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# xxx1 Merknad

-- Nesten ingen bilder er beskrevet, men bildetekstene fra den trykte boka gir ofte en pekepinn om innholdet i bildet. De fleste bilder uten bildetekst er utelatt.

-- Overskrifter: Det er fire rangerte overskriftsnivåer: xxx1 til xxx4. Innholdsfortegnelsen i denne filen viser tre nivåer. Andre overskrifter er markert med uthevingstegn foran og etter.

-- Oppgavene i den trykte boka er merket med symboler for forskjellige oppgavetyper. I den tilrettelagte boka er symbolene erstattet med ord.

-- >>> står foran nummererte oppgaver.

-- Tusenskilletegn er komma på engelsk, som i originalen. Desimaltegn er punktum, som i originalen.

-- Sidetall er merket med ---.

-- Uthevingstegnet er slik: \_.

-- Gloser er plassert samlet rett etter den overskriften de tilhører.

-- {{}} Doble klammeparenteser brukes rundt kommentarer, endringer eller forklaringer fra tilretteleggeren eller rundt opplysninger om layout eller spesielle elementer på siden.

-- Tabeller er gjort om til lister.

-- Lydskrift er ikke tatt med under Word Quest.

-- Ordlister veksler ikke mellom engelsk og norsk språkmerking.

-- Informasjon fra bokas forside, samt utdrag fra tittelbladet finner du bakerst i denne filen.

--- 6 til 239

{{Bildeside: To jenter snakker sammen ved pulten.}}

--- 7 til 239

# xxx1 Get on with it

Welcome to the final year of lower secondary school! We hope \_Crossroads 10A\_ and \_10B\_ will help you to improve your English and to inspire you to read and learn more. The two final books in the \_Crossroads\_ series will take you to many interesting places and introduce you to people who will widen your horizon. Last, but not least, you will be given the opportunity to read literature that will hopefully provide you with wonderful reading experiences and at the same time stimulate you to reflect on important issues.

In \_Crossroads 8A\_ there was a significant focus on Great Britain. In \_Crossroads 9A\_ the USA was highlighted. In the last leg of the journey we will direct your attention to the rest of the English speaking world; the Commonwealth of Nations. The first chapter is devoted to the large organization of former British colonies. The other chapters are also interspersed with texts related to Commonwealth countries.

--- 8 til 239

## xxx2 Crossroads 10A and 10B

### xxx3 Crossroads 10A

\_Crossroads 10A\_ has eight chapters:

1 The Commonwealth of Nations

2 Explore

3 The Blue Planet

4 Changes

5 Media Voices

6 Expressions

7 William Shakespeare

8 We are the Future

Each chapter is divided into sections. At the end of each section there are oral and written tasks. Some of them you should do on your own while others are meant for pair work or group work. A symbol will tell you if it's an oral task, a written task or both. Interviews and narratives throughout the book are identified with an authentic symbol. These are the symbols: {{I denne tilrettelagte versjonen erstattes symbolene med tekstforklaringen fra boka}}

-- Did you get it? {{Spørsmålstegn}}

-- Oral task (pair work or group work) {{Snakkeboble}}

-- Written task {{Blyant}}

-- Written and oral task (pair work or group work) {{Blyant og snakkeboble}}

-- Listening {{Høyttaler}}

-- Role play {{Teatermasker}}

-- Authentic interview {{Mikrofon}}

--- 9 til 239

At the end of each chapter, there is a \_Task Bank\_ where you will find a variety of different tasks. See page 54. Some of the tasks are meant for homework, project work or other kinds of assignments where you need to use the Internet, encyclopedias and other sources. You will find these tasks under the heading \_Dig Into It\_. See page 55.

Every chapter also has a section called \_Language Corner\_. Here you will find a few tips about the basics of the English language. See page 54.

Learning new words and phrases is a very important part of learning English. Some of the words in \_Crossroads 10A\_ and \_10B\_ are explained in English in the margin. See page 12. They are also translated into Norwegian at the end of each chapter under the heading \_Word Quest\_. Here you will also find other key words. See page 56.

### xxx3 Crossroads 10B

\_Crossroads 10B\_ is divided into two parts. Part 1 is called "Enjoy Reading". Here you will find a range of different texts: short stories, poems, extracts from novels, newspaper articles and cartoons. There are also literature tasks and language tasks in this section of the book. They will help you understand and learn from the texts you read.

Part 2 of \_Crossroads 10B\_ is the grammar section, which is written in Norwegian, as are the explanations for the tasks in this section. Many students find grammar difficult, so it is our hope that you will find it easier this way. There are plenty of tasks to choose from. You can also ask your teacher for a test sheet when you want to check how you are doing with your grammar.

Learning a new language takes time. However, there is quite a lot you can do to speed up the process. See page 105 for tips on how to improve your language learning.

\_Good luck with your English studies!\_

--- 10 til 239

{{Bildeside: Hender danner en sirkel i sanden.}}

--- 11 til 239

# xxx1 Chapter 1: The Commonwealth of Nations

Have you heard of "the English-speaking world" or "the world of English"? Which part of the world do you think that is, and why is English spoken there? In this chapter we will look at countries located in very different parts of the world, all with different histories, religions and cultures. What they have in common is the English language. Welcome to the Commonwealth of Nations!

--- 12 til 239

## xxx2 A: The World of English: A Short Illustrated History

{{Gloser:}}

widespread: found over a large area

influential: having influence

inferior: lower in status or position

{{Gloser slutt}}

More than 350 million people on six continents speak English as their first language. That makes English the second most widely spoken language in the world after Mandarin Chinese. Why has the use of English become so widespread? It is primarily due to the fact that Britain was the most powerful and influential country in the world for several centuries.

Imagine your country being taken over by people from another part of the world who then proceed to set up their own system of government, build schools according to their own traditions, treat you like an inferior and demand you learn their language. Unthinkable? This is exactly what happened in country after country from the seventeenth century onwards as British influence - and the English language - spread to every part of the world.

### xxx3 Where the Sun Never Sets

{{Gloser:}}

  s. 12:

trading company: company buying and selling goods

manufactured goods: products made in a factory

enterprise: here: business

quest: search

comprise: include

landmass: large area of land

superior: higher in rank or status

condescending: behaving in a way which shows you think you are better than others

conception: idea

  s. 13:

obligated: legally or morally forced to do something

subjugated: oppressed

predominant: leading

{{Gloser slutt}}

To fully understand why English has become a world language, we need to take a quick journey back in time. It all started in the 1600s when British trading companies, such as the \_British East India Company\_, set up trading posts in India to secure raw materials for Britain and to create markets for British manufactured goods. Gradually the Indian trading enterprise turned into a ruling enterprise and by the 1850s most of India was under British control.

The quest for wealth and political power led the British to establish colonies all over the world, not just in India. By the end of the 19th century, the British Empire had become the largest empire in history, comprising about 23 per cent of the world's population and 20 per cent of its landmass. (see map on page 13). At the time it was often said that, "The sun never sets on the British Empire". There were colonies in every corner of the world and the sun would therefore always be shining on one of them.

The British colonial rulers were firmly convinced that they were superior to the "natives" of the colonies they governed and made no effort to hide their condescending attitude. This sense of superiority, shared by colonialists from many European countries at the time, led in part to the conception that whites were obligated to bring "civilization" to non-white people.

--- 13 til 239

Colonial powers all over the world subjugated the people and suppressed the culture of the countries they colonized.

  The twentieth century saw growing demands for independence by nearly all the British colonies. Country after country proceeded to regain their former status as independent states or became self-governing dominions within the Commonwealth of Nations. These countries did not reject British influence entirely, however. The British school system is still predominant in most former colonies, cars are still driven on the left side of the road, and the English language is still widely used.

{{To bilder: 1. Gammelt kart med teksten: The British Empire.  
2. Tegning av svarte menn som bærer en hvit mann i bærestol.}}

--- 14 til 239

{{Bilde s. 14 og 15. Kart:}}

The English Speaking World

-- English as first language

-- English as important second language

{{Slutt}}

--- 15 til 239

{{Bildeside, se s. 14}}

--- 16 til 239

{{Oppgaver:}}

\_ Did you get it? Written tasks\_

>>> 1

What was the British Empire?

>>> 2

What was the extent of the British Empire at its peak?

>>> 3

Why did the British colonialists impose their culture on the countries they colonized?

\_Oral tasks\_

>>> 4

English is an official language in countries all over the world (see map on pages 14-15). Pick three or four countries and try to speak English the way they do there. Do you sound convincing? Check with your group.

>>> 5

Explain the meaning of the following words to your group: condescending, subjugated, superior, rapidly, inferior

\_Written and oral task\_

>>> 6

Study the illustration on page 13 in a group.

a) What does the illustration say about the colonial system?

b) What do you feel when you look at it?

Jot down some key words before you discuss this with your classmates.

\_Written tasks\_

>>> 7

You are one of the black servants in the illustration on page 13. When your working day is over, you go home to your family. Write down what you tell them about your day.

>>> 8

Translate into Norwegian:

The British colonial rulers were firmly convinced that they were superior to the "natives" of the colonies they governed and made no effort to hide their condescending attitude. This sense of superiority, shared by colonialists from many European countries at the time, led in part to the conception that whites were obligated to bring "civilization" to non-white people. Colonial powers all over the world subjugated the people and suppressed the culture of the countries they colonized.

\_Role play\_

>>> 9

A: You are a male British colonialist in Africa or Asia. You need to be transported from your house to the gentlemen's club, a distance of three kilometres. You command a group of native servants to carry you. Unfortunately the servants have decided to go on strike and refuse. What can you do?

B: You are a small group of servants who have had enough of the arrogant colonialists. You work long hours and rarely receive any appreciation for what you do. You have decided to speak your mind to your British "master".

{{Oppgaver slutt}}

--- 17 til 239

{{Ramme:}}

### xxx3 The Commonwealth

{{Bilde: Ulike flagg}}

What do New Zealand, Canada, Bangladesh and Jamaica have in common? They are all members of The Commonwealth of Nations, along with 49 other countries. At the beginning of the twentieth century many colonies, such as Australia, New Zealand and South Africa, gained independence from Britain, becoming self-governing dominions within the British Empire, as Canada had done in 1867. Decolonization continued in the twentieth century and many other colonies followed their example. They remained united by allegiance to the British Crown and also through membership of the British Commonwealth of Nations, which was founded in 1926. The association changed its name to the Commonwealth of Nations in 1949 to reflect the fact that all member states had equal status. These days it is usually referred to as the Commonwealth. The Head of the Commonwealth is HM Queen Elizabeth II, but all the 53 member states have their own independent governments.

{{Ramme slutt}}

### xxx3 Free Trade and Human Rights

{{Gloser:}}

gain: obtain, win

decolonization: giving independence to colonies

allegiance: loyalty, support

violation: here: breaking a law or rule

compatible: that can exist together without problems

military coup: sudden, illegal and often violent change of government

{{Gloser slutt}}

What are the advantages of being a member of the Commonwealth? Many of the member states are relatively poor and face problems such as a huge national debt and challenging environmental problems. The Commonwealth works for economic and social development within member countries and as a result of free trade and investments within the organisation, living standards have increased in many Commonwealth countries, even the poorest ones.

  All member states must be democratic nations and human rights must be respected. Violation of any of these principles is not considered compatible with membership of the Commonwealth and countries have therefore been temporarily expelled as a result of military coups or violations of the civil rights.

Member countries share a common history and cultural heritage as a result of British colonial rule. An interest in sports is perhaps the single most important factor they have in common, particularly archetypal British sports such as cricket, rugby and polo which are now deeply rooted in the Commonwealth. Tournaments between Commonwealth countries are frequent and highly popular events.

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## xxx2 B: Australia: "The Land Down Under"

{{Glose: convict: criminal}}

{{Bilde: Kart over Australia}}

Area: 7,686,850 sq. km.

Population: 20,435,000

Capital: Canberra

Major cities: Sydney, Melbourne, Brisbane

Language: English

Currency: Australian dollar

Life expectancy at birth: male 77.75 / female 83.63

Literacy: male 99% / female 99%

National Day: Australia Day, 26 January

{{Bilde: Australias flagg}}

Before America declared independence from Britain, convicts used to be sent to America to serve their time there. After the \_Declaration of Independence\_, America was no longer willing to receive criminals sent by their former government. At the same time, the use of capital punishment was declining and, as a consequence, British prisons were filled to capacity and the authorities were eager to find an alternative solution to their problems.

  Some years earlier, in 1770, Captain James Cook had sailed to the west coast of Australia, planted the British flag at Botany Bay and claimed it as British land. The fact that the country was already inhabited by Aborigines was not considered relevant. It was decided that the problem of overcrowded British prisons could be solved by sending convicts to the country Captain Cook had "discovered". This was the start of a new era in British colonial history. In May 1787, eleven ships set sail for the new continent with more than 700 convicts and about 250 ordinary citizens on board.

They arrived in Australia eight months later, on 18 January 1788. The commander of the fleet, Captain Arthur Philip, decided that the place Captain Cook had described was not suitable as it had no reliable source of water. They continued sailing along the coast until they arrived at Port Jackson and landed in what is now known as Sydney Harbour.

--- 19 til 239

{{Bilde:}}

Percy Trompf "The Landing of Captain Cook at Botany Bay 1770", ca. 1930.

{{Slutt}}

### xxx3 Aborigines

{{Gloser:}}

  s. 19:

demise: death

  s. 20:

germ: tiny organism that causes disease

didgeridoo: Australian musical instrument

low-pitched: deep in tone

high-pitched: high in tone

{{Gloser slutt}}

What happened to the Aborigines when the British arrived? Their fate, shared by indigenous people all over the world, is all too familiar and not one which Europeans can be proud of. The Aborigines had been living in Australia for at least 40,000 years, but the European "discovery" of Australia marked the beginning of a rapid demise. They were brutally slain by settlers who regarded them as primitive and inferior to the white race. Many who refused to hand over land to the colonists were killed on the spot and up until the late nineteenth century killers of Aborigines were not punished.

--- 20 til 239

What killed the majority of the Aborigines, however, were the diseases the Europeans brought with them as they had no natural resistance to the new germs. It is estimated that more than 200,000 Aborigines died after the arrival of the European settlers (see page 75 in \_Crossroads 10B\_).

  The Aborigines, or Aboriginals as they are also called, have an artistic tradition which is thousands of years old. Aboriginal cave paintings may date back to the time the first Aborigines arrived in Australia from their place of origin somewhere in Asia over 40,000 years ago. They are also known for bark painting and sand art. The canvas paintings produced by Aboriginals today were previously painted in sand, but this form of art was much more fleeting, lasting only until the wind blew it away.

The most famous Aboriginal invention apart from the boomerang is the didgeridoo, which may well be the oldest musical instrument in the world. It was used by sacred men during ceremonial rituals and the Aboriginal elders also used didgeridoos to tell stories to children.

The didgeridoo is played by continuously vibrating your lips and using a special breathing technique. The vibrations travel down the didgeridoo which amplifies the sound in different ways, producing a droning sound. The larger the didgeridoo, the more time the vibrations have to travel, thereby creating a beautiful, low-pitched sound. Small didgeridoos are more high-pitched. The sound of a didgeridoo is quite unlike any other musical instrument.

{{To bilder:}}

1. A trained hand working on a traditional aboriginal piece of art.

2. A man and his instrument. It takes a lot of practise to play the didgeridoo properly.

{{Slutt}}

--- 21 til 239

### xxx3 Welcome to Oz

{{Gloser:}}

  s. 21:

cutlet: here: slice of meat

roo: (slang) kangaroo

croc: (slang) crocodile

  s. 22:

monolith: large block of stone

endemic: regularly found in a particular place

marsupial: mammal that carries its young in a pouch

arid: very dry

literally: here: in fact

{{Gloser slutt}}

Australia is the world's largest island, as well as being the largest country in Oceania. It is also one of the least populated countries in the world and the majority of the population is clustered along the coast. On the whole, the climate is pleasant with hot summers and mild winters, although it is sufficiently cold for there to be snow in Victoria, New South Wales, Australian Capital Territory and Tasmania during the winter months. There are even a few skiing resorts in these areas, so Australia is not just about fantastic beaches, sailing, swimming and diving.

Aussies are famous for being outgoing. Everywhere you go you will hear phrases such as "G'day mate!" and "No worries". If you are ever fortunate enough to go to Australia, you're very likely to make dozens of new friends and have a good time. Modern Australian cuisine is multicultural and there are many interesting dishes on offer. During the outdoor season, Australians love barbecues, or "barbies" as they call them. But there will be more than plain pork, veal cutlets or beef. How about a roo burger or a croc fillet?

Australia is divided into 6 states (New South Wales, Victoria, Queensland, South Australia, Western Australia and Tasmania) and two territories (Australian Capital Territory and Northern Territory). The nickname "The Land Down Under" refers to the fact that Australia is located in the southern hemisphere and so, from a European perspective, it is situated below the equator.

{{To bilder:}}

1. Skiing might not be the first thing that comes to mind when you think of Australia. Nevertheless, it is a popular sport in areas like Mount Buller, Victoria.

2. Along the Sunshine Coast of Queensland there are endless beautiful beaches.

{{Slutt}}

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{{Bilde: Uluru (Ayers Rock)}}

Uluru (Ayers Rock) is probably the world's largest monolith. This vast sandstone rock is sacred to the Aborigines who live in the area. At sunset, Uluru is coloured orange by the rays of the sun (see picture above).

  The Great Barrier Reef is the largest coral reef on Earth. It consists of about 400 types of coral and it extends more than 2,000 kilometres off the coast of north-eastern Australia. There is an enormous variety of marine species to be seen in this area. Scuba divers can enjoy the company of about 90 species of shark, for example, among them the infamous great white shark.

Animal lovers will be fascinated by Australia. The fauna in this country is extremely rich, and many species are endemic to Australia. You have probably seen pictures of Australian marsupials such as the kangaroo, koala and wombat.

Australia must have some of the most beautiful scenery in the world. The vast arid inland area of Australia is called the Outback. Here you can literally drive your car for days without seeing another human being. Travelling inland must be planned carefully and you must always bring sufficient supplies of fuel and water. Otherwise, you may easily find yourself in serious trouble.

--- 23 til 239

{{Bildeside. 6 bilder:}}

1., 2. Great Barrier Reef is a must-see. Don't you just want to dive in?

3., 4., 5. What do koalas, kangaroos and wombats have in common? They are marsupials and the females carry their young in a pouch.

6. The vast and beautiful outback.

{{Slutt}}

--- 24 til 239

{{To bilder:}}

1. Itsy bitsy ... venomous ... spider.

2. It might be a good idea to respect the \_No swimming\_ sign. Australian crocs are huge and always ready for a snack.

{{Slutt}}

Do you think there are too many creepy-crawlies in your garden? If you do, you should think twice about taking a walkabout in the Australian outback. There is a good chance you will have a close encounter with snakes, spiders, lizards, scorpions and many other small creatures you may never have seen before. The good thing about them is that not all of them are poisonous. The bad thing is that many of them are and it is a very long way to the nearest doctor!

Sydney, with a population of 4 million, is Australia's largest city. Do you recognize the white building in the picture below? It is the world-famous Sydney Opera House. Just a short drive out of the city centre you will find Bondi Beach, which is very popular with surfers.

The Aussies love outdoor activities and cricket is one of the biggest sports. You might think you could pick up the essentials of the game by going to a match, but it is not that easy. You could try asking one of the spectators to explain the rules. Most Australians would be more than willing to explain the ins and outs of the game.

{{Bilde:}}

The opera house in Sydney is appreciated by opera lovers and tourists. Visitors are enthused by its architectonic characteristics. It was designed by the Danish architect Jørn Utzon.

{{Slutt}}

--- 25 til 239

{{To bilder:}}

1. A surfer is always looking for the perfect wave.

2. The batter is a crucial player in cricket.

{{Slutt}}

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Who were the first Europeans to come to Australia?

>>> 2

Who are the Australian Aborigines?

>>> 3

What is a didgeridoo?

>>> 4

Why is Australia called "The Land Down Under"?

\_Oral tasks\_

>>> 5

What do you find most appealing about Australia? Talk about it with your partner.

>>> 6

Tell some classmates all you know about Australian wildlife.

\_Written and oral task\_

>>> 7

One of your classmates has just returned from a diving trip to the Great Barrier Reef. Interview him or her about the experience. Brainstorm first, write down questions beforehand and take notes during the interview.

\_Written task\_

>>> 8

Match the words:

{{Venstre spalte:}}

about

mammal

indigenous people

half of the Earth

kind

instrument

freedom

the act of flowing in

too full

adequate

death sentence

criminal

{{Slutt}}

{{Høyre spalte:}}

convict

capital punishment

independence

overcrowded

suitable

influx

aborigines

didgeridoo

hemisphere

species

marsupials

approximately

{{Slutt}}

{{Oppgaver slutt}}

--- 26 til 239

## xxx2 C: A Sightseeing Trip to the Blue Mountains

{{Gloser:}}

  s. 26:

droplet: small drop

predominant: here: main

colour spectrum: colours of the rainbow

eucalyptus: type of tree

  s. 27:

retreat: withdraw

joey: baby kangaroo

  s. 28:

regenerate: make grow again

shed: lose something by falling off

venomous: poisonous

  s. 29:

goanna: Australian lizard

{{Gloser slutt}}

{{Bilde:}}

G'day mate! I'm David. Come along for a walkabout.

{{Slutt}}

My name is David. I'm your driver and guide on today's trip to the Blue Mountains. Why the name Blue Mountains? You're probably all familiar with the fact that when it is raining, light passes through the water droplets and sometimes you get a rainbow. When white light passes through really small particles, most of the colours of the colour spectrum are absorbed by the small particles. The predominant colour to escape is the colour blue. It is due to the different wavelengths of the colours of the colour spectrum. In the Blue Mountains, there are millions of eucalyptus trees. They give off tiny particles of eucalyptus and as the white light passes through them, you get the appearance of blue.

Lots of tourists come here all the time. 2.5 million people visited Echo Point Katoomba last year. That's a lot of people just to visit one little place in the Blue Mountains over a period of 12 months.

{{To bilder:}}

1. The Blue Mountains' most famous rock formation is called the Three Sisters.

2. Opposite page: The Blue Mountains is a vast, unspoiled and beautiful area west of Sydney.

{{Slutt}}

--- 27 til 239

Now, we're just making our way down to a little area of the Blue Mountains known as Eureka Clearing. Just a few things before we get down there. First of all, there are quite a few wild beasts and grey kangaroos around here. Because of all the visitors, the kangaroos are used to having people around and you can get quite close to them. By close, I mean 3 to 4 metres. But you should always bear in mind that they are wild animals, they are not domesticated, so don't push your luck too far. Sometimes wild kangaroos tend to be a bit territorial. If you see them standing up making themselves big and tall, it is a pretty good indication they're feeling a bit threatened by you. The best idea if you see them exhibiting that sort of behaviour is to crouch down and retreat a little.

  Kangaroos usually have their ears back. If you notice kangaroos putting their ears forward, it is another indication you are getting a bit close and that they are about to depart. So again, just step back a little bit, and you can get some really nice photographs of kangaroos in the wild. Hopefully there are some kangaroos with little joeys in their pouch.

--- 28 til 239

If you have a look into the bush, you'll notice that part of the trees are burnt and blackened. There was a bush fire in the Blue Mountains National Park about three years ago. The Australian bush, however, is very quick to regenerate after a bush fire. Here it takes only about seven years, so if you come back here in four years, everything will be back to normal. In other parts of the world, it may take a lot longer.

  Apart from the blackened tree trunks everywhere, you'll also notice some nice clean grey tree trunks. They are Smooth Bark Eucalyptus Trees that shed their bark every year. That's why their trunks are not blackened.

Another thing to be a bit cautious of down here is snakes. There are a lot of venomous snakes in Australia, in general. Of the world's 21 or 22 most poisonous snakes, about 16 or 17 of them can be found here, including the world's most venomous snake, the Taipan. But you won't find any Taipans here. They're located in Central Australia and parts of South Australia. Here you'll find the Redbellied Black Snake, the Tiger Snake and also the Common Brown Snake, which are all very venomous. The Common Brown Snake is actually number two on the list of the world's most venomous snakes. The good news is that, generally, snakes won't attack for no apparent reason. Nearly always the snake will avoid you and move out of the way, but if you are walking in long grass, you may accidentally tread one. But most of the time when people are bitten, it is because they try to kill it. The snake will take that really personally! But contrary to what most people seem to believe, unless you are out in the middle of nowhere, the chances of survival from snakebite are good as long as you get to a doctor fairly quickly. But don't go wandering off in the long grass.

--- 29 til 239

I can't get through any further. There's a barrier across the road. I'll let you off here and you can just walk along the roadway. Can you see the kangaroos up on the little rise there? A few days ago there was a goanna here. Maybe it's still around. See you in about an hour, all right?

{{Bilde s. 28:}}

The lace goanna can grow to two metres and it is the second largest in Australia. They spend a lot of time in large trees and that is why some people call them tree goannas.

{{Slutt}}

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Why is the mountain range called the Blue Mountains?

>>> 2

What are the kangaroos signalling when they put their ears forward?

>>> 3

Why are the Smooth Bark Eucalyptus Trees not blackened by bush fires?

>>> 4

What kind of environment do snakes prefer?

\_Oral tasks\_

>>> 5

Try to read the first paragraph aloud with an Australian accent. A classmate will read the second one to you.

>>> 6

Read the same paragraphs again. This time, try reading with a British or an American accent.

\_Written and oral tasks\_

>>> 7

A bush fire is a natural disaster. Jot down all the natural disasters you can think of and rank them according to how serious they are. Compare notes in a group and discuss differences in ranking.

\_Written task\_

>>>8

Find the website of an Australian organization that might be able to provide you with information about one of the following:

a) the consequences of bush fires

b) Australian wild life

c) venomous species in Australia Think of a good question and email it to the organization.

\_Role play\_

>>> 9

A: You are an Australian tour guide. Today you are out in the bush with a young couple who are eager to learn about how to survive in the wild. You are going to overnight in the bush in a tent. You do your best to overlook the fact that they are helpless and ignorant. You answer their questions politely, but then something unexpected happens ...

B: You are a young couple. One of you is British and the other is American. You are completely ignorant about life in the outdoors. Tonight you are going to overnight in the bush together with an experienced tour guide. This is your chance to learn about Australian wildlife so you ask your guide lots of questions. You are outside the tent when something unexpected happens ...

{{Oppgaver slutt}}

--- 30 til 239

## xxx2 D: India

{{Gloser:}}

  s. 30:

omnipresent: present everywhere

  s. 31:

caste: social class in India

{{Gloser slutt}}

{{Bilde: Kart over India}}

Area: 3,287,590 sq. km.

Population: 1,130,000,000

Capital: New Delhi

Major cities: Mumbai, Kolkata, Delhi, Chennai, Hyderabad

Languages: English (official), Hindi (official), 15 other languages (official)

Currency: Indian rupee

Life expectancy at birth: male 66.28 / female 71.17

Literacy: male 73.40% / female 47.80%

National Day: Republic Day, 15 August

{{Bilde: Indias flagg}}

"So far as I am able to judge, nothing has been left undone, either by man or nature, to make India the most extraordinary country that the sun visits on his rounds. Nothing seems to have been forgotten, nothing overlooked." (Mark Twain)

India is the world's largest democracy and is also the second most populous country in the world. This is a country with a multitude of peoples, languages, religions and a geographic diversity few other countries possess. It is also a land of extreme contrasts: a hypermodern, hi-tech society with millions of homeless people living in utter poverty.

A visit to India offers stimulation for all your senses. Beautiful, contrasting colours, wonderful fragrances of traditional cooking and the taste of exotic spices are omnipresent. So are a multitude of sounds: noisy vehicles and music combined with human voices, some of which are begging for change.

--- 31 til 239

It is no secret that poverty is an enormous problem in India and that the caste system is part of the challenge of solving this problem. Hindu society is divided into various social classes or castes that decide the social position of each individual from birth, which inhibits social mobility. Those who are born within the lowest castes seem destined to remain poor all their lives.

{{Fire bilder:}}

1. Look at the magnificent colours! These women are wearing traditional saris.

2. Women often paint their hands with henna for weddings and other ceremonies.

3. Spices are essential in traditional Indian food.

4. A chilly vendor.

{{Slutt}}

{{Ramme:}}

\_The Jewel in the Crown\_

During colonial times, India had a special place in the British Empire. Queen Victoria was given the title Empress of India in 1876 and India was often referred to as "the Jewel in the Crown". In terms of exports, India was of the highest importance to Britain. Tea, rice, spices and textiles were among the profitable items that were shipped from India to Europe.

{{Ramme slutt}}

--- 32 til 239

### xxx3 Images of India

{{Gloser:}}

  s. 32:

unwind: relax

metropolis: chief city in a region or country

hotchpot: things mixed together in no particular order

permeate: spread throughout

  s. 33:

mouthwatering: extremely delicious (of food)

infamous: well-known for being bad

inaudible: not loud enough to be heard

marble: type of stone

{{Gloser slutt}}

{{Fire bilder:}}

1. People in motion. Traffic is often quite chaotic in Indian cities.

2. Food is sold on the street everywhere.

3. Morning yoga in the Lodhi Gardens, New Delhi.

4. Opposite page: The Taj Mahal is perhaps the world's most impressive declaration of love.

{{Slutt}}

Delhi is not the place to go if you need to unwind in a peaceful environment. This vibrant metropolis is a hotchpot of everything under the sun. The traffic is chaotic and noisy, and you need plenty of time if you want to drive anywhere during the rush hour. Cars, lorries, bicycles, motorcycles and rickshaws all try to wind their way through the capital, sometimes accompanied by wandering holy cows, so drivers have to be alert. Tourists are advised not to drive and a taxi is considered a much safer alternative.

  Delhi is constantly permeated by the delicious smell of spicy Indian food and restaurants of all categories flourish in the city.

--- 33 til 239

Streetfood, which is very popular among the local people, is sold everywhere and some of the dishes are really mouthwatering. Don't miss the opportunity to try some when you visit Delhi, but watch out for "Delhi belly" which is infamous among tourists.

  The perfect place to relax after a hectic day of shopping and sightseeing in Delhi is Lodhi Gardens. This popular park in the middle of Delhi, covering an area of 350 acres, is the perfect spot for joggers and walkers. Among the trees, flowers, lakes and exotic birds the sound of traffic is almost inaudible. It really feels as if you were in the middle of the countryside.

Agra is located about 190 kilometres from Delhi. A trip to this beautiful city is definitely to be recommended if you are in Delhi and have a day or two to spare. In fact, it is not uncommon for tourists in India to spend more time in Agra than in the capital. What does Agra have to offer? Above all, it offers a pleasant respite from the hectic traffic, noise and pollution in Delhi. Agra is a delightful place, with numerous beautiful buildings and small marble workshops. However, the principal attraction for millions of tourists is one particular, extremely beautiful building - the Taj Mahal. When the beloved wife of Shah Jahan, a 17th century Indian emperor died, he decided to erect a beautiful building in her memory. He did not spare any expense. The chief building material used in the Taj Mahal is white marble and it took 20,000 workers 17 years to complete it.

--- 34 til 239

The Ganges is India's largest river. It runs from the Himalayas to the Bay of Bengal - a distance of approximately 2,500 kilometres. For India's more than one billion Hindus, the Ganges is a holy river. They believe that bathing in the Ganges cleanses them of sin, and many also cremate their deceased and spread the ashes on the holy river (see picture below).

{{Bilde: Mennesker bader og vasker klær og frukt.}}

In recent years, India has experienced tremendous economic growth and it spends billions of dollars on defence. Nonetheless, there are still millions of people in India facing extreme poverty (see picture on opposite page). Many of them live in tin sheds and have no access to sanitary facilities, and children growing up under these conditions inevitably have poor prospects with regard to education and work. In contrast, children in middle class and upper class neighbourhoods grow up in much greater affluence, attending schools that provide them with a world class education.

--- 35 til 239

{{Bilde: Slumområde med moderne høyblokker i bakgrunnen.}}

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

When is India's Republic Day?

>>> 2

What is the Taj Mahal?

>>> 3

Where is Agra?

\_Oral task\_

>>> 4

Discuss in a group:

a) What defines national identity?

b) In what ways do the lives of Indians and Norwegians differ?

c) What are the typical characteristics of Norwegian identity?

\_Written and oral task\_

>>> 5

List three typical characteristics of the British, the Australians, the Indians and the Americans. Present your list to your group and compare your ideas.

\_Written task\_

>>> 6

You are a tourist in India. You are amazed by the beautiful buildings and scenery, but you are equally appalled by the number of destitute people living in terrible conditions. Write an email to a friend in which you reflect on this issue.

{{Oppgaver slutt}}

--- 36 til 239

## xxx2 E: The Humble Giant

{{Gloser:}}

ascetic: person leading a simple life without basic comforts

non-violent: peaceful

devout: deeply religious, deeply felt

vehemently: strongly, passionately

fully-fledged: fully qualified

disobedience: refusal to obey laws or rules

{{Gloser slutt}}

Some may remember him as the modest, wise man who lived the life of an ascetic. Others will think of the gentle Hindu who devoted himself to bridging the gap between religious groupings. Most people, however, will associate his name with the policy of non-violence which was the hallmark of the movement he led demanding independence for India. His name was Mahatma Gandhi.

"You must be the change you want to see in the world." (Mahatma Gandhi)

{{To bilder:}}

1. Mohandas Karamchand Gandhi, often referred to as Mahatma "Great-Souled" Gandhi, was born 20 October 1869 in Porbandar.

2. Opposite page: Gandhi addressing some of his followers.

{{Slutt}}

Gandhi came from a well-off family who could afford to send him to England at the age of 20 to study law. His parents were strict vegetarians. Not only did Gandhi have to promise to stick to a vegetarian diet while abroad, he also had to promise to stay away from women and wine. This was no doubt a tall order for a young man far away from home, but he kept his promise, indeed he became a devout vegetarian during his stay in England. Even when his own son later fell ill and the doctor recommended he drank chicken broth to regain his strength, Gandhi vehemently refused to compromise his beliefs. Fortunately, his son recovered without the broth.

  As a fully-fledged lawyer, he went to South Africa with the intention of working there for a year. Many Indians were working there as contract labourers since labour was in great demand. Gandhi was appalled by the way the British colonialists treated his fellow Indians and during the 21 years he stayed in South Africa he worked tirelessly to improve living conditions for Indian residents. He promoted civil disobedience as a non-violent form of protest and for this he was arrested countless times.

Some years after his return to India, Gandhi became the leader of the Indian Nationalist Movement. He was repeatedly arrested by the British authorities, but he was a determined man. He would not give up his dream of a free and united India where Hindus and Muslims could live together in peace.

--- 37 til 239

In the 18th century the British had forbidden the Indians to produce their own textiles, which was detrimental to the traditional industry in villages. Inexpensive British textiles flooded the market. Millions of Indians lost their income and were thrown into poverty. Gandhi protested against the British by appealing to the Indian people to spin their own cotton and weave their own clothes. This would harm the British textile industry which was dependent on the Indian market. The spinning wheel soon became a symbol of freedom.

In 1804 the British imposed a salt tax and also made it illegal for Indians to collect their own salt. Ordinary people could barely afford to buy the salt from the British as the tax made it too expensive. This was a major problem affecting almost the whole population and Gandhi therefore decided to organize a 380 kilometre salt march from Ahmedabad to Dandi in 1930. After the march, Gandhi was arrested yet again. The march was successful nonetheless as it drew attention to the non-violent campaign against British rule and ordinary people began buying "illegal" salt.

--- 38 til 239

As soon as Gandhi was released from prison, he went back to working for the liberation of India. In 1947, after 30 years of relentless non-violent opposition to British rule, India finally became an independent nation. The liberation also led to the birth of Pakistan as a separate nation for Indian Muslims.

Tragically, the year after he had led India to independence, Mahatma Gandhi was shot and killed by a radical Hindu nationalist. His ideas, however, continue to provide inspiration to the whole world.

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

In what way did Gandhi protest against the British?

>>> 2

Why did Gandhi want Indians to make their own clothes?

>>> 3

Why was salt expensive in colonial India?

\_Written tasks\_

>>> 4

Discuss the statement "Violence is not acceptable under any circumstances".

>>> 5

Gandhi's non-violent protest set an example to the whole world. Name other people, from the past or present, who serve as good role models for people today.

\_Written and oral task\_

>>> 6

List five causes of war and terror and five measures we can take to reduce this kind of violence. Present them orally to your classmates.

\_Written task\_

>>> 7

In the word grid there are seven hidden words from the text. Can you find them? {{Bokstavskjema. Ordene kan stå vannrett eller loddrett:}}

r e g v e g a x i a n g r

s l i g z m n j r c u a e

a v r c k u a e t h p h l

s e r e c w d h b r o i e

i g v e g e t a r i a n n

n g s t d a c u o t o y t

d c e k o q i n t s v u l

t l p n y v x n h w m t e

c o u n t l e s s e t o s

h e l f e l r z d p x v s

r d i s o b e d i e n c e

{{Slutt}}

\_Role play\_

>>> 8

Form a small group. You are not interested in social issues and you have no political affiliation. However, one day something happens that makes you take a stand on an important issue. You decide to lead a non-violent protest march. Act out the episode that made you become politically aware and how you convinced a couple of classmates that they should follow suit.

{{Oppgaver slutt}}

--- 39 til 239

## xxx2 F: Canada

{{Gloser:}}

sparsely: barely

reside in: here: belong to

{{Gloser slutt}}

{{Bilde: Kart over Canada}}

Area: 9,984,670 sq. km.

