ENGELSK 6

fra CAPPELEN DAMM

Textbook

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## xxx2 Merknad til den elektroniske utgaven

De fire hovedkapitlene i boka er merket med xxx1, kapitlene som står i innholdsfortegnelsen er merket med xxx2. Underkapitler er merket med xxx3 og deltitler i lesestykkene er merket med xxx4.

Øverst på sidene kan det stå ikoner med nummer fra 1--3. Disse står på linje med sidetallet og er i denne utgaven skrevet slik: (1), (2) og (3).

I noen av stykkene er det gjengitt vitser. De er merket med fire g'er fra marg, slik: ggg Jokes.

På slutten av lesestykkene står tittelen "Talk and tell". Denne er merket med tre fulle celler fra marg: ééé Talk and tell.

Henvisninger til arbeidsboka er merket med fire utropstegn fra marg, slik: !!! Workbook page 17.

Det er en del illustrasjoner i boka. Der det er oppgaver tilknyttet illustrasjonene er illustrasjonene forklart. Oppgaver tilknyttet illustrasjonene er fine samarbeidsoppgaver med medelever.

Denne boka har overskriftstiler på overskriftene. Da kan du bruke skjermleseren til å samle overskriftene i ei liste og flytte deg direkte til der overskriften er ved å velge den. For å lage overskriftslista bruker du følgende hurtigtast:

Med JAWS: Ins+F6

Med Supernova: CapsLock+2

--- 2

## xxx2 Welcome!

Nytt skoleår, nye utfordringer og ny engelskbok. Gjør deg klar!

Bli kjent med Engelsk 6 Textbook. Finn svar på spørsmålene under.

1. Find the Contents page. How many chapters are there? What are the titles?

2. How many themes has each chapter? Choose one of the topics that interests you. Find out what it is about and what you can learn.

3. On the top of each entry, you will find icons with numbers. What do these numbers tell you?

4. Where in the book can you search to find the meaning of words you don't understand?

5. Find Talk and tell, and tell what it is?

6. Find pages with Read and enjoy, Speak up! and Write it!. What can you do here?

--- 3

## xxx2 Les lurt

Bruk disse strategiene når du leser en tekst:

Før du leser -- \_Before reading\_

1. Få oversikt med OBI

Se på \_O\_verskrifter, \_B\_ilder og \_I\_nnledning eller \_I\_ngress -- Hva tror du teksten handler om? Hvorfor og hvordan skal du lese den?

2. Tenk på hva du vet

Hva vet du om tekstens tema fra før?

3. Let etter ord du kan

Finn ord i teksten som du gjenkjenner fra ditt eget språk. Søk også etter engelske ord du kan fra før.

Mens du leser -- \_While reading\_

4. Stopp og tenk

Ta tenkepauser. Hva har du lest? Hva tror du kommer?

5. Finn ut hva ord betyr

Når det er ord du ikke forstår, gjett hva ordet betyr. Se på setningen det står i og forsøk å forstå sammenhengen. Slå eventuelt opp ordet i en ordliste.

6. Finn nøkkelord og lag spørsmål

Skriv ned viktige ord og spørsmål til det du leser.

Etter at du har lest -- \_After reading\_

7. Oppsummer eller gjenfortell

Hva handlet teksten om? Velg ut det viktigste. Snakk sammen i par eller gruppe.

Good luck!

--- 4

## xxx2 Contents

Welcome 2

1. Friendship 6

Summer memories 8

Holiday updates 10

Swapping 14

Camp stories 18

Schooldays 22

Timetable 24

Favourite subjects 26

Teach and learn 28

New in class 30

To be or not to be 33

Join the party 38

Happy birthday 40

To dance or not to dance 43

A happy birthday? 45

Read and enjoy 48

Harry Potter at a campsite 48

Speak up! and Write it! 50

Discussion 50

Comparative text 51

2. Stay together 52

Staying strong 54

Dodgeball -- a fun sport 56

Eating like an ape 58

Eat the rainbow 62

Play your part! 66

Auditioning for a role 69

Who is right for the job? 71

The show must go on 74

Dare to share 78

Sharing is caring 80

Harmonie's letter 83

Think globally 85

Find use for used clothes 89

For a good cause 91

Read and enjoy 93

Grandpa Christmas 93

Speak up! and Write it! 96

Tell what they can do 96

Make an advertisement 97

--- 5

3. Crossing borders 98

The Vikings 100

History of Vikings 103

Old Norse culture set sails 106

Viking games 110

Living a dream 112

Alfred's journey 114

As time goes by 117

Anna's diary 120

Roots and wings 124

What will I become? 126

Leaving home 128

The Journey 132

Read and Enjoy 136

The Magic Misfits 136

Speak up! and Write it! 140

Oral presentation 140

Tourist brochure 141

3. Down to Earth 142

Animals in the wild 144

A grizzly giant 146

The beautiful bison 150

The bald eagle 154

Climate and living 158

The day the hurricane came 161

An uneasy morning 163

Better safe than sorry 167

Curious minds 172

The brainy brain 174

Curious kids 177

George's Secret Key to the Universe 180

Read and enjoy 186

To the Edge of the World 186

Speak up! and Write it! 192

Curious minds 192

Article 193

Glossary 194

--- 6

# xxx1 1. Friendship

{{Bilde: Tegning av stort uteområde med skolebygning, skog og elv. Mange unge mennesker som holder på med forskjellige aktiviteter. For å løse oppgavene i Workbook må du samarbeide med en eller flere medelever.}}

--- 7

--- 8

## xxx2 Summer memories

Words:

Nouns (n)

a camp \_a place with tents, cabins or huts\_: en leir

a cook \_someone who makes food\_: en kokk

a store \_a shop\_: en butikk

a flat \_an apartment\_: en leilighet

Verbs (v)

to explore \_to learn about\_: å utforske, å lære

to swap \_to exchange\_: å bytte

to entertain \_to amuse\_: å underholde

Adjectives (adj)

honest \_truthful\_: ærlig

strange \_odd\_: merkelig

exciting \_thrilling\_: spennende

Phrases

by the sea \_on the coast\_: ved sjøen

good to see you \_polite phrase\_: hyggelig å se deg

by the way \_incidentally\_: forresten

\_There are no strangers in here, just friends you haven't met.\_

Roald Dahl

{{Bilde: Tegning av fire personer med gule hjelmer og gule vester i en rafting-båt.}}

ggg Jokes

Q: Which season do maths teachers like the most?

A: Summer.

Q: What did the beach say to the people who came back for the summer?

A: Long time no sea.

Q: What's the best day of the week to go to the beach?

A: SUNday

--- 9 (1) (2) (3)

ééé Talk and tell

What is good about attending a camp?

What do you like to do during your holiday?

Which English words and sentences are the most important for you to know?

When do you need to speak or understand English where you live?

Why do you have to know English when you travel?

What kind of stories do you like listening to?

!!! Workbook page 6

LEARN ...

-- to talk about your own interests

-- to decide what situations you have to speak English in

-- to compare different ways of living

GRAMMAR -- Workbook page 14--15

-- learn about nouns and adjectives

--- 10 (1)

### xxx3 Holiday updates

Words:

had a great time: hadde det kjempefint

store: butikk

enough money: nok penger

remember: \_her\_: husker du

went to the movies: gikk på kino

cook: kokk

explore: utforske, lære

library: bibliotek

entertain: underholde

honest: ærlig

siblings: søsken

new: ny

Phrases

where have you been: hvor har du vært

Tabid: Hi Peter. Good to see you!

Peter: Thanks, same to you. How was London?

Tabid: Crowded, but it was great to meet up with family again. What about you?

Peter: I had a great time in Florida. It was really hot, but we stayed by the sea.

Tabid: And you, Umair, where have you been?

Umair: I have been at home. I was looking after my little sister and brother, while my mum and dad were working in our store. Finally, I have enough money to buy the newest PlayStation!

Peter: Wow! Lucky you!

Ju: That is not all true, Umair. We met you in the city with your family visiting from Pakistan. Remember?

Heather: And we went to the movies with you. And had Chicken Tikka, Biryani and Samosas at your house. By the way, your mother must be the world's best cook.

Ju: We stayed at home too. My family and I explored the city, visited museums, went swimming, had picnics, and visited family. We also read tonnes of books from the library. I liked it!

--- 11

{{Bilde: Tegning: Fem ungdommer på og rundt en benk på en plen. Mørkhudet gutt med fotball står bak benken. Lyshåret gutt med blå caps og tegning av lyn på brystet på en grønn t-skjorte står bak benken. Jente med mørkt, langt hår, briller, rosa klær og pose med påskriften "library" på fanget sitter på benken. Gutt med mørkt hår, mørke klær og spillkonsoll i hendene sitter på benken. Jente med hestehale, rød singlet og blå bukser sitter foran benken, Hun har en eske med mat i fanget.}}

--- 12 (1)

Umair: Okay, Ju, fair enough! But have any of you tried to entertain two small kids? Well, actually, I have to be honest, it was not very hard. I just took them to the park. The best thing was, I met a French girl same age as us. Since I don't speak French, we had to speak English together. She was looking after her siblings too. She was a keen football player as well, and we met on a few other days to play. So, yes! I was lucky!

Tabid: Great! Speaking of football, I got a new one in London!

Peter: Football? What are we waiting for? Let's play!

--- 13

ééé Talk and tell

-- What do you think Peter meant when he said Umair was lucky?

-- Tell your classmates about your best holiday memory. You can focus on a place, a person or several people, or an activity.

!!! Workbook page 7--8

--- 14 (2)

### xxx3 Swapping

Words:

camp: leir

rafting: rafting (kjøre i gummibåt i elver og stryk)

spoke: snakket

exciting: spennende

anyone: noen (i spørsmål eller nektende setninger)

lots in common: mye til felles

swap: bytte

flat: leilighet

strange: merkelig

drew lots: trakk lodd

whole: hele

One World Observatory (Freedom Tower): det høyeste utkikkstårnet i den vestlige verden, ligger i New York

difference: forskjell

lack of: mangel på

Paul: I have been to a camp for a week.

Usman: Where did you go?

Paul: We went to the Cantabrian Mountains in the north of Spain.

Sarah: Wow! Without your family? Did you do a lot of climbing?

Paul: Yes, we did some climbing, but we also went rafting. That was even more exciting than climbing.

Rayan: How did you understand what to do? I mean, I didn't know you spoke Spanish.

Paul: We all had to speak English, because people came from all over the world.

--- 15 (2)

Tina: Did you make friends with anyone?

Paul: Yes, I met a guy called Alfonso. He is from Bari in Puglia. We had lots in common like swimming and playing tennis.

Anna: Is he from Italy?

Paul: Yes, he is an Italian. And next year he is coming to visit me.

Anna: Well, we did something we have never done before.

Usman: Oh, yeah, what did you do?

Anna: My parents decided to swap houses with another family.

Rayan: You mean you lived in someone else's house or flat?

Anna: Yes, and we let them live in our house. It sounds strange, I know, but it was great!

Tina: Where did you go?

Anna: We couldn't agree on where to go, so we drew lots. Mum wanted to go to New York, Dad wanted to go to Australia, my brother wanted to go on a safari in Africa and I wanted to go to Tokyo. I love Pokemon and they are made in Japan.

Rayan: Who won?

--- 16

--- 17 (2)

Anna: My mother, of course. She always wins.

Usman: You said it was great. How?

Anna: We stayed in a small flat in Manhattan, while they stayed in our house. When I look out of my windows at home all I see is my neighbour's house. From Manhattan, I could almost see the whole of New York.

Rayan: What did you do there?

Anna: We went to visit Ellis Island, the National 9/11 Memorial and Museum and One World Observatory and then we went to some great restaurants and bakeries. We even got to see a musical.

Tina: What was the biggest difference from home, Anna?

Anna: I think it was all the people and the busy traffic everywhere. Oh, and the lack of fresh air!

ééé Talk and tell

-- Give examples of situations when you have had to speak English. What did you say? What was easy and what was difficult?

-- What interests do you and your friends share?

-- Why could Anna see so much of New York?

-- Name some good reasons for travelling like Anna and her family.

-- If you were to swap houses with someone, where would you like to go and why?

!!! Workbook page 9--10

--- 18 (3)

### xxx3 Camp stories

Words:

scout-camp: speiderleir

gathering around: samlet rundt

sleeping bags: soveposer

blankets: tepper

along the cliffs: langs klippene

branches: greiner

huge: veldig stor, diger

calm: rolig

village: landsby

ancestors: forfedre

anglers: fiskere

tides: høyvann

gales: sterke vinder

pitch-dark: beksvart

barely standing: som nesten ikke sto

top of a drawer: på toppen av en kommode

extraordinary: ekstraordinær, utenom det vanlige

to weather a storm \_to deal with serious problems\_: å stå i stormen (idiom)

\_It is summertime at a scout camp in Devon. Late in the evening, the children are all gathering around the campfire. It's story time, one of the highlights of the day. Some kids are lying in their sleeping bags, others are sitting on blankets.\_

Some of the kids are explaining that they couldn't sleep last night because they were so scared. Audrey, one of the scout leaders, tells them that she can sleep through anything. 'Surely not!' say the young scouts. Audrey replies 'Well, let me tell you a little story...'

"These last few nights, we have heard some really scary stories about ghosts and things we can't explain. I am going to tell you a true story about my own family. Listen carefully now, to this dramatic story."

#### xxx4 Audrey's story

It was a sunny day in the south of Devon. I was about your age. My great-grandfather Edward and I were walking along the cliffs. Great-grandfather was like an old tree -- tall with arms like long branches that could reach the sky. His skin was dark from a life lived outdoors. His hair was silver like the moon.

He was no longer a fast walker, but he made up for it because he was an amazing storyteller. His voice was as quiet and calm as still water, yet full of life. And it was not like he was making his stories up -- they were all TRUE. I loved being with him.

This shiny and warm day, the old man told me a story I would never forget. It was a dark story that happened right here, a hundred years ago.

--- 19

{{Bilde: En speidergutt står ved et leirbål og forteller. Fem speidere hører på. To sitter på en tømmerstokk, en sitter på soveposen sin og to ligger i soveposer. Ett telt står oppslått.}}

#### xxx4 What Edward told her

"Remember I told you about my family?" Edward said. "My great-grandfather was a fisherman in this little village, too. His ancestors had lived here for generations. They had all been anglers. They mostly caught crabs and some fish.

Fishing was still the way my family made a living when this story took a dramatic turn. My mother and father had three sons and four daughters, the youngest only a baby. She was everyone's favourite. She was cheerful all day long, and slept through anything.

--- 20 (3)

Now, our village people were used to strong storms and hard winds. But one dark night, a storm came that was the worst we had ever seen. I was just a little boy, but I can remember it like it was yesterday. This night, our village feared for their lives. Huge tides smashed against the houses. Gales ripped roofs off houses. Most of the houses of the village were washed out into the pitch-dark sea. We fled for our lives. The important thing was to survive.

After the wind and the tide withdrew, the villagers heard the cries of a mother and father. A baby was missing. She was the youngest daughter of Samuel and Jane, and she was my little sister. We were all so scared and sad. We searched the wet and broken houses. Then, in a house that was barely standing, they found the little baby. She was asleep in her baby-basket on top of a drawer. The water must have carried her out of our house and into the other. It was extraordinary."

{{En familie med far, mor, to store barn og ett spedbarn løper vekk fra uværet. I bakgrunnen blåser det hus på sjøen og vrakgods flyr i vinden.}}

--- 21 (3)

{{En familie trøster hverandre i ruinene av et hus. En gutt peker på et barn i en kurv som står på en kommode. Ødelagte hus i bakgrunnen. Et hus ligger i sjøen.}}

#### xxx4 How she got her name

This baby's name was Audrey. She later turned out to be an extraordinary woman. She was kind, strong and could weather a storm. All the youngest girls in our family have since been named after her.

When you wonder how you got your name, be sure you got it because you are extraordinary, too.

ééé Talk and tell

-- Have you ever been to a camp? What type of camp was it and what did you do there?

-- How is Audrey describing her great-grandfather?

-- What qualities does Audrey have?

-- Think of a story you have heard, and try to retell it for a friend.

!!! Workbook page 11--13

--- 22

## xxx2 Schooldays

Words:

Nouns (n)

a subject \_a discipline you learn at school\_: et fag

a lesson \_a lecture\_: en undervisningstime

an education \_schooling\_: en utdanning

an athlete \_a sportsperson\_: en sportsutøver

Verbs (v)

to teach \_to coach\_: å lære bort, undervise

to learn \_to study\_: å lære

to spend \_to use up\_: å bruke to suppose to believe: å anta

Adjectives (adj)

favourite \_the one you like the most\_: favoritt

excellent \_superior\_: utmerket

different \_unlike\_: forskjellig

common \_familiar\_: vanlig

Phrases

Welcome back! \_polite phrase\_: Velkommen tilbake!

Please, sit down! \_polite phrase\_: Vær så god og sitt!

Nice to meet you! \_polite phrase\_: Hyggelig å møte deg!

\_None of us is as smart as all of us.\_

Kenneth H. Blanchard

ggg Jokes

Q: What did you learn at school this week?

A: Not enough, I have to go back on Monday!

Q: Why was the maths book sad?

A: Because it had so many problems.

Head teacher: Your teacher has been complaining about you. What have you been doing?

Student: Nothing, Sir.

Head teacher: Exactly.

--- 23 (1) (2) (3)

ééé Talk and tell

What do you like the most at school when you return from holiday?

Which subjects do you find hard to learn and why?

What is your favourite subject or activity at school?

How does it feel to be new at school?

How can you help new students to fit in?

!!! Workbook page 16

LEARN ...

-- to use polite phrases

-- to talk about daily activities

-- to discuss different interests and meanings

GRAMMAR -- Workbook page 26--27

-- about uncountable nouns

--- 24 (1)

### xxx3 Timetable

Words:

art: kunst

music: musikk

science: vitenskap (naturfag)

FACTS

a.m. (from Latin, ante meridiem, meaning before midday) and p.m. (post meridiem, meaning past midday)

RE is short for Religious Education

PE is short for Physical Education or Sports

PSHCE is short for Personal, Social, Health & Citizenship Education

ICT & Computing is short for Information and Communication Technology and Computing

MFL is short for Modern Foreign Languages (like French and Spanish)

Welcome to Grade 7 at Honiton School.

The students are back from the summer holiday. They get new subjects and new teachers, and they are all excited. Here is their new timetable for the coming school year.

Time/period Monday Tuesday Wednesday Thursday Friday

8:00 a.m. English Art Maths Maths PSHCE

9:00 a.m. RE Art Maths PSHCE ICT &

Computing

10:00 a.m. Break Break Break Break Break

10:15 a.m. Music Art PE Design and MFL

Technology

11:00 a.m. Maths English English Science MFL

12:00 a.m. Lunch Lunch Lunch Lunch Lunch

1:00 p.m. PE Music History Maths History

2:00 p.m. PE Science Geography

--- 25 (1)

ééé Talk and tell

-- What are your favourite subjects and why?

-- What do you like best about your favourite subjects?

-- If you were to create a new subject, what would it be?

-- How many lessons of math do the students have each week?

-- How many hours of English do the students have each week?

-- What subject has the least lessons per week?

-- What subjects do the students have only once a week?

-- Compare your own timetable with this one. What are the differences?

!!! Workbook page 17

--- 26 (1)

### xxx3 Favourite subjects

Words:

subjects: fag

looks: utseende

keen diver: ivrig dykker

drawing: tegning

painting: maling

softer: mykere

gardening: hagearbeid

stack of books: bokstabel

cooking: matlaging

headphones: høretelefoner

glasses: briller

javelin: kastespyd

straight hair: rett hår

curly hair: krøllete hår

fair hair: lyst hår

blonde hair: blondt hår

\_You can't always tell someone's favourite subjects by their looks. Before you read this text, look at the illustrations. Guess what the kids' favourite subjects are.\_

{{Bilde: En gutt står med hodetelefoner på og har et musikkalbum i hendene. Ei jente står og holder to bøker. Ei jente holder et eple. Hun har bilde av et hestehode på t-skjorten sin. Ei jente med singlet og tights holder et spyd. En gutt holder en fotball. En gutt med cap på hodet holder et skateboard.}}

#### xxx4 Here is the key.

\_Tabid\_ loves to play football, and he is also a keen diver. But his favourite subject at school is not PE, it is Maths.

\_Peter\_ looks as if he is not interested in anything else than skateboarding. But he has other interests. He loves drawing and painting. His favourite subject is Arts and Crafts.

\_Umair\_ always listens to heavy metal, but he has a 'softer' side. He loves gardening, and to make food from the plants he grows. Home Economics is his favourite subject.

--- 27 (1)

\_Ju\_ always carries a stack of books. She reads titles like Book of Dust, British History, The Biology of Butterflies, English Literature and The Biography of Michael Jackson. She has many favourite subjects. Guess which they are.

It is easy to see that \_Heather\_ is an athlete. She likes PE, and she also likes cooking, but her favourite subject is Religions.

\_Rose's\_ hobby is riding horses. She always wears clothes showing her interest. And she always keeps a carrot or an apple in her pocket. Rose does not really like school. She says she has no favourite subject.

ééé Talk and tell

-- Look at the children. Describe their looks, clothes and things.

-- Work in pairs. Ask and answer each other's questions. Example: Q: What is Peter wearing? A: He is wearing ...

What would you guess were the favourite subjects of these children?

Example: I think Peter's favourite subject is because he holds ... and wears ...

-- Why can it be difficult to tell people's interests from their looks?

-- Guess each other's favourite subjects.

-- Why do you think Rose has no favourite subjects?

!!! Workbook page 18--19

--- 28 (2)

### xxx3 Teach and learn

Words:

all that goes on in her mind: alt hun tenker på

we don't know that for a fact: vi vet ikke om det er sant

looking forward to: glede seg til

subject: fag

worried about: bekymret for

failure: fiasko, en som bare gjør feil

Good things come to those who wait: Den som venter på noe godt, venter ikke forgjeves

Ju: What do you think of our new teachers?

Heather: I hope I don't get Mrs. Jenkins. All that goes on in her mind is maths and science. People say she only likes kids who think exactly like her ...

Rose: We don't know that for a fact, Heather. Perhaps she is a really nice woman. I'm looking forward to science class and maths. What is your favourite subject?

Ju: I am really looking forward to learning French, but I am worried about Home Economics. I really don't know how to cook. I am not interested, either.

Rose: I can't see any Home Economics in the timetable, can you?

Heather: No! That's next year.

Ju: Thank goodness! I am saved!

Heather: Oh, how disappointing! I love cooking! You can actually see the result of your learning.

Ju: Exactly! Who wants to look like a failure every week!

Rose: Cheer up, Heather! Good things come to those who wait.

--- 29 (2)

ééé Talk and tell

-- What qualities do you think a teacher should have?

-- What is typical for a good learning environment?

-- Why is it important to read information carefully?

!!! Workbook page 20--21

--- 30 (2)

### xxx3 New in class

Words:

keen athlete: ivrig sportsutøver

another: et annet

Foreign Office: utenrikskontor

different: forskjellig

education: utdanning

team sports: lagspill

beside: ved siden av

in common: felles

shower: dusj

pretend: later som

one of the characters: en av dem som er med

suppose: anta

spend: bruker

church choir: kirkekor

singing lessons: sangtimer

Nice to meet you!: Hyggelig å møte deg!

Nice to meet you, too!: Hyggelig å møte deg også!

Teacher: Welcome back to school! This year we have two new students. I hope you've already welcomed them. They are Lars who is a keen athlete, and Poppy who loves to sing. Lars, you can sit beside Sarah. I have placed you, Poppy with Paul. Please, sit down!

Sarah: Hi, I am Sarah. Nice to meet you!

Lars: Hi, I am Lars. Nice to meet you, too.

Sarah: You speak English very well, but your name is not very British? Is your family from another country?

Lars: I am Austrian, but I haven't lived in Austria for years.

Sarah: How come?

Lars: My parents work for the Foreign Office, which means that we have lived in many different countries. All my education has been in English.

Sarah: That explains your English accent. Do you know many British sports? You know, like field hockey, tennis, cricket?

Lars: I love all kinds of team sports.

Sarah: Stick with me then and we will have a lot of fun. I think you will make new friends really quickly.

--- 31 (2)

Paul: Hi, come and sit beside me. I am Paul by the way. Nice to meet you! We have so much in common -- I really like singing too, mostly in the shower. I pretend the sound from the shower is applause I get from my audience. I like musicals best because I can pretend to be one of the characters. I suppose you spend every waking hour singing, too.

