illinois)

Chicago is situated on the shore of Lake Michigan. The summers are hot, the winters cold and windy, which has given Chicago the nickname, the Windy City. Chicago produces steel and metal products, and is a center for printing and publishing. It is home to the world's first skyscraper and is also the home of President Barack Obama.



Chicago

Houston (Texas)

Houston, is a port city linked to the Gulf of Mexico by a long channel. Today, it is a center for the oil industry and for aerospace research and development (NASA).



Philadelphia (Pennsylvania)

4th July Houston Texas

The City of Philadelphia was founded in 1681. Both the Declaration of Independence and the Constitution were signed here. It is situated on the Delaware River with one of the largest freshwater ports in the world. Some of the industries are clothing, printing and publishing, food production and production of electrical machinery.



Comprehension

1. What was the name of the port of entry in New York?
2. Name some negative aspects of Los Angeles.
3. What is Chicago's nickname?
4. Where and when was the first skyscraper built?
5. Which city is associated with the oil industry and NASA?
6. What two important documents were signed in the city of Philadelphia?

Mini Presentation

Choose one of these cities and make a mini presentation. Begin by making a list of things you think are important and interesting to include.

Read more here: [Mini Presentation](#)

The USA - Immigration

Forfatter: Catharine Ruud, Åse Elin Langeland, Engelsk for videregående (Vega)
[Immigration and Population – Text in Brief \(64035\)](#)

In 1790, the American population was about 4 million. In the year 2010, the population was over 300 million. How many Americans will there be in the future, do you think?

In the Beginning



The USA - Immigration / audio

<http://ndla.no/en/node/94311>

In 1775, around the time of the War of Independence, there were less than four million Americans. Until 1848, the population was rather small. This was changed by two events: the Gold Rush in California (1848) and the Homestead Act (1862), an act of law giving free land to farmers.

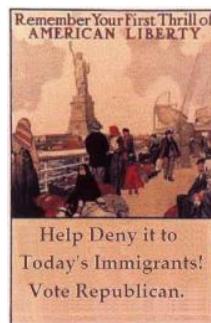
- population = befolkning/folketal
- event = begivenhet/hending
- law = lov

1. How many Americans were there in 1775?
2. Why did the number of Americans increase rapidly around the middle of the 19th century?

Immigrants and Population Growth

The population grew after this. Within 50 years, the U.S. population tripled. Until 1840, mainly British people came, but more and more immigrants from Western Europe began to arrive. Poverty and political oppression were typically some of the reasons why people emigrated and looked forward to freedom in the "New World".

The U.S. has been more open to immigration than other countries. However, since the beginning of the 1900s, many Americans have wanted stricter rules for immigration. They are afraid of overpopulation, unemployment, poorer social conditions and a weakened national identity. Others have welcomed a multicultural population. Since an immigrant is a person that has moved voluntarily to another country, Native Americans and African Americans are not considered immigrants.



Nativism

- tripled = ble tre ganger større/blei tre gonger større
- poverty = fattigdom
- oppression = undertrykkelse/undertrykking
- stricter = strengere/strengare

- unemployment = arbeidsledighet/arbeidsløyse
- weakened = svekket/svekka
- voluntarily = frivillig

1. What were some of the reasons why immigrants came to the "New World"?
2. Why do some Americans want stricter rules for immigration?
3. Why are the African Americans and the Native Americans not considered to be immigrants?

New Immigrants

Since 1965, people from countries such as Mexico, the Caribbean Islands and Asiatic countries have been entering the U.S. legally and illegally. Some people claim that the USA is changing its color. By the year 2050, whites may have become out-numbered.

out-numbered - bli i mindretall/bli i mindretal

1. What does it mean when some people claim that the U.S. is changing color?
2. Immigrants enter the USA in two different ways. What are they?

This text
is an
easy

version of [Immigration and Population](#)

Tasks and Activities

Find out

1. How many Americans there are at the moment. Use [Population Clock](#).
2. How many Americans will there be in 2020? Use [United States Population](#). Click on Population Projections in the menu.
3. Look at the statistics below. Which is the fastest growing immigrant group?

Ethnic Group	2010	2050
Whites	79.5%	74.0%
Non-Hispanic Whites	64.7%	46.3%
Hispanics/Latinos	16.0%	30.2%
African Americans	12.9%	13.0%
Asian Americans	4.6%	7.8%

U.S. Census Population Projections (source Wikipedia)

Timeline

In pairs, study this timeline and ask each other two questions from each time frame.

Immigration: The Making of the American People

Intro 1607 1619 1717 1840 1875 1880 1882 1892 1952 1965 2007 2008



The story of the American people is the story of the world's peoples. Throughout the United States' history, hopeful immigrants have arrived to establish new lives in a new world. Whether fleeing oppressive regimes, seeking economic opportunity or simply pursuing personal dreams, each new arrival contributes to the American mosaic.

See [Immigrants Joining the Mainstream](#).

The Making of the American People

Research

1. Use the link [The Peopling of America](#) to briefly present immigration in one period of US history. Add pictures and tables to your text and remember to state your sources. Feel free to use any additional web sites as resources.
2. Search the Internet for 'the Statue of Liberty' and find information about symbolic meanings of the statue's various details.

Make a Quiz

Based on the text and the links, make a quiz and have at least two other students try it out. Make sure the alternatives in your quiz are clearly different. (Making a quiz is a bit harder than it looks so work on the language before you present it.)

The Melting Pot

Forfatter: Christine Varadian Johnsen, Åse Elin Langeland

[The Melting Pot – Text in Brief \(66420\)](#)

Pre-reading: The United States was often described as a "melting pot". What ideas come to mind when you think of the word "melting"?

Immigrants Arriving



The Melting Pot / audio

<http://ndla.no/en/node/94312>

As immigrants from all over the world were arriving in the United States it forced the leaders to begin thinking of how these people would become part of the new nation. How should they become Americans? Massive immigration led to the biggest question of all : "What is an American?" And perhaps the most famous answer to that question was given by Crèvecoeur, a Frenchman, in 1783: "Here individuals of all races are melted into a new race of men". More than a century later these same ideas were expressed in the myth of "the melting pot."



Immigrants

- races = folkegrupper
 - melt = smelte
 - century = århundre/hundreår
 - express = uttrykke
 - myth = myte
1. How would you define the word "American"?
 2. How was it described in 1783?

Melting Pot

The term came from a play written in 1908, which showed how people from different nations were melted together and born again as Americans. Most immigrants left behind their culture, traditions and language and started a new "American" life. Some people went so far as to change their name so they would blend in more with the people.

- a play = et skuespill/ eit skodespel
- blend in = gå over i hverandre/gå over i kvarandre

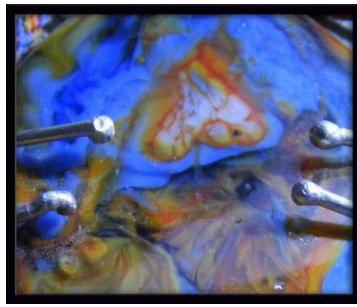
The Immigrant Experience

The move from one country to another is not always easy.

1. What does the term "melting pot" mean?
2. What is the purpose of changing one's name? Can you think of examples of how it would help the immigrant?

Immigrants often felt as if they had been "uprooted" and "transplanted". These words described the negative sides of the immigrant experience. They felt torn between two worlds. Which world should they call home? The result is a flow of emotions from joy to guilt. Yet, as with most things, time heals and the immigrant

experience turns into a positive one.



The Melting Pot

- experience = opplevelse/opplevning
- emotion = følelse
- torn between = revet mellom/riven mellom
- guilt = skyld/skuld
- heal = helbrede/lækje

1. What do you think is meant by the words "uprooted" and "transplanted" in connection with immigration? Look them up in the dictionary.
2. What negative experiences can you think of that a new immigrant might have?
3. What would you call "home" if you were an immigrant?
4. Why would an immigrant feel guilt?

A Positive Outlook

Today's outlook is much brighter. Immigrants have the advantage of having two cultural traditions and people now see this as a new and exciting ethnic experience. The immigrant no longer feels the need to leave their culture and identity behind. They can have both. Their two worlds can blend together rather than remain separate.

- advantage = fordel
- blend together = gå over i hverandre/gå over i kvarandre

1. What might be some advantages of having two cultural traditions?
[Salad Bowl and Pizza](#)

Positive terms used today to describe this blend of people are "salad bowl" and "pizza". Both of these foods are made of several ingredients either mixed together in a bowl or held together by dough. Today the Italian immigrant arrives and remains Italian while living alongside Irish, Polish, Russian and other immigrants. It is the blending of these nationalities that gives America its flavor. Immigrants are proud of their heritage and even prouder that the nation of America has welcomed them.

- dough = deig
- flavor = smak, krydder

1. What are the two positive terms used today to describe the immigrant experience?
2. What does "giving America flavor" mean?

Tasks and Activities

Comprehension and Vocabulary

Discussion



The Melting Pot - True or False / h5p_content3
<http://ndla.no/en/node/125155>

1. With a partner discuss the three terms: melting pot, salad bowl and pizza. How do they differ? Which term do you think best describes the US today?
2. What ingredients would you put in a salad or pizza? Perhaps draw a picture and label each of the parts.
3. Imagine leaving your home country and immigrating to the US. What are some things you could do to learn how to become an American? And what traditions/culture from your homeland would you take along with you?

Native Americans - Text in Brief

Forfatter: Eli M. Huseby

[Native Americans - Text in Brief \(68893\)](#)

Who are the Native Americans? Thanks to Disney you probably remember Hiawatha, who was portrayed as a cute guy with a feather in his hair? You have probably not forgotten about the Disney version of the beautiful Pocahontas either? Hiawatha and Pocahontas are both Native American characters.

This text is the easy version of [Native Americans - Forced Removal](#), [Native Americans - The Trail of Tears](#) and [Native Americans - Current Situation](#).

Name the things that you associate with Native Americans. The picture below should help you.

Tribal People

When the Europeans started to settle in North America in the 1500s, the first natives they met were a tribal people. The most famous tribes were the Sioux, the Navajo, the Apaches and the Cherokees. It is difficult to give exact numbers, but it is estimated that the native population was about 1.5 million. They represented different tribes, each with its own language and culture. Hiawatha probably was a chief from a tribe called the Iroquois and Pocahontas was the daughter of a Powhatan chief.



Tribal Leaders

- Tribe=stamme
- Estimated=beregnet/rekna ut
- Native=innfødt/innfødd
- Population=befolknings/folkemengde
- Chief=høvding

Copy the text into your text editor and put the words into the correct place in the text.

chief, population, tribes, Northern America, daughter

The Sioux and the Apaches are examples of.....Europeans settled inin the 1500s. In the 14th century the nativewas about 1.5 million. Hiawatha is believed to be an Iroquoiswhereas Pocahontas was theof a Powhatan chief.

Indians

When Christopher Columbus in 1492 set sail from a Spanish harbor, he was heading for India. Two months later he spotted land and thought he was in India, when actually, he had landed on an American island. Consequently, he thought that the first people he met were Indians. Due to this mistake, the Native Americans have been called Indians for 500 years. Columbus had to report back to the Spanish queen. This is what he wrote about the natives: "They ought to make good and skilled servants, for they repeat very quickly whatever we say to them. I think they can very easily be made Christians, for they seem to have no religion."

- Skilled=flinke

Christopher Columbus discovered America in.....When he landed on an American island, he thought he was in.....That is why he called the American nativesThe Queen who financed his voyage wasColumbus did not think that the Natives had any.....

Clash of Interests

To start with the relations between the American natives and the first settlers of North America were friendly. This gradually changed. Throughout the 1800s new settlers arrived every day and they needed more space. The tribes had never thought of the land as belonging to them. To them, it was the Great Spirit that had created the land for them to use. On the prairie they hunted the buffalo with their bows and arrows and every part of the animal was used. The white man, however, brought with them modern weapons and wanted to have their own parcels of farmland. Not only did the white man bring with them modern ways of living, they also introduced the natives to dangerous diseases that they had no immunity against. One of the diseases that claimed many victims was smallpox.

- Relations=forhold
- Disease=sykdom/sjukdom
- Buffalo=bison(okse)
- Small pox=kopper/koppar

Complete the sentences.

1. The relationship between the settlers and the Natives gradually got worse because....
2. The tribes did not think of themselves as owners of the land because.....
3. Many Native Americans died from diseases because.....
4. The white man wanted to own their own land because.....

From Bad to Worse

After the Indian Removal Act was passed in 1830, five tribes (100,000 people in all) were forced to move from their hunting grounds and homelands. One of these removals is known as the "Trail of Tears". When gold was discovered in an area in Georgia inhabited by Cherokees, the tribe was forced to move in 1839. It was freezing winter, many of the Native Americans had to walk barefoot and 4,000 (among them many children) did not survive the long trail to their destination in Oklahoma, where the authorities had set aside an area that they called Indian Territory. This was the first reservation that was established. There were more to come....

In 1860 The Homestead Act was passed giving settlers 160 acres of farmland for free. In this way the authorities wanted to encourage Europeans to establish farms on the former tribal hunting grounds, the prairie. Many of the tribes had been forced to move to Oklahoma in the years before this. This was a definite blow for the natives and their favorite animal, the buffalo.

- Trail=sti
- Inhabited=bebodd/busett
- Authorities=styresmakter
- Encourage=oppmuntre

Important years in the history of Native Americans. Provide the numbers (years, amounts)

The Indian Removal Act was passed inThere were.....tribes that were forced to move to Oklahoma. The Cherokees were forced to move in.....
.....Cherokees died on their way to Oklahoma. In.....the Homestead Act was passed. It gave each settler.....acres of farmland.

Life on the Reservations

Starting with Oklahoma, reservations all over the North American continent were created to control the Native Americans. The land that they were given by the authorities was infertile and they had to give up their original way of living. This led them into poverty and a sad side effect was that many of the once proud Indians became alcoholics and drug addicts. Many of the children were taken away from their parents and taught how to be "good" Americans, which basically meant to behave like the whites. In this way the Native Americans lost important parts of their culture and the number of North American Indians decreased from 1.5 million in the 1500s to 350,000 (1920).

- Infertile=ikke fruktbar/ikkje fruktbar
- Poverty=fattigdom
- Decreased=redusert

Based on the text, make full sentences based on these words. Try not to copy.

1. Authorities, infertile.
2. Way of living.
3. Poverty, alcoholism, drug addiction.
4. "Good" Americans.
5. Lose, culture.

The Modern Native American

A new act in 1924 finally gave the Native Americans full American citizenship and therefore more rights. Money was given in compensation for the land that had been given to the white man. Some of the investments the Native Americans made were in the gambling business. Many reservations established casinos which became an important source of income.

- Citizenship=borgerskap/borgarskap
- Compensation=erstatning

1. In which way was the status of the Native Americans changed in 1924?
2. What did they invest the compensation money in?
3. How could the reservations now earn money?

The Current Situation

Today there are about 2.8

million Native Americans, or American Indians, as some prefer to call themselves. They are represented by 562 different tribes living in cities or on the 300 reservations in the United States. Statistics show that the Native Americans are among the poorest citizens in the USA. However, very many Native Americans take pride in their culture and history. Hiawatha and Pochahontas are great examples. Maybe we should all learn a lesson from the Native Americans and how they respected and worshipped Nature.

- Current=nåværende/noverande
- Worship=dyrke, tilbe/dyrke, be til

These are the answers. Make the questions.

1. They call themselves American Indians.
2. There are 562 altogether.
3. They rank high on poverty.
4. Because they respected and worshipped Nature.

Tasks and Activities

[Native Americans \(Text in Brief\) – Tasks](#)

African Americans - from Slavery to the Presen..

Forfatter: Engelsk for videregående (Vega), Anne Scott Hagen, Christine Varadian Johnsen
[African Americans, from Slavery to the Present Day – Text in Brief \(69456\)](#)

There are and have been famous African Americans in many fields; entertainment, music, politics, sport.
How many famous African Americans can you think of?



African Americans - from Slavery to the Present Day / audio
<http://ndla.no/en/node/94318>

You can find an interactive version of the following text



African Americans - from Slavery to the Present, Text in Brief / h5p_content
<http://ndla.no/en/node/126314>

The first Africans arrived in America in 1619. They were not slaves but servants contracted for a number of years to the English settlers and they worked in return for their board. The slave trade developed in the 18th century. Africans were brought against their will and transported to the American colonies under terrible conditions. There they were sold as slaves to work on the plantations mainly in the southern states. A white slave owner was free to do whatever he wanted with them as they were considered to be his property. He could sell the slaves, divide up their families, punish or kill them.

- contracted to = forpliktet til/forplikta til
- board = kost og losji
- plantation = plantasje
- property = eiendeler/eigendelar
- punish = straffe

1. Who did the first Africans work for and what was their job called?
2. Why did the Americans need slaves?
3. Did the slaves have any rights?

The slave trade was made illegal in the North in 1808 and eventually during the Civil War (1861 – 65) the president, Abraham Lincoln, signed the Emancipation Proclamation (1863) making all slaves free. However, this was not the end of the problems for African Americans. They were discriminated against and suffered oppression for another hundred years. In the South, there were laws which said that they were not allowed to own land, to vote or to mix with whites. This is called segregation and the laws were called Jim Crow laws. Many African Americans migrated to the North in the early 20th century. This was called the Great Migration. But even in the North, blacks were generally worse off than whites. They had lower incomes, higher unemployment and poorer educational opportunities.

From 1861-1865 the northern and southern states were at war with each other. One reason was the issue of slavery. President Abraham Lincoln wanted to end slavery and this angered many Southerners who needed slaves to help pick their cotton. For four years the two sides fought. The southern states wanted to separate from the North (leave the Union) to form their own federation. Lincoln fought hard to keep all the states together. The North won, the Union remained and slavery was abolished.

- illegal = ulovlig/ulovleg
- Emancipation Proclamation = frigjøringskunngjøring/frigjeringeskunngjering
- oppression = undertrykking
- segregation = raseskille/raseskilje
- income = inntekt
- unemployment = arbeidsledighet/arbeidsløyse

1. Slavery was one reason for the American Civil War.
2. The Emancipation Proclamation ended the Civil War.
3. In 1863, by order of the president, all slaves were freed.
4. Many African Americans moved from the North to the South.
5. In the South, there was discrimination and segregation.
6. In the North the blacks were usually worse off than the whites.

The Civil Rights Movement 1955 – 1968 grew from the desire to abolish racial discrimination against African

Americans. There were sit-ins, demonstrations and boycotts arranged in areas which were reserved for whites in buses, trains and restaurants. One of the leaders for the Civil Rights Movement was Martin Luther King. He fought against discrimination using peaceful and non-violent means. He received the Nobel Peace Prize in 1964 and in 1968, less than four years later, he was assassinated. Other black leaders like Malcolm X, were more militant. In August 1963, over 200,000 people took part in the March on Washington for Jobs and Freedom.

There Martin Luther King gave his famous speech, "I Have a Dream". This and other protests led to the Civil Rights Act of 1964. The new law banned discrimination in public places. Blacks and whites could now go to the same schools and use the same public facilities, such as parks, buses, restaurants, etc.



The Right To Vote Rally

- desire = ønske
- abolish = avskaffe
- non-violent = ikke voldelig/ikkje valdeleg

- assassinated = snikmyrdet/snikmyrda
- Civil Rights Act = lov om borgerrettigheter/lov om borgarrettar

The Civil Rights Movement--	-- took place in August 1963
Martin Luther King --	-- banned discrimination in public places
Malcolm X--	-- was a famous speech
The March on Washington--	-- fought discrimination with non-violence
"I Have a Dream"--	-- was a militant black leader
The Civil Rights Act--	-- wanted to stop racial discrimination of African Americans

At the time of the American Civil War, every seventh American was an African. Today, there are 38.1 million (2009) African Americans, or 12.6% of the population. More than half of the African Americans have raised their standard of living, have improved their economical status and have better education and work opportunities. However, many of the blacks live in large cities with high rates of social problems such as unemployment, illiteracy, drug addiction, crime and violence. Many African Americans are leading figures in politics and business and, of course, in the fields of entertainment and sport. They have come a long way from slavery to the inauguration in 2009 of Barack Obama, the first black president of the United States.



Barack Obama

A form of protest where demonstrators seat themselves, often in public places, and do not move. Used often by African Americans to protest racial segregation. They would sit in the seats reserved for whites, for example in restaurants and on buses.

- raise = heve
- opportunity = anledning/høve
- illiteracy = analfabetisme
- addiction = avhengighet/det å vere avhengig av
- inauguration = innsettelse/innsetting

Use the information in the text to answer the questions.

1. If there were 4 million African Americans at the time of the Civil War, what was the total population of the United States?
2. What is the total population of the USA in 2009?
3. What is the approximate number of African Americans who have improved their standard of living?

This text is an easy version of [From Slavery To Civil Rights](#) and [African Americans Today](#).

Tasks and Activities

1. [African Americans - from Slavery to the Present - Tasks](#)



2.

African Americans Today – Revision / h5p_content
<http://ndla.no/en/node/125226>

USA - Checks and Balances

Forfatter: Christine Varadian Johnsen, Catharine Ruud

[Checks and Balances – Text in Brief \(69154\)](#)

Pre-reading: Discuss the following in small groups.

- Is the President of the US the most powerful man in the world?
- Is the President of the US the most powerful man in the US?
- Does the word *powerful* mean *decision-maker*?

The President Leads



USA - Checks and Balances / audio

<http://ndla.no/en/node/94313>

The president is elected by the people as a leader of their country. He is responsible for the country and therefore has a powerful position. Since America is a super power, his position carries a great deal of influence around the world. But does he "call all the shots" and make all the decisions? If he alone had that power, the USA would no longer be called a democracy.

1. What does it mean to be a "super power"?
2. What does *democracy* mean?
3. What other types of government are there in the world other than democracy?

Check and Balance System of Government

The US government is designed so that decisions that get made get checked. It is divided into three 'branches': the Executive, the Legislative and the Judicial. Each branch has its own tasks. By dividing the power in three, no single branch can do anything without the approval or 'check' of at least one of the other two. This system is called "check and balance". This system provides citizens with the comfort that actions and decisions - even declaring war - will be discussed, debated and properly approved by the elected officials.

1. Name the three branches of government? A Triangular-Shaped System
2. What does "check and balance" mean?

The three branches form a triangle.
They are connected but have their separate corners. The Executive

Branch includes the President and his Cabinet. Their main role is administrative. The Legislative Branch is the Congress which is made up of elected Senators and Representatives and their main function is to make laws. The Judicial Branch is the Supreme Court and District Courts. They have the responsibility of making sure that decisions and laws are constitutional.

1. Which branch makes the laws?
2. Which branch does the President belong to?
3. What do the words "constitutional" and "unconstitutional" mean?

Tasks and Activities

Reading Diagrams

Study the 3 diagrams below and then try the interactive tasks in the link collection.



USA Power Sharing 1 / flashnode
<http://ndla.no/en/node/21263>



USA Power Sharing 2 / flashnode
<http://ndla.no/en/node/21264>



USA Power Sharing 3 / flashnode
<http://ndla.no/en/node/21265>

Discussion

What reasons did the Founding Fathers of the Constitution have in creating three branches of government?

Writing

Write one paragraph in which you explain the term "checks and balances".

Extra



In the link collection you will find a video clip, "A Promise of Freedom" produced by the US Government, which focuses on the history and founding of the US nation. It presents the important rights and responsibilities of US citizenship.

This text is based on [Checks and Balances](#).

Americans Today - Customs and Values

Forfatter: Christine Varadian Johnsen, Catharine Ruud, Carol Dwankowski
[Americans Today, Customs and Values – Text in Brief \(68840\)](#)

Pre-reading Questions

- 1) Which American reality shows have you watched? What do you think of them?
- 2) Is America really like what you see and hear on TV and in films? Are all the latest reality shows from the US, really reality?



Americans Today Culture and Values / audio
<http://ndla.no/en/node/94332>

The answer to these questions is perhaps both "yes" and "no". With over 300 million people living in America, some of it must be true. Yet at the same time, many Americans watching these shows shake their heads and laugh. To paint a clear picture of America is almost an impossible task. But with all their differences, cultures, races, shapes and sizes, Americans do have some things in common. Without a doubt, friendliness tops the list. Americans are outgoing and love to chat and to help even a total stranger. What else do Americans share? Well, let's take a closer look.

- in common -felles
 - without a doubt - uten tvil/utan tvil
- A Country of Doers

Americans depend on no one but themselves. This quality was passed down from their forefathers who were not afraid of hard work. The country is built on the idea of individualism and that the government is not a provider. Americans are expected to do things themselves and have no one else to blame if things go wrong. Both setting and reaching high goals is what makes America a strong country. The motivation to work hard is the desire to succeed. Money and status are important but often just the thought of one's ancestors who arrived empty-handed and worked their way to a better life, Do It Yourself is enough to keep the American dream alive.



depend - avhengig
forefathers - forfedre/forfader
provider - forsørger/forsørgjar
blame - kritisere
goals - mål
desire - sterkt ønske

1. What does the expression "do it yourself" mean?
2. Are money and status the only motivating reasons to work hard?

Volunteerism

As hard working as
Americans are,

they are also very generous. They have a great community spirit and "giving back" to charities and other organizations by volunteering to help is part of being American. You will find volunteers helping out at their child's school, at their place of worship or other places in their local area.

volunteerism - tilby seg å gjøre frivillig arbeid

generous - sjenerøs

charities - veldedighet/almisse

1. What does it mean to "give back" and how do some Americans do this?

Patriotism

Americans



are also proud and very patriotic. Drive through any neighborhood and you will find American flags flying outside many houses. At the start of most sporting games you will hear the singing of the national anthem and at schools across the country, children recite the Pledge of Allegiance. There is an amazing love for the country and most Americans have never left the country - they feel that they have everything right where they are.

4th July

neighborhood - nabolog

Americans are Movers

recite - lese opp

Americans move a lot. They are a bit restless and

pledge - love

look for new opportunities. The saying "the grass is greener on the other side" holds true. Reasons for

allegiance - troskap/truskap moving are often due to either work, education, military service, or family. Whatever the reason, Americans pack up and make the best of things. This is also the reason why Americans are so open and friendly. With each move they have to make new friends and join new communities. One can not be shy in order for this to happen!

- restless - rastløs/rastlaus
- holds true - stemmer
- shy - sjenert

1. Give some examples of how Americans show their patriotism.
2. What are some of the reasons why Americans move often?
3. What one thing tops the list of characteristics that Americans have in common?

Tasks and Activities

1. Drag and Drop interactive task in link collection. Match the description with the typical American characteristic.
2. Read about pledging allegiance to the American flag, a ritual which many American school children carry out every day. Try the tasks associated with the text. [Pledge of Allegiance](#) (right-click to open in a separate window)

This text is based on [Americans Today - Customs and Values](#)

Work and Trade Unions

Forfatter: Christine Varadian Johnsen, Engelsk for videregående (Vega)

[Work and Trade Unions \(Easy\) \(64043\)](#)

Pre-reading

In general, workers in America have not been as engaged in trade unions as Europeans. Why do you think this is so?

The Development of the Trade Unions

Trade unions have existed in the US since the end of the 18th century even though many people have been sceptical about them. Unions grew during the Depression in the 1930's and during the years around the Second World War in the 1940's.

No Interference

Membership dropped in the second half of the last century due to the growth of the service sector and the decline of manufacturing industries, where the unions were strongest. More importantly, Americans do not like any interference in personal matters such as career choice and movement. This includes things like negotiating salary, benefits, working hours and job description.



Labor conflict

Restless Workers

While Europeans often stay in the same job for their entire working lifetime, Americans are restless, and change jobs often. Those who change jobs often are looking for more excitement and more challenge. They are interested in improving their career opportunities. Moving across the country for a new job opportunity is not uncommon.

Different Opinions

Not all Americans agree on the need for trade unions. Some people agree that union membership gives the workers a chance to be heard and to improve conditions, while others reject them for slowing down business and personal profit. Only 12.4% of the labor force are union members.

Comprehension

1. When was the greatest period of growth for American unions?
2. Why did membership drop in the last half of the 20th century?
3. What percentage of the labor force are union members today?

Discussion

Would you consider joining a union and why?

Vocabulary

Use the dictionary to translate the words and phrases below into Norwegian.

Then, sit in pairs and formulate questions and answers using the words and phrases.

1. Trade unions
2. Sceptical

3. The Depression
4. Membership
5. Manufacturing
6. Negotiating
7. Benefits
8. To reject
9. Profit
10. Labor force

Research

Do some research on the Internet using the following words: **census bureau, labor union, statistics**. (The Census Bureau is like 'Statistisk Sentralbyrå' in the USA.)

Paste some of your findings into a text document and add titles and comments so that an average Norwegian student may understand what it is all about. If you do an image search, you may want to search for file extensions such as *.png, *.swf or *.pdf as they often offer high quality graphics.

Using screen capture software or the 'print screen' button on your keyboard, you may zoom in on certain parts of tables or charts.

Guns and Democracy

Forfatter: Jan-Louis Nagel, Christine Varadian Johnsen

[Guns and Democracy – Text in Brief \(66444\)](#)

Many Europeans cannot understand why the Americans don't change their weapon laws when so many people are killed by hand guns every day. Why don't they see this connection and limit the easy access to guns?

The Constitution



Guns and Democracy / audio

<http://ndla.no/en/node/94317>



"We, the people" are the first words of the American Constitution. These three words are what makes America the land of democracy. The strong belief in the individual rights of the people is how the country was built. It is the country called "the land of the free and home of the brave". The role of the government is to make sure that the rights of the people are guaranteed.

1. What is a Constitution?
2. Why are individual rights so important to people?
3. What is the role of the government?

1. A system of laws and rules which states people's rights and duties.
2. People want to be free to live in their own way.
3. The government protects the people's rights.

The 2nd Amendment

When the
Americans
fought against

the English in the Revolution, they had no organized army. The people fought by resistance and sabotage and needed weapons to defend themselves. Therefore, the individual right to carry arms became an important principle. In 1791 it was added into the Constitution as the 2nd Amendment. It reads: *"A well regulated militia being necessary to the security of a free state, the right for the people to keep and bear arms shall not be infringed."* Throughout history, this constitutional right has been both criticized and defended.

1. What do the words "resistance" and "sabotage" mean?
2. What is an "amendment"?
3. Why was the right to carry arms added to the Constitution?

1. "resistance" = the fight against something or someone (motstand), "sabotage" = planned destruction or damage (sabotasje)
2. A new section of text that is added to a law.
3. During the American Revolution, people needed arms (guns etc.) to defend themselves.

The Situation Today

Today, this issue is still being debated in the USA, but the focus is more on stricter control of the sale of hand guns rather than banning them completely. Americans believe in the right to protect oneself. One of the biggest supporters is the NRA (National Rifle Association). They claim that "Guns don't kill, people do", and they point out that more people are killed in car accidents than by firearms.

1. What is the main issue being debated today?
2. What does it mean "to ban" weapons?
3. The NRA argues that people kill, not guns. What other arguments do you think the NRA uses to support the right to own a gun?
 1. Stricter control of hand guns.
 2. "To ban" something means that it must not be done or used.
 3. More people are killed in for example car accidents. People need guns to protect themselves and their property. Etc.

Handguns and Gun Laws

More and more people are killed by handguns in the USA and many of the victims have no connection to their killer. Statistics show that every other hour an American child is killed by a handgun. Are guns falling into the wrong hands? Gun laws in the United States vary from state to state. Most set an age limit, require identification and running a check for a criminal record. The bigger problem is the illegal market. As long as this exists, nearly anyone can get hold of a gun.

1. What are some of the facts about handgun killings mentioned in this paragraph?
2. According to most state gun laws, what information must be obtained before someone can own a gun?
3. What is an "illegal market" and who do you think runs this?
 1. More and more people are killed; many of the victims do not know their killer; an American child is killed every other hour.
 2. Age; identification; a check for a criminal record
 3. "Illegal" means not allowed by law. It may be run by criminals.

Who is to Blame?

So, who is responsible for all these tragedies? Can we blame the politicians who the people have elected to secure the rights of the people? Can we blame the forefathers for writing the 2nd Amendment? Can we blame society, the individual, the parents, the NRA, or the media? The list goes on and the question remains unanswered. As long as the US remains a democracy and the words "freedom and rights" remain at the heart of most Americans, the right to bear arms will probably remain.

1. Who are some of the people we could blame?
 2. Do you think Americans will change their weapon law and why or why not?
-
1. Politicians; the forefathers who wrote the 2nd Amendment; society; parents; the NRA; the media; individuals
 2. Americans strongly believe in freedom and individual rights so it will be difficult for them to change the weapon law.

This text is an easy version of [Guns and Democracy](#)

Tasks and Activities

Vocabulary



Guns and Democracy,Vocabulary - Drag and Drop / h5p_content
<http://ndla.no/en/node/67637>

Discuss

What are, in your opinion, the main causes of crime? Is society to blame, the individual or is it a mix of both? Perhaps there are others who are to blame? Have a class debate and finish off with a class poll.

Australia - Easy Texts

An Introduction to Australia

Forfatter: Wikipedia, Anne Scott Hagen
[An Introduction to Australia – Text in Brief \(61011\)](#)

Pre-reading activity

- What do you know about Australia? Note down as many facts as you can.
- Look at the first map and see whether any of the things you have noted down are shown on the map.

Watch this video introducing Australia. You will find comprehension questions at the bottom of the page.



Australia / video

<http://ndla.no/en/node/19866>



An Introduction to Australia / audio

<http://ndla.no/en/node/94314>

Geography

Australia is a country in the southern hemisphere. It is made up of the Australian mainland, the island of Tasmania and many other smaller islands in the Indian Ocean and the Pacific Ocean.



History

In 1606, Dutch explorers were the first Europeans who discovered Australia, but they did not settle there. Before this, for thousands of years, Australia was inhabited by the Aborigines. In 1770, the British claimed the eastern part of Australia. It was a useful place to send British convicts, instead of keeping them in prison in England. Gradually, other immigrants moved to Australia and the population grew. New South Wales was the first colony and five others were established in the 19th century. The six colonies joined together on January 1st 1901, to form the Commonwealth of Australia.



Australia Today

The population today is just over 21.7 million. The nation's capital city is Canberra. The other main cities are: Sydney, Melbourne, Brisbane, Perth and Adelaide. 60% of the population live in and around these cities. Australia has a democratic political

This text is an easy version of the text [Australia – An Introduction](#)

Tasks and Activities

Comprehension

1. Make 5 questions to this text then sit in pairs and take turns questioning and answering.



2.

Australia - True or False Quiz / h5p_content

<http://ndla.no/en/node/55921>

3.



Australia / video

<http://ndla.no/en/node/19866>

Geography

1. Use the map of Australia to find the names of the 6 states or territories.
2. Can you find the main cities on the map? Which state are they in?
3. This geography quiz is difficult but give it a try [Australia - Map Game](#)
4. Describe Australia's flag (its colour and the objects in it)

Vocabulary

1. Use the dictionary and translate the following words into Norwegian.

- hemisphere
- inhabitant
- explorer
- indigenous
- claim
- convict
- prison
- immigrant
- population
- colony
- establish
- Commonwealth

2. Here are some verbs. Can you find the nouns in the text which match them?

(e.g. **verb:** explore, **noun:** explorers)

Verbs: inhabit, convict, imprison, immigrate, populate, colonise

Discuss

Look at the two maps. They are both maps of Australia, but they are very different.
Describe what they show you. Which one do you like best? Why?

Presentation

Choose one of the cities. Find pictures on the internet and make a short presentation of the city. See [How to Make a Mini Presentation](#).

Australia's People

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

[Australia's People – Text in Brief \(62820\)](#)

Pre-reading

Australia is a multicultural country. Which part of the world do you think many of the immigrants come from today?



Australia's People / audio

<http://ndla.no/en/node/94316>

Aborigines

The indigenous Australians or Aborigines probably arrived in Australia about 40,000 years ago. They were nomadic hunters and had their own culture.



When the Europeans came to Australia there were about 300,000 Aborigines living there. Some were killed by the new settlers and many died from the new diseases that the immigrants brought with them. Many Aboriginal children were taken away from their parents to be raised in white homes.

The Stolen Generation

In 2009, the Australian prime minister apologised to the Aborigines for the way they had been treated. However, there are still many problems for the Aboriginal people, for example, higher unemployment and lower life expectancy than for other Australians. Aboriginal culture and traditions have become important again. Uluru or Ayers Rock is a holy place for the Aboriginal people. (In the link collection you will find a link to a video of Aboriginal guys playing a traditional instrument called a didjeridoo.)

More Immigrants

Some years ago, Australia needed immigrants. Between 1945 and 1965, the Australian government paid half the travel fare for anyone wanting to settle in Australia. Many Europeans came. Later many refugees from Vietnam and the former Soviet Union arrived. Polynesians looking for work have also settled in Australia. Large numbers of immigrants have also come from China and India. Australia is a multicultural nation.



Multicultural Australia

This text is an easy version of [The Lost Generation of Aboriginals](#) and [Immigration to Australia](#).

Tasks and Activities

Find out

Check the link below and scroll down to the table showing country of birth. Find the 10 main countries where immigrants have come from.

[Demographics of Australia](#)

[Demographics of Australia](#)

[Demographics of Australia](#)

Vocabulary

Use the dictionary and translate these words into Norwegian.

- Nomadic
- Settler
- Disease
- Prime Minister
- Unemployment
- Life expectancy
- Holy
- Fare
- Refugees

Discuss

1. Australian culture is very easygoing. 'It'll work out', is their favourite expression. Would you describe your personality as easygoing or strict?

2. Use [www.flickr.com/](#) to find examples of Australian Aboriginal art and cave paintings. What would you say is typical of Aboriginal art?

Research

Search the Internet for facts about Uluru or Ayer's Rock.

- which state is it in
- the name of the nearest town
- height
- type of rock

Further Reading

Here are some examples of the traditional stories from the aboriginal people.

[Aboriginal Myths and Legends 1](#)

[Aboriginal Myths and Legends 2](#)

New Zealand - Easy Texts

New Zealand - Introduction

Forfatter: Wikipedia, Catharine Ruud, Engelsk for videregående (Vega)

[New Zealand - Text in Brief \(64045\)](#)

Pre-reading: Watch the video below to get to know New Zealand.

1. Which city does Larry visit?
2. What places and activities is he interested in?
3. Which one of the places/activities would you have liked best?



New Zealand - Text in Brief / fagstoff

<http://ndla.no/en/node/64045>



New Zealand - Introduction / audio

<http://ndla.no/en/node/94330>

People

The population of New Zealand is 4.3 million and is mostly people of European descent; the native Māori are the largest minority. The most commonly spoken language is English. Maori is also an official language. New Zealand is considered one of the world's best places to live.

Geographically Isolated

New Zealand is isolated, geographically. It is about 2000 km southeast of Australia, across the Tasman Sea, its closest neighbours are: New Caledonia, Fiji and Tonga. The capital city of New Zealand is Wellington, though most people are more familiar with Auckland, which is the largest city.

Building an Economy

Economically, New Zealand is now better off than in the 1970s and 1980s. Earlier, New Zealand exported a lot of meat and dairy products to Britain. When Britain joined the European Union in the 1970s, part of the deal was that Britain should import from the other EU countries. This was bad news economically for New Zealand.



New Zealand

Many people left New Zealand to settle in Australia, so political changes were made to help the situation. Now things look better. Agriculture continues to be the main export industry in New Zealand, and in 2007 a New Zealand dairy cooperative controlled almost one-third of the international dairy trade. Other export items of New Zealand are meat, wood, fruit and fish. New Zealand also has a good wine industry.

- descent = herkomst/oppav
- native = innfødt/innfødd
- commonly = vanlig/vanleg
- dairy = meieri
- trade = handel
- agriculture = jordbruk

1. Who are the Maori?
2. Describe the location of New Zealand.
3. What are its neighbouring countries?
4. What is the capital city?
5. What are the main exports from New Zealand?

Tourism



Tourism plays an important role in New Zealand's economy. About two million tourists visit every year. New Zealand is marketed as a "clean, green" adventure playground, with typical destinations being nature areas such as Milford Sound and the Tongariro Alpine Crossing, while activities such as bungee jumping or whale watching are typical tourist attractions.

Fragile Wildlife

New Zealand has amazing nature and wildlife. However, the country has suffered a lot of wildlife extinctions. This is because of human activities like hunting and importing non-native animals, such as weasels, cats, goats and deer.

Several islands are now wildlife reserves, where common pests such as possums and rodents have been removed to allow the reintroduction of endangered species.

Watch Out for the Kea Parrot

On the brighter side, the Kea Parrot of New Zealand is alive and well and is probably the rudest bird on earth! It is not afraid of humans, and nibbles at car's tires or windshield wipers, or even people's fingers, if it gets close enough.

- extinction = utslettelse/bli utsletta
- hunting = jakt
- weasel = røyskatt
- reserves = reservater/reservat
- pests = skadedyr
- rodent = gnager/gnagar
- endangered = truet/trua
- rude = uhøflig/uhøflig
- nibble = småbite

1. New Zealand is popular with tourists. What are some of the things they go to see and do?
2. What is New Zealand doing to restore the native animals and plants?
3. What nasty habit is the Kea Parrot known for?

This text is based on [New Zealand - Introduction](#)

Tasks and Activities

What Do You Know About New Zealand?

1. Try this interactive task



New Zealand, Multiple Choice / h5p_content
<http://ndla.no/en/node/69495>

2. Can you fill out the names on the map correctly?



New Zealand - map (node 6523) / amendor_ios_task
<http://ndla.no/en/node/28543>

Find Out

1. New Zealanders are often called Kiwis. Search the Internet and find out why.
2. Today, Aotearoa (the land of the long white cloud) is the Maori name usually used for New Zealand. The Māori also referred to the North Island as Te Ika a Māui ("the fish of Māui") and the South Island as Te Waka a Maui (the canoe of Maui). The South island can also be called Te Wai Pounamu ("the waters of greenstone") or Te Waka o Aoraki ("the canoe of Aoraki"). Search the Internet and find the story behind one of these names.

Tourist Advertisement

Make a brochure or advertisement for New Zealand to lure tourists to these beautiful islands. Watch [New Zealand a Dream](#). Base your information on what you can see in this video, or find your own information.

Writing

Watch the YouTube video in the introduction once more, and write a letter back home or an entry in a travel blog based on what this guy experiences. Find a suitable title and time span.

Other Countries - Easy Texts

India - Introduction

Forfatter: Catharine Ruud, Knut Inge Skifjeld, Wikipedia, Engelsk for videregående (Vega), Christine Varadian Johnsen
[India - Text in Brief \(68681\)](#)

Pre-reading: What are the first things that come to mind when you think of India? Make a list, and share it with the class.

Watch the video, Cultures of India. You will find comprehension questions at the bottom of the page.



Cultures of India (video) / video

<http://ndla.no/en/node/19867>



India - Introduction / audio

<http://ndla.no/en/node/94329>

India holds many records. With almost 1.2 billion people, it comes second after China in population. It is the largest democracy in the world. Furthermore it is the largest country by area in South Asia and the seventh largest in the world. New Delhi is the capital city, but Mumbai is the largest city. Hindi is the official language and English is a second official language. English has great importance there as a lingua franca (common language).



A Country of Contrasts

Commercial and Cultural Wealth

India has had commercial and cultural wealth for much of its long history, because many old trade routes have passed through the country and because it has been part of huge empires. The last imperial power to rule India was Britain. By 1856, most of India was under the control of the British East India Company, which traded in goods such as cotton, silk, tea and opium.

- wealth = rikdom
- commercial = handelsvirksomhet/handelsverksemnd
- empire = keiserdømme/keisardøme

Independence

- goods = varer

India became an independent nation in 1947, after many widespread, non-violent

protests lead by Mahatma Gandhi. Gandhi was soon after assassinated by a religious fanatic. Due to religious tension in the country, it was decided to create two Muslim countries - Pakistan in the West and Bangladesh in the East. The main religion in India is Hinduism. There are still border disputes and a generally strained relationship between Pakistan and India.



India

- widespread = vidstrakt
- independence = uavhengighet/sjølvstende
- non-violent = ikke voldelig/ikkje valdeleg
- assassinated = snikmyrdet/snukmyrda
- tension = spenning
- dispute = konflikt

Today

Though India's middle class is quickly growing there are, however, still hundreds of millions of people living in poverty.

India has had a technological and industrial boom in the last few decades. It has a huge high-tech economy and a good educational system. Indian workers are also sought after in Western countries for both their expertise and their reputation for being hard workers.

- poverty = fattigdom
- sought after = etterspurt
- reputation = omdømme

This text is based on [India - Introduction](#)

Tasks and Activities

Comprehension



1.