Population: 33,400,000

Capital: Ottawa

Major cities: Toronto, Montréal, Vancouver

Languages: English (official), French (official)

Currency: Canadian dollar

Life expectancy at birth male 76.98 / female 83.86

Literacy: male 99% / female 99%

National Day: Canada Day, 1 July

{{Bilde: Canadas flagg}}

Canada is an enormous country, consisting both of mainland territory and numerous islands. Together, the ten provinces and three territories of Canada make it the world's second largest country after Russia. It is sparsely populated, however, and approximately 85 per cent of the Canadian population is concentrated in the four provinces of Ontario, Québec, British Colombia and Alberta. About 62 per cent of the population lives in the first two provinces alone. What about the native population of Canada? The Inuits mostly live north of the 50th parallel in the Northwest Territories, Nunavut, Québec and Labrador. There is also an Indian population in Canada. The majority predominantly lives in Ontario, British Columbia, Saskatchewan and Manitoba. Together with the Inuits, they make up a mere 2 per cent of the total Canadian population today.

  As Queen Elizabeth II is Head of the Commonwealth, she is also Head of State in Canada. This is merely a formal title, however, she has no political power in Canada or in any other Commonwealth country and real power resides in the parliamentary system of government. The Canadian government is led by a Prime Minister, and their parliament is called the House of Commons, just as it is in Britain.

--- 40 til 239

### xxx3 A Bilingual Nation

{{Glose: francophone: speaking French as a main language}}

{{Bilde:}}

Sceneries like this in the Canadian Rocky Mountains attract lots of tourists to the second largest country in the world.

{{Slutt}}

Canada is very different from Great Britain not only geographically speaking, but also with respect to language. The majority of the Canadian population has English as their first language. In the province of Québec, however, the majority speak French. This is due to events in the 1600s, for while the British colonized and took control over parts of what is now the USA, French settlers and fur traders established colonies in Québec in Canada. When the British took over from the French in 1763, they acknowledged the right of the French-speaking inhabitants of Québec to retain their language and culture and since then Québec has had a francophone population.

Stephanie is one of many young French Canadians who have chosen to travel out of the province of Québec to learn English.

{{Bilde:}}

Stephanie explains that Montréal primarily is a francophone city. It is, however, important to be able to speak and understand English.

{{Slutt}}

\_Authentic interview\_

Stephanie: Here in Montréal it is very important to speak English. I am the manager of this restaurant, and I think about 70 per cent of my customers speak English. Montréal is close to the US border, so lots of American tourists come here all the time. That is why I went to Tamper Bay in the USA and stayed there for seven months.

--- 41 til 239

I didn't speak any English at all when I went there. The only word I could say was "hello". During my stay in the USA, I learned to speak fairly well, but I still do not speak English fluently.

The problem is that it is difficult to maintain my English. In Montréal, they speak English at shopping centres and lots of other places, but you only speak French with your family. So, French is definitely my first language. This doesn't mean that we are more attached to France than to the United States, though.

{{Bilde:}}

A bilingual sign in front of the Canadian Parliament in Ottawa.

{{Slutt}}

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Where is most of the Canadian population concentrated?

>>> 2

Why do the majority of the inhabitants of Québec speak French?

>>> 3

Who is the political leader of Canada?

\_Oral task\_

>>> 4

Many other countries have a multilingual population. Discuss the following questions in a group:

a) Which countries in Europe have more than one official language?

b) Which languages do they speak in these countries?

c) What do you know about the languages spoken in Spain?

\_Written and oral task\_

>>> 5

Do you know of any famous Canadians? Make a list of film stars, musicians, athletes and celebrities of Canadian descent.

\_Written task\_

>>> 6

Stephanie left Quebéc for a while to learn English. What can we do here in Norway to improve the level of English among secondary school students? Write a piece in English for your school's website in which you express your views on this.

{{Oppgaver slutt}}

--- 42 til 239

## xxx2 G: Reggae Island

{{Gloser:}}

Maroon: runaway slave

derive from: come from

{{Gloser slutt}}

{{Bilde: Kart over Jamaica}}

Area: 10,991 sq. km.

Population: 2,780,000

Capital: Kingston

Major cities: Spanish Town, Montego Bay

Languages: English, English patois

Currency: Jamaican dollar

Life expectancy at birth: male 71.43 / female 74.90

Literacy: male 84.10% / female 91.60%

National Day: Independence Day, 6 August

{{Bilde: Jamaicas flagg}}

When Christopher Columbus came to Jamaica in 1494, it was inhabited by Arawak Indians who called the island \_Xaymaca\_. Sadly, the brutal encounter with the Europeans brought nothing but illness, distress and the end of Arawak culture. The island remained a colony under Spanish rule for over 150 years until Sir William Penn defeated the Spanish fleet in 1655 and Jamaica became a colony under the British crown.

  In the 1700s and 1800s Jamaica became a cornerstone of the slave trade. Slaves were brought from Africa to Jamaica and from there they were shipped to the USA. Slaves were also in demand in Jamaica as the island had extensive plantations producing sugar, cocoa, fruit and tea. There were several rebellions against colonial rule, usually instigated by "Maroons" who were former escaped slaves living in the mountains, but these uprisings were brutally put down by the British armed forces.

Slavery was finally abolished on the island in 1838, but it was to be over 150 years before Jamaica declared its independence from Britain, on 6 August 1962. The country remains a member of the British Commonwealth of Nations, however.

Jamaica's main income today is derived from tourism, raw materials such as fruit and bauxite, a mineral used in the production of aluminium. The country is struggling economically at present because the price on the world market is low. As a result most people find it hard to get by and crime rates are rising.

--- 43 til 239

{{To bilder:}}

1. Jamaica is full of beautiful beaches.

2. Wa'ppun, mi key? (What's up, man?) {{Langhåret ungdom som bærer Jamaicas flagg}}

{{Slutt}}

### xxx3 Reggae

{{Gloser:}}

  s. 43:

thrive: develop and grow well

  s. 44:

liberator: freedom fighter

standing: here: position

{{Gloser slutt}}

Reggae is a genuinely Jamaican style of music, although its roots can be traced back to Africa. The slaves who were shipped from Africa to work on the plantations during the 1700s and 1800s brought their musical traditions with them. These were not appreciated by their colonial masters, but the music was preserved by runaway slaves. Although African and Native American cultures had not been officially accepted even by the time slavery was abolished in Jamaica, they had continued to thrive among the population as a whole.

  In the 1950s American radio stations started broadcasting from Mexico, enabling Jamaicans to listen to American popular music for the first time. This led to the development of "ska" and "rock steady" music, the forerunners of reggae. "Ska" is a mixture of American popular music and "mento", a Jamaican dance, whereas "rock steady" is a slower version of ska music. Ska lyrics were often political and dealt with the everyday struggles of poor people in the slums. As a result, the music was banned from Jamaican radio stations, but it lived on unofficially. With its pulsating rhythm and critical lyrics, reggae became a strong weapon in the efforts to raise the political awareness of the Jamaican people. Reggae became, in effect, both the music and the political tool of the underprivileged.

--- 44 til 239

There are at least three theories regarding the origin of the name "reggae". Some say it is derived from the word "streggae" which means rudeness, as many of the lyrics in reggae songs are critical of society. Others think that it comes from "regge - regge" which means quarrel. A third theory is that it is simply an abbreviation of the word "regular".

{{Ramme:}}

Everyday Jamaican English is a form of English not spoken anywhere else. It is a mixture of English, French and Spanish called "patois". The most well-known Jamaican phrase is "Yah man", which is a way of greeting a stranger or someone you pass in the street.

{{Ramme slutt}}

### xxx3 A Jamaican Icon

{{Gloser s. 45:}}

incarnation: being alive in human form

sacred: holy

sacrament: religious ritual

{{Gloser slutt}}

The most famous Jamaican reggae musician is Bob Marley. In 1963 he formed the band \_The Wailers\_ with some friends and together they toured the world. They performed songs such as "No Woman, No Cry", "Redemption Song" and "Could you be Loved?" which went on to become international hits.

As a boy of mixed race with a white father and a black mother, Bob Marley experienced racial prejudice from early childhood. Bob had little contact with his father when he grew up. He worked as a sea captain and travelled a lot. When his father died, his mother struggled to support the family. Jobs were hard to find and people kept moving into Kingston from the countryside in search for work and prosperity. Bob Marley and his family moved to Trenchtown - a well-known slum in Kingston.

Marley's upbringing made him conscious of the differences between rich and poor in Jamaica and many of his songs are about injustice, oppression and other social issues. He was seen as a liberator and spokesman for the underprivileged and he had a high standing in the Jamaican community. During his life, it was said that Bob Marley had more political power than the Jamaican government.

--- 45 til 239

Bob Marley believed in Rastafarianism, a religion that emerged in Jamaica in the early 1930s. Rastafarians believe that Haile Selassie I, the late Emperor of Ethiopia, was the descendant of the Queen of Sheba and King Solomon of Israel, and therefore God's incarnation on Earth. Wearing one's hair in dreadlocks is one characteristic of Rastafarians. Another is the use of cannabis or "gahnja" as a sacred sacrament.

{{Bilde:}}

Bob Marley performing.

{{Slutt}}

--- 46 til 239

### xxx3 Could you be Loved?

\_Listening\_

Could you be loved, and be loved?

Could you be loved, and be loved?

Don't let them fool ya,

Or even try to school ya! Oh, no!

We've got a mind of our own,

So go to hell if what you're thinking is not right!

Love would never leave us alone,

A-yin the darkness there must come out to light.

Could you be loved, and be loved?

Could you be loved, wo now! - and be loved?

    Bob Marley

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

What was a Maroon?

>>> 2

What was the name of Bob Marley's band?

>>> 3

What are the names of Bob Marley's most famous songs?

\_Oral tasks\_

>>> 4

Tell your partner all you know about Jamaica.

>>> 5

Is it acceptable to mix music and politics? Discuss with your partner.

\_Written and oral task\_

>>> 6

Why do you think Bob Marley became a political icon? Write down your thoughts and discuss them with your partner.

\_Written task\_

>>> 7

You are a reggae songwriter. What political changes are the lyrics of your songs about? Write some lyrics.

{{Oppgaver slutt}}

--- 47 til 239

## xxx2 H: South Africa

{{Glose: naval route: sea route}}

{{Bilde: Kart over Sør-Afrika}}

Area: 1,219,912 sq. km.

Population: 44,000,000

Capital: Pretoria (executive), Bloemfontein (judicial), Cape Town (legislative)

Major cities: Johannesburg, Durban, Cape Town

Languages: IsiZulu, IsiXhosa, Afrikaans, Sepedi, English, Setswana, Sesotho, Xitsonga

Currency: Rand

Life expectancy at birth: male 43.21 / female 41.66

Literacy: male 87.00% / female 85.70%

National Day: Freedom Day, 27 April

{{Bilde: Sør-Afrikas flagg}}

Before the first European settlers arrived in 1652, there were two indigenous people living in South Africa: the San and the Khoi-khoi people. The \_Dutch East India Company\_ first established a colony on this strategic naval route to India and by the 18th century the colony counted 15,000 settlers. They were known as Boers or Afrikaaners and they spoke a Dutch dialect known as Afrikaans.

  Another colonial power, Great Britain, was also interested in this part of Africa and in 1815 they occupied the colony, bringing 5,000 British immigrants with them. The majority of the Dutch settlers then moved further inland where they established the republic of Transvaal and the Orange Free State. However, the discovery of diamonds there in 1867 led to considerable tension and finally war broke out between the British and the Boers over ownership of these valuable natural resources. \_The Boer War\_ lasted from 1899 to 1902 and resulted in a compromise: the establishment of the Union of South Africa, which consisted of both British and Dutch areas.

--- 48 til 239

### xxx3 Apartheid

The word Apartheid, meaning separation, was the name of the system of racial segregation enforced by the South African government from 1948 to 1989. Blacks and whites had unequal rights. Education, health care and all public services were run on racial lines. About 1.5 million blacks were moved from cities to rural townships where they lived in extreme poverty. Blacks needed passports in order to enter white areas; without them they would be arrested and suffer severe punishment. Separate entrances for "blankes" and "nie-blankes" (Afrikaans for whites and non-whites) to shops and public buildings were part of everyday life.

The \_African National Congress\_ (the ANC), a black resistance movement, was banned, and its leader, Nelson Mandela was sentenced to life imprisonment in 1964. As a result, the UN imposed sanctions on South Africa and many countries stopped trading with the republic. After years of international pressure, the regime finally gave way for change in 1989, and Nelson Mandela was set free after 27 years in prison. In 1991, a multiracial forum led by Mandela and President de Klerk began working on a new constitution based on a multiracial democracy and in 1993 they were awarded the Nobel Peace Prize for their efforts. In the election that took place in 1994, Mandela and the ANC won triumphantly, and Mandela was appointed president of the new Republic of South Africa.

{{Bilde:}}

Students protesting against the apartheid regime in Soweto on 16 June 1976.

{{Slutt}}

--- 49 til 239

{{Bildeside:}}

Nelson Mandela.

{{Slutt}}

--- 50 til 239

### xxx3 Move My Image

Are you interested in film? Are you interested in meeting new people and travelling? How would you like to go abroad to shoot, produce and act in a film together with teenagers from another continent? Read about "Move My Image" and find out more about the Norwegian students who were given this opportunity.

{{Bilde:}}

Norway meets South Africa: Iben (in front), Fortunate, Zimpiwe, Ellen, Loretta, Hilda and Jarl.

{{Slutt}}

\_What is "Move My Image"?\_

Ellen: "Move My Image" is the name of the film project we've participated in. The idea was to make films together with students from Alexandra High School in Johannesburg in South Africa. We went to South Africa for one week, and had a film workshop there. It was just fantastic!

\_How did you go about making the films?\_

Ellen: First we had a brainstorming session about what to make films about. When we had got an idea we made a storyboard, and then we started shooting the film. We had to spend about half a day on editing the films. One film is about dancing where we learn the Gumboot dance, and where we teach the South African kids to dance the polka.

\_What made the deepest impression on you?\_

Iben: Oh, there were so many things, but meeting all the South Africans was just unbelievable - we've made friends for life! South Africans sing and dance all the time, everything has got a rhythm as it were. I'm a dancer, so learning African dances was a real thrill. One of the dances was the Gumboot dance - a dance where you have to wear rubber boots. It originates from when the black population worked in the gold mines, that's why you wear boots.

--- 51 til 239

Trude: I think seeing the difference between rich and poor was something which really made me think about how we live back home. We saw a lot of wealthy people, but also a great many who were poor. I guess I haven't appreciated all the things that I have. Just the fact that my family is healthy and well is something I've taken for granted up to now. It makes you think when a lot of the kids in South Africa are orphans because their parents have died of AIDS.

Marte: Seeing the animals in the safari park was amazing! I love animals. And cuddling a lion cub was just out of this world! I've seen African wildlife on "Animal Planet", but seeing the animals in real life is something else. It makes you think about what will happen if we do not start thinking about our environment and protect these animals from extinction.

{{Bilde:}}

The Gumboot dance came into existence among the gold mine workers in South Africa. Gumboots and helmets are traditionally worn when the dance is performed.

{{Slutt}}

--- 52 til 239

{{Bildeside med 6 bilder: elefanter, løve, tiger, struts, sjiraff og sebraer:}}

African wildlife: What are these animals called?

{{Slutt}}

--- 53 til 239

### xxx3 Zirripiwe

{{Bilde: Zimpiwe Matshemetelo}}

\_Authentic interview\_

My name is Zimpiwe Matshemetelo and I live in Alexandra. Living in Alexandra is fine because I have many friends here. I like my school and the teachers are very understanding. If you have problems outside school, you can even talk to the teachers about that. The teachers are strict because they want every student to pass their exams. In my spare time I like to listen to music, be with friends, and I dance with my group. I am part of a dance group, and we dance both hip hop and traditional Zulu dances. We perform at different shows in school and in our community. The film project was very exciting. I was one of the actors in the film, and I was a bit scared at first, but it turned out well in the end, I think.

I am very excited about going to Norway, and I believe it will be very different from here. I hope I get to see snow, so I can get to know what it is like. I am also a bit scared about the trip itself. You see, I have never been on an airplane before!

### xxx3 Dineo: Dumelang!

{{Bilde: Dineo Omenaledi}}

\_Authentic interview\_

Dumelang means hello in my language, which is Tswana. I am Dineo Omenaledi and I live in Alexandra in South Africa. I go to Alexandra High School. I am in grade 11 and I am doing commerce. The reason I'm doing commerce is I'd like to become a chartered accountant.

I have been involved in "Move My Image", and I have learned a lot from this film project. Before I did not know how to make a film, so this has been very useful to me. My spare time hobby is drama and I love acting. To actually make a movie has been so much fun. It was a lot of fun to work with the Norwegian students, and now I get to go to Norway! I am very excited about that. I have never been outside South Africa before. I am afraid it is going to be cold in your country, because I do not have a warm jacket or coat or anything. We are six students from South Africa altogether who get to go to Norway, and I am one of the lucky ones.

--- 54 til 239

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

Why does Zimpiwe like school?

>>> 2

What is Dineo's main subject at school?

>>> 3

Explain how the students made the film.

>>> 4

What made the deepest impression on Trude?

\_Written and oral tasks\_

>>> 5

What would have been the biggest challenge for you if you went on a project like this? Write down some key words and discuss with a partner.

>>> 6

Write down all the names of the African animals you know. Share your list with a partner.

\_Written task\_

>>> 7

Imagine you are from South Africa and are visiting Norway for the first time. What would you report back home? Write a short text about this.

{{Oppgaver slutt}}

## xxx2 Language corner

A good text needs appropriate punctuation. Wrong use of commas may even alter the meaning of a sentence completely. See if you can see the difference in meaning between these two sentences: "The students who were late were not admitted to the auditorium" and "The students, who were late, were not admitted to the auditorium". Read more about punctuation on page 181 in \_Crossroads 10B\_.

## xxx2 Task bank

{{Oppgaver:}}

\_Oral tasks\_

>>> 1

How would you have reacted if a foreign power invaded your country and imposed its customs and language on you? Discuss.

>>> 2

White people have a long tradition of subduing non-white people. It is seldom the other way round. Why do you think this is so?

>>> 3

The Aborigines used to make paintings in the sand. Discuss possible reasons for this transient form of art.

>>> 4

There has been a lot of talk about the moral obligation of rich countries to help poorer, developing countries. You may have heard the slogan "Make Poverty History". Discuss what you think should be done to make a difference in poor countries.

--- 55 til 239

\_Written and oral tasks\_

>>> 5

In the course of history, numerous countries have been colonized or invaded by a foreign nation. List some of the ones you have heard of. Give a minitalk about them to a small group of students.

>>> 6

From a European point of view, "The Land Down Under" is a fitting nickname for Australia. Brainstorm some possible nicknames for Norway. Try to agree on one of the suggestions.

\_Written tasks\_

>>> 7

India is one of the biggest and most populous countries in the world and it is also a country where millions face terrible poverty. In your view, what can be done to help the poor? Write an essay in which you reflect on this issue.

>>> 8

You are going on a walkabout in the Australian outback. Make a list of camping gear and provisions. Explain why you need the items you have chosen.

{{Oppgaver slutt}}

## xxx2 Dig into it

{{Oppgaver:}}

>>> 1

Make a comparison of the Roman and the British Empires. Use a presentation tool. Include text, pictures, maps and sound.

>>> 2

Make a tourist brochure on one of the 53 Commonwealth countries. Focus on geography, government, tourist attractions, music and literature. Make your own illustrations.

>>> 3

Browse the Internet and search the library for more information on Rastafarianism. Present your findings to the class.

>>> 4

Make an oral presentation on Bob Marley and his music.

>>> 5

Dig into the wildlife of one Commonwealth nation, for instance India, New Zealand or South Africa. Make a multimedia presentation on this topic.

>>> 6

Who was Mahatma Gandhi? What inspired him? Dig into his background and write an essay called "Gandhi - the Man and his Dream".

>>> 7

Make a list of the similarities between the Australian Aboriginals, Native Americans and other indigenous groups. Present your list to your classmates.

{{Oppgaver slutt}}

--- 56 til 239

## xxx2 Word quest

{{Gloser:}}

allegiance (s): troskap, lojalitet/truskap, lojalitet

arid (adj.): tørr

ascetic (s): asket

Aussie (s): klengenavn for en australier/klengenamn for ein australiar

caste (s): her: kaste, avgrenset samfunnsklasse/kaste, avgrensa samfunnsklasse

close encounter: nærkontakt

colour spectrum: fargespektrum

commander (s): kommandør, kaptein

compatible (adj.): forenlig med/foreinleg med

comprise (v): innbefatte, omfatte/innehalde, omfatte

conception (s): oppfatning

condescending (adj.): nedlatende/nedlatande

convict (s): straffange, forbryter/straffange, forbrytar

croc (slang): (s) krokodille

cutlet (s): kotelett

decolonization (s): avkolonisering

demise (s): bortgang

derive from: stamme fra/stamme frå

devout (adj.): her: oppriktig

didgeridoo (s): australsk instrument

disobedience (s): ulydighet/ulydnad

dominion (s): herredømme, suverenitet

droplet (s): liten dråpe/liten drope

endemic (adj.): endemisk, som finnes bare i et bestemt område/endemisk, som finst berre i eit bestemt område

enterprise (s): her: forretningsforetak, bedrift/forretningsforetak, bedrift

equator (s): ekvator

francophone (s): person som snakker fransk som første eller andre språk/person som snakkar fransk som første eller andre språk

fully-fledged (adj.): fullt utdannet/fullt utdanna

gain (v): her: vinne

germ (s): bakterie

high-pitched (adj.): stemt i høye toner/stemt i høge tonar

hotchpot (s): her: sammensurium/samansurium

inaudible (adj.): uhørlig/uhøyrleg

incarnation (s): inkarnasjon, gjenfødelse/inkarnasjon, atterføding

infamous (adj.): beryktet/berykta

inferior (adj.): underlegen

influential (adj.): innflytelsesrik/mektig

joey (s): kengurubaby

landmass (s): landmasse

liberator (s): frigjører/frigjerar

literally: (adv.) bokstavelig/bokstavleg

low-pitched (adj.): stemt i lave toner/stemt i låge tonar

manufactured goods: bearbeidede, fabrikkproduserte varer/tilarbeidde, fabrikkproduserte varer

marble (s): marmor

Maroon (s): rømt slave/rømd slave

marsupial (s): pungdyr

metropolis (s): storby

--- 57 til 239

military coup (s): militærkupp

monolith (s): stor steinblokk, bautastein

mouthwatering (adj.): apetittvekkende/noko som vekker apetitt

naval route (s): maritim reiserute

non-violent (adj.): ikke-voldelig/ikkje-valdeleg

obligated (adj.): forpliktet/forplikta

omnipresent (adj.): som finnes overalt/som finst overalt

overcrowded (adj.): overfylt

predominant (adj.): dominerende, mest framtredende/dominerande, mest framtredande

quest (s): søken, leting/søking, leiting

regain (v): få igjen, gjenvinne/få att, gjenvinne

regenerate (v): fornye

reside in (v): her: tilhøre/høyre til

retreat (v): trekke seg tilbake/trekkje seg tilbake

roo (slang): (s) kenguru

sacrament (s): sakrament, hellig ritual/sakrament, heilagt ritual

sacred (adj.): hellig/heilag

shed (v): felle, kaste av seg

southern hemisphere: sydlige halvkule/sørlege halvkule

sparsely: (adv.) tynt (om befolkning)

standing (s): posisjon

subjugated (adj.): underlagt

superior (adj.): overordnet/overordna

thrive (v): ha framgang

trading company (s): handelsselskap

unwind (v): slappe av

vehemently: (adv.) kraftig, voldsom/kraftig, heftig

venomous (adj.): giftig

violation (s): forbrytelse/brotsverk

widespread (adj.): utbredt/utbreidd

{{Gloser slutt}}

--- 58 til 239

{{Bildeside: Kompass}}

--- 59 til 239

# xxx1 Chapter 2: Explore

Do you think of yourself as an explorer? The urge to expand our horizons, to find out as much as possible about the world and about ourselves, is deeply rooted in us all. It can be expressed in different ways. In this chapter you will meet some professional explorers who have learned a great deal from their experiences. We will also take you on a brief trip across the universe. How's that for exploration!

--- 60 til 239

## xxx2 A: The Race for the South Pole

{{Gloser:}}

  s. 60:

outdo: be better than

southernmost: furthest to the south

anchor: keep a ship from moving by using an anchor

  s. 61:

prestigious: here: bringing respect as a result of achievement

provision: stock of food and drink for a journey

concussion: damage to the brain caused by a hard blow

  s. 62:

exhaustion: extreme tiredness

poignant: making you sad or full of pity

{{Gloser slutt}}

The desire to jump the highest or to run the fastest, in other words to outdo the rest, is a human characteristic. The same can be said about the desire to "be there first", one of the driving forces behind much exploration. At the beginning of the 20th century there were still places on Earth where no human beings had set foot. One of them was the South Pole. Two experienced explorers Robert Scott, an Englishman, and the Norwegian Roald Amundsen led separate expeditions trying to be the first to reach this southernmost place on Earth. It was to become a legendary race which ended in both glory and tragedy.

  Scott and his men sailed to Cape Evans in the Antarctic and started the long journey towards the South Pole on 24 October 1911. Amundsen and his expedition chose to anchor in The Bay of Whales, which was closer to the Pole. They set off on 19 October the same year.

The two expeditions differed considerably with regard to equipment, clothing and experience. Roald Amundsen had learned how to handle dog sleds and how to survive extreme polar temperatures from Inuits he had lived with a few years previously. His men used clothes made of sealskin, and he had decided to use dog sleds all the way to the Pole. In the final push, weaker dogs were slaughtered and eaten by the men and the remaining dogs. This was part of a carefully designed plan to win the race.

{{Tre bilder:}}

1. s. 60: Roald Amundsen learned how to dress for his polar expedition from Canadian Inuits.

2. s. 60: The members of Captain Scott's ill-fated expedition (from left to right): Oates, Bowers, Scott, Wilson and Evans.

3. s. 61: Amundsen and his men set off from the Bay of Whales and reached the pole on 14 December 1911. Scott's expedition started from Cape Evans. They reached the pole on 18 January 1912. The cross indicates where Scott's expedition came to an end on their return.

{{Slutt}}

--- 61 til 239

Scott was a less experienced explorer than Amundsen and he chose to use motor sledges and ponies, instead of dogs, as his main method of transport. Unfortunately, the motors broke down quickly in the icy conditions and the ponies suffered badly in the snowstorms. After less than five weeks, all the ponies had been shot or had frozen to death. Scott thought the men would manage to pull the heavy sledges themselves on the final stretch and that this was a nobler way of reaching the Pole. This was also part of his plan.

  Scott's expedition reached the Pole after an agonising 81 days, only to find that Amundsen and his men had beaten them by more than a month. Not only were Scott and his expedition disappointed by being beaten in this prestigious race, but the men were also exhausted and suffering from frostbite. On their way back to the base camp at Cape Evans, they experienced prolonged blizzards and plummeting temperatures and, critically, they were running short of fuel and provisions.

Scott's men steadily got weaker. They were remarkably stoical, however, and were determined not to be a burden on their companions. Lawrence Oates, who was seriously ill, left the tent one night to meet his destiny in the howling polar wind. "I am just going outside and may be some time" (the last words of Lawrence Oates).

--- 62 til 239

Another man died from concussion and the rest died from exhaustion, hunger and frost injuries shortly after. Their frozen bodies were found by a search party on 12 November 1912. Captain Scott's diary, with its poignant last entries, lay beside his body.

### xxx3 Journals: Scott's Last Expedition

{{Gloser:}}

head wind: wind that blows in your face

wreck: here: disaster

advent: arrival

fortitude: strength of mind

Providence: here: God

enterprise: here: adventure

hardihood: toughness

endurance: ability to tolerate a difficult situation for a long time

{{Gloser slutt}}

I maintain that our arrangements for returning were quite adequate, and that no one in the world would have expected the temperatures and surfaces which we encountered at this time of the year. On the summit in lat. 85°/86° we had -20 °, -30 ° [-28 °C, -34 °C]. On the Barrier in lat. 82°, 10,000 feet lower, we had -30 ° [-34 °C] in the day, -47 ° [-44 °C] at night pretty regularly, with continuous head wind during our day marches. It is clear that these circumstances come on very suddenly, and our wreck is certainly due to this sudden advent of severe weather, which does not seem to have any satisfactory cause. I do not think human beings ever came through such a month as we have come through, and we should have got through in spite of the weather but for the sickening of a second companion, Captain Oates, and a shortage of fuel in our depots for which I cannot account, and finally, but for the storm which has fallen on us within 11 miles of the depot at which we hoped to secure our final supplies. Surely misfortune could scarcely have exceeded this last blow. We arrived within 11 miles of our old One Ton Camp with fuel for one hot meal and food for two days. For four days we have been unable to leave the tent - the gale howling about us. We are weak, writing is difficult, but for my own sake I do not regret this journey, which has shown that Englishmen can endure hardships, help one another, and meet death with as great a fortitude as ever in the past. We took risks, we knew we took them; things have come out against us, and therefore we have no cause for complaint, but bow to the will of Providence, determined still to do our best to the last. But if we have been willing to give our lives to this enterprise, which is for the honour of our country, I appeal to our countrymen to see that those who depend on us are properly cared for.

Had we lived, I should have had a tale to tell of the hardihood, endurance, and courage of my companions which would have stirred the heart of every Englishman. These rough notes and our dead bodies must tell the tale, but surely, surely, a great rich country like ours will see that those who are dependent on us are properly provided for.

    Robert Falcon Scott

--- 63 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

What were Amundsen's advantages?

>>> 2

What was Scott's biggest challenge?

>>> 3

Did Scott die a bitter man? Give reasons for your opinion.

\_Oral task\_

>>> 4

In a small group, try to think of the names of at least two other famous explorers. Then answer the following questions:

a) To which part of the world did their expeditions go?

b) Did their expeditions have any particular significance for other people?

\_Written and oral tasks\_

>>> 5

Was it morally acceptable for Amundsen to kill and eat his loyal, four-legged helpers just to achieve his goal of being the first man at the South Pole? Jot down some arguments before you discuss this question.

>>> 6

How many degrees centigrade are:

a) 75 degrees Fahrenheit?

b) 40 degrees Fahrenheit?

c) 25 degrees Fahrenheit?

Do the calculations and check your results with those of a classmate.

>>> 7

How many degrees Fahrenheit are:

a) 38 degrees centigrade?

b) 10 degrees centigrade?

c) -14 degrees centigrade?

Do the calculations and check your results with those of a classmate.

\_Written tasks\_

>>> 8

Read the extract from Scott's diary on page 62. This account of his final days was meant to be found. There may have been other things going through his mind that he did not write down. Write the unofficial version of the last day in Scott's life.

>>> 9

What if Scott had made it back to base camp and then sailed back to England? Write the letter of congratulation he would have sent to Amundsen.

{{Oppgaver slutt}}

--- 64 til 239

## xxx2 B: Tangaroa

\_Authentic interview\_

{{Gloser:}}

  s. 64:

excavation: digging out objects from the ground

riddle: brain-teaser

balsa wood: type of tough, light wood

  s. 65:

retrace: go back

enticing: tempting

gut reaction: instinctive feeling

figurehead: person in a high position with no authority

{{Gloser slutt}}

{{To bilder:}}

1. Olav Heyerdahl sailed in his grandfather's path in 2006.

2. Thor Heyerdahl climbing the mast of the Kon-Tiki in 1947.

{{Slutt}}

My grandfather, Thor Heyerdahl, led many expeditions and scientific excavations. He became world famous for the Ra I and Ra II expeditions over the Atlantic Ocean, for solving the riddle of the giant statues on Easter Island and for proving the existence of ancient civilisations through a series of successful excavations. His first major expedition was in 1947 when he sailed the Kon-Tiki raft across the Pacific Ocean from Peru to Polynesia. He wanted to prove that the people who had lived in South America in ancient times could have travelled across the Pacific all the way to Polynesia. Very few believed that this was possible: to sail a raft made of balsa wood and bamboo across the Pacific, and many were convinced the expedition would end in catastrophe.

  My grandfather lived a fantastic life; he was busy travelling all the time. But when he was at home, he was just an ordinary family man. We had an ordinary grandfather-grandson relationship. I saw him maybe two or three times a year during holidays, at Christmas, that kind of thing.

--- 65 til 239

People called him an adventurer, but he never did anything simply for the sake of adventure. It was always to prove his theories.

As for me, I first trained as a carpenter, but I got bored with that after a while and decided to train as a civil engineer. Then one day I got an email from Torgeir Higraff. My grandfather had apparently been his childhood hero and a few years previously he had got the idea of retracing the Kon-Tiki's route. He wondered what I thought of the idea. His planning was at quite an advanced stage and he'd got a friend involved who was pretty experienced at expeditions.

At this stage I was just finishing my degree and was a bit fed up of academic work and the thought of going into a 9-5 job wasn't too enticing. I thought the whole project sounded exciting, but clearly there were also some serious considerations with respect to using the Heyerdahl name. I know perfectly well why I had been asked to join the expedition. To be honest, my gut reaction was to say yes anyway. However, I had to discuss it with my family first. My father and I are very close, and he said I should go for it.

  I did not want just to be a figurehead, however. I wanted to make a real contribution to the project, so it was rather handy that I'm a trained carpenter and a civil engineer. In addition, I'm passionate about diving, so in many ways you could say that this project was tailor-made for me.

Having a Heyerdahl on board made it easier to get sponsors and the Kon-Tiki Museum gave us their full backing in 2004. We had planned to leave in January 2005, but then there was the tsunami in December 2004 and tour sponsors pulled out. They wanted to channel their resources into reconstruction work in Asia instead, which was quite understandable. So the expedition was postponed for one year.

### xxx3 The Raft

{{Gloser:}}

  s. 65:

lash: fasten securely

canvas: here: strong cloth used to make sails

  s. 66:

stern: rear end

trough: here: low area between two large waves

{{Gloser slutt}}

We built the raft ourselves after studying how they had lashed the logs together on the Kon-Tiki. We also had a chat with Knut Haugland, a member of the original crew who told us that they lashed together two logs at a time so that if a couple got torn apart, the whole raft wouldn't fall to pieces. We learned quite a few things from the Kon-Tiki raft itself, such as the function of the sail. We had almost three times as much canvas on our raft and we could also use our sail for steering. In fact, the greatest difference between the Kon-Tiki and the Tangaroa was the steering mechanism.

--- 66 til 239

The Kon-Tiki had a long steering oar at the stern which they had real trouble with. Some of the time they simply had to give up because they weren't able to keep hold of it. My grandfather later discovered that prehistoric rafts were equipped with a completely different steering mechanism. They had large logs going through the raft that could be raised or lowered. The raft could be turned by altering the keel area, for example raising it a little at the front and lowering it a little at the back. We constructed our raft in the same way. My grandfather would no doubt have done the same with the Kon-Tiki if he had been building it today.

  In all other respects, the Tangaroa raft was built the same way as the original rafts. There are no nails or chains and there is no steel wire. There is just bamboo, balsa wood and rope and the sail is made of cotton. We could have used sails made of modern, ultra-light material, of course, but then it would not have been an authentic prehistoric raft.

{{Bilde:}}

The Kon-Tiki collided with a reef at Raroia after 101 days at sea. Thor Heyerdahl did, however, prove that pre-historic vessels could cross the Pacific Ocean. The Tangaroa first sailed to Raroia, then to Raiatea and finally to Tahiti.

{{Slutt}}

### xxx3 At Sea

{{Glose: dorado: type of mackerel }}

We left South America on exactly the same date as my grandfather's expedition -28 April. We had the Kon-Tiki logbook with us. It's full of observations about wind and weather, temperatures, that kind of thing. That's how we were able to compare conditions today with conditions 60 years ago.

--- 67 til 239

Just like on the Kon-Tiki, the strongest wind we had was near gale force, although that was enough for the waves to be 5-7 metres high. They tower up behind you like a mountain and toss the 20 ton raft up in the air as if it were just a leaf. Then down you plunge into a deep trough whilst a new mountain wall builds up behind you. But the raft was ruggedly built and we were never afraid and we were fortunate to have a very skilled and steady captain.

  There was a nice atmosphere on board. I'm a night owl, so I never made it to breakfast, but we always ate lunch and dinner together. We celebrated everything we could; my 29th birthday, Anders' birthday, the birthdays of some the crew member's children, Midsummer Night's Eve, whatever possible, really. Occasions like these mean a lot when you're stuck on a raft on a vast ocean.

The food consisted mostly of fish. The dorado was our best friend and possibly also our worst enemy. I think dorado was on the menu 35 times! We also had some emergency rations we had been given by the US marines, as the Kon-Tiki had.

### xxx3 Vast Changes

There were two main aims to the expedition. We wanted to honour my grandfather and we were interested in comparing past and present conditions. When my grandfather arrived in Peru there were large areas of jungle and a village numbering about 5,000 inhabitants. But when we arrived there we could see no jungle at all in the area. There are only plantations now. And the village had grown into a town of 150,000-200,000 inhabitants.

During the voyage we took many water samples which have been analysed at the universities of Bergen and Zurich. We were right down at sea level and were moving at a mere 2-3 knots, so we were able to get good quality samples across the whole Pacific Ocean. The Kon-Tiki expedition encountered a large number of sharks and as a result, they had to build a type of basket to wash in. I had been looking forward to diving among the sharks, actually, but we only saw four sharks during the entire voyage. That's almost certainly a result of overfishing. And another thing, the crew of the Kon-Tiki caught and ate tuna fish quite frequently, whereas we only caught one tuna fish during the entire voyage. So we are talking about quite dramatic changes in marine life over the course of 60 years.

--- 68 til 239

The time we spent crossing the seemingly endless Pacific Ocean made us realize what an amazing thing it was my grandfather and his crew had done: setting off on a voyage like that without knowing if it would succeed and without knowing whether the timber would even remain afloat the whole way. He just trusted his theories implicitly - and he was proved right.

    Olav Heyerdahl

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

What is Tangaroa?

>>> 2

Who was Thor Heyerdahl?

>>> 3

What was the purpose of Olav Heyerdahl's expedition?

>>> 4

What had changed since the Kon-Tiki expedition?