Poppy: I sing in the church choir and I take singing lessons.

--- 32 (2)

Paul: Choir sounds great. You make heaps of new friends that way. Would you like to join my band too? We meet on Wednesdays and could always use another singer.

Poppy: I would love to. Thanks, Paul!

Paul: No problem! It must be hard starting a new school. Do you think there's room for me?

Poppy: Where? Here?

Paul: Funny you! In your choir, of course!

Poppy: Oh! I'll ask!

ééé Talk and tell

-- Which typical British or American sports do you know about?

-- What would you say or do to make a new student feel welcome to your class?

-- Which of your activities would you ask a new friend to join?

-- Would you prefer to sing in a choir or play in a band? Explain why.

!!! Workbook page 22--23

--- 33 (3)

### xxx3 To be or not to be

Words:

carried me: bar meg

secret sky: hemmelig himmel

fall towards the earth: falle til jorda

hushed me: hysjet på meg

not supposed to: skal ikke

met: møtte

you may dream: du kan drømme

space: \_her\_: rom, plass

amazed: \_her\_: positivt overrasket

building: bygning

lift: heis

stairs: trapper

third floor: fjerde etasje

(ground floor: første etasje)

view: utsikt

sweaty: svett

firm: fast

take a seat: vær så god og sett deg

noticed: lagt merke til

diversity unites us: mangfold forener oss

refugees: flyktninger

was on medication: gikk på medisiner

forever: alltid

experienced: \_her\_: opplevde å få

painful: smertefullt, vondt

When I was a small child, whenever I wanted to, my dad carried me out at night to see the stars. I loved looking up into the dark and secret sky filled with lights. Sometimes the sky let one star fall towards the earth. Whenever it happened, Dad said to me:

"Close your eyes and wish for something good, and dream big", he whispered.

"I wish for ..." I started, but he hushed me.

"You're not supposed to tell anyone", he said and smiled at me. And I closed my eyes again, making another wish.

I wished to be like a star in the sky, someone that everyone would look up to. Not like in my everyday life where people were looking down on me ...

When I was outdoors playing, I sometimes met my not so nice neighbour Mr Johnson.

"What will become of you, little one?" I remember him asking me once.

"I want to be a star", I answered and smiled.

"You may dream", was his reply before he continued down the road.

--- 34 (3)

My dad has told me never to listen to people who don't have something nice to say. That is why I never listen to Mr Johnson anymore.

The older I got, the more space I needed. In the end, we had to look for a bigger flat -- somewhere that was easier for me to get around. It meant moving and a new school. I wasn't very happy about this change in my life. I let my parents know how I felt.

The day I wheeled myself in at my new school, I was amazed. It was a new building with automatic doors and a lift, not just stairs. My classroom was on the third floor. For the first time, I was entering a classroom with a view. Closer to the stars, I thought.

The next great thing turned out to be my new teacher. He was a cool guy with long hair, looking more like a musician than a teacher. He had a great smile and warm eyes, which made me feel welcome. He took my cold, sweaty hand in his warm, dry hand and gave me a firm handshake.

"Welcome!"

I could tell he was about to say "take a seat", but of course I already kind of had. But he just directed me to my new desk with all my books on it.

"Thank you!" I replied.

The class had prepared a presentation about themselves. They had filmed each other. They talked to the camera about their different interests and about their dreams.

--- 35

I soon learned that this class was special in many ways. I had noticed the huge sign on the door that said, "Diversity unites us". Inside the classroom was another saying, "We are each as different as stars."

Before the first day was over, I had discovered that one of my classmates was adopted and didn't look like his parents.

--- 36

Two had dyslexia, which made it harder for them to read and write without special digital tools.

Three were refugees and were trying really hard to learn the language.

I thought the person who sat beside me was a boy. But he told me he was on medication because he felt like a girl inside. And that he had felt that way forever.

During the first week, I never experienced the questions I often get.

--- 37 (3)

"Were you born this way?"

"Is it painful?"

"Don't you wish you could walk?"

"Are you sad when you can't run around with the others?"

"How do you manage to go to the toilet?"

And then the final question.

"Do you get tired of people asking you questions?"

I think you know the answer to this one.

My new class was far more interested in who I was, rather than how I felt about wheeling myself around.

At the end of the week, my teacher took us all to the gym. We all had to sit on the floor, and then he brought out the volleyball net. We played sitting volleyball exactly as they do in the Paralympic Games. I scored the most points for my team. Now I know how it feels to be a real star.

FACTS

Paralympic Games are sports competitions for people with disabilities from all over the world. The tournaments take place short after the Olympic Games, and are held in the same city.

ééé Talk and tell

-- If you can see, close your eyes. Discuss what challenges a blind or partially sighted student would face in your classroom, corridors and schoolyard.

-- If you can walk, pretend that you can't. What kind of challenges do you face at your school if you have to use crutches or a wheelchair?

-- Suggest changes to make your school a better place for all students.

!!! Workbook page 24--25

--- 38

## xxx2 Join the party

Words:

Nouns (n)

a guest \_a visitor\_: en gjest

a neighbour \_someone living next door\_: en nabo

a present \_a gift\_: en gave

a surprise \_something unexpected\_: en overraskelse

Verbs (v)

to celebrate \_to have a good time\_: å feire

to dance \_to move rhythmically in a pattern of steps\_: å danse

to reply \_to answer\_: å svare

to whisper \_to speak in a low voice\_: å hviske

Adjectives (adj)

curious \_nosy\_: nysgjerrig

embarrassing \_uncomfortable\_: flaut

excited \_thrilled\_: spent

Phrases

Happy birthday! \_friendly phrase\_: Gratulerer med dagen!

never mind \_don't bother\_: ikke bry deg om det

to take notice \_pay attention\_: å legge merke til

\_If you're not invited to the party throw your own.\_

Diahann Carroll

{{Bilde: Tegning fra et fødselsdagsselskap. Bestefar, far, mor og en gutt sitter ved et bord. Bursdagskake på bordet og seks ballonger henger i hver sin snor}}

ggg Jokes

Q: Which famous men were born on your birthday?

A: None -- only babies are born!

Q: Which side of a birthday cake is never eaten?

A: The left side ...

Q: What is good for your soul, but not your soles?

A: Dancing!

--- 39 (1) (2) (3)

ééé Talk and tell

What traditions do you have for celebrating birthdays?

What kind of parties do you like?

Why do you think some people like surprises more than others do?

Do you like to dance? Why? Why not?

What makes you embarrassed?

!!! Workbook page 28--29

LEARN ...

-- to talk about celebrations in your family and your community

-- to compare growing up now to life at eleven for your parents' generation

-- to write a text and check your spelling and grammar

GRAMMAR -- Workbook page 36--37

it there is / there are

--- 40 (1)

### xxx3 Happy birthday

Words:

introduce: presentere

outside: \_her\_: utenfor

backyard: bakhagen

curious: nysgjerrig

never mind: ikke bry dere om

of course: selvfølgelig

\_It is Daniel's birthday. He has invited quite a few people -- some friends from school and some he met at summer camp, some neighbours and his cousin Noah. His friends do not all know each other. Noah introduces himself to Daniel's friends.\_

Olivia: Nice to meet you.

Gabriel: How do you know Daniel?

Noah: I am his cousin. I live on a farm outside the village.

Emily: Nice to meet you, Noah.

Olivia: Daniel, you haven't opened Noah's present yet.

Noah: That is okay. I left it in the backyard. It's not a good idea to take it inside the house.

Daniel: Now you have made me curious! Never mind the food, let's look at the present first!

Daniel: I don't believe this! Is my birthday present a llama?

Noah: You told me that you have always wanted one. This one is called Suri.

Daniel: But Mum, can I keep it?

Mum: Of course you can. But we can't keep it here. We do not have room. And an animal needs to be looked after. So I have already spoken to your aunt and uncle. Suri can stay at the farm with the other llamas and she will be yours. You can visit Noah and Suri on the weekends.

Daniel: Fantastic! Thank you so much!

--- 41 (1)

ééé Talk and tell

-- What would you like to give your friends for their birthday?

-- Is it a good idea to give someone an animal or a pet for a present? Explain why or why not.

-- Why does the llama have to stay on the farm?

-- How can a llama be useful?

!!! Workbook page 30--31

--- 42

--- 43 (2)

### xxx3 To dance or not to dance

Words:

excited: spent

enough: nok

shrugs: trekker på skuldrene

replies: svarer

gloomy: trist

embarrassing: flaut

volunteers: frivillige

parents' association: foreldrerådet (FAU)

courage: mot

\_Tom is walking home with his best friend and neighbour Lisa. They are talking about the school disco, which is going on next Friday. Lisa is excited, but Tom is not too sure.\_

"I can't wait for Friday," Lisa says. "This week cannot go quickly enough. I'm so excited about the disco."

Tom shrugs and replies:

"Why are you so excited? What is so special about a school disco?"

Lisa ignores his gloomy expression.

"I am in student council and we have been planning this night for weeks. It is going to be awesome! We have put up decorations, we have made snacks, prepared playlists and everything! We even have our own DJ!"

Tom shakes his head in embarrassment. If only they did have a real DJ. The parents' association at his school asked for volunteers. Of course his dad had to volunteer to be the DJ! There is no way he can go to the disco now. He even likes a girl -- what if Dad finds out and plays a really slow song? How embarrassing would that be! Lisa asks him what is the matter. He doesn't know what to say. Finally he builds up the courage to tell her what's wrong.

--- 44 (2)

"I know about the DJ. It's not a real one. The DJ is my dad! I'm going to be so embarrassed. What if he sees me dancing? He's going to ask all sorts of questions, like 'Who is this young lady?' and 'Won't you introduce me to your girlfriend?'" He looks at Lisa. She is smiling, even laughing, but not in a bad way. She thinks this is really funny.

"That is so like your dad!" she says. "You will be all right, though. The room will be full of people. And you don't have to dance right in front of the DJ booth. Besides, we will turn the lights off and have only disco lights." Maybe she is right. Maybe it will be a good night. To Tom's own surprise, he turns to Lisa and says, "So if I come, will you dance with me?" She takes him by the hand as they walk and answers, "Of course I will. As long as we stay away from that curious DJ!"

ééé Talk and tell

-- Have you been to a school party or a school disco? What was it like?

-- Why is Tom not sure whether he is going to the disco or not?

-- Who is the girl that Tom likes, do you think?

-- Who would you like to invite to dance?

-- Why is Tom embarrassed?

!!! Workbook page 32--33

--- 45 (3)

### xxx3 A happy birthday?

Words:

early: tidlig

up to something: planlegger noe

surprise: overraskelse

usually: vanligvis

quiet: stille

pretending: later som

whispering: hvisking

giggling: fnising

cereal: kornblanding

cupboard: skap

\_It is early morning. Lucy is in bed. She is very excited. Today is her birthday. She is sure that Mum, Andrew, and her brother Michael are up to something. They always have a surprise for her on the morning of her birthday. They usually come into her room and bring her presents. Sometimes they decorate her room with garlands and balloons while she is sleeping. This morning, everything seems quiet.\_

Lucy is pretending to be asleep. She hears her family moving around and she is waiting to be surprised. She is getting restless, and she wants to get up. She looks at her alarm clock. It is almost seven o'clock. She has to get up very soon, otherwise she will be late for school. What if her family have forgotten her birthday? That would be sad. Lucy gets up, walks into the bathroom and splashes some water on her face. She looks in the mirror. Eleven years old, and nobody remembers. How sad.

--- 46 (3)

She drags her feet across the hall and down the stairs. The radio is on in the kitchen. Or is there someone whispering and giggling? She opens the kitchen door.

"SURPRISE!" Now she sees what Mum, Andrew and Michael have been up to. They have decorated the kitchen with balloons and the table is set for six. There is a birthday cake with eleven candles on the table, next to the usual cereal, toast and eggs.

They all sit down at the table: Lucy, her brother Michael, Mum, Andrew and Granddad. Granddad lives next door and has come over to celebrate. But who is the sixth plate for? Lucy doesn't get much time to think about it. She hears: "SURPRISE!" again, and out of the cupboard jumps her best friend Jane.

--- 47 (3)

Lucy is lost for words. She has not seen Jane since last summer. Jane has moved away, and lives in a village 200 miles away. She is back in town for a visit. She has secretly planned the birthday surprise with Lucy's family. She tells Lucy that she is going to stay all week.

"This is definitely my happiest birthday yet!" says Lucy.

ééé Talk and tell

-- Have you ever been disappointed? What happened?

-- How can you keep in touch with friends who live far away?

-- How does it feel to be surprised? Explain why you like or don't like surprises.

!!! Workbook page 34--35

--- 48

## xxx2 Read and enjoy!

### xxx3 Harry Potter at a campsite

Words:

poles: (telt)stenger

pegs: (telt)plugger

mallet: klubbe

erect: sette opp

spotted the problem: sett problemet

quizzical: spørrende

dropped to his hands and knees: gikk ned på alle fire

be cramped: bli trangt

tent flap: teltduk

drop: falle ned

old-fashioned: gammeldags

three-roomed flat: treroms leilighet

crocheted covers: heklede tepper

mopping: tørke av

bald: skallet

bunk beds: køyesenger

tap marked: vannspring der du kan hente vann

completely unimpressed: fullstendig uberørt

proportions: proporsjoner

cook on fires: lager mat på bål

mist: dis

dawning on: gå opp for (forstå)

Harry had never been camping in his life; the Dursleys had never taken him on any kind of holiday, preferring to leave him with Mrs Figg, an old neighbour. However, he and Hermione worked out where most of the poles and pegs should go, and though Mr Weasley was more of a hindrance than help, because he got thoroughly over-excited when it came to using the mallet, they finally managed to erect a pair of shabby two-man tents.

All of them stood back to admire their handiwork. Nobody looking at these tents would guess they belonged to wizards, Harry thought, but the trouble was that once Bill, Charley and Percy arrived, they would be a party of ten. Hermione seemed to have spotted the problem, too; she gave Harry a quizzical look as Mr Weasley dropped to his hands and knees and entered the first tent.

'We'll be a bit cramped,' he called, 'but I think we'll all squeeze in. Come and have a look.'

Harry bent down, ducked under the tent flap, and felt his jaw drop. He had walked into what looked like an old-fashioned, three-roomed flat, complete with bathroom and kitchen. Oddly enough, it was furnished in exactly the same sort of style as Mrs Figg's; there were crocheted covers on the mismatched chairs, and a strong smell of cats.

--- 49

"Well, it's not for long,' said Mr Weasley, mopping his bald patch with a handkerchief and peering in at the four bunk beds that stood in the bedroom. 'I borrowed this from Perkins at the office. Doesn't camp much anymore, poor fellow, he's got lumbago.'

He picked up the dusty kettle and peered inside it. 'We'll need water ...'

'There's a tap marked on this map the Muggle gave us,' said Ron, who had followed Harry inside the tent, and seemed completely unimpressed by its extraordinary inner proportions. It's on the other side of the field.'

'Well, why don't you, Harry and Hermione go and get us some water, then -- 'Mr Weasley handed over the kettle and a couple of saucepans,' -- and the rest of us will get some wood for a fire.'

'But we've got an oven,' said Ron, 'why can't we just --'

'Ron, anti-Muggle security!' said Mr Weasley, his face shining with anticipation. 'When real Muggles camp, they cook on fires outdoors, I've seen them at it!'

After a quick tour of the girl's tent, which was slightly smaller than the boys', though without the smell of cats, Harry, Ron and Hermione set off across the campsite with the kettle and saucepans.

Now with the sun newly risen and the mist lifting, they could see the city of tents that stretched in every direction. They made their way slowly through the rows, staring eagerly around. It was only just dawning on Harry how many witches and wizards there must be around the world; he had never really thought much about those in other countries.

Excerpt from \_Harry Potter and the Goblet of Fire\_ by J.K. Rowling.

From Chapter seven, Bagman and Crouch

--- 50

## xxx2 Speak up!

### xxx3 Discussion

What has changed since your parents were your age? Have a brainstorm. Then, ask your parents, older relatives, neighbours, teachers or other adults you know about life when they were eleven years old.

Compare your answers and have a discussion.

!!! Workbook page 38

Me age 11:

-- mobile phone

-- stream music on my phone

-- watch movies on a tablet

-- use the internet if I want to find out about something

-- not allowed to go hiking on my own

-- always wear a helmet for skiing and cycling

-- take photos all the time

Dan at eleven (Dan is my stepdad):

-- phone with a cord

-- played music from a cassette player or cd player

-- used encyclopedia to find out about something

-- used to go camping on his own

-- never wore a helmet

-- took hardly any photos, had to develop the film to see them

Both of us:

-- go to the cinema

-- go swimming with our friends

-- read books and comics

-- play sports

--- 51

## xxx2 Write it!

### xxx3 Comparative text

Use your notes from Speak up. Write a text in which you compare your life to the life of a parent (or step-parent), aunt, coach, teacher or another adult you know well at the age of eleven.

First, write a paragraph about your life at eleven. Write at least three lines. Then, write a paragraph about the other person's life at eleven. Finally, write a paragraph about what you have in common.

!!! Workbook page 39

Example text:

Max, 11

Title:

Me at eleven -- Dan at eleven

First paragraph (me):

My life is definitely different from Dan's life when he was eleven. I have many things that Dan did not have when he was my age. I use my smartphone every day to send texts, check my social media, play music or look up whatever I want to know on the Internet. All this technology makes my life easier in many ways.

Second paragraph (Dan):

When Dan was eleven, he had to go to the record store and buy a vinyl record, a cassette or a CD if he wanted to listen to his favourite band. He did not have his own phone. The whole family shared a phone, and the phone was attached to the wall by a cord. When his friends wanted to talk to him. they would walk over to his house and ring the doorbell.

Third paragraph (comparing):

Even though many things have changed, I enjoy many of the same activities that Dan used to do at eleven. He used to play football, and so do I. He liked to go swimming with his friends just as much as I do now. He used to ride his bike to get around, like I do now. The only difference is that I have to wear a helmet, but he did not. I think that my parents are more careful (and maybe more worried) than his parents used to be.

--- 52

# xxx1 2. Stay together

{{Bilde: Tegning fra by med bygninger og park i bakgrunnen. Fortau med gate. På andre siden av gaten er en bygning med Café og kino merket med "Theatre" og plakat med "The Lion King". På fortauet har to barn et bord med brukte leker de vil selge. Ei jente har et bord med brukte klær. Ei avis med overskriften "Disaster" ligger oppslått.}}

--- 53

--- 54

## xxx2 Staying strong

Words:

Nouns (n)

an activity \_an interest or hobby\_, or to be in motion: en aktivitet

a body \_the human physical structure\_: \_her\_: en kropp

a topic \_a theme\_: et emne

a habit \_a practice\_: en vane

Verbs (v)

to stay \_to remain\_: \_her\_: å forbli

to choose \_to pick out\_: å velge

to explain \_to make clear\_: å forklare

to squeeze \_to crush\_: å klemme (sammen)

Adjectives (adj)

strong \_robust\_: sterk

healthy \_well\_: sunn

fit \_vigorous\_: sprek

soft \_smooth\_: myk

Phrases

from now on: fra nå av

make us laugh: få oss til å le

\_Why fit in when you were born to stand out.\_

Dr. Seuss

Q: What kind of key do you use to open a banana?

A: A monkey.

Q: What does the right hand say to the left hand when they disagree?

A: 'Remember, I am always right.'

Q: Why should you not tell secrets on a farm?

A: Potatoes have eyes, the beans talk and the corn has ears.

--- 55 (1) (2) (3)

ééé Talk and tell

What doyou think you have to eat to keep healthy?

Explain why an actor has to keep fit.

How many hours a night does someone your age need to sleep?

How can learning a new skill make you feel happy?

What do you do to stay active during the day or the week?

How do you feel when you help others?

!!! Workbook page 41

LEARN ...

-- to talk about sports and other interests

-- to read and learn about healthy eating

-- to write and talk about what you do every day and what you are doing right now

GRAMMAR -- Workbook page 46--47

-- verb simple present and present continuous

--- 56 (1)

### xxx3 Dodgeball -- a fun sport

Words:

dodgeball: ballspill som likner kanonball

choose: velge

enough: nok

topics: temaer

brains: hjerner

safety: \_her\_: sikkerhet

explain: forklare

health: helse

soft: myk

\_Lucy's favourite sport is dodgeball. Whenever the teacher lets the students choose an activity for PE, Lucy always votes for dodgeball. Lucy writes a letter to the school paper because she has an idea ...\_

Dear students and Principal Lewis.

I think that in our school we should spend more time playing sports. We have PE every week, but it is simply not enough. We spend five hours a day sitting at our desks. There, we learn to read and write better, and we discuss many topics in our lessons. This is good for our brains, but we also need to use our bodies. Some people say that using your body is good for your brain, too. I agree with them.

I feel we should spend more time on my favourite activity, dodgeball. Dodgeball is good for many reasons including fitness, safety and fun. I will explain how and why.

First of all, there is a lot of running involved in dodgeball. When we play, we run short and fast intervals, and that is really good for our health.

Secondly, dodgeball is a game with a soft ball. Some students are afraid of the ball when they play other sports. In dodgeball they feel safe, because they do not get hurt when the ball hits them. Also, if someone aims for the head, they are out.

Finally, dodgeball is not a really competitive sport. It is not like football, where some students are experts and others are beginners. It is fun and friendly and it makes us laugh. People do not take themselves so seriously when they play dodgeball. Besides, we are all just as good (or just as bad sometimes).

Let us get even fitter and faster (and friendlier) by setting up dodgeball as a lunchtime activity for everyone. Go dodgeball!

Regards,

Lucy Evans

--- 57

ééé Talk and tell

-- What is your favourite PE activity?

-- What is your favourite sport?

-- How can you stay fit?

-- What is good about playing sports?

-- What kinds of sports can you play in your schoolyard?

!!! Workbook page 42

--- 58 (2)

### xxx3 Eating like an ape

Words:

ambitious: ambisiøst (et høyt mål)

journal: logg, dagbok

stomach: mage

stomach ache: magesmerter, mageknip

serving: porsjon

sausage: pølse

ants: maur

gross: ekkelt

sore: \_her\_: støl

kept crawling: krøp

larvae: larver

\_Michael has taken on an ambitious school project. He has decided to change his diet and eat like a gorilla for a week. In his journal he describes his project and writes about his experience.\_

I have decided to eat like a gorilla for a whole week. If you are wondering why. let me tell you.

I have a school project about fruit and vegetables. I could make a poster and write fun facts about vitamins and healthy food, but let's face it. Nobody really reads those posters. This time I want to show my teacher and my friends that I can do a real project. I don't want to just read and write.

This is my journal. I am going to use it every day to document how the project is going and how I am feeling. Fruit and vegetables are healthy, so maybe I will feel a lot better and have more energy. Then again, my stomach is not used to eating so much fruit, so maybe I will get a stomach ache.

--- 59 (2)

#### xxx4 DAY 1

Today I have started my project. I had a big serving of oranges, apples, melon bites and bananas for breakfast. It tasted good. I think I will like this diet. I had a packed lunch at school today, and it was a big fruit salad. I think the project is going well so far.

I have read a lot about gorillas and how they eat. They eat fruit and vegetables. That way they get a lot of vitamins and fibres. I have to make a presentation for our class, so I have started to collect photos of gorillas in the wild. They live in Africa, in rainforests in Uganda and Congo.

#### xxx4 DAY 2

Today I found out that a silverback gorilla can spend as much as 14 hours a day eating. A grown male gorilla is called a silverback because the fur on its back turns silver.

There is a problem with my new diet. My mum says I need to eat some protein. I asked her if I could have a hamburger or a sausage. She said that gorillas eat ants and insects instead! Gross!

--- 60 (2)

#### xxx4 DAY 3

I have decided to add something else to my project. From now on, I am going to exercise to make me stronger and more like a gorilla physically. When I look at photos of gorillas, I can see that they have very long arms. That is not something I can achieve by working out, but I can try to become stronger than I am now. Also, from now on, I am climbing trees every day for two hours -- at least!

#### xxx4 DAY 4

Today I have been hanging by my arms in our apple tree for a total of two hours. My arms are aching. This is all I am able to write today.

#### xxx4 DAY 5

Still sore from hanging in the tree. It takes time to adjust to a gorilla-like lifestyle. My stomach keeps growling. I think I need to eat something more than fruit and carrots, but bugs ...? Well, I am not too sure about that.