India - Text in Brief, Multiple choice / h5p_content
<http://ndla.no/en/node/69642>

2. Write five questions to the text above. Afterwards, sit in pairs and take turns asking and answering.



3.

Cultures of India (video) / video
<http://ndla.no/en/node/19867>

Writing

Gather information about Mahatma Gandhi from several sources on the Internet. Find out:

- when and where he was born and died
- education
- religion
- his philosophy
- what he was fighting for

Put the information together into a short text about Gandhi where you also discuss what you think of him.

Discussion

1. India is a huge country with contrasting poverty and wealth. You can see a Mercedes alongside a mule in the streets and beggars alongside rich, well-educated people. Choose a picture on [Pictures of India](#) and discuss it with a partner. (What you see in the picture and why you chose it.)
2. Study the picture above. Discuss what you think are the thoughts of one of the three people as the picture is being taken. Use your imagination.

Research

1. Find some facts about Pakistan - area, population, languages, capital city, government, economy, etc.
2. Go to this link [India - Pakistan conflicts](#) to find out which area India and Pakistan are fighting over and how long this conflict has been going on?

Further Reading

[Bollywood](#)

Recommended Film

[Outsourced](#)

Canada - Easy Texts

Canada – the Land of Plenty

Forfatter: Engelsk for videregående (Vega), Catharine Ruud, Christine Varadian Johnsen
[Canada – the Land of Plenty \(Easy\) \(69174\)](#)

Pre-reading: How would you describe Canada and Canadians?



Canada - the Land of Plenty / audio

<http://ndl.no/en/node/94331>

Did you know?

- Canada is the second-largest country in the world, but has a population of only 32.5 million people.
- Canada's mountains rise to 5,951 metres above sea level.
- The country has so much fresh water that it could probably turn the entire Sahara desert into a swamp. It is the country in the world with the largest number of inland lakes.
- The country produces beef, fruit and vegetables, and is the world's number-one producer of wheat.
- Canada also ranks as one of the world's biggest exporters of seafood – fish, shrimp, crabs and lobster, which are fished in the Pacific, Atlantic and Arctic Oceans.
- Canada is the world's third largest producer of natural gas and is a world leader in the production of oil.
- Baffin Island is almost as big as France.
- Ellesmere Island has a glacier the size of Switzerland.
- The Canadian prairie covers more land than India, Nepal and Pakistan together!

Wildlife

Because of a small population, Canadian wildlife enjoy an undisturbed, natural habitat. This includes: black bear, grizzly bear, bison, raccoon, caribou, moose, bighorn sheep, wolf, musk ox, puma and lynx, not to mention the Arctic animals. The rivers and lakes are full of fish. The mosquito becomes a troublesome insect during the summer and autumn. They give a nasty bite that many non-Canadians react badly to.

50 % of Canada has winter temperatures of -60° Celsius. That is probably why 90% of the people live extremely close to the US border where it is much warmer. And by the way, this border is the longest border in the world between two countries.



Grizzly Bear at Grouse Mountain, North Vancouver, BC



Red Mountain, Rossland, B.C., Canada



Emerald Lake, British Columbia



Suresh Joachim from Canada holds 32 Guinness World Records, and is attempting to break the movie watching world record.movie_watching

Comprehension

1. List some of the natural resources found in Canada.
2. To which oceans do Canadians have fishing access?
3. Name some of the wildlife found in the country.
4. In which part of the country do most Canadians live? Why is this so?
5. Why may some Canadians tend to have a complex about their identity?

Research

The USA is a country of 50 states but Canada is a country of provinces and territories. Using the Internet, list Canada's provinces and territories and their capital cities. What is the name of Canada's capital city?

Presentation

Use the Internet to research and create a PowerPoint presentation about a famous Canadian. Possible search-words are: famous Canadians, Canadian writers, Canadian athletes, Canadian musicians, etc.

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?

Pushing Limits for Publicity

Forfatter: Jan-Louis Nagel

[Pushing Limits for Publicity \(107422\)](#)

How far would you be willing to go for big money and world fame? That depends, you might answer – and faced with the challenge most people would probably say no, thank you. But there are daredevils out there who are willing to take on most any hazardous stunt for the attention and the kick.

The Stunts

On Sunday 14 October 2012 the Austrian Felix Baumgartner jumped off a space capsule at an altitude of 128.000 feet, and landed safely on the ground after having been free falling at a speed of 1300 km/hr. The stunt was followed live on YouTube by 8 million mesmerized viewers, and it was covered live by 40 TV-stations worldwide. It is of course an all-time world record of sky diving, or – all-time? Someone may already be thinking: I can top that...



The week before “Free-Falling-Felix” did his sky-dive, the magician David Blaine let himself be electrified by one million volts for 72 hours on end. Extreme stunts like these have always attracted a huge audience; people seem to seek the thrill of this ultimate challenge and fragile balance between life and death, and there always seems to be a way of Felix Baumgartner being celebrated pushing the limit with another, even more after his successful sky-dive. (Note the sponsor brand.)

The Sponsors

Baumgartner’s sky-diving stunt was sponsored by Red Bull, and Blaine was backed by the hardware giant Intel, and the publicity was worth millions of marketing dollars for the companies. The brands were all over; Red Bull’s slogan is in fact “It gives you wings”. But these stunts involve a calculated risk; it could have gone wrong for Felix and the voltage could have grilled Mr Blaine. If so – would the sponsors still feel it was good publicity?

Tasks and Activities

1 Discussion

1. Why do you think some people have the urge for extreme stunts like these?
2. Discuss possible questionable aspects of using such risky stunts for marketing purposes. (Remember – these daredevils do this completely out of free will.)
3. What do you think the marketing effect would have been if the stunts had gone wrong?

2 Research

1. Check YouTube for clips of the two stunts mentioned in the article.
2. Search the net for other extreme stunts, and find out if they were sponsored by a certain brand.

3 Vocabulary

Scan the text and find the words / expressions that are covered by these explanations:

1. To be captive or spellbound
2. Very dangerous
3. Breath-taking and impressive
4. To do something better
5. To present a news item
6. To have voltage go through you
7. To jump in a parachute
8. Adventurer or stunt man
9. Easily broken
10. Trying to draw attention to a certain product

1. To be mesmerized
2. Hazardous
3. Spectacular
4. To top
5. To cover
6. To be electrified
7. Sky-diving
8. A daredevil
9. Fragile
10. To market

Olympic Games in London - Watch and Identify People and Symbols

Forfatter: Catharine Ruud, Knut Inge Skifjeld

[Olympic Games in London - Watch and Identify People and Symbols \(103607\)](#)

- [Opening Ceremony of the 2012 Summer Olympic Games in London - Highlights](#)
- [Olympics Torch arrival by David Beckham](#)

1. Watch the clips above and identify: people (celebrities, politicians, etc.), buildings, items and symbols that you associate with the United Kingdom. Write a list of your findings and share it with the class.
2. Why do you think the monarch, an actor and a football player were chosen to represent the UK in the opening ceremony?
3. Compare the two clips. How do they reflect different parts of British culture? Which one do you think appeals most to young people?
4. British music was an important part of the entire opening ceremony. Do you recognise the music in the sequence with the Queen above? How do you think the music contributes to the atmosphere?
5. The Britons are renowned for their sense of humour. Judging from the Queen sequence, can you name some characteristics of this humour?

Discuss

1. Watch various clips on the Internet from the opening ceremony. Then discuss what you think of the opening ceremony in general. Do we get a realistic and representative impression of the United Kingdom?
2. A Conservative MP called the opening ceremony "leftie multicultural crap" in a tweet. What do you think he refers to? Why do you think this tweet sparked fury and indignation?
3. Discuss if it is an advantage or disadvantage for a city like London to host gigantic sports arrangements. Make a list of pros and cons.

Quizzes

1. [Fun Trivia: Quizzes: Sports: Summer Games: 2012 London](#)
2. [Fun Trivia : Quizzes : Sports : Olympic Games : Summer Games](#)



A performer waves the national flag of Britain during the Closing Ceremony at the 2012 Summer Olympics

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
2. Reputation
3. Deportation
4. Impoverished
5. To put a lid
on
6. To sue
7. Vengeance
8. Disrepute
9. To reveal
10. Former
11. Classified | The "W" Files

Last year a group of Kenyans sued the British Government for allegedly having been tortured during the Mau-Mau rebellion against the British colonial administration in the 1950s. |
|--|---|

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?

- Michael Jackson Spoilt the Green Revolution

Forfatter: Sidsel Vold

[- 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.

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



MyTask - Click on icon to open task!

MyTask - Click icon to open task!

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?

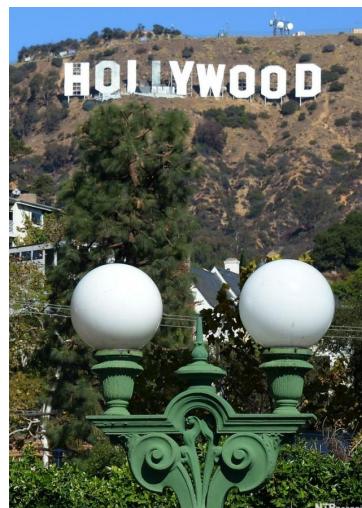
Hollywood Show-Down

Forfatter: Jan-Louis Nagel
[Hollywood Showdown \(109693\)](#)

The name Hollywood is recognised as something more than a place. It is a concept, an idea signifying the American film industry. Paramount, Metro-Goldwin-Meyer, Warner Brothers, the Walt Disney Corporation – the big names in American film business are all centred in this little suburb north of Los Angeles, California. For a century Hollywood has equalled great films, famous directors, stars, celebrities, glitter and glamour. But now an era seems to be over – it is showdown time in Hollywood.

The Hollywood Concept

In the early 20th century, film makers flocked to this place in Southern California, mainly because of the long days that provided good lighting conditions, which was important in times when electricity was deficient and technical equipment was primitive. The rest is history – Hollywood has gained an iconic status in the film world. A Hollywood film's design is based on the American concept of film entertainment – dramatic action, love and emotions, spectacular effects and catchy music. As long as you know what to expect you probably will not be disappointed; and to many a Hollywood-made film is a guarantee of good film entertainment. But now time is up for Hollywood's hegemony as America's film capital.



Hollywood - Home of American Film Industry

Hollywood and “Hollywood”

Due to state financial support programs it is simply cheaper to move film production elsewhere. This is bad news for a state already financially on its knees. Between 1996 and 2007, film production in Hollywood was down by 41 percent, and over the same period California lost more than 90,000 jobs related to film production. New and more financially favourable locations are found in Detroit, Philadelphia, Louisiana, New Mexico and North Carolina, where the award-winning TV-series *Homeland* is made. Hollywood as a concept will probably not disappear, even if a film is produced and set elsewhere, it may still be labelled “Hollywood”. But in the future American films may be slightly different from the traditional Hollywood style, as the new locations may bring on new settings and new ideas that will reflect a more manifold picture of American reality and culture.

Tasks and Activities

Comprehension

1. What is the difference between Hollywood and “Hollywood”?
2. What is “hegemony”?
3. How is the title of the article a pun on a certain genre of Hollywood films?

Vocabulary

"The new locations may **bring on** new settings..." is an example of a phrasal verb. "Bring" belongs to a group of verbs that easily connect with a preposition, and thus change their meaning. (bring on, bring up, bring about, bring down) Follow link for more examples, a full explanation, and do the task on phrasal verbs.

[Phrasal Verbs](#)

Writing

1. It may not be fair to generalize, but some will claim that a Hollywood film is recognised by a predictable plot and a set of familiar ingredients. Do you agree? Why / why not? Write a brief article about a typical Hollywood production.
2. Write a review of a Hollywood film you have seen recently. (Your article must include a brief summary of the plot, the characters and actors, the effects, the music, a comment on the ending, and a conclusion.)

Research

1. Search the net for information about film stars from Hollywood's golden age. Some of the most famous actors are: *Rudolph Valentino, Humphrey Bogart, Greta Garbo, Ingrid Bergman, Marlon Brando, James Dean, Elizabeth Taylor, Marilyn Monroe, Charlton Heston and Gregory Peck*. Choose one or two and make a presentation for the class.
2. The following American films and TV series are easily classified as "Hollywood" productions. Go on the net and find their actual production location.
 - *Love and other Drugs*
 - *The Italian Job*
 - *Gran Torino*
 - *Breaking Bad*
 - *The Hunger Games*
 - *Scream 4*

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

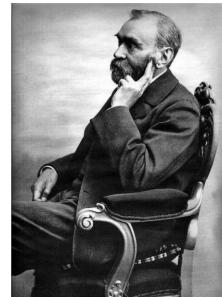
[The 2011 Nobel Peace Prize \(87406\)](#)



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

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.

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.

The screenshot shows the BBC News South Asia homepage. At the top, there's a navigation bar with links for Home, UK, Africa, Asia Pac, Europe, Latin America, Mid-East, South Asia, US & Canada, Business, and Health. Below the navigation is a banner with the text "NEWS SOUTH ASIA" and a sub-headline "India-Pakistan cricket battle at Mohali raises passions". A small photo of a crowd is visible. At the bottom of the page, there's a caption: "The match is one of the most watched cricket contests in recent years" and credit to "By Sanjoy Majumder BBC News, Mohali".

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 billetsøkende 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 billetsøkjande 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.

English and Norwegian Mix

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', 'Menninger', '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.

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.

Empty Chair

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?

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.

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)

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
guardian.co.uk, Sunday 3 October 2010 18.35 BST
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, Christiano 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



Focus
BY TRIMM/AN ARCHEHIGH
2408910
Tags: language, trend, youth,
education, school, education system, multilingualism, United Kingdom, European day of languages
English original version
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Only English for British Students

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.

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 Navnsto/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](#)

Literature, Film and Music

Novels and Short Stories

Short Stories

Blizzard

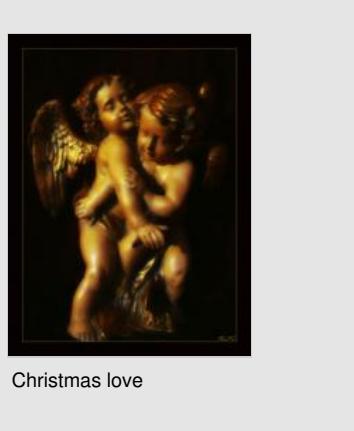
Forfatter: Eli M. Huseby, NRK
[Blizzard \(16552\)](#)



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?



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>

Everything Will Be Alright

Forfatter: Stine Erstad, Jaspreet Gloppe

[Everything Will Be Alright \(109008\)](#)

Fear, physical and psychological horror, mystery, supernatural beings/phenomena, ghosts, haunted buildings, architectural traditions from the Middle Ages, castles, darkness, death, doppelgangers, insanity, secrets, graveyards, gothic doubles and curses...

Literature including some of these elements is often referred to as Gothic literature. Gothic literature can be great fun to read but truly – even more fun to write.

The following Gothic short story was written by Stine Erstad when she was a junior at Sotra videregående skole. Read the story and study which Gothic elements she includes. Afterwards it is your turn to try your hand at writing a short story, creating a gothic and dark atmosphere. See the guidelines following the story.



Everything Will Be Allright / h5p_content

<http://ndla.no/en/node/125161>

Tasks and Activities

Understanding Gothic

1. Which gothic elements are used in this short story? See [Elements of the Gothic Novel](#) and discuss with a partner.
2. Look at the pictures illustrating this story. How would you describe them? Consider the actual images as well as the atmosphere they convey. Find at least two pictures on the Internet which you consider typically gothic and explain why you think so. See, for instance, [FlickrCC](#) and [Free Photo Bank](#).
3. The use of appropriate vocabulary is important to create a gothic atmosphere in a story. Study the vocabulary listed in #1 [here](#). Choose at least ten of these words and make a [Wordle](#). Compare with a fellow student. Did you choose the same words? Print the wordles and make your classroom gothic.

Write a Gothic Short Story

Use your knowledge about gothic fiction and write a short story. When writing a short story, you also need to take the following into consideration:

Title	Needs to be relevant, original and captivating
Plot Elements	Your story needs to have the following five plot elements: <ol style="list-style-type: none">1. Orientation or presentation of the setting, the characters etc.2. Rising Action or a Conflict. There needs to be a central conflict which leads to a growing excitement in the reader indicating that something is about to happen.3. Climax or Confrontation or Turning Point of the story: This is what the story builds up to. There is usually a confrontation.4. Falling action: What happens after the Climax. Do

	<p>things become worse or better for the protagonist?</p> <p>5. Resolution: The final paragraph where you explain how the story ends and what happens to the character. You can try to surprise your reader with a twist. You can also leave the ending open so that there are many different readings of the same story.</p>
Characterization	Your characters need to be well developed and should have thoughts, feelings and actions.
Use of Gothic Elements	You need to try and include as many elements as possible to create a gothic and dark atmosphere. Some elements are: Fear, physical and psychological horror, mystery, supernatural beings/phenomena, ghosts, haunted buildings, architectural traditions from the Middle Ages, castles, darkness, death, doppelgangers, insanity (especially in females), secrets, graveyards, gothic doubles and curses. See also Elements of the Gothic Novel .
Narration Styles	You need to use different narrative modes like descriptive, stage scenes (if required), direct speech when the characters talk directly to each other, reported speech when retelling something a character has said, chronology, retrospection, flashback etc.
Use of Literary Devices	Foreshadowing, Similes, Metaphors, Symbols, repetition etc.
Point of View	Make sure you use the same point of view consistently.
Language Use: Use of Adjectives	Use adjectives extensively to create an interesting and entertaining reading experience.
Language Use: Grammar, Usage, Sentence Structure and Use of Linking Words	<ul style="list-style-type: none"> • You need to use the correct rules of grammar. • Make sure you avoid making Usage Errors (i.e. sentences which are grammatically correct, but a native speaker would not speak like that. For example: I became in love vs. I fell in love. • You need to vary your sentence structure and try to use both Simple, Compound and Complex sentences. • Use of Linking Words: Use linking words to combine sentences and create cohesion so that the sentences flow better.

Make an Animation

Make an animation based on Erstad's short story or an animation of the story you have written yourself. Use [GoAnimate.com](#) or similar.

Further Reading

[The Gothic Novel](#)

[The Tell-Tale Heart](#) (short story)

Everything Will Be Alright

by Stine Erstad

As the storm had gotten worse, she couldn't see much, but she was certain she saw the massive, dilapidated building through the piercing darkness. The howling wind forced the glaring snow off the rooftop and into the darkness. She could barely spot the moon among the thick clouds which had appeared about an hour earlier. Walking was not easy, but she knew they had to reach the building before the storm fully arrived.

"Where are we going? We should get back home, I believe there's a storm coming up," Samantha whined. Wanda paused and observed her younger sister as she was walking up the hill. She'd never been a good walker, Samantha. Wanda felt the rage rise inside as she studied her sister. She was young, beautiful and her life couldn't have been better. Her face with its pale, silky skin was lit up by two sparkling blue eyes, and deep red lips. Her long, caramel, wavy hair gracefully blew around her neck. The cold had made her cheeks turn pink, which made her even more beautiful. Wanda herself was a heavy set woman in her thirties. Her hair was short, untamed and had already turned grey. Her skin wasn't silky in any way, and it was covered in scars, as if she'd been burned. Besides, her life had never been nearly as good as her sister's life. Samantha had everything she could ever dream of. Unlike Wanda, Samantha grew up with constant access to money and wealth. Money their parents received fifteen years earlier. Filthy money. But Samantha didn't know.

"We will never make it home before the storm arrives. There's an abandoned building on top of the hills. We'll stay there until the storm is over." Samantha crossed her arms and stared at the building in a mixture of horror and excitement. "Whatever you say, I'm freezing!" They hastened up to the building, both breathless. Wanda found a broken window and they both climbed in. They couldn't see anything through the darkness, so Wanda turned on an old torch.



NTB scanpix

They were in a room with many switches for electricity. She tried some of them, and they heard a rasping sound followed by a flickering light. "I can't believe they haven't shut down the electricity yet!" Samantha gasped in astonishment. Wanda ignored her outburst and left the room. The corridors were just the way she remembered them; endless, cold and gloomy. "Don't worry Wanda, everything will be alright now." The men were all



Our House

wearing long, white coats, and had masks covering their faces. "No, no! I don't want to, leave me alone!" Nothing helped; the men had chained her to the chair. "Wanda, stop fighting. It will not help you." "No, please stop!" "Did you say something?" Samantha stuck her head out the door. Wanda stared at the stairs. "Did you know this used to be a mental hospital? Look – I found an old paper in here. It says it was shut down 16 years ago. Apparently the doctors were not all good. You will never believe the dreadful experiments they did on the patients! Many patients died, and the so-called doctors are all in jail for life. They also gave patients medicine which made them more mental, if you know what I mean. The families received a great deal of compensation though, money of course." She glanced at the thick metal doors in the corridor. "It is kind of cool, don't you think? Maybe the ghosts of the mental psychos are haunting this place," she said sardonically. Wanda was so furious it was hard to control her temper. "That ignorant child," she thought, "She doesn't know anything."

"Wait here, I'll be going upstairs, finding a warmer room," said Wanda annoyed. The stairs creaked loudly as she slowly moved upstairs. The weather had gotten worse and the howling wind was bringing snow inside the building. The lights on the second floor were even more flickering than the ones on the first. Some of the doors were open, and there was a lot of snow in the corridor. She knew these corridors far too well.

The summer sun was shining through the dusty windows, while the songbirds were whistling their cheerful melodies outside. The chains were rubbing around her wrists; so tight she couldn't feel her fingers. A penetrating scream from the first floor filled the building with horror. Then silence. All of a sudden she heard footsteps from the corridor, and as they approached she was certain there were at least five men out there, considering the voices and footsteps. As she'd feared, the voices stopped just outside the door, and the door slowly opened. In despair, she tried to wrench her arms out of the chains, but it was useless. The men had brought a chair this time, and they put it in the middle of the room. They were still talking, but she couldn't really hear what they were saying. One of the men leaned towards the bed. "Everything will be alright" he said. She felt a sting, and everything went black.

The room was darker than it once was, just one of the fluorescent lamps, of which the light was rather blurry, was lighting the room. There was a thick blanket of dust on the floor, and apparently no one had entered the room for many years. The chains which hung hopelessly from the bed were all rusty and decorated by cobwebs. In the centre of the room, just as she remembered it, the massive brown chair



Hazy Castle
stood in all its magnificence. Wanda started to rub the chair, getting all the dust away. "Everything will be alright," she repeatedly whispered to herself. "Everything will be alright." The chains on the chair were made of leather, and therefore they were not rusty like the ones on the bed.

All of a sudden there were slow-moving footsteps on the loudly creaking stairs. Wanda stopped rubbing immediately and listened carefully. As the footsteps came closer, she clearly heard the deep, cheerful voices of five men. They got closer, and their sharp, crazed laughs filled her with agony. But why did they walk so slowly? It was like they wanted to torture her before they ended it all, like they should have done 15 years ago. "Wanda?" Samantha was standing by the door, with a concerned look upon her face. In her right hand there was a piece of paper, which apparently had been lying around a few years. The more Wanda looked at her, the more certain she was that nothing could make that girl less beautiful. She gazed at her sister for a few seconds, before she continued rubbing, this time underneath the chair. "Wanda... I searched through some old files downstairs, and I found this." She paused while she studied her sister's attempt to clean the chair. Then she carefully moved closer and handed the papers to her. Wanda didn't accept the papers, but seemed pretty engaged to what she was doing. "Clinical depression – open unit," Samantha read. "Why hasn't anyone told me? I had no idea, wha-"

She fell lightly to the floor. Wanda gently removed the shiny needle from her arm and used a piece of cloth to wipe the tiny, dark red stain of blood which appeared where the needle had been. Then she carefully put the rest of the anaesthetic back under the chair and turned for Samantha.



Thunderstorm and Lightning

Placing her in the chair didn't require a lot of strength; fastening the chains was the hardest part. All the chains were fastened really tight, making it impossible for Samantha to move. Wanda fumbled for something in the heavy bag she'd insisted on bringing on their trip. She pulled up a box of matches and five white candles, which she lit and placed in a circle around the chair before she switched off the electricity. The candles illuminated the room and threw tall gloomy shadows on the walls. By the door there was a six foot mirror, which Wanda placed in front of the chair. It was time for the unbearable perfection to disappear. Wanda once again opened her bag. This time she pulled out an old, rusty pair of scissors, a razor and a bottle of acid. Her hand smoothly went through the long gorgeous hair before she started cutting it into a short, triangle shaped form. Afterwards, she pulled the skin on Samantha's forehead up against the roots of the hair, and shaved the eyebrows. More work needed to be done before the beauty would be completely vanished; therefore Wanda leaned Samantha's head backwards and opened the bottle of acid. She pulled out a thin paintbrush and dipped it in the bottle before she used it on Samantha's perfect face. At the very second the brush touched the skin it turned red and swelled up. Wanda spent a few minutes admiring her work. The whole face was swollen and red; the beauty was finally gone.

After an hour or two, Samantha was slowly getting her consciousness back. A piercing scream of pain filled the room and Wanda slowly stepped out of the shadows. "Everything will be alright," she said. Samantha glanced at her own reflection in the mirror, her eyes wide open. "What have you done to me? What's the matter with you? It burns!" cried Samantha, clearly in great pain. "Don't worry. It is supposed to hurt. But it won't be long. This time there will be no mistakes. The pain will soon be over. Forever."

The panic spread in Samantha's face while the tears streamed down her cheeks. "Please Wanda. Please, I'm your sister!" Wanda pulled out a new syringe and filled it with the contents of a little bottle. "Don't worry," she said and left the needle in Samantha's skin. "Everything will be alright." She moved towards the bed, and lay down on her back. Then she took one more look at Samantha. The pulse in her veins was gone. Wanda opened the little bottle she'd used on Samantha and drank the last drops. A great pain spread through her whole body, like a thousand knives were stabbing her all at once. Her eyes slid through the room once more and stopped on Samantha's forehead. The skin wasn't swollen anymore, and she could clearly spot the red marks saying "Everything will be alright". Wanda smiled, and everything went black.

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](#)

Poor Koko

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

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 Sun in my Eyes

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?

Novels

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's 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](#).

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?

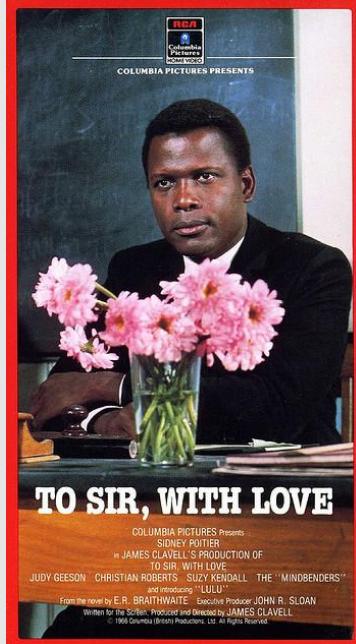
To Sir, With Love

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

Recommended Reading

Forfatter: Eli Huseby, Åse Elin Langeland

[Recommended Reading \(100257\)](#)

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](#).

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](#).

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.

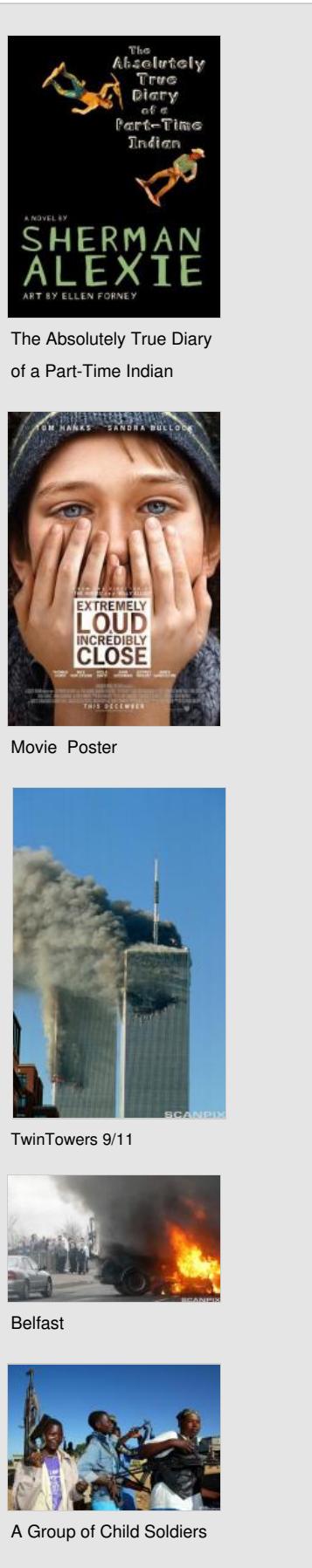
Read more about the novel, including an excerpt, and learn more about the writer on [The Tortilla Curtain](#).

Bradley, Alan: The Sweetness at the Bottom of the Pie

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 where a series of mysterious events gets eleven-year-old Flavia de Luce's attention: a dead bird on the doormat with a rare Black Penny stamp bizarrely pinned to its beak and a dead stranger in their cucumber patch. Murder has come to Buckshaw, and Flavia commits herself to solving the crime.

Read more about the novel, including an excerpt and tasks [here](#).

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. Read an [excerpt from the novel](#) or listen to an excerpt [here](#).

Collins Suzanne: The Hunger Games (2008)

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 it to the novel.

Foer, Jonathan Safron: Extremely Loud and Incredibly Close (2005)

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 with the surname "Black" that can reveal more about whom his dad was.

Read an excerpt from the novel and watch an interview with the author at [this link](#).

Green, John: Looking for Alaska (2005)

First drink, first prank, first friend, first girl, last words! Miles Halter leaves for boarding school where much awaits him, including Alaska Young, the funny, sexy screwed up girl he falls in love with. Then tragedy strikes and changes everything. What really happened to Alaska? (The book has been challenged for content dealing with sexually explicit situations.)

Read more about the book at [Looking for Alaska](#) (Wikipedia)

Haddon, Mark: The Curious Incident of the Dog in the Night-Time (2003)

It is estimated that 1% of all school children suffer from Asperger syndrome. Some people diagnosed with Asperger seem to have extraordinary skills within specific areas. Take Christopher Boone, the narrator of Mark Haddon's novel, who just loves maths, as an example. Even though Christopher's diagnosis is not explicitly stated, labels like "nerd" and "Einstein" may soon pop into mind. In this novel, we have to rely on the first-person narrator, the 15 year old Christopher. This affects, to a large extent, how the action is unveiled, and it makes the story incredibly interesting and funny.

Read an excerpt and work with assignments [The Curious Incident of the Dog in the Night-Time](#).

Lingard, Joan: Across the Barricades (1972) and Into Exile (1973)



Tortilla



Albert Einstein



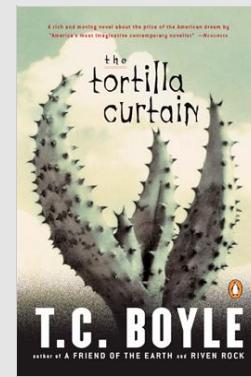
Pennyblack



Mice



Norwegian Reality Show



The Tortilla Curtain

Across the Barricades is the first in the series about the 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 a continuation of this novel. Here we meet Sadie and Kevin in their exile in England, and witness the young couple's attempt to build a new life in their refuge. This novel is adapted to a short [radio play](#).

Maynard, Joyce: The Usual Rules (2003)

Like *Extremely Loud and Incredibly Close*, this novel also deals with how unpredictable, traumatic events affect us, and in particular children. Joyce Maynard's Wendy (13) has to cope with the loss of her mother who died in the Twin Towers. We first meet Wendy on the morning of 9/11. She is 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 and impatient with her little brother. An hour later comes the news: A plane has crashed into the World Trade Center. Her mother's building. This is a story not only about children who lose their parents, it is also about the tie between a big sister and her little brother and parents who lose their children, and above all the unexpected ways they sometimes find each other again.

Read an excerpt and work with assignments here: [The Usual Rules](#).

Ransom, Rigg: Miss Peregrine's Home for Peculiar Children (2011)

When sixteen-year-old Jacob's grandfather is murdered, Jacob journeys to a remote island off the coast of Wales, to find an explanation. He discovers an abandoned orphanage, the crumbling ruins of Miss Peregrine's Home for Peculiar Children. As Jacob explores its abandoned bedrooms, it becomes clear that things are not quite what they seem. By entering a time loop Jacob is taken back to WWII. Gradually we are introduced to the peculiar children, Miss Peregrine and the fascinating story of his grandfather. A strange collection of very curious photographs is essential in the story which includes magical elements blurring the boundaries between fantasy and reality.

Watch the [book trailer](#). Read an excerpt from the novel and look at some of the curious photographs [here](#).

Steinbeck, John: Of Mice and Men (1937)

George Milton and Lennie Small are migrant workers traveling together to find work on farms in California. They are best friends and hope that they one day will attain their dream of settling down on their own piece of land. However, although they are good workers, they seem unable to hold down jobs for long. This is mostly due to Lennie's urge to pet "soft things," including, mice, rabbits, puppies, and...women. In this way they constantly get into trouble. In Soledad, however, everything seems to work out – until the inevitable happens.

Shmoop offers a good study guide on [Of Mice and Men - Study Guide](#) and on [GCSE Bitesize](#) will find videos on plot, characters and theme.

Useful Resources

[Shmoop Literature Guide](#) offers learning guides with summaries, questions, descriptions 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.

[Working with Novels](#) a list of different ideas for working with a novel.

[How to Analyze a Novel](#)

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

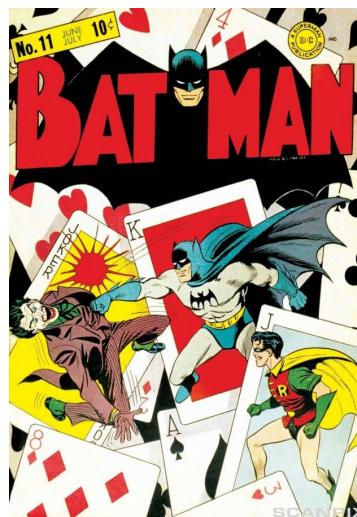
Create a digital collage using words and images representing the entire novel, e.g. the main characters, major events, turning point, setting and themes. Use [Glogster](#) to make the collage. (You can watch a Glogster tutorial [here](#).)

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.



Batman

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](#)

Film and Theatre

Films

Bend It Like Beckham

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

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 [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)

Crash

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](#)

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://ndla.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

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

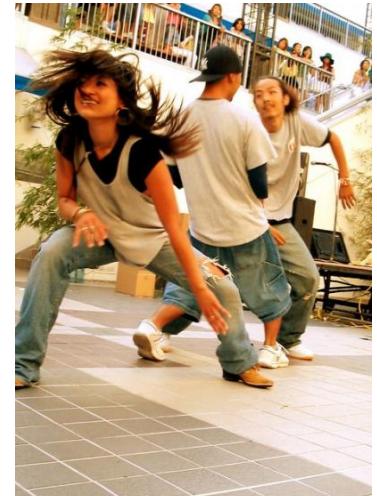
In the 1980s, Woodrow Wilson High School was recognized as a high-achieving school. However, in the early 90s the school launched an integration program where teaching discipline and obedience was a primary concern. On her first day, Miss Gruwell enthusiastically expects to be met by motivated and keen 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.

Million Dollar Baby

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](#)

Mississippi Burning

Forfatter: Christine Varadian Johnsen

[Mississippi Burning \(63036\)](#)

If you just want to work with the film trailer, you can find resources [here](#).

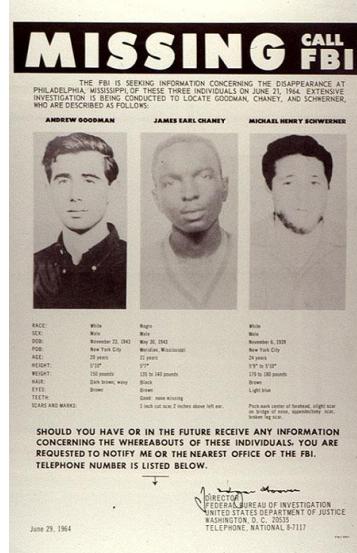
Historical Background

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.

Outsourced

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.

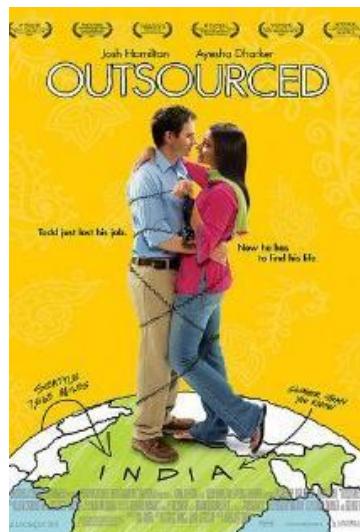
If you just want to work with the film trailer, you can find resources [here](#)

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?

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

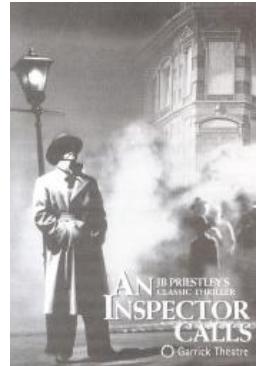
Sheila Birling, his daughter

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](#)

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](#)

Resources

Film Café – Bend it Like Beckham

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.

Poetry and Lyrics

Poetry and Lyrics

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

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

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://ndl.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.

'Englishman in New York'

Forfatter: Catharine Ruud

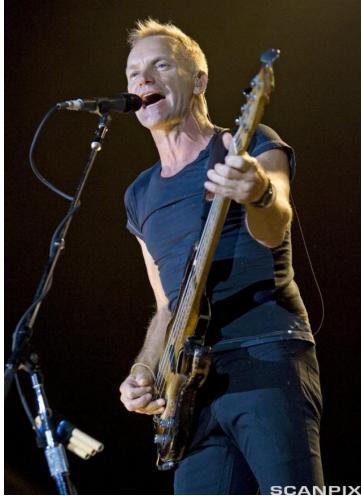
[Study 'Englishman in New York' \(73023\)](#)

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

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.

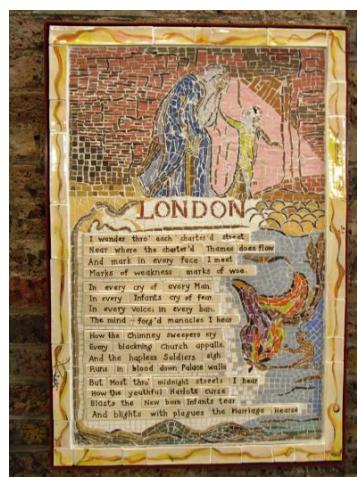
London (William Blake)

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".

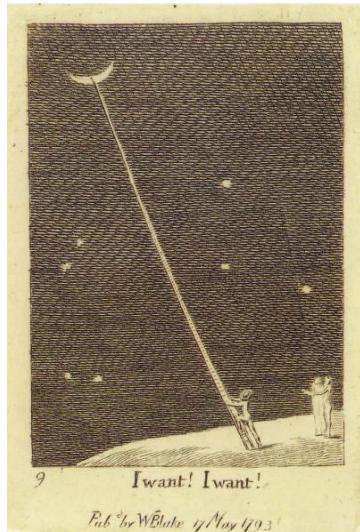
Discuss

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

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.

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?

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

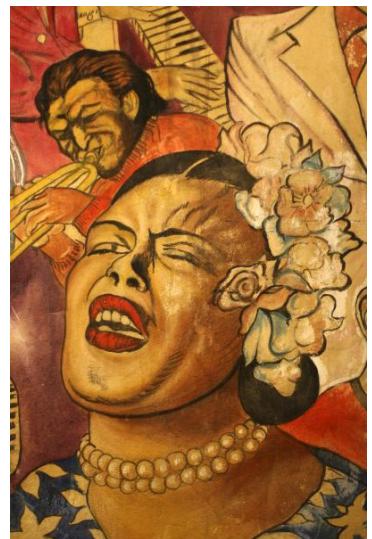
In 1939, the African American jazz singer, Billie Holiday, was persuaded to perform the song "Strange Fruit". She said that the song reminded her about how her father had died, and it took an effort to perform it. It soon became her signature song, but the song, which was considered a protest song, angered 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?

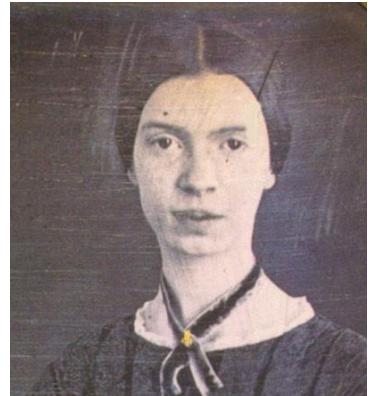
A Life of Seclusion

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>

Resources

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.

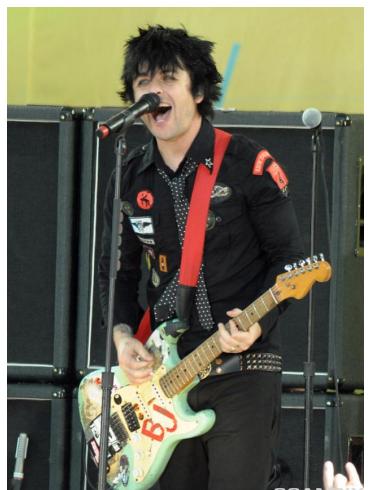


Black Eyed Peas

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



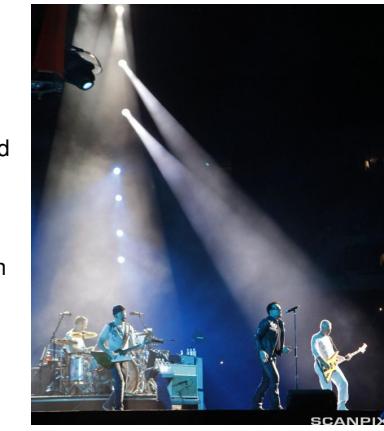
Billie Joe Armstrong, Green Day

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.

Tales and Legends

Tales and Legends

Bobby - the Faithful Dog from Edinburgh

Forfatter: Eli M. Huseby, Anne Scott Hagen

[Bobby - the Faithful Dog from Edinburgh \(49408\)](#)

"A dog is the only thing on earth that will love you more than you love yourself."

Josh Billings

Dogs and humans have a special bond and there are many stories and legends telling about dogs' limitless loyalty to humans. This is a story about Greyfriars Bobby from Edinburgh, Scotland.

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. Back in the 1800s tuberculosis was a fatal disease and on 15 February 1858 Grey died.

Bobby followed his master 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 when the City of Edinburgh 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.

If you go to Edinburgh you can visit the faithful Bobby's grave in Greyfriars Kirkyard and see his statue in front of the Greyfriars Bobby's Bar. The small Skye Terrier has inspired books and films.



Bobby



In Memory of Bobby

Comprehension

Greyfriars Bobby - Multiple Choice:



Bobby - the Faithful Dog, Multiple Choice / h5p_content

<http://ndla.no/en/node/125093>

Writing

1. Write the story about Bobby from the dog's point of view.
2. Write a story revolving around the special bond that might arise between humans and animals. It may be a story that you have heard or something that you make up.

Discuss

Why do stories like the one about the faithful Bobby tend to fascinate us?



The Selfish Giant

Forfatter: Eli M. Huseby

[The Selfish Giant \(Oscar Wilde\) \(46171\)](#)

One of the fairy tales you might remember from your childhood is Oscar Wilde's The Selfish Giant. It is from his fairy tale collection, The Happy Prince and Other Stories. Can fairy tales like this teach us a lesson or two?

Oscar Wilde was an Irish author and dramatist. In his time he was more famous for his life than his work. People were shocked by the way he lived. In 1895, he was sent to prison for homosexuality. Today, many people think he is among the funniest men that have ever lived. Enjoy this fairy tale about a very selfish giant.

Further Reading

If you want to know more about Oscar Wilde and why many people think he was one of the funniest men that have ever lived, you should read this: [Oscar Wilde - a 19th Century Celebrity](#)



Oscar Wilde



Winter

The Selfish Giant - By Oscar Wilde - Narrated By Grant Raymond Barrett (April 4, 2009) / audio
<http://ndla.no/en/node/47179>



The Selfish Giant (Oscar Wilde) / h5p_content
<http://ndla.no/en/node/125065>

Why the North Star Stands Still

Forfatter: Public domain

[Why the North Star Stands Still \(17024\)](#)

Nature was a primary concern to Native Americans. Various tribes, like the Paiutes in the American West, have come up with numerous myths and legends to explain phenomena in nature. What does this myth try to explain?