\_Oral tasks\_

>>> 5

Olav only saw four sharks, but he would have loved to have seen more. What kind of animals would you like to take a closer look at? Tell your classmates about them.

\_Written and oral task\_

>>> 6

You are 26 years old and you have just finished studying. An old friend asks you to join an expedition he or she is organizing. Write a list of:

a) what kind of expeditions you might consider joining and why.

b) what kind of expeditions that are out of the question and why.

Exchange opinions in a group.

\_Written task\_

>>> 7

You are on board the Tangaroa somewhere in the Pacific Ocean. It is your third week on board. Write a diary entry after a particularly challenging day.

\_Role play\_

>>> 8

You are a group of 2-4 students on an expedition somewhere far away from civilization. You are feeling rather bored and need to find something to celebrate. What could that be?

{{Oppgaver slutt}}

--- 69 til 239

## xxx2 C: On Top of the World

\_Authentic interview\_

{{Gloser:}}

 s. 69:

pursuit: here: activity

  s. 70:

physique: appearance and size of a body

summit: here: mountain top

{{Gloser slutt}}

{{Bilde:}}

Cecilie Skog with Mount Everest in the background. She learned to appreciate the outdoors when she was in school.

{{Slutt}}

I first started becoming interested in outdoor pursuits when I was in school. I had a teacher who was very keen on the outdoors and who didn't like being in the classroom when the weather was good. He took us on trips into the mountains, we went sailing with him and we went on canoe trips. Once we went out in the middle of the night to see a blackcock display and then we had breakfast at school afterwards. He was a fantastic teacher.

  In my teens, there were other things which seemed more fun than outdoor pursuits. Then I went to England for a year at the age of 18. But when I came back, I rediscovered the Sunnmøre Alps. I suddenly thought: "My God, it's just so beautiful!" My memories of the scenery I grew up in suddenly became much more intense! I spent that summer hiking in the Sunnmøre mountains. Later I went on a climbing course and a glacier course and I've never looked back, really.

I've been on quite a few expeditions now - I've been to the South Pole, the North Pole and the Seven Summits, that's the highest peaks on all the continents, including Mount Everest.

--- 70 til 239

I started dreaming of climbing Mount Everest in 1996. I read a number of books and looked at pictures from various expeditions and was absolutely fascinated by the whole of the Himalayas, not just Mount Everest. The dream just wouldn't go away and I went on quite a number of climbing trips, including to the Alps where I climbed Mont Blanc. I discovered that I had the kind of physique which can tolerate thin air quite well and climbing gave me a tremendous sense of accomplishment. I became more and more curious about other mountains and wondered what it would be like to climb even higher. In the end I had so much experience - I'd visited two other 8,000 metre peaks in the Himalayas by then - that Mount Everest was no longer just a dream, but a real goal.

### xxx3 Getting Ready

{{Gloser:}}

  s. 70:

summit: here: mountain top

  s. 71:

i.e.: -that is

{{Gloser slutt}}

You have to prepare yourself physically and mentally to be able to climb such high mountains, but above all, going on a mountain expedition that lasts almost three months, means you have to love being away on expeditions. You have to love sleeping in a tent and being outdoors. If you do, and your motivation for being there is strong enough, and by that I mean being there every day, not just the day you're going up to the summit, you'll have come a long way. 99 per cent of the time you are not actually on the summit, so it's incredibly important to focus on feeling fine en route.

It's easy to lose your motivation when you're ringing home on a satellite telephone in the middle of a storm only to hear that people back home are going barefoot, having a barbeque and eating strawberries. That's when you might think: "What am I here for?" It's tough being away from the people you love for so long. And I know that my family and friends are anxious about how things are going. You have to be able to justify to yourself that you are deliberately seeking out potentially dangerous areas and situations. That's one of the most difficult things about these expeditions.

The route was decided in advance. It was a classic route which has become fairly standard now. It starts in Tibet, following the northern ridge until it meets the north-eastern ridge. It's a wonderful climb. There are different camps en route. The first is Base Camp which lies at 5,200 metres, then there is Advanced Base Camp at 6,400 metres, Camp 1 at 7,100, Camp 2 at 7,500 and Camp 3 at 8,000 metres. The highest "campsite" in the world is Camp 4, which is at 8,350 metres.

--- 71 til 239

The toughest day of my life, physically speaking, is the one I spent on Mount Everest. We were on our way up to Camp 3, i.e. going up to 8,000 metres. It was snowing quite heavily and it was windy. I hadn't started using oxygen yet and I had quite a heavy rucksack on my back. I climbed up the rope which had been secured there previously and kept on telling myself to take just six steps at a time. But after only three steps I simply had to stop to get my breath back. I couldn't manage to fill my lungs with oxygen. Even though I felt I was breathing deeply, it was only the upper part of my lungs which was being filled up with air. It was like breathing through a straw. I knew I had to go almost another 1,000 metres, but fortunately there was oxygen waiting for me at Camp 3 and I made it.

{{Bilde:}}

ABC (Advanced Base Camp) is situated at approx. 6,400 metres above sea level.

{{Slutt}}

--- 72 til 239

### xxx3 The Summit

{{Gloser:}}

indescribable: beyond description

visibility: here: how far you can see in the distance because of light or weather

{{Gloser slutt}}

{{Bilde:}}

Cecilie on her way to the summit wearing an oxygen mask: a necessity since breathing properly is difficult at extreme altitudes.

{{Slutt}}

Getting to the summit itself was absolutely fantastic. We had been climbing in bad weather for four days before we made a base at Camp 4. We were entirely dependent on the weather improving to have any chance of reaching the summit. You always start the final stretch up to the summit at night, usually at about twelve or one o'clock at night when the weather is clear and stable. We opened the tent door and went out into the most amazing starry night. It was awesome and there wasn't the tiniest breath of wind. Then you walk for about four, five hours, feeling pretty small under those enormous skies. And then the sun rises. It's simply the most beautiful experience I've ever had out in the wilds. It was incredible. The whole world lay before me and there wasn't a cloud in the sky. Half an hour before we reached the summit, I finally realized that I was actually going to be standing on the top of the highest mountain in the world. And suddenly I was there. It was indescribable. I will never forget that night or that morning.

  It really was quite extraordinary that my dream had come true on such a fantastic day. If the weather had been bad and visibility poor, I don't think I would have been able to be as enthusiastic about the expedition. In mountain climbing there is always an element of measuring your strength and pushing your own limits, but for me it's being out in the wilds which is the most important thing.

--- 73 til 239

You learn quite a lot about yourself on an expedition like this, not least how to be tolerant. I was part of an international expedition; no one knew each other beforehand. When you are in such close proximity to strangers over such a long period of time, it's important to do what you can to avoid conflict. You have to accept that people are different. So I learned a lot from the expedition socially speaking, too. Some of my experiences, such as learning never to give up however hard things are, I will certainly draw on in other walks of life.

    Cecilie Skog

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

What are the Seven Summits?

>>> 2

When did Cecilie get hooked on climbing?

>>> 3

Why did she decide to climb Mount Everest?

>>> 4

Describe in your own words the day Cecilie climbed up to the summit of Mount Everest.

\_Oral tasks\_

>>> 5

What is the most physically challenging experience you have ever had? Tell a group of classmates about it.

>>> 6

If you were to take up an extreme sport, what sport would you choose? Explain your reasons to a group of classmates.

\_Written and oral task\_

>>> 7

List five reasons in favour of joining an expedition to Mount Everest and five reasons for not doing so. Present your list to some classmates.

\_Written task\_

>>> 8

You have just arrived back at base camp after having climbed Mount Everest. Write an email to your family telling what it was like.

\_Role play\_

>>> 9

A: You and your friend have recently returned home from a major expedition somewhere on Earth. Today you are being interviewed by a journalist from a British newspaper.

B: You are a British journalist interviewing two members of a recent expedition. Remember, good answers require good questions.

{{Oppgaver slutt}}

--- 74 til 239

## xxx2 D: Exploring Yoga

\_Authentic interview\_

{{Gloser:}}

  s. 74:

relaxation level: state of being relaxed

quieten: become less noisy

inner being: inner self

posture: position of the limbs or body

integral: essential

  s. 75:

awareness: knowledge, realization

supple: flexible

promote: encourage

{{Gloser slutt}}

Sanjeev: Yoga brings you to a relaxation level where you can quieten all the sound inside and outside to be able to hear your inner being sound. Through yoga the relaxation can be so deep that your body can fall asleep, while your mind still stays alert. You do physical postures and breathing which will give you control of each and every muscle. You can then be in the most uncomfortable position but still be able to relax.

  If you want to know the secret of yoga and its effectiveness, it is the breath. Breathing changes the chemistry of your brain. If you have more endorphins coming in you will be a happier person and if you let more adrenalin come into your system you will be stressed and restless.

When you practise yoga you will be aware of what happens to your body when you breathe and be able to adjust your breathing according to what state of mind you are in. For instance, if you breathe only with your right nostril the effect will be very different from if you breathe through your left nostril. If you know the secret of breathing, you don't have to know anything else.

Meditation is an integral part of yoga and the ultimate aim. It is a way through which we understand how to quieten all the sounds and noises, concerns and worries we have. The gain of being relaxed, flexible and thin are by-products. The main aim is to become calm and in control of your own physical body, so that you can sit and meditate and obtain all the advantages of meditation - to have a bigger vision and be able to know what you are here for.

{{Tre bilder:}}

1. Sanjeev in his beautiful garden.

2. This pose is not for beginners.

3. Meditation is an integral part of yoga.

{{Slutt}}

--- 75 til 239

{{To bilder:}}

Dina has been practising yoga for many years. It creates a feeling of well-being and calmness. People who are tense should try yoga as a stress reducing measure.

{{Slutt}}

Dina: I teach yoga in London, and I would say yoga is for any age and any level of fitness. It's beneficial for all, even children. It is even more beneficial for people who are stiff. The more you do it, the more it begins to open the body. When you get into a position it may feel uncomfortable because the body is stiff. But you breathe and you use the breath to bring the mind into a focused awareness, and you stay with that. Over time the body begins to open and you find that you become more supple and can do things that you never dreamed possible.

  Yoga promotes calmness and brings the mind into a relaxed, focused awareness. It quietens the mind and creates a sense of peacefulness, well-being and harmony. It relieves stress, so a lot of people who are stressed and say, "Oh, no, I don't have time for yoga!" - they are the people who really need to do it.

It has been around for hundreds of years, probably thousands, in different forms. In the last few years, however, yoga has become fashionable. People like Madonna, Sting and Gwyneth Paltrow talk about the fact that they do yoga every day, and that has created a trend. But also I think that people are discovering that it works. So it has proved itself as it can make you fit, toned, relaxed and help you stay healthy.

--- 76 til 239

You can eat anything you like and do anything you want when you're not doing yoga, but through yoga practise you may find that you become less attracted to certain types of food that aren't good for you. The practise promotes the change rather than that you have to change in order to practise. You can be whoever you want and have any lifestyle you like and still practise yoga.

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

What are the positive effects of yoga?

>>> 2

What is meditation?

>>> 3

Why is the way you breathe so important in yoga?

\_Oral tasks\_

>>> 4

Discuss the following questions in a group:

a) Why are so many people in western society tense and stressed?

b) What can we do to become more relaxed?

c) Would you consider trying yoga or meditation? Give reasons for your answer.

>>> 5

Tell your classmates about the most stressed person you have ever met.

\_Written and oral tasks\_

>>> 6

How flexible is your body? Jot down:

a) all the things you could do when you were younger.

b) all the things you hope to be able to do one day.

>>> 7

Modern working life can be rewarding, but also highly stressful. List the six most stressful professions. Give reasons. Present your list to a group of classmates. Try to agree on the top three most stressful professions.

\_Written tasks\_

>>> 8

Find at least one synonym for each of the following words and phrases: restless, relaxed, for instance, aim, beneficial, healthy, lifestyle.

>>> 9

Study the picture of the man on page 74 carefully. Write a detailed description of the man's posture.

\_Role play\_

>>> 10

Yoga instructor

Work in pairs. Stand back to back so that you cannot see what your partner is doing. Find a way to stretch a part of your body, e.g. your legs, your thighs, your back, your shoulders or your neck. Give your partner instructions on how to do exactly what you did. Use words, not actions. Start by saying "Stretch" out loud and stop by saying "Relax". Are you a good instructor?

{{Oppgaver slutt}}

--- 77 til 239

## xxx2 E: Across the Universe

{{Bilde:}}

It is impossible to look at the stars without wondering how big the universe is and where it ends.

{{Slutt}}

How big is the universe? What makes a star blink? What is a supernova? Can I walk along the Milky Way? Is there life on Mars? People have asked themselves questions like these throughout history. The search for answers has resulted in new discoveries - and further questions. Read on and see if you find some answers to your questions.

### xxx3 How Big is the Universe?

{{Gloser:}}

immense: enormous

expand: grow

{{Gloser slutt}}

It is enormous - it is infinite. Our universe was created by an immense explosion called "The Big Bang" about 14 billion years ago. Did you know that the universe is still expanding at an increasing pace?

--- 78 til 239

### xxx3 The Speed of Light

{{Glose: perceive: see, believe }}

Because of the size of the universe, it is difficult to measure distance in terms of kilometres or miles. Albert Einstein (1879-1955) proved that in terms of speed, light is the fastest form of energy and that it is constant in a vacuum such as space. As a result, we use the term speed of light, which is about 300,000 km/seconds, to measure distances in the universe. In one year light travels 9461 billion kilometres, a distance known as a light year.

{{Bilde:}}

This is how the Big Bang might have occured. The Big Bang was the origin of our universe. What existed before this powerful explosion?

{{Slutt}}

### xxx3 The Stars

{{Gloser s. 79:}}

White Dwarf: dead sun

heresy: belief contrary to what is generally believed, especially in religion

{{Gloser slutt}}

The star called Proxima Centauri is approximately 4.2 light years away from Earth. A plane would use five million years to reach it. Can you believe that this is our nearest star? And what exactly is a star? A star is actually a ball of burning hydrogen gas and a series of nuclear reactions within the core. In a blinking star there are minor or major explosions happening all the time. The light from these explosions causes our eyes to perceive the stars as blinking light.

Because of the name "nova", meaning new, you would think that a supernova is a new star. But in fact it is a dying star. Astronomers were mislead for a while, due to the immense amount of light a supernova sends out before it dies. In terms of energy, this light is one of the most powerful phenomena in the universe; the energy released can equal that of up to one billion suns shining at the same time.

--- 79 til 239

You probably know that the sun is the basis for life on Earth, but did you know that one day it will turn cold, simply switch itself off and turn into a "White Dwarf"? Don't worry, it will not happen for another 5 billion years or so! The sun is the largest star in our galaxy and it makes up more than 99 per cent of the mass of the solar system. The sun has a temperature of about 6,000 °C on the surface and inside it is 15 million °C, a very hot place indeed.

In ancient Greece, astronomers believed that the Earth was the centre of the universe, not the sun. Nicolaus Copernicus (1473-1543), a Dutch astronomer, was the first to conceive the idea that all the planets in our solar system do in fact orbit the sun. It was an outrageous concept at the time, as most people still looked upon the Earth as the centre of the universe. A few years later, Galileo Galilei (1564-1642) was accused of heresy because he claimed he could prove that Copernicus was right. Today we know that the Earth orbits the sun at an amazing speed - 30 kilometres per second or 108,000 km per hour.

{{Bilde:}}

Our solar system consists of eight planets including Earth. There are two main categories of planets - gas giants (consist mainly of gas) and terrestrials (primarily composed of rocks).

  The Sun, Mercury, Earth, Venus, Mars, Jupiter, Saturn, Uranus, Neptune.

{{Slutt}}

### xxx3 The Milky Way

The Milky Way is not a road, of course. It is the name of our galaxy, which consists of approximately 200-300 billion stars. The Earth came into existence after a stellar explosion in the Milky Way about 4.7 billion years ago. Scientists believe that smaller galaxies have formed larger galaxies, and that these in turn connect to form giant heaps of galaxies. The Milky Way is a galaxy in one such heap consisting of about 40 galaxies.

--- 80 til 239

Our galaxy is about 100,000 light years in diameter and about 2.9 million light years from its closest neighbour, the Andromeda Galaxy. In spite of the vast space between them, galaxies do occasionally collide. Our galaxy is estimated to collide with the Andromeda Galaxy in 5 billion years or so and the collision itself may last for 100 million years.

### xxx3 Shooting Stars

How many times have you looked up at a starry sky, hoping to see a shooting star and make a wish? You probably know that shooting stars are asteroids or comets, which are basically "leftovers" from an explosion that happened in our galaxy some time ago. Depending on their size, these leftovers will either burn up when they enter the Earth's atmosphere, or land somewhere on our planet. Hopefully, we will not be hit by a giant meteor, as that could result in a major disaster.

--- 81 til 239

It is believed that a meteor wiped out the dinosaurs from Earth a few million years ago, for example. There are some enormous craters on our planet which seem to indicate that this is what happened.

{{Bilde:}}

Sometimes giant meteorites approach our atmosphere. A big meteorite is predicted to come close in 2036. Scientists are working on a plan to create an enormous explosion that will change the course of the meteorite and prevent an impact with Earth.

{{Slutt}}

### xxx3 Is There Anybody Out There?

{{Gloser:}}

extraterrestrial: supernatural being

mammoth: here: huge

{{Gloser slutt}}

People have always wondered whether there is life on other planets. The only place humans have been to in space is the moon. When Apollo XI landed there in 1969, many people hoped the astronauts would encounter human-like creatures, but there was no sign of life - just rocks and dust. However, with all the millions of stars and galaxies in existence, the idea of life somewhere else is far from improbable. We just have to find it. In the USA there is a research centre called \_Search for Extraterrestrial Intelligence\_ (SETI) which specializes in looking for life in space. How do they go about such a mammoth task? By linking together vast numbers of antennas, all of which are designed to pick up radio signals from space.

--- 82 til 239

Satellites have returned from Mars with strong indications that there is water there. Since water is a precondition for life on our planet, there might be some form of life on Mars, too. So, who knows, when human beings set foot on this planet, perhaps we will discover that we are not alone in this galaxy after all.

{{Bilde:}}

The Apollo XI moon landing in 1969 was, as Neil Armstrong declared, "a giant leap for mankind". Neil Armstrong captured this moment when Buzz Aldrin became the second man to set foot on the moon.

{{Slutt}}

--- 83 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

How big is the universe?

>>> 2

What is a light year?

>>> 3

What is a shooting star?

>>> 4

What kind of work is done at SETI?

\_Oral tasks\_

>>> 5

Explain to your partner what a star is. Your partner will explain what a galaxy is.

>>> 6

Do you read horoscopes? Can the positions of the planets influence your life? Discuss with your partner.

\_Written and oral tasks\_

>>> 7

List some reasons for and against life on other planets and discuss these with a group of classmates.

>>> 8

Can the universe really be infinite? Brainstorm some ideas, then discuss.

\_Written tasks\_

>>>9

Match the words and phrases

{{Venstre spalte:}}

White Dwarf

orbit

universe

galaxy

speed of light

Einstein

star

Mercury

Big Bang

astrology

{{Slutt}}

{{Høyre spalte:}}

space

burning gas

scientist

planet

explosion

dead star

signs of the Zodiac

circle

heap of stars

measuring distance

{{Slutt}}

>>> 10

You are an astronomer and you have just discovered something very important about the universe. Write a newspaper article about it.

>>> 11

Make a model of our solar system and explain how it works.

{{Oppgaver slutt}}

## xxx2 Language corner

Using the ing-form of verbs to indicate manner or time is a good way of creating sentence variation.

Examples:

Swimming across the lake, he was bitten by a pike. (When he was swimming ...).

Having finished the novel, she went to bed. (When/Because she had finished the novel ...).

Feeling threatened, they moved out of town. (Because they felt threatened ...).

Not having a motorcycle, she was not accepted by the bikers. (Because she didn't have a motorcycle ...).

See pages 144 and 161 in \_Crossroads 10B\_.

--- 84 til 239

## xxx2 Task bank

{{Oppgaver:}}

\_Oral tasks\_

>>> 1

If you could go to any country in the world and explore it for a month or two, where would you go and why? Tell a group of classmates.

>>> 2

Which expedition would you have enjoyed most, Cecilie Skog's or Olav Heyerdahl's? Explain your reasons to a group of classmates.

>>> 3

Climbing mountains can be a very challenging experience. What would be the two most challenging things you could possibly do? Share your thoughts with some classmates.

>>> 4

If an extraterrestrial stopped you on the street and asked you to name five characteristics that are typical for human beings, what would you answer?

\_Written and oral tasks\_

>>> 5

Yoga can be beneficial for people who are stressed. What is it that makes people stressed? Write down some suggestions and discuss.

>>> 6

You have been asked by the \_Norwegian Space Centre\_ to participate in a one-year mission to another planet. What will you answer? Prepare your answer in writing before reading it to your group.

>>> 7

Who are you? How well do you know yourself? Tell a group of classmates a little about what is typical for you. Start by jotting down some key words.

\_Written tasks\_

>>> 8

Write a letter to a famous explorer or adventurer in which you say what you think about his or her expedition(s).

>>> 9

A new time machine makes it possible to travel back in time to meet Amundsen or Scott. Interview one of them. Remember that good answers depend on good questions.

>>> 10

Make a comic strip about a superhero saving Earth from a gigantic comet.

{{Oppgaver slutt}}

## xxx2 Dig into it

{{Oppgaver:}}

>>> 1

"Fram", constructed by Colin Archer, is the name of the vessel Amundsen and his men sailed to the starting point of the expedition to the South Pole in 1911. Look for information on the Internet about "Fram" and Colin Archer. Make a multimedia presentation of your findings.

>>> 2

Contact the Kon-Tiki Museum in Oslo. Interview one of the staff about Thor Heyerdahl and his expeditions. Find photos of Kon-Tiki and Ra II and include them in a multimedia presentation.

>>> 3

Find a short yoga programme on the Internet. Go through the programme in class.

>>> 4

Give a short lecture on the Himalayas and Mount Everest. Use a presentation tool to show a map and good photos.

>>> 5

Interview a yoga teacher about the positive mental and physical effects of yoga. Present your findings as a poster.

>>> 6

Find information on and pictures of one of the following on the Internet:

a) the Apollo Shuttles and what they achieved

b) the Milky Way

c) the sun

Make a multimedia presentation of your findings.

{{Oppgaver slutt}}

--- 85 til 239

## xxx2 Word quest

{{Gloser:}}

advent: (s) ankomst/framkomst

anchor: (v) ankre opp

awareness: (s) bevissthet/bevisstheit

canvas: (v) her: seilduk

collide: (v) kollidere

concussion: (s) hjernerystelse/hjerneristing

dorado: (s) makrellfisk

endurance: (s) utholdenhet/uthaldsevne

enterprise: (s) her: vågestykke

enticing: (adj.) forlokkende/forlokkande

excavation: (s) utgravning/utgraving

exhaustion: (s) utmattelse/utmatting

expand: (v) utvide

extraterrestrial: (adj.) utenomjordisk/utanomjordisk

figurehead: (s) gallionsfigur

fortitude: (s) mot, tapperhet/mot, tapperheit

glacier: (s) isbre

gut reaction: (s) magefølelse/magekjensle

hardihood: (s) mot, dristighet/mot, dristigheit

head wind: (s) motvind

heresy: (s) kjetteri

i.e: (id est) det vil si/det vil seie

immense: (adj.) enorm, uendelig, kolossal/enorm, uendeleg, kolossal

indescribable: (adj.) ubeskrivelig/ubeskriveleg

inner being: (s) indre selv/indre sjølv

integral: (adj.) vesentlig/vesentleg

lash: (v) surre

mammoth: (adj.) her: gigantisk

outdo: (v) overgå

perceive: (v) oppfatte

physique: (s) kroppsbygning

poignant: (adj.) her: gripende/gripande

posture: (s) positur, stilling

prestigious: (adj.) ansett, velrenommert/akta, velrenommert

promote: (v) promotere, fremme/promotere, fremje

Providence: (s) her: Gud, forsyn

provision: (s) proviant, forsyning

pursuit: (s) her: aktivitet

quieten: (v) roe, berolige/roe

relaxation level: avslapningsnivå/avslappingsnivå

retrace: (v) spore tilbake

riddle: (s) gåte

southernmost: (adj.) sydligste/sørlegaste

stern: (s) akterende

summit: (s) her: fjelltopp

supple: (adj.) myk, smidig/mjuk, smidig

trough: (s) kanal

visibility: (s) her: sikt

White Dwarf: (s) hvit dvergstjerne, død sol/kvit dvergstjerne, død sol

wreck: (s) her: havari, ødeleggelse/havari, øydelegging

{{Gloser slutt}}

--- 86 til 239

{{Bildeside: Jorden}}

--- 87 til 239

# xxx1 Chapter 3: The Blue Planet

"It's hard to appreciate the Earth when you're down right upon it because it's so huge. It gives you in an instant, just at a position 240,000 miles away from it, [an idea of] how insignificant we are, how fragile we are, and how fortunate we are to have a body that will allow us to enjoy the sky and the trees and the water ... It's something that many people take for granted when they're born and they grow up within the environment. But they don't realize what they have. And I didn't till I left it."

    Jim Lovell, Apollo VIII and XIII

--- 88 til 239

## xxx2 A: What a Wonderful World

{{Gloser:}}

  s.88:

stunningly: impressively

diversity: great variety

species: type of animals

plankton: small organism in the sea

habitat: place where plants and animals are naturally found

innumerable: countless

deforestation: the cutting down of trees or forests

agriculture: farming

  s. 89:

incurable: not curable

inhospitable: not giving shelter, unpleasant (of terrain)

refrain: not do what you would like to do

  s. 90

ingenious: clever

{{Gloser slutt}}

Our planet is stunningly beautiful in all its diversity. Mountains, rivers, forests, deserts, jungles, oceans and ice caps are just some of what makes up the globe. Let us take a brief look at the natural beauty of our world.

It is easy to understand why planet Earth is often called "The Blue Planet" since two thirds of it consists of water. The globe is covered by oceans, the largest of which being the Pacific Ocean which spans an area of 165,250,000 square kilometres. The average depth is 4,000 metres but in some places it is as deep as 11,000 metres. Many people find oceans fascinating because of the wide variety of species inhabiting them. Oceans are also crucially important to our survival: not only do we depend on them as a food source, but the plankton in the oceans produce oxygen which we humans need to survive.

The rainforests are the habitat of innumerable species of birds, animals and insects. Do not believe those who say that there is nothing left to be discovered on Earth; new species of insects are being discovered in the rainforests all the time.

  Deforestation is a huge problem, however. Every year, vast areas of rainforests are cut down in order to clear land for agriculture and also because timber is a valuable commodity. This is a severe environmental problem, globally as well as locally, as the rainforests are our main source of oxygen, along with plankton in the oceans.

--- 89 til 239

The forests are important for other reasons as well. Some of the plants growing in the rainforests may well provide the basis for medicines for incurable diseases such as cancer and HIV, for example.

  Who said that a desert is only a heap of sand? Deserts are beautiful landscapes even though they may be inhospitable. The daytime temperature in some deserts can reach more than 40 °C and at night the temperature may drop below zero. Unless you are very well equipped, it would be wise to refrain from going on a walk in such a hostile environment.

{{Fire bilder:}}

1. Opposite page: Sunset over a calm sea.

2. Pure magic in the Appalachian rain forest.

3. The rainforest is the habitat of many beautiful birds.

4. The Namib Naukluft National Park in Namibia is one of the driest and coldest deserts in the world.

{{Slutt}}

--- 90 til 239

"I see the deep black of space and this just brilliantly gorgeous blue and white arc of the Earth and totally unconsciously, not at all able to help myself, I said, 'Wow, look at that'."

    Kathy Sullivan, the first American woman to spacewalk, on seeing the Earth from space in 1984

The Antarctic covers an immense area in the southernmost part of the globe, including the South Pole which you can read about in chapter 2. Animals in the Antarctic are well adapted to their environment. How do emperor penguins avoid freezing to death, for example? One method that is used by many animals: huddling together so as to escape the cold winds. Another is more ingenious: by staying fat. A thick layer of fat around their body helps penguins to maintain a stable body temperature despite air temperatures which can be as low as -70 °C.

In the Himalayan Mountains there are more than 100 peaks of 7,200 metres or more. Mount Everest, which reaches a height of 8,844 metres, is the world's highest mountain. You need to be in excellent shape to climb such high mountains, as you probably gathered from Cecilie Skog's account in chapter 2. Mount Everest is a majestic sight, don't you think?

{{To bilder:}}

1. Emperor penguins can easily dive 100 to 200 metres under water and hold their breath for more than 20 minutes.

2. Mount Everest seen from Tibet. The peak in the background is the highest place on Earth.

{{Slutt}}

--- 91 til 239

The African savannah is famous for its wildlife. On safari you may spot all the big five i.e. lion, leopard, elephant, rhino and buffalo. In addition you might be lucky enough to see giraffes, zebras, cheetahs and many other African animals.

{{Bilde:}}

A cheetah in its realm: the African savannah.

{{Slutt}}

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Why are the oceans important to us?

>>> 2

Why are the rainforests important to us?

>>> 3

Where is the Antarctic?

\_Oral tasks\_

>>> 4

Which of the environments you have read about do you find most interesting? Give reasons.

>>> 5

Tell a classmate about the most beautiful place you have ever seen.

>>> 6

Tell a classmate which of the pictures on pages 88-91 you liked best and why.

\_Written and oral task\_

>>> 7

Write the names of five well-known places on Earth on a sheet of paper. Give the sheet to a classmate who will add three suitable adjectives to describe each place.

\_Written task\_

>>> 8

Write a story of an imaginary trip to one of the landscapes in the pictures on pages 88-91.

{{Oppgaver slutt}}

--- 92 til 239

## xxx2 B: Threatened Beauty

{{Gloser:}}

  s. 92:

poaching: illegal killing of animals for money

conservation area: here: area where animals are protected

  s. 93:

mangrove: type of tree

decline: steady reduction in numbers

degradation: worsening in quality

reservoir: natural or artificial lake used as source of water

hydroelectric: using flowing water to create energy

irrigation: artificial watering of crops

home range: area used by an animal for feeding, breeding etc.

{{Gloser slutt}}

\_Authentic interview\_

{{Bilde:}}

Dr Diwakar Sharma is the Associate Director of WWF in India.

{{Slutt}}

I work in the \_Species Conservation Division\_ of the \_World Wide Fund for Nature\_, earlier known as the World Wildlife Fund. We are basically aiming to conserve three mega species - the tiger, the elephant and the rhino, in addition to the red panda. Our idea is to reduce the human wildlife conflicts, to reduce the local communities' pressure on the forest resources and to strengthen anti-poaching activities. I am basically looking after tiger landscapes and conservation areas as an Associate Director.

{{Bilde:}}

The tiger is the world's biggest cat. Unfortunately, this majestic feline is on the list of endangered animals and we need to protect them from poachers. The world would be a lesser place without tigers.

{{Slutt}}

--- 93 til 239

There are three different tiger landscapes in India. The Terai Arc landscape at the foothills of the Himalayas in northern India. The second one is Sunderbans in West Bengal, which is the only place where you will find tigers in a mangrove habitat. The third one is in the highlands and is called the Satpuda-Maikal landscape.

The situation right now is not good. After the mid-eighties, the political and general will to conserve wildlife and forests in India has been in decline. The most threatening factor for the tiger is the degradation of its habitat. It is happening for various reasons. A large chunk has gone because of the agricultural land required due to increased production, reservoirs created for hydroelectric projects and to meet irrigation demands. The tiger habitats, which used to be spread over large parts of South East Asia, are now more and more restricted. Now, tiger habitats are more like islands in the sea of human habitation and agriculture. The tiger is a territorial animal - it needs its territory to live a healthy life and it needs a home range. Once its area is reduced, the tiger needs to go out and search for prey and a better habitat. Sometimes this leads to conflicts because the tiger may kill livestock. It may also sometimes accidentally kill human beings, but that generally happens if people approach too close to the tiger.

### xxx3 Poaching

{{Gloser:}}

  s. 93:

sanctuary: area where wildlife is protected

stringent: tough

monitor: watch carefully, keep an eye on

fortified: strengthened against attack e.g. with walls or fences

  s. 94:

subspecies: animals related to a main species

prolific: here: producing many offspring

significance: importance

{{Gloser slutt}}

Poaching of tigers is also a big problem. Its body parts are in big demand all over the world. Each and every part of the tiger's body - whiskers, the nails, teeth, genitals, blood, bones - are sold in the market. Tiger bones are used in Chinese medicine; in Tibet, they use the skin as robes that symbolize power. There is also a demand for tiger products in the USA and Europe, but China is certainly the biggest market.

In India, government has a system of protected areas, which includes national parks and wildlife sanctuaries. The entry into these areas is restricted. The government takes stringent measures to control the poaching of animals. It has its own intelligence network and a system to monitor these areas. But the areas are not fortified, so there are good chances that poachers, by paying a petty amount to locals who have good knowledge of the forest, manage to kill tigers and then smuggle them to the border.

--- 94 til 239

A local person who kills a tiger will at most get around 1,000 rupees. In the international market, it is sold for 2,000 to 5,000 US dollars.

There was a time when India had around 40,000 tigers. When Project Tiger started in 1973, the estimate was around 4,000 and since then the number of tigers has been reduced substantially. The last estimate a few years ago was 3,000. Today the figure is probably lower.

{{Ramme:}}

The Indian tiger is called the Royal Bengal Tiger in local terms. There are eight subspecies of tigers. Three of them have gone extinct and three others are very much endangered. Their numbers are critically low. It is only the Royal Bengal Tiger in India that still has a population we can build up. Tigers are prolific breeders, so if we can just protect the tiger and its habitat, the population can build up.

{{Ramme slutt}}

My plea to the general public is that they all must chip in and practise their conservation ethics. We are all part of the natural ecosystem and we need the forest and its beauty and serenity. The irony is that when we are in the city, we just seem to forget the significance of the forest, which provides us with water, clean air and an atmosphere we can live in. In hot countries like India, the forests are also important to regulate the temperature. We have to realize this and take care in conserving natural resources. And can you think of a more beautiful animal than the tiger? The world would not be the same without it.

   Dr Diwakar Sharma

{{Bilde: Tigerhode}}

How can you tell one tiger from another? Every tiger has a unique stripe pattern.

{{Slutt}}

--- 95 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

What do the tiger, the elephant and the rhino have in common?

>>> 2

What does the Indian government do to protect the tiger?

>>> 3

Which organization does Dr Sharma work for?

>>> 4

Why is it important to protect the forests?

\_Oral task\_

>>> 5

Discuss the following questions in a group:

a) Why is it important to protect wildlife?

b) How would it affect you if the tiger were to go extinct?

c) Which wild animals do you find most fascinating?

\_Written and oral task\_

>>> 6

You are a multimillionaire who wants to save the tiger. You decide to put in a prominent advertisement in the world's largest newspapers with the aim of publicizing the negative consequences of purchasing tiger products. Write the advertisement and read it to some classmates.

\_Written tasks\_

>>> 7

Find the currency exchange rates on the Internet. Then do the following calculations:

a) How many kroner is 1,000 rupees?

b) How many rupees are 4,000 dollars?

>>> 8

Explain the following words in simple English: conserve, government, strengthen, reduce, population.

>>> 9

A: You are an environmentalist working for the protection of a wild animal. Tonight you are attending a meeting in a local community where most of the farmers have suffered livestock losses. They blame the wild animals in the vicinity and want something to be done about the problem. You must try to get the following message through: We need to find a solution to this problem that is beneficial to humans and animals alike.

B: You are a farmer. An increasing number of your livestock is being killed or wounded by predators. You think these animals ought to be shot on sight as they are affecting your source of income and inflicting considerable suffering on your livestock.

{{Oppgaver slutt}}

--- 96 til 239

" ... From up there, it looks finite and it looks fragile and it really looks like just a tiny little place on which we live in a vast expanse of space. It gave me the feeling of really wanting us all to take care of the Earth. I got more of a sense of Earth as home, a place where we live. And of course you want to take care of your home. You want it clean. You want it safe."

    Winston Scott - astronaut

## xxx2 C: Carly - A Naturalist

{{Gloser:}}

  s. 96:

naturalist: someone who studies animals, birds etc.

porpoise: type of dolphin

cormorant: type of sea bird

countershading: two-coloured

dorsal fin: fin on the back

  s. 97:

hydrophone: underwater microphone

echolocation: use of echo by animals to navigate under water

vocalization: here: sound made by animals

{{Gloser slutt}}

{{Bilde:}}

What Carly doesn't know about marine life in Vancouver is hardly worth knowing.

{{Slutt}}

\_Authentic interview\_

I am Carly and I am a naturalist in Vancouver in Western Canada. I go out on whale watching vessels and comment on the different nature things we see, such as birds, whales, dolphins, seal and sea lions. We normally see killer whales, or orcas, harbour seals, and sea lions that come up here in the spring to feed. We also see some Dall's porpoises, harbour porpoises, bald eagles, cormorants and a variety of different shore birds.

  Today we will try to spot killer whales, but before we set off, I will explain a few facts about them. A killer whale is actually just the largest dolphin. It is black on the top and white on the bottom and that is a type of camouflage that is called countershading. It makes it easier for them to sneak upon their prey. As they are dark on the top, if the prey is swimming above them, they are camouflaging with the bottom of the ocean. They are light on the bottom so that if the prey is swimming underneath them, they are going to blend in with the surface. Males grow to be about 30 feet long and they weigh a few tons. The males have prominent dorsal fins that grow to be about 6 feet tall.

  In the southern resident community, I believe there are about 83 members, but we are not definite because they have been gone all winter and they are just returning now. We are working on getting a more solid count of them, including the babies that were born during the winter. In total, including both the southern and northern resident community population, I believe there are two to three hundred.

--- 97 til 239

If they are being extremely vocal, you can actually hear them without the help of a hydrophone, but most of the time we do place the hydrophone in the water, and that picks up on their clicking noises, which is their echolocation and their squeaks and squeals which are their vocalizations to communicate with each other.