--- 61 (2)

#### xxx4 DAY 6

Today I decided to give bugs a chance. What if they are delicious and I am missing out on a good meal? I really tried to eat them in the same fashion that a gorilla eats them, but I couldn't. They kept crawling around, and there was no way I was going to put them in my mouth and kill them by chewing. Ugh!

#### xxx4 DAY 7

I am glad that my project is over. I still love fruit and vegetables after eating so much of it this last week. I think that is my number one lesson learned. From now on, I will eat more fruit and vegetables, but I will still eat burgers and pizza sometimes. And no insects or larvae for me, please!

ééé Talk and tell

-- What do you think of Michael's experiment?

-- Would you like to try to eat differently? Why?/Why not?

-- Have a group discussion about vegetarianism. What are the pros and cons?

!!! Workbook page 43

--- 62 (3)

### xxx3 Eat the rainbow

By Max

\_Max has made an informative folder about fruit and vegetables for his school project.\_

Words:

folder: brosjyre

healthy: sunne

add: tilsetter, bidrar med

habit: vane

ripe: modne

squeeze: klemme

x-ray vision: røntgensyn

obvious: opplagt

confusion: forvirring

strawberry: jordbær

seeds: frø

### xxx3 Eat the rainbow

\_Vegetables are great! They look nice, they keep us healthy and they add a lot of colour to any plate of food. Five portions of fruit and vegetables every day is a good rule of thumb. You should try to eat all the colours of the rainbow.\_

"Eating the rainbow" is easy. You can find fruit and vegetables from bright red to deep indigo and bright yellow. And then there are all the green vegetables, of course. When you make a colourful plate like this, it is not just nice to eat.

It looks great too. Even better, the different vegetables are full of vitamins, fibres and antioxidants. These keep your body happy and healthy.

--- 63 (3)

An apple a day

Is there any truth to the old saying "an apple a day keeps the doctor away"? An apple a day is definitely a good habit. They contain vitamin C and dietary fibres and various antioxidants. Antioxidants are good for the cells in your body. They help you to stay healthy.

Food chemistry

Fruit and vegetables have an effect on you, but they can also affect each other. If you put them together or mix them, chemical reactions happen. Did you know that bananas can make other fruits and vegetables ripe? If you have some very hard pears and want them to turn soft and delicious, put them in a bag with some bananas. The ethylene gas from the bananas make your pears turn soft and ripen. You can do the same thing with a rock-hard avocado. To make your avocado nice and soft, let an apple do the job. You will have an avocado ready to make creamy guacamole for your nachos.

If you make lunch in the morning and slice your apple, the slices can go brown as they react with the oxygen in the air. If you squeeze in some lemon juice or orange juice, the apples keep for longer and they do not turn brown. This also works for bananas in your fruit salad!

--- 64 (3)

Carrots for Superman's eyesight

Sadly, no vegetable can give you x-ray vision. However, carrots contain carotene, which actually helps your eyes see better.

Makes sense ... or?

You might think you know the difference between a fruit and a vegetable, but sometimes it is not that obvious. Did you know for example, that a tomato is not a vegetable but a fruit? It is the most popular fruit in the world. Cucumbers and pumpkins are also fruits, not vegetables.

To add to your confusion, a strawberry is not technically a berry, but a fruit. A real berry holds the seeds on the inside, not on the outside, as the strawberry does.

--- 65 (3)

ééé Talk and tell

-- Why is the title of the text "Eat the rainbow"?

-- How can apples be useful except for eating?

-- Lemon acid is an anti-oxidant. How can it be useful?

-- Why are carrots good for your eyesight?

!!! Workbook page 44--45

--- 66

## xxx2 Play your part

Words:

Nouns (n)

a role \_to play a character\_: en rolle

a play \_a performance or a drama\_: et skuespill

a costume \_what you wear in a play\_: et kostyme

an actor \_a player in the theatre or in a film\_: en skuespiller

Verbs (v)

to perform \_to play on a stage\_: å utføre, å spille

to act \_to play a role\_: å opptre, å spille (en rolle)

to recite \_to rehearse\_: å lese opp, å framføre

Adjectives (adj)

scary \_creepy, frightening\_: skummelt, skremmende

creative \_imaginative or artistic\_: kreativ

quick \_fast, speedy\_: rask

hilarious \_very funny\_: morsom

Phrases

break a leg: \_idiom:\_ lykke til

to carry a tune \_to sing well\_: å holde tonen når man synger

{{Bilde: Tegning av en gutt som danser på en scene foran det som sannsynligvis er et dommerpanel med tre personer.}}

\_Victory is in having done your best. If you've done your best, you've won.\_

Billy Bowerman

ggg Jokes

Q: Why did the girl sit on the ladder to sing?

A: She wanted to reach the high notes!

Q: What happened to the lion when he ate a comedian?

A: He felt funny!

Q: Why can't Cinderella play soccer?

A: Because she's always running away from the ball.

--- 67 (1) (2) (3)

ééé Talk and tell

What kind of roles would you like to play? Why?

What can you learn by playing different roles?

Explain why it is important that people in a theatre do different jobs.

Would you like to be on the stage or behind the scenes?

Do you think it is scary to stand on a stage? Why or why not?

!!! Workbook page 48

LEARN ...

-- to talk and write about past activities and events

-- to recite and perform in front of others

-- to find information in a text

GRAMMAR -- Workbook page 54--55

-- verb past tense

--- 68

--- 69 (1)

### xxx3 Auditioning for a role

Words:

put on: sette opp

play: \_her\_: skuespill

everyone: alle

violence: vold

scary: skummelt

performed: framførte

recite: framføre, lese

hard: \_her\_: vanskelig

\_Philip's school is going to put on a play this year. They are making their own production of the musical The Lion King. All the students are excited. There is something to do for everyone. Some students want to act on the stage. Others want to build and paint the set. A group of children will make costumes. Philip, Lucy and Oliver are going to the audition for singers, dancers and actors.\_

Philip: My dream has always been to play the lead role in \_Hamlet\_. I want to be an actor when I grow up.

Lucy: I want to dance. I am glad we are doing a musical. I like it when there is music and dancing in the show, not just talking.

Philip: I wish we could do \_Hamlet\_. That play has a lot of violence, and no dancing.

Lucy: That sounds scary. Hamlet is thinking about killing his uncle, isn't he?

Philip: He is. That is because his uncle killed Hamlet's father.

Oliver: Still, you can't just go around killing people. Even an evil uncle! Anyway, I am glad we are doing a musical, because I like singing. I want to sing a solo. Have you prepared a dance routine for your audition, Lucy?

Lucy: Yes, I have. I performed in a show earlier in the summer. I am going to do that same dance. What are you going to do?

--- 70 (1)

Philip: I am going to recite a scene from \_Hamlet\_. "To be or not to be..."

Oliver: I am not surprised, since that is your dream role. But it sounds hard. I am going to sing a song from \_The Lion King\_.

Philip: I hope I can get the role as Simba.

FACTS

Hamlet is a famous play by William Shakespeare (1564--1616). It is a tragedy about a Danish prince. The Disney musical The \_Lion King\_ was inspired by \_Hamlet\_.

ééé Talk and tell

-- Would you like to be in a show?

-- What would you like to do on stage?

-- What would you like to do backstage?

!!! Workbook page 49--50

--- 71 (2)

### xxx3 Who is right for the job?

Words:

requires: krever

carry a tune: holde tonen

audition: prøvespille

prompter: sufflør

props manager: rekvisitør

applicants: søkere

brakes: bremser

sewing: sying

mimic: etterlikne

quote (v): sitere

may the force be with you: lykke til

quotes: sitater

Actor wanted!

Actor wanted for male role, age 10--12. The role requires a good singing voice. Dancers who can carry a tune are welcome to audition Friday at 1 pm in the school auditorium.

Dancers

Dancers wanted for the musical Annie. Age: 8--12, girls. Must be able to sing in a chorus, soloists are also welcome. Singing lessons will be given.

Prompter

Prompter wantegd for the school theatre's new production of the musical Annie. The job requires a quick reader with a good memory. You must be able to work two nights a week for three weeks in November. Please call Anna Jones 833 34 223 or email [anna@schoolproductions.fun](mailto:anna@schoolproductions.fun)

Props manager

School productions are looking for a props manager for our new show, Annie. Applicants must be creative and handy, as some building and mending is part of the job. Please call Anna Jones 833 34 223 or email [anna@schoolproductions.fun](mailto:anna@schoolproductions.fun)

--- 72 (2)

Tim

Hi! My name is Tim. I am twelve years old. I love all kinds of movies. I think I have seen them all. I can quote many famous movies, and I always pick the right time to do it. "May the force be with you!" is one of my favourite quotes. As you may know, that quote is from Star Wars. I like to say this when someone tells you they are going to the toilet or going outside. I am a bit of a clown!

I also like reading. My favourite books are Philip Pullman's series "His Dark Materials".

Linda

Hello! My name is Linda. I am eleven years old. My best friends are Una and Mike. We always do fun things together like cooking, dancing or making different things. Actually, I helped my friend Una to mend her bike. The brakes were broken and the bike had a flat tyre. I fixed it, so she made me a cake as a thank you. How lovely!

My favourite subject at school is Arts and Crafts. I like sewing and designing clothes. I also like to use a hammer and nails. I have built a treehouse in my backyard.

--- 73 (2)

Julian

Hi there! My name is Julian. Everyone calls me Jules though. I am twelve years old. I love breakdancing. I always wear my headphones because I love to listen to music. I listen to music more or less all the time, except when I am at school. My teacher makes me take the headphones off so I can focus on my schoolwork. I like to mimic different voices. Sometimes I put new voices on cartoons that I find on the Internet. It is hilarious.

My parents say that I am always humming. I sometimes sing in the shower. I don't know why, but I like it.

Nina

Hello! My name is Nina. My friends call me Nina Ballerina! I think it is because I love ballet. I dance every Tuesday, Wednesday and Friday, and I have been doing so since I was three years old. I love all dance styles, and I would love to dance in a show sometime.

ééé Talk and tell

-- Who is right for which job? Discuss with a partner.

-- Which characters in the text can you relate to? How? What do you and the character have in common?

!!! Workbook page 51

--- 74 (3)

### xxx3 The show must go on

Words:

feels sick: er kvalm

lead role: hovedrolle

dress rehearsal: generalprøve

silent: stille

sympathetic: medfølende

mumbling: mumling

throat: hals

bouncing: spretter

sneak out: snike seg ut

orphanage: barnehjem

wipes: tørker

cheeks: kinn

lines: replikker

make a fool of myself: dummer meg ut

pulls a funny face: lager en morsom grimase

rushes: skynder seg

audience: publikum

It is opening night and Fiona feels sick. She is so nervous. She is going to play the lead role in the musical Annie, but she does not want to go out on the stage. The dress rehearsal went really badly last night. She forgot what to say even though she had been rehearsing for weeks. They say that a bad dress rehearsal means good luck, but Fiona is not so sure. She can still feel all the eyes of the other actors staring at her as she went silent and did not know what to say. She can hear the faint giggles from the girls in the back and the more sympathetic mumbling from the parents who were there to help out.

Everything feels wrong. Her throat feels thick. Her eyes are running, and so is her nose. She is not allergic to anything, so the tears must be because of her nerves. Mum and Dad are in the audience. Everyone is excited. They are all waiting for her to go on stage in ten minutes' time. Her drama teacher is expecting her to do really well. If only she was not so afraid of letting everyone down!

Everyone else seems so happy and excited. Some dancers are bouncing around, some are giggling and some are stretching. All the actors are warming up their voices. The dressing rooms smell of hairspray, sweat and dust. There is noise and people everywhere. Fiona goes out the fire door exit and sits on top of the stairs. Finally some alone time!

She breathes in and then out, like her drama teacher taught her. If it were not for these nerves, this play would be so much fun! She knows all the dance steps. She knows her lines and all the songs. Why do her nerves have to bother her so much?

--- 75

Fiona sits on the stairs for a while. Nobody has seen her sneak out. They must be wondering where she is by now. She hears voices talking and it sounds like someone is coming. The door opens.

"Here she is!" her friend Stella shouts. She plays Pepper, one of Annie's friends from the orphanage. Stella looks at Fiona. She can see that Fiona has been crying. "What's wrong?" she asks.

--- 76 (3)

Fiona wipes the tears from her cheeks and says, "Right now, everything is wrong! I can't remember my lines, my voice doesn't work properly and I don't want to go out on that stage! What if I make a fool of myself like last night?"

There is a reason why Stella is Fiona's best friend. She always comes up with such great ideas. She is always calm whenever Fiona feels nervous. Stella pulls a funny face. It makes them both laugh. "A fool? Like this you mean?" Stella is always hilarious. Fiona bursts out laughing.

"Yes, exactly like that."

"You don't have to," says Stella. "I've done it! You have laughed at me, I have laughed at you and now it's done! Nobody has to make a fool of themselves anymore. Let's go out there and have fun. So what if you forget a line? You know the play. Just improvise. Besides, we're all a team. We'll help you."

Anna, the drama teacher rushes in. "Here you are, I have been looking all over for you! We're on in two minutes. Find your places, girls! And break a leg!"

Fiona goes out on the stage. She looks at the stage lights. That way she does not see all the people in the audience. The music starts playing. She feels happy again. The words to the song are coming back to her. She starts singing: "Maybe far away..."

--- 77

IN THE SPOTLIGHT

{{Bilde av et sceneteppe belyst med spotlight.}}

ééé Talk and tell

-- What is bad about being nervous? Can it also be good to be nervous sometimes?

-- Tell your partner about a time you were nervous. What happened?

-- Have you seen Annie or another musical? Which one was your favourite?

-- What can you do if you have stage fright? How can you help a nervous friend?

!!! Workbook page 52--53

--- 78

## xxx2 Dare to share

Words:

Nouns (n)

a toy \_an object someone plays with\_: et leketøy

a desire \_a strong wish\_: et ønske om

a refugee \_someone forced to leave their country\_: en flyktning

an effort \_a struggle\_: en anstrengelse

Verbs (v)

to share \_to give out\_: å dele

to support \_to provide for\_: å støtte

to care \_to look after\_: å ta vare på

to improve \_to make better\_: å forbedre

Adjectives (adj)

proper \_suitable\_: ordentlig

sad \_unhappy\_: trist

Phrases

have a peek: ta en titt

to give a hand: \_idiom:\_ å hjelpe

go shares: å dele noe likt

\_No one has ever become poor by giving.\_

Anne Frank

ggg Jokes

Q: I went to London and I have been to Rome. I could go to India and sometimes they send me home. I do all of this by simply sitting in a corner. What am I?

A: A stamp.

Q: You can crack me and make me. You can tell me, share me or play me. What am I?

A: A joke.

Q: Almost everyone needs it, asks for it, gives it, but almost nobody takes it. What is it?

A: Advice.

--- 79 (1) (2) (3)

ééé Talk and tell

In what situations do we need support from others?

Are there toys or other things you have, that you

easily would give a way? What, and why?/why not?

What organisations raise funds? What do they do, and who do they help?

If your class or school arranged a flea market, who do you think should get the income?

!!! Workbook page 56

LEARN ...

-- to use some idiomatic expressions

-- to understand the content of different texts

-- to discuss similarities and differences

GRAMMAR -- Workbook page 66--69

-- about verbs in present perfect forms

--- 80 (1)

### xxx3 Sharing is caring

Words:

support: støtte

have a peek: ta en titt

recommend: anbefale

locomotive: lokomotiv

belonged to: tilhørte

completely worn out: fullstendig utslitt

escaped: flyktet

terrible: forferdelig

relief: lettelse

fair price: rettferdig/rimelig pris

earned: tjent

desire: ønske

effort: anstrengelse

Harmonie: Hello! Would you like to support our fundraising for children?

Ronny: We have many great toys for sale. Never too late to play, Madame! Would you like to have a peek?

Woman: It has been a while since I played with toys, but what would you recommend for a small boy?

Ronny: What about this locomotive? It belonged to my friend Harmonie's big brother, Henry. It used to be his favourite.

Man: Nice, and not completely worn out! But where is the rest of the Hogwarts Express?

Harmonie: I am afraid a young man with round glasses has already bought it.

Man: OK. What are you going to do with the money you earn?

Ronny: We will give it to Right to Play. The organisation improves children's lives through play and education.

Woman: I see. We had to flee our country. We know how hard it was for our children. They were afraid and cried a lot. We were also afraid, that's why we escaped the terrible war.

--- 81 (1)

Ronny: How did you feel coming here?

Woman: A huge relief. Finally, we were safe, but still worrying about our family.

Man: How much for the train?

Harmonie: £3, if it's not too much to ask. It is used.

Woman: That is a fair price.

--- 82 (1)

Man: How much have you earned so far?

Harmonie: Around £40. Here is your train!

Man: Thanks! You are both philanthropists.

Ronny: And what does that mean?

Woman: It means you have a desire to help others and you put in effort to do so.

Ronny: Safe journey with Hogwarts Express.

Man: Thank you! Good luck with the sale!

FACTS

A philanthropist is a person who donates money to others to help them live a better life.

ééé Talk and tell

-- How would you feel about starting a new life in a new country far from your own?

-- What do you think your feelings would be if you were on the run from a dangerous situation?

-- If your feelings had a colour, which would it be?

-- Have you or someone you know needed any kind of help from others? Share what happened.

!!! Workbook page 57--58

--- 83 (1)

### xxx3 Harmonie's letter

Words:

proper job: ordentlig jobb

separated: kom fra hverandre, ble adskilt

fast asleep: i dyp søvn

make a difference: utrette noe

decided: bestemte

sad: trist

instead: istedet

forgot: glemte

new stand: ny salgsbod

contributing: å bidra

scones: scones (en slags bolle)

DEAR AUNTIE,

I heard your call, but I was working.

I know I am far too young to have a proper job, but this was something special.

You know how you told me about how some of you and Mum's family were separated during the war? And you never saw them again? I remember you told me how sad and scared you, Mum and Gran were when your father and your two brothers were taken away in the night. I also know that you still talk about them. And I know that all the three of you cry when you think I am fast asleep.

Mum has told me many times of your escape from your beautiful country. And how you forgot about the war when you played.

--- 84 (1)

I want to make a difference in the world, and that is why this project is perfect for me. My class has decided that all children have a right to play. We know that when we play, we forget to be sad, irritated or angry. We have fun instead.

Therefore, we have collected old toys and sold them in the park. Mum gave us an old garden table and some chairs to put it all on. Some others in my class are standing outside one of the shops close to school, selling cakes and coffee.

We earned almost £100! We will give it to \_Right to Play\_. They know where kids need it the most.

We are going to have a new stand next week. So, if you feel like contributing, you can always bake some scones for us to sell!

Love from your favourite niece, Harmonie

ééé Talk and tell

-- What do you do to help your family? Give examples.

-- Give ideas of how you and your classmates can help other people.

-- Name big organisations that work for a better world. Search for more information about them.

!!! Workbook page 59--60

--- 85 (2)

### xxx3 Think globally

Words:

emergency: nødsituasjon, krisesituasjon

refugee crisis: flyktningkrise

earthquak: jordskjelv

drought: tørke

outbreak of disease: sykdomsutbrudd

cooperate: samarbeider

provide: skaffe, gi

volunteers: frivillige

devote: vie, gi

knowledge: kunnskap

refugee camp: flykningleir

contribute: bidra, medvirke

scientific research: forskning

equipment: utstyr

treatment: behandling

serious diseases: alvorlig sykdom

hygienic conditions: hygieniske forhold

effective vaccines: effektive vaksiner

measles: meslinger

carpenters: snekkere

lawyers: advokater

pneumonia: lungebetennelse

public transport: offentlig kommunikasjon (buss, tog, etc.)

scarce: knapp, sjelden, dårlig med

engineer: ingeniør

#### xxx4 Crisis and emergency

Every year you can hear or read about war, refugee crisis, earthquakes, extreme weather, drought, fires and floods somewhere on Earth. These catastrophes often lead to hunger and outbreaks of disease. International organisations help out when there is an emergency. Countries cooperate with each other to provide the best help and assistance possible when there is a crisis.

#### xxx4 Volunteers

Volunteers all over the world devote their time, money and knowledge to make life better for more people. Some leave their own safe country to work together with those who are on the run in a refugee camp or have to rebuild their homes, villages and cities. Others contribute with warm clothes, food and medical support.

Anyone can help by giving money to scientific research or to medical equipment. Better treatment of serious diseases can make them disappear.

--- 86 (2)

#### xxx4 Stop illnesses!

'All children have the right to good health. Every year, 11 million children die. In my country, many people still need clean water, hygienic conditions, healthy food and effective vaccines. This will help to reduce or eliminate illnesses like measles and malaria.'

#### xxx4 Support education!

'Where I live, some children don't get the opportunity to learn to read and write. All children should go to school. Education will help them to get a job. We need doctors, nurses, engineers, carpenters, teachers and lawyers to build our society.'

--- 87 (2)

#### xxx4 Build for the future!

'My sister died of pneumonia, because we could not get her to hospital in time. We had no car, only a bike, and public transport was scarce. I want to be an engineer and build roads. My friend wants to become an architect and design hospitals. We want to build for the future -- our future. When people suffer, there will be more robbery and killings. Our streets are no longer safe.'

FACTS

Malaria is a serious and sometimes fatal disease. It comes from a parasite that infects a certain type of mosquito. These mosquitos infect humans when they bite them.

ééé Talk and tell

-- What does it mean to think globally?

-- What can you do to 'make a better world'?

-- How can you be a volunteer where you live?

-- What do you want to become when you grow up and why?

!!! Workbook page 61

--- 88

{{Bilde: Ei jente sitter ved et bord foran et plankegjerde som har skiltet "Eddingtoan Road". Hun selger brukte klær. en gutt holder opp en t-skjorte. Ei jente løfter opp ei t-skjorte fra en sekk. Det er flere sekker på fortauet.}}

--- 89 (3)

### xxx3 Find use for used clothes

Words:

gather: samler seg

wardrobe: garderobe

mats from scrap cloth: filleryer

fabrics that are torn: slitt stoff

not good enough: ikke bra nok

reuse: gjenbruke

gender: kjønn

iron: stryker

orphanage: barnehjem

homeless people: hjemløse mennesker

deliver: leverer

meal: måltid

tidy: ryddige

eco-friendly: miljøvennlig

Each year, all the families in 29 Eddington Road gather to see what clothes they do not need any longer. Either they have outgrown them, or they just don't use them any longer.

Before they meet, everyone in each family goes through their wardrobe. They bring with them whatever they no longer need. A lady who makes mats from scrap cloth gets the fabrics that are torn or out of shape and not good enough for reuse.

All the family members gather, and they sort the best clothes by size and gender. They wash and iron them, and then they put the clothes in bags and mark the bags.

They give all the good children's clothes to a small orphanage. Since the children there grow fast and always need new clothes to wear, the orphanage is thankful for good quality used clothes. And so are the children!

The families from Eddington Road are also in touch with an organisation that gives shelter to homeless people. Here they deliver the adult clothes.

--- 90 (3)

{{Bilde: Fire personer sitter rundt et bord på en café og prater. De har hver sin middagsrett, hver sitt vannglass og en vannkaraffel på bordet. Salt og pepperbøsse.}}

The homeless people have organised a café, where the families have a meal after they finish their work.

This is a win-win situation. The families get tidy wardrobes. The children at the orphanage and the homeless people get a new wardrobe. The families get a nice meal. The homeless people get work. And not to forget, reusing the clothes is eco-friendly.

ééé Talk and tell

-- What do you do with your old clothes?

-- How much clothing do you think would be enough for each of us to have?

-- How many trousers, sweaters, blouses and jackets do you have in your closet? Make a list.

-- Which of your clothes could you do without, and why?

!!! Workbook page 62--64

--- 91 (3)

### xxx3 For a good cause

Words:

the Student Council: elevrådet

donate: gi

a good cause: en god sak

support: støtte

restore: restaurere

equipment: utstyr

pieces: \_her\_: ting, gjenstander

not to mention: for ikke å nevne

jars: krukker

decoupage: dekorasjon lagd av papir, maling etc. på glass

continue: fortsette

representative: representant

receive: motta

DEAR FELLOW STUDENTS,

As the president of the Student Council, I really want to thank you all. I'm happy to inform you that this year, you, the students of our school, have raised more than one thousand pounds to donate to a good cause. And the good cause is, as you all know, the Children's Village that we support.

The Children's Village will get the money to restore their old school building. We also hope they will have enough money to buy books and other equipment to keep their school going.

We know these children want to go to school, so that they will get jobs and take care of themselves when the time comes. We also hope there will be some money left over to buy toys for the youngest children. Playing is important for all children. It gives a break and brings laughter and joy.