A Paiute Myth



Why the North Star Stands Still / audio

<http://ndl.no/en/node/48622>

Long, long ago, when the world was young, the People of the Sky were so restless and travelled so much that they made trails in the heavens. Now, if we watch the sky all through the night, we can see which way they go.

But one star does not travel. That is the North Star. He cannot travel. He cannot move. When he was on the earth long, long ago, he was known as Na-gah, the mountain sheep, the son of Shinoh. He was brave, daring, sure-footed, and courageous. His father was so proud of him and loved him so much that he put large earrings on the sides of his head and made him look dignified, important, and commanding.

Every day, Na-gah was climbing, climbing, climbing. He hunted for the roughest and the highest mountains, climbed them, lived among them, and was happy. Once in the very long ago, he found a very high peak. Its sides were steep and smooth, and its sharp peak reached up into the clouds. Na-gah looked up and said, "I wonder what is up there. I will climb to the very highest point."

Around and around the mountain he travelled, looking for a trail. But he could find no trail. There was nothing but sheer cliffs all the way around. This was the first mountain Na-gah had ever seen that he could not climb.

He wondered and wondered what he should do. He felt sure that his father would feel ashamed of him if he knew that there was a mountain that his son could not climb. Na-gah determined that he would find a way up to its top. His father would be proud to see him standing on the top of such a peak.

Again and again he walked around the mountain, stopping now and then to peer up the steep cliff, hoping to see a crevice on which he could find footing. Again and again, he went up as far as he could, but always had to turn around and come down. At last he found a big crack in a rock that went down, not up. Down he went into it and soon found a hole that turned upward. His heart was made glad. Up and up he climbed.

Soon it became so dark that he could not see, and the cave was full of loose rocks that slipped under his feet and rolled down. Soon he heard a big, fearsome noise coming up through the shaft at the same time the rolling rocks were dashed to pieces at the bottom. In the darkness he slipped often and skinned his knees. His courage and determination began to fail. He had never before seen a place so dark and dangerous. He was afraid, and he was also very tired.



The North Star

"I will go back and look again for a better place to climb," he said to himself. "I am not afraid out on the open cliffs, but this dark hole fills me with fear. I'm scared! I want to get out of here!"

" But when Na-gah turned to go down, he found that the rolling rocks had closed the cave below him. He could not get down. He saw only one thing now that he could do: He must go on climbing until he came out somewhere.

After a long climb, he saw a little light, and he knew that he was coming out of the hole. "Now I am happy," he said aloud. "I am glad that I really came up through that dark hole."

Looking around him, he became almost breathless, for he found that he was on the top of a very high peak! There was scarcely room for him to turn around, and looking down from this height made him dizzy. He saw great cliffs below him, in every direction, and saw only a small place in which he could move. Nowhere on the outside could he get down, and the cave was closed on the inside..,

"Here I must stay until I die," he said. "But I have climbed my mountain! I have climbed my mountain at last!

He ate a little grass and drank a little water that he found in the holes in the rocks. Then he felt better. He was higher than any mountain he could see and he could look down on the earth, far below him.

About this time, his father was out walking over the sky. He looked everywhere for his son, but could not find him. He called loudly, "Na-gah! Na-gah!" And his son answered him from the top of the highest cliffs. When Shinoh saw him there, he felt sorrowful, to himself, "My brave son can never come down. Always he must stay on the top of the highest mountain. He can travel and climb no more.

"I will not let my brave son die. I will turn him into a star, and he can stand there and shine where everyone can see him. He shall be a guide mark for all the living things on the earth or in the sky."

And so Na-gah became a star that every living thing can see. It is the only star that will always be found at the same place. Always he stands still. Directions are set by him. Travellers, looking up at him, can always find their way. He does not move around as the other stars do, and so he is called "the Fixed Star." And because he is in the true north all the time, our people call him Qui-am-i Wintook Poot-see. These words mean "the North Star."

Besides Na-gah, other mountain sheep are in the sky. They are called "Big Dipper" and "Little Dipper." They too have found the great mountain and have been challenged by it. They have seen Na-gah standing on its top, and they want to go on up to him.

Shinoh, the father of North Star, turned them into stars, and you may see them in the sky at the foot of the big mountain. Always they are travelling. They go around and around the mountain, seeking the trail that leads upward to Na-gah, who stands on the top. He is still the North Star.

Comprehension

1. When did this take place?
2. How is the North Star different from other stars?
3. What was the North Star's original name, and what did it mean?
4. Why did the North Star want to climb the highest mountain?
5. What did the father do when he realized that his son was stuck on the mountain top?
6. How did the North Star become a guide to travellers?
7. What do the other stars try to accomplish?

Discussion

A myth is a sacred story from the past trying to explain the origin of life and the universe, often by reflecting moral values in human terms.

1. How do you think the myth about the North Star corresponds with this?
2. Do you know similar myths?

Find Out

1. We hear about the North Star, the Big and the Little Dipper. Which star constellation does this refer to? Why do you think these stars have always fascinated our ancestors?
2. Find information about the Paiutes. Why do you think the tribe came up with this myth?



Tree of Truth



Story Totem, North Quinault Road, Olympic Peninsula, Washington

Writing

Write your own creation myth.

Non-fiction

Essays

How to Write With Style

Forfatter: Kurt Vonnegut, Donald C. Farber

[How to write with style \(9111\)](#)

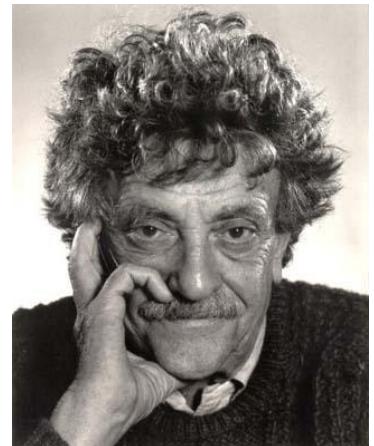
By Kurt Vonnegut (© Donald C Farber, Reprinted with permission)

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.



Kurt Vonnegut

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?"

"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

Literary Tools and Authors

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 melody
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>

Presentation of Authors

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](#)

William Shakespeare - His Life and Works

Forfatter: Eli M. Huseby

[William Shakespeare - His Life and Works \(19341\)](#)



William Shakespeare / audio

<http://ndl.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](#)

Easy Texts

Easy Reading (Various Texts)

Puppies for Sale

Forfatter: Eli M. Huseby

[Puppies for Sale \(23538\)](#)

Pre-reading: Do you have a pet? Why do you think people have pets?



Puppies for sale / audio

<http://ndla.no/en/node/66100>

Read the story *Puppies for Sale* and answer the questions.

www.indianchild.com/short_stories.htm _

Comprehension

1. What did the farmer need to sell?
2. How did he advertise it?
3. What did the little boy want?
4. How much was the little boy able to pay?
5. How many puppies were there altogether?
6. Which puppy did he want to buy?
7. Why did he want that particular puppy?

Discuss

1. How can this story inspire us?
2. Why do you think a lot of experts recommend that people should have pets to keep sane?

Vocabulary

Puppy



1. To the teacher: Hand out a slip of paper to each student on which he or she writes the name of an animal. Collect the slips and redistribute them.

Next the students take turns describing the animal on their piece of paper without mentioning the actual name. The rest of the class guesses which animal is being described. He or she who collects the most slips has won.

You may also divide the class into teams for this exercise.

Useful words when describing an animal: Legs, wings, claws, paws, fur, tail, beak, colour, nose, ears, small, big, fast, slow, dangerous

2. Take turns and mime different animals and let your group members guess which animal you are miming. You should only accept English names of animals.

Riddles

Forfatter: Eli Huseby, Christine Varadian Johnsen

[Riddles \(50383\)](#)

All through the ages riddles have fascinated people. According to old Greek myths, the Sphinx asked Oedipus this riddle: "What walks on four legs in the morning, two legs in the afternoon, and three legs in the evening?" If he failed to answer it, he would be eaten by the Sphinx.

For Oedipus there was much at stake. Here is his answer: "Man, who crawls as a child, walks upright in his prime, and uses a cane in the old age." This answer saved his life and also earned him fame and even a kingdom.



The Sphinx challenged the passers by with riddles. Most of the travellers were not able to give the correct answer, thus she probably did not starve. Upon hearing Oedipus' answer, she was so shocked that she threw herself from a cliff top.

Riddles

1. When is it a good time to lose your temper?

When it's a bad time

The Sphinx

Operators 3. What's the largest room in the world?

The room for improvement 4. What did the beach say when the tide came in?

Long time no sea 5. Where can you always find happiness?

In the dictionary 6. What did one potato chip say to another?

Let's go for a dip 7. Why does the ocean get angry?

Because it's crossed so often 8. What famous dance music did Charles Dickens write?

Oliver Twist 9. When is it easy to read in the woods?

When autumn turns the leaves 10. What did the January calendar girl say to the February calendar girl?

I have got more dates than you many answers?

The doorbell

Comprehension

Here are the answers. What are the questions?

1. The sphinx was a female monster.
2. They had to solve riddles.
3. She ate them.
4. He gave the correct answer.
5. She flung herself from the cliff.
6. It earned him a kingdom.
7. Because she will not bother anyone anymore.

Translate

1. Translate four of the riddles above and their answers.
2. Translate a Norwegian riddle you know or one you make up into English. Make the necessary twist to make it funny.

Discuss

1. Were your riddles funny when they were translated? Why or why not?
2. What is required if a riddle is going to make us laugh? How important is the wording?
3. Why have riddles always fascinated people?

Oral

Choose riddles from Riddles.com or a similar website and arrange a web quiz in class.

Further work

Choose two of the riddles above and make matching illustrations. You may e.g. use clip art or print "funny illustrations" in google.com or flickr.com

Vocational

Building and Construction

Vocational Activities

Conversation with a Foreign Student

Forfatter: Anne Scott Hagen

[Conversation with a Foreign Student \(2231\)](#)



You attend a vocational course at an upper secondary school in Norway. A student visiting from a similar school in England would like to know what Norwegian schools are like. What would you answer him/her?

Act out a dialogue in pairs. One of you is a visiting student from England and the other a Norwegian student. Base your dialogue on the instructions below. Remember to shake hands first!

Norwegian student	Visitor from England
<ol style="list-style-type: none">1. Greet the visitor2. Find out something about him/her3. Where he/she comes from4. Why he/she is visiting Norway5. How long he/she is staying here6. What he/she plans to do in the future and why7. Answer his/her questions about the course you are taking8. Answer questions about school environment, discipline and school cafeteria/canteen.9. Finish the conversation in a suitable manner	<ol style="list-style-type: none">1. Answer his/her greeting and questions2. Find out: Which trade he/she is studying3. Find out: Why he/she chose it4. Ask him/her to describe what the course involves5. What qualifications he/she will have at the end of the course6. If there are any advantages and disadvantages of this course7. What his/her future plans are8. Ask about the school environment, discipline, etc.9. Finish the conversation in a suitable manner

You will find information in English about all upper secondary education courses at this link: [Programmes for Upper Secondary Education in English](#)

- Mekaniske yrker - mechanical trades (e.g. welder, industrial mechanic, etc.)
- Kjemisk prosessyrker - chemical processing trades (e.g. process operator)
- Laboratorieassistent - laboratory technician/assistant
- Lærling - apprentice
- Læretid - apprenticeship
- Fagbrev - craft certificate
- Studiekompetanse - university entrance qualifications (A-levels (England))
- Ingeniørutdannelse - engineering course (leads to a degree in engineering)
- TIP - technical and industrial production
- TAF - technical and general subjects
- DH - design, arts and crafts
- Byggfag - building studies

Writing Reports - Resources

Forfatter: Anne Scott Hagen

[Writing Reports - Resources \(109012\)](#)

Report writing is important in all areas of work and the language and layout of a report is important to ensure that the information is accurate and easily understood.

Below, you will find links to our resources about report writing.

[How to Write a Work Report](#) Here you can see the layout and content of a work report and a report from an event.

The animation below demonstrates the steps in writing a report.



Report – Work Task or Event / flashnode

<http://ndla.no/en/node/91518>

Applying for a Job - Resources

Forfatter: Anne Scott Hagen

[Applying for a Job - Resources \(20537\)](#)

At least once in your life, you will need to apply for a job. You will need to write a job application and CV. You may need to write it in English as many Norwegian companies ask applicants to write in English. You may also be asked to come for an interview.



Below you will find links to our resources about applying for a job.

Job Applicants

[Making Job Enquiries](#) Here you can practice making telephone enquiries about jobs.

A formal style is used when you apply for a job, request information or do business. A formal letter should be short, straightforward and polite.

[How to Write a Formal Letter](#)

It is important to write the application and CV properly as it will be your employer's first impression of you. There are some standard phrases which you should definitely use.

[How to Write a Job Application](#)

[Example of Job Application - Vocational](#)

A CV contains information about your education and experience.

[How to Write a CV](#)

[Example of CV - Vocational](#)

Advertisements for jobs in Norway are today often in English and you may be required to speak English at a job interview. Here you will find some tasks which will help you prepare for a job interview in English

[Job Interview](#)

We tend to think of language as spoken and written words. Your body, however, also has its own language. Here we focus on the language of the body and how it shows your mood, attitudes and identity. It is an important aspect of a job interview and communication in the workplace.

[Body Language](#)

Making Job Enquiries

Forfatter: Hands On (NKI), Knut Inge Skifjeld

[Making Job Enquiries \(5845\)](#)



Pre-reading: What is important when making a job enquiry in English by telephone? Note down what you should think about before making the call.

Make sure you understand these words before you read the text. Use the dictionary in the Tools menu on the right to look up new words:

ability, advertisement, applicant, benefits(subst), branches, employee, employ, enquiry, entail, equipment, experience, heavy goods vehicle, prefer, site (subst), wage

Study the Job Advertisement

Intermac

We are looking for a young person to join us for general training in all branches of our expanding international company. We buy and sell all kinds of electronic equipment and need an applicant with the following qualifications:

- prepared to travel abroad
- willing to start at the bottom and ambitious
- likes meeting new people and gets on well with people
- pleasant and hard working

There are excellent opportunities for the right person in the long term. Academic qualifications are less important than the right attitudes and the ability to be flexible and get on with other people.

Apply in writing or by email as soon as possible to the *Personnel Manager, Intermac Ltd, Industrial Way, Woolbourne, Oxfordshire, Intermac[at]co.uk*.

Telephone Conversation

Jim is making a telephone call to find out more about the job. Notice how he starts off by introducing himself. Also make a note of phrases you think might be useful if you were making a similar enquiry.

Intermac: Good morning. Intermac. Can I help you?

Jim: Good morning. I'm phoning about your advertisement for a young trainee.

Intermac: Just a moment. I'll put you through to personnel.

Jim: Thank you

Intermac: Hold the line, please.

Personnel: Personnel. Good morning, can I help you?

Jim: Good morning. My name's Jim Smith, and I'm phoning about that job you advertised.

Personnel: Oh, yes! What did you want to know?

Jim: Well, I just wanted to ask a couple of questions.

Personnel: Go ahead, please.

Jim: Well, first of all, I wondered if I'd need to speak any other languages.

Personnel: Well, we'd prefer someone who knows some French.

Jim: Oh, that's fine. And then I wondered if I'd need any knowledge of electronics.

Personnel: No, you wouldn't. We'd give you all the necessary training.

Jim: Oh, right. Thanks very much. I'll send in an application then. Goodbye.

Personnel: Not at all. Goodbye.

1. Answer these questions about the dialogue.

- Why is Jim phoning the company?
- What does the woman at the information desk say?
- Which department is he put through to?
- How many questions did Jim have?
- What were the questions Jim wanted to ask?
- What answers did he get to his questions?

2. Act out your own telephone dialogue with a partner using the following information:

Example: how many - 36 workers

How many are employed at your Woolbourne branch?

There are 36 employees at this branch.

- travel - about once a month
- how long each journey - about a week
- sort of equipment - computers mainly
- need German - yes/no
- need Spanish - yes/no
- need Russian - yes/no
- pay - about £12000 a year
- pension scheme - yes/no

3. Decide on two additional questions you would like to ask Intermac. Act out the dialogue.

Roleplay

Work in pairs. Take it in turns to make enquiries about one of the jobs advertised below. One of you is the person making the enquiry, the other is someone from the personnel department of the firm. Use some of the useful phrases from the conversation Jim had with Intermac.

Job: Heavy Goods Vehicle Driver

- Wage: Approx. £250 per week for a 55 hr/wk
- Hours: Various shifts, incl. weekends
- Details: Heavy Goods Vehicle licence is essential.
- Must be aged 25+.
- Job entails delivering various goods throughout Oxfordshire.
- Ask for John on 543 5809.

Job: Waiter

- Wage: £275 per week + bonus
- Hours: Irregular hours
- Details: Counter staff required for newly opened fast food restaurant in city centre. Friendly and busy atmosphere.
- Some experience is desirable, but training is provided.
- Good working conditions, pay and a system of staff benefits.
- Ask for Andy on 226 5436.

Job: Carpenters & Joiners

- Wage: Good rates of pay
- Hours: 8 a.m. — 5 p.m. Mon — Fri
- Details: Self-employed carpenter & joiner required for work on site.
- Applicants must have at least 2 years previous experience.
- Immediate start.
- Ask for Laura on 669 4228.

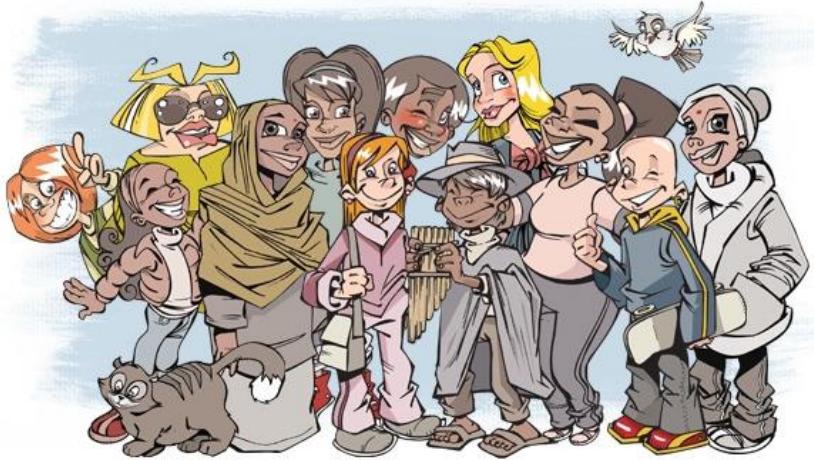
Job: Painter & Decorator

- Wage: £250 per week + bonus
- Hours: To be arranged
- Details: Must be experienced.
- Will be driving employer's van.
- Exterior and interior work.
- Ask for Ann on 9404601.

Body Language

Forfatter: Eli M. Huseby
[Body Language \(107386\)](#)

We tend to think of language as spoken and written words. Your body, however, also has its own language. In these tasks we focus on the language of the body and how it shows your mood, attitudes and identity and we would like you to think about the importance of body language in your field of work.



Body language

Tasks

1. What do you think when you see this drawing?
2. What do think it intends to express?
3. What are the most striking things you see in the drawing?
4. Look at the colours. What do you think they express?
5. This is a cartoon. Why do you think the artist chose this way to express his message?
6. Many cultures are represented in the drawing. Do you recognise anything that is typical of a certain culture?

You will find out what the artist has called his drawing if you click

Everybody smiles in the same language [Creative Writing](#)

Write short texts.

1. Why are all these people gathered together? What is the occasion?
2. The background of the drawing is very vague. If you were going to draw the background in the picture, what would you draw (e.g. is it a city, the countryside, winter, summer...?) and why?

Body Language in Your Workplace

Which part do you think body language plays in your field of work? How and in what areas is it important?

Discuss

1. Do you think the proverb (ordtak): *Everybody smiles in the same language* is true?
Give reasons and examples.
2. Discuss this statement: "Body language is 80% of all communication."

Interactive Task

This is about body language and communication. Tick off the correct answers.



MyTask - Click icon to open
task!

Work Placement - Write a Story

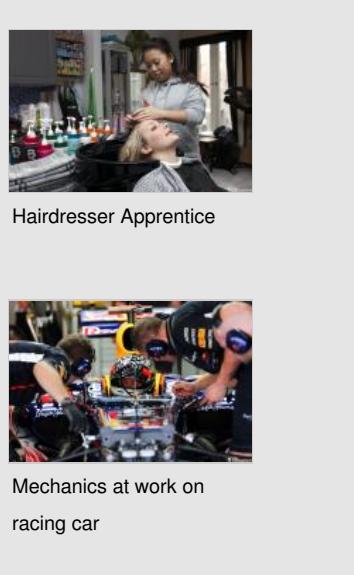
Forfatter: Jorunn Kristiansen

[Work Placement Stories \(108499\)](#)

This is an exercise in creative writing for vocational students, based on their experiences from work placement.

All vocational students have periods of work placement in factories, businesses, institutions, etc. Be creative and make a story with your work placement experiences as a background.

1. Form groups of 3
2. Open a cooperative writing document at samskrive.ndla.no.
3. Relate the text to your experiences from your work placement, but you are free to use your imagination.
4. One person starts the story with one sentence, the next one continues and so on.
5. Each group reads aloud their story to the class.
6. Make a competition to see which group uses the most work-related expressions/words.



Hairdresser Apprentice



Mechanics at work on
racing car

Manuals

Forfatter: Hands On (NKI), Knut Inge Skifjeld

[Manuals \(26936\)](#)

English used in technical texts and in manuals, brochures and instructions is a special kind of English in many ways. This kind of English used in Science and Technology is called EST.

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

crank (subst), enquiry, equipment, maintenance, operate, optional, unnecessary, trade, recognize, propel, rod, wire (subst), spoke

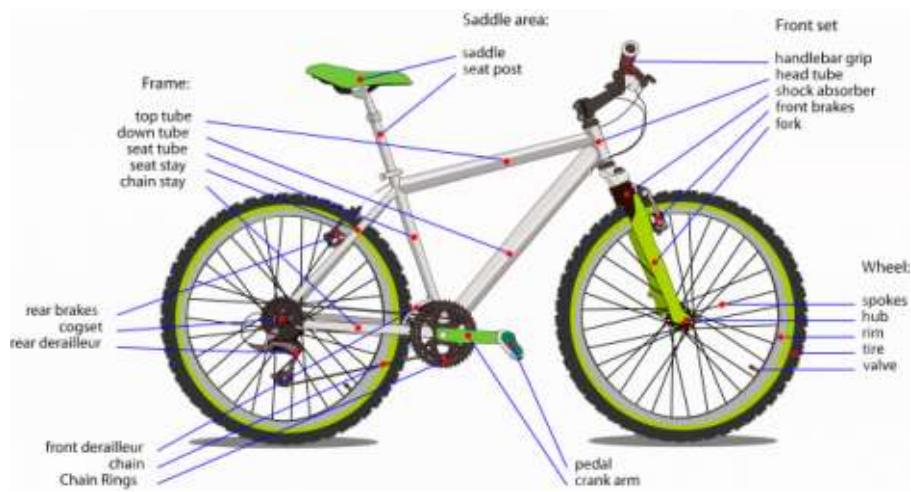
In EST you will find many technical words about a specific subject, and the structure of sentences will often be different from the sentences used in everyday English. Since the purpose of EST is to give you information about a specific subject, the language focuses attention on tools, machines or processes. Therefore, a lot of unnecessary words are left out in technical texts.

In your future job you will probably have to write enquiries, orders and reports, and make telephone calls. In such situations or contexts, it is necessary that you know some basic technical terms within your own trade.

When you buy some new equipment, like for example a cell phone or an MP3 player or a bicycle, you will always get a manual with a parts description and instructions on how to operate the object. Often, you will also find a set of maintenance instructions.

Study the picture below before doing the vocabulary tasks further down.

When looking at the different parts of the bike you will see that there are a lot of new words to learn, but once you have learned these words you will be able to recognize many of the same words in parts descriptions of various machines and cars.



Bicycle terms

Tasks



- Bicycle Manual / h5p_content
<http://ndla.no/en/node/26935>



- Parts of a Bicycle / h5p_content
<http://ndla.no/en/node/26879>

Suggested Further Activity

[Owner's Manual, Marin Mountain Bikes - Tasks](#)

Did you know that...?

Bicycles

The earliest machine propelled by cranks and pedals with connecting rods and which was actually built, was in 1839-40 by Kirkpatrick Macmillan (1810-78) of Dumfries, Scotland. A copy of the machine is now in the Science Museum, Kensington, London.

The continuous history of cycling began with the velocipede built in March 1861 by Pierre Michaux and his son Ernest of Rue de Verneuil, Paris, France.

In 1870, James Starley of Coventry, W. Midlands constructed the first penny-farthing or Ordinary bicycle. It had wire-spoked wheels for lightness and was later available with an optional-speed gear.

Guinness Book of Records

Owner's Manual - Example

Forfatter: Hands On (NKI), Knut Inge Skifjeld
[Owner's Manual, Marin Mountain Bikes \(28410\)](#)

- Study the manual and answer the questions at the end.
- You may find it useful to copy the entire text into your text editor for proper saving.
- Use the dictionary in the menu on your right!

(Based on the resource [Manuals](#))

Manual

Brakes

Keep brake shoes adjusted 3-4mm from rim. Inspect them for wear and replace when necessary. Wipe any dirt or oil from rims.

Control Cables

Inspect cables and take up slack. Replace when worn or damaged. Do not allow cables to kink

Front Fork

Bent or damaged forks should be replaced. Never attempt to repair by straightening.

Head Set

Keep locknut tight, making sure there is no play in bearings. The fork should turn freely.

Front Wheel

Keep axle nut or quick release tight. Keep spokes tight and rim true.

Crank Bearings

Inspect crank after wet or muddy ride. The spindle should turn freely without side play. Keep the bearings well greased.

Chain

Check frequently for damage or stretch, replacing when necessary. Lubricate often with a suitable bike chain lubricant. Be sure not to get spray on wheel, rim or tire.

Saddle Adjustment

Adjust height and angle for comfort. Do not raise seat post past minimum insertion mark. Tighten the quick release bolt until the seat can not be rotated in the frame.

Tires

Keep tires inflated to the pressure indicated on the tire wall. A foot or frame pump should be used. (Do not use unregulated pressure pumps.) Make sure tires are properly seated on rims.

Extracts from Owner's Manual, Marin Mountain Bikes.



Bicycle terms

Check Your Understanding

1. Look at the picture of the mountain bike at the top of the page and translate the names of as many parts as possible into Norwegian.

2. Answer the following questions about the text:

- How should you treat the cables?
- What should you do if the chain is stretched?
- What maintenance should you carry out every 1-2 weeks?
- What must you never do to the front forks?
- What should you do to make the saddle comfortable?
- What should you do if the brake shoes are worn?
- What should you do with the crank bearings?

Communicate

1. Do you own a bike? If so, describe it.
2. What are the differences between a mountain bike and an ordinary one?
3. What (do you think) is the best make of mountain bike?

Vocabulary - Occupations, Locations, Positions

Forfatter: Jan-Louis Nagel

[Vocabulary 1 \(115160\)](#)

1 Occupations

What do we call a person who -

1. obtains coal from the ground
2. sells newspapers and magazines
3. writes for a newspaper
4. operates on sick people
5. sells fish
6. cuts people's hair
7. carries luggage
8. sells tools and metal goods
9. works with concrete and bricklaying
10. sells flowers

1) a coal miner, 2) a newsagent, 3) a reporter or journalist, 4) a surgeon, 5) a fishmonger, 6) a hairdresser, 7) a porter, 8) an ironmonger, 9) a mason, 10) a florist

2 Locations

What do we call the location where -

1. surgical operations are performed
2. horses can go within a fence
3. you go to have your car repaired
4. you go to find a taxi
5. can marry if you don't do it in a church
6. can go to live as a monk or a nun
7. the river meets the sea
8. you can play golf
9. in a house you find a washing machine, freezer etc
10. you reach the top of the stairs

1) an operating theatre, 2) a paddock 3) a garage 4) a taxi rank, 5) a registry office, 6) a monastery or convent, 7) an estuary, 8) a golf course, 9) a utility room
10) the landing

3 Positions

What do we call a person who -

1. is a top leader of a big company
2. attacks and scores goals in a football match
3. follows the tennis players to see that they play by the rules
4. runs a big kitchen e.g. in a hotel
5. was a servant for upper class people in the past, and whose job was to serve food, open doors etc.
6. is leading a committee or a board
7. in the past accompanied a young woman in public to see that she behaved decently
8. see to it that the footballplayers play by the rules
9. was the most important male servant for upper class people in the old days
10. writes reviews on books or films in a magazine

1) a managing director, 2) a striker, 3) an umpire, 4) a chef, 5) a footman, 6) a chairman, 7) a chaperone, 8) a referee, 9) a butler, 10) a critic

At Work - Building and Construction

Building and Construction - Career Videos

Forfatter: Anne Scott Hagen, Knut Inge Skifjeld

[Careers \(44624\)](#)

More than ever, our society requires, skilled workers with formal training and certification. In most jobs nowadays, it is not enough to master the profession itself. A good education should include people skills and computer skills, in addition to professional skills.

List of Occupations

Choose relevant videos at this link: [Career Videos](#). Right-click to open in separate window.

These videos show some of the skills you need to succeed in a particular line of work. The videos are made in the USA. Therefore, working conditions and regulations may vary from those in Norway. These videos will however give you a pretty good idea of what various professionals occupy themselves with. Some of the occupations require additional post graduate study. The videos are also subtitled.

- Study the list of occupations. Click on the links of the videos that contain occupations that you find interesting.
- Read the video subtext carefully. Use the dictionary in the Tools menu to your right to look up specific words. Then do the tasks below.



Catching the Dream Job?

Comprehension

1. Mention a few of the things you are expected to do in this occupation.
2. What kind of equipment or personal qualities do you need to succeed in this occupation?
3. What is typical of this line of work – is it hard on your body, mentally exhausting or demanding in any other way. Explain.
4. If you were to employ someone to do this type of work for you, what qualities would you look for amongst the applicants?
5. Make a list of things that you like about this type of work and things you dislike.
6. How do you expect this work to change in the next 30 years?

Safety and Working Conditions

1. Did you spot any safety violations according to Norwegian standards? If so, what are they?
2. Are working conditions in this video different from those in Norway? If so, how?

Further Work

[Career Related Tasks](#)

Career Related Tasks

Forfatter: Knut Inge Skifjeld, Anne Scott Hagen

[Career Related Tasks \(19119\)](#)

Here you will find a variety of tasks which are related to your future occupation. Before starting on these tasks you may want to look at our introductory material on careers (see link collection).

In cooperation with your teacher you may decide to do many of the tasks or just a few.

These tasks are also ideal for cross-curricular activities. You may want to discuss this with teachers in your other vocational subjects.

[Careers](#)

Make List

The qualities listed below are important in most jobs, but jobs vary and the focus may be different from job to job. Grade the following qualifications in terms of how important each is in the occupation for which you are studying.

6 = very important and 1 = not important

- Punctuality
- Creativity
- Orderliness
- Computer skills
- Technical skills
- People skills/Social skills
- Communicative skills
- Physical strength
- Mental strength
- Negotiating skills
- Motivating skills
- Coordinating skills
- Stamina and self discipline
- Environmental awareness

Workplace Vocabulary

Try some or all of the interactive vocabulary tasks in the link collection.

After you have worked with the tasks, find 5 words that are relevant for your trade and make a complete sentence with each one. E.g. The safety regulations are very strict.

Mini-presentation

1. Make a short oral presentation of the occupation for which you are studying. Include the education and training required and a description of the type of jobs you will do.
2. Describe a practical task or project that you have carried out in your vocational subjects at school.
3. Describe a day at work. Many of you will have spent some time working in a factory, building site, hospital or restaurant, etc., during a work placement period. Describe what you did on one day during the period. How did your experience match your expectations?
4. Present the safety regulations and other regulations which must be followed by anyone who is going to work in the occupation for which you are studying and explain why it is important to follow them.

(Information about how to make a mini-presentation is in the link collection.)

Roleplay

1. Asking For a Pay Rise

Employee: You are having a meeting with your boss to ask for a pay rise. Present your arguments for why you should get a pay increase. Remember to be polite.

Employer: You are having a meeting with one of your employees who is going to ask for a pay rise. Listen to his arguments carefully, give your opinion and decide whether he should get a pay rise or not.

Discussion



List

What is important in a job? Discuss this in pairs. Then make a list in which you order the points below according to importance. Place the most important at the top. Paste the text into your text editor and rearrange the order to your approval.

- Working closely with a few co-workers
- Helping people
- Having a great canteen and a fitness room
- Having lots of challenges
- Having a stable and predictable work environment
- Having strictly regulated work hours
- Good pay
- Having your own office
- Helping people
- Meeting new people
- Doing fun things with your colleagues in your spare time for team building
- Having lots of colleagues
- Having to re-educate yourself every 5 years to keep up to date
- Having long vacations
- Being able to work a lot of extra hours
- Being able to climb a career ladder
- Being told what to do
- Having a lot of freedom and responsibility
- Managing a budget
- Being organized in a labor union
- Being able to negotiate your own pay and working conditions
- Fringe benefits

Writing

1. Describe in at least 150 words what is typical of the occupation you are studying for.

Suggested starter: **In my choice of occupation it is important to be....**

2. Write a job application for a position in this line of work. Remember to include your education and personal qualifications. Pretend to be writing the application three years from now and include the certificate for the training you are currently taking in your CV. You will find an example of a job application and CV in the link collection.

3. Write an essay in which you describe your first day at work. Look at the video for inspiration. Make up a company and name for yourself.

4. Write down five to ten questions you expect to be asked at a job interview for your line of work.

Research

Perhaps you could think of starting your own company one day. Maybe you are already involved in "Ungdomsbedrift" at school. Find out about some of the companies started by young people.

Writing

[Junior Achievement Young Enterprise 1](#) [Junior Achievement Young Enterprise 2](#)

Focus on one company. What is its name, where do the members come from and give an outline of their business idea.

Do you have any business ideas?

What do you think is important in order to run your own company?



A Carpenter in the UK (interview)

Forfatter: Anne Scott Hagen
[A Carpenter in the UK \(128896\)](#)

Are you thinking of becoming a carpenter when you are finished at school? Would you consider working abroad in an English-speaking country after your apprenticeship is completed? If so the interview below will give you an idea of what it is like to work as a carpenter in England.

Listening

Before listening, use the dictionary to check that you know the meaning of the following words: *trade, plumber, plasterer, to be fit, to be keen, wardrobe, cupboard, timber, satisfaction, bloke, chisel, employee*

The term *listed building* refers to a building or other structure officially designated as being of special architectural, historical or cultural significance. (Wikipedia) A Grade 1 listed building is of exceptional interest.

Listen to the following interview with a carpenter in the UK and find out:

- Where he works. (type of company - large/small, etc)
- Where about in the UK he works.
- Why he chose this profession.
- What type of tasks he has to do on a typical day at work.
- What personal qualities he suggests are needed by a carpenter.
- Does he describe any work processes or services that he provides?
- What he likes best and least about his job.
- How he thinks this line of work will change in the future.
- Where he sees himself in 5 - 10 years' time.



Carpenter working on roof



Carpenter



Carpenter



Carpenter - Interview / audio

<http://ndla.no/en/node/128274>

Apprenticeship and Training

1. Find out about becoming a carpenter in the UK. Make a table with 3 columns. **What does the job involve, the salary, and the qualifications and training required.** Below, you will find some useful links.
 - [Job Profile, National Careers Service UK](#)
 - [Guide to Apprenticeships \(UK\)](#)
 - [Types of Apprenticeships](#)
 - [UK Qualifications Framework](#)
 - [UK Qualifications Explained](#)
2. Now compare a carpenter's job and education in the UK with a carpenter's job and education in Norway [Utdanning - Yrkesbeskrivelse](#)

Dialogues



Carpenter Dialogue / h5p_content

<http://ndla.no/en/node/129134>



Dialogue with a Carpenter / h5p_content

<http://ndla.no/en/node/129149>



Carpenter Dialogue - Complaint / h5p_content

<http://ndla.no/en/node/129138>

[Carpenter / Customer Dialogue Practice](#)

Building and Construction Tools - Resources

Forfatter: Anne Scott Hagen

[Building and Construction Tools - Resources \(109121\)](#)

To be able to talk and write about tools and machines is important in all areas of work. Often information about them can be in English or you may have to communicate in English with a worker from another country. Here are a list of our resources which will help you learn and use the English terms.

Tools have been in use from the Stone Age and have changed and developed to become the labour-saving machines we use today.

[Tools and Machines](#)

Benchwork is performed by means of hand tools. Benchwork may include grinding, cutting, hammering, sawing, filing, chiselling, scraping and reaming. Here you will find descriptions of useful hand tools.

[Hand Tools](#)



Hand Tools, Drag and Drop / h5p_content

<http://ndla.no/en/node/72593>

Marking and measuring a workpiece accurately is very important whether in a mechanical workshop or the construction industry. Here is a selection of the tools that are used for marking and measuring.

[Marking and Measuring Tools](#)



Marking and Measuring Tools - Drag and Drop / h5p_content

<http://ndla.no/en/node/72850>

Try these tasks after reading the texts about Hand Tools and Marking and Measuring Tools.

[Various Tools - Tasks](#)

Tools Swap the Letters - how many tools can you recognise here?



Tools / h5p_content

<http://ndla.no/en/node/133805>



Carpenter's Tools - Drag and Drop / h5p_content

<http://ndla.no/en/node/76240>



Carpenters, Striking and Fastening Tools - Drag and Drop / h5p_content

<http://ndla.no/en/node/80061>



Carpenters, Cutting and Shaping Tools - Drag and Drop / h5p_content

<http://ndla.no/en/node/80286>



Tools for Concrete Work - Drag and Drop / h5p_content

<http://ndla.no/en/node/80054>

Modern industrial production has become automated and mechanized, but there are still a huge number of machines in the engineering industry that can be operated manually.

The lathe is such a machine, and the operation performed on a lathe is called turning.

[The Lathe](#)

Try and name the parts of the lathe correctly.



Parts of the Lathe / h5p_content

<http://ndla.no/en/node/128547>

Building Foundations

Forfatter: Anne Scott Hagen

[Building Foundations \(107381\)](#)

The first step in house construction is building the foundations. What is important in the building of foundations? What are some of the materials and equipment that are used?

After watching these three short videos you should be familiar with some of the different stages in building foundations and be able to communicate about this in English.

Watch the First Video



Building Foundations / fagstøff

<http://ndla.no/en/node/107381>

Important words here are:

- pipe
- drain
- level
- footing
- ground surface
- unstable/stable
- foundation
- water infiltration
- intact
- essential

Watch the video once more and then see if you can translate the words.

Watch Videos 2 and 3

[Building Foundations 2](#)

[Building Foundations 3](#)

Tasks and Activities

Vocabulary

Look at the word list from Video 1. Make a similar glossary of words from Videos 2 and 3 using [mytask.no](#). Send it to your classmates and challenge them. Who becomes the glossary champion in your class?

Comprehension

Work in pairs:

Make 2 or 3 questions for each video and try them out on another pair of students.

Measurements

The footings in video 1 are 24 inches thick and 12 inches high. Convert these measurements into the metric system.

Discuss

Is this procedure for building foundations the same as that used when building a house in Norway? Describe the differences.

Make Instructions

On the basis of your discussion about Norwegian building procedures, make instructions for one of the stages in the building of foundations for a typical Norwegian house. You will find information about how to make instructions here:



Instructions / flashnode

<http://ndla.no/en/node/91482>

Make a Video

Make your own short video of building foundations or a similar practical task you do at school or work. Use your phone or video camera to film the stages in the process and describe what is happening as you go along. Remember it is important to be clear and precise and to present the process step by step.

Heavy Construction Equipment

Forfatter: Torunn Bruun

[Heavy Construction Equipment \(107933\)](#)



At a construction site a variety of heavy construction machines are required to carry out the work. In this text you can learn some of the terminology connected with this type of equipment.

Have you ever worked with such equipment? Pretend that you are the man in the picture. In pairs take turns to tell what is going through your mind as you look up at the dump trucks.

Do you recognise any of the machines in the following video and are any of these used at Norwegian construction sites?



Heavy Construction Equipment / fagstoff

<http://ndla.no/en/node/107933>

1. Pair off the English and Norwegian terms for heavy construction equipment.



MyTask - Click icon to open task!

2. Fill in the correct machine in each sentence.



Heavy Construction Equipment / flashnode

<http://ndla.no/en/node/108011>

3. Work in pairs: Find a suitable video clip of 2-3 minutes which shows heavy machinery used at construction sites. Show this to the class and use [mytask.no](#) to make a multiple choice test to be solved by other classmates.
4. In groups, search the Internet for pictures of as many of the machines as possible and make a poster on [Glogster](#) which includes the English names of the machines.

Topics

Tools and Machines

Forfatter: NKI Forlaget, Anne Scott Hagen

[Tools and Machines \(56574\)](#)

Pre-reading: What types of machines do you use every day, at home, at school or at work?

From Early Times



Tools and Machines / audio

<http://ndla.no/en/node/94298>

From the Stone Age various tools proving human inventiveness have been found. During this period man discovered that flint was particularly suitable for the production of tools.

As time passed, more advanced tools were invented and gradually other materials than flint were used. Man learned how to extract and treat iron. He discovered how steel was produced from iron, and he developed different qualities of steel to satisfy different needs. Today, plastics have, to a great extent, taken over the dominant role of metals.



Invention of Machines

Our ancestors at first had to rely on their own muscles. 5-10,000 years ago they learned how to tame wild animals and use their power. Later the wheel was invented. It was used in vehicles and in mills and bucket wheels.

Humans have always tried to make life easier for themselves. Machines have constantly been made to improve our standard of living. The word machine comes from the Greek word *mechos*, which means "to help make things easy." Gears, valves and cylinders are some examples of mechanical devices that were used by the ancient Greeks and the Romans. New inventions or adaptions of older simpler machines have brought us a long way from the first primitive ones. However, the basic principles are still followed, even in modern spaceships, helicopters, submarines and robots.

Automation

Over the years machines have minimized human labour, and the number of workers has been reduced. In most types of industries the production process has been automated. CNC (computer numerical control) systems enable the operator to follow the machining process from the computer screen. If necessary, adjustments can be made in the computer programme that directs the machining. Mechanical work demands less and less physical strength, thanks to automated machines, robots and other programmable machines. The development of automation affects us all. Today we are surrounded by automatic machines, making human labour more and more superfluous. We have come a long way from the simple flint tools of the Stone Age to the labour-saving machines we see around us today.



Robot

Tasks

Comprehension

Choose one word from the following list to complete the sentences.

flint, automated, automation, machine, mechanical, plastic, operator, muscles

1. Tools from the Stone Age were often made of _____.
2. One of the main materials used today is _____.
3. Before our ancestors had machines they used their own _____.
4. The Greek word *mechos* is linked to the word _____.
5. The ancient Greeks and Romans used _____ devices such as gears, valves and cylinders.
6. _____ means that less human labour is needed.
7. Less physical strength is needed because of _____ machines.
8. An _____ can control a production process from a computer.

Discuss

1. How would you define a “tool” and a “machine”?
2. What machines or tools have you used today? Make a list and share with your neighbour. Could you have managed without any of them?
3. Make a list of advantages and disadvantages of automation.

Plastic Fantastic

Forfatter: Anne Scott Hagen

[Plastic Fantastic \(2126\)](#)

Pre-reading: In pairs/groups, use 3 minutes to make as long a list as possible of plastic items which you use in your everyday life. Compare and see which group has the longest list.

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

1. insulation
2. goods
3. frame
4. fittings
5. chemical
6. substance
7. chain
8. consist of
9. strand
10. mould (vb)
11. heap
12. divide
13. examine
14. stamp (vb)
15. liquid
16. disposable

It is all around us in our everyday life and we would find it hard and probably impossible to do without it. We buy water and fizzy drinks in plastic bottles, drink out of plastic cups and meat, fruit, vegetables and many other goods in the supermarket are packed in plastic.



What is Plastic?

Plastic is used in insulation, window frames, etc. in our homes and new cars are full of plastic fittings, plastic electrical parts and plastic cables. But what is plastic? Well, plastic is the name of some man-made polymers produced by a chemical process. A polymer is formed by joining together many molecules of a substance into a long chain. These polymer chains can consist of many thousands of molecules. You can imagine one looking like a long strand of cooked spaghetti. In a plastic material there will be thousands of these strands. Plastic means flexible and easily moulded, just like a heap of spaghetti where all the strands can slide over and around each other.