{{Bilde:}}

The killer whale is also called Orca - a term derived from its Latin name Orcinus Orca. It is the largest of dolphins. It is also a very intelligent animal with distinguished communication skills.

{{Slutt}}

### xxx3 Cunning Hunters

{{Gloser:}}

  s. 97:

tail fluke: tail fin

  s. 98:

breach: leap of a whale from the water

{{Gloser slutt}}

They are very playful animals so they exhibit a variety of behaviours. Spy hopping is when they get their body vertical in the water and then take their massive muscles running up and down the side of their body and flap their tail flukes back and forth to lift their head up in the water. Once their head is above the water, they are able to survey what is going on around them. They use landmarks to navigate because they have a vision that is equally good above and below the water.

--- 98 til 239

They also do something that is called breaching, which is when they launch their body out of the water and then they fall on their side making a big splash. Breaching is believed to be maybe a little bit of play, but also it sends a shock wave down into the water that stuns the salmon and makes it easier for them to capture the fish. In addition, they do something called porpoising, which is when they just come out of the water head first, jump out and then enter nose first again. They do that if they are in a high-speed chase because there is less resistance in the air than in the water. So in order to keep up with their prey, they sometimes porpoise.

{{Bilde:}}

Breaching may represent play, but it is also a way of hunting.

{{Slutt}}

### xxx3 Endangered Species

{{Gloser:}}

  s. 98

bioaccumulation: gathering of toxic waste

toxicant: chemical that affects organisms

  s. 99:

ferocious: fierce, violent

{{Gloser slutt}}

The killer whales, especially the southern resident population, are endangered right now. Humans are the biggest threat to killer whales. We are their only predators. That comes in the form of toxins that we are putting into the water. Since they are the highest level of the food chain, bioaccumulation happens. Bioaccumulation is when a smaller animal eats something that is toxic to it, which is maintained in its body. Then a fish eats that smaller item and the killer whale eats the fish. The toxicants keep building up in their system, and this is a big threat to them.

--- 99 til 239

Also, when we did not understand killer whales so much, we figured that they were ferocious killers. The fishermen perceived them to threaten the stocks of fish they were going after, so they were allowed to shoot them on site. But as we studied them in aquariums, we developed a better understanding of them and started to appreciate them a bit more. Now, since they are endangered, they are protected.

  Scientific researchers are still trying to figure out the possible negative consequences of the tourist industry when we go out and whale watch. So right now, there are lots of procedures in place. You are not allowed to come any closer to them than 100 yards. When they approach the boat, you have to kill the engine because they figure that the sound of the engine and a whole bunch of boat trafficking in the area interferes with their vocalization and echolocation.

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

What kind of animal is the killer whale?

>>> 2

How do killer whales communicate with each other?

>>> 3

In what way are humans a threat to killer whales?

\_Oral tasks\_

>>> 4

Many people find dolphins cute and interesting. Why is that? Discuss in a small group.

>>> 5

One day you would like to go on a safari and watch your favourite animal at close range. Which animal is it? Tell a classmate about your fascination for a particular animal and why going on a safari would be a thrill.

\_Written and oral task\_

>>> 6

Pick one of the following animals: lion, leopard, rhino, wolf, bear, reindeer, dolphin, seal. Jot down everything you know about the animal you have chosen and make a brief presentation on it to a group of classmates.

\_Written tasks\_

>>> 7

Which word is it? Fill in the missing letters. {{? viser manglende bokstav. Skriv ordet etter : mellom ..og..}}:

a) ?r?a: ....

b) ?py ?opp??g: ....

c) w??le: ....

d) b?oa?cu?u??t??n: ....

e) ?re???or: ....

>>> 8

What is life like in the deep blue sea? Write a short text seen from a killer whale's point of view.

{{Oppgaver slutt}}

--- 100 til 239

## xxx2 D: Temperature on the Rise: Global Warming

{{Gloser:}}

  s. 100:

luminous: shining, bright

environmentalist: person protecting the environment

inundation: flooding

jeopardize: put something in danger of being harmed/destroyed

  s. 101:

wreak havoc: cause widespread damage

  s. 102:

cyclic: repeated regularly

emission: something that is produced and released

carbon dioxide: gas

{{Gloser slutt}}

"Up in space when you see a sunset or sunrise, the light is coming to you from the sun through that little shell of the Earth's atmosphere and back out to the spacecraft you're in. The atmosphere acts like a prism. So for a short period of time you see not only the reds, oranges and yellows, the luminous quality like you see on Earth, but you see the whole spectrum red-orange-yellow-blue-green-indigo-violet. You come back impressed, once you've been up there, with how thin our little atmosphere is that supports all life here on Earth. So if we foul it up, there's no coming back from something like that."

    John Glenn - the first American astronaut to orbit the Earth

In living creatures, a rising temperature is often an indication of illness. What about the Earth? Are the rising temperatures we are currently witnessing a warning of a major global crisis? More and more scientists, environmentalists, politicians and ordinary people think so. There is no denying that global temperatures are on the rise and we are already experiencing some serious consequences. The increase in extreme weather conditions such as hurricanes and floods is only one example. The fact that many of the world's biggest glaciers have been shrinking dramatically over the last few decades is another. In addition, the polar ice caps are melting at an increasing rate, making the sea level rise, and many fear the consequence may be the inundation of many islands, especially in the Pacific Ocean. A significant rise in sea levels may also jeopardize flat, low-lying countries such as the Netherlands or parts of cities at sea level, such as the borough of Manhattan in New York City.

--- 101 til 239

We still cannot be completely certain of the extent of the negative effects caused by a warmer globe, but we do know that an overall increase in the temperature on Earth will wreak havoc on crops in areas where farmers already suffer from high temperatures and lack of water. We also know that some species of fish, animals and birds will move further north or south into areas where they have never been previously observed. It is very likely that species of sharks, for instance, will move north as the water temperature rises. In addition, some species will probably become extinct. What will happen to the polar bear, for example, if the ice vanishes from the North Pole and its natural habitat no longer exists?

{{To bilder:}}

1. Higher temperatures might increase the possibility of severe floods and, in this case, severe droughts.

2. There is significantly less ice in the Arctic Ocean than there was just a few years ago. The polar bears depend on the ice for hunting. Will polar bears become an endangered species as a result of global warming?

{{Slutt}}

--- 102 til 239

Some people argue that there have always been natural, climatic variations and that we are simply experiencing another period of change. Others strongly disagree, convinced that these are more than just ordinary cyclic variations. We are currently witnessing radical changes in the environment, and countless scientists and ordinary people believe these are caused by human activity.

There is no doubt that the increase in emissions of carbon dioxide from fossil fuel is an important contributor to global warming. The increasing amount of CO\2 in the atmosphere creates a shield that allows the sun rays to enter through, but prevents the heat from escaping back into the atmosphere. This CO\2 shield is just like the glass in a greenhouse which lets the heat in and keeps it there. This is why global warming caused by CO\2 is often called the greenhouse effect.

We can do something about global warming. Firstly, by using public transport more often and by driving modern vehicles which emit far less carbon dioxide than older cars. If you walk or bicycle to school and work you will make an even greater contribution to a cleaner environment, with the added bonus that you will also get fit.

Another way of contributing to a better environment is by slightly lowering the temperature in your house, reducing the amount of time you spend in the shower, reducing household waste and recycling materials as much as possible or simply using energy efficient light bulbs. Every little helps.

{{Bilde:}}

The greenhouse effect ensures a habitable environment on Earth. The problem we face these days, however, is that too much CO\2 in the atmosphere will generate higher temperatures.

{{Slutt}}

--- 103 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Outline some of the consequences of global warming.

>>> 2

Explain the term "cyclic variation".

>>> 3

What is the greenhouse effect?

\_Oral tasks\_

>>> 4

Planes emit a lot of carbon dioxide. When you go on holiday abroad, would you be willing to travel by train instead? Discuss in a group.

>>> 5

Discuss:

a) Why is it important to stop global warming?

b) What will the Earth be like in 50 years if global warming continues?

c) How can you, personally, contribute to stopping it?

\_Written and oral task\_

>>> 6

List seven environmental factors that, in your view, are among the most threatening to the Earth. Present them to a classmate.

\_Written tasks\_

>>> 7

You are tired of all the people who commute to work by car when they could have taken public transport or, alternatively, driven together with a colleague. You are going to protest against this by standing on the roadside holding a large poster. Make the poster.

>>> 8

The world we live in is under threat in many ways. Write a newspaper article in which you reflect upon the current state of the globe.

Role play

>>> 9

A: You are a car fanatic. You have five of them in your garage. Some of your cars are far from environmentally friendly, but who cares? One day you run into a group of environmentalists who don't share your views. You get involved in a discussion with them and it turns out you have something to learn.

B: You are a group of environmentalists who meet a car fanatic. He or she is an absolute environmental disaster zone! You get involved in a discussion about protecting the environment. You should try to make him or her realize the consequences of driving cars that pollute the environment.

{{Oppgaver slutt}}

--- 104 til 239

## xxx2 E: The Great Divide

{{Gloser:}}

  s. 104:

unjust: unfair

  S. 105:

schooling: education

inadequate: insufficient, not good enough

sanitary: to do with hygiene, especially the removal of human waste

child mortality: the rate at which children die

life expectancy: how long people are likely to live

  S. 106:

infant: baby

  S. 107:

literacy rate: percentage of persons aged 15 and older who can read and write

{{Gloser slutt}}

"The sheer beauty of it just brought tears to my eyes. If people can see Earth from up here, see it without those borders, see it without any differences in race or religion, they would have a completely different perspective. Because when you see it from that angle, you cannot think of your home or your country. All you can see is one Earth ... "

    Anousheh Ansari, an Iranian-American space tourist

Imagine the dawn of mankind, before constant wars and an unjust distribution of resources had become a reality. When there were sufficient fish in the sea and animals in the forests to feed everyone on the Blue Planet. Over the centuries this balance was upset and a great divide was established: the divide between the rich and the poor world.

  In our part of the world, practically every teenager goes to school long enough to learn to read and write well in his or her own language, in English and perhaps in other foreign languages, too. They learn about the world we live in and our history and this provides them with knowledge and skills that help them to take advantage of the opportunities they have such as continuing their studies at a higher level or finding interesting and fulfilling jobs.

  Very few people in the rich world need to go to bed hungry at night, we have adequate clothing, housing and a warm bed i.e. our basic needs are satisfied.

--- 105 til 239

Furthermore, most families have at least one car and in nearly every home there is a washing machine, a dishwasher and other domestic appliances, in addition to a wide range of audiovisual equipment. People's finances are generally quite good, and most people can afford to put aside some money, after paying household bills, to pay for spare time activities and holidays abroad. If we should fall ill, we are taken care of by a modern and efficient health care system. Peace and a high level of security and safety is predominant in our part of the world; war is an exception. Of course, there are less fortunate people in the midst of all this wealth, but the majority of the population in the Western world live comfortable lives.

  In poor countries, the situation is rather different. Life is a struggle for the vast majority. Poverty forces both children and teenagers to contribute to family finances, and education is often looked upon as pure luxury, something they cannot afford. Millions of young people hardly get any schooling at all; the lucky few may go to school for a few years before they start working.

Housing in developing countries tends to be inadequate and whole families frequently share one room in a simple hut or a shed, with no electricity or running water. Because sanitary conditions and nutrition are often inadequate, people are exposed to infections, the child mortality rate is high and life expectancy low. Wars are much more common than in developed countries, too, making fear and terror part of the daily life for millions.

{{To bilder: 1. Herskapelig hus med svømmebasseng, 2. Slum}}

How can we justify the fact that some people live in excessive luxury while others live in extreme poverty?

{{Slutt}}

--- 106 til 239

The tables below show life expectancy and child mortality in some developed and developing countries.

\_Developed Countries\_

{{Tabell omgjort til liste:}}

\_Country: Life expectancy at birth for men; Life expectancy at birth for women; Child mortality rate\_

Australia: 79; 84; 4

Malta: 77; 81; 6

Netherlands: 78; 82; 5

Norway: 78; 83; 3

Spain: 78; 84; 4

Sweden: 79; 83; 3

USA: 76; 81; 6

{{Slutt}}

The infant mortality rate is the total number of infants dying before reaching the age of one year per 1,000 live births in a given year.

\_Developing Countries\_

{{Tabell omgjort til liste:}}

\_Country: Life expectancy at birth for men; Life expectancy at birth for women; Child mortality rate\_

Afghanistan: 44; 44; 157

Angola: 41; 44; 132

Chad: 49; 52; 119

Ivory Coast: 48; 49; 117

Guinea: 54; 58; 103

Lesotho: 43; 42; 65

Liberia: 45; 47; 133

{{Slutt}}

Life expectancy is much lower and child mortality dramatically higher in developing countries than in developed countries.

--- 107 til 239

Another factor that is interesting to study is the literacy rate. In developed countries, it is close to 100 per cent. The table below shows how the ability to read and write varies among the sexes and among age groups in developing countries.

{{Tabell omgjort til liste:}}

\_Country: Adult (15+) literacy rate for men; Adult (15+) literacy rate for women; Youth (15-24) literacy rate for men; Youth (15-24) literacy rate for women\_

Afghanistan: 43; 13; 51; 18

Bolivia: 93; 81; 99; 96

Brazil: 88; 89; 96; 98

Chad: 41; 13; 56; 23

Guinea: 43; 18; 59; 34

Niger: 43; 15; 52; 23

South Africa: 84; 81; 93; 94

{{Slutt}}

{{Bilde: Kart}}

Human Development Index (HDI) including life expectancy, level of education and BNP per inhabitant. Scale 0 to 1, where 0 is the lowest and 1 is the highest. (Source: Human Development Report 2006, globalis.no/FN-sambandet)

{{Slutt}}

--- 108 til 239

### xxx3 Food and Hunger

{{Gloser:}}

abundance: very large amount

nutritious: healthy (of food)

commonplace: usual

susceptible: here: easily harmed by

contaminated: polluted

malnourished: suffering from lack of food/right type of food

{{Gloser slutt}}

In the rich world, an abundance of good, nutritious food is something most of us take for granted. We may well eat four good meals a day and having a snack or some fruit between meals is quite commonplace. Food problems in our part of the world generally mean the fact that too many people eat more than they need.

In poor countries, the lack of adequate food and water is a problem for many. It keeps people constantly hungry and it also makes them more susceptible to infections and diseases. Contaminated water causes a range of diseases; one third of all deaths in the developing world are related to the fact that many people do not have a safe supply of water.

Despite the fact that the economy is improving year by year in many developing countries, approximately 1 billion people remain undernourished because they do not get the daily minimum number of calories - 2,100 on average. Even if people have access to a large enough quantity of food, many frequently become malnourished because the food does not contain enough vital vitamins and minerals.

You may well have seen shocking pictures on TV of small children dying of hunger in the arms of their desperate mothers. How do these pictures get to our screens? The international media go to places where new events unfold, covering catastrophes and famine in Africa caused by war or natural disasters, for example. When the immediate crisis is over, the journalists return home with their cameras and the disaster becomes a faded memory to people in the rich world. For the population in the poorest countries, however, every day in the year may be catastrophic when it comes to lack of food. The bitter reality is that one child dies of hunger every five seconds, every day, 365 days a year.

--- 109 til 239

{{Ramme med bilde av FN-flagget:}}

The United Nations is an organization working for global peace and prosperity. 192 member states belong to the UN, nearly every country in the world. It has six main organs. The International Court of Justice is located in The Hague in the Netherlands, while the others, including the Security Council, are based at the UN Headquarters in New York. A number of autonomous organizations are associated with the UN, including:

-- FAO (Food and Agriculture Organization of the UN)

-- IAEA (International Atomic Energy Agency)

-- IMF (International Monetary Fund)

-- UNESCO (UN Educational, Scientific and Cultural Organization)

-- WHO (World Health Organization)

When there are humanitarian disasters in the world, the UN assists with food, shelter and medicine for the victims. The UN Peace Keeping Forces are sent into areas where there are armed conflicts in order to try to stabilize the situation. The UN is also dedicated to solving serious global problems, such as AIDS.

{{Ramme slutt}}

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

In what way is the world divided?

>>> 2

What are the main reasons for diseases and early deaths in developing countries?

>>> 3

How long is a newborn girl in Lesotho expected to live?

\_Oral tasks\_

>>> 4

Would you be willing to spend less money on yourself to be able to give some money to starving people in developing countries? If not, why not? But if so:

a) What would you sacrifice in order to reduce your own consumption?

b) Why would you do it?

>>> 5

In your view, what should rich countries do to support developing countries? Tell a group of classmates what you think.

--- 110 til 239

\_Written and oral tasks\_

>>> 6

Have you ever felt dizzy because you haven't eaten or drunken enough during the day? This is a normal state for many people in poor countries. How do you think this affects their daily lives? Jot down some points, then discuss.

>>> 7

"Poverty is immoral." Brainstorm some key words to support or refute this statement.

>>> 8

You are a doctor who has just returned home from a poor country where millions of people are starving because of a terrible drought. You are going to tell your story on national television. Prepare a statement and read it to some classmates.

>>> 9

Ask your classmates how much meat they consume daily. Present your findings as a diagram.

\_Written tasks\_

>>> 10

A pen pal from a developing country asks you to explain what it is like to live in a rich country. Write a reply.

>>> 11

Study the life expectancy tables on page 106. How much longer (%) is a female child in Norway expected to live than a female child in Lesotho?

>>> 12

Study the child mortality tables on page 106. How much higher (%) is the child mortality rate in Afghanistan than in Sweden?

\_Role play\_

>>> 13

You are a group of five experts who are working on a plan to put an end to poverty. Brainstorm some ideas, then discuss and decide on an agenda you believe will help poor countries to overcome obstacles on their way to prosperity.

{{Oppgaver slutt}}

## xxx2 Language corner

The distinction between formal and informal language is important. In writing, formal language is used in letters to someone you do not know, in newspaper articles, in applications and in essays in which you account for your view on a given subject. In personal letters and in fiction, especially in dialogue, it is common to use informal language or everyday language. As far as oral language is concerned, you have to change the level of formality according to who you are speaking to. Read more about this on page 115 in \_Crossroads 10B\_.

--- 111 til 239

## xxx2 Task bank

{{Oppgaver:}}

\_Oral tasks\_

>>> 1

"Peace and love are much more important than a lot of money." Discuss this statement.

>>> 2

"What does it matter if a wild animal goes extinct. After all, it is just an animal." Discuss this statement in a group.

>>> 3

Today's cars emit high levels of CO\2. We need to look for alternative types of fuel and design new types of engines. Do you have any good suggestions? Share your ideas with some classmates.

>>> 4

In which situations do you regularly use reading skills? Tell a classmate.

\_Written and oral tasks\_

>>> 5

Poaching of wild animals takes place because of the high value placed on their body parts. Some of these animals are endangered and could go extinct e.g. the mountain gorilla and the African elephant. Write down ten adjectives or nouns characterizing people who are in this business. Compare lists with a classmate.

>>> 6

Write a poem depicting some of the Earth's beauty. Read it to a classmate.

\_Written tasks\_

>>> 7

Write a couple of pages in the diary of an environmentalist trying to stop the poaching of an endangered animal.

>>> 8

Walking down the street this morning you were handed a pamphlet by an environmental activist. What was in the pamphlet? Write it down.

{{Oppgaver slutt}}

## xxx2 Dig into it

{{Oppgaver:}}

>>> 1

The child mortality rate in Lesotho is lower than in countries with approximately the same life expectancy. Dig into this. Present your findings as a short talk. Say what you personally believe is a plausible explanation.

>>> 2

The table on page 107 shows that Brazil is the only country in which the literacy rate is higher for women than for men. Browse the Internet for an explanation. Write a short account of what you find.

>>> 3

There are several quotations by astronauts in this chapter. Make an oral presentation on one of the astronauts.

>>> 4

Use a presentation tool to present a species of endangered animal. Record your comments before presenting them.

>>> 5

What do we know about the life of a dolphin or a sperm whale? Research this topic and make an oral presentation. You may use a presentation tool, but only to show pictures.

>>> 6

Browse the Internet for information on the changes in global emissions of CO\2 in the last 20 years or so. Present your findings as a diagram.

--- 112 til 239

>>> 7

Search for information about a few extinct birds and animals. Make a poster presentation of your findings. It should include one drawing of each animal in addition to written information.

>>> 8

What is the average income per capita in some developed and developing countries? Dig into this topic and present your findings as a bar chart.

>>> 9

Take a look at the box on page 109. Browse the website of the UN for information on one of the organizations in the UN system. Make a presentation of it using a presentation tool. Record your comments in advance so that you can be seated among the audience during most of the presentation, except for the introduction.

{{Oppgaver slutt}}

## xxx2 Word quest

{{Gloser:}}

abundance: (s) overflod

agriculture: (s) landbruk, jordbruk

bioaccumulation: (s) oppsamling av giftige stoffer/oppsamling av giftige stoff

breach: (s) stup som delfiner gjør/stup som delfinar gjer

carbon dioxide: (s) karbondioksid

child mortality: (s) barnedødelighet/barnedøying

commonplace: (adj.) alminnelig, hverdagslig/vanleg, kvardagsleg

conservation area: naturvernområde

contaminated: (adj.) forurenset, infisert/ureina, infisert

cormorant: (s) skarv

countershading: (s) tofarget kamuflasjetype/tofarga kamuflasjetype

cyclic: (adj.) periodisk, regelmessig

decline: (v) minske

deforestation: (s) skogrydding, avskoging

degradation: (s) reduksjon

diversity: (s) mangfold/mangfald

dorsal fin: (s) ryggfinne

echolocation: (s) ekkolokalisering, dyrs bruk av ekko for å navigere under vann/ekkolokalisering, korleis dyr bruker ekko for å navigere under vatn

emission: (s) utslipp/utslepp

environmentalist: (s) miljøaktivist

ferocious: (adj.) vill, grusom/vill, forferdeleg

fortified: (adj.) forsterket/forsterka

habitat: (s) tilholdssted, naturlig miljø/tilhaldsstad, naturleg miljø

home range: (s) revir

hydrophone: (s) undervannsmikrofon/undervassmikrofon

inadequate: (adj.) utilstrekkelig/utilstrekkeleg

incurable: (adj.) uhelbredelig/ulækjeleg

infant: (s) spedbarn, baby

inhospitable: (adj.) ugjestfri, ugjestmild

innumerable: (adj.) talløs, utallig/tallaus

inundation: (s) oversvømmelse/flaum

irrigation: (s) kunstig vanning/kunstig vatning

--- 113 til 239

jeopardize: (v) risikere, bringe i fare/risikere, setje i fare

life expectancy: (s) forventet levealder/pårekna levealder

literacy rate: (s) lese- og skriveferdigheter/lese- og skriveferdigheiter

luminous: (adj.) skinnende, opplyst/skinande, opplyst

malnourished: (adj.) feilernært

mangrove: (s) en type treslag/ein type treslag

monitor: (v) overvåke/overvake

naturalist: (s) naturforsker/naturforskar

nutritious: (adj.) næringsrik

plankton: (s) plankton, små organismer i vann/plankton, små organismar i vatn

poaching: (s) her: krypskytteri, ulovlig jakt/krypskytteri, ulovleg jakt

porpoise: (s) nise, en type delfin/nise, ein type delfin

prolific: (adj.) fruktbar

refrain: (v) avstå, unnlate

reservoir: (s) kunstige dammer, sjøer/kunstige dammar, sjøar

sanctuary: (s) reservat

sanitary: (adj.) sanitær, hygienisk

schooling: (s) undervisning, opplæring

significance: (s) betydning, mening/tyding, meining

species: (s) art, slag

stringent: (adj.) streng, hard

stunningly: (adv.) fantastisk

subspecies: (s) underart

susceptible: (adj.) her: mottakelig/mottakeleg

tail fluke: (s) halefinne

toxicant: (s) giftstoff

unjust: (adj.) urettferdig

vocalization: (s) lyder dyr lager for å kommunisere med hverandre/lydar dyr lagar for å kommunisere med kvarandre

wreak havoc: (v) volde stor skade/gjere stor skade

{{Gloser slutt}}

--- 114 til 239

{{Bildeside: En gullfisk spretter fra en bolle til en annen.}}

--- 115 til 239

# xxx1 Chapter 4: Changes

The world today is very different from what it was only fifty years ago. Society is constantly changing as both individuals and organizations take initiatives to change the world. In this chapter, we will have a look at some people who are contributing to such changes and fighting for justice in very different walks of life.

--- 116 til 239

## xxx2 A: Fighting the War

{{Gloser:}}

graduate: here: complete high school

stop loss order: order which says that no soldiers can go home

deploy: station

{{Gloser slutt}}

{{Bilde:}}

Michael Hoffman is one of the founders of Iraq Veterans Against the War.

{{Slutt}}

\_Authentic interview\_

I grew up in Pennsylvania about an hour north of Philadelphia. My father was a steel worker and my mom works in various jobs. I had a basic middle class upbringing, I guess. After graduating from high school, I bounced around from job to job. I didn't go to college, but in 1999 I joined the United States Marine Corps.

Nobody joins the military for one simple reason. For me it was because I was working dead-end jobs, so when a recruiter talked to me about getting to travel, seeing the world, learning job skills, having three square meals a day and a regular pay check guaranteed for four years, and on top of it all that you get to defend your country, I said, "Great, sign me up".

  I served in the marines for about four years before I was sent to Iraq. Before I went there, I was about to get out. My time was up. I had served my four years honorably. But then two days before I was supposed to go home for good, my First Sergeant called me into his office and said, "I'm sorry to tell you this, but this morning the Secretary of the Navy sent a stop loss order". So instead of going home, I was going to Iraq with the rest of my unit. My unit was deployed in Kuwait in preparation of the invasion in February 2003. On March 20th, when the war began, my unit crossed the border into Iraq.

### xxx3 War

{{Gloser:}}

  s. 116:

artillery unit: military unit using heavy guns

rounds: here: series of shots

chunk: thick, solid piece

  s. 117:

in that respect: with regards to

{{Gloser slutt}}

Crossing the border was weird. You'd expect there to be fires everywhere, but for us it was relatively calm. It was almost an anticlimax. Being an artillery unit, you're always behind the main action. So, when we crossed the border, we had already been shooting into Iraq for a full day. I remember I looked up in the sky and I could see hundreds of bright lights flashing through the sky. They were all artillery rounds. There is a chunk of phosphor put at the bottom of the round so you can actually see these rounds flying through the air. And I thought about the amount of devastation the artillery can wreak on something.

  When you're there, you try not to think too much. It is more about instincts and reactions. It is all about survival and getting home. All these things people talk about when they glorify war, like "We were there for a reason" or "We were there to save these people", you don't think about any of that when you are getting shot at.

--- 117 til 239

The only thing you think about is you and your buddies getting home in one piece. You'll do anything to do that. I was very, very lucky in that respect. Everybody in my unit came home. Partially because we were an artillery unit, but also thanks to a lot of luck.

{{Bilde:}}

United States Army soldiers in Iraq on 20 September 2005.

{{Slutt}}

### xxx3 Somebody Else's Agenda

{{Glose: commitment: obligation}}

Immediately when you join up, you ask, "What am I doing? This isn't what the recruiter talked about!" I didn't feel all that bad about it, but I definitely felt like I didn't get the whole story. But until I went to Iraq, I thought "OK, I'll do my four years and then move on with my life." I thought I'd maybe go back and do some recruitment work to make sure kids don't get the wrong idea before they join the military. Then the war in Iraq started, and that was definitely not what I signed up for.

People who join the military do it for a sense of responsibility and commitment for our country. We do want to defend our country, and we do want to help our fellow Americans, but this war was nothing about that. Is a country we could plough through in 30 days a serious threat to our nation's defence? It wasn't about that. It was about somebody else's agenda, and somebody else's money, oil and profit. There have been very few wars in history that have not been about money, politics and power, and it is always people like me who pay the price for it. Not the people who decide to send us to war.

--- 118 til 239

### xxx3 Feeling Responsible

{{Glose: infantry: soldiers who fight on foot with guns}}

The violence for me was a little bit different than it was to others, because I was in the artillery. It is hard for me to deal with the violence. When a regular infantryman pulls the trigger, he sees what he's shooting at and he knows what his target is. He knows immediately after he has pulled the trigger if it was a right or wrong decision. I have talked about this a lot with friends in the infantry.

For me it is not nearly that clear-cut. I was shooting at something that was ten or fifteen miles away, so I never saw what we were shooting. But then we would push forwards and I could see these cities or towns entirely devastated. Civilian and military vehicles were in flames. I saw bodies of civilians and military on the side of the road, and I never knew what we could claim. I never knew what we were responsible for. Because of that, I feel responsible for a bit of everything while we were there. Probably one of the most devastating things for me after I got back was when I was looking at a website showing the casualties in Iraq. At one point it said, "Six Iraqi children killed by an American artillery strike", and I was asking myself, "Was that my unit or some of my friends' unit?" I don't know. Not knowing is the hardest part for me.

{{Bilde:}}

A soldier needs to be able to control his or her fear.

{{Slutt}}

### xxx3 Veterans Against the War

{{Gloser:}}

found: start

credibility: believability

{{Gloser slutt}}

What I have gone through in Iraq has definitely changed me. I've always felt a strong sense of justice and of right and wrong. Before I went to Iraq, I was opposed to the war. I didn't think it was the right thing to do. I didn't agree with the reasons for it. But at that point, it was just a policy form. It was abstract. After being there and seeing with my own two eyes - and realizing what we are doing - it's become personal.

The organization I helped found is the \_Iraq Veterans Against the War\_. I founded it with seven other recent veterans of the US military. It was important, because the world we're living in is so different from anything anybody has experienced. And we are at the forefront of it. People can watch the news and think they understand things, but unless you've been there, you just don't get it. People may have a rough idea of what is going on, but being there is different. We are the ones who can really let people know what's going on. When somebody has been there, fought, lost friends and taken people's lives there, there is a certain credibility that nobody can deny.

--- 119 til 239

I am not the kind of person who tells anyone what to do, because when you tell them, they usually do the complete opposite. That's what I did when I was a kid, and it's strange, because I was a kid not that long ago. Actually, I think I was a kid until I went to Iraq. But I think that people always should make informed decisions. Especially when it is decisions that will affect the rest of your life. Joining the military is probably one of the single most important decisions of your life. Recruiters always try to frame it as, "It's only four years". But four years is as long as you go to college, except in college they don't ask you to risk your life and they don't ask you to take someone else's life. People need to understand what they are getting into, and I think they need to get both sides of the story.

    Mike Hoffman

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Why did Mike join the US Marines?

>>> 2

What is hardest for Mike to deal with?

>>> 3

Why is Mike against this particular war?

>>> 4

Why is it important to get both sides of the story?

\_Oral task\_

>>> 5

Is war sometimes necessary? Discuss in a group.

\_Written and oral tasks\_

>>> 6

Focus on one particular war. Write down all the facts you can remember about this war and present them to some of your classmates.

>>> 7

Why do we still wage wars in the 21st century? It seems impossible for people to learn to live in peace. Why is that so? Brainstorm some ideas before you start a group discussion.

\_Written tasks\_

>>> 8

You are a mediator between two heads of state who are on the verge of starting a war. Your task is to do whatever possible to make them realize the consequences of a war. Write down exactly what you would tell them. Remember to be diplomatic.

>>> 9

Explain the following words in English: pay check, instinct, attack, responsibility, definitely, vehicle, vulnerable

{{Oppgaver slutt}}

--- 120 til 239

## xxx2 B: A Global March Against Child Labour

{{Gloser:}}

aspiration: hope, ambition

contemporary: modern

servitude: slavery

bonded labour: work demanded to repay a loan/type of slavery

confine: here: limit

sexual harassment: unwelcome sexual remarks, looks or unnecessary physical contact

{{Gloser slutt}}

{{Bilde:}}

Kaylash Satyarthy works hard to stop child labour. His organization has freed thousands of child labourers from enslavement.

{{Slutt}}

\_Authentic interview\_

It all started in 1980. Some of my friends and I realized that children who are working in street restaurants, mines, factories, farm fields and in homes are not simply child workers. They are not always there to earn money because they are poor. There is more to it, and that is slavery. Most of these children have lost their childhood, their freedom, their future and their aspirations. They have lost everything.

In a big country like India, which is the largest democracy in the world, slavery still exists in a contemporary form. Something had to be done about it, and we started physically liberating children from servitude, along with their families. Sometimes entire families are lured away from their villages and held in bonded labour. They are not allowed to go back home and are confined to the workplace. They are forced to work 15 or 16 hours a day, sometimes even more, seven days a week. They have no wages except for some rough and inadequate food. They are beaten up and in many cases sexually harassed. There are examples of when these children or their parents try to run away, they are killed.

### xxx3 A Global Issue

{{Gloser:}}

  s. 120:

ignorance: lack of knowledge and education

non-issue: topic not talked about

social context: similar societies and culture

  s. 121:

common legacy: share the same history or background

mobilize: organize

bondage: slavery

exploit: take advantage of

{{Gloser slutt}}

That was the background and the reason why we formed \_People's Movement Against Child Slavery\_ in 1980. It was not easy, because of the silence and ignorance. It was a non-issue in India or anywhere else in the world. People thought that child slavery belonged to the past. Even in the UN system, there was a denial of what was going on. So, it was a challenging task to dig out an issue, which was a non-issue, and make people realize that slavery still exists.

  Later on, we realized that it is not a matter of India alone. I had the chance to travel to Pakistan, Nepal and other neighbouring South-East Asian countries and I knew that the social context is more or less the same in these countries. India, Pakistan and Bangladesh even share the same history. I found that the problem in Pakistan, for instance, is very serious and that we could not leave the Pakistani children behind. This prompted my friends and I to initiate a South Asian movement in the name of \_South Asian Coalition on Child Servitude\_. It was the first regional initiative ever on any issue in South Asia.

--- 121 til 239

It is well known that even though India and Pakistan share a common legacy, we also share a long history of bad diplomatic relations.

  We soon realized that the problem was global and in 1998, we organized a march, the \_Global March Against Child Labour\_, which brought 103 countries together. We marched for six months. There were three marches, really, one from Asia, one from Latin America and one from Africa. In all three marches, there were groups of former child slaves and people from all over the world joined the marches. Millions of people were mobilized. We called for the people who joined the march to put their thumb impression or their footprint on a piece of paper. We had 7.2 million of them when the march terminated. Today \_Global March Against Child Labour\_ is a global movement existing in about 140 countries.

{{Bilde:}}

The 1998 Global March Against Child Labour mobilized an enormous amount of people: 7.2 million people of all ages participated in the African, Latin-American and Asian marches.

{{Slutt}}

### xxx3 Victory

{{Gloser:}}

  s. 121:

bondage: slavery

exploit: take advantage of

  s. 122:

societal problem: problem in society

caste system: system of placing people in different social groups at birth

lured away: tempted to go away

brick kiln: oven where bricks for building construction are made

brothel agent: person who acts on behalf of prostitutes

{{Gloser slutt}}

The first time we managed to liberate children and their families from bondage, was in 1980. I had started a magazine called \_The Struggle Shall Continue\_. The whole idea of it was to emphasize the issues and problems of exploited people and show their faces and names. Every person who is exploited has a name and an identity. A rickshaw puller, for instance, has a full story behind him.

--- 122 til 239

And that story is not a story of one person, but goes deeper into a societal problem. What has forced hundreds and thousands of poor people to come to Delhi? They have left their families, their culture and their identity. In this big ocean of people they have no identity rather than a rickshaw puller. A sweeper on the street - what makes her a sweeper? She is born in a community and a family which is underprivileged in the Indian community because of the caste system. In our magazine these people could write letters, protest and make themselves heard.

  One day a father came to my office and complained that he, his wife and some other family were lured away from their native village in Utar Pradesh to Punjab to work in a brick kiln. They were promised a good life, but once they were there, they were confined to some small premises. There were watchmen with guns who made sure they did not run away. They had been held in slavery for 17 years. His wife had given birth to several children during this time. The eldest was a daughter, around 15 years old. One day the girl's mother overheard that some brothel agents had come to negotiate a price for her. They wanted to buy her from the brick factory and have her work as a prostitute. Luckily, they could not agree on the price, so the bargain was postponed. But the girl's mother was terrified about what might happen to her daughter later on. When her husband heard about this, he decided to try to escape, so he could save his daughter.

Some time in the middle of the night, he managed to jump onto one of the trucks that carried bricks to the market. He ended up in the capital town of Punjab where he tried to get help, but nobody knew what they could do. He got in contact with a lawyer. Luckily, the lawyer was a subscriber to one of my magazines, and he gave the man an old copy of a magazine and said, "Look, these people can help you." The man came all the way to my office in Delhi without food or water. He was looking very sick and tired. He almost fainted. After I had offered him water and tea he told me his story.

### xxx3 Freed

{{Glose s. 123: manhandle: to handle roughly}}

It was a shocking story, almost unbelievable, but through a friend in Punjab who investigated a bit, I realized that it was true. We realized that just printing his story would not be enough. By the time the magazine would be published, the girl could be sold. We had to act. We were all in a hurry. I tried to put myself in place of this man. If my daughter was going to be sold, what would I do? We had to liberate them.

--- 123 til 239

A friend of mine, who is a cameraman, and a few others took the train to the nearest city. There we hired a lorry and went to rescue them. The man tried to warn us and make us think twice if this was the right way of doing it. After all, there were armed guards at the factory. I was a young impatient man of 25 then, so I did not think about the possible consequences. When we arrived, we were confronted with a man with a gun. We told him that what they were doing was illegal and unconstitutional, that we were journalists from Delhi and so forth. He started arguing with us, but after a while he ran away. Everybody was happy and in no time, we got all the people into the truck. They were 27 altogether.