You have all done a great job selling tickets for the lottery. You have also made some really nice pieces for us to sell to your family and friends. Your teamwork and your good spirit have had a very positive impact on our school community as well. New friendships have grown during the last few weeks.

--- 92 (3)

This year you have made small paper stars and hearts to decorate the Christmas tree, and angels made from macaroni. These have been great hits with your families. Not to mention the glass vases and jars with wonderful patterns and colours made of decoupage.

I also want to thank you all for making yesterday evening such a success. May the same atmosphere inspire us all and others to continue this tradition! Tomorrow, a representative for the Children's village will come to receive the check in our auditorium.

Well done everyone -- keep going!

ééé Talk and tell

-- Have your class raised money for a cause? If yes, what cause did you raise money for?

-- What kind of projects could your school or class arrange to raise money for a good cause? Discuss what or who you would support.

-- Suggest in what ways you and your classmates can stand up for others.

-- Why do you think friendships grow when we work together?

!!! Workbook page 65

--- 93

## xxx2 Read and enjoy!

### xxx3 Grandpa Christmas

Words:

grandpa: bestefar

pencil in hand: med blyant i hånda

seeds: frø

vegetable garden: grønnsakshage

beans: bønner

sweetcorn: mais

poppy: valmue

foxglove: revebjelle

butterflies: sommerfugler

trowel: \_her\_: spade

humming: nynne

delight: glede

wriggly worm: sprellende mark

dangling: dinglende

thrush: trost

blackbird: svarttrost

this earth of ours: denne jorda vår

bright: \_her\_: lysende

infinity: evigheten

beacon of life: livets ledestjerne

arid: tørr

lifeless: livløs

fragil: skjør

hurt: skade

unpolluted: uten forurensing

fouling: skitner til

dustbin: søppelbøtte

sewer: kloakk

graveyard: gravplass

undisturbed: uforstyrret

imprisoned: fengslet

entertainment: underholdning

roam: streife omkring

plains: sletter

in peace: i fred

huddle-hug: gruppeklem

\_Every Christmas Eve, Mia reads a letter for her family. Her Grandad wrote this letter for her when she was a small girl.\_

[...]

'I sat there watching you, pencil in hand. I was making a list of the seeds we needed for planting out the vegetable garden: broad beans (my favourite), sweetcorn (your favourite), seed potatoes (the Wilja variety, because Grandma always thought them best for baking), as well as poppy seeds and foxglove seeds (because the butterflies and bees love them).

As I watched you digging away happily with your trowel, and humming to yourself, my heart was full of love for you, Mia and I wanted to write this letter to you because there is so much I wish for you in your life. I have loved these days when you come with me to my garden. I love above everything your delight in it all, in the wriggly worm dangling from your fingers, in that thrush you keep calling a blackbird.

[...]

--- 94

Have you ever seen a picture of us, of this earth of ours from space, Mia?

We are a bright blue bead spinning through infinity. A beacon of life.

But one day, if we do not care for her, this good earth of ours will be as arid and lifeless as the moon.

The life of this world is as fragile as you are, as I am, as trees are, as butterflies and bees and birds are, as plants are. If I have learnt one thing for sure in my long life -- 73 this year, Mia, and that's old -- it is this: Earth is a living, breathing being, and we must hurt her no more.

We are using her up, fouling the air and the sea, making a dustbin of the land, a sewer of the oceans, a graveyard of her creatures.

[...]

I wish no tree ever to be cut down without planting three more in its place.

[...]

I wish for you a world where the whale and the dolphin, the turtle and the jellyfish, can live the life of the deep undisturbed, in seas unpolluted.

[...]

--- 95

I wish for you a world where the elephant and the lion, the tiger and the orangutan can live wild and free -- never locked up and imprisoned simply for our entertainment, but left to themselves in their forests, left to roam their plains and their deserts, left to live their lives in peace.'

[...]

When the reading is over, we all stand up and say, "Happy Christmas, Grandpa. Happy Christmas, everyone," and then have a family 'huddlehug' -- as we call it -- arms around each other in a circle. I always like to think that Grandpa is there in the middle of that circle, with us.

Michael Morpurgo

--- 96

## xxx2 Speak up!

### xxx3 Tell what they can do

babysitting

house cleaning

car washing

painting fences

walking dogs

computer support for elderly people

shopping

gardening

fruit and berry picking

Choose one of the topics above.

Tell your classmate what qualities you need or what you have to be good at for this to be a success. Use the words in the list below to help you.

responsible

like digging in the soil

not afraid to get dirty

like the smell of soap and water

stamina

playful

good with money

not afraid of changing diapers

not afraid of animals

enjoy long walks

tidy

practical

like children

can't stand messy rooms

trustworthy

on time

not afraid to get wet

hard work

love plants

like to talk to people

technical skills

like the outdoors

strong

effective

EXAMPLE:

Take notes and present your opinion to the class. \_A babysitter has to like children, be responsible ...\_ \_He or she should be playful.\_ \_They also must not be afraid of changing nappies.\_

--- 97

## xxx2 Write it!

### xxx3 Make an advertisement

Choose one of the tasks from Speak up. Make a notice where you offer your help. Use the words in the table, page 96 to help you. Remember to write in paragraphs.

!!! Workbook page 70--71

Example:

Heading:

FRUIT AND BERRY PICKING

Intro, name and what you can do:

My name is Alfons Pickering. I am twelve years old. If you have a garden full of fruit trees and berry bushes, and you need someone to help pick the fruit or berries. I am -- your guy.

First paragraph, experience:

For the last two years. I have helped my grandparents pick their apples and pears. They have been very happy with my work.

Second paragraph, skills:

I am trustworthy and always on time. At work, I am very efficient. I like the outdoors and I am very strong. Since picking fruit and berries takes time, you need stamina. I have that. I am used to hard work and not afraid of getting dirty or climbing trees.

Summing up, fee and contact:

Since I am saving money for a new computer game. I charge £5 per hour.

If you need my help, call 9868594302 or my grandparents at 8760653422 for references.

Greeting:

Best regards from ALFONS

--- 98

# xxx1 3. Crossing borders

{{Bilde: Tegning med situasjoner fra vikingetiden fram til i dag. En mann står på en fjelltopp og planter et flagg, en vulkan med utbrudd og en viking planter et flagg på et isflak. En gruppe vikinger viser bort en rødskjegget viking. På sjøen er to vikingskip og et moderne skip med to skorsteiner. En nybyggerfamilie med hus og et jorde med en mann på traktor i bakgrunnen.}}

--- 99

--- 100

## xxx2 The Vikings

Words:

Nouns (n)

a trader \_a dealer\_: en handelsmann

a raider \_a robber\_: en røver

a warrior \_a fighter\_: en kriger

an explorer \_a pioneer\_: en oppdagelsesreisende

Verbs (v)

to believe \_to have faith in\_: å tro på

to sail \_to travel by boat\_: å seile

to travel \_to take a trip\_: å reise

to fight \_to attack\_: å slåss

Adjectives (adj)

clever \_gifted\_: flink

huge \_enormous\_: veldig stor

mighty \_powerful\_: mektig

Phrases

keep to the law \_not break the rules\_: være lovlydig

set foot on \_enter, go into\_: ankomme

bat and ball game \_ballgames with two teams and a bat\_: ballspill der man bruker balltre

\_Our most important baggage on our journey is wisdom!\_

Håvamål

ggg Jokes

Q: What did the Vikings play when they were on long journeys?

A: Cards -- because they always had a deck.

Q: How did the Vikings send secret messages?

A: Norse code.

Q: Why was the Viking ship so cheap?

A: It was on sail.

--- 101 (1) (2) (3)

ééé Talk and tell

How can cultures and languages influence each other?

Where did the Vikings come from and where did they go?

Why do you think we can find many Old Norse words in the English language?

In York in England, there is a Viking Museum. Find out why, and what you can see there.

What do you already know about the Vikings?

!!! Workbook page 73

LEARN ...

-- to compare different traditions in different cultures

-- to talk about how language changes

GRAMMAR -- Workbook page 80--81

-- irregular verbs in past tense form

--- 102

{{Bilde: Tegning av mennesker og ting. En viking med rødt skjegg og skjold planter et flagg i snøen. Ett vikingskip med seil. Tre fisker. To økser med skaft. Ett øksehode. En trefigur av viking til hest. Fire spyd eller lansespisser. En vikingkvinne med kniv og sverd i beltet, og hu holder et skjold. En figur av hode av en viking med krone på hodet. En viking med hjelm, sverd og skjold.}}

--- 103 (1)

### xxx3 History of Vikings

Words:

still today: fremdeles

traders: handelsmenn

raiders: plyndrere

longships: langskip

burn and pillage: brenne og plyndre

Ragnar Hairy Breeches: Ragnar Lodbrok (svensk-dansk småkonge i vikingtiden)

raided: plyndret

pants: bukser

make it seem: få det til å se ut som

pleasing: hyggelig

clever and plucky: flink og dristig/modig

afterlife: livet etter dette, når en er død

warriors: krigere

valour: verdi

worshipped: tilba

long beard: langt skjegg

weird: merkelig

rode: red

mighty: mektig

thunder: torden

deceit: list, bedrageri

thieves: tyver

The Vikings lived a thousand years ago

In Denmark, Sweden and Norway

Sometimes called Norse

They're gone now of course

But we think of them still today.

There were kings who ruled the lands,

And there were farmers and traders.

Jarls were the richer men,

Others were fishermen,

Some were Viking raiders.

These raiders sailed to England

In longships made of wood.

They'd burn and pillage

Any small village,

And steal everything they could.

One famous Viking was Ragnar Hairy Breeches.

He once raided Paris, in France.

Success brought him fame

But what a silly name!

Who'd want to be called hairy pants?

--- 104 (1)

Famous explorer Eric the Red

Found a place that was windy and freezing.

He called it Greenland

And this, so he planned,

Would make it seem rather more pleasing.

Eric's son Leif was an explorer too

He captained a longship with 35 men.

Clever and plucky

Nicknamed "Leif the Lucky"

He sailed to America and back again.

Vikings believed the afterlife was

A great hall called Valhalla --

A huge feast where

The only men there

Were warriors, men of valour.

Odin was the king of the gods

Worshipped by the Norse.

He had a long beard

But what's really weird,

Is he rode an 8-legged horse.

--- 105 (1)

There were lots of other gods and goddesses,

Like Freya -- pretty and sweet,

And mighty Thor,

God of thunder and war,

And Loki, with his lies and deceit.

That's enough about Norsemen for now,

We've learned they were lots of things --

Explorers and thieves,

With such strange beliefs,

Let's say goodbye to the Vikings.

\_A Poem for Kids\_ by Paul Perro

ééé Talk and tell

-- Find the rhyming words.

-- Can you find another word for raiders, rich men and traders?

-- Why do you think the Viking Leif was called Leif the Lucky?

!!! Workbook page 74--75

--- 106

### xxx3 Old Norse culture sets sails

Words:

Old Norse language: norrønt språk

geographically: geografisk

cup-maker: en som lager kopper

excellent craftsmen: utmerkede håndverkere

berserk: berserk (uten kontroll, rasende)

cruel: grusom

lay steady: lå stødig

tradesmen: handelsmenn

laws: lover

banished: bannlyst, forvist

society: samfunn

fled to: flyktet til

sagas: sagaer, fortellinger

tales: fortellinger

heroic deeds: heroiske gjerninger

indigenous people: urbefolkning

remains of: restene etter

settlement: bosetning

discovered: oppdaget

proof: bevis

{{Bilde: To familier med far mor og to barn. En familie fra våre dager og en vikingfamilie.

Ordsky over den moderne familien: berserk, gun, ransack, Hell, husband, sale, steak, wing, shake, give, call, cast, take, mug, run, freckles, bag, bairn, guest, run, leg, egg, skin, cake, lad, happy.

Ordsky over vikingfamilien: berserker, gunn, rannsaka, Hel, húsbóndi, sala, steik, vængr, gifa, kalla, kasta, taka, mugge, skaka, renna, freknur, kaka, barn, gestr, ladd, run, leggr, egg, skinn, happ.}}

\_People travel, and their culture and languages travel with them.\_

#### xxx4 Where the Vikings lived

The Vikings lived in Norway, Sweden and Denmark from 700 AD to 1100 AD. They spoke a language called Old Norse.

York, also called \_Jorvik\_, is a city in England. There you can find Old Norse names. There are street names like, \_Swinegate\_, where the pigs were, \_Feasegate\_, which means cow house, and \_Coppergate\_, the street of the cup-makers. Why is this?

--- 107 (2)

Geographically, the British Isles are close to Scandinavia. Much of the British Isles were part of the Roman Empire for a long time. When the Roman Empire collapsed, it was easy for the Vikings to attack. And so they did!

#### xxx4 Craftsmen and explorers

Not all Vikings were berserk and cruel though! The Vikings were excellent craftsmen and they made long, slim ships. Their longships lay steady in the sea and they could reach a high speed. With the help of sails (from Old Norse sigl) and oars (ár), the Vikings crossed the North Sea. They took with them their culture, language and skills. Many Vikings were also clever tradesmen. On their travels, they sold their own goods and bought other goods from other people.

#### xxx4 Banishment

The Vikings had their own laws. If people didn't keep to the laws, they could be killed or banished from the society they lived in. Being banished was one of the worst things that could happen to a Viking, when banished he was sent away from home.

--- 108 (2)

He had to live his life elsewhere, often far away. This happened to Leif Erikson's grandfather, Thorvald Asvaldsson. He had to leave Norway with his son, Erik, after a killing. They fled to Iceland.

Banishment was not the only reason Vikings would leave their home. Some were explorers and sailed all the way to Greenland and North America in the west. Leif Erikson (Erik's son), was one of them. He was born in Iceland. Leif the Lucky, as he was known, (he did seem luckier than his father and grandfather!) reached the North American continent around the year 1000. Here he set foot on what are now called Baffin Island, Labrador and Newfoundland. But how can we know this for sure?

#### xxx4 Exploring the west

We know where \_Leif the Lucky\_ travelled because sagas were written about the journeys. One of these tales was The Saga of \_Erik the Red\_.

--- 109 (2)

It tells of the Viking's heroic deeds and about his meeting with indigenous people when he and his crew reached land in the west. Some said the sagas were only stories -- just 'fantasy'. In fact, it was not until two hundred years later that someone wrote them down. Until then they had just been spoken. But in the 1960s, remains of the Viking settlement, Leifsbuðir, were discovered in Newfoundland. It was proof!

To this day, each year, on November 9th many American people celebrate Leif Erikson's Day in the USA.

ééé Talk and tell

-- Give reasons why the people of Iceland still speak a version of Old Norse.

-- Study the names of Leif Erikson and his father. How do we know they are related?

-- Where can you go to learn more about the Viking Age?

-- What was the name of the Vikings' religion?

-- If you have relatives in the USA, where do they live, and have you ever met them?

!!! Workbook page 76--77

--- 110 (3)

### xxx3 Viking games

Words:

stamina: utholdenhet

in order to: for å

cross the sea: krysse/reise over havet

encourage: oppmuntre

prepare: forberede

battle: slag

agility: smidighet

for real: på ordentlig, i virkeligheten

tread on: \_her\_: trå på

head-butt: skalle

punishment: straff

the aim: målet

back to back: rygg mot rygg

pull: trekke

stick: pinne

soles of the feet: fotsåler

bottom: bak, rumpe

leather: lær

contestants: deltakere

are not allowed: har ikke lov til

\_"We Vikings have to be in good shape. We need to be strong and have stamina in order to cross the sea for weeks, or even months, and then fight other people. Our training starts when we are young."\_

Grown-ups encourage us to play games when we are small children. Many of the games prepare us for battle. Our games are meant to improve our balance, strength and agility. It might be helpful one day, if we have to fight others for real. In our games the aim is not to harm each other. It is forbidden to hit, kick, tread on or head-butt your opponent. And these rules are written down as laws. If that happens, the punishment is strict.

#### xxx4 Keep the balance

One game that is common among children begins with the two players standing back to back. You have to hold each other's hands, and the aim is to force your opponent out of balance. If one foot leaves the ground, you have lost. Perhaps you have played it?

--- 111 (3)

#### xxx4 Stay seated

Another game is called \_pull a stick\_. Two kids sit face to face on the ground with the soles of their feet touching. Each holds the other's arms, and pulls. The one whose bottom lifts off the ground first has lost the game.

#### xxx4 Use one hand

\_Pull the leather\_ is a third game. In this game, there can be several players. You need one piece of leather. Each player can only have one hand on the leather. You are not allowed to change hands during the game. The one who manages to end up with the leather, wins the game. As you know, you are not allowed to kick or hit your opponent.

ééé Talk and tell

-- What types of sports do these games remind you of?

-- Were girls allowed to play these games? Why? Why not?

-- Try these games out. Make a tournament and see who wins.

!!! Workbook page 78--79

--- 112

## xxx2 Living a dream

Words:

Nouns (n)

a dream \_a wish\_: en drøm

a journey \_a voyage\_: en reise

a steamship \_a ship with a steam engine\_: et dampskip

a funeral \_a burial\_: en begravelse

Verbs (v)

to hug \_to embrace\_: å klemme

to leave \_to go away\_: å forlate, reise fra

to arrive \_to reach, to enter\_: å ankomme

to save \_to set (money) aside\_: å spare

Adjectives (adj)

new \_fresh, unexperienced\_: ny

strange \_odd, surprising\_: rar, merkelig

familiar \_well-known\_: kjent

cute \_charming\_: søt

Phrases

time goes by: tiden går

play hide and seek: leke gjemsel

\_No river can return to its source, yet all rivers must have a beginning.\_

Proverb

ggg Jokes

Knock, knock!

Who's there?

Curry.

Curry who?

Curry me back home will you!

Q: Have you heard the joke about the skunk?

A: Never mind -- it really stinks.

Q: What was the pig's favourite book?

A: Hamlet.

--- 113 (1) (2) (3)

ééé Talk and tell

Why do people move from their home country to settle in a new place?

Why did Norwegians leave Norway to settle in the USA a hundred years ago?

Today we can travel from one continent to another in no time. How was this a hundred years ago?

What challenges do people face when they arrive in a new country?

How do you think it feels to be homesick? Have you ever been homesick? When and why?

How could the immigrants communicate in their new country?

!!! Workbook page 82--83

LEARN ...

-- to talk about hopes and dreams

-- to read about historical events

GRAMMAR -- Workbook page 90--91

-- personal pronouns

-- possessives

--- 114

### xxx3 Alfred's journey

Words:

journey: reise

handshake: håndtrykk

blink: blunke

wooden chest: trekiste

tools: verktøy

sheets: laken

promise: løfte

steamship: dampskip

plenty of: mye

probably: antakelig

on board: om bord

bunk: køye

arrives: ankommer

prove: bevise

finally: endelig

{{Bilde: Tegning av en ung mann som gir sin mor en klem. På bakken er flere kofferter. En gutt og en mann. En mann med hest og vogn i bakgrunnen.}}

\_The year is 1913. The place is a small farm in Aker outside Christiania, Norway. Alfred is 22 years old. He is about to set out on the journey of a lifetime. He is going to America.\_

#### xxx4 Saying goodbye

Alfred says goodbye to his father and brothers with a handshake. He has to blink one extra time when he hugs his mother, Anna. The horse and the carriage are ready. His older brother Oscar will take him to Christiania. From there he will get on the ship \_Kristianiafjord\_, which will be leaving for America in two days.

--- 115 (1)

#### xxx4 Alfred's luggage

Alfred does not have a lot with him. He carries a small travel bag and a wooden chest. In the chest, he has some tools, his best Sunday clothes, some family photos and some sheets that his mother has sewn for him. In his bag, there is some food for the journey.

Alfred has brought some pens and paper for letters, and of course his Bible. He has promised his mother that he will write a letter every Sunday. He plans to keep his promise. He will have a lot of time to write on his sea voyage from Christiania to New York.

#### xxx4 On board the ship

About a week on a steamship is a long time. Alfred has plenty of hours to think about his new life and to write many letters. He will probably meet some new friends on board the ship. There are many young men like himself, and many families with children, too.

At night, he lies in his bunk trying to sleep. He is thinking about his family back home.

--- 116 (1)

He misses them already, but at the same time, he is looking forward to his big adventure in America. Fortunately, he will not be all alone in the New World. His sister already moved there a few years ago, and her husband will greet Alfred when he arrives in New York. It will be nice to see a familiar face again, he thinks, before he falls asleep.

#### xxx4 Ellis Island

After two weeks on board the ship, Alfred is happy to set foot in the New World. He arrives on Ellis Island. There, he must see a doctor to prove that he is healthy. Then finally, he can meet his brother-in-law, Nils.

His new life is about to begin.

ééé Talk and tell

-- How do you think Alfred feels about leaving home forever?

-- Has anyone in your family moved to another country? Tell your class about it.

-- Find out more about Ellis Island.

!!! Workbook page 84--85

--- 117 (2)

### xxx3 As time goes by

Words:

saved: spart

to be homesick: ha hjemlengsel

funeral: begravelse

received: fått

comfort: trøste

howling: hyler

floorboards: gulvplanker

creaking: knirker

what is the matter: hva som er i veien

pats: klapper

shut: lukket

attend: delta

ink: blekk

honour: vise respekt for

sorrow: sorg

accept: \_her\_: takke ja

\_It has been twelve years since Alfred stepped off the steamship in New York. He has started his new life in America. He has worked and saved money and now he has a farm of his own. He has a family too, with his wife Karen. They have three children, Anna, Christopher and Oscar.\_

Alfred likes his new life, even though he misses his mother every day. Every Sunday he writes her a letter. This Sunday he is feeling especially sad and homesick. He has received a letter from his mother telling him that his father has died. The funeral is only two days away. There is no way that Alfred can be there to say his final goodbyes to his father. He would have liked to be there to comfort his mother and it would be nice to see his brothers again, too.

--- 118 (2)

The wind is howling outside the house. Alfred can feel the icy draught through the thin walls of his farmhouse. The floorboards creak as his daughter comes in. Anna asks him what the matter is, but Alfred just smiles and pats her on the head. He tells her to go and make sure the doors are closed and the windows shut. He does not want to worry her.

He keeps thinking about his parents, though. There is no way that he will be able to attend his father's funeral. He does not have enough money for the journey home. Besides, he could not leave the farm for four weeks to go to Norway. The return journey alone will take two whole weeks. He has to stay here and take care of his wife and children. He dips his pen in the blue ink and starts writing a letter.

In his letter, Alfred tells his mother how sad he is not to be there to honour his father. He sends messages of love and sorrow. Because he knows his father would want him to, he tells his mother about his plans for the future.

--- 119 (2)

Alfred plans to raise many pigs and sell them at the county fair. He will save up the money he earns to buy a ticket. His biggest dream is to see his mother again. He will invite her to come to America and live with his family there. Hopefully, she will accept his invitation.

After finishing his letter, Alfred feels a little less sad and a little more hopeful. Tomorrow he will post his letter.

ééé Talk and tell

-- How do you think Alfred feels about living far away from his family in Norway?

-- What do you think it is like for Alfred's children to grow up in America?

-- Why do you think the winds are so strong and cold in their new homeland?

!!! Workbook page 86

--- 120 (3)

### xxx3 Anna's diary

Words:

strangest: rareste

hide-and-seek: gjemsel

hiding places: gjemmesteder

look for: lete etter

stack: stable

firewood: ved

barking: bjeffende

worse: verre

apparently: det viste seg at

skunk: stinkdyr

again: igjen

ever: noen gang

dig: grave

barn: låve

bury: begrave, grave ned

so he did: det gjorde han

woke up: våknet

excited: spent

sow: purke (hunngris)

litter: kull (med unger)

piglets: grisunger

crushed: moste

through: gjennom

sawdust: sagmugg

grunts: grynt

squeal: pip

greeted: hilste

suckling: die, drikke melk fra moren

Wisconsin, May 11th 1925

DEAR DIARY.

My name is Anna and I am ten years old. This diary was a present from my parents. I was so happy to get it. I am going to tell you a little bit about myself. I am the oldest child in my family. Our family comes from Norway. But we live on a farm here in Wisconsin, in a house that my father built.

I have two younger brothers. Their names are Christopher and Oscar. They are nice brothers and I take good care of them.

Today the strangest thing happened. We were outside with our cousins in the lovely weather. The sun was shining and the birds were singing. It was not as windy as it can be sometimes, and we had some time off to play after church.