Types of Plastic

Plastics are divided into 7 main types and are marked by a symbol with a number inside it. like those below. If you examine a plastic object you should find one of these symbols stamped on it.



plastic symbols

Uses of Plastics

PET water and juice drink bottles, trays for vegetables

PE-HD bottles for washing-up liquids, bottle caps

PVC window frames, pipes, electrical insulation

PE-LD plastic bags, plastic wrap

PP ice cream boxes, flower pots, rope

PS disposable cups, yogurt and sour cream cartons, CD covers

OTHER e.g. melamine, a more rigid plastic, which is often used for plates and cups

Tasks and Activities

Comprehension

Are the following statements True (T) or False (F)? Correct the ones which are False using the information in the text.

1. Cars contain a lot of plastic parts.
2. Polymers have long chains of molecules.
3. There are only a few molecules in each chain.
4. Plastic is difficult to form into the shape you desire.
5. Each main type of plastic has its own symbol.

- | | Type of Plastic |
|---|-----------------|
| 1. T | |
| 2. T | |
| 3. F. There are many molecules in each chain. | |
| 4. F. Plastic is flexible and easy to form into the shape you desire. | |
| 5. T | |



Plastic Fantastic - Drag and Drop / h5p_content

<http://ndla.no/en/node/45612>

Research

Can you suggest two examples for each type of plastic other than those mentioned above?

Read and Discuss

A Month without Plastic.

Here you can read the article by Chris Jeavans, who spent a month trying not to buy any plastic articles. Here are her conclusions: [A Month without Plastic](#)

1. When was this article published?
2. What was her aim?
3. How many members are in her household?
4. How many items of plastic waste were there before the project?
5. How many items of plastic waste were there after the project?
6. What plastic items did she use most of?
7. What problems did she have?
8. What changes will she make in her use of plastic?
9. Do you think it is practical or necessary to cut out the use of plastic in our everyday lives?

1. September 2008
2. To live for a month without buying anything new made from plastic or wrapped in plastic
3. 3
4. 603
5. 116
6. Disposable nappies
7. Shopping was more complicated and organising the use of washable nappies
8. She now uses a mug at work, takes a reusable water bottle with her wherever

she goes and buys bread from the baker instead of pre-wrapped in the supermarket.

Project: A Day without Plastic

1. Organise the class into groups of 3-5.
2. Make a list of all the disposable plastic items used in the space of one day (24 hours), e.g. yoghurt cartons, plastic cups, containers for take-out food, water bottles, plastic bags or wrap for your lunch, chocolate wrapping, etc. The items may be ones which are reused several times, but they will eventually be disposed of, such as water bottles for example. Groups compare your lists.
3. For the next 24 hours, try and do without as many of these items as possible. Use a glass for your water instead of a plastic bottle. Again each group writes down all the disposable plastic items used in the test period.
4. See which group manages to use the smallest number of plastic items per person in the space of 24 hours. Which group had the biggest reduction in the number of plastic items used? Work out the percentage reduction.



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

What is Colour?

Forfatter: NKI Forlaget, Anne Scott Hagen

[What is Colour? \(49865\)](#)

We speak about all the colours of the rainbow. Which colours can you see here? Do you know what causes a rainbow? What do you think about/feel when you see a rainbow?

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

1. source
2. appearance
3. perceive
4. emit
5. transmit
6. reflect
7. illuminate
8. influence
9. surround
10. touch
11. tend
12. emotion
13. equip
14. capable
15. mental
16. physical
17. scientist
18. artist
19. printer
20. additive
21. subtractive
22. amount



What is Colour? / audio
<http://ndla.no/en/node/68466>



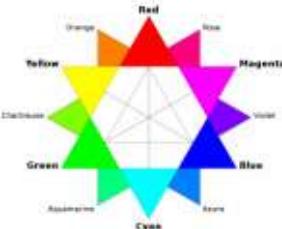
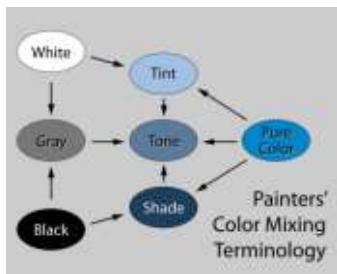
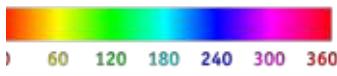
Rainbow

If you look up the word "colour" in a dictionary, you will find as many as ten definitions. Using Webster's online dictionary, we could define colour as: the appearance of objects or light sources described in terms of how the human eye perceives them resulting from the light they emit, transmit or reflect. An object which reflects no light will appear black, while an object which reflects all light will appear white, but the way in which the eye processes the light and the light which illuminates the object are also factors which decide the colour.

All around us we see "colour", and we are constantly influenced by it. It surrounds us, and touches our lives in different ways. Since the body processes colour through the eyes, we tend to think that colour is merely a visual sensation. But colour is not just a visual sensation; it also inspires emotions.

Parapsychologists believe that an aura of colours surrounds us, which most people cannot see. Special cameras, equipped with sensitive (infrared) film, are capable of photographing this aura of colours! Some people say that the colours of our individual auras change according to the state of our mental and physical health.

Ordinary white light is a mixture of coloured lights. There are seven main colours: red, orange, yellow, green, blue, indigo and violet, but, in fact, the colours change continuously across the band, and there are as many colours as you can find names to describe them. The complete range of colours from red to violet is called the visible spectrum. This is what you see in a perfect rainbow.



Colour Wheel

and tone

Colour Wheel

A colour circle, or wheel, which contains 12 basic colours (or hues), was developed by the scientist Isaac Newton in the 18th century. Today there are several versions of the colour wheel used by artists, printers, scientists and psychologists.

Elements of Colour

Hue is another word for a basic colour.

Tint is a hue with white added.

Shade is a hue with black added.

Primary Colours

These are the basic colours from which, in theory, all other colours can be produced. There are two types of primary colours, additive and subtractive.

The additive primary colours are red, green and blue (RGB model) and are associated with light emitted from, for example, television and computer displays. Adding equal amounts of these primary colours together will give white light (more light)

The subtractive primary colours are associated with reflected light. Combining these colours will give black (less light). The subtractive primary colours used by artists are red, blue and yellow (RYB model), while printers use cyan (green-blue), magenta (bluish-red), yellow and black (CMYK model) as the primaries.

Colour Combinations

In the colour wheel, complementary colours lie opposite each other, e.g. blue and yellow, red and green. Another classic combination can be created by using the three colours which lie at 120 degree angle from one another in the circle, triadic colours. Traditional rose painting and wall hangings often use such colour combinations. More modern colour combinations use the tints or shades of the same colour, or analogue (adjoining) colours.

Tasks and Activities

Comprehension 1

1. What are the factors which determine the colour of an object?
2. Why do some objects appear black and others white?
3. In what ways does colour affect us?
4. What is an aura of colour?
5. What are the seven main colours in a rainbow?
6. What do we call the range of colours from red to violet?
7. How many hues are in the colour wheel?
8. What is the difference between a tint and a shade?
9. What is a primary colour?
10. What are the three primary colour models which are used, and who uses them?
11. What is the difference between complimentary and analogue colours?

Comprehension 2



Colour Comprehension / amendor_ios_task

<http://ndla.no/en/node/50143>

Writing

1. Rainbows have always fascinated people, and there are myths and stories about them. Do you know any? Search the Internet for *myths and rainbow* and write a summary of such a story or create your own.
2. Write a factual text about the rainbow and its colours.

White light shines onto drops of water or moisture in the atmosphere and is divided up into the separate colours. This is called refraction of the light.

Health, Environment and Safety

A Railway Accident

Forfatter: Anne Scott Hagen

[A Railway Accident \(2116\)](#)

Pre-reading

Here are some words from the text. Use them all to make a short story. Take turns around the class to add a new sentence to the story.

passenger, intoxicated, steam, cheering, precautions, track, terrified, reported, actress, Prime Minister.

Read these questions and keep them in mind while reading the text.

- 1) When did this story take place?
- 2) What was the occasion?
- 3) Name some of the passengers.
- 4) What was *The Rocket*?
- 5) Who was injured?

On September 15th 1830, the first widely-reported accident to a railway passenger occurred. It was a day of changeable weather and the new railway line between Liverpool and Manchester was to be opened, so there was great excitement and curiosity in the air and perhaps also some apprehension. The first steam locomotive to be used on railways, *Locomotion*, had been built only five years earlier and this new line would be one of the first with a regular passenger service.

Many important people had been invited to be the first passengers on the line. Among the famous guests were the Duke of Wellington (the Prime Minister), Members of Parliament and an actress, Fanny Kemble, who recorded the experience in her journal. The train, pulled by the locomotive, *Northumbrian*, left from Liverpool and travelled at amazing speeds of up to 27mph! Fanny felt intoxicated by the sensation of flying along, but her mother was terrified. Hundreds of people lined the route, waving and cheering.

When there was a temporary halt about halfway between Liverpool and Manchester, some of the passengers jumped down onto the parallel line and stood there looking around or went to talk to the Prime Minister. At the same time, there was going to be a demonstration of another steam engine, *The Rocket*, which was travelling on the parallel line. Suddenly, there were shouts of, "Stop the engine!", "Clear the track!" The men standing on the track saw *The Rocket* coming towards them, but had no idea of how fast the engine was travelling or of what to do. Some jumped or were pulled into their own carriage again, some pressed themselves flat against the side of the carriage, but one unfortunate MP, William Huskisson, was too slow and confused, had his leg crushed and died later the same day.

New machines and faster methods of transport were important for the rapid industrial development of the 19th century and the safety aspect was not given such a high priority in 1830 as it is today. We can see that better safety precautions and more knowledge of dangers and procedures would perhaps have saved the life of Mr William Huskisson MP.

1. September 15th 1830.
2. The opening of the new railway line between Liverpool and Manchester.
3. The Duke of Wellington (the Prime Minister), Members of Parliament, Fanny Kemble, William Huskisson, Fanny Kemble's mother.
4. A steam engine.
5. Mr William Huskisson MP.



The world's first passenger railway station and a replica of the pioneering "Rocket" are dwarfed by something the Stephensons could never have envisaged; Manchester's Beetham Tower.

Tasks and Activities

Comprehension

Are these statements true (T) or false (F)? Correct the ones which are false.

- a) Many people heard about the accident.
 - b) It was a warm, sunny day.
 - c) The first steam locomotive used on railways was used to pull the train.
 - d) There were representatives from the government on the train.
 - e) William Huskisson was the Prime Minister.
 - f) The Rocket was pulling the train.
 - g) One man was killed instantly.
-
- a) T.
 - b) F. The weather was changeable.
 - c) F. The train was pulled by Northumbrian Locomotion was the first to be used on railways.
 - d) T.
 - e) F. William Huskisson was an MP.
 - f) F. The Rocket was travelling on the parallel line.
 - g) F. The man died later the same day.

Vocabulary

A.



2116 Match the words / amendor_ios_task

<http://ndla.no/en/node/17465>

Oral Activities

1. You are one of the passengers on the train and are being interviewed by the police after the accident. Work with a partner and carry out the interview.
2. You are a journalist for "The Times" and are travelling on the train. Imagine that television has been invented and you are making a report to the newsroom.
3. Watch the animation of *The Rocket*: [Stephenson's Rocket Animation](#). What are the names of the main parts? Use your own words to describe how it works.

Writing

1. You were the driver of *The Rocket*. Write a report for your employer, describing the accident from your point of view.
2. You were a passenger on the train. Describe your experience of the journey from Liverpool to Manchester.
3. Write a newspaper report for "The Times". You were a journalist on the train.

You will find more information here:

- [Liverpool and Manchester Railway](#)
- [Fanny Kemble](#)
- [Fanny Kemble - Record of a Girlhood](#)
- [William Huskisson](#)



Vocabulary 2116 / h5p_content
<http://ndla.no/en/node/123670>

Safety - interview

Forfatter: Anne Scott Hagen

[Safety Interview \(2121\)](#)

Prework: What do you think are the most important safety rules to remember when working in a factory?

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

1. trade
2. factory
3. equipment
4. precaution
5. safety measures
6. fire-resistant
7. rip
8. helmet
9. filings
10. polish (verb)
11. gloves
12. protect
13. welding
14. mandatory
15. limit
16. workshop
17. sign
18. emergency
19. prohibition
20. danger
21. warning
22. common sense

Read the questions and then listen to the interview.

1. Do they have to wear a helmet and safety glasses all the time?
2. What is produced when metal is polished or filed?
3. What sign does Amy show the interviewer?
4. What does Mae consider the most important factors for safe working in the factory?



Safety at Work / audio

<http://ndla.no/en/node/17281>

Interview

Mae and Amy are studying mechanical trades and work two days a week in a factory which produces parts and equipment especially for the oil industry. Safety is very important in such a workplace and I'm going to talk to them about safety precautions and equipment.



Milling machines in the factory

Interviewer: Good morning, Amy and Mae. How are you this morning?

M and A: Oh fine, thank you! Yeah, we're great! Thanks for asking. We're looking forward to showing you around our workplace and telling you about the safety measures we use around here.

Interviewer: That's good! I wonder if you could tell me something about the personal safety equipment that you use when you work in the factory.

A: Yeah! Well, we always have to wear fire-resistant trousers and jackets, protective shoes and special T-shirts which rip easily if they get caught in a machine or something like that. However, you can use other equipment as well, depending on which job you are doing at the moment.

Interviewer: So, what you're saying is that special clothing and safety shoes are all that are normally required? You don't have to wear a helmet or safety glasses?

A: Not really. You don't really need a helmet when you are working here, however, safety glasses have to be used when you're filing or polishing metals because this produces a lot of fine metal filings. We also have to use gloves to protect our hands, obviously.

M: We also do some welding jobs and then we have to use a welding mask and gloves to protect ourselves against the glare and the heat of the welding torch.

Interviewer: Oh, I see! Is hearing protection mandatory when you're working on the machines?

M: Only in the noisiest area of the engineering workshop. There is an instrument called a hearing ear which turns red if the noise is above the recommended limit. Then we have to wear ear-plugs, but not usually.

Interviewer: So, is there any other safety precautions in the workshop?

A: Yeah! There's safety equipment all over the workshop. Lots of it is marked by signs. Here, for example, is a sign for an emergency eye-wash.



Interviewer: Oh, I see. Are there other types of signs in the factory besides information signs like the eye-wash sign?

A: Well, yeah. There are warning, mandatory Eye-wash sign and prohibition signs

Interviewer: Did you have to take a safety course when you started working here?

M: We just had to learn about safety procedures in case of accidents, learn where all the safety equipment is placed and before we can do some of the jobs or use particular machines, then we have to take a special safety course, but other than that

Interviewer: So, what would you say is the most important factor in factory safety?

M: To know the dangers and safety rules in your workplace and use your common sense. That's the most important thing.

Interviewer: So, do you both feel safe working in this factory?

A: Yeah, I think we both feel safe, basically because we know that this company has safety as its first priority.

Interviewer: OK. Thank you very much, Amy and Mae, for taking time to answer my questions and I wish you both success with your future in the mechanical industry.

-
1. No
 2. A lot of fine metal filings
 3. An emergency eye-wash sign
 4. To know the dangers and safety rules for your workplace and use your common sense.

Tasks and Activities

Vocabulary



1. Complete the sentences / h5p_content
<http://ndla.no/en/node/123792>



2. Vocabulary - Safety / h5p_content
<http://ndla.no/en/node/123760>

Safety Signs

What do you know about safety signs? Try the interactive tasks



- Safety Signs / amendor_ios
<http://ndla.no/en/node/16092>

How many safety signs can you find in your workshop?

Pair Work - Oral

Each choose one job that you have done in the workshop. What were the dangers and what safety equipment did you use? Make notes and then tell your partner about it.

Poster

Make a safety poster for your workshop.

Project

During the first and second year of your studies, you will experience several periods of working in a factory or school workshop. Investigate the dangers, the safety precautions and the safety equipment in the workplace. Make a written or oral presentation; "Safety in My Workplace".

Safety at Work

Forfatter: Anne Scott Hagen

[Safety at Work \(17742\)](#)

Safety in the workplace is very important today. In all trades, safety precautions and procedures are the first thing with which a new employee must become familiar. Still accidents and work-related illnesses occur. Here are a few key figures from the latest UK statistics (2011/12).

- 1.1 million people who worked during the last year were suffering from an illness they believed was caused or made worse by their current or past work.
- 173 workers were killed at work, a rate of 0.6 fatalities per 100 000 workers.
- 27 million days were lost overall (1.2 days per worker), 22.7 million due to work-related ill health and 4.3 million due to workplace injury.

(from [UK Health and Safety Executive](#))

Before we continue with the tasks relating to work safety, let's listen to an amusing song from a time when safety was of less importance. It illustrates what can happen when an employee tries to take a shortcut. Maybe this could even have happened today?

Listen to the song once, then do the task below.

THE SICK NOTE

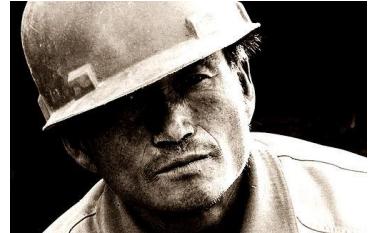


The Sick Note by Pat Cooksey / audio

<http://ndla.no/en/node/2013>

Find the Words

Copy the text into your text editor and write in the missing words or note them on a piece of paper. Use the pause button [-] if you need to stop the playback and then continue from the same spot.



Flickr: Construction Worker Potrait
Saad.Akhtar

Dear Sir I write this note to you to tell you of my 1,
For at the time of writing I am not a pretty sight
My body is all 2 and 3, my face a deathly 4
And I write this note to say why Paddy's not at work today.

Whilst working on the 5 floor, some 6 I had to clear
To throw them down from such a height was not a good idea
The foreman wasn't very pleased, the bloody awkward sod
He said I had to cart them down the 7 in my hod.

Now clearing all these bricks by hand, it was so very slow
So I hoisted up a 8 and secured the 9 below
But in my haste to do the job, I was too blind to see
That a barrel full of 10 bricks was heavier than me.

And so when I 11 the rope, the barrel fell like 12
And clinging tightly to the rope I started up instead
I shot up like a 13 till to my dismay I found
That 14 up I met the bloody barrel coming down.

Well the barrel broke my 15, as to the ground it sped
And when I reached the top I banged the pulley with my 16
I clung on tightly, numb with 17, from this almighty blow
And the barrel spilled out half the bricks, fourteen floors 18.

Now when these bricks had fallen from the barrel to the floor
I then outweighed the barrel and so started 19 once more
Still clinging 20 to the rope, my body racked with pain
When half way down, I met the bloody barrel once again.

The force of this 21, half way up the office block
Caused multiple abrasions and a nasty 22 of shock
Still clinging tightly to the rope I fell towards the ground
And I landed on the 23 bricks the barrel scattered round.

I lay there 24 on the ground I thought I'd passed the worst
But the barrel hit the pulley 25, and then the bottom burst
A 26 of bricks rained down on me, I hadn't got a hope
As I lay there bleeding on the ground, I let go the bloody rope.

The barrel then being 27 then started down once more
And landed right across me as I lay upon the floor
It broke three 28, and my left 29, and I can only say
That I hope you'll understand why Paddy's not at work today.

hod – a container shaped like a box and with a long handle which is used for carrying bricks. (*bærekasse*)

awkward sod – an impolite expression about a person, usually a man, who is difficult and annoying.

pulley wheel – a wheel over which a rope can be pulled in order to lift something heavy. (*trinse*)

1 plight, 2 black, 3 blue, 4 grey, 5 fourteenth, 6 bricks, 7 ladders, 8 barrel, 9 rope, 10 building, 11 untied, 12 lead, 13 rocket, 14 halfway, 15 shoulder, 16 head, 17 shock, 18 below, 19 down, 20 tightly, 21 collision, 22 state, 23 broken, 24 groaning, 25 wheel, 26 shower, 27 heavier, 28 ribs, 29 arm.

Suggested Further Activity

[Safety at Work -](#)

[Tasks](#)

Safety at Work - tasks

Forfatter: Anne Scott Hagen

[Safety at Work - tasks \(2176\)](#)

Click here for song text

Dear Sir I write this note to you to tell you of my plight

For at the time of writing I am not a pretty sight

My body is all black and blue, my face a deathly grey

And I write this note to say why Paddy's not at work today.

Whilst working on the fourteenth floor, some bricks I had to clear

To throw them down from such a height was not a good idea

The foreman wasn't very pleased, the bloody awkward sod

He said I had to cart them down the ladders in my hod.

Comprehension

1. What was Paddy's trade?
2. Where was he working?
3. What job did the foreman ask him to do?
4. What went wrong?
5. Make a list of all the injuries mentioned in the song.

Now clearing all these bricks by hand, it was so very slow

So I hoisted up a barrel and secured the rope below

But in my haste to do the job, I was too blind to see

That a barrel full of building bricks was heavier than me.

And so when I untied the rope, the barrel fell like lead

And clinging tightly to the rope I started up instead

I shot up like a rocket till to my dismay I found

That half way up I met the bloody barrel coming down.

Well the barrel broke my shoulder, as to the ground it sped

And when I reached the top I banged the pulley with my head

I clung on tightly, numb with shock, from this almighty blow

And the barrel spilled out half the bricks, fourteen floors below.

Now when these bricks had fallen from the barrel to the floor

I then outweighed the barrel and so started down once more

Still clinging tightly to the rope, my body racked with pain

When half way down, I met the bloody barrel once again.

The force of this collision, half way up the office block

Caused multiple abrasions and a nasty state of shock

Still clinging tightly to the rope I fell towards the ground

And I landed on the broken bricks the barrel scattered round.

I lay there groaning on the ground I thought I'd passed the worst

But the barrel hit the pulley wheel, and then the bottom burst

A shower of bricks rained down on me, I hadn't got a hope

As I lay there bleeding on the ground, I let go the bloody rope.

The barrel then being heavier then started down once more

And landed right across me as I lay upon the floor

It broke three ribs, and my left arm, and I can only say

That I hope you'll understand why Paddy's not at work today.

1. He was a bricklayer.
2. He was working on an office block.
3. The foreman asked him to clear up some bricks and carry them from the fourteenth floor down to the ground.
4. He did not want to carry the bricks because it would take a long time, so he tried to

lower them down in a barrel, but did not plan the job very well. In consequence, he received many injuries.

5. Broken shoulder, banged head, shock, multiple abrasions, broke three ribs, broken left arm. He was also bleeding and later black and blue.

Grammar

Verbs in the Present and Past Tense

1. Find all the verbs in the song text which are in the simple past tense (see link above).
2. Rewrite the following sentences in the past tense. (Click on this link for help with the past tense of [Irregular Verbs](#).)

He falls down the stairs and breaks his leg. The bricks spill out and hit my head. When we play golf, he hits the ball so hard that it lands far beyond the hole and we never find it again. I meet my friends often at a restaurant in town. I am on holiday this week and I lie on the beach every day. The foreman thinks I am a fool. When I say I am going to leave, she clings to me and cries. He causes accidents because he is careless.

- He fell down the stairs and broke his leg.
- The bricks spilled out and hit my head.
- When we played golf, he hit the ball so hard that it landed far beyond the hole and we never found it again.
- I met my friends often at a restaurant in town.
- I was on holiday last week and I lay on the beach every day.
- The foreman thought I was a fool.
- When I said I was going to leave, she clung to me and cried.
- He caused accidents because he was careless.

Discussion

1. In pairs. Take turns at telling each other in your own words exactly what happened to the bricklayer in the song.
2. In pairs. The bricklayer rings his boss to tell him why he won't be at work. Carry out the conversation between them. The boss should make suitable comments.
3. In pairs. Roleplay a telephone conversation between an employee (or his partner or mother) and the employer, explaining why the employee will not be at work today.

Writing

1. Write a report to your boss about an accident at work (where, what happened, why).
[How to Write a Work Report](#)
2. Write a letter or an e-mail to a friend refusing an invitation because you have had an accident. Explain what happened.
3. Write a "creative" sick note to your teacher or employer.

You will find some creative excuses at these addresses:

- [Excuses 1](#)
- [Excuses 2](#)

Health and Safety in the Construction Industry

Forfatter: Jon Sandnes, Anne Scott Hagen

[Health and Safety in the Construction Industry \(119406\)](#)



Health and safety are important considerations in any industry and the construction industry is no exception. What have you learned about health and safety on your course? Use five minutes to note down as much as you can about causes of accidents in the construction industry.

The construction industry is considered a high risk industry. It accounts for 22% of fatal injuries to employees in the UK. However, there has been a marked reduction in the number of fatalities over the last 20 years; 49 in 2011, reduced from about 125 in 1990/91. There were also 74000 cases of work-related ill health in 2011. ([Statistics - Construction Industry UK](#))

Watch the following video to find out more about the number of workers fatally injured on construction sites and the causes of the accidents. Copy the table and fill in the information

Deaths and Injuries in the Construction Industry in the UK	Numbers
Deaths caused by injuries in the last 25 years	
Persons suffering from long term health effects	
Average deaths per year	
Fall from a height	
Struck by an object	
Run over	
Structure collapse	
Electrocuted	
A number of ways. Give examples	

You may have to watch the video a few times. When you have collected all the statistics, do the tasks below.



Health and Safety in the Construction Industry / fagstoff

<http://ndla.no/en/node/119406>

Tasks

Statistics

Make a pie chart of the statistics you have collected from the video, illustrating the percentage of fatalities for each type of accident in the construction industry.

Vocabulary

1. The following words and phrases are used in the video. In pairs, explain in English what they mean.

- construction site
- long term health effects
- on average
- structure collapse
- electrocution
- responsibility
- working space
- induction process
- site specific induction
- site building manager
- emergency procedure
- appropriate
- sticker
- key personnel

2. Make a task using these words and phrases from the video and give it to another pair to solve. For example, you could use [mytask.no](#) to make a glossary, a multiple choice or a pair off task.

3. Group game.

Divide the class into two groups.

Divide the phrases above between the groups.

Each group makes one sentence about construction for each of their phrases.

Teacher checks and corrects the sentences.

Group 1 sits on one side of the table and Group 2 on the other.

Group 1 reads out one of their sentences and Group 2 translates it into

Norwegian. If the translation is judged correct by the teacher Group 2 wins a hostage from Group 1.

Group 2 presents one of their sentences and Group 1 tries to translate it. If the translation is correct they win their hostage back again.

At the end the group with most hostages wins.

Discuss

1. What do you think of the way in which safety is presented here? Is it amusing? Do you think this is an effective way of making workers aware of dangers in the workplace? Why / why not?

2. Why do you think the construction industry is a high risk industry with a large number

Safety Presentation

How would you present health and safety to a new student in the workshop at school?

Make a short video, roleplay or other type of presentation.

Board Game

Make a board game based on the video. Some suggestions for moves:

You are hit by , move back

You have succeeded in , move forward spaces

You have to wait for a to pass, miss a turn

You are injured after a fall and have to stay in hospital, miss 3 turns

First Aid

Forfatter: Jon Sandnes

[First Aid \(49475\)](#)

First aid is what you can do in the case of an emergency before immediate medical help arrives. It may mean the difference between life and death. Knowing the correct thing to do for minor accidents is also important.

Would you know what to do if someone in the workshop got an electric shock or at home if a young brother or sister choked on a toy?

I hope you will never be involved in a car accident, but would you know what to do to help others who were injured? In the workplace, safety has a high priority, but it is impossible to eliminate all accidents. Would you know what to do if an accident occurred when you were working in a factory, hospital or on a building site? Accidents always happen unexpectedly. Be prepared!

Know your first aid!



First Aid

Tasks and Activities

Reading and Comprehension

In pairs, at the following link, [Everyday First Aid](#), choose 3 injuries which require first aid skills (Teacher should check that everyone does not choose the same injuries) Study the information in the video and the text which follows and note down:

- the signs
- what to do
- cause of injury

Discuss

Find another pair who have chosen different injuries and tell each other what you have found out.

Vocabulary

Studying these activities has taught you a number of words connected to first aid. Try the vocabulary tasks:



First Aid Vocabulary 1 / h5p_content

<http://ndla.no/en/node/49530>

,



First Aid Vocabulary 2 / h5p_content

<http://ndla.no/en/node/49540>

Make Sentences



First Aid Sentences - Drag and Drop / h5p_content

<http://ndla.no/en/node/105822>

Research

The Red Cross was established in the mid-19th century. Find out who started it and why. What is the mission of the Red Cross?

Discuss

1. Have you ever had to use first aid yourself?
 - If yes, how did you handle the situation?
 - If no, how do you think you would have handled an emergency situation?
2. Do you feel it is important to learn about first aid in work places and at school?

Writing

You have witnessed an accident. Write a report based on what you have seen.

Include:

- what happened
- why you think it happened
- details
- recommendations for improvements

Below you will find information about the type of language and layout suitable for a report.

- [How to Write a Work Report](#)



Report - Work Task or Event / video

<http://ndla.no/en/node/126737>

Design, Arts and Crafts

At Work - Design, Arts and Crafts

A Hairdresser in the UK (interview)

Forfatter: Anne Scott Hagen

[A Hairdresser in the UK \(128909\)](#)

Are you thinking of becoming a hairdresser when you are finished at school? Would you consider working abroad in an English-speaking country after your apprenticeship is completed? If so the interview below will give you an idea of what it is like to work as a hairdresser in England.

Listening

Before listening, use the dictionary to check that you know the meaning of the following words: *manic, appointment, client, consultation, confident, event, occasion, variety, blow dry, chart*

Listen to the following interview with a hairdresser in the UK and find out:

- Where she works. (type of company - large/small, etc)
- Where about in the UK she works.
- Why she chose this profession.
- What type of tasks she has to do on a typical day at work.
- What personal qualities she suggests are needed by a hairdresser.
- Does she describe any work processes or services that she provides?
- What she likes best and least about her job.
- How she thinks this line of work will change in the future.
- Where she sees herself in 5 - 10 years' time.



Hairdresser - Interview / audio

<http://ndla.no/en/node/128295>



Hairdresser Apprentice



Hairdresser



At the hairdresser

Apprenticeship and Training

1. Find out about becoming a hairdresser in the UK. Make a table with 3 columns: What does the job involve, the salary and the qualifications and training required. Below, you will find some useful links.
 - [Job Profile, National Careers Service UK](#)
 - [Guide to Apprenticeships \(UK\)](#)
 - [Types of Apprenticeships](#)
 - [UK Qualifications Framework](#)
 - [UK Qualifications Explained](#)
2. Now compare a hairdresser's job and education in the UK with a hairdresser's job and education in Norway [Utdanning - Yrkesbeskrivelse](#)

Dialogue



Dialogue with a Hairdresser / h5p_content

<http://ndla.no/en/node/129515>

After you have practised, add more dialogue for some of the following situations:

- The customer rejects the hairdresser's suggestions and asks for the opposite treatment.
- The telephone rings, the hairdresser excuses herself/himself to answer it.
- The customer is male not female.
- The hairdresser sees that the customer has dandruff and suggests a treatment.
- After the customer has had her hair cut etc. ask if she would like blow drying, hairspray, etc.
- The customer is going to pay, tell her how much it cost and ask if she would like any hair products, such as conditioner, shampoo, hairspray, styling foam, etc.

Drawing Tools

Forfatter: NKI Forlaget, Anne Scott Hagen

[Drawing Tools \(55518\)](#)

An artist can use many different tools to produce designs, depending on their purpose. How many of the tools described below have you used? Do you have a favourite tool?

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

1. rely
2. pale
3. flimsy
4. smear
5. designate
6. sharpen
7. chisel
8. ancient
9. gifted
10. nib
11. greeting card
12. remains (*noun*)
13. retrieve
14. lump
15. charcoal
16. velvety
17. chalk
18. crayon
19. gum
20. resin
21. crumbly
22. soluble
23. fade
24. draughtsman



Drawing tools / audio

<http://ndla.no/en/node/66092>

Pencils

The artist relies on the pencil as a basic drawing tool, and a pencil was probably the first drawing tool you used as a child. Some pencils produce pale grey lines and are so hard they can easily tear flimsy paper. Softer, darker pencils can cause a mess which leaves black graphite smeared on your hands and all over the paper. Artists' pencils are graded in degrees of hardness, using a system of letters. The softest pencils receive a "B" grading, while the medium grade of hardness is designated "HB", and the hardest pencils are graded "H". Detailed work requires a pencil which is hard and sharpened to a fine point. Pencils for broader work may be softer and sharpened by a blade to a chisel form.



Ink, Pens and Brushes

Ink pens and brushes have been used since ancient Egyptian times to draw symbols and letters. In the Middle Ages highly gifted monks used pens and ink to create a form of beautiful writing called "calligraphy". Today, calligraphy artists use broad-nib pens where decorative effect is important, e.g. for book covers, invitations and greeting cards.

Charcoal

For thousands of years, humans have reached into the remains of fires, retrieved lumps of charcoal and used these to draw pictures. Charcoal is ideal to use when drawing on a large scale because it is soft and gives a smooth, velvety line which is easy to correct.

Chalks and Crayons

Chalks and crayons are similar to charcoal but they are much harder and therefore enable the artist to produce finer lines and greater detail. Crayons contain wax, and have the advantage of being water resistant.

Pastels

Soft pastels are pigments bound with gum or resin. The degree of hardness varies with the amount of binder and chalk contained in the product. Pastels are sold in stick form, and are usually round. They produce a wonderful intensity of colour, but they often need to be finished with a spray fixative because they are so soft and crumbly.



CAD design Source

CAD (Computer Aided Design)

Digital drawing tools are special computer programmes for drawing and structural design. Computer artists use CAD software to design anything from spoons to sports cars. Feed the correct measurements into the computer, and it will produce a 3-D (three-dimensional) image of the object on the screen. The software allows the draughtsman to move the image around, view it from any angle, and make as many different versions as desired. CAD is used in many areas including automotive, shipbuilding, and aerospace industries, industrial and architectural design, and prosthetics (the design of artificial limbs).

Tasks and Activities

Comprehension



Drawing Tools, Comprehension - True or False / h5p_content
<http://ndla.no/en/node/55796>

Vocabulary

Write down which of these adjectives you think describe the CAD design picture?

cold, warm, elegant, ugly, beautiful, attractive, colourful, feminine, stiff, static, graceful, action-filled, eye-catching, decorative, repulsive.

Compare with a partner and explain why. Can you think of any other suitable adjectives?

Discuss

Write down three things you like about each of the two pictures. Compare with a partner.

Research

Find out more about the Lindisfarne Gospels or the Book of Kells - where they come from, when were they produced and by whom, and where you will find them today.

Topics

The Meaning of Colour

Forfatter: NKI Forlaget
[The Meaning of Colour \(50285\)](#)

Pre-reading:

- What colour do you prefer?
- Have you ever thought about why you prefer a certain colour to others?
- What does your favourite colour symbolise?

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

1. advertising
2. profound
3. cheering
4. serene
5. dignified
6. distinguish
7. burst
8. display
9. exude
10. self-confidence
11. tinge
12. forefathers
13. radiate
14. impress/impression
15. spirituality
16. soothing
17. pertain
18. wearer
19. desire
20. resemblance
21. flesh
22. garb
23. calming
24. wise
25. open-minded
26. grief
27. severity
28. judge (*noun*)
29. innocence
30. purity
31. emphasise
32. tanned
33. sobering
34. imply
35. self-esteem



The Meaning of colour / audio
<http://ndla.no/en/node/66094>

The Psychological Effect of Colour

As every artist and advertising expert knows, colour has profound psychological effects on all of us. Some colours are cheering, humorous and active, while others are restful, serene and dignified. Which colours go well together? Which colours are harmonious? The answers to these questions are often a matter of personal opinion, as some people prefer one special colour to others. Another important factor is that some people, mostly men, are colour-blind. They may not distinguish blue or red from green. Of course the world will look different to them than to people who are more sensitive to variations in colour.



Pots of Colour Day

We say that some people "have an eye for colour". They have a natural talent for combining and matching colours.

The Meaning of Colour

RED is a warm colour and is known as the colour of love. Red bursts with energy and life. The eye adjusts when it perceives the colour red, so red objects appear closer than they actually are. For this reason, traffic lights use red. Many football teams also display red in their club colours. People who wear red clothes exude self-confidence and bravery. Some people, however, associate red with blood, fire and danger. Such people would probably not choose to wear red!

Red is usually a warm colour, but when it is mixed with blue (to produce magenta) it becomes much colder. Crimson and purple are deep red colours with tinges of blue in them.

YELLOW is definitely a summer colour, as it makes us think of the sun and often makes us light at heart. Some of our forefathers believed that yellow protected them from illness. Yellow is also an intellectual colour. People who wear yellow radiate optimism and self-confidence, and they give an impression of intelligence and spirituality. Walls painted with pale yellow have a soothing effect on us. Too much yellow, however, can cause stress.



Yellow Chrysanthemum

VIOLET pertains to the higher mind and the spirit. In some Eastern cultures, "the seventh Chakra"*, the highest level of spiritual evolution, is related to violet. Violet is an introverted colour, and it usually indicates that the wearer prefers to be left alone in peace.

(* The Chakras are centres of energy. When you go through the seven Chakras programme, you unlock life energy and can fulfill your desires.)

PINK represents the purest expression of femininity. Pink is a sexy colour with its obvious resemblance to flesh. Many people use pink in the decor of their bedrooms. Unless pink is balanced by blue or green, the effect can be disturbing, as too much pink is physically weakening.

ORANGE can be a very passionate colour, but it can also look "cheap" in clothing. In many countries in the East, monks and priests wear orange garb.

GREEN stands at the centre of the spectrum and represents perfect balance. Green symbolises the harmony and balance in nature, and it has a soothing effect on us. Green feels restful to the eye, which explains why people feel peaceful and harmonious after a walk in the forest!

People who wear green seem to be confident and understanding. They are "down to earth persons" who observe traditions, and they form good relationships with other people.

BLUE is the colour of intellect. It is also the colour of the sky and of water. It has a clear, cold character which produces a calming effect on us. A person who wears blue impresses others as a well-balanced and wise person. In fact, many schools use blue in their school uniforms. Blue is also regarded as the colour of an introverted person, in contrast to red, which is the colour of extroverted and open-minded people.



Blue Forget-me-nots anitagould

BLACK represents grief and severity. Judges dress in black, as do priests and nuns. Black is also perceived as being sophisticated and elegant, but only when worn by the right type of person (i.e. Winter personalities).

WHITE is the colour of innocence and purity. This is the colour worn by brides and doctors.

Many sports have adopted white as their colour, such as cricket, tennis, sailing and gymnastics.

Many people like to wear white in the summer because it emphasises tanned skin by contrast.

GREY is the only colour which is completely neutral. It combines well with red as an elegant neutral, but usually grey has a negative and sobering influence on other colours. It often implies a lack of self-esteem and confidence in a person.

Tasks and Activities

Comprehension



Meaning of Colour - Comprehension / h5p_content

<http://ndla.no/en/node/50347>

Find the Norwegian Equivalents

- a becoming colour
- a matter of opinion
- to distinguish between
- to have green fingers
- red as a beetroot

Do you know any other English expressions using colour?

e.g. feeling blue, green with envy, a black mood, in the pink, etc. **Discuss in Pairs**

1. What are the colours of the walls and the curtains in your classroom? What do you feel when looking at them?
2. What is your favourite colour? (excluding black and white)
3. Which of these flowers do you prefer: forget-me-nots, roses, lilies or chrysanthemums? Why?

Research

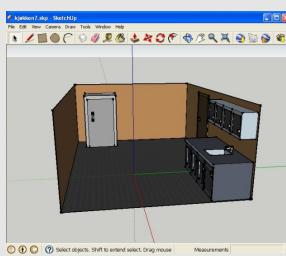
Use the following link to answer questions 1 and 2. [National Colours](#)

1. What are the national colours of: Italy, Japan, Brazil, Sweden? Do these colours give any "message"?
2. What countries other than Norway have red, white and blue in their flags?
3. What are the colours of the political parties in Norway? Discuss whether you think they have a specific meaning?

Presentation

If you were to redecorate your room, which colour(s) would you have on the walls, curtains, your bedspread? Make a drawing of your room and decide on the colour(s), then present your "new room" for a partner or for the class. Explain why you have chosen specific colours.

- Here is a program for free download that helps you create a digital sketch: [Google SketchUp](#)
- Here is an online room designer: [Design a room](#)
- Search for design room online for other sites



Kitchen - Sketch Up

Finding Your Personal Colours

Forfatter: NKI Forlaget

[Finding Your Personal Colours \(51040\)](#)

In the natural world, every plant, bird, animal or insect has a specific colour. (Though some animals, e.g. the chameleon, can change their colour under certain circumstances). Human beings are the only species to wear clothes and use makeup. This enables us to choose our colours more freely.

On an everyday basis, we ask ourselves, "What colour lipstick suits me?" or "Which blouse or shirt shall I wear today?" Do you feel confident that you know which colours suit you?

Note down which colours you like to wear and then tell a partner why.

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

1. enable
2. distinguish
3. enhance
4. bright
5. gaiety
6. witty
7. graceful
8. complexion
9. pale
10. tint
11. shade
12. rebellious
13. jewel
14. reject



Your personal colours / audio
<http://ndla.no/en/node/66104>

When we take a look at ourselves in the mirror, most of us will be able to distinguish a becoming colour on a blouse from an unbecoming one. Good friends can, of course, also give us advice on what to wear. However, it helps to know more about your personal palette of colours in order to dress in colours which will enhance particular aspects of your personality.

The colour classification of people into four personality types, related to the four seasons, has been well known for some time. The colour of your eyes, hair and skin is the basis for deciding which main colour group you belong to. Most of us will probably feel that we are a mixture of two seasons; for example, many Scandinavians are a mixture of Summer and Spring.

Spring

The return of light and warmth characterises Spring. The colours in the Spring palette are mainly primary colours and their tints: light and clear colours. There are no dark colours in this palette. Even the blues are relatively bright and warm. Typical colours are: coral, scarlet, peach, sunshine yellow, emerald green, apple green, turquoise, cobalt blue, sky blue, lilac and violet.



Spring colours

Spring people are often blue-eyed blondes or light-coloured brunettes. They give an impression of lightness and gaiety, even into old age. The Spring personality is often witty and attractive, but also a bit shy.

Summer

The Summer palette has a different quality. Its colours have a high proportion of grey in them, and there are no clear primary colours. The summer colours are cool and calm, elegant and graceful.



Summer colours

Typical colour names here are: rose pink, plum, grapefruit yellow, sage green, bottle green, powder blue, lavender, cool navy blue and oyster.

Summer people tend to be natural "peace-makers", graceful and extremely sensitive, but at the same time strong. Other common characteristics include love of flowers and of the arts, such as painting or playing a musical instrument. Their hair colour ranges from dark blond to brown, and their complexion is light but not pale.

Autumn

In the Autumn palette, we again find warm colours and an aspect of liveliness. Autumn displays more intensity than the Spring palette, but the colours are mainly shades, not primaries. The names of these shades include: poppy, burnt orange, rust, warm burgundy, warm browns, mustard, butter yellow, leaf green, olive green, forest green, aubergine, blue-grey and peacock.



Autumn Colours

Autumn personalities appear more earthy and intense than their Spring and Summer cousins. Their hair colour ranges from light brown to bronze, chestnut or dark brown. An Autumn person often communicates well, but can be rebellious at times. Fire and strength characterise the nature of Autumn. Jewels used by an Autumn person will often shine and sparkle.

Winter

The Winter palette contains very strong primary colours and forceful contrasts between pure hues. This palette includes no soft tones, and is the only one of the four palettes which contains white and black. Names of Winter colours include: magenta, crimson, pillar-box red, shocking pink, lemon yellow, cold orange, pistachio green, royal



Winter colours

blue, ice blue, indigo, royal purple. Black, white and silver-grey are supportive neutrals.

Winter people are usually dark-or grey-haired. Their depth and intensity display entirely different qualities than those of the Autumn people, just as nature's power and energy hide deep inside the earth during Winter. Most Winter people have strong personalities, and some can be very dramatic. Many Winter women reject bright colours, and tend to wear black at any time of the day (or night), with only touches of royal blue, white or sometimes rich red.

Tasks and Activities

Comprehension



Comprehension Personal Colours / amendor_ios_task

<http://ndla.no/en/node/51188>

Find the Colour Words

In the text, find the English words describing a particular colour which are equivalent to these Norwegian terms.

sennepsgul, flaske grønn, turkis, purpur, kongeblå, smaragd grønn, skarlagenrød, kastanje, postkasse rød, karmosinrød, påfugl farge, valmue farge.

mustard, bottle green, turquoise, purple, royal blue, emerald green, scarlet, chestnut, pillar-box red, crimson, peacock, poppy

Discuss in Pairs

1. What determines which colour group you belong to?
2. Can you find one example of a Spring, a Summer, an Autumn and a Winter person in your class?
3. Discuss which main type (season) you belong to.
4. Which type(s) would you say Michelle Obama, Nicole Kidman and Princess Märtha Louise belong to?