  Before we had the chance to leave, a jeep stopped, and in it were several people including the owner of the slaves and a couple of policemen. The local police was quite corrupt, and I was later told that they came to the factory to enjoy the women and drink wine. It was like hell. They started manhandling and beating us, and they threw the camera away before they unloaded the lorry. It was a big drama for ten to fifteen minutes and the people who thought they were going to be freed were all crying. We were forced to leave.

--- 124 til 239

Luckily, the cameraman had already taken many pictures and had taken out a film, which was in his pocket when they took his camera. Now we had evidence that the people were there. We went back to Delhi and filed a petition in the High Court to rescue those people. The local police in Punjab was ordered to bring all the enslaved people to court. The next day, the police brought all of them here. Outside the court building they were jumping up and down, completely amazed. Most of them had never seen a city or traffic and so many people. All they had seen for their entire lives was the factory. But now they were all free! This was the beginning of the movement.

    Kaylash Satyarthy

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

How do the slaveholders get hold of a family?

>>> 2

Why did Mr Satyarthy start the magazine \_The Struggle Shall Continue\_?

>>> 3

What kind of problems did Mr Satyarthy and his group face when they came to the brick factory?

\_Oral tasks\_

>>> 4

Mr Satyarthy took a big risk when he went to rescue the people at the factory. What would you have done? Discuss with a classmate.

>>> 5

Why do you think the local policemen at the factory were corrupt? Think of some reasons and share them with a classmate.

\_Written and oral task\_

>>> 6

Find seven reasons why child labour must be eradicated. Write down your reasons before presenting them to a classmate.

\_Written tasks\_

>>> 7

Write an email to \_Global March Against Child Labour\_ in which you express your support for their work.

>>> 8

Match the words and phrases:

{{Venstre spalte:}}

start

maltreat

social system

flee

vehicle

finger

not knowing

request

understand

dishonest

liberty

bondage

hope

modern

destitute

difficult

{{Slutt}}

{{Høyre spalte:}}

realize

poor

slavery

freedom

aspiration

contemporary

petition

challenging

initiate

thumb

rickshaw

caste

escape

corrupt

exploit

ignorant

{{Slutt}}

{{Oppgaver slutt}}

--- 125 til 239

## xxx2 C: The Right to be Who you are

{{Gloser:}}

  s. 125:

gender expression: different preference on expressing masculinity or femininity

helpline: telephone service people can call to get help

confidential: private

lesbian: woman attracted to other women

premarital: before marriage

taboo: something forbidden or disapproved of

abandoned: here: left alone

  s. 127:

metro: here: big city

{{Gloser slutt}}

{{Bilde:}}

Maya and Betu run a counselling program for women attracted to women in the outskirts of New Delhi.

{{Slutt}}

\_Authentic interview\_

We are running a counselling and community support program for women attracted to women and women with varied gender expressions. Apart from the counselling and the community support program, we provide training for other organizations in the country to set up similar support services. We also have a training program for young girls on women's sexuality issues. We normally start off with menstruation, which is an issue that many young girls want to talk about. Then we go into issues of relationships, sexuality and gender identity.

Normally people get in touch with us through the helpline. We run a helpline that is on twice a week, so young people can call us and ask for advice. Most often people feel comfortable with that, because they can be anonymous, and everything we talk about is confidential. After that, if somebody wants to talk more about herself, then we can call her for a face to face counselling.

  Basically, there is hardly any information on issues of homosexuality, or any kind of sexuality, for that matter. When young girls feel attracted to their own sex, they call us expressing their concern about their own feelings. They are often confused and do not know what it is all about. They may have heard of lesbians, but sometimes they think they are the only ones in this world who are attracted to girls. They cannot share it with anybody. They most often could not have told their parents about their love even if it was a boy they had fallen in love with. Premarital sex is a complete taboo.

What the girls normally ask is if it is normal to be attracted to women? Is it a disease? Will I be accepted by society? A lot of times people call us after a break-up. They may have been in a relationship for some years, and then suddenly one of the partners decides to get married. That is of course hard on the partner who is abandoned. Other women ask us where they can find a good psychiatrist who can help them to become so-called normal. Sometimes we get calls about sex change. They want to change their sex because they think this will be the only way to become normal and still be able to be attracted to women. There is also a lot of loneliness. Many women are not able to find a partner and call us to talk about it. They may also be concerned about what is going to happen to them when they get old.

--- 126 til 239

People, in general, are very suspicious when it comes to women who don't want to get married whether they are attracted to men or women. The normal course of a woman's life is that she goes to school, in a middle-class family she might study, and after that she should start thinking about marriage and having children. By the age of 25 or 30 you should be married. After 30, it will be very difficult to find a good match. So from the mid-twenties to around thirty the pressure to get married is most severe. A young woman's parents will most often pressure her emotionally to get married. In India the only social security network we have is the family.

--- 127 til 239

If you lose your job or get ill, you will go back to your family. Losing that network would be a disaster for many. That's why so many people give in to the pressure and get married, even if they don't want to.

  Things are changing a little bit. In the metros, quite a few women have managed to live on their own. That has to do with the economic boom in India right now. Many people are earning more money and thus getting more independent. It has therefore become somewhat easier for women to live on their own. It has become slightly more acceptable, although it is still looked upon with a lot of suspicion.

Maya and Betu

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

What are Maya and Betu doing?

>>> 2

What are the callers concerned about?

>>> 3

Why is it considered important to get married?

\_Oral tasks\_

>>> 4

Why do many people find it hard to accept homosexuality? Brainstorm some ideas and discuss it in a group.

>>> 5

Do you think it is easier for young lesbians in Norway than in India? Share your thoughts with some classmates.

>>> 6

Is male homosexuality more accepted than lesbianism in Norwegian society? Discuss in a group.

\_Written and oral task\_

>>> 7

Homosexuals are sometimes denied certain jobs because of their sexual orientation. List five arguments in support of a society where sexual preferences are irrelevant when you apply for a job, even in a religious institution.

\_Written task\_

>>> 8

Your best friend has just sent you a letter telling you that he/she is gay. He/she didn't have the nerve to tell you about it face to face. Write down what you will say next time you meet.

{{Oppgaver slutt}}

--- 128 til 239

## xxx2 D: Closing the Gap

{{Gloser:}}

reconciliation: end to a disagreement

segregational: here: divided by religion

attitude: way of thinking or behaving

{{Gloser slutt}}

{{Bilde:}}

Catherine works to close the gap between Catholics and Protestants in Belfast.

{{Slutt}}

\_Authentic interview\_

People in West Belfast tend to be Catholic and in East Belfast, they tend to be Protestant. Our aim is peace and reconciliation between young people from these two areas of Belfast. Our society is very divided. Young Catholics go to Catholic schools and young Protestants to Protestant schools. Things have changed here in the sense that there is more peace. There are no more bombings and there are not as many shootings. But the attitudes haven't changed. There is still a hugely segregational attitude on both sides. If you were a Catholic person in a largely Protestant area or the other way around, you would feel maybe not threatened, but certainly vulnerable. Whether or not that is justified is debatable, they do. That's the way they feel. This is what people are brought up with. This division has been with us for so long that it has become part of our culture.

I work for an organization called OASIS. Part of our work is education. We look at things like racism, disability and why we are as we are. Our theme for this term is "In my shoes". We're trying to put ourselves in other people's shoes and try to think what it is like for them as individuals. Basically, we're trying to teach them respect. They learn to respect themselves, but also to respect other people, traditions and religions. Young people need to feel comfortable in their own skin to be able to respect other people. They need to be built up and learn to believe in themselves, because there is a lot of insecurity and fear among young people in Belfast. That's what we are trying do something about.

    Catherine

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

What is the purpose of Catherine's work?

>>> 2

How does Belfast differ from other cities?

\_Oral tasks\_

>>> 3

Is it possible to fully respect, maybe even admire, people you completely disagree with? Is this true even if you differ greatly in terms of culture and religion? Discuss with a group of classmates.

>>> 4

Why do so many people fight over religious questions? Shouldn't all religious faiths be respected? Discuss.

\_Written and oral task\_

>>> 5

Jot down five reasons why it is important to respect one another, regardless of skin colour, culture or religion. Share your reasons with some of your classmates.

{{Oppgaver slutt}}

--- 129 til 239

## xxx2 E: Women's Liberation

### xxx3 The Suffragettes

{{Gloser:}}

  s. 129:

property: thing or things you own

unheard of: previously unknown

  s. 130:

numerous: endless

fortunately: luckily

Epsom Derby: horse race

appliance: machine

chore: duty

{{Gloser slutt}}

What would you have done if you were denied legal rights because of your sex? This was the situation for women at the turn of the 20th century in many parts of the world. In the eyes of the law, husband and wife were regarded as one person - the husband. A married woman was expected to obey her husband and an unmarried woman had to obey her father or older brother. Women did not have the right to vote. When they married they could not open their own bank account or own property. If a woman had personal property or an income when she got married, ownership would automatically pass to her husband, even after a divorce, which in itself was almost unheard of. The ideal for women at that time was to have children and be in charge of running a home. Working-class women had no choice; many had to work outside the home, as well. Middle-class women were rarely allowed to work outside the home, however, except perhaps as a teacher or a governess - until they got married.

{{To bilder:}}

1. A group of suffragettes picket outside the House of Commons.

2. This woman probably got a lot of attention for her unconventional way of protesting {{Hun er kledd i en kjole med bar rygg. På ryggen står det med store bokstaver: "Votes for women"}}.

{{Slutt}}

--- 130 til 239

"Deeds, not words" (Emmeline Pankhurst)

In 1903, six women in Manchester, England decided to do something about the position of women in society. They founded the \_Women's Social and Political Union\_ (WSPU), whose main purpose was to campaign for women's suffrage, meaning the right to vote in political elections. The organization, lead by Emmeline Pankhurst, soon became known as the Suffragettes. The Suffragettes used both peaceful and militant means to reach their goal. Besides organizing demonstrations and meetings, they also chained themselves to fences, set fire to letterboxes and even used explosives to get their message across. Imprisoned Suffragettes went on hunger strikes and were force-fed.

  One member of the WSPU, Emily Davison, was arrested several times. In addition to going on numerous hunger strikes, she once protested by throwing herself down an iron staircase in the prison she was in. Fortunately she landed on wire netting 30 feet below. Her life ended dramatically some years later, however, when she threw herself in front of King George V's horse at the Epsom Derby, sustaining fatal injuries. It is believed that she did this as a highly public protest against the way women were treated in society at the time.

The Suffragettes' struggles did produce some results. In 1918 women over the age of 30 were given the right to vote in the UK. That was the first victory in a long battle for equal rights between the sexes.

{{Bilde:}}

Emmeline Pankhurst was arrested countless times while she tirelessly fought for equal rights.

{{Slutt}}

### xxx3 A New Role

{{Gloser s. 132:}}

equal opportunities: equal rights

fundamental: basic

{{Gloser slutt}}

In the 1950s, most married women in the western world were still housewives. This was the heyday of home making. Gradually, technical appliances such as the washing machine, the dishwasher and the vacuum cleaner were introduced into the home which made household chores much easier, and it became possible to combine housework with a job outside the home.

--- 131 til 239

During World War II, women had been encouraged to take men's jobs in industry and when the war ended many women were used to working in industry and offices and wanted to continue doing so, despite the fact that they were paid less than men. Many of them were forced back into the home in the late 1940s, however, to allow returning soldiers to go back to their old jobs.

{{Bilde:}}

During World War II there was a big demand for skilled and unskilled labour in the war industry. These women were working as mechanics.

{{Slutt}}

The 1960s saw the birth of a new group of writers who soon caught the attention of the public - feminist writers who started questioning the role of women in society and in the family. Shouldn't women have the choice of having both a career and a family? Shouldn't men share household work with women?

--- 132 til 239

The hippie movement supported women's demand for sexual freedom and the right to legal abortion. Most significantly, the invention of the birth control pill allowed women to experience a sexual freedom they had never had before.

  The \_Women's Liberation Movement\_, which became more powerful in the 1970s, mobilized millions of men and women to protest against sexual discrimination. However, the demand for equal opportunities with regard to education, jobs and pay was not accepted by everyone. It took a great deal of debate and years of campaigning before things started to change.

Even though many women still earn less than men, some fundamental improvements in the situation of women have been achieved, thanks to the brave women who started their campaign for change over a hundred years ago.

{{Bilde:}}

A women's liberation demonstration in 1970.

{{Slutt}}

--- 133 til 239

"The problem that has no name - which is simply the fact that American women are kept from growing to their full human capacities - is a far greater toll on the physical and mental health of our country than any known disease."

    Betty Friedan

{{Ramme:}}

Mary was married to a male chauvinist. They both worked full time, but he never did anything around the house and certainly not any housework. That, he declared, was woman's work.

  But one evening Mary arrived home from work to find the children bathed, a load of wash in the washing machine and another in the dryer, dinner on the stove and a beautifully set table, complete with flowers.

  She was astonished, and she immediately wanted to know what was going on. It turned out that Charley, her husband, had read a magazine article that suggested working wives would be more romantically inclined if they weren't so tired from having to do all the housework in addition to holding down a full-time job.

  The next day, she couldn't wait to tell her friends in the office.

  "How did it work out?" they asked.

  "Well, it was a great dinner," Mary said. "Charley even cleaned up, helped the kids with their homework, folded the laundry and put everything away."

  "But what about afterwards?" her friends wanted to know.

  "It didn't work out," Mary said. "Charley was too tired."

{{Ramme slutt}}

--- 134 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

What was considered to be the ideal role for women in the early 19th century?

>>> 2

What did the Suffragettes want?

>>> 3

What did they do to make changes happen?

>>> 4

When did women get the right to vote in the UK?

\_Oral tasks\_

>>> 5

In your view, why do many women still earn less than their male colleagues? Discuss in a group.

>>> 6

How would you have reacted if you were offered a job with lower pay than your colleagues of the opposite sex? Tell your classmates.

\_Written and oral task\_

>>> 7

In what ways are women discriminated against in society today? Brainstorm some ideas and jot down some key words before you start discussing in a group.

\_Written task\_

>>> 8

Write a letter to the editor of a newspaper in which you express your views on sexual, racial or other forms of discrimination.

{{Oppgaver slutt}}

## xxx2 Language corner

It takes a lot of hard work to learn a language, but there are many things you can do to make learning English easier. Good learners have something in common: they use effective language learning methods.

Using such methods should make a significant difference to the process of improving your language skills. You can learn about these methods on page 104 in \_Crossroads 10B\_.

--- 135 til 239

## xxx2 Task bank

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Do you think all wars will end one day? Discuss.

>>> 2

You are very fond of a particular country and you have many friends there. One day the country you live in declares war on the country where your friends live. You are ordered to fight. Maybe you will have to kill people you love. What would you do? Discuss.

>>> 3

There have been many cases of Norwegian priests being denied jobs because of their sexual orientation. What do you think about this? Discuss.

>>> 4

Some people are in favour of job allocation according to sex in order to achieve a balance between men and women in different jobs. This means that a less qualified person may be preferred to a person with better qualifications. Is this a good idea? Discuss.

\_Written and oral tasks\_

>>> 5

Many gays and lesbians are fighting for the right to adopt children. Do you support them? Jot down pros and cons, then discuss in a group.

>>> 6

Write down five arguments against child labour and read them to some classmates. Do you have any of the same arguments?

\_Written tasks\_

>>> 7

You and your family have just been released from many years of bondage in a brick works. A newspaper journalist is about to interview you to get the full story. Write the interview.

>>> 8

Write a letter or an email to the government of a country where there is child labour. Speak your mind on this issue.

{{Oppgaver slutt}}

--- 136 til 239

## xxx2 Dig into it

{{Oppgaver:}}

>>> 1

What was the cause of the war in Iraq? Find information about the situation that led to war. Use a presentation tool to present your findings.

>>> 2

Find out about the UN's efforts to prevent the war in Iraq. Give a brief lecture based on your findings.

>>> 3

Make a presentation of \_Global March Against Child Labour\_. Use a presentation tool.

>>> 4

Browse the Internet and use other sources to find information on child labour around the world. Organize an exhibition showing which countries use child labour most and what kind of work the children do.

>>> 5

Find out about support organizations for young gays and lesbians in Norway. Interview a spokesperson from one such organization about the work they do. Present your findings orally.

>>> 6

The conflict in Northern Ireland goes back several centuries. Look for information on the background and development of the conflict since the 1960s. Use a presentation tool to give a lecture on this conflict.

>>> 7

Interview your parents or grandparents about how gender roles have changed in the last 20-30 years. Give a short lecture based on what you find out.

>>> 8

Women's liberation was made possible because of the efforts of many strong women, from the beginning of the previous century up till today. Write an essay on one or more of these women.

{{Oppgaver slutt}}

## xxx2 Word quest

{{Gloser:}}

abandoned: (adj.) forlatt/forlaten

appliance: (s) apparat, maskin

artillery unit: (s) artillerienhet/artillerieining

aspiration: (s) håp, forventning

attitude: (s) holdning/haldning

bondage: (s) trelldom, slaveri/trældom, slaveri

bonded labour: arbeidskraft som er styrt av nærmest en slavekontrakt/arbeidskraft som er styrt av nærmast ein slavekontrakt

brick kiln: (s) teglsteinsovn/teglsteinsomn

brothel agent: (s) bordellagent, hallik

caste system: (s) kastevesen

chore: (s) huslige oppgaver/huslege oppgåver

chunk: (s) tykt stykke/tjukt stykke

commitment: (s) forpliktelse/plikt

common legacy: felles historie eller bakgrunn

confidential: (adj.) konfidensiell

confine: (v) her: sperre inne, begrense/stengje inne, avgrense

contemporary: (adj.) moderne

credibility: (s) troverdighet/det å vere truverdig

deploy: (v) utplassere

--- 137 til 239

Epsom Derby: (s) hesteveddeløp

equal opportunities: like muligheter/like moglegheiter

exploit: (v) utnytte

fortunately: (adv.) heldigvis

found: (v) grunnlegge/grunnleggje

fundamental: (adj.) prinsipiell

gender expression: (s) kle og oppføre seg som mann eller kvinne

graduate: (v) ta eksamen

helpline: (s) hjelpetelefon

ignorance: (s) uvitenhet/fåkunne

infantry: (s) fotsoldater/fotsoldatar

in that respect: med hensyn til det (te)/med omsyn til det (te)

lesbian: (s) kvinnelig homofil/kvinneleg homofil

lured away: lurt av sted med løfter om belønning/lurt av stad med lovnad om løn

manhandle: (v) mishandle

metro: (s) her: storby

mobilize: (v) mobilisere, sette i bevegelse/mobilisere, setje i rørsle

non-issue: (s) ikke-tema, tema det ikke snakkes om/ikkje-tema, tema ein ikkje snakkar om

numerous: (adj.) mange

premarital: (adj.) førekteskapelig/førekteskapleg

property: (s) eiendom/eigedom

reconciliation: (s) forsoning

rounds: (s) her: runder med skudd

segregational: (adj.) her: isolert, adskilt/isolert, skild

servitude: (s) slaveri, trelldom/slaveri, trældom

sexual harassment: (s) seksuell trakassering

social context: (s) sosial kontekst, sammenheng/sosial kontekst, samanheng

societal problem: (s) samfunnsproblem

stop loss order: (s) ordre som forbyr hjemreise/ordre som forbyr heimreise

taboo: (s) tabu

unheard of: sjokkerende/sjokkerande

{{Gloser slutt}}

--- 138 til 239

{{Bildeside: En person sitter vendt mot en vegg fylt av TV-skjermer}}

--- 139 til 239

# xxx1 Chapter 5: Media Voices

It is difficult to imagine what the world would be like without the media. In the West, nearly everyone reads newspapers and magazines, listens to the radio, watches TV and has access to the Internet. In this chapter you will be seeing things from the viewpoint of an American journalist and a producer at one of Britain's most popular radio stations. You will also have a look at the world of advertising and the world of the paparazzi.

--- 140 til 239

## xxx2 A: The Journalist

{{Gloser:}}

privileged: here: honoured

metaphor: imaginative use of a word or phrase to describe something or someone

appeal: attract

cherish: here: care for

insignificant: lacking importance

{{Gloser slutt}}

{{Bilde:}}

Nancy works as a journalist in Seattle, Washington.

{{Slutt}}

\_Authentic interview\_

A journalist is someone who records everyday experiences and then writes about them so people can better understand the world in which they live. I personally find it a very rewarding experience and something that I feel that I have been called to do. I have met many different types of people, and I feel privileged to be allowed into their lives and to tell their stories.

When I was a freshman in college, at about 18, I took a course in feature writing. I learned to be more creative and use metaphors and similes and adjectives more and get away from the short "who, what, why, where and how" format and really be able to create a portrait of who people are. This appealed to my creative side and gave me a chance to write as an artist would paint. I also do paint, and there are lots of parallels. If you have a canvas and you take blues and yellows and greens and you mix them together, you can create something that is beautiful and represents a certain scene. You do the same thing with a story, except the paint you are putting on the canvas in journalism is truth. I personally think it is extremely important that it is true. True stories in people's life experiences are something to really be cherished because, for the most part, we can all learn from each other. The best thing about journalism is being allowed in to do these stories and to tell them in a way that makes people understand them and apply them to their daily lives.

### xxx3 The Land of the Midnight Sun

{{Gloser:}}

  s. 141:

Braille: alphabet for the blind

  s. 142:

donate: give

sea spray: mist from the ocean

attribute: personal quality

beneficial: favourable, having a helpful effect

  s. 143:

quotable: that can be/deserves to be quoted

factual: based on facts

Fourth Estate: the press

self-centered: obsessed with oneself

{{Gloser slutt}}

{{Bilde s. 141:}}

Bodø illuminated by the midnight sun.

{{Slutt}}

I truly believe that everyone has a story to tell. There is no one who's insignificant and no one who doesn't have something that is of interest to other people. I just finished a story of a blind man called Charlie. He had always loved the whole concept of the "land of the midnight sun". Charlie, who is now in his seventies, had an eye condition when he was a baby. Slowly, as time went by, he began to lose more and more of his vision. One of the last things he can remember seeing was sunrises and sunsets. Charlie recalled a geography lesson when he was nine years old where they taught him about the "land of the midnight sun". That stuck with him and it became a metaphor for sight. As his world was dark, he thought of this place where for a few weeks out of the whole year there was no darkness at all.

--- 141 til 239

So I wrote the story about how Charlie, once he moved to Seattle, had started taking a Norwegian class. He was doing exceptionally well for a person who couldn't see the signs on the board showing how to hold your mouth in a certain position to make the different letter sounds. Finally, his classmates had decided that they wanted to help him out and make it possible for him to fully participate. So, they combined their high tech skills and were able to devise a programme that put all the lessons from the Norwegian class through it. \_The Ministry for the Blind\_ in Seattle then converted it into Norwegian Braille. Thanks to his classmates, Charlie can now read his lessons.

--- 142 til 239

That story came out in the paper, and I wrote it using the idea of "land of the midnight sun" being the metaphor for a place where there was no darkness and no blindness. It was unlike the world Charlie had grown up in, which was limiting and full of prejudice against people who have handicaps, a place of acceptance. People responded to the story and started donating money to send Charlie to Norway. \_Aftenposten\_ picked up the story and ran it on the front page and I understand that a paper in Trondheim is going to interview him.

  Anyway, to make a long story short, Charlie is now going to Norway to experience his "land of the midnight sun". He is going with his classmates and his teacher. They will go up north as far as Bodø and they will tour Lofoten. They will have to describe to him what it actually looks like, but he will feel the sun on his face, be able to smell sea spray and hear the sounds of the market and the boats at the harbour and taste things like fish balls and all the local cuisine. I feel such a privilege at having been able to be part of telling his story and making his dream come true.

I would say your personal attribute, if you are going to become a journalist, is that you have to be capable of absolute honesty. Above all, political or personal ambitions, you have to be able to be very honest and not sell out for anything. There are a lot of times when it may not be particularly beneficial to tell a story a certain way.

--- 143 til 239

Maybe you are not going to get the promotion you were hoping for because you haven't been able to get the sources that are the most quotable. But I'd rather turn a story in like that than manufacture something. Because the story you are turning in is factual, but when you start adding fiction to it, you are destroying not only the industry but also the Fourth Estate and the importance of it. You are then chipping away at that whole balance of power, which is a very dangerous and self-centred thing to do.

    Nancy

{{Bilde s. 142:}}

Braille is a blessing for the blind. It enables them to read by moving their fingers on top of a dotted surface. It was invented by the Frenchman Louis Braille in the 1820s.

{{Slutt}}

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

What similarities are there between painting and writing according to Nancy?

>>> 2

How will Charlie get the money to go to Norway?

>>> 3

In what ways will Charlie be able to experience this country in spite of being blind?

\_Oral tasks\_

>>> 4

The story about Charlie is quite touching. Have you been touched by any other stories in newspapers or magazines? Tell your classmates.

>>> 5

Blind people are dependent on other people describing things for them. Close your eyes completely and let a classmate describe three objects to you in detail. How good is he or she at describing? Take turns.

>>> 6

Explain the term \_metaphor\_ to a classmate. He/she will then explain the word \_simile\_ to you. You may want to have a look at page 15 in \_Crossroads 10B\_ first.

\_Written and oral task\_

>>> 7

Imagine you are deaf or blind. What would cause most frustration for you? Jot down some points, then share them with a few classmates.

\_Written task\_

>>> 8

Write a description of a person you know or have heard of. Include a number of adjectives and at least one metaphor and one simile.

\_Role play\_

>>> 9

A: You are a disabled person who often experiences prejudice as a result of your handicap. One day you meet a narrow-minded and prejudiced person who is quite patronizing. You decide to try to teach him or her a lesson.

B: You are prejudiced against disabled people. One day, however, you meet a person who opens your eyes and makes you realize that you have been very narrow-minded.

{{Oppgaver slutt}}

--- 144 til 239

## xxx2 B: The Fourth Estate

{{Gloser:}}

profound: here: needing much study or thought

editorial: article in a newspaper that expresses the ideas of the editor

sensational: incredible

trustworthiness: reliability

circulation: here: number of newspapers or magazines sold

{{Gloser slutt}}

Most people read newspapers and magazines from time to time and for a variety of reasons. Sometimes we want to keep up with the latest developments in world politics. Today's newspapers are likely to satisfy your needs. If you want to stay informed on cultural issues, you can also buy a newspaper, but make sure you choose the right one. In some papers, there is hardly anything on political, or social issues, culture or science and you will rarely find background stories or profound editorials on topical issues. So why do we buy these newspapers? Because they provide entertainment.

  The popular press can certainly be fun to read, but it will hardly broaden your horizon. They basically present gossip, sports and easily digestible articles on a variety of popular subjects. The most extreme varieties, containing virtually only sensational stories, are often called the yellow press in the USA or the gutter press in Great Britain. Royals, politicians and celebrities of all kinds are their subjects, and the more spectacular the headlines, the better.

There is a tendency for journalists working on some of these newspapers to be less rigorous about checking the trustworthiness of their sources and the truth of their stories. They simply want to get a good story published and are always looking out for the next "scoop". There have been many lawsuits against the gutter press, but with a circulation of millions of copies, the newspapers can probably afford a few losses.

{{To bilder:}}

1. Killings, dead and drugs are some of the words often seen in headlines. Why? Because sensational headlines sell newspapers.

2. When Princess Diana was killed the newspapers were filled to capacity with gossip and rumours about the accident.

{{Slutt}}

--- 145 til 239

### xxx3 The Paparazzi

{{Gloser:}}

ruthless: here: unsympathetic

considerate: thoughtful

{{Gloser slutt}}

Nothing sells more newspapers than a spectacular front page photo. In some countries, a close-up of a top celebrity may be worth a small fortune. That is why some photographers stalk the rich and famous, day in and day out. Sometimes they may be quite roughly treated by bodyguards paid to protect their employers, but the drive for the ultimate photography keeps them going. These dedicated or ruthless photographers, depending upon your point of view, are known as paparazzi.

  The more famous a person is, the less considerate the paparazzi are. Sometimes celebrities try to shake them off as they feel their personal space is being invaded. Sometimes they succeed in their efforts to escape and sometimes they fail.

Members of the British Royal Family are prime goals for the paparazzi. The most photographed royalty ever was probably Princess Diana, who died in a car crash in 1997 together with her boyfriend Dodi al-Fayed. Her death, which shocked the whole world, has been linked to the fact that a group of all too eager paparazzi were chasing her through the streets of Paris at high speed. Her driver eventually lost control of the car while driving through a tunnel. There is still considerable controversy surrounding the death of Princess Diana.

{{Bilde:}}

Princess Diana was followed by paparazzi wherever she went. Her personal space was constantly invaded by eager photographers.

{{Slutt}}

--- 146 til 239

### xxx3 The Fourth Estate

{{Gloser:}}

publicize: provide publicity for

resign: step down

{{Gloser slutt}}

The power of state in democratic countries is divided into three branches, or estates: the legislative branch (parliament), the executive branch (government) and the judicial branch (court of law). Because of the immense power of the press, it is often referred to as the Fourth Estate.

  What other roles does the press play apart from providing entertainment? As a contrast to the popular press, the serious newspapers play a significant role in informing and educating the general public, raising critical questions on important matters in society, as well as starting or commenting on ongoing debates. Newspaper articles, commentaries and editorials are read by thousands, maybe millions, of people.

The way journalists present the news will obviously influence the way readers perceive it. Consequently, newspapers contribute to a great extent to forming people's opinions on important social matters. It is worth remembering that the independent power of the press is strong only in countries that have a free press. In undemocratic countries, the press tends to be controlled and censored by the government, which in turn makes newspapers mere mouthpieces of the country's leaders - the very opposite of the Fourth Estate.

### xxx3 The Fall of a President

One of the most important roles played by the free press is that of watchdog. Alert journalists dig out and publicize injustice and wrongdoing in all parts of society. The consequences can be quite profound. In 1972, Bob Woodward and Carl Bernstein, two young reporters at \_The Washington Post\_, started to investigate a break-in at the office of the \_Democratic National Committee\_ in Washington. Their investigative journalism eventually revealed that the burglars were connected to President Richard Nixon's re-election committee. He was a Republican. This subsequently, led to the President resigning office, the first time a sitting President had done so in American history.

--- 147 til 239

{{To bilder:}}

1. Bob Woodward (left) and Carl Bernstein's (right) investigative journalism led to the resignation of a US president.

2. Women reading about the resignation of Richard Nixon outside the White House.

{{Slutt}}

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Why is the press often called the Fourth Estate?

>>> 2

What is a paparazzo?

>>> 3

What is the gutter press?

>>> 4

What characterizes a serious newspaper?

\_Oral tasks\_

>>> 5

Answer the following questions in a small group:

a) Why is it important to read newspapers?

b) What is your preferred newspaper? Why?

>>> 6

In a group, give an account of something interesting you have read in a newspaper recently.

>>> 7

Why is a free press important in a democracy?

\_Written and oral task\_

>>> 8

Write a short news story containing at least three of the following words: politician, smuggling, prostitute, scandal, deny, lie. Read your text to a group of classmates.

\_Written tasks\_

>>> 9

Write the three main headlines for the front page of one of tomorrow's newspapers.

>>> 10

The following sentence is in the passive mode. Rewrite it in the active mode (see page 147 in \_Crossroads 10B\_): "Newspaper articles, commentaries and editorials are read by thousands, maybe millions, of people."

{{Oppgaver slutt}}

--- 148 til 239

## xxx2 C: Beat 106

{{Gloser:}}

broadcast: send out programmes by radio or TV

premise: condition

launch: start

T in The Park: music festival

credible: believable

{{Gloser slutt}}

{{To bilder:}}

1. A radio DJ must be familiar with technical devices and have the gift of the gab.

2. In the groove.

{{Slutt}}

\_Authentic interview\_

Beat 106 is a radio station broadcast across central Scotland. The total population that we potentially broadcast to is about 2.6 million people and we are part of the Capital FM network. It started in 1999, and I was a part of the group of people that applied for the licence. It was, and still is, a new rock and dance station. One of our original premises was no Whitney, no Britney, no boy bands and no ballads, and we tend not to play a lot of commercial pop stuff like Pop Idol stuff or Fame Academy. Dance music isn't quite as strong as it was, so we're playing more indie pop and rock. We're the biggest station ever launched in Scotland in terms of its success and the second biggest regional radio launched in the UK.

  Obviously, we're looking for the same audience that a lot of other people are: 15 to 34. Our audience tends to narrow down to pretty much between 15 to 29. You may say the audience is young Scotland, people who are active music lovers and concert goers, the sort of people that would go to "T in The Park" and to clubs at the weekend.

We offer our listeners the best selection of music. We play more music than any other radio station in the market. We've got the best specialist programming. Our specialist presenters are the most knowledgeable and credible in their field. So if you are a young person in Scotland and you want to listen to a station that really speaks to you, it's Beat 106.

When it first went on air, its impact was huge in the landscape. Over a period of time, we've seen growth and we've seen some losses. Currently we're back on the growth again.

--- 149 til 239

The problem that we have is that we're very much dependent on what the current music tastes are in the world, which is rapidly changing. So, we have to adapt and make sure we play the best possible music for our audience without overlapping the pop or oldie music that some of our opposition play.

We have a fantastic commercial department with a regional sales team and a national sales team based in London. They sell advertising, whether it be for ad breaks, sponsorships or other event-led promotional activity that we can do on the station. The better figures we have, the more money we can make, because the more people we're hitting, the more impact we're making.

Endnote: Beat 106 has changed its name to Xfm Scotland.

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Who make up Beat 106's audience?

>>> 2

What kind of music do they play?

>>> 3

Why is a commercial department important?

\_Oral tasks\_

>>> 4

Which is your favourite radio station, and why? Tell some of your classmates.

>>> 5

Discuss the following questions with a group of classmates:

a) What kind of music is currently your favourite? Why?

b) Describe what characterizes your favourite music.

c) In your view, who is the world's best DJ? Why?

d) What would your ultimate radio station be like? Describe it in detail.

\_Written and oral task\_

>>> 6

You are a radio host who's going to introduce a piece of music to your audience. Jot down the exact wording of your introduction and present it to a classmate.

\_Written tasks\_

>>> 7

Write an email to one of the radio stations you regularly listen to. Give them some advice as to how they can increase the number of listeners.

>>> 8

Translate into Norwegian:

We offer our listeners the best selection of music. We play more music than any other radio station in the market. We've got the best specialist programming. Our specialist presenters are the most knowledgeable and credible in their field. So if you are a young person in Scotland and you want to listen to a station that really speaks to you, it's Beat 106.

\_Role play\_

>>> 9

Work in pairs or in groups of three. You are radio hosts on a popular radio station. Prepare a couple of minutes' entertainment for your audience. Include a short commercial.

{{Oppgaver slutt}}

--- 150 til 239

## xxx2 D: Image is Everything

{{Gloser:}}

provoke: anger or annoy

potential: possible

squander: here: spend money on silly or unnecessary things

fall prey to: become a victim of

temptation: object you cannot resist

adept: competent

significant: important

ponder: think about something carefully before reaching a decision

{{Gloser slutt}}

{{Bilde: Reklameplakat}}

We are all influenced by advertisements to a greater or lesser degree. Just remember: all that glitters is not gold.

{{Slutt}}

We see them every day in newspapers and magazines, we watch them on TV and we listen to them on the radio. They fascinate us, they provoke us, they disgust and amuse us. They influence us and we cannot avoid them. All the media depend on them for financial reasons and anyone with a product to sell is, in turn, dependent on the media for a maximum number of potential buyers to see them. What are they? Advertisements and commercials.

If you say you are not influenced by any kind of advertisement, you are in a minority. The rest of us will, at least occasionally, squander money on things we had not planned to buy. Why? Because it is all too human to fall prey to constant temptation, and advertising agencies are adept at presenting us with tempting choices.

We all want to look good, smell good, feel good, stay slim, healthy and attractive. We want to signal to the rest of the world that we are important individuals. And we all want to fit in, whether it be in an Armani suit environment or with a casual look if that is the trend where we live. Newspapers, magazines, radio stations, TV, the Internet, mobile phone companies spread the word through advertisements and commercials. We do not have to spend time pondering over what perfume we should wear to attract the opposite sex or what kind of drinks are "in" at the moment. The solutions are provided for you and they are omnipresent in our society.

Sometimes an advertisement may give us the factual information we need about a product and in this way help us to make the right choice in a jungle of options. We can often be misguided, however, and made to believe products have certain qualities they do not possess. Millions of people are tricked into adopting a lifestyle that is not beneficial for them, for example. Fast food chains make fortunes out of people's bad eating habits. Health issues such as increasing levels of obesity are not their primary concern. Some soft drinks contain high levels of sugar and may be a contributory cause to the increasing global levels of diabetes. We should not drink so much of these types of drink, but are encouraged to do so by clever marketing.

In Norway, advertising for cigarettes and alcoholic beverages has been prohibited for decades, due to the potentially harmful effects of these products.

--- 151 til 239

But in many countries particularly in developing countries, advertisements encourage people to drink alcohol and smoke tobacco. Global cigarette consumption has increased steadily for many decades and the number of smokers worldwide is at an all time high. In the developed countries there is a growing awareness of the connection between nicotine, heart conditions and cancer. The tobacco industry therefore spends vast sums on advertising in developing countries, where information about these issues has not reached the masses to the same extent, partly as a result of the inadequacy of information provided by the authorities.

### xxx3 Fun Factor

{{Glose: suspicious: not trusting}}

A good advertisement or commercial needs to stand out from the rest and touch us in some way or the other. It has got to be wilder, more provocative, or simply amusing. Humour is often a very good way of communicating. It makes us more relaxed, less suspicious and thus more receptive to the message. Do you remember any advertisements or commercials from last year, or the year before that? The ones you do remember are probably the humorous ones.

{{Bilde:}}

Write a good slogan for the beverage she is drinking.

{{Slutt}}

{{Ramme:}}

\_What $2 can buy!\_

A pediatrician asked six-year-old Johnny, who watched a good many TV ads, just to make conversation:

  "Johnny, if you found a couple of dollars and had to spend them, what would you buy?"

  "A box of tampax," he replied without hesitation.