When we had finished our game of hide-and-seek, and everyone had come out from their hiding places, we could not find Oscar anywhere. We took the dog out to look for him, as we know that dogs can smell the tracks, and our dog loves Oscar so much, so we thought he would help us find him.

We looked among the chickens, in the barn, and outside the house. We looked behind the stack of firewood. Then we heard the dog barking behind the barn. We walked over, and there was Oscar. He was crying so much that his face was all red. What was worse was the smell. He smelled so bad. Apparently, he had come over a skunk and scared it.

--- 121 (3)

Oscar thought that the skunk was cute, and he tried to pet it. I do not think he will try that again, ever. When we got home, Oscar had to have a bath. Father told Christopher to take his clothes outside, dig a deep hole behind the barn and bury them, and so he did.

What a strange day!

Yours faithfully, ANNA

ééé Talk and tell

-- What can a person write in a diary?

-- Why do you think Anna has to look after her two little brothers?

What kind of animal is a skunk?

!!! Workbook page 87

--- 122 (3)

Wisconsin, May 20th 1925

DEAR DIARY.

I woke up early this morning. I was so excited. Blessie, our sow, was expecting a litter any day now. Oscar could not sleep last night because he was so excited to see the piglets. Blessie is very young, and the last time she had piglets, it did not go well. She had her piglets during the night when everyone was sleeping, and when we woke up the next morning, they were all dead. Mother thinks that Blessie, being so young, did not understand what was happening, and rolled over and crushed her babies. I was so sad that I cried all day. Because of that. I was really nervous about Blessie having piglets this time.

I got dressed as quickly as I could and ran out to the barn to take a look. As I walked through the door, I could smell the sawdust and animals. All I could hear were low grunts and the odd squeal. It sounded like newborn piglets! I was so excited I held my breath.

--- 123 (3)

I walked quietly. I was so worried about scaring Blessie. Father had told us that animals could sometimes eat their young if they are scared. That is why I took such careful steps. I opened the door and looked inside. Father greeted me with a big smile. He did not say anything, just looked at me and then at the pigs. I looked down at Blessie.

There they all were, ten piglets suckling peacefully. Ten little pink piglets. They looked happy, healthy and strong. Thank goodness, none of them died this time!

Maybe we can show the pigs off at the county fair when they grow up. Then we can sell them. I know that I am not supposed to know about these things, but I know that we need the money.

What a happy day!

Yours faithfully, ANNA

FACTS

Many Norwegian families moved to Minnesota, Wisconsin and North and South Dakota. These states are in the Midwest.

ééé Talk and tell

-- Why was Anna worried about Blessie?

-- Have you read other stories about pigs or other farm animals? What happened?

-- Find out what a county fair is.

!!! Workbook page 88--89

--- 124

## xxx2 Roots and wings

Words:

Nouns (n)

a root \_a source\_: en rot

a wing \_a kind of arm you can fly with\_: en vinge

a country \_a nation\_: et land

a refugee \_a person who has fled from their homeland\_: en flyktning

Verbs (v)

to work \_to do a job\_: å arbeide

to study \_to read, to learn\_: å studere

to decide \_to choose, to determine\_: å bestemme

to force \_to push, to press\_: å tvinge

Adjectives (adj)

wild \_crazy, eager\_: vill

peaceful \_non-violent, calm\_: fredelig

safe \_harmless, not dangerous\_: trygg

Phrases

to fall asleep \_to begin sleeping\_: å sovne

to cross borders \_to pass from one country to another\_: krysse grenser

\_Don't let what you can't do, stop you from doing what you can do.\_

John Wooden

ggg Jokes and Riddles'

Q: Why was there thunder and lightning in the lab?

A: The scientists were brainstorming!

What has roots

that nobody sees?

Is taller than trees.

Up, up it goes.

And yet never grows?

(A mountain)

The more you take,

the more you leave behind

What am I?

(Footsteps)

--- 125 (1) (2) (3)

ééé Talk and tell

What or who makes you feel safe?

List different reasons why people have to leave their homes.

Choose a good memory. Explain why it is a good memory for you.

What do you think are your best qualities? Why?

What do you think is most difficult about leaving one's home?

What do you wish for your life? (family, studies, work, etc.)

!!! Workbook page 92

LEARN ...

-- to talk about feelings

-- to read and think about what you can become when you grow up

-- to understand why people have to leave their homes

GRAMMAR -- Workbook page 98--99

-- about adjectives

--- 126 (1)

### xxx3 What will I become?

Words:

become: bli

work: arbeide, jobbe

good at: flink til

decide: bestemme

quit: forlate, slutte

decorating: dekorere, pynte

orders: bestillinger

pay for: betale for

ingredients: ingredienser

use: bruke

take over: ta over, overta

rough: barskt, røft

angler: fisker

engineer: ingeniør

abroad: utenlands

the sight of: synet av

syringes: sprøyter

fainted: besvimte

deliver: levere

coat: \_her\_: skinn, pels

\_What will I become when I grow up? What will I like doing? Where will I work? I don't know what I am good at! Who can help me decide, or do I have to decide all by myself? What if I get a job I don't like? Can I quit?\_

#### xxx4 A baker

I want to become a baker! I love baking cakes! I bake every week and I enjoy making cakes for my family and friends. Decorating my cakes with colours and lollies is the greatest thing about cake baking. I have some orders for birthday cakes already. That helps me pay for the ingredients I use.

#### xxx4 An angler

I want to work at sea and fish like my grandfather. He has his own boat and is getting older. No-one else in my family wants to take over, but I want to. I love being out on the boat with him, even when the weather is hard and rough. And by being an angler I don't have to move away from my home, which I love.

--- 127 (1)

#### xxx4 An engineer or a doctor?

I enjoy making things. My best friend and I have made our own robot. It can move and talk. I want to be an engineer or an architect. I hope to study abroad.

I cannot become a doctor, because I hate the sight of blood. I hate syringes! When I had one of my vaccines, I fainted and that was no fun.

#### xxx4 A farmer

I am going to take over the farm from my parents. We have lots of cows and we deliver milk. I love the animals, their coats and the way they look at me when I give them food. The small calves are wild and funny. I also like driving the tractor.

ééé Talk and tell

-- What do you like doing and why? What do you find difficult and why?

-- If you could choose whatever you wanted, what would you like to become?

-- Ask some adults if they got their dream job or if they still dream of doing something else.

!!! Workbook page 93

--- 128 (2)

### xxx3 Leaving home

Words:

leaving: forlate, reise fra

migrate: migrere, flytte

reasons: årsaker

force: tvinge

in a hurry: raskt

danger: fare

survive: overleve

flee: flykte

volcanic eruptions: vulkanutbrudd

imaginary: innbilt, fantasi

curious: nysgjerrige

discover: oppdage

belief: tro

the locals: lokalbefolkningen

relatives: slektninger

farming country: et land der de fleste lever av landbruk

inherit: arve

poverty: elendighet, fattigdom

\_Have you ever thought about why people travel or migrate to another country? Why might someone leave their home and the community they know so well? There must be several reasons for the journeys people choose to make. Let's look at some.\_

--- 129 (2)

FACTS

A tsunami is a series of huge waves caused by earthquakes or underwater volcanic eruptions.

#### xxx4 Natural disasters

Imagine the effect of an erupting volcano, or an earthquake, tsunami or heavy storm where you live. Nature can force people to leave their homes. What if you were the one who had to leave in a hurry?

#### xxx4 War and conflict

The world has never been a peaceful place, at least not all over the world at the same time. Try to see yourself in a situation of war: your life is in danger, the only way to survive is to flee. Perhaps you just need to go a short distance to be safe. Perhaps you must travel over continents or oceans to get away from the danger of war, from the fear.

--- 130 (2)

#### xxx4 Explore new worlds

Did you play explorer when you were small? Perhaps you travelled to new worlds on board an imaginary ship. Leif Erikson, Roald Amundsen, Gertrude Bell, James Cook and Christopher Columbus were all explorers. They lived in different times, but they were all curious about new lands and new cultures. They left one world to discover a new one. And into new cultures they brought their language, beliefs and ways of living. The locals weren't always so happy about that.

{{Bilde:}} MISS BELL MEETING IBN SHAUN AN ARABIC RULER.

--- 131 (2)

#### xxx4 Escape poverty

Do you have relatives who escaped Norway more than a hundred years ago for a better life in the United States? The first organised migration from Norway to the United States took place in 1825. At that time, Norway was a poor farming country. It was custom for the eldest son to inherit the farm. There were often many children in a family and many of them ended up with nothing. To them, America was a ticket out of poverty and perhaps the beginning of a new and better life.

ééé Talk and tell

-- Find out what the explorers mentioned in this text are known for.

-- Name other explorers you know and explain what they are known for.

-- Imagine that you have had to escape to another country where you don't know anyone. What do you think will be your biggest challenges? How will you solve them?

!!! Workbook page 94

--- 132 (3)

### xxx3 The Journey

Words:

spend: \_her\_: tilbringe

worried: bekymret

anymore: mer, lenger

suitcases: kofferter

adventure: opplevelse

avoid: unngå

leave behind: forlate

the border: grensen

are not allowed: har ikke tillatelse

guard: vakt

hide: gjemme (seg)

appears: dukker opp

stretches: strekker seg

far and wide: vidt og bredt

ahead of: foran

possible: mulig

boarded: gått om bord

ferry: ferje

gobble us up: svelge oss

capsizes: kantrer

fairies: feer

give magic spells: tryller

to shore: til bredden, til land

tired: trøtt

I live with my family in a city close to the sea. Every summer we used to spend many weekends at the beach. But we never go there anymore, because last year our lives changed forever ...

The war began. Every day bad things started happening around us and soon there was nothing but chaos.

And one day the war took my father.

Since that day everything has become darker and my mother has become more and more worried.

The other day, one of my mother's friends told her that many people are leaving. They are trying to escape to another country. A country far away with high mountains.

"What is this place?" we ask our mother.

"It is a safe place," she tells us.

"And where is this place?" we ask again.

She shows us pictures of strange cities, strange forests and strange animals until she finally sighs, "We will go there and not be frightened anymore."

--- 133 (3)

We don't want to leave but our mother tells us it will be a great adventure. We put everything we have in suitcases and say goodbye to everyone we know.

We leave at night to avoid being seen... and keep moving for many days.

The further we go... the more we leave behind.

We finally arrive at the border.

It is an enormous wall and we must climb over it!

But, oh NO!

"You are not allowed to cross the border. Go back!" shouts an angry guard.

We have nowhere to go, and we are very tired.

--- 134 (3)

In the darkness the noises of the forest scare me.

But my mother is with us and she is never scared. We close our eyes and finally fall asleep.

Shouting wakes us up. It's the guards! They are looking for us and we must hide.

"Quick! This way," whispers our mother.

We run and run, until a man we have never seen before appears. Mother gives him some money and he takes us over the border. It is dark and nobody sees us.

"Our journey is not over yet," our mother tells us. The sea stretches far and wide ahead of us and we must cross it. How will this be possible?

We have boarded a ferry with so many people! There is not much space and it rains every day, but we tell each other stories. Tales of terrible and dangerous monsters that hide beneath our boat, ready to gobble us up if the boat capsizes.

The boat rocks and rocks as the waves grow bigger and bigger. It feels like the sea will never end.

--- 135 (3)

We tell each other stories. Stories about the land we are heading to, where the big green forests are filled with kind fairies that dance and give us magic spells to the end of the war.

As the sun rises, we see land for the first time in days. The boat rocks silently to shore. Our mother tells us we are very lucky to still be together.

"Is this the place we will be safe?" we ask.

"It is close," she says with a tired smile.

We travel for more days and nights, crossing borders. From the train I look up to the birds that seem to be following us...

They are migrating just like us. And their journey is very long too, but they don't have to cross any borders.

I hope, one day, like these birds, we will find a new home. A home where we can be safe and begin our story again.

By Francesco Sanna

ééé Talk and tell

-- How does the mother describe the safe place to her children?

-- What fantasies do the children have of the new country?

-- Why do you think they make up these fantasies?

!!! Workbook page 95--97

--- 136

## xxx2 Read and enjoy!

### xxx3 The Magic Misfits

Words:

involved: involvert, til stede

trusting: stole på

fault: feil

pull out: trekke ut

coins: mynter

deck of playing cards: kortstokk

vanish: forsvinne

wooded: med skog, skogfylt

winding: svingete

failed to come home: aldri kom hjem

babysitter: barnevakt

face the truth: se sannheten i øynene

vanishing act: forsvinningsnummer

distant relative: fjern slektning

nickname: kallenavn

weasel: røyskatt

thrilled: begeistret

circumstances: omstendigheter

throwing a party: holde et selskap

random: tilfeldig

perform: utføre

approached: nærmet seg

slicked: slikket

blond mop of hair: blonde hårmanke

keep hidden: holde skjult

queen of diamonds: ruterdame

gasped: gispet

yelped: hylte

pay attention to: følge med på

flick of the wrist: rask bevegelse med håndleddet

took a bow: bukket

Carter learned how to do magic tricks from his uncle. And they were just that: tricks. There was no magic involved. How could there be? Everyone knows there is no such thing as magic -- or so Carter believed.

At a very early age, Carter stopped trusting in wonderful, happy, fantastic things. It wasn't his fault. Sometimes bad things happen to good people.

You see, Carter was born to two lovely people. His mom had a smile that shone like the sun on a perfect day at the beach. And his dad could pull coins out of ears and make a deck of playing cards vanish into thin air. They all lived in a tiny red cottage with white trim on a wooded and winding road outside a small northern city. One afternoon when Carter was only a few years old, both of his parents failed to come home.

They also failed to come home the next day. Or the day after that. When the babysitter called the police, Carter hoped it was only one of his father's tricks. But after another day passed without no word. Carter had to face the cold hard truth: His parents were not coming back. It was their final vanishing act.

--- 137

Young Carter was taken in by a distant relative named Sylvester "Sly" Beaton. For the sake of conversation, we will call him Carter's uncle.

[...]

Uncle Sly told people he got his nickname because he was like a fox, but Carter always thought that his uncle looked more like a weasel, which made sense because Uncle Sly often acted like a weasel too.

The man was not thrilled to have to look after Carter. But that's what the circumstances were, and so Carter made the best of them.

Like Carter's father, Uncle Sly knew magic tricks. He could hold a tissue up to Carter's nose and make him sneeze a waterfall of coins into a glass. Then, one by one, Uncle Sly would make the coins disappear again. This blew Carter's mind-well, his mind and his nose.

Carter begged his uncle to show him how to do magic. Eventually, Uncle Sly saw that there might be a benefit in having an assistant, and so he taught Carter everything he knew. It turned out Carter was a natural born magician.

Soon enough, Carter was doing all of Uncle Sly's tricks-only better.

[...]

--- 138

So on Carter's birthday, instead of throwing him a party, Uncle Sly decided to test him. He sent the boy up to a random couple on the street to perform his very first show.

As Carter approached, he nervously slicked his blond mop of hair to the side, pinched his pale cheeks, and opened his blue eyes wide. The couple seemed happy to stop for him. First, Carter presented a deck of cards and asked the woman to choose one and keep it hidden between her two hands, making sure not to show him.

"Now, hold on to it tight," he said, "while I guess which card you picked.... Is it the queen of diamonds?"

"It is! It is!" the woman gasped. But when she opened her hands to look, she yelped, "The card is gone!"

"Is it?" Carter asked, holding it up in his own hand.

"How did you do that?" the man asked.

"With magic, of course," Carter said, though the words were just words. Carter didn't believe in real magic, but he knew a thing or two about making people pay attention to one thing while he distracted them from something else. Growing bolder, he added, "Now, would you mind giving me back the card you've taken, sir?"

"I didn't take a card," the man said.

"Then what is that in your pocket?"

The man reached into his breast pocket, and sure enough, the king of diamonds was inside.

--- 139

The couple laughed. With a flick of his wrist, Carter produced a bouquet of colourful paper flowers. He presented it to the woman, then took a bow, just like Uncle Sly had taught him. The couple clapped and clapped and clapped.

[...]

Carter beamed like a sun. He had brought joy to the young people. In earning their smiles, he recalled his own two parents and their laughter. He didn't care that there was no party. It was still a very good birthday...

At least until later, when Carter realised his uncle had stolen the man's wristwatch and the woman's wedding ring. Uncle Sly had used him.

[...]

Excerpt from \_The Magic Misfits\_ by Neil Patrick Harris, Copyright 2017

--- 140

## xxx2 Speak up!

### xxx3 Oral presentation

A place I like and why

Choose a place that means very much to you. It can be your home place or a place you often visit, or would like to visit. What makes this place important to you and why?

What will you highlight for someone who has never visited this place (a visitor from another country, for example)? Tell your classmates about the place you have chosen.

You can tell about:

-- The nature (mountains, sea, beaches, forest, lakes, rivers, etc.)

-- The people living there (friends, relatives, well known people, etc.)

-- Different locations (the school, the sports hall/gymnasium, football pitch, swimming hall, sights, museums, church, mosque, temple, theatres, cinemas, galleries, art, sculptures, etc.)

-- Working places (industry, factories, farms, offices, etc.)

-- Transport (How can you travel to this place?)

-- Activities (climbing, kayaking, skiing, etc.)

MIND MAP

MY HOME PLACE

-- Youth club

-- Library

-- Stables

-- Climbing centre

-- Football pitch

-- Church/Mosque

-- School

-- Swimming pool

--- 141

## xxx2 Write it!

### xxx3 Tourist brochure

Present your favourite place in a tourist brochure. What facilities and areas would you present and why? Use the mind map from Speak up! and start writing. Read the model text and use it as inspiration when you write. Remember to write in paragraphs.

!!! Workbook page 100--101

Title:

MY COMMUNITY

Intro

I'm proud to present my local community to you. I have grown up here with my friends, and I am strongly connected to the area.

First paragraph, school

I like our school. It is celebrating its 60th anniversary next year. We are more than five hundred students. Each year we get more students, since new houses are being built and new people are moving in.

Second paragraph, church

We don't know exactly how old our church is, because it is built on ruins dating back hundreds of years. Some of us have our scout meetings in the church. There we learn camping survival, to tie knots, how to use a knife and how to cooperate.

Third paragraph, swimming hall:

Keen swimmers are fortunate to use our super new swimming hall. It has three different pools where we swim, and a waterpark where we go wild.

Fourth paragraph, youth club and library:

Our youth club and the library are in the same building. That means we can do our homework at the library, and then continue to the youth club to meet our friends for food and fun activities.

Fifth paragraph, stables:

The stables are the perfect place to spend the days if you love animals. Many in my class like to groom the horses and take riding lessons. Perhaps this can be a new subject at school next year?

--- 142

# xxx1 4. Down to Earth

{{Bilde: Tegning fra by med nattehimmel og bygninger i bakgrunnen. En bygning med påskriften "High School" har et banner opphengt på inngangspartiet merket "Evacuation Centre". Masse mennesker med bagasje står i kø foran inngangen. En familie setter vannflasker og bagasje inn i bagasjerommet på en bil. På plena står en totempæle. Flere barn på plena, ei jente går med et lite hus i seler på ryggen. En katt stikker hodet opp fra en bag.}}

--- 143

--- 144

## xxx2 Animals in the wild

Words:

Nouns (n)

a diet \_food\_: en diett, \_her\_: hva dyrene spiser

size \_dimension\_: størrelse

a threat \_a risk\_: en trussel

a herd \_a group of cattle\_: en flokk

Verbs (v)

to survive \_to stay alive\_: å overleve

to preserve \_to keep\_: å bevare, ta vare på

to catch \_to capture\_: å fange

to infect \_to pass on a disease\_: å smitte

Adjectives (adj)

helpless \_weak\_: hjelpeløs

fierce \_savage\_: fryktinngytende, voldsom

domestic \_household\_: \_her\_: tamme

fragile \_easily broken\_: skjør

Phrases

during the winter \_in the wintertime\_: om vinteren

take care of \_keep safe\_: passe på, ta vare på

When we show our respect for other living things,

they respond with respect for us.

Arapaho, American Indian nation

ggg Jokes

Q: What do you call a bear with no ears?

A: B.

Q: Why don't eagles like fast food?

A: Because they can't catch it!

Q: What is as big as a buffalo but weighs nothing?

A: Its shadow!

--- 145 (1) (2) (3)

ééé Talk and tell

Why do different animals live in different habitats?

What do you know about food chains?

What wild animals do you know about? Where do they live?

Why should people protect wild animals?

What dangers do wild animals meet?

Name some endangered animals and where they live.

!!! Workbook page 103--104

LEARN ...

-- to talk about sports and other interests

-- to listen and read about wild and domestic animals

-- to find facts and learn from texts that you read / to talk about indigenous people

GRAMMAR -- Workbook page 110--111

-- prepositions

--- 146 (1)

### xxx3 A grizzly giant

Words:

grown: voksen

male: hann

hind legs: bakbein

tips: tupper

range: utvalg

catch: fange

claws: klør

dens: hi

gain: legge på seg, øke

cubs: \_her\_: bjørnunger

fierce: fryktinngytende

accidents: ulykker

wander: vandre

\_The grizzly bear is a big bear. A grown male grizzly can rise to the height of 2.4 metres when standing on its hind legs. Scientists usually do not use the name grizzly bear. They use the correct name, which is North American brown bear. Grizzly means grey or grey-haired. The name grizzly comes from the white or silver tips on the hairs of the bear's back. They give the bear a grizzly look.\_

--- 147 (1)

The North American brown bear is larger than the black bear, but smaller than a polar bear. The largest of all the brown bears is the Kodiak bear. It can measure 3 metres tall standing up on its hind legs. The Kodiaks live only in Alaska.

#### xxx4 Diet

Grizzly bears eat a whole range of different foods. They catch fish in rivers with their long, sharp claws. They eat plant food like seeds and roots. If they come across a carcass (a dead animal), they eat meat from it. Bears are an important part of the food chain.

Because of their large size, grizzly bears have to eat a lot of food, especially before winter. They sleep in their dens during the winter. Before they go into their winter sleep, brown bears can eat as much as twenty-two kilos of food a day. They can gain as much as ten kilos of weight in a single week. If the females do not put on enough weight, they will not be able to bear cubs.

MOTHER BEAR CATCHING FISH

{{Bilde av en bjørn som fanger fisk i et elvestryk.}}

--- 148 (1)

#### xxx4 The circle of life

Life is dangerous for a newborn bear cub. They only weigh about 500 grams, which is the same weight as a pack of butter in the supermarket. These babies only have a 50 per cent chance of survival in their first year of life. They are completely helpless, and their mother has to take good care of them. She feeds them and teaches them how to find food. The cubs stay with their mother for two to three years.

When the bears are four or five years old, they can start having cubs of their own.

A bear can live as long as twenty-five years.

FACTS

Bears are an important part of American Indian culture. To Native people the grizzly bear is a sacred animal, as the brown bear has been to the Sami people. The bears appear in many legends and are admired for their strength.

BEAR CUBS AND MOTHER CLIMBING TREES

{{Bilde av bjørner som klatrer i trær.}}

--- 149 (1)

#### xxx4 Threats and dangers

The grizzly bear is a big, strong animal. It has long claws and fierce teeth. Most bears would rather run away than get into a fight, but they can be very angry if they see you as a threat to their cubs or their food.

Meeting a grizzly bear is definitely dangerous for a human being. However, as a species, we are a much larger threat to the bears than they are to us. Many bears die because of human activity, such as hunting or accidents with cars and trains. Bears need large areas where they can wander for long distances to look for food in rivers and forests. If these big bears are to survive in the future, we have to make sure that we preserve the wilderness where they live.

CLOSE UP, BEAR CLAWS

{{Nærbilde av ei bjørneklo.}}

ééé Talk and tell

-- Why are humans a threat to the grizzly bears?

-- What can we do to help the bears survive?

-- Why do the bears need large areas of wilderness?

-- Where in the world do bears live?

!!! Workbook page 105

--- 150 (2)

### xxx3 The beautiful bison

Words:

settlers: bosettere, nybyggere

herds: flokker

roaming: streifer

unfortunately: dessverre

shed: røyter

bull: okse

domestic: tamme

cattle: kveg

graze: gresse, beite

vast: store

hides: huder, skinn

infected: smittet

\_When the European settlers came to America, there were big herds of bison roaming the Great Plains. The settlers called the bison \_buffalo\_. Some people still refer to this animal as a buffalo, but the correct name is American bison. Unfortunately, there are not as many bison now as there were when the settlers arrived. Nowadays, the American bison is considered an endangered species.\_

#### xxx4 Looks

The bison is dark brown with fairly long hair from the neck up. They shed a lot of hair in spring when the weather gets warmer. Measured to the shoulder, the bison is about two metres tall. In other words, it is taller than most adult men are. The length of a bison's body can measure 3.5 metres, and they are very heavy. Their body weight can vary from 400 to 900 kilograms. The male is bigger than the female. Just like domestic cattle, the male is called a bull, the female is called a cow, and the baby is called a calf.