The History of Drawing

Forfatter: NKI Forlaget, Anne Scott Hagen

[The History of Drawing \(55512\)](#)

What would you draw or write if you were given a piece of paper and a pencil?

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

1. image
2. skill
3. improve
4. artist
5. sketch
6. preparatory
7. create
8. event
9. carving
10. depict
11. moose
12. hunting
13. sign
14. contemporary



The history of drawing / audio

<http://ndla.no/en/node/66095>

What is Drawing

Drawing is not only an art but also the recording of a visual image on paper. It isn't easy, but drawing skills improve with constant practice. Many experienced artists have the habit of sketching whenever something, a movement or a small detail, catches their eyes. Sculptors and painters use drawings as preparatory studies for their works of art. Architects and engineers make drawings for technical purposes.



Rock carving

Looking Back

The history of drawing is as old as the history of humans. Long before people invented writing, they painted pictures on cliffs or on the walls of their caves to express themselves. We don't know whether the cave artists created their pictures and symbols to express their artistic senses, or whether they wished to communicate messages. Most likely, the cave painters combined pictures, symbols and signs to express thoughts and feelings and to record important events.

The rock carvings found on cliffs in Norway date from the end of the Stone Age (4000-5000 years ago) to the end of the Bronze Age (about 2500 years ago). The oldest carvings often depict images of animals such as moose, reindeer, fish and birds. Anthropologists believe that the images symbolise hunting and the culture of the hunters during the Stone Age. Very few of these images show humans.



Signs and symbols like those found in the Pictograms caves and rock markings are called "proto-writing" or pictograms. Endless varieties of proto-writing or pictograms exist, and have been created by people during all stages of human history.

When Norway hosted the Winter Olympics in 1994, the organisers chose pictograms inspired by rock carvings to symbolise the various types of sports represented at the Olympics.

In our own age, road signs, diagrams, instructions of all kinds exemplify contemporary versions of proto-writing or pictograms.

Tasks and Activities

Pair Work

The picture above shows a collection of pictograms from Vancouver International Airport. Can you suggest what they are symbols for? Discuss with a partner and note down your conclusions and then compare with others in the class.

Vocabulary

Use the dictionary at the top of the page to translate the following words into Norwegian:
carving, cave, cliff, contemporary (adj), depict, exemplify, express (v), image, preparatory, sculptor

Research

Use Google to search for some examples of rock carvings in Norway and around the world. Find out how old they are and what they represent.

Working with Art - For the Teacher

Forfatter: Celia Suzanna Sandor

[Working with Art - for the Teacher \(19689\)](#)

Tableau vivant (“living picture”) and the artwork book report - two approaches for varied learning.

In Class: tableau vivant

Tableau vivant (“living picture”) is a great way to get students participating and talking. Put students in groups and give each group a famous painting (it should have at least the same number of people in it, one for each student). Have them find a few props to get the feel of the painting, and a few articles or clothing that resemble what the people in the painting are wearing. Each group takes turns, and performs as the rest of the class watches.

The aim is to recreate the scenario in the painting as closely as possible. The group must stand in the exact same positions as in the painting, frozen in time. Then, one after another breaks free, talks for a half a minute or so, then returns to the pose before the next student has his/her turn.

Each student has to work out beforehand what he or she plans to say. As their teacher, you can be as prescriptive as you like, giving them free reign, or giving strict guidelines. In any case, their monologues should be relevant in some way to the context or setting, whether they choose the more traditional approach of introducing themselves (Who am I? and What am I doing in the painting? etc.) or the more psychological stream of consciousness approach – relaying the thoughts passing through their (character’s) head as they stand there. These are just two examples, and the possibilities are almost endless.

This can be a fun way to create some variation, generate some enthusiasm and get students speaking English in the classroom.

Artwork Book Report

Instead of the standard book report (which anyway often ends up being a hotchpotch of Internet copying and pasting), why not have your students create a book report using works of art? This is a fun alternative to the traditional book report, although the focus needs to be on the big, general categories like setting, characters and plot, rather than details like diction, tone, writing style, point of view and the like.

Have each student reflect on the traditional aspects of fiction:

- setting –where and/or when it takes place
- characters – who the main character(s) is (are)
- plot – the action, or what happens (think especially about what the conflict is)
- turning point or climax – the most intense part of the story, in which the plot comes to a head (art can be an especially useful device here, in identifying and representing the turning point)
- main theme – what it is all about, a larger idea (common themes can be love and romance, friendship, jealousy, loyalty, crime, family relationships, etc.)

Next, have them go online, or look through art books if they have access to them, and find paintings, sculptures or other works of art which reflect the story’s setting, character(s) and plot, turning point, and/or main theme. These artworks do not have to represent the story exactly; what they are looking for is the general idea. Then have them explain, either orally or in writing, how each work of art reflects the different aspects of the book.

British and American Art - Resources

Forfatter: Anne Scott Hagen

[British and American Art - Resources \(109119\)](#)

The resources below look at some examples of British and American art from the eighteenth century and up to today.

William Hogarth 1697 -1764)

Hogarth wanted to draw attention to the morals – or lack of morals – in English society in his time. Between 1743 and 1745 he created a series of six paintings called Marriage à-la-mode.

[I. William Hogarth \(1697 – 1764\), Marriage à-la-mode](#)

John Constable (1776 - 1837)

Art can say a lot about the time and place it was made in. It reflects how events in history have shaped people's ideas and tastes. John Constable's The Haywain, from 1821, is no exception.

[II. John Constable \(1776 – 1837\), The Haywain, 1821](#)

Georgia O' Keefe (1887 - 1986)

Georgia O'Keeffe (1887-1986) was an American painter who is probably most famous for her beautiful and unmistakable close-ups of flowers and shells, as well as the landscapes and bleached desert bones of New Mexico.

[III. Georgia O'Keeffe, Ram's Head and White Hollyhock](#)

Jasper Johns

Jasper Johns is one of the forerunners of the Pop Art movement, finding inspiration in familiar, everyday objects.

[IV. Jasper Johns, American Flag, 1954](#)

Roy Lichtenstein

American pop artist Roy Lichtenstein is most famous for his paintings of dramatic comic book frames.

[V. Roy Lichtenstein, Whaam!](#)

Richard Hamilton

British artist Richard Hamilton (born in 1922) was interested in the influence of advertising on people's way of thinking, and liked to blend popular images and fine art.

[VI. British Pop Art - Richard Hamilton](#)

Art - Further Work

Forfatter: Celia Suzanna Sandor

[Art - Further Work \(2008\)](#)



Art - Further Work / audio

<http://ndla.no/en/node/48610>

Research

Do some research on a British or American artist of your choice and write a short biography of his or her life. Do not forget to mention which artwork(s) the artist is famous for!

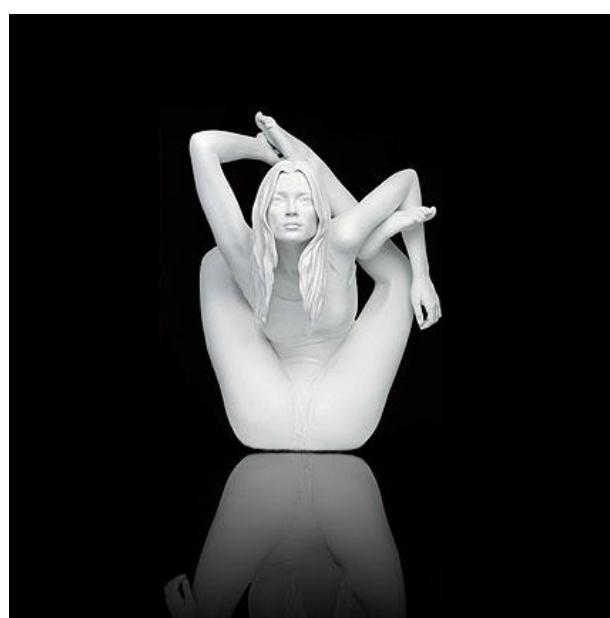
Being There: Take a Trip to Oslo

Oslo has recently become the home of some interesting works of modern British and American art. If you happen to be in Oslo, it is worthwhile to take some time to see the following works of art.

Oslo's Astrup Fearnley Museum houses Jeff Koons's *Michael Jackson and Bubbles* from 1988, a porcelain sculpture that got a lot of media coverage in Norway when it was bought in 2001 for 51 million Norwegian kroner.

In the same museum you can also see Damien Hirst's famous *Mother and Child Divided* (1993) in which a mother cow and her calf have been sawed in two and placed in large tanks of formaldehyde.

For his much-talked about sculpture park, Norwegian multi-millionaire Christian Ringnes bought a three-meter tall sculpture of supermodel Kate Moss in a contorted yoga pose by the British artist Marc Quinn. Called *Sphinx*, the statue is part of a series first unveiled by Quinn in 2006



Marc Quinn - Sphinx

Health, Environment and Safety

Health and Safety in Hairdressing

Forfatter: Anne Scott Hagen

[Health and Safety in Hairdressing \(114699\)](#)



A hairdresser's hands are his/her most important «equipment» and therefore hairdressers should take proper precautions to protect them from the water and chemicals which are used in their job. These can cause a serious skin irritation called dermatitis. Can you name some of the hair products used by hairdressers which could cause irritation?

Vocabulary

Try the vocabulary task before you work with the text.

Bokmål

Nynorsk



MyTask - Click icon to open task!

MyTask - Click icon to open task!

Dermatitis

Dermatitis is a skin condition where the skin becomes irritated. Signs of dermatitis are dryness, redness, cracking, blistering and itching.

The website for the British government, Health and Safety Executive www.hse.gov.uk/hairdressing/hairdresser.htm, gives the following information about dermatitis:

- Up to 70% of hairdressers suffer some form of skin damage
- Dermatitis is caused by contact with chemicals present in hairdressing products and prolonged contact with water
- Dermatitis causes personal suffering
- Dermatitis is unsightly and unpleasant
- Dermatitis is bad for your career as well as your skin
- You can prevent it - look after your hands by wearing non-latex gloves, drying hands thoroughly and using moisturisers regularly; also take regular 'glove breaks', don't spend all day washing hair, vary duties (e.g.: cut hair instead) and change gloves between clients.

Tasks

Watch the Video

Watch the video: [Hairdresser, Looking After Your Hands](#). The video runs continuously, but you can click on the different parts in the list to the right of the video - "Introduction", "Maxine's Story", "5 Simple Steps", etc.

1. Watch "Introduction"
 - Pause at the frame of the girl with a customer in a hairdressing salon. Name as many of the items in the picture as possible.
 - Describe what is happening.

washbasin, cupboards, bench, tap, bottles with shampoo etc., gloves, towels, water, customer, hairdresser

Watch the rest of "Introduction" and then answer the following questions:

- How many apprentices suffer from dermatitis?
- How many get severe skin damage?

- What does "contagious" mean?
- What causes dermatitis?
- What are the signs and symptoms?

2. Listen to "Maxine's story", note down the main points and then try the multiple choice task:



MyTask - Click icon to open task!

In pairs, tell each other about Maxine's story - give a short summary of the main points.

3. Watch "5 Simple Steps" and then make a list of the 5 steps which will help to prevent dermatitis.

1. Answers to questions from "Introduction"
 - 2/3 of apprentices suffer from dermatitis.
 - 1/3 of apprentices get severe skin changes
 - Contagious means that a disease or infection can be passed from one person to another
 - Water + chemicals cause of dermatitis
 - The signs and symptoms are dryness, itching, redness, bleeding, swelling, blistering, scaling and cracking.
2. 5 Simple Steps: use disposable non-latex gloves, change between clients, wash often, use moisturising hand cream often, check skin regularly

Poster - Protecting Your Hands

Look at the poster: [Protecting Your Hands](#). In pairs explain to your partner which areas of the hands are often overlooked when cleansing or applying hand cream.

Other Hazards in the Salon

In pairs make a list of other hazards in a hairdressing salon. Then compare your lists with others in the class.

Make Your Own Safety Poster

Make a safety poster for workers in a hairdressing salon showing the most important safety rules.

Make a Safety Video

Use the information in the text and your own experience and make a safety video demonstrating safety in a hairdressing salon.

Electricity and Electronics

At Work - Electricity and Electronics

Electric, electrical or electronic?

Forfatter: Jan-Louis Nagel

[Electric, Electrical or Electronic? \(45429\)](#)

When a device is electronic it will run on controlled electric impulses. Small interconnected circuits (semiconductors) enable the operator to control the device by giving the necessary impulse. Electronic devices run on low voltage d.c (direct current) and have small IC-frames. Mobile phones, computers, MP3 players are examples of electronic devices. They will need a power source to work, such as mains voltage or a battery.

An electric device is something that works directly on mains voltage, meaning they will need electric power from the mains to work. An electric heater, an electric guitar, a toaster, an iron are examples of electric devices. Some devices that are plugged directly to the mains may still run on low voltage d.c, Electric or electronic? as the high voltage a.c. (alternating current) will be transformed and rectified inside the appliance.

The term electrical usually refers to the subject matter as such. You can do electrical studies and become an electrical engineer.



Task



Electric, electrical, electronic / h5p_content
<http://ndla.no/en/node/46587>

The Electricity Board Inspector - Dialogue

Forfatter: Jan-Louis Nagel

[The Electricity Board Inspector - Dialogue \(50365\)](#)

Have you ever had an electricity inspector come to your home? What kind of things do you think he would look at? How does an electricity supplier know how much electricity you use in your home?

Tasks and Activities

1. In the following dialogue some words are left out. Read through the dialogue, discuss with your partner and see if you can fill in the missing words. Then check with the suggested key below the dialogue. The words are not in the correct order. You have to work out the order.
2. When you have completed the dialogue, do [the Electricity Board Inspector - Comprehension](#).
3. Use the dialogue as a manuscript for a mini-play. Rehearse with your partner, and then perform it in front of the class.

Dialogue: An inspector from the Electricity Board calls on Mrs Lee.

Trevor: Hi! My name is Trevor. I come from The Gas and Electricity Board to read your---- and check your wiring and connections.

Mrs. Lee: Oh, hello! I've been expecting you since I got your note in the mail. Please come in. Why do you want to check the wiring?

Trevor: Well, it's just routine, for ---- reasons. You know, better safe than sorry. Where's your ----?

Mrs. Lee: Right here in the hallway, next to the staircase.

Trevor: Now let's see - we'll read your meter first. Ok, that's that. Everything looks ok in here; the fuses seem to be doing the job all right. They're not hot, which would mean that they were ----

Mrs. Lee: What job are they supposed to be doing?

Trevor: They are there to make sure that only the approved amount of ---- goes out into the circuit. So if the circuit for some reason should take out more power than the system is ---- for, the fuse will break the circuit. I'm sure you've had that happen to you?

Mrs. Lee: Oh, yes, but I haven't really understood why, I just knew I had to change the fuse.

Trevor: Well, there you go. And remember that the fuses will have to be of the same current ----.

Mrs. Lee: How will I know?

Trevor: There's a little bead at the bottom that will be of different colours according to its current rating. The bead will usually pop out when the fuse is ----.

Mrs. Lee: Oh yes, I see. That's easy.

Trevor: Yes, you know, the fuse is an essential element for safety. If there is a ---- in one of your kitchen appliances, for example, the fuse will blow immediately so you won't get an ---- by accident. That's highly dangerous. And we might also have an overheating and a fire on our hands, and we don't want that, do we?

Mrs. Lee: No, of course not. Luckily it doesn't happen too often that a fuse blows, but it's always a bit of a hassle when it does and I have to make sure that there is always a ---- one in the house.



Electric Meter

Trevor: Well, you should perhaps consider changing this old box with a new one with automatic circuit breakers. It is a bit expensive, but you get a more up-dated system, and it's so much easier to ---- the broken circuit.

Mrs. Lee: This is an old house; I think it was built right after the war. So the system is quite old. How does it work, compared to this one?

Trevor: The principle is much the same, but instead of these old ceramic fuses that have to be ----, there is just this little switch that turns itself off and has to be switched back on. You also get a digital meter, which gives a more reliable ----. They're usual in all new houses.

Mrs. Lee: I'll discuss it with my husband later.

Trevor: Now, shall we have a look at the wiring and ----?

Mrs. Lee: OK! Come right through, here is the kitchen.

Trevor: I see your electric coffee pot is ----, and so is your toaster.

Mrs. Lee: But they're not on, are they?

Trevor: No, but they should be ---- when they are not in use in case there is a ---- connection that may start a fire when the house is empty.

Mrs. Lee: I never thought of that.

Trevor: Can I have a quick look in the living room?

Mrs. Lee: Please come this way.

Trevor: I notice at once that your TV is left in stand-by position. It should be switched off completely when it's not in use, for the same reason as the toaster, and it will save ---- as well.

Mrs. Lee: I know that, but it's such a bother. I always just use the remote, but if you say so...

Trevor: This connection here next to the armchair is not ----; you have two double sockets plugged into another double which is connected to the wall outlet. That has to be disconnected immediately.

Mrs. Lee: But we need both a reading light and this extra heater, and it's where I plug in my vacuum cleaner.

Trevor: All the more reason. You take out too much power from the ----. Remember what I said about the fuses. I suppose the times you've had to change the fuse have been when you were doing your vacuuming.

Mrs. Lee: Yes, that's right actually, but I never understood why. I thought there was something wrong with the cleaner.

Trevor: And besides, these ---- plugs make a very dangerous connection. An electric connection must fit tightly.

Mrs. Lee: Please explain...

Trevor: You see, a loose connection will create heat because the terminals are not physically in contact. The current will then jump between the terminals, and you get ---- and heat, and eventually this may cause a fire. Look here, this one is already black round the plug holes.

Mrs. Lee: Wow! Look at that! It won't happen again, I promise.

Trevor: If you need an extra ----, you should check with an approved electrician, and not do it like this. Well, I'm glad we got that one sorted out. From what I can see, the rest seems to be ok. Then I'll just say good bye and take care.

Mrs. Lee: Thank you for coming, I'm very grateful for your advice. We may have ---- a house fire today. Thank you, and good bye.

blown connections reading faulty meter prevented outlet
connected safety approved fuse box overloaded power
disconnected dimensioned current wobbly rating spare sparks re-
connect short circuit circuit replaced electric shock

Electrician's Tools - Resources

Forfatter: Anne Scott Hagen

[Electrician's Tools - Resources \(109112\)](#)

To be able to talk and write about tools is important in all areas of work. Often information about them can be in English or you may have to communicate in English with a worker from another country. Here are a list of our resources about tools in general and electrician's tools which will help you learn and use the English terms.

Tools have been in use from the Stone Age and have changed and developed to become the labour-saving machines we use today.

[Tools and Machines](#)

Benchwork is performed by means of hand tools. Benchwork may include grinding, cutting, hammering, sawing, filing, chiselling, scraping and reaming. Here you will find descriptions of useful hand tools.

[Hand Tools](#)



Hand Tools, Drag and Drop / h5p_content

<http://ndla.no/en/node/72593>

Marking and measuring a workpiece accurately is very important whether in a mechanical workshop or the construction industry. Here is a selection of the tools that are used for marking and measuring.

[Marking and Measuring Tools](#)



Marking and Measuring Tools - Drag and Drop / h5p_content

<http://ndla.no/en/node/72850>

Try these tasks after reading the texts about Hand Tools and Marking and Measuring Tools.

[Various Tools - Tasks](#)

Can you recognise these tools used by electricians?



Electrician's Tools - Drag and Drop / h5p_content

<http://ndla.no/en/node/80314>

House Wiring

Forfatter: Jan-Louis Nagel

[House Wiring \(51785\)](#)

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

1. craftsman
2. solution
3. customer
4. wiring
5. circuits
6. fuse
7. switch
8. socket
9. according
10. current
11. faulty
12. concealed
13. conduit
14. beam
15. bend (n)
16. junction box
17. mains
18. recommend
19. voltage
20. accessible
21. convenient
22. clamp (v)
23. skirting
24. sheathing
25. insulation



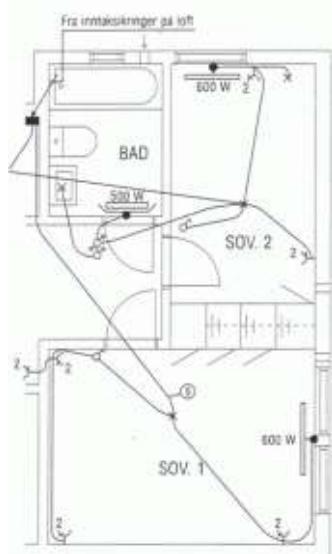
House wiring / audio

<http://ndla.no/en/node/66089>

Preparing for the Installation

The construction of a new house will require cooperation from the different craftsmen involved in the process. For example, the architect and the electrician will have to combine their skills to provide an optimal solution for the customer when it comes to lighting and heating.

Then the electrician will set up the wiring diagram, which must give full information about the electric installation; the different circuits that go from the fuse-box to all the outlets like switches, sockets and other power-points. It will also tell you the kind of outlet / switch which is to be put up where, e.g. a one-way or two-way switch or whether the outlet will need to be grounded. The **EI1** diagram must also provide accurate information about the required dimension of the cables according to the amount of current they will carry. The wiring diagram



will later give important information in case of troubleshooting a faulty system.

Concealed Wiring System

In a new house the wiring will usually be concealed, which means that the cables go in conduits inside the walls and across the ceiling. Accordingly, the electrician must put up the conduits before the carpenter can close the walls. The conduits go along posts and beams and must be mounted without sharp bends, and they must be clamped to the beam where they enter the junction box. The cables are then pulled through the conduits by means of a fish wire, or the conduits may be pre-cabled from the manufacturer. Usually there will be three cables, one blue and one brown for the mains, and one green and yellow for ground connection. Other colours may occur, but the ground cable will usually be two-coloured.

Concealed wiring gives a neat installation as all the cables are hidden. It is also more economical than an open wiring system because it is quicker to put up and it will require less cable length, so it saves both time and money. However, a concealed wiring system will be difficult to troubleshoot once the walls are up. This is why for example built-in spotlights in the ceiling are recommended to go directly on the mains and not on low-voltage via a transformer hidden in the ceiling, because the transformer is a weak link in such a system and must be accessible for inspection.

Open Wiring System

When rehabilitating an old house it may be more convenient with an open wiring system since the walls are closed. The cables are then clamped neatly next to the skirting along the floor and ceiling. The cables have a double sheathing inside the insulation, and must be dimensioned according to the amount of current they will carry. The cables must be mounted without any sharp bends to prevent damage to the sheathing and insulation. Sockets, switches, and junction boxes are mounted on the wall and are connected in much the same way as in the concealed system. The open system will take time to put up neatly, and it will require more cable length as you have to follow all the bends and corners. The cables may be painted or covered with wall-paper to make them less visible.

Remember that working with high voltage installations is highly dangerous. Safety regulations must be observed at all times, both for your own safety (electric shock can kill) and to avoid the risk of fire due to a faulty installation.

Tasks

Comprehension

1. What are the main advantages of a concealed wiring system versus an open wiring system?
 2. Why should an open wiring system be put up without any sharp bends?
 3. List some key-words about the information in you will get from a wiring diagram.
 4. How will the different craftsmen (e.g. architect, carpenter, joiner, plumber, mason, and electrician) need to cooperate during the construction of a new house?
-
1. In a concealed wiring system the cables are hidden inside the walls and ceiling which gives the installation a neat look. The system is also more economical than an open wiring system because it requires less cable-length and takes less time to put up.
 2. Because sharp bends may damage the insulation and sheathing.
 3. The diagram gives information about the complete installation; all the outlets, switches and power points, the dimension of the cables and which outlets that are grounded.
 4. The different parts of a construction process have to be carried out in a certain order, e.g. the electrician has to put down the cables in a heated floor before the mason can pour out the grout and fit the tiles.

Vocabulary

Try the interactive vocabulary task:



Electric Wiring / flashnode
<http://ndla.no/en/node/87808>

Speaking

Explain to an English-speaking electrician what the Norwegian words in the wiring diagram above mean.

Topics

Power to the People

Forfatter: Jan-Louis Nagel
[Power to the People \(46554\)](#)

Norway is in many ways fortunate when it comes to generating electric power. The abundance of water and waterfalls makes it easy and fairly cheap to produce electricity.

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

1. abundancy
2. non-polluting
3. steam
4. fuel
5. harness (v)
6. pipeline
7. environmentalist
8. unspoilt
9. scenery
10. consume
11. connect
12. decrease
13. secure (v)
14. supply
15. pressure
16. amount
17. valve
18. obtain
19. pylon
20. eyesore



Power to the people / audio
<http://ndla.no/en/node/66091>

Hydroelectric Power

Production of HEP (hydroelectric power) is also non-polluting as the generator will be driven by water and not steam from the burning of fossil fuels.

However, harnessing the waterfalls means conducting the water through huge pipelines, which is by many environmentalists seen as an invasion of the unspoilt nature. To put a mighty waterfall into pipelines is clearly not adding to the beauty of nature, but the issue is clean, non-polluting power versus well-preserved natural scenery.

A power-plant does not create or produce energy. This is an important scientific



principle, because we don't consume energy. The amount of energy is constant; a power plant will convert mechanical (or kinetic) energy into electric energy, in the same way as a battery converts chemical energy into electric energy when its terminals are connected. This principle is called conservation of energy.

Regulating the Water Supply

Although it rains quite a lot in Norway, the amount of water in a waterfall will be unstable and decrease in dry periods. To secure and control the supply of water, huge dams are built to store water in reservoirs. This will stabilize the water supply and make it possible to regulate both the amount and pressure of the water. The effect of a hydroelectric power plant will depend on the height of the fall, the amount of water and the cross-section of the pipes. It is possible to regulate the effect by means of huge valves which will be operated to obtain the desired effect. This is done to ensure the correct amount of power both in peak periods when the demand and consumption are high, and to save power when the demand is low, for example at night time.

Generating Electricity

From the reservoir the water is conducted through the pipelines and hits the turbine at high speed, which in turn will make the generator rotate. The generator will produce alternating current (a.c), and is also referred to as an alternator . The voltage will be stepped up by a transformer as the power leaves the power station. This is mainly done to reduce loss of power during distribution.

Distribution of Electric Power

The distribution of electric power will either go via overhead transmission lines or in underground cable systems. This distribution system is called the grid and will supply the consumers with stable power. The voltage is stepped down in substations before it reaches the consumer.

The issue of power distribution causes debate in many communities. The overhead lines with the high pylons are seen by many as an eyesore in the landscape and the electromagnetic radiation from the high-voltage lines is also seen as highly dangerous. However, an overhead transmission system is both cheaper and easier to maintain than an underground cable system. This is a conflict of interest between the distribution companies and the environmentalists, who would prefer all power distribution to go underground.

Tasks

[Power to the People - Translation](#)

[Power to the People -Writing](#)

Transmission of Power

Forfatter: Jan-Louis Nagel
[Transmission of Power \(68913\)](#)

The increasing demand for and the consumption of electric energy in our society raises many questions that need to be considered before a new transmission line for more electric power is planned. One of them is how the power should be transported from the power plant to the consumer.

How is power transported from the supplier to the local area where you live and then into your house?

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. consumption
2. consumer
3. supplier
4. concealed
5. visible
6. pylon
7. eyesore
8. violation
9. residential
10. densely
11. radiation
12. environmental
13. protection
14. maintain
15. currently
16. spoil
17. dependence
18. emergency
19. switch on
20. benefit

Overhead vs. Underground Cable Systems



Transmission of Power / audio
<http://ndla.no/en/node/94302>

Transport of electric power is a question of method and procedure seen in relation to other concerns, such as cost and protection of the environment. Check the related link, "[Power to the People](#)" where some of the main considerations are mentioned in the last paragraph of that article. The issue can also in some ways be related to the advantages and disadvantages of concealed or open methods of house wiring ("[House Wiring](#)").

Overhead Systems

Overhead cable systems are very dominating and visible in nature. The towering pylons of the grid are seen as an eyesore by many. Most people will agree that they are a violation of untouched nature. In residential and densely populated areas, underground transmission is usual, at least in Norway. That is mainly to reduce the risk of electromagnetic radiation from the cables, but also to avoid the ugly web of overhead cables above the streets. However, in the USA it is usual to see overhead cable systems also in towns and cities. Look for this the next time you see a picture or a movie from small-town America.



Overhead Power Lines - USA

Whenever a new transmission line is planned, it will initiate a debate raising questions of environmental protection vs. economic considerations. An overhead cable system is cheaper to construct and it is easier to maintain and troubleshoot. Thus, the distribution companies primarily prefer to put up overhead transmission lines to save money.



Underground Power Line

New Power Lines in Norway

In Norway, there is currently a controversy concerning transmission of power to parts of Western Norway and the arguments follow the same pattern. The environmentalists claim that the overhead cables will spoil the beauty of the fjords and mountains, and want the cables to go subsea across the fjords. They even say that overhead lines will be bad for tourism in the area. However, the companies and many politicians seem to focus on the financial aspects and prefer to go for an overhead solution.

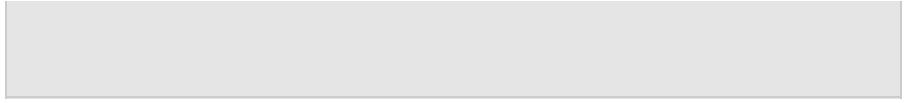
Dependence on Electric Power

We are totally dependent on electric power in our modern society. Imagine what would happen if there was a worldwide power cut and no emergency generators would work. It would mean total chaos. The least of your problems would be cold water in the tap and a black TV screen... So the next time you switch on the light or enjoy a hot shower, you should stop a minute and think about the benefits of electric power and how it is transported to your home.

Comprehension

1. How can overhead / underground cable systems be compared with open and concealed wiring indoors?
2. Can you think of any reasons why overhead systems are more common in the USA?
3. Make a list of pros and cons for the different cable systems.

1. Overhead cables and open wiring are both visible, and not very pretty to look at, but both are easily maintained. However, an open indoor wiring system is more expensive than a concealed system, while overhead cable systems are cheaper to construct than underground systems. (Open wiring is more expensive because it takes more cable length to go neatly round each corner and along the skirting, and it takes more time to put up than a concealed wiring system.)
2. The main reason is probably the cost. Also, in the USA there are many private companies involved in both production and transmission of power, so there is no state or federal control of the process.
3. Overhead cables: Pros – cheaper to construct and easier to maintain and troubleshoot. Cons – visually ugly, radiation Underground cables: Pros – the environment will be preserved, reduce radiation Cons – expensive and difficult to maintain



Health, Environment and Safety

Safety First

Forfatter: Jan-Louis Nagel

[Safety First \(52668\)](#)

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

1. amount
2. current
3. precaution
4. avoid
5. electrocuted
6. live
7. switch
8. circuit
9. fuse
10. fiddle (with) (v)
11. bracelet
12. conductive
13. insulate
14. appliance
15. damp
16. extinguisher
17. kit
18. severity
19. duration
20. cramp
21. voltage
22. convulsion
23. crucial
24. injured
25. resuscitation



Safety first / audio

<http://ndla.no/en/node/66090>

Check the names of the tools here:[Tools](#).

Working with electricity is highly dangerous. An electric shock can be fatal even with small amounts of current. It is therefore essential that you take some safety precautions to avoid being electrocuted. Below are listed some basic safety rules that should be observed when working with electricity.



Electrical Tools

1. Never work on a live installation. Make sure that the power is switched off, either by turning off the main switch or by disconnecting the circuit you are going to work on. Put a note on the fuse box in case someone else switches the power on by accident.
2. Never work alone on a high voltage installation. If something unforeseen should happen it could be a matter of life and death to have someone there to give assistance.
3. Make sure that you know exactly what you are going to do before you start. Electric installations are not for amateurs to fiddle with.
4. Remove rings, bracelets and watches. These things are highly conductive and may easily give you the ground connection that is needed to give you an electric shock.
5. Always use insulated, clean tools. Keep your workplace tidy and concentrate on your work.
6. Two conditions are needed for you to get an electric shock: You must touch a live appliance, such as an uninsulated cable or a terminal, and you must have a ground connection. To avoid being earthed, it is smart to wear shoes with rubber soles, or stand on a rubber mat. For the same reason, you should never work with wet hands

- or damp clothes, or in any damp or wet environment.
7. There should also be a fire extinguisher and a first aid kit at hand in case of emergency.

Electric Shock

The severity of an electric shock will depend on two factors - amount of current and duration of exposure to electric current.

1. The amount of current. Even small amounts of current can be fatal; 10mA will give you a partial shock and cramps and currents of 100mA and above will most likely be deadly. The human body consists of nearly 75% water, so it is highly conductive. The voltage does not burn, but it will give you serious convulsions and paralyze the muscles.
2. The shock will also depend on the amount of time a person is connected. If a person receives an electric shock it can be hard for him to let go because of the cramps. Then it is crucial that you don't grab the injured person by the skin to pull him away. In that way you will also get an electric shock. Use a piece of dry cloth or some insulated object to pull him away.

Resuscitation Procedures

If current and voltage pass through a person's body, the heart will most likely stop and he will stop breathing. It is therefore important to be familiar with first aid and resuscitation procedures, like mouth-to-mouth and heart compression.

Tasks and Activities

Comprehension

1. What are the two conditions necessary to give you an electric shock?
 2. What are the two conditions that will decide the severity of the shock?
 3. How can you best avoid being grounded?
 4. Which is more dangerous - voltage or current?
-
1. You must touch a live terminal and you must be grounded.
 2. The amount of current and the period of time a person is connected.
 3. Remove rings and watches, wear rubber soles and don't work in wet or damp environments.
 4. They are both dangerous. Voltage will give you cramps so it is hard to let go, but current will burn and cause damage to the heart.

Health and Social Care

At Work - Health and Social Care

Health Care Assistant in the UK (interview)

Forfatter: Anne Scott Hagen

[Health Care Assistant in the UK \(128966\)](#)

Are you thinking of becoming a health care assistant when you are finished at school? Would you consider working abroad in an English-speaking country after your apprenticeship is completed? If so the interview below will give you an idea of what it is like to work as a health care assistant in England.

Listening

Before listening, use the dictionary to check that you know the meaning of the following words:

profession, variety, medication, patience, empathy, initiative, client, wheelchair, sheet, boring, medicine

Listen to the interview with a health care assistant in the UK and find out:

- Where she works. (type of company - large/small, etc)
- Where about in the UK she works.
- Why she chose this profession.
- What type of tasks she has to do on a typical day at work.
- What personal qualities she suggests are needed by a health care assistant.
- Does she describe any work processes or services that she provides?
- What she likes best and least about her job.
- How she thinks this line of work will change in the future.
- Where she sees herself in 5 - 10 years' time.



Helping the aged



Health Care Assistant



Helping with daily tasks



Health Care Assistant

Health Care Assistant - Interview / audio

<http://ndla.no/en/node/128277>

Apprenticeship and Training

1. Find out about becoming a health care assistant in the UK. Make a table with 3 columns **What does the job involve, the salary and the qualifications and training required**. Below, you will find some useful links.
 - [Job Profile, National Careers Service UK](#)
 - [Guide to Apprenticeships \(UK\)](#)
 - [Types of Apprenticeships](#)
 - [UK Qualifications Framework](#)
 - [UK Qualifications Explained](#)
2. Now compare a health care assistant's job and education in the UK with a health care assistant's job and education in Norway.
[Utdanning - Yrkesbeskrivelse](#)

Dialogue



Health Care Assistant Dialogue / h5p_content

<http://ndla.no/en/node/129369>

After you have practiced, add more dialogue for some of the following situations:

- Someone knocks at the door, the carer answers it.
- Mrs Johnsen asks for help to get to the bathroom.
- Mrs Johnsen tells the carer about what she did yesterday.
- The telephone rings.

Good Hand Hygiene

Forfatter: Marit Smith Sørhøy, Trine Merethe Paulsen, Anne Scott Hagen

[Good Hand Hygiene \(46435\)](#)

A worker's knowledge of good hand hygiene can determine his health and welfare. Hands are the most important tool at work, whether used in health-care, in a factory, on a building site or in a hotel or restaurant. Good hand hygiene reduces the spread of bacteria and protects the worker against infection.

Correct hand hygiene is especially important for health care workers whose hands are used for many different tasks in the course of a day. They touch both clean and dirty contact points which means that they can be a central cause in the spread of infection. Correct hand hygiene guarantees a patient satisfactory care, without exposing him to the unnecessary risk of infection and the suffering this can cause.

Each worker has a responsibility to ensure that he does not spread infection. Knowledge, understanding and good routines are required in order for this to happen.

Remember These!



Wash Your Hands

- Jewellery, rings and nail polish should be removed before washing your hands so that all areas of the hand can be efficiently cleaned. Areas which have been poorly cleaned give good growing conditions for fungal infections and bacteria, both from your own skin and from others.
- Your hands should have no sores or cuts since these can transport bacteria.
- Don't use your hand to cover your mouth and nose when you sneeze. Use your elbow instead.
- Use hand cream often to avoid rough and cracked hands.

Tasks and Activities

1. Hand Washing Procedures

1. When should a health-care worker carry out hand washing procedures? Make your own list and then compare with the one below.

Before clean work

- Before you touch disinfected and sterile equipment
- Before touching food
- Before and after each time you have contact with patients
- Before you use disposable gloves
- Before and after working with a patient, making beds or other procedures
- After a toilet visit or blowing your nose
- After touching soiled equipment such as a bedpan or thermometer
- After using gloves

2. When should restaurant workers and others working with food carry out hand washing procedures?

2. Hand Wash and Hand Disinfection

Hand Wash:

this removes
visible dirt
from the
hands. Try

this task,



Handwashing instructions - Drag and Drop / h5p_content

<http://ndla.no/en/node/47699>

, before you look at the instructions below.

- Wet your hands with water and soap from a dispenser.
- Spread the soap thoroughly over the hands and wrists.
- Make sure the thumbs, fingertips, the area between the fingers, the palms and backs of the hands are covered with soap.
- Rub the hands together for at least 30 seconds and preferably 60 seconds.
- Rinse off the soap under running, lukewarm water.

- Dry the hands thoroughly with paper.
- Turn off the tap with the paper or use your elbow or knee. This prevents the hands being contaminated with "new" micro-organisms.

Hand Disinfection:

- Disinfection of the hands using alcohol-based disinfectants is the preferred method for cleaning the hands
- The hands should be dry and free of visible dirt before using hand disinfectants.
- Use enough disinfectant so that the whole hand is wetted, minimum 3ml.
- Rub until the hand is again dry, at least 15 seconds and preferably 30 seconds.
- Make sure that the thumbs, fingertips, between the fingers and the back of the hand are covered.

3. Comprehension

1. Why is good hand hygiene so important?
2. Why should health care workers be especially careful with hand hygiene?
3. What are the 3 central points in making sure that a worker does not spread infection?
4. What kind of things on your hands can make them difficult to clean properly?
5. What are the differences between "hand wash" and "hand disinfection"?

4. Vocabulary

In this task you should sort the words from the text into 3 groups, nouns, verbs or adjectives,



Are the words nouns, verbs or adjectives? - Drag and Drop / h5p_content
<http://ndla.no/en/node/47982>

5. Oral Task

Work in pairs and take turns explaining about hand hygiene to Peter from England.

You work in a nursery school and have to help five-year-old Peter, who has just moved to Norway, to wash his hands. Explain to him the procedures for this and why it is so important for everyone to wash their hands before they eat and after they have been to the toilet.

Use the information on this page and the related links [Micro-organisms and Infection](#), [Our Amazing Defence System](#).

6. Research

In response to the H1N1 (swine) flu pandemic, autumn 2009, there was a strong focus on hygiene. Use the following link to find out:

- what is a pandemic
- what advice the health department in the UK gives with regard to hygiene in order to limit the spread of the H1N1 influenza virus

[H1N1 \(Swine\) Flu](#)

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

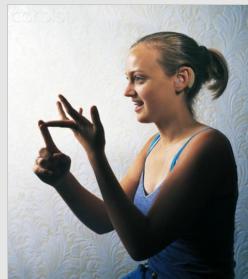
Tasks and Activities

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	



Blind person



Girl with hearing impairment



Girl in a wheelchair

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](#).

At the Doctor - Dialogue

Forfatter: Jon Sandnes, Knut Inge Skifjeld

[Dialogue - At the Doctor \(48883\)](#)

Below you will find cards containing words or phrases in English. Sit in pairs and act out a dialogue where you have to include the words popping up as you click 'next'.

Feel free to use the words or phrases in any variants. If the card says **thank you** you may use **thanks** or **I appreciate it** as well. Reload site to try again by pressing **F5** or **ctrl + r** (Menu: view - reload).

Having finished this dialogue, create a dialogue of your own and act it out with a fellow student.

Some useful expressions to add questions



Talk

- Listen, do you by any chance . . .
- Would you mind telling me . . .
- By the way, do you . . .
- Is it possible for you . . .
- When you say that, I can't stop thinking. . .
- One other thing, do you often . . .



Dialogue - At the Doctor / flashnode

<http://ndla.no/en/node/48878>

Topics

Our Amazing Defence System

Forfatter: Jan-Louis Nagel

[Our Amazing Defence System \(51573\)](#)

Have you ever wondered about the amazing fact that your body actually stays healthy? In spite of a massive attack by germs and bacteria every minute, your body puts up an effective resistance that really works.



Defence system / audio

<http://ndl.no/en/node/66085>

Our body's fine machinery will to a large extent take care of itself. In a miraculous way the body creates a defence against the millions of germs and viruses that attack us every day. Some of them are even deadly, yet they are neutralized and destroyed by the body's defence system, - and we stay healthy without even knowing that we have been attacked.

Germs are everywhere, and get in through the mouth, the nose, the eyes, and through cuts and sores in the skin, but the body has a defence system ready to deal with any unwelcome intruder. The saliva in the mouth and the tears contain a strong germicidal antiseptic called Lysozyme, and the digestive juices in the stomach also contain powerful antiseptic chemicals. Even the skin puts up a resistance and will kill the germs that may gather on its surface.

A runny nose may well be unpleasant, but it just proves that the defence system is doing its job. Watery eyes, a sneeze or a cough are all examples of how the body tries to get rid of attacking germs and bacteria.



sneeze by mcfarlandmo

However, the amazing story of staying well does not stop there. The body has a built-in system that can identify and label germs and viruses. The body then mobilizes antibodies for a counter attack that will kill the invading germs. Once the body has been attacked by a virus, it will store the information and create an antibody that later will recognize the same virus and kill it. It is basically what we do when we get a vaccine. The shot contains a microscopic amount of the virus, not enough for you to get sick, but enough for the system to learn its pattern and create antibodies to resist a second attack.

Some germs are clever enough to evade the defence system of antibodies because they can change their pattern. For example, the flu virus is hard to defeat, since it comes in different shapes and patterns, and each one will need a separate antibody. So there is a chance that you will catch the flu even if you are vaccinated.

How can we help?

Even though the body has an effective and self-sustaining defence system, we can contribute and make things easier for the body to defend itself. **Vaccination** is a way of teaching the body how to resist a certain virus, but there are other ways of helping the system. Most bacteria and germs are transported via the hands, so good **hand hygiene** is essential if we want to help. It also goes without saying that it is not smart to expose the body to dangerous environments. Inhaling fumes and particles will be a hard challenge for the defence system and so will careless contact with infected or contagious surroundings. If we take these measures, we will contribute to the body's self-defence, but in general the body has an amazing ability to look after itself without our interference.

Tasks and Activities

Comprehension

- 1 What is Lysozyme?
- 2 Why do we sneeze?
- 3 How does the body respond to a vaccine?
- 4 What is an antibody?
- 5 Why is a flu virus difficult to defeat?
- 6 How can we help the body defend itself?

1 Lysozyme is a strong germ killing chemical that is found in the saliva in the mouth and the tears.

2 We sneeze because the nose tries to get rid of some germ or virus.

3 The body will learn the pattern of a virus and create an antibody against future attacks.

4 An antibody is a part of the body's defence system that will kill invading viruses.

5 The flu virus is hard for the body to recognise because it changes shape and pattern.

6 We can help by good hand hygiene and by avoiding infected surroundings.

Translate

Bokmål

Kroppen vår forsvarer seg mot angrep fra virus. I spytet i munnen og i tårene fins bakteriedrepande kjemikalier. Magesaften inneholder også sterke antiseptiske stoffer. Kroppen har også et innebygget forsvarssystem som danner motstoffer mot de fleste virus. God håndhygiene er viktig for å hjelpe kroppen til å forsvere seg.

Nynorsk

Kroppen vår forsvarar seg mot angrep frå virus. I spytet i munnen og i tårene finst bakteriedrepande kjemikaliar. Magesafta inneheld også sterke antiseptiske stoff. Kroppen har også eit innebygd forsvarssystem som dannar motstoff mot dei fleste virus. God handhygiene er viktig for å hjelpe kroppen til å forsvere seg.