  "Tampax?" said the doctor. "What would you do with that?"

  "Well," said Johnny, "I do not know exactly, but it's sure worth two dollars. With tampax, it says on TV, you can go swimming, go horseback riding, and also go skating, any time you want to."

{{Ramme slutt}}

--- 152 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Why are most of us influenced by ads and commercials?

>>> 2

Describe the relationship between the media and advertising.

>>> 3

Mention some positive and negative sides of advertising.

\_Oral tasks\_

>>> 4

Work with a classmate or in a small group. Comment on the ads on pages 150-151 and say what you like and/or dislike about them.

>>> 5

Tell your classmates about:

a) the best or the worst ad or commercial you know of.

b) the funniest commercial you have seen. Give reasons for your opinions.

\_Written and oral tasks\_

>>> 6

Some say that advertising for tobacco and alcohol should be allowed in Norway, as it is in many other countries. These products are not illegal and they think they should be marketed in the same way as any other legal product. Do you agree with them? Jot down some arguments before you discuss this in a group.

>>> 7

Make a funny ad for a product - real or imaginary. Include an illustration and a good slogan. Read it to a group of classmates before you show it to them.

\_Written tasks\_

>>> 8

Write a complete ad for toothpaste or a hair gel. Include an illustration and a slogan.

>>> 9

Write a slogan for each of these products:

a) milk

b) an imaginary car make

c) an airline company

\_Role play\_

>>> 10

Act out a TV commercial for a product of your choice. Work in groups of 3-4 students. Try to make it entertaining. The class is your audience, and after the commercial, they will comment on what they liked and disliked. Have fun!

{{Oppgaver slutt}}

--- 153 til 239

## xxx2 E: 57 Channels (and Nothin' On)

{{Gloser:}}

bourgeois: middle-class

.44 magnum: type of gun

cast: shaped in a mould

{{Gloser slutt}}

\_Listening\_

I bought a bourgeois house in the Hollywood hills

With a truckload of hundred thousand dollar bills

Man came by to hook up my cable TV

We settled in for the night my baby and me

We switched 'round and 'round 'til half-past dawn

There was fifty-seven channels and nothin' on

Well now home entertainment was my baby's wish

So I hopped into town for a satellite dish

I tied it to the top of my Japanese car

I came home and I pointed it out into the stars

A message came back from the great beyond

There's fifty-seven channels and nothin' on

Well we might'a made some friends with some billionaires

We might'a got all nice and friendly

If we'd made it upstairs

All I got was a note that said "Bye-bye John

Our love is fifty-seven channels and nothin' on"

So I bought a .44 magnum it was solid steel cast

And in the blessed name of Elvis well I just let it blast

'Til my TV lay in pieces there at my feet

And they busted me for disturbin' the almighty peace

Judge said "What you got in your defense son?"

"Fifty-seven channels and nothin' on"

I can see by your eyes friend you're just about gone

Fifty-seven channels and nothin' on ...

Fifty-seven channels and nothin' on

    Bruce Springsteen

--- 154 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

What are the lyrics about?

>>> 2

What is meant by "fifty-seven channels and nothin' on"?

\_Oral tasks\_

>>> 3

What is Bruce Springsteen's message in this song? Discuss.

>>> 4

How many channels do you watch on a regular basis? Why? Tell some of your classmates.

\_Written and oral task\_

>>> 5

Agree on one particular TV programme to comment on. Write down four statements about the programme. Share these with a classmate. What do you agree or disagree on?

\_Written tasks\_

>>> 6

The language in these lyrics is informal. Write down some examples.

>>> 7

Write your own lyrics about TV or radio.

{{Oppgaver slutt}}

## xxx2 Language corner

Some words sound the same, but are spelled differently and have different meanings. They are called homophones. Here are just a few of the many homophones you should try not to mix up:

ad (annonse) -- add (legge til/leggje til)

be (være/vere) -- bee (bie)

brake (brems, bremse) -- break (pause)

waist (midje) -- waste (søppel)

You will find a list of some of the most common English homophones on page 182 in \_Crossroads 10B\_.

--- 155 til 239

## xxx2 Task bank

{{Oppgaver:}}

\_Oral tasks\_

>>> 1

If you were a newspaper journalist, which issues would you want to write about? Tell a group of classmates.

>>> 2

Some papers are full of sensational journalism. Why do people want to read gossip? Discuss.

>>> 3

Tell your classmates about the most exciting episode of your favourite television series.

>>> 4

Paparazzi stalk the British Royal Family wherever they go. Discuss the following questions and give reasons:

a) Should the Royals be left alone?

b) Do we have a right to know everything the Royals do?

c) Why do you think the Royal Family in Norway is treated more respectfully than the British Royal Family?

\_Written and oral tasks\_

>>> 5

You are a member of the paparazzi and have just come home after a busy day at work. Write down some key words about what happened and tell your family (your classmates).

>>> 6

Write an advertisement for a new sports drink. Include a catchy slogan and an illustration. Present it to your classmates.

>>> 7

What is the most boring TV programme you can think of? Jot down some key words on why you don't like it. Tell your classmates.

\_Written tasks\_

>>> 8

You are a top celebrity and wherever you go there are journalists swarming around you. Write a letter to the editors of the biggest newspapers to explain why you have the right to more personal space.

>>> 9

This is your lucky day as a journalist. You have a real scoop. Write the article.

{{Oppgaver slutt}}

--- 156 til 239

## xxx2 Dig into it

{{Oppgaver:}}

>>> 1

Use the Internet to find background information on a newspaper, a radio station or a TV station in the English-speaking world. Think of some interesting questions you would like to ask one of the staff. Email them. When you have enough information, make an electronic presentation of what you have learned.

>>> 2

Find information on the Internet about cases where journalists have played a vital role in uncovering major criminal activities. Present your findings using a presentation tool.

>>> 3

Dig into history books, encyclopedias and use the Internet to find information about the Watergate scandal. Write an account of your findings.

>>> 4

When did the first cigarette advertisements appear, and how did society look upon smoking tobacco at the time? Make a brief presentation of your findings in class.

>>> 5

The WHO plays an important role in a worldwide campaign against tobacco consumption. Together with two or three classmates, make a multimedia presentation of health issues related to smoking and chewing tobacco on a global basis and how WHO is working to reduce tobacco consumption.

>>> 6

Use a digital recorder to make a presentation of your favourite radio channel. Present your own opinion of the radio station and interview other students about their views. Include some authentic audio recordings of radio hosts and some samples of music. Connect up the loudspeakers and let your class enjoy your work!

>>> 7

A long time ago, a man called Orson Welles produced a radio play that created panic among listeners. Find out what happened and tell your class.

>>> 8

Look on the Internet for advertisements that are either amusing or controversial. To what extent are you influenced by the advertisements? How do they affect you? Present your conclusions to your class.

{{Oppgaver slutt}}

--- 157 til 239

## xxx2 Word quest

{{Gloser:}}

adept: (adj.) dyktig

appeal: (v) virke tiltrekkende/verke tiltrekkjande

attribute: (s) kjennetegn, egenskap/kjenneteikn, eigenskap

beneficial: (adj.) fordelaktig, nyttig

bourgeois: (adj.) middelklasseaktig/besteborgarleg, som høvrer med til middelklassen

Braille: (s) blindeskrift

broadcast: (v) kringkaste

cast: (s) her: avstøpning/avstøyping

cherish: (v) sette pris på/setje pris på

circulation: (s) her: opplag

considerate: (adj.) hensynsfull/omsynsfull

credible: (adj.) troverdig/truverdig

donate: (v) gi bort, donere

editorial: (s) her: lederartikkel/leiarartikkel

factual: (adj.) basert på fakta

fall prey to: falle som offer for

Fourth Estate: (s) pressen, også kalt den fjerde statsmakt/pressa, også kalla den fjerde statsmakta

.44 magnum: (s) pistol

insignificant: (adj.) ubetydelig/uviktig

launch: (v) starte, sette i gang/starte, setje i gang

metaphor: (s) metafor, bilde/metafor, bilete

ponder: (v) tenke svært nøye gjennom noe/tenkje svært nøye gjennom noko

potential: (adj.) mulig/mogleg

premise: (s) forutsetning/føresetnad

privileged: (adj.) privilegert

profound: (adj.) her: grundig, dyptgående/grundig, djuptgåande

provoke: (v) provosere, framskynde/provosere, framskunde

publicize: (v) publisere

quotable: (adj.) passende å sitere/passande å sitere

resign: (v) gå av

ruthless: (adj.) her: hensynsløs/utan omsyn

sea spray: (s) sjøsprøyt

self-centered: (adj.) selvopptatt/sjølvoppteken

sensational: (adj.) sensasjonell

significant: (adj.) viktig

squander: (v) her: sløse

suspicious: (adj.) mistenkelig/mistenkjeleg

T in The Park: (s) navn på stor årlig musikkfestival i Skottland/namn på stor årleg musikkfestival i Skottland

temptation: (s) fristelse/freisting

trustworthiness: (s) troverdighet/det å vere truverdig

{{Gloser slutt}}

--- 158 til 239

{{Bildeside: Malekoster}}

--- 159 til 239

# xxx1 Chapter 6: Expressions

{{Gloser:}}

figurative: resembling a person or an object

non-figurative: not resembling a person or an object

hallmark: distinctive feature

{{Gloser slutt}}

We write letters and messages, we compose music and perform it and we create figurative and non-figurative art. The need to communicate and express ourselves does seem to be universal. It is the degree of artistry which differs from person to person. Creative communication may well be the hallmark of the human race. See what you think at the end of this chapter.

--- 160 til 239

## xxx2 A: Graffiti

{{Gloser:}}

wild boar: wild pig

canvas: here: cloth used for painting

equivalent: equal in meaning, value etc.

mural: wall painting

artistic expression: creative expression of feelings and ideas

{{Gloser slutt}}

One day at the end of the 19th century, a hunter came upon an enormous cave in Altamira in northern Spain. It soon became a sensation, because inside, primarily on the ceiling, there were beautiful old paintings of animals such as deer, bison, wild boars and horses. It is estimated that these pieces of art were painted some time between 14,000 and 16,000 years ago. We will never know who the painters were and why they painted these animals, but the beauty they express is still as vividly present as it was when they were first created.

  Most modern painters use a canvas or another movable surface to express themselves, but some do not. A contemporary equivalent of cave paintings might be murals and graffiti, which are typically painted on walls. Some of these are beautiful and professional works of art, whereas others are the complete opposite. Some are legal and some are not. However, they both spring from the same basic human desire to communicate artistic expression. Cave paintings and graffiti alike touch people in some way and each make a contribution to an understanding of the present and the past.

{{Fem bilder:}}

1.- 4. The mural to the left was painted about 15,000 years ago. The mural above and the two pieces on page 161 are contemporary expressions. Do you consider them to be expressions of art or vandalism?

5. Study the mural carefully. What do you see?

{{Slutt}}

--- 161 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Why do people make art?

>>> 2

What do graffiti and murals have in common?

\_Oral tasks\_

>>> 3

What is art? Try to make a definition which you and a group of classmates can agree on.

>>> 4

Which of the murals on pages 160-161 would you characterize as art? Tell your classmates what you think and why.

>>> 5

Say what you like and dislike about the murals on pages 160-161 to a group of classmates.

\_Written and oral tasks\_

>>> 6

Make your own mural or graffiti on a sheet of paper. Present the idea behind it to your classmates.

>>> 7

Use a drawing program on your computer to make a piece of art. Export it to a presentation tool and present it to a group of students.

\_Written task\_

>>> 8

The local authorities in your hometown have decided to spend more money on art. They are going to run art courses for young people and spend less on sports activities in an attempt to inspire youths to express themselves creatively. Write a letter or an email to the person responsible for this decision stating your view on this matter.

\_Role play\_

>>> 9

A: You love painting graffiti on walls, on subway carriages or wherever a large number of people can see your signature. You think you have a right to express yourself freely and who cares about the consequences.

B: You and a couple of friends witnessed someone painting graffiti on public property. You regard it as pure vandalism and nothing to do with freedom of expression. You decide to talk to the graffiti artist to make him or her realize that there are better ways of expressing oneself artistically.

{{Oppgaver slutt}}

--- 162 til 239

## xxx2 B: The Caves of Altamira

{{Gloser:}}

recall: remember

beast: large animal

woolly: here: hairy

{{Gloser slutt}}

\_Listening\_

I recall when I was small

How I spent my days alone

The busy world was not for me

So I went and found my own

I would climb the garden wall

With a candle in my hand

I'd hide inside a hall of rock and sand

On the stone an ancient hand

In a faded yellow-green

Made alive a worldly wonder

Often told but never seen

Now and ever bound to labor

On the sea and in the sky

Every man and beast appeared

A friend as real as I

Chorus:

Before the fall when they wrote it on the wall

When there wasn't even any Hollywood

They heard the call

And they wrote it on the wall

For you and me we understood

Can it be this sad design

Could be the very same

A woolly man without a face

And a beast without a name

Nothin' here but history

Can you see what has been done

Memory rush over me

Now I step into the sun

Steely Dan

{{Oppgaver:}}

\_Oral tasks\_

>>> 1

Discuss what the song is about with some classmates.

>>> 2

What is the meaning of the last two lines? Discuss.

>>> 3

The narrator used to have a secret hiding place in his childhood. What about you? Tell your group what you used to do as a child when you wanted to be on your own.

\_Written and oral task\_

>>> 4

Write down four statements about things you used to do when you were a child. Some should be true, others should be false. Read them to your group. Will they be able to tell which is which?

\_Written task\_

>>> 5

Write a detailed interpretation of "The Caves of Altamira".

{{Oppgaver slutt}}

--- 163 til 239

## xxx2 C: Bridgeview

{{Bilde:}}

Lena Murray founded an art school in the late 1990s with other Russian artists who had immigrated to the USA during Perestroika.

{{Slutt}}

### xxx3 Founding an Art School

{{Gloser:}}

founder: person who establishes something

Perestroika: policy of reconstructing the economy in the former Soviet Union

classical tradition: here: art training in the classical manner

iron curtain: term for the border between the Soviet Bloc countries and the rest of Europe

influx: act of flowing in

liberate: set free

{{Gloser slutt}}

\_Authentic interview\_

My name is Lena Murray. I am the director and founder of the Bridgeview School of Fine Art in New York City. The school opened right after 9/11 in 2001. I am not a professional artist and I am still taking classes here in the school even though I'm the founder. My background is in business but in 1997 I was passing by a small sculpture school in Manhattan, and by accident, I stopped by and started taking sculpture classes. My teachers turned out to be Russian immigrants from Moscow and Leningrad who came here during the time of Perestroika seeking freedom and a better life. I really fell in love with their training and through them I met a whole bunch of other Russian artists who had this amazing training, which I found was not available in the United States.

In Russia, the classical tradition was preserved because of the iron curtain. There was no influx of contemporary art from the West. After meeting all these great teachers and artists, I saw how much they had to give and there was a great need for it here. Schools like that were not available here. Everyone was expressing themselves, but people needed some tools, some technical skills and a language to liberate them. So the school was started by myself and four, five artists who had this dream of bringing the classical tradition to the West.

--- 164 til 239

### xxx3 Two Art Students

{{Gloser:}}

  s. 164:

integral: here: essential, part of a whole

profitable: money-making

aptitude: natural ability

BFA: Bachelor of Fine Arts, university degree

academic foundation: educational base

distinguish: separate

  s. 165:

vocation: here: feeling that you are specially suited to do something

calling: here: occupation

determination: being determined to do something

sacrifice: act of giving something up for the sake of something else

passionate: having or expressing strong feelings

intimate: here: private

entry: here: item entered in a book

{{Gloser slutt}}

\_Authentic interviews\_

I grew up in a family of artists. Both my parents went to art school in Russia, so art has always been an integral part of my life. My parents encouraged me to do something else, because it is not necessarily a profitable profession. But after a few years of trying this and that, I found that I came back to art as something I can do for hours and hours without getting tired and not noticing the time passing. It feels very natural.

I've drawn ever since I was little. I guess I knew that I had some aptitude for it. I always figured this because it's in the family. I wasn't too bad just drawing by myself, but of course it wasn't very professional and when I started coming here to the art school to really learn, I noticed that I was really picking it up.

There's a number of people who come here without any formal art training like me but there are a lot of other students who have a BFA already. They come here because they find that they haven't been taught the basics of the classical tradition that this school provides.

Classical art is important because it provides a foundation that I think in the 20th century has been lost. Up to the 20th century, all artists first started learning how to make a picture look three-dimensional on a two-dimensional surface, very basic things that I think every artist needs to know. In modern-day schools a lot of people just jump straight for expression and creativity without learning how to see around them and translate that to paper. Before I came here, I was always frustrated by the fact that I had ideas, but when I tried to put them on paper, it didn't work. Why didn't it work? Because I didn't have these basics. My personal opinion is that creativity and expression can't really be taught. Those come from within. But the academic foundations you really need to learn. And that's what really distinguishes classical art from modern art.

  I divide my painting into two categories. There's academic painting, which I do here just to build my skill up. It's as simple as painting a model or setting up a still life painting. The other category is painting from fantasy. Here I take ideas from some of my interests, for example science or the supernatural, and try to make a painting out of it. Then I use what I've learned in classical realism to make the painting better.

Kat Kuzneskov

{{To bilder:}}

1. Kat has drawn ever since she was a girl. She thinks classical art is important because it provides a foundation she reckons has been lost in the 20th century.

2. It takes time and determination to learn how to make objects look three-dimensional on a two-dimensional surface.

{{Slutt}}

--- 165 til 239

{{Bilde:}}

Matthew is passionate about his art.

{{Slutt}}

To me an artist is a person who has a very serious vocation to painting, drawing, sculpture, photography or whatever his or her medium is, much like a priest has a calling. Discipline, determination and sacrifice all go into it. It doesn't have to be a struggle, but something passionate. You must have a goal you want to constantly work towards and never stop learning. You must try to broaden your horizon and push yourself harder and harder to get to the point where you want to be.

It takes a very serious level of determination to succeed. That success isn't necessarily measured financially, or by other people's standards, but by your own. For me, as long as I can work hard and draw each day I am a happy person. Drawing is very personal and intimate. It's like a diary entry almost.

Matthew Fasone

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Why did Lena found the art school?

>>> 2

Did Kat have any formal art training before she started at Bridgeview?

>>> 3

What is success according to Matthew?

\_Oral task\_

>>> 4

"There's a number of", "there's a lot of" and "there's many" are typical oral expressions, but are they correct grammatically? Discuss this with a classmate. Maybe you want to read about it in \_Crossroads 10B\_?

\_Written and oral task\_

>>> 5

Work in pairs. Find an art painting by a famous artist on the Internet:

a) Talk about what you like or dislike about the painting.

b) Describe the atmosphere in the painting. Explain why you perceive it the way you do.

Make some notes before you start working.

\_Written task\_

>>> 6

Make a figurative or non-figurative drawing that expresses despair. Your classmates will take turns in describing what they see in your drawing and what kind of feelings it evokes in them.

{{Oppgaver slutt}}

--- 166 til 239

## xxx2 D: A Universal Genius

{{Gloser:}}

  s. 166:

sculptor: person who makes sculptures

simultaneously: at the same time

masterpiece: an artist's greatest work

enigmatic: mysterious

crucify: nailing people on a cross

sketch: drawing made quickly

apprentice: young person learning a skill

  s. 167:

craftsman: skilled workman

tendon: tissue attaching muscle to bone

dissect: cut up bodies to study internal parts

substantial: important

  s. 168:

commission: here: authorize

Bosporus Strait: sea between Asia and Europe

feasible: possible

{{Gloser slutt}}

{{Tre bilder:}}

1. The "Vitruvian Man" by Leonardo da Vinci shows the ideal proportions of Man.

2. Opposite page, left: "The Last Supper" is a portrayal of the 12 disciples' reaction when Jesus tells them that one of them will betray him.

3. Opposite page, right: The "Mona Lisa" is probably the most famous painting in the world. It was also one of Leonardo's favourites and he carried it with him until he died.

{{Slutt}}

Is it possible to be a painter, sculptor, mathematician, philosopher, scientist and engineer simultaneously? In history, there is one person that matches this description: Leonardo da Vinci (1452-1519). Leonardo is well-known all over the world for having painted masterpieces such as the "Mona Lisa", whose subject is famous for her enigmatic smile. Another famous work by da Vinci is "The Last Supper" which portrays the last supper of Jesus Christ and his disciples before he was arrested and crucified.

Leonardo was interested in everything around him: animals, plants, chemistry, mathematics, art, anatomy, astronomy and the universe. He made sketches, wrote detailed records of his ideas and discoveries and his imagination was exceptional. He even made sketches of flying machines 400 years before helicopters and planes were invented.

How could Leonardo become an expert at all these things? The answer lies in Leonardo's background and the fact that he was extremely gifted. Early in his life he became an apprentice to the famous artist Andrea del Verrocchio.

--- 167 til 239

At his master's workshop he met some of the best artists and scientists of the time. For a person like Leonardo, who was eager to learn, this was a wonderful place to be. He was thorough in all his work and he soon acquired a reputation as a highly skilled craftsman.

In his studies of the human body, Leonardo felt that it was not enough to just observe the body. He wanted to learn the exact location of muscles and tendons and to understand how they worked. The only possible way to do so was to open up and to examine the bodies of dead people. He was eventually granted permission to dissect people at a hospital in Florence, under the guidance and supervision of doctor Marcantonio della Torre. Their work in the field of anatomy, "A Treatise on Painting," was published in 1580, long after their death. Leonardo had made more than 200 of the drawings in the book which came to be regarded as one of the most substantial works within the field of anatomy for centuries.

Leonardo also dissected various animals: frogs, birds, monkeys, cows and even a bear.

--- 168 til 239

He observed, reported and drew everything he found, and he made comparisons of the human body with those of various animals, noting the differences and the similarities. No wonder he became one of the greatest artists of all time.

As an established artist with his own workshop, Leonardo was commissioned by several noblemen to work for them. At one time, he was hired by the Sultan in the Ottoman Empire (now Turkey) to design a bridge over the Bosporus Strait. Having looked at Leonardo's sketches, the Sultan decided it was not feasible for the bridge to be built, and the project was terminated. However, 500 years later the Norwegian artist Vebjørn Sand built a smaller version of Leonardo's bridge just outside Oslo.

{{Ramme:}}

"This bridge is based on geometry. According to the Ancient Greeks, geometry was the key to setting the mind free. Geometry is timeless and eternal, which means that the bridge will never go out of fashion. It is not only a beautiful piece of art, but also a metaphor of bridging the past and the present into the future. I believe it expresses Leonardo's approach and message to mankind: that art, science, philosophy and spirituality must be experienced as a whole."

    Vebjørn Sand

{{Ramme slutt}}

{{Bilde:}}

Vebjørn Sand constructed this bridge after seeing Leonardo's original drawings from 1502.

{{Slutt}}

--- 169 til 239

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

How does Leonardo da Vinci differ from most other artists?

>>> 2

Why do people find the "Mona Lisa" such an interesting painting?

>>> 3

How was it possible for young Leonardo to learn so many different things?

\_Oral task\_

>>> 4

Leonardo drew plans for a flying machine nearly half a millennium before the plane was invented. Try to look 500 years ahead. What kind of inventions may have revolutionized people's daily lives by the year 2515? Discuss.

\_Written and oral tasks\_

>>> 5

What do you think of the "Mona Lisa" and "The Last Supper"? Focus on one of them and jot down how you perceive the painting. Present your ideas to a group of classmates.

>>> 6

Imagine you are Leonardo. You have just invented something quite extraordinary. Jot down some key words on your work and describe it to your partner.

\_Written tasks\_

>>> 7

Imagine that Leonardo da Vinci was your teacher for one day. At the end of the day, you were told to write a report on what you had done and learned. Write the report.

>>> 8

You are Leonardo da Vinci. Write a description of one of your projects.

>>> 9

Today you finally did it. What you had been both longing for and dreading: a whole day spent dissecting human bodies in order to learn exactly what they look like. Write a page in your diary about the experience.

{{Oppgaver slutt}}

{{Ramme:}}

A young artist was having his very first one-man exhibition. The day after it opened he hurried round to ask the gallery owner if there had been any interest in his paintings.

"I have some good news and bad news," the owner replied. "The good news is that a gentleman was very interested in your work and wondered if it would appreciate in value after your death. When I told him it definitely would, he bought all twenty of your paintings."

"That's wonderful," the artist exclaimed. "After that there surely can't be bad news?"

"Well...," replied the gallery owner hesitantly, "... the man is your doctor ..."

Stuart Macfarlane

{{Ramme slutt}}

--- 170 til 239

## xxx2 E: Human Shapes

{{Ti bilder av skulpturer s. 170-171}}

{{Oppgaver:}}

\_Oral tasks\_

>>> 1

Tell a group of classmates which sculpture on pages 170-171 you think:

a) is most beautiful.

b) is most modern.

c) is most interesting.

d) was the most complicated to make. Give reasons.

>>> 2

Describe one of the sculptures on pages 170-171 in detail to a classmate as if he or she could not see it.

\_Written and oral tasks\_

>>> 3

What do you think each of these sculptures express? Jot down some suggestions and share your ideas with a group of classmates.

>>> 4

Write five suitable adjectives for each sculpture. Read them to some classmates. They will guess which sculpture you refer to.

>>> 5

Write a description of one of the sculptures (about half a page) and read it to a group of classmates as if you were a tourist guide. You could start your presentation: Good morning ladies and gentlemen, and welcome to this guided tour of sculptors and their work ...

>>> 6

A classmate is going to draw a sculpture based on your instructions. Write down seven words that describe the sculpture you want him or her to draw. Show them to your partner. Afterwards, discuss whether or not the task was successfully accomplished.

\_Written tasks\_

>>> 7

Choose one of the sculptures on pages 170-171. Imagine you came across this sculpture when you were walking in a park, and it made an impression on you. Write a letter to the sculptor and say why you were fascinated by the sculpture. Include five questions about this work of art.

>>> 8

Describe what or whom you would make a sculpture of if you were a sculptor. Give reasons.

{{Oppgaver slutt}}

--- 171 til 239

{{Bildeside: Skulpturer}}

--- 172 til 239

## xxx2 F: Architectural Treasures

{{Gloser:}}

s. 172:

magnificent: impressive

characterized by: here: having a noticeable feature

incorporation: inclusion

splendour: glory

  s. 173:

embellish: beautify with decorations

stronghold: here: place where there is much support for something

{{Gloser slutt}}

On 10 June 1926 one of Barcelona's most extraordinary citizens, a 74-year-old architect, was run over by a tram and killed. His name was Antoni Gaudí, and he left behind some invaluable architectural treasures. His most famous work, however, is unfinished. When he died, he had spent decades on planning and building a magnificent church called La Sagrada Familia, or the Holy Family, in the middle of Barcelona. For many years, there was no progress in the building project. The work started again in 1954, but even today, only about two thirds of the work is finished. The church is characterized by the incorporation of nature's curves and shapes instead of sharp geometrical angles, and most people, even those who do not care much for architecture in general, are fascinated by the astonishing splendour of this incomplete masterpiece. Nobody knows if it will ever be completed.

Antoni Gaudí has left his mark on Barcelona and he constructed many buildings throughout the city. One of them is Casa Batlló (see page 173).

--- 173 til 239

Park Güell is the best place to fully appreciate Gaudí's creative universe. Not only buildings, but also staircases, benches, fountains and sculptures are easily recognizable as Gaudí's work. He embellished Barcelona and contributed to making this metropolis a cultural and architectural stronghold.

{{Åtte bilder s. 172 og 173:}}

1. La Sagrada Familia is an impressive sight in spite of the ongoing construction work.

2. One of the towers of La Sagrada Familia.

3. Detail from La Sagrada Familia.

4. Casa Batlló in Barcelona is on the UNESCO World Heritage List. Gaudí was a modernist and he detested straight lines.

5. og 6. Details from the interior of Casa Batlló.

7. Park Güell is also on the UNESCO World Heritage List. This park was constructed by Gaudí and his modernist style is incorporated in terraces, staircases and fountains.

8. Gaudí's famous lizard fountain.

{{Slutt}}

--- 174 til 239

{{Ramme:}}

Antoni Gaudí was one of many world famous Spanish modernists. Others are Salvador Dalí, Joan Miró and Pablo Picasso. Have you heard of them? The modernists wanted to break with tradition and create something completely new.

{{Tre bilder:}}

1. "The Persistence of Memory" - Dalí

2. "The Farm" - Miró

3. "Italian Woman" - Picasso

{{Slutt}}

{{Ramme slutt}}

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

What is special about La Sagrada Familia?

>>> 2

What is unique about Park Güell?

\_Oral task\_

>>> 3

Work with a classmate. Describe the pictures of La Sagrada Familia on page 172 in detail.

--- 175 til 239

\_Written and oral tasks\_

>>> 4

Make a list of everything you:

a) find odd or unusual about Gaudí's architecture.

b) particularly like about his architecture. Share your views with a partner.

>>> 5

Draw a piece of unusual, but beautiful architecture. Explain your drawing to a classmate.

\_Written task\_

>>> 6

Your school needs refurbishing. All the students have been asked to participate in a competition on how the buildings and the outdoor spaces can be made more attractive. Describe the changes you would like to make.

{{Oppgaver slutt}}

## xxx2 Language corner

The opening paragraph of a text is extremely important. If it is poorly written, the reader will lose interest in your text before it has really started. Make sure you build it up logically. Then your text will appear well structured and easy to read. See page 109 in \_Crossroads 10B\_.

## xxx2 Task bank

{{Oppgaver:}}

\_Oral tasks\_

>>> 1

We are all influenced by our surroundings. Some people think that tidy and beautiful surroundings make us feel more comfortable and provide a better learning environment than untidy and ugly surroundings. In a group, describe the ultimate learning environment. Put most emphasis on shapes, colours and art.

>>> 2

Pick one of the pieces of art in this chapter and say why you find it beautiful/ugly, interesting/boring or simply incomprehensible.

>>> 3

Which colours have a positive effect on you and which have a negative effect?

\_Written and oral tasks\_

>>> 4

Describe a piece of art to a classmate who will then draw or paint it. Are you happy with the result?

>>> 5

Design improvements for one of the rooms at your school. Explain what you have done and why to a group of classmates.

>>> 6

Make a drawing of a building without anybody seeing what you are drawing. Describe it to your partner who will then draw the same building. Does it resemble the original drawing?

\_Written tasks\_

>>> 7

You are on an intercultural exchange program with a school in Africa. Your task today is to write a text about typical Norwegian architecture.

>>> 8

Write a letter to the editor of a local newspaper in which you speak your mind about the architectural hotchpotch that characterizes your hometown.

{{Oppgaver slutt}}

--- 176 til 239

## xxx2 Dig into it

{{Oppgaver:}}

>>> 1

Find out more about the cave paintings in Altamira, or cave paintings in general, and give a lecture based on your findings.

>>> 2

Use a digital or a video camera to take pictures of graffiti in your hometown. Present what you find to your class. Ask your classmates what they think about:

a) the different pieces.

b) graffiti on public property.

>>> 3

Gustav Vigeland and Henry Moore are two master sculptors, each with their own easily recognizable style. Browse the Internet for information on their art. Use a presentation tool to make a comparative presentation of these two masters.

>>> 4

Dig into the history of architecture. What was the architecture like in Ancient Rome or Greece? What about the Renaissance or the Baroque period? What characterizes functionalism or modernism? Make a multimedia presentation of one architectural era.

>>> 5

Make a presentation of the life and work, or just the work, of Dalí or one of his contemporaries. Use a presentation tool and include pictures. Record your comments in advance.

{{Oppgaver slutt}}

## xxx2 Word quest

{{Gloser:}}

academic foundation: teoretisk grunnlag

apprentice: (s) lærling

aptitude: (s) talent, evne

artistic expression: kunstnerisk uttrykk/kunstnarleg uttrykk

beast: (s) stort dyr

calling: (s) her: kall

canvas: (s) her: kanvas, lerret

characterized by: karakterisert ved

classical tradition: her: klassisk kunstutdanning

commission: (v) her: gi i oppdrag

craftsman: (s) kunstner/kunstnar

crucify: (v) korsfeste/krossfeste

determination: (s) besluttsomhet/handlekraft

dissect: (v) åpne døde mennesker og dyr/opne døde menneske og dyr

embellish: (v) forskjønne/pynte på

distinguish: (v) skille/skilje

enigmatic: (adj.) gåtefull

entry: (s) her: notis

equivalent: (s) motstykke

feasible: (adj.) passende, gjennomførbar/passande, til å gjennomføre

--- 177 til 239

figurative: (adj.) figurativ, billedlig/figurativ, biletleg

founder: (s) grunnlegger/grunnleggjar

hallmark: (s) kjennetegn/kjenneteikn

incorporation: (s) innlemmelse, innarbeiding/innlemming, innarbeiding

influx: (s) tilstrømming/tilstrøyming

integral: (adj.) her: vesentlig/vesentleg

intimate: (adj.) her: privat

iron curtain: (s) jernteppet, betegnelse på grensa mellom øst og vest i Europa/jernteppet, namn på grensa mellom aust og vest i Europa

liberate: (v) frigjøre/frigjere

magnificent: (adj.) storslagen/storfelt

masterpiece: (s) mesterverk/meisterverk

mural: (s) muralmaleri, veggmaleri/muralmåleri, veggmåleri

non-figurative: (adj.) nonfigurativ, ikke billedlig/nonfigurativ, ikkje biletleg

passionate: (adj.) lidenskapelig/lidenskapleg

Perestroika: økonomisk politikk i Sovjetunionen

profitable: (adj.) innbringende/innbringande

recall: (v) huske, erindre/hugse, erindre

sacrifice: (s) offer

sculptor: (s) billedhugger, skulptør/bilethoggar, skulptør

simultaneously: (adv.) samtidig/samstundes

sketch: (s) skisse, tegning/skisse, teikning

splendour: (s) prakt

stronghold: (s) skanse, festning

substantial: (adj.) betydelig/betydeleg

tendon: (s) sene

vocation: (s) kall

wild boar: (s) villsvin

woolly: (adj.) hårete

{{Gloser slutt}}

--- 178 til 239

{{Bilde: Shakespeares verker}}

--- 179 til 239

# xxx1 Chapter 7: William Shakespeare

Shakespeare lived and worked more than 400 years ago, yet he is still as popular as ever. How are his plays relevant to people in our day and age? In this chapter we will help you find out. You will be reading excerpts from one of his plays and you will be given an idea of what English society was like in Shakespeare's day.

--- 180 til 239

{{Bilde:}}

Who was William Shakespeare - the Bard from Avon (bard (literary): person who writes poems)? We know a great deal about his writing, but the man himself remains rather obscure. (Hand-coloured illustration after Martin Droeshout.)

{{Slutt}}

{{Ramme:}}

\_Curriculum Vitae William Shakespeare\_

Born: 1564 in Stratford-upon-Avon, England.

Died: 1616 in Stratford-upon-Avon, England.

Marital Status: Married Anne Hathaway in 1582 who was eight years older than him.

Children: Susanna (1583) and twins Judith and Hamnet (1585).

Education: Grammar school.

Employment History: Member and managing partner of "the Lord Chamberlain's Men". Actor, playwright and poet. Part-owner of the Globe Theatre and Blackfriars Theatre.

Publications: Wrote approx. 154 sonnets and 38 plays including: "As You Like It", "The Merchant of Venice", "Much Ado About Nothing" (comedies), "Hamlet", "Othello", "Macbeth", "Romeo and Juliet", "Julius Caesar" (tragedies) "King Henry V", "King John", "Richard III" (historical plays)

Computer Skills: None

Interests: Poaching, quill-sharpening and people-watching.

{{Ramme slutt}}

--- 181 til 239

## xxx2 A: You are What you Wear

{{Gloser:}}

crumb: small bit

station: here: position

virtue: here: moral standard

convenient: suitable for your needs

{{Gloser slutt}}

The clothes we wear signal who we are or who we want to be. We can easily identify who likes hip hop or who is interested in designer clothing. In Norway, we cannot usually identify people's social position from the clothes they wear. A wealthy person may want to dress shabbily and a person living on benefits could spend his or her money on fancy clothes and eat crumbs for the rest of the year. Apart from a few occupations, such as priests, barristers, firefighters and some health care professionals, the way we dress at work in Norway is to a large extent also a matter of personal taste and income.

In Shakespeare's day, things were rather different. England was very much a class society and people were not allowed to wear whatever they liked. There were laws regulating what people could wear and everybody was required to dress according to their social status. Wealthy people wore clothes that were beautiful and exclusive, made from the best quality silk, wool or linen. As a rule poorer people dressed more plainly, but the laws that forbade them to dress above their station were often ignored and they often spent more than they could afford on clothes, just to appear stylish.

Colours were also of great importance, as certain colours were associated with specific virtues or emotions. Clothing therefore not only indicated the size of your income, it also reflected your personality. This was very convenient for theatre audiences of the day as they could obtain information about the characters on stage simply by looking at their outfits.

--- 182 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

What was different about clothing in Shakespeare's day?

>>> 2

Why was this convenient for theatre audiences?

\_Oral task\_

>>> 3

What can clothes tell us about people nowadays?

\_Written and oral task\_

>>> 4

Jot down at least three things you can guess about a person who wears a particular type of clothes. Tell your partner. Does he or she agree with you?

\_Written task\_

>>> 5

Dress codes for school pupils have been the subject of much debate in Norway. Some people say that belly buttons and underpants should not be shown, others that it is up to pupils what they choose to wear. The principal at your school is considering introducing a dress code. Write a letter to him or her saying what you think about this proposal.