COW AND CALF BISON

{{Bilde av bisonku med kalv.}}

--- 151

--- 152 (2)

#### xxx4 Diet and habitat

Bison are \_herbivores\_ -- plant eaters. Like domestic cows, they like to eat a lot of fresh grass. Because of their large size, they need to eat an enormous amount of food. That is why they need large areas of grassland to live on. They move wherever they can find food.

Historically, bison grazed across the Great Plains. The Great Plains is a vast region of flat grass-covered lands, with prairies and steppes. It lies west of the Mississippi River and east of the Rocky Mountains.

Over time, the bison have been forced to graze on smaller areas in national parks and American Indian reservations. Because their living areas have shrunk dramatically, there are not many bison left.

--- 153 (2)

#### xxx4 Dangers and threats

When European settlers moved into the prairie, they started farming the land. Farming and other human activity made life hard for the bison. They were hunted for meat and hides (their skin). They were infected with disease from domestic cattle and many died because of it.

Today there are not many herds of wild bison left. There is a herd living safely in Yellowstone National Park. In national parks, the animals are protected, and hunting them is against the law.

#### xxx4 A powerful symbol

In 2016 the American bison was named the National Mammal of the USA. It is a popular symbol among the states in the Great Plains area.

The bison is also an ancient symbol among the Native American nations from the plains.

ééé Talk and tell

-- Find out where bison lived before and now. Use a map.

-- Find the Great Plains on the map.

-- Find out where Yellowstone National Park is.

-- Find out what the bison meant to the Native Americans.

!!! Workbook page 106--107

--- 154 (3)

### xxx3 The bald eagle

Words:

mammal: pattedyr

feathers: fjær

bald: skallet

bald eagle: hvithodet ørn

effort: innsats

prey: bytte

hollow: hul

huge: kjempestore

nests: reir

essential: viktig

lay: legger

hatched: klekket

squirrels: ekorn

hunters: jegere

backwards: bakover

forwards: forover

realise: innse, skjønne

population: bestand

eggshells: eggeskall

fragile: skjøre

rarely: sjelden

\_The bison is the national mammal of the United States, and the bald eagle is the national bird. You might think that this bird has no feathers on its head, but the truth is that "bald" in zoological terms means "white-headed". The bald eagle is a sacred bird to the Native Americans.\_

"In an eagle there is all the wisdom in the world," Sioux medicine man Lame Deer once said. "If you are planning to kill an eagle, the minute you think of that, he knows it, knows what you are planning."

--- 155 (3)

#### xxx4 Light as a feather

The bald eagle's body is designed for flying. It has an enormous wingspan, about two hundred and fifty centimetres wide. The eagle combines a low body weight with high speed. When it is up in the air, the eagle floats with little effort. When diving for prey it can reach the speed of a hundred miles per hour.

When you see this enormous bird taking off, you cannot help but wonder how it is possible. The answer lies in the skeleton. Bald eagles, like other birds, have hollow bones. This makes them light and well designed for flying. You may have heard the expression "light as a feather" -- even though an adult bald eagle has seven thousand feathers, these feathers only weigh about 500 grams in total. The whole bird weighs about 3 to 6 kilograms despite its large size.

#### xxx4 Family life

Eagles often mate for life. They build huge nests. The biggest nest found (in Florida) was three metres wide and six metres deep. It weighed almost three tons. With eggs the size of baseballs, a large nest is essential. During the month of February, the females lay their eggs, usually not more than three. Not all eggs are hatched. If an eaglet is lucky, it can look forward to a life of thirty years.

NEWBORN EAGLET AND EGG IN A NEST

{{Bilde av et ørnereir.}}

--- 156 (3)

BALD EAGLE CATCHING A FISH

{{Bilde av ørn som fanger fisk.}}

#### xxx4 Hunting high and low

As large birds of prey, the bald eagles have a varied menu. They prefer fish, and they are excellent at diving into the water to catch their prey. They eat water birds, like ducks, geese and gulls. They have also been known to eat small mammals like rabbits and squirrels. They sometimes also eat reptiles, like turtles.

There are several factors that make these birds such fantastic hunters. One factor is definitely their speed. Another is their strength. But just as importantly, their eyesight is amazing. Like other birds, they have colour vision, and their eyes have two centres of focus, unlike humans, who only have one. They can see backwards and forwards at the same time! Therefore, these birds can see fish in the water from a far distance, and because of their speed, they can catch their prey before it has the chance to realise what is about to happen.

--- 157 (3)

#### xxx4 Protection helps the population

In the 1960s, bald eagles were few in number. They were affected by dangerous insecticides, like DDT, which were used in farming. Adult birds did not die from this chemical, but it made the eggshells more fragile, so they would break when the adult birds lay on their nests. Eggs would rarely hatch. In 1967 there were very few bald eagles left, so it was declared an endangered species. DDT was banned from use, and this helped the eagle population to grow bigger and stronger again.

ééé Talk and tell

-- Where have you seen the bald eagle used as a symbol?

-- How would you describe an eagle?

-- What is special about the bald eagle's eyesight?

-- The bald eagle was near extinction in 1978. Find out what happened.

!!! Workbook page 108--109

--- 158

## xxx2 Climate and living

Words:

Nouns (n)

a hurricane \_a very strong storm\_: en orkan

an evacuation \_a retreat\_: en evakuering

a backpack \_a rucksack\_: en ryggsekk

a message \_a note\_: en melding

Verbs (v)

to evacuate \_to leave\_: å evakuere

to stay \_to remain\_: å bli (værende)

to sound \_to seem\_: å høres

to move \_to go further\_: \_her\_: å bevege seg

Adjectives (adj)

dangerous \_alarming\_: farlig

worried \_nervous\_: bekymret

uneasy \_tense\_: urolig

valuable \_appreciated, loved\_: verdifull

Phrases

to hit land \_to reach the shores\_: å treffe land

a line of cars \_many cars in a row, a queue\_: en kø

\_If the clouds move against the wind, rain will follow.\_

Old weather proverb

ggg Jokes

Q: How do the hurricanes see?

A: With one eye.

Q: What did the hurricane say to the other hurricane?

A: I have my eye on you!

Q: What's a tornado's favorite game?

A: Twister!

--- 159 (1) (2) (3)

ééé Talk and tell

Have you ever been out in a storm? What was it like?

What is a hurricane?

How do you think people feel when they have to leave their homes because of bad weather?

Find out why hurricanes have names.

What damage can a hurricane do?

Why is it better for people to stay in an evacuation centre than at home during a storm?

!!! Workbook page 112

LEARN ...

-- to talk about the Earth and the environment

-- to ask questions correctly

-- to retell a story

GRAMMAR -- Workbook page 118--119

-- some/any

--- 160

--- 161 (1)

### xxx3 The day the hurricane came

Words:

weird: rart

worried: bekymret

blinked: blunket

ready: klar

we will be off: vi drar

shaky: skjelven

wallet: lommebok

replied: svarte

immediately: øyeblikkelig

thumb: tommel

line: kø

#### xxx4 Mario

Mario woke up and heard a lot of noises coming from downstairs. His parents were up early today. Weird, since it was Sunday. He heard Mom and Dad talking, but he could not hear what they were talking about. He looked at his phone to check the time. 7:30. Strange, he thought. Then he went back to sleep.

The next thing he knew, his mother came into his room. She had a worried look on her face. She held her phone in her hand. "I have to talk to you about something," she said. "Hurricane Claire is closing in. It is moving fast, and it is going to hit land some time tomorrow! We have to leave."

Leave? And go where exactly? What about school tomorrow? What about Lola and Kevin, his friends from school? Mario blinked twice and looked at his mother. "When are we leaving? Where are we staying? Are Lola and Kevin leaving too?" His mother looked worried.

"I spoke to Lola and Kevin's parents. They are going to an evacuation centre. Pack your bags and be ready, we will be off as soon as we can. We have to go to Auntie Annie's."

--- 162 (1)

Annie, Mom's sister, lived in Georgia, a day's drive from Mario's home. He thought about it and did not like the idea. He felt stressed and shaky and started wandering around in circles. He put his phone, his wallet and some headphones in his backpack. Then he threw in some underwear, a couple of t-shirts and a pair of shorts. He texted his friends Lola and Kevin: "R U guys OK?" Unlike usual, Kevin replied immediately. He sent emojis: a thumbs-up and a smiley face. His twin sister Lola replied with a sweaty smileyface. "Lots 2 pack" was her message.

As Mario got into the car with his parents and his younger sister, he could see a line of cars forming in the street. His mother checked the GPS and started the car. Dad took a last look at the house and said: "Let's go!"

FACTS

A hurricane is a tropical storm with very strong winds and heavy rain. It makes tornadoes, high waves and floods.

'Huracan' was the god of big winds and evil spirits in the Mayan culture.

ééé Talk and tell

-- Why is Mario's family leaving?

-- How does Mario feel about leaving the house?

-- How would you feel if you had to evacuate?

-- How can a hurricane be dangerous?

!!! Workbook page 113--114

--- 163 (2)

### xxx3 An uneasy morning

Words:

clouds: skyer

nightstand: nattbord

asleep: sov

grunted: gryntet

confused: forvirret

might: kunne

lucky: heldig

possible: mulig

loading: laste

valuable: verdifulle

possessions: eiendeler

front door: inngangsdør

empty: tom

slightly: litt

driveway: oppkjørsel

#### xxx4 Lena

Lena got up at six. She could not sleep. The wind was howling outside. She looked through the window. The skies were all dark, and the clouds were moving fast. She grabbed her phone from the nightstand and looked at it. The local news website had a big, fat headline saying: HURRICANE CLAIRE WILL HIT LAND TODAY. LEAVE THE STATE IF YOU CAN.

How scary! Lena hurried into her parents' bedroom. They were still asleep. She decided to wake them up. "Wake up!" She said. "We have to go! Hurricane Claire is going to hit land today. We have to leave!"

--- 164 (2)

Her father grunted and sat up. He looked confused, and reached for his glasses. Her mother jumped out of bed. As they dressed, they were awfully quiet, thought Lena. Then again, they already knew that this might happen. They had been watching the weather channel for days, and they had been given a notice from the City Council. They had made plans to go and stay with Grandma Nancy, Dad's mother, if they had to evacuate. Not everyone was that lucky, Lena thought. Her best friend Lola and her family did not have any relatives nearby. They would have to go to the nearest evacuation centre, at the high school.

Lena could hear Dad speaking to Grandma on the phone. He sounded calm, and that made her feel safe. Dad said that they would be leaving as soon as possible. He told Lena to pack a bag and have some breakfast. Mom packed some flashlights and blankets. Dad said that Grandma always had enough canned food to last at least a week, so they did not bring any food except some snacks for the drive.

--- 165 (2)

As her parents were finished loading bags and water cans into the car, Lena ran back and forth to the house and brought her most valuable possessions. Her heart was pounding. She took her art supplies, her laptop and phone, her favourite books and magazines and some clothes.

As she walked through the front door, she noticed that her friend Lola had left a bag on the front step. Lena lifted the bag and put it in the empty backseat next to her own seat. It seemed to move slightly, but Lena was so busy worrying that she did not notice.

As the car rolled out of the driveway, she looked out the car window and hoped that the storm would not hit land before they reached Grandma's house.

ééé Talk and tell

-- Why is Lena scared?

-- What did the family take when they left?

-- What supplies are necessary in an emergency?

!!! Workbook page 115

--- 166

--- 167 (3)

### xxx3 Better safe than sorry

Words: 167--171)

fold-out bed: gjesteseng

gymnasium: gymsal

strangers: fremmede

storage space: lagringsplass

supplies: forsyninger

crate: kasse

missed: savnet

reception: \_her\_: mobildekning

no service: ingen forbindelse

front porch: terrassen foran huset

cat flap: katteluke

steadily: regelmessig, rolig

snored: snorket

hopefully: forhåpentligvis

meowing: mjauet

furriest: mest lodne

amazing: fantastisk

weather: vær

dangerous: farlig

#### xxx4 Lola

Lola looked around. Here she was, on a fold-out bed, in a high school gymnasium with a lot of strangers. How surreal! She had heard about evacuations before, and she knew that her parents kept some emergency items in the basement at home. They had a storage space below the stairs, and in there they kept their hurricane survival supplies. It was a big crate containing blankets, flashlights, some canned food, some dry goods (like instant soup, rice and pasta), four gallons of water, a first aid kit and a battery-operated radio. They were well prepared for the storm of a lifetime. When they left home that morning, they brought all the supplies with them to the evacuation centre.

--- 168 (3)

Lola knew that she was safe at the centre. Still, it felt scary. Her brother Kevin was excited about not having to go to school tomorrow. Lola was not so sure. School would definitely be better than this, she thought. She missed her friends. If only she could get reception on her phone! That way she would be able to speak to her friends.

--- 169 (3)

She kept checking her phone, walking from corner to corner to see if it was possible to make a phone call. She held her phone up again, but no service. How annoying! She was worried, and she wanted to call her friend Lena, her next-door neighbour.

She wanted to know if Lena was all right and if she was lucky, maybe Lena had seen Whisker. Lena was at her grandparents' now. She had left just after Lola's family had gone to the evacuation centre.

Lola was worried about Whisker, the family cat. He had not been home since yesterday. Kevin had put out a bowl of cat food on the front porch and Dad had made sure to leave the cat flap open. Lola was worried. What if something fell on top of him and crushed him? What if they had to stay here for weeks and nobody would be home to feed him? Before they left home, she had had a big argument with her parents about leaving without Whisker. They were not on speaking terms at the moment. This was hard, especially since they all had to stay in the same room now.

--- 170 (3)

Lola woke up in the middle of the night. She looked at the clock on the wall. 3:15 AM. She looked over at her parents. They were lying on their camping beds in their sleeping bags breathing steadily. Dad snored a little bit, and Kevin mumbled in his sleep. She could hear the wind outside. It seemed not as strong as last night. Hopefully, this would soon be over, she thought.

Lola could not go back to sleep. Her bed was not very comfy. She kept thinking of Whisker. What if something happened to him? What if right at this moment he was standing outside their door meowing and wanting to come inside? Whisker did not usually have to use the cat flap. He could just jump in through a window or wait until someone would come and let him in.

--- 171 (3)

Checking her phone again would probably be a waste of time, but she had to do it anyway. To her surprise, the phone service was back. She had received a text from her friend Lena! The message was sent an hour ago. It said: "Opened my bag just now. Look who's here!" And there he was. The furriest, cleverest best friend a girl could have, Whisker the cat. He had been hiding in Lena's bag. Now she remembered. Lola had lent her bag to Lena, and as she had run over to give it to her, nobody was home, so she just left the bag at the front door. Whisker had probably jumped into when the bag was sitting there on the step. Good old Whisker. And what an amazing friend Lena was. Lola sent her a message back. Then she smiled to herself and went back to sleep.

FACTS

Climate change has resulted in stronger winds and more extreme weather. Tropical storms can sometimes be dangerous, and people have to evacuate their homes to be safe.

ééé Talk and tell

-- Why does Lola's family have to go to an evacuation centre?

-- When can a storm be dangerous?

-- Have you ever experienced a storm? What happened?

-- Find out more about extreme weather and what you have to do in case of a hurricane.

!!! Workbook page 116--117

--- 172

## xxx2 Curious minds

Words:

Nouns (n)

a brain \_the organ we think with, our body's control centre\_: en hjerne

a mind \_the intellect\_: et sinn

a memory \_what you remember\_: et minne, en hukommelse

a thought \_something you think\_: en tanke

Verbs (v)

to enjoy \_to like\_: å like (godt)

to impress \_to affect\_: å imponere

to protect \_to take care of\_: å beskytte

to improve \_to get better\_: å forbedre

Adjectives (adj)

brainy \_intelligent\_: begavet

curious \_interested\_: nysgjerrig

smart \_clever\_: smart

famous \_well-known\_: berømt

Phrases

believe in oneself \_have trust in yourself\_: tro på seg selv

make sense of \_find a meaning in\_: gjøre forståelig

\_Look up at the stars and not down at your feet. Try to make sense of what you see, and wonder what makes the universe exist. Be curious.\_

Stephen Hawking

Q: Why didn't the flower smell?

A: Because it didn't have a nose!

Q: What gets sharper the more you use it?

A: Your brain.

Q: They come out at night without being called, and are lost in the day without being stolen. What are they?

A: Stars.

--- 173 (1) (2) (3)

ééé Talk and tell

What subjects are your favourites?

What does a scientist do?

Why is it important to ask questions?

Would you like to travel in time? Why? / Why not?

What do you think is hiding in Space?

Explain why humans have a brain.

!!! Workbook page 120

LEARN ...

-- to ask questions about things you are curious about

-- to reflect on different topics ; to express your meanings

GRAMMAR -- Workbook page 124--129

-- about adverbs

--- 174 (1)

### xxx3 The brainy brain

Words:

brainy: begavet, gløgg

brain: hjerne

thoughts: tanker

memories: minner

movements: bevegelser

the way you act: måten du gjør noe på

subjects: fag

enjoyed: likte

boating: båtliv

clumsy: klossete

repeatedly: gjentatte ganger, hele tiden

slur: bli slørete

physicians: leger

concluded: konkluderte

disease: sykdom, lidelse

paralyses: lammer

dependent: avhengig

proved them wrong: motbeviste

lecturer: foreleser

touchpad computer: PC med berøringspute

speech synthesiser: en synthesizer som endrer tekst til tale

space-time theory: romtid-teori

equipment: utstyr

\_Your brain is your 'computer'. It is the control centre for your thoughts, your memories, your feelings, your movements. Your brain controls the way you act.\_

#### xxx4 Early years

Stephen Hawking had one of the world's smartest brains. He was born in England in 1942. At school, he got the nickname "Einstein". His favourite subjects were maths and science, but he also enjoyed music and boating. After studying at Oxford, he worked at Cambridge University where he became a professor. He married and had three children.

{{Bilde:}} Young Stephen Hawking out boating

--- 175 (1)

#### xxx4 Challenges

At Cambridge, Stephen noticed that he was becoming clumsy. He dropped things repeatedly. His voice changed, and it was starting to slur. He had to see a doctor. He went through many tests before the physicians concluded that he had ALS (also called Lou Gehrig's disease).

ALS is a disease that slowly but surely paralyses your body. It makes you very dependent on other people.

The doctors told Hawking that he had only a few more years to live. He proved them wrong. He lived for many more years and he became one of the world's most popular lecturers. Since he couldn't talk, he communicated using a touchpad computer and a speech synthesiser.

STEPHEN HAWKING AND HIS DAUGHTER LUCY

{{Bilde av far og datter.}}

--- 176 (1)

#### xxx4 Scientist and writer

He wrote several books about the universe, space-time theory and black holes. One of them is "A Brief History in Time". He has also written a trilogy for children on the subject with his daughter Lucy. They are at the same time funny, interesting and exciting books.

Thanks to modern medicine and equipment, Stephen Hawking lived for a long time. He died on March 14th, 2018.

ééé Talk and tell

-- What impressed you the most reading about Stephen Hawking?

-- Write three questions you would like to have asked Stephen Hawking.

-- Do you know of any other famous scientists? Name them and what they are famous for.

!!! Workbook page 121

--- 177 (2)

### xxx3 Curious kids

Words:

explore: oppdage

curious: nysgjerrige

wrinkles: rynker

ants: maur

flies: fluer

scent: duft

observe: observere

surroundings: omgivelser

researchers: forskere

minds: sinn (hoder)

attended: gikk på, studerte ved

in common: til felles

already: allerede

make discoveries: gjøre oppdagelser

solve problems: løse problemer

development: utvikling

skills: evner, ferdigheter

different fields: ulike områder

lifesaving operations: livreddende operasjoner

invent: finne opp

detect: oppdage

improve: forbedre

already exists: som allerede finnes

mission: oppdrag

asset: ressurs

\_We explore because we are human and we want to know.\_

Stephen Hawking

#### xxx4 Curious children

Are you a curious child? Perhaps you are the type who wanted to know the answers to "everything" as a small child.

\_What is glass\_? \_Why do I need to protect my body in the summer\_? \_Why is the grass green\_? \_Why does Granny have so many wrinkles on her face\_?

Or perhaps you are one of those who likes to lie on the grass studying ants, flies, and grasshoppers. Or does the scent of a flower make you wonder: \_how is it possible for plants to smell at all\_?

--- 178 (2)

### xxx3 Driven by curiosity

Curious people observe their surroundings and ask questions. Some of them spend years of their life searching for and finding answers to their questions. These people are researchers and scientists.

Without curious minds, our world would have looked very different.

#### xxx4 Famous scientists

People like Bill Gates, Isaac Newton, Graham Bell, Niels Henrik Abel, Marie Curie and Sally Ride were once children, just like you. Over the years, they developed a certain interest in science. They read book after book after book on subjects and they attended schools and universities to learn even more. The main thing they have in common, though, is that they never stopped asking questions. Their questions made them think about what they already knew. Then, alone or with other scientists, they were able to make new discoveries and solve problems. This is what the world calls development.

#### xxx4 Learning from science

Every single time researchers carry out experiments, they learn something new. They build new skills and expertise in different fields. Scientists today build new machines to carry out lifesaving operations. They invent new medicines or they explore and detect new planets in the universe. They are unstoppable.

--- 179 (2)

#### xxx4 Tomorrow's scientists

Perhaps you have already found that you are especially interested in science, or you are about to. Maybe you are the one the world is waiting for. You may invent a new medicine. You may improve a machine that already exists. What is important is that you believe in yourself and your mission. Your motivation will be your greatest asset. Good luck!

ééé Talk and tell

-- What is your special interest and why?

-- If you have the chance to study whatever you want, what would you like to study and why?

-- Give examples of what you enjoy making and what you can use it for.

!!! Workbook page 122

--- 180 (3)

### xxx3 George's Secret Key to the Universe

by Professor Stephen Hawking and his daughter Lucy

Words:

vanish: forsvinne

pigsty: grisehus

some kind of: en slags

optical illusion: optisk illusjon (noe en tror en ser)

vast muddy pink bulk: stor sølete rosa masse

properly: ordentlig

probably: antakelig

household items: ting til bruk i huset

avoid: unngå

improving upbringing: forbedret oppdragelse

free from toxins: fri for giftstoffer

additives: tilsetningsstoffer

radiation: stråling

evil phenomena: onde fenomener

could possibly harm: kanskje kunne skade

do away with: kvitte seg med

environmental protest marches: protestmarsjer til støtte for miljøet

grinding flour: male mel

destroyed: ødela

the fence: gjerdet

noticed: la merke til

suspiciously: mistenkelig

definitely: absolutt

sty: \_her\_: hus

the backyard: hagen

slammed: slo

squeaked with joy: skrek i glede

the sagging gutters: takrenner som henger og slenger

years of neglect: år uten at noen har fikset det

next door: nabohuset

firmly: bestemt

wishy-washy: blekt, svakt

argue: diskutere

encountered: møtt

explanation: forklaring

mindless trash: meningsløst søppel

pollute his brain: forurense hjernen hans

Brussels sprouts: rosenkål

turnips: neper

persisted: fortsatte

nettle tea: brennesle-te

dough: deig

speckles: flekker

squatters: husokkupanter

enticing: fristende

plunged through: stupte gjennom

Pigs don't just vanish, thought George as he stood staring into the depths of the very obviously empty pigsty. He tried closing his eyes and then opening them again, to see if it was all some kind of horrible optical illusion. But when he looked again, the pig was still gone, his vast muddy pink bulk nowhere to be seen. In fact, when George examined the situation for a second time, it had gotten worse, not better. The side door of the pigsty, he noticed, was hanging open, which meant someone hadn't shut it properly. And that someone was probably him.

[...]

What George really wanted -- above all things in the Universe -- was a computer. But he knew his parents were very unlikely to buy him one. They didn't like modern inventions and tried to do without as many standard household items as they could. Wanting to live a purer, simpler life, they washed all their clothes by hand and didn't own a car and lit the house with candles in order to avoid using any electricity.