Our body defends itself against attacks from viruses. In the saliva in the mouth and in the tears there are germicidal chemicals. The digestive juices also contain powerful antiseptic substances. The body also has a built-in defence system that creates antibodies against most viruses. Good hand hygiene is important to help the body defend itself.

Micro-organisms and Infection

Forfatter: Guri Bente Hårberg, Trine Merethe Paulsen, Anne Scott Hagen

[Micro-organisms and Infection \(52206\)](#)

You have probably had an infectious illness. All of us have caught a cold at one time or another, and many of us have had one of the common children's illnesses such as chicken pox.



Micro organisms / audio
<http://ndla.no/en/node/66087>

Micro-organisms

Infectious diseases are caused by different types of micro-organisms: bacteria, viruses, fungi, parasites. The most common illnesses are caused by the first two. We are all subject to infection by these micro-organisms, and it is the strength of our immune system which determines whether or not we become ill.

Transfer of Infection

When a person is infected by one of these micro-organisms, the infection can then be transferred from one person to another, either by direct contact, for example by kissing or shaking hands, or it can be transferred through some intermediate contact. Remember when the swine flu scare was at its height, you were advised to turn off the tap with your elbow after washing your hands, in case there were micro-organisms on the tap. Always wash your hands or use a disinfectant before touching food to prevent infection being transferred to yourself or others.

Infection can be conveyed by food or water, or it can be introduced directly into the blood through a small cut or sore. It can also be conveyed by air. Think of all the tiny droplets of infected liquid which fly through the air when you sneeze.

Bacteria

Bacteria are living, single cell organisms. Since they are living organisms, antibiotics are effective against them, but bacteria can also become resistant to antibiotics.

Examples of diseases caused by bacteria are:

Tetanus, Whooping cough, Typhoid, Cholera, Tuberculosis, Meningitis, Diphtheria, Gonorrhoea, Scarlet Fever, Food poisoning



Micro-organisms Source

Virus

A virus is not a living organism, and antibiotics can therefore not be used to fight a virus infection. However, there are other medicines which can be used. A virus is a small piece of the genetic material, DNA, which is packed in proteins. It makes us ill by entering the cells in the body and using the material in the cell to reproduce itself.

Examples of diseases caused by virus are:

Influenza (including swine flu), HIV/AIDS, Measles, Mumps, Rubella/German measles, Rabies, Hepatitis, Poliomyelitis, Common cold, Chicken pox, Glandular fever (Mononucleosis)

Fungi

There are about 200 different fungi which can cause illness, some of which attack skin and nails, while others are found in the mucous membranes in the mouth and vagina. These illnesses are often uncomfortable, but seldom dangerous.

Examples of fungal infections are:

Athlete's foot and Ringworm

Parasites are small one-celled organisms or insects, which are less common in Norway, but cause illnesses like malaria and scabies.

Today, many of these diseases are less common, especially in the western world, because of the scientific development of effective medicines and as a result of widespread vaccination programmes.

Tasks and Activities

Comprehension

1. What is the cause of infectious diseases?
2. Why do some people become ill more easily than others?
3. How is infection transferred from one person to another?
4. What is one good way to prevent the transfer of infection?
5. What can be used to fight bacterial infections?
6. Why do antibiotics have no effect on virus infections?

Vocabulary

1. What is the English term for the following illnesses? (They are all in the text.)

- Stivkrampe
- Hjernehinnebetennelse
- Vannkopper
- Røde hunder
- Kikhoste
- Kusma
- Fotsopp
- Kyssesyken
- Meslinger

Tetanus/stivkrampe, Meningitis/hjernehinnebetennelse, chicken pox/vannkopper, rubella/røde hunder, whooping cough/kikhoste, mumps/kusma, athlete's foot/fotsopp, glandular fever/kyssesyken, measles/meslinger

2. Match the illness to its cause in the task,



The Human Body

Forfatter: NKI Forlaget, Anne Scott Hagen

[The Human Body \(58644\)](#)

Write down the names of as many body parts as you can. They can be external parts or internal organs.

The body is made up of different organs, all linked together. When we study the body, we study the different systems, i.e. groups of organs that work together.

Study the chart below and you will get an idea of what body parts, or organs, belong to the different systems.

System	Major organs and structures
<i>Skeletal</i>	All the body's bones, cartilage, joints and the ligaments that connect them.
<i>Muscular</i>	The body's muscles.
<i>Nervous</i>	Brain and sense organs: eyes, ears, taste buds, smell and touch receptors. Nerves and spinal cord.
<i>Respiratory</i>	Lungs, bronchi (tubes to lungs), windpipe, mouth, larynx, nose, diaphragm.
<i>Cardiovascular</i>	Heart, arteries, veins, blood.
<i>Digestive</i>	Mouth, teeth, tongue, salivary glands, stomach, small intestine, liver, gall bladder.
<i>Excretory</i>	Organs involved in the removal of waste matter from the body: sweat glands, large intestines and the urinary system.
<i>Reproductive</i>	Male: testes, penis, prostate gland Female: ovaries, fallopian tubes, uterus, cervix, vagina, vulva.

Tasks and Activities

Text Comprehension

Here are 8 paragraph headings. Scan the 8 paragraphs below and match a heading to each one. (It may be easier to print out the text or copy it into your text editor so that you can see the whole text at once.)

1. Think of vampires!
2. Hold your breath!
3. Survival of the species
4. To hop, jump or just blink
5. What happens to hamburgers?
6. The foundation structure
7. Getting rid of the waste
8. The message carriers

Skeletal system: About 206 bones make up the skeleton, the supporting structure, of an adult person. These bones are as strong and tough as concrete and can support great weights without bending, breaking or being crushed. Bones are linked together by joints and moved by muscles.

- concrete - betong
- joints - ledd

B

Muscular system: Every movement of the body, from the blink of an eyelid to a leap into the air, is made possible by muscles and tendons. Tendons are extensions of the muscles and they play a very important role in transmitting power from a muscle to the bone it moves.

- blink - blunk
- eyelid - øyelokk/augelokk
- tendon - sene

C

Nervous system: The main parts of the nervous system are nerves, which connect the central nervous system in the brain to all other parts of the body. A

nerve is a bundle of motor and sensory fibres, together with connective tissue and blood vessels. There are 43 major nerves. Eyes, ears, etc. are also part of this system.

- brain - hjerne
- sensory – sanse-
- tissue - vev
- blood vessels - blodkar

D

Respiratory system: Awake or asleep, we breathe an average of 12 times a minute. In 24 hours we breathe in and breathe out more than 8000 liters of air. The purpose of moving so much air in and out of the body is

to make the lungs do two things: to get the oxygen we need to live and to rid the body of carbon dioxide, the waste product of internal chemical processes.

- breathe - puste
- waste - avfall

E

Cardiovascular system: It consists of the heart and the network of blood vessels. Made almost entirely of muscle, the heart is responsible for pumping blood around the body. Blood is essential to body functions.

- consist of – består av
- essential - vesentlig/vesentleg

F

Digestive system: Digestion is the process which breaks down food into substances that can be absorbed and used by the body for energy,

growth and repair. The mouth, teeth, stomach and liver are all parts of this system.

- substances - stoffer
- growth - vekst
- stomach – mage, magesekk

G

Excretory system: Excretion is the system by which the body rids itself of waste products. These are products which must be removed so that the body

is not poisoned. The large intestine and the urinary system are parts of the excretory system.

- excretion – utsondring / ekskresjon
- poisoned - forgiftet
- intestine - tarm
- urinary – urin-

H

Reproductive system: Sexual activity is a basic drive and one that humans share with all other animals. We need to reproduce in order for the species to survive. The male genital system is designed to produce sperm and to deposit them in the female. The female's reproductive system must not only receive the sperm but also produce eggs for fertilization. She must also nurture one egg if it is fertilized, so that a baby can develop. This happens in the uterus.

- survive - overleve
- genital organs - kjønnsorganer / kjønnsorganar
- deposit – sette inn, plassere
- fertilization - befrukting
- nurture - nære
- uterus - livmor

A6, B4, C8, D2, E1, F5, G7, H3 Comprehension - Drag and Drop



The Human Body - Drag and Drop / h5p_content
<http://ndla.no/en/node/77461>

Further Resources

[The Muscular System](#)

[The Human Body and How It Works.](#)

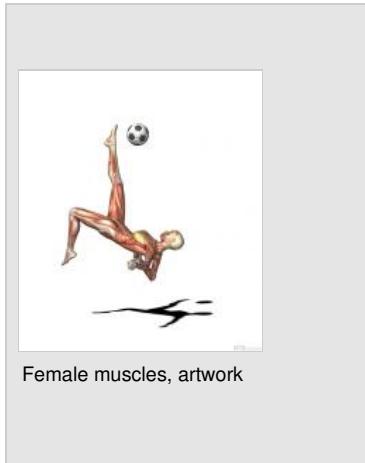
The Muscular System

Forfatter: Jon Sandnes

[The Muscular System \(77393\)](#)

What do you know about the different types of muscles in your body? At these links you will find a video and an article describing the body's muscular system. Watch and listen to the information and then try the interactive task. You will also find a text version of the questions in the hidden text which you may copy into your text editor.

- [The Muscular System - Video](#)
- [The Muscular System - Article](#)



Female muscles, artwork

Task



The Muscular System, Comprehension - multiple choice / h5p_content
<http://ndla.no/en/node/77412>

Choose the correct alternative.

1. How many muscles do human beings have?
 - 500
 - 600
 - 700
2. Smooth muscles are called
 - involuntary muscles
 - voluntary muscles
 - cardiac muscles
3. Choose the correct statement.
 - Smooth muscles are found only on the inside of our stomach
 - Smooth muscles are found in our heart
 - Smooth muscles are found in the walls of the stomach, intestines and other hollow organs
4. Which muscle works without you even trying?
 - skeletal muscles
 - cardiac muscles
 - smooth muscles
5. What type of muscle is your heart?
 - smooth muscle
 - skeletal muscle
 - cardiac muscle
6. What is another name for the heart muscle?
 - nyctalopia
 - myocardium
 - bivolar
7. What is another word for skeletal muscles?
 - voluntary muscles

- cardiac muscles
 - smooth muscles
8. Skeletal muscles are
- attached to your bones by tendons
 - attached to your bones by joints
 - attached to your bones by tenders
9. Which statement is correct?
- The cerebellum sends an electrical signal to the muscles.
 - The whole brain sends an electrical signal to the muscles.
 - The cerebral motor cortex sends an electrical signal to the muscles.
10. Choose the correct alternative.
- The biceps and triceps work as flexors and extensors.
 - The biceps strengthens the elbow.
 - The triceps is a flexor.
11. Choose the correct alternative.
- Pectorals are found on each side of your upper chest.
 - Pectorals move your muscles.
 - Pectorals are in your thighs.
12. Where is the gluteus maximus?
- In your thighs
 - In your rear end
 - In your shoulders

The History of Medicine - the 19th Century to ..

Forfatter: NKI Forlaget, Anne Scott Hagen

[The History of Medicine - the 19th Century to Today \(58629\)](#)

In earlier centuries, medical treatment was often based on superstition. This changed as scientific understanding and research improved. New technical equipment, new types of medicine and new treatments were developed. How many modern scientific developments in medicine can you think of?

The 19th Century - the Scientific Approach



The History of Medicine / audio

<http://ndla.no/en/node/94303>

During the second half of the nineteenth century, old myths and superstitions about illness were being replaced by scientific investigation into the causes and cures of disease. This new, scientific approach to medicine led to some very important discoveries. In 1864, the French scientist, Louis Pasteur, showed that micro-organisms such as bacteria and viruses, live all around us. In response to this discovery, a British surgeon started using carbolic acid as an antiseptic to prevent infection during operations. Pasteur's work also led to the development of vaccines to make us immune to infection.



Without the invention of the x-ray, the diagnosis and treatment of many diseases would have been very difficult. In 1895, the German physicist Wilhelm Rontgen discovered x-rays. He used his wife's hand for the first historic pictures.

Public Health

The new advances within the field of medicine also led to changes in public health laws. Ever since the Industrial Revolution, people had been moving from the countryside to the city. This led to overcrowding and epidemics of infectious diseases. When scientists discovered the causes of these infections, it was up to the politicians to establish minimum standards of hygiene. Major Public Health Acts in Britain, in 1848 and 1875, led to better sanitation. These improvements included laying drains, building sewers, and collecting rubbish.

Blood groups

In 1900, the Austrian pathologist, Karl Landsteiner, showed that there are four blood groups: A, B, AB and O. All except for the AB blood group contain antibodies that will react against other blood types and cause serious illness. Before blood is transferred from one person to another it is necessary to do laboratory tests. It is very important to check that donor and recipient have compatible blood types - i.e. blood types that will not react against each other.

Vitamins

In 1906, the British biochemist, Sir F. G. Hopkins, showed the existence of vitamins. Vitamins are now defined as compounds that are necessary for health, but which are not produced by the human body. They must, therefore, be provided by diet.

Vitamin A is found in dairy products, fish and vegetables. A lack of these vitamins can cause skin problems and night blindness. The vitamin B complex is found in meat, vegetables and cereals. A deficiency of these can cause depression, insomnia and tiredness. Vitamin C is found in fresh fruit, and the lack of this vitamin may cause scurvy. Vitamin E is found in vegetable oils and green vegetables. Its full role is still unknown although claims are made concerning its powers in preventing aging!



Fruit and Vegetables

What Has Been Achieved?

Today, thousands, perhaps millions, of people survive illnesses that would have killed them fifty years ago. Better living conditions, earlier diagnosis and more effective treatment have all helped to prolong life as well as to improve the quality of life. However, while old problems are solved new ones arise.

Tasks and Activities

Comprehension

Copy the text below into your text editor and fill in the missing words based on the information in the text.

1. In 1864, Louis Pasteur showed that _____ such as _____ and _____ are all around us.
2. The invention of the _____ made the diagnosis and treatment of many _____ much easier.
3. From the time of the _____, people started moving into the cities leading to _____ and epidemics of _____ diseases.
4. Improvements in sanitation included laying _____, building _____, and collecting rubbish.
5. In _____ the Austrian pathologist, Karl Landsteiner, showed that there are _____ groups.
6. Only the _____ blood group will not react against other blood types and cause serious _____.
7. _____ are not produced by the human body and must, therefore, be provided by diet.
8. Vitamin A is found in _____, fish and _____.
9. A deficiency of the vitamin _____ can cause depression, _____ and tiredness.
10. It is claimed that Vitamin _____ which is found in vegetable _____ and green vegetables prevents _____.

Vocabulary

Try the interactive vocabulary tasks. Click below or in the link collection.



•

/

<http://ndla.no/en/node/123689>



•

History of Medicine Drag and Drop / amendor_ios_task

<http://ndla.no/en/node/61231>



- History of Medicine, Vitamins - Drag and Drop / amendor_ios_task

<http://ndla.no/en/node/61462>

Research and Presentation

Search the Internet (e.g.medical invention, discovery). Choose an important invention from the 19th or 20th century and make a short presentation about it.

Medicine Today

Forfatter: NKI Forlaget, Anne Scott Hagen

[Medicine Today \(58630\)](#)

Medical knowledge and treatment of diseases has improved tremendously in the 20th and 21st centuries, resulting in increased life expectancy. Is this true for all areas of the world?

New Cures, New Problems.



Medicine Today / audio

<http://ndla.no/en/node/94304>

In this century, modern medicine has increased life expectancy, at least in Western countries, by nearly 50 %. As more and more people live into their eighties and nineties, new problems are created. Many suffer from senile dementia, others are physically crippled with diseases such as arthritis and heart disease. Most of these people need constant medical care.

Today's medicine can cure killer infections such as diphtheria and tuberculosis. As these disappear, other resistant infections take their place. AIDS (Acquired Immune Deficiency Syndrome) is a viral infection that can be transmitted through sexual intercourse or blood transfusion. There is neither a cure, nor a vaccine developed yet. Only major changes in the sexual habits of men and women can hope to halt the spread of this terrible disease.

Cancer Today

Cancer has become one of the major causes of death in almost all developed countries.

More accurate diagnosis, with high-tech equipment, has helped doctors find and treat small tumours before they have a chance to spread.

Surgery is the most common method of treatment, but radiotherapy and anti-cancer drugs can be very effective. During radiotherapy powerful rays are directed at the tumour to destroy it. Anti-cancer drugs are used mainly to "wipe up" cancer cells that have already escaped from the tumour and started to travel through the body.



Cancer Poster showing Rosie the Riveter and the pink ribbon for Breast Cancer Awareness Month

Medicine in Developing Countries

While Western countries have made great strides forward in the field of medicine, far less has been achieved in improving the health of those living in developing countries. Millions of people die each year from malaria; thousands die from yellow fever, bilharzia, and other infections that are found in tropical countries. Far too many children die because of dehydration caused by diarrhoea due to minor stomach infections. These symptoms could easily have been cured if only clean water, sugar and salt were available to replace lost fluids.

Many suffer from leprosy, and others are blinded by cataracts. Both could be cured if there were resources available. Poverty and ignorance are often at the centre of many of these problems and some countries try to overcome them by providing basic education about health and hygiene. They also advise on family planning, since overpopulation is still a huge problem in developing countries with birth rates many times higher than those in the West.



Disease Asia

And the Future ...

Medicine by the twenty-first century has achieved miracles, but despite this, or even because of this, society is faced with new health problems. In many cases, the answer is prevention rather than drugs. For example, the only long-term cure for heart disease and cancer is to prevent them!

People are becoming more aware of the connections between a high-fat diet and heart disease, between smoking and lung cancer. Many of the diseases we suffer from can be grouped under the term "lifestyle diseases." Modern medicine alone cannot promise good health. A healthy lifestyle is a major factor in helping to prevent disease.

Tasks and Activities

Comprehension

1. Make a list of the "new" problems/illnesses that people in the western world face today.
2. Can you explain why life expectancy has increased in the last fifty years?
3. How does AIDS spread?
4. How can cancer be treated?
5. What is the situation today regarding health and diseases in developing countries?
6. Which diseases cause death and suffering for people in these countries?
7. What is meant by "lifestyle" diseases?

Discussion

1. What is meant by a healthy lifestyle? In groups, note down at least 10 points which you think are important for a healthy lifestyle and then compare and discuss your notes with another group.
2. How has society's approach to health changed in recent years?
3. Do you think that young people are more active today than 50 years ago? Give examples to support your opinion.

Research

Make a survey of the exercising habits of the students in the class; what activities they take part in and how often.

School Dinners

Forfatter: Eli M. Huseby
[School Dinners \(18585\)](#)

School dinners are an important source of nutrition for school pupils. What do you eat in the middle of the school day? Do you have a canteen in your school or do you bring your own food for lunch?

A school dinner is provided to school children at most schools in the UK. In recent years there has been more focus on nutrition and healthier school meals, especially after celebrity chef, Jamie Oliver, in 2004, started a campaign to provide better quality food in schools. The school dinner is perhaps the main meal of the day for many children. Therefore, it is important that the food provided at the school is good and also appeals to the children.



School Dinners

Tasks and Activities

Research

Harrow School is a public school in England. Many students live at the school and perhaps only go home at weekends or in the holidays. Study "Meals this Week" on Harrow School's website, [Harrow School - Meals This Week](#).

Make a table and compose a Monday lunch with first entrées, vegetarian, potatoes, vegetables, dessert, soup of the day, salad bar and fruit. Suggest drinks. Use your favourite food as a basis.

You may wish to find out more about Harrow School. You can listen to a student talking about the school here: [English Public Schools - Interview](#)

Find Out

Read what Jamie Oliver thinks about English school dinners on the link below and answer the questions.

[Jamie Oliver - School Dinners](#)

1. Why did he start the campaign?
2. What did he achieve?
3. Why was it so difficult to achieve his goal?
4. What does he emphasise in his manifesto?
5. What do you think he would say about the food offered in your canteen?

Project

Make a survey at your school in which you ask students about their eating habits at school. Make your own questions or use the suggested ones.

1. What do you eat?
2. When do you eat?
3. Do the teachers mind if you eat during lessons?
4. Do you bring your own food?
5. How much do you spend in the school's canteen?
6. What do you think about the selection of food in the canteen?

7. Do you think that the food in the canteen is healthy?
8. How important is it for you personally to eat healthy food?
9. What are your concerns when you buy food in the canteen? Categorise from 1 – 6 (1=low priority – 6=top priority)
 - price
 - how tempting it is
 - how quick it is to eat
 - how practical it is to eat
 - how healthy it is, calories, proteins)

Media and Communication

Topics

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.

Agriculture, Fishing, Forestry

At Work - Agriculture, Fishing, Forestry

Tools for Agriculture, Fishing and Forestry - Resources

Forfatter: Anne Scott Hagen

[Tools for Agriculture, Fishing and Forestry - Resources \(116779\)](#)



To be able to talk and write about tools and machines is important in all areas of work. Often information about them can be in English or you may have to communicate in English with a worker from another country. Here are a list of our resources which will help you learn and use the English terms.

Tools have been in use from the Stone Age and have changed and developed to become the labour-saving machines we use today.

[Tools and Machines](#)

Benchwork is performed by means of hand tools. Benchwork may include grinding, cutting, hammering, sawing, filing, chiselling, scraping and reaming. Here you will find descriptions of useful hand tools.

[Hand Tools](#)



Hand Tools, Drag and Drop / h5p_content

<http://ndla.no/en/node/72593>

Marking and measuring a workpiece accurately is very important whether in a mechanical workshop or the construction industry. Here is a selection of the tools that are used for marking and measuring.

[Marking and Measuring Tools](#)



Marking and Measuring Tools - Drag and Drop / h5p_content

<http://ndla.no/en/node/72850>

Try these tasks after reading the texts about Hand Tools and Marking and Measuring Tools.

Various Tools - Tasks

Tools Swap the Letters - how many tools can you recognise here?



Tools / h5p_content

<http://ndla.no/en/node/133805>

Other Useful Tools



Carpenter's Tools - Drag and Drop / h5p_content

<http://ndla.no/en/node/76240>



Carpenters, Cutting and Shaping Tools - Drag and Drop / h5p_content

<http://ndla.no/en/node/80286>



Carpenters, Striking and Fastening Tools - Drag and Drop / h5p_content

<http://ndla.no/en/node/80061>

Health, Environment and Safety

HSE in Agriculture and Related Industries

Forfatter: Anne Scott Hagen, Ginny Hammond
[HSE in Agriculture and Related Industries \(121024\)](#)



Perhaps you are planning to work in agriculture or a related industry. How do you think these industries compare to other industries with respect to health and safety? Are they more or less dangerous?

Discuss which hazards farm and forestry workers are exposed to.

According to the Center for Disease Control and Prevention in the USA, ([Agriculture Health and Safety Topics](#)) agriculture is one of the most hazardous industries. This is also true in the UK where the industry (agriculture, horticulture, forestry and related industries) only employs 1.5% of the working population, but is responsible for 15 - 20% of fatalities to workers. The greatest number of deaths occurs in association with transport - being run over or by a vehicle overturning. Workers have a high risk of both fatal and non-fatal injuries. Injuries can be caused by machinery, manual handling e.g. lifting and carrying, chemicals, dust, noise and infection passed from animals. ([UK Agriculture - Health and Safety](#)) Fatalities and injuries in forestry are associated mainly with the use of a chainsaw or being struck by a tree.

Tasks

Discuss

Why do you think there is such a high percent of worker fatalities in agriculture and related industries compared to other industries?

Find Out

Look at this website, [Safety in US Agriculture](#), and find out about the injury statistics for youths under 20 years old who were involved in farm work in 2009.

1. What was the total number of youths working on farms in 2009?
2. What has been the average number of youth fatalities per year?
3. What percent of youths working on farms are injured per year?
4. Make a pie diagram showing the different causes of fatal injuries to youths based on the information available on the website.
5. What was the leading cause of total deaths in farm work?

Project

Work in groups and make a presentation about health, safety or environment in **agriculture, horticulture, forestry or a related industry** for the Young Farmers' Club or a similar group. It is important to remember the type of audience and fit the presentation to what they would find interesting. Use suitable visual and other aids to illustrate your presentation. Here you will find some information about making a presentation, [How to Make a Mini Presentation](#).

Choose **ONE** of the areas above and **ONE** of the following topics:

- safety hazards and what is done to prevent accidents



Logging



Crop spraying

- long-term health risks and how they can be avoided
- environmental problems and what is done to reduce them



Tomato harvest

Preparation - Risk Assessment

When the group has chosen the area and topic to study, e.g. safety hazards in the forestry industry, make a table with the following headings. Discuss the possible hazards and fill out the table, then use this as a basis for further research on the project.

Hazards/Risks/Problems	Who might be harmed and how	Precautions/Prevention

Make a Glossary

Each group should make a glossary of new or difficult words needed for the presentation.

Presentation - Listening and Evaluation

When listening to the presentations, use a table like the one above and note down the points which each group has included in its presentation. Which presentation/presentations did you find most interesting? Why?

Practice Vocabulary

Make a glossary or vocabulary test for a partner using mytask.no.

Game

- Everyone writes down a typical hazard/risk/problem in agriculture/horticulture/forestry - each one on a separate piece of paper. The teacher should check that everyone does not write the same. Put the pile face down in the centre of the table.
- 2 teams with an equal number of students, one on either side of table.
- One person draws a paper with a hazard, reads it out and tries to describe correctly one safety precaution or way of preventing it.
- If he/she succeeds (the teacher is the referee), it is then the turn of someone from the opposite team.
- If the description is wrong or the language incorrect, the person has to move over to the opposite team and then it is the turn of someone from the opposite team to draw a paper.
- Each person has to take a turn.
- The winner is the team which gains most members.

1. The total number of youths working on farms in 2009 (both those who live and work there and those hired in) : $519000 + 230000 = 749000$
2. Average number of youth fatalities per year = 113 per year.
3. % of youths working on farms who are injured = $16100/749000 = 2.1\%$
4. Sources of fatal injuries to youth: Machinery 23%, Motor vehicles 19%, Drowning 16%, Other 42%
5. Tractor overturn was the leading cause of deaths in farm work.

Restaurant and Food

At Work - Restaurant, Food Processing

Baker in the UK (interview)

Forfatter: Anne Scott Hagen

[Baker in the UK \(128911\)](#)

Are you thinking of becoming a baker when you are finished at school? Would you consider working abroad in an English-speaking country after your apprenticeship is completed? If so the interview below will give you an idea of what it is like to work as a baker in England.

Listening

Before listening, use the dictionary to check that you know the meaning of the following words: *involve, produce (n), sourdough, loaf, perseverance, excel, competitive, catering, event, petit four, patisserie, independent, approve*

Listen to the following interview with a baker in the UK and find out:

- Where he works. (type of company - large/small, etc)
- Where about in the UK he works.
- Why he chose this profession.
- What type of tasks he has to do on a typical day at work.
- What personal qualities he suggests are needed by a baker.
- Does he describe any work processes or services that he provides?
- What he likes best and least about his job.
- How he thinks this line of work will change in the future.
- Where he sees himself in 5 - 10 years' time.



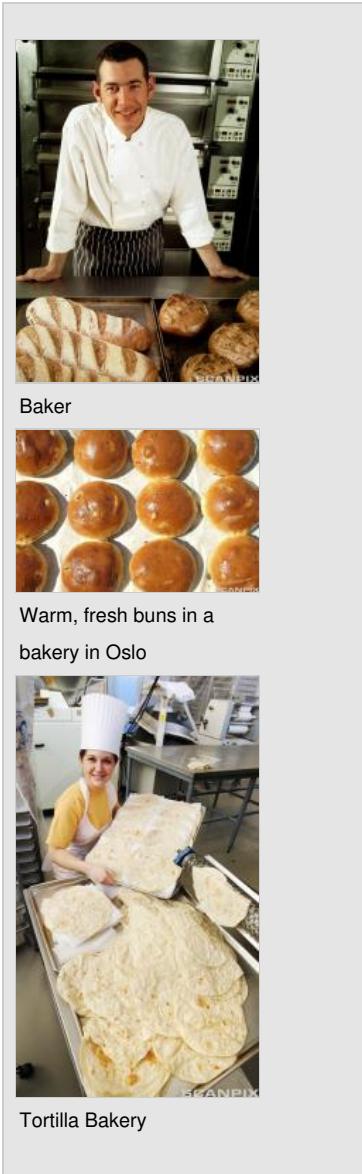
Baker - Interview / audio

<http://ndla.no/en/node/128305>

Apprenticeship and Training

1. Find out about becoming a baker in the UK. Make a table with 3 columns **What does the job involve, the salary, and the qualifications and training required?** Below, you will find some useful links.
 - [Job Profile, National Careers Service UK](#)
 - [Guide to Apprenticeships \(UK\)](#)
 - [Types of Apprenticeships](#)
 - [UK Qualifications Framework](#)
 - [UK Qualifications Explained](#)
2. Now compare a baker's job and education in the UK with a baker's job and education in Norway [Utdanning - Yrkesbeskrivelse](#)

Dialogue



Baker

Warm, fresh buns in a bakery in Oslo



Tortilla Bakery

After you have practised, add more dialogue for some of the following situations:

- The baker offers the customer a cup of coffee and to try some of the bakery products.
- The customer wants to order cakes for a party e.g. cupcakes, petit fours, scones, a large fruit cake, etc.
- The baker does not have change for a large banknote. The customer offers to pay by bank card instead.
- The customer complains about the price of a loaf of bread.

The Butler

Forfatter: Anne Scott Hagen, Wikipedia

[The Butler \(77198\)](#)

What does a butler do in a household? What kind of household do you think a butler works in?

The word "butler" comes from the French word *bouteille* (bottle) and originally a butler was the servant whose job it was to look after and serve the wine. Gradually, by the 18th century, the butler had become the senior male member of the household staff in a grand household with responsibility for the other servants.

The number of employees in domestic service decreased sharply from the 1920s. There were still around 30,000 butlers employed in the UK by World War II, but this number had fallen to an estimated 100 by the 1980s. However, according to Charles Macpherson, vice-chairman of the International Guild of Professional Butlers, the demand for butlers has risen since the turn of the century, because the number of millionaires and billionaires has increased. ([Wikipedia - Butler](#)) There is also an increasing demand for butlers in Asian countries, India, China and the Middle East.



Butlering at Buckingham Palace

Traditionally, butlers gained experience by working their way up through various servant positions in a household. Today, some major hotels offer training and there are some private butlering schools. Butlers are still mainly male, but a female butler can be preferred in some households. Since 2007, Lindsay Steele has been butlering at Buckingham Palace.

Butlering at Buckingham Palace

1. Watch the video and then answer the questions at the following link [Butlering at Buckingham Palace](#).
2. In the video, the reporter mentions "Jeeves". Search for *butler, Jeeves* and find out who Jeeves was.

Discuss

What qualities are required to be a good butler?

Presentation

Find out about a famous butler from a novel, TV show or film and make a short presentation of the character.

At the Restaurant - dialogue

Forfatter: Knut Inge Skifjeld

[At the Restaurant \(dialogue\) \(44896\)](#)

Sit in pairs and act out a conversation based on the information on the flashcards below. There is a blue card to base the waiter/waitress' questions on, and a yellow card for the guest. Switch roles when you have gone through the cards once.

Gradually try to free yourself from the exact wording on the cards. Make sure though that you pick up useful phrases and terms.



Restaurant

Feel free to add extra elements into the dialogue - like questions on what the weather is like, if it is a busy day etceteras. There is also a menu below the flash card which you may base additional questions on.

Here are some useful phrases:

- Welcome to our restaurant! My name is ***** * and I am your waiter today, how can I help you!
- We do hope you will enjoy a delicious meal.

14 tips for a waiter

(source: wikihow.com/Be-a-Waiter)

1. Always arrive at least 10 minutes before your scheduled shift.
2. Make sure you are presentable before you leave for work. Always be well-groomed and keep your clothes clean. Wear clean shoes and socks. Your hair should be neat and washed, your nails clean, your uniform/clothes clean and modest. Apply limited quantities of makeup.
3. Approach your table with a smile and a greeting. Introduce yourself and say your name clearly. "Hello, nice to see you. My name's _____. Can I show you the menus and perhaps take a drink order?" Greet customers with a smile as they enter. Maintain balanced eye-contact, but avoid staring too much. As you seat them at their table, perhaps stir up small conversation as you proceed to take their drink orders.
4. Take drink orders clockwise starting at your left. If children are present ask for their beverages first, followed by ladies and then gentleman all following the left to right order. This is now the time to discuss the specials.
5. When you have served their drinks, ask if they have any questions about the menu. Don't rush them unless they are late and even then do it gently. If they are ready to order, take their order clockwise starting at the left and closest to you...if not, proceed to your next table.
6. Bring out orders in their entirety. Never bring one guest's food without the other's, unless specially instructed otherwise (this may happen if one or more in the party plans to leave early). Normally, there shouldn't be any circumstance causing one part of an order be ready much later than another. If on occasion you foresee this happening and causing a problem, briefly explain the situation and ask how the customer would prefer handling this.
7. Don't overly badger the customers. Avoid going into eagle-hawk mode. Customers hate to be ogled at or constantly interrupted. How would you feel if someone was glaring at you as you ate your meal? If a table wants something they will glance around to look for you. If you stay alert and watch (not stare) your tables as you walk the floor most customers will make eye contact as a signal that they need you. This can give them the feeling like you're paying attention without hovering or badgering them. When their good food and conversation is over, they will start looking around at other diners or the walls. This can tell you when to clear plates, offer desserts or drop the check.
8. Clear any of the plates from the current course as soon as it is obvious the customer wants them to be removed. Always clear plates from the previous course completely, before bringing plates from the next course to a table. Before clearing plates, be sure to ask politely. Use a manner and tone consistent with both the atmosphere and the customer. Generally, "May I clear?" is good. In most establishments, make no reference if they are still eating or more likely, the one who is doing the talking is still eating.
9. You clear the plates after everybody finished their course, as they would start eating only when all the food is served, and they will (hopefully) indicate that everybody is finished their meal by having the fork and knife at the center of the plate.
10. When the main course is served, always ask "May I get you anything else?" and give them a second to think about it. Check back again within five minutes, with "Are you enjoying everything?" with specific references about the hosts dish,... "How is your Steak?" at the very least. Listen to their response and more importantly read their body language: Many people are shy to speak up about problems, and they may blame that on you come time to leave a tip.
11. When the main course is cleared ask.." Would you like to see the dessert menu?", but clear the breads and/or soup that they were having before ordering, even if they are not finished.
12. When they are finished with their meal, ask them "Is there anything else I can bring

you?" If they say no, promptly give them their bill and wish them a good day. Don't assume the man will pay. If it becomes directly known to you during their visit which guest will be paying, you may leave the check at the end of the table by him or her. Otherwise, leave the check in the middle of the table. Check is always face down. If it is inside a check envelope, lay it flat on the table, don't stand it up.

13. Take their payment. Inform your guest that you will prepare the payment for them, i.e. change if cash or you will process their credit card for them. Never ask if they want change: Just break the bills and return quickly with the change/receipt.
14. When you return, thank them and say something like, " It's been nice to see you" , "hope to see you again soon", OR if they seem to be lingering after their meal, just say "thank you", as they may need refills and such.



At the restaurant (1) / flashnode

<http://ndla.no/en/node/44891>

STEAKS

All steaks are cut fresh on the premises and char grilled to your specifications.

Served with baked potato, French fries, or rice, and vegetable.

- NEW YORK STRIP STEAK \$21
16 oz. Choice cut from the sirloin
 - PRIME RIB-EYE STEAK
 - KING 16 oz. \$21
 - Queen 12 oz. \$17
 - TENDERLOIN \$22
- ADD TO ANY STEAK
- Four (4) Garlic or BBQ Shrimp \$5
 - Side of Ribs \$5

BBQ CHICKEN PLATTER

- Whole Chicken \$14 Vegetarian
- Half Chicken \$9

RESTAURANT BEVERAGES \$2

- Hot Mama Chili
Seasoned tempeh, red bean and vegetable chili, garlicky greens, wheat-free corn muffin, scallion butter \$12
- Salad
Burger in a salad: Black bean veggie burger, baby greens, caramelized onions, roasted peppers, avocado, chilled green beans, sprouts, carrots, Dijon balsamic dressing \$15

Pepsi Coke Diet Pepsi Mug

- Sierra Mist Mountain Dew Orange Iced Tea
- Ginger Ale Dr. Pepper Milk Coffee
- Hot Tea Hot Chocolate

Topics

Cottage Pie with a Twist

Forfatter: Anne Scott Hagen

[Cottage Pie with a Twist \(98286\)](#)

Britain has become a multicultural society and this has also influenced traditional recipes and introduced new dishes to the British menu. Today, curry is considered to be Britain's national dish! Which cultures do you think have influenced British food and traditions in the last 50 years? If you are not sure, check UK - Immigration at the link below for some ideas.

[UK - Immigration](#)

Watch the video and then do the tasks which follow.



Cottage Pie with a Twist / fagstoff

[http://ndla.no/en/node/98286](#)

Comprehension

Answer the multiple choice questions below.



Cottage Pie Multiple Choice Comprehension / h5p_content

[http://ndla.no/en/node/123507](#)

Find Out

In the video, Levi Roots is making dinner for his friends on St. George's Day – the most English of all days.

1. Who was St George?
2. Why do they celebrate St George's Day in England?
3. What does the white flag with a red cross on it have to do with:
 - England?
 - St George?
4. Why does Levi say that his friends are "expecting a feast fit for dragon slayers"?

Useful link: [St George](#)

Discuss

1. Has some traditional Norwegian food been given a new "twist" from other cultures? Can you find some examples?

2. Choose a traditional Norwegian dish, for example, "kjøttkakaker", and discuss how you would give it a new "twist".

Writing

After the discussion above, write out the recipe for the traditional Norwegian dish with the new "twist" you have added to it.

Translate

Write out the recipe for Levi's Cottage Pie in Norwegian.

Spices

Forfatter: Jon Sandnes, Anne Scott Hagen, Catharine Ruud

[Spices \(78051\)](#)

You probably have a favourite food. Perhaps it is American hamburgers, Italian pizza, Norwegian meatballs or Indian curry. What is *your* favourite dish?

The flavouring that is used in food varies from one country to another. It can be quite mild or very strong and spicy. Can you name some of the flavouring that is added to your favourite dish?

Spices and Herbs



Spices / audio

<http://ndl.no/en/node/94307>

A spice is a dried seed (cardamom), fruit (black pepper), root (ginger), bark (cinnamon) or vegetable substance (garlic) from a plant. Spices have, throughout history, been essential in cooking for flavour, colour and as a preservative. They have also been important ingredients in medicine. Their properties made them valuable items in ancient and medieval times, and today there is an immense selection of spices which are used in small quantities in any tasty food. Herbs are the leafy, green part of plants and are also used for both flavouring food and making medicine.

The Spice Trade

One of the aims of the great explorers was to obtain spices from the east. Christopher Columbus was looking for a new route to India when he discovered America in 1492. At that time, because of the lack of refrigeration, spices were important for the conservation of meat which would soon have gone off due to high temperatures. When Britain colonised India, the country's natural resources were exploited, and consequently spices were one of the most important trade goods and became more and more common in European cuisine.

Today, India has experienced an increase in the export of spices and is at present the world's largest exporter. This growth is mainly due to changes in the lifestyles of consumers all over the world. People travel more than ever and want to have unforgettable culinary experiences and to recreate these experiences at home.

The Right Flavour

The knowledge of spices is essential in any cooking worldwide. Spices are usually dried, whole or ground, but can also be sold fresh. Spices are added to food early in its preparation to give time for the flavour to be released. They are very important for people who are serious about cooking great tasting meals. Using the right spice will make the difference between an excellent meal and an ordinary one. Great tasting meals start with great tasting spices!



Spices

Tasks and Activities

Comprehension

1. What purpose do spices have in cooking?
2. In which other area have spices been used?
3. What is the difference between herbs and spices?
4. Why were spices important in earlier times?
5. Which country has always been and still is important for the spice trade?
6. Why is there an even greater demand for spices today?
7. During cooking, when should spices be added and why?

Spices and Herbs

1. Do the interactive tasks,



Spices and Herbs 1, Vocabulary / h5p_content

<http://ndla.no/en/node/78058>

and



Spices and Herbs 2, Vocabulary - Drag and Drop / h5p_content

<http://ndla.no/en/node/79429>

- . Match the Norwegian and the English names.
2. Arrange the following in a table showing which are herbs and which are spices?*allspice, basil, bay leaves, black pepper, cardamom, cinnamon, cumin, cloves, chillies, garlic, ginger, marjoram, mustard, nutmeg, parsley, poppy seed, rosemary, sage, tarragon, thyme, turmeric*
3. Choose 4 spices or herbs mentioned in tasks 1 or 2 or others you know of and find out which country/countries they came from originally and what they are used for.

Presentation

Choose one dish (perhaps you have a favourite but if not search for one on the internet), write out the recipe with special attention to the spices and/or herbs which are added, and then make a presentation to your classmates and try to persuade them that this dish is something they must try.

Service and Transport

At Work - Service and Transport

Bus Driver in the UK (interview)

Forfatter: Anne Scott Hagen

[Bus Driver in the UK \(128950\)](#)

Are you thinking of becoming a bus driver when you are finished at school? Would you consider working abroad in an English-speaking country after your training is completed? If so the interview below will give you an idea of what it is like to work as a bus driver in England.

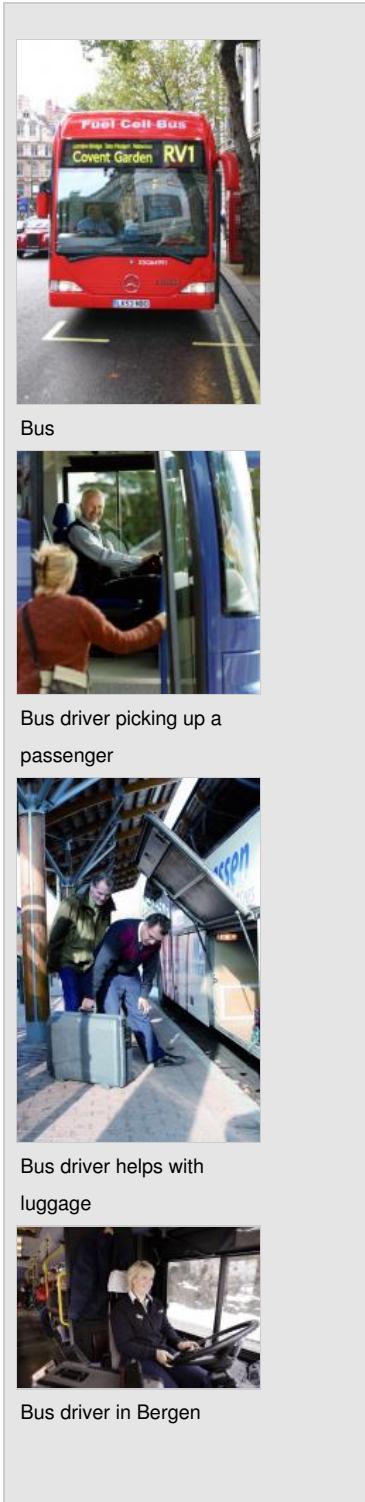
Listening

Before listening, use the dictionary to check that you know the meaning of the following words: *tend to, adhere to, stringent, patience, senior citizen, self-awareness, the upshot, nightmare, vehicle, steamed up, season, harsh*

PCV Licence = Passenger Carrying Vehicle Licence

Listen to the following interview with a bus driver in the UK and find out:

- Where he works. (type of company - large/small, etc)
- Where about in the UK he works.
- Why he chose this profession.
- What type of tasks he has to do on a typical day at work.
- What personal qualities he suggests are needed by a bus driver.
- Does he describe any work processes or services that he provides?
- What he likes best and least about his job.
- How he thinks this line of work will change in the future.
- Where he sees himself in 5 - 10 years' time.



Bus Driver - Interview / audio

<http://ndla.no/en/node/128299>

Apprenticeship and Training

1. Find out about becoming a bus driver in the UK. Make a table with 3 columns: What does the job involve, the salary and the qualifications and training required? Below, you will find some useful links:
 - [Job Profile, National Careers Service UK](#)
 - [Guide to Apprenticeships \(UK\)](#)
 - [Types of Apprenticeships](#)
 - [UK Qualifications Framework](#)
 - [UK Qualifications Explained](#)
2. Now compare a bus driver's job and education in the UK with a bus driver's job and education in Norway. [Utdanning - Yrkesbeskrivelse](#)

Dialogue



Dialogue with a Bus Driver / h5p_content

<http://ndla.no/en/node/130110>

After you have practised, add more dialogue for some of the following situations:

- The bus driver only takes exact change for the bus fare.
- The passenger also wants a ticket for a child.
- The passenger asks for help with his suitcase but the bus driver says that it isn't part of his job.
- The passenger complains and asks the bus driver to talk to some noisy teenagers.