{{Oppgaver slutt}}

## xxx2 B: Acting in Shakespeare's Time

{{Gloser:}}

s. 182:

Reformation: movement against the Roman Catholic Church which led to the formation of Protestant Churches

wandering: travelling from place to place

minstrel: (old fashioned) - travelling musician

conjurer: magician

void: empty space

banish: expel

civil servant: administrator

  s. 183:

stage: here: present

courtyard: yard

portico: covered walkway supported by columns or pillars

highbrow: concerned with serious artistic/cultural ideas

epidemic: rapid spread of a disease

  s. 184:

duel: formal fight using swords or guns

mend: repair

script: manuscript

topical: up to date

alternate: here: do two different things in turn

{{Gloser slutt}}

Before the Reformation, the Catholic Church controlled all entertainment apart from that provided by wandering minstrels, conjurers and street singers. A large percentage of the entertainment consisted of dramatized stories from the Bible or moral dramas. Whatever the entertainment, the Church kept a close eye on it.

Before the Reformation, some monks worked as full-time actors putting on plays for the public. By dramatizing Christian ideas and stories, they were able to introduce Christian characters and a biblical message to people who could not read or write, in other words, there was a missionary purpose behind the entertainment they provided. When the monasteries closed as a result of the Reformation, the void was very quickly filled by non-religious entertainers, including some of the monks who had been banished from the monasteries. They joined young men studying at universities who used to practise their Latin and Greek by reading and acting plays. This was an important part of education at the time.

In the Middle Ages, the civil service had also been run by priests as they were the only ones who could read and write. When the monasteries were closed, it was clear that new civil servants were needed.

--- 183 til 239

Grammar schools and universities were expanded to train future members of a new, non-religious civil service, but unfortunately, more people undertook this education than was necessary. Some of these intellectuals, who were interested in literature and the theatre, therefore joined groups of travelling actors.

These groups would travel around the country from town to town, looking for a place to perform. They had to ask the local mayor for permission to stage a play and he would tell them where they could perform. They would act wherever they could, indoors or outdoors, often in the courtyard of an inn where they could use the galleries around the portico as a part of the stage.

Contrary to what people tend to believe, the plays they performed were not highbrow through and through. They were also for ordinary people who wanted a good story, enjoyed fencing, music, dancing, a bit of wrestling or some traditional country sports. Theatre in Shakespeare's day was really the equivalent of modern day television and was not regarded as literature.

The best theatre companies were based in London. Approximately every three years, there was an epidemic or a plague in the city, usually during the summer, and acting was not allowed at these times. Even the best London companies would then go on the road in order to escape the city.

--- 184 til 239

One particular theatre company had, unfortunately, lost an actor in a duel and so when they arrived in Stratford-upon-Avon they needed to find a replacement. Shakespeare was recruited to play the part. The company in question was "the Lord Chamberlain's Men", a company which, as the name implies, was obliged to perform at court whenever the Lord Chamberlain requested a performance.

Shakespeare started his playwriting career mending scripts, as well as being an actor. The company might have lost a page of script while they were travelling or they might wish to change a story to make it more topical. Shakespeare would alternate between writing and mending plays as manuscripts were consumed at a tremendous rate. In fact, six days was a good run for a play in Shakespeare's day.

Shakespeare proved to be highly competent at his profession. When the company left Stratford, he travelled with them. He was married with children and needed to support his family. Absence was the most effective form of birth control at the time, so this also helped family finances. After the plague had ended, Shakespeare and "the Lord Chamberlain's Men" returned to London - and the rest is history.

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Why did monks put on plays before the Reformation?

>>> 2

Why did many highly educated people work as actors after the Reformation?

>>> 3

Who were "the Lord Chamberlain's Men"?

\_Oral task\_

>>> 4

Discuss in a group:

a) What is the best stage play you have seen? Why?

b) What do you prefer; theatre or television?

Give reasons.

\_Written and oral task\_

>>> 5

Interview a group of classmates:

a) How much time a week do they spend watching television and playing video games?

b) What is their favourite TV series? Why?

\_Written task\_

>>> 6

You have been asked to put on a play at a small theatre in your hometown.

a) Write an outline of the plot.

b) Write the opening dialogue between two of the main characters.

\_Role play\_

>>> 7

Act out task 6b with a group of classmates.

{{Oppgaver slutt}}

--- 185 til 239

{{Ramme:}}

You might think that you are not familiar with the works of William Shakespeare. Most of us quote the bard regularly without knowing it, however. A number of everyday expressions, including the ones listed below, were coined by Shakespeare:

It's Greek to me: I don't understand this! It's Greek to me!

To vanish into thin air: I can't find her. She just vanished into thin air.

To be tongue-tied: He hardly ever says anything. He is tongue-tied.

Fair play: I don't think this was fair play. They were cheating!

Too much of a good thing: Too much of a good thing is bad.

It is high time: It is high time we solved this problem.

To lie low: The enemy soldiers were looking for me, so I had to lie low for a while.

Without rhyme or reason: She was attacked without rhyme or reason.

For goodness' sake: Pull yourself together, for goodness' sake!

{{Ramme slutt}}

## xxx2 C: "Romeo and Juliet" - The Eternal Love Story

{{Gloser:}}

s. 186:

nurse (old fashioned): woman employed to take care of a child

doom: certain to fail/go badly

orchard: land for growing fruit trees

  s.191:

friar: monk

  s. 192:

vault: here: burial chamber

  s. 193:

potion: here: drink with poisonous power

defy: disobey

{{Gloser slutt}}

"Romeo and Juliet" is one of the most popular love stories in the history of literature. The story is set in the Italian city of Verona where young Romeo Montague falls hopelessly in love with the beautiful Juliet Capulet. Before he meets Juliet, Romeo is in love with Rosaline. He attends a party at the Capulets with two of his best friends, Mercutio and Benvolio, to which Rosaline has also been invited. Romeo hopes to catch a glimpse of Rosaline there, but when he sees Juliet, he falls head over heels in love with her instead.

--- 186 til 239

{{Ramme:}}

Some important Shakespearian words:

thou - you (singular)

thee - you (singular)

art - are

thy - your (singular)

thine - yours (singular)

thyself - yourself

dost - does

hath - has

{{Ramme slutt}}

(Act 1, Scene 5)

Romeo: O she doth teach the torches to burn bright!

It seems she hangs upon the cheek of night

As a rich jewel in an Ethiop's ear -

Beauty too rich for use, for earth too dear:

So shows a snowy dove trooping with crows,

As yonder lady o'er her fellows shows.

The measure done, I'll watch her place of stand,

And touching hers, make blessèd my rude hand.

Did my heart love till now? forswear it, sight!

For I ne'er saw true beauty till this night.

After they kiss, Juliet reveals her love for Romeo when she asks her nurse to go and ask his name:

(Act 1, Scene 5)

Juliet: What's he that follows here, that would not dance?

Nurse: I know not.

Juliet: Go ask his name. - If he be marrièd,

My grave is like to be my wedding bed.

Nurse: His name is Romeo, and a Montague,

The only son of your great enemy.

Juliet: My only love sprung from my only hate!

Too early seen unknown, and known too late!

Prodigious birth of love it is to me,

That I must love a loathèd enemy.

This is the beginning of the tragedy. Their love is doomed since the Capulets and the Montagues are bitter enemies and will never accept their relationship.

Later that night, Romeo jumps over the wall into the Capulet's orchard. Juliet is on the balcony of her house and is unaware of his presence as she declares her love for him. He then calls to her and declares his love for her:

--- 187 til 239

{{Bilde:}}

The famous balcony scene where Romeo and Juliet first declare their love for each other.

{{Slutt}}

(Act 2, Scene 2)

  Juliet: O Romeo, Romeo, wherefore art thou Romeo?

Deny thy father and refuse thy name;

Or if thou wilt not, be but sworn my love,

And I'll no longer be a Capulet.

Romeo: [Aside] Shall I hear more, or shall I speak at this?

Juliet: 'Tis but thy name that is my enemy;

Thou art thyself, though not a Montague.

What's Montague? It is nor hand nor foot,

Nor arm nor face, nor any other part

Belonging to a man. O be some other name!

What's in a name? That which we call a rose

By any other word would smell as sweet;

So Romeo would, were he not Romeo called,

Retain that dear perfection which he owes

Without that title. Romeo, doff thy name,

And for thy name, which is no part of thee,

Take all myself.

Romeo: I take thee at thy word:

Call me but love, and I'll be new baptised;

Henceforth I never will be Romeo.

Juliet: What man art thou that thus bescreened in night

So stumblest on my counsel.

Romeo: By a name

I know not how to tell thee who I am.

My name, dear saint, is hateful to myself,

Because it is an enemy to thee;

Had I it written, I would tear the word.

Juliet: My ears have yet not drunk a hundred words

Of thy tongue's uttering, yet I know the sound.

Art thou not Romeo, and a Montague?

Romeo: Neither, fair maid, if either thee dislike.

Juliet: How cam'st thou hither, tell me, and wherefore?

The orchard walls are high and hard to climb,

And the place death, considering who thou art,

If any of my kinsmen find thee here.

--- 188 til 239

Romeo: With love's light wings did I o'erperch these walls,

For stony limits cannot hold love out,

And what love can do, that dares love attempt:

Therefore thy kinsmen are no stop to me.

Juliet: If they do see thee, they will murder thee.

Romeo: Alack, there lies more peril in thine eye

Than twenty of their swords. Look thou but sweet,

And I am proof against their enmity.

Juliet: I would not for the world they saw thee here.

Romeo: I have night's cloak to hide me from their eyes,

And but thou love me, let them find me here;

My life were better ended by their hate,

Than death proroguèd, wanting of thy love.

Juliet: By whose direction found'st thou out this place?

Romeo: By Love, that first did prompt me to enquire:

He lent me counsel, and I lent him eyes.

I am no pilot, yet wert thou as far

As that vast shore washed with the farthest sea,

I should adventure for such merchandise.

Juliet: Thou knowest the mask of night is on my face,

Else would a maiden blush bepaint my cheek

For that which thou hast heard me speak tonight.

Fain would I dwell on form, fain, fain deny

What I have spoke, but farewell compliment.

Dost thou love me? I know thou wilt say Ay';

And I will take thy word; yet if thou swear'st,

Thou mayst prove false: at lovers' perjuries

They say Jove laughs. O gentle Romeo,

If thou dost love, pronounce it faithfully;

Or if thou think'st I am too quickly won,

I'll frown and be perverse, and say thee nay,

So thou wilt woo, but else not for the world.

In truth, fair Montague, I am too fond,

And therefore thou mayst think my behaviour light:

But trust me, gentleman, I'll prove more true

Than those that have more coying to be strange.

--- 189 til 239

I should have been more strange, I must confess,

But that thou overheard'st, ere I was ware,

My true-love passion; therefore pardon me,

And not impute this yielding to light love,

Which the dark night hath so discoverèd.

Romeo: Lady, by yonder blessèd moon I vow,

That tips with silver all these fruit-tree tops -

Juliet: O swear not by the moon, th'inconstant moon,

That monthly changes in her circled orb,

Lest that thy love prove likewise variable.

Romeo: What shall I swear by?

Juliet: Do not swear at all;

Or if thou wilt, swear by thy gracious self,

Which is the god of my idolatry,

And I'll believe thee.

Romeo: If my heart's dear love -

Juliet: Well, do not swear. Although I joy in thee,

I have no joy of this contract tonight,

It is too rash, too unadvised, too sudden,

Too like the lightning, which doth cease to be

Ere one can say 'It lightens'. Sweet, good night:

This bud of love, by summer's ripening breath,

May prove a beauteous flower when next we meet.

Good night, good night! as sweet repose and rest

Come to thy heart as that within my breast.

Romeo: O wilt thou leave me so unsatisfied?

Juliet: What satisfaction canst thou have tonight?

Romeo: Th'exchange of thy love's faithful vow for mine.

Juliet: I gave thee mine before thou didst request it;

And yet I would it were to give again.

Romeo: Wouldst thou withdraw it? for what purpose, love?

Juliet: But to be frank and give it thee again,

And yet I wish but for the thing I have:

My bounty is as boundless as the sea,

My love as deep; the more I give to thee

The more I have, for both are infinite.

--- 190 til 239

Romeo and Juliet hastily marry in secret and agree to meet the same evening. However, something terrible happens prior to their meeting. Romeo, Mercutio and Benvolio meet Tybalt, Juliet's cousin, who insults Romeo. He despises him for coming to the Capulet party and calls him a villain. Romeo does not want any trouble, but Mercutio starts fighting with Tybalt who stabs him to death. Romeo has no other option than to revenge his friend to defend his honour. He is forced to kill Tybalt.

Lady Capulet asks the Prince of Verona to sentence Romeo to death for killing her nephew, Tybalt:

(Act 3, Scene 1)

  Lady Capulet: He is a kinsman to the Montague,

Affection makes him false, he speaks not true:

Some twenty of them fought in this black strife,

And all those twenty could but kill one life.

I beg for justice, which thou, Prince, must give:

Romeo slew Tybalt, Romeo must not live.

Prince: Romeo slew him, he slew Mercutio;

Who now the price of his dear blood doth owe?

Montague: Not Romeo, Prince, he was Mercutio's friend;

His fault concludes but what the law should end,

The life of Tybalt.

Prince: And for that offence

Immediately we do exile him hence.

{{Bilde:}}

Romeo kills Tybalt to revenge the murder of his friend, Mercutio.

{{Slutt}}

--- 191 til 239

Being forced into exile is the worst possible sentence for Romeo. When he hears about the sentence from Friar Lawrence, this is his reaction:

(Act 3, Scene 3)

  Friar Lawrence: A gentler judgement vanished from his lips:

Not body's death, but body's banishment.

Romeo: Ha, banishment? be merciful, say 'death':

For exile hath more terror in his look,

Much more than death. Do not say 'banishment'!

Juliet is looking forward to meeting Romeo in the evening and is shocked by the news of Tybalt's death and Romeo's exile. She realizes that their next meeting will be their last. They secretly spend the night together before Romeo leaves in the morning.

Meanwhile, Lord Capulet has found a match for Juliet. Paris, a young nobleman, has asked Lord Capulet for his daughter's hand, and Capulet has agreed. Juliet refuses to marry him, however, which makes her father furious. He demands she marry Paris and says he will drag her to the church if she does not agree.

In desperation, Juliet turns to Friar Lawrence and asks him to help her:

(Act 4, Scene 1)

  Juliet: O bid me leap, rather than marry Paris,

From off the battlements of any tower,

Or walk in thievish ways, or bid me lurk

Where serpents are; chain me with roaring bears,

Or hide me nightly in a charnel-house,

O'ercovered quite with dead men's rattling bones,

With reeky shanks and yellow chapless skulls;

Or bid me go into a new-made grave,

And hide me with a dead man in his shroud -

Things that to hear them told have made me tremble -

And I will do it without fear or doubt,

To live an unstained wife to my sweet love.

--- 192 til 239

Friar Lawrence: Hold then, go home, be merry, give consent

To marry Paris. Wednesday is tomorrow;

Tomorrow night look that thou lie alone,

Let not the Nurse lie with thee in thy chamber.

Take thou this vial, being then in bed,

And this distilling liquor drink thou off,

When presently through all thy veins shall run

A cold and drowsy humour; for no pulse

Shall keep his native progress, but surcease;

No warmth, no breath shall testify thou livest;

The roses in thy lips and cheeks shall fade

To wanny ashes, thy eyes' windows fall,

Like Death when he shuts up the day of life;

Each part, deprived of supple government,

Shall stiff and stark and cold appear like death,

And in this borrowed likeness of shrunk death

Thou shalt continue two and forty hours,

And then awake as from a pleasant sleep.

Now when the bridegroom in the morning comes

To rouse thee from thy bed, there art thou dead.

Then as the manner of our country is,

In thy best robes, uncovered on the bier,

Thou shall be borne to that same ancient vault

Where all the kindred of the Capulets lie.

In the mean time, against thou shalt awake,

Shall Romeo by my letters know our drift,

And hither shall he come, and he and I

Will watch thy waking, and that very night

Shall Romeo bear thee hence to Mantua.

And this shall free thee from this present shame,

If no inconstant toy, nor womanish fear,

Abate thy valour in the acting it.

--- 193 til 239

Juliet: Give me, give me! O tell not me of fear.

Friar Lawrence: Hold, get you gone, be strong and prosperous

In this resolve; I'll send a friar with speed

To Mantua, with my letters to thy lord.

Juliet: Love give me strength, and strength shall help afford.

Farewell, dear father.

She returns home and tells her parents she will marry Paris. Her parents are relieved. Later, in bed, she drinks the potion that will make her sleep and appear as if she is dead. According to the plan, her parents will then take her to the Capulet family vault.

A messenger is supposed to bring Romeo a letter explaining the plan. In the letter, he is instructed to go to the vault and wait for Juliet to wake up so they can flee to Mantua together. Tragically, the messenger is prevented from delivering the letter and so Romeo believes she is really dead. In desperation, he hurries to Juliet's vault where he drinks some poison and dies next to his love.

When Juliet awakes and finds Romeo dead beside her, she decides to commit suicide. Her love is dead, she has defied her parents and has thus cut all social bonds; young and desperate, she feels she has nothing more to live for. She picks up Romeo's dagger and plunges it into her heart.

--- 194 til 239

(Act 5, Scene 3)

  Juliet: O comfortable Friar, where is my lord?

I do remember well where I should be;

And there I am. Where is my Romeo?

  [Noise within]

  Friar Lawrence: I hear some noise, lady. Come from that nest

Of death, contagion, and unnatural sleep.

A greater power than we can contradict

Hath thwarted our intents. Come, come away.

Thy husband in thy bosom there lies dead;

And Paris too. Come, I'll dispose of thee

Among a sisterhood of holy nuns.

Stay not to question, for the Watch is coming.

Come go, good Juliet, I dare no longer stay.

Juliet: Go get thee hence, for I will not away.

What's here? a cup closed in my true love's hand?

Poison I see hath been his timeless end.

O churl, drunk all, and left no friendly drop

To help me after? I will kiss thy lips,

Haply some poison yet doth hang on them,

To make me die with a restorative.

Thy lips are warm.

Captian of the watch [Within\_: Lead, boy, which way?

Juliet: Yea, noise? Then I'll be brief. O happy dagger,

[Taking Romeo's dagger.]

This is thy sheath;

[Stabs herself.]

there rust, and let me die.

[Falls on Romeo's body and dies.]

--- 195 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Why is Romeo and Juliet's love doomed?

>>> 2

Where is the play set?

>>> 3

What is Romeo's surname?

\_Oral tasks\_

>>> 4

Read the extracts from "Romeo and Juliet", sentence by sentence, in a small group. Discuss the possible meaning of each extract. When you have finished, ask your teacher for a version in modern English and compare it with your interpretation. How well did you understand Shakespeare's English?

>>> 5

Discuss the following with a group of classmates:

a) Do you believe in love at first sight?

b) What makes you fall in love with another person?

>>> 6

Juliet was going to be forced into marrying a man she did not love. To what extent is forced marriage an issue today? Discuss in a group.

\_Written and oral task\_

>>> 7

What will your future partner be like? List seven characteristics of an ideal partner.

\_Written task\_

>>> 8

What would have happened if Romeo had received the message about Juliet being asleep? Write an alternative ending to the tragedy.

\_Role play\_

>>> 9

Act out a dialogue from "Romeo and Juliet". Learn your part by heart and perform it as convincingly as you can.

{{Oppgaver slutt}}

## xxx2 D: The Globe

{{Gloser:}}

  s. 195:

framework: here: parts which support and shape the building

time-consuming: requires a lot of time

peg: bolt, pin

thatched roof: roof made of straw

  s. 197:

gallery: here: hallway

villain: main bad character

gain publicity: bring attention to someone or something

exhibit: show

drench: soak

ward off: defend yourself against

  s. 198:

dedicated: here: working hard at something because it is important

{{Gloser slutt}}

Today's Globe is the third Globe Theatre. The first was built in 1599. It was constructed using three different materials. The entire framework was made of young oak; the wood had to be flexible since the whole structure was made by hand. They tried to build the new Globe in the same way as the first one, using Elizabethan tools and methods instead of using modern machinery. The building process was incredibly time-consuming. For example, each of the pegs in the framework was cut by hand and took an hour and a half to make - and there are 12,000 of them! No wonder it took six years to build the theatre.

The roof of the Globe is the only thatched roof in London. Thatching has been banned in the city since \_the Great Fire\_ in 1666. The Globe was granted special permission on one condition; they must be very careful with fire.

--- 196 til 239

The thatching was, in fact, the reason that the first Globe Theatre was destroyed. During a performance of "Henry VIII" in 1613, the company decided to fire a canon, but unfortunately they did not aim the canon high enough. The blast was meant to go over the thatching and into the river. Instead, it got lodged in the roof and the entire theatre burned down in about two hours.

{{To bilder:}}

1. Aerial view of the Globe Theatre in London. The round shape and the thatched roof are distinguishing features.

2. A wooden model of the Globe.

{{Slutt}}

--- 197 til 239

As you can see in the picture on page 196 there is a gallery on the upper level. The middle section is where the musicians are housed. The actors are also here if the play requires two levels (e.g. "Romeo and Juliet"). The other two balconies are designated areas for the audience who can actually be on stage with the actors. These seats used to be the most expensive in Shakespeare's day. You might wonder why they charged the highest prices for the worst possible view. The reason is that if you were interested in hearing the play well, you had to get as close to the actors as possible. The audience was not only highly involved in the play in Shakespeare's day, they would also respond immediately to what was going on. This was well before we were trained to sit quietly during a play and talk about the experience afterwards. If there was a villain in the play, for example, the audience would not hesitate to shout at the actor and they were also known to throw things on stage.

These balcony seats were also in great demand because the audience could be on display. It was a way of gaining publicity. Instead of exhibiting fame and fortune on television screens or on a magazine cover, you had to do this in a live capacity. The people upstage would pay six pence for this privilege. If you were seated anywhere else in the theatre, the standard charge was two pence. You could also pay an extra penny for a cushion to sit on. They were filthy and filled with fleas and mice. Cushions are also available today, but there have been no attempts to make them authentic in any way!

The open area, which can accommodate about 600 people when standing, offers the cheapest tickets. There is a strict no umbrella policy. Since this part of the Globe has no roof, the audience stands the chance of getting drenched, but shows are never cancelled due to bad weather. The seated and roofed section can host approximately 900 people in total. In Shakespeare's time, the audience was supposedly twice as large. It must have been quite crowded - and smelly! At that time, people normally had only a couple of baths a year. They also chewed garlic in an attempt to ward off diseases. Can you imagine the smell?

--- 198 til 239

{{Ramme med bilde av Martin:}}

\_Authentic interview\_

Working at the Globe is incredible. It is unlike any other theatre because of the audience contact. When the actors and audience are in the same arena, we have eye contact, which you never have in another theatre and there is nowhere to hide as an actor. It is fun, because the audience is very much part of the show. A lot of young people come to the Globe, partly because it is cheaper than other theatres especially in the standing area. And actually, the best place to be at the theatre is standing, because you are closest to the show. You are right in the middle of the action.

This year at the Globe, we are doing "The Tempest", "The Winter's Tale", "Pericles" and a new play by a man called Peter Oswald, called "The Storm". So, we do new plays here as well. What is important is that they are written for this type of theatre. We won't be doing Chekhov, Strindberg and Ibsen because they wrote for the darkened auditorium.

We perform here from May till October, partly because it is warmer and we are an outdoor theatre, also, the rest of the year we are dedicated to education. We have lots of groups from all over the world of any age from seven to ninety coming to take courses and workshops. That's a huge part of our work. Anybody can visit the Globe. We are open every day except Christmas Day. There are lots of different ways into the Globe. You might come to see a play. You might come on an educational workshop, or you might come as a visitor to see an amazing building. We hope that, having seen it, you might want to come back and see a play.

Martin

{{Ramme slutt}}

--- 199 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Why did it take six years to build Shakespeare's Globe Theatre?

>>> 2

What kind of materials were used when building the theatre?

>>> 3

Why were the gallery seats popular in Shakespeare's day?

\_Oral task\_

>>> 4

What would you do if you were at a cinema or a theatre and the person sitting next to you stank to high heaven? You cannot leave, so you have to come up with an alternative solution. Tell a group of classmates.

\_Written and oral task\_

>>> 5

In 1,000 years' time, architects will probably reconstruct some of the most famous buildings of our age. Make a list of five buildings that you think are likely to be reconstructed. Share your list with some classmates. Give reasons for your selection.

\_Written task\_

>>> 6

Last night you dreamt you were watching a play at the Globe Theatre in the 1600s. What was it like? Sharpen your quill and write about your experience!

\_Role play\_

>>> 7

Act out part of a stage play, a TV series or a film you really like. Tell the audience what they are about to see. If it is well-known, ask them to guess what it is. Have a great time!

{{Oppgaver slutt}}

{{Ramme:}}

\_Female roles\_

Women were not allowed to act in theatres until 1660 as it was regarded as unseemly for women to perform in public. Consequently, young boys acted the female characters. In the comedy "As You Like It", one of the characters is a girl acting a boy. Before 1660, it would have been a boy acting a girl acting a boy. These young boys did not have a healthy profession, however. Some of the make-up women used in those days was toxic and a number of boys actually died of lead poisoning.

{{Ramme slutt}}

--- 200 til 239

## xxx2 E: This is Incredible, and This is What I Want to do With my Life!

\_Authentic interview\_

I am Robert J. Williamson, and I am the Artistic Director of the \_British Shakespeare Company\_.

Sometimes, what puts people off Shakespeare is school. You study it and you study just the lines. This would be like studying a great song and unless you hear someone sing it brilliantly, you don't know what it is you're missing. If you took a great television comedy that young people love and you start to study it and tear it apart, it stops being as exciting or fun. Obviously, it is great to learn these things, because it allows them to learn more about themselves and have a deeper understanding of great literature, but the only way to truly experience this is to get out and see live theatre performed well. Then you suddenly realize what all the fuss has been about when you've been studying it at school.

It was the same with me. When I studied Shakespeare at school, I couldn't understand what all the fuss was about and I found it difficult. It was hard work. It wasn't for me until I saw Kenneth Branagh's touring company when I was seventeen. I was just in tears at "Hamlet" and laughed at "As You Like It" and I just loved every minute of it. The passion of Hamlet! The angry young man appealed to me at seventeen. I thought, "This is incredible, and this is what I want to do with my life." The same kid who was studying Shakespeare two years earlier thinking, "What am I doing?" and not realizing what there is in it!

{{To bilder:}}

Robert J. Williamson portrays different Shakespearian characters, among them King Henry V in different stages of life.

{{Slutt}}

--- 201 til 239

{{To bilder:}}

1. Shakespeare wrote 38 plays and 154 love sonnets.

2. "To be or not to be, that is the question." A statue of Hamlet contemplating life and death.

{{Slutt}}

### xxx3 Universal Literature

{{Gloser:}}

  s. 201:

human condition: being human

indulge: satisfy desires or interests

  s. 202:

bawdy: (old fashioned) - dealing with sex in a funny, loud way

genuinely: real

{{Gloser slutt}}

People often ask me if Shakespeare is still relevant today. My answer is that Shakespeare is the greatest author to speak about the human condition; life and death, what it is to be in love, what it is to be greedy, to have ambition and all the important events in a human being's life. There is no author, in my opinion, before or since, that has to the same level been able to speak to people from every background. He came from a small town in Stratford and he knew ordinary people. Then he moved to London and met the Queen and mixed with people from a totally different background. At the time he was living, there was a big plague in London, there were wars and he really saw the different sides of the human condition. He writes the working class characters as well as he writes the kings. If you go and see a Shakespeare play there will often be somebody in it who will speak to you or be like somebody you know. And people weep when they see his tragedies, because they've been in love, they've lost love and they've had people they love dying. I think it doesn't matter that 400 years later we are going on jumbo jets and going on the Internet. We're still all falling in love, living and dying. And all of those who study these works will fall in love and will eventually experience loss, sometimes heartbreaking loss, and all the terrible things and beautiful things that life has to offer.

Also, there are still wars. "Henry V" is about a war, and he talks about all the arms and legs cut off in battle and says that it will be a black matter for the king who sent them to the war if this was a wrong war. Take the war in Iraq as an example. Many people think the war in Iraq is a wrong war and are saying, "What about all the people who have died if it is a wrong war? It's got to be a black matter for the leader who sent them". We're still indulging in the same matters as they did in Shakespeare's day. Unfortunately, we are still in wars, we still get diseases and we are still dying. And thankfully, we're still falling in love. It matters little that we're doing these things with a laptop under our arm or that we are using smart bombs instead of a sword. The human emotions are still the same.

--- 202 til 239

And we still laugh about the same things. Shakespeare writes very bawdy comic characters that make jokes about just about everything, including drink and sex. He can talk about huge subjects such as what happens to us after death, and then in the next scene he makes a joke about genitals. If you come and see "As You Like It", you will see that people are really laughing. Not laughing because they think, "Oh, we know this is funny" because they have been told it is funny or they want to impress someone, but they're laughing because they find it genuinely funny.

### xxx3 Characters

In Shakespeare, you can have somebody saying the most dreadful things, but so convincingly you believe everything he says, but then someone else comes along and says something from an opposite position and you believe everything she says. He genuinely presents all of life with a very powerful image. Sometimes you might go, "Oh, my God, Shakespeare doesn't like women", because he said this or "He doesn't like poor people" because he said that. But not at all, because you can find another person saying exactly the opposite in another play or in the same play.

### xxx3 "As You Like It"

{{Gloser s. 203:}}

knockabout: here: deliberately silly, often involving hitting or falling

gag: joke

seamlessly interwoven: here: connected without a break

{{Gloser slutt}}

One of the great things about the comedy "As You Like It" is that he made a woman the strong hero. Rosalind is the main intelligent character in the play. She's the one who sees what everything is and young girls coming to see the play now will see a very strong female role model. He showed that a woman can be as strong, witty and intelligent as a man can. Shakespeare was one of the first people to do something like that. Orlando is a sexy wrestler, but Rosalind is the one who is intelligent and spirited. She controls everybody in the play and, even today, you rarely see a woman being the lead in for instance a Hollywood movie to that degree and having control in that way.

Shakespeare had to dress the girl as a boy so that she was free to be able to show that a woman could do anything that a man could do. 350 years ahead of women getting the vote in UK, he showed that a woman can be just as smart and capable as any man, and he showed it by way of humour.

And there are some incredible speeches like "All the World's a Stage", and he goes through the seven ages of mankind and anyone in the audience can recognize himself in one of those ages, like being a lover or the whining schoolboy.

--- 203 til 239

We all know that no matter what we go through in our lives, this journey we go through of all the different ages, as being young and foolish and in love and everything else, we will all be gone. So even in a knockabout comedy with a fool in the forest and simple fun gags it still has these deeper themes about human nature. But Shakespeare doesn't throw them at you and say, "Think about this!" These things are just seamlessly interwoven into his work.

  When Shakespeare wrote these plays, these were not just considered high art. Now many people think of Shakespeare like going to the opera or something of that kind. But the opera was always for lords and ladies, kings and queens. Shakespeare's plays were written for everybody. Pay a shilling, drink your beer, stand there, shout at the actors, laugh at the bawdy jokes and have a good night out. Everybody would have been there from the poorest man or woman who couldn't read or write, to kings and queens. It may be a bit of a cliché, but there is a saying that Shakespeare was not of an age, but of all time.

{{To bilder:}}

The British Shakespeare Company, featuring Martha Swann as Rosalind and Zahra Browne as Phoebe, performing "As You Like It" outdoors. The photos were taken while the play was performed at Ramme Gaard in Norway.

{{Slutt}}

--- 204 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

When did Robert Williamson discover Shakespeare?

>>> 2

Name some of the advantages of performing Shakespeare in the open air.

>>> 3

Why are Shakespeare's plays still relevant?

>>> 4

What is special about the main character in "As You Like It"?

\_Oral task\_

>>> 5

Discuss:

a) What was your impression of Shakespeare before reading this text?

b) What is your impression of Shakespeare now?

c) Would you like to watch a performance of a Shakespeare play? Give reasons.

\_Written and oral tasks\_

>>> 6

In your view, what are the most typical characteristics shared by all human beings? Jot down your thoughts. Then share your ideas with some classmates.

>>> 7

Work together with a classmate. Write a short play based on the following themes: love, hate, envy, loyalty, fear, forgiveness. Perform the play.

\_Written tasks\_

>>> 8

If Shakespeare had been alive today, what would his plays have been about? Write an essay in which you reflect upon this question.

>>> 9

Solve the crossword puzzle

{{Kryssorddiagrammet er ikke tilrettelagt.}}

Across:

1 typical ending in tragedies {{3 bokstaver}}

6 understand {{7 bokstaver}}

7 be grateful {{10 bokstaver}}

9 really {{9 bokstaver}}

10 behaviour showing high moral standards {{6 bokstaver}}

Down:

1 full of energy {{8 bokstaver}}

2 terrible {{8 bokstaver}}

3 slapstick {{10 bokstaver}}

4 smoothly {{10 bokstaver}}

5 town {{9 bokstaver}}

8 profession {{5 bokstaver}}

\_Role play\_

>>> 10

Work in small groups. Choose a Shakespearian dialogue you really like, learn it by heart and act it out in front of your classmates.

{{Oppgaver slutt}}

--- 205 til 239

## xxx2 Language corner

Idioms are expressions, fixed phrases and proverbs typical for a language. You can hardly ever translate them word by word into another language without changing their meaning. You cannot say you have mastered the English language until you are able to use a variety of idioms correctly.

What does it mean to pull someone's leg, to be all ears, to be between the devil and the deep blue sea or to dash off? Read about how you can look up the meanings of idioms on pages 118-120 in \_Crossroads 10B\_.

## xxx2 Task bank

{{Oppgaver:}}

\_Oral tasks\_

>>> 1

If Shakespeare had not written "Romeo and Juliet" and the same story had been used as the plot of a modern Hollywood movie, do you think it would have become a box office hit? Why? Why not? Discuss in a group.

>>> 2

It seems that actors who perform Shakespeare's plays are passionate about their profession.

a) Does a good actor need to be passionate about his or her work? Discuss.

b) What kind of work do you think you would be passionate about? Share your thoughts with your group.

>>> 3

What would you do if you loved someone, but your parents did not accept your choice of partner for some reason. Discuss.

>>> 4

"Romeo and Juliet" has a sad ending, which is typical of tragedies. Modern films often have happy endings, although there are some "tear-jerkers". Can you think of any examples of the latter? Tell your classmates.

\_Written and oral task\_

>>> 5

Work in pairs. Jot down the rough outline of a plot for a play. Then brainstorm ideas for what you might include in a dialogue. Write the dialogue and perform it in front of the class.

\_Written tasks\_

>>> 6

Write ten facts about William Shakespeare's plays and present them to a classmate.

>>> 7

Do you know many titles of plays or names of playwrights? Brainstorm titles and names in a small group. Try to impress your teacher.

>>> 8

Write a role play about a theatre performance in Shakespeare's day. Some possible ingredients: outrageous behaviour, stinking audience, mouse in the cushion.

{{Oppgaver slutt}}

--- 206 til 239

## xxx2 Dig into it

{{Oppgaver:}}

>>> 1

Dig into one of Shakespeare's plays. Read an easy version and watch a film based on the play. Give a lecture on your ideas about the play, based on the two versions you have read or seen.

>>> 2

Use a presentation tool to make a multimedia presentation of English society in the Elizabethan era.

>>> 3

Work in small groups. Rehearse a scene from one of Shakespeare's plays until you can perform it well. Ask a classmate to film your performance. Show it to the class.

>>> 4

Dig into the topic of forced marriages. Where and why do they still exist? Give a minitalk based on your findings.

>>> 5

London was the centre of entertainment in Shakespeare's day. What is it like today? Browse the Internet for information about theatres, cinemas and other forms of entertainment in London. Make a brochure called "London Entertainment Guide".

>>> 6

Can Shakespeare be called a feminist as a result of creating the character Rosalind? Find information on the Internet. Write an essay based on your findings entitled "Shakespeare and Women".

>>> 7

In your view, who is the Shakespeare of our time? Make a presentation of your favourite author or playwright.

{{Oppgaver slutt}}

--- 207 til 239

## xxx2 Word quest

{{Gloser:}}

alternate: (v) alternere

banish: (v) fjerne, forvise

bard: (s) skald, dikter/skald, diktar

bawdy: (adj.) uanstendig

civil servant: (s) embetsmann

conjurer: (s) tryllekunstner/tryllekunstnar

convenient: (adj.) passende/passande

courtyard: (s) gårdsplass/gardsplass

crumb: (s) smule

dedicated: (adj.) her: entusiastisk

defy: (v) trosse/setje seg opp mot

doom: (v) være fortapt/vere fortapt

drench: (v) gjøre gjennomvåt/gjere gjennomblaut

duel: (s) duell

epidemic: (s) epidemi

exhibit: (v) vise fram

framework: (s) her: reisverk

friar: (s) munk

gag: (s) komisk innslag

gain publicity: få oppmerksomhet/få merksemd

gallery: (s) her: søylegang

genuinely: (adj.) virkelig/verkeleg

highbrow: (adj.) fmkulturell

human condition: det å være menneske/det å vere menneske

indulge: (v) begjære/attrå

knockabout: (adj.) hardtslående/hardtslåande

mend: (v) reparere, forbedre/reparere, betre

minstrel: (s) trubadur

nurse: (s) her: amme

orchard: (s) frukthage

peg: (s) nagle, stift/nagl, stift

portico: (s) svalgang

potion: (s) her: giftig drikk, brygg

quill: (s) fjærpenn/fjørpenn

script: (s) manuskript

seamlessly intervowen: sammenvevet uten sømmer/samanvove utan saumar

stage: (v) her: sette opp et stykke/setje opp eit stykke

station: (s) her: rang, stilling

thatched roof: (s) stråtekt tak

time-consuming: (adj.) tidkrevende/tidkrevjande

topical: (adj.) aktuell, oppdatert

vault: (s) her: familiegravsted/familiegravplass

villain: (s) kjeltring, skurk

virtue: (s) dyd

void: (s) tomrom

wandering: (adj.) vandrende, omreisende/vandrande, omreisande

ward off: beskytte seg mot/verne seg mot

{{Gloser slutt}}

--- 208 til 239

{{Bildeside: Tre veiskilt: This way, That way, The other way.}}

--- 209 til 239

# xxx1 Chapter 8: We are the Future

In a few months time you might be starting upper secondary school. Maybe you have filled in the application form already, or maybe you will be doing so in the near future. This is a time when people really start thinking about their education and their future. We hope this chapter will inspire you and provide you with some useful information about some very different professions.