--- 181 (3)

GEORGE'S SECRET KEY TO THE UNIVERSE

{{Bilde: Tegning av en grisunge i ei pappeske.}}

It was all designed to give George a natural and improving upbringing, free from toxins, additives, radiation, and other such evil phenomena. The only problem was that in getting rid of everything that could possibly harm George, his parents had managed to do away with lots of things that would also be fun for him. George's parents might enjoy going on environmental protest marches or grinding flour to make their own bread, but George didn't. He wanted to go to a theme park and ride on the roller coasters or play computer games or take an airplane somewhere far, far away. Instead, for now, all he had was his pig [Freddy].

[...]

--- 182 (3)

On this particular day, however, it wasn't the vegetables that Freddy had destroyed. Instead of charging madly about, the pig had done something much worse. In the fence that separated George's garden from the one next door, George suddenly noticed a suspiciously pig-sized hole. Yesterday it definitely hadn't been there, but then yesterday Freddy had been safely shut in his sty. And now he was nowhere to be seen. It meant only one thing -- that Freddy, in his search for adventure, had burst out of the safety of the backyard and gone somewhere he absolutely should not have gone.

Next Door was a mysterious place. It had been empty for as long as George could remember. While all the other houses in the row had neatly kept backyards, windows that twinkled with light in the evenings, and doors that slammed as people ran in and out, this house just sat there -- sad, quiet, and dark. No small children squeaked with joy early in the morning. No mother called out of the back door to bring people in for supper. On the weekends, there was no noise of hammering or smell of fresh paint because no one ever came to fix the broken window frames or clear the sagging gutters. Years of neglect meant the garden had rioted out of control until it looked like the Amazon jungle had grown up on the other side of the fence.

[...]

--- 183 (3)

But Next Door was also forbidden territory. George's parents had very firmly said no to the idea of George using it as an extra playground. And it hadn't been their normal sort of no, which was a wishy-washy, kindly, we're-asking-you-not-to-for-your-own-sake sort of no. This had been a real no, the kind you didn't argue with. It was the same no that George had encountered when he tried suggesting that, as everyone else at school had a television set -- some kids even had one in their bedroom! -- maybe his parents could think about buying one. On the subject of television, George had had to listen to a long explanation from his father about how watching mindless trash would pollute his brain. But when it came to Next Door, he didn't even get a lecture from his dad. Just a flat, conversation-ending no.

George, however, always liked to know why. Guessing he wasn't going to get any more answers from his dad, he asked his mother instead.

"Oh, George," she had sighed as she chopped up Brussels sprouts and turnips and threw them into the cake mix. She tended to cook with whatever came to hand rather than with ingredients that would actually combine to make something tasty. "You ask too many questions."

--- 184 (3)

"I just want to know why I can't go next door," George persisted. "And if you tell me, I won't ask any more questions for the rest of the day. I promise."

His mom wiped her hands on her flowery apron and took a sip of nettle tea. "All right, George," she said. "I'll tell you a story if you stir the muffins." Passing over the big brown mixing bowl and the wooden spoon, she settled herself down as George started to beat the stiff yellow dough with the green and white vegetable speckles together.

"When we first moved here," his mom began, "when you were very small, an old man lived in that house. We hardly ever saw him, but I remember him well. He had the longest beard I've ever seen -- it went right down to his knees. No one knew how old he really was, but the neighbors said he'd lived there forever."

"What happened to him?" asked George, who'd already forgotten that he'd promised not to ask any more questions.

"Nobody knows," said his mom mysteriously.

"What do you mean?" asked George, who had stopped stirring.

"Just that," said his mom. "One day he was there. The next day he wasn't."

"Maybe he went on vacation," said George.

"If he did, he never came back," said his mom. "Eventually they searched the house, but there was no sign of him. The house has been empty ever since and no one has ever seen him again."

"Gosh," said George.

--- 185 (3)

"A little while back," his mom continued, blowing on her hot tea, "we heard noises next door -- banging sounds in the middle of the night. There were flashing lights and voices as well. Some squatters had broken in and were living there. The police had to throw them out. Just last week we thought we heard the noises again. We don't know who might be in that house. That's why your dad doesn't want you going around there, Georgie.

As George looked at the big black hole in the fence, he remembered the conversation he'd had with his mom. The story she'd told him hadn't stopped him from wanting to go Next Door -- it still looked mysterious and enticing. But wanting to go Next Door when he knew he couldn't was one thing; finding out he actually had to was quite another. Suddenly Next Door seemed dark, spooky, and very scary.

[...]

Closing his eyes, he plunged through the hole in the fence.

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ééé Talk and tell

-- In what ways is George different from his parents? Explain.

-- What do you think happens to George when he plunges through the fence? What will he discover and how will he act?

!!! Workbook page 123

--- 186

## xxx2 Read and enjoy!

### xxx3 To the Edge of the World

Words:

edge: kant

imagine: tenk deg, lat som

causeway: fylling for å holde veien over vann

archipelago: øygruppe

merged: går i hverandre, blandet sammen

mist: dis

remote: fjerntliggende

outcrop: utstikker

mainland: fastland

fisheries' processing place: fiskemottaket

ferry: ferje

depends on: avhenger av

tides: tidevann

storm surge: stormflo

current: strøm

death by drowning: drukningsdød

arc: bue

gleams: skinner

otter: oter

spring tide: springflo

seaweed: tang

plastic rubbish: plastsøppel

ridge of pebbles: steinrygg

faint print: utvisket trykk

paw prints: poteavtrykk

scanned: tok et overblikk

arctic terns: rodnebbterner

dodging: dukke

pebble: liten stein

skull: kranie

dinghy: liten seilbåt

thudding: dunke

glinted: blinket

stern: akterende

barked: bjeffet

wagged its tail: logret med halen

disappeared: forsvant

out of sight: ut av syne

watered: ble våte

scrubbed it out: visket det ut

choppy: krapp

gust of wind: vindkast

Imagine a small island far out in the Atlantic Ocean off the west coast of Scotland. It's joined by causeway bridges top and bottom to other small islands, part of the archipelago called the Outer Hebrides. On some days, you can hardly see where the sea ends and the land begins, everything merged in a blue-grey mist of sea spray and wind-blown sand.

This is where I live now.

There is nothing between here and America.

I say nothing, but what I mean, of course, is nothing but ocean. And about sixty-five kilometres out to sea, one last remote outcrop of islands and sea stacks, with the highest sea cliffs anywhere in the UK: St Kilda.

The island at the edge of the world.

Before, we lived in the grey city on the mainland, and I hated school and was miserable. But Mum grew up on this island. She told us stories about it. We visited Grandpa and Granny in their house overlooking the sea. And then a house nearby came up for sale and we bought it.

We moved in spring. Mum got a job in the fisheries' processing place, so she stinks of fish all the time but she's happy again.

--- 187

Like me, she hated living in the city. Dad had to stay in Glasgow during the week so he could carry on doing his job, so we only saw him every other weekend, and only then if the ferry was running and the sea wasn't too rough for landing. My sister Fee (Fiona, she's thirteen) missed all her friends, especially Megan. She'd tell you a different story about living here. But this is about me, and what happened that first summer. My name is Jamie Mackinnon.

Everyday life on our island still depends on the tides, and the sea states, and wind directions and storms. In a city, you never think about those things. But here, a high tide combined with a sudden storm surge is so dangerous that people can die. People do die.

I think about things like these a lot: tides and currents and death by drowning. That's my worst fear. The sea is beautiful but it is also deadly

--- 188

#### xxx4 The Girl

It was Monday, early morning. July. No one else was up. For once it wasn't raining. This was one of the rare bright, brilliant days when the sky is in an arc of blue and the sea turns turquoise and the sand gleams silver-white, and it looks like a tropical paradise island. It is paradise, just much colder.

I ran down to the beach nearest our house. I do that most mornings in the holidays. I don't go in the sea, ever, but I love being the first person to step on the new-washed sand. If you're quiet, sometimes you can see an otter on its way between land and sea.

The tide was just going down. It was an extra high tide, called a spring tide even in the summer, because of the full moon. The tide had left the usual line of stuff, seaweed and plastic rubbish, shells and a ridge of pebbles, bits of fishing net and an old shoe. My feet sank into the damp sand.

I stopped running.

Someone else had been here.

A trail of footprints tracked along next to the tideline.

I made my own footprints next to them. My trainers left a pattern of ridges and diamond shapes. The others were smaller and narrower, with the faint print of toes and heel.

--- 189

Bare feet. Someone small and light.

Now I saw paw prints, too -- not otter, more likely dog. Scuffed sand, the whispery marks where maybe a tail had dragged along.

I scanned the beach for the owner of the feet, but the whole wide stretch of the beach was empty.

Who else had been down here this early?

I followed the tracks to see where they went. The beach is huge: miles of silver white sand. I ran and it felt amazing because of the sun and the glittering sea. White birds called arctic terns dive-bombed me to keep me off their nesting places at the pebbly top edge of the beach, so I was dodging and ducking and after a while not really thinking about the footprints anymore. I found a grey pebble with crystals of quartz, and a tiny sea-scoured bird skull. I put them in my pocket. A flapping sound made me look out to sea. Sound carries long distances over water. A small dinghy with a white sail was trying to turn-tack-and the sail flapped as it lost the wind. For a second it looked like the boat might tip right over. I stopped to watch, my heart thudding.

--- 190

There was a moment of pause, like someone taking a breath, and then the sail stopped flapping and stretched out smooth as the wind filled it, and the boat righted itself and sailed on. The sun glinted off the white stern, and lit up the person steering so I could see who it was.

A girl all by herself, except for a dog, perched now on the bow of the boat, and she was sailing the dinghy as if she had done it all her life. She didn't look any older than me.

--- 191

I carried on running along the beach, she sailed, both of us going in parallel, with the sea between us. The dog barked and barked. It wagged its tail. It watched me. And then the boat speeded up, scudded along and left me way behind.

The girl never looked at me once. Her focus was the sail, and the wind, and the water.

And then, she disappeared. Sailed right round the bay and out of sight, beyond the line of rocks. I stared until my eyes watered, watching for the boat to come back.

I waited for ages. The tide went further out. The light changed. I found a stick and drew pictures in the sand. A boat with sails. A dog. I wrote my name in big letters -- JAMIE -- and then I scrubbed it out again with my foot. I drew a massive whale, the proper size. Still no sign of the girl in the boat. The sea was choppy further out: whiteedged waves on navy blue. I imagined being out there alone; all the water, deep under the boat. I shuddered. An extra big gust of wind... I imagined the boat tipping... the girl falling overboard. Did anyone know she was out there? Anyone but me?

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--- 192

## xxx2 Speak up!

### xxx3 Curious minds

Work in pairs or groups of three. Use your curiosity and make a 3-minute podcast. Make sure all voices are heard. Finally, play your podcast to your class, your parents and your teachers.

Some suggestions for topics:

-- Is there life on other planets? What evidence is there? What do you think is more likely -- are we alone in the universe or is there intelligent life out there?

-- What will life be like a hundred years from now? What will be easier and what will be harder?

-- If you had a superpower, what would it be? How would you use it?

-- If you had the opportunity to time travel, what time period would you visit?

Some tips before you start recording:

-- Take some notes, write down your main points

-- Have a practice discussion

-- Agree on who says what

!!! Workbook page 130--131

--- 193

## xxx2 Write it!

### xxx3 Article

Write an article about an animal and its habitat.

!!! Workbook page 132--133

EXAMPLE TEXT:

Title:

THE LITTLE CREATURE ON THE PRAIRIE

Ingress:

\_Did you know that the prairie dog is a ground squirrel, not at all related to a dog? The prairie dog lives on the grasslands that cover thousands of square miles on the American continent.\_

First paragraph:

In this text, I toil I explain how the prairie is home to many different species and explore how the prairie dog lives and is a part of the food chain in its habitat.

Second paragraph:

Before the Europeans came to America, the prairie areas were bigger than they are today. A lot of the land has been used to build farms, towns and cities. Still, there are vast areas of grassland left. On the prairie, winters are cold and summers are warm. The prairie is home to many different species. Some of the larger grass eaters are bison and antelope. There are also predators like the grey wolf.

Third paragraph:

Prairie dogs are social animals. They live in burrows underground, and these burrows are quite close to each other. The black-tailed prairie dog lives in larger groups than the white-tailed prairie dog. Prairie dogs are mostly active during the day and they sleep at night, just like humans. They are herbivores, which means that they eat plant food, such as berries, fruit, grasses and seeds. They can also eat eggs and insects.

--- 194

## xxx2 Glossary

A

abroad: utenlands

accent: aksent

accept: akseptere, takke ja

accident: ulykke

ache: gjøre vondt

achieve: oppnå

act: opptre, spille, oppføre seg

activity: aktivitet

actor: skuespiller

add: tilsette, bidra med, legge til

additive: tilsetningsstoff

adjective: adjektiv

adjust: tilpasse

admire: beundre

adult: voksen

adventure: opplevelse

advice: råd

affect (v): påvirke

afraid: redd

afterlife: livet etter dette, når en er død

again: igjen

against: mot

age: alder

agility: smidighet

agree: være enig

ahead of: foran

aim: mål

air: luft

airplane: fly

alarm clock: vekkeklokke

allergic: allergisk

allow: tillate

along: langs

already: allerede

amazed: positivt overrasket

amazing: fantastisk

ambitious: ambisiøst (et høyt mål)

among: blant

amount: mengde

ancestors: forfedre

ancient: veldig gammel

angler: fisker

angry: sint

anniversary: jubileum

annoying: irriterende

another: en annen

ant: maur

anticipation: motvilje

anymore: mer, lenger

anyone: noen (i spørsmål eller nektende setninger)

ape: (en stor) ape

apparently: det viste seg at

appear: dukke opp

apple: eple

applicant (n): søker

approach: nærme seg

apron: forkle

are: bue

archipelago: øygruppe

architect: arkitekt

arctic tern: rødnebbterne

argue: diskutere

arid: tørr

arrive: ankomme

art: kunst

Art and Crafts: kunst og håndverk (fag i skolen)

asleep: i søvn (sov)

asset: ressurs

athlete: sportsutøver

attach: kople sammen

attack (n): angrep

attend: delta, gå på, studere ved

audience: publikum

audition: prøvespille

aunt: tante

Austria: Østerrike

Austrian: østerriker

automatic: automatisk

avoid: unngå

away: borte

awesome: fantastisk, enestående

awfully (adv): grusom

B

babysitter: barnevakt

back: tilbake

back (n): rygg

backpack: ryggsekk

backseat: baksete

backstage: bak scenen

backwards: bakover

backyard: bakgård, hage

baggage: bagasje

bakery: bakeri

balance: balanse

bald: skallet

bald eagle: hvithodet ørn

banish: bannlyse, forvise

barely: nesten ikke

bark: bjeffe

barn (n): låve

basement: kjeller

basket: kurv

--- 195

bat and ball game: ballspill der en bruker balltre

bathroom: baderom

battle: slag, kamp

bay: havn

beach: strand

beacon of life: livets ledestjerne

beam (v): stråle

bean: bønne

beard: bart, skjegg

beautiful: vakker

become: bli

bee: bie

beg: tigge

behind: bak

being (n): vesen

belief (n): tro

believe (v): tro

belong: tilhøre

beneath: under

benefit: fordel

berserk: berserk (uten kontroll, rasende)

beside: ved siden av

bird: fugl

birthday: fødselsdag

bison: bison

black bear: svartbjørn

black hole: svart hull

blackbird: svarttrost

blanket: teppe, pledd

blink: blunke

blonde: blond

blood: blod

blouse: bluse

blow the mind : imponere, overraske

board: gå om bord

boat: båt

boating: båtliv

body: kropp

body weight: kroppsvekt

bold: tøff

bone: bein

book: bok

booth: bås, stand

border (n): grense

borrow: låne (fra)

bottom: rumpe, bunn

bounce: sprette

bouquet: bukett

bow (n): bukk, baug

bowl: bolle

box of paint: malerskrin

brain: hjerne

brainy: begavet, intelligent, smart

brake (n): brems

branch: grein

break (n): pause

break (v): brekke

break a leg: idiom: lykke til

breast pocket: brystlomme

breath (n): pust

breathe (v): puste

bright: lysende, skinnende

broken: ødelagt

brother-in-law: svoger

brown bear: brunbjørn

Brussels sprout: rosenkål

bug: bille

building: bygning

bulk: masse, volum

bull: okse

bunk: køye

bunk bed: køyeseng

burn: brenne

burrow: hule

burst: briste, eksplodere

bury: begrave, grave ned

busy: travel

butterfly: sommerfugl

C

calf: kalv

calm: rolig

camp: leir

campfire: leirbål

camping bed: campingseng

campsite: leirplass

candle: stearinlys

candy: sukkertøy, godteri

canned food: hermetikk (mat)

capsize: kantre

car washing: bilvask

carcass: kadaver

card-shuffling: kortstokking

care (v): ta vare på

careful (adj): forsiktig

carefully (adv): forsiktig

carpenter: snekker

carriage: vogn

carrot: gulrot

carry: holde, bære

carry out: utføre

cartoon: tegnefilm

cassette player: kassettspiller (som en spilte musikk på før)

east: kaste

cat flap: kattedør

cat food: kattemat

catch: fange, få tak i

cattle: kveg

cause (n): sak

causeway: veiforhøyning, fylling for å holde veien over vann

CD: kompakt disc (musikk)

--- 196

CD player: spiller for cd

celebrate: feire

cereal: kornblanding

challenge: utfordring

change (n): forandring

change (v): forandre

chaos: kaos

charge: ta i betaling

cheap: billig

cheek: kinn

cheer up: oppmuntre, 'ta deg sammen'

cheerful: glad, lystig

chemistry: kjemi

chew: tygge

chicken: kylling

choose: velge

chop: finhakke

choppy: krapp

chorus: kor

Christmas: jul

Christmas Eve: julaften

church: kirke

church choir: kirkekor

cinema: kino

circumstance: omstendighet

city: (stor) by

claw: klo

clever: flink

cliff: klippe

climate: klima

climb: klatre

close (adj): nær

close (v): stenge

close in: omringe

closet: skap

cloud: sky

clown: klovn

clumsy: klossete

coach: trener

coast: kyst

coat: skinn, pels, kåpe

code: kode

coin: mynt

collect: samle

colour vision: fargesyn

combine: kombinere

comedian: komiker

comfort (v): trøste

comfy: komfortabel

comics: tegneserie

common: vanlig

communicate: kommunisere

community: samfunn

comparative text: sammenliknende tekst

compare: sammenlikne

competitive: konkurransepreget

complain (v): klage

complete: fullføre

computer: datamaskin

computer game: dataspill

computer support: datahjelp

conclude: konkludere

condition: forhold

conflict: konflikt

confused: forvirret

confusion: forvirring

content: innhold

contestant: deltaker

continent: kontinent

continue: fortsette

contribute: bidra, medvirke

control centre: kontrollsenter

conversation: samtale

cook (n): kokk

cookbook: kokebok

cooperate: samarbeide

corn: mais

costume: kostyme

country: land

county fair: marked

courage (n): mot

cousin: kusine, fetter

cover: dekke

cow: ku

crab (n): krabbe

crack: skår, sprekk

craftsman: håndverker

cramped: trangt

crate: kasse

crawl: kravle, krype

creak: knirke

creamy: kremet

create: skape

creative: kreativ, skapende

creature: levende vesen

crew: mannskap

crisis: krise

crochet cover: hekleteppe

cross (v): krysse

crowded: overfylt

cruel: grusom

crush: mose, klemme sammen

crutch: krykke

cub: (dyre-)unge

cucumber: agurk

culture: kultur

cupboard: skap

cup-maker: en som lager kopper

curious: nysgjerrig

curly: krøllete

current: strøm

custom: vanlig

cute: søt

--- 197

D

daily: daglig

damage (n): ødeleggelse

dance (v): danse

dance step: dansetrinn

danger: fare

dangerous: farlig

dangling: dinglende

Danish: dansk

dark: mørk

darkness: mørke

dawn on: gå opp for, demre for

death by drowning: drukningsdød

deceit: list, bedrageri

decide: bestemme

deck of cards: kortstokk

declare: erklære

decorate: dekorere, pynte

decoration: dekorasjon

decoupage: dekorasjon lagd av papir, maling etc. på glass

deep: dyp

definitely: absolutt

delight: glede

deliver: levere

den: hi

Denmark: Danmark

depend on: avhenge av

dependent: avhengig

desert: ørken

design: designe

desire (n): ønske

desire (v) ønske

despite: til tross for

destroy: ødelegge

detect: oppdage

develop: framkalle, utvikle

development: utvikling

devote: vie, gi

diamond: diamant

diaper: bleie

diary: dagbok

diet: diett, hva en spiser

difference: forskjell

different: forskjellig

dig: grave

digital tool: digitalt verktøy

dinghy: liten seilbåt

direct: lede

dirty: skitten

disagree: være uenig

disappear: forsvinne

disappointed: skuffet

disaster (n): ødeleggelse

discover (v): oppdage

discovery (n): oppdagelse

discussion: diskusjon

disease: sykdom, lidelse

display: utstilling

distance: avstand

distant: fjern

distract: distrahere

dive-bomb (v): styrtbombe

diver: dykker

diversity: mangfold

diving mask: dykkermaske

document (v): dokumentere

dodge: dukke, vike unna

dodgeball ballspill som likner kanonball

dolphin: delfin

domestic : tam, innenlands

donate: gi, donere

doorbell: dørklokke

dough: deig

downstairs: nedenunder

drag: dra, slepe

dramatic: dramatisk

draught: trekk

draw: trekke, tegne

drawer: skuff

dream (n): drøm

dream role: drømmerolle

dress (v): kle seg

dress rehearsal: generalprøve

dressing room: garderobe (ved teater)

drive (n): kjøretur

drive (v): kjøre

driveway: oppkjørsel

drop: falle ned

drop to hands and knees: gå ned på alle fire

drought (n): tørke

dry [drai]: tørr

dry goods (fl): tørrmat

duck (v): dukke unna

during: i løpet av

during the winter: om vinteren

dust: støv

dustbin: søppelbøtte

dusty: støvete

dyslexia: dysleksi

E

early: tidlig

earn: tjene

earth: jord

Earth: jorda (planet)

earthquake: jordskjelv

easily (adv): lett

--- 198

eco-friendly: miljøvennlig

edge [eclj]: kant

education: utdanning

effect (n): effekt, virkning

effective (adj): effektiv

efficient: handlekraftig

effort: anstrengelse, innsats

eggshell: eggeskall

eliminate: eliminere, unngå, fjerne

embarrass (v): gjøre flau

embarrassing (adj): flaut

embarrassment (n): forlegenhet, skam

emergency: nødsituasjon, krisesituasjon

empty: tom

encounter (v): møte

encourage: oppmuntre

encyclopedia: leksikon

endangered: utrydningstruet

energy: energi

engineer: ingeniør

enjoy: nyte, like godt

enormous: enorm, svært stor

enough: nok

entertain (v): underholde

entertainment (n): underholdning

enticing: fristende

environment (n): miljø

environmental (adj): som har med miljø å gjøre

equipment: utstyr

erect: sette opp, oppføre

escape (v): flykte

especially: spesielt, særlig

essential: viktig

European: europeisk

evacuate: evakuere

evacuation: evakuering

event: hendelse, begivenhet

ever: noen gang

every: alle, hver og en

everyone: alle

everywhere: overalt

evidence: bevis

evil: ond

excellent: utmerket

excited: spent

exciting: spennende

exercise (v): trene

exist: eksistere, finnes

experience: opplevelse

experiment: eksperiment, forsøk

expert: ekspert

explain: forklare

explanation: forklaring

explore (v): utforske, oppdage, lære

explorer (n): oppdagelsesreisende

expression: uttrykk

extinction: utryddelse

extraordinary: ekstraordinær, utenom det vanlige

extreme weather: ektremvær

eyesight: syn

F

fabric: stoff

face (n): ansikt

face (v): se

facility: anlegg

factory: fabrikk

fail: mislykkes

failure: fiasko, en som bare gjør feil

faint: besvime

faint print: utvisket trykk

fair: rettferdig

fair hair: lyst hår

fair price: rimelig pris

fairy: fe

fall asleep: sovne

farne: berømmelse

familiar: velkjent

famous: berømt

far: fjern, langt borte

far and wide: vidt og bredt

farm: gård

farmer: bonde

farming country: et land der de fleste lever av landbruk

fast: rask

fast asleep: i dyp søvn

fatal: dødelig, endelig

fault: feil

favourite: favoritt

fear (n): redsel

fear (v): være redd for

feather: fjær

feed: mate

feel sick: være kvalm

feeling: følelse

female: hunkjønn, kvinne, jente

fence: gjerde

ferry: ferje

field hockey: landhocky

fierce: fryktinngytende, voldsom

--- 199

fight: slåss

final (adj): endelig

finally (adv): endelig

fire: brann, bål

firewood: ved

firm (adj): fast

firmly (adv): bestemt

first aid kit: førstehjelpsskrin

fisheries' processing place: fiskemottak

fisherman: fisker

fit (adj): sprek

fit (v): passe

fitness: trim, fysisk helse

flap (v): flagre

flashlight: lommelykt

flat: leilighet

flee: flykte

flick: snappe

float: flyte

flood: oversvømmelse

floor: gulv

floorboard: gulvplanke, gulvbord

flour: mel

flowery: blomstrete

fly (n): flue

fold-out bed: gjesteseng (sammenleggbar)

follow: følge (etter)

food chain: næringskjede

fool (n): tulling

football pitch: fotballbane

footprint: fotavtrykk, fotspor

footstep: fottrinn

for ages: veldig lenge

for real: på ordentlig, i virkeligheten

forbidden: forbudt

force (v): tvinge

foreign office: utenrikskontor

forever: for alltid

forget: glemme

fortunate (adj): heldig

fortunately (adv): heldigvis

forwards: forover

foster (v): oppfostre

foul: skitne til

fox: rev

foxglove: revebjelle (blomst)

fragile: skjør

freckle: fregne

French: fransk

fresh: fersk, fin

friendship: vennskap

friendly: vennlig

frightened: redd

front door: inngangsdør

front porch: terrasse foran huset

front step: trapp (foran huset)

full moon: fullmåne

fundraising: innsamlingsaksjon

funeral: begravelse

furnished (adj): møblert

furry: lodden

further: videre

future: framtid

G

gain: legge på seg, øke

gale: sterk vind

gallery: galleri

gallon: (måleenhet)

game: lek, spill

gardening: hagearbeid

garland: girlander

gasp: gispe

gather (v): samle seg

gathering (n): samling

gender: kjønn

generation: generasjon

geographically: geografisk

ghost: spøkelse

giant (n): kjempe

giggle: knise, fnise

girlfriend: venninne, kjæreste (jente)

give a hand: idiom: å hjelpe

glasses: briller

gleam: skinne

glint: blinke

glittering: glitrende

global: global, verdensomfattende

gloomy: trist

go hiking: ut på fottur i terreng

gobble up: svelge

goddess: gudinne

good at: f link til

goodbye: farvel

goods (n,fl): varer

grab: gripe tak i

grandpa: bestefar

grasshopper: gresshoppe

grassland: landskap med gressletter

graveyard: gravlund, kirkegård

graze (v): gresse, beite

great: stor, flott

great-grandfather: oldefar

greet: hilse

grey-haired: gråhåret

grizzly: grå, gråhåret (om dyr)

grizzly bear: grizzlybjørn

groom (v): børste

gross: ekkelt

ground: bakke, grunn

grow: vokse

--- 200

growl: rumle

grown: voksen

grunt (n): grynt

guard: vakt

guess: gjette

guest: gjest

gull (n): måke (fugl)

gun: gevær

gust of wind: vindkast

gutter: takrenne

guy: fyr, mann

gymnasium: gymsal

H

habit: vane

habitat: habitat, levested

handiwork: sløyd

handshake: håndtrykk

happy: glad

Happy birthday!: Gratulerer med dagen!