Working as a Hotel Hostess

Forfatter: Eli M. Huseby

[Working as a Hotel Hostess \(88642\)](#)

Most people know what a receptionist, a bartender and a chambermaid are supposed to do in their line of work at a hotel. But do you have any idea what the primary tasks of a hotel hostess are? Listen to Christina who works as a hostess at Jurys Inn in Liverpool.

Vocabulary

Before you listen to the recording, you should be familiar with the following words:

- supervisor=en som har oppsyn med noe/ein som har oppsyn med noko
- hostess=vertinne
- wages=lønn
- greeting=hilse/helse på
- foreign=fremmed/framand
- Liverpudlians=folk som kommer fra/kjem frå Liverpool
- expressions=uttrykk
- the merchant navy=handelsflåten
- immigrant city=innvandrerby/innvandrarby



Jurys Inn Liverpool



Breakfast Supervisor from Liverpool / audio

<http://ndla.no/en/node/88852>

Interview with Breakfast Supervisor, Jurys Inn Hotel, Liverpool

Interviewer: Here, it is October 31st and we are in Liverpool at Jurys Inn Hotel and here we have met a nice lady. What's your name please?

Supervisor: It's Christina Dixon.

Interviewer: What is your job here in the hotel?

Supervisor: I'm breakfast supervisor , em – breakfast and lunch. Make sure all the ---- seating the guests, checking the food, all the way from 6 o'clock till 2:30.

Interviewer: So what are the best parts of your job ,would you say?

Supervisor: Em ... Besides the wages?

Interviewer: Mmm

Supervisor: Eh... Meeting the people. That's ... It's very hard with meeting all the guests and especially the overseas guests. And it's fun because with us having such a strong accent, it's fun for them to try and fathom out what we're saying and most Liverpudlians speak bits of language – bits of German, bits of French. It's fun, that's the best part about it.

Interviewer: Talking about a language, do you have any special expressions that you only use here in this area?

Supervisor: No not really, no, no, no. It's for the foreign guests ..em you just... If it's German you say Guten Morgen, Bonjour, Bonsoir. You know, it's little things like that ... the foreign guests. Mostly, when people come from around Britain, from Ireland and Scotland, they come for the accent and it's such a strange accent, I suppose well it's not. It's 'cause it's like five or six languages all mixed together. 'Cause Liverpool has always been an immigrant city. We've got bits of Norwegian. There's 25000 Norwegians at sea here in the merchant navy. And along there we've got a little plaque dedicated to all the sailors who lost their lives in the Blitz.

Interviewer: That's interesting.

Tasks and Activities

1. After listening to the recording, try the multiple choice task:



Interview with Hotel Hostess /
h5p_content
<http://ndla.no/en/node/127974>

2. Christina works at Jurys Inn in Liverpool. Check out the hotel's website and answer the questions: [Jurys Inn](#)
 1. How many locations does Jurys Inn have in a) England b) Scotland c) Republic of Ireland d) Northern Ireland?
 2. How many meeting rooms can Jurys Inn in Liverpool offer?
 3. Look at the map provided on the destination guide. A hotel guest at Jurys Inn in Liverpool asks you if you can explain to him/her how to get to a) Albert Dock b) Liverpool James Street Railway station.
 4. You want to book a Superior Room Package with a double room in Liverpool. What does this package include? What do you have to pay for one night? Use the currency calculator, how much do you have to pay in Norwegian kroner?



Christina works as a breakfast and lunch hostess at Jury's Inn, Liverpool

Role play

You are going to spend two nights in the hotel. Ask the receptionist about the availability of rooms, the Superior Room Package and what it includes, about facilities, prices and meeting rooms.

Working at a Hostel

Forfatter: Morten Serkland

[Working at a Hostel - Interview \(109276\)](#)



In this interview you meet Iain MacKinnon. He is the owner and general manager of Brodies hostel in Edinburgh, Scotland. Here he gives an account of what his job consists of and the challenges he meets as a manager. His staff comes from all over the world. Mostly they are young people staying for a while to get international experience, improve their language and earn money.

Listen to the interview to get an impression of what it is like to work in a hostel.

Before you start listening to the interview, you should think about:



Entrance Door Brodies



Fanciful hostel entrance



Brodies' Canadian staff member

- What is the difference between a hotel and a hostel?
- If you were planning a trip, what requirements would you have for a hostel?
- Imagine you are a staff member. How can you prepare in order to handle all kinds of guests?

- Which challenges do you think hostel staff meet?
- You should be familiar with the concept "stereotypes", meaning that you have a very fixed idea of people, cultures and countries.

Interview (ab. 4 min.)

Listen to the interview once to get an overall impression.



Manager Brodies / audio

<http://ndla.no/en/node/110533>

Listen closely to it one more time. Copy the table into your text editor and provide key words under each column:

Work duties	Challenges	Staff	Stereotypes	Work experiences

Tasks and Activities

Identify the Objects

Look at the picture from the reception. We have provided the first letter of items to be found in the picture and indicated how many letters the word contains. Try to identify these items:



Iain at work at the reception

K_____
C_____
C____ M_____
W_____
D_____
C_____
M_____
W_____ S___

- Keys Oral
- Computer Brodies Hostel in Edinburgh is going to hire new staff. They put
- Card Machine
- Watch
- Desk
- Cupboard up this ad on the entrance door:
- Map
- Welcome Sign

We need new staff ASAP.
Interested? Please contact
Brodies Hostel,
Manager Iain MacKinnon on tel. +446314051811

You have a gap year from school and have planned a backpacker tour for one year. Part of this year you intend to spend in Scotland to improve your skills in English. You notice the ad and decide to call up Iain about the job. One of you should be the applicant (arbeidssøkeren/arbeidssøkaren). The other one should be the manager, Iain MacKinnon.

The applicant should:

Greet (hilse/helse) the manager, introduce yourself, be polite (høflig/høfleg), interested and have relevant questions for Iain.

Prepare by looking up appropriate words and terms.

The one who is going to act Iain's part, may:

Listen to the interview once more and make up his mind regarding requirements for the job such as reliability (pålitelighet/påliteligheit), communication and language skills and attitudes.

Self Assessment

Evaluate your accomplishments in the telephone conversation. In what ways did you succeed? What could have been better? Based on this telephone conversation, do you think you would have had a real chance of getting the job? Give reasons.

Creative Writing

1. Look at the picture from the reception in Brodies. You are one of the keys in the key box on the counter. Tell the story of your experiences during the last 24 hours.
2. Write Iain's diary from one day at work.
3. Look at the pictures of the entrance doors of the hostels. Daytime and nighttime a lot of people pass their doorsteps. Make an imaginary conversation where the two doors, talk about what they observed in the last 24 hours.

Meet a Concierge

Forfatter: Eli M. Huseby

[Meet a Concierge \(108063\)](#)



Would you like to work as a concierge? If you listen to this interview recorded at a hotel at Times Square, you will get an idea about what a concierge is and what he/she does.

Listen to the interview once.



Concierge in New York / audio

<http://ndla.no/en/node/108125>



After listening to the interview, note down words that you do not know (do not worry about the spelling). Then, look up the listed words below, and see how many words correspond with the words that you did not know.

The complex block contains three images: the Statue of Liberty, the tall skyscraper of the Rockefeller Center, and a red double-decker bus with "City Sights NY" written on it, parked on a city street.

Ann at work

- needs=behov
- desires=ønsker/ønske
- transfer=transfer
- budget=budsjett
- permission=tillatelse/løyve
- excessive=for mye/for mykje
- work hours=arbeidstimer/arbeidstimer
- challenging=utfordrende/utfordrande
- bilingual=tospråklig/tospråkleg
- trilingual=trespråklig/trespråkleg
- venue=sted/stad
- real estate broker=eiendomsmegler/eigedomsmeklar
- rose petals=kronblad på roser
- employer=arbeidsgiver/arbeidsgivar
- communication skills=kommunikasjonsferdigheter/kommunikasjonsferdigheitar
- attitude=holdning/haldning
- consistent=utholdende/uthaldande
- block=qvartal
- hour cuts=timekutt
- language barriers=språkhindringer/språkhindringar
- income=inntekt

Oral

After

listening to the interview, imagine that you are Ann's colleague working at Milford Hotel at Times Square, New York. You may listen to the interview once again to get specific details.

In pairs prepare the following topics:

- The main tasks of a concierge
- A guest asks you how he gets to the Statue of Liberty and information about the site (use a map)
- A guest wants to propose to his girlfriend at Rockefeller Center, give him advice and explain how he gets to the site (use a map)
- Qualifications needed to become a concierge
- Challenges you meet as a concierge
- Attitudes needed as a concierge
- Work policy (working hours, vacations, shifts)



Subway Sign

Present in class.

Writing

You've been asked to write a portrait of Ann. Use background information from the interview and see if you know how she comments on the topics listed below. You may also include information from the hotel's website [Milford Plaza](#).

- Working hours
- Vacation
- Communication skills
- Excessive work hours
- Usual/unusual questions
- Language skills
- Google
- Qualifications
- Attitudes
- Staff policy
- Economy



Presentation

You are a concierge at Milford Hotel and have been asked to prepare a Valentine arrangement for a group of young people coming in. The group leader has asked you to make a plan for your arrangements where you include some text and a few pictures. Make the presentation.

Valentine

Vocabulary

After working with these activities, you should be familiar with the words in the interactive task. Click on the correct answers.



MyTask - Click icon to open task!

Suggested Further Activity

If you want to know more about a concierge's work, check out this website [Concierge](#).

Yellow Cab

Forfatter: Morten Serkland, Eli M. Huseby

[Yellow Cab \(105812\)](#)



In New York around 215 million people use a yellow cab every year. There are also a lot of pirate taxis, but the yellow ones are the only ones that you can legally hail on the street. Think of some films you have seen where the New York taxis have appeared. What is your impression of these vehicles and the drivers?

In this interview you will meet Ray who has been a taxi driver for seven years. He is also the owner of two taxis. Before you listen to Ray, you should be familiar with the words in the vocabulary test.



MyTask - Click icon to open task!

Listening to the Interview

In this interview there are four main focuses

1. The development of yellow cabs
2. Ray's life as a taxi driver
3. The American Dream/success
4. Customers



Taxidriver in New York

Divide students in your class into 1, 2, 3 and 4s. The no. 1 group focuses on topic no. 1, the 2's on topic no. 2 and so on. Take notes while listening.



Yellow Cab / audio

<http://ndla.no/en/node/105792>

After listening to the interview, come together in the 1, 2, 3 and 4 groups and compare your notes. Agree about the five most important words in your topic. Rank these words according to their importance.

Each group displays on a board their five words for the whole class.

Use the twenty words the groups have provided. Based on these words, make a short written summary of the interview.

Play a Role

Act out a conversation between Ray, the driver, and the following passengers (see below). Pick one role each. Prepare your lines.

Roles:

- Ray, the taxi driver
- an angry passenger
- a depressed passenger
- a very talkative passenger
- a-new-in-town passenger
- a passenger that does not want to pay.

Numbers

1. One mile is 1.62 km. How many kilometers are 7, 15 and 35 miles?
2. A regular yellow cab costs about 27,000 dollars. How much is that in Norwegian kroner? How do you find out? Do you know how many dimes this is?
3. A hybrid cab costs 33,000 dollars. How much is that in Norwegian kroner? How much is this in nickels?

Find Out

1. Compare different car brands by checking their websites. Find out which brand of hybrid cars leads the market.
2. Find a map of New York. Pretend that you are taking the final test before you get your taxi licence. You are going from:
 - Battery Park to Central Park
 - The UN Building to the Metropolitan Opera House
 - The Empire State Building to MoMa
 - The Rockefeller Center to Brooklyn via Brooklyn BridgeExplain your route to your class.

A Gondolier in Venice

Forfatter: Morten Serkland

[A Gondolier in Venice \(115166\)](#)



Roberto is a gondolier in Venice, Italy. Roberto's profession goes back to the 1300s. As a fourth generation gondolier he carries on a family tradition. What is it like to be a gondolier on the canals in Venice? What is it like to live and work in a place that attracts more than 15 million tourists every year. In this interview Roberto gives us some answers.

Before you listen to the interview, sum up how much your class know about Venice (location, history, attractions).



A Gondolier in Venice / audio

<http://ndla.no/en/node/115193>

Jeopardy

In jeopardy you are supposed to make the questions instead of giving the answers. Here is some of the information Roberto gives in the interview. You should make the questions. Use the hidden text only to correct yourself.

1. Fourth generation
2. 450 gondoliers
3. 1300s
4. There used to be 10,000
5. China and Russia
6. 45 minutes
7. 80 Euros
8. 6 people
9. In a lagoon
10. Bahamas, London and New York
11. To have a girlfriend
12. Only male gondoliers



Roberto from Venice

1. How many generations in your family have been gondoliers?
2. How many gondoliers are there today?
3. When did the first gondolas appear?
4. How many gondolas were there at the most?
5. Where do the tourists come from lately?
6. How long does a tour last?
7. What is the price for a tour?
8. How many people can be seated at the same time?
9. Where is Venice located?
10. Where has he lived apart from Venice?
11. What is the best way to learn a foreign language?
12. Are there mostly male or female gondoliers?

Tasks and Activities



Fourth Generation Gondolier



Canal Grande



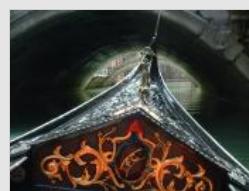
Carneval



Bridge of Sights



Football shirts



Gondola

Writing

1. Make a written presentation or picture book where you present what it is like to be a gondolier. Include training, qualifications, family tradition, guiding and the gondola.
2. Roberto has asked you to help him make his homepage, where he will advertise for his business. Make a suggestion.



Tie Rack

Fotograf: [Morten Serkland](#)

3. Italy is famous for its fashion and design. Choose three of these ties in the tie rack in Venice. Tell about the three different customers that buy the ties (for whom are they buying it, when is the first time they will wear it, why do they choose this particular tie, will other people notice it?)

Oral Practice

1. You are working in the tie shop in Venice. The three customers (above) enter your shop and want to buy their ties. Act out the conversation.
2. You are Roberto. A potential passenger wants to have a tour. He or she asks: how much you charge, the duration of the tour, the main attractions and if you sing during the tour. Act out the conversation between Roberto and the passenger.

Working as a Flight Attendant

Forfatter: Anne Scott Hagen, Morten Serkland

[Working as a Flight Attendant \(114816\)](#)



Flight attendants are also known as cabin crew and are employed to look after passengers on an aircraft.

From your own experience, what does a flight attendant's job consist of?

What kind of training do you think they require?

crew, long/short haul, destination, turbulence, roster
Listening

Two Australian flight

attendants are being interviewed about their jobs.



Flight Attendants / audio
<http://ndla.no/en/node/115726>

Tasks

Based on the information in the interview, make questions for the answers below.

Only check the suggested solution after you have completed your own questions.

1. Qantas
2. Positive and negative sides to it
3. Cleaning up mess
4. Travelling the world
5. Time changes
6. 17 hours
7. The whole crew has to agree.
8. A two month roster which they get two weeks in advance
9. Inland Australia and international routes mostly from Melbourne, Sydney and Brisbane
10. Los Angeles, San Francisco, Hawaii, and Hong Kong, for example
11. Not really, mostly just turbulence
12. A tyre burst
13. Regular practices and every six months they have to pass an exam

1. Which airline do they work for?
2. What do they feel about their job?
3. What is one of the negative aspects of the job?
4. What is one of the positive aspects of the job?
5. Is there anything that they find particularly difficult about the job?
6. How long can they fly in one go?
7. What are the rules if they are asked to work longer?
8. What is their work schedule like?
9. Where does Qantas fly?
10. What are some of the destinations which they fly to?
11. Have they experienced any scary episodes?
12. What happened to one of the women a couple of weeks ago?
13. What kind of safety training do they have?

Vocabulary

Bokmål



MyTask - Click icon to open task!

Nynorsk



MyTask - Click icon to open task!

Find Out

1. Check out the map, [Qantas](#), and find out where Qantas/Qantas Link flies to. Find examples in a) Asia, b) Europe (may require a stopover) and c) North America that you can fly to from:
 - Sydney
 - Brisbane
 - Perth
2. At [Qantas Careers - Flight Attendants](#) choose either international, domestic or regional flights and make notes on the essential requirements needed to become a flight attendant.
3. Sit in pairs and tell your partner what you have found out. What would **you** say was the most important skill required to become a flight attendant?

Time Changes

1. The two flight attendants fly to destinations all over the world. Use the [World Clock](#) to find the time at this moment in the following cities:
 - Sydney, New South Wales
 - Perth, Western Australia
 - Los Angeles, California
 - London, UK
 - Hong Kong
 - Honolulu, Hawaii
2. Copy the table into your text editor. Then use the Time Zone Converter at [World Clock](#) to calculate the arrival times for the following flights (assume the flights depart today):

Depart From	To	Flight Time	Arrival Time
Sydney, Aus. at 08:00	Brisbane, Australia	2 hours	
Brisbane at 12:00	Hong Kong	8 hours	
Hong Kong at 08:15	Amsterdam, Netherlands	12 hours	
Amsterdam at 12:30	Oslo, Norway	2 hours	
Oslo at 15:35	London, UK	2 hours	
London at 21:50	New York, USA	7 hours	
New York at 11:10	San Francisco, USA	7 hours	
San Francisco at 18:00	Honolulu, Hawaii, USA	5 hours	
Honolulu at 06:45	Melbourne, Australia	11 hours	

Arrival at:

Dialogue Practice

- Brisbane 09:00
- Hong Kong 18:00
- Amsterdam 13:15
- Oslo 14:30
- London 16:35
- New York 23:50
- San Francisco 15:10
- Honolulu 16:00
- Melbourne 14:45 the following day

In pairs: One of you is a flight attendant and the other is a passenger. Make dialogues where:

1. The passenger is polite and pleasant.
2. The passenger is angry and impatient.

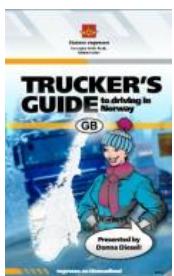
The passenger should:

- Complain about the food
- Buy something from the taxfree trolley
- Ask for something to drink
- Ask to move to another seat, because the passenger beside him/her is

Driving in Norway

Forfatter: Statens vegvesen, Anne Scott Hagen

[Driving in Norway \(105404\)](#)



The Norwegian Public Roads Administration has produced a brochure in which Donna Diesel explains about Norwegian driving rules and driving conditions for foreign drivers.

[Trucker's Guide to Driving in Norway](#). Look at page six in the brochure and find out:

- the reason for the brochure
- who is Donna Diesel
- what is special about driving in Norway
- the 5 things that foreign drivers need to remember

Vocabulary

Here is some useful vocabulary. Can you match the English and Norwegian words?



MyTask - Click icon to open task!



Truck on snowy highway

Telephone Conversation

1. Below are Donna Diesel's tips for meeting winter road conditions. Look up the words you don't know in our dictionary.
2. You are a foreign truck driver who will be driving in Norway and you would like information about what documents and equipment you need. You are going to make a telephone call to the Norwegian Public Roads Administration to find out. Make 5 questions based on Donna Diesel's tips, e.g. What documents do I need? Why do I need

Work in pairs, one is the foreign driver and one is the Norwegian Public Roads' employee. Start the conversation like this:

Driver: Good morning, my name is

Employee: Good morning, how can I help you?

Driver	Vehicle
Bring your driving licence	
Bring your passport	Snow chains
Bring your European Health Insurance Card	Alcohol in the braking system
Bring your commercial driving licence	Tow chain
Bring warm clothing and footwear	Wheel chocks
Bring food and something hot to drink	Sand
Bring along a shovel	Full tank of fuel
Bring along an ice scraper	

Writing and Spelling

Try and fill in the glossary correctly. You can start with the English words and translate into Norwegian and then try from Norwegian to English.



MyTask - Click icon to open task!

Hotel Dialogues

Forfatter: Anne Scott Hagen

[Hotel Dialogues \(113240\)](#)

Here you can learn about and practice vocabulary related to working and staying at a hotel.

Dialogue Practice

1. Here is a link to three dialogues - making reservations, checking in and checking out/getting to the airport [Hotel Dialogue](#).
2. In pairs, try out the dialogues and then try the interactive hotel dialogue vocabulary task [Hotel Dialogue Vocabulary](#).

More Hotel Vocabulary

1. Hotel vocabulary: [Hotel Vocabulary](#)
2. Vocabulary game: [Hotel Vocabulary Task](#)

At Passport Control - Dialogue

Forfatter: Jon Sandnes, Knut Inge Skifjeld

[Dialogue - At the Passport Control \(48890\)](#)

Below you will find cards containing words or phrases in English. Sit in pairs and act out a dialogue where you have to include the words popping up as you click 'next'.

Feel free to use the words or phrases in any variants. If the card says **thank you** you may use **thanks** or **I appreciate it** as well. Reload site to try again by pressing **F5** or **ctrl + r** (Menu: view - reload).

Having finished this dialogue, create a dialogue of your own and act it out with a fellow student.

Some useful expressions to add questions

- Listen, do you by any chance . . .
- Would you mind telling me . . .
- By the way, do you . . .
- Is it possible for you . . .
- When you say that, I can't stop thinking. . .
- One other thing, do you often . . .



Talk



Dialogue - Passport Control / flashnode

<http://ndla.no/en/node/48881>

Topics

India and Outsourcing

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 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

- Employer
- 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

Choose 5 of the words and create sentences to demonstrate that you are familiar with the use of the words.



Platform 3

Look at **the pictures** below and answer the questions related to each picture. You may use [www](#) to do some research.

What do you see in the picture?

Picture 1

- Goal
- Bonus
- Outsource



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

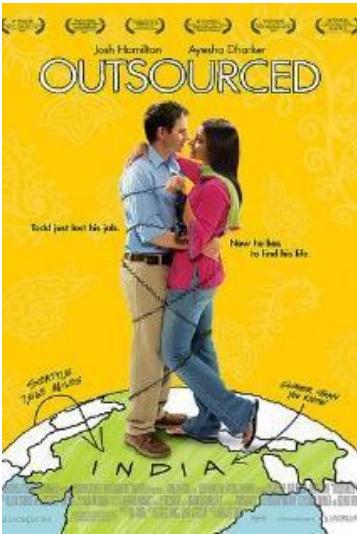


What does the elephant symbolise in Indian culture?
Hint: take a look at this link [Animal symbols](#)

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](#).

Tech/Industrial Production

At Work - TIP

Car Mechanic in the UK (interview)

Forfatter: Anne Scott Hagen

[Car Mechanic in the UK \(128952\)](#)



Are you thinking of becoming a car mechanic when you are finished at school? Would you consider working abroad in an English-speaking country after your apprenticeship is completed? If so the interview below will give you an idea of what it is like to work as a car mechanic in England.

Listening

Before listening, use the dictionary to check that you know the meaning of the following words: *maintenance, break down, recommend, independent, honesty, the public, reputation, vehicle, manufacturer, schedule, baffle, dealer, warranty, wiring diagram, landlord, property, overheads, retire*

YTS = Youth Training Scheme

MOT is used for the Ministry of Transport (now Department of Transport) test which is required annually on all cars over 3 years old to check that vehicles meet road safety and environmental standards.

Listen to the following interview with a car mechanic in the UK and find out:

- Where he works. (type of company - large/small, etc)
- Where about in the UK he works.
- Why he chose this profession.
- What type of tasks he has to do on a typical day at work.
- What personal qualities he suggests are needed by a car mechanic
- Does he describe any work processes or services that he provides?
- What he likes best and least about his job.
- How he thinks this line of work will change in the future.
- Where he sees himself in 5 - 10 years' time.



Car Mechanic - Interview / audio

<http://ndla.no/en/node/128298>

Apprenticeship and Training

1. Find out about becoming a car mechanic in the UK. Make a table with 3 columns: What does the job involve, the salary and the qualifications and training required. Below, you will find some useful links.

- [Job Profile, National Careers Service UK](#)

- [Guide to Apprenticeships \(UK\)](#)
 - [UK Qualifications Framework](#)
 - [UK Qualifications Explained](#)
2. Now compare a car mechanic's job and education in the UK with a car mechanic's job and education in Norway. [Utdanning - Yrkesbeskrivelse](#)



Car mechanic at work



Apprentice Car Mechanic



Electric Car



Apprentice Car Mechanics

Dialogue



Dialogue with a Car Mechanic / h5p_content
<http://ndla.no/en/node/129589>

After you have practised, add more dialogue for some of the following situations:

- The mechanic finds that the brake pads have to be changed.
- You would like the mechanic to check the oil. He finds it needs to be topped up.
- Ask what the mechanic will check when the car has an MOT.

Laboratory Assistant in the UK (interview)

Forfatter: Anne Scott Hagen

[Laboratory Assistant in the UK \(128961\)](#)

Are you thinking of becoming a laboratory technician/assistant when you are finished at school? Would you consider working abroad in an English-speaking country after your training is completed? If so the interview below will give you an idea of what it is like to work as a laboratory assistant in England.

Listening

Before listening, use the dictionary to check that you know the meaning of the following words: *hospital, sample, patient, extract, cell, slide, microscope, confusing, diagnosis, blood, tissue, mistake, science, probe, tumour, pre-natal, amniotic fluids*

Listen to the following interview with a laboratory assistant in the UK and find out:

- Where she works. (type of company - large/small, etc)
- Where about in the UK she works.
- Why she chose this profession.
- What type of tasks she has to do on a typical day at work.
- What personal qualities she suggests are needed by a laboratory assistant.
- Does she describe any work processes or services that she provides?
- What she likes best and least about her job.
- How she thinks this line of work will change in the future.
- Where she sees herself in 5 - 10 years' time.



Laboratory Assistant - Interview / audio

<http://ndla.no/en/node/128283>

Apprenticeship and Training

1. Find out about becoming a laboratory assistant in the UK. Make a table with 3 columns: What does the job involve, the salary and the qualifications and training required. Below, you will find some useful links. (Search for laboratory technician or laboratory assistant)
 - [Job Profile, National Careers Service UK](#)
 - [Guide to Apprenticeships \(UK\)](#)
 - [UK Qualifications Framework](#)
 - [UK Qualifications Explained](#)
2. Now compare a laboratory assistant's job and education in the UK with a laboratory assistant's job and education in Norway [Utdanning - Yrkesbeskrivelse](#)

Dialogue



Laboratory Assistant Dialogue / h5p_content

<http://ndla.no/en/node/129749>

Now make a dialogue with a colleague in the laboratory where you include the following words/phrases:

microscope, slide, samples, polluted water, mistake, specimen, sterile, equipment, extract

At the Garage 1

Forfatter: Jan-Louis Nagel

[At the Garage 1 \(50052\)](#)

An old car will need regular attention and maintenance. It is essential for the safety that for example the brakes are in perfect condition.

Role play

Characters: The manager, a customer

ACT ONE (Role play)

Choose your role and study your character description below. Then make a dialogue based on polite conversation in general and the facts of the situation.



Morris DeFacto (Wikimedia Commons)

Customer comes into the garage. His car seems to pull to the left when he steps on the brake. During the conversation he wants to know when they can look at his car, and also the price. He also wants to know if it is all right if he stays and watches during the job.

Manager asks about symptoms, mentions possible problems and suggests that he maybe should look at the brake pads first. The problem seems urgent, in fact the car should probably not be on the road in that state. The driver would be fined if there was a control. So he finds time to do the job right away.

Try your dialogue a couple of times, then change roles and see if it comes out differently.

Below you will find a suggested version of the dialogue. Open it and compare it with your own dialogue. Do your dialogue once again and supplement with elements from the suggested version.

Manager: Welcome, can I help you?

Customer: Well, I certainly hope so. My car has been a bit strange lately.

Manager: What seems to be the problem?

Customer: I'm not sure, but there seems to be something wrong with the brakes, or the steering.

Manager: Well - it could be both. Describe what the symptoms are.

Customer: When I step on the brake, the car seems to pull over to the left, and it is difficult to compensate with the steering.

Manager: I see. It sounds like we have to check your brake pads. We can start there anyway.

Customer: OK. When will you have the time to see me?

Manager: Well - the problem seems rather urgent, in fact - I probably should not let you go back on the road like that.

Customer: Is it that bad?

Manager: You would probably be heavily fined if the police found it during a routine control. Let's see now - I have in fact a cancelled appointment, so I can look at it right now.

Customer: That would be great. Will it be expensive?

Manager: That depends on what we have to do, but it could easily amount to 5-6 hundred pounds, but it's hard to say.

Customer: I guess I have no choice, so just go ahead. Is it all right if I wait here, and maybe watch? I am quite interested in cars, so maybe I could pick up a thing or two, so I might be able to help myself some other time.

Manager: Of course, be my guest. We will start by lifting the car off the ground, so please drive into the garage.

Customer: Right away, thank you.

At the Garage 2

Forfatter: Jan-Louis Nagel

[At the Garage 2 \(50072\)](#)

Dialogue while replacing brake pads.

Find words and expressions



At the garage dialogue / audio

<http://ndla.no/en/node/94308>



Disc Brakes

In the dialogue you have come across some technical terms and business expressions. Below you will find some explanations / definitions. Scan the manuscript and find the words / expressions that are explained.

1. A circular steel part mounted on the axle of the car.
2. To pump the brakes to let all air out of the system.
3. A regular control of all vehicles imposed by the authorities.
4. The cast iron housing of the valves that activate the disc brake.
5. The actual part that creates the friction that stops the car.
6. A brake system that was usual on older cars.
7. Slang for a pound. An extra charge added to the price of services.
8. The liquid in a hydraulic brake system.
9. Slang for what you have got to pay.

1. Brake disk
2. To bleed the brakes
3. MOT (Ministry of Transport)
4. Caliper
5. Brake pad
6. Drum brakes
7. A quid 8 VAT (Value Added Tax)
8. Brake fluid
9. It will set you back

DIALOGUE AT THE GARAGE

Manager: Now, here we are. First I must remove the wheel with this power driver. It looks like a drill, but it is actually a motorized wrench used to pull out the bolts. It's much quicker than doing it by hand.

Customer: I see. Now that the wheel is off, I can see the brakes, the disk and that thing - what is that called?

Manager: That is called the caliper, it is where the brake pads and the valve are housed. I can already see that your pads are worn and will need to be replaced.

Customer: Then what do you have to do.

Manager: I will have to loosen the caliper, which like I said, is the housing for the pads and the valve that puts pressure on the brakes, by means of fluid pressure.

Customer: I see. Do you have to remove it all together?

Manager: No, not if we don't have to, because then the brake fluid will come out, and then we have a more complicated process, putting it back on and refilling with fluid and bleeding it to remove all air inside.

Customer: Good. I'm glad we won't have to do that.

Manager: But we have to be careful, because once the caliper is loose from its bracket, we must not put strain on the pipe, which is made of copper to be ductile, but it may easily break.

Customer: Then what do you do to prevent that?

Manager: Well, this is an old trick - I just take a string of some sort and hang the

caliper from the suspension, just so I don't put strain on the pipe, because the caliper is solid cast iron and quite heavy.

Customer: That seems a bit primitive, but I guess it works.

Manager: So I have to remove the pins which hold the brake pad in place, you see they go through holes in the caliper and the pads, and are locked with this split pin.

Customer: Well, that seems rather simple - in fact so simple I think maybe I could have done it myself.

Manager: Possibly, but you would need both proper tools and know what to do. Look here, now the pads are loose - you see the padding is nearly worn completely off. If you had gone on like this, you would have done damage to the brake disc. The disc looks rather bad as it is, but I think it will do a bit longer. A new disc is nearly 150 quid.

Customer: Good, let's keep them. Why are these things so easily worn? I mean, it is not that long ago that the car had an MOT, then they certainly will have checked this?

Manager: You see - this kind of brakes, as opposed to drum brakes, are more exposed to dirt and rust and are more easily worn.

Customer: What are drum brakes?

Manager: Drum brakes were usual on older cars, then the brake pads used to sit inside a drum, and were pushed out to the rims of the drum to provide brake effect by means of the same fluid pressure. But they were more protected from rust and dirt.

Customer: Why then were they replaced by this kind of brake system?

Manager: Well, it is a good question - but this kind of system is probably more effective, it takes less power to activate, especially when you apply a power system to enhance the pressure.

Customer: And I suppose that the producers are happy for the demand of spare parts.

Manager: Probably. Well, now I install the new pads in the reverse order of how they were dismantled. Then I push the caliper over the brake disc so it fits into the slot in the caliper. But I have to open it a bit or else it would not go over the disc, you see there are two pads, one on each side. So I have to push the pads back by hand to make room for the disc, and pry the caliper in place.

Customer: Nice, that seems to work well.

Manager: Then I put the bolts with new lock washers back on.

Customer: Lock washers?

Manager: Yes, you see - they are like a little spring that will lock the bolt so it will not move on the threads during wear and tear.

Customer: That's reassuring. Well this was interesting. How will I know that this has fixed my problem?

Manager: Once we get the wheels back on we will test the brakes on our roller system. Then we will see if this did the trick.

At the Garage 3

Forfatter: Jan-Louis Nagel
[At the Garage 3 \(50070\)](#)

Role play

Characters: The manager, a customer

Customer helps testing the brakes by reading the digits on the display, while **the manager** handles the car on the test roller. There is a little discrepancy in the reading, but the manager confirms that it is all right.



The customer asks about the price, the manager sums up, and the customer pays and leaves.
Garage Opphavsmann: [Ildar Sagdejev \(Specious\)](#).

Choose your roles and make the dialoge based on the situation described.

Below you will find a suggested version of the dialogue, compare with your own dialogue - did you forget anything?

Manager: Now you follow the digits on the display over there, one is for the left and the other for the right hand wheel. When I step on the brake they are supposed to be approximately the same.

Customer: OK – I can follow the digits while you handle the car. Oh – there is a little discrepancy, is that serious?

Manager: No that's actually a very good reading, about as close as you can get. You see the digits show when the different wheels actually stop, and this little difference is not noticeable at all.

Customer: OK – now what do I have to pay for this service?

Manager: One moment, please. Let's see – there is an hour work, some spare parts - including VAT this will set you back 381 pounds.

Customer: Well – maintaing a car with this mileage is not cheap. But thank you anyway, both for taking me on just like that, and for letting me watch. It was very instructive. Thank you.

Manager: No problem, you are welcome. Now, drive carefully. Good bye.

Customer: I will. Thank you and good bye.

Tools and Machines - Resources

Forfatter: Anne Scott Hagen

[Tools and Machines - Resources \(109024\)](#)

To be able to talk and write about tools and machines is important in all areas of work. Often information about them can be in English or you may have to communicate in English with a worker from another country. Here are a list of our resources which will help you learn and use the English terms.

Tools have been in use from the Stone Age and have changed and developed to become the labour-saving machines we use today.

[Tools and Machines](#)

Benchwork is performed by means of hand tools. Benchwork may include grinding, cutting, hammering, sawing, filing, chiselling, scraping and reaming. Here you will find descriptions of useful hand tools.

[Hand Tools](#)



Hand Tools, Drag and Drop / h5p_content

<http://ndla.no/en/node/72593>

Marking and measuring a workpiece accurately is very important whether in a mechanical workshop or the construction industry. Here is a selection of the tools that are used for marking and measuring.

[Marking and Measuring Tools](#)



Marking and Measuring Tools - Drag and Drop / h5p_content

<http://ndla.no/en/node/72850>

Try these tasks after reading the texts about Hand Tools and Marking and Measuring Tools.

[Various Tools - Tasks](#)

Tools Swap the Letters - how many tools can you recognise here? Click *Start* to play.



/

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

Modern industrial production has become automated and mechanized, but there are still a huge number of machines in the engineering industry that can be operated manually. The lathe is such a machine, and the operation performed on a lathe is called turning.

The Lathe

Try and name the parts of the lathe correctly.



Parts of the Lathe / h5p_content

<http://ndla.no/en/node/128547>

Making Instructions for a Job

Forfatter: Anne Scott Hagen, Eli M. Huseby

[Making Instructions for a Job \(104624\)](#)

Have you ever had to explain to an English-speaking person about your job in the workshop and the tools you use? If not yet, it is very likely that you will have to sometime in the future. Making instructions for a job you have done in your workshop is a good exercise to practice for this kind of situation.



Worker in a Mechanical Workshop

1. In a mechanical workshop you perform a lot of work operations and handle a lot of tools. By
2. doing this vocabulary test, you will get to know words and expressions that will prove useful in making your instructions.
3. Think of a certain job you perform in the workshop. You will have to come up with verbs to describe this operation. Here are some verbs that might be useful. The list is in Norwegian, though, so you will have to translate them (use our dictionary):
pusse, slipe, skjære, bore, feste, høvle, bearbeide, dreie, sveise, måle
4. Now, watch this animation about how to make instructions. After watching, sum up what is important to remember when making instructions?



Instructions / flashnode

<http://ndla.no/en/node/91482>

5. By means of the words and expressions you have now acquired and the instructions animation, make your own step by step instructions for one job you have done in the workshop.
6. Ask a partner to read through your instructions and tell you if they understand how to do the job.



MyTask - Click icon to open task!

Turning a Centre Punch in the Lathe

Forfatter: Anne Scott Hagen, Bjørn Øyvind Samuelsen

[Turning a Centre Punch in the Lathe \(99659\)](#)

Below you will find Norwegian instructions for making a centre punch (kjørner) in the lathe. Work through the tasks and then make instructions for the job in English.

1. Look at the pictures.

- Can you explain in English what a centre punch looks like and what it is used for?
- The second picture shows the centre section of the punch which has been treated with a process called knurling. What is this process called in Norwegian? (Ask your mechanics teacher if you are not sure.)

2. Before you look at the instructions for "Kjørner" below, check out the names for the different parts of the lathe at



Parts of the Lathe / h5p_content

<http://ndla.no/en/node/128547>

3. Try this vocabulary task and learn some useful words connected with making a centre punch in the lathe.
4. Read the Norwegian instructions "Kjørner" below and make a list of the materials and tools required for the job.
5. Now try and make step by step instructions in English for turning a centre punch in the lathe. Use the information in the Norwegian instructions, but there is no need to translate directly.



Emne: ø16mm Nablo 2210 - sølv stål med karboninnhold 1,15%

1. Emnet kuttes i båndsag til lengde 132mm.
2. Plandrei begge sider av emnet til lengdemålet er 130mm.
3. Senterbor den ene enden av emnet slik at senterspiss i bakdokka kan brukes under serrering.
4. Spenn emnet fast i kjoksen (ca. 25mm inn) på den ene siden og ha senterspiss i senterhull på den andre siden.
5. Lengdedrei emnet til diameter ø15mm. Stopp ca. 15mm utenfor kjoks.
6. Spenn inn serrateringsverktøy og serrarer dreid diameter.
7. Løsne emnet og spenn fast over serrertet parti med fri ende på ca. 35mm. Bruk spennblikk mellom serrertet parti og bakker under oppspenningen.
8. Drei bort det senterhullet og juster lengde til 120mm.
9. Innstill topsleiden for dreiling av den korte konusen og drei denne.
10. Rund av ende med formstål eller fil.
11. Snu emnet og spenn det fast ca. 10mm utenfor kjoksen. Bruk også her spennblikk.
12. Instill topsleiden og drei den lange konusen.
13. Instill topsleiden og drei spissen 60 grader. Denne kan også formas med fil.
14. Puss ferdig alle dreide flater.
15. Kjørner skal herdes etter pkt 14 er ferdig.
16. Etter herding skal igjen bearbeidede flater pusses.

("spennblikk" is a type of sheet metal which is used here to protect the knurled area of the punch.)

Safety

Safety is a very important aspect of workshop activities.

1. What safety equipment do you need for working on the lathe?
2. Make safety instructions for this job.

Cross-curricular Task - Pressure in Liquids

Forfatter: Rune Mathisen

[Cross-curricular Task - Pressure in Liquids \(116616\)](#)



Pressure gauge

In technical and industrial production processes, it is important to understand pressure, how it changes and how it affects other factors in the process. Process descriptions and equipment manuals are often written primarily in English, thus understanding English terminology is a must. A pressure gauge, such as the one on the left, is an instrument used to measure pressure. Do you know the units in which pressure can be measured?

Pressure in Liquids

In the interactive cross-curricular task below you can try out both your knowledge of English and of pressure changes in liquids.

Pressure in liquids

The Simulator

In order to do the investigations required for solving all problems in this lesson, you need to use a simulator. [Start the simulator now](#), and familiarize yourself with it. Just play around and have some fun, then come back here when you are ready to solve the problems.

Ready to solve the problems?

Trouble running the simulator?

PREV

NEXT

Interactive Cross-curricular Task

Topics

Crude Oil - Upstream

Forfatter: Jon Sandnes

[Crude Oil - Upstream \(52984\)](#)

Did you know that in the mid-1960s when scientists wanted to determine if there might be any crude oil under the seabed in some areas in the North Sea, a sceptical Norwegian politician said that he would drink every drop of oil they were able to produce! The Norwegian oil adventure started in the 1970s and we all know how significant it has been and still is for boosting the Norwegian economy.



Crude oil upstream / audio

<http://ndla.no/en/node/66079>

The Origin of Oil

Between 40 and 500 million years ago marine plants and animals fell to the bottom of the sea when they died. Their remains were soon covered with mud. As the years passed, these layers became thicker and thicker and three things happened:

- the pressure increased
- the temperatures increased
- chemical changes occurred

How is the Oil Contained?

Some people believe that crude oil and gas, which are a mixture of many different hydrocarbons, are contained in huge lakes or caves underground. This is not correct; crude oil and gas accumulations are contained in the pores of reservoir rocks such as sandstone and limestone. These are sedimentary rocks and are called reservoir rocks because crude oil is trapped in the pores, fissures or cracks in these rocks.

These reservoir rocks are most often located thousands of metres under the seabed; you may ask why the hydrocarbons do not just flow to the surface because of the pressure differences. The reason is that each oil trap is covered by layers of cap rock. Cap rock is a non-porous and impermeable rock which will prevent the oil from escaping.

After several stages of scientific exploration, the final one being exploration drilling, petroleum geologists determine whether an oil field is ready for commercial production. It goes without saying that oil production may cause pollution, and environmental issues are significant and must be the concern of all oil companies. The goal is to leave a minimal environmental footprint.

Offshore Production

If an oilfield is ready for commercial production, a huge production platform with giant legs is anchored onto the seabed, and the production of hydrocarbons can start. The size of the legs is not only for stability, the huge legs also contain storage compartments for crude oil and gas. For environmental and economic reasons and using modern technology, it is desirable and possible to drill several wells from one location. This also means that while in the past only vertical wells were drilled, wells today are deviated and drilled in different directions. This is called directional drilling.



Oil platform Source

Having reached the surface, the oil and gas are brought to the gathering centre on the production platform to separate gas, oil and water. It is essential that oil and gas are brought up to refinery specifications concerning salt and water content. Thus, desalination and dehydration processes remove salts and water in order to protect pipelines and valves from corrosion.

The two main methods for transporting oil to a refinery or an onshore terminal are by tankers and pipeline. Crude oil is sold in barrels. One barrel of crude oil equals approximately 160 litres.

Comprehension

Complete the sentences using information from the text.

1. Oil was formed from _____
 2. Crude oil and gas are contained in _____
 3. Each oil trap is covered by _____
 4. Cap rock is _____
 5. After several stages of exploration, geologists decide if an oil field is ready for _____
 6. Oil production can cause _____
 7. A production platform stands on _____
 8. Inside the legs are _____
 9. Oil wells today are drilled in _____
 10. Gas, oil and water are separated at _____.
 11. _____ processes remove salt and water.
 12. Crude oil is sold in _____.
-
1. Oil was formed from marine plants and animals.
 2. Crude oil and gas are contained in the pores of reservoir rocks.
 3. Each oil trap is covered by cap rock.
 4. Cap rock is non-porous and impermeable.
 5. After several stages of exploration, geologists decide if an oil field is ready for commercial production.
 6. Oil production can cause pollution.
 7. A production platform stands on giant legs which are anchored to the seabed.
 8. Inside the legs are storage compartments for crude oil and gas.
 9. Oil wells today are drilled in different directions.
 10. Gas, oil and water are separated at the gathering centre on a production platform.
 11. Desalination and dehydration processes remove salt and water.
 12. Crude oil is sold in barrels.

Vocabulary

Try the vocabulary tasks in the link collection.