--- 210 til 239

"The definition of success is to know even one life has breathed easier because you have lived."

    R.W. Emerson

## xxx2 A: Four Indian Voices

{{Gloser:}}

  s. 210:

English Medium School: school using English as main language in many subjects

Sanskrit: ancient Indian language

intersperse: here: mix with

  s. 211:

interact with: communicate with

{{Gloser slutt}}

\_Authentic interview\_

Pragya: Hi there! We attend Delhi Public School, which is an English Medium School. This means that all our books are in English and that we primarily speak English at school every day, apart from when we have foreign languages, of course. We have French, German and Sanskrit as optional foreign languages here. In India, there are many different languages, so at home we may speak Punjabi, Malayalam and many other languages depending on which part of the country our family comes from. Often we speak English with words from our regional language interspersed. All of us speak Hindi as well. We all think a good education is extremely important.

{{Bilde:}}

Sobhagya, Namya, Pragya and Sakshi.

{{Slutt}}

### xxx3 Education

Sobhagya: Education is important because it makes you aware of what is going on in the world and it will be able to help in whatever you are good at.

Sakshi: Education makes you respect yourself. If you don't respect yourself, you can never become anything in your life. If you feel educated, you feel you know something, which is good for your self-confidence.

Namya: Education can help you to make a difference. You can do something about the things you think are wrong. When you know about them, you can speak up against them.

--- 211 til 239

Pragya: If you know things, you can communicate with people all over the world. Communication is really important because if you talk to people, you will get to know more at the same time as you can share what you know.

### xxx3 Careers

Sobhagya: I'm still thinking, but I probably want to become a journalist. I like interacting with people. Some kind of correspondent covering world events would be interesting. I'd like that. I also would like to become an author.

Sakshi: I want to become a computer engineer. I love computers and I like the idea of programming them.

Namya: I am interested in maths and physics. I don't think I'll become a scientist or a mathematician. I think economics is really interesting. It is not just about money, stocks and shares, but we need maths in our daily lives in almost everything we do.

Pragya: I'm interested in research work. I don't know in what subject I will be doing it, though. It can be anything. Maybe some new field will come up by the time I decide my career option. I would like that.

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Which languages do all the students speak?

>>> 2

What are some of the reasons why the students think education is important?

\_Oral tasks\_

>>> 3

The Indian students mentioned some reasons why education is important.

a) Do you agree with them?

b) Can you think of any other reasons? Talk about it.

>>> 4

Some people say education is more important than ever. Do you agree? Discuss in a small group.

\_Written and oral tasks\_

>>> 5

Jot down the career options available to those who leave full-time education at the end of lower secondary school. Tell a group of classmates.

>>> 6

Discuss the strengths and weaknesses of the Norwegian school system. Brainstorm before you start.

\_Written task\_

>>> 7

You are meeting a professional career councellor tomorrow. Choose two professions and write down all the questions you would like to ask.

{{Oppgaver slutt}}

--- 212 til 239

## xxx2 B: Cherrie - A Hairdressing Student

{{Gloser:}}

  s. 212:

cortex: here: the outer layer of a hair

medulla: here: the inner part of a hair

cuticle: here: protecting layer of a hair

dye: here: colour hair

block: here: head-shaped mould

uneven: here: not cut in even lengths

  s. 213:

buckle down: (informal) - start doing something seriously

assessment: evaluation

perm: setting hair with chemicals in curls

{{Gloser slutt}}

{{Tre bilder:}}

1. Cherrie has learned a lot and looks forward to becoming a hairdresser.

2., 3. Cutting and dying hair is part of a hairdresser's job, but hairdressing studies involves much more. Read the text to find out.

{{Slutt}}

\_Authentic interview\_

I have always liked doing people's hair. Since I was about the age of three I used to sit at home and practise on my Barbie doll's hair. I think I have a natural talent for it. It just comes naturally to me and I find it easier working with my hands than doing a job in an office being on the computer all day.

You learn a lot, really. There is more to it than just doing people's hair. You have to know hair sections and you learn about the three parts of the hair, which are the cortex, the medulla and the cuticle. We also learn about different face shapes so we can cut their hair to suit their face shapes. And of course, we learn different cutting techniques and colouring. But we also have to learn about the skin. Before I dye someone's hair, I have to do a skin test on his or her arm or behind the ear to see if the skin reacts with the colour.

I sit and practise whenever I have time. I put my block up and practise on her. It takes a lot of practise to get good at this. The first time I tried to cut hair on my own, it was a total disaster, but I'm getting better. The one I coloured came out perfect, and the one I'm cutting today has gone well so far. The most challenging part is getting the guideline straight. It can be really difficult, especially if you've got shaky hands. If you are cutting someone's hair and the guideline isn't straight, the whole hairstyle is going to be messed up and uneven and not like the client wants it.

Long and straight hair is popular now. Victoria Beckham has got, like, a bob styling and some people want this style, but wherever you go these days, there is straight hair and a lot of layers. There are no funky styles about any more.

--- 213 til 239

I'm hoping to be qualified within the next year if I can buckle down and get my assessments done. I'd like to one day either own my own salon or be a part-owner of it. After that, I'd like to be mobile and go around to people's houses to cut their hair. I reckon that's a good way of going. I know quite a lot of people who do it, and they say they like that so much better than working in a salon.

  Studying is a lot harder than what I thought. I didn't think there would be so much theory behind it. In every unit, like cutting, colouring and perming, there's loads of theory included. So before you can actually start cutting, you have to read up on it. I thought it mainly was going to be practical, but there is plenty of written work. I'm finding it interesting and not too difficult, but definitely a challenge.

    Cherrie

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Why do hairdressing students learn about face shapes?

>>> 2

How often does Cherrie practise?

>>> 3

What does Cherrie think about her studies?

\_Oral tasks\_

>>> 4

Victoria Beckham is a trendsetter when it comes to hairstyles, as are many other celebrities. Which celebrities have the coolest hairstyles? Discuss.

>>> 5

Describe five of your classmates' hair to a classmate. Use phrases like: straight, curly, frizzy, thick, thin, short at the sides, long at the back, fringe, ponytail, hair band. Your dictionary could be useful.

\_Written and oral task\_

>>> 6

Some men go bald in their twenties.

a) Are bald men less attractive?

b) Is it worse for a woman to lose her hair? Jot down some arguments, then discuss.

\_Written task\_

>>> 7

Do a drawing of a cool hairstyle and write a description of it.

\_Role play\_

>>> 8

A: You are a hairdressing student and today you are going to practise on a real client for the first time. It is important to create a good atmosphere, so start by chatting with your client. Then ask him/her some specific questions to get a basic idea of what he/she wants.

B: You are a client who knows exactly how you want your hair done. When you have explained to the hairdressing student what kind of hairstyle you would like, he or she starts doing your hair. You are not completely happy with the way it is being done. Say what you think should be done differently.

{{Oppgaver slutt}}

--- 214 til 239

## xxx2 C: Painting With Light

{{Gloser:}}

  s. 214:

graphic designer: person designing books, magazines etc.

portraiture: making portraits

reportage: reporting news

conceptually aware: thinking about ideas

recreate: remake

prop: here: portable object used when filming on a set

aesthetics: principles to do with beauty

considered approach: method which requires deliberation

  s. 215:

gesture: movement of head, hands or face with a particular meaning

writer's block: here: not being able to come up with good ideas

{{Gloser slutt}}

{{To bilder:}}

1. Martin uses his camera as an artistic instrument and he likes to experiment. Careful planning is necessary before a shoot.

2. A camera can be a creative tool. Notice the contrast between the blurry gentleman and the sharp, straight lines of the frames in the background.

{{Slutt}}

\_Authentic interview\_

Originally, I was very keen to become a graphic designer. The only course available to me involved photography, and I soon realized that photographs were a much faster way of making designs. Then I won a few awards, and I discovered I had a talent for it. I've been on course after course ever after since. I am very pleased to be at the London College of Communication because this school has a good reputation.

Photography is a lot of things to different people. It can be anything from portraiture, to art or reportage, but essentially, it is capturing an image using light. Personally, I see it as painting with light and as art. I still like painting, but to me photography just seems the most contemporary medium to work with. Photography is in a nice stage of its existence, as well. Digital photography is exciting, and it's nice to think that not everything has been tried yet and that you still can find a new experimental route for yourself to explore.

On the course we are encouraged to be quite conceptually aware and we work on the theory behind our work a lot. I am interested in theatre as well as social interaction and how they might meet or echo each other. You can either photograph it in real life, or, as I prefer, I kind of see it in my mind's eye and then I recreate it in the studio. It is a very staged, directed kind of experience using actors and a lot of props and careful lighting. I like the aesthetics that it gives you in the end. It's a very considered approach, which I think gives it an artistic quality.

--- 215 til 239

The social interactions I am interested in are everyday things, especially out in public. There's a nice aesthetic when you have group scenes, for example at a bus stop queue, a group of people on the tube or queuing up in a post office. These are the things I have been photographing.

  Gestures are very important, and in this sense, I would relate my photography to painting, because painting is a very built-up thing. It can take months and months to create, because the moment it captures has to be perfect. The same way I work on getting the gestures right, thinking like a painter might, and really try to convey in one still image what I want to the audience, which is quite a hard thing to do. I rely on the actors, and also on a lot of friends to work as assistants, purely because the format I'm working in is large, and lights are really big and heavy. I really couldn't do it by myself. It would just take too long, so I really need this support team to help me.

Sometimes I can see the photograph literally in my head before I enter the studio. Other times I can be struggling for an idea, but know that I can pull something out when I'm in there. So, instinct is important for a photographer. You need to trust your artistic instinct at the end of the day. But sometimes, I must admit, I get writer's block and get really worried, but always when I get to the studio, the ideas start to come.

Martin

{{Bilde:}}

By using long exposures when photographing people in motion we can capture unfocused images in which we can see their movements.

{{Slutt}}

--- 216 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Why did Martin start studying photography?

>>> 2

How does he view photography?

>>> 3

In what way is working with photography similar to painting?

>>> 4

Why can't he do the work on his own?

\_Oral tasks\_

>>> 5

What is the best or funniest photograph you have seen or taken yourself? Explain it to a group of classmates.

>>> 6

Study the photographs on pages 214-215.

a) Describe what you see to a group of classmates.

b) What kind of ideas and associations do you get from it?

\_Written and oral task\_

>>> 7

You have been asked to take a portrait photograph of a classmate. Which features in his or her face would you like to emphasize? List them and explain your reasons to your classmate.

\_Written tasks\_

>>> 8

A photograph in a local art exhibition you went to recently has really caught your attention. Write an email to the photographer explaining why you find this photograph so captivating. Include some of the following: colour, shapes, light, perspective, facial expression, eyes.

>>> 9

List all the new words from the text "Painting With Light". Write one sentence for each new word to show you understand what it means.

\_Role play\_

>>> 10

You are on holiday abroad with a group of friends. Obviously you have all brought your cameras. Devise a role play in which you include the following situations:

a) One of you does something silly and the rest of you shoot away.

b) All except one of you do something even sillier, and one of you shoots a brilliant photo.

c) One of the locals offers to take a photo of all of you together, then something unexpected happens. Have fun!

{{Oppgaver slutt}}

## xxx2 D: Vets for Pets

{{Gloser:}}

  s. 216:

limb: leg or arm

cardiovascular system: heart and blood vessels

respiratory system: organs concerned with breathing

preclinical: (studies) - theoretical part of medical studies

  s. 217:

clinical: (studies) - part of medical studies where students observe and treat patients

campus: here: university grounds

surgery: here: veterinary clinic

{{Gloser slutt}}

{{Bilde:}}

Laura and Natasha study veterinary medicine in London. They are both passionate about animals.

{{Slutt}}

\_Authentic interview\_

Laura: I have wanted to be a vet since I was about two. This is my first year at the vet school. In the first term, we learned a lot of biology and in the second term about muscles and limb movement. This term we have been doing the cardiovascular and respiratory systems. We haven't really done much with live animals yet, but we will start practising quite soon. So far, we have practised mostly on dead animals. It takes five years to become a vet. You do two years here, which is preclinical and involves working with dead animals and the last three years is clinical at different campuses where you get more live animals.

--- 217 til 239

That is the most fun part of the studies. Studying is hard, but it is worth it. When I graduate, I want to go into the army and work in Africa for a year. I'd love to work with large animals.

{{Bilde:}}

A full-grown female lion weighs about 150 kilos. The vet cannot treat her without assistance. Let's hope the general anesthesia works!

{{Slutt}}

Natasha: In some of the surgeries I've worked in, I've heard vets say that the work is underpaid and unappreciated and that there are long hours. So you can't do this for the money or the status of the job. You have to do it because you are passionate about the subject. Otherwise you won't be determined enough to do it. You've got to be really into animals; working with them and helping them. Otherwise, you are going to quit half way through. Personally, I am ridiculously, unbelievably passionate about animals! I think they are amazing and unappreciated. People take them for granted and I think not enough people think on the side of animals, not enough people fight for them, not enough people look how life is for them. I love domestic animals, but I'd probably prefer to work with wild animals in the future. But then again, any animal is, for me, just amazing to work with.

--- 218 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

How long is the Veterinary Medicine course?

>>> 2

What has Laura learned so far?

>>> 3

Why is it important to be passionate about animals?

\_Oral tasks\_

>>> 4

Tell a classmate about one profession you find intriguing and one that would be unthinkable for you. Give reasons.

>>> 5

Discuss the following questions in a group:

a) What are the high status jobs or professions here in Norway?

b) How important is salary to you when considering a job? Why?

c) What is most important, high wages or plenty of spare time?

d) What kind of jobs require little education?

\_Written and oral task\_

>>> 6

Make as exhaustive a list as you can of names of professions in Norwegian. Translate all of them into English, starting with the ones you are sure of. Then ask a classmate for help. Check any remaining words in a dictionary.

\_Written task\_

>>> 7

A foreign exchange student has been sitting in on your lessons for three weeks. He/she has to write a report on the Norwegian school system. Write the report from his/her perspective.

{{Oppgaver slutt}}

## xxx2 E: Above the Clouds

{{Gloser:}}

air hostess: stewardess

intimidating: frightening, making you less confident

aircraft commander: captain of a plane

{{Gloser slutt}}

{{Bilde:}}

Emma knows how to fly an airplane and she loves it.

{{Slutt}}

\_Authentic interview\_

Ever since I was a child I have loved airplanes, and I actually used to have dreams that I could fly. My dad took me up in a plane and the pilot let me see the cockpit, and I just loved it. In those days, I thought I would possibly just become an air hostess, but as I got older I realized that it was possible for a woman to be a pilot. I think it is a bit more intimidating for girls to think about getting involved in it because there are so many men, and it is easy to doubt that you have got the right ability till you try it. Things are changing now, and girls are realizing that they have got the chance and ability to do it.

A lot of the airlines are now looking to employ more women. The mix of ability that women tend to have is quite different to men sometimes. Nowadays, instead of being just a good pilot they want aircraft commanders to have people skills and be good at working in teams in addition to being good managers. I think women find it easier to relate to that.

--- 219 til 239

"Once you have tasted flight, you will walk the Earth with your eyes turned forever skyward, for there you have been, and there you long to return." (Leonardo da Vinci)

### xxx3 A Rewarding Profession

{{Gloser:}}

daring: bold

stick to: here: follow

{{Gloser slutt}}

It's amazing to be able to fly. When you take off, break through the clouds and see the sunrise ... it is awesome. It's fantastic to be up there. To actually know that you are in control of the flying is quite a rewarding feeling. To be able to go to work every day and look out of the window and see all these beautiful views and to go to all these beautiful places ... I think that's the best part of it.

To be a good pilot you need to possess a specific mix of skills depending on what kind of pilot you want to be. A military pilot may be a very different person to an airline pilot. Military pilots by nature have to be more daring, I suppose, and be able to do more stunts and that sort of thing. Airline pilots have to be very steady, calm individuals that are able to stick to rules. But all pilots must be people that can think logically also under stress, and a good grasp of maths and physics is definitely essential, but other than that, you just need confidence in yourself and the ability to work hard. It is such an interesting career and you get to learn about so many things. I now know a lot about so many interesting subjects such as the weather and how it works. I know how engines work and I know about aerodynamics. Knowing about all these interesting subjects combined is very rewarding.

{{To bilder:}}

1. What keeps a plane airborne? That is one of the things you need to learn if you want to become a pilot.

2. Inside the cockpit of an Airbus A330.

{{Slutt}}

--- 220 til 239

### xxx3 Take-off

{{Gloser:}}

beacon slot: radio transmitted signal estimating time for take-off

radio beacon: radio transmitting station

navigation aid: equipment to help you plan and follow a route

{{Gloser slutt}}

There are many procedures a pilot needs to go through before take-off. You have to file a flight plan. You book beacon slots at the airfields you want to go to. You have to let them know that you are coming. You need to design a flight plan and file it with the air traffic control. This has to be done an hour before the flight so the air space controllers know you are coming so they can fit you in to all their traffic. Next, you have to go and check the aircraft. You have to walk round it and check that all is in working order and make sure it is fuelled and oiled. Then you have to plan your flight. When you do an instrument route like the airlines do, you have to plan what radio beacons to use for navigation. You must plan which radio frequencies you will be using and have it all written on a plan. After that, you have a walk time, which is when you are going to walk out to the aircraft and do all the start-up checks. You have to check that all your navigation aids and all your systems are working. This takes quite a bit of time, maybe half an hour or so. Then you call the tower and ask if they are ready to accept you into their airways, which are almost like roads in the sky that the airlines use. When they accept you, you will get clearance to go and taxi out and take off.

### xxx3 Getting a Job

{{Gloser:}}

simulator check: test ride in a simulator

training captain: captain who trains pilots

piloting skill: flying skill

rigorous: here: difficult

psychometric assessment: test measuring mental abilities

management: managers of an organization

{{Gloser slutt}}

I am not yet working in an airline, but I have applied for some jobs. One of the airlines I have been to, has interviewed me. It was an interview which involved some personal questions and some technical questions. It was a successful interview and they want me to come back to them for a simulator check. I will go and sit in a simulator with a training captain and do a flight, in effect, and they can test my piloting skills. If I am successful, they will offer me a job.

With the other airline I have been to, it was quite rigorous. On the first day, there was a maths test, an English test and psychometric assessment. I had to answer questions about my preferences, which gives them an idea of my character. Then there was a group exercise where they gave us a task so they could see how we interacted with one another. If I am successful there, they will invite me back and I will have a day where they will interview me. I will get two interviews, one with a psychologist and another one with the management. The last thing will be a simulator ride with them, as well. If I get through that, they will offer me a job. I will take whichever job I get first.

Emma

--- 221 til 239

{{Ramme:}}

A photographer for a national magazine was assigned to get photos of a great forest fire. Smoke at the scene was too thick to get any good shots, so he frantically called his home office to hire a plane.

"It will be waiting for you at the airport!" he was assured by his editor. As soon as he got to the small, rural airport, sure enough, a plane was warming up near the runway. He jumped in with his equipment and yelled, "Let's go! Let's go!" The pilot swung the plane into the wind and soon they were in the air.

"Fly over the north side of the fire," said the photographer, "and make three or four low level passes." "Why?" asked the pilot. "Because I'm going to take pictures! I'm a photographer, and photographers take pictures!" said the photographer with great exasperation. After a long pause the pilot said, "You mean you're not the instructor?"

{{Ramme slutt}}

--- 222 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

In what way has it become easier for women to become pilots?

>>> 2

Why does Emma think being a pilot is rewarding?

>>> 3

Why are radio beacons important to a pilot?

>>> 4

What is a simulator test?

\_Oral tasks\_

>>> 5

Discuss the following questions in a group:

a) Are there professions that are not suitable for women?

b) Are there professions that are not suitable for men?

c) Are women still discriminated against in the 21st century?

>>> 6

Would it matter to you whether the pilot of the plane you were on board was a man or a woman?

\_Written and oral task\_

>>> 7

Sit with a student of the opposite sex. Make individual lists of the seven most interesting professions you can think of. Read your list to your partner and explain your choices.

\_Written tasks\_

>>> 8

Consider the following professions: lawyer, doctor, social worker.

a) Write everything you know about each profession.

b) Explain why you would or would not consider each profession.

>>> 9

In this word grid there are ten hidden words from the text. Can you find them? {{Bokstavskjema. Ordene kan stå vannrett eller loddrett:}}

s i w e s s e n t i a l p x

i f n d h q r h i p o r c a

m r w t x c o c k p i t o p

u y h r i t b e w c o k n i

l r s q f m t y k t i p f l

a a u b g p i l o t l u i g

t m z l c f o d g f m y d r

o a d b e g t s a u n m e e

r z c n m s h t s t k c n i

a i r p l a n e f e i r c r

c n j q r l u t r x s n e p

v g g b a c v j k e i p g o

{{Slutt}}

\_Role play\_

>>> 10

A: You have applied for a job as a pilot and been invited to a job interview with twelve other applicants. You are determined to get the job, so you must make a good impression.

B: You are two representatives of an airline company. You are going to interview the applicant and ask him or her a range of questions to assess whether he or she is suitable for the job. You must also carry out a psychological test.

{{Oppgaver slutt}}

--- 223 til 239

## xxx2 F: Fighting Fires and Saving Lives

{{Gloser:}}

technical rescue: helping people who have had an accident

excavate: dig

trench: ditch

{{Gloser slutt}}

{{Bilde:}}

Matt and Tim in front of a fire engine in Vancouver, Washington.

{{Slutt}}

\_Authentic interview\_

### xxx3 Firefighters

One of the most interesting things about the fire service is the variety of work you get to do. The main calls are separated into two areas - medical where you'd go to help someone with a medical problem or who has been involved in a car accident or some other accident. Then there are the fire calls where there typically would be a house or a car on fire or some sort of technical rescue where a worker was caught in some machinery or somebody who has been excavating and has been caught in a trench that has collapsed on them. There is such a wide variety, and the training that goes along with that is as varied as the emergencies are themselves.

We use fire trucks and fire engines. The fire engine has a hose and water on it, so they would put out the fire. The fire truck has ladders and more rescue tools on it. They work together, but do different jobs. The truck would go in and open up the building and search for people. It is more geared towards rescue and has heavy machinery to tear cars apart, to open walls and cars, whereas the engine would put the fire out.

### xxx3 A Normal Work Day

{{Glose s. 224: dorm: room at institution for several people to sleep in}}

Everybody who works at Vancouver Fire Department in Washington state works 24 hours. We come in at seven o'clock in the morning. The first thing we do is exchange information with the crew that is going off their shift. Then we check the equipment. We check every piece of equipment that is on the rig every day. Next we have breakfast before we do the basic house duties, which is cleaning the station. We empty the garbage, sweep the floors and vacuum every day. Then we usually do some training. But every day is different. Sometimes we have a lot of calls, and by the end of the day you haven't even had the chance to do the basic chores.

At noon, we take lunch for an hour. In between, after every call, we have to do a report. Some time in the afternoon we will shop for dinner. We'll all pitch in five dollars and make a huge community meal. Everybody cooks and eats together at the table like a family. After dinner, we all clean up and it's your own time. Maybe you have a report to catch up on or a project to work on.

--- 224 til 239

By that time everybody's got their bed made. We have a big communal dorm and some guys go to bed at eight, others stay up to one or two in the morning watching TV or talking. Sometimes we can sleep almost all night without any calls. We feel pretty lucky then. Other nights ... we're up every hour.

### xxx3 Staying Fit

We are required to work out an hour a day. There is a huge workout room here. It is important to be fit, and every year we do a complete blood and lung function test. They put us on a treadmill and hook us up to a heart monitor and do a stress test where they monitor how our hearts are working. They also test our hearing and vision. Having a hearing problem or poor eyesight could be fatal in our job.

    Matt

### xxx3 Saving Lives

{{Gloser:}}

  s. 224:

paramedic: ambulance worker

paramedics: paramedicine

emergency medicine: urgent treatment of injuries and diseases

x-ray: image of internal structure or object by passing electromagnetic waves through it

emergency dispatcher: 911 operator in the US

medication: medicine

respiration: breathing

ECG: electrocardiogram, medical test measuring heart activity

  s. 225:

saturated: here: mixed

{{Gloser slutt}}

A paramedic is someone who is trained by a doctor to be their hands and their eyes so that the emergency room can extend out in the community. In the USA they are often fire fighters. They take care of people who have been injured or sick like the doctor would have done if he or she had been there. Paramedics is a very narrow field, and that field is emergency medicine. They are not like nurses, who have a very long training and they study many more things than paramedics do. They deal only with things that are life-threatening, and they are trained to handle those situations like the emergency doctor would. The ambulance, which we call a mobile intensive care unit, is designed as a small hospital room so that we can continue to care for the patient while we are on our way to the real hospital and the real doctor. We are the first step in the life-saving team, which consists of nurses in the emergency room, doctors, surgeons and all of the people who do the tests and x-rays and that sort of thing.

But first of all we need to get there, which involves using the lights and sirens, reading maps, being able to operate computers and being able to read what the 911 emergency dispatchers are giving us for information. When we get there, we interview the patient, we get the medical history, we evaluate which medications they are taking at home, which tells us something about what has been wrong with them in the past. We then do a physical examination. We take their vital signs, the blood pressure, pulse and respiration.

--- 225 til 239

We do an ECG or a 12-lead ECG, which tells us which part of the heart is being damaged. Then we transmit it to the hospital and we let them know that we are coming, so they can activate a team while we are on our way.

We can also assess how well the blood is being saturated with oxygen and evaluate how much carbon dioxide is being produced. If their heart stops, we can provide electrical shock or medications to start it up again. We can do intubations, which are putting a tube in their lungs so that we can breathe for them. Then we have to pick them up in a way that allows them to be moved to the ambulance and then take them to the hospital. Most of the time when we save a life it isn't by starting the heart back up. It is recognizing that the person is having a medical problem and being able to fix it before the heart stops.

  Like in most countries that have a pre-hospital care system, we are the safety net for those who do not have the economic means to afford a doctor. Here, we have an insurance system, and people have to either have an insurance that helps them pay for medical care, or they have to pay for it themselves. If they can't afford it, they call 911 and have the paramedics come out and give them some advice on what to do.

There are two kinds of ambulances. One that is paid for in advance through taxes. Ambulances that do not have that system can charge $800 to $1,000 to go from the house to the hospital. Then the hospital would charge another two, three or four thousand dollars for the emergency room visit and then whatever it costs for them to stay in the hospital. It's not unusual for people to have a 10,000 or 20,000-dollar hospital bill. That is why insurance is so important here. If you do not have insurance, it may ruin you economically.

    Jim

{{To bilder:}}

1. Two firefighters practising first aid on a colleague. They have covered their faces with masks in order to simulate a situation where they can't see properly because of smoke.

2. Paramedics working at the scene of an accident.

{{Slutt}}

--- 226 til 239

{{Ramme med tre tegninger:}}

Make sure you know how to commence on lifesaving first aid. Ask your teacher or check with a first aid manual.

1. The recovery position

2. CPR

3. Rescue breaths

{{Ramme slutt}}

{{Bilde. Modell av kroppen med følgende organer merket av:}}

Brain, Vein, Artery, Heart, Liver, Stomach, Lung, Gallbladder, Small intestine, Large intestine.

{{Slutt}}

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Describe the difference between a fire truck and a fire engine.

>>> 2

What do the firefighters share every day?

>>> 3

What does "paramedics is a narrow field" mean?

>>> 4

In what way are paramedics important for poor people in America?

\_Oral task\_

>>> 5

Study the lifesaving procedures in the box above carefully. Close your book. Sit with a classmate and discuss what you should do if:

a) someone has stopped breathing.

b) there is no pulse.

c) their heart has stopped.

d) there is a pulse, but the person is unconscious. Then check with a first aid manual.

\_Written and oral task\_

>>> 6

Study the picture of the human body above. Close your book when you think you remember it all. Make a drawing of the human body and all the internal organs. Name all the organs and let a classmate check whether you have passed this medical test.

\_Written task\_

>>> 7

You are a doctor at a large hospital in an urban area. You have had a very busy night and are about to end your shift. But first you must write a report on all your patients. Include the following words and phrases in your report: heart condition, defibrillator, traffic accident, blood transfusion, asthma, drowning, mouth-to-mouth, stabbing, appendix, concussion, paramedic.

--- 227 til 239

\_Role play\_

>>> 8

A: You are at a beach with some friends. There has been a serious accident (e.g. drowning or concussion.) You call the paramedics and they give you instructions about what to do with the patient. Follow the instructions carefully and practise on a dummy.

B: You are a paramedic taking emergency calls from the public. You receive a call from a group of young people at a beach. You need to give them instructions while the ambulance is on its way.

{{Oppgaver slutt}}

## xxx2 G: Teaching English

{{Gloser:}}

synonym: word or expression that has more or less the same meaning

antonym: word that means the opposite of another word

criterion: standard, principle

noble: here: having fine qualities which others admire

{{Gloser slutt}}

{{Bilde:}}

Sudeepta teaches English at an English Medium School in New Delhi.

{{Slutt}}

\_Authentic interview\_

Sudeepta: I teach English in grade 9 and 11 in New Delhi, the capital of India. Our school is an English Medium School, so the students have been taught English ever since they joined the school. By the time they reach the Senior School level, which is from grade 9, a majority of the students have a good grasp of English and are able to express themselves well. However, when it comes to written English, at times we feel that the level isn't up to the mark in the sense that they tend to make grammatical mistakes. But I would say that the majority of the students, by the time they reach grade 9, are able to interact well in English and there is definitely a lot of improvement as to their writing skills. This is partly due to the fact that they use English as a medium of writing in other subjects as well. Most Senior School students also have a wide vocabulary. When I ask the students to come up with synonyms and antonyms for a particular word, most of the time they have some good solutions. Often they come up with words I hadn't even thought of, so the level of English is good.

Not too many people would make a conscious choice to join this profession, because it doesn't pay that much. Personally, I became a teacher because I am interested in literature. The salary wasn't really a criterion for me. I enjoy teaching very much, and I think people who are passionate about teaching would not look so much at the money factor. Teachers are respected and they are thought highly of. I have made a good choice to join such a noble profession and I have no regrets. The best thing about being a teacher is the children and the love they have for you. You cannot experience that in any other profession. I just love interacting with students and teaching them a subject I am passionate about. But I also learn from them, so, it's a two-way thing, and that keeps me young.

--- 228 til 239

{{Oppgaver:}}

\_Did you get it? Written tasks\_

>>> 1

Why did Sudeepta choose to become a teacher?

>>> 2

When do students start to learn English at her school?

>>> 3

What does she find most rewarding about teaching?

\_Oral task\_

>>> 4

What are the characteristics of a good teacher? Discuss in a group.

\_Written and oral task\_

>>> 5

How do \_you\_ learn English most efficiently? List a number of methods and activities you find helpful and also some you find do not work so well for you.

\_Written task\_

>>> 6

Try to make an assessment of your English language skills. Include answers to the following questions:

a) What are you good at?

b) What are you not so good at?

c) What can you do to improve your English?

\_Role play\_

>>> 7

Take turns being the teacher.

A: Today is your lucky day. You are a substitute teacher and you are going to teach some English grammar to a group of fellow students. Study one of the grammar points in \_Crossroads 10B\_ thoroughly and explain it to your group.

B: You are a group of students in an English class. Today you are being taught by a brilliant substitute. He or she will explain a grammar point to you. You find it quite difficult, so ask your teacher a number of questions.

{{Oppgaver slutt}}

## xxx2 Language corner

Linking words and phrases, or cohesive ties, are very important elements in any text. They improve the flow of the text and help you get your message across more effectively. Some common linking words are used very frequently, for example \_and\_, \_but\_ and \_or\_. There are numerous linking words and phrases with different functions, however.

Examples:

He smoked a whole packet of cigarettes at the party \_although\_ he had promised not to.

Mia went on the mountain hike \_despite\_ her fear of heights.

Your English will sound much better if you can use a variety of linking words. See pages 177-179 in \_Crossroads 10B\_ and do the exercises.

--- 229 til 239

## xxx2 Task bank

{{Oppgaver:}}

\_Oral tasks\_

>>> 1

Which of the professions presented in this chapter do you find:

a) most appealing?

b) least appealing?

Tell a couple of classmates why.

>>> 2

You are on holiday abroad with some friends. One of them falls seriously ill and he/she does not have health insurance. What are you going to do? In a small group, discuss possible solutions and try to agree on the best one.

>>> 3

It is not always easy to get a job, and some people remain unemployed for long periods of time. If you were still unemployed after applying for about 100 jobs, what would you do? Discuss.

>>> 4

Choose a profession. A group of classmates will ask you questions and try to guess which one you have chosen.

\_Written and oral tasks\_

>>> 5

Write an application for a summer job at a grocery store somewhere in the USA. Read it to a classmate, who will comment on it and suggest possible revisions.

>>> 6

Jot down all the adjectives you can think of that are relevant to the following professions: teacher, pilot, accountant, lifesaver, writer. Compare lists with a classmate. Are your ideas about these professions the same?

\_Written tasks\_

>>> 7

Make a list of professions that have something in common and account for any similarities.

>>> 8

What do you think your profession will be ten years from now? Write a short text about this.

>>> 9

Every profession uses words in a special way. Some terms are directly related to the activities involved, some to instruments or tools used or the environment the work is carried out in. List all the words you can think of that could be used by the following professions: teacher, photographer, gardener, electrician, lorry driver.

{{Oppgaver slutt}}

--- 230 til 239

## xxx2 Dig into it

{{Oppgaver:}}

>>> 1

Interview someone you know about his or her profession. Give a short oral presentation of it in class.

>>> 2

Choose a profession. Find out what kind of training or schooling you need to fulfill the requirements of the job. Use a presentation tool to present your findings.

>>> 3

Look on the Internet for information on pilot training in Norway and abroad. Write an account of your findings.

>>> 4

Contact a local workplace and arrange for an interview. Prepare some good questions before you go. Ask yourselves what you would like to know about this line of work. Bring a camcorder and make a documentary. Edit your footage and present your film at school.

>>> 5

Use a digital recorder to interview your English teacher about the advantages and disadvantages of his or her profession.

>>> 6

Interview all your classmates about what they want to become. Make a diagram to illustrate what proportion of the class would like to enter the various professions.

>>> 7

Many professions have changed dramatically since the introduction of computers. Choose one profession and find out how information technology has affected it. Give a short presentation on your findings.

{{Oppgaver slutt}}

## xxx2 Word quest

{{Gloser:}}

aesthetic: (s) estetikk

air hostess: (s) flyvertinne

aircraft commander: (s) flykaptein

antonym: (s) ord med motsatt betydning/ord med motsatt tydning

assessment: (s) vurdering

beacon slot: (s) radiooverført signal som angir tid for take-off

block: (s) her: øvelseshode/øvingshovud

buckle down: gjøre noe på alvor/gjere noko på alvor

campus: (s) her: universitetsområde

cardiovascular system: (s) hjerte- og karsystem/hjarte- og karsystem

clinical: (adj.) klinisk, siste delen av et medisinstudium, der studenten får behandle pasienter/klinisk, siste del av eit medisinstudium, der studenten får behandle pasientar

--- 231 til 239

considered approach: gjennomtenkt framgangsmåte

cortex: (s) her: ytterste laget på et hårstrå/ytste laget på eit hårstrå

criterion: (s) kriterium

cuticle: (s) her: beskyttende lag på et hårstrå/vernande lag på eit hårstrå

daring: (adj.) vågal

dorm: (s) sovesal

dye: (v) her: farge hår

emergency dispatcher: (s) alarmsentral

emergency medicine: (s) førstehjelp

English Medium School: skole som bruker engelsk språk i de fleste fag/skole som bruker engelsk språk i dei fleste fag

excavate: (v) grave

gesture: (s) håndbevegelse/handrørsle

graphic designer: (s) grafisk designer/grafisk designar

interact with: kommunisere med

intersperse: (v) her: iblande/blande i

intimidating: (adj.) skremmende/skremmande

limb: (s) lem, arm eller bein

management: (s) ledelse/leiing

medication: (s) medisinsk behandling

medulla: (s) her: innerste laget på et hårstrå/inste laget på eit hårstrå

navigation aid: (s) navigasjonsinstrument

noble: (adj.) her: edel

paramedic: (s) ambulansemannskap

paramedics: (s) akuttmedisin

perm: (s) permanent

piloting skill: (s) flyveferdighet/flygeferdigheit

portraiture: (s) portrettkunst

preclinical: (adj.) preklinisk, første delen av et medisinstudium/preklinisk, første delen av eit medisinstudium

prop: (s) her: rekvisitt

psychometric assessment: mental testing

radio beacon: (s) radiosignal

recreate: (v) omskape

reportage: (s) reportasje

respiration: (s) respirasjon, pusting

respiratory system: (s) puste- eller åndedrettssystem/puste- eller andingssystem

rigorous: (adj.) her: vanskelig/vanskeleg

Sanskrit: (s) gammelt indisk språk/gammalt indisk språk

saturated: (adj.) her: mettet/metta

simulator check: (s) simulatorsjekk

stick to: her: holde seg til/halde seg til

surgery: (s) her: veterinærkontor

synonym: (s) synonym

technical rescue: (s) redning etter en ulykke med maskineri etc./redning etter ei ulykke med maskineri etc.

training captain: (s) kaptein med ansvar for testing og opplæring av piloter/kaptein med ansvar for testing og opplæring av pilotar

trench: (s) grøft

uneven: (adj.) her: ujevn/ujamn

writer's block: (s) her: gå tom for ideer/gå tom for idear

x-ray: (s) røntgen

{{Gloser slutt}}

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