hard: hard, vanskelig

hardly: nesten ikke

harm (v): skade

hatch: klekke

have a peek: ta en titt

head teacher: overlærer, rektor

head to: sette kurs mot

head butt (v): skalle

headline: overskrift

headphones (n,fl): høretelefoner

health (n): helse

healthy (adj): sunn

heap: haug

heart: hjerte

heavy: tung, sterk

height: høyde

helmet: hjelm

helpful : til hjelp, hjelpsom

helpless: hjelpeløs

herbivore: planteeter

herd: flokk

heroic deed: heltedåd

hide (v): gjemme

hide (n): hud, skinn

hide-and-seek: gjemsel

hiding place: gjemmested

high school: videregående skole

high tide: flo

highlight: høydepunkt

hilarious: morsom

hind leg: bakbein

hindrance: barrier, hinder

hit: slå, treffe

holiday: ferie

hollow: hul

Home Economics: skolekjøkken (fag)

homeland: hjemland

homeless: hjemløs

homesick: hjemlengsel

honest: ærlig

honour (v): vise respekt for

hopefully: forhåpentligvis

hot: varm, het

house cleaning: husvask

household items: ting til bruk i huset

howl: hyle

huddle-hug (n): gruppeklem

hug (v): klemme

huge: enorm, veldig stor, diger

hum: nynne

human (n): menneske

hunger: sult

hunt (v): jakte

hunter: jeger

hurricane: orkan

hurry: hastverk

hurt: skade, såre

husband: mann (ektemann)

hush: hysje

hygienic conditions: hygieniske forhold

I

Iceland : Island

illness: sykdom

imaginary: innbilt, fantasi

imagine: tenk deg, lat som

immediately: øyeblikkelig

immigrant: immigrant, innvandrer

impact: innvirkning

important: viktig

impress: imponere

imprison: fengsle

improve: forbedre

improvise: improvisere, ta på sparket

in common: til felles

in order to: for å

indigenous people: urbefolkning

industry: industri

infect (v): smitte

infinity: evighet

influence: påvirke

informative folder: informasjonsbrosjyre

ingredient: ingrediens

inherit: arve, overta

ink: blekk

insecticide: insektmiddel

inspire: inspirere

instead: i stedet

--- 201

introduce: presentere

invent: finne opp

invention: oppfinnelse

involve: involere

iron (v): stryke

Italian: italiensk

Italy: Italia

J

jacket: jakke

jar: krukke

javelin: spyd (til å kaste)

jaw: kjeve

jellyfish: manet

join: bli med

joke: vits

journal: logg, dagbok

journey: reise

joy: glede

jump (v): hoppe

K

kayaking: padle kajakk

keen: ivrig

keep: holde

keep in touch: holde kontakt

keep to the law: være lovlydig

key: nøkkel

kick (v): sparke

kid: unge

kill: drepe

kind: slag, vennlig, snill

king of diamonds: ruterkonge (i kortstokk)

kitchen: kjøkken

knock: banke

knot: knute

knowledge: kunnskap

L

lack of: mangel på

ladder (n): stige

lake: innsjø

language: språk

laptop: bærbar pc

larva: larve

laugh (v): le

laughter: latter

law (n): lov

lawyer: jurist, advokat

lay: legge

lead role: hovedrolle

leaf: blad

learn: lære

leather: lær

leave: forlate, dra fra, reise

lecture: forelesning

lecturer: foreleser

left: venstre, forlot (verb, past tense)

legend: legende, myte

lesson: undervisningstime

letter: brev, bokstav

library: bibliotek

lifeless: livløs

lifesaving: livredning

lifestyle: livsstil

lift (v): heise, løfte

lift (n): heis

light: lett, lys

line: replikk, kø

listen: lytte

litter: kull (nyfødte dyreunger)

llama: lama

load: laste

local: person fra nærmiljøet

local community: nærmiljø

locals: lokalbefolkning

lock (v): låse, stenge

locomotive: lokomotiv

longship: langskip

look (n): utseende

look after: passe på

look for: lete etter

look forward to: glede seg til

lot: lodd, mye

love (n): kjærlighet

lovely: nydelig

lucky: heldig

lunchtime: lunsjtid

M

magic spell: forheksing

magic trick: magisk triks

magician: magiker

mainland: fastland

make a difference: utrette noe, gjøre noe bra, gjerne for andre

make a fool of oneself: dumme seg ut

make it seem: få det til å se ut som

make sense of: gjøre forståelig

make someone laugh: få noen til å le

male: hann

male role: mannsrolle

mallet (n): klubbe

mammal: pattedyr

manage (v): klare

mat [mæt]: matte

mat from scrap cloth [mæt fram skræp klDe]: fillerye

mate (v) [meit]: pare seg

maths teacher: mattelærer

meal: måltid

meaning: betydning

measles: meslinger

measure: måle

meat: kjøtt

--- 202

medical equipment: medisinsk utstyr

medication: medisinering

medicine: medisin

medicine man: medisinmann

memorial: minnesmerke

memory: minne, hukommelse

mend: reparere

meow: mjaue

merge: gå i hverandre, blande sammen

message: melding

MFL Modern Foreign Languages: fremmedspråk

mighty: mektig

migrate: migrere, flytte til et annet land

mimic: etterlikne

mind: sinn

mindless: likegyldig, meningsløs

mirror: speil

miserable: elendig

misfit: mistilpasset person

mismatch: som ikke passer sammen

miss (v): savne, mangle

mission: oppdrag

mist: dis

monkey: apekatt

moon: måne

mop: tørke av

mop of hair: hårmanke

mosque: moské

mosquito: mygg

mountain: fjell

move: flytte, bevege seg

movement: bevegelse

movie: film

moving: gripende, rørende

muddy: gjørmete

mumble: mumle

music: musikk

musical: musikal

mysterious (adj): mystisk

N

nail (n): spiker

native people: urinnvånere

natural born: naturtalent

neatly: pyntelig, pent, skjønt

neck: hals

neglect (n): forsømmelse

neglect (v): overse

neighbour: nabo (neighbor am.)

nerve: nerve

nervous: nervøs

nest: reir, rede

nettle tea: brennesle-te

never: aldri

never mind: ikke bry deg om det

new: ny

newborn: nyfødt

next door: nabohuset

Nice to meet you!: Hyggelig å møte deg!

I nickname: kallenavn

niece: niese

nightstand: nattbord

I no service: ingen tilkopling, ingen kontakt

noise: bråk

Norse: norrøn

i north: nord

not good enough: ikke bra nok

not supposed to: skal ikke

not to mention: for ikke å nevne

note (n): merknad, beskjed

nothing: ingenting

notice (v): legge merke til

noun: substantiv

nurse: sykepleier

O

observatory: observatorium

observe: observere

obvious: opplagt

ocean: hav

odd: rar

oddly: snålt, underlig

of course: selvfølgelig

offer (v): gi, tilby

Old Norse language: norrønt språk (som gammelnorsk)

old-fashioned: gammeldags

on board: om bord

opponent: motstander

opportunity: mulighet

optical illusion: optisk illusjon (noe en tror en ser)

oral: muntlig

order (n): bestilling

orphanage: barnehjem

otherwise: ellers

otter: oter

out of sight: ut av syne

outbreak of disease: sykdomsutbrudd

outcrop: utstikker

outdoors: utendørs

outgrow: vokse ut av

outside: utenfor

over-excited: eksaltert, overivrig

--- 203

P

pack of butter: smørpakke

painful: smertefull

paint: male

pale: blek

pants (n, fl): bukse, bukser

paragraph: avsnitt

paralyse: lamme, paralysere

parent: forelder

parents' association: foreldrerådet (FAU)

partially: delvis

party: fest

pat: klappe

pattern: mønster

paw print: poteavtrykk

pay: betale

pay attention to: følge med på

PE Physical Education: gym, kroppsøving

peace: fred

peaceful (adj): fredelig

peacefully (adv): fredelig

pear: pære

pebble: liten stein

pebbly: full av småstein

peek: titt

peg: (telt)plugg

perch: sitte og bevege seg

perform: spille (en rolle), utføre

perfume: lukt, parfyme

persist: fortsette

pet: kjæledyr

physically (adv): fysisk

physician (n): lege

piece: ting, gjenstand

piglet: grisunge

pigsty: grisehus

pillage: plyndre

pinch (v): klemme, klype

pink: rosa

pitch-dark: beksvart

plain (n) : slette

plastic rubbish: plastsøppel

plate: asjett

play (n): skuespill

playful: leken

playlist: spilleliste

Please, sit down!: Vær så god og sitt!

pleasing: hyggelig

plenty of: mye

plucky: dristig, modig

plunge: stupe

pneumonia: lungebetennelse

pocket: lomme

polar bear: isbjørn

pole: (telt)stang

polite phrase: høflighetsfrase

pollute: forurense

poor: fattig

poppy: valmue

population: bestand, befolkning

portion: porsjon

possession: eiendel

possible: mulig

poster: plakat

pound (v): banke, slå kraftig

poverty: elendighet, fattigdom

practical: praktisk

prairie: prærie

predator: rovdyr, kjøtteter

prefer: foretrekke

preparation: forberedelse

prepare: forberede

present (n): gave

preserve: bevare, ta vare på

pretend: late som

pretty: pen, søt

prey (n): bytte

principal: rektor

probably: antakelig

proceed: gå videre, fortsette

professor: professor

promise (n): løfte

prompter: sufflør

proof: bevis

proper (adj): anstendig

properly (adv): riktig

proportion: proporsjon

prop: rekvisitt

prop manager: rekvisitør

protect: beskytte

protection: beskyttelse

proud: stolt

prove (n): bevis

prove (v): bevise

prove wrong: motbevise

proverb: ordtak

provide: skaffe, gi

public: offentlig

pull: trekke

pull a funny face: lage en morsom grimase

pumpkin: gresskar

punishment: straff

I pure: ren

put on: sette opp (om teaterstykke)

Q

quality: kvalitet

queen of diamonds: ruterdame

quick (adj): rask

quickly (adv): raskt

--- 204

quiet (adj): stille

quietly (adv): stille

quit: forlate

quizzical: spørrende

quote: sitere

R

radiation: (radioaktiv) stråling

rafting: rafting (kjøre gummibåt i elver og stryk)

raid (v): plyndre

raider: plyndringstokt

rainbow: regnbue

rainforest: regnskog

raise: heve, reise

random: tilfeldig

range: utvalg

ransack: ransake

rarely: sjelden

RE Religious Education: religion (fag)

reach (v): nå, rekke

ready: klar

realise: innse, skjønne, forstå

reason: årsak

receive: motta, få

recite: framføre, lese

recommend: anbefale

record: plate (musikk)

record store: platebutikk (butikk der en kunne kjøpe musikk)

recount: telle på nytt

reduce: redusere

reference: referanse

refugee: flyktning

refugee camp: flykningleir

refugee crisis: flyktningkrise

regards: hilsen

rehearse: øve

relate: relatere, være i slekt

relative: slektning

relief: lettelse

remain (n): rest

remain (v): restere

remember (v): huske

remind of: minne om

remote: fjerntliggende

repeatedly: gjentatte ganger, hele tiden

reply: svare

representative: representant

reptile: krypdyr, reptil

reputation (n): rykte

require: kreve

researcher (n): forsker

respond: svare

responsible: ansvarlig

restless: rastløs

restore: restaurere

retell: gjenfortelle

return: komme tilbake

reuse: gjenbruke

rhyme (v): rime

ride (v): ri, kjøre

ridge of pebbles: steinrygg

i riding cap: ridehjelm

riding lesson: ridetime

right: riktig, rett, høyre

rip (v): rive

ripen (v): modne

river: elv

roam (v): streife omkring

robbery: ran

rock (v): rulle, gå fram og tilbake

rock-hard: steinhard

role: rolle

roll: rulle

roller coaster: berg-og-dal-bane

roof: tak (utvendig)

root: rot

rough: barskt, røft

rubbish: søppel

ruin: ruin

run: renne, løpe

rush: skynde seg

S

sacred: hellig

sad: trist

safe: trygg

safety: sikkerhet

sag (v): henge

saga: saga, fortelling

sail (v): seile

Sami people: samefolk

saucepan: stekepanne

sausage: pølse

save: spare

sawdust: sagmugg

saying: ordspråk

scan: ta et overblikk

scarce: knapp, sjelden, dårlig med

scare (v): skremme

scared (adj): redd

scary: skummelt, skremmende

scene: landskap, scene

scent: duft

school building: skolebygning

school community: skolesamfunn

school paper: skoleavis

schoolyard: skolegård

science: vitenskap (naturfag)

scientific research: forskning

scientist: forsker

scone: scones (en slags bolle)

--- 205

scout: speider

scout leader: speiderleder

scout-camp: speiderleir

scrap cloth: fille

scrub out: viske ut

scud: seile fort av gårde

sea: sjø

sea spray: sjøsprøyt

sea stack : klippe i sjøen

sea state: bølgestyrke

sea voyage: sjøreise

sea-scoured: vasket av havet

season: årstid

seaweed: tang

secret: hemmelig

see: se

seed: frø

sense (n): fornuft

sentence: setning

separate: komme fra hverandre, bli adskilt

serious: alvorlig

serving: porsjon

set foot on: idiom: ankomme

settle: slå seg ned, bosette seg

settlement: bosetning

settler: nybygger, bosetter

several: mange

sewer: kloakk

sewing: sying

shadow: skygge

shaky: skjelven

shape: form

share: dele

sharp: skarp

shed: røyte

sheet: laken

shell: skjell

shelter: ly

shiny: skinnende

shopping: handling

shore: bredde, land

shoulder: skulder

shower: dusj

shrink: krympe

shrug: trekke på skuldrene

shut: lukke

sibling: søsken

sick: syk, kvalm

sigh (v): sukke

sight: syn

sign: skilt

silent (adj): stille

silently (adv): stille

silly: dum

silver: sølv

silverback: gammel hanngorilla

similarity: likhet

simple: enkel

simply: bare, kun

since: siden

singing lesson: sangtime

singing voice: sangstemme

sip (n): tår

sister: søster

size: størrelse

skeleton: skjelett

sketchbook: skisseblokk

skill: evne, ferdighet

skull: kranie, hodeskalle

skunk: stinkdyr

sky: himmel

slam: slå, slamre

sleep (v): sove

sleeping bag: sovepose

slick: slikke

slightly: litt

slim: slank, smale

slur: bli slørete

smash: kollidere, smadre, slå i stykker

smooth: glatt, myk

snack: mellommåltid

sneak: snike

sneeze: nyse

snore: snorke

soccer: fotball (am.)

society: samfunn

soft: myk, bløt

sole (n): såle

solve (v): løse

soon: snart

sore: øm, støl, sår

sorrow: sorg

sorry: unnskyld, beklager

soul: sjel

sound (v): høres

source: kilde

south: sør

sow: purke (hunngris)

space: rom, plass

space-time theory: romtid-teori

sparkling water: vann (med kullsyre)

speak: snakke

speaking term: talefot

special: spesiell

species: art

speckle: flekk

speed: fart

spelling: staving

spend: bruke, tilbringe

spin: snurre rundt

spirit: ånd, humør

splash: sprute

spooky: spøkelsesaktig, skummelt

spot a problem: se et problem

spring (n): vår

spring tide: springflo

sprout: rosenkål

squatter: husokkupant

squeak: skrike

--- 206

squeal: pip, skrik

squeeze: klemme

squirrel: ekorn

stable: stall

stack (n): stabel

stack (v): stable

stage: scene

stage fright: sceneskrekk

stage light: scenelys

stair: trapp

stamina: utholdenhet

stamp: frimerke

stand (n): salgsbod

stand out (v): skille seg ut

star: stjerne

stay: forbli, bli (værende)

steadily: regelmessig

steady: stødig

steal: stjele

steamship: dampskip

step: skritt

step-parent: steforelder

steppe: steppe

stern: akterende

stick: pinne

still today: fremdeles

still water: vann uten kullsyre

stink: stinke, lukte vondt

stir: røre, blande sammen

stomach: mage

stomach ache: magesmerter, mageknip

storage space: lagringsplass

store: butikk

storm surge: stormflo

storyteller: historieforteller

straight hair: rett hår

strange: rar, merkelig

stranger: fremmed

strawberry: jordbær

strength: styrke

stretch: strekke seg

strict: streng

strong: sterk

student council: elevråd

study: studere

subject: fag

suckle: die, drikke melk fra moren

suffer: lide

suggest: foreslå

suggestion: forslag

suitcase: koffert

summer: sommer

sun: sol

Sunday: søndag

superpower: superkraft

supply (n): forsyning

support (n): støtte

support (v): støtte

suppose: anta

surprise (n): overraskelse

surprise (v): overraske

surreal: surrealistisk

surroundings (n,fl): omgivelser

survival: overlevelse

survival supplies (n,fl): overlevelsesutstyr

survive: overleve

suspiciously: mistenkelig

swap: bytte

sweater: genser

sweaty: svett

sweet: søt

sweetcorn: mais

swim (v): svømme

swimmer (n): svømmer

swimming hall: svømmehall

sympathetic: medfølende, sympatisk

syringe: sprøyte

T

tablet: digitalt lesebrett

take a seat: vær så god og sett deg

take care of: passe på, ta vare på

take notice: legge merke til

take over: ta over, overta

tale: fortelling

tall: høy

tap: vannpost, vannspring der en kan hente vann

taut: stram

teach: lære bort, undervise

f team: lag

team sport: lagsport

teamwork: teamarbeid, lagarbeid

technology: teknologi

temple: tempel

tendon: sene

tent flap: teltduk

terrible: forferdelig

theme park: fornøyelsespark

thief (thieves): tyv (tyver)

third floor: fjerde etasje (ground floor = første etasje)

thought (n): tanke

threat: trussel

three-roomed flat: treroms leilighet

thrilled: begeistret

throat: hals

--- 207

through: gjennom

throw: kaste

throw a party: holde et selskap

thrush: trost

thud: dunke

thumb: tommel

thunder: torden

thunder and lightning: lyn og torden

ticket: billett, lodd

tide: tidevann

tidy: ryddig

tie (v): knyte

tight: stramt

timetable: timeplan

tip: tupp

tired: trøtt

tissue: papirlommetørkle

tool: verktøy

topic: emne, tema

torn: revet, slitt

touchpad computer: pc med berøringspute

tourist brochure: turistbrosjyre

tournament: turnering

town: (liten) by

toxin: giftstoff

toy (n): leketøy, leke

track: spor

trader: handelsmann

tradesman: handelsmann

tradition: tradisjon

tragedy: tragedie

trail: spor

trainers (n,fl): joggesko

travel: reise

treatment: behandling

treehouse: trehus

trick: triks

trilogy: trilogi

trousers: bukser

trowel: spade

true: sant

trust: stole på

trustworthy: pålitelig

truth: sannhet

tune: tone

turnip: nepe

turquoise: turkis

turtle: havskilpadde

twice: dobbel

twin: tvilling

twinkle: blinke

two-man tent: tomannstelt

tyre: dekk (hjul)

U

underwear: undertøy

undisturbed: uforstyrret

uneasy: urolig

unfortunately: dessverre

unimpressed: uberørt, uimponert

unpolluted: uten forurensing

unstoppable: ustoppelig

upbringing: oppdragelse, oppfostring

update: ajourføring

use (v): bruke

usually: vanligvis

V

vacation: ferie

valour: verdi

valuable: verdifull

vanish: forsvinne

vanishing act: forsvinningsnummer

varied: variert

vast (adj): enorm, stor

vegetable garden: grønnsakshage

victory: seier

view: utsikt

village: landsby

villager: landsbyboer

vinyl record: vinylplate (musikk)

violence: vold

voice (n): stemme

volcano: vulkan

volunteer: frivillig

vote (v): stemme

W

wag the tail: logre med halen

wake up: våkne

walk the dog: gå tur med hunden

wallet: lommebok

wander: vandre

wardrobe: garderobe

warrior: kriger

waste: sløsing

watch (v): se på

water can: vannkanne

water park: badeland

waterfall: foss

wave: vinke

way of living: levemåte

wear: ha på seg

weasel: røyskatt

weather: vær

wedding ring: giftering

weekend: helg

weird: merkelig, rart

Welcome back!: Velkommen tilbake!

whale: hval

wheel (v): bevege seg med hjul

wheelchair: rullestol

whisper (v): hviske

whisper (n): hvisking

whispery: utvisket, nesten ikke synlig

whole: hele

--- 208

wide: vid

wild: vill

wilderness: villmark

win: vinne

wind: vind

wind direction: vindretning

windblown: forblåst

winding: svingete

window frame: vindusramme

windy: stormfull

wing: vinge

wingspan: vingespenn

winter sleep: vintersøvn

wipe (v): tørke

wiry: senete

wisdom: visdom

wishy-washy: blekt, svakt

withdraw: trekke seg tilbake

wizard: trollmann

wolf: ulv

wonder: undre, lure på

wonderful: vidunderlig

wood: tre, skog

wooded: med skog, skogfylt

wooden chest: trekiste

wooden spoon: treskje

work (v): arbeide, jobbe

world: verden

worm: mark

worn: utslitt

worried: bekymret

worship: tilbe

wriggly: sprellende

wrinkle (n): rynke

wrist: håndledd

X

x-ray vision: røntgensyn

Y

yelp: hyle

youth club: ungdomsklubb