Discuss

On April 20th 2010, there was an explosion and fire on the oil platform Deepwater Horizon in the Gulf of Mexico about 50 miles off the coast of Louisiana. The rig eventually sank and an estimated 5000 barrels of oil per day leaked out into the ocean. Birds, fish and animals were threatened. This is only one of numerous oil disasters which have occurred in the last 30 years.

Do we do enough to protect our environment? Should there be more restrictions on drilling for oil or is oil so important to our way of life that it must take first priority?

Crude Oil - Downstream

Forfatter: Jon Sandnes
[Crude Oil - Downstream \(52985\)](#)

Crude oil is the basis for many useful products, but it must first go through a process of separation and purification. Can you name any products from crude oil?



Crude oil downstream / audio
<http://ndla.no/en/node/66077>

Downstream of Production

Crude oils differ a lot. Crude which is extracted under conditions of considerable pressure is usually light and flows easily, while high viscosity crude is found under conditions of low pressure. The former usually contains a considerable amount of dissolved gas, while the latter contains little or no dissolved gas, but a lot of sulphur. North Sea oil is usually light and is considered to be of high quality. The variation in types of crudes means that they will vaporise at different temperatures, and this is an essential property when entering the fractionating tower at a refinery onshore.



Distillation towers at an oil refinery

Fractional Distillation

The crude feed is preheated before it enters the fractionator. The hot feed is pumped into the fractionating tower and a mixture of vapours is formed which will vaporise at different levels depending on the individual boiling points. The most volatile fractions will come out at the top (refinery gas and LPG), while the heaviest long-chained fractions will leave the tower at the bottom. The different fractions will be separated by means of trays in the fractionating tower into the basic fractions.

In a simple refinery this will mean six basic cuts or fractions:

- LPG (liquefied petroleum gas)
- Gasoline
- Naphtha
- Kerosene
- Gas Oil
- Residue

Take a look at these videos about crude oil refining.

[Fractional Distillation](#) [Distillation Tower](#)

Cracking

Cracking is a process where long-chained hydrocarbons are cracked or broken to form smaller molecules. This process is carried out to increase the yield of medium or residual cuts. This is accomplished in different ways, such as thermal cracking or catalytic cracking.

A catalyst is used to speed up the process. In catalytic cracking a medium or residual cut from a crude distillation unit is preheated and pumped into the reactor. On its way to the reactor, a suitable catalyst is mixed with the hot feed and they are both carried to the reactor where the cracking takes place and the long-chained hydrocarbons are broken or converted into two or more smaller hydrocarbons. As stated the catalyst speeds up this process, but it does not change chemically. So the catalyst flows back to the regenerator where the carbon deposited on it during the process is burnt off. The 'cleaned' catalyst is then again mixed with hot feed from the preheater. The cracked mixture leaves the reactor and flows to the fractionating tower where it is distilled. (See fractional distillation)

Crude Oil Products

The majority of the distilled and cracked refinery products end up as fuel of one kind or another. They include fuels like gasoline (petrol), diesel and aviation fuels. They are also used in the production of lubricants, waxes and solvents. However, a considerable amount is also refined into petrochemicals, which are any crude oil product derived from crude oil and natural gas. Petrochemicals are used in the manufacture of numerous products such as synthetic rubbers and synthetic fibres, polyester, plastics, detergents, fertilizers and pesticides. Petrochemicals also have an enormous impact on the production of our food, our clothes, health care equipment and on how our homes are built.

Comprehension

Complete the sentences using information from the text.

1. Under conditions of low pressure, _____ is found.
 2. North Sea oil is _____.
 3. Different types of crude oil can be separated by _____ because they _____.
 4. The _____ come out at the top of the fractionating tower.
 5. The _____ come out at the bottom of the tower
 6. Cracking is _____.
 7. A catalyst is used _____.
 8. Some examples of products from crude oil are _____.
 9. Petrochemicals are used to make _____, for example.
-
1. Under conditions of low pressure, high viscosity crude oil is found.
 2. North Sea oil is light and of high quality.
 3. Different types of crude oil can be separated by fractional distillation because they vaporise at different temperatures.
 4. The most volatile fractions come out at the top of the fractionating tower.
 5. The long-chained fractions come out at the bottom of the tower.
 6. Cracking is a process where long-chained hydrocarbons are broken into smaller molecules.
 7. A catalyst is used to speed up the process.
 8. Some examples of products from crude oil are gasoline (petrol), diesel, aviation fuels, lubricants, waxes, solvents and petrochemicals.
 9. Petrochemicals are used to make synthetic rubbers and synthetic fibres, polyester, plastics, detergents, fertilizers and pesticides, for example.

Vocabulary

Try the vocabulary task in the link collection.

Pair Work

Do the interactive task in the link collection "Fractional Distillation sentences".

Then work in pairs and take turns describing the Fractional Distillation process to each other in your own words.

Grammar Practice

Selection of Grammar Tasks

Grammar Terminology

Forfatter: Anne Scott Hagen

[Grammar Terminology \(114109\)](#)

Here are links to resources with information and tasks about grammar terms.

[English Glossary of Grammar Terms](#) (ext.)

Here you will find an alphabetical list of grammar terms with an explanation of the term, examples and links to tasks.



Basic Grammar Terms - Drag and Drop / h5p_content

<http://ndla.no/en/node/56150>

Can you match the term with its description?

[Language Arts Games \(Sheppard\)](#) (ext.)

Grammar tutorial (very easy) About nouns, verbs, adjectives, commas and capital letters

Fun With Adjectives

Forfatter: Eli M. Huseby

[Fun With Adjectives \(112569\)](#)



What is an adjective? How do we use adjectives? By using adjectives, we make speech and texts more interesting and informative. Let's give it a try.

Tasks and Games

Try these tasks and games and see if you can find out what defines an adjective and how it is applied.

[Adjective Game](#)

By doing this easy game, you become aware that adjectives are words that describe something or someone by stating information about looks, qualities, quantity, condition, emotions, time, taste and sound, and that most of them can be contrasted, i.e. they have opposites.

[Positive, Comparative and Superlative of Adjectives](#)

Here you may listen to a short lecture about adjectives. They are often used to compare things or persons. It might be a bit tricky, since -er and -est are used in some cases, whereas *more* or *most* are used in other cases. In Norwegian we have some irregular adjectives, e.g. "*god*"-"*bedre*" - "*best*". English is no exception, it also has irregular adjectives. After you have listened to the lecture, try this game: [Comparative and Superlative of Adjectives Game](#)

[Adjective endings](#)

A lot of adjectives are made by adding -ed or -ing to the stem of the verb, e.g. inspire - inspiring. Try the game and see if you know when to add -ed and when to use -ing. If you need some help you will also find a link to information about when to use -ed or -ing.

[Emotions](#)

Adjectives are often used to describe moods and emotions. By reading this story, you may extend your "emotional" vocabulary. Now try the game to check your "emotional" vocabulary. [Emotional Vocabulary](#)

Look at the emoticons displayed here. How would you describe the emotions involved with words?



Emoticons

Write a Story

Make a "frame story" by leaving out descriptive words (adjectives). An example:

The.....man had asmile on his.....face when he entered his andcar.
It was a.....day with.....clouds and a.....temperature. Who would believe that such
a.....thing could happen toSarah.

Without showing the story, ask your class mates to suggest adjectives and insert them randomly in the open spaces. Read it out aloud. You will have a good laugh!

Summing up

What have you learned about adjectives by doing the tasks? How do they enrich speech and texts?

About Nouns

Forfatter: Anne Scott Hagen

[About Nouns \(113557\)](#)



Nouns are the names of everything we find around us, both the things we see and those that we don't see, such as feelings.

A noun is a word that refers to a person, a place, a thing, a substance, an event or a feeling/phenomenon

For example: *Norway, Sarah, letter, car, water, air, fun, love*

Nouns can be concrete things, such as *Norway, letter* and *Sarah* or they can be abstract, such as *fun and love*.

Task: Copy the text below into your text editor and mark all the nouns.

It is Sunday. On Sundays my family eats breakfast together. We eat late. We have cereal and bacon and egg, which is cooked by my father, and lots of toast. My father is an engineer, but he enjoys cooking and music. There is always music in our house. After breakfast, we often go for a long hike in the fresh air and sunshine. But this particular Sunday, the wind is blowing and there is snow on the ground, so I am looking forward to staying at home and playing games on the computer.

It is **Sunday**. On **Sundays** my **family** eats **breakfast** together. We eat late. We have **cereal** and **bacon** and **egg**, which is cooked by my **father**, and lots of **toast**. My **father** is an **engineer**, but he enjoys **cooking** and **music**. There is always **music** in our **house**. After **breakfast**, we often go for a long **hike** in the fresh **air** and **sunshine**. But this particular **Sunday**, the **wind** is blowing and there is **snow** on the **ground**, so I am looking forward to staying at **home** and playing **games** on the **computer**.

Proper Nouns and Common Nouns

Proper nouns include the names of people, countries, places, weeks, months, holidays, religions, languages, events. They are written with a capital letter.

Common nouns: Other nouns, such as *car, letter, fun*, are common nouns.

Try the quiz at this link: are these proper nouns or common nouns? [Proper noun or common noun](#). Can you recognise the proper nouns here:



?

Follow this short lecture about where to use capital letters,

[Capital Letters](#), and then try the tasks below.

[Capitalize](#) (easy),



Capitalize or not when used within a sentence? / h5p_content

<http://ndla.no/en/node/17143>

Plural Nouns

In general the plural of a noun is formed by adding s, for example *letter - letters*. But, of course, in English there are exceptions to this rule. Here you will find an easy overview of [Plurals of Nouns](#), read it carefully and then try the tasks: [Plural Noun Game](#), [Write the Plural Noun](#).

Countable and Uncountable Nouns

Countable nouns: refer to things which can be counted, and can form plurals, for example, *letter/letters, car/cars, egg/eggs*. Countable nouns can be used with a/an - *a letter, a car, an egg*.

Uncountable nouns: refer to things which are not normally counted and therefore have no plural form, for example, *air, fun, love, bread, information, furniture*. A/an can not be used with uncountable nouns - *Love is all around. We need air to breathe. We eat bread for breakfast*.

Can you recognise which nouns are countable and which are uncountable, [Countable and Uncountable Nouns, Game](#)?

Read more about the rules for countable and uncountable nouns, [Countable and Uncountable Nouns](#) and then try the following task: [Countable or Uncountable](#).

Shopping Lists

Shopping lists will always include nouns. Choose one of the following lists and translate it into English or make your own list with 8 items from your trade.

Here is Nina's list: melk/mjølk, fløte/fløyte, brød, melis, kornblanding, bananer,/bananar, ananas, aviser.

Here is Per's list: skruer/skruar, smøreolje, skrutrekker/skrutrekkjar, tang/tong, hansker/hanskar, spiker/spikar, målebånd/måleband, lim.

Make a Story

Choose 10 - 15 nouns about travel/holidays. Use the verbs below + any others you need and make a short story.

- run
- laugh
- fly
- sleep
- enjoy
- relax

What Have You Learnt?

What have you learned about nouns? Sit in pairs and tell your partner.

Adverbs

Forfatter: Anne Scott Hagen

[Adverbs \(114207\)](#)

An **adverb** is a word that describes a verb and tells us something about the action in a sentence, WHEN, WHERE and HOW something is done. For example: *He runs quickly. She eats slowly. We went to town yesterday. The book is here. Fortunately, the train was on time.*



Can you think of some adverbs which tell something about the action in this picture? For example: *He is running fast.*

running **fast**, happening **now**, moving **quickly**, tackling **hard**, holding the ball **tightly**, etc

Do you remember the difference between an **adjective** and an **adverb**?

An **adjective** is a word that describes a **noun**, something or someone, by stating information about looks, qualities, quantity, condition, emotions, time, taste and sound.

An **adverb** is a word that describes a **verb** (ad verb = to the verb) and tells us something about the action in a sentence.

Watch the animation to find out how adverbs are formed and how they are used:

[Adverbs](#)

1. Now try and make adverbs from the adjectives in this task:



From Adjective to Adverb / amendor_ios_task
<http://ndla.no/en/node/19768>

2. Adjective or adverb – choose the correct alternative:



Task 39 (Adjective or Adverb) / amendor_ios_task
<http://ndla.no/en/node/15518>

3. Adjective or adverb – write in the adjective or adverb:[Adjective or Adverb 1](#)
4. Would you use an adjective or adverb in these sentences:[Adjective or Adverb 2](#)

Comparison of Adverbs

Adverbs like adjectives are used for comparison. If an adverb compares two actions , it uses the comparative form, and when comparing more than two actions it uses the superlative form. Comparative: *She runs faster than her sister.* Superlative: *She runs fastest of all.*

Learn about comparison of adverbs here: [Positive, Comparative and Superlative of Adverbs](#)

Now try these tasks:

1. Write the correct form of the adverb:[Adverbs, Comparative or Superlative 1](#)
2. [Adverbs, Comparative or Superlative 2](#)

Fill in the Adverbs and Adjectives

Put the following adjectives and adverbs into the correct spaces in the text. Use each word once.

careful, carefully, dangerous, dangerously, safe, safely, careless, carelessly

The work in any workplace can be if the safety rules are not followed A worker makes sure that everyone works A worker is a danger to himself and others. When you work you can cause an accident. You might come close to a machine or a flame. Follow the safety rules and keep your workplace

The work in any workplace can be **dangerous** if the safety rules are not followed **carefully**. A **careful** worker makes sure that everyone works **safely**. A **careless** worker is a danger to himself and others. When you work **carelessly** you can cause an accident. You might come **dangerously** close to a machine or a flame. Follow the safety rules and keep your workplace **safe**.

What Have You Learned About Adverbs?

Explain to your partner how to form adverbs and how to use them.

Verbs

Forfatter: Anne Scott Hagen

Verbs (118678)



Verbs, verbs, verbs! You find one in every sentence in English, but what *is* a verb?

A Verb

A **verb** is a word which describes an action or a state. For example:

- I work at school.
 - I am tired.

In the sentences above the verbs tell us about "I" and what "I" is doing (I **work** at school) or the state "I" is in (I **am** tired). The verbs tell us about the agent, "I", in these sentences. The agent is called the *subject* in a sentence.

A **verb** is a word which describes an action or a state.

A **verb** tells us something about the *subject* in the sentence. In the sentences above the verbs tell us about the *subject*, "I".

Task

Identify the **verbs** in the following text and then find the *subject* for each **verb**.

On Sundays my family eats breakfast together. We eat late. We have cereal and bacon and egg, which are cooked by my father, and lots of toast. My father is an engineer, but he enjoys cooking and music. Everyone in our house loves music. After breakfast, we often go for a long hike in the fresh air and sunshine. In winter, we drive to the local ski centre and spend the day there. My sister loves downhill skiing, but my brother and I prefer snowboarding.

On Sundays my family eats breakfast together. We eat late. We have cereal and bacon and egg, which are cooked by my father, and lots of toast. My father is an engineer, but he enjoys cooking and music. Everyone in our house loves music. After breakfast, we often go for a long hike in the fresh air and sunshine. In winter, we drive to the local ski centre and spend the day there. My sister loves downhill skiing, but my brother and I prefer snowboarding.

Verb Tenses

Verbs come in different forms which are used to make the verb tenses which tell us about the time of an action.

- Check out the different verb tenses here: [Verb Tense](#)

- [Identify the Verbs](#) (very easy)

The simple present tense is used for repeated actions, habits, and for general statements which are always true. For example:

- I **take** the bus to work every morning.
- John **walks** to school on Fridays.
- They always **go** to England in the summer.
- He **comes** from Scotland.
- She **speaks** four languages.

Task

Look at this text again. Which tense is used and why?

On Sundays my family eats breakfast together. We eat late. We have cereal and bacon and egg, which are cooked by my father, and lots of toast. My father is an engineer, but he enjoys cooking and music. Everyone in our house loves music. After breakfast, we often go for a long hike in the fresh air and sunshine. In winter, we drive to the local ski centre and spend the day there. My sister loves downhill skiing, but my brother and I prefer snowboarding.

The simple present tense. The verbs indicate repeated actions, habits and general statements which are always true.

Concord

If you look carefully at the sentences above, you will see that when the subject of the sentence is *he*, *she* or *John* the verb has an "s" on the end.

Watch this animation and find out more about the 3rd person "s": [Concord](#)

Tasks

- [Simple Present Tense Game](#)
Spelling of the verb when "s" is added:[Present Tense 3rd Person](#)
- Look at this text again. How many examples can you find of the present tense "s"? Explain why we say "my sister loves" and "everyone in our house loves".

On Sundays my family eats breakfast together. We eat late. We have cereal and bacon and egg, which are cooked by my father, and lots of toast. My father is an engineer, but he enjoys cooking and music. Everyone in our house loves music. After breakfast, we often go for a long hike in the fresh air and sunshine. In winter, we drive to the local ski centre and spend the day there. My sister loves downhill skiing, but my brother and I prefer snowboarding.

my father eats, my father is, he enjoys, everyone in our house loves, my sister loves

You can replace "my sister" with "she", i.e. 3rd person.

Words like *everybody*, *everyone*, *someone*, *anyone* behave like singular words even if they indicate plural. In the simple present tense, these words always take an "s".

Auxiliary Verbs

The verbs mentioned above are the main verbs in the sentences. Another type of verb is an auxiliary verb which is used together with a main verb. **Do**, **have** and **be** can be used as auxiliary verbs. (Other auxiliary verbs called modal verbs are: can, could, may, might, must, shall, should, will, would)

Watch the animation:

[To Do–Auxiliary Verb](#)

Tasks

- You can practise using *Do* or *Does* (the 3rd person form) in questions here [Do vs Does](#)
- [Do vs Does Worksheet](#) (Answers: [Do vs Does Answers to Worksheet](#))

Past Tense Irregular Verbs

The past tense of regular verbs in English is made by adding **-ed** or **-d** to the verb.

- I **like** jazz best now, but I **liked** folk music better before.
- I **hate** this TV programme. I **hated** the horror film that was on the TV yesterday.

But there are always exceptions to every rule! English has many irregular verbs.

Watch the animation about the common verbs *do*, *be* and *have*, which have an irregular past tense: [To Do, to Be, to Have](#)

Tasks

- Here is a list of all irregular verbs: [Past Tense Irregular Verbs](#) with links to games and other exercises.
- [Past Tense Practice](#)
- [Choose Past or Present Tense](#)

The –ing Form of the Verb

This is called the progressive or continuous tense. Find out about it here: [-ing Form of the Verb](#)

Tasks

- Choose the correct alternative – present or present progressive: [Present vs Progressive Tense](#)
- Look at this text again. We saw that it was written in the simple present tense. Let's try to make some alterations.

On Sundays my family always eats breakfast together, but last Sunday my brother was still sleeping at breakfast time. We eat late. Today, however, we are having an early breakfast. We usually have cereal and bacon and egg, which are cooked by my father, and lots of toast. But today we decided that we wanted to change the menu. My mother is making breakfast and we are having sandwiches instead.

What has happened to the text now? Explain why we have to use the –ing form in these instances?

- Choose the correct alternative – present or present progressive or past tense [Present vs Progressive vs Past Tense](#)

Write a Story

Write a story (about 1/2 to 1 page) using as many different verbs as possible and all the verb tenses, present, past and progressive (the text must be correct grammatically). You can do this as a competition and see who has the most verbs and verb tenses written correctly. Write individually or in small groups. If you work in groups, you could use [samskrive.ndla.no](#) to write together.

Verb Game

Divide the class into two groups, team A and team B. Both teams write down 15 verbs on separate pieces of paper. Try to use your imagination and make it tricky. One person from team A gets one verb on a piece of paper from team B. He/she is now going to mime the verb, while his/her team members try to guess which verb it is. Agree on game rules, e.g. if a team cannot guess the verb in one minute, it is the other team's turn. Needless to say if anyone speaks another language than English, they should lose points.

Recommended Literature

Overview of Short Stories

Forfatter: Eli M. Huseby

[Overview of Short Stories \(115534\)](#)

A list of short stories with brief information about each one.

"Red Dress" by Alice Munro

Dramatized. A young girl struggles to come to terms with herself and the opposite sex.
(With audio). [Red Dress](#)

"Next Term We'll Mash You" by Penelope Lively

Little Charles is going to attend a public school in Sussex. His parents are more concerned about climbing up the social ladder than about their son. (With audio). [Next Term We'll Mash You](#)

"Tony's Story" by Leslie Marmon Silko

What happens when the Native Americans Tony and Leo meet a state cop on the reservation? [Tony's Story](#)

"The Killers" by Ernest Hemingway

Setting: The Alcohol Prohibition policy in the 1920s and the rise of the Mafia. We meet young Nick who has to find a grown-up way to handle ethical issues. (With audio). [The Killers](#)

"The Metaphor" by Budge Wilson

What happens when your favorite teacher from when you were a kid re-enters your life in senior high? What is a metaphor? [The Metaphor](#)

"The Moment Before the Gun Went Off" by Nadine Gordimer

Setting: Apartheid in South Africa. A white farmer kills his black labourer. (With audio). [The Moment Before the Gun Went Off](#)

"The Secret Life of Walter Mitty" by James Thurber

A humorous text about daydreaming. (With audio). [The Secret Life of Walter Mitty](#)

"The Snail-Watcher" by Patricia Highsmith

This is a psychological thriller story about a man obsessed by snails. Patricia Highsmith is also known for *The Talented Mr. Ripley*. [The Snail-Watcher](#)

"Blizzard" by Robert Westall

A Christmas story about youthful passion, religion and philosophical issues. (With audio). [Blizzard](#)

"Life After High School" by Joyce Carol Oates

Setting: Moral conformity in the late 50s in the USA and the toll it takes; a young man commits suicide. (With audio). [Life After High School](#)

"Mrs Bixby and the Colonel's Coat" by Roald Dahl

Classical Dahl story about adultery and ethical issues. Does Mrs Bixby get what she deserves? (With audio). [Mrs Bixby and the Colonel's Coat](#)

"Auggie Wren's Christmas Story" by Paul Auster

A Christmas story with a twist. (With audio and video link to the film *Smoke*. Title music sung by Tom Waits). [Auggie Wren's Christmas Story](#)

"Lamb to the Slaughter" by Roald Dahl

A typical Dahl story with an unexpected twist. How does Mrs Maloney respond when her husband wants to divorce her? (With audio). [Lamb to the Slaughter](#)

"Poor Koko" by John Fowles

Here the author meets a burglar. The story challenges our stereotypes about thieves. (With audio). John Fowles is also the author of *The French Lieutenant's Woman* and *The Collector*. [Poor Koko](#)

"The Last Leaf" by O. Henry

Setting: Greenwich Village, New York, about 1900. Two poor young artists share everything. What happens when one of the girls fall critically sick? (With audio). [The Last Leaf](#)

Tasks and Revision

Audio/Video Library

Video Archive

Video Resources (bookmarked)

Forfatter: Knut Inge Skifjeld

[Video Resources \(bookmarked\) \(85477\)](#)



Video Resources (bookmarked) / fagstoff

<http://ndla.no/en/node/85477>

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.

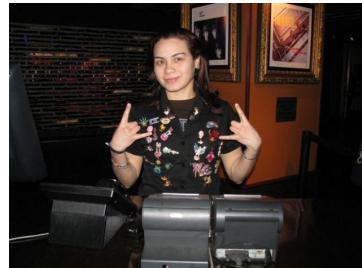
Interviews

Job Interviews

Forfatter: Anne Scott Hagen, Knut Inge Skifjeld

[Careers - Listening \(128317\)](#)

Perhaps you have considered that one day you would like to work in an English-speaking country. What is it like working abroad? Do people work and think in the same way as in your country? Working in a foreign country can be a challenge but also a good way to learn about everyday life and culture in that country.



In these interviews you will hear people in Britain talking about their profession in different areas of work - what they do, what personal qualities they require, why they chose their profession, what they like about their job, etc.

Working at Hard Rock Cafe, New York



1.

Electrician - Interview / audio

<http://ndla.no/en/node/128278>



2.

Plumber - Interview / audio

<http://ndla.no/en/node/128308>



3.

Chef - Interview / audio

<http://ndla.no/en/node/128281>



4.

Health Care Assistant - Interview / audio

<http://ndla.no/en/node/128277>



5.

Childminder - Interview / audio

<http://ndla.no/en/node/128284>



6.

Beautician- Interview / audio

<http://ndla.no/en/node/128279>



7.

Pharmacy Technician- Interview / audio

<http://ndla.no/en/node/128282>



8.

CNC Operator - Interview / audio

<http://ndla.no/en/node/128280>



9.

Laboratory Assistant - Interview / audio

<http://ndla.no/en/node/128283>



10.

Car Mechanic - Interview / audio

<http://ndla.no/en/node/128298>



11.

Hairdresser - Interview / audio



12.

Graphic Designer - Interview / audio

<http://ndla.no/en/node/128296>



13.

Sales Assistant - Interview / audio

<http://ndla.no/en/node/128297>



14.

Bus Driver - Interview / audio

<http://ndla.no/en/node/128299>



15.

Video Producer - Interview / audio

<http://ndla.no/en/node/128301>



16.

Photographer - Interview / audio

<http://ndla.no/en/node/128302>



17.

Live Sound Engineer - Interview / audio

<http://ndla.no/en/node/128303>



18.

Waiter - Interview / audio
<http://ndla.no/en/node/128300>



19.

Confectioner - Interview / audio
<http://ndla.no/en/node/128306>



20.

Baker - Interview / audio
<http://ndla.no/en/node/128305>



21.

Actor - Interview / audio
<http://ndla.no/en/node/128304>



22.

ITC Technician - Job / audio
<http://ndla.no/en/node/128273>



23.

Carpenter - Interview / audio
<http://ndla.no/en/node/128274>

Easy Texts Library

Easy Reading (Various Texts)

Trickster Stories

Forfatter: Eli M. Huseby

[From Old Tales to Modern Film \(47436\)](#)

Did you know that Spider-Man is a trickster figure and that we can trace his roots in old tales and legends? Among African-American slaves the trickster was the slave and the ordeal was to survive the heavy work on plantations and fields. In spite of his obvious weakness there was a chance that he could outsmart his white powerful master by his cunningness and wit.

The trickster figure often appears in stories that are passed on from generation to generation. Tricksters are often comic, but clever figures that typically get into some sort of trouble. They may take on various forms, but in many stories we meet them disguised as spiders.

From Old Tales to Modern Films

In many old cultures around the world there was a strong story-telling tradition, and the trickster gave the stories suspense and moral. We meet tricksters, like the spider, in Native American, African, Caribbean and African American tales. The trickster figure has also inspired modern authors and directors. Just think about what happens when the responsible, dutiful Peter Parker is transformed into the cunning Spider-Man.



Peter Parker as Spider-Man

From West-Africa to America

One of the oldest spider-tricksters is Anansi. Stories about Anansi probably have their origin in Ghana, where the Ashanti people called their folktales Anansesem, or "Spider Stories". Anansi, Ananse or Aunt Nancy is the favourite hero in these stories, he is commonly presented as a spider, but he may also take other forms. The animals, though, always assume human roles and feelings. From Ghana the stories spread to all countries in West Africa and from there they travelled with the slaves to the Caribbean islands and the American continent. In a typical story Anansi is perceived as very clever, but selfish and lazy and he constantly attempts to outsmart everyone else. However, there is always a chance that they might outsmart him.

African-American Slaves and the Trickster

Among African-American slaves the trickster tales became very significant as a source of inspiration and hope. The trickster was the slave and the ordeal was to survive the heavy work on plantations and fields. In spite of his obvious weakness there was a chance that he could outsmart his white powerful master by his cunningness and wit. At night when the slaves gathered, the tales became a strong bond in the community by teaching them that it was possible to outsmart their masters, not by turning to violence, but by playing tricks.

Trickster Tale, "Anansi and the Turtle".

Read this tale and then answer the comprehension questions.

NANSI AND TURTLE

Author: unknown

One day Anansi the spider picked some very fat and tasty yams from his garden. He baked them with much care and they came out smelling quite delicious. He could not wait to sit down and eat them.

Just then there was a knock at his door. It was Turtle, who had been traveling all day and was very tired and hungry.

"Hello, Anansi," said Turtle. "I have been walking for so long, and I smelled the most delicious yams I've ever smelled. Would you be so kind as to share your meal with me?"

Anansi could not refuse, as it was the custom in his country to share your meal with visitors at mealtime. But he was not very happy, for Anansi was a little too greedy and wanted the delicious yams all to himself. So Anansi thought to himself and came up with a scheme.

"Please do come in, Turtle. I would be honored to have you as my guest this evening. Sit down, have a chair and help yourself."

Turtle came inside and sat down, but just as he reached for a yam, Anansi yelled, "Turtle, don't you know better than to come to the table with dirty hands?"

Turtle looked down at his hands and saw that they were filthy. He had been crawling all day and had not had a chance to clean up. Turtle got up and went to the river to clean his feet. He walked all the way back up to the house and Anansi had already begun to eat.

"I didn't want these tasty yams to get cold, so I had to begin," said Anansi. "But please do join me now, Turtle."

Turtle sat down again and reached for a yam, but again Anansi yelled at him.

"Turtle, did you not hear me before? It is not polite to come to the table with dirty hands!"

He looked down and saw that his clean hands had turned dirty once more, since he had to crawl on them to get back to the house. So he walked down to the river once more to wash himself off. And when he returned this time, he was careful to walk on the grass so his hands would stay clean. But by the time he sat down at the table, Anansi had finished up the last bit of the tasty yams and not so much as a morsel was left.

Turtle looked at Anansi for a moment and then said, "Thank you for sharing your meal with me. If you ever find yourself near my house, please let me return the favor." And then he slowly walked out the door and continued on his way. The days went by and Anansi thought more and more of that meal that Turtle had offered. He got more and more interested in a free dinner and finally could not stand it anymore. He set off one day to find Turtle's house.

He found Turtle sunning himself on a riverbank just around dinnertime.

Turtle looked up and saw him and said, "Hello, Anansi, have you come to share evening meal with me?"

"Oh yes, yes!" said Anansi, who was growing hungrier and hungrier by the minute. Turtle went underwater to his house to set up the dinner table for the two of them. Soon he came back to the bank and said, "Your place is waiting and the food is ready. Please join me, Anansi."

And then he dived underwater and began to slowly eat his meal.

Anansi jumped into the water, but could not get down to the bottom of the river. He tried to swim down, but he was so light that he kept popping back up to the surface.

He tried diving. He tried belly flops. He tried a running jump, but nothing would help him get down to the river bottom.

In the meantime, Turtle was slowly eating his meal.

Anansi was not about to give up a free meal, and was running around wondering what he would do. Finally he had an idea. He started grabbing stones and rocks and stuffed them into his jacket pockets.

Now when he jumped into the water he sank right down to the bottom and was able to take his place at the table.

The table was so beautiful and full of delicious foods. Anansi could hardly believe how many tasty foods were before him and could not wait to start his meal.

But just as he reached for the first morsel, Turtle stopped eating and spoke. "In my country, we do not wear our jackets to the table." Anansi noticed that Turtle had removed his own jacket before sitting down. Anansi started to remove his jacket, and as soon as it was off of his shoulders, he went zooming back up to the surface and popped out onto the riverbank. He stuck his head down into the water and saw Turtle slowly enjoying that wonderful banquet.

When you try to outsmart someone, you may find that you're the one outsmarted.

Comprehension

1. How do you know this story is set in another country than Norway?
2. Which human traits do you find in Anansi and Turtle? List them.
3. Which typical elements of trickster stories do you find in this story?
4. Does the Anansi and Turtle story portray human strengths or weaknesses?
5. What is the moral in this story? Discuss if it applies today.
6. Discuss what we could learn from trickster stories like this about human behaviour and nature.

Quizzing, Hangman, Clips

Various Quizzes

Author - Quiz (Flash)

Forfatter: Knut Inge Skifjeld

[Author Quiz \(advanced\) \(49357\)](#)

Fullscreen version: http://ndla.no/sites/default/files/flash/ESC_author_8/index.swf



Author - Quiz / flashnode

<http://ndla.no/en/node/46729>

Quiz: Food, Clothes, Music (Flash)

Forfatter: Knut Inge Skifjeld

[Quiz: Food, Clothes, Music \(49354\)](#)

Fullscreen version: http://ndla.no/sites/default/files/flash/ESC_celebs__5/index.swf



Quiz: Food, Clothes, Music / flashnode

<http://ndla.no/en/node/46727>

Fun Challenges

Talk in Pairs: A, B, C . . .

Forfatter: Knut Inge Skifjeld

[Talk in Pairs: A, B, C . . . \(49542\)](#)

Below you will find the alphabet spread out on cards. Sit in pairs and act out a dialogue where you start your sentence with a word beginning with the letter on the card.

Rules: You may turn this into a competition. If the other person pauses for more than three seconds or uses Norwegian words, you win a round. If you win three rounds in a row - you're the winner! On the other hand, you may also play nice and try to help each other through.

- A chance like this doesn't come often
- Best make good use of it then.
- Could you tell me how?
- Do you mean now?
- Evidently, now.
- Finding a way to say it isn't easy
- How do you mean?



Talk 2



Talk in pairs: A, B, C . . . / flashnode

<http://ndla.no/en/node/49765>

Advanced mode

In this test you have to include two words that start with the letters on the card. Put emphasis on the words that count. If the cards says (s + m) you may e.g. say:

- It is **snowing**, but I don't**mind!** or **May** I borrow your **spade**?



Talk in pairs: A, B, C . . . (advanced) / flashnode

<http://ndla.no/en/node/49766>

16 Line Dialogue

Forfatter: Knut Inge Skifjeld

[16 Line Dialogue \(26834\)](#)

Below you will find a selection of the most frequently used words in English. Sit in pairs and act out a dialogue where you have to include the words popping up as you click next.

Each time you do this exercise a new set of 16 words will pop up. One of you is "blue" the other is "red". Feel free to use the words in any variants. If the card says *grow* you may use *growing* and *grew* as well. Reload site for a new set of words.



Rules: You may turn this into a competition. If the other person pauses for more than three seconds or uses Norwegian words, you win a ^{Talk 2} round. If you win three runs in a row - you're the winner! On the other hand, you may also be nice and help each. To gain some time to think you may need expressions like

- Listen, I'd like to ask you if ...
- Well, you know ...
- I've been thinking about ...
- Is that a fact, you know ...
- Funny you should ask about this, because ...
- So what you are saying is that ...
- What a strange thing to say, that ...

Example

- It has been **a** nice day.
- **Yes**, I really think so.
- How **is** the weather forecast for tomorrow?
- Funny you should ask about **this**, because ...



16 Line Dialogue / flashnode

<http://ndla.no/en/node/26843>

Geography Quizzes

Can You Place and Name the US States?

Forfatter: Knut Inge Skifjeld

[Can You Place and Name the US States? \(20990\)](#)

Right-click to open in full screen: [USA - States](#)



Do you know the US states? / flashnode

<http://ndla.no/en/node/20991>

Can You Place the Flags of These English Speakin

Forfatter: Knut Inge Skifjeld

[Can You Place the Flags of These English Speaking Countries? \(20694\)](#)



Flags of English-speaking Countries / flashnode

<http://ndla.no/en/node/21548>

Can You Place These Tourist Attractions?

Forfatter: Knut Inge Skifjeld

[Can You Place These Tourist Attractions? \(20989\)](#)

Right-click to open in full screen: [Tourist Attractions](#)



Tourist Attractions / flashnode

<http://ndla.no/en/node/20985>

Capital Cities

Forfatter: Knut Inge Skifjeld

[Can You Place the Capital Cities \(49356\)](#)

Right-click to open in full screen: [Capital Cities](#)



Capital Cities - quiz / flashnode

<http://ndla.no/en/node/46725>

Canada - Map (advanced)

Forfatter: Amendor, Knut Inge Skifjeld

[Canada - Map \(advanced\) \(45107\)](#)

The geography quiz below is advanced. Try several times till you are satisfied with the result. Don't get disappointed if your first score is not so high. You can do a little at a time. For example, try and remember all the cities and fill them in on the map and then check your answers. When you can remember most of the cities, try the mountains and rivers. Each time you will remember more and more and will soon be able to attempt the whole map.

The quiz does not separate between capital and small letters.

Right-click here for full-screen version: [Canada Map Game](#)



Canada Map / flashnode

<http://ndla.no/en/node/45100>

India - Map (advanced)

Forfatter: Amendor, Knut Inge Skifjeld

[India - Map \(advanced\) \(45108\)](#)

The geography quiz below is advanced. Try several times till you are satisfied with the result. Don't get disappointed if your first score is not so high. Or you can do a little at a time. For example, try and remember all the cities and fill them in on the map and then check your answers. When you can remember most of the cities, try the mountains and rivers. Each time you will remember more and more and will soon be able to attempt the whole map.

The quiz does not separate between capital and small letters.

Right-click here for full-screen version: [India Map Game](#)



India Map / flashnode

<http://ndla.no/en/node/45102>

South Africa - Map (advanced)

Forfatter: Amendor, Knut Inge Skifjeld

[South Africa - Map \(advanced\) \(45110\)](#)

The geography quiz below is advanced. Try several times till you are satisfied with the result. Don't get disappointed if your first score is not so high. Or you can do a little at a time. For example, try and remember all the cities and fill them in on the map and then check your answers. When you can remember most of the cities, try the mountains and rivers. Each time you will remember more and more and will soon be able to attempt the whole map.

The quiz does not separate between capital and small letters.

Right-click here for full-screen version: [South Africa - Map Game](#)



South Africa Map / flashnode

<http://ndla.no/en/node/45104>

USA - Map (advanced)

Forfatter: Amendor, Knut Inge Skifjeld

[The USA - Map \(45113\)](#)

The geography quiz below is advanced. Try several times till you are satisfied with the result. Don't get disappointed if your first score is not so high. Or you can do a little at a time. For example, try and remember all the cities and fill them in on the map and then check your answers. When you can remember most of the cities, try the mountains and rivers. Each time you will remember more and more and will soon be able to attempt the whole map.

The quiz does not separate between capital and small letters.

Right-click here for full-screen version: [USA - Map Game](#)



USA Map / flashnode

<http://ndla.no/en/node/45106>

Make Your Own Task

Make Your Own Task and Share It!

Forfatter: Knut Inge Skifjeld
[Make Your Own Task \(93872\)](#)

We have developed a tool where you can make your own tasks and share them via e-mail, twitter or Facebook.



Click here to make a task: mytask.no (opens in new tab)

You can also add questions to tasks friends have shared with you and thereby create your own task. Just remember to share mytask.no the unique url created for your task only. You'll find a video tutorial below that goes through the details.

These task types are available

- glossary (switch language)
- pair off
- multiple choice

(Husk å angi i tittel på oppgave om det skal fylles inn nynorsk eller bokmål i gloseprøver.)

Video Tutorial



MyTask / video
<http://ndla.no/en/node/99488>

Teaching Ideas

Teaching Ideas

Project: What's up Britain

Forfatter: Anne Mette Raanås

[Project: Who Are the British? \(113776\)](#)



What does it mean to be British? What is it like to live in Britain? What is currently going on in British society?

The aim of this project is to gain an insight into British society today. We often have a stereotype impression of people from other countries: Norwegians are fantastic skiers, tall and blond, rich, naive, eat "kjøttkaker", dislike the EU, etc. You probably all have an idea of what you perceive as typically British, for example, football, politeness, the royal family, talking about the weather, the Beatles, fish and chips, proud of their history, etc. Do these give a true picture of the British and Britain today?

Before you start working with the project, you might want to listen to this interview with Sue. Sue is from Australia, but has lived in England for almost 20 years. In this interview she explains what she finds typically British. (Time 9:33)



What I love About England, 9:53 / audio

<http://ndla.no/en/node/60519>

Getting Started

In groups of 3-4, find out as much as you can "to capture the essence of the British today" Save your information, and note all the sources you use. Prepare the manuscript for your presentation. (GoogleDocs is a possible tool for writing in collaboration).

Here are some examples of topics you may want to consider:

- Who are the British? (regions, population, immigrants, ethnic groups, class, cultures, identity, history, stereotypes)
- Social problems and crime (knife crimes, alcohol & drug abuse, teenage pregnancy)
- British food (traditional, minority cultures, Jamie Oliver)
- Football (loyalty, commercialism, hooliganism)
- Current Issues (What's in the News?)



An English Breakfast



Multicultural Britain



Historical Britain

Decide on how you would like to present your work. You can:

- Write and act a dramatic scene
- Play the role of participants in a debate
- Present your findings and views on the subject as a news presentation
- ?

You can also make small film clips, radio shows etc, but at least half of your presentation has to be "live."

The presentation should last about 10-15 minutes per group.

Make sure you know the assessment criteria.



Beefeater



Soccer at Wembley



I Love Scotland

Assessment Criteria

	You
Contents	<ul style="list-style-type: none">• know relevant and significant facts• can analyse and interpret information• show an understanding of British society• use and list several sources (critically)
Structure & presentation	<ul style="list-style-type: none">• have a clear structure that is coherent• have an audience-friendly presentation• can present a topic without reading from a manuscript• show engagement when presenting
Language	<ul style="list-style-type: none">• use a varied, idiomatic and precise vocabulary• use correct grammar• have a good pronunciation and intonation• speak with fluency, using your own words

Useful Resources

[The UK - an Introduction](#)

[Who are the British?](#)

[UK - Immigration](#)

[British Food](#)

[Project Britain \(link\)](#)

You will find more resources listed in the menu called Culture and Society, UK and Ireland, on our webpages.

Writing Marathon

Forfatter: Åse Elin Langeland, Silje Elise Nising Sandvold

[Writing Marathon \(123542\)](#)



Below is a selection of opening sentences from well-known novels. In groups of 4, write a story starting with one of these sentences (allotted by the teacher). Choose a writer in your group. The writer will remain in the same spot throughout the whole writing process acting as a secretary. Tell him what to write. When the teacher says change (after 5 minutes), the rest of the group move on to the next writer who will read his story and ask them what to write next. When each group has contributed to all the stories, the writers will read their stories to the class.

You do not have to make your stories anything like the original – it's all up to you and your imagination!

1. It was a bright cold day in April, and the clocks were striking thirteen. (*1984*, George Orwell)
2. In my younger and more vulnerable years my father gave me some advice that I've been turning over in my mind ever since. (The Great Gatsby, F. Scott Fitzgerald)
3. It was the wrong number that started it, the telephone ringing three times in the dead of night, and the person he called not being someone he was not. (*The New York Trilogy*, Paul Auster)
4. Yesterday, I found Violet's letter to Bill (*What I Loved*, Siri Hustvedt)
5. I had just come to accept that my life would be ordinary when extraordinary things began to happen to me. (*The Curious Incident of the Dog in the Night-Time*, Mark Haddon)
6. The week before I left my family and Florida and the rest of my minor life to go to boarding school in Connecticut, my mother threw me a going-away party. (*Looking for Alaska*, John Green)
7. Most days I wish I was a British pound coin instead of an African girl. (*The Other Hand*, Chris Cleave)
8. I sent one boy to the gas chamber at Huntsville. (*No Country for Old Men*, Cormac McCarthy)



Artwork



Haunted Castle

Plans and Exams

Exams and Assessment

Assessment

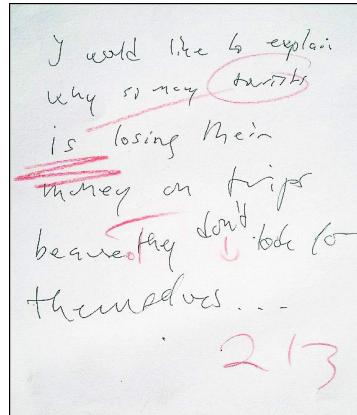
Vurderingsportal

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 egen evaluering 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 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 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	

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>

Oral Exam

Prep for Oral Exam

Forfatter: Åse Elin Langeland, Silje Elise Nising Sandvold
[Prep for Oral Exam \(121203\)](#)



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.

Student Instructions

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: English Speaking Cultures around the World

Question 1: Can you give examples of/compare two different English speaking cultures from two different parts of the world?



Question 2: Can you give an example of a literary text that discusses social conditions or values? This can be a song, poem, short story or a novel.

Topic 2: British Culture and Society

Question 1: The social conditions and values in Great Britain differ from Norwegian ones in many respects. Can you give an example of this?

Question 2: What do you know about British dialects and accents? What is it that separates British accents from American?



Topic 3: American Culture and Society

Question 1: What can you think of that is typically American?

Question 2: Can you present an author or poet from the USA?



Topic 4: First Nations:

Question 1: What do you know about the history of the Native Americans?

Question 2: Can you tell us what you know about the "Stolen Generations"?

Topic 5: The English Language

Question 1: What can you say about the spread of the English language today? Is it a good thing that more and more people use English instead of their native language?

Question 2: What do you know about the reasons for the spread of the English language?

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.

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.